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**Investigating Attitudes towards the Use of English Language  
in Algerian Higher Education:**

The Case of English as a Medium of Instruction for Scientific Faculties, Tiaret

A Dissertation Submitted to the Department of Foreign Languages in Partial Fulfillment  
of the Requirements for the Master's Degree in Linguistics

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## **Dedication**

*To the most precious people to my heart: to  
the ones who gave birth, meaning,  
and love to my life, to the persons who gave  
me strength,  
encouragement and hope;*

*To my dear father and beloved mother I  
dedicate this work*

*To my dear brother and sisters*

*To my closest friends*

*To all the members of my family*

*To all those who prayed for me a besought  
God to help me*

*Abderrahman*

## Dedication

*First of all, I am extremely grateful to Allah  
who helped me to  
finish this modest work.*

*This dissertation is lovingly dedicated to my  
beloved parents. Your  
support, encouragement, and constant love  
sustained me throughout my life.*

*I dedicate this work also to my lovely brother  
and sister.*

*I dedicate it to all my friends.*

*El hadj*

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## **Abstract**

Nowadays, English is highly popular among students, but not to the point that it is employed in social situations; its usage is, nevertheless, restricted to the academic context, save for those students who are fond of the language and master it with a high level of fluency. The objective of this paper is to expose the status of English in Algeria and how it has been integrated into the educational system. It aims also at investigating science teachers and learners' attitudes towards the language which can serve to frame useful sociolinguistic facts for our study and make them measurable. Accordingly the notion of English as a medium of instruction will be discussed through different perspectives. To this end, this research opts for a mixed method, blending quantitative and qualitative techniques, and using a structured questionnaire and a semi interview respectively. The questionnaire is administered to eighty (80) first year LMD science students of different specialties at Ibn Khaldoun University of Tiaret, Algeria, along with the interview that is directed to eight (08) teachers at the same research setting. The outcomes of this research reveal that the majority of the participants show positive attitudes towards using English as a medium of instruction. It is also found that it necessitates efficient strategies due to the complex linguistic situation in Algeria.

**Keywords:** Language planning, Language Policy, Attitudes, Medium of Instruction

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## **Liste of Abbreviations and Acronyms**

**AA:** Algerian Arabic

**CA:** Classical Arabic

**EAP:** English for Academic Purposes

**EBE:** English for Business and Economics

**EMI:** English as a Medium of Instruction

**EOP:** English for Occupational Purposes

**ERP:** English for Research and Publication

**ESA:** Educated Spoken Arabic

**ESP:** English for specific Purposes

**ESS:** English for the Social Sciences

**EST:** English for Science and Technology

**LP:** Language Planning

**LPP:** Language Planning and Policy

**MSA:** Modern Standard Arabic



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# GENERAL INTRODUCTION

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## General Introduction

Though there is no generally accepted or standard definition (Lo Bianco, 2010), it is argued that language policy is a conscious action that seeks to intervene in languages of whatever type (national, regional, minority, foreign, etc) with respect to their forms (the writing system, for example), social functions or their places in education. Such language policies are, however, based on principles such as economy, national identity, democracy and so forth. Language policy also concerns language rights (of minorities in particular), courts, public signs, media and language teaching (from elementary school to higher education). Intervention in this latter area is called *language education policy*. According to Bernard Spolsky (2004); when a government selects whether foreign languages should be taught in school or through other ways, this process of language education policy is also involved.

The context in which language policies are implemented in Algeria requires a clear understanding of the historical background of the linguistic situation from the colonial to post-colonial period. During the colonial period, the French policy reduced the teaching of Arabic while imposing their language on educational, cultural, economic and political spheres to crush the components of Algerian identity namely Arabic language and Islam. In response to this, a number of political and cultural movements were developed (Messali hadj (1898-1974), Sheikh Abdelhamid Ben Badis (1898-1940), Ferhat Abbas (1899-1985), their main aim was to retain the Arabo-Islamic identity. Immediately after the independence in 1962, the country started a process of linguistic policy which is referred to as Arabization. This policy was implemented to cover all the aspects of Algerian society and the educational system in particular. Materials to teach Arabic were primarily imported from Egypt (Benrabah, 2007). Given that Arabic had gotten its official status, the people of Kabylia (Berber spring) started asking for equal rights of languages, that is to say, the official recognition of Tamazight language. As a result, in October 2001, the government announced that the constitution would be amended to make Tamazight as a second national language (L. Benyelles, 2011)

Arabic is the language of instruction of all the subjects with a compulsory teaching of religious instruction at all levels. French language is postponed until grade three as the first mandatory foreign language whereas English as the second mandatory foreign language in grade seven. In fact, the integration of English contributes for an increasing number of its users; there are calls among the young generation and even professionals to replace French by English in the Algerian educational system. As an essential step to meet these calls, the ministry of

education has reached an agreement with the British Council to train school teachers and inspectors in English; it has also accepted help from the US under the program ‘Direct American Support’. English language as a global language has, at such an extent, influenced language policy making in Algeria. It may be the role of linguists now to introduce plans for the promotion of teaching the global language in Algeria.

The aim of the present study is twofold: first, exploring Algerian non EFL instructors’ and students’ perceptions of using English as a medium of instruction in scientific fields, along with the problems they may face. Second, examining the status of English in Algeria and its contribution to enrich knowledge.

## **1. Research Motivation**

The key factor behind conducting this study is the remarkable attitude change we have noticed in the educated section of society towards English as a language and as medium of instruction.

## **2. Research Aims**

The research work at hand is twofold: first, gathering opinions and ideas from students and teachers about the adoption of the English language as a medium of instruction in scientific streams. Second, reaching a useful strategy for the process.

## **3. Research Significance**

Such study points the importance of studying and reporting students and teachers’ attitudes towards Anglicization of science education. The findings of this study might help Algerian authorities, universities and the academic staff to develop appropriate educational programs in this course.

## **4. Research Questions**

How do Algerian non EFL teachers’ and students perceive the use of English as a medium of instruction in their field of study?

Is English applicable as a miduim of instraction in scientific faculties?

Can the end of English as a second foreign language in Algeria be a key factor contributing to better enhancement/development in this fields?

## **5. Research Hypotheses**

The following hypotheses have put forth as anticipated answers to research questions above:

1. Algerian non EFL teachers' and students have positive attitudes towards the use of English as a medium of instruction in their field of study
2. The English language can be applicated in science education without any serious problems
3. The end of English as a medium of instruction in scientific faculties can be a key factor contributing to better enhancement/ development in this field.

## **6. Research Methodology**

In order to check the validity of the set hypotheses and achieve the objectives of this research, we have opted for a mixed methodology of both quantitative and qualitative approaches. For the quantitative approach, a structured questionnaire is distributed to a random sample consisting of eighty LMD students at scientific specialties at Ibn khaldoun university. For the qualitative approach, a semi structured interview is addressed to seven teachers at the same research setting. These teachers are believed to appreciate applying the English language in their domains.

## **7. Research Process**

To achieve the objectives of the research, this work is divided into three chapters. The first chapter represents a literature review that includes historical events that led up to the current complex sociolinguistic situation in Algeria. The second, comprises of a broad analysis that implicates language planning, language policy and attitudes in the research to make them contribute to drawing a clearer picture of the situation we are studying. The third chapter is devoted to the description of the target population (participants and sample) and the data collection instruments utilized in this research, as well as the analysis of the data gathered and the discussion of the findings. In order to be critical and constructive ,our research sheds the light on limitations and further possible research perspectives.

This dissertation ends with a broad conclusion that synthesizes the numerous techniques used to undertake this study. In addition to the overall conclusion, there includes a list of references and appendices. Finally, it is worth noting that the entire work is prepared in accordance with the APA style 6th edition.



**CHAPTER ONE**  
**Theoretical Concepts of**  
**LPP Associated with the**  
**Algerian Linguistic**  
**Situation.**



## **I. Introduction**

Language is more than just a medium of communication and information delivery. Language plays an important role in national development aspirations, and language choice is still a major policy problem in many cultures, whether monolingual or multilingual. Language is vital in giving access to knowledge and learning, and mastery of it helps to academic performance .In this chapter, we will offer a complete overview of Algeria's major languages especially the new comer English. Along with discussing the principles of language policy, language planning, and language attitudes, as well as how they intersect.

### **I.1 Historical Background of The Linguistic Situation in Algeria**

Algeria's language evolution began with the entrance of the first conquerors, the Phoenicians. They forced their language on the inhabitants as they established in the land ( in 539 BC), The latter's language was imposed on the locals, namely the Berbers who resided in remote locations such as the highlands and the Sahara. The seclusion of Berbers offered newcomers greater leeway to dominate, but it also had a favorable side effect because they could not come into touch with the conquerors, allowing them to keep their language. For the next eight centuries, Berber was spoken rural areas, but in towns, elites and Nomadic monarchs used Punic as the official language (Benrabah, 2007).

The Romans destroyed the Carthaginian civilization in the second century (200BCE). Many Punic-speaking tribes fled to rural areas, bringing Punic with them. For six centuries, the Romans ruled Algeria, and Latin superseded Punic as the official language and the language of administration in the old towns and cities of Cartagians and Berbers (Benrabah, 2007).

The Vandals acquired control of North Africa in 429CE. The latter practiced their religious rituals in Gothic, but kept Latin as their administrative and diplomatic language. The Byzantine Empire was created in North Africa a century later, in the 6th century. In North Africa, the Byzantine<sup>3</sup> Empire was created. The Byzantines maintained the Roman social structure and language. As a result, linguistic traces of the Vandal and Byzantine eras are nearly non-existent (Morsly, 1988 in Benrabah, 2007).

The arrival of the most influential populations in Algerian history occurred in the seventh and eighth centuries. Arabs from the East ousted the Byzantines and preached their religion, Islam, with them. Berbers progressively converted to Islam, with the majority of Berbers becoming Muslims by the 12th century. In contrast to their language, which had only a spoken form at the time, the Berbers studied Arabic, which had both written and spoken forms.



Arabic, the language of the Koran, eventually spread among Berbers who kept at the same time their linguistic heritage.

Ottoman control in Algeria began in the 15th century. Since the Deys<sup>4</sup> prioritized managing the Mediterranean Piracy more on the country's internal affairs, the Turks' language imprint was essentially non-existent during their lengthy occupancy (1529-1830) until the French colonization of Algeria (Abun-Nasr) as cited in (Benrabah,2007) Algeria was always known for its linguistic variety during these times. Hence, the linguistic historical profile reveals that: 'It was marked by multilingualism: it was bilingual (Berber –Punic) during the Phoenician period, trilingual (Latin-Punic-Berber) under the Roman occupation and multilingual since the Ottoman presence' (Benrabah, 2007).

The French colonization on July 5, 1830, enhanced this multilingualism. From the start, French authority in Algeria was marked by violence and intimidation. This justifies the French's tremendous influence on Algerian culture and language traits. At the time, French officials attempted everything to erase Algerian identity. They established their language and culture as superior to other civilizations and languages under the rallying call "mission civilisatrice"

French administrators wanted to promote their language over Arabic. In this regard, a French military governor (1832-1833) claimed that ; "The remarkable feat would be to gradually replace Arabic by French...which can only spread among the natives, especially, if the new generation will come in numbers to be educated in our schools" (Turin,1983,pp.40- 41) as cited in (Taleb Ibrahimi,1995) From 1830 to 1962, French was the superposed language of Algeria, relegating Arabic to religious practice and Koran instruction. Nonetheless, French became the language of teaching in schools, as well as the language of government and political life.

Algeria's ethnicity is divided into two primary groups: Arabs and Berbers. The former accounts for 80% of the total population, while the latter is assumed to account for 25% of the population (Ennaji, 2005). Berber comes from the Greek word 'Barbarus,' which refers to any stranger to the Greeks. This name was also used by the Romans and the Arabs. The Arabs referred to them as barabira (sing.barbari), and to their language as Barbariya. Today, the bulk of Berber descendants may be found in Morocco and Algeria. Hugh (2014) defines Barbariya as a linguistic categorization word that refers to persons who speak one of the Berber dialects. Their actual number is unclear at this time; nonetheless, they are thought to account for one-fifth of Algeria's population (Chaker, 1984).

The Kabyle live in the Tell Atlas, a coastal range that stretches from the border of the Metidja plain south-east of Algiers to the south-west of Jijel. Second, in comparison to the Kabyle, the Bereber group known as the Chaouia has a limited number. They are located in Algeria's mountainous Aurès regions. The Mzabi in the Northern Saharan area are another group of Berbers in Algeria. The majority of Mzabis live in the province of Ghardaia and are Ibadi Muslims known as 'puritans of the desert' who practice a puritanical style of Islam.

The Tuareg, who live in the highlands of the Ahaggar and the TassiliN'Ajjer Mountain in Algeria's extreme south, are the Berbers who have been least influenced by the outer world. The Tuareg are well-known as camel and livestock herders who defend caravans traveling through West and North Africa.

### **I.2A Profile of the Language Situation in Algeria**

According to Ferguson, precise and trustworthy statistics about a certain country's linguistic condition might be useful in two ways:

1- It has the potential to influence policy decisions and is extremely useful in policy formulation and execution.

2- A comprehensive account of the linguistic situation provides a helpful and essential source of data for social scientists of numerous disciplines. (as cited in Bouzidi,1989, p.12)

In Algeria, one can notice the presence three primary spoken languages : Arabic, colloquial Arabic, and French. Furthermore, additional languages, such as English, Spanish, and Chinese, exist to a lesser extent.

#### **I.2.1 Arabic**

Arabic, being the world's fourth most spoken language and one of the United Nations' official languages ("Official languages," n.d.), is an important component of Algeria's linguistic profile because it is both the national and official language (Algerian Const. amend 2016. art3). We used Macdonald's (2000, p.29) categorization of Arabic language in the Islamic era to determine the variants of Arabic that exist in Algeria. We also relied on Benrabah's (2005, p.400) description of the Arabic varieties in Algeria. This literature review determines of the main Arabic varieties as follows: Modern Standard Arabic, Educated Spoken Arabic, and, as a spoken dialect, Algerian Arabic.

### **I.2.2 Modern Standard Arabic**

Before discussing Modern Standard Arabic, it is necessary to describe where it derived from, Classical Arabic (CA). The latter has been utilized in the pre-Islamic and early Islamic age's texts such as poetry and, most importantly, the Holy book Quran. CA has remained stable over the last 1500 years, allowing another Arabic variant to arise in the nineteenth century. (Versteegh, 2006, p.397; Bassiouney & Katz, 2012, p.37).

Modern Standard Arabic (MSA), also 'New Classical Arabic' or 'Standard Arabic', is seen as the updated version of CA .MSA is now employed as the lingua franca of the Arabic-speaking world in a variety of fields such as administration, education, mass media, and diplomacy. The primary difference between MSA and CA is at the lexical level. While CA contains a huge quantity of words, MSA uses fewer words. Another distinction is that MSA adapts to current invests and technology by adopting lexical elements from other languages. (Bassiouney & Katz, 2012, p.37; Bouzidi, 1989, p. 15-16).

### **I.2.3 Educated Spoken Arabic**

Educated Spoken Arabic (ESA), also called 'Middle Arabic', 'Formal Spoken Arabic' 'Semiliterary or Elevated Colloquial' 'lughat al-muthaqqafiin' (language of the cultured), is as Mitchell states, the confluence of written and colloquial Arabic (s). This interaction generates and sustains Educated Spoken Arabic (ESA) on a national and worldwide scale ( 1986, p.8) .

Meiseles while describing the Arabic styles, considers ESA "a vernacular type characterized by the aspirations of its speakers to get rid of local features through a process of koineization and/or borrowings from literary Arabic" (as cited in Mitchell 1986, p.12). Ryding claims that this version is used among educated native speakers for inter-dialectal chat, semiformal talks, and other social situations. When vernacular is judged too casual and literary is regarded too stiff (1991, p.212).

These standards still do not distinguish ESA from the other two primary types of Arabic, Literary and Colloquial. In his analysis of ESA, Promadi establishes the following norms of ESA: "It is mid-way between fusha and Cammiyya; it is the standard language used by educated Arabs; it summarizes features from fusha and Cammiyya; it is a spontaneous unscripted speech; it minimizes local features; it maximizes borrowing from literary Arabic; it is influenced by regional dialect; it is influenced by foreign words (loan words)" (2016, pp. 28-29).

