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**English Section**

**Exploring the Potential Shift to English Language in the Algerian Higher  
Education: Initial Thoughts and Expectations  
The Case of Engineering Students at Ibn Khaldoun University, Tiaret**

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in Linguistics

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## DEDICATION

I dedicate this work:

- ✓ To the memory of my dear father, Maarouf Saad "رحمه الله" fate did not leave us time to enjoy this moment together.
- ✓ To my mother Benhalima Rachida who works for my success with her love, support, and precious advice. For her assistance and her presence in my life. Thank you for your sacrifice to help me move forward in life.
- ✓ To my sisters Hanan, Ahlem, Imen who helped me in the difficult times, I thank them for their moral support.
- ✓ To my most lovable friend Rawnak for her collaboration and help in completing this work together. I will always be grateful to all the support and love you gave me, this work would have never been done without you.

Maarouf Aya Zineb

First of all, thanks to Allah the one who has helped me during my study career. I

dedicate this work:

- ✓ To the memory of my father and my beloved mother.
- ✓ To my lovely sisters Zohra and Aya wishing them all the best and happiness.
- ✓ To all my friends with a special thanks to my dearest friend Aya.

Lamoury Rawnak

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### **Abstract**

Globalization and the growth of English as a lingua franca in the twenty-first century have had an impact on Algerian language education policy and has become an issue for Algerian society and decision-makers. The main aim of this research is to link English with Algerian higher education. More specifically, to explore the potential shift from French to English depicting the attitudes of the students and the teachers of the Faculty of Applied Sciences at Ibn Khaldoun university of Tiaret. The study also aims to shed some light on the current educational policy and to come up with some solutions and proposals for a successful language policy that meets the needs of both students and instructors. For this purpose, a questionnaire targeting 100 engineering students and an interview conducted with seven teachers were employed as study instruments to address this matter. The results revealed that a large percentage of the sample recognizes the importance of English and strongly believes that there should be a shift from French to English. On the other hand, the interviewed professors believe that learning applied sciences in English will be helpful for them and their students. They have also made some recommendations to Algerian policymakers and educators, to take into account the linguistic needs of higher education, and give English a more relevant status by shifting the medium of instruction from French to English.

*Keywords:* English, language policy, linguistic situation, Language conflict, Language shift, French, Applied Scientific specialties.

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### **List of Abbreviations and Acronyms**

**AA:** Algerian dialect

**AP:** Acquisition Planning

**AR:** Arabic

**BR:** Berber

**CA:** Classical Arabic

**CE:** Civil Engineering

**C.E.I.L.:** Centre d'enseignement intensif des langues

**CP:** Corpus Planning

**CS:** Computer Science

**EE:** Electrical Engineering

**ELF:** English as a Lingua Franca

**EMI:** English-Medium Instruction

**ESP:** English for Specific Purposes

**FR:** French

**H:** High Variety

**L:** Low Variety

**LEP:** Language in-Education Policy

**LPP:** Language Policy and Planning

**LP:** Language Planning

**ME:** Mechanical Engineering

**MSA:** Modern Standard Arabic

**UNESCO:** United Nations Educational, Scientific and Cultural Organization

**SP:** Status Planning

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### **General Introduction**

Linguistic conflict, often known as language competition or language rivalry, has touched many countries around the world. All manifestations of language conflict have one thing in common: they all began in contact circumstances, primarily in multilingual populations. Algeria was one of the countries that confronted this challenge from 1962 to the present, as a result of colonialism's linguistic effects as well as the implications of decolonization and nation-building. Algeria is well-known for its linguistic diversity and multilingualism. Four languages used interchangeably in Algeria, Berber with the minority speakers. Arabic, the most widely spoken language, as it is the mother tongue of the majority of the population. However with French colonialism, French have a particular status in government and education. Finally, English is classified as a second foreign language in Algeria's constitution.

In that case, bringing attention to the English language requires mentioning its prominent position in the world, where it is regarded as a lingua franca as a result of its widespread use, in spite of this strong position and importance especially when it comes to science and technology, English in Algeria is always treated as a foreign language and French is accorded the dominating status in all fields, so English is mostly overlooked. However, one may argue that the government and language planning are the root causes of the problem.

According to Belmihoub (2017), it cannot be denied that Algerians' interest in this worldwide language has been growing since the 2000s. The demand has risen dramatically in recent years as people become more aware of the importance of learning and then using this language. Because it is broadly used in media and social networks as a medium of communication, interest and use have begun to spread within Algerian territory, particularly

among students. Although the interest of the society in English, French continues to be the dominant language of instruction and administration

Following a statement by Tayeb Bouzid, the former minister of higher education, who supports switching to English, a competition between English and French for dominating Algerian universities rose significantly. Despite the challenges encountered by the English language, Algerian authorities attempted for the second time to promote English as an official teaching and research language since the first one was in the 90s concerning primary schools only. This issue of shifting from one language to another becomes one of the fundamental issues recently in Algeria and it is at the heart of this study.

This research aims investigating the shift between two foreign languages in higher education by choosing engineering students of Ibn Khaldoun university at Tiaret as a case of study. It is challenging to provide an analysis of applying English in a French-speaking country which is known as "pays francophone" ;however, thinking again about the fact that English occupies a primordial place in the world and is the medium of instruction in universities, is the motivation to go through this research attempting to answer the following questions:

- ❖ What are the attitudes of the engineering students toward the shift from French to English?
- ❖ What are the teachers' proposals to shift and implement English properly in engineering classes?
- ❖ What would be Algeria's linguistic future in regards to the shift between English and French?

To reach reliable answers to the raised questions, the following hypotheses have been suggested:

- ❖ If they are cognizant of today's scientific facts, students will have a favourable attitude toward shifting to English.
- ❖ Increase the hourly volume of English as an isolated speciality taught in scientific fields such as engineering, at the same time their teachers must be skilled with English language competence.
- ❖ Replacing French with English will be a demanding task upon the language planners; however, it needs to start the soonest to catch up with the rest of the world.

Taking into account the descriptive nature of this research, the aforementioned hypotheses are addressed in three main chapters. The first chapter provides an introductory overview of Algeria's linguistic situation from past to present, it also serves on how languages affect each other. The second chapter offers broad facts regarding the state of English on a global scale then in Algeria, as well as the languages used in Algerian higher education, exposing the English-French competition, in addition to the discussion of language planning and policy concepts and how English might influence them. The methodology, quantitative analysis, and interpretation of the findings are all covered in the third and the last chapter.

As an overall aim, this dissertation tries to perform an investigation about the idea of transition from one language to another in Algerian higher education plus the opinions that would result. With some specific objectives:



- To determine whether Algeria's linguistic situation has an impact on inserting English.
- To demonstrate the importance of English and to raise the visibility of research in higher education
- To influence policymakers to recognize the linguistic demands of learners and researchers and give English a more relevant position in higher education by considering it.
- To examine the effectiveness of English in influencing language education policies since it is a topical and trending topic among students and learners in general.

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### **1.1. Introduction**

This chapter is going to throw light on the current sociolinguistic situation in Algeria, focusing on the various languages and their status in Algeria, as well as how they interact and affect one another by referring to the various outcomes of these languages' contact, along with Algerians' attitudes toward them. To understand the current situation, it is necessary to provide a chronological history of Algeria's linguistic situation during the three main periods: before, during, and after independence. It is indeed necessary to provide information on Algeria's main language policies, such as Arabization and foreign language teaching policies. First start with Algeria's geographical location.

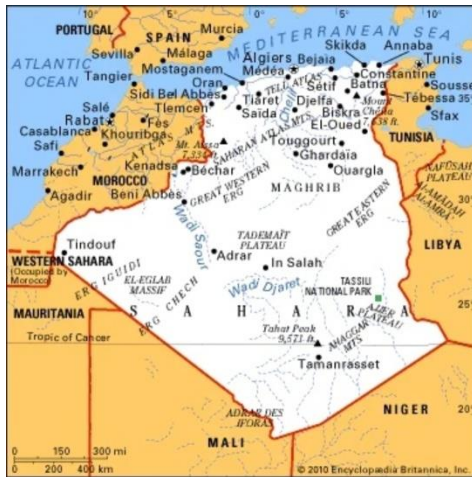
### **1.2. Algeria as a Country and Its Geographical Location**

Algeria, officially the People's Democratic Republic of Algeria, is a large country by total area of 2,381,741 square kilometers which makes it the vastest nation in Africa and the tenth place in the world.

First, geographically it is located in North Africa and is bordered to the northeast by Tunisia; to the east by Libya; to the southeast by Niger; to the southwest by Mali, Mauritania, and Western Sahara; to the west by Morocco; and to the north by the Mediterranean Sea. Algeria extends from the Mediterranean coast to southward deep into the heart of the Sahara which constitutes more than four-fifths of the country's area, considering it as a part of the Maghreb region aroused invaders' interests to settle on its land and exploit its natural resources, a truth appeared in its heritage.

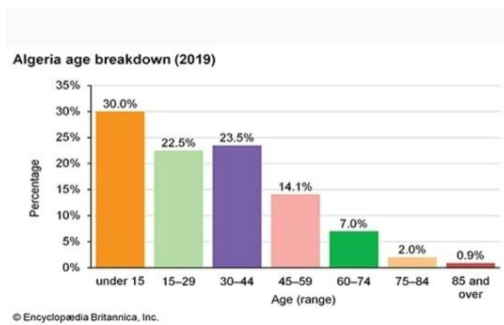
**Map1.1**

*Algeria: Geographical Location*



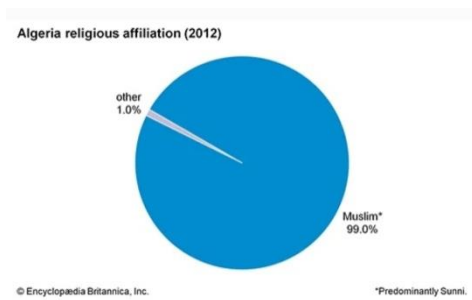
**Figure 1.1**

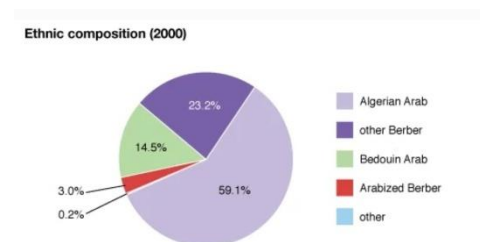
*Algeria Age Breakdown (2019)*



**Figure 1.2**

*Algeria Religious Affiliation (2012)*



**Figure 1.3***Algerians Ethnic Composition (2000)*

Note: The map and the three figures reprinted from Britannica, by Sutton, K. ,Zaimeche, . Salah , Brown, . L. Carl and Chanderli, . Abdel Kader (2022, March 15). Algeria.

Encyclopedia Britannica. <https://www.britannica.com/place/Algeria>

Second, language and population, most of the population live in the Mediterranean coast and it is about 44 million, 30% of the total is between 0-14 years of age and 62% of the population is between 15-64 as shown in Figure1.1. The Algerians are diverse according to their historical heritage and it is the reason for the existence of different languages and ethnic groups with the same religions almost as Figure1.2 and Figure1.3 revealed.

### 1.3. History of the Linguistic Situation in Algeria

Algeria has a long history with invasions thanks to its geographical location, this is the reason behind its various linguistic and cultural heritage. Hence, it could divide the Algerian history into 3 periods namely, pre-colonial, French colonialism, and the post-independence period.

#### 1.3.1 Pre-colonial Period

This period is unknown for many people unlike the French colonialism period, the pre-colonial period was wealthy with invaders, and made great changes for the original identity since, for hundreds of centuries the land was not free. Thus, from the natives of Algeria to all invasions occurred, it would be mentioned below.

### ***1.3.1.1. The Indigenous of Algeria***

Algeria belongs to the North African Maghreb region this one according to Fitouri emerged as a political and cultural community before 215 BC (as cited in Ennaji, 2005).which was called "Berberia" accordingly it can be affirm that the natives of Algeria are the Berber or Imazighen in English language means free men furthermore their origin is undefined in order to the absence of written elements. Those people who speak mostly oral language which recognized as Berber or Tamazight, they were divided into groups or tribes fighting each other,Massinissa is the most famous king who lead these tribes. Berbers were more interested in agriculture and developing it therefore this is referring to the fact that Algeria was a vast rural area populated by agriculturalists and nomads.

As stated by Benrabah (2014)"The Berber were unsuccessful as rulers of their own lands and hence allowed several foreign groups to dominate the region. But they resisted the various conquerors and remained a people difficult to rule." (p.391).By way of explanation the land was exposed for repeated, multi-invasions and for centuries. However, despite the contact that had for long time, they resisted and attempted to preserve their linguistic heritage and cultural identity before the Arab conquest because there were several previous invaders, namely the Phoenicians, theRomans, the Vandals and the Romanized Byzantines then after that the Islamo-Arabo-Berbers and finally the Turks. Obviously those conquerors and traders concerning the pre-colonial period.

### ***1.3.1.2. The Phoenicians***

Phoenicians were Lasted about seven centuries from 860 BC in the North Africa where the Carthaginian rule was imposed by them .Since Berbers were considered as rural people who focus mostly on agriculture they effortlessly were colonized by the Phoenicians in view of the fact that they were highly advanced than the Berbers regarding several

domains, what mentioned above shall be the first point as well as language would be the second one, Libyco-Berber was an outcome as result of the contact between the two languages, as foretasted that Tamazight was a spoken language only afterward became an oral language written in the alphabet of the Phoenicians' language punic.

This outcome until now make an appearance in modern Touareg, a Berber ethnic group, named Tifinagh in accordance with what stated by Benrabah (1999, p. 29) the alphabet of their language is derived from the Libyco-Berber although there is nothing certain concerning this language as long as the written elements were always absent.

#### ***1.3.1.3. The Roman Conquest***

North Africa faced another invasion for six centuries which defeated the Phoenicians and their state. According to Ennaji(2005), the influence of Latin did not last because the Romans were more interested in trade rather than imposing their identity and language. However Berbers were urged to learn Latin since it is the dominant one over administration, court, and others yet not all Berbers chose this path, there are the rural people who kept to themselves and remained monolingual when bilingualism and multilingualism became the norm in the urban zones,

#### ***1.3.1.4. The Vandals and the Romanized Byzantines***

Later Berber came under the Vandals and the Romanized Byzantines about a century each, Vandals in the fifth century before being driven out by the Byzantine army since Algeria became a part of the Byzantine Empire along with the whole countries of North Africa. Hardly any special events in this period of time except the usage of several languages including Gothic language, Latin, Punic and Berber.

### ***1.3.1.5. The Arab Conquest***

In the 7th century the land exposed to an invasion by the Arabs who has put limits to the expansion of the Byzantium, this Arab-Islamic period was the turning point of the Algerian identity at many levels yet the linguistic level was highly rooted throughout the centuries despite the resistance of Berbers at first under the leadership of the priestess “kahina” however the surrender came sooner and faster. This is back to the strong language, great literary culture, and the relatively advanced system of administration and education that the ArabsMuslims had at that time, thus, the majority of the natives were Arabized and moved to cities then the Tamazight preserved by continuing to be spoken in some mountainous regions only.

The new faith permitted the Arabic language to infiltrate pervasively into the different spheres of the society through conversion to Islam since Classical Arabic ( CA) is the language of Quran as Rouadjia (1991) stated “The Arabic language and Islam are inseparable...”(As cited in Benrabah, 2007, p. 67).Also according to Camps (1987:135)“The Berbers embraced Islam in less than two centuries; yet, thirteen centuries after the first Arab conquest they were still not completely arabised” in other words Berbers succeed to preserve and remain their language despite the strong influence of the Arabs who changed the whole origin and identity of the North Africa with leaving a deeper impact.

### ***1.3.1.6. The Spanish Invasion***

The 15th century was for the Spanish who conquered a number of harbours along the Western coast of Algeria, this invasion was lasted for only two years however they had an impact linguistically on the inhabitants, a strong effect that stick for a long time and still exist up to this present time for instance cities like Oran, Telemcen, and others, its influence was socially rather than military even though the true intention behind the Spanish invasion was



military. Additionally, the reason beyond this an excessively short temporary period was that the Algerians appealed to Turkish corsairs (the Barbarossa brothers) for help to drive out the Spanish from the Algerian territory and save Islam.

#### ***1.3.1.7. The Ottoman Conquest***

The entrance of the Ottoman Empire was in 1518 for the reason of helping as aforementioned and lasted until 1830. Indeed, Turkish leaders chose the lucrative practice of sea piracy over developing the country, here can be said that there is no impact on Arabic and Tamazight languages in addition Turks used their official language, Osmanli Turkish. Yet they encouraged divisions between numerous tribes based on the linguistic level plus turning Algeria into a pirate state open to multiple cultural models, and languages. It led to make a complex sociolinguistic situation including approximately 15 languages.

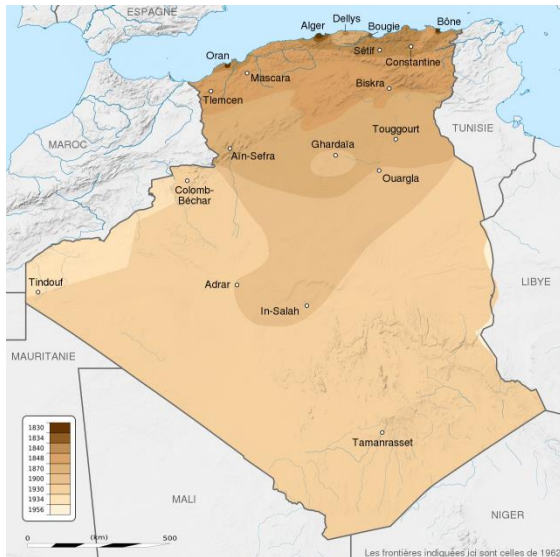
One added point is the existence of Algerian Jews who spoke dialectal Arabic when they had contact with Muslims and Hebrew used within the Jewish community; this ethnic group vanished at the end of the 20th with the beginning of French colonialism.

#### **1.3.2. French Colonialism Period**

Turks returned to their land when the French took over in July 1830, French colonialism lasted for one hundred and thirty two years which is a short period compared to the previous conquering groups, this colonization considered as the last and the most one that left a profound impact on Algeria linguistically and socially. French began to expand throughout the years like Map 1.2 illustrates.

## Map 1.2

### *Chronological Map of French Algeria's Evolution*



Note: The source's map: Wikimedia Foundation. (2022, April 5). *French Algeria*. Wikipedia.

Retrieved May 1, 2022, from [https://en.m.wikipedia.org/wiki/French\\_Algeria](https://en.m.wikipedia.org/wiki/French_Algeria)

Algerian resisted and fought all the colonial period despite the violence and the French army's brutal methods of 'pacification' however the colonialist was more powerful to control all the fields not only economic and political domination, indeed the intention of France to overcome the resistance and to possess this land went too far, it worked on uprooting and destroying the local culture and the identity of Algeria by putting an end to the use of Arabic through imposing the French language.

The colonial authorities imposed a harsh educational program in which they banished Arabic from education, for more explanation before 1830 the children taught to write and read also memorize Quran in the quranic schools and mosques so they attacked the learning base and closed those mosques plus transferring the schools into French ones. As a result

French became the official language and its use reached into practically every field in the Algerian society.

Around the 1960 the slogan 'Algériefrançaise' was spread and used by the French people who wanted to keep Algeria ruled by France.

### **1.3.3. Post-independence Period**

After years of colonialism Algeria took its independence in 1962 however it ended up with a complex sociolinguistic situation, a multilingual society including four languages from different language families, the situation led up to a population's conflict and create real complexity for the Algerian policy makers, to which language should select over the others to realize the linguistic unity, According to (Tabory and Mala, 1987:64):

The Algerian situation is complex, as it is a crossroad of tensions between French ; the colonial language and Arabic, the new national language ; classical Arabic versus colloquial Algerian Arabic, and the various Berber dialects versus Arabic. The lessons from the Algerian situation may be usefully applied to analogous situations by states planning their linguistic, educational, and cultural policies.

