



Mohamed Khider University of Biskra

Faculty of Literature and Languages

Department of English Language and literature

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**Department of English Language and literature**

**Sciences of the Language**

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*Presented by:*

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### **EXPLORING THE REASONS BEHIND implementing ENGLISH IN ALGERIAN UNIVERSITIES**

**Case Study: First-Year English Students at Mohamed Khider University**

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*A Dissertation submitted to the Department of English Language and Literature as  
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## **Dedication**

In the name of Allah, this work is dedicated with sincere appreciation to :

My parents, thank you for always being my encouragers ,your sacrifices, guidance and love are what made me the person I am today , Without your presence and efforts to make me finish this journey I could not be here doing my thesis .

My sister and all my family thank you for your help and your support.

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## **Abstract**

The use of English in universities is rapidly expanding worldwide due to its perceived advantages such as fostering internationalization and enhancing access to academic resources and supporting global communication. In line with this trend, Algeria implemented EMI in higher education starting in September 2023 particularly in fields like medicine, science and technology as part of an effort to improve education quality and prepare students for the global job market. This study investigates the reasons behind favoring English in Algerian universities focusing on 90 first-year English students at Mohamed Khider University of Biskra. The results show that 83% chose English for its global status and opportunities 86.7% highlighted its importance in academic research and 65.6% believed English proficiency contributes to research success. Additionally 91.1% acknowledged the cultural gap between English and Algerian cultures. Overall, students view English not only as a language skill but as a pathway to academic growth , better job prospects and integration into the global academic community despite recognizing challenges in cultural adaptation and educational support.

**Keywords :** Academic publishing , Cultural adaptation, Globalization , International communication, Language policy and Scientific research .

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## **General introduction**

English has become the dominant global language which is now regarded as vital for success across countless fields and professions. Consequently, English in higher education has rapidly grown into a major worldwide phenomenon (Dearden, 2018, p. 48). David Graddol (1997) asserted that “One of the most significant educational trends worldwide is the teaching of a growing number of courses in universities through the medium of English.” (p. 45). This expansion of EMI has been described as an ‘unstoppable train’ (Macaro, 2015, p. 7).

Since the late 1990s, English programs have grown dramatically in HE (higher education) around the world. For instance, between 2001 and 2014, the number of bachelor's and master's degrees offered in Europe that are entirely taught in English increased by more than ten times, from 725 to 8,089 (Wächter & Maiworm, 2014). Comparably, more than one-third of Japanese universities currently provide EMI programs, and the percentage is still rising (MEXT, 2015). Additionally, Algeria is among the nations that have just formally made English the main medium of instruction in all of their universities, beginning with the 2023–2024 academic year.

All specialties are affected by this change, with the exception of medical specialties such as medicine, which still teach in French. Additionally, since 2019, the Algerian Ministry of Higher Education and Scientific Research (MESRS) has been working on a project to gradually replace French as the main language of instruction in the country's educational system by promoting English.

In 2023, Algerian authorities began implementing this transition to English, starting in the academic year 2023–2024. Additionally, the previous year marked the introduction of English as the second foreign language in early education, particularly in third-year primary schools. These decisions are intended to improve the quality of education, enhance Algeria's global competitiveness, and reduce its dependence on France.

The introduction of English in Algerian higher education raises several important questions and concerns. Over the past few decades, the use of English as a medium of instruction has gained significant global traction. March (2006) noted that between 1995 and 2005, a large number of international educational institutions expressed considerable interest in adopting EMI. According to Saidani and Afkir (2023), this global spread of EMI can be

attributed to various factors including the desire to boost local competitiveness internationalize higher education improve English proficiency, attract international students and enhance university rankings. Furthermore, Belmihoub (2018) highlighted that students often favored English viewing it as a vehicle for economic opportunity and knowledge acquisition. In a similar vein Bouhmama and Dendane (2018) found that university students hoped for the replacement of French with English in scientific courses .

Moreover, Bradford (2013) observed a significant increase in the number of academic programs offering EMI in non-Anglophone countries. This shift is driven by global efforts to enhance the competitiveness of higher education systems and better prepare graduates for the international job market. However, this transition has placed additional pressure on faculty members particularly in countries like Algeria where English is not the primary foreign language.

### **1.1.Statement of the problem**

The French language served as the primary medium of instruction in Algerian universities for several years. However, in recent decades English has increasingly become the predominant language of instruction. This shift from teaching English as a foreign language (EFL) to utilizing English as the medium of instruction (EMI) for academic disciplines in Algerian universities can be attributed to various factors including academic and political considerations and this is the aim of this study: to explore the reasons that make the government change the language from French to English in many specialties in all the universities .

In light of this issue ,the following research questions are proposed:

- 1) What are the reasons behind implementing English in Algerian universities?
- 2) What made English used as a medium of instruction in universities ?
- 3) What role does English play in scientific advancement, academic research and publication ?

### **1.2.aims of the study**

The primary aim of this study is to examine the underlying factors that have contributed to the adoption of English as the language of instruction in Algerian universities. Through an in-

depth analysis . This research seeks to identify the key motivations and rationale behind this linguistic shift.

The second aim is exploring the educational, sociocultural and economic dynamics that influence the decision to prioritize English within the context of higher education.

### **1.3.The structure of the study**

Regarding the structure and organization of this research work, it consists of three chapters. The first and the second chapters covers the theoretical aspects of the research work., it focuses on a related literature review about the reasons behind the favoring of English as a language of instruction. It also reviews key concepts upon which the research is based : instruction language, language planning and policy, academic language policy shift and English in Algerian education, in order to facilitate readers' comprehension of the subject matter and provide a general introduction and broad overview of the research topic.

The first chapter is about history of foreign language teaching in Algeria instructionin Algerian universities and the second one is about The Position of the Government in Choosing English as a Language of Instruction in universities documents.

The third chapter concerns the practical side of the research work. It outlines the methodological approach. entails the analysis, discussion and interpretation of the obtained data and research and findings that were collected through questionnaires.

**Chapter one**  
**A Historical Overview of Foreign Language**  
**Teaching in Algerian Universities.**

## **Introduction**

This chapter explores the historical development and current status of foreign languages in Algeria focusing on their changing roles within the country's educational and sociolinguistic landscape. The main objective is to provide a comprehensive overview of Algeria's linguistic situation from the colonial period to the present day also it is highlighting key language policies and their impact on higher education. We begin with a literature review to frame the study and then examine the progression of language policies post-independence, then analyzing how Arabic, French and English have coexisted, competed and influenced academic and scientific domains. In addition to the particular attention that given to the Arabization movement and its challenges and the ongoing multilingual dynamics that shape Algerian universities today. Additionally , the analyses of the historical and policy shifts this chapter aims to clarify how language choices reflect broader political, cultural and educational priorities in Algeria.

### **1.1. An overview of Algeria's linguistic situation**

The linguistic situation within Algeria is intricate and varied formed by its extensive political, cultural and colonial history. The official language of the country is Arabic, more specifically Modern Standard Arabic (MSA) which is utilized in the government, the media and formal education. However, on a quotidian basis Algerians primarily speak Algerian Arabic (Darja) a variety of Arabic that is infused with Berber, French and other languages. This distinguishes between Darja and MSA as a reflection of local cultural and historical factors involved. In addition to Arabic ,Berber (Tamazight) which was declared an official language in 2002.Also,the Spoken predominantly in the northern and central regions such as Kabylie and the Aurès Mountains, Berber holds several dialects and is associated with a rich culture for the indigenous Berber communities. However, the prevalence of Berber use is not as prominent as Arabic especially in the cities though there are ongoing efforts to promote Berber at the schools and within the media although French holds no official status, it largely represents the dominant language in Algeria and it was the common and used language before the French control in 1962 which is utilized now within business and commerce, higher education, industry, and the media (Benrabah, 2007; Bouagada, 2017) . often being the language of preference also it is used in both professional and academic contexts, and many Algerians are bilingual or even multilingual, using French as an important form of access to global markets and contemporary knowledge (Benrabah, 2007).

Lastly, English is making an appearance in Algeria and it is gradually gaining traction in both academic and professional contexts. Even that it is increasingly taught in schools and universities especially in fields like science, technology and international relations. The importance of English implies Algeria's desire to connect more openly with the global community, although English is still not as widely spoken as Arabic, Berber and even French. The reality of linguistic diversity points to Algeria's complicated identity as a country that has been shaped by Arab, Berber and French influences, as well as an emerging awareness of the global influence of English (Bouagada, 2017).

## **1.2. The evolution of language policies in higher education**

Over the years, language policies in higher education have changed significantly shaped by the interplay of national priorities, global shifts and the national cultures. Historically the educational institutions had a preference for national or colonial languages as part of their language policies which create political power structures and cultural identities rooted in the dominant language. For the former colonies the colonizer's language was often the prime language of instruction, research and administration. However, as globalization heightened these policies began to shift to a more inclusive and multilingual approach driven by the growing awareness and engagement with the global academic community (Shohamy, 2006).

Many universities responded to this global interconnectedness by making multilingualism a top priority for their language policies. Universities all over the world started to provide a range of programs that promoted the use of multiple languages especially in research, academic writing and student learning mobility programs. This movement was driven by the desire to make universities more competitive and improve their standing internationally rather than just reacting to the environment in which they operate. In order to enable faculty and students to participate in the globalized academic and professional sphere so universities implemented policies that supported foreign language acquisition. English has grown in importance in several higher education systems as a result of its status as a global lingua franca. It is common knowledge that many universities use English as the language of instruction - in many cases, even if the native language of the country is not English even to provide courses in English to attract enrollment of international students and to provide further opportunities for institutional collaboration at the academic level (Wilkins & Urbanovic, 2014). This development has led to debates about the risk of marginalizing other



languages, especially indigenous or national languages. The challenge remains in the balance of using English to globalize, while ensuring that the language and linguistic diversity of many universities is preserved, as this linguistic diversity and learner identity is part of the purposes and culture of universities and their histories. Language policies are developing and evolving (Jenkins Wilkins & Urbanovič, 2013& 2014).

## **1.2 Post-independent language policy (1962-1970)**

### **1.2.1. Algerian education in historical perspective**

The multilingual identity of Algeria is a result to its historical circumstances, which have been significantly impacted by centuries of colonization by various powers including the Romans french who had the biggest influence because they ruled Algeria for a century and made a determined effort to impose their language on the entire country (Benrabah, 2007).

For many decades, French has been an official language of Algeria and its impact is still relevant in historical context which has contributed to a complex language situation in Algeria (Shohamy, 2006; Benrabah, 2014). Where multiple languages exist side by side. The complex linguistic situation in Algeria consists of Standard Arabic, Algerian Arabic called "Darja", Berber or Tamazight which is the original language and is still spoken widely in some areas, while French is still used in political and social contexts and in education, as well as in local forms of the language( Shohamy& Benrabah2006&2007 ) . Then, the introduction of English into the Algerian linguistic landscape reflects a broader trend of globalization and a desire to engage more fully with the global community (Benrabah, 2014).

Following 130 years of French colonial rule, Algeria gained independence in 1962, which brought about significant changes to the country's educational system. The French disrupted Algeria's madrasas or Quranic schools which were the country's educational center before colonization. Then, the indigenous population had virtually no access to education During French colonization ( Benrabah , 2007).Following independence, the National Liberation Front (FLN) aimed to use education as a tool for economic development, particularly in industrialization and political consolidation. This was due to the fact that the education system was created primarily to serve the European population and a small elite of Algerians . As a result it leave 90% of the indigenous population illiterate (Cheriet & Merrouche, 1996& 2007).

Then ,the new Algerian government invested heavily in education, it tried to nationalizing and centralizing education and making it obligatory for children,also the World Bank loanwasre provided to expand education with approximate one third of the state budget for educating students by 1970s (Benrabah, 2007; Heggoy, 1973). Between 1962 and 1998, the investments in education field is increases in total numbers of participation in education , more students were attending school with total enrollment rising from 940,000 to 7.6 million students although the growth of the population. After the Increases in educational attendance the Algerian government placed emphasis on the process Arabizationn to make Arabic as a language of education (Benrabah, 2007).

### **1.3. The impact of French colonial rule on Algeria's education system post-independence in 1962**

The influence of the French colonial era in Algeria is clear especially in educational system and its main objective was to impose its language and customs with main schooling carried out in French. Although the indigenous population received very little educational opportunity.Also,the system of education was meant to promote French customs and language, so regulating Algerian identity ignored native languages including Arabic( Heggoy &benrabah,1973& 2007). After independence in 1962, Algeria aimed to eliminate French culture in the classroom by means of educational Arabization . Algeria sought to strengthen the Arab identity by means of education. (Benrabah, 2007).

However, using French as a language for education, especially in professional and academic setting forexemple science, research, and textbooks...made it difficult to traditionalize education into Arabic. (Merrouche, 2006). And the movement toward a bilingual system—Arabic and French— disillusioned part of the population, as the rural population with less educational attainment did not transition smoothly to Arabic, while the urban elite thrived under French education system.With this dynamic in play, the population did not have equitable educational access to high-quality education, which led to problematized spaces ( Merrouche, 2006).

The legacies of French colonial histories of education positioned Algeria in a fight against Arabization and requiring competency to function in French, one that would linger for several decades shaping the country's complex history of education. The French colonial education designed mostly to serve the settler population with minimal demands and expectations

placed on indigenous Algerians to be formally educated ( Benrabah& Merrouche,2007 & 2006).

#### **1.4. Negotiating Languages: Arabization and Multilingualism in Algeria's Higher Education System (1970–2000)**

##### **1.4.1. Arabization**

Arabization is a post-independence movement to eliminate French influence and restore Arabic as the only official language and national language; it has dominated Algeria's language policy. Arabization, which had its roots in nationalist, religious, and cultural reasons, started prior to Algeria's independence in 1962 and was formalized by a number of laws and decrees. The education sector received a lot of attention during the policy's implementation, which included infrastructure development, teacher training, and curriculum reforms. It was promoted as the foundation of national identity and socialism by leaders such as Ahmed Ben Bella and Houari Boumedienne, which sparked initiatives in public signage, media, and administration (Benrabah & Boumediene& Taleb-Ibrahimi, 2007& 1976 & 2007).

However, there were several obstacles to implement the arabisation in Algeria, such as a lack of teachers, a high rate of illiteracy, and social opposition. French remained dominant, especially in scientific fields and higher education. Even that, bold initiatives like regional and subject-based Arabization. The policy was put on hold during the civil unrest of the 1990s but was later brought back. Due to educational reforms that have altered the status of foreign languages and given greater importance to teacher development, language policies have been reviewed since 2000. But Algeria's language planning has been inconsistent, ideologically driven, and often disconnected from the country's multilingual sociolinguistic reality (Benrabah & Gherzouli & Taleb-Ibrahimi, 2019& 2007).

##### **1.4.2. The Arabization movement in Algerian higher education**

Beginning in 1962, Algeria's post-independence Arabisation of education was part of a larger effort to recover national identity and cultural legacy. This program aimed to replace French as the primary language of instruction with Arabic, but it faced several challenges, including a lack of resources and social opposition (Benrabah & Heggoy, 2007 & 1973).