#### **I.2.4 Algerian Arabic**

Algerian Arabic (AA), commonly known as *daArjah1* , is according to Chemmami(2011) Algeria's main language. It is the native language of around 70% to 80% of the people. Algerian Arabic is one of numerous dialects that are referred to as spoken Arabic. The latter is defined as “a mixed form, which has many variations, and often a dominating influence from local languages” (Meftouh, Bouchemal, & Smaïli,2012, para.3).Algerian Arabic, like any other vernacular, differs from CA on several aspects, phonology, morphology, and lexicon. The usage of language is also a noticeable distinction between AA and CA.

Algerian Arabic evolved over time, influenced by several languages such as Berber, French, Turkish, and Spanish which makes it difficult to understand even by fellow Arab people from neighboring countries .

#### **I.2.5 Tamazight**

Tamazight or Berber is the other national and officially acknowledged language in Algeria (Algerian Const. amend 2016. art4). It is the language of the Amazigh (Imazighen), North Africa's earliest known population (Versteegh, 2006, p.707). Tamazight is currently most known in the Maghreb (Algeria, Morocco, and Tunisia), as well as in some parts of Libya, Mali, and Niger (Mezhoud &El Kirat El Allame 2010, p.27). Historically, the Berber Languages did not confront many challenges. During the Islamic advances, Arabic and Tamazight coexisted amicably. This was also seen in the subsequent period, with the Islamic nations of North Africa.

One of the leading Tamazight scholars is Muhhamed Arazki Ferrad who suggests a mechanism to promote Tamazight objectively. His plan is to establish two frameworks: the first will focus solely on language, while the second would focus on cultural diversity. According to him, the initial framework should focus on how to teach Tamazight and incorporate it into academia. He underlines the significance of collaboration between education ministries and higher education institution sand even professional development to achieve the most of this procedure. This coordination should be carried out by professionals who have studied the various styles of writing Tamazight (Tifinagh, Arabic letters, Latin letters). With the arrival of Arabs in North Africa, where they had to share cultures with the people, writing Tamazight in Arabic letters became prevalent. The Latin letters were also available to assist many non-Arab speakers in becoming acquainted with the richness of Berber culture (Arazki Ferrad, 2004).

The demographic and geographic spheres of Tamazight and its speakers has always been a controversial matter. For example, Mezhoud and El Kirat El Allame (2010, p.27) indicated that Amazigh make up 45 to 50% of the Algerian population, Whereas Chemami (2011, p.228) stated that Tamazight is practiced verbally by 20 to 30% of the same community

### **I.2.6 French**

Algeria's relationship with Francophonie dates back to the colonial period (1830-1962), when French authorities conducted the so called "civilizing mission" (mission civilisatrice). This mission was represented by the "supremacy of French culture and language over other cultures and languages" (Benrabah, 2005, p.395). French took over in schooling and for official functions (Grandguillaume, 2004). As an illustration, "Algerians were obliged to learn French as a national language" (Rezig, 2011, p.1328). According to Benrabah (2005) Arabic had no status until it was pronounced a foreign language in 1938 and was later included in primary school teaching in 1961 (p.398). The French colonizer also invented the 'Berber myth,' which asserts that Berbers are superior to Arabs because to their European ancestry (Benrabah, 2005, p.395). Consequently, the rate of illiteracy increased among Algerians who refused to have their children integrated in French schools.

Following independence (1962), the French language dominated education, administration, economy, and the media (Benrabah, 2007b, p.195; Grandguillaume, 2004). To achieve the "cultural side of independence" (Grandguillaume, 2004), Algeria's government undertook 'Arabization,' which was held for the eradication of the French culture (Benrabah, 2007b, p.194). As a result of that innovation, Arabic has become more widely used in several spheres, such as the Ministry of Justice, the Ministry of Religious Affairs, and the register offices in town halls; Arabic has completely or almost supplanted French (Benrabah, 2007b, pp.194-195). Yet, French is still present in the Algerian educational system, since it is taught as a foreign language from the second year of primary school onward and in higher education, especially in scientific faculties (Chemami, 2011, p.230; Grandguillaume, 2004).

### **I.2.7 English**

English represents the global language and lingua franca of the contemporary world, and is one of the United Nations' six official languages (UN) ("Official languages", n.d.). According to Ethnologue figures, English is the third most spoken language in the world, with

379 million first language speakers (“Summary by language size”, n.d.). In general, it is assumed that one-third of the world's population speaks English (Crystal & Potter, 2018).

It is quite obvious that no other language has acquired a similar status. Which is according to Crystal (2008) due to the fact that no other language has ever been spoken by as many people in as many nations. The same author (2003) credits English's current standing mostly to the next two factors ; the growth of British colonial dominance, which peaked at the end of the nineteenth century, and the ascent of the United States as the world's dominant economic power in the twentieth century. Despite the fact that it has no colonial ties with Algeria, English has gained some space due to “very favorable attitudes of a majority of users and non-users as well” also because of “a systematic attack against French, and indirectly against the users of the language” (Miliani, 2000, p.21).

Derni (2009) points out that English is not only recognized in the Algerian educational system, but it appears to be evolving as an intrinsic part of AA itself, particularly among the youth , and has frequently been promoted through French via forms like ' week-end', 'fast-food', 'taxi phone' , 'windows', 'internet', 'chat', 'foot' , 'web', 'surfing' and so forth. Despite this, globalization has not resulted in significant linguistic changes in Algerian territory, as it has in many other regions of the Arab world due to the presence of French. English presently, has received more relevance than before not only by the Algerian education sector exclusively , but also by speakers themselves. It may be stated that, in the present day, the Algerian populace has become more conscious of the critical need of learning English through which individuals may share information and interact with the outside world.

### **I.3 Language Planning and Policy**

Language Planning and Policy was revived primarily in the post-colonial era, when newly independent nations required to recreate their identity in the setting of a multi-ethnolinguistic heterogeneous citizenry (as cited in Mihoubi, 2016).

LPP is commonly referred to as interventions into language practices. It is a relatively new academic topic, having grown in popularity as a result of nationalism and nation-building programs (Simpson, 2011).

The historical context of Language Planning began with a period of optimism (1960s - 1970s), when newly independent states' language challenges were considered to be overcome via the use of analytical and methodical methods. The second stage of LPP history is defined as "the wake of its failures" in the 1980s and 1990s. More substantial and reflective recognition

of the significance of language and linguists in society, where they were summoned to address political matters using language (Simpson, 2011).

The most recent estimated stage of language planning and policy (from the 1990s to the present) is defined in terms of a rising understanding that LPP has to be reconstructed as a heterogeneous and politicized strategy. Because the issues it addresses are complicated and reflect interests that span numerous types of public life, from the individual to the nation and even beyond state lines (Stroud, & Wee, 2007).

Language planning is generally viewed as a field where applied and sociolinguistics intersect. It is a branch of study in which the researcher seeks to determine the types of actions that have an impact on the propagation of a language. Language planning can typically be divided into three categories: status, corpus, and acquisition. Because these issues are so intertwined, any debate regarding Language Planning should cover them specifically (Kloss, 1967).

### **I.3.1 Actors of Language Planning**

#### **I.3.1.1 Governmental Agencies**

They are active at the highest level and are concerned about the government's involvement in LP concerns. This type of involvement began in the late twentieth century, when the vast majority of colonial countries gained independence. These linguistically diverse communities with extensive use of a foreign language (the language of the previous colonial authority) required government action, given that the government has the capacity to legislate and influence linguistic behaviors by imposing planning choices (Kaplan & Baldauf, 1997).

#### **I.3.1.2 Education Agencies**

These agencies occasionally operate under a higher-level framework, and in certain circumstances, the Education Ministry bears the whole responsibility of planning language. This sector has a significant impact, particularly on youngsters, who represent the future of any nation. However, education has an impact on more than only youngsters aged 5 or 6 to 15 or 16. It may also have an impact on adult, technical, distant, and special education for various categories of people. Many language policy and planning choices must be made in the educational field. Kaplan and Baldauf (1997, p. 8) highlight some of them briefly:

-First, it must decide which language(s) will be taught within the curriculum, as well as when and how the introduction will occur within the curriculum. It also specifies what level of skill is necessary to satisfy the demands of society when the instruction is accomplished.

-Second, the teacher provision must be defined, taking into account who teaches the language(s) contained in the curriculum. It is also involved with teacher education and pre-service training in order to generate competent teachers.

- Third, the Education sector selects which students will be exposed to language (s). It investigates ways for gaining parental and community support for any initiative. These approaches are common in wealthy countries.

-Fourth, it specifies which techniques will be employed in the educational system, which resources will be used to support these strategies, and how and by whom these materials will be developed.

- Fifth, it specifies the assessment methods: formative and summative examinations.

-Sixth, it must identify how to finance and physically sustain all of this activity, as well as where the resources will come from ( Kaplan& Balduaf,1997,p.8).

### **I.3.1.3 Quasi/non-Governmental Organizations**

These organizations are major players in the creation of language policy. Such non-governmental groups as the British Council and the Alliance Française play a crucial part in spreading English and French over the world. National language academies are another illustration of such institutions. These academies have existed since the seventeenth century. This job was to keep the national language pure. The oldest and most well-known was L'Académie Française. These academies create dictionaries and policies on standard grammar, spelling use, and foreign language borrowing that can be permitted (Kaplan & Baldauf, 1997).

### **I.3.1.4 Other Organizations/Individuals**

This last actor represents various different groups or, in some situations, important people who operate independently of the government. These organizations disseminate their own linguistic ideals. Such views influence the country's linguistic policy and the design of any project or strategy.



## **I.3.2 Types of Language Planning**

### **I.3.2.1 Status Planning**

Government personnel are largely responsible for this level of language planning. It focuses on modifying a language's exterior functions and perceptions. This planning often addresses the social and political role to which a language will be given, including political status (official, foreigner...), economic functions, social roles...etc. (Haugen, 1972)

Status planning does not influence the number of users of a language instantly, but rather modifies the context in which the language will be used, either promoting or discouraging its usage. (Milligan ,2007).

### **I.3.2.2 Corpus Planning**

Unlike status planning, corpus planning refers to efforts that focus on modifying the fundamental qualities of a language in order to impact its usage. Interventions aiming at changing the following elements are typically referred to as corpus planning:

1. Orthographic updates, including design, harmonization, change of script, and spelling reformulation (graphitization, dictionaries...). 2. Pronunciation. 3. Changed in language structure. 4. Vocabulary expansion and modernization (coining new words). 5. Simplification of registers. 6. Styles. 7. The preparation for language material. (Simpson, 2011).

The two forms of language planning (status and corpus) are not as distinct as previously imagined. Because the type and orientation of corpus planning mirror and lead the status planning environment, social attitudes, ideas, and attitudes (Spolsky, 2015).

### **I.3.2.3 Acquisition Planning**

Prator's explanation of language planning examines language instruction as a policymaking object and suggests a third focus of LP, namely acquisition planning. Status planning is used when planning is focused on promoting the usage of a language. However, another type of LP is considered when it is aimed at raising the number of users, speakers, authors, listeners, or readers. As a result, acquisition planning is linked to language distribution, which might include offering chances to practice a certain language to increase the number of its users. Moreover , Djité (1994) stated that “whenever the government of any nation-state makes a decision vis à vis the language of its educational system, this decision may be classified within the realm of language -in- education planning at the societal level”(p.77). He believed that the education system helps to the preservation and promotion of the government-selected

language of instruction as well as the languages that should be studied in schools. It is therefore suggested that language-in-education planning is only a byproduct of status planning and the extension of education.

#### **I.4 Language Attitudes**

It is clear that professionals are unable to provide a single definition of linguistic attitude.

according to Crystal (2003), language attitudes are the sentiments people have regarding their language or the languages of others. Another interesting definition is the one provided by Garrett (2010) based on Sarnoff's (1970) approach. He considers that an attitude is an evaluative perspective toward some kind of social item, such as a language or new government policy...etc. To summarize, linguistic attitudes are separated from other types of attitudes by their object (Fasold, 1984 ) and Language, in this case, is the item that may be seen positively or negatively (Baker, 1992). The notion of language attitudes covers attitudes toward speakers as well as attitudes toward linguistic variation or even language employment. Richard, Platt, and Platt (1992) proposed the following definition in this regard:

The attitudes which speakers of different languages or language varieties have towards each other's languages or to their language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance ,elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language. (p. 199)

Language attitudes, on the other hand, can be viewed as an umbrella term that encompasses a wide range of empirical investigations connected to a variety of distinct attitudes. According to Baker(1992), Language attitudes encompass the following subject matters:

- Attitude to language variation, dialect, style of speech.
- Attitude to learning a new language.
- Attitude to a specific minority language.
- Attitude to a distinct speech community.

- Attitude to language courses .
- Attitude of parents to language lessons.
- Attitude to functions of a specific language.
- Attitude to language preferences.

According to the same author, these many regions or language-related things form the description of language attitudes. The items might be identical, highly correlated, or have no relevance to one another. A good attitude toward a language or a linguistic variant may coexist with a bad attitude about its speakers in some instances. However, one might have a negative attitude about a language but a positive attitude toward learning it. Objects can have an effect on each other at the same time, for example, "Attitude towards a language might arise from, or be influenced by the attitude towards the people who speak that language" (Sharp, Thomas, Price, Francis, & Davies, 1973 ,p.37). Specificity is another feature that differentiates attitudes items (Gardner, 1985) in the sense that linguistic attitudes can differ from the most broad (attitudes toward foreign languages, toward French, toward Arabic) to the most precise (attitudes towards French as a language of instruction, attitudes towards English, etc.). Moreover, the author distinguished between educational and cultural variables that may influence students' attitudes toward second language acquisition.

Accordingly, language attitude change can be effective if language planners consider all of the participants who will be affected by the change. Algeria's language difficulty stems from a failure to recognize certain characteristics of Algerian national identity, most notably its multilingualism.

### **I.5 Language Attitudes and Language Planning Correlation**

Researchers look on attitudes in relation to language as an object. And, as a social product that both influences and is impacted by societal institutions, Social researchers aim to link language as a social output to attitudes as an assessing and investigative instrument ; to investigate the importance of this connection in all four forms of language planning i.e., status planning, corpus planning, acquisition planning, and prestige planning. Determining language attitudes is a crucial stage in all aspects of language planning. Hence, it is regarded as the initial stage in any LP. process (Kaplan & Baldauf, 1997). The two key stages in which linguistic attitudes are crucial are the planning and assessment stages. In the planning stage, language planners and politicians might use polls to study people's opinions about language reform or any linguistic

issue. The information gathered serves as the foundation for any linguistic strategy. Attitudes may help with the assessment phase by offering feedback on whether the strategy was effective or doomed to failure. In this respect Lewis (1981) stated:

Any policy for language, especially in the system of education, has to take account of the attitudes of those likely to be affected. In the long run, no policy will succeed which does not do one of three things: conform to the expressed attitudes of those involved, persuade those who express negative attitudes about the rightness of the policy, or seek to remove the causes of disagreement. In any case knowledge about attitudes is fundamental to the formulation of a policy as well as to the success in its implementation.  
(Quoted in Baker, 1992, p.2)

Indeed, the prestige, worth, and relevance of any language or linguistic variation are often judged by the attitudes of persons toward that language. At the level of language-in-education policy, one of the most significant functions of language attitudes may be recognized. Gardner(1985) stated that "any policy for language, especially in the system of education, has to take account of the attitudes of those likely to be affected". To clarify, the ministry of education or other academic establishment that is responsible for making choices concerning language in general, or which language should be taught as a second or foreign language and at what level, should evaluate individuals' opinions about the initiative. Another issue of language-of-education policy is determining which language should be used as a teaching medium at which grade. The medium of education is a difficult subject for politicians and language administrators, particularly in former colonized countries. In Algeria, for example, in the aftermath of independence, the newly decolonized government declared Arabic to be the mother tongue of the Algerian nation. Nonetheless, French, as the colonizer's language, has a significant standing in the country, particularly in higher education, where scientific subjects are still taught in French.

## **Conclusion**

Algeria's language situation is complicated and heavily influenced by historical and political decisions. This chapter dived into the Algerian linguistic situation and the main concepts of language planning , policy and language attitudes to facilitate upcoming further elaborations concerning the topic .



## CHAPTER TWO

# Languages in the Algerian Educational System



## II. Introduction

As stated in the opening chapter, Algeria is a complicated multilingual country. Down this chapter, we will hone in on the academic status of French and English within the country as well as tightening the scope of the study to include language planning and policy in an Algerian based context.

