

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

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# Perception of the English Language in the Algerian Context

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Dissertation Submitted in Partial Fulfillment of the Requirements for  
the Degree of Magister  
in  
Applied Linguistics and ESP

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2012-2013

# DEDICATION

I dedicate my present work to my family and many friends. A special feeling of gratitude to my loving parents, my uncle whose words of encouragement and push for tenacity ring in my ear. My sisters, Zahia, Fatiha and Souad have never left my side though very far and are very special.

I also dedicate this dissertation to my many friends and dear pupils who have supported me throughout the process. I will always appreciate all they have done, especially my cousins Mohamed and Halima for helping me in every pace.

I dedicate this work and give special thanks to my best friends Noura and Fatiha, my wonderful brothers Mohamed, Khaled ,Yassine and Abdelhadi for being there for me throughout the entire investigation. Both of you have been my best cheerleaders.

I dedicate it to anyone who participated to encouraging me was it through a kind thought.

# ACKNOWLEDGEMENTS

I would like to express deepest gratitude toward the people without whom the present work would have never been what it is.

First of all, I would like to address my best regards and respect to the committee members for their presence, patience, devoted time and precious support.

I would like to present my hearty thankfulness and acknowledge my debt to my supervisor Professor LAKHDAR BARKA Sidi Mohamed who listened to me patiently, took time to read and reread what I drafted and provided me with invaluable feedback As for his priceless and endless support, assistance, guidance and enlightenment.

I am grateful to all my teachers at their head, Doctor ABDELHAY, whose assistance was extremely helpful in terms of encouragement, comfort and sustenance.

I wish to thank all the EDOLAS group members for their precious encouraging who were more than generous and supportive.

Two persons particularly closely involved in the enthusiasm behind this investigation: my friends: FatihaTahraoui Douma & Noura Berrebha & all those who took part in this work from far or near was it with a smile, for their encouragement and help.

At last but not least, I would not pass without recognizing the encouragement from all those who supported me among whom Ali Chachou Secondary School Staff: teachers with special regards to English language group( Ahlem, Zoulikha and Fadela), workers, and administration from the beginning to the end of this research.

# ABSTRACT

The present linguistic situation in Algeria presents a rich label of various languages especially the spoken ones. Whatever studies had been undertaken till the present day, the rich spectrum would offer worthy investigation issues along with these languages development. English is a language that “invaded” Algeria as all the countries and has settled a great pace towards a founding experience. This study explore the English language status in our society within the scope of World Englishes particularly and sociolinguistics in general. It aims at framing a picture of the perception of the International Language putting as main questions how the Algerian population view English and to what extent it is implemented in the real, practical and educational life. This investigative task takes as a sample the local case of Chlef in the authentic world and an exploration of the net services in the virtual one. Data is collected on the one hand, through three distinct types of questionnaires designed for three different categories of the society (administrative representatives, parents and university students) and a set of downloaded information on the other hand. The study is framed around some key concepts related to English language and the ideological entailing. To deal with this topic, five chapters are necessary to cover the different aspects of the issue. Starting with a historical display as first chapter, introducing the field of investigation and the informants’ type as a second chapter, exploring a case study of the wilayaof Chlef in a third chapter, analysing then the net data in the fourth one, it ends up with a fifth chapter where findings and inductions are dealt with.

**KEY WORDS:** world Englishes, lingua Franca, perception, EFL, ESL, globalization, international language.

## ملخص:

الوضع اللغوي الحالي في الجزائر يعرض تشكيلة غنية من مختلف اللغات وخاصة المنطوقة منها. مهما تعددت الدراسات التي أجريت حتى يومنا هذا، فإن هذه المكانة اللغوية الغنية تسمح بتوفير قضايا جديرة بالبحث جنباً إلى جنب مع تطورها. اللغة الإنجليزية هي لغة « غزت » الجزائر مثل جميع البلدان و استقرت بسرعة كبيرة نحو تجربة دائمة . هذه الدراسة تأمل استكشاف وضع اللغة الإنجليزية في مجتمعنا ضمن نطاق World Englishes خاصة و اللغويات الاجتماعية بشكل عام . وتهدف إلى بناء صورة من نظرة مجتمعنا إلى اللغة الدولية بطرح كسؤال رئيسي كيف ينظر الجزائريون إلى اللغة الإنجليزية وإلى أي مدى يتم تطبيق ذلك في الحياة الحقيقية والعملية و التعليمية . هذه الدراسة تأخذ كعينة حالة محلية لولاية الشلف في العالم الحقيقي ومعطيات تم تحميلها من الأنترنت في العالم الافتراضي. ويتم جمع المعطيات من ناحية ، من خلال ثلاثة أنواع مختلفة من الاستبيانات المخصصة لثلاث فئات مختلفة من المجتمع (الإداريون وأولياء الأمور و طلاب الجامعة ) ومجموعة من معلومات تم تحميلها، من ناحية أخرى . تم تشييد هذه الدراسة حول بعض المفاهيم الأساسية المتعلقة باللغة الانجليزية و ملحقتها الأيديولوجية . للقيام بدراسة هذا الموضوع، خمس فصول بدت ضرورية لتغطية الجوانب المختلفة لهذه القضية. بدءاً من العرض التاريخي كفصل أول ، عرض تقديم مجال البحث و نوع المخبرين باعتباره كفصل الثاني ، و دراسة حالة ولاية الشلف في الفصل الثالث ، ثم تحليل النتائج في فصل رابع ، وينتهي البحث بفصل خامس حيث يتم التعامل مع النتائج و الاستقراء.

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## **ABBREVIATIONS AND ACCRONYMS:**

DZ: Net contracted symbol (extension) for Algeria

EFL: English as a Foreign Language.

EIL: English as an International Language.

ELF: English as a Lingua Franca.

ENL: English as Native Language.

ESL: English as a Second Language.

WE: World Englishes.

## GLOSSARY:

“Baladya” : The smallest administrative division in Algeria. It is the same as town hall in European divisions or *commune*

“Dayra” : The average administrative division in Algeria. It is the same as county, or *sous-prefecture*.

“ Wilaya”:The largest administrative division in Algeria. It is the same as department, or *prefecture*.

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# INTRODUCTION

# INTRODUCTION

*“To have another language is to possess a second soul.”*

Charlemagne

English has no doubt become the most important communication language medium for the international world. Its impressive expansion occurred over so short periods that it triggered off linguists' interest to lead thorough examinations of the reasons behind it. "Between the end of the reign of Elizabeth I (1603) and the beginning of the reign of Elizabeth II (1952), this figure increased almost fiftyfold, to around 250 million" says David Crystal in *The Cambridge Encyclopedia of the English Language*, (2003). It is spoken by about *“First-language speakers: 375 million; Second-language speakers: 375 million; Foreign-language speakers: 750 million”*(David Graddol, 1997: 10). More recent statistics, on the net, reveal a higher number (up to 900 million) of the English speaking population. This span over geographical space has urged its users to request easiness of use and quickness of learning.

## **English in the world.**

The language use has developed and diverged, all over the world in more and more varieties up to the extent that the current number of people speaking these varieties, called world Englishes, exceeds amply the number of native speakers. This spread has been powered by the international media and Internet. English expansion to the four corners of the world has enhanced linguists, particularly those interested in socio-cultural linguistic matters, to investigate the subject with a more perceptive vision looking for reasons, processes, and impact that it entails in the societies. The existence of these

English varieties enabled the emersion of their detailed examination as for vocabulary, syntax, phonology, phonetic, semantic, morphology and even cultural variations. Thus classifications from different views are suggested. Kirkpatrick(2007),Görlach(1990), McArthur(1987)and earlier Kachru(1985) are the leading figures who proposed the first classifications of English varieties. Yet the salient landmark of an important number of language researchers remains Kachru's concentric circles.

## **English and Algeria.**

English represents a determinant factor of being a member pertaining to the global world as it becomes fundamental to know English to feel oneself part of the international round. English is viewed by Phillipson (1992), and Crystal(2003) as the most dominant language medium in the present. Throughout the world, it is implemented in the educational curricula. It may be learnt for the purpose of business, tourism, diplomacy, education, manufacturing, mining, print media and audio visual media. The international context has the Algerians redefine their needs for English.

For historical reasons, the French language holds the status of Second language in Algeria though this status was the subject of "considerable debate "(Ben Rabeah,2007).Professor Larkhdhar Barka S.M.(2002). remarks:" ... constater son statut spécifique de langue ni étrangère ni seconde ». « elle fait partie du patrimoine maghrébin et n'est pas considérée comme une langue étrangère » says Grandguillaume (2004). For the same reasons, English acts as a Second Language in India, Kenya and Nigeria as representative examples. What is the Status of English in Algeria? How is it viewed in the present times, by our society?

If we consider Kachru's classification, Algeria is to be included in the "expanding circle" in which English is coined as Foreign Language. Graddol(1997:4) states at least twelve international domains in which English is used. Most of them may constitute reasons that motivate Algerian people, especially youngsters to learn the language. . Working language



of international organisations and conferences, scientific publications, international banking, economic affairs and trade, advertising for global brands, Audio-visual cultural products (e.g. film, plays, TV, popular music), international tourism, international safety (e.g. 'airspeak', 'seaspeak'), as a 'relay language' in interpretation and translation, technology transfer and Internet communication provide the most prompt reasons for seeking the knowledge of the English language.

## **Motivation and research gap**

As a secondary school teacher of English, faced with issues concerning learners output profile, their expected aspirations, the field parameters such as the needs within the institutions (preparing the learners to take exams) and outside them (professional and personal development), two major things spring to my mind: The first is that there exist a general social enthusiasm in the interest of learning English and general weaknesses in the capacity of implementing it. The second, people think (feel the need) to learn English as a necessary tool to cope with the technological impositions. Other curious issues at the origin of this investigation might be the lack of information about the English language development in our country, and its relation to the society wellbeing.

This study is concerned with digging into and examining the issue of English as a foreign language and how it is perceived by people in Algeria in terms of its use outside the classroom. A lot of studies have been conducted in the field of teaching and learning English as a foreign language both at primary/secondary schools and university levels. However, very little has been done in the way of investigating the perception and the value of the language in the social context.

The role and the status that English stands vis-à-vis the other existing languages in our country, the functions it performs and the value it owns may be at the origin of my interest in the topic. That English taught in our institutions provides the necessary tool to

fulfil the needs of the society is conditioned by the view and the perception of the members of our society. Learning English is broadly seen by most countries, especially Algeria as a key to convey the opening towards the worldwide horizons, exchanges and communications. It is also perceived as the open-mindedness development and self-fulfilment promoter. English is linked to the success in different fields and notably professional carriers in terms of knowledge and transferring technology. As it is the chief means of communications between nations and individuals, and as globalization imposes new laws and conditions for a “flourishing” life, it is of primary interest to resort to the efficient and accurate way to teach it to ensure its correct use.

### **Aim of the study**

It is commonly observed that learners at university level reveal their constant need of the English language in terms of technology transfer and science development that should secure them wider future opportunities. Fascination about learning a new language, hope to have the ability to travel and share an open vision on the outside world, aspirations of getting access to technological development, scope of widening the scientific knowledge, are the inhibiting sources of the learners motivation to study the English language even if their scoring proves very poor.

The same enthusiasm and fascination concerning English learning is expressed by all members of the society, being professionals, high level status, or just ordinary people. Yet, observations on the administrative fields show clearly that clerks and administrative representatives claim the “needlessness” of the language. All these observations and impressions make that the aim of this research is to explore the value of this language and how it is perceived among different categories of the society. It will focus mainly on four representative groups sample, particularly to the wilaya of Chlef. The first group is a “formal” one is concerned with administrative representatives from three public institutions: the town hall, the dayra and the wilaya. The second concerns the parents of

the learners who are already in touch with the English subject at school. The third group represents the university students' sample. Yet, to validate these categories, the fourth one attempts to investigate the social network and other web opinions and articles related to the value of English within the Algerian context.

## Research Questions

To start this piece of reflexion a number of research questions should be stated especially, more importance is accorded to the value and the awareness of the language status: One main question is formulated, supported by four more focussed ones.

In Algeria, how do people see English?

- a. What are the parents' prospective horizons and expectation about the English language?
- b. How is English perceived within the social network?
- c. What is the students' attitude towards the English language?
- d. Is English implemented by our administrative representatives in their environmental reality?

## Hypotheses

Focussing our attention on what has been observed so far; three main hypotheses may be advanced in order to target implement our investigation.

- a. Learning English should answer the needs of the Algerian society to cope with a more realistic integration with the modern world impositions.
- b. Admittedly, English provides the most important medium language in the world. Consequently, it would be convenient to expand its use in our institutions.

- c. Scientific research views its major developments and discoveries issued in English, hence students might feel missing an essential tool to ensure complete studies.
- d. Algerians, who are involved in technological development in the world communication, tend to use English extensively.

## Methodology

Before embarking on the investigations, a prior groping or piloting touch revealed necessary so as to shape the citizens' attitudes and foresee their involvement as regards the English language. In order to conduct and support this research, three types of questionnaires were designed, distributed to the informants and collected back. The former one, intended to the administrative representatives is based on seven questions among which four are open ended aiming at giving more opportunities to diversity in answers.

The second questionnaires, meant for parents to elucidate their prospective visions chiefly concerning the future of their children. This one is also shaped into seven questions with four open-ended. The third one is designed for university students of different fields than the English language specialities in order to involve the youth category since they represent the large proportion of the society.

To back up the view of our society, it turns out necessary to download from social networks, such as Facebook, valuable information about people's needs, attitudes, and uses of English. Net press articles revealed more enlightening about the status of the language in our society too. Thus, suggested programmes to enhance learning and improving are subject to challenges between American and British Councils as regards who is effective enough to attract people's interest. The number of adherents and inquirers in this field may reveal interesting points as far as attitudes toward the language are concerned. The ideas in the Press articles are sustained by a small set of videos and audio recordings pertaining to television and radios.

To deal with such a theme and for the sake of better defining our research goal, it would be necessary to make references to certain concepts and key words for the topic is greatly theoretical and vast in scope. Since dealing with languages leads us generally to deal with ideologies, it is of importance to handle these concepts such as globalization, imperialism, world Englishes, lingua franca, and those which appeared more recently and strictly related to the domain itself as Penglish, Globish, and the up-to-date one: netglish...key words, for instance, perception, EFL, ESL, ENL cannot be looked over.

## Process

The present research aims to investigate the perception of what is considered as the most important medium language in the world by the Algerians following five chapters:

Chapter one tackles the literature review and the theoretical background of the study. It broadly deals with the status of English in the world crossing historical landmarks, to narrow the investigation to the particular Algerian context and its linguistic environment emphasizing the English language.

Then, Chapter two is intended to define and acknowledge the typology and number of informants as well as the field of investigation. It also aims at deploying the frame of data collection. This chapter also refers to the major concepts concerning the topic (Lingua Franca/ globalization).

The following Chapter deals with English in the Algerian social environment: it exhibits the questionnaires analysis and interpretation concerning Chlef administrations, parents' vision and students' perceived value of English.

Chapterfour is concerned with the study and interpretation of important social networks communication, mainly those related to digitals, Facebook, newspapers(net) articles.

Chapter five is devoted to inductions that could be drawn from the major findings of the study stating some future perspectives as far as learning English, youth and the society needs. Its aim is to go further in the research and seek the difficulties in learning English that may hinder or demotivate learners and propose some useful clues to help fostering our learners' motivation.

The paper ends with a synthesis of the major findings, the discussion of the modest contributions that may be drawn from and without neglecting the limitations of the study. It may also end in opening some new issues that could be further explored. This presentation of facts has a starting point, the review of the international status of the language then it is narrowed to the Algerian perception. Exploring these issues may provide us with a clear idea about the status and value of English that could be of great help in reviewing our syllabuses and implementation putting into perspective peoples' attitudes, needs, and expectations.

# CHAPTER I

## Literature Review

*□ English, once accepted as an international language, is no more secure than French has proved to be as the one and only accepted language of diplomacy or as Latin has proved to be as the international language of science. □*

Edward Sapir

The aim of this chapter is to provide a review of the main themes in relation to the value of the English language in the world generally and in Algeria specifically. It is divided into three sections: the first one is concerned with the worldwide expansion of the English language. The second section is devoted to the reasons lying behind the phenomenal use expansion all over the globe. Then, a third section is meant to deal with the perspectives and perceptions of the English language spread. The chapter ends with a section providing a broad view of the historical development of the English language in Algeria.

### I.1. English World Wide Spread.

Becoming an international language medium implies its omnipresence wherever it is necessary. How did the English language forge its ubiquity through history? The first step of this section covers the major historical steps in the language development. Then, follows the step which deals with the status of English around the world. The final subsection displays Mc Arthur's & Kachru's conception of the English spread all over the planet.



### I.1.a. Major Historical Landmarks.

To understand the present situation and status of the English language in the world, one needs to come back through history and make a stop over the main stages. This short quest highlights the main periods which were the cradle of what is considered today as the most prominent medium language in the world. Such a status attracted and still does the attention of a number of linguists among whom one may cite Y. Kachru(1985) who provides an original and specific classification of World Englishes.

The earlier development stages of the English language are linked to the fifth and the sixth centuries for previously English was preceded by the Celtic and Welsh. According to R. Trudgill and J. Hannah (1994:4) and R. Mesthrie and R.M. Bhatt (2008:12), it was introduced by the Jutes, Angles, Saxons and Frisians invasions. During that period, many words were borrowed from Latin by Old English as a result of the Roman conquest. This gave birth to a new form of written language Graddol (1997:7) and Leith (1996:101).

Later Old English, around the period 9<sup>th</sup> to 12<sup>th</sup> centuries was to a great extent influenced by the Scandinavian languages Graddol (1997:7). French (due to the Norman conquest)and Latin prevailed over English. This Anglo-Saxon language ended up in replacing the existing ones as a spoken one.“ *By the Mediaeval times; this Germanic language had replaced the Original Celtic of Britain in nearly all of England as well as southern and eastern Scotland.*” R. Trudgill and J. Hannah (1994:4). The following era was a flourishing one as far as English is concerned since it witnessed an English literature growth when rose leading figures such as Chaucer.

By the 15<sup>th</sup> century, the Elizabethan period, also known as the Renaissance during which new discoveries and scientific researches knew their apogee constituted also the period of colonies acquisition. Moreover, it was a period when Latin and the Church roles declined in Europe and in parallel, English started to be taught as a foreign language in Holland and France. Trade growth and scientific writings paved the way to industrialization of Britain in that period of history. As a consequence, England knew the emergence of a new Standard English. R. Mesthrie and R.M. Bhatt (2008:12).

The extension of English beyond the borders of Britain toward North America as part of emigration on one hand, and toward India as a result of the British Imperial expansion on the other hand, played a crucial role in the spread of the English Language. This was sustained by the scientific and industrial achievements and the invention of the printing machine performing a primordial function in the process of standardization of English still considered, at that time, as a vernacular language among other European ones. The printing support was done through compilation and publication of dictionaries. As it is pointed out by number of researchers, the starting point of the World Englishes divergence emerging lied in the core of these evolution and revolutions and progresses. *'The spread of English around the world has created many more forms of the language than could have existed only within the British Isles. All of these other world Englishes have diverged along their own historical paths.'* Louise Mullany and Peter Stockwell, (2010:35)

All these factors correlated with the British industrial revolution, allowed Britain to become a technological nation internationally recognised that lead to the “indispensability” of the use of English in media, telecommunication\_ especially advertising\_and progressively in education. Since the British Empire became stronger, English was introduced as a medium for education in many parts of the world. Graddol (1997:7).Thereafter, it became the language of diplomacy in international communication at the expense of the French language as it is referred to by Crystal (2003:74).This marked an important turn in the history of the language which spread and prevalence reached most communicating technologies such as radio and television channels, new digital devices and more important: internet.

However,as suggested by Graddol (1997:38)&Crystal (2003:56), the most evident cause of the current expansion and extension of English is rooted in the impact of the British Empireand the American rising power after World War II. It could be said that the becoming of English as “the most important language” or the 1<sup>st</sup> language in present century has been built through a gradual process through centuries of human

interrelationships encompassing wars, invasions, conquests, crusades, empires, trade exchanges, treaties, travels and communication.

### I.1.b.The Status of English around the World.

As history accounts it, English did not embody a worldwide aspect before the 16<sup>th</sup> century. Nowadays it is considered as “a lingua franca” defined as “*meaning a language used between people who have no language in common*” by P. Strazny(2000:625). “*The global spread of English as a lingua franca is one of the most significant developments of this century and has marked the 21st century*” attests Mikasa (2010:2). In his book *The Last Lingua Franca*, Nicholas Ostler claims that unlike preceding languages which had a character of lingua franca such as Greek, Arabic and Latin, English will not cease, at least in the immediate future to be the world lingua franca. He adds in another book :

“And in this era the world has become a single community linked by instant communications, making English uniquely prevalent, and leaving us wondering whether there could still be a successor language to spring from” (2006:718)

All over the world, it is acknowledged that learning foreign languages is fundamental. Which language to learn is defined by a number of factors that favour one language to the prejudice of another even its disappearance. English appears to dress this aspect and undoubtedly impose itself as an international language even in Europe, Mauranen affirms: “*while the debates continue in many places, the use of English as a lingua franca has become accepted as a fact of life in European higher education*”(2007:9). Also, “*No doubt English is truly the world’s leading language today. It is used on all continents.*” says E.W. Schneider (2011:2)

The questions about the status of English in the world wide field cannot be treated without making reference to the paradigm English and globalization. The changes which shape and reshape economy, politics, and thus societies vehicle the language cultural and

linguistic development. Globalization correlates with economy transfer, perceived sometimes, as an aspect of colonialism is suspected of English conveying and imposing over minorities or poorer countries. Kumaravadivelu (2008:32) views it as “*Interconnections and flows among nations, economies and peoples. It results in the transformation of contemporary social life in all its economic, political, cultural, technological, ecological, and individual dimensions*’ Far from being considered innocent; globalization is viewed as a way of constraining people to adhere to the language.

“ It is essentially agreed upon that the processes of globalization fundamentally restructure the way commodities, ideas and people flow and interact, thereby problematizing the traditional notions of time and space.” M. Saxena and T. Omoniyi (2010:212).

The exploration of the key concepts dealt with in this section are to be reviewed more explicitly in the last section of chapter two.

### I.1.c. Mc Arthur’s & Kachru’s Conception of English spread.

One cannot tackle the topic treating English as an international language without mentioning some leading figures who contributed to the field. Kachru’s concentric circles and Mc Arthur’s wheel conceptions presented as Models of English by R. Mesthrie and R. M. Bhatt(2008: 28) are among these basic figures. In his study of the language status around the world, Mc. Arthur (1987) conceives a wheel to represent the Englishspeakers group divisions. As a centre to the wheel model he put “the World Standard English”, surrounded by another circle encompassing regional standards and all around a final layer made up of localised varieties.( cf. Figure 1 below).

La partie de l'image avec l'ID de relation rId9 n'a pas été trouvé dans le fichier.

Figure:1 Mc Arthur' wheel of world English (1987)

When proposing his model consisting of three of concentric circles, B. Kachru, stressed on the status of these varieties, he referred to as: “World Englishes” and their functions in the societies. *“The rapid spread of English as a language of communication has no doubt stimulated [...] controversial debate about the status of English in its varieties, which are commonly called World Englishes (Kachru, 1985)”* Ferit Kilickaya . (2009:35). A particular group of people is represented by each circle following the of Language predominantly spoken. This framework whose conceptualizer advances as an argument that World English should be approached and referred to as plurality for it encompasses a variety of the different “*Englishes*” spoken around the world. It is more geographically delimited than Mc Arthur’s conception as regards, for example the position of the ELF speakers which is said to be conflated with other varieties, Nadkarni (1992:4). This is clearly stated

by R. Mesthrie and R. M. Bhatt (2008: 27) “*The second circle has geographic coherence but conflates three very different types: ENL, ESL and EFL*”. This constitutes one of the main reasons why Kachru’s model became the most influential approach in World Englishes studies. (Figure 2 represents these circles.)

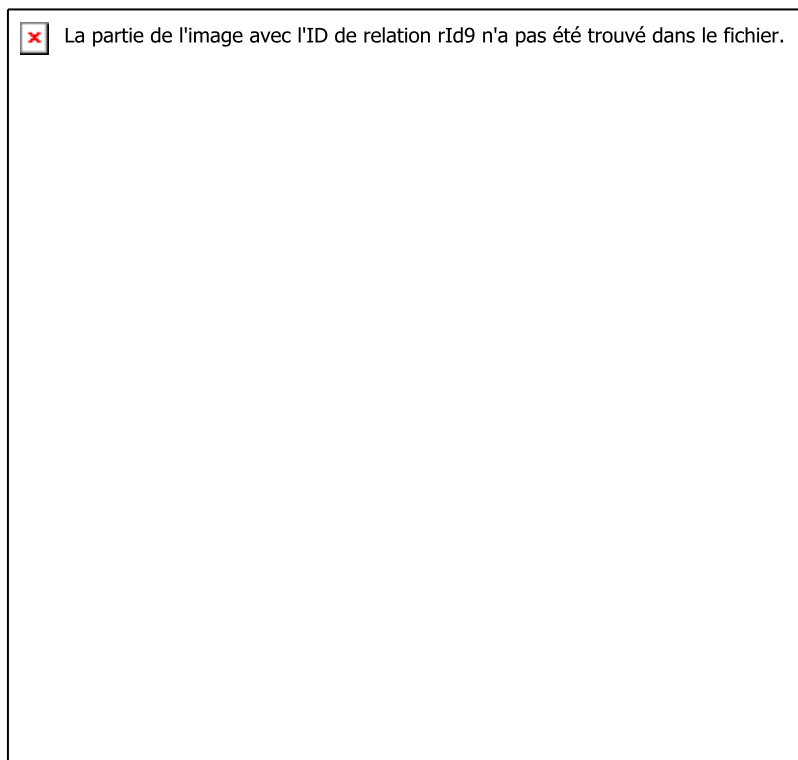


Figure: 2 Kachru’s model English distribution (1985)

The group of people speaking the standard variety, belonging to the Inner Circle (the central hub), also called the native speakers’ are USA, UK, Canada, New Zealand, and Australia. The next circle, coined Outer Circle includes countries where English is spoken as an official language but not the only one, rather as second or third. It is the circle that raises questions of debate about English and imperialism, democracy and neutrality. In these countries, it is used to perform different functions. “*However, when transferred to countries in the Outer and Expanding circles, English becomes an alien form of expression with different structural properties and a different vocabulary to organize experience.*” D. Doms(2003:3). Most of the countries involved in this circle are former colonies of the British Empire such as India, Kenya, Nigeria, Malaysia, Philippines and Tanzania. The same status is held in Algeria by the French Language as a historical heritage.

As far as the varieties of Englishes (especially in Asian continent) obtained after a remoulding by traditions and cultures across the world, Kachru depicts them as: “*a liberated English which contains vitality, innovation, linguistic mix, and cultural identity*” (1997:106)

The largest circle, named the Expanding Circle represents countries where English is a Foreign Language. This last group includes for instance, Saudi Arabia, China, Indonesia, Egypt, Korea, Nepal and USSR. According to this classification and since English is dealt with as a foreign language, Algeria is a country pertaining to this third circle.

Such a worldwide expansion is not a hazardous event coming out of the blue, but has at its origin a number of reasons among which the chief ones are seen in the coming section.

## I.2. Reasons of English Use Expansion.

The use of a language is the condition of its vitality: using a language is preventing it from death and disappearance. To promote this use compels the existence of necessity and needs. In that way, it can be affirmed that the causes of the use creates the motivation to learn it and thus vehicles the spread of the language. This represents only one side of the reasons why a language is used at the expense of others. To understand the spread of English all over the globe, one ought to deserve a special look at the reasons lying behind it. Of the chief ones, this section intends to bring up historical at first then political and economic reasons and in a final division, practical and technological ones.

### I.2.a. Historical Reasons.

No doubt the visible historical factor that engendered the English expansion is the fact of being the language of a huge empire belonging to Britain which knew its apogee during the 19<sup>th</sup> and 20<sup>th</sup> centuries. How English comes to settle all over the world, is explored and explained from different nay antagonistic views. English is said to be “imperialistic” for some sociolinguists among whom the most influential figure is Phillipson. This latter

insisted on the part taken by Britain to persist on imposing the English Language on its colonies. As a consequence for him, the language still performs a remarkable role in the administration, media, trade and educational environment in the former colonies such as India and Nigeria or Egypt. That is why he deduced the omnipresence of English in these countries today. In a completely different view, Crystal (2003:9) sees English as “democratic” presenting its expansion as positive. E.W. Schneider explains:

“The British strategy was to educate and train an indigenous elite to serve their interests and to participate in governing a colony. Education in these contexts meant teaching English, and admitting the sons of local rulers to prestigious schools. Thus, English was mainly introduced through formal education.”(2011:31)

He contends that the empire is certainly not sufficient as an explanation, but that the language could be rejected as an undesirable piece of colonial heritage. He illustrated the idea that only very few nations attempted change this status mentioning the examples of Tanzania and Malaysia who tried to replace English by the local indigenous languages. However, that revealed no successful after which he adds: “*In contrast, in most nations English has remained highly desirable and strong.*” (2011:53)

### I.2.b. Political & economic Reasons.

Historical events as colonization, empires and conquests do not occur without having political motives and economic reasons that constitute both sides of the coin, behind them. In a non-native context, politics plays an influencing role as regards whose language dominates. It acts at two distinct levels: internal and external one. “*All questions of language control and standardization have major implications for social relations and the distribution of power.*” Pennycook in Burns and Coffin (2001:84). Pennycook states: “The role of English in business and the economy is one of the most salient.” (2003:6) the same idea is expressed by LAN, L. & MAC GREGOR, L. “*many business communications take place in neither party’s first language and English is often the language of choice*”(2010:9).



In order to prescribe English as the language of the most representative fields in the country, some pressures are exercised by countries pertaining to the inner circle on others. The factors which play as conveyers of these expressed or undercover pressures from outside the country constitute the external reasons. Phillipson illustrates this case by mentioning in his book, *Linguistic Imperialism* (1992:65) and D. Spichtinger (2000:12), the instance of the will of the British government to impose English as a second language to Eastern Europe at the expense of the Russian language to gain supremacy. Yet, this turn that the contemporary situation took, was also put on the account of the decline of the Communist ideology and the fall of USSR.

