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Globalization and Language Policy:

Local Languages and the Growth of English in Algeria since

1962

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Dedication

To my beloved mother, my faithful father, my sweet fiancée and all my family.

To my best friends whom I spent the best moments with.

Acknowledgment

My special thanks goes first to my esteemed supervisor and academic mentor, MrsBekri

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Abstract

Language policy in Algeria since independence is a combination between different perspectives. The main aim of the study is to provide an understanding about globalization and its effect in shaping language policy. Nowadays, globalization and the spread of the English language as a lingua franca of the 21 century affects the local languages situation in Algeria and language policy is a new challenge for the Algerian society and decision makers. The issue of the relationship between globalization and language policy involves a new approach to study how societies affect each other in the light of current globalization. The domination of the English language is the result of USA being the world power. Linguistic globalization is most embodied in the prevalence of one language at the expense of other languages, this phenomenon affects directly and indirectly the Algerian language policy, and language practices and attitudes within society. This dissertation will be detailed in three interrelated chapters. The first chapter will explore the Algerian language policy since independence and its current linguistic situation. The second chapter tackles language planning and policy within its theoretical framework, and globalization and its impact on language and the spread of English. Eventually, the third chapter is a questionnaire which makes deep analysis gathered from different individual's perspectives about language attitudes and preferences in Algeria. The conclusion is intended to open further research and discussion connected to the field.

Glossary

- **Americanization** (noun): The action of making a person or thing American in character or nationality.
- **Bilingualism /Multilingualism**: is the use of two or more languages, either by an individual speaker or by a community of speakers.
- **Colonialism** (noun): the policy or practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically.
- **Colonial language**: A colonial language is a language brought from somewhere else to a colony.
- **Francophonie**(noun): A term designates the ensemble of people, organizations and governments that share the use of French on a daily basis or/and as administrative language, teaching language or chosen language.
- **Globalization** (noun): It is the action or procedure of international integration of countries arising from the conversion of world views, products, ideas, and other aspects of culture.
- **Hittiste**: (adj) (plur) hittistes: An idle person who spends his day besides against a wall.
- **Jurisdiction** (noun): The official power to make legal decisions and judgments.
- **Language planning**: Is a deliberate effort to influence the function, structure, or acquisition of languages or language variety within a speech community. It is often associated with government planning.
- **Language policy**: Is what a government does either officially through legislation, court decisions or policy to determine how languages are used.
- **Lingua franca**: A language that is adopted as a common language between speakers whose native languages are different.
- **Modernization** (noun): Modernization refers to a model of a progressive transition from a 'pre-modern' or 'traditional' to a 'modern' society.

- **Native language:** is a language that a person has been exposed to from birth.

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General Introduction

Language policy, as a relatively new field of research, provides various issues for sociolinguistics and applied linguistics fields which have interest in the position of language and its use in society. In a globalized world, language planning and policy must not consider only local and national language issues, but rather, look at them from an international perspective. Thus, one of the main concerns of linguistics in this field is to investigate the attitudes toward the use of one language at the expense of other languages in society.

After the decline of the colonial system in the Maghreb countries, Algeria faced a complex linguistic situation. After independence, both of Language planning and language policy worked within a limited scope, this latter reveals in its failure later because of the coincide with the Arabization policy. The choice of language education policy is among the most critical and complex issues in a modern society.

The global spread of the English language makes it the lingua franca of the 21st century. Global interdependence, cultural integration and world organizations paved the way to the English linguistic domination. At the beginning of the president Abdelaziz Bouteflika's term, there was an education reform in favour of bilingualism introduced to refresh the educational sectors; Arabic became no more a medium of instruction, as it proved its failure decades before the importance of the English language. Besides, it started to be taught in the first year middle school instead of eighth grade. The policy aimed to open up to the world which leads to the marginalization of local languages.

Algeria proved to be a relevant example to language planning between the former colonial language (French), and the native languages (Tamazight and Algerian Arabic). The Algerian policy makers gave the priority to foreign languages to accompany the world with fuller participation in national and international life. The younger generation use more the English language as a lingua franca in chatting online, listening to songs and watching TV. The research was motivated by introducing the hidden impact of globalization and English spread in shaping the Algerian language policy directly or indirectly.

In this research the language situation is in mediation between language planning and policy, and globalization. It seeks first to understand "*the role of governments and other powerful institutions in shaping language use and language acquisition*" Tollefson (2002:1) which means the macro level, and second, the role of globalization as phenomena in forming the Algerian language policy, language practices, and attitudes within society. Indeed the main research inquiry investigates the way globalization affects the language

policy, especially foreign language choices within a multilingual society. Dealing with this question created many other sub questions that could intervene in this research as follows:

- In post colonialism language policy was determined by macro level. Thus could this be efficient to face globalization and world language problems?
- What is the main theoretical point that should be taken into consideration in foreign languages choice?
- Could the English language as the language of globalization substitute other languages such as Arabic or French in social communication in Algeria?

Multilingualism is a hallmark in the Algerian society; it covers four main languages (classical Arabic, Berber, French, and Algerian Arabic). At the same time, the Algerian language policy denies this multilingualism in favor of universal languages. By the coming of the president AbdelazizBouteflika in 1999 a new discourse of foreign languages was introduced. This change may create cultural and identity fragmentation in the Algerian society, as well marginalize local languages.

- The first hypothesis suggests that language policy proved its failure with arabization policy, but through globalization pressure the openness toward foreign language was a transition that may affect negatively Algerian local language.
- The second hypothesis proposes that English as a global language can replace French as a tool of communication especially with the coming of the new generation.
- The third hypothesis suggests that there is a significant attitudinal correlation between linguistic globalization and age.

Considering the quantitative nature of this research, the above mentioned hypotheses will be treated in three main chapters. The first chapter, which is the descriptive one highlights some steps concerning the language policy and planning in Algeria since independence in 1962 till the beginning of the presidency of AbdelazizBouteflika in 1999, and the educational reform which brought a whole revision to the curriculum and introduced foreign languages as a reaction to the failure of Arabization policy. The chapter also describes the Algerian language profile which is a mixture of the two mother tongues (Algerian Arabic and Berber language), and the French language which is the formal colonial language.

The second chapter, the theoretical one, will introduce the language policy and language planning definitions and the concept of globalization, aiming to show its impact on language in general and English in particular. Understanding globalization is considered as the main step to solve the research issue. Language problems within society do not swing

only within macro and micro level, but rather on a universal level. Thus, this chapter tries to gather a maximum of data to examine the issues.

The third and final chapter is a questionnaire which seeks the status of languages in Algeria. It is also a deep analysis from different individual's perspectives about language attitudes and preferences. The questionnaire took place at university and random places, constituted of different people. The study focuses on quantitative research for data collection and data analysis.

To reach a clear and complete idea about the topic, various references were taken into account related to the main preceding works in this field. The first reference is "the language situation in Algeria" by Mohamed Benrabah (2009); the book offers pieces of information about Algeria's linguistic reality since independence and language policies starting from Arabization until the education reform in 2000. The second book is "Language Planning from Practice to Theory" by Kaplan, R.B. and Baldauf, R.(1997); the book was a helpful guide about language policy and planning and the basic ideas related to this concept. The third book is "English as Global Language" by David Crystal; The book looks deeply on the issue of the English domination as a recent phenomenon and its future situation.

Introduction

Dealing with language policy and language planning is not an easy task for decision makers, because it involves taking in consideration many social, political, historical, and economic components. In this chapter, the research will explore on the description of the

Algerian language policy since independence which is a combination between Arabization policy and the education reform of 2000. The research also presents the Algerian linguistic situation which is a mixture of different languages that results from different historical events. Thus, this analysis will help to confine and describe theoretically the issues included in the main question.

1. The Historical Overview of the Language Policy in Algeria

Among the most serious problems Algeria faced after its independence was the problem of language. It was a very hard issue for a country that lived under the French colonization for 132 years to remove the colonial system and recover its identity which is most embodied in language. The linguistic richness created real complexity for the Algerian policy makers, According to (Tabory and Mala, 1987:64):

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

Algeria adopted in its pre-independent era policy called ‘‘Arabization ‘’. The policy lasted from the late 1960s to the late 1990s and its main concern was the spread use of Arabic at the expense of French and other local language because the Arabic language presents for the Algerians the most important component of their identity. But by the coming of the 2000s Algeria witnessed a whole reform of the schooling system.

2. Arabization Policy in Algeria

Arabization is a language education policy that took place in Algeria during the 60s. Its main aim is making education based on the Arabic language as a medium of instruction because it reflects more the Arabic personality and identity and breaks away from all what has a relation with the French culture. *“Without recovering that essential and important element which is the national language, our efforts would be vain, our personality incomplete, and our entity a body without a soul”* quoted in (Mostari, 2004:26)

After the independence there was a great debate about which language will be more suitable to implement as a language of instruction. Some “western educated” prefer French because it is more modern and adequate as a language of technology; they were anti-Arabization. Another group advocated Arabization because it represents the Algerian identity and culture. Their goal was to restore the position of the Arabic language and Islam in an independent Algeria, accompanied with the reinforcement of the ties with the Arab world (Arab cohesion).

Benrabeh 2009 mentions that this group advocated the Arabic language because it is the language of the Holy Quraan. Officials in independent Algeria reacted in a hostile way regarding French and were very inclined to see it replaced by the national language, Arabic. Besides (Ennaji, 1991:17-18) said: *“The French language was not the only excluded language, but even Berber. The Arabic language was the official language not only in the education sector, all government papers; administration as well as media were obliged to conduct in Arabic.”*

After introducing Arabization as an official policy by the president Ahmed Ben Bella in 1963, the time spent on teaching French at schools reduced at all levels. At the same time there was a lack of Algerian teachers, because most of the teachers were from the Algerian government and were recruited starting from 1964 as many as thousand Egyptians, Syrian, and Iraqi teachers. According to Abu-Haider (2000:154): *“most of these*

teachers did not succeed because of the problems of their spoken Arabic and their traditional pedagogy (learning by rote and class recitation, physical punishment and so on)''

During the presidency of Houari Boumediene, Arabization policy was an affirmation that Algeria is an Arabo-Islamic entity. However, French was still widely used in public places, and that was considered as one of the criticisms about the Arabization policy that ignored the linguistic diversity of the Algerians and which was done without a well-organized planning. Thus, it lacks a real scientific basis. In general, this policy is considered as a failure, and its weaknesses are still seen nowadays. As well, it is best expressed by the first minister Taleb Ibrahim in the 1960s who said that *'this Arabization will not work but we have to do it ...'*

The failure of Arabization policy led the Algerian government to take serious measures toward bilingualism; it holds a whole schooling reformation with a return to Arabic-French bilingualism in schools.