### II.1 Language Planning and Language Policy in the Arab World

From a geographical, historical, and linguistic standpoint, the Arab World may be broadly split into two parts: Eastern Arab countries and Western Arab countries. Arabic is currently the most widely spoken language in the Arab World, although it is not the only one. Tamazight is spoken by Berbers in North Africa, particularly Algeria and Morocco, while Kurdish is spoken in portions of Iraq and Syria. Some nations, however, such as Saudi Arabia, Kuwait, and Qatar, have cohesive human communities that speak solely Arabic.

Language planning in the two halves of the Arab World may be described as "Arabization," a program used in practically all formerly colonized nations. The outcome of a lengthy and tumultuous history of colonialism was notable in several Arab nations, notably Algeria, where 132 years of colonization aimed to erase Algerians' Arabo Islamic identity. Gadelii (1999) claimed in this respect that "the linguistic colonial influence was limited in the Mashreq countries if compared to the Maghreb ones" (p.16). LPP with relation to Arabic is as old as the language itself. Arabic linguists (from Ibn Djinni and Abu AlasswadAdouàli to modern figures like Mortad and Al Mossaddi) worked hard to develop for the language. Several of these tasks might be categorized as corpus planning actions. For example, the Arabic script was redesigned in the 7th century AD by introducing dots to differentiate between related characters (such as *ب, ت, ث*). Another important reform is that of using signs for the short vowel Arabic letters which was implemented first by Abu AlAswad Al-Du'ali (603–688) and developed by AlKhalil ibn Ahmad (718–791). Concerning grammar, Sibawaih's book (796\_797) that is called Alketab [the Book], It is regarded as the first book to establish grammatical rules for the Arabic language. Sibawayh covered the language's phonology and morphology in addition to grammar and syntax.

Today, efforts in all Arabic language planning academies may be characterized in the Arabic World according to three primary attitudes identified by Maamouri (1998). The first is the traditionalist attitude of the Classissicts, who oppose any modification in the Arabic

language. They regard it as a rich language capable of meeting all of the demands of modern civilization. Whereas, The usage of CA, according to modernists, is the sole cause of educational failure in Arabic countries. As a result, they embrace the usage and study of dialects, as well as the necessity for changes and enrichment in the fields of vocabulary, grammar, and spelling. While, Some linguists advocate for a "cultivated intermediate language" to bridge the gap between these two extreme viewpoints (Maamouri, 1998). They indicate a support for Arabic language simplification and uniformity. This viewpoint appears to be more reasonable and rational.

Arabic language planning attempts are generally effective to some extent. After many years of colonialism, Arabic has been re-established as an official language in practically all Arab countries. except for some shortcomings in some aspects of language planning practice (Gadelii,1999). These shortcomings may be referred to as the lack of coordination between the different Arabic academies which seem indeed powerless and not prestigious. Thus more work and efforts are needed to be done from professionals.

## **II.2 Language Planning and Language Policy in Algeria**

Algerians had a traditional educational system before to French occupation, with mosques serving as the only location for religious teaching and learning. The French occupation of Algeria (1832-1962) tried to eliminate this type of education by imposing a new language that posed a significant danger not only to Arabic (a sacred language), but also to Algerian societal norms and customs

Algerians' opposition to the colonizer's language predates the French presence in Algeria. Ferhat Abbes stated in this regard:

Arabic is to Islam what the church is to the Catholic religion, one could not live without the other. The belief of an illiterate Muslim is a web of indigestible superstitions. The reading of the Quran is everything. It stands at the cement of our faith. Is it then necessary to declare our commitment to the teaching of the Arabic language the basis of our belief?

(Collot,1978,p.66)

Algeria attained independence in 1962, following years of hard-fought military conflict. The results of 132 years of colonialism were terrible on every level, notably the cultural one. Language was harmed as a crucial component of identity, and the French language infiltrated

Algerians' daily life. Algeria, like other colonial countries, strove to reclaim its Arabo-Islamic identity after independence via the promotion of Arabic and the development of its position as the single national language.

In these conditions, Algeria's Arabization program was announced to be the country's new language policy. It was established by President Ben Bella, the first president of Algeria's Popular and Democratic Republic (1963- 1965). Linguistically speaking, such policy has two terms 'Arabicization' or 'Arabization' used interchangeably to refer to the Arabic term 'Ta'rib' (Benrabah, 2007). The first sense is used in the Arab Middle East in addition to Libya and Egypt. It relates to three forms of language planning: status planning, corpus planning, and acquisition planning. Language planners in these nations began promoting and improving the language by borrowing, deriving, or resurrecting certain dead terms, and they substituted the colonial language with Arabic as a medium of teaching in all cycles of the educational system.

Thus, while Arabicization is a linguistic process, "Arabization issue was ideology-oriented and has never been freed from political considerations"(Benrabah, 2007,p.57). As a result, Arabization, like any other linguistic policy action, cannot be understood or studied as a stand-alone text (Ricento, 2000). According to Grandguillaume (1998), the following are the grounds behind Arabization policy:

-The cultural side of independence: French was the colonial language and had been imposed, therefore replacing it with Arabic seemed logical.

-Language of Islam: The Algerian people were determined to reintroduce Arabic and Islam.

-Algeria intended to convince the world that it belonged to and still belonged to the Arab World by adopting the Arabic language (p.4).

Algeria was one of the occupied countries that fought for both political and linguistic independence. Arabization, according to Ricento(2000), may be categorized as the first period of the LPP field i.e., 'macro sociopolitical' process between the 1960s and 1970s. The slogan of One nation One language could be heard everywhere at that time.

### **II.2.1 French as a Medium of Instruction**

It's undeniable that French has had a great influence on Algerian lives, including their languages, since the very beginning of colonization until now. According to Bouamran (1986),it



has been reported in 1931 from a person claiming that Algerian children can no longer speak for one minute or even two seconds without inserting a foreign term, the equivalent of which is obtainable in the native tongue (AA) and furthermore in the scholarly language (CA). This section will go through some of the sociolinguistic issues associated with French in Algeria.

### **II.2.1.1 Bilingualism**

Bilingualism may be widely and simply described as the “ability to speak two languages” (The Editors of Encyclopedia Britannica, 2018), in like manner, it is stated as “the practice of using two languages” (Department of Arts and Culture, 2003, p.19). Grosjean (2013) considers that This phenomena is evident in all age categories, all segments of society, and in the majority of countries.

The same author (2013) argues that In reality, the number of bilinguals is estimated to be greater than half of the world's population.

A close examination of the many definitions of bilingualism reveals a considerable divergence according to their authors’ different approaches. There are scholars who focus on the concept of consistently practicing or utilizing languages. such as Weinreich who sees it as The technique of switching between two languages. And Mackey who defines it as The simultaneous use of two or more languages by the same person ( as cited in Ali Chaouche, 2006, p.11). Furthermore, many people assume that proficiency in both languages must be equal. Bloomfield, an American linguist, defines bilingual as someone who possesses “native-like control of two languages” (Ali Chaouche, 2006, p.11). A bilingual can read, write, talk, and listen in both languages equally well. This type of bilingualism is also known as 'ambilingualism.' The latter is “a situation that exists when someone has virtually equal command of two languages” (“English-word information”, n.d.). Other academics, like Yvan Lebrun and Claude Hagège, share this restricted viewpoint (Grosjean, 2015). The French bilingual and linguist François Grosjean criticized this view, claiming that only a limited portion of bilinguals, such as translators, language instructors, and researchers, meet these requirements. whereas the great majority of people who speak two or more languages in daily life lack similar ability and flawless linguistic fluency (2015).

Another possible distinction of bilingualism is between societal bilingualism and individual bilingualism or bilinguality. Hamers and Blanc describe societal bilingualism as:

1 Bilingualism refers to the situation of a linguistic community in which two languages are in touch, resulting in two codes being used in the same conversation and a number of persons being bilingual.

2 While individual bilingualism is "...the psychological state of an individual who has access to more than one linguistic code as a means of social communication." (as cited in Dendan, 2011, p.10)

Overall, Grosjean describes bilinguals as "those people who use two (or more) languages (or dialects) in their everyday lives" (1997, p.164). This description differs from the others. (cf. Weinreich, Mackey, and Bloomfield's definitions) in the upcoming aspects: To begin with, it incorporates the concept of plurilingualism; It refers to vernacular not only languages, and it does not limit the level of linguistic proficiency (Grosjean, 2015).

This phenomena in Algeria has several unique qualities that set it apart from others. Initially, in spite of the Arabic-French bilingualism, one can notice the existence of Arabic-Berber bilingualism as well. Also, knowledge of French in Algeria is not as vital as English in Scotland. Additionally, There are no linguistic communities where only French is spoken and another where Arabic is spoken. as in Switzerland or Finland where we can see the coexistence of two or more speech communities. In contrast to English in West Africa, French is not used as a lingua franca. Surprisingly, Arabic and French are at clash in Algeria. This rivalry may be seen in the classroom, where Arabic is employed as a means of teaching for humanities and French for scientific disciplines. Along with the workplace, where Arabic is still fighting to establish itself as an administrative and business language (Ahmed Sid, 2008, pp.24-27).

### **II.2.1.2 Diglossia**

In many speech groups, some speakers utilize two or more varieties of the same language in various settings (Ferguson, 1959). This is referred to as diglossia. Ferguson popularized the phrase, which was modeled by the French diglossie. In 1959 in his article which is called Diglossia (Fatmi, 2018) although the description of this phenomenon was introduced by Karl Krumbacher in 1903 (Fatmi, 2018) and by William Marçais afterwards in 1930 in his paper "La Diglossie Arabe" (The Arabic diglossia) (Ali Chaouche, 2006).

Marçais divides Arabic into two parts: literary language and spoken idioms. According to him (as cited in Bouamran, 1986, p.2):

The Arabic language appears...under two distinct attributes: 1) a literary language so-called written Arabic... or regular, or literal, or classical, the only one that has been regularly written anywhere in the past, the only one in which literary or scientific works are still written today, Newspaper articles, judicial decisions, and private correspondence anything that has been written but has maybe never been said anyplace, and which, in any event, is no longer spoken anywhere ; 2) spoken idioms, patois...,which has never been written..., but which is the only language of communication in all popular and cultural groups everywhere and maybe for a long time.

This concept has focused on categorizing Arabic into two types: classical and dialectal. The other point is that each of these types is employed in certain instances when he refers to writing and speaking based on linguistic abilities.

Ferguson investigated four examples that characterize diglossia: Arabic (Egypt), Modern Greece, Swiss German, and Haitian creole. Ferguson's concept separates two linguistic types that coexist inside a society, each with a distinct role. He says (1959, p.336):

Diglossia is 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 a 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 another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation.

According to Ferguson (1959), the language with a superposition is H ('high') variety, and the regional dialect is L ('low'). As an example, he referred to Classical Arabic by H and the Egyptian dialect by L. The dominant and prestigious variety is used in formal situations while the other variety is used in informal ones.

In *The Southwest Journal Linguistics* (1991), In 'Diglossia Revisited,' Charles Ferguson reflected on the shortcomings of his initial study .He was critical of the “lack of clarity on specifying that his definition for diglossia was putative” and that the phenomena was not fully understood at the time (Freeman, 1996). As the subject receives greater attention, additional scholars contribute to it. For instance, Fishman (cf. Ferguson) who expanded the term “to cover situations where the high and low varieties are genetically unrelated” (e.g. Spanish and Guarani

in Paraguay) (as cited in Ammour, 2012, p.44). Also, Romaine (as cited in Ammour, 2012) argues that The concept of diglossia is also broadened to cover more than two types or languages that have a functional connection. This shift in perspective on diglossia throughout time may be related to the complexities of languages around the world, as well as the uniqueness of the examples researched by experts.

Before discussing diglossia in Algeria, it is important to first explore its existence throughout the Arab world. Investigations on the matter of Arabic have continued since Marçais and Ferguson's early writings on diglossia. For example, Freeman (1996) explored four theories that addressed the Arabic situation before developing his own model , by integrating Badawi and Walters' models, as they do not provide a complete view. He suggests a rope diagram in which 22 different systems reflect national vernacular and progress to an essential point of interaction among these systems , which is MSA (Freeman, 1996).

Some scholars argue that the case of Arabic is unique and should be designated as “Uniglossia or Arabiglossia, but not diglossia”. In regards of Algeria, we should be aware that the situation is unique and delicate, considering the disparity between the two varieties AA and MSA (Ahmed Sid, 2008). This disparity is the result of illiteracy and colonization (Ahmed Sid, 2008, p.20). Algerian Arabic is used for everyday conversations, but it is also utilized in the media on occasion (radio and TV programs) MSA is most recognized for its use in serious circumstances like as literature, media, and religious rituals (Ahmed Sid, 2008; Ali Chaouche, 2006). Algerians not only utilize two dialects of the same language, but they also shift from one language (Arabic) to another (French) and blend the two languages simultaneously (Ammour, 2012, p.45). Fishman considers this case as “diglossia with bilingualism, which means two different languages that are genetically unrelated used for different functions” (as cited in Ammour, 2012, p.44).

### **II.2.1.3 Code-Switching**

Code-switching is a sociolinguistic phenomenon that occurs in diglossic and multilingual societies. Crystal (2003) describes it as the process through which individuals interact with each other using two or more languages at the same time. Holmarsdottir (2006) claims that this absolutely different from code-mixing in which the speaker of one language introduces components or regulations from another language into the base language.

Intersentential and intrasentential are the two types in which code-switching can be categorized. The first form according to Khetir (2017) , intersentential, necessitates a high level

of multilingual skill since it typically entails the generation of entire sentences in both languages. Benyelles (2011) claims that The second form of switching, intrasentential switching, includes a switch that occurs within a phrase. It is possible to find it in embedded sentences like relatives, complement clauses, coordinate sentences and so on.

As a multilingual nation, Algeria is very familiar with code-switching as well as other phenomena related to multilingualism. Mohamed Amghar's description of the Algerian speech community in "El Moudjahid" (8 February 1974) seems quite adequate:

They speak to you two minutes in French, 30 seconds in Arabic then one minute in French and so on, sometimes the two languages are mixed to such a point that there results a bizarre, unintelligible language, and one wonders if these people are not themselves bizarre. (as cited in Bouamrane, 1986, p.109).

Code-switching in Algeria is quite unique due to the exceptional sociolinguistic situation in the country. The characteristics of this situation are clearly incarnated in the illustration of Hassaine (2011) who states that an educated individual in Algeria will adapt his\her language in social interactions. When he\she is among friends or family, he\she is aware of their preferred language and adapts accordingly. And if he\she is among a group of individuals he\she does not know well, the language spoken will be determined by criteria such as age, gender, status, and educational qualification. Another example is the use of code-switching by instructors and/or learners as a tactic for conveying information (Benrabah, 2007a, p.245).

#### **II.2.1.4 Borrowing**

Borrowing is another phenomenon that characterizes multilingual communities .according to Daulton ( 2013) Lexical borrowing is the acquisition of single words or entire sets of vocabulary from another language or dialect. It may also consist of roots and affixes, sounds, collocations, and grammatical processes. This phenomena is caused by a number of interconnected factors. First and foremost, individuals may borrow from another language because of necessity. There may be lexical gaps in a language. Holmes( 2013) argues that These gaps occur when speakers\writers want to convey a notion or describe an item for which no clear phrase exists in the language they are employing. This type of borrowing often includes single words – mostly nouns – and is triggered by lexical need. Another factor that contributes to borrowing is societal views regarding foreignism. To be more specific, when two languages

interact, speakers will employ more borrowed terms from the more prestigious one. “as a means of displaying social status” (Boukhatem & Chouaou, 2015, p.16). Otherwise stated, “if a people associate the culture and technology of a foreign country with power, chic, and other attractive characteristics, it is more likely that words will be borrowed” (Daulton,2013, p.3310)

The presence of this sociolinguistic phenomenon in Algeria is the outcome of contact between distinct people (for example, French and Spanish) during colonial periods, either combatively or through commerce (Hassaine, 2011). French, in particular, had affected Algerian Arabic, as seen by the prevalence of several French phrases and expressions in Algerians' everyday conversation. This impact is oral since “the borrowed words are spoken and rarely written” (Ali Chaouche, 2006, p.17). Some of these terms have been morphologically or phonologically altered, while others have been utilized in their original form; nonetheless, the majority of them appear to be Arabic terms (Ali Chaouche, 2006). The following table shows some of the borrowed words:

**Table 1:Examples of Borrowed Words**

<b>Algerian Arabic</b>	<b>French</b>	<b>MSA</b>	<b>English</b>
Chombra	chambre	[ġurfa]	Chamber\room
Tonobil	automobile	[sayyāra]	automobile
Tabla	Table	[mā'ida]	Table
Tilifun	Téléphone	[hātif]	Phone
Kader	Cadre	[’iṭār]	Frame
Lappulis/El-bulisiyya	Police	[šurṭa]	Police
'sbitar	Hopital	[mustašfan]	Hospital
Balun	Ballon	[kura]	Ball
Servita	Serviette	[mindīl]	Serviette

## **II.2.2 English in the Algerian Educational System**

The position and teaching of English in the Algerian educational system underwent significant modifications as a result of social, political, and economic changes and challenges at various times. English was taught as a first foreign language under French colonialism.

