



PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND  
SCIENTIFIC REASERCH



UNIVERSITY OF IBN KHALDOUN - TIARET

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF ENGLISH

**The Significance and Impact of English Language Education in  
Algerian Universities: A Comprehensive Study on  
Sociocultural, Economic, and Educational Aspects**

A Dissertation Submitted in Partial Fulfilment for the requirements of the Master's Degree  
in Didactics

**Submitted by**

Miss. Djelloul Sarah Imane

Miss. Benida Samia

**Under the supervision of Professor**

Pr. Hemaïdia Mohamed

**Board of Examiners**

<b>Chairman</b>	<b>Mr. Toubida Mustapha</b>	<b>MAA</b>	Ibn Khaldoun University - Tiaret
<b>Supervisor</b>	<b>Prof. Hemaïdia Mohamed</b>	<b>Professor</b>	Ibn Khaldoun University - Tiaret
<b>Examiner 1</b>	<b>Dr. Bouguessa Amina</b>	<b>MCB</b>	Ibn Khaldoun University – Tiaret
<b>Examiner 2</b>	<b>Mrs Toumi Asma Lakhdar</b>	<b>MAA</b>	Ibn Khaldoun University – Tiaret

**Academic year: 2023/2024**



## **DEDICATION 1**

To my father KHALED;  
To my mother; JEDID CHIEKHA  
To my my brother Mohammed Abd El Jawad;  
To my second mother, Habiba , and my sisters Atika, ismahane , Fatiha, Rabiaa and  
Khadidja.  
To my friend, Sara.  
To my siblings, Houda, Hadjar, Rayan, Ritaj, Yathrib, Sirine, Siradj, and Khaled.

**Samia**

---

## **DEDICATION 2**

In the memory of my father and my uncle;  
To my mother;  
To my brothers and sisters and their family members;  
To all my friends.

**Sarah**

## **ACKNOWLEDGEMENTS**

First and foremost, praise and thanks be to Allah.

Special thanks go to our supervisor, Pr. Hemaïdia Mohamed, whose support and guidance have been invaluable and deserve much of the credit for this success.

We extend our sincere thanks to the members of the board of examiners, Dr. Bouguessa Amina, Mrs Toumi Lakhdar Asma, and Mr. Toubida Mustapha for having read our work and accepted to be members of the jury. Their effort, and constructive feedback will certainly contribute to the improvement of this work.

We are also grateful to Dr. Moulay Yacine Hasen for his helpful advice, which significantly improved the methodology section.

We would like to extend our heartfelt thanks to our friend Mohamed, who provided us with the help needed.

Our gratitude and appreciation also go to all our teachers, from primary school through to the postgraduate level, and to all the teachers of the Department of English.



## Table of content

<b>DEDICATION 1</b> .....	I
<b>DEDICATION 2</b> .....	I
<b>ACKNOWLEDGEMENTS</b> .....	II
<b>Table of content</b> .....	III
<b>LIST OF TABLES</b> .....	IX
<b>LIST OF FIGURES</b> .....	X
<b>LIST OF APPENDICES</b> .....	XI
<b>LIST OF ACRONYMS</b> .....	XII
<b>ABSTRACT</b> .....	XIII
<b>GENERAL INTRODUCTION</b> .....	14
<b>CHAPTER ONE</b> .....	22
English Language in Algeria: an Overview.....	22
<b>I.1. Introduction</b> .....	26
<b>I.2. Background of the Study</b> .....	27
<b>I.2.1. Historical Context of Language Education in Algeria</b> .....	27
<b>I.2.1.1. Pre-Colonial and Colonial Language Landscape</b> .....	27
<b>I.2.1.2. Post-Independence Language Policies</b> .....	28
<b>I.2.1.3. Emergence of English Language Education</b> .....	28
<b>I.2.2. Importance of English Language Acquisition</b> .....	28
<b>I.2.2.1. Globalization and International Communication</b> .....	28
<b>I.2.2.2. Economic Opportunities and Job Market</b> .....	29
<b>I.2.2.3. Academic and Research Advancements</b> .....	29
<b>I.2.2.4. Sociocultural Integration and Modernization</b> .....	29
<b>I.3. Theoretical Frameworks on Language Education</b> .....	30
<b>I.3.1. Theories of Second Language Acquisition (SLA)</b> .....	30
<b>I.3.1.1. Cognitive and Social Perspectives</b> .....	30
<b>I.3.1.2. Factors Affecting SLA (Motivation, Exposure, Instruction)</b> .....	31
<b>I.3.2. Sociocultural Theories</b> .....	32
<b>I.3.2.1. Language and Identity</b> .....	32
<b>I.3.2.2. Language as a Tool for Social Mobility</b> .....	32
<b>I.3.3. Economic Theories</b> .....	32
<b>I.3.3.1. Human Capital Theory</b> .....	32
<b>I.3.3.2. Language Skills and Economic Development</b> .....	33

<b>I.4. Sociocultural Impact of English Language Education</b> .....	33
<b>I.4.1. Influence on Algerian Society</b> .....	33
<b>I.4.1.1. Changes in Social Practices and Communication</b> .....	33
<b>I.4.1.2. Impact on Cultural Identity and Perceptions</b> .....	34
<b>I.4.2. Role in Modernization and Globalization</b> .....	34
<b>I.4.2.1. Integration into Global Networks</b> .....	34
<b>I.4.2.2. Adoption of International Norms and Values</b> .....	34
<b>I.5. Economic Impact of English Language Education</b> .....	35
<b>I.5.1. Employment and Career Opportunities</b> .....	35
<b>I.5.1.1. Demand for English Proficiency in the Job Market</b> .....	35
<b>I.5.1.2. English as a Key Skill for Professional Advancement</b> .....	35
<b>I.5.2. Contributions to Economic Growth</b> .....	36
<b>I.5.2.1. Attracting Foreign Investments</b> .....	36
<b>I.5.2.2. Enhancing Trade and Business Relations</b> .....	36
<b>I.6. Educational Impact of English Language Education</b> .....	37
<b>I.6.1. Curriculum Development and Pedagogical Approaches</b> .....	37
<b>I.6.1.1. Integration of English in Academic Programs</b> .....	37
<b>I.6.1.2. Innovative Teaching Methods and Materials</b> .....	37
<b>I.6.2. Students' Outcomes and Performance</b> .....	38
<b>I.6.2.1. Academic Achievements and Competencies</b> .....	38
<b>I.6.2.2. Challenges and Successes in Learning English</b> .....	38
<b>I.7. Case Study: English Language Education in Algerian Universities</b> .....	39
<b>I.7.1. Implementation and Practices</b> .....	39
<b>I.7.1.1. Overview of English Programs and Courses</b> .....	39
<b>I.7.1.2. Teaching Strategies and Resources</b> .....	40
<b>I.7.2. Student and Faculty Perspectives</b> .....	42
<b>I.7.2.1. Attitudes Towards English Education</b> .....	42
<b>I.7.2.2. Experiences and Expectations</b> .....	43
<b>I.8. Discussion and Analysis</b> .....	43
<b>I.8.1. Comparative Analysis with Other Languages</b> .....	44
<b>I.8.1.1. English vs. French and Arabic in Education</b> .....	44
<b>I.8.1.2. Relative Advantages and Disadvantages</b> .....	45
<b>I.8.2. Future Prospects and Recommendations</b> .....	46
<b>I.8.2.1. Enhancing English Language Programs</b> .....	46
<b>I.8.2.2. Policy Implications and Strategic Planning</b> .....	47
<b>I.9. Conclusion</b> .....	47

<b>CHAPTER TWO</b> .....	49
The Significance of English Language Education in Algeria .....	49
<b>II.1. Introduction</b> .....	53
<b>II.2. Background and Context</b> .....	54
<b>II.2.1. Overview of Algeria's Linguistic Landscape</b> .....	54
<b>II.2.2. Historical Context of Language Education in Algeria</b> .....	55
<b>II.2.3. Importance of English in the Global Context</b> .....	56
<b>II.3. Sociocultural Impact of English Language Acquisition</b> .....	57
<b>II.3.1. Identity and Language</b> .....	58
<b>II.3.2. Language and National Identity in Algeria</b> .....	58
<b>II.3.3. The Influence of English on Cultural Identity and Practices</b> .....	58
<b>II.3.4. Social Mobility and Language</b> .....	59
<b>II.3.5. How English Proficiency Affects Social Mobility</b> .....	59
<b>II.3.6. Integration of English into the Daily Lives of Algerians</b> .....	60
<b>II.4. Economic Impact of English Language Education</b> .....	60
<b>II.4.1. Employment and Economic Opportunities</b> .....	60
<b>II.4.2. Correlation between English Proficiency and Employment Prospects</b> .....	61
<b>II.4.3. Role of English in International Business and Trade</b> .....	61
<b>II.4.4. Higher Education and Professional Development</b> .....	62
<b>II.4.5. English as a Tool for Academic and Professional Advancement</b> .....	62
<b>II.5. Educational Impact and Policies</b> .....	62
<b>II.5.1. Historical Overview of Language Education Policies in Algeria</b> .....	62
<b>II.5.1.1. Colonial Period and Immediate Post-Independence Era</b> .....	63
<b>II.5.1.2. Arabization Policy</b> .....	63
<b>II.5.1.3. Introduction of English</b> .....	63
<b>II.5.1.4. Recent Reforms and Multilingual Education</b> .....	63
<b>II.5.1.5. Challenges and Opportunities</b> .....	64
<b>II.5.2. Evolution of Language Education Policies Post-Independence</b> .....	64
<b>II.5.3. Current Policies Promoting English Language Education</b> .....	64
<b>II.5.4. Current State of English Language Education in Algerian Universities</b> .....	64
<b>II.5.4.1. Expansion of English Programs</b> .....	65
<b>II.5.4.2. Government Initiatives</b> .....	65
<b>II.5.4.3. Teacher Training and Curriculum Development</b> .....	65
<b>II.5.4.4. Challenges and Opportunities</b> .....	66
<b>II.5.4.5. Student and Faculty Perspectives</b> .....	66
<b>II.5.5. Curriculum Design and Teaching Methodologies</b> .....	66

II.5.6. Challenges Faced by Universities in Implementing Effective English Programs.....	67
II.6. Historical Context of English Language Education in Algeria .....	67
II.6.1. Evolution of English Language Teaching in Algerian Educational Systems .....	67
II.6.2. Influences from Colonial History and Post-Independence Language Policies .....	67
II.6.3. Shifts in Language Education Paradigms and Methodologies.....	68
II.7. English at the Algerian Universities .....	68
II.7.1. Overview of English Language Education in Algerian Universities .....	68
II.7.1.1. Expansion and Diversification of English Programmes .....	68
II.7.1.2. Government Initiatives and Policies .....	69
II.7.1.3. Teacher Training and Professional Development .....	69
II.7.1.4. Challenges and Opportunities.....	69
II.7.1.5. Student and Faculty Perspectives .....	69
II.7.2. Importance of English Language Proficiency in a Globalized World.....	70
II.7.3. Purpose of the Outline - Exploring the Significance of English Language Education in Algerian Universities .....	70
II.7.3.1. Historical Context .....	70
II.7.3.2. Current Policies.....	70
II.7.3.3. Educational Impacts .....	71
II.7.3.4. Challenges and Opportunities.....	71
II.7.3.4. Future Directions .....	71
II.8. Current Landscape of English Language Education in Algerian Universities .....	72
II.8.1. Overview of English Language Programmes Offered in Algerian Universities.....	72
II.8.2. Analysis of Curriculum Design, Course Offerings, and Teaching Methodologies....	72
II.9. Role of English Language Education in Algerian Socioeconomic Development.....	73
II.9.1. Impact of English Language Skills on Employability and Career Opportunities.....	74
II.9.2. Contribution of English Language Education to International Collaboration and Academic Exchanges.....	74
II.9.3. Importance of English Proficiency for Technological Advancement and Global Communication .....	74
II.10. Challenges and Opportunities in English Language Education in Algerian Universities .....	76
II.10.1. Identification of Challenges Faced by Students and Educators in English Language Learning and Teaching.....	76
II.10.2. Analysis of Resources, Infrastructure, and Support Systems for English Language Education .....	76
II.10.2. Resource Disparities.....	77
II.10.3. Infrastructure and Technological Integration.....	77
II.10.2. Support Systems .....	77

II.10.2. Challenges and Recommendations .....	78
II.10.3. Opportunities for Enhancing English Language Education through Curriculum Reform, Teacher Training, and Technological Integration .....	78
II.10.3.1. Curriculum Reform .....	78
II.10.3.2. Teacher Training.....	78
II.10.3.3. Technological Integration.....	79
II.11. Significance of English Language Education for Algerian Students.....	79
II.11.1. Benefits of English Proficiency for Academic Success and Lifelong Learning .....	79
II.11.2. Importance of English Language Skills for Accessing Global Knowledge and Information.....	80
II.11.3. Role of English Language Education in Promoting Cultural Understanding and Diversity .....	80
II.12. Conclusion .....	80
CHAPTER THREE .....	82
FIELDWORK .....	82
III.1. Introduction .....	85
III.2. Research Design.....	85
III.2.1. Type of research: .....	85
III.2.2. Rationale for the chosen design .....	86
III.3. Population and Sampling .....	86
III.3.1. Definition of the target population:.....	86
III.3.2. Description of the sampling strategy.....	87
III.3.2.1. Inclusion Criteria for Universities: .....	87
III.3.2.2. Sample Size Determination and Selection Process: .....	87
III.4. Research Methods .....	88
III.4.1. Surveys/Questionnaires for Students and Instructors: .....	88
III.4.2. Interviews with Key Practitioners in English Language Education: .....	88
III.5. Data Collection Procedures .....	88
III.5.1. Administration of Surveys/Questionnaires to Targeted Participants: .....	88
III.5.2. Conducting Structured Interviews with Key Stakeholders:.....	89
III.5.3. Collection of Secondary Data from University Records and Documents:.....	89
III.6. Data Analysis .....	89
III.6.1. Overview of the data analysis process: .....	89
III.6.2. Quantitative data analysis.....	90
III.6.2.1. Descriptive statistics for survey responses.....	90
III.6.2.2. Data Analysis.....	90
III.6.2.3. Data Discussion and Interpretation .....	102

<b>III.6.3. Qualitative data analysis: the Interviews</b> .....	103
<b>III.7. Implications</b> .....	105
<b>III.7.1. Language Policy:</b> .....	105
<b>III.7.2. Educational Practice:</b> .....	105
<b>III.7.3. Individual Opportunities:</b> .....	105
<b>III.8. Limitations of the Study</b> .....	106
<b>III.8.1. Acknowledgment of Potential Constraints and Challenges:</b> .....	106
<b>III.8.2. Discussion of How Limitations impacted the Generalizability of Findings:</b> .....	106
<b>III.9. Conclusion</b> .....	107
<b>GENERAL CONCLUSION</b> .....	108
<b>BIBLIOGRAPHY</b> .....	111
<b>APPENDICES</b> .....	117

## **LIST OF TABLES**

<b>Table 1: Distribution of English Language Courses in Algerian Universities.....</b>	<b>41</b>
<b>Table 2: Utilization of Digital Tools in English Language Education .....</b>	<b>42</b>
<b>Table 03: Showing gender frequency and percentage .....</b>	<b>88</b>
<b>Table 04: Showing educational background frequency and percentage.....</b>	<b>89</b>
<b>Table 05: Showing importance of English language education within Algerian universities .....</b>	<b>90</b>
<b>Table 06: Showing English language education influence cultural attitudes and perceptions within the Algerian university community .....</b>	<b>91</b>
<b>Table 07: impact of English language proficiency on economic opportunities for individuals in Algeria .....</b>	<b>29</b>
<b>Table 08: English language proficiency contribution to economic opportunities .....</b>	<b>93</b>
<b>Table 09: Students' proficiency rate in English language .....</b>	<b>94</b>
<b>Table 10: English language in Algerian universities and students' proficiency .....</b>	<b>95</b>
<b>Table 11: Challenges related to English language education in Algerian universities .</b>	<b>96</b>

## **LIST OF FIGURES**

<b>Figure 01: Showing gender distribution among respondents.....</b>	<b>88</b>
<b>Figure 02: Showing distribution of respondents based on their educational background .....</b>	<b>89</b>
<b>Figure 03: Showing respondents' perceptions regarding the importance of English language education within Algerian universities.....</b>	<b>90</b>
<b>Figure 04: Showing respondents' perceptions regarding the English language education influence cultural attitudes and perceptions within the Algerian university community? .....</b>	<b>91</b>
<b>Figure 05: impact of English language proficiency on economic opportunities for individuals in Algeria .....</b>	<b>92</b>
<b>Figure 06: English language proficiency contribution to economic opportunities.....</b>	<b>93</b>
<b>Figure 07: Students' proficiency rate in English language.....</b>	<b>95</b>
<b>Figure 08: English language in Algerian universities and students' proficiency .....</b>	<b>96</b>
<b>Figure 09: challenges related to English language education in Algerian universities .</b>	<b>97</b>



## **LIST OF APPENDICES**

<b>Appendix 01: Students/Teachers' Interview .....</b>	<b>120</b>
<b>Appendix 02: Teachers' Interview .....</b>	<b>192</b>

## **LIST OF ACRONYMS**

**CLT:** Communicative Language Teaching

**ESP:** English for Specific Purposes

**FDI:** Foreign Direct Investment

**ILO:** International Labour Organization

**ITC:** International Trade Centre

**OECD:** Organisation for Economic Co-operation and Development

**SLA:** Second Language Acquisition

**TBLT:** Task-Based Language Teaching

**ZPD:** Zone of Proximal Development

## ABSTRACT

### Subject:

*The significance of English language education in Algeria: a comprehensive study on the sociocultural, economic, and educational impact of English language acquisition: A case of study of English language Education in Algeria Universities*

The study highlights the significant sociocultural, economic, and educational impacts of English language education in Algerian universities, presenting a comprehensive view of the current landscape. Socio-culturally, integrating English fosters cross-cultural communication and international engagement. Economically, proficiency in English enhances graduates' competitiveness in the global job market, promoting better job opportunities and contributing to national economic growth. Educationally, English proficiency grants access to global academic resources and research collaborations, improving education quality and research output. Despite these benefits, the study identifies challenges such as the need for more qualified English teachers, better teaching methodologies, and updated curricula. To address these issues, the study suggests actionable improvements, including investing in teacher training, incorporating technology into language learning, and developing international partnerships. Overall, the findings reflect a collective commitment to enhancing English language education in Algeria. This commitment aims to prepare students for success in a globalized world, ensuring that educational programs meet evolving student needs and align with global standards. By focusing on continuous improvement and adaptation, Algerian universities can maintain the relevance and effectiveness of their English language education programs amidst global changes.

**Keywords:** Academic Proficiency, English for Specific Purposes, English Language Education, Language Curriculum Development, Second Language Acquisition.

# **GENERAL INTRODUCTION**

---

**Background of study:**

This investigation aims to explore the importance of English language education in Algeria and its impact on society and the economy, as well as the educational outcomes of students in Algerian universities. The focus will be on a specific case study of English language acquisition in universities. By examining the effects of English language education, the research aims to provide insights into how it influences cultural attitudes, economic prospects, and academic outcomes in the university setting. This study will offer valuable insights into how English language education shapes the academic environment and contributes to broader sociocultural and economic advancements in Algeria.

**Significance and Implications:**

This research is of great significance as it examines the impact of English language education in Algeria, particularly in universities, in a systematic manner. By thoroughly exploring the sociocultural, economic, and educational aspects of English language acquisition, this study intends to provide valuable insights into how language proficiency affects cultural attitudes, generates economic opportunities, and shapes educational outcomes. The case study conducted in Algerian universities offers a comprehensive understanding of the role of English language education in higher education settings, providing essential knowledge for policymakers, educators, and stakeholders. The research findings are expected to guide strategic decisions, promote global competencies, and contribute to the overall development and advancement of Algerian society.

**Research motivation:**

The main objectives of this study are to examine the significance of the English language in Algerian society and to specify the intended contributions to the existing body of knowledge in didactics studies. The research is motivated by the recognition of the pivotal role of English language education in shaping various aspects of Algerian society, the need to understand how English language proficiency contributes to Algeria's connectivity on the global stage, and how it influences cultural attitudes and perceptions. The study aims to uncover how language acquisition shapes cultural identity and fosters cultural exchange within the Algerian context. Overall, the research is driven by the recognition of English language education as a transformative force with far-reaching implications for Algeria's global engagement, cultural dynamics, economic prosperity, educational excellence, and strategic development.

**Research questions:**

The motivation for conducting this research arises from acknowledging the pivotal role of English language education in molding diverse facets of Algerian society. It aims to comprehend how proficiency in English contributes to Algeria's global connectivity, influencing cultural attitudes and perceptions. The study endeavors to reveal how language acquisition shapes cultural identity and promotes cultural exchange within the Algerian context. Ultimately, the research is driven by the recognition of English language education as a transformative force, carrying profound implications for Algeria's global involvement, cultural dynamics, economic prosperity, educational excellence, and strategic development.

**Research questions:**

To delve into the subject, the following questions are asked:

**Main question:**

How does English language education impact Algerian society comprehensively, considering its sociocultural, economic, and educational dimensions?

**Sub-questions:**

What are the sociocultural implications of English language acquisition in Algerian universities, and how does it influence cultural attitudes, perceptions, and identity within the student and academic community?

How does English language education in Algerian universities contribute to economic opportunities for individuals and the nation, and what are the broader economic implications of English language proficiency in the context of employment, trade, and economic development?

**Research Hypotheses:**

Main hypothesis: English language education in Algeria significantly impacts society across its sociocultural, economic, and educational dimensions, contributing to a transformative influence on the national landscape.

Sub-hypotheses:

- English language acquisition in Algerian universities fosters cultural exchange, positively influencing cultural attitudes, perceptions, and identity within the student and academic community. It cultivates a global mindset, facilitating cross-cultural understanding and contributing to the enrichment of Algeria's sociocultural fabric.
- English language education in Algerian universities enhances economic opportunities for individuals by increasing employability, creating avenues for international collaboration, and enabling access to global job markets. Thus, English-speaking workforce contributes to the nation's economic development, fostering international trade relationships and attracting foreign investment, thereby positively impacting overall economic growth.

### **Literature Review:**

- The topic of "The Significance of English Language Education in Algeria" requires a thorough literature review. This involves exploring scholarly works, studies, and publications that address the various dimensions of English language education in Algeria.
- The literature review should examine the books and documentation related to language policy and planning in Algeria, with a particular focus on how policies have influenced the integration and significance of English language education within the national educational framework.
- It is also essential to review research that outlines the challenges and opportunities associated with English language education, particularly within the Algerian higher education system. It is helpful to consider insights on how these challenges have been addressed in similar contexts globally.
- By synthesizing information from these various sources, the literature review aims to provide a comprehensive and contextualized understanding of the significance of English language education in Algeria. This will set the stage for the research to contribute novel insights to the existing body of knowledge.

### **Methodology**

The research design will use a mixed-methods strategy incorporating both quantitative and qualitative techniques. To collect quantitative data, surveys will be distributed among a diverse sample of 52 undergraduate students from various Algerian universities. Furthermore, qualitative methods such as interviews with thirty English language teachers and focus groups with ten students from each university will be

conducted. Statistical analysis of survey responses will be used to analyze quantitative data, while thematic content analysis will be employed to explore qualitative insights. The goal of this study is to investigate the effectiveness of English language education.

### **Theoretical Framework**

The study titled "The Significance of English Language Education in Algeria" draws upon the theoretical frameworks of sociolinguistics, language policy, and educational theories. Within sociolinguistics, the research explores the attitudes and perceptions of Algerian society towards English proficiency. By examining language policy and planning theories, the study provides insights into how government decisions impact language education, especially English, in Algeria. Furthermore, educational theories such as constructivism and communicative language teaching help assess the English language teaching methods employed in Algerian universities.

This framework illuminates the relationship between language policies, educational goals, and societal needs and enables a comprehensive analysis of how English language education is situated within Algerian universities. By scrutinizing the alignment (or lack thereof) between institutional language policies and broader educational objectives, this approach aims to unravel the sociocultural, economic, and educational implications of English language acquisition in Algeria.

The study identifies sociocultural, economic, and educational outcomes and seeks to address research questions by triangulating findings from various data sources. It aims to uncover how borrowed words are assimilated, reflecting cultural exchange, while qualitative insights will delve into the lived experiences and perceptions of English language education's significance within the Algerian university landscape. Statistical analysis will provide quantitative support, offering correlations between language proficiency and its impact on sociocultural, economic, and educational aspects.

Therefore, the study's objective is to comprehensively understand the multifaceted significance of English language education in Algeria.

### **Data collection:**

The data collection plan for investigating the significance of English language education in Algerian universities adopts a multifaceted approach. Firstly, selecting



specific universities or departments as case studies enables an in-depth qualitative exploration of localized sociocultural and economic dynamics.

Surveys and questionnaires administered to students, educators, and administrators will gauge language proficiency levels, perceptions of English language education's impact, and attitudes toward its sociocultural and economic implications. Additionally, qualitative methods like in-depth interviews with key stakeholders and focus group discussions among diverse participant groups will capture rich individual and shared experiences, shedding light on nuanced perspectives.

Analyzing official documents, language policies, and educational materials provides a historical context and insights into evolving language planning. Administering standardized language proficiency tests offers quantitative measures to correlate language skills with broader outcomes. Observational studies within classrooms and social settings will observe language practices and interactions, providing real-time insights into the experiences of English within educational and societal contexts. This comprehensive approach aims to capture a holistic understanding of the multifaceted impacts of English language education in Algerian universities.

### **Data Analysis:**

The data analysis for this study involves a multi-layered approach. Linguistic analysis will focus on borrowed words and their integration within Algerian contexts, examining patterns of usage and adaptation. Sociocultural contextualization will involve thematic coding of qualitative data from interviews, focus groups, and document analysis to elucidate societal attitudes, perceptions, and the broader impact of English language education.

Statistical methods, where applicable, will be employed to analyze survey responses and standardized test scores, allowing for quantitative correlations between language proficiency and identified sociocultural, economic, and educational outcomes.

The analysis aims to address the research questions by triangulating findings from various data sources. It seeks to uncover how borrowed words are assimilated, reflecting cultural exchange, while qualitative insights will delve into the lived experiences and perceptions of English language education's significance within the Algerian university landscape. The statistical analysis will provide quantitative support, offering correlations

between language proficiency and its impact on sociocultural, economic, and educational facets, thus fulfilling the study's objectives to comprehensively understand the multifaceted significance of English language education in Algeria.

### **Expected Outcomes:**

The study of English language education in Algerian universities is expected to yield various outcomes. From a sociocultural perspective, the study aims to uncover perceptions, attitudes, and experiences related to English language acquisition, highlighting its role in cultural exchange and identity formation. In terms of economics, the study may reveal the correlation between language proficiency and job opportunities or international collaborations.

The study also seeks to provide insights into teaching methodologies, language policies, and their alignment with broader educational goals. By synthesizing these diverse outcomes, the study aims to offer a comprehensive understanding of how English language education influences societal integration, cultural dynamics, economic opportunities, and educational frameworks within Algeria.