3. Educational reform policy

After the election of current Algerian president Abdel-Aziz Bouteflika in April 1999, the Algerian government started to re-evaluate its education system and its language educational policies. In a televised address to the nation in 1999, Bouteflika criticized the state of the education system: "The level of the education system has reached an intolerable threshold", as he many times used the term of "doomed schooling system" in public before his election to describe the state of the education system. In the same way, in 1992 the president Mouhamed Boudiaf delivered a short speech expressing the same position towards the education system in Algeria:

"Our education system is broken. Our education system produces rejects on the streets, Hittistes without qualification and unemployed graduates. We must consider nothing less than a complete overhaul of our

education system. Schools must be a place for the transmission and production of knowledge. They must be placed outside of the spheres of political, partisan, and ideological interests. The future of our children compels us to devote the maximum attention to this task." Amir Aziz(2015:45)

In 1999 the Algerian government started to revise its whole educational policy. In May (1999) Bouteflika declared: *"it is unthinkable to spend ten years studying in Arabic pure science when it would only take one year in English"* (le matine 1999 quoted in Berrabah, 2007:27). The president was in full opposition with his predecessors and authorities which rejected the idea of institutionalized francophonia. Bouteflika declared: *"Algeria does not belong to francophonia but there is no reason for us to have a frozen attitude towards the French language which taught us so many things and which at any rate opened(for us)the windows of the French culture"* Morsly (2004:181 quoted in Berrabah, 2007:28)

Amir Aziz (2015:48) explained that in 2000 the government submitted a whole revision of the curriculum content and introduced the foreign language in education. French became the medium of instruction and teaching scientific subject because it facilitates the teaching of scientific discourse that required terminologies absent in MSA. Today, the French language is taught starting from elementary school until secondary school as a second language.

The election of Bouteflika in 1999 as president indicated a new era in the realization of these demands for sweeping educational reforms, trying to move away from establishing language policy on ideology towards one based on addressing practical concerns.

According to Mohamed Benrabah (2013:75), Bouteflika's first reforms was to allow public schools to design their own curriculum as they wanted, which mean that teaching textbooks and teaching materials were no longer controlled by limitations. Another reform

was the legalization of private schools, which mean that French private institutions finally allowed it to be opened legally after having been closed for long years due to Arabization laws.

Berrabah (2007:30) quoted that because of globalization and modernization pressure, the political need to change the attitudes in favour of bilingualism. It means that the language-one nation ideology has led to a deadlock, and to put an end to this stalemate; the authorities seem ready to recognize ethnic and linguistic plurality as a resource for nation-building. The French language then was a tool to open up to the world, and modernize the education sector.

4. Multilingual Profile in Algeria

4.1 Brief Account the Linguistic Situation in Algeria

The current language situation in Algeria is mostly the result of various historical events, the geographical and the original diversity that characterized the country. This situation provides with an instant of the most culturally and linguistically differences and rich contexts. Thus, it is so important to have a close look about the contextual background of the country. Then, addressing the linguistic situation of Algeria which seeks first the Arabic language and this latter is divided into Standard Arabic, Algerian Arabic and Berber. The second are French and English language. Then, we come to conclude that each language is a key component of the Algerian history.

As it is stated in the recorded history, the early inhabitants of North Africa, including Algeria, were the Imazighen who speak the Tamazight or the Berber language. After that, an extensive interaction took place between the Berber tribes and Arabs through the Islamization of Berber and the adoption of the Arabic language in term of learning since the Quran, the Holy Book, is in Arabic. Between 1831 and 1962, as it is well known to the world, Algeria was colonized by France. During this period, the French wanted to eliminate the Arabic language and implemented hard language policies to determine the Arabic

language status. Thus, the French language became the used language of administration and it was used in almost all fields in the Algerian society.

After the independence in 1962, Algeria had several problems in almost its fields; the linguistic question, concerning the official state language, was one of them. It was a complex task to impose a linguistic unity on the Algerian nation. As a result of historical events, Algeria has developed a complex linguistic profile with Arabic and its regional varieties all around the country: Berber dialects in a number of areas, French as a functional secondary language, and the spread of English thanks to globalization.

4.1.1 Standard Arabic

Standard Arabic is a term that indicates the standardized variety of Arabic used for written and spoken purposes in formal settings. The term ‘‘standard Arabic’’ is used to avoid terminological problems between ‘‘classical Arabic’’ and ‘‘modern standard Arabic’’. It is a collecting factor and a symbol of Arab identity. Thus, it existed as the national, official language; as it was declared in the Algerian constitutional in the third article, and the first language in Algerian schools. Also it is the language of religion, culture and instruction.

Generally, there are two distinctive forms of Standard Arabic which are the classical and the modern forms. The latter are not so different; for Arabic speakers the two forms are indifferently called ‘‘al arabiyaalfusha’’ i.e the eloquent Arabic.

Classical Arabic, in one hand, is the written version of Arabic that is associated with Islam and the language of Quran. It is used for religious settings and functions and for that reason it has been highly respected and it has a prestigious position among the Arabic speaking communities, according to (Fleish, 1994): ‘‘*Classical Arabic has the prestige, an immense prestige which is multiplied by two because of it is twofold: the prestige of a great language of culture ...and that of a language of religion*’’

The classical Arabic is referred to as a ‘‘pure’’ language and there are only few who have a fluent anxiety due to its high level of lexical and syntactic assessment. On other hand, Modern Standard Arabic is the simplified version of Classical Arabic and its new form has emerged in the nineteenth century. It has been modernized and simplified to be more effective. There were several methods which were used to modernize the language such as borrowing foreign words and translating them. Though, it became the language of prestige and modernity and it gave new assort, as Benrabah defines it: *‘‘A written form of Arabic readily associated with the modern media which was developed in 19 century as part of the cultural Revival, or Nahda, in the Middle East’’*. Benrabah (2007:46)

Also, the Algerian Arabic is included in this section. Although the Arabic is a symbol of Arabic identity, the Arabs are not linguistically united in the spoken varieties used in everyday life because of colonial reasons and personal interactions. It seems that among Algerians’ daily interaction, either in or out home, Algerian Arabic or what is called ‘‘Darija/Amiya’’ shared many characteristics with the Standard Arabic, but there are also so many differences at the lexical, syntactic and morphological level.

‘‘Spoken Arabic in Algeria(...)is spread over four major geographical areas each with its own linguistic features (1)Western Algerian Arabic used in an area which extend from the Moroccan border to Tunis.(2)Central Algerian Arabic spoken in the central zone which extend to Bedjaia and includes Algiers and its surroundings.(3)Eastern Algerian Arabic spoken in the high plateaus around Setif, Constantine, Annaba and extends to Tunisian border.(4)Sahara Algerian Arabic spoken by around 100,000 in habitants in the Sahara Desert.’’ Ibid

Though, Algerian Arabic is not just for the oral usage, it is also in the written form using either Arabic or Latin script. This form is concerned with the internet chat rooms and

mobile phone short messages. Thus, Algerian Arabic is the native language of the majority of population.

4.1.2 Berber and Tamazight

In Algeria, Berber also exists as a native language, but unlike the Algerian Arabic, it is spoken by a minority of Algerians. Although, the Berber language had been spoken in North Africa for centuries, it has never been recognized to be an official language in any of the North African countries. In Algeria, the Berber language is only considered a national language that is spoken by a minority in particular areas. Recently, with the reformation of the Algerian constitution, Tamazight has been considered as an official language.

The Tamazight language stems from a very old language called Libyan. In Algeria, it exist four major varieties of Tamazight; Taqvaylit is the Kabylis variety, Tashawit spoken by the Chaouia group, Mozabit and Tamashaq used by Mozabits and Touareg respectively. One person cannot belong to one Berber community in Algeria because these groups are divided by geographical and traditional differences.

In fact, Berber varieties lack of the written form except the Touareg variety (Tamashek) which is the only Berber variety that maintains the ancient script called 'Tifinagh' which is used to express authentic and traditional Amazight culture, and which is perceived by some as a potent marker of identity. The Latin script is mostly commonly favored.

“Tamazight literature, originally oral, is now being written mostly in Latin script. Several novels, collections of short stories and poems, by contemporary writers have become available in print since the 1970s. The majority of these works to date are in Kabyl.” Abu-Haider (2003:151)

Indeed, issues such as a variation within Tamazight and the writing system state as major obstructions to any attempt to Berber standardization. Tamazight has remained a dominate language that dominated with oral character used among a number of native speakers dwindling more and more over the years.

4.1.3 French Language

During French colonialism, colonial authorities attempted to restructure the Algerian identity according to Western ideals, economic progress, and initiating anti-Arabic, pro-French language. They were projected to the spread of French as being the language of modern, and prestigious, and sought to eradicate the use of the Arabic language which is the medium of Islamic teaching and a symbol of identity. Their strategy aimed at spreading of French in order to be the forefront of their domination in the educational system in Algerian schools. As Gordan (1962:7) states: " *When Portuguese colonized, they built churches; when the British colonized, they built trading stations; when the French colonized, they Built schools* "

All government institutions and public services related to various ministries use the French language. So, to get a respected job or to move up to a respected position in society, one has to master this language. Today, this language plays a prominent position in the Algerian society and shares with standard Arabic a high status. It is taught from the third year of the primary school and it is used in different fields particularly in private and higher education, science, technology, tourism, and media. Scientific domains and industry are operating in French which is the tool that brings modern ideas and prestige, as it helps the country in economic and technology developments.

French is not present in the Algerian constitution, neither as a national nor as an official language. In addition, its role has been changing due to the Arabization policy which started in Algeria right after the independence and recently due the spread of English as the international language.

4.1.4. English Language

English language has a promising status in Algeria. It is considered as the second foreign language. Its position took a challenging way since 2000, where the government introduced the educational reform that was most supported by the United States. The main change in this reform is that English is now taught at the first grade in the middle school.

The implementation of this reform and giving the English language such a status was due to many reasons; the Arabization policy resulted in a generation of teachers uncultivated about foreign languages, because it attempts at increasing the hours of teaching Arabic at the expense of English and French. On the other hand, Benrabah (2007) mentioned that *“the early 2000 were characterized by the transition to globalized pedagogy or the free market economy. It is also related to the high cooperation with the United States of America and Canada who are committed to freely support this educational reform policy in Algeria”*. English nowadays is the main tool for Algerians to operate in most important fields, as to have an access to work in foreign companies in Algeria

The English language is neither an official nor a national language, but it has a great role in nowadays Algerian communication and use. Most of the citizens, from different ages, are trying to learn this global language because of its importance in almost all fields of life.

4.1.5 View from Inside about English in Algeria

Algeria, as the rest of the globe, was developed the use of English to ensure better communication, as well as better access to knowledge for students, workers, researchers and so forth. Despite the fact that the language of instruction in Algeria is either Arabic or French, Algerian decision-makers try to implement the use of English at all levels of education due to its vital role played and held in almost all the fields. Zughoul (2003:122) argues:

‘‘In Arab North Africa, and despite the fact that French has had a strong foot hold in Tunisia, Algeria and Morocco, it has been retreating and losing a lot of ground to English. In fact the tendency of what can be termed a shift from French to English in thus countries cannot be cancelled.’’

According to Benrabah (2007), the grades of learning French and English is changed in 2004, instead of grades four in primary school and eight in middle school French and English language became learnt in grades two and seven. For him, the major reason why English has spread so much faster than French in the post-colonial world is because of the selection of the learning grade and the ease of studying the English language.

English in Algeria plays a vital role in the process of acquiring knowledge that is not accessible in other languages, it fosters linguistic peace and contributes to social and political stability, and it has a role in increasing access into economic opportunities in order to improve the socioeconomic condition of Algerians. Also, English plays a role in promoting mutual understanding and friendship between Algeria and the rest of the world.

A social point of view, Algerians widely use the social network such as Facebook, contributing to the spread of English, and use in their conversation the English language to communicate with different people around the world.

At university level, English is introduced in different curriculum at different departments, either as a main subject the English department and by which students are required to attend the following modules: Literature, Civilization, Linguistics, phonetics, Oral Expression, Written Expression, ESP, or simply as an additional but ‘compulsory’ module at all other departments, and their students are required to follow ESP courses depending on their area of research and their needs, as well.

