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The Perception of The Spread of The English Language in Algeria in the Educational System.

Case Study of 3rd Year Scientific Students of Dr.BENZARDJEB Secondary School

Dissertation submitted to the Department of English as a partial fulfilment of the requirements for the Master's degree in ELCS.

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Dedications

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

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

I dedicate this work also to my lovely brother, aunts, uncles and my cousins.

I dedicate it to all my friends.

Special thanks to Professor MOHAMED BENRABAH "may his soul rest in peace", for his priceless information and advices.

Wassila

I

Dedications

To the most precious people to my heart: to the ones who gave birth, meaning, and

love to my life, to the persons who gave me strength, encouragement and hope:

To my dear father and beloved mother I dedicate this work

To my dear brothers

To my aunt who prayed for me all the time

To my dearest cousins

To my closest friends

To the memory of my grandparents

To all the members of my family

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Abstract

Nowadays English is significantly popular among students but not to such an extent to be used in social contexts, its use is however limited to classroom except for those students who are fond of this foreign language and master it with a high level of fluency. The purpose of this research is to highlight the status of English language in Algeria, and how it has been injected within the educational system. It aims also at investigating the future of English in Algeria. Accordingly, it examines the learners' attitudes towards the English language use inside and outside the classroom. Besides, it examines the awareness of learners and teachers towards the linguistic situation in Algeria. Hence, it is hypothesized in this study that teachers as well as learners are aware that English is dominating the whole world. Moreover, learners have such a positive attitudes towards the English language that it would become the 1st foreign language and most prestigious than French, besides, it would be spread among the Algerian society outside schools. To achieve the research aims and to test the above hypotheses , the study used two tools one students' questionnaire and teachers' interview in order to investigate the target language learning abilities of students and the way they use it in their everyday life. The findings of the study reveal that both teachers and learners are aware of the global hegemony of English. They estimate that English would be the first foreign language in Algeria in all domains particularly the domain of education. Hence, they strongly support the idea that English should be taught starting from the primary level. However, learner's test reveals that some of them find difficulties in learning different skills of the English language. The study suggests some recommendations concerning the promotion and spread of English in the Algerian society, besides the necessity of helping the learners to improve this significant foreign language.

List of Acronyms and Abbreviations

EFL: English as a Foreign Language

FL1: First Foreign Language

FL2: Second Foreign Language

MSA: Modern Standard Arabic

MNCs: Multinational Corporations

ELCS: English Literary and Cultural Studies

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GENERAL INTRODUCTION

General Introduction

A global language can be defined as a common language which enables people from different backgrounds and origins to easily communicate with each other. Today English is not leading the world only through the increasing number of its speakers; however its dominance reaches different domains including Education, Business, politics, science and technology. Algeria has recently been in tune with Globalization, therefore the government tends to give more importance to the global language. Moreover, English is started to be recognized within the Algerian society especially among young generation. The position of English in Algeria within the educational system as a second foreign language may be displaced towards being the first foreign language thanks to its power as an international language dominating the world as a whole.

The present study aims to shed light on the status of the English language and how it is spread within the Algerian educational system. English is taught as a second foreign language in middle schools starting from the 1st grade. Furthermore it focuses on the importance of English as an international language leading the world in different domains. This status enables English to gain power in globalized Algeria and draw its path towards being a first foreign language especially with the remarkable decline of the French language.

In order to find answers, the following questions are formulated:

✓ Are teachers and students aware about global importance of the English language?

✓ What are the students' attitudes towards the learning of English?

✓ What is the future of English Language in Algeria?

These questions, in return, led the researcher to assume the following hypotheses:

✓ Both teachers and students are conscious that English is globally important.
✓ Students have positive attitudes towards the English language and give their best efforts to learn it.

✓ English will be the first foreign language in Algeria to be learned from the primary level and the most prestigious language that is spread within the Algerian society.

To achieve the research objectives, the researchers design an exploratory case study relying on two main research instruments; a questionnaire is administrated to sixty six students of third year scientific stream at Benzerdjeb secondary school in Tlemcen, and an interview to nine teachers of English. Thus, the results of the collected data from these research instruments will be analyzed qualitatively and quantitatively.

Accordingly, the current research embodies two main parts: a Theoretical part which includes a literature review and a practical part which deals with the field work and data analysis. The first chapter provides a historical background of the linguistic situation in Algeria within the educational system. In this regard various policies concerning educational reforms in terms of languages are included.It also deals with the spread and status of the English language in Algeria as well as in the world. The latter includes the dominance of English in different domains mainly in communication, science, business and international relations besides popular culture. The chapter concludes with a forecast for the future of the English language.

The practical part of the dissertation focuses on the analysis of data collection of the students' questionnaire and the teachers' interview, and then it discusses the results obtained from the instruments. It also includes the recommendations and suggestions provided by the researcher concerning the effective ways to promote the English language within the modern society.

CHAPTER ONE

1.1.   Introduction

Nowadays, the English language occupies such a global position that covers various world perspectives mainly communication, education, science, economy and culture. English has been brought to Algeria within the educational system. Presently it gains its status as FL2; however the government started to give more importance and shed light on this global lingua franca that is assumed to gain a new and higher status in Algeria as FL1.

This first chapter deals with the theoretical part of this research paper. It lays out some historical events concerning the linguistic situation in Algeria from the colonial era till the present within the field of education. It aims also at highlighting the status of English in Algeria and the world as well. Regarding the future of English this chapter provides some predictions concerning the foreseeable changes that the lingua franca may witness in the future.

1.2.   Historical Background of The Linguistic Situation in Algeria

There have been a set of events that characterized the history of linguistic situation in Algeria. During Colonization Algeria has witnessed a chaotic language planning that aimed to eliminate both language and culture of the Algerian population and replace them with the French. However, immediately after independence the government started a set of reforms implementing different policies especially within the field of education in order to retrieve the value of Arabic as well as arabo-islamic culture. It was such a decision in which the English language has been injected into the educational system aiming to reduce the status of French in Algeria; a language that was considered as the language of the enemy.

1.2.1.During Colonisation: (1830-1962)

As quoted by Laitin (1992:12, 83–84 in J.Sharkey 2012: 432), The French colonial officials wanted to spread the French language in Algeria the same way it has been done in mainland France since 1539. (J. Sharkey, 2012: 432) . The colonizer

wanted to exclude Arabic by reducing its value and status and replace it with the French language. According to Ezzaki and Wagner (1992 quoted in Bellalem, 2012: 1) "France closed all community schools where Arabic was taught and introduced Arabic as a second language in some schools". Murphy (1977 quoted in Bellalem, 2012: 1) adds "Hence, the general educational policy was to spread the French language as a national and official language".

Nevertheless, Rezig (2011: 1329) states that within the French colonization period, French was imposed to Algerians as the only official language, whereas, the status of Arabic was reduced to become a foreign language. Besides the variety of dialects spread throughout the country, Arabic represents the Algerian identity and nationalism. Thirty per cent of pupils were French while ten per cent were Algerians.

1.2.2. The Nationalist Transition (late 1960s - late 1990s)

The national transition in Algeria was a remarkable shift from the imposition of the French language during colonization to the imposition of the Arabic language after independence. With the aim of promoting Arabic in different domains in Algeria particularly the domain of education, the government set a Policy of Arabization which objective was to spread the Arabic language and raise its value into the Algerian society.

1.2.2.1. The Policy of Arabisation

According to McDougall (2006: 338 quoted in Chemami, 2011: 228), the Algerian officials set a policy of Arabisation by 1962. The aim beyond such policy was to redefine Classical Arabic in education as well as administrations. The Arabisation motivation was that Arabic is the language of independence and the Arab-Islamic identity whereas French is the language of the enemy. The government implemented the Arabisation policy in order to restore the Arab- Islamic identity of the country. Mize (1978 quoted in Bellalem, 2012: 2)

As it has been stated by Mostari (2003: 27), the Arabisation policy achieved a great success in reducing the status of French. By the set of such policy, there have

been strong conflicts between those who defend and promote classical Arabic and those who support the French language. Arabophones linked classical Arabic with identity and personality. However, Francophones believed that French is language of development and progress considering Arabic as a language of default. The Arabisation process covered different fields particularly Administration, Environment and Education.

The promotion of literary Arabic as a standard language began in 1964 with a decision that Arabic should be instructed in schools within seven hours per week. However, there was a shortage in the number of outstanding teachers of Arabic; therefore a large number of teachers were imported from different Arabic nations. (J. Sharkey, 2012: 438)

Mostari (2003: 29-30) states that the instructive profile of the Algerian culture changed drastically with the Algerian autonomy, when the vast majority of French and different Europeans left. As the greater part of specialists and chairmen were Europeans, Algeria was left with a lack of very talented and educated individuals. In the instructive framework, the main change taken quickly after autonomy was to show Classical Arabic beginning from the essential level, French turned into a second language (1964) and after that a foreign language with the use of the Foundation School framework in 1976[…] President Benbella proclaimed in 1965 that Arabisation crusades did not mean the elimination of French. It ought to be noted notwithstanding, that the Arabisation procedure was not apparent and its execution systems were difficult to acknowledge in different spaces, for example, in education.

Furthermore, she concludes that arabisation has been prmoted in Algeria under political reasons instead of being a mere sociolinguistic aspect. However, it has been removed from its nature as a socio-cultural project. Language is then a significant means of socialisation and intellectual pursuit. In addition, Arabisation was criticized to be unable to resist with other languages existed in Algeria and to attempt to impose Arabic as the one and only means of communication in throughout the country. (Mostari, 2003: 39)

1.2.3. **Educational Reforms: (2000- Present)**

According to Belallem (2012: 2-3), English was brought to and developed within the Algerian educational system under political reasons. Hence, it was a mere tool among the arabisation policy strategies to displace the French language

> The policy of arabisation was continued within the domain of education. Arabic was mainly taught for all curriculum subjects. French was taught as a foreign language starting in the fourth year of primary schools. English was taught from the second year of middle schools… more English departments were open in universities and the design and publication of Algerian-made English language teaching textbooks and learning materials.

By the early 90s, those who supported Arabic showed that they were against teaching French as an essential or primary language. However, their position was refused by the minister of Education. Hence, he decided to implement English besides French. Laib, (1993:7 quoted in Benrabah, 2007: 233). Belmihoub (2012: 5) also states that German, Spanish and Russian were implemented besides English as foreign languages. However, they were less important than English. In addition, Benrabah (2007:233) affirms that the French language was threatened by English to become the second foreign language in Algeria. Regarding the same idea, Miliani (2000: 22) adds that Anglophones who want English to be the first foreign language in Algeria, instead of French, argue their suggestion with the idea that English is the language of science and technology. However this argument is not extremely persuasive, because it is clear that the reasons beyond their position are more political than educational. On the other hand, according to Miliani (2000: 23), statistics showed that the attempts to include English in primary schools faced a real failure. Indeed, people were aware of the political reason behind this decision.

Bellalem (2012: 5) says that concerning foreign language teaching, the government redefined French as the first foreign language. The French language was taught in primary schools starting from the 2nd year. Whereas, English was retrieved

from primary school level and moved to the 1st year of middle schools. These reforms are illustrated in (Table 1) below:

Table 1 New structure for foreign language teaching in Algeria

	Primary (6 years – age 6–11)	*Middle* (4 years–age 12–15)	*Secondary* (3 years – age 16 –18)
French	Year 2 to Year 6	Year 1 to Year 4	Year 1 to Year 3
English	Not taught	Year1toYear 4	Year 1 to Year 3

1.3.   The Status and Spread of English in Algeria

After the Arabization arrangement of 1971 and the financial changes occurring around the world, the utilization of English as a conveying vehicle increased more space inside globalized Algeria. Therefore, aberrations in the utilization of French begun to blur away at the cross-streets leaving more space to English to be instructed as a foreign language. (Abdellatif Mami, 2013: 910)

As it has been stated by Belmihoub (2012: 21), in Algeria "better future" is totally related with the West. Suffering from different problems in the country, Algerians tend to think of travelling overseas looking for better conditions of living mainly to European countries or working in investment companies in Algeria. In this regard, people start to give more importance to foreign languages especially French and English. Actually, the global status of English enables it to gain power in Algeria in addition to the relations that were developed between Algeria and the United States.

It is clearly understood that the phenomenon of Globalization has a great effect on the Algerian nation. In this regard, English tends to gain more power and importance in Algeria thanks to its global status instead of French whose status in the world is in a continuing decline. According to Abdellatif Mami (2013: 910)

After the Arabization policy of 1971 and the socioeconomic changes taking place worldwide, the use of English as a communicating vehicle started to gain more space within globalized Algeria. Consequently, disparities in the use of French started to fade away at the cross-roads leaving more space to the teaching of English as a second foreign language.