A brief overview about the four languages that existed in 1962 namely, 1- Classical Arabic which known with the language of Quran, it is no longer used in the present time and simplifying it to Modern Standard Arabic (MSA). 2- Algerian Arabic is the everyday language that use it by the Algerians within the informal situations and differ from one region to another. 3- Berber considered as the natives' language that was preserved from the beginning. 4- French is the colonial language that imposed by force.

The educational system in Algeria varied through time depend on language policy and planning in education then the education at that time was conducted in a complex multilingual environment. To sum up there were three language policies after the post-

independence period, Arabization, foreign languages teaching and the last one called Educational Reform Policy. It is revising to the whole previous educational policy, it announced in 2001 gave rise to numerous changes throughout the time till the recent form.

### ***1.3.3.1. Strengthen the Position of Classical Arabic***

One hundred and thirty two years it is a sufficient period to leave a linguistic impact, the colonial language were the dominant one over all the domains and it was contrary to what Algerians' identity held for that reason Algeria adopted in its pre-independent era policy called ‘Arabization’ lasted from the late 1960s to the late 1990s.

As a point of departure, ‘Without recovering that essential and important element which is the national language, our efforts would be vain, our personality incomplete, and our entity a body without a soul’ quoted in (Mostari, 2004:26), commenting on the earlier quotation, since the Arabic language represents the identity for Algerians plus its link with Islamic culture and religion, it became something mandatory to strengthen its position by making education and all domains based on the Arabic language through weakening French position as well as make it fade away, also; Tamazight was excluded; and these were the aims behind the implementation of the ‘Policy of Arabisation’.

It was declared for the first time during the mandate of president Ben Bella (1965-1967) and assumed that Classical Arabic as the national and official language of all Algerians, between 1963–1964 and as first step it became obligatory to teach Arabic in all programs and levels. However, after introducing it as an official language the government faced real obstacles linked with this Arabization policy, it could be summarized in some points.

First of all, it raised the tension between two groups, first one was "western educated" or what known by the Francophones who defended and be more partial to French since it is

more modern and adequate as a language of technology whilst Arabic cannot be the vehicle for science and technology then it is rationale to be against Arabization for them. Second group or Arabophones who advocated Arabization simply for the reason that is referring to the identity and the language of the Holy Quran in addition they see those Algerians speakers who used the language of the colonizer as traitors of the Arab nation.

Second problem could be the problem of Teaching, transferring education from French to Arabic needed teachers and here the dilemma, there was a lack of Algerian teachers plus many Egyptians, Syrian, and Iraqi teachers were recruited as Arabic-language instructors who did not succeed because of the problems of their spoken Arabic.

The third obstacle was during the presidency of Houari Boumediene, (1965-1978) where the usage of French was spread and wide in public places, and that was considered as one of the criticism about the Arabization policy that overlooked the linguistic richness because Algeria is linguistically a pluralistic country according to its heritage, so considered Arabic as the only language that represents Algeria's identity it is contradiction with the sociolinguistics, socio-cultural and ideological dimensions of Algerian society. This is denying the reality of being bilingual or even multilingual society and considering it as a monolingual one.

All previous problems mentioned demonstrated the fact that Arabization policy failed in other words this failure behind the implementation of Arabic monolingual schooling system, a failure still seen nowadays.

### ***1.3.3.2. The New Languages Teaching Policy under Globalization***

Years after independence and from the late of 20th century and at the onset of the 21st century learning different languages became something obligatory under globalization and to contact the world effortlessly in terms of politics, economic, health, education, and

others. Then, Algeria admitted the need of learning and teaching different foreign languages by designing new curriculum introducing such languages, French, English, Spanish, and German.

Firstly shedding the light on French language which had a strong status as official language during colonialism until the implementation of arabisation in 1962 where Arabic became the official and national language and after the failure of this policy, Algerian government turned toward bilingualism and make a whole schooling reformation known as Bilingual educational system. Then during the economic-liberal period between 1980 – 1991 French became the first foreign language that was taught from Fourth grade in primary school.

Secondly, the English language and its widespread in the whole world as *lingua franca* also in socio-economic environments as well as technical and scientific movements. This is clearly stated in Bouhadiba (2002:16) that “English is gaining dominance in the oil sector, computing, and in the scientific and technological documentation.”

English was the second foreign language in the course of economic-liberal period. However a political-crisis (1992 – 1999) occurred concerning how the two foreign languages French and English should be regarded in the educational system and the government ended up with the decision of introducing English as the first foreign language in primary schools alongside with the French language plus none of the two is used in official speeches and meetings yet it did not last for long hence from the 2000 English was taken back from primary school level to be taught in middle schools with restoring French as the first foreign language taught from the second year in primary school.

Spanish and German languages were considered as the third foreign language within the second year at secondary schools by giving the choice for learners to choose either German or Spanish.

In point of fact, the foreign language teaching policy in Algeria has known successive changes and all of them gave French the dominant status and for English just a foreign language status additionally it is supposed that globalization and the needs of the society are framing out the linguistic choices however in this case are ignored.

#### **1.4. Linguistic Profile of Algeria**

##### **1.4.1. The Sociolinguistic Situation in Algeria**

The linguistic landscape of Algeria, due to its history and its geography, is characterized by the coexistence of several linguistic varieties – from the Berber substrate to the various foreign languages which have more or less marked it, passing through the Arabic language, vector of the Islamization and Arabization of North Africa, dynamic in the practices and behavior of speakers who adapt diversity to their expressive needs, this coexistence reveals itself to be stormy, fluctuating...Algeria has always been considered as a diglossic and multilingual speech community and that goes back of being colonized by different colonizers from the Phoenicians to the Romans to the French.

However, the French colonialism were the predominant one because he aims to impose the French language on people. So, for these reasons, in the article on culture and plurilingualism in Algeria, Sebaa(2002) finds thatAlgeria is characterized, as we know, by a situation of social multilingualism: conventional Arabic / French / Algerian Arabic / Tamazight, the borders between these different languages are neither geographically nor linguistically established, the continuum in which the French language takes and constantly takes place.

Tamazight and conventional Arabic redefine the social functions of each idiom, the roles and functions of each language, dominant or minority, in this continuum are part of a dialectical process that escapes any attempt at reduction, that is to say Algeria is known for its sociolinguistic diversity since there are many languages used by the Algerian speakers in their daily life.

The linguistic situation in Algeria has become quite complex, as most countries in the world have more than one language, Algeria is not only the exception, it is land of various languages, the Algerian authorities still neglect this diversity since they consider Arabic as the official and national language of Algeria.

Benrabah(1999)referred to the uses of the languages among Algerians especially between youth generation whether to use Arabic language, foreign languages, or both in order to communicate, he said that

The linguistic creativity that characterizes the native speaker appears vividly in the language of young people, who represent the majority of the population in Algeria, the practice, dictated by immediate communication needs, produces a situation of conviviality and tolerance between the languages involved: Algerian Arabic, Berber and French, in the streets of Oran, Algiers or elsewhere, the Algerian sometimes uses one, sometimes the other, sometimes a mixture of the two or three idioms (p. 177).

The Algerian linguistic situation essentially consists of:

Formal High Variety: classical Arabic as official and national language, "the Arabic language is a sacred language for the Algerians, since it is the language of the text, that is to say of the Qur'anic text" (Boudjedra, 1992/ 1994: 28-29). CA is a part of the Algerian national identity which is now compose of the triad: Islam, Arabism and Amazighity.



Empirical reality indicates that the French language occupies in Algeria a situation without dispute, unique in the world, without being the official language, it conveys officiality without being the language of instruction, it remains a language of transmission of knowledge, without being the language of identity, it continues to shape in different ways and through several channels, the collective imagination, yet it is common knowledge that most of the work in central or local administration and management structures is done in French, it is just as obvious that Arabic or Berber, are more receptive and more open to the French language because of its power of communicational penetration.(Sebaa. Culture and multilingualism in Algeria)

French, the first foreign language, its presence is quite important in Algeria in different domains such as education field.

Informal Low Variety :Algerian Arabic, language of the majority of Algerians, from a sociolinguistic point of view, the vernacular language (Algerian) is associated with other languages, particularly French.

Algeria faces a critical fact embodied in a linguistic struggle among 4 parties : Classical Arabic , vernacular Arabic, Berber and French language, this struggle is what the French colonization left which has worked to fight the Arabic language, marginalize it and replace it with French. So, Algerians were needed to use vernacular Arabic in order to maintain their Arabic-Muslim identity, this continues even though the French colonization is over. The discussion around the reality of language in Algeria is faced with a substantial problem related to the negligence of classical Arabic, creeping of vernacular Arabic into the educational and cultural institutions and the media.

#### *1.4.1.1. Arabic*

There are three categories of Arabic including classical Arabic, modern standard Arabic and vernacular. Arabic is one of the most spoken and used languages in the world. It is the official language of more than twenty-two countries by more than 400 million speakers and it is used as a vector of religious transmission for all Muslims to the member of one and a half billion throughout the world, it constitutes a principal element in the culture and the thought of an important part of humanity and of the world heritage, it is also the fourth most used language on the internet according to Johnson (2022) on his published online article.

Ferguson has classified Arabic into two varieties which coexist side by side namely, one, Classical Arabic used in the Quran (holy book of Muslims the high variety, two the dialectal Arabic the low variety which constitutes the means of communication of daily life ,used in informal conversations, interviews and oral literature, and also there is Modern Standard Arabic (MSA) used by educated Arabic speakers in their writings and in formal conversations for instance, in the educational and literary system, most of the research works are based on this variant.

**Classical Arabic.** According to Holes (2004) is the first fixed form of any Arabic language variety, it is the reference of Arab-Muslim identity, it has an enormous merit and prestige for being the language of Islam and Sacred Qur'an rich of vocabulary and grammar regulations and that is why it is a language of religious teaching and instruction, discussing the issue of the Arabic language in Algeria is not something new, as are the Arab countries, suffering from the decline of the classical Arabic language due to the vernacular and foreign languages, members of the Algerian parliament, high ranked military judges and generals and minister tend to use CA in their affairs.

On the one hand, the Arabic language in this country is in conflict with the vernacular language, which spreads in the circles of society and is used by a large segment of the people. On the other hand, it lives in conflict with the French language, as it is still to this day. Since independence it is used by the elite of the Algerians, in addition to its use in some administrations and education, especially scientific and technical fields, the struggle that face Arabic language whether with colloquial or French, of both types, goes back to French colonialism.

The French colonialism aimed to make the French language an official language by eliminating the Arabic language in order to obliterate the Algerian identity, this linguistic persecution resulted a disparity in the use of languages in Algeria, as Standard Arabic and French are used only by the educated elite of the Algerians, and the majority of the people use the colloquial language in addition to Tamazight in some regions of Algeria.

As it is known, according to the Algerian "Charte Nationale", classical Arabic is the national official language in education, CA is the language of study at basic school besides, the educational system was given in French before the implementation of the reform of education in 1980, the Algerian school aimed to unite primary and middle education in a nine year course given in the same language classical Arabic, this step puts an end to the domination of French what make French only a foreign language. Classical Arabic is the official language used in religious rites , cultural events, political speeches , national ceremonies or rallies and official meetings; it is rarely used in daily conversation.

**Modern Standard Arabic.**In Algeria MSA is the official and national language , it is the language of formality, culture and writing as it is determined by the constitution of the country . MSA is formally similar but not identical to classical Arabic; it is a modern literary form derived from it, to meet social and linguistic needs .This modern variety of Arabic

which is definitely less formal than CA , has a higher rate of frequency today, MSA represents the identity of Arab Algerian of their glorious origin and history, it is all related to the golden era of Arab-Muslims, MSA is also considered as an official language in some twenty countries extending across Morocco and Mauritania on the Atlantic Ocean in the west to the shores of the Arabian ( Persian ) Gulf states in the east however, there is no community of native speakers of MSA if the mother tongue is the language that is acquired at home without formal instruction.

During the 19<sup>th</sup> century, an enormous number of foreign words and expressions was introduced into Arabic .(Saïd . 1967:12) states that MSA is : "that variety of Arabic that is found in contemporary books , newspapers, and magazine, and that is used orally in formal speeches, public lectures and television". MSA is a modernized form of CA, it is the official language of all Arab countries and the comprehensible means of communication within the Arab world, it is standardized and codified that it can be understood by different Arabic speakers in the Arab world.

**Algerian dialect.** In daily life people do not use standard Arabic but dialect, according to kaye (1970: 67) Algerian Arabic is known as " Derja" it is the mother tongue of the majority of Algerians, AA is considered as the most hard to understand, Arabic dialect for citizens and other Arab countries, it is a living language used in informal day life communication therefore, from a linguistic point of view the existing diglossia in the Arab world must be demonstrated, many debates exist about vernacular languages. The Algerian dialect has many specific features what make it distinctive from modern standard Arabic and other Arabic dialects, the vocabularies are inspired from Arabic and also consist foreign words of French which is a necessary part of the Algerian spoken language.

The history of Algeria has an effect on the Algerian spoken language; it has been improved by many foreign languages which end with a complex linguistic situation.

#### **1.4.1.2. Berber**

In addition to Arab, Berber or Tamazight is an Afro-Asian language that developed in North Africa (Wolff, 2016). It is also considered as a native language spoken by roughly one-fourth of Algerians for over forty centuries extends across North Africa including Mauritania, Libya, Mali, Egypt, Morocco and Niger, the largest number of Berber people are found in Algeria and Morocco (Brahimi, 2000). Even though the history and the presence of Berber however, the lack of surveys caused a difficulty in making an accurate count of Berbers. There are a number of journals dedicated to Berber languages and cultures like *Awal: Cahiers d'études berbères*, this biannual journal founded in 1985 in Paris by Mouloud Mammeri and Tassadit Yacine.

According to Wolff (2016) Tamazight is split into four main varieties based on their geographical distribution: Taqvaylit is the Kabylis variety, the Chaouia speak Tashawit, and Mozabit and Tamashaq are used by Mozabits and Touareg respectively.

**Kabyle.** Algeria has two major Berber languages in the northeast, the first one is Kabyle, Chaker Salem (1983) one of those who spoke about it, he gave a description of Kabyle Berber (Northern Berber) with a special focus on syntax. They are between 2.5 and 3 millions Berbers are Kabylis living in coastal mountain north of Algeria, it is a written language with its own alphabet taught in schools, the term 'kabyle' in Algerian Arabic means tribes because they tend to live in groups, until now Kabylis played an important role in different movements to increase their benefits and also had a strong presence during the French colonialism.

**The Chaouia.** Also referred to as Shawiya, Shawia, Tachawit, and Tachaouith is the second major Berber language with more than two millions speakers with no written language and no words to describe modern concepts, the Chaouis live in the region of the Aurès mountains-extension of the Atlas mountain range including Sétif, Souk Ahras, Tébessa, Khenchla, Oum El Bouaghi, and in the northern part of Biskra. The Chaouis are less active when it comes to the political movements.

**The Tumzabt.** The name Tumzabt, is also known as Mozabites, M'zab or BeniM'zab, are Berber ethnic group lives in northern Sahara in Algeria namely Ghardaïa serves as the major town and the capital city.

**The Touareg.** Also known as Tamashed, are a large Berber ethnic group found in Burkina Faso, Libya, Mali, Niger and Algeria. Series of studies submitted by Prasse from 1972 to 2008 on Tuareg Berber of Ahaggar (Southern Berber, South Algeria), covering many of the core features and constructions relating to phonetics, phonology, and morphology. They inhabit in the Sahara, are traditionally nomadic pastoralists, " Blue Men of the Desert" refer to the indigo dye colored clothes they wear and which appears in their skin.

#### ***1.4.1.3. French***

Algeria is the third Francophone country after France and Congo, the number of Francophones was 11.2 million and still increase, it is second language spoken on the five continents, it is a major language of communication, its mastery is a real professional added value whether it is to work within multinationals European institutions or international organizations, French has all its advantages.

It could be said that its gained status back to the history that links Algeria to France. Algeria was a French colony for 130 years, during the French colonization; the establishment of the French language in Algerian institutions took place in stages . During the first stage

(1883-1922), the indigenous populations that attach to the Arab-Muslim culture refused to attend French schools, but these indigenous populations who were hostile with the teaching of the French colonialism ended up accepting it. Indeed, during the period (1922-1962), French was a key to access certain positions in the administration, at that time, French was taught to Algerians as a mother tongue, with the same programs the same methods, as it was applied in France for French children (Colonna, 1967).

There are three major decisive moments of the school policy which explained the establishment of French as the sole language for the acquisition of knowledge which lasted from 1833 to 1949, ending up with no longer mentioning the Arabic language and the effectiveness of this school policy has been set in motion in other institutional places such as administration, the environment, justice, civil status so French became the sole official language of the colony.

From this period French language among other things is part of a cultural heritage. It is considered as the first foreign language of Algeria, it has no official status in the country and even if its absence in the Algerian constitution yet, its importance and presence is powerful whether in daily communication or others such as administration, media, government, commerce. At the educational level, It is taught from the third year of primary school.

Recently due to the spread of English as the international language, the position of French is retracting.

#### ***1.4.1.4. English***

English is the second foreign language in Algeria, even though it is the language of science and an international language for communication but a minority of Algerian people can speak it well, and little by little the knowledge of English language starts spreading in the

country especially for young people. Taking into consideration the fact that English has various features with the interest of the younger generation to learn it and improve it, intellectuals think that is more than that, to be a threat to a language that has a great history related to Algeria and has been taught and spoken for years, it is a matter of time to see French substituted with English as the first foreign language even it is true that the French language has a strong effect on the formal and informal Algerian communication as well as in different spoken dialects.

Due to many factors and like any other countries, Algerians realized the status of the English language in the world and how much it is important to acquire this language and learn it. Besides to some individuals who are in charge of the common system, having advantage of the rising popularity of English in Algeria and in the world and the idea of reviving the old debate of replacing French with English .

Before the 1980s, the English language became a competing foreign language due to the rise of oil and the socio-economic prosperity that Algeria was heading to. According to Cordel( 2014 ), In the current time , it is obvious that the high number of youth among the Algerian population may affect on the emerging of foreign languages like English, it can be the key for an active population that will be involved in the job market, especially in domains as tourism, industry and any other domains that related with technology which needs the use of English.

Due to many factors, the diffusion of English language is slow and weak, but the strong status of French language can be the main reason, even though the English language is considered as the Lingua Franca, the fields of high technology and other economic activities dominated by French are developing weakly.



### 1.4.2. Arabic Language Versus Berber Language

Supposing that Arabic and Berber are in competition however, it is not for most Algerians even though there is no doubt about the fact that Berber is the native language yet, Arabic with its strong and perfect structure became the dominant one compared to Tamazight which was weak language and mostly spoken. The position of Arabic was affected by French colonialism but in 1963 its position was retrieved and the policy makers adopted classical Arabic as the national and official language. Indeed Tamazight with its varieties ( Mzabi, Tergui, Chawi...) are spoken by the minority in Algeria yet, Berbers succeed in retaining their language while the majority use AA and CA.

It is really important to shed light on the fact that the early inhabitants of Algeria were the Berbers, the Algerian government started discussions with Berber leaders for the reason that, they were claiming about the integration of Tamazight in the schools. It was from the 1990s that the process of official recognition of Tamazight, language, culture and identity, was marked its first beginnings, first with the opening of the departments of Amazigh language and culture at the University of Tizi -Ouzou in 1990 then in Bejaïa, in 1992, which trained in post-graduation, allowing research to develop, to propose theses and dissertations on language, Culture and society, producing a large documentation in terms of research.

During this phase of official recognition, Mr. Dourari recalls the "qualitative" period which began in the 2000s with the constitutionalization in 2002 of Tamazight as the national language to become official in the amended constitution of February 2016 along with Classical Arabic, at the end the language reaches an aim and position wanted by this minority group which was ignored for years concerning the linguistic needs for every individual in the society.

Furthermore, making Tamazight an official language does not negate the fact that Arabic is dominant in many domains and its strong social status back to the reason that 99% of Algerians are Muslims then Arabic represents their religious and the language of Quran, it could never be replaced or be in the same status with it especially at this point.