The Arabization process in Algeria developed mainly to counterbalance the former French cultural and linguistic impact on the country. When the War of Independence (1954–62) ended Algerian leaders and the ensuing governments sought to restore Arabic and Islamic cultural values in the identity of the country to replace those from colonial influences. The initiative aimed first to reclaim the original language and engage Algeria more substantially in the Arab world especially the MENA region (Benrabah & Mouili, 2007 & 2024).

In fact, an Arabization campaign is a clear example of soft power since it uses culture and education to exert influence rather than using force. In order to displace the current Francophone elite, other Arab countries such as Egypt and Syria backed the cause by sending teachers and offering scholarships to produce an Arabic-speaking elite. This also reflects the view from sociologist C. Wright Mills of the "power elite" model, which relates how powerful actors shape the institutions that maintain "control." Moreover, the decision to make a language official represents a form of overt power. Institutional power was represented by students sent abroad for ideological and linguistic training. Education Minister Cherif Kharroubi, a Pan-Arabist from Baghdad University, was one of the main designers of the full Arabisation movement (Benrabah & Heggoy, 2007 & 1973).

The Arab identity for the Algerians was the Arabic language, and it was the means by which they sought to unite and pursue a common country identity. In October 1963, Ben Bella drafted the Algerian constitution, which declared that Algeria was an essential part of the Arab world. He also declared that Arabic was the only official language of the country and that Islam was the state religion, in addition to Arabization being the country's top priority in order to undo French colonization (Benbella, 1963). Then, Abdelhamid Mehri claims that despite Algeria being a multilingual country with a small but significant Berber population and the local dialect of Arabic spoken in daily life. (Mehri, A. (n.d.)).

The goal of modern Arabization in Algeria was to replace French, which was the language imposed during colonization with Arabic throughout the country's media, government, and educational systems. However, the long period of colonization—132 years—made the Arabization process more challenging (Benrabah, 2013).

After the Evian Accords, Algeria under Ahmed Ben Bella's leadership—initiated a policy of Arabization in an effort to build an independent and unified nation-state. This policy aimed to replace French, which is the dominant administrative and academic language due to

the long period of French colonization, with Arabic. Algerian nationalism, influenced by Arab socialism, Islamism, and Arab nationalism, sought to promote Islam and reduce ethnic divisions through monolingualism. In 1964, the government began the Arabization of primary education and introduced religious education, relying on Egyptian teachers from the Muslim Brotherhood due to a shortage of literary Arabic speakers. By 1968—under the regime of Houari Boumediene—Arabization expanded to civil service. However, despite the efforts to diminish its influence, French continued to maintain a significant presence across various sectors (Benrabah, 2013).

Then, due to the resistance of Berber communities especially the Kabyles and the continued importance of French, Algeria's Arabisation policy was less successful than expected. These groups believed that the growing focus on Arab identity threatened their cultural and linguistic legacy. After the Algerian Civil War, the government tried to impose stricter Arabic usage regulations but by 1998 when full Arabisation was the aim, it was evident that these measures had little effect. Consequently, the government acknowledged Berber as a national language in 2002 and made accommodations for Berber culture. Nonetheless, the state continues to prioritise Arabisation particularly in civil and administrative affairs due to the dominance of literary Arabic and its unifying characteristics (Benrabah, 2013). Also, the language policy in Algeria has mainly been articulated as Arabization, a competing strategy to elevate Arabic as the single official language of Algeria while reducing the presence of the French language associated with the colonial period. (Benrabah, 2014).

Arabization was integrated after the independence in 1962 as a result of a desire to promote cultural identity to be supportive of Islam and to be part of the broader Arab world and it was made law through legal decrees and supporting political charters (Tripoli and Algiers) that linked Arabic and Islam to state-building in the post-colonial context of national identity. Additionally, the process began with acts of symbolism like renaming cities to include Arabic names and quickly entered the education area where Arabic was introduced and expanded over time. Nevertheless, this was met with significant challenges related to a lack of qualified teachers, insufficient educational resources and high levels of illiteracy.

The government created teacher training institutions and imported foreign teachers to address these problems but even these had a limited number of spots. Arabisation in the areas of administration and public education became more organized under President

Boumedienne. Additionally, Boumedienne participated in the national commission's simultaneous presentation of four Arabisation strategies across all sectors: horizontal, vertical, regional, and punctual. Boumedienne's association of Arabisation with national pride and the implementation of socialism through legal frameworks that regulate business, public employment, and communication. Mostefa Lachref and other critics, however, argued for a more symmetric bilingual model because they believed Arabic was not yet developed to fulfil modern purposes. The majority of these cautions were disregarded.(Benrabah ,2014).

The policy continued to escalate under President Chadli Bendjedid who introduced laws mandating Arabic in public institutions, including government and education, and making French a foreign language taught beginning in the fourth year of primary school, established English language as mandatory beginning in middle school. (Benrabah, 2014).subsequently, Arabization expanded into mass media , signage and commercial labels; however, scientific fields at universities continued to teach in French. The act of Arabization stopped during the Algerian civil war in 1992. Resurfacing in 1996, these laws continued under the new leadership of President Zeroual. (Benrabah, 2014).

Since the 2000s, efforts to reform education have placed less emphasis on Arabization and more on the improvement of institutional educational structures, teacher training, and the content of curricula. The aim of the educational improvements was to improve instructional quality, integrate information and communication technologies (ICT) into education, and reform the structure of the existing school system. The curriculum changes also responded to the increased international pressure on educational systems following the 2001 terrorist attacks. (Benrabah, 2014). And french as the initial foreign language in the early years of schooling was also reintroduced into the curriculum, while English was resolved to be a secondary foreign language introduced in the middle school phase. (Benrabah, 2014).

So, the original Arabization policy in algeria remains inconsistent and ideologically biased although decades of educational reform , it have failed to reflect the true multilingual reality that the majority of Algerians actually experience. Moreover, the fluency and competency of the younger generations of both Arabic and French decline While French remains the leading language in scientific and professional world . in addition , Arabization has limited success but constitutes one aspect of Algeria's highly multilingual language reality rather than representing a fully developed position of the language landscape in Algeria (Benrabah, 2014).

### **1.4.3. Algerian government policies promoting Arabic in academia**

The Algerian government's policies promoting Arabic in academia have been a central aspect of post-independence educational reforms. It started the Arabization process after gaining independence in 1962 in order to switch from French to Arabic as the main language of instruction at all educational levels. (Benrabah, 2014).

This policy aimed to restore national identity and cultural autonomy in accordance with the broader goals of decolonisation and the affirmation of Arab-Islamic heritage. Important state reforms like the Tripoli Charter (1962) and the Algiers Charter (1964) which prioritised Arabic as the language of government, education and science in addition to that it highlighted the commitment to Arabisation. Arabisation in higher education faced numerous challenges in spite of these efforts Even though Arabic was used to teach primary and secondary education, French was still widely used in professions like science, medicine and engineering. This bilingual educational system caused a disconnection between the language of instruction and the language of academic and professional discourse, placing graduates at a disadvantage in the global labor market (Benrabah, 2014).

The government's approach to Arabization has also been critiqued for its top-down implementation which often overlooked the multilingual realities of Algerian society. Tamazight and the Berber language was marginalized, and the rapid shift to Arabic in education did not adequately prepare students for the demands of scientific and technical fields, where French and English are predominant (Benrabah, 2014).and the persistence of French in higher education and the difficulties in successfully integrating Arabic into all academic disciplines underscore the need for a more flexible and inclusive approach to language policy in Algeria's educational system (Benrabah, 2014).

To sum up , the Algerian government's policies sought to promote Arabic in academia as a means of cultural and national revival but the practical results have been complex.

### **1.3. Multilingualism**

Algeria is a nation distinguished by its cultural and linguistic diversity which have four original languages , they are French, Tamazight, Algerian Arabic (AA ) and Standard Arabic (SA), No members of society claim that they speak SA (also termed Koranic, Literacy, or Classical) as their mother tongue in addition to that all the children do not understand this until they become school-aged. Then, SA ( standard Arabic ) is the language of the pre-Islamic literary tradition and the language of the sacred text. Also Modern Standard Arabic

(MSA) which is a new developed term that is being increasingly employed by indigenous scholars , it is a modernized version of SA. The varying aspects between SA and MSA which are important to mention are mostly vocabulary and style.

Moreover, authentic Arabic can refer to Algerian Arabic (AA), colloquial Arabic or Darja. It's also the predominant native language for most Algerians. AA is a naturally occurring form of speech that's used for casual pleasure and socialization, AA is subset language of the family of Maghrebi Arabic languages, and shares some common intelligibility with Moroccan and Tunisian Arabic . AA(Algerian Arabic) consists of many regional variations that include slight to substantial variation at one or more levels of language. Like AA, many Algerians also speak Tamazight as a native or mother tongue AA includes many Arabic and Berber native lexical items and many borrowed from French.

In 2002, a constitutional amendment recognized Tamazight as a national language, and in 2016, the status was a short step closer for it to become a national language. In Algeria, five main varieties of Tamazight exist - Targui, Mzabi, Shenwi, Shawi, and Kabylia which are based on ethnical/traditional and geographical distinctions. Kabylia is primarily spoken by the majority of speakers in the four provinces north of Algiers (Tizi-Ouzou, Béjaïa, Bouira, and Boumerdès) in addition to Shawi speakers occupy the region southeast of Constantine (Oum-El-Bouaghi, Batna, and Khenchla .

Additionally ,The separation is based on traditional and geographic distinctions, The majority of Kabylia speakers reside in four provinces: Tizi-Ouzou, Béjaïa, Bouira, and Boumerdès which are located north of Algiers. Shawi speakers reside in only one geographical range southeast of Constantine, more specifically in the provinces of Oum-El-Bouaghi, Batna, and Khenchla. Mzabi is spoken in the Saharan part of Algeria particularly in Ghardaïa and neighboring clusters. In some isolated areas of the Saharan region such as “Ahaggar”, the Touareg will speak Targui their language. After French, English is the second foreign language in Algeria that is rapidly expanding. In 1990, Ali Benmohamed - the Minister of National Education - made English available along with French as a first foreign language in the fourth year at some primary schools and this contributed to its popularity especially when children had to study one of the two languages after their parents chose it. In 1995, the experience was offered across the country (CNRSE, 2000). Nonetheless, There have been many changes to language policy and the future role of English in Algeria since 1995.



The British Council and the Ministry of National Education worked together in 2008 to enhance English language instruction in Algerian middle schools. Then in 2012, the British Council collaborated with the *Echorouk* newspaper to offer educational articles and exercises, as well as entertainment in print and electronic formats to anyone wishing to learn English. Students of any age can receive free English instruction through a program launched in 2013 by the US Embassy in Algeria and the Berlitz Centre.

Current Minister of Higher Education and Scientific Research Tayeb Bouzid asked university rectors to ensure that the task of advancing the use of English across universities in Algeria was carried through successfully. "I call for the use of both Arabic and English in formal documents with the policy framework to advance and reinforce the use of English to provide better visibility for education—and scientific activities in higher education," Bouzid stated in a letter to university rectors. Even though Bouzid's proposition received widespread support, various university researchers are condemning the minister (Idir, 2019; *L'expression*, 2019; Meddi, 2019; Rafa, 2019).

However, French which is the first foreign language spoken in Algeria and has a strong cultural foundation there, is frequently referred to as a *lingua franca*. Since French is taught in schools, the majority of Algerians are able to understand it. Additionally, French is used in the prints on coins, banknotes, postage stamps, street names, directions, prescription drugs, and pharmaceuticals. Radio stations and government channels also use French. The same publications (books, newspapers, etc.) are now available in Arabic and French at bookshops and kiosks. Additionally, most of the speeches and news conferences given by Algerian leaders are in French.

Many constitutional amendments were approved by the Algerian Parliament after the country gained its independence. Algeria's first constitution was ratified in 1963 and went into effect in 1976. Algeria adopted its third constitution in 1989, and a new one was adopted in 1996. When was the 1996 national charter amended. In 2002, Tamazight gained national language status, and in 2008, it underwent revisions. The framework for the national government is provided by the most recent version, Law Number 16-01 of 2016. Algeria's Arab, Islamic, and Tamazight identities are mentioned in every constitution. The government then made Arabic the official language of the country. So, All constitution make references to Algeria being Arab, Islamic and Tamazight identity, then the government established the Arabic language as the official language of the state.

The law required the use of Arabic to implement all government and educational work. The administration asserted that Arabization was in recognition of Algeria's Arabo-Islamic heritage and in an effort to advance the country's strategic standing in the Arab sphere (Malley, 1996; Mize, 1978). Although the decision to adopt Arabization has indicated a stronger attachment to the Arab world since the independence of the nation, and the language planning and language policy has changed since independence.

Algeria still has more economic and social capital in French, and since Arabic cannot meet all of its citizens' academic and professional needs, another foreign language—English specifically—is required for both decolonization and globalization (Benrabah 2013). The Ministry of Education allowed parents to choose between French and English for their primary school-aged children in 1993. However, this top-down educational approach failed that same year; less than 2% of students chose English between 1993 and 1997, and over 73% of parents and 52% of teachers preferred the maintenance of French (Benrabah 2013). So, there are two main policies that can be differentiated: the educational reforms policy of 2003, and Arabization policy from 1962-1999.

In Algeria, the role of English in education and language planning reflects a complex competition with French- the ex-colonial language- While English is increasingly seen as the global language of technology and modernity—free from colonial baggage—, French remains deeply rooted in the Algerian education system starting from primary school, whereas English is introduced much later. although efforts by Islamists in the 1980s and 1990s to promote English over French as a rejection of colonial influence practical and economic factors have made it difficult to replace French, especially for the Francophone elite, Even after the Ministry of Education prioritized English in 1999 still there are a majority of Algerian parents over 73% still preferred French as the first foreign language for their children(Benrabah 2013).

Moreover, Algeria's language policies reflect battles for identity, power and belonging that go beyond simple communication and expose underlying ideological conflicts. The conflicts between state-imposed regulations and everyday linguistic realities are highlighted by the multi-layered tensions between Tamazight, Algerian Arabic, Standard Arabic, French, and English. The state has employed language as a tool of division, particularly through the educational system by associating languages with religion, regionalism, colonial legacy, and globalization.

However, the populace students in particular continue to challenge and rewrite these narratives, claiming agency through their linguistic choices. In the end, the contradiction between language policy and practice not only maintains social inequalities but also gives rise to continuous discussions concerning national identity and the course of Algerian language planning.

Also, Algeria has linguistic diversity such as berber , Algerian colloquial, standard Arabic While Berber and Algerian Colloquial Arabic are spoken in casual everyday contexts, standard Arabic is the official language in the media. French is utilized as a first foreign language or as a second language for historical reasons. Comparatively speaking, English is not socially used like French and is regarded as a second foreign language . Second , English has been widely used for many years and for a variety of purposes, forces itself as an international language despite all other factors and is subtly assimilating into Algerian society and it becoming more and more valuable in a variety of situations and forms, also there is a lot of interest in raising awareness of its significance.

