Mohamed Khider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages

MASTER THESIS

Letters and Foreign Languages
English Language
Sciences of the language

Submitted and Defended by:
AMMARI Lamia

On:Thursday, 27 June 2019

Exploring Language Attitudes of the Algerian Scientific Disciplines' University students towards Foreign languages

The Case of second Master Students at the Section of Biology in the University of El-Oued

Board of Examiners:

.

Ms. **BENTAHAR Lamia**	**Chairwoman**
Mme. DJEOUAMA Houda	**Examiner**
Mr. LEBIAR Khaled	**Examiner**
Dr. TEMAGOULT Slimane	**Supervisor**

Academic Year : 2018 - 2019

Dedication

To the two that love, sacrifice, and care for us the most: parents.

To the ones that never gave up on us: family.

To those who were always there for us: friends.

Acknowledgments

ABSTRACT

The study of language attitudes is one of the major interests of sociolinguistics. In an attempt to gain insights into the Algerian complex sociolinguistic landscape and provide implications for language planning, the study at hand aims at exploring the attitudes of Algerian university students' of the scientific disciplines towards French and English, the policy applied concerning them, their use in their learning process, in addition to the factors behind their attitudes. To reach its objectives, the present study utilized a mixed method approach based on two direct instruments of data collection namely, a semi-structured questionnaire to investigate the participants' attitudes and a semi-structured interview to explore the factors behind them. The research population was a Master two biology students in El-Oued University from which a random sample of 37 students (n=37) were chosen to answer the questionnaire and 6 to conduct the interview. The findings of the study indicates complicated but generally negative attitudes towards French and positive ones towards English and major dissatisfaction with the current language policies concerning foreign languages. Based on these findings a group of implications for language planning were recommended.

List of tables

List of Graphs and Figures

List of Abbreviations

FLN: Front de liberation national (National Front of Liberation)

FL: foreign language

M: Mean

MTG: matched guise technique

N: Population

n: Sample

RH: Research hypotheses

RQ: Reseech questions

Table of Contents

Chapter One Theoretical Framework of the Study

Chapter Two Chapter two The Algerian sociolinguistic Situation

Chapter Three: The Field Work

Appendices

General Introduction

1. Background to the Study

Algeria makes a complex landscape for sociolinguistic studies, for, within the Algerian community, several languages and language varieties co-exist, namely: Classical Arabic, Modern Standard Arabic, Colloquial Arabic, Tamazight and its varieties (Chawi, Mzabi, Tergui…etc) in addition to French. The Algerian sociolinguistic situation is mainly characterized by mutual acceptance and agreement. However, as a result of various political and economic interests, linguistic competition emerged between: French as the first foreign language and former official one, and Arabic, the new official language, Classical Arabic versus colloquial Algerian Arabic, and the various Berber dialects versus Arabic. On top of that, due to its increasing international power and dominance, English is currently imposing itself as a real linguistic option for Algeria, suggesting a new linguistic issue in which may be referred to as foreign languages competition, occurring between French and English.

On one hand there is French, the first foreign language in Algeria which is viewed by Algerian people from various perspectives, and consequently referred to; using contradictory terms including: the language of the colonizer, the war loot and a language of prestige. This language possess a respected position in the world, it is the 5th spoken language internationally spoken by around 274 millions of people. Regardless of its status as a foreign language in Algeria, it functions as an official one without constitutional disposition. For, it occupies a significant position in Algeria on all levels, it coexists with Algerian Arabic and Amazigh varieties in social settings in addition to its presence it in official administrative situations. As for education, it is

taught as a compulsory subject from the third grade in primary education till university where it is used as a medium of instruction in teaching scientific and technical disciplines.

On the other hand there is English, the language of international communication which gained its power through the expansion of the British Empire and the emergence of the USA as the world economic leading nation. Nowadays English is universally dominant in all aspects including science, business, press, advertising, broadcasting and literature. English also took over the internet since more than 90% of the electronic contents are stored in English. Therefore, there is a dramatic growth in its use all over the world. However, in Algeria, English is considered as no more than a foreign language that is taught in middle and high school, and has almost no further functions in the social and official matters.

In the recent years the popularity of French is decreasing and that was admitted by the head of the francophone bureau in the Maghreb region who stated: "French is facing a big withdrawal ". On the other hand, English popularity is increasing for instance, an online survey conducted by Al-khabar newspaper on 4772 Algerians showed that 81.2 percent of them support the implementation of English as a second language in Algeria and due to such a widespread support, scholars including (Zughoul, 2002) believe that English is now in a position to compete with French in North Africa. On the same matter, other scholars go as far as considering the positive attitudes towards English as a negative reaction towards French for this phenomenon; Sadiqi (1991) states: "being a colonial language, French has inevitably been considered a symbol of political and cultural dependence, although this is not explicit The rather negative attitude toward French indirectly increases the popularity of English, a language without any colonial connotations" (p. 111). Moreover, the

effectiveness of language policies may be influenced by the changes in attitudes; therefore, these changes in the Algerian society should be followed by extensive studies and changes in language policies if necessary.

2. Statement of the Problem

The position of languages within a certain community is a critical issue that has various repercussions on different levels. Therefore, language policies need to be deliberately planed, implemented, and constantly evaluated in order to assure its success and avoid the consequences of its failure. One of the most significant factors that determine the extent of success of language policies is the attitudes of people towards languages and language policies. Consequently, the study of language attitudes is essential when planning for new policy or assessing the effectiveness of an already applied one.

The language policy concerning foreign languages in Algeria is one that there is a public debate over, a debate that is caused by the intriguing status of French and its functions that do not correspond to that status, in addition to English which is imposing itself in the Algerian linguistic situation; Causing voices to rise against the dominance of French, the first foreign language, and the marginalization of English, the universal one. Furthermore, the issue of foreign languages grows in Algerian higher education especially with English being the international language of science and technology.

Based on what was previously stated, the current situation of foreign languages in Algeria is not simple to be managed or understood. Therefore, this issue needs to be treated with immense consideration and serious investigations are needed so that effective language policies can be put in place. As a result of the above

considerations, in the current study we aim to make contribution that may help in understanding some aspects of the Algerian sociolinguistic situation and assist language planners in Algeria, by providing a deeper understanding of the issue of foreign languages in through studying languages attitudes towards them and their use specially in higher education .

3.Research Questions

The study at hand seeks to answer the following questions:

RQ1: What are students' attitudes towards French and English?

1.1. Are their attitudes justified?

RQ2: How do they conceive the Algerian language policies towards foreign languages?

RQ3: What are the students' attitudes' towards the use of foreign languages in the learning process?

1.1 Do they favor one language over the other?

4. Research Hypothesis

Based on the above research questions we suggest the following research hypotheses:

RH1: If French is negatively viewed in Algeria, it is because of historical colonial reasons.

RH2: if English is positively viewed in Algeria it is because of instrumental and linguistic factors.

5. Significance of the Study

This study is significant in the sense that it makes a theoretical contribution to the existing body of knowledge related to the sociolinguistic situation of Algeria. This research attempts to study university students' attitudes towards foreign languages, policy concerning them and their use as medium of instruction in their studies. Furthermore, studies of language attitudes are considered to be of immense importance in the field of sociolinguistics partially because they are viewed as the first step towards a successful language planning process. Because, they provide valuable information that assist language planners to develop language policies and evaluate the effectiveness of the applied ones. To conclude, in addition to providing implications for language planning, the study in hand can also serve as a paper of reference for researches who are interested in the Algerian sociolinguistic situation.

6. Aims of the Study

In the broad sense, the study aims to assist language planners in Algeria through providing deeper understanding to the Algerian sociolinguistic situation especially in university by studying the students attitudes towards the used foreign languages (French and English). Moreover, through this research we will try to reach the following specific objectives; explore the attitudes of students towards languages , the current language policies concerning them, the use of these languages in their learning process, in addition to exploring the factors behind their attitudes.

7. Research Methodology

6.1 Research approach

In this study we attempt to use mixed method approach in order to explore the attitudes of Algerian university students towards foreign languages, language policy

and foreign language use in higher education. We will use a combination of both qualitative and quantitative approach in order to collect the data required to answer our research questions.

7.2 Data collection and data analysis

To collect the data required to answer our research questions we will use two research tools. The first one is a semi structured questionnaire addressed to students in order to study their attitudes towards the two languages based on questions about their use of both languages and their opinions about them. Moreover, the second tool is semi-structured interview which will provide qualitative data that aims at constructing a deeper understanding to the factors behind their attitudes. Furthermore, since the research instruments will provide both quantitative and qualitative data. Each will be analyzed differently.

7.3. Population and sample

The population of this study is master two students of biology in the University of Hamma Lakhder, El -Oued. The whole promotion contains 185 (N=185) students and since we cannot work on the whole population we will randomly select a sample of 20% of the population, to answer the questionnaire. In addition, 6 students selected randomly from the chosen sample to conduct the interview. This population was partially selected because both languages are present in their learning process: French as a medium of instruction and English as a module.

5. Structure of the Study

The current study is divided into three chapters. The first chapter represents the theoretical framework of the study. It deals with different matters, starting with language attitudes, providing definitions of language attitudes, its types, approaches to studying it and measuring language attitudes and its relationship with language

planning. While the second chapter gives a general review about the Algerian sociolinguistic landscape with a special focus on education and foreign languages. Finally, the third chapter is concerned the field work. It provides an extensive description to the research procedures, in addition to analyzing and discussing the results of the interviews and the questionnaire.

8. Limitation and Delimitation of the Study

The outcomes of the present study are limited by direct methods only since both instruments that were used namely, questionnaire and interview were direct ones that are based on self-reporting, not taking into consideration the sub-conscious attitudes of the participants. Therefore, other dimensions of the attitudes of the subjects could be ascertained using indirect approaches like a societal treatment or matched guise protocol.

Another important limitation of the current research was the sample. The sample for the current study was a random cluster sample of biology master two students from El-Oued univiversity situated in the south of Algeria. Hence, based on historical and social factors their attitudes towards foreign languages especially French differ from other regions in Algeria.

Chapter one: Theoretical Framework of the Study

Introduction

The current study investigates Algerian university students language attitudes towards the two main foreign languages in Algeria (English and French), and their uses with special focus on their attitudes concerning the role these languages play in the students' field of study. In addition the exploration of the Algerian sociolinguistic landscape, this study aims at examining the Algerian language policies concerning foreign languages, especially in the field of education. Consequently, functioning as a theoretical background to this study, this chapter will deal with the related literature, starting with the concept of attitude in general then shifting to language attitudes and finally, moves to its relationship with language planning.

1.1. Attitudes

Etymologically, in the 17th, the term attitude was a technical term used in art which meant the posture or position of a figure in an art work such as a statue or painting, however, during the 18th century it was the meaning of the term broadened to refer to any body posture that imply some mental state. Subsequently, the notion of attitude evolved over the years to reach its current meaning (Wedgwood, 1872). Although, the study of attitudes is one of the main interests of the field of psychology the academic focus on this study didn't appear untill the 20th century. Allport (1935), the famous psychologist, argued that attitude is the most significant concept under study in American social psychology. He defines it as "a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (as cited in Rajecki, 1982). Simply put, it is a mental state that influences one's

behavior towards a certain object based on his/her experiences experience related to that object.

Initially, attitudinal studies were restricted to the field of social psychology but later the notion spread to several disciplines among which was the educational studied. Under the umbrella of educational studies of attitudes scholars dealt with attitudes toward school, school subjects, students and teachers. Accordingly, the studies of school subjects encompassed students' attitudes towards learning a foreign which language were explored by researchers such as Baker (1992), and Gardner and Lambert (1972) (as cited in Navarro-villarroel 2011). Their studies paved the way for the studies on what is called "language attitudes". Language attitudes are distinguished from other attitudes by the fact that they are precisely about language.

1.2. Language attitudes

Even though, the study of language attitudes takes a big part of sociolinguistic studies, still, as Matsuda (2000) declared "there does not seem to be an agreed-upon definition" (p. 27). The Longman Dictionary of Language Teaching and Applied Linguistics defines it as follows:

> The attitudes which speakers of different languages or language varieties have towards each other's languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc.
>
> (RichIards and Schmidt, 2002 p .297)

Similarly, Crystal (2003) refers to language attitude as people's feelings about their own language in addition to the language(s) of others.

Furthermore, a broader definition of language attitudes is the one presented by Fasold (1987), which does not limit language attitudes studies to attitudes towards language itself. His definition also include studying attitudes towards speakers of a particular language or dialect and goes as far as studying attitudes towards all sorts of behavior concerning language, including attitudes toward language planning , policy , use and maintenance efforts . In the same vein, Baker (1992) identifies the following major areas in studying language attitudes ; Attitude towards language variation, dialect and speech style , learning a new language, specific minority language , language groups, communities and minorities , Attitude towards language lessons , the uses of a specific language and towards language preference .

Based on the previous definitions of language attitudes as well as the objectives of this study, In this research we assume that the study of language attitudes is not related to person's feeling towards the language only but the focus of the attitudes studies can range from an individual's attitude towards the language in general to his/her attitudes towards its speech community, and language policies.

1.3. Attitudes and related concepts

A problem that may come to light when dealing with the term attitudes is the overlap with other concepts such as belief, opinion, and value. These concepts are closely related to yet distinct from attitudes. Beliefs for instance are cognitive in nature so they essentially account for only one component of attitude. Furthermore, opinions are described as overt beliefs (beliefs that are expressed overtly), unlike attitudes which can be dormant sometimes. Values; which are portrayed as ideals that individuals strive to achieve, are considered to be more abstract than attitudes. Individuals have dozens of values but hold a great many more attitudes.

Other terms which are likely to be confused with attitude are; habit, trait, motive and ideology. For instance, habits are fundamentally behavioural routines. On the other hand, attitudes are mental states may be determinants of behaviour. Furthermore, although motives and attitudes are similar on many levels, motives are goal specific whereas attitudes are only object specific (Baker, 1992). As for Personality traits, they are more stable and long lasting than attitudes. Also, unlike attitudes which are evaluative towards a specific object, personality traits determine the way someone behaves in general (Baker, 1992). Finally, ideology is a crucial term in sociology; it refers to a set of assumptions and values associated with a social or cultural group. Attitude is related to social psychology which deals with individuals. Also, ideology is formed by socio-historical events, while attitude is learned through experiences.

1.4. Attitudes Formation

A question that may be posed is, where does attitudes come from, what has been stressed in almost all attitude definitions including the one of Alport (1935) is that attitudes are acquired rather than inherited/innate (as cited in in Rajecki, 1982). Furthermore, the process of the acquisition or learning of attitudes begins from early childhood and continues throughout the person's life. Several factors contribute to the formation of attitudes including:

One of the processes that influence one's attitude from an early age is socialization, which refers to the process in which an individual learns from people and objects surrounding him/her such as; parents, teachers, friends and media. Similarly, Chaiken (2001) claims that learning about attitudes and opinions of the people surrounding us about certain objects contributes to shaping one's attitudes

towards these objects. Another factor that Chaiken (2011) believes to be one of the most prominent attitude determinants is the individual's personal experiences with the attitude object, people tend to hold positive attitudes towards objects that they had pleasant with and vice versa. Rational analysis of things and ideas can also play a big part in forming one's attitudes about them.

Chaiken (2011) claims that one thing that people's attitudes are influenced by is the behavior that the attitude objects induced in them, for people feel the need for their behaviors and their attitudes to be congruous. Therefore, matters that have strong affects on one's attitudes may determine their attitudes, things including the individual's needs and interests which may force him/her to behave in a certain way for instance, if an object satisfies one's needs he/she will likely form positive attitude towards it. Personality traits like aggressiveness, optimism, pessimism and intelligence level can also affect the way in which people perceive things and ideas, an optimistic person for instance is more likely to have positive attitude towards new objects than a pessimistic one. People's culture also can affect their attitudes since the components of culture, norms, traditions, values and beliefs help in shaping attitudes. People tend to form positive attitudes towards culturally approved practices and negative attitudes towards disapproved ones.

Furthermore, in psychology three main theories are suggested to explain how people's attitudes take shape namely: learning theory, functionalism and cognitive dissonance theory (Djennane, 2016)

1.4.1 The learning Theory

Based on the work of psychologists including Albert Bandura and Hoveland this theory explains how individuals learn through social interaction (as cited in Djennane, 2016). Classical conditioning or learning by association can illustrate this perspective on attitude formation; it suggests that association between a certain object and positive or negative attributes is formed in one's mind through the process of stimulus response which leads to the formation of positive of negative attitude towards that object. For instance, in a diaglossic speech community like Algerian one, where the high variety (standard arabic) is used for formal context, whereas the low variety (Algerian Arabic) is assigned to informal functions. In primary school, if the teacher punishes the students when they use Algerian Arabic, students may eventually associate Algerian Arabic with punishment   and develop negative attitudes towards it (Ibid).

1.4.2 The Functionalist theory

Another theory that provides accounts for attitude formation is functionalism, a theory on mental states that advocates that they , mental states, are identified by what they do rather than by what they are made of (Polger, 2018).Consequently, functionalists who relate attitude formation to psychological needs(Djennane, 2016). Simply put, attitudes are developed based on the extent of the congruence among one's wants, needs, values self image and the attitude object. In relation to the field of sociolinguistics, a proper illustration for the perspective may be language policy, taking language policy for an attitude object. A linguistic policy of assimilation like the one undertaken by the French colonization in Algeria, where the language of the colonizer was imposed at the expanse of the people's native languages, consequently,

people may developed negative attitudes towards this language policy or even the language it promotes because this policy does not serve their preferences and needs.

1.4.3 The behaviourist theory

Attitudes can also be formed as a reaction to behaviours including the person's own behaviours and the behaviours of other people. In terms of how one's behavior can function as a determinant of his/her attitude dissonance theory can provide a good illustration of that, this theory is based on the claim that people have a tendency to seek consistency among their cognitions (i.e. attitudes) and their behaviours (Culatta, 2019), Accordingly, the way in which people behave as a instant response to a new object shape their attitudes towards it. Furthermore, attitudes are not only formed based on ones behaviours, they can even change based on them. For, when inconsistency between attitudes and behaviors appears something must change to eliminate the dissonance it is most likely that the attitude is the one that will be subjected to change in order to suit the behavior (Culatta, 2019). However, based on the social learning theory Attitudes may also be learned from observed behaviours. The way other people behave can influence one's attitudes formation like observing an attitudes of a mate that he/she admires or the ones of celebrities. In other words, attitudes can be learned through the imitation of observed behaviours (McDonald & Kielsmeier, 1970).

1.4. Approaches to studying attitudes

As Fasold 1987 claims: "The study of attitudes in general begins with a decision between two competing theories about the nature of attitudes"(p. 147). Therefore, any investigation about attitudes towards a language is partially based on

the approach that the researchers follow. Commonly, the study of language attitudes should be based on one of two theoretical approaches: behaviourism and mentalism (Appel and Muysken 1987).

