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**THE GLOBAL STATUS OF ENGLISH AS AN IMPETUS  
FOR BOTTOM-UP ENGLISH LANGUAGE PLANNING:  
An Inquiry Conducted among Master's I Computer Science  
Students at the University of Tlemcen**

*Dissertation Submitted to the Department of English as a Partial Fulfillment of the  
Requirements for the Master's Degree in Language Studies*

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Academic Year: 2014-2015

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Language Planning: An Inquiry Conducted among Master's I  
Computer Science Students at the University of Tlemcen**

## **Declaration of Originality**

I hereby declare that this submission is my own work and that it contains neither material previously published or written by another person, nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution. I also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise stated.

Name of the student: Mr Juvénal NTAKARUTIMANA

Date: 16<sup>th</sup> of May, 2015.

Signature:

## **Dedications**

I would like to dedicate this research work to all my beloved family members, all my relatives, and all my friends.

**Juvéna**

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There are people or groups of people who, in one way or another, have contributed to the achievement of the present research project, and to whom I would like to address my heartfelt gratitude. They are:

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## **Abstract**

It is largely acknowledged that the global status of English is influencing language planning decision making in favour of that language in various countries around the world. Countries which appear to be much more concerned with such language planning are those whose sociolinguistic profile does not include English. Those countries need to be and are part of the current global world which mainly makes use of English. However, they are faced with the difficulty of the low level of the mastery of the language, thus the need to have their people's English improved. In those countries, students constitute the category of individuals who are most faced with the English language related needs especially academically, since the scientific documentation they are in need of is globally dominated by English. The traditional top-down language planning undertaken by the government or governmental agencies in the afore-mentioned countries cannot alone manage to satisfactorily equip the students with the English language skills they need to better integrate the current global world. For that reason, it was hypothesized that those students, being aware of their needs and lacks as regards their knowledge of English, are carrying out their English language planning to meet their daily English language based needs. The means used in such bottom-up English language planning were assumed to include the English language teaching centers, internet and other ICT tools. The hypotheses were confirmed through an inquiry conducted among Master's I computer science students at the university of Tlemcen. The data from the 39 informants revealed that students are aware of the global importance of English. The same data also showed that the English language classes that students are taking in the English language curriculum cannot equip them with the English language skills they are in need of to efficiently access the available scientific and technological documents which can happen to be exclusively in English. For that reason, still revealed the data, students are taking their own actions aimed at improving their English and are using means such as the English language teaching centers, books, films and series, internet, and offline mobile applications.

## **Table of Contents**

|                                 |      |
|---------------------------------|------|
| Declaration of Originality..... | i    |
| Dedications.....                | ii   |
| Acknowledgements.....           | iii  |
| Abstract.....                   | iv   |
| Table of Contents.....          | v    |
| List of Tables.....             | vii  |
| List of Figures and Graphs..... | viii |
| List of Acronyms.....           | ix   |

## **General Introduction.....01**

## **Chapter One: Historical Evolution of Language Planning Theory and Implications of English as a Global Language in Language Planning Framework.....06**

|   |    |
|---|----|
| I.1. Introduction.....  | 07 |
| I.2. Historical Background of LP Theory.....                                    | 08 |
| I.2.1. Birth of LP Theory.....  | 08 |
| I.2.2. Typologies of LP.....  | 09 |
| I.2.3. Cooper's LP Theoretical Framework.....                                   | 13 |
| i) Actors in LP.....  | 14 |
| ii) LP Target Population and Behaviours.....                                    | 15 |
| iii) Ends of LP.....  | 16 |
| iv) Conditions Underlying LP.....   | 17 |
| I.3. Historical Evolution of English and impact of its Global Status on LP..... | 19 |
| I.3.1. Historical Evolution of English.....                                     | 19 |
| I.3.1.1. From Origins to Modern English.....                                    | 19 |
| i) Old English (450-1100 CE).....   | 19 |
| ii) Middle English (1100-1500 CE).....  | 20 |
| iii) Modern English (1500 CE-).....   | 22 |
| I.3.1.2. Global English.....  | 23 |

|   |    |
|---|----|
| i) Defining Globalization.....                                | 24 |
| ii) English: A Global Language.....                           | 25 |
| I.3.2. Sociolinguistic Situation of Algeria: An Overview..... | 28 |
| I.3.2.1. Berber.....  | 28 |
| I.3.2.2. Arabic.....  | 29 |
| I.3.2.3. French.....  | 29 |
| I.3.2.4. Arabization Policy.....                              | 30 |
| I.3.2.5. English in Algeria.....                              | 31 |
| I.4. Conclusion.....  | 34 |

**Chapter Two: English Language Planning Carried out by Master’s I Computer  
Science Students at University of Tlemcen.....36**

|  |    |
|--|----|
| II.1. Introduction.....                                  | 37 |
| II.2. Methods.....                                       | 37 |
| II.2.1. Motivations for Choice of Sample Population..... | 37 |
| II.2.2. Description of Sample Population.....            | 38 |
| II.2.3. Administration of Questionnaire.....             | 38 |
| II.3. Results.....                                       | 40 |
| II.3.1. Data Collection.....                             | 40 |
| II.3.2. Data Analysis and Findings.....                  | 47 |
| II.3.3. Suggestions.....                                 | 54 |
| II.4. Conclusion.....                                    | 56 |

**General Conclusion.....57**

**References.....61**

|                      |    |
|----------------------|----|
| 1. Bibliography..... | 61 |
| 2. Webliography..... | 64 |

**Appendix.....67**



## **List of Tables**

|   |    |
|---|----|
| Table 1: Percentages of people with good command of spoken English in<br>MENA countries.....                                    | 32 |
| Table 2: English as a requirement for one's integration in the current global world.....  | 41 |
| Table 3: Existence of necessary scientific documents available only in English.....   | 42 |
| Table 4: Students' awareness of the insufficiency of the English language curriculum.....                                       | 42 |
| Table 5: Assessment of the existence of students' self-elaborated language planning.....  | 43 |
| Table 6: Students' motivations for their English language planning.....   | 44 |
| Table 7: Internet as one of the means that students use in improving their English.....   | 44 |
| Table 8: Other means used by students in their English language planning.....   | 45 |
| Table 9: Difficulties encountered by students in their actions in favor of English.....   | 46 |
| Table 10: Suggestions for solutions to overcome difficulties that students encounter<br>in their English language planning..... | 47 |

## **List of Figures and Graphs**

|  |    |
|--|----|
| Figure 1: The Anglo-Saxon Invasions and their settlements.....   | 21 |
| Figure 2: The Viking invasions and their settlements.....  | 21 |
| Figure 3: Family tree representation of the English language spread around the world.....  | 23 |
| Figure 4: Kachru’s three concentric circles of English.....  | 27 |
| <br>   |    |
| Pie Chart 1: Demonstration of students’ awareness of the global role of English.....   | 48 |
| Pie Chart 2: Students’ positions on whether there is a necessary scientific<br>Documentation available exclusively in English..... | 49 |
| Pie Chart 3: Students’ positions on whether the English language curriculum<br>is insufficient.....                                | 50 |
| Pie Chart 4: Students’ answers on whether they elaborate their own<br>English language planning.....                               | 51 |
| Pie Chart 5: Students’ use of internet in their English language planning.....   | 53 |

## **List of Acronyms**

AA: Algerian Arabic

CE: Common Era

GL: Génie Logiciel

ICT: Information and Communication Technology

LP: Language Planning

MENA (countries): Middle East and North Africa

MID: Modèles Intelligents et Décision

MSA: Modern Standard Arabic

RSD: Réseaux et Systèmes Distribués

SIC: Système d'Informations et de Connaissances

# **General Introduction**

The question as to whether a language can be planned is likely to be a preoccupation to anyone interested in the phenomena brought about by the contact between language and society. That question ceases to be a preoccupation only when we become aware that language exists in a society; and that the latter, given its being in a constant change, is constantly being planned by its members. So, yes, language planning is not only a possibility, but also a necessity in order for language use to be adjusted to the ongoing social change. That being said, it will be of importance to have a look back at the historical evolution of the language planning theory as an academic field, and what this research project has to contribute to it.

Language planning has traditionally been viewed as a concern of the government and was thought to be implemented in order to meet national needs through a language planning framework described as top-down. Recent studies in language planning have, however, found that there is another language planning framework, described as bottom-up, which is primarily aimed at meeting social needs at a local level of the society. That bottom-up language planning framework is based on the view that it is in the very local contexts of a society that language based needs are most felt; and that, therefore, it is there that language planning actions to meet them ought to be undertaken. Language planning, whether undertaken at the top or bottom social level, is never without motivations.

The current language planning related literature recognizes four main factors which are likely to prompt language planning undertakings, namely the sociolinguistic situation of a community, the national ideology, the notions of language rights, and the existence of English as a global language (Spolsky, 2005). It is the last factor which mostly draws the attention of the present research. The advantages that English carries with itself due to its global language status will be shown to be the major factor prompting the bottom-up language planning undertakings that this research is concerned with.

Also, the current language planning literature recognizes the existence of four language planning activity types, namely status planning, corpus planning, prestige planning, and language-in-education (acquisition) planning. Concerning the last activity type, the term “acquisition planning” will be preferred to “language-in-education planning”. In the former, language planning targets (and those targets will be shown to be language learning students in this research’s case) can be involved in language planning decision making; whereas the latter

seems to rather suggest that language planning decisions be taken from a higher level (government agencies) and imposed on the language planning targets (language learning students) through the implementation of the language curriculum designed by the education system. This research will stress the responsibility of students in language planning, arguing that the students who seem to be traditionally considered as mere language learners can, if need be, become independent or partially so language planning actors. It might be assumed that the purpose of the research is already stated; but, still, it is of importance, before moving on, to touch on the real *raison d'être* of the present research.

There is a common knowledge that English, as stated earlier, is nowadays enjoying a global status which makes it a language of, among others, international trade, intercultural exchanges, technological development, and international science. It is those global advantages that the language is carrying with it that are making individuals who do not have command of it feel the needs which are to be met by only enhancing their English language skills. Consequently, they personally engage in language planning decision making aimed at enhancing their English language skills in order to then integrate the global world whose working language in many domains, including the science and technology, is English.

Countries in which those English-language-based needs are most felt are those belonging to the category referred to by Kachru (1985) as *expanding circle*, among which Algeria. In this country, students are among the categories of people who are most faced with those global language based needs. Let us consider what follows as an illustration of the stated difficulties: there is a great amount of scientific documentation which they daily need and which is in English, whereas their English language curriculum does not provide them with the required English language skills to access that documentation.

That is the problem which is posed among those university students and this research is intended to address it. The purpose of this research is as well to inquire how those students are, in the meantime, taking their actions to more or less overcome the English-language-based difficulties; i.e. how they are undertaking and implementing their bottom-up English language planning to meet their daily English language based needs.

In carrying out the study, the researcher will be making an attempt to answer two main questions:

-How is the global status of English influencing the bottom-up language planning undertaken by individuals, including students, especially those in countries whose sociolinguistic profile does not comprise the English language?

-How is that bottom-up language planning being implemented by Algerian students in order to meet their English language based needs that they are daily faced with and, therefore, efficiently carry out their everyday academic activities?

Before undertaking the research project, the researcher hypothesized the answers to the above questions. Those hypothesized answers are expressed in the following two points:

-The global status of English influences greatly the bottom-up language planning in favor of the language and that type of language planning is mostly observable in countries where English is not part of their sociolinguistic profile, among which Algeria. In those countries, academic stakeholders, among whom students, need to be in touch with globally significant matters, such as science and technology, which are mostly conducted in English. The sociolinguistic situation in those countries does not allow students to be equipped with the English language competence which would allow them to efficiently get involved in the above-mentioned globally significant matters. Those students are the first to be affected by the problem of the lack of the required English language knowledge, and are therefore themselves undertaking and implementing an English language planning framework in which they appear to be the very first actors to meet their own daily English language based needs.

-As an attempt to answer the second main question of the research, the researcher first assumes that students are aware of the global role of English in the globally key domains, among which the academic domain which they are daily most involved in. The researcher also hypothesizes, after personal observations, that students in their bottom-up English language planning process are having recourse to means such as English language teaching centers, internet and other ICT tools. The researcher goes on to assume that the motivations behind the students' English language planning actions are pragmatic, rather than attitudinal.

In order to test the validity of the hypotheses, an inquiry will be carried out among Master's I Computer Science students at the University of Tlemcen with the purpose of investigating how they go about designing and implementing their English language planning.

Data collected from the informants will be subjected to the analysis on the basis of which the hypotheses will be confirmed or refuted.

The work is organized as follows: the general introduction will be followed by two chapters. The first chapter, which is theoretical, will deal with the evolution of the language planning theory and the implications of English as a global language in that theory. The second one, practical in its orientation, will be based on the inquiry conducted among Master's I Computer Science students at the University of Tlemcen. The research work will be closed with a general conclusion.



