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Power from a Language Planning Perspective: The Case of English in Algeria

Case Study of Master Two Didactic Students-Saida University

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DEDICATIONS

This research paper is sincerely dedicated to:

- My beloved parents for their endless support. I hope that this achievement will complete the dream that you had for me all those many years ago when you choose to give me the best education you could.
- My sister Amal, the source of inspiration that has always encouraged me.
- My best friend Marouf Zoulikha Wafaa, the one who shines my days during the past five years.

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Abstract

Abstract

In light of the globalization that the world is witnessing and with the widespread of the English language, Algeria is still trapped in the French language, ranking it as the first foreign language in the educational system. The aim of the current study is to give an overview of the language planning policy in Algeria in general and to consider the future of the English language in particular. In addition to the changes that can be made to develop the country while preserving its national identity. Accordingly,Master two Didactics students were involved in this research along with the teachers of the University ofDr. Moulay Tahar at Saida. The mixed methods were used relying on both qualitative and quantitative approaches through the information obtained from the interview of 20 university teacher and and a questionnaire distributed to 25 students. The recentfindings showed that English does not receive a successful educational planning in Algeria, where it still faces historical, political, pedagogical, economic and socio-cultural obstacles.To sum up, the Algerian government should follow some necessary strategies and measures to reach the right language planning; such as preparing all material and human resources for the success of the inclusion of the English language in the primary school, adopting a pedagogical policy to accompany and train highly qualified teachers, and design rich and entertaining curricula for the student.

Key words: globalization, language planning policy, pedagogical plolicy, curricula

الملخص

في ظل العولمة التي يشهدها العالم ومع الانتشار الواسع للغة الانجليزية، لا تزال الجزائر حبيسة اللغة الفرنسية حيث تصنفها اللغة الأجنبية الأولى في النظام التعليمي. الهدف من الدراسة الحالية هو إعطاء لمحة عن سياسة التخطيط اللغوي في الجزائر بشكل عام والنظر في مستقبل اللغة الانجليزية بشكل خاص. بالاضافة الى التغييرات الواجب القيام بها لتطوير البلد مع الحفاظ على هويته الوطنية. وعليه ، شارك في هذا البحث طلاب ماستر اثنان تعليمية اللغة إلى جانب معلمي جامعة الدكتور مولاي طاهر في سعيدة. تم استخدام الطرق المختلطة بالاعتماد على المنهجين النوعي والكمي من خلال المعلومات التي تم الحصول عليها من مقابلة 20 مدرسًا جامعيًا واستبيانًا تم توزيعه على   25 طالبًا. أظهرت النتائج الأخيرة أن اللغة الإنجليزية لا تتلقى تخطيطًا تعليميًا ناجحًا في الجزائر ، حيث لا تزال تواجه عقبات تاريخية وسياسية وتربوية واقتصادية واجتماعية وثقافية. باختصار ، يجب على الحكومة الجزائرية اتباع بعض الاستراتيجيات والتدابير الضرورية للوصول إلى التخطيط اللغوي الصحيح. مثل إعداد جميع الموارد المادية والبشرية لإنجاح إدراج اللغة الإنجليزية في المرحلة الابتدائية ، واعتماد سياسة بيداغوجية لمرافقة وتكوين أساتذة ذو كفاءة عالية، وتصميم مناهج ثرية ومسلية للطالب.

الكلمات المفتاحية: العولمة، سياسة التخطيط اللغوي، السياسة التربوية، مناهج

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List of Acronyms and Abbreviations

AA: Algerian Arabic

CA: Classical Arabic

ELT: English Language Teaching

FL1: First Foreign Language

LPP: Language Planning and Policy

MSA: Modern Standard Arabic

MT: Mother Tongue

GENERAL INTRODUCTION

Since Algeria gained independence, language policy has been shaped by a variety of viewpoints. The study's primary goal is to examine power from the perspective of language planning. The position of local languages in Algeria is now affected by globalization and the expansion of English as the lingua franca of the twenty-first century, and language policy is a new issue for Algerian society and decision-makers.

In order to bring integration between foreign languages in Algeria, the government is working hard to keep pace with globalization and to enable all learners to have direct access to global knowledge and openness to other cultures through the promotion of the English language in particular and its inclusion in the first years of primary schools instead of the middle one. Therefore, having a strong command of this language is likely to result scientific improvement, economic growth, and commercial expansion. This study takes into account both official legislation and popular perceptions while designing and implementing language policies in the country.

Thus, and with a view to investigate the above mentioned issues, the researcher asks the following research questions:

1. Does English receive successful educational planning in Algeria?
2. How can we reinforce the learning of English in Algerian schools?

In view of that, the following research hypotheses have been formulated:

1. English language did not get the right planning in the country.
2. Reinforcing the learning of English in Algerian schools requires reviewing the language curriculum entirely, providing necessary materials and developed technologies to involve students in the learning process.

To find out the reality of this matter and its details, the above-mentioned questions were answered to verify the validity of the hypotheses presented. This study used mixed methods including quantitative and qualitative research techniques. Accordingly, two online questionnaires were sent to both teachers and students of Master two Didactics speciality at Dr. MoulayTahar University in Saida, along with an interview conducted with the same teachers. The three interrelated sections of this thesis include a review of relevant

related literature, a description of the study's setting, a methodological framework, and an analysis and interpretation of the key findings.
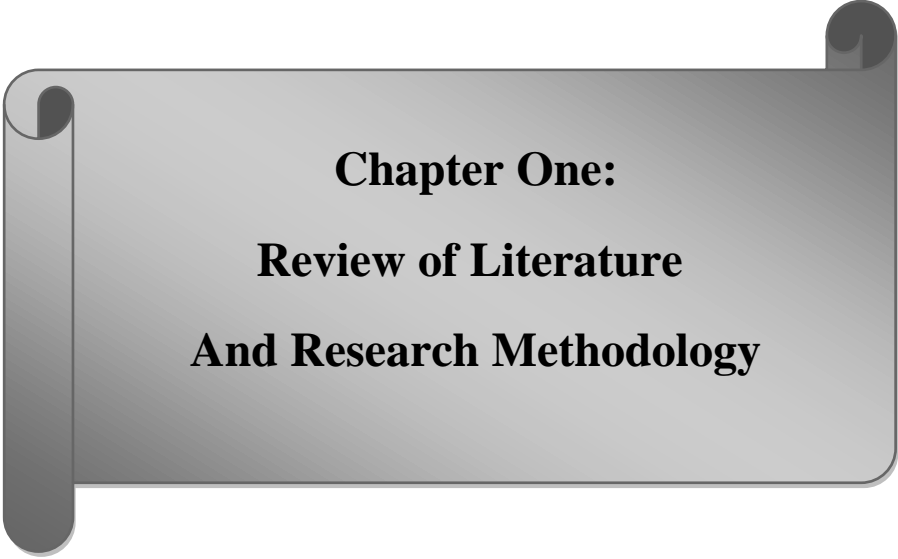
The results of this study show that people's perceptions are only a façade of authenticity, illustrating how globalization has impacted beliefs and cultures and, in turn, language policy. As a result, they show how the present developments may strengthen the implementation of a well-researched, dependable language policy that is primarily focused on the country's growth while also being equally concerned with the preservation of national languages, culture, and identity.

The current thesis is divided into three chapters. The first chapter deals with a theoretical part of the studythe most important and relevant literature was reviewed, and then it defines the basic concepts of language planning and policy, as well as the ideology of language. Also, it discusses the LPP categories in detail and gives general insight about the decision makers. At the end, the researcher explains the research methodology design that was used along with describing the rationale and the sample of the study.

The second chapter describes the linguistic profile in Algeria, starting by highlighting the chronological history and the sociolinguistic diversity in the country (Arabic, Tamazight, French, and English). Then, it moves more specifically to the status of English and the foreign language policy in the Algerian educational system.

The third chapter represents the empirical part of the current study, which includes the study and analysis of the results obtained after the interview conducted with university teachers, as well as the questionnaire distributed to Master two Didactics students of Dr. Moulay Tahar University at Saida. This study is detailed using some graphs that show the percentages of opinions of the groups mentioned previously. Last but not least, some solutions were suggested to improve the current situation of the English language. As for the organization and writing of this thesis, APA styles have been used.

Through this research, it was found that the state has been responsible for linguistic planning since independence to the present day. Undoubtedly, it is its continuous attempt to achieve manifestations of linguistic liberation and to accommodate the concerns of the rising generations. Hence, in order to keep pace with globalization, Algeria seeks to bring about future changes, including harnessing the appropriate means andmethods for teaching English at an early age, and this may threaten the status of the French language one day.

Chapter One:

Review of Literature

And Research Methodology

Chapter One: Review of Literature and Research Methodology

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1.1 Introduction :

Language planning has always been a preoccupation and an important issue for many researchers and scholars in this field, as it is concerned with all aspects of language, starting from the problems and the difficulties it encounters to the solutions it takes to implement them. It is the cornerstone in all countries, where all sectors and ministries are subject to carefully studied language plans by pioneers and decision makers who always strive to choose an appropriate language(s) in line with the needs of the speech community.

This chapter begins withan introduction that reviews the field of language planning and policy (LPP). It introduces the two terms of LPP and their history. The focus of the chapter shifts to the the decision makers (actors) of LPP who are the agents that contribute to the planning activity. Then, it endeavors to discuss the major categories of LPP. Finally, it ends with the language ideology concept.

1.2 An Overview of Language Planning and Language Policy

Language Planning and Policy are regarded as significant intellectual project whose origins can be traced back to the period following World War II, when so-called "language engineering" appeared and began to form as an independent linguistic system only in the late 1960s. But in fact, planning was adopted in the old days of the Napoleonic era in order to manage a huge army using a unified language (Wright, 2012). Since colonialism worked to obliterate the national identity of peoples, as well as to erase their principles and values, LPP emerged as a modern, practical method for the colonial countries first with the aim of finding solutions to the language problems they were suffering from in order to communicate with each other and to understand the language of the colonizer as well.

The newly independent states sought to organize the linguistic life of their societies by integrating the language into the political life to give that organization a legal character. Algeria lived through an occupation for nearly a century and a half, during which the manifestations of the colonial language policy were known, whose demonstrations were reflected in the linguistic community. Therefore, the language of the colonizer dominated all aspects of life in the state, including social, cultural, and political ones. Consequently, the government has taken some measures and procedures, including language planning, which would find solutions to language problems.

1.2.1 Towards a Defenition of Language Planning

Language Policy (statements of intent) and Planning (implementation) is defined as a comprehensive scheme that affects and even changes the ways of speaking, reading and writing in society, as described by Grabe and Kaplan (1991) as a connecting point that links the understanding of language theory and its application in practical life, i.e. speaking it among individuals.

Language planning has taken on several definitions. According to Fishman (1972), Language planning is a methodology that works on organizing, developing and improving the language of discourse or creating new languages to facilitate the process of communication between regions and countries. On the other hand,Rubin and Jernudd (1971, p.16) define it as follows:

> *Language planning is a deliberate language change; that is; changes inthe system of language code or speaking or both that are planned byorganizations that are established for such purpose or given a mandateto fulfill such purpose. As such, languageplanning is focused on problemsolving and is characterized by the formulation and evaluation of alternati ves for solving language problems to find the best (or optimal,most efficient) decision.*

Moreover, Language planning is concerned with all aspects of language (its problems and including not only this, but also the possibility of acquiring a new language and the existing linguistic diversity in the one-speech community.Kaplan and Baldauf (1997, p.3) stated the definition of the concept as:

> *Language planning is a body of idea, laws, and regulations (language policy), change rules, believes, practices intended to achieve a planned change (to stop change from happening) in the language use in one or more communities.*

Because language planning is a highly effective strategy for resolving language issues, this process necessitates a complete and radical change in the language codes. Baldauf (1982) referred in the same context to the three basic entities that make up LP: plans, planners, and planning. Firstly, language changes according to a strategy called a "plan" to suit specific future language needs, and to develop some solutions to the spoken language problem. So, the well-developed language plan "requires the mobilization of a

great variety of disciplines because it implies the channeling of problems and values to and through some administrative structure" (Rubin & Jernudd, 1971, p.6).

Secondly, the development of language plans is supervised by a group of governors, the elite of society and other people of influence and power, called "planners" who consult among themselves and consider all aspects of the language before they make plans. They work within some ethnic, social, cultural and even political constraints, so sometimes it is difficult for them to deal with all these conflicting forces.

Finally, comes "planning", which is the process of implementing the plans made by the planners. Where this process is linked to a set of historical, economic, cultural and social conditions and is subjected to some bureaucratic pressures, which play a major role in determining the destination of the planned language, evaluating and reviewing it from time to time helps to determine the effectiveness of this planning.

However, it is difficult to distinguish between language policy (the plan) and language planning (the implementation of the plan) because the two terms are often used interchangeably in the LPP literature. For that reason, there is no single clear definition of the term language policy. The term language policy refers to a "body of ideas, laws, regulations, rules and practices intended to achieve the planned language change in the society, group or system" (Kaplan and Baldauf, 1997, p.6). This relates to what government and political organizations do by crafting laws that regulate languages in a country, how they are used and preserved.

1.2.2 A Brief History of Language Planning and Policy

The field of research in the LPP witnessed a remarkable development in the middle of the twentieth century. After the emergence of this term in the sixties, it was necessary for newly independent countries, such as the countries of North Africa, to find a solution to their linguistic issues by adopting a planning policy in order to assign an official national language to their peoples that entered into an ongoing conflict between supporters and opponents whether the colonizer's language should be preserved and officially adopted or Restore the status of the mother tongue in all sectors of the state. The researchers as Fishman, Ferguson in (Fishman, Ferguson, and Das Gupta, 1968) considered that language planning is a tool that contributes effectively to the rebuilding and development of the newly decolonized countries, stressing the need to unify the language of every nation. After this, the influence of ideological thought on language planning and policy appeared.