However, the internal factors are approached from another angle, which may embody a more social aspect for they are related to linguistic and ethnic troubles mainly owing to multilingualism. To avoid any problem rising between ethnic minorities about which variety to select for national matters, Crystal (2003:133) English is settled as the official language preventing thus any controversy. The most representative instance in this case is India. The idea is also suggested by Kaplan who is cited by D. Doms (2003:4)

“English was deliberately chosen to defuse a linguistically explosive situation; the result is a multilingual population demonstrating increasing ethnic integration and a peaceful resolution of a potentially divisive social environment. Kaplan (1987: 141)

For the reason of avoiding conflicts English has been described as “neutral” and unifying as it is advanced by Ronald Wardhaugh: “*since no cultural requirements are tied to the learning of English, [...] English belongs to everyone or no one, or at least is quite often regarded as having this property.*” (1987:15). However, as language is part of identity, no language can be claimed to be innocent or completely “neutral” Wardhaugh’s idea is criticized by Doms (2003). As Pennycook (1994) says that in most countries English is the language of only a minority of elites who detain the power, dominating a mass of uneducated majority.

The idea of English promoting globalization and thus a kind of imperialism is felt through the use of English as a facilitator in free trade exchanges. In the same line of thought,

mastering economy and taking part in world's exchanges, compels mastering the language of the detainer of power. Since the international trade and business is the USA and as the language spoken by its members is English, it consequently becomes by fundamental to know English in order to be involved in the international trade Graddol contends that it is in this new world of capitalism that nations and individuals saw themselves forced to learn English to ensure prosperous life. This is reinforced by Phillipson's words: "*the discourse accompanying and legitimating the export of English to the rest of the world has been so persuasive that English has been equated with progress and prosperity*"(1992:8). This may be felt through the British and American attempts to impose English in the international economy as a means of gaining more political, economic and ideological hegemony.

As far as Algeria is concerned, it endured the same spell as its fellow countries that is to be bound to the world's economic system and hence experiences the need as its contemporaries and the necessity of seeking the knowledge of the language that promotes globalization which is English. The use of that language instead of another one relies on import, export affairs. Nevertheless, the economic development and political negotiations do not constitutes the whole cause of the expansion of English, others reasons lying behind that, are going to be exposed in the next section.

### I.2.c. Practical, technological reasons.

People learn English for a set of reasons that can be well understood by appreciating nowadays phenomena, developments, discoveries and scientific advances. It has been demonstrated that to come to learn any language, one should be subject to motivation. This has been described as holding two aspects: it may be intrinsic which means to be born from inside the person and it may be extrinsic that is coming out of external motives and factors. Concerning language a third kind of motivation was coined by A. G. Nait Brahim: oppositional motivation. This motivation, both intrinsic and extrinsic, leadsto learn a language as a tool of self defence against people considered as enemies. "*Second*

*Language Acquisition (SLA) studies place a great deal of emphasis on 'instrumental' versus 'integrational' motivation.*"Gardner and Lambert (1972)in R. Mesthrie and R. M. Bhatt.(2008:22)

The issue of learning languages is linked mostly to instrumental motivation in terms of owning the opportunity to reach a highly paid jobs and a certain comfortable social status as it is showed by Schneider: "*out of this instrumental motivation, because knowledge of English promises some degree of social mobility and access to better paid jobs.*"(2011:211) Tourism and travelling for the sake of fulfilling some occupational tasks can be, for other people a reason for learning English as Schneider adds: "*often for specific purposes such as to achieve a limited communicative ability in trade or tourism*" (2011:211)

In non- native countries English reveals more necessary to secure better professional status and life accomplishment as it is referred to by G. N. Focho quoting Warschauer: "*As Warschauer (2000) observes, many non-native speakers of English need to use English daily in workplaces for presentations, negotiations and international collaboration*".in Coleman (2011:140).Nevertheless, for the sake of time, no need to expand the list of practical and technological reasons which are as important as the roles fulfilled by the English language and this is referred to by Smit U. "*English has become themain language of international relations and trade, international media and communications, international business and also academia.*"(2010: XIII)and Focho quoting Graddol(2000) mentions "*that English is the language of the global economy, most scientific publications, international banking, advertising for global brands, internet communication, technological transfer and international law.*" in Coleman (2011:138), entailing people's ambition to embrace a better life.

Following these roles performed by the Language, it may be deduced that to search for information, use technological products, read scientific reports and articles, access new world events, one ought to master English. This does not prevent non-native speakers to develop intrinsic motivation and even conation to learn the English language to be part of a certain speech community. This keennessto learn English in order to succeed in life, is

not specific to former British colonies (ESL countries) but, rather an international attitude adopted by high number of enthusiastic people to improve their life. Algeria, especially young people, is also concerned with eagerness to master the international language was it for educational purpose, carrier aspirations, life fulfilment, or just for the sake of “prestige”. At least this was deduced from observations in our environment and will be later more explored through this study.

Still referring to the practical reasons, many linguists show that not only the fact of being everywhere and exercising a certain “fascination” on people construing a motivation to learn it, but also its morpho-syntactic construction shares in its acquisition. Thus, to challenge it, another language should “*possesstructural characteristics—namely, minimal inflectional morphology, non-tonal phonology, and a non-logographic script*”(Bruthiaux, 2002: 129)

The reasons mentioned in this section and mainly more covert ones, all converge to vehicle the spread of the English language all over the world to make it the most used today. Were they historical, political, economic, practical or technological, they complete each other in shaping nowadays English profile. Yet, being the international language, spread and lust for all around the world, does not imply that it is welcome everywhere, notably, when imposed. It rather generates conflicts and debates in terms of perspectives. The next section will explore these perspectives and may reveal existing controversial attitudes.

### I.3. Perceptions of the English world Expansion.

Globalization, as it was mentioned previously is criticized for being a concept hiding a sense of imperialism and thus it is not always appreciated as a positive world development but rather as a different disguised way of dominating it. As English is closely related to this phenomenon, it cannot escape to be equated to the same reactions and attitudes. In the same vein of thought, for these reasons and others, English seems to face resistance by some societies and adoption by others. Considering what is behind such resistance and

supports may help us framing a synopsis of the future of English worldwide. This may as a correlation, constitute the premises of the perception and status of English in Algeria. That could be of valuable contribution in the forward interpretation of the results of the present investigation.

### I.3.a. Resistance & Fear.

History has demonstrated that some countries undertook to block English spread as stated by Crystal (2003:23). For instance, to protect the reign of communism, USSR tried to prevent the spread of English. France has long stood against the expansion of the English Language, and as it is observed she is still deploying efforts to defend the francophone status. In fact, the spread of English constitutes a real threat to communist countries for fear that it conceals capitalism and a will of domination. As far as France is concerned, it is worth mentioning that French was preceding English in the role of a lingua franca in the world of communication which justifies these threats of English expansion resulting in replacing it. *“For example, in recent years, one of the healthiest languages, French, has tried to protect itself by law against what is widely perceived to be the malign influence of English.”* Crystal(2003:22) In Europe especially,

“French, which had a similar position as a global ex - colonial language in the francophone world (La Francophonie), still could not muster equal prevalence and centrality and was easily surpassed by English”Tove Skutnabb-Kangas and Robert Phillipson in Coupland (2010:71)

In 1966, as stated by Phillipson *in Linguistic Imperialism* (1992), the French issued *Le Haut Comité pour la défense et l’expansion de la Langue Française* as a necessary decision to treat the situation. Relations between France and francophone countries were tightened to help promoting French and preventing its fall. However, in order to face this domination of English, M.A.K. Halliday suggests: *“It seems that if you want to resist the exploitative power of English, you have to use English to do it.”* in B. Kachru, Y. Kachru, C. Nelson (2006:362)

Yet, one of the main causes of resistance to the spread of the English language is its impact, often described as negative, on minor languages. It has been criticized for helping in restriction even the disappearance of these varieties. Linguists, such as Skutnabb-Kangas (1994) and Phillipson(1992) strongly denounced this domination. Nonetheless, their claim was refuted by J. Brutt-Griffler (2002) who tried to demonstrate all along her book that English imperialism gave equal opportunities to colonial and indigenous local languages accepting them in the education systems in the colonies. Yet, if one adheres to Brutt\_Griffler's ideas how can we answer Pennycook's wondering about minor languages extermination?

As opposed to these views, emerge others to conceive that the spread of English is not to be viewed from this negative side, but rather to be adopted as a fruitful linguistic event that promotes knowledge and open doors on the world. This is going to be the point of the next subsection.

### I.3.b. Integration& Adoption.

Contrarily to those who consider English as an "Intruder" and "invader", others consider as a legacy and a property that should not be neglected or dropped out as underlines Prendergast: "*for many in the world today, learning English is virtually a must. English has made an unprecedented rise to become the world's lingua franca, the most commonly used language of global trade.*" (2008: 3)

Yet, the expansion of what is seen as the international language medium today is not an innocent phenomenon but rather a sustained establishment in order to exploit its overwhelming status. Those who support the spread of English are those who are involved in its use over the world from which one can deduce the USA for its domination, especially in Asia.(Phillipson, 1992) This is mainly backed up by accepting the introduction of the English language, equals having opportunity to get aid and support by the American and British countries. In other words, it is imposing the language in a covert way, dressed in the aspect of a fair exchange proposition.

Other institutions also take part in promoting the spread of the English and appear to be created for purpose such as TESOL and the presence of the British Council organizations in almost all the countries. They are said to promote cultural exchange and mutual understanding between these countries and the United Kingdom. Yet, this is the current stream of the situations since it serves the British interests. The support afforded to the English language is dressed in another aspect which lies in the fact that it is adopted everywhere either as ESL in some countries, or as EFL in others. This has contributed to widen its spread.

### I.3.c. Predictions.

In almost all the books in which the main topic is World Englishes, a section or a whole chapter is devoted to expose predictions about future perspectives of the English language. Owing to the fear resulting from the imperialistic aspect it endorses and also the speed of the spread and the development, a range of future deductions, anticipations are foreseen. Some are expectations for the near future and others are projections for a long term change.

As for the national status of itself English, some linguists believe it will not lose its lingua franca status before years and years. “*The future for English has never looked so good*” says, K. Burrige. This may as well be illustrated by N. Ostler’s book, entitled: *The Last Lingua Franca* all along which he contends that English will not cease to be the international language at least in the immediate future. Yet, Domsas asserts the opposite and explains: “*As an international language, it is quite possible that, if Western economies collapse, there will be little need for English*”.(2003:6)

If we consider the fields covered by the concept of globalization as mainly referring to economic and technological development and expansion, it can be noticed that the future of English is strongly related to the future of globalization. Graddol exposes: if “*the current enthusiasm for English in the world is closely tied to the complex processes of*

*globalisation [...], then the future of English has become more closely tied to the future of globalisation itself.*"(2006:13) There is no way of preventing any language, precisely English from change, everyone knows that all languages are subject to such a phenomenon like the natural erosion of the matters. Yet, in a closed environment, the alteration may take longer period to happen. This is surely not concerning English language for the simple reason that it is spread everywhere, hence exposed to different settings, cultures, generations and technological development resulting in "*more complex patterns of linguistic, economic and cultural power.*" (ibid) All these factors and others contribute to the evolution of the language, in this case, resulting into different languages that influence the original Native language due to its different uses. "*This is easily observable in the everyday experience of any English user, including those in the Inner Circle.*" Wardlaugh (1999: 17)

The language changes and evolves as the result to the impact exercised by the cultural, geographical, historical and societal factors giving birth every day to a new shaped entity in use. K. Burridge affirms "*The only languages that don't change are ones that are well and truly dead*" (2002:189) English might be the most subject to this kind of influence and progressive development. This gets some linguists to reconsider the new "varieties" of English in different parts of the world. The idea advanced is that since these varieties actually exist and are used on the real ground so why not implementing them in academic teaching curricula? Owing to the growing demographic number and to the language influences, the challenge imposes itself as Canagarajah suggests: "*However, the intensified globalization of English in postmodern society further challenges this unequal and hierarchical relationship between English varieties*" (2006:588) and he adds: "*At its most shocking, this gives the audacity for multilingual speakers of English to challenge the traditional language norms and standards of the "native speaker" communities*"(2006:589).

It has also been advanced that the fact of being detached from any specific culture hence ideology could help to keep the current status of the international language. In this sense, it must be completely denuded of its colonial characteristics symbolising hegemony, domination and empire. However the fears are not only about English but also about the



other languages which evolve alongside. Linguists start to ring the alarm about the span covered by English at the expense of the other minority languages. In many books it is question of the situation of the Asian countries where English is advancing at a Herculean pace. What would happen to the Chinese, Korean, and even Japanese language? Three possibilities are suggested in Graddol's book: English will remain as the language of communication, Mandarin language could gain more importance or the languages will coexist in equal status.

Exploring these fears and future scenarios incites one to consider with a careful eye the situation that could raise in Algeria and the turns taken by the citizens towards English language which can finish as the "one" medium of communication in the Asian area. Though, Algeria is a country more concerned with francophone country, this does prevent the spread of globalization and economic dependence. As one may think, this can exercise an impact on the society perception of the language.

#### I.4. English in Algeria.

A lot has been written about languages in Algeria, especially bilingualism including French and Arabic. It even expanded to thorough studies of Berber language claiming the origin of the Algerians. Yet, it ought to be noticed that very little is presented concerning English language and specifically the historical background. In this section, this issue is going to be dealt with in three subsections in correspondence with major historical periods related to the English language introduction and evolution in Algeria. The periodical division is generally linked to languages education reforms to which the Algerian institutions are subject. For the sake of time and space this will be just an overview of the linguistic situation.

The linguistic status in Algeria has always been deemed to complexity due to the diversity of languages existing in its ground. With Standard Arabic, as an official language; French,

as a second language; Berber, lately proclaimed as official; and its regional varieties, English claims for its place as a foreign language.

“The linguistic evolution in Algeria is divided, by most linguists, into three main phases that are referred in each next subsections. Algeria’s development history since its independence consists of three main phases each of which has had an impact on language education policies” (M. Benrabeh, 2007)

The reviewing of this evolution of the linguistic background in Algeria is essential to the understanding of the moulding of the perception of the English language as it explained by Vivien Law (1990: 427)<sup>1</sup> “*Each tradition has its own history, and can be explained only out of its own culture and modes of thought. Each has its distinctive contribution to make to man’s perception of language*”. During the Independence War of our country was born a new conception of the English language need that led, at first step, to the introduction of books of English language expression. This constituted the starting point of recognizing the English Language expansion.

#### I.4.a. Before Independence to 1962.

Though little has been said about the Introduction of the English language in Algeria, it might be worth making reference to some documentation to help picturing the linguistic pre-independence period status. The early references made to the coming of the English “writs” in Algeria is in the cited list called the “*Bibliography of Algeria, From The Expedition of Charles V to 1887*” in which a number of books written in English about Algeria and its wonders is mentioned. Broadly speaking, it is a number of books in which there is a depiction of wars or of touristic journeys praising the Algerian scenery. The following extract is an instance taken from this bibliography written by Sir Lambert Playfair showing the existence of translation into English in 1542:

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<sup>1</sup>. article under the subtitle of: Language and its students: the history of linguistics

“ Sir Nycolas Tjyllagon.—A lamentable and piteous treatise very necessary for everie Christen Maune to reade. Wherein is contayned not onely the high enterprise and raleantness of th' Emperour Charles V. and his army (in his voyage made to the town of Alger in Afrique against the Turckes, the enemyes of the Christen fayth, th' io habitoures of the same) but also the miserable chaonces of wynde and wether, with dyverse other adversities hable to move even a strong hearte to bewayle the same, and to pray to God for his ayde and succoure. Which was written and sent unto the Lord of Langest. Truly and dylygently translated out of Latyn into Frenche and out of Frenche into Englyshe, ITiis is No. 71 in the catalogue of pamphlets in the Harleian library, anawas reprinted in the Harleian Miscellany, London: 1745, iv. p. 504.”(1900:2)

It is to notice the old spelling of the words very different from nowadays. Then, when reviewing History of Algeria, The accounts tell about the settlements of the British Councils in the 18th century entailing negotiations and dealings with English people generally through translation from original English written texts ( Pamphlets, Acts, Agreements...) into Arabic or vice versa.

Nevertheless, throughout some writings, it is demonstrated that English was introduced in the educational system instituted by the colonial regime. In an article, Hadjeres explains that in 1954 :

“Le lycée nous donna l'occasion d'étudier un peu plus l'arabe. Une cruelle ironie veut que cette occasion nous fût offerte par l'obligation où se trouvait chacun de nous de choisir la langue « étrangère » qu'il désirait étudier : anglais, allemand, espagnol, italien ou...arabe ! Les deux premières années, nous dûment piétiner dans les rudiments et dans la langue parlée, que nous connaissions déjà, avant d'aborder la langue littéraire”(1960: 9)

The “intellectual person” or citizen for the Algerians for a long time has been portrayed as the one who learns the complete Coran: “ *le type idéal de l'homme instruit et cultivé fut dans notre pays celui dont on disait avec respect : « Qâru settin hizeb » (Celui qui a étudié les soixante chapitres du Coran)*”. Hadjeres (1960 :14), deserving admiration and respect.

Yet through the long term impact of colonization, Europe- Algeria getting in touch, the historical evolution, the image of the ideal intellectual Algerian gets nuanced to who knows French and Arabic. Here is born the interest in foreign languages as a print of Prestige and “elite”. This fascination seems to keep its drive till an undetermined time.

#### I.4.b. From 1960’s to 1990’s

The second phase begins just after independence with the establishment of the Algerian new political systems and continues until the late 1990’s. It is then followed by the last phase, situated from the late 1990’s to nowadays. These periods are based on the succession of reforms as S.M. Lakhdhar Barka (2002) says : “*Une vision rétrospective des quatre décennies d’enseignement des langues étrangères dans les universités algériennes montre qu’il est marqué (rythmé) par une série de réformes* ».

The first period after independence was characterized by the phenomenon of “Arabization”, period during which English was re-evaluated as a foreign language. As regards, the English language, this era can be called the “introduction” phase when the government felt the necessity of the English language to complete education. “*It is this importance of English that is behind the advent of ESP teaching all over the world in the 1960s.*” writes F. Z. Medjahed (2011). It is a phase of history when “*an educational system dominated by the French language with Arabic growing steadily in importance.*” M. Benrabeh.

This era has been referred to as the “nationalist transition” characterized by its socialist politics. For the sake of not spreading on historical events one should mention here the fact that this period knew several reforms having an impact on the educational system whose main purpose was to “plant” arabization as the lone medium to recover the Algerian Arabic Muslim identity which is said to be erased by the French colonialism.

Diverging ideas emerging from different ministers were put into execution in the education field. This is how “French was postponed until Grade Four as the first

mandatory foreign language and English as the second mandatory foreign language in Grade Eight” M. Benrabeh (2007). It is during this period that English situation was reconsidered and choice was given to pupils to make between English or French as a first foreign language to be taught. That is what Crystal refers to when he says: “*In 1996, English replaced French as the chief foreign language in the schools of Algeria.*” (2003, p.15). Nevertheless, Application of such a system didn’t last long since the major scientific subjects are taught in French at the university.

#### I.4.c. From 1990’s Up to nowadays.

The educational system, during the period that starts from the late nineties up to now, is known as an era of repeated debates as for the approaches to adopt or the linguistic system to follow. Would they apply a bilingual system that was accused to be anti-Islamic decision or would they favour a monolingual status that guaranteed neither a mastering of French nor Arabic, these antagonistic views lead a turmoil in the educational ministerial milieu that issued in 2002 Reforms set out by the new president A. Bouteflika which “*recommended that French be reintroduced as the first mandatory foreign language in Grade Two*”. M. Benrabeh (2007).

However, teaching scientific subjects in French was suggested at several times and in 1999, a survey showed that about 75% of people were favourable to this idea. In the same year, “*President Bouteflika’s first government committed itself to ending its interference with pedagogical matters, to revising school cycles, curricula and textbooks, and to promoting teacher training.*” M. Ben Rabeh (2007). French was reintroduced in grade Two and “*English as the second mandatory foreign language in Grade Six.*” Ben Rabeh (2007).

In order not to spread on French and Arabic status in Algeria on which a lot has been written these recent years, English is now taught as Foreign Language in our schools. These basic historical steps that have been mentioned above, take part in the Algerian social status impact, influencing views, construing opinions and thus perception towards

foreign languages. The perception of English language is also subjected to historical cultural background and owing to that, it is a necessity to consider these factors in order to understand nowadays linguistics status. This investigation attempts to give some broad lines of this status along the following three chapters.

# CHAPTER II

“ταόριατουκόσμουμουταόριατηςσκέψηςμου, ταόριατηςσκέψηςμου, ταόριατηγλώσσαςμου”

*“ The limits of my language are the limits of my world. ”*

– Ludwig Wittgenstein

## Typology of informants and field of investigation.

This second chapter is mainly devoted to delimit the field dealing with the investigation in its conceptual dimension and introduce the different types of informants in particular. In this sense, a detailed presentation of the informants met for the research, is displayed. It starts with the description of two distinct kinds of informants into the two first sections. These sections are followed by the exposition of how data is collected and handled. Then, to better identify the research scope a section is meant to introduce and define the chief concepts and key-words dealt with all along the topic investigation.

### II.1. Informants from society.

The first part of this chapter is meant to provide an introduction to the different informants from the authentic world in contrast with the second types of virtual participants who are targeted by the study. It is divided into three sections:

The first section is concerned with the representatives of our administrations.

The second one deals with the parents of the learners.

The third one is related to a number of university students.

#### II.1.a. Administrative representatives.

Before driving into a detailed description, a numeral presentation of all the informants concerned with the questionnaires is displayed in the following chart:



Category of informants			Number of informants	Total
Parents			31	31
Administrative representatives	Wilaya		12	42
	Dayra		10	
	Baladiya		20	
Students from Computer Sciences field	2 <sup>nd</sup> year	Artificial Intelligence (IA)	42	92
		Web	23	
	Master 1 <sup>st</sup> year	Artificial Intelligence (IA)	27	
Number of all the informants who answered the questionnaires:				<b>165</b>

Table 1: number of questionnaire informants

Three sample institutions are taken as landmarks over the department (wilaya) of Chlef. The selection of this category of people is meant to explore the implementation of the English language in our public institutions as regional, communal (baladiya) and more local society representations. The sample is to be divided into three sectors.

In a hierarchical order, the first group of participants are workers (most of them clerks) in the town hall. This sample is composed of twenty male and female respondents, aged between 25 and 52. As it is suggested by their jobs since the secondary level is necessary to be recruited, all of them have at least, studied one or two years English which can be considered as a help in shaping their perception of the language.

The second group who are questioned are people who own jobs in what is called in our administrative distribution the Daira (county). This institution is a larger area constituted of a number of town halls. The number of the participants in this category is made of ten, aged between 40 and 60.

The third and last group, concerned with this first kind of questionnaires is composed of people working at the Wilaya of Chlef. The wilaya is the largest administrative distribution in our country. The number of these informants is twelve, they age between

25 and 41. To have another complementary social category perception, learners' parents also constitute an important point of view to take into account.

### II.1.b. Parents.

The Second category of people that is chosen is that of the learners' parents'. This class of people is selected for the reason that no one can better know and discern what is suitable for the learners than their parents. Since the active part of the society is represented by young people and thus the future of any country is no more that the becoming of this youth, parents may represent the most essential point to take into consideration in order to build our actual and predictive perception about the English language perspectives. More than that, no other people are more concerned with the future of the children than the parents themselves. Hence, their vision of the linguistic expectations of their infants is valuable and worth to take into account as it helps to narrow the perception of English in terms of the learning and the actual use of it.

The number of informants questioned in this group, is composed of thirty one people. Their age is comprised between 35 and 57, so quite old due to the fact that the study is concerned with learners who already have a touch with the English Language. Thus, these are parents of learners who pertain at least to the middle school since English is introduced at this level for the first time and then at secondary school, then university level.

For being practical in obtaining answers, a large part of this section is constituted of people who are workers linked to the educational field. It may be noticed that gender is not required in the questionnaires since it does neither hinder the study nor alter the results. As mentioned previously, most of the consulted parents hold occupations and especially in the educational field; however some of them do not work. This is but to warrant a diversity of corpus results in order to enrich the participation to the study.

### II.1.c. University students.

In order to construe a more exhaustive and accurate conception of the view of English from a more representative point of view, it would be more adequate to reach a larger spectrum of the society if possible. In this stream of thought, diversity in corpus selection imposes itself. That is why it seems more complete to join another category of the society members, the participation of a group of university students.

However, the latter's selection had better be from a branch outside languages department especially English language. These students may supply the research about the need of the language at the level of scientific research or intellectual communication and relationships. This is why students concerned with the questionnaire are selected in the mid period of their university courses and another more advanced category: Master. The sample chosen follows the same geographical criterion of selection as the other previous ones that is: it belongs to the same area: the University of Chlef. However students may originate from other wilayas.

Since the questionnaires are distributed on the spot ( in classes) and since our university classes are mixed, students submitted to the questionnaire are of both genders from the second year and Master one level at the department of Computer Sciences (computing). The number of the second year students who are submitted to the questionnaire is of two different special fields but of the same department. 23 students, aged between 19 and 24, belong to the special field called: Web. The remaining 42 second year group is from the field named: IA (Artificial Intelligence) and they age between 19and 23.

The other group is composed of 27 students belonging to the First Year Master specialized in Artificial Intelligence. There is comprised between 22 and 26 years. Most of them are from Chlef, but a small number come from other different wilayas (Algiers, Oran, Tissemsilet, Ain Defla)

The total number of those who answered the questionnaire is composed of 92 studentsand their age varies between 19 & 26. It is noticeable that the diversity of their geographical origins affords the study with a larger angle of sight since they originate

from at least 5 different wilayas of the country. Nevertheless, their answers and comments are examined from a discourse community view: as students.

## II.2.Net Informants.

This part of informants is concerned with different participants since they are people who belong to the virtual world. In fact these are participants from the social network, Facebook, and writers, bloggers, journalists or just ordinary people inquiring about English. In reality, this type of informants provides the study with much more realistic and effective results and information as regards the investigation of perception, attitude and the value of the English language in the Algerian context.

As for questionnaires' informants and beforehand to any elaboration in the question, here is a chart gathering and poster the number of comments and questions answers of each category and group or site downloaded from the net.

Category of the net services		Number of net comments	total
Facebook	50/fifty Magazine	31	126
	I Am DZ and I speak English (Answers of net users collected for 3 questions related to the English language)	76	
	Algerian English Speakers (Answers of net users collected for 2 questions related to the English language)	19	
Algerie Forum	Algerians debating the English language status	28	28
Algerie 360	Comments and reactions to Press articles	18	18
Eslbase.com	English teachers discussing the English language status especially in educational field	19	19
		1 <sup>st</sup> part	28

Videos Comments & reactions	“Yes Algerian can speak English”	2 <sup>nd</sup> part	18	59
		3 <sup>rd</sup> part	7	
		4 <sup>th</sup> part	6	
	TV News inviting “I am Dz and I Speak English” Admin: Walid Ghachi		62	62
Firdaous.com	Les langues en Algérie: comments		61	61
The total number of all the comments downloaded from the net:				<b>373</b>

Table 2: Number of the net informants

To be empirical and accurate, it necessary to take into account only interactions that treat the languages subject in general and English language in particular. In the coming sections when dealing with interpretation, the number of comments referred to may appear slightly different. However, it ought not to be forgotten that these reactions are generated by the linguistic topic.

It is through this type of information that the need, concerning English and its use in the real life of people, becomes graspable and can be felt through their seeking of more knowledge concerning the language. They are classified into three categories: admins, journalists with net writers and common net participants.

### II.2.a. Social networks admins.

Facebook is the first social network that is dealt with in the study. When following the research stream through the web, looking for all what could help in developing the idea about the perception of the English language in our country, a range of different pages is discovered on Facebook network.

This number of pages possesses a “similar” welcome introduction script to the members of the society to share their experiences and invite them to be free to express themselves as they intend it. These pages are created, designed, controlled, enriched,

taken care of, and developed by their admins who are Algerian people, owning as luggage a necessary amount of knowledge of English to manage these virtual spaces.

All of the admins manifest having felt the need of English speaking community to find a space where to put into experience their knowledge of English. Most of them are young, of both genders. It is to notice that some of these pages have been created very recently. When visiting these applications, it is possible to see that their creation is in progress which means that few days separate their creation and testifies of the growth of the improving queries for English expression. One should note that from the starting of this investigation up to now Facebook witnessed a creation of at least a dozen of pages of this kind which is not negligible.

The success of the pioneers of such pages admins, later explained in videos section may be at the origin of the elaboration of successive similar ones. This same success does not prove to prevent the achievements of the latest ones on the same ground. No doubt that this achievement is due to the convenient management of the information meant to answer and fulfil the participants needs and correspond to their aspirations. This management includes asking questions, answering others, posting advices, informing, boosting positive thinking and hopes, proposing problems solutions, enriching minds culture and so various other topics all supervised by this group of admins whose aim is to be up to what they are to. These social networks pages provide the investigation with questions and answers about the English language. However, the admins are not the only participants to be taken into account for the research, an important number of journalists who are going to the subject of the next subsection are also downloaded.

## II.2.b. Journalists and net writers.

One of the most revealing data about people' attitude towards the English language is a sum of articles that are published on Algerian papers or posted on Algerian sites.

Journalists, from the most popular papers in Algeria such as “El Watan”, “L’Expression”, “Liberte” and others report so many articles dealing with the status of the English language in Algeria.

Men and women, participating in such publication account the political measures taken concerning the English language and its growing request from the developing society. Their names are joined to their appropriate articles. As it is shaped through these writs there reason to see that they afford a complement to the idea of how English is felt in the political field as well as on the social ground since it reports officially public behaviours and attitudes. Some of these authors do not pertain to the authentically written papers, but rather they make part of some news sites on the net.

Some articles are reports belonging to the virtual world and exist only in “e-form”. One should underline, however, that whereas the language constituting the topic interest is English, most of the articles are in edited in French expression. The revealing data that is considered in this section includes also a set of videos most them expressed as interviews. Again, other informants from visual and audio as interviewers, play an interesting role is subtracting relevant data to this study.

### II.2.c.common net participants.

Three main sites are taken into account for they are the most ancient ones and contain a more considerable amount of data in this field: The first, named “Algerian English Speakers”, in which interesting data through questions/ answers is downloaded. Downloads involve the names of the participants, real or fake ones. Participants are part of a virtual population. They are Algerians since the sites are constructed by Algerians and inviting Algerians to share with them. Some of them name the towns they are from. We can cite Algiers and Blida as examples.