1.4.1. Behaviourist approach

Behaviourism in general is a scientific theory which claims that human activity may be reduced to behavioural units (McKenzie, 2010). When talking about attitudes, this theory claims that they can be inferred through observing authentic behaviours in real social situations, for instance, Bain (1928) claims that "attitudes are regarded as a hypothetical construct that can be revealed by verbal responses to a given set of stimuli." (as cited in Almahmoud, 2012). Consequently, considering language attitudes, holders of such a view believe that exploring language attitudes is based on investigating observable responses to a certain language, language or language variries. Language use is good example of that. According to behaviourists, attitude towards a language may be studied through its actual use for instance the use of standard Arabic religious and official occasions implies that people have positive attitudes towards it and sees it as high and prestigious variety.

The behaviourist view of studying attitudes was criticized on many levels. First for not taking into consideration the mental attitudes that people hold, Scholars including Appel & Muysken, fasold, Ihmere claim that it is examining visible behaviours only is not sufficient to predict attitudes (Almahmoud, 2012), while, Baker(1992) go as far as considering the observation of external baheviour only, as a source of mis-categorisation and wrongful explanation of attitudes. The behaviourist approach to attitudes is additionally criticized for viewing attitude as the only dependent variable and consequently the sole determinant of the behaviours of

individuals; simply put, it claims that there is a perfect correlation between attitude and behavior neglecting other factors that may additionally influence behavior, such as the individual's gender, age, ancestry, group membership or language background (McKenzie, 2010).

1.4.2. Mentalist approach

On the other hand, the mentalist view of studying attitude considers it as an inner mental state. Williams (1974) provides a definition of attitudes from the mentalist point of view as follows: "Attitude is considered as an internal state aroused by stimulation of some type and which may mediate the organism's subsequent response" (as cited in Coronel-Molina, 2009 p. 3). According to this definition attitude is considered as a state that may or may not induce or affect one's behaviours and accordingly, the mentalists claim that attitudes cannot be directly observed through one's responses. Despite the difficulties faced when investigating mental states Most of the research on attitude, including this one, is based on the mentalist perspective (Almahmoud, 2012).

Unlike behaviourists who view attitudes as single units, Mentalists consider attitudes to have subcomponents, they assume a tripartite model of attitude formation that contains the following parts.

1.4.2.1. Cognitive component

Cognitive which is also referred to as the informational component, it encompasses information, knowledge and beliefs one have about the attitude object (language in this case (Djennane, 2016). Individual's cognition is affected by the individual's social background and personal experience and subjected to bias therefore; this component of attitude may be built on stereotypes.

1.4.2.2. Affective component

The affective or emotional component is concerned with emotional reactions to the attitudinal object, it reveals to which extent one's feelings towards the objects (language) is positive, negative or neutral (Djennane, 2016). This component of attitude may be observed through verbal responses which involves individuals verbally expressing their feeling towards the language or non verbal responses which involve body language when exposed to a certain language or language variety (McKenzie, 2010).

1.4.2.3. Conative component

Conative or behavioural component is related to behavioural intention and potential acts towards an object. In this case it refers to one's willingness to acts in a certain way concerning a certain language for instance choosing to take classes to learn a certain language (Almahmoud, 2012). However, one problem is that sometimes behaviours may consciously or unconsciously take place in order to conceal one's internal attitudes (McKenzie, 2008).

According to the mentalist perspective the three previously mentioned components construct attitudes Omdal (1995) explains that in the following statement:

> before a person can react consistently to an object, he or she must know something about it and is then able to evaluate the object positively or negatively; this knowledge and these feelings are usually accompanied by behavioral intentions

(as cited in Djennane, 2016 p. 40)

However, McKenzie (2010) claim that not all of the three components should be present in a given attitude and indeed, that it is not always possible to distinguish these components from one another. Furthermore, the attitude components are described by Matsuda (2000) as: "discreet and may contradict each other", (p. 29). For instance, a person may have negative attitude towards French and consider it as the language of the colonizer but still learn it and use on a daily basis.

1.5. Importance of studying language attitudes

In connection with the importance of language attitudes studies, Richards & Schmidt (2002) stated: "the measurement of language attitudes provides information which is useful in language teaching and language planning" (p. 286). In other words, the significance of language attitudes studies can be sensed on two different levels; the micro and macro level. Concerning the micro level or the small-scale importance of attitude research revealed the existence of a strong relation between a favorable attitude towards the target language and effective language learning (Almahmoud, 2012). Consequently, a positive attitude towards a language and its community is expected to result in better learning, whereas a negative attitude is a factor that affects learning negatively.

At the macro level, language attitudes studies have fundamental implications. The information that a language attitude study provides can reveal the present situation of the language in addition to predicting its position in the future. In relation to that, Friedrich (2003) stated "attitude studies are an appropriate lens in providing a snapshot of language use at a particular moment in time" (cited in Almahmoud, 2012 p. 29). Furthermore, when investigating language attitudes in a community it can serve as an indicator of language growth or decline, it reveals the extent to which the

language has spread or decayed (McKenzie, 2010). Another example of the implication of studying language attitude is observed through its relation with language planning, which is discussed in more details in the coming points in the chapter.

1.6. The measurement of language attitudes

Several methods and techniques have been utilized in language attitude studies. These methods and techniques are generally categorized into three main approaches: the societal treatment approach, the direct approach and the indirect approach. What follows provides an overview on each one of these categories.

6.1. The societal approach

The societal treatment approach which is also referred to as the content analysis approach observes how language, language varieties and their speakers are treated within a society (Djennane, 2012). This approach is generally employed in qualitative research; it encompasses methods and techniques which do not involve overtly asking informants about their views. As such, attitudes are deduced through ethnographic studies, observations and documents analysis (McKenzie, 2010). Accordingly, people's language attitudes are deduced through the analysis of the observed behaviours concerning the studied language(s), its/their use and users. An example of that is observing people's reactions when hearing a certain language or language variety. Another way of inferring language attitudes according to this approach is analyzing the public documents of the studied speech community like using discourse analysis to analyze road signs, booklets and names (Garrett, 2010).

The societal treatment is usually undertaken when it is not possible to reach the sample under natural condition or when there are strict limitations on time and space. The results provided by this approach are considered to be highly valuable and as described by Garrett (2010) "of immense importance in its own right" (p. 51). Yet, it is criticized by many scholars including Ryan (1988) for not being sufficiently rigorous (as cited in Djennane, 2012). In view of the fact that it does not account for the cognitive and affective components of attitudes, depending only on visible behaviours ,which do not always reflects individuals true attitudes, consequently, this method received little attention in language attitudes research (McKenzie, 2010).

6.2. The direct approach

The direct approach is characterized by its high degree of obtrusiveness, for, attitudes are measured via explicit questions which the answers to are usually self-reports (McKenzie, 2010). This approach is based on the assumption that individuals are able to access their attitudes and communicate them accurately (Schwarz, 2008). Therefore, according to this approach, language attitudes should be investigated through direct written or verbal questions using research tools such as interviews and questionnaires. Questionnaires are the most frequently used tools in this type of research, as a result of its proven lucratively and the fact that they can cover large population (Djennane, 2012; Schwarz, 2008).

The direct approach to measuring language attitudes was received criticism for focusing on one component of attitude neglecting the others; some researchers went as far as claiming that its results would likely reveal information on the cognitive component of attitude only which might affect the credibility of the study (Chin & Wigglesworth, 2007). Moreover, it is seen that informants' self-reports may pose validity issues. For, their answers would be affected by factors like self-image and

social acceptance and therefore may not always be honest and truthful. Burns (2000) claimed: "the respondent should be both willing and able to give truthful answers" (as cited in Almahmoud, 2012 p. 32). Consequently, scholars propose indirect methods to measure attitudes.

6.3. The indirect approach

Indirect measurement techniques were introduced as a reaction to the shortcomings of the direct approach in measuring language attitudes. The covert investigation of attitude tries to evaluate people's attitude towards a language or language variety without asking them directly (McKenzie, 2010). Moreover, Schwarz (2008) stated:

> The use of indirect measures is based on the theoretical assumption that attitudes exert a systematic influence on people's performance on a variety of tasks and that the size of this influence can serve as an index of the underlying attitude

(Schwarz, 2008 p. 44)

Accordingly, indirect measurements of attitudes rely on the unconscious effect of people's attitudes on their performance rather than their introspective ability to locate their own attitudes. These measurements aim at capturing capture people's spontaneous attitudes, implicit information that is not easily accessible through self-reporting (Djennane, 2012).

Under indirect approach, a number of techniques are utilized but the matched guise technique is the most frequently used one. This technique was developed in the 1960s by Lambert, Hodgson, Gardner, and Fillenbaum in their investigation about language attitudes to spoken languages (as cited in McKenzie, 2010). In order to

apply it this research tool, various audio pieces need to be recorded in different languages. These recordings should contain the same texts translated to the languages functioning as the attitude object and be read by the same speaker who has to be a competent speaker of these languages. Then, the recordings would be played for the informants, who are not aware of what is being studied, as if they were for different speakers. Therefore, their responses and behaviours are likely to be natural and reliable.

The indirect approach has remarkably received acid criticism from a number of highly acclaimed scholars like Agheyisi & Fishman (1970) Garrett & & Williams, (2003) (as cited in Djennane, 2012). One of its shortcomings is that Matched guise technique relies on inferences based on behaviour, behavior however does not always reflect genuine beliefs and feelings towards a language. Moreover, Fasold (1987), among many others, argues that the Matched guise technique lacks authenticity due to a number of factors, among which the artificial environment it is applied in and the probability of informants focusing on other aspects of language rather than their attitudes towards it.

The overview above demonstrates that each of the mentioned approaches to measuring language attitudes has its own strengths and shortcomings. Therefore, relying on one method in an attitudes study may result misleading information and faulty conclusions. Thus, the optimal research design for attitudes researches should encompass both direct and indirect methods of language attitudes measurements (MaKenzie, 2010).

1.8. Language attitudes and language planning

In order to highlight the relationship between language planning and language attitudes and provide thorough and intelligible explanation to it, key points like the definition, types and process of language planning needs to be demonstrated first.

1.8.1. What is language planning

Language planning and policy was described by Blackwell as one of the fastest growing sub disciplines of applied linguistics (as cited Goundar, 2017). Although some of its practices and activities may be noticed in the literature earlier, this field of study brightened up in the early 1960s as an approach to solve the language problems emerging in new, developing and post-colonial nations (Goundar, 2017). Cooper (1989) claims that there is no universally agreed upon one. Therefore, he offers and discusses twelve definitions of language planning and the results of his discussion can be summarized in the following definition: "language planning refers to deliberate efforts to influence the behaviour of others with respect to the acquisition, structure, or functional allocation of their language codes" (Cooper, 1989, p. 54). His definition succeeds to cover all the actions of language planning through using broad concepts such as 'influence' and 'behaviour'.

1.8.2. Language planning types and language attitudes

Language planning is characterized in the literature in terms of four types: status planning, corpus planning, acquisition planning and prestige planning. Initially, two types: status and corpus planning were introduced by kloss in 1969 (Djennane, 2016). However, a third type, acquisition planning, was added by cooper (1989).

subconseqently, in 1990 Haarmann suggested a fourth dimention of language planning which is prestige planning. These types will be discussed in details below.

1.8.1.1. Status planning

Status planning and status allocation are two terms that refer to one type of language planning. Kaplan and Baldauf (1997, p. 30) stated: "status planning can be defined as those aspects of language planning which reflect primarily social issues and concerns and hence are external to the language(s) being planned". To put it in another way, status planning refers to the activities which include changes to the language's functions, use, choice, and implementation for instance changing the official language, shifting from the use of one language to another and the organization of language resources in a community (Cooper, 1989; Almahmoud, 2012).

1.8.1.2. Corpus planning

Kaplan and Baldauf (1997, p. 38) define corpus planning as "those aspects of language planning which are primarily linguistic and hence internal to language". Similarly, cooper, (1989) describes it as the efforts to modify the structure of a language. Simply put, corpus planning is concerned with the language itself rather than its use. It works on preparing a normative orthography, grammar, and increasing the range of vocabulary.

1.8.1.3. . Acquisition planning

Introduced by Cooper (1989), acquisition planning is the third type of language planning. He portrays it as group of efforts that aims at spreading the language mainly

through education. Therefore, this dimension of language planning encompasses decision making concerning who will acquire the language and how (McCarty, 2013). Although acquisition planning is often limited to the field of language learning and teaching, in its broader sense acquisition planning covers all domains where language is acquired/learned. (Djennane, 2016).

1.8.1.4 Prestige planning

Unlike other types of language planning, prestige planning did not enjoy much from language planning scholars. As a result of that it is viewed as "is an area that is not as well developed, described, and understood" (Ager, 2005 as cited in Almahmoud, 2012 p. 70). Moreover, prestige planning is mainly concerned with the image of the language; it is represented in a group of procedures that attempt to improve the stance of a certain language in a community.

As for the role of language attitudes studies in relation to the types of languages planning, cooper (1989) argued that the investigation of language attitudes is mostly related to status planning. However, other scholars, including (Ferguson 1996) claim that it is not possible to restrict language attitude studies to one type only; the investigation of language attitudes may be associated with the four types of language planning. Moreover, determining the type of language planning an attitudes study is engaged with is based on the aspect of language attitude being studied and the purpose of the study (Almahmoud, 2012). For instance; if the study is on people's attitudes towards a certain language's role in social interaction, status planning would be the most relevant type. However, if it is concerned with students' attitudes towards learning a certain language, acquisition planning is more relevant. Also, if the

research focuses on language itself, like the study of attitudes towards loan words, corpus planning should be the area of focus (Almahmoud, 2012).

1.8.3. Language planning process

Language planning is a systematic process that includes three fundamental sub-processes, namely: determining objectives, applying those objectives, and assessing the application of the two previousely mentioned processes (Almahmoud, 2012). Furthermore, Karam (1974) claims that these processes are carried out in four stages: First, perpetration stage which involves collecting information about the current situation, identifying the problems and proposing solutions. Second, planning stage, in this stage language policies are proposed based on the information provided by perpetration phase. Third, the implementation stage, during which, the implementation of the proposed policies is completed. Fourth, Evaluation stage which includes; evaluating the applied policies, determining the extent of their success and whether changes need to be made.

As for language attitudes, Almahmoud (2012) argues that identifying language attitude is a major step in all phases of language planning. Moreover, the leading role of language attitudes investigation can be sensed in two particular phases: perpetration and evaluation and improvement. Concerning the first phase, language attitude studies are essential because they provide information about the current linguistic situation and help in recognizing language problems. As for the evaluation and improvement phase, language attitudes studies provide feedback about the currently used language policies and assess their success or failure.

1.8.4. Language planning and language attitudes

The relationship between language planning and language attitude is not nearly as simple as it seems, in a sense, it may be considered as reciprocal relationship. For, each one of them have the potential to influence the other. In one way, taking language attitude into consideration is essential to ensure the success of any language policy. On the other one, the adopted language policies may also influence people's language attitudes (ting, 2010).

Identifying language attitudes is fundamental in any language planning process, on that matter, Gardner (1999) stated:

> any policy for language, especially in the system of education, has to take account for the attitude of those likely to be affected [...] In any case, knowledge about attitudes is fundamental to the formulation of a policy as well as to success in its implementation
>
> (cited in Djennane, 2016).

This statement stresses the significant role of language attitudes in the language planning process. To put it in another way, taking language attitudes into consideration is a must when attempting to plan, implement or modify any language policy. The role of language attitudes play in determining the extent of success of any language policy grant them a decisive role concerning the fate of languages in a given speech community, in the same vein, Baker (1992, p. 11) states: "in terms of minority languages, attitudes, like censuses, provide a measure of the health of the language".

Furthermore, concerning the influence of language policies on people's language attitudes Ting (2010) argues that language policies may have a considerable role in constructing and changing language attitudes. For instance, giving a certain language

prestigious status may develop people's positive attitudes towards it; also, promoting a language at the expanse of another one in a community might lead the native speakers of the marginalized to develop a negative attitude towards the promoted language. Hence, it is possible for effective language planning to manipulate people's attitudes towards a positive or negative view concerning a certain language. Similarly, Tulloch argued: "Often, language planning will, at first, focus on shaping language attitudes in order to create an environment favourable to influencing the language in the desired direction" (Tulloch, 2004 cited in Almahmoud, 2010, p. 75)

Conclusion

As highlighted previously, this chapter aims to provide an overview concerning the literature related to this study. We tried to provide an extensive and exhaustive overview about language attitudes which turned out to be impossible because of the broadness of this field of study. Therefore, in this chapter we were eclectic only tackling issues that serve the objectives of the present study. The following chapter attempts to provide a description of the Algerian sociolinguistic situation in relation to the issues under study.

Chapter Two:

The Algerian Sociolinguistic Situation

Introduction

The current dissertation aims at investigating Algerian students' language attitudes towards foreign language (French and English) and their uses with a special focus on the field of education. For better understanding of the current issue, information concerning the Algerian situation needs to be provided. Therefore, this chapter is devoted to the Algerian sociolinguistic situation including: its historical background, linguistic situation, in addition to providing an overview on the Algerian educational system in relation to the studied linguistic issues.

2.1. Historical background

The significance of the historical events' role in constructing the current social and linguistic situation around the world has always been stresses. Algeria like other North African nations is said to have a complex linguistic profile where several languages co-exist. Therefore, providing information about the Algerian historical background is fundamental in order to build an understanding to its sociolinguistic landscape today. Therefore, this part of the Dissertation deals with the crucial periods in the history of Algeria.

The rich sociolinguistic situation in Algeria is partially due to the successive military invasions it witnessed namely, Phoenicians, Numidian, Romans. Nevertheless the absence of archaeological studies makes it impossible to provide assertive information about the prehistorical period of Algeria. However there is a common belief among historians that the Berbers were the first population to live in Algeria and in North Africa in general (Djabri, 1981). However, there are no absolute information about the origins of the Berber, on this, Humbaraci (1966) states "The

Berbers, apparently, are one of the oldest races in the world, no one seems able to trace their origins." (1966, p. 12).

Afterwards, from the twelfth century B.C, the Phoenicians used to port on the Algerian coasts of Annaba, Skikda and other ports including Call, Collo and Algiers. Also, after the overthrow of Carthage in 146 B.C. the Romans formed a province of Africa (Djabri, 1981). In spite of the spread of the Romans on the whole area, tribal Berbers continued their separate existence in the high plateau of the South West even in the Roman Empire's greatest days. Unfortunately there are no documents which show to what extent Roman culture or language has affected the local population. Therefore it is possible to say that there was not much lasting impact from the Romans during all the period of their settlement in Algeria, apart from few traces of their cities such as: Thievest (Tebessa), Tiaret, Lambez, Jamila , Cherchell. Vescera (biskra) and Timgad (Metz, 1993).

