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**University of Oran 2- Mohamed Ben Ahmed**  
**Faculty of Foreign languages**  
**Department of English**



**The Advent of English at the Institutional Level of Algeria**

**Thesis Submitted to the Department of English in Fulfilment of the  
Requirements for the Degree of 'Doctorat Es-Science' in Sociolinguistics**

Submitted by:

Ali Chaouche Lamia Faiza

Supervised by:

Dr Dali Youcef Linda

**Board of Examiners**

**Chairperson:** Pr Benhattab Lotfi

Université Oran 2

**Supervisor:** Dr Dali Youcef Linda

ENS Oran

**Internal Examiner:** Pr Ouahmiche Ghania

Université Oran 2

**Internal Examiner:** Dr Benmansour Souhila

Université Oran 2

**External Examiner:** Dr Benosmane Naziha

ENS Oran

**External Examiner:** Pr El Ouchdi Ilhem

Université de Tlemcen

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## ***DEDICATION***

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### ***Dedication***

**In loving memory of my FATHER**, though you are no longer with us in person, your spirit and the values you instilled in me continue to guide and inspire me. Your memory lives on in every word of this thesis.

I dedicate this thesis to you, **my MOTHER**. Your strength, guidance, encouragement, support and belief in me have been my pillars of strength. Thank you for always being there, cheering me on every step of the way. Your sacrifices and selflessness have shaped me into the person I am today. This achievement is as much yours as it is mine.

To my beloved **HUSBAND**, your love, understanding, and encouragement have been my constant companions throughout the arduous path of pursuing this doctorate. This thesis is a testament not only to my academic journey but also to the shared dreams, sacrifices, and triumphs we have experienced together. With heartfelt appreciation, I dedicate this accomplishment to you, my confidant and partner in every aspect of life

I dedicate this work to my **BROTHERS and SISTERS**, to whom I am greatly indebted for their continuous encouragement. My success is mainly due to their love, help and advice.

To my **CHILDREN**, for their unconditional love

To my **NIECES and NEPHEWS**

To my **FAMILY in LAW**

And to all my **FRIENDS and COLLEAGUES**

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**Abstract**

English is the language of the world, science, technology and international communication. The aim of this work is to shed light on the status of English in Algeria and to focus on its importance at different levels of the Algerian society such as institutions. Although the Algerian government has always promoted monolingualism, it has been proved that other languages had and are still having a special place in the society as it is the case of French. The present research work is an attempt to analyse a sociolinguistic situation in an urban context, Oran. In order to test our hypotheses, the research employs two tools to collect data and provide more credibility to our research work, by means of a questionnaire submitted to the workers of Sonatrach (National Oil Company) and Ooredoo (Telecommunications Company). The study attempts to explain how our informants use the English language in conducting their work and in their social life. In addition to that, an interview is conducted with the managers of private schools of languages to examine the workers' attitudes and feelings towards the English language. The research findings of the study revealed that English is increasingly becoming more prevalent in Algeria especially in education and economics. In the light of these findings, the researcher attempts to suggest a set of recommendations which intend to enhance the use of English.

**Key words:** Algerian society, Attitudes, Displacement, Economics, Education, English, French, Institutions.

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## **List of Abbreviations and Acronyms**

SONATRACH : Société Nationale pour la Recherche, la Production, le Transport, la Transformation et la Commercialisation des Hydrocarbures.

H : High

L : Low

CA : Classical Arabic

MSA : Modern Standard Arabic

GNL: Gaz Naturel Liquéfié

GPL: Gaz de Pétrole Liquéfié

GL3Z: Gaz Liquéfié n°3 Arzew

BLC: British Language Centre

ICT: Information Communication Technology

BBC: British Broadcasting Corporation

BEV: Black English Vernacular

RP: Received Pronunciation

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# GENERAL INTRODUCTION

### **General Introduction**

The linguistic and sociolinguistic landscape of Algeria is characterised by distinctive complexities. Language, as a reflection of society, is closely connected to identity and influences the economic and technological aspects of a country. Every language entity is subject to significant social, cultural, and political influences.

The majority of the population speaks Arabic as their primary language, specifically Algerian Arabic, which is the official language of Algeria. Classical, or conventional Arabic is used exclusively for official purposes. Official documents are consistently printed in classical Arabic, and individuals from non-Arab households usually acquire the language through formal education. Arabic has maintained its status as the official language of the country since 1963.

Algerian Arabic differs from the Arabic spoken in other areas due to considerable influences from Berber, Turkish, Spanish, French, and English. As a result, it has a large number of borrowed words. Algeria is subject to a multitude of distinct regional Arabic dialects. In recent times, Berber has been acknowledged as a national language in addition to classical Arabic, embracing a wide range of Berber dialects. The Kabyle, Chaouia, Tamacheq, and Mozabi are the most dominant categories.

Although French was introduced during the period of French colonial rule and remains widely used in schools, government, and higher education, it does not possess official status in Algeria. After gaining independence, French occupied a significant position as a frequently used language, with English being regarded as the second most commonly spoken foreign language, following French. Nevertheless, due to the Arabization programme implemented in the 1980s, which emphasised Arabic as the primary language for education and government purposes, French witnessed a decrease in its importance, while English gained greater prominence.

Arabic, French, and Tamazight are currently being influenced by English, which is widely recognised as an international language and has played a vital role in the growth of Algeria. Authorities recognise the crucial significance of English in facilitating the country's development and the upliftment of its citizens. English has always had the role of the second foreign language in Algeria. English is widely recognised as the Lingua Franca, functioning as a universally understandable language embraced by diverse communities across the globe.

English has become the dominant language in diverse fields such as medicine, electronics, technology, science, commerce, education, music, and the film industry. The fact

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that it is present in several sectors highlights its significant influence on different parts of Algerian society and its conformity with worldwide linguistic trends.

The impetus behind our research arises from my status as an Algerian citizen with expertise in sociolinguistics, as well as my position as an English teacher in the Department of English. In recent years, I have noticed an increase in the use of English, along with a growing recognition and preference, particularly among the younger generation and student population. This trend is apparent not only in academic environments but also extends to their future professional pursuits and social contacts in many fields.

Although French holds great historical importance in our cultural inheritance, English has become increasingly influential, leading us to examine its changing position in the Algerian environment. We primarily concentrate on institutions such as Sonatrach (the oil and gas company), Ooredoo (a telecommunications firm), and private language schools. These contexts, which reflect the way English is used in the fields of economics and education, are important areas to study.

The objective of this study is to provide significant insights to our community regarding many areas of English language usage, namely in the field of technology, and to provide perspectives for the future. The primary inquiries driving our research pertain to influencing the course of English language development in Algeria: How is it considered by the Algerian population? Is it commonly embraced, dismissed, or considered solely as a foreign language lacking inherent benefits? The research seeks to explore the use and development of the English language in Algeria across many domains, demonstrating its usage in institutions such as schools, government administration, mass media, and social interactions.

To accomplish these goals, we employ a thorough research methodology that incorporates both quantitative and qualitative methodologies. The foundation of our data collection is formed by distributing questionnaires to the Algerian participants employed at Sonatrach and Ooredoo, as well as conducting interviews with managers of private language schools. By employing a mixed-methods approach, our objective is to gain a comprehensive understanding of how English is utilised and its various purposes in Algeria. This research will contribute to facilitating well-informed debates and shaping future perspectives.

The study incorporates the integration of two data collection tools, ensuring a smooth and all-encompassing investigation of the topic matter. In order to improve the smoothness of the inquiry, a deliberate combination of these tools has been used.

The subsequent analyses will extend the examination by addressing the following overarching questions and their corresponding sub-questions:

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**1-a** What is the status of English in Algeria, and is it used in everyday life interactions?

**1-b** In what sectors and institutions is English mostly used?

**2-a** Is the encouragement of the use of English seen as a political policy aimed at improving the economic, technological, and scientific situation of Algeria?

**2-b** What are the people's attitudes towards the spread of English in Algeria?

**3-a** Is English used at the same level as French? Do they coexist side by side, or is there a sort of competition between the two foreign languages?

**3-b** Is French replaced by English?

In order to elucidate substantial answers to the above-mentioned research questions, Some suggested hypotheses were formulated so that they would be tested through this research.

**1-a** English is considered a foreign language in Algeria, and it is not used in everyday life interactions.

**1-b** English is used in different institutions and sectors, such as education, economics, business and technology.

**2-a** The government promotes the use of English to enhance the economic, technological, and scientific situation of Algeria.

**2-b** The Algerians are conscious of the importance of English in Algeria, so they are welcoming it.

**3-a** French and English have distinct functions, but in recent years, there has been a sort of competition between the two European languages.

**3-b** English does not replace French.

To validate the hypotheses that were previously formulated, a mixed-methods approach was deployed to collect data from the participants. This methodology integrates both quantitative and qualitative methodologies, specifically employing a questionnaire and an interview.

The questionnaire functions as a quantitative methodology, with the specific aim of efficiently gathering data. The effectiveness of this system depends on its prompt delivery and its capacity to distribute it to a vast population simultaneously. The objective of this strategy is to efficiently collect data, thereby enabling easy comparison and analysis of the acquired information.



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On the other hand, the interview is a qualitative approach specifically intended to thoroughly explore the attitudes, views, and perceptions of the participants. This methodology enables a careful analysis of the viewpoints of the participants, providing valuable insights to validate and refine the formulated hypotheses.

The survey includes personnel from two prominent Algerian companies: Sonatrach (the National Oil Company) and Ooredoo (a telecommunications company). A total of 150 questionnaires have been issued to these workers in order to collect quantitative data regarding their perspectives and experiences.

In addition, the study includes opinions from five private language school managers who the researcher spoke with. The purpose of these qualitative interviews is to get detailed insights and comprehensive contextual information about the use of English in various educational environments. The integration of both quantitative and qualitative data from these varied participant groups will enhance our comprehension of the research questions and hypotheses in a comprehensive manner.

The dissertation is organised systematically, comprising four separate parts that collectively contribute to a full investigation of the subject issue. The initial chapter is dedicated to establishing the theoretical foundation and contextual background of the current study. It involves a thorough analysis of the sociolinguistic conditions in Algeria, providing a fundamental comprehension that is crucial for further discussions.

The subsequent chapter focuses directly on the worldwide position of the English language and, more precisely, its significance within the Algerian setting. The purpose of this chapter is to provide a background for the language situation and to understand the specific subtleties of English within Algeria.

Chapter three focuses on the complexities of the research process, offering a detailed explanation of the participants being examined. This encompasses a comprehensive examination of the research methodologies used, the tools employed for gathering data, and a detailed analysis of the procedures followed throughout the project. A detailed account of the research instruments, including questionnaires and interviews, is given. Furthermore, this chapter provides an intensive explanation and understanding of the data obtained from these instruments.

The last chapter represents the culmination of the investigation, presenting a concise overview of the findings, discussions on the acquired outcomes, and a collection of recommendations and suggestions. The purpose of these insights is not only to draw

## ***General Introduction***

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conclusions from the study but also to provide helpful recommendations for future research in this field.

# CHAPTER ONE

## THE HISTORICAL BACKGROUND OF LANGUAGES IN ALGERIA

## **1.1 Introduction**

This chapter aims to examine the theoretical foundations of the current study, with a particular emphasis on the sociolinguistic environment of Algeria. Throughout various historical periods, a wide range of cultures and civilizations have made a significant impact on the Maghreb region, particularly Algeria. The complexities of Algeria's sociolinguistic condition can be attributed to its tumultuous historical path, mostly characterised by colonisation, particularly by the French, which has significantly influenced the linguistic dynamics. Algeria's complex history, which has been characterized by the development of numerous languages and their significant effects on its population, has resulted in an intricate sociolinguistic milieu. This historical background has led to the emergence of several linguistic phenomena.

The historic complexity of Algeria offers valuable perspectives on its current state, particularly in light of the various invasions it has seen, with French colonisation significantly shaping its linguistic environment. Algeria, influenced by multiple settlements over time, has become a multilingual country where various languages coexist within its boundaries. This chapter aims to provide a clear understanding of the sociolinguistic context in Algeria by furnishing a historical background, providing a brief overview of the origins of the Algerian people, examining the presence of different languages and how they interact, and exploring the dynamics of language competition and the process of Arabization.

## **1.2 The Sociolinguistic Situation in Algeria**

Algeria's unique complexity makes it a compelling subject of interest for sociolinguistic research. As Benrabah (2007, p. 25) appropriately describes, "Algeria constitutes an interesting subject for the study of language policy and language planning thanks to its almost unique history in the Arabic-speaking world: it is the only Arab country that lived under French assimilationist colonial rule for 132 years." This statement underscores the distinctive historical trajectory that sets Algeria apart in the Arabic-speaking world. The prolonged period of French assimilationist colonial rule, spanning over a century, has left an indelible mark on the country's linguistic landscape, which is in stark contrast to its neighbouring Arab nations.

A complex interplay of historical, political, and socio-cultural factors further shapes

Algeria's sociolinguistic situation. A sociolinguistic environment that is nothing short of unique has resulted from the intricate tapestry of its past, which is characterized by successive influences. It's a product of the rich amalgamation of diverse elements, both indigenous and colonial. Historical, political, and socio-cultural factors have interwoven to create a linguistic landscape that is both multifaceted and intriguing. Therefore, delving into the sociolinguistic dynamics of Algeria promises to yield valuable insights into the interplay of language, culture, and history in this remarkable context.

### **1.2.1 Different Origins for Algerians**

The majority of Algerians are identified as Arabs, originating from diverse regions across Algeria. In addition, there are Berber populations distinct from the Arabs due to their presence in Algeria prior to the Arab conquest. Algibali, as cited by Paulston (1988, p. 47), associates the term 'Arab' with those who speak the Arabic language, reflecting the linguistic dimension of this identity.

The term Arab is used indiscriminately to refer to all Arabic-speaking people regardless of their diverse ethnic roots, national, or religious affiliations. Although the overwhelming Muslim majority of the inhabitants of modern Arabic-speaking nations assume the identity 'Arab' as a national identity, disguising their diverse ethnic roots, some minority groups prefer to ascribe to themselves other primary national identities. These minority groups either completely dissociate themselves from the identity Arab, which has too often been erroneously equated with Muslim, or assume it as a secondary identity.

This quotation highlights the complex issue of the term 'Arab' and its usage within Arabic-speaking societies. It emphasizes that the term 'Arab' is often applied broadly and without discrimination to encompass all individuals who speak the Arabic language, irrespective of their diverse ethnic, national, or religious backgrounds. While the majority of people in modern Arabic-speaking nations readily identify themselves as 'Arabs' as a national identity, the quotation also draws attention to the fact that there are minority groups that choose to attribute other primary national identities to themselves.

Moreover, the passage suggests that these minority groups may do so for various reasons. Some completely disassociate themselves from the 'Arab' identity, which is frequently and inaccurately associated with being 'Muslim.' Others may adopt the 'Arab' identity as a secondary or supplementary identity, reflecting the complexity of identity formation and the multifaceted nature of linguistic, cultural, and religious affiliations in Arabic-speaking societies. This sheds

light on the complex concept of identity within Arabic-speaking populations, where the term 'Arab' can both unite and divide, depending on individual perspectives and the diverse factors influencing their self-identification.

### **1.2.2 Algeria Before the 19th Century**

North Africa has been a historical melting pot for various cultures and civilizations. Notably, the Phoenician, Carthaginian, and Roman civilizations left their mark on the region. Algeria, in particular, saw a series of significant events, including the enduring Carthaginian invasion that spanned over several centuries, as well as the arrival of Phoenician traders along the North African coast around 900 B.C., culminating in the establishment of Carthage around 800 B.C. During the Carthaginian presence, the Punic civilization, characterized by a Hamito-Semitic language, was introduced to the local population.

The transition of power from Carthage to Rome, marked by the Punic Wars, led to Roman control, which persisted for over six centuries. This era brought linguistic diversity, with languages such as Latin, Punic, and Berber coexisting. Following the Roman period, the Vandals took control in 429 A.D., introducing another layer of cultural influence. Subsequently, the Byzantines ruled for more than a century until the Arab invasion, driven by the goal of promoting the Arabic language and Islam.

In the late 15th century, Algeria experienced the presence of Spain in coastal cities for nearly two centuries. Spanish dominance extended to areas like Mers el Kebir in 1505, Oran in 1509, Tlemcen, Mostaganem, and the western parts of Algiers in 1510. This historical interaction is reflected in the linguistic borrowings from the Spanish language, notably in places like Oran. Subsequently, Algerians sought the assistance of Turkish Corsairs, particularly the Barbarossa brothers, to resist Spanish rule. The Ottoman Empire supported Algerians, leading to the end of Spanish dominance and the preservation of Islam. By the mid-16th century, Algeria fell under Turkish control, marking a period of over 300 years under Turkish protectorate until 1830.

### **1.2.2.1 The Arab Conquest**

The Arabs successfully conquered Algeria and the Maghreb in the 7th century. Along with their conquest, they brought the Arabic language and the Islamic religion to the region. In relation to this historical progression, Oakes (2008, p. 6) advances:

The Islamisation and Arabisation of Algeria was a complicated and lengthy process, and it was not until the 15th century that the southern lands of Algeria became Islamic. While many of the nomadic Berbers did convert early on, the more settled Christian and Jewish populations were more resistant to the new religion. The first Arab invasions were in AD 642 until AD 669, coming from the east from bases in Tunisia, following the expansion from Saudi Arabia across northern Africa from Egypt. The Arab invasion, led by Sidi Oqba from Saudi Arabia from his base in Kairouan in Tunisia, was a means of spreading the new religion of Islam.

Oakes clarifies the difficult and lengthy process of Islamization and Arabization in Algeria. He demonstrates that the spread of Islam in the southern regions of Algeria did not occur until the 15th century, indicating the extended and gradual nature of this transformation. Additionally, he brings attention to the diverse responses to this religious and cultural shift, with many nomadic Berbers adopting Islam earlier than the more established Christian and Jewish communities, which exhibited greater resistance. The passage also details the historical context of Arab invasions, taking place between AD 642 and AD 669, starting from the East with bases in Tunisia as part of a broader expansion across North Africa from Saudi Arabia via Egypt. Sidi Oqba's leadership, originating from Saudi Arabia and based in Kairouan, Tunisia, is noted as crucial in propagating Islam in the region.

The Arabs aimed to control the Mediterranean when they conquered North Africa in 642. Despite a 30-year resistance led by Kahina, the priestess, most Berbers eventually converted to Islam. However, they never fully integrated into the Arab empire and often faced discrimination and heavy taxation. Through a rebellion under the Kharijites leadership, the Berbers ultimately overthrew Arab rule. Consequently, the migration of Arabs from the Middle East during that period played a significant role in shaping Algerian identity while contributing to the growth of the Arabic language and the Islamic faith.

Moreover, the spread of Islam and the Quran played a significant role in expanding the Arabic language in Algeria. The Quran, being written in Arabic, presented a unique opportunity for linguistic exposure and learning, which ultimately contributed to a broader understanding

of the language among the population. The process of Quranic reading and study served as an effective means for individuals to develop their Arabic language skills and comprehension.

### **1.2.2.2 The Rule of the Ottomans in the Region of the Maghreb**

Following the Ottoman occupation of Egypt in 1517, the Ottoman rulers began to take a particular interest in the tensions that had arisen between Muslims and Christians in the Maghreb region. These tensions increased when the brothers Aruj and Khayr al-Din Barbaroussa seized the city of Algiers in 1516, establishing it as a military base for their campaign against Spain. However, after Aruj's death in 1518 near Tlemcen, Khayr al-Dine demanded assistance from the Ottoman sultan, offering obedience and loyalty in exchange for military support. This alliance ultimately granted the Ottomans significant influence over a substantial portion of the Maghreb.

Over time, the Ottomans governed Algeria through appointed governors, gradually transforming Algiers into a military state. The local army, stationed there, began to oppose the Ottoman political structure. In 1689, they openly defied the Ottoman governor and replaced him with an officer they referred to as the "Dey." This transition marked the beginning of Algeria's ruling class, which drew members from various Mediterranean regions. The Deys, selected from this class, ruled Algeria independently of the Ottoman government while maintaining religious ties with Istanbul. They recognized the Caliph and adhered to the Hanafi school of thought, which was also prevalent in the Ottoman Empire and remains the official school of thought in present-day Algeria.

During the mid-18th century, piracy served as a primary source of income for the ruling class. Funds were obtained through ransoms paid for Christian prisoners and as payments from other nations in exchange for peace and protection. The Algerian population, in turn, showed loyalty to the Dey, benefiting from the absence of substantial taxation and enjoying a high level of autonomy in managing their affairs and communities. Additionally, the Deys actively cultivated positive relationships with Sufi leaders in rural areas.

However, by the mid-18th century, the balance of power in the Mediterranean region had shifted as European nations gained increasing influence. This transition diminished the profitability of piracy, leading the Deys to impose higher taxes on the Algerian populace. This, in turn, sparked conflicts with Sufi communities. Consequently, the rule of the Deys grew progressively weaker, setting the stage for the French invasion in 1830.



Throughout its history, North Africa has been a melting pot for various cultures and civilizations, including the Phoenicians and Romans. Algeria, in particular, experienced numerous invasions, with the most notable being the Carthaginians, who established a presence in the region for over seven centuries. Phoenician traders arrived on the North African coast around 900 B.C., founding Carthage approximately two centuries later. The Carthaginians made a significant impact on Algeria through their Punic civilization, which employed the Punic language, a Hamito-Semitic dialect.

However, the Carthaginian state eventually declined due to repeated defeats in the Punic Wars, leading to the Roman conquest and control over certain areas for more than six centuries. The Vandals followed the Romans in 429 A.D., and during their rule, Latin, Punic, and Berber languages were in use. The Byzantines terminated the Vandal rule in 534 A.D., after over a century of governance, until the Arab invasion. The Arab conquest aimed to introduce both the Arabic language and Islam, marking another significant era that lasted for more than seven centuries.

The coexistence of various civilizations in Algeria exposed its inhabitants to different languages, in addition to North African dialects. Consequently, Algeria evolved into a multilingual country, reflecting the rich diversity of its historical influences.

### **1.2.3 Algeria after the 19th Century**

The distinctive nature of Algeria is influenced by its historical engagements with foreign civilizations and the simultaneous presence of various languages in its linguistic and sociolinguistic environment. The complex nature of this issue can be attributed to the multitude of historical settlements that have had an enduring influence on Algerian identity. Consequently, Algeria has a diverse range of languages spoken inside its territory, with French having a significant linguistic impact.

#### **1.2.3.1 Algeria and the Coming of the French**

Historical sources indicate that French colonisers arrived in Algeria in 1830 with the purpose of repressing the Arabic language and establishing French as the official language. Their objective was to establish French as the language of technology, modernity, and progress, while they viewed Arabic as a language linked to traditional poetry and underdevelopment. The French sought to eradicate the use of Arabic, completely promote the French language, and

foster divisions between the Arab and Berber communities. In his work, Sayahi (2014, p. 39) provides a detailed explanation of this issue:

France had a clearly drawn language policy that followed three basic principles 1) limitation of schooling to Europeans and the elite of the native population 2) maintenance and encouragement of the Arab/Berber division and 3) overall restriction of the usage of the Arabic language.

The ultimate Turkish Dey and the French Consul in Algiers were involved in an event referred to as "Le coup de l'éventail," which ultimately resulted in the French invasion of Algeria in 1830. During this occurrence, the Turkish Dey, while in an audience, ejected the French Consul Duval by employing his flywhisk. The French regarded this action as an affront to the French Consul. Nevertheless, it is crucial to acknowledge that this incident was used as a justification for the invasion, and there were underlying historical agendas involved. Subsequent to this incident, France imposed an embargo on Algiers for a duration of three years. Consequently, the French government cited the failure of the blockade as a rationale for launching a military campaign against Algiers in 1830.

The French invasion of Algeria featured a powerful army of 37,000 soldiers who landed in Algiers at Sidi-Ferruch on June 14th, 1830. Afterwards, they initiated a systematic effort to conquer, gradually expanding their dominance across the entire nation. This expansion saw them conquer Oran in January 1831, Annaba in March of the same year, Bejaia in September 1833, Tlemcen in January 1836, and Constantine in October 1837, among other territories. Subsequently, the Algerian population came under French rule in almost every sphere and area of life.

Moreover, the French arrived in Algeria with the intention of assimilating the local inhabitants by bringing a new language and culture, with the objective of fundamentally altering their way of life. They implemented extensive oversight over various facets of Algerians' lives, with education being an essential focus due to its pervasive impact. The French colonisers made vigorous efforts to degrade the Arab population's cultural and ethnic identity. Nevertheless, eliminating the Arabic language proved to be a challenging task due to its longstanding significance in shaping Algerian identity. Algerians held the Arabic language in high regard as the sacred language of Islam and the Quran, symbolising the foundation of their religious beliefs.

This situation created a significant dilemma for the Algerians. On one hand, they held Arabic in high regard as the language of the Quran and their strong Islamic heritage. On the other hand, they grappled with the reality that French was the sole language taught in schools, leading to an unavoidable exposure to and adoption of French. The French authorities actively promoted the French language, aiming to establish it as the primary language of the country and cultivate it as a national symbol. Consequently, despite post-independence efforts by the government to replace French with Arabic, French continues to be in use to this day.

The colonists began a gradual process of closing the Koranic schools, destroying them, and repurposing the buildings as establishments for French troops. They also transformed the schools into stables for French horses. Their objective was to eradicate nearly all aspects of literacy by prohibiting the instruction of Arabic.

Foncin (1985,p.145) describes the changes made by the colonists about the French policy in Algeria, he says:

How did the state of Muslim education in Algeria change during our rule? Did we reform it, or did we replace it? Neither. We essentially allowed it to wither away. We simply closed down the most threatening Zaouias without providing substantial support or conducting effective oversight to enhance the quality of education. What have we got in its place? Very little. <sup>1</sup> (my translation)

The French implemented a system of discrimination against Algerian culture and language during their colonial rule. Algerians under French colonization were deprived of the right to attend school. Education was a privilege reserved for a minority, and the promotion of the French language was paramount. While the colonists introduced numerous changes across different aspects of society, over time, there were some positive developments in the educational landscape, allowing indigenous Algerians to access schooling.

"Franco-Arab" primary schools were established in urban areas and certain tribal regions. In 1857, Algiers saw the establishment of the first "Franco-Arab" college; two more followed in Constantine and Oran. Additionally, a teacher-training college (Ecole Normale) was established in Algiers in 1865.

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<sup>1</sup> Qu'est devenue sous notre domination l'instruction musulmane en Algérie ? L'avons nous réformée ? L'avons nous remplacée ? Ni l'un ni l'autre. Nous l'avons laissé périr presque entièrement ; Nous nous sommes contentés de fermer les Zaouïas les plus dangereuses ; nous n'avons ni soutenu, ni sérieusement inspecté ; ni amélioré l'enseignement. Q'avons-nous à sa place peu de chose.

These schools featured a curriculum that included Arabic in the morning and French in the afternoon. Simultaneously, efforts were made to restore and modernize three Medersas, which were traditional Islamic schools, to train higher-level personnel. Despite these educational improvements, the schooling rate among Algerians remained significantly lower than that of the French population.

After some years, a significant shift in the field of education began to emerge. The colonized population transitioned from a position of complete resistance to asserting their right to education. They came to realize that schooling was not just a personal pursuit but also a societal necessity for advancement and development. There was a growing desire to learn the language of the colonizers, the language of the perceived adversary, and understand their thought processes, partly as a means to engage with them more effectively.

The French educational policy during colonization was fundamentally disruptive. At the primary school level, particularly during a crucial phase of personality development, the French aimed to instil the French language and culture, gradually replacing Arabic. This strategy was comprehensive, encompassing not only linguistic elements but the broader cultural context as well. The colonial administration spared no effort in imposing their language and culture while attempting to substitute Arabic with their own mother tongue.

The French colonizers in Algeria were unwavering in their efforts to impose the French language and culture, regarding Arabic as a language associated with old-fashioned poetry and underdevelopment. They portrayed French as the language of progress, science, and civilization, positioning it in stark contrast to Arabic. According to their perspective, Arabic held no significance, as it was seen as a dialect marked by regional variations, predominantly spoken, and minimally written. Arabic was perceived as a language that hindered individuals from embracing modernity and technology and was deemed feeble and inadequate.

Despite the criticism directed at Arabic, Algerians remained unwavering in their commitment to their native languages. Throughout the entire period of colonization, Algerian culture persevered, thanks to those who faithfully transmitted it from one generation to the next. Parents and grandparents orally conveyed their native languages through tales, poems, proverbs, legends, and folk songs. Algerian Arabic endured, even when it was officially prohibited in public discourse.

Colonized individuals employed the French language in public affairs and educational institutions while preserving their native languages for religious practices and daily conversations at home. The French colonial authorities instigated numerous social

transformations, renaming towns and villages with French designations and rarely permitting pilgrimages to Mecca. These restrictive measures created substantial tensions as Algerians were denied their basic and legitimate rights, resulting in a lack of social status, including the inability to vote or participate in civic activities. The French attempted to impose their language not only in administrative matters but also within educational settings, positioning it as the predominant language of the nation.

In essence, their objective was to obliterate Arabo-Islamic culture in general and Algerian identity in particular, stripping Algerians of their civic and linguistic rights through an assimilation policy, relegating them to second-class citizens. Algeria was treated as an extension of France, where French was the sole national and official language. Throughout the years of French dominion, the struggles for survival, coexistence, equality, and ultimately independence played a vital role in shaping a significant portion of the Algerian national identity.

### **1.2.3.2 The Status of Languages in Algeria**

Algeria is regarded as a plurilingual speech community, encompassing a linguistic repertoire that includes four languages: classical Arabic, colloquial Arabic, Berber, and French, along with English.

Language serves as a vital tool for effective communication and enhancing daily life within a given society. The complexity and diversity of Algeria's linguistic landscape are notable. The Algerian population experiences the coexistence of multiple languages and the use of different variations within the same language, notably Arabic. Following Algeria's independence in 1962, the government established Arabic as the official language for formal settings, alongside various regional colloquial variants used in informal contexts. Similarly, the Berber language exhibits a range of dialects employed in various areas within the Kabyle region. Furthermore, despite a history of neglect, French maintains a distinctive status. Notably, there has been a noteworthy surge in the presence and use of English across numerous domains in recent years.

The mother tongue used in Algeria is the variety of Arabic spoken at home, Romaine (2000, p.37) defines the mother tongue as follows: *"The term mother tongue evokes the notion of mothers as the passive repositories of languages, which they pass on to their children."*

Romaine's (2000) definition of "mother tongue" emphasises the essential function of mothers in imparting languages to their children. It emphasises the idea of languages being transmitted

from one generation to the next, influencing people's linguistic identity. This definition establishes the foundation for examining the importance of the native language in Algeria.

Furthermore, Benrabah (2007, p.46) speaks about the status of Arabic in Algeria since the independence in 1962:

Since its independence in 1962 and the first Constitution promulgated in 1963, Algeria has had one official language: Arabic, which is the *de facto* language of government. Arabic also remained the unique national language until the beginning of the 21st century: the authorities made Tamazight the second national language on 8 April 2002.

Benrabah (2007) offers a historical outlook on Algeria's language policy. It identifies Arabic as the official language of the government and the predominant national language for a significant period. The recognition of Tamazight as Algeria's second official language in 2002 signifies a notable advancement in recognizing the country's linguistic variety.

Oakes (2008 p. 18) highlights the political aspect of language in Algeria. He stresses the simultaneous existence of various Arabic varieties, such as Algerian dialectal Arabic and classical Arabic taught in educational institutions. The minimal use of classical Arabic beyond the field of education highlights the pragmatic difficulties associated with language strategies and their efficacy.

Gordon (1966) cited in Kaplan and Baldauf (2007, p.7) speaks about the status of languages in Algeria, four years after independence, he says: "Algeria's future will remain a fascinating case study for orientalists and for those interested in development and modernisation." Gordon's ((1966) statement reflects on Algeria's post-independence era, considering it an intriguing subject of study for those interested in the fields of oriental studies, development, and modernization. It suggests that Algeria's experiences have the potential to provide significant insights for wider contexts.

Tabory (1987) in Kaplan and Baldauf (2007, pp.7-8) points out the real situation of language planning and policy:

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

Tabory's 1987 study sheds light on the intricate nature of Algeria's linguistic landscape. The text explores the conflicts between French and Arabic, as well as between classical and popular Arabic and the several Berber dialects. Moreover, it implies that the insights gained from Algeria's experience can be employed in addressing comparable linguistic, educational, and cultural policy obstacles in other nations.

To conclude, Algeria's linguistic environment represents the cultural and linguistic diversity that characterises the country. The perseverance and adaptability of its people in the face of historical and contemporary problems are evident. The language policies of Algeria will have a significant impact on the nation's linguistic future and cultural identity as they continue to develop.

### **1.2.3.2.1 Language**

When we say that language is a human instinct, it means that language allows to distinguish men from other species. It is an important feature to distinguish human beings from other living things. Language is a means of communication among the members of the society. It gives them the ability to interact, to understand and to communicate appropriately in different situations. Language is the tool for transmitting values and traditions related to a group identity. Language enables people to express their feelings, ideas, thoughts and needs. This concept has been the concern of many scholars. Sapir (2004, p.7) defines language as follows: "*Language is a purely human and non instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols.*"

Language allows people communication, they use a language in order to interact, communicate ideas and transmit emotions. Bloomfield (1933, p.3) defines language as :

Language plays a great part in our life. Perhaps because of its familiarity, we rarely observe it, taking it rather for granted, as we do breathing or walking. The effects of language are remarkable, and include much of what distinguishes man from animals.

Language is a human instinct, Burchfield (2002, p.1) defines it this way: " The ability to acquire a system of words and to use it as a means of communication is restricted to human beings." Burchfield (2002, p.1) posits that language is an innate and intrinsic human capacity,

setting humans apart from other animals. This definition highlights the fundamental nature of language, suggesting that it is not merely a product of education or cultural exposure but an inherent trait present in humans from birth. It is a universal trait that transcends cultural, ethnic, and geographical boundaries and is deeply ingrained in human genetics and cognition. Furthermore, this characterization underscores the exceptional nature of human language when compared to communication systems in other species, as human language is both intricate and versatile. Ultimately, language primarily serves as a tool for human communication, facilitating the expression of thoughts, emotions, ideas, and information in interpersonal and collective interactions.

For Bloomfield, using a language for interacting with others is like a natural behaviour such as breathing or walking and it represents the difference between humans and animals. For Downes, language is very complex and a complicated concept, he (1998, p.1) defines language as the following: “Language is a complicated business. In every day talk, we use the word ‘language’ in many different ways. It is not clear how ‘language’ should be defined or what the person on the street thinks it actually is.”

Language is a historical product. It is a tool used by people to communicate. It is a part of human life. Sapir shared with Bloomfield the same idea about defining language as a natural act like walking and breathing. Sapir (2004, p.1) advances a definition of language: “Speech is so familiar a feature of daily life that we rarely pause to define it. It seems as natural to man as walking and only less so than breathing.”

Language is specific in form, style and content within the phonetic, semantic and syntactic features as a social interact. Language allows people to interact and communicate, they can live in a society thanks to language. There is a tight relationship between language and society, one cannot exist without the other and each one influences the other. Trudgill (2000) highlights the multifaceted role of language as both a means of conveying information and a vital tool for fostering interpersonal relationships within a community. This perspective accentuates the social dimension of language, underscoring its role in connecting people and facilitating social interactions (p. 1). Knowles (2000), on the other hand, explores the intricate link between language and power, asserting that language is instrumental in upholding power dynamics. An understanding of these power relations is essential for tracing a language's historical development. This perspective underscores language's potential as a vehicle for power and its influence on societal structures and hierarchies (p. 4). Baugh and Cable (2002) present a concise yet comprehensive definition of language, focusing on its practical utility in



various aspects of life, from daily interactions to business, science, and governance. Their definition centres on language as a versatile tool that facilitates communication, enables business transactions, and acts as a vehicle for transmitting knowledge and culture (p. 1).

Bloomfield (1933), in contrast, underscores the substantial role of language in human life, contributing to what distinguishes humans from other animals. Language's far-reaching effects often go unnoticed due to its familiarity. It is intricately woven into human existence and influences multiple facets of human behaviour and culture (p. 3). As noted by Downes (1998), language is a complex and multifaceted phenomenon, and its definition can vary depending on the context. The term "language" is often used diversely by different individuals and fields of study, reflecting the complexity arising from the multifaceted nature of language (p.1).

Moreover, the significance of language in contemporary life extends to various domains, encompassing technology and science. Laroussi, as cited in Maurais and Morris (2003, p. 250), underscores this point by stating:

Starting transformations in scientific and technical fields have increasing impact on modern life. Language is central to these transformations in being the fundamental means for the acquisition of science and the spread of knowledge, and no progress can be made without reliance on it. Each country these by finds itself constrained to shape its language in ways that adapt to and benefit from the demands of the modern era.

Laroussi (2003) highlights the importance of language in the domain of scientific and technological advancement, underscoring its core function as the means for both obtaining scientific knowledge and disseminating it to a wider audience. It further claims that advancements in these disciplines are completely dependent on language. With the rapid transformation of modern life by science and technology, each nation is compelled to modify its language to successfully meet the demands of the present day. The remark indicates that language plays a crucial role in connecting scientific progress and the spread of information. This requires continuous linguistic development to meet the changing demands of these fields and the wider community they influence.

Discussing language without considering its context is incomplete. It is essential to consider the context in which language is used, as Baker (2006, p. 5) aptly emphasizes that language and its context are inseparable. This assertion highlights the profound relationship

between language and the social environment, underscoring that language and society are interdependent and that our use of language is inherently a social behaviour.

Sapir (1985, p. 7) furthers our understanding by suggesting that the ability to communicate through speech and a well-structured language is a feature inherent in all human groups. This statement highlights the universal and efficacious nature of language in conveying thoughts, emotions, and information across diverse human societies. It implies that regardless of one's cultural or linguistic background, language is a common characteristic shared among all known human communities, serving as an innate means of bridging communication gaps. While languages may vary significantly in structure and vocabulary, their fundamental purpose remains consistent: facilitating understanding and connections among diverse groups of people.

Furthermore, Machan and Scott (1992, p. 4) emphasize the significance of a 'living' language, defining it as one actively used by individuals for daily communication and tasks, including writing. This definition underscores the strong link between a language's vitality and its practical role in real-life communication, serving as a dynamic tool for various aspects of people's lives, such as conversations, work, education, and governance.

### **1.2.3.2.2 Language Death**

As the case of Latin demonstrates, a language's vitality is essential because its absence results in language death. According to Downes (1998, p.27)

In some contact situations, languages can die. In situations of unstable bilingualism, when certain social conditions are met, languages can become the mother tongues of shrinking speech communities. Finally, they become no one's mother tongue, like a star blinking out. When this happens, we can speak of language death

When a language is neglected by a group of people, the consequences are that this code is going to disappear. Van Herk (2012) defines a dead language as follows: "a complete language shift in which the original language is no longer used by anyone, anywhere" (p. 162).

Furthermore, Downes (1998) speaks about a non-stable linguistic situation where a language can disappear:

There are several ways in which a language could disappear. It could catastrophically die in cases of genocide or if it was systematically repressed. But the most common situation is gradual language loss, in which a population shifts languages over generations (p. 27).

Machan and Scott (1992) provide a straightforward definition, stating that a language is "dead" when "there no longer is a community of people who speak or write it to carry out everyday social interactions" (p. 4).

McKay and Bokhorst-Heng (2008) point out that the loss of a language is not only because speakers of that language are not using it anymore but also because those speakers have disappeared due to factors such as diseases or wars. They state:

There are several ways in which a language can die. The first is language loss through population loss, that is, when speakers of the language disappear through disease or war, as was the case with some colonized indigenous populations. The second way is through language shift, either a forced or voluntary shift (p. 19).

Crystal (2014) compared language to human beings, noting that "to say that a language is dead is like saying that a person is dead. "There could be no other way, for languages have no existence without people" (p. 1).

To sum up, language is a dynamic and intricate facet of human life, playing a central role in communication, social relationships, and the preservation of cultural heritage. As explored through various scholars' insights, its significance extends beyond everyday conversation, affecting power dynamics, societal structures, and even the survival of languages themselves. The case of Latin serves as a stark reminder that language vitality is vital for a language to persist, highlighting the link between language use and the persistence of linguistic diversity. The loss of a language, whether through neglect or other circumstances, underscores the need to cherish and preserve linguistic heritage. Just as languages rely on people for their existence, our shared responsibility is to ensure that languages, like our intricate cultures, continue to thrive and contribute to the rich tapestry of human expression and identity.

### **1.2.3.2.3 Classical Arabic**

Despite being an official language and one of the most widely spoken languages globally, classical Arabic is not frequently employed in everyday life interactions. Sayahi (2014) states that Arabic, in its several forms, is among the top five most widely spoken languages globally. It serves as an official language for over 225 million individuals in twenty-five nations (p. 20). Although classical Arabic is widely used and recognised, the colloquial language used in Algeria often differs from it, emphasising the coexistence of multiple Arabic dialects in the area.

Classical or standard Arabic holds a revered position due to its association with the Islamic faith, Muslim identity, and the sacred text, the Quran. Sayahi (2014) underscores the cultural and religious significance of possessing knowledge of standard Arabic (p. 96), demonstrating the profound respect and cultural importance of classical Arabic within the context of religion and identity in the Muslim world.

The collective insights of various experts offer a comprehensive perspective on the intrinsic link between classical Arabic and Islamic culture and knowledge. In his study, Chemami (2011) investigates into the historical roots of classical Arabic, highlighting its status as a Central Semitic and Afro-Asiatic language commonly spoken in the Middle East and Northern Africa. Notably, he underscores the language's sacredness through its connection to the Quran's revelation to the Prophet Muhammad (p.228).

Additionally, Algibali draws attention to the distinctiveness of classical Arabic's existence, which is closely related to Islam, according to Paulston (1988). He points out that the promotion and dissemination of the Arabic language were paramount to Muhammad and his followers. The Prophet's stress on the duty of every Muslim to actively seek knowledge in Arabic reinforces the language's profound significance (p.58). Rouadjia (1991), as referred to in Benrabah (2007), adds further weight to the inseparable bond between Arabic and Islam. Arabic's privileged status emanates from its role as the language of the Quran and the Prophet. It serves as a unifying language for Muslims globally and has left its imprint in the realms of science and culture (p.67).

In conclusion, these scholars collectively construct a compelling depiction of classical Arabic as a language intricately linked to Islamic culture, knowledge, and religious identity. Its distinctive status underscores its significant influence in shaping the cultural and religious milieu of the Arab and Muslim regions.

### **1.2.3.2.3.1 Standard Language (Standard Arabic)**

When we speak about a standard language, we deal with the ideal form of a language, the one used officially and in academic settings. Yule (2010, p.240) described the standard language as the following: “An idealized variety, because it has no specific region. It is the variety associated with administrative, commercial and educational centers, regardless of region.” According to him, region has no importance. It seems that standard language allows mutual intelligibility. It does not concern any dialect or accent. It is the language of newspapers, books and teaching. It is the formal form of a language.

The concept of a standard language is rooted in the depicted form of a language, often used officially and within academic contexts. Yule (2010) characterises the standard language as an idealised variety devoid of specific regional associations. It serves as the variety linked with administrative, commercial, and educational hubs, irrespective of geographical region. For Yule, the significance of the region is minimal in the context of a standard language. This idealistic form of language aims to facilitate mutual intelligibility and transcend concerns related to dialects or accents. It finds its place in newspapers, literature, and educational institutions, representing the formal and official version of a given language (p. 240). Albirini (2016) highlights the significance of standardisation as a pivotal factor influencing the status and functions of language varieties within a speech community. Standardisation, in historical retrospect, is portrayed as both a sociopolitical and linguistic process consciously aimed at differentiating a specific variety from others in terms of its position and use within the speech community (p. 101).

When individuals from foreign backgrounds embark on learning a new language, their initial focus is typically on acquiring its standard form—the academic and grammatically correct version used in formal and official contexts. Holmes (2001) characterises standard varieties as codified forms, with codification typically achieved through the documentation of standard language forms in grammars and dictionaries. These standardised varieties are recognised for their mutual intelligibility, enabling communication among speakers of different backgrounds, and they often carry a sense of prestige. The use of a standard language is often associated with education and polite society (p. 76). Van Herk (2012) identifies a standard language as the official variety employed in formal settings, including education, formal writing, and by media figures who aim to convey authority and competence (p. 12). In the Maghreb region and other parts of the Muslim world, educated people primarily use standard

Arabic for academic and official interactions. It is the language of instruction in schools, places of worship, and government proceedings. Hudson (1980) outlines several key features that distinguish a language as standard, including selection, codification, elaboration of function, and societal acceptance. One crucial aspect of standard languages is their inclusion in formal education (p.32). Brenzinger (2007) provides further insight into the status of standard Arabic, particularly in North African states like Morocco, Algeria, Tunisia, and Mauritania, as well as Libya and Egypt. Standard Arabic serves as the official language in these regions and has also been assigned roles in modern sectors such as education and administration, even after gaining independence from former colonial powers (p. 123).

To summarise, the notion of a standardised language, distinguished by its formal and idealised characteristics, surpasses geographical limitations and plays a significant role in administrative, intellectual, and commercial spheres. This ideal variety is motivated by the desire for common understanding and functions autonomously from regional associations, being used in government documents, educational institutions, and literature. Its importance extends beyond local dialects or accents, and it is used in diverse sociopolitical and educational settings. These observations collectively emphasise the crucial significance of standard languages in facilitating communication, elevating status, and acting as a symbol of education and formality in various regions, such as the Maghreb and other areas of the Muslim world. Standard languages continue to hold importance in formal education and official events, even after the colonial period.

#### **1.2.3.2.3.2 Modern Standard Arabic**

Modern Standard Arabic (MSA) stands as a contemporary adaptation of Arabic, a Semitic language with close ties to Hebrew. This refined form represents an evolution of classical Arabic, designed to effectively address the demands of modern life, making it a language of relevance. MSA serves as the predominant linguistic form used across the contemporary Arab world, and its significance is appropriately highlighted by Hudson (1980) when he contends that "the only kind of variety which would count as a 'proper language'" is a standard language. These standard languages hold a unique status in society, showcasing their distinctive relationship with the community (p. 32). Chemmami (2011) digs into the wide-ranging contexts in which Modern Standard Arabic finds application, highlighting its omnipresence. It is extensively taught in educational institutions such as schools and universities, thereby nurturing

the linguistic skills of the populace. In addition to the realm of academia, MSA is seamlessly integrated into workplaces, government settings, and the media, signifying its adaptability to various domains of modern life. The fact that MSA has officially held the status of the Algerian language since 1962, highlighting its crucial role in governance and public communication, is noteworthy and underlines its crucial role (p. 228).

### **1.2.3.2.3.3 Algerian Arabic (Colloquial Arabic)**

Algerian Arabic or the Maghribi as it is called by El imam (foot notes, El imam.2003). It represents the native language of the majority of Algerians with different regional varieties, called dialects. It is a non standardised variety and without any official status.

Chemami (2011, p.228) defines the colloquial Arabic by saying: “Algerian Arabic is the main language of Algeria. It is used by 70%-80% of the population as their mother tongue.”

It is a variety of Arabic, it is a vernacular and it is a set of dialects. Albirini (2016, p.13) suggests different domains where different regional varieties of Arabic are used: “Colloquial Arabic (QA) refers to several regional dialects that are spoken regularly by Arabic speakers in everyday conversations and other informal communicative exchanges: sports, music, film, and some TV show broadcasts.”

Albirini (2016, p.30) adds an explanation about the reasons behind such a sociolinguistic variation, the use of different varieties of the same language in different regions:

A relatively large number of colloquial varieties coexist in the Arabic sociolinguistic arena. These varieties vary in terms of geographic distribution, linguistic features, and sometimes socio-economic prestige. However, they often overlap geographically due to mobility and migration waves throughout ages and more recently from the countryside to the cities.

It means that The Arabic sociolinguistic landscape is characterized by the coexistence of a significant number of colloquial language varieties. These variations exhibit differences in their geographic distribution, linguistic attributes, and even socio-economic standing. Notably, these diverse linguistic forms often intersect and overlap geographically. This phenomenon can be attributed to the historical movements and migrations of populations over time, as well as more recent shifts from rural to urban settings. The resulting linguistic diversity reflects the

dynamic nature of language and how it evolves in response to the complex sociocultural dynamics and historical factors present in the Arab world.

#### **1.2.3.2.3.4 Language Variation**

Language variation is a phenomenon in which multiple ways exist to express the same idea or concept. It arises as a consequence of regional and social distinctions influencing speech patterns. As Holmes (2008) effectively elucidates, language exhibits variations not only in response to the individuals who employ it but also in relation to the specific locations and audiences involved. Context and the intended recipients of a message play a pivotal role in shaping our selection of a particular linguistic form, be it a language, dialect, or style. This complex interplay between users, settings, and context underscores the dynamic nature of language as it adapts and evolves to suit the diverse communicative needs and sociocultural backgrounds of its speakers.

##### **1.2.3.2.3.4.1 Dialect**

The word ‘dialect’ appeared during the period of the renaissance as a result of the Greek culture inspiration. A dialect is not used only to describe pronunciation but also features of grammar and vocabulary. A dialect represents regional variation and it has to do with grammatical forms that we use. It deals also with sound variations. A dialect can distinguish various speaker’s groups belonging to the same language as it gathers a set of syntactic, semantic, phonological, phonetic and phonological aspects. Thus, a dialect can be defined as a low variety of a language spoken in a particular area and by a particular group of people. A dialect is a variety within specific language considering social, regional and historical differences resulting in vocabulary, style and phonetics. A dialect is a slightly different form of the same language. A dialect of a given language can describe the age, sex and social class of the speaker. A dialect can ignore the rules set by the language. It is a very complex concept. Chambers and Trudgill's (1998) definition characterizes a dialect as a linguistic form that is often considered less prestigious or formal than a standard language. Dialects are typically linked with rural or working-class communities or other social groups perceived as having lower status. In essence, dialects represent linguistic variations that reflect regional, social, and cultural distinctions in the way people communicate. These variations are seen as departures



from the standardized or official language and are often used in specific social and cultural contexts. They spoke about the dialect and the formal way of speaking which is language. They (1998, p.3) say that “*Dialects are also often regarded as some kind of (often erroneous) deviation from a norm-as aberrations of a correct or standard form of a language.*”

Dialects are commonly viewed as deviations from what is considered the correct or standard form of a language. In many cases, people tend to associate dialects with linguistic errors or mistakes. They are seen as variations that depart from the accepted norms of a language, which are typically defined by the standard or official form of that language. These deviations from the norm are often considered non-standard or even incorrect in the context of the standardized language. However, it's important to note that this perspective is a matter of social and cultural perception and does not necessarily reflect the linguistic validity or richness of dialects. Dialects are legitimate linguistic varieties with their own rules and structures, and they often serve as important markers of regional and social identity.

People do not all speak in the same way, and regional factors play a significant role in shaping speech patterns. As Trask (1994, p.36) suggests, when people in different geographical areas use a language, over time, language change and geographical separation naturally lead to the emergence of regional dialects. These dialects evolve as people from various regions develop their unique linguistic features and characteristics. If there is no unifying influence or force that encourages linguistic standardization, these regional dialects may continue to diverge from one another without any predefined limits. In essence, the combination of geographical separation and the natural evolution of language gives rise to the rich tapestry of regional dialects that exist within a language. Moreover, Trudgill (2000) offers a precise definition of a dialect, stating that it strictly pertains to variations in language that encompass differences in vocabulary, grammar, and pronunciation. In essence, dialects encompass not only distinct pronunciations but also variations in the words used and the structure of sentences, highlighting the multifaceted nature of linguistic diversity within a language (p. 5).

Dialects can be thought of as sub-varieties within a single language, representing linguistic diversity that arises due to regional, social, or cultural differences. These variations can encompass differences in vocabulary, grammar, and pronunciation, as discussed earlier. Importantly, dialects can be distinct enough that they are not mutually intelligible, meaning that speakers of one dialect may have difficulty understanding speakers of another dialect, even if they share the same standard language. This can lead to communication challenges, particularly for people from different regions of the same country who are accustomed to different

colloquial varieties despite having a shared standard language. In this concern, Trask (1994, p.39) argues:

A single more or less homogenous language tends to split into different regional varieties. Given sufficient, these dialects (regional varieties) can diverge so much that they eventually become mutually incomprehensible and must at some point be regarded as different languages.