English was still taught as a first foreign language during the initial years of independence, although not in the first but in the third year of the Intermediate Cycle. Until the New Reform in 2004. The significant distinction at the time is that English is no longer considered the first foreign language, but rather the second. After that English was introduced

in the primary cycle. Soon after, French reclaims its former place as the preferred first foreign language. English is now taught in the Intermediate Cycle beginning in Grade One.

### **II.2.2.1 The Status of English until the 1990's**

From 1962 until 1985, French was the compulsory language to be learned beginning in elementary school, while English, along with other foreign languages, was designated as a second language. English was chosen as the mandatory foreign language in 1985, and it was taught in the second year of middle school (8th year in the foundation school). However, as a third language, Spanish, German, and other foreign languages remained optional. According to the National Ministry of Education, the ultimate goal of English instruction is to assist the learner acquire a new language, not to gather information about another culture that has no actual relevance in the circumstances of our demands today (I.P.N, p. 10). This revolutionary policy began to reduce the widespread use of French in Algeria. With English in a better position, the Algerian student would be able to explore a new foreign language with a new culture and fresh ideas that are not dominated by French.

### **II.2.2.2 Status of English after the 1990's**

After a failed attempt to extend the teaching of English to the first year of middle school, English was integrated in Algerian elementary school curriculum (FLES) as a foreign language. The adoption of this rival language to French represents a pure sociopolitical conflict between proponents of Arabization strategy who seek to neutralize French by all means possible, and those who see French language supremacy as firmly embedded in Algerian minds and souls. On the one hand, the first group advocated for the teaching of English as the global language. They claimed that Algerian students, as well as students from other nations who were aware of the growth of English, should acquire the most in-demand language. They considered English to be the language of the future, whereas French belonged to the past.

Yet, the second group was in favor of continuing to teach French in primary schools. They contended that a youngster who was used to speaking French in everyday situations would find it easier to acquire it at school. They pushed even farther, identifying Classical Arabic as a foreign language rather than French. For them, a language that is vastly different from the child's first language (Algerian Arabic) may hinder his or her educational process. Both camps' arguments appear to be legitimate, but the true issue was the strategy itself, as well as several conditions that were overlooked. If properly evaluated, the latter might result in higher educational outcomes.

Another group that was in the midst of the two previously stated groupings is worth highlighting. It depicts the traditionalists who saw any reform as a danger to their future and the future of their children. They feared that the change would cause chaos in the school system, leaving many victims with uncertain futures. Nevertheless, The Ministry of Education proclaimed French as the only foreign language to be taught in all Algerian primary schools, with no justification or review of the scheme. As time passes, the observer realizes that something didn't work between the regeneration's planning and implementation.

### **II.2.2.3 English Instruction and the New Reform**

Algerian authorities decided in 1996 to make further revisions to the 1976 ordinance's substance. A Higher Council for Education was established, tasked with reorganizing and reorienting Algeria's educational system. The National Commission in Charge of Reform (CNRSE) was tasked with revising the curricula. The so called Benzaghou Reform represents the significant changes that affect the whole curriculum, from primary to secondary school. This shift happened in response to an increase in negative reports from educational researchers and professionals. They were all critical of the degeneration of Algeria's educational system.

To be functional, The Ministry of Education had to adapt new objectives for the educational system in order to prepare the coming generations and enable them to take part in this new globalizing world.

The Commission also made significant modifications in language teaching. French was implemented in the second grade of elementary school from 2003. One year later, i.e. 2004, its teaching was delayed to the third grade. And the teaching of English, was one grade advanced which was from the 7th grade in intermediate school. Other foreign languages, such as German, Spanish, and Italian, do not have the same prestige in Algeria as French and English. Secondary school ,learning one of these minority languages is optional for pupils in their second year. At the university level, departments offer License (equivalent of Bachelor in the Anglophone educational systems) Degrees for beginners in these languages.

### **II.2.3 English for Documentation, Publication and Research**

Previously viewed as a symbol of prestige and a well-rounded education, English training is now seen as a necessity and obligation. It is commonly agreed that English evolved as an international language following WWII. It is commonly recognized that English flourished as a world language in the post-World War II era, owing mostly to the prominent



role that the United States played in multiple domains, particularly technological and scientific ones. These historical events spawned the TEFL business and its sub-branches. This section delves thoroughly into English-related subjects in science, education, and publishing.

### **II.2.3.1 Definition of Key Terms**

#### **II.2.3.1.1 English as an International Language of Science**

The importance of scientific publishing is always related to English which is recognized as the leading “language for publication of academic research findings” (Flowerdew, 1999a, p.124). as an illustration, A comparison of papers produced in 1980 and those published fifteen years later reveals a significant rise in the amount of English used. If we take chemistry as an example , 67 per cent of papers in 1980 were written in English, but after 15 years the number had multiplied by over 30 per cent, to name just a few (Crystal, 2003, pp.111-112).another field that witnessed the same phenomenon is book publication. Graddol estimates that 28 per cent of the world’s books per annum is published in English (as cited in Meddour, 2014, p.10). Surprisingly, English's prominence as the language of science is not unique. Throughout the millennia, In the West, one language is usually employed to convey science. from Sumerian to Greek, Arabic and Latin which was gradually replaced by several languages, essentially French, English, and German. There was a sort of balanced employment of English, French, and German in science around the turn of the twentieth century(Hamel, 2007, pp.55-56). For a variety of reasons, excessive usage of EILS may be considered detrimental. Learning a language other than English has a poor likelihood of keeping up with ideas and research in a field(Crystal, 2003, p.111). In this sense, publishing in a language other than English implies, on the one hand, “cutting oneself off from the international community of scholars” and, on the other, jeopardizing one's professional advancement (Flowerdew, 1999a, p.124).

#### **II.2.3.1.2 English for Specific Purposes**

The acronym ESP stands for English for Specific Purposes .Despite the fact that it has existed for decades, there is still much disagreement concerning its precise definition. In this regard, Yassin ( 1999) stated: “It would not be possible to give an accurate and precise definition of ESP as it is by its very nature an interdisciplinary area of enquiry”

However, in order to comprehend the true meaning of ESP, several factors must be considered, including: the features of ESP, the learners' age and time of learning, the aims of the program and the objectives of the courses, the materials and methods. Because of this, it is hard to provide a universally agreed definition of ESP. Nonetheless, Hutchison and Waters

(1987) define ESP as a form of language education in which decisions about content and manner are centered on the learners' learning goals. According to John Munby (1978), ESP courses are those in which the curriculum and materials are decided in all aspects by a prior understanding of the learner's communication needs.

Mc Donough (1984) believes that ESP is a center of language instructional activity with its own set of emphases and goals. He goes on to say that ESP is a type of language teaching activity. Strevens' (1988) concept has been changed by Dudley-Evans and St. John (1998) in terms of 'absolute' and 'variable' characteristics.

#### **II.2.3.1.3 Major ESP Characteristics**

1. ESP is defined in terms of the learners' specific needs.
2. ESP makes advantage of the discipline's underlying methodology and practices.
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and proper styles for these activities.

#### **II.2.3.1.4 Types of ESP**

Dudley-Evans and St. Johns (1998) and Strevens (1988) classified ESP into two categories: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP) (EAP). Although Hutchinson and Waters (1987) maintained the same divide in their ELT tree, they emphasized that the difference drawn between EAP and EOP is not clear because learners can study and work at the same time. They also proposed another category of ESP based on the learners' specific field. As a result, they established EST. (English for Science and Technology, EBE (English for Business and Economics) and ESS (English for the Social Sciences). English for Medical Purposes is classified as both EAP and EOP due to the fact that medical students must read textbooks and articles as well as write essays. This can be seen as EAP. Doctors, on the other hand, require English in order to produce papers, attend conferences, and communicate with English-speaking countries or interact with patients. This type of English can be classified as EOP.

To summarize, the preceding part discussed the area of ESP, which can be divided into three major branches: English for Business, English for Social Sciences, and English for Science and Technology.

#### **II.2.4 English for Academic Purposes**

Along with ESP, English for Academic Purposes (EAP) was developed as a direct outcome of the globalization of English as a leading language for learning, teaching, and disseminating academic information (Hyland, & Shaw, 2016, p.1). Tim Johns pioneered the use of EAP in 1974, and the British Council popularized it in 1975. (Jordan, 2002, p.74). Flowerdew and Peacock define EAP as “the teaching of English with the specific aim of helping learners to study, conduct research or teach in that language” (2001, p.8). EAP, according to Hyland and Shaw (2016), covers language research and training that focuses on the communicative requirements and practices of persons working in academic situations (p.1).

EAP varies from normal English classes primarily in that it focuses on the learners' requirements while also analyzing the intended context and the current situation (Flowerdew, 2013, p.1906). In other words, EAP “goes beyond preparing learners for study in English to understanding the kinds of literacy found in the academy” (Hyland, & Shaw, 2016, p.1). As an illustration, Activities in an EAP course may involve writing for publication, presenting papers at conferences, or summarizing the discourse of doctorate defenses.

#### **II.2.5 English for Research and Publication**

The abbreviation ERPP stands for English for Research Publication Purposes. ERPP is seen as an EAP branch that targets “the concerns of professional researchers and post-graduate students who need to publish in peer-reviewed international journals” (Cargill, & Burgess, 2008, p.75). Hyland states that ERPP courses usually “focus on publishable genres, especially the journal article genre, and the content is varied ranging from discipline-specific issues, formal and structural aspects of text, affective aspects of writing (e.g., raising confidence and authority) to negotiation and review process” (Habibie, 2015, p.39).

Despite university-provided EAP courses, English poses substantial hurdles for researchers across disciplines, particularly those who wish or are obligated to publish in English despite the fact that it is not their first language, and whose demands are frequently wider and more complicated (Cargill, & Burgess, 2008, p.75). As a result, particular consideration should be given to ERPP, which may result in “the improvement of students' writing abilities and benefit faculty and academic institutions, and boost research and knowledge production and dissemination” (Habibie, 2015, p.38).

## II.2.6 English as a Medium of Instruction

Everyone nowadays recognizes that English is a lingua franca that plays an important role in all aspects of life. This is particularly true in the case of learning. As a way of illustration, “many nations have in recent years made English an official language or chosen it as their chief foreign language in schools” as a result of educational reasons (Crystal, 2003, p.110). As well, “English has become the normal medium of instruction in higher education for many countries – and is increasingly used in several where the language has no official status” (Crystal, 2003, p.112).

According to AlBakri (2017), there are several reasons for the use of English as a medium of instruction (EMI). To begin, English has a worldwide significance. because of its supremacy in the various academic fields as well on the internet where, according to W3Techs, 54 per cent of the top 10 million websites are in English (as cited in McCarthy, 2019). Furthermore, it is assumed that “learning content through English will promote student’s mastery of English” (AlBakri, 2017, p.48). Another motivation for employing EMI is to improve educational quality. “especially in developing countries where good education is often perceived as English education” (Hamid at al. as cited in AlBakri, 2017, p.49). Furthermore, it is important to recognise that English plays a key role in the engineering profession. According to Riemer, “teaching English to engineers is a demanding matter in terms of content, methods and techniques, and deciding which kind of English is appropriate for their particular sub-discipline within engineering and to shaping the future of engineers” (as cited in Holi, 2017, p.61). Many factors contribute to the widespread use of EMI, including worldwide employment, access to academic literature, and increased mobility in academics. Costa and Coleman (2013) ascribe this increase in EMI usage to numerous significant variables, including:

- 1.Rapid advances in scientific knowledge and consequently in course content.
- 2.The increasing proportion of knowledge sources such as books, papers and theses which, for economic, social and prestige reasons, are available only in English.
- 3.The accelerating pattern of academic staff and student mobility.
- 4.The near-necessity of English proficiency for graduate employability

In many nations, there is a rising interest in using English as the language of teaching in academia (Coleman 2006; Knight 2008). Given the proclivity of many higher education institutions to have a strong international character, English is now employed as a medium of

teaching in several university departments in Expanding Circle nations (see Kuchru, 1985), where English is not the primary language of education or business. English is also taught as a topic (Evans & Morrison, 2016). The potential of adopting English as the language of instruction, at least at the postsecondary level, has recently piqued the interest of several other countries. Such widespread and growing use of English in research and academic circles has engaged researchers in debates about the role of English as a lingua franca.

### **Conclusion**

In this chapter, we discussed some of the aspects that characterize Algerians' daily lives, such as bilingualism and diglossia. The focus then switched to the dominant role of English in knowledge creation and education. This presentation was critical in comprehending the current language in the higher-level issue, as well as learning more about the difficulties that instructors and students encounter as a result of languages.



**CHAPTER THREE**  
**Research Methodology,**  
**Data Analysis and**  
**Interpretation**

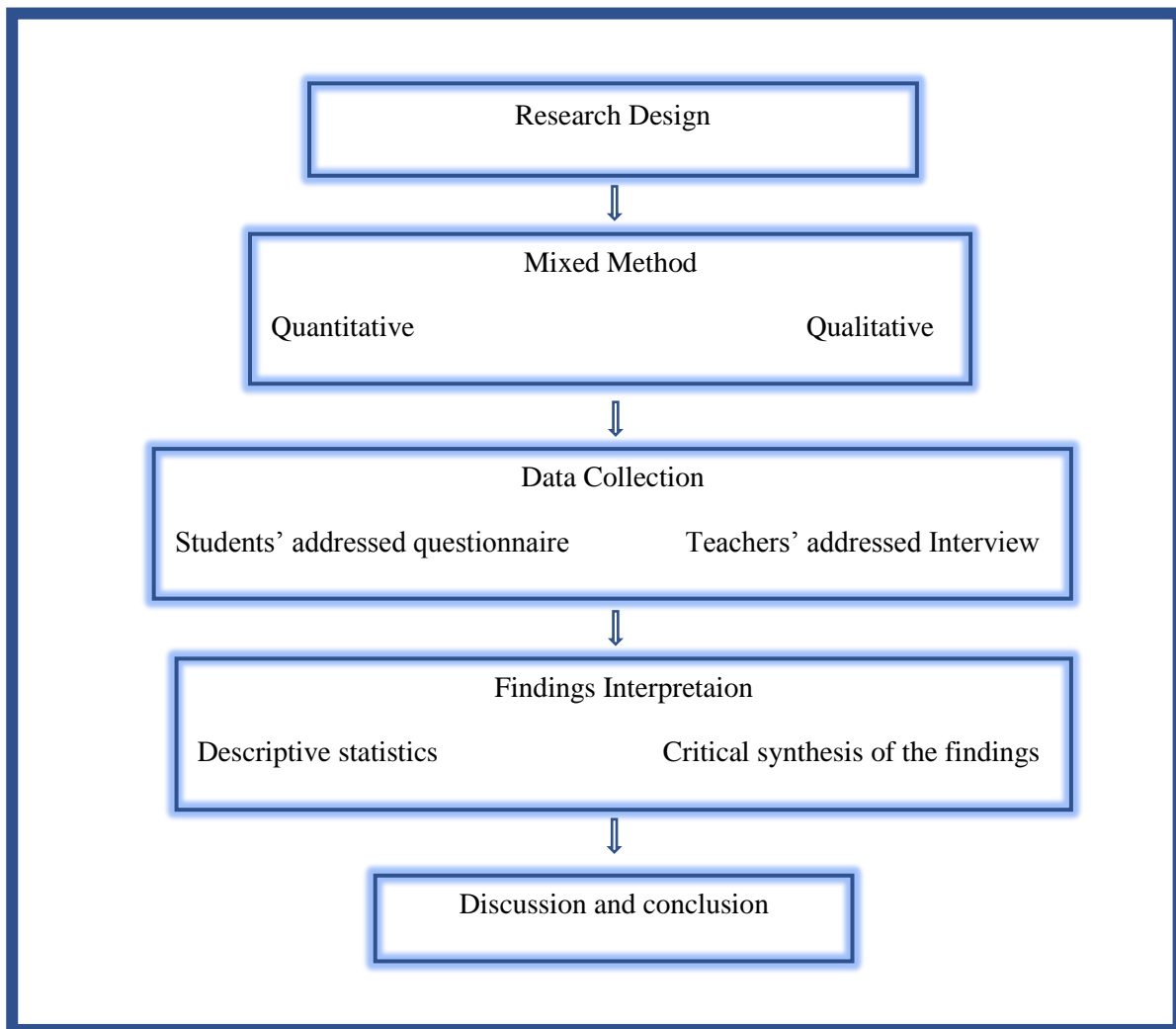


### **III. Introduction**

The chapter at hand aims at bridging the gap between the theoretical and practical parts of this study; it pays attention and adheres to the appropriate methodological and conceptual terms that have to be mentioned at describing the methodology used in conducting this research. This chapter emphasizes the methodological design and the different steps this research has undergone to investigate Algerian non EFL students and teachers' susceptibility to EMI along with language planning issues related to the topic. More precisely, it describes the mixed method opted for, including a description of the participants, how they are selected, how data are collected, what questions are asked, how they are analyzed and how the obtained data are interpreted.