So, it is currently taught in middle and secondary schools as well as the majority of Algerian institutions. Therefore, ,the National Curriculum views the ability to communicate in English as one of the fundamental competencies they should acquire during their academic career In order for students to participate in the nation's global economy and function well in the social and cultural context of the twenty-first century as responsible citizens .

### **1.3.2. French Language Resistance to Arabization in Scientific and Technical Fields**

The persistence of French in Algeria's scientific and technical sectors, despite decades of Arabization efforts, underscores the complex interplay of historical, sociopolitical, and educational factors that have shaped the nation's linguistic landscape (Benrabah, 2014).

### **1.3.3. Historical Context and Arabization Initiatives**

In order to restore Arabic as the official language and lessen the influence of French, a holdover from colonial rule, the government of Algeria launched a comprehensive Arabisation program after the country gained independence in 1962. The 1963 constitution, which designated Arabic as the state's official language, codified this policy. Primary and secondary education served as the initial focus of the phased implementation of the Arabisation process while French continued to be the most common language in higher

education, especially in scientific and technical fields, Arabic had taken over as the primary language of instruction at these levels by the middle of the 1980s (Benrabah, 2014).

#### **1.3.4. Challenges in Scientific and Technical Domains**

The resistance to Arabization in scientific and technical fields can be attributed to several factors : first, Lack of Standardized Terminology which is the rapid development of scientific knowledge necessitated the creation of new terms in Arabic. However, the absence of a standardized Arabic scientific lexicon hindered the effective teaching and learning of these subjects in Arabic . (Benrabah, 2014).second, Educational Infrastructure Deficiencieswhich is The implementation of Arabization was not accompanied by adequate resources, such as trained teachers and translated textbooks, particularly in specialized fields. This disparity led to a reliance on French-language materials and instruction in universities . (Benrabah, 2014). Third,Sociocultural Factors : French was perceived as the language of modernity and access to global scientific discourse. Consequently, many students and professionals favored French for academic and professional advancement, reinforcing its dominance in scientific and technical fields . (Benrabah, 2014).

#### **1.2.5. Contemporary Shifts and the Rise of English national language**

There are five primary Tamazight dialects in Algeria : Targui, Mzabi, Shenwi, Shawi and Kabylia—which are based on ethnical/traditional and geographical distinctions. Kabylia is primarily spoken by the majority of speakers in the four provinces north of Algiers (Tizi-Ouzou, Béjaia, Bouira, and Boumerdès) in addition to Shawi speakers occupying the region southeast of Constantine (Oum-El-Bouaghi, Batna, and Khenchla).

Geographical and traditional differences serve as the foundation for the division. Four provinces north of Algiers—Tizi-Ouzou, Béjaia, Bouira, and Boumerdès—are home to the majority of Kabylia speakers. There is only one geographic range southeast of Constantine where Shawi speakers live, and that is in the provinces of Oum-El-Bouaghi, Batna, and Khenchla. The mountain of Chenwa, west of Algiers, is home to the minority dialect known as Shenwi. In the Saharan region of Algeria, especially in Ghardaia and nearby communities, Mzabi is spoken. In some isolated areas of the Saharan region, such as Ahaggar, the Touareg will speak Targui, their language.

After French, English is the second foreign language in Algeria that is rapidly expanding. In 1990, Ali Benmohamed—the Minister of National Education—made English available along with French as a first foreign language in the fourth year at some primary schools, and this contributed to its popularity, especially when children had to study one of the two languages after their parents chose it. In 1995, the experience was offered across the country (CNRSE, 2000). Nonetheless, Benmohamed argued that the Algerian Francophone lobby had blocked the change (Liberté, 2015). There have been many changes to language policy and the future role of English in Algeria since 1995 (CNRSE, 2000).

The British Council and the Ministry of National Education worked together in 2008 to enhance English language instruction in Algerian middle schools. Starting in 2012, the British Council collaborated with the *Echorouk* newspaper to offer educational articles and exercises, as well as entertainment in print and electronic formats, to anyone wishing to learn English. Students of any age can receive free English instruction through a program launched in 2013 by the US Embassy in Algeria and the Berlitz Centre (Benrabah, 2013).

Current Minister of Higher Education and Scientific Research Tayeb Bouzid asked university rectors to ensure that the task of advancing the use of English across universities in Algeria was carried through successfully. "I call for the use of both Arabic and English in formal documents with the policy framework to advance and reinforce the use of English to provide better visibility for education—and scientific activities in higher education," Bouzid stated in a letter to university rectors. Even though Bouzid's proposition received widespread support, various university researchers are condemning the minister (Idir, 2019; *L'expression*, 2019; Meddi, 2019; Rafa, 2019).

Often referred to as a *lingua franca*, French is the first foreign language spoken in Algeria and has a strong cultural foundation there. Most Algerians can understand French, as it is taught in schools. The use of French can also be found in the prints on banknotes, coins, postage stamps, street names, directions, prescription drugs and medications. French is also used in government channels and radio stations. Bookshops and kiosks have the same publications (books, newspapers, etc.) in Arabic and French now. Additionally, most of the speeches and news conferences given by Algerian leaders are in French (Benrabah, 2013). Many constitutional reforms were approved by the Algerian Parliament after the country gained its independence. Algeria's first constitution went into effect in 1976 after it was adopted in 1963.

In 1989, Algeria adopted its third constitution, which was again followed by a new constitution in 1996. The 1996 national charter was amended when Tamazight was elevated to national language status in 2002, then it was revised in 2008. The most recent version, which is Law Number 16-01 of 2016, provides the framework for the national government (Malley, 1996; Mize, 1978).

All constitutions mentions Algeria's Arab, Islamic, and Tamazight identities. The government then made Arabic the official language of the country . According to the law, all government and educational operations must be conducted in Arabic. In order to improve Algeria's strategic position in the Arab world, the government claimed that Arabisation was a response to the country's Arabo-Islamic legacy (Malley, 1996; Mize, 1978). Language planning and policy have changed since independence, despite the fact that the decision to embrace Arabisation has demonstrated a greater affinity to the Arab world (Benrabah, 2013).

Algeria still has more economic and social capital in French, and since Arabic cannot meet all of its citizens' academic and professional needs, another foreign language—English specifically—is required for both decolonization and globalization (Benrabah 2013). The Ministry of Education allowed parents to choose between French and English for their primary school-aged children in 1993. However, this top-down educational approach failed that same year less than 2% of students chose English between 1993 and 1997, and over 73% of parents and 52% of teachers preferred the maintenance of French (Benrabah 2013).

First , there are two main policies that can be differentiated : the educational reforms policy of 2003 and the Arabization policy from 1962 to 1999 and the role of English in Algeria education and language planning reflects a complex competition with French While English is increasingly seen as the global language of technology and modernity . French remains deeply rooted in the Algerian education system starting from primary school whereas English is introduced much later.in addition to the practical and economic factors that have made it difficult to replace French Although efforts by Islamists in the 1980s and 1990s to promote English over French as a rejection of colonial influence . Even after the Ministry of Education prioritized English in 1999 still there are a majority of Algerian parents over 73% still preferred French as the first foreign language for their children (Benrabah 2013).

Second , English has been widely used for many years and for a variety of purposes, this make it to become an international language despite all other factors and subtly assimilating it

into Algerian society and it is becoming more and more valuable in a variety of situations and forms. also, there is a lot of interest in raising awareness of its significance. As a result, it is currently taught in middle and secondary schools as well as the majority of Algerian institutions (Benrabah, 2013).

Therefore, the National Curriculum views the ability to communicate in English as one of the fundamental competencies they should acquire during their academic career in order for students to participate in the nation's global economy and function well in the social and cultural context of the twenty-first century as responsible citizens (Benrabah, 2013).

In conclusion,Algeria's language policies reflect battles for identity, power and belonging that go beyond simple communication and expose underlying ideological conflicts. The conflicts between state-imposed regulations and everyday linguistic realities are highlighted by the multi-layered tensions between Tamazight, Algerian Arabic, Standard Arabic, French and English. The state has employed language as a tool of division, particularly through the educational system, by associating languages with religion, regionalism, colonial legacy and globalization. However, the students continue to challenge and rewrite these narratives, claiming agency through their linguistic choices. In the end, the contradiction between language policy and practice not only maintains social inequalities but also gives rise to continuous discussions concerning national identity and the course of Algerian language planning. (Benrabah, 2013).

### **1.5. The Rise of English as a Global Academic and Scientific Language (2000 - Present)**

English has become the most widely used language in today world With 1.5 billion speakers globally and it became a universal language that is used in many different industries, including science, technology, tourism and the Internet (González, 2024).

English has become the dominant language in science and technology, serving as a universal medium for global scientific communication. This widespread usage allows researchers worldwide to access literature, share knowledge, and collaborate regardless of geographic location (Rao, 2019). Since the mid-20th century even non-English speaking countries like France, Spain, and Germany have increasingly adopted English for academic publications.(Rao, 2019). Also ,Scholars such as Adam Huttner-Koros highlight the

overwhelming dominance of English in scientific output with nearly all natural science articles and the vast majority of humanities publications being in English by the middle of 1990s.

Consequently, English proficiency is now essential for researchers and professionals to participate in international discourse and contribute to global scientific progress (Rao, 2019). And Crystal (2012) notes that the worldwide spread of English was significantly aided by the growth of digital technologies and the internet, Mostly in English such as platforms for exemple Google Scholar, ResearchGate, and academic publications like “Nature” and “Science” helped to provide access to research in a recognized language. For many researchers this has put English as the passport to the worldwide academic conversation rather than only as a second language. Van der Vliet (2019) stresses more that English's worldwide spread is owing to its position as the language of science, technology, and business also it increasingly influence global innovation.

Additionally, English is the dominant language in higher education due to its increasing globalisation. The goal of universities is to expand their worldwider presence and attract foreign students. according to Dearden (2014 ) Many universities in Europe, Asia, and the Middle East have increased their English medium instruction (EMI) offerings to attract non-native English speaking students . this is viewed not just as a means of guaranteeing that students have access to the most recent research but also as a way of enhance employability prospects by equipping those graduates with the language abilities required for a globalized employment market. And according to Phillipson (2009) the pressure to adopt English as the medium of instruction usually results in the ignoring of native tongues especially in non-English-speaking countries and the spread of English as the academic lingua franca represents a form of cultural standardization, where non native speakers are must conform to linguistic standards established by dominant English speaking nations.

So, This issue is particularly serious in areas like Africa and parts of Asia where native languages have cultural value yet are growingly ignored in schools.



### **1.5.2. Government Initiatives to Promote English in Higher Education (2000 - Present)**

In response to English's global dominance, a number of countries have implemented laws that promote learning the language particularly in higher education. Additionally, governments have acknowledged that proficiency in English is essential for gaining access to global academic resources and taking part in international research projects and ensuring students' competitiveness in the global labor market (AP News, 2023).

It is well known that English is the primary language used in education worldwide. Because the majority of higher education textbooks and resources are published in English so, learning the language has become mandatory. Moreover, the learners of English as a foreign language are encouraged to learn English in order to promote their learning abilities in the fields of science and technology like engineering, medicine, law, business and tourism. Though English is not an official language in some countries like Sweden and Netherlands, the syllabi in science and engineering is written in English because most of the literature in these areas around the world is available only in English. As the main intention of writing the materials of higher education in English is to make it available for the learners and the teachers wherever they are located (Rao, 2019).

Most of the students, teachers and research scholars make use of this opportunity to enhance their qualification as well as knowledge. So, there is also a possibility for them to improve their language skills and also with the learning knowledge of these subjects. In addition to that many educational books are published in English, which has made English the main language in the field of education (Rao, 2019).

In an attempt to bring Algerian universities into line with international academic standards, the Algerian government started a number of initiatives to improve English proficiency among instructors, students, and faculty (Mouhoub and Boudiaf, 2021). These initiatives include adding English language classes to university curricula and developing English-medium programs in various subject areas, and introducing training sessions and workshops aimed at improving faculty members' English language skills.

To encourage international academic exchange and draw in international students, a number of Algerian universities have also begun offering English courses. But according to

Boukacem-Zeghmouri (2020) this trend is in line with a broader global trend in higher education where non-English speaking nations are increasingly providing English-taught courses to improve the internationalization of their universities. Also, Increasing the number of English-medium instruction (EMI) programs is thought to help universities attain a higher position in the world and attract more international students who frequently choose to study in English-speaking settings. The effectiveness of EMI programs has varied even though these efforts.

However, Ferguson (2020) points out that even that many Algerian academics and students have adopted English as a medium of instruction, there are still issues especially with the lack of certified English teachers in technical fields. There is also opposition from some groups particularly those who see the advancement of English as a challenge to Arabic's standing as an essential component of Algerian culture and national identity. Similar conflicts between local and global languages exist in many non-English speaking nations as Jenkins (2014) explains. he shows that there is resistance from some communities especially those who see the promotion of English as a danger to the status of the Arabic language which is seen an essential part of Algerian cultural and national identity. .

#### **1.6.1. The 2019 Policy Shift Encouraging English in Algerian Universities**

Algeria launched a major policy in 2019 which make the change that aimed to even more encourage English usage in its colleges, this policy was a reaction to the growing worldwide significance of English in scientific and academic networks seeking to guarantee that Algerian students and scholars could efficiently participate in global research networks (AP News, 2023). Also, Boukacem-Zeghmouri (2020) asserts that the 2019 policy introduced by the Algerian government was not an isolated measure but rather a component of a broader strategic initiative aimed at enhancing the nation's international academic reputation.

This policy sought to position Algeria more competitively within the global knowledge economy by promoting the use of English in higher education institutions. By encouraging universities and academic programs to adopt English as a medium of instruction and research, the government aimed to increase the visibility of Algerian scholarship, facilitate international collaboration, and improve students' access to global scientific literature and opportunities. This shift also reflected a recognition of English as the dominant language of science, technology, and international communication.

Moreover , Ferguson (2020) notes that “ since English is the main language for scientific research and cooperation so the world academic community insists on English proficiency among students in these disciplines “ . Therefore , this policy change was viewed as essential for equipping Algerian students with the linguistic competence required to engage with the world scientific community and to access current research.

However, the policy faced a lot of challenges and difficulties such as the lack of instructors as Boukacem-Zeghmouri (2020) points out that “ one of the major challenges in implementing this shift was the lack of qualified English instructors in specialized academic fields especially in technical disciplines “.Moreover , there was resistance from some university departments particularly in the humanities and social sciences where French and Arabic are more commonly used.

Also ,the 2019 policy shift also raised worries about the possible loss of Algeria's linguistic legacy and Pennycook (2017) notes that Although many people view English as a means of international communication others like Pennycook (2017) argue that that the widespread use and preference for English especially in fields like science, education, business, and media can lead to negative consequences for local or native languages and cultures .So, as Pennycook (2017) argues “ that when English becomes more dominant in higher education it could weaken the role of local languages such as Arabic and Berber” (p. 123).