## **Chapter One:**

### **Historical Evolution of Language Planning**

#### **Theory and Implications of English as a**

#### **Global Language in Language Planning**

### **Framework**

## **I.1. Introduction**

The theory in language planning, henceforth referred to as LP, has been evolving through time as scholars in the field were constantly realizing new challenges arising in LP practices. LP practices going on in speech communities are not random. They are motivated by changes that society is constantly undergoing. In other words LP comes to regulate language use so as for the latter to better contribute to meeting new social needs. If, given what precedes, language-related needs of a speech community change over time, it follows that even the roles of language planners whose task is to meet the afore-mentioned needs vary in time for the sake of adjustment to new realities. Still speaking of roles in LP, the traditional LP theory conceived of the government (or governmental bodies) as the very first actors to address the issues related to LP. That top-down LP framework was seen as a tool by which government agencies attempted to build national unity through the promotion of one of the existing language varieties in a nation state. Clearly enough, the issues addressed in this LP framework were politico-ideological in nature.

As time evolved, a shift was observed in LP decision making processes. The responsibility of local actors started to be felt as being significant in addressing LP issues. This was then the birth of another LP framework described as bottom-up and intended to meet language-based local needs. Language and society, as it might have been already noticed, are the two main variables in LP activities. As already stated above, though implicitly, the changes undergone by either of the two variables affect significantly the area of LP, either in theory or in practice. This introductory section has so far been talking about LP in its general sense. But, for the sake of specificity, it is worth mentioning that this chapter will focus its attention on the English language and the implication of its current global status in the LP theorizing.

At its end, the chapter points out what is to be considered as the present research's added value to the field of research: individuals or groups of individuals, especially those living in countries where English is a foreign language, are having recourse to various available means to enhance their English language skills in order to better integrate themselves in the current globally Anglophone world. In their undertakings, they are not (or should not be taken as) mere learners of English as the traditional LP theorists would consider them, but rather very responsible actors operating in the bottom-up English LP framework. The chapter will proceed in two sections, one about the historical evolution of LP theory, and the other on the

implications of global English in the LP framework, especially in countries like Algeria where English is not integrated in the country's sociolinguistic profile. Below comes the section about the historical evolution of LP theory.

## **I.2. Historical Background of LP Theory**

This part traces the route that the LP theory has been taking so far. It explores the ways it is approached by different scholars, including, most importantly, the Cooper's theoretical approach to LP which is of much importance not only in the current LP theorizing, but also in its practice. Let's start with the birth of the LP theory.

### **I.2.1. Birth of LP Theory**

It is generally agreed upon that the birth of LP theory in formal literature succeeded the existence of LP as a practice. The start of LP as a practice goes back to the start of human civilization (Baugh & Cable, 2005; Kaplan, 2013). Human civilization could not be possible without a language to help in building it; and whenever there is language use among humans, there are LP practices going on, since language needs to be constantly adjusted to the changing community in which it is used (Gadellii, 1999). But, let's for the moment be much concerned with LP theory and not its practices.

The term *language planning* is believed to have been used for the first time by Uriel Weinrich as a title of a seminar presented in 1957 at Columbia University (M.Schnepel, 2004). It didn't enter the formal literature until Haugen used it in 1959, when he defined it as follows:

**By language planning I understand the activity of preparing a normative orthography, grammar, and dictionary for the guidance of writers and speakers in a non homogeneous speech community. In this practical application of linguistic knowledge, we are proceeding beyond descriptive linguistics into an area where judgment must be exercised in the form of choices among available linguistic forms (Haugen, 1959:8).**

In the light of the above quotation, one can see that LP was thought of as a concern in merely non homogeneous speech communities. Clearly enough, it was there to serve the one language-one-nation ideology which suggested that inhabitants in the same nation should use one language and observe one line in their language use behaviors. Such LP, also referred to

as “language engineering”, emerged right after World War II as a solution to language related problems said to be at that time prevailing in newly independent multilingual nations, mostly of Africa and Asia (Kaplan, 2013).

Before proceeding further, it is worth mentioning that there is a difference, though a slight one, between the terms *language planning* and *language policy*, despite the interchangeable use of the two in the LP literature. Kaplan & Baldauf (1997, p. 3) conceives of language policies as “bodies of ideas, laws, regulations, rules and practices intended to achieve some planned language change”. Baldauf (2008), in the same view, states that language policy is the plan, and language planning is the plan implementation. Here, the question as to what comes first between the two would be legitimate. One should, as an answer to that question, know that language policy always precedes language planning since, as stated above, the latter is the implementation of the former. However, one should also note that the two are interrelated: language planning is the result and source of language policy (Ibid.). All along the present research, the two terms, i.e. *language planning* and *language policy*, will be used interchangeably.

LP embodies various LP activity types depending on scholars’ approaches. Among those types are status planning, corpus planning, language-in-education planning and prestige planning. They will be explored in the following section.

### **I.2.2. Typologies of LP**

The early scholars in LP (for example, Haugen, 1959) were mostly concerned with two areas in their theorizing: one is the place of the language or variety to be planned in relation to the other existing languages or varieties, and the other is the internal structure of that language or variety. The former falls under what is referred to as *status planning* viewed by Haugen (1959, p.28) as “those efforts directed toward the allocation of functions of languages... in a given speech community...”; and the latter is the concern of *corpus planning* (Kennedy, 2011).

Corpus planning can be better grasped from Haugen (1959) who views LP as “the activity of preparing a normative orthography, grammar and dictionary for the guidance of writers and speakers in a non homogeneous speech community”. His approach to LP here

seems to refer merely to the internal structure of language and, therefore, merely to corpus planning (Kloss, 1969). As the LP theory evolved through time, status planning has been broadened in its scope and came to refer to the allocation of a language or a language variety to specific social functions (Cooper, 1996). Though important, the distinction between status planning and corpus planning should not be overlapped given that the two are closely linked: the form of the language is a prerequisite for the allocation of the latter to new social functions (Ferguson, 2006).

The evolution of the LP theory has seen the two already mentioned LP types, namely *status planning* and *corpus planning*, inadequate for them alone to cover all the LP activities, thus the introduction of the two other LP types. The above-mentioned inadequacy can be better captured through examining the view of LP by Cooper (1989) as expressed in the following words:

**Since language planning, whether in respect to form, function, or acquisition, never occurs in a social vacuum, the difficulties for evaluating its effectiveness are considerable. It is rarely simple to determine the degree to which a given planning goal has been met (p. 163).**

In the above quotation, one can notice the words “form” and “function” which respectively refer to corpus planning and status planning. Moreover, the quotation points out the “acquisition” of the language as a concern of LP; thus another LP type, named *language-in-education (or acquisition) planning*, which has to do with increasing the number of users of the language concerned with LP (Ibid.). Acquisition planning is also concerned with putting in place the language which is to be used as a medium of instruction (Berrabah, 2013).

Given that this research is concerned with, among others, demonstrating the role of individuals as LP actors in the bottom-up LP framework, the term *acquisition planning* will be preferable to *language-in-education planning*. The reason for this is that, in the present researcher’s view, the term *language-in-education planning* suggests that activities of this LP type necessarily take place in or are directed by the education system, thus ignoring the responsibility of language learners as actors in the LP process. The term *acquisition planning* is preferable here because it is inclusive: it appears to give a place to both the designers of the language curriculum and the language learners. The latter can work to enhance their language knowledge level either independently or by the aid of the education system. The present

research will put its focus on individuals' efforts to enhance their language capabilities in order to bridge the gap left out by the language curriculum. From this distinction, in the researcher's view, between *language-in-education planning* and *education planning*, we can now come back to the typologies of LP activities.

Going back to the above Cooper's quotation, it can be found that LP "never occurs in a social vacuum". This leads to the idea that language planners have, in their activities, to take into consideration a range of social variables with which language use is coupled in a community, or what Hymes (1974) calls the ethnography of communication. Part of this ethnography of communication is "regular patterns of choice, but also beliefs about choices and the values of varieties and of variants and...the efforts made by some to change the choices and beliefs of others" (Spolsky, 2005). What is described in the above Spolsky's words falls under the LP type referred to as *prestige planning*. (Haarman, 1990)

Prestige planning matters much in that it influences decisions taken by LP actors on the one hand, and the LP target population perceptions towards the ongoing LP process on the other hand (Kaplan & Baldauf, 1997). The population perceptions can also be used here to refer to people's attitudes towards languages or varieties in a multilingual community in which LP occurs. Prestige planning deals with establishing a balance, though not easily attainable, between those often-conflicting attitudes, given that the latter are crucial for the understanding of LP practices, as it can be made clear in the following words:

**...the language attitudes developed in a particular community or state could be important in understanding the motives of groups in planning for language...Indeed attitudes towards different types of language behaviour have often been seen as central to understanding community language policies (Ager, 2001:9).**

This quote shows clearly that the decision by language planners to favor one language or variety over the others in a given community is never random, but that it can rather be motivated by, among other things, language attitudes perceivable in the community. Prestige planning plays its role in the evaluation of those attitudes not only to help language planners take relatively right decisions, but also to better understand a particular community's LP processes.

When looking for a summary of the four LP types outlined so far, one would have recourse to Baldauf (2008) who states that status planning is about society, corpus planning about language, acquisition planning about learning, and prestige planning about image. The above four types of LP can also be likened to the four LP stages pointed out by Haugen (1974) which are: selection, codification, implementation, and elaboration. These four LP stages are to be developed in what follows.

Norm selection has to do with the elevation of one variety among others from a lower status to a higher one, mostly from a vernacular to an official or national language (Cobarrubias, 1983). The concern here is to choose a language to be used for specific social purposes. Thus, in the pre-independence Algeria, Morocco, and Tunisia, the French language was given prominence at the expense of the Arabic language which was left with a second position. After independence, the question of which language to use as official language and as language of instruction became important in those countries; and the ultimate answer was to promote Arabic as an official language and as a medium of instruction (*ibid.*). The Choice of Arabic over French in the those newly independent nations was because Arabic, rather than French, was seen to be fit for meeting new national needs in the afore-mentioned nations.

Codification is concerned with the creation of the linguistic rules for the variety which has been selected, and is to be achieved through three stages namely graphization whose concern is the development of the writing system, grammatication dealing with the development of rules of grammar, and lexicalization whose task is to develop the code's vocabulary (Deumert, 2009). Roudny (1969), quoted in Rubin (1977, p. 165), views codification as “the recording and determination of terms in terminological vocabularies and standards”. Implementation, also referred to by Haugen as acceptance, has to do with the implementation of decisions taken at the level of the norm selection and codification (Charley, 2014).

The final Haugen's LP stage is elaboration. The latter is concerned with the development of new terms fit for allowing the promoted code to respond to the demands arising from modern life and technology (*Ibid.*). To clarify how important elaboration in LP is, Cobarrubias (1983, p. 273) put it this way: “A modern language of high culture needs a terminology for all the intellectual and humanistic disciplines...”. From what precedes, it is clear that elaboration of the code stands for the production of registers matching the various

domains in which the use of the elevated code is to be involved or what Hornberger (2006, p. 29) refers to as “modernization”.

But, as the reader might wonder, what is the link between the above-explored four stages of LP as introduced by Haugen and the present research which is intended to investigate, as already sketched, the English LP carried out by individual actors at the bottom level? In other words, how can the concepts of selection, codification, implementation and elaboration fit into the present research? In order to better understand the link, it is worth noting that those concepts are mostly looked at as being part of a LP conceived and implemented at the government level. Now there is a need to understand them in an LP designed and implemented at the bottom level (by individuals), and that is what this research will be concerned with latter in its practical chapter. For now, given the contribution that it is likely to provide for the understanding of the LP theory, it is of importance to introduce the Cooper’s LP theoretical framework which is believed to be descriptively comprehensive.

### **I.2.3. Cooper’s LP Theoretical Framework**

Cooper’s LP framework appears to provide a descriptive account of the variables which need to be considered in the LP endeavor (Ibid.). The framework in question is organized around the following question: “What actors attempt to influence what behaviors of which people for what ends under what conditions by what means through what decision-making process with what effect?” (Cooper, 1989: 98).

The research will explore some of the components of this main question examining at the same time how they can be understood in the context of the present research. The following section will look at the Cooper’s ‘what actors’ sub-question.



## **i) Actors in LP**

The early LP literature considers the government as being the very first LP actor, thus arguing that LP undertakings take a top-down direction. This very responsibility of the government in LP can be noticed through the words by Weinstein (1980, p.58), quoted in Wardhaugh (2006, p. 356), who considers LP as “a government authorized, long-term, sustained, and conscious effort to alter a language’s function in a society for the purpose of solving communication problems”.

The quotation above implies that it is the government which is in the first place responsible for detecting communication problems and then setting up undertakings intended to solve them. But, again, the question becomes: are not there communication problems that arise at the bottom level of the society, and that are ignored to the government or its agencies? If the answer to this question becomes positive, which it is likely to be as the evolution of the present research will show, then it will become clear that the government or its agencies are not always the fit actors for solving language based problems arising in society. It is in that view that some LP scholars advocate for the working hand in hand of the top and bottom LP actors with the emphasis being put on the work to be done by local actors, as is illustrated in what follows:

**Each language exists in its own local language ecology and it is in relation to these ecologies that at least some language planning activity must be carried out to resolve local problems and address local needs...National planning may allocate funding or provide other structural assistance, but much of the work of planning itself is done and needs to be done at the community level (Liddicoat & Baldauf, 2008:9).**

The term *language ecology* used in the quote above refers to the interconnections between the environment, languages and their speakers (Wendel, 2005: 51; cited in Skuttnab-Kangas at al., 2008). The quote suggests that the macro level planning may happen not to be aware of what is going on in different language ecologies, i.e. in specific situations in which the language is or needs to be used. Local LP actors, supported financially or otherwise by the macro level LP agency, are in a good position to implement the LP undertakings to meet local needs.