### **1.4.3. French Language Versus English Language**

Even if Algeria is the second largest Francophone country, but it is not a part of the Francophone Organization that includes countries that adopt French as the official language or the most used and spoken by people, the number of French speakers in the world reached 300 million including 13 million and 800.000 Algerians speak French in their daily lives, so the French language is an extension of the French guardianship over Algeria, it has a strong status in administrative documents, educational curriculum and even in the speeches of officials.

English language has a promising status in Algeria, making it as an important language and giving it a higher status than French implies a competition between the two languages, it turns as an attempt to reduce the dominance of French language which it is more than a matter of language, it is a part of the Algerians and their culture and history.

The issue of language is a recurring debate in the country, replacing French language with English language became a popular demand because Algerians feel that it is high time to end the presence of French language, many voices are rising against this language. As a manifestation, the Algerian government launched a new educational TV Channel for teaching pupils and students which present three languages Arabic, English and Chinese excepting the French language.

### **1.5. Linguistic Behavior in Algeria**

The existence of several languages in a given space or society will make it bilingualism or multilingualism then all languages get in touch with each other since the individuals will unconsciously or consciously use all of them so one language will surely affect the other one moreover, it depends on the individual's competence in each one to classify them from the dominant to the less used language.

Arabic and Tamazight are The official languages of Algeria and due to the colonial history, the French language has great status at the educational level plus the various vernaculars that characterize Algeria including Algerian Arabic, Algerian Berber, Algerian French. From this situation it could be said that Algeria is multilingual however Bouamrane said otherwise, that Algeria is a diglossic society rather than multilingual or bilingual since there are two types of diglossia, Bouamrane (1986) mentioned "... take the example of Algeria, the varieties in CA/AA intralingualdiglossia are highly divergent and French in the case of CA/F and F/AA interlingualdiglossia..." (p. 18).

The linguistic conflict certainly takes place in Algeria on account of the fact that multiple languages exist, such conflict is manifested, for instance, in the individuals' linguistic behavior. Language contact is the main reason behind this situation, Algeria had and still has a language conflict from colonialism up to the present.

#### **1.5.1. Language Contact**

Thomson (2001) states that language contact is the existence and the usage of several languages in a given space at a particular time, most of the time it involves a face-to-face conversation between speakers who must speak more than one language depending on their geographical location. The concept of language contact exists for thousands of years from the beginning of humankind however no exact date can be given, it might have been 100.000 or

200.000 years ago like Australia back beyond 50.000years, therefore it depends and changes from one place to another also histories and biographies from all eras prove that there is no language isolated from the other languages.

Numerous reasons could identify behind language contact such as slavery, forced or voluntary migration, intermarriage, trade, war, and most common one is invasion or colonialism, Algeria as an example ends up with a complex linguistic situation since the land had direct contact with several languages for centuries, all the reasons mentioned above considered as direct contact in which speakers of one language turn up integral in the other language however there is indirect contact also through the mediation of literature, the necessity like filling of lexical gaps or new term for new phenomena.

There are 3 kinds of contact situations including language maintenance, language shift, and language creation ( Pidgins, Creoles). Therefore, there will be a result from the contact of these languages and one will be influenced by the other, the phenomena or the outcomes produced through language contact would be mentioned (borrowing, bilingualism, code-switching..) plus their presence in Algeria since the competition between the three languages (Arabic, Berber, French) can be captured in, for instance, bilingualism, and code-switching/mixing.

#### ***1.5.1.1 Diglossia***

Diglossia is the situation that affects language change which is concerned with the use of two distinct varieties of the same language throughout a speech community. The first sociolinguist who defined the term diglossia as the use of two forms of the same language in two different contexts was Charles Albert Ferguson ( 1959:336 ) in his article "Diglossia", he described it as follows:

[...] a relatively stable language situation in which, in addition to the primary dialects of the language (which may include a standard or regional standards) there is very divergent highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in an other speech community which is learned largely by formal education and used for most written and formal spoken purposes but is not used by any section of the community for ordinary conversation. (p.16)

Besides the German and the Greek communities, Ferguson explained also Diglossia in Arabic-speaking countries as a kind of Bilingualism in a society, according to him there are two varieties of the same language, the high variety (H), he considered it as the standard one the literary or prestige language, it is used in formal and official settings such as poetry, the Holy Qur'an, political speeches..., and the other one is low variety (L), the common dialect, which is used in everyday conversations spoken by the most of the population, Ferguson adds also: "These two varieties, classical and colloquial, exist side by side in the Arabic speech community in a Diglossia relationship" (Ferguson, 1959:359), in other words, the existence of classical and colloquial in the Arabic communities are simultaneously and each one has different function.

However, Algerians use the Arabic vernacular in their everyday lives to communicate with their family, friends, colleagues..., while most of them do not speak the classical Arabic which is the official form of Arabic and its usage in formal situations only, it is matter of fact that Algeria is not diglossic community. William Marçais was the first who puts the term Diglossia in the thirties, he describes the linguistic situation in Arabic-speaking countries in 1930 as follows:

Arabic language appears under two perceptibly different aspects: 1) a literary language so called written Arabic or regular or literal or classical, the only one that had always and everywhere been written in the past, the only one in which still today are written literary or scientific works, newspapers, articles, Judiciary acts, private letters, in a word, everything that is written, but which exactly as it is, has perhaps never been spoken anywhere, and which in any case, is not spoken no anywhere; 2) spoken idioms, patois... none of which has ever been written... but which everywhere and perhaps for a long time are the only language of conversation in all popular and cultural circles ( Marçais, 1930: 401)

According to Marçais, diglossia is mainly based on the difference between the two varieties of Arabic in social functions, for him there are two forms of Arabic, the first one is classical Arabic which is used for the written form, he considered it as the language that has been always written but not spoken, the CA was never written neither in the pre-Islamic period nor during the appearance of Islam, it was only after the death of the Prophet Muhammad when Othman Ibn Affan has written the first draft of Qur'an, and the other form is almost orally. Frayha describes the classical variety as " the language of the book " and the colloquial one as "the language of life" ( Frayha, 1955: 5).

Members of the same speech community need not all speak the same language nor use the same linguistic forms on similar occasions All that is required is that there be at least one language in common and that rules governing basic communicative strategies be shared that speakers can decode the social meaning carried by alternative modes of communication (Gumperz, 1972:16).

Hence, according to Gumperz the language of a speech community differs from others, individuals of the same society sharing the same community can understand each other but

speaking differently, which means that people who live in the west speak differently from people living in the east or the south.

### **1.5.1.2 Borrowing**

Borrowing means adopting items of one linguistic system into another that takes place when two cultures are in contact over a period of time, this process was studied by linguists such as Bloomfield (1930) and Weinreich (1953), researchers use different terminology to describe the different contact phenomena, so it is hard to find an accepted terminology, Thomason and Kaufman (1988: 37) defined in their pioneering work on contact-induced change as follows: "Borrowing is the incorporation of foreign features into a group's native language by speakers of that language : the native language is maintained but, it is changed by the addition of the incorporated features". This terminology is somewhat different from the terminology used by other researchers Gumperz (1982: 66) stated that :

Borrowing consists of] the introduction of single words or short, frozen, idiomatic phrases from one language into the other. The items in question are incorporated into the grammatical system of the borrowing language and they are treated. They are treated as part of its lexicon, take on its morphological characteristics and enter into its syntactic structure.

When a close contact between the two languages/ two different communities happens they influence each other, as a result the given speech community imports some words from the other language, "probably no language whose speakers have ever had contact with any other language is completely free from borrowed words" (Campbell, 1998: 57), and also occurs for the strong dominance of some languages by others such as English language due to political, economic and cultural reasons.

In a situation of language contact between bilinguals, it is obvious that words are the first elements to enter the borrowing language, in the case of Algeria, borrowing is a sociolinguistic phenomenon as a consequence of the history of the country, Algerian Arabic includes some Spanish words, the influence of Spanish occupation was wide-spread in the Algerian west, this can be shown in words like *sberdina* (shoes), *fishta* (fiesta) and other words, even if some European languages affected the Algerian Arabic linguistically, yet, it cannot be as the impact of the French language on AA, there are a large number of words and even expressions that have been adopted from French into AA. Table 1.1 illustrates some borrowed words from different languages.

**Table 1.1**

*Examples of Borrowing Words in AA*

Borrowed/origins words	French gloss	English gloss
Atrūs (Berber)	unbouc	agoat
zerda(Turkish)	festin	feast
farīna(Italian)	farine	flour
intīk(French)	intact(e)	in good shape
kabrān(French)	caporal	corporal

Note: Adapted from GUELLA N. (2013). On Lexical Borrowing in some Algerian Arabic Dialects. *Cahiers de Linguistique et Didactique*, (5)1, 76-87.



### 1.5.1.3. Bilingualism and Its Types

In sociolinguistic, bilingualism is a situation where an individual or members of a community have the ability to use two different languages in order to communicate, there are many definitions of bilingualism, Bloomfield (1933: 50) defines it as "the native like control of two languages" which means that bilingualism is using two languages fluently, in other words bilinguals are people whose linguistic ability in two languages is similar to that of the native speaker. While Haugen (1956: 9) stated that bilingualism is "a cover term for people with a number of different language skills, having in common only that they are not monolinguals" he referred to both bilingualism and multilingualism, being bilingual means being able to speak and use two languages perfectly.

However, bilingualism is another area in the field of language contact, in the case of Algeria that has gone through historical and linguistic events, due to that the Algerian population has acquired a distinctive socio-linguistic appeared in how people speak, the Algerian bilingualism is characterized by the coexistence of two languages Arabic including MSA, AA and French.

It is true that all Algerians use and understand at least some words and expressions from MSA and French besides the use of Berber in some regions of the country which makes it as a multilingual society, but does not mean that all Algerians master the three languages, AA is often mixed with the French language by taking a large number of French words and considering it as a part of the dialect. According to Paradis (1978), Weinreich discovered in his extensive review of bilingual literature three types of bilingualism :

**A. Coordinate Bilingual.** It is the one that is characterized by separate signs (sound, images) for each language, this type of bilingual speaker has two sets of meaning units and two sets of corresponding sound images or words, for more explanation, this type refers to

learn or acquire the codes in two separate contexts to illustrate: learn French in France then Korean in Korea, here the brain has two distinct systems because each code learnt in its context.

**B. Compound Bilingual.** This type is characterized by one unit of meaning units and two units of sound images, it draws upon one merged set of meanings from the two languages, but has the capability of expressing with the sound images from both languages. In other words it could be said that learning two languages in same contexts or environment for instance, a child of bilingual parent will acquire two languages in same context.

**C. Subordinate Bilingual.** This category is characterized by the meaning unit of the mother tongue with the corresponding sound image in the mother tongue and an equivalent unit of expression in the second language, has only one set of meaning units and two sets of sound image, it draws only from the mother tongue units and has the sound images of the second language.

Concluding that acquisition and learning control the degree of bilingual and the fluency of individuals.

#### **1.5.1.4. Code Switching and Its Types**

Code-switching is considered as one of the fruitful phenomena in the sphere of language contact situations, Haugen (1956) defines code-switching as a linguistic process "which occurs when a bilingual introduces completely unassimilated words from another language to his speech" (Haugen 1956: 40, quoted in Benhattab2004). In other words, code-switching is a process by which bilinguals shift back and forth between one language/dialect and another language/dialect within the same conversation, it refers to switching between language units including words, morphemes, sentences, phrases, or clauses in a manner consistent with the syntax and phonology of each language.

Thus, it is obvious that the process happens very often among bilinguals who use their languages to express themselves accordingly, it relates mostly to bilingual multilingual communities. Algeria is one of these communities where code-switching has become part of the daily language behavior of the Algerian speech community, they switch among AA/FR or BR/FR within the same sentence or conversation, as examples:

AA/FR: Je suis pas sur **la nrohuela** non. (I am not sure if i will go or not)

BR/FR: Atetchdhthouranagh**après?** (Do you eat now or later ?)

Crystal (2002) considered the linguistic behavior of the bilingual in shifting between two languages as unconscious behavior, however, the individuals sometimes switch languages while speaking in a certain style with another person therefore it is almost an intentional process like the Algerians who live in the capital use French to show superiority and attract attention to show off so the process is done consciously.

Switching differs from one person to another also it depends on the situation ( topic, setting..) and the participants this is recognized as the kinds of code-switching namely conversational code-switching and situational code-switching, Blom and Gumperz state that:

In the course of a morning spent at the community administration office, we noticed that clerks used both standard and dialect phrases, depending on whether they were talking about official affairs or not. Likewise, when residents step up to the clerk's desk, greetings and inquiries about family affairs tend to be exchanged in the dialect, while the business part of the transaction is carried on in the standard..(Blom and Gumperz, 1971:425).

For another representative illustration to that instance, Berbers use Tamazight within their community however once being in shops and markets they switch to AA because it is considered more appropriate for this situation.

The repertoire of each individual varies from one to another and this creates a complex linguistic situation, this issue was mentioned before by Hymes "Cases of Bilingualism...are salient special cases of the general phenomena of variety in code repertoire and switching among codes. No normal person and no normal community is limited in repertoire to a single variety of code. (1968:72).

Code mixing refers to the linguistic behavior of a bilingual speaker who shifts back and forth between two languages or varieties. Despite the common definition that code-switching and code-mixing share, they are different, however, it is hard to distinguish between them. Some scholars use either term to denote the same practice, while others apply code-mixing to denote the formal linguistic properties of said language-contact phenomena, and code-switching to denote the actual, spoken usages by multilingual persons.

**Types of code-switching.**As mentioned code-switching refers to switching between language units and the modification in this process may occur between or within sentences including words, phrases, and even parts of words therefore, there are types of code-switching and many discussions take place about these types by scholars like Hoffman (1991) and Poplack (1995) who introduce different types which have been observed in different cases. It could be said that there are four types of code-switching tag, inter-sentential, intra-sentential, and intra- word switching.

First, intersentential switching, in this type, language switches at the boundaries of the sentence and should master the two codes fluently, especially grammar.

Second, intra-sentential switching, the language shift within the sentence, should be well performed without interruption with respecting the rules of the language.

Third, tag-switching is the change in tag phrase, word, or both.

Fourth, intra-word switching, the switch occurs within a word itself, in other words, the mixing of two languages within a single word.

**Table.1.2**

*Examples of Code-Switching*

TYPES OF CODE SWITCHING	EXAMPLES
Intersententialswitching	<b>Ntakhouya</b> m'aider au travail. Brother, help me at work.
Intra-sententialswitching	Voulez-vous traduire <b>hedklema</b> s'il vous plaît ? Can you translate this word please ?
Tag-switching	Rahet l wahran, <b>tu sais</b> ! She went to Oran, you know !
Intra-wordsitching	Ma <b>déranginich</b> rani nekhdem. Do not bother me, I am working. In this case the French verb "déranger" is used, but is conjugated according to the Algerian Arabic (AA)

Note: The table about Code switching in Algeria, switching between French and AA

### **1.5.2. Algerians' Attitude towards These Different Languages That Exist**

The competition between French and Arabic was one of the fundamental issues since independent, Algerian authorities have used a number of ideological processes to delete French however the need to this language remained it, even though the Algerian community manifests differently but most of them see that French is still associated with colonial implications and the continued use means a threat to the linguistic and cultural identity of the country.

This is from one side because the individual's verbal repertoire is the other side, to illustrate the attitude depends on the verbal repertoire, a person fluent in French and Arabic is not the same like someone has only Arabic in his repertoire, he prefers a simple language, a language that could be understood by everybody, for that reason his attitude would be negative to other languages.

Another factor that could have an impact is gender, Some sources (Dendane 2007) view that female speakers in Algeria, especially in big cities, are more performant in French as this language appears to give them more social prestige and advancement. Mentioning big cities refers to the environment, which also affects the attitude for instance urban and rural people are never the same, rural's attitude towards French is negative since they have no linguistic background in foreign languages.

Tamazight language represents for some Algerians, useful language but not Essential and for others, useless and should be removed, and for part of society is no more than a symbol of Amazigh identity even though it is considered as an official language.

In addition, the age factor would be added seeing that the Algerian youth have also their own usage of language manifestation in the society, they are more familiar with other languages like English, this last generation starts to be aware of the importance of English in

education and all domains since English is believed to be the language of science and technology. Even the interest was to entertain at first however, it started to develop, most of them are weak in the French language therefore they prefer English over it.

### **1.6. Conclusion**

This chapter attempted to explore the linguistic richness of Algeria through providing an overall idea about the history that characterizes Algeria along with its impact on the present linguistic situation furthermore, appearing the socio-cultural position of each language that has including Berber, Arabic, French, English, which lead to a competition between the languages. The last part is about the existence of many varieties that will lead to mixing them, as outcomes behind the contact of these languages code-switching, mixing, bilingualism, borrowing has become very natural practices in the Algerian society.

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## **2.1. Introduction**

This chapter attempts to come up with some aspects of English characteristics as a worldwide language besides its status in Algeria and how English and development are interconnected. The chapter also sheds light on Algerian higher education in general, in addition to the foreign languages (French/ English) status and the rivalry between them within the educational system and among university students. Concepts of language policy and planning are also discussed along with their types. Finally, the chapter talks about the history of Algerian universities after the Arabization policy.

## **2.2. The Status of English**

There is a "status" to languages. Some languages have a high status, while others have a low status. It is not a fixed score; it changes depending on where you are and what additional languages are involved. Language status is a complex phenomenon involving people's views toward the language's native country, people's attitudes toward its speakers, and institutional attitudes toward the language. English as the most crucial popular language, its status would be discussed worldily and in Algeria.

### **2.2.1. English as a World Language**

The history of English and its powerful status is interrelated to the economic and the political dominance of the United States of America and Great Britain in the first place, in addition to other factors for instance, it is flexible also easy to learn and that is based on what was referred to in Crystal's work (2003). This Indo-European language from a vernacular to national language to an international code, As of 2020 there are 1.27 billion English speakers around the world with more than 50 countries officially listing English as an official language this makes it the most spoken understandable language as Barbara Seidlhofer puts it "Only one-fourth of all English users worldwide are native speakers, and most non-native speakers

using English do so in the absence of native speakers” (2013). Therefore, most people consider English to be a global language and beyond any doubt, it is the global language of the twenty-first century, as stated by Fishman (1977) (as cited in Spolsky, 2004) about the global position that English has achieved at the world level,

The traveler returning to the United States from a vacation trip in Africa, Europe, or Asia is often heard to comment that nearly everyone he met seemed to be able to speak some English. To such impressionist accounts of the ubiquity of English as the world language, one might also add the clearly partisan evaluations of its importance as a lingua franca offered by the promoters of English (p. 77).

He said that English is the language spoken by the majority of the population in almost every region of the world. According to Crystal (2000), one major consequence of globalization is the increased spread and interconnectedness of languages, in particular the English language, it becomes the international language of business, it is increasingly true as international trade expands every year, and bringing new countries into contact also Journalists and writers around the world are finding a good command of English to be an increasingly useful skill. Additionally, English and globalization are linked together, it means the existence of one relies on the other and this is one of the generalizations in respect to linguistic globalization set by Sonntag (2003:113). A similar view by Graddol (2006:13) who believes that "the current enthusiasm for English is closely tied to the complex processes of globalization". This means English and globalization encourage each other.

