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**Faculty of Letters and Languages**  
**Department of English**

**English as a Tool for Development: Investigating the  
Impact of English on Algerian Education and Economic  
Development**

**Presented by**  
Mr. Amrani Anes

**Supervised by**  
Dr. Haddam Faiza

**BOARD OF EXAMINERS**  
Dr. Frid Daoudi (President)  
Dr. Bensafa Abdelkader (Examiner)

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## **Dedications**

*I dedicate this work to*  
*my mentor in life my father professor Amrani Abdelouahab*  
*to my subordinate in life my mother Belmliani Yamina*  
*to my soul mate my brother Amrani Adil*  
*to the cake of my life my little sister Marwa*  
*to my brothers from other mothers Mohmmmed, Khaled, Walid, Hafid, and all the crew*  
*to my classmate Fayssal*  
*to all the teachers of the English department of Tlemcen university*

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## **Abstract**

The English language has become one of the most important tools for the development process. Algeria like any other state in this globalized world is seeking development in general, and economic and education development in particular. Consequently, this research has investigated the impact of the English language on Algerian education and economic development. Accordingly, to build the bases of the theoretical argument this research was divided into two parts; a theoretical part, and a practical part. The theoretical part addressed the development process in general, the practical part on the other hand addressed the impact of the English language on Algerian economic and education development in particular. Consequently, in the practical part an exploratory case study was designed using two qualitative and quantitative instruments of data collection; document analysis, and interviews. The results of the findings retrieved from the analysis were used to draw some conclusions on the validity of the formulated hypothesis, and to suggest some recommendations on the English language as a tool for development in Algeria.

## **List of Acronyms**

- CIA = Central Intelligence Agency
- EI = Education Index
- ELT = English Language Teaching
- EODB = Ease of Doing Business Index
- EPI = English Proficiency Index
- EPTA = Expanded Program of Technical Assistance
- EYSI = Expected Years of Schooling Index
- FDI = Foreign Direct Investment
- GDP = Gross Domestic Production
- GNP = Gross National Product
- HDI = Human Development Index
- IELTS = International English Language Testing System
- II = Income Index
- IMDb = Internet Movie Database
- IMF = International Monetary Fund
- LEI = Life Expectancy Index
- LN = League of Nations
- LPI = Logistics Performance Index
- MYSI = Mean Years of Schooling Index
- NIC = National Informatics Centre
- OED = Oxford English Dictionary
- OLI = Online Labour Index
- UNCTAD = United Nations Conference on Trade and Development
- UNDP = United Nations Development Program
- UNESCO = United Nations Educational, Scientific and Cultural Organization
- UNICEF = United Nations Children's Fund
- UNWTO = United Nations World Tourism Organization
- WB = World Bank
- WEF = World Economic Forum
- WHO = World Health Organization

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# **GENERAL INTRODUCTION**

## General Introduction

The English language has become the first spoken language in the world, with 1.5 billion speakers worldwide, and a global spread of almost all the countries of the world, being it as a native, or an official, or a foreign language, with this dominance over the other languages, the English language became the language of almost all domains including sciences, technology, business, politics, education and many more. Consequently, The English language has become an essential component of the development process, and as a part of this globalized world, Algeria is trying to reserve a seat in this contest of development as well, by starting to give the English language some importance over the last decade however, when we talk about the Algerian case, things become a little bit complex, since the linguistic landscape of Algeria had gone through so many complex events after independence, during the French colonization and even after it, thus the linguistic scene in Algeria seems to be forked and unclear.

The aim of this case study is to answer the question: Why the English language is important for the process of development in Algeria? Moreover, this case study aims to shed light on how the English language could influence the process of development in Algeria specifically economic and education development. To find answers, the following questions were formulated:

- Is the English language important for the process of development in Algeria?
- Can the English language influence education and economic development in Algeria?
- How can the English language influence economic and education development in Algeria?

On the other hand, the questions led to the assumption of the following hypotheses:

- The English language could be an important component to the development process in Algeria.
- The English language can have a possible impact on the Algerian education and economy development through many factors.

- The English language would serve as a key to an endless flow of knowledge for education development, and as a key of doing business with the entire world for economic development.

To achieve the aim of this case study, the researcher designed an exploratory case study to investigate the possible impact of the English language in the Algerian context, focusing on the possible impact of the English language on Algerian education and economic development. The researcher included two instruments to collect data; the first instrument is document analysis, and the second instrument is a semi-structured interview with Algerian internet marketers thus, the collected data will be analyzed both qualitatively and quantitatively.

Accordingly, this case study consists of two parts: a theoretical part which includes the literature review, and a practical part which includes the application of the exploratory case study. The first chapter will deal with the concepts and the definitions of human development in general, and it will shed light on the concept of globalization and how it is related to the human development process, in addition to the relationship between globalization and the spread of the English language. Moreover, it will discuss the importance of the English language in the development process in general, as well as the importance of the English language for both economic and education development in particular. Finally, it will address the linguistic history of Algeria to pave the way for the exploratory case study in the practical part. The practical part of the case study will deal with the application of the exploratory case study. The case study will be investigating the importance of the English language in the education and economic development process in Algeria, through designing an exploratory case study where two instruments of data collection will be used; document analysis and interviews. Document analysis will be consisting of the 3 sections, the first one will be dealing with the English language demand drivers in Algeria, the second section will be dealing with the relationship of English language and education development in Algeria, the third section will be dealing with the relationship of English language and economic development in Algeria. The second instrument will be consisting of a semi-structured interview with 5 Algerian internet

marketers to answer the “How” and “Why” questions. Finally, conclusions will be driven on the validity of the hypotheses formulated, based on the results of the analysis of the data gathered, and recommendations will be suggested on the English language as an education and economic development tool in the Algerian case.

# Chapter One: Literature Review

### 1.1 Introduction

The development process in general, and the human development process in particular, has become the first aim that any government administration in the world would like to start their program with, almost all political parties in all democracies give high priority to development programs, and sometimes it became the only goal that some governments race every day to achieve, whether be it an economic, or a political, or an educational development.

The Algerian government is not excepted from this competition, many reforms and changes has been implemented since independence that shaped the contemporary Algerian state including; political reforms, educational changes, and economic developments, and even ideological transitions. However, Algeria has gone through many historical events and conflicts that shaped the present political and social life, therefore the progress of the human development process was slow compared to other nations. One of the changes that was big turn point in the linguistic landscape of Algeria is the introduction of the English language in the primary school for the first time in 1992 as a rival to the French language which was, and still the first foreign language in Algeria, since then the English language started to gain influence inside the Algerian society and started to spread among children and youngsters. However, things did not go as it was anticipated, since the lingua franca didn't put up with the francophone hegemony over the Algerian society due to many reasons, one of them is that the decision of implementing the English language in the primary school was 100% built upon political bases rather than sociolinguistic aspects. However, the English language started to get influence inside the Algerian society again in the age of globalization starting from the late 90s to the present in accordance with the spread of communication technologies including mobiles, internet, and smartphones. With the world becoming more and more globalized, and with the spread of communication technologies, the world became a small village, where distances vanished, and communication became just few clicks and touches away, and with the spread of internet



and technology came an unprecedented spread of the English language worldwide. As a consequence, some countries took advantage of globalization by promoting the English language as an official language (e.g. Singapore, Botswana), and some countries benefitted by promoting it in their societies as a first foreign language (e.g. Malaysia, Hongkong), and some countries benefitted partly by semi-promoting the English language in their societies as a second foreign language (e.g. Algeria, Morocco, Tunisia).

Consequently, the aim of this theoretical chapter is to simplify the concept of development in general and the concept of human development in particular moreover, it will try to explain how globalization played a significant role in the spread of the English language worldwide, on top of that it will discuss the role of the English language in the human development process, and finally it will shed light on the linguistic history of Algeria and Singapore.

### **1.2 The Concept of Development**

The term “development” can mean a lot of things according to the context it was used in, for some people it may refer to financial improvements and economic prosperity, for others it may refer to political and democratic development, and for some people it may refer to having more human rights and more freedom of speech.

Moreover, the term “development” can be used in many disciplines and fields of science including; psychology, biology, ethology, medicine, linguistics, computer sciences, and social sciences, (Crain, 2014) which makes development an interdisciplinary concept. However, what is important for this dissertation is the development branch concerned with social sciences, in other words “social development”.

#### **1.2.1 Definition**

According to the Cambridge dictionary; development is defined as “the process in which someone or something grows or changes and becomes more advanced” the same goes for the Oxford and Merriam Webster dictionaries (Cambridge Advanced Learner's Dictionary & Thesaurus, 2018).

Accordingly, the former Tanzanian president Julius Nyerere defined the concept of “development” as a process that enables human beings to be conscious about their abilities by “realizing their potential” and “building self-confidence” and by “leading a life of dignity and fulfilment” (Rist, 2008:9 quoted from the report of the south commission 1990:10).

On the other hand, a group of scholars suggested that “development” should be defined as the process that gives the ability to people of a certain area to make “responsible decisions” that would result in more “life chances” without the loose of “life chances of others” (Wayne H et al, 1974:62).

Moreover, Richard and Elaine defined “development” as the assurance of “making a better life for everyone” by giving the basic needs for human beings to live a healthy and safe life by providing them with “sufficient food” and a “place in which to live” and “affordable services available to everyone” (2015:1).

From the above definitions, it can be concluded that the characteristics which all the types of development processes have in common can be summarized as; to give enough opportunities to people and empower them, to make better life for everyone, to provide people with healthy and safe life, and finally to offer better life services for everyone.

The concept of development went through many phases throughout history, but the more recent centuries witnessed a big turning point for the development process, going from the Age of Enlightenment, to the Age of Revolutions, passing by the Industrial Revolution, to get to Modernism in the 19th century, to finally get to the Age of Globalization in 20<sup>th</sup> century till the moment.

### **1.2.2 History**

It is believed that the concept of “development” is old and has accompanied humanity since a very long time, but the concept has flourished more than any other period of history in the 18th century, with the rise of the Age of Enlightenment (sometimes called the Age of Reason) movements in Europe (Preston, 1996:32).

As a result, Europe started to shift to social sciences, and a series of intellectuals and philosophers started to question the traditional authority and emphasized on the idea that humanity could be improved through rational change, which later was the main reason that fired a series of revolutions across Europe including; the English Civil war (1642-1651), and the French revolution (1789 -1799), which put an end to monarchy, and gave birth to democracy and republics.

Consequently, the age of revolutions in Europe paved the way for the industrial revolution in the 19<sup>th</sup> century, which gave birth to the transition from the traditional agricultural societies to the modern industrialized societies based upon the “theory of modernization” which most modern contemporary societies derived and shaped their policies from (Wrigley, 1972: 227-228).

Long after that, Europe has witnessed an unprecedented technological development in the age of Industrial Revolution, with the transition from the old classic way of producing goods by hand, and the total dependence on agriculture as a source of income and economy, to the use of mechanics and the invention of modern factory systems, along with the invention of thousands of mechanical tools, leading to a huge spike in production rate which paved the way to an unexpected economic growth (Lucas 2002:109), that played a big role in the development of the military capabilities of the French and English armies which eventually lead to the success of the colonization campaigns that targeted the African continent, the south of Asia, and the Middle East, synchronizing with the fall of the Ottoman Empire after the first world war in 1922.

Moreover, it is believed that the concept of “development” at this period of time mainly meant the development of Europe by extracting wealth and raw materials from their colonies and invest them back in the European lands (Murphy, 2006:33), as Murphy described “development” at that time as “something to be done to and for Africa, not with it” (2006:33 quoted from Frederick Cooper, 1997:65), thus M. Davis argues that this policy of systematic wealth looting under the pretext of “industrialization” paved the way for a big spike in the rate of economic inequality between the North nations (colonizers), and

the South nations (colonized), which he argued was just a recent phenomenon brought to light only in the last century, compared to the old agricultural based economies that the world had gone through throughout its history (Murphy, 2006:29 Quoted from M. Davis, 2001).

Moreover, M. Davis argues that the “Industrialism” mentality allowed “material abundance” to take place in Europe and the United States first, and completely ignoring their colonies in “the South”, without giving them a clear economic plane to go through in the post-independence period, which resulted in the inequality phenomena that the world is still facing till the moment (Murphy, 2006:29 Quoted from M. Davis, 2001). Consequently, the statistics went in favor of this theory, as before the industrial revolution in the 18<sup>th</sup> century when the economy was based on agriculture, the economic disparity rate between the rich and poor countries was 2 to 1, after the industrial revolution in the 19<sup>th</sup> century it increased to 1 to 5, and then it increased to 1 to 15 in the 1960s, to witness the biggest increase in its history to become 1 to 45 in the 1980s (Gilbert, 2008:45; Human Development Report 1999:36).

Eventually, after the world war two and post-colonization era, the world started to pay attention to the danger of inequality and its catastrophic impact on high rates of global poverty, which played a big role in the decision of the establishment of the “United Nations Development Program” (UNDP) in the 1966 with the main goals of; helping developing countries to get more access to income, and attempting to theorize for the right of acquiring knowledge, and helping at increasing life expectancy through economic growth and prosperity policy recommendations. Which in turn introduced the concept of human development (Murphy, 2006:5; Human Development Report, 1990:1).

### **1.2.3 United Nations Development Program and Human Development**

The UNDP defines “Human development” as a process of “enlarging people's choices” by providing necessary resources to have a “long and healthy life”, and to educate people and “give them access to resources needed for a decent standard of living”, in

addition to guarantee “political freedom” and “human rights” and “personal self-respect” as illustrated in Figure 1.1 (Human Development Report, 1990:1).

The UNDP was founded in the 1966 as a result of the combination of the Expanded Program of Technical Assistance (EPTA), and another special fund from the United Nations run by the businessman Paul Hoffman, who was administrating the Marshall Plan (1948), whom he became the first administrator of the UNDP from the 1966 to the 1972. The beginnings of the UNDP were mainly helping the newly independent countries to create institutions and infrastructure fundamentals for economic development (Murphy, 2006:5).

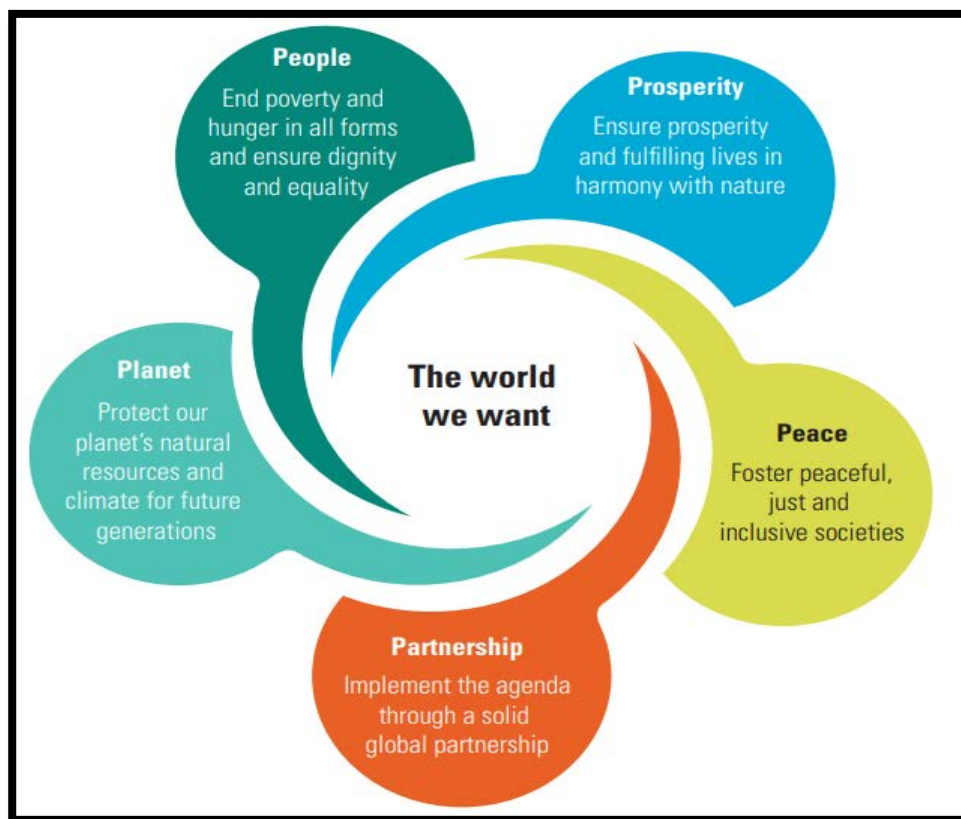


Figure 1.1: An Infographic that illustrates the goals of The UNDP (UNDP report, 2016:24).

For instance, in India the UNDP supported the Indian government with their pilot program project in the 1950s, which later became the National Informatics Centre (NIC), which developed to be the world’s most complex electronic government project today (Murphy, 2006:5). Moreover, in Brazil in the 1960s the UNDP helped financing the study

of the hydroelectric potential of Brazil, by sending hundreds of researchers and advisors which gave substantial progress to the development of the hydroelectric system in Brazil, to the extent that it became the 3<sup>rd</sup> hydroelectric power technologies user in 2012 after Russia and China, producing more than 70% of their power using renewable energy (Murphy, 2006:5; Sperling, 2012:112 quoted from International Energy Agency).

Consequently, it is believed that the first to theorize for the concept of “human development” is the annual UNDP human development report introduced first in the 1990, which became the source of human development information and ideas, in addition to tracking the global and national development progress for over 188 countries since the 1990, to the latest report in 2016 (Murphy, 2006:7).

Eventually, the UNDP annual report of 1990 put the cornerstone to the establishment of “Human Development Index” (HDI), which is considered to be the most famous measure that is used to monitor the progress of the human development process globally (ul Haq, 1995: XI).

### **1.2.4 The Human Development Index**

The HDI was a measure developed by the first UNDP report administration which was headed by the Pakistani economist and social thinker Mahbub ul Haq in the 1990, whom was the first to shed light on the idea of measuring the human development process through many indicators including; “Gross Domestic Production (GDP) per capita”, and literacy rates (since the 1991 report, it was renamed “years of schooling”), and “life expectancy” rate at birth (ul Haq, 1995: XII), rather than sticking with the old traditional measures Gross National Product (GNP) for instance (Amartya & Tam , 1998).

In 2010 report the UNDP updated the methodology to calculate the HDI by creating an equation that includes; Life Expectancy Index (LEI), and Education Index (EI), and Income Index (II), formulated in a geometric mean as shown in Figure 2 (Deb, 2015:133). The (LEI) is produced from the subtraction of the life expectancy rate of the particular country given by The UN Population Division (UNPD) from 20, divided on the subtraction of 20 from 85, referring to the number “20” as the minimum average life expectancy

recorded so far, and referring to the number “85” as the maximum average life expectancy rate recorded so far as illustrated in Figure 2 (Deb, 2015:133).

The (EI) is calculated through the addition of the Mean Years of Schooling Index (MYSI) and the Expected Years of Schooling Index (EYSI) divided on 2, the (MYSI) is calculated through the division of Mean years of schooling of a particular country on 15, referring to the number “15” as the maximum projected number of schooling estimated by the United Nations Educational, Scientific and Cultural Organization (UNESCO). On the other hand, the (EYSI) is calculated through the division of Expected Years of Schooling of a particular country on 18, referring to the number “18” as the maximum expected years of schooling based on enrollment in all levels of education produced by the (UNESCO) as well (Deb, 2015:133).