But, again, the role of LP actors appears here to be at the level of the execution of the LP designed at the macro level, not at the level of decision making. Also, the resources for the LP implementation, as the quote states, are provided by the macro-agency. Consequently, in the view of the quote, the micro level LP is dependent on the national LP. However, there is a view that LP in local context can be either an integrated part of national LP or an LP in its own right (Liddicoat & Baldauf, 2008). Individuals, as well as small group of individuals, can be actors in that autonomous micro LP (Ibid.).

Before moving on, it would be relevant, for the sake of establishing the link, to recall that the present research is about investigating how individuals can be considered to be full actors in the planning of the global English, thus the appropriateness of the above-mentioned idea of micro LP autonomy. Now that the ‘what actors’ sub question of the Cooper’s LP accounting question is explored, the research shall carry on, in the following section, with the other two sub-questions, namely ‘what behaviors’ and ‘which people’.

## **ii) LP Target Population and Behaviours**

Looked at from the traditional literature perspective, LP is designed by the government or its agencies with the intention of changing or influencing language use behaviors of individuals belonging to a given community (Baldauf, 2008). Here appear in LP activities two types of people: those who design and impose an LP which may go against the interests of the many (de Beaugrande, 1999) on the one hand, and the others on whom LP decisions are imposed on the other hand. This can also be noticed through reading Kennedy (2011, p. 2) who states that “language policy... is the deliberate attempt to change an individual’s use of a language or languages or variety or varieties”.

Kennedy’s words here appear to strengthen the idea that LP undertakings involve the existence of the influencers and the influenced; the former directing a set of specific language use behaviors to be adopted, and the latter constituting the target population which is to adopt the set language use behaviors. Despite what precedes, individuals can, in the case of the micro LP, be at the same time the LP target population and LP decision makers who deliberately attempt to change their own language behaviors; and this happens when the micro LP is “a local activity with no macro roots” (Liddicoat & Baldauf, 2008: 4). After these points

on the LP target population and behaviors, the research shall now proceed to the Cooper's 'what ends' sub-question.

### **iii) Ends of LP**

LP activities are never carried out for solving merely communicative problems. They are rather typically intended to achieve non-linguistic ends (Cooper, 1989). A language can be granted elevated status so as for it to help building a national identity. This can be the case of Swahili in Tanzania which was granted the national official status, and thus was and is still believed to contribute to building the national unity of that heterogeneous nation (Ferguson, 2006). Some of the LP criticisms argue against the early LP theories accusing them of treating LP as merely a tool for the powerful elites to protect their interests through elevating the language which is not mastered by the masses (Ibid.). In the view of the same criticisms, LP can be driven by socio-economic motivations: language planners can decide to promote a language because it is believed to be a language for development, i.e. when it is "the language used as an essential tool for the development of different domains such as business, science, media and law" (Kennedy, 2011). The other case in point here can be the East-African Community comprising countries such as Burundi, Kenya, Rwanda, Tanzania, and Uganda which decided to elevate English as its primary business language (Grail Research, 2012).

The ends, whether linguistic or non-linguistic, to be reached by an LP can be motivated by various factors. There are four main factors which can influence LP, namely the sociolinguistic situation, the national ideology, the existence of English as a world language, and notions of language rights (Spolky, 2005). One of these factors, namely the existence of English as a world language, will be discussed at large later given the importance it represents to the present research. It is worth recalling again that the present research is intended to investigate how individuals, prompted by the global status that the language enjoys currently, go about taking actions aimed at improving their English. Let's now move from the ends of LP to the Cooper's 'what conditions' sub-question.

#### **iv) Conditions Underlying LP**

Language is used in a society which is in a constant change, and language use needs to be adjusted to that social change, thus the necessity for LP (Gadellii, 1999). In this view, it would not be an exaggeration to say that Tupas (2009), cited in Kennedy (2011) was right in stating that LP is a part of social development planning. For that social development planning to be more or less successful, language planners need to approach language use as “joint actions built on individual actions” (Clark, 1997: 4). Language, in the view of what precedes, is used by individuals for carrying out joint activities, and the carrying out of those activities involve various variables which are to draw the attention of language planners. In other words, those variables can be viewed to constitute conditions to LP activities.

Broadly speaking, the elements that condition LP can be better grasped by examining the Spolsky’s approach to language policy as stated below:

**Language policy includes not just the regular patterns of choice, but also beliefs about choices and the values of the varieties and of variants, and also, most saliently, the efforts made by some to change the choices and beliefs of others. If you want to find out about the language policy of a speech community, of whatever size or nature, the first step is to study its actual language practices... (Spolsky, 2005: 2152).**

An analysis of the above quote can lead to the idea that LP is not at all an isolated activity. It requires language planners to explore what is referred to as linguistic ecology, i.e. how the language interacts with its environment (Haugen, 1971). The consideration of ‘beliefs about choices’ by language planners implies taking into account individuals’ views and attitudes towards various existing languages or varieties. The phrase ‘values of the varieties and of variants’ mentioned in the above quote suggests that languages do not have equal social values. This social inequality among languages is reiterated by Hymes (1992) who asserts that they are potentially equal, but are not really so for social reasons. The same social inequality among languages can come to condition LP and, therefore, push language planners to promote a language over the others. The illustrative case can be here the English language which is currently viewed as a carrier of socio-economic development and is, thus, having its global status taken into consideration by any governments in their language policies (Ferguson, 2006; Kennedy, 2011).

All in all, as far as conditions in LP are concerned, language planners ought to take into account all the variables that come into play in the community's day-to-day sociolinguistic practices, or, to put it shorter, they should explore what Hymes (1974) calls the ethnography of communication.

The Cooper's LP theoretical framework that has just been reviewed talks about LP in general. However, it should be reminded again that the present research is specifically about the English language planning. It is intended to investigate how the global status of English is pushing the individuals to take their actions to empower themselves with the English language skills. For that reason, it is of importance to have an idea of how that language has come to reach the global status that it enjoys today and the impact of the same language's global status on the LP theorizing; and that is the concern of the following part.

### **I.3. Historical Evolution of English and Impact of its Global Status on LP**

This part will explore the route that the English language has taken to come to its current stage, from Old English to Global English. It will also be concerned with the impact the global status of English is having on LP in general, and particularly on LP in countries belonging to what Kachru (1985) calls *expanding circle*. The country which will be taken as an illustrative case of the Expanding Circle category is Algeria. After the exploration of the country's sociolinguistic background, the researcher will explore how the global English is influencing Algeria's LP practices. The following section is about the historical evolution of English.

#### **I.3.1. Historical Evolution of English**

English has not become a global language over night. It has evolved through time and space. Its evolution can be explored in two main periods: the period from the origins to the Modern English and the current period of global English.

##### **I.3.1.1. From Origins to Modern English**

Three stages are known to have characterized the history of the English language: the Old English, the Middle English, and the Modern English (Graddol, 2007).

###### **i) Old English (450-1100 CE)**

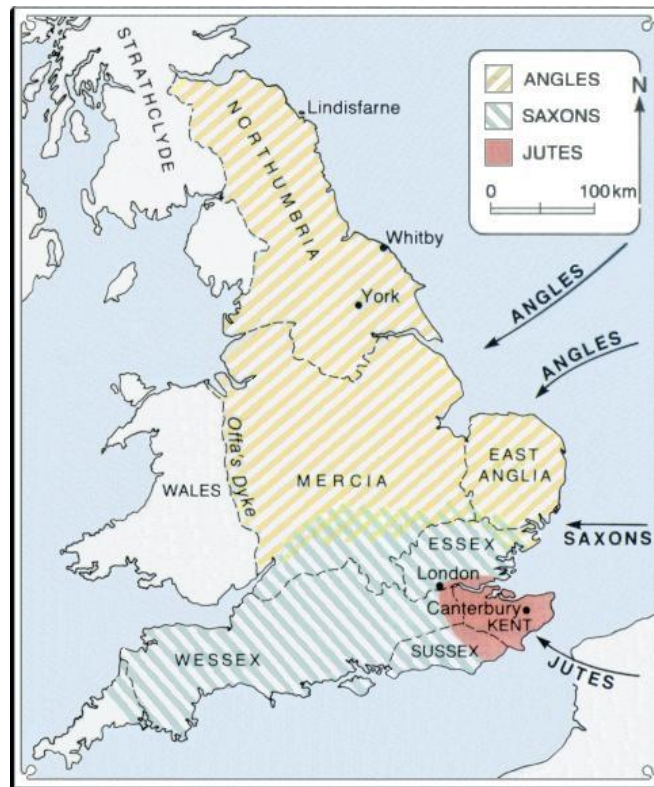
During the pre-English period (the period until 450 CE), two languages, Celtic and Latin, were spoken in Britain with Latin being used as a language of culture and government (Graddol, 2000). Celtic was the very indigenous language, and Latin was introduced by Romans when Britain became a dominion of the Roman Empire (Baugh & Cable, 2005). That linguistic situation prevailed until, in the course of the fifth century, three Germanic tribes, namely the Saxons, Angles, and Jutes invaded Britain from the Northern Europe. These tribes spoke different Germanic varieties and, when in Britain, those varieties mixed to become what is today known as Old English (English Club, 1997-2015). Under the rule of the

new invaders, also known as the Anglo-Saxons, the English language developed, while borrowing its many words from Latin which still was an important literary language because of its role in the Church (Graddol 2000).

From 850 to 1100 CE, the Normans, another invading group from Scandinavia, also known as Vikings settled in Britain. It is under their rule that the many Latin texts were translated into English (Ibid).

## **ii) Middle English (1100-1500 CE)**

It is believed that the Middle English started when the Normans conquered England after they won the Battle of Hastings in 1066 (Deutschmann, 2010). When Normans settled in England, they spoke the Norman French, and this led to a situation in which the elite used the Norman French, while the common people were speaking English. The result of that multilingual situation became the “frenchification” of the English language (Graddol, 2007). During this period, educated people possibly needed to master the three languages in use, namely Latin, French, and English. It was a flourishing period for the English literature with writers such as Geoffrey Chaucer starting to write in a language which looked like Modern English (Graddol, 2000).



*Figure 1: The Anglo-Saxon invasions and their settlements; Source: McDowall (1989, p. 11)*



*Figure 2: The Viking invasions and their settlements; Source: McDowall (1989, p. 15)*



Also, the Middle-English period saw the English language undergo significant changes at all levels. At the lexical level, for example, changes involved the loss of many Old English lexical items and the introduction of many words from Latin and French (Baugh & Cable, 2005). At the beginning of the Middle-English period, English was to be learned as a foreign language, but at the end of the period it became what is now known as Modern English (Ibid.).

### **iii) Modern English (1500 CE-)**

Two main factors can help to distinguish Modern English from Middle English: the Great Vowel Shift and the advent of the printing press (Deutschmann, 2010).

The Great Vowel Shift refers to the change in pronunciation that began to occur in English from around 1400 CE. This shift in pronunciation was the result of the contact between the London English dialect and the dialects brought in by people who were moving to London.

The printing press, brought to England by William Caxton in 1476, contributed much to the development of Modern English in that it allowed the spread of literacy, books becoming cheap and accessible to even the masses. The London dialect was standardized after its grammar became fixed and the first English dictionary published in 1604 (Ibid.).