6. Conclusion

After having explored the linguistic scene in Algeria, the main goal of this chapter was looking for describing the Algerian language policies after its independence. Besides, Algeria witnessed two main educational policies: First, Arabization that aimed to make the education based on the Arabic language as a medium of instruction. Second, the educational reform which aimed to open doors for foreign languages and to allow the French language to be a medium of instruction. As a result of long historical development, each language has a socio-cultural position. Starting with Tamazight the inherited language, Standard Arabic, the official language Algerian Arabic, the spoken form French, the language of modernization and science and finally the English language, and the language of the global, are connected and make up a multilingual of Algeria .

Introduction:

In today's world, Globalization impacts on major fields: like economy all markets around the world are interconnected, and the same goods may be found everywhere with significant phrases as "move beyond", " around the globe", which reveals the main features of globalization. This interconnectedness is mainly governed by the United States through economic institutions and world organizations such as the World Bank, which paved the way to cultural and linguistic domination. The English language became the language of economic superpower and technology as it is the language that spans boundaries thanks to globalization, so people around the world needed and still need to learn English. In addition to the above mentioned points, I will deal in this chapter with language planning and language policy as a governmental tool that aims to work for the benefit of national image and government interest.

1. Language Planning and Language Policy:

The debate over language planning is an ongoing issue in Algeria. The significance of this issue has a strong relation with the movement of independence and the decline of the colonial system during the 1960s. One of the outcomes of colonization was the spread of the colonizer language which created a linguistic diversity according to Darquennes (2001:n.p) :*"a typical example is the replacement of Arabic by French in schools in those parts of northern Africa that in the 19th century were controlled by France"*. The ways of dealing with language problems have been given much attention since the Roman and the Spanish conquests; it was not only characterized with the selection of specific language, but also orthography or lexicon (primarily for the purposes of science and art) such as in the

Othman empire 1299-1924. Language policy and planning recently became a way to modernization in developing countries, where most of these countries open up to other international languages as the president Abdel-azizBouteflika (2002) who once said:

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

1.1. Language policy:

The primary focus of language policy is language itself which is a fundamental means of human communication. Language considered as a system of sign that is as quoted in Shohamy (2006:5):"*open dynamic energetic, constantly evolving and personal... Creative, expressive, interactive, contact and dialogue based, debated, mediated and negotiated*", which means that it accepts human control and direction.

Language policy is a systematic process undertaken by the government and enforced by law. It is usually a set of political decisions or orientations that are concerned with the position of one language at the expense of other languages and its use in society. The term Language policy emerged only after World War 2 in 1960s. At that time, many new independent nations started to adopt the language of the colonizer. For example many countries in Africa kept French as their official language.

Language policy is initially used, according to Shohamy (2006: 49), "*to refer to sweeping intervention and control of language behavior.*" which means that it is conducted by politicians or those in power as any other public policy to control the sociolinguistic behavior. Markee (1986: 81) defines language policy as: "*A process of decision-making*

concerning the teaching and use of language, and their careful formulation by those empowered to do so, for the guidance of others".

On the other hand, Ager (2001: 56) adds that language policy *"like any other policy, it may be successful or not in achievement its aims"*. He considers that language policy can be sometimes ineffective and that it is a dynamic activity which can be remodeled. *"A policy may go so far as to define specific requirements such as how many classroom hours per week are devoted to which language and how it will be taught"*. Shohamy (2006:49)

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

There are three main philosophies on language policy that govern this process, the first is the philosophy of assimilation, as an example of this philosophy is the United State is a melting pot where people from different parts of the world came as immigrant with their native languages and settled down in America, but they quickly acquired the English language: *"Assimilation, an approach assumed in a number of countries, including France, the United Kingdom, Pakistan and the US Aims to eliminate linguistic controversy by encouraging all immigrants and linguistic minorities to shift toward the dominant language"* Pavlenko (2001:n.p).

The second philosophy is pluralism it is an approach adopted in Canada, Australia or Nigeria that supports the use of more than one language within common territories of the state. Also, there is the confederation approach which is based on the idea that language can be dominant only if its speakers have their own territory. *"The best example of this policy is*

Switzerland where there are rather clear geographic regions. Lugano is Italian, Lausanne and Geneva are French, and Zurich is German "(Swell, E et al 2008)

1.2. Language Planning:

Most of the linguists use the term ‘‘language policy’’ and ‘‘language planning’’ to refer to the same meaning, because both aim to deal with language laws and activities within society. On the other hand, some linguists denote tow different meanings to those two terms. Schiffman (1996) defines them differently as follow:

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

Language planning is the output of the sociolinguistic attention to language problems, Haugen (1959:8) was the first who introduced the term "language planning" and he defines it as follow:

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

According to Schiffman (1996), language policy is a set of rules and regulations that reflects a community's ideology and aims to modify the linguistic behavior. Language planning is the realization of this policy controlled by a political power. It often a conscious effort that encompasses four aspects:

- Status planning (about society): It is more concerned with the environment in which language is used.
- Corpus planning (about language) which more concerned with the modification of particular orthography syntax or spelling.
- Acquisition planning (about learning): It is about learning language in education.
- Prestige planning (about image): The aim is to promote a specific language.

More generally Cooper's questions to define language planning are: *“What actors attempt to influence? Which behaviors? Of which people? For what ends? Under which conditions? By what means? Through what decision making process? With what effects?”* Cooper (1989). Thus, language planning is the formulation of written policy about language use.

Tauli (1968) pointed out that the improvement of the linguistic system is mainly based on an ideal language which contains clarity, he also stresses that language is always a subject of evaluation and changes to fit the linguistic needs which is the matter of language planning, Tauli outlines:

“.... Evaluation of concrete linguistic features from the point of economy, clarity, elasticity, ...etc. It is essential to stress that such an evaluation is possible and is objectively verifiable, in many cases quantitatively measurable. Thus we can say that a certain linguistic feature or language is better than another from certain point of view”. Tauli (1968:11)

In the field of language policy and language planning Baldauf (1997) proposes that language planning occurs at several levels *“The macro level which is made at the top levels of administration and national government, the meso level which is more limited in scope such as schools and public services, and micro level which is hidden within specific speech communities or individual households”* Donakey (2007.n.d). Thus, the implementations of specific language need not only a governmental decision, but also individuals in various roles who are usually unaware of their contribution:

“...language teachers, materials developers, curriculum specialists, information scientists, advertising writers, personnel officers, and other human resource development planners at all levels of the public and private sectors have been asked to engage in micro language planning activities, although they would often not be aware that this is what they were doing.” Kablan and Baldauf (1997: xii).

2. Official Language VS Local Language

2.1. Official Language:

An official language is a language that is given a special legal status in a particular country, state, or other jurisdiction. Typically a country's official language refers to the language used within government as courts, constitution, or administration. The term "official language" does not typically refer to the language used by a people or country, but the language used by its government.

2.2. Local Language:

Local language refers to the language that a person acquires in early childhood, because it is spoken in the family and/or it is the language of the region where the child

lives. It is known as a mother tongue, first language, or arterial language. According to Casey Miller and Kate Swift (2000) *"Our native language is like a second skill, so much a part of us we resist the idea that it constantly changing"*.

3. Globalization:

It is not easy to find a specific definition to the word "Globalization". It is a widely used concept that we found in different fields and domains. According to Eriksen, (2007; ix) *"Globalization is a buzzword of the moment"*. It is a keyword widely used in various domains which means the connectivity of world's economic, culture, and politics. It involves the wide exchange of information and the use of technology in communication.

The appearance of globalization according to many scholars lies in the recent boom of technology and satellite channels, and grows up with the spread of mobile phones and internet which extend the social relations as well sharing knowledge, thoughts and norms. This is observable in the homogenization of our societies. For them, globalization is unavoidable social process.

For others, globalization is rather a new way of imperialism or Americanization of the world, which use English as a linguistic mean to dominate the world, and westernize it progressively. Americanization occurs through specific agents such as military institutions (NATO, UN peace-keeping operations, the arm trade), and economic ones like the World Bank which has been founded after the conference Bretton Woods after the second world war to set up a new international economic system. Its aim is to integrate countries in the global economy. According to [Michel Chossudovsky](#) (1998) the World Bank official website, staff members serve directly as policy advisers to the ministry of finance and other ministries. The bank has consultative as well as informal ties with the world's financial markets, institutions, and maintains links with non-governmental organizations in both developed and developing countries.

Internet, on the other hand, is *"perhaps the most visible aspect of globalization and in many ways its driving force"* Borcuch (2012:118). It accelerates the speed of connection in a way that everyone in the world can easily get access to vast amount of information. In recent years internet has become a significant factor in economic growth as *"Businesses improve their global competitiveness and productivity with more efficient electronic transaction processing and instant access to information"* Ibid. In addition, language that is widely used by users of internet has a considerable value. In another words, it is the most important and used language around the world. *"the internet is one of the battle fields of the multinational languages of the world. Indeed, the number of internet users of one language will have a deep impact on the value of that language worldwide whether economically, socially, culturally, or even politically"* Aounia (2013:n.p).

3.1. Emergence of Globalization:

Globalization is neither a simple concept that can be defined clearly nor a recent one. It has not emerged only with the internet and the technological development. But rather, the root of globalization goes back to the eighteenth and nineteenth century, with the spread of imperialism as a western product that share the same principles with globalization in making their ideas and culture universal. Jurgen Osterhammel (2005:126) notes that *" the so-called industrial revolution and the spread of free trade were the major elements behind the rise of globalization at that time. It was an era of mass production and global trade"*. Great Britain used to trade with India 300 years ago through the East India Company. The discovery of America and the great movement of migration from all parts of Europe toward America was a landmark that helped to create globalization.

".However, the notion of globalization is not new since it has been rugged in many different ways throughout the centuries in the term of slavery, such as NATO, WARSAW pact, Non

Align Movement (NAM), League of Nations, United Nations Organization, and Common Wealth are few to name".¹

After the end of America's imperialism, a transitional period in the world of economy began. Nations sought more control of their resources within their territories, new theories emerged in this period by theorists such as Adam Smith and Frederick Hegel, and both of them created a universal echo by their ideas, which increased the rise of capital and capitalist, and marked a shift toward a world ruled by individuals and nations.

In nineteenth century after the liberalization of international trade many nations brought together from disparate parts of the world. The new industrial factories and the increase of customers created high competition. The invention of telegraph and the steamship facilitate more the connection between countries. According to J.D Sachs (2012:120): *"By the early twentieth century, Europe largely dominated the world. European empires controlled essentially all of Africa and large parts of Asia, and loomed large in financing and organizing Latin America's trade as well, this was the first age of globalization"*.