The (II) is calculated through the subtraction of 100 from the GNI per capita taken from the World Bank (WB) and the International Monetary Fund (IMF) data, divided on the subtraction of 100 from 75000, referring to the number “100” as the minimum average value of purchasing power recorded, and to the number “75000” as the maximum average value of purchasing power recorded, as illustrated in Figure 1.2 (Deb, 2015:134).

$$\begin{aligned}
 1. \text{ Life Expectancy Index (LEI)} &= \frac{\text{LE} - 20}{85 - 20} \\
 2. \text{ Education index (EI)} &= \frac{\text{MYSI} + \text{EYSI}}{2} \\
 \quad 2.1 \text{ Mean Years of Schooling Index (MYSI)} &= \frac{\text{MYS}}{15} \\
 \quad 2.2 \text{ Expected Years of Schooling Index (EYSI)} &= \frac{\text{EYS}}{18} \\
 3. \text{ Income Index (II)} &= \frac{\ln(\text{GNIpc}) - \ln(100)}{\ln(75,000) - \ln(100)} \\
 \text{HDI} &= \sqrt[3]{\text{LEI} \cdot \text{EI} \cdot \text{II}}.
 \end{aligned}$$

*Figure 1.2 The new method of calculating HDI starting from 2010.*

### 1.3 Globalization and The Process of Development

One cannot deny the fact that the human development conceptualization and measurement is becoming one of the most important characteristics of the globalization era starting from the late 20<sup>th</sup> century, which brought an enormous influence in economy, politics, education, media, languages and cultures across the globe, proved by the different numbers that the UNDP reports in the period of globalization has provided.

For instance, reports of the UNDP are suggesting that the rate of poverty from 1960 to 1992 has decreased more than 50% globally, which means that there are more people who fled poverty in the late 20<sup>th</sup> century than in the 5 centuries before the globalization era (Human Development Report, 1994:2).

Moreover, statistics suggested that the poverty rate in China alone decreased from 280 million in the 1990, to 125 million in the 1997, which is a decrease of 44% in 7 years only (Steger, 2013:291 Quoted from Rohwer, 1992: 4). On the other hand, the access to safe water has increased by 30% going from 40% in 1990 to 72% in 1997 (Human Development Report, 1999: 22).

Life expectancy in the age of globalization has its share of flourishing, as the average of life expectancy rate expended by 20 years from the 1990 to 2016, (World Bank, Life expectancy at birth total (years), 1960-2016), the same goes for child mortality rate of under 5 years children, decreasing from 196 per 1000 lives in the 1960s to 82 per 1000 lives in 2002, (Scholte, 2005:209 quoted from The United Nations Children's Fund (UNICEF), 2003:105) to get to 41 per 1000 lives in 2016 (UNICEF, 2017:4).

Literacy rate has expended in the age of globalization as well to become 86% of the global population in 2016, after it was 68% in 1970, which is a big decrease in the illiteracy rate going from 32% in 1970 down to 14% in 2016 (World Bank, 2016-1976). Eventually, the era of globalization introduced a new growing economy and developing countries, including China, Malaysia, Turkey, and graduated developing countries joining the first world including Hong Kong, Singapore, and South Korea. (Steger, 2013:291)



### 1.3.1 The History of Globalization

The term “Globalization” saw an increase of usage at the end of the twentieth century, more precisely in the 80s as illustrated in Figure 1.3.

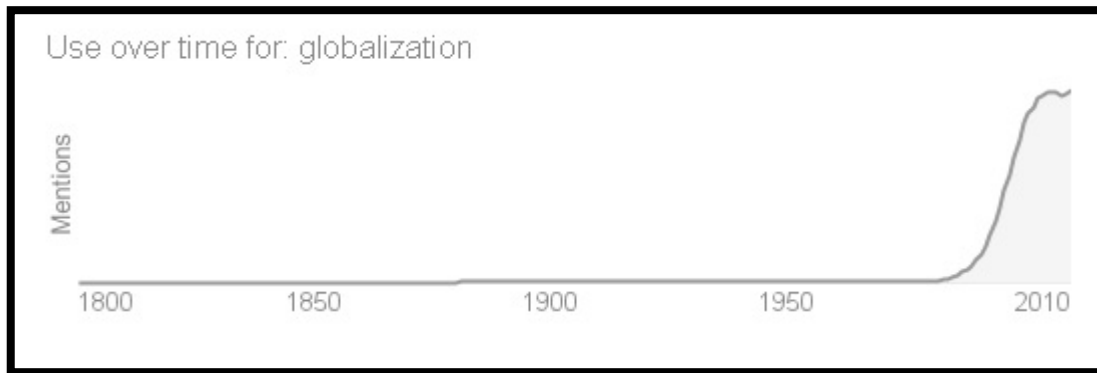


Figure 1.3: The use of the word "globalization" over time (Google books Ngram Viewer).

However, it has a longer history that dates back to the fifteenth century, with the use of the noun “globe” from the Latin word “globus” to refer to the spherical shape of the earth. (Scholte, 2005:50 quoted from Robertson, 2001: 6), then came the adjective “global” to refer to “the orbit of planets” in astrology in the late 19<sup>th</sup> century (Scholte, 2005:50 Quoted from OED, 1989: VI) then came the verb “globalize” and the term “globalism” in the 1940s (Scholte, 2005:50 quoted from Reiser & Davies, 1944: 212), to finally introduce the word “globalization” starting from the 1959 as a term associated with many frameworks, to be later added to the dictionary in the 1961 (Scholte, 2005:50 quoted from Webster, 1961: 965).

Other languages of the world have its share of the globalization influence over the past decade as well, for instance in Arabic the word “awlama”, or the word “quanqihua” in Chinese, “mondialisation” in French, “gorobaruka” in Japanese, or “globalización” in Spanish, and even the less used languages integrated the concept of globalization such as “globalisaatio” (Finnish), “bishwavyapikaran” (Nepalese) (Scholte, 2005:51).

Moreover, T. Friedman argued that globalization had three historical phases; Globalization 1.0, Globalization 2.0, and currently Globalization 3.0:

The first phase is Globalization 1.0, which he dated back to the Age of Discovery in the 15<sup>th</sup> century to the Age of Enlightenment and Revolutions in the 18<sup>th</sup> century, and what characterized this era of globalization is that it transformed the world from a large to a medium sized piece of land through the exploration of new lands in the period of Columbus, and through the discovery of new routes of trade. Moreover, Freidman argues that this era was countries-centered, which emphasized questions like; “Where does my country fit into global competition and opportunities? How can I go global and collaborate with others through my country?” in other word, a globalized country would be a country which had more “muscles”, more “horsepower”, more “wind power, or later “steam power” and how creatively those countries used these resources to their advantage. Furthermore, he argued that this era of globalization used religion and imperialism to integrate the concept of globalization worldwide (Freidman, 2007:9).

The second phase is Globalization 2.0, which he dated from the 18<sup>th</sup> century to the end of 20<sup>th</sup> century after the World Wars and the Great Depression, he argued that this era transformed the world from a medium sized to a small sized piece of land. What characterized this era is the spread of the multinational companies that were integrating the globalization concept in their core economic system, looking for markets and labor globally as a result of the industrial revolution, he also added that the engine that powered globalization at the beginning of this era was the falling of “transportation costs” with the invention of the steam engine that lead to the invention of railroads and transportation vehicles, then came the falling of “telecommunication costs” with the invention of telegraph and telephones and computers, to finally invent the World Wide Web in the 1991. Furthermore, Freidman argues that this era of globalization was a company-centered era, which emphasized questions like; “Where does my company fit into the global economy? How does it take advantage of the opportunities? How can I go global and collaborate with others through my company?” in other words, a globalized country in this period of time was a country which had the most of multinational companies, and simultaneously the most globally spread one (Freidman, 2007:9-10).

The third phase is Globalization 3.0, which he dated from the 21st century to the moment, with the expansion of internet and electronic commerce “E-commerce” in the 1998, which transformed the world from a small sized to a tiny sized piece of land where all geographical boundaries disappeared completely. This era of globalization was an individual-centered era, with the empower that was given to the individual by the technology explosion in the beginnings of the 21th century, from the ability to get information and knowledge in a matter of seconds and for free using the hundreds of Search Engines that the internet is thriving with, or being able to communicate live acoustically and visually with someone thousands of miles away from you using all different of social networks and chatting software that the internet is full with, or being able to establish your own personal online business and sell your products to millions of internet users, or being able to literally buy any product or item that can come to the human being imagination using the different E-commerce websites online. Therefore, Friedman emphasized that the people of this era must ask themselves; “Where do I as an individual fit into the global competition and opportunities of the day, and how can I, on my own, collaborate with others globally?” (Freidman, 2007:9-10).

The dramatic developments in the concept of Globalization throughtout history lead to the difficulty to find a proper general definition for the Globalization phenomena, as many scholars and researchers tried to create a definition for globalization according to their field of study and their scientific background as illustrated in Figure 1.4. Therefore, the definitions available in the academic scene are clearly differentiated from one another.

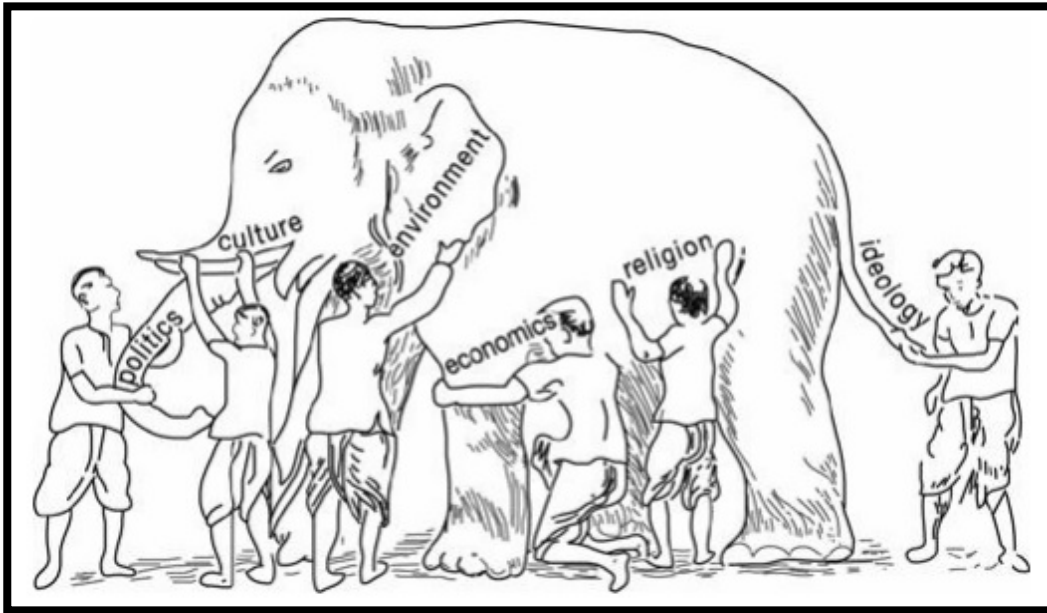


Figure 1.4: A giant elephant representing globalization, and scholars around it trying to explore each part of the elephant each according to his scientific perspective (Steger, 2013:32).

### 1.3.2 The Definition of Globalization

Many scholars in social studies and economists tried to define globalization from many perspectives, for example Anthony Giddens defined it as the process where events worldwide are shaped by other events many miles away due to the “intensification” of social relations between the world nations (Steger, 2013:33 quoted from Giddens, 2002).

On the other hand, D. Held defined it as a set of process that reflect a transformation in social relations in terms of their “extensity, intensity, velocity and impact” which would eventually result in “transcontinental or interregional” activities and interactions (Steger, 2013:33 quoted from Held, 2004).

Moreover, R. Robertson went with a briefer definition, which he defined it as a concept that refers to making the world a small village, and a concept that refers to the raise of awareness of the world as a whole. (Steger, 2013:33 Quoted from Robertson, 1992)

In addition to Robertson, M. Steger tried to define globalization after identifying the components of the core qualities of the concept from other scholars, and came up with a brief short definition in which he said: “Globalization refers to the expansion and

intensification of social relations and consciousness across world-time and world-space” (Steger, 2013:35)

Over and above that, M. Waters defined globalization as a social process in which the world’s geographic boundaries on “social and cultural arrangements” vanish, and in which people are aware that they are vanishing (Waters, 2001:3).

Jameson also described globalization as the significant increase in “world communication” as well as the substantial increase in the “world market” to an extent never seen before in the history of modernity (Jameson, 1998: XI).

Furthermore, T. Freidman thought about Globalization from a unique perspective, and described it as the international system of the contemporary period that has its own rules and logic that influenced politics directly or indirectly, just as the Cold War system before it, thus in this sense he defined it as:

“the inexorable integration of markets, transportation systems, and communication systems to a degree never witnessed before – in a way that is enabling corporations, countries, and individuals to reach around the world farther, faster, deeper, and cheaper than ever before, and in a way that is enabling the world to reach into corporations, countries, and individuals farther, faster, deeper, and cheaper than ever before” (2000:6).

However, the definition of globalization started to acquire more specific concepts overtime according to the field it was coined in as more scholars started to include the concept in many political and economic disciplines (Scholte, 2005:54; Wunderlich & Warriar, 2010:5) including globalization as internationalization, or globalization as universalization, or globalization as liberalization, or globalization as westernization:

- Globalization as “Internationalization”:  
refers to the increase of “interdependence” between world’s nations, thus according to this perspective a more globalized country would be a country where more merchandise,

messages, ideas, money, investments, and any form of political activities, is being exchanged with other countries of the world (Scholte, 2005:54).

- Globalization as “Universalization”

refers to the exportation of experiences and various objects with the intent to be standardized and homogenized worldwide, for example; the Islamic calendar, tobacco, business suits, school curricula and so on. (Scholte, 2005:57)

- Globalization as “Liberalization”

refers to the creation of border-free economy by removing all economic official obstacles and restrictions between nations, to eventually build an international market where the movement of resources between countries is free (Scholte, 2005:56).

- Globalization as “Westernization”

refers to the imposition of western social values over other countries of the world with the intent to replace the existing social order in that country, globalization in this manner is usually considered colonization (Scholte, 2005:58).

From another economic perspective, the Oxford English Dictionary defines the Globalization phenomena as “the process by which businesses or other organizations develop international influence or start operating on an international scale, widely considered to be at the expense of national identity” (Jovanović, 2015 quoted from The Oxford English Dictionary, 2009).

From all the above definitions of globalization it can be concluded that the qualities that all definitions of globalization have in common are:

- The spread of social activities between nations.
- The connectedness and interdependence of social activities between nations.
- The connectedness and interdependence of the economies of nations.
- The gradual decrease of geographical boundaries between nations.
- The unprecedented increase in communication between the individuals of nations.

The spread of social activities between nations can be represented in the spread of liberal capitalist European values to the western world, as opposed to the conservative

communist values that was spread to the eastern world, or the spread of technology from the Industrial Revolution in Europe to the entire world, to be later developed by all nations including Japan, USA, China, Russia, each contributing a certain percentage to the progress of the present technology we have in our hands today.

The connectedness and interdependence of social activities between nations can be represented in the spread of the World Wide Web from the United States to the entire world to become the best way of connecting more than 2 billion people globally, or the spread of the Spanish song “*Despacito*” from Puerto Rico to reach over 5 billion views worldwide using the US based platform *YouTube* (Luis Fonsi Oficial, 2017), to be nearly recognized by all language speakers of the world.

The connectedness and interdependence of the economies of nations can be represented in the prices of goods and items changing in a certain country in accordance to events happening in another country; like what happened in the Great Depression, or the US Economic crisis in 2008, or what happened in the Euro Zone in 2009- 2016 due to the Greek financial crisis, or by the liberal economy which is illustrated in multinational companies spreading all over the world, and acquiring so many nationalities other than their native nationality, in a mission to look for cheap labor and tax low environments to make the best possible profits.

The gradual decrease of geographical boundaries between nations can be represented by the ease of traveling in the age of globalization compared to the post modernization era, as the number of air passengers has increased from 310 million passengers in 1970 to 3.6 billion passengers in 2016 (WB, 2016), or the freedom of exports and imports between countries, or the uncensored flow of information and ideas and ideologies between countries through media and internet.

The unprecedented increase in communication between the individuals of nations can be represented in the spread of communication technologies such as smartphones as confirmed by Statista reports that there has been 1.5 billion mobile units sold in 2016 compared to 680 million sold in 2012, which is a huge increase in sales of 28% (Statista,

2018). In addition to, the spread of internet around the world as it is estimated that nearly around 45% of the population of earth has access to the internet (World Bank, 2016), or it can be represented in the spread of the English language as the most spoken lingua franca between the nations of the world.

The latter characteristic of the “unprecedented increase in communication” was one of the reasons that raised the demand for having a common language of communication understood by the majority of nations, which gave birth to Global Languages.

### **1.3.3 Globalization and Global languages**

The rise of the Globalization phenomena came with unprecedented rise of communication between nations. As stated before in the concept of development, nations after the world war two in the 20<sup>th</sup> century started to communicate with each other after a long destructive war. This communication can be represented by the formation of the UN in 1945 followed by the WB in the same year. Years after that so UNESCO many international organization started to be introduced including the UNICEF and in 1946 and the World Health Organization (WHO) in 1948, in which under all of them there is more than 190 country members and diplomacies around the world, all being in the same table communicating with each other and exchanging expertise and interests. This has never been the case before in the history of humankind therefore, nations needed a cost-effective means of communication that is common between most of them thus, global languages (Lingua Francas in this context) were introduced to the scene (Crystal, 2003:14).

Another reason for the rise of demand for global languages is that the interdependent connected activities that were emphasized by the definitions of Globalization before are not going to be connected on the first place without a common mean of communication. For instance, Crystal in his book “*English as a global language*” gave a good example to illustrate the importance of a lingua francas in the age of Globalization which is “international academic and business communities” needing a common mean of communication to make their affairs possible and flexible, he further explained that “physicists academics from Italy and India and Sweden” for example, can have a



conversation using the Internet only if they have a common lingua franca, the same goes for “businessmen from Germany trying to have a business deal with Saudi Arabians in a Singaporean hotel” that would not be possible without a common lingua franca between them (2003:13).

There are so many languages that can be given the “global lingua franca” status including English, Arabic, Chinese, Spanish, or Russian as predicted by D. Graddol in his famous world language hierarchy illustrated in Figure 1.5. However, there is a misconception that entails that the reason behind a language’s globality status is the number of its speakers worldwide which is completely false, Latin was once a global language spoken by the most during the Roman Empire in the 2<sup>nd</sup> century, and now it started to be considered a dead language, (Crystal, 2003:7, Farrell,2001:94) Arabic in the same sense used to be the most influential language in the Arabian Peninsula and North Africa, and it’s still holding some importance today but not to the extent it used to be pre-colonization era. In other words, language success globally depends completely on the success of its people internationally, in this sense Crystal argued that:

“Language has no independent existence, living in some sort of mystical space apart from the people who speak it. Language exists only in the brains and mouths and ears and hands and eyes of its users. When they succeed, on the international stage, their language succeeds. When they fail, their language fails.” (2003:7)

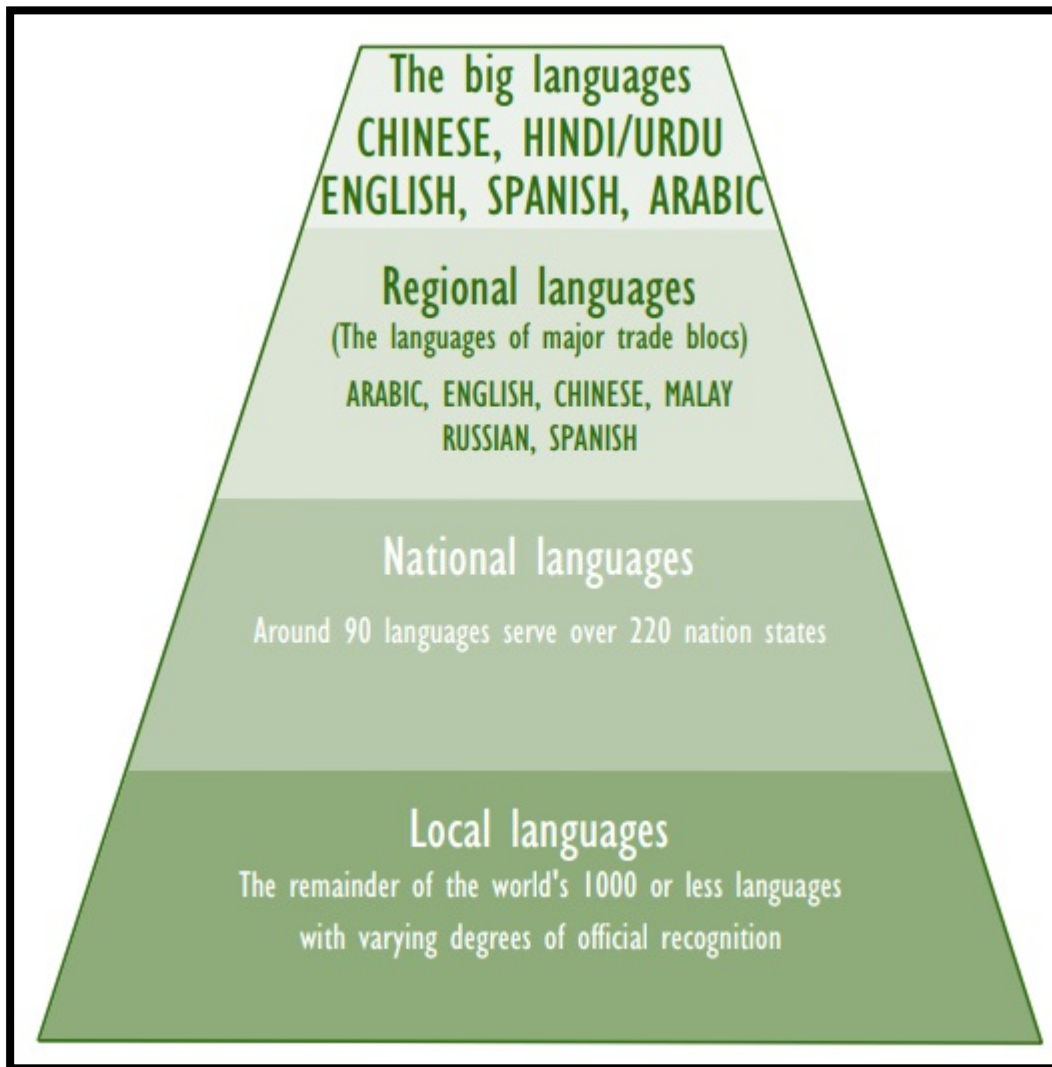


Figure 1.5: World languages hierarchy anticipated in 2050 (Dived Graddol, 1997:59).