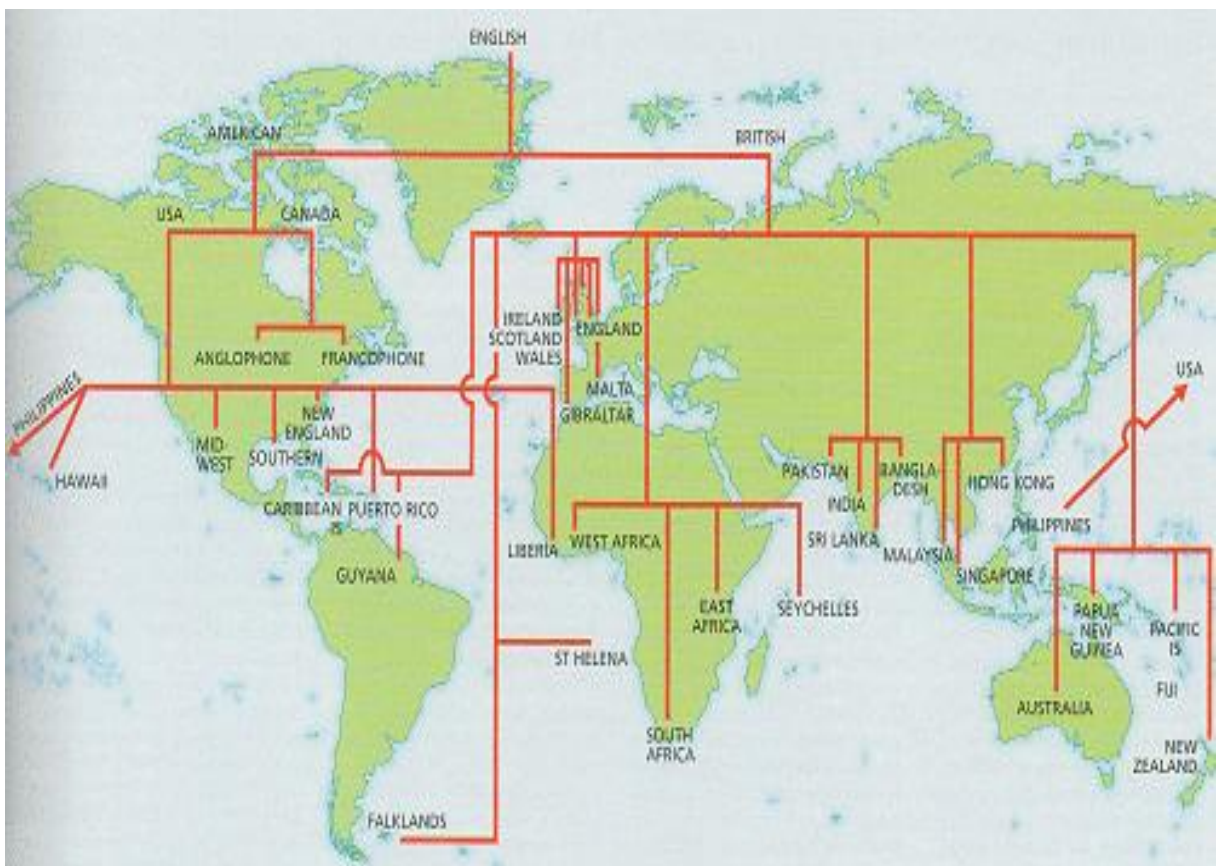
Also, during the Modern-English period, Britain was developing commercially and acquiring overseas colonies in the Americas, Africa, and Asia. Its imperial power became consolidated and English was made a medium of instruction in parts of the world where its empires were established (Graddol, 2000).

When the telegraph was invented in 1837, it allowed the English-speaking communities all over the world to connect, thus rendering English the major language for the then telecommunication services (Ibid.).

When Britain left its colonies, local standardized varieties emerged in the then newly independent nations, and the use of French as an international language declined. The English Language Teaching (ELT) industry was established and started to publish series of English

language teaching texts. English ended up becoming the most popular language used in international institutions (ibid.).

So far, we have outlined the three main conventional stages that the English language has gone through through time and space. There is, however, what is to be taken as a fourth stage and it is the global English stage (Graddol, 2007).



*Figure 3: Family tree representation of the English language spread around the world, after Peter Strevens*

### **I.3.1.2. Global English**

English is at the center of many globalization mechanisms, thus a global language (Ibid.). But what is a global language? Before attempting to provide an answer to this question, it

would be of help to first have an idea of what the term 'globalization' refers to, hence the following section about the definition of globalization.

### **i) Defining Globalization**

The term 'globalization' was coined by the economist Theodore Levit in 1983 in his article *Globalization of Markets*, but the concept of globalization is however an old one, going back to as early as 1944 (Wikipedia). There is up to now no agreed upon definition of the term (Intriligator, 2003). It is interpreted differently by scholars and it would, therefore, be said that Poppi (1997), cited in Al-Rodhan & Stoudmann (2006, p. 8), was right in stating that "globalization is the debate, and the debate is globalization". Though, as already stated above, there is no consensus among authors on the definition of globalization, it is possible to gain an understanding of the term by exploring the existing debate.

Giddens (1990, p. 64) conceives of globalization as "the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa".

The global world, in the view of the above quotation, is characterized by the interrelatedness of events happening in all localities of the world, no matter how distant they might be, thus a world characterized by a sense of "borderlessness" (Dekhir & Abid, 2011: 170).

Another view of globalization which goes in the same direction as Giddens' was stated by Bose as follows:

**People around the globe are more connected to each other than ever before. Information and money flow more quickly than ever. Goods and services produced in one part of the world are increasingly available in all parts of the world. International travel is more frequent. International communication is common place. This phenomenon has been titled "globalization" (Bose, 2008: pp. 41-42).**

Globalization, in Bose's words appear to refer to that phenomenon which is making people from all over the world to be closer to each other more than ever in their dealings. It would, therefore, be appropriate to take the world described by Bose in the quotation above as what McLuhan (1962 & 1964) refers to as a "global village".

Globalization, as approached above, is a blessing to humanity. It is, however, worth noting that there are those who conceive of it as a threat to especially less developed countries

(Oluwene, 2009). Among them are Khor (1995), quoted in Al Rodhan & Stoudmann (2006, p. 10) who views globalization as “what we in the Third World have for several centuries called colonization”.

Though globalization is said to be a threat to some world’s countries, it should be considered by everyone in their everyday life since, as was put by Gustafsson (2008), quoted in Kevin (2009), “we are all part of a globalized world and we all contribute to it whether we want to or not”. What precedes implies that one should adapt to globalization since there is no possible way they can put an end to its development. Considering globalization in one’s undertakings necessarily implies considering its driving mechanisms, and the English language is central to many of those mechanisms (Graddol, 2007). Thus, anyone who aspires for integrating themselves in the current global world should not leave out the planning for the global English. But, still, the term “global English” is not explained, thus the following section for its account.

## **ii) English: A Global Language**

English is said to be a global language. But the question as to what distinguishes it from other languages would be legitimate to be posed. To attempt an answer to that question, one may have recourse to Crystal (2003, p. 3) who asserts that “a language achieves a genuinely global status when it develops a special role that is recognized in every country”.

The global status that English is enjoying is rooted in two factors. One is geo-historical and is linked to the movements of English from Britain to its empires around the world, with a significant step being to make it an official or semi-official language in many of the newly independent nations. The other, socio-cultural, is mostly grounded on the emergence of the US as the global economic power of the 20<sup>th</sup> century which made English a lingua franca in international politics, business, safety, entertainment, media, and education (Ibid.). The today’s global status of English is based on the latter factor (socio-cultural).

Yes, it is widely acknowledged that English is a global language. But the advantages the language carries with it are not enjoyed by the global population at the same level, thus the complaints from some that the language favors some to the expense of the others. Those complaints can be noticed from the words below:

**Perhaps those who have such a language at their disposal – and especially those who have it as a mother-tongue – will be more able to think and work quickly in it, and to manipulate it to their own advantage at the expense of those who do not have it, thus maintaining in a linguistic guise the chasm between rich and poor (Crystal, 2003: 15).**

The quote above suggests that the global language is not serving the global citizens equally. It serves much those who have a good mastery of it and who, therefore, maintain their superiority over those who do not, and this might to some extent imply what Philipson (1992) referred to as linguistic imperialism.

As already stated, countries around the world, though having the same need of integrating the global world, do not have their citizens equipped with the same English language skills. To better grasp this inequality as far as the mastery of English is concerned, one might need to have a look at the three concentric circles by Kachru (1985) that explain the spread of English around the world. The three circles identified by Kachru are:

-The *inner circle* which represents the traditional origins of English. This circle comprises countries where English is a native language; and they include USA, UK, Ireland, Canada, Australia, and New Zealand.

-The *outer circle* includes countries where English plays a major role in key national institutions and has a second language status. Most of these countries are the former British colonies. English is widely used in those multilingual countries and has developed in other varieties because of its being used alongside with other local languages. Examples of those countries can be Singapore, India, Zambia, and Uganda.

-Finally, the *expanding* or *extending circle* includes countries without any background of colonization by countries of the inner circle. In these countries, English does not have any special status and is just taught in schools as a foreign language because of its being recognized as a world language. Countries in this category are, for example, Japan, China, Russia, Greece, and Algeria (Graddol, 2000; Crystal, 2003).



**Figure 4: Kachru's three concentric circles of English; source: Graddol (2000, 10) adapted**

From the observation of the above Kachru's classification, it is clear that the English language is integrated in the sociolinguistic life of people living in the two first categories, the inner and outer circle; with the degree of integration being greater in the inner circle than in the outer one. It logically follows that people in both circles are well placed (those in the inner circle being the best placed) to enjoy the benefits carried by English, the working language of the global world. The expanding circle countries do not have English as part of their sociolinguistic environment. This suggests that people in those countries' mastery level of English is lower compared to the one of those in the inner and outer circles. Consequently, inhabitants of the expanding circle countries need to make relatively a lot of efforts as far as the mastery of English is concerned for them to better integrate the global community. In other words, they need to make a lot of efforts in English language planning.

English language planning, like any other language planning, must be conceived of as part of social development planning (Kennedy, 2011); and Markee (2002, p.266), cited in Kennedy (2011, p.3), views development as "a reduction in participants' vulnerability to things they do not control". Global English is one of those things that we do not control, given that it was granted the global status by no one, but an "unspoken opinion" (Crystal, 2003: 83).

Algeria is one of the countries belonging to the Kachru's expanding circle category, and therefore one of the countries whose people need, in the researcher's view, to reduce their vulnerability to the global English language. The same researcher intends to investigate how Algerians, more precisely students, are reducing that vulnerability. Before going through that, it is of use to explore the sociolinguistic profile of Algeria.

### **I.3.2. Sociolinguistic Situation of Algeria: An Overview**

Algeria has a complex history which, among other results, gave birth to its current complex sociolinguistic profile (Benrabah, 2014). That sociolinguistic profile embodies three main language groups: Arabophones, Berberophones, and Francophones (ibid.). English, though not being an integrated part of the sociolinguistic life of Algerians, is currently gaining much of Algerians' attention (Belmihoub, 2012), and that attention is apparently being fueled by the current language's global status. The researcher will explore the position of each of the languages in the Algerian speech community.

#### **I.3.2.1. Berber**

The very native inhabitants of Algeria, as in the Maghreb in general, are Berbers; and their language is *Berber* (Benrabah, 2014). It is spoken in its different varieties by 19 % of the Algerian population who are distributed virtually all over the country (Algeria Channel, 1995-2015).

There are four major Berber varieties in Algeria: *Tamashek* is spoken by the Tuaregs living in the Algerian Sahara, *Mzab* is used by the Mozabites, *Shawia* by the Chawia, and *Kabyle* by the Kabyles who constitute the big majority (two-thirds) of Berberophones. In addition to these four major Berber varieties, there are others used by small isolated communities such as the *Chenoua* variety spoken in the Chenoua mountain region, in the west of Algiers (Benrabah, 2014). Berber is, since April 2002, the national, but not official, language of Algeria (Ibid.).

### **I.3.2.2. Arabic**

The history of Algeria is marked by a number of invasions whose cultural impacts are observable in the today's Algerians' linguistic behaviors (Bagui, 2014). Among the above-mentioned invasions is the one of Arabs. The latter settled in Algeria, as they did in the Maghreb in general, in the 7<sup>th</sup> century when they were spreading Islam from the East (Benrabah, 2014). They brought with them Arabic which is the language of the Qur'an, the Holy Book of Islam. At that time, the natives were using the Berber language, but they adopted Arabic too (ibid). The Arabic language brought in by the Arab invaders, upon its contact with Berber and the languages of other previous invaders, ended up becoming a diglossic Arabic.

Diglossia, a sociolinguistic characteristic of all Arabic-speaking countries and of Algeria in particular, is "the co-existence of two varieties of the same language, each one used for specific functions with clearly defined roles" (Bagui, 2014: 88-89). Arabic in Algeria, in its diglossic character, comprises a high variety, namely the Modern Standard Arabic (MSA), also referred to as Koranic, Literary or Classical Arabic; and a low variety which is the Algerian Arabic (AA) also known as Derja (Belmihoub, 2012).

The MSA is the official language of Algeria and is, therefore, used in schools, administration, and other formal settings (Selouani et al., 2010). Moreover, the Literary Arabic is the language used in the mosques for preaching (Bagui, 2014). The AA is the mother tongue of 70 to 80% of Algerians (Chemami, 2011) and Berbers, who normally do not use it as their native language, come to learn it through interactions with native speakers as they grow up (Belmihoub, 2012). It is used in informal settings and is subject to regional variations across the country (Selouani et al., 2010).

### **I.3.2.3. French**

The start of the French colonialism in Algeria in 1830 brought with it the progressive establishment of the French educational system, and the French language became a tool to enforce the French supremacy in the colony (Belmihoub, 2012). In their colonial policy, the French intended to erase all what was of the Arabo-islamic identity so as to impose French as "the only official language of civilization and advancement" Bourhis (1982, p. 44), cited in Bagui (2014, p.88). Because of that colonizer's expressed intent of "linguistic genocide"



(Benrabah, 2014, p. 45), Algerians developed a negative attitude toward the French language, seeing it as a language of the enemy intended for Algerians' cultural deracination (Ibid.).

Despite being looked at negatively by the colonized, French became later a tool used by Algerian nationalists and writers to combat colonialism as is put by Belmihoub(2012, p.4): "The Algerian nationalist mentality of appropriating the French language to fight French colonialism was a crucial element for winning independence in 1962." Clearly enough, Algerian nationalists needed a medium well suited to better send anti-colonialist messages to the colonizer, and it turned out that that medium was French, thus its use which contributed to the acquisition of independence in 1962. Since then, French became an integrated part of the Algeria's sociolinguistic profile, but its use has today diminished in many domains (Benrabah, 2014.). Despite not having any recognized official status in today's Algeria, French is still used in government agencies (Algeria Channel, 1995-2015). It is taught from the fourth grade of elementary education as a subject and as the first mandatory foreign language, and is the main language in scientific fields of higher education (Benrabah, 2014). Today, Algeria, though not being a member of *la Francophonie* because of ideological issues, is according to statistics the second largest French-speaking country in the world after France (Chemami, 2011 & Benrabah, 2014).