In the seventh century another wave of invaders came, the Arab Fatihin (conqueror). From the seventh to the fifteenth century, Algeria was no longer a separate land and its geographical name in Arabic was Al-maghreb El-awsat or Middle West. It was the central position of the Maghreb or Arab west. It is important to mention that Berbers had resisted the Arab Fatihin (conqueror). The most famous resistance was in the Aures mountains held out for three years under a legendary Queen known as El kahina in the original Berber. There is no doubt that her defeat involved submission and the loss of independence. Having submitted the Berbers accepted Islam as a religion and Arabic language started to be used together with the languages of the Berber as a language (Metz, 1993). Consequently, Islam and Arabic are still the official language and religion in Algeria until now.

After that Algeria remained under the Turkish domination from the sixteenth to the nineteenth century. Although there were three centuries of Turkish domination in Algeria, very little Turkish influence can be sensed on the language of the local people or those who emigrated from the Middle East. However, two important events are noticeable in the Turkish period. It was then that Algeria received its present frontiers, and it was also a time of fusion of the Berber and Arab elements of the population. According to some historians the domination of Turkish in Algeria was the result of the Algerians asking for help against Spain from the Turkish government in Istanbul (Djabri, 1981).. The reason that Algeria at that time (sixteenth century), was occupied by the Spaniards; who settled along the coast, particularly in the Algerian cities Oran, Algiers and Bougie. Others, has pointed out that the Turkish arrival in Algeria was not the result of the Istanbul plan, but it was an act of some private enterprise such as the Barbarossa brothers army and Kheir Edin who defeated the Spaniards many times in the Mediterranean Sea.

As a result of what the French considered an insult to the French consul in Algiers by the Dey in 1827, France blockaded Algiers for three years leading to military expedition against Algiers. In 1830, the Maghreb as a whole was weak, with internal divisions in each country and there was little resistance to the French invasion. In a matter of weeks, the Ottomans were gone and the French were in control of Algeria. French Algeria or Colonial Algeria are what Algeria was called under the French invasion. This invasion lasted until 1962 therefore Algeria is described as one of France's longest-held overseas territories. The war concluded in 1962, when Algeria gained independence following the March 1962 Evian agreements and the July 1962 self-determination referendum (Metz, 1993).

Aitsiselmi & Marley (2008) stated that the history of independent Algeria may be characterized in terms of three main phases. The first era started in line with the presidency of Ahmed Ben Bella in 1662, who, three years later, was overthrown by Houari Boumediene in a military coup. Subsequently, Boumedienne stayed in office for the following thirteen, the political life in Algeria under rule of Boumediene was based on the one party system (FLN). This is the era during which the basis of the Algerian nation and its values were set.

The second period which lasted from 1979 to 1992, corresponds to the presidency of Chadli Bendjedid, who endorsed the multiparty system in Algeria. This period is characterized by the emergence of several political associations, a flourishing press and creation of independent publishing houses. During this period Algeria witnessed several political events including: two violent riots (one against the arabization policy and the second in support of democracy), the victory of the "Islamic Salvation Front" in the election, the cancellation of the election by the military leaders and the resignation of the presidents these events marked a turning point in the Algerian political life leading to the outbreak of what is referred the "black decade" which is described as a civil war by some people and as organized terrorist attacks by others.

The third era, from 1992 onwards, includes of what Aitsselmi & Marley (2008, p. 190) described as "the period terror unleashed by the breakdown in the democratic process", numerous attempts for "national reconciliation" were made in vain. this period revealed that the Algerian society was filled with rivalries which Naylor (2000) listed them as follows: "Islamist/ secularist, Arabophone/ francophone, civilian/ army, Berber/ Arab, socialist/ liberal, patriarchal men/ liberated women" (cited in Aitselmi & Marley, 2008 p. 190). This state of instability seemed to have reached an end with

the election of Bouteflika in 1999, who stayed in command till April 2019 when he resigned as a result of the continuing manifestations demanding the departure of the current ruling system.

2.2. Overview of the linguistic situation in Algeria

Most nations are multilingual, having a nation where all citizens are speaking the same language is the exception rather than the rule. On the same basis, Algeria is not an exception. Its sociolinguistic landscape is characterized by its richness and diversity. Accordingly, the linguistic situation in Algeria is often described as "very intricate" in the sense that numerous languages coexist constructing a "mosaic linguistic composition" (Djennane, 2016, p. 76). Under this title we will deal with the languages used in Algeria with special focus on the two languages that the current study is concerned with namely, French and English.

2.2.1. Indigenous languages

Indigenous languages are the languages which are native to a region and spoken by its native people. Moreover, an indigenous language is necessarily from a linguistically distinct community that is originated in the area (Richards & Schmidt, 2002). As long as Algeria is concerned Tamazight languages are considered to be indigenous ones. Tamazight dialects are mostly spoken by "Berber" which is a name used to refer to the indigenous people of North Africa. In Algeria, Numerous Berber dialects are spoken by different groups. Major groups can be recognizeed as the Kabyles in east Algiers, Tizi Ouzou and Bejaia. and Chaouia which is used in the Aures. In addition to many others such as Mozabi which is spoken in Ghardaia and Rif or Tharifit near the Moroccan borders.

2.2.2. Arabic

Arabic is classified as a central Semitic language; it arrived to Algeria with the Arabic speaking conquerors in the 7th century. Different varieties of Arabic are utilized in Algeria nowadays namely:

2.2.2.1. Algerian arabic

Algerian Arabic which is also referred to as Darja or Dziria in Algeria, this varierty of Arabic can be classified as a "low variety" for; it has no official status and is mostly associated with informal settings. Furthermore, this variety is widely used in Algeria for everyday conversation, theatre plays, popular poems, songs and newspaper jokes. However, Algerian Arabic is considered to be the native language of 75% to 80% of Algerians, and is mastered by 85% to 100% of them (Erhnologue, 2019). As for its origin Adouane & Dobnik states that:

> Algerian Arabic is a group of North African Arabic dialects mixed with different languages spoken in Algeria. The language contact between many languages, throughout the history of the region, has resulted in a rich complex language comprising words, expressions, and linguistic structures from various Arabic dialects, different Berber varieties, French, Italian, Spanish, Turkish as well as other Mediterranean Romance languages.

> (Adouane & Dobnik, 2017 p. 1)

In short, Algerian Arabic dialects are a mixture of Berber varieties, French, Classical Arabic, Modern Standard Arabic, and other languages like English and Spanish. Differences between Algerian Arabic and standard Arabic can be tracked on many levels including; vocabulary, pronunciation, syntax.

2.2.2.2. Classical and standard Arabic

The Other varieties of Arabic existing in Algeria are classical and standard Arabic. As a result of its association with Islamic religion, being the language of the Qur'an, Classical Arabic, gained a prestigious high status, it is also found in classical poetry, and it is considered as a sign of erudition. Furthermore, Standard Arabic is associated with the media, education, and literacy; it is also known as modern literary Arabic and formal Arabic. Its uses expanded in Algeria after the independence due to the Arabization policy it is now used for scholastic purposes such as education and literature and also used as the official language in administration (Ennaji, 2005).

2.2.3. French

Being a colonial heritage made the situation of French in Algeria tremendously complicated, Accordingly, Sebaa (1999) stated: "the situation of the French language in Algeria is unquestionably unique in the world" (as cited in Aitsiselmi & Marley, 2008 p. 186). The complexity of the situation partially lies in the contradiction between the official status French language is granted in Algeria as a "foreign language" and the significant role it plays in the Algerian society and administration. For, as Richards & Schmidt define a foreign language:

> A language which is not the native language of large numbers of people in a particular country or region, is not used as a medium of instruction in schools, and is not widely used as a medium of communication in government, media, etc. Foreign languages are typically taught as school subjects

<div align="center">(Richards & Schmidt, 2002 p. 206)</div>

In Algeria, This definition does not apply to French which is widely used in all domains, one of which is its use as a medium of instruction in university. Although it

is not officially admitted the role of French in Algeria resembles more the one of a "second language" rather than a foreign one. For, second language is a term used to refer to any language that plays a major role in a country though it may not be the first language of many people who use it (Richards & Schmidt, 2002). The complexity of the status of French in Algeria is considered to be a result of the France-Algeria complex shared history in addition to different intriguing language policies.

French was introduced in Algeria during the colonial period as a part of the French colonial policy to assimilate Algeria, which was an attempt to erase the Algerian identity and impose the supremacy of the French language and culture   . Accordingly, duc de Rovugo stated that it would be magnificent if they could replace Arabic with French little by little and attract Algerian youngsters to French schools (Khaloui, 2017).   Therefore, a language policy aiming at imposing French and marginalizing Arabic and Tamazight languages was implemented. French was imposed is official settings especially education through enacting laws like René (1935) Michel (1933) (as cited in khaloui, 2017).

As a reaction to the French colonization and its severe linguistic policies, after achieving independence, the Maghreb nations including Algeria, adopted a linguistic policy that promoted standard Arabic and strengthens its stance namely, the Arabization policy, in an attempt to displace French from public life and restore Arabic as national language. Concerning that Benrabah (2007, p. 193) stated: "in 1962, Algeria's elites were exuberantly confident in the complete replacement of French by Arabic as the medium of the vital functions of the country". Despite this, French maintained a considerable status in Algeria and continued to play an important role in all domains (Aitsiselmi & Marley, 2008). According to Benrabah (2007) from

a quantitative perspective, the Arabization policy failed, since Algeria today is the second largest French speaking community in the world.

2.2.3.1 The maintenance and spread of French in Algeria

Benrabah (2007) analyses the situation of French in Algeria in terms of two sociolinguistic phenomena: language spread and language maintenance language spread is a term coined by Cooper in 1982 to describe the process through which, the uses of a language or the number of its users increase, Cooper's concept, language spread, takes place through either language imposition via a process of political expansion by a colonial power or as the outcome of a process of acquisition in schools and language promotion. Furthermore, as previously stated the spread of French in Algeria was a result of the military French occupation of Algeria (1830-1962), in addition to the French linguistic policy undertaken in that era (Benrabah, 2007).

Furthermore, the concept of language maintenance was proposed by Fishman in 1964 to refer to the survival or continuing use of a language of language variety regardless of the competition it faces from a more politically powerful or prestigious languages (Cavallaro, 2005). The survival of French in Algeria in the face of the assertive Arabization policy and the competition with the English, the lingua-franca of the world, is a good example of that. Along with other factors, Benrabah (2007) stresses the importance of four main factors that ensured the maintenance of French in Algeria:

The first one is what he refers to as the "economic changes", he claims that the shift from the "economic nationalism" to the "free market era" resulted an increasing demands on multilinguals in the labor market, since the first era was associated with

arabo-islamic identity while the second with political liberation, international transactions and diversity. Furthermore, the second factors that contributed to the spread of French in Algeria may be considered social in nature, since, the spread of urbanization and awareness after independence reversed the attitudes towards French because, the new generation did not associate the language with the bitterness of the colonization as much as the previous generation did. In addition to the dramatically increasing birth rate which increased the number of French language speakers and learners.

The third reason Benrabah (2007) mentioned is the help of institutions, such as: the Algerian administrations and educational system, which allowed French to be maintained and spread in independent Algeria to the point of turning the country into the second French speaking community in the world after France. The fourth and the final factor is the wide gap between Algerian Arabic and standard Arabic and the need for prestigious language for the elite's linguistic practices which could not be fulfilled with standard Arabic since it was mostly considered a literary language helped to give a high social status (prestige) to French.

2.2.4. English

Another language that imposed itself in the Algerian linguistic landscape is English, a West Germanic language from the indo European language family. The word English as England is derived from the name of one of the Germanic tribes that migrated to the area of Great Britain . Both names derive from Anglia, a peninsula in the Baltic Sea (McDowall, 1989). English was first spoken in early medieval England, however, from the sixteenth century onwards; it started to spread around the world due to a series of historical events, first through the geographical extension of the

British Empire and its immense power, then because of the British leadership in the industrial revolution and finally due to the American political leadership, economic superiority and technological domination.

Despite the role that English plays as a global language all around the world, as long as Algeria is concerned, it is classified as a foreign language with almost no further administrative and social functions. Accordingly, in the British Council's (1984) report, a comprehensive sociolinguistic profile of English in Algeria, described English as a third language (British Council, 1984). However, Belmihoub (2018) claimed even if it is not promoted by authorities or officially supported   the presence of English in Algeria is dramatically increasing. A rapid diffusion of English can be noticed in Algeria specially in recent years, with the support of institutions including the British council and American embassy, different English language teaching programs had been launched like the one which was launched in the summer of 2013 providing free English language to everyone whose interesting regardless of their ages or current proficiency level.

2.2.4.1. The uses of English in Algeria

The dominance of French as a first foreign language in Algeria, could not hold back the dramatic increase in the functions of English, due to which a new English language uses and groups of users appeared. Belmihoub (2018) classifies these functions as follows:

2.2.4.1.1. The interpersonal function

Even though Algerian Arabic and Tamazight are what Algerians mostly use in relation to the interpersonal linguistic function, in a limited range and certain contexts

English is also used. Algerian participants in Euromonitor (2012) survey stated that one of the reasons why they are learning English is to use it in interactions with people from both inside and outside of Algeria.

2.2.4.1. 2. Prestige and status

English is sometimes used to reflect prestige since the social status of English is considerably high in Algeria, which can be noticed through the way in which businesses and individuals use English in order to convey the positive values associated with it such as modernization, sophistication and high status. For instance it is common for businesses to use English names I have seen things like: "black and white café", "Woodpecker" (a restaurant), "Hell Boys" (boxing club). Individuals also use English in order to project a certain status. Several Algerian youngsters can be seen wearing hats and shirts of American sports' teams, mostly basketball teams, including the Chicago Bulls. These examples reflect the prestige that is associated with English and its culture.

2.2.4.1.3. Formal and professional use

Although French dominates local communication in the Algerian business world; English is also somewhat present in the Algerian professional settings. It is mostly used in oil industry in the south of Algeria where American and British multinational oil and gas companies are found. Another use of English in Algeria is for the national and international diplomatic communication and as a medium of communication in business, tourism in particular, when French and/or Arabic are not common to the other party.

2.2.4. 2. English as a global language

The international recognition of the global position of English started in the 1990's, when headlines such as, "English rules" and "English is the new global language" started appearing in a thousand newspapers and magazines. Television programs also addressed the issue, in addition to increase of the academic publications regarding this topic (crystal, 2003). Before discussing the status of English as a global language, first we will try to answer the question: "what a global language is?" As Dewi(2013) claims, there is no official definition of what global language is. However, he stated that a global language should be a one that is learned and spoken internationally, widely used in different domains, used in as a medium in diplomatic transactions and international organizations. In other words it should function as a lingua-franca, a language that people from different backgrounds use to interact.

Dewi (2013) described English as the nearest thing there has ever been to a global language. For, it reached a status that is much greater than anything achieved by any language including Latin or French and it is only expanding, in the same vein, crystal (2003) stated: "In my view the momentum of growth has become so great that there is nothing likely to stop its continued spread as a global lingua franca, at least in the foreseeable future" (Crystal, 2003 p. X). The status of English in the world nowadays can be described as "exceptional" since it is highly preferred for education, occupation and communication. In education, for example, almost in all countries around the world English is taught as a compulsory subject in schools. With some starting to teach English in elementary schools while others in junior high schools. English also becomes one of the compulsory subjects in university entrance examinations. It is also used for international business and diplomatic transactions. In

other words, English plays a very important role to unite all the people around the globe regardless their nationalities, cultural backgrounds, or races.

2.2.3.3. English speakers

Being the international language, English is so widely spoken that only 25 percent of its speakers are native ones. The expanding numbers of English speakers lead to the emergence of numerous varieties of English around the globe, Braj Kachru (1991) was the one who coined the term "World Englishes", a term that refers the different existing varieties of English. Furthermore, Kachru suggested a model of the different uses of English internationally. His model is comprised of three concentric circles, which he labeled: the inner circle, the outer circle and the expanding circle.

2.2.4.3.1. The inner circle

The inner circle which is defined by Richards & Schmidt (2002) as the countries where English is spoken as a first language, this circle encompasses countries that are considered to be the 'traditional bases' of English, such as the united kingdom, the united states, Australia, New Zealand, and Ireland. Kachru identify these countries as "norm-providing", since the norms of the English language are produced there.

2.2.4.3.2 The outer circle

The outer circle is comprised of countries where English is not a native language but still occupy an important official status in the community (e.g. as an official second language or as the national official language) English enjoys these type of statuses mostly due to historical reasons. These countries include: India, Nigeria, the Phillippines, Bangladesh, Pakistan, Malaysia, Tanzania, Kenya, and Canada. Kachru

(1991) identify these nations as norm-developing, since the norms produced by the inner circle are developed and reproduced in the outer circle.

3.2.4.3.3. The expanding circle

The expanding circle includes almost the rest of the world, referring to the countries where English does not hold historical background or official national status. Still, because of its function as global language it is usually taught in schools as a foreign language and used in several contexts. The expanding circle includes countries like: most of Europe, China, Russia, Japan, Korea and Indonesia. These countries are "norm-dependent", since they fully depend on the norms produced by the native speakers of the inner circle. They generally do not develop or reproduce "Englishes". The following model is suggested by Kachru (1991) the different uses of English around the world.

The expanding circle

Egypt

Indonesia

Nepal

Saudi Arabia

Taiwan

USSR

zembabwe

The outer circle

Bangladesh

India

Kenya

Nigeria

Pakistan

Philippines

Singaphore

The inner circle

USA

UK

Canada

Australia

New Zealand
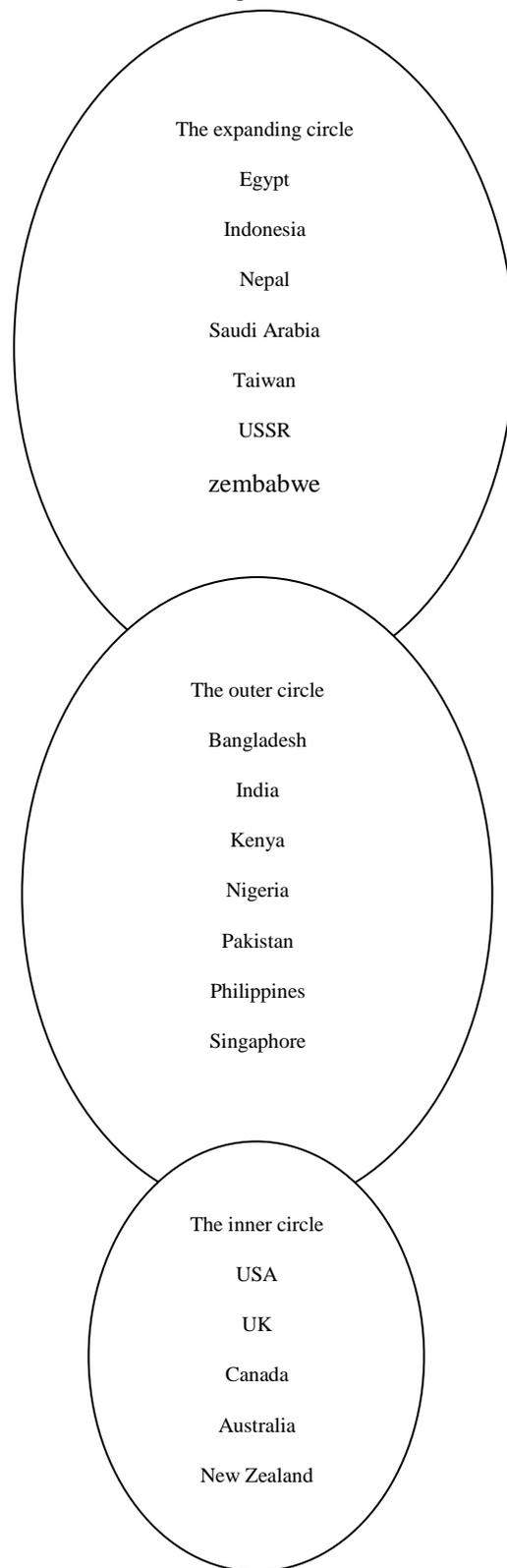
Figure 2.1. world Englishes

Adapted from (world Englishes, Kachru, 1992)

2.2.5. Language competition

The expanding uses of English universally and the dominance of French in Algeria caused what is referred to as "language competition". Even though the French-English competition in Algeria reached its climax in the recent years as Benrabah (2013, p. 87) stated: "The competition between English a world lingua-franca and French as the ex-colonial language in Algeria is intensified in the last quarter of the 20th century" Benrabah (2013, p. 87), it is not new to the Algerian linguistic landscape, English was proposed as a replacement for French in Algeria in many occasions. Concerning that, Benrabah (2007) reported that a leading Algerian writer/poet stated in 1963: "English will be on its way to replacing French as a second language. French is a clear and beautiful language but it holds too many bitter memories for us".