However, the large majority express themselves in English language. In a more accurate and realistic description of these people it would be fair to consider them as a community

of practice experiencing a “distinct” discourse basically built on the English but highly imprinted by the Algerian spoken Arabic. Informants here are of two types: those who created the sites and who were presented in the previous subsection and those who provided answers and comments on the questions. The formers are the creators and the latter are the visitors. They pertain to the three different sites: “ **I Am DZ and I Speak English**”, “ **Algerian English Speakers**”, and “ **50/ Fifty Magazine**” .

Concerning the first site, according to the number of shares to support the host radio, the last one collected shows 61989 participants. This represents an important and a significant part of the society.

The type of informants concerning the second site is of two groups: a set of random participants and a number of people who answer a set of questions already designed and displayed in the site page. Most of them use avatars as photos. Some pseudo names are used to represent themselves but nothing can prove their authenticity since they can choose fake ones. Gender cannot be determined since a boy can hire a girl’s name and vice versa.

The type of the participants of the third site is of the same characteristics as the preceding ones. Nevertheless, one should point out the fact that the setting of the answers providing is quite different as far as questionnaires are concerned and consequently the quality of the information as regards authenticity, is less affected. This is due to the fact that the informants are not submitted to the stress of the current formal questionnaires. On the contrary, respondents are volunteers, with no pressure exercised upon them when submitting their answers. In fact, they choose to answer without being selected or called.

Their profiles avatars or real photos are downloaded with them and even the links are available; they can be joined if necessary. Their number varies according to the type of intervention, and most of them use English or hybrid language to inquire about their concerns.

The second site has got the name of “I Am DZ And I Speak English” in which the same type of data is taken as the previous one with different “Internauts”. Participants or members of this profile are counted into millions. The counting is done through the



number of “likes” clicked by people appreciating the page. Another number is available at this stage: the number of visits gone through the page.

It is worth pointing out that more than ten millions of visits are recorded. Among the visitors who may constitute just observers or readers an important group are taking part in the site and this through their comments, inquiries, answers, adverts, pieces of advice or postings. The third one, yet with less rich amount of information but still of beneficial supplement is called “Algeria 50/fifty Magazine”. Facebook is not the only net service that affords data.

Some different data is collected from a forum whose name is “Algeria Forum”. Here also the link is attached to the title which makes it possible to visit for ampler investigation. Still the participants are leading questions/ answers conversation about the language discussing its need, use and utility. A perceived value of English can be felt through their interactions. Discussions and comments are performed in French language and concern both English and French in Algeria.

To complete the previous net services, another site, this time concerning magazines and virtual newspapers is visited. The downloading selected are articles about the situation of the English language, nowadays in Algeria. The press articles are taken from “Algerie 360”. At several occasions, it is dealt with both French and English most of the time, as elements of comparison. Yet, this can be thoroughly examined and studied in for future perspectives. Most of the articles are written in French, but dealing with the status of the English language. The net participants considered in this category are the people who comment these papers, providing a set of opinions feelings and attitudes generated by them. The interactions differ as far as their number is concerned from one article to another. Yet the content of the articles is the subject of analysis in the fourth chapter, section four.

As a last category of participants who ought to be taken into consideration is a set of videos holding as topic interviews conducted with certain members of the Algerian society. As a matter of coincidence that may play in favour in backing up the Facebook

pages, the interviewee is one of these pages conceivers. The admin of “I Am DZ And I Speak English”, Walid Ghachi is one of the most popular Algerian Facebook pages. Owing to the amplitude of the page influence and attraction, this person has not only been the interest of local radios emissions, but also he constituted the focus of TV programmes underlining the “amazing” number of visitors of his page and highlighting the creation idea origin: How it comes that this young person succeeded in being the centre of so many people interest among the Algerians?

## II.2. Data Collection.

In this section, a brief presentation of the way data is collected is exposed. It is accompanied with brief description of the different constituents of the corpus. Three divisions are introduced in this part. The first is concerned with piloting. Then, it is followed with the section related to the questionnaires handling. The last part is devoted to the discovered downloads in social networks.

### II.2.a. Piloting.

Before, starting any written research, and in order to shape an idea about people’s reaction, thoughts and ideas, a piloting investigation it proves useful to leadsome research among the members of the society as a preview of the study organization. This helps in backing up the axioms about the language and channelling the scope of the research. Some questions, related to the topic were randomly asked here and there to citizens about their feelings opinions and reactions towards the international language. Visits were paid to the town hall, *daira*, and *wilaya* of Chlef before designing questionnaires and distributing them. Some general questions were about how people see the teaching/learning and use of the English.

It is to notice that people are eager to answer questions about their concerns and occupations. Hence, when inquiring about societal facts related to the futuristic perspectives, was it professional, social, political or linguistic for our case, they feel quite involved and consider their participation as a duty towards the society in general and their individual interest in particular. A general impact is collected as a preview of the background of the study. It is meant to detect citizen's attitudes and reactions and "measure" people's consciousness about the subject matter.

## II.2.b. Questionnaires.

Questionnaires are designed, copied and distributed on the spot to the participants to induce some ideas and opinions from the target population. They are of three samples: one intended for the administration, another for students of university level and the third for the parents. Some of this latter were joined at work whereas others (especially households) received questionnaires at home.

The first questionnaire, dealing with administrative representatives contains seven questions: two first ones are about the background data that is concerned with age and occupation and the sixth others concerning the subject matter. On the six questions, three are open ended questions and three yes/no ones. In order to be more practical and to facilitate questions answering, the questionnaires, as a whole are translated into Arabic and French and attached altogether, thus respondents are free to give their answers in one of the three languages. In order to feel the importance of English for the Algerian people the third question is if they think that learning English is important in their vision. To be validated the next question requires them to give reasons.

To have an idea about the implementation of the English language in our administrations, the workers are asked if they have already experienced the use of the language in their jobs and to mention for what purpose in the following answer. The penultimate question about where they think English is most used is asked to shape how

people perceive English in real life in terms of internal and external overwhelming of the language in almost all the fields especially, sciences, technology. The questionnaire ends in inquiring about future linguistic situation in Algeria and is asking about the possibility for English to replace French.

Accordingly, the questionnaire designed to cover parents' reactions, feelings and opinions contains a few simple questions. The first one concerns the age, just to ensure that this is the category which is meant. On the same line of thought, that is the selected category ought to deal with parents who have educated children, however already in touch with the language that is to say pupils at the level of the middle school and further for the reason that English is not taught at primary schools.

The second deals with the occupation of these parents, followed by the question concerning their view about the importance or the necessity to learn the English language. Then, a question requests them to provide the reasons they think English is important. Afterwards, is introduced a question about their children whether they use English outside school or not followed by an inquiry about the purpose of the use. At last, they are asked to give their opinion about the future perspective of the English language beside the French one.

This questionnaire, originally designed in English is translated into Arabic and French so that to give opportunity and freedom to anyone to answer the questions. They are copied and with the help of some friends distributed on the spot at the end of a meeting for teachers in which participated teachers of different school levels: primary, middle, and secondary schools. Some were brought home (housewife, bank agent), some at the offices (school headmaster, lawyer, finance administrator) and some at the shops (shopkeepers) Forty samples were handed out, but only thirty have been returned.

The third questionnaire sample is meant for students at the University. This questionnaire is divided into 13 questions among which 5 are closed questions. The first four ones concern their background information (age, level, the town they are from and field of studies). So as to provide chances to all the students to answer the questionnaires,

especially those who do not master the English language, it is translated into French language. The samples is handed into 100 copies to be given in classes

### II.2.c. Downloads.

Investigation is lead through the space in order to collect a range of reactions, impacts, opinions, feelings that could allow to picture the representation of people's perception of English. Social networks are rich in discussions and comments that could supply this kind of data. The most used is Facebook, from which three sites are explored for the three of them are dealing with the English language, act in English language. Other pages, however, make the object of just mentioning. In fact, what the study expects from these services is the fact of taking English as a subject matter for interactions. Questions about the use of English, about learning English, about the benefits of knowing English and about reading preferences are downloaded followed by their respective comments and answers. Downloads are pasted in word format to be printed later as annexes to the study.

This type of information includes the names of the network, the sites, the questions scripts, the respondents' names (sometimes real and sometimes borrowed virtual identities), profile photos (real or avatars) and the date of the publication accompanied with the exact time.

Three questions are taken from "Algerian English Speakers" with comments. One question about learning English in primary school and its answers is picked up from "50/fifty Magazine" and scripts about a campaign for an English speaking radio are pasted from "I am DZ And I Speak English". The three domains belong to Facebook.

Ten press articles in French expression, some of them downloaded from "Algerie 360" which is a virtual space whose main concern is news and information about Algeria. In fact, the site gathers these articles from other press papers such as "*LIBERTE*", "*Infosoir*", and "*Le Temps*". However, most of the article studied here, are recorded from

the papers archives on the net. Further details are provided in the fourth chapter which is devoted to the downloaded information and its interpretations.

More recently, a deep research has been led to enrich the prime corpus, and during the process, a number of videos, constituting a novel type of data, is downloaded to be joined to the study.

## II. 3. Major concepts and key words dealt with.

Since the field of the investigation is to be introduced here, it is necessary to tackle a number of concepts that are related to the study of the language from this angle. Concepts, linked to the international status of English, generally borrowed from the theories related to the study of English in the world and the generated attitudes and perceptions are introduced as a first part. Then follows the part in which the fundamental key words that are referring to English perspectives are presented. Most of the time, these words constitute the basic constructions of ideological dichotomies with the word “English”.

### II.3.a. Concepts related to English World Wide theories.

Prior to any pace in the field of linguistic investigation as regards English language in real life in order to make the approach more precise and plain, some essential concepts are introduced. One of the most representative concepts on which this study is built is the concept of perception. Since it embodies more than one meaning, it becomes essential to delimit what sense is meant by the word in the present investigation. If the linguistic field is considered “perception” has long been used to refer to the acoustic approach referring to the speech sounds, yet, to keep the reins, the intended meaning of the word is “*the way you think about or understand someone or something*”, definition taken from [perception](http://www.learnersdictionary.com/search/perception) or in a different formulation : “*Perception is awareness, comprehension or an understanding of something.*” <http://www.yourdictionary.com>

In studying the history of the language, a recurrent reference is made to World Englishes as a divergence of the English in other countries. This concept constitutes one of the pillars to the study of the development, and also the spread of English. One explanation of this expression given by Jenkins is “*it serves as an “umbrella label” covering all varieties of English worldwide and the different approaches used to describe and analyse them.*” (2006:159) The term “*World Englishes can thus legitimately be seen as a sub-disciplinary area of English language enquiry in its own right.*” advances L. Mullany & P. Stockwell(2010).

"World English has been defined as a phase in the history of the English language. This phase has witnessed the transformation of English from the mother tongue of a handful of nations to a language being used by far more speakers in non-mother tongue settings(Janina Brutt-Griffler, 2002).

English is also called a lingua franca, a name originally given to the language mixture based on Italian and Occitan (in the South of France). “*It is in fact Italian based contact language that was used throughout the Mediterranean area from the 15<sup>th</sup> and 16<sup>th</sup> centuries. Franca refers to Franks word used for the Europeans in Arabic speaking world of the late Middle Ages. It meant European Language.*”( Jacques Arends, 2005: 626)

The emergence of new international organizations, political negotiation and even non-governmental institutions which transcend the national boundaries compel the spread of interconnectivity. “*What this means is that the economic and cultural lives of people all over the world are more intensely and more instantly linked than ever before*” explains B. Kumaravadivelu in Edge (2006:4).This interactional expansion impels the use of a language that is understood by all the world, hence the name of Global Language which is defined as “*a language that is not tied to a particular culture or a specific country, but rather serves as an international vital tool to secure worldwide exchanges were they economic, cultural or technological.*”(P. Seargeant and E. J. Erling, 2011, P. 8).

Thus, English has developed a more detached status from its origins as R. Mc Crum (2010) says “*independent of its British and more especially American roots.*” He highlighted the

new word : Globish which he gave as a title to his book about “*How the English Language Became the World’s Language*”. Globish is a concept introduced for the first time by Jean Paul De Nerrière who noticed that the non-native English speakers are more successful in communicating with Korean and Japanese clients than the British Americans. The terms is the fusion of the two words “global” and “English” as for other new coined ones such as “Panglish”: a blend between “pan” (in Greek: *all*) and “English; “Spanglish”, blending: “Spanish” and “English” as it is explained by Echevarria: “Spanglish, the composite language of Spanish and English” (2008:116) ; Hinglish, Netglish and Banglish respectively: Hindi, Internet and Bengali blend.

A difference is to be underlined between English as an International Language (EIL) and International English. As it is suggested by Farzad Sharifian (2009), International English may refer to a specific variety of English, whereas “It is important to emphasize that EIL does not refer to a particular variety of English.” (ibid.) EIL is concerned English spoken in different social and cultural contexts. Yet, International English is the variety that is recognized as a lingua franca.

It is necessary to move across some expressions restricted to the local status of the English language in national positions. The first is a reference to English as a Native Language (ENL). This characteristic of English is mainly granted to people who are born in the countries of the “Inner Circle”. by Kachru (1997:). English as a Second Language (ESL) is a description of the status of English spoken by people who live in countries belonging to the “outer Circle”. It is generally due to historical events as colonisation, that this variety comes to exist. English bears also another status which is English as a Foreign Language (EFL). The later refers to the English people from the expanding circle learn and use. The reason for this variety is that modernization and globalisation impose revisits in the non-speaking English countries.

### II.3.b.Key words linked to ideology and English



Many linguists, especially those dealing with ideologies as for Critical Discourse Analysis, with the hegemony of certain languages have as main interest Language and its ideological impact on societies and the individual. In this way, English is dichotomized with imperialism, globalisation and democracy.

Imperialism has long been the debate of such scholars defending human rights and claiming the freedom of minorities. Linguistic imperialism is a concept newly put under scrutiny chiefly by Phillipson when issuing his book “linguistic Imperialism” in the 1990’s. Imperialism has been defined in the cited book “*The dominance asserted and maintained by the establishment and continuous reconstruction of structural and cultural inequalities between English and other languages.*”(Phillipson, 1992) Critics lead a debate about the question of imperialism that is established thanks to the language “ argue that British and American English necessarily bring with them Anglo-cultural norms and that to learn this English means adopting British and American culture”. (A. Kirkpatrick :255).

When studying the English language evolution from any intended side, geographical, phonological, ideological, and historical, the reference to globalization is unavoidable. It is said to be as old as humanity, yet nowadays it bears a special meaning that has been presented as follows by Steger:

“Globalization refers to a multi-dimensional set of social processes that create, multiply, stretch, and intensify worldwide social interdependencies and exchanges while at the same time fostering in people a growing awareness of deepening connections between the local and the distant.” Steger (2003:13)

R. Mc Crum contends that “ *During the 1990’s (Bush) American English was associated with unilateral and often irrational policies of a wounded superpower...*” Globalization can be defined from three angles from a broad scope to a narrow one. For P. Garrett, “ *hyperglobalizers regard cotemporary globalization as a new epoch in human history[...]* *the transformationalists [... see it... ] as a ‘historically unprecedented world order’.*”

In many instances English is said to be democratic. Which meaning of democracy is meant here? Democracy is given as fifth definition “*the absence of hereditary or arbitrary class distinctions or privileges*” by <http://www.merriam-webster.com/dictionary>. D. Crystal explains: “*And there have been comments made about other structural aspects, ... which can make the language appear more ‘democratic’ to those who speak a language... that does express an intricate system of class relationships*” (2003 : 8)

Some key concepts such as “perception” and “international language”, specific to the domain of English language laying in the core of the present study, from its opening till the close, are recurrently present, hence being counted as key words as well.

# CHAPTER III

*“What is true of every member of the society, individually, is true of them all collectively; since the rights of the whole can be no more than the sum of the rights of the individuals.”*

Thomas Jefferson

## English in the Algerian Environment: The Case of Chlef

This chapter, as the next one, is devoted to the experimental side of the study in terms of questionnaires results analysis. It contains four sections starting with a presentation of the English language in the educational field. Then it is extended by exploring parents' perception and attitudes toward English language. Then, as a third section, the study goes further to investigate results obtained in our administrative institutions. In the last section, the results of the students' questionnaires are studied and presented.

### III.1. English in our schools.

To better picture the linguistic situation particular to the English language, , One should shape a broad description of it as it is taught and studied in our educational institutions. As it is referred to previously, English is taught in our country as the first foreign language. It is presented in the few next sections, classified under three institutional levels.

The first subsection deals with the language at the level of primary education.

The second introduces a general view at the university level.

The last one tackles the topic of the private schools.

### III.1.a. At scholar level

In Algeria, English is introduced at the level the middle schools for the first time. It is taught at the rate of three hours per week for all the levels (four years). At this step, English is considered as an essential subject as for Arabic language, French language and Mathematics meaning that two tests and a written examination are programmed per term. Despite this fact, its coefficient is not representative of this importance since it is only one, whereas 3 for both Arabic and Mathematics and 2 for French. All the pupils around the country are subject to the same programme and are submitted to follow one official scholar book. *Spotlight on English* 1, 2, 3, 4 are the four successive respective books for the four years of the English language at the middle school.

After passing to the secondary school, things are somehow different. Owing to the existence of two different streams, literary and scientific ones, pupils reach the 1st year split into two sections. Accordingly, subjects are dispatched in a new pattern: English is pointed out as essential for the literary stream and as secondary for the scientific one. Consequently, time schedule is varied in accordance with the coefficients. English is taught three hours per week to 1<sup>st</sup> year scientific stream and bears a coefficient of 2. It is taught 4 hours per week to the literary stream and has 3 as coefficient reflecting of the regards given to its importance.

When the students reach the second year, at this level they join more specialized streams and the language distribution changes as well. All the various scientific streams students such as Technical mathematics, Experimental Sciences, Mathematics, Management, are devoted three hours of English per week and its coefficient is 2. Literature and philosophy stream students are afforded four hours of English per week and the coefficient is 3 as for this category English is considered as an essential subject.

It is to notice that each time a subject is classified as essential at this level, at least 2 tests and an examination are compulsory applicable to whatever essential subject in the educational curricula. Literary and Foreign Languages stream focuses on languages which hold a prominent role here. As far as this stream is concerned English is taught five hours

per week and holds a coefficient of 4. One can say that English scores for this stream have a decisive impact on the annual average. Those pupils seem to be more aware of the importance of the language as it influences the course of their educational life.

At the level of the third year, still time distributions are the same as for the second year. Here the difference lies in the programme designed for each level. For each level one book is designed but composed of different units some of which are meant for literary streams and others for scientific stream attempting to fit each category needs.

The current approach followed in our different (primary, middle and secondary) schools is the Competency Based Approach implemented through three different books: *At the Crossroad* is designed for the first year level, *Getting Through* is intended for the second year level and *News Prospect* is for the third year level. Currently, the same coefficients of third year are applied in the Baccalaureate exam. The examination timing is two hours for all the streams. For time management, and for all these data can be verified in the official journal, only a broad presentation has been summarized at this point and this is to help construing the Algerian context of the English language. As it is the case for all studies, the higher we investigate into the educational system the more students get specialized in a given field. This is at the core of the university studies about which one ought to have a glance as regards the English language and its role, implementation and situation.

### III.1.b. University.

Before beginning, it is necessary to underline the fact that the investigation is concerned with a general view of the English language, there is no need to expand on the presentation of the university programme concerning English, yet a general picture of the specialized studies proves helpful to better identify the global status. Few years ago, the English language, as for other subjects, could not be found in only few universities in principal towns of our country. This constrained most students who opted for English Language studies to cross far distances and thus living on campuses in order to pursue their studies. Owing to the expanding number of students, these last years the English

language departments are available in most important towns all over the country opening a wider scope for those interested in specializing in the language.

One should point out to the fact that presently, two systems are coexisting as it can be described as a transitional period witnessed the end of a former system defined as classical and the emergence of a quite a new one concerned with Licence- Master- Doctorate (LMD) organization. In the following document, for instance, taken from an Algiers university site, is displayed the different modules, students of classical system (English departments) are subject to during graduation course from 1<sup>st</sup> year to 4<sup>th</sup> one:

### **Graduation :**

Le programme de Licence fut établi le 21/07/1990 (Arrêté Ministériel 90-219).

#### **1) Modules communs aux deux premières années :**

Langue orale, expression écrite, phonétique, linguistique , grammaire.

Autres modules :

#### **1ère année :**

Lecture et compréhension écrite, culture générale ; linguistique arabe.

#### **2ème année :**

Littérature américaine ; civilisation britannique ; civilisation américaine ; littérature arabe.

#### **3ème année :**

Civilisations américaine et britannique ; littératures britannique, africaine, et américaine ; et algérienne.

#### **4ème année :**

L'étudiant doit choisir 05 modules parmi les suivants :

- civilisation africaine
- américaine
- britannique
- littérature africaine
- américaine
- britannique
- linguistique
- pédagogie
- psychopédagogie

Figure 3: Modules of English studied in classical mode

Moreover, post-graduation opportunities ( Master, Magister, and Doctorate) are also possible in our country, most of the time based on competitive examinations, yet in principal towns. Subjects or modules taught at these levels are more complex and have no

specified clear cut programmes provided that they fit the areas of specialization that are quite varied and embrace all the fields concerning English itself or in accordance with the other languages.

Nonetheless, what strikes more our attention and reveals more up to the point of the research is that lately, Algeria witnesses the issue of new university scientific speciality taught in the English language. The Electronic and Electrical Engineering special field at the University of M'hamed Bougara, *Boumerdes* (UMBB) has its modules taught in the English language. There, foreign teachers (Americans, as example) also are called to take part in the staff.

Most of the other faculties and departments in our universities across the whole country provide a module of English, especially scientific studies. The aim of these courses have as major role that is to afford the students with terminology to ensure a complete course to the students for their prospective needs during and after their educational route. Though, time allotted to English module in these areas may appear meagre, it is even so available and may prove helpful. Despite all what has been said, the existence of these modules reveals sometimes insufficient, ineffective nay insignificant due to the teaching conditions most of the time. Crowds of students are grouped into amphitheatres to attend one hour and half per week may reveal unsatisfactory whereas language classes need to be more dynamical to be fruitful. More than that, an important number of faculties does not mention English in their curricula though the lack may hinder their educational blooming. The lack of this tool today may be reflected in the emergence and development of private schools teaching English here and there all around the country.

### III.1.c. Private Language schools: an alternative?

As it is no more possible to hold an important job, neither negotiate agreements, nor discuss political or economic topics or investments without mastering foreign languages



in general, and English in particular, people are urged to seek for the fastest, easiest, most effective ways “*quitte à payer*” large sums provided they learn the language. As a first view and as a result of any research about the appropriate school one can select for an effective investment to learn English, one might be surprised not to discover an official list in front of him exposing all the existing schools and might be enhanced to think that they are really very few.

But in reality, if people walk along towns’ streets, especially in big towns they might be more amazed about adverts stuck on different doors or even inviting panels appealing for improving or learning English and other languages. In a more explicative image, languages schools, rather courses are integrated with most computing centres. In fact, English is taught in polyvalent centres where it is possible to join learning different disciplines such as computing.

As an instance, here is a list of official certified, schools of foreign languages in Algeria. One may notice that the number is not representative of the real existing facts. The site rather invites people to complete the list if feasible.

English Language Schools in Algeria	
<b>Algiers</b>	Active Training English Institute <a href="http://www.a-t-english.com">www.a-t-english.com</a>
	ALC Algerian Learning Centers <a href="http://www.alc-dz.net">www.alc-dz.net</a>
	AZ School <a href="http://www.aesschool.com/azenglish.html">www.aesschool.com/azenglish.html</a>
	Berlitz Algeria <a href="http://www.berlitz-algerie.com">www.berlitz-algerie.com</a>
	El Kalimat School <a href="http://elkalimatschool.net">elkalimatschool.net</a>
	Hopeland Institute <a href="http://www.hopelanddz.com">www.hopelanddz.com</a>
	Professional Language Solutions <a href="http://www.langsols.com">www.langsols.com</a>
	SBL School of English <a href="http://www.sblschool.org">www.sblschool.org</a>
	The Workshop <a href="http://www.theworkshop-dz.com">www.theworkshop-dz.com</a>

<b>Annaba</b>	ALC Algerian Learning Centers	<a href="http://www.alc-dz.net">www.alc-dz.net</a>
<b>Béjaia</b>	BLS Belahcene Language Services	<a href="http://www.bls-formations.com">www.bls-formations.com</a>
<b>Hassi-Messaoud</b>	ALC Algerian Learning Centers	<a href="http://www.alc-dz.net">www.alc-dz.net</a>
	Professional Language Solutions	<a href="http://www.langsols.com">www.langsols.com</a>
<b>Oran</b>	ALC Algerian Learning Centers	<a href="http://www.alc-dz.net">www.alc-dz.net</a>
	Ecole de Langues Sibawaih	<a href="http://www.sibawaih.net">www.sibawaih.net</a>
<b>Tizi-ouzou</b>	ALC Algerian Learning Centers	<a href="http://www.alc-dz.net">www.alc-dz.net</a>

Figure 4: List of private schools in Algeria

### III.2. Parents Prospective visions.

In this section, parents' questionnaires answers are investigated in order to elucidate their point of view toward English. The results are dealt with in three points: the first reporting their attitudes and reactions, reflecting their perspectives concerning English through the questions one by one. Then, a reference is made to the actual value given to the language by the children in current life stream. The section ends on the synthesis of the questionnaires results as a whole.

#### III.2.a. Parents' perspective towards English .

To the question if they think learning English is necessary, all the parents without exception answered positively which represents a rate of 100% of them. If this rate refers to something, it but reveals parents awareness of the prevalence English has developed these late years. In order to validate theirs answers, they are asked the next question to justify giving reasons why they think it important. A wide range of reasons are cited encompassing different fields of life. Table 1 summarizes these reasons as follows:

Cultural development & scientific research	Technology & computing	Travel & communication	Trade & business	Getting a (better) job	Understanding & translation	Number
X		X				1
		X	X		X	2
X	X					3
X						4
	X	X				5
	X	X				6
		X				7
X		X				8
		X				9
X	X	X				10
X	X					11
X		X				12
X		X				13
X		X				14
X		X				15
X				X		16
				X		17
		X			x	18
		X				19
X	X	X				20
X						21
X		X				22
X		X				23
	X	X				24
X	X	X				25
X		X				26
X		X				27
X	X					28
X		X	X			29
	X	X	X			30
		X				31

Table 1: Reasons why English is important.

These results translated into percentages give us the following rates:

reasons	number of answers	Total number	Rate %
Cultural development & scientific research	20	31	64,5
Technology & computing	10	31	32,3
Travel & communication	24	31	77,4
Trade & business	3	31	9,7
Getting a (better) job	2	31	6,5
Understanding & translation	2	31	6,5

Table 4: Rates concerning the reasons the most mentioned.

These rates show that parents are aware of the benefits that English could bring to their children are mainly linked to get access to scientific research and also to be able to take part in the modern world since most of them mentioned as a reason to learn it to be able to communicate with the outside world.

To the question if English can replace French, 16 out of 31 persons have answered positively. This rate represents half (50 %) of the participants which is quite representative of the consciousness of the progression of the language and that future may provide a change in linguistic stream. The questionnaire included a question about children's use of English which is going to be considered in the following subsection.

### III.2.b.Children's attitude.

Two of the questions submitted to the part group have a main concern with their children. They were to choose yes or no answers to say whether their children use English outside school. Twelve among 31 informants replied their children do. This number equals the rate of about 38% of the total informants which is not a negligible ratio. This result may be interpreted by the fact that our children lack fields of implementation as for English.

So as to know what kind of activities allow the Algerian child to practice his English knowledge, the question next to the previous one inquired the purpose for which they

learn English. For the 16 members who answered positively to the previous question it was possible to provide a set of goals summarized in the following table:

number	Cultural development & knowledge	Communication and travel	Tecnology computing & internet	TV	To practice English	other
1			X			
2					X	
3		X				
4	X		X	X		
5	X					
6		X				
7		X				
8			X			
9	X					
10	X					
11						X
12		X	X			

Table 5: Reasons why children use English outside school.

It is worth to notice that most of the children use the English language in communication field which normally cannot differ to high extent from using it in computing field, internet or digitals such as cell phones. This may reflect our youth's coping with the world stream as regards technological development. From the exposed results until now there is a positive reaction to the language. The next section deals with a distinct kind of people from the previous ones; those in a more official representation that is the social institutions.

### III.3. English in our Institutions.

The chief purpose of investigating in our institutions is to have a balanced representation of the Algerian society and to search about fields of implementation of the English

language in our country. The findings after gathering the filled in questionnaires are organized under three titles which constitute the next subsections. As a first step, a glance is given on the English use in our administrations. Then, to focus on the utility of the language, the next part inquires if these people manifest a real personal need of the language to end upon their future representation of the English status in Algeria

### III.3.a. Need of learning the Language.

As to elucidate a general idea about the importance afforded to the language by the clerks and administrative representatives a first question is whether they believe that learning English is essential or not. The global number to whom the questionnaire is submitted is composed of 42 clerks and administration workers. 35 among them provided positive answers. Consequently, it is possible to affirm that the majority think that English is important in our society. To go further and know the reasons they develop positive reaction to English, the next question required to name the possible reasons people learn English for.

The reasons provided by the informants are numerous that represented in the following table:

Reasons to use English	Number of people who mentioned this reason	Rate %
Scientific research & studies	10	23,8
Use of technology	6	14,3
Travel and tourism	4	9,5
Communication because it is the international language	27	64,3
Trade economy business	2	4,8
Computing and internet	8	19,0
Cultural development	10	23,8

Job & job improvement	1	2,4
Other	2	4,8

Table 6: Reasons given by administrative representatives about why people learn English

Considering the results in the table one can deduce how English is viewed by these people. A majority of them thinks that learning English is to be able to communicate with the outside world because it is considered as the international language necessary to cope with the world progress and development. To consolidate this vision one should notice the mentioning of English necessary for the intellectual advancing for the technological and scientific research reference made by the informants. Another no less important remark is that few people are interested in English for their jobs and that must be mainly due to the fact that it is almost not implemented in their professional lives as it is the next subsection point.

### III.3.b.Implementation: French versus English

Effectively, to validate the previous idea, when asked if ever they had to use the language in their job carrier only 14 people among 42 answers did. But, when required to cite the situation in which they used English, six of the 14 gave rather personal implementations that is in their studies, with friends and in internet communication. This indicates that only 8 people used English for occupational purpose either for travelling as they said, for official meetings, computer use or to fill forms.