According to Rezig (2011: 1330), by 1993, the government made an attempt to give the opportunity to young children to learn foreign languages in the primary level. The process was to ask the pupils to choose between French and English to be taught in primary schools […] However, the process did not cover all the primary schools since the primary statistics showed that French was the preferred language among parents.

Additionally, Belmihoub (2012: 33) states that as a feature of a noteworthy instruction upgrade in the mid-2000s, a few measures were acquainted with some changes according to Algeria's conventional K-12 framework. For instance, notwithstanding progressively across the board non-public schools which show English, government funded schools begin showing this language from seventh rather than eighth grade keeping in mind the end goal to attempt to enhance understudies' capability. In the same vein, Abdellatif Mami (2013: 911) adds that English has been given importance since its implementation within the Algerian educational system. It was significantly needed in various educational levels. Moreover, the country witnessed a wide spread of TEFL (Teaching English as a Foreign Language) schools.

It is globally and strongly argued that English is the leader of development, technology, scientific research, and modernity, a language that should be raised to a second language in Algeria. In this respect Abdellatif Mami (2013: 912) says: "As a matter of fact, English has been defined as a second foreign language in the beginning of the 90s, and as a first foreign language after the 2000 reform, to gain the status of the langue of science and technology used in lifelong learning in recent years." In the same respect, Benrabah argued that the major factor of the decline of the French

language in Algeria is English that would be the language of economy and power instead. Benrabah (2007 quoted in Benrabah, 2014: 52-53)

However, Miliani . (2000: 27) claims that the transformations which intervened the English teaching in Algeria were not urgent. Besides they did not answer social need. The status of English as a foreign language will remain. In spite of the considerable efforts of the political and educational officials concerning the language, it is up to the society to determine its position within the country.

1.3. The Global Status of English

English is now leading the world in different domains mainly communication, science, economy, and culture. It is dominating the whole globe in a way that no language in human history reached its status nowadays. David Northrup (2013: 110) has mentioned the declaration of the Economist which considered English to be the leader of different fields in the world including business, science and particularly culture.

1.3.1. Language of International Communication

English has imposed its position as a means of communication everywhere around the world. According to Schneider (2011: 2), "Wherever you go on this globe, you can get along with English. Either most people speak it anyhow, or there is at least somebody around who can communicate in this language." English has achieved a great success in unifying people throughout the entire globe within its role as an international means of communication. According to Pandarangga (2015: 90)

> It is argued that English as a global language has some advantages to people around the world. One of the advantages is that English language is used as a tool of communication, empowerment, and unification of people in the global community, in other words, English play a very important role to unite all people around the globe regardless their nationalities, cultural backgrounds, or races.

Graddol (1997: 10) reports that English Speakers are spread around the world among three types according to their relationship with the language. First-language (L1) speakers are the native speakers whose mother tongue is English. Second-language (L2) speakers who use English additionally in particular contexts besides the other languages of the country. The third group of English speakers are those who learn English as a foreign language (EFL).

It is beyond question that English is the dominant language of the world nowadays. English imposes itself as a "Second Language" among a large number of countries. In addition to different mother tongues it has been included in politics, business, education, technology, the media, and so on. Furthermore, People using different languages tend to use English as a commonly understood means of communication. W. Schneider (2011: 2)

1.3.2. Language of Science

Science and technology are leaded by English which represents the international language of scientific research. In his book "The Future of English?" Graddol (1997:9) emphasises that "English is now the international currency of science and technology[…] The growing role of the US then ensured that English became, once again, the global language of experiment and discovery."

According to Northrup (2013:116-117) in the period between 1980s and 1990s various scientific articles including French, German and Mexican started to be written in English. Hence some journals had even changed their names into English ones. Besides different scholars realised their works in English according to a study of German academics. In the same vein, Graddol(1997:9) claims that "Journals in many countries have shifted, since World War II, from publishing in their national language to publishing in English." Graddol (1997: 9) adds that the dominance of English has not been limited to scientific publications. However, it has completely influenced the whole field of book publication, and then becomes the top language of publication.

1.3.3. Language of Business and Economy

English has become the leader of global commerce and finance as well as science due to the globalization of business. In this respect Northrup (2013: 118) says: "As in science, the leadership of international business has become increasingly internationalized. For similar reasons, the English language has also become dominant at the top tier of global commerce and finance"

Speaking of business, one cannot deny that the rise of multinational corporations which most of them were British or American has a prominent role in the emergence of English as a dominant language of business. According to Northrup (2013: 120)

> The key tipping point in English's dominance in business came with the rise of multinational corporations (MNCs).Initially, many of these were British or American in whole or in part so it was natural that English was used in their corporate communications with (and usually within) their overseas operations.

One of the main features in the raise English has been the expansion of international commerce, besides the hegemony of the US on the world economy. This success was extremely beneficial for English, hence currently; it is among the major languages that are significantly used within global businesses. Harmer (2007: 14-15) English become the preferable language of global political and commercial businesses. According to Northrup (2013: 114)

> One observer estimated that 97 percent of the political and commercial elite around the world prefer to conduct their international communications in English. In global business the growing internationalization of management has been a significant factor in this trend.

1.3.4. Language of Popular Culture

The English language has been widely expanded around the world within popular culture mainly through music and cinema. Hence such language becomes universally

popular. English films and songs have been widely spread via different media tools including TV and Radio. In this respect Kovač (2014: 7) states that "English became the language of popular culture and, as such, now dominates global bestseller production." . She adds that "In the last 40 years, English also became the dominant language of global popular culture, the most obvious case being the music industry and the most clear-cut and measurable example being the Eurovision Song Contest." Kovač (2014: 10)

1.3.4.1 Music

According to Crystal (2003:101) it is clearly shown through the radio that popular music is totally dominated by English. For many people this sort of music was the first means of contact with English. Actually, English was related to this genre long before. However, its dominance emerged in the twentieth-century. Within the same perspective, Harmer (2007:15) argues that "Pop music in English saturates the planet airwaves. Thus many people who are not English speakers can sing words from their favourite English-medium songs. Crystal (2003: 103) adds that nowadays, English is widely spread everywhere in the world through popular songs which are mostly heard in radio.

1.3.4.2 Cinema

Harmer (2007:15) states that the expansion of subtitled USA films leads to the wide spread of English among people who frequently go to the cinema or watch TV. Within the same point of view Crystal (2003: 99) says that despite the variety of film production in different countries lately, this milieu is still dominated by English-language movies. Hollywood productions as Star Wars, Titanic and The Lord of the Rings achieved huge audiences. Furthermore, movies produced in English mostly and strongly attract people than movies produced in any other language.

1.3.5. Graddol's Hierarchy about the Status of English in the Present

David Graddol (1977: 13) conceptualizes the status of English in the world on a hierarchy. The result is a figure of five layers (Figure 8), at the top English and French are dominating. However, English is more dominant of the world since French is declining. Moreover, it is argued that English is widely spread among speakers throughout nations found in lower layers. However, those languages which fill the base of today's hierarchy are in danger of disappearance.

The big languages
ENGLISH FRENCH

Regional languages
(*languages of the United Nations)
ARABIC, CHINESE*, ENGLISH*
FRENCH*, GERMAN, RUSSIAN*
SPANISH*

National languages

Around 80 languages serve over 180 nation states

Official languages within nation states
(and other 'safe' languages)

Around 600 languages worldwide (Krauss, 1992)
(e.g. Marathi)

Local vernacular languages

The remainder of the world's 6,000+ languages

Figure 8 The world language hierarchy
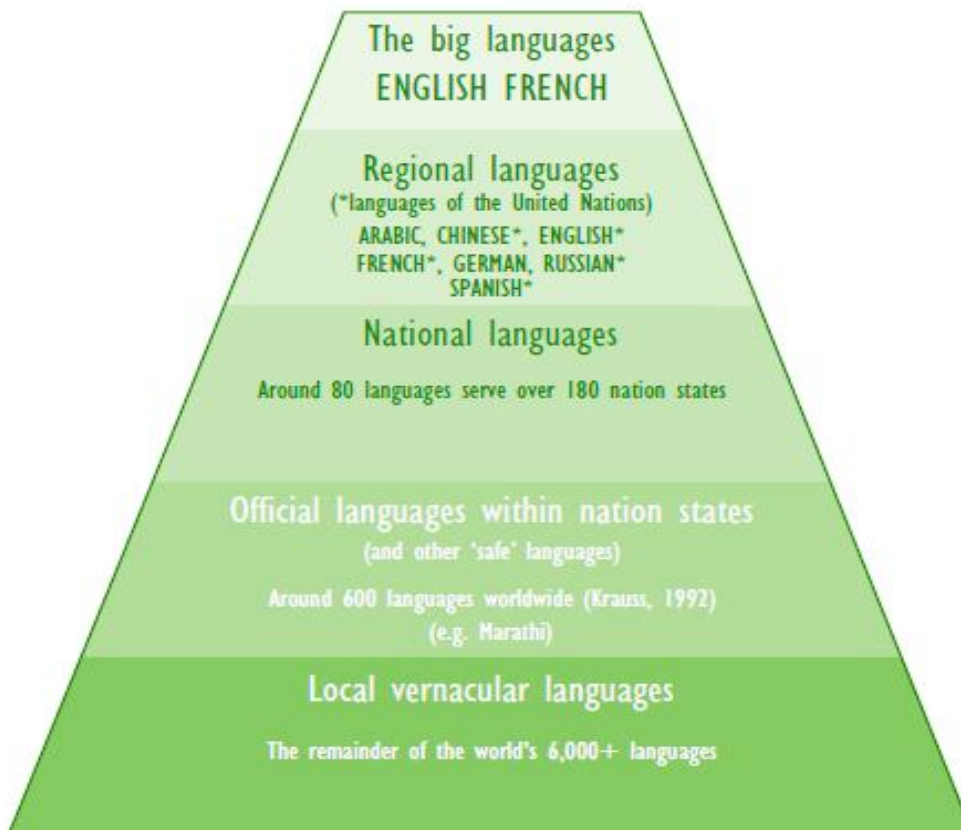
David Graddol (1977: 13)

1.4. The Future of English

It is said that no language can stop English from continuing its dominance of the world in the future. Graddol (1997: 2) affirms that "There is no imminent danger to the English language, nor to its global popularity – a fact which is recognised by the majority of people who are professionally concerned with the English language

worldwide." Graddol(1997: 2) adds that "English will still lead the world". However its status might face challenges concerning some areas due to the transformation in the world demography, politics, economy, and so on. Within the same opinion Hitchings (2011) states that lately the hegemony of English on the entire world is strongly challenged by other languages as Spanish and Mandarin Chinese. The native speakers of both outnumber those of English. However, currently none of them is much used as a global language.

It is demonstrated in "the Future of English?" that English will be more useful and developed. However its global importance will be reduced. Hence it may not still dominate the world by its own; it will be however joined by other languages among them Spanish and Chinese. Graddol (1997: 3). In the same regard, Mydans (2007) reports that although the native speakers of Chinese, Spanish or Hindi, exceeds those of the English language, they use English in cultural contexts, and teach it to their children to enable them to live in such multicultural world.

As it has been stated in Graddol (1997:3) scholars in different domains state that in 21st century the world is going to witness a new order which is completely unrelated with former centuries[…]the role of language and communication will be more significant in different world perspectives; politically, economically, and culturally in a period where an international language has developed.

Graddol (1997: 3) adds that recently, it is beyond any doubt and strongly remarkable that English is widely spread all around the world. However relying to historical causes and current trends, one can apparently assume that the future of English will be more complex, difficultly understandable and more challenging for the position of native-speaking countries than has been supposed till today.). Mydans (2007) mentions scholars' assumption that the continuing spread of English will be accompanied with its fragmentation into a number of dialects, as Latin – or probably, completely developed languages called 'Englishes'.

English later on, as previously, will be liable to three sorts of progress. To begin with, albeit diverse speakers, groups or informative areas might be influenced in an

unexpected way, there will be changes to the dialect itself. Positively in elocution, vocabulary and sentence structure, additionally in the scope of content sorts and kinds which utilize English. Second, there will be changes in status. English may secure an alternate significance and example of use among non-local speakers, or be utilized for a more extensive scope of social capacities. Third, English will be influenced by quantitative changes, for example, quantities of speakers, the extent of the world's scientific diaries distributed in English, or the degree to which the English dialect is utilized for PC based correspondence. Graddol (1997: 16). In the same respect, Dockrill (2016) states that linguists' analysis concerning English directions over the past and prediction of the future show that owing to multiculturalism; incoming demographic centres; and the rising expansion of technology, spoken English will be homogenised.

English is widely spoken around the world and it will continue its way to become globally uniformed. There will be worries that English will be no more standard, changed, besides it will lose its diversity. However, a great deal of English local varieties will emerge with the language shifting from foreign –language to second-language accompanied with a remarkable demographic increase. (Graddol, 1997: 56). On the other hand, Wallraff (2000) mentions the idea of language researchers concerning English, which says that the number of second-language and foreign-language speakers greatly exceeds the number of English native speakers and will be increasingly growing.