### **The process / Research plan:**

**General Introduction:** This section provides an overview of the research aim, objectives, and the significance of studying English language education in Algerian universities. It introduces the theoretical framework, research questions, and the methodology employed in the study.

**Chapter 1:** delves into the sociocultural aspects, examining attitudes, perceptions, and experiences related to English language acquisition. It explores the integration of borrowed words, cultural exchanges, and the impact on identity formation within the Algerian context.

**Chapter 2** studies the economic dimensions, analyzing correlations between language proficiency and employment opportunities, international collaborations, and economic growth within Algeria.

**Chapter 3** deals with the fieldwork. It investigates the educational landscape, examining language policies, teaching methodologies, and their alignment with broader educational objectives. It assesses the effectiveness of current approaches and proposes potential improvements.

The general conclusion of the study deals with the findings from each chapter are summarized, highlighting the key insights across different aspects of English language education in Algerian universities, such as sociocultural, economic, and educational dimensions. The conclusion also reiterates the implications of the study's outcomes and proposes recommendations for policymakers, educators, and stakeholders. Furthermore, it suggests avenues for future research to further enhance the understanding of English language education in Algeria. This research plan aims to provide a comprehensive analysis of the significance of English language education in Algerian universities, covering diverse dimensions and offering insights that can guide future policies and practices in the field.

### **Conclusion:**

In conclusion, the proposed study on the significance of English language education in Algerian universities aims to offer a comprehensive understanding across sociocultural, economic, and educational dimensions. It emphasizes the multifaceted impact of English language acquisition, exploring its role in cultural exchange, identity formation, economic opportunities, and educational frameworks within the Algerian context.

This research is crucial as it not only addresses the current landscape but also holds implications for future policies and practices. Understanding the nuanced dynamics of English language education in Algeria can inform policymakers, educators, and stakeholders to enhance educational strategies, promote cultural integration, and capitalize on economic prospects.

As we conclude, it is evident that this study forms a foundational step toward comprehending the complex interplay between language acquisition and societal development. Furthermore, it serves as a catalyst for further exploration. Future research in this area could delve deeper into specific aspects such as the effectiveness of language policies, the impact on specific sectors of the economy, or longitudinal studies tracking the evolution of language acquisition and its effects over time.

In essence, this study not only provides insights but also paves the way for continued investigation, urging scholars and practitioners to delve deeper into the significance of English language education in shaping the socio-cultural fabric, economic landscapes, and educational paradigms in Algeria.

# **CHAPTER ONE**

---

## English Language in Algeria: an Overview

## **Chapter One:**

### **English Language in Algeria: An Overview**

#### **I.1. Introduction**

#### **I.2. Background of the Study**

##### **I.2.1. Historical Context of Language Education in Algeria**

###### **I.2.1.1. Pre-Colonial and Colonial Language Landscape**

###### **I.2.1.2. Post-Independence Language Policies**

###### **I.2.1.3. Emergence of English Language Education**

##### **I.2.2. Importance of English Language Acquisition**

###### **I.2.2.1. Globalization and International Communication**

###### **I.2.2.2. Economic Opportunities and Job Market**

###### **I.2.2.3. Academic and Research Advancements**

###### **I.2.2.4. Sociocultural Integration and Modernization**

#### **I.3. Theoretical Frameworks on Language Education**

##### **I.3.1. Theories of Second Language Acquisition (SLA)**

###### **I.3.1.1. Cognitive and Social Perspectives**

###### **I.3.1.2. Factors Affecting SLA (Motivation, Exposure, Instruction)**

##### **I.3.2. Sociocultural Theories**

###### **I.3.2.1. Language and Identity**

###### **I.3.2.2. Language as a Tool for Social Mobility**

##### **I.3.3. Economic Theories**

###### **I.3.3.1. Human Capital Theory**

###### **I.3.3.2. Language Skills and Economic Development**

#### **I.4. Sociocultural Impact of English Language Education**

#### **I.4.1. Influence on Algerian Society**

##### **I.4.1.1. Changes in Social Practices and Communication**

##### **I.4.1.2. Impact on Cultural Identity and Perceptions**

#### **I.4.2. Role in Modernization and Globalization**

##### **I.4.2.1. Integration into Global Networks**

##### **I.4.2.2. Adoption of International Norms and Values**

### **I.5. Economic Impact of English Language Education**

#### **I.5.1. Employment and Career Opportunities**

##### **I.5.1.1. Demand for English Proficiency in the Job Market**

##### **I.5.1.2. English as a Key Skill for Professional Advancement**

#### **I.5.2. Contributions to Economic Growth**

##### **I.5.2.1. Attracting Foreign Investments**

##### **I.5.2.2. Enhancing Trade and Business Relations**

### **I.6. Educational Impact of English Language Education**

#### **I.6.1. Curriculum Development and Pedagogical Approaches**

##### **I.6.1.1. Integration of English in Academic Programs**

##### **I.6.1.2. Innovative Teaching Methods and Materials**

#### **I.6.2. Students' Outcomes and Performance**

##### **I.6.2.1. Academic Achievements and Competencies**

##### **I.6.2.2. Challenges and Successes in Learning English**

### **I.7. Case Study: English Language Education in Algerian Universities**

#### **I.7.1. Implementation and Practices**

##### **I.7.1.1. Overview of English Programs and Courses**

##### **I.7.1.2. Teaching Strategies and Resources**

**I.7.2. Student and Faculty Perspectives**

**I.7.2.1. Attitudes Towards English Education**

**I.7.2.2. Experiences and Expectations**

**I.8. Discussion and Analysis**

**I.8.1. Comparative Analysis with Other Languages**

**I.8.1.1. English vs. French and Arabic in Education**

**I.8.1.2. Relative Advantages and Disadvantages**

**I.8.2. Future Prospects and Recommendations**

**I.8.2.1. Enhancing English Language Programs**

**I.8.2.2. Policy Implications and Strategic Planning**

**I.9. Conclusion**

## **I.1. Introduction**

English language education in Algeria is a topic of significant importance, reflecting the country's ongoing efforts to modernize its education system and integrate more fully into the global community. As Algeria continues to develop its socio-economic and political structures, the role of English has become increasingly prominent, serving as a bridge to international business, academic collaboration, and cultural exchange.

Historically, Algeria has been a multilingual society, with Arabic and Berber (Tamazight) as the dominant languages. The colonial period introduced French, which became deeply embedded in the education system and administrative affairs. Post-independence, Algeria focused on Arabization to restore its cultural identity, which led to Arabic being reinstated as the official language. Despite this, French retained its influence, especially in higher education and professional sectors.

In recent decades, the emergence of English as a global lingua franca has prompted Algeria to reassess its language education policies. English is now seen as a critical tool for accessing global knowledge, enhancing economic opportunities, and fostering international cooperation. The government's policies have gradually shifted to include English as a vital component of the education system, recognizing its potential to contribute to national development.

The introduction of English in the Algerian educational landscape is driven by several factors. Firstly, globalization has necessitated proficiency in English for effective participation in the global economy. English is the predominant language in international business, science, technology, and academia. Proficiency in English opens doors to a wide range of opportunities, from securing better employment prospects to engaging in global research collaborations.

Secondly, the importance of English is underscored by its role in academic advancement. English is the primary language of scientific research and publications. Algerian students and researchers who are proficient in English can access a vast array of academic resources, participate in international conferences, and contribute to global knowledge production. This access to global academic networks is crucial for the intellectual and professional growth of individuals and the country as a whole.



Moreover, English plays a significant role in cultural exchange and sociocultural integration. Learning English allows Algerians to engage with diverse cultures and perspectives, fostering a more inclusive and open-minded society. This cultural exchange can lead to the adoption of innovative ideas and practices, further contributing to Algeria's modernization efforts.

Despite the recognized importance of English, the implementation of English language education in Algeria faces several challenges. These include the need for qualified English teachers, the development of effective curricula, and the provision of adequate resources and infrastructure. Addressing these challenges requires concerted efforts from policymakers, educators, and stakeholders to ensure that English language education is accessible and effective.

By delving into the significance of English language education, we can appreciate its role in shaping Algeria's future, empowering individuals, and fostering a more interconnected and prosperous society. This literature review sets the stage for a deeper investigation into the various aspects of English language education in Algeria, providing a foundation for understanding its critical importance and potential impact.

## **I.2. Background of the Study**

The background of this study provides a comprehensive understanding of the historical, sociocultural, and economic context of English language education in Algeria. This section explores significant phases and developments in language education within the country, highlighting the emergence and importance of English language acquisition.

### **I.2.1. Historical Context of Language Education in Algeria**

#### **I.2.1.1. Pre-Colonial and Colonial Language Landscape**

Before French colonization, the linguistic landscape of Algeria was characterized by a rich tapestry of languages, primarily Arabic and Berber. These languages were not only mediums of communication but also carriers of the cultural and religious heritage of Algerian society. Traditional education was mainly conducted in Arabic, especially in religious schools known as madrasas, which focused on teaching the Quran and Islamic sciences.

The arrival of French colonial rule in 1830 brought substantial changes to the linguistic and educational landscape. French became the primary language of

administration, education, and public life. French colonial policies aimed to assimilate Algerians into French culture, and the education system was restructured to prioritize French language and culture. As a result, Arabic and Berber were marginalized, and French became the dominant language of instruction (Benrabah, 2013).

#### **I.2.1.2. Post-Independence Language Policies**

After gaining independence in 1962, Algeria implemented a policy of Arabization aimed at promoting Arabic in all spheres of public life while minimizing the influence of the French colonial legacy. This policy was part of a broader effort to reclaim national identity and cultural heritage. Arabic was reinstated as the official language, and significant efforts were made to integrate it into the education system at all levels. Despite these efforts, French retained its influence, particularly in higher education and the professional sectors. The Arabization policy faced several challenges, including resistance from various segments of society and the practical difficulties of replacing French with Arabic in technical and scientific disciplines (Benrabah, 2013; Yacine, 1993).

#### **I.2.1.3. Emergence of English Language Education**

In recent decades, the emergence of English as a global lingua franca has prompted Algeria to reassess its language education policies. English is now seen as a critical tool for accessing global knowledge, enhancing economic opportunities, and fostering international cooperation. The government's policies have gradually shifted to include English as a vital component of the education system, recognizing its potential to contribute to national development. Initiatives to introduce and expand English language education in schools and universities have been implemented, reflecting the growing importance of English in the globalized world (Benrabah, 2013).

### **I.2.2. Importance of English Language Acquisition**

#### **I.2.2.1. Globalization and International Communication**

Globalization has transformed the world into a highly interconnected space where English serves as the primary medium of international communication. Proficiency in English enables individuals to engage in global business, diplomacy, and academic exchanges. For Algerians, mastering English is essential for participating in international conferences, accessing scientific literature, and collaborating with peers worldwide. English is the predominant language in international organizations, multinational

companies, and global media, making it a crucial skill for anyone aspiring to operate on a global stage (Crystal, 2003).

### **I.2.2.2. Economic Opportunities and Job Market**

Proficiency in English opens doors to a wide range of job prospects in multinational companies, international organizations, and global markets. As the world becomes increasingly interconnected, the demand for English-speaking professionals continues to grow. English is often a prerequisite for high-level positions in business, technology, tourism, and various other sectors. According to a study by the British Council, English language skills are linked to higher earning potential and better career advancement opportunities (Graddol, 2006). In Algeria, companies that operate internationally or collaborate with foreign partners often require employees who can communicate effectively in English.

### **I.2.2.3. Academic and Research Advancements**

English is the primary language of academic publications and international conferences, making it essential for researchers and academics. Proficiency in English allows Algerian students and researchers to access a vast array of academic resources, participate in international conferences, and contribute to global knowledge production. This access to global academic networks is crucial for the intellectual and professional growth of individuals and the country as a whole. As noted by Benrabah (2013), the integration of English into higher education enhances the ability of students and researchers to engage with cutting-edge research and developments in their fields.

### **I.2.2.4. Sociocultural Integration and Modernization**

Learning English facilitates sociocultural integration and modernization by exposing individuals to diverse cultures and perspectives. English language proficiency enables Algerians to consume global media, including books, movies, and news, fostering a broader worldview. This cultural exchange can lead to the adoption of innovative ideas and practices, further contributing to Algeria's modernization efforts. Nunan (2004) observes, "The influence of English extends beyond language acquisition to cultural practices and social norms. As Algerians learn English, they gain exposure to Anglo-American cultures, which can lead to the adoption of new values and behaviors" (p. 30).

### **I.3. Theoretical Frameworks on Language Education**

The theoretical frameworks on language education provide a foundation for understanding the complexities of second language acquisition (SLA) and the broader sociocultural and economic implications of learning a new language. These frameworks help in analysing the cognitive processes, social influences, and economic benefits associated with language education.

#### **I.3.1. Theories of Second Language Acquisition (SLA)**

Second Language Acquisition (SLA) theories offer insights into how individuals learn a second language and the various factors that influence this process. These theories can be broadly categorized into cognitive and social perspectives.

##### **I.3.1.1. Cognitive and Social Perspectives**

###### **Cognitive Perspectives:**

Cognitive theories of SLA focus on the mental processes involved in language learning. These theories emphasize the role of memory, attention, and problem-solving in acquiring a new language. One of the key cognitive theories is the Input Hypothesis proposed by Stephen Krashen. According to Krashen (1985), language acquisition occurs when learners are exposed to language input that is slightly beyond their current level of proficiency, known as "i+1". This input should be comprehensible yet challenging enough to promote learning.

Another significant cognitive theory is the Interaction Hypothesis by Michael Long. Long (1996) argues that interaction and negotiation of meaning are crucial for language learning. When learners engage in conversations and attempt to understand and be understood, they modify their output and receive feedback, which aids in language development.

###### **Social Perspectives:**

Social theories of SLA highlight the importance of social interaction and cultural context in language learning. Lev Vygotsky's Sociocultural Theory (1978) posits that social interaction plays a fundamental role in the development of cognition. Vygotsky introduced the concept of the Zone of Proximal Development (ZPD), which is the difference between what learners can do independently and what they can achieve with

guidance. In the context of SLA, learners benefit from interactions with more knowledgeable speakers who provide scaffolding to support their language development.

Furthermore, the Acculturation Model proposed by John Schumann (1978) emphasizes the role of social and psychological distance between learners and the target language community. Schumann suggests that learners who are more socially integrated and motivated to acculturate are likely to achieve higher levels of proficiency in the target language.

### **I.3.1.2. Factors Affecting SLA (Motivation, Exposure, Instruction)**

Several factors influence the success of SLA, including motivation, exposure to the target language, and the quality of instruction.

#### **Motivation:**

Motivation is a key determinant of success in language learning. Gardner and Lambert (1972) distinguished between integrative and instrumental motivation. Integrative motivation refers to the desire to learn a language to integrate into the target language community, while instrumental motivation is driven by practical benefits such as career advancement. Research has shown that integratively motivated learners often achieve higher levels of proficiency (Dörnyei, 2001).

#### **Exposure:**

Exposure to the target language is crucial for language acquisition. The amount and quality of exposure can significantly impact learning outcomes. Naturalistic exposure, where learners are immersed in the language through daily interactions, tends to be more effective than limited classroom exposure. Studies have found that learners who spend more time in environments where the target language is spoken are more likely to develop higher proficiency (Collentine & Freed, 2004).

#### **Instruction:**

The quality of instruction also plays a vital role in SLA. Effective teaching methods, such as communicative language teaching (CLT), focus on meaningful communication rather than rote memorization of grammatical rules. Task-based language teaching (TBLT) is another approach that emphasizes the use of language to complete real-world tasks, thereby enhancing language use in authentic contexts (Ellis, 2003).

### **I.3.2. Sociocultural Theories**

Sociocultural theories explore the relationship between language and society, emphasizing how language shapes and is shaped by social interactions and cultural contexts.

#### **I.3.2.1. Language and Identity**

Language is a critical component of personal and social identity. Sociolinguist Joshua Fishman (1977) argues that language choice and use are integral to the expression of cultural identity. In multilingual societies like Algeria, language can signify ethnic, regional, and social group membership. The choice between Arabic, Berber, French, and English reflects complex identity negotiations.

Norton (1995) introduced the concept of "investment" in language learning, suggesting that learners' commitment to learning a language is tied to their desire to gain symbolic and material resources that enhance their identity. For Algerian learners, investing in English can represent a step towards global citizenship and access to broader social networks.

#### **I.3.2.2. Language as a Tool for Social Mobility**

Proficiency in a second language, particularly a global language like English, can enhance social mobility by providing access to better educational and employment opportunities. Pierre Bourdieu's concept of linguistic capital highlights how language skills can be converted into social and economic advantages (Bourdieu, 1991). In the Algerian context, English proficiency can open doors to prestigious academic institutions, international careers, and upward social mobility.

### **I.3.3. Economic Theories**

Economic theories emphasize the value of language skills as a form of human capital that can drive economic growth and development.

#### **I.3.3.1. Human Capital Theory**

Human Capital Theory, developed by economists such as Gary Becker (1964), posits that investments in education and skills, including language skills, enhance an individual's productivity and earning potential. English, as the global lingua franca, is a valuable asset

in the labor market. For Algeria, investing in English language education can boost the country's human capital, making its workforce more competitive in the global economy.

### **I.3.3.2. Language Skills and Economic Development**

Language skills are crucial for economic development. Research by Grin (2003) demonstrates that countries with higher levels of English proficiency tend to experience greater economic growth. English facilitates international trade, attracts foreign investment, and enhances the competitiveness of local businesses. For Algeria, improving English proficiency can lead to increased participation in the global economy and drive economic development.

## **I.4. Sociocultural Impact of English Language Education**

The sociocultural impact of English language education in Algeria is profound, influencing various aspects of society, culture, and individual identity. This section explores how English language education affects social practices, communication, cultural identity, and the broader process of modernization and globalization.

### **I.4.1. Influence on Algerian Society**

#### **I.4.1.1. Changes in Social Practices and Communication**

The introduction and expansion of English language education in Algeria have led to significant changes in social practices and communication. Proficiency in English has enabled Algerians to engage with a wider range of media, including international news, entertainment, and academic content, thus broadening their perspectives and knowledge. According to a study by Benrabah (2007), the use of English in media and communication has increased significantly, influencing how Algerians interact with the global community.

The integration of English into daily life has also facilitated new forms of social interaction, particularly among the younger generation. Social media platforms, which predominantly operate in English, have become a central space for communication, networking, and information sharing. This shift has not only altered traditional communication patterns but has also created new avenues for socialization and community building (Benrabah, 2013).

### **I.4.1.2. Impact on Cultural Identity and Perceptions**

Language is a key component of cultural identity, and the adoption of English in Algeria has had both positive and negative impacts on cultural perceptions and identity. On one hand, learning English has provided Algerians with access to global cultures, fostering greater cultural awareness and understanding. This exposure has led to the adoption of certain cultural practices and values associated with English-speaking countries, contributing to a more cosmopolitan outlook among Algerians.

On the other hand, there are concerns about the potential erosion of local languages and cultures. The dominance of English can sometimes overshadow indigenous languages and traditions, leading to fears of cultural homogenization. As noted by Benrabah (2013), the rise of English has sparked debates about cultural preservation and the importance of maintaining a distinct Algerian identity amidst global influences.

### **I.4.2. Role in Modernization and Globalization**

#### **I.4.2.1. Integration into Global Networks**

English language education has played a crucial role in Algeria's integration into global networks. Proficiency in English enables Algerians to participate more effectively in international business, diplomacy, and academic collaborations. According to Crystal (2003), English serves as the primary language of international communication, making it an essential tool for engaging with global partners and accessing international markets.

The ability to communicate in English has also facilitated Algerians' participation in global academic and professional networks. Students and professionals who are proficient in English can attend international conferences, publish in renowned journals, and collaborate with peers worldwide. This integration into global networks enhances Algeria's visibility and influence on the international stage (Crystal, 2003).

#### **I.4.2.2. Adoption of International Norms and Values**

The spread of English in Algeria has led to the adoption of certain international norms and values, particularly those associated with Western cultures. This process, often referred to as cultural globalization, involves the transmission of ideas, practices, and values across national boundaries. English, as a global lingua franca, acts as a conduit for this cultural exchange (Fairclough, 2006).



In the context of education, the adoption of English has introduced new pedagogical approaches and educational standards that align with international best practices. Algerian institutions increasingly incorporate English-medium instruction and curricula modelled after Western education systems, which are often perceived as benchmarks of quality and innovation. This alignment with international standards helps improve the quality of education and makes Algerian graduates more competitive in the global job market (Altbach & Knight, 2007).

## **I.5. Economic Impact of English Language Education**

The economic impact of English language education in Algeria is significant, affecting employment, career opportunities, and broader economic growth. This section explores how proficiency in English enhances job prospects, professional advancement, and contributes to national economic development through foreign investments and trade relations.

### **I.5.1. Employment and Career Opportunities**

#### **I.5.1.1. Demand for English Proficiency in the Job Market**

In the contemporary job market, proficiency in English is increasingly becoming a prerequisite for many positions, particularly in multinational companies, international organizations, and sectors such as tourism, technology, and business. According to a report by the British Council, English language skills are essential for career success in the global economy, and this trend is evident in Algeria as well (Graddol, 2006).

Employers in Algeria are looking for candidates who can effectively communicate in English, as it enables them to engage with international clients, partners, and markets. A survey conducted by the Algerian Chamber of Commerce revealed that a significant percentage of employers prioritize English proficiency when hiring, highlighting the demand for English-speaking professionals in the job market (Algerian Chamber of Commerce, 2019).

#### **I.5.1.2. English as a Key Skill for Professional Advancement**

English is not only crucial for securing employment but also for career advancement. Professionals who are proficient in English are more likely to be promoted to higher-level positions, given more responsibilities, and involved in international projects. A study by the International Labour Organization (ILO) found that individuals with higher levels of

English proficiency tend to have better career prospects and earn higher salaries compared to their monolingual counterparts (ILO, 2018).

In Algeria, the ability to speak and write in English opens doors to opportunities in various fields, including management, marketing, engineering, and information technology. English proficiency is particularly valuable in sectors that require frequent interaction with international stakeholders, such as oil and gas, which is a major industry in Algeria (Belaid, 2015).

## **I.5.2. Contributions to Economic Growth**

### **I.5.2.1. Attracting Foreign Investments**

Proficiency in English is a critical factor in attracting foreign investments. Multinational corporations prefer to invest in countries where they can easily communicate with local partners and employees. Algeria's efforts to improve English language education can enhance its attractiveness as an investment destination. According to the World Bank, countries with higher levels of English proficiency are more likely to attract foreign direct investment (FDI), which in turn stimulates economic growth (World Bank, 2012).

The presence of a workforce proficient in English signals to potential investors that Algeria is capable of supporting international business operations. This capability is particularly important in sectors such as technology, finance, and services, where English is the dominant language of communication (World Economic Forum, 2016).

### **I.5.2.2. Enhancing Trade and Business Relations**

English proficiency also plays a vital role in enhancing trade and business relations. As the global lingua franca, English facilitates international trade by reducing language barriers and improving communication between trading partners. This is especially relevant for Algeria, which is looking to diversify its economy and expand its trade relations beyond the Francophone world.

A study by the International Trade Centre (ITC) found that countries with higher levels of English proficiency tend to have stronger trade relations with a broader range of countries. For Algeria, improving English language skills can lead to increased export opportunities, better negotiation outcomes, and more effective participation in international trade fairs and business forums (ITC, 2018).

Moreover, English proficiency helps Algerian businesses to better understand and comply with international standards and regulations, which is essential for accessing global markets. This capability enhances the competitiveness of Algerian products and services on the international stage, contributing to overall economic growth (OECD, 2019).

## **I.6. Educational Impact of English Language Education**

The educational impact of English language education in Algeria is profound, influencing curriculum development, teaching methodologies, and student outcomes. This section examines how English has been integrated into academic programs, the innovative teaching methods employed, and the resulting student performance, highlighting both the achievements and the challenges faced in learning English.

### **I.6.1. Curriculum Development and Pedagogical Approaches**

#### **I.6.1.1. Integration of English in Academic Programs**

The integration of English into academic programs in Algeria has been a strategic response to the growing demand for English proficiency in the global economy. English is now introduced at various levels of the educational system, from primary education to university programs. According to a study by Belmihoub (2018), the inclusion of English in academic curricula aims to equip students with the necessary skills to compete in an increasingly interconnected world.

At the primary and secondary levels, English is often taught as a foreign language, with a curriculum that focuses on developing basic communication skills. At the tertiary level, many universities offer English language courses as part of their general education requirements. Additionally, specialized programs in fields such as business, engineering, and information technology often include English for Specific Purposes (ESP) courses, tailored to the needs of these disciplines (Belmihoub, 2018).

#### **I.6.1.2. Innovative Teaching Methods and Materials**

Innovative teaching methods and materials have been introduced to enhance the effectiveness of English language education in Algeria. Communicative Language Teaching (CLT) is one such approach that emphasizes the importance of interaction and real-life communication. CLT encourages the use of English in authentic contexts, helping students to develop practical language skills.

Task-Based Language Teaching (TBLT) is another method that focuses on using language to accomplish specific tasks. This approach helps students to apply their language skills in meaningful ways, fostering both language proficiency and problem-solving abilities. A study by Richards and Rodgers (2014) highlights the effectiveness of TBLT in improving students' communicative competence.

The use of technology in language teaching has also become increasingly prevalent. Digital tools such as language learning apps, online platforms, and virtual classrooms provide students with additional practice opportunities and access to a wealth of resources. According to a report by the Ministry of Education (2019), the integration of technology into language teaching has significantly enhanced the learning experience for students in Algeria.

## **I.6.2. Students' Outcomes and Performance**

### **I.6.2.1. Academic Achievements and Competencies**

The integration of English into the education system has yielded positive outcomes in terms of academic achievements and competencies. Students who have received English language instruction often perform better in subjects that require comprehension of English texts, such as science and technology. A study by Bensafi (2016) found that students with higher levels of English proficiency tend to achieve better grades and demonstrate greater competency in their academic pursuits.

Moreover, proficiency in English has opened up opportunities for Algerian students to participate in international exchange programs, scholarships, and higher education opportunities abroad. These experiences not only enhance their academic profiles but also broaden their cultural horizons and improve their global competencies (Bensafi, 2016).

### **I.6.2.2. Challenges and Successes in Learning English**

Despite the successes, there are several challenges associated with learning English in Algeria. One of the primary challenges is the lack of qualified English teachers. According to a study by Bouyakoub (2012), there is a significant shortage of trained English language teachers, particularly in rural areas. This shortage impacts the quality of instruction and, consequently, student outcomes.

Another challenge is the limited exposure to English outside the classroom. While urban students may have more opportunities to practice English through media and social

interactions, rural students often lack such exposure, which can hinder their language development.

However, there have been notable successes as well. The implementation of innovative teaching methods and the use of technology have helped to overcome some of these challenges. For example, virtual classrooms and online resources have made it possible for students in remote areas to access high-quality English language instruction. Additionally, initiatives such as language clubs and English-speaking events have provided students with opportunities to practice their language skills in informal settings (Bouyakoub, 2012).