In fact, after investigating, 2 of these people have not filled the question about specifying the situation they had to use English in. The minor role played by English in the professional field in our institutions is restricted by the ubiquity of French in the official treatments. Most of our public and professional dealing forms are bilingual, but French and Arabic. According to the answers and to the real lived social background no national institution has ever issued or submitted any paper to be filled in the international language not even as free choice alternative. However, the case is different for the French language which is used as currently if not more as Arabic.

### III.3.c. English: A luggage for the Future?

To complete these perceptions as concerns our institutions, an idea about English in the future is to be built through the answers of the participants to the last question of the questionnaire. Actually, the topic is whether it is possible, that English replaces French in Algeria. Among the 42 respondents 18 of them gave a positive answer. Owing to the fact that this kind of people do not need the use of the English language in their professions, and to the current reality that the administration resorts mainly to the French language for its relationships and administrative affairs. One can understand that the majority thinks that English cannot replace French in Algeria though they believe that it is the language of modernization and globalization, added to this, the historical heritage which imposes the use of French as rooted in our institutions and political decisions. The fact that these informants think English is needed to cope with the modern world is not proper only to them, but, as it is going to be the question of the next section, it may be the concern of all the society outside professionals and especially out of the educational field.

### III.4. How do university students see English?

After having exposed a brief blurb about the educational situation of the English language, parents' attitudes and opinions about it, its implementation in our institutional systems, it is to be completed with the students' reactions as well. This section has as main concern the exploration of the students' questionnaires and is divided into three parts.

The first one has as topic the students' needs.

The second one is about the necessity of owning this tool.

And, the last part is devoted to explore students' expectations.

#### III.4.a. students' needs

When students of computer sciences (see table: 7) department are asked to give their opinion whether they see English a necessary today or not, the majority (81) of them



(92) answer that effectively they do think so. The result collected for this question is summarized in the following table:

level	Speciality &	Students questioned	yes	no
2 <sup>nd</sup> year Computing	Artificial Intelligence (IA)	42	38	04
	WEB	23	16	07
1 <sup>st</sup> year Master Computing	Artificial Intelligence (IA)	27	27	00
Total number:		92	81	11

Table 7: Students answers whether English is necessary or not

The unanimity of the Master student is to be noticed, probably reflecting their awareness and consciousness of the actual situation even their already felt need of mastering the language. This is to be touched in the reasons they provide when replying the next question about what enhance people to learn English. An important number of motivating reasons is cited to explain their ideas for instances: to be able to communicate with foreign people, to travel, to open a door on other cultures, to better fulfil their studies, to lead scientific research, to exercise different activities on the net: surfing chatting, commenting on net services, to improve the professional profile, even some give as reason to protect themselves from some foreign countries. In this question type the informant may provide many, one or no answer at all. Similar mentioned reasons have been grouped under one headline, organized in this table:

Reasons / Level & specialities	2 <sup>nd</sup> year		Master 1	Total
	(IA)	(Web)		
People learn English because it is an international language	14	09	17	40
For travelling and communicating with foreign people	12	07	12	31
For scientific research, for studies,	10	05	05	11
For technology and computing	04	01	04	09
For a better professional profile	03	00	01	04
For cultural development (read books, watch films...)	07	04	05	16
Other mentioned purposes (translation, feeling of security...)	02	04	01	07

Table 8: Why it is important to learn English for students

As it is possible to see through the table that almost half of the student (40 out of 81) who think that English is necessary supply us with the reason than if people learn English it is due to the fact that it is an international language and as “ language number one” as they mention. In order to Support the same idea, is given the reason of travelling and communication with foreign people all across the world, as one of them cite, Korean people, not necessarily native speakers. Then are given two reasons that should not be neglected especially, they can be referred to under the same headline: scientific research and cultural development denoting of the students feeling of requirement of well handling this subject to reach personal cultural, educational fulfilment.

The other remaining ideas referred to by informants cannot be completely isolated from the formers but they are here to back up. No well-planned professional life if no well assimilated sciences and studies. These reasons thrown in a swift moment to get rid of a questionnaire denote of a more realistic international need to cope with the outside world and prove ones’ existence and to take part in it. It is but a proof of an intellectual gap in representing oneself among all what is worth consideration nowadays.

#### III.4.b. English: an indispensable tool?

As students make reference to scientific development by citing, topic researches on the net, and as it is earlier tackled by parents’ themselves, one should examine this thoroughly and find out what makes them associate English to scientific development. This might be better perceived in their answers to the following question with its forward justification. The question (number 7) inquires whether they have ever used English during their university course and the answers are:

level	Speciality &	Students questioned	yes	no
2 <sup>nd</sup> year Computing	Artificial Intelligence (IA)	42	29	13
	WEB	23	15	08
1 <sup>st</sup> year Master Computing	Artificial Intelligence (IA)	27	24	03
Total number:		92	68	24

Table 9: Number of students who use English during university studies.

From the total number of the students submitted to the questionnaire (92); more than two thirds (68) confirm having used the English language at university for one or two of the reasons labelled in this table.

Reasons / Level & specialities	2 <sup>nd</sup> year (IA) (Web)		Master 1	Total
I used English during university course for this purpose:				
To help myself in my studies and doing research	06	07	12	=25
For programming since our field is computing: (TP)	16	05	07	=28
Internet, communicate with people,	01	02	02	=05
To practice the language because like it personal culture	03	05	02	=10
No purpose is stated	03	01	03	=07

Table 10: Reasons students use English at university.

The majority show having used the English language for programming needs and in link with their proper field. However this is not astonishing since this constitutes their own discipline. What is rather revealing, is if we consider the other purposes they used for outside their specific study, they state using English for personal aims as to communicate, or as an aid to “better assimilate” their science. The answers but show how conscious they may be of the discomfort of language default.

In the questionnaire, their answers are clearly stated: “to understand better”, “to speak with friends”, to practise the language because “I don’t want to forget it”, “to develop my cultural knowledge”, and “to do research for my project” demonstrating the need of mastering English as a tool to increase performance as far as career is concerned. To get a more concise idea, these purposes, when grouped, result in 40 answers related to the personal use of English among the 68 whose answer is yes thus representing more than half of them. Next question of the questionnaire helps in delimiting this sense of unease toward the lack of the English language since it overlaps with the previous one.

Students are required in question 9 to confirm if they use English outside university, intending here if they practise English outside their studies. It is to underline that more than half of the students for each category give positive answers (48).

level	Speciality &	Students questioned	yes	no
2 <sup>nd</sup> year Computing	Artificial Intelligence (IA)	42	22	20
	WEB	23	12	11
1 <sup>st</sup> year Master Computing	Artificial Intelligence (IA)	27	14	13
Total number:		=92	=48	=44

Table 11: Number of students who use English outside their studies.

They were asked right after in question 10 to state why they use the language outside school and here are the main cited reasons, classified in this way:

Reasons / Level & specialities	2 <sup>nd</sup> year (IA) (Web)		Master 1	Total
I used English outside university course for this purpose:				
I simply like it:	01	05	00	06
To develop my culture, take more information, to learn:	06	01	00	07
To communicate with people abroad (travel) because it is an international language	10	02	05	17
Internet ( chat, connect, Facebook)	07	01	05	13
To practice the language to master it or improve my level	04	00	02	06
Videos films watching, and reading:	01	00	01	02
To help me in my studies (especially the field of computing)	01	01	01	03
No purpose is stated	02	02	02	06

Table 12: Reasons students use English outside their studies.

The main purpose of use outside educational interest is related to communication in general through travelling or interacting with people abroad or in particular to connect via internet, as it is mentioned, by chatting or connecting using social networks. Some of the informants make reference to their use of English to help them better understand or assimilate their studies. It would be worth also to deflect towards those who affirm not (those who answered: "no") resorting to English outside the educational milieu and give a glance at their reasons they do not do. In fact, most of them back up their "no" by pretexting not understanding, not mastering, or simply not knowing English. This group

of students' answers may explain why some of those who said "yes" do not state any justification merely due to language default.

Having touched a word about what is expected from them through the former questions, they are then required to think whether English would replace French in Algeria as far as status is concerned. A large majority believe it would do. This could be understood if we return back to the main reason they want to own English as a tool of communication and better than this when they focus the "international language medium" character.

Total number of students questioned	yes	no
92	61	31

Table 13: Number of students questioned.

Maybe, this point could constitute the starting point from which students' expectations are to be drawn since it is linked to the future. The coming question would help better define these expectations and hopes.

#### III.4.c. Students' expectations and facts

In reality, question 12 is but a way to approach youth's perception or grasp their idea about English language asking them whether they would be interested to attend English courses. The results concerning this question are displayed as follows:

Total number of students questioned	yes	no
92	69	23

Table 14: Number of students wishing to attend extra courses in English.

As one can observe the large majority of students questioned would eventually be in favour of learning or improving their level of English language as this will be well justified

in the next question replies. The purposes these young people would study English for, are diverse but surprisingly individualistic. If we consider closely the results below, most of the mentions are about personal eagerness satisfaction. Recurring written expressions directly taken from the answers scripts explicitly stipulate “because I like it”; “to know other people”; “to develop my own cultural knowledge” or at last, “to be able to use it ; to read”.

The following table details these statements in which it is possible to get a more precise idea about their objectives.

Reasons / Level & specialities	2 <sup>nd</sup> year (IA) (Web)		Master 1	Total
I used English outside university course for this purpose:				
I simply like it: want to master it and to improve my level	07	02	09	18
To develop my culture, and to know the language:	05	05	01	11
To communicate with people abroad (travel) because it is an international language/ it's the language of the future	08	04	06	18
To use it / read/ speak	06	01	01	8
To help me in my studies and to do research	06	03	02	11
No purpose is stated	01	02	00	03

Table 15: Reasons students wishing to attend extra courses in English for.

The results show that for the Master level, among the number of 21 students who are interested in studying English 9 (half of them) of them would learn it just because they like the language.

# CHAPTER IV

*“The Net is a unique creation of human intelligence.*

*The net is the first intelligent artificial organism.*

*The net represents the growth of a new society within the old.”*

Henry Edward Hardy, The History of the Net,

## Social Networks& Virtual Spaces

In order to validate and bring a kind of link between the two previously studied poles of our society, a visit and exploration of the virtual communities could reveal more beneficial information in terms of perception and value determination. This chapter is divided into three sections. The first one is concerned with the data collected and downloaded from sites pertaining to Facebook net services. The following section is devoted to the examination of downloaded net press articles having as main topic the English language in different discussions. To close this chapter, a third section is devoted to different topics still in reference to English perception and value in the Algerian conception. This last section intends to give space to “uncategorized data” that could bring profitable adding to this investigation.

### IV.1. On Facebook.

One of the most visited networks is Facebook and Algerians are also numerous to be present there. This section is devoted to the study and interpretation of three sites located in the social network: Facebook. To start with, a detailed introduction of the pages administrated by Algerian people is proposed. Then, the next division is consecrated to exhibiting the questions and the answers of the three sites. The last subsection is to present an attempt of analysis of the answers provided by the participants.



#### IV.1.a. Algerian pages in English language.

The pages administration is led by Algerian admins and meant for Algerian English speaking community. The research cannot pretend mentioning all the pages related to the topic for several reasons: The first is related to their titles, meaning that the research engine has the possibility to display only clear termed titles. In fact, pages the title of which does not contain the words: “English” and “Algerian”, “DZ”, or “Algeria” are not obligatorily Algerian and thus cannot be counted as such. The second reason which prevents the downloader to be exhaustive is that these pages are in continual alteration as the net services witness daily novel sites creation and old sites eradication nay at the present moment this paper is being written. Other reasons such as time constraint and space management participate in reducing the list to the most important ones as regards the number of their participants. To help construing the context of this net participation, it would be fruitful to examine the presentation of these pages.

##### IV.1.a.1. How are the pages presented?

Among the pages which are entitled: - **“I Am Dz And I Speak English”** - **“Algerians English Speakers”** - **“50/fifty Magazine”** - **“Dz English Talk”** - **“Only-Dz-English-Speakers”** - **“Dz English Fans”** - **“English Dz Club”** - **“I am Dz And I want English as a second language in Algeria”** - **“Lets Speak English Dz page”** - **“Dz Only English”** - **“I am Algerian and I speak English”** - **“English Speaking Algerians”** - **“Algerians Speak English”** - **“I am Dz and I speak only English”** - **I am Algerian and speak English”** - **“Algerian Club of the English Speakers”** - **“Algerian English Speakers are here”** - **Algerian English Speaking”** - **“Algerians\_ English \_ Speakers \_ Club”**; the two older ones have a special attention and consideration for they hold a considerable amount of interaction between the virtual and real world.

Most of these pages are presented in an attractive way topically displaying the flag pictures representing Anglo-Saxon language speaking that is American or English flag without missing the Algerian one which is here to testify of the belonging to the Algerian people. To cultivate enthusiasm in peoples' wills, an attractive small entry text is posted at the top of the pages, generally stating the purpose the page intends to exist for. The display comprises also the number of "likes" which represent the number of people interested in the specified pages. The number of daily, monthly, yearly visits is available also. For instance, - **"I Am Dz And I Speak English"** page counts its yearly visitors in millions marking the attention obtained by the Algerian people most of whom comment and interact through.

It is through these interactions that the detection of people's conception, ideas and thoughts is made available; especially that on these pages are displayed questions about the language itself. They are asked so as to bring out people's opinions about the topic. More specifically, some of the questions lie at the core of the investigation such as these ones: "Do you see English replacing French in Algeria?", "Why English level in our schools are so low? is it because of teacher's level or pupils nature or what ?", "How did you learn English?", "Can you think of some benefits of learning/speaking the English language?", "What do you think about studying English in primary school?". The detailed exploration of these questions is following in the subsection b) in the first section of this chapter.

#### IV.1.a.2. what is the purpose?

Why or what do the existence of these pages stand for? The answer to the question is originally stated by on these sites owners. The virtual administrator, Walid Ghachi mentions on the video [which is an additive collected data to this investigation] that feeling the need to create such page on Facebook is an impact of his observation of the real world. He says he takes the first opportunity, to open a space to give chance to the English language speakers from our country to put in practice their lingual knowledge.

This is mainly due to his graduating in English language, making him the first benefiter of the occasion to express himself in the said international language.

Walid Ghachi stands for millions of his fellows who share the same feeling: the lack of a real space where to speak, write, give ideas and communicate in the English language. This is proved by the number of visits to these sites, as said, counted in millions. One of the objectives, of the pages designing lays in the after creation consequences. Following the opening of this virtual door, a number of Algerian people, living outside the country, took part in the comments to express their gratitude to this occasional virtual means which facilitates communication with the original mother country. Really, this category of people is born out of Algeria, in English speaking countries such as Australia, England, and Canada and so on, and cannot express themselves in Arabic or French language. So, they consider Facebook Algerian English Speaking pages the only communication link available on the ground.

As mentioned on the videos, other objectives make the creation of these pages seem more than a need, but a must. Improving the language level, sharing ideas in order to help thinking in English, communicating with foreign people, submitting and solving lingual problems, spending leisure times and promoting Algerian culture are all included goals to be reached through the English practising pages. That is why they constitute the pole of an important number of people attractions entailing an everyday change to adapt to the participants inquiries and needs.

#### IV.1.a.3. development

Owing everyday new registrations and requests, the number of the net pages in English Speaking language keeps a continual progress. When examining the opening dates of the Facebook pages, the progressive creation of these electronic realms is evident. What makes the new hosts to design more pages though they witness the existence of the already active ones? This is surely due to the growing number of visitors who rush to the web pages of English expression.

When seeing that people are in continual quest for a space and an occasion to use what they have learnt as an amount of English knowledge, and their wish to be exposed to it, these new designers hurry to open free spaces in order to attract greater numbers of members than their elders. They come here in order to forge a virtual community of people who are thirsty of English language use, giving birth to a kind of competition and challenge in drawing people interest and charming their eyes before and spirit after. The way this contention is led it is finalized in the development of the number of pages and in the design adaptation in order to suit peoples' requests.

The progress of these online domains is also established in their topics' expansion and objectives' extension. At their very beginning they only intend to present a stage where people could act in English. However, along their daily interactions, they propose further and further services such as advertising learning schools, discussing educational matters, providing English language lessons, posting books, suggesting ways of learning, promoting cultural facts and offering jobs opportunities. This is discovered through participants' interventions, suggestions, and inquiries and developed accordingly. Sometimes, the new suggestions are just inferred in the answers generated by a specific posted question.

#### IV.1.b. Questions of investigation.

In investigating some attitudes and reactions to construe a conception of the perception of the English Language by the Algerians, three different sites, all of them gathering an Algerian population were discovered. It fortunately happens that the site owners had previously exposed some adequate (to the topic of the investigation) questions concerning English to be answered by the site visitors.

##### IV.1.b.1. " I Am DZ and I Speak English"

The first site to be presented is " I Am DZ and I Speak English". Downloaded data from this is organized in two sections. The first is to tackle a set of short publications about a radio Live Show.

In fact, the group designed a kind of campaign enhancing people who are concerned with English language, and who would like to have an English speaking radio or a TV to share their will by voting. The campaign advertisement is updated from time to time. What could be of benefit to the research is the number of sharing votes since they could help shaping an idea about people's interest in the English language. It is noticeable that the number of shares represented by the number of likes clicked on each time evolves with each updating. Adverts which are pasted in for this study are about the period comprised between October 24<sup>th</sup>, 2010 and December 20<sup>th</sup>, 2011.

Meanwhile, the group is granted permission to broadcast a radio show on December 24<sup>th</sup>, 2011. The live show should last a period of two hours. Before the show, the site owner, suggested to choose between two topics he proposed to be discussed on the radio. What is of importance to this study is the topics suggested, especially the first which is:

► 1 ◀ Why English level in our schools are so low? is it because of teacher's level or pupils nature or what ???<sup>2</sup>

When the choice is made, the display shows that this topic is selected by "Facebookers". For two days after the show takes place, appreciation and comments related to it are posted. Still related to English language, they are downloaded and attached with the campaign adverts.

#### IV.1.b.2 "Algerian English Speakers"

This second site discovered on Facebook, is an open group of Algerians inviting other Algerians to take part in discussions, comments and publications in English. It is initially composed of 119 members and it is proclaimed to be at the service of all people who will use English and share other social and cultural experiences. Downloads of this part are divided in two categories.

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<sup>2</sup> The question has been copied and pasted as it is written originally for the sake of faithfulness

The first concerns people posting their worries and queries. These are a number of 17 comments made from different people. The large majority writes in English and has English language as a topic of inquiry.

The second category is devoted to exhibit a set of three questions about English and each its number of respondents. These questions are classified in chronological order though the importance of interest, as far as this study is concerned, is different. The first question is:

1. What are the great novels one have to read in your opinions?<sup>3</sup>

Although the topic of this question seems detached from this research, the answers provided to it are quite beneficial in terms of the perception of the English language.

The second question as presented by the writer is of two parts that we cannot separate for the reason that the following comments are related to both at the same time:

- 2 .a) How did you learn English?

- b) Do you see English replacing French in Algeria?

One should notice here by sheer coincidence, the same question two is part of the questionnaires submitted to parents and administrative representatives. Both questions received thirty comments and answers. The third question, still dealing with the English language, is as follows:

- 3 .Can you think of some benefits of learning/speaking the English language?

29 comments are given to this question. These two questions are supported by another in the same field but, in another site of Facebook which is going to be dealt with in the next subsection.

#### IV.1.b.3“ 50/ Fifty Magazine”

This is an Algerian magazine in English not different in content from the two previous sites. Downloads are grouped in two categories: the first representing short publications

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<sup>3</sup>The question has been copied and pasted as it appears on line, except for the letters' police and size.

and the second dealing with a question addressed to people about their preference between French and English to be studied in primary school. The question is:

► 1 ◀ What do you think about studying English in primary school?

This question is answered by 24 comments. These comments and the ones written so as to answer the questions on the two previously mentioned sites are going to be the object of the step by step analysis respectively in the following subsection.

#### IV.1.c. Answers Analysis.

As it is mentioned above, this subsection is reserved to display an attempt analysis of the data found and downloaded from the social network: Facebook. The analysis and interpretation is presented in the same previous order which means it starts with “ **I Am DZ and I Speak English**”, then “**Algerian English Speakers**”, and finally “ **50/ Fifty Magazine**”

##### IV.1.c.1. “ I Am DZ and I Speak English”

As an answer to the campaign, launched to collect votes for a host radio, the number of subscribers increased across a very short span of time Moving from the initial one : 10 000 members who support the idea on October 24<sup>th</sup>, 2010 to: 44467 supporters on December 20<sup>th</sup>, 2011. The growing number over a period of 14 month succeeded at last to have a radio show of 2 hours broadcast. This important number denotes the English speaking Algerians’ interest in possessing a space to express themselves and find their identity fulfilment.

Nevertheless, the selection of the topic, to be discussed on the radio show, reinforces the idea that these people seek a ground where to implement their knowledge of the language. As far as the topic of the question is concerned, one should notice that by choosing this subject (English level in our schools)<sup>4</sup> as the discussion matter, it shows that these members of the society are quite worried about the ways and output of language

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<sup>4</sup> The complete question is mentioned in the preceding section

teaching. Moreover, the comments following the radio show, though not numerous are very positive such as the sentence “I loved the show” posted in a comment.

This positive perception of the English language and the value deserved to its implementation is consolidated on the other sites as it is going to be seen hereafter.

#### IV.1.c.2 “Algerian English Speakers”

The first category posting comments on this site, has registered a range of interests that can be grouped under two categories: propositions and intentions. All of them could be described as purposes in joining the group. They are summarized in Table n 16

intentions	propositions
-Opportunity to use English	-Need of person knowing English (job)
-To join people to share English and knowledge	-Advertise English teaching offers
-Inquiries about organizations teaching English	-Give suggestions about English education
-Ask for advice about how to learn English	-To invite people to share the site for English improvement
-Ask information about English	
-To know people sharing the same language	

Table 16: **Intentions and propositions posted on the site “Algerian English Speakers”.**

Looking closely at these elements leads us to deduce the interest that is prevailing in these people’s mind about English. This also denotes a positive reaction and a continual query to improve English knowledge and recognition of this category of people. One ought to underline that the nature of these purposes as mentioned in the comments are backed up with an intrinsic motivation except for a small number who wants to know about English for the sake of travelling abroad or getting a job opportunity. What has been noted now concerns the first random participants’ category. Yet, the second category represents informants answering already posted questions.



Related to literature the first question attracted a set of significant answers. Most of the books or authors cited as favoured to read, are of English expression as it can be observed in table n17:<sup>5</sup>

Authors		Books titles	
Danielle Steel	Josef Conrad	Pursuit of happiness	The Great Gatsby
Marc Levy	Agatha Christie	Deception Point	Weep not Child
Paulo Coelho	Jane Austin	Heart of Darkness	The Wizard of the Crow
Edgar Alan Poe	Ngugi Wa Thiong'o	Pride and Prjudice	Matigari
Shakespeare	Chinua Achebe	Emma Persuasion	The Fall of the house of
Nathaniel Hawthorne		Things Fall Apart	Usher
Peter Town		Tom Sawyer	The Purloined Letter
Evelyn Davies		Huckleberry Finn	The Da Vinci Code
Dan Brown		Gulliver's Travels	The Man With no Name
		David Copperfield	

Table 17: Books mentioned by the informant (they have read or they like to read).

This can but testify the importance devoted to reading in English Expression of the participants. The number of comments presented here are nineteen which is quite representative of people willing to practice English.

To support the already seen answers, those provided for question 2 bring more specific information as regards how English is learnt and if there is a favourable appreciation to English replacing French. For the part a) of the question, eleven of the comments are not answers. The remaining 18 are summarized in table n18. Answers about how people learnt English are divided into four kinds: those who learnt it thanks to music, those who learnt it thanks to TV and movie, those who learnt it thanks to school and those who learnt it thanks to other different means.

<sup>5</sup> The books are in correspondence with authors as sometimes titles alone or authors or both are mentioned.

Comment nb	At school	Music/ RADIO	Movies/ TV	Others
01		X		
02	X	X		
03				X
04		X	X	
05	X		X	X
06	X	X		
07	X			
08				X
09		X	X	
10	X	X	X	
11	X	X	X	X
12	X	X	X	X
13	X		X	X
14		X		
15	X			
16		X		X
17		X		X
18				X

Table18:about how people learnt English.

Note that comments are conflated in the sense that they are meant to answer part A and part B. The same set which means that some are addressed to answer question a) , others question b)and a third type both questions at the same time. What attracts the attention in these results is that on 18 comments only 9 recognize having learnt English at school which represents half of the interested participants.

However,only 2 of these recognize to have learnt English at school without appealing to other means whereas the other seven say they have used other ways to help themselves. This shows the willingness and the value attestedto English through these participations. It is observed through the speeches of these participants they relied on different tools to help themselves acquire or get better their English level. Reading books and strip cartoons, watching TV programmes and movies, listening to music andradioprogrammes

such as BBC, chatting via the net, listening to tape lessons are all means mentioned in the informants comments.

As for the part b) of this question if it is possible that English replaces French in Algeria, people are required to answer by yes or no, yet some of them managed to find a third alternative and gave a less clear cut opinion. Table n 19 displays the number of answers under three groups: positive, negative and a third type.

Answers by Yes	Answers by no	other
12	5	5

Table 19: Answers if it is possible that English replaces French in Algeria.

It is worth to note that the third category of answers concerns people whose interest is that either for some of them English and French ought to hold the status in Algeria or for the other that they would like this to occur but they do not think in the near future. Another remark is the number who answered this question is of 22 out 30 comments but it is due to the conflating answers to both questions in the same set of comments. Nevertheless 12 informants among 22 think that one day English would replace French in our country representing more than half of the answers. The answers put emphasize on the growing significance that English is progressively impacting on the Algerians' mind. In the last question, it is going to be accentuated since the question is about the benefits that can derive from learning and speaking English.

The third question as an open ended one gave birth to a wide range of different comments. An attempt to classify them in a table( n20) has engendered these two categories of answers: personal fulfilment and external motives:

personal	external
<ul style="list-style-type: none"> <li>- To watch movies</li> <li>- To keep in touch with the rest of the world</li> <li>- Speaking English</li> <li>- Language of the future</li> <li>- Understand songs</li> <li>- Express myself</li> <li>- It is essential to life</li> <li>- Fulfil myself</li> <li>- To feel well</li> <li>- For pleasure</li> <li>- Feel free</li> </ul>	<ul style="list-style-type: none"> <li>- To work with</li> <li>- Because it is language of technology</li> <li>- Improve living standard</li> <li>- To get a good job</li> <li>- To get money</li> <li>- The most used language</li> <li>- To go abroad</li> </ul>

Table 20: benefits from learning and speaking English.

A number of participants gave several of these purposes. Personal motives to learn and speak English are not to be neglected as through them, one can guess a strong eagerness for the informants to feel themselves part of this modern world and fulfil themselves as such. On the ground of such comments awareness of the English language in the outside world has marked the Algerian mind. It proves also that people are conscious of the necessity of knowing the language to improve their social, material and carrier status. This value, devoted to English and this quest of improving ones' level perceived is to be explored in the next site data.

#### IV.1.c.3 “50/ Fifty Magazine”

This site represents the last one of the studied groups of Facebook. It is a group owning 119 members which is quite a revealing number of people interested in building a virtual community of practice. As the two precedent ones, its data constitutes two parts. Publications to invite people to participate in this site, claiming to be the first Algerian magazine in English to be officialised, are displayed for the purpose of attracting those

who feel the need to communicate in English and share experiences and knowledge. It is a range of five short adverts praising the necessity of sharing with the members any interest one would like and doesn't find the appropriate setting to express himself using the English language.

It is also a space where offers to learn English are exhibited. The offers are also supported by the existence of some job opportunities advertised on the site and for the site, most of the time requiring English mastering. It is possible as well, to post any wondering or quest concerning worries about English learning. In the same concern, the publisher proposed a question to the site hosts to answer. The answers provided are of two kinds: those who agree with the fact of studying English at primary schools and those who do not but with different degrees of assertion. Some comments (5) of the global range (24) do not answer the question and are thus not taken into account. Table n 21 presents the answers into four groups according to the marked enthusiasm in the answers.

Totally agree	agree	Hesitating	Do not agree
5	9	3	2

Table 21: Whether people agree with studying English at primary schools or not.

The most striking thing in the results is the number of people answering positively to the question that 14 persons among 19 are categorically certain to willingly replace English for French. It is noticeable that only 2 among the 19 comments do not agree at all. This emphasises what has been observed in the previous sites meaning that there is a general enthusiasm shown in peoples' interaction for the English language. However, it should not be forgotten that the sites attracts initially English speaking members. In order to be nearer to real situation description, some press articles are explored next.

## IV.2. Learning English Programmes

“ALGERIE 360” is a site concerned with delivering current local and international news. It aims at improving the level of the net in Algeria. It aspires to be a reference centre to all

kinds of information. It gathers press articles from all Algerian newspapers. What is of value as regards this investigation is that it gathers papers of a given topic under the same category.

To this study, a set of articles about the situation of the English language in Algeria is displayed under the topic of English. After downloading them, they are organized in two types. The first, dealt with in this section, is related to British and American programmes to support the English language promotion in Algeria and the second explored in the coming section, is reporters' investigations about English in our society. In this respective order this section devotes a beginning space to the USA and British initiatives, followed by an examination of people's inquiries and then ends on a special consideration of the number of people responding to these kinds of publications. This section collected data is written in French language.

#### IV.2.a. British Council and USA Initiatives.

From last October *Le Temps*, a first article under the title of "Algeria – United Kingdom Launching of English Language reading programme at Algiers: Kids Read" explains that the programme is applied onto ten selected Middle Schools in the capital. Its aim is to create or enhance learner's motivation to read English via the use of attracting stories and easy and enjoyable activities, relying on the competence of trained teachers and inspectors. In the presence of some pupils and teachers, is given a lecture praising the advantages of reading for pleasure. "We are working together to nurture an English reading culture in Algeria's schools and families, an initiative that, we hope, will succeed"<sup>6</sup> says Mr. Williams, representative of the British council.

As it was mentioned earlier, this programme is to help supporting English spread and development in our country. The stated goal is to better the level of the learners, though, it is fair mentioning, it concerns only a minimal part of the whole country. Maybe, after considering this first attempt from British part, the USA shows a will to be involved in the Algerian ground for the same goal that is promoting English development.