The history of English language is a unique history that cannot be repeated. Hence, no language in the future can reach the global status English has today. (Graddol, 1997:58) Graddol conceptualizes a new language hierarchy for the mid-21st century comparing it with the present-day hierarchy (figure 8 mentioned above). He takes into consideration the change of languages position besides some indicators such as economic, demographic and so on. The results show that at the top there will be no longer a monopoly of languages. In other words, English will not be the only supreme language but it will be joined by four languages; Chinese, Hindi/Urdu, Spanish and Arabic by the mid of 21st century. In spite of the shift from monolingualism to

multilingualism, there will be reduction in linguistic diversity with the disappearance of a huge number of languages. The result is represented in (figure 38)   (1997: 59)
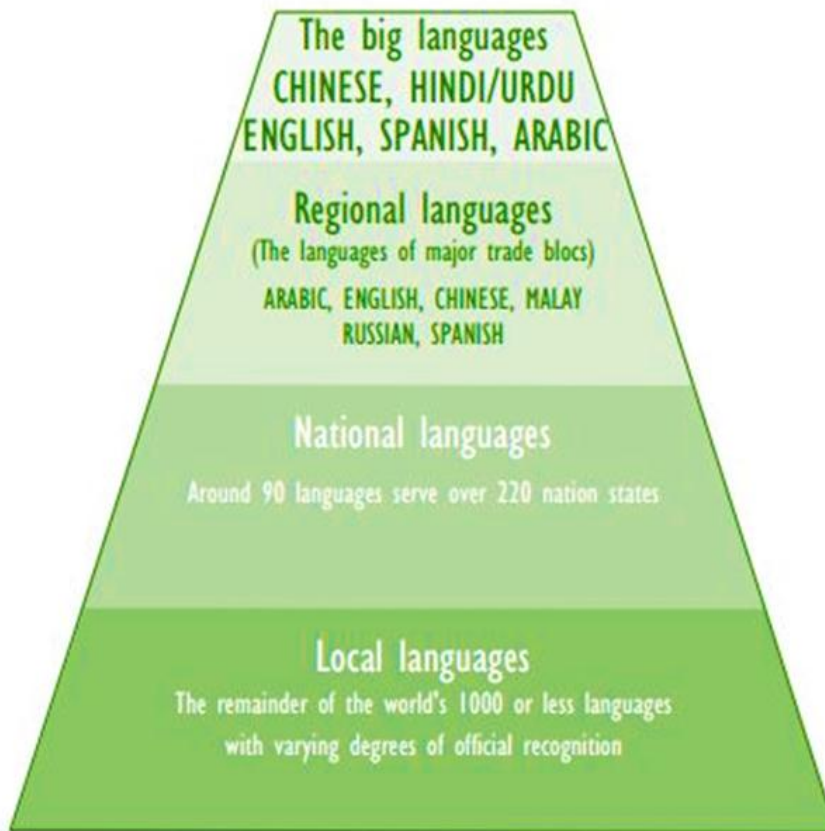
Figure 38 The world language hierarchy in 2050?

(1997: 59)

1.5. Conclusion

The linguistic situation in Algeria is complex and deeply affected by historical and political decisions. This chapter presented the main policies that were implemented within the educational system regarding the conflict between languages mainly Arabic, French and English. Respecting the English language this chapter featured the status of the language in Algeria as well as in the world where English leads different areas including communication, science, business, economy and popular culture. In the same vein, it provided a forecast for the expected future of English.

CHAPTER TWO

2.1 Introduction

This chapter is the practical part of this research paper. The chapter focuses on presenting and discussing the data collection and it includes two parts. The first part starts with a complete presentation of the main instruments and the research tools that have been used, then a statement of the results or the findings, followed by detailed analyses of the responses and the gathered information. However, the second part of this chapter lists out a number of recommendations for both teachers and learners to show them the importance of English language as a language of progress and as a notion of a civilized country and its status in the world as an international language and how the government should reform the actual linguistic situation in Algeria within the educational system.

The Aim of the Research

The major aim of this research work is to investigate on learners' and teachers' understanding about the position of the English language in the Algerian educational system and its status in the world. As well as to analyse their different points of view on how English is spread among learners and their awareness about the importance of that language, and principally to investigate the position of English language in Algeria and how is it spread gradually through the educational system. To reach this aim, a questionnaire was designed and implemented to Scientific-stream students at Dr Benzrdjeb secondary schools and an interview to their teachers of English. A questionnaire was administered to Scientific-stream students at Dr Benzrdjeb secondary schools. The purpose behind this tool was to know the students view regarding the global importance of the English language. In addition, an interview was designed to the teachers of English at Dr Benzerjeb secondary school. Teachers were asked about their learners' attitudes toward the language and whether they do efforts helping them to improve it. The results obtained were analysed quantitatively and qualitatively.

2.3 Sample Informants

This part is devoted to the description of two participants who are Third year of secondary school and their teachers of English. The researchers have chosen third year students of the scientific stream in order to avoid subjectivity on answers because English classes are not fundamental for them and they will not study English at University, the opposite of the students of foreign languages who may fall into subjectivity .The students who are concerned in this study are enrolled in the academic year 2016/2017 at Dr Benzerdjeb secondary school. A total number of 66 students from two classes were dealt with in this study in order to collect enough data for research. These students learnt four years of English in middle school and 3 years in the secondary school. Hence, seven years of learning English is enough for the student to build a significant background in the English language. Besides, the teachers taking place in this study are nine   teachers of English language at "Dr.Benzardjeb" secondary school, males and females, most of them have a long career in teaching English. They differ in their teaching experience.

2.4. Research Instruments:

The investigation was carried out using two research tools. First, a questionnaire was designed to Third year Scientific Students at Dr. Benzardjeb secondary school and an interview was conducted with the teachers of English in secondary school. The present study involves quantitative and qualitative approaches to obtain reliable results in the form of a questionnaire and the interview. Both tools are subjective to collect information and investigate people's opinions about a particular issue.

2.4.1. Questionnaire:

In order to gather a wide range of information about people's knowledge or beliefs, one very obvious way is to ask them. The questionnaire is a research instrument for collecting data which has several advantages. It is helpful for collecting

a large amount of information in a short period of time. Brown (2001 p. 6) states "questionnaires are written instruments that present respondents with a series of questions or statements which they are to react either by writing out their answers or selecting from existing answers". Referring to questionnaire as a "document that is filled out in writing (or electronically) by the informant". (Wray& Bloomer, 2006, p.152). The questionnaire can provide a valid data for the researcher, "provide a basis for decisions that are significant for the evaluation of current educational practices "(Patton, 2002).

In this sense, the questionnaire covers three types of questions namely; close ended, multiple-choice and open-ended questions. With regard to the first type of questions, it requires from the respondents to choose the appropriate option that meets their interest.

For example: *Are you motivated to learn English?*

Yes   No

As far as the second type of questions is concerned, it involves a set of responses that necessitate the informants to select the adequate box. By way of illustration the following example is given:

Are there any members of your family who speak and understand English?

a.   *Understand*

b.   *Understand and speak*

c.   *None*

The third type of questions asks the participants to provide their viewpoints regarding the issue raised in the question asked. For example, *what are you doing to improve your English Skills?*

The questionnaire can allow the collection of both quantitative and qualitative information and the use of open and closed formal questions (Patton, 2002). Therefore; questionnaire can be used to collect both qualitative and quantitative data, and are

suitable for a range of research questions, including ones that require several types of information.

2.4.2. Interview:

Actually, in any research work the researcher should not be satisfied with the use of only one research tool since one instrument is not enough to cross-check and provide reliable data regarding any issue of interest. In hope to do so, the interview appears to be another research tool that would enable the researcher to collect data. The interview is, by definition, an oral face-to-face conversation that takes place between the researcher and the participant aiming at discussing and getting various viewpoints concerning the issue in-question. An 'interview' entails the researcher presenting the questions to the informant orally and recording the responses either in written notes or on an audio recording for later transcription and analysis. (Wray & Bloomer, 2006, p: 152).Interviews vary in their degree of explicitness and structure ranging from very open interviews to very structured ones (Herbert, 2000). In this concern, the interview embodies at least one type including a structured interview. As far as this type is concerned, it takes the form of the questionnaire, that is, it requires the respondents to answer the same questions which have the same wording. Thus, it follows the format of the questionnaire, but it is administered orally. In the structured interview, the findings can be analyzed easily as the questions are the same and it does not require the interviewee(s) to add additional pieces of information.

Students' Questionnaire:

A questionnaire was administered to third year secondary school students aiming to provide exact information about their attitudes and their awareness towards the English language and its future Algeria. The distributed questionnaire contains 24 questions. It is divided into three sections. The first section deals with the importance of English for the learners, it consists of 18 questions divided into five rubrics. The second section is about the students' attitudes towards the learning of English including three questions. Finally, the third section deals with the students' opinions

concerning the future of English in the Algerian society and it includes three questions. The focal target of numerical data is to facilitate the interpretation of the research findings.

Teachers' interview:

A structured interview was conducted with nine (9) teachers of English. Most of the teachers have a long career in teaching English as a foreign language at the secondary school. The current interview aims   to know if the teachers are aware about the importance of English as a global lingua franca and then to know the role of the teacher in improving students' skills of the foreign language and motivating them to learn it. It seeks also to investigate the teachers' opinions and perceptions concerning the implementation of English within the Algerian educational system as a second foreign language and whether this status will be raised in the future or not.

2.5. Data Analysis:

This work is based on quantitative and qualitative methods to analyze data collection which is based on students' questionnaire and teachers' interview. The descriptive way is used in analyzing data, 'quantitative descriptions in a manageable form and helps to simplify large amounts of data in a sensible way' (Patton, 2002) In fact, quantitative research generates a mass of numbers that need to be summarized, described and analyzed by drawing tables, graphs, charts, to make the statistics observable. In this research work, such a type of analysis is helpful in the sense that it enables the investigator to reformulate the answers that are gathered from the questionnaire and structured interview. In other words, such a type helps the researcher to record statistical information about the awareness of both teachers and students towards the position of English language in the Algerian educational system and also the global importance of English. Besides, Qualitative analysis tries to answer "what", "where" and "how" questions. It is aimed at gaining and collecting a deep understanding of

specific issue or topic rather than a surface description. In this sense, it gives the floor to the participants to reveal possible opinions, intention and suggestions.

2.6. Students' questionnaire results:

Section 01: Highlighting the importance of English language

The aim of this section is to shed light on the importance of the English language which is the leader of different domains in the world.

Rubric 01: The importance of English inside the classroom

The focal target of this rubric is to know if the learners Give importance to English during sessions.

Question1: In which foreign language do you participate more in classroom?

Concerning this question, the informants were asked to choose the foreign language in which they participate more during classes. English and French were the options set by the researchers as they are the foreign languages included in the curriculum. The results show that the majority of students (76%) participate more in the English-language sessions, whereas only 24% participate more in the French-language sessions. As a result, one can say that the majority participants give a great importance to English language rather than French in term of participation during the sessions.
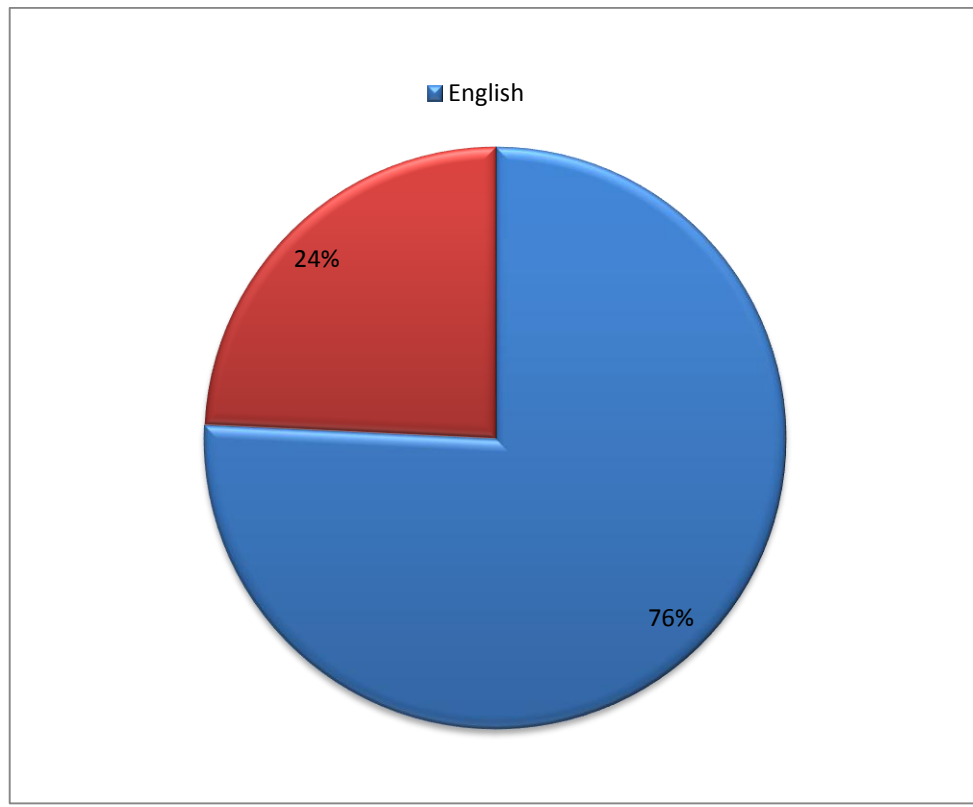
GRAPH2.6.1: Students' participation on foreign languages

Question02: Are you motivated to learn English? If "NO" Why?