Trudgill (2004) underscores the significance of dialects by highlighting that they are not limited to being low or rustic forms of language spoken by certain groups. Dialects are intrinsically tied to a speaker's social and geographical background, and this applies to all speakers. It's crucial to point out that everyone speaks a dialect, as dialects are inherent to language use in society and are not peculiar, old-fashioned, or backward ways of speaking (p. 2). Dialects, therefore, should be viewed as important and valuable varieties of a language within a given society. They contribute to the richness and diversity of the same language, reflecting the intricacies of social and geographical origins and enhancing the tapestry of linguistic expression. According to Bassiouney (2009), there was a significant shift in linguistics at the beginning of the 20th century that was characterized by a rise in dialectology interest. Linguists from colonizing nations who started to investigate the dialects and linguistic environments of the colonized countries were primarily responsible for this surge in interest. The presence of colonies, particularly by countries such as France, the UK, the Netherlands, and Portugal, prompted linguists to delve into multilingual contexts, language contact phenomena, and the emergence of creole languages. This historical context reflects the growing importance of dialects and language variation in the study of linguistics, especially within the context of colonization and its linguistic impacts (p. 5). Meyerhoff (2006, p.11) explains the regional dialectology and the difference between regions and regional variation: "The identification and mapping of boundaries between different varieties on the basis of clusters of similar and different features in particular regions, towns or villages."

Furthermore, Albirini (2016) provides a concise overview of the complexity of linguistic variation in the Arabic-speaking world. The presence of numerous language varieties that can vary not only from one country to another but even within the same region characterizes the sociolinguistic landscape. In geographically small areas, urban, rural, and Bedouin populations may exhibit their unique local dialects. Importantly, mutual intelligibility, or the ability of speakers from different regions to understand each other, is not always assured when dealing

with these regional varieties. This highlights the intricate nature of linguistic diversity and the challenges it can pose to communication in Arabic-speaking societies (p. 9).

Indeed, the Arabic dialects offer a compelling example of linguistic diversity, with their origins dating back to a time before the spread of Islam. Algibali, as cited by Paulston (1988,p.48), acknowledges that these divergent Arabic dialects can be traced to the pre-Islamic era, which predates the seventh century A.D. This historical depth highlights the richness and complexity of Arabic language variation.

The 7th and 8th centuries were pivotal for the expansion and dissemination of Islam, which brought with it the need for codifying classical Arabic. This codification was essential, as classical Arabic served as the medium for understanding the Quran, the holy scripture of Islam. The religious significance and widespread influence of Islam necessitated a standardized form of Arabic to ensure the accurate interpretation and transmission of its sacred texts.

#### **1.2.3.2.3.4.2 Diglossia in Algeria**

Ferguson was the first contemporary scholar who dealt with sociolinguistic situation of Arabic taking into consideration historical, linguistic and social factors. Before Ferguson, other linguists used the term diglossia like the German Krumbacher, the French Marçais. But, Ferguson was the first one to discuss the relationship between classical Arabic and the dialectal one. Diglossia concerns two varieties of the same language but used for different purposes. One form is high and another is low.

As mentioned earlier, classical Arabic is used for official settings such as the courts, media, mosques, schools, universities and publications. The low variety is used in everyday life, for informal context such as with friends or at home. If we refer to Ferguson's view, we can say that Algeria is in a diglossic situation. Algerian people are living in a situation where the dominant variety is used in formal settings and the other one is used in informal spheres. He (1959, p.16) explains this phenomenon by saying:

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 learned largely by formal education and is used for most written and formal spoken purposes but it is not used by any sector of the community for ordinary conversation.

Ferguson explained and developed Diglossia in Arabic-speaking countries as well as in the German and the Greek communities. He described Diglossia as a kind of Bilingualism in a given society in which one language is the high variety “H” and the other, which belongs to the same language, is the low “L” variety. He differentiated the two different varieties of the same language. He divided them according to their functions. He considered the high variety as the standard one; which is used in formal settings such as education and formal speech. Whereas the low variety is used in non-standard situations such as at home or in one’s private life. It is the medium of daily spoken and informal communication. Therefore, “L” is seen as inferior as opposed to “H”.

In this context, Ferguson describes (1959, p.245) the “H” as the: “Superimposed variety, [...] 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.” Classical Arabic is highly codified; it is the written form of Arabic whereas colloquial Arabic does not possess standard norms. These two varieties, either classical or colloquial co-exist side by side and are in complementary distribution, but they fulfil different functions. He (1959, p.359) adds: “These two varieties, classical and colloquial, exist side by side in the Arabic speech community in a Diglossia relationship.” Holmes (2008) defines diglossia as “societal or institutionalized bilingualism, where two varieties are required to cover all the community’s domains.” (p.30) In essence, diglossia refers to a linguistic situation in a society where two distinct language varieties are used in different domains or contexts, each having its own designated functions and roles within the community.

Ferguson distinguished the paired varieties with their different functions. He put forward the specialisation of functions of the two different varieties of Arabic.

### **Table 1.1 The Specialisation of Functions of the two Different Varieties of Arabic**

- Sermons in church or mosque	H
- Instructions to servants, workmen	L
- Personal letters	H
- Speech in parliament	H
- University lectures	H
- Conversation with family, friends, colleagues	L
- News broadcast	H
- Newspaper editorial news story	H
- Poetry	H
- Folk literature	L
- Radio "Soap Opera"	L

Thus, as shown in the above table for each context, a different variety is used. If it is an official or formal setting "H" will be used, however if it is a social, familiar or informal, then "L" would be used. By specifying the functions of each variety, he argued that the sermons in a church or a mosque should be held in H, because it is a sacred place where people should speak formally. However, we may ask ourselves about the "Imam" of a mosque who sometimes switches from CA to AA in order to be understood. Concerning personal letters, people write to their friends or their family in the colloquial variety, the "L". And when speaking about the parliament, the setting is formal, however if we take into consideration the speech of the President of Algeria, we can say that it is a mixture of CA and AA and even at university, the teachers sometimes use AA in order to explain and to be understood. AA is used when people speak with their family, friends, colleagues...etc.

The mother tongue of a child before going to school is his dialect, a dialectal Arabic, an Algerian Arabic or Berber. It represents his natural language, a language of everyday speech. Classical Arabic is a language learnt and taught only at school. It seems to the child that it is a foreign language. The different dialects are the native spoken varieties of Algerians who use them in daily life interactions, while Classical Arabic is used only in formal settings such as literature, newspapers and religious ceremonies.

Frayha (1955, p.5) describes the colloquial variety as the "*the language of life*" and the classical one as "*the language of the book*." Chemami (2011) explains the phenomenon of diglossia in Algeria as a result of the historical transformations that the original language of the Quran underwent in the Maghreb region. The split between literary Arabic and Algerian

Arabic can be traced back to the period of Spanish settlement from 1509 to 1555 (p.228). This historical context played a significant role in shaping the linguistic landscape of Algeria, leading to the coexistence of two different language varieties for distinct purposes within society.

Diglossia in Algeria is a very complex reality. The dialect we speak at home is a sort of local version of the official Arabic. The official variety of Arabic is for written purposes and the low variety is really for oral communication.

Baker and Jones (1998, p.355) say:

Modern standard Arabic is the official language, used in public, official, formal and written context, while colloquial dialects of Arabic are spoken as a mother tongue and used in informal contexts by the majority of the population. (classical Arabic is the language of Islamic worship).

Ferguson discussed diglossia to indicate situations of the existence of two language varieties in every part of community. Each variety has a special and different role to play.

According to Bassiouney, diglossic situation exists almost in all Arabic-speaking countries.

He (2009, p.10) argues :

The twenty-three countries in which Arabic is an official language have been described as diglossic speech communities, i.e. communities in which two varieties of a single language exist side by side. The official language is usually MSA but there is usually at least one prestigious vernacular that is spoken in each country.

Diglossia is a sociolinguistic situation where two varieties of the same are used for different purposes, different contexts. The two varieties are the high and the low.

Albirini dealt with the beginning of diglossia by Ferguson in 1959, he (2016, p.16) says:

The term diglossia was first used by the German linguist Karl Krumbacher (1902) and then by the French orientalist William Marçais (1930). However, the earliest, most comprehensive, and most widely discussed model for approaching the relationship between SA and QA is presented by Ferguson in his now-classic 1959. Word article. Ferguson's delineation of diglossia aimed to define a specific sociolinguistic phenomenon, describe its main variables, project its potential future trajectory, and provide a theoretical framework within which language varieties with specific sociohistorical and structural relationship can be defined.

**H**

Albirini (2016) provides an insightful perspective on language prestige, highlighting its multifaceted nature. Furthermore, language prestige is a sociolinguistic construct that encompasses historical, socioeconomic, behavioural, and attitudinal dimensions. It is a complex concept that extends beyond linguistic characteristics and involves various factors that contribute to a language's elevated status, particularly in the context of diglossia (p. 36). Sayahi (2014) offers a comprehensive explanation of diglossia, underscoring its fundamental role in sociolinguistics. In essence, diglossia refers to a scenario where a single-speech community operates with two coexisting linguistic systems that have distinct roles. One of these systems is designated as the high variety (H), while the other assumes the position of the low variety (L). The high variety, typically the more formal form of the language, finds its application in formal domains, whereas the low variety, often confined to oral communication, serves as a mode of conveying everyday information within the community. It is important to note that the precise definitions of diglossia can vary in different contexts and over time, demonstrating the dynamic nature of this sociolinguistic concept (p. 1). Moreover, Meyerhoff (2006) provides another perspective, defining diglossia as a situation where two closely related languages are used in a speech community, one for high (H) functions, such as church or newspapers, and the other for low (L) functions, such as in the home or market (p. 103). Hudson (1980) provides a comprehensive description of diglossia within an Arabic-speaking community. In such a diglossic context, the language spoken at home typically corresponds to a local version of Arabic, which may exhibit significant variations from one dialect to another, to the extent of mutual incomprehensibility. However, there is limited variation in this local vernacular among the most educated speakers. On the other hand, when individuals find themselves in formal situations, such as delivering a lecture at a university or a sermon in a mosque, they are expected to employ Standard Arabic, a variety of the language that differs at all linguistic levels from the local vernacular. This difference is so pronounced that Standard Arabic is taught in schools, illustrating its distinct status and function in the diglossic community (p. 54). Similarly, Yule (2010) defines diglossia as a situation where there is a "low" variety, acquired locally and used for everyday affairs, and a "high" or special variety, learned in school and used for important matters (p. 246). In addition, Romaine (2000) describes it as a situation in a multilingual community where each language or linguistic variety fulfils a specialized function and is employed for specific purposes. This concept reflects the idea that in a diglossic setting, various

languages or varieties have distinct roles and applications within the community, contributing to the overall linguistic complexity of society (p. 46).

Furthermore, Holmes (2001, p. 27) outlines three significant characteristics of diglossia. Firstly, in a diglossic situation, a single-language community employs two distinct varieties of the same language. These varieties are often categorized as high (H) and low (L). Secondly, each of these language varieties serves specific and separate functions within the community. The high and low varieties complement one another in their respective roles. Lastly, it is important to note that the high variety (H) is not typically used in everyday conversations among community members.

In simpler terms, diglossia involves the use of two closely related language varieties, one considered prestigious and used for formal contexts (H), while the other is employed for everyday communication (L). These varieties have distinct functions and are interdependent. The high variety is reserved for formal domains, such as education or literature, and is rarely used in informal, daily conversations. This sociolinguistic phenomenon highlights the clear division between the two language forms in terms of their functions and domains of application within the community. The low variety can be written. It is the change known over time. It can be used in a funny way for advertising. It becomes more accepted. Beal (2006, p.81) says: “We looked at some examples of dialect use in advertising, the tourist industry and on the internet. We saw, that, in these contexts, dialect tends to be used for humorous purposes.”

#### **1.2.3.2.4 Tamazight**

Tamazight is the native language of a minority representing 20% of the Algerian population. Within the Tamazight, the Kabyle, the Chaouia, the Tamacheq and the Mozabi are the most used varieties of Berber. Sayahi speaks about the Berber population, he (2014, p.18) says: “As for Algeria, the total number of Berber speakers has been estimated to between seven and eight million.” Moreover, Oakes (2008) discusses the usage of Berber in Algeria, noting that approximately 20% of the population considers Berber as their primary language. A substantial portion of these Berber speakers refrain from using Arabic altogether and instead opt for French as their second language, typically due to political motivations (p. 19).

##### **1.2.3.2.4.1 Origins of Berber**



The term 'Berber' has Greek origins. People from North Africa were called Berbers. The Berbers are the earliest inhabitants of Algeria. They were living in North Africa before the coming of the Arabs. Before the arrival of Arabic-speaking invaders, Berber was the language of the indigenous population. Several Berber dialect groups are recognized in Algeria but the major groups are: The Kabyles of the Kabylie Mountains, east of Algiers, in Tizi Ouzou and Bejaia. It is used in two distinct scripts, Latin and Tifinagh. And the Chaouia of the Aures. But next to these two dialects, there are many local and regional dialects. Chenoa or Chenwiya belongs to the phonological and lexical variations of the Kabyle. It is spoken around Mount Chenoua, near Cherchell and Tipaza. Rifi or Tharifit is spoken near the Moroccan borders. And Mozabi, which is basically spoken in Ghardaia. Brenzinger (2007, p.124) says:

The indigenous people of northern Africa and their languages are widely known as 'Berber', but because this term goes back to 'Barbarian', they prefer the name Amazigh (imazighen), literally 'free people'. Most Amazigh seem to have agreed to call themselves and their language Amazigh or Tamazight when they use English.

#### **1.2.3.2.4.2 Berber Language**

Some years ago, it was difficult to speak about Berber as a language, it was much more spoken than written. It was spoken at home, especially in the rural areas. However, there have recently been concerted efforts by various constituencies to codify and standardize Berber, using Latin and Tifinagh alphabets (Chakrani, 2010). Moreover, Berber became a national language of Algeria in 2001. Tamazight is given more importance these recent years. It started to be codified. It was introduced in education in different levels. People could choose to study and learn this language but this year (2017-2018), it is officially considered as a national language and it becomes obligatory to be taught at school from middle school.

Oakes (2008) spoke about the claim of the Berbers for their language because it was a national language and not an official one. Oakes (2008) discusses the intricate status of Berber, pointing out that it holds the position of a national language but not that of an official language, a situation that the Berber community aspires to alter. He highlights the desire for change in this regard (p. 19). Additionally, Oakes (2008) introduces the various regional variations of Berber, highlighting that around 20% of the population can trace their heritage back to these distinct Berber groups, particularly in regions like Kabylie, Aures, M'zab, and Hoggar. Notable

among these groups are the Kabyle, the largest group hailing from Kabylie, the Chaouia from Aures, the Mozabite from M'zab, and the Tuareg from the Hoggar mountains (p. 18). Some consider Berber as a language with many varieties. It is the autochthonous language of Algeria. The Berber language existed before the Arab conquest. Berger (2002, p.4) says:” Berber languages are still the native language of about 20 percent of the Algerian population and they too have been threatened by the prospect of a ‘total arabization’ of the country.” Approximately 20% of the Algerian population still speaks Berber languages as their native tongue, and these languages are also at risk due to the potential for a complete Arabization of the nation.

#### **1.2.3.2.4.3 Berber Dialects**

Benrabah speaks about the different varieties of Berber, he (2007, p.33) says:

Berberophones are made up of four groups, and population figures are largely guess work owing to the lack of official recognition of Berber languages. The Tuaregs, desert nomads estimated at a few thousand, live around the Hoggar Mountains near the southeast and southwest borders of Algeria. The second distinct Berberophone group are the Mozabites (estimated between 80,000 and 100,000) centring on Ghardaïa and enclosed bastion cities in the Mzab region in the Sahara. The Chaouias represent the third Berber community, with their heartland being the Aures Mountains, further east, south of Constantine. Between 500,000 and 1 million Berbers are Chaouia. The final and most important. Berber group is represented by the Kabylis (about two-thirds of Berberophones). Kabylia is an isolated and relatively barren area along the Mediterranean coast, east of Algiers.

In Algeria, Berberophones consist of four distinct groups. The first group, the Tuaregs, desert nomads near the Hoggar Mountains in the southeast and southwest borders of Algeria. The second group, the Mozabites, are concentrated in Ghardaïa. The third group, the Chaouias, are centered in the Aures Mountains to the east, south of Constantine. The fourth and most significant group, the Kabylis, comprising about two-thirds of Berberophones.

#### **1.2.3.2.5 French in Algeria**

French has a special status in Algeria. As being the language of the colonizer and with a difficult past, it is rejected by some Algerians because of the bad effect of the colonization and it is considered as the language of modernity for those who accept it, another part of the Algerian population. They consider it as a part of the Algerian linguistic repertoire.

French has an important place in Algeria. It is the vehicle of knowledge, the instrument for modernity, a means of communication. It is the language of cultivated and educated people. The language of industry and international trade. It is a privileged tool integrated in a complex sociolinguistic dynamics.

That is why, we should consider it as a language to be preserved and not reject it. French is present in everyday life interactions of Algerian people. People use French as a part of their way of speaking. French is an important tool of work and is present in the environment; in the street. All what concerns the field of advertising, billposting, the majority of the written is in French and sometimes in both languages.

The shop signs are either in French or in both French and Arabic but rarely in Arabic exclusively. In this concern, Caubet (1986, p.122) says: “French as the language of the last coloniser has an ambiguous statute; in one hand, it attracts the official contempt ( it is considered officially as a foreign language as English ), in the other hand, it is the synonym of the social success and the access to the culture and modernism.”

In the daily life, the food that we eat, the products that we buy and consume, the instruction of use, the recipes and even the names of the products are given in French and Arabic. When we go to the restaurant, the menus are written in French, different dishes and specialities are proposed there in French. We notice that French is omnipresent in our social life, we use it spontaneously and we sometimes do not realize which language we are using, if it is French or Arabic or both.

French has a complex status, some people accept it and adopt it, and others reject. French is also present in Algeria even if the government did all the efforts to restore the Algerian identity and exclude French through the policy of arabisation.

Chemami spoke about Algeria and how it can be a francophone country: He says (2011, p.231) “Algeria remains the second French-speaking country in the world with nearly eighteen million speakers.”

French is one language among others in Algeria. It occupies an important place and it fulfils many social activities. It is one of the daily languages of communication besides AA and Br. Although not belonging to the French speaking countries 1 . Algeria is the second country

in the world to speak French. It is used almost everywhere, in the street, administration, mass media, in school and even in the political and some official meetings. And even if French was spoken in Algeria before the French colonization, the origins of its presence in Algeria really began with the French colonization in 1830. According to Baker and Jones (1998, p.355): French has a special place in Algeria, he says: “French still enjoys a high status in Algeria. It is a major foreign language and is still widely read and spoken by many educated Algerians.”

### **1.2.3.2.5.1 French in Education**

After independence, Algeria initiated the Arabization policy, beginning with the primary education level. French, previously taught as a foreign language from the fourth year, underwent changes with several educational reforms starting from the academic year 2003-2004. The government introduced a new program that shifted the teaching of French in primary schools to commence from the second year instead of the fourth then to the third. Additionally, some reforms were implemented in the middle and secondary school levels regarding the instruction of the French language.

Regarding middle school, an extra year was introduced, and the instruction of English was shifted from the eighth to the seventh year, also known as "the first year of middle school." (and third year of primary school from September 2022). Despite the authorities' efforts to implement Arabization throughout the entire education system, from primary to university levels, certain disciplines continue to be exclusively taught in French. Fields such as medicine, physics, technology, biology, chemistry, mathematics, applied sciences, petro-chemistry, etc., remain in French. Consequently, students who completed their primary and secondary education in Arabic find themselves facing French instruction upon entering university. When confronted with this reality, students encounter numerous challenges as the language that was initially taught as a foreign language in primary and secondary levels becomes both the language of instruction and learning.

Chemami (2011, p.231) points out the real status of French in education, he says:

Today, the French language is taught from the second year of elementary school. French has its place in secondary education, as a second language and in higher education, especially in science fields. This language is used in many private schools. French is

considered necessary to pursue higher education, especially abroad, or to find a job.

But in reality, instead of the second year of elementary school, French is taught in the third year. But some years ago, it was in the fourth. Most of software and operating systems are in French instead of Arabic.

### **1.2.3.2.5.2 French in Mass Media**

Most programs, including documentaries, on local channels are presented in Arabic. American films, on the other hand, are typically dubbed in French, although in the past, they used to be subtitled in Arabic. Nevertheless, nearly all Algerian households possess a satellite dish, granting them access to French news, French films, and various entertainment options. The impact of cinema on the population plays a significant role in preserving the use of French in Algeria. It can be argued that the recent growth in the use of French is largely attributable to the availability of satellite programming in the country. Sebaa (2002, p.105) explains this phenomenon by saying: “It is like this that some hours of programme received by the satellite, give benefit to French that all the laws of Arabization cannot do it for Arabic.”<sup>2</sup> (my translation). The promotion of French is not solely driven by satellite dishes, which expose people to the language's influence and impact in Algeria. The internet also plays a significant role, as people use French for communication and exchanging ideas. Even when educated individuals visit a doctor, they tend to use French. French is regarded as the language of style, modernity, and the transmission of knowledge.

Additionally, on the radio, the third channel exclusively broadcasts in French and enjoys a substantial listenership among Algerians. This channel offers a wide range of programs, covering topics such as cooking, healthcare, social issues, and advice-seeking programs, where people call in to seek guidance.

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<sup>2</sup> C'est ainsi que quelques heures de programme reçues par voie de parabole, rendent beaucoup plus service à la langue française que toutes les lois sur l'arabisation ne peuvent le faire pour la langue arabe.

### **1.2.3.2.5.3 French and Administration**

Language usage in administrative contexts varies among different sectors. In municipal buildings and town halls, official documents like birth, death, and marriage certificates are mainly delivered in Arabic. However, it's noteworthy that the names on these documents are also transcribed in French, Identity cards primarily use Arabic for information, but both Arabic and French are used for the name. However, in passports, Arabic, French, and English are used. In the post office, telephone invoices are provided in both Arabic and French. It's important to recognize that specific technical and essential terms remain untranslated in Arabic. Banks and insurance companies take a bilingual approach, providing forms in both languages. Nevertheless, in banks, official documents, particularly paying-in slips, are mainly in French, except for the bank's name. The prevalence of French in these banking documents underscores the lasting official influence of the French language, despite its unofficial status.

The Arabization process is not uniformly implemented across all administrative sectors, and certain areas primarily use the French language. In the healthcare sector, doctors, who have been trained in French, exclusively issue prescriptions in that language. This practice also extends to the names of medications. This linguistic situation leaves people in Algeria with a sense of confusion regarding the role of French in their language repertoire. It's a language used in some aspects of their daily lives, but it's also considered by some as a foreign language or a second language in the country.

### **1.2.3.2.6 English in Algeria**

Awareness of the significance of learning English in Algeria has been on the rise, recognising the necessity of acquiring new languages. In the educational landscape of Algeria, the teaching of English holds a pivotal role. This emphasis on English education is not merely a linguistic pursuit but is viewed as a gateway to the contemporary world, encompassing technology, media, and science. The instruction of English aims to foster open-mindedness among learners, encouraging them to embrace and appreciate other cultures, particularly those from foreign lands. Moreover, it is geared towards the enhancement of their intellectual

capabilities and the cultivation of critical thinking skills. Within this context, the learners exhibit a profound awareness of the importance of foreign languages, with English taking centre stage. It is regarded as a global and universal language, epitomising the modern world and the realm of science. In recent years, English has ascended to become the world's most significant language. Its widespread acceptance and use by both native and non-native speakers underlines its status as a global language. People across the globe consider English a universal language, one that is employed and understood in foreign lands, signifying its far-reaching influence and relevance.

Crystal (2003) underscores the paramount importance of the English language, portraying it as a truly global phenomenon. He points out that English has earned its status as a global language, a fact evident in its prevalence across various domains. Whether you tune in to international television broadcasts or listen to politicians hailing from diverse corners of the world, you are likely to encounter the English language. This linguistic ubiquity extends to your travels, where English signs and advertisements can be found everywhere. Even in foreign cities, when you step into a hotel or restaurant, English is readily understood, and there is typically an English menu available. These observations accentuate the extensive reach and influence of the English language on a global scale, demonstrating its crucial role in international communication and interaction (p. 2).

The increased awareness of the importance of English in Algeria underscores its vital role in meeting the demands of an evolving world. English instruction in the Algerian education system extends beyond mere language acquisition, providing a gateway to the ever-changing global landscape encompassing technology, media, and scientific advancements. This pedagogical focus on English also nurtures open-mindedness, promoting an appreciation of diverse cultures, especially those from abroad, while simultaneously honing intellectual capabilities and fostering critical thinking skills. Algerian learners exhibit a profound understanding of the value of foreign languages, with English at the forefront as a global and universally acknowledged language that represents the modern world and the domain of science. Recent years have witnessed English's ascent as the world's foremost language, embraced by both native and non-native speakers, solidifying its standing as a global lingua franca.

### **1.2.3.2.7 Bilingualism in Algeria**

Language is a human instinct, it concerns individuals and the societies where they perform it. The way people speak reflects their behaviour. Their speech expresses their culture and when we have two or more languages in contact, a societal and individual phenomenon occurs, this phenomenon is called bilingualism. Hamers and Blanc (2000, p.1) point out:

Languages in contact, that is bilingualism at the societal level and bilinguality, its counterpart at the individual level, are an integral part of human behaviour. With globalisation and increasing population movements due to immigration and greater geographical and social mobility, and with the spread of education, contacts between cultures and individuals are constantly growing.

When two groups of people speak two different languages give birth to the linguistic phenomenon, which is bilingualism, it is a movement of people, a consequence of language contact.

According to Webster's dictionary (1961) cited in Hamers and Blanc (2000, p.6), a bilingual is defined as "Having or using two languages especially as spoken with the fluency characteristic of a native speaker; a person using two languages especially habitually and with control like that of a native speaker." And bilingualism as "The constant oral use of two languages." So, for them, bilinguality is an individual bilingualism but we can have group bilingualism when it concerns a whole community.

Algibali cited in Paulston speaks about the beginnings of French in Algeria (1988, p.54):

In West Africa, French thoroughly infiltrated many domains of daily public life, the government and education. This was so much the case that, given the French attitude that Algeria should be permanently annexed to France, Arabic was becoming the second language to many residents.

In Algeria, almost all people are bilinguals with some different degrees, there is no balance between the two languages. Baker (2006, pp.4-5) says: "Rarely are bilinguals and multilinguals equal in their ability or use of their two languages. Often one language is dominant."

We can consider some Algerians as real bilinguals, and bicultural or multicultural. The influence of French on Algerians is the result of the long colonisation and the impact that they have on us until now. Baker (2006, p.4) says: "Bicultural competence tends to relate to



knowledge of language cultures, feelings and attitudes towards those two cultures, behaving in culturally appropriate ways, awareness and empathy, and having the confidence to express biculturalism.”

Indeed, bilingualism is not only a valuable skill but, in many cases, a necessity, particularly for immigrants and individuals living in multicultural and multilingual environments. Acquiring a second language, or even multiple languages, becomes essential for effective communication, integration into a new society, and accessing various opportunities. Bilingualism empowers individuals to engage with diverse communities, enhances their employability, and broadens their horizons, facilitating a deeper understanding of different cultures and perspectives. They are obliged to deal with another language for different purposes. Baker (2006, p.4) argues:

Circumstantial bilinguals learn another language to function effectively because of their circumstances (e.g. as immigrants). Their first language is insufficient to meet the educational, political and employment demands, and the communicative needs of the society in which they are placed. Circumstantial bilinguals are groups of individuals who must become bilingual to operate in the majority language society that surrounds them. Consequently, their first language is in danger of being replaced by the second language.

Moreover, Bhatia and Ritchie (2006) offer a comprehensive definition of bilingualism and bilinguals, highlighting the multifaceted nature of this linguistic phenomenon. Bilinguals are broadly categorised as individuals or groups who possess the knowledge and actively use more than one language. However, the concept of bilingualism extends beyond this simple definition, encompassing complex psychological, socio-cultural, and linguistic dimensions. In essence, it involves a rich interplay of various aspects, making it a multifaceted and intricate linguistic behaviour (p. 114).

If we go back to Bloomfield’s definition of bilingualism (1933) when he spoke about the proficiency, and the native control of the two languages. We consider it as a limitation of people, groups or individuals that are considered as bilinguals. It is difficult to judge a bilingual according to his level of proficiency.

For Mohanty and Perregaux (1997) in Bhatia and Ritchie (2006, p.115): “The present authors define bilinguals as individuals or groups of people who obtain communicative skills, with

various degrees of proficiency, in oral and/or written, in order to interact with speakers of one or more languages in a given society.”

People and especially scholars see and consider bilingualism differently and from various angles. Baker (2006, p.2) says: “Linguists study how the vocabulary of bilingual groups change across time. Geographers plot the density of bilinguals in a country. Educationalists examine bilingual educational policy and provision for minority language groups.” Linguists explore the evolution of vocabulary in bilingual communities over time.

Bilingualism is actually a frequent phenomenon. More than half of the world’s population is concerned with bilingualism. We can find bilingual people in all parts of the world, at different levels of the society and different age groups. Bilingual people have not an equal knowledge of the two different languages. Maybe they are more efficient in one language than another. It depends on their needs, what they need in those languages. The ideal bilingual is the speaker who is able to speak two languages as proficient as an educated native speaker. The term bilingualism defines a sociolinguistic situation where two languages are used by a person or a group of people. For Bloomfield, being bilingual equals being able to speak two languages. He (1933, p.65) suggested to define a bilingual as someone who has “The native-like control of two languages.”

A bilingual is a person who is able to speak at least two languages. Weinreich (1953, p.1) defines it as: “The practice of using alternately two languages.” When a speaker comes in contact with people speaking another language, he faces a situation of language shift and bilingualism represents one case. The extent of bilingual competency differs from one person to another. The degree of fluency is not the same for all bilinguals.

Hamers and Blanc (1983, p.21) define bilingualism:

The term of Bilingualism includes the one of Bilinguality, which refers to a state of an individual but is also applied to a state of a community in which two languages are in contact with a consequence that two codes can be used within the same interaction and that a number of people are bilingual (societal Bilingualism).

Bilingualism encompasses the existence of two languages with a consequence of using two different codes within the same conversation (code switching). Canada is a perfect example of bilingual countries where two languages are used, French and English for the same purposes.

Sayad (1984) offers an insightful perspective on the concept of bilingualism, pointing out its diverse manifestations within different linguistic contexts. Bilingualism, in its broadest sense, encompasses a range of linguistic realities. These variations span from a more casual form of bilingualism, often marked by a simplified or less respectful adherence to the grammar and morphology of borrowed vocabulary (referred to as "sabir"), to a more advanced and accomplished form of bilingualism. The latter involves a self-assured, precise, and distinct practice of two languages, adapting as needed to the requirements of various discourse contexts (p. 215). This description underscores the nuanced and multifaceted nature of bilingualism, illustrating the continuum of linguistic competence that bilingual individuals may exhibit.

When an individual expresses himself with ease in two different languages, he is considered as a bilingual speaker. Baker et al. (1998, p.3) say: "Bilingualism exists as a possession of an individual. It is also possible to talk about bilingualism as a characteristic of a group or community of people. Bilinguals and multilinguals are most often located in groups, communities or in a particular region." Moreover, When bilingualism concerns a group of people, it seems to be reinforced as opposed to individual bilingualism where we deal with only one person using both languages. Edwards (2013, p.6) in Bhatia and Ritchie explain the difference between individual bilingualism and group bilingualism as it follows:

There are important differences between individual bilingualism and collective or social bilingualism, regardless of whether or not the latter is officially endorsed. In many settings, ancient and modern, the latter is an enduring quantity. Individual bilingualism, on the other hand, may be less permanent, often reflecting a generational way-station on the road between two monolingualisms.

In any bilingual community, society, there are active and passive bilinguals. Those who are really active, are able to speak and write in both languages, and feel themselves productive (producing something). Whereas those who are passive, they can understand and read.

Baker (2006, p.3) states:

Some bilinguals actively speak and write in both languages (productive competence), others are more passive bilinguals and may have receptive ability (understanding or reading). For some, their ability in two or more languages is well developed. Others

may be moving through the early stages of acquiring a second language.

Acquiring a new language should be seen positively, it is richness and we need motivation for this acquisition Motivation is an important factor for acquiring a language, a second language.

Ellis (1997, p.75) says: “Motivation involves the attitudes and affective states that influence the degree of effort that learners make to learn an L2.”

Ellis (1997) defines L2 (second language) acquisition as "the way in which people learn a language other than their mother tongue, inside or outside of a classroom" (p. 3). This definition encompasses the process of acquiring proficiency in a second language, whether through formal classroom instruction or informal learning contexts, for individuals whose native language is different from the one they are acquiring. It reflects the diverse methods and environments in which second language learning occurs.

One factor among the important factors is the ‘age’, acquiring a new language at an early age is better and easier than for an adult. Baker (2006) speaks about the relationship between age and acquisition of a second language. He describes this phenomenon according to age. If the child learns two languages from birth, it is called an infant or a simultaneous bilingualism whereas if a child of 3 or more acquires a second language, it is called consecutive or sequential bilingualism.

### **1.2.3.2.8 Algeria and Multilingualism**

Living in a society and using only the national language is a rare phenomenon, almost all the countries on the globe have at least one more language. Meyerhoff (2006, p.103) says in this concern:

No nation in the world is completely monolingual. In some cases, it is due the way modern nation states have been composed on the basis of rough geographic boundaries and because of historical , political allegiances and conquest. Nowadays, it is also because of the ease and speed of movements of people between different nations.

Ellis (1997) underlines the contemporary necessity and prevalence of acquiring a second or foreign language, a requirement that holds particular significance in Algeria. He notes that the systematic study of second language acquisition, often referred to as L2 acquisition, emerged relatively recently, primarily in the second half of the twentieth century. The

emergence of the "global village" and the "World Wide Web" are indicative of the era's global trends, which are in line with this development. During this period, communication transcended local speech communities, and individuals found themselves needing to learn a second language not solely for leisure but frequently as a means of pursuing education or securing employment. Algeria is no exception to this global phenomenon, where the acquisition of additional languages has become not only essential but compulsory, reflecting the broader trends of globalization and interconnectedness (p. 3).

Multilingualism in Algeria is considered as a linguistic richness. Chemami (2011, p.227) spoke about multilingualism in Algeria : “The linguistic landscape of Algeria is plurilingual because there are four spoken languages: literary Arabic, Algerian Arabic, Tamazight and French.”

The establishment of numerous private schools devoted to the teaching of foreign languages, with a focus on French, English, Spanish, and German, has marked a notable expansion in Algeria's educational landscape in recent years. Among these, French and English stand out as the most widely embraced choices. This development reflects a growing enthusiasm for the use of languages within the Algerian educational system. Within this context, it is pertinent to introduce the term "multilingualism," which reflects the practice of employing more than two languages within a community or social environment. Multilingualism in Algeria denotes a prevailing linguistic diversity, where individuals are not only proficient in Arabic but also adept in one or more additional languages, such as French and English. The rise of multilingualism underscores the nation's recognition of the importance of linguistic diversity in a globalized world and the need for proficiency in multiple languages to thrive in various domains, from education to employment.

English can be considered as a language of development among this social environment. There is a strong and evident relationship between English and development. Every human being should have a natural potential to acquire more than one language. Acquiring a new language can help the learner to be more efficient in communication in his L1, his first language and to help his memory.

Multilingualism can result from many reasons. Edwards (2013, p.7) suggests the reasons behind such a phenomenon:

Multilingual realities arise in a number of ways. Immigrants, whether settlers or invaders, bring languages into contact and sometimes, as with imperialist and colonial expansion, it is unnecessary for many people to physically move;

their language may make its presence felt through military, religious, or economic force requiring.

Romaine (2013, p. 445), as cited in Bhatia and Ritchie, underscores the inherent importance of bilingualism and multilingualism, regarding them as commonplace and fundamental aspects of daily life for a significant portion of the world's population. Indeed, many individuals across the globe routinely navigate their routines using multiple languages, highlighting the normalcy of such linguistic diversity. Cenoz and Genesee (1998, p. 7), on the other hand, delve into the factors contributing to the prevalence of multilingual communities. They note that community multilingualism can arise from historical, political, or economic developments, such as the legacies of imperialism, colonialism, or immigration. Additionally, the modern era has witnessed an increasing demand for individual multilingualism, driven by the growing interconnectedness between different regions of the world and the imperative to be proficient in languages of wider communication. As the world becomes more interconnected, the ability to communicate in multiple languages has become a vital skill, necessitating the prevalence of multilingualism within various communities and societies.

A multilingual speaker should assume mutually the interaction of different languages in his mind. It should be a part of his competence. Multilingualism is the consequences of many things such as politics, religion, education and economy. The ability to employ or encourage the use of multiple languages qualifies individuals as multilingual speakers. The advantages of bilingualism and multilingualism become evident when comparing them to monolingual speakers. Bilingualism and multilingualism bring numerous benefits, offering a broader perspective on the world. By limiting oneself to a single language, or being monolingual, one confines their view of the world. In contrast, acquiring additional languages enables a more expansive and enriching understanding of the world, demonstrating the importance of embracing linguistic diversity and the opportunities it presents.

Childhood is the best period in human life to acquire many languages. When multilingualism is widespread, it can be seen as one form of language contact. Berry et al. (1997, p.246) say:

For most children in the modern world, language development usually involves simultaneous or successive acquisition of multiple languages or, at least, acquisition of one language in the context of many others in the milieu. This has made bilingualism or

multilingualism a phenomenon of greater significance and challenge.

The children represent future generations, if they conceive the acquisition of a new language as a positive thing, it means that they want to open themselves to the modern and developed world. Being multilingual helps in different domains such as trading and business. English can be considered as a language of development among this social environment. There is a strong and evident relationships between English and development.

Using and acquiring a new language or new languages is very benefit for the development of a country. Baker explained it in different continents, different parts of Africa and Asia, he (1998, p.17) say: “In such countries, individual multilingualism is the result of a process of industrial development, political unification, modernization, urbanization and greater contact between different local communities.”

#### **1.2.3.2.9 Arabic- French Code Switching in the Algerian Context**

Multilingualism is when the speaker (individual or group) speak other languages than their mother tongue. And there is automatically an influence of the foreign language acquired on the learners’ life and this situation gives birth to different sociolinguistic phenomena such as code switching. Arabic-French code switching in Algeria is like Arabic-French bilingualism, a consequence of the French colonisation. It is the result and consequence of the contact of the two languages Arabic and French. We code switch when we use both of languages Arabic and French within the same conversation or even the same sentence. The journalist Mohamed Amghar wrote in “El Moudjahed” (February 8th, 1974) ( quoted in Bouamrane,1986, p.109.)

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 these results are bizarre, unintelligible language, and one wonders if these people are not themselves bizarre.

The journalist's remarks regarding code-switching warrant consideration within the context of Algeria's linguistic landscape. During the period in question (1974), there was a concerted effort to replace the French language with Arabic, driven by the desire to move beyond the legacy of French colonization. However, contemporary Algeria presents a complex linguistic reality where code-switching has become a prevalent and habitual phenomenon. It appears that many Algerians engage in code-switching without explicit awareness, illustrating

the adaptability of linguistic practices. In a multilingual society like Algeria, the fluid and natural transition between multiple languages has become deeply ingrained. This linguistic flexibility underscores the evolving dynamics of language use in response to sociocultural transformations and the intricacies of language contact.

Code switching can be explained by the different situations or different interlocutors, Holmes (2001, p.35): "*People sometimes switch code within a domain or social situation. When there is some obvious change in the situation, such as the arrival of a new person, it is easy to explain the switch.*" Chemami (2011, p. 228) discusses the dynamic linguistic landscape in Algeria, pointing out the constant interaction and mixture of languages, a phenomenon well-known to linguists as 'code-switching.' Expanding on this, Holmes (2008, p. 35) suggests that speakers may employ this practice as a signal of shared group membership and ethnicity with their addressees. Furthermore, Milroy and Gordon (2003, p. 209) provide an encompassing definition of code-switching, describing it as a phenomenon that encompasses a range of language and dialect alternation and mixing, which can occur within the same conversation, the same turn, or even within the same sentence or utterance.

The emergence of new English-derived words in Algeria, such as "smartphone" and "Facebook," is becoming increasingly prevalent, particularly among young people. This linguistic phenomenon is not uniform but varies from one group to another. As explained by Holmes (2001, p. 200):

Many linguists have used the metaphor of waves to explain how linguistic changes spread through a community. Any particular change typically spreads simultaneously in different directions, though not necessarily at the same rate in all directions. Social factors such as age, status, gender and region affect the rates of change and the directions in which the waves roll most swiftly.

People can master more than one language, so, when he is able to speak two languages, he can shift between them in a middle of a conversation. People can produce, in a conversation, with other speakers a speech composed of two varieties or more. When they alternate between sentences, this code switching is called intersentential. However when code switching occurs within one sentence, it is termed intrasentential.

Code Mixing is to some extent different from Code switching but it is difficult to distinguish between them. Code Mixing occurs when people mix between two different varieties, two different codes. We speak about code mixing when a word or an item of the



second language is interposed into a sentence which remains in a first language. It means that we change codes from one language to another, alternatively, in the same utterance.

Within the same conversation, some words are taken in one language and others are taken from the other variety and are mixed together. Sometimes, a mixed code can serve as a marker of higher social prestige, of religious identity or professional status and it constitutes an act of identity.

Code switching is when we swap two languages. Milroy and Gordon (2003, p.209) describes code switching as follows: “The term ‘code switching’ can describe a range of language (or dialect) alternation and mixing phenomena whether within the same conversation, the same turn, or the same sentence-utterance” Bassiouney (2009, p.28) does not consider code switching as a duality between languages. He said: “It is an enriching ability that all humans possess and that enables them to express themselves differently and express their diverse needs.” A category of people said that they code switch from a language to another because of lack of words in the other language. Bassiouney (2009, p.29) points out this idea:

When bilinguals are asked why they switch codes, they usually claim that they do so to fill in lexical gaps, i.e. they do not know a specific word in one of their languages so they use the word from the other one. They may also claim that they do not have a certain word to express their feelings in one of the codes they have mastered, so they have to switch.

Hamers and Blanc (1983) suggest that code switching can be perceived as a consequence of limited vocabulary in a particular language, indicative of a level of linguistic inadequacy in one or both languages. Individuals may switch from one language to another when faced with a lexical gap in the other language. This viewpoint is in line with the perspective of Hymes (1968, p. 200), who contends that code switching functions as a communication strategy to compensate for a lack of competence. By alternately employing one language or another, the speaker aims to enhance communication efficiency.

On the other hand, some individuals regard code switching as a phenomenon stemming from the interplay of two or more languages. In situations where these languages coexist, the interaction between them leads to language change, as each code influences the other. Bokomba (1989), as cited in Ping Liu (2006, p. 4), supports this viewpoint.

Code switching is the mixing of the words, phrases and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event...code mixing is the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from a cooperative activity where the participants, in order to infer what is intended, must reconcile what they hear with what they understand.

Code switching is a linguistic phenomenon that emerges from contact between two or more languages. Heller (1988, p. 1) highlights this by stating,

Code switching, the use of more than one language in the course of a single communicative episode, has attracted a great deal of attention over the years, most likely because it violates a strong expectation that only one language will be used at any given time. It is seen as something to be explained, whereas the use of one language is considered normal. This notion can be so powerful that even those who code switch can be unaware of their behaviour and vigorously deny doing anything of the kind.

This perspective emphasises that code switching is a deviation from the expectation of using a single language and is often perceived as a linguistic anomaly, even by those who engage in it. Code switching is not a situation where the speaker is unable to come up with an item in one of the codes, he/she shifts languages for important social considerations. We can shift from a language to another in pronunciation, grammar, morphology and vocabulary. Code switching is a natural process and a natural result of the co-existence of different languages. It is seen as a cultural influence. Code switching is a phenomenon which occurs in a society to make the communication between people more effective and meaningful. Among the reasons for code switching, not only deficiency in one language but also may be the speaker has a wish of expressing solidarity with other groups. We feel happy when another one speaks our language. Baker and Jones (1998, p.58) say: "When bilinguals converse together, they consciously or subconsciously select the language in which the conversation will take place."

In sociolinguistics, the term 'code-switching' describes a situation in which two languages are used interchangeably. This alternation of languages can occur even within a single sentence, representing a fluid transition between linguistic codes. Code-switching is commonly observed among bilingual or multilingual individuals who effortlessly switch between languages within the same conversation, demonstrating their linguistic versatility and adaptability. This

phenomenon highlights the dynamic nature of language use, especially in multilingual communities.

Code switching can thus be observed among bilinguals or multilingual speakers speaking together. When the speaker switches and shifts from one code to another in the same conversation or utterance. For some people, it does not matter if there is not the same competence in both languages. May be, we can master a language more than in another and as a result we code switch, we shift from a language to another within the same conversation or either within the same sentence. It is not seen as a lack of competence in one language but this phenomenon happens when people are confronted to two languages or more in their daily life.

We cannot speak about code switching in monolingual communities, we need at least two languages. Romaine (1992, p.110) defines this sociolinguistic phenomenon as follows: “The use of more than one language or discourse, or between different interlocutors or situations.” When bilingual speakers code switch, jump from one code to another, they do it consciously or unconsciously and it is a consequence of their bilingualism or multilingualism. And they are using both languages actively, they are fluent in both codes. Code switching is the result of the contact between two languages or more.

Among the reasons for code switching, not only deficiency in one language but also may be the speaker has a wish of expressing solidarity with other groups. We feel happy when another one speaks our language. Blom and Gumperz (1972) in Callahan (2004, p.17) divides code switching into three categories:

Both situational and metaphorical code switching refer to the consecutive use of more than one language or language variety. In situation switching the two codes are likely to be separated by physical distance, and only one is spoken of entirely in one language or another.

Van Herk (2012) discusses the phenomena of diglossia and code-switching, with a particular focus on the prevalence of code-switching in multilingual contexts. Code-switching is described as a more frequent occurrence compared to diglossia, wherein individuals seamlessly transition between two or more languages during communication. This linguistic behavior is a natural consequence of widespread multilingualism and reflects the fluidity of language use in diverse linguistic environments. Code-switching allows individuals to navigate between languages to effectively convey their thoughts and ideas, showcasing their linguistic flexibility (p, 130).

People consider code switching as a phenomenon which resulted from the contact of two languages or more. When people live in a situation where two languages co-exist, the result will be language change because of the influence every code has on the other one.

For some people, it does not matter if there is not the same competence in both languages. May be, we can master a language more than in another and as a result we code switch, we shift from a language to another within the same conversation or either within the same sentence. It is not seen as a lack of competence in one language but this phenomenon happens when people are confronted to two languages or more in their daily life.

This happens when people know more than one language and produce in a conversation with other speakers a speech composed of two varieties or more. Baker and Jones (1998, p.58) say: "When bilinguals converse together, they consciously or subconsciously select the language in which the conversation will take place." Mc Kay and Bokhorst-Heng (2008, p.165) defines code switching as follows: " Code switching is the alternation of linguistic codes in the same conversation undertaken by proficient bilinguals."

#### **1.2.3.2.10 Borrowing in Algeria**

Borrowing in Algeria is a real phenomenon which has been observed. Some words in English are used at the international level, we consider them as belonging to our linguistic repertoire. Words that have been adopted easily. Words such as weekend, shopping, parking, chewingum.... but today, borrowing concerns some loan words, French words that have been adopted in Algerian Arabic. Sapir (1921, p.198) defines it as the following: "Of the linguistic changes due to the more obvious types of contact the one which seems to have played the most important part in the history of language is 'Borrowing' of words across linguistic frontiers."

Borrowing is a linguistic change. Each language influences and has an impact on the other variety. Besides the place where the two distinct languages are used, there is an influence. Sapir (1921, p.193) adds : "The simplest kind of influence that one language may exert on another is the 'Borrowing' of words, when there is the likelihood that the associated words may be borrowed too..."

The contact between French and Arabic in Algeria leads to a sociolinguistic phenomenon which can be considered as a consequence of this contact. Each language influences the other. It is an impact, and this impact is to adopt new words in the native language. Algeria adopted a

lot of French words. The main influence that exists is oral. The borrowed words are spoken and rarely written. Thus, a great number of words and even expressions, slipped into Algerian Arabic; some being adapted morphologically or phonologically, and others, being used with no modification.

According to Trask (1994, p.9): "Speakers of a language may 'borrow' (that is, copy) words from other languages which they have encountered. English has borrowed many thousands of words from other languages and is still doing so today."

A bilingual speaker if fluent in both languages and is able to use the two. He uses the primary language, the mother tongue then, he takes words from the second language and adapt them. It is a matter of fitting language. Stockwell et al. (2001) assert that languages are not static entities but instead evolve as they travel with the people who speak them. They point out that in today's interconnected world, no language remains untouched by foreign influences in its vocabulary. Similarly, as populations move and interact, the concept of indigenous identity becomes increasingly complex, highlighting the dynamic nature of linguistic and cultural evolution. This statement underscores the ever-changing and interconnected nature of languages and societies (p. 19). Taking English as an illustration, it has emerged as a globally influential language. However, it is imperative to acknowledge that English, like many other languages, is in a constant state of change, primarily due to influences from various linguistic sources. Particularly, a significant portion of English vocabulary can be traced back to languages such as French and German. This phenomenon of linguistic assimilation and adaptation serves as a testament to the ever-evolving and interconnected nature of languages throughout history. Whenever there is a contact between languages, a mutual influence results. Sapir (1921, p.193) explains this phenomenon by saying: "The simplest kind of influence that one language may exert on another is the 'borrowing' of words, when there is the likelihood that the associated words may be borrowed too."

It can be applied to the sociolinguistic situation of Algeria, we have borrowed words from English adopted and adapted in our speech and they become a part of our linguistic repertoire, our vocabulary.

Sapir observes (1921, pp.205-206):

We know that myths, religious ideas, types of social organisation, industrial devices, and other features of culture may spread from point to point, gradually making themselves at home in culture to which they were at one time alien. We also know that words may be diffused no less freely than cultural elements, that sound also may be borrowed, and that even morphological elements may be

taken over. We may go further and recognise that certain languages have in all probability, taken a structural features owing to the suggestive influence of neighbouring languages.

Borrowing can be an outcome of the language contact between speakers of two different languages interaction and this situation leads to the transfer of linguistic features. Dulay et al. Defined borrowing as a phenomenon which occurs in a bilingual context. A group of people adopt some foreign words in their language. He says: (1982, p.263): “Linguistic borrowing [...] is something that has happened whenever these have been bilinguals. It is, in fact, unthinkable without the existence of bilinguals and apparently inevitable where there is a considerable group of bilinguals.”

Borrowing is considered as a way of finding an equivalent word in another language, the first language. Thomason and Kaufman (1988, p.37) argues: “ Borrowing is the incorporation of foreign features into a group’s native language by speakers of that language: the native language is maintained but is changed by the addition of the incorporated features.” When a bilingual or multilingual speaks, his aim is to express a certain idea, he uses a language but when using some words in another language. He wants to fulfil a linguistic gap. It means he looks for a word in another language when he does not find the equivalent word in his mother tongue.

When people adopt words, they figure in the dictionary, we forget that they are not a part of our vocabulary but some people see borrowing as a result of problems of speaking. They think that when they have difficulties while speaking, they use borrowed word, when they lack the exact word in their first language when expressing an idea. Borrowing for Hudson (1980, p.58): “It is obvious what is meant by ‘borrowing’ when an item is taken overlock, stock and barrel from one variety into another.” Borrowing is embedding words from another language into the native language. Van Herk (2012, p.137) suggests the following definition: “A linguistic form taken from one language or dialect and incorporated into another.” Gumperz (1982) provides a definition of borrowing in the context of language dynamics. Borrowing is described as the incorporation of individual words or brief, fixed, idiomatic phrases from one language variety into another. In this process, the borrowed elements become fully integrated into the grammatical structure of the recipient language, and they are handled as if they are inherent components of that language's vocabulary. Essentially, borrowing entails the seamless adoption of linguistic elements from one variety or language into another, with these elements

seamlessly merging into the grammatical framework of the borrowing language as though they were originally part of its lexicon (p. 66).

Algerians have extensively incorporated French and English vocabulary into their language, using these borrowed words regularly and acknowledging them as integral elements of the Algerian linguistic landscape. The assimilation of foreign terms into the Algerian language is a historical, cultural, and sociolinguistic phenomenon.