By the time of independence, the "frenchification" of Algeria by the French colonial power left the former colony with only 5.5 % of the total population who were literate in Literary Arabic (Benrabah, 2014). Shortly after the independence, an attempt to "de-frenchify" Algerians and, therefore, give back the Arabic language its lost prestige was made by the newly independent Algeria through a policy named *Arabization*.

#### **I.3.2.4. Arabization Policy**

During the French colonialism, the French language was used in key areas to the detriment of Arabic. After independence in 1962, the Algerian authorities undertook reforms intended for reintroducing Literary Arabic in education and public administration (Chemami, 2011). The overall policy was referred to as *arabization* defined by Belmihoub (2012, p.8) as "...the process by which the Algerian government introduced various decrees, laws, and ordinances to reinvent Algeria's Arab identity by forcefully imposing the once prestigious Classical Arabic, which artificially became Modern Standard Arabic (MSA)".

Arabization, as can clearly be noticed from the words above, was concerned with the revival of the Arab identity through the promotion of the Arabic language. There are three main factors which motivated that endeavor. First, unlike French which was seen as the language imposed by the colonizer, Arabic represented from the Algerians' view the cultural side of independence. Second, Arabic was the language of Islam, considered to be the shelter of Algerians when the latter were deprived of their identity by the colonizer. Finally, Arabic was to be the language of an Arab nation, which Algeria was (Chemani, 2011).

Given that there were not sufficient qualified native personnel for the implementation of the policy, the newly independent nation had recourse to teachers from Egypt and Syria who came to help teach Arabic in Algerian schools.

The arabization policy failed partly because those recruited teachers from abroad, being mainly members of the Muslim Brotherhood, focused on the ideological indoctrination of learners rather than teaching them the language (Ibid.). Some critics went far to accuse the proponents of arabization of being assimilationist, since the policy appeared to be discarding Berber and the AA which were Algerians' first tongues (Benrabah, 2014). The recent abandonment of the top-down arabization policy, judged by some as being authoritarian, gave birth to a demand for multilingualism in the Algerian society (Ibid.). Part of this multilingualism is the English language.

### **I.3.2.5. English in Algeria**

Though English is not part of the sociolinguistic life of Algeria, the language has recently started to draw the attention of the country partly because of the crucial role the language plays in the current global capitalist economy (Benrabah, 2014). It is at the end of the 1970s that English was introduced in the Algerian school and taught as a subject from the eighth grade in the beginning and from the fourth grade since September 1993 (Ibid.). By so doing, the Algerian government must have anticipated the idea of Spolky (2004, p. 91), quoted in Gibson (2006, p. 110), that "English as a global language is now a factor that needs to be taken into account in its language policy by any nation states".

What is stated in the above quotation can help to explain the view of Benmansour (2009, p. 289) that the French language "has been retreating and losing a lot of ground to English" in the Maghreb countries, among which Algeria. In that country, there exists a growing demand for the English language from the bottom level of the society (Benrabah, 2014) and at all

levels of the Algerian education (Mami, 2013). Among those levels of education, the higher education of one of the MENA countries will mostly draw the attention of the present research. That is to say, the Algerian students' demands for the English language and how those demands are met will be the main concern of the present researcher.

In its research conducted in eight of the MENA countries in 2012, the global research organization *Euromonitor International* found that the spoken English mastery level of Algeria is lower than any of the other MENA countries' (Benrabah, 2014). The countries inquired are Algeria, Egypt, Iraq, Jordan, Lebanon, Morocco, Tunisia, and Yemen.

| <b>Country</b> | <b>Percentage</b> |
|----------------|-------------------|
| Jordan         | 45%               |
| Lebanon        | 40%               |
| Egypt          | 35%               |
| Iraq           | 35%               |
| Tunisia        | 10-15%            |
| Morocco        | 14%               |
| Yemen          | 9%                |
| Algeria        | 7%                |

**Table 1: Percentages of people with good command of spoken English in MENA countries.**  
**Source: Benrabah (2014, p. 52), adapted.**

Algerian students are part of that Algerian population whose spoken English mastery level is described as lower in the above table. So, Algerian students, like any other students especially from Kachru's expanding circle, need to take as their concern the enhancement of the English language for their better integration in the global world. The need of the knowledge of English is likely to be motivated partly by Graddol's point: "English is now the international currency of science and technology. Yet it has not always been so. The renaissance of British science in the 17<sup>th</sup> century put English...at the forefront of the world scientific community." (Graddol, 2000: 9).

It would not be an exaggeration if one deduces, from the above Graddol's words, that the lack of English language knowledge constitutes a restricting flaw on the part of a student evolving in the current global world. This idea is reinforced by Yamazuni (2006, p. 42) who, in his article "Globalization and English Language Education", states that "the ability to write good English is becoming a necessary tool not only for Japanese students who want to climb the ladder of success, but also for anybody wanting to succeed in the global world". The Japanese students who are being talked about in the above quote share a characteristic with Algerian students: they both live in Kachru's expanding circle countries where English is a foreign language and is, therefore, not encountered in their everyday exchanges. This suggests that it is similarly necessary for Algerian students, who surely also want to succeed in the current global world, to boost their English language knowledge level. Though Yamazuni only mentioned the knowledge of the written form of English as a prerequisite for one to succeed in the global world, it should be born in one's mind that both the written and the spoken forms of the language are worth mastering for the success to be achieved.

Algerian people, among whom Algerian students, may however be reluctant to enhance their abilities in English due to attitudinal issues, following the idea of Crystal (2003, p. 12) that "...no country likes the thought of its language being given a reduced international standing". In other words, they may feel that enhancing their English would imply reducing the value of their language, i.e. Arabic or any other language, thus being restricted by the Philipson's view of linguistic imperialism. This feeling of language-related imperialism can prevent them from taking actions to improve their English and therefore integrate themselves in the global world. To get rid of that language-based imperialist feeling without however devaluing one's own language, one might find interesting the Yamazuni's point:

**Perhaps people use the term 'globalization' as a key word to persuade others of the importance of English, in spite of the fact that it is not always necessary for everyone to master English. However, ...Japanese people tend to have a set idea about the English language; they see the ability to speak English as a key to success in the age of globalization (Yamazuni, 2006: 45).**

The Yamazuni's words above are not chosen at random. They are taken from an article dealing with globalization and the English language in Japan, a country which, like Algeria, belongs to the *expanding circle* as far as Kachru's account for the Spread of English around the world is concerned. Japanese people, as is commonly known, have their language which is Japanese. However, they recognize the current global role of English and are aware that the

knowledge of the language constitutes a requirement for one's success in the current globalized world. Understandably, the motives for the English language planning by Japanese people are pragmatic rather than ideological. Likewise, it is those pragmatic motives that are likely driving Algerians, especially Algerian students, in their English language planning. Given that the bureaucracy normally supports the maintenance of French (Benrabah, 2014), they seem to have understood that they should not merely rely on the official English language curriculum, but that they should rather start taking their English language planning actions fit for meeting their English-language-based needs.

#### **I.4. Conclusion**

This chapter explored the theory about LP and the implications of the global status of English in that theory. The chapter was divided in two main parts, one concerning the historical evolution of the LP theory and the other on the historical evolution of the English language and the impact of that language's global status on LP in the local contexts.

As far as the historical evolution of LP theory is concerned, the researcher has departed from the theory's birth when LP was believed to be merely undertaken by government agencies. This top-down LP framework was believed to occur in multilingual countries with the objective of promoting one language variety around which the national unity was to be built. Subsequently, the chapter outlined the different typologies of LP according to various scholars: three main types of LP, namely status planning, corpus planning, acquisition planning, and prestige planning were explored and it was found that those types revolve around two things: the form and function of the language and the community in which the planned language is to be used.

The chapter went on with the Cooper's theoretical framework of LP whose main components were explored with a link to the context of the present research. Departing from the "what actors" component of the Cooper's framework, the chapter demonstrated the existence in the current LP theory of the bottom-up LP framework in which LP activities are undertaken at the very local context of the community by individuals or groups of individuals who are aware of their language-related needs and attempt to meet them. The current global status of English was found to be the main factor that influences the bottom-up English LP currently observable in different countries around the world. This led to the second part of the chapter about the historical evolution of English and how the global status of the latter is impacting LP.

The second part of this chapter started with dealing with the historical evolution of English, from the Old English to the Global English. It was in the meantime judged necessary to explain the concept of globalization so as to better understand the reason why English is dubbed a global language. It was noticed that countries belonging to the Kachru's expanding circle which include Algeria are not enjoying the benefits offered by the global world at the same level as the countries from the inner and outer circles, and that because of their lower English language mastery level. Given that this research is intended, in its practical chapter, to inquire how the English LP planning is carried out by individual Algerians, specifically Algerian students; it was deemed crucial to outline the sociolinguistic profile of Algeria. The latter was found to comprise three main languages: Berber, Arabic, and French. Even though English was found not to be part of the sociolinguistic life of Algeria, the research found that the language is gaining attention in the Algerian society and that mainly because of the global position that the language currently holds.

The explored literature dealt with LP in both its top-down and bottom-up frameworks. It recognizes that the global status of English is influencing governments' LP decisions. The existing theory also recognizes the responsibility of governments through their education agencies to empower their students with the English language knowledge to help them integrate themselves in the current global world. However, the explored existing literature seem to consider those students as mere learners of English always dependent on the official English language curriculum which directs English language classes to be taken by students in school. The present research's contribution to the existing literature in LP is to show that those students are full English LP actors who are aware of their English language related needs, and who are trying their best to meet them without necessarily waiting for the intervention of the national language planning. To achieve that purpose, the present researcher will conduct an inquiry among the students from the Algerian university of Tlemen to check how they go about integrating themselves in the current global world by undertaking their own English LP. That inquiry is the concern of the following chapter.

## **Chapter Two:**

# **English Language Planning Carried out by Master's I Computer Science Students at University of Tlemcen**

## **II.1. Introduction**

This chapter's concern is the inquiry of how individuals, specifically students, undertake their LP in favor of the English language so as to more or less efficiently integrate themselves in the current global world. It is for that purpose that an inquiry has been conducted at the University of Tlemcen among the Master I computer science students in order to examine how their bottom-up English language planning is carried out. This chapter comprises two parts: the first part is about methods, i.e. how data have been collected from the informants, and the second about the results includes data collection and data analysis. At the end of the chapter, a conclusion will be drawn and suggestions will be made. We shall start with the research methods.

## **II.2. Methods**

### **II.2.1. Motivations for Choice of Sample Population**

It is worth recalling that this enquiry is intended to investigate how students carry out their own planning for the English language in order to more or less efficiently meet their English language-based needs. The choice of Master I students from the Department of computer science as a sample to check the veracity of the research's hypotheses was motivated by a number of reasons:

- Their study level is advanced enough and has, therefore, helped them gain enough experiences as far as the student's needs related to the English language are concerned.
- The domain of computer science they are in is, in the researcher's point of view and according to the visited literature, one of the areas which make use of the English language the most.
- Being at the Master I level, they have done their research projects to complete their License Degree and might, therefore, be informed about the place of the English language in the academic area.
- They are heading to Master II study level, the completion of which will require the preparation and presentation of a research project. That research project, in order to be carried out, will without any doubt require the students' exploration of the available scientific



documentation which, in the researcher's view and in the view of the visited literature, is dominated by English.

### **II.2.2. Description of Sample Population**

The students taken as a sample population are Algerians, except one who is a Guinea-Bissauan. Though they are all Master I computer science students, they are parted among the four specialities, namely RSD, GL, MID, and SIC (see List of Acronyms). They are doing their university studies in French as a medium of instruction. Apart from one, the Guinea-Bissauan, who did his pre-university studies in Portuguese, others did theirs in Arabic. Among the 39 students who took part in the inquiry, there were 20 girls and 19 boys. The youngest of the informants is 21 years old, while the oldest is 28. The research instrument which was used in the inquiry is a questionnaire.

### **II.2.3. Administration of Questionnaire**

The questionnaire was physically administered to the 59 informants on the 8<sup>th</sup> of April, 2015. It was designed in French since the latter is the students' language of instruction. It consisted of 10 questions:

In the first question, students were asked to express their views on whether the knowledge of the English language is a requirement for one's integration in the current global world. The points of view choices as answers to that first question were:

- I extremely agree;
- I agree;
- I do not agree;
- I completely disagree; and
- I neither agree nor disagree.

As far as the second question is concerned, students were given 7 languages and asked to state the one which globally occupies a big portion in the scientific and technological publications. Each student was asked to make one choice among the following options:

- Arabic
- Chinese
- English
- French
- German
- Japanese
- Spanish
- None of the languages
- All the languages

Concerning the third question, informants were invited to say whether or not there are scientific documents which they are in need of and which are available only in English.

These three first questions were intended to assess the students' awareness of the global role of English in general and their awareness of the language's place in scientific publications in particular.