Consequently, a language can be considered global if governments around the world started to give it importance over other languages in harmony with their native languages, either by promoting it in their societies as an official language or as a foreign language. Promoting a language as an official one means that it will be used in all sectors of the government, including law, parliament, media and education, economy, like the English language in Singapore. Promoting a language as a foreign one means that it will be used in education system without giving it an official status like the French language in Algeria (Crystal, 2003:4).

Historically, a language strength was often derived from the political and military power of its people like what happened with Greek 2000 years ago in the Macedonian kingdom spreading from Persia to the north of the Arabian Peninsula, or with Arabic 13 centuries ago in the Islamic Caliphate spreading from the Arabian Peninsula to Cordoba in Spain. However, in the age of globalization we have another player on the pitch which is economy. A strong stable economy is very crucial to the success or failure of a certain language because a strong economy brings development, and development brings innovation and prosperity, innovation in its turn brings creation and technology eventually, technologies and creations give countries both economic and military advantages, which results in a strong powerful languages that spread either militarily through direct colonization, or culturally through intellectual invasion, which is exactly what happened to the English language in the contemporary period (Crystal, 2003:10) as the British-Indian novelist S. Rushdie puts it like:

“As for myself, I don't think it is always necessary to take up the anti-colonial—or is it post-colonial? —cudgels against English. What seems to me to be happening is that those peoples who were once colonized by the language are now rapidly remaking it, domesticating it, becoming more and more relaxed about the way they use it—assisted by the English language's enormous flexibility and size, they are carving out large territories for themselves within its frontiers” (1991:64).

### **1.3.4 Global English**

No one can deny the fact that the English language is the most famous language among global languages. Following his philosophy Crystal continued to emphasize that the English language like any other language succeeded in becoming the global language as result of the “power” of its people represented in the environment and time it was spread in, as he likes to describe it as “it happened to be in the right place and the right time” referring to “the right place” to the fact that the English language was the language of the

British Empire, the empire in which the sun never sets spreading the English language in all over its colonies to become armed with “a language on which the sun never sets” as well (Crystal, 2003:10 quoted from Quirk, 1985:1), and referring to “the right time” to the fact that the English language was grown in an age of unprecedented technology advancement and economic growth lead by the Industrial Revolution that happened mostly in Britain and later continued with the rise of the American superpower as discussed in the history of the concept of development (Crystal, 2003:10, 2012:156).

### 1.3.5 The Influence of Global English

Following the spread of the English language in the 19<sup>th</sup> century, the influence of the English language in many fields and domains started to be recognized, domains such as; politics, press, communication, advertising, cinema, music, traveling, education, and economics.

The English language was clearly the first language of politics as it was adopted by the League of Nations (LN) in 20s of the 20<sup>th</sup> century (It was later replaced by The UN after the WW2 in 1943) as the official language of the organization alongside the French language, and since then most international organizations and agencies chose the English language to be the official language of their meetings including the World Economic Forum (WEF) the International Monetary Fund, the World Bank and many more.

The press on the other hand was an essential tool that the English language was heavily used in. According to famous analytics website *Alexa* the top 20 most visited newspapers and news agencies online are publishing in English including; *The Washington Post*, *New York Times*, *The Guardian*, *Reuters* (Alexa, 2018), and confirmed by the *Encyclopedia Britannica* that “57% of newspapers published in the world appear in countries where English has a special status” (Nesterenko et al., 2015:603 quoted from *Encyclopedia Britannica*, 2013). Even the foreign newspapers seem to always integrate The English language as one of their reporting languages including *India Times*, and *China Daily* (Alexa, 2018). Moreover, according to *Alexa* top 20 most visited magazines online are English based magazines (Alexa, 2018).

Moreover, there is no better example to illustrate the strength of the English language as a mean of communication than the Internet, since the English language is the most used language online with more than 1.05 billion internet users accounting around 72% of the total share of users as shown in Table 1.1 (Internet World Stats, 2017). Moreover, a group of scholars conducted a study on Twitter where they gathered and analyzed 60 million Tweets and found that the English language represented 51% of all the tweets followed by Japanese, Portuguese and Indonesian as shown in Table 1.2 (Hong et al., 2011). Furthermore, studies of the Internet content and webpages shows that most content shared online is in the English language accounting for about 52.5% of the total online public content (W3Techs, 2018; UNESCO, 2009:33). Wikipedia also states that there are 5.6 million English articles which accounts for more than 11% of the total number of Wikipedia published articles ([en.wikipedia.org/wiki/List\\_of\\_Wikipedias](http://en.wikipedia.org/wiki/List_of_Wikipedias)). In the light of these statistics, it can be safely said that the English language is the preferable language of communication online, thus it can be assumed that the English language is a strong language of communication which strengthen its position as a global language (Crystal, 2012:163).

<b>TOP TEN LANGUAGES IN THE INTERNET</b>	<b>World Population for this Language (2018 Estimate)</b>	<b>Internet Users by Language</b>	<b>Internet Penetration (% Population)</b>	<b>Internet Users Growth (2000 - 2018)</b>	<b>Internet Users % of World (Participation)</b>
<a href="#"><u>English</u></a>	1,462,008,909	<b>1,052,764,386</b>	72.0 %	647.9 %	25.3 %
<a href="#"><u>Chinese</u></a>	1,452,593,223	<b>804,634,814</b>	55.4 %	2,390.9 %	19.4 %
<a href="#"><u>Spanish</u></a>	515,759,912	<b>337,892,295</b>	65.5 %	1,758.5 %	8.1 %
<a href="#"><u>Arabic</u></a>	435,636,462	<b>219,041,264</b>	50.3 %	8,616.0 %	5.3 %
<a href="#"><u>Portuguese</u></a>	286,455,543	<b>169,157,589</b>	59.1 %	2,132.8 %	4.1 %
<a href="#"><u>Indonesian / Malaysian</u></a>	299,271,514	<b>168,755,091</b>	56.4 %	2,845.1 %	4.1 %
<a href="#"><u>French</u></a>	127,185,332	<b>118,626,672</b>	93.3 %	152.0 %	2.9 %
<a href="#"><u>Japanese</u></a>	143,964,709	<b>109,552,842</b>	76.1 %	3,434.0 %	2.7 %
<a href="#"><u>Russian</u></a>	405,644,599	<b>108,014,564</b>	26.6 %	800.2 %	2.8 %
<a href="#"><u>German</u></a>	94,943,848	<b>84,700,419</b>	89.2 %	207.8 %	2.2 %
<b>TOP 10 LANGUAGES</b>	<b>5,135,270,101</b>	<b>3,206,613,856</b>	<b>62.4 %</b>	<b>1,091 %</b>	<b>77.1 %</b>
Rest of the Languages	2,499,488,327	<b>950,318,284</b>	38.0 %	935 %	22.9 %
<b>WORLD TOTAL</b>	<b>7,634,758,428</b>	<b>4,156,932,140</b>	<b>54.4 %</b>	<b>1,051 %</b>	<b>100.0 %</b>

Table 1.1: Internet users by Language (Internet World Stats, 2017).

Language	Tweets	%	Users	Tweets/user
English	31,952,964	51.1	5,282,657	6
Japanese	11,975,429	19.1	1,335,074	9
Portuguese	5,993,584	9.6	993,083	6
Indonesian	3,483,842	5.6	338,116	10
Spanish	2,931,025	4.7	706,522	4
Dutch	883,942	1.4	247,529	4
Korean	754,189	1.2	116,506	6
French	603,706	1.0	261,481	2
German	588,409	1.0	192,477	3
Malay	559,381	0.9	180,147	3

Table 1.2: Percentage of languages used on Twitter (Hong et al., 2011:519).

Over and Above that, with the rise of the mass production and liberal economies in the 21th century, the English language has been used heavily for marketing and advertising purposes all over the world with the spread of multinational companies mainly coming from the USA bringing the English language with it in the process of selling and marketing their products in the new markets they invade. Internet marketing and advertising is another great invention of the 21th century that most business and companies are relying on to market their products in which the English language has been heavily used as well, proved by the latest Google advertising revenues accounting for more than 95 billion dollars in 2017 in which most of the advertisements used the English language to target their audience (Statista, 2017).

Another remarkable domain that the English language was used in is cinema, and when mentioning western cinema in particular, one cannot forget to talk about Hollywood the most influential English language producer of movies in history, as the Internet Movie Database (IMDb) estimated that Hollywood alone has produced more than 171000 English titles since 19<sup>th</sup> century which accounts for almost 20% of the global cinema production, not to mention the English language foreign produced movies that account for almost 50% of the global cinema production (IMDb Databases, 2018). Another proof of the significant influence of the English language as a language of production is the *BFI film and television*

*handbook* which states that 80 % of all feature movies released were in the English language (Crystal, 2003:99 quoted from Dyja 2001). Moreover, it can be obviously observed that the lion's share of the film industry awards including Oscars, and Cannes Film Festival Awards were given to English language produced movies (Crystal, 2003:99).

Music on the other hand was a big player in the English language global spread, especially among youths, as Crystal states that all the biggest recording companies had some sort of English origins, he further argues that the oldest record company in the world *Columbia* (since 1898) is a US based company, in addition to *Burnswick Records* (1916) based in Iowa, and *Decca* founded in Britain (2003:102). The modern pop music is no different than the classical music, as it was an entirely English scene as most famous pop stars and bands were dominated by English speaking countries such as the *Bill Haley and Comets* in the USA and the *Beatles* and *Rolling Stones* in the UK (Crystal, 2003:102). Contemporary music and songs continues to be dominated by the English language as most of the latest top 100 songs in the *Billboard* list are English songs, despite the recent growth in Spanish songs its nowhere to be compared to the hegemony of the English language on the global music landscape (Billboard, 2018). *The Penguin encyclopedia of popular music* in 1990 also stated that out of 557 pop bands 549 bands worked in English, while out of the 1219 vocalists 1156 produced their work in English despite the fact that some of the bands are non-native speakers of English like the Swedish pop band *ABBA* in the 70s (Crystal, 2003:103).

Traveling also has been an important industry that the English language was involved in. According to the United Nations World Tourism Organization (UNWTO) in 2000 the traveling industry had seen 674 million travelers worldwide, in which 91.5 million had traveled to North America (USA, Canada), and in which 69.6 million had traveled to the Eastern and Central of Europe, which most of the population is English speaking natives as illustrated in Table 1.3. In 2016 the world had seen 1.2 billion travelers worldwide which is a big increase of 156% compared to the year 2000, out of 1.2 billion travelers 131.2 million visited North America and 126.2 million visited Eastern and Central Europe which

is also a big exposure to the English language (UNWTO Barometer, 2017:3). On the other hand, the influence of the English language can clearly be seen in the tourists spots worldwide as most of the signs seen in most worldwide airports are always written in the native language in addition to the English language, stores and shops are usually being represented in English, multinational companies are also being recognized using the English language all over the world in their products in parallel with the native language of the country, airway companies are often preferring the English language as a first foreign language and that can be easily observed inside the their aircrafts or from their e-services online (Crystal, 2003:104).

Based on all the above, the influence of the English language made it an essential tool

	2000	2005	2010	2011	2012	2013	2014	2015	2016*
	(million)								
<b>World</b>	<b>674</b>	<b>809</b>	<b>953</b>	<b>998</b>	<b>1,045</b>	<b>1,093</b>	<b>1,137</b>	<b>1,189</b>	<b>1,235</b>
Advanced economies*	424	470	516	541	562	588	622	653	685
Emerging economies*	250	339	437	457	482	505	515	536	550
<i>By UNWTO regions:</i>									
<i>Europe</i>	386.6	453.2	489.0	519.9	540.1	565.7	575.2	602.6	615.2
Northern Europe	44.8	59.9	62.8	64.5	65.6	67.2	70.8	75.4	80.2
Western Europe	139.7	141.7	154.4	160.4	166.2	170.8	174.4	180.3	180.3
Central/Eastern Eur.	69.6	95.3	98.5	108.1	117.9	126.7	115.2	121.5	126.2
Southern/Medit. Eur.	132.6	156.4	173.3	186.9	190.4	201.0	214.8	225.5	228.5
- of which EU-28	330.5	367.9	384.3	404.8	417.0	433.4	453.6	477.9	500.0
<i>Asia and the Pacific</i>	110.4	154.1	208.1	221.6	237.8	254.1	269.5	284.1	308.7
North-East Asia	58.3	85.9	111.5	115.8	122.8	127.0	136.3	142.1	154.3
South-East Asia	36.3	49.0	70.5	77.7	84.7	94.3	97.0	104.2	113.2
Oceania	9.6	10.9	11.4	11.5	11.9	12.5	13.3	14.3	15.6
South Asia	6.1	8.3	14.7	16.6	18.3	20.3	22.9	23.5	25.6
<i>Americas</i>	128.2	133.3	150.1	155.7	162.6	167.6	181.9	192.7	199.9
North America	91.5	89.9	99.5	102.2	106.4	110.2	120.9	127.5	131.2
Caribbean	17.1	18.8	19.5	20.0	20.6	21.1	22.3	24.1	25.2
Central America	4.3	6.3	7.8	8.3	8.9	9.1	9.6	10.2	10.7
South America	15.3	18.3	23.2	25.2	26.8	27.2	29.1	30.8	32.8
<i>Africa</i>	26.2	34.8	50.4	50.1	52.3	54.7	55.0	53.4	57.8
North Africa	10.2	13.9	19.7	18.0	19.6	20.7	20.4	18.0	18.6
Subsaharan Africa	16.0	20.9	30.7	32.1	32.8	34.0	34.6	35.4	39.2
<i>Middle East</i>	22.4	33.7	55.4	50.3	51.8	51.0	55.4	55.9	53.6

Table 1.3: International Tourist Arrivals from 2000 to 2016 (UNWTO Barometer, 2017:3).

for the development process, mainly as a mean of communication given by the hegemony that it has over all the domains, and the advantage that the English language acquirers may



have globally over other language speakers, thus and logically speaking the English language should have a big influence on the two most important components of the development process, education and economy.

### **1.4 The English Language and The Development Process**

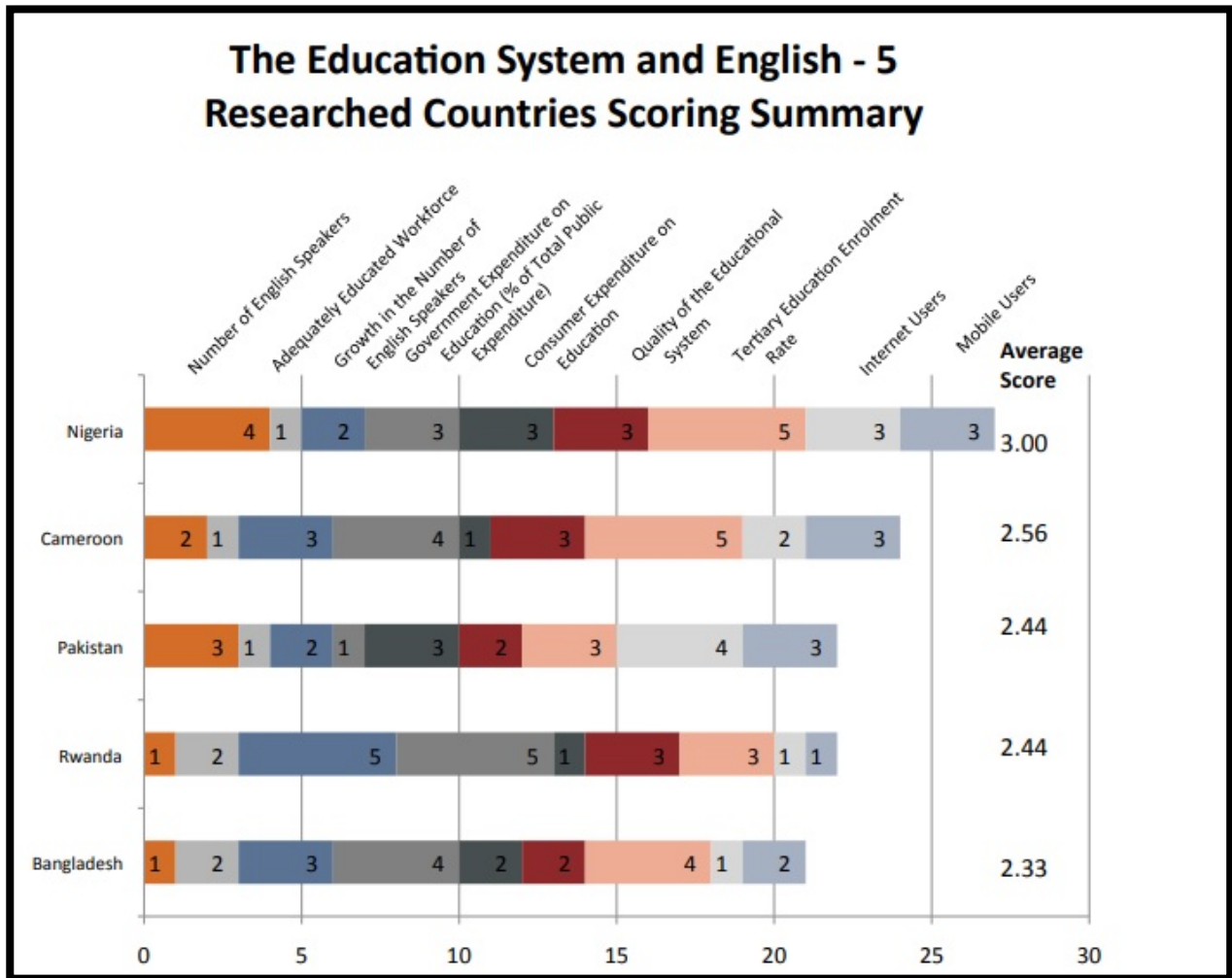
As discussed before, the development process can mean a lot of things, and can be studied from many perspectives, but the human development process in particular is heavily dependent on education and economic development, as one of the main goals of the UNDP is “educating people” and giving people a “decent standard of living” (Human Development Report, 1990:1).