### **1.6.2. The Current Linguistic Landscape in Algerian Universities**

The linguistic landscape in Algerian universities is shaped by the country's colonial history. the legacy of Arabization and the increasing prominence of English in academic and scientific circles. Algeria's linguistic diversity includes Arabic, French, and Berber . each one of these languages has particular uses in various academic settings . first , the official language of Algeria “Arabic” which is mostly used in legal studies, social sciences, and humanities . second ,French which is a remnant of Algeria's colonial past, it remains the dominant language in technical and scientific fields especially engineering and medicine. Third , English is rapidly becoming the preferred language in scientific research particularly in fields like computer science, biology, and physics, where English-language journals and textbooks dominate the academic landscape (Benrabah, 2015).

Benrabah (2015) highlights that "the historical dominance of French in Algeria's educational system still influences the linguistic environment in universities. And though

English is becoming more popular and used, students in many disciplines still primarily rely on French-language textbooks and academic publications" (p. 123). However, English has become ever more crucial particularly in research, where the majority of new findings are published in English-language journals. This trend has led to the establishment of English-medium programs in many fields for example engineering, computer science, and business administration, where worldwide collaboration and access to research are crucial.

So, The multilingual nature of Algerian universities offer both opportunities and challenges. On the one hand, students can to access a wider range of academic resources in multiple languages. On the other hand, there is a notable difference between students who are competent both in French and English and those who are not. Ager (2001) argues that “ this linguistic divide can lead to educational inequalities because students who are more fluent in English and French are better positioned to succeed in fields that require proficiency in these languages" (p. 45).

### **1.6.3. Coexistence of Arabic, French, and English in Different Disciplines**

The coexistence of Arabic, French, and English in Algerian universities reflects the country's complex linguistic legacy of the nation which is shaped by historical, political, and global factors. Each language plays a deferent role across academic disciplines .First, Arabic was introduced and supported after independence as a symbol of national identity (Sebihi & Schoelen, 2020). Second, French a result of the colonial period which remained dominant in technical and scientific fields such as medicine and engineering due to its well established use in academic materials (ASJP, 2021; Université d'Oran2, 2021). Third, English has become an important international academic language and is increasingly used in research and international cooperation especially in fields like technology and science (Boudiaf, 2022; AP News, 2023). So this multilingual context differs across fields of study and creates both advantages for international communication and difficulties related to language access (Sebihi & Schoelen, 2020).

In recent years, English has became more important especially in disciplines related to science, technology, engineering, and mathematics (STEM). The global dominance of English in scientific research, international collaboration, and scholarly publishing has made it an essential tool for Algerian students and researchers. As Boudiaf (2018) notes : many academic journals, conferences, and research databases use only English, which pushes universities to

include more English-medium instruction (EMI) and English language instruction into their curricula. For instance, starting in September 2025, Algeria plans to replace French with English as the language of instruction in universities, beginning with first-year medical and scientific courses. Dergeist (2025).

Moreover, as Pennycook (2017) argues, the increasing dependence on English in higher education may contribute to the erosion of local languages and knowledge systems. Especially in Algeria, where the increasing use of English and the continued dominance of French raise concerns about the marginalization of Arabic and Berber. Both Arabic and Berber are crucial to the country's cultural and national identity. So the government needs to balance these three languages. This is a key challenge for policymakers, who must navigate between the need for global competitiveness and the preservation of linguistic diversity.

Additionally, promoting multilingual competence and encouraging multilingual competence would provide a more inclusive and sustainable paradigm for Algerian higher education. Algerian universities use Arabic, French, and English, reflecting the country's intricate linguistic background shaped by history, politics, and global influences. Arabic, as the official language, is primarily used in fields like humanities and social sciences and is closely linked to national identity. Although there were efforts to replace French with Arabic after independence, French continues to play a major role in scientific and technical areas. English is also gaining importance due to global trends.

## **Conclusion**

As a conclusion, Algeria's linguistic history is closely connected to its colonial and political legacy and it is transitioning from French dominance during colonization to post-independence Arabization aimed at restoring national identity. Although these efforts, French has remained prominent especially in scientific and technical fields while English has recently become important in global academic communication. This chapter outlines the complex evolution of language planning in Algeria, where Arabic, French and English now coexist in universities. Additionally, the use of multiple languages in Algeria shows both the practical needs of education and the importance of national identity. This situation creates challenges for policymakers, who must find a way to support international progress while also protecting Arabic and Berber, which are important parts of the country's culture and identity.



## **Chapter 2**

### **The Position of the Algerian government in Choosing English as a Language of Instruction in Universities.**

## **Introduction**

Algeria's language policy has evolved through colonial French dominance the post-independence period Arabization, and recent reforms influenced by globalization. After 132 years of French rule, Arabic was reintroduced as a symbol of national identity, though French remained strong in higher education. Tamazight was officially recognized in 2002. Today, English is being promoted as a modern, neutral alternative to reduce reliance on French and align with global trends. This shift reflects Algeria's effort to modernize education, assert linguistic independence, and balance its multilingual identity.

### **2.1. Historical and Political Context of Language Policy in Algeria post independence**

During the French colonial period in Algeria, Islamic education faced many problems because the colonial rulers took away *habous* (religious property) which greatly hurt Arabic-speaking Qur'anic schools. Many schools had to close and more people became unable to read and write. In response, nationalist groups appeared in the 1920s led by important figures like Sheikh Abdelhamid Ben Badis. He supported the idea that Arabic language and Islamic faith were key parts of Algerian identity famously saying: "Islam is my religion, Arabic my language, Algeria my country." By 1931, he and other reformers created the Association of Algerian Muslim Scholars to bring back Arabic and Islamic education outside the control of colonial schools (Zayani, 2013).

This movement focused on restoring classical Arabic and cultural identity as a way to fight against colonial efforts to erase Algerian culture. Even after independence, there were still problems because the French were against Arabic especially the classical form, which was linked to Islam and anti-colonial ideas. Arabic was more than just a language it represented religion, identity and resistance (Zayani, 2013).

After gaining independence, Algeria's government followed a socialist system with one ruling party. Education became free and mandatory for all citizens, and a policy of Arabisation was introduced to restore Algeria's Arab-Islamic heritage and strengthen its role in the Arab world. Despite claiming political independence, Algeria still relied heavily on France for science and technology, resulting in a bilingual education system: French was used for science and technology subjects, while Arabic was used for social sciences.

Two important developments in English language teaching occurred during this time: in 1969, a General Inspectorate of English was created. In 1972, the government adapted English



textbooks and teaching methods to be more Algerian. then . Algeria employed many foreign teachers while simultaneously recruiting and training local teachers to address teacher shortages. training requirements varied: primary school teachers often taught without formal training, middle school teachers completed a one-year course, and secondary school teachers earned a three-year teaching degree.

## **2.2. Political and Educational and Economic Motivations**

### **2.2.1. Political Motivation**

The Algerian government adopted political reforms that allowed greater political pluralism leading to the formation of multiple political parties (Fuller & Ciment , 1996&1997). The 1989 Constitution reflected these changes opening the way for broader political participation. However, this political openness was abruptly disrupted in 1992 when parliamentary elections won by Islamists were annulled and triggering a civil war and internal instability lasting through most of the 1990s (Fuller&Ciment& Sweeney, 1996 &1997&1997).

Although that the government reinforced Arabisation policies, it confirm Arabic as the only official language in the 1996 Constitution and banning foreign languages in official settings (El-Hayat & Al Ahram International& Grandguillaume, 1996 &1997). Additionally , This move was opposed by Berber language activists who saw it as suppressing minority rights (Congres Mondial Amazigh, 1997). Whereas , English was introduced as the primary foreign language in schools to reflect changing educational priorities although ongoing political turmoil (Campbell & Daoud , 1996 & 1996).

After the civil unrest of the 1990s, Algeria initiated a comprehensive reconciliation and modernization effort in the early 2000s that placed education at its core: the government in partnership with UNESCO and other international donors, launched the Programme of Support for the Reform of the Algerian Educational System (PARE) in 2003 and established the National Commission for the Reform of Education (CNRE) whose 2001 report identified declining exam pass rates as well as rising repetition and dropout rates and underqualified teachers .

In response, Algeria reorganized schooling (adding preschool, shortening primary to five years, extending middle school to four years, and diversifying secondary streams) and overhauled teacher training through a new National School of Teachers with continuous professional development and implemented a socio-constructivist curriculum with updated

syllabuses, textbooks, ICT integration and in-service seminars while also modifying foreign-language instruction by reinstituting French from Year 2 of primary and moving English to the start of middle school (Toualbi-Thaalibi & Ministry of Education & Tawil, 2006).

### **2.2.2. Economic Motivation**

Algeria shifted towards a more open market policy in the post-independence period aiming to reduce reliance on France by expanding trade relations with countries like the UK and the USA aiming to reduce reliance on France (Kheir Allah & El Nather, 1997 & 1997). In 1990s American and British investments increased especially in the oil and gas sectors (Kheir Allah & El Nather, 1997 & 1997). Economic reforms also encouraged private business and imports from countries such as China and Dubai. In addition to the Tourism development that became a priority and creating a need for a workforce proficient in foreign languages. Consequently, the government expanded foreign language education and teacher training to support economic goals also it recognized that proficiency in languages like English was essential for international business and tourism growth (Ministry of Education, 1989).

Bouras (2005) argues that the Algerian government's language policy in Post colonial Algeria especially Arabisation was driven by economic motivations. Then, the state after the independence aimed to reduce reliance on French which was associated with colonial power and the elite and promote Arabic to unify the population and create a cohesive national workforce. This linguistic shift was seen as essential for aligning the education system and labor market with the country's economic development goals. Then, Algeria sought to develop domestic human capital foster socio-economic integration and reduce barriers to employment for the majority Arabic-speaking population after promoting Arabic as the main language of administration, education, and commerce. However, these policies also faced challenges related to the Arabic-trained professionals and the economic necessity of maintaining some knowledge of French and other foreign languages for international trade and relations.

### **2.2.3. Educational Motivation**

Education in Algeria remains a key priority for the government, it started from the age of six. The educational system is divided into preparatory basic (primary and secondary) and higher education levels. The Admission to higher education requires an A-level equivalent or a comparable foreign qualification (Ministry of Education, 2006a). At independence in 1962, Algeria had only three universities with fewer than 2,000 students and just 1% female

enrollment. Since then, the government expanded the university network to 107 institutions with over 1.5 million students by 2015 a percent of 60% of them were women (Toualbi-Thaalibi, 2006). This make the Algerian universities are public institutions with financial autonomy, governed by boards, faculties and administrative bodies (Ministry of Education, 2006a).

The Public higher education which provided through universities, academic centers, and specialized institutes focused on professional training. Then , Private higher education established In 2014 . however , it requires authorization by the Ministry of Higher Education and must meet criteria such as Algerian leadership, sufficient infrastructure, qualified teaching staff and alignment with national development plans (Ministry of Education, 2006a). also, The Algerian educational structure has adapted to global trends by adopting the Bachelor-Master-Doctorate (BMD) system in 2004 . This reform modernized curricula, teaching methods, and academic organization, structuring higher education into three cycles: a three-year Bachelor's degree, a two-year Master's and a three-year Doctorate (Toualbi-Thaalibi & Ministry of Education, 2006).

The educational motivation behind Algeria's language reforms was initially rooted in the desire to reclaim national identity so the government try to achieve this through Arabisation process which was seen as a means to restore a sense of national pride and unity after colonization the President Boumediene asserted that without recovering the national language, Algeria's efforts would remain vain and its identity incomplete (Doucy & Monheim, 1971). However, over time, these motivations were overtaken by political agendas and ideological struggles, often ignoring the real educational needs of learners. For instance, the introduction of English in primary schools in 1993 while justified as aligning with global scientific advancement was largely perceived as a political decision rather than an educational one (Dourari, 1997).

Moreover, the focus on quantitative rather than qualitative change led to a superficial expansion of Arabic use without ensuring actual language competence (Miliani, 1997). As a result, many students found themselves unprepared for academic and professional challenges and this lead to Disappointment .

## **2.2. Algeria positioning in Global Academia and Science**

The dominance of English in international communication particularly within scientific and technological domains and because it has become the lingua franca of scientific research,

academic publishing, and higher education , this make countries like Algeria chose to use it as a medieum of instruction .

In recent decades, Algeria has taken progressive steps to enhance its academic and scientific profile on the global stage from both internal development goals and the broader need to participate in the knowledge-based economy that characterizes the 21st century. According to Benmekki and Chikhi (2020) Algeria has increased in scientific production particularly in fields such as engineering, environmental science and medicine. However, they also highlight persistent institutional barriers including weak research governance, limited autonomy in universities, insufficient funding and a lack of incentives for innovation which continue to limit the effectiveness and global visibility of Algerian researchbut but it did efforts to overcome these challenges .

Aitken (2017) underscores that universities in Algeria and across North Africa struggle with integrating into global academic networks due to political instability and minimal international mobility for students and faculty. These limitations hinder partnershipsand research exchange and joint publications with foreign institutions. Additionally, language policy continues to shape Algeria's global academic engagement As Benrabah (2013) explains the dominance of Arabic in higher education and the marginalization of French have led to reduced participation in international scholarly discourse particularly in Francophone and Anglophone academic journals. This linguistic shift though culturally significant, poses practical challenges for global outreach and publication impact.

Althought these difficulties, Algeria has launched several reforms aimed at elevating its academic standards and research quality. According to Meddour (2018), the restructuring of the higher education sector especially through the implementation of the LMD (Licence-Master-Doctorate) system has sought to align Algerian universities with international academic frameworks and facilitate student mobility within Europe and other regions. However, these reforms have often been criticized for being superficial or poorly adapted to local realities leading to concerns about their effectiveness.

Moreover, a broader policy assessment by the World Bank (2018) shows that Algeria's research institutions suffer from fragmentation and weak coordination between universities and industries , this resulting in a disconnect between scientific output and national economic priorities. The report emphasizes the need for more strategic investments, capacity building and policies that promote innovation economic systems. Also , Bouzar (2019) points to a

growing trend of international collaboration particularly in joint research projects and institutional agreements with European, Asian and North American universities. These partnerships have helped increase the number of Algerian publications in international databases and improve research capacity through training and resource sharing.

Additionally, UNESCO Science Report (2021) identifies Algeria as a key player among North African countries working toward increased integration into global science. The report shows that Algeria has made considerable progress in areas such as renewable energy research and digital innovation. However, sustained progress will require long-term commitment, structural reforms, better governance, and enhanced funding for research and higher education (UNESCO, 2021).