In the past, the French language, for example, played a major role in displacing many of the mother tongues of its colonies, while today the English language has taken its place and dominates most of the world's countries.

1.2.3 Actors of Language Planning

Language planning is done by a team of agencies, planners and experts who make decisions regarding language policy in the country. It is often associated with government planning, and is also used by non-governmental organizations and groups. Kaplan (1968) defined actors or agencies involved in language planning as those people with authority, power and influence who are active in activating this process, and who make and implement most language-related decisions. Basically, the major actors of language planning include: the government and education agencies, quasi/non-governmental agencies, religious bodies and others which is concerned with individuals, pressure groups, societies, etc. Each of these actors will be briefly explained.

1.2.3.1Government Agencies

The government, as it is known, interferes in the general political issues of the state, and plays an active role in decision-making related to language planning, as it has the power to legislate and the ability to change language behaviors. It seeks to achieve the principle of "nationalism" by defining a standard language that unites the country. It may also impose other foreign language(s) in line with the country's need to communicate with the rest of the world. The government shall establish committees specialized in organizing, evaluating and implementing the language policy. They follow up and identify language deficiencies and then meet the linguistic needs of its speakers. In addition, the Ministry of Communications and Technology encourages in all countries to spread awareness about the use of other languages besides the mother tongue.

1.2.3.2Education Agencies

These agencies work at a high level because of their impact on the education sector, which occupies a large space in the country. They make many language policy and planning decisions regarding the languages taught in the curriculum, and teachers play a critical role in helping their learners acquire and use these languages.

1.2.3.3 Quasi/non-Governmental Agencies

It is represented in the quasi governmental organisations and academies that develop language policy, such as the British Council, the French Alliance and the French Academy, which play an active role in spreading the dominant languages in the world, such as English and French. These bodies are funded by the state government but operate independently and are often responsible for the development of dictionaries and lexicons.

1.2.3.4 Religious Bodies

Religious bodies have always been the primary teachers of foreign languages, especially in colonial eras, and at the same time preserved the indigenous language of the population. The Quranic schools, mosques and churches were the only domains that dominated the stability and continuity of the language. For example, during the French occupation of Algeria, the French authorities tried hard to obliterate the Arabic language, extract its roots and replace it with the language of the colonizer but the existence of Quranic schools at that time preserved the continuity of the language of the Quran.

1.2.3.5 Others: Individuals, Communities, Pressure Groups, etc.

This category is represented by all bodies involved in changing the language system away from state intervention. These people influence the state of the language according to their position in society and here lies their effective role in decision-making regarding language planning.

1.2.4 The Major Categories of LPP

LPP researchers describe the classes that make up a language, the different goals, and practices of its speakers. They distinguish between four different types of language planning: status planning (related to the study of language and the environment in which it is located), corpus planning (related to language renewal), acquisition planning (related to the language imposed in the education sector and taught in educational institutions, and the last one which is prestige planning.

1.2.4.1 Status planning

There are many definitions of this term. According to Ridge (1996), status planning relates to the measures taken by a community regarding language testing and its

implementation. Kaplan and Baldauf (1997) also pointed out that this type of planning is concerned with the study of the read and written language within a specific speech community, especially in the fields of the state, such as education. Status planning issues are related to political issues such as making a language official and national. The role of language planners here lies in developing a language plan in line with the needs of the community that is based on the linguistic situation in it, using the available capacities.

Hornberger (1994) states three basic objectives for language planning: status standardization, officialization, nationalization. These elements are explained as follows:

1.2.4.1.1 Status Standardization

This species highlights the role of the selected language in a particular community, whether this language is official and national or not. It is defined by Hornberger (1994, p.81) as "language planning activities that accept or impose a language as the standard".

1.2.4.1.2 Officialization

This type refers to the official languages means languages prescribed by the Government. According to Cooper (1989), there are three meanings for this term: statutory, legally recognized language; working, a language used in all business sectors; and symbolic, this language is the symbol of the country.

1.2.4.1.3 Nationalization

Garvin (1974) defines the term in two ways. The first is that language can serve the interests of the people regardless of the administrative or ethnic division of the state. The second is that the language is designated as a symbol of the state, and this is evident in the newly independent countries, as they use a language that is in contrast to the language of the colonizer. For example, the case of the Berber language in Algeria, which was approved by the government as a symbolic national language of the state, but it is not official.

1.2.4.2 Corpus planning

This type of planning involves the education and scientific research sector because it is related to the acquisition and learning of languages in general, whether international or local. This results in new grammatical and morphological rules, lexical dictionaries and

many other writing styles that will help spread knowledge (Ferguson, 2006; Lubianco, 2004).

Rubin sees LP as "decision making about language" (Rubin and Jernaud, 1971, p 12). She stated its four types as follow:

I-   Fact-Finding: before planning any language, there should be a deep study of the characteristics of the environment that will host this new language.Decision makers have to investigate the "existing setting to ascertain what the problems are, as viewed both by persons who will execute the plan and by persons who will be the targets of the plan". (Rubin, 1971, p.218)

II-   Actual Planning: means that "the planner will establish goals, select the means (strategies), and predict the outcomes." (Rubin,1971, p.219)

III- Implementation: here the planning procedures are put into execution.

IV-   Feedback (Evaluation): this type is used to determine the success of the plan, as well as to reach the desired goals. For Rubin (1971), this step is quite a valuable process, however, there seems to be "a negative attitude in linguistic circles toward all problems of evaluation." (Rubin, 1971, p.235).

According to Rubin (1971), these stages refer to three goals that contribute to language education. First, purely linguistic goals are related to the development of lexicons, the organization of codes, and the structure of language. Secondly, non-linguistic objectives related to the extent to which the language is preserved, its extinction, or the creation of a new one. Third, quasi-linguistic goals related to the development of writing style and grammar…etc.

In the same vein also, Jernudd (1971) was classified LP into three types:

(1) Language determination; "decisions referring to the functional distribution of language varieties in a community".

(2) Language development; "decisions concerning standardization, unification of language use by means of grammars, spelling manuals, word lists, etc."

(3) Language implementation; "the more or less systematic attempts to influence language use by propagating the results of decision on language determination and language development" (Jernudd, 1971, p.16).

1.2.4.2Acquisition planning

This layout refers to "organized efforts to promote the learning of a language" (Cooper, 1989, p.165). This stage contributes to the wider spread of language as it is related to its use to learn reading and writing skills.

1.2.4.4 Prestige planning

Prestige planning is defined as "receptive, required for both status and corpus planning, and required by both the actors and the targets of planning" (Haarmann, 1990, p.105). This type of planning influences the work of decision makers regarding the prescribed language and the extent to which the public accepts it.

Table 1.2 A framework for language planning goals

Approaches *Types (overt – covert)*	1. Policy Planning (on form) Goals	2. Cultivation Planning (on function) Goals
1. Status Planning (about society)	*Status Standardisation* · Officialisation · Nationalisation · Proscription	*Status Planning* Revival · Restoration · Revitalisation · Reversal Maintenance Interlingual Communication · International · Intra-national Spread
2. Corpus Planning (about language)	*Standardisation* Corpus · Graphisation · Grammatication · Lexication Auxiliary Code · Graphisation · Grammatication · Lexication	*Corpus Elaboration* Lexical Modernisation Stylistic Modernisation Renovation · Purification · Reform · Stylistic simplification · Terminological unification Internationalisation
3. Language-in-Education Planning (about learning)	*Policy Development* Access Policy Personnel Policy Curriculum Policy Methods & Materials Policy Resourcing Policy Community Policy Evaluation Policy	*Acquisition Planning* Reacquisition Maintenance Foreign / Second Language Shift
4. Prestige Planning (about image)	*Language Promotion* · Official/Government · Institutional · Pressure group · Individual	*Intellectualisation* · Language of Science · Language of Professions · Language of High Culture

Note 1. Adapted from Kaplan and Baldauf (2003, p.202)

1.3 Language Ideology

Language has always had an active role in the ideological process as it is considered as tool for communicating peoples across the world and a means of understanding each other. Where Kresss, Hodge and Jones (1979) emphasized the importantce of linguistics in the study of ideology when he said:

> *Ideologies are sets of ideas involved in the ordering of experience, making sense of the world. This order and sense is partial and particular. The systems of ideas which constitute ideologies are expressed through language. Language supplies the*

models and categories of thought, and in part people's experience of the world is through language. (p. 81)

According to Flower et al., (1979), language is a reflection of the structure of the society in which it is used, in addition to this, it embodies the different worldviews and explains the experiences of individuals and their relationships in the same society. The ideological aspect of language cannot be limited to the independence of the linguistic system only, but also to how the language is used as it represents a reflection of the structure of the society in which it is used. (Fiorin, 1988)

The term ideology is defined as the set of cultural and social ideas, opinions, and beliefs that determine the behavior of people of all categories, as it is considered a point of contact in the world and an effective tool for dissemination and exchange of views. Language Ideology (also referred to linguistic ideology) is a basic concept in the fields of linguistic anthropology, linguistics, as well as the study of languages used in different cultures. It is the sum total of perceptions about languages per se, their speakers, and the resulting discursive practices. The ideology of language is represented by the relationship that language has with culture and politics, that is, it is the sum of the ways and methods in which people interpret and understand language. This ideology is also influenced by several factors, including political, moral and even cultural. Based on the aforementioned, Van Dijk defines ideologies as follows:

> *[They] are not any kind of socially shared beliefs, such as sociocultural knowledge or social attitudes, but more fundamental or axiomatic. They control and organize other socially shared beliefs… [A]s the sociocognitive foundation of social groups, ideologies are gradually acquired and (sometimes) changed through life or a life period, and hence need to be relatively stable.* (Van Dijk, 2006,pp.117)

Based on the foregoing, ideologies contribute to expressing the ideas and goals of members of a group, as well as the role of language in the performance of social experiences among these individuals. Not only thus, according to Silverstein, the ideology of language has received wide attention in linguistic anthropology, as it represents a link between language users and the society to which they live.

> *The topic of language ideology is a much-needed bridge between linguistic and social theory, because it relates the microculture of communicative action to*

political and economic considerations of power and social inequality, confronting macrosocial constraints on language behavior.The ideology of language has received wide attention in linguistic anthropology, as it represents a link between language users and the society to which they live. (Kathryn Woolard, 1994, p. 72)

This means that the purpose of language ideologies is more social than linguistic, as it is believed. It can thus be explained as those feelings and concepts related to the language spoken within a group, which dynamically connect society and language.

Language forms a bridge between the linguistic and social views. Research on the ideology of language requires a huge amount of sources and information in both fields. Therefore, Voloshinov resorted to the followingmethods:

1- Ideology may not be divorced from the material reality of the sign (i.e., by locating it [sic] in the "consciousness" or other vague and elusive regions). 2-The sign may not be divorced from the concrete forms of social intercourse (seeing that the sign is a part of organized social intercourse and hence cannot exist outside of it, reverting to a mere physical artifact). 3- Communication and the forms of communication may not be divorced from their material basis. (Voloshinov, 1986, p. 21)

It means that language opens the way for social manipulation, that is, whenever there is an actual interaction, there is language (the sign), and therefore it is the result of interactions in the context resulting from speech in general. Accordingly, linguistic ideology meets the interests of a specific group in society, and this is by resorting to the so-called "normative language ideology", which relates to that written language acquired during years of study. Also, speakers of this language occupy a prominent position in society and have vacancies compared to others.

Moreover, the politics of language plays an important role in the one-speech society, as it expresses a variety of ideologies. Cobarrubias said on this matter:

Language ideologies reflect a mode of treatment of one language group with respect to another and ordinarily involve judgments as to what is right or wrong. Also, ideologies involve frames of reference pertaining to an ideal social group that will evolve, at some future time, from the segment of reality to which the ideology is being applied. The ideological aspect related to language-status planning is perhaps the most neglected

are of language planning, in spite of the fact that ideologies underlie all forms of status planning. It is because ideologies involve value judgments and direct certain mode of treatment that status decisions raise ethical issues. (1983, p.63)

Cobarrubias stated four types of language ideology are linguistic assimilation, linguistic pluralism, vernacularization and internationalization. Linguistic assimilation means that people must learn the dominant language of the nation and use it among themselves while refusing to replace it with other languages. For example, after the advent of the French occupation, the learning of the French language was imposed on Algerian society in an attempt to obliterate the Arabic language, and therefore the Algerians had to learn the language of the colonizer, as was the case with the rest of the French colonies. However, the linguistic pluralism supports people's use of several languages within the same speech community while maintaining the formal character of these languages.

Concerning the ideology of vernacularization, it is related to the adoption of one or more indigenous languages in the official fields of the state, such as education. Cobarrubias claimed that:

Vernacularization involves the restoration or elaboration of an indigenous language and its adoption as an official language. There are also several processes of vernacularization which include the revival of a dead language (Hebrew in Israel), the restoration of a classical language (the Arabization process in Syria, Egypt, and Morocco), the promotion of an indigenous language to official status and its eventual standardization (Tagalong in the Philippines and Quechua in Peru). (1983,p.66)

Finally, the ideology of internationalization which is an ideology that requires the unification of the language of communication in a particular society to become common among them and widely used, as is the case in developed countries such as Canada, where both French and English are used as official languages in the state.

LPP is an inseparable part of society that influences as well as is affected by it. Therefore, ideologies originate within the scope of this society and are closely linked with social, historical and even identity issues that could change people's thinking about language. It is also related to the language policies of the state and the opinions taken by higher authorities as well as decision makers. In the same context, Weber and Horner (2012, p.16, 20) mentioned the main five ideologies as follows:

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- The language hierarchy ideology.
- The standard-language ideology.
- The ideology of language purism.
- The one-nation one-language ideology.
- The mother-tongue ideology.

1.4 Research Design and Methodology

Research design is defined as the way and path that the researcher follows during writing his research, as it is among the steps that help him to write his research in a correct manner. The research is designed with good care, as it will talk about the completed study, the protocol taken, the research problem and the hypotheses that lead to obtaining results that conclude the studied topic, where the tools used to implement this study are addressed, as well as the category that was interrogated and studied.