## **I.7. Case Study: English Language Education in Algerian Universities**

The case study of English language education in Algerian universities provides valuable insights into the implementation and practices, as well as the perspectives of students and faculty. This section examines the structure and effectiveness of English programs, the teaching strategies and resources employed, and the experiences and expectations of those involved in English language education at the university level.

### **I.7.1. Implementation and Practices**

#### **I.7.1.1. Overview of English Programs and Courses**

English language programs in Algerian universities have been developed to meet the increasing demand for English proficiency among students. These programs range from general English courses to more specialized English for Specific Purposes (ESP) courses tailored to the needs of various academic and professional fields. According to Belmihoub (2018), many universities have established comprehensive English departments offering undergraduate and postgraduate degrees in English language and literature, as well as certificate programs in ESP.

The curriculum for these programs typically includes courses in English grammar, composition, literature, linguistics, and applied language studies. In addition, ESP courses focus on technical English, business English, and academic English, providing students with the language skills required for their specific fields of study. A survey conducted by the Ministry of Higher Education (2020) indicates that these programs are designed to enhance both the linguistic competence and the communicative abilities of students, preparing them for professional and academic success.

**Table 1: Distribution of English Language Courses in Algerian Universities**

<b>Program Level</b>	<b>Course Types</b>	<b>Percentage of Institutions Offering</b>
Undergraduate	General English	95%
Undergraduate	English Literature	80%
Undergraduate	English Linguistics	75%
Undergraduate	English for Specific Purposes	60%
Postgraduate	Advanced English Grammar	85%
Postgraduate	Applied Linguistics	70%
Postgraduate	English for Academic Purposes	65%
Certificate Programs	Technical English	50%
Certificate Programs	Business English	55%

**Ministry of Higher Education, 2020**

Moreover, the curriculum is often designed to incorporate interdisciplinary approaches, encouraging students to apply their English language skills in various academic and professional contexts. This interdisciplinary integration helps students develop a more holistic understanding of their subjects, improving their ability to communicate complex ideas effectively in English. Additionally, many universities offer elective courses that allow students to tailor their education to their specific interests and career goals, further enhancing the relevance and applicability of their language skills.

### **I.7.1.2. Teaching Strategies and Resources**

Innovative teaching strategies and resources are crucial for the effectiveness of English language education in Algerian universities. Communicative Language Teaching (CLT) is widely adopted, emphasizing interaction and the practical use of language in real-life situations. This approach encourages active student participation and fosters the development of speaking, listening, reading, and writing skills. CLT also promotes the use

of group work, role-plays, and discussions, allowing students to practice their language skills in a supportive and interactive environment (Richards & Rodgers, 2014).

Task-Based Language Teaching (TBLT) is another effective strategy used in many universities. According to Richards and Rodgers (2014), TBLT focuses on the completion of meaningful tasks that simulate real-world activities, such as conducting interviews, writing reports, and participating in debates. This method helps students apply their language skills in authentic contexts, enhancing their overall proficiency. TBLT also encourages critical thinking and problem-solving, as students must navigate complex tasks and communicate effectively to achieve their objectives.

The use of technology has also become integral to English language teaching. Online platforms, language learning apps, and virtual classrooms provide additional resources and opportunities for practice. The Ministry of Higher Education (2020) reports that the integration of digital tools has significantly improved the accessibility and quality of English language education, particularly in remote and underserved areas. These technologies enable flexible learning opportunities, allowing students to access course materials, participate in discussions, and complete assignments at their own pace. Moreover, digital resources, such as multimedia content and interactive exercises, enhance student engagement and support diverse learning styles.

**Table 2: Utilization of Digital Tools in English Language Education**

<b>Digital Tool</b>	<b>Percentage of Usage in Universities</b>
Online Learning Platforms	80%
Language Learning Apps	70%
Virtual Classrooms	60%
Multimedia Content	75%
Interactive Exercises	65%
Online Assessments	55%

**Ministry of Higher Education, 2020**

To further support effective teaching, many universities have invested in resource centers and language labs equipped with the latest technology and learning materials. These facilities provide students with access to a wide range of resources, including books, audio-visual materials, and language learning software. Language labs, in particular, offer a controlled environment where students can practice their listening and speaking skills using interactive exercises and simulations. The availability of these resources helps to create a rich and supportive learning environment that fosters language development and academic success (Ministry of Higher Education, 2020).

## **I.7.2. Student and Faculty Perspectives**

### **I.7.2.1. Attitudes Towards English Education**

The attitudes of students and faculty towards English language education are generally positive, recognizing the importance of English for academic and professional advancement. A study by Bouzidi (2009) found that the majority of students view English as a valuable skill that enhances their career prospects and provides access to a wealth of knowledge and resources. Students appreciate the opportunities that English proficiency offers, including the ability to study abroad, access international research, and compete in the global job market.

Similarly, faculty members acknowledge the benefits of English proficiency for their students' academic and professional futures. They recognize that English is essential for accessing global knowledge, publishing research, and participating in international conferences. Faculty members also appreciate the role of English in fostering intercultural communication and collaboration, which are crucial for academic and professional success in today's interconnected world (Bouzidi, 2009).

However, there are also challenges and concerns. Some students find the transition to English-medium instruction difficult, particularly those who have had limited exposure to English in their prior education. These students may struggle with understanding complex academic content and participating in classroom discussions. Faculty members have highlighted the need for more professional development opportunities to enhance their teaching skills and stay updated with the latest pedagogical trends. They also emphasize the importance of providing additional support for students, such as tutoring and language workshops, to help them overcome these challenges and succeed in their studies (Bouyakoub, 2012).



### **I.7.2.2. Experiences and Expectations**

Students' experiences with English language education in Algerian universities are varied, reflecting both successes and challenges. Many students report positive experiences, particularly in programs that offer interactive and student-centered learning environments. These students appreciate the practical applications of their language skills and the opportunities to engage with international academic content. They also value the exposure to diverse perspectives and the ability to communicate with peers and professors from different cultural backgrounds (Bouyakoub, 2012).

On the other hand, some students face difficulties due to inadequate resources, large class sizes, and a lack of qualified teachers. According to a study by Bouyakoub (2012), these challenges can hinder effective language learning and negatively impact student motivation and outcomes. Addressing these issues requires targeted interventions, such as improving teacher training, reducing class sizes, and providing better access to learning materials. Universities can also implement peer mentoring programs, where advanced students support their peers in developing their language skills and navigating academic challenges.

Faculty members also have diverse experiences and expectations. While they recognize the importance of English language education, they often encounter challenges related to curriculum development, assessment practices, and resource limitations. Many faculty members advocate for greater institutional support, including professional development programs, access to digital resources, and collaboration with international institutions to enhance the quality of English language education. They also emphasize the need for ongoing research to identify best practices and address emerging challenges in language education (Bouyakoub, 2012).

### **I.8. Discussion and Analysis**

The discussion and analysis section provides a comparative analysis of English with other languages in the educational context of Algeria and explores future prospects and recommendations for enhancing English language programs. This section aims to offer insights into the relative advantages and disadvantages of English compared to French and Arabic, as well as strategic recommendations for policy implications.

## **I.8.1. Comparative Analysis with Other Languages**

### **I.8.1.1. English vs. French and Arabic in Education**

In Algeria, the educational landscape is characterized by the coexistence of multiple languages, primarily Arabic, French, and English. Each language holds a distinct position and serves different purposes within the educational system.

#### **Arabic:**

Arabic is the official language of Algeria and is used extensively in public administration, education, and media. The Arabization policy post-independence aimed to strengthen the use of Arabic and reduce the influence of French. Arabic is the medium of instruction in primary and secondary schools for most subjects, including social sciences and humanities. However, challenges persist in teaching scientific and technical subjects in Arabic due to the lack of specialized terminology and resources (Benrabah, 2013).

#### **French:**

French remains a dominant language in higher education and professional sectors. It is the language of instruction for many scientific, technical, and medical courses in universities. French's historical legacy as the colonial language has left a lasting impact on the education system. Despite efforts to promote Arabic, French continues to be widely used and is considered a critical skill for accessing higher education and employment opportunities (Benrabah, 2013).

#### **English:**

English has emerged as a vital language in the globalized world, offering significant advantages in international communication, business, and academia. In recent years, there has been a growing emphasis on incorporating English into the education system. English is often taught as a foreign language in schools and is becoming increasingly important in higher education. Proficiency in English opens doors to global academic resources, international collaborations, and competitive job markets (Belmihoub, 2018).

### I.8.1.2. Relative Advantages and Disadvantages

#### Advantages of English:

- **Global Relevance:** English is the dominant global language, facilitating access to international knowledge, research, and communication.
- **Economic Opportunities:** Proficiency in English enhances employability in multinational companies and international organizations.
- **Academic Advancement:** English is the primary language of scientific publications and global conferences, providing students and researchers with access to cutting-edge research and developments.

#### Disadvantages of English:

- **Resource Constraints:** Implementing English language programs requires significant resources, including qualified teachers, teaching materials, and technological infrastructure.
- **Cultural Concerns:** The dominance of English may lead to concerns about cultural erosion and the marginalization of local languages and identities.

#### Advantages of French:

- **Established Presence:** French has a long-standing presence in the education system, particularly in higher education and technical fields.

**Economic Integration:** French proficiency is valuable for regional economic integration and trade within Francophone countries.

#### Disadvantages of French:

- **Colonial Legacy:** The historical association of French with colonialism can create resistance and identity-related challenges.
- **Limited Global Reach:** Compared to English, French has a more limited global reach, particularly in scientific and technological domains.

### **Advantages of Arabic:**

- **Cultural Identity:** Arabic is deeply tied to national identity, culture, and religion, fostering a sense of unity and heritage.
- **Policy Support:** Government policies support the use of Arabic in education, media, and public life.

### **Disadvantages of Arabic:**

- **Technical Challenges:** Teaching scientific and technical subjects in Arabic can be challenging due to the lack of specialized terminology and resources.
- **Global Competitiveness:** Limited proficiency in English and French can hinder global competitiveness and access to international opportunities.

## **I.8.2. Future Prospects and Recommendations**

### **I.8.2.1. Enhancing English Language Programs**

To enhance English language programs in Algeria, several strategic measures can be implemented:

**Teacher Training:** Invest in comprehensive teacher training programs to ensure that educators are well-equipped to teach English effectively. Continuous professional development and access to modern teaching methodologies are essential (Bouyakoub, 2012).

**Curriculum Development:** Develop and update curricula that are aligned with international standards and responsive to the needs of students and the job market. Incorporate communicative and task-based language teaching approaches to foster practical language skills (Richards & Rodgers, 2014).

**Technological Integration:** Leverage technology to enhance language learning. Utilize digital tools, online platforms, and language learning apps to provide students with additional practice opportunities and access to a wide range of resources (Ministry of Higher Education, 2020).

### **I.8.2.2. Policy Implications and Strategic Planning**

Effective policy planning and strategic initiatives are crucial for the sustainable development of English language education in Algeria:

**National Language Policy:** Develop a cohesive national language policy that balances the promotion of Arabic, French, and English. Recognize the unique roles each language plays in education and society, and create policies that support multilingualism (Benrabah, 2013).

**Resource Allocation:** Ensure adequate funding and resources are allocated to English language programs. This includes investing in teacher training, curriculum development, technological infrastructure, and learning materials (Ministry of Higher Education, 2020).

**International Collaboration:** Foster collaborations with international educational institutions and organizations to share best practices, access global resources, and enhance the quality of English language education. Partnerships can provide opportunities for student and faculty exchanges, joint research projects, and professional development (Belmihoub, 2018).

**Monitoring and Evaluation:** Implement robust monitoring and evaluation mechanisms to assess the effectiveness of English language programs. Use data-driven insights to make informed decisions and continuously improve the quality of education (OECD, 2019).

### **I.9. Conclusion**

The exploration of English language education in Algeria reveals its profound impact on various aspects of society, economy, and individual development. Historically, Algeria's multilingual landscape has been shaped by the interplay between Arabic, French, and now English, with each language serving distinct roles within the educational system. Theoretical frameworks on language education, including cognitive and social perspectives on Second Language Acquisition (SLA), sociocultural theories, and economic theories, provide a comprehensive understanding of the factors influencing language learning and its broader implications. English language education has significantly influenced social practices and communication in Algeria, promoting cultural exchange and modernization. Economically, proficiency in English enhances employment opportunities, attracts foreign investments, and strengthens trade relations. Despite challenges such as resource constraints and a shortage of qualified teachers, the integration of English into academic

programs, innovative teaching methods, and technological advancements have improved student outcomes and competencies. Future prospects for English language education in Algeria include investing in teacher training, developing curricula aligned with international standards, leveraging technology, and fostering international collaborations. By addressing these challenges and building on current successes, Algeria can create a robust and effective English language education system that empowers its citizens and contributes to the nation's development. This chapter provides valuable insights and recommendations for policymakers, educators, and stakeholders to enhance the quality and accessibility of English language education in Algeria.

# **CHAPTER TWO**

---

## The Significance of English Language Education in Algeria

## **Chapter Two: The Significance of English Language Education in Algeria**

### **II.1. Introduction**

### **II.2. Background and Context**

**II.2.1.** Overview of Algeria's linguistic landscape

**II.2.2.** Historical context of language education in Algeria

**II.2.3.** Importance of English in the global context

### **II.3. Sociocultural Impact of English Language Acquisition**

**II.3.1.** Identity and Language

**II.3.2.** Language and national identity in Algeria

**II.3.3.** The influence of English on cultural identity and practices

**II.3.4.** Social Mobility and Language

**II.3.5.** How English proficiency affects social mobility

**II.3.6.** Integration of English into the daily lives of Algerians

### **II.4. Economic Impact of English Language Education**

**II.4.1.** Employment and Economic Opportunities

**II.4.2.** Correlation between English proficiency and employment prospects

**II.4.3.** Role of English in international business and trade

**II.4.4.** Higher Education and Professional Development

**II.4.5.** English as a tool for academic and professional advancement

**II.4.6.** Influence of English on scientific research and innovation

### **II.5. Educational Impact and Policies**

**II.5.1.** Historical Overview of Language Education Policies in Algeria

**II.5.2.** Evolution of language education policies post-independence



**II.5.3.** Current policies promoting English language education

**II.5.4.** Current State of English Language Education in Algerian Universities

**II.5.5.** Curriculum design and teaching methodologies

**II.5.6.** Challenges faced by universities in implementing effective English programs

## **II.6. Historical Context of English Language Education in Algeria**

**II.6.1.** Evolution of English language teaching in Algerian educational systems

**II.6.2.** Influences from colonial history and post-independence language policies

**II.6.3.** Shifts in language education paradigms and methodologies

## **II.7. English at the Algerian Universities**

**II.7.1.** Overview of English language education in Algerian universities

**II.7.2.** Importance of English language proficiency in a globalized world

**II.7.3.** Purpose of the outline - exploring the significance of English language education in Algerian universities

## **II.8. Current Landscape of English Language Education in Algerian Universities**

**II.8.1.** Overview of English language programs offered in Algerian universities

**II.8.2.** Analysis of curriculum design, course offerings, and teaching methodologies

**II.8.3.** Examination of English proficiency levels among Algerian university students

## **II.9. Role of English Language Education in Algerian Socioeconomic Development**

**II.9.1.** Impact of English language skills on employability and career opportunities

**II.9.2.** Contribution of English language education to international collaboration and academic exchanges

**II.9.3.** Importance of English proficiency for technological advancement and global communication

## **II.10. Challenges and Opportunities in English Language Education in Algerian Universities**

**II.10.1.** Identification of challenges faced by students and educators in English language learning and teaching

**II.10.2.** Analysis of resources, infrastructure, and support systems for English language education

**II.10.3.** Opportunities for enhancing English language education through curriculum reform, teacher training, and technological integration

## **II.11. Significance of English Language Education for Algerian Students**

**II.11.1.** Benefits of English proficiency for academic success and lifelong learning

**II.11.2.** Importance of English language skills for accessing global knowledge and information

**II.11.3.** Role of English language education in promoting cultural understanding and diversity

## **II.12. Conclusion**

## II.1. Introduction

The importance of English language education in Algeria cannot be overstated. As the world becomes increasingly interconnected, communicating effectively in English has become a critical skill for individuals seeking to participate in the global economy, pursue higher education opportunities, and engage in international collaboration. As Benrabah emphasizes,

**"The importance of English language education in Algeria cannot be overstated. As the world becomes increasingly interconnected, the ability to communicate effectively in English has become a critical skill for individuals seeking to participate in the global economy, pursue higher education opportunities, and engage in international collaboration." (2013: 45)**

This chapter delves into the complex meaning of English language instruction in Algeria, looking at the sociocultural, historical, and economic aspects of the subject as well as the state of English language programs in Algerian universities today.

Algeria has a diverse and multilingual population that speaks several languages, including French, Arabic, and Berber. In light of this, English has become a vital language for instruction and communication, driven by the need for competitiveness and global integration. The evolution of language education in Algeria has been dynamic, driven by both post-independence policies and colonial legacies that sought to promote linguistic diversity and proficiency.

English is the universal language of science, technology, and business in the global context. Being able to communicate in English allows one to take advantage of many opportunities, such as being able to participate in international trade and diplomacy and accessing cutting-edge research and innovations. For Algerian students, mastering English is not merely an academic exercise but a pathway to enhanced social mobility and economic prospects.

This chapter explores the sociocultural and economic effects of learning English, emphasizing how language competency influences social interactions, identity, and career paths. It also looks at the educational policies and difficulties that come with setting up

successful English language programs in Algerian universities, providing information on curriculum development, delivery strategies, and resource allocation.

By providing a thorough analysis of the significance of English language education in Algeria and emphasizing the importance of funding and prioritizing English language instruction as a means of empowering Algerian students and fostering national development, we hope to shed light on the crucial role that English language education plays in the larger context of Algeria's socioeconomic and cultural landscape.

## **II.2. Background and Context**

Algeria's linguistic landscape is rich and diverse, shaped by its complex history and cultural influences. Arabic and Berber (Tamazight) are the official languages, reflecting the indigenous Berber heritage and the Arabization policies post-independence. French, a legacy of colonial rule, remains widely spoken, especially in education, government, and media, serving as a lingua franca. Additionally, there are regional variations and dialects of both Arabic and Berber, contributing to the country's linguistic plurality. This multilingual environment underscores the interplay between identity, politics, and cultural heritage in Algeria.

### **II.2.1. Overview of Algeria's Linguistic Landscape**

Algeria's linguistic landscape is a mosaic of languages that reflects its rich cultural heritage and complex history. The official language of Algeria is Modern Standard Arabic, while Berber (Tamazight) is recognized as a national language, and French is widely used in education, media, and business. Taleb-Ibrahimi describes it as

"The linguistic landscape of Algeria is a mosaic of languages that reflects its rich cultural heritage and complex history. The official language of Algeria is Modern Standard Arabic, while Berber (Tamazight) is recognized as a national language, and French is widely used in education, media, and business" (1998: 293).

The country's multilingual environment offers opportunities and challenges for language education. Algeria is known for its multilingualism, which is divided into three main language domains: Arabic, Tamazight, and foreign languages, the most common of which are French and English. The colonial legacy of French presence throughout history has persisted in influencing the social and educational structures. French is still widely

spoken, especially in professional and higher education settings, despite the Arabization policy that aims to promote Arabic (Taleb-Ibrahimi, 1998).

Being the language of Algeria's indigenous population, Berber, also known as Tamazight, has a significant cultural position. Since it was designated as a national language in 2002 and an official language in 2016, there have been initiatives to revive and promote Berber, which reflects the language's significance to the nation's identity and cultural legacy. The increasing presence of English is a recent development driven by globalization and the desire for international integration. English is viewed as a valuable asset for economic advancement, access to global knowledge, and participation in international discourse. Educational reforms and policies have gradually incorporated English, reflecting its growing importance in the linguistic landscape of Algeria.

The linguistic diversity in Algeria, while enriching, also poses challenges for language education policy. Balancing the promotion of national languages with the need to equip citizens with global languages like French and English requires strategic planning and resource allocation. This complex linguistic environment necessitates a nuanced approach to language education that honors cultural heritage while fostering global competencies.

## **II.2.2. Historical Context of Language Education in Algeria**

Algeria's history of language instruction is closely linked to its colonial past and eventual independence. French was the main language of instruction during French colonial rule, which had a big impact on the social structures and educational system. In order to maintain control and incorporate Algeria into its cultural domain, the French colonial government enforced its language on the country. As a result, Arabic and Berber, which were mostly spoken in casual contexts and among communities were marginalized (Benrabah, 2013:123).

Algeria started an Arabization program after gaining independence in 1962, promoting Arabic in all areas of public life while acknowledging the French role in society. The Arabization policy was a component of a larger initiative to recover the cultural legacy and sense of national identity that had been suppressed under colonial rule. To make Modern Standard Arabic the official language, it was pushed in the media,

government, and educational system. Nonetheless, there were difficulties because the French language remained deeply ingrained in business, science, and higher education.

The process of Arabization encountered opposition and yielded differing levels of achievement. Even though primary and secondary education saw tremendous advancements, the French continued to have a strong influence on technical fields and higher education. Because of this bilingual or even trilingual environment, many Algerians developed fluency in Arabic, French, and increasingly, English, creating a unique linguistic landscape.

The necessity of international communication and globalization has made English increasingly important in recent years. English has been progressively added to the curriculum as a result of educational reforms, which recognize its importance in expanding access to global knowledge and improving career prospects. According to Bouhalouan

**“The strategic decision to integrate English as a foreign language is made in order to prepare Algerian students for participation in the global community and to bring the country into compliance with international educational standards.” (2018: 125)**

### **II.2.3. Importance of English in the Global Context**

In the contemporary globalized world, English has emerged as the dominant international language, essential for communication, business, and academia. Harmer emphasizes this point:

"In the contemporary globalized world, English has emerged as the dominant international language, essential for communication, business, and academia. Proficiency in English is often associated with greater access to information, economic opportunities, and social mobility" (2007: 22)

For Algerian students, learning English is about more than just picking up a new language; it is also about developing the abilities needed to contribute to society on a global scale.

The lingua franca function of English, which promotes communication among speakers of various languages and cultural backgrounds, demonstrates the language's

universal status. The fact that English is used so frequently in foreign settings highlights how vital it is for communication and exchange on a worldwide scale. English is the primary language of instruction and publication in academic settings, providing scholars and students with access to a wide range of research and knowledge. This access is essential for participating in international scholarly discourse and staying up to date with the most recent advancements in a variety of fields. (Canagarajah, 2013; Pérez-Vidal, 2014).

Speaking English well provides many opportunities in the business world. English is frequently the preferred language for international trade and commerce in the business world. English language competency is highly valued by employers who want to engage with foreign partners or grow internationally. This language proficiency gives one a competitive edge in the global market, improves one's ability to negotiate, and cultivates stronger client relationships (Cameron & Galloway, 2019). Gaining proficiency in English can help Algerian professionals become more employable and advance in their careers by allowing them to take advantage of global job markets and opportunities.

Additionally, English is essential to the development of technology. English is the primary language of access for most scientific literature, technological advancements, and digital content. English language competency is necessary for Algerian scientists and technologists to be able to access state-of-the-art material, publish their work in respected journals, and take part in international conferences and partnerships. (Dewey, 2014).

Culturally speaking, learning English makes it possible for people to interact with a greater variety of media and cultural content, including books, movies, internet sites, and social media. In our increasingly interconnected world, this exposure broadens perspectives and cultivates a greater understanding of diverse cultures and viewpoints (Fang & Ren, 2018).

### **II.3. Sociocultural Impact of English Language Acquisition**

The acquisition of the English language has profound sociocultural impacts globally. It often serves as a gateway to enhanced educational and employment opportunities, fostering greater socioeconomic mobility. Additionally, English proficiency facilitates cross-cultural communication and understanding, bridging diverse cultures and promoting global interconnectedness. However, the dominance of English can also

contribute to the erosion of local languages and cultures, raising concerns about cultural homogenization and the loss of linguistic diversity

### **II.3.1. Identity and Language**

Language shapes how people see themselves and are seen by others, making it a fundamental aspect of identity. Learning English gives Algerians individual and collective identities new meanings. By enabling Algerians to interact with people from around the world, learning English helps them feel more connected to the global community (Tomasello, 2003).

### **II.3.2. Language and National Identity in Algeria**

The Arabic and Berber languages, which are regarded as emblems of cultural legacy and resistance against colonialism, are strongly associated with Algerian national identity. Nonetheless, a complicated dynamic is presented by the inclusion of English in the educational system and its increasing prominence in the media and business sectors. English's globalization has been perceived as a threat to national identity by some but as a chance for modernization and global integration by others (Pachler & Redondo, 2006).

### **II.3.3. The Influence of English on Cultural Identity and Practices**

English has an impact on social norms and cultural practices in addition to language learning. Algerians may take up new beliefs and behaviours as a result of their exposure to Anglo-American cultures through their English language education. Through the introduction of varied viewpoints and the promotion of greater cultural understanding, this exchange of cultures can benefit Algerian society (Nunan, 2004).

One's cultural identity can be greatly impacted by learning English. Being able to communicate in English allows many Algerians to access media, social norms, and cultural artefacts that are outside of their own. Through literature, movies, music, and the internet, they are exposed to English-speaking cultures, which have the potential to change their perspectives and cultural practices. Yule gives the example of

“English learners may start to adopt certain Western habits, styles of communication, or even attitudes and values that they encounter through English media.”  
(2023:325)



Additionally, being able to communicate in English gives Algerians the opportunity to engage in international discourse and strengthens their sense of community. Fusing regional customs with aspects of global culture, can strengthen their sense of cultural identity and foster a more cosmopolitan mindset. Additionally, it facilitates the dismantling of cultural barriers and fosters respect and understanding between various cultural groups (Kim, 2017).

Social norms and practices can shift as a result of using English in daily life. For instance, because English is the primary language of the internet, speaking the language fluently frequently results in increased use of digital communication tools and technology. This change incorporates international trends into local contexts and modernizes communication practices (Stibbe, 2021). However, there are difficulties with this cultural fusion as well. Embracing new cultural influences and upholding established cultural identities can sometimes cause conflict. A sense of cultural dislocation or difficulty juggling a local identity with the new global identity made possible by English may be experienced by some people (Sussman, 2000).

All things considered, the impact of English on Algerian cultural identity demonstrates the dynamic interaction between regional and international cultures. The cultural landscape is enhanced by this interaction, which encourages diversity and a greater comprehension of various lifestyles.

#### **II.3.4. Social Mobility and Language**

English language ability is frequently a major factor in determining social mobility. English language proficiency improves one's ability to pursue higher education, land a good career, and connect with people across borders in Algeria. Thus, this language proficiency becomes an important asset for social mobility upward (White, 2003).

#### **II.3.5. How English Proficiency Affects Social Mobility**

The ability to communicate in English can greatly improve one's social status and career prospects. In Algeria, there is a strong demand for English-speaking professionals in fields like technology, international business, and academia. This demand gives English speakers a competitive advantage and makes it easier for them to move up the socioeconomic ladder (Ellis & Barkhuizen, 2005).