The fourth questions aimed at investigating whether the English language class the computer science students are taking in their official curriculum is sufficient enough to help them access the scientific documentation available in English.

In the fifth question, students were invited to give a "yes" or "no" answer to the question "Do you happen to personally make a plan/plans aimed at improving your level in English?". This question is very crucial to the present research since the answers to it will contribute to determining whether those students are full English language planning actors or merely English language learners.

The sixth question was designed to inquire what might motivate students to seek to enhance their English language knowledge.

The seventh and eighth questions are concerned with the means that students use in their English language planning, checking whether internet is one of those means.

In the ninth question, students were asked to point out difficulties that they encounter in their attempt to elevate their English language level.

Finally, the tenth question invites students to give suggestions that would help them overcome difficulties that they are faced with in their English language planning.

Answers to the above questions have been handed back to the researcher and are reported in the following section.

## **II.3. Results**

### **II.3.1. Data Collection**

The answers from informants were given back to the researcher on the 13<sup>th</sup> of April, 2015. Out of the 53 students who were handed the questionnaire, 39 returned it with their feedback, and the remaining 14 did not. The questions given to informants are divided in 6 main categories:

1. Students' awareness of the global role of English (especially in the academic domain);
2. Students' awareness of the insufficiency of their English language curriculum;
3. Assessment of the existence of students' self-elaborated language planning;
4. Motivations for the students' actions in favor of English;
5. Means used in students' English language planning; and
6. Difficulties encountered by students in their English language planning.

#### **Category 1: Students' Awareness of the Global Role of English**

This category comprises the three first questions (note: *Q* stands for *question*):

Q1: The knowledge of English is a requirement for anyone's integration in the current global world.

Informants were asked to give their positions regarding the above statement. Among the 39 students who participated in the inquiry, 38 students answered this question, and one did not give any answer. Among the 38 answers, 22 were "I extremely agree", while the remaining 16 were "I agree". No choice was made in favor of the answer options: "I disagree", "I completely disagree", "I neither agree nor disagree". The informants' answers to

the first question are illustrated in the following table, with EA standing for “extremely agree”, A for “agree”, D for “disagree”, CD for “completely disagree”, and NAND for “neither agree nor disagree”.

|                           | Answers from students |       |    |    |      | Total |
|---------------------------|-----------------------|-------|----|----|------|-------|
|                           | EA                    | A     | D  | CD | NAND |       |
| <b>Number of students</b> | 22                    | 16    | 0  | 0  | 0    | 38    |
| <b>Percentage</b>         | 57.9 %                | 42.1% | 0% | 0% | 0%   | 100%  |

*Table 2: English as a requirement for one’s integration in the current global world*

Q2: Among the following languages: German, English, Arabic, Chinese, Spanish, French, and Japanese; which one occupies a great portion in scientific and technological publications?

Among the 39 informants, 5 did not answer the question. All the remaining 34, i.e. 100%, who answered the question gave “English” as answer.

Q3. “There are scientific documents which you need and which are available only in English.” Students were invited to say whether this assertion was true or false.

Among the 39 students who answered the question, 30 found the assertion to be true, whereas the other 9 found it false. Answers they gave are reflected in the table below.

|                           | Answers from students |       | Total |
|---------------------------|-----------------------|-------|-------|
|                           | True                  | False |       |
| <b>Number of students</b> | 30                    | 9     | 39    |
| <b>Percentage</b>         | 76.9%                 | 23.1% | 100%  |

*Table 3: Existence of necessary scientific documents available only in English*

### **Category 2:**

#### **Students' awareness of the insufficiency of their English language curriculum**

There is one question under this category:

Q4: Are the English language classes that you are taking in the official English language curriculum sufficient to enable you to accede to the scientific documentation available in English that you need?

Students were asked to give a “yes” or “no” answer to that question. All the participants, i.e. 39, answered the question. 3 of them gave a “yes” answer, while the remaining 36 gave a “no” answer, as shown in the following table.

|                           | Answers from students |       | Total |
|---------------------------|-----------------------|-------|-------|
|                           | Yes                   | No    |       |
| <b>Number of students</b> | 3                     | 36    | 39    |
| <b>Percentage</b>         | 7.7%                  | 92.3% | 100%  |

*Table 4: Students' awareness of the insufficiency of the English language curriculum*

**Category 3:****Assessment of the existence of students' self-elaborated language planning**

The question that falls under this category is:

Q5: Do you happen to personally make (a) plan/plans aimed at improving your English knowledge level?

This was a “yes” or “no” question and, out of the 39 informants, 27 said “yes” and the other 12 answered “no”.

|                           | Answers from students |       | Total |
|---------------------------|-----------------------|-------|-------|
|                           | Yes                   | No    |       |
| <b>Number of students</b> | 27                    | 12    | 39    |
| <b>Percentage</b>         | 69.2%                 | 30.8% | 100%  |

*Table 5: Assessment of the existence of the students' self-elaborated language planning*

**Category 4: Motivations for the students' actions in favor of English**

Q6: What are the motivations behind your planning in favor of the English language?

21 students pointed out their motivations for their English language planning. Their answers are reported in the table below.

**Students' answers**

- The necessary scientific documentation is in English.
- The first movies from Hollywood are in English, and there is a need to watch them without any recourse to subtitles.
- English is necessary for travelling.
- Most of publications related to development are in English
- A need to understand songs in English and movies on MBC TV
- English is an global language especially in the domain of technology
- Science and scientific document are mostly in English
- A need to read and understand on-line documents which are in English
- A need to read and understand articles written in English
- A need to communicate with other speakers of English
- Use English in order to boost my general knowledge
- English is a language of programming and is thus needed in the department of computer science
- English is a global language
- A need to gain knowledge in the English language
- A need to use English in research
- A need to improve the English language knowledge

*Table 6: Students' motivations for their English language planning*

**Category 5: Means used in students' English language planning**

Under this category are two questions, 7 and 8:

Q7: In this question, students were to take a "true" or "false" position for the statement: "Internet is one of the means that you use in the improvement of your English".

As far as the answers to this question are concerned, 38 students said "true", and the remaining one student took a "false" position.

|                           | Answers from students |       | Total |
|---------------------------|-----------------------|-------|-------|
|                           | True                  | False |       |
| <b>Number of students</b> | 38                    | 1     | 39    |
| <b>Percentage</b>         | 97.4%                 | 2.6%  | 100%  |

**Table 7: Internet as one of the means that students use in improving their English**

Q8: What are the other means/tools that you use?

This was an open question and students were invited to enumerate other materials that they have recourse to in their English language planning. 36 students gave their answers. The latter converge to the points that are reported in the table below:

| <b>Students' feedback on the other means used in their language planning</b>  |
|---|
| <ul style="list-style-type: none"> <li>-Documentaries</li> <li>-Off-line Applications on smart phones</li> <li>-English language teaching centers</li> <li>-Films and series in English</li> <li>-Books and scientific publications in English</li> <li>-Conversations with students from the English department</li> <li>-Conversations with students from English-speaking countries</li> <li>-Conversations with tourists</li> <li>- Television</li> </ul> |

**Table 8: Other means used by students in their English language planning**



**Category 6:**

**Difficulties encountered by students in their English language planning**

Questions 9 and 10 are under this category.

Q9: What are the difficulties that you encounter in your actions undertaken for improving your level in English?

The answers from the 25 students who answered the question converge to the difficulties which are reported in the following table:

| <b>Students' feedback</b>   |
|---|
| <ul style="list-style-type: none"><li>-Lack of required basic knowledge in English to have access to available English language learning materials</li><li>-Lack of enough extra-curriculum time to be devoted to improving one's English</li><li>-Inaccessibility to internet connection</li><li>-Lack of basic vocabulary</li><li>-Reluctance</li><li>-The environment which does not use English</li><li>-Lack of will and motivation</li><li>-Difficulties related to oral production</li></ul> |

***Table 9: Difficulties encountered by students in their actions in favor of English***

Q10: Do you have suggestions for solutions to overcome those difficulties? If yes, point them out.

Out of the 39 students who were handed the questionnaire, only 19 gave their suggestions which can be looked at in the following table:

| <b>Students' suggestions</b>   |
|--|
| <ul style="list-style-type: none"><li>-Subscribe to and attend evening English classes</li><li>-Adopt and develop the spirit of reading in English</li><li>-Provide to students a pre-university English language training program</li><li>-Travel in Anglophone countries</li><li>-Adopt a communicative-based approach in one's English enhancement</li><li>-Have recourse to off-line mobile applications</li><li>-Make use of the internet</li></ul> |

***Table 10: Suggestions for solutions to overcome difficulties that students encounter in their English language planning***

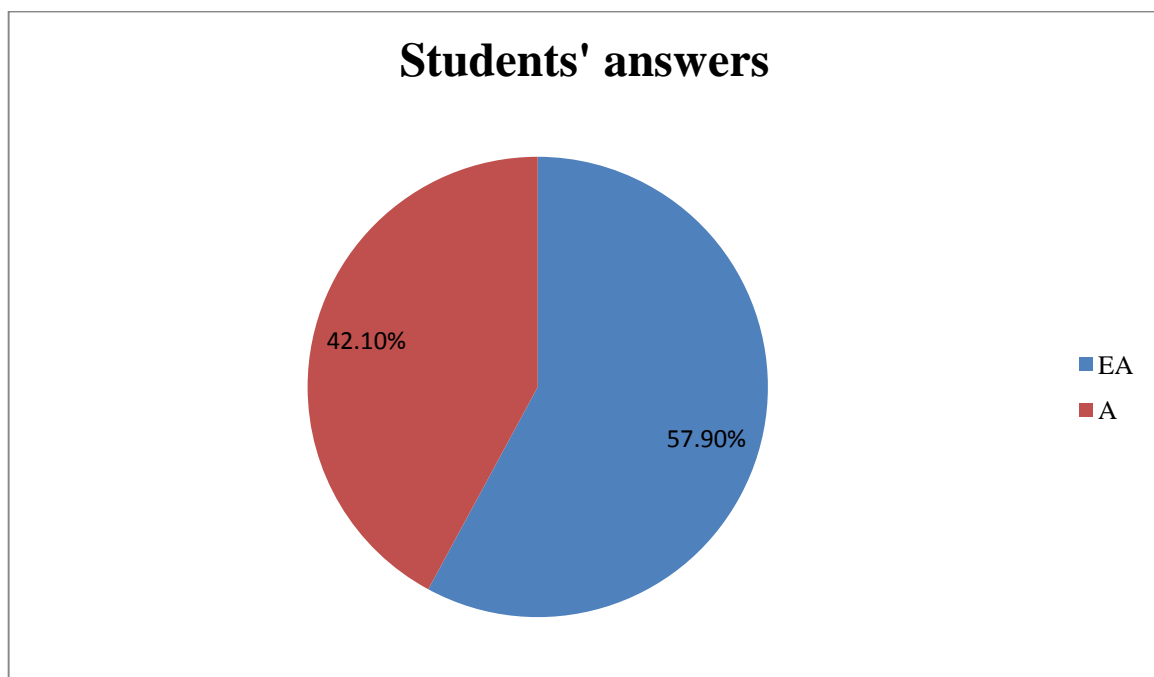
The data gathered from the informants, as they are reported above, will be subjected to analysis and that in the following part.

### **II.3.2. Data Analysis and Findings**

At the outset of the present research, the researcher set up hypotheses that he assumed to be the answers to the research questions. The data from informants that are provided in the above section are now going to be analyzed, and it is from this analysis that the veracity of the set up hypotheses will eventually be confirmed or refuted.

In one of the hypotheses, the researcher assumed that there is a language planning in favor of the English language currently going on and undertaken and implemented by students for them to better integrate in the current global world which mostly makes use of the language. There then came a need for the researcher to first check whether those students are really aware of the global role of English especially in the academic domain which they are most concerned with. For that purpose, the three first questions of the questionnaire submitted to informants were designed to assess that students' awareness.

The first question was put in the form of declaration that English is a requirement for one's integration in the current global world. Among the answer options proposed to the informants, there were two options of agreeing, namely "I extremely agree" and "I agree"; two options of disagreeing which are "I strongly disagree" and "I disagree", and a neutral option "I neither agree nor disagree". All the 38 informants who answered the question chose the agreeing answer option: 26 among them, i.e. 57.9% **extremely agreed** (EA), while the remaining 12, i.e. 42.1% **agreed** (A).