Education and economic development goes hand in hand with each other, a good education means a better information, which eventually means a better opportunities and doors for creativity, creativity and innovation in its turn is a gate for advancement in all the fields, thus economic development comes on the long run, as the famous ancient Chinese philosopher and writer *Laozi* described it as “Give a man a fish and he will eat for a day. Teach a man to fish and he will eat for a lifetime” which basically means giving a proper education and knowledge to the individual, will eventually lead to the long term financial success of the individual, by contrast giving a bad or no education would result in unproductive individual who would only have a mentality of consuming without producing and innovating.

Thus, in order to achieve education and economic development, there must be an existence of a global language that gives access to the latest information and knowledge to the development process from already developed and successful nations in a global scale, and since the English language happened to be “in the right time, and right place” (Crystal, 2003), it must be admitted that the English language is the best suitable language to take that job at least for the contemporary period.

### 1.4.1 English and Education Development

Education development and the English language have very strong ties to each other, as proved by a study from the *Euromonitor* conducted on 5 developing countries which found that the more number of English speakers is in a country the more quality of education rises and the tertiary education enrolment rate increases, as illustrated in Graph 1.1.



Graph 1.1: The relationship between the spread of English in a country and the quality of education (*Euromonitor, 2010:12*).

Tertiary education and scientific publishing is no exception, as proven by a study conducted in 1980 which found that 85% of all the papers in biology and physics were published in English, in addition to 73% of all the papers in medicine, and 69% of all the

papers in mathematics, and 67% of all the papers in chemistry (Crystal, 2003:111 quoted from Large 1983: 18).

Contemporary scientific publishing in the 21st century is no different than 1983 as the latest report of the publishing industry published by *Livres Hebdo* in 2017 indicated that out of the top 10 largest publishing companies in the world there is 5 that are based in the UK and the USA as shown in Table 1.4 (Ruediger & Michaela, 2017).

**The top 50 largest publishing companies worldwide, based on 2016 revenue data.**

Rank 2017 (Data 2016)	Publishing Company (Group or Division)	Country Publ. Company	Parent Corporation or Owner	Country Mother Corporation	2016 (Rev mEUR)	2016 (Rev mUSD)	2015 (Rev mEUR)	2014 (Rev mEUR)
1	Pearson	UK	Pearson PLC	UK	€ 5,312	\$ 5,617	€ 6,072	€ 5,807
2	RELX Group (Reed Elsevier)	UK/ NL/ US	Reed Elsevier PLC & Reed Elsevier NV	UK/ NL/ US	€ 4,600	\$ 4,864	€ 4,774	€ 4,405
3	Thomson Reuters	US	The Woodbridge Company Ltd.	Canada	€ 4,593	\$ 4,819	€ 5,291	€ 4,729
4	Bertelsmann (*)	Germany	Bertelsmann AG	Germany	€ 3,503	\$ 3,697	€ 3,827	€ 3,324
5	Wolters Kluwer (**)	NL	Wolters Kluwer	NL	€ 3,206	\$ 3,384	€ 4,208	€ 3,660
6	Hachette Livre	France	Lagardère	France	€ 2,264	\$ 2,390	€ 2,206	€ 2,004
7	Grupo Planeta	Spain	Grupo Planeta	Spain	€ 1,790	\$ 1,889	€ 1,658	€ 1,596
8	McGraw-Hill Education (Incl. McGraw-Hill Global Education & School Group)	US	Apollo Global Management LLC	US	€ 1,674	\$ 1,757	€ 1,681	€ 1,795
9	Wiley	US	Wiley	US	€ 1,646	\$ 1,727	€ 1,545	€ 1,496
10	Springer Nature	Germany	SpringerNature	Germany	€ 1,625	\$ 1,715	€ 1,471	€ 959
11	Scholastic (corp.)	US	Scholastic	US	€ 1,594	\$ 1,673	€ 1,494	€ 1,282
12	Harper Collins	US	News Corp.	US	€ 1,569	\$ 1,646	€ 1,527	€ 1,177
13	Cengage Learning Holdings II LP	US	Apax and Omers Capital Partners	US/ Canada	€ 1,554	\$ 1,631	€ 1,496	€ 1,510
14	Houghton Mifflin Harcourt	US	Houghton Mifflin Harcourt Company	US/ Cayman Islands	€ 1,308	\$ 1,373	€ 1,297	€ 1,126
15	Holtzbrinck	Germany	Verlagsgruppe Georg von Holtzbrinck	Germany	€ 1,162	\$ 1,226	€ 1,128	€ 1,643

Table 1.4: The top 50 largest publishing companies worldwide (Ruediger & Michaela, 2017:6).

Another sign of the influence of the English language in education is the spread of the English Language Teaching (ELT) business throughout the world. One of the leading entities that is very active in this industry is The British Council, and according to their

latest annual report in 2017; the total income generated for the organization was 8.9 million pounds in which 650 million pounds were generated only from teaching English which is a big influence in the ELT landscape (The British Council Annual Report, 2017). On the other hand, International English Language Testing System (IELTS) exams, administrated by the British Council and Cambridge Assessment English, published that in 2016 more than 3 million IELTS tests were taken, which indicates the importance of the English language for international students looking to continue their studies abroad as well as immigrants looking for international opportunities, since the IELTS exam is recognized by more than 10000 universities and institutions around the world as a tool for English language skills assessment (ielts.org, 2017; CRYSTAL, 2003:112). Moreover, it is estimated that The UK is welcoming hundreds of thousands of students from all over the world to carry on their studies in the English language contributing at least 2 billion pounds a year to the economy of the UK (British Council, 2013:2 quoted from Robson, 2013).

Educational polices had its share of influence from the spread of the English language as a global one, as professor D. Nunan (2003) conducted a study on the impact of English as a global language on educational policies and practices in China, Hong Kong, Japan, Korea, Malaysia, Taiwan, Vietnam, and found that:

- China has witnessed some of the most important education policy decisions as a result of the direct or indirect influence of English as a global language including, decreasing the age for compulsory English from 11 to 9 in September 2001, and the privatization of the English teaching sector, and the significant increasing importance of the English language as a requirement for higher education, and increasingly becoming a requirement for work promotion.
- In Hong Kong, there is a significant concern about the possible economic disadvantages as a result in the decrease of enhancing the level of the English language facing Cantonese in Hong Kong's education system.
- In Japan, it was found that the students are becoming more exposed to the English language in the primary school starting from 2000, as students in Japan are required to

have 9 years of English education starting from the primary school, where students are expected to receive three 50-minutes sessions a week.

- Following the same path of China, Korea decreased the compulsory age of learning English in education from 13 to 9, and increased spending on English teaching however, he found that authorities are concerned about their national identity being influenced and hegemonized by the English language.
- On the other hand, Malaysia was found to be little concerned with the decline of education quality and competitive economy advantage due to the drop in the level of English language teaching in addition to, having government level concerns about the effects that the English language may on the Malaysian national identity due to the reason that students in Malaysia are introduced to the English language since the age of 7.
- In Taiwanese education system the English language compulsory grade of education was lowered from 5 to 1 in 2002 after it was first introduced in 2001 at an average of 1 to 2 hours per week.
- In Vietnam, it was found that the English language is compulsory starting from the junior high school, in addition to the importance that it plays in the job market, as it is considered one of the most important requirements for employment by most companies and institutions either in private, or government sector (2003:594).

In the light of these statistics and facts, one cannot deny that the English language is an essential component in education development therefore, it will have a direct impact on the economic development wheel on the long run.

### **1.4.2 English and Economic Development**

The English language is undeniably one of the most important tools for economic development, as discussed before English is highly demanded and invested in by the world governments for the sake of achieving advancement in the global economic competition both individually and nationally. And it is considered to be the global language of communication thus, logically speaking it must be the language of business and trading.

This point can be proven by a survey conducted by the *Economist Intelligence Unit* and found that 70% of all companies' executives in the survey said that their workers need to master the English language in order to be able to properly manage the company (British Council, 2013:7 quoted from Economist Intelligence Unit, 2012).

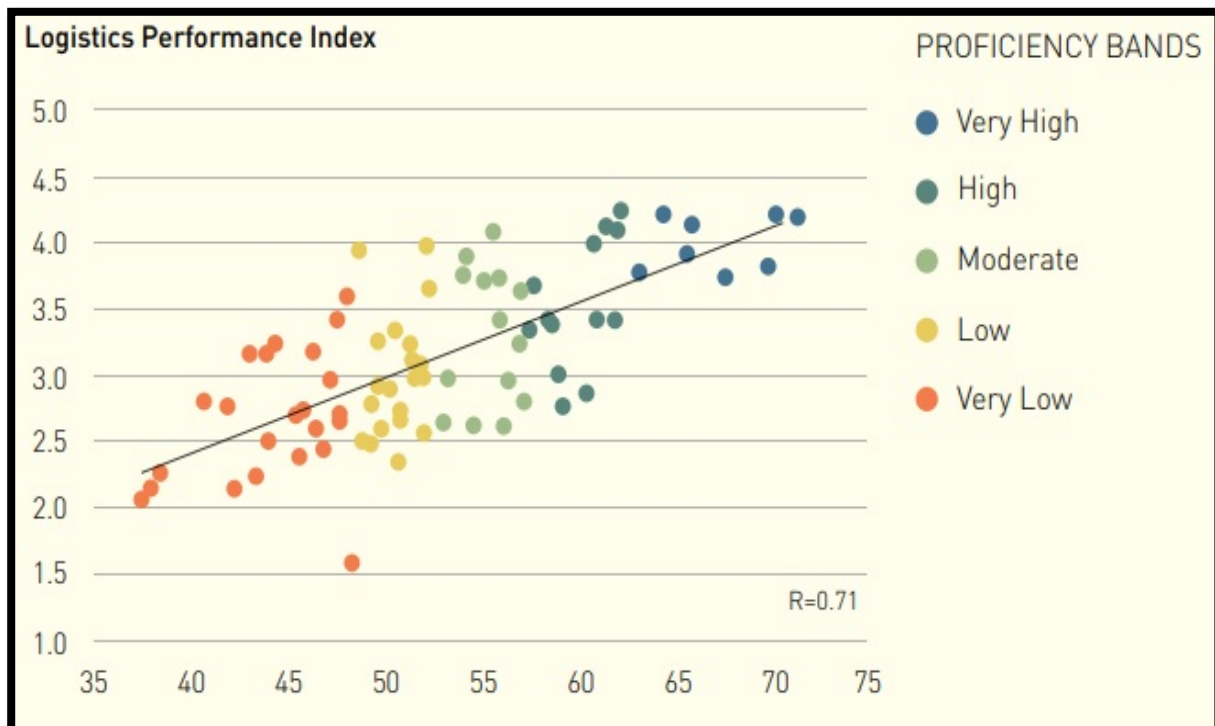
In spite of economy, international trading is playing a big role in national economies as it is reported that 30% of the world GDP is generated through international trading starting from the 21th century (EF English Proficiency Index, 2017:10). The English language is the required mean of communication for this global trading, as a result it can be easily observed that there is a proportional relationship between English proficiency level and international trading indications in the world, like Logistics Performance Index (LPI), and Ease of Doing Business Index (EODB). Basically, the more the English language proficiency in a country raises the higher it will get in most economic indicators (EF English Proficiency Index, 2017:10).

Comparing the top *EF's* English Proficiency Index (EPI) countries with their EODB would result in an obvious conclusion that the higher EPI is in a country the more EODB it has. By contrast, the less EPI is in a country the less EDBI it has as illustrated in Graph 1.2. In other words, the more English usage and proficiency is spread in a country the higher the chance to have a better business and trading experience in.

Compering the top EPI with the their LPI is not different, the more English proficiency a country has the more chance it will have a high LPI as illustrated in Graph 1.3. In other words, the more English is spread in countries the higher performance on trade logistics they would probably have.



Graph 1.2: Comparing Ease of Doing Business Index data retrieved from the World Bank with EF English Proficiency Index data retrieved from the EF report 2017 (EF English Proficiency Index, 2017:13).



Graph 1.3: Comparing Logistics Performance Index data retrieved from the World Bank with EF English Proficiency Index data retrieved from the EF report 2017 (EF English Proficiency Index, 2017:13).

Another very important indication of the impact of the English language in economic development, is the GDP in countries where English is given a special status, as it can be observed from the latest IMF World Economic Outlook Database, all the top 20 global GDPs have the English language in their education system either as a native language or as a foreign language as illustrated in Table 1.5.

1	Country	Subject Descriptor	Units	Scale	2016	2017
2	United States	Gross domestic product,	U.S. dollars	Billions	18,624.45	19,390.60
3	China	Gross domestic product,	U.S. dollars	Billions	11,221.84	12,014.61
4	Japan	Gross domestic product,	U.S. dollars	Billions	4,949.27	4,872.14
5	Germany	Gross domestic product,	U.S. dollars	Billions	3,479.23	3,684.82
6	United Kingdom	Gross domestic product,	U.S. dollars	Billions	2,660.69	2,624.53
7	India	Gross domestic product,	U.S. dollars	Billions	2,273.56	2,611.01
8	France	Gross domestic product,	U.S. dollars	Billions	2,466.47	2,583.56
9	Brazil	Gross domestic product,	U.S. dollars	Billions	1,793.07	2,054.97
10	Italy	Gross domestic product,	U.S. dollars	Billions	1,860.15	1,937.89
11	Canada	Gross domestic product,	U.S. dollars	Billions	1,535.77	1,652.41
12	Korea	Gross domestic product,	U.S. dollars	Billions	1,411.04	1,538.03
13	Russia	Gross domestic product,	U.S. dollars	Billions	1,281.29	1,527.47
14	Australia	Gross domestic product,	U.S. dollars	Billions	1,264.94	1,379.55
15	Spain	Gross domestic product,	U.S. dollars	Billions	1,237.77	1,313.95
16	Mexico	Gross domestic product,	U.S. dollars	Billions	1,076.91	1,149.24
17	Indonesia	Gross domestic product,	U.S. dollars	Billions	932.445	1,015.41
18	Turkey	Gross domestic product,	U.S. dollars	Billions	863.39	849.48
19	Netherlands	Gross domestic product,	U.S. dollars	Billions	777.548	825.745
20	Saudi Arabia	Gross domestic product,	U.S. dollars	Billions	644.935	683.827

*Table 1.5: A list of the top 20 GDPs worldwide for 2016-2017 (IMF World Economic Outlook Database, 2018).*



The English language and financial wealth both have another proportional relationship, as it is observable that the more English is spread in a country the higher likely the GDP per capita it has, those countries with very high EPI tend to have an average of 47,318 USD per capita, those countries with high to moderate EPI tend to have an average of 23,128 USD to 13,277 USD per capita, those countries with low to very low EPI tend to have an average of 8,799 USD to 6,424 USD per capita as illustrated in Figure 1.5.

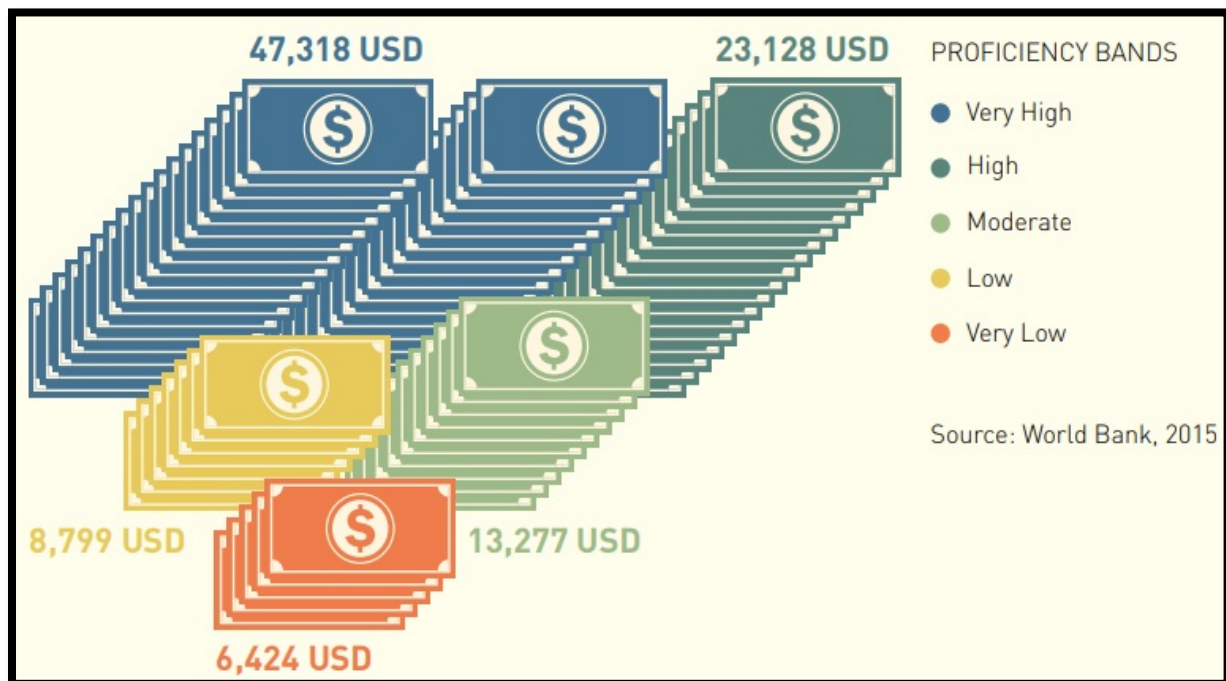


Figure 1.6: Comparing GDP per capita data retrieved from the World Bank with EF English Proficiency Index data retrieved from the EF report 2017 (EF English Proficiency Index, 2017:10).

One of the new innovative economies that have emerged in the global era is online freelancing, which heavily used the English language as a mean of communication as well. It is estimated that in the US alone, there is around 57.3 million online freelancers contributing 1.4\$ trillion to the US economy (Upwork Freelancing Platform, 2017), and further proved by the Online Labour Index (OLI) giving the US the third place in the list contributing 12% of the worldwide online freelancers outranked by India and Bangladesh (OLI, 2017). Bangladesh on the other hand is ranking number two as a worldwide online freelancers supplier representing 16% of the overall internet workforce (OLI, 2017), contributing over 100\$ million to Bangladesh's economy (Hossain, 2017). Furthermore, India is the number one online freelancers' supplier in the world representing 24% of the overall internet workforce (OLI, 2017), contributing 400\$ billion to the Indian economy (Sinha, 2016), as it can be observed from Figure 1.6.