### **II.3.6. Integration of English into the Daily Lives of Algerians**

English is widely used in Algerian daily life in a variety of contexts, such as education, the media, and technology. The usage of English in professional communications, social media, and academic settings is rising, which is indicative of its increasing significance in daily interactions (Thomas & Reinderders, 2010). This pattern emphasizes how important English is in forming Algerian society today.

### **II.4. Economic Impact of English Language Education**

English language education significantly influences economic growth and individual prosperity. Proficiency in English often enhances employability, providing access to higher-paying jobs and broader career opportunities in multinational companies and global markets. It also attracts foreign investment, as businesses prefer operating in environments where English is widely spoken, facilitating smoother communication and operations. Furthermore, countries with higher levels of English proficiency tend to experience greater innovation and competitiveness, leveraging their language skills to participate more effectively in the global economy. However, the emphasis on English education can sometimes divert resources from other critical educational needs, potentially widening inequalities if not managed inclusively.

#### **II.4.1. Employment and Economic Opportunities**

English language education plays a pivotal role in enhancing employment and economic opportunities in Algeria. Proficiency in English opens doors to a wide range of job prospects in multinational companies, international organizations, and global markets. Willis declares that

**“As the world becomes increasingly interconnected, the demand for English-speaking professionals continues to grow, making English an essential skill for career advancement (1996: 21)**

Research indicates that people who speak English more fluently have a greater chance of landing well-paying jobs and advancing in their careers more quickly. For example, according to a study, having a strong command of the English language greatly increases one's employability; in Algeria, many employers give preference to applicants who can communicate fluently in the language. This is particularly true in fields where

English is frequently used for business, like technology, finance, and tourism (Cambridge English, 2021).

#### **II.4.2. Correlation between English Proficiency and Employment Prospects**

English language competency is positively correlated with increased job opportunities. According to studies, people who speak English well have a higher chance of landing well-paying jobs and advancing in their careers more quickly. This tendency is visible in Algeria, where English is frequently required for higher-level roles in a variety of industries, including business, technology, and tourism (Yalden, 1987).

A World Bank report states that there is a direct correlation between economic opportunities in Algeria and English proficiency. According to the report, people who speak English well are more competitive in the global job market and have easier access to positions in multinational corporations. Furthermore, nations with higher levels of English proficiency typically have stronger economies, according to data from the EF English Proficiency Index (World Bank, 2021).

#### **II.4.3. Role of English in International Business and Trade**

English is the lingua franca of international business and trade. Algerian businesses that operate in global markets or collaborate with foreign partners benefit significantly from employees who can communicate effectively in English. Harmer notes that

**"English is the lingua franca of international business and trade. Algerian businesses that operate in global markets or collaborate with foreign partners benefit significantly from employees who can communicate effectively in English" (2007: 26)**

This language ability facilitates access to international supply chains, improves business negotiations, and cultivates stronger relationships with clients abroad.

An analysis of the value of English proficiency in business communication was published in the Asian-Pacific Journal of Second and Foreign Language Education. It demonstrates that proficiency in the English language is seen as essential for conducting business internationally and for a nation's general economic development (Rahman et al., 2022).

Moreover, it is believed that fluency in English is crucial for the development of human capital, which is necessary for engaging in the global economy (Cambridge English, 2021).

#### **II.4.4. Higher Education and Professional Development**

For both academic and professional development, English is an essential tool. The primary language of operation for many of the top academic journals, conferences, and professional networks worldwide is English. To participate in these international forums, gain access to cutting-edge research, and advance their academic and professional careers, Algerian professionals and students must become fluent in English (Graves, 2000).

#### **II.4.5. English as a Tool for Academic and Professional Advancement**

English proficiency is increasingly recognized as a key factor for academic and professional advancement. In academia, English is the dominant language of instruction, research, and publication. Algerian students and scholars who are proficient in English have greater access to international academic resources, including textbooks, journals, and conferences. This access enables them to stay abreast of the latest developments in their fields and to contribute to the global body of knowledge (Thomas & Reinders, 2010). Additionally, in professional settings, English proficiency is essential for career growth and mobility, as it allows individuals to engage with international colleagues, clients, and partners effectively.

### **II.5. Educational Impact and Policies**

Educational impact refers to the significant effects that various teaching methods, curricula, and educational policies have on student learning and development. Effective educational policies can enhance access to quality education, reduce disparities, and improve overall academic performance. These policies often address critical areas such as funding, teacher training, curriculum standards, and assessment methods. By implementing evidence-based strategies, policymakers aim to create equitable and inclusive educational environments that foster lifelong learning and personal growth.

#### **II.5.1. Historical Overview of Language Education Policies in Algeria**

Algeria's policies regarding language instruction have changed significantly over time. The nation launched an Arabization program after gaining independence in 1962, emphasizing the use of Arabic in all official and educational contexts. Pachler maintains that

“Restoring national identity and lessening the impact of French colonial history were the goals of this policy. But in recent years, it has become more and more clear that multilingual education is necessary, including English.” (2004: 69)

#### **II.5.1.1. Colonial Period and Immediate Post-Independence Era**

French was the main language of instruction during French colonial rule, which strongly ingrained it in the social structures and educational program. Public administration, education, and higher socioeconomic domains were dominated by the French language. Algeria launched a vigorous Arabization campaign after achieving independence to recover its language and cultural legacy. Modern Standard Arabic was to take the place of French in all public and educational sectors, according to the policy. This change was a component of a larger initiative to end colonialism and develop an identity for the country rooted in Arab language and culture (Benrabah, 2013; Djebbari & Djebbari, 2020).

#### **II.5.1.2. Arabization Policy**

The Arabization policy was put into effect gradually, concentrating first on elementary and secondary education before expanding to include higher education. Nonetheless, there were several obstacles to the quick and widespread Arabization movement, such as a lack of Arabic-speaking qualified instructors for scientific and technical courses and opposition from segments of the populace used to French. Due to these difficulties, Arabic, French, and eventually English coexisted in a bilingual or even trilingual educational setting (Benrabah, 2013).

#### **II.5.1.3. Introduction of English**

Algeria started integrating English into its educational system in the late 20th century after realizing the value of international communication and integration. English was added as part of a larger plan to update the educational system and increase the nation's competitiveness in the international market. For gaining access to scientific knowledge, taking part in international trade, and interacting with the global community, English was considered an essential language (Djebbari & Djebbari, 2020).

#### **II.5.1.4. Recent Reforms and Multilingual Education**

Over time, Algeria's policies on language instruction have undergone significant modifications. Following its independence in 1962, the country began an Arabization

program that emphasized the use of Arabic in all official and educational contexts. The objectives of this policy were to lessen the effects of French colonial history and restore national identity. However, it has become increasingly evident in recent years that multilingual education—including English—is essential (Pachler, 2004).

#### **II.5.1.5. Challenges and Opportunities**

Notwithstanding these endeavors, the execution of multilingual policies encounters obstacles like restricted resources, disparities in linguistic competence among educators, and resistance from the socio-political community. Further reforms are possible, though, as the importance of English in social and economic development is becoming increasingly acknowledged. Algeria's multilingual education policy cannot be advanced without sustained investment in teacher training, curriculum development, and educational infrastructure (Djebbari & Djebbari, 2020; Benrabah, 2013).

#### **II.5.2. Evolution of Language Education Policies Post-Independence**

Algeria's policies regarding language instruction have developed further since gaining independence. There has been a slow shift away from the initial emphasis on Arabization and toward including foreign languages, including English, in the curriculum. This change reflects an understanding of the value of English in academics, business, and international communication. To support English language instruction at all educational levels, the government has launched several initiatives (Yalden, 1987).

#### **II.5.3. Current Policies Promoting English Language Education**

English language instruction is actively promoted by Algeria's current policies. The Ministry of Education has put in place initiatives for curriculum development, teacher training, and the provision of educational resources to improve the teaching of English in schools and universities. The objective of these policies is to enhance students' English language skills and equip them for the demands of the global labor market (Nunan, 2004).

#### **II.5.4. Current State of English Language Education in Algerian Universities**

In recent years, English language instruction in Algerian universities has advanced significantly. Comprehensive English language programs are now widely available at many universities. These programs include English language and literature degree courses as well as English for Specific Purposes (ESP) courses designed for a range of professional

fields. The goal of these programmes is to give students the language proficiency they need to succeed in both their academic and professional endeavours. Beddari states that

"Many universities now offer comprehensive English language programs, including degree courses in English language and literature, as well as English for specific purposes (ESP) courses tailored to various professional fields" (2023: 10)

The Algerian government has introduced policies to enhance English language teaching, including the integration of English as a medium of instruction in higher education programs. As Beddari notes

"The Algerian government has introduced policies to enhance English language teaching, including the integration of English as a medium of instruction in higher education programs" (Ibid: 8)

#### **II.5.4.1. Expansion of English Programs**

In response to the growing demand for English proficiency, Algerian universities have expanded their English language offerings. This includes not only traditional degree programs but also specialized courses that address the specific needs of various professional fields. For instance, courses in English for Business, English for Science and Technology, and English for Medical Professionals are becoming increasingly common. These courses aim to provide students with the language skills required to excel in their respective careers (Beddari, 2023).

#### **II.5.4.2. Government Initiatives**

The Algerian government has played a crucial role in promoting English language education. Policies have been implemented to enhance the teaching and learning of English, including the introduction of English as a medium of instruction in certain disciplines. Starting from the academic year 2023, several universities began offering programs where English is the primary language of instruction, particularly in fields such as medicine, engineering, and information technology. This shift aims to improve students' English proficiency and better prepare them for the global job market (Beddari, 2023).

#### **II.5.4.3. Teacher Training and Curriculum Development**

Considerable work has gone into developing curricula and training teachers to facilitate the growth of English language education. English language teachers'

professional development programs emphasize the use of technology in the classroom and contemporary pedagogical approaches. These programs aim to raise the standard of English language teaching and make sure that educators have the resources necessary to meet the needs of their pupils (Bedrani Ibid, 2023).

#### **II.5.4.4. Challenges and Opportunities**

Even with these advancements, some problems still need to be fixed. These include the students' varying levels of English proficiency, the size of the classes, and the absence of sufficient resources. More thorough assessment techniques are also required in order to precisely gauge the advancement and proficiency of students. Nonetheless, there are a lot of chances for additional growth and investment in English language education given the growing recognition of English as a necessary skill for success in both academia and the workplace (Djebbari & Djebbari, 2020).

#### **II.5.4.5. Student and Faculty Perspectives**

Studies and surveys show that faculty members and students alike have positive opinions about English promotion. Students value the more opportunities for learning and using English in academic settings, as well as the fact that they understand how important the language will be for their future careers. Conversely, faculty members stress the necessity of constant assistance and materials to successfully carry out English language programs and uphold high standards of instruction (Sahraoui, 2020).

#### **II.5.5. Curriculum Design and Teaching Methodologies**

The communicative and task-based approaches to language instruction are prioritized in the design of English language curricula in Algerian universities. Willis adds that

**“This methodology prepares students for the variety of contexts in which they will use English by emphasizing practical language use and real-life communication skills. In order to improve language acquisition, teaching approaches include project-based learning, interactive exercises, and technology integration.” (1996: 179)**



### **II.5.6. Challenges Faced by Universities in Implementing Effective English Programs**

Despite the advancements, establishing successful English programs in Algerian universities is still fraught with difficulties. These difficulties include a lack of resources, inadequate teacher preparation, and sizable class sizes that make individualized instruction difficult. More thorough assessment techniques are also required in order to precisely gauge student proficiency and monitor advancement (Ellis & Barkhuizen, 2005).

## **II.6. Historical Context of English Language Education in Algeria**

English language education in Algeria has evolved significantly over the years, influenced by the country's colonial history and post-independence educational reforms. During French colonial rule (1830-1962), French was the dominant language of instruction, marginalizing both Arabic and English. After gaining independence, Algeria prioritized Arabic in its education system as part of a national identity restoration effort, but in recent decades, there has been a growing emphasis on English due to globalization and the recognition of its importance in science, technology, and international business. Consequently, English is increasingly taught in schools and universities, reflecting a shift towards multilingualism in the Algerian education policy.

### **II.6.1. Evolution of English Language Teaching in Algerian Educational Systems**

Since Algeria's independence, the country has experienced a substantial transformation in the way English is taught. Initially, French was the main foreign language taught in schools, and the emphasis was on Arabization. Nonetheless, a gradual change was brought about by the widespread use of English and its significance in cross-border business and communication. In order to promote linguistic diversity and global competitiveness, English was incorporated into the curriculum at different educational levels (Pachler, 2004).

### **II.6.2. Influences from Colonial History and Post-Independence Language Policies**

Algeria's colonial past has greatly influenced its approaches to language instruction. French was the primary language of instruction during French rule, and this legacy persisted in influencing educational policies after independence. The goal of the

Arabization policy was to promote Arabic in order to reclaim national identity, but as time went on, it became clear that English integration was necessary. The need to give students more educational options and to engage in the global economy more successfully contributed to this change (Yalden, 1987).

### **II.6.3. Shifts in Language Education Paradigms and Methodologies**

Algerian language education has seen substantial changes in paradigms and techniques. Most early language teaching methods were conventional, emphasizing rote learning and grammar. Nonetheless, contemporary language instruction has adopted more task-based and communicative methods. These approaches, which are in line with international trends in language education, emphasize the development of communication skills, interactive learning, and the practical application of language (Willis, 1996; Nunan, 2004).

## **II.7. English at the Algerian Universities**

Algeria's efforts to globalize its educational system are reflected in the growing importance of English in the nation's universities. English language courses and programs in many academic fields are now offered by numerous universities. The goal of this change is to make students more competitive in the global job market by increasing their English proficiency. To further integrate Algeria into the global academic community, there is a growing trend of conducting scientific research and publishing papers in English.

### **II.7.1. Overview of English Language Education in Algerian Universities**

English language education in Algerian universities has become increasingly prominent in recent years. Universities across the country now offer a variety of English language programs, ranging from general English courses to specialized programs in English literature, linguistics, and English for Specific Purposes (ESP). These programmes are designed to meet the diverse needs of students, preparing them for both academic and professional environments (Harmer, 2007).

#### **II.7.1.1. Expansion and Diversification of English Programmes**

Algerian universities have significantly expanded their English language offerings in response to the growing demand for English proficiency. These institutions provide comprehensive degree programs in English language and literature, which cover a wide array of topics including linguistics, literary studies, and cultural analysis. Beddari claims that

**“English for Specific Purposes (ESP) courses have been developed to cater to the needs of students in various professional fields such as business, engineering, medicine, and technology.” (2023: 251)**

#### **II.7.1.2. Government Initiatives and Policies**

Via several laws and programs, the Algerian government has actively promoted English language instruction. The addition of English as a language of instruction in several higher education programs is one noteworthy initiative. Enhancing students' English proficiency and better preparing them for global job markets are the goals of this policy change. Many universities have begun offering courses in which English is the primary language of instruction as of the academic year 2023, especially in technical and scientific disciplines (Ibid, 2023).

#### **II.7.1.3. Teacher Training and Professional Development**

Significant efforts have been made in teacher training and professional development to support the growing emphasis on English language education. Specialized training programs are available for English language teachers at universities and educational institutions. These programs concentrate on curriculum development, modern teaching methodologies, and the integration of technology into the classroom. With the help of these programs, educators will be better prepared to meet the changing needs of their students and provide high-quality instruction (Ibid, 2023).

#### **II.7.1.4. Challenges and Opportunities**

Even with the advancements, several issues still need to be resolved. These include the lack of resources, the size of the classes, and the disparity in the students' English ability. There is also a need for more comprehensive assessment methods to accurately measure student progress and proficiency. However, the increasing recognition of English as a vital skill for academic and professional success presents significant opportunities for further development and investment in English language education (Djebbari, 2020).

#### **II.7.1.5. Student and Faculty Perspectives**

Both students and faculty members have expressed positive views regarding the promotion of English in higher education. Because they understand how important English is for their future careers, students are grateful for the more opportunities they have to learn and use it in academic settings. In order to successfully implement English language

programs and uphold high standards of education, faculty members stress the necessity of ongoing support and resources (Sahraoui, 2020).

### **II.7.2. Importance of English Language Proficiency in a Globalized World**

Proficiency in the English language is an essential skill for university students in the globalized world of today. Students who are proficient in English have access to a wide range of worldwide resources, such as professional networks, international collaborations, and academic research. English language competency for Algerian students not only improves their educational experience but also greatly increases their career prospects in a world where communication is becoming more and more important (Graves, 2000).

### **II.7.3. Purpose of the Outline - Exploring the Significance of English Language Education in Algerian Universities**

This chapter's goal is to examine the varied implications of English language instruction in Algerian universities. The objective of this chapter is to present a thorough understanding of the role of English in Algeria's higher education system by looking at the historical background, contemporary policies, and educational impacts. The report emphasizes the advantages of fluency in English for Algerian students, including increased chances for employment, social mobility, and academic success. The chapter also discusses the opportunities and difficulties of improving English language instruction in Algerian universities, providing suggestions for future developments and advancements (Thomas & Reinders, 2010).

#### **II.7.3.1. Historical Context**

To fully appreciate the current status and importance of English language education, one must have a thorough understanding of the historical background of language instruction in Algeria. The intricate linguistic evolution of the nation is reflected in the French colonial legacy, the Arabization policies implemented after independence, and the gradual adoption of English. This historical viewpoint aids in identifying the difficulties and opposition encountered when putting English language education policies into practice (Benrabah, 2013; Djebbari & Djebbari, 2020).

#### **II.7.3.2. Current Policies**

Algeria's current English language education policies are intended to raise educational standards while strengthening Algeria's integration into the global economy. A

deliberate move towards multilingualism is evident in government initiatives like providing specialized English courses and using English as a medium of instruction in higher education. These regulations aim to support students' academic and professional development while providing them with the tools they need to compete in global marketplaces (Beddari, 2023).

### **II.7.3.3. Educational Impacts**

English language education has a significant impact on Algerian students. Students who are proficient in the language have access to a wealth of global knowledge, perform better academically, and have more opportunities for international collaboration and research. Additionally, students who are proficient in the language are more likely to find employment and have higher earning potential, which promotes social mobility and economic development. As a result, the inclusion of English in higher education is considered essential to preparing students for the demands of a globalized world (Ibid, 2023).

### **II.7.3.4. Challenges and Opportunities**

The quality of English language instruction in Algerian universities still needs to be improved, despite the fact that there has been a lot of progress. These challenges include the dearth of materials, the size of the classes, and the disparities in the English language skills of the students. Continuous investments in curriculum development, teacher preparation programs, and educational infrastructure are required to get past these challenges. Positively, there are lots of chances to get better because English is starting to be acknowledged as a crucial skill. Sahraoui maintains that

“Collaborative efforts between the government, educational institutions, and international partners can lead to more effective and sustainable English language education programmes.” (2020:24)

### **II.7.3.4. Future Directions**

The key to the future of English language instruction in Algeria is adopting a holistic strategy that takes advantage of both the opportunities and the challenges. This entails implementing cutting-edge teaching strategies, incorporating technology into language instruction, and creating a welcoming environment for both educators and learners. Algeria can improve its educational results, foster socioeconomic development,

and fortify its standing in the international community by placing a high priority on English language instruction (Thomas & Reinders, 2010).

## **II.8. Current Landscape of English Language Education in Algerian Universities**

With English now being a required subject in many programs and several universities offering specialized degrees in English language and literature, the current state of English language education in Algerian universities is characterized by significant growth and modernization. This emphasis aims to improve students' academic opportunities and global communication skills. Additionally, there is an increasing use of English in scientific research and publications, aligning Algeria with international academic standards.

### **II.8.1. Overview of English Language Programmes Offered in Algerian Universities**

In response to a range of scholarly and professional demands, English language programs at Algerian universities have become more and more diverse. These courses cover everything from English language and literature for general undergraduate degrees to English for Specific Purposes (ESP) courses designed for specific industries like business, science, technology, and medicine. These programs' main goal is to give students the language and communication skills they need to succeed in their fields and in the international labour market.

The fact that many universities have adopted English-medium instruction (EMI) shows how important English education is. Through the use of English as the primary language of instruction in a variety of courses, especially in scientific and technical fields, this initiative seeks to increase students' proficiency in the language. Such policies reflect a strategic effort to enhance the employability of graduates and align Algeria's educational standards with international norms.

### **II.8.2. Analysis of Curriculum Design, Course Offerings, and Teaching Methodologies**

The curriculum design of English language programs in Algerian universities has evolved significantly to incorporate modern teaching methodologies that emphasize practical

language use and communicative competence. Willis, Thomas and Reinders share the idea that

“Courses typically cover a mix of language skills (reading, writing, listening, and speaking), literature, linguistics, and cultural studies. Teaching methodologies have shifted from traditional grammar-translation approaches to more interactive and student-centred methods, such as task-based learning and problem-based learning.” (1996 & 2010)

According to recent studies, there is a growing trend in language teaching to incorporate technology by using digital tools and online platforms to support interactive learning and give students more opportunities to practice their English in authentic settings. This approach not only increases student engagement but also improves language acquisition by making language learning more relevant and applicable to students' daily lives.

### **II.8.3. Examination of English Proficiency Levels among Algerian University Students**

The degree of English proficiency among Algerian university students varies greatly, despite the extensive programs available. The standard of previous English instruction, exposure to the language outside of the classroom, and personal motivation are all factors that affect proficiency. Some students struggle with fundamental language skills, while others reach high levels of proficiency and are able to interact with sophisticated academic and professional content in English. Djebbari and Sahraoui highlight that

“disparities in English proficiency are often linked to regional differences, availability of resources, and varying levels of instructional quality. Addressing these disparities remains a challenge for educators and policymakers, requiring targeted interventions such as enhanced teacher training, improved learning materials, and increased opportunities for immersive language practice.” (2020: 113)

### **II.9. Role of English Language Education in Algerian Socioeconomic Development**

Algeria's socioeconomic development is greatly aided by English language instruction since it increases employability and opens up global business opportunities. English language proficiency improves one's employment opportunities in global corporations and industries like tourism, technology, and education. Additionally, it makes it easier to participate in international markets, drawing partnerships and foreign

investment. Additionally, the emphasis placed on English in research and higher education fosters innovation and knowledge exchange, which advances social progress and overall economic growth.

### **II.9.1. Impact of English Language Skills on Employability and Career Opportunities**

For Algerians, having fluency in English greatly improves their employability and career prospects. English language proficiency is becoming more and more necessary in the global business environment, making those who possess it more marketable in the employment market. Candidates with strong English communication skills are given preference by employers across a range of industries, including local businesses, multinational corporations, and international organizations. Employees with this competency can participate in global networks, draw in foreign investment, and conduct business internationally (Harmer, 2007).

### **II.9.2. Contribution of English Language Education to International Collaboration and Academic Exchanges**

Academic exchanges and international collaboration are made possible in large part by English language instruction. Universities in Algeria that place a high priority on English proficiency are better able to collaborate with international organizations, exchange faculty and students, and take part in cooperative research projects. These partnerships improve the standard of research and education in Algeria by giving students access to cutting-edge information and a variety of viewpoints. Additionally, students from Algeria who are proficient in English have more options for studying overseas and gaining global experience (Willis, 1996).

### **II.9.3. Importance of English Proficiency for Technological Advancement and Global Communication**

English proficiency is essential for technological advancement and global communication. The majority of scientific literature, technological innovations, and digital resources are available primarily in English. For Algerian researchers, engineers, and IT professionals, mastering English is critical for accessing the latest developments in their fields, publishing their work in international journals, and collaborating with global experts.



In the context of technological advancement, English serves as the primary language for scientific research and technical documentation. This is evidenced by the predominance of English-language publications in high-impact journals and the widespread use of English in international conferences and symposiums. Rahman et al state that

“Algerian professionals who are proficient in English are better equipped to stay updated with cutting-edge research and technological trends, thereby enhancing their contributions to their respective fields.” (2022: 321)

Additionally, being able to communicate effectively in English facilitates participation in international conferences, workshops, and online forums, which promotes professional development and knowledge exchange. Speaking and writing in English enables Algerian professionals to interact with international networks, take part in team projects, and take advantage of more opportunities for professional growth. Maintaining competitiveness in a global economy that is changing quickly requires this kind of international engagement (Acquire Communication Excellence, 2023).

Furthermore, English is widely used in software development, online resources, and digital communication tools, making it the dominant language in the digital world. English language competency is essential for engineers and IT professionals to comprehend and use online technical forums, programming languages, and technical manuals. Their ability to communicate in multiple languages guarantees that they can share knowledge, work together on international projects, and troubleshoot problems successfully (English Plus Podcast, 2023).

Beyond technical domains, English plays a significant role in international communication in fields like diplomacy and international relations. In diplomatic settings, English acts as a lingua franca, facilitating successful negotiation and dispute resolution. Its significance for Algerian professionals working in these fields is further highlighted by the fact that it is the principal language used in international organizations and worldwide business communication (ARJ Online, 2023).

## **II.10. Challenges and Opportunities in English Language Education in Algerian Universities**

Due to the predominance of French and Arabic, English language instruction in Algerian universities is beset by issues such as inadequate resources, out-of-date curricula, and low student motivation. However, there are also a lot of opportunities because becoming more fluent in English can strengthen Algeria's standing in the international academic and business arena, improve global connectivity, draw in foreign investment, increase job prospects, and improve the caliber of research and academic publications.

### **II.10.1. Identification of Challenges Faced by Students and Educators in English Language Learning and Teaching**

Effective learning and teaching are hampered by a number of issues, even though English language instruction is receiving more attention in Algerian universities. Lack of exposure to English outside of the classroom frequently causes problems for students, impeding their ability to practice and advance their language proficiency. Furthermore, individualized instruction and active learning are hindered by big class sizes and a lack of resources, such as language labs and contemporary teaching materials (Ellis & Barkhuizen, 2005). Teachers also face obstacles, such as a dearth of opportunities for professional growth and inadequate training in modern teaching techniques, which restricts their capacity to provide English instruction of a high caliber (Harmer, 2007).

### **II.10.2. Analysis of Resources, Infrastructure, and Support Systems for English Language Education**

The resources and infrastructure available for English language education in Algerian universities vary significantly. While some institutions have developed well-equipped language centers and have access to digital learning tools, others struggle with outdated facilities and limited access to modern teaching aids. This disparity affects the quality and effectiveness of English language instruction across the country. According to Laraba

**“The inadequacy of the designed program and traditional teaching methods are significant challenges that hinder effective English language learning in Algeria.” (1988: 78)**

The report emphasizes how many educational establishments continue to heavily depend on conventional grammar-translation techniques in place of more engaging,

communicative, and interactive methods that improve language acquisition. The study also highlights how crucial it is to update curricula and incorporate technology into language instruction in order to overcome these obstacles and enhance student performance.

### **II.10.2. Resource Disparities**

Modern language labs, large libraries with current English language resources, and online databases and journals are all advantages for students attending wealthier universities. Strong support networks, such as tutoring programs, language clubs, and extracurricular activities that advance English proficiency, are frequently available at these institutions. Universities that have made investments in interactive teaching tools and digital learning platforms to improve the quality of education include the University of Algiers and the University of Oran.