The efforts of Algeria to establish itself as a competitive actor in global academia and science reflect a clear intention also to position itself as a more active contributor to global scientific knowledge and innovation by addressing systemic weaknesses and fostering greater collaboration with international partners. Also, the Access to the latest scientific advancements, participation in international conferences and publication in high-impact academic journals became a strategic necessity, the mastery of English which became a necessity. As a result, language proficiency has become a critical factor in determining the global engagement and academic output of Algerian scholars and students. So, the Algerian government's increasing emphasis on integrating English instruction reflects a future-oriented policy shift. This transition is part of a long-term strategy aimed at modernizing the national education system, enhancing the international visibility of Algerian academic institutions, and fostering student mobility and institutional collaboration across borders by promoting English. Algeria is trying not only to keep pace with global scientific trends but also to reposition itself as a proactive contributor to the international knowledge economy. Moreover, this linguistic shift is symbolic of a deeper transformation. It represents an attempt to re-define Algeria's postcolonial identity in a way that is less dependent on French influence and more aligned with global innovation, multicultural engagement and forward-looking development (UNESCO, 2021).

As a conclusion, the adoption of English is not just a technical adaptation but also a cultural and geopolitical shift signaling Algeria's aspiration to participate in shaping the global academic and scientific landscape of the 21st century (UNESCO, 2021).

### **2.3. Algeria reducing reliance on French**

After Algeria gained independence in 1962, it has grappled with the complex legacy of French colonialism particularly in language policy. The early post-independence period saw a vigorous Arabization campaign. Additionally, its aim was to replace French with Arabic in education and public institutions so it started arabization movements but although these efforts French retained a strong presence, especially in higher education, science, and administration (Benrabah, 2007). This persistent influence has posed a challenge for the state's efforts to assert linguistic sovereignty and foster national identity independent of colonial ties.

Then, in the recent years Algeria has adopted an approach to reduce its reliance on French which was promoting English as the preferred foreign language. In 2022, the Algerian government introduced English into the primary school curriculum starting in the third grade which was a major policy shift (AP News, 2023). Also, the government announced that scientific and technical university programs would increasingly be taught in English with some faculties already beginning this transition. These developments underscore a growing national consensus around the strategic value of English in the 21st century.

This shift is not purely educational it also carries symbolic and geopolitical significance due to that English is perceived as a neutral and global language and it is devoid of the colonial connotations associated with French (Maraf, 2024). Its adoption is viewed by policymakers and educators as a gateway to international scientific collaboration, access to global research and improved competitiveness in global academia (UNESCO, 2021).

Furthermore, Algeria's alignment with English marks an effort to participate more actively in the global knowledge economy and enhance the visibility of its academic institutions in addition to increase students mobility (Bouhania, 2019) moreover, the reason behind Algeria promoting English is to reduce its long standing dependence on French which is a colonial legacy that still present in education and public life (Benrabah, 2007).

And because French has maintained a strong role after Arabization efforts the government added English which is seen as a neutral and globally useful language that supports progress and international integration (Maraf, 2024; UNESCO, 2021). However, this shift brings challenges including fears of marginalizing French-speaking professionals and concerns over replacing one dominant language with another if not supported by proper planning and resources (Belmioub, 2018; AP News, 2023). Also, the Algerian government has taken steps

to curb the use of French in private institutions such as its enforcement regulations requiring Francophone private schools to follow the national Arabic curriculum and to unify educational practices and reduce foreign linguistic dominance (AP News, 2023).

Public attitudes reflect a similar evolution, A growing number of Algerians, particularly university students view English as the language of progress, science, and opportunity. In contrast, French is increasingly perceived as a colonial relic with limited global utility (Belmihoub, 2018). Surveys and studies have shown that students are more motivated to learn English due to its association with international careers, academic advancement and access to digital resources (Maraf, 2024).

However, implementing this linguistic shift presents several challenges such as Experts note that successfully mainstreaming English will need investment in teacher training, updated curricula and pedagogical infrastructure (AP News, 2023a). Moreover, Algeria must carefully balance this shift with the preservation and promotion of Arabic and Tamazight which are two official languages to avoid marginalizing local linguistic identities and maintain social cohesion (Rouabah, 2022).

In conclusion, Algeria's strategic shift from French to English reflects a deeper transformation in its post colonial identity and international aspirations also it represents a forward looking redefinition of national priorities in education, culture, and geopolitics. Additionally, Algeria is seeking to distance itself from its colonial past and align more closely with global innovation and multicultural engagement by positioning English as the primary foreign language of education and science.

### **2.3.1. Governmental Discourse and Official Statements**

In recent years, the Algerian government has adopted a discourse about promoting English particularly in the higher education, science and technology. This shift is not just administrative decision but deeply discursive and it is reflecting a reconfiguration of Algeria's linguistic priorities as articulated through official channels and public communication. The official use of language in government statements, policies, and education reflects ongoing tensions between Arabic, French and increasingly English. As Benrabah (2007) explains Algeria's language-in-education policies demonstrate the legacy of colonialism where French has maintained a dominant position although decades of

Arabization efforts and it remains entrenched in technical, scientific, and administrative domains .

The linguistic politics of Algeria are not only a matter of practical communication but also symbolic of broader cultural and political struggles. As Benrabah (2013) and Morsly (2015) highlight how language in official discourse serves as a marker of identity, power and resistance. Arabic has been promoted by Algeria government as a symbol of national sovereignty and Islamic identity after the independence which contrasts with the perceived colonial legacy of the French language. However, this Arabization policy has faced challenges as Rouabah (2022) notes such as practical difficulties in replacing French in scientific and educational domains. This creates a unique dynamic in governmental discourse where official statements often attempt to balance nationalist rhetoric with the practical realities of multilingualism.

The rise of English in Algerian governmental discourse reflects a recent shift in language policy aimed at modernizing education and aligning with global trends. Maraf (2024) discusses how official statements increasingly emphasize English as a key to international scientific collaboration, economic development and educational reform. This linguistic reorientation is a part of a broader governmental strategy to enhance Algeria participation in the international knowledge economy. Additionally ,the promotion of English alongside Arabic and French introduces new dimensions to official discourse complicating the longstanding linguistic hierarchy.

Critical discourse analysis of Algerian government statements shows how language is used to construct the government progress, development and national unity. Djerbal (2021) applies an approach to show that governmental texts often frame language policy as a tool for overcoming colonial legacies and fostering modernization. These official narratives tend to portray language shifts as rational and necessary for Algeria's future although the resistance from French-speaking elites and the linguistic exclusion. Thus ,the government discourse plays a crucial role in the policy changes and shaping public attitudes towards language and identity.

The role of governmental discourse extends beyond language policy to other key areas such as education reform and scientific development. UNESCO's (2021) report on Algeria underscores how official statements emphasize science and technology as cornerstones of national progress. These communications are part of a strategic effort by the Algerian



government to position itself as a regional leader in innovation while signaling its commitment to global scientific norms. The rhetoric found in official reports, speeches and policy documents reflects an ongoing negotiation between traditional national values and the demands of globalization.

Furthermore, the use of French and Arabic in official statements often mirrors the political and social divisions in Algeria. As Bouhania (2019) notes that the official discourse around language in education frequently navigates between ideological commitments to Arabization and the practical advantages of French and English. However, The government's communicative strategies aim to maintain social cohesion while advancing modernization goals by balancing act that is seen in policy documents and public speeches that celebrate Arabic's cultural significance while endorsing multilingualism as a pragmatic approach.

Finally, understanding Algerian governmental discourse requires attention to the medium and audience of official statements such as printed documents, official speeches, press releases and media appearances all function as sites where the government constructs its narrative. The YouTube lecture on language policy in Algeria (2021) highlights how digital platforms have become important for disseminating official discourse to wider and younger audiences, this expansion of communicative channels allows the government to frame its policies in ways that resonate both domestically and internationally and it is reflecting the evolving nature of political communication in Algeria.

### **2.3.2. Analysis of Algerian Documents, Speeches, and Policy Announcements**

Algerian governmental discourse as reflected in official documents, speeches, and policy announcements plays a crucial role in shaping national identity and language policy. The historical context of Algeria's colonial experience profoundly influences these discourses. As Benrabah (2014) explains that the legacy of French colonialism has left deep linguistic and ideological imprints on official Algerian communication especially visible in the ongoing tension between Arabic, French and increasingly English in government policies and speeches. The discourse within official documents often reflects efforts to reconcile national identity with the practical demands of modernization and globalization.

Language policy remains one of the most prominent themes in Algerian official statements that make the government's Arabization policies aiming to prioritize Arabic in education and public life are frequently presented in official documents as a postcolonial reclamation of identity (Benrabah, 2007). However, these policies coexist with the pragmatic recognition of

French as an important language in administration, science and international relations. Also , Rouabah (2022) highlights that governmental documents and speeches often reflect this duality and promoting Arabic as a symbol of sovereignty and maintaining French for its instrumental value which complicates the ideological clarity of official discourse.

Recently, English has gained prominence in Algerian policy announcements particularly in the education sector. Maraf (2024) notes that official speeches and educational policy documents increasingly emphasize English as a strategic tool for integrating Algeria into the global scientific and economic community. This linguistic shift is framed as part of a modernization agenda in official documents and signaling a pragmatic response to globalization while attempting to diversify the linguistic repertoire beyond the traditional Arabic French use . additionally , the inclusion of English in official discourse represents both continuity and change in Algerian policy narratives.

In-depth analysis of official documents and high-level political speeches reveals a strategic and ideologically charged narrative that frames as a means to overcome historical dependencies and a tool for international reintegration into the global academic and scientific landscape. Moreover, Presidential addresses and ministerial communications particularly those from the Ministry of Higher Education and Scientific Research . Also, transforming the linguistic foundation of the Algerian university system is framed as both urgent and inevitable given the global predominance of English in scientific publication, innovation and cross-border academic collaboration.

Additionally , White papers and national education reform plans frequently refer to the gradual substitution of French by English in scientific and technical curricula especially in fields such as engineering, medicine, information technology and natural sciences. However, This shift is presented not only as a pragmatic modernization but also as a symbolic rupture with colonial linguistic legacies and it perceived as barriers to international outreach and to Algeria's ambitions in the knowledge economy .also , a key policy documents frame English as the “language of the future” aligning Algeria's developmental aspirations with a broader redefinition of national identity in the postcolonial period ,This recurring calls to “modernize the Algerian university” and to “break linguistic isolation” embody a discursive strategy that seeks legitimacy through alignment with global norms rather than local or historical continuity (Maraf, 2024).

A critical discourse analysis of Algerian policy documents reveals how language use in these texts constructs social realities and power relations as Djerbal (2021) demonstrates that government texts frame language policies as essential for national progress, yet these narratives often obscure underlying conflicts and resistance from various social groups. For example, the promotion of Arabization in speeches is often counterbalanced by acknowledgment of the entrenched position of French, indicating a complex negotiation within official rhetoric. Such discourse strategies serve to legitimize government policies while managing social tensions.

In political speeches form another vital aspect of Algerian governmental discourse, Benkaci-Ali (2016) analyzes how political leaders use rhetoric in speeches to consolidate power, promote national unity and respond to social challenges. These speeches often employ symbolic language and references to history and religion to strengthen legitimacy. The tone and content of official speeches adapt to domestic and international contexts, illustrating the government's communicative flexibility in addressing diverse audiences.

In addition to , the analysis of Algerian official communication also benefits from broader theoretical insights into government discourse also , Canel and Sanders (2013) provide frameworks that emphasize the strategic use of language by governments to frame policies and manage public opinion. These insights apply to Algerian documents and speeches, where language choices reflect efforts to navigate ideological commitments, pragmatic governance, and image management. Understanding these dynamics is key to interpreting the nuances in Algerian official discourse.

Finally, foundational work on official discourse analysis such as Burton's (1979) exploration of government publications as ideological tools and it remains highly relevant. Additionally Burton's (1979) framework helps reveal how Algerian governmental documents do not merely communicate facts or policies but actively construct particular worldviews and power relations and highlights the importance of critically examining official texts to uncover the ideological functions underlying seemingly neutral policy announcements.

### **2.3.3. The Algerian Government's Framing of English as a Language of Science and Technology**

The Algerian government's discourse on English increasingly positions it as the essential language of science, technology and innovation. This framing is not just descriptive but carefully constructed to advance broader agendas of educational reform and global

repositioning. According to Bensaoula (2018) the promotion of English in official policy statements reflects a deliberate strategy to present the language as a neutral and functional tool necessary for Algeria's integration into the global scientific community. This approach seeks to distance English from the ideological and historical tensions tied to French and Arabic also historically entangled with colonial legacies and national identity struggles.

Hamdani and Benrabah (2019) emphasize that state institutions utilize this pragmatic framing to depoliticize the linguistic transition and portraying English as a medium of accessing cutting-edge research and participating effectively in international scientific networks. Additionally, The government's discourse consistently underscores English's utility for securing visibility in high-impact academic journals and fostering innovation and equipping Algerian scholars and students with the linguistic skills required to contribute actively to global knowledge production. This instrumental narrative supports the view of English as a key driver of scientific sovereignty and competitiveness.

Moreover, Benali (2021) notes that the framing of English as a language of science and technology serves multiple interconnected purposes. It mobilizes national ambitions by linking language reform with Algeria's aspirations to modernize its university system and research infrastructure. In addition to The vision of English as a practical necessity also as a symbol of progress and modernization repositions Algeria as a proactive contributor to global scientific dialogue rather than a passive consumer of foreign knowledge. The government's official communications emphasize Algeria's potential to innovate and shape scientific discourse internationally.

This strategic discourse is evident in policy documents and speeches analyzed by Djilali (2020) which frequently stress the "modernization" of curricula and the "breaking of linguistic isolation." English is framed as "the language of the future" aligning language policy with national development goals and economic rationality by foregrounding economic and scientific benefits and policymakers circumvent emotionally charged debates about identity and postcolonial memory that have historically complicated language politics in Algeria. This allows for a discursive shift from defensive cultural postures to an open, outward-looking engagement with global science.

Additionally, Mebarki (2022) highlights that this linguistic repositioning involves a profound transformation of Algeria's linguistic hierarchies and English once peripheral is increasingly positioned at the apex of academic and scientific communication, it serving as a

marker of legitimacy and prestige and future relevance. This shift challenges the traditional dominance of French and the symbolic role of Arabic which signaling a redefinition of linguistic power that resonates with Algeria's broader modernization efforts. The government's rhetoric thus constructs English not only as a medium of communication but also as a strategic asset integral to Algeria's global scientific aspirations. And Boudjellal (2017) provides further insight into the institutional and policy dimensions of this shift which is showing how official strategies promote English within scientific and technical education as part of a larger innovation policy framework. Government announcements emphasize the need for Algeria to "catch up" with global scientific trends and to enhance international collaboration, with English framed as the necessary vehicle to achieve these goals. This framing aligns with Algeria's ambition to diversify its economy and enhance its role in the international knowledge economy.