#### **III.1 Research Design**

Our understanding of linguistic attitudes is mostly based on a little amount of data. The study's goal was to find out how teachers felt about the languages they utilized in their field of study. Returning to the introduction, the primary causes of language challenges at the university level were hypothesized to be the shift from Arabic to French and the absence of publications in these two languages in comparison to English. Furthermore, we hypothesized that most of the students of scientific faculties prefer English as a language of instruction, although some teachers may prefer to retain using French and Arabic for teaching.



**Figure 1: Research design of the present study**

### III.1.1 Triangulation

'Methodological triangulation' or mixed-methods research uses more than one kind of method to study a phenomenon (Risjord et al 2001, Casey & Murphy 2009). There are two types of methodological triangulation: 'across method' and 'within method'. Across-method studies combine quantitative and qualitative data- collection techniques (Boyd 2001, Casey & Murphy 2009). Qualitative approaches are explanatory and textual in nature, and include passive observation, participant observation, open-ended interviews, and patient diary analysis. Quantitative approaches involve statistical analysis of results or questionnaires obtained using standardized scales or measurements and quantitatively reported. ( Risjord et al 2001).



In this study, triangulation was accomplished through the use of a student questionnaire and a teacher interview. It was our intention to use observation as another approach for our study, but we learned that, for a variety of reasons, adopting more than two ways is difficult to implement.

### **III.1.2 Mixed Method: Qualitative vs. Quantitative Approach**

Mixed methods research can provide for stronger inferences because the data are looked at from multiple perspectives. One method can provide greater depth, the other greater breadth, and together they confirm or complement each other. For example, quantitative data may be used to measure the success of an intervention, and qualitative data used to explain the process of the intervention. Mixed methods are useful when they give better opportunities to answer the research questions of interest, and when they help the researcher evaluate the “goodness” of their answers (Tashakkori & Teddlie, 2003, p. 14).

As a result, using both quantitative and qualitative data in the form of a mixed approach in the current study has the ability to improve accuracy and enrich the analysis and conclusions collected.. This also enables addressing the research questions through the use of a range of research methods that aid in the collection of data of various types from numerous sources, culminating in triangulation, which raises the credibility of the results.. To demonstrate, the quantitative analysis of this study comprises a questionnaire given to non-EFL scientific students at IbnKhaloudun University of Tiaret, and it is utilized to analyze the information and data gathered through tables and graphs.

The qualitative insights' purpose is to explore and analyze facts in order to draw conclusions about science students and teachers' perceptions of EMI. The qualitative technique in this study involves an interview with scientific professors from several streams at Ibn Khaldoun University of Tiaret, which is used to arrange accounting for and interpreting the data.

## **III.2 Setting, Population and Sampling of the Study**

### **III.2.1 Setting**

The physical and social atmosphere in which research is done is referred to as the research setting. The research at hand is done at Ibn Khaldoun University of Tiaret, Algeria and; more precisely, in scientific faculties of Physics , Biology ,Chemistry and mechanical

engineering . Ibn Khaldoun University is a public non-profit higher education institution located in a small city named Tiaret in the south-west of the capital of Algiers, in the western area of high plains, and around 150 kilometers from the Mediterranean shore.

### **III.2.2 Population**

Population has been used as a key term by Chelli (2017, p.28) as a reference to “the group of people whom the study is about. The target population consists of all the people to whom the survey’s findings are to be applied” whereas, he considers the sample as “the group of participants whom the researcher actually examines in an empirical investigation”.

Therefore, our population is non EFL teachers and students as a whole while our simple random sample is teachers that belong to the science streams of Physics, Chemistry and Mechanical engineering at Tiaret University.

### **III.2.3 Sampling**

A sample is a subset of the population, and sampling is the process of selecting a small number of people for a study in such a way that the individuals chosen will be good key informants who can contribute greatly to the necessary data to the research because they are thought to understand a given phenomenon.(Gay, L.R, Mills, G.E, & Airasian, P., 2009)

According to Johnson and Christensen (2000) sampling is the process of drawing from a population for research purpose. It is a method of selecting a certain number of people from a specified group to serve as representatives of that community.(Borg & Gall, 1996).

#### **III.2.3.1 Students**

In our study, a random sample of eighty (80) LMD scientific students was chosen for the questionnaire approach; this sample is indicative of the target population. Only the gender of the students is considered in the study; other variables such as age and socioeconomic status are not taken into account. There are forty males (26) and forty females (54) among the responders.

#### **III.2.3.2 Teachers**

A sample of seven (07) teachers from the same affiliation at 'Ibn Khaldoun University of Tiaret,' was chosen for the semi structured interview. The teachers are chosen at random and

are of various genders, ages, PhD fields, and experience. For reasons of privacy and confidentiality, the names of the teachers have been withheld throughout this dissertation

### **III.3 Data Collection Instruments**

Two research tools were used to conduct the investigation. To begin, a questionnaire was designed for students of scientific faculties at Ibn Khaldoun University, and an interview with teachers in the same field was held. In order to acquire accurate results, the current study uses both quantitative and qualitative methodologies in the form of a questionnaire and an interview. Both tools are subjective in collecting data and investigating people's perspectives on a particular issue.

#### **III.3.1 Description of the Questionnaire**

One extremely clear technique to obtain a wide range of information about people's knowledge or beliefs is to ask them. The questionnaire is a data collection tool used in research that has various advantages. It's useful for gathering information. In the words of Brown (2001): "Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers." (as cited in Dörnyei, 2003, p.6). This tool is "usually used not to elicit real language data but "to collect data on attitudes about language or qualitative sociolinguistic information" (Bijeikienė, & Tamošiūnaitė, 2013, p.45).

In this regard, the questionnaire includes three sorts of questions: closed-ended, multiple-choice, and open-ended. In the case of the first type of question, the responders must select the proper choice that best suits their needs. In terms of the second sort of inquiry, it entails a collection of responses that need the informants to choose the appropriate box. The third form of inquiry invites participants to express their opinions on the topic mentioned in the question. As a result, questionnaires can be used to collect both qualitative and quantitative data, and they are appropriate for a wide range of research questions, including those requiring multiple forms of data.

#### **III.3.2 Description of Interview**

Miller and Glassner (1997) observed that; "Those of us who aim to understand and document others understandings choose qualitative interviewing because it provides us with a means for exploring the point of views of our research subjects, while granting these points of

view the culturally honored status of reality”. As interviews are normally a face to face technique, they give the researcher an opportunity to understand the real message being communicated by the respondent, as the researcher is exposed to cues of communication such as facial expression, gestures and body language. The interview gives one the opportunity to know intimately what the people think and feel. It is the most common and powerful way we use to understand fellow human beings.

Indeed, the primary goal of conducting interviews is to gather comprehensive information and gain an understanding of the respondents' perspectives. As a result, they are regarded as good study methods when extensive knowledge about the viewpoints of participants is required. In an attempt to show the importance of the interview, Cohen, L., Manion, L. and Marrison (2000) claim that: “Interviews enable participants- be they interviewers or interviewees- to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view. In these senses, the interview is not simply concerned with collecting data about life: it is part of life itself.”

To elicit information about the effectiveness of English as a medium of instruction for scientific faculties, a semi structured interviews with eight (8) questions, are directed to ten (07) teachers from scientific departments at Ibn Khaldoun University.

#### **III.4 The Pilot Study**

We gave the prepared questionnaire to select students first to see if it was feasible, clear, and efficient. Their feedback was extremely helpful in improving the final structure of the questionnaire that was addressed to the entire sample. The pilot stage also includes interview questions with certain teachers, which helps to check the clarity and relevancy of the intended questions. Pilot studies are carried out in this study for the following reasons:

1. Instruments for testing
2. Making a feasibility assessment
3. Evaluate the sample approach and method.
4. Identify a potential issue

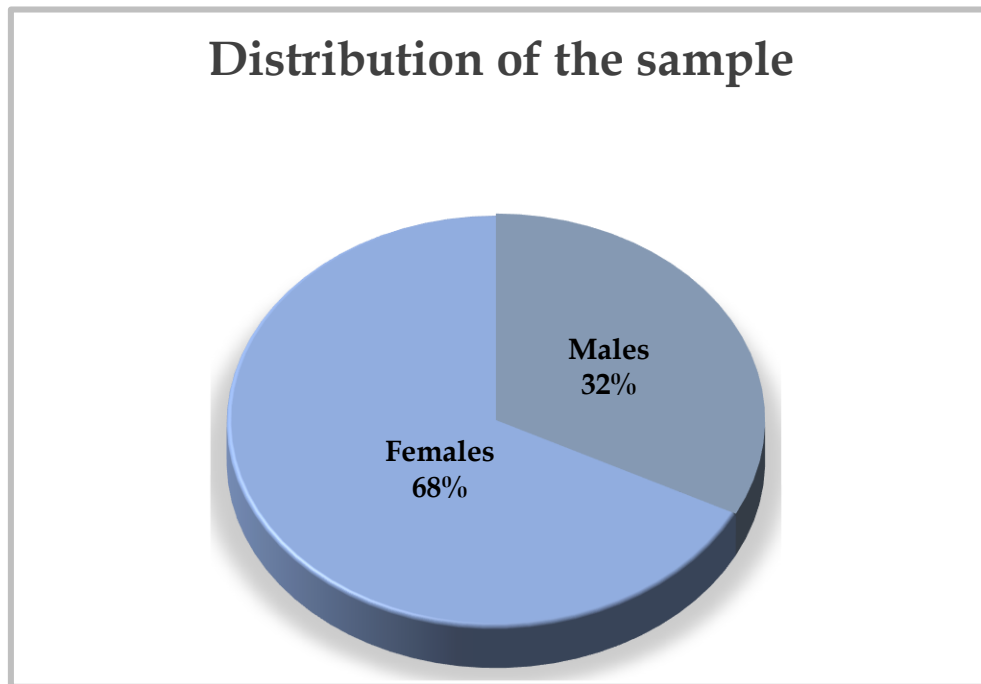
### III.5 Data Analysis and Interpretation of the Findings

#### III.5.1 The Analysis of the Questionnaire

##### Section One: Personal Information (N: number of Participants, %: Percentage)

**Table 2: Distribution of the Sample**

Gender	N	%
Males	26	32.5
Females	54	67.5



**Figure 2: Distribution of the Sample**

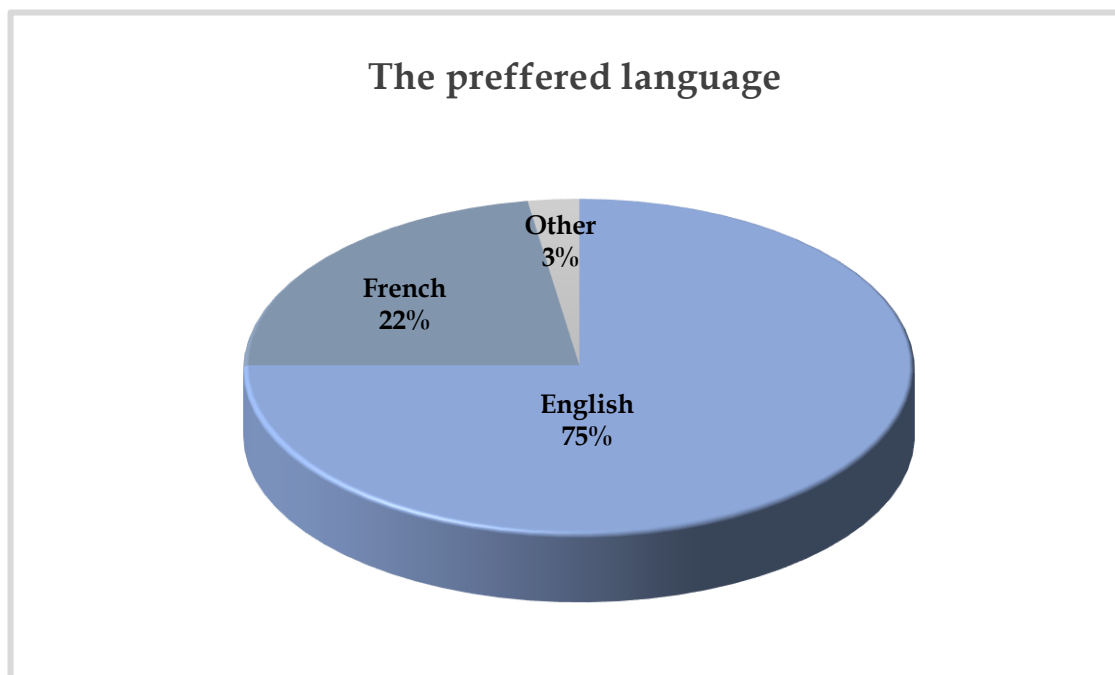
As figure 2 indicates, the sample is differently split between the selected sample's participants: 67.5% female participants and 32.5% male participants.

**Section Two: Perceptions of English as a medium of instruction**

**Question one:** What is your preferred second language for learning?

**Table 3: The Preferred Language for Learning**

Preferred language	percentage
English	75%
French	22%
Other	3%



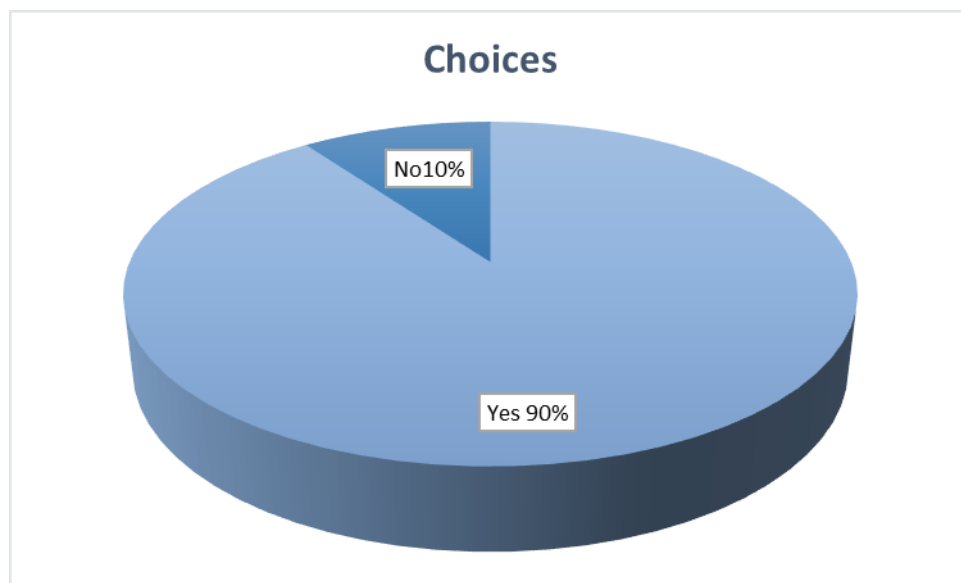
**Figure 3: The Preferred Language for Learning**

The data displayed in figure 3 shows that more than half of the respondents (75%) prefer English as a second language for learning while 22% of them prefer French and only 3% prefer other languages.