Resources, however, are frequently limited in institutions with lower funding. Many universities struggle with issues like a lack of digital tools required for modern language education, restricted access to language labs, and inadequate access to up-to-date teaching materials. These limitations make it more difficult for students to acquire the strong English language proficiency that is essential for both academic and professional success.

### **II.10.3. Infrastructure and Technological Integration**

There is a wide range of how technology is incorporated into language education. Owing to budgetary limitations and a lack of technical support, some universities have embraced digital tools, integrating multimedia resources and online learning platforms, while others are falling behind. The need for improved infrastructure to support this transition has been brought to light by the recent push for technical and scientific disciplines to use English as a medium of instruction (EMI).

### **II.10.2. Support Systems**

To improve students' English proficiency, support systems like language clubs, tutoring programs, and online resources are essential. These programs offer more opportunities for practice as well as individualized support, which can greatly enhance language proficiency. However, not all universities have access to these kinds of support resources. Many times, the availability of qualified personnel and sufficient funding limits the efficacy of these programs (Sahraoui, 2020).

## **II.10.2. Challenges and Recommendations**

Ensuring equal access to high-quality English education requires addressing these disparities. Increasing funding for educational infrastructure, offering professional development to teachers, and broadening access to digital learning resources are among the recommendations. Additionally, establishing more standardized support networks among universities can aid in closing the gap and guarantee that every student has the chance to acquire strong English language proficiency (Djebbari, 2020).

## **II.10.3. Opportunities for Enhancing English Language Education through Curriculum Reform, Teacher Training, and Technological Integration**

There are ways to improve English language instruction in Algerian universities, such as rewriting the entire curriculum to meet international standards and guarantee that students acquire useful and applicable language skills. Purchasing teacher education programs can provide instructors with up-to-date teaching strategies and approaches. Furthermore, incorporating technology into language instruction—for example, by using apps and internet resources—can create dynamic, flexible learning environments that improve student access to and engagement with English instruction.

Enhancing English language education in Algerian universities presents several opportunities through curriculum reform, teacher training, and technological integration.

### **II.10.3.1. Curriculum Reform**

The current curriculum for English language education often emphasizes rote memorization and theoretical knowledge rather than practical language use. For Willis

“Reforming the curriculum to focus on communicative competence, critical thinking, and real-life language applications can significantly improve learning outcomes. Incorporating task-based learning, problem-solving activities, and interdisciplinary approaches can make the curriculum more engaging and relevant to students' needs.” (1996: 200)

### **II.10.3.2. Teacher Training**

Developing teachers is essential to raising the quality of English language instruction. Many Algerian teachers do not have access to professional development opportunities that would allow them to update their knowledge of contemporary language

teaching methodologies and improve their teaching skills. Regular training sessions, conferences, and exchange programs can give educators the tools they need to embrace cutting-edge pedagogy and successfully oversee a variety of learning environments in the classroom (Thomas & Reinderders, 2010).

### **II.10.3.3. Technological Integration**

Several advantages come with incorporating technology into language instruction, such as personalized instruction tailored to each student's needs, access to a multitude of online resources, and interactive learning opportunities. Students can benefit from additional practice opportunities outside of the traditional classroom setting and an improved learning experience by utilizing digital tools like virtual classrooms, online platforms, and language learning apps. Additionally, technology can help with remote learning, increasing students' access to English language instruction across the nation (Harmer, 2007).

Algerian universities can overcome current obstacles and offer a more comprehensive and successful English language education program by concentrating on these areas. As a result, students will have the language skills needed to excel in their academic and professional endeavours, advancing the socioeconomic development of the nation.

## **II.11. Significance of English Language Education for Algerian Students**

For Algerian students, learning English is important because it improves their ability to communicate globally, which opens doors to both academic and professional opportunities abroad. English language proficiency improves one's employability, especially in global corporations and sectors like trade, tourism, and technology. Furthermore, proficiency in English allows students to gain access to a wide range of scholarly and scientific materials, encouraging creativity and academic success. This in turn creates a workforce that is competitive and skilled, which advances the nation's socioeconomic development.

### **II.11.1. Benefits of English Proficiency for Academic Success and Lifelong Learning**

For academic success and lifetime learning, Algerian students who are proficient in English reap many benefits. Students who are proficient in English have easy access to a

wide range of scholarly materials, which are primarily written in English. These materials include research articles, textbooks, and online courses. Their academic horizons are expanded and their learning experience is improved by this access (Harmer, 2007). Furthermore, fluency in English encourages lifetime learning by allowing individuals to continuously engage with new information and abilities throughout their careers (Nunan, 2004).

### **II.11.2. Importance of English Language Skills for Accessing Global Knowledge and Information**

English is the primary language of knowledge and information worldwide in the digital age. Students from Algeria can attend international conferences, engage in scholarly discourse, and participate in international academic communities when they speak English fluently. They can also interact with cutting-edge research and innovations, access a variety of viewpoints, and stay up to date on the most recent advancements in their fields. For both professional and academic advancement, this worldwide connectedness is crucial (Willis, 1996).

### **II.11.3. Role of English Language Education in Promoting Cultural Understanding and Diversity**

For Algerian students, English language instruction is essential to fostering diversity and cross-cultural understanding. Students who study English are exposed to a variety of cultures, beliefs, and viewpoints, which helps them to appreciate cultural diversity. Additionally, it fosters empathy and cross-cultural communication, two qualities that are essential in the multicultural world of today. Students can help create a more inclusive and peaceful society by acknowledging and appreciating cultural differences (Thomas & Reinders, 2010).

## **II.12. Conclusion**

The significance of English language education in Algerian universities is multifaceted, encompassing academic, economic, sociocultural, and personal dimensions. English proficiency empowers students with the skills needed to thrive in a globalized world, enhances their academic and professional prospects, and contributes to the country's socioeconomic development.

This chapter has explored the historical context of English language education in Algeria, the sociocultural and economic impacts of English proficiency, and the current landscape of English language programs in Algerian universities. Key findings highlight the importance of English for academic success, career opportunities, and cultural understanding. Challenges such as limited resources and insufficient teacher training were identified, along with opportunities for improvement through curriculum reform and technological integration.

To realize the full potential of English language education in Algeria, stakeholders, including educational institutions, policymakers, and the private sector, must prioritize and invest in its improvement. This includes providing adequate resources, enhancing teacher training programs, and implementing innovative teaching methodologies. By doing so, Algeria can ensure that its students are well-equipped to meet the demands of a globalized world and contribute meaningfully to national and international communities.

# **CHAPTER THREE**

---

## **FIELDWORK**



## **Chapter Three: FIELDWORK**

### **III.1. Introduction**

### **III.2. Research Design**

**III.2.1.** Overview of the research design

**III.2.1.1.** Type of research (qualitative, quantitative, or mixed-methods)

**III.2.1.2.** Rationale for the chosen design

### **III.3. Population and Sampling**

**III.3.1.** Definition of the target population

**III.3.2.** Description of the sampling strategy

**III.3.2.1.** Inclusion criteria for universities

**III.3.2.2.** Sample size determination and selection process

### **III.4. Data Collection Methods**

**III.4.1.** Surveys/questionnaires for students, instructors, and administrators

**III.4.2.** Interviews with key practitioners in English language education

### **III.5. Instrumentation**

**III.5.1.** Development of survey/questionnaire instruments

**III.5.2.** Interview protocols for structured interviews

**III.5.3.** Validation of instruments through pilot testing

### **III.6. Data Collection Procedures**

**III.6.1.** Administration of surveys/questionnaires to targeted participants

**III.6.2.** Conducting structured interviews with key stakeholders

**III.6.3.** Collection of secondary data from university records and documents

### **III.7. Data Analysis**

**III.7.1.** Overview of the data analysis process

### **III.7.2. Quantitative data analysis**

**III.7.2.1.** Descriptive statistics for survey responses

**III.7.2.2.** Statistical tests (if applicable) to determine significant relationships

### **III.7.3. Qualitative data analysis**

**III.7.3.1.** Thematic analysis of interview transcripts

**III.7.3.2.** Content analysis of open-ended survey responses

### **III.8. Limitations of the Study**

**III.8.1.** Acknowledgment of potential constraints and challenges

**III.8.2.** Discussion of how limitations may impact the generalizability of findings

### **III.9. Conclusion**

### **III.1. Introduction**

Algeria's educational, sociocultural, and economic domains are all impacted by English language instruction. In order to comprehend the wider ramifications for society, this study explores the in-depth analysis of English language acquisition in Algerian universities. This study aims to improve educational policies and practices in Algeria by investigating the opportunities and problems associated with teaching English as a second language. The study is important because it can shed light on how English shapes cultural identities, opens doors to the economy and enhances educational outcomes. This will add to the conversation about language education in Algeria.

Chapter 3 serves as a methodological guidepost, offering a detailed account of the strategies and approaches employed in this study. It aims to provide a comprehensive understanding of the research design, population and sampling methods, data collection procedures, instrumentation, data analysis, and potential limitations. The research hypotheses are also introduced in this chapter, laying the groundwork for the analysis and discussion that follows. To assure the validity and rigor of the study's conclusions and, ultimately, advance knowledge of the importance of English language education in Algeria, Chapter 3 carefully examines the research methodology.

The hypothesis behind this research work is that English language education in Algeria significantly impacts society across its sociocultural, economic, and educational dimensions, contributing to a transformative influence on the national landscape.

To confirm this hypothesis experimental procedure is led and includes the following points:

### **III.2. Research Design**

#### **III.2.1. Type of research:**

Using a mixed-methods research design, this study collects extensive data on the value of English language education in Algeria using both qualitative and quantitative techniques. This study attempts to offer a comprehensive understanding of the sociocultural, economic, and educational effects of English language acquisition in Algerian universities by combining qualitative and quantitative methods. A more nuanced investigation of the research topic is made possible by the mixed-methods approach, which

captures the breadth of trends and patterns within the larger context in addition to the depth of individual experiences.

### **III.2.2. Rationale for the chosen design**

Several important considerations led to the choice to employ a mixed-methods research design for this investigation. First off, the research topic—which examines the value of English language instruction in Algeria—is intricate and multidimensional, necessitating a thorough approach to fully capture all of its facets. Combining qualitative and quantitative data into one design facilitates a more comprehensive and nuanced understanding of the research topic.

Second, triangulation is made possible by the mixed-methods design, which improves the validity and reliability of the study's conclusions. The accuracy and reliability of the research findings are enhanced by this approach, which corroborates findings from various data sources and methodologies.

A mixed-methods design also provides for flexibility in the gathering and processing of data. It makes it possible for researchers to modify their strategy in response to the way the research is developing, resulting in a more flexible and dynamic research process.

Overall, the ability of the mixed-methods design to offer an all-encompassing, reliable, and adaptable approach to researching the importance of English language education in Algeria led to its selection.

### **III.3. Population and Sampling**

#### **III.3.1. Definition of the target population:**

The EFL (English as a Foreign Language) students and English language teachers at the University of Ibn Khaldoun-Tiaret make up the study's target population. In particular, the study interviewed seven instructors in the university's English Department and polled fifty-two EFL students. This group was chosen because of their knowledge of and involvement in English language instruction, which makes them important sources of information for comprehending the effects of English language learning in Algerian higher education.

### **III.3.2. Description of the sampling strategy**

A convenience sampling strategy was used for the EFL student survey, selecting study participants based on their availability and willingness to participate. This approach was chosen for its practicality and efficiency in gathering a relatively large sample size within the constraints of time and resources.

For the interviews with English language instructors, a purposive sampling approach was employed. Instructors were selected based on their expertise and experience in English language education, ensuring that the sample included individuals with diverse perspectives and insights. This approach allowed for a more targeted and in-depth exploration of the research topic, capturing a range of experiences and viewpoints among instructors at the University of Ibn Khaldoun-Tiaret.

#### **III.3.2.1. Inclusion Criteria for Universities:**

- a) The study included universities in Algeria offering English language education programs.
- b) In particular, the University of Ibn Khaldoun-Tiaret was chosen as the main site for gathering data because of its accessibility and study-opening attitude.

#### **III.3.2.2. Sample Size Determination and Selection Process:**

52 EFL students were surveyed as a result of the survey's sample size being determined by practicality and the need to obtain a representative sample. Seven English language teachers were chosen for the interviews based on their availability and willingness to take part, guaranteeing a wide variety of viewpoints and experiences in the field of teaching English. In order to select students and instructors, consent had to be obtained, and it was confirmed that participants fulfilled the study's inclusion requirements. Overall, a wide range of perspectives on English language instruction in Algerian universities were intended to be covered by the selection process and sample size.

### **III.4. Research Methods**

#### **III.4.1. Surveys/Questionnaires for Students and Instructors:**

To acquire quantitative information on the experiences and opinions of EFL students and English language teachers, surveys and questionnaires were used. The focus of the student surveys was their experiences learning English, including the difficulties they encountered and the advantages they saw. The purpose of the surveys was to gather data from teachers regarding their methods of instruction, how they see the progress of their students, and recommendations they may have for enhancing English language instruction. The surveys were conducted in a structured manner to guarantee uniformity in the gathering of data and to aid in quantitative analysis.

#### **III.4.2. Interviews with Key Practitioners in English Language Education:**

Comprehensive interviews were carried out with prominent figures in the field of English language instruction, particularly teachers affiliated with the University of Ibn Khaldoun-Tiaret. Due to the semi-structured nature of these interviews, participants were encouraged to go into further detail about their experiences and points of view. The interviews, which were intended to collect qualitative data, concentrated on the influence of English language instruction on sociocultural, economic, and educational facets in Algeria. The interviews were audio recorded with the participants' permission in order to guarantee correct data collection and make transcription easier for analysis afterwards. Overall, the combination of surveys/questionnaires and interviews allowed for a comprehensive data collection approach, capturing both quantitative and qualitative insights into the significance of English Language Education in Algeria.

### **III.5. Data Collection Procedures**

#### **III.5.1. Administration of Surveys/Questionnaires to Targeted Participants:**

The University of Ibn Khaldoun-Tiaret's EFL students and English language teachers were among the targeted participants to whom the surveys and questionnaires were distributed. The survey instruments were sent to the participants electronically or in person, based on their convenience and preferences. To ensure consistency in data

collection, participants were given clear instructions on the purpose of the surveys and how to complete them.

### **III.5.2. Conducting Structured Interviews with Key Stakeholders:**

Teachers at the University of Ibn Khaldoun-Tiaret were among the important parties involved in English language education with which structured interviews were conducted. With the participants' informed consent, these interviews were arranged at convenient times and locations. The interviews were semi-structured, allowing for freedom in questioning while guaranteeing that important subjects were covered.

### **III.5.3. Collection of Secondary Data from University Records and Documents:**

Surveys, questionnaires, and interviews were used to acquire primary data; secondary data, such as records from universities and materials about English language instruction, were also gathered. The results of the study were further supported by the context and background information provided by these secondary data. The procedures and rules of the university about data access and privacy were followed when gathering secondary data. In order to ensure that the research objectives were met and the findings were solid and trustworthy, the data collection procedures were created with the overall goal of gathering comprehensive and pertinent data on the importance of English language education in Algeria.

## **III.6. Data Analysis**

### **III.6.1. Overview of the data analysis process:**

The data analysis process for this study examined the interview transcripts and survey/questionnaire responses using both quantitative and qualitative methods.

To summarize the quantitative data obtained from the surveys and questionnaires, descriptive statistics like means, frequencies, and percentages were employed. This allowed for a quantitative understanding of the experiences and perceptions of EFL students and English language instructors regarding English language education in Algerian universities.

For the qualitative data collected through the interviews, thematic analysis was used to identify patterns, themes, and categories within the data. This involved coding the

interview transcripts, grouping similar codes into themes, and interpreting the findings in relation to the research objectives.

Using triangulation to compare and contrast the results from various data sources improved the study's validity and reliability. The integration of quantitative and qualitative data was also thought to offer a more thorough grasp of the research topic.

Overall, the data analysis process was rigorous and systematic, aiming to uncover the significance of English Language Education in Algeria and provide valuable insights for policy and practice.

### **III.6.2. Quantitative data analysis**

#### **III.6.2.1. Descriptive statistics for survey responses**

The survey responses from English language teachers and EFL students were compiled using descriptive statistics. Characterize the properties of the data, and required computing metrics like means, frequencies, and percentages.

For example, frequencies and percentages were used to report the distribution of responses to closed-ended questions, providing an overview of the students' and instructors' opinions and experiences. Means were used to summarize quantitative responses, such as ratings of satisfaction or agreement with statements regarding English language education.

The survey data was succinctly summarized by descriptive statistics, making it simple to compare and understand the responses. By highlighting trends, patterns, and variances in the survey replies, these statistics offered insightful information about the importance of English language instruction in Algeria.

#### **III.6.2.2. Data Analysis**

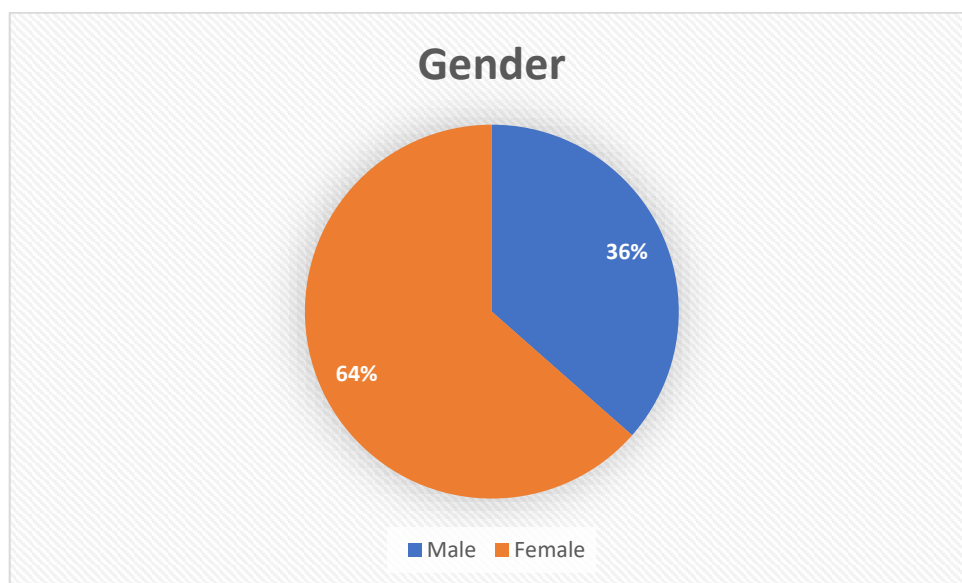
##### **III.6.2.2.1. Analysis of the Questionnaire**

###### **1. Gender:**

**Table 03: Showing gender frequency and percentage**

	<b>Frequency</b>	<b>Percent</b>
<b>Male</b>	19	36,5%
<b>Female</b>	33	63,5%
<b>Total</b>	52	100%





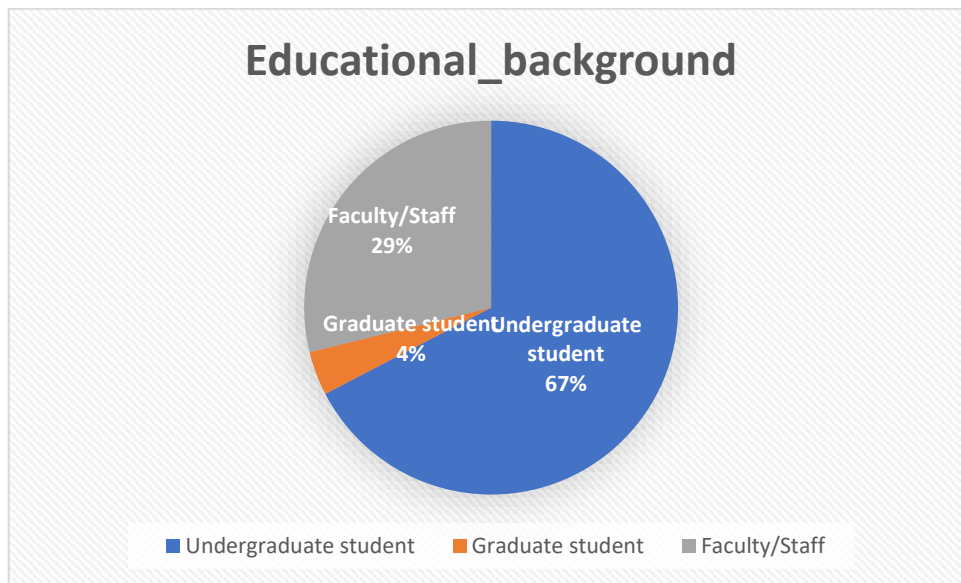
**Figure 01: Showing gender distribution among respondents**

The gender distribution of respondents to a study on English language instruction in Algerian universities is shown statistically in the table. There is a greater representation of female respondents in the sample, with 63.5% of the 52 respondents being female and 36.5% of the respondents being male. This distribution raises the possibility of gender differences in the educational system or the degrees of interest and involvement in English language instruction. Additional qualitative research techniques may shed light on the underlying causes of this gender gap as well as any discrepancies between respondents' male and female perspectives and experiences regarding English language instruction. Policymakers and educators must comprehend these gender dynamics to guarantee fair access to and participation in English language instruction in Algerian universities.

## 2. Educational background:

**Table 04: Showing educational background frequency and percentage**

	<b>Frequency</b>	<b>Percent</b>
<b>Undergraduate student</b>	35	67,3%
<b>Graduate student</b>	2	3,8%
<b>Faculty/Staff</b>	15	28,8%
<b>Total</b>	52	100%



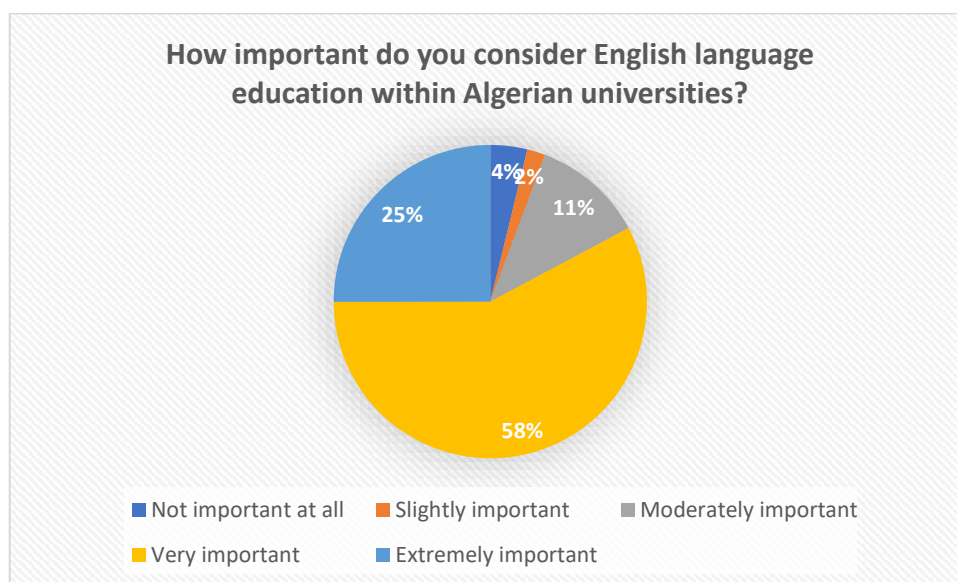
**Figure 02: Showing distribution of respondents based on their educational background**

The table displays the respondents' educational background distribution from a study on English language instruction in Algerian universities. Of the 52 respondents in the sample as a whole, 67.3% are undergraduate students, followed by faculty/staff members (28.8%) and graduate students (smaller percentage, 3.8%). This distribution emphasizes how many undergraduate students were included in the study, which is indicative of their active involvement in programs aimed at teaching English as a second language. The comparatively small proportion of graduate students points to a possible area for additional research to better understand the viewpoints and experiences of this subgroup. Furthermore, the noteworthy participation of academics and staff members emphasizes how crucial it is to take their opinions and insights into account when establishing English language education practices and policies in Algerian universities. Overall, this distribution highlights the importance of including a diverse range of stakeholders in conversations about English language education initiatives and offers insightful information about the makeup of the respondent pool.

**3. How important do you consider English language education within Algerian universities?**

**Table 05: Showing importance of English language education within Algerian universities**

	<b>Frequency</b>	<b>Percent</b>
<b>Not important at all</b>	2	3,8%
<b>Slightly important</b>	1	1,9%
<b>Moderately important</b>	6	11,5%
<b>Very important</b>	30	57,7%
<b>Extremely important</b>	13	25%
<b>Total</b>	52	100%



**Figure 03: Showing respondents' perceptions regarding the importance of English language education within Algerian universities**

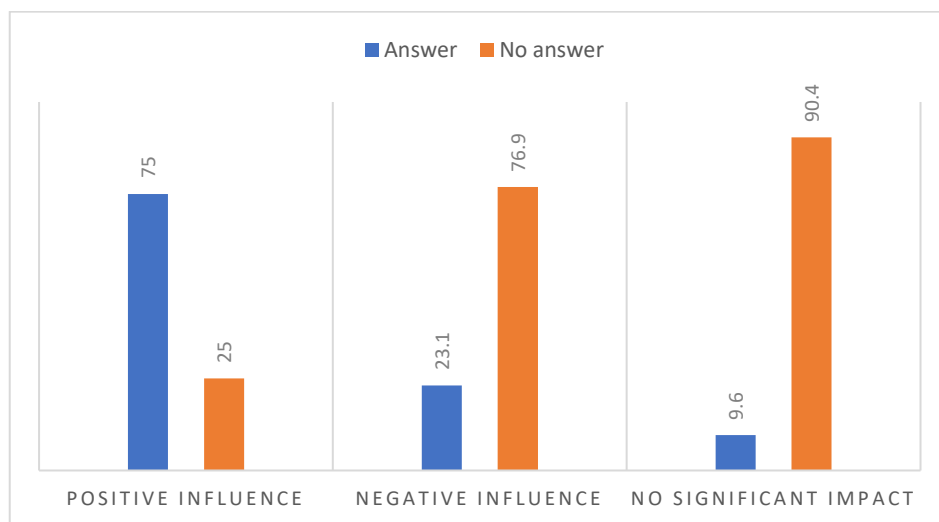
The respondents' opinions about the value of English language instruction in Algerian universities are shown in the table. Of the 52 respondents in the sample as a whole, the majority (57.7%) believe that English language instruction is very important, followed by 25% who believe it to be extremely important. This suggests that respondents strongly agreed on the importance of English language instruction in Algerian universities. On the other hand, just 3.8% of respondents believe that English language instruction is not important at all, indicating a very small minority opinion. The distribution demonstrates

how widely acknowledged it is that English language instruction is essential to Algerian universities' academic environments. This view is consistent with the larger socioeconomic setting, where having fluency in English is valued more and more for its ability to connect people globally and open up economic opportunities. Overall, the results highlight the respondents' unanimity in recognizing the value of English language instruction in Algerian universities.