The competition between the two languages appeared again in 1980s where experimental classrooms were the parents had the right to choose whether their children study English or French since primary school, French won again and less that 2% the parents chose English (Benrabah, 2007). And, lately, a heated debate is emerging in Algeria concerning the status of English and whether it should be reformed at the expanse of French language. Accordingly several scholars including (Zughoul, 2002; Sadiqi 1991) believe that English is now in a position to compete with French in North Africa. However, Two main perspectives can be observed in the Algerian society as for this matter, the first one is mostly defended by francophone elite who argue that French is part of the Algerian identity that could never be replaced or degraded. However, others see that French is holding back the

advancement in Algeria and that it should be replaced with English in all domains specially education.

2.3. Algerian educational system and languages

Since this research is partially concerned with the attitudes of students towards foreign languages use in their learning process, providing information about the history of languages in relation to the Algerian educational system is essential in order to build an understanding to the current linguistic situation in the Algerian educational system. (Rezig, 20011) discusses the Algerian language in education policy in terms of four major linguistic reforms:

2.3.1. Arabization

Arabization policy was applied in Algeria in an attempt to solve the linguistic problems that emerged after independence, implementing Arabic part of the government's policy to drop all what represents the French colonization. Among the colonial legacy Algeria was left with in 1962 a network of schools and an educational system dominated by the French language, however, due to the Arabization policy, Arabic language was imposed in the educational sector, through procedures like increasing the number of Arabic language teaching sessions and using it to teach all subjects. In addition to a decrease in the amount of time dedicated to teaching French (Rezig, 2011). This policy was criticized for two main reasons; ignoring the linguistic diversity in Algeria and the lack of efficient Arabic language teachers (Benrabah, 2004). Until the 1970's this educational system was applied and it consisted of the primary school: 05 years, middle school: 04 years and the secondary school: 03 years. (Benrabah, 1999)

As for English, it was taught as a foreign language in this period. Belmihoub (2018) provide an overview English language teaching in this period through the analysis of the used textbooks, he states that at first French manuals and textbooks were used. Then Algerian produced textbooks appeared, these textbooks neglected the cultural aspect of English and reflected what their writers' see as the ideal Algerian cultural and pedagogical values Belmihoub (2018) justifies the content of these textbooks as follows:

> the Algerian textbook writer, stung by their painful memories of and experience with French colonialism, seemed to view English with suspicion, for fear of a neocolonial experience similar to that of France. Thus, they stripped the language of British cultural content and inserted cultural information they deemed to be Algerian instead.
>
> (Belmihoub, 2018, p. 3)

2.3.2. The fundamental schooling system

In 1976, a new schooling system called the fundamental school was applied, the major change it brought was the fusion of the primary and middle school (09 years) with all subjects remaining taught in Arabic except for the foreign languages. Furthermore, when Minister Mostepha Lacheraf came to office, he re-implemented frech to be used in teaching subjects such as Maths and biology (Rezig, 2011). In that system, English was still taught as a foreign language in middle school at the age of 13 which as Benrabah (1999) claimed is not good for learners, for, scholars like Tahtaet al, (1981) and Scovel (1988) claim that foreign languages will be learned more effectively when introduced to student at a younger age (as cited in Benrabah, 1999). Although English was still taught as foreign language, in this period the

English language curriculum was refined and English enjoyed British and American support in directing English language teaching through British council and other organization by helping with teacher training and providing textbooks and scholarships (Belmihoub, 2018).

2.3.3. English in primary school

In an attempt to enhance foreign language teaching at early age, an experimental program was started in 1993 when parents were given the choice of whether their children should be taught French or English as a compulsory language in primary school (Rezig, 2011). This policy was applied in correspondence with the waning British and American influence possibly, because of a lack of safety to their personnel, consequently, all other support and activity disappeared due to the war. The applied experimental program failed because most parents chose French over English. Benrabah (1999) claimed that the main reason for the parents' rejection of English was their assumption that French was easier to acquire in Algeria and was more useful for socioeconomic prosperity. Another thing that deserves to be noted in this periods was the persistence of the Arabization system regardless of all surrounding changes (Rezig, 2011).

Furthermore, since the year 2000 almost no major changes in the educational policy were made most of the educational of the reforms were concerned with the low level of teachers and improving their socio-economic development, revision of curriculum.

2.3.4. The higher education reforms

At the beginning, the system of the Algerian university was based on the French model, which gave university faculties a wide range of freedom, where faculties were

Independent even in designing curricular, this system however generated several academic dilemmas (Rezig, 2011). Reforms were designed to remedy the university system in 1971 and 1988. Still, the Algerian universities' level did not improve considerably. French was widely used as a medium of instruction until 1980 when a decree introduced the total Arabization of social and political science, law and economics at university. Subsequently, the arabization wave reached the baccalaureate so, math and some other scientific subjects started to be taught in Arabic by 1981/1982. Furthermore, the total Arabization of the baccalaureate and secondary school was implemented in 1989/1990 (Rezig, 2011). This step may be considered as poorly planned since it suggest problems for the baccalaureate holders who followed scientific and technical streams at university; where subjects are taught in French. These students may face problems in understanding the courses that are given in French. In addition to researching problems since most scientific publications are published or translated to English.

Conclusion

After providing a theoretical framework in the first chapter a discussion about the Algerian socio-linguistic situation was provided in the second one. The discussion included providing a historical background, languages used in Algeria and the situation of languages in the Algerian education since the independence. The following chapter will deal with the field work and its methodological outline.

Chapter three:

The field work

Introduction

This study aims to develop a deeper understanding to the students' attitudes towards foreign languages and their use. Therefore, an overview of the related literature was provided in the first chapter followed by contextual information about the Algerian socio-linguistic situation in relation studied phenomenon in the second one. While this chapter will deal with the field work starting with explaining the methodological consideration concerning the current study, in addition to presenting and discussing its findings.

3.1. Research methodology

Research methodology accounts for the methodological consideration for this study including: research design, approach, data collection tools, procedures and analysis.

3.1.1. Research approach

The research at hand employs a mixed method approach in order to study Algerian university students' language attitudes towards foreign languages and their use. For, the complex nature of attitudes and the kind of research questions asked requires both qualitative and quantitative data. The quantitative research methodology in this research includes a semi-structured questionnaire while the qualitative one is represented in a semi structured interview. Furthermore, the questionnaire was used in order to explore the participants' attitudes towards the two languages and their use, however, the purpose behind the interview was to gain a deeper understanding to the students' attitudes and the factors behind them.

3.1. 2. Research design

Concerning the definition of research design Spector (1981) declared:

> Any scientific investigation, be it in the social or natural sciences, must begin with some structure or plan. This structure defines the number and type of entities or variables to be studied and their relationship to one another. Such structureis termed a design

(Spector, 1981, p. 7)

In line with that, in the attempt to handle any research problem of any kind, researcher should begin with drawing the research design. The current research is based on a case study research design, because; the nature of its research questions requires real world situations to be studied without any manipulation of variables. Concerning The objective of the main study it may be classified as both exploratory and explanatory research since it aims at both exploring the students' attitudes towards the languages and understanding the factors behind them.

3.1.2. Population and Sample

The targeted population of this study is master two students of biology in the University of Hamma Lakhder El-Oued. This population was chosen because both languages are present in their learning process with English taught as a module, and French being used as a medium of instruction. Taking into consideration the number of the population 184 (N=184) students, a sample of 37 (n=37) students was chosen randomly, this number makes 20% of the whole population.

3.1.3. Research tools

As discussed in the first chapter concerning attitudes measurements, attitudes are best investigated through different methods combined. Hence, the current study utilized two research instruments: a semi-structured questionnaire and a semi structured interview which will be explained thoroughly bellow:

3.1.4.2. Questionnaire

The first research tool used to measure the students' attitudes was a semi-structured questionnaire that was designed after reviewing similar studies. Consequently, some of the items and ideas in the questionnaire were based on previous studies including (Marley, 2004 ; Almahmoud, 2012; Djennane, 2016). The designed questionnaire takes into consideration the three components of attitude. Moreover, it contained two main sections with the first one including three sub-sections (see appendix).

Furthermore, the first section includes a part about the respondents personal information; age and gender, then two subsections the first one is concerned with French while the other with English, each one of contains questions about: self evaluation of proficiency in the language, when and how do they use it and its importance according to them, where do it importance lie and their feelings towards them. However, the second section contained several statements, both positive and negative ones, mostly ones that are commonly used in Algerian society concerning the two languages. These statements were evaluated by participants in accordance to five points likert scale. This questionnaire was designed to study students' language attitudes towards the two languages, the applied policy concerning them and their use

in the participants learning process. This research tool was piloted through three steps first reviewed and corrected by our supervisor who advised us of deleting some items since he saw that it was long, then by four university students who answered the questionnaire and gave us remarks about some vague questions and some repeated ones and finally by the translator who approved the English Arabic versions of the questionnaire.

3.1.4.2. The interview

Another instrument used for data collection in the present study is the interview which may be described as a verbal exchange of questions and answers involving two participants at least: the interviewer/researcher who initiates and guides the interview, and the interviewee who is considered as the source of data. Generally, there are three types of interviews: structured, semi structures and unstructured interview. In the resent study we opted for a semi-structured one, although this type of interviews is based on a predetermined set of topics and key questions, it grants the interviewer a range of freedom for; it permits the formulation of additional questions during the interview, mostly in relation to what the respondent says.

The semi structured interview was opted for because this type mixes the directionality of the structured interview and flexibility of the unstructured one. The respondents of the interview were randomly selected out of the student who answered the questionnaire ten students were contacted, while only 6 of them were available to conduct face to face interviews, the sample of the interview included two males and four females. Furthermore the interviews were conducted in the language that the respondents feel most comfortable with, five of them chose Algerian Arabic while one spoke a mixture between French and Algerian Arabic, as for the time of the

interview it was between 12 and 17 minutes depending on how the students responded to the questions, also after taking the participants permission all the interviews were recorded in order to facilitate the data analysis procedure. The topics discussed in the in the interviews were pre-fixed based on the interview guide which did not contain all the questions asked but only the general points to be dealt with and a set of suggested questions to make sure that none of the essential matters is forgotten during the conversation

The interview guide was partially designed based on the answers of the questionnaire to cover three main topics: the factors behind their feelings towards the two languages, whether they face problems with the use of French as a medium of instruction and what these problems are and whether they prefer one of the two languages to be used as a medium of instruction and why (see appendix).The questions of the interview was discussed with our supervisor and corrected twice.

3.1.4. Data collection procedure

As a result of the unstable situation in Algeria currently, especially Algerian universities (strikes and manifestation) we could not manage to meet all the participants in person. Therefore, we contacted the administration of el-Oued University who provided us with information concerning the university, faculties and students in addition to contact information of the responsible of Master two biology 2019's promotion. The responsible introduced us to the promotion's facebook closed group. He assured, since he was the admin of the group that all the group members were students from the promotion and that only very students are not members. Accordingly, the questionnaire was turned into an online form and distributed online on the group's members, the questionnaire was available in both English and Arabic

however all participants chose to answer in Arabic. We approached the group members randomly, individually, asking them whether they can be part of the current study and answer the questionnaire. If they said yes they were given instructions and informed that there are no right or wrong questions and that their attitudes are what matters the most and that we will be glad to help if they needed any type of clarification before sending them the link of the questionnaire. As for the respondents of the interview they were randomly selected out the people who answered the questionnaire and asked whether they could meet us in person to conduct an interview concerning the same research work.

3.1.5. Data analysis

The research gathered both quantitative and qualitative data with each type being analyzed differently. As for the analysis of the quantitative data Google sheets and manual calculation were used. The analysis started with the first part which included the participants' personal information including their gender, age, self-evaluation of proficiency and use rate concerning both languages, these data were processed in terms of frequency, percentage and mean on the type of data. Furthermore, the same method of analysis was used through all the data provided by the questionnaire. As for the qualitative data that was provided by the semi-structured interview were analyzed manually, since all the interviews were recorded they were later transcribed, categorized then translated to English, organized and reported.

3.2. The findings

In this section the data provided by the research tools will be presented:

3.2.1. The questionnaire

The data of the questionnaire are analyzed in terms of two part as follows:

3.2.1.1. Part one

The first part of the questionnaire contains the participants' personal information (age and gender), In addition to other questions about their level, use and the importance concerning both languages. The analysis of these data generated the following results:

3.2.1.1.1. Gender

There were 37 participants 27 of them were females while only 10 as illustrated in the pie chart bellow:
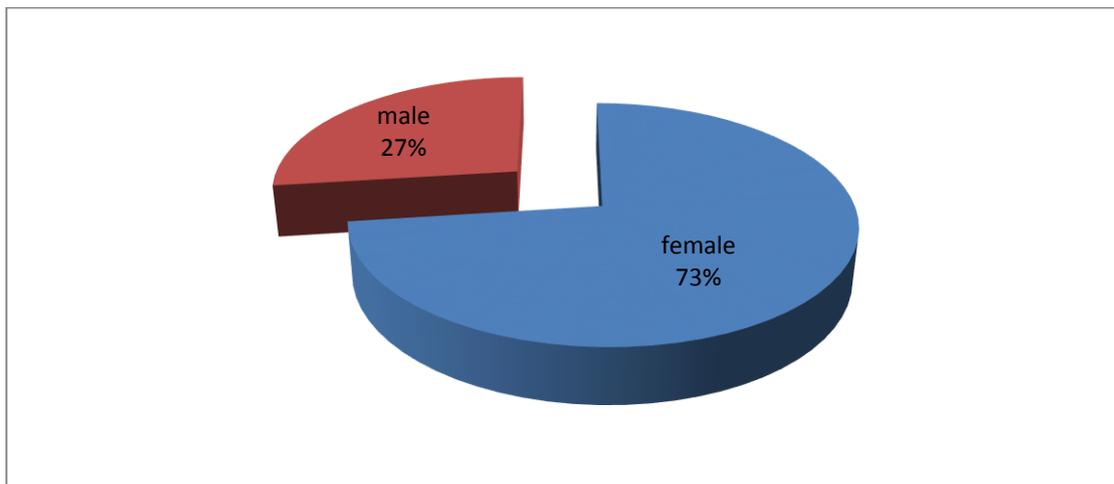
Graph 3.1: participants' gender

3.2.1.1.2. Age

The age of the participants ranged from 23 to 33, however, the majority were aged between 23 and 25 years, which is expected since the they were all two master students frequency and percentage are shown in chart 2:
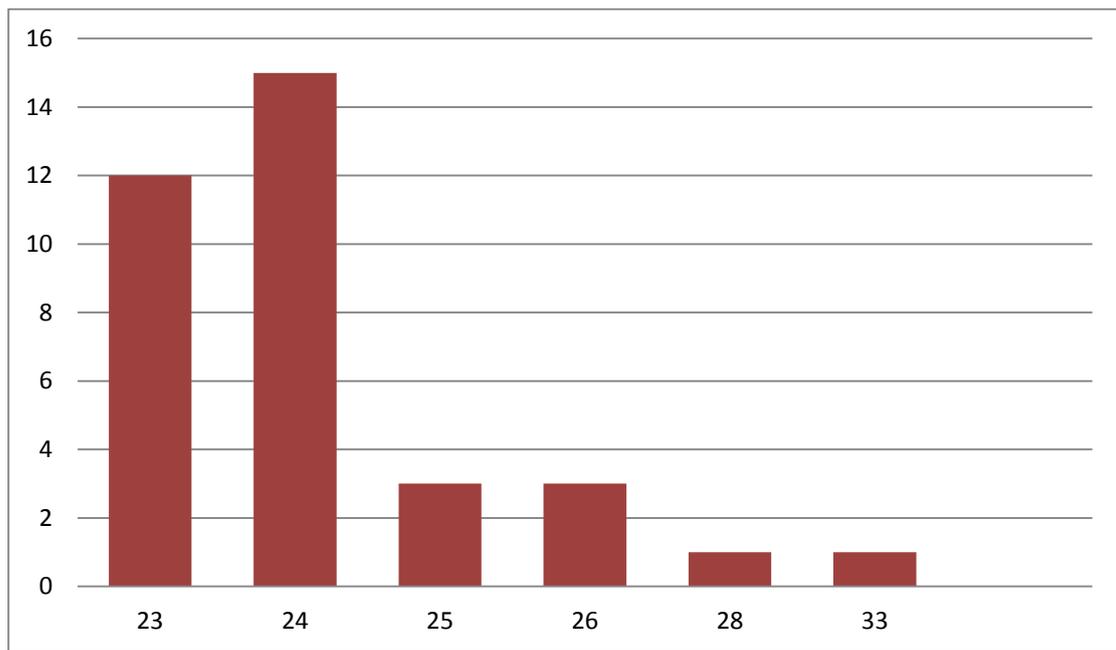
Graph 3.2: participants' age

3.2.1.1.3. Self evaluation and attempts to learn

The students were asked to provide self evaluation concerning their proficiency in both languages and report whether they tried to learn these languages outside formal education.