**Question two:** Do you think that integrating English as a mean of instruction in your field of study will contribute more to your learning?

**Table 4: Opinions of Students about the Contribution of English to their Learning**

Opinions of students about the contribution of English to their learning	Percentage
Yes	90%
No	10%



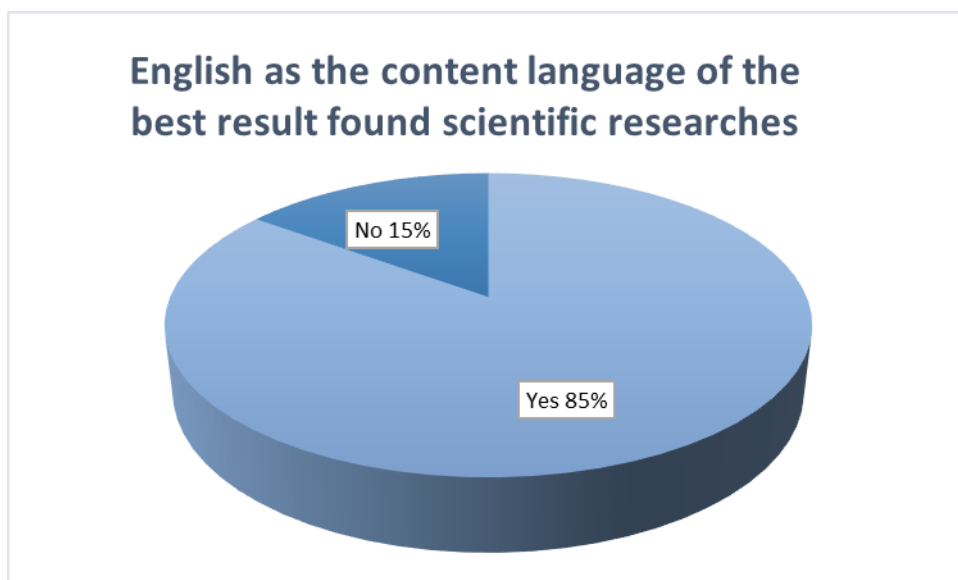
**Figure 4: Opinions of Students about the Contribution of English to their Learning**

The following graph shows students' opinions about the contribution of English to their learning. In this respect, the results indicate that the majority of informants (90%) agree that English can contribute more to their learning. According to them, they appreciate the status of English as an international language and that it symbolizes success and innovation; besides, it is a preferable and comprehensive language for them and they consider those who master it as educated people. Conversely, a minority of them (10%) react negatively respecting the use of English which is according to them difficult to understand. Another reason why they show such a negative reaction is that they prefer French which is for them the most prestigious language. Hence, one can assert that the majority have positive reactions towards the notion of EMI.

**Question Three:** Have you ever been in a situation where the only/ best resources you found on the internet for your research have been in English?

**Table 5: English as the Content Language of the Best Results Found for Scientific Researches**

Best resources found were in English	Percentage
Yes	85%
No	15%



**Figure 5: English as the Content Language of the Best Results Found for Scientific Researches**

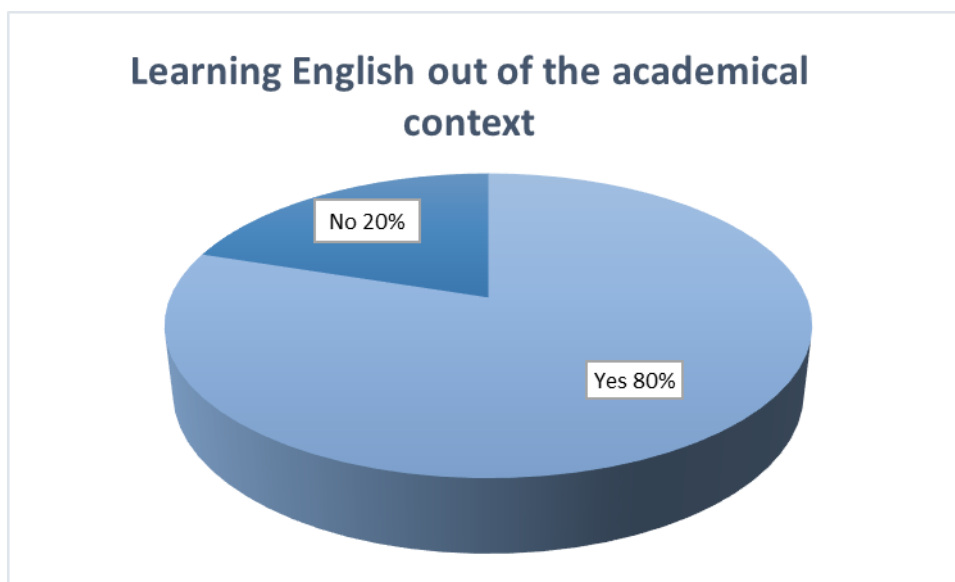
It can be clearly observed in figure 4 that most of the students (85%) have been in situations where the resources they found for their studies when making a research on the internet were exclusively in English. Whereas, a minority of them (15%) claimed the opposite



**Question 4:** Have you ever tried or even thought to learn English out of the academical context?

**Table 6: Learning English out of the Academical Context**

Learning English out of the academical context	Percentage
Yes	80%
No	20%



**Figure 6: Learning English out of the Academical Context**

The aim behind this question is to find out whether students learn English outside the academic context. The results show that the majority of respondents (80%) have affirmative answers and claimed that they learn English autonomously at home by E-learning, downloading English applications on their cell phones and also by books, whereas, the remaining informants (20%) reply "No".

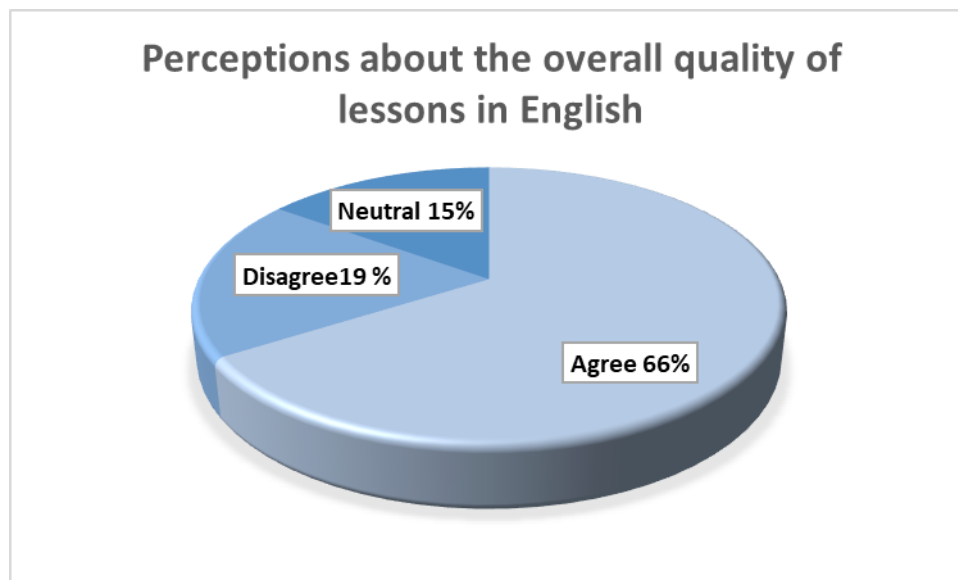
### Section Three: Opportunities and Challenges of Using English as a Medium of instruction:

#### Part 1: What do you perceive about the following statements?

Statement 1: The overall quality of lessons in English is better and more updated than the ones in French and Arabic?

**Table 7: Perceptions about the Overall Quality of Lessons in English**

Perceptions about the overall quality of lessons in English	Percentages
Agree	66%
Disagree	19%
Neutral	15%



**Figure 7: Perceptions about the Overall Quality of Lessons in English**

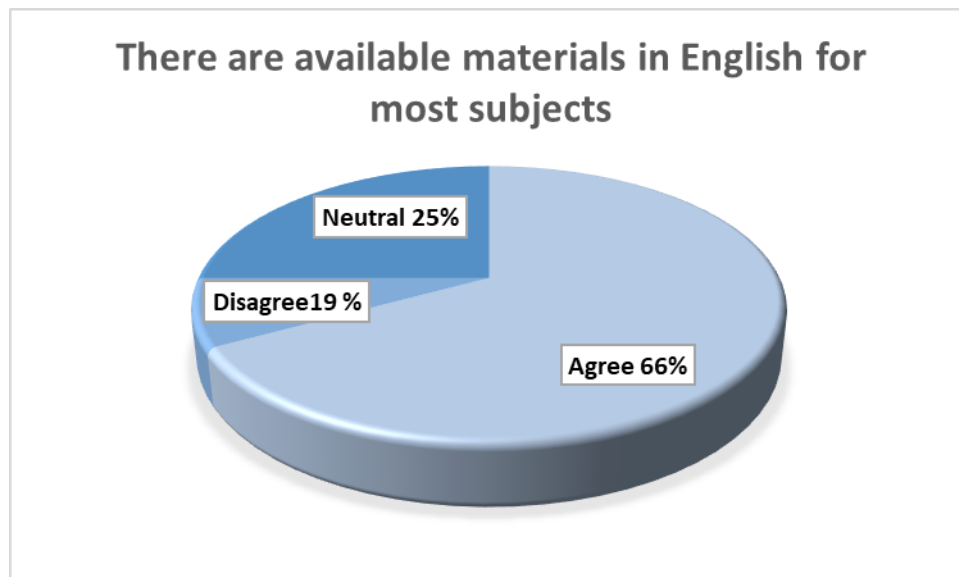
Most of the participants (66%) agree that the overall quality of lessons in English is better and more updated than the ones in French and Arabic. They showed such a reaction according to what they have experienced throughout their academical and scientific activities especially when surfing on the internet. In this vein, they also appear to be convinced that English is the language of science and that all leading nations in scientific disciplines speak English. Conversely, few of the participants (19%) disagree to the statement under the pretext that they found the same quality of lessons in multiple languages. Accordingly, they seem to prefer French or Arabic claiming that English is not the only language of science.

A minority of the learners (15%) showed neutrality concerning the topic which is probably due to their focus on the content rather than the instructional language.

**Statement 2: There are available materials in English for most subjects**

**Table 8: There are Available Materials in English for Most Subjects**

There are available materials in English for most subjects	Percentages
Agree	67%
Disagree	8%
Neutral	25%



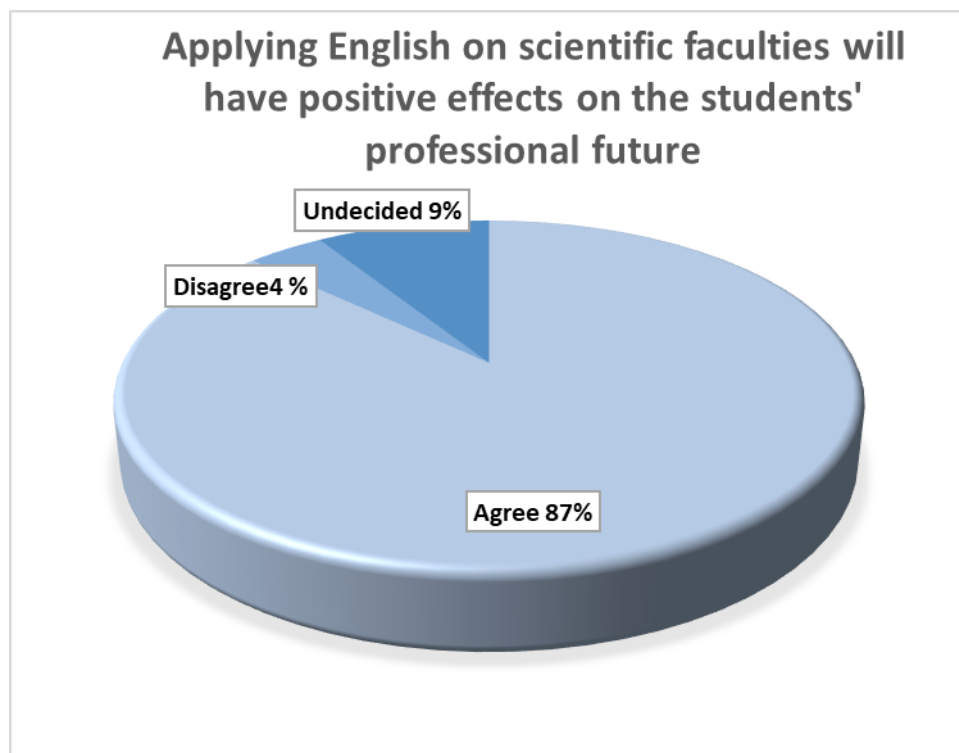
**Figure 8: There are Available Materials in English for Most Subjects**

Figure 8 shows that more than half of the respondents 67% share the view that there are available materials in English for most subjects while only 8% claim the contrary. The remaining quarter adopted neutrality about the topic.

**Statement three: Applying English on scientific faculties will have positive effects on the students' professional future**

**Table 9:Applying English on Scientific Faculties will have Positive Effects on the Students' Professional Future**

<b>Positive effects on English on the students' professional future</b>	<b>Percentages</b>
Agree	87%
Disagree	4%
Undecided	9%



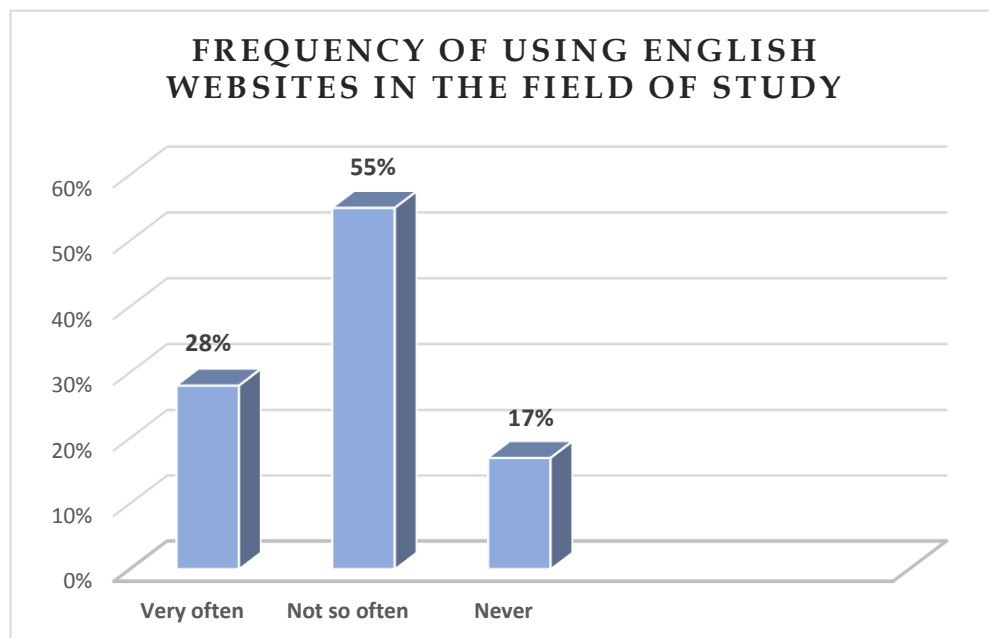
**Figure 9:Applying English on Scientific Faculties will have Positive Effects on the Students' Professional Future**

This question item targets to collect data about students' opinions concerning the potential positive impacts English may have on their future professional career. The obtained results indicate that the majority of informants (87%) agree with the idea that English is important for their future professional life, whereas a small minority of them (4%) disagree. While the rest (9%) have no specific impression. In this respect, one can conclude that learners consider English as a symbol of professional success especially abroad.