3.2. The Impact of Globalization on Language:

One of the main characteristics of globalization is the linguistic interconnection. Nowadays, the globalized world needs more a common tongue to promote commerce, and a language that span boundaries because translation can be time consuming, the first greatest effect of globalization is on the minority language. In many cases local languages can extinct in the favor of other global languages because of the lack of everyday support and use which causes the abandonment of this languages. Generally speaking, a language can be global to its practicality around the globe. *" Globalization is arguably a formidable factor of endangerment and language death because of its capacity to diffuse societies around the*

¹http://www.inst.at/trans/17Nr/1-3/1-3_agwuele17.htm

world into some kind of close-knit circuit, from which it is difficult for any society to disentangle itself". Agwuele (2010:n.p)

"A language reflects the culture and tradition of its people. More importantly, it embodies its people's way of thinking, as well as their way of feeling and their sense of value" UNESCO. Globalization aims to unify the language of the globe, than unify our thinking because language is a cultural aspect and a way of thinking. Globalization creates a threat to the world's cultural and linguistic dimensions. It allows language homogeneity thanks to the social networks as Facebook and Twitter. *"Globalization does create the need for as many people as possible to master the lingua franca"*. UNESCO

In many developed countries, educational reform became the way to modernize and open up to the world. In many developed countries, educational reform became the way to modernize and open up to the world. Local languages nowadays are necessary for the development of the educational system and the country in general especially for the Arabs. English has become the lingua franca of the world in the 21st century, thus learning English become international duty.

4. English Language and Globalization:

The English language is being widely spread around the world for a century, starting with the days of the British Empire, and continuing as the United States became a political and cultural superpower. With the recent increased pace of globalization, and the resulting profound changes in many types of connections that exist between nations and peoples. In different parts of the world, English has become even more of a world language due to historical tradition, political expediency, and the desire for economic, cultural and technological contact.

English is now the language that is most widely taught as a foreign language, and in most countries. It is emerging as the chief foreign language to be encountered in schools,

often displaying another language in the process. For example, in Algeria, in 1996, French remains the first foreign language taught at school.

Today, any job involving computer programming is in English so it is essential for people to know the language. If one wants a good job one needs to speak English. Job applicants are automatically expected to know it. In many cases, students who know English have a definite advantage over those who do not. Overall, English allows people and companies to communicate and transmit their messages.

There is also links between language dominance and economic, technological, and cultural power, and this relationship will become increasingly clear as the history of English is related to globalization. Two major views conducted this relationship:

A first view regards the spread of English as one of the outcomes of globalization based on the prevalent idea that there must be a language to work as lingua franca, or common language, to communicate. Moreover, English was the language of economic superpower and leader of world globalization it was expected to play that role.

Another view advocates that globalization was promoted by English and this latter makes economic, political and social interaction possible. So, English paved the way to the globalization era.

According to Tsui and Tollefson (2007:1), globalization is *"effected by two inseparable meditational tool, technology and English; proficiencies in these tools, have been referred to as global literacy skills"*, they both claim that people who do not use technology and do not speak English are classified as illiterate.

Based on case studies handled in four countries that represent the four corners of the globe, India from Asia, the United States of America, South Africa, and France from Europe, Sonntag (2003:113) made two important generalizations in respect to linguistic globalization; First, the collocation between globalization and local language policy

regarding global English, it means that English language and globalization are two terms that relate together none of them can exist without the other. Second, global English is a defining characteristic of linguistic globalization. So, the issue of English as a global language and globalization in general has become intertwined and linked together.

Tsui and Tollefsson (2007) define globalization as a process that has a huge impact on different aspects on people's lives and their focus specifically on "the impact of globalization on language policies in Asian countries". In their view there are two reasons for that. The first one is, that globalization has introduced an unprecedented spread of English. The second is that this spread of English has raised a serious challenge to non-English speaking countries.

Judy (1999:7) talked about the perfection of English that has loosed because of globalization. The loss of perfection is simply because the speakers of English as a second language or foreign language cannot attain a native speaker level of accuracy.

‘English is losing perfection due to universality: English as a global language is, in fact, not a consequence of a project for linguistic perfection. It achieves no perfection in terms of function or structure, but it approaches perfection in terms of universality and practicality. And the closer it gets to such perfection, the further removed it is from the perfection of form and structure’. Judy (1999:7)

Graddol (2006:13) has another view .He believes that, *"the current enthusiasm for English is closely tied to the complex processes of globalization"*. This means that globalization encouraged the spread of English but English encouraged globalization as well. This view seems to be a fair one.

There are a lot of factors that make a language globe widely spread; its intrinsic structural properties, the size of its vocabulary, its great literature, its great culture and

religion, and these factors motivate people to learn that language. But none of them alone or in combination can ensure a language's spread. A language becomes an international language for only one chief reason i.e the power of its people specially their political and military power. British political imperialism had sent English around the globe, during the nineteenth century, so that it was a language on which the sun never sets.

According to Crystal (2003:3) "*a language achieves a genuinely global status when it develops a special role that is recognized in every country*". Based on this criterion, English is the first global language, and it becomes the main language of most international institutions and bodies as indicated in the following list developed by Graddol (1997:8) and quoted in Zoughoul (2003:116-117):

Crystal (1997) reports that about 85% of the international organizations now use English as working language. It is also a major language of financial institution.

1. English is the working language of international organizations and conference.
2. English is now "the international currency of science and technology".
3. English is the language of international banking, economic affairs trade.
4. It is the language of advertising for globalbrands.
5. It is the language of audio-visual/cultural-products (e.g. film, TV, popular music).
6. It is the language of international tourism.
7. It is the language of tertiary education.
8. It is the language of international law.
9. It is a "relay language" in interpretation and translation.
10. It is the language of technology transfer.
11. It is the language of internet communication.

Conclusion:

The purpose of this chapter was to provide an appropriate data base for the study. It has started by exploring language policy and planning definition, globalization as a key word that is widely used in various domains, than providing a historical view about the emergence of this concept which goes back to the eighteenth and nineteenth century. Also the contemporary technological advances in the field of communication and media has created cultural and linguistic integration, and contributing in making the world a small village. The research tackles the relationship between English and globalization and show how they are walking hand in hand and each one was a support for the spread of the other one through economic agencies and world organizations. Finally, the gradual integration of English language in the Algerian education system and social life through social media that makes learning English a necessary matter.

Introduction

In addition to what has been exposed in the previous chapter, and to provide well researched data on local language versus English prosperity in Algeria. I devoted this chapter to examine the different attitudes of Algeria toward the language use and the Arabization language policy. My study focuses on quantitative research for data collection and data analysis. For this purpose, I use a questionnaire which seeks status of languages in Algeria since independence, and the main purpose of this study is to formulate facts based on recommendations of Algerians toward language attitudes. The quantitative data used are mainly obtained from the responses provided by the respondents on the questionnaire. The responses were categorized and were given a numerical value to illustrate trends in the data.

1. The objectives of the questionnaire

As it was mentioned before, the data was collected by means of questionnaire. My questionnaire was made up of a set of multiple choices questions, in this kind of questions the respondents have to answer by making a tick for the item that reflects best their answer. The questionnaire was administered face to face, through this was for time consuming, it sought information about:

- The attitudes towards the use of languages in Algeria: Standard Arabic, Algerian Arabic, Berber, French, English, and the status of each language.
- The perception towards the language situation in Algeria.

- The attitudes about status, importance, and the future of these languages in Algeria.

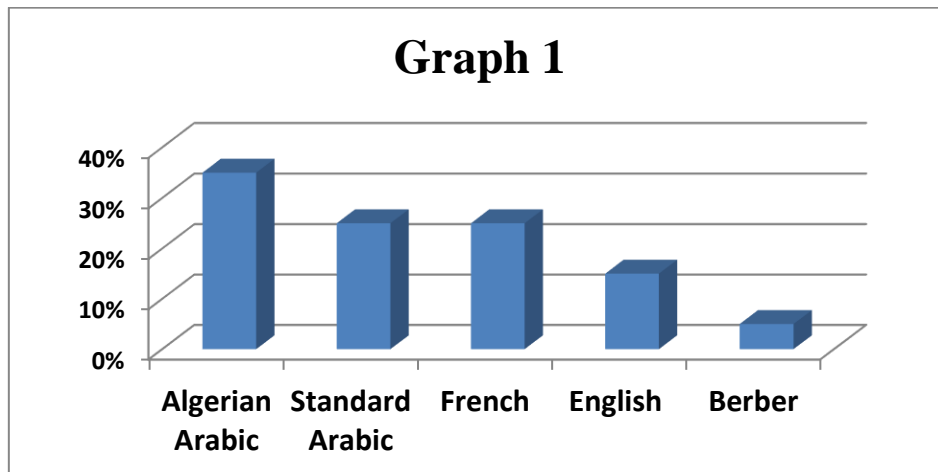
2. The target Groups

In my attempt to deal with the issue of globalization and its relation to local languages and English prosperity, the sample was limited to a micro level category. The informants are 50 citizens from different ages between 18 and 50 years old, they were met at both random places and university, 50% of them are males and 50% are females. The approach took a week to gather the information from the target people. The questionnaire was formed in three papers, and it was given to the participants to tick up their opinions about the formulating questions.

3. Analysis of the Questionnaire

My questionnaire is divided into twenty questions. The results obtained for each question are given a numerical value on the basis of graphs.

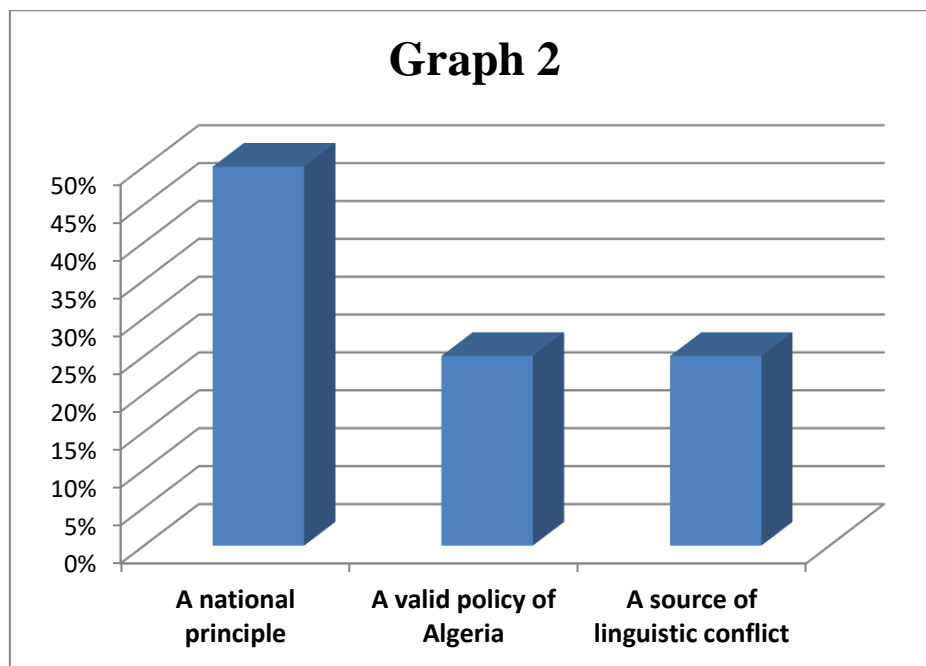
Question 1: Which language do you think Algerians use most?