### **1.2.3.2.11 The policy of Arabisation and the Social Background**

Just before independence, Algerian people lived a situation where everything was difficult, it was a dark period. It was seen positively when dealing with the agreement between France and Algeria. Ottaway et.al (1970, p.9) say in this concern:

In the spring of 1962, Algeria appeared to be emerging from a dark era of its history. After more than a century of colonial domination and eight years of a bloody war, in March France and Algeria nationalists reached an agreement that ended hostilities and provided for an orderly process leading to Algeria's independence. Although France respected the agreement, the transition of Algeria from French 'depart' to an independent nation was scarcely orderly.

Algeria seemed to be entering a new chapter in its history, emerging from a period of darkness. Following over a century of colonial rule and eight years of a tumultuous war, agreed on an arrangement on stopping the war and leading to independence, but it was a complex step. The birth of an independent Algeria started in 1962, Algeria got its independence after many years of a war between France and Algeria, Shepard (2006, p.101) says:

In a national broadcast on 18 March 1962 President de Gaulle announced 'the conclusion of a cease-fire in Algeria' between the French government and the forces of the FLN, ending more than seven years of undeclared war. De Gaulle explained that this agreement included "projects adopted so that the populations can choose their destiny.

#### **1.2.3.2.11.1 Arabisation and Language Planning**

Just after independence, the government wanted to restore Arabic, they wanted to give back to Arabic its importance in the society and eradicate French because it was considered as

the language of oppression and suffering. Sayahi (2014, p.51) speaks about that situation, he says: “As the Arabic-speaking countries became independent, language became a central issue.” Sayahi (2014) highlights that the underlying objective of the linguistic policy in the Maghreb was primarily political in nature. This policy emerged as a response to the strong presence of the French language and the ongoing political, economic, and cultural connections with France. Its central aim was to establish Arabic as the exclusive official language, even extending this mandate to the Berber-speaking population (p. 51).

After independence, it was difficult to deal with arabisation, a lot of people were illiterate and the teachers were not really qualified for teaching Arabic.

Sayahi (2014, p.51) speaks about the difficulties faced in education with a high number of illiterate people.

Additional difficulties emerged from the fact that rate of illiteracy in general were extremely high, there were not enough teachers who could teach Arabic or in Arabic, school materials in Arabic were virtually inexistent and French teachers were still readily available through a program initiated by France.

In the period following independence, educational policies underwent changes. According to Sayahi (2014, p. 51), Arabization was initially confined to elementary and high schools, with a specific focus on subjects other than science and technology. In higher education, the use of the French language remained widespread. The Algerian government decided to make of classical Arabic the official language of the country at the earl of the independence. The deciders were aiming at re-establishing the national identity that will itself realise the unity of the nation and they wanted Arabic to fulfil that mission. This is why the Algerian politicians started a process called Arabization. A term that refers to the introduction of classical Arabic at all levels. According to them, Arabization would bring the Algerian nationality back to the modern state and its people. Just after independence, classical Arabic was announced as the official and national language of Algeria.

The Algerian government targeted unity and solidarity via the Arabization process. To them, the Algerians would come back to their culture with the recuperation of the essential and important element which is the national language.

If we have a look at the Arabization policy. We can say that it was much more political than educational. It was a very quick decision just after independence. Nothing was prepared, neither teachers , nor material. Even if Arabic is taught at school for more than 10 years, Arabic,



the classical one is not really mastered, it is the language of school, official meetings and not the language of everyday life interactions.

President Boumediene had a strong belief in the Arabization policy and was dedicated to restoring classical Arabic by all means. However, neither President Ben Bella nor Boumediene or any other President since the independence in 1962 considered the Algerians native language. It seems that Algeria attempted to do with French what the former French colonists tried to do with Arabic many years before. That decision was more than a linguistic one. It was a political decision and an extremist, Jacobean linguistic policy of state nation that spreads monolingualism sacrificing the original languages of Algerians. The Algerian government started to edict a series of Arabization rules in all fields after 1962. First of all, they encouraged the use of Arabic in bureaucracy and education. In addition, they introduced Arabization in schools at the primary, middle and secondary levels. The government reduced the hours of teaching French and increased the ones of teaching Arabic. At the level of university, they attempted to arabize some fields. Unfortunately, the government was unable to find qualified teachers of Arabic so it had recourse to teachers from other Arab countries especially from Syria and Egypt. President Boumediene insisted on preserving the national identity. He wanted to make the Algerians conscious about their personality and identity and the importance of the values in preserving the country. The president tried to persuade the students to preserve the Algerians identity and wanted to rise their awareness about their "Algerianness". To him they had to embrace science and technology and at the same time conserve values and personality.

Holmes speaks about the national and official languages in multilingual countries, he says (2008, p.100): " The government often declares a particular language to be the national language for political reasons. The declaration may be a step in the process of asserting the nationhood of a newly independent or established nation."According to politicians, Algeria needed the policy of Arabisation in order to establish the union of the nation after a long ignorance of Arabic, the native language. For them, one nation equals one language. Holmes (2008) digs into the complex interplay between language and politics, highlighting the significance of official languages and their selection. As he notes, the identification of official languages may become necessary when determining a national language poses challenges or complications (p. 100). This issue gains prominence in the broader context of nationhood, which holds tremendous political importance, especially in the subsequent years of achieving independence. The development of a national language has frequently played a major role in

the quest to establish a distinct national identity and gain independence from colonial rule, making it a significant aspect of political struggles worldwide (p. 104).

The Algerian government moved to arabizing the administration after its launch in education. In 1991 a law ( chapitre 2, domaines d’application) stipulated to arabize all the institutions.

All public administrations, institutions, enterprises and associations, of whatever nature, are required to use only Arabic language in all their activities, including communication and administrative, financial, technical and artistic management. The act specifies that the use of any foreign language in the deliberations and discussions of official meetings is forbidden.” ( my translation.) <sup>3</sup>

The government tried to introduce Arabization process in all domains approximately, so the authorities banned all foreign languages except Arabic by promoting the use of Arabic at the level of various institutions. The policy of Arabization aimed at analyzing the environment too. A lot of efforts were made to use media as the radio, the television and the press to popularise Arabic. Consequently, the Arabists controlled the mass media. Moreover, they renamed the streets into Arabic names and changed the weekly holiday from Sunday to Friday as it is the Muslims day off. Hamzaoui (2017, p.77) says: “In Algeria, the fundamental aim of the Arabisation policy was to move away French as the language of education and instruction, and to substitute it by the Arabic language.”

### **1.2.3.2.11.2 Education After 1962**

After 1962, the year of the French departure, Algerian government tried to develop a distinct national language as a symbol of its independence, and the first domain targeted was education. The government was conscious of the efforts which should be made. Beer, and Jacob (1985, p.137) say:

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<sup>3</sup> Les administrations publiques, les institutions, les entreprises et les associations, quelle que soit leur nature, sont tenues d’utiliser la seule langue arabe dans l’ensemble de leurs activités telles que la communication, la gestion administrative, financière, technique et artistique. L’utilisation de toute langue étrangère dans les délibérations et débats des réunions officielles, est interdite.

As to Arabization and algerianization, by 1974 the first two years of primary school have been exclusively in Arabic, with French only introduced as a second language in the third year, and all of teachers in primary school are Algerians (even if they teach subjects in French). Legal education is now in Arabic as are the humanities in secondary school and in many cases on the university level.

Chemami (2011, p.230) speaks about the lack of qualified teachers after 1962 to teach Algerians Arabic: “The majority of the Egyptian and Syrian teachers recruited since 1964 by Algeria to ensure the teaching of Arabic language were members of members of the Muslim brotherhood.” The aim of the Algerian government is the maintenance of Arabic and focus on language planning, but the problem was that there were not qualified teachers for teaching Arabic to Algerians, so the government had to call teachers from different Arab countries to deliver knowledge in Arabic. Arabic is the official language in Algeria, Van Herk (2012, p.170) defines it as follows: “A language declared the language of a particular region or country as a result of legislation.”

### **1.2.3.2.12 Language Competition**

After more than fifty years after independence, people witness a particular linguistic and sociolinguistic situation, many languages and varieties co-exist in Algeria. There are Arabic with its various dialects, Berber with regional differences, French and English. Oakes (2008, pp18-19) describes the situation:

Many people still use French at school and in the street and at home use a mixture of French and Algerian Arabic after independence the status of French was reduced and as a result, though many people speak good French the level of written French is often low, especially amongst the younger generation. There are also households where adults speak much better French than Arabic while the children speak much better Arabic than French.

McDougall (2006), as cited in Chemami (2011), provides insights into the significance of establishing Arabic as the language of the Algerian nation. In 1962, the Algerian government initiated a language reform with the objective of reintroducing literary Arabic in the domains of education and public administration. There are three main components that support this Arabization policy. In contrast to French, which was the language that the colonial power

imposed, Arabic represents the cultural aspect of independence. Secondly, Arabic holds a special place as the language of Islam, which served as a refuge and a source of identity during the colonial period. Lastly, Arabic is seen as the language of the broader Arab nation, highlighting its broader regional and religious connections (p. 230). This multifaceted motivation underscores the role of language in reinforcing the national identity and preserving cultural and historical heritage during a critical period in Algerian history. The government made significant efforts to promote the use of Arabic and protect the native language from the influence of French. Despite these efforts to eliminate French and establish Arabic as the dominant language, French continues to persist in Algeria.

### **1.2.3.2.13 French versus English**

Difference between generations for the use of French is a noticeable phenomenon. Oakes (2008, p.19) says: “ It is generally true that the older generation, educated under the colonial masters, speak better French than the new generation ....many would prefer French to be reintroduced from the start of school and even be the medium of instruction which others prefer that arabization continue.”

The claims to substitute English for French started after independence. The government wanted to eradicate French and establish English as the language of modernity and technology. But actually, it was much more political policy than an economical one.

For the government, it was really important to do such a displacement. Benrabah (2013, p.90) states:

For Algeria’s language planners, the purpose of a substitute for French was twofold. First, the language to be adopted needs to be more dominant than French in the world as a vehicle of modernity and technological progress. Second, there were a need for a language not irredeemably tainted by its colonial provenance. English proved to be the ideal candidate and planners intended to return the favour by adopting the arch-enemy of French.

According to the distinguished Algerian poet and author, as documented by sociologist David Gordon in 1966 (Benrabah, 2013, p. 90), Arabic was expected to completely replace French within a period of ten to fifteen years, with English gradually taking the place of French as the second language in Algeria. The poet acknowledged the aesthetic allure of the French

language while also underscoring the painful historical associations associated with it. This statement serves as a prediction put forth by a prominent figure in Algerian literature.

Nevertheless, it was not an easy task to replace a language which has been present for more than 130 years and which has a special effect on people. The majority of the elite was speaking French and it was not easy for them to move to English directly because of many problems. When Algerians reject French, they give importance to English. So, they displace French with English. Benrabah (2013, p.90) says that when the literacy increases, English is welcomed:

Competition between French and English resulted from an increase in the demand for English following the remarkable development of the educational system coupled with natural population increase, urbanization and other social changes. This rivalry intensified with the rise of literacy in Arabic. The more Algeria became arabized with Arabic displacing French as a medium of instruction, the more demands for English increased. The more the status of French changed into a mere subject, the more it faced competition from English as the first mandatory foreign language. And the peak was reached at the end of the 1980s and early 1990s.

When trying to replace a language by another one like it is the case of the two important European languages, French and English. French, which has a special status in Algeria because of the history of the country and English because it represents modernity, science and future. This is called language shift, Van Herk defines it as follows: “The gradual replacement of one language by another as the primary language of communication and socialization within a speech community.”

We cannot say and consider Arabic as an old fashioned language if it is compared to English or French which are seen as languages of modernity and technology. In this concern, Beer, et al. (1985, p.135) say:

Modern linguistics, however, agree that any language can be ‘modernized’ and used as a medium of education and modernity. In the case of Arabic, much progress has already been made through the work of journalists and creative writers to develop an Arabic, drawing both of the differing colloquialisms and the classical, to fashion a language.

We can say that English is a substitute to French in other countries but not in Algeria. And using French in Algerian context should not be seen as negative consequence of a long

colonisation, but as a richness because another language is acquired and mastered. Broughton, et al. (1980, p.4) say: “ English now exists in its own right in a number of world varieties. Unlike French, which continues to be based upon one metropolitan culture.” Berger speaks about displacement (ranking) between French and English (2002, p.115): “The recent establishment of English as Algeria’s second language is further evidence of the attempt to demote French, ending its literacy, political and legal hold over the Algerian imaginary.”

If we speak about rivalry between the two European languages: French and English, we would say that it turns in favour to French. It is a mistake to say that English will be a substitute to French. We are sure that Algeria can never become a monolingual country. The society influences the language used in and vice versa. The languages we use make of Algeria a particular country, a multilingual country. The attitudes of Algerian people towards the foreign languages make of them their status. Holmes spoke about attitudes, he (2008, p.406) said: "Attitudes to language are strongly influenced by social and political factors."

### **1.3 Conclusion**

The sociolinguistic context in Algeria is complex and unique, and the literature review in the current study provides a detailed overview of it with a historical background of languages in Algeria. Each language used in Algeria carries a unique historical and cultural significance, from the earliest influences on the region to the era of French colonization. The linguistic tapestry is characterized by a wide range of languages and regional varieties, including various Arabic dialects, Berber languages, and foreign languages like French, Spanish, German, Chinese, and English, with French and English playing particularly prominent roles. Among these languages, English occupies a distinct and globally recognised position, serving as a gateway to vast stores of information accessible worldwide. It plays a crucial role in facilitating the dissemination and comprehension of knowledge across borders. Hence, foreign languages, including French and English, should be regarded not as agents of oppression and colonialism but as symbols of knowledge and prestige.



## CHAPTER TWO

# ENGLISH IN THE GLOBAL AND ALGERIAN CONTEXTS



## **2.1 Introduction**

The English language has undergone different historical stages, evolving from a period of minimal recognition and prestige to a time when its global dissemination became undeniable. This historical trajectory is a captivating account of the language's development and its transformation into an indispensable tool across multiple domains in our lives. Worldwide, individuals acknowledge the significance of English across diverse spheres of daily existence. Algeria is no exception, as its citizens observe the rapid proliferation of the English language within their society. This phenomenon can be attributed to educational initiatives and the presence of prominent international corporations.

## **2.2 The Origins and History of English**

The English language boasts a distinctive and captivating history, encompassing its origins, intricate evolution, and diverse developmental phases. English is a member of the larger Indo-European language family, which combines Germanic, French, and Latin elements, according to Stockwell et al. (2001, p. 20). Borrowed words mainly hail from French, Greek, and Latin origins. The historical evidence illustrates the impact of foreign languages and nations on English, with Denmark standing out as a prominent example in the eighth century. Knowles (1997, p. 33) notes that the history of English intertwines with the stories of invaders and settlers, each contributing unique linguistic components for various reasons. Quoting Knowles (1997), "From the end of the eighth century to the eleventh, the people of England were in close contact with invaders and settlers from Denmark and Norway. This contact was to have important consequences for the English language in different ways." Additionally, the origin of the English language is not rooted in England itself. The Romans defeated the native speakers, the Celts, and over time, Anglo-Saxon (Germanic), Anglo-Norman (French), and Latin linguistic influences have shaped the language.

Moreover, English has undergone substantial transformations over the centuries due to historical events. Smith (1999, p. 8) delves into the language's history, dividing it into distinct epochs marked by external events profoundly shaping internal characteristics. Machan and Scott (1992, p. 19) point out the sociolinguistic phenomenon that contributed to the emergence of English, specifically the invasion of England by Germanic tribes in the fifth and sixth centuries. The invaders brought their culture, customs, and language, shaping the linguistic landscape.

Discussing the quest to discover English's origins, Algeo (2010, p. 49) underscores its contemporary development in Britain and the United States, contrary to the belief that it originated in Britain. The Anglo-Saxon invaders brought English as an immigrant language during the fifth century, with its roots on the European mainland along the North Sea. The linguistic heritage extends back to the Indo-European language, serving as the precursor for many European and South Asian languages. This historical perspective illuminates the complex and diverse evolution of the English language, as noted by Barber (1999, p. 81), Danish, Swedish, and Norwegian. Culpeper (2005, p. 1) explores further into the history of English, demonstrating the profound influence of various waves of settlers and invaders, each contributing their own linguistic elements. Nevalainen (2006, p. 1) offers a comprehensive overview of English's evolution, identifying distinct historical periods: Old English (prior to c. 1100), Middle English (c. 1100–1500), and Modern English (after c. 1500). The Modern English period is commonly divided into Early and Late Modern English, with a pivotal point at 1700. This nuanced analysis highlights that the history of the English language is characterised by significant shifts and developments across different epochs. Therefore, scholars have delineated its history into distinct periods, including Old English, Middle English, and the Modern English we are familiar with today. As Knowles (1997, p. 3) asserts,

The first of these continued until shortly after the Norman conquest and is known as *Old English*. The period of French domination is the *Middle English* period, and finally, from about the time of the introduction of printing, when the language becomes recognizably similar to the modern language, it is possible to talk of *Modern English*. In order to understand the details of language change, it is important to investigate the kind of social changes that are involved and how they can bring about changes in the language.

In addition, Williams (1975, p. 41) provides insight into the dynamic nature of language evolution, stating that

Among all the elements of language that undergo changes over time, such as pronunciation, spelling, usage, grammar, meaning, and vocabulary, meaning and vocabulary are particularly susceptible to external social and historical influences. These influences determine which words a culture retains from its own heritage and which words it adopts from other cultures.

This highlights the ever-changing characteristics of language, particularly in regards to significance and lexicon, which are greatly impacted by cultural and historical circumstances. Cheshire (1991, p. 1) offers an analysis of the origins of the English language, emphasising its evolution throughout history: "Just a few centuries ago, English was comprised of various regional dialects spoken primarily by individuals who only spoke one language and were limited to the confines of a small island." Now, it encompasses a wide range of linguistically unique types, such as pidgins and creoles, emerging forms of English, and many standard and non-standard variations. Cheshire's viewpoint clarifies the impressive expansion of the English language, which has transformed from a group of regional speech patterns to include a broad range of linguistic structures, encompassing both conventional and unconventional variations. It is important to mention that although English has developed into several forms, standard English still holds the position of the official standard. This discussion highlights the complex interaction of historical, social, and linguistic elements that have influenced the development of the English language over time. Furthermore, as language progresses, the fundamental aspects of its elements, including pronunciation, spelling, and grammar, experience changes. However, the complex relationship between meaning and vocabulary is especially sensitive to the external social and historical factors that influence a culture's linguistic preferences.

### **2.2.1 Old English**

Old English, representing the variant of the English language employed in England for nearly seven centuries, from 450 BC to 1150 AD, underwent significant transformations throughout its evolution. Algeo (2010, p. 78) emphasizes a transformative period that was characterized by the migration of the Angles, Saxons, Jutes, and Frisians to Great Britain, resulting in a sizable English-speaking population and setting the early English language apart from its Continental relatives. This historical transition likely commenced earlier than conventionally documented.

McIntyre (2009, p. 3) identifies the emergence of Old English in the fifth century, around 449 AD, indicating its persistence for over 600 years. Hogg and Denison (2006, p. 353) describe the Anglo-Saxons as hailing from various Germanic tribes, characterising the language they brought as a dialect of Germanic.

Barber (1999, p. 101) emphasises the minimal Celtic influence on Old English, highlighting the scarcity of Celtic words entering the language. McIntyre (2009, p. 8), identifying the four main dialects as Kentish, West Saxon, Mercian, and Northumbrian, acknowledges the presence of dialectal variations in Old English.

Furthermore, Barber (1999, p. 175) asserts that Latin gained significant prestige as the language of international scholarship during the Old English period. The gradual replacement of Latin by English across various domains unfolded over time. The influence of Latin on the English language, spanning both Old and Modern English, is substantial. Barber (1999, p. 177) contends that Latin's impact led to the incorporation of numerous loanwords into English, contributing to the origins of many English words. The amalgamation of Germanic tribes, Celts, and Romans played a pivotal role in shaping Old English. This comprehensive overview underscores the multifaceted factors contributing to the development of the English language during the Old English period.

### **2.2.2 Middle English**

Middle English, which spans from 1100 to 1500 B.C., is the second phase in the development of the English language. According to McIntyre (2009, p. 15), there was no universally accepted standardised version of the English language during the Middle English era, unlike the present. The Norman conquest had a profound influence on the English language, facilitating substantial interaction between English and French. The era was defined by the presence of the Normans, who introduced a significant number of French loanwords. Notwithstanding variations in pronunciation, the orthography remained unchanged. Although French was no longer actively used in England, its impact continued to be present in the English language. According to Barber (1999, p. 145), French had an influence on English, even though it eventually ceased to be spoken in England. The primary impact was on the lexicon, as a vast quantity of French loanwords infiltrated the language during the Middle English era.

### **2.2.3 Modern English**

The modern era of the development of the English language had substantial transformations, occurring between 1500 and 1800. According to Nevalainen (2006, p. 143), English was spoken in England, Wales, and Ireland during the Early Modern period, whereas Scots-English was spoken in Scotland. Nevertheless, the Celtic languages spoken by the indigenous population, namely Welsh, Irish, and Scottish Gaelic, continued to be the dominant languages in regions outside of England. Algeo (2010, p.156) states the changes that occur in this important period like the standardisation of English especially in the written form:

The early part of the Modern English period saw the establishment of the standard written language we know today. Its standardization was due first to the need of the central government for regular procedures by which to conduct its business, to keep its records, and to communicate with the citizens of the land.

When examining early modern English, the emphasis frequently lies on the process of standardising English, namely in its written manifestation rather than its spoken counterpart. According to McIntyre (2009, p. 20), "The Early Modern period is generally seen as a period in which English underwent a process of standardisation." Barber, as mentioned in the work of Bolton and Crystal (1987, p. 252), also highlights the importance of early modern English throughout the period of 1500 to 1700. Throughout this period, English regained its dominant position in institutions; as Barber observed, "English had been re-established as the language of administration, government, and literature in England, and a standard literary language had arisen, based on London usage."

#### **2.2.4 Late Modern English**

The epochs of the eighteenth, nineteenth, and twentieth centuries collectively represent the periods of modern English. According to Finegan in Machan and T. Scott (1992, pp. 103–104), he emphasises on the shift from the social environment to the dominant language spoken in Britain marks the period of Late Modern English, covering the indicated centuries. The English language during the modern era, known as Late Modern English, exhibits specific linguistic characteristics. Barber in Bolton and Crystal (1987, p. 279) states that during the 18th century, English had mostly evolved into its current form. This commentary recognises the stability and consolidation of the English language into a form that nearly resembles its modern incarnation throughout the 18th century.

#### **2.2.5 English and French**

After the Norman Conquest, French replaced English, but English did not lose its importance. In this context, McIntyre (2009, p. 14) states, "Although in the years following the Norman Conquest, French replaced English as the most prestigious language, this is not to say that English disappeared. Its status simply became downgraded." The French language left a significant influence on English during the Norman Conquest period. Algeo (2010, p. 112) points out this situation: "In 1066, the Normans conquered England, replacing the native English nobility with Anglo-Normans and introducing Norman French as the language of government in England."

English and French are two important European languages. Knowles (1997, p. 46) speaks about the tight relationship between French and English and the influence that French had on English: "English and French remained in close contact for over 300 years. When English reemerged as the written language of England and as the spoken language of the upper classes, it was deeply influenced in many different ways by French." English has some roots in French, resulting in a form of borrowing, with loan words and words taken from French being adopted into English. This linguistic interplay between English and French has contributed to the richness and diversity of the English language. Knowles (1997, p. 55) confirms this linguistic phenomenon: "The length and nature of the contact between English and French resulted in the large-scale borrowing into English of French words and expressions, and even grammar and other features of usage." This extended and intimate contact between the two languages had a profound impact on the English language, with French contributing not only vocabulary but also influencing the structural aspects of English grammar and usage.

As mentioned previously, England was the object of many settlements, and English has undergone significant development and change over time. The influence of several significant languages, including German, Latin, and French, has changed the English of many centuries ago from the English that we use today. The presence of the French language in England dates back to the twelfth century, with the arrival of the Normans. Knowles (1997, p. 2) provides historical insights into the linguistic impact of different invasions and settlements. According to Knowles, the Danish invasion and subsequent settlement left a considerable influence on the English language, resulting in the borrowing of many words, particularly in the northern dialects.

Following the Norman conquest in 1066, French became the spoken language of the aristocracy, coexisting with Latin as the primary written language. English continued to be spoken by the lower orders of society, but the written tradition in English collapsed, leading to a scarcity of English-written records for about 200 years after 1150. French persisted for around

300 years, gradually being replaced by English after the middle of the fourteenth century. Knowles' account emphasizes how historical occurrences, invasions, and the coexistence of various languages in England have shaped the country's dynamic linguistic landscape. The gradual shift from Latin and French back to English marked a pivotal period in the linguistic history of the region.

According to McIntyre (2009, p. 91), the English language has a diverse vocabulary because it has extensively incorporated words from various languages throughout its history. This finding highlights the linguistic abundance of English, which has been moulded by its receptiveness to incorporating linguistic influences from diverse sources over the course of its historical evolution.

In the eras of Old and Middle English, English was mostly an oral language and had limited usage in written form. French and Latin were highly esteemed and played a significant role in written communication. According to McIntyre (2009, p. 23), the historical context can be understood as follows: English did not have the same level of prestige as French or Latin in the past. Additionally, since English was mainly spoken during the Old and Middle English periods, there was no need for grammar books or usage guides to be created. This historical analysis provides insight into the prevalence of spoken communication and the comparatively little recording of grammar for the English language over these time periods.

### **2.2.6 English and the Queen Elizabeth**

The English language underwent a significant period of development during the rule of Queen Elizabeth I, commonly known as its golden age. According to Knowles (1997, p. 89), the English language reached its peak during the reign of Elizabeth, which he refers to as its golden era. The English language was employed to exalt the English nation-state and the queen as its epitome. Queen Elizabeth I, who became ruler in 1558 at the age of 25, had a significant influence on the development of the English language during the early modern English period. Algeo (2010, p. 139) highlights Queen Elizabeth's forty-five-year reign, during which she made significant achievements in statecraft, literature, science, exploration, and trade. The author also emphasises her Renaissance education and exceptional leadership talents.

As a result of the births of renowned authors like William Shakespeare and Christopher Marlowe, Queen Elizabeth I's reign was notable for its literary achievements. The Elizabethan era is widely regarded as the zenith of English literature, giving rise to enduring masterpieces that persistently shaped the development of the language. Sir Walter Raleigh's exploratory pursuits, which exemplified the queen's endorsement of discovery, augmented the lexicon of

the English language by bringing novel terms and concepts from the recently explored territories.

In addition, the Elizabethan era experienced significant progress in the field of science, with renowned individuals such as John Dee making noteworthy contributions. While Latin continued to be widely used in scientific discussions, English started to establish itself as a means of expressing scientific concepts. This transformation established the foundation for the subsequent supremacy of English in the scientific domain. Queen Elizabeth I's reign saw a thriving of commerce and trade, which played a significant role in the growth of the English language in domains like banking, navigation, and international trade. The era's economic prosperity permitted enhanced communication and interchange of ideas, hence further strengthening the English language. Queen Elizabeth I's reign was a crucial period in the evolution of the English language. It established the foundation for its ongoing growth and impact, encompassing linguistic, literary, scientific, and commercial advancements.

### **2.3 The Evolution of English**

The transformation and progression of the English language throughout history are indeed remarkable. From a language lacking prestige, grammar books, and standardisation, it has evolved into a global language of immense significance. The impact of various languages, such as Latin, French, and German, is evident in the borrowing and adaptation of words into English.

The global spread of English commenced in the eighteenth century, coinciding with European colonisation of Asian and African countries, particularly through the expansion of the British Empire. This association of English with power and opportunity contributed to its widespread adoption worldwide (McKenzie, 2010, p. 1).

Despite predictions spanning centuries, the genuine emergence of English as a global language is relatively recent, as noted by Hogg and Denison (2006, p. 422). Knowles (1997, p. 4) contextualises the evolution of English, highlighting its role as the language of the English national state and its growth from a small kingdom to a major empire, reflecting historical developments such as the cult of nationalism and worldwide expansion.

McIntyre (2009, p. 28) emphasises the dynamic nature of English, noting its changes over time and asserting that by the beginning of the eighteenth century, the language had developed to a stage recognisable to present-day speakers. Barber (1999, p. 38) provides insights into the enormous changes English has undergone in the last thousand years, including



the introduction of new words, shifts in word meanings, and alterations in grammatical structures.

Religion played a pivotal role in the evolution of English, particularly through the publication of the Bible in English during the early modern period. As McIntyre (2009, p. 18) notes, this event significantly impacted the development of the language.

This in-depth discussion emphasizes how the English language has evolved in a complex and dynamic way as a result of historical, cultural, and linguistic influences, ultimately leading to its current prominence on a global scale.

## **2.4 The Varieties of English**

Sociolinguistics, as a scientific field, dealing with the study of language variation, with a contemporary focus on understanding how individuals adapt their speech patterns in diverse social, ethnic, or geographical contexts. This variation within the same language is often observed in how people modify their manners of speaking based on different contextual factors. Variety within a language encompasses various ways of addressing others, and as Downes (1998, p. 17) defines it, "lect" is a neutral term referring to any specific way of speaking, treating it as a distinct linguistic unit. A lect incorporates elements like language, dialect, accent, and more. In addition to the standard form, speakers exhibit changes in their speech influenced by factors such as age, gender, and social class, as well as the dynamics of interpersonal communication and the topics under discussion. Consequently, this linguistic variation extends to aspects like syntax, morphology, phonology, phonetics, and semantics.

Historically, the English spoken in London was esteemed as the "good" or standard variety. Initially, the capital of England was Winchester, but it later shifted to London. As the first city of the country and the capital, London gained prestige, becoming synonymous with the use of the standard form of the English language.

### **2.4.1 American English and British English**

There are two dominant forms of the English language that have a substantial impact worldwide: American English and British English. According to Algeo (2010, p. 182), these variants have historical precedence, a large number of speakers, and a significant global influence. The United Kingdom and the United States serve as the focal points of British and

American English, collectively encompassing a population of approximately 400 million English speakers. Significantly, the population of the United States is almost four times greater than that of the United Kingdom. In addition to these two primary types, there are several notable variations of English spoken worldwide. These variations are characterised by distinct features of pronunciation and usage, creating a diverse and comprehensible linguistic landscape (Broughton et al., 1980, p. 4).

The differentiation between American English and British English gives rise to conjecture on whether they are dialects of a single language or distinct languages. Similar to George Bernard Shaw's observation, which described England and America as two nations separated by a common language, this viewpoint highlights the similar linguistic basis while recognising disparities in pronunciation, grammar, and vocabulary (Romaine, 2000, p. 17). Bao (2006, p. 359) highlights that the differences across English variants arise from the sociolinguistic contexts in which they develop, highlighting the impact of the local environment on language features. Kretzschmar (2018, p. 7) acknowledges that British and American English are the most widely recognised forms of English globally. However, Carver (in Machan and T. Scott, C., 1992, p. 133) points out that the distinction between American English and British English was not recognised until the late eighteenth century. From a historical standpoint, it can be inferred that American English was initially seen as a distinct form and regional variation of the English language.

Cheshire (1991, p. 13) enhances the subject by emphasising the process of establishing English as the official language in both the United States and the United Kingdom. These two countries have historically been seen as exemplary models for teaching English worldwide, highlighting the deep-rooted influence of English in their cultures and identities. The process of institutionalisation has played a significant role in establishing and maintaining the impact and uniformity of both American and British English dialects. Furthermore, Cheshire (1991, p. 13) sheds light on the common traits of British English and American English, highlighting that despite their apparent disparities, both nations have been predominantly monolingual in their official orientation. This monolingual orientation persists, even though historical contexts have seen both nations navigate multilingual dynamics. Within the range of English varieties, McIntyre (2009, p. 8) explores the idea of dialects and defines a dialect as a linguistic form that differs from other dialects in terms of particular lexical and grammatical choices. It is important to recognise that within a single language, such as English, differences can manifest through accents, which Romaine (2000, p. 19) differentiates from dialects. An accent pertains to the pronunciation of a variety, while a dialect encompasses variations across pronunciation,

grammar, and vocabulary. Barber (1999, p. 252) draws attention to vocabulary as a key factor contributing to divergences among different varieties of English, asserting that vocabulary showcases some of the most significant differences.

William Labov's work in sociolinguistics, as outlined in 1972, introduced new analytical approaches to understanding language variation. Labov and his group of sociolinguists identified that language variation occurs as individuals shift their way of speaking in different situations. Race, sex, age, education, and social class are a few factors that can affect this shift. Language variation is intricately linked to social, historical, functional, and geographic changes, which serve as principal factors in the emergence of linguistic variations.

Machan and T. Scott, C. (1992, p. 18) highlight the existence of two opposed varieties of English: BBC English, representing a formal and official form of the language, and Black English Vernacular (BEV) on the other hand of the social class scale. They note the perceptual differences between these varieties, attributing their recognition to the subtle operation of the solidarity principle, among other factors. This recognition highlights the diverse linguistic and discursive features characterising these social varieties of present-day English.

Hudson (1980, pp. 23–24) provides an analogy between language and music, framing the term "variety" within the broader context of language phenomena. Drawing a parallel with music varieties, he suggests that just as different manifestations of music exist, "variety of language" refers to diverse expressions within the broader phenomenon of language.

The term "dialect" extends beyond pronunciation to encompass features of grammar and vocabulary. Functioning as a marker of regional variation, a dialect encompasses not only sound variations but also grammatical forms. Emerging during the Renaissance, the term "dialect" originated from Greek cultural influences. Dialects serve to distinguish various speaker groups within the same language, encompassing syntactic, semantic, phonological, phonetic, and phonological aspects. A dialect is a low variety of language that a specific group of people speaks in a particular area. Dialects reflect social, regional, and historical differences and have an impact on vocabulary, style, and phonetics. It represents a slightly modified form of the same language and can provide insights into the speaker's age, sex, and social class. Despite its complexity, a dialect deviates from the rules established by the language, making it a dynamic and evolving concept. While both language and dialect facilitate communication, they serve distinct contexts, with language being official and richer, while dialects contribute to language change over time.

Chambers and Trudgill (1998, p. 3) characterise a dialect as a substandard, low-status form of language often associated with the peasantry, working class, or groups lacking prestige.

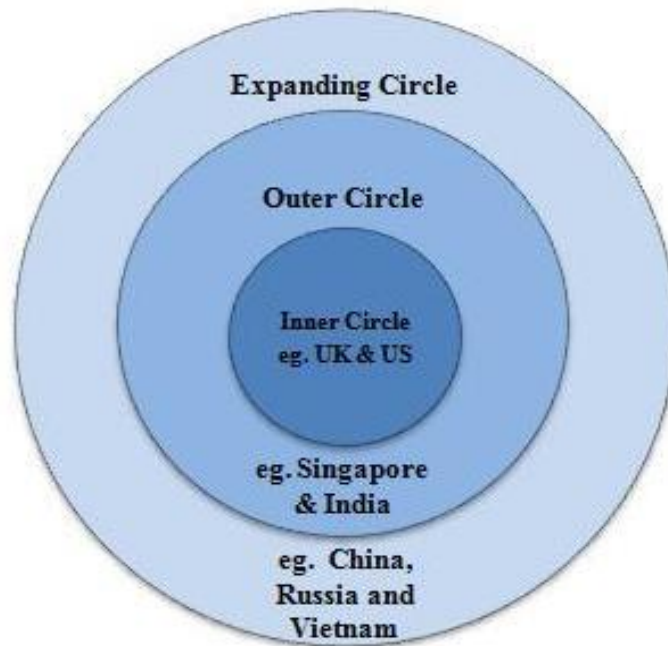
They emphasise that dialects are perceived as deviations from a correct or standard form of language. Despite these connotations, people from different dialects can communicate due to mutual intelligibility. Chambers and Trudgill (1998, p. 3) draw a distinction between language and dialect, defining language as a collection of mutually intelligible dialects. They highlight that this definition positions dialects as subparts of a language and offers criteria for distinguishing one language from another.

Hudson (1980) introduces the concept of the size difference between languages and dialects, suggesting that a language is larger than a dialect in terms of the number of linguistic items it encompasses. This underscores the scope and scale of disparities between these linguistic categories.

Dialects can change and cannot be mutually intelligible in some situations. In this concern, Trask (1994, p.39) points out:

A single more or less homogenous language tends to split into different regional varieties. Given sufficient time, these dialects (regional varieties) can diverge so much that they eventually become mutually incomprehensible and must at some point be regarded as different languages.

Some years after, Trudgill (2004, p. 2) disputes the notion that dialects are outdated or rural forms of speech, highlighting their importance in indicating a speaker's social and geographical background. He claims that every individual uses a distinct form of language, and these variations are not confined to particular social groupings or seen as abnormal. In 1986, Kachru established the notion of world Englishes and classified them into three distinct categories. McKay (in Hornberger and McKay, 2010, p. 89) states that Kachru's classification consists of three groups: native English speakers, nonnative English speakers who use a standardised second-language form of English, and nonnative English speakers who use English as a foreign language with limited usage.



**Figure 2.1. Illustration of Kachru's Three-Circle Model**

The Outer Circle of Kachru's Three-Circle Model encompasses countries such as the UK, USA, Canada, and Australia, among others, where English is spoken as a native language. English is the predominant language used in multiple domains within this sphere. The Middle Circle includes nonnative institutionalised users, specifically countries such as India, Nigeria, and Singapore. English serves as a standardised variant of a second language in this particular scenario. The Expanding Outer Circle encompasses nonnative foreign language users in many countries who learn English with specific objectives and employ it in restricted situations. This comprehensive categorization incorporates the diverse linguistic contexts in which English is used in various regions of the world, providing a comprehensive framework for understanding the complexities of worldwide variations of English.

Building upon Kachru's concept, McKay, in Hornberger & McKay, 2010, p. 94 emphasises that the characteristics of World English reflect the presence of several centres of power due to globalisation. The World Englishes paradigm seeks to elucidate the process by which English has become localised and diversified, resulting in the emergence of various linguistic variations across the globe. The local adaptation observed here is a direct result of the worldwide dissemination of the English language, and it demonstrates the influence of various sociolinguistic and cultural environments on its evolution.

### **2.4.2 Standard English / RP English**

Knowles (1997) examines the historical period characterised by the establishment of a standardised form of English. He argues that modern English was standardised starting in the fourteenth century by individuals who possessed the authority to enforce their own version of English. A diverse group of people, including academics, Anglican Church members, perfectionists, and upper-class people, carried out this process (p. 17). This highlights the deliberate endeavours of many influential parties to establish English as a uniform form. As previously said, English underwent a transition and became a language that was linked to high social status during Queen Elizabeth's reign. During that period, it exemplified the attributes of the upper social stratum, placing significant emphasis on the established standards of English language usage. According to Knowles (1997), this period is further clarified by the fact that "the standard language has maintained the high status it was given during Elizabeth's time" (p. 89). The consistent reputation of standard English implies a long-lasting influence on how it is perceived.

Received Pronunciation (RP), sometimes referred to as RP English, is recognised as the accepted scholarly variant of the language, esteemed for its flawless and esteemed nature. According to McIntyre (2009), Received Pronunciation (RP) is the approved spoken standard form of English that emerged and was mostly associated with the educated classes in London (p. 29). The correlation between RP and education and its relationship with the elite further emphasises its position as a language standard. Barber (1999) supports the idea that received pronunciation is a linguistic norm. He defines it as a non-regional accent that is based on the way people from prestigious public schools speak. This accent has been considered the standard in England for more than a hundred years (p. 265). This historical acceptance highlights the lasting impact of RP within the English-language environment.

In Algeria, where English is a non-native language, the language used is the academic and official variety. Standard English, characterised by a codified grammar, remains consistent worldwide. Trudgill (2000) aptly defines Standard English as "that variety of English which is usually used in print and which is normally taught in schools and to non-native speakers learning the language. It is also the variety that is normally spoken by educated people and used in news broadcasts and other similar situations" (pp. 5–6). This definition underscores the ubiquity of Standard English in formal written communication and its role in education and

media. Trudgill (2000, p.8) aligns with the idea of the prestige associated with Received Pronunciation (RP) English, stating,

Standard English, for example, has much more status and prestige than any other English dialect. It is a dialect that many people highly value, and those who speak and write it frequently reap certain economic, social, and political benefits. The RP accent also has very high prestige

This further highlights the societal advantages linked to the use of Standard English and the RP accent.

The historical roots of Standard English trace back to the fifteenth century, evolving naturally from various regional English dialects. Holmes (2008) provides insight into its emergence, stating, "Standard English emerged 'naturally' in the fifteenth century from a variety of regional English dialects, largely because it was the variety used by the English Court and the influential merchants of London" (p. 77). This historical context reveals the association between Standard English and influential centres such as the English Court and major urban hubs like London.

Another definition of standard English has been given by Holmes (2001, p.76):

A standard variety is generally one which is written, and which has undergone some degree of regularisation or codification (for example, in a grammar and a dictionary); it is recognized as a prestigious variety or code by a community, and it is used for H functions alongside a diversity of L varieties.

The passage describes the standard variety of language that has been formalized through written rules, is appreciated by a prestigious community, and is used for formal functions. This formal variety coexists with various informal or low varieties. Romaine (2000, p. 87) introduces the concept of the standard language as a highly codified and correct variety of English, stating,

A highly codified variety of language, which has been developed and elaborated for use across a broad range of functions, the process of standardisation converts one variety into a standard by fixing and regulating its spelling, grammar, etc., in dictionaries and grammars, which serve as authorities in prescriptive teaching to both native speakers and foreign learners.

Standard English has served as a useful variety for communication between areas of dialect diversity, not only within Britain but also in countries where the British have had a colonial influence, according to Holmes (2001, p. 77). This underscores the global influence of Standard

English beyond Britain. Highlighting the overt prestige of a standard language within a community, Holmes (2001, p. 345) remarks,

The standard variety in a community has overt prestige. Speakers who use the standard variety are rated highly on scales of educational and occupational status, and these ratings reflect the associations of their speech variety, which is generally held up as the 'best' way of speaking in the community.

McKay and Bokhorst-Heng (2008, p. 138) position academic Standard English as the norm to follow, asserting, "Standard language is the term generally used to refer to that variety of a language that is considered the norm. It is the variety regarded as ideal for educational purposes and usually used as a yardstick by which to measure other varieties." Trudgill (2000, p. 8) underscores the elevated status and prestige of Standard English, noting, "Standard English has much more status and prestige than any other English dialect. It is a dialect that many people highly value, and those who speak and write it frequently reap economic, social, and political benefits. According to Trudgill (2000, p. 8), who describes Standard English as a variety with a codified grammar that the general public accepts, "Statusful are standard English and the prestige accents that are widely considered to be "correct," "beautiful," "nice," "pure," and so on. Other non-standard, non-prestige varieties are often held to be 'wrong,' 'ugly,' 'corrupt,' or 'lazy.'" Acknowledging the international significance of Standard English, Trudgill (2000, p. 8) remarks, "It is the variety taught to non-native speakers of English, so it represents globality and is an international variety. It is basically 'the English language.'"

The standardisation of English required regulation through grammar and dictionaries; as Barber (1999, p. 203) asserts, "The standardisation of spelling was just one aspect of a more general attempt to regulate the language, an attempt which was especially prominent in the second half of the eighteenth century." Nevalainen (2006, p. 29) introduces the concept of diglossia, explaining, "Standard language has been defined as one that shows maximal variation in function and minimal variation in form. Maximum variation of function means that a language community uses its language for all purposes, both locally and nationwide." She describes the historical situation in England during the late Middle Ages as a form of diglossia, where English served as an informal variety used locally and at home, while French and Latin were prestigious (high) varieties used in ruling and formal contexts. The standardization of language occurs when a particular variety is codified, accompanied by the development of grammar rules and dictionaries. Knowles (1997, p. 2) traces the origin of



modern standard English to around the time of Chaucer but notes its historical variability in spelling, word usage, and grammar details. The interest in fixing the language gained momentum after the Restoration of Charles II in 1660, with Jonathan Swift proposing the establishment of an academy for this purpose. Scholars took on the responsibility, and Johnson's dictionary of 1755 played a significant role in standardising spellings and word meanings. Grammar also became a focus, with Lowth's influential grammar of 1762 contributing to standardisation efforts. The 18th century witnessed efforts to establish a standard pronunciation, resulting in the tradition of pronouncing dictionaries, with Walker's dictionary of 1791 being particularly influential. The detailed description of Received Pronunciation by Daniel Jones in the 20th century solidified the standard for broadcasting.

The initial dictionaries of English were not exclusive to English and were bilingual, designed to facilitate translations of Latin and French texts into English (McIntyre, 2009, p. 23). Barber (1999, p. 204) notes that English dictionaries did not exist until the 17th century, with only bilingual dictionaries available before that, such as English-French and Latin-English dictionaries. Early dictionaries aimed to explain difficult words, with 18th-century lexicographers compiling exhaustive lists of language words. Grammar books and dictionaries played a crucial role in the standardisation of English during the modern English period, achieving a high level of competence (Algeo, 2010, p. 156).

Williams (1975, p.99) provides a list of dictionaries from different periods, including Webster's Third New International Dictionary (1961) and the Oxford English Dictionary (1933). McIntyre (2009, p. 29) highlights the lengthy process of dictionary development, with work on a dictionary beginning in 1882 and its completion in 1928.

Burchfield (2002, p. 77) points out that despite the ubiquitous presence of dictionaries and grammars in contemporary life, their existence is a relatively recent development. The truth, he notes, is quite different from the assumption that dictionaries and grammars have always been part of ordinary life.

Historical, social, and linguistic factors have influenced the development and establishment of English. Knowles (1997) demonstrates the purposeful endeavours of prominent individuals, such as scholars, religious leaders, and the elite, in creating a uniform version of the English language, emphasising its deliberate evolution. The correlation between English and high social rank during Queen Elizabeth's reign strengthened its elevated position, resulting in the continuation of established language standards (Knowles, 1997, p. 89). Received Pronunciation (RP) English became the recognised scholarly form, representing linguistic excellence and status, as emphasised by McIntyre (2009, p. 29) and Barber (1999, p.

265). Standard English continues to be widely recognised and influential worldwide, impacting communication and serving as a model for education (Holmes, 2001, p. 77; Trudgill, 2000, p. 8). Barber (1999, p. 203) and Burchfield (2002, p. 77) assert that the standardisation process was characterised by careful regulation, which included the establishment of rules in dictionaries and grammars. The progression from early bilingual dictionaries to extensive works such as the Oxford English Dictionary highlights the complex evolution of language resources that played a crucial part in standardisation (McIntyre, 2009, p. 29; Williams, 1975, p. 99). The main issue is the long-lasting impact of Standard English, which has global importance and societal prestige, and how it shapes linguistic conventions and views.

### **2.4.3 Pidgin and Creole**

The ever-evolving landscape of pidgin and creole languages adds a unique and enriching dimension to the diversity of human communication. Pidgin languages, which emerge from the cooperation of individuals who speak different native languages, serve distinct purposes, especially in the field of commerce. Holmes (2001, p. 83) defines pidgins as having a simple syntax and vocabulary, designed to satisfy specific communication demands within restricted social contexts. Pidgins are essential but limited instruments for communication.

The transition from pidgin to creole signifies a captivating linguistic transformation, which transpires when pidgin assumes the position of the predominant language within a society. Holmes (2001, p. 84) observes that the process of transformation entails the growth of both structural components and vocabulary, allowing creoles to operate as fully developed languages in various social settings. The differentiation between pidgin and creole is of utmost significance, as creoles not only develop linguistic complexity but also gain greater societal importance when they are adopted as the main languages within communities. This development signifies a move from simple linguistic intricacy to an elevated function in social interaction. Holmes (2001, p. 86) emphasises the important distinction that pidgin languages do not have significant social status or prestige, but creoles, being more advanced linguistic systems, play a prominent role in community relations. The origin of pidgins and creoles is inextricably intertwined with historical circumstances, such as colonisation, trade, and cultural interactions. According to Barber (1999, p. 257), there is a wide range of languages, with more than two hundred identified globally. Different linguistic and sociocultural elements have an impact on each language.

To summarise, the development of pidgin and creole languages follows a chronological path, highlighting the impressive flexibility of human communication. Pidgins undergo a transformation into creoles when they are embraced as the dominant form of communication among communities, after first fulfilling practical reasons in certain areas. The interplay of historical and sociological elements in this linguistic journey greatly enriches the diverse array of global language variations.

## **2.5 English in the World**

The English language has developed into a comprehensive and autonomous linguistic entity, drawing from numerous linguistic influences. According to Trudgill (2004, p. 1), English is characterised by its own body of literature, grammar books, and dictionaries, which sets it apart from languages such as French, German, or Chinese. English has gradually evolved into a widely spoken language across the globe, and there have been notable shifts in people's perceptions of it. According to Smith (1999, p. 5), English holds a notable position globally, with around 700 million people using it as their primary language and millions more using it as a second language. He emphasises that English has attained unequal linguistic and geographical supremacy. According to Barber (1999, p. 236), English is considered one of the most widely spoken languages worldwide, based on numerical data. English has achieved unparalleled levels of impact, with over four hundred million individuals using it as their first language and a comparable amount using it as a second language. In addition, Barber (1999, p. 234) emphasises the recent expansion of English on a global scale, noting that its current position as one of the dominant languages worldwide is a comparatively recent development. The extensive utilisation and impact of the English language are indicative of its rapid development and worldwide importance in modern linguistic environments.

### **2.5.1 English, an International and Global Language**

Quirk (1985, p. 1), as cited in Graddol, Leith, and Swann (1996, p. 12), employs a metaphor to underscore the pervasive influence of English: "English is the language on which the sun does not set, whose users never sleep." This metaphor highlights the continuous movement and global presence of the English language. English has asserted itself as a dominant force across all nations. Hogg and Denison (2006, p. 422) define a global language as one that attains a unique role recognised in every country. In this sense, English has achieved global status, serving as a unifying force that enables communication among people from

diverse corners of the world. The recognition of English as a global language has facilitated communication and connection on a global scale. Downes (1998, p. 41) notes that the widespread dissemination of English can be attributed to historical processes such as colonisation and linguistic imperialism. English, in this context, becomes a vehicle for global interaction, transcending geographical and cultural boundaries.

Tonkin, as discussed in Maurais and Morris (2004, p. 319), explores the emergence of a worldwide English and the accompanying global culture. This phenomenon is characterised by a mass-market base supporting English-language activities and personnel, with manifestations akin to those of individual states or communities. An elite culture is reinforced through television programming, high-quality films, and shared educational practices and goals. Contrary to the notion that the sheer number of speakers defines a global language, Crystal (2003) argues that a language attains global status not merely through its user numbers but by representing modernity and technology. According to Crystal (2003, p. 5), "why a language becomes a global language has little to do with the number of people who speak it. It has much more to do with who those speakers are." This perspective underscores the broader cultural and societal implications that contribute to the global standing of a language like English.

Crystal (2003, p. 5) draws a historical parallel by highlighting the prominence of Latin as an international language during the Roman Empire. He notes that Latin's status as an international language was not solely due to the numerical superiority of the Romans but rather their significant power. Latin continued to be the primary language of instruction around the world for a millennium, even after Roman military dominance had declined, thanks to the ecclesiastical might of Catholicism.

English has assumed a comparable role in contemporary times, particularly in domains such as business, international diplomacy, maritime control, and global air traffic. Crystal (2003, p. 1) characterises English as a global language, pointing out its ubiquitous presence on television, with politicians from diverse regions communicating in English. The visibility of English extends globally, evident in signs and advertisements encountered in various countries. Crystal (2003, p. 2) offers a definition of a global language, stating that a language achieves genuine global status when it assumes a distinctive role recognised in every country. This definition underscores the idea that a global language goes beyond mere usage and permeates various aspects of societal functions, making it universally acknowledged and employed. Ricento (2015, p. 277) encapsulates the concept of English as a global language by highlighting that the term "global English" represents its widespread presence, prevalence, and worldwide recognition. Al Gibali's observation in Paulston's work (1988, pp. 38–39) highlights the

unparalleled significance of English in the international arena, reinforcing the acknowledgment of English as a worldwide language. It is worth mentioning that English is the official national language in 46 countries and 15 non-independent territories, and it is also given semi-official status in two other places. English is the exclusive official language in 28 of these countries, while in the remaining 18, it holds official status alongside at least one other language.

The evolution of English throughout history has influenced its current status as a widely spoken global language. Three decades ago, the status of a global language was not universally recognised. Nevertheless, due to the extensive reach of the British Empire, English acquired broad usage and achieved international significance. The British Empire's discovery and colonisation of several places, including Africa, North America, Australia, and Asia, played a major role in spreading the English language worldwide. The active exchange of goods and services also had a significant impact, as traders from many backgrounds acknowledged the significance of acquiring English language skills for the advancement of their firm.