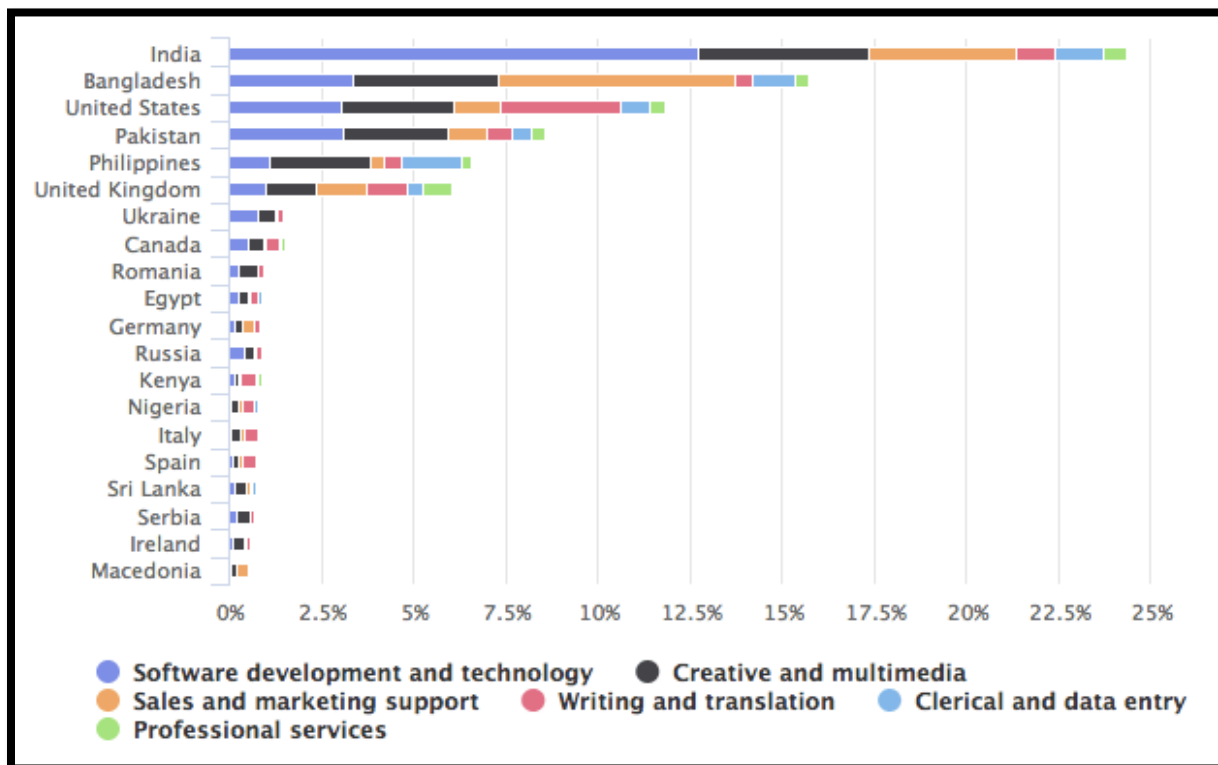


Figure 1.7: Online Labor Index top 20 worker home countries (OLI, 2017).

In the light of these statistics, it can be safely concluded that the English language is a crucial aspect of the economic development process, from two main perspectives; international-global economic development, personal-individual economic development. From an international-global perspective, it can be concluded that the English language is the language of communication for global trade and economy, and if a country is serious about opening their markets for the world to invest in, or invade other new global markets, then it is crucial to implement the English language inside the society, at least as a second language. From a personal-individual perspective, it can be concluded that the English language opens endless doors and opportunities for personal and financial development for the individual, either by looking for better life opportunities abroad, or taking advantage of the new online markets that are trending unprecedentedly, or by looking for better job opportunities in multinational companies.

Consequently, any “developing countries” that are serious about the development process should always consider developing the status of the English language in the society, one of the developing countries that has done and still doing efforts in this regard is Algeria, and since this dissertation is discussing the importance of the English language for the education and economic development process in the Algerian context, it is very essential to discuss the historical linguistic landscape of Algeria to have a wider image of the current linguistic scene in the Algerian society, as Isaac Newton described it in his second law of physics “For every action, there is an equal opposite reaction”, by projecting this law on history it would eventually mean that, anything happened in the past has a significant importance in the shape of the present, and eventually would have significant impact in the shape of the future as well.

### **1.5 The Historical Linguistic Landscape of Algeria**

The linguistic history of Algeria is very complex and full of many historical events that shaped the contemporary linguistic landscape of the country, from the ancient period of Carthaginian rule starting from 814 BC, to being invaded by the Roman Empire in the 24<sup>th</sup> AD, to get in touch with Arabs through the Islamic Conquests in the 8<sup>th</sup> century, to be

ruled by the Turks of the Ottoman Empire in 16<sup>th</sup> century till the French colonization in the 1830, to the Nationalist and Post-colonization era starting from 1962, to the modern phase in the 21<sup>st</sup> century. Thus, the linguistic landscape of Algeria was deeply affected by so many languages and pidgins including Tamazight, Arabic, Turkish, Spanish, French, Sabir (also called Mediterranean Lingua Franca), and many more colloquial varieties (Benrabah, 2012:23), to finally get in touch with the English language in the globalization era. Overall the modern Algerian linguistic scene can be summarized in 3 main historical phases; The Colonization phase, The Nationalist Phase, The Globalization Phase.

### **1.5.1 Colonization Phase (1830-1962)**

In the Age of Colonialism in the 18<sup>th</sup> century, Europeans represented by the English, French, Spanish, and Portuguese armies started colonization conquests targeting Africa, and South and South-East Asia, The French armies took over most of the north African countries, one of the north African countries colonized by the French armies is Algeria in 1830. The French colonization to Algeria is considered one of the most brutal colonization in the history of mankind, not only the French armies brutally committed so many crimes against humanity and systematic genocide against Algerian people, and forcefully conquered their lands, but they also followed a systematic policy of complete cultural and linguistic Frenchification to radically change the Algerian society (Benrabah, 2012:24).

As stated by one of the French colonialism spokesman in 1887: “the way to dominate a people is to assimilate it, to seize the youth in its infancy. North Africa will only belong to us definitively if we conciliate the Arabs and, to a certain extent, Frenchify them” (Benrabah, 2012:24 quoted from Gordon, 1962: 11), and as stated by this quotation of a letter sent to a French army officer:

“This is how we must conduct war against Arabs: kill all men over the age of fifteen, take all their women and children, load them onto naval vessels, send them to the Marquesas Islands or elsewhere. In one word,

annihilate all that will not crawl beneath our feet like dogs.” (Benrabah, 2012:24 quoted from de Montagnac, 1885: 299).

The impact of the 132 years period of French colonization in the Algerian linguistic scene is very deep rooted and still has its effects till the moment, as the French language is still considered to be the first foreign language in the contemporary Algeria. The native languages of the Algerian people in the French colonization era were facing a systematic marginalization policy to decrease their status in the society (Bellalem, 2012:1 quoted from Ennaji, 1991; Ezzaki and Wagner, 1992). The brutal policy that the French colonization followed with the Algerian people lead to the outbreak of the Algerian Revolution on November 1, 1954 against the French colonialism, that lasted for 7 years to end with the declaration of independence on July 5, 1962 to enter the era of Nationalism.

### **1.5.2 The Nationalist Phase (1960 – 2000)**

After getting rid of the French colonialism, the Algerian society started to shift for Nationalism, and questions like “Who are we? Who is the Other? Who do we want to be?” started to be raised (Benrabah, 2012:52). The Algerian linguistic scene after independence was heavily divided between two wings on one hand, there was “Socialist-Marxist and Leftist” wing which was refusing the idea of the complete ditching of the French linguistic heritage on the other hand, there were the “Religio-Conservatives” wing represented by the (Association of Algerian Muslim Ulema) influenced by the “Muslim Brotherhood” in Egypt, which was supporting the Arabic language inside the Algerian society as the language of religion and Islamic values and criticizing the French language for being it the language of the colonizer and the “unbelievers” (Benrabah, 2012:24).

In this period, Algeria has witnessed one of the most important events that shaped the contemporary Algerian linguistic landscape, which is The Arabization process in 1964, the aim of Arabization was simply to “re-establish Algeria’s Arab-Islamic heritage” (Bellalem, 2012:2 quoted from Mize, 1978), and become more harmonized with the Arab world countries as the trend of Arabization was spread throughout most of the Arab countries in

the 60s, due to the adoption of the Nationalistic orientation that seemed to be the actual strong trend at that period of time (Bellalem, 2012:2 quoted from Malley, 1996). However, the French languages did not disappear from the Algerian society despite the Arabization process, and the decrease of the official status of the French language facing the Arabic language, but it remained holding an important status inside the Algerian society, as science and technology sector was still primarily thought in the French language (Bellalem, 2012:2 quoted from Hayane, 1989).

The English language in this period of time started to appear in the Algerian linguistic landscape by two important decisions; the first one is foundation of “General Inspectorate of English” in the 1969, and the second one is the “Algerianisation” of the English language textbooks (Bellalem, 2012:2 quoted from Hayane, 1989). The English language continued to be spread in the 80s when the Algerian economic path started to become little liberalized and open to the west, especially the UK and the USA synchronizing with the increase of the American and British investments in the Algerian oil and gas market in this period of time, after it was following a strict socialist approach in the mandate of president Boumediene in the 70s (Bellalem, 2012:2 quoted from Kheir Allah, 1997). The semi-liberalization of the economic Algerian scene continued with many decisions including; “encouragement of private businesses and investments” which many chose to import goods from China and Dubai, and the “the encouragement of tourism in Algeria”, Thus foreign languages started to play a vital role inside the society, and the Algerian government had to put an emphasize in the foreign languages teaching, thus many foreign language departments in the Algerian universities were opened, and teachers of foreign languages were constantly being trained (Bellalem, 2012:3).

In the 90s Algeria had a deep political crisis as a result of ideological conflicts which occurred between the ruling secular parties, and Islamic political parties, which eventually lead to a civil war that lasted for 10 years that harmed every aspect of the Algerian society (Alshakhanah, 2014). From a linguistic point of view, what characterized this period of time is the decision of making the Arabic language the only national and official language

of the state generalizing this law to all government sectors, which was strictly emphasizing on the use of the Arabic language in all official meetings, appearances, speeches, debates. (Bellalem, 2012:3 quoted from El-Hayat, 1996) This law was highly refused by the Berber languages supporters which was viewed as unfair to the Berber languages speakers community (Bellalem, 2012:4 quoted from Congres Mondial Amazigh, 1997). The English language in this period of time had another important attendance in the 1993, with the decision of introducing the English language to the primary education for the first time, by allowing parents to select what language should their children study in the primary school between the English language or the French language (Bellalem, 2012:4; Benrabah, 2012:91). Later on, this decision was proved to be a total failure as the implantation of the English language did not come as result of in depth sociolinguistic study of the Algerian context, rather than as a decision to silence the raising voices demanding the decrease of the status of the French language inside the Algerian society by the Pro-Arabization lobby in other words, it was more like a political decision rather than a sociolinguistic one (Miliani, 2000: 22).

At the end of this black decade, Algeria was left with an exhausted economy, a divided people, unclear political scene, hundreds of thousands of deaths, dozens of crimes against humanity, and a forked linguistic scene. (Bellalem, 2012:3 quoted from Sweeney, 1997). In 1999 the Algerian government launched a reconciliation initiative in an attempt to bring back stability and peace in the Algerian society including many political, economic, educational reforms, all which were based upon more open and globalized new policy (Bellalem, 2012:4 quoted from Tawil, 2006).

### **1.5.3 Globalization Phase (2000- Present)**

After some relative calmness that came after the reconciliation initiative, Algeria started to implement a lot of reforms in all joints of the state. As far as linguistic reforms are concerned, the Algerian government implemented some important foreign language teaching decisions including the implementation of the French language back in the primary school as a first foreign language, and the ditching of the English language from

the primary education back to the middle school as illustrated in Table 1.6 (Bellalem, 2012:5).

	<i>Primary</i> (6 years – age 6 – 11)	<i>Middle</i> (4 years –age 12 – 15)	<i>Secondary</i> (3 years – age 16 – 18).
French	Year 2 to Year 6	Year 1 to Year 4	Year 1 to Year 3
English	Not taught	Year 1 to Year 4	Year 1 to Year 3

Table 1.6: New structure for foreign language teaching in Algeria (Bellalem, 2012:5).

However, in the age of globalization the linguistic awareness started to shift toward the English language in Algeria, as proved from a study by professor M. Benrabah, where a survey targeting 204 master students from the foreign languages department of Mascara university was conducted, asking them one simple question: “Out of the following 10 languages, what is the language you consider the world language today?”, the language they had to choose from were “German, English, Arabic, Chinese, Spanish, French, Hindi, Japanese, Portuguese, and Russian”, the results were 92% of them chose the English language and only 8% chose other languages as illustrated in Table 1.7 bellow (2014:52).

Languages	Department			Total
	Arabic	English	French	
<b>English</b>	<b>61</b>	<b>65</b>	<b>62</b>	<b>188</b>
Arabic	5		1	6
Chinese		1	1	2
French	1		4	5
Spanish		1	1	2
German		1		1
Total	67	68	69	204

Table 1.7: Algerian advanced students' awareness of today's global language system (Benrabah, 2014:52).



Even though the linguistic awareness in the age of globalization seems to be shifted toward the English language, the English language cannot be considered to be influential in the Algerian society yet compared to the French language in terms of number of proficient speakers, as proved by a study conducted by the *Euromonitor* in association with the *British Council* in 2012 which concluded that there is only 7% of the Algerian population that can speak the English language compared to the other countries of the Middle East and North Africa (MENA) which was “45% for Jordan, 40% for Lebanon, 35% for Egypt and Iraq, 10–15% for Tunisia, 14% for Morocco, 9% for Yemen” (Euromonitor 2012:21; Benrabah, 2014:52).

This contradiction between realizing the importance of English as a global language theoretically, yet not practically translating this in reality lead to many hypotheses, one of the hypotheses is suggested by M. Benrabah (2014), which is that the Algerian economy is still not fully following the neoliberal open capitalist approach market that imposes on countries to have free open for foreign investments market, with non-strict access for multinational companies to have business in, this can be proved by the growing economic partnerships made with the Chinese government taking over the long lasted historical Algerian economic partner France in 2017 (CIA factbook, 2017) which resulted in Chinese being a possible future rival to the French language inside Algeria (Benrabah, 2014:52), another hypotheses by M. Benrabah is the weak status that the English language is given by the Algerian Education system compared to the French language since the Algerian students are exposed to the French language since the second grade of the primary school, and to the English language since the seventh grade of the middle school (Benrabah, 2014:52).

The Berberophone struggle of official language recognition continued in the age of globalization, and after long riots and conflicts the Algerian government decided to listen to the increasing demands of the Berberophone community and gave the official recognition of the Berber languages as a national one in 2002 (BBC, 2016), but demands did not end up there as the struggle continued for further recognition of the Berber language

as an official language, the struggle finally ended up in February 2016 with the issuance of a law that guaranteed official recognition of the Berber languages as an official language along with the Arabic language and later the first actual apply of the law was in April 2018 (Algeria Press Service, 2018), in addition to the future formation of the a Berber language academy for further linguistic development of the Berber languages in Algeria (Algeria Press Service, 2017).

Overall, the linguistic landscape of Algeria in the globalization phase can be summarized as; the continuation of the linguistic conflict between the Arabophones and the Berberophones in 2002 that ended up in favor of the Berberophones in 2016, and having a silent cold war between the English language and the French language represented in the new young generation realizing the importance of the English language as a development tool in the globalization era, and the complete neglect of this matter by the Algerian government and the old Francophone generations, in addition to the emergence of Chinese as a future possible new player in the Algerian linguistic scene due to the raising of economic relationships between the two countries.

### **1.6 Conclusion**

In order to construct a concrete foundation for understanding the impact of the English language on the development process in general and on the education and economic development in particular, this chapter tried to briefly explore the concept of development, the concept of human development, with a chronological order of the historical evolution of the development concept, from the age of enlightenment, followed by the age of revolutions, followed by the industrial revolution, followed by the age of colonization, to finally get to the age of globalization.

Moreover, it tried to explore the concept of globalization in accordance with the development process, and the essential role that globalization has played in the spread of global languages in general and the English language in particular, and briefly state how the English language is influencing all domains as a global language from politics, press, communication, advertising, cinema, music, traveling, education, and economics.

Consequently, this chapter also tried to understand the possible influence of the English language in the education and economic development, to finally conclude with a historical outline of the linguistic scene in Algeria from the colonization phase (1830-1962), to the nationalist phase (1960 – 2000) to finally finish with the globalization phase (2000 – current), to pave the way for a better understanding of the impact of the English language in the development process in the Algerian context.

**CHAPTER TWO: CASE  
STUDY, RESULTS AND  
RECOMMENDATIONS**

## 2.1 Introduction

In this practical part of the research, the researcher will try to prove or reject the hypotheses formulated in the general introduction by designing an exploratory case study that explores the possible impact that the English language might have on the education and economic development process in the Algerian context. This chapter is divided into two parts, the first part will be dealing with the aims of the research, then it will show the sample of informants that the researcher took information from, in addition to present the research instruments used to collect data, then it will analyze the data and discuss the findings resulted. The second one will list some recommendations suggested by the researcher on the importance of the English language for education and economic development, based on the findings resulted from the case study.

## 2.2 Aim of Research

The aim of this research is to shed light on the possible impact that the English language might have on the education and economic development process in Algeria, thus an exploratory case study was designed using two instruments to collect enough data to draw a final conclusive result. The first one is document analysis, in which the researcher will try to analyze all the documents related to the English language presence in Algeria, the second one will be a semi-structured interview with 5 Algerian internet marketers in which they were asked questions discussing how the English language impacted their professional career and their educational journey as some of them are still students in the university.

## 2.3 Sample Informants

This part is devoted to the description of the informants who were interviewed in the case study as a second qualitative instrument to collect data to be later compared with the quantitative data collected from document analysis. 5 Algerian internet marketers were called via *Skype* to be interviewed a semi-structured interview, out of the 5 interviewees there is 4 of whom are part-time internet marketers ranging between 2 to 3 years of

experience, and a one who is a full-time internet marketer with 8 years of experience. The 5 part-time internet marketers are mostly students in the university studying computer sciences, the one full-time internet marketer interviewee has another occupation along his internet marketing career which is English language teaching in a private school. All of the interviewees had a good level in the English language skills, and most of them used it daily either in their studies or in their work. The main reason for choosing internet marketers for this interview is that the English language plays a big role in their financial life, which is beneficial for this research which aims to understand the impact that the English language might have on economic development, in addition to the importance that the English language is playing in knowledge acquiring in their field of internet marketing, which is also important for this study as it is trying to understand the impact of the English language on education development.

## **2.4 Research Instruments**

This exploratory case study was carried out using two research instruments, document analysis, and semi-structured interviews, thus the data collected will be analyzed both quantitatively and qualitatively, the document analysis will be more quantitative oriented as it will try to analyze what numbers and statistics are saying concerning the issues that this research is dealing with, while the interviews will be more practical oriented as it will try to see if the statistics gathered from document analysis are proving or rejecting the qualitative data gathered from the interviewees, the last results will give a good foundation to approve or reject the hypotheses formulated.

### **2.4.1 Document Analysis**

Document analysis will be used in this case study to gather necessary quantitative and qualitative data concerning the presence of the English language in the Algerian society, and to gather data about the impact of the English language on existing and possible Algerian economic and education development. The types of documents that will be used are books, articles from journals, reports from related local and international organization, newspapers, and related internet content.

### **2.4.2 Interviews**

Semi-structured interviews with 5 Algerian internet marketers will be used in this case study to gather necessary qualitative data concerning the impact of the English language on education and economic development, the semi-structured interviews involved structured key questions to start the interview with and unstructured questions that were generated during the interview from the responses of the interviewees, the interviews were both orally and visually recorded using *Skype* for further transcribing and analysis.

### **2.5 Data Analysis**

In this section the researcher will try to analyze the data gathered from both qualitative and quantitative data collection instruments to be used later in the findings to draw final conclusions and recommendations. For document analysis both qualitative and quantitative data will be retrieved. Document analysis results will be divided into three sections, the first section will be about the results found concerning the English language demand drivers in Algeria which would follow a descriptive approach in analyzing the qualitative and quantitative data obtained, the second section will be about the relationship between the English language and the education development in Algeria which would follow a comparative approach in analyzing the obtained quantitative data, the third section will be about the relationship between the English language and economic development in Algeria which would follow a comparative approach in analyzing the quantitative data obtained. To furthermore evaluate and strengthen the findings taken from document analysis it is essential to make a semi-structured interview with Algerian internet marketers and workers to answer the qualitative “How” and “Why” questions to be later compared together with document analysis findings to draw final conclusions.

### 2.5.1 Document Analysis Results

- **Section 1: English Demand Drivers in Algeria**

It is estimated that the English language in Algeria is used by 7% of the population as stated by the *Euromonitor* in 2012, that percentage certainly has changed now in 2018 but unfortunately there is no official up to date statistics on this affair, thus the researcher is obliged to use the 2012 Algerian's population number to count the number of English speakers at that time which is in this case 2.59 million speakers.