More specifically, the introduction should include an understandable and simplified explanation of the studied idea, followed by the problem and reasons that led the researcher to choose this topic, without forgetting to emphasize the significance of this scientific research and the role it plays in developing and presenting a series of scientific research. Methodology is as important as choosing the research topic.

On the other hand, there is the scientific research methodology, which is the steps that the researcher follows to organize his work while studying a topic, with the aim of reaching satisfactory results that solve a specific problem. It is also defined as one of the special means and techniques that lead to the collection of accurate information about a specific problem. For example, the mixed method in this study refers to the method that combines quantitative and qualitative research in the same paper. Where the data was collected, analyzed and interpreted for both types within one research in order to obtain a comprehensive picture of all aspects of the studied problem, as well as presenting it in an appropriate manner.

1.5 Rationale of the Study

Due to the difficulty of the subject and its complexity, a qualitative and quantitative research community had to obtain a comprehensive design, numerical data and statistics in line with the current study to take into account the consideration of the studied sample. According to Holloway (1997), "*qualitative research isa form of social inquiry that*

focuses on the way people interpret and make sense of their experiences and the world in which they live. A number of different approaches exist within the wider framework of this type of research, but most of these have the same aim: to understand the social reality of individuals, groups and cultures. Researchers use qualitative approaches to explore the behavior, perspectives and experiences of the people they study. The basis of qualitative research lies in the interpretive approach to social reality." (p.2). Therefore, a design for this research was accomplished by following exploratory, descriptive, and illustrative steps for all its aspects, for the following reasons:

1. Exploratory research is an approach based on the principle of triangulation, which is used while studying an ambiguous and unclear problem as the best way to understand the existing problem. It also discusses the idea from the general form to the specific.

2. Descriptive research is the most appropriate approach to describing research procedures as it gives an accurate overview of events, people and situations. It also studies the problematic of the phenomenon on the ground and then diagnoses it in a quantitative and qualitative manner to facilitate understanding.

3. Explanatory research is an approach concerned with studying the details of the phenomenon accurately. In this part, evidence and facts are categorized to extract the required truth, understand it, analyze it, as well as predict and interpret it in a logical way.

To obtain the required results in this study and achieve its objectives to the fullest extent, the rationale for matching both quantitative and qualitative results was determined after collecting the largest possible number of data. According to Angouri (in Litosseliti, 2010), "different datasets or different methodologies will lead to similar results and hence allow for confident interpretation... of the findings and strengthen the researcher's conclusions" (p.34). She said "Interestingly, surveys (quantitative) and interviews (qualitative) seem to be the most dominant methods used by researchers" (p.36).

In light of this, the qualitative method depends on collecting information through conducting some interviews and taking notes and comments. The researcher can also provide comprehensive and illustrative explanations and analyses of his subject without resorting to statistics and numbers. The purpose of this qualitative method is to identify a number of points of view related to the research problem. Furthermore, the qualitative

method enables obtaining a lot of data remotely, even without direct personal contact with the selected groups, but only by conducting a questionnaire online, as is the case in this research paper.

By investigating the planning and policy of language, it can be realized that the subject of language in general is closely connected with the cultural, religious and even historical components of any country. Therefore, given the aforementioned history of Algeria, it is possible to understand the ambiguity related to the wide controversy surrounding the status of languages and to answer several questions. Thus, in order to understand any political issue, the historical course of the state must be taken into consideration. "... an understanding of the historical circumstances can give planners and decision makers a better understanding of why a particular language problem exists" (Kaplan & Baldauf, 1997, p.88). This study sheds light on most of the events that Algeria has experienced, as well as the decisions taken by the government since independence to the present day.

In this research, the problem, hypotheses, and objectives were presented, then it was addressed to explain the topic based on some official documents and references. Moreover, the most important factors that affected the change of language path in Algeria were mentioned. Followed by the use of quantitative and qualitative methods to study the issue of LPP in the country, where this part showed the statistics of the obtained data, as well as reading, analyzing, and verifying the results. Finally, some solutions were proposed in an attempt to predict the future of languages in Algeria, especially in this era of globalization. The following figure will explain better the research design:
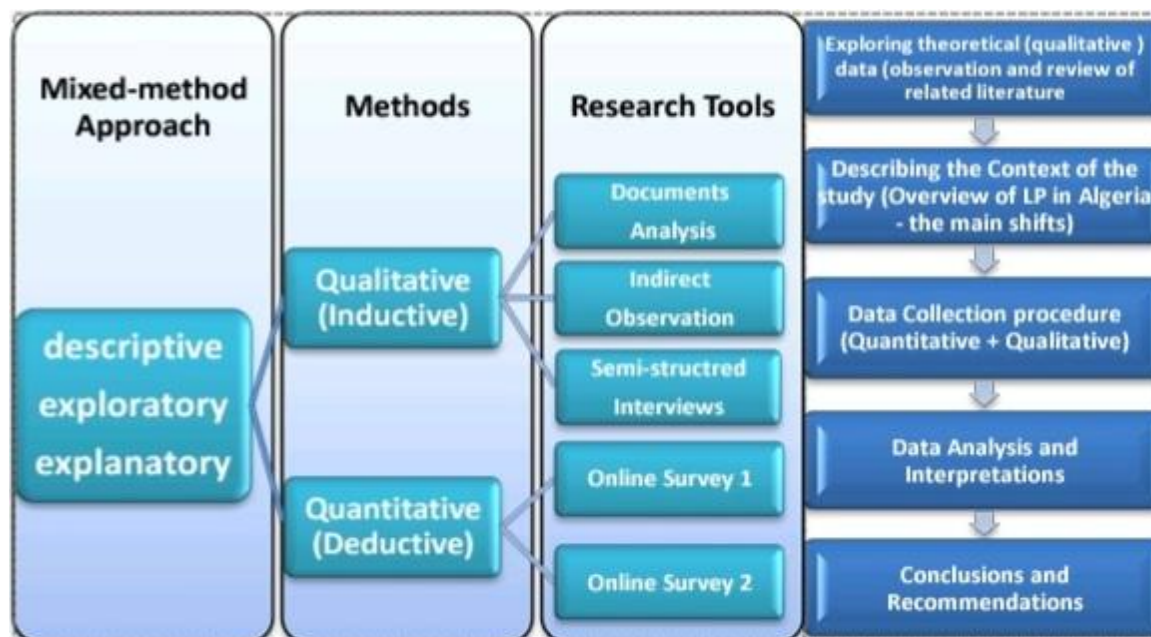
Figure 3.1: The Overall Design of the Study

After using the mixed method approach, the understanding was facilitated and a clear explanation was provided for each of the problem posed, the chosen category, the data obtained, as well as the different points of view on the subject of language planning and its policy in Algeria, depending on the most important ideologies.

1.6 Sampling Decisions

During the study of the research samples in this paper, three main elements were relied on: the selection of active members of society, including the elite class whom are educated and cultivated, the interrogation of different samples in different places to ensure the diversity of answers, taking an idea of the multiplicity of viewpoints, and finally the examination of data and ensuring its validity.On the one hand, this lineup was explained by: "what actors attempt influence what behaviors, of which people, for what ends, under what conditions, by what means, through what decision-making processwith what effect" (Cooper, 1989, p.98).Likewise, Baldauf has mentioned also that "this scheme relates agency to actors as members of a powerful elite set of top-down decision-makers" (2006, p.5).

On the other hand, according to Duranti, the concept of agency includes all individuals who are active in society and are part of it, so he says in this regard "agency is understood here as the property of those entities that have some degree of control over their own behavior, whose actions in the world affect other entities, and whose are the object of
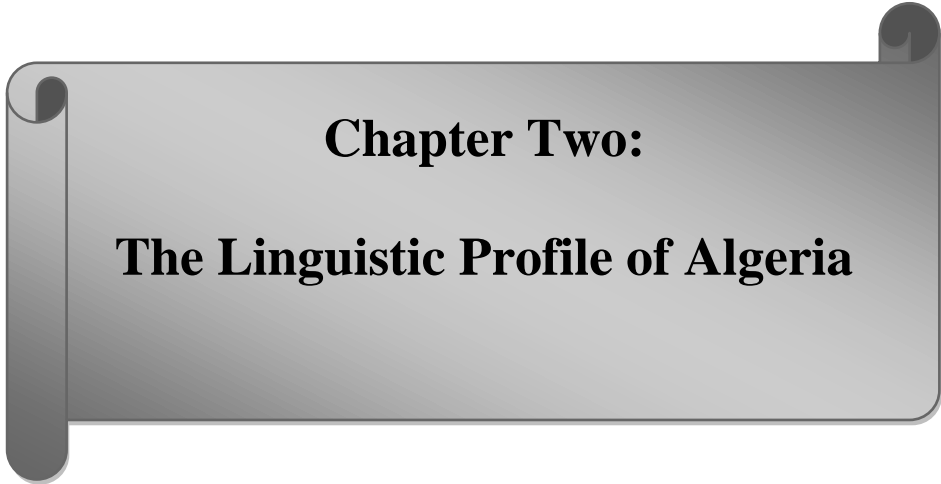
evaluation" (2004, p.453). Thus, the issue of agency remains the important part that must be studied in all cases of language planning because it does not include the whole part of society only, but extends also to the smaller part, which is related to bottom up actors. Those influencers at the micro-level whom are represented by Master two Didactics teachers and students of Dr. Moulay Tahar University at Saida. This category has a future view of the issue of language planning in Algeria. They can also provide different solutions to the problem at hand.

Moreover, research design is an essential stage during data collection. In order to gather much information on this matter, this study took place in Dr. Moulay Tahar University at Saida, specifically in the Department of English Language. An interview was conducted with 20 teachers.Their viewsdifferin terms of professional experience, comparing the reality of languages in the country between the past and the present, in addition to the future outlook that these actors see about this planning and many points that will be discussed later.

Otherwise, a questionnaire was distributed to 25 Master two Didactics students. It is designed to suit male and female students of different age groups. These groups are today well aware of the linguistic situation in Algeria and the most important possible changes that will determine the fate of languages at the national level.

1.7 Conclusion

The current chapter has touched upon the extended history of the LPP, and the most remarkable developments taking place in the field, as well as the active role that decision-makers and social actors play in determining the course of languages. It provided an overview of LPP research, the concept and a brief history related to the field. It discussed also several decision makers and their role, and the different types of language planning. Then, it gave some definitions of language ideology. Finally, the research methodoloy and the rationale of the study were described with explaining the sampling decisions in detail.

Chapter Two:

The Linguistic Profile of Algeria

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2.1 Introduction

2.2 The Historical Perspective on the Languages of Algeria

2.3 Sociolinguistic Situation Diversity in Algeria

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2.7Conclusion

2.1 Introduction

Algeria is a linguistically diverse country. Modern Standard Arabic and Tamazight are two official national languages used in daily communication by most Algerians, and they are often mixed with the second language of the country (French), which has long roots in the country due to its being the language of the colonizer for many years. In addition to this, the English language has recently occupied a significant position in the educational system and in many vital sectors.

To understand the linguistic situation of Algeria, the focus is on its history and the events that led to its multilingualism. Also, the state of each language separately is addressed: Arabic, Tamazight, French and even English, taking into account the consequences of their impact on the Algerian society. In addition to this, the chapter explores the status of English and its emergence as a foreign language competing with French, as well as the planning methods used to learn and acquire it. Finally, the chapter presents the spread of this language in the Algerian educational system.

2.2 The Historical Perspective on the Languages of Algeria

Algeria was colonized by many countries, which made it possess a very complex linguistic system, where there are three languages, Arabic, Berber and French, and herein lies the problem. Arabic, for example, is divided into two types: Modern Standard Arabic, which is the first official language of the state and the one used in formal education, and the Algerian Arabic dialect, or the so-called "colloquial" language, used in informal conversations. Tamazight, too, is still in competition with Arabic, although it is used only by the minorities of the regions. On the other hand, French is ranked as the second official language after Arabic because of its wide use in most sectors.

According to Kaplan & Baldauf (2007), the invaders had a great cultural and linguistic influence on Algeria. As Tamazight was the language of the indigenous people in most North African countries, as a result of the Phoenician invasion. Then the rule passed to the Romans, where Latin became the official language at that time. In the seventh century, the Arabs invaded North Africa, including Algeria, and brought with them their language, culture and religion "Islam" and here a comprehensive change occurred where Berber speakers adopted the Arabic language and Arabized their speech and adopted Islam

as their religion and began to gradually abandon their mother tongue, which is the Berber language (Queffélec, et al., 2002).

In the eleventh century, two types of Arabic appeared, the first, urbanwhich was used by the army, and the second, rural, which was spoken by Bedouins and villagers. Classical Arabic, the language of the Qur'an, which was adopted as an official means of writing in that era, also appeared. The Great Ottoman Empire ruled Algeria for several centuries. However, the Turkish language had a weak influence because it did not receive wide attention from the population, as its use was limited to commercial exchanges and the conduct of state affairs (Aitsislemi, 2001).

The next important invasion in the history of Algeria is the French colonialism, which gained the largest share in influencing most of the main areas in the country. It lasted for 132 years (1962-1830), where France was able to implement a policy of repression, which included the obliteration of religion and the replacement of the Arabic language with French (Queffélec, et al. 2002).

France wanted to impose its control by making French the only official language in the country, but this decision was soon met with a categorical rejection by the people who wanted to restore their original language. After the independence of Algeria in 1962, there were many linguistic problems. The main goal was to restore the linguistic situation to what it was before colonialism, but it proved difficult to do so because France for many years was able to establish its language.