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<sup>6</sup>All the articles quoted from Algerian newspapers will be translated into English, in the text of this dissertation.

In an article entitled “United –States Embassy in Algeria Launching of the programme HOPE for English learning.”, from *LIBERTE*, dated on December 17<sup>th</sup>, is published an advert concerning the new programme labelled Berlitz Algeria: “A Global Education Company” suggested by the USA representatives to appeal to the Algerians will to learn English without affording any fees. The link is attached to the article sends back to the original advertisement of the programme HOPE. Each time a new visitor connected to it he is added to the existing number. The last counted one up to now (May 13<sup>th</sup>,2013)is of 52411 visitors of the programme page and 16768 visitors of the advert page.

This programme is followed by a set of comments inquiring about modalities and to get in touch with the provider. These comments are subject to consideration in the next subsection.

Under the title of “Algeria-United States: English Language Wants its place in Algeria.”, an article last Mars 25<sup>th</sup>, picked up from *LIBERTE* reports that Mme Cathleen Stevens underlined the necessity of “tightening cooperation relationships” between Algeria and USA in the educational field of English teaching. Still in reference to the English language status in Algeria, the remaining articles are explored in the following subsection.

#### IV.2.b. People’s inquiries.

The set of reactions and comments aroused following the publications of the English programmes from the part of the British Council or the American Embassy allows to be aware of some people’s appreciations or quests in connection with English.

As inquiries, generally people attest their will to improve their already acquired knowledge of the called “Global language”. What might be of interest even astonishing is that there is no differentiation in age categories. Were they in an advanced age up to the seventies or having just left school, less than eighteen, all seem to express strong interest in developing their English knowledge. A number of them asks about learning from its basic rules.

Some intend to complete their studies, some want to marry foreign partners, some dream of discovering new world and cultures through exploring travels and others seek job opportunities outside the country. The common thing to them is that all of them expect to accede to enough language proficiency that ensures them effective communication. Questions such: “where can I register to learn English?”, “How can we improve our English?” are recurrent in their interactions on the programme proposition site.

#### IV.2.c. Are there Respondents? .

To draw a general frame of the perception of the language and attitude toward it, one should consider the number of people responding to such publications and adverts on the net. The ones intended here concern the services already mentioned above in the research. To the programme HOPE suggested by the United States the number of the visitors of the publication page overpasses the fifty thousand as mentioned in the previous section, which is a revealing sign as far as interest in improving the language learning is concerned.

The number of “likes” clicked by the visitors is also a mark of the value given to such a language. Expressions as “I would like to improve my language” and “Can you give me information about how to register in this Programme” are redundant; their repetition denotes the population’s will and interest in better getting their English language. The British Council Algeria page on Facebook is another gathering virtual space where it is possible to notice the daily participation of the Algerian people in all what is offered to them as games, activities, lessons, and job application opportunities.

To better support these impressions and facts a range of other press articles and a visit to a forum allowed the discovery of a discussion about the linguistic situation in Algeria having as main focus the English language. This is the subject of the coming last section of this chapter.



### IV.3.b. Other net resources: Forum, Press & Videos.

During investigation on the net, many sites linking Algerians and English are discovered. What has been taken as instances all along this chapter are only those which dealt with English as a topic specifically. One of these sites, “**Forum Algérie**” discussed the subject of English as a challenge to the Algerians. The 27 comments are downloaded and broadly explored. In the first section, the findings are presented and interpreted. Then a detailed presentation of the press articles is exhibited and to end a presentation of some videos is added.

#### IV.3.a. the forum and the topic .

The downloaded information is written in French since the forum is in French expression. What was discussed by informants here concerns English, chiefly in relation to the educational system. A set of arguments are advanced beating each other about the importance of learning English.

Someone makes reference to English as an international medium as it is quoted : “Tous les ouvrages de références du monde sont en anglais pour la plupart” and to the fact that French is dominating in Algeria as in this quote : « il reste que nous sommes devenue esclave de cette langue !!!!” .

Others speak about the responsibility of the Algerian government in the failure of English mastering putting this on the account of no appropriate syllabus design and unsuitable methods and material used in teaching the language as it is noticed in the following: “gouvernement algerien pour concevoir un plan qui visera à améliorer le niveau de l'anglais de nos concitoyens.” Another person adds: “ Pour l'Anglais, je crois que le programme est à revoir » and more « Le problème n'est pas lié à l'Arabe mais aux méthodes utilisées en Algérie pour enseigner les langues.

It is mentioned also that English is the language of modern world and globalization and that Algeria needs to get up-to-date, linguistically speaking in order to cope with the world progress. Briefly, these interactions made a general turn around all the issues that

are linked to the failure, implementation, public schools, and the possible solution to ensure a welfare of the language, underlining valuable conclusions about the language status in our country.

### IV.3.a. Other Press Articles.

Before getting into the exploration of the downloaded press articles, the display of a synoptic grid of the following articles and the previously mentioned ones would be necessary to assist picturing the general frame of their content:

Art. nb	Newspaper Or site		Date of publicat°	Pages' nb	Main ideas
01	Maghreb Emergent	« <b>Offensive britannique pour favoriser l'enseignement de l'anglais en Algérie</b> »	20/06/12	2	. British ambassador promotes English teaching and British culture initiation in Algeria with schools' participation.
02		« <b>Algérie - L'ambassade des Etats-Unis et le Centre Berlitz lancent «le Camp d'été El Amel»</b> »	04/04/12	1	. Berlitz launch « le Camp d'été El Amel » learning English programme. . Students will develop leadership aptitude, perfect their English. For free to anyone.
03	TSA	« <b>Au moment où le français enregistre des résultats médiocres au primaire</b> »	21/06/12	5	. warrant a better English teaching quality . The British try to multiply opportunities to improve and learn English . to satisfy Algerians' important demands
04	Algerie 360	« <b>Algérie-Etats-Unis : La langue anglaise veut se faire une place en Algérie</b> »	25/03/12	1	.To deepen relationships in the educational field between Algeria and USA Especially English language
05	Le Matin DZ	« <b>Initiative américano-britannique pour l'enseignement de l'anglais en Algérie</b> »	21/06/12	5	to ensure a better English teaching quality . The British try to multiply opportunities to improve and learn English . to satisfy Algerians' important demands
06	El Moudjahed	« <b>Algérie – USA : Mémoire d'entente entre le MESRS et World Learning</b> »	10/01/12	2	. to cope with globalization, programmes in cooperation with Algerian universities .formation re-evaluating and adapting to the global market.
07	Infosoir	« <b>Français, anglais, espagnol, italien et même... chinois : Quand les Algériens se mettent aux langues étrangères</b> »	11/10/11	1	. General awareness of the need of learning foreign languages . master languages to cope with technology and get a job
08	El Watan	« <b>Enseignement de l'anglais : La Grande Bretagne ouvrira un centre à Alger</b> »	04/04/12	1	. British association « Alligan » with the British Council opens its doors to learn English
09	L'Expression	« <b>Intérêt inégalé sur la page facebook du Royaume, 30.000 Algériens amis de l'ambassade britannique</b> »	04/04/12	2	. Algerian net in British Council Page participation foster British and American competition to better cooperate . Result in political debates
10		», « <b>ALGÉRIE- Grande-Bretagne : Un logiciel pour les lycées et les</b> »	05/12/12	1	. better cooperation Algero-English . establish scientific field teaching software

		collèges »			. As a starting 6 institutions are concerned.
11		, « Des diplômés américains pour 300 élèves algériens »	12/09/12	1	. Algerian pupils from poor areas to be offered English language certificates . chance to take part in US Associations
12	Liberté	« Ambassade des Etats-Unis en Algérie. Lancement du programme Hope pour l'apprentissage de l'Anglais »	17/12/11	1	. Creation of the programme « Hope » for those who cannot afford it. . programme to learn or improve English is launched
13	Le Temps	« Algérie-Royaume Uni Lancement à Alger du programme de lecture en langue anglaise Kids Read »	28/10/11	4	. Kids Read programme launching to read in English with books made for this purpose. . 10 middle schools are concerned. . Example to develop linguistic competence
14	MIDI	« Apprentissage de la langues Anglaise :l' Algérieveut faire appel a des enseignants Indiens.»	30/01/12	2	. Indien Teachers are requested to teach in Algerian universities.. they should be submitted to Algerian experts

Table 22: Press articles and their main concern.

As the amount of information contained in these article could be analysed and explored in pages on and as information is of similitude to net downloads contents , a brief selection is required for time and space sake.

The British Council is also the main topic of the article taken from *L'EXPRESSION*, on April 4<sup>th</sup>, yet this time the report has as main topic people interested in the British Council Facebook page. What attracts attention is the number of Algerian visitors of the British Council page. The article insists on the fact that it is the most visited page of the British Council ones all over the world. It is said that this mark of interest pushes the government to deepen their relationship with the British representatives.

This time the field concerned is the cooperation between the Algerian universities as it is said in the article “pour favoriser l’enseignement et l’apprentissage de la langue anglaise”<sup>7</sup>. In this article which can be later deeper explored for further studies, a set of British decisions and contributions is advanced to enhance and improve English language learning in Algeria. Nonetheless, these are among the few solutions to help providing support to English learners in our country.

The next article the title of which is “ English language learning, Algeria wants to call Indian Teachers.”, taken from *MIDI* dating from last January 30<sup>th</sup> is tackling the topic on

<sup>7</sup> It can be translated in english as: “ to favour the learning and the teaching of the English language”

English from a different angle. In reality, it makes reference to the Algerian government will to resort to teachers from India to palliate the need of 250 teachers of English putting forward as a reason the high level of the Indian teachers. Does this mean that the Algerian teachers lack training or knowledge, this is not directly related to this investigation as far as perception is concerned. What may be kept as a synthesis is the importance devoted by the government to improve the English language learning conditions. These initiatives have some reactions seen in comments from Algerian people.

#### IV.3.b. videos and generated reactions.

What is reported in the articles and what is said on the net services is restated in the set of videos and audios that have been downloaded. Their content is closely in relation to the former data since it is a kind of continuation of what was discovered on Facebook in the sense that Facebook pages admins is the central character of three records.

The first one is a video concerning television news broadcasting of which Walid Ghachi (referred to in the net informants section), the designer of the page entitled “I Am DZ and I Speak English” is invited to provide more details about the amples, the origin of its creation, and the objective of designing it. Actually, the page has proved so successful and attracted so many people that it became the centre of interest of Media.

The second one is a video recording about a reward given to “I Am DZ and I Speak English” designer and admin for its being the most important Algerian Facebook page. Having succeeded in gathering Algerian English community from all over the Earth, makes the focus of more people’s attention.

The third record is an audio radio programme whose guest is the same person. The fact of attracting media in such a way infers that participants of his page represent a significant category of people needing a specific ground in order to speak, write, practise, read, inquire and take profit of the English language. The main points of the discussion on these

video and audio tackle the significant number of visitors counted in millions, the kind of people who are attracted by this virtual space, people's quests and suggestions, the birth and the evolution of the site. All these points revolve around the English language.

In order not to spread over the topic, the remaining set of four parts videos is about an Algerian teacher of English interview. The teacher lives abroad, in England, but advances important reflexions about the status of the English language in Algeria and the way he perfected his own English knowledge. More interesting is the range of Algerian people's reactions to his interview holding as main topic: English. Their main concern is much similar to that collected in site's comments: seeking ways of improving learning and practising English.

People on the net created the opportunity to put into exercise what they learnt or simply to learn what they need and other have to cease this lucky, free occasion and exploit it to their own profit. Services offered by the net could represent an allowance that is not affordable in the current life. In spite of its negative impact, the challenge is worth the attempt to gain more than to intellectually, culturally, personally, practically lose.

# CHAPTER V

*“ Last year's words belong to last year's language,  
and next year's words await another voice.  
And to make an end is to make a beginning.”*

*T.S.Eliot*

## English language: inductions, predictions conditioning motivation

This chapter's duty is to put into profit all what has been collected as data. Its chief concern is to sort out inductions from the findings of the research and thus entailing possible predictions about the English language in the Algerian context, conceptions, perceptions and representations that contribute into conditioning motivation to learn a language and English specifically. Three sections constitute this chapter.

The first section is devoted to motivation whether hindered or backed up by the existing situation about the English language vis-à-vis the other foreign languages in our society.

The second one is mainly devoted to the inductions that can be drawn through the examination and the interpretation of the corpus information.

The last one represents an attempt to foresee future perspectives as regards the English language status in the Algerian society.

### V.1. English vs foreign languages the Algerian context and motivation

Though the French language is adopted as a second language in our country and English as the first foreign language, there remains a secular mood of “adversity” between both languages in the common Algerian mind. Whether settling for French and

neglecting English or mastering French as a for granted heritage and taking benefit in owning another means of facing the world that is English, is a recurring disagreement in the linguistic field. Answers to questionnaires, especially from students and comments on the net, let prevailing this feeling of unease whether to resort to English or French. This leads one to wonder about the reasons behind such attitudes. It might be put on the account of historical factors that determine the current use of the French language on the real ground. What are the reasons that enhance people to use French to the detriment of English which most of the informants attest to be the “first language in the world”?

This constitutes the main point of the first subsection.

Then, the next one is devoted to see how these adversities may hinder or on the contrary promote motivation for the learner.

In the subsection, reasons contributing to build such attitudes towards the English language are developed and exposed.

#### V.1.a. Which language prevails? Remedying the sequels of history or clearing a space for a FL?

When skimming through the informants' words, a kind of challenge between the French and English languages on who is able to prevail over the other, is felt. The root of this reality might be detected in the historical background. When revisiting the history of Algeria, we find out that French acquisition is only a patrimony left by a 132 years French occupation.

At the beginning, the latter constituted the language of the elite who was lucky enough to get educated by the French administration during colonization whereas the other majority couldn't have access to it. But, soon after the independence, and as a historical heritage, it gained all the corners of the country. The outstanding Algerian



writer Kateb Yacine, coined the expression “Le français c’est notre butin de guerre” However, if it is always regarded as “booty” of the French colonization to be added to the personal enrichment, by some, it viewed as an obstacle and a fear to the mother language learning by others.

For some Algerians a foreign language is “foreign” and constitutes a threat to personal identity. This is the reason why the English language is sometimes aligned with the French and represents a menace of the “other” against whom one has to build fortresses. Comments like: “vive la langue Arabe en Algérie” and like: “ la langue française des colonialistes, ce n’est pas un butin? c’est une espèce de malédiction sur le peuple algérien arabo-musulman. »,extracted from the net, testify of existing threat. The comments and interactions of such examples are not missing but they are far from constituting the big part of them. One should note here that the defensive reactions are taken generally as being religious justifications.

Being aware of the implanting character of the French language does not prevent from developing a willingness to embrace a new one, especially when this new language is the language medium of the world. French language is losing ground to the profit of the English language for globalization constraints. Maybe, thanks to the American dishes which conquer the world such “hamburgers”, the loading of the Hollywood films that are broadcasted in the native language, rap music or the storming net services such as Facebook and Twitter spaces allowing free expression makes that English encompassed the virtual to be expanded to the real one.

The phenomenon reaches all the parts of the world and Algeria as one of them. This is how the Algerian people attempt to keep a rich linguistic culture on the one hand, and to access to the benefits of a new promising world by making a place, and perhaps a place of choice, to another means of communication on the other hand. English ought to represent this medium of communicating efficiently, widely and accurately since for most of them it represents the way of coping with the international world.

The following extracts from the comments on languages in Algeria are the real examples denoting of the Algerian consciousness of the original linguistic richness and the need to resort to English language to feel “accomplished”: “En Algérie nous avons adopté la langue française comme première langue étrangère. D’un autre côté l’Anglais a dominé le monde et devenu la langue universelle.” “le paysage linguistique algérien est un vrai trésor”, “je trouve que c’est un avantage de pouvoir parler plusieurs langues et découvrir d’autres cultures et de pouvoir voyager sans avoir de problème pour s’exprimer”. (The examples are fully taken as they were written in the comments including some typing mistakes).

From this point of departure, it is possible to say that the negative or positive attitudes towards a given language as the product of general perceptions of this given languages are the founding bases of motivation inhibition.

### V.1.b. Instigating motivation

It has been demonstrated by so numerous investigations that learning a language relies a great deal on motivation. It is also shown that the degree of success in learning it is parallel to the importance of motivation as it is based on several characteristics. As mentioned in the practical reasons section, motivation is generally described in two types: intrinsic and extrinsic. The involvement of the learners in their studies constitutes one determinant factor in the enjoyment of learning and thus being a pillar of motivation building. When reasons to learn are present and especially when these reasons are personal and individual they back up willingness and perseverance to succeed. In a few words, the learner’s auto-determination and perceptions contribute largely to get him involved and engaged to fulfil self-accomplishment to reach his goal he has already drawn as regards the language he intends to acquire.

Reasons behind such motivation may be diverse as people’s answers underline it. Was it for technological advancement, self-satisfaction, coping with the modern world

requirements, developing cultural and intellectual knowledge, or just for the opportunity and ability of communicating with people of all cultures and nations, they all flow in the same purpose: exhorting people to learn English. No doubt they exist and are really experienced by the Algerian people, but are they strong enough to ensure the learning success? Reality may tip the scales and instead of revealing a fruitful experience for the majority it only leaves demotivated people who no more believe in the world's "justice" keeping these goals as unreachable "dreams" to live as a member of the global trend.

In fact, deficiencies in mastering the language and low school scores in the English language subject are here to testify of the inability of these reasons to promote motivation in the Algerian mind. Where does the origin of this paradoxical situation lie? On the one hand, people, particularly learners, feel the necessity of mastering the English language, on the other hand, little or no effort is produced in order to improve the learning situation. Reasons lying behind this actual situation may be diverse and complex as well. Most of them are collected from the questionnaires' answers or directly through observation of our society's real life.

#### V.1.c. What are the reasons behind attitudes?

Developing negative or positive attitudes against or for a language is generated by a set of reasons. One of the main reasons that contribute hinder people's motivation to learn English is that it is very little implemented in our country especially at the level of societal representations such as social administrations, particularly speaking, no public institution resorts to the English language use. Even more specialized areas such as English language departments see their official interactions mainly adopting the French language.

In the same vein of thought, English is not really required in the jobs dealing with administrations. As one of comments points out to it: "It's just because our learners are not exposed to English. They only meet English in classrooms; once they're out they forget it. This is the cause of the failure." As far as clerks are concerned, they are never offered an

opportunity to experience an outside formation that compels the use of the English language. Clerks represent only a mere example but, numerous are those professions in which people are asked to master English. Far from asserting the non-necessity of the language, it is but focussing on the fact that these people are sometimes not aware of the lack of this language. This is how some constraining situations get these people appeal to some language specialists from outside the administrative circle, to palliate to this deficiency. Nevertheless, the present status knows a progressive evolution that may change its development in our country.

Social roots, chiefly based on religious and historical facts, also put obstacles to learner's motivation. It might be appropriate to mention here oral interactions led by some students putting in advance ideas such as: "why learning another language since Arabic is our native language and makes part of our identity?" In another way, but still on the same line of thought, it is detected through some parents' answers and even students that people learn a language to protect themselves from the "Others" as an enemy. Thus, the learners' can develop an opposite feeling against a given language. It can also be understood through people's reactions and answers: "It is not my language" when asked about their failure in the English language. This leads to the full breakdown of his motivation. Such reactions are generally accompanied by a defensive reference to the domination of colonialism. This makes the historical part mixed up to the religious one since the dominant is of different belief from the dominated one.

Various obstacles are referred to in the students' questionnaires' responses show that people feel are they prevent them from learning English. From the data collected, it could be inferred that the «availability of French» constitutes a non-negligible obstacle facing students' learning of English. Therefore, because French is the second language in Algeria, Algerian university students face some problems in learning English.

Another source of demotivation, on the account of which, people put the largest responsibility of the learners' failure is the governmental actions and decisions applied to

the educational field in terms of syllabus design, learning conditions, and learning materials.

These factors are clearly and currently referred to on the net comments, interactions and reactions to subjects' discussions taking English language as object matter. It is well felt in the language teachers interventions from which these few examples of quotes are selected such as: "Teachers face many problems: large classes and class management, absence of communication, lack of teaching materials... Not only is the atmosphere not appropriate to teach English but the actual program does not satisfy the teaching aims and learners' needs." Or: "They don't receive any training or scholarships." meaning by "they" teachers of English. All these influencing factors on motivation help generating attitudes and behaviours towards the English. They contribute draw a picture of the real status of our learners at school

## V.2. Inductions: English outside school: society, reality

If the answers to the questionnaires are somehow under constraining conditions known to the questionnaire itself, conditions that can put the informant in a climate of unease, the answers, reactions and comments found on the forums or net services are purely spontaneous and they are given in a complete freedom since they are volunteer to take part in such subject or such discussion. For this reason, it is possible to consider as very near to reality. The truth character of these interactions could help in drawing the different linguistic situations as regards the English language. This reality depiction is dealt with in this section under three titles.

The first subsection is reserved to explore how the Algerians try to update themselves with a demanding new world.

The next one is devoted to the means the Algerians rely on to remedy and compensate the lack entailed to an educational failure.

The subsection tackles the language perception from a representational angle that is how to see “otherness”

### V.2.a. Coping with the external world: responding to the inevitable change

What would foster the member of the Algerian society to think or rather to give a particular interest to the English language? The answer is detected through the various comments on the net services and even through the questionnaires’ replies. No need to put them under scrutiny to notice: how recurrent are the answers about the world development and its requirements.

The fact of assimilating English to the future in saying: “it is the language of the future” refers to the need of keeping the pace with the outside world. Due to everyday technology discoveries and to science advances, Algerians develop a curiosity and eagerness to be “on time”. The fear of feeling offside and behind the times, urges people to manage solutions in order to get up to date. Keeping conscious of the time progress and change speed in all the field make people understand the inevitable development of cultures and societies. Being the individual unit of this society, he finds himself influenced by and influencing the social stream.

Only a few years before, no job in our country required a CV containing foreign languages as it has been practised long before in the other countries. Nowadays good jobs, not necessarily outside Algeria, require qualifications that people do not possess, and in pole position mastering of the foreign languages and English in particular. People who aspire to get a job in the South of Algeria, in the petroleum companies are representative examples. Those people who mentioned their will to quit and leave outside the country leading important professions represent as well this category of those who are aware of the worlds’ expansion.

The net which takes a big part in the world transformation, promoting novelties proper to all the imaginable fields, plays a primordial role in shaping the ideal world in the individual mind. Requests to attend English courses have multiplied during the last period showing an interest for the language that no other one can challenge. It is repeated here and there that people who do not master English and computing tools is considered as an illiterate person. Mastering the English language is synonymous to opening new perspectives especially in getting the right job. This but supports the idea that French is the long-term opponent to English in Algeria.

Another impact following the involvement of the net and holding a social character, but still in relation to language implications is the new social relationships between the Algerians and foreign people ending in marriages. This kind of people find themselves in overnight situation in which it becomes prominent to own the language tool.

All these deficiencies lead people to find out the most effective appropriate way to get conveniently equipped in order to face the harassing world and take profit of it as regards the pursuit of happiness.

#### V.2.b. How to do to compensate educational failures as regards English?

To every member of our society, it has become common to say that Algerians do not master foreign languages and particularly English. It is echoed everywhere that they do not even master Arabic the native language. Even the presidential speeches make reference to this current problem. Many times, President Bouteflika, mentioned the majority of the failures in the baccalaureate exam putting it on the account of the low scores obtained in the foreign languages subjects. Yet, when reaching adulthood and facing the professional world and even witnessing, the technological development, these unsuccessful people in the academic examinations, start to scrutinize the world advances and consequently they start developing a curiosity and willingness to catch the loss they have endured.

When examining newspapers advertising contents, listening to the society members on the ground, surfing on the net services, there stands out an evident growing interest to learn foreign languages. The number of people communicating with the anglo saxon language councils is considerable and amazing. It is displayed in daily papers that the most important population, interested in the British Council Facebook page is the Algerian population. The number of these people is counted in millions and is said not to be challenged. They are continuously asking for possibilities to participating in any offered opportunity to improve their aquired knowledge or learning the language from a basic start.

The British Council page is not the only one net entity to be visited and explored. An interesting set of net services pages, especially on Facebook, is put between the “netizen” hands to be exploited in order to develop his language knowledge. Most of the pages’ names are referred to in the previous chapter. They constitute one of the solutions people resort to so as to remedy their lack of English knowledge, yet, the only one.

An uncountable range of Forums and net magazines, with attractive design, inviting people to connect and make of their communities of practice in order to take the best profit of language learning. Indeed, this represents one of the available doors opened to the inquirers to put into practice their grasped amount of English. They act under school design in which people have the possibility to take part in interactive activities, virtual courses, and further attending tests and corrections. The number of people interested in such chances is worth mentioning since it is representative of a certain category of Algerian people.

A further evidence of peoples’ increasing care about their English language level lies in their request of English speaking radios and even television broadcasting channel. Being offered the possibility to apply their linguistic knowledge in an audio visual ground is the dream of numerous net informants. As mentioned in the videos, there are Algerian people who live outside the country and wish only to be given the occasion to communicate with the native country with the only language they speak: that is English. For it represents a



way to prove their existence, and feel like to be in their original country, they express their need for such a medium.

The modern technological ways which the Algerians take to palliate their deficiency, do not make the whole of it. Private schools are part of the solution people rush to in order to solve this question. In spite of their exorbitant fees, they constitute an attractive hook for the hopeless people hustled by time so as to be in the international norms. The growing number of this category only demonstrates the people's worries about their actual situation.

More classical alternatives are taken by people, affording for internet of private school becomes over the means of common people. Buying books brought librarians to ask for more titles and series to satisfy this category of the society. It is to note the growing number of English teaching books on the shelves. Here again, technology opens doors on new learning materials as late years see the development of CD's at the detriment of the old classical cassette.

Only a few years ago, it remained impossible to find diversity in English books or find a magazine written in English language. As says Wierzbicka: "*Given the rapidly expanding role of English in the contemporary world, it is hardly surprising that numerous books concerned with different aspects of English, both scholarly and pedagogical, are published every year.*" (2006:3). Things seem in their flourishing way as for example, it becomes possible to buy language dictionaries everywhere and even having copies of encyclopaedias at insignificant prices.

Participating in virtual communities, following net programmes, attending private schools, buying books and compact disks, attending private teachers' courses home, listening and watching songs and films in English are all paces done to learn English for some reasons or others that may be from personal or professional motives. Yet they all build and are built on an important factor: perception of English. Since perception relieves from the conceptual world, it would be more complete to make reference to the Algerian mind as regards representations.

### V.2.c. Open our minds over new horizons: understanding the “other”

Studying a language entails its study from a cultural point of view. Late investigation in linguistic fields has proved the necessity of introducing the cultural background whenever teaching a foreign language. This cultural aspect has been called by certain as the fifth skill without which learning a language would be incomplete. Long has been said from Sapir and Wolf theories about the interrelationship between language and culture. In the study of motivation, it is proved that one learns a language when he tends to like those who speak this language. For instance, it is visible for many learners to appreciate a language when they testify of some admiration for the teacher of this language.

Throughout the comments' investigation it happens to encounter a set of answers which denotes of the favour for the other's culture. A lot of net or questionnaire informants affirm they want to learn English because they “like it” or “love it”. Some others answered they wish they learn English in order to discover and better understand other cultures. Through these answers, an increasing acceptance nay a respect of the “other” is detected. Maybe, it allows saying that the Algerian people start to better adapt to the outside world and that a new way of thinking is born.

When people express a will to meet other different peoples, they prove to be ready to know different cultures and languages from theirs. The appreciation is developing from animosity towards a more flexible personality that tends to adapt to coexistence between distinct cultural and linguistic entities. This may denote the receding character of the classical stereotypes built along a colonial and war period extended from French stereotype people to English. This developing side in the Algerian character predicts a new status for the foreign languages in the future especially, English language.

Economic globalization, blurring all kind of boundaries on its way: economic, political and even spatial gets the world seem as a market place where people of all the corners of the world can easily treat and deal with each other. The modern world disposition and

composition gets all the societies think about their actual identities, personalities and behaviours. Learning foreign languages is a criterion on which complementarily building personality could be based as it is advanced by O. Abdelaoui :

« La nouvelle donne mondiale impose la nécessité de mettre sur pied une stratégie qui encourage l'enseignement des langues étrangères, de le centrer sur l'objectif de former l'élève à l'ouverture, la compréhension et l'acceptation de l'autre avec sa différence. »  
(2011 :42)

Knowing the « Other » and accepting him is part of construing one's self identity and better accepting his own negativities, defaults, and differences from the ideal "being". Personality is a sum of character, behavioral, temperamental, emotional, and mental traits of a person, gathered from the early age, the Microsystem (family) to the Macrosystem (mainstream culture of the whole society) through the Mesosystem and Ecosystem. However, the most influential impacts as regards the individual development is the youth period that remains anchored and on which fossilises the rest. So, in order to result in a tolerant, balanced, broad-minded, indulgent and lenient adult, initiation to the "other" should be done at an earlier age especially at school. O. Abdelaoui notices :

«L'élève algérien» est appelé, aujourd'hui plus que jamais, à s'initier aux langues de culture afin d'accéder aux langues de savoirs, à l'élargissement [des] horizons culturels, par la découverte d'autres littératures, d'autres sociétés que celles auxquelles l'École fondamentale l'a habitué» (ibid)

« Cultivating » a childhood and nurturing a young mind is paving the way to a well- balanced personality and hence a thriving and prosperous future society.

### V.3. future perspectives

It reveals not to be possible to introduce any study related to the English language without, at least, mentioning technology, modernity, development and globalization. When referring to these concepts by themselves imply a sense of "future" and "unknown".

When speaking about or thinking about English, these words and others spring to mind. Every country feels concerned with these four concepts. If we consider the term development, as an example, which bears an aspect of progression from a past status to a future one, we feel that every society, every community and even each individual is concerned with “progress”. Moreover, it becomes a referential aspect of all what exists. Language which is part and parcel of the individual is one the elements subject to development, hence knowing a past and a future. This is to say that the future of the English language in the world, in its native countries and here, in Algeria ought to be given a special gaze. To have a look at it, from different angles, three sections are devoted in the following way:

The first one is about whether we have to reconsider the current status of the English language among our society.

The second one is an attempt to provide proposals in order to improve the status of the English language in our country, would it be the learning situation.

The third one is a word about what more could be said about English in our society. This subsection is a miscellaneous space if one may say.