The biggest English language demand driver in Algeria is the oil and gas industry located in the dessert of Hasi Masoud and Hasi R'mel, as it constitutes 96.5% of all the English language demand in Algeria (Belmihoub, 2018:6 quoted from Euromonitor:65), that comes as no surprise given to the high dependency for the Algerian economy on hydrocarbons sector in its GDP and exports which constitutes 93% of the entire Algerian exports (Observatory of Economic Complexity, 2018) which attracts foreign oil and gas companies like Total and Anadarko (Euromonitor, 2012:66).

The Algerian government on the other hand is also an important English demand driver, as the Algerian government is building great diplomatic relationships with the British and the American governments, which translated in many English language education programs and centers ran by the US embassy and the British Council in association with the Ministry of education as confirmed by the UK former ambassador M. Roper in 2014, the ambassador also confirmed that the UK signed a contract with the Algerian Ministry of Higher Education to send at least 500 student yearly to the UK universities to finish their studies, in addition to the recruitment of Algerian teachers to get the Certificate in Teaching English to Speakers of Other Languages (CELTA) license. Relationships are still going very well with the British Council till the moment as proved by the current British ambassador in Algeria Barry Lowen who said "Our Relationships with Algeria is a win win to everybody, we have a very sustainable relationship that I hope we can develop to be involving many fields other than oil and gas" and speaking of English education relationships between Algeria and the UK he said "I am astonished of how much



Algerian youths are interesting in learning the English language” (Echorouk, 2018), this long sustainable relationships resulted in an improvement for the quality of the English education in Algeria the last 20 years, the results of these collaborations with the UK and the USA can be seen in some Algerian politicians whom share the same views of the importance of the English language as a development tool in the Algerian society instead of the French language, mostly Arabophones politicians such as the former minister of education Ali Ben Mohamed in an interview with *Aljazeera* in which he said:

“The topic of replacing the French language with the English language as a second foreign language is not today’s topic, it’s been an old one that dates back to the 90s, when I tried in my mandate to pass a project of implementing the English language in the primary school along the French language, the project was approved by the council of ministers, it was ready to be implemented, the project was prepared for by training 2000 English teachers under the supervision of inspectors from the UK, few months before the new year’s entrance, forms of choosing the foreign language of education has been distributed to the parents of the students, we were surprised of how many parents chose the English language instead of the French language, the French government did not like that at all, the moment the project was close to be implemented a scandal of leaking the baccalaureate exams in 1992 occurred, which as far as I know was an inside job planned by the Francophones to take down the project, which eventually lead for me giving my resignation and the abortion of the English language in the primary school project” (Aljazeera, 2015).

The president of the High Islamic Council, and former minister of the Ministry of Religious Affairs and Endowments Bouabdellah Ghlamallah in an interview also criticized the excessive use of the French language by Algerians for half century since the independence, and completely forgetting about the English language, “the language of advancement and science” as he described it, which resulted in a linguistic lost generation

(Echorouk, 2018), the minister of the Post, Information Technology & Communication Ministry Houda-Imane Faraoun also surprised Algerians with the decision of abandoning the French language from all post office documents and papers and the use of the Arabic language instead (Hossian, 2018), in a clear indication that a significant percentage of the political Algerian elites are moving toward the Arabic and the English camp for the linguistic future in Algeria. This claim can also be backed with the different new surveys that were conducted relating this matter including the one that was done by the *CNN* in 2016 which shows that 96% of all the voters numbering 7951 chose to replace the French language with the English language (CNN Arabic, 2016) as illustrated in Figure 2.1.



Figure 2.1: A survey conducted by the CNN showing 96% of the voters choosing the English language to replace the French language as a first foreign language in Algeria (CNN Arabic, 2016).

another survey was conducted by Al-Arab newspapers which showed that 88.1% of the Algerian voters saw that the English language deserved to be the first foreign language after the Arabic language in Algeria (Sasapost, 2017), which goes in harmony with the survey conducted by the *CNN*.

Another big English language demand driver in Algeria is the rapid expansion of the Internet in the Algerian society, with more than 17 million internet users representing 42% of the population (CIA factbook, 2018) and an estimated 16 million smartphone users (Newzoo, 2018) in which social media websites and applications like *Facebook* and *YouTube* are the main destinations that attract most of the users in addition to search engines like *Google* and *Yahoo* (Alexa, 2018). The English language interest by the Algerian internet users can be observed through many ways, one of them is searching for the term “English in Algeria” on *Facebook* to see how many pages with hundreds of thousands of likes from Algerians interesting in the English language as illustrated in Figure 2.2.

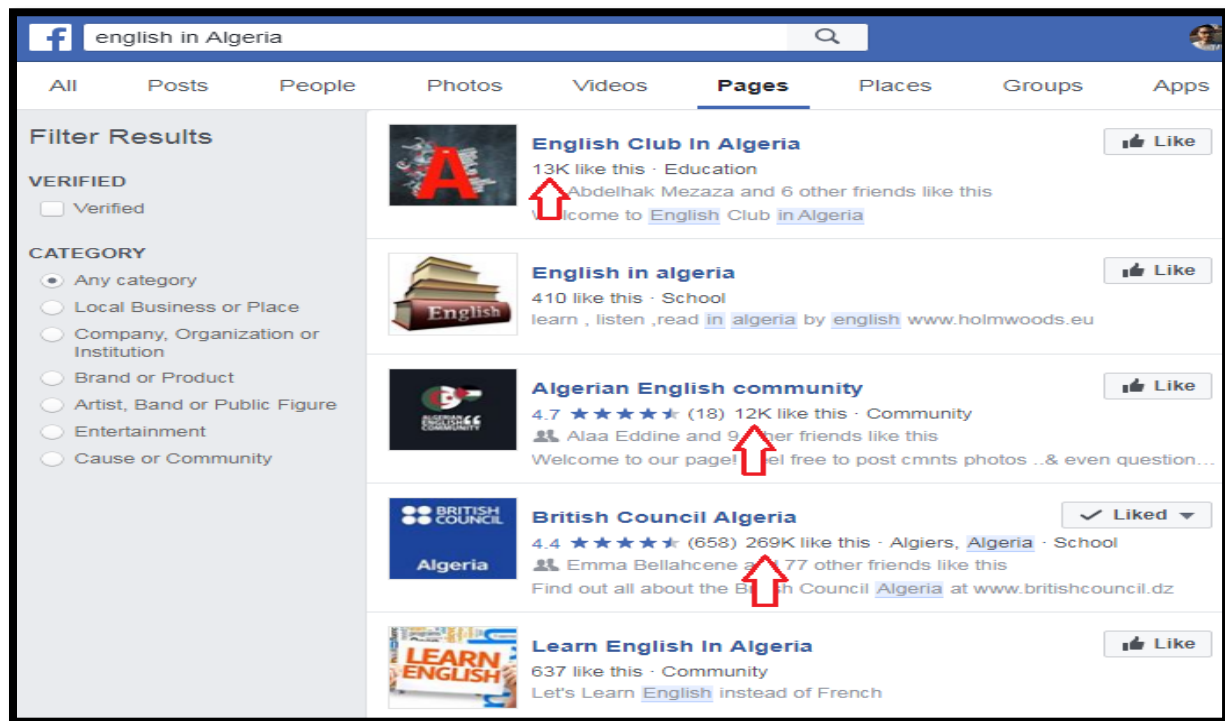


Figure 2.2: A screenshot of a search on Facebook for the term “English in Algeria” that shows the interests of the Algerians in the English language (Facebook, 2018).

Another platform that Algerians use to get exposed to the English language is *YouTube*, as it can be observed that many *YouTube* stars used the English language in their videos which attracted millions of views and a great interest in the language, one of those creators is “*DZ joker*” which he made a video about the English language in Algeria which attracted almost 5 million views so far, another popular video was made by the popular

Youtuber “Anes Tina” which attracted more than 1 million views as illustrated in Figure 2.3, analyzing the comments under those videos shows how much interest a significant percentage of Algerian social media users are paying to the English language either by talking about the language itself, or expressing themselves in English.

The screenshot displays two YouTube video thumbnails and their respective comment sections. The first video, titled "DZjoker 2015 : L'Anglais en Algerie الانجليزية في الجزائر" by DZjoker Chemsou, has 4,704,949 views and 58,508 likes. The second video, titled "Anes Tina Training Day Chema" by Anes Tina, has 1,278,324 views and 40,304 likes. Both videos show a high volume of comments in English, indicating significant audience engagement with the content.

**Video 1: DZjoker 2015 : L'Anglais en Algerie**  
 Author: DZjoker Chemsou (1.7M subscribers)  
 Views: 4,704,949  
 Likes: 58,508 | Comments: 2,183

**Video 2: Anes Tina Training Day Chema**  
 Author: Anes Tina (1.6M subscribers)  
 Views: 1,278,324  
 Likes: 40,304 | Comments: 1,668

**Comments (English):**

- plz dose any one here love English perss "like" ....xoxox
- funny video ^^ but i think nowadays there are a lot of Algerians who speak English plus we have a lot of private schools for English lessons specially in algers and even marketing and business schools in English , i'm not living in Algeria anymore but i think things are getting better there damn i miss my country .
- im only 15 and i speak english fluently
- Same here, from jijel
- me too
- abdellah mohammedi good guys keep going well i wantvto initiate a youtube channel fr English language Algerian youth speakers if you want to join just let me know

Figure 2.3: A screenshot form YouTube videos created by famous Algerian Youtubers in English which resulted in interesting interactions in the English language by the Algerian audience (YouTube, 2018).

Another tool that can be used to give an estimation of the interest of the Algerian internet users in the English language is the *Google Keyword Planner* tool, which is a tool that allows users to look up for estimations on how many certain keywords are googled per

month in a specific country, the Arabic keywords “تعلم الانجليزية” and “تعلم اللغة الانجليزية” which translates in “learn English” and “learn the English language” are getting between ten thousands to one hundred thousand Algerian searches per month, the keywords “learn English” and “learning English” are both getting a thousand to ten thousands searches per month from the Algerian Google users (Google Keyword Planner, 2018) as illustrated in Table 2.1.

Keyword	Monthly Algerian Google Searches
“تعلم الانجليزية”	10000 – 100000 searches
“تعلم اللغة الانجليزية”	10000 – 100000 searches
“learn english”	1000 – 10000 searches
“learning english”	1000 – 10000 searches

Table 2.5.1 1: A table showing approximately how much Algerian searches per month the keywords “تعلم اللغة” “تعلم الانجليزية” “learning English” and “learn the English language” did get. (Google Keyword Planner, 2018)

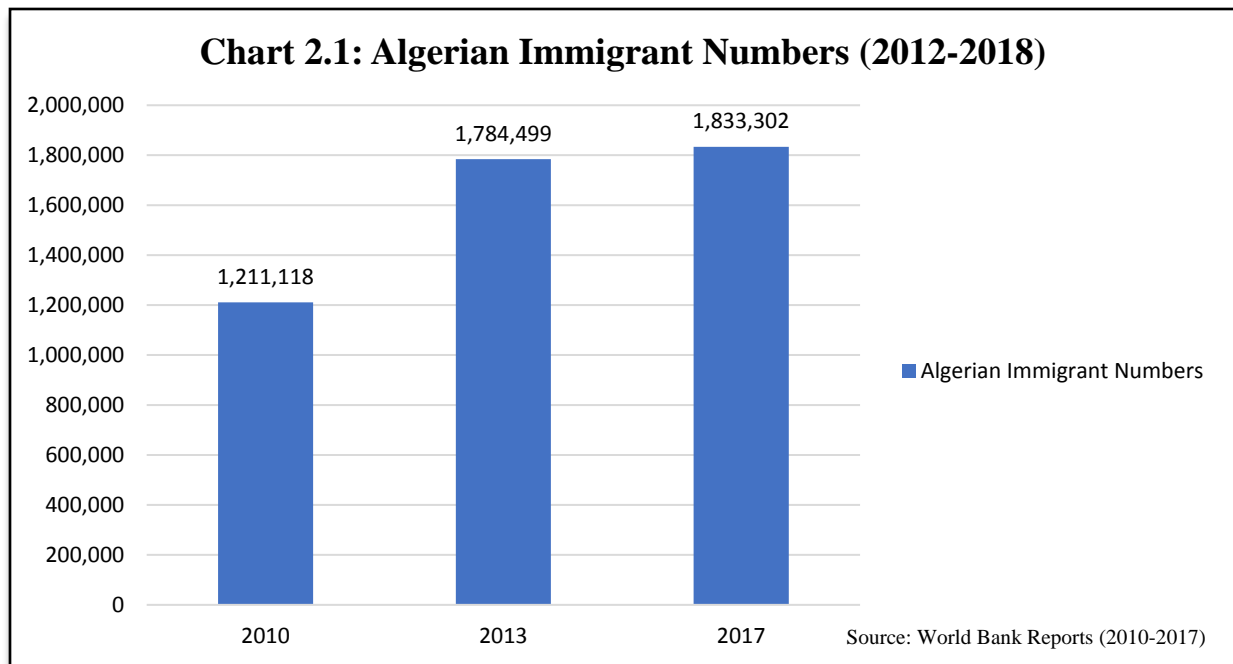
Furthermore, the expansion of internet in Algeria started to open new opportunities for Algerians to work online, as discussed before, which lead to open a new door for the demand of English in Algeria, since its crucial to know the basics of the English language and some communicative skills to work and do business on the internet as can be observed in Algerian online marketing and freelancing communities in Figure 2.4.



Figure 2.4: Comments in Arabic and English about the importance of the English language in online marketing retrieved from an Algerian internet marketing Facebook group ([www.facebook.com/groups/Algerian.Internet.Marketers](http://www.facebook.com/groups/Algerian.Internet.Marketers)).

English language among Algerian university students is another important demand driver for the English language in the Algerian society, as proved by a case study conducted on English master students which found that 70% of all the surveyed students reported the usage of the English language at home, while the rest don't use it because they don't find anyone to communicate with in English due to the French and Darija hegemony over the Algerian society (Belmihoub, 2018:8, quoted from Borni, 2017), the same difficulties can be found by Algerian scientists and researchers whom they find some serious problems publishing their work in the English language due to the lack of English proficiency, which is a requirement in the global scientific community, in fact out of 1410 scientific projects in Algeria from 1998 to 2003, 681 were published in English while the rest 528 were published in French, which is a big indication that the Algerian scientific community is highly demanding the English language instead of the French language (Belmihoub, 2018:8 quoted from Slougui, 2009).

Another key demand driver for the English language in Algeria is migration, as it is estimated that there is 1.8 million Algerian living abroad, dominated by France as the biggest Algerian migration destination constituting 79% of all the immigrants number (World Bank Data, 2018). However, migration to English speaking countries hold a significant position as 5.6% of all Algerians immigrants which represents more than a 1004295 people living in USA, UK, Canada, Australia (World Bank Data, 2018) which most of them will need to master the English language to be able to work there. The future of migration from Algeria seems to be in continues flourishing, as the number of Algerian immigrants seems to be increasing year by year as demonstrated in Chart 2.1.

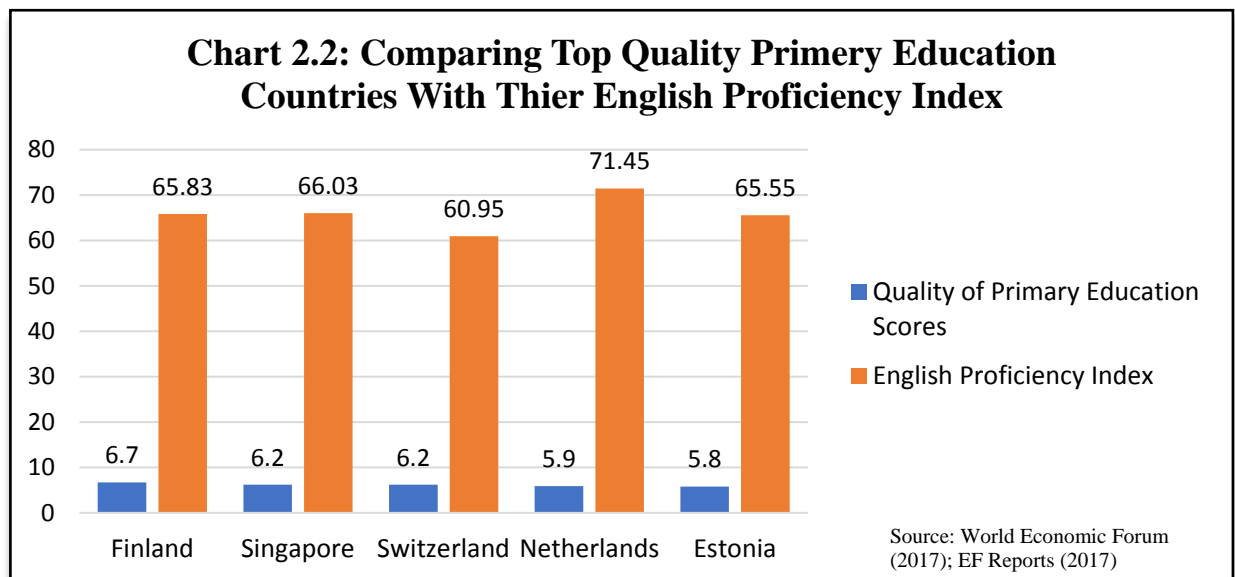


In the light of all the mentioned facts above, it can be concluded that the demand for the English language in Algeria the recent years has never been stronger, and it can be safely said that a large percentage of the Algerian society is with the implantation of the English language as a second foreign language mostly scientific researchers, English language students, and Arabophones however, one cannot deny the fact that there is a minority of Algerians that are still preferring the French language and don't want the linguistic situation to change in Algeria, mostly Francophones, Anti-Arabization groups, and a significant number of old elite generation officials in the government, like the former education minister Ali Ben Mohamed described it "In Algeria we have a crushing Francophone minority verses a crushed Arabophone majority" (Aljazeera, 2015).