2.3 Sociolinguistic Diversity of Algeria

Algeria has an important strategic location, as it is the gateway to Africa and the line separating it from Europe, and this is what made it the focus of the enemies' attention who had always been watching it as the home of their conquest, so they had what they wanted. Accordingly, the latter has collected multiple linguistic and cultural standards and principles as a result of the repeated occupations that it witnessed, starting with the Phoenicians, the Romans, the Vandals, the Byzantines, the Arabs, the Ottomans, the Spanish and finally the French(Benrabah,2007, p.229).

The scenario of multilingualism in Algeria continues to include the historical, cultural and even ideological factors affecting the language and making it an intellectually rich country. Where Benrabah (2004, p.43) confirmed that "Several invaders more or less

shaped the sociocultural history of Algeria, as well as its sociolinguistic profile**"**. Here it can be praised that the invaders played a great role and an undeniable merit in the formation of Algeria's social situation.

Algeria inherited from French colonialism an educational system designed to be a policy linking Algeria with France and to be an extension of French thought among the Algerian generations, but this reality completely contradicts the logic of independence. After its independence in 1962, the new government waged a great struggle over the issue of languages. The truth is that there is still a clear turmoil in the linguistic reality in which the state lives, as it does not have a specific and clear language policy that it follows in all its fields and that all sector workers are obligated to it. Despite this great contradiction, MSA remains the first national and official language throughout the national territory alongside French and English, without ignoring the Arabic and Berber dialects that are used for daily communication between Algerians. The next paragraph will explain the reality of each language in detail from a different perspective.
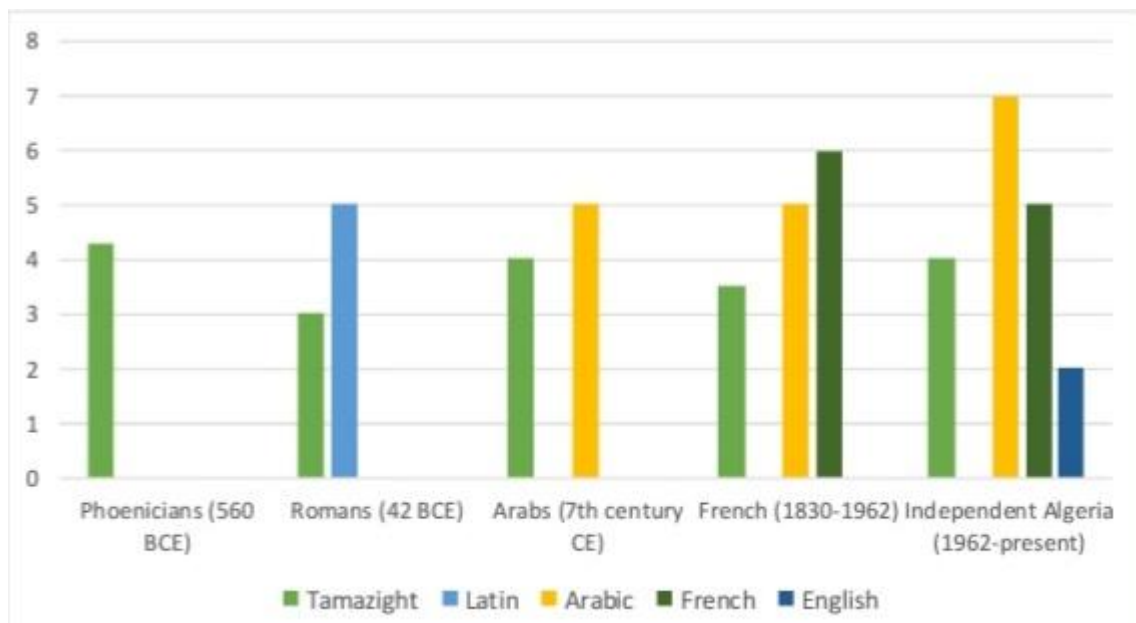
Figure 2.3 The chronological history of Algeria's linguistic situation

2.3.1 Algerian Arabic "Darja"

Algerian Arabic (AA) is also called "Darja". It is the common dialect of communication among Algerians. It is defined as a huge mixture derived from Arabic, French or other languages and differs from one region to another and from one side to another, from north to south and from east to west. The Algerian dialect arose as a result of

the cultural diversity and linguistic crowding that the country witnessed over time, thus it acquired semantic, morphological and phonetic characteristics that made it difficult to understand compared to the rest of the dialects of the Arab world. According to Bouhadiba (2018), the Algerian dialect is constantly changing, it lacks the sources of writing and standardization, and this is what makes it different from the official language MSA in terms of morphology, phonemic and lexical.

Algeria has a rich linguistic character that makes its language positively affected by what happened with it over the years. For example, you find the Andalusian character overshadowing Tlemcen Arabic and Oran influenced by the Spaniards, while the Algerian East is dominated by the Berber language in the north and a little Tunisian dialect in the south. Add to this some of the Turkish terms circulating among the Algerians, which remained indicative of the passage of the Ottoman civilization in the past (Leclerc, 2017). Table 1 (Leclerc, 2017) shows some loanwords from the previously mentioned languages that are still in use in the Algerian street.

Table 1:   An Example of the Integrated Loanwords in AA

Tamazight	**Turkish**	**Spanish**	**French**
Khemmel (to clean)	Tebsi (plate)	Fitchta (party)	Cousina (kitchen)
Nou (the rain)	Maadnous (parsley)	Sberdina (shoe)	Mizirya (misery)
Chlaghem(mustache)	Braniya (aubergine)	Bodjado (lawyer)	Fista (jacket)
Fakroun (turtoil)	Boukraj (kettle)	Essskouila (school)	Ferchita (fork)

Note. Data from Leclerc, 2017.

The above table shows some of the terms included in the colloquial dialect, most of which were taken from the languages of the colonizer and were reflected in the language of the local indigenous people, so they are used in their daily speeches.

2.3.2 Modern Standard Arabic

In Algeria, Arabic is the first and official national language. It has two types, the first is called Modern Standard Arabic (MSA), which is the language spoken in the media and used in official conversations for administrative, governmental, and educational purposes.

The second is called Classical Arabic (CA), which is the language of the Qur'an used for religious purposes. It is also the language of the original Arab heritage and is clearly prominent in the codification of poetry, prose and even intellectual production (Cordel, 2014).

According to Mokhtar (2018), Algeria acquired the Arabic language after its occupation by the Arab conquerors in the seventh century, but soon the French invasion came with its arbitrary policy to remove this language from existence and replace it with the language of the colonizer (French). After independence, the Algerian government re-imposed the Arabic language and made it the official and unified language throughout the national territory since it is the first language of Islam and which also represent their identity.

The linguistic reality in Algeria is very confused. After the state succeeded in teaching MSA in all schools, its use is still limited yet, as it is limited to the field of education, media and only those who learned it knew its written level, or received it through listening and memorization (Mokhtar, 2018). Algerians often tend to speak AA as the language of the people understood by all even though it does not receive any attention from the state (Cordel, 2014).

The Arabic language has a prominent position in all Arab countries, not only in Algeria, where it ranks fourth in the world; also it has become an emerging language internationally. Moreover, it was adopted as an official language in the United Nations in 1974. In addition, it is worth noting that the number of speakers of Standard Arabic has increased after the increasing turnout of people who entered Islam, especially after the translation of the Holy Qur'an into several languages**.**

2.3.3Tamazight

Tamazight is the first language for the inhabitants of North Africa in general and Algeria in particular, and the origin of the word "Berber" comes from the Greek term "barbaroi", which means free man. Regardless of the repeated invasions that Algeria witnessed, Tamazight has remained dominant, after which it has become a locally recognized language as an official national language along with MSA after many conflicts since independence until now, so that it has achieved a great victory. However, the Berbers, despite their minority, preserve their language and are keen to teach it to their children and speak it among themselves. It should be noted that the Berber community in Algeria is

divided into three sections divided into three main areas: the Kabyles, who are concentrated in the north-east of Algeria, the Chaouia, which is also Berber dialect located in the northern center in an area called the Aures, and finally the Tuareg, another group of Berbers who take their position in the far south of Algeria. These statistics are not completely accurate, but there are many speakers of this language and they are distributed in other states across the national territory (Leclerc, 2017). Illustratively, the following map represents the distribution of Berbers in Algeria according to Leclerc (2014).
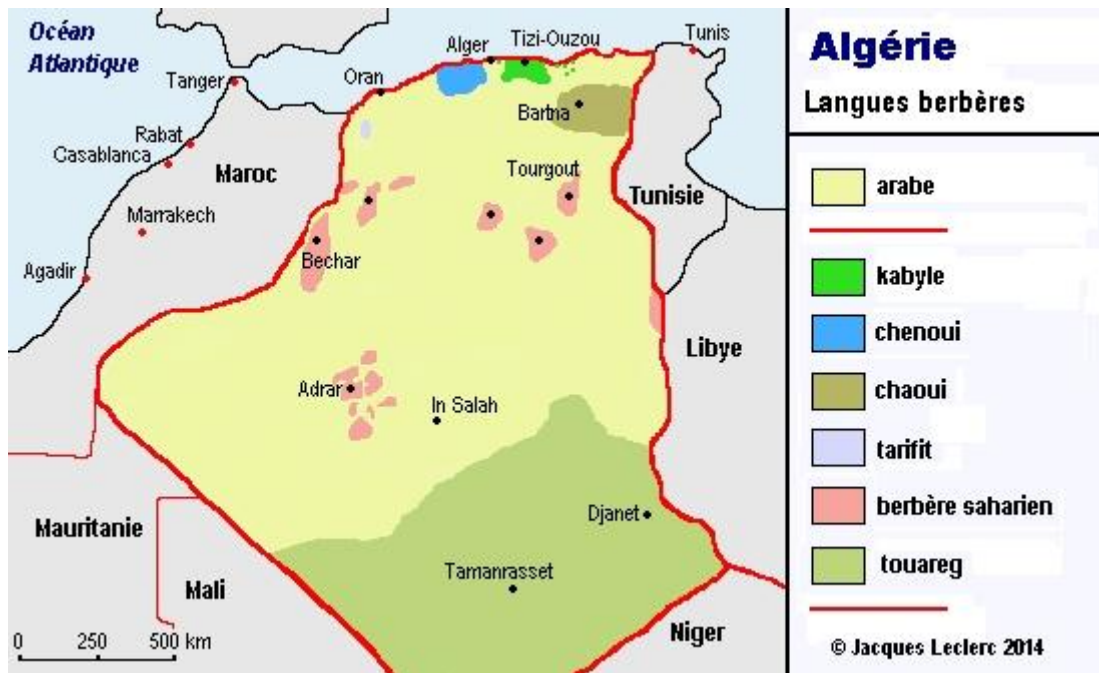
Figure 2.3.2 Tamazight varieties in Algeria (Source: Leclerc, 2014)

Berbers tend to speak French a lot after their original language, in addition to the Arabic they receive in schools, but in fact they give more importance to the language of the colonizer and even refuse to accept the Arab identity that the government has previously imposed on them. Simply, they embrace their traditions and their language intensely and are proud of them, after they narrowly escaped from the policy of repression that almost led to the extinction of their language.

When analyzing the linguistic situation of Algeria, it is noticeable that Algerians show loyalty when speaking a language, and this is nothing but a natural tendency that expresses their pride in that language. This multilingual situation is interesting. Berber speakers like the rest of the Algerians, move from one language to another according to

need and the situation, which always raises the question about the truth of their mother tongue.

2.3.4 French

Algeria was colonized by France for many years and the purpose of that occupation was to strip it of its barbaric Arab identity and replace it with French by adopting a policy of obliterating the Arabic language. Moreover, French has gained a high profile in Algeria's educational system, as the first foreign language to be taught since the third year of primary school. Today, Algeria is the third Francophone country after France and the Congo in terms of the number of speakers of this language after its wide dissemination in society.Thus, the majority of Algerians speak and understand French, even if it is not officially, firstly because it dominates several terms used in the Algerian Arabic and secondly because it has been inherited for generations in this way. Officially, it is present in presidential speeches and some administrative papers. Also, the elite and the educated class of society tend to express themselves in French.

Since independence until today, the speaking community is still continuing its sharp discussions on the issue of languages, as well as the conflict between the language of the Qur'an and French and the extent of the impact of this foreign language on national identity. On the one hand, the Algerians think that they have an Arab and Muslim affiliation, and on the other hand, they cannot abandon the French language and separate it from their mother tongue.

Sebaa Rabeh elaborates on the controversy in Algeria over the two languages: French and MSA, and emphasizes the great importance that French has attained despite its violent epic history. She stated that:

> *"Without being the language of identity, it still fascinates the collective cultural imaginary of different forms and through different channels. And without being the language of the university, it is the language of the university. In almost all the official structures of management, administrations, and research, all the work is mainly performed in French."* (Sebaa, 2002, p. 85)(Translation mine)

According to Rabai Maamri (2009), Algerians always have to choose between two official languages that define their identity. This is what Kateb Yacine meant in the same context, when he said:

"At that time, I felt it necessary to speak French even better than the French themselves, to convince them that we were not French. Someone had to write a book in a language that would truly shake the French, to the point of saying: This – This is Algeria! "(Aziz, 2015, p. 4)

It is true that the Algerians were greatly affected by the French colonialism and lost a large part of their identity, but all they have to do is stand in the face of their new reality that imposes on them French and agree to use it side by side with Arabic, and thus they have agreed to the linguistic diversity in Algeria.

2 3.5 English

With the increasing pace of globalization recently and the increase in commercial and economic exchanges, the world resorted to adopting a common language to facilitate communication, and this language was English. It is defined as the British language spread in the United States of America and most of the Commonwealth countries and which is spoken by more than 300 million people around the world. The history of this language is linked to modernity, as it has become the dominant force in all fields of life, and therefore it can be said that it is a precursor that suggests the world has entered the era of globalization.

According to Tsui and Tollefson (2007), globalization is "effected by two inseparable meditational tool, technology and English; proficiencies in these tools, have been referre d to as global literac y skills" (p. 01). This means that people who are not fluent in using modern technology and do not speak English are classified as illiterate. Therefore, the issue of this language has become closely linked with the term globalization, and its spread has become a major challenge for countries.