English is often regarded as a language that is easy to learn and use, making it easier for people to communicate and connect with others around the world. It also plays a crucial role in accessing modern advancements, technology, and global interactions. Its global influence encompasses crucial sectors such as computer programming, music, Hollywood movies, and the aviation industry. English, as the dominant language used for communication in worldwide commerce, wields significant power in global matters. The global dissemination of the English language is inextricably connected to the colonisation efforts of both the British and the Americans, as well as the establishment of English as a formal language within educational institutions. The influence of a global language is of great importance in cultures, as it impacts international gatherings, scientific investigations, and the whole phenomenon of globalisation. An international language, such as English, promotes interconnectedness and mutual comprehension among individuals from other cultures, acting as a crucial instrument for communication and the advancement of global transportation networks.

In modern times, mastery of the English language is increasingly seen as essential. Proficiency in English is not only beneficial but often necessary for meaningful engagement in global society, given the increasing interconnectivity of the world.

English serves as a lingua franca, enabling communication and idea exchange among people from diverse countries, whether it is their native language or a second language. Its global prevalence is attributed to various factors contributing to its success. One significant aspect is the simplicity of English, making it an easy language to learn. Moreover, its considerable political influence positions it at the forefront of global affairs. English's

association with technology, originating from countries like the United States, the United Kingdom, Japan, and China, further cements its global dominance, with major technological innovations coming from companies such as Apple and Microsoft. Numerous non-native-speaking countries have embraced English as a crucial language, reflecting its profound impact on people's lives. The language's user base continues to grow annually as individuals recognise its importance. Crystal (2003, p. 6) sheds light on the surge of interest in English, particularly in China, noting, "In China, there has been an explosion of interest in the English language in recent years." He points out that success in countries like China, Japan, Brazil, Poland, and Egypt is rooted in the recognition of English as the dominant language of global communication. English holds official status in airports, air traffic control, maritime communication, international business, academic conferences, diplomacy, and sports. Furthermore, over two-thirds of the world's scientists communicate in English. English has contributed a multitude of loanwords to various languages, such as "e-mail" and "weekend," reflecting its widespread influence. Beyond being an international language, English is truly global, with people worldwide recognising its importance and feeling the need to learn it. It holds a special status as the first language in many countries and serves as a second or foreign language in over a hundred others. English stands out as the richest language, encompassing a vast array of technical and scientific terms that contribute to its enduring global significance.

The task of establishing English as a universal language presented a substantial obstacle, necessitating a comprehensive comprehension of globalisation as a historical phenomenon with extensive duration, including many phases and instances of advancement (Blommaert, 2010, p. 137). In order to understand the future expansion of the English language worldwide, Romaine (as cited in Machan and Scott, 1992, p. 253) referenced Josiah Smith, a Congregationalist pastor, who expressed with certainty that Shakespeare's language will eventually become the universal language of humanity. The dissemination of the English language and its significance as a global lingua franca are extraordinary occurrences, closely tied to colonialism and economic dominance (Romaine in Machan and Scott, 1992, p. 253). According to Cheshire (1991, p. 6), the English language has attracted significant global attention because of its extensive usage and international standing. The significance of English on a global scale is apparent, as its expansion is closely tied to colonial history and economic sway. The concept of globalisation, frequently debated in the modern era, evokes diverse reactions across the globe. According to McKay and Bokhorst-Heng (2008, p. 1), globalisation has created a situation where everyone has the same opportunities to access the global market and exchange knowledge.

Bokhorst-Heng (2008) and McKay and Bokhorst-Heng (2008, p. 25) perceive globalisation as a favourable prospect, promoting the idea of embracing global interconnectedness. They contend that in the context of globalisation, which involves the deepening of social connections between distant places, a common language is required, and English now fulfils this role. This highlights the importance of English in enabling worldwide communication and involvement in a linked world.

According to Algeo (2010, p. 1), English has experienced an exceptional trajectory of success. It has evolved from being used by a few small tribes to becoming the most widely used language worldwide, used by different populations for various reasons. According to Christine's view (2013, p. 2), the history of the English language is described as a spectacular success story.

The evolution of the English language from its limited geographical reach to its worldwide prominence is unparalleled and victorious. Holmes (2008, p. 101) ascribes the global recognition of the language to its colonial past, highlighting its function as a global language and universal means of communication, leading to its official status in numerous countries throughout the globe. Currently, having knowledge of the English language is regarded as crucial for achieving personal and professional accomplishments, as emphasised by Kachru (1986, p. 1). He figuratively compares the knowledge of English to owning Aladdin's lamp, which grants access to opportunities in worldwide commerce, technology, science, and travel, serving as a valuable linguistic asset.

Kachru (1986, p. 1) emphasises that English represents modernity, acting as a crucial tool for increased functional capacities and offering an additional means for achieving success and mobility in countries that are culturally and linguistically intricate. In China, English education is considered a national policy, with almost 100 million pupils studying English at various educational levels (Jiang, 2017, p. 28).

The global dissemination and rise of the English language can be attributed to historical reasons, most notably British colonialism and the influence wielded by the British Empire. Furthermore, the United States' worldwide impact, especially in technology fields such as the internet, plays a significant role in maintaining the widespread use of English globally, starting from the 16th and 17th centuries up until the present.

The influence of British colonialism marked the onset of the English's presence and impact on global communities. Dewi (2014, p. 1) reflects on the historical trajectory of English, highlighting that its global spread is not attributed to a simple mechanism but rather unfolds through various processes, including colonialism and globalization. Each process establishes a unique relationship between English and the communities that adopt it.

Crystal (2008, p. 426) dispels the myth that intrinsic linguistic factors alone are responsible for English's global adoption by pointing out that uninformed popular opinion frequently perceives English as particularly alluring or simple to learn. Contrary to this perception, Crystal (2008, p. 430) notes the diverse domains where English is used, ranging from international travel, business meetings, and academic conferences to community rallies, sporting occasions, and military occupations. English has become an auxiliary language in various settings, reflecting its adaptability and utility.

The ubiquity of English extends across almost all domains, including music, the film industry, broadcasting, economics, politics, the press, advertising, and communication. McKay and Bokhorst-Heng (2008, p. 72) underscore English's high prestige in comparison to other languages, demonstrating its dominance in various domains (H domains) while other mother tongues occupy lower-status domains.

The concept of English as a global language is intrinsically linked to globalisation, and this connection can be traced back to colonization. Coupland (2010, p. 35) associates modern-day regional and worldwide economic globalisation with colonisation, highlighting the political and economic domination of territories and populations as integral to the spread of a language. This historical context sheds light on the complex interplay between language, colonisation, and globalisation. Broughton et al. (1980, p. 1) provided insight into the widespread use of English. They observed that English is the official language in international aviation, unofficially dominates international sports and popular culture, and is used in broadcasting Russian propaganda to the Far East and Chinese radio programmes targeting East Africa. English is the language used for almost 60 percent of the radio shows worldwide and is also the language of 70 percent of global mail.

Moreover, the expansion of English as the dominant global language is attributed to demographic shifts in Britain and the USA during the 19th century. According to the 1980 statistics, the number of English speakers surged from 9 million in 1800 to 30 million in 1900, further escalating to 56 million by 1980. (Broughton et al., 1980, pp. 1–2)

Underscoring its significance in various domains and the influence of English in technology and the film industry. British and American television and radio shows, films, recordings, and books, driven by rapidly developing technology, have achieved global accessibility, contributing to English's status as the language of choice for 50% of the global scientific literature. (Broughton et al., 1980, p. 3)

Schneider (2007, p. 1) describes the worldwide expansion of English as a sociocultural "language revolution," emphasising its development as a universally accepted method of



communication that occurred naturally, without intentional design. The author observes the widespread use of English as the dominant language for global communication, politics, business, travel, and media.

Broughton et al. (1980, p. 6) emphasise the widespread influence of English in the mass media, government institutions, education, and major commercial and industrial organisations. They contend that mastery of the English language is a crucial determinant for societal and financial progress in contexts where it is not the native tongue.

Hogg and Denison (2006, p. 431) highlight that the global influence of a language is most apparent in communication services, including postal and telephone systems, as well as technological networks. Hogg and Denison (2006, p. 426) emphasise the connection between English and technological dominance, attributing the importance of the Industrial Revolution to the English language.

To summarise, the extensive usage of the English language in various fields and its significant role in global communication underline its diverse impact on a worldwide level. English, once spoken by small tribes, has transformed into the most prevalent language worldwide, with its historical progression characterised by population expansion in the British Isles and the United States. The language's supremacy is apparent through its official recognition in aviation, its crucial role in sports and popular culture, and its substantial presence in the mass media. English serves as more than just a means of communication; it has evolved into a representation of modernization and technological advancement. The diffusion of the English language is not a standalone occurrence but rather intricately connected to historical events such as colonisation and economic dominance. Academics observe the language's sudden and unplanned rise as a widely used language, meeting the longstanding aspiration for a universally understood method of communication. Mastery of the English language is crucial for achieving social and economic progress, as it plays a vital role in official establishments, education, and major corporate organisations. The language's ongoing evolution and adaptation maintain its widespread influence and lasting effect, influencing the dynamics of global communication, trade, and culture.

### **2.5.2 English as a Lingua Franca**

The necessity for effective communication among nations worldwide underscores the importance of a common language, and English, as a global language, plays a vital role in

facilitating cross-cultural interaction. The idea of a lingua franca, or language used by people who do not share the same native language, is an illustration of this phenomenon. The concept of a lingua franca is deeply rooted in the facilitation of commerce and exchanges, providing a universal means of communication for diverse linguistic communities. While French held the status of a lingua franca in the 18th century, contemporary perspectives overwhelmingly recognise English as the predominant global lingua franca.

Various scholars have offered distinct definitions of lingua franca. Holmes (2008, p. 81) identifies it as a language serving as a regular means of communication in multilingual speech communities. Van Herk (2012, p. 140) defines it as the language used when people with different native languages interact regularly but lack mutual intelligibility. Holmes (2001:79) describes a lingua franca as a language employed for communication among individuals with differing first languages. Jenkins (2007, p. 1) conceptualises it as a contact language used among individuals without a shared first language. Firth (1996, p. 240) characterises it as a 'contact language' between individuals without a common native tongue or national culture, for whom English is the chosen foreign language of communication. McIntyre (2009, p. 33) views it as a language used for communicative purposes by speakers of different languages, often in specific contexts like business, commerce, or education. This multifaceted understanding of lingua franca highlights its pervasive influence on diverse domains of human activity globally. As communication barriers are overcome through a shared language, the role of English as a lingua franca extends beyond facilitating mere conversation to influencing global interactions in business, education, and various other spheres.

In conclusion, the evolution and recognition of English as a global lingua franca have reshaped the dynamics of international communication. Beyond its historical context, English's dominance in many facets of contemporary life strengthens its status as a lingua franca. The rise of the internet and digital communication platforms further solidifies English as a key tool for global interaction, transcending geographical boundaries and connecting individuals from diverse linguistic backgrounds. Additionally, the dominance of English in international trade, diplomacy, science, and technology cements its role as the de facto lingua franca of the contemporary world. As globalisation continues to shape the interconnectedness of societies, English's influence as a lingua franca is likely to persist, facilitating cross-cultural understanding and collaboration on a global scale. The journey of English from a colonial legacy to a universally accepted means of communication underscores its resilience and adaptability in an ever-changing linguistic landscape.

## **2.6 English in Algeria**

In Algeria, there is an increasing recognition of the importance of English, primarily due to its pivotal position in global diplomacy. The language's favourable impression is clearly apparent as English steadily increases in importance throughout several domains of Algerian society. The impact of English extends to the field of advertising, where it is widely showcased in stores and magazines, indicating a general acceptance of the language in daily life. According to Hamzaoui (2017, p. 79), English has undergone noticeable changes in Algeria and is now considered the most significant foreign language taught after French. French is widely acknowledged as a second language that has a strong presence in several sectors of Algerian society. This recognition of the significance of English in educational contexts emphasises its increasing importance and influence on the language environment of the nation.

She adds (2017, p.79):

In Algeria, learning and teaching foreign languages have reached much importance in the new curricula, and as a result, English has gained more attention in the educational sphere; it has also been introduced in labour and production fields. The globalisation process, has introduced English in various non- English speaking countries throughout the world notwithstanding the various constraints of politics, geography, economy, cultural and social arrangements decrease to make the globe smaller.

Recently, English is given more importance, despite the challenges posed by factors such as politics, geography, economy, and cultural and social structures, the process of globalization has introduced English to numerous non-English-speaking countries worldwide, contributing to making of the world a smaller globe. The ubiquity of English in diverse situations is indisputable, and its significance is emphasised by its function as a worldwide and all-encompassing language. In today's interconnected world, proficiency in English has become nearly indispensable, thanks to technological breakthroughs such as the internet. The existence of linguistic universality facilitates smooth collaboration and communication among individuals from all regions of the world, hence creating opportunities for international discourse and cooperation.

In recent years, there has been a significant increase in the occurrence and popularity of English in Algeria, especially among young people. This linguistic phenomenon is closely connected to the extensive usage of mobile phones, particularly smartphones, indicating a significant technological shift in the nation. Mobile communication in Algeria showcases a

captivating amalgamation of codes, dialects, variants, and novel abbreviations. This distinctive linguistic phenomenon might be seen as the emergence of a novel language variant within the context of mobile phones. The abbreviations used in mobile communication constitute a shorthand system that is easily understood by the society in which they are applied. This mobile language, which incorporates aspects of Algerian Arabic, Modern Standard Arabic, French, and English, serves as a prime example of the dynamic and progressive character of language in the digital era.

### **2.6.1 English in Education**

Engaging in the process of learning English holds significant implications, as emphasised by Erling et al. (2012). The acquisition of English proficiency has been a central and sometimes debated component within the educational curriculum of numerous developing countries. This endeavor is not solely driven by a practical need for language skills but is deeply intertwined with cultural aspirations and the desire to acquire cultural capital. Additionally, broader political considerations frequently drive the pursuit of English proficiency. The multifaceted nature of learning English goes beyond linguistic competence, playing a pivotal role in shaping cultural identity, capital, and political discourse within the educational sphere. They (Erling et al. 2012, p.3) also say,

In the last two decades, there has been a significant shift in the stated reasons for learning English, with a growing emphasis on English as a global language and its perceived role in providing access to both economic and social development. In line with shifts in approaches to development—with the improvement of people’s lives being a more general goal than economic growth alone—there has been a focus on the role of English learning in accessing information, technology, jobs, and education. The increased status of English within a global economy of languages has meant that English language education is being promoted as an important factor in international development initiatives.

It is essential for any government to acknowledge the worldwide significance of the English language, going beyond its function as a mere component of a school curriculum. English should be recognised as an essential skill with substantial relevance in a wider global context. English is commonly taught as a second language in educational environments, with a primary focus on academic objectives and formal modes of communication. Nevertheless, this

method might not completely cater to the wide-ranging linguistic requirements of individuals in their everyday communications, particularly in regions such as Algeria where numerous regional dialects are widespread. An in-depth comprehension of English as a worldwide language highlights its diverse and multidimensional function, which goes beyond academia to include wider socioeconomic and communication contexts.

The spread of English in Algeria mostly happens through education, indicating its pivotal role in influencing language proficiency. This trend is particularly evident in the progression of growth within the field of education. Education is of utmost significance in the lives of Algerian inhabitants, as it acts as a means to achieve cultural sophistication and get access to the professional domain. The Oxford Business Group (2010, p. 14) highlights the crucial importance of education in Algeria's economic and social advancement, highlighting the need to increase the country's pool of competent workers, which is essential for attracting international investments. Education in Algeria plays a crucial role in improving the country's appeal to foreign investors by providing Algerians with the necessary language skills for global communication.

The necessity for English language skills in Algeria goes beyond just community involvement and is more closely related to practical considerations for personal ambitions and future requirements. The utilitarian viewpoint of the English language focuses on its practical usefulness for tourists or business people, highlighting its importance for personal and professional endeavours. The recognition of English's crucial role in navigating a world that is becoming more interconnected essentially drives its utilitarian and future-focused interest. This viewpoint aligns with wider worldwide patterns, where the ability to speak English is increasingly regarded as a valued set of skills, which in turn improves prospects for economic and social progress.

To better understand the significance of English in Algeria, it is necessary to take into account the worldwide scenario where English holds a prominent position in diverse domains such as academia, business, and international relations. Proficiency in the English language has emerged as a distinguishing factor in the highly competitive global job market, significantly impacting one's professional chances and potential for growth. The significance of English proficiency extends beyond national borders, since it enables individuals to participate on a global scale and contributes to the socio-economic progress of countries. In this concern, Broughton, et al. (1980, p.5) say:

When anyone learns a foreign language instrumentally, he needs it for operational purposes- to be able to read books in the new language, to be able to communicate with other speakers of that language. The tourist, the salesman, the science student are clearly motivated to learn English instrumentally. When anyone learns a foreign language for integrative purposes, he is trying to identify much more closely with a speech community which uses that language variety; he wants to feel at home in it, he tries to understand the attitudes and the world view of that community.

Education plays a pivotal role in Algeria, encompassing the processes of teaching and learning and facilitating the exchange of ideas and information. Wood (2011:xii) defines education as the acquisition or imparting of knowledge and skills. Van Herk (2012, p. 182) highlights that education is often associated with the successful completion of a certain level of schooling. Crystal (2008, pp. 430–431) indicates that English serves as the medium for a significant portion of the world's knowledge, particularly in areas like science and technology, making it a key focus in education. The adoption of English as a subject in the curriculum has seen shifts, such as its move from the second year to the first year in middle school. Despite governmental efforts to promote English learning, French continues to dominate due to historical precedence, with more teaching hours allocated to French.

The introduction of English as a competitor to French in primary schools faced challenges and failed, highlighting the entrenched position of French. Benrabah (2013, p. 87) discusses the difficulties encountered, stating, "English lost its battle against French to become the first mandatory foreign language in schools." Effective English language teaching requires government support for materials, teacher training, and learner motivation. The limitations of exposing learners to English outside of the classroom hinder everyday life interactions. Benrabah (2013, p. 120) mentions initiatives with the British Council and the US government to enhance the educational system by training teachers and inspectors in English. Teaching a foreign language, like English, holds significant importance, aligning with the notion that languages taught in schools should be from admired societies (Machan and T. Scott, 1992, pp. 5–6). This underscores the critical role of education in fostering the growth and use of English as either a second or foreign language (see in chapter four, the introduction of English in primary school from September 2022.)

As affirmed by McKay and Bokhorst-Heng (2008, p. 29), English teaching and learning have a significant worldwide influence. They contend that people actively engaged in the process of acquiring and disseminating English knowledge are present in classrooms all over the world. This observation highlights the extensive importance and prevalence of English as a language used for teaching and communication in educational environments worldwide.

Moreover, Hogg and Denison (2006, pp. 430–431) point out that English has become obligatory in education due to its role as a primary medium for global knowledge, particularly in fields like science and technology. Their observation underscores the vital connection between English and the acquisition of knowledge, making it an essential component in the educational domain. The widespread adoption of English as an official or chief foreign language in schools across numerous nations is attributed to its crucial role in facilitating educational endeavours. This highlights the recognition of English as an indispensable tool for accessing information and academic resources in a contemporary globalised context. Paltridge and Starfield (2007, p. 23) assert that individuals using English as a second or foreign language can seamlessly integrate into the globalised landscape, unlocking numerous opportunities. They acknowledge that being proficient in English as a secondary, tertiary, or quaternary language is emblematic of the twenty-first century's globalised context. However, they also acknowledge that the prevalence of English, sometimes seen as overshadowing other languages, raises certain concerns for many. This recognition reflects a nuanced perspective on the role of English in the contemporary world, where its global significance is acknowledged alongside the challenges it poses to linguistic diversity.

The dynamics of teaching and learning English in Algeria are closely associated with the consideration of accents. While the emulation of American or British accents is often discouraged, there is an emphasis on fostering a unique Algerian blend. The importance of pronunciation, regardless of the specific accent, is underscored, promoting pride in mastering a language beyond one's mother tongue. The global aspiration is to become an intercultural speaker rather than aiming for native-like proficiency, and the standard form of English is regarded as a neutral benchmark. Teachers insist on teaching academic English with a focus on correct pronunciation over accent imitation. The evaluation of a proficient English speaker should concentrate on clear pronunciation, and individuals are encouraged to speak correctly before concerning themselves with specific accents.

Despite being taught as a foreign language in schools, English is gaining ground in Algerian society, permeating various aspects of daily life, including shops and advertisements. The increasing use of English-derived words reflects its growing influence in the local environment. Moeller and Catalona (2015, p. 327) highlight the importance of mastering a foreign language, stating that it enables effective communication and participation in real-life situations within the authentic cultural context, highlighting the ongoing assessment of language proficiency.

Differences in language education exist between private and public schools in Algeria. Private institutions encourage the early teaching of foreign languages, such as French and English, providing learners with a two-year advantage over those attending public schools. Acquiring a foreign language, particularly English, is deemed crucial as it opens up more opportunities globally. Mc Kay and Bokhorst-Heng (2008, p. 59) note that the spread of English is primarily a consequence of individuals acquiring it as a second language, surpassing the number of native speakers. Learning English as a second language contributes to the increasing number of English speakers, with a significant growth attributed to individuals learning English within their own countries. Acquiring a foreign language is seen as essential for global connectivity and engagement with the modern world. In this context, Lawes in Field (2000, p. 39) adds ;

The emphasis on the use of the language and the identifying of purposes for which foreign languages should be taught is important because this confirms a shift from the view that languages were primarily an academic study to the idea that the practical ability to communicate was of more importance.

### **2.6.2 English in Mass Media**

The use of English in the media is crucial for promoting global communication and connection. Bhatia and Ritchie (2013, p. 565) highlight the significance of advertising in showcasing the global prevalence of plurilingualism, noting that advertisers intentionally favour the use of many languages. Advertising plays a crucial role in modern communication and has significant effects on the spread of language. English has become a global preference because of its influence on globalisation and customisation (Bhatia and Ritchie, 2013, p. 566).

Moreover, according to Crystal (2003, p. 69), English plays a significant role around the globe by fostering linguistic originality and encouraging global bilingualism. English is officially recognised or given special status in at least 75 nations, where it has a significant impact on language, and is spoken by over 2 billion people. Bhatia and Ritchie (2013, p. 571) offer a thorough analysis of the wide-ranging areas in which English is used, supported by statistical data. Approximately 750 million individuals speak English either as their primary or secondary language, and it is anticipated that the number of English speakers as a second language will exceed those who speak it as their first language. Nearly 800 million people speak English as a second language, and about a quarter of the world's population is fluent in it.



Furthermore, the British Council website highlights the prevalence of the English language in a wide range of domains, including literature, journalism, aviation, global commerce, scholarly gatherings, scientific advancements, technological innovations, diplomatic affairs, sports events, contests, popular music, and advertising. English dominates the digital domain, since more than two-thirds of scientists read in English, three-quarters of global mail is written in English, and 80% of electronically stored information is in English. The internet, which has over 40 million users, conducts 80% of its communication in the English language. Nevertheless, Bhatia and Ritchie (2013, p. 571) advise against hastily asserting the decline of other prominent languages, as they are swiftly gaining ground in worldwide electronic communication and media. English, being a dynamic language, experiences modifications as a result of interaction with other languages and its utilisation in various kinds of communication, while maintaining a collaborative and mutually existing association with other languages that contribute to its hybrid nature.

The pervasive influence of English in the contemporary world is underscored by its representation in various domains, with Crystal (1997, p. 358) revealing its dominance in global communication, from written correspondence to electronic retrieval systems and radio programmes reaching millions across 120 countries. The role of mass media in language acquisition, particularly English, is paramount. Movies, a powerful medium, contribute to language improvement as individuals engage with original versions or English-subtitled content (Crystal, 1997, p. 358). Music, a universal language, aids language acquisition unconsciously through singing and repetition of lyrics. The diversity of available resources, including English or American films, facilitates language improvement. Hogg and Denison (2006, p. 427) recognise the historical significance of English in the press, dating back nearly 400 years, noting its vital role in shaping public discourse. Haarmann (1989, p. 1) emphasises multilingualism in Japanese mass media, an essential part of daily life.

In Algeria, the influence of English is evident in various forms, notably music and movies. McKay and Bokhorst-Heng (2008, p. 14) identify advertising, music, movies, and electronic communication as motivating factors for English learning. American movies, which dominate the global film market, are prevalent in Algeria, often presented with the original English soundtrack and Arabic subtitles (McKay and Bokhorst-Heng, 2008, p. 16). This integration of English in mass media contributes to the motivation of the younger generation to understand lyrics and movie plots and stay connected to global trends.

While English is present in Algerian mass media, its prevalence varies across domains. On television, Arabic channels often feature English movies with Arabic subtitles. English is

conspicuous in the streets, with shop names and advertisements adopting English for a contemporary, fashionable feel. Despite its presence, English in Algerian mass media does not match its prominence in education and the economic sector.

The accelerated acquisition of a foreign language by the new generation, coupled with their ability to shape the future of the country, is a significant focus. In Algeria, a considerable number of individuals from this generation effectively communicate in English with foreigners through electronic means, such as the internet and emails. McKay and Bokhorst-Heng (2008, p. 16) acknowledge the pivotal role of electronic communication in providing global exposure to English and facilitating the achievement of personal and professional goals.

The influence of English in mass media is affirmed by McIntyre (2009, p. 31), who traces its establishment as a language for international communication. The advent of radio in the nineteenth century, particularly through the BBC's World Service broadcasts, played a crucial role in spreading English globally. Television, a parallel medium, similarly contributed to this linguistic expansion. The internet, initially developed in the 1960s for the US military and popularised in the early 1990s through the World Wide Web, emerged as a transformative force, profoundly impacting the development of English as a global language. This progression highlights the dynamic interplay between technology and language evolution, underscoring the multifaceted role of English in contemporary society.

Ultimately, the pervasive impact of English in modern culture, as observed in mass media, education, and worldwide communication, highlights its position as a universal language. English has a diverse and extensive influence in several domains, such as advertising, literature, technology, and digital communication, making it widely prevalent in everyday life. The Algerian context exemplifies the incorporation of the language into mass media, hence influencing the linguistic environment for the younger population. With the ongoing advancements in technology, the importance of English remains strong. It serves as a crucial link between different cultures and plays a vital role in the ever-changing landscape of global communication.

### **2.6.3 English in Economics**

Many scholars highlight the significance of English in fostering economic progress in Algeria and its advantageous impact on personal and social progress. In his work, Holmes (2008, p. 60) highlights the significant role of economic factors in motivating communities to learn a second language. He emphasises the close connection between language acquisition and the potential for economic benefits. McKay and Bokhorst-Heng (2008, p. 78) highlight the

importance of being proficient in English for obtaining better employment and greater income. They argue that having a strong command of English is equivalent to avoiding low-wage occupations and gaining access to possibilities for career progression. Pleskovic et al. (2002, p. 17) emphasise the significance of English proficiency in the subject of economics due to the prevalence of English in economics literature.

In addition, the economic significance of English extends globally. McKay and Bokhorst-Heng (2008, p. 118) emphasise the promotion of international English as a way to improve economic prospects. This is consistent with Gimenez Moreno's (2010, p. 189) statement regarding the essential nature of English, especially in the setting of multinational corporations where English is the predominant language for duties such as accounting. Benrabah (2013, p. 120) emphasizes the economic significance of English in Algeria's oil industry. Proficiency in English is required in the hydrocarbons sector, which is a significant part of the Algerian economy, in order to effectively communicate with multinational corporations. English proficiency is seen as an asset rather than an obstacle in this situation, as it aids in effective communication and promotes additional advancement.

Spring (1998, p. 17) emphasises the interconnectedness of education and economics, stating that governments at the national level are increasingly recognising the importance of education for achieving success in the global economy. In Algeria, English fluency is essential for economic sectors such as Sonatrach. To improve contact with international entities and promote economic advantages, training efforts are being launched. Hogg and Denison (2006, p. 426) emphasize that the influence that English speakers exert on language learning empowers the language's acquisition, which adds to its significance on a global scale. In the context of English, this authority is evident in several aspects such as politics, technology, economy, and culture, hence reinforcing its position as a language of impact and advancement.

## **2.7 Conclusion**

The Algerian authorities acknowledge the crucial significance of English in the worldwide context, namely in advancing economic initiatives and fostering national progress. Recognising the constraints of the French language, particularly in scientific and economic fields, efforts have been made to introduce new educational initiatives with the goal of enhancing English language skills. This strategy change demonstrates a deliberate attempt to substitute French with English, acknowledging the latter's unmatched importance in several domains, such as science, technology, and mass media. The policy revisions represent a

purposeful effort to utilise the worldwide reach, influence, and contemporary nature associated with the English language. Language serves as a powerful instrument in the political arena that policymakers use to implement alterations in language. English, often regarded as a language with significant global impact, authority, and contemporary relevance, is strategically positioned to surpass other languages. It occupies a dominant position globally in fields such as science, technology, and mass media. Mastery of the English language is synonymous with entry into the contemporary world, representing an entrance to worldwide prospects. Individuals who possess a strong grasp of the English language are considered fortunate, as they have the advantage of easily navigating a world where English is the most widely spoken language. On the other hand, people who do not have a strong command of the English language might be seen as figuratively disadvantaged, as they are unable to fully participate in a world that is predominantly influenced by this powerful language.

# CHAPTER THREE

## RESEARCH DESIGN AND DATA ANALYSIS

### **3.1 Introduction**

The present chapter tackles the practical part of the research. This third chapter is devoted to English, its use, status and especially the attitudes of people towards this important and global language. How it is perceived by a sample of the workers in Sonatrach, Ooredoo. The questionnaire investigates on the behaviour of people towards this language, namely its functions and situation. Therefore, the exploitation of the questionnaire aims at understanding and describing people's attitudes when dealing with English.

The first part of this chapter is devoted to the research methodology used and the different methods used to gather and collect data for the aim of the research study and the second part of chapter three deals with the data collection, namely the questionnaires and the interviews.

The aim of the questionnaire is to give some indications about the number of bilinguals and multilinguals in the field of working, at an institutional level. People are influenced by language, how English is seen by its users and how it evolves. The questionnaire contains different parts.

The present work investigates the attitudes of people towards the use of English at different levels, their mastery of English in different skills, the use of English in different institutions like work, education and mass media and its importance in the world. It expresses also the wish of the parents to see their children acquire the important language for different reasons and for entering the modern world easily. The study deals also with the language displacement between two foreign languages (French and English). We try to evaluate their reaction in relation to English presence and use in Algeria compared to other languages (ranking) and for different purposes.

The interviews conducted with different managers of private schools of languages help to understand the evolution of English in Algeria and to know their attitudes concerning this important language. The informants answer questions about the mastery of English, their motivation, their levels of proficiency, their different contexts. The informants were asked about the learners' needs and if they receive adapted programmes (ESP). The questions of the interview deal also with the comparison between French and English and the ranking of the different languages. The last questions are about the increase number of learners and their will to see their children fluent in the language of the future. Thanks to the research methodology used, we collect data, analyse and interpret it in order to understand the phenomenon of the spread of English in Algeria at the institutional level. The research opts for this methodology in

order to achieve the purpose of the study. It refers to a research for knowledge, for collecting and gathering data.

### 3.2 The Context of the Study

The context of the study was undertaken in different places, the questionnaires were addressed to workers of Sonatrach in Arzew, Oran at two départements, the technical and the production ones, Département production/ complexe GL3Z/division GNL et GPL/activité liquéfaction et séparation and Département technique/ complexe GL3Z/division GNL et GPL/activité liquéfaction et séparation. (100 questionnaires). The second part of the population (50 questionnaires) were given to a telecommunication company, Ooredoo in Oran, (la direction régionale: 137 coopérative Ibn Rochd), with different departments, our questionnaires were answered by workers of this important telecommunication company working in marketing, technology service, Human Resources, operator assistance and Finance and Accounting. The second tool used for collecting data is the interview, conducted with the managers of the private schools in Oran, Sibawaih, in Gambetta, 7 rue Djamel Eddine el Afghani. The second school is Intuition, 2 rue Chahid Ouadah Abdelkader. The third one is Metro Languages Oran, Boulevard des Castors. Berlitz Language School, 25 rue Meghoufel Djilali and the last one is BLC (British Language Centre) in cooperative el Nekhla, n°10 Bir el Djir.

### 3.3 Two tools of research

The methodology is essential and indispensable for conducting a research. Wheeldon and Ahlberg (2012, p.5) define the research methodology as the following: “ *The design, strategy, or plan of action required to gather and analyse data.*” Creswell (2003, p.18) states about the different tools used to collect data: “ Employs strategies of inquiry such as experiments and surveys, and collect data on predetermined instruments that yield statistical data.”

We used a qualitative and a quantitative research, the individuals (participants) chosen and selected are representatives of a part of the population. The research study is designed to meet two major tools that are: the interview (a qualitative research) and a questionnaire (a quantitative research) targeted to gather data on the study and provide a detailed understanding of the use of English. The questionnaires and interviews deal with attitudes and behaviour of the informants towards English.

Questionnaires are common in life and in conducting a research, to gather information and collect data. A questionnaire refers to a collection of written questions. Mark (1996, p.241) defines a questionnaire as follows: “A questionnaire is a set of questions or items in written form that is self administered.” Anastas (1999, p.374) says: “Questionnaires like interviews are a form of verbal report.” Questionnaires represent a type of verbal reporting. Thomas et al. (2011, p.273) say: “Questionnaires are usually answered in writing, whereas interviews are usually conducted orally.” Griffe defines questionnaires as follows: (2012, p.135): “Questionnaires as data-gathering instruments are popular research instruments in many fields including communication, education, psychology, and sociology.”

The second instrument that will contribute in checking our hypotheses is the interview. An interview involves a direct interaction. Mark (1996, p.241) defines it as follows: “An interview is a face to face situation in which an interviewer asks questions of one or more interviewees.”

### **3.4 The participants**

For the administration of the questionnaire, we asked the participants in the questionnaire pilot to deliver copies of the questionnaire to their respective colleagues at SONATRACH and OOREDOO. The informants were to fill in the questionnaire in their offices, at their own time. The sample under investigation are one hundred and fifty workers in two important companies. We have chosen the workers randomly from Sonatrach, an energy company and Ooredoo, an important telecommunication company selected from the whole population. We gave questionnaires to one hundred (100) workers in Sonatrach and fifty (50) questionnaires were given to workers in Ooredoo.

The second population asked for the interview are five managers working in private schools of languages.

### **3.5 Description of the questionnaire**

Before administering the questionnaire, we have done the piloting. When designing the questionnaire. We have tested it before proceeding to data collection. It was an important step before starting to collect information. It was handled to two people, they thought that questions are clear and it took ten to twelve minutes to fill it.



The item aims at gathering information from workers. Asking about the attitudes towards the displacement between French and English and the benefit from acquiring a global language because we have noticed these recent decades, a continuous and growing interest of learning English.

Our perception towards workers's and employees motivation in acquiring a new language. (attitudes and reactions). This is a highly important part of the questionnaire because it reveals to us whether informants support this idea and feel good towards the use of French or English.

Population of the study: for the sake of testing our hypotheses about the displacement between French and English and the importance of English at work. The questionnaire encompasses eight sections, twenty nine questions and eight sub-questions with dichotomies which are yes/no questions. Open ended questions that required informants give their personal views. And questions of various choices as A,B,C,D divided into eight sections are arranged in a logical way in order to make it clear for workers and thus provide us valid data. The aims of the questionnaire is to elicit attitudes via a questionnaire, we try to investigate the use of the global language in Algeria in two companies, the energy oil company Sonatrach and a telecommunication company, Ooredoo. The present work examines attitudes of workers towards English, it focuses on its spread and the importance it has these recent years.

Language attitudes towards English use and displacement between the two foreign languages; French and English were elicited through a direct method using a questionnaire. This method aims at asking the informants about their attitudes towards the use of English in Algeria. Language development cannot be achieved without attitudes of people. Attitudes represent a part allowing language change because there is a tight relationship between language and society.

The questionnaire has been divided in different parts and sections. The first part concerns the participants, it aims at gathering personal information. This includes gender, age, level of instruction and the region they come from.

Section one A: The first part of section A investigates the informants knowledge about English. Then workers' viewpoints of the different skills. These items investigate some aspects of speaking, reading and writing skills and the first place where they learned English.

Section two B: The status of English in Algeria.

Section three C: the language choices for studying, working, reading books and newspapers. Watching English movies or documentaries and listening to radio in English.

Section four D: the use of English languages at work. What they prefer French or English.

Section five E: English in education.

Section six F: domains where English is used and also mass media.

Section seven G: Algeria is a multilingual country. Arabisation in Algeria. The development of the country thanks to English.

Section seven H: language competition. Encourage the children to acquire and learn English.

### **3.5.1 The Findings of the Questionnaire**

The sample is composed of one hundred and fifty participants (males and females) aged between 23 and 55 and occupying different jobs. The participants were asked to answer the questionnaire questions structured and divided into eight sections. First of all, personal information about the informants are provided. Information such as gender, age, region, profession and level of instruction.

Respondents gave their opinions on different scaled questions. The order of content of the question items was the same for all the informants. Questions were written. The aim of the scale of the questionnaire was to measure and assess the informants attitudes and beliefs about the real status of English in Algeria.

Another section examines to what extent the respondents agree or disagree with the use of English in Algeria depending on the section.

We have recorded 94 males (62%) and 56 females (37.3%). Among the 94 males, 60 (40%) are less than forty and 50 (33.3%) are more than forty , whereas for females, 25 (16.6%) are less than forty and only 14 (9.3%) are more than forty. More than half of our participants are less than 40 years old. They represent 56,7%, while 42,7% represent people who are aged more than forty. Those who are less than forty are people of the eighties and nineties, they represent the generation where English becomes spread in Algeria whereas, those aged more than forty are still be influenced by the francophony. And when it comes to concern gender, we have more males than females, males with 62,7% as opposed to females with 37,3% as it is shown in the following table (table 3.1).

**Table 3.1 Age and gender of the informants.**

		- Forty (40)	+ forty (40)
Male	94 (62.7%)	60 (40%)	50 (33.3%)
female	56 (37.3%)	25 (16.6%)	14 (9.3%)

When it concerns the region where they come from, almost all the workers live in Oran or the surroundings. And concerning the level of instruction, 48% of the informants have less than 4 four years at university whereas 52 % studied more than four years at university. And when we deal with their job, we see the informants' distribution by occupation first in SONATRACH, the first company of the African continent of gas and petrol. It is the national state owned oil company of Algeria, our informants occupying various occupations from the administration and the technical domain (table 3.2), then in the telecommunication company, Ooredoo (table 3.3).

**Table 3.2 Informants distribution by occupation (SONATRACH).**

Occupation	Total
Payroll accountant	3
Human resources manager	4
Manager	3
Instrumentation engineer	3
Training assistant	3
Control room operation	2
Operator	3
Maintenance engineer	5
Supervisor	3

Versatile assistant	2
Exploitation engineer	4
Electrical engineer	3
Production operator	4
Electronic engineer	4
Mechanic engineer	4
Mechanic technician	6
Computing engineer	4
Computing technician	2
Chemical engineer	4
Industrial chemical engineer	3
Machines' operator	3
Strategy and economic director	1
Construction supervisor	1
Marketing engineer	2
Financial analyst	2
Advanced technician in industrial electricity	4
Chemist	3
Maintenance technician	4
Project engineer	2
Laboratory technician	2
Exploitation technician	2

Technician in equipment's maintenance	5
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The following table is about the different occupations that have our informants of telecommunication company Ooredoo.

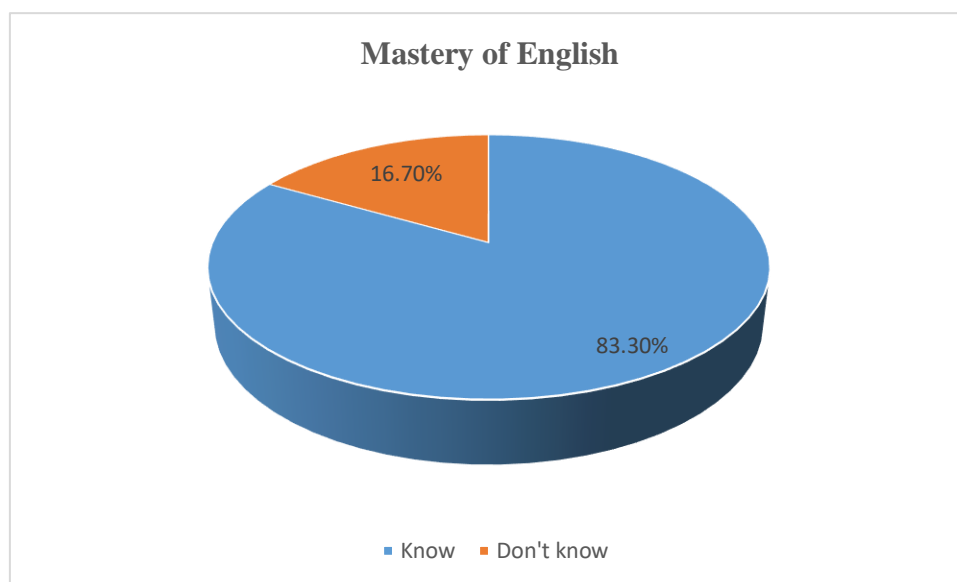
**Table 3.3 Informants distribution by occupation (Ooredoo).**

<b>Occupation</b>	<b>Total</b>
Telecom engineer	5
Manager	3
Telecom technician	7
Computing engineer	3
Customer service representative	5
Sales advisor	3
Engineer Pos	1
Secretary	2
Engineer VAS	1
Business solutions' specialist	2
Access Network strategy solution expert	2
Roaming engineer	2
Product manager of offers and services	2
Agency manager	1
Engineer in network management centre	2

Database analysis specialist	2
Technical direction assistant	3
Operator assistant	4

### 3.5.1.1 The mastery of English

The objective of the questions in section A is to give an idea about the competence of English by the informants. Their mastery of English, and the degree of proficiency of the informants in writing, speaking and reading English ( a self-assessment) and their first contact with it and the following pie chart gives a clear illustration of the situation (the number of informants who claim to know English).



**Chart 3.1 The informants who know English.**

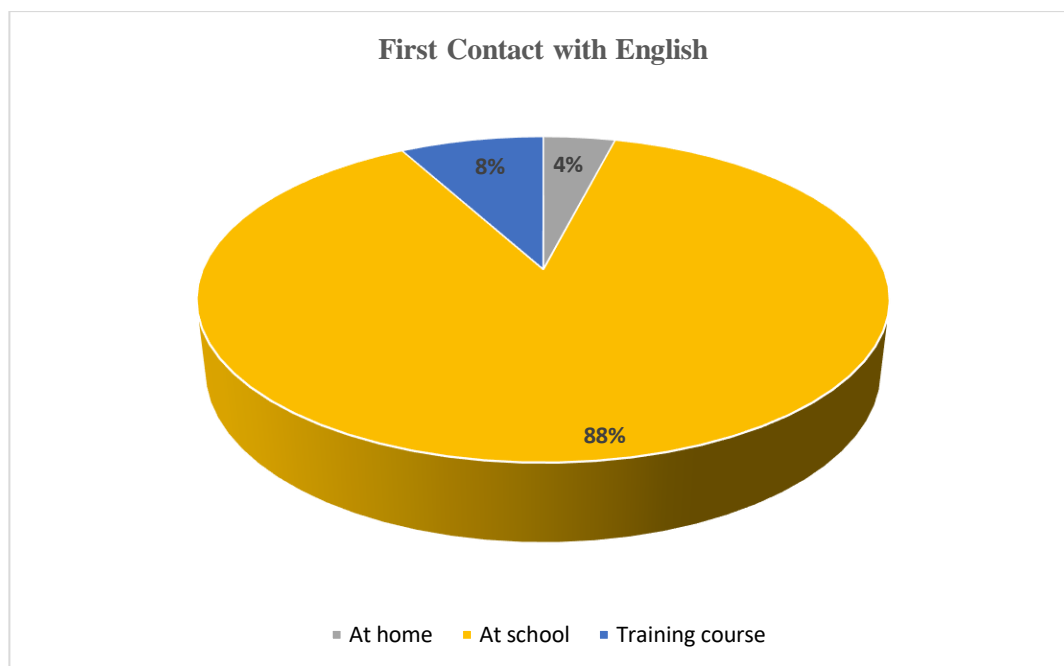
The first battery of questions in section A tackles the issue of the competence of our informants in English. When asking our respondents if they knew English, The data show that there is a considerable agreement among the respondents. About 83,% indicate that they know English (125), as opposed to 17 percent (25) who do not know it.

The following table (3.4) gives an idea about the linguistic competence. It is a self assessment about the writing, reading and reading skills. The table indicates that our informants speak, write and read English almost well. When dealing with the speaking skill, out of 150 people, 7,3 percent speak English very well. Well represents the highest percentage with 52,7 percent. Then 31,3 percent speak it badly therefore 8,7 represent the informants who speak it very badly. As for the reading skill, an important way of acquiring a language with a specific pronunciation. Among all the informants, 14,7 percent read English very well. 70 percent read English well. Then 11,3 read it badly and English is read very badly Only by 4 percent. And finally, when dealing with writing, the written skill is developed by 11,3 percent of the informants, these latters evaluate their writing skill as very well. Then as the majority of the respondents write well with a percentage of 63,3 percent. Then we have 20,7 percent who write badly and a minority represented by 4 percent who write it very badly.

**Table 3.4 The mastery of writing, reading and speaking skills.**

	<b>Very badly</b>	<b>badly</b>	<b>Well</b>	<b>Very well</b>
Speaking	13 - 8.7%	47- 31.3%	79- 52.7%	11- 7.3%
Reading	6- 4%	17- 11.3%	105- 70%	22- 14.7%
writing	6- 4%	31- 20.7%	95- 63.3%	17- 11.3%

If we wonder about the first time our informants have been introduced to English. The following chart illustrates the answers of the informants. We can say that almost all the respondents answer at school with 88 percent (132) whereas a small elite of 4 percent (6) learn it at home and 8 percent (12) learn it in training course, outside the school.



**Chart 3.2 The first contact with English.**

### 3.5.1.2 The status of English in Algeria

Section B deals with an important element in our research, the place of English in the Algerian society. We asked our informants about its status, they answered as follows, nobody thinks that it is a primary language in our country, only a minority represented by 10 percent think that it is a second language and the majority of the respondents say that English is a foreign language in Algeria (85%) and for the second question of the same section concerning its use in everyday life interactions, only 26 percent say yes as opposed to no with 85%. Our informants were asked to justify their answer and only those who said yes, justified by saying that English is much more used by the young generation, they use a mixture of English, Arabic (colloquial Arabic), French and sometimes words from Kabyle. The following table (3.5) illustrates the results mentioned previously.



Table 3.5 The status and use of English in Algeria

What is the status of English in Algeria?	Is it used in everyday life interactions ?
First language            0- 0%	Yes    39 - 26 %
Second language        15- 10%	No    127.5 - 85%
Foreign language       127.5- 85%	Justify  26 % justified their answer by saying that English is much more used by the young generation, they use a mixture of English, Arabic (colloquial Arabic), French and sometimes words from Kabyle language.

### 3.5.1.3 Language competence and its use in different domains.

The first part of section C deals with linguistic competence in different languages and language use in different domains such as studying, working and reading; and the second part concerns English for watching television and listening to radio. The following table (3.6) gives an idea about linguistic competence for different languages.

Table 3.6 The competence of the informants in different languages

	The competence of the informants in different languages
<b>Arabic</b>	144-96%
<b>French</b>	150-100%
<b>English</b>	100-66.6%
<b>Berber</b>	2-1.3%

Concerning the question of the competence of the informants in different languages in general, 96 percent (144) choose Arabic, French is chosen by 100 percent of the respondents (150) as opposed to English represented by 66.6 percent (100) and finally we have 3 percent (2) who have chosen Berber (table 3.6). The following table 3.7 justifies the choice of the informants when choosing their competence in languages.

**Table 3.7 The choice of competence in different languages**

	<b>The choice of competence in different languages</b>
<b>Arabic because it is our native language (dialect )</b>	140-93.3%
<b>French because it is the language we have been using many years</b>	138-92%
<b>English because we studied it before and have received a training at work</b>	122-81.3%
<b>Berber for those who know it</b>	2-1.3%

In table 3.7, our respondents chose different languages starting with Arabic, with 93.3 percent they justify their choice by saying that they master Algerian Arabic (dialect), the language used everyday life, French follows Arabic with 92% because it is the language mainly used in their work, then English with 81.3 percent and our informants know English because it has been studied before, at school or because they have received a raining at the level of their work and finally Berber which is chosen by a minority (3 percent) because only a few knows it.

And when dealing with linguistic competence in different domains, and the choice of

choosing a language (table 3.8), the appropriate language for different purposes such as studying, working, reading books and reading newspapers. We offered four possibilities of languages, Arabic, French, English and Berber. The results show that for studying, Arabic is chosen by 21,6 percent, 32 percent opted for French, English has been represented by 45 percent and finally only 0,5 have chosen Berber for that purpose. In the domain of working, the results are as follows, 19,2 percent have chosen Arabic, 37,6 percent prefer French at work, 42,8 percent opted for English if they had the choice and a small minority for Berber was presented with 0,4 percent of the whole informants. For the domain of reading books, Arabic was presented by 27,6 percent, 33,9 of the informants is devoted to French whereas English represents a number of 38,1 percent and Berber only by 0,4 percent. And for the purpose of reading newspapers, 28,5 percent have chosen Arabic, as opposed to French represented by 38,3 percent, 32,8 percent prefer English for the reading of the news and 0,4 percent are for the use of Berber for reading the newspapers. All the statistics are shown in the following table.

**Table 3.8 The use of languages for different domains.**

	<b>Study</b>	<b>Work</b>	<b>Read</b>	<b>Read news</b>
Arabic	48- 21.6%	44- 19.2%	66- 27.6%	67- 28.5%
French	71- 32%	86- 37.6%	81-33.9%	90-38.3%
English	102- 45%	98- 42.8%	91-38.1%	77-32.8%
Berber	1- 0.5%	1- 0.4%	1- 0.4%	1- 0.4%

We want to know if our informants use English in mass media, when watching movies, documentaries and listening to radio broadcasting in that important language. Concerning watching films and documentaries, 67,3% choose yes whereas only 32,7% answer no. And when we move to radio broadcasting in English, 26,7% are for the listening of radio in English and 73,3% are against and the results are in the following table (3.9).

**Table 3.9 The use of English in television and radio.**

	<b>Watching movies and documentaries in English</b>	<b>Listening to radio broadcasting in English</b>
Yes	101- 67.3%	40- 26.7%
No	49- 32.7%	110- 73.3%

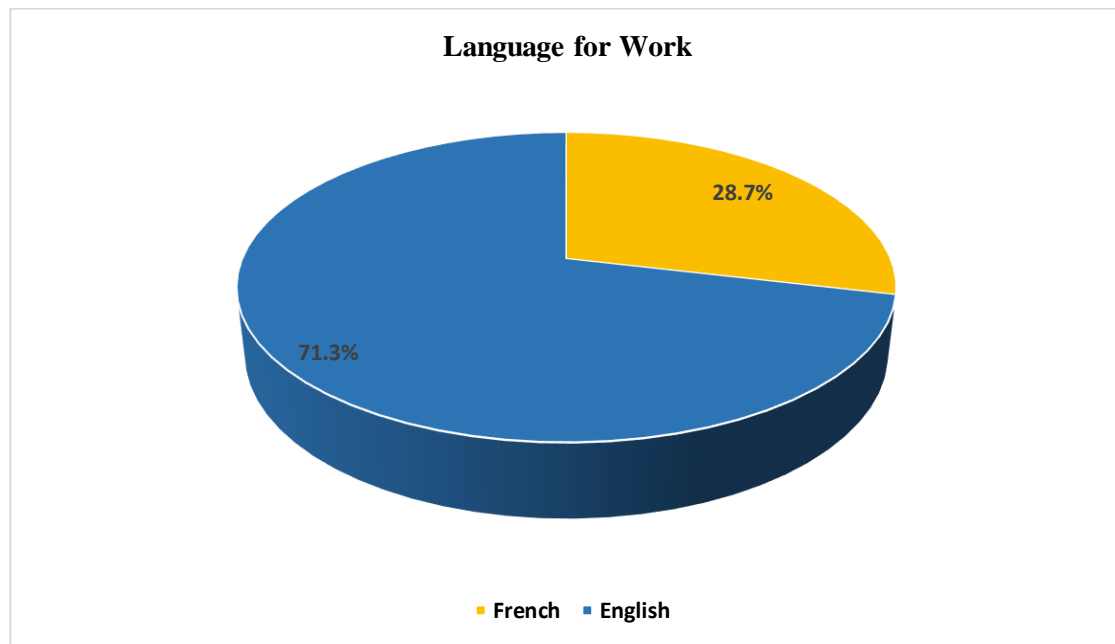
### 3.5.1.4 The use of English at work

The following section D deals with an important aspect of the use of English at work. The informants are asked about the use of English in their work and the possibility of using it instead of French. And the following table gives an illustration about this aspect with numbers. So 72.7 percent answer yes as opposed to 27.3 who claim not using English in their work. And then when asking them if they have been trained in English at their work place, more than half of the informants which represents 58 percent say yes and 42 percent answer no.