Moreover, Khelifa (2023) investigates how English's rising status is reflected in Algerian scientific publications and academic settings also the framing of English in official discourse is echoed by researchers and educators who perceive proficiency in English as essential for publishing in high-impact journals and participating in international conferences. Therefore ,the government's promotion of English resonates with emerging scientific communities' aspirations and it reinforcing the language's symbolic and functional role within Algeria's research ecosystem. Also, Ghezali (2018) connects this discourse to Algeria's broader national innovation system and he highlighted how English is framed in official policy as critical for technological development and innovation . in addition to The Algerian state's vision involves positioning English as a facilitator for knowledge transfer and research collaboration and integration into global science and technology networks. This narrative grounded in economic and technological rationality also supports policy continuity and legitimacy by linking language reform to tangible developmental outcomes.

Then, Tabet (2021) reinforces that the government's discourse constructs English as a gateway to international scientific collaboration and the Official language policy documents present English as essential for overcoming barriers to scientific communication and fostering institutional partnerships abroad . also, it reflects Algeria's recognition of global lingua franca dynamics and its desire to reposition itself within the multipolar scientific world order.

In summary, the Algerian government's framing of English as the "language of science and technology" is a carefully constructed narrative that combines pragmatic modernization goals

with symbolic redefinition of national identity .also, it aims to legitimize language policy reforms by emphasizing English's role in scientific advancement and economic development and global engagement while avoiding direct confrontation with complex historical and ideological legacies (Bensaoula, 2018).

#### **2.3.4. Statements by the Ministry of Higher Education and Scientific Research**

The Ministry of Higher Education and Scientific Research in Algeria has played an important role in shaping the country's higher education and research policies particularly emphasizing the need to integrate English as a critical language in scientific and technological fields. Also, the official statements and policy documents frequently underscore the urgency of reforming Algeria's linguistic framework to enhance scientific output and international collaboration. The Ministry's National Strategy for Higher Education Reform (2021) articulates a clear vision that aligns linguistic policy with Algeria's broader goals of modernization and global engagement and framing English as an essential tool to break from colonial linguistic legacies and promote integration into the global scientific community.

The Ministry highlights the growing prominence of English in scientific publication and communication In its Annual Report on Scientific Research and Innovation (2020) . The report notes that Algeria's ability to participate in cutting-edge research depends heavily on mastering English which dominates international academic journals and conferences. This emphasis reflects a strategic shift in government discourse portraying English not as a cultural imposition but as a pragmatic necessity for advancing national scientific priorities (Ministry of Higher Education and Scientific Research, 2020).

The Ministry's Policy Document on the Integration of English in Scientific Curricula (2019) explicitly calls for the gradual substitution of French by English in technical and scientific higher education fields such as engineering, medicine, information technology and natural sciences. This policy is framed as part of a symbolic rupture with the past colonial linguistic order, positioning English as the "language of the future" that can propel Algeria towards economic diversification and innovation-driven growth (Ministry of Higher Education and Scientific Research, 2019). Benrabah (2014) situates these reforms within a broader historical context of language conflict in Algeria where the tension between Arabic, French and now English reflects ongoing negotiations of identity and power.

Furthermore, the Ministry's White Paper on Higher Education and Research (2018) stresses the importance of aligning Algeria's university system with international standards. Also, the

document stresses the need for Algerian scholars and students to engage fully with global knowledge production, with English as the linchpin for this engagement. In addition, Djilali (2020) supports this view by highlighting the official discourse that frames English proficiency as a precondition for successful scientific research and innovation.

Therefore, the Ministry's policy seeks to address not only linguistic but also structural barriers that have historically limited Algeria's participation in global scientific networks. The Minister of Higher Education delivered the role of English is often linked to national sovereignty and competitiveness such as the Annual Address on Scientific Development (2016).

Also, it emphasizes that Algeria's future scientific success depends on its ability to overcome linguistic isolation through English. This framing mobilizes public and institutional support for reforms by presenting language policy as integral to Algeria's national development and modernization agenda (Ministry of Higher Education and Scientific Research, 2016).

Mebarki (2022) notes that the Ministry's documents also reflect an awareness of the challenges involved in this linguistic transition. The Implementation Guide for English Integration in Scientific Fields (2022) acknowledges infrastructural and pedagogical obstacles including the need for teacher training and curriculum development and resource allocation. However, the official stance remains optimistic underscoring the government's commitment to sustained investment in English language education as a strategic priority.

The Ministry's repeated emphasis on English as a language of science and technology also reflects Algeria's broader innovation policy goals. Ghezali (2018) explains how the Ministry situates language reform within the national innovation system, viewing English as essential for facilitating international research collaboration and technology transfer. This policy aligns with the Ministry's Strategic Vision for Scientific Research 2017-2025 (2017) which explicitly links language proficiency with Algeria's aspirations to develop a knowledge-based economy and diversify its scientific partnerships.

In addition, Benali (2021) and Khelifa (2023) analyze official Algerian documents and statements to demonstrate how the Ministry constructs English as a symbol of progress and global legitimacy. This symbolic framing is intended to reduce resistance linked to language

politics and to foster a new linguistic identity that embraces multilingualism while prioritizing English for its scientific utility.

Finally, the Ministry's discourse balances this push for English with continued respect for Arabic and recognition of French's entrenched role. Also, the Higher Education Reforms: Progress and Challenges report (2019) acknowledges that language policy must be carefully managed to avoid marginalizing French-speaking professionals and to ensure inclusivity. Therefore, this cautious approach indicates the Ministry's sensitivity to Algeria's complex linguistic landscape and the need for a phased, carefully planned transition (Ministry of Higher Education and Scientific Research, 2019).

### **2.3.5. Role of National Media in Reinforcing The Shift of language of instruction to English in Algerian universities**

The national media in Algeria including both public and private outlets have played a key role in promoting the government's pro-English agenda. Through news reports, TV programs, and editorials, media often mirror official messages that frame English as essential for modernization, job opportunities, and global relevance. Additionally, coverage emphasized the benefits of adopting English while downplaying the challenges involved in its implementation and symbolic events such as introducing English in primary schools or translating scientific materials are celebrated as markers of national progress. Therefore, social media amplifies this discourse by encouraging public debate and spreading supportive or skeptical views. So, this coordinated effort between government statements and media shapes a narrative positioning English as both a practical tool and a symbol of Algeria's postcolonial redefinition and global ambitions, although the ongoing practical and social challenges (Medjdoub & Abdelhadi & Saadi, 2020 & 2019 & 2017).

The national media in Algeria plays a crucial role in shaping public opinion and policy discourse surrounding the shift of the language of instruction in universities from French and Arabic to English, which is framed by government policies as a strategic move toward global scientific and technological integration. This is strongly echoed and reinforced through various media channels including television, radio, newspapers, and digital platforms. Also, Boukous (2016) highlights how language and media are closely intertwined in North Africa, with media functioning as a powerful instrument for promoting language policy changes.

Moreover, television, as one of the most widely consumed media formats in Algeria, has been particularly influential in promoting English language learning and instruction.



Abdelhadi (2019) conducted a case study revealing how Algerian TV programs increasingly feature content emphasizing the importance of English in education, especially in scientific fields. This creates a normalized perception among viewers that English proficiency is essential for academic and professional success. This portrayal of English on television is often linked to narratives of progress, innovation and national development aligning with official policy stances.

Social media platforms also significantly contribute to this discourse by providing spaces for debate, promotion and practice of English. Khelfaoui (2021) explains that Algerian youth especially university students use social media to engage with English-language content further reinforcing its status as a language of opportunity and modernity. This digital engagement not only supplements formal education but also facilitates peer-driven learning which supports the Ministry of Higher Education's goals of expanding English proficiency in higher education.

Also, radio broadcasting remains a key channel for reaching diverse audiences across Algeria, including in rural areas. Belkacem (2018) discusses how national radio has adopted programs that promote English language education highlighting its utility in accessing scientific knowledge and international collaborations. The accessible nature of radio helps to disseminate official messages about language policy reforms and build public support for the linguistic shift in universities.

And Print media including national newspapers and magazines also plays an important role in framing the debate over language instruction. Ouali (2017) and Amara (2022) analyze how Algerian newspapers present the shift to English as both a necessary response to globalization and a departure from colonial linguistic legacies. Articles and editorials often discuss the advantages of English for scientific research and technological innovation, while also addressing potential challenges in implementation. In addition to the digital media and online news portals have further accelerated the visibility of English as a language of instruction.

Lounes (2019) notes that digital platforms provide rapid dissemination of government announcements, educational content and discussions on language policy, this contributing to a growing acceptance and demand for English in universities. This media environment creates a feedback loop where official policies are communicated, debated and normalized within public discourse.

Also ,Talk shows and televised debates have become venues where the government's language policy is discussed openly. Cherif (2020) highlights that these programs often feature experts, policymakers and educators who reinforce the strategic framing of English as a key to Algeria's scientific and economic future. This public deliberation on national television helps legitimize the shift and manage concerns about linguistic identity and cultural heritage and the role of national media in educational reform narratives is also significant in shaping how the shift to English is perceived culturally. Farah (2021) argues that media representations contribute to constructing English not only as a practical tool but as a symbol of modernization and global belonging. This symbolic value supports the Ministry's efforts to embed English within university curricula and research practices enhancing Algeria's international academic visibility.

Furthermore, radio and social media broadcasts have been instrumental in shaping public perceptions of language policy changes. Ghezali (2018) and Tlemcani (2023) note that these channels enable direct engagement with the public and academic communities creating spaces where language policy is negotiated and disseminated beyond formal government statements. This interaction helps to sustain momentum for English language adoption, even as debates about linguistic identity continue.

Finally, Saadi (2017) and Merabet (2020) highlight how national media often balances promoting English with addressing Algeria's complex linguistic heritage, including Arabic and French. The media's discursive strategies seek to present the shift to English as compatible with national identity and development goals, avoiding polarizing language conflicts. This careful framing is crucial for maintaining social cohesion while pursuing educational reforms.

#### **2.4.1.Educational Reforms and Implementation Strategies**

Algerian authorities have initiated a series of policy reforms in response to shifting linguistic priorities which aimed at integrating English more systematically into the higher education sector. These reforms signal a transition from discourse to concrete action, emphasizing structural transformation,capacity building and international collaboration.

First, Educational reforms in Algeria have been a central focus of government policy, particularly in higher education,it aiming to modernize the system and better align it with global academic and economic demands. Safi (2015) points out that the reform agenda is

ambitious while the Algerian education system faces significant structural and operational challenges that slow implementation and limit the reforms' impact. The reforms are often hindered by gaps between policy design and actual practice, requiring more effective coordination and strategic planning (Djouidi, 2017).

Second, Language policy reform is one of the most sensitive and critical elements of Algeria's educational changes as Belaid (2018) critically analyzes how the push to introduce English alongside Arabic and French has become both a symbol of modernization and a source of tension reflecting deeper societal debates about identity and colonial legacies. The Ministry of Higher Education's focus on English is part of a broader plan to internationalize Algerian universities and improve competitiveness in scientific fields (Amar & Loukal, 2020). However, Kadi (2016) highlights that student attitudes toward this shift are mixed, with concerns about inadequate preparation and resources for effective English instruction.

Third, Effective leadership and teacher training have been identified as pivotal for the successful implementation of educational reforms. Mahmoudi (2020) emphasizes the critical role that educational leaders and administrators play in translating reform policies into institutional practices. Similarly, Nacer (2018) discusses how teacher training programs in Algeria have struggled to keep pace with the new demands of curricular and linguistic reform, underscoring the need for ongoing professional development and capacity building initiatives to ensure that educators are well-prepared for the transition.

Also, Curricular reform has been a major component of Algeria's efforts to improve educational quality and relevance. Zerrouki and Benhamou (2019) analyze how both secondary and higher education curricula have undergone significant changes intended to foster critical thinking, scientific literacy and skills applicable to the knowledge economy.

Yet, the reforms face resistance and implementation challenges related to resource limitations, infrastructure, and entrenched traditional teaching methods (Benseghir, 2017). and the effectiveness of policy implementation is further complicated by sociopolitical factors and institutional dynamics, as Boussaha (2019) argues that the educational reforms success depends largely on the interaction between various stakeholders including policymakers, university officials, and teaching staff while this reforms are well articulated on paper. also, The fragmentation of responsibility and lack of coherent policy networks often result in uneven reform outcomes across institutions (Messaoudi, 2022).

Additionally, Quality assurance mechanisms are being developed to support reform goals and ensure accountability in Algerian higher education. Harbi (2021) evaluates recent initiatives aimed at institutional evaluation and accreditation highlighting both progress and challenges. These quality assurance frameworks are critical for monitoring the reforms' effectiveness but require further strengthening and capacity enhancement to become fully operational and trusted also language integration policies, particularly the promotion of English, serve not only educational goals but also broader socio-political purposes. Kacem (2019) explores how educational reforms intersect with politics and identity construction, showing that the shift to English medium instruction is framed as part of Algeria's effort to redefine itself in a globalized world. Additionally, The language shift is not purely pedagogical but also ideological signaling Algeria's desire to balance its colonial past with future international aspirations.

In general, Algeria's educational reform process reveals a complex landscape of ambitious policies, practical challenges and competing social interests. The literature indicates that while reforms aim to modernize and globalize the education system, success will depend on improving implementation strategies and it is strengthening institutional leadership, investing in teacher training and managing sociocultural tensions related to language and identity (Safi & Djoudi & Belaid, 2015 & 2017 & 2018).

#### **2.4.2. Recent or Proposed Reforms to Integrate English in Algerian Higher Education**

Recent government announcements and education sector plans outline a roadmap for the gradual integration of English as a language of instruction in key scientific and technical fields. The Ministry of Higher Education has confirmed that English will progressively replace French in certain disciplines such as medicine and engineering. These reforms aimed at integrating English into Algerian higher education are part of a broader governmental strategy to modernize the university system and enhance global competitiveness. Amar and Loukal (2020) highlight that official policy documents increasingly emphasize English as a vital tool for scientific research, innovation, and international academic collaboration. This reform reflects the government's desire to reposition Algeria within the global knowledge economy and break away from colonial linguistic legacies.

English-medium instruction (EMI) has been gradually introduced in several universities particularly in technical and scientific faculties. Belkacem (2019) discusses that while this integration aims to align Algerian curricula with international standards, it faces significant

challenges including insufficient language proficiency among students and faculty, as well as limited teaching resources. thus ,the push towards EMI requires substantial investment in teacher training and material development to be effective.

Also, Bacha (2017) examines the ideological tensions surrounding language reform also noting that English integration in higher education is often framed pragmatically focusing on employability and research output rather than cultural considerations. Despite resistance from some stakeholders who prefer Arabic or French, policymakers present English as a neutral and functional language essential for Algeria's future development.

Further more , Curricular reform efforts also include redesigning syllabi to incorporate English-language textbooks, research articles and digital resources. Zerrouki and Benhamou (2019) reveal that such reforms are intended to foster student engagement with global scientific literature but are complicated by the uneven distribution of English proficiency across regions and disciplines. These disparities pose obstacles to uniform implementation across universities. Also, Student attitudes toward English reforms vary widely. Kadi (2016) found that many students recognize the practical benefits of learning English for career opportunities and express concerns about the pace of implementation and their preparedness. This highlights the need for gradual integration accompanied by comprehensive support systems such as language labs and tutoring.