**Statement four: How often do you use English websites in your field of study?**

**Table 10: Frequency of Using English Websites in the Field of Study**

frequency of Using English websites in the field of study	Percentages
Very often	28%
Not so often	55%
Never	17%



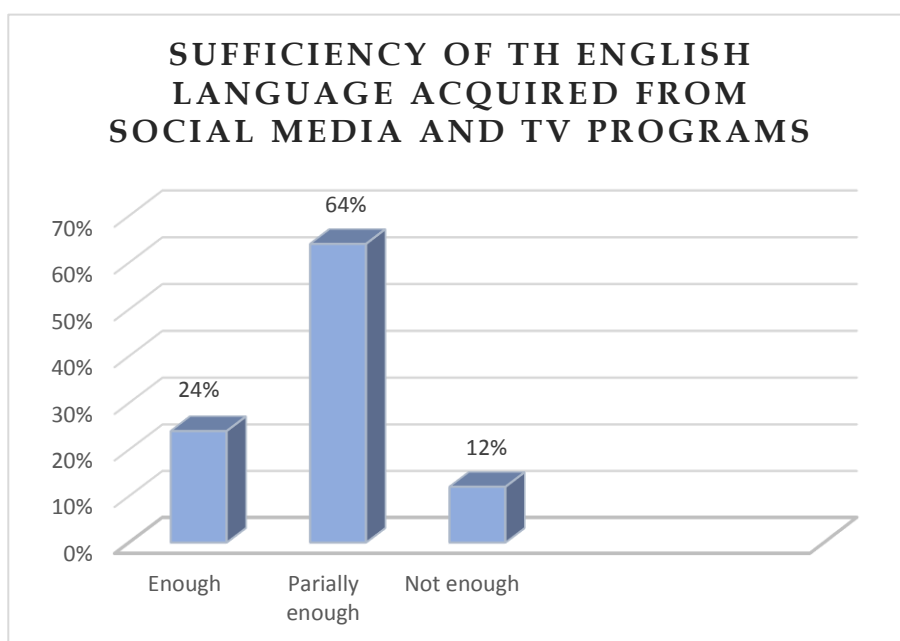
**Figure 10: Frequency of Using English Websites in the Field of Study**

The aim behind this question is to collect data about the frequency of visiting English websites among the learners. Nearly one third of informants (28%) says that they visit English websites very often. While 55% of the students respond that they do not really visit them so often, and only 17% never visit them. Regarding this question, we can say that the number of learners using English websites is quite interesting considering their educational languages.

**Statement five: To what extent can the English language acquired from social media and TV programs be enough to tackle the academic English context in your field of study?**

**Table 11: Sufficiency of th English Language Acquired From Social Media and TV Programs**

Sufficiency of th English language acquired from social media and Tv programs	Percentages
Enough	24%
Partially enough	64%
Not enough	12%



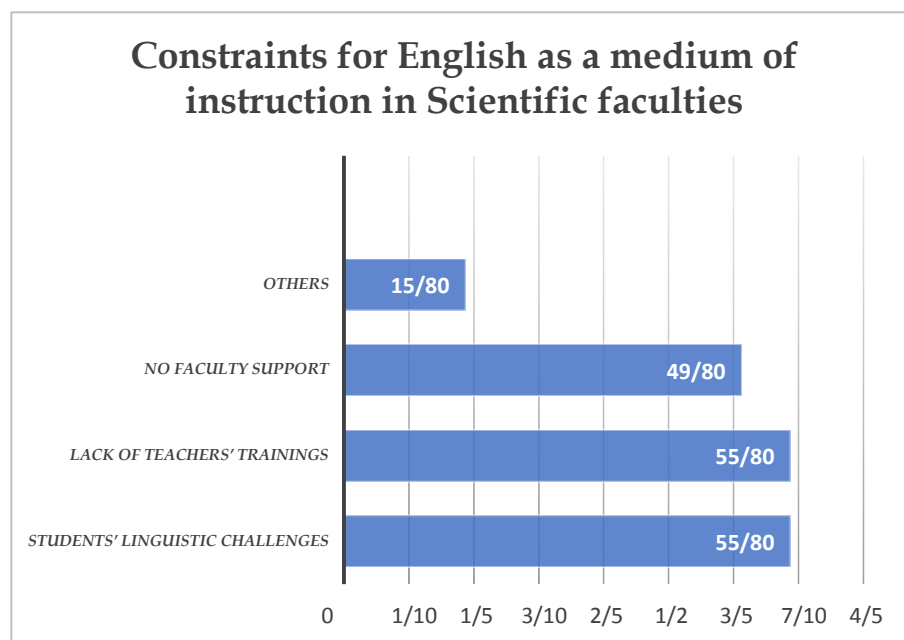
**Figure 11: Sufficiency of th English Language Acquired From Social Media and TV Programs**

Due to the spread of the English language among the young generation, there is a considerable portion of the participants (24%) who claim to have already acquired a good level of English from social media and TV programs that can be enough to enable them tackle the English academical context in their field of study. While the majority of them (64%) believe that it will be enough but not to a great extent. Whereas a minority of the learners (12%) doubt its sufficiency.

**PART TWO: According to you, which of the following items can be a constraint for English as a medium of instruction in Scientific faculties? (You can tick more than one answer):**

**Table 12: Sufficiency of the English Language Acquired from Social Media and TV Programs**

Constraints for English as a medium of instruction in Scientific faculties	Number of votes
Students' linguistic challenges	55/80
Lack of teachers' training	55/80
No faculty support	49/80
Others	15/80



**Figure 12: Constraints for English as a Medium of Instruction in Scientific Faculties**

The aim of this assessment is to gather opinions and information about the constraints that hinders the implementation of English as a medium of instruction in scientific faculties. The above figure shows that the great majority of students (55/80) consider the Lack of teachers' training and Students' linguistic challenges as the main constraints. The lack of support from the university seems to be the concern of a considerable portion of the participant (49/80).

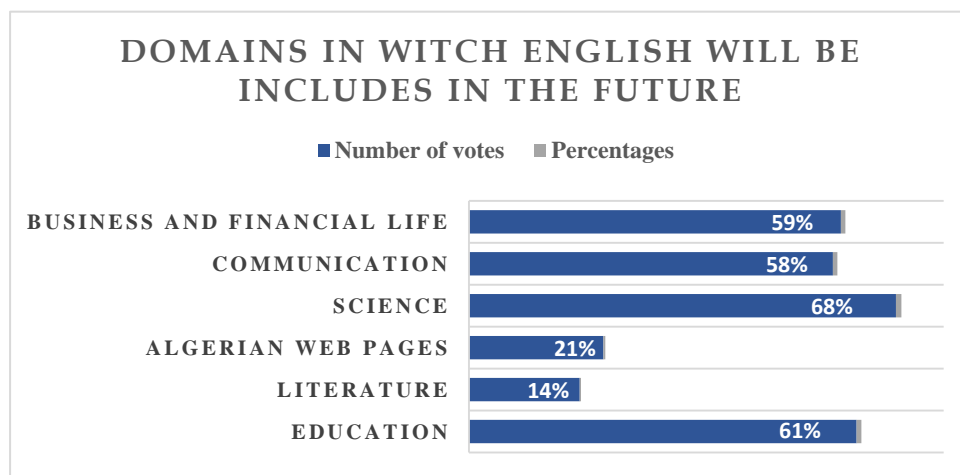
Some learners consider the impact of the French colonization on the Algerian linguistic situation as the mother of all constraints. Accordingly, the French language's dominant status in Algeria makes it almost impossible to switch to any other foreign language especially in higher education.

#### Section four: Suggestions and anticipations for implementing English as a medium of instruction in scientific faculties

**Statement one: In the future, in which of the following domains in Algeria do you believe English will be included?**

**Table 13: Domains in which English will be included in the future**

Domains in which English will be included in the future	Number of votes
Education	49/80
Literature	11/80
Algerian web pages	17/80
Science	54/80
Communication	46/80
Business and Financial life	47/80



**Figure 13: Domains in which English will be included in the future**

Following up (question 01) and providing an opportunity to select multiple answers, the first question attempted to know students' beliefs about domains that English will cover in Algeria. The informants were provided with more than one option namely, (Business & financial life, Science, Education, Communication, Literature, and Algerian web pages). The figure below shows that the domain which has achieved a great deal of the answers is Science with a percentage of 68% and Education come at the second-class with 61% of the answers.

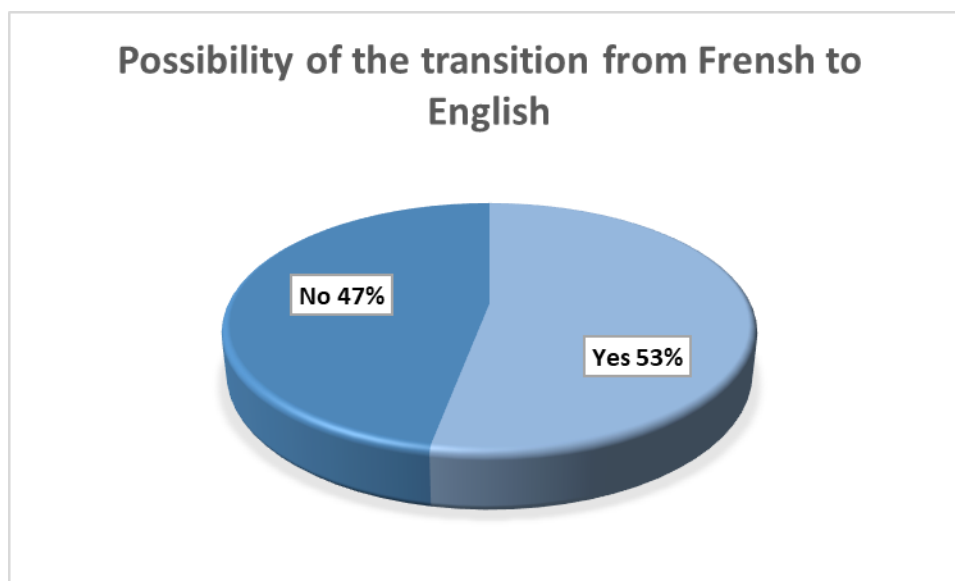


59% of participants chose business and financial life whereas communication achieved 58% of the responses. 21% of the participants' replies go to Algerian websites besides 14% to Literature. In this regard the results reveal that English will be more spread among the Algerian society within next coming years.

**Statement two: The transition from French to English in scientific faculties can be smooth and easy**

**Table 14: Possibility of the Transition from French to English**

Possibility of the transition from French to English	Percentages
Yes	53%
No	47%



**Figure 14: Possibility of the Transition from French to English**

This question is set to know whether the students believe in the easy inclusion of English in Algerian scientific higher education. The obtained results reveal that more than half of informants (53%) strongly believe that English can be easily spread within the Algerian scientific faculties in a way to reach various disciplines in a short period of time due to the similarities between French and English and the easy acquisition of the latter to the extent that many of the learners claim that they already master it. Whereas, (47%) of the participants state

that there is no chance for English to achieve the status of an instructional language easily and smoothly. Regarding this question a considerable number of participants strongly welcome the idea that English can be expanded in Algerian scientific fields without any difficulties. However, a smaller number of them is against this idea.

**Statement three: Would you please suggest practical recommendations for the successful integration of English as a medium of instruction in Scientific faculties?**

For the successful adoption of English as a medium of instruction in Algerian scientific higher education, interesting recommendations and suggestions were given by students. Some of them recommended the inclusion of English from very early educational stages (primary school) and the creation of educational websites and TV programs or adding sessions and modules specifically for the enhancement of the learners' linguistic capacities in English. Some of them even urged for making English an official language in Algeria

**III.5.1.1 Discussion of Questionnaire Obtained Results**

The addressed questionnaire is conducted to gauge scientific students' attitudes towards the effectiveness of English as a medium of instruction in their field of study, the efficiency of EMI and its impact on the quality of the teaching process and visions that students may have about the role EMI's integration may play in the flourish of Algerian higher education.

The findings attained from students' questionnaire reveal that most of them are quite convinced that the mastery of English will certainly have a positive impact on their learning. The collected data show that most students (80%) are motivated to learn English, as well as they try to learn it out of the academic context: in private institutions and home by their own materials such as: novels, downloading applications and even game .regarding this one can say that the majority (75%) of learners give a great importance to the English language.

A great portion of the participants claim that the English language facilitates interactions between teachers and students., results mirror up that the majority of students react positively towards the use of English language inside and outside the academic context because learners see English as a comprehensive language Accordingly 64% of the students claim that the English linguistic background acquired from social media and TV programs can be quite enough to tackle the academic scientific context. Accordingly, more than half of the students (53%) are convinced that the transition to English as an instructional language can be smooth and easy. It is worth mentioning though that there are some constraints to be taken into

consideration, such as teachers lack of training and the absence of support from faculties towards the English language.

Another highly supported idea stipulates that the end of English as a medium of instruction in scientific faculties can be a key factor contributing to better enhancement/development in this field. It argues that English will be the FL1 in Algeria that will be learnt from primary school. The findings indicate that the majority of participants believe in the idea that English should be taught from early educational stages. As regards to this, the majority of students (87%) are aware of the positive effects of the application of English on their field of study and the important role it can play in their professional future due to its global status. Concerning English being a FL1 in Algeria, around 50 informants believe in the idea that English will prevail as the First Foreign Language. Besides, the analysis shows that the majority of students agree on the eminent supremacy of English as a language of scientific and technical researches and in social domains such as: literature, finance, business and communication after MSA (figure12). The collected data also reveal that students strongly agree that English will replace French in Algeria and become the most useful language among Algerians after their mother tongue.

### III.5.2 Interview Analysis

#### **Question1: what is your preferred language for teaching science?**

Teacher 1: I prefer Arabic

Teacher 2: English is my favorite language for teaching science

Teacher 3: French, because I master it very well

Teacher 4: French, because I have been formed in French.

Teacher 5: English

Teacher 6: English, because it is the language of science of course

Teacher 7: French, because my original formation was in French

**Comment 01:** This question attempts to find out the instructional language preferred by higher education teachers of the scientific streams. The interviewees' responses do in fact vary. Three interviewees prefer English, while three of the respondents choose French, and only one interviewee prefers Arabic.

**Question 2: Do you think English is important for teaching science?**

Teacher 1: Yes it is important

Teacher 2: Yes indeed

Teacher 3: Yes, it is as important as French

Teacher 4: Yes, it is

Teacher 5: Yes of course

Teacher 6: Yes, it is very important for teaching science

Teacher 7: Yes, it is very important

**Comment 2:** The aim of this question is to probe into teachers' perceptions of the effectiveness of English as a medium of instruction for Algerian higher education. All the teachers find it effective since it is more flexible, easy to convey the information and affords a large variety of sources and topics in the field.

**Question 3: Have you ever experienced teaching science using English? If yes, how has been the experience, and how has been the students' feedback?**

Teacher 1: No

Teacher 2: No, I have not

Teacher 3: No, I have never had this experience

Teacher 4: No

Teacher 5: No, because I have been instructed in French

Teacher 6: Yes, sometimes and the students showed good reactions

Teacher 7: No, never

**Comment 3:** The purpose behind asking this question is to check if the teachers have ever used English as a language of instruction in their teaching experience. Their comments show that the

majority of the sample had never had this experience. But, only one of them tend to shift to English during his sessions due to the positive reactions that his students show.

**Question 4: According to you, what are the advantages of adopting English as a medium of instruction in Algerian scientific faculties?**

Teacher 1: Availability of articles and resources for most scientific topics.

Teacher 2: The diversity of resources and articles as it is the language of science.

Teacher 3: The easiness of accessing large amounts of references and resources.

Teacher 4: Because all scientific journals and scientific conferences impose English.

Teacher 5: Most valuable scientific articles are in English.

Teacher 6: The leading scholars and scientists' publications are in English

Teacher 7: Because it is the international language approved for publishing.

**Comment 4:** Teachers in their view of the role of English as a medium of instruction; admitted clearly that English, at present, represents the lingua franca of science and scientific publication. Likewise, they stated that it conforms to the needs and concerns of professional researchers and post-graduate students who need to publish in peer-reviewed international journals

**Question 5: From which standpoint(s) the problems of using English as a medium of instruction have to be considered?**

Teacher1: In my opinion, the ministry of higher education neglects the use of English.

Teacher 2: Teachers' lack of instruction in English

Teacher 3: Most of the teachers belong to the old generation who has been instructed either in French or Arabic. Thus, they should be replaced by younger generations who are instructed in English.

Teacher 4: Most of the teachers are instructed in French.

Teacher 5: I think the authorities support French at the expense of the English.

Teacher 6: I think there is a dominant lobby which maintains the use of French in all aspects of life and excludes any other language.

Teacher 7: Both of teachers and students' lack of instruction in English.

**Comment 5:** The aim of this question is to gather opinions and information about the obstacles that prevent the integration of English as a medium of instruction in scientific faculties. Most of the teachers consider the Lack of teachers' trainings and Students' linguistic challenges as the main problems. Two of the interviewees claim that the lack of support from the authorities which is indeed caused by a dominant French speaking lobby seems to be the main problem.