In Algeria, for example, English is the second foreign language after French, as it competes with it in various activities and fields. Locally, this language is still limited in the field of teaching only, but nationally, Algeria has been subjected to it and it must be spoken and used in commercial exchanges, foreign tourism, international forums and other businesses. Thus, it is an essential means that allows Algerians the opportunity to deal with foreigners and work in their institutions.

2.4 The Status of English in Algeria

The English language has a talented status in Algeria. It has become widespread recently, especially among the new young generation, as it could become a competition for the French language in the next few years, but the problem lies in the fact that French is a language integrated with the Algerian dialect in the daily discourse, while English still requires a lot of time to extend its roots in the Algerian speaking society. . English occupies the first place in the world in the ranking of languages, and therefore it has become a duty for people to learn it, not only in Algeria, but in other countries of the world. With its global resonance, it has become necessary to reconsider the study of the status of this language in Algeria by officials and decision-makers.

After globalization and modernization have overwhelmed much of the world, Algeria must also participate in this development in order to chart its way towards the English language and contain it in all its active domains, especially those that link it with World nations such as tourism, industry and other sectors that are the main engine of the state. Therefore, the government should direct its attention to the youth component, as it will contribute to the dissemination of foreign languages and thus will promote the labor market and make a qualitative leap.

Realizing this importance, the Algerian government taught English from the first year of middle school in order to create an efficient English-speaking generation, but it faced the bad reality, which is the lack of skilled trainees in this language, meaning that teachers must be trained first in English-speaking countries such as United Kingdom and United States. According to Cordel (2014), the Algerian Ministry of Education has fully realized the importance of teaching English in its sector, as this language has become the best way to open up to the world instead of French. In a statement issued by Boubacar Benbouzid, one of the Ministers of Education in 2005, he stressed the necessity of teaching English and raising the challenge to learning it more than any other foreign language, considering it the only outlet that will lead Algeria towards progress and prosperity. The text of the statement is as follows:

> *"The goal of teaching English is to help our society integrate harmoniously into modernity by participating fully and completely in the linguistic community that uses this language for all types of interaction. This participation, based on the sharing and exchange of scientific, cultural and civilizational ideas and*

*experiences, will allow a better knowledge of oneself and the other. We will thus go beyond a narrow and utilitarian conception of learning English to move towards a more offensive approach where we will no longer be consumers but actors and agents of change. In this way everyone will have the opportunity to access science, technology and universal culture while avoiding the pitfalls of acculturation.''*Ministry of the national education of Algeria. (Cordel, 2014, p.234) (Translation mine)

According to the minister's statements, speaking French in daily conversations between Algerians is what prevents the spread of the English language quickly, as no language can replace another. According to thinkers and language experts, it is still difficult to replace English with French at a time when French is now classified as a national language and not only foreign to the Algerian speaking community. In addition to this, the trainees studying abroad took a path other than the one set for them by the state. As a result, the Algerian student became a victim. He did not benefit well from the program set by the Ministry, and his writing and language skills remained weak outside the school's scope (Benadla, 2012). Therefore, it was necessary for the Algerians to learn English in other ways, such as listening to music and watching foreign films, and with persistence, these alternative solutions came with a satisfactory result, as they had a strong impact, especially on the category of teenagers and young people who have shown clear inclinations towards Western culture, so it can be said that they mastered the language away from the trainers and teachers (Belmihoub, 2012).

Nacer Djabi, a sociologist, confirms that the status of the French language has begun to decline significantly among Algerians in recent times. The truth is that the student still suffers from the problem of mastering foreign languages, and this includes both French and English, which has led to the deterioration of these languages. Not only that, but most students are now enrolling in private schools to teach languages, thinking that it is the best way instead of schools. In order to address the problem of students' low marks in foreign languages, the previous Minister of Education, Nouria Benghabrit, put forward the idea of abandoning students' exams in foreign languages, which was completely rejected by the elite of society, and even advocates of the French language who considered it an attempt to obliterate this language, knowing that it is the language that Most of the scientific standards are taught in it at the Algerian University (Ihsan, 2018).

With the intertwined linguistic situation in Algeria, the English language will enter into a fierce competition with its French counterpart. Thus, the status of this language and its spread in the country is evaluated by taking into account the attitude of the Algerian people towards foreign languages in general. They are fully aware that English is linked to modernity and that Algeria possesses an important strategic position and natural resources that guarantee to invest by international companies that speak the language, and this is what raises the challenge towards learning English.

2.5 English Language Teaching Policy

After its independence from France, Algeria tried to adopt a policy of Arabizing all sectors, but most of the attempts were unsuccessful, so it was forced to re-calculate and implement some reforms in the education sector, espicially. In 1993, the government reconsidered foreign language planning, allowing parents to select any first foreign language taught to their children in primary school: French or English, and this was the disaster. The result of the questionnaire was shocking because the pupils' parents voted higher on French as the most widely used language in the speech community after Arabic. As a result, the government was forced to rebalance its budget, as French became the dominant language in early childhood while English was not taught until middle school.

Today, after many years of Algeria's independence from France, English is coming back strongly to threaten the stability of the French language and occupy public opinion and raise the question about whether it will be generalized in all educational and university institutions or not, especially after the decision issued by the current President Abdelmadjid Tebboune, in which he pledged to make English A second language for the country, according to Al Ain Newspaper. This came after the President announced his approval of the opening of the British School in Algiers. The Minister of Higher Education and Scientific Research, Professor Abdel Baqi Bin Zayan, also gave his instructions regarding opening new horizons towards learning foreign languages at the university, especially English. Not only that, but the higher authorities have promised the researchers who want to continue their studies in London or Belfast that they will cover their expenses in order to share experiences and expertise, as well as to enhance ways of cooperation to develop and advance the education sector.

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الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

الوزير

الجزائر في 11 2019   رقم 477/أ.خ.و/2019

السيدات والسادة

رؤساء مؤسسات التعليم العالي والبحث العلمي

الموضوع: رؤوس صفحات الوثائق الرسمية.

في إطار سياسة تشجيع وتعزيز إستخدام اللغة الإنجليزية، ومن أجل مرئية أمثل للنشاطات

التعليمية والعلمية على مستوى قطاعنا، أطلب منكم إستعمال اللغتين العربية والإنجليزية في

رؤوس جميع الوثائق الإدارية والرسمية.

الدكتور : بوزيد الطيب

Last year, the Ministry of Higher Education launched an electronic referendum aimed at knowing the opinion of Algerians about the adoption of the English language in scientific curricula. Actually, the process was very well received among students, who reacted terribly with this event, considering itan exception tool and a real response to the demand of the street.

As stated by Rabia Khreis (2019), it is planned to introduce the English language into primary education along with the French language. In fact, the Algerian government is moving towards bringing down the French from its throne in order to enhance English, which was strongly circulated during the popular movement rallies that the country witnessed on February 22, 2018. According to the statement of the Minister of Education, Mr. Abdelhakim Belabed, the ministry seeks to change the language of the sector's competitions to English, the first language in the world, where he said: "within the framework of the policy of encouraging and promoting the use of the English language, and for a better visualization of educational and scientific activities at the level of our

sector, I ask you to use the Arabic and English languages at the headers of all administrative and official documents.**"**

In the same context, he stressed that the state should reconsider the English language curriculum and provides various didactic tools and scientific supports, such as books and audio-visual tapes that are in line with the needs of students in the future, as well as the formation of teachers concerned with teaching this language starting from the primary stage. The purpose of this reform is to make the students in control of the use of two foreign languages at the same time to help them follow the linguistic development taking place. In order to improve this language, the pedagogical inspectors of primary education put forward a draft last November to reform the primary school system, which included a set of proposals that would improve and raise the level of students in English .

Regardless of the field of education, English provides an unparalleled opportunity to get a job in many vital sectors at the global level; in short, it is the language of the age. Although Algeria attaches great importance to foreign languages, this international language is still facing some difficulties at present.

2.**6 The Spread of English in the Algerian Educational System**

After the spectacular development of the field of science and technology and the great impact of globalization, the world has reached an advanced stage that obliges all countries to learn a second world language that will facilitate communication between these countries, which have come to share common interests such as trade, debumatic relations, political relations and others. Thus English was nominated as a second foreign language studying in students' educational path.

Here the relationship arose between English and ELT, where the ambition of its learners had changed, hiding deep reasons for their pursuit, such as changing their work, obtaining promotion or leaving the homeland to travel the world and taking a look at other cultures.

At the present time, English has received great attention from decision-makers in Algeria due to the role it plays at the global level so it is trying to remove the French language from its way. For example, Algerians communicate with other peoples of the world using this language, knowing that it has become the language of the universe. Zughoul in Arab states that: North Africa, and even though French has had a strong foot

hold in Tunisia, Algeria and Morocco, it has been retreating and losing a lot of ground to English. In fact, the tendency of what can be termed a shift from French to English in thus countries cannot be cancelled. (Zughoul, 2003, p. 122)

In the education sector, Algerian students study English as a second foreign language from middle school to university. At the university, either they study it as an independent major in the Department of Foreign Languages, or as an additional subject that meets their needs in a specialization, which isknown as ESP. In the same vein,the National Charter states that English is "a means to facilitate a constant communication with the world, to have access to modern sciences, modern technologies and to encourage creativity in its universal dimensions". Therefore, learning this language is a must in Algeria, just like in the rest of the world.

2.7 Conclusion

The current chapter has dealt with the linguistic situation that Algeria is witnessing, as it is now considered a linguistically diverse country due to the large number of languages that resulted from the sequential colonization and successive events, in which four languages remain, represented in Arabic, Berber, French and English. So that each draws its cultural history and strived to impose its hegemony to remain on the throne of the state.

On the one hand, Modern Standard Arabic is considered as the national and official language of the Algerian state, which the government imposed in educational and administrative circles and other places because it is the language of the Holy Qur'an. It isfollowed by Tamazight, which has recently become a second national language besides Arabic. On the other hand, French is the language of the colonizer. It is the first foreign language in the country and the most used among Algerians, especially in their daily conversations. Finally, English is considered as the second foreign language. It has recently become popular in the Algerian community. In their view, it is the only means of openness to the outside world and joining globalization, as well as changing the nature of life they live, whether inside or outside Algeria due to its importance. Thus, Algeria has a distinct linguisticheritage.

Chapter Three:

Data Analysis and Interpretation

3.1 Introduction

The theoretical portion of the study subject was covered in the previous chapters before the practical portion, which presented and described the various instruments utilized to collect the necessary data, in order to provide the reader a picture of the research topic. The data gathered through a mixed method research includingtwo questionnaires and an interview. Theanswers will be analyzed and discussed in this chapter. Finally, it is put into practice by the recommendations proposed at the end.

3.2 Data Analysis

This chapter will analyze and discuss the data that was collected from the participants after collecting the information needed using the research tools of two questionnaires andan interview. In addition, the analysis of the questions has been applied directly to the research topicthat was addressed. It will also point out a few flaws that this study has discussed further below.

3.2.1 The Analysis of Teachers' Questionnaire

The purpose of the questionnaire was to learn more about how teachers felt about both the internal and external elements that have an impact on English language instruction. Twenty teachers were questioned in a close ended manner, using ten entirely distinct questions to confirm or reject the hypotheses. There are three sections to these questions.

3.2.1.1 Section One: **Personal Information**

The first section shows general information about the participants, which include their gender, the highest degree that they hold, and years of experience.
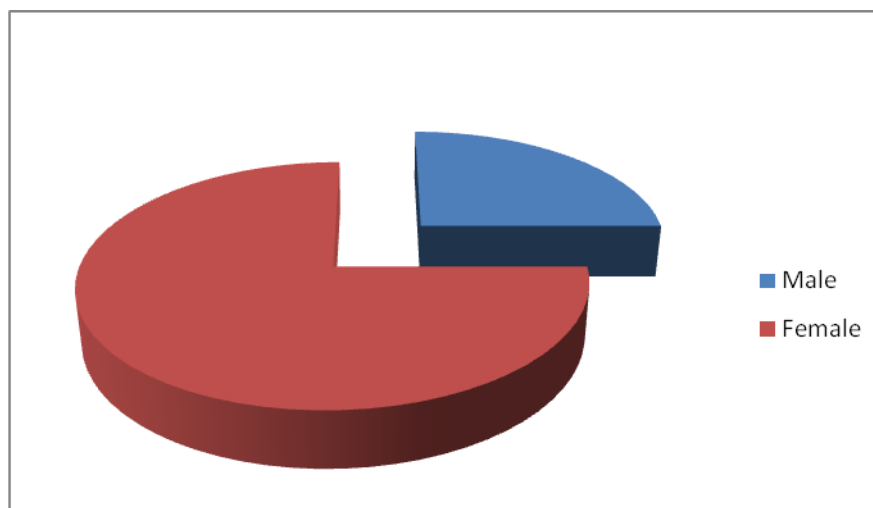
Question 01: Teachers' Gender

Figure 01: Teachers' Gender

As seen in the figure, this one indicates the gender of the teachers. Among those taking part, there are only 25% men and 75% women. This would suggest that women prefer language learning more than men do. According to what has been deduced from this questionnaire, gender would not have an impact on the outcome of the research because both genders teach the same curriculum in the same setting.