3.2.1.1.3.1. Self evaluation

The students' were asked to evaluate their level in both French and English and their answers were as follows;

3.2.1.1.3.1.1. French

When asked to evaluate their level in French the students' answers were as shown in table 1:

Table 3.1: students' self-evaluation of French proficiency

Level	Frequency	Percentage	Mean
Excellent (5)	0	0%	2.95
Good (4)	11	29.7%	
Average (3)	16	43.2%	
Bad (2)	7	18.9%	
Very bad (1)	3	8.1%	

The biggest proportion of students evaluated their level as (average) which made 43.2% (11) of all students, whereas, 8.1% (3) of them evaluated their level as (very bad) and the rest split between (bad) and (good) while none of them chose (excellent)

When asked to evaluate their level in English the students answers were as described in table 2

Table 3.2: Students' self-evaluation of English language proficiency

Level	Frequency	Percentage	Mean
Excellent (5)	2	5.4%	2.78
Good (4)	8	21.6%	
Average (3)	9	24.3%	
Bad (2)	16	43.2%	
Very bad (1)	2	5.4%	

43.2% (16) of the participants evaluated their level as (bad) which was the biggest proportion, while 5.4% (2) evaluated themselves as excellent and the same number identified their level as (very bad), 24.3% (9) (average) and 21.6%(8) (good).

1.1.3.2. Attempts to learn the languages

The students were asked if they tried to learn English and French outside formal education and they answered:

1.1.3.2.1. French

When asked whether they tried to learn French apart from the formal schooling system the majority of answers were yes, 26 (70.3%) answered yes while only 11(29.7%) chose no as an answer, these information are displayed in table 3

Table 3.3: whether students learned French language outside school

	Frequency	Percentage
Yes	26	70.3%
No	11	29.7%

1.1.3.2.1. English

When asked whether they tried to learn English outside of the formal schooling system the majority of answers were yes, 22 (61.1%) answered yes while only 14(38.9%) chose no as an answer. As illustrated in table 4

Table 3.4: whether students learned English language outside school

	Frequency	Percentage
Yes	22	61.1%
No	14	38.9%

1.1.1.3.3. Comparison

The following graphs attempt to compare students' answers to the first question concerning the two languages:
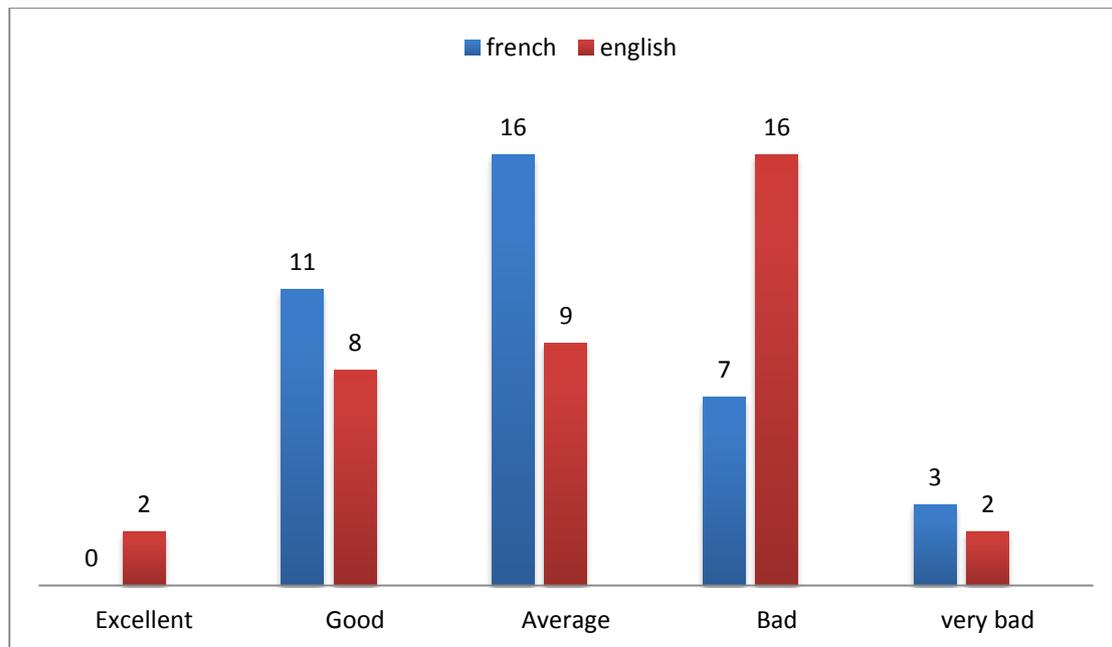
Graph3. 3: students self evaluation of proficiency in English versus French

Chart 3 shows that the students evaluated themselves as more competent in French than English. However, the students' level in English are more varied than theirs in French which are mostly concentrated in the range of average and good.
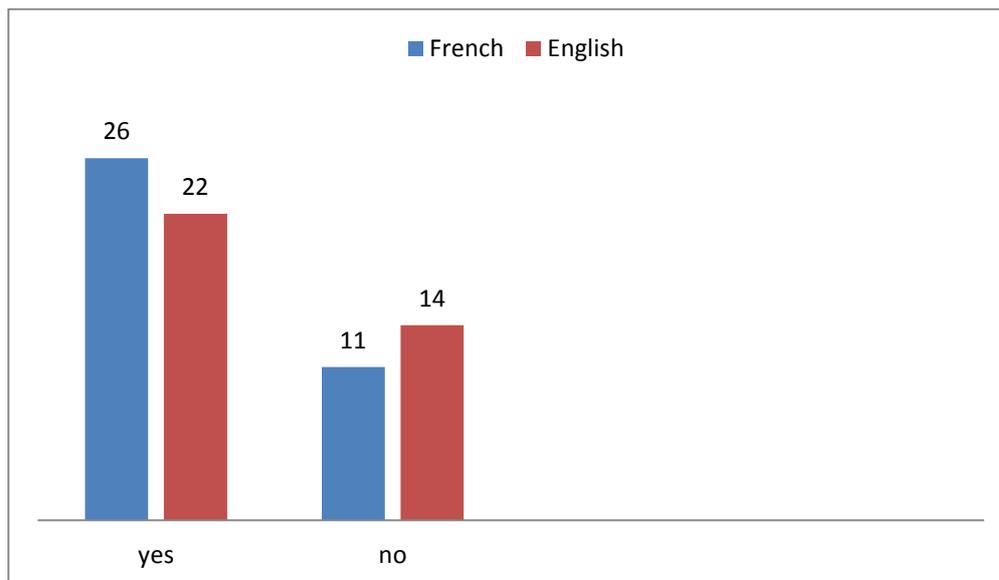
Graph 3.4: attempts to learn English versus attempts to learn French

As for whether they tried to learn the languages outside the schooling system most students reported that they tried to learn both languages, however the more students tried to learn French which may be justified by the fact that French is more useful in Algeria, and the complexity of French as a language which requires more efforts to be learned.

1.1.1.4. Use

Concerning language use the participants were asked how much they use each language and where they use them their answers and the comparison between the use of the two languages are as follow:

1.1.4.1 French

The following table (table 5) represents the students' answers when asked how much they use French.

Table 3.5: how much do students use French

	Frequency	Percentage	M
Always (5)	1	2.7%	2.86
Most of the time (4)	8	21.6%	
Sometimes (3)	17	45.9%	
Rarely (2)	11	29.7%	
Never (1)	0	0%	

Based on their answers all of the students use (none of them chose never). However, 17 (45%) of them said that they use it (sometimes), 11 (29.7%) admitted they rarely use French while 8 students (21.6% of them) used it most of the time and only 1student used it always.

2.2. When/Where to Use it?

Table 6 summarizes the students answers to the question when do they use French?

Table3. 6: Uses of French

Uses	Frequency	Percentage
In university (study)	37	100%
With family and friends	8	22.2%
With foreigners	5	13.9%
Entertainement (movies,series..)	3	8.3%
Reading	8	22.2%
Social midea	11	30.6%
Other	0	0

As for the uses of French, all the participants stated that they used it for their studies, 8 (22.2%) also used it to communicate with family and friend and reading, 11(30.6%) used it in social media, 5 (13.9%) used it to communicate with foreigners and only 3 (8.3%) used for watching movies, series and other entertainment shows and no other uses were reported.

1.1.4.2 English

The following table (table 7) represents the students' answers when asked how much they use English.

Table 3.7: how much students use of English

	Frequency	Percentage	Mean
Always (5)	4	10.8%	2.59
Most of the time (4)	3	8.1%	
Sometimes (3)	9	24.3%	
Rarely (2)	16	43.2%	
Never (1)	5	13.5%	

Most of the students stated that they either never or rarely use English, 16 (43.2%) said that they rarely use it while 5 (13.5%) said that they never use it. the rest of the students' answers were divided as follows: 4 (10.8%) stated that they always use it, 3 (8.1%) said that they use it most of the time while 9 (24.3%) used it sometimes.

1.1.4.2. When/Where Students Use English

The answers to the question "when do you use English?" are as shown in table 8

Table 3.8: the uses of English

The use	Frequency	Percentage
In university (study)	15	42.7%
With family and friends	10	28.6%
With foreigners	9	25.7%
Entertainement (movies,radio..)	11	31.4%
Reading	11	31.4%
Social midea	16	45.7%
Other	3	8.7%

As for the uses of English, 15 (42.7%) students participants stated that they used it for their studies, 10 (28.6%) used it to communicate with family and friend, and to communicate with foreigners also11 (31.4%) used it for reading. However, students used English more in social media (16 (45.7%)) and for watching movies and series...Etc (11 students, (31.4%)). 3 students reported other uses including gaming and writing.

2.3. Comparison:

The following graphs attempt to compare students' answers to the second question concerning the two languages:
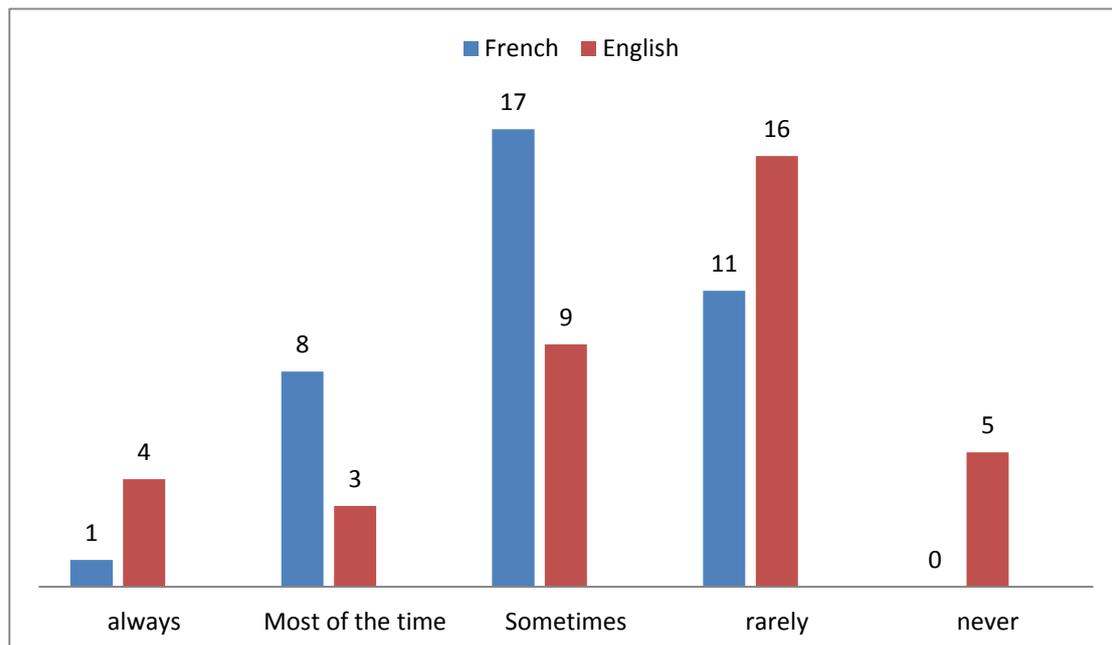
Graph3. 5: use of French versus use of English

Graph 5 indicates that French is more used by students than English more students use French on regular basis in line with that more students rarely or never use English.
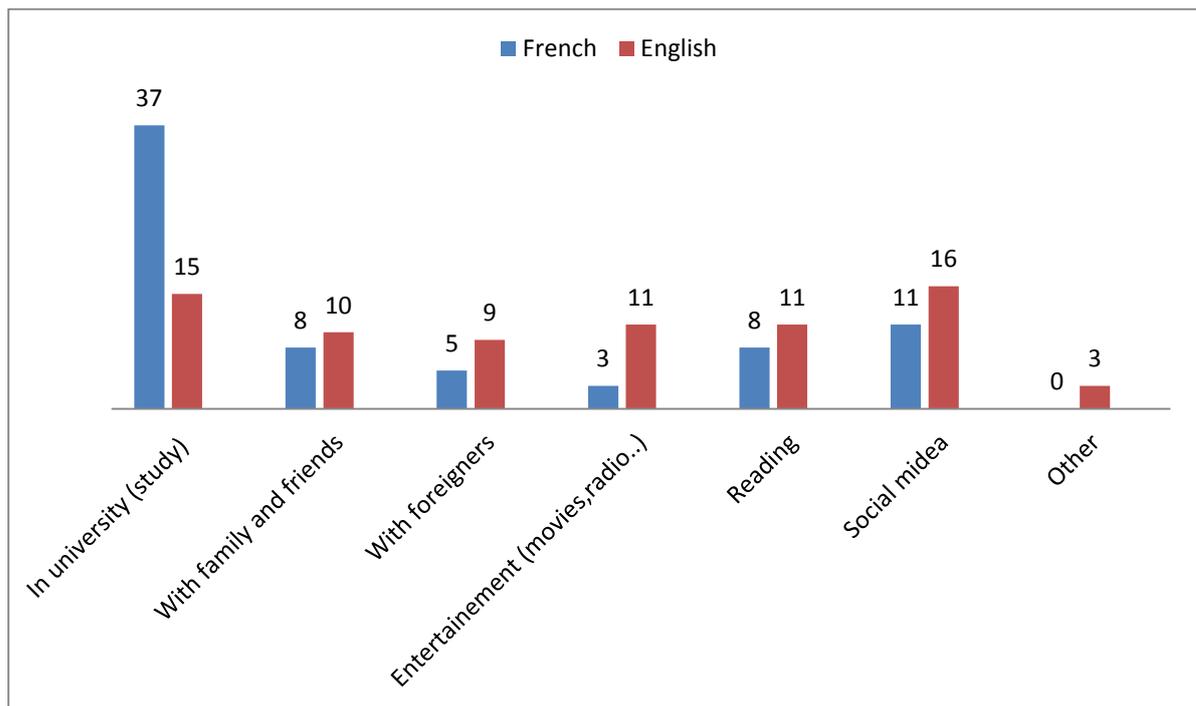
Graph 3.6: uses of French versus uses of English

Graph 6 shows that the students use French more than English is their studies while English is more use in all other areas including entertainment and communication. Also unlike French, students reported other uses for English. Finally, the overall results shows that French is more used than English while English is uses are more varied.

2.1.1.1.5. The Importance

The students were asked how important each language is according to them and why is it important and the answers were as follows:

2.1.5.1. French

The answers of the question "how important French is for you?" Are shown in table 9:

Table 3.9: The Importance of French

Importance	Frequency	Percentage	Mean
Very important (5)	6	16.2%	2.24
Important (4)	14	37.8%	
Somehow important (3)	7	18.9%	
Not important (2)	6	16.2%	
Not important at all (1)	4	10.8%	

Table 9 shows that most of the students consider French important; 14 (37.8%) consider it important, 6 (16.2%) very important and 7 (18.9%) somehow important, on the other hand only 6 (16.2%) consider it not important and 4 (10.8%) not important at all.

The answers to the question "why is it important?" are summarized in table 10

Table 10: Reasons why French is Important

	Frequency	Perentage
For my studies	31	88.6%
Occupational reasons	11	30.8%
Because it is a beautiful language	4	11.4%
Other	1	2.9%

The table shows that most student (21(88.6%)) consider its use studies as one of the major reasons why French is important to them , while 11 (30.8%) students relate its importance to occupational reason and only 4 (11.4%) links its Importance to its as a beauty language.

2.1.5.2. English

The answers of the question " how important is English is for you?" Are shown in table11:

Table11: The Importance of English

	Frequency	Percentage	Mean
Very important (5)	12	32.4%	3.89
Important (4)	15	40.5%	
Somehow important (3)	5	13.5%	
Not important (2)	4	10.8%	
Not important at al (1)	1	2.7%	

Most of them consider English to be important, 15 (40.5%) students considers it to be important, 12 (32.4%) considers it to be very important and 5 (13.5%) see it somehow important. While only 5 (13.5%) see that English is not Important.