Modern English is widely considered to be the lingua franca or ELF for short, it is the standard language in a wide variety of fields, including computer coding, international business, and higher education. The term lingua franca describes a language that promotes adopting a non-indigenous in order to communicate easily with people whose first language

is different from the other because they descend from different backgrounds, Firth (1996, p. 201) defined ELF as a "contact language between persons who share neither a common native tongue nor a common(national) culture, and for whom English is the chosen foreign language of communication". Another definition by UNESCO in 1953 is "a language which is used habitually by people whose mother tongues are different in order to facilitate communication between them" (Barotchi, 1994 in Fiedler, 2011). Speakers adopt English in communication once they have contact with foreigners in order to negotiate the meaning, this conversational work carried out by participants for making meaning and achieving understanding, not only communication is addressed by ELF, attitudes, ideologies in transnational contexts are also, and according to Spolsky (2004), English is also used as a lingua franca in debates, meetings, and important conferences that take place in official organizations and international bodies such as, The United Nations, UNESCO, and The World Bank. Thus,

The use of English will of course depend on the linguistic profile of the participants in these contexts, and they may have another common language at their disposal (other than English), but today ELF is the most common medium of intercultural communication (Crystal 2003; Graddol 2006),

To sum up everything that has been stated so far, due to globalization and other factors, English has become the main language of most international institutions, bodies, and it plays a critical role in economics, science, education, law, tourism, and communication, the quote below discerns more,

Indeed, English is currently the main language in which books, newspapers, movies, and music are produced; the dominant language used for international business, academic conferences, science, technology, medicine, and diplomacy; and accorded

official or special status in over 70 countries (Crystal 1997; McKay and Bokhorst-Heng 2008).

Signifying that it is now the most widely used language for publishing and becoming widespread in all aspects, English has a snowball effect for that reason; it is hard to escape and becomes a requirement more often than not..

### **2.2.2. English in Algeria**

According to Benrabah (2013), English is a language that was introduced in Algeria without any historical connections between the Algerians and the Anglo-Saxon world. However the history of English in Algeria and its spread is increasing from the post-independent period up to the present time passing with stages, the first one was between the 1950s-70s, where Algeria used textbooks produced by France to teach English until 1975 when the first Algerian textbook appeared and this according to Belmihoub (2017), the Algerian ministry of education introduced English for the first time as a second foreign language in 1972.

According to Bellalem (2012) "the English language flourished in Algeria before 1980, when this country was heading toward socio-economic prosperity due to its massive oil and gas revenues" (p. 6). Then, in the early 1980s, the spread was more between Algerians to make themselves effortlessly communicate with foreigners, "Besides formal education, many organizations taught English to their employees to facilitate communication with colleagues overseas such as Radio Television Algérienne, Ministry of Defence, and Institute of Petroleum Studies." (Belmihoub, 2017).

The third period was in the late 1980s to 1990s, it is known with the oil slump and the Algerian civil war, this Black Decade period had a negative impact on English where its use was limited to public schools teaching with no extra activities or support, plus the experience

of 1993 where English introduced as the first foreign language alongside with the French language in primary schools and fortunately this experience ended up failing because the majority of parents preferred French to English however the real reason could be, Algeria is politically and economically dependent on France.

From the 2000s, the spread of English was dramatically increased through developing connections with Britain and the United States of America as manifestations, the British scholarships that offered plus programs like World Learning in 2005, and the cooperative relationship between the USA and Algeria. “From my personal experience, I have observed a friendly competition to recruit Algerian students to European and American universities, aiming at improving ties between various countries, promoting education, socio-economic well-being, and mutual understanding, and reducing conflict.” (Belmihoub, 2017). Also, the government introduced the educational reform that was most supported by the United States.

This is a brief historical background about the English language in Algeria as for the current time, it is known that Arabic and French are the languages of instruction in Algeria this is the reason behind the absence of English at the administrations level however, socially, citizens and from different ages start being fully aware of the importance of English as a foreign language, both at the national as well as the international level, the use of it is increasing by Algerians especially on the social network through communication with different people around the world.

English in Algeria plays a vital role in the process of acquiring knowledge that is not accessible in other languages, it fosters linguistic peace and contributes to social and political stability, and it has a role in increasing access to economic opportunities in order to improve the socio-economic condition of Algerians, In light of the fact that oil and gas industry are the main richness of Algeria, the country has to develop its economy and work on all domains

that rely on English, that means that English language is the way to reach the modernity and the development, so Algeria needs to know how to improve its economy in order to access the modern world and give access to a huge chunk of the world (Carl,2014).

At the educational level, the Algerian government and decision-makers try to implement the use of English at all levels of education due to its vital role played and held in almost all the fields.

**Table 2.1**

*Current Structure for English Language Teaching in Algeria*

	Primary	Middle	Secondary
Age	6 – 10	11 – 14	15 – 18
English	No teaching	Year 1- Year 4	Year 1- Year 3

Note: The Ministry of Education proclaimed educational reform in 2001, and since then, many changes have occurred in the teaching of English. It is taught in the first year of middle school (when students are 11 years old). It lasts seven years, with four years in middle school and three in high school.

The table 2.1 conveys that the English language does not exist in primary schools to that, this structure is poor since learning a variety at an early age has an enormous positive impact yet, it is an ignored point then English is taught starting from the first year of middle school to the last year in secondary school.

### 2.2.3. The Impact of English in Developing

As Murata and Jenkins (2009: 1) said, "the spread of English and its influence are unprecedented compared with other languages in that the diffusion is far-reaching globally". With the acceleration of globalization, English is increasingly viewed as a means of achieving development. Thus, being aware of the spread furthermore the benefit and what English can bring is considered as the base to reach the top over and above that, why English is viewed as essential for achieving modernization and development?

In 2011, a study into the economic impact of learning English in developing countries concluded that the language can increase the earning power of individuals by around 25% and that developing economies need access to English if they are to grow and position themselves in the global economy, the study was done by The British Council, the UK's education and cultural relations organization, it gathered the data from five countries: Nigeria, Bangladesh, Pakistan, Cameroon and Rwanda, Professor Chris Kennedy, director of the Centre for English Language Studies at the UK's Birmingham University commented on this report's results, "The report highlights the benefits, advantages, and necessity of English in the modern world, but you also need to look at the complexities of the situation when you try to take the results of the report and implement them in the policy".

Another reason could have referred to, what is Language of Science,

If you look around the world in 1900, and someone told you, 'Guess what the universal language of science will be in the year 2000?' You would first of all laugh at them because it was obvious that no language would be the language of science, but a mixture of French, German, and English would be the right answer said Michael Gordin (as cited in Porzucki, 2014, the timing on the podcast 1:23).

Now English is called the language of science, so it is used to access valuable scientific knowledge and learn about recent technological developments, as stated by Altbach and de Wit (2018) to publish in international journals like the ISI Web of Knowledge, English is the first required language. In general, over two million articles are published each year in English and this amount of published information needs English proficiency to exploit, Tsui and Tollefson claim that the ones who do not use technology and do not speak English are classified as illiterate.

Burchfield (1985) as well stated in this regard that "English has become a lingua franca to the point that any literate educated person is in a very sense deprived if he does not know English" (as cited in Phillipson, 1992). As mentioned before, English became crucial for such interactional exchange and cross-cultural communication.

Thus, speaking English well can put you in a position to walk on a development path, in addition, clarifying the relationship between English language skills and economic, social, cultural, and political growth and how English impact them, help in leading Policymakers to inform and support decisions about why and how to implement educational reforms for English language learning, teaching and assessment," the position of English has consequently impacted on education systems, language policies and language use to various extents worldwide" (McKay and Bokhorst-Heng 2008; Schneider 2011).

This is the main reason for English being the most taught foreign Language since most countries around the world are obliged to teach it as a second or as a foreign language under The emergence of English as a global and a dominant language, Pennycook (1994) declared "English language teaching not only good for business but also good business itself" (as cited in Spolsky, 2004). In view of the fact that it is a language which gives numerous advantages at the individual level and for a whole country.



### **2.3.TheAlgerian Higher Education**

Higher education is any of numerous types of education provided in postsecondary institutions of learning and usually leads to the awarding of a named degree, diploma, or certificate of higher studies at the conclusion of a term of study. Higher-educational institutions include not only universities and colleges, but also professional schools that prepare students for careers in law, theology, medicine, business, music, and the arts.

Teacher-training schools, junior colleges, and technological institutes are all part of higher education. The completion of secondary education is the most common entry criterion for most higher-educational institutions, and the average entrance age is around 18 years. The first universities were founded in Europe during the Middle Ages, and the system of higher education was born. The nature of higher education in modern times has been substantially shaped by models developed in major countries such as France, Germany, the United Kingdom, and the United States.

#### **2.3.1. Higher Education in Algeria compared to the World**

The Algerian educational system was dissimilar in the 1960s from the present day, Algeria had only three higher education establishments (Algiers, Oran, and Constantine) then the students were not more than 2,000 and most of them male with 1% female only, by a total of 250 teaching staff.

In this respect, the educational system knew a reconstruct in the 1970s with the creation of the Ministry of Higher Education and Scientific Research, this is considered as the first change in the reform of the sector because the second was in 2004 and lasted for six years until 2010 was finalized, from a former system of 4-year Licence, 2-year Magister, 3-4-year Doctorat to BMD system under the Bologna Process where the Licence reduced to 3 years Bachelor (2004), the master degree replaced the Magister degree (2007), and three

years Doctorate (2009), the courses are organized in 3 training cycles except for studies in medical sciences (medicine, pharmacy, and dentistry), one of the reasons behind this LMD reform is to help universities face globalization and the internationalization of higher education.

In 2015 the sector grew up to represent 107 universities with more than one and a half million students in which more than half of the students were women, with a total of 54,000 teaching staff. Since education represents the main priorities of the Algerian government then all education, from primary to doctoral level, is free. Algerian universities are public institutions and scientific, cultural, and professional bodies, endowed with corporate status and financial autonomy, the tertiary system is free in addition to tuition fees, the government meets the costs of accommodation, food, and transport for students in the country's 101 public universities and access to the university needs only holding a "Baccalauréat" or recognized foreign equivalent qualification.

The implementation of any policies in higher education and scientific research is under the authority of its minister and the current system is known for its failure to produce graduates with skills appropriate to the Algerian job market, graduate unemployment at 20.3% is double the national average and significantly higher than the rate of unemployment for the holders of any lesser level of educational qualification.

If the system of higher education is described at the linguistic level, Algeria is far removed from the current globalization, according to Benrabah (2005) "Due to many elements as globalization, economic reforms and other rebellious events in 2001, the country opens up to plurilingualism". However, the changes are taking time and are still in progress and maybe many reasons are behind it like stated by Baker "educational reforms that aim at

bilingual/multilingual education are not simply an educational issue: these are expressions of political ideology, tides of political change and political initiatives" (2003: 101).

First of all the mother tongue, as explained in Saadane and Habash (2015), considers Al Darija as an under-resourced language due to its lack of writing resources. Instead, MSA is taught as the first language throughout the educational system, it is considered as the main language of teaching in fundamental education primary school, middle school, and secondary school, however, At a higher education level, the use of MSA as an instruction language is limited to the humanities, social sciences, and Arabic studies (Benrabah, 2005).

Second, the French language represents the medium of instruction in the scientific disciplines, it is the key language for studying technical subjects and hard sciences such as engineering, medicine, and others, in this regard, students seek to have a bachelor's in French language to master the language (IbtissamChachou, 2013). To sum up the three BMD cycles (Bachelor, Master, and Doctorate) are dominated by the French language.

Third, foreign languages ( Spanish, German, Turkish) are taught in the target languages concerned. English as the second foreign language in Algeria, at the university level, is introduced in the different curriculum at different departments, either as a main subject the English department and by which students are required to attend the following modules: Literature, Civilization, Linguistics, phonetics, Oral Expression, Written Expression, ESP, or simply as an additional but 'compulsory' module at all other departments and their students are required to follow ESP courses depending on their area of research and their needs. It represents a simple tool for communication and documentation.

After recognizing the status of each language in Algerian higher education, it could be confirmed that it is far from other countries all over the world where the education is based on the international language English, it is true that the system of higher education varies

from one country to another however English is the common point and this is could be the main reason of the Algerian system failure besides other reasons, the Franco-Arabic language split impacts both vocational and collegiate education. The language skill levels of students and instructors are factors also.

### **2.3.2. Foreign Languages Rivalry in the Algerian Higher Education**

The colonized countries are the most exposed for the phenomenon of language rivalry where the competition would be between the mother tongue of the country and another foreign language, India as an example faced difficulties after its independence in the implementation of English in order to the negative attitude towards it, and this creates rivalry, as stated: “The English language has therefore been seen as an imposed language usurping the roles of its rivals and hence as the main source of linguistic antagonism” (Lohia 1965 quoted in Kachru, 2018). English Versus French, language rivalry in Tunisia and Lebanon as other examples, it is noticed that English presents in numerous competitions in many countries.

Algeria is in the same situation, it is not new about the English-French language conflict because its presence is deep-rooted socially and educationally. Moreover, as internationalization has become part of the *raison d'être* of universities worldwide, English-medium instruction (EMI) has emerged as an irresistible force in the higher education systems of many non-English speaking countries. In a manifestation of its commitment to internationalization, Algeria has seen a dramatic increase in the number of EMI proposals now in place at universities throughout the country, there are many attempts to replace French with English in the educational system of higher education so the idea of switching it is not something new.

Since 2010, this idea has been already emerged by the former ministry of higher education Rachid Harraoubia who revealed that "his department was working seriously on the possibility of introducing English instead of French in universities, especially in scientific and technological branches", as another manifestations about encouraging English, Algerian Ministry of Defense was the first Algerian official body to announce a break with the French language.

In 2015, after an unexpected decision to change the banner of ministry's headquarters in the capital and replace it with one that reads "Ministry of National Defense" in Arabic and English instead of French, furthermore for the first time since independence the Algerian Ministry of Education announced "the cancellation of the French language exam" from the professional promotion exams in the sector, also Boualem Saidani, director general of training at the ministry, said the switch in languages was recommended by academics and scholars inside and outside the country. They saw "a need to adopt English as an instruction language, especially at the level of scientific and technological institutes and colleges," Saidani told Al-Fanar Media.

As another support dropping French in Higher Education, the ex-minister Tayeb Bouzid took an official step by publishing his proposal on his Facebook page on August 20, 2019 " In application of the results of the national symposium for universities held on August 01, 2019: the installation of a sectoral thinking group on the implementation of the endeavor to enhance the use of the English language in higher education and scientific research" ( see appendix A), he stated the importance of English language in universities, also in scientific researches.

In October 18, 2019 there was a survey about enhancing English in Algerian universities promising that the results reflect on the issue and make proposals on the

strengthening of the English language in universities as well as improving educational activities and opening up higher education to the international community, then the survey insights were 94.4% votes in favour of English and only 5.6% were against with 90.418 students participated (see appendix B). On December 17, 2019, TayebBouزيد and through his Facebook page again published a final report (see Appendix C).

All these decisions that represent a part of the policy of encouraging the use of the English language instead of the French language which the majority of Algerians want to get rid of it, will open doors to reach the replacement and it is such a great decision for universities and students if it is applied, however, it is extremely hard to implement in view of the fact that, this operation should require profound framework and reforms over several years with strategies developed by academics and specialists who would take into account several aspects, there is also a study by the Higher Council of Arabic language in Algeria showed that the French language is coming to an end by 2050 in Algeria, this study assumed that English would become the first foreign language followed by Spanish and Russian with the return of the Arabic language to the fore in the country.

### **2.3.3. English Among Algerian University Students**

As aforesaid, the Algerian students' reaction to the minister's proposal was unexpected after the creation of the platform to interact and exchange views with them, they well received the adoption of the English language at the Algerian university level (see appendix D). Based on what is mentioned in Asma Rahmani's article (2021),

On the other hand, using English at the university level for instance may prove that such sudden adoption could create a platform that may fuel certain problems of gap information and lack of maintaining the effective functioning at different levels in the real context. (p.1200).

She cleared up exactly what students need in their study path and their research which means, she defined the benefits of English learning in solving some obstacles, and Algerian students like many students the world over are needed to use English accurately, and they have target needs depending on each one's motives.

Like it was mentioned, English is present in the curricula at university so there is language use inside plus outside use like social media where most students express themselves more because they have more chances. A study conducted by Borni (2017) according to Belmihoub (2017), collected data from a sample of 30 English master students under an investigation about Algerian students' use of the language outside of the classroom, the results were summarized in Table 2.2, A: Agree. SA: Strongly Agree

**Table 2.2**

*Survey Insights about the Use of English by Students*

%	/
89%	important for Algerians to learn English (A_SA)
70%	Use English at home
30%	Do not use English at home for reasons like using AA and no one use English to talk with
53%	Do not use English with 'native speakers',
46%	Do use English with natives but just sometimes
76%	Able to communicate about their daily life and activities

---

%	/
86%	If English gains the first foreign status, Algerian will use it more than French (A_SA)

---

The results show the powerful interest that the students have in this international language, their attentiveness starts more increasing because they are fully aware that learning a lingua franca will lead to the top and the best in all domains like promising prospects or Job opportunities for that reason there is an increasing demand for learning English by them.

Improving their English is done in two ways, either via online education and self-effort with less expenses or through private language schools, centers for language learning. Programming, congresses all over the world, complete studies abroad, published research, take a linguistic test in English for any job applicants, all of them need English proficiency. Consequently, Algerian students try to have this advantage to be more open up to world development.

#### **2.4. Language Planning and Language Policy**

According to ChetouaneSlimane (2018), Many scholars and linguists studied this process which was not at first recognized as a “real thing”, and like cited in Spolsky (1998) that, this phenomenon first emerged and was introduced during the 1950s and 1960s, for language planning, and language policy in the late of the 1980s , he also added that, are terms refer to any effort to modify language form and use. In the same regard, Werner Kummer with Stephan Gramley ( 2008) stated, "Every planned intervention by a subnational, national, or supranational political organization which is directed toward the otherwise unregulated development of a language or any of its varieties can be regarded as an act of language



planning and language policy". Both of them show that the two concepts are related in some common points such as, the two of the concepts are top-down involving deliberate and organized efforts to solve language problems, which very often have a social, political, and/or economic orientation. Even if these similarities are mentioned by Poon (2004), she also claimed that language planning and policy are different,

The major difference between these two constructs is that language planning is "a macro-sociological activity at a governmental and national level" only, whereas language policy can be "either a macro- or micro-sociological activity at a governmental and national level or at an institutional level (p. 324).

Bugarski defines them differently as well,

The term language policy here refers, briefly, to the Policy of a society in the area of linguistic communication—that is, the set positions, principles and decisions reflecting that community's relationships to its verbal repertoire and communicative potential. Language planning is understood as a set of concrete measures taken within language policy to act on linguistic communication, typically by directing the development of its languages (Bugarski quoted in Schiffman 1996).

Therefore, it would clear up other differences by providing definitions for each term.

#### **2.4.1. Key Definitions**

First, language policy for Kaplan and Baldauf (1997) " is a body of ideas, laws, regulations, rules, and practices intended to achieve the planned language change in the societies, group or system" which means, it is a systematic process undertaken by enforced law to define and control the position, use, and the sociolinguistic behavior of a certain language in a given community.

These imposed policies, are generally conducted by governments, ministries of education, politicians or those in power, and official institutions around the world with specific aims to accomplish like to protect, promoting, encouraging, or discouraging the use of a certain language, as stated by Markee (1986: 81) "A process of decision-making concerning the teaching and use of language, and their careful formulation by those empowered to do so, for the guidance of others".

In a society with a complex sociolinguistic situation, language policy plays a vital role in determining the status of each language, official, national, even in teaching like how, and at which level. However, the success of these policies is not guaranteed, as claimed by Ager (2001: 56) "like any other policy, it may be successful or not in achievement its aims".

Spolsky (2009) pointed out the four main factors that determine the language policy of a nation. First, is the sociolinguistic ecology or language practices in that nation. The second is a set of beliefs (Language ideology) which is the relation between language and identity. Third, globalization and its role in shaping the language policy (the pull towards international languages, and forth, pressure for attention to the rights of indigenous or language of minorities.

Language policy is governed by three main philosophies; in other words, it is not haphazard but based on the extent to which the country is monolingual, multilingual, or pluricultural. One is known as assimilation which is something mandatory to master the dominant language of a community, and proficiency is required for example, English in the USA, was seen it as respecting the country.

Two, pluralism is the ability to use many languages within common territories of the state, Singapore believes in diversity and adopts English, Malay, Tamil, and Chinese as official languages. Three, the confederation concept is founded on the idea that a dominant

language can only exist if its people have their area." The best example of this policy is Switzerland where there are rather clear geographic regions. Lugano is Italian, Lausanne and Geneva are French, and Zurich is German "(Swell, E et al 2008).