The following graph shows students' motivation towards learning English. In this respect, the results indicate that the majority of informants (91%) are motivated to learn English language, whereas few of them (6) are not motivated. Therefore, those students give different reasons such as: they are not interested in learning English; they do not understand it and they are more interested in learning French language.
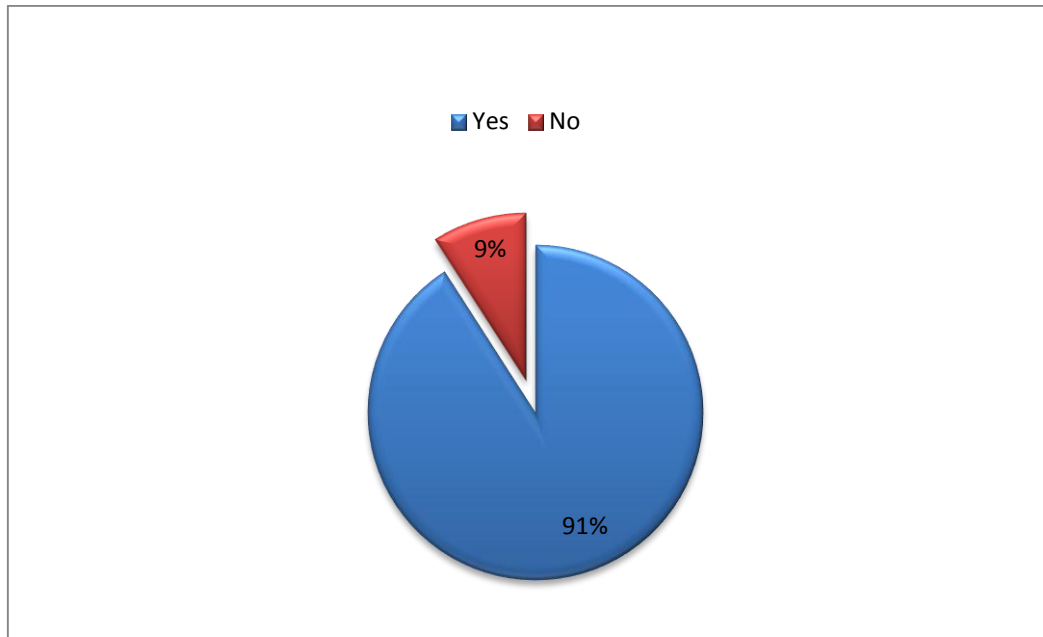
Graph2.6.2: Students' motivation towards learning English Language

Rubric 02: The students' use of English outside the classroom

The aim of this rubric was to obtain information regarding the use of the English language among the learners outside the context of study.

Question03: How often do you speak English in the classroom?

As far as the third question is concerned, it seeks knowledge about English speaking frequency among learners within lectures. Some of them (38%) say that they often speak English, while others (29%) highlight the fact that they always speak. 21% of the participants rarely use English while speaking and only 12% of the students never speak English. The following table summarizes these findings.

	Always	Often	Rarely	Never	Total
N° of Students	19	25	14	8	66
Percentage	29%	38%	21%	12%	100%

Table2.6.3: Students' time measurement of speaking English

Question04: Have you ever used English outside the classroom?

     This enquiry seeks to know whether the students use English at home and public places or not. The majority of informants (42) state that they sometimes use English outside the classroom mostly in their conversations with their friends. Others (13) claim that they always use English every time and everywhere yet only 11 of the students admit that they never use it outside the classroom. In this vein, one can conclude that a significant number participants use English outside school with a difference in frequency.

	Always	Sometimes	Never	Total
Number of students	13	42	11	66
Percentage	20%	67%	13%	100%

Table2.6.4: students' use of English outside classroom

Question05: where do you meet English?

     This question is set to know where students find themselves in contact with English outside school. The Informants give   more than one answer which was challenging in the analysis. The figure below shows that the majority of informants (88%) meet English on TV and Radio mostly through movies and songs, while 32% respond that they get in touch with the language when reading books and magazines. Others (27%) state that they face English in the internet particularly when they use social websites as Facebook and YouTube or play video games, whereas 15% of participants claim that they communicate in English at home with their family members. Nevertheless, only 8% of the learners say that they find English written in products and 6% of them see it in shop signs.
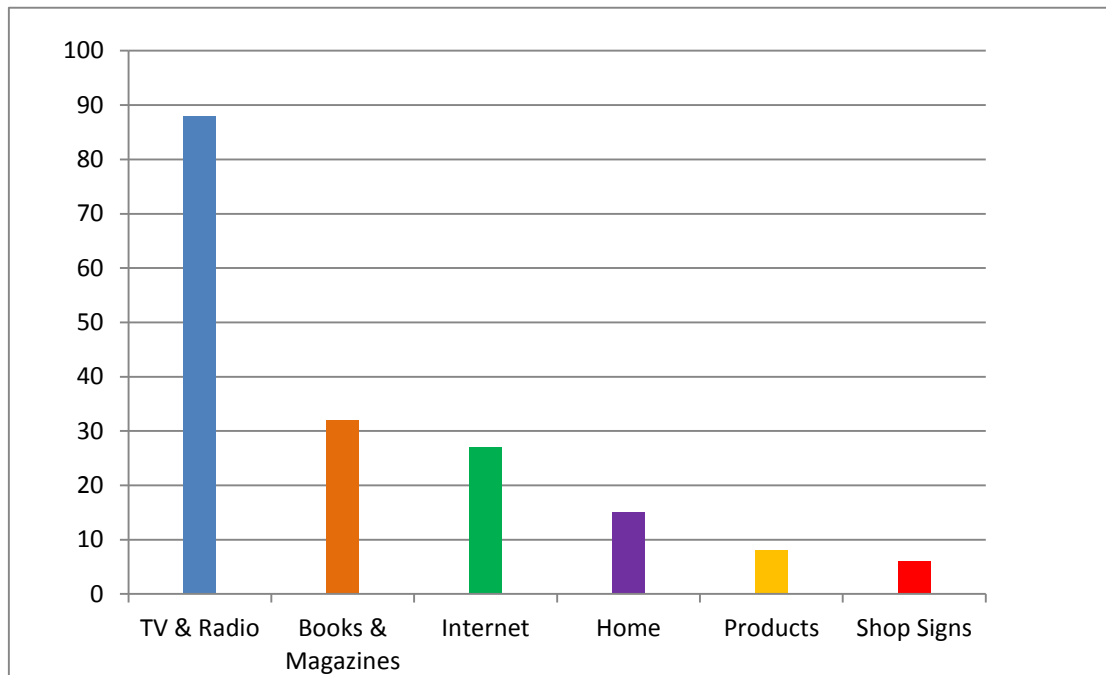
Figure2.6.5:the place where students meet with English

Question 6: are there any members of your family who speak and understand English?

The researchers' goal behind this enquiry is to find out whether the family members of the informants speak or understand English or both of them. The results show that more than half of respondents (60%) mentioned that their family members speak and understand English, whereas 20% just understand it and the remaining informants reply with: "None". The results are figured as follows:
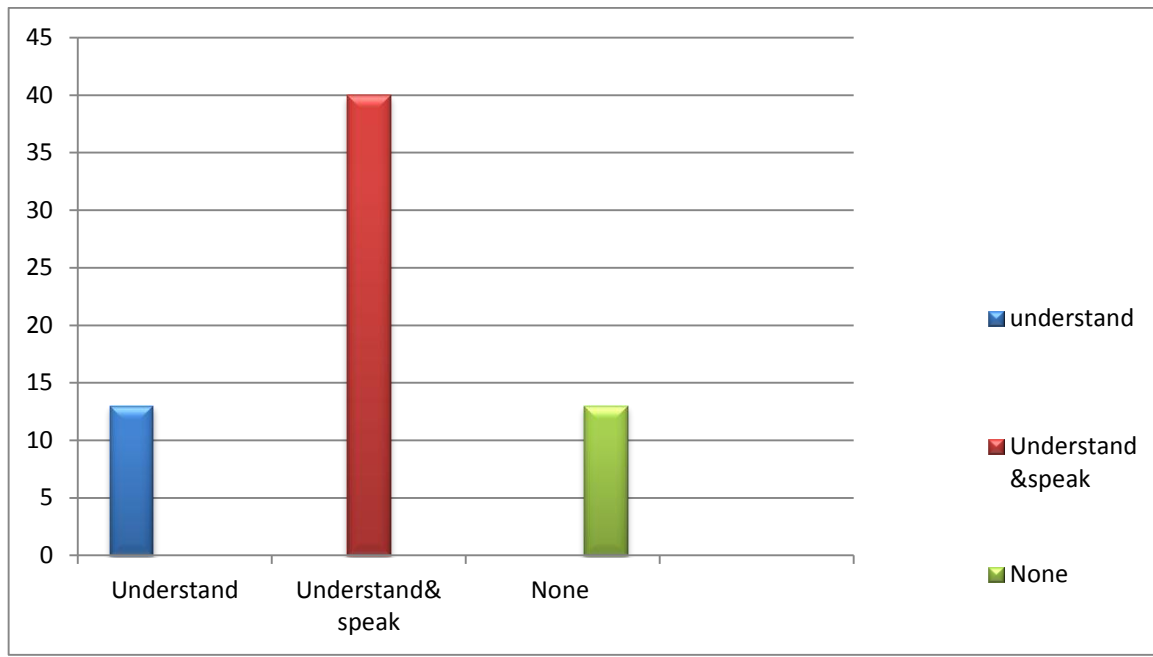
Figure3.6.6: The members of Family's Students who speak & Understand English

Rubric 03: Students' efforts to improve English outside the classroom

This rubric aimed to discover whether the students attempt to improve their English outside the classroom and what they do for this sake.

Question 07: What are you doing to improve your English Skills?

When student were asked about the methods they use in order to improve their English, varied answers are received. Half of informants (56%) state that they read English novels and books besides communicating with native speakers. Some of them (17%) respond that they only practice English speaking. 15% say that they listen to English songs and Speak English while only 12% do nothing. The majority of participants attempt to develop their English skills through reading, speaking, writing and listening. Therefore, one can claim that most students are interested in learning in the four skills.

	Listening& speaking	Reading and Communicating	Speaking only	Nothing	Total
N° of students	10	37	11	8	66
Percentage	15%	56%	17%	12%	100%

Table3.6.7: improvement of English skills by students.

Question8: have you ever tried or even thought to learn English outside the classroom (in private institutions or personal choice)?

The aim behind this question is to find out whether students learn English outside the classroom. The results show that the majority of respondents (30 out of 66) state that " yes" we do in private institutions such as "SIBAIH school" , and others (17) they learn it at home by E- learning , download English applications on their cell phones and also by books, whereas , the remaining informants (19) reply " No". The percentages are shown as follow in graph below:
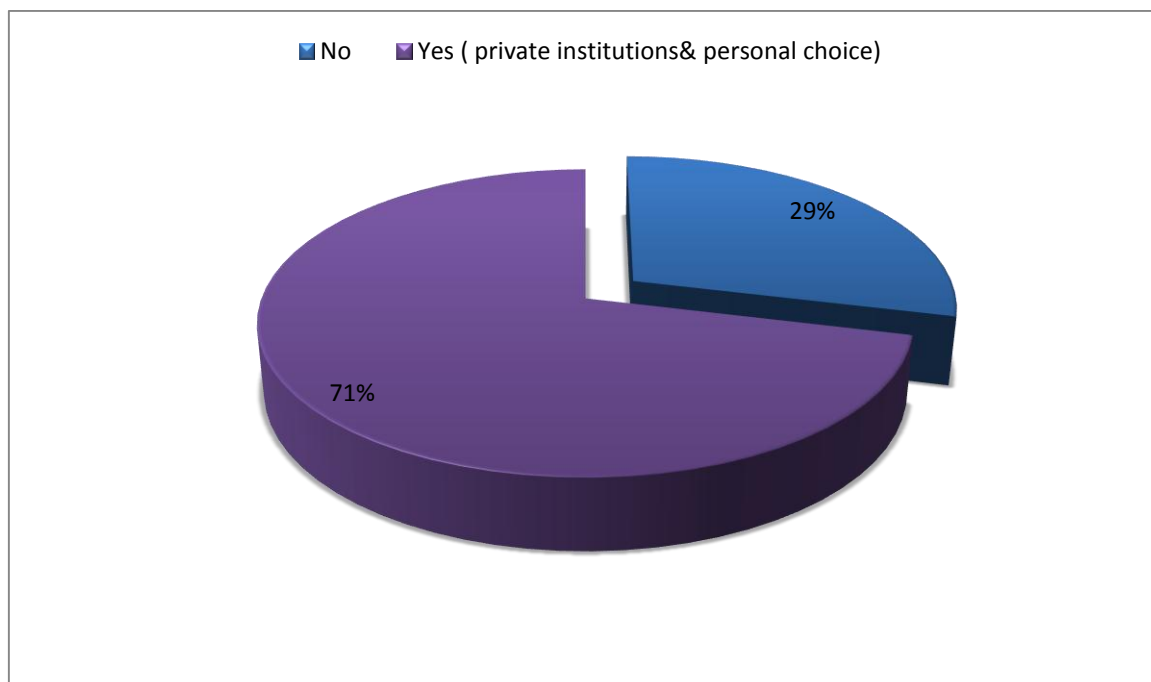
Graph2.6.8: Learning English outside classroom

Rubric 04: Student's frequency of using English outside the classroom

The purpose of this rubric was to gather data concerning the frequency of using English among the learners away of the field of study.