The answers to the question "why is it important?" are summarized in table 10:

Table 3.12: Why is English Important?

| Reason	Frequency	Perentage
For my studies	15	48.4%
For occupational purposes	19	61.3%
Because it is a beautiful language	19	61.3%
Other	5	16%

3.3. Comparison

The following graphs attempt to compare students' answers to the third question concerning the two languages:
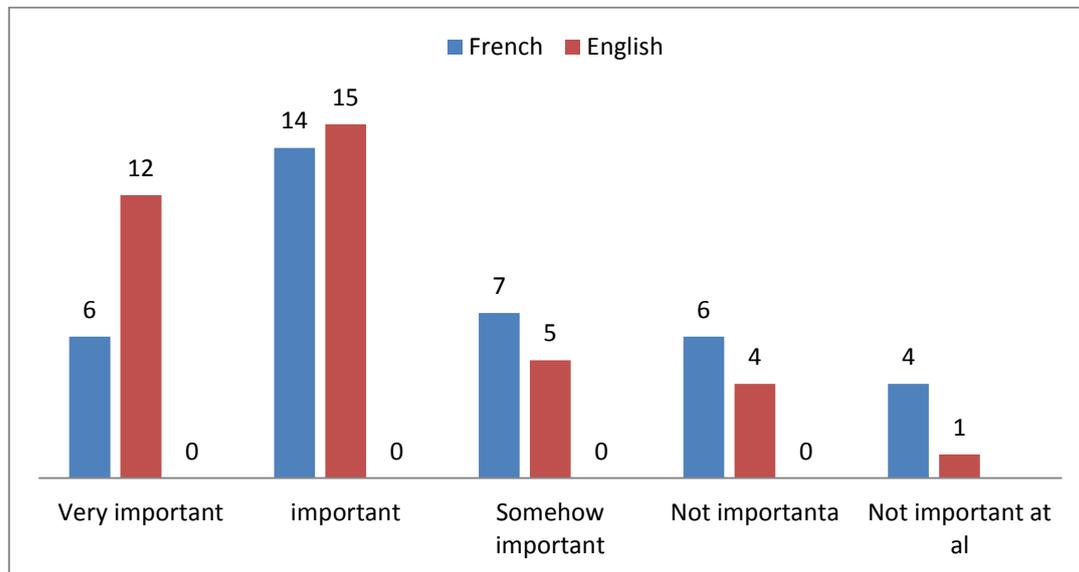
Graph 3.7: Importance French versus English

Graph 7 shows that the students generally consider English to be more important than French .
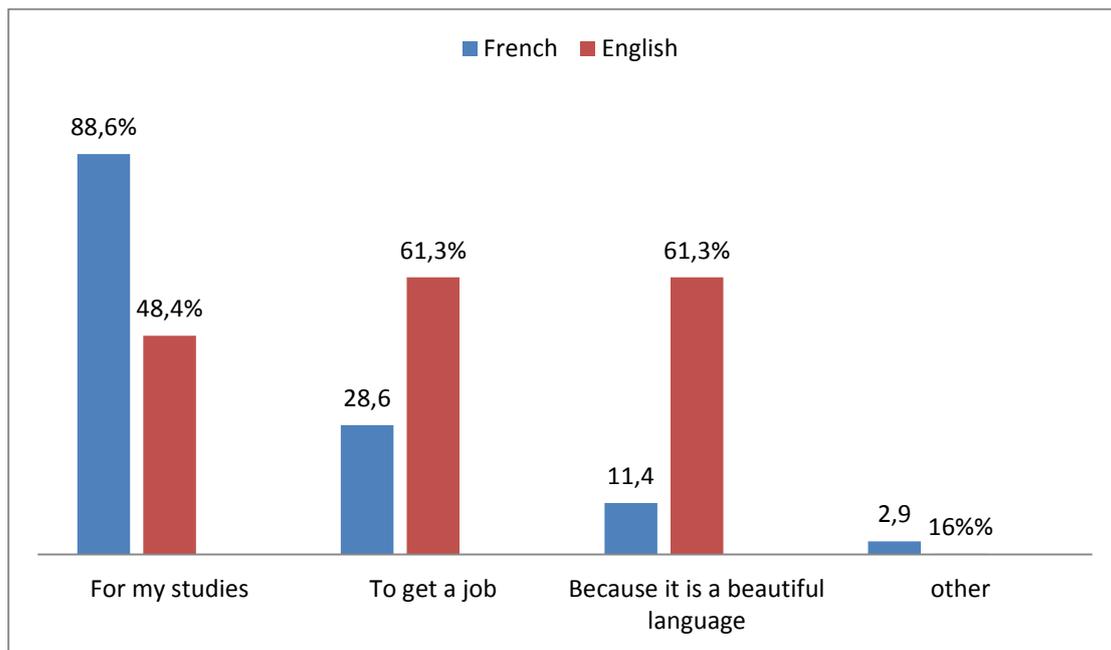
Graph 3.8: Importance of French versus Importance of English

Graph 8 indicates most students relate the importance of French to the fact that they need it their studies on the contrary, more students considers English important for occupational purposes or simply because it is a beautiful language.

1.1.4. Students' feelings

Here the students were asked to describe their feelings towards both languages their answers were as follow:

1.1.4.1. French

The students' answers to this questions falls into three main categories: positive, neutral and negative. the first category encompasses answers like "I love it", "I like listening to it" and " a complicated language but I appreciate it" answers that falls under this category makes 24.32% (9 students) of the total number of answers. Furthermore, the second category includes answers like: "neutral", "normal" and "I feed nothing towards it" these answers were given by 13.51% of the participants (5

students. The rest of the students 62.17% (23 studentd) falls into the third category which includes answers like: "I don't like it at all", "I hate it", "I think we should give up on it", "useless" and "a complicated language I don't like it"

1.1.4.2. English

The students' feelings towards English can be classified into three main categories: positive, neutral and negative. The first category encompasses answers like "I love it", " I love it and want to learn it", "beautiful and easy I like it" and "I love it but I can't speak it" answers that falls under this category makes 72.97% (27 students) of the total number of answers. Furthermore, the second category includes answers like: "neutral" and "nothing" these answers were given by 8.11% (3 students) of the participants (5 students. The rest of the students 18.91% (7 students) falls into the third category which includes answers like: "I hate it", "I don't love it" and "embarrassment".

1.2. Part two

The second part of the questionnaire contained a group of statements that the respondents were asked to address to which extent they agree with each one based on five points likert scale it goes as follows: 1 strongly disagree 2 disagree 3 neural 4 agree 5 strongly disagree. The statements were designed to study students' attitudes towards French and English as languages and their use and policy concerning them.

1.2.1 Languages

In order to measure the participants' attitudes towards the language we used both positive and negative statements that are usually used in the society to describe the languages to see with which type of the statements they agree more. The responses on

the statements that aims at measuring students attitudes towards the languages themselves are summarized in the following tables (table 13 and 14)

1.2.1.1 French

Table 3.13: the answers of the students to the statements concerning French

N	Statement		1	2	3	4	5	M
1	French is part of the Algeria history and identity	F	19	9	2	5	2	1.92
		%	51.4%	24.3%	5.4%	13.5%	5.4%	
2	French is the language of science and civilization	F	17	10	3	6	1	2.03
		%	45.9%	27%	8.1%	16.2%	2.7%	
3	French is the language of the colonizer	F	0	0	2	14	20	4.5
		%	0%	0%	5.6%	38.9%	55.6%	
4	French is merely a foreign language to Algerians	F	1	2	7	15	11	3.92
		%	2.8%	5.6%	19.4%	41.7%	30.6%	

The table above shows the students mostly disagreed to the positive statements about French. 19 (51.4%) disagreed strongly and 9(24.3%) disagreed to the statement "French is part of the Algerian history and identity" while the rest of the students' answers were divided between neutral, agree and strongly agree, taking 1 as strong disagree, 5 as strongly agree and 3 as neutral the mean of the students answers was (1.92). the students' answers concerning the second statements: " French is the language of science and civilization", were not much different 17 (45.9%) strongly disagreed while 10 (27%) disagreed to it, the mean of the answers to this one was (2.03). On the other hand, the participants showed agreement to the negative statements about French, all of them except of 2 students, who were neutral, agreed to

considering French as "the language of the colonizer", the mean of the answers here was (4.5). They also mostly agreed to the statement that says that Algerians consider French as no more than a foreign language were only 3(8.4%) students disagreed to it while the answers' mean was (3.92)

1.2.1.2 English

Table 3.14: the answers of the students to the statements concerning English

N	Statement		1	2	3	4	5	M
5	English is the language of science and civilization	F	0	1	4	17	15	4.2
		%	0%	2.7%	10.8%	45.9%	40.5%	
6	English language is the enemy	F	6	12	12	6	1	2.56
		%	16.2%	32.4%	32.4%	16.2%	2.7%	
7	English language is a means of cultural invasion	F	1	8	14	9	5	3.4
		%	2.7%	21.6%	37.8%	24.3%	13.5%	
8	English is the international language	F	0	0	0	14	23	4.62
		%	0%	0%	0%	37.8%	62.2%	

Table 14 shows that students mostly agreed to the positive statements about English, all of them agreed to the statement: "English is the international language". They also all agreed to English being the language of science and civilization except 4(10.8%) students who were neutral while only one student disagreed the mean of the answers to this question was (4.2). Their answers concerning the negative statements were a bit more varied concerning the statement "English language is a means of cultural invasion" the biggest proportion of students were neutral (14 (37.8%)) while

the students who agreed to it were more than the ones that disagreed with 5 students (13.5%), the mean here was (3.4). However, 11 more students (29.7%) disagreed to considering English the language of the enemy than the ones who agreed while 12 (32.4%) were neutral.

1.2.2 Language use and policy

The answers to statements that concern the Algerian language policy and uses of foreign languages in Algeria are summarized in table 15.

Table3.15: students' attitudes towards the language policy

N	Statement		1	2	3	4	5	M
9	I am satisfied with the role and status of French in Algeria	F	13	12	3	6	2	2.22
		%	36.1%	33.3%	8.3%	16.7%	5.6%	
10	I am satisfied with the role and status of English in Algeria	F	8	17	9	1	2	2.24
		%	21.6%	45.9%	24.3%	2.7%	5.4%	
11	English and French should be granted the same status in Algeria	F	1	9	4	17	6	3.49
		%	2.7%	24.3%	10.8%	45.9%	16.2%	
12	English should replace French in all areas	F	2	5	10	9	11	3.35
		%	5.4%	13.5%	27%	24.3%	29.7%	
13	The use of French in all fields in Algeria led to the marginalization of English	F	0	0	0	22	14	4.38
		%	0%	0%	0%	61.1%	38.9%	

The table above shows that most of the participants do not agree with the current language policy concerning foreign languages since only 22.3% of them is satisfied with the current status of French and only 8.1% satisfied with the status of English. Concerning the replacement of French with English, 62.1% of the participants agreed

to it while all of them agreed with the statement that says that English and French

should be granted the same status. However, all students agreed to the statement: "The

use of French in all fields in Algeria led to the marginalization of English".

1.2.3. Attitudes towards the use of French as a medium of instruction

The answers to statements that concern the use of French as a medium of instruction

are shown in table 16.

Tabke16: Students' attitudes concerning foreign language Use in their studies

N	Statement		1	2	3	4	5	M
14	The use of French as medium of instruction caused/is causing problems to me	F	1	8	5	17	6	3.5
		%	2.7%	21.6%	13.5%	45.9%	16.2%	
15	French should be replaced with English as a medium of instruction in higher education	F	0	6	3	14	14	3.97
		%	0%	16.2%	8.1%	37.8%	37.8%	
16	The Student should be giving the right to choose between English and French as medium of instruction in his academic career	F	0	0	6	16	15	4.24
		%	0%	0%	16.2%	43.2%	40.5%	

Most of the students, 61.1% of them, stated their agreement to the statement that

says that the use French as a medium of instruction causes problems to them.

However, 75,6% of them agreed that "French should be replaced with English as a

medium of instruction in higher education" while only 16.2% of them disagreed to it.

also none of the participants disagreed to the third statement " The Student should be

giving the right to choose between English and French as medium of instruction in his academic career" 83.7% of the students agreed to it while the rest were neutral.

3.2 The interview

The sample of the interview included 4 females and 2 males, the age of four of them was 24 while one of them was 25 and the last one was 30 years old. The first part of the interview was concerned with the students' attitudes towards foreign languages in general and French and English in particular. In addition to asking them about their feeling towards these languages some follow up questions were also asked like how? Why? Explain more.

The interviewees generally had positive attitudes towards foreign languages their answers contained talking about how foreign languages are useful and their benefits to the human brain. Also, two of them added that learning languages is not an easy task. However, when asked about their feelings towards French one of them (interviewee 2) stated that she loves French and justified that by the fact that it is widely useful in Algeria and that she is used to it since her childhood the rest of the interviewees answers were as follow: two (interviewee 1 and 3) said that they have neutral feeling towards it with one of them stating "it is just a language" but their answers were followed by "but" and complaints about what one of them described as "its over-use in Algeria " and the other as "people considering it as a sign of civilization". While (interviewee 5) said that French made him feel embarrassed because he cannot speak it and that he does not like it because it is a complicated language while the (interviewee 5) stated that he hated it and justified his answer with the fact that it is the language of the colonizer and that it is useless as a language. The (interviewee 6) said:

"I am imposed I had to learn and now I have to use it but I do not like it that much as a language".

Moreover, concerning their feelings towards English, all of their answers were positive three of them (interviewee 1, 3, 4, 5) stated that they liked it and justified their answers with its easiness and the fact that it is the language of the world. (Interviewee 6) said that he loves it and wish he can learn it in the future because it can open new horizons for him in the future. While (interviewee 2) was completely neutral and added stating: "I do not understand it anyway".

The second part of the interview was about how do they see the situation and uses of each language in Algeria. Concerning the situation of French in Algeria all the students stated that it is widely used in all areas and necessary for almost all formal and informal transactions. Furthermore, concerning its functions the students had various opinions, the students (interviewee 4) stated that even though he is good at French he sees its uses in Algeria as "an insult to the Algerian revolution and martyrs" and a sign of "the remaining French power in Algeria today". Moreover, (interviewees 1, 6, 5) showed disagreement to the current situation of French calling it "unpractical", "nonsense", "failure", "imposed on us" and " hinders the advancement in Algeria and isolates Algeria from the rest of the world". However, (interviewee 3) was neutral towards the situation of French stating that it is part of the Algerian history that we have nothing to do about, while (interviewee 2) agreed to the current uses and situation of French strongly. Also (interviewees 1, 4) students added that French is widely used in the north of Algeria but fading away here in the south.

However, concerning the situation of English, it was described by the students as "not widely used but spreading", "bad", "shameful" and "sad". They all stressed the

fact that it not sufficiently used in Algeria. Especially, when taking into consideration its role as the universal language. Most of them went on talking about its importance around the world in contradiction to how marginalized it is in Algeria. Accordingly, they offered suggestions like: reforming its status and expanding its uses. While three of them went as far as proposing it as an alternative for French in Algeria interviewee 4 stated "the first thing Algeria should do to flourish is give up French and start using English".

The third part of the interview was concerned with the use of French as a medium of instruction in their studies, one of them (interviewee 2) stated that the use of French as a medium of instruction was a good decision and she does not face problems because of it. However, the other participants described the use of French in higher education as a "mistake", "disaster". All of them justified their answers with the lack of sources in French, while (interviewee 1, 3, 5) added that they faced problems with writing assignments and answering exams in French while (interviewee 6, 3) stated that they still find problems with understanding the teachers and reading in French. When asked whether English can replace French as a medium of instruction in Algerian university, (interviewee 2) answered that it would be extremely hard because most of Algerians do not speak English while (interviewees 1,3) stated that it would a bit hard but possible while the remaining three welcomed the idea. When asked about the problems that the use of English as a medium of instruction may suggest, the students answers were almost identical all of them stated that both students and teachers will face problems if English is used as medium of instruction. For, English is not widely spoken in Algeria so they will have problems with explaining and understanding the courses in addition to reading sources and writing assignments.

Concerning that (interviewee 3) stated: "at least then we will only have to translate once from English to Arabic or from Arabic to English not from English to Arabic then to French like we do now". Finally when they were asked to suggest solution they suggested teaching English from young age in Algeria and implementing specialized programs to teach English in Algerian university for both teachers and students.

3.3. Discussion

The findings of this research are discussed in terms of four main areas based on the previously stated research questions. First, attitudes towards French and English, then attitudes towards the language policy applied concerning them and finally their use in the Algerian higher education.

3.3.1. Attitudes towards French

Concerning the first research question, the findings of the research indicates contradiction among the three attitude components when it comes to the participants attitudes towards French. First, concerning the behavioural (conative) component of attitude ,which is measured in this research through the participants' language's use and their attempts to learn it. The findings indicates positive attitudes towards French since, based on their answers, all students used French but with variation in the frequency of their use (M=2.86) and as for their attempts to learn French, most of participants stated that they tried to learn it outside the formal education (70.3%).

However concerning the cognitive component, which was measured through the questionnaire items (1.2.3) that accounts for the degree of importance of French according to the participants in addition to the extent of their agreement with the

negative and positive statements about French in the second part of the questionnaire. The findings indicate that on the level of the cognitive component, the students' attitudes towards French were mostly negative. For, most of them agreed to the negative statements about French and disagreed to the positive ones.

None of the students disagreed to considering French the language of the colonizer (M=4.5). Also, most of them agreed to French to considering French as no more than a foreign language to Algerians (M=3.92). On the other hand, they mostly disagreed to the positive statements about it, most of them disagreed to the statement that considers French to be the language of science and civilization (M=2.03) and same goes with the statement saying that French is part of the Algerian identity (M=1.92). As for its importance most of them did not that French is important (M=2.24) while the ones that did mostly related its importance to its use in their studies.

Concerning the affective component attitude towards French appears to be mostly negative. For, when asked to describe their feelings towards French most students (62.17% of them) expressed negative feelings including: hate, embarrassment and anger.

The factors behind the participants' attitude towards French and the contradiction between its components may be explained through their answers to the question (1.2.3.), and the qualitative data provided by the interview. Based on the data provided by the interview the negative cognitive and affective attitudes towards French may be driven historical, political, linguistic, psychological, social and linguistic factors. For instance, the historical factors include the Algerian-French shared history and conflicts. While the Political ones encompasses associating French

with: the French power in Algeria, the rule of the corrupted francophone elite in Algeria, in addition to the current language policies that make people feel that French is imposed on them. However, there are also the psychological and social factors like the fact French is considered as the language of prestige in Algerian society which causes embarrassment to people who cannot speak it properly sometimes. Finally, the linguistic factor is represented in its complexity as a language.

The positive conative attitudes towards is mostly driven by instrumental and educational factors which can be noticed through the students answers to the question (1.2.2) where most of them stated that French is important for their studies and for occupational purposes which led to positive behavior towards it which is a result of the current Algerian linguistic policy where French is dominant in all areas.

3.3.2. Attitudes towards English

The attitudes towards English were generally positive concerning the three attitude components. Starting with the behavioural (conative) component of attitude which is measured the same way the conative attitudes towards French was, through its use and the participants attempts to learn it. The students answers shows that most of the students use English but not constantly (M=2.59). As for their attempts to learn it outside of formal education most of them stated that they did try (61.1%). Based on that, the students' attitudes towards English can be considered moderately positive.

Furthermore, the research findings indicate that on the level of the cognitive component students attitudes appear to be positive with some cautious. For, most of them agreed to the positive statements about English but also showed neutrality towards the negative ones. Accordingly, the students agreed to the statements

considering English the language of science and civilization (M=4.2) and also to it being the universal language (4.62) but when it comes to the negative statements they appeared to be cautious since generally they were neutral.

However, in order to explore the affective side of students' attitudes towards English they were asked to describe their feelings towards it. The students' answers were extremely positive and indicated positive attitudes. For, most of them expressed feelings of love, curiosity and admiration.

Based on the qualitative data provided by the interview the students attributed their positive attitudes towards English to its simplicity and beauty as a language in addition to its standing as the language of international communication and the advantages it grants its speakers. As for, the cautious that the students showed concerning the negative statements towards English, it may be a result of the American foreign policy in the recent years especially when it comes to the Arab/Muslim matters. However, according to Sadiqui (1991) the positive attitudes towards English in North Africa may also be a reaction to the negative attitudes towards French since English is seen as a alternative for it.

The comparison between students' answers on the questions concerning English and French and their overall attitudes towards both languages revealed some interesting findings. Generally, their attitudes towards English were way more positive than the ones towards French although, the results of proficiency's self-evaluation showed they considered themselves to be more competent in French which denotes that positive attitudes towards English is driven by the students' cognition and awareness of its importance rather than their experience.

However, on the behavioral component's level their attitudes towards French were slightly more positive than the attitudes towards English since French was more used and more participants exerted efforts to learn it. Still, the findings also showed that English uses are various and miscellaneous. In contradiction to the uses of French which were mostly restricted to the areas where it is administratively decreed like education in this case. Which back the claims that English is spreading in Algeria even without governmental support while French is popularity is decreasing and its uses are being limited to the areas where it has to be used.