Question 02: What is the highest degree that you hold?
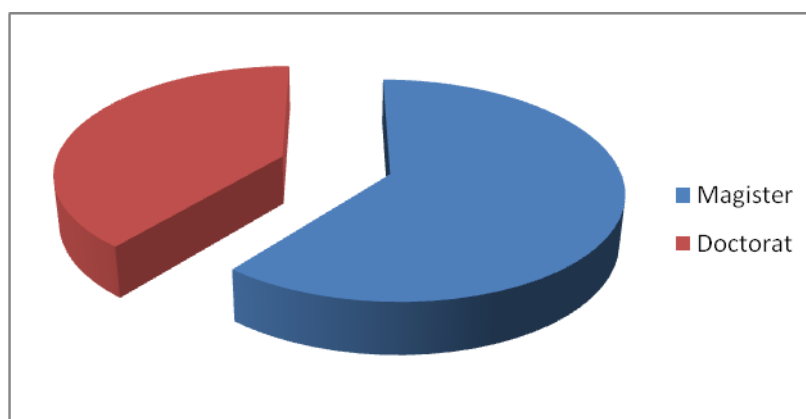
- Magister
- Doctorat

Figure 02: Teachers' Highest Degree

It is enquired about the teachers' credentials and degrees in order to better understand their level. Based on this figure, 60.88% of the participants have an English Magister degree.

Nevertheless, 39.12% obtain a doctoral degree. It indicates that the university offers a superior level of education.

Question 03: How many years have you been teaching in the university? (Years of experience)

- 1 – 4 years
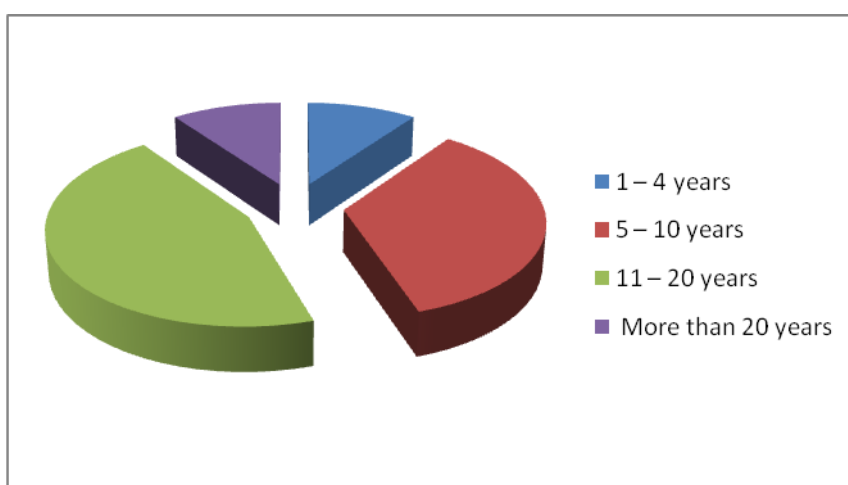- 5 – 10 years
- 11 – 20 years
- More than 20 years

Figure 03: Teachers' Experience

This figure reflects the teaching experience of teachers' university. It has been divided into four different categories. Among the participants 10 % have chosen the first category which represents few years of experience it is from (1 – 4 years). 35% from the participants have from (5 – 10 years) of experience, the most of them 45% have the experience from (11 – 20 years), and in the last category 10% have a very long experience which is more than 20 years of teaching.

From the examination of this data, it can be inferred that the diversity of teaching experiences and educational backgrounds would result in a variety of positive attitudes and opinions towards the use of English in the Algerian universities.

3.2.1.2 Section Two: **Teaching of English**

The teachers' dissatisfaction with English position in Algeria's educational program stems from the fact that it is a second foreign language. The instructors' justification makes sense

given that English is regarded as an international language by all countries, necessitating the urgent need for all students and researchers to acquire it before learning any other language for academic, economic, political, and a variety of other reasons. English is not given the full appreciation it deserves in our nation, though, and stakeholders don't appear to be all that interested in promoting it as a crucial language for all academic levels in the Algerian educational system. This section tries to compile teachers' opinions, perceptions, and suggestions about the learning of English.

Question 01: What is your opinion about introducing English as FL1?

- Agree

- Undecided

- Disagree
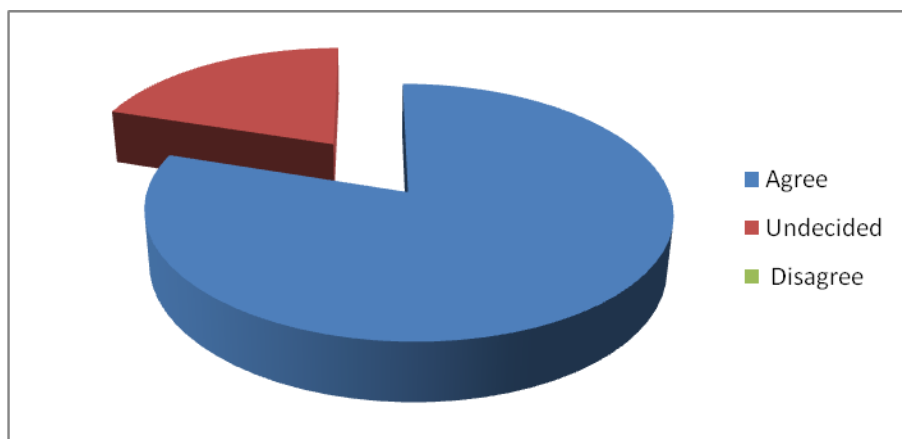
Figure 04: Teachers' opinion about introducing English as FL1

The figure shows that 80% of teachers with different teaching experience agree that English should be the first foreign language in education;they recognize that English has taken a prominent place in the world today, and Algeria must follow up with changes by abandoning French entirely or making it the second foreign language used in education. 20% of respondents are undecided, because they understand that it is ought to be effective. Additionally, they are aware of Algerian society's dominant mindset and how it approaches language from a different angle. In contrast, there was no disagreement regarding this suggestion.

Question 02: Do you agree with the use of English in Algerian universities for academic purposes?

- Agree
- Undecided
- Disagree

Figure 05: Teachers' opinion about the use of English in Algerian universities for academic purposes.
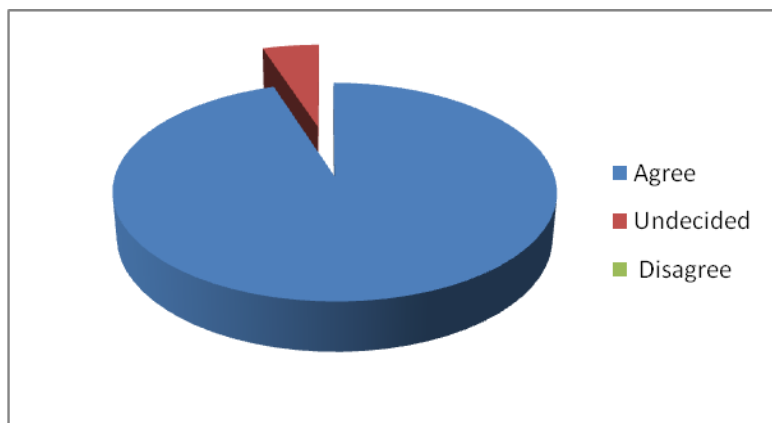
When the teachers were asked about the use of English in the Algerian university for academic purposes, a large majority (95%) of the respondents said yes. They claim that, in light of the globalized era, such an initiative is necessary. They ensure that universities in Algeria cannot be insensitive to the impacts of this globalized period, including the use of English to keep students informed of everything that is new in the world in general and in their field work in particular. This includes using English not just to comprehend the surrounding world. 5% were graded as undecided yet .Whereas, none of the teachers had rejected the idea. Generally, teachers' beliefs are supported by research showing that using English in higher education enhances learning, upholds its standard, and connects the worlds of knowledge.

Question 03: Which skills are more important in language learning?

- Reading
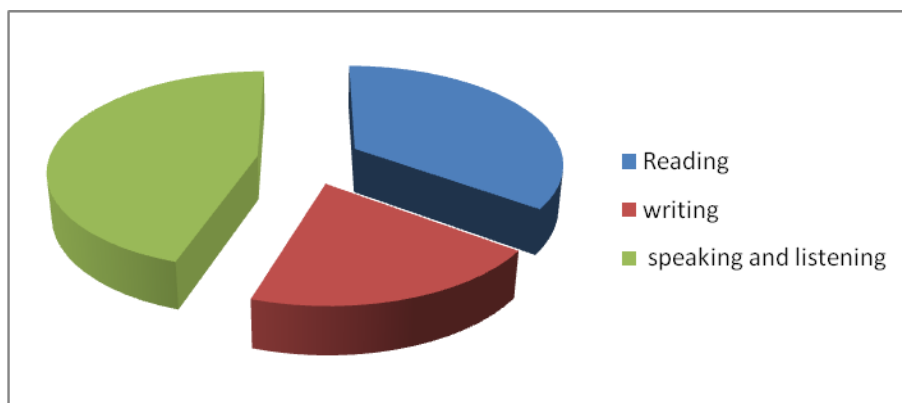- Writing
- Speaking and listening

Figure 06: Most important skills in language learning.

Based to the figure 06, reading is one of the most essential skills, according to 35% of instructors, thus we should practice it to improve our English as much as we can.Since English is present in most international instructions, websites, and articles, it is necessary to learn the skill of reading, which helps to develop professional knowledge. 20% see that skill ofwriting is an important part of communication. As for good writing, it is the most effective way to deliver ideas and messages clearly and easily. The possibility of success for students may be increased by strong writing abilities. Language is not possible without writing. All pupils must possess strong writing abilities in order to fulfill their educational and employment needs. 45% of teachers said, you cannot read a new language without listening how the word is supposed to sound and after that speaking by it. Speaking is a very necessary skill in communicating with foreigners or explaining something in an English course. But there is no correct speaking without a decent skill of listening, so they go together.

Question 04: What are the restrictions that hinder the spread of English in Algeria?

- Historicalrestraints
- Political restrictions
- Cultural restrictions
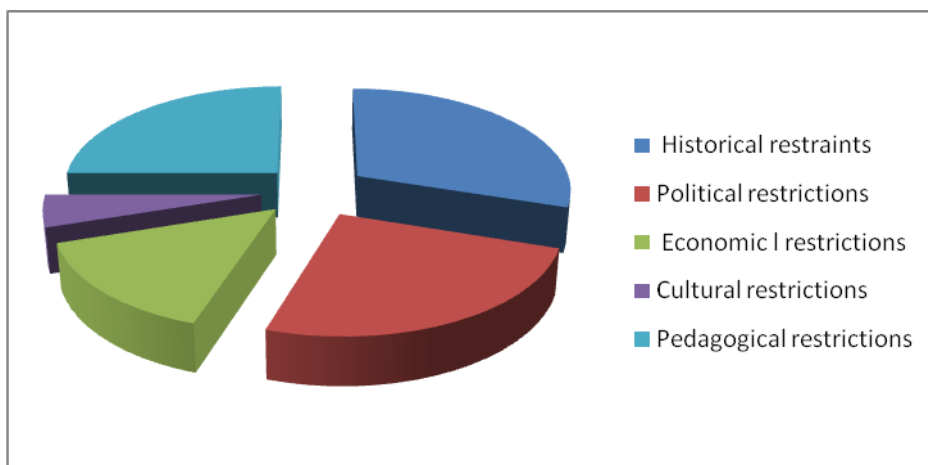- Economic restrictions
- Pedagogical restrictions

Figure 07: The restrictions that hinder the spread of English in Algeria.

Regarding the figure, 30% of the teachers believe that colonialism plays a role in Algeria's slow adoption of the English language. Even after many years of independence, the French language has become ingrained in Algerian culture, making it impossible to eradicate, while 25% of teachers said that politics had forced the survival of the French language in order to keep the country's relations to France. The Pedagogical restrictions constraints also constitute a high percentage of responses as 25% of teachers mentioned them. These include: The lack of English instruction in the early years of school, English language teachers are not properly qualified; the learning outcomes don't match the goals that were established and the absence of publications like audiobooks, periodicals, and magazines. There are further restrictions to the growth of English in Algeria that are connected to the economics. 15% of teachers said that a significant budget commitment is required for modernizing a foreign language. it is necessary to establish institutions, language centers, departments, and laboratories. Finally, only 5% of them said that it was cultural constraints that made the development of English in Algeria difficult. Because the culture and mentality of Algerian society did not accept a foreign language other than French, and because French has become part of the dialect spoken by most people, changing it is a radical change of mentality.

Question 05: What are the reasons that would motivate people to learn English?

- Science and technology
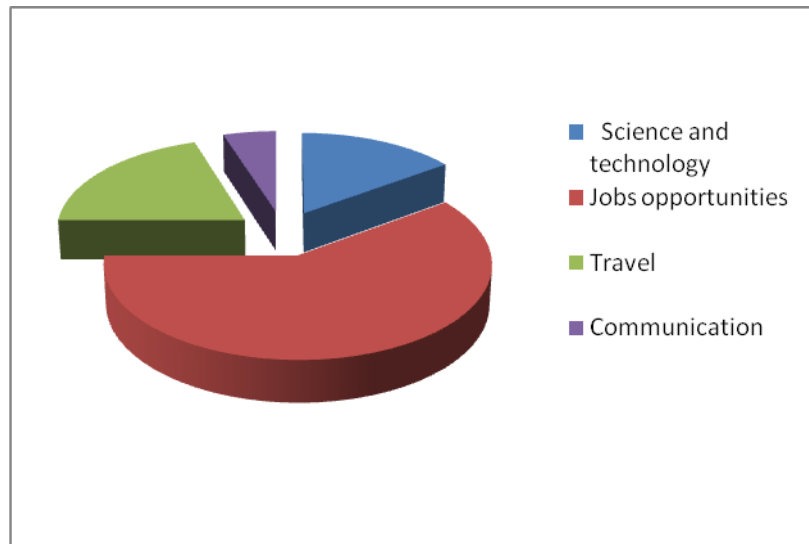- Jobs opportunities
- Travel
- Communication

Figure 08: The reasons that would motivate people to learn English

In the world there are approximately 1.75 billion English speakers. Learning this language is not necessarily limited to speaking it with native speakers only, but all countries of the world have agreed to make it a common language to facilitate the process of communication. 15% of teachers confirm that most of their students study English as an independent speciality because they know its global importance.The technology also depends on understanding and keeping pace with learning the English language.