Second, the term language planning was first introduced and popularized in the linguistics literature by Einar Haugen in the 1950s, Haugen defines it as

[By language planning I understand] the activity of preparing a normative orthography, grammar, and dictionary for the guidance of writers and speakers in a non-homogeneous speech community. In this practical application of linguistic knowledge, we are proceeding beyond descriptive linguistics into an area where judgment must be exercised in the form of choices among available linguistic forms. (1959: 8).

As an illustration, a deliberate effort to influence the function, structure, or acquisition of languages or language variety within a speech community.

Language planning is the implementation of language policy which means if language policy is always used to influence language use, form, structure, and status which consequently promotes systematic linguistic change within a speech community so language planning is the realization of this policy.

To conclude, language policy and planning (LPP) is associated with implicit and explicit policies that affect language use and their status in a specific country, and the two of them are closely related.

### 2.4.2. Language Planning Types

Language planning is often discussed in four different terms however they are interrelated namely, status planning, corpus planning, acquisition planning, and prestige planning.

- Status planning (about society): SP addresses the function of language in society and typically involves the allocation of languages to official roles in different domains (Ferguson: 2006). And for Haugen (1972), Fishman (1974), and Eastman (1983), status planning deals with the selection and use of language in relation to education, administrations, mass media, judiciary, trade, and international relations. It is to say it demonstrated through a political decision (purely governmental) to make a language the official language in such various domains, it is more concerned with the environment in which language is used (selection and implementation, what to select, and where to implement).

According to Kloss and Stewart (1968), there are four common attributes in status planning:

A. Language origin refers to the status of language, whether it is a given language (indigenous) or imported to the speech community.

B. Degree of standardization refers to extent of the development of a formal set of norms that define correct usage of the language (the developmental stage of a language).

C. Juridical status, refers to the status of the language, whether it serves as an official language, national language, lingua franca, or vernacular.

D. Vitality refers to the ratio or percent of users of a language to another variable, like total population ( the numerical strength).

The real example of status planning is the choice of Malay language as Bahasa Indonesia. Malay was influenced by Arabic and Indian. At first, Malay was used as a lingua franca among the traders in the coastal area of Indonesia.

- Corpus planning (about language structure) is more concerned with the modification of particular orthography syntax or spelling Cooper (1989) elaborated that “C.P refers to activities such as coining new terms, reforming spelling, and adopting a new script, in addition to the creation of new forms, the modification of old ones, or the selection from alternative forms in a spoken or written code” (p. 31).

Then it involves any process that tries to fix or modify the structure of language, and if SP is concerned about language use then CP is about language form and generally involves planners with greater linguistic expertise unlike SP which is carried out by government authorities, linguists such as grammarians, lexicographers, etc who intend according to Clyne (1992): "to give the language a terminology for scientific and technical purposes; to resolve normative/structural questions of correctness, efficiency, and stylistic levels; and/or to support an ideological cause by eliminating sexist, racist, or militaristic elements in the language".

There are three traditionally recognized types of corpus planning: Graphisation, standardization, and modernization based on Ferguson (1964) (as cited in Benyelles, 2011, p. 27),

1. Graphisation: refers to the development of a writing system.
2. Standardization: prescription of norms of usage.
3. Modernization: expansion of the vocabulary through the elimination of outdated terms and the introduction of new technical terms.

It is noticeable that both SP and CP involve different activities during the process of each one with different agencies conducted by. In this regard, Haugen suggests the steps followed by language planners, as illustrated in the Table 2.3,

**Table 2.3**

*Haugen's (1983: 275) Revised model of language planning*

	Form (policy planning)	Function (language cultivation)
Status Planning (Society)	1. Selection (decision procedures) a. problem identification b. allocation of norms	3. Implementation (educational spread) a. correction procedures b. evaluation
Corpus Planning (Language)	2. Codification (standardization procedures) a. graphisation b. grammatication c. lexication	4. Elaboration (functional development) a. terminological modernisation b. stylistic development c. internationalisation

Note: Status planning includes selection and implementation, while corpus planning includes codification and elaboration.

The function and the form of a selected language are not enough, but need to be implemented in correspondence with the social and cultural needs of a given society; that is why in each lesson or course, a group of objectives and aims are highlighted respectively.

- Acquisition planning (about learning): ‘status planning’ and ‘corpus planning’ were initiated first by Kloss (1969), Cooper (1989) was the first to propose the addition of

"acquisition planning" as a separate category of LP, this type reflects those "efforts to influence the allocation of users or the distribution of languages, by means of creating or improving opportunity or incentive to learn them, or both" (Hornberger, 1994:78).

AP, in its broadest sense, refers to both natural language acquisition and conscious and planned teaching/learning of language(s), whether national or foreign languages, in the home, community or educational sector with the aim to spread and increase the use and users of a certain language. However, the following requirements must be met "the language must have an accepted writing system, basic teaching, and reading material must be available in the language; there must be teachers who can speak, read and write it" (Bowers, 1998) (as cited in Benyelles, 2011, p. 28).

- Prestige planning (about the image): this fourth type added by Haarmann (1986; 1990), A purposeful measurement to modify, or more precisely to enhance, the posture of a language in a speech community is referred to as prestige planning, it aims to promote a specific language and derived from people; this means they decide the success or the failure of a given language where the code will upgrade or downgrade depending on the speakers' attitude and social needs.

In a conclusion, Language planning is an attempt to interfere deliberately with the natural evolution of a language or one of its varieties, it has four dimensions, and each one is concerned with a specific area and often involves various planning organizations; however, they are inextricably linked, The status of a language (variety) is assessed and its social image is enhanced; the corpus is then developed, adjusted, and these modifications are finally injected in society via schools to ensure acquisition.

### 2.5. Language Policy Progress at University Post-independence

As pointed out in chapter one, Algeria, after independence, took Arabization as the first step in language policy to substitute French with Arabic socially, educationally, and administratively; however, this implementation has been plagued by obstacles and difficulties, owing mostly to a lack of a real language policy, as a result of these issues, a complex institutional framework for language use has emerged. At that time and at the educational level, the Algerian leaders aimed at providing universal schooling and increased the use of Arabic and the teaching of Arabo-Islamic culture on top of that, it would be focused on higher education changes.

The Algerian university witnessed many changes during that century. While there were just 589 university students in 1955, by 1985-86, the number had risen to almost 122,000, evenly distributed among the seven major universities and thirteen university centers, with over 70% receiving full government scholarships, like shown in Table.2.4,

**Table.2.4**

*The progression of schooling at Algerian University*

Year	University
1954-55	589
1962-63	3,000
1977-78	53,614
1979-80	60,000
1981-82	80,000



1984-85	130,000
1985-86	122,000

Note: Adapted from Bouamrane, A. 1986. Aspects of Sociolinguistic Situation [Unpublished Dissertation]. p. 52.

Scientific, technical, biological, and medical studies are the most encouraged at the university level, and while interest in the humanities, social sciences, and legal studies remained high, authorities were putting a greater emphasis on "scientific" studies aimed at creating the technical cadres needed to staff, manage, and run the state's administrative machinery.

Minister of Education (cf Taleb Ibrahim, 1981: 94ff) gave details on the state of Arabisation, the Institutes of Arabic Language and Literature at the Faculties of Arts at the Universities of Algiers and Oran established in 1964. These institutes prepared students for the "Licence" in Arabic Language and Literature. Horizontal, vertical, punctual, and geographical progression are four methods adopted by 1967 under the creation of the "Arabisation Commission" at the Ministry of National Education.

Since 1967, there had been four significant changes concerning Arabisation depending on each minister who had presided.

1. From 1967 to 1970, this period was conspicuous by the establishment of Arabised sections in law faculties and an Arabised History section in arts faculties.
2. From 1970 to 1977, the ministry of higher education was created as a new part after the split of the Ministry of National Education, this period was known for the increase in teaching and using Arabic as a medium of instruction then in February 1974, a special issue

of the Arabic revue "El Açala" (cited in Grandguillaume, 1983: 100) released a report on the state of Arabisation in the educational system for the year 1973-74 which was as follow :

\_ At the University of Algiers, Arabized scientific sections (mathematics, physics, and chemistry) were constructed.

\_ At the University of Oran Arabised Law section.

\_ The teaching of Arabic as a subject was being expanded to include all other disciplines at all institutions under the Ministry of Higher Education's tutelage.

3. From 1977 to 1978, Abdellatif Rahal was appointed as the head of higher education however, the minister of education (formerly Ministry of Primary and Secondary Education) during this brief period took serious decisions, all Arabisation projects were put on hold.

Lacheraf declared in a series of articles published in the Algerian press (cf. "El Moudjahid: 7,8,11 August 1977") that the Arabic language is insufficient for the teaching of sciences and that a radical revolution is required. A significant condition for accelerated development was an opening to foreign influence and a certain "bilingualism of necessity" until this was accomplished. He took a number of steps to remedy "an improvised and sentimental Arabisation," as he put it.

4. From 1979, Mohamed Kharroubi, an ardent supporter of Arabisation, was given the Ministry of Education (now termed "Ministere de l'Enseignement Fondamental") in the new cabinet formed in 1979. His actions were retaliation for those taken by Lacheraf, and they were intended to further Arabization. Since 1979, little had changed in higher education. The French sections of social, political, economic, and law sciences, which had two sections, one in Arabic and one in French, were abolished at the start of the 1980-81 academic year.

In general, university Arabisation varied from one university to the next, depending on the availability of trained Arabic teachers who were required for the establishment of

Arabised sections in fields other than those which had been Arabised in all universities since 1980, like Oran University, Medicine, Chemistry, Physics, Mathematics, Physical Education, Computing Sciences, and Geology taught in French. Economics, Sociology, Psychology, Philosophy, Law, History in Classical Arabic, as for Geography taught in CA and F (one section in CA, one in F). Thus, to sum up, at the university level, the education system was characterized by CA/F inter-lingual diglossia because some disciplines were taught in Arabic and others in French, as well as CA/F bilingualism because some disciplines were taught in both languages, with the purpose of suppressing the French sections in the long run. In preparation for the eventual Arabisation of disciplines still taught in French, all students study Arabic. Despite the reforms designed to modernize the university system in 1971, and major reforms in 1988. Nevertheless, the universities still loosely resemble the French model, and French remains widely used for instructional purposes.

Students studying disciplines in Arabic, as well as all other students, study English for documentation purposes, so for English at that time :

\_ In Social Sciences, it was taught in the following subject areas: Sociology, Economics, Psychology, Political Sciences, Law, Arabic Literature, History.

\_ In Electronic Engineering was introduced as a compulsory course from the second year and is taught for two hours a week.

\_ In Geology, it was taught as a compulsory course in the fourth year 2 hours a week.

\_ In Computing, it was introduced in the 2nd year and is taught two hours a week in the second and third years.

\_ It was the main language of study for those students who enroll at the Department of English, here the department had two key responsibilities: a) teaching English to students

who had chosen English as their major choice, and b) training and teaching English as a foreign language to students from other departments.

\_ Another University institution, C.E.I.L.(Centre d'enseignement intensif des langues), was dedicated to the teaching of English.

## **2.6. English and the Educational Planning**

“Education” as a concept is derived from three Latin words namely *Educatum*, *Educare*, *Educere*, which refers to the process of instructing or teaching someone to learn and gain desirable skills, attitudes, information, beliefs, and understanding in order for them to think critically about many topics in life, another definition

Basic education varies across countries and cultures and changes over time according to the needs of a society. However, basic education in all cultures leads to “knowledge, values and abilities that are needed for personal development” and participation in the society, the “acquisition of key skills...for lifelong learning,” and “initial vocational guidance” (UNESCO 2000 , Definition of Basic Education, para. 2).

Its significance lies in the development that it provides to the human existence in the first place then to the country for reaching the top in all domains since it is considered as an instrument that facilitates all aspects politically, economically, socially, and technologically hence, education is the key that unlocks the door for the development of any nation for more explanation, education contributes to the development of global citizens who work for the common good. As a result, the development of all elements is dependent on the development of personnel through education. It is on this foundation that educational planning becomes necessary.

For Akpan (2011) planning can be defined as the activity of looking into the future and drawing up or mapping out a strategy for instance, what is to be done when to do it, where to do it, how to do it, and who is to do it for achieving specific goals and objectives. In the same regard, educational planning also entails a systematic set of decisions for future action with the purpose of achieving set educational goals.

The importance of educational planning could highlight the aiding of decision making in education, it reduces exigencies in the educational sector, problems are anticipated in time and dealt with appropriately, and it provides the tool for coordinating and controlling the direction and guidelines for a country's educational system. And educational reforms are the influential turning point, as a consequence of considering education as the key role in the transformation of a nation, and for that reason, it needs to be adequately and effectively planned because faulty educational planning can jeopardize a country's development for decades, therefore, in order to be good and effective for example, it should be comprehensive and dynamic to follow all the social changes also concentrate on enhancing future educational progress which means it should be future-oriented.

Much has changed in education at all levels across the world mostly because of the impacts of globalization and internationalization processes. Language, in particular the language used in teaching higher-level courses, is the main example of many changes, this is commonly referred to Language in-education policy (LEP) Lambert (1999) maintained that "LEP is concerned with the organization of language teaching within the formal educational system and aims at enhancing the student's competence in a certain language" (as cited in Hu, 2007, p. 11). By way of explanation, it is concerned only with the decisions that are made on the educational level and usually used in multilingual post-colonial countries, which mostly have weak state institutions and poor education systems where the choice of a

medium of instruction is the key issue in language planning in education. Recently language planning became a way of modernization in developing countries, where most of these countries open up to other international languages as president Abdel-azizBouteflika (2002) once said:

Opening up to other international languages does not constitute perjury... This is the price that we have to pay to modernize our identity".’ Academics such as Fishman viewed language planning and modernization as the mean of nation-building in the postcolonial world. (Donakey 2007 quoted in Fishman et al, 1968).

According to Fasold (1984) "The determination of a language to serve as the medium of instruction in school" is one of the most crucial language planning decisions a country can make. Recent reports and research identified the dramatic increase in the number of English-medium programs furthermore, the aforesaid characteristics that English has and is the most taught foreign language like maintained by Spolsky (2004, p. 76) "English it is generally agreed, is today in a stronger position in the world not just than any contemporary language but also than any other historical language." all sides show the indisputable position that English is occupying.

For that reason, the demand from societies, educators, governments, and ministries of education around the world have been forced to establish language policies and planning decisions in order to teach it as a second or foreign language in schools and colleges. Graddol (1997) asserted that "the number of people learning English has in recent years risen rapidly. This, in part, reflects changes in public policy, such as lowering the age at which English is taught in schools" (p. 11). Ghana as an example, the ministry of education resolved that the usage of the vernacular should be phased out in the first three years of school and replaced with English (Spolsky, 2004).

Another example stated by Phillipson (1992) in the Nordic countries where the position of English was changing from a foreign language to a second language, and it was given much more importance in education, where English-language textbooks are utilized in practically all university degree programs, making it a vital professional skill.

Ferguson argues that the policy of promoting English, in particular, in many African countries is important,

it is seen as necessary for promoting the development of indigenous languages, improving the educational performance of pupils, particularly the less able, and mitigating the inequalities which are aggravated by the use of official languages of foreign origin over which large sectors of the population have little or no control.

(2006: 179)

To put it another way, English is a crucial tool for keeping up with the world's constant development and changes, as well as for greater accessibility and professional advancement. Hence, this demonstrates the heavyweight and influence that English has on policymakers and government, and how its standing as an international language may affect language education policies around the world.

## **2.7. Conclusion**

The purpose of this chapter was to provide appropriate data and discuss the status of English in the world then in Algeria and the factors behind its Impact on the countries to move forward in all domains since the English language became the language of economic superpower and technology as it is the language that spans boundaries thanks to globalization, so people around the world needed and still need to learn English under this, it has put light on the competition between the foreign languages within the Algerian higher education. In addition to that, it has highlighted how English can forge and determine

language planning decisions in education precisely. In other words, it tackles the relationship between English and educational planning, which lead to the need for introducing the English language into the Algerian education system as the dominant one instead of the French language.



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### **3.1. Introduction**

According to Theodorson (1969), research refers to any honest attempt to study a problem systematically or to add to man's knowledge of a problem. This piece of research is concerned with investigating the language rivalry between French and English at the university level of Ibn Khaldoun. Its purpose is to investigate students' and teachers' attitudes and perceptions regarding the two languages in the academic setting. Therefore, the process of gathering the data will be based on the descriptive method since this topic requires such a method. Moreover, mixed methods research is applied in order to meet the needs of this research. According to Dornyei (2007) mixed methods research combines qualitative and quantitative research in various way, either during data collection or during analysis.

To put it differently, mixed methodologies research entails conducting both quantitative and qualitative research.

In addition to what has been exposed in the previous chapters, and to provide well researched data on encouraging the switch from French to English, this chapter is devoted to explaining the practical part of the dissertation, it presents a full description of the research context, participants, instruments adopted to conduct this piece of work, along with the analysis and discussions of data obtained to state findings and conclusions at the end.

### **3.2. Research Context**

Data collecting requires the delimitation of a research site. The current study was conducted at the University of Ibn Khaldoun, Tiaret. In attempting to know the attitude and what students' and teachers' needs in the higher education setting in terms of language use, the study took place in The Faculty of Applied Sciences in the following departments: Civil Engineering department (CE), Mechanical Engineering department (ME), Electrical

Engineering department (EE), also Computer Science department (CS) is included from the Faculty of Mathematics and Computer Science. Students of each department choose a specialization in several sub-disciplines,

\_ In CE: there are three specialties for licence: Construction, Ways and Works of Art, Construction materials, and another three for master: Construction, Engineering Structures, and Infrastructures, Materials and Structures in Civil Engineering.

\_ In ME: for licence's diploma three specialties: Energetics, Industrial maintenance, Industrial\_MaintenanceMaterials\_Science. For master's diploma: Modeling and Simulation in ME, Automatic Energy Production, and Industrial Maintenance.

\_ In EE: licence:Automatique, Electronic, Electrotechnics, and Industrial Computing. Master: Automating, Ordered, Industrial data, Electrical networks.

\_In CS: there are three fieldsSoftware engineering, Computer Engineering, and Telecommunication networks.

In these departments, English is taught, as a foreign language module just like most departments. The selected faculty meets the objectives of the research since it is an institution in which French is the medium of instruction thus, it serves the target transposition which will be from French to English.

### **3.3. Research Participants**

A research participant, also known as a human subject, experiment, trial, or study participant or subject, is a person who willingly participates in human subject research after providing informed consent. The data for this study was gathered from two key participant groups.

First, there are the engineering students who are the most focused group. To whom a questionnaire was sent electronically via Google Forms to collect their thoughts on the issues discussed in this study.

The second group of participants consisted of professors from the same departments who were already aware of the importance of language in their respective subjects of study. Because of their engagement in conducting research that may be intended for publishing in international journals, their impressions of the two languages (French and English) are significant for the current study. In addition, the community of teachers is characterized by significant diversity in terms of age, academic degree, grade, work experience, education background, professional training, etc. Therefore, the information provided by them is valuable.

In an attempt to deal with the issue of substituting French with English in higher education, the number of students in which the study was conducted was approximately a hundred from different departments and seven teachers who also teach different modules.

### **3.4. Research Instruments**

Questionnaires, examinations, interviews, and checklists are examples of data collecting instruments, according to Gay (1987). Each instrument, of course, has its own set of strengths and drawbacks. To put it another way, there is no single research tool par excellence. Two distinct instruments were employed in the data collection procedure, the questionnaire, which is based on quantitative data, and the interview, which is a qualitative method.

One of the most common methods of conducting scholarly research is the questionnaire, Gillham (2008:2) defined it as “Questionnaires are just one of a range of ways of getting information from people usually by posing direct or indirect questions”. This

means as the name implies, refers to a string of questions or statements directed to a defined sample population with the aim of bringing out respondents' knowledge (Phellas et al, 2011), And the most significant benefit of employing it is that they can cover a big population in a short amount of time.