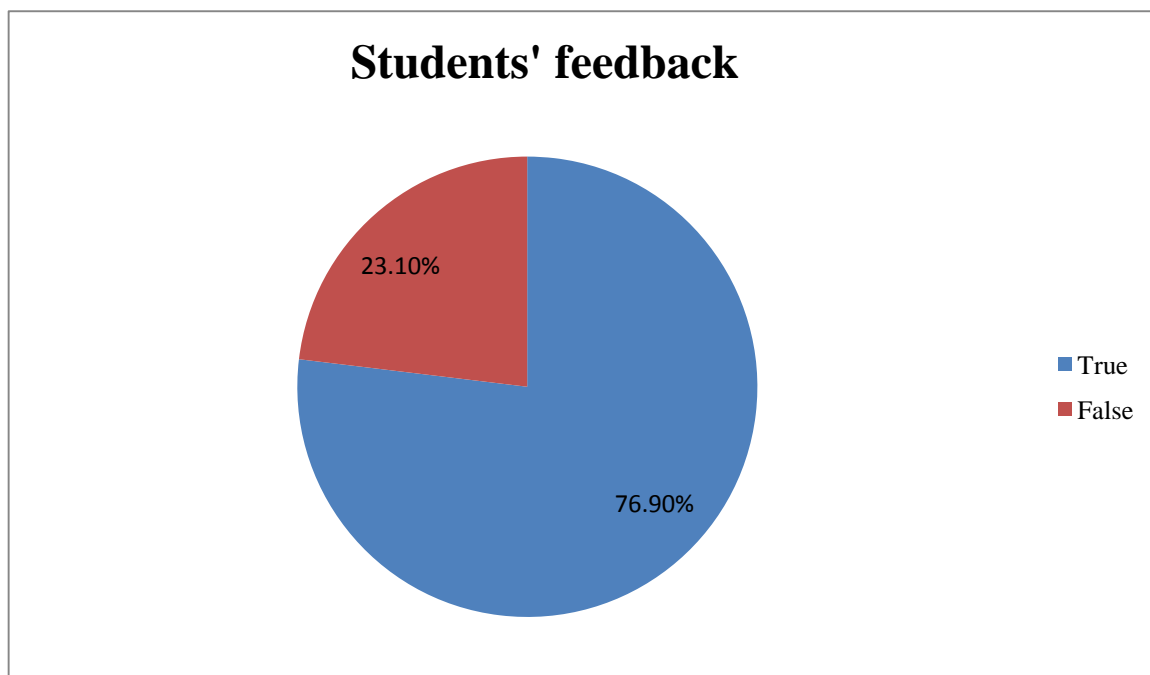
*Pie chart 1: Demonstration of students' awareness of the global role of English*

The feedback from students as is shown in the pie chart above demonstrates that those students are conscious of the global role of English.

Also, when they were given, in the second question, a list of languages and asked to name the one which could be deemed to occupy a big portion in global scientific and technological publications, all those who answered the question chose English, rather than any of the other 6 languages provided in the list. Among those other 6 languages, there was Arabic which is the native language of the informants. No one, however, did choose it. This suggests that

students, in their answers, were objective, rather than being influenced by emotions which they might hold toward this or that language.

The answers provided to the third question show how important the English language is in scientific documentation. Students highly recognize that there are scientific documents which they are in need of and which are available exclusively in English.



*Pie chart 2: Students' positions on whether there is necessary scientific documentation available exclusively in English*

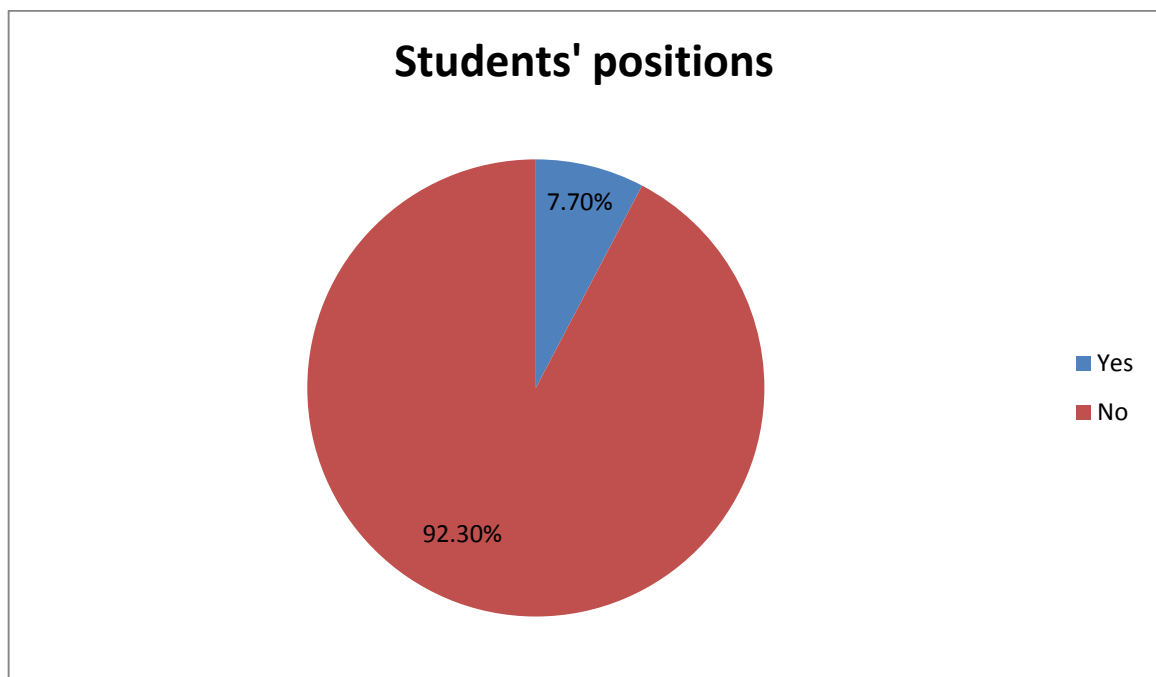
If there is a scientific documentation which cannot be found in any language other than English, it follows that the student who is day-to-day in need of that scientific documentation is supposed to be equipped with necessary skills in the English language in order to be able to access those scientific materials. But, is that the case? Whether it is the case or not is to be discovered in students' answers provided to the fourth question.

Before exploring the fourth question, let's recall that the three first questions were designed in order to make sure that students are aware of the global position of English especially in the academic area, the area they are daily much concerned with. The answers provided by informants to these three first questions demonstrated clearly the students'

awareness of the above-mentioned global position of English, thus confirming the hypothesis set up at the beginning of the research. The answers from informants to the three questions go as well in the same direction as Graddol's view (2000, p. 9) that "English is now the international currency of science and technology".

Let's now proceed with the exploration of answers to the fourth question, a question intended to inquire whether students are equipped with enough English language knowledge enabling them to have access to some academic materials which, as seen in answers to the third question, can happen to be exclusively in English.

Students' answers show that the English classes they take through the university English language curriculum are very far from being enough. The figure below reflects students' positions on whether the English language classes they take in the university teaching program are sufficient.



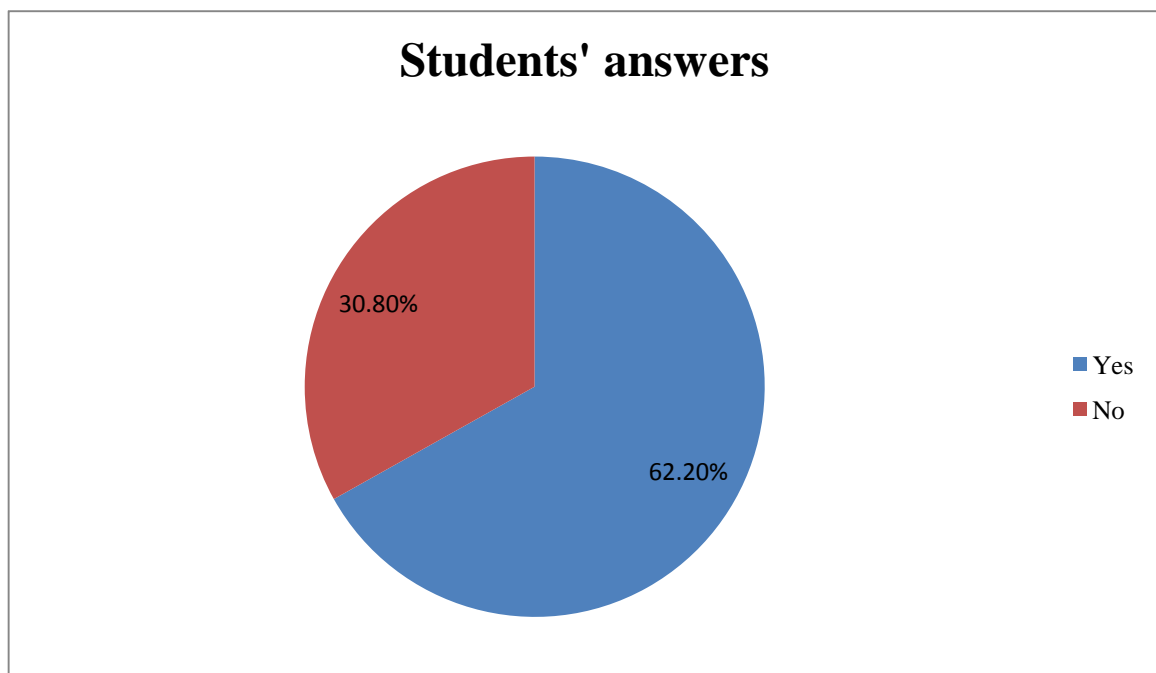
***Pie chart 3: Students' position on whether the English language curriculum is insufficient***

Students' positions in the above pie chart suggest that they are aware of not only their needs as regards the English language skills, but also their lacks as far as the mastery of the language is concerned. A great number of informants gave a "no" answer, thus recognizing that the English they are taught in the university program cannot equip them with the English

language skills they need to efficiently explore and benefit from the important academic documentation available in English.

English is not part of the Algerian sociolinguistic profile. Therefore, it is not the students' fault not to have a good knowledge of that language, since they neither use it as their language of instruction at school nor encounter it in Algerians' everyday exchanges. Despite that fact, English, at least currently, remains the global language especially in domains such as the academic which directly touches students' everyday interests. From these considerations, it can be said that students are not to remain helpless, given that they, or anyone else, cannot stop English from having such a global status and, thus, such an impact on their academic life.

Another observation from the answers reflected in the figure above is that the traditional top-down language planning undertaken by the government through its ministry of education cannot alone meet the students' needs as far as the English language in its global uses is concerned. This is why since the very beginning of this research, the researcher assumed that a bottom-up language planning undertaken by students themselves would help to most complementarily meet their English language based needs. It is from that researcher's assumption that the fifth question was put that was intended to check if students can happen to elaborate their English language planning or not. Students' feedback on that question is shown in *Figure 8* below.



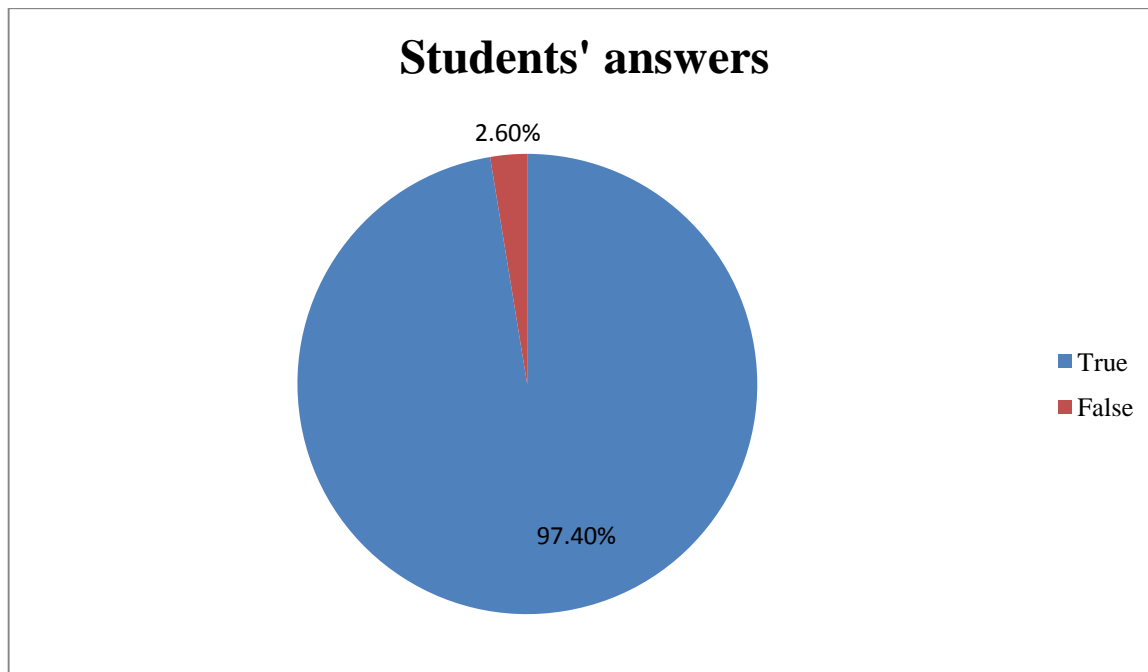
***Pie chart 4: Students' answers on whether they elaborate their own English language planning***

62.2% of the informants make plans intended to improve their English, whereas the remaining 30.8 do not. The traditional top-down language planning framework considers students as mere learners of the language which is being planned. However, the answers above show that students are language planning actors who are both language planning designers and language planning target population. In other words, by borrowing from Cooper (1989)'s language planning theoretical framework, it can be said in the present case that students are the English language planning actors who are attempting to influence their own English language behaviors. The behaviors to be influenced here imply the motivations that are pushing students to take actions in favor of English. Among those motivations, the informants cited the need to consult the scientific documentation which is mostly in English, the need to understand the first movies without any need of subtitles, the need to understand songs in English, the need to communicate with other speakers of English, the need to improve programming skills since the latter is mostly conducted in English.