The first question was asked in attempt to observe the respondent's view about which language Algerians use most. A large number of respondents 35% form different ages affirm that Algerian Arabic is the most used language because it is the language that people learn from the environment and the society. Then, 25% choose Standard Arabic which can be interpreted as a favorable attitude toward the Arabization policy. Also, 25% of respondents

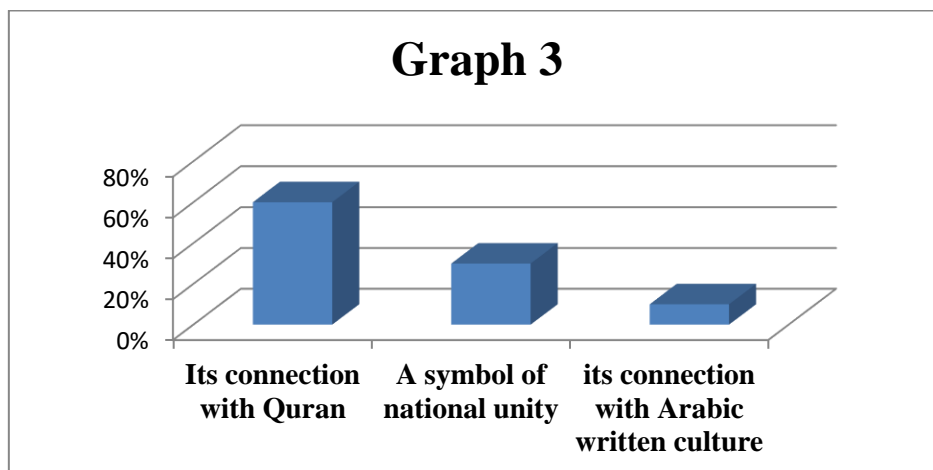
that witnessed the colonial era said that French is the most used language. This preference for French can be explained by the fact that Algeria ‘*remains a quite distinct sub-culture within the Arabo-Islamic world, and one which is in close geographical proximity to Europe*’ Bentahila (1983:147). In addition to that English has been chosen by 15% of the respondents because it has become the language of science and technology and it is mostly used by young people. The study took place in a non-Berber speaking region so that it is not surprising that only 5% of the respondents feel that Tamazight is useful.

Question 2: According to you, Arabization policy is:



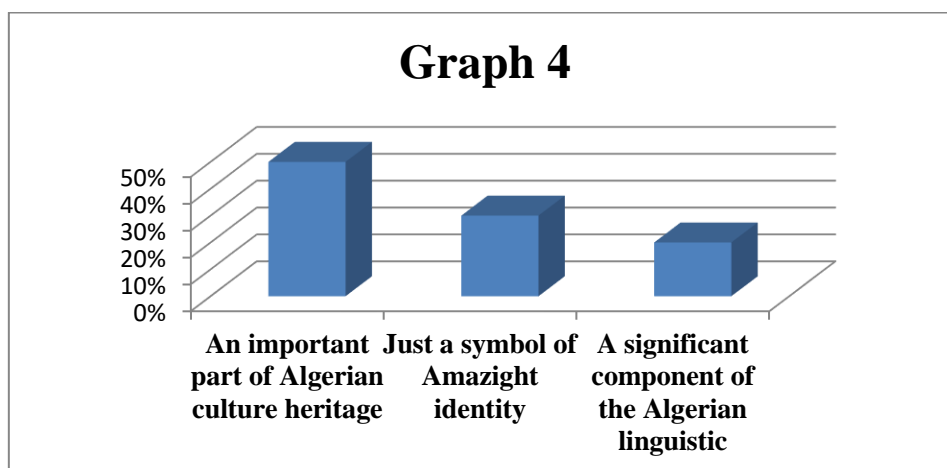
This question examines the respondent’s view on the Arabization policy. Almost half of the respondent 50% think that it is a national principle that should be preserved because Algeria is one of the Arabic countries that should give the priority to the Arabic language that represents the Islam. 25% of the responses consider Arabization as a valid language policy for Algeria; the score show that Algerians’ attitudes towards Arabization policy are positive. Nonetheless the left of 25% of the informants view that this policy is a source of linguistic conflicts.

Question 3: The importance of Standard Arabic lies in:

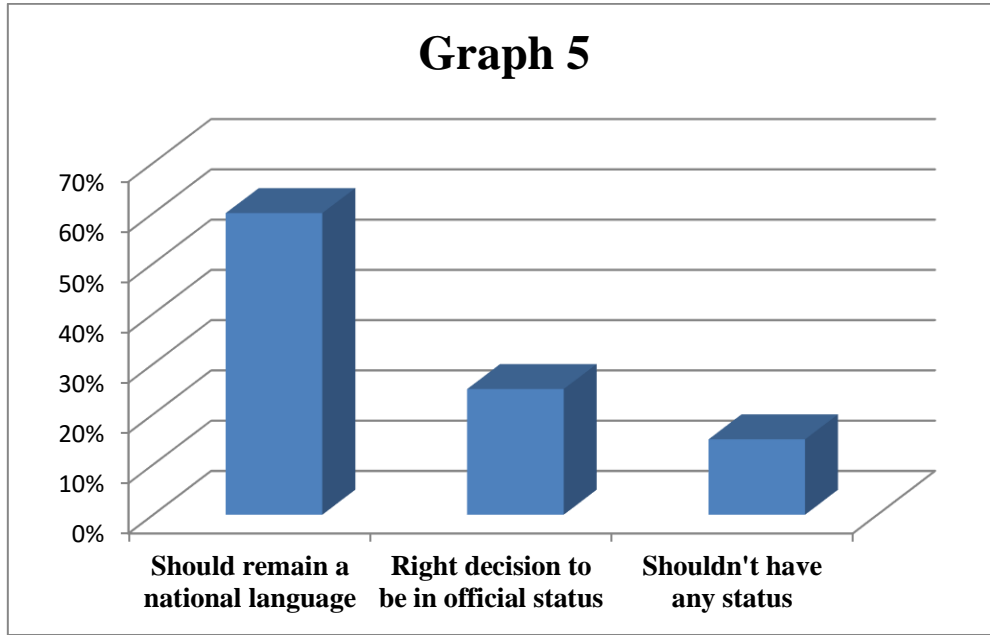


Question three looks for the importance of Standard Arabic among Algerians. The results shows that 60% of the respondents attribute that importance of Standard Arabic to its connection with Qur'an because it is the first language that represents the Quran and it is still now. Thus, Standard Arabic is esteemed by Algerians because of its nature (sacred book). 30% of the respondents see that it is important because it is a symbol of national unity and represents the Algerian nation. The other 10% believe that its importance lies in its connection with Arabic written culture.

Question 4: For you, Tamazight represents:

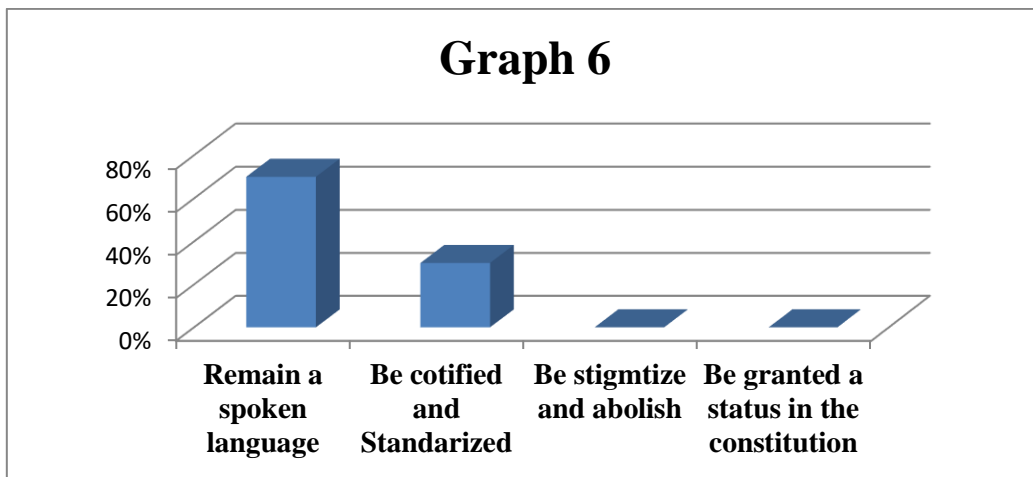


Question 5: The Algerian constitution recognized Berber as an official language, do you think:



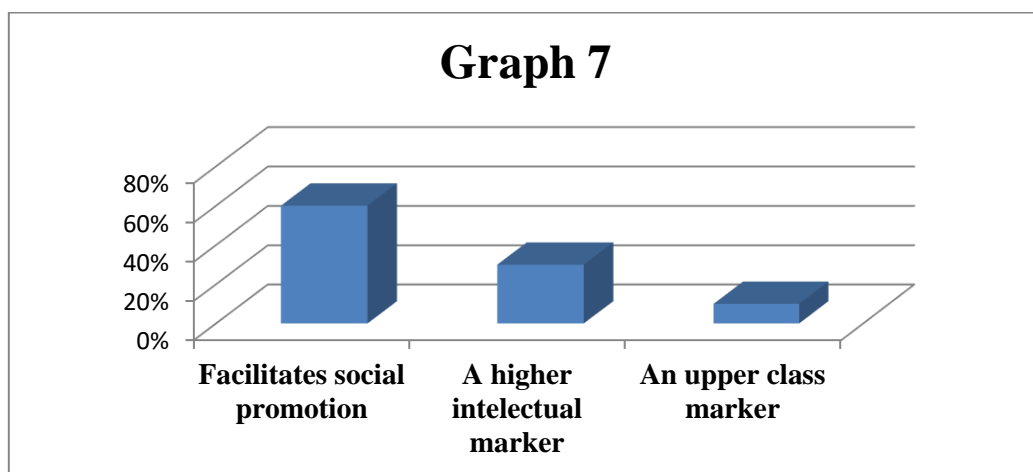
Given that the study took place in a non-Berber speaking region, the aim of the question four and five is to know the Algerians' attitude toward Tamazight. According to graph four, for half of the respondents, it is clearly seen that Tamazight represents an important part of the Algerian culture and heritage. In graph five, the results show that the majority of the respondent who think of Berber should remain a national language only, while 30% think that it should be granted on official status. However, in September 2005, the president Bouteflika publicly quoted in Benrabah 2006 '' *Arabic will remain the only official language of Algeria. No country in the world has two official languages and it will be never the case in Algeria where the only official language recognized by the constitution is Arabic*'' . For the other 15% of respondents, they think that Tamazight shouldn't have been given a status.

Question 6: Do you think Algerian Arabic should:



Respondents also were consulted for their views about Algerian Arabic. 70% of the answers are in favor of the idea that Algerian Arabic should remain a spoken language used in everyday life and it shouldn't be granted any status in the constitution because it is not an organized and systematic language, which means it lacks the basic characteristic of an official language. While 30% of the respondents see that the Algerian Arabic should be codified and standardized. This relates to the linguistic and cultural role that Algerian Arabic plays. Furthermore, Algerian Arabic is used in some formal context such as schools in which teachers find it necessary to resort to Algerian Arabic in teaching and explaining.