31

Question 09: How often do you visit English websites?

The aim behind this question is to collect data about the frequency of visiting English websites among the learners. Nearly the half of informants (27 out of 66) says that they visit English websites very often. While 21 students respond that they do not really visit them so often, and only 18 never visit. Regarding this question, the majority of participants visit English websites, whereas the others neglect it.

	Very often	Not so often	Never	Total
N. of students	27	21	18	66
Percentage	41%	32%	27%	100%

Table2.6.9: Students' opinions about time of visiting English websites

Question10: Do you use social networks to get in touch or to discuss with native speakers of English?

Regarding the informants' opinions and stand points. The results indicate that half of the participants (33) use English to get in touch with its native speakers, whereas the second half (33) do not. As regards to this question, English attracts a significant number of the learners in a way that they use it in their conversations with its native speakers.
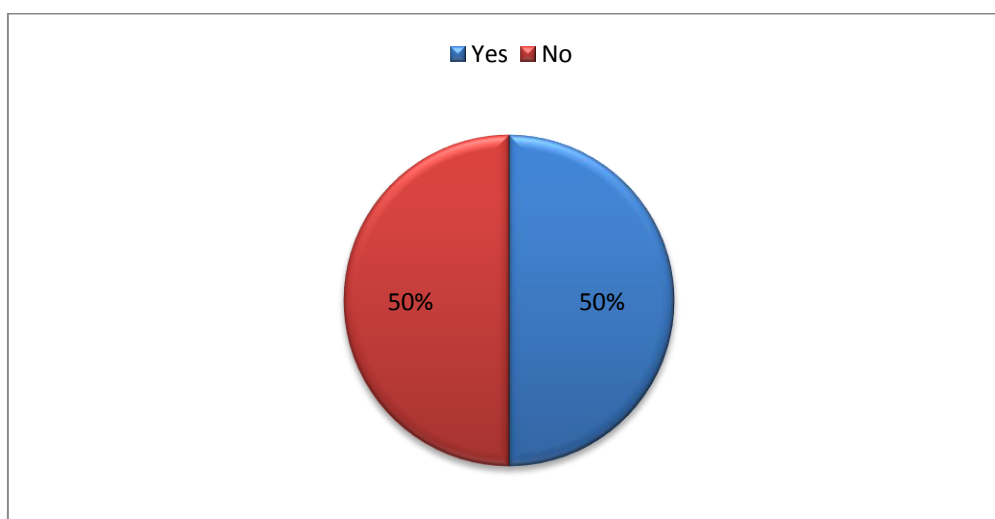
Graph2.6.10: students 'use of social networks while discussing with native speakers

Question 11: Do you understand English movies without being subtitled?

This question purports itself to test the students' extent of absorbing spoken English. Therefore, the students were asked whether they understand English movies without relying to subtitles or not. In this regard, the results show that most participants (51out of 66) do understand English movies without being subtitled, while the remaining (15) cannot understand them without relying on subtitles. Concerning this question, the majority of informants can understand English films because they understand spoken English, whereas others do not because they do not have sufficient English background.
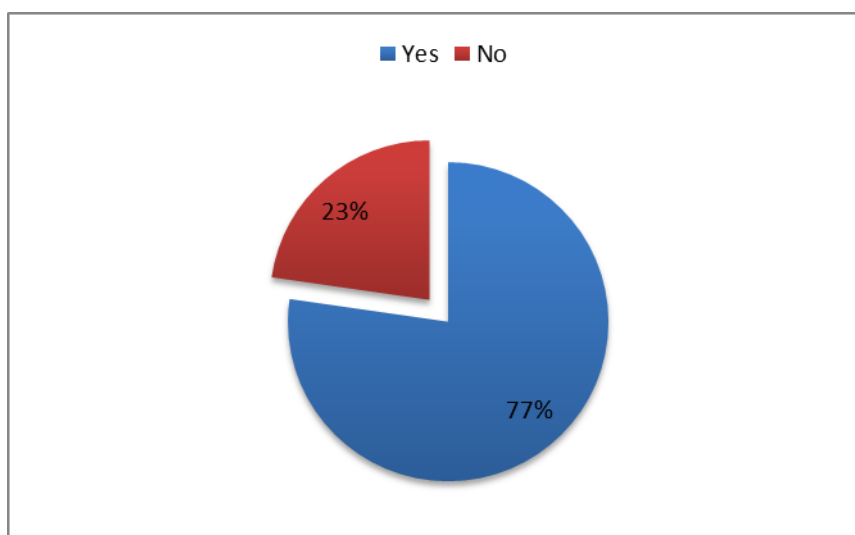
<u>Graph2.6.11: students' understanding of English movies without subtitles</u>

Question12: How English is important to you personally?

The following graph shows the importance of English to students personally. In this respect, the results are as follow: (67%) state that English is very important for them, (26%) feel that English is not very important, whereas, the others (7%) admit that English is not important at all.
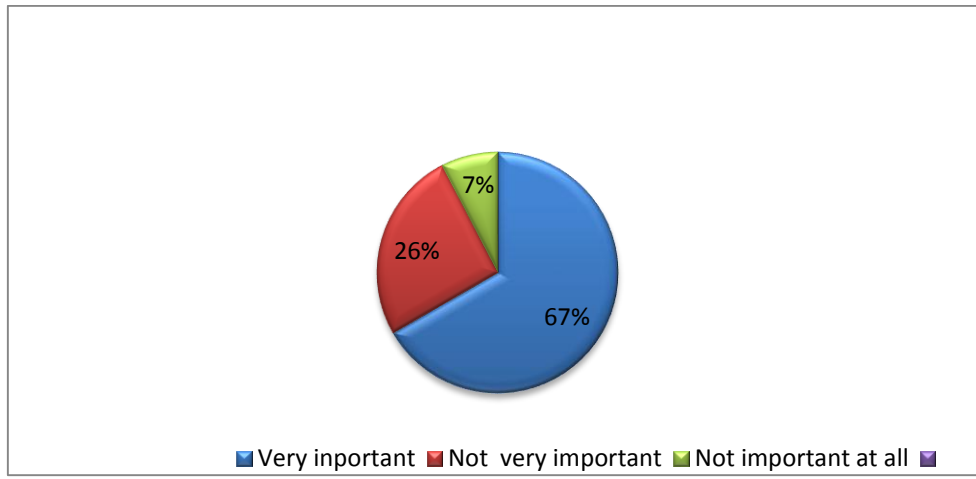
Graph2.6.12: the importance of English to students

Question13: Do you think learning English is important for your future and Why?

Regarding the informants' opinions and standpoints about the importance of English for their future, the results show that the majority (94%) believe that English is really significant respecting their future. According to them they need English to travel and visit native speaker countries, communicate with people around the world. In addition, they think they need it for abroad studies and future job. However, a minority of 6%   respond that English is not important at all for their future. Thus, one can claim that the majority of informants have self-consciousness about the need of English in different contexts when they come to finish their studies and achieve their future goals.
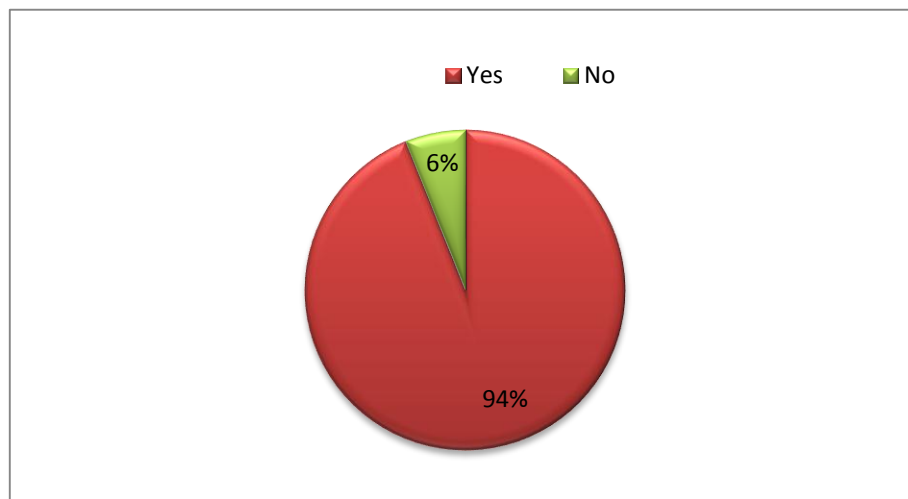
Graph2.6.13: The importance of English for the future of students.

Question14: do you agree that you need English for your future professional career?

Similarly, this question item which is basically a follow up to question 13, targets to collect data about students' agreement concerning the need of English on their future professional career. The obtained results indicate that the majority of informants (80%) agree with the idea that English is important for their future job, whereas the rest (20%) disagree. In this respect, one can conclude that most of the learners are aware of the great importance of the English language concerning the occupational context.

	Agree	Disagree	Total
N. of students	53	13	66
Percentage	80%	20%	100%

Table2.6.14:Students'agreement towards the importance of English on the future professional career

Rubric 05: Students awareness of the global importance of English

The aim of this rubric was to identify whether the students are aware that English is importantly leading the whole globe and to know their opinions concerning this idea.

Question15: Do you agree that English should be thought in primary school?

35

This question is set to check whether the research informants agree with the idea that English should be taught in primary school or not. When this question was asked the majority of the participants (77%) show their agreement concerning the idea of implementing English in the primary level, whereas the remaining students (23%) disagree. Hence, the results show that most informants are aware about the importance of the English language and that it should be learnt at early age.
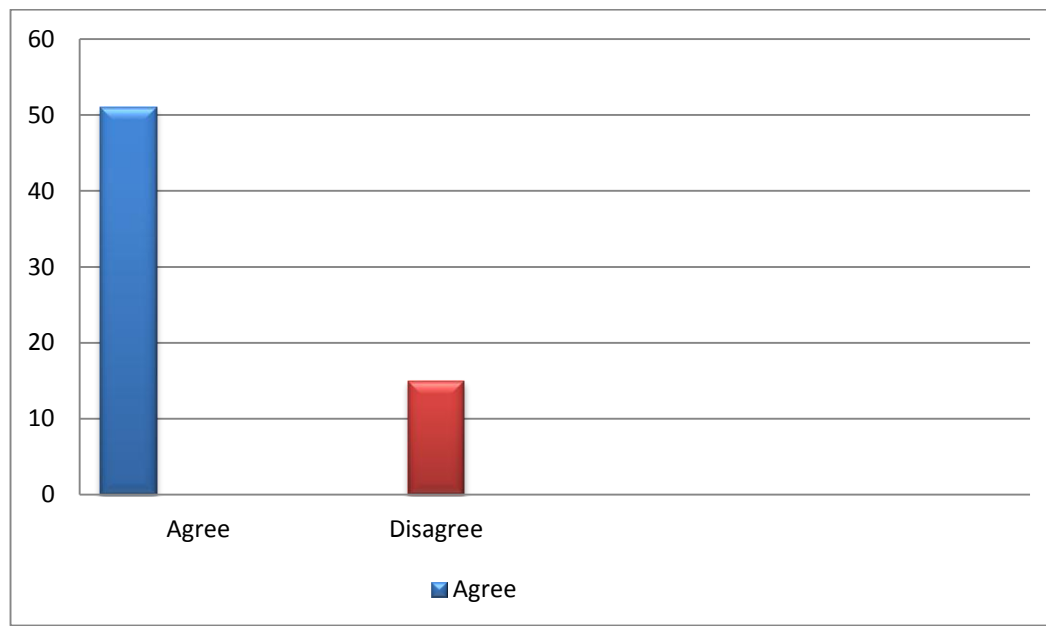
Figure2.6.15: Students' agreement about teaching English in primary school.