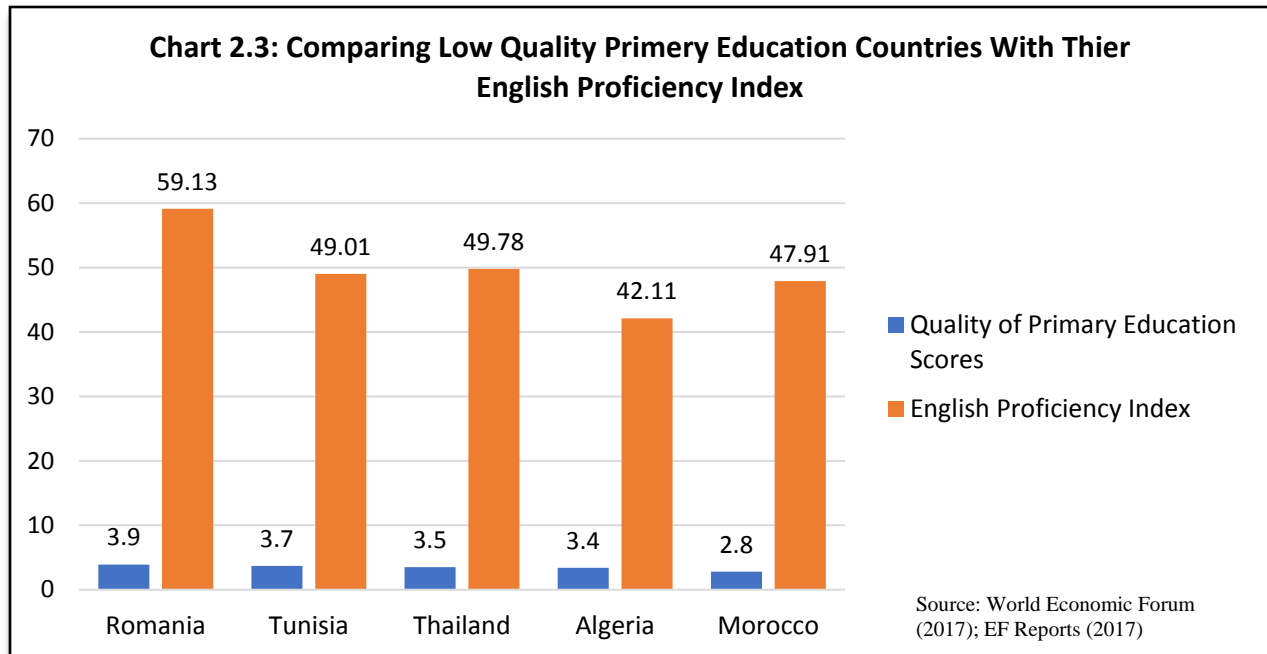


- **Section 2: English and Education Development in Algeria**

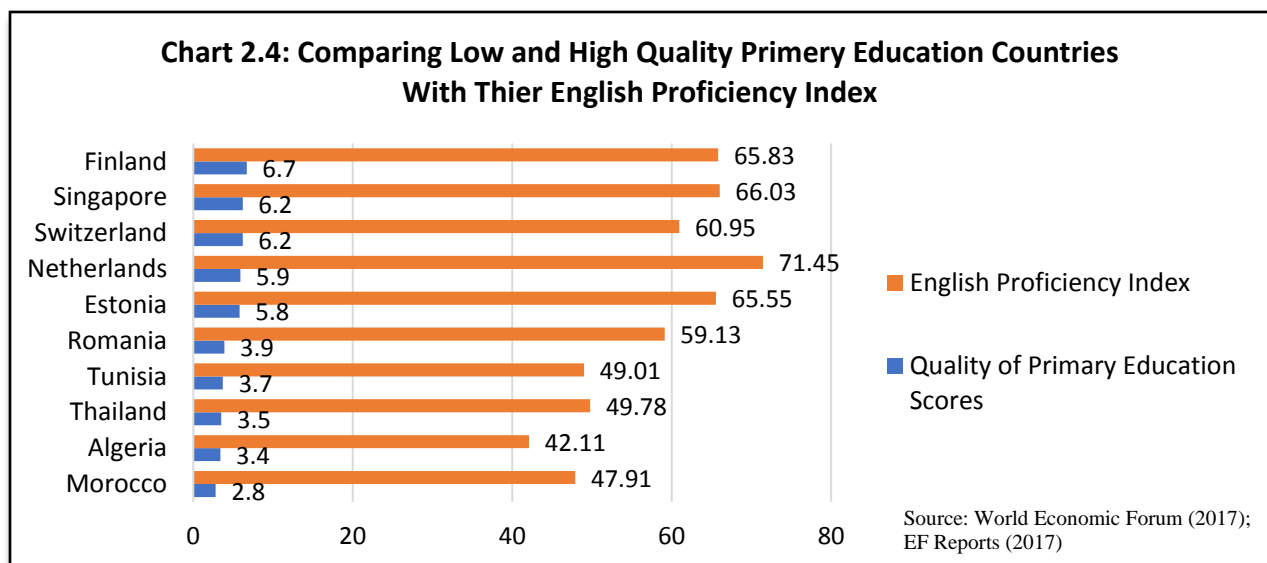
The English language has a very strong relationship with the development of education worldwide in general and Algeria in particular, in order to prove this the top quality of primary education countries scores from the WEF global competitiveness reports for non-native English speaking countries were retrieved, and compared with the EPI of each country, the reason behind the choice of non-native English speaking countries was to avoid subjective results, the result was that; there is an observable proportional relationship between the quality of education and the English language proficiency, in other words the more English proficiency in a country is, the higher chance of having high quality primary education, and the reverse is correct too, the higher the quality of primary education of a certain country is, the more English proficiency is likely to be high as illustrated in Chart 2.2.



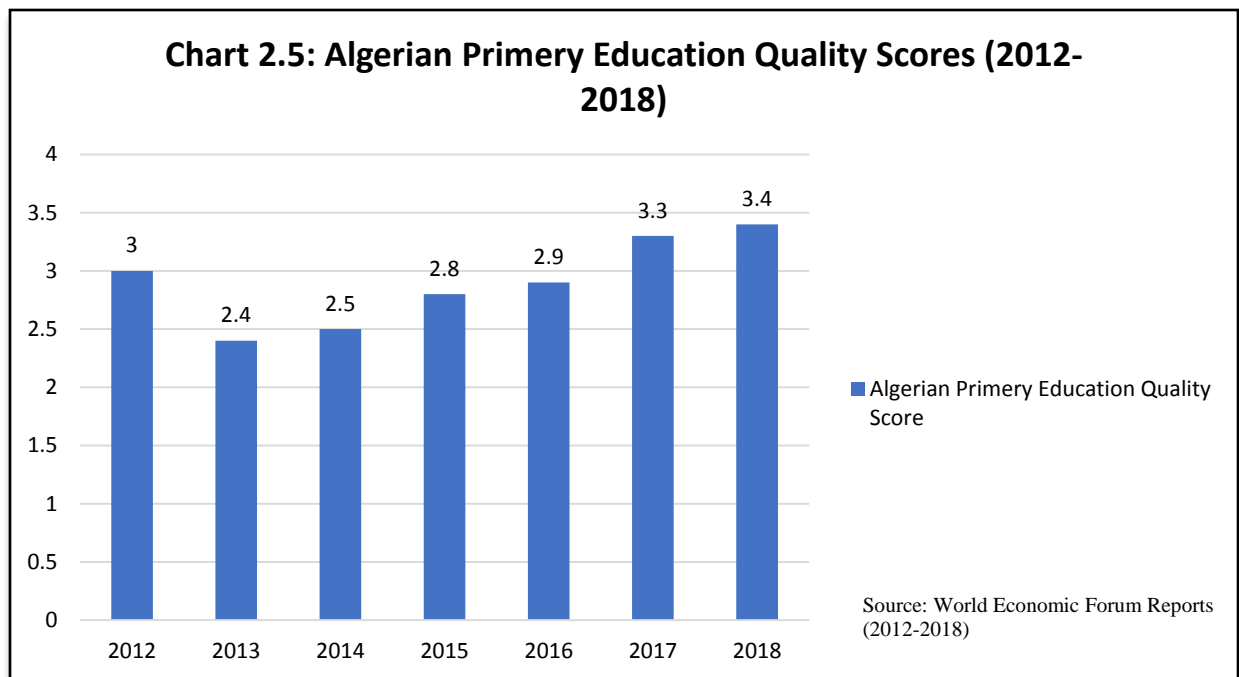
To further strengthen this claim, the same comparison has been made for low education quality non-native English speaking countries, and the result was as anticipated, the less English language proficiency in a country, the lower the quality of primary education is likely to get as illustrated in Chart 2.3.



Combining both low and high quality primary education data, would result in a clearer image of the claim as illustrated in Chart 2.4.

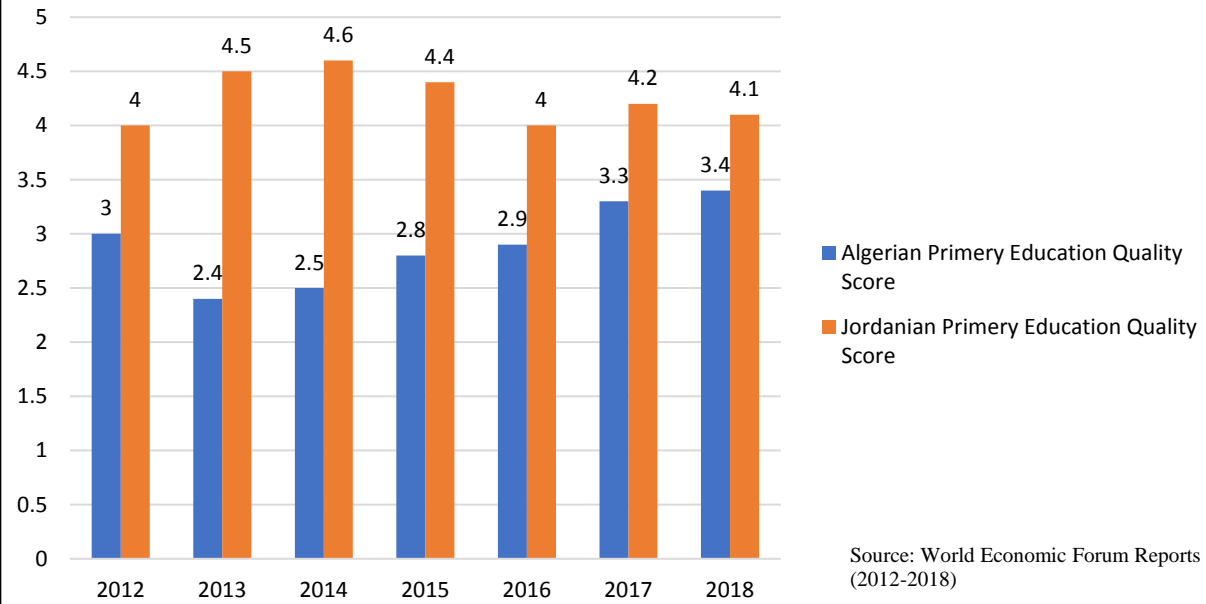


As it can be noticed from Chart 2.3, Algeria has a low ranking in terms of quality of education in accordance with its low EPI score compared to other developed and developing countries. Of course, one cannot entirely carry the responsibility of low education quality to the lack of English proficiency alone, there are so many historical, political, and economic, causes involved, but the weak status that the English language is given in the Algerian education system plays a significant role that can't be ignored. Besides the Algerian primary education has witnessed considerable developments the last 7 years as it can be observed from the WEF competitiveness reports from 2012 to 2017, Algeria had 3.0 score in 2012 and it increased to 3.4 in 2017 which is 13% increase as it can be seen from Chart 2.5.

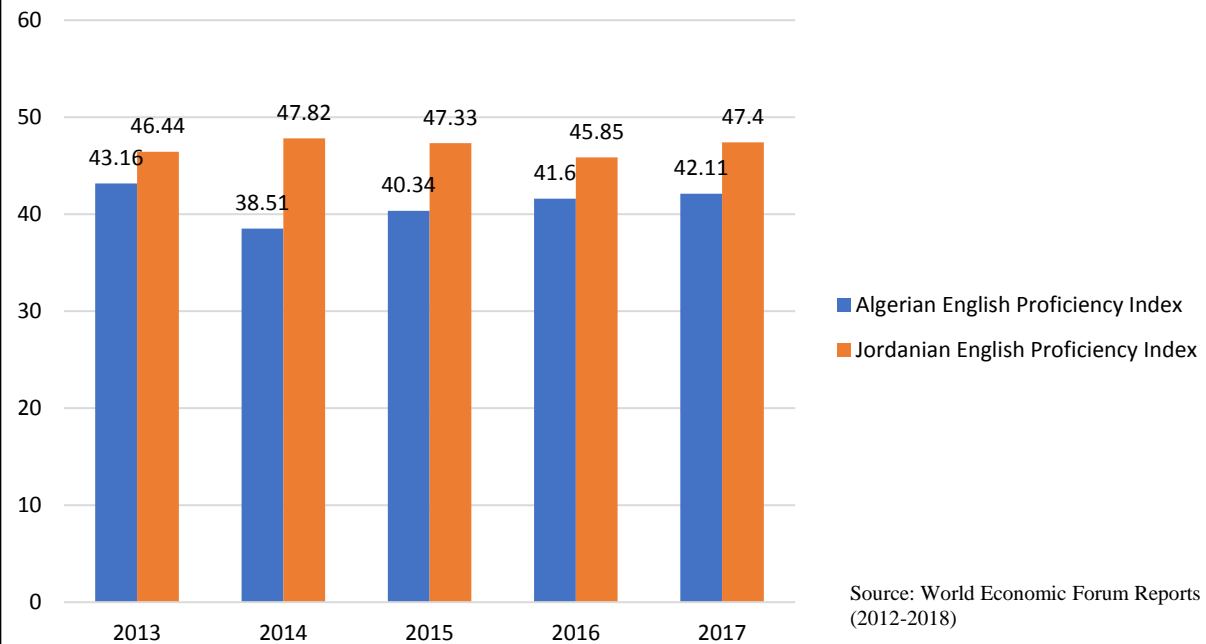


However, comparing the Algerian primary education development scores with other developing countries who has given more importance to the English language in their primary education (Jordan for instance), would show how much difference the English language is playing in increasing the quality of primary education as can be observed in Chart 2.6 and Chart 2.6.

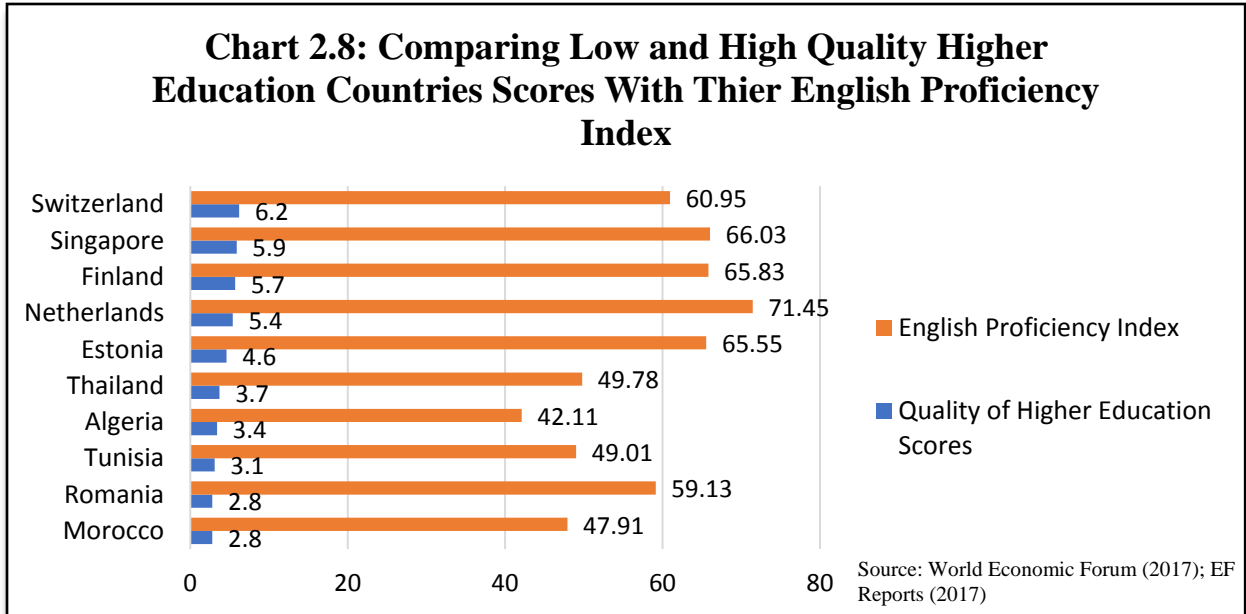
**Chart 2.6: Comparing Algerian and Jordanian Primary Education Quality Scores**



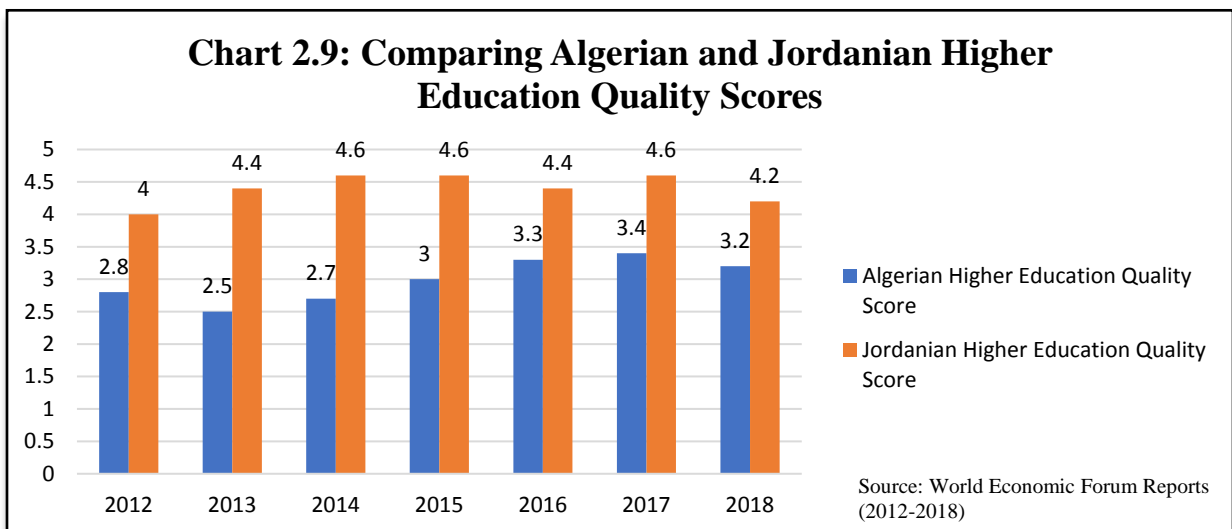
**Chart 2.7: Comparing Algerian and Jordanian English Proficiency Index**



Moreover, the impact of the English language on higher education development is no different than the impact on primary education, since doing the same comparison with higher education would clearly show that the English language has a significant impact on higher education quality as well, as shown in Chart 2.8.



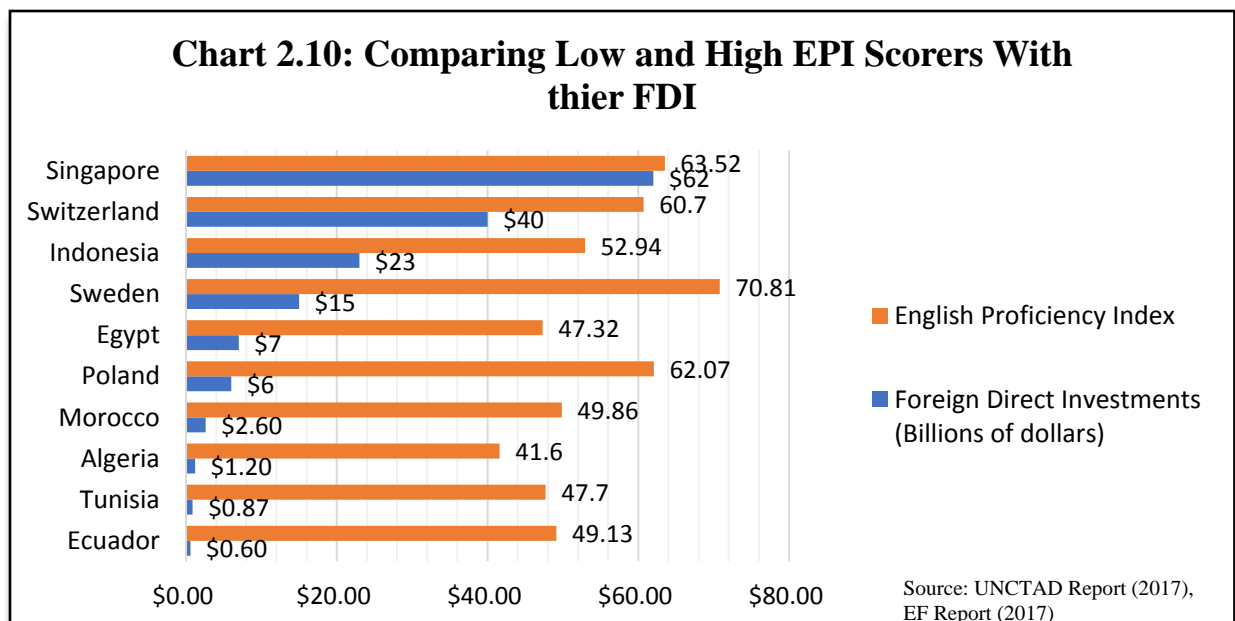
Doing the same comparison to the Algerian and Jordanian higher education systems would give the same result as anticipated, the Jordanian higher education has more sustainable development through time than the Algerian higher education as illustrated in Chart 2.9.