**Table 3.10 The use of English at work.**

	<b>The use of English at work</b>	<b>The training course in English at workplace</b>
Yes	109- 72.7%	87- 58
No	41- 27.3%	63- 42%

When it comes to language choice, which language they prefer for working, French or English, there is no doubt that English takes the lead with 71.3% as opposed to French with 28.7% and the following chart shows the results of the competition between two foreign languages.



**Chart 3.3 French or English at work**

### **3.5.1.5 English in Education**

The next section E concerns English in education, the questions in table 3.11 shed light on the attitudes of our informants concerning the introduction of English in the three levels of education (primary, middle and secondary), 75.3 percent represent those who think that it is essential to have English at the three levels and 24.7 think that having English from primary school to secondary school is useful but not essential.

Table 3.11 English in education.

	Introducing English in the three levels (primary, middle and secondary).
Essential	113- 75.3%
Useful but not essential	37- 24.7%

The following chart gives a view about education and how it should in Algeria, related to the use of one language, two languages or more. Our participants should deal with the use of one language or many languages in teaching in Algeria. 4.7 percent prefer to have a monolingual teaching (arabised), 24.7 percent think that our teaching should bilingual and finally the majority of the participants opted for multilingualism with 70.7 percent.

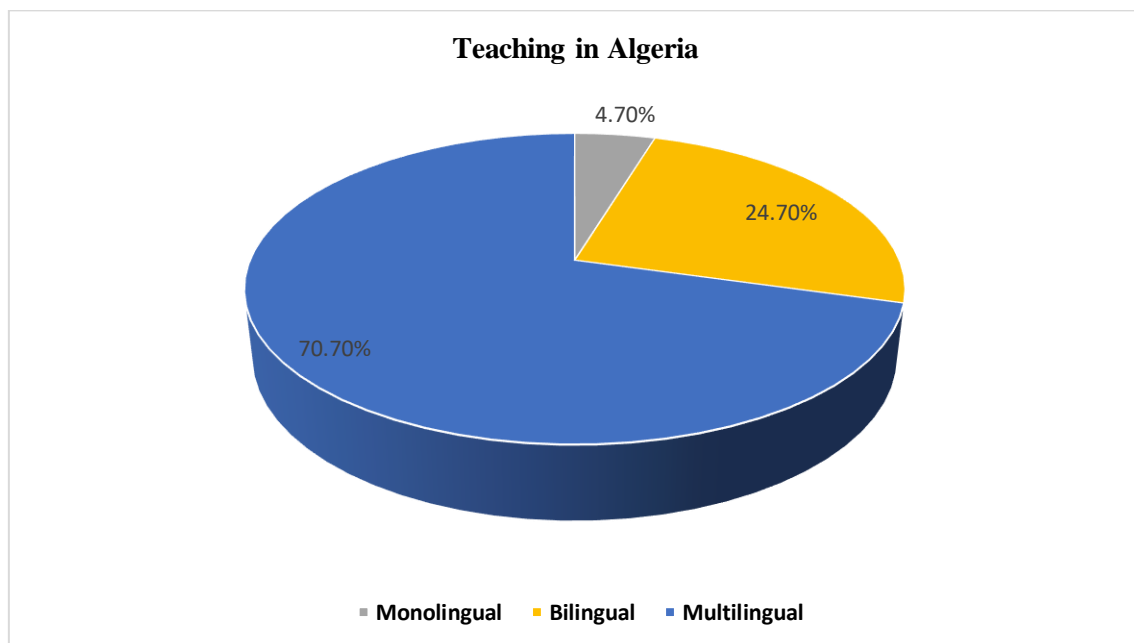


Chart 3.4 Education in Algeria.

Table 3.12 deals with the ranking of languages, we asked the informants to rank the languages if their answers concerning teaching should be bilingual or multilingual. They should

name the languages and rank them. English takes the lead (first position) with 81.3 percent then we have French with 80 percent, followed by Arabic with 65.3 percent results. Spanish is placed in the fourth position with 20 percent and Chinese is in the last position with 2 percent.

**Table 3.12 Languages in Education**

<b>Ranking of Languages (bilingualism and multilingualism)</b>	
<b>English</b>	<b>81.3%</b>
<b>French</b>	<b>80%</b>
<b>Arabic</b>	<b>65.3%</b>
<b>Spanish</b>	<b>20%</b>
<b>Chinese</b>	<b>10%</b>

The last part of section E concerns the introduction of English, teaching English from primary school. And teaching scientific matters in English at university.

**Table 3.13 Teaching English in primary school and at university.**

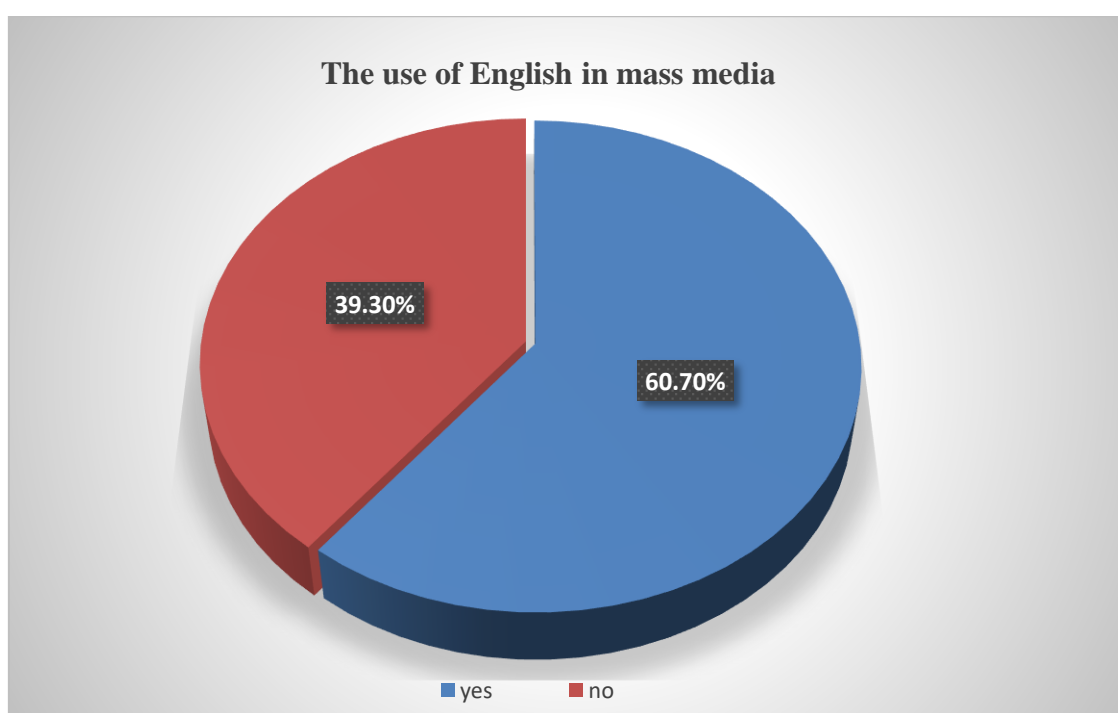
	<b>Teaching English from primary school</b>	<b>Teaching scientific matters in English at university</b>
Yes	126- 84%	113- 75.3%
No	24- 16%	37- 24.7%

English is an important language and matter in education, starting from primary school, so when asking our informants about their point of view concerning the teaching of English starting from primary school, The data show that there is considerable agreement among the respondents. About 84 percent say yes and only 16 percent are against. And when we move to university and the teaching of scientific matters, the results indicate that people agree with this

idea , so more than two third of the respondents answer yes for the use of English when teaching scientific subjects at university with a percentage of 75.3 as opposed to 24.7 who disagree.

### 3.5.1.6 Domains where English is used

The following chart gives an idea about the use of English in mass media. Among the respondents, 60.7 percent have chosen English for mass media. And those who are not for represent 39.3 percent.



**Chart 3.5 The use of English in mass media.**

Many other domains have been selected where our informants would like to find English, such as in the case of science with 28 percent, mass media is repeated within the different subjects chosen with a percentage of 32%. We move to work which is an important element in our life with 32 percent. English in Education as mentioned before is so essential so it represents 36 percent, for culture, we have a rate of 8 percent. Technology takes the lead with a high level of 52 percent and finally sport and tourism have not been neglected and belong to the domains where our respondents want to see English, sport with 16 percent and tourism with 12 percent.



Table 3.14 shows the results of the domains where English is used, in science, technology, at work, for education and in tourism.

**Table 3.14 The use of English in different domains.**

<b>The use of English in different domains</b>	
Science	14- 28%
Mass media	16- 32%
Work	16- 32%
Culture	04- 08%
Education	18- 36%
Technology	26- 52%
Sport	08- 16%
Tourism	06- 12%

### **3.5.1.7 Attitudes towards monolingualism, bilingualism and multilingualism.**

The following table 3.15 explores the attitudes of our informants towards monolingualism, bilingualism and multilingualism and how they see the linguistic situation in Algeria.

**Table 3.15 Algeria is a monolingual, bilingual or multilingual country (attitudes).**

<b>Algeria is</b>	
Monolingual country	17- 11.3%
Bilingual country	76- 50.7%
Multilingual country	57- 38%

Among all the population asked, 11.3 consider Algeria as a monolingual society, more than half of the informants see our country as a bilingual one with 50.7 percent and a multilingual nation is seen by 38 percent of our sample.

The following chart 3.8 represents the attitudes of the informants towards the importance of English. Learning English becomes compulsory these recent years and it can facilitate life and help Algeria to enter the modern world, among our respondents, 94 percent agree with the idea as opposed to 6 percent who say no, which represent only a minority.

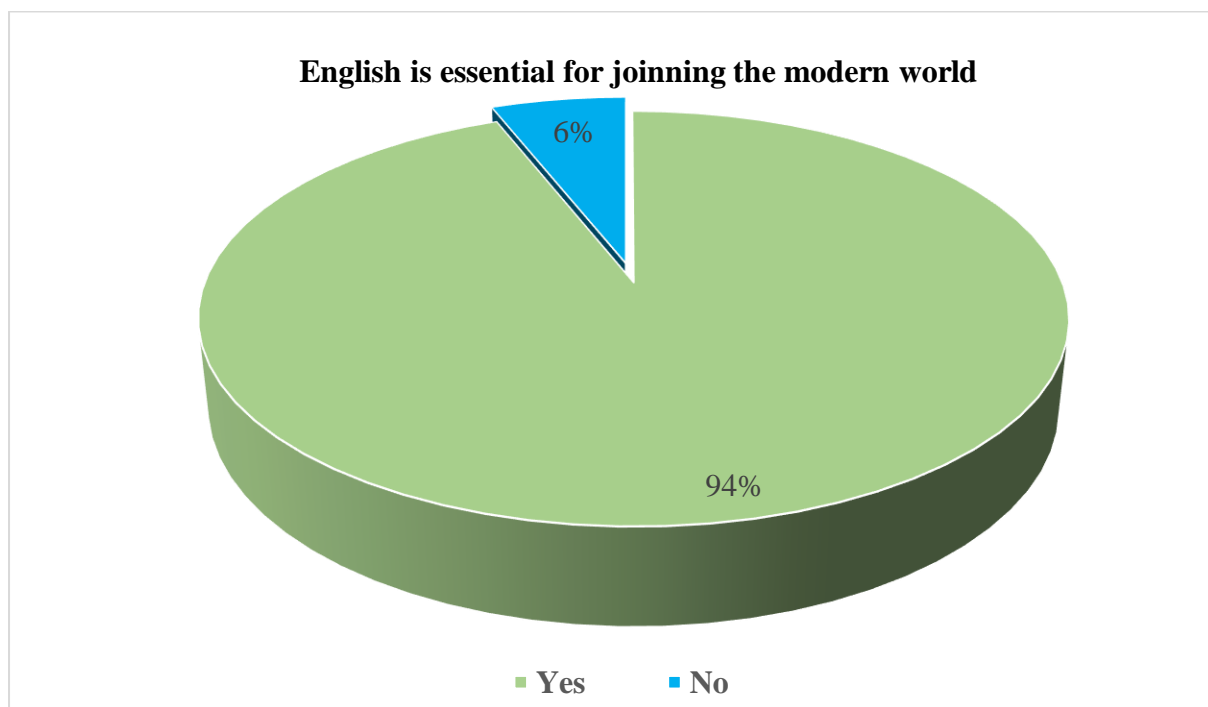
**Chart 3.6 The importance of English in Algeria.**

Table 3.16 illustrates the Arabisation and how can the total arabisation stop the development of the country. We wonder if this process will not stop and make of Algeria an under developed country because it will be not opened to the modern world, the developed world. So, concerning the question of Arabisation if people think that that process will isolate Algeria from the modern world. 46.7 percent say yes and 53.3 percent think no. It seems to be almost fifty fifty. And again continuing with Arabisation and the idea that the total Arabisation will stop the development of the country, the answers yes and no are almost the same, yes with 50.7 percent and no with 49.3 percent.

**Table 3.16 Arabisation and Algeria.**

	<b>Arabisation will isolate Algeria from the rest of the world</b>	<b>Total arabisation will stop the development of the country</b>
Yes	70- 46.7%	76- 50.7%
No	80- 53.3%	74- 49.3%

### **3.5.1.8 Language competition: French versus English**

When we witness the existence of two different foreign languages in Algeria, French and English, we guess that there is a sort of competition between them. And our questionings are about any displacement between the two important foreign and European languages. The following table 3.16 illustrates these attitudes towards the two languages.

**Table 3.17 Language competition between French and English.**

	<b>Competition between French and English</b>	<b>Displacement between French and English</b>
Yes	95- 63.3%	66- 44%
No	55- 36.7%	84- 56%

Concerning the question that asks our informants if they think that there a competition between French and English, 63.3 percent think yes and 36.7 percent say no, there is no competition between the two languages.

And when dealing with displacement between the two European languages and their use in Algeria, 44 percent think that English is replacing French as opposed to 56 percent who claim that English cannot replace French.

The following question is a part of the previous one, it concerns replacing French by English in Algeria, we need a justification from our informants, why they prefer replacing French with English. And the following table illustrates the different suggestions (table3.18)

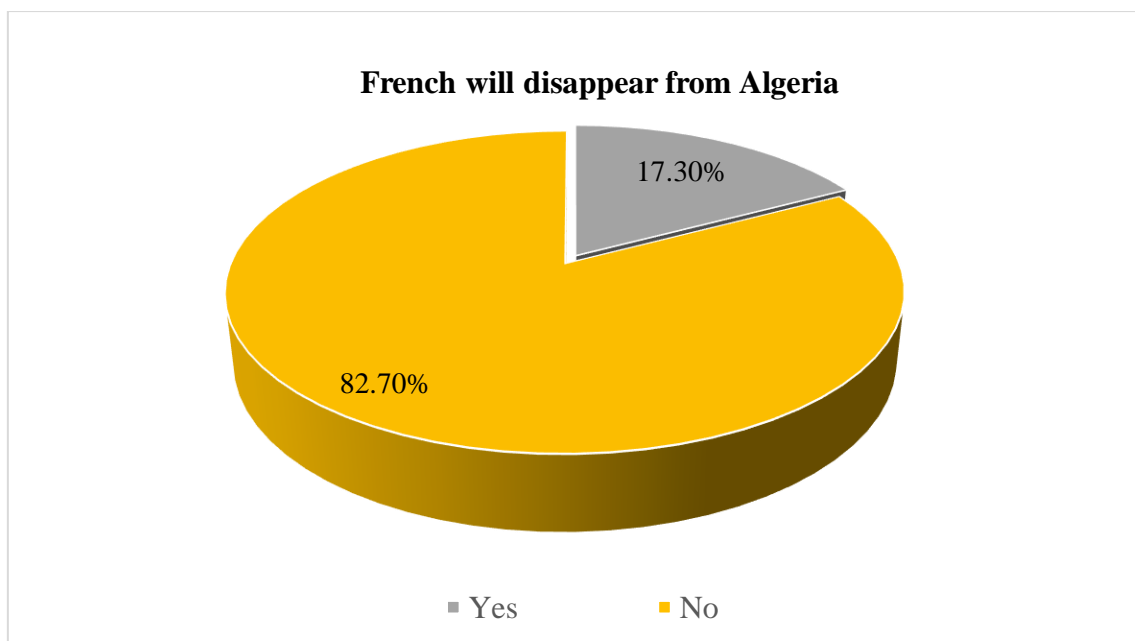
**Table 3.18 The reasons for replacing French by English.**

	<b>Replacing French by English, why?</b>
<b>Colonisation</b>	43- 28.6%
<b>International language</b>	125- 83.3%
<b>Technology and science (useful)</b>	134- 89.3%

When answering the question of displacement between the two foreign languages, we ask our informants to justify their answer of replacing a language by another language. Some think that it is hard to eradicate French from Algeria and replace it with English because it has an important historical background because of the long colonisation (French colonisation) in the

past and it belongs to the linguistic repertoire in Algeria. This idea is supported by 28 percent of the informants. Some other participants who think that it is a good idea to replace French by English because this latter is an international language, a global one, they represent 83.3 percent. Others prefer also the use of English instead of French because English is the language of science and technology, they think that English is more useful than French, they represent 89.3 percent.

And because we see the spread of English these decades that we wonder if French will disappear from Algeria, 17.3 percent answer yes whereas 82.7 percent think that French cannot disappear from the Algerian linguistic repertoire. The following chart gives the results.



**Chart 3.7 The disappearance of French from Algeria.**

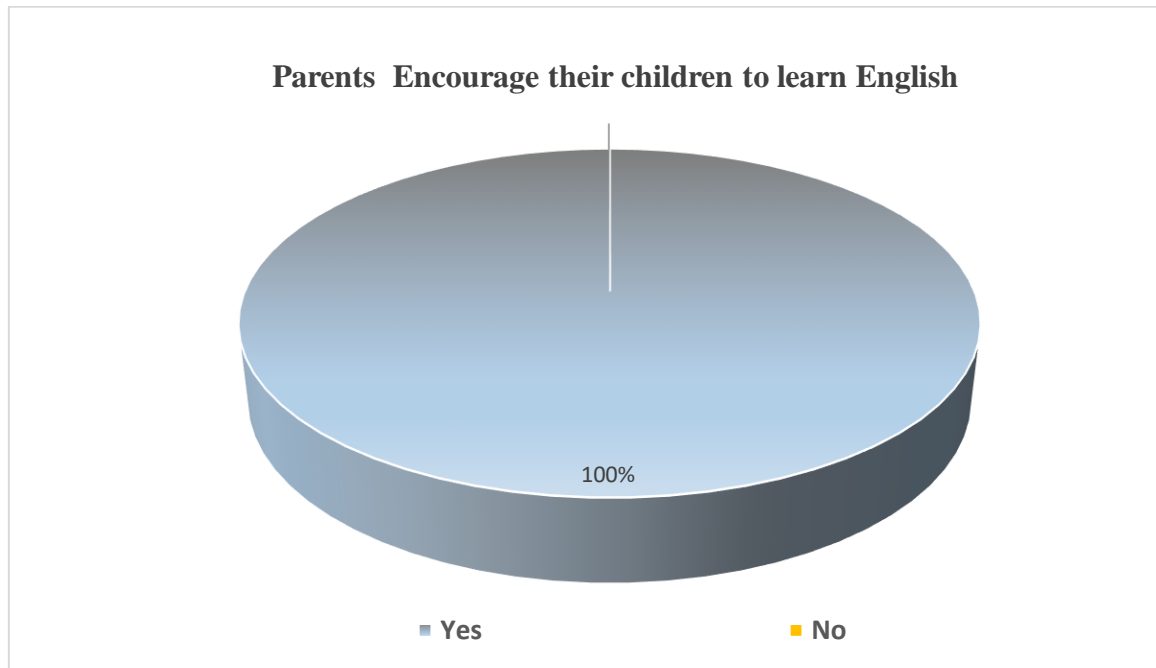
After the competition between the two foreign languages, we wanted to know if English can become the first foreign language in Algeria. 48 percent think yes, it is possible and 52 percent answer no because they do not think that it will be the first foreign language in our country. The next table illustrates these statistics.

**Table 3.19 English as a foreign language in Algeria**

	<b>English will become the first foreign language in Algeria</b>
Yes	72- 48%
No	78- 52%

### **3.5.1.9 Attitudes of the informants concerning their children and the acquisition of English**

Children represent the future of the country, our following questions concern the attitudes of the informants towards the acquisition of English by their children. We ask our informants as parents and their will to see their children acquire English and if they want their children to be arabised (monolinguals) bilinguals or multilinguals, the same thought is shared by all the participants, this is shown in the following chart (3.10). According to the question concerning the children and the wish of the parents for their children to acquire English, surprisingly one hundred percent, it means the totality of the informants answer positively to this idea. 100 percent say yes for acquiring English.



**Chart 3.8 Children learn English.**

The second part of the previous question concerning children, our informants have to justify their answer if it is yes. They explain for which reason they are for the learning of English by their children. When asking those informants why, their answers are as the following, 11.3 percent are for the acquisition of English by their children because English is an international language, 63.3 percent of the informants think that it is important for their children to learn English because it is the language of science and technology and the rest 20.6 percent think that it will be good for them in their future jobs. The following table (3.20) illustrates the results.

**Table 3.20 The reasons for acquiring language by the children.**

<b>Reasons for acquiring English by children</b>	
English is an international language	11.3%
English is the language of science and technology	63.3%
English is important for future jobs	20.6%

The next question concerns children again and how their parents want to see them, arabised as monolinguals, bilinguals, using and acquiring two languages or multilinguals, using more than two languages. The informants answer Arabised with 2 percent. 10 percent of the informants agree with the idea of being bilingual is important for their children and the majority represented by 88 percent who prefer to see their children multilinguals. Table 3.20

**Table 3.21 Monolingualism, bilingualism, multilingualism and children.**

	<b>Children should be</b>
Arabised (monolingual)	03- 02%
Bilingual	15- 10%
Multilingual	132- 88%

The following table 3.22 concerns the children and the wish of the parents to their children to acquire two or more than two languages. We ask the informants to choose languages for their children. English is in the first position with 79.3 percent, followed by French with 70.6 percent. Arabic takes the third position with a percentage of 57.3. Then we have Spanish with 16.6 percent, Chinese with 9.3 percent and finally the last language which is German with 5.3 percent.



**Table 3.22 The choice of languages by the parents for the children.**

	<b>The choice of the languages by the parents to their children</b>
English	79.3%
French	70.6%
Arabic	57.3%
Spanish	16.6%
Chinese	9.3%
German	5.3%

Using the questionnaire as a collected data is not enough to accredit credibility to our findings, so, we opted for another research collecting data which is the interview, Kvale (1983:174) defines this method as the following: “ An interview, whose purpose is to gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena.” The aim of the researcher is to obtain specific information that is important and pertinent to the study. The interview, as mentioned previously is the second tool used for collecting data. The interview is used to obtain more qualitative data from the respondents.

### **3.6 The description of the Interview**

As previously mentioned, the second tool used in this study to collect information from our informants and will contribute in checking our hypotheses is the interview. The interview is used to obtain more qualitative data from respondents and to validate the findings gathered from the questionnaire. The interview, for the purpose of this research, semi structured interviews were used. We have

already elaborated the list of questions to be covered. We changed some of them. Milroy and Gordon (2003:57) explain the interview: “Interviews have traditionally been the most common approach to data collection among sociolinguistics.”

For the present interview, some questions were prepared in order to guide the interview towards the satisfaction of research objectives and some additional questions were encountered during the interviews. The semi structured interview aims to identify participants opinions and feelings regarding the status of English, attitudes and different ideas. After explaining the aim of our research which focuses on the importance of English in Algeria, the aim of the interviews is to know the attitudes of people towards that important language in some important private schools.

The interview is composed of twenty questions that seem to be pertinent to the topic under study.

The first question of the interview deals with the importance of English in Algeria. The language which becomes compulsory in our country in education, so the aim behind this question is the beginnings of the schools, to see if they have just opened their doors or ancient schools.

The second question aims to investigate the learners’ levels by suggesting an evaluating and diagnostic test before starting teaching them and putting them in the right groups, it is an assessment tool to diagnose the learners’ levels, it is an important test for the teachers in order to help them find out the level of the learners, identify their weaknesses and build a plan to improve their level.

The third question of the interview seeks to know if the learners even if they are Arabic native speakers can achieve and have near native mastery of the language, taking into consideration pronunciation and phonetics. We wonder about the native control of English, if there is a difference between native and non native speakers of English.

The researcher asks the manager about the motivation of the learners. Moreover, the respondent is asked to explain what kind of motivation they have (question four).

The fifth question targets to know the different levels suggested in the different schools. Levels from beginners, to upper level. And if the learners are enough motivated to finish their language training.

Question six concerns the communication part, the different skills in education (including writing, reading, listening and speaking) and the most developed skill wanted to be developed.

Question seven deals with the needs of the learners, we wonder about the specific and exact

needs of the learners before starting their training, about what they expect from coming to learn English.

Question eight pushes the informant to speak about the preferences of the learners between general English and business English.

The next question (nine) is related to the previous question because it concerns also general English and business English and the informant is asked to compare between them, we were curious to know the similarities and differences between general English and business English. Question number ten of the interview seeks to know if the managers and teachers of the schools try to adapt and provide technical and special language for their learners because the learners are not only students or pupils, general English is not enough for the workers. They maybe have other needs and specific expectations.

In question eleven, the researcher asks the informants about the learners' goals when coming to school and choosing English.

Question twelve concerns the different languages available and taught at each school. The next question (thirteen) is related to the previous question (twelve) in the way that in this question, we speak also about the languages taught and try to have a comparison between the different languages and English and if this latter has a special rank ( we mean it takes the lead) or it is at the same level as the others, comparing to French, German, Spanish and so on...

Question number fourteen of the interview is very important because it concerns the status of English in the world. So, the researcher asks the manager about English and if it ranks as the most important language in the world, if it is a global language.

The researcher in question fifteen aims at discovering and knowing more about the learners' profile, they are pupils, students, businessmen, doctors or simple workers...in order to know who are interested in that particular language.

Question sixteen aims at making a comparison between the two important European languages, the two foreign languages in Algeria, speaking about any displacement between French and English. It is a well known fact that French is really present in our country because of the historical background (French colonisation) but people are for the establishment of English because it is an essential language in our daily life. The second part of this question is tightly linked to the previous one because it concerns also the two European languages used in Algeria. The researcher wanted to know if French is replaced progressively by English with time. In question seventeen, we wonder about the status of English in the world, it is actually considered as a global language, a universal one and an international language.

The question eighteen is before the last one, it concerns the number of the learners and some statistics about these learners during years, some years ago and now, if the number of the learners is increasing or decreasing.

Question nineteen concerns and deals with the future generation and the hope of our country, we all believe in our children as a brilliant future for Algeria, they represent a the future of a well-developed country, so, the program selected for them should be equal to the ambitions we need for our country. Their training should be motivating, funny and precise, and the teachers should be up to their job. The teacher should get the children excited about learning, they should smile and make them enjoy coming to school.

The last question of the interview (twenty) is about the encouragement of the use of English in Algeria, if is a political policy aiming at improving the economical and technological situation?

### 3.7 The interpretation and analysis of the interviews

The following questions and answers are those of the five managers of the private schools dealing with English.

#### 3.7.1 The beginnings of schools and test evaluation.

**Q 1** I am working on the importance of English in our country and I am sure that learning that language becomes compulsory, so the first language asked to the **interviewees is about the beginnings of their private schools.** School (A) opens its doors six years ago. It is approximately the same for the second school (B) which was established five years ago. They opened a school in Algiers before Oran. More recently, school (C) started teaching foreign languages and English in particular in 2017, school (D) starts with foreign languages six years ago and finally the school (E) is the most ancient one, it exists since 1995.

**Q 2:** dealing with the second question of my interview concerning **the test evaluation and if the manager suggests a test for in order to assess the learner's level.** The answers are yes for all the schools. The school (A) suggests a written test then an oral one. School (B) suggests only an oral test because they want to know how they speak, to develop oral skill. School (C) proposes oral or written test it depends, if the manager is present it is an oral test if he is not it will be a written one prepared before. School (D) proposes an oral test only for adults and the

last school (E) it is a written test because they do not have enough time to test all the learners orally.

### **3.7.2 Learners and their pronunciation**

**Q3 : when we asked the managers if the learners can achieve near native control of English in pronunciation and phonetics**, the answers are as follows: for school (A), it is hard for learners to pronounce English as English people, native speakers because they speak French, with practice they can master the pronunciation and the language itself with grammar. Teaching focuses on phonetics, listening and reading comprehension. The learners are motivated because they know that English is very important and everything is based on English. School (B) claims that English is an easy language, one of the easiest language in the world. The learners learn English faster than French or Spanish. There are native or close native trainers who teach the learners. So when the trainer pronounces correctly, the learner automatically will learn the right pronunciation of the language. They are motivated because they have an objective, they really need English in their life..... School (C): the manager thinks that Arabic can help the learners acquire a lot of languages and English in particular. The different sounds of Arabic can help the learners to achieve near native control of language. School (D) they say that the learners try to speak good English but they prefer to speak American English than the British one because of the movies on television. And finally for the last school (E), when the learners ask for American or British pronunciation, we respond by saying that the most important is to understand and to be understood because if they go to the united states of America, they will find different Englishes spoken in different parts of the country. And the manager adds that the teacher in that school teach what they have already learnt at university, an Algerian English.

### **3.7.3 Learners' motivation**

**Q4 when asking about the learners' motivation**, in school (A), the interviewee says that the learners are very motivated because they consider that nowadays English is very important and they make efforts to learn it because everything is based on English not only in Algeria but in the whole world. For school (B), it is not surprising that the answer is yes, the learners come to study English not only for fun but because they need it in their studies and professional life. They need it also for travelling to foreign countries, not to be limited to French and France only. The third answer of school (C), was affirmative, the learners come with a positive attitude to learn English. For school (D), the answer is yes also, because the learners see in English an

important language in their life. The last school (E), the informants consider that English is becoming compulsory for their life in different domains.

### **3.7.4 The levels suggested**

**Q5 when asking about the number of levels suggested,** we have seventeen levels in the first school (A), beginners, elementary, pre-intermediate, intermediate, upper-intermediate and advanced proficiency (for adults) and for teenagers there are projects. In school (B): there are ten levels, from one to five, it is general English and from five to ten it is a professional English. English for specific purposes, it depends on their needs. They are obliged to have a background in English otherwise professional English cannot be taught. School (C), they have basic levels for beginners then six levels A1, A2, B1, B2, C1 and C2. And for school (D), there are European references A1, A2, B1, B2, C1 and C2. And finally, for school (E), they have twelve levels only for general English.

### **3.7.5 Communicative skills**

**Q6 which skill is really developed,** when asking this question the first school (A) says that most of the learners come to the school in order to speak. Speaking English helps them for travelling and communicating with people abroad. For the second school (B), speaking is the most important developed skill. For them classes are based on conversation, communication is very important without neglecting grammar, vocabulary and this is via communication. The learners of school (C) focus on conversation class, they prefer to develop the oral skill. And it is the same case for school (D) and (E) where the learners are interested in conversation and prefer mostly to develop communicative skills.

### **3.7.6 Learners' needs and expectations**

**Q7 I asked the managers about their learners' needs and if they have specific and structured needs and expectations.** The needs are different, for school (A), the teenagers need grammar and vocabulary for their exams and tests and for the adults, they need speaking. The needs and expectations for the second school (B) are speaking English can help them in their professional life, for studies, for pleasure and for travelling. They do not do it just for fun. For school (C), they say that when it concerns the kids, their aim is to improve their English especially a good competence in the classroom whereas for adults, they need English for studies, exams, working in multinational companies if they go abroad. For school (D) the

answer was brief, they say that the goal of the learner is to speak fluently. And finally the last school (E), their aim are speaking, understanding the language, for studying and for working with foreign partners.

### **3.7.7 General English and technical (business) English**

**Q8 I asked them if their learners prefer general English or business English and the answers are as follows,** school (A) says that general English is for everybody, all the learners but business English is only for business men, those who are interested in trade and business. For the second school (B), general English is for the beginners then business English or medical English with new expressions for those who are interested in. School three (C) claims that general English is used everywhere, in movies, music... whereas technical, business or medical English have specific terms. Learners need some background in general English first if they want to learn technical English. For school four (D), the choice depends on the learner's level, if the learners are beginners, they are obliged to start with general English than specialism, whereas, if they have a good level, they can go directly to speciality, business, medical or technical English. For the last school, school (E), they teach only general English within twelve levels.

**Q9 we asked the managers about the comparison between general English and business English, about differences and similarities.** When we asked this question, school (A) says that general English is important, for communication, the majority of the students need it. And business English is for business men, for trade, contracts and companies. Business English is not a new language, they use a language they already know in a professional context. General English is for life in general and business English is about technical words related to business. For school (B), the manager says that learners cannot start specialism if general English is not good enough. They have to start with general English then they move to business English. They start to communicate before speaking about business. The great difference is in vocabulary. The third school (C) claims that a beginner cannot speak business English or technical or medical English without a background in general English first. The difference between the two is in vocabulary. For school four (D), the learners has to be good in general English then they can be good in business English. The difference for them is also in vocabulary. For the last school, school (E), learning general English allows communication in business.

**Q10 asked about the teachers' programmes and if they adapt and provide technical English to learners' specific expectations**, the first school (A) answers positively, they do it for doctors, for business men and others. They feel ready in any situation. When asking about the learners of the second school (B) about the expectations, their answers are that they are in the school because they want to speak and focus on learning how to speak English. It is the same case for school (C), they try to adapt a program according to the learners' needs after general English, which is an important step before moving to specific needs. In school (D), teachers adapt programs and lectures to their learners' needs. They can provide English for different purposes, various domains. English for business, English for doctors, for trade... but all of their learners need to speak English, speaking English fluently and writing it will help them. Other learners are students who want to improve their English for travelling for example. In school (E), they try to adapt specific programs for particular situations, the vocabulary for business, for travelling, to apply for a job.

### **3.7.8 Aims and goals of the learners**

**Q 11 is about the goals of the learners when joining the schools**, for the learners of school (A), goals differ from one person to another, teenagers learn English to study, to have better grades whereas for adults, their goals are speaking and communication with foreign people. For school (B), there is one important goal of the learners which is speaking, they join the school for one reason, speak with confidence, maybe the learners are passive in English and prefer to be active by speaking. For school (C), their goals are to speak English fluently, they need English for conversation in particular. Most of the goals of the learners are to develop communicative and oral skills. The same question to school (D) has the same answer as the schools mentioned earlier, the most important goal of the learners is to use English easily, to understand and to be understood and eight five percent prefer to develop communicative skills. When learners join school (E), they have special goals which are speaking and understanding English, as simple as it is.

### **3.7.9 Foreign languages at schools**

**Q 12 we asked them about the languages taught in the different schools**, in school (A), there are different languages, the most important is English, French, Spanish and Arabic for foreigners. There are many languages taught in school (B), they can teach different languages, depending on the demand, depending on their needs, English is the first language they can teach



French, German, Italian, Spanish, Arabic. In school (C), many languages are available, among them English first, French, German, Spanish and Turkish. In school (D), English and French are available for children and for adults, English first with an important number of learners then they have French, Spanish, German, Italian and Turkish. There are four languages taught in that school (E), English, French, German and Spanish.

### 3.7.10 The status of English among the other languages

**Q13 we wanted to know about the place and the status of English as compared to other languages and if it takes the lead and for which reason,** for school (A), they confirm that English is number one in the whole world and the majority of the learners are interested by English, because it is the language spoken in the united states of America and it is a powerful country. It is an evidence that English takes the lead among other foreign languages in the world for school (B), they added that especially in Algeria, ninety five percent of the demands are for English, it is a great difference if compared to other languages in Algeria. For school (C), it is evident that English takes the lead because of the number of learners as compared to other foreign languages which have the same rank. There is a big difference between English and French. In school (D), English ranks in the first position, among other foreign languages. It takes the lead clearly. In that school French is placed in the fourth position after German and Spanish. Maybe those who need French they go to CCF(Centre Culturel Français). English is taking the lead in school (E), if they compare this language with the other foreign languages, English ranks the first among them. People realise that English is spoken all over the world.

**Table 3.22 The status of English among other languages.**

English	1
French	2
German	3
Spanish	4

Turkish	5
Italian	6

### 3.7.11 The status of English in the world

**Q14 we asked the managers if English ranks as the most important foreign language in the world**, their answers are positive, for the first school (A), they say that it is sure that English ranks as the most important foreign language in the globe. It is also the same for school (B), they really think that English is the most important foreign language in the world. In school (C), as in the other schools, English is the first foreign language because of the great number of learners, it is important and attract people because it represents communication in the world and an easy way to be opened to the whole world. For school (D), it is not a surprise that English is the most important foreign language in the world. It makes communication among foreigners easy. For the manager of school (E), as said previously, it is sure that English is the most important foreign language in the world.

### 3.7.12 Learners' profile

**Q15 we wanted to know who the learners are**, for school one (A), their learners are teenagers from middle and high school, students, doctors, adult people from different categories. There are different people in school (B), they are mainly young professionals who need English in their professional carrier either to learn English as beginners or to improve it. English helps them and gives them opportunities, they will be opened to the world. And even in Algeria, mastering English can help more in applying for a job, a cv with mastery of English is better than a cv without. The learners of school (C) are students, workers, some of them learn English just for fun , because they like it and maybe it will be something good for their future and others have to do it whether they like it or not, it is an obligation for them because it represents an important tool in their work. Workers including doctors and businessmen, students, doctors and children represent the learners of school (D). Most of the learners of school (E), are students or pupils of middle or high schools, teenagers want to prepare their final exams like baccalaureat exam, and students at university may continue their studies abroad.

### 3.7.13 Language competition

**Q16 we try to compare between the two European foreign languages, the presence of French in Algeria and its important status as being a part of the Algerian linguistic repertoire and we wanted to know if there is a sort of displacement between French and English, we mean maybe English is replacing French,** the first school, (A), the manager speaks about code switching between French and English, learners may switch from a code to another because there are some similarities in words but words are pronounced differently, learners tend to use French because they feel at ease with that language because of the colonisation. Because the majority of our learners have some background in French with different levels of mastery, so they want to know another language which has an important role in the world, it is used internationally and is very useful. For example foreigners who belong to our school communicate with Algerian learners in the school via English and they use for travelling, for communicating abroad. The learners of school (B) are mainly focusing on English, they prefer English rather than French because they master to some extent French because its real presence in the society. They are more interested in a new language which can help in their life, English. For school (C), English is replacing French progressively, sooner or later, English is going to replace French, we see this phenomenon in the society, people asking for English are more numerous than people asking for French, in the street, shop logans were in French and they become written in English much more. So, English is taking over the world. Nevertheless, our learners are influenced by French and they code switch between French and English during our lectures. French is used as for filling the gaps, , when speaking English and they do not find the appropriate word, they use French instead. For the manager of school (D), the answer is brief and clear, we have to switch from French to English in Algeria, teaching English should start from primary school. They have noticed that when parents come to register their children, they have a feeling of regret because they did not have the chance to learn English before. It is the case for engineers, businessmen, managers, who work in multinational companies or for their research domain French is not sufficient in their work, in order to be updated and know all what is happening all over the world, they can do it via English, this language can achieve many goals. It is evident for school (E) to move to English, they say that the spread of English in Algeria is a very good idea, teaching English more and more, but in the contrary, there is a will to maintain French, even if English is more useful than French for us and for the next generation.

### 3.7.14 English as a global language

**Q 17 we wonder if English is a global language,** school (A) agrees completely on the fact that English is an international and a global language. School (B) answers positively to the questioning about English as an international language, the learners know that thanks to English they can communicate with the rest of the countries which communicate in English with foreigners. The manager of school (C) agrees on the fact that English is a global language, it is the language of powerful companies all over the world, people communicate in English in international meetings, it is the lingua franca. Nowadays the fact that people do not speak English is considered as a handicap. English is an international language and a global one. In school (D), the manager is really convinced that English is the most important language in the world, it is an international language, it represents globality and mutual intelligibility among foreign countries of the world. English is a global language, an international language, a lingua franca for school (E).

### 3.7.15 The role of children in the future of the country

**Q18 we all know that children represent the future of the country, so we are curious of what the different schools may suggest as language training for that generation,** they suggest in school (A) that the system of education should make some reforms concerning English and English starts to be taught from primary school instead of middle school because of the importance of that language and their private languages school, they give support and help to improve their learning, but English should be available for all. Children really need English in their future life and they can acquire many foreign languages at the same time because they are young and have the capacity to do so, because they can learn quickly and more efficiently, they come to school everyday with a positive energy to learn, so we teach them and play with them with toys, using colours, in a funny way. Children in school (B) can start a kid's programme from the age of four, a very young child can start picking up words and understand a foreign language, their method is based on communication, so they are able to acquire a new language easily, in a funny way. Children do not have to feel themselves as acquiring a language, they should acquire it as if they are acquiring their mother tongue, in an easy way, by explaining, playing and repeating. For children in school (C), there are special programs during holidays, there are intensive sessions which help children to improve their English, then we have some other programmes which allow children to learn English in a funny way, with cartoons, with other activities progressively. They are able to learn many languages at the same

time. What is planned for children in school (D) is to do maximum effort in order to make them memorise information because they have not a lot of free time because of schooling, three or four hours a week, except on holidays, they try to create a good atmosphere for learning and choose a very good teacher in order to attract their attention and make them learning this new and important language with games for example. The majority of Children who come to school (E) want to have good grades in French because it is the first foreign language taught in primary school, so they have more classes for French than English whereas for teenagers, it is different, they tend to choose English instead of French.

### **3.7.16 The increase of the number of learners**

**Q19 is before the last question and it concerns the number of the learners every year, if it is increasing or decreasing,** the manager of school (A) was happy to say that the number of the learners is increasing year after year thanks to advertising and the great interest in learning that language. For school (B), there is no doubt that the number of the learners is increasing year after year. People are more aware about the importance of English. The number of learners of English who register to join school (C) are more and more numerous year after year, this means that the number is really increasing. The number of learners who join school (D) is always increasing, people are aware of the importance of English in their life. The number of learners in school (E) was increasing some years ago but these two recent years, they are maintaining the same numbers of people who join the school during the year.

### **3.7.17 The political policy for encouraging the use of English in Algeria**

**Q20 is the last question (twenty) and it concerns the encouragements of using English in Algeria and if it is seen as political policy,** the manager of school (A) believes that it is a political, technological and economical policy aiming at improving the Algerian situation. For the manager of school (B), it is sure that the encouragement of the use of English is a political policy because English is linked to economics, so the government considers it as a tool for a modern life. For school (C), English is a door to enter the world of technology, science and it helps improving the economical situation of Algeria. Before the last school, (D), the informant says that it is a good political policy, it aims at improving the economical and technological situation of Algeria. English is a foreign and important language. The last manager, school (E) answers of course, Algeria encourages the use of English for the development of science,

technology and economics. He adds that to know English has a lot of benefits in the personal and professional life.

### **3.8 Conclusion:**

The results of both of questionnaire and interview confirm the will of the Algerians to acquire English, they are really aware and conscious about the importance of that language. A language which represents technology, science and modernity. Thanks to English, people interact all over the world, they can understand and can be understood. Children and adults should be motivated to acquire English, children have a great capacity of acquiring different languages at the same time and adults should consider English as an opened door to the new world. The more languages we acquire, the easier other languages will be. Languages will not create confusion in their mind.

The government and the linguistic policy should not replace a language by another one, the best solution is to add, adopt another foreign and crucial language. We should not speak about the displacement between the two European languages but about adopting both of them. French is considered as a part of the linguistic repertoire, used in everyday life interaction and English as the language of science, technology, evolution and modernity.

# CHAPTER FOUR

## DISCUSSION OF THE FINDINGS AND RECOMMENDATIONS

## **4.1 Introduction**

Chapter four is meant to summarize the findings of the two instruments of research: the questionnaire addressed to the two important companies dealing with economics and telecommunication, Sonatrach and Ooredoo. And the interview conducted with managers of private schools of languages, and it provides a thorough discussion of the results we have arrived at and to discuss them in relation to our research questions and form a real basis for the hypotheses. The chapter ends with some solutions, recommendations and future suggestions.

## **4.2 Summary of Findings**

The following summary of findings refers to a concise presentation of the key results and conclusions drawn from the research study and investigation. It serves as a condensed overview of the main outcomes, insights, and implications derived from the research process. The goal is to provide a quick and accessible understanding of the most significant aspects of the study, the first part concerns the questionnaire for both companies, Sonatrach, one of the largest oil and gas companies in Africa which holds a prominent position in the global energy market. The company plays a crucial role in the exploration, production, and export of hydrocarbons, Algeria heavily relies on oil and gas exports, and Sonatrach is at the center of this economic activity. Sonatrach plays a critical role in ensuring Algeria's energy security. The company's activities and decisions have a profound impact on the economic well-being and development of the country. Ooredoo, a telecommunications company that operates in various countries, including Algeria. The company is a major player in the telecommunications sector, offering services such as mobile telephony, internet, and fixed-line services. It plays a big role in expanding mobile connectivity and internet access in the country. Then, results of Sonatrach and Ooredoo are compared to show that needs and expectations of both companies may be different. The second part of the summary deals with the findings of the interview conducted with the managers of private schools of languages where English is widely taught and appreciated.

### **4.2.1 The Questionnaire**

Concerning the first question about the mastery of English, the majority of the informants claim to know English and only a minority does not. Those who know English with different levels of proficiency represent the majority of the informants and can be seen positively, a positive attitude towards a foreign and important language (chart 3.1).



Speaking about the self evaluation for the different skills. We notice that well is the highest percentage, very well and very bad almost the same number. Well represents the highest percentage in the three different skills which are speaking, reading and writing. But the number of the informants who read English well is far superior than writing and speaking.

More than half of the informants master, to some extent, the English language with three different skills, speaking, reading and writing (table 3.4)

Chart 3.2 deals with the first contact of the informants with English. A great number started learning English at school, followed by a minority who met English thanks to training courses and finally those who said that it was at home represent a small number.

Section B deals with an important element in our research, the place of English in the Algerian society. We asked our informants about its status, they answered as follows, nobody thinks that it is a primary language in our country, only a minority thinks that it is a second language and the majority of the respondents say that English is a foreign language in Algeria and for the second question of the same section concerning its use in everyday life interactions, only those who say yes justified their answer by saying that English is much more used by the young generation, they use a mixture of English, Arabic (colloquial Arabic), French and sometimes words from Kabyle, (table 3.5).

When dealing with linguistic competence in different languages, we notice that French takes the lead followed by Arabic, English in the third position then Berber with only one percent because maybe this person was the only Berber among our informants (chart 3.3).

Table 3.6, when dealing with the appropriate language for different purposes, English takes the lead, it has more advantages and it ranks the first among languages and even before Arabic, the native language of Algerians, for different domains such as studying, working and reading books. We can say that this table is a part of an inquiry about the situation of the future of the country because we can see that people do not limit themselves to the use of one single language which is Arabic. For studying, English is the first language chosen, then French, Arabic and Berber. In working, we have as a first language English, followed by French, Arabic and Berber. When it comes to reading books, English, French, Arabic and Berber. And finally for reading newspapers, French precedes English, then Arabic and Berber.

Table 3.7 concerns the use of English in mass media, watching movies and documentaries and listening to radio broadcasting in English. We have noticed that our informants are much more for watching than listening to radio, there is a real difference between the two.

For the purpose of working, as we can see from table 3.6 that English is the appropriate language in their work. The majority say that they use English at work and more than half of the informants said that they received a training (table 3.8).

Table 3.9 illustrates the attitudes of people, their point of view in teaching, we can see that the majority thinks that using English in the three levels is essential and not only useful. This means that more than half of the population asked agree with this idea.

And when concerning the teaching in our country, the majority are for a multilingual teaching. Monolingualism is very rare. We actually do not find a country using only one language, the native language because people all over the world are conscious that acquiring a new language, a foreign one is seen as a positive attitude (chart 3.5)

When we move to chart 3.6 which deals with the ranking of languages, Arabic takes the lead and is placed in the first position because it is our native language, our mother tongue and the language of our religion and it is so important to keep its prestigious place in the first position. Then when we see the two important European languages, they occupy almost the same place, there is no big difference. French is a part of the Algerian historical background and English represents modernity, technology and science. Spanish follows, (fourth position) and finally Chinese in the last position because it represents power and industry.

Table 3.10 deals with education starting from primary school to university, the teaching of scientific matters. Primary school is the most important step in acquiring knowledge and children have a great capacity of learning new things, they are able to acquire a lot of information so teaching them English will help them in the future, future jobs and life in general. They are able to acquire with a near native control especially pronunciation. And in the domain of teaching scientific matters in English at university, the majority is for. The informants are aware of the importance of the language in the future for example reading books. The majority of books in technology and science are written in English, so if we want to have access to that information, important information, we should know English otherwise it will be a handicap. Actually, those who ignore English feel themselves handicapped, because it represents globalisation.

Chart 3.7 illustrates the expectations of the informants, their needs and where English is welcomed. They are for the use of English in mass media, more than half of them. (see table 3.11). They would like to find English in different domains. Science and technology are the first domains, the most important and the most useful in the future life, for work, for business. Other domains are important also like education, mass media, sport, culture and tourism.

When we focus on table 3.12, we notice that our informants consider Algeria much more as a bilingual country than monolingual or multilingual. So half of them see it as a bilingual nation and more informants are for multilingualism than to monolingualism which is a rare phenomenon. If we consider our country as monolingual country, which is not the case basically, we will limit ourselves in all the domains.

Chart 3.8 illustrates the number of the informants who agree with the idea that learning English becomes compulsory, it is obligatory nowadays to acquire this international language because of its use all over the world and we should see these results as a positive attitude towards English because almost the totality of the respondents answer yes. Whereas when we asked our informants about Arabisation the answers are shared between yes and no. They do not think that this policy will isolate Algeria from the rest of the world and the same findings are for the case of stopping Algeria to enter the modern world when applying the total Arabisation (table 3.13).

Table 3.14 deals with the fact that there is a competition between two different languages. When we have in a country two important foreign and European languages, we can subsequently speak about competition and as a consequence a displacement between the two. It is hard to compare the two languages because basically their presence does not start at the same time. French is considered as a part of the languages of Algerians with different levels of fluency whereas English is present as a foreign language because it represents globalisation, technology and science. The majority of the informants are sure that French will not disappear from Algeria because it is a part of the linguistic patrimony even if it is not officially recognised. And those who think that English will become the first foreign language represent the half of the respondents, that means that there are informants who think that French will always be the first foreign language in Algeria, and others think it will be the case of English. The same findings for the question of replacing French by English. We mean that they think yes and no. We think that English cannot be a substitute to French because the history of the two languages in Algeria is not the same. Maybe English is gaining ground in our country because of its important status but it will be used with French and not instead of French.

Table 3.15 explains more the importance of French in our daily life, those who answered no for replacing French by English, explain this impossible phenomenon by saying that this can happen because of the long French colonisation in the past. And those who wanted to replace French by English are not against French but they are realistic and think that English can permit more opportunities in the future because it is considered as an international language and a very useful language for business, technology and science.

In chart 3.9 about the disappearance of French from Algeria, the majority thinks that it will not disappear as opposed to the ones who say yes and they represent a minority.

In table 3.16 about the status of English in Algeria and if English will become the first foreign language in Algeria. The results are shared between yes and no.

Chart 3.10 expresses the will of the parents to teach their children, it is not a surprise if all the informants want their children to learn English. They encourage them to acquire more than one language, this is why they want them to be multilinguals instead of bilinguals and only a small minority responded monolinguals.

They give more explanation about their choice in chart 3.11 by justifying their choice of accepting and pushing their children to learn English because simply it is an international language and a language of technology and science and for their future jobs because after some years, English will become obligatory to understand the others and to be understood by them from different parts of the world.