Question16: If you have a chance to choose between English and French as 1ˢᵗ foreign language, what will be your choice and why?

The aim behind this question is to know students' opinion about choosing between English and French as 1ˢᵗ foreign language. The results indicate that the majority of informants (49 out of 66)   choose English while seventeen (17) choose French. The participants justify their answers concerning the choice they made about their preferences toward English; they state some reasons such as : English is an international language , an important language that must be learn by the Algerian people , it is their preferable language and they claim that French is not an international language.   In addition to few students who choose French language because they love it and they believe is a prestigious and easy language.
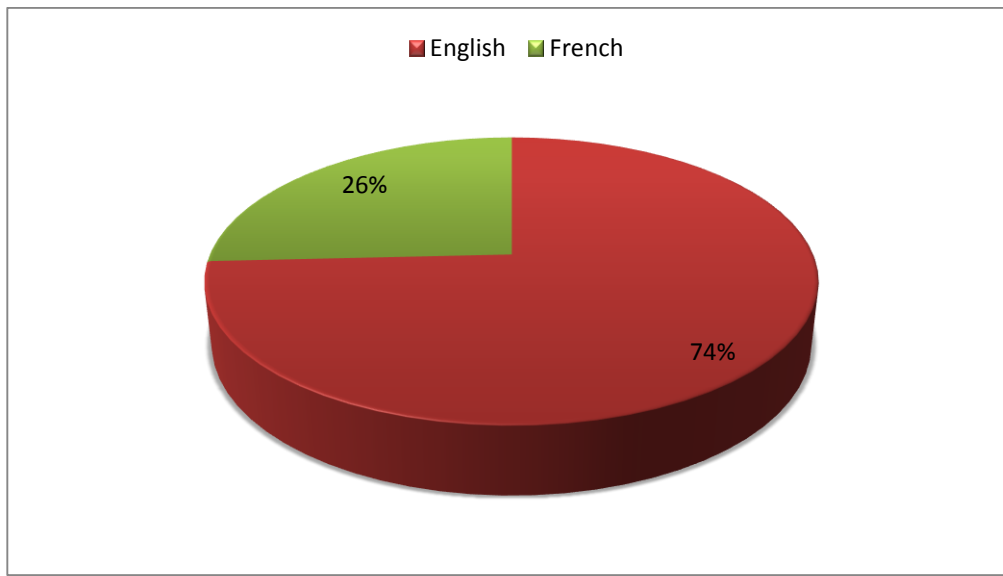
GRAPH2.6.16: Students' choice of language to be as 1st foreign language in Algeria.

Question17: what do you think about English as international language?

This question was addressed to know students' views regarding the global status of the English language. The results reveal that half of the informants (33) believe that the fact that English gains its position as an international language is associated with the number of its speakers around the world, others (20) consider English a language of global economy and political power, whereas few of them (13) think that thanks to its native countries which are controlling the world, particularly USA, English achieved its status as a global lingua franca.

	Number of speakers	**Global economy & political power**	**The language of the controlling countries**	**Total**
Number of students	33	20	13	66
Percentage	50%	30%	20%	100%

Table2.6.17: Students' opinion about English as international language

Question18: English is a language of progress.

The researchers' goal behind this enquiry is to see if students agree with the idea that English is a language of progress or not. Most respondents (91%) agree with the idea that English is the symbol of progress and development, whereas few of them (9%) disagree. The percentages are shown in the following graph:
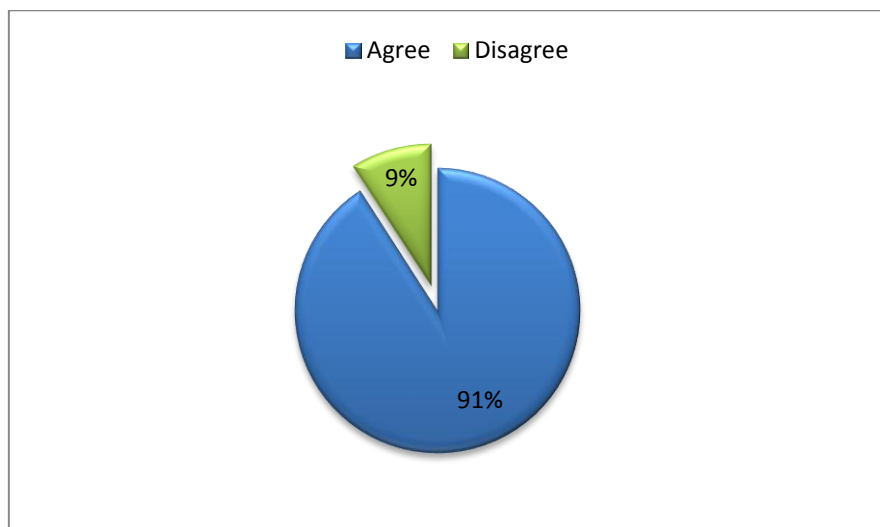
Graph2.6.18: students' agreement about English is a language of progress

Section02: Students' attitudes towards the learning of English language

This Section contains 3 questions by which the researchers aimed to know the attitudes of learners about learning English as a foreign language.

Question1: *How do you evaluate your English skills?*

The aim behind this question was to know students' evaluation of their English skills. This question is divided into four sections (I *speak*, *write*, *read and understand spoken* English). Starting with the speaking skill, the majority of informants (35 out of 66) state that they speak English fluently , some of them find some difficulties in speaking, others (12) can speak only few words, whereas 2 of them do not speak English at all. Regarding the writing skill, more than half of the informants 37 respond that they write English fluently, while some of them (18) write with difficulty. A minority of them including 9 learners who can write only few words and only 2 do not write at all. Moreover, concerning the reading skill, the majority of respondents 76%

read English fluently and 23% face difficulty in reading. Besides, only one of the students do not read at all while none of them read only few words. Furthermore, speaking of understanding spoken English, a significant number of the students (31) can understand spoken English fluently, while 21 participants have some difficulties in understanding. Few of the informants (11) respond that they can understand only few words and only 3 informants mentioned that they do not understand spoken English at all. The results conclude that an important number of learners are fluent in the four skills of English despite the difficulties they face when learning the language. The figure below summarizes the findings.
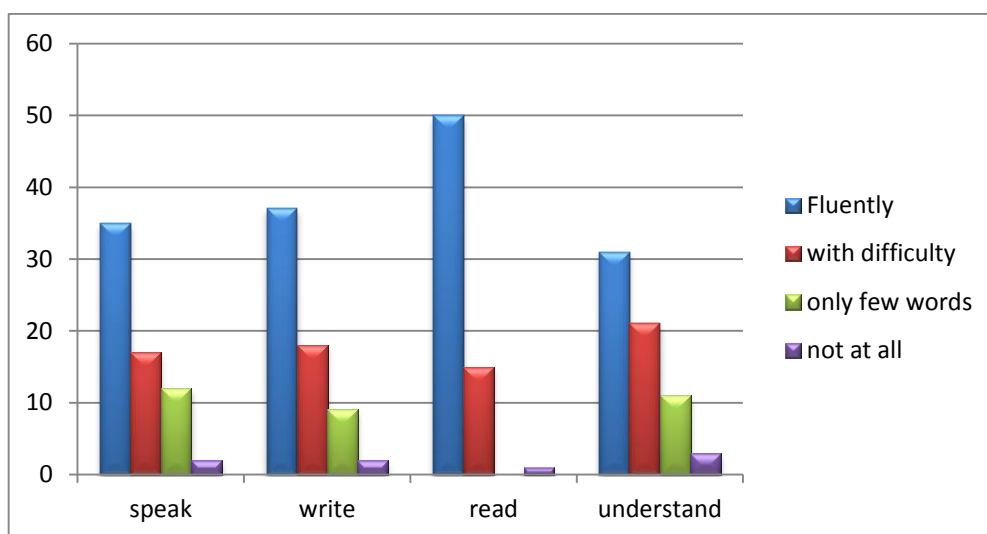
Figure 2.6.19: Student's evaluation of English skills

Question2: how do you react to English language use and why?

This question intends to know which reaction the students have towards the use of English inside the classroom; whether positive or negative. The results reveal that most informants (82%) have a positive reaction when they listen to the teacher or someone else speaking English. According to them, they have such a reaction because they appreciate the status of English as an international besides, it is a preferable and comprehensive language for them and they consider those who master it as educated people. Conversely, a minority of the learners (12%) mention that they react negatively respecting the use of English which is according to them difficult to understand. Another reason why they encounter such a negative reaction is that they

prefer French which is for them the most prestigious language. Hence, one can assert that the majority have a positive reaction towards the use of English.
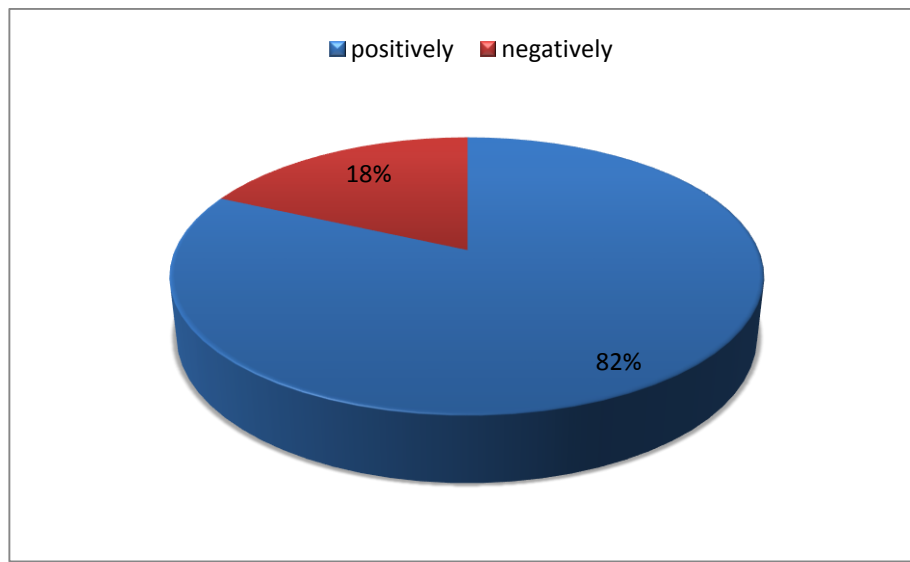
Graph2.6.20: students' reaction towards the use of English language

Question3: how often do you mix your mother tongue and English while speaking in the classroom?

The aim beyond this question is to discover whether the students mix their mother tongue (Arabic) with English while speaking during classes, giving them different options to identify the frequency of their code mixing. The results show that less than half of participants (41%) occasionally mix Arabic with English in the classroom and 26% often mix maybe because it is difficult for them to speak English without switching to Arabic. 15% of the participants claim that they rarely include Arabic while speaking English   whereas only 12% of them can speak English with such fluency that they never come to insert their mother tongue in their spoken English. Generally speaking the main reason that leads most of the learners to often or occasionally mix their native language with their English when they come to speak this latter is the lack of mastery of the foreign language.
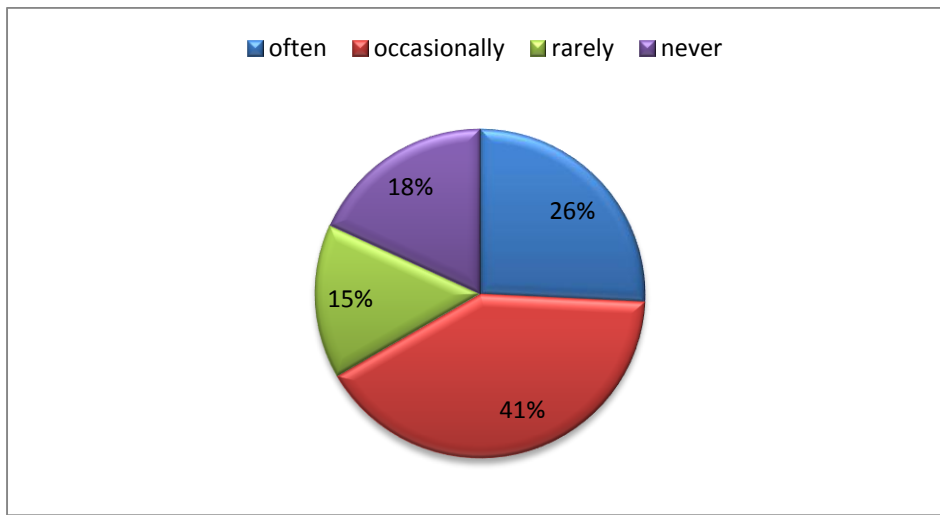
Graph2.6.21: students' measurement of mixing English with mother tongue

Section03: Forecasting the future of English in Algeria

The focal target of this section is to investigate the learners' opinions and standpoints regarding the foreseeable future of the English language in Algeria

Question1: in 20years' time how likely is that English will be one of the official languages in Algeria?