**4. How does English language education influence cultural attitudes and perceptions within the Algerian university community?**

**Table 06: Showing English language education influence cultural attitudes and perceptions within the Algerian university community**

	answers	Frequency	Percent
<b>Positive influence</b>	No answer	13	25%
	Answer	39	75%
<b>Negative influence</b>	No answer	40	76.9%
	Answer	12	23.1%
<b>No significant impact</b>	No answer	47	90,4%
	Answer	5	9,6%
	Total	52	100%



**Figure 04: Showing respondents' perceptions regarding the English language education influence cultural attitudes and perceptions within the Algerian university community?**

The table presented presents the opinions of the respondents about the impact of English language instruction in Algerian universities, which is divided into three categories: positive, negative, and no significant impact.

Of the replies, 75% said that learning English as a second language has a beneficial impact, and 25% gave no response. This points to a common belief among respondents that studying English in Algerian universities has a positive impact on students' overall educational experience or skill development.

Regarding the negative impact, 23.1% of participants acknowledged this aspect, while 76.9% did not respond. This suggests that a smaller percentage of respondents believe that English language education has a negative impact, which may be a reflection of difficulties or disadvantages encountered in the educational setting.

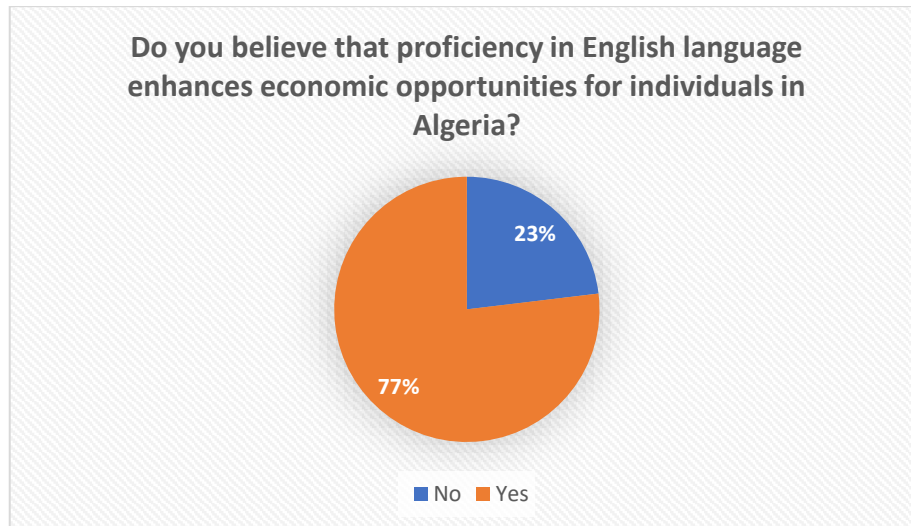
Moreover, 9.6% of respondents said that there is no discernible impact of English language instruction, and 90.4% did not respond. According to this minority viewpoint, some respondents believe that their academic and personal development are not significantly impacted by their English language education.

Overall, the data highlights the respondents' diverse perspectives on the impact of English language instruction in Algerian universities, underscoring the need for more research to fully comprehend the elements influencing these viewpoints and to address any issues or challenges brought up.

## 5. The impact of English language proficiency on economic opportunities for individuals in Algeria

**Table 07: impact of English language proficiency on economic opportunities for individuals in Algeria**

	<b>Frequency</b>	<b>Percent</b>
<b>No</b>	12	23,1%
<b>Yes</b>	40	76,9%
<b>Total</b>	52	100%



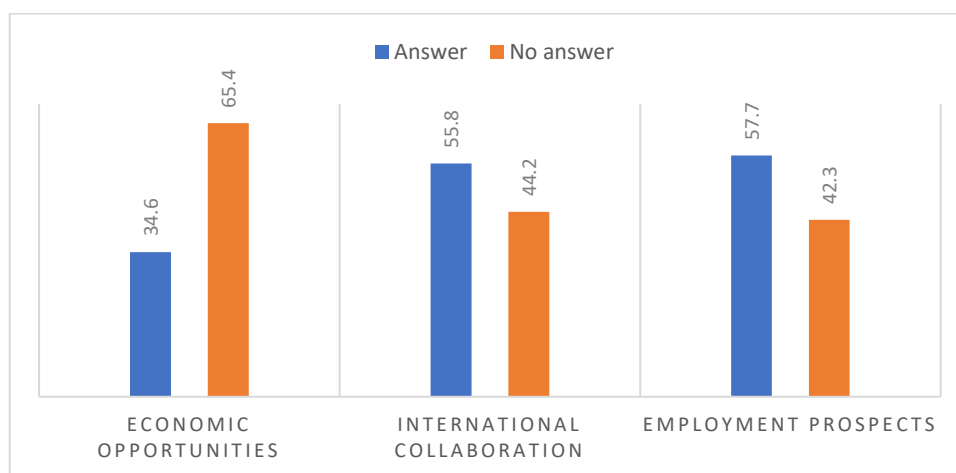
**Figure 05: impact of English language proficiency on economic opportunities for individuals in Algeria**

The views of respondents about how English language proficiency affects people's access to the economy in Algeria are shown in the table. Of the 52 respondents in the sample as a whole, a sizable majority (76.9%) think that speaking English well improves one's chances for employment. This suggests that respondents generally agree that economic prospects and English language proficiency are positively correlated. On the other hand, a smaller proportion of participants, amounting to 23.1%, hold the opinion that being able to communicate in English does not improve one's chances for employment. Although there is a minority opinion, it is surpassed by the consensus among participants who support the financial advantages linked to fluency in the English language. These results highlight how important people in Algeria believe English language proficiency to be when it comes to work, international cooperation, and access to international job markets. All things considered, the data indicates that respondents strongly believe that speaking English well opens up more economic options for Algerian citizens.

## 5. English language proficiency contribution to economic opportunities

**Table 08: English language proficiency contribution to economic opportunities**

	answers	Frequency	Percent
<b>Economic opportunities</b>	No answer	34	65,4%
	Answer	18	34,6%
<b>International collaboration</b>	No answer	23	44,2%
	Answer	29	55,8%
<b>Employment prospects</b>	No answer	22	42,3%
	Answer	30	57,7%
	Total	52	100%



**Figure 06: English language proficiency contribution to economic opportunities**

The table that follows shows how respondents answered questions regarding the financial benefits of learning English, including job opportunities and global cooperation.

Of those surveyed, 34.6% answered questions about economic opportunities, while 65.4% did not. This discrepancy indicates that a significant percentage of respondents did not share their opinions about the financial advantages of English language instruction, presumably because of misunderstandings or conflicting impressions. Regarding international collaboration, 55.8% of all respondents responded, indicating a relatively higher level of engagement than for other aspects. 44.2% of respondents chose not to reply, indicating a mediocre level of awareness or interest in the possible financial benefits of

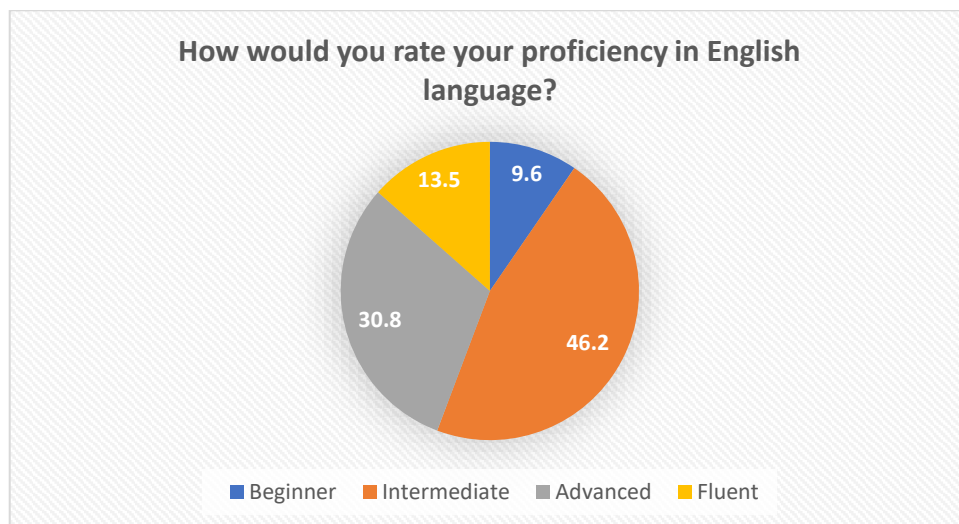
global cooperation made possible by English language instruction. Regarding job opportunities, 57.7% of participants replied, suggesting a relatively greater degree of interest in this area. On the other hand, 42.3% of respondents did not respond, suggesting that respondents' awareness or interest in the contribution of English language education to improving job prospects varies.

The data, taken as a whole, highlights how intricately respondents engaged with questions about the financial prospects connected to English language instruction. The significant proportion of non-responses suggests a need for further exploration to elucidate the diverse perspectives and experiences regarding the economic benefits of English language education within the context of Algerian universities.

**6. How would you rate your proficiency in English language?**

**Table 09: Students' proficiency rate in English language**

	Frequency	Percent
<b>Beginner</b>	5	9,6%
<b>Intermediate</b>	24	46,2%
<b>Advanced</b>	16	30,8%
<b>Fluent</b>	7	13,5%
<b>Total</b>	52	100%



**Figure 07: Students' proficiency rate in English language**

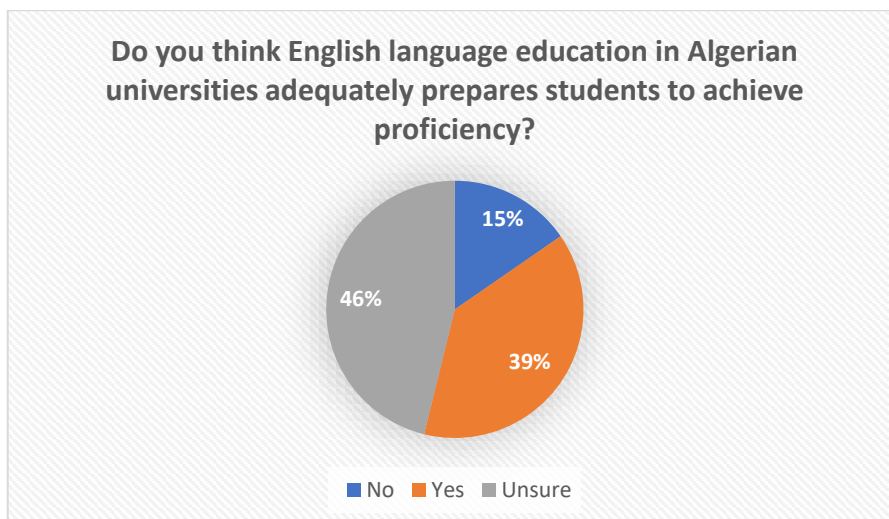


The table presents respondents' self-rated proficiency levels in the English language. Among the total sample of 52 respondents, the largest proportion, representing 46.2%, rate their proficiency as intermediate, indicating a moderate level of English language skills. This is followed by 30.8% of respondents who rate themselves as advanced in English proficiency, suggesting a higher level of competence. Additionally, 13.5% of respondents consider themselves fluent in English, indicating a high level of proficiency. Conversely, a smaller proportion of respondents, totaling 9.6%, classify themselves as beginners in English language proficiency, indicating a basic level of skill. These findings provide insights into the distribution of English language proficiency levels among the surveyed respondents, with the majority falling within the intermediate to advanced proficiency range. Understanding the self-perceived proficiency levels of respondents is crucial for gauging the readiness of individuals to engage in English language education initiatives and for tailoring educational programs to cater to diverse proficiency levels. Overall, the data highlights the varied levels of English language proficiency among respondents, reflecting the continuum of skills within the surveyed population.

**7. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?**

**Table 10: English language in Algerian universities and students' proficiency**

	<b>Frequency</b>	<b>Percent</b>
<b>No</b>	8	15,4%
<b>Yes</b>	20	38,5%
<b>Unsure</b>	24	46,2%
<b>Total</b>	52	100%



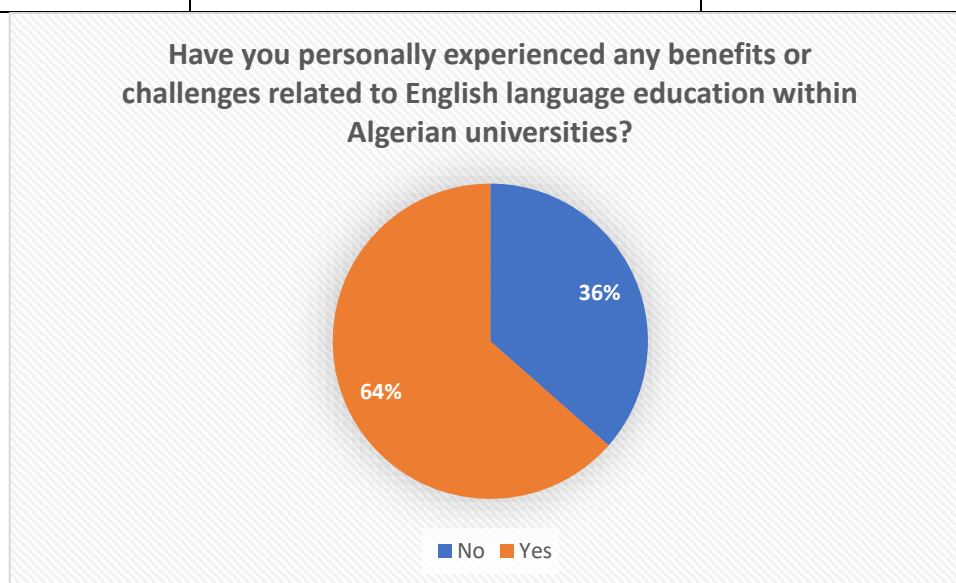
**Figure 08: English language in Algerian universities and students’ proficiency**

The opinions of respondents regarding whether English language instruction at Algerian universities sufficiently prepares students to attain proficiency are displayed in the table. The majority of respondents (46.2%) in the sample as a whole are unsure about the effectiveness of English language instruction in helping students become proficient. This implies that respondents generally lack clarity or ambiguity about the efficacy of English language education programs in Algerian universities. Furthermore, 38.5% of respondents said that they are confident enough in the current educational programs to think that English language instruction does in fact adequately prepare students to achieve proficiency. On the other hand, a smaller percentage of respondents—15.4%—state that they think English language instruction does not sufficiently prepare students for proficiency, pointing out possible areas for development or expressing dissatisfaction with existing methods. These results highlight the need for additional research and assessment of English language education initiatives in Algerian universities in order to resolve issues and improve the caliber of curricula. Overall, the data shows that respondents had differing opinions about how well English language instruction prepared students for proficiency, highlighting the complexity of the problem and the significance of ongoing evaluation and development in this field.

**8. Have you personally experienced any benefits or challenges related to English language education within Algerian universities?**

**Table 11: Challenges related to English language education in Algerian universities**

	<b>Frequency</b>	<b>Percent</b>
<b>No</b>	19	36,5%
<b>Yes</b>	33	63,5%
<b>Total</b>	52	100%



**Figure 09: Challenges related to English language education in Algerian universities**

The table displays the individual experiences of the respondents concerning the advantages or difficulties associated with teaching English in Algerian universities. Of the 52 respondents in the sample as a whole, most of them, or 63.5%, say they have personally benefited from or faced difficulties with English language instruction. This indicates that a sizable percentage of respondents had firsthand experience with English language education programs offered by Algerian universities, demonstrating the language's pervasive influence on people. On the other hand, only 36.5% of respondents said they had no personal experience with English language education, suggesting that fewer people may not have been involved in or impacted by these kinds of programs. These results highlight the respondents' diverse experiences and perspectives about English language instruction in Algerian universities. Investigating the nature of these experiences further may shed light on the efficacy of currently offered educational initiatives as well as suggest areas for development to better serve stakeholders' and students' needs. The information as a whole

emphasizes how crucial it is to take into account unique experiences and viewpoints when developing English language teaching practices and policies in Algerian universities.

### **III.6.2.3. Data Discussion and Interpretation**

The survey's results offer a wealth of information about the state of English language instruction in Algerian universities, shedding light on the subject's many facets and ramifications.

#### **III.6.2.3.1. Sociocultural Dimension:**

The study's greater participation rate of female respondents (63.5%) highlights a noteworthy gender dynamic in Algerian universities' English language programs. This phenomenon may be a reflection of larger trends in education, such as the rise in female participation in language study and higher education, which may be brought about by gender-specific incentives or shifting social perceptions of gender roles. The positive impact that English language education is perceived to have on cultural attitudes and perceptions suggests that it plays a crucial role in promoting cultural exchange, openness, and global awareness within the university community. This is consistent with research that suggests language acquisition is essential for improving cross-cultural communication and understanding.

#### **III.6.2.3.2. Economic Dimension:**

76.9% of the respondents, or a sizable majority, think that knowing English well can be used as a lever to improve one's economic prospects. This agreement highlights the widespread understanding that proficiency in English is essential in the global economy, as it can lead to increased employment opportunities, cross-border cooperation, and engagement in international trade. These results are consistent with previous research that highlights the financial advantages of bilingualism or multilingualism in a globalized labor market, especially when English is a second language.

#### **III.6.2.3.3. Educational Dimension:**

The predominance of undergraduate students (67.3%) among respondents reflects their keen participation in English language learning initiatives. The less pronounced engagement of graduate students and faculty/staff members suggests potential gaps or

areas for development in English language educational practices at different academic levels. The mixed feedback on the adequacy of English language education in preparing students for proficiency highlights a critical area for reflection within educational policy and practice. It echoes the call-in academic literature for quality improvements and alignment of language education with learners' needs and global standards.

### **III.6.3. Qualitative data analysis: the Interviews**

#### **1. Demographic Information:**

**Question 01:** Overall, the respondents hold diverse positions within the educational system, ranging from high school teachers to university professors. This diversity suggests a wide range of experiences and perspectives on English language education.

**Question 02:** The respondents have varied specializations, including linguistics, literature, and language teaching. This indicates a broad range of expertise that can provide insights from different academic backgrounds.

#### **2. Experience with English Language Education:**

**Question 03:** Responses indicate mixed experiences with learning English, including challenges with resources and differing levels of satisfaction. This suggests a need for improved resources and teaching methods in English language education.

**Question 04:** Significant experiences that shaped perceptions of English language education include positive interactions with students and the practical application of English in communication. These experiences highlight the importance of practical, real-world applications in language learning.

#### **3. Sociocultural Impact:**

**Question 05:** Responses show a belief that English language education influences cultural identity and attitudes, making students more tolerant and open-minded. This suggests recognition of the broader sociocultural impact of language education.

**Question 06:** Observations of changes in cultural perceptions due to English language education indicate a positive shift towards openness and acceptance of other cultures. This aligns with the idea that language learning can promote cultural understanding.

#### **4. Economic Opportunities:**

**Question 07:** The respondents perceive English proficiency as beneficial for enhancing economic opportunities, including better job prospects and economic growth. This highlights the perceived link between language skills and economic success.

**Question 08:** Examples of how English language skills benefit individuals in the job market further emphasize the practical advantages of English proficiency, such as access to international job opportunities.

#### **5. Educational Impact:**

**Question 09:** Strengths of the current English language education approach include its globalized nature and integration of online education. Weaknesses mentioned include resource limitations and a mismatch between content and students' needs, indicating areas for improvement.

**Question 10:** Responses suggest that English proficiency positively affects academic performance and research opportunities, indicating a recognition of the importance of English language skills in higher education.

#### **6. Challenges and Opportunities:**

**Question 11:** Challenges mentioned include student engagement issues, lack of resources, and dependence on teachers. These challenges highlight the need for improved teaching methods and resources in English language education.

**Question 12:** Opportunities identified include the ability to work in different sectors and travel opportunities. These opportunities demonstrate the practical benefits of English language proficiency.

#### **7. Suggestions for Improvement:**

**Question 14:** Suggestions for improvement include more professional training for teachers, modifying content to meet students' needs, and introducing innovations in teaching methods. These suggestions indicate a desire for continuous improvement and adaptation in English language education.

**Question 15:** includes suggestions for enhancing the effectiveness of English language learning and teaching by adopting English gradually in media and using mobile

learning. These suggestions emphasize the importance of incorporating technology and media in language education.

Overall, the responses highlight the multifaceted nature of English language education in Algeria, with insights into its sociocultural, economic, and educational impacts, as well as the challenges and opportunities it presents. The suggestions for improvement reflect a commitment to enhancing the quality and effectiveness of English language education in Algerian universities.

### **III.7. Implications**

#### **III.7.1. Language Policy:**

The study's findings highlight the need for intricate language policies that successfully balance the academic, cultural, and financial demands of English language training. Algeria's socioeconomic development and integration into the global community may be significantly impacted by the creation of policies that support equitable access to high-quality English language instruction, take into account a variety of learner needs, and take advantage of the language's cultural and economic advantages.

#### **III.7.2. Educational Practice:**

To better meet learners' needs in terms of adjusting educational content to various proficiency levels, promoting inclusivity, cultivating cultural awareness, and matching learners' aspirations regarding their economic status, educators must re-evaluate the pedagogical approaches that are currently being used in Algerian universities.

#### **III.7.3. Individual Opportunities:**

The importance of English language competency as a catalyst for both individual growth and global opportunities is emphasized by this study. Encouraging more opportunities for language learning, such as digital platforms, exchange programs, and internships, may improve learners' proficiency and global competence and provide them with a competitive edge in the global job market.

Further discussion of these issues is crucial, even though the survey only offers a glimpse into opinions and experiences regarding English language instruction in Algerian universities. A detailed examination of the varied experiences and perspectives of all

stakeholders, including those underrepresented in this survey, would improve our understanding.

Furthermore, because global education is evolving and English is becoming more and more important, language education policies and practices need to be regularly evaluated and modified. It might be possible to create more creative, inclusive, and effective teaching strategies if decision-makers, students, and the academic community as a whole discussed the future of English language education in Algeria.

### **III.8. Limitations of the Study**

#### **III.8.1. Acknowledgment of Potential Constraints and Challenges:**

- The study's small sample size—52 EFL students and seven English language teachers from a single Algerian university—may have limited how broadly the results can be applied.
- The use of self-reported data from interviews and surveys raises the risk of response bias, in which participants give answers that are socially acceptable or give false accounts of their experiences.
- Limited time and resources may have affected the breadth and depth of data collection and analysis, which could affect how thorough the study's conclusions are.
- Because the study's exclusive focus was the University of Ibn Khaldoun-Tiaret, it might not have adequately represented the range of viewpoints and experiences related to English language instruction in Algeria.

#### **III.8.2. Discussion of How Limitations impacted the Generalizability of Findings:**

- The results cannot be broadly applied to other universities or areas in Algeria due to the small sample size and single-site focus, as the experiences and opinions of EFL instructors and students may differ in various settings.
- The study's conclusions may not be as accurate or reliable if response bias is present due to the reliance on self-reported data.



- Due to time and resource limitations, it is possible that the researchers could not gather information from a wider variety of participants or carry out a more thorough analysis, which would have led to a deeper comprehension of the subject.
- Despite these drawbacks, the research offers insightful information about the perspectives and experiences of EFL students and teachers at the University of Ibn Khaldoun-Tiaret. This information can guide future studies and improve English language instruction in Algeria.

### **III.9. Conclusion**

The third chapter looked at the study's imperial component. It used a mixed-methods approach to investigate the effects of English language learning in Algerian universities in great detail. 52 EFL students were given questionnaires and surveys, which collected quantitative information on their experiences and opinions. Seven English language teachers were also interviewed, providing qualitative information about the state of education. To guarantee a variety of viewpoints, the sampling strategy comprised purposive sampling for instructors and convenience sampling for students. This methodological approach captured both qualitative nuances and quantitative trends, allowing for a multifaceted exploration of the research topic.

The research objectives, which included investigating the sociocultural, economic, and educational effects of English language instruction in Algeria, were well aligned with the methods selected. While interviews offered qualitative depth by revealing the experiences and perspectives of important stakeholders, surveys offered quantitative data that allowed for the analysis of trends and patterns. Utilizing a mixed-methods approach improved the validity and reliability of the study's findings by enabling a thorough comprehension of the complexities surrounding English language education in Algerian universities.

# **GENERAL CONCLUSION**

---

The study underscores the significant sociocultural, economic, and educational impacts of English language education in Algerian universities, revealing a multifaceted landscape with both challenges and opportunities. The integration of English into higher education institutions in Algeria is not just a linguistic shift but a strategic move towards global engagement. Socioculturally, the adoption of English is bridging the gap between local traditions and global practices, fostering a more inclusive and internationally minded academic community. This shift is promoting cross-cultural communication and understanding, which are essential in a globalized world.

In economic terms, English proficiency is becoming a critical skill for graduates entering the global job market. The study emphasizes that students with strong English skills are more competitive and able to secure better job opportunities, both locally and internationally. This economic advantage underscores the importance of investing in high-quality English language education to enhance employability and support national economic growth. By aligning educational outcomes with market demands, Algerian universities can contribute significantly to the country's economic development.

Educationally, the study highlights the importance of English language proficiency in accessing a vast array of academic resources, research, and collaborative opportunities. Proficiency in English allows students and faculty to engage with global research communities, enhancing the quality of education and research output. However, the study identifies challenges, such as the need for more qualified English teachers, improved teaching methodologies, and updated curricula that reflect the latest pedagogical advancements and the specific needs of Algerian students.

To address these challenges and capitalize on the opportunities, the study provides actionable suggestions for continuous improvement. These include investing in teacher training programmes, incorporating technology into language learning, and developing partnerships with international educational institutions. By implementing these recommendations, Algerian universities can enhance the quality and effectiveness of their English language education programmes, ensuring they meet the evolving needs of students and align with global standards.

Overall, the findings reflect a collective commitment to improving English language education in Algeria. This commitment is crucial for preparing students to thrive in a globalized world where English proficiency is often a key determinant of academic and

professional success. By focusing on continuous improvement and adaptation, Algerian universities can ensure that their English-language education programmes remain relevant and effective in an ever-changing global landscape.

# **BIBLIOGRAPHY**

---

**Books:**

1. Becker, G. (1964). *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education*. University of Chicago Press.
2. Benrabah, M. (2013). *Language Conflict in Algeria: From Colonialism to Post-Independence*. Multilingual Matters.
3. Bourdieu, P. (1991). *Language and Symbolic Power*. Harvard University Press.
4. Canagarajah, S. (2013). *Translingual Practice: Global Englishes and Cosmopolitan Relations*. Routledge.
5. Crystal, D. (2003). *English as a Global Language*. Cambridge University Press.
6. Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford University Press.
7. Graves, K. (2000). *Designing Language Courses: A Guide for Teachers*. Heinle & Heinle.
8. Harmer, J. (2007). *How to Teach English*. Pearson Longman.
9. Kim, Y. Y. (2017). *Cross-Cultural Adaptation: An Integrative Theory*. Routledge.
10. Krashen, S. (1985). *The Input Hypothesis: Issues and Implications*. Longman.
11. Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge University Press.
12. Pachler, N. (2004). *Learning to Teach Modern Foreign Languages*. Routledge.
13. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press.
14. Stibbe, A. (2021). *Ecolinguistics: Language, Ecology, and the Stories We Live By*. Routledge.
15. Sussman, N. M. (2000). The dynamic nature of cultural identity throughout cultural transitions: Why home is not so sweet. *Personality and Social Psychology Review*, 4(4), 355-373.
16. Thomas, M., & Reinders, H. (2010). *Task-Based Language Learning and Teaching*. Continuum.