### V.3.a. reconsider the actual status of the language

As it is referred to several times, no doubt that the English language becomes a must to be owned by most Algerians, was it to cope with the world’s contingencies or to fulfil personal individual greed or to ensure professional life success. This is openly known and recognized and so is the deficiency. It is high time people start thinking about the most effective means to acquire this language and especially for the young generation. Surely, opportunities to lead a more flourishing life are everyday lost just because of a mere language deficit. It ought to enhance those who detain decision power not to manage their efforts in seeking more fruitful curricula and more enthusiastic motives fuelling motivation.

The country witnessed some changes and new applications yet still remaining at the experimental status without any really satisfying outcome. Successive and massive reforms are applied submitted to an every year revision, however proving unsatisfactory. All over the country, is mentioned the deploring level of our university students, level which is getting worse and worse for the late years. This is not only mentioned in the set of teachers' comments about teaching English in Algeria, but also in the interactions collected from the social networks. People are complaining and expecting appropriate, effective decisions in order to warrant educational success in general and foreign languages mastering in particular.

Suggestions for a fruitful educational system are not missing and ought to be taken into account by decision makers before engaging in massive implementations of programmes which prove unsatisfactory. People, throwing here and there on the net, ideas that at least deserve a serious look may provide the system with very interesting propositions that may bring precious aid for the simple reason they are conscious of their children needs and they are hopeful for their future.

Owing to the new means of telecommunication, and the highly advanced technology, the world today seems to have shrunk and distances are challenged. Who could dream to go to Canada a few years ago, now can see the dream realized. Entire families are leaving Algeria, seeking for luxury life and settling there. Increasing visa requests are daily posted. Numerous are those who contract marriages with foreign partners, most of the time entailing religious conversion. Could one claim that the world is the same as ten years before? Since relationships change, the world develops. When the world develops, peoples are submitted to progress. As people evolve, their attitudes and behaviour evolve. Society evolution compels language evolution. As a consequence, stagnation is no more a law, but on the contrary every country has to revisit and re-evaluate its linguistic status in higher frequency as the present time evolution occurs at light speed.

V.3.b. What to do?

This section holds as main topic some proposals as regards the improvement of English. A flourishing future depends on well-educated youth generations. The latter form the big part of our society and should be taken into consideration. Teasing youth motivation, nurture their enthusiasm to learn foreign languages accounts for the crucial matter to be specified a careful attention. Motivation lies at the core of successful educational life dragging a prosperous society. Motivation is one mark of positive perception. As a summarizing point this reflection about the role of perception by M. Stubbs is:

“Attempts to find linguistic explanations of educational success and failure have essentially failed, despite twenty years research and a residual common-sense belief that the way you speak reveals how educated you really are. Although explanations have become more and more sophisticated, nothing has been found ‘in’ the language to explain the educational failure of various social groups. People’s perceptions of language seem much more important. But there is likely still to be much debate over whether this formulation is accurate. It seems very difficult to shift people away from the view that there are single, simple causes of educational failure.” *Michael* (Stubbs, 1990: 317)

As a general impression the English language proved to be important and valued by our society. Consequently, real awareness about the importance of English should be translated into real actions to invest in learning it. Some steps should be taken in order not to prevent them from such a valuable tool to face modern life challenges.

- a) Implementing the language in the official institutions.
- b) Increasing pupils’ awareness and sensibility toward the English language
- c) Improving educational field conditions and providing necessary and suitable materials as for example language laboratories.
- d) Instituting Official centres improving foreign languages levels with competitive projects in order to be accepted in other professional sections
- e) Encouraging parents’ involvement in the educational course particularly at the level of motivation.

- f) Encouraging interaction and favouring cooperation between Algeria and English speaking countries.
- g) Expanding university departments that teach scientific disciplines in English following the example of Boumerdes University.
- h) Organizing more frequent twin schools with English native speaking countries especially at the level of high schools.
- i) Trying to create competitive activities between learners Through a specialized official scoring schools
- j) Take into account the results of the scientific research and derive appropriate syllabus designs based on real obtained facts.
- k) Encouraging innovation at all levels more specifically in pedagogical technological material to get out of the routine of the traditional circle teacher- blackboard- book.
- l) Review the coefficient of the English subject especially in the starting level that is in the middle schools.
- m) Introducing preliminary exhibitions at the level of the primary school highlighting the importance of the language in the professional, educational, commercial, touristic and technological fields.
- n) Since English most difficult side in learning is its phonetic production, It would be helpful supplying the official programmes with a set of authentic native speakers' audios.
- o) Designing a range of different national official books submitted to the curriculum, yet proposing to the learner a kind of choice.
- p) Organizing meetings to which attend only successful schools in specific competitions.

### V.3.c. What else?

There is a special field in our country yet unfortunately; no questionnaire has been specified to it though axioms may testify sufficiency. The field relieves from the business or rather industrial sector. No one ignores the primordial requirement of the English language in most famous firms and enterprises. Sonatrach is one representing instance of these important firms which attracts foreigners. Moreover its most interactions concerning negotiations, transactions, dealings and contracts are with foreigners compelling the necessary knowledge of the English language.

Workers in these environments, are frequently submitted to business travels and negotiation relationships entailing rather imposing the use of the English language. This makes the reason why at the level of these institutions, teachers specialized in English language are summoned to bring their knowledge and teach workers on the ground. Sometimes, this solution is supported by individual learning through practicing at home. Thus, it is also the reason why English knowledge is compulsory in their CV's or professional profile.

The case of Sonatrach constitutes only an example and numerous are those institutions that found themselves faced with the problem of communication deficiencies, especially, in the English language. Sending their employees for training periods to outside countries, European, or Asian countries, or travelling for other business affairs needs to complete international applications written in the international language medium. That is why these people are obliged sometimes to rely on some friends in the teaching field to help translate and fill their papers.

All what has been said up to this line brings the evidence that English becomes a tool that no one is allowed to do without. It is high time that all the members of the society from parents at home to power holders in higher institutions put in question their knowledge of this language. As it is inferred by the majority in their responses and comments that gaining another language is but to open new horizons on the world for a prosperous future where it is possible to live in certain peaceful coexistence. It is then



included in their answers that a country can only get culturally weather by acquiring a new language: English.

Other essential fields could certainly be in the same case: missing English though the need is sometimes constraining and compels using any means to fulfil the lack for instance, the political one. It could be of great benefit to establish an organism specialized in English for this specific purpose.

# CONCLUSION

*“Language shapes the way we think, and determines what we can think about”*

Benjamin Lee Whorf

*“Responsive leaders prefer knowledge and information to be spread as widely as possible among the population, because an informed public is necessary to govern effectively, independent thought produces original ideas and is the key factor by which we progress as a society. When independent thought is stifled society is and will remain stagnant until it is free to flourish once again.”*

Teresa Stover

The omnipresence of the English language in all the fields attests of the non-need to prove its importance in nowadays world. The place that has long been occupied through centuries by Arabic or Latin is now the right of the English language without contest. Owing to the historical events in favour of the European countries, and the rapport de forces, the geographical disposition, English gained an unprecedented status and ideal representation in all minds as the international language medium whether accepted, adopted or resisted to.

This prominence and ubiquity attracts linguists’ attention and gets them day after day, multiply their investigations, debates, questions about such or such issue, conceiving it either as an imperialistic means to dominate the world, or rather as a democratic medium to be adapted for own benefits or even as a neutral means of communication.

Algerian people feel concerned with that global phenomenon since from decades it starts to witness an important growing interest and attraction, that urged not to manage the least effort to investigate in the real social accurate field.

After the exploration of the data provided through the questionnaires, the visit and the downloading from the net, this conclusion is going to be expressed in terms of four major

topics: the findings that were drawn through the investigation, the contribution, the limitations of the study and some suggestions for further research.

## Major Findings:

The purpose of the study was to explore the perception of the English language in the Algerian society. To lead the framework and delimit the scope, one main research question was asked: How do the Algerians perceive English?

As for the perception of English, two paradoxical ideas emerged through peoples' answers:

First, that people, were they parents or workers or just other ordinary citizens all of them are aware of the importance and the span that the English language has taken in the real life situation in all the fields. They proved to feel the necessity of mastering this tool in order to cope with the world evolution.

The second idea is that the language knows no practical implementation in our society, especially, our administrations. Only, those who are connected to modern technology in all its forms, created an opportunity for themselves to use the language. Students are those also who show their express needs to master the international language in order to succeed in their technological studies or peers communication.

The comments given, following the debates about the linguistic situation in our country, could be seen as pertinent and hold a high part of the truth of the reality, attesting of the population worries about their future and the future of the coming generations denoting a hope that one day their impressions and feelings and needs would be heard and taken into consideration. Most of the time people testify of a mature awareness about what is happening around them and then, appear being conscious of the roots as regards the political, social and even educational deficiencies. All means are exploited to put in evidence the lacks hindering their well- running. Making comparison with outside

institutions, analysing the actual situation, finding out defects, suggesting remedies as far as the English language and the opportunities it offers, is concerned. Due to the modern ascension, the digital blooming, the tempting technological inventions, praising easiness, comfort and happiness of life, our society is but willing to pursue the steam of its fellows. It is now that they feel responsibility to be shared in order to live in a wellbeing society. Their dissatisfactions, their “malaise” make them seem stressed, pessimistic but hopeful and proud to take part in building their country. This is inferred in the suggestions they provide as for example opening new issues of investigation.

Parents perceive the necessity of learning and handling this tool for their children as they view it as the communication means to ensure worldwide exchanges. They view it also as the suitable means to involve and get access to scientific research. People through the net also emphasized these findings in the same stream of ideas. To palliate this lack in putting into practice their English language knowledge, they resort to solutions such as the use of social networks in order to keep in touch with a community that shares the same characteristics that of speaking English. Though, all the members of the society, consulted proved to be aware of the spread of English to all the fields, many think that, as a historical heritage Algerians are more bound to the French language and we will never see English taking its place.

### Contribution of the study:

All the findings about perception could contribute to the evaluation of the English Language status in Algerian society. One of the major findings is that despite the lack of field and ground of practice, youth people have managed a domain where to interact, use, and express themselves in the international language. This domain is the virtual world where people own the occasion to be free and to choose among spectrums of propositions touching all the vital fields faceting life.

Findings also help shape what hinders learners' motivation to seek English. They also demonstrate the need of reconsidering the value given to English in our institutions and its implementation in the administrative domain. Discoveries about the students show that English is indispensable in our university institutions to help students exploit to the best all the means offered to them.

### Constraints of the study:

This study recognizes having certain limitations, mainly expressed in the number of participants as a representative sample. The number of forty two clerks and administrative representatives cannot stand for all the workers in Algeria. The sample of thirty taken for the parents is also limited in scope. Thus, generalizations about all the Algerian society may prove unfair.

Time and space may play a primordial role in hindering investigation as for example the flashing advance felt in the internet world. Reading these lines at the present moment, bearing in mind that at this very moment one new English language site, forum or page or teaching programme is being issued and launched relieve of the fact of being unable to keep updated and get the research somehow delayed.

Perceptions are part of the conceptual domain and as concepts are so complex entities, tools to investigate in such fields remain at the level of observations and suggestions.

One other constraint is that it is not possible to question all the categories of the society and here it would have been interesting to investigate the industrial, commercial and political fields. However it can constitute and open issue for further research.

### Suggestions for further research

A research on the English perception development , among the pupilsbefore (being in contact with the language) at the primary schoolafter at the middle school level could

bring fruitful findings and help in shaping the educational values specific to the English language.

Investigating about what are the main causes that lay behind learners' motivation or lack of motivation to learn English could also reveal helpful in improving their level of English.

Research could be enlarged also to the Algerian "representation" and the "Other" on the Algerian Facebook pages.

It might be deviated also towards the use of English in our streets having as a corpus a thousand of photos of important towns and less important ones in order to measure the extent of adoption and implementation especially in advertisement domain of global English.

As a whole, perceptions are the basic feelings and impressions little by little; human beings build on their frame of life giving birth to successive attitudes and then behaviours; these being as experiences taking part in shaping the new individual. All walks of life are based on perceptions: advertisers, for example, know that and excel in using them to exploit people's eagerness, businessmen do as well, doctors do, parents do with their children, their environment, thus, on perceptions life is built.

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# ANNEXES

## **ANNEXES & QUESTIONNAIRES:**

Annexe 1: Downloads From Facebook: I Am Dz And I Speak English

Annexe 2: Downloads From Facebook: Algerian English Speakers

Annexe 3:50|Fifty Magazine

Annexe 4:Reactions To Television Programmes About “ Am Dz And I Speak English”

Annexe 5:Forum Algerie :Discusion About English :« Les Algeriens Face Au Defi De La Langue Anglaise »

Annexe 6:These Are The Comments And Reactions To: “Yes, Algerians Can Speak English Too ”

Annexe 7:Impressions And Comments About English In Algerian Media

Annexe 8: Teaching English In Algeria

Annexe 9:Thematique : Les Langues En Algerie

## **QUESTIONNAIRES :**

Questionnaires 1 :Parents

Questionnaires 2: Administrative Representatives

Questionnaires 3:Students

## Annexe : 1

### Downloads From facebook

#### I am Dz And I Speak English

#### A) RADIO SHOW

##### [I am Dz And I Speak English](#)

[24 décembre 2011](#)

Please VOTE by writing Number 1 OR 2 for the subject that you would like our Radio Show LIVE Starting from 22H til 00H Algerian Time 21H GMT !

▶ 1 ◀ Why English level in our schools are so low? is it because of teacher's level or pupils nature or what ???

▶ 2 ◀ "Driving Schools & Driving Instructors" In Algeria ( if they are really doing their job.....etc) + Car Accidents.

##### [I am Dz And I Speak English](#)

[24 décembre 2011](#)

The Majority voted for the 1st topic :  
English language proficiency levels In Algerian Schools,  
Why the level of English in our schools so poor?  
Is it because of teacher's level or pupils nature or what ??

##### [I am Dz And I Speak English](#)

[24 décembre 2011](#)

We are LIVE Now :  
Topic of the show  
English language proficiency levels In Algerian Schools,  
Why the level of English in our schools so poor?  
Is it because of teacher's level or pupils nature or what ???  
To Listen to us LIVE :<http://www.citoyendz.net/>

[24 décembre 2011](#)

[I am Dz And I Speak English](#) i'm loving every moment of the show! it's great to be able to really talk about stuff in english, we usually can't express our ideas in french, thank you!!!! Can't wait for more!

##### [Hana Hanoua publié sur I am Dz And I Speak English](#)

[25 décembre 2011](#)

i thought that "faro9" was wrong in his opinion samira too she underestimate us and thought that we dont know english just because we didnt go to "private school" i learned english from movies and songs and i never went to a private school and im 15 years old yet so ....





i loved the show it was really good specially the calls from people with different opinions  
good job walid and it was nice having mimona it was nice

[Moh Ghanema publié sur I am Dz And I Speak English](#)  
[25 décembre 2011](#)

Hi guys, Finally I can meet and speak scheakspear languge with DZ citizens. really like it

[Bily Optimistica publié sur I am Dz And I Speak English](#)  
[25 décembre 2011](#)

Peace, i wish the admin could creat an english newspaper. Unfortunately we can't read news in english.

I find it a great opportunity to improve someone's level.

My best regards.

[English Learnersa publié sur I am Dz And I Speak English](#)  
[26 décembre 2011](#)

Hello, It's my pleasure to join this Page .. Hello English Leamers I am an English Learner too, I am looking for friends so we can help each other and practice together ... If you're Interesting .. simply Add Me :)

**[Briki Mokhtaria](#)**

hey people because we are DZ nd wespeak English nd because English is international let's show how international is ower love to ower DZ identity let's show the world that algerians love Algria. would you!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

<http://www.facebook.com/IAMDZANDISPEAKENGLISH>

## **B) CAMPAIGN SUSTAINING HOSTING RADIO OR TV ENGLISH SPEAKING**

[Lyly Lynda publié sur I am Dz And I Speak English](#)  
[20 décembre 2011](#)

[Lumière sur]

I am DZ and I speak English' Is the first and biggest English-Algerian facebook page. It's comprised of more than 44.000 members and it is growing by huge amounts of people daily. I am Dz And I Speak English is helping Algerians who speak English, not only within Algeria but from all over the world, to interact with each other. So Join the 44,000 fans on our mission of hosting th...e FIRST ever Algerian-English radio or maybe even TV show.

I am Dz And I Speak English

Page : 44 467 personnes aiment ça...

Par [Envoyés Spéciaux Algériens]

[4J'aime](#) ·

[29 septembre 2011](#)

Are you Algerian?!

Do you speak English?!

If you answered YES, then you should “LIKE” facebook’s most popular Algerian-English fan page... “[I am Dz And I Speak English](http://www.facebook.com/IAMDZANDISPEAKENGLISH)” and join the 35,000 fans on our mission of hosting the FIRST ever Algerian-English radio or maybe even TV show.

ENGLISH SHOW ON ENTV ?? Is it possible ?? Yes/No

FB Page link :<http://www.facebook.com/IAMDZANDISPEAKENGLISH>

## Annexe :2

### Downloads From facebook

#### Algerian English Speakers

- [Algerian English People](#)
- [À propos](#)
- [Photos](#)

119 membres

- [Groupe « ouvert »](#)
- Algerian, English lovers n speakers, welcome to the English Algerian joining group. As every body can see, you got to be Algerian, n definitely got to speak, or understand English at the very least, to be part of this group, cause we share an experience of a life time to be both a part of two cultures definitely not alike, and still we do understand..

#### A) PUBLICATIONS : INQUIRIES

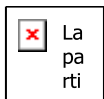
[Kerim Tizegbana](#) *publié sur* [Algerian English Speakers](#)

[3 mars](#)

I hope that English begin become the second language in Algeria for the interest of all Algerians

[415](#)J'aime ·

<http://www.facebook.com/Algerian.English.Speakers>



[Hassan Barebarya](#) *publié sur* [Algerian English Speakers](#)

[25 décembre 2011](#)

hello every body , iam hassan from egypt trying to improve my english by know people have a same desire , please i will be so pleasuer if anyone add me for practices with me the english , thank you

[13](#)J'aime ·

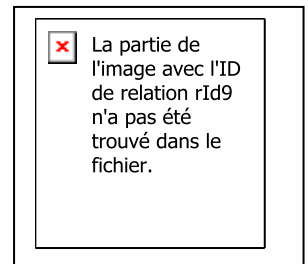
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[a](#) *publié sur* [Algerian English Speakers](#)

[21 novembre 2011](#)

i want to improve my english who can help me ?

[131](#)J'aime ·



[Chui Pas Dolipranea publié sur Algerian English Speakers](#)

[18 novembre 2011](#)

hi ga3 le monde , im not bien in english , et en français to, the only langue li na3réfha well et l'arab , donc i think its mieux to utilise all wech i know pour communiquer m3a the monde , donc i adoun que the best haja its to parle en farabliish tant que the object est tahki bien et yafhmouk well

[55](#)J'aime ·

[Speaknowa publié sur Algerian English Speakers](#)

[9 novembre 2011](#)

SpeakNow: Speak english and know it now! Join us on Facebook and learn english for free.

[25](#)J'aime ·

[Meriem Iriša publié sur Algerian English Speakers](#)

[5 novembre 2011](#)

It's so nice to find a page where Algerian English Speakers can come together and ... speak english!

Hopefully, we can help each other to improve our language.

My other wish, is that we teach other people, or just show them the beauty and easiness of the english language compared to french. And most of all, it's importance in the world. It's so nice if can master the two! Why not?

But for me, English is by far the most beautiful!

[Manel Zebiria publié sur Algerian English Speakers](#)

[31 octobre 2011](#)

hiyaa i wonder if you usually meet with each other i mean between algerian english speakers somewhere you can share our knowledge n so on!

[Nina Dobreva publié sur Algerian English Speakers](#)

[25 octobre 2011](#)

please , I need to take conversations cours, what's the best school in algiers for that???

[True Rippaha publié sur Algerian English Speakers](#)

[4 octobre 2011](#)

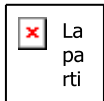
i adore algerian ppl when they say nespiki english.....so innovative...like the american firework on july the 4th

[Sirina Milaa publié sur Algerian English Speakers](#)

[3 octobre 2011](#)

hello everyone, happy to join you, I love English languageI like speak English but I am weak in this language, I want to ask some help about the addresses of the English Schools in downtown Algiers or Blida. since I live in Blida, it turns out that there is a good school in Hydra but it is far to me!

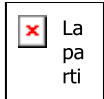
I really want to study English for finish my studies abroad so please answer me.



[Salima Cha](#) publié sur [Algerian English Speakers](#)

[2 octobre 2011](#)

i wonder why it's easier for algerian to speak english better than french...

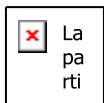


[Algerian English Speakers](#) a partagé un [lien](#).

[Chebine Carolina](#) publié sur [Algerian English Speakers](#)

[4 septembre 2011](#)

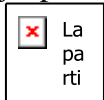
Hello friends, this is [Chebine Caroline](#), form Algiers Algeria .this is my first post in this page. it is very interesting to have such pages where we share our knowledge, and we improve our languages, specially English . i see thousand of Algerians Girls and Boys who speak good English. it is a fabulous idea to create such page .good luck.



[Mamat Mohameda](#) publié sur [Algerian English Speakers](#)

[25 juin 2011](#)

j'espère apprendre quelque chose avec vous ; parce que mon niveau est trop bas en anglais



[Hakim Hakkima](#) publié sur [Algerian English Speakers](#)

[18 mai 2011](#)

i am looki for a good algerian english speaker.; i mean real one

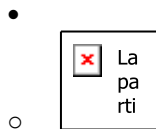
## QUESTION N=2

- a) How did you learn English?
- b) Do you see English replacing french in Algeria?

## ANSWERS TO QUESTION N=2

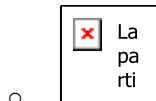
J'aime · · [Partager](#)

- [10 personnes](#) aiment ça.



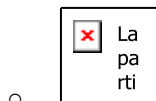
[Lamia Hemaizi](#) i leared english by listenin 2 music ..always wanted to understand the lyrics...n yess i'd love to see english replace french ...that would be gr8 :D

[8 novembre 2010, 16:04](#) · J'aime · [2](#)



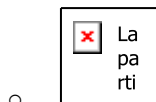
[Rachida Djazairia](#) same like lamia and in school they teached us from 5th to 10th grade..:D i wouuuuld luuuv to see english replacing french.. i hate french xD

[8 novembre 2010, 16:07](#) · J'aime



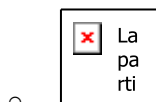
[Sarah Mk](#) Cause I live in an english speaking country, and no It aint replacing french but lots of my relatives in algeria now know english and that's fascinating since algeria got nothing to do with english

[8 novembre 2010, 16:07](#) · J'aime · [4](#)



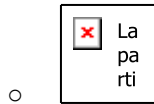
[Aminovitch Mad](#) by songs n moviez  
n i hope so

[8 novembre 2010, 16:09](#) · J'aime · [2](#)



[Issam Kame](#) Studies, reading books, movies, I hope english replace french, but I think it's very far

[8 novembre 2010, 16:14](#) · J'aime

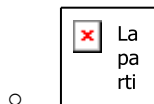


o

[공주작은](#) I learnt English from the college & the high-school & by listening to music.

I don't think that English will replace French in Algeria, because the training of the old generation (our parents) is in French (the colonization) but perhaps this fact will change in the next years and I really hope so.

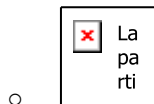
[8 novembre 2010, 16:20](#) · J'aime · [3](#)



o

[Amine Addoui](#) it's not far away believe me issam

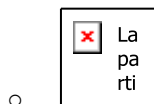
[8 novembre 2010, 16:21](#) · J'aime



o

[Liza Looz](#) maybe cause the start to talk english kassé!!!it means arabic english!!!!!!

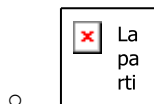
[8 novembre 2010, 16:25](#) · J'aime



o

[Melle Lola](#) in school :) no no because studies still in french .

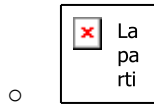
[8 novembre 2010, 16:32](#) · J'aime



o

[Grilled Burger](#) i was brought up in an english speaking country, i dont currently live there anymore...but the language stuck (i dont speak any other language as well as i do english...)

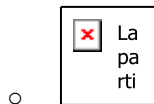
i see a lot more people in algeria are becoming more interested in english, hence, a lot of people are trying to learn it, which is a good sign. i doubt (and i hope) english doesnt replace french...but i hope it'll be used a lot more...



[Moony Moon](#) may be because i've always loved english !!we all DO speak english because we're interested in it .. it's a very.. how to discribe it !!! i just love it !! i've always dd ! first at school ...i was so damn good in it ! and i improved it from american movies ... not songs !! u can't learn it from songs !!!!! and now anything i find wich is in english i read it or watch it ! so that's how !!

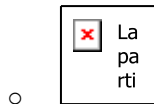
and i hope english replaces french as a second language here in algeria but i don't think that will happened !! never ever ! lool ..like sousou nertsou said !!!! so we'll keep hoping !! lool

[8 novembre 2010, 18:10](#) · J'aime · [1](#)



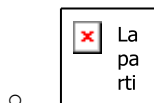
[Ihab Bouch](#) Not "Replace" French, Let Students Choose Which They Want To Learn.  
Or Just Teach Both

[8 novembre 2010, 18:28](#) · J'aime · [2](#)



[Guerrou Ahmed](#) i hope that English replace french in Algeria because its a big obstacle to our success.specially in the scientific field.

[8 novembre 2010, 18:35](#) · J'aime



[Sonia Lamriben](#) yeah why not i wish that english can replace french in algeria but when we notice the level of education in algeria we say i don't think so

[8 novembre 2010, 18:40](#) · J'aime · [1](#)

## QUESTION N=3

Can you think of some benefits of learning/speaking the English language? =>M

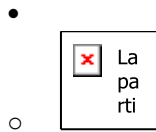
J'aime · [Partager](#)



## ANSWERS TO QUESTION N=3

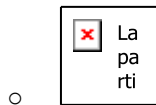
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- [8 personnes](#) aiment ça.



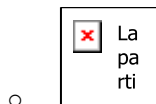
[Krink Ak](#) No

[4 janvier 2011, 21:38](#) · J'aime



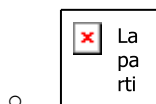
[Algerian English Speakers](#) being able to watch American Moviesssssssssssss  
In English haha -->W

[4 janvier 2011, 21:39](#) · J'aime · [1](#)



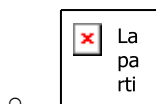
[Imie Imane](#) learning a diffrent lge and understand it, its already good

[4 janvier 2011, 21:42](#) · J'aime



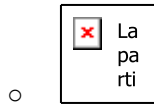
[Sara Dilm](#) well! from ones hand ,fr me, it's just a mean by which i can keep be  
in touch with the rest of the world... and from the other hand, speaking English  
makes me feel like i'm special!!!!!!!!!!!!!!

[4 janvier 2011, 21:44](#) · J'aime



[Farid Toto Squillaci](#) well not at the moment ..because german is a good  
language..and above all watching american movies in german language is not  
that bad..My opinion is, german is the best language which you can use to dub  
voices.

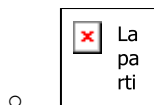
[4 janvier 2011, 21:45](#) · J'aime · [1](#)



[Fethi Boukoffane](#)

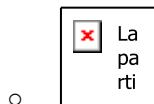
i think about the more interesting question is Why is English important for us and why we need to speak English nowadays? of course there are many reasons to learn English and many benefits because the world is becoming smaller thanks to ...Afficher la suite

[4 janvier 2011, 21:46](#) · J'aime · [3](#)



[Azzedine Ait El Hara](#) i'm working with it; i mean it's a source of money!

[4 janvier 2011, 22:02](#) · J'aime · [2](#)



[Anis Fellahi](#) I can find thousands of reasons why we should all learn English in Algeria. Most importantly is because it's the language of communication and dialog with the whole world, it's the language of the internet and technology, and it's the language of the future. So being in this planet requires, for those hoping to cope with civilization, to master ENGLISH, and only ENGLISH.

[4 janvier 2011, 22:09](#) · J'aime · [1](#)

## **B) QUESTIONS / ANSWERS**

### **QUESTION N=1.**

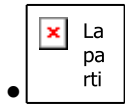
**What are the great novels one has to read in your opinion?**

[J'aime](#) · [Partager](#) · 26 octobre 2010

### **ANSWERS TO QUESTION N=1**

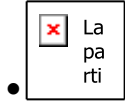
• [raïlein Sabine](#) well well you must read paulo coelho's books they're amazing simple and make you dream i also recommend you to read danielle steel and gibran and marc levy!! ahh i just love all their books

[26 octobre 2010, 20:34](#) · J'aime



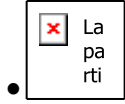
● [Imèd Literally So Reasonable](#) The Pursuit Of Happiness, and it was produced as a movie in 2006 Staring WILL SMITH and his real son Jaden Smith!

[26 octobre 2010, 20:35](#) · J'aime



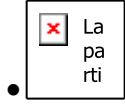
● [Fadi Araf](#).....,Jubran Khalil Jubran.....,He's Amazin' !!

[26 octobre 2010, 20:37](#) · J'aime · [1](#)



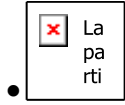
● [Amine Dri](#)"deception point" of dan brown i'm not saying it's the best but its worthy to read

[26 octobre 2010, 20:40](#) · J'aime



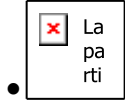
● [Anna Angie](#) Heart of Darkness by Josef Conrad it's a novella but it's a great one I loooove it! Vampire novels also ,Agatha Christie's detective novels and of course the american masterpiece The Great Gatsby ;-)))

[26 octobre 2010, 20:59](#) · J'aime · [4](#)



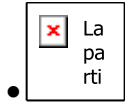
● [SouMiya Moon](#) well, all Jane Austen works must be read ( Pride and Perjudice, Emma, Persuasion...), novels of Nguigi wa Thiong'o ( Weep Not Child, The Wizard of the Crow, Matigari...), Paulo coelho ( although, I've not read for him until now), Edgar Allan Poe ( especially his short stories like: the fall of the house of usher, the purloined letter...)