The researchers' goal behind this enquiry is to collect information about students' opinion regarding the possibility of having English as an official language in Algeria in the future. The majority of informants (32) believe that it is likely to happen in the future that English will be a first foreign language in Algeria besides, 28 students strongly believe that this idea is very likely to be applied. However, a minority of 6 participants think that it is unlikely that the status of English would be raised to a first foreign language.
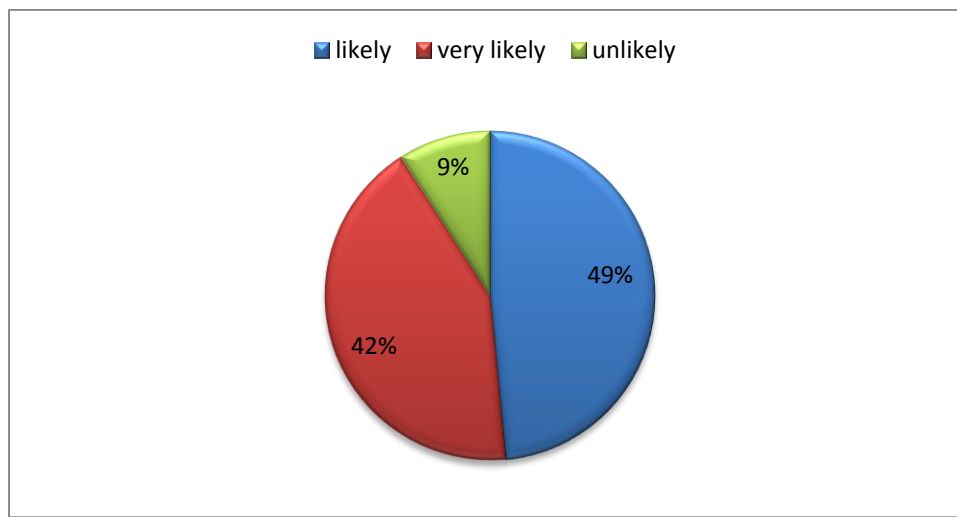
Graph2.6.22: students 'opinion about English as a first foreign language in Algeria in the future.

Question02: Do you believe in 20 years' time there will be social domains in Algeria where English will be used more than French?

This question is set to know whether the students believe in the inclusion of English in different social domains in Algeria in the future. The obtained results reveal that half of informants (33) strongly believe that English will be spread within the Algerian society in a way to reach various social domains. Others (28) think that it is possible that English would be included in some social areas. Whereas, only 5 participants state that there is no chance for English to achieve the social side of Algeria in the future. Regarding this question, the majority of participants strongly welcome the idea that English will be socially expanded in Algeria. However, a minority of them is against this idea and not aware that English is the supreme language of progress.

	Yes	No	Maybe	Total
Num. of students	33	5	28	66
Percentage	50%	8%	42%	100%

Table2.6.23: students' beliefs about English as a language of social domains in Algeria in the future
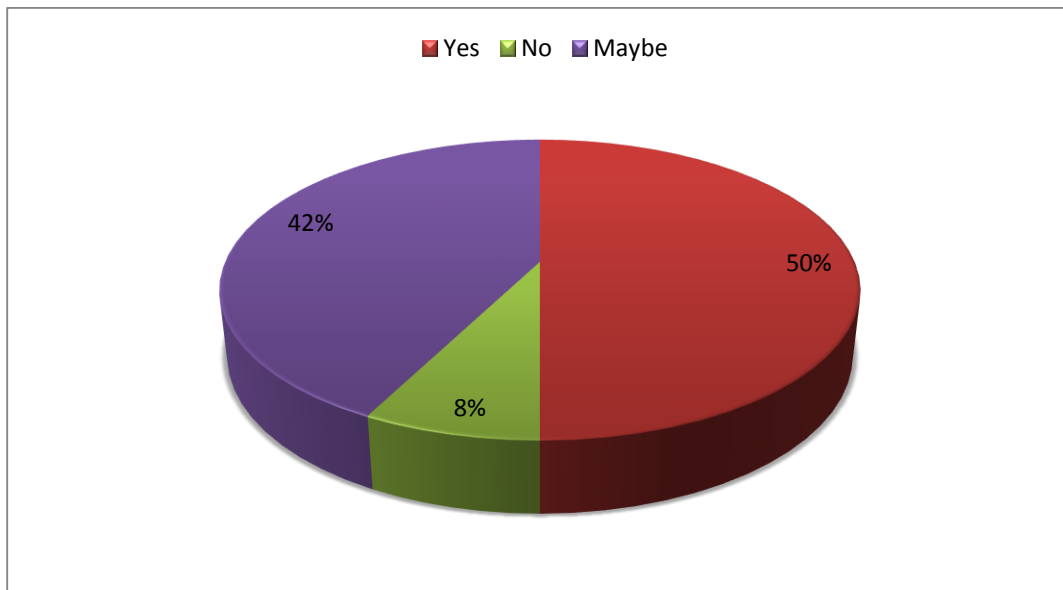
Graph2.6.23: **students' beliefs about English as a language of social domains in Algeria in the future**

Question3: In the future, in which of the following domains in Algeria do you believe English will be included?

Following up (question 02) and providing an opportunity to select multiple answers, the third question attempted to know students' beliefs about domains that English will cover in Algeria. The informants were provided with more than one option namely, (Business & financial life, Science, Education, Communication, Literature, and Algerian web pages). The figure below show that the domain which has achieved a great deal of the answers is Communication with a percentage of 68% and Education come at the second-class with 61% of the answers. 55% of participants chose business and financial life whereas the scientific domain achieved 45% of the responses. 41% of the participants' replies go to Algerian websites besides 38% to Literature. In this regard the results reveal that English will be more spread among the Algerian society within next coming years.
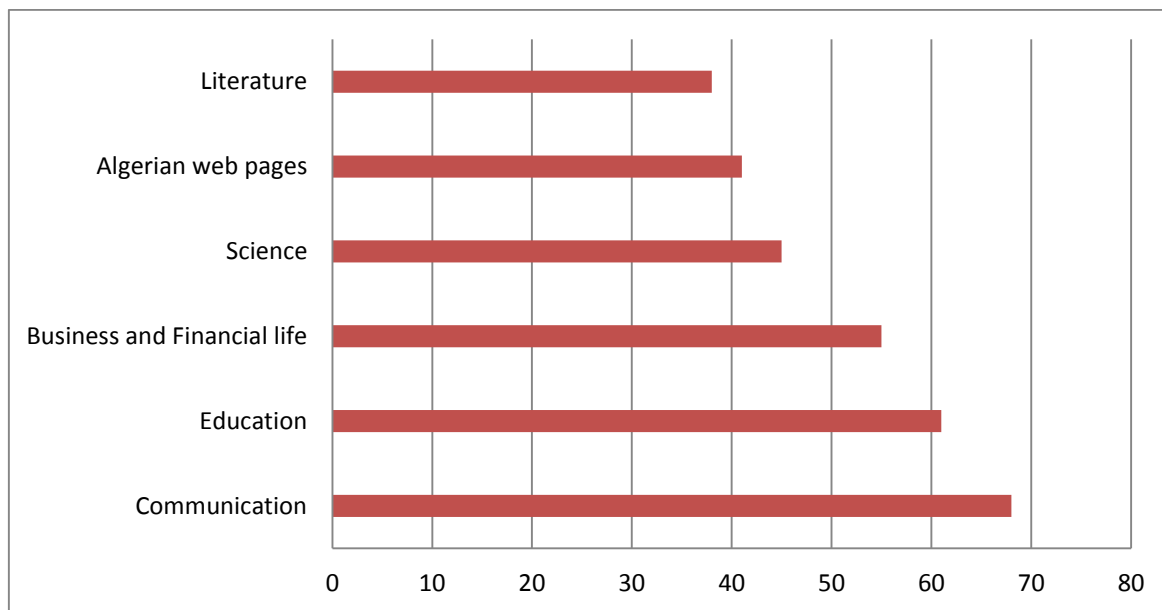
Figure2.6.24:students'beliefs about domains that English will be used in Algeria.

2.7. Teachers' interview   Results:

In this study, a structured interview was designed for the teachers of English in Dr. Benzardjeb secondary school. Nine teachers were interviewed. The purpose of this interview was to know teachers' opinions and beliefs towards the importance of English language and how it is spread in the Algerian society, by giving the example of educational system when English is implemented as the second foreign language (FL2).

Question01: How long have you been teaching English?

This question aimed to know the interviewees' experience of teaching English with different generations of learners and investigate various linguistic ideologies that their students have and believe in , for example whether they are more Anglophones or Francophones.

Question 02: Does the government give importance to the teaching of English?

This question was addressed to EFL teachers to know whether the government gives a certain importance to teaching the English language or not. All of them

affirmed that the ministry of education gives much importance and support to the teaching of English besides, it makes great efforts in order to facilitate the teaching process of the foreign language and make it successful.

Question03: Does it provide methods & tools to facilitate English language teaching process?

The next question was about provided methods and tools that facilitate English language teaching process. Most of the teachers said that the government provides methods and tools to teach that language such as: books for teachers, helping booklets, websites guidance, dictionaries, CDs... Etc. Whereas, only two of them said that the government does not provide methods and tools to facilitate the language teaching process; they said that they still trying to improve themselves by their own materials.

Question04: How would you describe the use of English language inside the classroom?

The gathered information regarding the description of students' use of English language inside the classroom reveals that the answers were different from one teacher to another; some of them said that the use of English among students is limited only in classroom by using pair or group work or just for answering questions. Others said that students are obliged to use textbooks and they are not totally free to express themselves while one teacher admits that English is used inside classroom mainly by the teacher and some excellent students.

Question05: Are the students interested in learning English?

The purpose of the question is to know students' interest in learning English language inside classroom. All interviewees said that they are all interested in learning the English language and they are totally motivated.

Question06: Do they understand your oral explanations?

This question aimed to know if students understand teachers 'oral explanations. One teacher said that few of them and only excellent ones can understand and perceive

his oral explanation easily and positively with reciprocal interaction. Whereas, the other teachers claimed that not only the excellent students but the majority of them understand their oral explanation each with his ability of perception.

Question07: How would you assess your student's mastery of the language?

When we asked about students' assessment concerning the mastery of English language, the first teacher said that they do not really master that language and this is justified by their lack of participation in the classroom, as a result they do not give importance to learn more about this language. The other teachers assess them through testing their ability and motivation using phonetics activities, listening and speaking skills. Furthermore, other teachers prefer asking questions and giving them homework.

Question08: How would you rank their participation within classes? (High /low /medium)?

The aim behind this question is to know how would teachers rank or evaluate their students' participation within classes. One teacher said that their participation is varied between low and high, while the other teachers described it as medium because learners still have some difficulties concerning the use of language.

Question09: Do they get high grades in exams?

This question was set to know if they get high grades in exams. Four teachers declared that some students get high grades whereas the others do not, and only one teacher said that those who get high grades are those who are interested in learning English. Whereas, the others announced that not all students get high grades in English language because they do not care about it.

Question10: How would you compare between the level of English when you were a student and that of nowadays' students?

This question aims at investigating on the difference between previous generation's level of English and the nowadays students. The answers differ from one teacher to another which was challenging in the analysis. The first teacher said that

this generation is somehow better, while another declared that his generation is better. Some of them said that nowadays period is better because of the use of update materials, internet and ICTs but in terms of motivation the students in the past were more mature and serious.

Question11: Which methods do you provide to develop the speaking skill among students?

This question intends to know which methods that teacher provides to develop speaking skills among students. One teacher said that he always push his students to speak English inside classroom , through different ways such as communications, asking questions or for permission as well as using English outside the classroom; during the break, by watching English movies and listening to native speakers. Whereas other teachers uses different methods to develop speaking skills such as: listening to dialogues , watching English videos , using listening practice and conversations , discussions , pictures interpretations , reading passages from the texts and imitation.

Question 12: Do you encourage them to use English outside the classroom?

This question is asked to know if teachers encourage their students to use English outside the classroom, all interviewees said yes, they always encourage them to use it inside and outside the classroom.

Question13: Have you ever noticed them speaking / communicating in English outside the classroom?

This question is set to know if teachers noticed their students speaking or communicating in English outside the classroom. Two teachers said unfortunately students do not communicate in English while speaking outside classes but the others said yes sometimes on social websites, when they meet outside and when sending messages.

Question14: Are they aware of the global status and the importance of English?