35% of teachers confirm that learning English can help you to get a job; it is the language of science, aviation, computers, diplomacy, and tourism. Among the reasons that push people to learn English in the current era is to increase their chances of getting a job in a multinational company or going abroad to look for work.20% said that speaking English makes travel much easier, especially in foreign countries. As for the remaining 5%, they held the same view where they said that English is suitable for communication even in countries where this language is not considered as an official language.

3.2.1.3 SectionThree: Globalization and English Use

Question 01: What is the language that globalization had a positive impact on?

- French
- English
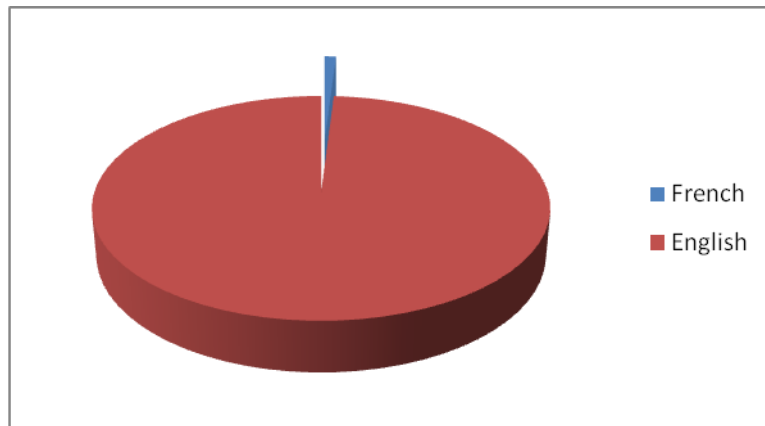
Figure 09: The language that globalization had a positive impact on

As it has been mentioned in the previous answers, globalization is omnipresent and it reflects the interconnection with economy. This positively affects the spread of the English language, 99% of teachers said that.

Question 02: What do you think about substituting English by French in Algeria's administration?

- Agree
- Undecided
- Disagree
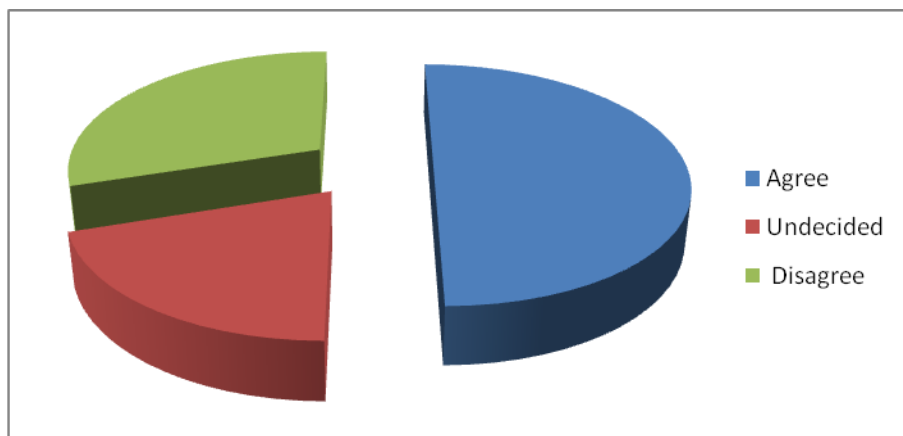
Figure10: Teachers' opinion about switching Algeria's administration from French to English

For 50% of the teachers, switching Algeria's administration from French to English is a crucial step for the advancement of the nation. And that the administration will benefit much from the new language since it will improve communication and fast become ingrained in people's brains. Nevertheless, 30% of teachers think that this is a huge step it would take years to achieve. They also believe that it will take time to prepare employees

how to deal with the English language and improve them as professionals. Because of this, the academics decided against wasting everything and waiting for an uncertain outcome. The remaining 20% were left perplexed because, in their opinion, careful consideration and an analytical research are required for the issue to be resolved successfully for both the administration and the employees.

3.2.2 The Analysis of Teachers' Interview

The aim of this interview was to know the teachers' viewabout the topic of language planning in Algeria, as well as their future expectations about the situation of the English language in particular.The interview contained five questions. Each question was analyzed and discussed in a qualitative manner later.

Question 01: What is your biggest challenge in teaching English?

Which problems do you generally face?

The challenge in teaching a foreign language is getting the students ready to use it. The students typically experience degree insecurity in this situation. Due to their fear of making mistakes and lack of active engagement in various classes, individuals tend to stagnate rather than progress. The goal of the question is to draw attention to the challenges and obstacles that English language teachers and learners frequently face as well as the chances that may help them get over these difficulties.

To learn about the problems and obstacles the professor had while working, and by asking this question, the researcher left it open-ended so that the information that was given might be considerably expanded. The majority of teachers responded that there are cognitive, cultural, linguistic, and learning challenges present. So to reduce these obstacles and spark off students' interest and enthusiasm, English language teachers must be able to design an acceptable curriculum with realistic, imaginative, and unique objectives.

Question 02: Do you think the current university curriculum is suitable for learning English?

Higher education is seen as a delicate area that offers the society future national vocations across all fields. Being a member of this globalized world, Algeria shouldn't be exempt from using English as a language of communication on a worldwide scale. The teachers' comments reflect their preparedness and support of utilizing English at Algerian

universities. Teachers also claim that the progressive adoption of the English language rather than a sudden one in Algerian colleges and universities would have a variety of favorable, advantageous, and motivating effects.

Question 03: How does the social context in Algeria affect English language learning? Explain, please

For this question, teachers see that the language background is strongly tied to social and cultural issues. Thus, the case of English as a foreign language in the Algerian society is achieved in a positively promising manner; however, there is a negative gap toward this language in the educational system, and the backlash of the missing pieces is highly noticeable in some individuals' linguistic awareness. However, the reality of a virtual acculturation process through media is now verified, with a clear impact on the homeculture. As a result, Algerians' perceptions of the English language are improving.

Question 04: In your opinion, what are the effects of globalization on the Algerian linguistic panorama?

The teachers clearly respond to this issue that Algerians must not lose sight of their mother language since it is a vital part of our identity and continuity while we study English. However, this does not change the reality that English rules the globe and that people scramble to acquire it using any method possible since, as we have already mentioned, English has taken the place of all other languages as the universal language of communication. Even if the percentage is low, the main contributor to language proficiency is the educational system and they said,there must be the evolution of the English status in the Algerian educational system, and then showed the effect of English strategic and planning policies in the educational fields.

Question 05: What solutions do you suggest for effective English language teaching?

The responses of the teachers show that the students' performance at university level cannot be treated far from their initial education at the primary, middle and secondary. And that the fact that the teaching of foreign languages in Algeria is recently moving steps ahead towards more openness, but it still needs much time and effort to obtain a homogenous system where the higher education requirements and curricular are taken into consideration since the primary school. So the French must be delegated to a second position after the English language, and intensify the nation's effort to promote the English

language through the efforts of all social groups and provide materials for learning English.

3.2.3 The Analysis of Students' Questionnaire

The questionnaire is divided into twelve questions. The results obtained for each question are given a numerical value on the basis of graphs. It was distributed to university students and also posted it on the Internet to collect information in a large and fast way and expand the research circle.

Question 01: Which language do you use most?

- Standard Arabic
- Algerian Arabic
- French
- Berber
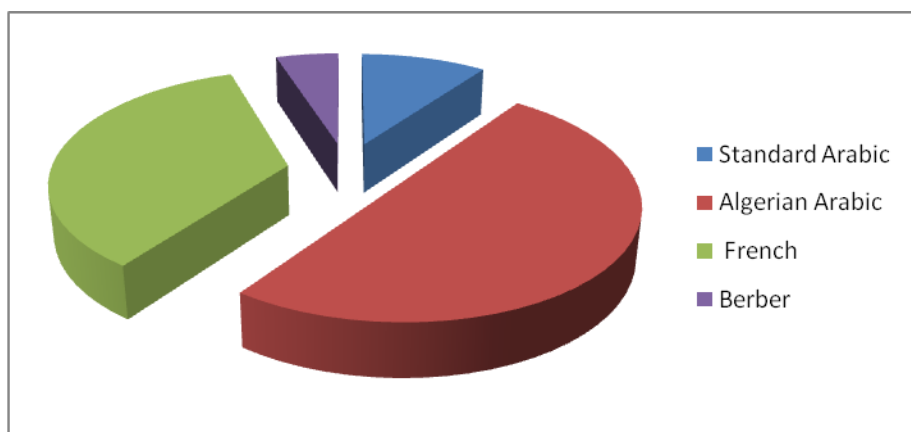
Figure 11: Most used language in communication

Arabic is the official national language of Algeria most and Algerians speak one of several dialects of vernacular Arabic (Algerian Arabic) with 50 % of students say that they use it. Also 35% use French as the language of communication and speaking. Standard Arabic is taught in schools but just 10% use it in real life. 5% speak the Berber language (Tamazight) in several geographic dialects. It is spoken by Algeria's ethnic Imazighen, though most are also bilingual in Arabic.

Algeria's official policy of "Arabization" since independence, which aims to promote indigenous Arabic and Islamic cultural values throughout society, has resulted in the replacement of French by Arabic and, in particular, as the primary language of instruction

in primary, middle, and secondary schools. Some Berber groups have strongly resisted this policy, fearing domination by the Arabic-speaking majority. The Tamazight language was granted the status of a national language in 2002 and was upgraded to an official language in 2016.

Question 02: According to you **,** what does globalization mean to you?

1. The modernization of less developed countries
2. The world' s economy and politics have become more closely interrelated
3. The world has become Americanized and Westernized
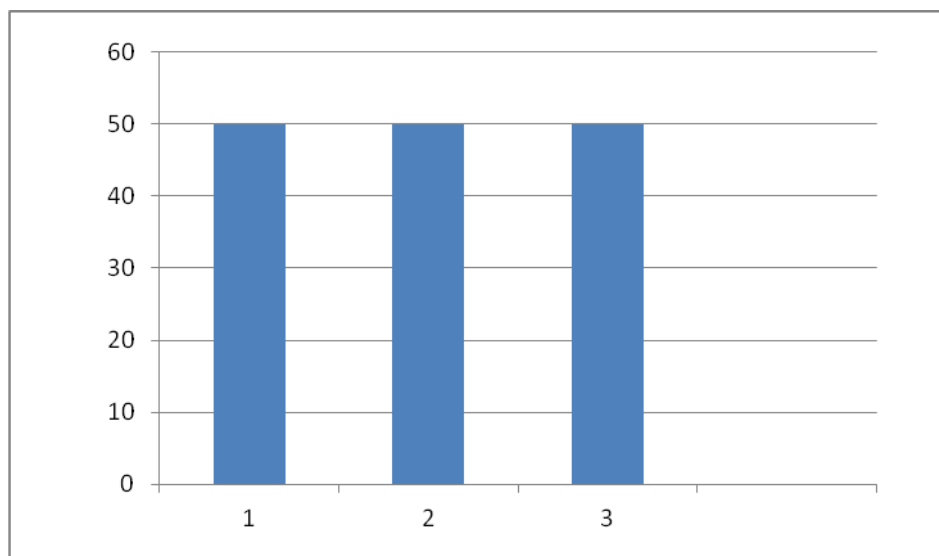
Figure 12: Globalization's definition

The figure of the answers of this question shows that all the possibilities to present the question unveil the same results. So, the respondents believe that globalization makes the modernization of less developed countries. Also, it means theworld's economy and politics have become more close interrelated. In addition to the belief that globalization reflects the policy of Americanized and westernized societies that are linked under the same conditions.

Question 03: In your opinion, how does globalization influence Algeria?

The answer to this question is left open-ended. However most students believe that because of globalization, Algerian culture is being impacted by western ways of thinking and living, which poses a threat to the locals. Globalization affects everyone in the globe

differently, not simply the wealthy nations that gave rise to this ideological trend. However, it also has a significant and deep influence on emerging nations.

Question 04: Do you use English in your internet chatting?

- Yes

- No

- Little
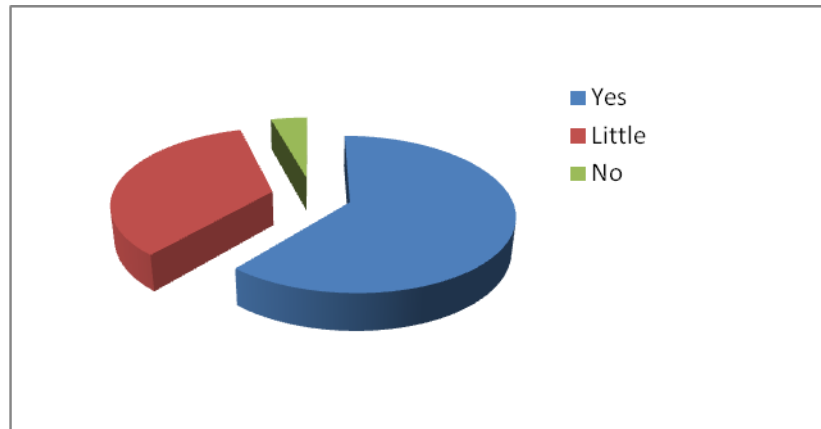
Figure 13: Use of English in chat

In their chatting, 61.2% discuss using English when conversing online. Most of the respondents use social networks and technology. They like conversing in English, whether it is with friends or other foreigners. Additionally, they talk in groups on social media like Facebook to practice and improve their English, and because some of their discussions are with persons who speak French or Algerian Arabic, 34.5% of respondents indicated that they use English only sparingly. Only 04.3% of students do not have the opportunity to use the English language because they do not interact with English-speaking individuals. They realizethat they are not at an appropriate level, for this they are ashamed to use the language with native speakers. Additionally, nobody in their immediate vicinity speaks English.

 Question 05: Which fields would you like to find English?