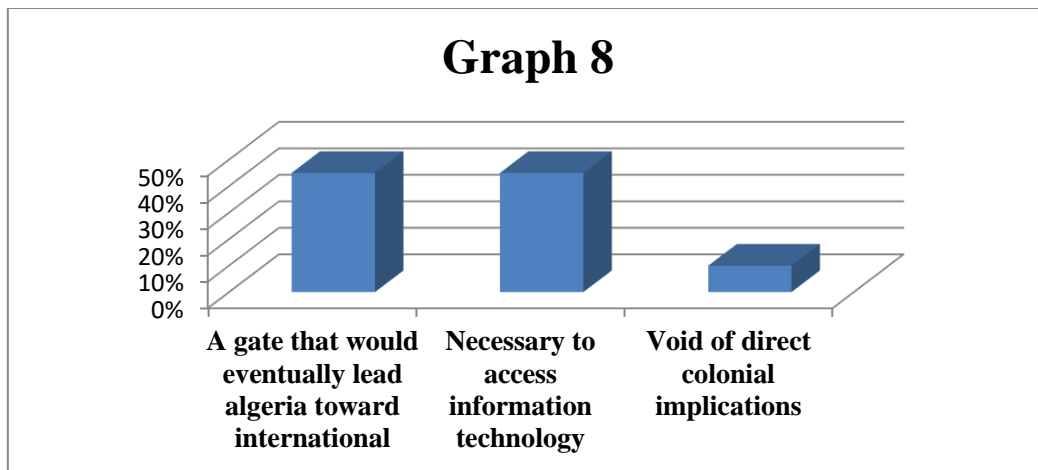
Question 7: According to you, learning French is:



Question seven aims to look for the importance of learning French among respondents whom their ages are between 45 and 60 years old which means that they lived during the colonialism era. 60% of their answers show that learning French for them facilitates social

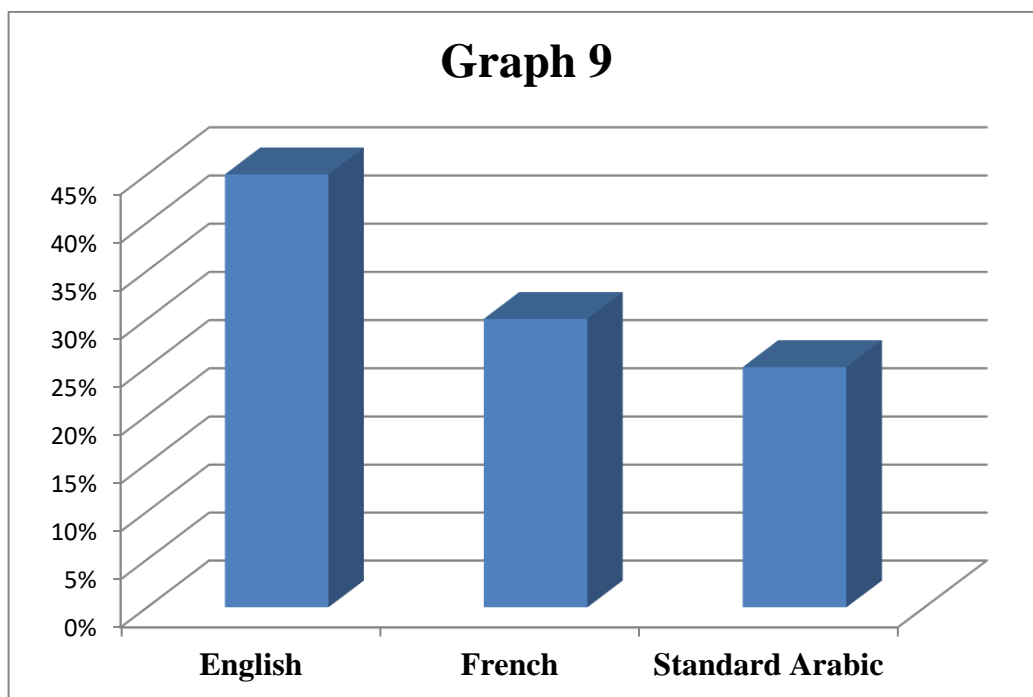
promotion. This means that people of this age are still looking for French as it was during colonialism and 30% of them see that learning French reflects a high intellectual marker. The other 10% think that learning French is an upper class marker; it means a language that used by people from the high class of the society.

Question 8: In the long term, English may be more useful than French in Algeria because it is:



Question eight tried to set up the hypothesis that in the long term English maybe more useful than French in Algeria. 45% of the respondents agree that this is possible since English represents a gate that would eventually leads Algeria towards international recognition. Also, the same respondents agreed with the idea that English is necessary to access information technology. Both of the previous scores show that English nowadays is the language that is used in technology as it is the language of the enlightenment. 10% of our respondents think that the use of English may be promoted simply because it is seen as a neutral language in terms of direct colonial implications.

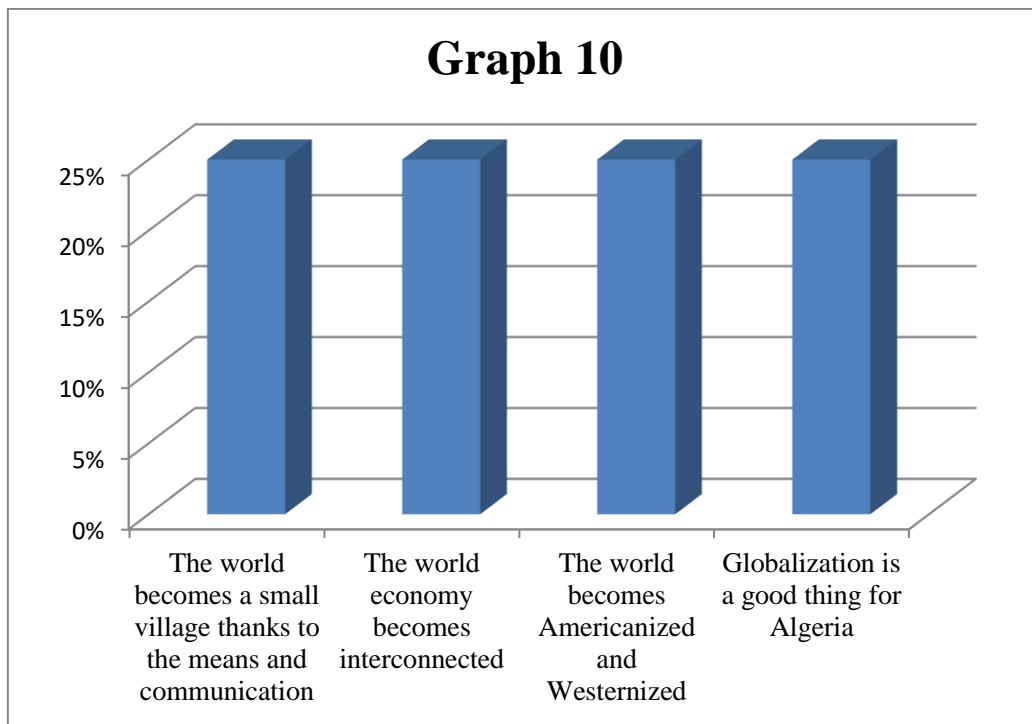
Question 9: In order to carry out successfully your work/studies, you need a good command of:



Answers of question nine clearly show that respondents are in favor to use English to carry out successfully their studies and work. 45% of the respondents claim that English is the suitable language used to study and work because it has become necessary for social and professional success for it is the language of science and technology. In addition to that, 80% of the internet contents are in English and we all know the importance of the internet in all domains of life. 30% of the respondents see that the French language is the way to successfully work and studies and their view is related to its use in administrations. Standard Arabic got 25% of the answers because there are Algerians who still associate foreign languages with colonialism.

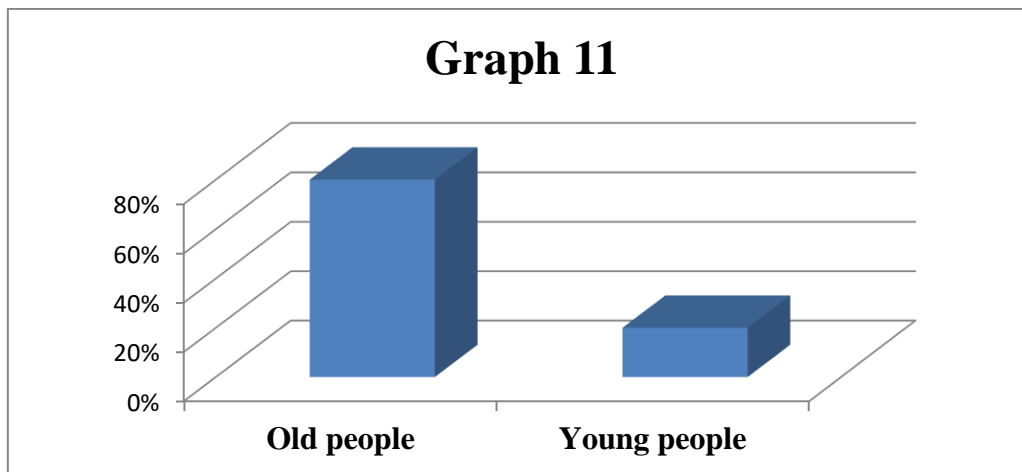
Question 10: What does globalization mean?

Graph 10



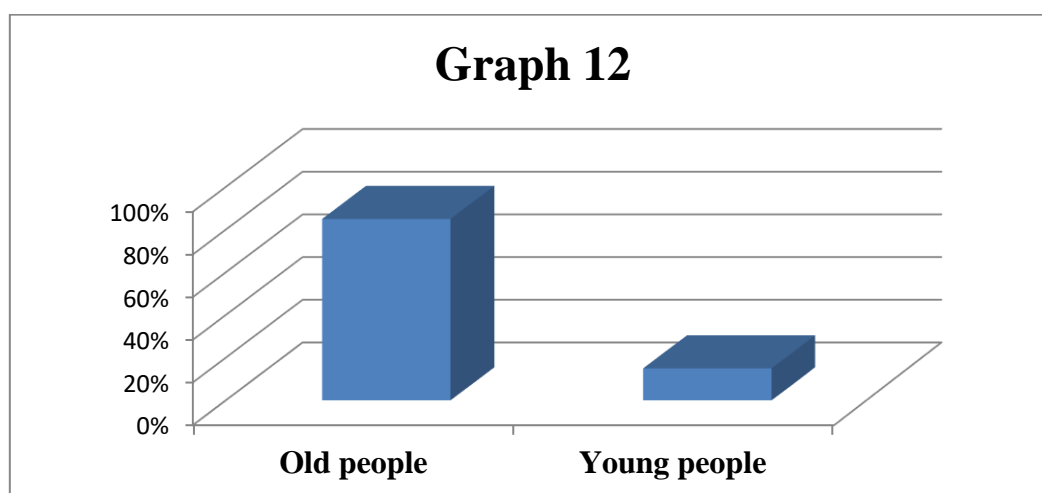
The graph of the answers of question ten shows that all the possibilities to present the question unveil the same results. So, the respondents believe that globalization makes the world a small village thanks to the means used for communication. Also, it means that the world economy and globalization are interconnected to each other. In addition to the belief that globalization reflects the policy of Americanized and westernized societies that are linked under the same conditions. There was also respondents see that it is a good thing for Algeria to be globalized because it provides modernity.