The interview as another type of survey research is a question-answer verbal exchange involving at least two participants: the interviewer/researcher and the key informant, it permits the researcher to gain affluent information as well as knowledge from informants, including attitudes, views, feelings, and motivations on definite matters of concern to the researcher. It also offers insights into the informant's experiences.

#### **3.4.1. Questionnaire Description**

The questionnaire was an online questionnaire since the numerous advantages that the online surveys have such as:

- \_ Faster medium to reach the target audience
- \_ Real-time analysis, with online survey software available, researchers can analyze collected data in real-time from a central dashboard.
- \_ Cost-efficient, cheaper than the other survey methods.
- \_ Saves researchers' time, quick to configure and send.

It consisted of a series of checkboxes and multiple-choice questions, which required respondents to respond by ticking the item that best reflects their response.

The questionnaire is composed of 13 questions, written in English and translated into Standard Arabic also as it is the native language and all of the students are familiar with it, so all of the informants had an equal opportunity to understand and respond accurately. As for the format, the questionnaire contains:

✓The three first questions offer general information about the respondent, namely age, gender, and specialty.

Plus two sections:

•Section one is concerned with English Language status in Algeria, it is made up of three questions,

✓ Questions 4 and 5 about where students use English the most and their views concerning the Importance of learning English which lead to

✓Question 6 seeks to address the comparison between French and English at the learning level. In this question, they were asked whether French is hard to learn as a language or English. Which makes them think about their studies and which language should be taught in.

•Section two deals with the attitudes towards the shift from French to English, this most crucial part of the questionnaire contains seven questions that relate education to languages and how affect each other so,

✓ Question 7 is Closed-Ended about any studies problems when using the French language, while

✓Question 8 which is a follow-up question to the seventh one is an Open-Ended to be answered in detail about which kind of problems, if there are.

✓The main Questions 9 and 10 aimed to determine the attitude toward the shift from French to English in higher education in order to check whether they are interested in this proposal or against it.

✓Question 11 and 13 require the students to predict the linguistic future in education and Algeria generally if they relied on English

✓Question 12 aims at gauging the students' attitude about changing the status of English in Algeria competitively with French status.

It is worthy to mention that the students were asked to feel free in answering the questions and using any language they want ( Arabic, French, English).

### 3.4.2. Questionnaire's Data Analysis

Each question will be analyzed individually and the results obtained for each one are given a numerical value on the basis of graphs<sup>1</sup>.

Q1. Age \ السن

**Table 3.1**

*Students' Age*

---

Age	18	19	20	21	22	23	24	25	26	27	39
Students	3	12	8	16	16	24	9	2	3	6	1

---

The Table 3.1 shows that the age of students was from 18 to 39 years old and most of them were 23 years old with 24 % .

**Figure 3.1**

*Students' Sex*

Q2. Gender \ الجنس  
100 responses

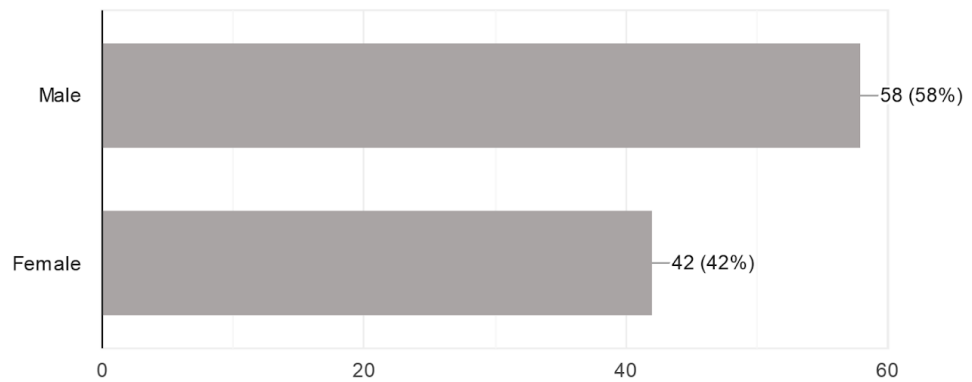


Figure 3.1 shows that 58 % of the respondents are male students while 42% are female, and there is no comment since the questionnaire was sent randomly .

Q3. specialty \ التخصص

**Figure 3.2**

*Students' Fields of Study*

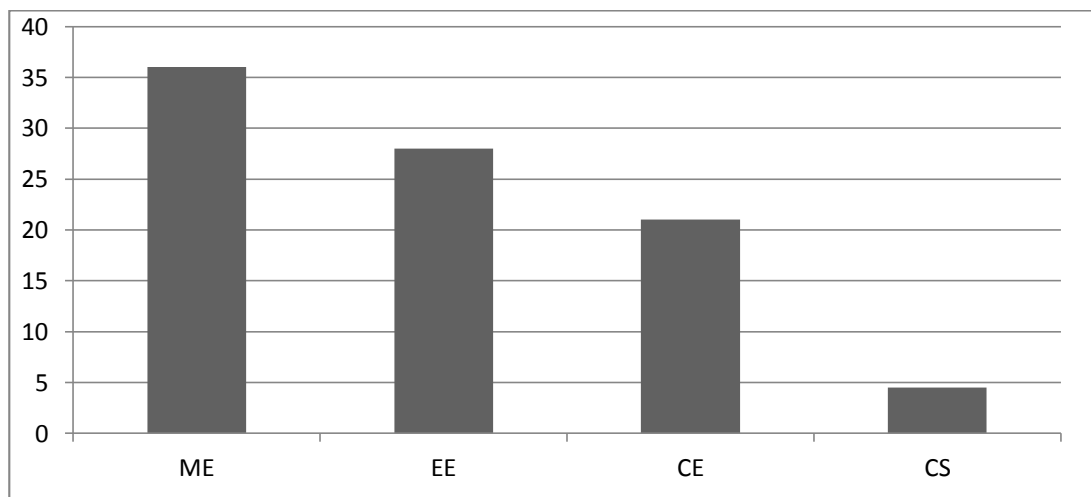
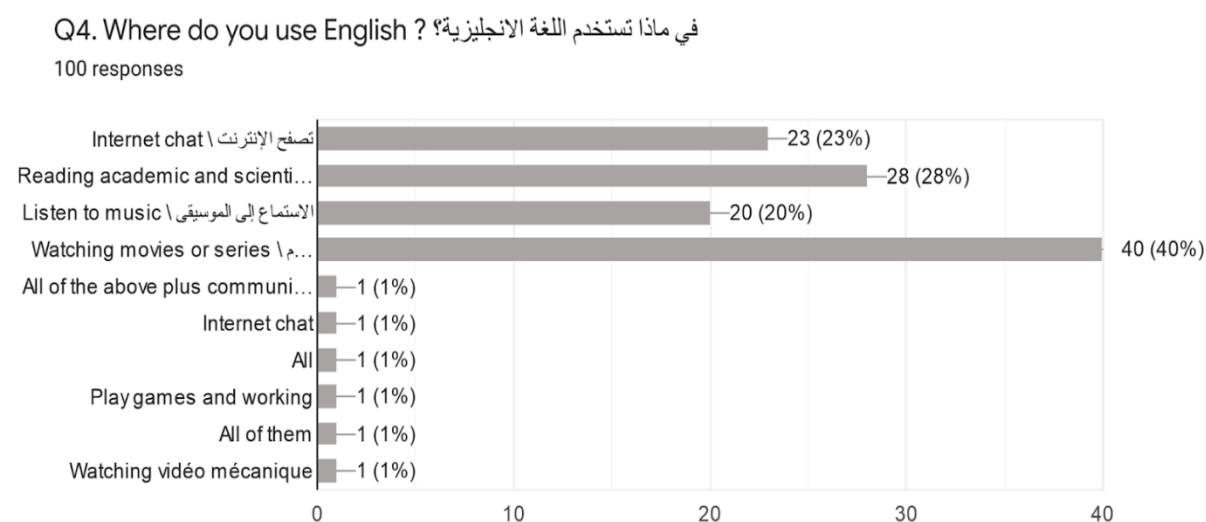




Figure 3.2 appears a Bar Chart Representing the number of the participated students from each department, the majority of participants were ME students with 36%, while 28%, 21%, and 16% were EE, CE, and CS students respectively.

**Figure 3.3**

*Areas of English Using*



Note: Respondents of this question were asked to tick more than one option.

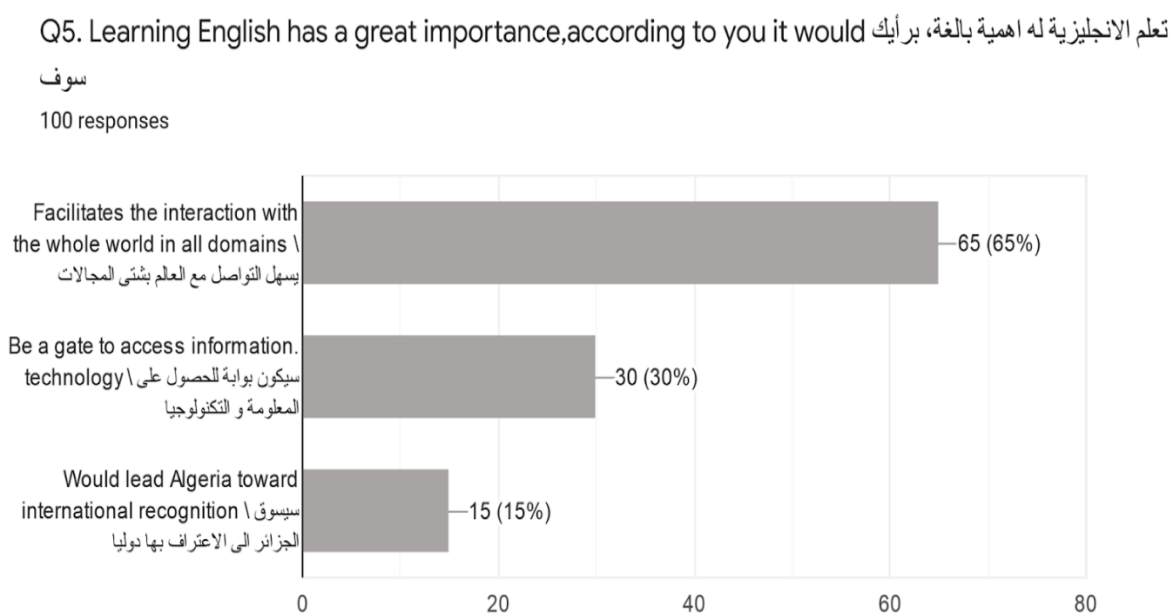
As it can be seen, the highest rate is 40% with the response of using English in "watching movies or series" so most of them using it for an entertaining reason, however, surprisingly the second-highest rate 28% is with the response of "reading academic and scientific articles", they use English for studying, from the researchers' point of view this rate shows that the information and articles are not available in French. Since they study in such a language, why do they use another language! Internet chat and listen to music with 23% and 20% respectively. Since the question gives the ability to choose more than one choice and gives blank space to write if there are other uses, the additional answers are: two all of them,

one all of the above plus communication, one internet chat, one watching mechanical videos(again trying to get more information concerning their studies using English), and one play games and working. One added point they tried to answer in English concerning this latter.

### Section One : English Language Status in Algeria

**Figure 3.4**

#### *The Benefits of Mastering English*



Note: Respondents of this question were asked to tick more than one option.

The results indicate that the choice "facilitates the interaction with the whole world in all domains" makes a rate of 65%, 30% for "be a gate to access information and technology", and 15% for the choice of "would lead Algeria toward international recognition". This shows that they realize its importance at the international level however, the last choice takes the

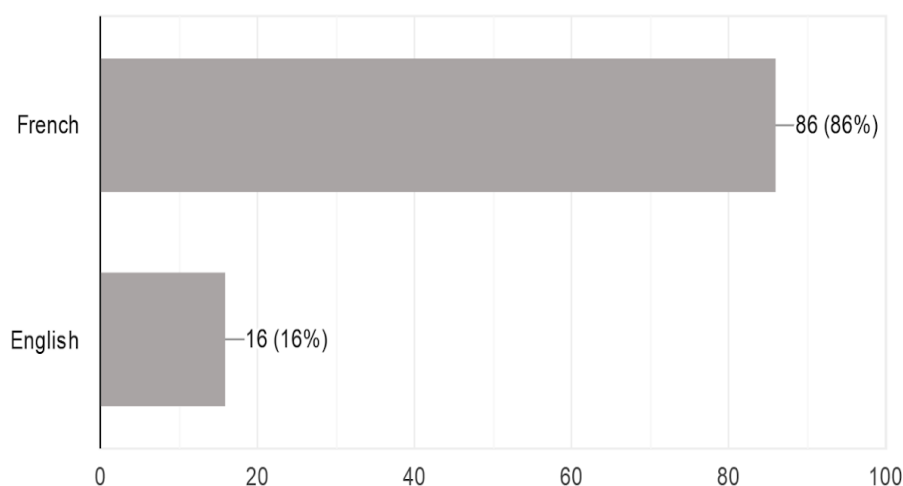
lowest rate, from the researchers' point of view maybe they see learning English from the personal benefits side more than the national benefits side.

### Figure 3.5

#### *French/English Comparison from a Learning Standpoint*

Q6. Which language is hard to learn as foreign language? \ أي اللغتين اصعب من ناحية التعلم؟

100 responses



Note: Respondents of this question were asked to tick more than one option.

As Figure 3.5 conveys, out of the 100 respondents, 86% of students claimed that the hardest language to learn is French, while 16% of students only chose English as the most difficult language to learn. ( 2 of the students chose both of them). This question is like a preparing question that leads them to the next question.

## Section Two: Attitudes towards the shift from French to English

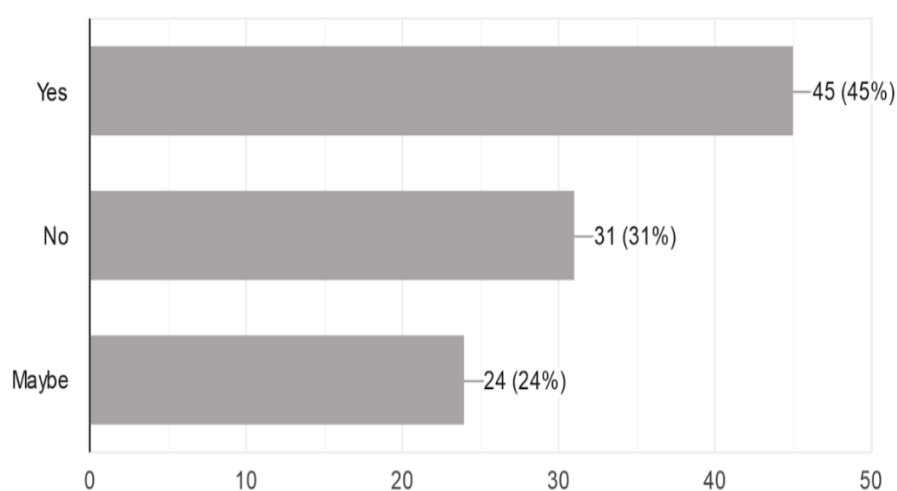
**Figure 3.6**

*Studies' Obstacles in Regard to French*

Q7. As a learner using mostly French language, do you face any obstacles in your studies ? كطالب

يستخدم اللغة الفرنسية معظم الوقت، هل تواجه عراقيل في دراستك؟

100 responses



This is among the most crucial questions in our research. The responses to question seven clearly demonstrate that respondents are having difficulties conducting their studies while using French. 45% of students, which is almost the half rate, believe that French obstructs their education and 24% answered with maybe so there is a percentage of experiencing problems. 31% of respondents claimed that they do not struggle using French.

Q8. If yes, which kind of problems? إذا نعم، أي نوع من العراقيل؟

**Table 3.2**

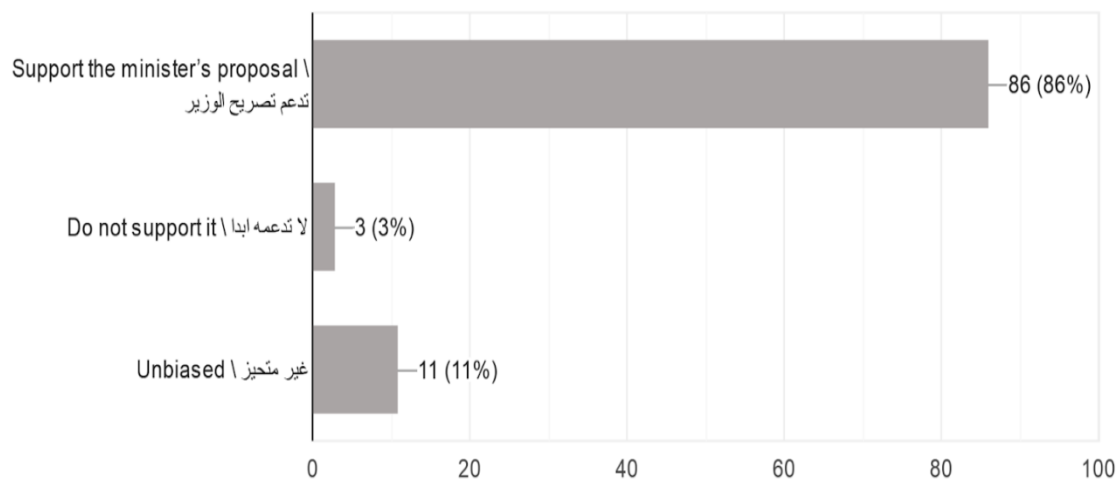
*The Various Issues Confronted by Students*

Categorizing the Answers	Some Students' Answers
1. Lack of understanding of the teaching using the language	R71 R74 R86: صعوبة الفهم R95: We can't understand what's they talk about R88: To understand it and explain
2. Lack of communication with it whether spoken to do presentations or in writing because French has complex vocabulary and grammar rules.	R32: Gramaire et vocabulaire R89: French language had a difficult grammar R61: I do not speak french R4: Talking R10: Understanding and writing R39: النطق
3. Lack of resources in the French language to do research in their field.	R99: Finding resources R46: D'écile de trouver des informations dans les domaines techniques plutôt toute les domaines R55: Lack of information In french R31: عدم توفر الأبحاث باللغة الفرنسية

Note: Table 3.2 categorized the students' responses into three main categories, each of which was supported by some of the respondents' answers as examples.

**Figure 3.7***Students' Interaction with The Minister's Proposal*

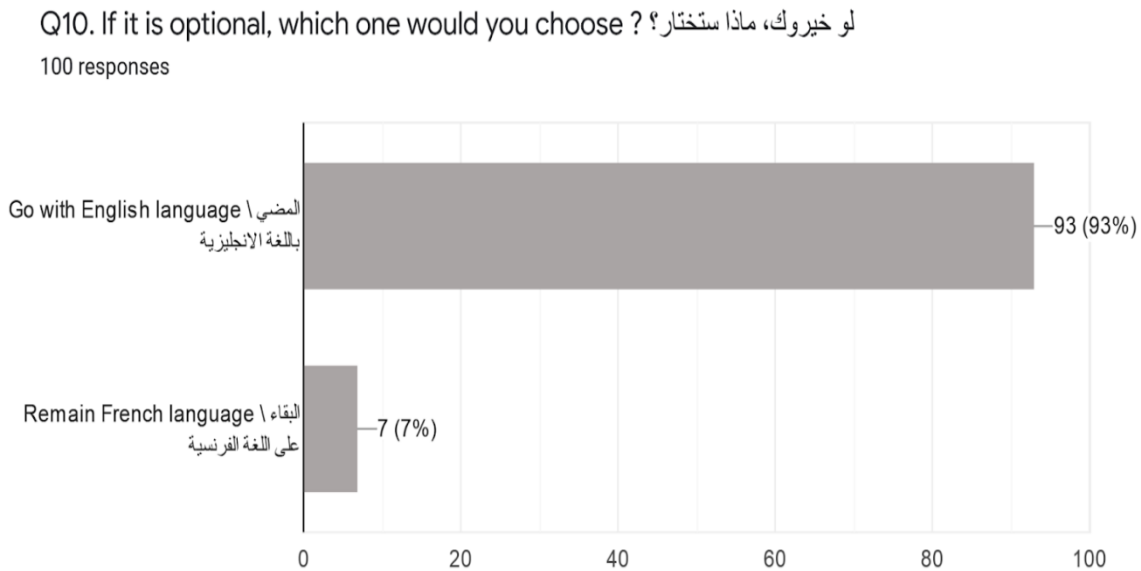
Q9. Lately there was a declaration from Algeria's Ex Higher-Education Minister, who encourages switching From French to English. Do you : أصدر وزير التعليم...ق تصريحا بتشجيع الانتقال من استخدام الفرنسية للانجليزية. هل ؟  
100 responses



Since the declaration in 2019, linguistic rivalry at colleges has increased, which is what Question 9 says to be the starting point of this study. The vast majority of students backed the minister's proposed plan, with 86% in favor, 11% neutral, and only 3% opposed it. This high rate indicates that learners are optimistic and open to the idea of shifting.