In table 3.17, the parents want to see their children in a multilingual environment instead of a bilingual or an arabised context.

Table 3.18 is a part of the question which concerns the children and monolingualism, bilingualism and multilingualism. The informants have chosen some languages for their children and the most important one is English, it ranks the first far from the other languages then, we have French, Arabic, Spanish, Chinese and German. We see again that English takes the lead among the other languages. Arabic is placed in the third position maybe because it is the native language of all Algerians and it is acquired as a mother tongue, from the early moments after birth. French is important but not as important as English. The other languages like Spanish, German and Chinese are not really used and not spoken all over the world.

### **4.2.1.1 Sonatrach and Ooredoo**

The needs and expectations of the two important companies are nearly the same, with some differences. Concerning the results of section A and if the two societies have workers speaking English, the results show that the two companies have approximately the same rate of speakers of English, with a small difference of 2 percent. 84 percent for Sonatrach and 82 percent for Ooredoo, and those who do not speak that important language represents a minority, represented respectively by 16 percent and 18 percent.

For the question concerning the way our informants speak English, well represents the highest percentage, for Sonatrach, it is 52 percent as well as for Ooredoo which is 54 percent. But we

can see that for the company of telecommunication, those who speak English are more than in Sonatrach, a higher percentage than Sonatrach, 18 percent as opposed to 2 percent. If we compare the two societies, it is not a surprise to see that in Sonatrach, the workers speak English badly with 37 percent whereas in Ooredoo, only 20 percent speak English bad. Finally in the two societies, only a small group of our participants speak English in a very bad way, it is 9 percent for Sonatrach and 8 percent in Ooredoo. The second communicative skill which interests the research, is the writing skill. For the four degrees of proficiency, results are not the same, so for well, it is approximately the same for the two companies, 65 percent for Sonatrach and 60 percent for Ooredoo. For very well, Ooredoo has better results, 18 percent as opposed to Sonatrach with 8 percent. For bad also, Ooredoo takes the lead with only 18 percent whereas Sonatrach has a rate of 22 percent. And finally for very badly, the results are the same, 4 percent for each company. When dealing with the reading skill, the two companies have the same results for the degree of very bad, 4 percent, for well, the results of Sonatrach are better than those of Ooredoo, 72 percent and 66 percent. Whereas, the results for very well are in favour of Ooredoo with 22 percent as opposed to 11 percent. The last degree of proficiency of the reading skill in English which is reading in a bad way, for Sonatrach, it is 13 percent and for Ooredoo, it is 8 percent.

We dealt previously with the mastery of English language of the participants of the two companies, namely Sonatrach and Ooredoo, then, we move to the beginning of that learning, it is evident that the majority of the informants in both companies started learning English at school, with a small difference of percentage in the two companies, 86 percent for Sonatrach and 92 percent for Ooredoo, whereas at home represents a minority percentage with 2 percent for Sonatrach and 8 percent for Ooredoo. and for the sake of receiving a training, only those working in Sonatrach were lucky to be in contact of that language with 12 percent.

Moving to section B, the first question is about the status of English in Algeria, the respondents of the two companies answered no with a rate of zero percent for the question about English, if it was the primary language in Algeria. When it comes to consider English as a second language, all the informants from Sonatrach said no (0%) as opposed to those of the telecommunication company with 5 percent, and for the last answer suggested (foreign language), 75 percent considered English as a foreign language (Sonatrach) and only 5 percent for Ooredoo. The second question of section B is a part of the previous one, it concerns English too and our questionings are about the use of English in Algeria, if it was used in everyday life interaction, the answers are as follows, for the workers of Sonatrach, only 10 percent answered positively and it is approximately the same rate for those of Ooredoo with 16 percent. In

Sonatrach, 75 percent think that it is not used daily, and for Ooredoo, only 10 percent do. When asking them to justify, they all justify that it is much more used by the youngs and only some words adopted in our daily way of speaking, a mixture of dialects of Arabic, French and Berber. (10 percent for Sonatrach, and 16 percent for Ooredoo).

In section C, concerning the competence of our informants in different languages, Arabic, French, English and Berber, the answers are nearly the same for Arabic, with 98 percent for Sonatrach and 92 percent in Ooredoo. French represents 100 percent for both companies. English with 70 percent in Sonatrach and 60 percent for Ooredoo and finally Berber with 1.3 percent only in Sonatrach. And when they have been asked why they have chosen this ranking of their competence, the answers are as follows, Arabic because the native language of Algerians, but they speak about Algerian Arabic (the dialect), with 92 percent for Sonatrach and 96 percent for Ooredoo. Our informants justify their choice of French as the language they are using for many years in both companies with approximatively the same percentage, 90 percent for Sonatrach and 96 percent for Ooredoo and finally for Berber, only Sonatrach answers with 1.3 percent because they know it and nobody mentions Berber in Ooredoo.

The second part of section C concerns the informants, when they choose different languages for different purposes such as: studying, working, reading books and reading newspapers. For Sonatrach, Arabic is chosen by 30 percent whereas for Ooredoo, our native language represents 36 percent for the sake of studying. For French, the informants of Sonatrach have chosen it much more than those of Ooredoo with 55 percent, (32 percent). For the case of English in studying, Sonatrach takes the lead with 80 percent and only 44 percent for Ooredoo. Berber is chosen only by one informant of Sonatrach which represents 1 percent.

In the domain of working, the results obtained from the informants are as follows: Arabic with almost the same percentages for both companies, 30 percent for Sonatrach and 36 percent for Ooredoo. For French, the workers of Sonatrach choose it much more than those of Ooredoo with 70 percent as opposed to 32 percent. It is the same result for Ooredoo choosing English with 32 percent. English has better results in Sonatrach with 70 percent. Berber as mentioned previously is chosen for working only by 1 percent in Sonatrach. Dealing with reading books, Sonatrach ranks the different languages that way, Arabic with 51 percent, French 70 percent, 72 percent for English and Berber with 1 percent and for Ooredoo, 33 percent for Arabic, French with 22 percent, and 38 percent for English. When we deal with reading newspapers, the results are different for both companies, for Sonatrach, French is chosen by 75 percent followed by Arabic with 60 percent, English with 50 percent and finally Berber with 1 percent whereas for

Ooredoo, English is placed first with 54 percent, then French with 30 percent then Arabic with 14 percent.

We have noticed that the language chosen for studying, working and reading books is English followed by French, then Arabic and finally Berber for both important companies except for reading newspapers where French precedes English only for Sonatrach.

When asking about the use of English in the mass media, about watching films and documentaries in English, there is a big gap between the two companies, but for both of them, they answered positively for watching English channels on television, for Sonatrach, 74 percent as opposed to 54 percent. The participants who answer no, represent a percentage of 26 percent for Sonatrach and 46 percent for Ooredoo. For the sake of listening to radio channels broadcasting in English, for Sonatrach, 77 percent answered negatively, a number which represents the majority and 23 percent said yes and it is the case also for Ooredoo with 66 percent of no as opposed to 34 percent for yes.

The answers of the informants in the two companies are different concerning the use of English in mass media, when they watch television, in English, for Ooredoo, the results are almost fifty fifty, a small difference for those who answer positively whereas for Sonatrach, those who say 'yes' for watching television in English are more numerous than those who do not. What we can see from the two companies is that both of them do not really listen to radio channels broadcasting in English. It is completely different from watching television in English. The use of English in mass media is not the same for television and radio.

In Section D, concerning the use of English at work, the results of the two companies are different, for Sonatrach, 83 percent answered yes against a small number who said no, 17 percent. Whereas for Ooredoo, the results are almost fifty fifty, 52 percent answered positively, 48 percent said no.

Dealing again with English at work, if the workers of the two companies have received any training in their workplace, the answers are as follows, workers of Sonatrach answered positively with 61 percent as opposed to Ooredoo with 52 percent, and negatively with 39 percent for Sonatrach and 48 percent for Ooredoo. It seems that Sonatrach's employees have already been trained in English and half of the ones of the telecommunication company did. The results of the use of English at work are better for Sonatrach with a high percentage compared to Ooredoo. When speaking about the training in the two companies, our informants answer as the following, in Sonatrach, they say that they have already received a training in their work with a rate of 61 percent and no with 39 percent whereas for Ooredoo, the answers between yes and are almost the same with a small difference, yes with 52 percent and no with

48 percent. The last question of section C is about the choice of our informants for languages when they work, to use between French and English. 77 percent prefer English in Sonatrach and 60 percent in Ooredoo and for French, Sonatrach with 23 percent and Ooredoo with 40 percent.

Section E suggests different questions about teaching in Algeria, starting with the introduction of English at the three levels (primary, middle and secondary schools), our informants of Sonatrach think that this policy is essential with 79 percent and those who think that it is useful but not essential represent 21 percent. For Ooredoo, 68 percent of the workers think that it is essential and the rest (32 percent) think that it is useful and not essential. We can see that those who think that it is essential to teach English from primary school are more numerous than the others for both companies.

When giving them to choose between the way our teaching should be, monolingual, bilingual or multilingual, there is no doubt that the answers are for a multilingual education with 69 percent for Sonatrach and 74 percent for Ooredoo followed by the choice of a bilingual teaching with 28 percent in Sonatrach and 18 percent in Ooredoo. Only 3 percent prefer an arabised teaching exclusively in Sonatrach and 8 percent for Ooredoo. The majority of the two companies opt for multilingualism in teaching. The second part of this question asks the informants to list the languages and rank them. In Sonatrach, English is the first language among others with 93 percent, followed by French with 90 percent and Arabic with 77 percent, 25 percent for Spanish and finally Chinese with 8 percent. For Ooredoo, French and English are almost the same languages chosen with 2 percent of difference. French with 60 percent and English 58 percent, then Arabic with 42 percent, Spanish with 10 percent and Chinese with only 8 percent. Both of them choose the two foreign languages with nearly 2 or 3 percent. Speaking again about the teaching of English in Algeria from the primary school, the two companies are for with 86 percent for Sonatrach and 80 percent for Ooredoo and only 14 percent and 20 percent for no. The last question of section D deals with the idea of English which becomes the first language for the teaching of scientific matters at university, the answers are as follows, in Sonatrach those who think that it is yes represent 83 percent and only 17 percent think no, whereas for Ooredoo, only 60 percent think positively and 40 percent say no.

In section F, the first question deals with the use of English by the informants in mass media, in Sonatrach, the answers are positive with 62 percent and almost the same result for Ooredoo with 58 percent, and for no, 38 percent (Sonatrach) and 42 percent (Ooredoo). The second question is about the different fields where English should be, in Sonatrach, technology takes the lead with 60 percent, followed by education with 40 percent, mass media (35 percent),



work with 34 percent, science (30 percent). Culture and tourism have almost the same percentage, 12 and 10 percent and finally sport with only 6 percent. For Ooredoo, technology is also the first one with 36 percent, followed by the same rate for work and education (28 percent), then mass media with 26 percent, sport and science have the same results with 24 percent, tourism is chosen by 16 percent of the population asked and no one has chosen culture in Ooredoo.

Section G deals with the linguistic situation of Algeria and the attitudes of the informants towards Monolingualism, bilingualism and multilingualism. When asking the respondents about the way they consider Algeria, in Sonatrach, 56 percent think that it is a bilingual country, 36 percent for multilingualism and only 8 percent think that it is a monolingual country. For the case of Ooredoo, the results are almost the same for bilingual and multilingual country with 40 and 42 percent, and only 18 percent think that Algeria is monolingual. A superior rate than in Sonatrach. Question 2 speaks about the importance of English as to join the modern world, 95 percent think that English is compulsory to enter the world as opposed to a minority which says no with only 5 percent, (Sonatrach). The respondents of Ooredoo join the point of view of the workers of Sonatrach with 92 percent for yes and only 8 percent for no. With the same idea about joining the modern, in Sonatrach, 40 percent think that Arabisation will isolate Algeria from the modern world and the majority thinks no with 60 percent whereas in Ooredoo, it is the opposite the results are different, the majority thinks that it is no with 60 and yes with 40 percent. Even if Algerians are for multilingualism in Algeria with different foreign languages, people think that it is important to maintain Arabisation. The last question of the section is about the total Arabisation and if it would block Algeria's progress and development, for both companies the results are almost fifty fifty. With 50 and 50 percent yes and no. and 52 and 48 percent for Ooredoo.

In section H, the questionings are about the status of French in Algeria and the competition between the two important European languages, French and English. The first question asks them if they think that there is a competition between them, 62 percent say yes and 38 answer no, in Sonatrach and for Ooredoo, 66 percent answer positively and 34 percent say no. the two companies have nearly the same results. The second question is a part of the first one, if French would disappear from Algeria, the majority of the informants are sure that it will not disappear from our country, for Sonatrach, only 22 percent say yes, and 78 percent think no and it is the same case for Ooredoo, 92 percent for no and only 8 percent for yes. The third question is about the possibility for English to be the first foreign language in Algeria, the workers of Sonatrach say yes and no with 56 and 44 percent and for the workers in Ooredoo,

they are less convinced, they answer yes and no with different percentages, 32 and 68 percent. The last question dealing with French is about displacement, asking our informants if English is replacing French in Algeria, the answers are as follows, for Sonatrach, the answers are nearly the same between yes and no, 47 and 53 percent. Whereas for Ooredoo, those who think no are more numerous than the others, with 38 for yes and 62 percent for no. When justifying their answers concerning the displacement between the two languages, both of companies have the will to replace French by English because French is the language of colonisation, 33 percent for sonatrach and 10 percent for Ooredoo, for them English replaces French because it is an international language with 95 percent for Sonatrach and 60 percent for Ooredoo. The last answer given is that English is the language of technology and science with 99 percent and 70 percent for Ooredoo. Both of companies consider English as an important language in our life. The two last questions are about the children and the will of the workers to encourage their children acquire English, there is no doubt about the results, both of companies answer 100 percent agree and encourage their children to learn English. And when asking them why they say yes, they answer as follows, for Sonatrach, there are many reasons for the acquisition by their children, the first one is that English is the language of science and technology, (75 percent), followed by the idea that it is the language of future jobs with 20 percent and finally they consider English as an international language with 10 percent. The reasons are the same for Ooredoo but with different percentages, 40 percent think that it is the language for science and technology, 22 percent for future jobs and 14 percent consider it as an international language.

The last question of the last section is about the children also and if the parents want their children to be arabised, bilingual or multilingual, the answers are as follows, for Sonatrach, the majority opts for multilingualism with 86 percent, 11 percent prefer bilingual and only 3 percent say arabised but for Ooredoo, no one answers arabised, 92 prefer their children to be multilingual and 8 percent opt for bilingual. When justifying their choices for bilingualism and multilingualism, the languages are different only in German which is not mentioned by the informants of Sonatrach, for this latter, the results are as follows, 95 percent for English, 80 percent for French, Arabic with 56 percent, Spanish with 20 percent and finally Chinese with 10 percent and for Ooredoo, Arabic is the first language chosen with 60 percent, the results are nearly the same for French and English, 52 percent and 48 percent, German with 16 percent, Spanish (10 percent) and Chinese with 8 percent. We notice that for the two companies English or French do not take the lead, ( English for Sonatrach and Arabic for Ooredoo).

### **4.2.2 The Interview**

Concerning the first question, about the establishment of the schools, half of the schools opened approximately at the same period, five or six years ago except one school which opened its door last year and another one which is the ancient one among the others ( 13 years ago).

The second question which concerns the evaluation before joining the school, three schools propose a written one maybe then an oral or one of them, another school is just for the oral test, in order to evaluate the degree of proficiency, because their objective is to improve speaking for their learners, their concept is to speak with confidence and the last school suggest only a written one because of matter of time, time consuming.

The third question focuses on the importance of pronunciation, the first manager claims that it is difficult to achieve near native control of pronunciation and phonetics including stress and intonation, according to him, learners master more French than English because of the presence of French in the social context, without neglecting reading and listening.

whereas for the second manager, English is considered as an easy language and can be easily acquired especially when it is taught by native speakers or close native trainers, if the learner is taught correctly and know how to pronounce, he can achieve native control of English.

for the third school, they think that Arabic is a useful language which can help in the acquisition of sounds and therefore the correct pronunciation.

Before the last school, the manager thinks that learners make efforts to speak good English but they prefer American English than the British one because they feel at ease with the American one and finally the last one claims that learners receive Algerian English, the English taught at university to teachers, and the most important thing is the fact that to understand and to be understood.

We can summarize from the whole answers concerning the near native control of pronunciation of English that most of our informants agree on the fact that learners, with good practice and correct teaching can achieve this control, except one school which thinks that it is preferable to consider the importance of being understood and be able to understand English.

Question four deals with learners' motivation, and there is no doubt that all the learners of the different schools come with a positive energy and the will to learn that important language. They all agree on the importance of English in their future lives, their studies and professional domains. They are all conscious that English is the language of the world,

When asking the question 5 about the different levels suggested, the schools are not the same, there are two schools where we have twelve levels of general English, two other schools have European levels starting from A1 to C1, they suggest six levels of general English then they can adapt a specific English to different learners' needs and finally the only school which proposes ten levels for the learning of English is the most interesting because it suggests only five levels for general English and the other five levels for specific English, particular needs, like business English or medical English, unfortunately the school represents a low rate but for all the schools, they affirm that we are obliged to start step by step when teaching and learning English because learners cannot move to specific English without starting with general English except if they have a very good background in English in general. Beginners should acquire minimum of grammar, vocabulary and pronunciation in order to move to English for speciality.

For question six concerning the communicative skills, there is no doubt that all the learners and all the schools agree on the fact that speaking is the most developed skill in the communicative skills because all the learners have the will to acquire English for oral communication first. speaking easily and fluently English will help the learners in travelling and in communication with foreigners. the classes at different schools are based on communication without neglecting grammar, vocabulary and pronunciation. they like to speak with confidence and express themselves correctly and fluently.

Concerning question seven about learners' specific needs and expectations: the learners' needs are different for adults, teenagers and children. Less half of the whole learners ( two schools) register in order to study and learn a new language and these lectures will help them for their studies, exams and tests, these young learners need help from schools in order to improve their grammar, vocabulary and pronunciation, a good competence in the classroom. and the rest of the population, learners who want to learn English, they come with the aim of acquiring this new and important language or for the sake of improving it will use it for travelling when communicating with foreigners ( speaking and understanding), for their future jobs or present ones in multinational companies, they will be able to work with foreign partners without having the linguistic handicap. Learners are aware of the importance of that language and know that mastering English can play a big role in their professional life. and for all the learners, they want to develop their way of speaking and understanding the others speakers of English at different levels.

For question eight about whether learners prefer general English or business English the answers are not really different schools except for one, so the majority think that general English is for everybody, for beginners, general English is used in everyday life, in movies,

communication and music. learners start with general English then they can move to business English (for business men ), technical or medical one with specific expressions and special vocabulary. Learners need some background in general English first if they want to learn technical English. this means that if they have not a special background in English they cannot acquire English for speciality. general English is the basis of learning and acquiring this global language. and choosing just business English for instance depends on learners' level in English. Only one school proposes only general English for their learners.

Question 9 has a relationship with the previous question and deals with the similarities and differences between general English and business English. all the schools agree on the fact that learners cannot acquire business English without starting by general English. the difference is on the different vocabulary, different expressions and words. the informants claim that the similarities are in the language itself, that means that business English is not a new language, it is a general English plus some new words and expressions related to business. general English allows communication first, business men start speaking with general English then they move to some business words for their contracts, trade and so on. learning general English allows communication in business. all the informants say that there is no existence of business English if there is not general English first. mastering general English can lead to acquiring new terms in a specific domain.

Question 10 is also related to the two previous ones, concerning general English and business English and if the managers adapt special programmes for specific needs and domains. all the schools provide an adapted English to specific situations and needs, they all claim that before moving to English for specific contexts, they have to start with general English, but we can see through their positive answer that they are able to do their best to satisfy their learners' needs. They feel ready to any situation, adapt programs and lectures to their learners' needs. They can provide English for different purposes, various domains. English for business, English for doctors, for trade. English for travelling, applying for a job and for technology is provided.

Question 11 concerns the aims and the goals of the learners when they join the schools: all the managers of the schools share the same ideas when dealing with the goals of the learners when joining the school, they all say that they want to develop their communicative skills, speaking fluently and communicating easily with foreign people, speaking with confidence. learners can be passive speakers of English by understanding and they want to improve themselves in speaking and becoming active in that language. whereas for teenagers or children, they join the schools in order to have better grades at school.

Question 12 provides answers about the languages taught at the five schools, they all speak about English as the first one, the first foreign language demanded with an important number of learners, as compared to other languages. For all the different schools, English, French, German, Spanish, Italian, Turkish and even Arabic are available. The languages taught at schools are nearly the same.

Question 13 wonders about the status of English among other foreign languages, there is no doubt that English takes the lead, because of the status of English in the world, people know the importance of that global language, so as a conclusion, it ranks the first foreign language taught at different schools of languages.

It is an evidence for all the managers of the schools, English is a powerful language, it represents technology, modernity and power. English is demanded and chosen by almost all the learners, these latter do not choose English randomly, they do it in purpose, even if French has a more social status in Algeria than English, English is chosen first. the number of learners of English is more superior to the learners of French. maybe they see in that choice, an opened door to science.

Answers of question 14 are linked to results of question 13, dealing with the real place of English in the world. All the managers agree on the fact that English is the most important language in the world. It ranks the first one among many other foreign languages. it is not a surprise for anyone because it allows communication all over the world, people around the world are motivated and want to learn this language because it is useful for them and it will make their life easier.

English is important and attract people because it represents communication in the world and an easy way to be opened to the whole world.

Question 15 concerns the learners, we wanted to know who are the learners who join the different schools, the learners of the different schools are mainly workers or students, they represent 80 percent, the rest (20%) are represented by teenagers or children from primary, middle or secondary school. when the workers come and join the school for learning English, they do it for their work. they can be young professionals who see in English a way of facilitating their job in the future, their carrier. doctors for example need English in their work because the first language of science is English, if they want to attend a convention abroad, they need English for communicating and for understanding. a businessman, when attending a business meeting in a foreign country should understand English, otherwise, it will be a handicap for him. workers in general see in English an opportunity to be opened to the world. and the students can choose English just for fun, because they like this language or they use for

their future, to include it in their curriculum vitae, it can be seen as a positive tool in their profession whether in their country or abroad.

Question 16 is about the displacement between the two important European languages in Algeria, we wonder about the two status of these foreign languages and what they represent in our country. We ask the managers of the schools whether with the recent spread of English, English is replacing French.

Only one manager spoke about code switching, French-English code switching, because they see some similarities in the two languages. They use French as to fill the gaps, when they do not find the appropriate word in English, they use the French instead. They have some mastery in French and want to acquire another important language, but the manager does not consider this situation as a displacement between the two languages, no language replaces the other one. maybe one is present and another one is starting to be acquired for travelling and communication in foreign countries. The other schools, which represents the majority, it is clear for them that English is replacing French because of the great interest of the learners for that language. They consider French as a not useful language because it is not used all over the world and it is limited when dealing with technology and science. English is really demanded by learners and it starts to be used in the society in general, in shops, slogans and advertisement. English is taking over the world. English is replacing French progressively. It is evident to move to English in order to be updated and know all what is happening all over the world, they can do it via English, this language can achieve many goals.

and for a manager English must replace French, they say that workers claim that French is not enough in their professional carrier and they regret the fact that they have not acquired English before, when being kids, this is why they encourage their children to acquire that language at an early age.

Another manager affirms that English is really important and the demands for that language are increasing, but there is a will for maintaining French, because has been present in Algeria more than one century and it fulfils many functions in our country, in different domains.

For question 17, there is no doubt about the status that has English in the world, English moves from the language of Britain, to the language of the world. all the informants of the different schools agree on the fact that English is a global language. it is an international language and is considered as a lingua franca, a language which is mutually intelligible all over the world. thanks to that language, people can communicate with foreigners in international meetings. It is a very useful language, used for international purposes.

The 18th question deals with the children who represent the future of the country. We see in this generation more modernity, more technology and an opened door to the science. For all the schools of foreign languages, children can acquire a new language from an early age, they can do so from the age of four. They have the good capacity of learning a new language better than adults. They all have a special programme for children, children should acquire English in a funny way, with colours, toys, cartoons and games. They do not have the feeling of acquiring a new language, it seems to them like acquiring their mother tongue, in an easy way, by explaining, playing and repeating in order to make them memorising words. they suggest programs during holidays, winter, spring and summer holidays for intensive courses. of the informants claim that their classes for children are more numerous than for French whereas, say that French classes are more than English classes but teenagers in middle and high school tend to choose English instead of French. Starting to communicate with them in English helps them acquire vocabulary and pronunciation. The informants feel their young learners motivated to come and spend a funny time with other classmates. a good atmosphere is created and everything is planned to attract them. For the acquisition of a new important language is seen positively. It would be a very good idea to introduce English in the primary school, at an age where acquiring another language than Arabic and French is easy. Teaching English for children in different schools of foreign languages is good but that teaching is not available to all. It would be better to do it in public schools and to make some reforms. We try to prepare that generation for their future life, actually they are not really conscious about the importance of that language, but they will be very lucky in their life in the future to master to some degrees an international language. So we form our children now to confront their life in the future easily.

Question 19 concerns the number of the learners year after year, if the number of the learners who register and join the schools is increasing or decreasing. The result is not a surprise because the majority confirm that the number is increasing year after year thanks to awareness about the importance of the language in different domains, social network (media), trade, international companies, industry and technology.

They have an important number of learners thanks also to good advertisement to attract new candidates and the great interest in learning that language.

Only one of our informants says that the number of learners in their school was increasing some years ago but these two recent years, they are maintaining the same numbers of people who join the school during the year.

The last question of the interview is about English and political policy, the question is about the encouragement of the use of English and if it is considered as a political policy aiming



at improving the economical, technological and scientific situation in Algeria, all the informants believe that encouraging the spread of English in Algeria is a political policy, they see in this encouragement a positive political policy aiming at developing different sectors in Algeria such as economics, technology and science. For them English is the international language linked to technology, economics and the modern life. They consider English as a language with a lot of benefits in the personal and professional life.

### **4.3 Discussion of the Findings**

The incorporation of two research instruments is fundamentally oriented to pursue the investigation in accordance with the outlined objectives. The data gathered through both tools have proven the hypotheses and the research questions mentioned in the general introduction. Our questions were about the status of English in Algeria and its use in Algerian institutions, people's attitudes towards the spread of English, the coexistence between the two European languages, English and French, and a displacement between them. The results obtained provided important information that was relevant to answering the research questions and supporting the hypotheses.

The research questions of the study are as follows, just as a reminder. The first question asked is **\*1.a.** What is the real status of English in Algeria, and is it used in everyday life interactions? The first research question and the first hypothesis address these issues. **1.a.** suggests that English is considered a foreign language in Algeria and is not used in everyday life interactions. The results obtained from the two tools show that English is not an official language in Algeria, but it is taught in schools and is gaining popularity. It is clear that English is spreading in Algeria, but it is not as widely used as French, Arabic, or Berber. People in Algeria are acquiring some words from English and are welcoming this new language of technology, science, and modern life. English is an international language, it is considered as a foreign language in our country but it is among the first foreign languages taught in Algeria because of its status in the world.

After asking our informants about their beginnings with the language, they answered that they acquired it at school as a foreign language even if they had some English words in their repertoire before going to school. So English is considered a foreign language in Algeria and is not really spoken in daily life except for some words or their use by the new generation, which

is more open to English than the others. Our informants have some knowledge of English. The great majority claimed that they know English. They are able to read, write and speak. They answered positively for the use of English for work, and study in English (high percentage), (they are able to do it in English with some different levels even if they do not do it); they watch movies and documentaries and listen to radio broadcasts in English, but they occasionally do it. Positive attitudes towards English are essential for accepting and adopting a new language. There is no progression or spread of the use of English without language users. The attitudes of people towards English can change the status of that language. A positive attitude towards foreign languages may result in very good opportunities for Algerians in all domains. This is what has been noticed: more and more Algerians are welcoming English.

For the first sub-research question about the different sectors and institutions where English is used, \***1.b.** In what sectors and institutions is English mostly used? (first sub-question). Hypothesis **1.b.** says that English is used in different institutions and sectors, such as education, economics, business, and technology. The government has been promoting the teaching of English in schools, and there is a growing interest in English-language proficiency. The Algerian government has been promoting English language learning in schools and universities. The education system often teaches English alongside French, Arabic, and Berber, and it is likely to expand its role, our informants are in favour of bilingualism and much more about multilingualism. They see in Algeria a community where many language can coexist.

Our participants confirmed the widespread use of English in various sectors, with the first being education. Our questionnaire's respondents and the interviewees showed that English is really present in schools or private schools of languages. They support the introduction of English in primary school at all three levels and favour its use in university-level scientific subjects, learning English is essential for their studies. The use of English in education began with its introduction in middle school. The minister of education promised to introduce English in the primary school from the academic year 2020, and the government succeeded in introducing it in September 2022 at the third primary school. English is also taught in private schools, where some programmes are adapted to their needs, especially for workers. (ESP, English for specific purposes).

Furthermore, education, the second domain where English plays a role is economics. Sonatrach is the primary contributor to Algeria's government revenue. The company generates substantial income through the exploration, production, refining, and export of oil and gas.

Besides its role in Algeria's economy, it contributes to infrastructure development, and Ooredoo, the telecommunications industry in Algeria, is essential for fostering economic development, improving connectivity, creating jobs, and contributing to technological advancement. Thanks to the results obtained from the workers of Sonatrach and Ooredoo, we can see that the English they have received or are receiving as training in their work is essential for all the workers, whether working in a group or for only the manager of the company, as one-to-one training is essential for their career. They are aware that mastering English can be useful for their career and future.

They show a positive reaction when they are asked to use English in their work, but they sometimes use it. They usually use French in their work, but they would like to use English next to French. French is easier for them because they used to work with this language for many years. Therefore, the adoption of English should occur gradually. The results obtained from the ranking of the languages chosen for their work were French, English, and Arabic. The majority of our informants occupying different functions know English with different levels of proficiency, such as multinational corporations or telecommunication companies, where mastering English becomes a necessity and compulsory for their work because they deal with foreigners.

Using English within Sonatrach facilitates effective communication with international partners, investors, and customers. Incorporating English into Sonatrach's operations can enhance its global competitiveness, attract foreign investments, foster technological innovation, and open up opportunities for collaboration and growth. English is an essential element for a positive impact on the economic development of Algeria. English is the predominant language in the global telecommunications industry. Employing English language enables Algerian telecommunication companies to engage with international partners, participate in global conferences, and establish collaborations that can lead to the exchange of technologies and best practices.

The telecommunications field commonly uses English for the documentation of new technologies, standards, and protocols. English is the language of international finance and investment. Telecommunication companies in Algeria that are seeking foreign investment or financing for expansion projects will find it easier to communicate with potential investors. It is a key factor in ensuring that Algerian telecommunications companies can thrive in the global

market and contribute to the economic development of the country. Our informants need more training and an adapted one to make their work more productive.

The other domain where English is present is in business. English is often considered the international language of business and is used in global communication, trade, and collaboration. It is crucial for international business transactions, negotiations, and communication with partners, clients, and suppliers from native English-speaking countries and non-natives like China. We use it for written communication, emails, reports, and documentation. English is also used in international trade and investment. Knowledge of the language can facilitate negotiations, contracts, and collaborations with foreign companies. Working in multinational corporations requires mastery of English. English is widely used on online business platforms, conferences, and networking events.

English is important in tourism and mass media as well, in order to communicate with foreigners. English proficiency is beneficial in the tourism sector, where communication with English-speaking visitors is common. This can positively influence the perception of English in Algeria. Tourism should be given more importance. English helps people enter the modern world, the world of business. Mass media can play a significant role in helping Algeria's business. It can assist businesses by providing extensive exposure, promoting products/services, disseminating information, building trust, attracting investors/partnerships, educating the public, and supporting economic growth. Through advertisements, and informative content, businesses can increase brand visibility, credibility, and market share, ultimately contributing to their success and the economic development of Algeria.

English is linked to technology and science (they have been chosen by the informants for the domains where English is used); most programming languages, frameworks, and documentation are written in English. Proficiency in English is crucial for software developers and IT professionals to understand and work with these resources. Online courses, tutorials, documentation, and forums where professionals and students seek information and support are often in English. English typically produces product documentation, manuals, and technical support materials for software and hardware. English is the primary language for scientific research, technical documentation, and online resources. Proficiency in English enables professionals in Algeria to access a wealth of knowledge, stay updated on the latest technological trends, and benefit from international research and development.

English proficiency allows individuals in Algeria to take advantage of these resources for continuous learning, skill development, and staying current in the rapidly evolving field of technology. When professionals and companies can effectively communicate in English, it enhances their ability to attract international partnerships and benefit from global technological advancements. This can ultimately contribute to the growth and development of the technology sector in Algeria. As mentioned previously, our respondents see in English a compulsory language for Algeria as to join the modern world.

The second research question deals with our government and its policy concerning the use of English, \***2.a.** Is the encouragement of the use of English seen as a political policy aimed at improving the economic, technological, and scientific situation of Algeria? Hypothesis **2.a.** says that the government promotes the use of English for enhancing the economic, technological, and scientific situation of Algeria.

Recently, Algeria has become aware of the importance that English has in the world. It is important for Algerians to know and study different languages. The informants behave positively towards multilingualism. Speaking about varieties is to speak about richness, modernity, and tolerance. Learning foreign languages makes one's culture richer and helps in improving intellectual abilities, and mastering a foreign language facilitates communication with foreigners all over the world. English is considered a foreign language, which can open many horizons of knowledge but is not used in everyday life interactions except for some borrowed words.

The global importance of English in business, science, and technology is driving an increased interest in learning the language. As Algeria seeks to diversify its economy and participate in the global market, English proficiency can be advantageous. The popularity of English-language media, including movies, music, and the internet, contributes to the exposure and use of English in Algeria. People often view English as a gateway to global culture and information. The government sees in English an opportunity to be opened to the modern world, the world of technology, science, and a better life.

As Algeria seeks to diversify its economy and participate in the global market, English is becoming increasingly important in business, technology, and scientific research. Which confirms Berger's (2002, p. 115) statement that "the recent establishment of English as Algeria's second language is further evidence of the attempt to demote French, ending its literary,

political, and legal hold over the Algerian imaginary." Moreover, it affirms Stone's (1997, p. 18) definition of language according to its need in Algeria; he says, "Language is a primary political, ideological, social, and psychological issue in Algeria. The country's identity research closely connects with language, which serves as a unifying force in a land of immense regional and ethnic diversity.

When introducing English in education from primary school answers our questionings about the government and its promotion of English for enhancing the economical, scientific and technological situation in Algeria , the Algerian government is using a political policy aiming at developing Algeria from different angles. Education which represents an essential domain of changes in our country is witnessing great reforms starting from primary school until university (the policy decided for the teaching of different specialities at the university level).

All interviewees perceive the promotion of English in Algeria as a political strategy. They regard this encouragement as a beneficial political initiative aimed at advancing various sectors within Algeria, including economics, technology, and science. They view English as the global language associated with technology, economics, and contemporary living. They perceive English as a language offering numerous advantages in both personal and professional life.

Our informants agree on the idea of teaching English from primary school until university with a great percentage. They are not for the process of Arabisation, they think that it will isolate Algeria from the rest of the world and stop its development. They wish to have a multilingual society.

It is central for people to adopt a constructive perspective on the use of English as a global language due to its significant role in enabling international travel and communication. By acknowledging the inherent worth of English as a common language, individuals can overcome language obstacles and improve their capacity to communicate with others worldwide. This proactive strategy not only encourages a deeper comprehension of different cultures but also encourages working together and cooperating among various communities and nations. Thus, adopting English as a global language act as a catalyst for promoting unity, inclusiveness, and mutual comprehension in our ever more interconnected world.

Current trends indicate an increasing tendency among people to pursue the study of English. This is not only motivated by a desire to obtain knowledge about different cultures but also by practical reasons. One of the most important factors is the acknowledgment of

English as a crucial instrument for efficient communication, necessary for navigating a connected global environment. Furthermore, the desire to enhance future employment prospects often motivates students to pursue English studies, recognizing the language's crucial significance in various professional fields and multinational companies. Furthermore, the significance of English as a worldwide language highlights its crucial role in enabling international travel and acting as a common language for communication across different countries and continents. Thus, a desire to explore different cultures, potential job opportunities, and the practical benefits of being proficient in a globally acknowledged language influence the decision to pursue English studies.

The second sub question concerns the attitudes of people towards English. **\*2.b.** What are the people's attitudes towards the spread of English in Algeria? The hypothesis **2.b.** is as follows: the Algerians are conscious of the importance of English in Algeria, so they are welcoming it.

Attitudes can be either positive or negative evaluations of a language, which have an influence on how people perceive, utilise, and engage with it. Favourable attitudes can foster acceptance, a readiness to acquire knowledge, and advocacy for the language, whereas unfavourable attitudes might lead to refusal or dismissal. The findings from both the questionnaire and the interview unequivocally indicate that Algerians usually hold a favourable perception of the English language, and there is a burgeoning inclination towards acquiring and using it.

There is undeniable consensus regarding English's prominence worldwide. English transcends its origin as the language of Britain to become the universal language. All respondents from various schools concur that English holds global status. It serves as an international language and is recognized as a lingua franca, facilitating mutual understanding across the globe. This language enables communication with individuals from different nations in international gatherings, making it highly practical for global interactions.

There is a growing motivation among people from various social and educational backgrounds to learn English. This includes children who learn English in an engaging manner, teenagers, workers, and non-workers who recognise the potential for travel, employment, and language proficiency that English offers. This is supported by the findings from interviews and questionnaires, as well as by individuals who actively seek to improve their English skills and

receive training in their workplace. Additionally, there is a desire among parents to ensure their children acquire English at a young age. They perceive English as the language that will dominate the future, including technology, future prospects, and a more advantageous and effortless lifestyle. This statement is consistent with the description provided by Benrabah (2013, p. 120), which emphasises: " There is a growing realisation that solid English language skills open doors to better career prospects both at home and abroad."

In this era, we observe a greater embrace of modernity, technology, and a welcoming attitude towards science. Across all foreign language schools, children are encouraged to start learning a new language from as young as four years old, leveraging their natural aptitude for language acquisition, which surpasses that of adults. These schools offer specialized programs tailored for children, making the learning process enjoyable through the use of colors, toys, cartoons, and games. Learning English at this age feels akin to acquiring their mother tongue, facilitated by interactive methods such as explanation, play, and repetition to aid memorization. Some schools even offer intensive courses during holidays to further enhance language acquisition.

The aim is to equip the younger generation with essential skills for their future endeavors, even though they may not fully grasp the language's importance at present. By preparing them now, they are better equipped to navigate their future with ease, given the significance of mastering an international language to some degree. Thus, efforts are focused on shaping the current generation to tackle future challenges confidently.

Attitudes are undoubtedly positive, the informants consider Algeria as a bilingual and multilingual country where many languages co exist. Our informants of Sonatrach and Ooredoo are agreeing on the idea of acquiring English at all levels of life, namely, the economical, technological and social level. The informants of both companies see in English a language helping to get a better life. They have received a training in English concerning their work and are wishing to have more trainings. They want to see their children acquiring English at an early age. , for their future opportunities and careers.

When beginning the process of exploring and acquiring a new language, it is crucial to acknowledge the close connection between language and culture. In addition to being linguistically proficient, a thorough grasp of a language requires an investigation into its cultural background, encompassing its history, traditions, conventions, beliefs, and religious



activities. This comprehensive approach not only enhances an individual's verbal ability but also cultivates a more profound admiration and regard for the variety of human encounters.

Nevertheless, it is clear that for numerous people, the main incentive for acquiring a language stem from its role as a ubiquitous instrument, symbolising authority, contemporaneity, scientific advancement, and technological progress. Many individuals choose to prioritise the acquisition of language primarily based on its practicality and worldwide significance. While recognising the practical benefits of becoming proficient in a language that is widely spoken, it is crucial to not disregard the inherent worth of cultural understanding.

Furthermore, language and culture are interconnected and mutually beneficial. They influence and enhance one another. Disregarding the cultural aspect of language acquisition not only impairs one's capacity to completely comprehend and speak proficiently but also sustains a shallow comprehension of the surrounding world. Hence, although the idea of a universal language may seem attractive, achieving genuine linguistic expertise requires a comprehensive method that embraces both language and culture, acknowledging their interdependent connection and the profound understanding that arises from their fusion.

The increasing popularity of the English language symbolises the worldwide acknowledgment of its crucial significance as a pathway to progress, accomplishment, and involvement in scientific and technological advancements. People from various regions are increasingly adopting English as a crucial prerequisite for personal and societal progress. In Algeria, the prominence of this trend is especially evident, as English plays a crucial role in incorporating modern technologies into different parts of everyday life and professional domains. By adopting a high level of English language competence, Algerians are more prepared to traverse the swiftly changing environment of contemporary innovation, enabling them to access and contribute to the most recent scientific and technical advancements. Furthermore, the adoption of English in Algeria demonstrates a wider recognition of the language's importance as a means to facilitate global sharing of knowledge and cooperation. Fluency in English enables effective communication and collaboration across international boundaries in a globally connected world, promoting economic development, cultural interchange, and academic progress. The number of the learners is increasing in private schools, the phenomenon summarising the positive attitudes of our informants towards English.

The third question concerns the two foreign languages that are used in Algeria. We wondered about their status, and we wanted to know if they were used at the same level, if they coexisted, or if there was competition between them. \*3.a. Is English used at the same level as French? Do they coexist side by side, or is there a sort of competition between the two foreign languages? The hypothesis of this sub-question 3.a. says that French and English have distinct functions, but in recent years, there has been a sort of competition between the two European languages. Both of French and English are European languages, but French remains a part of our linguistic repertoire. It is part of our heritage because it belongs to a long colonial period. They are considered foreign languages in Algeria, but they do not have the same status. French was taught before English, but the situation changed this year, and it is now used more and more.

More than half of our informants from the questionnaire (Sonatrach and Ooredoo) confirm the hypothesis of the competition between English and French. And when it comes to displacement between them. Those who think that English is replacing French are less than the others (the questionnaire) and for the interviewees, some think that English needs time to replace French and others think that people use French to fill in the gap when the word is missing in English.

We expect both the French and English languages in Algeria to remain closely interconnected in the future. French will persist in upholding its prominent status as a result of its historical, cultural, and linguistic connections. As Algeria aims to enhance its involvement with the international world, we expect English to become increasingly significant, particularly in business and educational settings. The functions of both languages are significant, and the future of their presence in Algeria will depend on the country's development of educational and economic policies as well as its willingness to embrace global influences.

English is the dominant language in the domains of technology and science. Algerian scientists, researchers, and students need access to English-language resources, research, and information in order to keep informed about the newest breakthroughs and make valuable contributions to world scientific knowledge. Proficiency in English communication is a prerequisite for employment in numerous multinational corporations and international institutions. Proficiency in the English language can improve employment opportunities in a wide range of industries. English holds significant importance in Algeria, encompassing

multiple dimensions of life such as education, commerce, technology, culture, and global engagement. As Algeria strives to further its integration into the global community and aims to expand its economic diversity, the importance of English proficiency grows both for people and the nation as a whole.

Algeria not only has a growing use of English but also maintains French as one of its official languages, which is firmly ingrained in its administrative systems and educational establishments. The fact that many Algerians are bilingual in Arabic and French highlights the ongoing importance of French as a language for academic education, especially in technical and scientific disciplines.

The Algerian university system continues to widely use French as the primary language of instruction, demonstrating its historical significance and ongoing relevance in higher education. Algerian institutions, both in academia and beyond, commonly use French for commercial and official communication, hence reinforcing its significance in professional contexts. Historical, cultural, and socio-political variables have influenced the intricate linguistic environment of Algeria, reflecting the presence of both French and Arabic. Despite the increasing popularity of English due to its global significance and technological improvements, French continues to have a lasting impact on Algerian society, particularly in areas that need accuracy and specialised knowledge.

The future of the French language in Algeria is closely tied to various crucial elements, including the orientation of educational programmes, the course of the country's economic progress, and the delicate equilibrium between the use of French and other languages, such as Arabic and English. In Algerian culture, educational practices significantly influence language use and development. The language instruction policies implemented in schools and institutions have a substantial influence on the level of proficiency and the prevalence of French within the community. Furthermore, including French within the curriculum of technological and scientific disciplines could enhance its significance in academic and professional contexts. Economic advancement also influences the status of languages within a society. As Algeria undergoes modernization and further integrates into the global economy, there may be a changing need for linguistic proficiency, particularly in French, English, and Arabic.

Fluency in various languages may gain more importance in industries such as international trade, tourism, and technology. Language rules and public perceptions influence the balance between using French and other languages. Government actions on language planning and

promotion can either strengthen or weaken the prominence of French in Algerian society. Similarly, the societal perception of languages, including their level of respect and cultural affiliation, influences their usage and recognition. In summary, the future of the French language in Algeria depends on an intricate interaction of educational, economic, legal, and societal elements. Comprehending and manoeuvring through these processes will be crucial for guaranteeing the ongoing vigour and significance of French in Algerian society.

The inclusion of English in Algerian educational institutions is on the rise, reflecting the language's growing importance internationally. Algeria's educational system increasingly views English as a crucial element, offering access to global education and opportunities. This phenomenon is further emphasised by the widespread impact of English-language media, including films, music, and online content, on Algerian society. Access to English-language media, especially among the younger generation, acts as a means to connect with global culture and knowledge, promoting cross-cultural understanding and connectivity.

The prevalence of English in Algerian schools and institutions is indicative of a wider acknowledgement of its practicality and significance in an interconnected global context. Proficiency in English is critical for Algerians to succeed in a variety of professional and academic contexts as they interact with global markets and adapt to the rapidly changing digital landscape. The growing use of English in Algerian education ultimately demonstrates a progressive perspective that recognises the influential impact of language in influencing both personal prospects and national advancement. Algeria strategically adopts English as a means of communication and cultural interchange, enabling it to adeptly negotiate the intricacies of a globalised society while also safeguarding its valuable linguistic and cultural legacy.

The final question concerns the replacement of French by English : \***3.b.** Is French replaced by English? The last hypothesis, **3.b.**, says that English does not replace French. When asking our respondents about the reasons behind the displacement, a great number thinks of the displacement because they see in English an international language and the language of technology and science.

Previously, we have observed the widespread use of French. In everyday life and in conversation with family and friends, in politics, in mass media, and in social networks, English has no sociolinguistic function in our country.

French is really present because of its historical background; for a long time in Algeria, French has been associated with science and prestige. In recent years, they have recognised English as the language of modernity and technology. Displacing a language is not an easy task, which means that replacing French with a new language will be difficult, despite all the efforts made by the government. The Arabization's leaders think that they can use English in order to exclude French. They see in the French 130 years of colonisation, suffering, and oppression. These people prefer the use of English, which is an international language, to French, which is used almost everywhere but has a difficult past.

For example, within the field of education, Despite the Minister of Higher Education and Scientific Research's commitment to include English in technical and scientific subjects at the university level, my analysis predicts that French remains the predominant language in these sectors. Substituting French for another foreign language is a challenging task, despite its status as a widely spoken and employed worldwide language. The duration required varies and is contingent upon individuals and their utilisation of it. This is the current and accurate state of the English language in Algeria.

The French language's persistent importance in Algeria is based on its profound historical and cultural connections, guaranteeing its continued prominence in several aspects of Algerian life. We expect French to maintain its crucial role in education, administration, and cultural representation in Algeria. The strong historical relationship between Algeria and France has facilitated a long-lasting heritage of linguistic and cultural interchange. Therefore, educational institutions continue to use French as the main language of instruction in several fields, maintaining its dominant influence. Furthermore, within administrative contexts, the use of French continues to be a distinguishing feature of bureaucratic communication and governance.

In addition to its utilitarian uses, French holds a prominent position in Algerian cultural manifestation. The arts, literature, and media clearly demonstrate the enormous impact of French-language works, as they continue to resonate with Algerian audiences and contribute to the diverse and valuable national cultural heritage. The French language continues to serve as a potent medium for artistic and intellectual expression in Algeria, be it through literature, cinema, or journalism. Due to its long-lasting presence and many contributions to Algerian society, French is expected to retain its importance for future generations. Although the linguistic landscape of Algeria may change as other languages become more prominent, the

long-standing historical and cultural ties ensure that French will remain crucial in establishing the country's identity and cultural story.

Undoubtedly, English holds immense global importance, exerting a pervasive impact in many fields such as trade, science, technology, and international communication. Algeria is not immune to this pattern, as demonstrated by the increasing eagerness to acquire and use the English language inside its territory. Due to its widespread use in international business and diplomacy, English plays a crucial role in promoting economic development and worldwide interconnectedness. There is a growing recognition in Algeria of the significance of having a high level of English language skills in order to access foreign markets, work with multinational companies, and engage in global trade networks.

Furthermore, in disciplines such as science and technology, English functions as a common language, enabling the sharing of knowledge and cooperation among researchers, innovators, and experts from all over the world. Algerians who are eager to pursue jobs in these industries recognise the importance of becoming proficient in English in order to stay competitive in a world that is becoming more linked and driven by innovation. Moreover, the significance of English in global communication is of utmost importance, as it allows Algerians to interact with a wide range of cultures, ideas, and viewpoints. Algerians have abundant access to a wide range of information and opportunities for cross-cultural interaction due to the widespread availability of English-language media and digital content.

In summary, the growing excitement for learning and using the English language in Algeria demonstrates its essential importance in dealing with the challenges of the contemporary world. By adopting a high level of English language skills, Algerians can position themselves strategically to take advantage of chances for personal development, career progression, and meaningful interaction with the international community.

The coexistence of French and English creates a complex linguistic environment where each language possesses its own distinct importance. Although French has a strong and appreciated position within the linguistic framework, English is acknowledged as a highly valuable foreign language. Nevertheless, every possible change in language dynamics necessitates careful examination of linguistic, cultural, historical, and practical elements. The process of transitioning from one language to another requires meticulous preparation and a methodical approach. It is crucial to acknowledge and honour the linguistic and cultural variety

present in the society being discussed. Engaging in hasty transitions like this jeopardises the linguistic rights and identities of people. Therefore, we should approach every language modification with caution, attentiveness, and a deep understanding of the complexities involved. To summarise, the simultaneous presence of French and English emphasises the importance of carefully managing the dynamics of language. Recognising the increasing significance of English, it is essential to protect the lasting significance of French and maintain a fair attitude towards linguistic diversity.

Various conflicting elements, including historical, sociopolitical, educational, and economic components, influence the trajectory of the English language in Algeria. The historical backdrop of colonialism and globalisation has had a lasting impact on the dynamics of language in Algeria, resulting in the emergence of English as a language of growing significance alongside French and Arabic. Sociopolitical variables, such as cultural interchange and international ties, greatly influence the acceptance and transmission of English within Algerian society. The extensive use of the language in diplomacy, commerce, and academia worldwide reinforces its prominence.

Algerian schools and institutions have incorporated English because of its reputation as a critical means of accessing global information and opportunities in education. Proficiency in the English language is becoming more and more important for students who want to succeed in a globalised society and have careers in industries like science, technology, and business. From an economic standpoint, the increasing integration of Algeria into the global economy has raised the significance of English as a language for doing business, fostering innovation, and promoting entrepreneurial activities. As Algeria attempts to broaden its economic base and entice foreign investment, fluency in English becomes a highly advantageous attribute for both individuals and institutions.

In summary, a complex interplay of historical influences, sociopolitical factors, educational needs, and economic prospects influences the development of the English language in Algeria. Navigating these complex dynamics necessitates understanding the evolving role of English in Algerian society and its implications for individual and national development.

Algeria's strong affiliation with the French language can be attributed to its historical period of colonisation by France. During this time, French became a highly important foreign language in Algeria and still has a significant impact on the country today. Nevertheless, despite

the lasting influence of French, the growing prominence of English as a dominant language in areas like business, science, technology, and worldwide communication has become more and more evident. Algerian educational institutions have incorporated English into their curricula in addition to French and Arabic in recognition of English's increasing importance in the global arena. English language training is widely available in urban areas and at the postsecondary level, indicating its importance as a crucial part of education in an increasingly globalised world.

Although French continues to hold its historical importance and remains firmly ingrained in Algerian society, the increasing prevalence of English highlights the changing linguistic environment in the country. Algerians are increasingly adopting English as a means of accessing global opportunities and participating in global developments, thereby strengthening its position as a significant foreign language in Algeria's educational system and beyond. Algeria's linguistic landscape is characterised by an intricate interaction between the long-lasting impact of French and the increasing sway of English on a worldwide level. With proficiency in both languages, Algerians may effectively handle the problems and opportunities of the modern world, enabling seamless communication, education, and active involvement in the global community.