[26 octobre 2010, 21:01](#) · J'aime · [5](#)



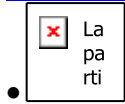
● [Imanovitch Mez](#) Plays of the Great Shakespeareeeeeeee all of them...;) )

[26 octobre 2010, 21:02](#) · J'aime · [2](#)



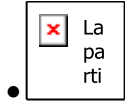
● [SouMiya Moon](#) oh, yeah "the great gatsby" its a great novel^^

[26 octobre 2010, 21:02](#) · J'aime · [3](#)



● [Imanovitch Mez](#) yeaaaaah "the great gatsby" the is a movie about it but not as good as the novel of course ^^

[26 octobre 2010, 21:08](#) · J'aime · [1](#)



[Anna Angie](#)@ miya I loove Edgar Allan Poe's The Fall of the House of Usher!!I've forgotten African novels like Things fall apart of Chinua Achebe, and also all adventure novels as swift's novels (Gulliver's Travels it's a little bit childish lol) Tom Sawyer and Huckelberry Finn lol

## Annexe : 3

### **50|Fifty Magazine**

[Categories - 50|Fifty Magazine](#)

[50fiftydz.com](#)

[50/Fifty is an Algerian magazine in English which contains articles about several topics targeting different sections of society. The idea of creating this magazine came up as a result of the noticeable lack of articles in English for and about Algeria. Its aim, the refore, is to give Algerians arti...](#)

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• [Groupe « ouvert »](#)

[8 juin](#)

▶▶▶ [Job offers]

50/fifty works both ways!

Do you want to be part of an exciting growing English speaking business in Algeria?

Do you want to work for the creators of the very first Algerian English magazine?

Then look no further!

Come and work with us at 50/fifty magazine of Algiers and be part our friendly, ever smiling staff

- Algerian, English lovers n speakers, welcome to the English Algerian joining group. As every body can see, you got to be Algerian, n definitely got to speak, or understand English at the very least, to be part of this group, cause we share an experience of a life time to be both a part of two cultures definitely not alike, and still we do understand..

- [Chakib Soulimane](#)mnt selma fai l'anem

[21 février, 15:42](#) · J'aime · [6](#)

[50/Fifty Magazine](#)

[24 mai](#)

It was in spring 2011 that we thought of creating an anglophone Algerian magazine. Today, April 24, we are delighted to announce that 50/Fifty Magazine is OFFICIALLY the first and only Algerian magazine written completely in English. We seize this opportunity to thank all those who supported us

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### **A) PUBLICATIONS**

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[15](#)J'aime ·

[18 juin](#)

**B)** ►►► We're very excited to announce that this year onestopenglish will be offering a scholarship for IATEFL 2013 – Liverpool.

© The scholarship has just been added on the IATEFL website, and will be announced to their members via email today. As you can see in the official description, it's intended to enable a teacher committed to encouraging and facilitating creativity in the classroom to attend the IATEFL Liverpool Conference 2013, to become an IATEFL member and to join the onestopenglish community.

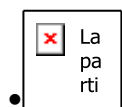
© The scholarship is open to teachers of any level of experience, working in any area of English language teaching. Its aim is to reward the implementation of new and inventive ways of engaging students in the classroom by giving a teacher the opportunity to attend the IATEFL conference for the first time and to inspire other teachers through the publication of an article on onestopenglish. It is not necessary to be an IATEFL member to apply, nor is it necessary to give a presentation at the conference.

## QUESTION/ ANSWERS

### QUESTIONS

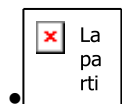
- **What do you think about studying English in primary school?**

### ANSWERS



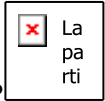
[Salima Teminayes](#) Nice idea

[21 février, 15:45](#) · J'aime · [1](#)



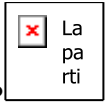
[Tim Argelino](#) don't agree! Français is more difficult than English. Studying french from the primary school may help more than studying it in a late school year. English is very easy, and I think studying it in the middle school is enough to go far in this lge.

[21 février, 15:50](#) · J'aime · [2](#)

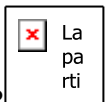


[Angloadel Ger](#) a helpful idea.

[21 février, 15:51](#) · J'aime · [1](#)

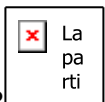


[Asma Shine](#) it would be a nice step toward the level of education if it is just being simple not pushing like the matter looks recently if the idea of getting english through the education program got caught it would improve the children langages skills that's fr sure but if one day it come to be real that it shoud be with clear pictures i mean simple light programm that leaves to the child the space to get the whole matter but if it is like the programms that they are teaching in primary schools that it would be a big failure , it would be like a bandon to link the child and decrease his ability , afterall that's what i just think since i have a little brother .



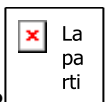
[Tara Mee](#) I think it would be a good thing, sure we've tried it before but at that time no one was intersted in the language, it was kind of "unknown" & a "a waste of time" but nowadays a lot of people are very intersted. I guess it IS time for it. BUT in the same thing, Primary teachers aren't really ....puplis will hate the language for EVER :)

[21 février, 16:56](#) · J'aime · [1](#)



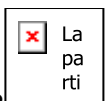
[Amine Mokeddem](#) that will be great especially when do we see students in hight school can't say a wod is english

[21 février, 17:18](#) · J'aime · [1](#)



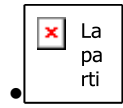
[Mohamed Amine](#) i think it could be more interesting than frensh-----the teachers are the back bone of the language, so they have to be gentil , brilliant and wise to convince the pupils

[21 février, 17:18](#) · J'aime · [1](#)



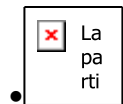
[Souheib Hocine](#) It's a good idea but it will be confusing for children to learn three languages on a row Arabic English and French ...

[21 février, 17:27](#) · J'aime · [1](#)



[Ibn Battuta](#) Actually, the same mistake would happen when french was applied in primary school.

[21 février, 18:00](#) · J'aime

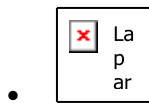


[Nadia Zugabar](#) yeah 50/Fifty Magazine, it's amazing .and me i did it ;i mean when i was at the primery school i studied english not french (we used to have a primery school here in miliana which u can have the choice betwin english or french in it ,but unfortunately this kind of programm is over )



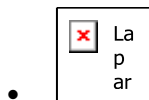
## Annexe : 4

### REACTIONS TO TELEVISION PROGRAMMES ABOUT “ am Dz And I Speak English”



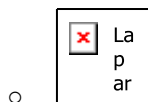
[shwiya7il y a 1 an](#)

: i know that my french isnt good "et j'assume" and i dont need to work on it though because i dont use it at all ! about the posts, i post almost 80% of all the posts on the page i just dont mention my name when i post something and i have been running this page for more than 6months ALONE !! and the page is a space for people to use their English we are not here to teach ! however we will try to take ur feedback into consideration of coures ! thank u



[skikda kamikasil y a 4 mois](#)

good job bro im algerian canadian ,ur accent so sweet keep going and big up 123 viva la lagerie

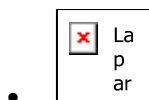


[lionlove1986il y a 1 an](#)

nice initiative ... just try to improve your pronunciation and your accent.

From your vids I observed that you've a lack of vocabulary I mean you still do not speak English instinctively, words do not come naturally. You plan to animate a show in English you've to be relentless in it. You have to read more and not watching much movies, listening is good but reading is better.

Some said you've a US accent, it's not really so you're just trying to imitate them but in the wrong way. Good luck.



[sarah martinil y a 11 mois](#)

100% agree with u :) but i would advice him better than listening or reading, to practice it, i mean, through an oral conversation, preferably along with a fluent english speaker

· en réponse à : [lionlove1986](#)



• [sarah martinil y a 11 mois](#)

ok he blocked on purpose or by mistake, tht his choice, forget bout it, u dont need to be so rude

· en réponse à : [elhadj25\(Afficher le commentaire\)](#)



• [sarah martinil y a 11 mois](#)

Actually it doesnt matter at all if u dont master ur french since ur concept is to target the anglophone algerian speaker! thats justly the point i didnt get thought! I mean, u were there to promote ur "killer" :) idea on tv , so u were supposed to attract the anglophone audience , werent u? so how come u spoke french? u should better had used either arabic or english..., just saying ;) ...wishing good luck anw and all the best for ur project·

• [myown1981il y a 1 an](#)

Je ne trouve pas que son francais cause un probleme!! Il s'exprime correctement et c'est ca qui compte le plus! On est fiers qu'un Algerien s'exprime en plus qu'une langue!!

• [elhadj25il y a 1 an](#)


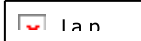
i was one of your fan in your page but i have written a comment and u have removed it although i didn't write any thing wrong and u have blocked me so fuck off there is a lot of links to learn english






## Annexe : 5

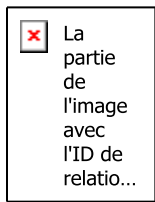
### Forum algerie

#### Discussion about English”

#### « Les algériens face au défi de la langue anglaise »

<p><a href="#">Stanislas</a> V.I.P</p> <div data-bbox="188 647 429 887"><p> La partie de l'image avec l'ID de relation rId9 n'a pas été trouvé dans le fichier.</p></div> <p>Date d'inscription: février 2004 Localisation: Bled El Gazouz Messages: 3 618</p>	<p><input type="checkbox"/> Les algériens face au défi de la langue anglaise</p> <hr/> <p>Bonsoir,</p> <p>Le niveau des algerien en Anglais est très faible.....cet handicap empeche une bonne partie des etudidiants et cadres algériens de postuler à des postes très intéressants. Malgré que les algériens en général et les maghrébins en particulier sont très compétents. La faiblesse de leur niveau en anglais reste un handicap.</p> <p>Sur 1000 habitant 1 à 5 personnes ont niveau correct en Anglais.</p> <p>Bien sur toute la plus grande partie de notre flux migratoire se fait vers des pays francophones (France, Quebec, belgique, .....). Ce qui nous prive de postuler pour les univeristés anglosaxonnes.</p> <p>Le francais est certes un butin de guerre, comme dirait Kateb Yacine mais il reste que nous sommes devenue esclave de cette langue !!!!</p> <p>Tous les ouvrages de références du monde sont en anglais pour la plupart....Est ce venue le temps au gouvernement algerien pour concevoir un plan qui visera à améliorer le niveau de l'anglais de nos concitoyens.</p> <p>Stansilas</p> <hr/> <p>“If you think education is expensive, try ignorance” Derek Bok</p>
<input type="checkbox"/>	
<input type="checkbox"/> 20/11/2005, 16h18	<a href="#">#2</a>
<p><a href="#">Johndoe54</a> FA. insider</p>	<p><input type="checkbox"/></p> <hr/> <p>Je pense que les progrès à faire dans l'enseignement de la langue anglaise sont surtout à faire au niveau universitaire car au niveau du lycée on n'est pas loin du tout du niveau des jeunes français qui</p>

<div data-bbox="188 203 338 394" style="border: 1px solid black; padding: 2px;">  La partie de l'image avec l'ID de relatio... </div> <p>Date d'inscription: mars 2005 Messages: 1 229</p>	<p>certe on eux aussi un niveau médiocre !</p>
<p><a href="#">Tau Alpha</a> FA. insider</p> <div data-bbox="188 678 338 837" style="border: 1px solid black; padding: 2px;">  La partie de l'image avec l'ID de relation </div> <p>Date d'inscription: septembre 2005 Localisation: My Backyard Messages: 738</p>	<div data-bbox="539 573 571 607" style="border: 1px solid black; width: 20px; height: 15px; margin-bottom: 10px;"></div> <p>Depuis 2 ans, les US donnent de plus en plus d'argent a l'Algerie pour former les profs algeriens d'anglais, leur assurer des seminaires aux US et en Algerie. Ils participent aussi a la fournitures en outils pedagogiques pour le niveau secondaire. Peut-etre que dans qlq annee, nous commencerons a voir de bons resultats a ces actions...</p> <p>PS: une boutade, n'est-il pas temps de commencer a apprendre le Chinois <input type="checkbox"/></p> <hr style="width: 20%; margin-left: 0;"/> <p><i>Les Mathematiques Sont La Poesie De La Science</i></p>
<div data-bbox="188 1088 220 1122" style="border: 1px solid black; width: 20px; height: 15px;"></div>	<div data-bbox="1265 1088 1406 1128" style="border: 1px solid black; padding: 2px; text-align: right;">  lan </div>
<div data-bbox="188 1155 451 1189" style="border: 1px solid black; padding: 2px;"> <input type="checkbox"/> 20/11/2005, 16h40 </div>	<div data-bbox="1369 1155 1409 1189" style="border: 1px solid black; padding: 2px; text-align: right;">#4</div>
<p><a href="#">Stanislas</a> V.I.P</p> <div data-bbox="188 1328 429 1570" style="border: 1px solid black; padding: 2px;">  La partie de l'image avec l'ID de relation rId9 n'a pas été trouvé dans le fichier. </div> <p>Date d'inscription: février 2004 Localisation: Bled El Gazouz Messages: 3 618</p>	<div data-bbox="539 1223 571 1256" style="border: 1px solid black; width: 20px; height: 15px; margin-bottom: 10px;"></div> <p>Tout ç fait taux alpha.... le chinois est aussi une langue qu'on devra apprendre.</p> <hr style="width: 20%; margin-left: 0;"/> <p>“If you think education is expensive, try ignorance” Derek Bok</p>
<div data-bbox="188 1823 220 1856" style="border: 1px solid black; width: 20px; height: 15px;"></div>	<div data-bbox="1265 1823 1406 1863" style="border: 1px solid black; padding: 2px; text-align: right;">  lan </div>
<div data-bbox="188 1890 451 1924" style="border: 1px solid black; padding: 2px;"> <input type="checkbox"/> 20/11/2005, 16h59 </div>	<div data-bbox="1369 1890 1409 1924" style="border: 1px solid black; padding: 2px; text-align: right;">#5</div>
<p><a href="#">Johndoe54</a> FA. insider</p>	<div data-bbox="539 1957 571 1991" style="border: 1px solid black; width: 20px; height: 15px;"></div>



La  
partie  
de  
l'image  
avec  
l'ID de  
relatio...

Date d'inscription: mars  
2005

Messages: 1 229

Pour ce qui est du chinois moi je pense que ce n'est pas pour tout de suite car la chine n'est pas encore prête à devenir la reine du monde.

## Annexe : 6

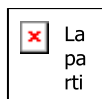
- **These are the comments and reactions to:**

### **“Yes, Algerians Can Speak English too ♡ "1”**

[thevavanoil y a 3 mois](#)

I there ! First I'd like to tell you that I really liked the video as well as the way you answered the questions and the analysis you provided on the linguistic situation in Algeria, I hope you all the best Sir Abderezek !

I'd also like to thank brother Salah for this nice video !-



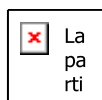
[dom kinooil y a 2 semaines](#)

hey guys that's really amazed me

i m glad to watch that vedeo by the way i open this new acount in youtube for u Sir

[miall69il y a 1 mois](#)

They should learn English before they even think about coming to the UK :)

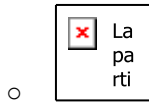


[Bamboo Timgadil y a 2 mois](#)

hopfully one day English language will be the second language in Algeria!

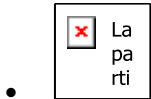
shokran Salah & Abd Erezak 3la had video, inchalah the government will take your advice and start investing more money in education as i believe education is the key to sort out all the Economy,Politics,Agriculture... problems in Algeria, we don't have to wait for the French to translate the technology(comes from USA) to us once we learn English language.

### **“Yes, Algerians Can Speak English too ♡ "2”**



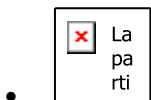
[MasKDZil y a 3 mois](#)

this man he is so cool good for him i think English language its his life and hubby hope they let him give his experience and help Algerians does he have YouTube channel?



[bouraroudj abdulwahid il y a 2 mois](#)

Yes, Algerians Can Speak English.merci beaucoup pour ce commentaire passe le bonjour a lui mon frere salah ya algerien Sprechen.deutsch auch mon frere salah 10 sur 10 10 etoules \*\*\*\*\*



[meyem27il y a 3 mois](#)

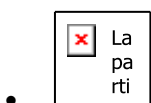
just to be clear, i understand his concerns and bringing up children is very hard as it is, without having to have unislamic influences making it even harder. if they were to go study in algeria and return at 20, what will their situation be? it will be impossible to go to uni as they will have no qualifications having missed out on gcse and a-levels. Life in the UK has become very hard and if you don't have any qualifications you will not get a decent job making life extremely difficult.

**“Yes, Algerians Can Speak English too ♡”**



[MOUMENE HARBADI il y a 3 mois](#)

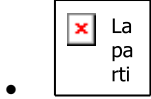
thank you saleh and your Algerian English teacher friend for his English pronunciation and his thinking way on UK immigration and problem's of Algerians in GB generally. We must be so united not only in football but at all...



[mrspeaceandlove2011 il y a 3 mois](#)

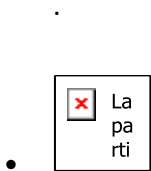
THANK YOU VERY MUCH AGAIN BROTHER SALEH FOR THIS VIDEO  
AND OUR TEACHER ANDY NICE OF HIM AND YOU BOTH , WELL DONE  
SALEH

**“Yes, Algerians Can Speak English too ♡ "4”**



[SuperAlgeriangirl y a 2 mois](#)

don't try too hard on the accent just speak your mind . nobody can do a british accent  
only the british. :)



[Why am I getting this offer?](#)

[Hna Fi Hna DZil y a 2 mois](#)

well at least he keep trying... looking forward for your own videos  
superAlgerianGirl... At least he does speak better than many...even english people  
trust me.. WHY OUR PEOPLE THINK OF EACH OTHER LIEK THAT??

PLEASE DO US A SHORT VIDEO OF YOUR OWN ENGLISH... LOOKING  
FORWARD FOR THAT,,

1 Think 2 Try 3 Do 4 Do Again 5 and Again 6 Keep On Doing = SUCCESS

- 

[xerusblueil y a 2 mois](#)

he has some pronunciation mistakes I don't think that he is a qualified English teacher.  
Although his English is good! phonetically it is quite poor.



## Annexe :7

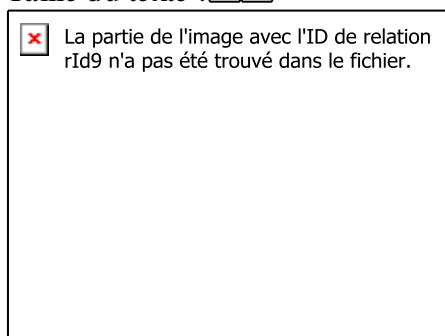
- **Impressions and comments about English in Algerian media**

- **L'expression : ALGÉRIE- GRANDE-BRETAGNE**

- **Un logiciel pour les lycées et les collèges**

- Par Aziz ABBAS - Mercredi 05 Decembre 2012 - Lu 870 fois

- Taille du texte :



- La coopération algéro-britannique connaît une phase qualitative depuis la visite du chef de l'Etat, M. Abdelazz Bouteflika, à Londres en juillet 2006. Ce qui a permis de cerner les domaines de partenariat entre les deux pays, en panne depuis plusieurs années. La visite qu'effectue du 3 au 5 décembre, Lord Richard Risby, représentant du Premier ministre britannique, David Cameron, pour le partenariat économique avec l'Algérie, vise à traduire dans les faits les grands projets d'investissement. Il s'agit, entre autres, des secteurs hors hydrocarbures, tels l'éducation et l'enseignement de la langue anglaise, la santé et l'habitat.

Dans le domaine de l'éducation, les Anglais s'intéressent à l'enseignement de la langue anglaise avec l'ouverture d'une école des langues à Alger, ainsi que l'installation d'un logiciel pour l'enseignement des filières scientifiques (sciences, physique, chimie... et mathématiques). Pour ce faire, le ministère de l'Education nationale a conclu un accord avec l'organisme Alligan, portant sur le lancement de ce projet, à travers six établissements pilotes à Alger (trois lycées et trois collèges) et à Tipasa (un lycée et un collège). Rencontré, lundi lors de la réception offerte par l'ambassadeur du Royaume-Uni en sa résidence, le patron d'Alligan M. Graham Mc Avoy, s'est dit impressionné par l'engouement que suscite son projet auprès des élèves et des chefs d'établissements en Algérie.

A noter que cette initiative va se généraliser pour toucher un grand nombre d'établissements scolaires, tous paliers confondus. Sur un autre chapitre, l'Université de Cambridge accueillera un groupe d'enseignants algériens pour leur dispenser une formation, en février 2013. Aussi, cette visite s'inscrit dans une série de rencontres entre les représentants de l'Angleterre et de l'Algérie. Mourad Medelci s'était rendu au Royaume-Uni, du 19 au 22 novembre pour rencontrer son homologue William Hague, et discuter des accords bilatéraux. Le Royaume-Uni investit habituellement dans le secteur des hydrocarbures. La présence du ministre de l'Energie à la réception d'avant-hier, renseigne sur l'intérêt qu'accordent les deux parties à la coopération dans le secteur énergétique. En 2011, le volume d'échange entre les deux pays était de l'ordre de 2 milliards de dollars en 2011, et les échanges entre les deux pays ont doublé entre 2010 et 2011

La partie de l'image avec l'ID de relation...

Info soir

Le dossier du jour Edition du 11/10/2011

## Français, anglais, espagnol, italien et même... chinois

### Quand les Algériens se mettent aux langues étrangères

Par Brahim Mahdid

La partie de l'image avec l'ID de relation rId9 n'a pas été trouvé dans le fichier.

**Intérêt** ■ Ces dernières années, l'on constate un important engouement des Algériens pour les langues étrangères.

Que ce soit au niveau des écoles privées qui proposent des cours de langues ou les centres culturels de certains pays étrangers (France, Italie, Allemagne, Espagne...), tous les moyens sont bons pour apprendre une nouvelle langue étrangère.

Cet intérêt pour l'apprentissage des langues étrangères s'explique par plusieurs facteurs, notamment par une certaine prise de conscience quant à l'importance de ces langues étrangères, surtout avec l'ouverture de l'Algérie à l'économie de marché.

«Il y a de plus en plus d'entreprises étrangères en Algérie, donc si l'on veut décrocher un poste d'emploi dans l'une d'entre elles, il faut au moins maîtriser deux ou trois langues», estime Karim, un jeune fraîchement diplômé, à la recherche d'un emploi. L'autre facteur qui peut expliquer cet engouement pour les langues étrangères dans notre pays, c'est l'utilisation de nouvelles technologies de l'information et de la communication (nTIC), notamment les réseaux sociaux (Facebook et Twitter). Interrogé sur l'intérêt des Algériens pour les langues étrangères, un enseignant d'anglais dans une école privée à Alger, nous livre son analyse : «Dans les années 1970 ou 1980, on pensait qu'après avoir appris une langue étrangère, on adopterait un autre comportement.

En effet, apprendre une langue étrangère c'est également acquérir des connaissances sur la culture du pays où cette langue est parlée. A cette époque-là, on pouvait aisément voir répandu dans notre société, un faux conservatisme, une vision négativiste de tout ce qui n'est pas musulman. Il y a aussi l'attitude du gouvernement qui a fait appel aux Syriens, Egyptiens... pour enseigner l'arabe aux Algériens. Ce qui caractérisait ces «enseignants» (Egyptiens et Syriens), c'est qu'ils n'étaient pas formés pour le métier d'enseignant. Ils avaient une vision restreinte des choses. Ces dernières années, en revanche, nous constatons qu'il y a une prise de conscience quant à l'importance de la maîtrise de plusieurs langues étrangères. C'est ce qui explique cet engouement pour les cours de langues au niveau des écoles et instituts privés. C'est là une réalité imposée et dictée par le contexte économique et technologique, auquel il faut s'adapter.» Ainsi, la première langue qui suscite l'intérêt des Algériens, selon les responsables de plusieurs écoles privées, c'est bien l'anglais. «Nous proposons des cours de français, d'anglais, d'allemand, d'espagnol et d'italien... Mais c'est l'anglais qui est le plus demandé.

Cela s'explique évidemment par le fait qu'il s'agit d'une langue universelle, une langue vivante, qu'on peut parler aux quatre coins du monde. Donc, la maîtriser serait vraiment un énorme avantage, surtout pour certains métiers», nous explique ce responsable. Ces deux dernières années, nous avons également constaté un certain intérêt pour la langue espagnole», a-t-il ajouté. «Sans oublier le chinois, dont des cours sont proposés dans plusieurs écoles», a-t-il conclu.

# INTÉRÊT INÉGALÉ SUR LA PAGE FACEBOOK DU ROYAUME

## 30.000 Algériens amis de l'ambassade britannique

Mercredi 04 Avril 2012 - Lu 1410 fois

Taille du texte :

A cet engouement sur le Net, la coopération entre les deux pays est de plus en plus croissante.

Voilà qui doit véritablement faire jalouser l'ambassade des Etats-Unis d'Amérique à Alger, elle qui mise sans retenue sur les nouvelles technologies et les réseaux sociaux. Ce sont les Anglais qui récoltent les fruits! En effet, la page Facebook de l'ambassade britannique a plus de 30.000 amis algériens. Elle est la plus grande page de toutes les autres ambassades britanniques autour du monde. Cela montre le grand intérêt en Algérie pour la langue anglaise et le Royaume-Uni.

La nouvelle page Facebook du British Council est également en train de se développer rapidement et a maintenant 6000 amis. Les visites sur le site Web de LearnEnglish du Conseil britannique par les Algériens ont augmenté 8 fois en mars. Entre Alger et Londres, c'est la lune de miel. Le Royaume-Uni est en train de progresser avec un certain nombre d'initiatives dans un domaine-clé de la coopération bilatérale - le renforcement des liens dans le domaine de l'éducation et la promotion de l'enseignement de la langue anglaise. Ceci fait, plus particulièrement suite à la visite du ministre des Affaires étrangères britannique, William Hague, à Alger en octobre dernier et les discussions politiques de haut niveau qui ont eu lieu à Londres en mars dernier.

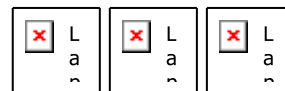
L'ambassade britannique et le British Council en Algérie travaillent étroitement ensemble pour renforcer les liens entre les universités du Royaume-Uni et de l'Algérie et pour favoriser l'enseignement et l'apprentissage de la langue anglaise, pour laquelle il y a une énorme demande en Algérie. Il existe plusieurs initiatives qui entrent dans ce cadre: l'ambassadeur britannique et le ministre de l'Enseignement supérieur ont convenu le 30 mars dernier, d'intensifier la coopération dans ce domaine.

Une table ronde entre le British Council et les chefs des départements d'anglais des universités algériennes sera organisée bientôt à cet effet. En parallèle, le British Council poursuit son programme de soutien éducatif en Algérie en collaboration avec le ministère algérien de l'Education nationale. Deux cours de formation d'enseignants ont été dispensés à Batna en mars avec la participation de 120 professeurs.

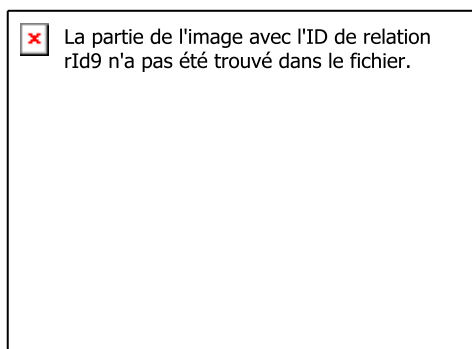
La formation a été suivie par la conférence du British Council intitulée «Speak UP», qui a été la première en son genre à Batna et un exemple d'un engagement croissant envers leur travail dans toutes les régions de l'Algérie. Durant l'événement, auquel ont assisté plus de 175 professeurs du secteur public et privé, les responsables du British Council se sont entretenus avec des représentants d'écoles de langues et autres parties intéressées dans la région en vue de développer des liens et créer des réseaux pour davantage de collaboration. Au sujet des écoles du futur, le British Council a récemment tenu son premier cours de formation pour les entrepreneurs qui ont l'intention de créer de nouveaux centres d'enseignement de l'anglais, avec le soutien du British Council. Le premier centre qui a bénéficié de ce programme a maintenant ouvert ses portes à Oran et une cérémonie formelle sera tenue plus tard en avril

pour marquer l'événement. Bientôt, une société britannique - Alligan, ouvrira un centre d'enseignement de l'anglais à Alger, avec, là encore, le soutien du British Council. Les liens entre les universités britanniques et algériennes existent, mais nous pouvons réaliser beaucoup plus encore. Plus tard en avril, le professeur Robert Pope, un académicien britannique de renom, visitera Oran et Sétif pour discuter avec les étudiants et le corps enseignant des domaines de coopération possibles et pour donner des conférences sur les études de langue anglaise. Afin d'encourager davantage d'échanges, l'ambassadeur britannique organisera une table ronde en automne, qui réunira de hauts responsables de plusieurs universités algériennes et britanniques.

[MaghrebEmergent \(site\)](#)



## [Offensive britannique pour favoriser l'enseignement de l'anglais en Algérie](#)



L'ambassadeur britannique, Martyn Roper, a donné une nouvelle impulsion au British Council

Le British Council a lancé une série d'initiatives en vue de favoriser l'enseignement de l'anglais en Algérie. Cette démarche est menée conjointement avec des institutions, écoles et universités algériennes, et sera renforcée après la rencontre le 30 mars entre le ministre algérien de l'enseignement supérieur, Rachid Haraoubia, et l'ambassadeur britannique à Alger, M. Martyn Keith Roper

Le British Council fait feu de tout bois. Dans la foulée de l'ambassade britannique, qui fait preuve d'une activité qui tranche avec sa traditionnelle discrétion en Algérie, le célèbre centre culturel a lancé une offensive tous azimuts pour promouvoir l'enseignement de l'anglais et la diffusion la diffusion de la culture britannique dans le pays.

Ce redéploiement a été couronné par une rencontre le 30 mars, entre l'ambassadeur britannique, Martyn Keith Roper, et le ministre algérien de l'enseignement supérieur, Rachid Haraoubia. Les deux responsables ont convenu « d'intensifier la coopération dans ce domaine », avec m'organisation prochaine d'une « table ronde » entre le British Council et les chefs des départements d'anglais des universités algériennes.

Le British Council a également organisé, en mars, deux cours de formation d'enseignants à Batna, avec la participation de 120 professeurs. En parallèle, 175 professeurs d'écoles publiques et privées ont assisté une conférence du British Council intitulée 'Speak UP', la première du genre organisée à Batna.

Le British Council veut également assister les promoteurs d'écoles d'enseignement de l'anglais. Il a, à cet effet, organisé à leur profit un premier cours de formation. Le premier centre qui a bénéficié de ce programme a ouvert ses portes à Oran. Un sera bientôt inauguré à

Alger.