3.3.3. Students attitudes towards language policy

The second part of the interview and the items 16, 15, 14, 9 and 5 were designed to answer the second research question and consequently revealed the following :

The students' attitudes towards the language policy applied concerning English and French is explored through 5 questionnaire items. The findings shows wide dissatisfaction concerning the current policy since most students stated their disagreement the current status and situation of both English and French. Furthermore, although the participants tacitly expressed that there is language competition between French and English in Algeria when all of them agreed to the 10th questionnaire item, and showed inclination towards English based on their answers concerning the 11th item where most of them agreed to replacing French with English (M=3.35), they however, seem to incline more towards the co-existence of English and French in the future because more students agreed to the item that states: "French and English should be giving the same status".

Based on the interview's findings, the participants mostly justified their dissatisfaction with the current language policy concerning foreign languages with criticizing it on two main levels: "marginalization of English" and "overuse of French". The participants justified their stand concerning French with several arguments including that the use of French is impractical especially nowadays when English is taking over; some of them stated that the use of French hinders development in Algeria and isolates it from the rest of the world. In addition to the association of the dominance of French as a language with the existing still French power in Algeria and the implementation of the French favoring policy with the corruption of the authorities. On the other hand, concerning English they stated that the current status of English in Algeria does not correspond to its status as the language of international communication and claimed that this is affecting Algeria negatively and stressed the need for change.

3.3.3. Attitudes towards the uses of English and French in higher education

The students' attitudes towards the uses of foreign language in their studies were measured through the items 11, 12 and 13 in addition to the third part of the interview. Concerning that, the findings of the study reveals that most of the students faced problems because of the use of French as a medium of instruction (M=3.5). Accordingly, 5 out of 6 of the interviewees considered the use of French to teach science in higher education as a failure and mistake backing their answers with the lack of scientific publications in French in addition to the fact that the use of French neglects English and limits the future choices to only French speaking universities. While four of them added that they still encounter problems with understanding and using the language itself which affects their learning process and grades.

The respondents responses to the questionnaire items 13 and 14 shows that even though they incline towards the use of English as a medium of instruction (based on the questionnaire item 13 (M=3.97)) they showed more support to a bilingual higher education where each student has the right to choose between English and French as a medium of instruction in his/her learning process (M= 4.24). However, the qualitative data indicates that the students' support to the use of English comes along with their awareness of the future challenges that it may suggest. Consequently most of them stated that the use of English would be a challenge for both teachers and students for, it may cause communication, comprehension and production problems. Still, most of them believed of its possibility and went on suggesting solutions for the suggested problems.

Conclusion

In this chapter, the findings of this study were summarized, analyzed and discussed, resulting information that may be helpful in understanding and solving language problems in Algeria. Also, based on these findings we will recommend pedagogical and planning implications.

General Conclusion

In addition to exploring the Algerian sociolinguistic situation, through gaining insights towards the Algerian students' attitudes towards foreign languages and language policies, one of the main objectives of the current study is to provide implications and recommendations for language planning, which will be presented along with the general conclusion, in addition to recommendations for further research. The study of language attitudes is viewed as an essential area in the field of sociolinguistics, for, the finding of such studies can be employed to evaluate the situation of languages within a certain speech community, assess the applied language policies and provide valuable implications for language planning. Accordingly, the language attitude studies can be of great importance in the Algerian case especially with the unsatisfactory results of the applied language policies.

The current study explored university students' attitudes towards the main two foreign languages in Algeria and the policies applied concerning them, and since   the research questions were created to reflect these objectives. The first one attempted to investigate the participants' attitudes towards English and French as languages, while the second and third questions aimed to examine their attitudes toward the status and role of the two languages and their general use, especially in their leaning process. These research questions were answered and the hypotheses about the sources of these attitudes were confirmed. Based on data provided by two direct methods of attitudes measurements namely a semi structured questionnaire and a semi structured interview, where the questionnaire aimed at exploring the participants' attitudes and the interviews tried to gain insights into the factors behind these attitudes.

The two data collection instruments used are part of the mixed method research design that was utilized in the current study, which employed both quantitative and qualitative methods. As for the quantitative data, a questionnaire was used while the qualitative data were provided through conducting interviews. The data collection methods used, both inquired information directly based on the students' self-reporting. The sample of the study was chosen based on various considerations including the presence of both languages in their curriculum, and the fact that they already have record with scientific research. The sample was randomly chosen out of master two biology students of the University of El-Oued which included 37 students who responded to the questionnaire and the 6 students that the interviews were conducted with.

The findings of this study have assisted to exploring a significant aspect of the sociolinguistic situation in Algeria. In regard to language attitudes towards English and French, the study shows that the students' generally have negative attitudes towards French which is driven by several factors including historical, political, and linguistic ones, with a mismatch or a contradiction between the cognitive and affective components of their attitudes and their behaviours which is mostly caused by the applied language policy and the dominance of French as the prestigious language. As for their attitudes towards English, they appear to be tremendously positive due to its linguistic simplicity and status as the language of international communication. However, in contradiction to their positive attitudes towards English the participants also showed cautious and hesitation concerning the cultural aspects that comes with it.

Concerning their attitudes towards the Algerian language policy regarding foreign languages, the participants showed great dissatisfaction with the status and

functions of both English and French. Criticizing what they perceived as marginalization of English, overuse of French and rooting for the changes to be made on many levels. Furthermore, regardless of the respondents negative attitudes towards French, its uses in Algeria and their preference of English, they incline more towards the co-existence of both English and French within the Algerian linguistic landscape with granting them the same status rather than favouring one over the other.

Same goes for the uses of the two languages in their studies, the findings reveal negative attitudes towards the use of French as a medium of instruction, and immense support to the future use of English even with the .awareness of the challenges that its use ma suggest. However, they showed more support to a bilingual higher education where each student has the right to choose between English and French as a medium of instruction in his/her learning process.

1. Implications

One of the major objectives of the current study is to recommend implications for languages planning in Algeria; accordingly, its findings indicate a tremendous gap between the people's attitudes and the current language policies. However, although, people's attitudes are essential in determining the success of any language policy, other factors including political, economical and social ones influence language policies. Therefore, the suggested implications will try to be balanced, taking into consideration various factors for the recomended implications to be practical and logical.

The findings of the study indicates an urgent need to reconsider current language policies concerning foreign languages in Algeria, changes are needed on different levels based on the results of this humble study we recommend:

The findings show an immense disagreement with the current language policies regarding foreign languages, therefore, the implementation of an effective language policy that precisely recognizes the position of each language (French and English), with taking into consideration the appropriate context that each language should be used in. In addition to, clear enacting official legislations that clearly define the status of each language and the functions that correspond to that status.

The participants' attitudes indicate extremely positive attitudes towards English and the possibility of extending its uses in the future and negative attitudes towards its poor presence in Algeria. Therefore, it is mandatory to reform its status and extend its official uses with the least impact on the status of French since the participants showed a tremendous support to the co-existence of both languages within the Algerian linguistic landscape.

The negative attitudes that the findings revealed towards French, which is caused by various kinds of factors, denote the need for improving its image within the Algerian society which may be done through neutralizing it by taking it out of the colonizer's frame, or, through boosting its image as war loot rather than a sign French power. To achieve this, several procedures can be undertaken like including lessons in the curricula of all levels that sends positive messages about language learning in general and French in particular. Rising the awareness of people concerning the importance of French and linguistic diversity through media and public campaigns.

The instant shift to the use of a foreign as a medium of instruction in university after using Arabic during the whole schooling journey; appears to generate different types of problems for the students. One way to deal that is to implement a transitional science teaching programs that shifts from Arabic to the used foreign language progressively, or conduct language tests before entering university in addition to implementing Language for specific purposes teaching programs.

The participants self-evaluation of proficiency generally show poor level of proficiency in both languages when taking into consideration the long period of time during which they studied both languages in formal education, and that, signals the need for improving the language teaching curricula.

2. Recommendations for Further Research

The present work tried to study language attitudes from different areas; still it was restricted to the direct approach of studying attitudes and was conducted on a small scale level. Therefore the issue is still somehow vague. Therefore, based on the findings of this study the following we recommend the following:

- This issue should be investigated scientifically, on larger scale and using various research methods and approaches to gain a deeper and more holistic understanding for the issue.

- Other aspects of attitudes studies need to be studied within the Algerian case including attitudes change.

- As for foreign languages teaching, more efforts need in order to develop better language teaching programs.

- More sociolinguistics studies need to be conducted so the Algerian linguistics

  problems can be solved based upon their results.

References

Adouane, W ., & Dobnik, S. (2017). Identification of languages in algerian arabic multi lingual Documents. Proceedings of the Third Arabic Natural Language processing Workshop. doi: 10.18653/v1/w17-1301.

Aitsiselmi, F and Marley, Dawn (2008). *The role and status of the French Language in North Africa* In: Studies in French applied linguistics. Language Lear & Language Teaching, 21 (6), 185-222.

Almahmoud, M. (2012). *Saudi University Students' Attitudes Towards The Use of Arabic And English: Implications for Lnaguage Planning* (phd). Macquarie University.

Appel, R., & Muysken, P. (1987). <u>*Language* *contact and bilingualism*</u>. London:

.E. Arnold

Baker, C. (1992). *Attitudes and language*. Clevedon, Angleterre: Multilingual Matters.

Belmihoub, K. (2018). English in a multilingual Algeria. *World Englishes*, *37*(2),

207-227. doi: 10.1111/weng.12294.

Benrabah,M. (2004). Lnaguage and Policy in Algeria . *Nationalism And Ethnic*

Politics, *10*(1), 59-78. doi: 10.1080/1353711049045077.

_____(2007). Language maintenance and spread: French in Algeria. *International journal Of Francophone Studies*, *10*(1), 193-215. doi: 10.1386/ijfs.10.12.193 British Council. (1984). *English teaching profile: Algeria*. London: British Council

Chaiken, S. (2001). Attitude Formation: Function and Structure. *International Encyclopedia Of The Social & Behavioral Sciences*, 899-905. doi: 10.1016/b0-08-043076-7/01758-7

Chaulet-Achour, C. (1999). BENRABAH Mohamed, Langue et pouvoir en Algérie, Histoire d'un traumatisme linguistique, Biarritz, Séguier-Atlantica, les

colonnes d'Hercule, 1999, 350pp. *Études Littéraires Africaines*, (9), 73. doi: 10.7202/1041999ar

Chin N, B., & Wigglesworth, G. (2007). *Bilingualism*. Abingdon, Oxon: Routledge.

Goundar, P. (2017). The Characteristics of Language Policy and Planning Research: An Overview.

Cooper, R. (1989). *Language planning and social change*. Cambridge: Cambridge University Press.

Crystal, D. (2003). *English as a global language* (2nd ed.). New York: Cambridge:

University Press.

Culatta, R. (2019). Cognitive Dissonance (Leon Festinger) InstructionalDesign.org. Retrieved from https://www.instructionaldesign.org/theories/cognitive-dissonance.

 Dewi,A. (2013). English as an International language: An Overview.*Journal of English and education.* 6, 1-11. doi:10 .20885/jee.vo16.iss2.art1 .

Djabri, A, 1981. Language in Algeria: The continuing problem, (magister). University of Wales.

Djennane, T. (2016). *Language Planning and Education Issues in Algerian Higher Studies: Attitudes towards Arabic and French in Scientific Streams, Tlemcen University* (phd). Tlemcen University.

Ennaji,M. (2005). Bilingualism. In *Multilingualism, cultural identity, and in Morocco*. New York: Springer.

 Ethnologue: Languages of the World. (2019). Retrieved 24 April 2019, from https://www.ethnologue.com

Euromonitor. (2012). The benefits of the English language for individuals and Quantitative indicators from Algeria, Egypt, Iraq, Jordan, Lebanon, Morocco, Tunisia, Yemen. Retrieved from https://www.teachingenglish.org.

Fasold, R. (1987). *The sociolinguistics of society*. Oxford: Basil Blackwell.

Ferguson, C. A. (1966). National sociolinguistic profile formulas. InW. Bright (Ed.),

Sociolinguistics (pp. 309–324). The Hague:Mouton de Gruyter.

Garrett, P. (2010). *Attitudes to language*. Cambridge: Cambridge University Press.

Goundar, P. (2017). The Characteristics of Language Policy and Planning Research: An Overview.

Haarmann, H. (1990). Language planning in the light of a general theory of language:

A methodological framework. *International Journal of the Sociology of Language, 86*, 103-126

Humbaraci, A, (1966). Algeria: A Revolution That Failed, *The American Historical Review* . xiii-308,doi: 10.1086/ahr/72.4.1455

Karam, F. (1974). Toward a definition of language planning. In J. Fishman (Ed.), *Advances in language planning* (pp. 103-124). Mouton: The University of Michigan.

Kachru, B. (1991). *World Englishes and Applied Linguistics*.

Khaloui, C, (2017). French language policy in Algeria during colonization. *El-Aallama,* 23(4) 129-147.

Kaplan, R., & Baldauf, R. (1997). *Language planning from practice to theory*. Clevedon: Multilingual Matters.

Matsuda, a. (2000). *Japanese attitudes toward English: A case study of high school*

students (phd). Purdue University.

Marley, D. (2004). Language attitudes in Morocco following recent changes in language policy. *Language Policy, 3*, 25-46.

McDowall, D. (1989). *An illustrated history of BRITAIN* (1st ed.). Longman.

McKenzie, R. (2008). Social factors and non-native attitudes towards varieties of spoken English: a Japanese case study. *International Journal Of Applied Linguistics*, *18*(1), 63-88. doi: 10.1111/j.1473-4192.2008.00179.x

_____ (2010). *The Social psychology of English as a global language*. Dordrecht: Springer.

Metz, H. (1993). *Algeria* (4th ed.). Washington, D.C.: Federal Research Division, Library of Congress.

Navarro-villarroel, C. (2011). *Young students' attitudes toward languages* (phd). Iowa state university.

Polger, T. (2019). Functionalism | Internet Encyclopedia of Philosophy. Retrieved from https://www.iep.utm.edu/functism/

Rezig, N. (2011). Teaching English in Algeria and Educational Reforms: An Overview on the Factors Entailing Students Failure in Learning Foreign Languages at University. *Procedia – Social And Behavioral Sciences*, *29*, 1327-1333. doi: 10.1016/j.sbspro.2011.11.370

Richards, J., & Schmidt, R. (2002). *Longman Dictionary of language teaching & applied linguistics* (3rd ed.). Harlow: Longman.

Sadiqi, F. (1991). The spread of English in morocco. *International journal of the Sociology of language,* 87(1).doi: 10.1515/ijsl.1991.87.99.

Schwarz, N. (2019). Attitudes measurement. In W.D . Crano & R. Prislin, *Attitudes and attitude change*. New York: psychology press.

Spector, P. (1981). Multivariate data analysis for outcome studies. *American Journal Of Community Psychology*, *9*(1), 45-53. doi: 10.1007/bf00896359

Ting, Su-Hie. (2003). Ting, S. H. (2003) Impact of language planning on language attitudes: A case study in Sarawak. *Journal of Multilingual and Multicultural Development,* 24(3), 195-210.

Wedgwood, H., & Atkinson, J. (1872). A Dictionary of English Etymology. London:Trünber & Co, Co, Paternoster.

Zughoul, M. (2002). *Interlanguage Syntax of Arabic-Speaking Learners of English.* Distributed by ERIC Clearinghouse.

Appendices

1. The Questionnaire

1.1. The Arabic version

1.1.1.The Questionnaires Before Piloting

عزيزي الطالب نرجو منك المشاركة في هذا الاستبيان حيث يمثل أحد الجوانب الهامة في هذا البحث , الذي يهدف إلى دراسة مواقف طلاب الشعب العلمية في الجزائر من اللغتين الفرنسية و الانجليزية و استعمالاتهما , أرجو التكرم والإجابة على الأسئلة المطروحة وتزويدنا بآرائكم القيمة من خلال وضع إشارة على الإجابة التي ترونها ملائمة .

مع العلم أن جميع الأسئلة المطروحة ضمن هذا الاستبيان لأغراض البحث العلمي وأن إجاباتكم ستكون محاطة بالسرية الكاملة والعناية العلمية الفائقة.

شكرا لتعاونكم وحسن استجابتكم....

معلومات العامة

ضع علامة × بجانب الاجابة او الاجابات التي تراها ملائمة

1- الجنس:

❑ ذكر

❑ انثى

2- العمر:

❑ اقل من 20

❑من 20 الى 25

❑30 الى 25

❑ أكثر من 30 سنة

3- التخصص:

القسم الاول: اللغة الفرنسية

1. كيف تقيم مستواك في اللغة الفرنسية

❑ ممتاز

❑ جيد

❑ مقبول

❑ سيء

❑ سيء جدا

2. حاولت/أحاول تعلم اللغة الفرنسية خارج اطار المنهج الدراسي

❑ نعم   ❑ لا

اذا كانت اجابتك نعم كيف ؟

....

....

3. استعمل اللغة الفرنسية خارج الجامعة

❑ابدا   ❑ نادرا   ❑ احيانا   ❑ غالبا ❑ دائم

استعملها في

❑ المنزل مع العائلة

❑ التواصل مع الناس

❑ مشاهدة برامج ترفيهية

❑ القراءة

❑ وسائل التواصل الاجتماعي

❑استعمالات اخرى

....

....

....

4.كيف تصف وضع اللغة الفرنسية في الجزائر حاليا

....

....

....

.5...

ما رأيك في اللغة الفرنسية و استعمالاتها في الجزائر

....

....

....

6. اللغة الفرنسية مهمة بالنسبة لي

❑ غير مهمة كليا   ❑ غير مهمة ❑ مهمة الى حد ما ❑ مهمة ❑ مهمة

إذا كانت الإجابة نعم هل؟

❑ لأنها ضرورية من اجل دراستي

❑ لتحسين فرصي في سوق العمل

❑ لأنها لغة جميلة

❑ أسباب أخرى. اذكرها

....

....

....**الجزء الثاني: اللغة الانجليزية**

1. كيف تقيم مستواك في اللغة الانجليزية

❑ ممتاز

❑ جيد

❑مقبول

❑سيء

❑سيء جدا

2. استعمل اللغة الانجليزية

❑ابدا   ❑ نادرا   ❑ احيانا   ❑ غالبا   ❑ دائم

أستعملها في

❑ المنزل مع العائلة

❑ التواصل مع الناس

❑ مشاهدة برامج ترفيهية

❑ القراءة

❑ وسائل التواصل الاجتماعي

❑استعمالات اخرى

❑ الجامعة

....

....

3. حاولت/أحاول تعلم اللغة الانجليزية خارج اطار المنهج الدراسي

❑ نعم   ❑ لا

اذا كانت اجابتك نعم كيف ؟

....

....