**Figure 3.8**

*Students' Choice in Selecting the Appropriate Language to Study*

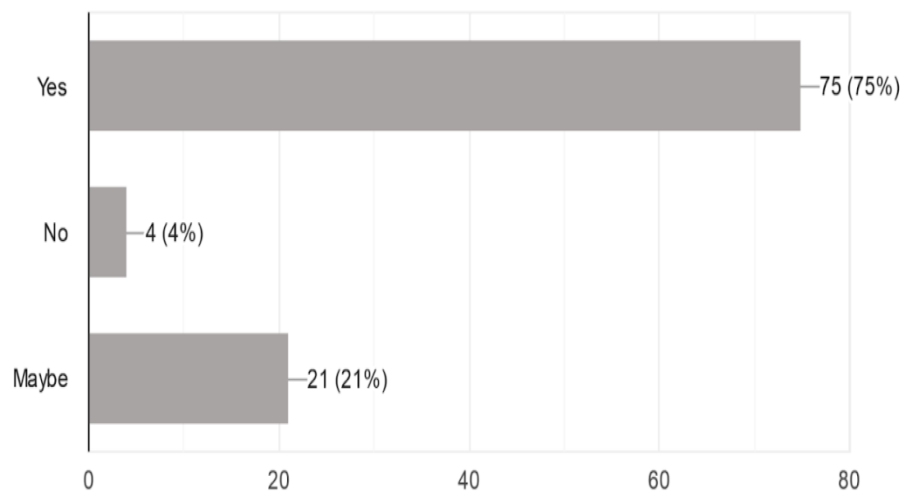


The responses to question ten clearly reveal that respondents prefer to conduct their studies in English. 93% of participants choose English if it is optional. I recommend to say; they believe it is more appropriate as a language of instruction. Algerians' attitudes regarding English have shifted since the 2000s, English is gaining popularity and acceptability (Belmihoub, 2017). Only 7% of respondents said they preferred French.

**Figure 3.9***The Educational Future with English*

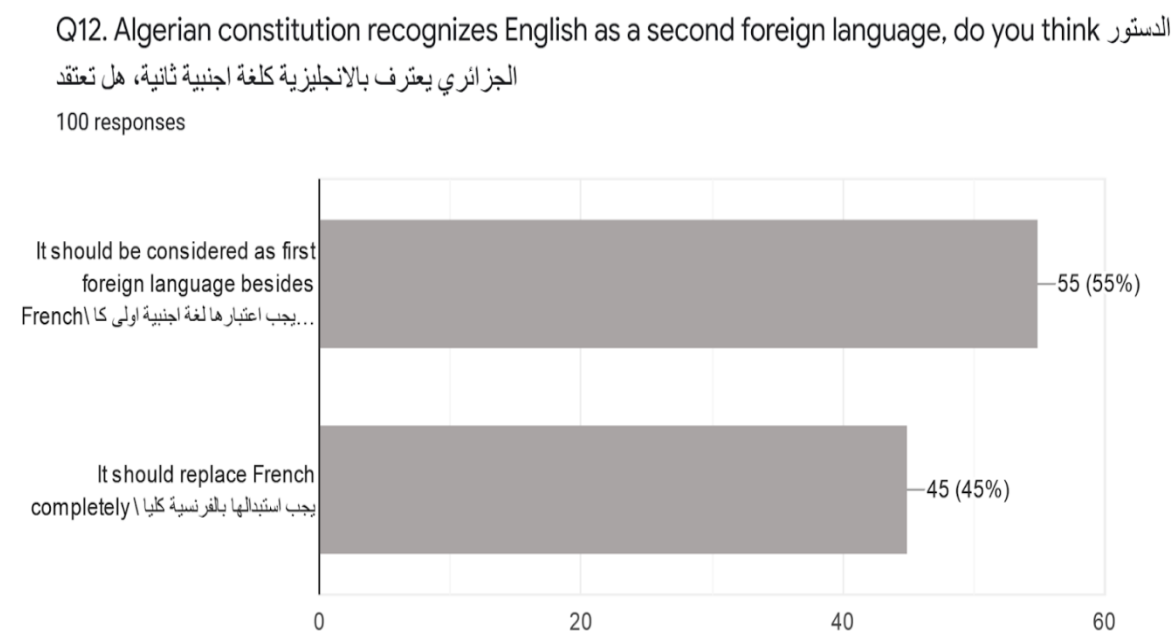
Q11. Do you think an education based on English rather than French would give a brighter educational future for Algeria ? هل تعتقد أن الدراسة باستخدام الانجليزية بدل الفرنسية ستعطي للجزائر مستقبلا علميا أحسن؟

100 responses



The participants were asked if they believe that an education dependent on English will have a favorable impact on Algeria's educational future. The answers like the Figure 3.9 shows, 75% of the respondents replied yes, 4% said no, and 21% stated maybe. The majority recognize that adopting English as a medium of instruction will benefit students at all levels. For the reason of its global dominance in higher education, it has been key to academic collaboration, both inside and across institutions, through research, events, and communications.



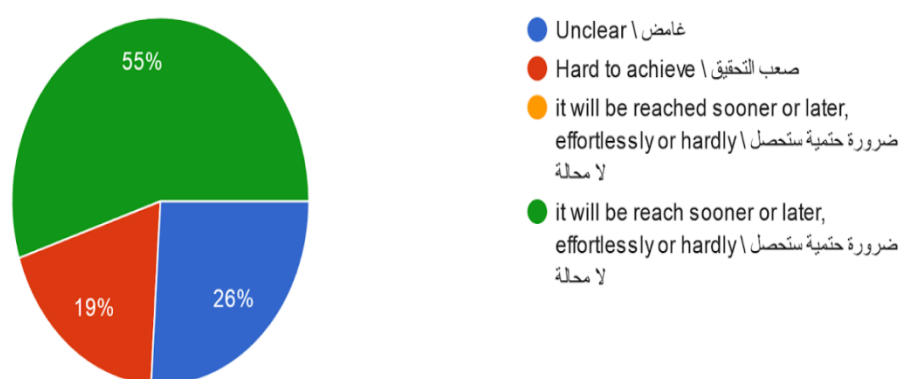
**Figure 3.10***Changing English's Status in Algeria*

All questions above talking about English at the educational level only and how students perceive it in comparison to French, plus which one is suitable for their studies. This question, on the other hand, aims to expand on the same issue, but at a national level, and how Algeria views the status of English as a foreign language. Thus the students were asked about changing the standing of English, there are 55% of the respondents who think it should be regarded as the first foreign language besides French. And 45 % believe it should totally replace French; this last possibility is probably within reach, since both percentages are nearly equivalent, so with work to build a good linguistic strategy, it will be achieved. And in both ways they are giving English better status.

**Figure 3.11***Algeria's Linguistic Future*

Q13. In the long term, English may be more use than French in Algeria, how to see this linguistic future in Algeria? على المدى الطويل، الإنجليزية ستصبح أكثر استعمالاً من الفرنسية. كيف ترى مستقبل الجزائر لغوياً؟

100 responses



People's attitudes are indeed important to upgrading any variety however a reasonable policy also plays a vital role in changing the linguistic future. Since independence Algeria's policies have always failed, whether with the Arabization policy or the first attempt to introduce English in primary schools in the 1990s. In this regard, the last question was about the linguistic future in Algeria. Out of 100 students, 55 claimed that it will be reached sooner or later, effortlessly or hardly, 26 said it is unclear, and 19 stated it is difficult to achieve. More than half believe that the substitution between the two languages will happen somewhere and certainly by reason of globalization that has imposed English as a lingua franca.

### 3.4.3. Interview Description

To conduct the retrospective evaluation of the minister's proposal in 2019, concerning the linguistic shift in Universities and adopt English as a medium of instruction, and to find out the different thoughts of teachers about the suggestion, a structured interview was designed.

The interview incorporates six open-ended questions that were previously prepared. They were created to detect the teachers' vantage point about English as a language and its standing in Algeria, the questions were also meant to determine their reaction to the minister's declaration and how it affects their career if the proposal applied plus any recommendations or alternatives to help the government make a viable plan. As a concluding question, they were asked if they believe English will eventually supplant French.

It is worthy to mention that all teachers accepted to record them, and they used French, English, and AA.

#### **3.4.4. Interview's Data Analysis**

Thematic analysis was used to analyze the interviews, which involved placing the answers in front of the researchers and having them categorize the responses and make inferences.

**Question One:** In your opinion, What do you think about the English language ?

Almost all respondents shared a common answer that English is the language of science and technology, plus this answer each one added some points depending on him. R1, R2, and R7 put emphasis on the research side, claiming that English is an essential language for research. R4 and R5 noted that it is fundamental for teachers and everyone for that reason, it has now become a requirement.

While R6 his point of view was more personal based on his experience as he mentioned, using English all the time and giving conferences as an example and how

attendees imposed using it. All of the replies, in one way or another, demonstrate the advantages of English from different perspectives. The teachers were well aware of the significance of English as a language at all levels, especially at the level of their careers.

**Question Two:** Do you think English is ignored in Algeria ?why?

The opinions of the respondents were separated into two groups. R1, R2, R5, and R6 believe that English is no longer overlooked in Algeria, whereas R3, R4, and R7 believe the reverse. Each respondent of the first group backed his opinion with an example or an experience like R2 who is the head of the department referred to the graduate research that was in English last year by three students.

The second group also provided supported answers such as R3 who claimed that colonialism is the primary reason for such a language's neglect, and he added " باختصار راجع " للانغلاق " as a secondary factor. The replies were divided into two main categories; however, explaining the reasons behind their answers were completely different from one to another. Thus, the status of English is still unclear in Algeria yet throughout time will be clearer and stronger depending on the majority of responses.

After the declaration of the minister about replacing French with English in higher education. As a teacher in the scientific field who teaches using French:

**Question Three:** How was your reaction to this declaration ?

All respondents were for the shifting and shared the same positive reaction to the declaration, the majority claiming that as teachers in the technical fields, they need English. It is satisfactory results for supporting the linguistic shift in higher education. Especially these positive responses were from teachers since they are the main factor for transmitting knowledge.

**Question Four:** What kind of obstacles would you face if it is applied ?

Again the respondents had two kinds of answers. R1, R2, R3, R6, R7 claimed that they would have no problem since English is the language of technique, and their publications, also books are in English. In addition, some of them master English already. R4, R5 stated that they would face problems with language but not that many obstacles. They just need more learning grammar and vocabulary to transmit the information to students. In conclusion, from the beginning of their career, they were obligated to deal with English in many aspects, so it is sure that most of them would not face any obstacles, vice versa, they are suffering in the absence of English.

**Question Five:** From those obstacles, any suggestions or solutions to help the government provide a successful proposal?

The teacher's suggestions were:

- The published lessons in the classroom and Moodle, it is better to offer them in English.
- The English's hourly volume needs to increase because it is a discovery module in the present.
- The decisions should be far from politics
- Intensive English courses.
- Teachers' training.
- Start to teach English in the primary schools.
- The focus should be on students more because teachers have self-assessment.
- Try to do free language lessons.

Various proposals are given by teachers depending on their opinions and experiences. They provided pieces of advice to help the decision-makers make a suitable plan based on those suggestions since they are inspired by reality.

**Question Six:** Do you think this policy is something impossible to achieve or just needs time?

Every responder believes that this policy will be implemented sooner or later, but it will also take time. Even if there is resistance or obstacles, it will occur. According to these predictions, Algeria's linguistic future is obvious, even though it will take time. It is not a choice but something imposed by globalization.

### **3.5. Findings and Discussion**

The faculty of Applied Sciences is an appropriate environment to investigate English/French rivalry. The analysis of this section is based on the answers of hundred students and seven teachers. The following are the main important points that might be summarized from the findings.

First of all, we can see from the analysis of the questionnaires and the interviews that students and most importantly teachers are aware of the current scientific reality and the importance of English, hence they are conscious of its crucial role in their future as students and for their career as teachers.

Secondly, the current Algerian policy promotes the use of French in its academic setting. Therefore, it is the medium of instruction, the participants were asked one of the most important questions about the displacement of French by English, and they had positive

attitudes towards the shift arguing that English as a lingua franca is the key to access the vast scientific research as well as global communication.

Finally, the results also indicate that even if the current linguistic situation is unclear, it will be clear in the future, because the English dominance in Algeria will be achieved eventually either effortlessly or in the hard way.

Language competition is a critical topic to be investigated, especially in a country with such a complex linguistic situation as Algeria. Algeria considers as a francophone country. However, the use of French is declining, particularly among the younger generation; this young generation is more oriented toward English as can be proved by the results of the questionnaire, the research conducted at universities, and the participants' agreement that English should be introduced at higher education, particularly in scientific and technical fields, and given the status of a medium of instruction.

### **3.6. Conclusion**

At IbnKhaldoun University, this chapter was devoted to the practical part of the research. In which the attitudes of teachers and students toward English were examined, as well as the English-French rivalry and the linguistic shift were investigated. The major finding is that the majority of students from all departments struggle with studying their field in French, providing numerous challenges faced as well as their professors. Furthermore, the results have shown that the participants supported the idea of switching from French to English and that they preferred English.

### **General Conclusion**

This is a quick description of Algeria's different spoken languages, which is necessary to grasp the scope and reality of the country's language. Algeria has two official languages: Arabic, which has been recognized as the country's official language since 1963, and Berber, which has been declared a national language since 2016. Over 99% of Algeria's population speaks these two languages as their first language. Additionally, due to the country's colonial history, French is widely spoken and, despite having no official government status, is widely utilized in government, media, and educational institutions. English is one of the languages that has existed since independence, in addition to the three most widely spoken languages. Its prevalence has been increasing in the country during the previous few years. Algeria's language situation has been described by linguists as a melting pot of diverse languages, with all four of the above being used interchangeably in daily discourse.

As previously stated, this descriptive study is directed to conduct a challenging task which is switching from one language to another at the university level. A rivalry between the two foreign languages arose and grew significantly after the Ex minister's declaration about shifting from French to English. There were students who agreed and others who refused for many reasons. At Tiaret University, a group of 100 engineering students with their teachers studied to see what their reactions and opinions were like.

Three hypotheses were suggested, the first one assumed that students' attitudes will be positive, the second introduced a suggestion to implement English in the target departments, and the last one predicted the linguistic future of Algeria, assuming that English will replace French eventually. To prove these assumptions, it opted for two instruments, which are the questionnaire for the students from four departments namely, Civil Engineering Department (CE), Mechanical Engineering Department (ME), Electrical Engineering Department (EE),



also Computer Science Department (CS). An interview with teachers from the same departments was the second tool.

The results obtained have shown that both students and teachers were aware of English's prominence as an international language, in addition to having a positive attitude toward adopting English as a medium of instruction and the difficulties they confront when studying a technical field in French. What the second hypothesis suggested is also mentioned by the teachers plus other recommendations such as offering free English courses or publishing lessons in the English language to encourage usage. The findings also fully support the third hypothesis, in which all seven teachers and the majority of students believe that the shift will occur sooner or later, even if it is a complicated process that will take time, but this policy will eventually be implemented since it is no longer a choice.

Despite the fact that English is the dominant foreign language all over the world, French is still the second language in Algeria because of political, historical and economic reasons. Even if Algerians, particularly students, acknowledge the importance of English, the country's foreign-language policy falls short of meeting their needs. It can be concluded that Algerian language policy and foreign language demands are incompatible.

Since replacing French with English is a required task, Algerian officials, educators, and policymakers must begin as soon as possible to catch up with the rest of the world, respect the aspirations of learners/researchers, and remain detached from political and economic influences in order to reach greater linguistic balance within the Algerian higher education and speech community.

This study has a number of limitations:

- The first challenge faced was the lack of references since the study is limited to universities exclusively.

- Collecting data from the participants was difficult because it was an online questionnaire, and many of them ignored it. Additionally, since the study focused on a specific field, it was necessary to first ask about the speciality before sending the questionnaire.
- It was difficult to interview teachers because the researchers are not students from the Faculty of Applied Sciences, and the administration refused to provide their emails.

Highlighting the importance of the English language and considering it as the medium of instruction instead of French is a critical topic to be researched, especially in a country with such a diverse linguistic landscape as Algeria. As a result, future studies on this topic are recommended:

- The scope of the research can be expanded to outside universities (i.e., middle and high schools).
- Further studies are recommended to investigate the influence of English on countries and their policies in depth using real-life cases.
- Researchers are also encouraged to examine how the linguistic situation may affect the position of any language.

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## Appendices

### Appendix A:

First publication from the Ex Minister to promote the use of English. Extracted from

[:https://www.facebook.com/288740048719078/posts/360448381548244/?app=fbl](https://www.facebook.com/288740048719078/posts/360448381548244/?app=fbl)

**الجمهورية الجزائرية الديمقراطية الشعبية**

**وزارة التعليم العالي والبحث العلمي**  
الوزير

رقم 566/أ.خ.و/2019

بالتاريخ 08 أفريل 2019 في الجزائر.

إلى السادة رؤساء الندوات الجهوية للجامعات

الموضوع: بخصوص تعزيز استعمال اللغة الإنجليزية.  
المرجع: نتائج الندوة الوطنية للجامعات المنعقدة بتاريخ أول غشت 2019.

في إطار مساعي دائرتنا الوزارية لتحسين مريثة النشاط التعليمي والبحثي لمؤسسات التعليم العالي الجزائرية، وكذا تفتحها على المحيط الدولي، وتطبيقا لنتائج الندوة الوطنية للجامعات المنعقدة بتاريخ أول غشت 2019، أبلغكم بأنه قد تقرر تنصيب فوج تفكير قطاعي، يضم مختصين في الميدان ومسؤولين بالإدارة المركزية، لتقديم مقترحات عملية بخصوص الموضوع.

في هذا الشأن، أطلب منكم اقتراح ستة (06) خبراء من الأساتذة والباحثين المختصين والمؤهلين، لاسيما في اللسانيات واللغة الإنجليزية، مع موافاتي ببياناتهم في أقرب الأجال (الاسم واللقب، الرتبة، المؤسسة، الهاتف والبريد الإلكتروني).

سأبلغكم لاحقاً بتاريخ تنصيب فوج التفكير القطاعي والذي يُنتظر أن يتم في غضون الأسبوع الثالث من شهر سبتمبر 2019.

للإشارة، سيتم، أيضاً، تنصيب فوج تفكير قطاعي مشترك، تحت إشراف دائرتنا الوزارية، يضم ممثلي قطاعات عدّة من أجل اقتراح مخطّط عمل متكامل.

وإنقا من مساهمتكم الإيجابية، تقبلوا فاق التحيات.

وزير التعليم العالي والبحث العلمي  
الدكتور: بنحصر الطيب



**Appendix B:**

The results of the poll launched by the Minister of Higher Education and scientific research concerning the replacement of French by English at universities.