Although we expect English's future in Algeria to expand, French, with its significant cultural and historical connections, may continue to dominate. The magnitude of its expansion will be contingent upon educational policies, economic prospects, and the country's receptiveness to global influences. The growing significance of the English language, particularly in the domains of commerce, technology, and academia, could facilitate Algeria's efforts to broaden its economy and enhance its global interactions.

Various factors, including historical ties, educational policies, economic considerations, and global trends, influence the future of French and English in Algeria. Here's an overview of the potential future developments for both languages in Algeria:

French has a longer and deeper history in Algeria, while English is a more recent arrival.

Algerian schools teach both languages, but their presence and emphasis vary. Traditionally, French was the primary language of instruction until September 2022, when both languages became part of the curriculum in the same year.



English is on the rise, reflecting Algeria's desire to engage more with the international community, diversify its economy, and adapt to global trends.

While French has a strong historical presence and remains an important language in Algeria, English is gaining prominence, especially in education, business, and technology. Historical, cultural, educational, and economic factors influence the roles of these languages in Algeria, and they are evolving in response to the country's changing needs and its desire to participate more actively in the global arena.

While there has been an increasing interest in and use of English in various sectors in Algeria, it's important to note that French is deeply ingrained in the country's institutions and culture due to its colonial history. While English is growing in importance, particularly in areas like technology and business, it is unlikely to fully replace French in the near future. Language is a gradual process, and both languages coexist. The relative roles of French and English may continue to evolve, but a complete replacement of French by English is not imminent.

Replacing French with English, or any other language in a society, is a complex process that involves various linguistic, cultural, historical, and practical factors. In Algeria, here are some reasons why it can be challenging to replace French with English:

For many years, the education system in Algeria has deeply integrated French as a language of instruction. Changing this would require significant reforms and investments.

McIntyre (2009, p. 122) discusses negative attitudes towards a global language. "The global spread of English is not without controversy. While English often brings economic advantage, it can also affect the relative status of other languages." Other languages are considered inferior to English because English is the language of power, other languages are considered inferior.

And those who said that people should abandon French and adopt English. They prefer to see English take its rightful place in Algeria. There is no doubt that this important language will provide opportunities for future jobs. However, we believe that this will not be possible in the near future. For instance, university professors who have spent years teaching in French will enroll in English courses during the summer, thereby gaining the qualification to teach in English. It would take years and years to replace a language that is deeply imbedded in people's establishments and daily lives.

#### **4.4 Recommendations and future suggestions**

Japan, a powerful country, the country of technology is not limited only to the use of their national language but to English as well. Japan is a good example of modernism. Multilingualism is important in their country, why not in ours. English is the first language of the world in the current time and Algeria has pointed all the attention towards its use. We have noticed these recent years that a ministerial attention is assigned to it. The mastery of English is highly required in every field of work. English is in a progressive move. English does not belong anymore to England only or the states of America, it becomes to the world. When we speak English, we visit the world, we will not be limited in opportunities. Encouraging multilingualism by Emphasizing its value and the benefits of being proficient in multiple languages, including English promotes a positive attitude towards language learning and cultural diversity in Algerian society.

The promotion and enhancement of English language proficiency can benefit various sectors and domains in Algeria. The use and the spread of English in Algeria is not really present in all domains, The first sectors where English is really used in Algeria are education and business (economics, especially in multinational or telecommunication companies) as mentioned before. English is learned and taught for economical and educational purposes, but we should not stop in the two domains, other sectors should be concerned by the use of the language of science and technology. Some solutions and recommendations are provided in order to help the spread and enhance the use of English at institutions and try to use it as a day to day communication. The use of English in English proficiency can benefit Algeria in several ways, contributing to individual advancement, economic growth, and international collaboration.

English is the dominant language of international communication in various fields such as business, science, technology, and education. Proficiency in English provides Algerians with access to a wealth of global opportunities, including international job markets, educational institutions, research collaborations, and business partnerships.

This dissertation represents a culmination of rigorous research and analysis within the realm of the status of English in Algeria and especially the Advent of English at the Institutional level of Algeria. As we conclude this academic research, it is imperative to suggest key insights into actionable recommendations. These recommendations, grounded in empirical evidence and theoretical frameworks, aim to inform future research, and practice in the field.

The recommendations presented here serve as guiding principles for advancing knowledge, they are divided into three sections, the first category concerns education and the important role that English has in it, the second sector concerned by the spread of English is economics and business and the last one is about the social life.

#### **4.4.1 Education**

English in Algeria is promising and here are some recommendations for developing English in education. The teacher has an important role, he is the one who carries knowledge and transmits it to learners. Teaching is a noble job, it is not only a practiced profession, it is also responsibility and hard work that requires patience, efforts and creativity. The teacher is the torch that guides the learners, from darkness to lightness.

English in education is encouraged. Recently, the Minister of National Education met the British Ambassador and their objective was a cooperation between Algeria and England at the level of the educational system, in collaboration with the British Council. This cooperation aimed at improving the teaching methodology.

As mentioned previously, education which is an important institution in Algeria and which represents the first way and place of the spread of English. This is why the way English is taught should be reviewed. The government plays a great role for its spreading, with the help of learners with a positive attitude towards its acquisition. To introduce a foreign language or maintain a language which belongs to the verbal repertoire, the government should take into consideration people's attitudes, Attitudes are essential in the maintenance of a language, its growth or its decay. Attitudes are people's opinions about a language in particular, according to Crystal (1997:215), the attitudes are : "*The feelings people have about their own language or the languages of others*". Baker (2006:3) explains the impact of attitudes towards a language: "*The attitudes of individuals towards a particular minority language may affect language maintenance, language restoration, language shift or language death in society.*" Holmes (2001:343) claims that: "Language planners must take account of attitudes when they select a suitable language for development as an official or national language." Attitudes have a direct link with the language, its maintenance or rejection.

Teaching is quite difficult to put your knowledge into practice. When teaching, the learners are provided with powerful ideas and meaningful learning. It is the way you convey your message to your learners with goals and objectives.

The primary school is the most important step of the learning process, motivation can help pupils acquire different languages. The languages taught are a part of sociocultural environment of the learners, this is why French should be taught before English because it actually belongs to our cultural background. French from second year of primary school and English from the third one. It is better to teach French as a first foreign language because it is the appropriate language that corresponds to the abilities of the children at primary school and it can be a good idea to introduce English at primary school after French but not instead.

Age is essential in learning a foreign language, the more we are young, the more we learn in an easy way. Age is related to the process of learning and has an impact on it. Demeurt (2011:266) states: *"Language proficiency is, to a large extent, a consequence of age. There is substantial psycholinguistic evidence to show that our ability to learn languages is affected by the passage of time"*. To teach English in primary school is a great idea, especially for preparing the next generation. It is totally required, but it needs time and efforts to be done effectively. Learning English at an early age will improve learners' competencies to acquire the language. Age is a crucial factor in the acquisition of a language. Young learners can absorb many languages at the same time and we can have as a result, native like speakers of English. There are many factors that can make children better than adults with more abilities. Children are more skilful than adults in learning a language. It is scientifically proven that at an early age, children have a better control over their motor skills and more importantly they have a good memory. Acquiring English at an early age is the key to success. Provide the children with an atmosphere of learning in a funny way, in private schools or even at home, with cartoons, songs and games. Introducing English at different levels of school starting from primary school to university makes a large number of Algerians exposed to English from an early age, Start English language education at an early age, (in primary schools), will provide students with a strong foundation.

Teaching English at primary school as another foreign language taught besides French (as mentioned earlier) and not as a substitute to French (as it is the case now and not like some years ago where the parents had to choose between French and English in the primary school). Teaching English at the primary level can be considered a great step forward to achieve a well developed educational system.

For the other levels, general English is recommended and at the level of university, a specific English should be taught. Medical, technical and business English should be available (ESP), it means that special English should be adapted to their needs to help them in their career in the future jobs.

The Algerian system is already overstretched and it is not sure that English will be delivered effectively in primary school. It sounds nice, but the reality is different. Qualified Teachers are essential for a good learning. The government should invest in training programs for English language teachers to improve their proficiency and teaching methodologies and recruit qualified native or proficient English speakers to teach English in schools and provide mentorship opportunities for local teachers. They should provide schools with up-to-date English language textbooks, materials, and multimedia resources to support effective teaching and learning.

Teachers should suggest various activities especially for children. Use a kind of enjoyable speaking activities that fit the learners' needs. They can rely on games for creating a comfortable and friendly atmosphere. Teachers should have positive emotion and motivation in order to find effective strategies for enhancing their learners' interest. A good exchange, a good relationship between a learner and a teacher. Hargreaves (1994, p.835) states:

Good teaching is charged with positive emotion. It is not a matter of knowing one's matter, being efficient, having correct competencies, or learning all the right techniques. Good teachers are not just well-oiled machines. They are emotional, passionate beings who connect with their students and fill their work and classes with pleasure, creativity, challenge and joy.

That is to say that teachers play an important role in the process of learning and technology helps in the success of this process like audio visual aids, information, communication technology ICT's. The methods of teaching should be modernised, and updated. Not rely only on textbooks and what is given. Using ICT, the use of technology has a great influence on learners of English. ICT gives opportunities to learners of English to develop the vocabulary, knowledge and pronunciation. Lindner (2014, p.14) affirms: “ *Teachers use ICT for speaking activities. They use pictures or presentations in order to inspire the students speaking proficiency in classroom.*”

Learners are exposed to English except school, not outside. Teachers should introduce a way of teaching to enhance learners' proficiency. Games help acquiring English in a funny way. It

is important to note that language games should be applied in learning English vocabulary so as to improve pupil's results and achievements.

When the teachers have overcrowded classes, it is difficult to teach them. Teachers need games, songs and good activities for young learners. We should explore the best practices for the teaching of English and the learners do not really need a perfect teacher but a motivated teacher who makes them excited about learning like the children who should be taught in a funny way, they play and learn at the same time. The real problem is not the language used for teaching but teaching itself, the quality of this learning and the improvement of the techniques and tools used for that purpose

There is no magic recipe for teaching English in Algeria. We need efforts from the government for the material, efforts from teachers to be trained and motivation from learners. Our country needs good methods to teach in a perfect way. Teachers need some facilities to help their teaching. They are the main component of language learning, learners should be autonomous, competent and supported by their teachers and strategies should be elaborated for attracting students in order to be interested in learning English, not considering it as a subject on the timetable but as a resource which can be used. Integrate English language learning across various subjects to reinforce language skills and demonstrate its practical application.

Use digital platforms and online resources to supplement classroom instruction and provide additional practice opportunities.

The speaking skill is the most challenging objective of the learners, relying on technology as a primary material to teach speaking is a must but there is no real model of communication to teach speaking. People should practice and speak English because it is an effective method for speaking a language fluently. But there is no speaking without listening and reading. Practice is the key to feel confident and to speak fluently. Engaging conversations with friends or even foreigners will improve their speaking skills. More hours devoted to oral expression, not focusing only on the written form or grammar or vocabulary, especially in middle and high school ( the high school which is called grammar school). Teachers should not be limited to their textbook, they try to be creative and create a good atmosphere in order to motivate the learners and avoid using traditional methods of teaching, and not be limited and restricted to a specific syllabus. Teachers should adapt themselves to learners' needs and preferences.

The future of English use in the Algerian community is a part of language planning and policy. It can be spread if people accept it easily and consider it as a language of technology, science and modernism.

For the majority of schools training is the key to success. The aim of the schools is to support individuals and companies to develop their linguistic and professional competencies by elaborating adapted training. The different schools should use programs that are adapted to all objectives as they are constantly in a dynamic of improving and renewal in order to adapt themselves to the changes of their environment. All the schools are training schools aiming at spreading English language use and among Algerians, including children, teenagers, students, workers and non workers.

The government should not apply an English linguistic policy at university, they should start by the primary level first, but English should not take the place of French, whereas they should add it as a very important international language because this displacement can produce disturbing at all levels of teaching. If French could be replaced with English in education, the consequences would affect not only the educational system but the Algerian society as a whole, what about teachers of French? They should insist on the teaching of English without neglecting French.

English in higher education or primary school is so important and the teachers should have specific objectives when teaching others, they should use different techniques and methods to promote learners' thinking skills. We have to find the effective methods to study a foreign language for non native speakers.

Our focus should be in speaking and writing clearly so people can understand us easily. In the domain of education for instance, we should use different methods to enhance our teaching level and conditions, using grammar books and new technology of youtube lessons, watch movies as well as to listen to audio books and read English books.

Encourage learners to interact by generating a cooperative environment, they can work in pairs and it can be challenging. Make learners conscious about the importance of English. It is not only a matter at school like history or geography but as a very useful language.

The great idea is to work in collaboration with teachers, they should be included in the decision making process on how to improve the teaching of English. Teachers are responsible of the transmission of knowledge and the motivation of their learners. The decision makers are not on

the ground, they do not really see what is happening inside the class, implementing new reforms will improve the results of the learning.

The Algerian students should be encouraged to use English for their research and publication, English is often used in academic and research settings, with many scholarly publications and conferences conducted in English. Encourage Algerian researchers to publish their work in English-language journals and present at international conferences to enhance visibility and impact within the global academic community.

Concerning enhancing the use of English language in the higher education and scientific research, the idea has been welcomed but it is difficult to implement English at university. Replacing French by English is not an easy task, the teachers should be trained to teach in English and deliver all their lectures in English instead of French, a language of instruction for many years. Invest in training programs for English language teachers to improve their proficiency and teaching methodologies.

Encourage universities to offer more programs taught in English to attract students and faculty from diverse linguistic backgrounds and raise awareness about the importance of English proficiency for personal and professional development. Highlight the benefits of being proficient in English, such as increased job opportunities, access to international networks, and cultural enrichment.

Establish English language clubs in schools, universities, and communities where members can engage in language-focused activities such as debates, role-plays, and group discussions on various topics and introduce English language games and activities in social gatherings, such as board games, word puzzles, or charades, to make language learning fun and interactive. . Establish language centres and institutes that offer English language courses and certification programs.

The Algerian government has to launch a great number of initiatives to improve the quality of English language teaching in schools. These initiatives include providing training for English teachers as it is the case for primary school teachers of English with a new training in the high school (university), new studies of 3 years for future teachers in primary school. Developing new English language textbooks and increasing the number of English language schools with good prices to make it available and accessible to all citizens coming from different social classes.



The Algerian government recognizes the importance of English in the global economy and is committed to improving the quality of English language education in the country. Many universities around the world offer programs in English. Being able to speak English allows Algerian students to pursue higher education at these universities.

Establish language immersion programs or English language camps during school breaks to immerse students in an English-speaking environment and accelerate language acquisition.

Encourage participation in exchange programs with English-speaking countries to provide students with first-hand experience in using English in real-life situations.

Offer remedial support and additional resources for students who require extra assistance in developing their English language skills.

Provide access to computers and the internet in schools to facilitate self-directed learning and access to online English language resources.

Collaborate with international organizations, such as the British Council or the United States Embassy, to access funding, expertise, and resources for English language education initiatives.

Promote collaboration and partnerships between Algerian universities and international institutions through English-medium academic programs, joint research projects, and student exchange programs.

Provide scholarships and grants for students and professionals to study English language courses abroad.

Encourage employees to pursue English language certifications, such as TOEFL or IELTS, and provide support, such as study materials or reimbursement of exam fees.

By implementing these recommendations, Algeria can strengthen English language education across its educational system, equipping students with the language skills they need to succeed in an increasingly globalized world. Investing in English language education and proficiency can play a crucial role in Algeria's socioeconomic development, global integration, and cultural exchange.

#### **4.4.2 Economics**

The mastery of English is highly required in every field of work and economics is related to its use. It allows workers in multinational companies or elsewhere to enter the world of business, science and technology. English allows Algerians to be opened to the world of technology and modernity and to pave the way to scientific exchanges. English is the dominant language of academic research and scientific advancement. To be fluent in English facilitates access to knowledge and innovation, enhancing productivity. English represents great economic dimensions in Algeria.

Multinational companies play a significant role in the Algerian economy and English acts as a facilitator for their interactions, operations, project management and conducting negotiations. Hydrocarbons play a crucial role in Algeria, English allows students and workers the use of resources to stay updated with the latest advancements in their fields and pursue higher education or research opportunities abroad as well as telecommunication domain where the workers received or are receiving a training. Providing an ESP teaching to the employees who need mostly General English as first to get the basics of the language then focus on Business English is welcomed.

Establishing ongoing English language training and development programs for employees to support continuous improvement and mastery of language skills is beneficial and encouraging them to engage in self-directed learning activities, such as reading English-language business publications, listening to podcasts, and watching videos related to their industry. Encouraging the companies to hire employees with strong English language skills and to conduct business meetings, presentations, and documentation in English and facilitate the translation of key business documents, websites, and marketing materials into English to reach a wider global audience.

Encouraging businesses to adopt English as the primary language for communication in international trade, negotiations, and transactions, participation in international conferences, trade fairs, and exhibitions where English is the primary language of communication. English facilitates partnerships and collaborations with international companies and organizations, providing opportunities for Algerian professionals to engage in English-speaking environments and it fosters networking opportunities for professionals in the economic sector to practice and improve their English language skills, such as business forums, seminars, and workshops conducted in English. Facilitate participation in international trade fairs, exhibitions, and business conferences where English is the primary language of communication, providing networking opportunities and exposure to global markets.

Establish English-language business accelerators to support start-ups seeking to expand into international markets and attract foreign investment.

Using technology helps in acquiring English, Leverage online resources, such as e-learning platforms, language-learning apps, and multimedia resources, to supplement traditional language learning methods.

Encourage the use of English-language business software, tools, and platforms for conducting business operations, project management, and communication and promote the creation and dissemination of English-language content relevant to the economic sector through websites, blogs, and social media.

One of the key strategies to enhance the use of English in the economic sector of Algeria is to deal with the domain of banking, it represents an essential element in economics but it is ignored when it concerns the use and the training of English. To provide a training for workers working in the domain of banking, Many banking transactions, especially those involving foreign clients or partners, should be conducted in English. Proficiency in English allows banking professionals in Algeria to access a wealth of information, including market analysis, financial trends, regulatory updates. Having some knowledge in English allows Algerian bankers participating in international conferences, seminars, and workshops, allowing them to exchange ideas, learn from global experiences, and establish valuable connections that can benefit their institutions. To know English is often a requirement for career advancement in the banking sector, particularly in roles that involve interaction with international clients, participation in global projects, or collaboration with foreign partners. Offer language courses during working hours or provide incentives for employees to attend external language classes to ensure widespread participation and commitment to skill development. Encourage businesses to sponsor English language training programs for their employees, either in-house or through partnerships with language institutes.

Another domain where English should be present is for the training of the healthcare professionals, including doctors, nurses, and medical staff, in English language proficiency to enhance communication with international patients and medical tourists. Developing English-language medical tourism packages and services to attract patients from English-speaking countries seeking specialized treatments and healthcare services in Algeria. English-speaking medical facilities and clinics with bilingual staff to cater to the needs of international patients and provide high-quality healthcare services should be established.

The other sector where English can play a great role, is tourism, The spread of English can help the tourism sector, English is crucial for attracting international tourists, a vital source of revenue for Algeria. Provide English language training programs for tour guides, hotel staff, and hospitality professionals to improve communication with international tourists.

Develop English-language promotional materials, including websites, brochures, and signage, to attract foreign visitors and enhance their experience in Algeria.

Establish English-speaking tourist information centres and help desks at key tourist destinations to assist visitors and provide information about local attractions and services. Develop English language tourism programs and initiatives to attract English-speaking tourists and promote cultural exchange.

Provide English language training and certification programs for individuals working in the tourism industry to improve communication with international visitors.

Make learners communicate because it plays an important role (maybe the most important) for the purpose of learning a foreign language. (speak and listen not only write and read.)

Those who cannot learn it through academic courses can learn it in another way, like learning on line, thanks to youtube videos with native teachers or by watching movies and series or listening to music or learn English in private schools of languages. Investing in language skills can enhance job prospects, expand career opportunities, and potentially lead to higher salaries and positions of greater responsibility. Provide English language training programs for employees at all levels, with a focus on business communication skills, vocabulary related to their specific industry, and cross-cultural competence.

Advancement opportunities Highlight the role of English language proficiency in enhancing employability and career, particularly in sectors with international relevance, such as tourism, hospitality, and technology.

By implementing these recommendations across various sectors and domains, Algeria can leverage English language proficiency as a strategic asset to enhance competitiveness, foster innovation, and facilitate integration into the global economy.

### **4.4.3 At the Social Level**

It is important to encourage the spread of English in Algeria at the social level too because it has a number of positive impacts. It makes easier for Algerians to communicate with people from other parts of the world, and it opens new opportunities for education and employment.

Technology and recent inventions such as internet permits communication between people all over the world. Internet helps the spread of English in the globe. In last decades, people grow up with technology; they are able to use it easily. Internet gives opportunities to learners of English to communicate and collaborate all over the world even if they are geographically dispersed, thanks to face book, Skype, YouTube and e-mails. The role of social network is important for the spread of English in the society. Social network contributes in developing the acquisition of English. Its use may enhance language learning (a good tool). It has a positive effect on the learning skill. Internet can help learners to acquire a new language, an important one and developing different skills such as reading, listening, writing and speaking. Communication is very important for the spread of English throughout the world, people share ideas and thoughts via English all over the world. In this line of thought, Richards and Schmidt (2010:97) define the importance of this concept as the following: “ *The exchange of ideas, information, etc., between two or more persons. In an act of communication there is usually at least one speaker or sender, a message is transmitted, and a person or persons for whom this message is intended the receiver.*” So, social networks plays an important role for the practice in four important skills of acquiring language which are: speaking, listening, writing and reading. When acquiring a language, the speaking skill is the most important aspect of language learning. It allows communication among people.

It is a new method of learning a new language, a new technological way for promoting English learning. It aims mainly to determine to what extent the use of French and English can influence the improvement of its use and its attitudes. Technology can promote English in Algeria socially by offering online learning platforms, language exchange groups on social media, educational apps, virtual tutoring, online resources, and language learning games like duolingo where a lot of people can learn English in an easy way. Using social media platforms to create online communities dedicated to English language learning and practice. Algerians can join groups, participate in discussions, and share resources to support each other's language development.

Because English is a global language, it allows access to information all over the world. It becomes a tool which makes information understood by all. It seems to be a real goal to learn English because people are aware of that importance. English becomes essential in our life.

We should Encourage the use of English in media, including television programs, radio broadcasts, newspapers, online publications and social media platforms to increase exposure to the language and promote the consumption of English-language books, movies, music, and other forms of entertainment to supplement language learning and exposure to English culture. English is the language of popular culture, including music, movies and television.

Subtitle or dub foreign language content into English to familiarize audiences with the language. English Language Radio Shows and Podcasts: Produce and broadcast English language radio shows or podcasts featuring discussions, interviews, and music in English to provide listeners with exposure to authentic language use (native speakers).

Algerian television channels and radio stations broadcast a mix of Arabic, French and Tamazight programs, but there is also a growing number of English –language programs available. Algerians also have access to a wide variety of English language news and entertainment media online. Radio channel like Radio Algérienne Internationale (RAI) is indeed Algeria's official international broadcasting service. It is part of the larger Radio Algérienne network and serves as the voice of Algeria to the world. RAI broadcasts in multiple languages, including Arabic, French, English, Spanish and sometimes other languages, to reach audiences beyond Algeria's borders. The station provides news, cultural programs, music, and other content aimed at international audiences, offering insight into Algerian culture, politics, and current affairs. Radio Algérienne Internationale plays a significant role in promoting Algeria's image abroad and fostering connections with global audiences.

Like Radio Algérienne Chaîne 3: A popular station that primarily broadcasts in French, with news, cultural programs, music, and more. Creating a national channel broadcasting programmes in English. A radio channel using only English like Alger chaine 3, a national channel using only French for encouraging people to use English next to other foreign languages in Algeria.

Street English Signage Campaigns: Launch campaigns to introduce English language signage in public spaces, streets, and transportation systems, accompanied by awareness campaigns to encourage the use and understanding of these signs.

According to some scientific studies and recent researches, it has been proved that learning and studying a new language makes the speaker smart and intelligent. It can avoid health problems and helps his memory especially young people. It is a good idea to acquire more than one language, it is like more food for our brain, we feed our brain with other languages, learning more than one language will improve memory and critical thinking.

Algeria can encourage the integration of English into daily life interactions, making the language more accessible and relevant to its citizens. They try to give chance to all people to enter the modern world thanks to English and make sure that the global language will not be an obstacle to that world.

When monolinguals and multilinguals visit some touristic places, those who master the foreign language will communicate easily with foreigners whereas for those who know only their language will face some problems and consider the language as a handicap and a barrier for communicating and connecting to the others. When a person learns another language, additional doors to opportunities are opened maybe for studying or for working abroad. The aim of being bilingual or multilingual is not only useful when going abroad or for future jobs and opportunities but also for helping to stave off the mental aging.

Encourage students and learners working in different domains not only in economics, banking, insurance, advertising.... The Schools offer also programs for the youngsters to provide them with self-confidence and to allow them to be better prepared to shape their future, and for adults who wish find jobs, boost their carriers or simply acquire new competences for their future life.

In official documents like passports, the three languages are used, Arabic, French and English.

We need a language to unify all the world, for eg in the domain of sport, like football or basketball, people in competition come from different parts of the globe need a language to communicate with and thanks to English, it becomes possible.

In the domain of tourism, hotels...use English because they receive foreigners from the world and English is international.

Encourage the use of English outside the classroom through extracurricular activities, language clubs, and community-based language programs.

Engage parents, communities, and local organizations in supporting English language learning initiatives by organizing language workshops, cultural events, and community activities.

Engage community leaders and influencers to promote the value of English language proficiency and encourage participation in language learning activities.

Organize English language events, such as language festivals, debates, and competitions, to promote interest and engagement in English language learning.

Encourage participation in English language clubs, conversation groups, and social gatherings where individuals can practice and improve their English speaking skills in a supportive environment as it is the case in IGMO university of Oran, where, a group of speakers of English, coming from different social environment and having different levels, but aiming at promoting and improving their way of speaking. They want to develop their speaking skill only.

Make English language learning resources readily available and accessible to the public, including libraries, community centres, and online platforms.

Offer free or subsidized English language courses and workshops for individuals of all ages and backgrounds to remove barriers to access and participation.

Develop national policies and strategies to promote English language proficiency across society, including initiatives targeting schools, workplaces, and community organizations.

Educate the general public about the opportunities available through English language skills, such as access to international markets, employment opportunities, and cultural exchange and launch awareness campaigns to highlight the importance and benefits of English language proficiency in today's globalized world.

Positive attitude towards English gives a good attitude for learning the language because attitude has received great attention in the acquisition of a foreign language.

Attitudes, people do not see in English a language of an empire but a world language and a medium of intercultural communication.

English should take its place in the society progressively in order to make people accustomed to it. A sudden and violent change can create an opposition.

English and French have complementary objectives. They can be used in distinct places or for the same purposes as two important foreign languages. French because it is a part of our heritage and culture and English because it represents the language of the world, technology and science. This is why Algerian people should not choose between the two and accept both of them easily. Some people worry that it could lead to decline in the use of Arabic, the national language of Algeria as it has been neglected for a long time during the French colonisation. This spread can



create a cultural divide between those speak English and those who do not. Balance the use of English with respect for the local languages is crucial

By implementing these recommendations, Algeria can foster a culture of English language proficiency and create an environment where individuals have the skills and opportunities to engage effectively in the global community.

#### **4.5 Conclusion:**

The present chapter has presented the summary of the findings, the different needs and expectations of the two important companies namely, Sonatrach and Ooredoo, the discussion of the results obtained through the two research instruments: the questionnaire and the interview. Also, it provided some solutions, suggestions and recommendations in order to facilitate the use and the spread of English, for the future users of English at Algerian institutions including different domains such as social life, education and economics. Those recommendations were extracted through questioning workers from Sonatrach, the energy oil company and Ooredoo, a telecommunication company. And interviewing teachers and managers of private schools of languages, analysing results and checking the best strategies to help our society to enter the modern world by enhancing the learning of English in Algeria.

In order to apply those recommendations, the government should see in acquiring English a necessity and an urgent need.

# GENERAL CONCLUSION

### **General Conclusion**

Several languages are used in Algeria, reflecting the country's linguistic diversity and historical influences. They contribute to cultural richness of the country. There are official languages and foreign ones. Arabic is the official language (the language of school, of the mosque ..... ) with its different varieties used in everyday communication. Berber became also an official language. French, historically, has been a prominent language in Algeria due to the country's colonial past, it is not official anymore but it remains a language used in government, education and is an essential language for many aspects of daily life, including administration, business, education and mass media. English is increasingly gaining importance in Algeria, especially in the fields of business, technology, economics and education. So, both of foreign languages, French and English play important roles in Algeria, but their significance depends on the specific domain and purpose, their importance varies in different contexts, they exist next to Arabic and Berber. French with a deep historical and institutional ties, and English, on the rise in international business and technology sectors

Our research work was divided into four chapters, in the first chapter, we reviewed what different scholars and researchers have written about the sociolinguistic situation of Algeria and what makes it so particular with the use of different languages. The second one dealt with the status of English in the world and in Algeria. The third chapter was the practical part of the research, it was devoted to gather a qualitative and a quantitative data about the study. It also presented the description of the results obtained from the questionnaires and the interviews, the questionnaires addressed to workers of Sonatrach and Ooredoo and interviews conducted with the managers of private schools of languages. The last chapter dealt with a summary of the results of the two tools of research. It also concerns the discussion of the findings obtained from the mixed method approach, additionally, it provided a section about some solutions, suggestions and recommendations.

The findings of our research work answered our research questions and confirmed almost all the hypotheses. We found that English is gaining ground in different domains, mainly in education and economics but not only, in life in general thanks to technology like social network, applications and YouTube. English is a world language, a language used by a great number of non native speakers. It covers different domains.

## ***GENERAL CONCLUSION***

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We should highlight the learning of English in Algeria because of its importance in the whole world and promote it in order to enter the modern world.

The outcomes of our research are very surprising. We have noticed that the intellectual French speaking people, the francophones, take a lot of interest in learning English. If we go back to 20 years ago, English was considered as a phobia, they preferred French instead of English but nowadays the attitudes towards English are completely different. They are aware, whether they like it or not, of the importance of that language all over the world. English is spoken by a significant number in the globe. We think that nowadays, more and more people, students, workers, children are getting involved, they realise that English can be very important in their life in general, in terms of studies and work, they have a positive attitude towards the English language and the English culture. They aimed at improving language skills and be able to communicate with others effectively. Acquiring English in Algeria can be a serious task. Some investigations have been conducted seriously and deeply, concerning the acquisition of a new language. It can be a success or a failure because of some important factors. The most important elements which can help positively the acquisition and the learners are the age and the motivation.

The learners, when acquiring a new language can achieve near native control and pronunciation of the language when they are young. They acquire it easily and quicker than adults because it is a matter of flexibility in motor skills. Acquiring a language at an early age is more efficient than at an old age, the capacity of learning is better.

Age is an important factor and motivation plays a big role as well. People should have the will to learn a language, they should accept it and not reject it.

Maybe, in Algeria, we were living in an environment where English was not present, that means that there was a little exposure to that language and as a result they were influenced only by the languages spoken in their context such as Arabic, French and Berber which represent their linguistic repertoire but recently, people change their attitudes and perception towards English by accepting it and considering it as a tool for their future life.

To use more than one language in a country is a norm and not an exception because we rarely find a country which is monolingual. So multilingualism must be seen positively and important in the future, for a modern life, a better life.

The government encourages the use and spread of English in Algeria to promote economic growth, international relations and better educational system. As mentioned before, English is used in different sectors such as economics (foreign investment and multinational companies),

## ***GENERAL CONCLUSION***

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education by improving the quality of education in the three levels and emphasize English as the language of instruction in higher education (promote academic research: access to international knowledge and technological advancements) and in other domains of the social life like media, entertainment (movies, music and books) and cultural exchanges.

Students and workers should be aware that proficiency in English opens up opportunities for international communication and collaboration, it can enhance their career prospects. They can explore the world when travelling, in educational institutions (scholarships abroad). English is the language of the internet and technology, the language of international relations and international conferences. Joining the modern world motivates the learners, a positive attitude towards English can keep the learners motivated and eager to explore the language. It fuels the desire to learn and overcome challenges because learning a new language can be challenging but they are more receptive to new ideas, cultures and ways of expression with confidence including speaking, reading, listening and writing. Positivity can enhance the effectiveness of learning, when learners approach English with enthusiasm, they tend to retain information better and make quicker progress even if language acquisition takes time. English can significantly enhance personal and professional opportunities for Algerians and contribute to the country's development.

The future of English and French in Algeria may involve a coexistence, with each language serving specific purposes. French retains its historical, cultural and diplomatic importance, while English plays a significant role in the world as a lingua franca, offering opportunities in education, technology, telecommunication, economics, business and in the social life. Arabic and Berber remain essential for daily life and cultural identity.

English brings many benefits to Algerians but it is crucial to make a balance between its use and the use of native languages, culture and identity in Algeria. Algeria's engagement with English is a reflection of its growing global integration and the need to connect with the international community in various professional, educational and cultural domains. The country recognises the importance of English for various reasons, including economic development, international relations and educational opportunities.

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# APPENDICES

## **Appendices**

### **Appendix 1**

#### **Questionnaire**

Attitudes, usage et gestion linguistique de l'Anglais en Algérie, le cas des institutions à Oran.

Ce questionnaire rentre dans le cadre d'une recherche en vue d'une thèse de Doctorat en sciences.

Les informants qui rempliront ce questionnaire le feront de façon anonyme.

Le résultat de ce questionnaire pourrait être publié par l'auteur dans un but purement scientifique et informationnel.

Age :

Sexe : masculin  féminin

Profession :

Lieu de résidence :

Niveau d'instruction :

Poste occupé :

Mettez une croix dans la case qui correspond à votre choix

#### **Section A :**

1- Parlez-vous l'Anglais ?

oui  non

2- Comment le parlez vous ?

Très bien  bien  mal  très mal

3- Comment l'écrivez-vous ?

Très bien  bien  mal  très mal

4- Comment le lisez-vous ?

Très bien  bien  mal  très mal

5- Où avez-vous commencé l'apprentissage de l'Anglais ?

A la maison  à l'école  ailleurs

## Appendices

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Dans le cas « ailleurs » précisez où,  
.....

### Section B :

1- D'après vous, quel est le statut de l'Anglais en Algérie ?

langue primaire                       langue secondaire                       langue étrangère

2- Est-il utilisé dans la vie de tous les jours ?

Oui                       non

Justifiez.....

### Section C :

1- Dans quelle(s) langue(s) vous sentez-vous à l'aise, et pourquoi ?

Arabe                       Français                       Anglais                       Berbère

2- Si vous aviez le choix, dans quelle langue aimeriez-vous ?

A- Etudier

Arabe                       Français                       Anglais                       Berbère

B- Travailler

Arabe                       Français                       Anglais                       Berbère

C- Faire de la lecture

Arabe                       Français                       Anglais                       Berbère

D- Lire des journaux

Arabe                       Français                       Anglais                       Berbère

3- Regardez-vous des films ou documentaires en Anglais ?

Oui                       non

4- Ecoutez-vous les radios qui émettent leurs programmes en langue Anglaise ?

Oui                       non

## Appendices

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### Section D :

- 1- Utilisez-vous l'Anglais dans votre travail?  
Oui  non
- 2- Avez-vous suivi une formation en Anglais au sein de votre travail?  
Oui  non
- 3- Si vous aviez à choisir entre deux langues étrangères, laquelle choisiriez-vous dans votre entreprise ?  
Français  Anglais

### Section E :

- 1- Que pensez-vous de l'introduction de l'Anglais dans les trois paliers (primaire, moyen et secondaire) ?  
Indispensable  utile mais pas indispensable
- 2- L'enseignement dans notre pays devrait-il être :  
Monolingue   
Bilingue   
Multilingue   
Si bilingues ou multilingues, quelles langues et dans quel ordre ?.....  
.....  
.....
- 3- Pensez-vous que l'Anglais devrait être enseigné dès le primaire ?  
Oui  non
- 4- Pensez vous que l'Anglais pourrait devenir la première langue de l'enseignement des matières scientifiques à l'université ?  
Oui  non

### Section F :

- 1- Choisiriez-vous l'Anglais pour les mass médias  
Oui  non

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2- Dans quel domaine aimeriez-vous trouver l'Anglais ?

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

### Section G :

1- Considérez-vous l'Algérie comme un pays :

Monolingue

Bilingue

Multilingue

2- La langue Anglaise est-elle une nécessité pour que l'Algérie s'insère dans le monde moderne ?

Oui  non

3- Pensez-vous que l'arabisation isolera le pays du monde moderne ?

Oui  non

4- Pensez-vous que l'arabisation totale bloquera le développement et le progrès du pays ?

Oui  non

### Section H :

1- Pensez-vous qu'il y a une compétition entre le Français et l'Anglais ?

Oui  non

2- Pensez-vous que le Français disparaîtra de notre pays ?

Oui  non

3- Pensez-vous que l'Anglais pourrait devenir première langue étrangère en Algérie ?

Oui  non

4- Pensez-vous que l'Anglais est entrain de remplacer le Français ? justifiez votre réponse.

Oui  non

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

5- Encouragez-vous vos enfants à apprendre l'Anglais ?

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Oui  non

Si oui, pourquoi.....  
.....  
.....

6- Voulez-vous que vos enfants soient ?

Arabisés  bilingues  multilingues

Si bilingues ou multilingues, quelle(s) langue(s) choisiriez vous ?

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

## Appendix 2 Translation of the questionnaire

### Section A :

- 1- Do you speak English? Yes, no.
- 2- How do you speak it? Very well, well, badly, very badly.
- 3- How do you write it? Very well, well, badly, very badly.
- 4- How do you read it? Very well, well, badly, very badly.
- 5- Where have you started learning English? At home, at school, elsewhere.

### Section B:

- 1- What is the status of English in Algeria? a- first language, b-second language, c- foreign language.
- 2- Is English used in everyday life interactions in Algeria? yes, no, justify.

### Section C:

- 1- In which language are you most competent? Arabic, French, English, Berber, and why?

.....  
.....

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- 2- If you had the choice, in which language would you ?
  - a- Study: Arabic, French, English, Berber.
  - b- Work: Arabic, French, English, Berber.
  - c- Read books: Arabic, French, English, Berber.
  - d- Read newspapers: Arabic, French, English, Berber.
- 3- Do you watch movies and documentaries in English? Yes, no.
- 4- Do you listen to the channels of radio which give their programmes in English?  
Yes, no.

### **Section D:**

- 1- Do you use English in your work? Yes, no.
- 2- Have you been trained in English language? Yes, no.
- 3- If you had the possibility to choose between two foreign languages, which one will you choose? French, English.

### **Section E:**

- 1- What do you think about the introduction of English in the three levels of education (primary, middle and secondary schools)? Essential, useful but not essential.
- 2- Teaching in Algeria should be? Monolingual, bilingual, multilingual. If bilingual or multilingual, which languages and in which order?
- 3- Do you think that English should be taught from the primary school? Yes, no.
- 4- Do you think that English should become the first language for the teaching of Scientific matters at university? Yes, no.

### **Section F:**

- 1- Would you choose English for the mass-media. Yes, no.
- 2- In which fields would you like to have English?

### **Section G:**

- 1- Do you consider Algeria as a country? Monolingual, bilingual, multilingual.

- 2- Do you think that Algeria can enter the modern world thanks to English? Yes, no.
- 3- Do you think that arabisation will isolate Algeria from the modern world? Yes, no.
- 4- Do you think that total arabisation will block Algeria's progress and development? Yes, no.

**Section H:**

- 1- Do you think that there is a competition between French and English? Yes, no.
- 2- Do you think that French will disappear from Algeria? Yes, no.
- 3- Do you think that English will become first foreign language in Algeria? Yes, no.
- 4- Do you think that English is replacing French in Algeria? Justify your answer. Yes, no.
- 5- Do you encourage your children to learn English? Yes, no. If yes, why?
- 6- Do you want your children to be? Arabised, bilingual, multilingual. If bilingual or multilingual, which languages would you choose?

**Appendix 3 A Tables Sonatrach and Ooredoo**

<b>Do you speak English ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	125	83,3%
<b>No</b>	25	16,7%
<b>Total</b>	150	100,0

<b>How do you speak it ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Very well</b>	11	7,3
<b>Well</b>	79	52,7



<b>Badly</b>	47	31,3
<b>Very badly</b>	13	8,7
<b>Total</b>	150	100,0

<b>How do you write it ?</b>		
	<b>Frequency</b>	<b>Percent</b>
	1	0,7
<b>Very well</b>	17	11,3
<b>Well</b>	95	63,3
<b>Badly</b>	31	20,7
<b>Very badly</b>	6	4,0
<b>Total</b>	150	100,0

<b>How do you read it ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Very well</b>	22	14,7
<b>Well</b>	105	70,0
<b>Badly</b>	17	11,3
<b>Very badly</b>	6	4,0
<b>Total</b>	150	100,0

<b>Where did you start learning English ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>At home</b>	6	4,0
<b>At school</b>	132	88,0
<b>Training course</b>	12	8,0
<b>Total</b>	150	100,0

<b>Quel est le statut de l'Anglais en Algérie ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Langue primaire</b>	0	0%
<b>Langue secondaire</b>	15	10%
<b>Langue étrangère</b>	127.5	85%
<b>Total</b>	150	100,0

<b>Est il utilisé dans la vie de tous les jours ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Oui</b>	39	26%
<b>Non</b>	127.5	85%

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<b>Total</b>	150	100,0
<b>Justifiez</b>		
Les 26 % ont justifié ainsi : c'est utilisé plus par les jeunes et seulement quelques mots du vocabulaire mixés avec l'arabe dialectal, le français et des fois le kabyle.		

<b>In which language are you the most competent? And why ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Arabic</b>	144	96%
<b>French</b>	150	100%
<b>English</b>	100	66.6%
<b>Berber</b>	2	1.3%
<b>Total</b>	150	100

<b>Why this choice?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Arabic because it is our native language (dialect )</b>	140	93.3%

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<b>French because it is the language we have been using many years</b>	138	92%
<b>English because we studied it before and have received a training at work</b>	122	81.3%
<b>Berber for those who know it</b>	2	1.3%
<b>Total</b>	150	100,0

<b>The use of languages for studying</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Arabic</b>	48	21.6%
<b>French</b>	71	32%
<b>English</b>	102	45%
<b>Berber</b>	1	0.5%
<b>Total</b>	150	100.0

<b>The use of languages for working</b>		
	<b>Frequency</b>	<b>Percent</b>

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<b>Arabic</b>	44	19.2%
<b>French</b>	86	37.6%
<b>English</b>	95	42.8%
<b>Berber</b>	1	0.4%
<b>Total</b>	150	100.0

<b>The use of languages for reading books</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Arabic</b>	66	27.6
<b>French</b>	81	33.9
<b>English</b>	91	38.1
<b>Berber</b>	1	0.4
<b>Total</b>	150	100.0

<b>The use of languages for reading newspapers</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Arabic</b>	67	28.5%

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<b>French</b>	90	38.3%
<b>English</b>	77	32.8%
<b>Berber</b>	1	0.4%
<b>Total</b>	150	100.0

<b>Do you watch films and documentaries in English?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	101	67,3
<b>No</b>	49	32,7
<b>Total</b>	150	100,0

<b>Do you listen to radio stations broadcasting in English ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	40	26,7
<b>No</b>	110	73,3
<b>Total</b>	150	100,0

<b>Do you use English at work?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	109	72,7

<b>No</b>	41	27,3
<b>Total</b>	150	100,0

<b>Did you follow a training course in English at your workplace?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	87	58,0
<b>No</b>	63	42,0
<b>Total</b>	150	100,0

<b>If you have the possibility to use foreign languages, which one will you choose for working?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>French</b>	43	28,7
<b>English</b>	107	71,3
<b>Total</b>	150	100,0

<b>What do you think about the introduction of English at the 3 levels (Primary, middle and secondary) ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Essential</b>	113	75,3

<b>Useful but not essential</b>	37	24,7
<b>Total</b>	150	100,0

<b>Teaching in Algeria should be ...</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>monolingual</b>	7	4,7
<b>Bilingual</b>	37	24,7
<b>Multilingual</b>	106	70,7
<b>Total</b>	150	100,0

<b>If bilingual or multilingual, which languages and in which order?</b>		
<b>English</b>	122	81.3%
<b>French</b>	120	80%
<b>Arabic</b>	98	65.3%
<b>Spanish</b>	30	20%
<b>Chinese</b>	15	10%
<b>Total</b>	150	100,0



<b>Do you think that English should be taught starting from primary school ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	126	84,0
<b>No</b>	24	16,0
<b>Total</b>	150	100,0

<b>Do you think English should be the first language used in teaching scientific subjects at university?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	113	75,3
<b>No</b>	37	24,7
<b>Total</b>	150	100,0

<b>Would you choose English for mass media ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	91	60,7
<b>No</b>	59	39,3
<b>Total</b>	150	100,0

<b>The use of English in different domains</b>
--

	<b>Frequency</b>	<b>Percent</b>
<b>Science</b>	42	28%
<b>Mass media</b>	48	32%
<b>Work</b>	48	32%
<b>Culture</b>	12	08%
<b>Education</b>	54	36%
<b>Technology</b>	78	52%
<b>Sport</b>	24	16%
<b>Tourism</b>	18	12%
<b>Total</b>	150	100.0

<b>Algeria is a ..... country</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Monolingual</b>	17	11,3
<b>Bilingual</b>	76	50,7
<b>Multilingual</b>	57	38,0
<b>Total</b>	150	100,0

**Is English compulsory for Algeria so as to join the modern world?**

	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	141	94,0
<b>No</b>	9	6,0
<b>Total</b>	150	100,0

<b>Do you think arabisation would isolate Algeria from the rest of the world?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	70	46,7
<b>No</b>	80	53,3
<b>Total</b>	150	100,0

<b>Do you think total arabisation would stop the development of the country?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	76	50,7
<b>No</b>	74	49,3
<b>Total</b>	150	100,0

<b>Do you think there is a competition between French and English?</b>		
--	--	--

	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	95	63,3
<b>No</b>	55	36,7
<b>Total</b>	150	100,0

<b>Do you think French will disappear from our country?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	26	17,3
<b>No</b>	124	82,7
<b>Total</b>	150	100,0

<b>Do you think English will become the first foreign language in Algeria?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	72	48,0
<b>No</b>	78	52,0
<b>Total</b>	150	100,0

<b>Do you think English is replacing French? Justify</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	66	44,0

<b>No</b>	84	56,0
<b>Total</b>	150	100,0

<b>Why replacing French by English</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Colonisation</b>	43	28.6,0
<b>International language</b>	125	83.3,0
<b>Technology and science (useful)</b>	134	89.3,0
<b>Total</b>	150	100.0

<b>Do you encourage your children to learn English?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	150	100,0
<b>No</b>	00	00,0
<b>Total</b>	150	100

<b>Reasons for acquiring English by children</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>English is an international language</b>	17	11.3,0

<b>English is the language of science and technology</b>	95	63.3,0
<b>English is important for future jobs</b>	31	20.6,0
<b>Total</b>	150	100.0

<b>Do you want your children to be ..... ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Arabised</b>	3	2,0
<b>Bilingual</b>	15	10,0
<b>Multilingual</b>	132	88,0
<b>Total</b>	150	100,0

<b>The choice of the languages by the parents to their children</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>English</b>	119	79.3,0
<b>French</b>	106	70.6,0
<b>Arabic</b>	86	57.3,0
<b>Spanish</b>	25	16.6,0
<b>Chinese</b>	14	9.3,0
<b>German</b>	8	5.3,0

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<b>Total</b>	150	100.0
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**Appendix 3 B Tables Sonatrach**

<b>Do you speak English ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	84	84,0
<b>No</b>	16	16,0
<b>Total</b>	100	100,0

<b>How do you speak it ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Very well</b>	2	2,0
<b>Well</b>	52	52,0
<b>Badly</b>	37	37,0
<b>Very badly</b>	9	9,0
<b>Total</b>	100	100,0

<b>How do you write it ?</b>		
	<b>Frequency</b>	<b>Percent</b>
	1	1,0

<b>Very well</b>	8	8,0
<b>Well</b>	65	65,0
<b>Badly</b>	22	22,0
<b>Very badly</b>	4	4,0
<b>Total</b>	100	100,0

<b>How do you read it ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Very well</b>	11	11,0
<b>Well</b>	72	72,0
<b>Badly</b>	13	13,0
<b>Very badly</b>	4	4,0
<b>Total</b>	100	100,0

<b>Where did you start learning English ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>At home</b>	2	2,0
<b>At school</b>	86	86,0
<b>Training course</b>	12	12,0
<b>Total</b>	100	100,0



<b>Quel est le statut de l'Anglais en Algérie ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Langue primaire</b>	0	0%
<b>Langue secondaire</b>	0	0%
<b>Langue étrangère</b>	75	75%
<b>Total</b>	100	100,0

<b>Est il utilisé dans la vie de tous les jours ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Oui</b>	10	10%
<b>Non</b>	75	75%
<b>Total</b>	100	100,0
<b>Justifiez</b>		
Les 10% ont justifié ainsi : c'est utilisé plus par les jeunes et seulement quelques mots du vocabulaire mixés avec l'arabe dialectal, le français et des fois le kabyle.		