17. Tomasello, M. (2003). *Constructing a Language: A Usage-Based Theory of Language Acquisition*. Harvard University Press.
18. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
19. White, L. (2003). *Second Language Acquisition and Universal Grammar*. Cambridge University Press.
20. Willis, J. (1996). *A Framework for Task-Based Learning*. Addison Wesley Longman.
21. Yalden, J. (1987). *Principles of Course Design for Language Teaching*. Cambridge University Press.

**Journal Articles:**

22. Belmihoub, K. (2018). English in a multilingual Algeria. *World Englishes*, 37(2), 207-227.
23. Benrabah, M. (2007). Language-in-education planning in Algeria: Historical development and current issues. *Language Policy*, 6(2), 225-252.
24. Bensafi, M. (2016). The impact of English language education on academic performance: A case study of Algerian students. *Journal of Educational Research and Practice*, 6(1), 45-58.
25. Bouyakoub, N. (2012). The challenges of teaching English in Algeria. *International Journal of Language and Linguistics*, 19(3), 123-135.
26. Bouzidi, H. (2009). Between the enchantment of English and the Arabisation controversy: A case study of the University of Algiers. *Arab World English Journal*, 1(1), 103-114.
27. Cameron, A., & Galloway, N. (2019). Local thoughts on global ideas: Pre- and in-service TESOL practitioners' attitudes to the pedagogical implications of the globalization of English. *RELC Journal*, 50(1), 149–163.
28. Collentine, J., & Freed, B. (2004). Learning context and its effects on second language acquisition. *Studies in Second Language Acquisition*, 26(2), 153-171.
29. Djebbari, Z., & Djebbari, H. (2020). Language policy in Algeria: An outlook into reforms. *AL-Lisaniyyat*, 26(1), 467-481.

30. Ellis, R., & Barkhuizen, G. (2005). *Analysing learner language*. Oxford University Press.
31. Fang, F., & Ren, W. (2018). Developing students' awareness of Global Englishes. *ELT Journal*, 72(4), 384–394.
32. Fishman, J. A. (1977). The spread of English as a new perspective for the study of language maintenance and language shift. *International Migration Review*, 11(1), 70-88.
33. Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and Motivation in Second Language Learning*. Newbury House.
34. Graddol, D. (2006). *English Next*. British Council.
35. Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. Ritchie & T. Bhatia (Eds.), *Handbook of Second Language Acquisition* (pp. 413-468). Academic Press.
36. Norton, B. (1995). Social identity, investment, and language learning. *TESOL Quarterly*, 29(1), 9-31.
37. Pérez-Vidal, C. (2014). Learning English today: What can world Englishes teach college students in Taiwan? *English Today*, 30(1), 21–27.
38. Rahman, Z., Singh, M., & Singh, S. (2022). Language ideology, development of English proficiency, and performance in professional communication: Voices of STEM+business graduates of English medium university. *Asian-Pacific Journal of Second and Foreign Language Education*.
39. Sahraoui, A. (2020). The politics of language in Algerian education.
40. Schumann, J. H. (1978). The acculturation model for second language acquisition. In R. C. Gingras (Ed.), *Second Language Acquisition and Foreign Language Teaching* (pp. 27-50). Center for Applied Linguistics.
41. Taleb-Ibrahimi, K. (1998). De la créativité au quotidien, le comportement langagier des locuteurs algériens. In Billiez, J. (Ed.), *De la didactique des langues à la didactique du plurilinguisme*. Université Grenoble, 3, 291-298.
42. Yue, P. (2023). Understanding the cultural identity of EFL learners from the eco-linguistics perspective: Evidence from students in arts college before and after the COVID-



19 epidemic period. *Frontiers in Psychology*, 14.  
<https://doi.org/10.3389/fpsyg.2023.1249334>

### **Reports:**

43. ASJP. (2023). Exploring the implementation of English as a medium of instruction in Algerian higher education.

44. Beddari, K. (2023). Teachers' perceptions towards the Englishization of the Algerian higher education.

45. Cambridge English. (2021). Perspectives on English for development. Retrieved from <https://www.cambridgeenglish.org/Images/539681-perspectives-english-for-development.pdf>

46. International Labour Organization (ILO). (2018). The impact of language skills on employment outcomes.

47. International Trade Centre (ITC). (2018). The role of English in international trade.

48. Ministry of Education. (2019). Report on the integration of technology in education. Algiers: Ministry of Education.

49. Ministry of Higher Education. (2020). Report on the state of English language education in Algerian universities. Algiers: Ministry of Higher Education.

50. OECD. (2019). *Skills Outlook 2019: Thriving in a digital world*. OECD Publishing.

51. United Nations in Algeria. (2021). Rapport de l'ONU: État de l'éducation en Algérie. Retrieved from <https://algeria.un.org/sites/default/files/2021-07/Rapport%20ONU%20EN%20V4-6-21.pdf>

### **Online Resources:**

52. Acquire Communication Excellence. (2023). The importance of English in the global job market. Retrieved from <https://preptoace.com/the-importance-of-english-in-the-global-job-market/>

53. ARJ Online. (2023). English as a global catalyst: Unraveling its impact on technology and culture. Retrieved from <https://www.arjonline.org/papers/arjel/v2-i1/10.pdf>

54. English Plus Podcast. (2023). The pervasive role of English in international diplomacy and global communication. Retrieved from <https://englishpluspodcast.com>
55. World Bank. (2021). Algeria overview: Development news, research, data. Retrieved from <https://www.worldbank.org/en/country/algeria/overview>

# APPENDICES

---

## Appendix 01

### Students/Teachers' Interview

#### Section 06 : Challenges and Opportunities:

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

*Lack of student motivation/interest to learn the English language.  
Absence of efficient teaching methods.*

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

*Little to no meaningful opportunities.*

#### Section 07 : Personal Experiences:

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience.

#### Section 08 : Suggestions for Improvement:

a. What improvements do you think could be made to enhance English language education in Algerian universities?

*Reform the hiring process for teachers. Teachers must obtain formal language teaching certifications.*

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

*Employ more chances for students to write/speak more using English.*

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.

**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

*highly appreciated.*

**Section 01: Demographic Information:**

a. Gender: Male  Female

b. Age: *20*.....

**c. Educational Background:**

Undergraduate student  Graduate student  Faculty/Staff

Other (please specify): .....

d. Field of Study: *English*.....

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

- 1 - Not important at all
- 2 - Slightly important
- 3 - Moderately important
- 4 - Very important
- 5 - Extremely important

b. Please provide a brief explanation for your rating.

*Frach and Arabic represent the foundation of Algerian culture. They denominate all areas of the Algerian work fields.*

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

*There is a observable significant impact*

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects

- International collaboration

- Access to global job markets

- Other (please specify): .....

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

Yes  No  Unsure



**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

*Level of learners and their aims.*

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

*Helps students to achieve proficiency.*

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience.

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

*The good syllabus lead to make good students.*

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.

**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

highly appreciated.

**Section 01: Demographic Information:**

a. Gender: Male  Female

b. Age: 27 years old

**c. Educational Background:**

Undergraduate student  Graduate student  Faculty/Staff

Other (please specify): .....

d. Field of Study: .....

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

1 - Not important at all

2 - Slightly important

3 - Moderately important

4 - Very important

5 - Extremely important

b. Please provide a brief explanation for your rating.

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

Yes, the more civilisation opened

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects

- International collaboration

- Access to global job markets

- Other (please specify): .....

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

Yes  No  Unsure

**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

... practicing the language "there and there" consistently in English  
... no training considering the student as a teacher

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

... employment in several companies (local, visits, other  
... conferences

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience.

teaching in English for primary middle school.

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

... teaching English in context

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

... n.d. comments

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.



**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

*highly appreciated.*

**Section 01: Demographic Information:**

- a. Gender: Male  Female
- b. Age: *21*
- c. Educational Background:  
Undergraduate student  Graduate student  Faculty/Staff
- Other (please specify): .....
- d. Field of Study: *Dialectics*

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

- 1 - Not important at all
- 2 - Slightly important
- 3 - Moderately important
- 4 - Very important
- 5 - Extremely important

b. Please provide a brief explanation for your rating.

*it has a significance role in developing our English language in speaking, listening and reading in academic context*

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

- Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

*it helps understand other cultures and respect it due to communication with other people from different cultures*

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

- Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects
- International collaboration
- Access to global job markets
- Other (please specify): .....

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

- Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

- Yes  No  Unsure

**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

.....Dominance of French language.....

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

.....being overt to the external world and exploit English resources.....

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience.

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

.....Using authentic materials, teach interdisciplinary content.....

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

.....Focus on teaching language in context.....

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.



**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

*highly appreciated.*

**Section 01: Demographic Information:**

- a. Gender: Male  Female   
b. Age: *22*  
c. Educational Background:  
Undergraduate student  Graduate student  Faculty/Staff   
Other (please specify): .....  
d. Field of Study: *Didactics*

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

- 1 - Not important at all   
2 - Slightly important   
3 - Moderately important   
4 - Very important   
5 - Extremely important

b. Please provide a brief explanation for your rating.

*...Because books and articles written in English are fruitful in addition to the fact that English is a dominant language.*

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

- Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

*...expressions used while speaking, outfits and taste in music and food*

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

- Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects   
- International collaboration   
- Access to global job markets   
- Other (please specify): .....

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

- Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

- Yes  No  Unsure

**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

.....The dominant of French language.....

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

.....being aware of the international language which is the future of the country and the world.....

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience.

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

.....To be opened mind about the external world.....

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

.....I think the curriculum need to be changed specifically in primary schools.....

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.



**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

highly appreciated.

**Section 01: Demographic Information:**

a. Gender: Male  Female

b. Age: 22

**c. Educational Background:**

Undergraduate student  Graduate student  Faculty/Staff

Other (please specify):

d. Field of Study: Didactic English

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

1 - Not important at all

2 - Slightly important

3 - Moderately important

4 - Very important

5 - Extremely important

b. Please provide a brief explanation for your rating.

Because English become an interesting language in our country

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

The Misia generation are negatively affected by the western culture in term of losing our traditions and morals

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects

- International collaboration

- Access to global job markets

- Other (please specify):

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

Yes  No  Unsure

**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

*External challenges like residence and transport.....*

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

*It has access to different cultures.....*

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience.

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

*To get more ability for communication and improvement to*

*my language accuracy.....*

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

*I don't have any additional comments.....*

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.



**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

*highly appreciated.*

**Section 01: Demographic Information:**

a. Gender: Male  Female

b. Age: *21*.....

**c. Educational Background:**

Undergraduate student  Graduate student  Faculty/Staff

Other (please specify): .....

d. Field of Study: *English*.....

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

1 - Not important at all

2 - Slightly important

3 - Moderately important

4 - Very important

5 - Extremely important

b. Please provide a brief explanation for your rating.

*It is very important but still it is not used in our country  
...due to being an arabic country.....*

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?  
.....  
.....

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects

- International collaboration

- Access to global job markets

- Other (please specify): .....

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

Yes  No  Unsure

**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

*Too much time of studying*

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

*I don't think there is any!*

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience.

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

*Reducing the time of studying*

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

*No*

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.



**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

*highly appreciated.*

**Section 01: Demographic Information:**

a. Gender: Male  Female

b. Age: 20.....

**c. Educational Background:**

Undergraduate student  Graduate student  Faculty/Staff

Other (please specify): .....

d. Field of Study: ...English....

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

1 - Not important at all

2 - Slightly important

3 - Moderately important

4 - Very important

5 - Extremely important

b. Please provide a brief explanation for your rating.

.....None.....

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

.....In class!.....

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects

- International collaboration

- Access to global job markets

- Other (please specify): .....

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

Yes  No  Unsure

**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

*the main challenges are incompetent teachers, the institutional settings in the English department.*

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

*The same answer as the question "b" from section 4*

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

*I have enhanced my English language and learned the origins of this language and its culture.*

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

*If they hire native English/American teachers, so we can fully live the experience.*

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

*No*

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.



**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

*highly appreciated.*

**Section 01: Demographic Information:**

a. Gender: Male  Female

b. Age: *21*

**c. Educational Background:**

Undergraduate student  Graduate student  Faculty/Staff

Other (please specify): .....

d. Field of Study: *English*

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

- 1 - Not important at all
- 2 - Slightly important
- 3 - Moderately important
- 4 - Very important
- 5 - Extremely important

b. Please provide a brief explanation for your rating.

*Since English is now considered a global language that we can use in any other country, it must be introduced in universities*

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

*I've chosen no significant impact because I had not observed this sociocultural impact*

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects
- International collaboration
- Access to global job markets
- Other (please specify): .....

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

Yes  No  Unsure

**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

.....the intelligence of student to give more in English language.....

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

.....work as a teacher in an airport in other country like Qatar.....  
.....need teachers fluently in English.....

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience.

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

.....I think develop the department, the materials to improve using skills and language, develop method to study in good way.....

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

.....I think change the method, and give a more interest.....

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.



**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

highly appreciated.

**Section 01: Demographic Information:**

a. Gender: Male  Female

b. Age: .....

**c. Educational Background:**

Undergraduate student  Graduate student  Faculty/Staff

Other (please specify): .....

d. Field of Study: .....

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

1 - Not important at all

2 - Slightly important

3 - Moderately important

4 - Very important

5 - Extremely important

b. Please provide a brief explanation for your rating.

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

*Because don't all use or speak in english, almost people are using just it for education at university*

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects

- International collaboration

- Access to global job markets

- Other (please specify): .....

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

Yes  No  Unsure

**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

.....  
.....

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

..... *To be honest, NO opportunities in Algeria.* .....

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience.

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

..... *Reading books, listening to English songs, exchanging programmes, watching documents.* .....

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

..... *I would like to suggest bringing technology at universities.* .....

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.



**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

*highly appreciated.*

**Section 01: Demographic Information:**

- a. Gender: Male  Female
- b. Age: *30*
- c. Educational Background:  
Undergraduate student  Graduate student  Faculty/Staff
- Other (please specify): .....
- d. Field of Study: *English Language*

**Section 02 : Importance of English Language Education:**

- a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)
- 1 - Not important at all
- 2 - Slightly important
- 3 - Moderately important
- 4 - Very important
- 5 - Extremely important

b. Please provide a brief explanation for your rating.  
*Since English is the language of science, aviation, computers, diplomacy, and tourism, we need to learn it.*

**Section 03 : Sociocultural Impact:**

- a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?
- Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?  
*Sociocultural impact includes various examples such as: cultural norms, social interactions, beliefs, values, etc.*

**Section 04 : Economic Opportunities:**

- a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects
- International collaboration
- Access to global job markets
- Other (please specify): .....

**Section 05 : English Language Proficiency:**

- a. How would you rate your proficiency in English language?

Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

Yes  No  Unsure

**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

.....  
.....

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

.....  
.....

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience.

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

.....  
.....

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

.....  
.....

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.



**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

*highly appreciated.*

**Section 01: Demographic Information:**

- a. Gender: Male  Female
- b. Age: ...*٣٥*.....
- c. Educational Background:  
Undergraduate student  Graduate student  Faculty/Staff   
Other (please specify): .....
- d. Field of Study: .....

**Section 02 : Importance of English Language Education:**

- a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)
- 1 - Not important at all
- 2 - Slightly important
- 3 - Moderately important
- 4 - Very important
- 5 - Extremely important
- b. Please provide a brief explanation for your rating.  
.....  
.....

**Section 03 : Sociocultural Impact:**

- a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?
- Positively  Negatively  No significant impact
- b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?  
.....  
.....

**Section 04 : Economic Opportunities:**

- a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?
- Yes  No
- b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)
- Employment prospects
- International collaboration
- Access to global job markets
- Other (please specify): .....

**Section 05 : English Language Proficiency:**

- a. How would you rate your proficiency in English language?
- Beginner  Intermediate  Advanced  Fluent
- b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?
- Yes  No  Unsure

**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?  
.....  
.....

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?  
.....  
.....

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience.

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?  
.....  
.....

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?  
.....  
.....

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.

**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

*highly appreciated.*

**Section 01: Demographic Information:**

- a. Gender: Male  Female
- b. Age: *18 years old*
- c. Educational Background:  
Undergraduate student  Graduate student  Faculty/Staff   
Other (please specify): .....
- d. Field of Study: *English*

**Section 02 : Importance of English Language Education:**

- a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)  
1 - Not important at all   
2 - Slightly important   
3 - Moderately important   
4 - Very important   
5 - Extremely important
- b. Please provide a brief explanation for your rating.  
.....  
.....

**Section 03 : Sociocultural Impact:**

- a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?  
Positively  Negatively  No significant impact
- b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?  
*Use English language in our conversation.....*  
*in the child street we English more than French language.....*

**Section 04 : Economic Opportunities:**

- a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?  
Yes  No
- b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)  
- Employment prospects   
- International collaboration   
- Access to global job markets   
- Other (please specify): .....

**Section 05 : English Language Proficiency:**

- a. How would you rate your proficiency in English language?  
Beginner  Intermediate  Advanced  Fluent
- b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?  
Yes  No  Unsure



**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

.....

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

..... We can collaborate with the biggest international countries.....

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience.

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

.....

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

.....

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.

**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

*highly appreciated.*

**Section 01: Demographic Information:**

a. Gender: Male  Female

b. Age: *18 yo*

**c. Educational Background:**

Undergraduate student  Graduate student  Faculty/Staff

Other (please specify): .....

d. Field of Study: *English specialty*

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

- 1 - Not important at all
- 2 - Slightly important
- 3 - Moderately important
- 4 - Very important
- 5 - Extremely important

b. Please provide a brief explanation for your rating.

*It is important because we really need to change our education system and get rid of French*

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

*No, we are still developing it so it (easy) doesn't have any impact now*

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects
- International collaboration
- Access to global job markets
- Other (please specify): .....

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

Yes  No  Unsure

**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?  
.....  
.....

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?  
.....  
.....

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience.

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?  
.....  
.....

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?  
.....  
.....

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.



**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

*highly appreciated.*

**Section 01: Demographic Information:**

a. Gender: Male  Female

b. Age: .....

**c. Educational Background:**

Undergraduate student  Graduate student  Faculty/Staff

Other (please specify): .....

d. Field of Study: .....

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

1 - Not important at all

2 - Slightly important

3 - Moderately important

4 - Very important

5 - Extremely important

b. Please provide a brief explanation for your rating.

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects

- International collaboration

- Access to global job markets

- Other (please specify): .....

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

Yes  No  Unsure

**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?  
.....  
.....

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?  
.....  
.....

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience.

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?  
.....  
.....

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?  
.....  
.....

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.



**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

*highly appreciated.*

**Section 01: Demographic Information:**

a. Gender: Male  Female

b. Age: .... 19 .....

**c. Educational Background:**

Undergraduate student  Graduate student  Faculty/Staff

Other (please specify): .....

d. Field of Study: .....

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

- 1 - Not important at all
- 2 - Slightly important
- 3 - Moderately important
- 4 - Very important
- 5 - Extremely important

b. Please provide a brief explanation for your rating.

*Because English language is important in the next of work!*

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects
- International collaboration
- Access to global job markets
- Other (please specify): .....

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

Yes  No  Unsure

**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

*Acquiring the right accent*

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

*Better understanding of modules that originate from English speaking countries*

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience.

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

*Practicing the language outside of the university*

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.

**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

*highly appreciated.*

**Section 01: Demographic Information:**

a. Gender: Male  Female

b. Age: *23*.....

**c. Educational Background:**

Undergraduate student  Graduate student  Faculty/Staff

Other (please specify): .....

d. Field of Study: *English*

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

- 1 - Not important at all
- 2 - Slightly important
- 3 - Moderately important
- 4 - Very important
- 5 - Extremely important

b. Please provide a brief explanation for your rating.

*English is universally used so it must be taught in all faculties*

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects
- International collaboration
- Access to global job markets
- Other (please specify): .....

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

Yes  No  Unsure



**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

grammar is the hardest challenge in English but by time it become easier

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

because it's the world language we use it in every fields  
speaking, writing, communication, informatic

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience.

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

adding a reading section where we can read and talk with people

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.

**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

highly appreciated.

**Section 01: Demographic Information:**

- a. Gender: Male  Female
- b. Age: 18-20.....
- c. Educational Background:  
Undergraduate student  Graduate student  Faculty/Staff
- Other (please specify): .....
- d. Field of Study: English...

**Section 02 : Importance of English Language Education:**

- a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)  
1 - Not important at all   
2 - Slightly important   
3 - Moderately important   
4 - Very important   
5 - Extremely important

b. Please provide a brief explanation for your rating.  
*English is important for those who wants to get out of country because it's the mother world language.....*

**Section 03 : Sociocultural Impact:**

- a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?  
Positively  Negatively  No significant impact
- b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?  
.....  
.....

**Section 04 : Economic Opportunities:**

- a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?  
Yes  No
- b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)  
- Employment prospects   
- International collaboration   
- Access to global job markets   
- Other (please specify): .....

**Section 05 : English Language Proficiency:**

- a. How would you rate your proficiency in English language?  
Beginner  Intermediate  Advanced  Fluent
- b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?  
Yes  No  Unsure

**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

*I don't perceive any challenges*

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

*Enhancing your language and providing opportunities for to do professional jobs*

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience.

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

*to bring better teachers and find better classes*

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

*No*

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.



**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

*highly appreciated.*

**Section 01: Demographic Information:**

a. Gender: Male  Female

b. Age: *19*.....

**c. Educational Background:**

Undergraduate student  Graduate student  Faculty/Staff

Other (please specify): .....

d. Field of Study: *English*.....

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

- 1 - Not important at all
- 2 - Slightly important
- 3 - Moderately important
- 4 - Very important
- 5 - Extremely important

b. Please provide a brief explanation for your rating.

*Initially, French was the common and most used language in administration. Students have only done added English to primary schools.....*

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

*No, I haven't seen.....*

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects
- International collaboration
- Access to global job markets
- Other (please specify): .....

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

Yes  No  Unsure

**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

.....

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

.....

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience.

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

.....

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

.....

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.



**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

*highly appreciated.*

**Section 01: Demographic Information:**

a. Gender: Male  Female

b. Age: ...21.....

**c. Educational Background:**

Undergraduate student  Graduate student  Faculty/Staff

Other (please specify): .....

d. Field of Study: ...English...

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

- 1 - Not important at all
- 2 - Slightly important
- 3 - Moderately important
- 4 - Very important
- 5 - Extremely important

b. Please provide a brief explanation for your rating.

.....because it becomes an international language.....

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects
- International collaboration
- Access to global job markets
- Other (please specify): .....

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

Yes  No  Unsure

**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

.....  
.....

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

.....  
.....

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience.

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

.....  
.....

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

...English language deserves some time in Algeria.....

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.



**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

highly appreciated.

**Section 01: Demographic Information:**

a. Gender: Male  Female

b. Age: ... 30 .....

**c. Educational Background:**

Undergraduate student  Graduate student  Faculty/Staff

Other (please specify): .....

d. Field of Study: ... *English Language* .....

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

1 - Not important at all

2 - Slightly important

3 - Moderately important

4 - Very important

5 - Extremely important

b. Please provide a brief explanation for your rating.

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects

- International collaboration

- Access to global job markets

- Other (please specify): .....

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

Yes  No  Unsure

**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

..... Algerian authorities aren't paying enough attention / importance to English language education .....

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

..... the chance and access to international collaborations with the rest of world .....

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience.

..... some challenges are mostly related to the cultural difference (Algeria / English) .....

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

..... Investments of both the Algerian society (personal) and governmental (authorities) .....

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

..... As said before we need to pay more attention to this field specifically .....

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.



**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

*highly appreciated.*

**Section 01: Demographic Information:**

a. Gender: Male  Female

b. Age: 24.....

**c. Educational Background:**

Undergraduate student  Graduate student  Faculty/Staff

Other (please specify): .....

d. Field of Study: *Linguistics (English)*

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

1 - Not important at all

2 - Slightly important

3 - Moderately important

4 - Very important

5 - Extremely important

b. Please provide a brief explanation for your rating.

*It's extremely important simply for the reason that everything surrounding us is in English.*

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

*Getting more familiar with both the language and culture.*

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects

- International collaboration

- Access to global job markets

- Other (please specify): .....

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

Yes  No  Unsure

**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

It is to improve trainings in the economic, commercial, technological domains.

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

So many teaching, research, learning business.

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience.

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

Improve english teaching in order to cover all domains.

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

It is an obligation for us all to teach and learn english.

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.



**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

*highly appreciated.*

**Section 01: Demographic Information:**

- a. Gender: Male  Female   
b. Age: *60*.....

**c. Educational Background:**

- Undergraduate student  Graduate student  Faculty/Staff

Other (please specify): *Teacher.....*

d. Field of Study: *French language -*

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

- 1 - Not important at all   
2 - Slightly important   
3 - Moderately important   
4 - Very important   
5 - Extremely important

b. Please provide a brief explanation for your rating.

*English has become the lingua-franca of the world, language of science and technology, and secondary -*

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

- Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

*Noticed that many secondary pupils participate in world competitions and use*

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

- Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects   
- International collaboration   
- Access to global job markets   
- Other (please specify): .....

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

- Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

- Yes  No  Unsure

**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

The development of a cross-cultural mindset  
the absence of approaching authenticity

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

employment and international collaborations

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience.

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

creating opportunities for research projects  
projects work shops

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

far from contextualization

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.



**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

*highly appreciated.*

**Section 01: Demographic Information:**

a. Gender: Male  Female

b. Age: .....

**c. Educational Background:**

Undergraduate student  Graduate student  Faculty/Staff

Other (please specify): .....

d. Field of Study: *Didactic*

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

- 1 - Not important at all
- 2 - Slightly important
- 3 - Moderately important
- 4 - Very important
- 5 - Extremely important

b. Please provide a brief explanation for your rating.

*It's too generalization in many fields generalizes for all levels of education and provides access for students*

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

*cultural conflict and discrimination*

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects

- International collaboration

- Access to global job markets

- Other (please specify): .....

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

Yes  No  Unsure

**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

..... Curricula are not compatible .....

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

..... Broaden opportunities to get in touch with highly ranked universities .....

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience.

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

..... Content localization is the key .....

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

..... English language must be contextualized to fit the Algerian context .....

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.



**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

highly appreciated.

**Section 01: Demographic Information:**

- a. Gender: Male  Female

b. Age: 27

**c. Educational Background:**

- Undergraduate student  Graduate student  Faculty/Staff

Other (please specify):

d. Field of Study: Didactics of foreign languages

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

- 1 - Not important at all   
2 - Slightly important   
3 - Moderately important   
4 - Very important   
5 - Extremely important

b. Please provide a brief explanation for your rating.