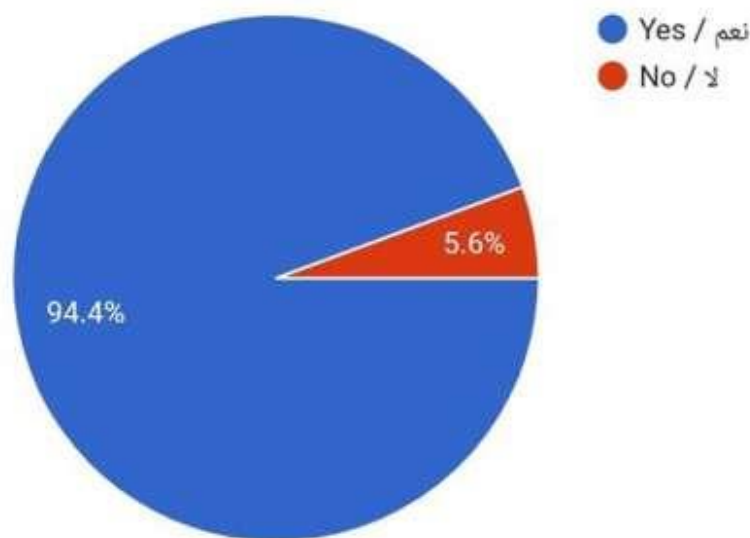
Extracted from: <https://www.elwatannews.com/news/details/4265438>

<https://www.facebook.com/288740048719078/posts/418131039113311/?app=fbl>

<https://drive.google.com/file/d/1JzJnF27XTL61LoVEFR7OzQw2zszogwbR/view>

تعزیز استعمال اللغة الانجليزية في قطاع  
التعليم العالي والبحث العلمي  
Enhance the use of English  
language in the Higher  
Education & Scientific Research

90,418 responses





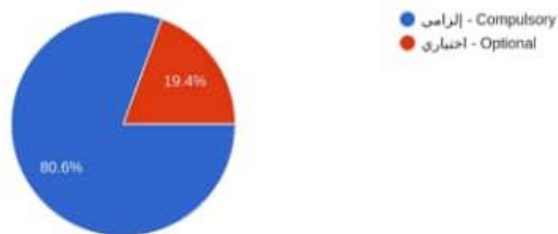
الجمهورية الجزائرية الديمقراطية الشعبية  
People's Democratic Republic of Algeria  
وزارة التعليم العالي والبحث العلمي  
Ministry of Higher Education and Scientific Research

نتائج الاستبيان: تعزيز اللغة الإنجليزية في الجامعات الجزائرية  
-Survey Insights<sup>1</sup>: Enhance English in Algerian Universities

1. هل تعتقد أن اللغة الإنجليزية يجب أن تدرس في  
2,884 responses



2. هل تعتقد أنه ينبغي أن يكون  
2,884 responses



<sup>1</sup> Insights representing a survey conducted by the Ministry of Higher Education & Scientific Research - November 2019

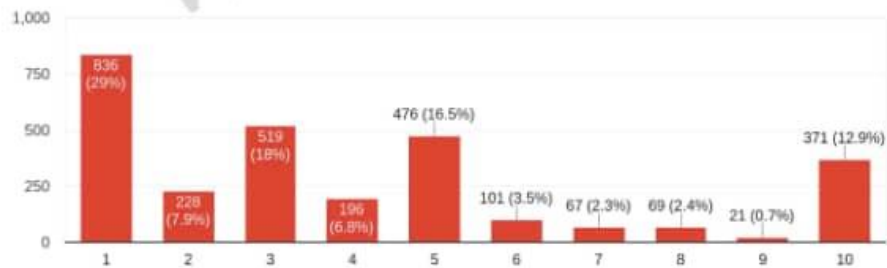


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 Ministry of Higher Education and Scientific Research

3. ما هي الطريقة الأنسب ؟  
 2,884 responses



4. يجب أن تدرس اللغة الإنجليزية تدريجيا ، في  
 2,884 responses







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وزارة التعليم العالي والبحث العلمي  
Ministry of Higher Education and Scientific Research

### القائمة الاسمية: لجنتين متخصصتين في إدراج وتعزيز اللغة الانجليزي

#### Commission for the Promotion of the English Language in Algerian Universities

	Prénom	Nom	Fonction / Rôle	Ministère	Observation
1	Tayeb	BOUZID	Ministre de l'Enseignement Supérieur et de la Recherche Scientifique	MESRS	Président des Commissions
2	M'Hamed Mohamed Salah-Eddine	SEDDIKI	Secrétaire Général (SG)	MESRS	Membre
3	Mohamed Cherif	SABA	Inspecteur Général (IGA)	MESRS	Membre
4	Ouiza	QHERIFI	Inspectrice Générale de la Pédagogie (IGP)	MESRS	Membre
5	Larbi	CHAHED	Directeur Général des Enseignements et de la Formation Supérieurs (DGEFS)	MESRS	Membre
6	Hafid	AOURAG	Directeur Général de la Recherche Scientifique et du Développement Technologique (DGRSDT)	MESRS	Membre
7	Arezki	SAIDANI	Directeur de la Coopération et des Échanges Inter-Universitaires	MESRS	PRESIDENT de la Commission Sectorielle
8	Mohamed ElHadi	LATRECHE	Président de la Conférence Régionale des Universités de l'Est (CRUest)	MESRS	Membre de la Commission Sectorielle
9	Abdelhakim	BENTELLIS	Président de la Conférence Régionale des Universités de l'Est (CRUcentre)	MESRS	Membre de la Commission Sectorielle
10	Hakim	DAHMANI	Directeur d'Études - Secrétariat Général	MESRS	Membre de la Commission Sectorielle
11	Hacene	HAMADA	Représentant de la Conférence Régionale des Universités de l'Est (CRUest)	MESRS	Membre de la Commission Sectorielle
12	Razika	TAL IGHIL EP ZAIN	Représentant de la Conférence Régionale des Universités du Centre (CRUcentre)	MESRS	Membre de la Commission Sectorielle
13	Mohamed	BOUCHAMA	Représentant de la Conférence Régionale des Universités du Centre (CRUcentre)	MESRS	Membre de la Commission Sectorielle
14	Abbes	BAHOUS	Représentant de la Conférence Régionale des Universités de l'Ouest (CRUouest)	MESRS	Membre de la Commission Sectorielle
15	Leila	KARA MOSTEFA	Représentant de la Conférence Régionale des Universités de l'Ouest (CRUouest)	MESRS	Membre de la Commission Sectorielle
16	Naouel	ABDELLATIF MAMI	Experte Chargée de la Coopération et des Échanges Inter-Universitaires	MESRS	Membre de la Commission Sectorielle
17	Khalil	BELAKHDAR	Expert Chargé du Développement des	MESRS	Membre de la Commission

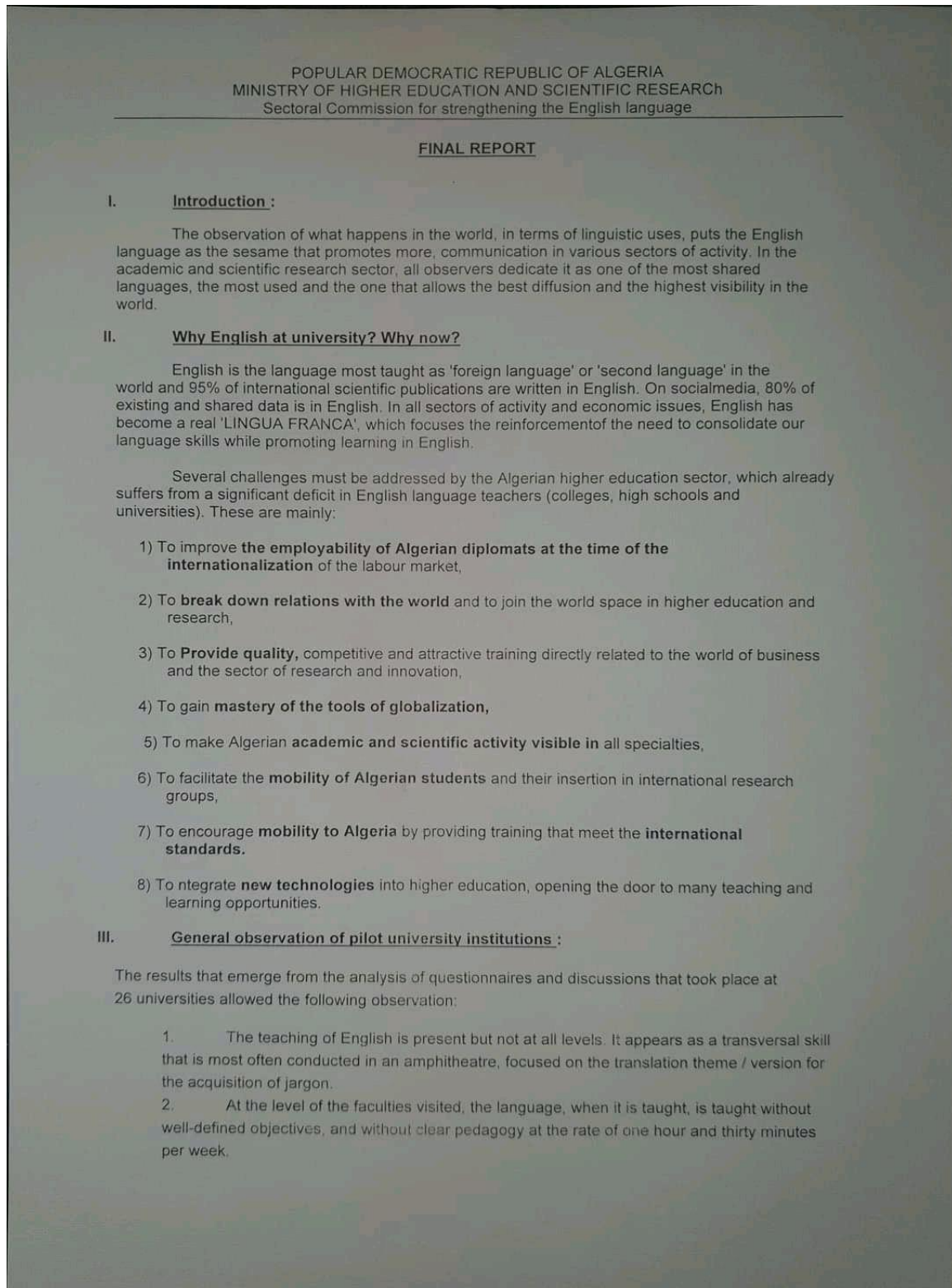


الجمهورية الجزائرية الديمقراطية الشعبية  
People's Democratic Republic of Algeria  
وزارة التعليم العالي والبحث العلمي  
Ministry of Higher Education and Scientific Research

			Logiciels et E-Solutions		Sectorielle
18	Laid	ZAGHLAMI	Expert en Sciences de l'Information et de la Communication	MESRS	Membre invité de la Commission Sectorielle
19	Noureddine	MOUHADJER	Expert en Psychologie Cognitive et Communication Interculturelle	MESRS	Membre invité de la Commission Sectorielle
20	Ali	BEN DJABELLAH	Expert en Chirurgie Générale et Traduction des Ouvrages Médicaux	MESRS	Membre invité de la Commission Sectorielle
21	Abdenour	ACHOUR	Expert en Chimie	/	Membre invité de la Commission Sectorielle
22	Abdelbaki	BENZIANE	Président de la Conférence Régionale des Universités de l'Est (CRUouest)	MESRS	PRESIDENT de la Commission Inter-Sectorielle
23	Mohamed	MILIANI	Représentant de la Conférence Régionale des Universités de l'ouest (CRUouest)	MESRS	Membre-RAPPORTEUR de la Commission Inter-Sectorielle
24	Said	KESKES	Représentant de la Conférence Régionale des Universités de l'Est (CRUest)	MESRS	Membre de la Commission Inter-Sectorielle
25	Charif	BENBOULAID	Inspecteur Central en Pédagogie - Expert en E-learning et l'Enseignement de Langues et Civilisations en Anglais	MESRS	Membre de la Commission Inter-Sectorielle
26	Hadda	REBBOUH	Représentante du Ministère des Finances	MF	Membre de la Commission Inter-Sectorielle
27	Ahmed	BENALI	Représentant de Direction Générale de la Fonction Publique	DGFP	Membre de la Commission Inter-Sectorielle
28	Nouari	KATEL	Représentant du Ministère de l'Education Nationale	MEN	Membre de la Commission Inter-Sectorielle
29	Osmane	MASLOUH	Représentant du Ministère de la Formation et de l'Enseignement Professionnel	MFEP	Membre de la Commission Inter-Sectorielle
30	Abdjellil	DJAGHADEGH	Représentant du Ministère de la Communication	MC	Membre de la Commission Inter-Sectorielle
31	Moncef	MANSRI	Représentant du Ministère des Affaires Etrangères	MAE	Membre de la Commission Inter-Sectorielle
32	Wafa	SEREIR	Représentante du Ministère du Travail de l'Emploi et de la Sécurité Sociale	MTESS	Membre de la Commission Inter-Sectorielle

**Appendix C: Recommendations for the popularization of the English language in Algerian universities. Extracted from:**

<https://www.facebook.com/288740048719078/posts/451808485745566/?app=fbl>





POPULAR DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
Sectoral Commission for strengthening the English language

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3. The temporary teachers, for the most part, use specialized texts they translate with students from Arabic into English or French to English. The goal is to teach the jargon of the specialty.
4. General English (text comprehension, grammar) is taught at the level of the faculties of the human and social sciences in a discerning way, it is almost non-existent at the level of the licenses of the faculties of law and the political sciences. It is taught or in class or in a seminar blocked in master according to the availability of teachers. Sometimes, the English module is replaced by French for lack of supervision.
5. At the doctoral level, an hourly volume of 20 to 25 hours / week is provided in the outline. Teaching is mostly done in a blocked seminar depending on the availability of the teacher
6. A lack of supervision in English is recorded in all the same faculties at the English departments of the whole pilot universities with the exception of the ENS of Constantine, where this issue was not raised.
7. English language teachers at the department's English do not know the CEFR and continue to teach with methods based on the transmission, not the interactive pedagogies and approaches each task and project.
8. Absence of detailed program with clear objectives.
9. The canvases offer only outline and teachers develop their own program which explains the heterogeneity of the output profiles.

**IV. The activities to be undertaken in the short term :**

The short-term measures to be applied principally at the doctoral level from the year 2019 to 2020.

- The setting up of the CECRL's Doctoral Reference System from the start of the next academic year :
- The Instauration of level B2 certificate as a condition prior to the defence of the doctorate.
- The Requirement of a grade of English in the baccalaureate equal to or greater than 12/20).
- The Requirement of grade 11/20 and above (without catching up) to access the Master.
- The Increase of the hourly volume at 3 o'clock including 1h30 in situ and 1h30 at a distance
- The Increase in coefficient
- The Creation of Doctoral Schools of English of Specialties (EDAS) at the level of four (04) regional poles: (East, Center, West, South).
- The Renewal of the intensification of the English language that will be charged of the reflection, educational monitoring, from content design and training goals, and review of approaches to art teaching methods to in place.
- The Establishment of a schedule of meetings CPND for the updating of training programs (input profile, content and appropriate pedagogy, and output profile).
- The Review the status of the CEIL - Language Resource Center.

**V. The activities to be implemented in the medium term :**

- Require training for the new recruited teachers (trainees), through an educational support policy
- Organize training workshops for teachers to assist them in the development and structuring of specialist training given in English
- Develop pilot projects in some universities, evaluate what s experiences to get feedback and capitalize on the achievements of this feedback.

POPULAR DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
Sectoral Commission for strengthening the English language

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- Train teachers in strategy of development of educational programs to meet the requirements and trends existing in the market.
- Encourage the «American Corner» establishment in several universities across the country and also strengthen cooperation with the British Council through cooperation programs and conventions between academic institutions.
- Created first service of distance education with necessary resources dedicated to teacher training and course design in English online.
- Initiate a dynamic of cultural and educational activities in English-language clubs.
- Redeploy cooperation to English-speaking countries.
- Establish collaboration, cooperation and exchange agreements with international institutions.

VI. The activities to be long-term :

ENGLISH FOR ALL LICENSED STUDENTS

To achieve this objective strategic, should start preparing for this since the needs that stage are drastic , it is there , prepare for the arrival / training tens of thousands of English teachers to ensure quality courses (L1, L2, L3) in all specialties.

Just in this condition the English language will take off across the Algerian university with the arrival of graduates already sufficiently well prepared in English from the primary, the meeting of these conditions remain the same token of our future progress.

**Appendix D :**

A student's comment and the minister's reply.

Extracted from: <https://www.maghrebvoices.com/2019/06/22>

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PM ذكر - Male | طالب / طالبة ليسانس | Licence student | ناحية الشرق - East

جامعة هواري بومدين للعلوم و التكنولوجيا الجزائر -  
Boumediène Alger | Inptic

البحث العلمي و المخابر - Research & Labs

اقتراحات - Suggestions

السلام عليكم استاذ ، متى يتم إستبدال اللهجة الفرنسية وإجلال اللغة الانكليزية مكاتها كلغة للتعليم الجامعي وهكذا نتخلص من الهيمنة  
الفرانكفونية على الجزائر

**ANSWER: The final decision remains in the hands of the majority of the Algerian academia, inside and outside the country. A survey on this topic will be posted online soon!**

**Tayeb BOUZID**

**Minister of Higher Education & Scientific Research**

### ملخص

الهدف العام من هذه الدراسة هو إبراز أهمية اللغة الإنجليزية وربطها بالتعليم العالي الجزائري و جعلها وسيلة التعليم الأساسية بدلا من اللغة الفرنسية. وقد تم جمع البيانات من خلال الاستبيانات والمقابلات التي أجريت مع عينة من 100 طالب هندسة وسبعة من مدرسيهم في كلية العلوم التطبيقية بجامعة ابن خلدون بمدينة تيارت. وكشفت النتائج النهائية أن جزءا كبيرا من العينة يعتقد أنه ينبغي إلغاء اللغة الفرنسية تدريجيا و استبدالها بالانجليزية. كما قدم الأساتذة الذين جرى استجوابهم عدة توصيات لصانعي السياسات الجزائريين، بما في ذلك مراعاة الاحتياجات اللغوية للتعليم العالي وتعزيز وضع اللغة الإنكليزية.

**كلمات مفتاحية:** اللغة الإنجليزية، التعليم العالي الجزائري، اللغة الفرنسية، وسيلة التعليم الأساسية، كلية العلوم التطبيقية، صانعي السياسات الجزائريين

### Résumé

L'objectif général de cette étude est de mettre en évidence l'importance de la langue anglaise et de la relier à l'enseignement supérieur algérien et d'en faire le principal moyen d'enseignement à la place de la langue française. Les données ont été recueillies au moyen de questionnaires et d'entretiens auprès d'un échantillon de 100 étudiants et de sept de leurs enseignants à la Faculté des Sciences Appliquées de l'Université Ibn Khaldoun de Tiaret. Les résultats finaux ont révélé qu'une grande partie de l'échantillon croyait que la langue française devrait être graduellement abolie et remplacée par l'anglais. Les professeurs interrogés ont également fait plusieurs recommandations aux responsables algériens, notamment la prise en compte des besoins linguistiques de l'enseignement supérieur et le renforcement du statut de la langue anglaise.

**Mots clés:** langue anglaise, l'enseignement supérieur algérien, la langue française, principal moyen d'enseignement, Sciences Appliquées, responsables algériens

### Summary

The overall aim of this study is to establish a connection between English and Algerian higher education by making English the primary medium of instruction rather than French. The data was collected via questionnaires and interviews from a sample of 100 engineering students and seven of their teachers from the Faculty of Applied Sciences at Tiaret's IbnKhaldoun University. The final findings revealed that a sizable portion of the sample believes that the French language should be phased out. The professors who were interviewed also provided several recommendations to Algerian policy-makers, including taking into account the language needs of higher education and strengthening English's status.

**Keywords:** English, Algerian policy-makers, Algerian higher education, primary medium of instruction, French, Applied Scientific specialties