4. اللغة الانجليزية مهمة بالنسبة لي

❑ غير مهمة كليا   ❑ غير مهمة ❑ مهمة الى حد ما ❑ مهمة ❑ مهمة

إذا كانت الإجابة نعم هل

❑ لأنها ضرورية من اجل دراستي

❑ لتحسين فرصي في سوق العمل

❑ لأنها لغة جميلة

❑ أسباب أخرى

اذكرها

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

5. كيف تصف شعورك حول اللغة الانجليزية

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

5. ما رأيك في اللغة الانجليزية و استعمالاتها في الجزائر؟

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

الجزء الثالث

1. اللغة الانسب لتدريس االعلوم في الدراسات العليا هي

❑الفرنسية

❑ الانجليزية

❑ أخرى

علل

....

....

....

2. استخدام اللغة الفرنسية في التعليم العالي في الشعب العلمية في الجزائر يمثل مشكلا للطلبة

لا أتفق أبدا ☐ لا أتفق ☐ محايد ☐ أتفق ☐ أتفق بشدة ☐

اذا كانت اجابتك نعم ماهي هذه المشاكل؟

....

....

أعارض بشدة	أعارض	محايد	اتفق	اتفق بشدة		الرقم
					اللغة الفرنسية جزء من الهوية و التاريخ الجزائري	1
					اللغة الفرنسية هي لغة العلم و التطور	2
					اللغة الفرنسية هي لغة الثقافة و الحضارة	3
					اللغة الفرنسية هي لغة الاستعمار	4
					اللغة الفرنسية مجرد لغة أجنبية في الجزائر	5
					استعمال اللغة الفرنسية في الجزائر يعيق التطور و التنمية	6
					أنا راض عن الدور الكبير الذي تلعبه اللغة الفرنسية في الجزائر	7
					إتقان اللغة الفرنسية مهم لتوفير فرص عمل خارج الجزائر	8
					إتقان اللغة الفرنسية مهم لتوفير فرص عمل داخل الجزائر	9

					عندما أرى شخص يتكلم باللغة الفرنسية افترض لإراديا أن له مكانة مرموقة في المجتمع	10
					استخدام اللغة الفرنسية يدل على ثقافة الشخص	11
					اللغة الانجليزية هي لغة العلم و التكنولوجيا	12
					اللغة الانجليزية هي لغة العدو	13
					اللغة الانجليزية هي لغة التواصل العالمي	14
					اللغة الانجليزية يجب أن تمنح اهتمام اكبر في الجزائر	15
					يجب تعليم اللغة الانجليزية في الجزائر بدءا من التعليم الابتدائي	16
					التكلم باللغة الانجليزية يدل على ثقافة الشخص	17
					تمديد استعمالات اللغة الانجليزية في الجزائر سيساهم في تطورها	18
					انا راض عن الدور الذي تلعبه اللغة الانجليزية في الجزائر حاليا	19
					اللغة الانجليزية هي وسيلة للغزو الثقافي	20
					اللغة الفرنسية مناسبة لتدريس العلوم في التعليم العالي في الجزائر لتوفر المراجع و إتقان الطلبة نسبيا لها	21
					اللغة الفرنسية لا تتوفر على المراجع و اضطر للترجمة في أحيان كثيرة	22
					يجب استبدال اللغة الفرنسية كلغة لتدريس العلوم في التعليم العالي في الجزائر باللغة الانجليزية	23
					يجب إعطاء الطالب الحق في اختيار الحق في اختيار اللغة الفرنسية أو الانجليزية كلغة تدريس أثناء مسيرته	24

					الجامعية	
					استعمال اللغة الانجليزية في تدريس العلوم في التعليم العالي سيطرح مشاكل للطلبة و يؤثر بالسلب على استيعاب الطلبة للدروس	25
					اللغة الفرنسية و اللغة الانجليزية يجب أن تمنحا نفس المكانة في الجزائر	26
					يجب استبدال اللغة الفرنسية باللغة الانجليزية في الجزائر في جميع المجالات	27
					استعمال اللغة الانجليزية في تدريس العلوم مهم لأنه يمنح الطلبة فرصا اكبر للعمل و الدراسة على الصعيد الدولي	28
					استعمال اللغة الانجليزية في تدريس العلوم يخدم الطالب و الباحث كثيرا لكونها اللغة الأكاديمية عالميا حيث معظم البحوث تنشر باللغة الانجليزية	29
					استعمال اللغة الفرنسية في شتى المجالات في الجزائر أدى تهميش اللغة الانجليزية	30

شكرا لتعاونك

1.1.2. Arabic final version

عزيزي الطالب نرجو منك المشاركة في هذا الاستبيان حيث يمثل أحد الجوانب الهامة في هذا البحث , الذي يهدف إلى دراسة مواقف طلاب الشعب العلمية في الجزائر من اللغتين الفرنسية و الانجليزية و استعمالاتهما , أرجو التكرم والإجابة على الأسئلة المطروحة وتزويدنا بآرائكم القيمة من خلال وضع إشارة على الإجابة التي ترونها ملائمة .

مع العلم أن جميع الأسئلة المطروحة ضمن هذا الاستبيان لأغراض البحث العلمي وأن إجاباتكم ستكون محاطة بالسرية الكاملة والعناية العلمية الفائقة.

شكرا لتعاونكم وحسن استجابتكم....

القسم الاول:

1. ضع علامة × بجانب الاجابة او الاجابات التي تراها ملائمة

1.1. معلومات خاصة

4- الجنس:

❑ ذكر

❑ انثى

5- العمر:

1.2. اللغة الفرنسية

1. كيف تقيم مستواك في اللغة الفرنسية

❑ ممتاز

❑ جيد

❑ مقبول

❑ سيء

❑ سيء جدا

حاولت/أحاول تعلم اللغة الفرنسية خارج اطار المنهج الدراسي

❑ نعم　　　　　　　❑ لا

2. استعمل اللغة الفرنسية

❑ابدا　　❑ نادرا　　❑ احيانا　　❑ غالبا　❑ دائم

استعملها في

❑ المنزل مع العائلة

❑ التواصل مع الناس

❑ مشاهدة برامج ترفيهية

❑ القراءة

❑ وسائل التواصل الاجتماعي

❑استعمالات اخرى

....

3. اللغة الفرنسية مهمة بالنسبة لي

❑ غير مهمة كليا　❑ غير مهمة ❑ مهمة الى حد ما ❑ مهمة　❑ مهمة

إذا كانت الإجابة نعم هل؟

❑ لأنها ضرورية من اجل دراستي

❑ لتحسين فرصي في سوق العمل

❑ لأنها لغة جميلة

❑ أسباب أخرى. اذكرها

....

....

4. صف شعورك حول اللغة الفرنسية

....

....

....

....

3.1. اللغة الانجليزية

1. كيف تقيم مستواك في اللغة الانجليزية

❑ ممتاز

❑ جيد

❑مقبول

❑سيء

❑سيء جدا

2. استعمل اللغة الانجليزية

❑ابدا   ❑ نادرا   ❑ احيانا   ❑ غالبا ❑ دائم

أستعملها في

❑ المنزل مع العائلة

❑ التواصل مع الناس

❑ مشاهدة برامج ترفيهية

❑ القراءة

❑ وسائل التواصل الاجتماعي

❑ الجامعة

❑استعمالات اخرى

....

....

3. اللغة الانجليزية مهمة بالنسبة لي

❑ غير مهمة كليا   ❑ غير مهمة ❑ مهمة الى حد ما ❑ مهمة ❑ مهمة

إذا كانت الإجابة نعم هل

❑ لأنها ضرورية من اجل دراستي

❑ لتحسين فرصي في سوق العمل

❑ لأنها لغة جميلة

❑ أسباب أخرى

اذكرها

....

....

الجزء الثاني:

الرقم		اتفق بشدة	اتفق	محايد	أعارض	أعارض بشدة
1	اللغة الفرنسية جزء من الهوية و التاريخ الجزائري					
2	اللغة الفرنسية هي لغة العلم و الحضارة					
3	اللغة الفرنسية هي لغة المستعمر					
4	اللغة الفرنسية مجرد لغة أجنبية بالنسبة للجزائريين					
5	أنا راض عن دور و مكانة اللغة الفرنسية في الجزائر					
6	اللغة الانجليزية هي لغة العلم و الحضارة					

						اللغة الانجليزية هي لغة العدو	7
						اللغة الانجليزية هي لغة التواصل العالمي	8
						انا راض عن عن دور و مكانة اللغة الانجليزية في الجزائر حاليا	9
						اللغة الانجليزية هي وسيلة للغزو الثقافي	10
						يجب استبدال اللغة الفرنسية كلغة لتدريس العلوم في التعليم العالي في الجزائر باللغة الانجليزية	11
						استعمال الفرنسية كلغة تدريس سبب/يسبب لي مشاكل	12
						يجب إعطاء الطالب الحق في اختيار الحق في اختيار اللغة الفرنسية أو الانجليزية كلغة تدريس أثناء مسيرته الجامعية	13
						اللغة الفرنسية و اللغة الانجليزية يجب أن تمنحا نفس المكانة في الجزائر	14
						يجب استبدال اللغة الفرنسية باللغة الانجليزية في الجزائر في جميع المجالات	15
						استعمال اللغة الفرنسية في الجزائر أدى تهميش اللغة الانجليزية	16

شكرا لتعاونك

1.2. The English Version

1.2.1. The English version Before Piloting

Dear student, we wish for your kind participation in this questionnaire as it represents a crucial aspect in this study, which aims to investigate the attitudes of Algerian university students regarding French, English, and their uses. We hope that you answer this questionnaire and provide us with your insights.

all questions in this questionnaire are for scietnitific pruposes and we assure that your answers will be treated professionally and with the highest degrees of secrecy, confidentiality, and scientific integrity.

GENERAL INFORMATION

Put an 'X' next to the appropriate option

Sex:

❑ Male

❑Female

Age

❑Less than 20

❑20-25

❑ 25-30

❑ 30 or more

Specialty

Part one: French language

How do you evaluate your level in French?

❑Excellent

❑Good

❑Average

❑Bad

❑Very bad

I'm trying/i tried learning French outsides formal schooling system

❑Yes❑No

If yes, how?

....

I use French out:

❑Never

❑rarely

❑sometimes

❑usually

❑always

I use it

❑With family at home

❑To communicate with other people

❑For watching entertaining programs

❑Readingfor

❑For using the social media

❑ Other uses

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

.4 How would you describe the situation of French in Algeria nowadays?

....

What is your opinion on French and its uses in Algeria?

....

French language is important to me

❑Not important at all

❑Not important

❑Important to a certain degree

❑Important

❑very important

If yes, tick the appropriate reason(s).

❑Because it is important for my education

❑To improve my career opportunities

❑Because it is a beautiful language

❑If you have other reasons, please state them

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

Part two: English language

How do you evaluate your level in English?

❑Excellent

❑Good

❑Average

❑Bad

❑Very bad

I use English out of the university

❑Never❑Rarely❑Sometimes❑Usually❑Always

I use it

❑ With family at home

❑To communicate with other people

❑For watching entertaining programs

❑ Readingfor

❑For using the social media

❑ Other

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

I'm trying/i tried learning English out of school

❑Yes❑No

If yes, please state how.

………………………………………………………………………………………………….

French language is important to me

❑Not important at all❑Not important❑Important to a certain degree❑Important❑very important

If yes, tick the appropriate reason(s).

❑Because it is important for my education

❑To improve my career opportunities

❑Because it is a beautiful language

❑If you have other reasons, please state them

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

5. How would you describe your feeling towards English in Algeria?

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

6 .What is your opinion on English and its uses in Algeria?

....
....

Part three

1.   The most appropriate language for higher education is
❑ French

❑English

❑Other

Justify

....

....

2.   Using French in scientific field in higher education comprises a problem
❑Stronglydisagree

❑Disagree

❑Neutral

❑Agree

❑Stronglyagree

If yes, what such problems may be?

....

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	French language is part of the Algerian history and identity					
2	French is the language of scientific advancement					
3	French is the language of culture and civilization					

4	French is the language of invasion					
5	French is merely a foreign language in Algeria					
6	The use of French in Algeria hinders scientific progress					
7	I am satisfied with the major role that French plays in Algeria					
8	Proficiency in French is important to get occupational opportunities abroad					
9	Proficiency in French is important to get occupational opportunities in Algeria					
10	When I see someone speaking French, I unconsciously presume that they are wellrespected in society.					
11	Using French is a sign of civilization					
12	English is the language of science and technology					
13	English language is the enemy					
14	English is the language of international communication					
15	English language should be offered more care in Algeria					
16	English language should be taught at school starting from primary school					
17	Speaking in English is a sign of civilization					

18	Extending the use of English in Algeria will definitely make it progress					
19	I am satisfied with the role that English plays in Algeria					
20	English language is a means of cultural invasion					
21	French language is appropriate for higher education due to the abundance of sources and students' proficiency					
22	Sources in French are rare to find and I find myself translating					
23	French as the language used in teaching science in higher education should be replaced with English					
24	The student should be offered the choice to choose between the respective language of teaching in his academic career					
25	Using English in scientific fields in higher education will have negative effects on students' ability to understand the lessons					
26	French language and English language should be offered the exact same status in Algeria					
27	French should be replaced with English in					

	all fields in Algeria					
28	Using English is important as it provides the chance for better occupational and educational opportunities abroad					
29	Using English serves the student as it is a universal language and most researches are carried out in English					
30	Using French in all fields in Algeria has led to marginalize English.					

Thank you for your cooperation

1.2.2.English final version

Dear student, we wish for your kind participation in this questionnaire as it represents a crucial aspect in this study, which aims to investigate the attitudes of Algerian university students regarding French, English, and their uses. We hope that you answer this questionnaire and provide us with your insights.

all questions in this questionnaire are for scietnitific pruposes and we assure that your answers will be treated professionally and with the highest degrees of secrecy, confidentiality, and scientific integrity.

PART ONE

Put an 'X' next to the appropriate option

Sex:

❑ Male

❑Female

How old are you?

……………………………………………………………………………………….

1.1. French

1. How do you evaluate your level in French?

❑Excellent

❑Good

❑Average

❑Bad

❑Very bad

  I'm trying/i tried learning French outsides formal schooling system

❑Yes❑No

2.I use French out:

❏Never

❏rarely

❏sometimes

❏usually

❏always

 I use it

❏With family at home

❏To communicate with other people

❏For watching entertaining programs

❏for Reading

❏For the social media

❏ for study

❏ Other uses

....

....

3.French language is important to me:

❏Not important at all

❏Not important

❏Important to a certain degree

❏Important

❏very important

If yes, tick the appropriate reason(s).

❑Because it is important for my education

❑To improve my career opportunities

❑Because it is a beautiful language

❑If you have other reasons, please state them

....

....

4. How do you feel towards French

………………………………………………………………………………………

………………………………………………………………………………………

1.2. English

1.How do you evaluate your level in English?

❑Excellent

❑Good

❑Average

❑Bad

❑Very bad

2.I use English:

❑Never

❑Rarely

❑Sometimes

❑Usually

❑Always

I use it

❑ With family at home

❑To communicate with other people

❑For watching entertaining programs

❑ Readingfor

❑For using the social media

❑ Other

....
....

3. French language is important to me

❑Not important at all

❑Not important

❑somehow important

❑Important

❑very important

If yes, tick the appropriate reason(s).

❑Because it is important for my education

❑To improve my career opportunities

❑Because it is a beautiful language

❑If you have other reasons, please state them

…………………………………………………………………………………………

………………………………………………………………………………

6 .How do you feel towards english?

 ....

....

…………………………………………………………………………………

Part two:

N	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	French language is part of the Algerian history and identity					
2	French is the language of science and civilization					
3	French is the language of the colonizer					
4	French is merely a foreign language to Algerians					
5	I am satisfied with the role and status of French in Algeria					
6	English is the language of science and civilization					
7	English language is the enemy					
8	English is the language of international communication					
9	I am satisfied with the role and status of English Algeria					

10	English language is a means of cultural invasion					
11	French as amedium of instruction in higher education should be replaced with English					
12	The use of French as a medium of instruction cause/caused problems to me.					
13	The student should be have the right to choose between French and English as a medium of instruction during his/her academic career					
14	French and English should be granted the same status in Algeria					
15	French should be replaced with English in all fields in Algeria					
16	Using French in Algeria has led to marginalize English.					

Thank you for your cooperation

2. The Interview

The interview guide

2.1. English version

The interview included questions like:

How do you feel about learning foreign languages?

How do you feel towards English/French? Why?

How do you see the situation of foreign languages in Algeria?

How do you see the use of French as a medium of instruction in your studies?

why?

Do you think that French as a medium of instruction in university can be replaced with English? What are the problems that the use of English may suggest?

2.2. النسخة العربية

المقابلة احتوت على أسئلة مثل

كيف ترى اللغات الأجنبية و تعلمها؟

كيف تشعر نحو اللغة الفرنسي/الانجليزية؟ لماذا؟

كيف ترى وضع اللغات الأجنبية في الجزائر؟ اشرح؟ لماذا؟

ما رأيك حول استعمال اللغة الفرنسية كلغة لتدريس العلوم في التعليم العالي الجزائري؟ هل تظن انه يمكن استبدالها بالانجليزية؟ ما المشاكل التي قد يطرحها استعمال اللغة الانجليزية؟

الملخص

عن طريق دراسة التوجهات اللغوية و التي تعتبر من أهم فروع اللسانيات الاجتماعية, تهدف هذه الدراسة إلى استكشاف الوضع اللغوي الاجتماعي بالجزائر و توفير معلومات قد تساعده في عملية التخطيط اللغوي في الجزائر مستقبلاً. هذه الرسالة عبارة عن دراسة معمقة لمواقف طلاب الشعب التقنية في الجامعة الجزائرية تجاه اللغتين الفرنسية و الانجليزية و السياسة اللغوية الجزائرية فيما يخص هاتين اللغتين و استعمالاتهما في التعليم العالي بالإضافة إلى استكشاف العوامل التي الكامنة وراء هذه المواقف. لدراسة مواقف أو توجهات الطلبة تم إتباع منهج مختلط بالاعتماد على وسيلتين مباشرتين لجمع البيانات تمثلتا في استبيان متعدد من حيث نوع الأسئلة بهدف استقصاء مواقف الطلبة بالإضافة إلى مقابلة شبه مفتوحة لتحديد أسباب هذه المواقف. مجتمع الدراسة تمثل في طلبة سنة ثانية ماستر لشعبة علم الأحياء بجامعة حمة لخضر الواقعة بولاية وادي سوف حيث تم اختيار عينة عشوائية تكونت من 37 طالب للإجابة على الاستبيان و تم اختيار 6 من هؤلاء الطلبة عشوائيا بغرض إجراء المقابلة. تشير نتائج الدراسة إلى أن مواقف الطلبة تجاه اللغة الفرنسية معقدة و سلبية بصفة عامة على عكس مواقفهم تجاه اللغة الانجليزية و التي كانت جد ايجابية بالإضافة إلى عدم رضاهم عن السياسات اللغوية الحالية المتعلقة باللغات الأجنبية. بناءً على هذه النتائج ، تم طرح عدة توصيات للتخطيط اللغوي.