This question is asked to know if their students are aware of the global status of English. Two teachers said that they are not totally aware of the status of English whereas the others said that the majority of students are aware about it

Question15: As we know English is the language of scientific researches. Do you agree that others fields must be learnt in English?

As far as this question is concerned, the investigator's interest is to detect teachers' agreement about English being a dominant language in Algeria that cover all fields. As the actual linguistic situation of Algeria is concerned, English language is still considered as a competitor language to French one , for this concern ,The obtained results indicate that All interviewees agree on English must be implemented in social, educational and scientific fields in order to people get more familiar with English language.

Question16: What do you think if the government implements English instead of French in curriculum? Would it be good for the Algerian Society or not?

The next question is about the teachers' opinion towards the implementation of English instead of French in the curriculum by the government and if it is good to the Algerian society. The majority of teachers said yes, it would be a great idea but very difficult to realize it due to geostrategic circumstances and the Brexit law

Question17: Do you believe that English could be thought as 1st foreign language in the future in Algeria?

This question is asked to know teachers' beliefs about being English a 1st foreign language in Algeria in the future. One teacher answer: "no" because he thinks that it is impossible. Whereas the others said "yes" because they believe that one day it would be a 1st foreign language even if it is difficult to implement.

Question18: Do you believe that English will be more popular in the Algerian society in the future?

This question is designed to see teachers' beliefs about the popularity of English language in the Algerian society in the future. All interviewees point out that according the actual position of English in the world, English may take its position as an important language that people need it in everyday use and it may be will a popular language among teenagers especially.

2.8. Discussions and the Summary of the main Results:

In this research paper, two tools are used: questionnaire and interview from which the results are obtained. The researchers' interest is to check whether the research hypotheses are valid or not. Regarding the first hypothesis, which denotes that both teachers and students are conscious that English is globally important. The findings attained from students' questionnaire reveals that learning English has a positive impact on students' language learning. The results show that 76% of learners participate in English sessions, regarding this one can say that the majority of learners give a great importance to English language. In addition, the majority of students show a great willing about the great importance of learning English even outside the classroom (see table2.4). Moreover, the collected data show that most students (91%) are motivated to learn that language, as well as they try to learn it outside classrooms: in private institutions and home by they own materials such as: novels, downloading applications to learn it. In the other hand, the analysis of teachers' interview reveals that the status of English as an international language and a language of progress is important in teaching process by which teachers are recommended to encourage their students to learn that language. The obtained data from the two research instruments combine to confirm the first research hypothesis.

Concerning the second hypothesis, it states that students have positive attitudes towards English language and give their best efforts to learn it, results mirror up that the majority of students (82%) react positively towards the use of English language inside and outside the classroom because learners see English as a comprehensive language that they enjoy while they use that language in improving their skills. As far

as teachers are concerned, results demonstrates that concerning students attitudes towards English , most learners make great efforts to improve their English level and this is highly seen in their grades and participation in classes. Therefore, it is safe to mention that the second research hypothesis is confirmed.

The third hypothesis stipulates that English will be the FL1 in Algeria that learnt from the primary school. The findings indicates that the majority of participants (77%) believe in the idea that English should be thought from primary school as regards to this, students are aware about the global status of English (see figure2.15).Concerning English being a FL1 in Algeria , 60 informants believe on the idea English as First Foreign Language. Besides, the analysis shows that the majority of students agree on English being a dominance language of scientific and technical researches and in social domains such as: literature, finance and business, communication after MSA. The collected data also reveal that students are strongly agree on English will replace French in Algeria and be the most useful language among Algerians after their mother tongue. On the other hand, the collected data from teachers' interview show that teachers agree on English being a dominant language after MSA and also they show their great interest on the implementation of English as FL1 on the curriculum. To conclude, in regards to this hypothesis, teachers do believe that the idea of being English as FL1 instead of FL2 it is difficult to realize it because of the impact of French colonization. These finding pave the way to say that the third research hypothesis is valid.

Part Two:

1. Recommendations

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

➢ Teachers should raise students' awareness about the global importance of the English language and motivate them using different teaching aids

➢ Teachers should use a variety of learning strategies for encouraging the learners' participation and helping them to improve their English skills

➢ Teachers should create a positive atmosphere in order to facilitate the learning process

➢ Teachers should give more importance to the speaking skill to increase the students' oral proficiency

➢ Students should rely more in themselves and attempt to improve their English regarding the four skills of the language; speaking, listening, reading, writing.

➢ English should be spread via media in order to be widely spread in society

➢ Government should provide more institutions which aim is to expand the foreign language throughout the whole country.

➢ Learning a foreign language at early age will result in much easier and better fluency, therefore the government should implement English in the primary level

➢ Government should provide schools with technology equipments in order to facilitate both English teaching and learning process.

2. Conclusion:

This research work investigates on the spread of English language in Algeria within the educational system.The chapter starts with the aims of the research paper and a description of the sample and the research instruments used.

At first part of this chapter represents the students' questionnaire and teachers' interview tool by which the research has been carried. Then a representation of the findings along with a complete, detailed analysis illustrated with tables, graphics and charts.

To sum up, the whole findings of this research represent the awareness of both teachers and learners on the global status of English and their estimations of being a

dominance language in Algeria after their mother tongue in all domains instead of being a language of Algerian oil industry. However the results strongly confirmed the hypotheses that teachers and learners are aware about the global importance of English as well as, learners give their positive attitudes towards the English use and also the hypothesis which states English will be FL1 in Algeria that learnt from primary school and to be most prestigious language that is spread among Algerians.The second part however consists of a number of recommendations for further research.

GENERAL CONCLUSION

General conclusion

This research work sheds light on the spread of English language in Algeria within the educational system. As it is known that English is globally spread because of its international position, but in Algeria, it is still thought at middle school as second foreign language. Based on that claim, there is a common agreement among English language researchers that today there is an urgent necessity to reformulate the actual language policy and planning in Algeria. Therefore, various English institutions and companies have been installed in Algeria at the aim of making English popular among Algerians. However, the government is still considering English as a competitor language to French one, and as a language of Algerian oil industries.

This research tried to investigate whether or not the third year scientific students and English teachers at "Dr. BENZARDJEB" secondary school are aware about the position of the English language in the Algerian educational system, and whether or not they believe of English being a first foreign language in Algeria. To settle down a plan of action to achieve the goal of this research, the following research questions were formulated:

-Are teachers and learners aware about the global importance of English language?

- What are the students' attitudes towards the learning of English language?

-what is the future of English in Algeria?

These questions led the researcher to assume the following hypotheses:

- Both teachers and students are conscious that English is globally important.

-students have positive attitudes towards English language and give their best efforts to learn it.

-English will be the FL1in Algeria to be learned from the primary level and the most prestigious language that is spread within the Algerian society.

General conclusion

In the first chapter, the researchers discussed the Algerian linguistic situation from colonial era till post-independence era. This included a historical background of the linguistic situation in Algeria within the educational system. In this concern different policies concerning educational reforms in terms of language are included. It also deals with the spread and status of English language in Algeria as well as in the world. Besides, this chapter sheds light on the dominance of English in different domains mainly in science, education, communication and popular culture. The chapter concludes with a forecast for the future of English language.

In the practical part, a combination of qualitative and quantitative data was used in order to reach the results assumed from the researchers' hypotheses. This included a students' questionnaire and a teachers' interview which revealed the following findings:

The first findings concerned with the importance of English language and its status in the Algerian educational system, it was revealed through the data collected from the students' questionnaire, and the teachers' interview. These findings confirmed the researchers' first hypothesis which had assumed that both teachers and students are conscious that English is globally important.

Concerning the second findings regarding the positive attitudes that learners have towards English language which lead them to give their best efforts to learn it, it was revealed from students' questionnaire that learners react positively towards the use of English .

Regarding the hypothesis of English being the FL1 in Algeria and must be learnt from the primary school; it was revealed through students' questionnaire and teachers' interview, the findings confirmed the hypothesis through both teachers and students' beliefs .

Based on the findings of this research, the researchers provided some suggestions for the improvement of the importance of English language in the Algerian society especially within the educational system, and for the futurology of English in Algeria.

General conclusion

It was suggested that there should be a reformulation of the actual language policy and planning. Then it was suggested also for students to engage in English private institutions in the aim of making students more familiar with that language.

This research, in brief, which attempted to investigate on learners' and teachers' understanding about the position of the English language in the Algerian educational system and its status in the world and in Algeria.

Finally, it is worth noting that this research work opens the doors for further researches that may be handled in different ways and tackled from different angles and may conduct other new suggestions in attempts of raising student's awareness about the importance of English.

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APPENDICES

Appendix A

Dear students,

We are carrying out a research for our master thesis on the spread of the English language in Algeria within the educational system. You are kind invited to answer the below questions. We would be delighted to get your opinion. The information you provide will remain anonymous and contribute to the achievement of research objectives. <u>Please tick the right box for each item or fill in the space provided with the required information.</u>

<u>Section 01</u>: Highlighting the importance of English language

Rubric 01: The importance of English inside the classroom

1. In which foreign language do you participate more in classroom?

    English ☐   French ☐

2. Are you motivated to learn English? If "No" why?

    Yes ☐   No ☐

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Rubric 02: The use of English outside the classroom

3. How often do you speak English outside the classroom ?

Always ☐   Often ☐   Rarely ☐   Never ☐

4. Have you ever used English at home or at public places?

    Always ☐   Sometimes ☐   Never ☐

5. Where do you meet English?

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…………………………………………………………………………………………………

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…………………………………………………

6. Are there any members of your family who speak and understand English?

Understand ☐   Understand & Speak ☐   None ☐

Rubric 03: Students' efforts to improve English outside the classroom

7. What are you doing to improve your English Skills?

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……
……
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………………………………

8. Have you ever tried or even thought to learn English outside the classroom (in private institutions or a personal choice)?

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……………………………………………………………………

Rubric 04: Student's frequency of using English outside the classroom

9. How often do you visit English websites?

Very often ☐   No so often ☐   Never ☐

10. Do you use social networks to get in touch or to discuss with native speakers?

Yes ☐   No ☐

11. Do you understand English movies without translation?

Yes ☐   No ☐

12. How important is English to you personally?

Very important ☐   Not very important ☐   Not important at all ☐

13. Do you think learning English is important for your future? Why?

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………………………………………………………………

14. Do you agree that you need English for your future professional career?

Agree ☐   Disagree ☐

Rubric 05: Students awareness of the global importance of English

15. Do you agree that English Should be thought in primary school?

Agree ☐   Disagree ☐

16. If you have a chance to choose between English and French as 1st foreign language; what will be your choice and why?

French ☐   English ☐

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17. What do you think about English as international language?

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18. Do you agree that English is a language of progress?

Agree ☐   Disagree ☐

Section02: Students' attitudes towards the learning of English language

1. How do you evaluate your English skills according to the options below:

	fluently	With difficulty	Only few words	Not at all
a				
b				
c				
d				

a. speak English
b. I write English
c. I read English
d. I understand spoken English

2. How do you react to English language use inside the classroom? Why?

   Positively ☐   Negatively ☐

   …………………………………………………………………………………
   …………………………………………………………………………………
   ………………………………………………………………………………

3. How often do you mix your mother tongue and English while learning English ?

   Often ☐   occasionally ☐   rarely ☐   never ☐

Section03: Forecasting the future of English in Algeria

1. In the future how likely is that English will be the first foreign language in Algeria?

   Very likely ☐   Likely ☐   Unlikely ☐

2. Do you believe that in the future there will be social domains in Algeria where English will be implemented?

   Yes ☐   No ☐   Maybe ☐

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

   Business& Financial life ☐   Science ☐   Education ☐

   Communication ☐   Literature ☐   Algerian web pages ☐

Thank you

Appendix B

Dear teachers,

This interview is a data collection tool for a Master Dissertation about the spread of the English language in Algeria within the educational system.
Your contribution will be of great help to achieve research objectives. You are invited to answer the following questions. Thank you very much.

1. How long have you been teaching English?

2. Does the government give importance to teach the English language?

3. Does it provide methods & tools to facilitate English language teaching process?

4. How would you describe the use of English language inside the classroom?

5. Are the students interested in learning English?

6. Do they understand your oral explanations?

7. How would you assess your student's mastery of the language?

8. How would you rank their participation within classes? (High /low /medium)

9. Do they get high grades in exams?

10. How would you compare between the level of English when you were a student and that of nowadays' students?

11. Which methods do you provide to develop the speaking skill among students?

12. Do you encourage them to use English outside the classroom?

13. Have you ever noticed them speaking / communicating in English outside the classroom?

14. Are they aware of the global status and the importance of English?

15. As we know English is the language of scientific researches. Do you agree that others fields must be learnt in English?

16. What do you think if the government implements English instead of French in curriculum? Would it be good for the Algerian Society or not?

17. Do you believe that English could be thought as 1st foreign language in the future in Algeria?

18. Do you believe that English will be more popular in the Algerian society in the future?