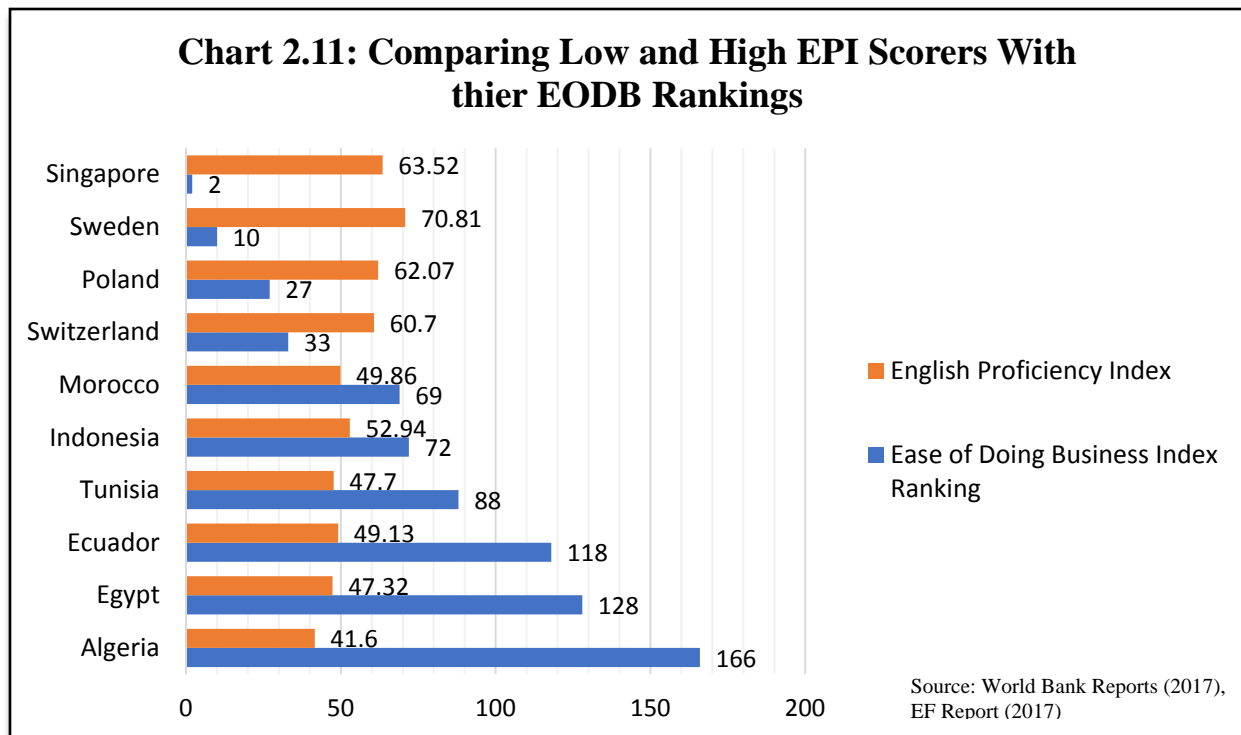
In the light of these statistics, it can be safe to conclude that the English language has an observable impact on the increasement of the education development process for both primary and higher education sectors on the long run.

- **Section 3: English and Economic Development in Algeria**

Following Ozturk’s theoretical perspective of the relationship between education and economic development (2001:2), if the English language is very important to the Algerian education development process, then logically speaking it would be important for the economic development process as well. This claim can be proved by comparing random sample of low and high EPI scorers with their Foreign Direct Investments (FDI) as an economic development indicator retrieved from the United Nations Conference on Trade and Development (UNCTAD) reports, the reason behind the choice of FDI is because its highly related to communication and language, as one of the most important factors of attracting foreign investments is to have a linguistic friendly economic environment, and the best language to take that job is the English language being it the global language as discussed before the result of the comparison would indicate that there is proportional relationship between the English language proficiency and the increasement of FDI in a country, in other words the higher English proficiency in a certain country is, the more foreign investments it would likely have, as illustrated in Chart 2.10.

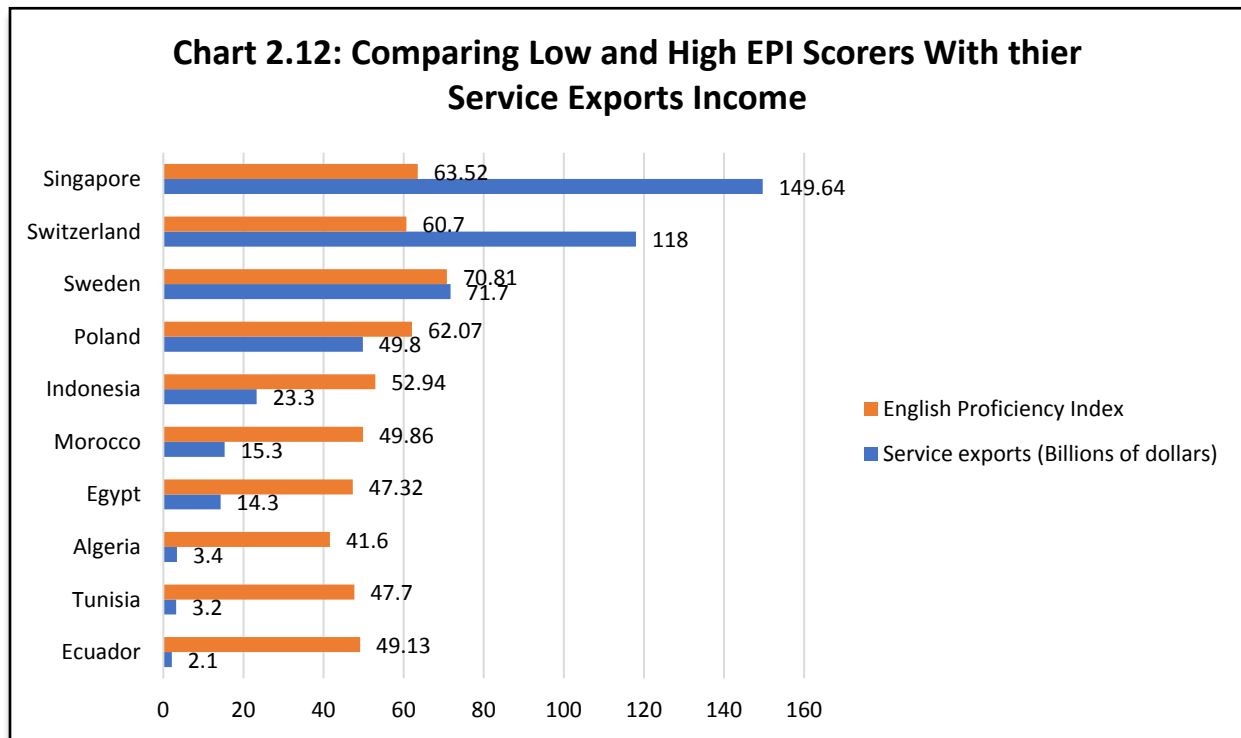


Another important economic development indicator that has a direct relationship with language is Ease of Doing Business Index (EODB) retrieved from the World Bank reports, which basically means how easy it is for both foreigners and citizens to do business in a certain country, and how much friendly business regulations are, which means the less the ranking is the better the environment is for doing business. Doing the same comparison as in Chart 2.5.1.10 but replacing FDI with EODB would result in another proportional relationship between the EPI of a certain country and its EODB ranking, in other words the more English proficiency is spread in a country the higher EODB ranking it would likely have as illustrated in Chart 2.11.



Another important economic development indicator that has a direct link with language is Service Exports, which basically means all the services provided to a certain country from an individual of another country such as labor exports, construction services and so on, which would require the individual or the country to have a good proficiency of English language to use it as a communicative tool. Doing the same comparison as in Chart 2.5.1.11 but replacing EODB with Service Exports incomes would result in another proportional relationship, in other words the more English language proficiency is in a

certain country the more Service Exports Income it would likely have as illustrated in Chart 2.12.



Algeria has scored very low in all of the three comparisons conducted, this comes as no surprise since the English language in Algeria is not given a good status as discussed before in the theoretical part. Thus, and in the light of all the mentioned empirical evidences, it can be safely concluded that the English language plays a considerable role in the economic development process, mainly being it the global communicative tool for doing business abroad, or as a key tool for facilitating foreign investments domestically, which is what the Algerian economy is lacking following Benrabah's hypotheses as discussed before in the literature review.

## 2.5.2 Interviews Results

To further evaluate the results found in the document analysis a semi-structured interview was conducted to a select group of 5 Algerian internet marketers, to know if the results found in the document analysis goes in harmony with the responses of interviewees.



➤ *Question 1: Can you briefly introduce yourself?*

This question was asked to know a little bit about the education and financial background of the interviewees to later be used for further questions concerning the impact of the English language on the obtained data, responses showed that most of the interviewees are 20 to 25 years old except for one of them whom was 32 years old, 4 out of 5 interviewees are computer sciences students, and the remaining one is an English language teaching school owner, 4 out of 5 are part-time internet marketers, and the remaining one is a full-time internet marketer with 8 years of experience.

➤ *Question 2: When was the first time you started to have some kind of knowledge about the English language?*

This question aimed to know when was the first direct contact of the interviewees with the English language. Most of the responses showed that the interviewees got in contact with the English language since a young age, mostly by watching TV shows and movies, and online gaming, except for one of the interviewees whom got interested in it since he was 19 years old after finishing his baccalaureate.

➤ *Question 3: Did you benefit from the English language financially?*

This question aimed to explore if the English language is really helping Algerians financially, to compare the responses later with the data retrieved from document analysis of the relationship of the English language with economic development. All of the responses were yes, without any hesitation.

➤ *Question 3.1: How did you benefit from the English language financially?*

This question was unplanned question generated as a result of the previous one, this question was only asked for those who answered “yes” for the previous question which means in this case all of them. Interviewee 1 said that the English language was a great help in his experience in online freelancing, as he used to do translating services for clients all over the world, and the English language played a significant role in this journey as it was the main tool of communication with clients, besides the nature of translating services which would require the English language to be the at the core of the process. Interviewee 2 said that the English language helped him financially by facilitating the creation of his

online t-shirt business, from the creation of the website, to selling the t-shirts, to the designing skills needed to design t-shirt logos, to the marketing skills needed for driving visitors and clients to the website, to the communicative skills needed to provide support for the clients, all of these skills are learned through the English language. Interviewee 3 said that the English language helped him financially through his online mobile application development business, as the field of programming and application development is highly dependent on the English language since most of the info in this field is available in it. Interviewee 4 said that the English language helped him financially through his online freelancing career mostly doing *Photoshop* designs for clients all over the world, which would require him to communicate in the English language, besides the need for the English language to search for all the up to date tutorials of *Photoshop* to enhance his designing skills. Interviewee 5 said that the English language helped him through two things, through his private English language teaching school, and through his *Amazon Kindle* business online, his English teaching private school would not be existing without enough proficiency in English language teaching, and his books in *Amazon Kindle* would be impossible to publish if he did not know the necessary online marketing skills to do so which the majority of them are available in English. All of the responses above give a strong indication on how much diverse opportunities the English language has opened to the interviewees.

➤ *Question 3.4: If your second foreign language was French would it be possible to have the same online financial success as having English as a second foreign language?*

This question was unplanned question asked to those who gave answers for question 3, which means in this case all of them. This question aimed to understand if the French language would've the same effects on their online marketing success as English did, giving to the fact that the French language is the first foreign language in Algeria. The responses were 4 out of 5 said no the French language was useless for them in this field, and the remaining one said that it is possible, but it would be very hard and limited success, interviewee 4 reported that most of the clients from France he is dealing with communicate in English with him.

➤ *Question 4: Did you benefit from the English language educationally?*

This question aimed to understand if there is any impact on the education of the interviewees resulted from the proficiency of the English language. 4 out of 5 reported that the English language helped them in their scientific streams which is computer sciences as the English content is richer and more up to date than the French content, one of the 4 computer sciences interviewees reported that he is always looking for information in English and translate in French when doing assignments and writing essays, the remaining one interviewee reported that when he was still in secondary school he did not have much interest in the English language, but later when the interviewee grew up and opened his private language teaching school, he started to do all his learning activities in the English language, the interviewee further added that “the best investment that a person could have in his/her life is learning the English language period”.

➤ *Question 4.2: Do you do any scientific research in your stream of study?*

This question was unplanned question generated as a result of the previous question asked to interviewee 1 and 2, both of them reported that they do some scientific research in the field of computer sciences from time to time.

➤ *Question 4.3: Does the English language help you in your scientific research?*

This was unplanned question asked to interviewees who answered the previous question which is in this case interviewee 1 and 2, the responses were that both of the interviewees do all their scientific research in English, due to the lack of sufficient information available in the French language in their domain of study.

➤ *Question 5: What do you think of the impact that the English language would have in the Algerian society?*

This question aimed to know how much Algerine internet marketer’s awareness is raised to the importance of the English language for the development process in Algeria. Responses of the interviewees reported that all of them are aware of the importance of the English language in the development process in the Algerian society, most interviewees suggested that the English language would open Algeria more to the world, and eventually

more foreign investments would luckily to increase, tourism would also be increased in Algeria, and Algerians would have endless opportunities if they were exposed to the English language more often specially in the online atmosphere.

➤ *Question 6: Is the Algerian government supporting the English language enough? and Why?*

This question aimed to know the impression of Algerian internet marketers on the performance of the Algerian government in promoting the English language in the society. Responses indicated that all of them are not satisfied with the status of the English language inside the Algerian society, mostly given to the late implementation of the English language in the middle school while implementing the French language in the primary school, and the hegemony of the French language in higher education scientific streams, and the total absence of the English language in the speeches of government officials as opposed to the French language, even though the native language of the country is Arabic. On the other hand, one interviewee complemented the recent years attempts to develop the English language inside the Algerian society by associating with English language teaching organizations such as the *British Council*, but he also emphasized on the importance of the implementation of the English language in the primary education.

➤ *Question 7: What do you think of the future of the English language in Algeria 50 years from now?*

This question aimed to know the impression of Algerine internet marketers on the future of the English language in Algeria. All of the interviewees expected the English language to dominate the linguistic scene in Algeria 50 year from now, having so much faith on the current and upcoming generations to be the most exposed generations to the English language compared to the old generations.

## **2.6 Discussion of the Main Results**

In this exploratory case study two instruments of collecting data were used document analysis, and interviews to obtain enough data, to have final conclusion on the validity of the hypotheses formulated at the beginning of the case study. The first hypothesis denoted

that “The English language is very important component to the development process in Algeria”, the results obtained from the document analyses showed both empirical and practical evidences on the importance of the English language for the development process in Algeria. Moreover, interviews with Algerian internet marketers clearly showed how much important was the English language in their professional careers and their educational journeys. Thus, it can be safely concluded that the argument in this hypothesis is valid.

The second hypothesis denoted that “The English language can develop the Algerian education and economy through many factors”. Document analysis results through empirical evidences showed that there is a proportional relationship between the English language proficiency and the increasing of Education quality of majority of the compared countries including Algeria. On top of that, the same relationship was found in the case of higher education as well. Interviews goes in harmony with these results as well as most of the interviewees agree on the fact that the English language played a big role in their education journey. Concerning economic development, document analysis results through empirical evidences showed that there is another proportional relationship between the English language proficiency and the increasing of FDI, and EODB, and Service exports which all of the three constitutes important factors in the Algerian economic development. These results went in harmony with the results obtained from the interviews as most of the interviewees agreed with the importance of the English language as a tool for economic development giving so many practical examples from their personal experiences. Thus, it can be safely concluded that the argument in this hypothesis is valid.

The third hypothesis denoted that “The English language would serve as a key to an endless flow of knowledge for education development, and as a key of doing business with the entire world for economic development”. Document analysis results through empirical evidences showed that there is a proportional relationship between the English language proficiency and the increasing of FDI, and EODB, and Service exports, which all of the three constitutes important and diverse factors for doing business globally furthermore, the English language was found to have an observable relationship with high quality education.

These results were more emphasized with the results obtained from the interviews as most of the interviewees agreed with the importance of the English language as a tool for economic development giving so many practical examples from their personal experiences, and for education development giving so much examples of how the English language helped them in their scientific career. Thus, it can be safely concluded that the argument in this hypothesis is valid.

## 2.7 Recommendations

In the light of the above conclusions, it is necessary to give some recommendations concerning the importance of the English language in the development process in Algeria for individuals and hopefully the government.

- Algerian individuals should get exposed to the English language more often.
- Algerian individuals should gradually replace their French interest with English.
- Algerian individuals should invest in their English language skills development, either by self-learning or engaging in English language teaching schools and organizations.
- Algerian individuals should invest the power of the internet to explore endless possibilities hidden in the online world, using the English language as a key to open the door of this world.
- Algerian government should give a better status for the English language.
- Algerian government should continue the Arabization process to include higher education scientific streams as well.
- Algerian government should restore the aborted project of 1992 of implementing the English language in the primary school.
- Algerian government should raise expenditures on the English language teaching and promotion inside the Algerian society.
- Algerian economy should gradually transform to the capitalist liberal free market allowing foreign investments in all the sectors of the Algerian economy.
- Algerian tourism should be developed and given a much better care.

- Algerian EODB regulations should further be improved to meet worldwide standards.

## **2.8 Conclusion**

This practical chapter tried to investigate the importance of the English language for the economic and education development process in Algeria, by designing an exploratory case study that used two instruments to collect data; document analysis and interviews. This chapter further described the sample of interviewees, and the approaches used in analyzing the qualitative and quantitative data gathered from document analysis and interviews. Furthermore, this chapter reported the findings resulted from the data analysis which found to be going in favor of the hypotheses formulated in the general introduction. To sum up the whole point, the English language was found to be a very crucial component of the development process in Algeria specifically economic and education development.

# GENERAL CONCLUSION



## General Conclusion

This research tried to investigate why the English language is important for the education and economic development process in Algeria, to achieve that an exploratory case study was designed using a combination of qualitative and quantitative data collection instruments. The exploratory case study was based on three questions:

- Is the English language important to education and economic development process in Algeria?
- Can the English language influence education development in Algeria?
- Can the English language influence economic development in Algeria?

Which lead to the formation of the following hypotheses:

- The English language is very important component to the education and economic development process in Algeria.
- The English language can develop the Algerian education through many factors.
- The English language can develop the Algerian economy through many factors.

Consequently, the case study was divided into two parts, a theoretical part and a practical part. The theoretical part tried to build the foundation on which the practical part will be based on, by going through the concept of development and its historical evolution, and globalization and its relationship with development and global languages, and the relationship between globalization and the spread of the English language, to finish with a brief outline of the linguistic history of Algeria to pave the way for the practical part in the second chapter.

The practical part tried to investigate the importance of the English language through an exploratory case study that used document analysis and interviews to collect both qualitative and quantitative data, the document analysis tried to investigate the importance of the English language in education and economic development in Algeria through the analysis of documents including related; books, journal articles, official documents, interviews and statements of Algerian politicians, organizations reports and statistics. The

interview consisted of a semi-structured interview with a select 5 Algerian internet marketers.

The analysis of the findings from the data gathered resulted, in the validation of the formulated three hypotheses, the first hypothesis was that the English language is important to the education and economic development process in Algeria, this hypothesis was validated and proved to be true through the practical results found in the first section of the analysis of the data driven from the documents and the interviews.

The second hypothesis was that the English language can develop the Algerian education through many factors, this hypothesis was validated and proved to be true through the empirical results found in the second section of the analysis of the data driven from the documents and the interviews.

The third hypothesis was that the English language can develop the Algerian economy through many factors, this hypothesis was validated and proved to be true through the empirical results found in the third section of the analysis of the data driven from the documents and the interviews. Based upon all of the results found some recommendations and advices were suggested at the end of the dissertation.

Finally, this research is just an attempt to theorize for an idea that hopefully would be translated into real actions in the future, otherwise it would be just another dead letter, and hopefully it would open other horizons and new ideas for more research in this field.

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# Appendences