The answers of this question conclusively show that respondents are in favor of using English for successful education and work. As the language of science and technology, which has made it crucial for social and professional success, English is the best language for learning and working, according to the respondents. This shows also the importance of

the internet in all areas of life, and moreover, 90% of online content is published in English. So, it serves as the universal language of travel.

Question 06: What do you think if English will be taught in the third year of primary school instead of French language?

In this question, students see that the ministry of education imposed the teaching of English as a foreign language in primary schools as another competing foreign language with French. This Reform that aimed to counteract the drawbacks and weaknesses of the old approach to the English language teaching, it was nevertheless considered as a failure due to many reasons. But now we see that English is more important than any language more and we must accepted as a first foreign language without French at least in primary schools‹because both languages were tried in primary school and failed.

The ministry of education imposed the teaching of English as a foreign language in primary schools as another competing foreign language with French. This Reform that aimed to counteract the drawbacks and weaknesses of the old approach to the English language teaching, it was nevertheless considered as a failure due to many reasons. But now English is more important than any language and it must be accepted as a first foreign language without French at least in primary schools.

Question 07: Does the government consult teachers, students, and parents in any educational reform?

Even if English now predominates in worldwide teaching, Algeria's educational system, governmental affairs, and economic and social life are still heavily influenced by French. According to the English teachers in Algeria, the transition from French to English appears to be a challenging task, yet it is double given the numerous historical instances of language status changes. Students said there are many several research papers and graduation notes and questionnaires were distributed to parents, teachers and students to find out their opinion about English as a first foreign language in primary schools, and most opinions were in favor of that. The government may neglect to act according to the opinion of the absolute majority in society, but in the end it will respond tothe requests.

Question 08: Does the curriculum set up by the high ministry of education fit your needs as English student?

The Algerian government has made great efforts to develop the university network. Continued efforts are necessary to meet the intended numeric and qualitative goals. The conclusion of reforms made as part of the global dynamic for recognition of credentials and diplomas is the creation of quality assurance in higher education. This language now occupies a significant role in the educational system because to Algerian policy. As a result, this latter has undergone several revisions in an effort to enhance English language teaching and learning as well as stay up with globalization and modernization. However, the majority of students believe that education in Algeria is still below the necessary qualitybecause the bulk of the important skills have already fled to other nations in pursuit of better possibilities.

Question 09: Nowadays, is it important for everyone to learn foreign languages?

- Yes
- No
- Maybe
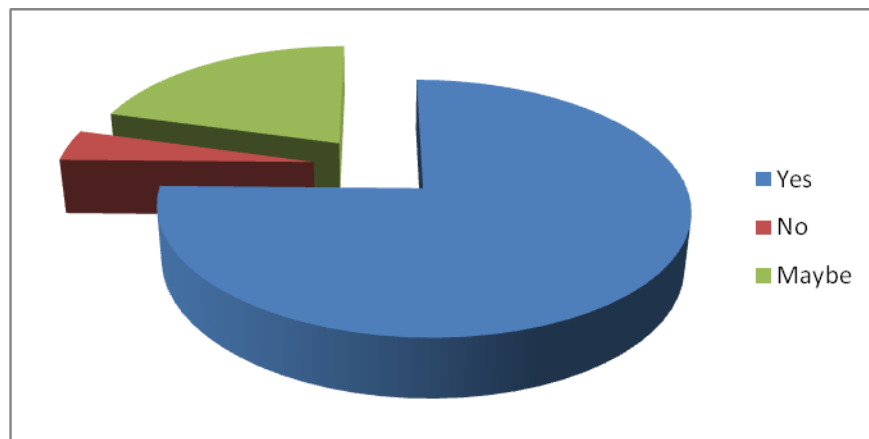
Figure 14: The importance of learning foreign languages

According to 75.3% of students, the availability of the Internet and technological tools, as well as the growth of a culture of language learning due to its relevance, particularly for English, have made it simpler and more accessible to be taught. While 20.6% think that most individuals don't have a strong aptitude for learning languages, this may be because the majority of people are content speaking their native tongue or because younger people are more likely to require foreign languages for travel or job. 4.1% of respondents think that most individuals do not prioritize learning languages since it is one of their pleasures and they are not yet ready to do so.

Question 10: After five years at the university, do you really speak English fluently?

- Yes
- No
- Little

Figure 15: Students' opinion about their level in the English language

75.2% of the students said they had already reached the level of English they had always hoped for and are now qualified to teach, work, or even travel for great opportunities. Additionally, they were enhancing their university education by reading, studying, and conversing with native speakers, while using programs to learn. 22% they are aware that their competence is still poor, and they are trying to improve it. Only 1.5% of students who had studied a language at the univer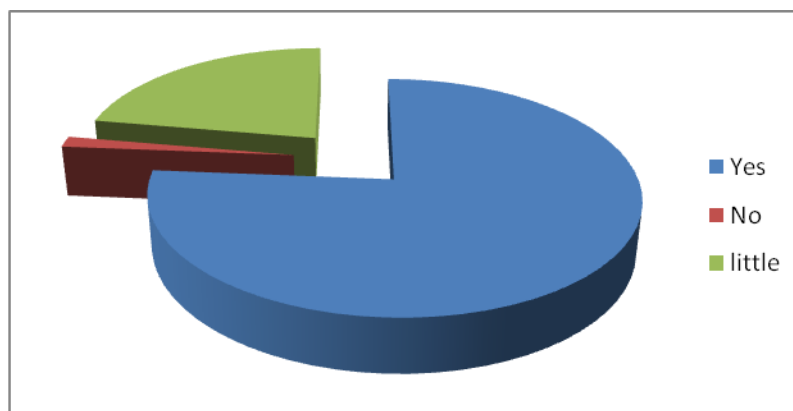sity for five years could not affirm that their proficiency had increased, which is a minimal proportion compared to the remainder.

Question 11: what would you suggest to empower English language position in Algeria?

The majority of students think that the English language should be given special consideration by being listed as the first foreign language. Children already experience stress from the different subject areas they study. So that they may learn English in primary school and then expose students to French in middle school.

3.3 Data Interpretation

The current study described two online questionnaires dispatched to both teachers and students, besides an interview conducted with university teachers. The interviews were done through taking notes and recording audios.It was provided with significant and extensive information that helped determine the most precise replies to the research questions and to identify the information relevant to the hypotheses that were supported by

the questionnaire and the study as a whole. This present research work attempts to study and explore the current situation of adopting the English language in Algeria, particularly in higher education level and context. Understanding the real situation would assist policy makers and leaders to be aware of the importance and the prerequisite of this transitional period.

3.4 Recommendations

Since the Algerian government is giving great attention to the English language and is seeking to include it in the primary schools, it has become obligated to follow some measures to ensure the success of this process, which are:

- Raising peoples' awareness towards the importance of learning English language at all levels, starting from the primary school.
- Designing a rich and entertaining curriculum that fits the requirements of students and the current era.
- Intensifying the hours of teaching the English language compared to its French counterpart.
- Ensuring good training for English language teachers in different parts of the country.
- Providing schools, universities, and institutions with the necessary materials and developed technologies (data-shows, tablets, computers, etc) that help teachers to explain the lessons easily.

3.5 Conclusion

At the end of this chapter, and based on the opinions of teachers and students about the future status of the English language, some points have been concluded. First, the inclusion of a new language in the Algerian society requires consideration of the environment in which it will be incubated. Second, proper language planning is a key factor for the success of its ideology. Third, this chapter demonstrates the students' awareness and ability to learn and integrate different languages, and thus their acceptance of the multilingualism that currently exists in Algeria. Finally, it was agreed that the inclusion of English as a foreign language in the Algerian curriculum is the only way to address the issue of the status of English in Algerian education. Even though English has surpassed all other languages as the primary language of communication, Algeria

continues to lag behind in developing courses that will assist children in becoming proficient speakers of that language.

GENERAL CONCLUSION

The Algerian government is still working hard to improve its policies, retaining its official national language with the empowerment of English as a first foreign language in the educational system and even in the public sectors, and adapting its economic, social, and cultural institutions to modernization. As well as trying to develop the country byproviding the necessary opportunities to face global developments. Now, Algeria is moving towards teaching English at the primary level, according to a decision issued by President AbdelmadjidTebboune. A statement issued by a cabinet meeting held on June 19 said that Tebboune "ordered the adoption of the English language starting from the primary stage, after a deep study by experts and specialists". This is the strongest political decision in favor of the English language.

It is worth noting that Algeria attempted to teach English in its primary schools between 1991 and 1996, during the start of the 1990s but the experiment was a failure. However, this does not always imply that it will now fail. Practical and instructional techniques are needed while teaching English in primary schools. Also, by enhancing teachers' levels and increasing their effectiveness through rigorous training programs. The governmenthas introduced in different domains of development many program's of industrial and technological promotion must pay a particular attention to the teaching and generalization of the English language especially among scientific communities.

For that, the state will implement language policy in its broadest meaning, to fix problems and change the status of one or more languages inside its borders. Due to this, the research indicates that any changes related to the language policy and planning in Algeria should be handled carefully from all perspectives. For the government and decision-makers to support Algeria's development and understand how to place their country within a globalized developed world, they must be concerned with how to address challenges in language education and how to initiate and support changes in language policy and planning.

After discussing the opinions of teachers and students of the University of Dr. MoulayTahar at Saida on the current matter, everyone saw that the Algerian government often does not take their opinion when looking at the language planning policy for a language. In this case, it was found that the English language received unsuccessful educational planning. In addition, they believe that it is necessary to establish specialized

higher committees to develop well-thought-out plans that include taking into account the curriculum, the content of the subject, and the level of the teachers who who will teach this language.

Based on the results obtained from the previous two questionnaires and the interview, it can be said that the two hypotheses were confirmed. The data indicated that the English language still lacks successful planning in Algeria, despite its global status. As for the second hypothesis, the teachers and students suggested a set of solutions that were previously mentioned in chapter three and that would strengthen the status of this language if they were taken into account.

Depending on the pedagogical implications resulted from this study, it can be said that the Algerian government is trying hard to move towards reviewing the planning and policy for teaching English, starting with developing its own curriculum, as well as paying attention to training teachers with high professional competence, in order to ensure the success of the inclusion of this language in all educational and even administrative levels.

In fact, the researcher faced some difficulties during the completion of this research represented in the mental and physical stress, as well as the difficulty of moving to the university because she lives far away from Saida. On the other hand, it was difficult to meet teachers because the interview was conducted during the final exams in June so they were busy most of the time. As for the questionnaires, it took a long time to get both answers; for the students, they were busy also in writing their thesis.

To conclude, the current research is concerned with addressing the issue of language planning policy in Algeria, which still occupies public opinion. The decision-makers are brought into the picture here, as they are the supreme authority and play a significant role in determining the fate of country's languages. As a last point, and after investigating different points of view, it is believed that the ambition of this research is to try to create an integrated picture about the reality of languages in Algeria between the past and the present, as well as suggesting some future solutions that will advance the education sector in particular. It is hoped that the solutions proposed in this research paper will be taken into consideration in the coming years.

Appendices

Appendix (A):

Teachers' Questionnaire

Dear Sir/ Mrs,

You are kindly requested to answer these questions orally. The latter will help us gain insight into your perception of Power from a Language Planning Perspective: The case of English in Algeria. The information you provide will contribute to the required fulfillment of a Master dissertation at the University of Saida.

Section I: Personal Information

Please tick the right box (es)

1-Teachers' Gender

- Male
- Female

2-What is the highest degree that you hold?

Magister

Doctorat

3-How many years have you been teaching in the university? (Years of experience)

1 – 4 years

5 – 10 years

11 – 20 years

More than 20 years

Section II: Teaching English

1-What is your opinion about introducing English as FL1?

Agree

Undecided

Disagree

2-Do you agree with the use of English in Algerian universities for academic purposes?

Agree

Undecided

Disagree

3-Which skills are more important in language learning?

Reading

Writing

Speaking and listening

4-What are the restrictions that hinder the spread of English in Algeria?

Historical restraints

Political restrictions

Financial restrictions

Economic restrictions

Pedagogical restrictions

5-What are the reasons that would motivate people to learn English?

Science and technology

Jobs opportunities

Travel

Communication

Section III: Globalization and English Use

1-What is the language that globalization had a positive impact on?

French

English

2-What do you think about substituting English by French in Algeria's administration?

Agree

Undecided

Disagree

Appendix (B):

Teachers' Interview

(Q1) What is your biggest challenge in teaching English? Which problems do you generally face?

(Q2) Do you think the current university curriculum is suitable for learning English?

(Q3) How does the social context in Algeria affect English language learning? Explain

(Q4) In your opinion, what are the effects of globalization on the Algerian linguistic panorama?

(Q5) What solutions do you suggest for effective English language teaching?

Appendix (C):

Students' Questionnaire

Dear students

You are kindly requested to respond to this questionnaire as an attempt to collect the necessary data concerning Power from a Language Planning Perspective: The case of English inAlgeria. We would be very grateful if you could devote some time to answer the questions. All the responses will be kept confidential.

Master two dissertation

1-Which language do you use most?

    Standard Arabic

    Algerian Arabic

    French

    Berber

2-According to you,what does globalization mean?

    The modernization of less developed countries

    The world's economy and politics have become more closely interrelated

    The world has become Americanized and Westernized

 3-In your opinion, how does globalization influenced Algeria?

………………………………………………………………………………………………

………………………………………………………………………………………………..

4-Do you use English in your internet chatting?

    Yes

    No

    Little

5-Which fields would you like to find English?

……

……..

6-What do you think if English will be taught in the third year of primary school instead of French language?

……

……..

7-Does the government consult teachers, students, and parents in any educational reform?

……

……..

8-Does the curriculum set up by high ministry of education fits really your needs as English student?

……

……

9-Nowadays, is it important for everyone to learn foreign languages?

Yes
No
Maybe

10-After five years at the university, do you really speak English fluently?

Yes
No
Little

11-What would you suggest to empower English language position in Algeria?

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……..

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