**Question 6: Do the authorities give importance to the use of English in scientific faculties?**

Teacher 1: No, they do not

Teacher 2: Yes, English is gaining some space recently.

Teacher 3: No, not at all.

Teacher 4: No.

Teacher 5: No, they do not.

Teacher 6: No, I see no support.

Teacher 7: Not really.

**Comment 6:** The aim behind this question is to know whether the government gives importance to the integration of English as a mean of instruction in scientific higher education or not. Six teachers see no support to the integration of English as an instructional language. While only one of them affirmed that the ministry of higher education gives some importance and support to the integration of English besides, it makes great efforts in order to facilitate the teaching process of the foreign language and make it successful.

**Question 7: Have you ever noticed your students using English terms in your field of study?**

Teacher 1: Yes.

Teacher 2: Yes, I have from time to time.

Teacher 3: Yes, sometimes.

Teacher 4: Yes.

Teacher 5: Yes, occasionally.

Teacher 6: Yes, they use English technical terms.

Teacher 7: No, I have not.

**Comment 7:** This question is set to know if teachers noticed their students speaking or using English terms during their sessions. Six teachers confirmed noticing their students using English technical terms while only one teacher denies that.

**Question 8: According to you, what plans, if any, are there to encourage the implementation of English as a medium of instruction in Algerian scientific faculties or what role should higher education institutes play to implement it.**

Teacher 1: English should be taught from elementary school.

Teacher 2: I think English should be integrated gradually in universities. For example, by creating modules for the enrichment of the students' knowledge about the technical language.

Teacher 3: In my opinion, it should be integrated from early educational stages.

Teacher 4: It should be implemented at early stages.

Teacher 5: Establishing partnerships and collaborations between Algerian and English-speaking universities.

Teacher 6: It must be included from primary school.

Teacher 7: the authorities should focus on the formation of teachers in English.

**Comment 8:** This question stands for the successful adoption of English as a medium of instruction in Algerian scientific higher education, Interesting recommendations and ideas were suggested by teachers. Some of them recommended the gradual inclusion of English from early educational stages (primary school) and the creation of sessions and modules specifically for the enhancement of the learners' linguistic capacities in English. Another interesting suggestion is the establishment of collaborations and partnerships between Algerian and English-speaking universities.

### **III.5.2.1 Discussion of Interview Obtained Results**

The primary aim of the interview is to reveal whether Algerian universities are ready to embrace EMI for scientific streams.

The results obtained from the interview revolve around three main concepts: insights of language planning and policy in Algerian higher education through the notion of EMI, attitudes towards the language, and efficient diagnoses of the problems that may lead to possible strategies that can help to facilitate implementing EMI in scientific fields. The results revealed that no policy is used concerning adopting the language or accepting students or recruiting teachers at the university on the basis of their efficiency in English. The findings showed a positive attitude towards using English as a means of instruction and revealed the increasing proportion of sources of knowledge such as books, tutorials and theses which, for economic, social and prestige reasons, are available only in English. Also, it is indicated that the interviewees have an awareness of some of the problems that may face a rapid integration of English in scientific higher education. Accordingly, it was stated that one of the reasons behind the weak linguistic level of both teachers and students is their pre-university education, which was wholly in Arabic or French. In this respect the majority of the participants approved on integrating English at early educational stages (primary school) or gradually starting with enhanced ESP sessions from the first year of the university. Another interesting suggestion was the establishment of collaborations and partnerships between Algerian and English-speaking universities.

### **III.6 Synthesis of the Findings**

On the basis of our questionnaire and interview's findings, we suggest that both of the results are quite similar to a great extent. The purpose of the above questionnaire is to examine the effectiveness of English as a medium of instruction, science teachers and students attitudes towards the implementation of English as a medium of instruction in their fields and language planning issues related to the topic. The results of the questionnaire survey reflect a considerable degree of appreciation from most science students towards the English language for it symbolizes civilization, prosperity and scientific development

The majority of the participants included in this study showed willingness to embrace English as an instructional language. Except old generation-teachers who were not really prepared to sacrifice the expertises they accumulated throughout the years in Arabic/ French



as the only languages with which they have taught and have been formed, the rest of their colleagues and most of the students cheered up for the idea for the sake of scientific evolution. It is worth mentioning though that a lot of suggestions called for the gradual injection of EMI with the consideration of time, socio-cultural backgrounds and the current curriculums in order not to compromise the teaching/learning equilibrium that teachers and learners are accustomed to.

### **III.7 Recommendations**

Based on the previous result findings, it is considered very important to make some recommendations to the teachers, students, and government as well. Hopefully, this set of recommendations will be taken into consideration:

- Offering courses in language for specific purposes for students; and EAP/ ERPP courses for teachers.
- Encouraging research works on the field of language policy and planning at the micro level (universities).
- Teachers should raise students' awareness about the global importance of the English language and motivate them using different teaching aids
- Students and teachers should be more autonomous and attempt to improve their English starting with giving priority to technical scientific terms.
- English should be promoted through the media in order to be widely spread in society
- More institutions should be established by the government with the goal of expanding the use of foreign languages throughout the country.
- The government should implement English in the primary school curriculum, hence learning a foreign language at early age will result in much easier and better fluency
- Government should provide academical facilities with technology and equipments in order to facilitate both English teaching and learning process.
- The establishment of collaborations and partnerships between Algerian and English-speaking universities.

### **III.8 Limitations and Further Research**

With a small sample size from just one single university rather than taking samples from different areas of the country, one must admit that generalizations cannot be drawn from our study. This study was also limited in terms of time and cost, in the sense that enlarging the scope of our research needs larger waging and a longer period of time to enforce the credibility of the findings. The lack of proficiency in English for numerous participants consumed a lot of time and energy. Consequently, we were obliged to skip many participants to reach the right ones. And sometimes it was necessary to translate questions to French and Arabic to get the expected reactions.

An efficient further research should take into consideration diversity in terms of location, further scientific specialties and more powerful techniques such as document analysis, observation of actual classes and ethnography to dive deeper into the complexities facing the use of EMI.

### **Conclusion**

This study looks into the most efficient approach for spreading the English language throughout Algeria's scientific higher educational streams. The chapter begins with a description of the sample and research tools employed, as well as the research paper's goals.

The students' questionnaire and teachers' interview instrument, which were used to conduct the research, are presented in the first section of this chapter. Then there's a visual depiction of the data, as well as a thorough, in-depth analysis with tables, graphs, and charts.

To summarize, the outcomes of this study show instructors and students' awareness of the global status of English and their estimations of it becoming the dominant language in Algeria after their mother tongue in all domains. The findings strongly supported the teachers' and students' awareness of the global importance of English, as well as their positive attitudes toward its use. They also supported the idea that English will be the first foreign language taught in Algeria, beginning in primary school and eventually becoming the most prestigious language spoken by Algerians. The second section, on the other hand, contains a number of research recommendations.



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# General Conclusion

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## **General Conclusion**

Language- related educational problems are not decreasing since the world is being submerged by multilingualism due to globalization and the multicultural life style that is being promoted through the internet, especially by social media platforms . Because of its ethnic, cultural and linguistic diversity, our country has also its share of the world's concerns. One of the complications occurs at the level of universities, precisely the scientific streams. These streams have many problems related to language. Among them the discrepancy between the language in which scientific resources of high quality and rate are available and the language of instruction . This controversial phenomenon led us to carry out this research whose aim is to investigate science teachers and students susceptibility to EMI.

The present research work includes two parts. The theoretical part reviews studies about the sociolinguistic situation in Algeria from different angles based on historical facts that shaped the Algerian linguistic character in parallel with the implication of knowledge enriching key concepts such as language planning, language policy and attitudes. It also attempts to diagnose possible factors that may affect the integration process of EMI in Algerian non EFL higher education in order to get concrete measurable findings . The practical part includes the methodology and the analysis of the results. In this vein, the research data in this study is drawn from two main sources: a semi-structured questionnaire directed to eighty (80) LMD students from the departments of physics, electrical and mechanical engineering at Ibn Khaldoun University ; and a semi- structured interview with seven (07) teachers at the same research setting.

The data, analyzed qualitatively and quantitatively, produced significant findings about the susceptibility of both teachers and students to EMI. Thus, science students show high esteem towards the English language which is very clear in their impressions and acceptability of the notion of EMI that were shown even by the less proficient ones in terms of the language. Hence, teachers' views seem to be controversially both for and against EMI under academic , cultural, technological ,social and economic pretexts. They claimed that adopting EMI needs sacrifices but the status of English as the language of science is worth these sacrifices and showed readiness to improvise for it. In this sense, it is assumed that our hypotheses have been sufficiently confirmed. Finally, this study recommends a well orchestrated pre-implementation plan that assures the gradual overlapping of EMI on French/Arabic until it is smoothly integrated without causing any complications.



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# Appendices

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## Questionnaire

Dear students,

You are kindly requested to fill in the following questionnaire that serves as data collection tool for our academic research titled ‘**Investigating language planning in Algerian Higher Education: the case of English as a medium of instruction for scientific faculties, Tiaret**’. We will be thankful if you spare a moment to answer it. Your cooperation and contribution are highly appreciated and strongly needed.

**P.S. English as a medium of instruction:**

### Section One: Personal Information

1. Gender                      Female                       Male

### Section Two: Perceptions of English as a medium of instruction

2. What is your preferred second language for learning?

- a. French language                       b. English language                       c. Other

3. Do you think that applying English as a mean of instruction in your field of study will contribute more to your learning?

Yes                       No

Say why, please?.....

4. have you ever been in a situation where the only/ best resources you found on the internet for your research have been in English?

Yes                       No

5. Have you ever tried or even thought to learn English out of the academical context?

Yes                       No

### Section Three: Opportunities and Challenges of Using English as a Medium of instruction

6. What do you perceive about the following statements?

- a) The overall quality of lessons in English is better and more updated than the ones in French and Arabic?

Neutral                      disagree                      agree

Say why, please?.....

- b) There are available materials in English for most subjects

Neutral                      disagree                      agree

c) Applying English in scientific faculties will have positive effect on the students' professional future

Agree                      disagree                      Undecided

d) How often do you use English website in your field of study?

Very often                      Not so often                      Never

e) To what extent can the English language acquired from social media and TV programs be enough to tackle the academic English context in your field of study?

Enough                      Partially enough                      Not enough

**7. According to you, which of the following items can be a constraint for English as a medium of instruction in Scientific faculties? (you can tick more than one answer):**

- Students' linguistic challenges
- Lack of teachers' trainings
- No faculty support

Others, please specify?

.....

**Section Four: Suggestions for implementing English as a medium of instruction in scientific faculties**

**8.** In the future, in which of the following domains in Algeria do you believe English will be included?

- a. Education      b. Literature      c. Algerian web pages      d. Science      e. Communication
- f. Business and financial life

**9.** The transition from French to English in scientific faculties can be smooth and easy

Yes                            No     

Say why, please?.....

**10.** Would you please suggest practical recommendations for the successful integration of English as a medium of instruction in Scientific faculties?

.....  
.....  
.....

## Interview Addressed to Teachers

Dear teachers,

We will be extremely grateful if you take a part to this interview that is served as data collection tool pertaining to Master's dissertation on **'Investigating language planning in Algerian Higher Education: the case of English as a medium of instruction for scientific faculties, Tiaret'**". Your collaboration and contribution will be available and reliable data for our research. Please answer these questions taking into consideration your teaching practice in order to ensure the credibility of this investigation.

- 1- What is your preferred language for teaching science?
- 2- Do you think English is important for teaching science?
- 3- Have you ever experienced teaching science using English? If yes, how has been the experience, and how has been the students' feedback?
- 4- According to you, what are the advantages of adopting English as a medium of instruction in Algerian scientific faculties?
- 5- From which standpoint(s) the problems of using English as a medium of instruction have to be considered?
- 6- Do the authorities give importance to the use of English in scientific faculties?
- 7- Have you ever noticed your students using English terms in your field of study?
- 8- According to you, what plans, if any, are there to encourage the implementation of English as a medium of instruction in Algerian scientific faculties or What role should higher education institutes play to implement it.

## ملخص

في الوقت الحاضر ، تحظى اللغة الإنجليزية بشعبية كبيرة بين الطلاب ، ولكن ليس لدرجة أنها تستخدم في المواقف الاجتماعية ؛ ومع ذلك ، يقتصر استخدامها على السياق الأكاديمي ، باستثناء الطلاب الذين يحبون اللغة ويتقنونها بمستوى عالٍ من الطلاقة. الهدف من هذا البحث هو الكشف عن حالة اللغة الإنجليزية في الجزائر وكيف تم دمجها في النظام التعليمي ، كما تهدف إلى التحقيق في مواقف أساتذة و طلبة الكليات العلمية تجاه اللغة الإنجليزية التي يمكن أن تساعد في اثراء دراستنا وجعل المعطيات قابلة للقياس. وفقاً لذلك ، ستتم مناقشة فكرة اللغة الإنجليزية كوسيلة للتعليم من خلال وجهات نظر مختلفة. تحقيقاً لهذه الغاية ، يختار هذا البحث الطريقة المختلطة ، والمزج بين التقنيات الكمية والنوعية ، واستخدام استبيان منظم و شبه مقابلة على التوالي. يتم تقديم الاستبيان إلى ثمانين (80) طالباً من طلاب السنة الأولى في العلوم من تخصصات مختلفة في جامعة ابن خلدون بتيارت بالجزائر ، موازاة مع المقابلة التي تم توجيهها إلى ثمانية (08) أساتذة في نفس سياق البحث. تكشف نتائج هذا البحث أن غالبية المشاركين يظهرون مواقف إيجابية تجاه استخدام اللغة الإنجليزية كوسيلة للتعليم. كما وجد أنه يتطلب استراتيجيات فعالة بسبب الوضع اللغوي المتشابك في الجزائر.

**الكلمات المفتاحية:** تخطيط اللغة ، سياسة اللغة ، الاتجاهات ، وسيلة التدريس

## Résumé

De nos jours, l'anglais est très populaire parmi les étudiants, mais pas au point d'être employé dans des situations sociales ; son usage est néanmoins limité au contexte académique, sauf pour les étudiants qui aiment la langue et la maîtrisent avec un haut niveau de fluidité. L'objectif de cet article est d'exposer le statut de l'anglais en Algérie et comment il a été intégré dans le système éducatif. Il vise également à enquêter sur les attitudes des professeurs de sciences et des apprenants envers la langue qui peuvent servir à diagnostiquer des faits sociolinguistiques utiles pour notre étude. Et les rendre mesurables. En conséquence, la notion d'anglais comme moyen d'enseignement sera discutée à travers différentes perspectives. Pour cela, cette recherche opte pour une méthode mixte, mêlant techniques quantitatives et qualitatives, et utilisant respectivement un questionnaire structuré et un entretien semi-structuré. Le questionnaire est administré à quatre-vingt (80) étudiants en première année de sciences de différentes spécialités à l'Université Ibn Khaldoun de Tiaret, Algérie, ainsi que l'entretien qui s'adresse à huit (08) enseignants du même milieu de recherche. Les résultats de cette recherche révèlent que la majorité des participants montrent des attitudes positives envers l'utilisation de l'anglais comme moyen d'enseignement. On constate également qu'elle nécessite des stratégies efficaces en raison de la situation linguistique complexe en Algérie.

**Mots-clés :** aménagement linguistique, politique linguistique, attitudes, médium d'enseignement

## Summary

The purpose of the present study is to investigate the status of English in Algeria and how it is perceived among non EFL teachers and students especially those evolving in scientific fields in order to build useful strategies for its potential implementation as a medium of instruction within science academia. To get valuable outcomes from this research several fields were covered whether theoretically or practically all under the main concepts of language, policies and education. In parallel with this, variables affecting the linguistic situation in the country are taken into consideration especially sociological and historical facts. High rates of acceptance are shown from the participants of this study towards the notion of EMI, yet a lot is still to be achieved from policy makers in order to increase the chances that may lead to a smooth integration of English in scientific higher education. Accordingly, limitations such as the lack of support for the language, the widespread of French in all aspects of the Algerian life style and the discrepancies in the current curricula need surgical analysis to reach positive strategies and results.

**Keywords:** Language planning, Language Policy, Attitudes, Medium of Instruction