These informants' answers show that students are aware of their need for English not only in the academic domain, but also in global culture, global media, international communication and other global-related domains. In short, they are willing to integrate themselves in the whole global world through all domains: academic, cultural, economic, etc. These domains are globally mostly conducted in English, and this is why they are motivated to plan for it. Upon observing these students' motivations, it would not be an overstatement to say that they are not planning for English *per se*. Their English language planning is rather part of the whole global social development planning and goes in the direction of Tupas (2009), cited in Kennedy (2011, p. 6): "...LP [language planning] is a part of social development and...we should look at the social needs of communities and only then see whether there is a role for language in helping to satisfy those needs". To briefly comment on the above quote, the role of English in helping students, or anyone else, to better live in the current globalized society is crucial, thus the necessity to plan for it.

Following the cooper's language planning theoretical framework in its "what means" sub-question, the researcher intended to inquire, through the 7<sup>th</sup> and 8<sup>th</sup> questions, on the means or tools students use in carrying out their English language planning. The researcher hypothesized at the start of the inquiry that internet is one of the means used. Answers to the

7<sup>th</sup> question confirmed the veracity of that hypothesis in that 97.4% of the informants affirmed their use of internet in their English language planning.



*Pie Chart 5: Students' use of internet in their English language planning*

Though students have recourse to internet in the improving of their English, it is also worth mentioning that the knowledge of English is a requirement to access the important internet materials as was put by Graddol (2007, p. 44): “It is often claimed that English dominates computers and the internet, and that those wishing to use either must first learn English”. Given that the access to internet materials requires also some knowledge of English, the researcher sought to know the other means used by students to equip themselves with at least some English knowledge. That was the purpose of the 8<sup>th</sup> question. Answers to this question include, among the other means used by students, documentaries, off-line mobile applications, books, television, films and series, and English language teaching centers.

Among these means, there are those such as off-line mobile applications or documentaries that are never used by English teachers or are not even thought of in designing the English language curriculum. This is another justification that the top-down language planning cannot alone put in place an English language planning framework which would help students to be equipped with the English language skills required by the today's global world.



The answers to the eighth question also come to confirm the researcher's set hypothesis that the internet, along with other ICT tools, is used by students to carry out their English language planning. Their use of mobile phones for the off-line applications, the use of television, of computers for watching documentaries and movies in English are points that prove that the ICT tools play a big role in their English language planning.

As in any activity, students' language planning does not happen without difficulties. Informants pointed them out: the lack of basic English language knowledge which would enable them to have access to the available English language learning materials, lack of time because of the very tight academic time table, lack of internet connection, lack of practical communicative experiences because of the surrounding environment which does not daily use English, lack of will and motivation.

Let's recall, though it may seem pointless, that informants in this inquiry are, except one, citizens of Algeria, one of the Kachru's expanding circle countries as far as the spread of English is concerned. At the beginning of the research, the researcher hypothesized that individuals living in those countries are most faced with the English language based needs compared to those living in countries belonging to the other two Kachru's categories. This hypothesis is confirmed. The veracity of the hypothesis lies in the informants' point that one of their difficulties to their English language planning is that they are in an environment in which they are not daily in contact with English, thus their lack of communicative skills.

### **II.3.3. Suggestions**

Given that, as already shown, students are encountering difficulties in their planning in favor of the English language; solutions are needed to overcome those difficulties. It is in this perspective that, in addition to suggestions provided by informants themselves, the researcher has made some proposals on what can be done for the students to better their English language planning situation.

The lack of will and motivation is one of the difficulties that students are faced with as informants pointed out. Students should be enthusiastic to boost their English language knowledge, no matter how slow they may progress.

A bottom-up English language planning carried out by students themselves does not necessarily imply the non-involvement of the government in that challenge. On the contrary, the government agencies should carry out inquiries among students in order to gain objective data from which the government's language policies would be built. Students are the very local language planning actors and thus are the best positioned to know their own needs. This is why even government English language planning should be based on ideas gathered from them.

Also, as contribution by the government or government agencies, the creation of the English language teaching centers in at least each faculty would help to bridge the gap that separates students in expanding circle countries and those in the other countries as far as their integration in the global world is concerned. But again, this leads to another problem of the likely lack of qualified English teachers which also calls for a solution: the training of specific English teachers at least per faculty of the university. Once established, these specific English language teaching centers should be aimed at equipping students with English language skills necessary for them to benefit from the global advantages that English carries with it especially academically. In those centers, testing students and giving them grades should not be focused on because it creates fear and shyness in students and makes them refrain from learning, which is one of the their obstacles as was reported by informants.

Moreover, if an English language teaching center is created for each faculty, and teachers for that purpose are trained, this would help students, among other things, to overcome at least partly the vocabulary-based problem, because teachers in those centers would focus on the frequently encountered register, which would develop in students the communicative competence which would be likely to be required in their areas of study.

Finally, though English is a global language today, it will not remain so forever. That is why students should not lose interest in other languages. Rather, they should keep in mind that a language planner is a social development planner. They should, therefore, remain in touch with global social development and then design language planning actions accordingly.

## **II.4. Conclusion**

The enquiry conducted among the Master I computer science students at the University of Tlemcen was intended to check the veracity of the two hypotheses set by the researcher at the beginning of the present research project. Those hypotheses can be summarized as follows:

-The global status of English is behind the current bottom-up English language planning, and that language planning is going on in countries where English has the status of a foreign language. Students in those countries, among which Algeria, are aware of the global role of English, but do not have required skills in that language in order to benefit from it especially academically. Being also aware of their needs, they are undertaking and implementing their own English language planning in which they are the first actors.

-In carrying out their English language planning, students are having recourse to internet and other ICT tools along with the English language teaching centers. Motivations behind that language planning were assumed to be based on pragmatic considerations, rather than on emotions hold towards languages.

A questionnaire was handed to students with the intention of confirming or refuting the above hypotheses. Answers from the informants came to confirm the hypotheses.

It was found that students are very aware of the global role of English especially in the academic sector. They recognize their needs and lack as regards the mastery of English and are taking actions to enhance their English language knowledge. The motivations behind that English language planning include, among others, the need to access the scientific documentation available in English, a need to communicate with other speakers of English, a need to understand movies and songs in English, a need to access the on-line materials in English. ICT materials and internet were found to be the means students use in their actions in favor of English. Among the difficulties they encounter are the lack of motivation and time, lack of basic English language knowledge to consult available English learning materials. Suggestions for solutions to overcome some of the difficulties were made and include the establishment of English language teaching centers per university faculty, the development of the enthusiasm to go forward in improving one's English, and the keeping of interest in other languages so as to remain integrated in the global world in case English loses its global status.

## **General Conclusion**

The present research project has departed from the researcher's puzzle related to the relationship between globalization and language planning. More specifically, the researcher, upon his observations, saw that the current global status of English must be triggering the English language planning practices going on at the very bottom level of societies. But still, those were the researcher's observations and a need to go beyond the researcher's point of view in order to investigate the reality was felt, thus the undertaking of the present research.

The research started with a general introduction whereby the problematic of the research and the research questions were stated. As an attempt to find answers to those research questions, the researcher set up hypotheses which the research had to confirm or refute at its end. In these hypotheses, it was assumed that the global status of English is influencing the bottom-up language planning mostly in countries where English has a foreign language status. In those countries which include Algeria, still assumed the researcher, students are in need of English especially when it comes to the consultation of the available scientific documentation which is globally dominated by English. The researcher continued hypothesizing that students, being aware of their needs and lacks as regards the knowledge of English, are carrying out the English language planning in which they are the very first actors, using the means such as the English language teaching centers, the internet and other ICT tools.

After the general introduction came the first chapter which, being theoretical in nature, was intended to explore the historical evolution of the language planning theory and how that theory is being impacted by the current global status of English. The chapter started with the birth of the language planning theory which was set back in the 1950s, establishing the difference between the traditional top-down language planning framework and the recent bottom-up one. There followed the typologies of language planning activities which included, among others, status planning, corpus planning, acquisition planning, and prestige planning. All these language planning activity types revolve around two main elements: the structure of the language on the one hand, and the functions of the language which involve the consideration of the society in which it is used, on the other hand.

Still on the historical evolution of the language planning theory, Cooper's theoretical framework which is organized in the form of a long question was considered in its different sub-questions. Cooper's theory is important given that it allows for a language planner to have a picture of all the variables which are likely to be involved in an undertaken language planning process.

The second chapter dealt with the historical evolution of English since the Old English period up to the global English. English was found to have evolved through three traditional stages: the Old English, the Middle English, and the Modern English stages. However, it was found to be currently on its fourth stage: the global English stage. That global English is distributed in different countries around the world under three different statuses: native language, second language, and foreign language statuses.

English is believed to be at the centre of many of the globalization processes and, therefore, the knowledge of the language is viewed as a requirement for one's integration in the current global world. Unfortunately, most of individuals living in countries where English has a foreign language status, among which Algeria, were found without enough English language skills for them to benefit from the advantages the language carries with it. Individuals in those countries, especially students, should not remain helpless, but should rather undertake their own English language planning in an attempt to less or more satisfactorily meet their English language-based needs.

In order to check the veracity of the set up hypotheses, an inquiry was conducted among Master I computer sciences students at the Algerian university of Tlemcen to investigate how they are carrying out their language planning to satisfy their English language-based needs. A questionnaire comprising 10 questions was handed to 53 informants among whom 39 gave their feedback on the questions.

The answers gathered from informants revealed that students are aware of the global role of English especially in the academic area which they are daily most involved in. Their feedback showed also that the English language classes students take in the university curriculum are not sufficient to equip them with the English language skills needed for them to have access to the academic documentation available in English. The informants' answers revealed indeed that students are themselves doing their best to enhance their English. They are in other words carrying out their English language planning, and the means they are resorting to are, among others, the internet, mobile phones, television, English language teaching centers, books. Motivations behind that English language planning, according to informants, are summarized in two points: the need to better integrate in the global world which works in English and, particularly, the need to access the necessary scientific documentation available in English. These answers from informants came to confirm the

hypotheses established at the beginning of the research. The second chapter was closed with suggestions and a conclusion.

The carrying out of this research project was very enriching in experience on the part of the researcher as it would be to anyone interested in the interconnections between language and society. The research, especially in its practical chapter, was an occasion for the researcher to better understand how language use is at the centre of people's everyday activities and how it renders language planning a requirement for a better carrying out of those activities. It would be worth mentioning, however, that the present research did not cover all that might be believed to belong to the research topic given that it was bound to be completed in academically established time limits.

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**Appendix****Questionnaire pour étudiants**

Le présent questionnaire est conçu dans le but d'un projet de recherche de fin d'études universitaires portant sur l'impact du statut de l'anglais comme langue universelle sur le planning linguistique. Vous êtes priés d'y contribuer en répondant aux questions ci-dessous. Le chercheur vous remercie d'avance pour votre précieux temps et, de ce fait, pour votre apport considérable à la réussite dudit projet d'étude.

Genre (Masculin ou Féminin) de l'étudiant(e) :.....

Age de l'étudiant(e) :.....

1. La connaissance de l'anglais est une nécessité pour celui/celle voulant s'intégrer dans l'univers actuel qui met en avant le concept de mondialisation.

|                              |                  |                         |                             |                              |
|------------------------------|------------------|-------------------------|-----------------------------|------------------------------|
| Je suis extrêmement d'accord | Je suis d'accord | Je ne suis pas d'accord | Je désapprouve complètement | Je ne suis ni pour ni contre |
|                              |                  |                         |                             |                              |

2. Parmi les langues suivantes : l'Allemand, l'Anglais, l'Arabe, le Chinois, l'Espagnol, le Français, et le Japonais; laquelle occupe mondialement une grande part des publications scientifiques et technologiques?

|          |         |       |         |          |          |          |        |        |
|----------|---------|-------|---------|----------|----------|----------|--------|--------|
| Allemand | Anglais | Arabe | Chinois | Espagnol | Français | Japonais | Aucune | Toutes |
|          |         |       |         |          |          |          |        |        |

3. Il y a des manuels scientifiques dont vous avez besoin qui ne sont disponibles qu'en anglais.

|      |      |
|------|------|
| Vrai | Faux |
|      |      |

4. Le cours d'anglais qui vous est donné dans le programme officiel d'enseignement universitaire est-il suffisant pour vous permettre d'accéder à la documentation scientifique disponible en anglais dont vous avez besoin ?

|     |     |
|-----|-----|
| Oui | Non |
|     |     |

5. Est-ce qu'il vous arrive de personnellement élaborer un plan/des plans pour l'amélioration de votre niveau d'anglais ?

| Oui | Non |
|-----|-----|
|     |     |

6. Quelles sont les motivations derrière ce planning linguistique en faveur de la langue anglaise ?

.....  
.....  
.....  
.....

7. Internet est parmi les moyens que vous utilisez pour l'amélioration de votre niveau d'anglais.

| Oui | Non |
|-----|-----|
|     |     |

8. Quels sont les autres outils/moyens que vous utilisez ?

.....  
.....  
.....  
.....

9. Quelles sont les difficultés rencontrées dans vos actions entreprises pour l'amélioration de votre niveau d'anglais ?

.....  
.....  
.....  
.....

10. Avez-vous des suggestions à faire pour surmonter ces difficultés? Si oui, énoncez-les.

.....  
.....  
.....  
.....