English language has become the language of science, innovation, technology, and communication. (Language: French) to keep up.

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

- Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

Studying English as a foreign language inevitably results in learning its culture, so learners are becoming more open and tolerant to differences.

**Section 04: Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

- Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects   
- International collaboration   
- Access to global job markets   
- Other (please specify):

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

- Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

- Yes  No  Unsure

**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

Students refuse to cooperate with teachers / students refuse to read to improve their vocabulary

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

Since lots of opportunities are open virtually but using the English language. So English language education has a major importance within the

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience.

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

Students need to embrace the art of reading books

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

Students and teachers need to be more excited when it comes to reading books especially in English

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.



**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

*highly appreciated.*

**Section 01: Demographic Information:**

a. Gender: Male  Female

b. Age: *40*.....

**c. Educational Background:**

Undergraduate student  Graduate student  Faculty/Staff

Other (please specify): *Researcher*.....

d. Field of Study: *Cultural Studies*

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

- 1 - Not important at all
- 2 - Slightly important
- 3 - Moderately important
- 4 - Very important
- 5 - Extremely important

b. Please provide a brief explanation for your rating.

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

*50 percent positively, some students do show some cultural awareness, very significant, actually, 50 percent have ~~not~~ absorbed more Algerian nor western culture*

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects
- International collaboration
- Access to global job markets
- Other (please specify): .....

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency? *lots to say depending on the option students follow.*

Yes  No  Unsure

**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

..... The use of french as a language of instruction in most universities.....

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

..... It can narrow the gap between updated development in all fields between our learners and others.....

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No  Thanks to that I'm English teacher.

b. If yes, please briefly describe your experience.

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

..... We should make it main of instruction for all subjects.....

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

..... It should be given a prominent status than french and Arabic.....

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.



**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

*highly appreciated.*

**Section 01: Demographic Information:**

a. Gender: Male  Female

b. Age: .....39.....

**c. Educational Background:**

Undergraduate student  Graduate student  Faculty/Staff

Other (please specify): .....

d. Field of Study: .....Literature

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

1 - Not important at all

2 - Slightly important

3 - Moderately important

4 - Very important

5 - Extremely important

b. Please provide a brief explanation for your rating.

.....It is simply the language of development in most fields

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

.....I see most youth becoming cultural only in the informal language and the best

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects

- International collaboration

- Access to global job markets

- Other (please specify): .....

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

Yes  No  Unsure

**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

*Lack of students' motivation / Lack of necessary equipments  
Lack of references*

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

*Already answered in section 04.b*

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience.

*As a teacher it has given me easy access to all domains and places I need as a researcher*

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

*Make progress to reduce maximum of challenges already mentioned in section 06*

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.



**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

highly appreciated.

**Section 01: Demographic Information:**

a. Gender: Male  Female

b. Age: .....

**c. Educational Background:**

Undergraduate student  Graduate student  Faculty/Staff

Other (please specify): .....

d. Field of Study: .... American Studies

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

1 - Not important at all

2 - Slightly important

3 - Moderately important

4 - Very important

5 - Extremely important

b. Please provide a brief explanation for your rating.

It helps to elaborate and widen the cultural background of the target language and affects the attitude.

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

As a personal opinion, on the sociocultural level, the impact in our society is negative, because they are concerning only the negative aspects.

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects

- International collaboration

- Access to global job markets

- Other (please specify): .....

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

Yes  No  Unsure

To a certain extent

X

**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

..... Here in Algeria, we don't have laboratories to apply what we have learned.....

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

..... It may help students to get a steady basis!.....

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience.

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

..... It could be to develop the Algerian universities with laboratories.....

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

.....  
.....

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.



**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

*highly appreciated.*

**Section 01: Demographic Information:**

- a. Gender: Male  Female   
b. Age: *24*

**c. Educational Background:**

- Undergraduate student  Graduate student  Faculty/Staff

Other (please specify): .....

d. Field of Study: *English (Linguistics)*

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

- 1 - Not important at all   
2 - Slightly important   
3 - Moderately important   
4 - Very important   
5 - Extremely important

b. Please provide a brief explanation for your rating.

*Here, in Algeria, we do not have all materials that help the student to learn in a very suitable situation.....*

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

- Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

*All the time we see that students in the faculty of English do not know sufficient information, whereas they imitate the American or British in they books.*

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

- Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects   
- International collaboration   
- Access to global job markets   
- Other (please specify): .....

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

- Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

- Yes  No  Unsure

**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

..... *No Big Achievement* .....

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

..... *Access to Techs.* .....

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience.

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

..... / .....

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

..... / .....

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.



**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

*highly appreciated.*

**Section 01: Demographic Information:**

a. Gender: Male  Female

b. Age: .....

**c. Educational Background:**

Undergraduate student  Graduate student  Faculty/Staff

Other (please specify): .....

d. Field of Study: *English*

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

- 1 - Not important at all
- 2 - Slightly important
- 3 - Moderately important
- 4 - Very important
- 5 - Extremely important

b. Please provide a brief explanation for your rating.

.....  
..... *We are for multilingualism* .....

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects
- International collaboration
- Access to global job markets
- Other (please specify): .....

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

Yes  No  Unsure

**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

*Curriculum inconsistency; there is a lack of interdisciplinary competencies*

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience.

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

*1. Curriculum development & improvement  
2. Teacher Professional development*

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.



**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

*highly appreciated.*

**Section 01: Demographic Information:**

a. Gender: Male  Female

b. Age: *30*

**c. Educational Background:**

Undergraduate student  Graduate student  Faculty/Staff

Other (please specify): .....

d. Field of Study: *Psychology*

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

- 1 - Not important at all
- 2 - Slightly important
- 3 - Moderately important
- 4 - Very important
- 5 - Extremely important

b. Please provide a brief explanation for your rating.

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

*...with our film and interest in Western Culture such as good movies*

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects
- International collaboration
- Access to global job markets
- Other (please specify): .....

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

Yes  No  Unsure  *not really?*



**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

..... *Curricula and syllabi, Hasty decisions* .....

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

..... *Only teaching and related issues (research)* .....

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No  *(I am a lecturer at University who can*

b. If yes, please briefly describe your experience. *travel abroad anytime ;)*

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

..... *Teaching English according to the needs not only of*  
*educatory but the demands of the economic sector* .....

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

..... *Re-defining the objectives / aims of teaching English*  
*in Algeria* .....

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.

**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

highly appreciated.

**Section 01: Demographic Information:**

a. Gender: Male  Female

b. Age: .....

**c. Educational Background:**

Undergraduate student  Graduate student  Faculty/Staff

Other (please specify): *Lang. PhD.*

d. Field of Study: *Linguistics*

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

1 - Not important at all

2 - Slightly important

3 - Moderately important

4 - Very important

5 - Extremely important

b. Please provide a brief explanation for your rating.

*It is the widely used language in terms of sociopolitical and mainly economic level.*

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

*The way of talking, walking and dressing.*

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects

- International collaboration

- Access to global job markets

- Other (please specify): .....

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

Yes  No  Unsure

**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

.....limited exposure to English to.....

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

.....Increased access and opportunities to study abroad (Academic and professional opportunities).....

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience.

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

.....Fostering language skills usability.....

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.



**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

*highly appreciated.*

**Section 01: Demographic Information:**

a. Gender: Male  Female

b. Age: .....

**c. Educational Background:**

Undergraduate student  Graduate student  Faculty/Staff

Other (please specify) *EFL teacher*.....

d. Field of Study: *English*.....

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

1 - Not important at all

2 - Slightly important

3 - Moderately important

4 - Very important

5 - Extremely important

b. Please provide a brief explanation for your rating.

*..English..Will..be..the..medium..of..instructions..in..several..fields..Also  
...an..opportunity..for..studying..or..working..abroad.....*

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

*.....imitation.....of.....Western.....Culture.....(.....Behavior.....,.....Attitudes.....of.....students.....)*

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects

- International collaboration

- Access to global job markets

- Other (please specify): .....

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

Yes  No  Unsur

**Section 06: Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

about cultural notions & religious ones  
Proper Material ..... / Enough Practice hours

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

To be rooted in International scientific research bases,  
To be viewed & collaborated with internationally

**Section 07: Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experiences

I am open to international research  
communities & have communication with academic  
people.

**Section 08: Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

Practicing in different academic formats: lessons, conferences,  
workshops ..... Provide proper material to use

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

We need to train teachers & students on using academic English  
& provide more chances of collaboration with native speakers

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.



**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

*highly appreciated.*

**Section 01: Demographic Information:**

a. Gender: Male  Female

b. Age: .....

**c. Educational Background:**

Undergraduate student  Graduate student  Faculty/Staff

Other (please specify): .....

d. Field of Study: *Applied Linguistics*

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

- 1 - Not important at all
- 2 - Slightly important
- 3 - Moderately important
- 4 - Very important
- 5 - Extremely important

b. Please provide a brief explanation for your rating.

*It is now the Lingua Franca*

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

*In some addressing codes & some exchanges between men & women*

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects
- International collaboration
- Access to global job markets
- Other (please specify): .....

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

Yes  No  Unsure

**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

..... Full time-table, having many sessions a day.....

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

..... To be taught by excellent teachers and learn a lot from them.....

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience.

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

..... Language labs and pronunciation clinics, real-world applications and access to access to inclusive materials and content.....

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

..... It should be given more importance and attention because it's extremely important.....

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.



**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

*highly appreciated.*

**Section 01: Demographic Information:**

a. Gender: Male  Female

b. Age: *20*.....

**c. Educational Background:**

Undergraduate student  Graduate student  Faculty/Staff

Other (please specify): .....

d. Field of Study: *English*.....

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

- 1 - Not important at all
- 2 - Slightly important
- 3 - Moderately important
- 4 - Very important
- 5 - Extremely important

b. Please provide a brief explanation for your rating.

*.....English...is...a...global...language...therefore...it...is...very...important to...be...considered...in...education...within...Algerian...universities.....*

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

*Students...will...have...different...mindset...and...will...be...more...open to...the...world...in...a...positive...way...and...they...will...get...out...of...the...Algerian...mindset.*

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects
- International collaboration
- Access to global job markets
- Other (please specify): .....

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

Yes  No  Unsure

**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

*The lack of the linguistic landscape and the extensive use of English in the public places.*

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

*Work opportunities, research, international relations, translation, expansion of audience.*

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience. *I use it in my daily routine with foreigners and research.*

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

*Revision of the educational system per se.*

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

*In order to make the English language effective in our society, we need to provide the appropriate environment.*

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.



**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

*highly appreciated.*

**Section 01: Demographic Information:**

a. Gender: Male  Female

b. Age: *38*

**c. Educational Background:**

Undergraduate student  Graduate student  Faculty/Staff

Other (please specify): .....

d. Field of Study: *Stylistics*

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

- 1 - Not important at all
- 2 - Slightly important
- 3 - Moderately important
- 4 - Very important
- 5 - Extremely important

b. Please provide a brief explanation for your rating.

*Simply because English is considered as the language of science*

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

*At some universities in Algeria, there is a focus on learning English in private schools & even the government has integrated English in primary schools*

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects
- International collaboration
- Access to global job markets
- Other (please specify): .....

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

Yes  No  Unsure

**Section 06 : Challenges and Opportunities:**

a. What do you perceive as the main challenges associated with English language education in Algerian universities?

All of the research are in english, so we have more advantage to find knowledge.

b. Conversely, what opportunities do you think English language education presents within the Algerian higher education system?

When we chat with people in Messenger or by mail, we can explain our position and give our opinion. maybe in etwinning and e-tandem.

**Section 07 : Personal Experiences:**

a. Have you personally experienced any benefits or challenges related to English language education within Algerian universities

Yes  No

b. If yes, please briefly describe your experience. participate in colloquium (in english)

**Section 08 : Suggestions for Improvement:**

a. What improvements do you think could be made to enhance English language education in Algerian universities?

to encourage learner to learn english, specially in scientific field.

b. Any additional comments or suggestions you would like to provide regarding English language education in Algeria?

to watch English channel TV, to read english story book, to participate in face book, messenger, circle in english not arabic

Thank you for completing this survey. Your input is invaluable in understanding the significance of English language education in Algerian universities. Your responses will contribute to meaningful insights for the research study.

or hybrid language



**Questionnaire to: Undergraduate students/Language educators**

Thank you for participating in this survey. Your responses will contribute to a research study on the significance of English language education in Algerian universities. Please answer the following questions to the best of your knowledge and experiences.

highly appreciated.

**Section 01: Demographic Information:**

a. Gender: Male  Female

b. Age: .....*33*.....

**c. Educational Background:**

Undergraduate student  Graduate student  Faculty/Staff

Other (please specify): ...*Teacher*.....

d. Field of Study: ....*Didactic / ITA*.....

**Section 02 : Importance of English Language Education:**

a. On a scale of 1 to 5, how important do you consider English language education within Algerian universities? (1 being not important at all, 5 being extremely important)

1 - Not important at all

2 - Slightly important

3 - Moderately important

4 - Very important

5 - Extremely important

b. Please provide a brief explanation for your rating.

.....*The English is the key of knowledges.*.....

**Section 03 : Sociocultural Impact:**

a. In your opinion, how does English language education influence cultural attitudes and perceptions within the Algerian university community?

Positively  Negatively  No significant impact

b. Can you provide examples or instances where you have observed the sociocultural impact of English language education?

.....*Maybe when we watch MBE movies or skip new journals.*.....

**Section 04 : Economic Opportunities:**

a. Do you believe that proficiency in English language enhances economic opportunities for individuals in Algeria?

Yes  No

b. If yes, in what ways do you think English language proficiency contributes to economic opportunities? (Select all that apply)

- Employment prospects

- International collaboration

- Access to global job markets

- Other (please specify): *Registration / Job*

**Section 05 : English Language Proficiency:**

a. How would you rate your proficiency in English language?

Beginner  Intermediate  Advanced  Fluent

b. Do you think English language education in Algerian universities adequately prepares students to achieve proficiency?

Yes  No  Unsure

## Appendix 02

### Teachers' Interview

Demographic Information:	
1	Can you kindly describe your position at the university? Associate Professor (NCA)
2	What is your specialization or subject of study? Language & Literature
Experience with English Language Education:	
3	How would you describe your experience in learning English in the Algerian education system? My experience in English was fruitful as I learned English as a 2nd language
4	Can you share a significant experience that shaped your perception of English language education? My only significant exp is that English is my second language.
Sociocultural Impact:	
5	In your opinion, how does English language education impact the cultural identity and attitudes of students and faculty in Algerian universities? It influences that it impacts culture when culture is integrated in the education curriculum.
6	Have you observed any changes in cultural perceptions within the university community due to English language education? Not that apparent, English language did not influence the Algerian students yet!
Economic Opportunities:	
7	How do you perceive the role of English proficiency in enhancing economic opportunities for individuals in Algeria? English can open great chances for Algeria to expand its economies.
8	Can you give examples of how English language skills have benefited you or others you know in the job market or professional settings? It facilitates trade & communication along with making Global connections.
Educational Impact:	
9	What are the strengths and weaknesses of the current English language education approach in Algerian universities? The main problem is the landscape!
10	How does English proficiency affect academic performance and research opportunities for students and faculty? Very highly, it is the central focus that Algeria gov is trying to establish.
Challenges and Opportunities:	
11	What challenges have you faced in learning or teaching English within the university setting? The common challenge which is lack of communication.
12	What opportunities do you believe English language education offers those other languages might not? English must be learned in an appropriate context.
Personal Experiences:	
13	Have you had any particularly positive or negative experiences related to English language education that you'd like to share? There are plenty!
Suggestions for Improvement:	
14	What improvements would you suggest for the English language education program in Algerian universities? English must be spread in Algeria social context.
15	Are there any specific strategies or resources that you think could enhance the effectiveness of English language learning and teaching? Yes, the focus must be on the primary schools & provide pupils with the appropriate tools!



Demographic Information:	
1	Can you kindly describe your position at the university? <i>High school teacher/Doctor</i>
2	What is your specialization or subject of study? <i>Didactics + language for specific purposes</i>
Experience with English Language Education:	
3	How would you describe your experience in learning English in the Algerian education system? <i>a good one</i>
4	Can you share a significant experience that shaped your perception of English language education? <i>The middle school was the last one</i>
Sociocultural Impact:	
5	In your opinion, how does English language education impact the cultural identity and attitudes of students and faculty in Algerian universities? <i>It inspire in the building of personality</i>
6	Have you observed any changes in cultural perceptions within the university community due to English language education? <i>of course</i>
Economic Opportunities:	
7	How do you perceive the role of English proficiency in enhancing economic opportunities for individuals in Algeria? <i>teaching and talking in committees on site.</i>
8	Can you give examples of how English language skills have benefited you or others you know in the job market or professional settings? <i>/</i>
Educational Impact:	
9	What are the strengths and weaknesses of the current English language education approach in Algerian universities? <i>intercultural education</i>
10	How does English proficiency affect academic performance and research opportunities for students and faculty? <i>Most references are in English language.</i>
Challenges and Opportunities:	
11	What challenges have you faced in learning or teaching English within the university setting? <i>to talk and communicate with native speaker.</i>
12	What opportunities do you believe English language education offers those other languages might not? <i>English is lingua franca</i>
Personal Experiences:	
13	Have you had any particularly positive or negative experiences related to English language education that you'd like to share? <i>a good teacher.</i>
Suggestions for Improvement:	
14	What improvements would you suggest for the English language education program in Algerian universities? <i>more using of text books.</i>
15	Are there any specific strategies or resources that you think could enhance the effectiveness of English language learning and teaching? <i>More engagement of institutions from U.K. and USA to promote English in Algeria.</i>

1. ... MCA: Maître de Conférences A -
2. Applied linguistics
3. Pretty Satisfactory in general, But, it needs <sup>to</sup> improve more
4. Communicating with foreigners
5. It helps make them more tolerant, open-minded & aware of the World
6. yes, we refuse stereotypes & we communicate more.
7. Very useful in discussing, promoting & exporting local Economy
8. Once abroad for Academic training (stage), it <sup>face no issue</sup> Communicating
9. It is Globalized & started at early age, but <sup>we need</sup> more training for Teachers & learners
10. It is crucial to have opportunities & produce articles.
11. Lack of modern materials, environment is not motivating
12. Global Communication:
13. Being able to communicate in conferences with teachers from all countries
14. More practice hours, internet & using educational apps
15. using mobile learning, integrating big laboratories for listening practice ... etc



1. A Pectures
2. Translation
3. Fair
4. Yes
5. By using New words in our dialect: Okay, Season...
6. Yes
7. Very good
8. They can work in different sectors (edu, Tourism, oil).
9. Integrating online education / weakness: The huge number of students
10. In terms of being updated with new researches.
11. Number of classes
12. English is universal
13. No
14. Max specialities and Fair number of learners.
15. Training work shops for learners

1. ....
2. Didactic
3. Tiring & exhausting
4. students who admired me and insisted on being teachers fight
7. Shaping individuals to face future challenges on the market of employment
5. It helps integrating and making learners cope with what is foreign to them
6. yes, more open-minded than previous decades
8. being able to master your subject easily and open new channels for job hunting in various domains
9. learners autonomy is neglected. Their initiative is blocked.
10. Being proficient helps acquire and use diverse ways of gaining knowledge and questioning what is available
11. students' dependence on teachers, their reticence for personal efforts
12. interdisciplinary connections and research.
13. recruiting difficulties
14. Innovative introduction, learners involvement  
learners consult about how/what to learn.
15. Eliciting learning styles and strategies  
consult of learners about their needs-preferences and interests

1. I am an assistant professor

2. My areas of specialization: linguistics, cognitive semantics, corpus linguistics, morphology, phonology, phonetics, syntax, psycholinguistics, sociolinguistics.

3.

4.

5. English influences the cultural identity of the Algerian university students (their way of thinking and behaviour).

6. EFL students are more open minded and aware of their culture. They prefer to use English in their daily life conversation, listen to English songs, and read English books.

7. English proficiency allows them to apply for better jobs and raise their standards of living.

8. My friend is working in an international company because of his English communication skills.

9. Weaknesses of this method is that when the content the students are exposed to and their learning needs and objectives.

10. Students who are proficient in English tend to have higher academic achievement (because they are able to convey their knowledge both verbally and written).

11. Teaching large classes / lack of resources (no projectors, no laptops, no internet... etc).

12. It offers opportunities to travel around the world, to apply for great jobs, to study abroad... etc.

13.

14. To modify the content to meet the students' learning needs and objectives

15. Encouraging verbal behaviour / using visual aids.



1. English teacher PhD holder
  2. Anglo saxon studies
  3. I had the best teacher but there was a problem of resources
  4. Reading books has always been the best part very insightful
  5. Most of my students believe that they are not influenced by their education
  6. Many fields have adopted English language these last few years, but, what is noticeable is that teachers are struggling with it more than students.
  7. I believe it is going to help open the doors for internationalism
  8. I had the chance to meet and teach Chinese Turkish professionals besides working with different societal categories: Lawyers, doctors, engineers.
  9. It's naive & reckless decision to push universities to use it.
  - 10.
  11. My biggest issue is student who refuse to read!
  12. Learning English has proven to open more doors for my students (non-English student) & Engineers - doctors
  13. Learning and Teaching English since 2013 was a very fruitful journey
  14. I hope teachers will have the chance to learn English in a more professional way.
  15. Nowadays, media is playing a major part in our students lives, so I hope our universities will adopt English gradually.
- Good luck.



11/ The level of English is still very low particularly at middle school and secondary schools that is why we find difficulties to cope with students coming to study English at university. Moreover, the lack of training for both students & teachers abroad.

12/ English Language would provide you with rich sources for updated data to read in all fields. It also help you travel everywhere.

13/ No, I don't have.

14/ We should make exchange programs between universities and bring native teachers as well.

15/ We should try new and widely used skills so that they can work with our context.

1. 3/ My experience is not that long but it
2. helps me to reflect on my teaching: each year
3. 4/ Working with children helped me a lot in my
4. teaching experience
5. 5/ It may seem that students learning English could
6. develop a positive attitude toward other cultures
7. and seem with open mind.
8. 6/ In fact, I did not notice special perceptions
9. 7/ With the requirement of English in most jobs, the mastery
10. of English language is a plus advantage for getting jobs.
11. 8/ Many private schools now recruit English teachers
12. more than any other subjects which is a favour for
13. the English language.
14. 9/ The current approach adopts recent skills and theories
15. in teaching/learning English, it is up to date but it
16. still could not be implemented in the proper way. It
17. also does not include the opinion of local experts.
18. 10/ High English proficiency aid students to write great academic
19. papers which can be published in highly ranked journals
20. This will then help to the recognition of the university
21. position nationally & internationally.

1/ MMA      2/ Litterature

## Summary:

The study highlights the significant sociocultural, economic, and educational impacts of English language education in Algerian universities, presenting a comprehensive view of the current landscape. Socio-culturally, integrating English fosters cross-cultural communication and international engagement. Economically, proficiency in English enhances graduates' competitiveness in the global job market, promoting better job opportunities and contributing to national economic growth. Educationally, English proficiency grants access to global academic resources and research collaborations, improving education quality and research output. Despite these benefits, the study identifies challenges such as the need for more qualified English teachers, better teaching methodologies, and updated curricula. To address these issues, the study suggests actionable improvements, including investing in teacher training, incorporating technology into language learning, and developing international partnerships. Overall, the findings reflect a collective commitment to enhancing English language education in Algeria. This commitment aims to prepare students for success in a globalized world, ensuring that educational programs meet evolving student needs and align with global standards. By focusing on continuous improvement and adaptation, Algerian universities can maintain the relevance and effectiveness of their English language education programs amidst global changes.

## الملخص:

تسلط الدراسة الضوء على الآثار الاجتماعية والثقافية والاقتصادية والتعليمية الهامة لتعليم اللغة الإنجليزية في الجامعات الجزائرية، وتقدم نظرة شاملة للمشهد الحالي. ومن الناحية الاجتماعية والثقافية، فإن دمج اللغة الإنجليزية يعزز التواصل بين الثقافات والمشاركة الدولية. ومن الناحية الاقتصادية، فإن إتقان اللغة الإنجليزية يعزز القدرة التنافسية للخريجين في سوق العمل العالمي، ويعزز فرص العمل الأفضل ويساهم في النمو الاقتصادي الوطني. من الناحية التعليمية، يتيح إتقان اللغة الإنجليزية الوصول إلى الموارد الأكاديمية العالمية والتعاون البحثي، مما يحسن جودة التعليم ومخرجات البحث. وعلى الرغم من هذه الفوائد، تحدد الدراسة تحديات مثل الحاجة إلى المزيد من معلمي اللغة الإنجليزية المؤهلين، ومنهجيات تدريس أفضل، ومناهج محدثة. ولمعالجة هذه القضايا، تقترح الدراسة تحسينات قابلة للتنفيذ، بما في ذلك الاستثمار في تدريب المعلمين، ودمج التكنولوجيا في تعلم اللغة، وتطوير الشراكات الدولية. بشكل عام، تعكس النتائج التزامًا جماعيًا بتعزيز تعليم اللغة الإنجليزية في الجزائر. ويهدف هذا الالتزام إلى إعداد الطلاب للنجاح في عالم معولم، وضمان أن البرامج التعليمية تلبى احتياجات الطلاب المتطورة وتتوافق مع المعايير العالمية. ومن خلال التركيز على التحسين المستمر والتكيف، يمكن للجامعات الجزائرية الحفاظ على أهمية وفعالية برامج تعليم اللغة الإنجليزية وسط التغيرات العالمية.

## Résumé :

L'étude met en évidence les impacts socioculturels, économiques et éducatifs importants de l'enseignement de l'anglais dans les universités algériennes, présentant une vision globale du paysage actuel. Sur le plan socioculturel, l'intégration de l'anglais favorise la communication interculturelle et l'engagement international. Sur le plan économique, la maîtrise de l'anglais améliore la compétitivité des diplômés sur le marché du travail mondial, favorisant de meilleures opportunités d'emploi et contribuant à la croissance économique nationale. Sur le plan pédagogique, la maîtrise de l'anglais donne accès à des ressources académiques mondiales et à des collaborations de recherche, améliorant ainsi la qualité de l'éducation et les résultats de la recherche. Malgré ces avantages, l'étude identifie des défis tels que le besoin de professeurs d'anglais plus qualifiés, de meilleures méthodologies d'enseignement et de programmes d'études actualisés. Pour résoudre ces problèmes, l'étude suggère des améliorations concrètes, notamment en investissant dans la formation des enseignants, en intégrant la technologie dans l'apprentissage des langues et en développant des partenariats internationaux. Dans l'ensemble, les résultats reflètent un engagement collectif à améliorer l'enseignement de l'anglais en Algérie. Cet engagement vise à préparer les étudiants à réussir dans un monde globalisé, en garantissant que les programmes éducatifs répondent aux besoins changeants des étudiants et s'alignent sur les normes mondiales. En se concentrant sur l'amélioration et l'adaptation continues, les universités algériennes peuvent maintenir la pertinence et l'efficacité de leurs programmes d'enseignement de la langue anglaise au milieu des changements mondiaux.