Question 11: I could switch to French in my daily communication:



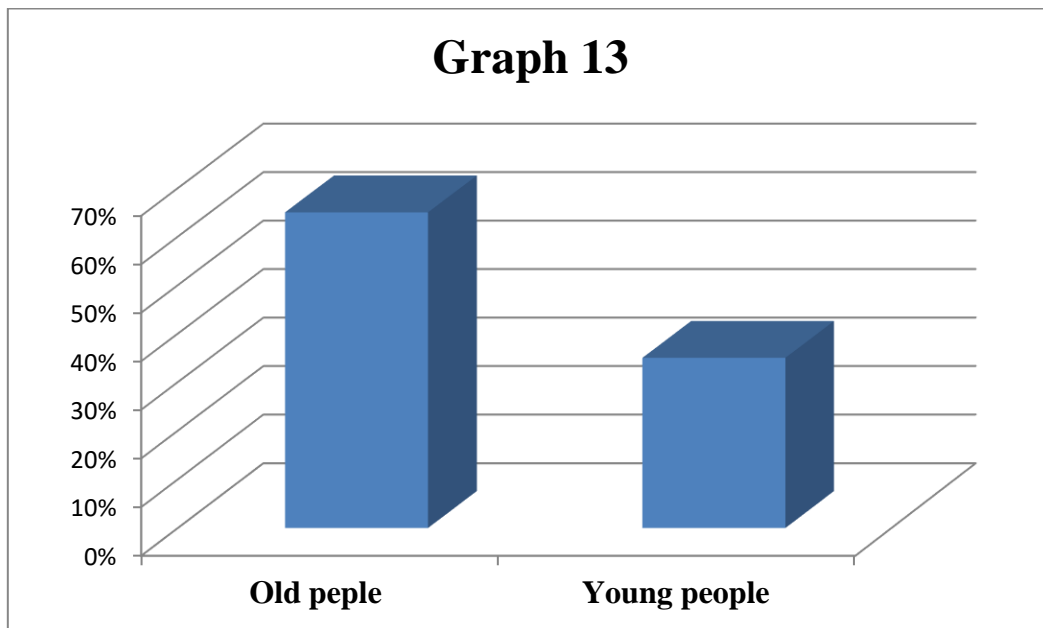
Question eleven was addressed to old and young people to look for the different thoughts they have about code switching to French in their daily communication. The results were related to age; old people claim that they code switch to French in their conversation and this is because of their influence of colonialism. In the opposite, for young people, they claim that they do not code switch to French and they use it just in such cases.

Question 12: I could switch to English in my daily communication



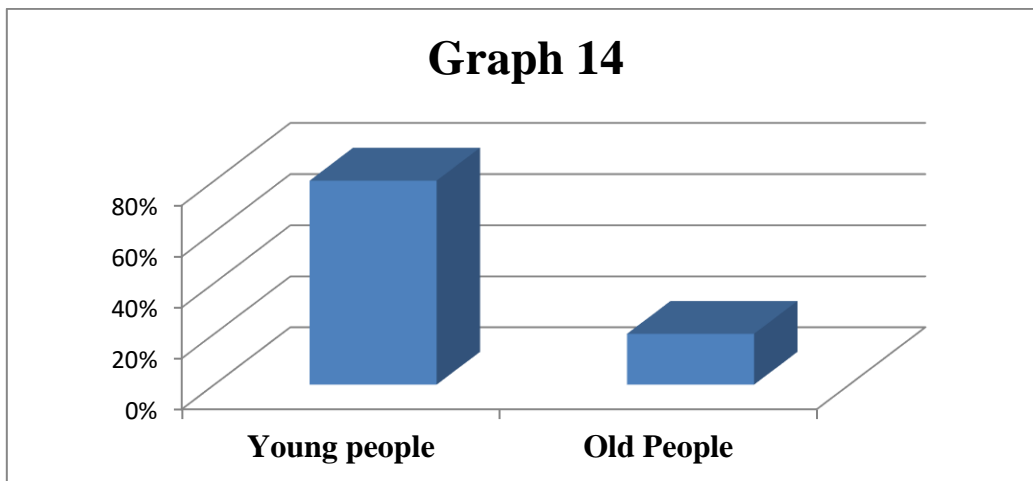
Graph of question twelve is clearly the opposite of the previous one and it shows that young people largely code switch to English in their daily communication. Young people are more found of the use of technology and internet in which the most existing language is English, and probably the most significant in the use of English as a lingua franca. Also, for young people, their favorite foreign language is English, whereas for elder people it is French.

Question 13: I use French in my internet chat:



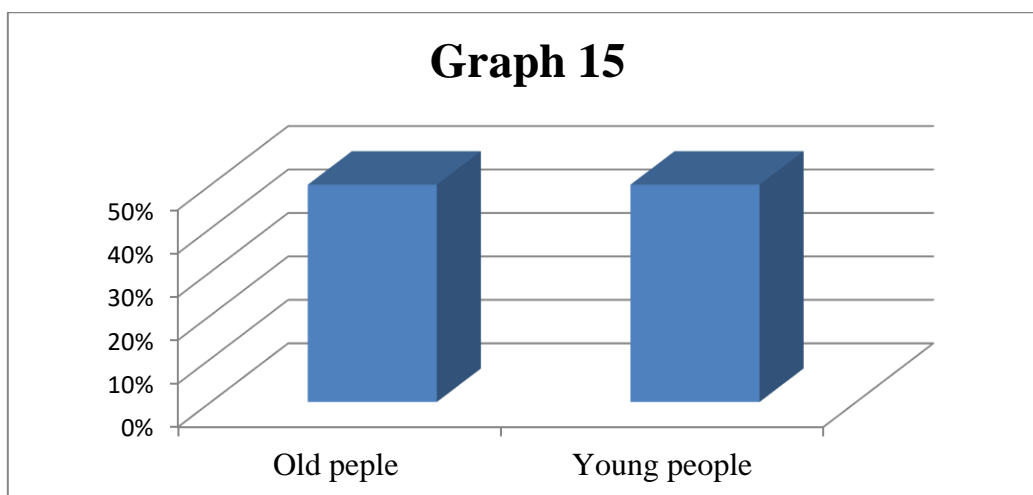
This question seems to be as the eleventh one. It looks for the use of French in chatting on line and when respondents use social networks. The results show that old people use French more than young people because they are more fluent in French than in English, but they claim that they are facing problems while using social networks due to their deficiencies in English and that they are trying to learn more English vocabulary in order to help them chatting online. Indeed, most people use English in their conversation as a universal language.

Question 14: I use English in my internet chat:



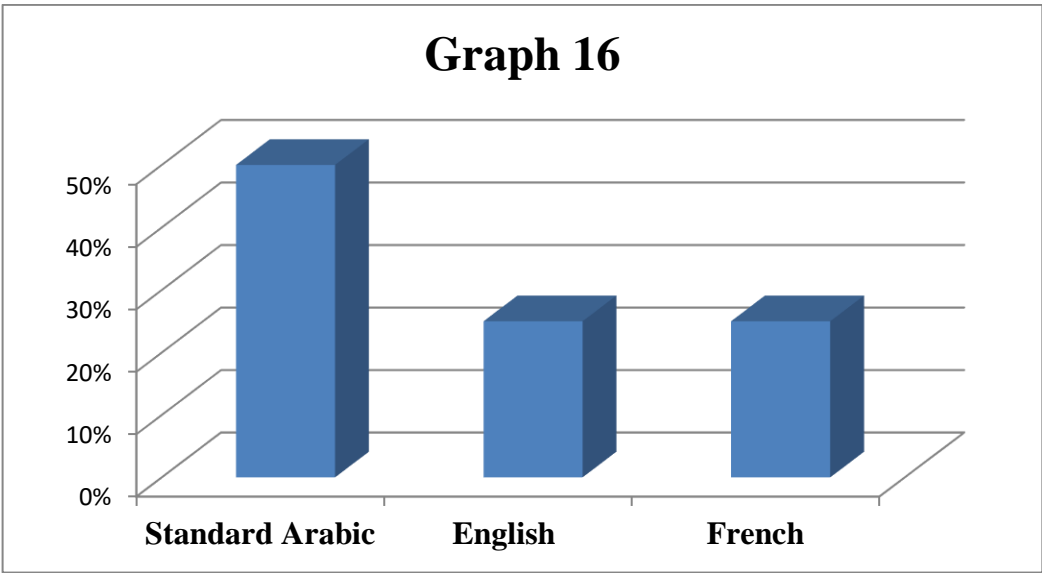
This question contrasts the previous one. It deals with the use of English in chatting online. Most of young respondents are users of technology and social networks. They are fond of using English in their conversation with foreigners or with their friends. Also they are within groups on social networks like Facebook to enhance and improve their English through chatting. Elder people think that it will be better to use English in chatting because it makes conversation easier and makes messages clear and understood.

Question15: I use English to talk to foreigners:

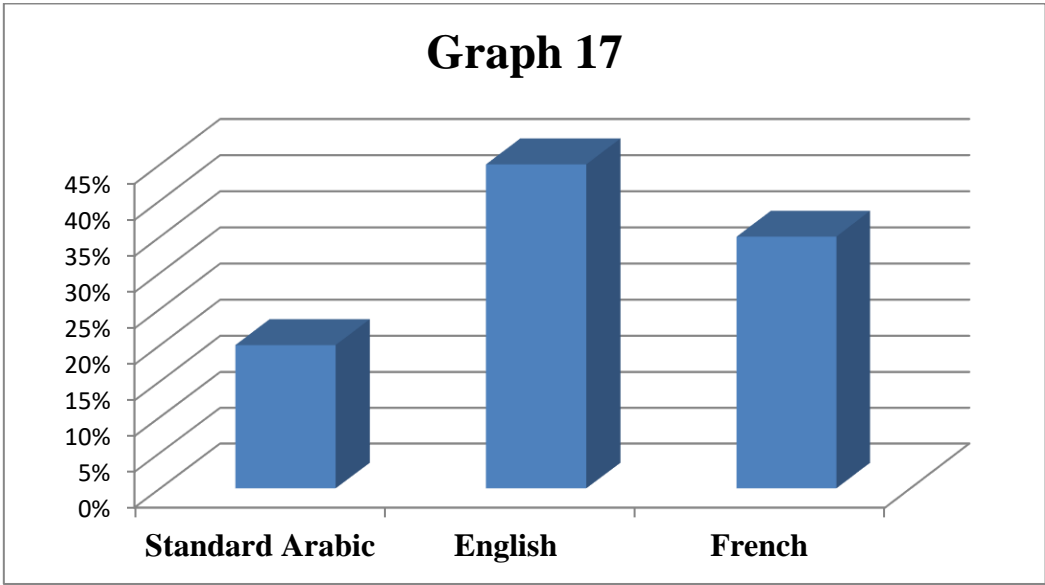


Graph 15 clearly shows that both categories use English to talk to foreigners either face to face or chatting on social networks because it represents the language of the world which means that English is the language used as lingua francs.