Par ailleurs, l'ambassadeur britannique a annoncé qu'il organisera une table ronde en automne, avec les responsables de plusieurs universités algériennes et britanniques. « Nous sommes certains que ceci est un début d'un programme à long terme et d'une collaboration universitaire fructueuse et enrichissante », a-t-il dit.

L'enseignement de l'anglais avait connu une certaine audience au début des années 1990, avant de régresser, suite à la fermeture des écoles anglais et américaine consécutive au départ du personnel étranger qui assurait l'essentiel des cours. Ces écoles sont traditionnellement encadrées par des compagnes de diplomates, personnel d'ambassade ou personnel expatrié. Toute cette population avait été contrainte au départ dans les années 1990.

Ces écoles avaient ensuite été reprises progressivement par un personnel algérien. Elles restent très prisées, aussi bien par des jeunes qui souhaitent maîtriser l'anglais pour se former ou pour émigrer, que par des entrepreneurs qui souhaitent diversifier leurs contacts extérieurs. La maîtrise de l'anglais permet aussi à ces publics algériens de sortir du tête-à-tête avec le français et les entreprises françaises. De nombreux entrepreneurs algériens, notamment les patrons des entreprises d'importation, sont handicapés par le manque de maîtrise de langues étrangères autres que le français, qui reste hégémonique dans les sphères économiques.

*Algérie - L'ambassade des Etats-Unis et le Centre Berlitz lancent «le Camp d'été El Amel»*

[MaghrebEmergent](#)

L'ambassade des Etats-Unis en Algérie et le Centre Berlitz annoncent le lancement du second projet d'apprentissage de la langue anglaise « le Camp d'été El Amel. »

Le camp d'été durera deux mois et ses séances se tiendront chaque matin au centre Berlitz à Alger.

Durant ce camp, les étudiants pourront, en plus de perfectionner leur anglais, acquérir des aptitudes en leadership, en écriture, préparer leur dossiers d'inscriptions aux Universités Américaines ainsi qu'une préparation aux Tests TOEFL et SAT.

Le camp est ouvert aux Lycéens âgés entre 14 et 18 ans avec un background éducatif approprié et répondant aux normes d'alphabétisation et calcul. Le camp est gratuit et toute personne intéressée doit remplir un formulaire en ligne et passer un test d'aptitude de langue anglaise.

Les cours seront dispensés par des instructeurs de l'Ecole d'Anglais Berlitz, des conférenciers, ainsi que le Conseiller Pédagogique de l'ambassade des Etats-Unis à Alger.

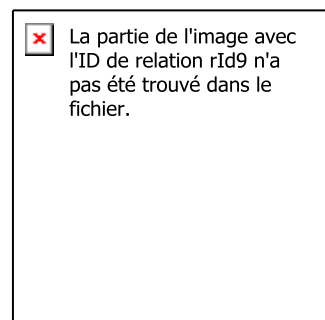
Pour postuler pour ce programme, visitez le site : <http://www.berlitz-algerie.com/Amel%20Project.html>.

(d'après communiqué)

# Algérie – USA : Mémoire d'entente entre le MESRS et World Learning

[elmoudjahid.com/fr/](http://elmoudjahid.com/fr/)

Mardi 10 janvier à 21:22



## Le programme de coopération entre les universités algériennes et le World Learning dont le coût est estimé à 2 millions de dollars, prend en charge la maîtrise de la langue anglaise qui croît depuis plusieurs décennies du fait de la mondialisation des échanges commerciaux et technologiques entre les pays.

Le développement et la maîtrise des langues étrangères, notamment l'anglais, en Algérie est l'un des objectifs fixés par la réforme universitaire. Un mémoire d'entente entre le Ministère de l'Enseignement supérieur et de la Recherche scientifique et World Learning a été signé hier matin entre M. Mohamed Gharas, secrétaire général du MESRS, et Son Excellence M. Henry Ensher, ambassadeur des Etats-Unis d'Amérique en Algérie, afin de prendre en charge cette langue qui croît depuis plusieurs décennies du fait de la mondialisation des échanges commerciaux et technologiques. La cérémonie de signature de la convention a eu lieu en présence du recteur de l'université de Bouzaréah et des cadres des deux parties. Il s'agit d'accompagner le ministère de l'Enseignement supérieur et de la Recherche scientifique dans cette opération avec d'autres perspectives qui sont en jeu.

Il s'agit de la formation des futurs formateurs d'université, le développement et l'évaluation des cursus de formation de la langue anglaise pour les adapter et les réactualiser afin qu'ils puissent répondre au marché du travail.

Cette opération d'envergure sera effectuée au niveau de trois écoles doctorales d'anglais au niveau des wilayas d'Oran, d'Alger II et d'Annaba, avec la mise en place d'un centre de carrière au niveau de l'université d'Ouargla.

A cette occasion, M. Gharas s'est félicité du rôle important joué par les autorités américaines et leur soutien indéfectible et leur accompagnement dans plusieurs domaines. «Ce mémoire d'entente qui est le couronnement d'une série de discussions fructueuses vient à point



nommé enrichir le cadre juridique de la coopération bilatérale qui traduit l'engagement des deux parties de réussir le partenariat dans le domaine de l'enseignement supérieur et de la recherche scientifique», a-t-il notamment indiqué.

Il n'a pas manqué d'insister sur l'importance de l'événement qui intervient au moment où les relations entre les deux pays connaissent un développement important dans divers domaines. «Ces relations se traduisent par des échanges bilatéraux, qui ont connu un accroissement considérable en 2006 avec la signature d'un protocole de coopération scientifique et technologique entre les deux parties», précise-t-il.

Qualifiant les relations bilatérales d'«excellentes» et d'«exemplaires», le SG du ministère de l'Enseignement supérieur et de la Recherche scientifique a indiqué que le secteur place la coopération avec les Etats-Unis parmi ses priorités. Il n'a pas omis de relever la disponibilité des USA dans la mise en place d'une institution non lucrative qui aidera les instances concernées dans le perfectionnement et la maîtrise des langues afin de répondre à des défis et à des enjeux que l'Algérie doit relever en matière d'enseignement de la langue anglaise. Il faut dire que les besoins sont énormes en la matière. Ils se traduisent par la crise que connaît le secteur de l'éducation nationale dans le domaine de l'encadrement de l'enseignement des langues étrangères. Pour le SG du ministère de l'Enseignement supérieur et de la Recherche scientifique, «la maîtrise de la langue, c'est également la maîtrise d'un espace anglo-saxon».

Pour sa part Son Excellence M. Henry Ensher a mis en exergue l'importance de cet événement qui englobe «l'investissement dans le champ académique» qui vise l'avenir de la jeunesse algérienne. «Les Etats-Unis s'engagent avec l'Algérie pour promouvoir les relations existant entre les institutions des deux pays», a-t-il affirmé.

Pour ce qui est du programme de coopération entre les universités algériennes et le World Learning dont le coût est estimé à 2 millions de dollars, le représentant des USA a insisté sur la priorité accordée à l'enseignement de la langue anglaise, le renforcement du leadership, la promotion du service public et l'engagement à tous les niveaux. Il a rappelé dans ce contexte que ce mémorandum est le deuxième du genre, après celui signé entre l'université Mentouri de Constantine et l'Institut William-Davidson de l'Université du Michigan.

Ces programmes d'éducation, d'échange et de développement cultivent l'innovation sociale nécessaire dans un monde qui rétrécit.

Sarah SOFI

-

M. Henry Ensher, Ambassadeur des Etats-Unis

“Les relations entre nos deux pays sont exemplaires”

«Les relations entre l'Algérie et les USA sont excellentes et exemplaires. Elles sont en train de s'approfondir dans plusieurs domaines tels que l'enseignement supérieur, l'éducation... Le programme de partenariat entre les universités des deux pays reflète les progrès consentis dans le traitement avec la société civile et l'engagement des Etats-Unis d'Amérique et leur soutien aux institutions algériennes. Notre mission a toujours été celle de promouvoir l'échange d'expériences entre les deux pays et le renforcement des relations bilatérales».

# Des diplômes américains pour 300 élèves algériens

## L'expression

Mercredi 12 Septembre 2012 - Lu 210 fois

Taille du texte :


Issus de 13 wilayas du pays et de milieux défavorisés, près de 300 élèves algériens recevront des diplômes de langue anglaise qui leur seront remis par l'ambassadeur des Etats-Unis à Alger, Henry Ensher.

Ces élèves ont réussi à compléter les deux ans du programme d'apprentissage de la langue anglaise, Access. Ils viennent de 13 wilayas: Alger, Batna, Béchar, Béjaïa, Biskra, Bouira, Constantine, Jijel, Oran, Ouargla, Sétif, Tizi Ouzou, et Tlemcen.

Le programme en question offre aux jeunes Algériens issus de milieux défavorisés deux ans d'apprentissage de la langue anglaise, une exposition portant sur la culture américaine et la possibilité de prendre part à des activités associatives dans leurs communautés. Une cérémonie de remise de ces diplômes sera organisée les 12 et 13 septembre prochains, au siège de l'ambassade US à Alger.

Les élèves ainsi que leurs enseignants prendront part à la cérémonie.

**P**

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## Au moment où le français enregistre des résultats médiocres au primaire

[Offensive américano-britannique pour l'enseignement de l'anglais en Algérie](#)

[ENVOYER A UN AMI](#)

[AJOUTER UN COMMENTAIRE](#)

[IMPRIMER](#)

[SIGNALER UN ABUS](#)

Sonia Lyes

Après Oran, c'est à Béjaïa que l'ambassadeur du Royaume-Uni à Alger, Martyn Roper, a inauguré ce jeudi 21 juin une nouvelle école d'enseignement d'anglais en Algérie. « Cette initiative entre dans le cadre du projet *Start Up* initié par le British Council en janvier 2012 », précise un communiqué de l'ambassade britannique à Alger. « Ce programme permet de répondre aux exigences de l'assurance qualité dans l'enseignement des langues ainsi que l'amélioration de la qualité de l'enseignement de la langue anglaise en Algérie », ajoute le texte.

Deuxième du genre après celle d'Oran, en attendant de nouvelles structures à travers d'autres wilayas, l'école de Béjaïa constitue un couronnement de la politique de l'ambassade britannique pour l'encouragement de l'enseignement de la langue anglaise, mais aussi pour disposer d'interlocuteurs maîtrisant la langue de Shakespeare. Selon l'ambassadeur britannique, il y a également une forte demande de la part des Algériens pour l'apprentissage de l'anglais. « La coopération entre la Grande-Bretagne et l'Algérie est très intense en matière économique, dont l'industrie et l'énergie, dans les questions internationales et en matière de lutte contre le terrorisme et l'émigration. Nous avons donc besoin d'interlocuteurs qui maîtrisent la langue anglaise. C'est pour cette raison que je soutiens cette conférence initiée par British Council », avait déclaré M. Roper en mars dernier lors d'une conférence nationale sur l'enseignement de l'anglais.

Comme les Anglais, les Américains sont de la partie et multiplient les initiatives pour encourager l'enseignement de l'anglais. Mercredi, l'ambassade américaine à Alger a annoncé le lancement du second projet d'apprentissage de l'anglais. L'ambassade des États-Unis à Alger vient de lancer le camp d'été [El Amel](#). D'une durée de deux mois, ce camp assurera des séances d'anglais chaque matin au centre Berlitz, à Alger. Les étudiants pourront non seulement perfectionner leur anglais mais aussi acquérir des aptitudes en leadership, en écriture, préparer leurs dossiers d'inscriptions aux

universités américaines et se préparer aux tests TOEFL et SAT, précise un communiqué de l'ambassade.

Ouvert aux élèves âgés de 14 à 18 ans « disposant d'un bon niveau », ce camp est gratuit. Les cours seront dispensés par des instructeurs de l'École d'anglais Berlitz, des conférenciers, ainsi que le conseiller pédagogique de l'ambassade des États-Unis à Alger. L'anglais, délaissé dans les années quatre-vingt-dix après le départ des formateurs étrangers, suscite de plus en plus d'intérêt chez les étudiants et les cadres. Cet intérêt se fait au détriment de la langue française, première langue étrangère en Algérie, dont les récents résultats à l'examen de sixième ont montré qu'elle constitue la matière où on a enregistré les moyennes les plus faibles, notamment dans les régions du Sud.

Du lien : [http://www.tsa-algerie.com/divers/offensive-americano-britannique-pour-l-enseignement-de-l-anglais-en-algerie\\_21211.html](http://www.tsa-algerie.com/divers/offensive-americano-britannique-pour-l-enseignement-de-l-anglais-en-algerie_21211.html)

21/06/2012 à 17:18 | 4 commentaires [Réagir](#)

## Annexe :8

- **Teaching English in Algeria**

- From : [www.eslbase.com](http://www.eslbase.com)

From : [www.eslbase.com](http://www.eslbase.com)

The following comments are from teachers who have taught, or are currently teaching, in Algeria.

**Minoucha** on 21 February 2008

Recently, Algeria has become aware of the importance English has in the world. That's why it has opened training schools specialized in preparing teachers of TEFL. The problem is the lack of authentic material that help them transmit English culture to those who are supposed to teach English.

**Kamel** on 24 August 2008

Teaching English in Algeria has improved somewhat but it still requires effort, especially a serious preparation of textbooks and helping teachers in different aspects.

**Said** on 23 September 2008

Teaching English in Algeria isn't efficient and teachers generally have no academic background, most of those who teach English in Algeria have learnt English in French, they think in either French or Arabic. Professional English training in companies is corrupted i.e. if you own a private school, you cannot get a contract to teach English onsite unless you bribe the Algerian state companies Sonatrach or multi national companies' bosses and this applies to all other training.

**Anonymous** on 17 October 2008

You really ignore and neglect the efforts that teachers are making to teach your children, sisters and brothers, nephews and nieces. Stop criticising Algeria, when you were at school you never saw a computer, now we have more than one room full of computers, we have two laptops and datashows, in every middle and secondary school, and free access to the Internet. What do you want more than this? Stop bombing Algeria with your negative attitudes, be grateful to you beloved nation.

**Nou** on 17 October 2008

Teaching in Algeria is not serious at all because of the yearly change in the teaching syllabus without taking teachers' levels and their training before into consideration.

**Djaidja Samir** on 3 February 2009

In order to improve teaching English in Algeria, teachers should be paid more for their efforts and implement their maximum capacities. Furthermore, students must focus on their lessons and stop wasting time.

**Sara** on 11 March 2010

Hi everybody. I have been a teacher of English for more than 20 years. I haven't stopped loving my job. I believe that teaching English especially in the secondary school has been improving. English teachers are known in Algeria for being very serious and very motivated. To have a better and clearer idea about this, please visit our site: [www.eltalgeria.webs.com](http://www.eltalgeria.webs.com)

**Laura** on 15 March 2010

English teachers in Algeria need training. They need to take the initiative to raise their own levels in English and to learn modern methods of teaching, especially with regards to teaching large classes. The biggest problem is the teachers' mistaken belief that the problem is the system and the students' behavior. The reason students misbehave is because their teachers have not been empowered sufficiently to facilitate their learning. Teaching is helping children to find out how they learn best, and to encourage individual growth. Ongoing professional teacher training together with advanced language learning/practice is the only solution. This can be accomplished by the teachers themselves organizing workshops, inviting English native speakers and teaching professionals to join them, and working together to make a change.

**Amara Naimion** 29 March 2011

I want to say that English teachers in Algeria are doing their best to improve teaching English but they are facing a lot of encounters. They don't receive any training or scholarships. Other languages like French for example is encouraged by France but English is left in Algeria for teachers who were poorly educated. We need real training and why not scholarships in the UK OR the USA?

**Amina** on 25 April 2011

Teaching English in Algeria is very difficult. Teachers face many problems: large classes and class management, absence of communication, lack of teaching materials... Not only is the atmosphere not appropriate to teach English but the actual program does not satisfy the teaching aims and learners' needs.

**fifilife** on 6 May 2011

Frankly speaking, our problem in Algeria is that no one can guide teachers, even inspectors. They just criticise and never give solutions because, simply, they don't know. We all know that there is no magic recipe for teaching English but some basic facilities are SO NECESSARY to know how to teach such a language perfectly. If the inspector himself makes mistakes when speaking, how can I trust him or his information? We are suffering. I always try to find new methods to teach well. I wish I could do my job to perfection.

**Halima** on 19 May 2011

The problem here is not the teachers but the pupils... they don't have the capacity to learn. They always say that we will never get a job in the future so why should we learn! i.e. they don't learn for the sake of learning but for getting a job in the future.

**Ibrahim** 5 July 2011

It's just because our learners are not exposed to English. They only meet English in classrooms, once they're out they forget it. This is the cause of the failure.

**Chouchou** 24 July 2011

I totally agree with Halima and Ibrahim. Our students don't take the English language seriously. They consider it a dead language! They think that it is just a waste of time to learn a language which they don't need when entering university; because they will study in french

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**JE** 26 September 2011

With all my respect to you all... the problem lies within each individual. You are all pointing the finger at others, whether it's the government or the student! Yes you may not have the best facilities, programs, training etc etc etc... In my opinion, the principal at every school plays the biggest role. He/she needs to stimulate the teachers first. If the teacher is dedicated, you will be amazed with the accomplishments!! The internet is huge and open to the world. Use it! Try looking at the syllabus of education in English speaking nations, which for a fact is very possible! Take online courses, or whatever it takes to improve "one's" English. Little every day things can help improve your english eg. READING... please don't tell me you are unable to get your hands on reading material like books, newspapers.  
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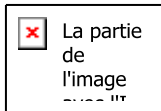
**JE** on 26 September 2011

With all my respect to you all... the problem lies within each individual. You are all pointing the finger at others, whether it's the government or the student! Yes you may not have the best facilities, programs, training etc etc etc... In my opinion, the principal at every school plays the biggest role. He/she needs to stimulate the teachers first. If the teacher is dedicated, you will be amazed with the accomplishments!! The internet is huge and open to

the world. Use it! Try looking at the syllabus of education in English speaking nations, which for a fact is very possible! Take online courses, or whatever it takes to improve "one's" English. Little every day things can help improve your english eg. READING... please don't tell me you are unable to get your hands on reading material like books, newspapers.

## **Annexe : 9**

**Thématique : Les langues en Algérie**



De nos jours, 72% des Algériens parlent les langues arabes ; avec 60% de la population totale parlant l'arabe algérien. Les autres arabophones parlent le hassaniyya (11,3%), l'arabe du Sahara (0,1%), l'arabe marocain (0,4%), l'arabe égyptien, ou même l'arabe irakien. A l'oral, l'arabe algérien sert de langue véhiculaire, mais à l'écrit, c'est l'arabe classique.

De plus, près du tiers des algériens parle l'une des formes du berbère : le kabyle, le tamazight, le chaouiïa (shawiya), le mzabb, le mozabique, le tshalhit, le touareg, le tarifit, le tumzabt, etc. Les berbérophones constituent diverses communautés telles que les Kabyles, les Chaouiïas, les Mozabites, les Zénètes, les Touaregs, etc.

Le français est parlé par environ 10000 Français et 600 Juifs, ainsi que par presque 50% de tous les Algériens en tant que langue seconde.

Le célèbre comédien algérien, Mohamed Fellag, dépeint ainsi sa langue: «L'algérien de la rue est une langue trilingue, un mélange de français, d'arabe et de kabyle.»

[Ecoles et universités en Algérie >>](#)

*Nos lecteurs ont aussi aimé :* [Adresses utiles pour l'Algérie](#), [Histoire de l'Egypte](#), [Emploi à Dubaï](#)

#### *Commentaires*

- Le dimanche 20 août 2006 à 22:16, par **ali**

slt tout le monde je veux juste ajouter que beaucoup d algeriens (la majorite des etudiants ) s interessent 2+ en+ a l anglais

- Le samedi 18 novembre 2006 à 15:37, par **yakoub mounni**

les algériens dans leur oral spontané ne peuvent parler que le mélange de l'arabe de françias et du berbère et d'autres langues .

- Le lundi 15 janvier 2007 à 19:42, par **abdellah**

je vois que l'algerie est tout simplement l'amalgame de toutes les langues et toutes les cultures

- Le mercredi 31 octobre 2007 à 21:53, par **sakmo**

En Algerie nous avons adopté la langue francaise comme première langue étrangère. d'un autre coté l'Anglais a domminer le monde et devenu la langue universelle. la majorité des publication scientifiques sont en ANGLAIS. la preuve l'ecole polytechnique de paris enseigne en Anglais. pourquoi en Algérie on enseigne pas a

l'université en Anglais en particulier les spécialités techniques comme l'informatique ou l'électronique, marketing.....

- Le lundi 3 décembre 2007 à 16:28, par **lydia**

le paysage linguistique algérien est un vrai trésor mais si seulement le gouvernement algérien saura le conserver. en effet avec les pseudo-réformes des dernières années notre trésor va paraitre en l'air

- Le lundi 28 janvier 2008 à 18:12, par **kedi\_dz**

Il est clair que l'Algérie est un pays plurilingue. Tous les algériens s'expriment en faisant référence à plusieurs langues, les plus connues sont le français et l'arabe dialectal mais cela n'empêche qu'il y a l'intervention d'autres langues comme l'espagnol...etc. Je travaille sur l'histoire de l'enseignement du français en Algérie j'ai besoin de documents sur ce sujet si vous pouvez m'aider contactez-moi: [kedi\\_dz@yahoo.fr](mailto:kedi_dz@yahoo.fr)

- Le dimanche 4 mars 2007 à 20:11, par **imen**

je veux dire que le multilinguisme et par conséquent le multiculturalisme constitue un enrichissement et non pas une paralysie pour l'Algérie.

- Le jeudi 10 mai 2007 à 21:09, par **sisi**

l'Algérie est un pays très riche de culture et même de langues chez nous on parle 50% français 25% arabe et 25% d'autres langues qu'on connaît pas ses sources comme le kabyle ou bien l'espagnole !!

- Le vendredi 18 mai 2007 à 08:54, par **Anissa17a**

L'apprentissage des langues en Algérie n'est pas assez étendu encore.....  
Je suis lycéenne en France, et je parle 6 langues: allemand, italien, anglais, espagnol, l'arabe bien sûr!!!! et le kabyle je trouve que c'est un avantage de pouvoir parler plusieurs langues et découvrir d'autres cultures et de pouvoir voyager sans avoir de problème pour s'exprimer

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## **questionnaires**

Parents' Questionnaire

Mostaganem University (EDOLAS)

Parents' Questionnaires

We would be grateful if you could help us by answering the following questions concerning your view of the English Language in our country. There is no right or wrong answer, we are interested in your personal opinion. Please, give your answers as objectively as possible. Your answers will be kept anonymous and will only be used for research purpose.

Please put a cross (X) in the corresponding box and provide full answers whenever necessary.

### QUESTIONS

1. Age:

2. Occupation:

.....

3. Do you think it is necessary to learn English? Yes:  No:

4. What are the reasons people learn English for?

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

5. Do your children use English outside school? Yes:  No:

6. For what purposes?

.....

7. Do you think that English will replace French in Algeria? Yes:  No:

Thank You!

Questionnaire pour parents

Universite de Mostaganem

Nous vous serions très reconnaissants de bien vouloir remplir ce questionnaire qui concerne votre point de vue à propos de la langue anglaise en Algérie. C'est votre opinion personnelle qui nous intéresse et donc il n'y pas de bonne ou mauvaise réponse .S'il vous plait, répondez en toute objectivité. Vos réponses seront confidentielles et anonymes et ne seront utilisées que pour le but de la recherche

Mettre une (X) dans la case correspondante et donner une réponse complète si nécessaire.

QUESTIONS :

1. Age :
2. Profession : .....
3. A votre avis, est-il nécessaire d'apprendre la langue Anglaise ?      oui       non
4. Quelles sont les raisons pour lesquelles les gens apprennent l'anglais ?  
.....  
.....  
.....
5. Est-ce-que vos enfants utilisent l'anglais en dehors de l'école ?      oui       non
6. Pour quels buts ?  
.....
7. Pensez- vous que dans l'avenir, l'anglais remplacera le français ?      oui       non

Merci

استبيان خاص بأولياء الأمور

جامعة مستغانم

سنكون ممتنين لك إذا استطعت الإجابة على الأسئلة التالية والتي تعبر عن وجهة نظرك و  
رؤيتك للغة الانجليزية في الجزائر. لا توجد إجابة صحيحة أو خاطئة , نحن مهتمين برأيك  
الشخصي فقط فمن فضلك كن موضوعيا في إجابتك قدر المستطاع.

أجوبتك لن تستعمل إلا من اجل البحث العلمي.

ضع علامة في الخانة الموافقة لاجابتك,

الأسئلة

1. السن:
2. المهنة: .....
3. هل تعتقد انه من المهم تعلم اللغة الانجليزية ؟ نعم  لا
4. ما هي الأهداف التي من اجلها يتعلم الناس اللغة الانجليزية؟  
.....  
.....  
.....
5. هل يستعمل اولادك اللغة الانجليزية خارج المدرسة؟ نعم  لا
6. من اجل ماذا؟  
.....  
.....
7. أتعتقد أن اللغة الانجليزية ستحل محل اللغة الفرنسية في الجزائر؟ نعم

شكرا جزيلا

Administrative Representatives Questionnaire

Mostaganem University ( EDOLAS)

Administrative Representatives Questionnaires

We would be thankful if you could answer the following questions which mainly deal with your vision of English in Algeria. There is no right or wrong answer; we are interested in your personal opinion. Please, give your answers as objectively as possible. Your answers will be kept anonymous and confidential and will only be used for research purpose.

Please put a cross (X) in the corresponding box and provide full answers whenever necessary.

### QUESTIONS

1. Age:
2. Occupation:  
.....
3. Do you think that learning English is necessary in Algeria? Yes:  No:
4. What are the reasons people learn English for?  
.....  
.....  
.....
5. Have you ever used English in your job career? Yes:  No:
6. For what purposes?  
.....
7. In which field do you think English is mostly used?  
.....
8. Do you think that English will replace French in Algeria? Yes:  No:

Thank You !

Questionnaire pour les représentants administratifs

Universite de Mostaganem

Nous vous serions très reconnaissants de bien vouloir remplir ce questionnaire qui concerne votre point de vue à propos de la langue anglaise en Algérie. C'est votre opinion personnelle qui nous intéresse et donc il n'y pas de bonne ou mauvaise



réponse .S'il vous plait, répondez en toute objectivité. Vos réponses seront confidentielles et anonymes et ne seront utilisées que pour le but de la recherche

Mettre une (X) dans la case correspondante et donner une réponse complète si nécessaire.

#### QUESTIONS :

1. Age :
2. Profession : .....
3. A votre avis, la langue Anglaise est-elle nécessaire en Algérie ? oui  non
4. Quelles sont les raisons pour lesquelles les gens apprennent l'anglais ?  
.....  
.....  
.....
5. Vous est-il arrive d'utiliser l'anglais dans votre profession ? oui  non
6. Pour quels buts ?  
.....
7. Dans quel domaine pensez-vous que l'anglais est le plus utilisé ?  
.....
8. Pensez- vous que dans l'avenir, l'anglais remplacera le français ? oui  non

Merci

استبيان خاص بالإداريين

جامعة مستغانم

سنكون ممتنين لك إذا استطعت الإجابة على الأسئلة التالية والتي تعبر عن وجهة نظرك و  
رؤيتك للغة الانجليزية في الجزائر. لا توجد إجابة صحيحة أو خاطئة: نحن مهتمين برأيك  
الشخصي فقط. فمن فضلك كن موضوعيا في إجابتك قدر المستطاع.

أجوبتك لن تستعمل إلا من اجل البحث العلمي.

الأسئلة

1. السن:
  2. المهنة: .....
  3. هل تعتقد إن تدريس اللغة الانجليزية مهم في الجزائر؟ نعم  لا
  4. ما هي الأهداف التي من اجلها يتعلم الناس اللغة الانجليزية؟  
.....  
.....  
.....
  5. هل سبق لك أن استعملت الانجليزية في حياتك العملية؟ نعم  لا
  6. من اجل ماذا؟  
.....  
.....
  7. في أي مجال تعتقد أن الانجليزية أكثر استعمالا؟  
.....
  8. أعتقد أن اللغة الانجليزية ستحل محل اللغة الفرنسية في الجزائر؟ نعم  لا
- شكرا جزيلا

Mostaganem University ( EDOLAS)

Students' Questionnaire

Dear students,

We would be grateful if you could help us by answering the following questions concerning a research about your view of the English Language in our country.

Please put a cross (X) in the corresponding box and provide full answers whenever necessary.

QUESTIONS:

Age:

9. Level: 1<sup>st</sup> year:      2<sup>nd</sup> year:      3<sup>rd</sup> year:      4<sup>th</sup> year:      5<sup>th</sup> year:

10. Wilaya d'origine:

.....

11. Branch:

.....

12. Do you think it is necessary to learn English?      Yes:       No:

13. What are the reasons people learn English for?

.....  
.....

14. Have you ever used English during your university studies?      Yes:       No:

15. What was it for?

.....

16. Do you use English outside school?      Yes:       No:

17. For what purposes?

.....

18. Do you think that English will replace French in Algeria?      Yes:       No:

19. Would you like to take extra courses of English?      Yes:       No:

20. For what purpose?

.....

Thank You So Much!

Université de Mostaganem ( EDOLAS)

**Questionnaire pour Etudiants:**

Chers étudiants,

Nous vous remercions de bien vouloir remplir ce questionnaire qui concerne votre point de vue à propos de la langue anglaise en Algérie.

Mettre une (X) dans la case correspondante et donner une réponse complète si nécessaire.

QUESTIONS:

1. Age:
2. niveau: 1<sup>ere</sup> année: <sup>ne</sup> année: <sup>née</sup> : 4<sup>eme</sup> <sup>ee</sup>: 5<sup>eme</sup> <sup>ee</sup>:
3. Wilaya d'origine:  
.....
4. Branche:  
.....
5. A votre avis, est- il nécessaire d'apprendre l'anglais? Oui:
6. Quelles sont les raisons pour lesquelles les gens apprennent l'anglais?  
.....  
.....
7. Avez-vous utilisé l'anglais au cours de votre parcours universitaire ?Oui:  Non:
8. Pour quels buts?  
.....
9. Utilisez-vous l'anglais en dehors de vos études? Oui:  Non
10. Pourquoi?  
.....
11. Pensez-vous que dans l'avenir l'anglais remplacera le français? Oui: Non
12. Voudriez- vous prendre des cours particulier en anglais?Oui: N
13. Pour quels buts?  
.....

Merci beaucoup!