And ,Benaissa and Mellah (2021) analyze official policy statements and note an increasing institutional commitment to English also it reflected in national plans advocating for bilingual or trilingual instruction models. These models aim to maintain Arabic's cultural significance while leveraging English for scientific advancement, signaling a complex balancing act in Algeria's language policy. Leadership and institutional capacity play crucial roles in reform success. Mahmoudi (2020) emphasizes that university administrators must actively support faculty development programs and resource allocation to build effective EMI environments. Without strong leadership reforms risk being superficial or unevenly applied.

Moreover, Cherif (2019) explores bilingual education implementation, stressing that successful integration of English requires not only policy but also pragmatic solutions to faculty shortages and infrastructure deficits. Ongoing training and incentives are necessary to motivate staff and ensure pedagogical quality. And Amara (2021) offers a broader view of policy implementation challenges and he highlighted bureaucratic inertia and insufficient stakeholder consultation as key barriers also he suggests that for reforms to take root,

policymakers must engage universities, teachers and students in the design and evaluation process also fostering ownership and adaptability.

Finally, Benrabah (2013) provides a historical context for language policy in Algeria, noting that English integration marks a significant departure from decades of Arabization and Francophonie dominance. This shift reflects Algeria's evolving geopolitical and economic priorities in the 21st century and underscoring the transformative potential of the current reforms.

### **2.4.3. Curriculum Transformation and English Integration in Algerian Higher Education**

Several universities across Algeria have been selected to test pilot programs introducing English as the primary language of instruction in select departments. Institutions such as the University of Algiers 1 and the University of Oran have initiated programs in STEM fields (science, technology, engineering, and mathematics) where English is gradually replacing French in course delivery, lab work, and exams. Additionally, new curricula are being developed that include English for Specific Purposes (ESP) modules tailored to different academic disciplines. These pilots serve as experimental platforms to assess feasibility, train faculty and gauge student readiness, ultimately shaping national-scale policies.

Pilot programs aimed at integrating English as a medium of instruction (EMI) have recently been introduced in several Algerian universities as part of experimental efforts to modernize higher education curricula. Djelloul (2019) reports that these pilots initially focused on STEM faculties where English is seen as critical for accessing international research and innovation. Early assessments reveal mixed results with positive outcomes linked to increased student engagement but challenges related to linguistic preparedness.

Curriculum innovation has been central to these reforms. Messaoudi (2020) highlights that Algerian universities have been revising course contents and materials to incorporate more English-based resources. This shift is not merely linguistic but pedagogical encouraging active learning and research-oriented approaches. However, the pace of change varies widely among institutions due to differing levels of institutional readiness and faculty expertise.

Taleb (2018) discusses the specific challenges encountered when reforming science curricula to integrate English instruction. These include the shortage of qualified bilingual instructors and the limited availability of adapted textbooks and academic materials in

English. Despite these obstacles, the reforms are framed as essential for improving students' international competitiveness. Evaluations of EMI pilot programs in technical universities show promising results but underscore the need for continuous support. Rahmani and Bouguerra (2021) emphasize that student performance improved in courses taught partly or entirely in English and its success depended heavily on additional language support services and bridging programs designed to enhance students' English proficiency.

Khelifa (2019) describes a pedagogical shift accompanying curriculum changes, with more emphasis on interactive teaching methods and the use of technology to support EMI. This transformation aims to align Algerian higher education with international standards and foster skills relevant to the global knowledge economy, although institutional inertia remains a barrier. And Curriculum reform and language policy are deeply intertwined in Algeria's higher education landscape.

Benkhalel and Ould Mohamed (2022) argue that integrating English as a medium instruction into public universities requires systemic curriculum redesigns that balance national identity with global engagement. They advocate for policies that support gradual transitions rather than abrupt shifts. Also, Student perspectives on these curriculum changes are generally positive but nuanced. Cherif (2020) found that many students value the increased exposure to English and recognize its importance for future career prospects. However, they also express concerns about the adequacy of preparatory courses and the pace of implementation, which some find overwhelming.

Additionally, Zerari and Bouchareb (2019) identify both opportunities and challenges in the EMI pilot programs. While the reforms open new academic horizons and foster international collaboration, they also highlight infrastructural weaknesses such as limited access to English-language digital resources and insufficient faculty training. Faculty development is critical for sustaining curriculum changes. Haddad (2021) emphasizes that professional development initiatives aimed at improving instructors' English proficiency and pedagogical skills are essential. Without such support, the quality and consistency of EMI programs risk being compromised.

Lastly, Oukaci and Lamri (2018) stress the importance of curriculum design in facilitating the successful implementation of language policy reforms. They argue that curriculum planners must consider not only linguistic factors but also cultural and disciplinary dimensions to ensure reforms are relevant and acceptable to all stakeholders.

#### **2.4.4. The government investment in Teacher Training and Educational Materials in Algeria**

Recognizing that successful implementation depend on pedagogical capacity ,therefore; the government has prioritized investment in teacher training programs. Also , the initiatives have been launched to upskill current university lecturers through intensive English language courses often in partnership with local and foreign institutions.

Additionally, there is increased funding for the development and acquisition of English-language educational materials including textbooks, digital resources and laboratory manuals. The Algerian government has increasingly prioritized the integration of English in higher education, which has necessitated substantial investment in teacher training programs. In 2021, the Ministry of Higher Education signed an agreement with the U.S. Embassy to implement professional development initiatives aimed at enhancing English language instruction in universities. This cooperation focused on training university-level teachers in English for Specific Purposes (ESP), English Medium Instruction (EMI) and language pedagogy tailored for scientific and technical fields (U.S. Embassy in Algeria, 2021).

Government led reforms have emphasized the creation of structured training programs to improve teacher competencies in both language and methodology and according to Salhi (2024) many university instructors have expressed challenges regarding linguistic proficiency and pedagogical preparedness when teaching in English.so , to address these concerns, workshops and certification programs have been implemented across several institutions also it highlighted a growing awareness of the critical role teacher capacity plays in reform success.

Moreover, the Algerian government has introduced various educational policy measures to support the use of English as the language of instruction in technical and scientific disciplines. One significant reform involves increasing funding for language centers within universities, equipping them with updated materials and providing additional staff training (European Training Foundation, 2022). These investments are seen as vital for sustaining the transition to English while preserving instructional quality.

Another key aspect of Algeria's approach has been to reinforce partnerships with international bodies for technical support and expertise. For instance : twinning programs supported by the European Union have contributed to capacity-building efforts in Algeria's education sector espically in terms of curriculum modernization and teacher qualification



frameworks (North Africa Middle East Gulf, n.d.). These programs offer long-term strategic benefits by aligning Algerian training models with European standards.

Hamane (2024) observes that teacher training initiatives have moved beyond simple language instruction to focus on pedagogical reform. The government has invested in educating faculty on how to develop lesson plans, conduct assessments, and apply active learning strategies using English. These reforms reflect a shift from top-down policy to more applied and grassroots implementation efforts which indicate a deeper systemic transformation.

In addition, the government has poured resources into updating educational materials across disciplines. The Ministry of Higher Education has facilitated the translation of textbooks and academic content into English especially in engineering, medicine and computer science programs (Algeria News Gate, 2025). This effort not only supports students but also empowers instructors with relevant content in the target language, ensuring consistency in instruction.

Infrastructure investments have also played a critical role. University libraries and language labs have been modernized with digital platforms and English-language resources. It reflected the government's intention to create immersive learning environments (Oxford Business Group, 2018). These facilities enable both teachers and students to access up-to-date scientific and pedagogical material which supports the broader objective of academic modernization. And Hamane (2023) highlights the symbolic and practical significance of this shift: by investing in teacher training and learning materials, Algeria is making a clear commitment to reposition itself in the global academic landscape. These investments serve not only linguistic goals but also economic and geopolitical ambitions and this reinforcing Algeria's desire to become a knowledge-producing rather than knowledge-consuming country.

Overall, these initiatives demonstrate a comprehensive approach by the Algerian government to ensure the effective integration of English in higher education. Also, addressing teacher preparedness and educational material quality simultaneously, the government is laying the foundation for a more competitive, globally connected university system (Salhi & European Training Foundation, 2024 & 2022).

#### **2.4.5. Collaboration with English-Speaking Countries or Institutions**

Algeria has actively sought partnerships with English-speaking countries to support its shift toward English in higher education. A prime example is the Integrated Content and Language in Higher Education (ICLHE) initiative developed through a collaboration between the Ministry of Higher Education and Scientific Research and Teachers College and Columbia University. This initiative focuses on building a national network of university lecturers and researchers to enhance English-based instruction and promote excellence in higher education (Teachers College & Columbia University, n.d.).

In 2021, Algeria deepened its partnership with the United Kingdom by signing a Memorandum of Understanding that established a Joint Commission for higher education and scientific research. The agreement aims to foster bilateral academic cooperation, provide Algerian students with more opportunities to study English and promote the presence of UK qualifications in Algerian institutions (British Council, n.d.).

The British Council has been a major player in promoting English in Algeria through its “English for the Future” program. This initiative supports English learning via television, radio, mobile apps and classroom activities. It has also provided training to over 3,000 English teachers and nearly 90 inspectors at the middle school level (British Council, n.d.-b). The Council works closely with the Ministry of National Education to reform English teaching and build capacity in public schools.

The U.S. has also contributed to English education in Algeria. The U.S. Embassy has collaborated with the Algerian Ministry of Higher Education to promote English through exchange programs and the deployment of English Language Fellows. These initiatives help improve ESL teaching standards and encourage the adoption of English as a second language in university curricula (U.S. Embassy in Algeria, n.d.).

In addition, “American Spaces” in Algerian universities serve as hubs for English language learning and cultural exchange. These centers provide resources for students to practice English and engage with American academic and cultural materials (Ministry of Higher Education and Scientific Research (MESR , 2023).

Algeria has also invested in technological partnerships to support English language learning. A 2022 partnership between the Algerian educational company Education Tech and British publisher Pearson seeks to deliver English education via artificial intelligence

platforms. These platforms are accessible around the clock and serve diverse learners, including students and professionals (Education Tech, 2022). And the Algerian Ministry of Higher Education has emphasized that international partnerships are central to its strategy to improve English proficiency among students and faculty. According to recent official statements, these collaborations are seen not only as educational tools but also as means to modernize Algeria's global standing in the academic world (MESRS, 2023). Together, these collaborative efforts with English-speaking institutions reflect Algeria's broader policy goal: to reposition its educational system within a global knowledge economy. Through such partnerships, Algeria is not only improving its English teaching infrastructure but also redefining its postcolonial identity and aligning itself with international standards (British Council & Teachers College, n.d).

## **2.5. The Reasons, Difficulties and Consequences of Algerian Universities' Transition to English**

Algeria's educational system has significantly changed in recent years moving from French to English for example. Economic and technological factors have played a major role in this shift which was English the most widely used language in business, science and technology including fields like information technology and business management. Additionally, according to the Algerian government learning English is essential for students to stay updated with scientific and technological advancements as well as for job placement. English instruction is a strategic decision for Algeria's new education policy. Also, according to the country's education minister (AP News, 2022).

Also, it is anticipated that switching to English will increase Algerian graduates' competitiveness both domestically and internationally and according to Hassaine (2023), English is considered crucial for interacting with global markets as the nation transitions to a market economy. In addition to economic goals, Algeria aims to enhance its global standing also the nation seeks to move past its colonial past and establish new international relationships by using English instead of French. Other African nations especially former French colonies, are experiencing a similar shift (TRT Afrika, 2023). English also supports Algeria's soft power goals by boosting its participation in international research and education networks. This contributes to the country's cultural and knowledge-based influence (Hassaine, 2023).

Although French remains widely used in Algeria, it has limitations particularly in research and science and most scientific journals and papers are published in English. This makes it difficult for French-only researchers to stay informed about international work. Between 1998 and 2003 about 48% of Algeria's national projects were published in English while 37% were in French (Wikipedia, 2023). Also ,Using English in academic institutions can help researchers and students access global research more effectively and share their own findings internationally (Djebbari, 2021). English has become the preferred language of many Algerian teachers and students over French. They believe learning English improves their job prospects and access to international education. According to surveys, students think that English supports their academic and professional development (Chougui & Loucif, 2021). while many teachers recognize the importance of English instruction, they report needing more support and training to teach effectively in the language (Meziani, 2022).

## **2.6 . Challenges and Criticisms**

Some members of Algeria's academic elite are concerned about moving away from French. They fear this change could weaken the country's cultural and linguistic identity. French has long been part of Algerian education and replacing it quickly could have serious effects (Mazouz, 2019). These critics argue that the transition should be made more gradually and thoughtfully to preserve important aspects of Algeria's history also a major challenge in shifting to English is that many teachers lack fluency without adequate training they may struggle to teach their subjects effectively in English leading to poor comprehension and reduced educational quality (Meziani, 2022). There is also a shortage of textbooks and learning resources in English. Schools need more support to fully transition to English instruction (Djebbari, 2021).

Also, Some political and academic figures argue that the shift is politically motivated rather than educationally driven and they believe the government wants to distance Algeria from France for symbolic reasons rather than because English is the best choice for students (Mazouz, 2019). So, to address this resistance the government must clearly communicate its goals and include diverse perspectives in the conversation.

## **2.7. Public and Institutional Reactions and Debates**

Various stakeholders have differing views on adopting English. Some academics and students support the change as a way to modernize education. Others question whether the

country is ready for such a shift (Mazouz& Meziani2019& 2022).also, Government officials argue that using English will help Algeria meet international standards, but they also acknowledge that the transition requires time and resources.

Moreover, Supporters of English say it enables students to connect globally and access better career opportunities also it facilitates international collaboration in research. However, critics argue that too much focus on English could marginalize Arabic and Tamazight, Algeria's official languages (Chougui & Loucif, 2021).they are concerned that emphasizing English might cause people to neglect their native languages and cultural traditions. The shift to English also raises questions about equity and identity also students in rural areas or from lower-income families may face more difficulty learning English which could widen educational inequalities (Hassaine, 2023).

Furthermore, making English the dominant language could reduce the use of local languages and harm Algeria's cultural diversity and it supports multiple languages can help preserve the country's rich cultural identity.

## **2.8. Monitoring Progress and Evaluating Impact**

The Algerian government intends to track the effectiveness of the English transition through student outcomes, university rankings and ongoing feedback. In addition, Rahmani (2021) found that many university teachers believe English improves education quality but stressed the need for proper training and resources.moreover, the National Report on Higher Education (MERIC-Net, n.d.) notes that adopting English and the BMD system may help Algerian universities improve their global rankings. Also, feedback mechanisms are crucial also Touahmia and Bakar (2024) found that most teachers and students held positive views on using English as the language of instruction though challenges with language skills and institutional support remained and Regular feedback will allow policymakers to make adjustments and strengthen implementation.