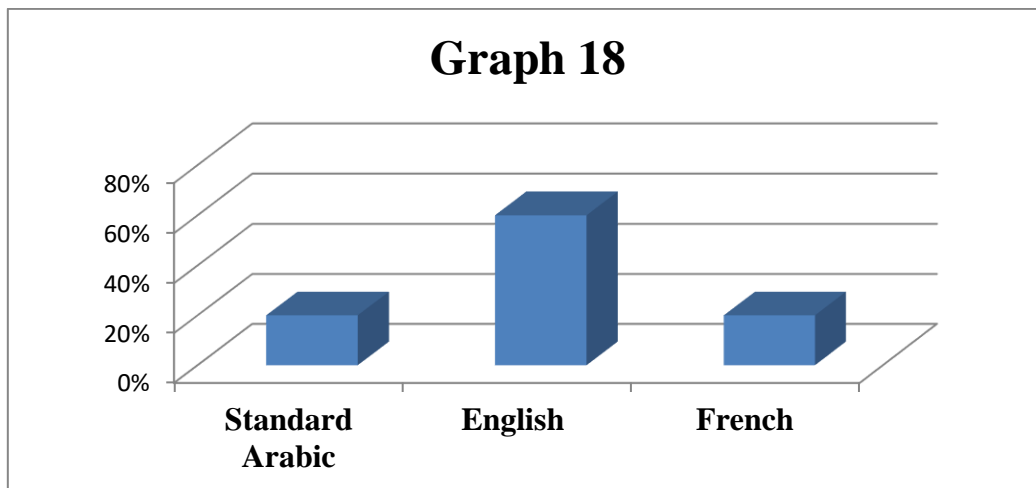
Question 16: I read for pleasure in:



Question 17: I watch programs in:

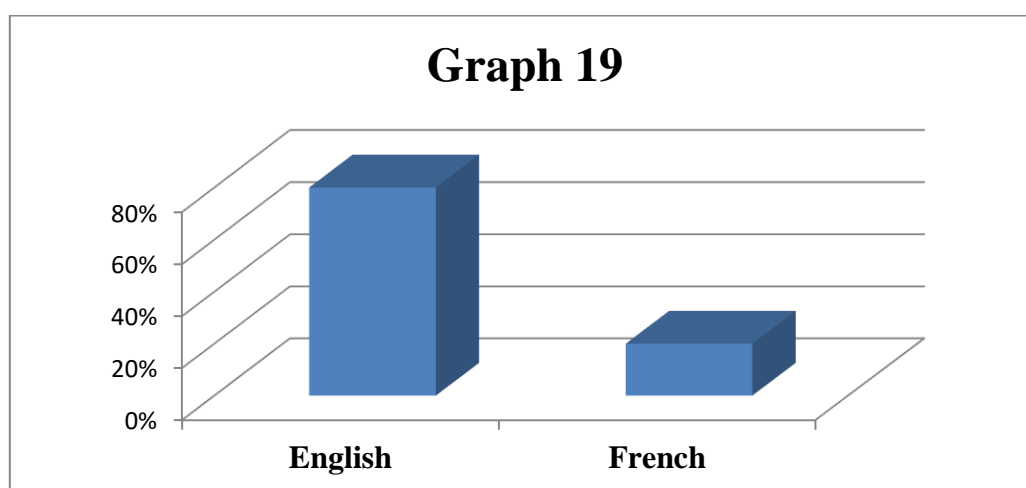


Question 18: I listen to music in:



Questions sixteen, seventeen, and eighteen report the use of the different languages according to the respondents' leisure time including their reading, watching, and listening activities. Respondents, especially, while watching programs and listening to music they favor the English language because it is widely used in these sides. It is not surprising to find most of the respondents use the Standard Arabic for reading because it remains the mother tongue of the Algerian societies and the easier language for them. Thus, most respondents claim that the English language takes a big part from their leisure time and they enjoy using it to develop their skills.

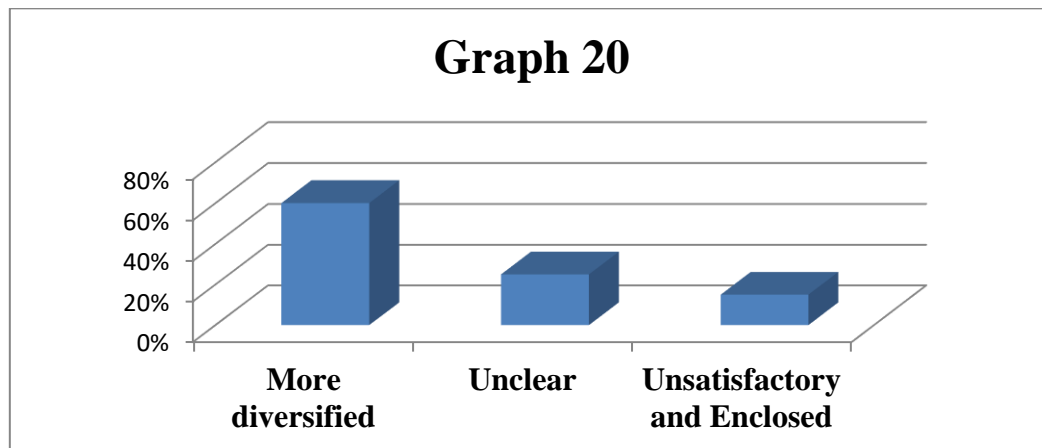
Question 19: What is the language that globalization had a positive impact on:



As we have seen in the previous answers, globalization is omnipresent and it reflects the interconnection with economy. This positively affects the spread of the English language. English has become the lingua franca of the world in the 21st century, by 2010 there were 2

billion learning English. Globalization provoked rapid teaching English as a second language in China. English as a second language learners currently reached 300 million. The respondents claim that the most affected language through globalization is the English language, especially when it is used in the technology and computing domain.

Question 20: How do you see the linguistic future of Algeria?



Question twenty was addressed to the respondents for the sake of know their perception about the linguistic future of Algeria. The graph shows that 60% of the respondents foresee a more diversified linguistic situation in Algeria in the future. This introduces a great openness and tolerance vis-a-vis other languages and cultures. However, 25% of the respondents see that the Algerian linguistic future is unclear and unsatisfactory, as it will remains in a closed circle in case it promotes monolingualism at the expense of Algerians mother tongues and existing foreign languages.

4. Discussion of The analysis

The previous study and the analysis of the questionnaire were the most helpful sources. It gave me important and huge information that help to find out the closer answers to the

research questions, and to figure out the related information to the hypotheses that were backed up in the questionnaire and the research in general.

The results that are extracted from the analysis show the language situation in Algeria, which clearly falls under the term of bilingualism or multilingualism. This latter is an issue that we cannot ignore in our society. The Algerian people use different languages in their lives, and these languages differ from each other, as each language is used in different situations. The following discussion shows the use of each language in the Algerian context. First, there is the Algerian Arabic, which is the most used language and the language of the society that people use to contact each other. The second language is Berber which is used inside the Tamazight societies. There is also Standard Arabic, which is the language that represents the Algerian identity and the Arabs in general, as it is the first language in the educational system, Also it is the language of the Quran. Then, there is the French language which is the language of colonialism, as it is the language used as a second language in the educational system. Finally there is the English language which is the global language because of its power, dominance, and prevalence across the world.

The Algerians do not neglect the Arabic language and they value the principles of Arabisation, but, they want English to be promoted as an important asset in today's globalizing world, while others favor French to remain in use. In addition, they express their positive attitudes towards a diversified linguistic future and the current use of English as an important tool to manage globalization, since it is useful for science, education, business, technology, and leisure time and for many other reasons. These linguistic needs influence the language use, preferences, and the strength of motivation to learn languages.

5. Conclusion

Generally speaking, Algeria should adopt a language policy which prompts multilingualism supporters to explore different cultures and to enlarge communication. As there is a clear indication of the increasing of English in Algeria, all the attitudes towards

English are related to its world status and to its importance in terms of outside employability. Thus, there is an urgent need to reinforce the English teaching and provide opportunities to learn English for people in education, in business, in administration, and for Algerians in general.

General Conclusion

The study falls within the field of linguistics, especially in the area of language planning and language policy. It deals with the effects of globalization on local languages and the spread of English in Algeria. It shows that Algeria has significant language resources which can be equated with other international languages. Standard Arabic, Algerian Arabic, Berber, French, and English are all important languages of a dynamic Algerian language context. Also, this study highlights significant trends in language planning and language policy; in post independent countries, decision makers should understand the features of the people

whom language decisions are made especially in relation to their historical experience, their international requirements, and their linguistic need.

Language planning and policy should deal with different issues concerning the language status in Algeria. Thus, one of the main concerns of this research is to deal with the use of one language at the expense of the other in the Algerian society due to managing certain circumstances. The issue of the relationship between globalization and language is a new approach to study changes of how societies transmit knowledge and information between them and for the next generations. The global interdependence, cultural integration and world organization paved the way to the spread of English and make it the lingua franca of the 21 century. Globalization seems to have benefitted the English language in Algeria. Also, the analysis of the questionnaire argues that the difference between older and younger generations holding of the language use as well as the attitudes seems to be indicative of the ground English is gaining. However, local languages as Tamazight are widely marginalized in favour of this language. So, the hidden effect of globalization affects negatively the growth of local languages and positively the spread of the English language.

Although, the data analysis shows that standard Arabic is the most important language for the majority of the respondents, especially for the reading skill (graph 16), that is the language of identity which has gained much ground in academic settings, it seems to be far from using it as a language of modernity, science and technology. Standard Arabic seems to be used across generations for religion and religious discussions. The issue consists of the existence of two competitor languages. First, the French language which represents an important part of the Algerian history and culture is more preferred and used by old generation. Second, the English language, which is the international language, seems to attract essentially the younger generation due to their associating with their technical activities. This latter proved the third sub question in which English grows at the expense of French.

Generally speaking, the deep impact of globalization on language policy has become a matter of assent ‘*it is widely acknowledge that globalization has made a considerable Impact on multidimensional aspects of human life including language policies of many countries*’ Kirkgoz (2009:633). Thus, there is a clear indication of the increasing importance of English in Algeria because of its role as a language of globalization. Hence, Algeria should reinforce the English teaching and provide opportunities for Algerians to learn it.

The thesis ' analysis focused on the importance, status, and future of languages used by Algerians; it seems that Algerians have a great openness towards languages and cultures. Also, the thesis helped to understand the language issues in Algeria, and it investigated the effects of globalization on language policy; it led to the marginalization of local languages as Tamazight and in the other hand led to the wide spread of English in the country.

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Questionnaire

The following questionnaire is made to get information about the people thinking in Algeria about the used languages inside the Algerian society including English. As it is a tool for collecting data about the language policy in the Algerian constitution.

Questionnaire

Age:

Gender:

I would be grateful if you could give few minutes to respond to the following questionnaire.

Would you please tick where appropriate:

1- Which language do you think Algerians use most?

Standard Arabic Algerian Arabic Berber French English

2- According to you, Arabisation policy is:

A source of linguistic conflict A national principle that should be preserved

A valid policy of Algeria, it ensures equal opportunities and political justice

3- The importance of standard Arabic lies in:

Its connection with Quran

being a symbol of national unity

its connection with Arabic written culture

4- For you, Tamazight represents:

An important part of Algerian cultural heritage

A symbol of Tamazight identity

A significant component of the Algerian linguistic patrimony

5- Algerian constitution recognized Berber as an official language, do you think:

It should remain only a national language

It is a right decision to be in official status

It shouldn't have been granted any status

6- Do you think, Algerian Arabic should:

Remain a spoken language

Be certified and standardized

Be stigmatized and abolished

Be granted a status in the constitution

7- According to you, learning French is:

Facilitates social promotion

A higher intellectual level marker

An upper class status marker

8- In the long term, English may be more useful than French in Algeria because it is:

Void of direct colonial implications

Necessary to access information technology

A gate that would eventually lead Algeria toward international recognition

9- In order to carry out successfully your work/studies, you need a good command of:

Standard Arabic

French

English

10- What does globalization mean to you?

The world has become a small village thanks to modern means of communication

The world economy has become interconnected

The world has become Americanized and Westernized

Overall, globalization is a good thing for Algeria

11- I could switch to French in my daily communication

12- I could switch to English in my daily communication

13- I use French in my internet chat

14- I use English in my internet chat

15- I use English to talk to foreigners

16- I read for pleasure in:

English

French

Arabic

17- I watch programs in:

English

French

Arabic

18- I listen to music in:

English

French

Arabic

19- Which language that globalization has had a positive impact on:

English

French

Arabic

20- How do you see the linguistic future of Algeria:

More diversified

unclear

very satisfactory, enclosed