<b>In which language are you the most competent? And why ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Arabic</b>	98	98%

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<b>French</b>	100	100%
<b>English</b>	70	70%
<b>Berber</b>	2	1.3%
<b>Total</b>	100	100,0

<b>Why this choice?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Arabic because it is our native language (dialect )</b>	92	92%
<b>French because it is the language we have been using many years</b>	90	90%
<b>English because we studied it before and have received a training at work</b>	85	85%
<b>Berber for those who know it</b>	2	1.3%
<b>Total</b>	100	100,0

<b>The use of languages for studying</b>		
	<b>Frequency</b>	<b>Percent</b>

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<b>Arabic</b>	30	30%
<b>French</b>	55	55%
<b>English</b>	80	80%
<b>Berber</b>	1	1%
<b>Total</b>	100	100.0

<b>The use of languages for working</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Arabic</b>	30	30%
<b>French</b>	70	70%
<b>English</b>	84	84%
<b>Berber</b>	1	1%
<b>Total</b>	100	100.0

<b>The use of languages for reading books</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Arabic</b>	51	51%
<b>French</b>	70	70%

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<b>English</b>	72	72%
<b>Berber</b>	1	1%
<b>Total</b>	100	100.0

<b>The use of languages for reading newspapers</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Arabic</b>	60	60%
<b>French</b>	75	75%
<b>English</b>	50	50%
<b>Berber</b>	1	1%
<b>Total</b>	100	100.0

<b>Do you watch films and documentaries in English?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	74	74,0
<b>No</b>	26	26,0
<b>Total</b>	100	100,0

<b>Do you listen to radio stations broadcasting in English ?</b>		
	<b>Frequency</b>	<b>Percent</b>

<b>Yes</b>	23	23,0
<b>No</b>	77	77,0
<b>Total</b>	100	100,0

<b>Do you use English at work?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	83	83,0
<b>No</b>	17	17,0
<b>Total</b>	100	100,0

<b>Did you follow a training course in English at your workplace?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	61	61,0
<b>No</b>	39	39,0
<b>Total</b>	100	100,0

<b>If you possible, which two languages would you choose at your workplace?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>French</b>	23	23,0
<b>English</b>	77	77,0

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<b>Total</b>	100	100,0
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<b>What do you think about the introduction of English at the 3 levels (Primary, middle and secondary) ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Essential</b>	79	79,0
<b>Useful but not essential</b>	21	21,0
<b>Total</b>	100	100,0

<b>Education in Algeria should be in ...</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Arabised</b>	3	3,0
<b>Bilingual</b>	28	28,0
<b>Multilingual</b>	69	69,0
<b>Total</b>	100	100,0

<b>If bilingual or multilingual , which languages and in which order?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>English</b>	93	93%
<b>French</b>	90	90%

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<b>Arabic</b>	77	77%
<b>Spanish</b>	25	25%
<b>Chinese</b>	11	11%
<b>Total</b>	100	100,0

<b>Do you think English should be taught starting from primary school ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	86	86,0
<b>No</b>	14	14,0
<b>Total</b>	100	100,0

<b>Do you think English should be the first language used in teaching scientific subjects at university?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	83	83,0
<b>No</b>	17	17,0
<b>Total</b>	100	100,0

<b>Would you choose English for mass media ?</b>
--

	Frequency	Percent
<b>Yes</b>	62	62,0
<b>No</b>	38	38,0
<b>Total</b>	100	100,0

<b>The use of English in different domains</b>		
	Frequency	Percent
<b>Science</b>	30	30%
<b>Mass media</b>	35	35%
<b>Work</b>	34	34%
<b>Culture</b>	12	12%
<b>Education</b>	40	40%
<b>Technology</b>	60	60%
<b>Sport</b>	06	06%
<b>Tourism</b>	10	10%
<b>Total</b>	100	100.0

<b>Algeria is a ..... country</b>		
	Frequency	Percent
<b>Monolingual</b>	8	8,0



<b>Bilingual</b>	56	56,0
<b>Multilingual</b>	36	36,0
<b>Total</b>	100	100,0

<b>Is English compulsory for Algeria so as to join the modern world?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	95	95,0
<b>No</b>	5	5,0
<b>Total</b>	100	100,0

<b>Do you think arabisation would isolate Algeria from the rest of the world?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	40	40,0
<b>No</b>	60	60,0
<b>Total</b>	100	100,0

<b>Do you think total arabisation would stop the development of the country?</b>		
	<b>Frequency</b>	<b>Percent</b>

<b>Yes</b>	50	50,0
<b>No</b>	50	50,0
<b>Total</b>	100	100,0

<b>Do you think there is a competition between French and English?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	62	62,0
<b>No</b>	38	38,0
<b>Total</b>	100	100,0

<b>Do you think French will disappear from our country?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	22	22,0
<b>No</b>	78	78,0
<b>Total</b>	100	100,0

<b>Do you think English would become the first foreign language in Algeria?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	56	56,0

<b>No</b>	44	44,0
<b>Total</b>	100	100,0

<b>Do you think English is replacing French? Justify</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	47	47,0
<b>No</b>	53	53,0
<b>Total</b>	100	100,0

<b>Why replacing French by English</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Colonisation</b>	33	33,0
<b>International language</b>	95	95,0
<b>Technology and science (useful)</b>	99	99,0
<b>Total</b>	100	100,0

<b>Do you encourage your children to learn English?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	100	100,0

<b>No</b>	0	0,0
<b>Total</b>	100	100.0

<b>Reasons for acquiring English by children</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>English is an international language</b>	10	10,0
<b>English is the language of science and technology</b>	75	75,0
<b>English is important for future jobs</b>	20	20,0
<b>Total</b>	100	100.0

<b>Do you want your children to be ..... ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Arabised</b>	3	3,0
<b>Bilingual</b>	11	11,0
<b>Multilingual</b>	86	86,0
<b>Total</b>	100	100,0

<b>The choice of the languages by the parents to their children</b>		
	<b>Frequency</b>	<b>Percent</b>

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<b>English</b>	95	95.0
<b>French</b>	80	80.0
<b>Arabic</b>	56	56.0
<b>Spanish</b>	20	20.0
<b>Chinese</b>	10	10.0
<b>Total</b>	100	100.0

### Appendix 3 C tables Ooredoo

<b>Do you speak English ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	41	82,0
<b>No</b>	9	18,0
<b>Total</b>	50	100,0

<b>How do you speak it?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Very well</b>	9	18,0
<b>Well</b>	27	54,0
<b>Badly</b>	10	20,0
<b>Very badly</b>	4	8,0
<b>Total</b>	50	100,0

<b>How do you write it ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Very well</b>	9	18,0
<b>Well</b>	30	60,0
<b>Badly</b>	9	18,0
<b>Very badly</b>	2	4,0
<b>Total</b>	50	100,0

<b>How do you read it ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Very well</b>	11	22,0
<b>Well</b>	33	66,0
<b>Badly</b>	4	8,0
<b>Very badly</b>	2	4,0
<b>Total</b>	50	100,0

<b>Where did you start learning English ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>At home</b>	4	8,0

<b>At school</b>	46	92,0
<b>Total</b>	50	100,0

<b>Quel est le statut de l'Anglais en Algérie ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Langue primaire</b>	0	0%
<b>Langue secondaire</b>	5	10%
<b>Langue étrangère</b>	5	10%
<b>Total</b>	50	100,0

<b>Est il utilisé dans la vie de tous les jours ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Oui</b>	24	16%
<b>Non</b>	5	10%
<b>Total</b>	50	100,0
<b>Justifiez</b>		
Les 16 % ont justifié ainsi : c'est utilisé plus par les jeunes et seulement quelques mots du vocabulaire mixés avec l'arabe dialectal, le français et des fois le kabyle.		

<b>In which language are you the most competent? And why ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Arabic</b>	46	92%
<b>French</b>	50	100%
<b>English</b>	30	60%
<b>Berber</b>	0	0%
<b>Total</b>	50	100,0

<b>Why this choice?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Arabic because it is our native language (dialect )</b>	48	96%
<b>French because it is the language we have been using many years</b>	48	96%
<b>English because we studied it before and have received a training at work</b>	37	74%
<b>Total</b>	50	100,0



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<b>The use of languages for studying</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Arabic</b>	18	36%
<b>French</b>	16	32%
<b>English</b>	22	44%
<b>Berber</b>	0	0%
<b>Total</b>	50	100.0

<b>The use of languages for working</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Arabic</b>	14	28%
<b>French</b>	16	32%
<b>English</b>	16	32%
<b>Berber</b>	0	0%
<b>Total</b>	50	100.0

<b>The use of languages for reading books</b>		
	<b>Frequency</b>	<b>Percent</b>

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<b>Arabic</b>	15	30%
<b>French</b>	11	22%
<b>English</b>	19	38%
<b>Berber</b>	0	0%
<b>Total</b>	50	100.0

<b>The use of languages for reading newspapers</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Arabic</b>	7	14%
<b>French</b>	15	30%
<b>English</b>	27	54%
<b>Berber</b>	0	0%
<b>Total</b>	50	100.0

<b>Do you watch films and documentaries in English?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	27	54,0
<b>No</b>	23	46,0
<b>Total</b>	50	100,0

<b>Do you listen to radio stations broadcasting in English ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	17	34,0
<b>No</b>	33	66,0
<b>Total</b>	50	100,0

<b>Do you use English at work?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	26	52,0
<b>No</b>	24	48,0
<b>Total</b>	50	100,0

<b>Did you follow a training course in English at your workplace?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	26	52,0
<b>No</b>	24	48,0
<b>Total</b>	50	100,0

<b>If you possible, which two languages would you choose at your workplace?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>French</b>	20	40,0
<b>English</b>	30	60,0
<b>Total</b>	50	100,0

<b>What do you think about the introduction of English at the 3 levels (Primary, middle and secondary) ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Essential</b>	34	68,0
<b>Useful but not essential</b>	16	32,0
<b>Total</b>	50	100,0

<b>Education in Algeria should be in ...</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Arabised</b>	4	8,0
<b>Bilingual</b>	9	18,0
<b>Multilingual</b>	37	74,0
<b>Total</b>	50	100,0

<b>If bilingual or multilingual , which languages and in which order?</b>		
<b>English</b>	29	58%
<b>French</b>	30	60%
<b>Arabic</b>	21	42%
<b>Spanish</b>	5	10%
<b>Chinese</b>	4	8%
<b>Total</b>	50	100,0

<b>Do you think English should be taught starting from primary school ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	<b>40</b>	<b>80,0</b>
<b>No</b>	<b>10</b>	<b>20,0</b>
<b>Total</b>	<b>50</b>	<b>100,0</b>

<b>Do you think English should be the first language used in teaching scientific subjects at university?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	30	60,0
<b>No</b>	20	40,0
<b>Total</b>	50	100,0

<b>Would you choose English for mass media ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	29	58,0
<b>No</b>	21	42,0
<b>Total</b>	50	100,0

<b>The use of English in different domains</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Science</b>	12	24%
<b>Mass media</b>	13	26%
<b>Work</b>	14	28%
<b>Education</b>	14	28%
<b>Technology</b>	18	36%
<b>Sport</b>	12	24%
<b>Tourism</b>	08	16%
<b>Total</b>	50	100.0

<b>Algeria is a ..... country</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Monolingual</b>	9	18,0
<b>Bilingual</b>	20	40,0
<b>Multilingual</b>	21	42,0
<b>Total</b>	50	100,0

<b>Is English compulsory for Algeria so as to join the modern world?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	46	92,0
<b>No</b>	4	8,0
<b>Total</b>	50	100,0

<b>Do you think arabisation would isolate Algeria from the rest of the world?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	30	60,0
<b>No</b>	20	40,0
<b>Total</b>	50	100,0

<b>Do you think total arabisation would stop the development of the country?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	26	52,0
<b>No</b>	24	48,0
<b>Total</b>	50	100,0

<b>Do you think there is a competition between French and English?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	33	66,0
<b>No</b>	17	34,0
<b>Total</b>	50	100,0

<b>Do you think French will disappear from our country?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	4	8,0
<b>No</b>	46	92,0
<b>Total</b>	50	100,0



<b>Do you think English would become the first foreign language in Algeria?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	16	32,0
<b>No</b>	34	68,0
<b>Total</b>	50	100,0

<b>Do you think English is replacing French? Justify</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	19	38,0
<b>No</b>	31	62,0
<b>Total</b>	50	100,0

<b>Why replacing French by English</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Colonisation</b>	10	20,0
<b>International language</b>	30	60,0
<b>Technology and science (useful)</b>	35	70,0

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<b>Total</b>	50	100.0
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<b>Do you encourage your children to learn English?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	50	100,0
<b>No</b>	00	0,0
<b>Total</b>	50	100.0

<b>Reasons for acquiring English by children</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>English is an international language</b>	7	14,0
<b>English is the language of science and technology</b>	20	40,0
<b>English is important for future jobs</b>	11	22,0
<b>Total</b>	50	100.0

<b>Do you want your children to be ..... ?</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>Arabised</b>	0	0.0
<b>Bilingual</b>	4	8,0

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<b>Multilingual</b>	46	92,0
<b>Total</b>	50	100,0

<b>The choice of the languages by the parents to their children</b>		
	<b>Frequency</b>	<b>Percent</b>
<b>English</b>	24	48.0
<b>French</b>	26	52.0
<b>Arabic</b>	30	60.0
<b>German</b>	8	16.0
<b>Spanish</b>	5	10.0
<b>Chinese</b>	4	08.0
<b>Total</b>	50	100.0

#### **Appendix 4 The Interview**

The questions prepared before the interviews are as follows:

##### **Questions of the interviews**

**Q1:** I am working on the importance of English in our country and I am sure that learning English becomes compulsory in Algeria nowadays. So what about the beginnings of your school?

**Q2:** Do you suggest a test for assessing the learners before starting learning?

**Q3:** As native speakers of Arabic, do you think that the learners can achieve near-native mastery of English, do they take into consideration phonetics and pronunciation?

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**Q4:** Are they motivated to learn English?

**Q5:** How many levels do you have? And do they finish their language training?

**Q6:** Which skill is the most important for the learners, (writing, listening, speaking and reading)?

**Q7:** Do you think that the learners have specific and structured needs when coming to learn English?

**Q8:** Do your learners prefer general English or business English?

**Q9:** Can you compare between general English and business English, what are the similarities and differences?

**Q10:** Do you adapt and provide technical English to learners' specific expectations and needs?

**Q11:** What about the goals of those learners?

**Q12:** What are the languages taught in your school?

**Q13:** If we compare those languages with English, do you think that English takes the lead? Why?

**Q14:** Does English rank as the most important foreign language in the world?

**Q15:** who are your learners? Workers, students....

**Q16:** I think that in Algeria, French is a part of the linguistic repertoire, do you think that there is a sort of displacement between French and English? Is French replaced by English progressively?

**Q 17:** is English a global language?

**Q18:** you know that children represent the future of the country, so, what do you suggest as an English language training for them?

**Q19:** do you think that the number of the learners is increasing or decreasing?

**Q20:** do you think that the encouragement of the use of English in Algeria is a political policy for improving the economic situation?

### **Appendix 4**

#### **Interview 1**

**Researcher:** hello madam

**Informant 1:** hello

**Researcher:** I am happy to be with you today I am really thankful and grateful for accepting to answer my questions.

**Informant 1:** alright. It is not a problem.

**Researcher:** thank you, I am working on the importance of English in Algeria, ok, especially these recent days and years my title is the Advent of English at the Institutional Level of Algeria.

I am sure that learning English is becoming compulsory for Algerians in order to enter the modern world thanks to science and technology. Ok. Now let us speak about this school. Can you speak about the date, I don't know the year, when was it established? Do you have an idea?

**Informant 1:** As you know, it was established on April 16, 2012, it was launched that year, and that 's it.

**Researcher :** Ok thank you, well, do you suggest or give a test for assessing students level before starting learning?

**Informant 1:** Of course, before starting learning, the students must do a test, to test their level first then they can register and they start learning.

**Researcher :** Ok thank you, as native speakers of Arabic, do you think that learners can achieve near-native mastery of English?

**Informant 1:** They can but you know, Algerians speak French and it is hard for them to pronounce English the same as English people, native speakers. So , it is hard at first, but with practice they can master the language I mean they can master the pronunciation , all the grammar skills, all.

**Researcher :** Ok it means they take into consideration phonetics.

**Informant 1:** Phonetics, listening, reading comprehension, we base on all the skills, to teach English here in this centre.

**Researcher:** Are they motivated, enough motivated to do it?

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**Informant 1:** They are very motivated Because they see that nowadays English is very important and that's why they try to learn English as much as they can because everything is based here you know not only in here, in all the world, is based on English

**Researcher :** Ok thank you, how many levels do you suggest, sessions or levels, I don't know how you call them?

**Informant 1:** All right, we have here seventeen levels, beginners, then we have elementary then we have pre-intermediate then intermediate upper intermediate, advanced proficiency . these are all the levels we have and for teenagers, we have projects it is not the same method that we use with teens and with adults.

**Researcher :** Ok thank you, generally do they finish their language training?

**Informant 1:** Yes, most of them especially teenagers because adults they come here just to learn English , to travel because they need it, but for teens they are really interested to start from zero and to finish till the seventeenth level

**Researcher :** Ok thank you, I think I am just repeating the different skills communicative skills, but which one is the most important? I am speaking about reading, writing, listening and speaking

**Informant 1:** Most of our students they come to speak English speaking is very important you know it is because it is a way of communication when you travel abroad you talk to a person you don't write to him you know so you need something to communicate with that person and the only way of course is the speaking

**Researcher :** Thank you, now concerning needs, do you think your learners have structured and specific needs when coming to learn English ?

**Informant 1:** What do you mean I mean precise?

**Researcher :** I mean a special English maybe a technical one

**Informant 1:** Technical You mean business technical general English most of my students they come

**Researcher:** Structured needs, they need something

**Informant 1:** Something précised thing from English, teenagers they need grammar because you know they have exams and things and tests so they need the grammar part a lot adults they need the speaking as I mentioned before and I think that all parts of English are important I think this is my thought

**Researcher :** I am speaking about adults in general, do they prefer general English or business English ?

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**Informant 1:** General English is very important

**Researcher :** Really

**Informant 1:** Business English is more for business men, those who are interested in trade and business, they need English for business especially for business to have contracts and I don't know with their business partners especially for multinational company they need English it is a common language to communicate that's why they need business English but in general most of our students who come to register here in this school they need general English

**Informant 1:** Ok I will give you an opinion

I think business English is not so much about learning to speak a new language it is about to use a language they already know in a practical English and a professional context. Do you agree

Yes I do, I think yes what you said is alright

**Researcher :** Now, I just want to compare between general English and business one, what about similarities

**Informant 1:** Well, grammar yes, they do have similar things in grammar but I mean vocabulary no,

No it is different

You need to learn some technical words that are really has a relationship with the business part, however general English is about life, it is about life in general

**Researcher :** Now, Do you adapt and provide technical English to students' specific expectations and needs?

**Informant 1:** Of course I do, sometimes I'm faced with a lot of different cases in which you need to learn what is that word, so you need to get ready to answer for example, I taught doctors and sometimes I need to research for words concerning medicine you know to get ready if they are I must be ready in any situation

**Researcher :** What about the goals of those learners?

**Informant 1:** The goals, you know goals differ from one person to another you know each person has his goals, let's talk about teenagers teenagers they learn to study, they are learning English to study to have better grades and things however I told you adults they are learning their goals are to speak the language and to communicate as much as they can with other people with foreigners so I think it differs it differs from one person to another

**Researcher :** Ok thank you, what are the languages taught in your school?

**Informant 1:** Oh the languages taught

**Researcher :** Yes

**Informant 1:** Euh can you please make the question in other words

**Researcher :** Yes I am just speaking about the foreign languages which are available in this school

**Informant 1:** Ah in this school, we do have English of course because the centre is called the British language centre

**Researcher :** yes

**Informant 1:** so and we are based here on English accent British methods

Yes we have English we have French we do have also Spanish euh and we also teach Arabic but for those who study in primary school

**Researcher :** ok if you compare them I am speaking about those foreign languages to English do you think that English takes the lead?

**Informant 1:** Of course, I told that English is number one in the world and most of our comers those who come to register in this school they want English

**Researcher :** Can you tell me why please?

**Informant 1:** English because it is you know the unites states is power number one in the world and you know Spanish nowadays is the first in the world but I think as a teacher here that English in number one

**Researcher :** Ok it means that it ranks as the most important foreign language in the world ok, now what about your learners, who are your learners , workers, students I don't know if we can say free learners.

**Informant 1:** Yeah, actually I teach teenagers students in middle school and high school I teach also doctors as I told you adults old people from different categories

**Researcher :** Ok. Yes, I think that in Algeria, French is a part of the linguistic repertoire ok do you think that there is a sort of displacement between French and English ?

**Informant 1:** Yes people sometimes switch from French to English you know we have some similarities I am talking about vocabulary for example the word experience they say experience and I say no it is not the same pronunciation it is experience so most of the students they tend to use French maybe I told because we were colonised by the French most of us speak French that's why they think that it is the same pronunciation however it is the same vocabulary but it is not the same pronunciation

**Researcher :** You mean that English is replacing French progressively, this is what you mean



## *Appendices*

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**Informant 1:** Yes, yes a lot of us know, we know French so we want to learn now a new language which is English because it is international because it is very useful

**Researcher :** Ok now according to you, what you have noticed during your lectures etc why do learners use English instead of French or any other foreign language?

**Informant 1:** Yes, I don't know here , for example I give you an example, I was teaching Turkish and Spanish people and there were Algerians students so the common language they communicate with is English that's why they prefer to use English and it is good for them and you know has progressed a lot these decades a lot of us now travel abroad in the past it wasn't like now so they want to practice English because they need it when they travel

**Researcher :** It is a global language

**Informant 1:** It is a global language that's it

**Researcher:** thank you the last question, what can you suggest or what do you suggest as an English language training for children because they represent the future of the country etc so what can you suggest for them? If you have the possibility to do so

**Informant 1:** I suggest you know in primary schools they don't teach English they only teach French I suggest that this minister Benghebrit to start teaching English also not only French and I suggest for those you know in primary schools they teach English for primary level degree yes so I suggest that they can start teaching children from now because it is getting more important I think it is a need they need to start teaching it is high time

**Researcher :** yes and I am sure that children have the capacity ok the mental the good mental process to acquire many different languages at the same time

**Informant 1:** yes they can because they are young

**Researcher :** yes

**Informant 1:** and they have the ability to learn quickly and more efficient not like us and I suggest that they can teach children but in a funny way as we do here in the school the children they come every day with a very positive energy to learn they will use colours, toys to teach them so I suggest to teach them in a funny way

**Researcher :** do you think that the encouragement of the use of English in Algeria is a political policy for improving the economical situation?

**Informant 1:** I do believe, yes I think it is a political, economical and technological policy aiming at improving the Algerian situation.

**Researcher :** ok thank you so much

**Informant 1:** thank you

## **Interview 2**

**Researcher** : Hello madam thank you for accepting to answer my questions

**Informant 2:** Ok

**Researcher** : I am working on the progress and the advent of English at the institutional level of Algeria so I have some questions to ask please

**Informant 2:** Yes, of course

**Researcher** : Ok so I am sure that learning English becomes compulsory ok in Algeria you know in order to enter the modern world thanks to technology science etc so let us speak about your school first , the beginnings of your school

**Informant 2:** Oh we opened our school five years ago emm it is I would say new but every year it gets better and better in terms of students and demands and every thing so we see the progress every year

**Researcher** : Ok thank you now do you suggest and give a test for assessing your learners before joining your groups

**Informant 2:** Of course, every single student before enrolling any group must do an oral level test

**Researcher** : Ah an oral one not a written one

**Informant 2:** Because classes are based on conversation, communication so we must test your speaking skills before we actually before we actually guide to go I mean to follow classes

**Researcher** : Ok thank you now as native speakers of Arabic do you think that learners can achieve near native mastery of English according to your experience as a teacher

**Informant 2:** Well yeah since English I would say is one of the easiest language in the world emm yes I mean people are doing very well with experience people are learning English in much faster way than other languages such as French or Spanish

**Researcher** : Now what about pronunciation what do you think?

**Informant 2:** Pronunciation we have native or close native trainers it helps a lot to learners you know if the trainers speak English and pronounce it very well of course that the learner learns the proper pronunciation that helps a lot

**Researcher** : Ok do you think that they come to study are they motivated how do you feel them, attitudes?

**Informant 2:** I would say most of them students they have an objective you know in life they come to see us English because they really need the language they are not doing just for fun I mean they need it either in professional their professional life or they need it for their studies or just for sometimes for pleasure people you know who travel the Algerian citizens today they travel they go to English speaking countries before they used to go limited France you know Europe countries but today they go to Asia to the us and you know the Algerians need English today

**Researcher :** They are much more aware of the importance of English

**Informant 2:** Exactly

This is motivation professional and also travelling

**Researcher:** Ok this means that these are their goals?

**Informant 2:** Yes

**Researcher :** Ok . Thank you how many levels do you suggest and propose?

**Informant 2:** We have ten levels but from one to eight sorry from one to five it is general English and starting from the fifth level to the tenth it is professional English so after five levels we can say that we can make someone speak English fluently

**Researcher :** What do you mean by professional level?

**Informant 2:** Professional level it means a specialism if someone would like to specialize in a certain in a typical topic just business English or medical English in counting any specialism we focus more on that you know actually if you want to learn teach business but we will teach you better expressions used in business world make you practice that to make you more familiar with that

**Researcher :** If you speak about business for example when general English what are the similarities and differences between them?

**Informant 2:** Ok you cannot start specialism if your general English is not good enough some people are little bit confused they don't speak English at all and they just want speak business English we tell them sorry but it does not work this way you must express yourself in a very good way so it will be very easy for you much easier for you to pick up the other expressions used in specialism you are asking for so business English has a specific language sometimes you know I always give this example to someone who wants learn business English before he learners general English I tell them you must know how to communicate with the person before you start speaking business just asking the person about the weather or when they have lunch or dinner you know it is a part of the network so it is very important to be able to communicate and then speaking business is very easy it is just expressions to know

**Researcher** : Ok this means that the difference is in vocabulary

**Informant 2:** Yes of course

**Researcher** : Thank you now speaking about the different skills that you propose you have reading listening what do you have communicative skills or just oral ones?

**Informant 2:** Ok our method is based on communication but we all do teach grammar and vocabulary and this is via communication we have this special method we use that the students focus more on their speaking skills and while speaking we teach them grammar

**Researcher** : Ok now do you think that your learners have structured and specific needs and expectations when they come?

**Informant 2:** Yes most of them they just want to speak they just want to learn how to speak English and they just tell us listen I am here I have three six or you know period they just want to focus to learn how speak English and we do our best to work on you know with the students to make them achieve their goal yes of course their goals are to speak English

**Researcher** : Thank you what about the foreign languages that you teach in your school, the different languages taught?

**Informant 2:** Actually we teach every single language it depends on the demand if we have people asking for German then we will open German classes if we have people asking for Italian we do that more if we have just one person and he would like to follow private classes for specific language then we do give that service as well

**Researcher** : Ok thank you now if we compare English to other languages do you think that English takes the lead it ranks among the most important languages in the world according to you?

**Informant 2:** Of course, It does specially here in Algeria it does I would say ninety five percent of the demands are for English language so the other languages that we teach Arabic also for foreign people in Algeria also French we teach them French also but the 95 % are only for English and we can see the difference

**Researcher** : Thank you now what about your learners, who are your learners?

**Informant 2:** Ok our learners most of them are young professionals who maybe freshly graduated and just entered the market world or they are looking for more opportunities for the professional world so they come here either to improve their English or learn English actually they will have a better cv yes I would say because they believe that speaking English today opens more doors and gives more opportunities internationally speaking and even only nationally speaking even just taking the example in Algeria having multiple cvs if you see in one cv that the person speaks English fluently I think that you will rather go to that cv because

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even if you live in Algeria you work in Algeria you still be opened to the world and communicate with the rest of the countries and most of them communicate in English today

**Researcher** : Because it is an international and a global language

**Informant 2:** Exactly

**Researcher** : Yes thank you I think that in Algeria French is a part of the linguistic repertoire do you think that there is a sort of displacement between French and English according to your experience ok as a manager of this school

**Informant 2:** Yeah, according to my experience I see if I focus on the students for example for graduated students they are more attracted to the English language than French and I see most of them speak French very well we compare them to students some years ago their French was almost perfect and today since they are studying mostly in Arabic and they are choosing English as a second language

**Researcher** : It means that they prefer English instead of French yes they prefer English?

Do you know why the reasons?

**Informant 2:** My personal opinion and I think because the social media that we have today everything is in English they follow movies and most of the movies are American movies I would say UK you know English movies you know they follow the actors or the stars the famous people are English and social media also talking to other people out of Algeria communicate in English this is what the students say and report to me they make friends over the net friends they come from different countries who speak English this is just one example but people young students the young Algerian is aiming for the English language because they always have this idea to go one day to the us or to England or you know to English speaking countries

**Researcher** : Yes I agree with you

**Informant 2:** Yes to travel or just to go for studies or to have job experience and you know which is normal to go and to have an international experience

**Researcher** : Thank before the last question concerning your learners and those who register and join the groups do you think that the number of learners is increasing or decreasing if you compare this year with the previous ones

**Informant 2:** If I compare I would say it is increasing of course every year we see the difference the first year we were not really popular then the second and starting from the second the third year we started increasing the number of students

**Researcher** : You know that children represent the future of this country so what do you suggest as language training here for children and teenagers?

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**Informant 2:** Ok Yes it is very simple we offer kids and teens programmes and the kids programmes start from four years old we believe that a four year kid can easily start picking up words and understanding a foreign language since our method is based on communication and speaking it is very easy for them to learn

**Researcher :** In a funny way

**Informant 2:** Exactly you make sure that the kid does not feel he is learning a language it is the exact same way as their mother tongue language you know when you were young and you were learning mother tongue without referring to any other language we were not sitting on the desk and with a pen and writing down every single word that we hear but we were just repeating making mistakes efforts you know just following the mother basically so this is what we do with kids

**Researcher :** do you think that the encouragement of the use of English in Algeria is a political policy for improving the economical situation?

**Informant 2:** for sure, because English is linked to economics, so the government considers it as a tool for a modern life.

**Researcher :** Thank you so much

**Informant 2:** It is my pleasure

### **Interview 3**

**Researcher :** Hello madam, thank you for accepting to answer my questions; I am working on the importance and progress of English these recent decades I think that people are aware of the importance of that language all over the world and I am sure that learning English becomes compulsory because it helps people to enter the modern world thanks to technology, science etc ok

**Informant 3:** Ok

**Researcher :** So I'd like to ask you some questions first what about the beginnings of this school

**Informant 3:** Ok the beginnings of this school ok Algiers I have then here in have much ideas about it here in Oran it started six years ago 2013 or 2012

**Researcher :** Ok thank you do you suggest or propose a test for evaluating the mastery of language I am speaking about learners before registering and joining your school

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**Informant 3:** Yes exactly usually we do a written test and an oral test for example if I am here they do the oral test directly if I am not they do the written test just to test their level because if we don't know their level we don't know exactly where to put them

**Researcher :** Ok thank you now as native speakers of Arabic do you think the learners can achieve near native control mastery of the language I am speaking about pronunciation etc what do you think?

**Informant 3:** What I think is actually the opposite because Arabic helps learners to learn a lot of languages especially English when you see French people they have some problems with some of the sounds some sounds that Arabic has and French doesn't have as for example the sound this helps learners achieve near native competence

**Researcher :** Ok thank you how many levels do you suggest?

**Informant 3:** We have basic level which easier for beginners and after that we have six levels A1 A2 B1 B2 C1 C2

**Researcher :** what about motivation, are your learners motivated?

**Informant 3:** of course, they come with a positive energy to learn new things

**Researcher :** Now what about I will not say kind of English because kind means British English and American English but I am speaking about

**Informant 3:** The purposes here it depends some of the learners kids are just here to improve their levels especially teenagers middle school students they want to improve their competence in the classroom we have also adults some of them are learning English for their studies some for working like when they work in multinational companies so they need English to communicate with foreigners and some of them prefer learn some prefer to study in groups others individually exactly so it depends on the learner sometimes they want to learn English in order to sit for an exam an Isles or GRI these international exams some of them want to go abroad to study abroad that's why they need English so it depends on the learner

**Researcher :** Now I am sure that you have business English

**Informant 3:** Exactly we have English for medicine English for aviation all kinds of

**Researcher :** It means that you adapt a specific English ESP specific English for specific needs and expectations

**Informant 3:** Yes expectations of learners so most of them they just say that they need English for conversation they focus more on conversation class it depends

**Researcher :** It means that they prefer to develop the oral skills

**Informant 3:** Yes exactly

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**Researcher** : More than reading, writing?

**Informant 3:** Yes

**Researcher** : Thank you what about the difference between technical English and business English?

**Informant 3:** What do you mean in terms of teaching ok

**Researcher** : Similarities differences

**Informant 3:** Ok for general English it is English that you see everywhere you see it in movies listen to in music you see foreigners talking when you talk about technical English let's say for medicine there are technical terms which we don't understand even if in Arabic let's now go to English even in Arabic there are some technical words terms in medicines if a doctor says something to you, you will not get in unless you are aware of it unless you have some notions in medicine so for technical English usually they should have bit of average level in English in order to have access to technical English because a total beginner cannot really understand technical English

**Researcher** : I am sure they need some background in English first it means that the differences are in vocabulary

**Informant 3:** Vocabulary the use of expressions they use a lot of phrasal verbs phrasal verbs in general English so yeah

**Researcher** : Yes now I will speak about goals of the learners what are the foreign languages taught in your school?

**Informant 3:** Ok so we have French English German and Spanish and Turkish

**Researcher** : Ok I am just asking you if you can rank the languages I am speaking about English first do you think that it takes the lead?

**Informant 3:** Yes English is the first according to the number of learners and groups after that we have French Spanish and German you can say they are the same they have the same rank and then the last one is Turkish

**Researcher** : Ok I am sure that English ranks the first one

**Informant 3:** It is the first

**Researcher** : Among many languages

**Informant 3:** No in this school it ranks the first with a really high number it is not like a small difference a big difference between let's say English and the second language French

**Researcher** : Do you have exact numbers?



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**Informant 3:** No

**Researcher :** Ok I think that in Algeria French is a part of the linguistic repertoire it has an importance in their everyday life interactions in companies administration etc but do you think that nowadays ok these recent years do you think that there is a sort of displacement between French and English

**Informant 3:** What do you mean?

**Researcher :** I mean that do you think that English is replacing French progressively maybe we need time but it is replacing French

**Informant 3:** Yes it is going to need time first but as we see everyday let's say for example shops so usually when we look younger shops slogans of shops were in French now you see a lot of shops in English unishop this is an example it is not French it is English it is replacing it bit by bit it is taking time what we have French is taking over a lot of lives but I think English is taking over the world now so sooner or later it is going to replace French

**Researcher :** What about the attitudes of your learners towards French or English how do you feel them?

**Informant 3:** Ok some are keen on learning English they love it they just love it and some they do it because they have to sometimes workers euh students when they need like thesis or something so some are learning because they love it and some they don't really like it they just have to do it they just have to learn the language they need it is like an obligation

**Researcher :** Yes about French

**Informant 3:** Oh for French it is automatic I think

**Researcher :** Yes

**Informant 3:** Because I used the language even in the classroom when they don't find the appropriate word the first which comes to their mind is a French word like to express themselves

**Researcher :** Filling the gaps

**Informant 3:** Yes exactly

**Researcher :** Or it is code switching maybe they can code switch

**Informant 3:** Yes it is automatic when you use a language you use automatically without even noticing so that is

**Researcher :** Ok thank you now what about your learners the learners who register and join your school every year do you think that the number is increasing or decreasing

**Informant 3:** I think that the number is increasing of course especially English

**Researcher :** Ok

**Informant 3:** It is like it is not as it used to be people in the past like look for improve their French now they don't care much of French just the English I don't know

**Researcher :** Do you have an idea about what they prefer to use English and not French?

**Informant 3:** Because like for multinational companies they all use English not French if you use French you are going to use it with French people or Canadian people and not all of them just the half so you it I not really of much importance to French but to English all the countries all over the world speak English as a lingua franca so it is

**Researcher :** A global language

**Informant 3:** Yes you have to use their language you have to learn it to communicate

**Researcher :** Yes last question what can you suggest you know that children represent the future of the country etc what do you suggest to children in your school are there special programmes for them

**Informant 3:** We have like special programmes sometimes we do the intensive sessions especially during the holidays this is for English sometimes Spanish French also as well we have also special programmes which are light just for kids they learn a new vocabulary

**Researcher :** To learn in a funny way

**Informant 3:** Exactly they watch cartoons in English all of that they do activities in order to improve their language but it is not really like intensive it is like bit by bit just kids

**Researcher :** And are they motivated to learn English?

**Informant 3:** Yes of course because you say that there are just kids but they remember they speak

**Researcher :** They can acquire many languages

**Informant 3:** Exactly the usual discourse the usual speech is may I go to the toilet can I drink water can I clean the board all of that it is like automatic for them they listen to you once twice and it is all automatically

**Researcher :** do you think that the encouragement of the use of English in Algeria is a political policy for improving the economical situation?

**Informant 3:** English is a door to enter the world of technology, science and it helps improve the economic situation of Algeria.

**Researcher :** Yes perfect ok thank you so much

**Informant 3:** you are welcome

### **Interview 4**

**Researcher :** Hello sir, thank you for accepting to answer my questions ok my work focuses on the importance of English and the progress that we notice these recent years I am really working on the advent this is the title of my dissertation the advent of English at the institutional level of Algeria well, first I would like to have an idea about the beginnings of your school

**Informant 4:** So, the school of two teachers so we have experience in that as English teachers so we have plenty of experience there and I just saw that were more and more people interested in learning English students business men children a lot of people so excited 2017 we started with an international summer school the international summer school was for all the languages yes but basically it was for teaching English language we had almost six hundred or seven hundred interviews we could not accept seven hundred we accepted around five hundred five hundred English learners in the period of between August and July for two months, September until now the seven or ten months the school has existed we have a lot of English groups

**Researcher :** Ok thank you I am sure that learning English becomes compulsory in Algeria because in order to enter the modern world thanks to technology and science I am sure that people are interested in teaching English do you suggest or propose a test for evaluating the mastery of that language when they come to register and join the groups

**Informant 4:** We try to implement the European references A1 A2 B1 B2 C1 C2 so the placement test is based on that so for adults especially it is an oral test that takes around between ten and fifteen minutes of course the questions start with the easiest questions then step by step the more the learner answers the difficult questions and for children too because children level is not really difficult to pinpoint because between the age of five and the age of seventeen their level is between one and three no high level a child between five and seventeen with a very good level in English

**Researcher :** Ok thank you , now as native speakers of Arabic, do you think that your learners can achieve near native control native mastery of the language?

**Informant 4:** There are a lot of surprising a lot of Algerians a lot of students especially with a very impressive level of English especially in oral communication near native but in terms of pronunciation mostly American English all of them around ninety percent is American English because they learnt that in associations movies especially so most of them are for American English and very good communication skills

**Researcher :** what about motivation, do you feel your learners motivated?

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**Informant 4:** our informants have the will to study, they see in English an important language in their life.

**Researcher :** What kind of English do you propose?

**Informant 4:** Here both, we use British and American programmes even the teachers are instructed to teach both for example in pronunciation the vocabulary the teacher has to give both versions of the word or pronunciation so and then at high levels for us for now and for the learner it is a matter of taste they like American English or they like British English

**Researcher :** But don't you think that we should start with the British one that we can move to variety we consider American English as a variety?

**Informant 4:** A variety of the English language no

**Researcher:** No?

**Informant 4:** A variety of the English language no because in terms of here we teach language it is not like university we teach them communication skills written and oral communication skills most of them most of them are influenced more by the American English because of you know the American culture is everywhere unlike the British English for example if you watch television British channels are very rare you have really rare access to that American English is everywhere movies

**Researcher :** Ok thank you now what about levels how many levels do you have?

**Informant 4:** We have six according to the European framework of reference A1 A2 are the basic levels B1 B2 are the independent levels or the intermediate levels C1 and C2 are the advanced levels

**Researcher :** Is it general English or specific one?

**Informant 4:** General English then at a certain level when the learner applies communication skills enough communication skills he can choose between the speciality specialising in language most of them want business English first this is the first thing where they are specialising then some doctors want actually go abroad to have English or English for engineering

**Researcher :** Do you adapt special English for special needs?

**Informant 4:** Yes but at a certain level like beginners and elementaries it is almost impossible to teach them for example if a doctor is a beginner we can't teach them

**Researcher :** We start general English then we can move to something else yes ok thank you what about the different skills you can develop what do they need?

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**Informant 4:** All of them most of them are interested like for example when they come they just want to speak the language they just want to communicate

**Researcher :** Communicative skills

**Informant 4:** Students they want to communicate people are very interested in travelling they want to be able to communicate they are in a country university teachers just want to develop you know all areas of language business men want also communication is very important but oral communication and written communication so that they write for example good emails good structured emails so in general the programmes we use focus on oral of the language

**Researcher :** What about their goals?

**Informant 4:** Goals most of the time most of them like I can say eighty or eighty five percent they just want communication oral communication skills

**Researcher :** Thank you now when we talk about business English medical English the technical one and the general one what are the differences and similarities between them

**Informant 4:** The difference between English?

**Researcher:** Yes, the difference between business English and the general one for example

**Informant 4:** Business English and general English well between general English and business English there is not a big difference because a learner where is very good at least good enough in general English will only be required to learn or to acquire business vocabulary or business expressions for example trainings how to simulate negotiations and assimilate presentations they just need to be trained it is a matter of vocabulary other ESP's like medical English, English for engineering is little bit more difficult because the vocabulary is challenging even a challenge for teachers

**Researcher :** Yes thank you now what about the foreign languages that are taught here in your school?

**Informant 4:** For children only French and English for adults they have English number one of course then French German Spanish Italian Turkish

**Researcher :** Do you think that English takes the lead?

**Informant 4:** Yes, yes clearly

**Researcher :** It ranks among the most important foreign languages in the world

**Informant 4:** Yes we cannot compare it to French surprisingly French is in the third or fourth position because most of them want to speak English then Spanish German especially this year French I suppose they prefer to go to CCF

**Researcher :** Thank you now who are your learners?

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**Informant 4:** Learners well parents are aware of the importance of English because more and more parents bring their children to learn English ok adult groups you can find people from everywhere students business men doctors everyone

**Researcher :** Ok now I think that in Algeria French is a part of the linguistic repertoire because of the colonisation , the historical background etc but what about you what do you think do you think that there is a sort of displacement between French and English if we compare both of them

**Informant 4:** Personally I think some people think that my opinion is radical but for me we must switch from French to English especially for primary school because as I said parents have like a growing interest for learners in the importance of English but I have noticed that those who come here they have a sort of regret that they didn't learn English before ok in school time because they understand that it is really important even managers who only speak English French their job is based on French communication but they really need to understand and to communicate on English because they work for multinational companies or their research domain is in English or they want a high position they want be promoted so they really need to speak English

**Researcher :** I agree with you now we come back to the number of the learners who register and join your school do you think that the number is increasing or decreasing

**Informant 4:** In English language?

**Researcher :** Yes

**Informant 4:** Yes of course always

Always increasing they are aware of the importance of that language in their life

We opened the school in July 2017 but the number now is three hundred plus learners just for English language compared to other languages it is really a high number

**Researcher :** Do you think that they use English in their daily life

**Informant 4:** In their daily life?

**Researcher :** Yes

**Informant 4:** No this is one of the problems because we still like a francophone society so they are using most of the time group of friends who really master the language and

They use English in specific context

Just here The majority use English just here because there is not another place to practice the language this one of their difficulties you know in learning the language

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**Researcher** : Ok thank you my last question concerns the children because they represent the future of the country etc I mean what do you propose here what do you suggest as programmes something which can be attractive to the children

**Informant 4:** So children between the age of five and seventeen teenagers until seventeen years old they have choice between French and English we try our best it is not really difficult but the problem for children especially it is when they have limited hours in school two hours or three hours a week are not enough to accelerate their progressing I the language so we do our best help them memorise maximum information

Are they really motivated to acquire a new language well it depends on the teacher they are motivated yes but the teacher should be able to motivate them by for example creating a good atmosphere to learn games

**Researcher** : In a funny way

**Informant 4:** Work so that the learners children are always involved this way two hours and half or more than that will not be boring we need they need to concentrate

**Researcher** : do you think that the encouragement of the use of English in Algeria is a political policy for improving the economical situation?

**Informant 4:** it is a good political policy, it aims at improving the economical and technological situation of Algeria. English is a foreign and important language.

**Researcher** : Ok thank you very much sir

**Informant 4:** No problem

## **Interview 5**

**Researcher** : Hello sir, thank you for accepting to answer my questions I am working on the importance of English at the institutional level of Algeria I am sure that people become aware of the importance of that language in our society and learning English is becoming compulsory ok for Algerians in order to enter the modern world thanks to technology and science I would like to have some your ideas your opinion concerning this language so we can start by the beginnings of this school

**Informant 5:** Ok the school started with English at the beginning in 1995 we started with English only it was a decision of what we had on the time as teachers so the teachers that we had English language teachers so this is the main thing or the main reason why we started teaching English first then added other languages so we realised with tile that English and French as much as important for the Algerian people compared to Spanish and German that we teach also English and French are important

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**Researcher** : Ok thank you sorry do you suggest a test for evaluating the mastery of language before learners join your school ok before registering and joining the school do you suggest an evaluation test

**Informant 5**: We evaluate our students all our students in any language we try to know exactly which level of language they have so that we can have groups at the same level in language it is sometimes difficult because people can speak better than what they can write speaking easier the different part

**Researcher** : Is it a written one?

**Informant 5**: Yes it is a written test yes we have usually people like few days before the session starts so we don't have exactly time to test them all if we don't have this written test and most of the time the reason is accurate so we don't have really problems after the test to have homogenous levels in the same class

**Researcher** : Ok thank you, now as native speakers of Arabic do you think that learners can achieve near native control of the language near mastery of the language I am speaking about pronunciation etc ?

**Informant 5**: You know what we tell them when they come they ask about pronunciation they ask if we are teaching English or American English British English or American English and what our answer is that the most important thing is to be able to understand to make yourself understandable for other people so you know English is we don't speak about American English we cannot speak about American English because if you go to the united states you can imagine that we can so many Englishes in different parts of the united states

**Researcher** : are your learners motivated when they come?

**Informant 5**: our learners are conscious that English is becoming compulsory for their life, in different domains.

**Researcher** Different kinds of English

**Informant 5**: So what is important for us is to make them understand what other people say when they talk to them and make them able to make themselves understandable when they speak to other people

**Researcher** : Ok what about your teachers do they teach American English or the British one?

**Informant 5**: Well our teachers teach what they learn at the university so sometimes we have we can here that little aspect of British English sometimes it is an Algerian English yes that is something difficult to

**Researcher** : to acquire?

**Informant 5**: No



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**Researcher :** To notice?

**Informant 5:** Yes

**Researcher :** Ok

**Informant 5:** Most of the time the English of our teachers not only our teachers the teachers that I meet no British English and no American English it is Algerian English

**Researcher :** Ok

**Informant 5:** It is good it is not Indian English

**Researcher :** I am sure ok now what about levels how many levels do you have?

**Informant 5:** Twelve

Twelve ok they concern general English or general English plus business English technical English medical

You know when it comes to technical English like business English it is another story we have twelve general English levels

**Researcher :** Ok thank you now about the different skills your learners want to develop I am speaking for example about reading listening?

**Informant 5:** Speaking

**Researcher :** They prefer speaking just oral communicative skills

**Informant 5:** Most of them yes, yes

**Researcher :** Do you think that your learners have specific needs I mean expectations when they come to learn English at that school do they have special needs they have goals

**Informant 5:** Speaking understanding

**Researcher :** For which purpose?

**Informant 5:** For study purpose most of the time we have also people who know business what they need is just basic English I am speaking about young people business with china with turkey so what they need is to be able to understand their business partners in the different parts of the world they need to buy and have good prices it is more important for them so that we have also a work with engineers doctors especially this time we have doctors who want to speak German language they come here to learn German and not English

**Researcher :** Really, why?

## *Appendices*

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**Informant 5:** Because they immigrate now at this time opens the doors for doctors and this is the new Eldorado for them so they come to learn German to be able to France or historical immigration country

**Researcher :** Do you think that you can adapt an English to some specific needs?

**Informant 5:** Yes we adapted our programme for like four, five years ago we have people going to Canada so their need is little bit special they need to know in very short time is to be able to present themselves go inside the city have their basic needs being able to express their basic needs to the most important things we adapted our programme to that kind of situation

**Researcher :** Thank you now what about the foreign languages taught in your school?

**Informant 5:** Four languages

**Researcher :** Four?

**Informant 5:** English French German and Spanish

**Researcher :** Ok thank you so if you compare English to other languages other foreign languages do you think that English takes the lead I mean it ranks the first among the

**Informant 5:** It is taking The lead with the time we realise that people are more and more to the English programme especially when they are at the university they understand that they will need automatically when they finish for continuing

**Researcher :** Yes but why English?

**Informant 5:** Because it is spoken all over the world

**Researcher :** It is a global language

**Informant 5:** A global language

International language

As we said here at Sibawaih English doesn't become anymore to England it becomes to the world now everywhere where you are people are having conferences scientific meeting in English French have some problems

**Researcher :** Yes sure now who are your learners I am speaking about those who join the school?

**Informant 5:** For English most of them are students we have teenagers in the middle school starting English coming to learn English most of the time to prepare their own exams brevet and bac then the other students that come to Sibawaih are students who are interested in continuing their learning abroad

## *Appendices*

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**Researcher** : Ok I think in Algeria French is a part of the linguistic repertoire because of the colonisation historical background etc do you think that there is displacement between French and English displacement I mean English is replacing French

**Informant 5:** Taking over

**Researcher** : What do you think?

**Informant 5:** It is I mean when we see what the British council is doing now for example we understand that this is the aim is what our ministry of education is trying to do but the French government and especially the representation that they have here are trying to maintain this language their language I mean the French language so and I think I don't want to go on politics there are people who have a hobby which is to maintain the French language because if we see what we need exactly it is to move to English for us and for the next generation

**Researcher** : Ok before the last question what about the learners who register and join your school do you think that the number is increasing or decreasing If you compare this year for example with the previous ones?

**Informant 5:** You know we were the only one school in the west of Algeria what we had was growing all the time now we are maintaining without having increase or decrease

**Researcher** : Ok what about children you know that children represent the future generation the future of the country what do you suggest for children in your school?

**Informant 5:** We try to open classes for children in English however the parents are more interested in having good grades in the class and the good grade in this moment is French because this is what they have in school so we have sometimes people let's say little bite opened minded and who think about the future of kids it is most of the time people when they come to Sibawaih they bring their kids for French more than for English I mean we have a huge amount of French classes compared to English classes that is for kids when you go to the middle level it starts to go more to English than to French but the is at this moment that people are going to French because of the grade at school ok

**Researcher** : do you think that the encouragement of the use of English in Algeria is a political policy for improving the economical situation?

**Informant 5:** of course, Algeria encourages the use of English for the development of science, technology and economics too. To know English has a lot of benefits in the personal and professional life.

**Researcher** : Ok thank you so much

**Informant 5:** Thank you

## Abstract

English is the language of the world, science, technology and international communication. The aim of this work is to shed light on the status of English in Algeria and to focus on its importance at different levels of the Algerian society such as institutions. Although the Algerian government has always promoted monolingualism, it has been proved that other languages had and are still having a special place in the society as it is the case of French. The present research work is an attempt to analyse a sociolinguistic situation in an urban context, Oran. In order to test our hypotheses, the research employs two tools to collect data and provide more credibility to our research work, by means of a questionnaire addressed to the workers of Sonatrach (National Oil Company) and Ooredoo (Telecommunications Company). The study attempts to explain how our informants use the English language in conducting their work and in their social life. In addition to that, an interview is conducted with the managers of private schools of languages to examine the workers' attitudes and feelings towards the English language. The research findings of the study revealed that English is increasingly becoming more prevalent in Algeria especially in education and economics. In the light of these findings, the researcher attempts to suggest a set of recommendations which intend to enhance the use of English.

**Key words:** Algerian society, attitudes, displacement, Economics, Education, English, French, institutions.

## Résumé

L'anglais est la langue du monde, de la science, de la technologie et de la communication internationale. L'objectif de ce travail est d'éclairer le statut de l'anglais en Algérie et de se concentrer sur son importance à différents niveaux de la société algérienne, tels que les institutions. Bien que le gouvernement algérien ait toujours promu le monolinguisme, il a été prouvé que d'autres langues ont et continuent d'avoir une place spéciale dans la société, comme c'est le cas du français. Le présent travail de recherche est une tentative d'analyser une situation sociolinguistique dans un contexte urbain, Oran. Pour tester nos hypothèses, la recherche utilise deux outils pour collecter des données et apporter plus de crédibilité à notre travail de recherche, à savoir un questionnaire adressé aux travailleurs de Sonatrach (Compagnie nationale pétrolière) et Ooredoo (Compagnie de télécommunications). L'étude tente d'expliquer comment nos informateurs utilisent la langue anglaise dans leur travail et dans leur vie sociale. En plus de cela, une interview est menée avec les directeurs d'écoles privées de langues pour examiner les attitudes et les sentiments des travailleurs envers la langue anglaise. Les résultats de l'étude ont révélé que l'anglais devient de plus en plus prépondérant en Algérie, notamment dans l'éducation et l'économie. À la lumière de ces résultats, le chercheur tente de suggérer une série de recommandations visant à renforcer l'utilisation de l'anglais.

**Mots clés :** Société algérienne, attitudes, remplacement, économie, éducation, anglais, français, institutions.

## ملخص

الإنجليزية هي لغة العالم، العلم، التكنولوجيا، والتواصل الدولي. هدف هذا العمل هو إلقاء الضوء على وضع الإنجليزية في الجزائر والتركيز على أهميتها في مختلف مستويات المجتمع الجزائري مثل المؤسسات. على الرغم من أن الحكومة الجزائرية قامت دائمًا بتعزيز اللغة الواحدة، إلا أنه تم إثبات أن لغات أخرى كانت ولا تزال تحتل مكانة خاصة في المجتمع، كما هو الحال مع اللغة الفرنسية. البحث الحالي هو محاولة لتحليل الوضع الاجتماعي اللغوي في سياق حضري، وهو وهران. ومن أجل اختبار فرضياتنا، يستخدم البحث أداتين لجمع البيانات وتوفير مصداقية أكبر لعملائنا، من خلال استخدام استبيان موجه إلى عمال شركة سوناطراك (الشركة الوطنية للنفط) وأوريدو (شركة الاتصالات). تحاول الدراسة شرح كيفية استخدام المستجوبين للغة الإنجليزية في أداء أعمالهم وحياتهم الاجتماعية. بالإضافة إلى ذلك، يتم إجراء مقابلة مع مديري المدارس الخاصة للغات لفحص سلوكيات ومشاعر العمال تجاه اللغة الإنجليزية. كشفت نتائج البحث أن الإنجليزية تصبح أكثر انتشارًا في الجزائر خاصة في مجالي التعليم والاقتصاد. في ضوء هذه النتائج، يحاول الباحث اقتراح مجموعة من التوصيات التي تهدف إلى تعزيز استخدام الإنجليزية.

**الكلمات المفتاحية:** المجتمع الجزائري، الاتجاهات، استبدال، الاقتصاد، التعليم، الإنجليزية، الفرنسية، المؤسسات