Therefore, Teacher training is another key factor and professional development is necessary to equip teachers for English instruction. Evaluating the results of these programs will be important for ensuring they improve teaching and learning according to conference report by Setif2 University (2023).

## **Conclusion**

As a conclusion, the Algerian government promotes English to modernize education, boost global connectivity and reduce colonial influence. Additionally, Successful implementation requires proper support for teachers and students. Also, a balanced policy embracing Arabic, Tamazight, French, and English ensures inclusivity, cultural preservation and global integration.

## **Chapter three**

### **Data Collection and Analysis .**

## **Introduction**

This chapter outlines the methodological framework of the study and it is detailing how the research was conducted to ensure reliability and validity. It describes the research design, target population, sample selection and data collection tools. A semi-structured questionnaire, combining closed- and open-ended questions, was used to gather both quantitative and qualitative data. The questionnaire aimed to explore students' reasons for choosing English and their views on the growing use of English in academic contexts in Algerian universities. The quantitative data were statistically analyzed to identify trends while qualitative responses were thematically examined for deeper insights. The chapter not only explains the research process but also integrates and interprets the results, laying the foundation for later discussions on Algeria's shifting language policy in higher education.

### **3.1.1. Methodology**

### **3.1.2. Research Design**

The research design for exploring the reasons behind implementing English in Algerian universities " is carefully structured to provide a comprehensive and credible exploration of the research topic. the design incorporates is a mixed-methods research design by integrating both oquantitative and qualitative data to capture a broad understanding . The data collected through semi-structured questionnaire that contain both close ended and open ended questions . Data were collected using a semi-structured questionnaire comprising both closed-ended questions which allowed for statistical analysis, and open-ended questions, which provided in-depth qualitative insights and Detailed analysis.

### **3.1.3. Population**

For this study, the sample consists of first-year English students at Mohamed Khider biskra University. This particular groups was selected because that their responses are expected to reveal the underlying reasons for choosing to study English.also Their insights will provide a deeper understanding of the factors influencing this decision particularly highlighting the broader motivations behind the government's government's decision to introduce English as the medium of instruction in universities. In addition to the inclusion of the learners who previously studied in other disciplines but chose to transition to English



following the implementation of this policy , this will offers a valuable perspective on how the shift in language policy has influenced students' academic choices.

### **3.1.4. Sample**

A total of 90 learners from the first year English branch in university of Mohamed khider biskra participated in this study. The participants included 66 female and 24 male students . This number of informants seems representative enough of the population .

#### **3.1.4.2. Sampling Limitations**

While the study aimed to capture diverse student perspectives, the sample size (90 respondents) represents only a part of the total population of approximately 700 first-year English students at Mohamed Khider University of Biskra. Due to time and the motivation and collaboration of the students to answer the questionnaire also to participate in this process . the sample may not fully reflect all the demographic and academic diversity within the population. Additionally, the sample was selected from students who were available and willing to participate which could introduce self-selection bias. Therefore, the findings should be interpreted with caution and cannot be generalized to the entire population without further validation.

#### **3.1.4.3. Data Collection**

To address the research objectives, test the hypotheses, and answer the research questions, a mixed methods approach involving both quantitative and qualitative data collection methods is employed. A semi structured questionnaire is administered to EFL learners, aiming to explore their reasons for choosing to study English and the extent to which they agree that English is the primary language for academic publications.

The data collection tools include a questionnaire consisting of open and closed questions , focusing on participants' perceptions of studying English, their views on the implementation of English in Algerian universities .

### **3 .3.Data analysis**

#### **3.3.1. Student questionnaire**

##### **3.3.1.1. Description of student questionnaire**

The questionnaire is addressed to a sample of first-year English students at Mohamed Khider University of Biskra. It aims to collect data regarding the perceived importance of the English language in academic research and publication. This study seeks to explore the underlying reasons behind the growing preference for English in Algeria, particularly within academic and research contexts. The questionnaire consisting of 22 questions, investigates students' views on the role of English in scholarly work, its significance in academic advancement, and their perceptions of its dominance in global research and publication practices. The responses provide insights into students' awareness of English as a tool for accessing and contributing to academic knowledge, and the reasons behind choosing English as a language of instruction in universities .

##### **3.3.1.2. Validity of the Questionnaire**

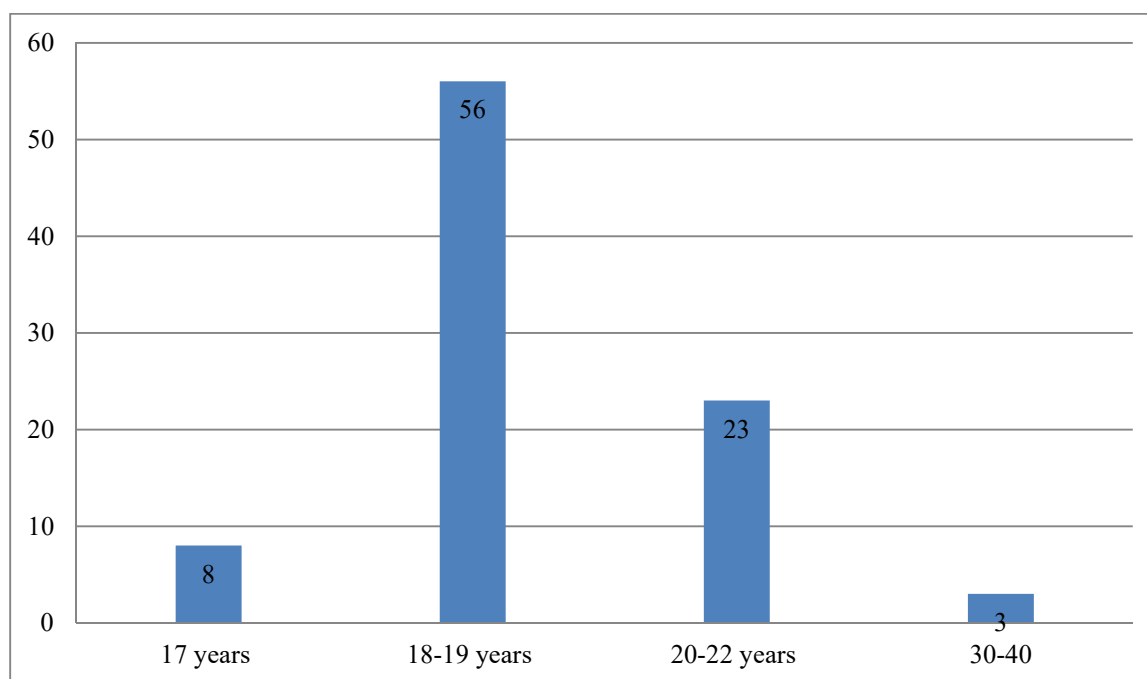
The validity of the Students' Questionnaire, an essential element in ensuring the reliability of gathered data, is systematically assessed prior to its administration. To enhance the validity of the questionnaire, it was submitted to the supervisor for examination. The supervisor evaluated various aspects, including the level of difficulty, clarity of content, and identification of any repeated or ambiguous questions.

This pre-administration examination by the supervisor aimed to identify and rectify any potential issues that might compromise the validity of the instrument. Feedback received during this process facilitated refinements to ensure that the questionnaire effectively measured what it intended to assess. By addressing concerns related to question clarity, potential bias, and comprehension difficulties, the validity of the instrument was supported, contributing to the strength of the data collected.

### 3.4. Analysis of the questionnaire findings

#### 3.4.1. Section one “background knowledge”

##### 3.4.1.1. Question 1 “ Age”



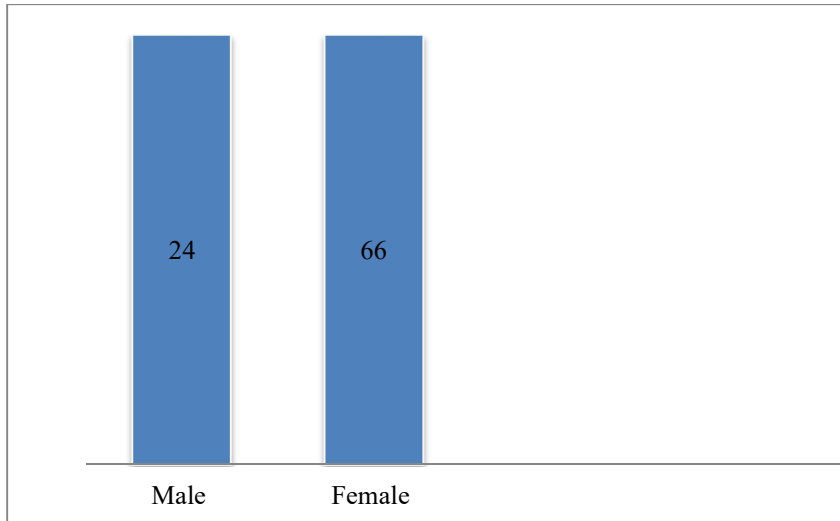
**Figure 01: students age .**

The data shows that the majority of respondents are within the 18–19 years age group, they representing % of the total sample (56 out of 90). This is followed by the 20–22 years group at % (23 respondents), and the 17 years group are 10.26% (8 respondents). The least represented group is the 30–40 years category, it contains only 3.85% (3 respondents).

This distribution indicates that the survey primarily reached younger individuals, particularly those in their late teens which they are the first year students . Also it means that the population of the study is diverse, and consists of both youth and older people who have different opinions and attitudes . Therefore, the sample is suitable to our research since students are mature enough to have solid attitudes about the languages.

### 3.4.1.2. Question Two

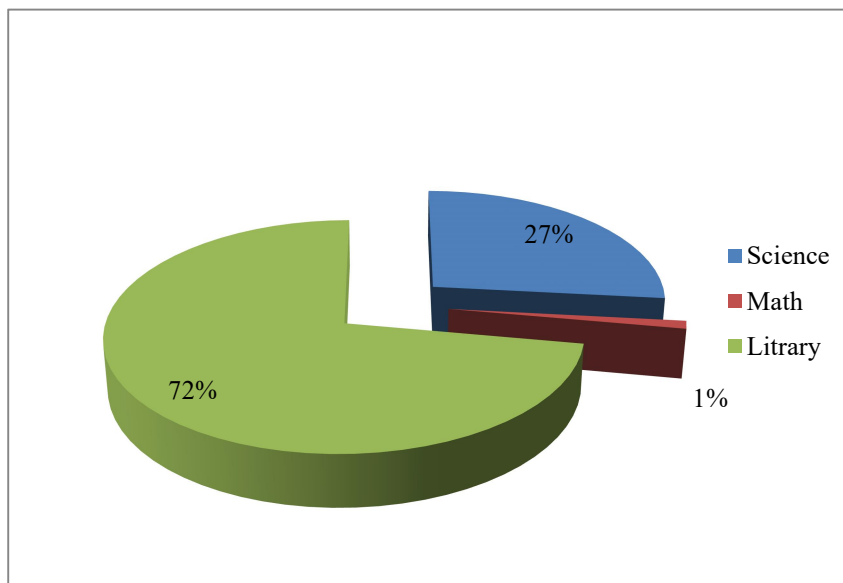
#### “The Students' Gender “



**Figure 02: Students' answers distribution to Question 2 .**

The gender distribution of the respondents shows a significant majority of females ( 66 out of 90 participants ), this represents 73.33% of the total. In contrast, only 24 respondents are male ( 26.67% ) . This is due to that the number of the female in the population are more than the males also because the female were more engaged .

### 3.4.1.3. Question Three “Field of Study “

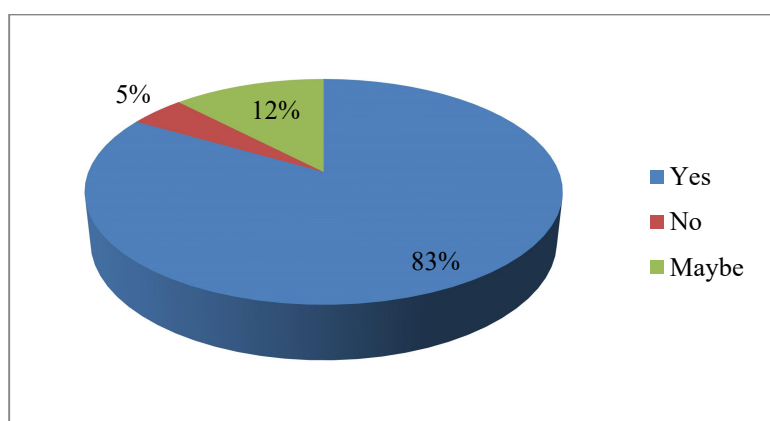


**Figure 03: Students' Baccalaureat Stream .**

The data indicates that the majority of respondents were studying literature (65 out of 90 participants) . they representing 72.22% , This is followed by the science stream with 24 respondents ( 26.67%), while the math stream is the least represented with only 1 respondent (1.11%). So, because the majority of the students are from literature major this means that the respondents have a background on the history of languages ( French, English ) , this also will help to provide a credible results to the study .

#### 3.4.1.4. Question Four

“I chose to learn English because it is a worldwide language .



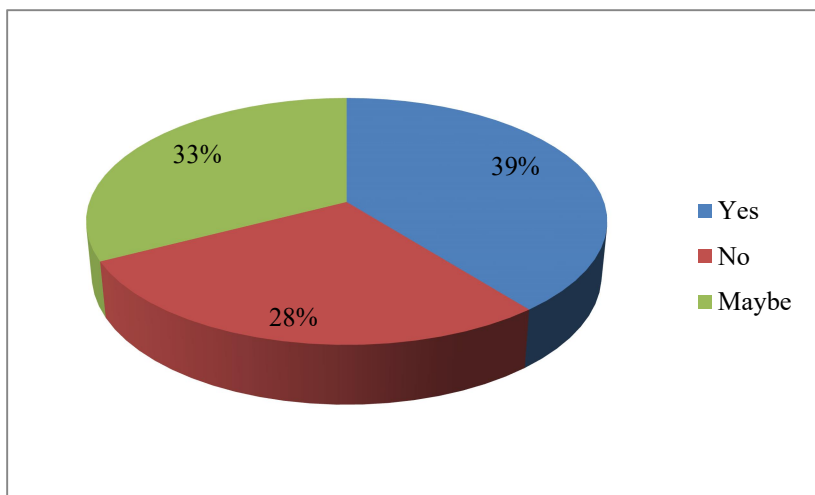
**Figure 04: Students' answers distribution to Question 1 .**

The responses to the statement "I chose to learn English because it is a worldwide language" show a strong agreement among participants. A significant majority (75 out of 90 respondents) which represent (83.33%) answered "Yes," this indicate that the global importance of English is a major motivation for their learning. A small minority of 4 respondents (4.44%) disagreed, while 11 respondents (12.22%) answered "Maybe", they were uncertain .

This suggests that most learners recognized the practical and international value of English and viewed it as a key tool for communication, education and career opportunities across the world. The few who were unsure or disagreed may have other personal or educational reasons for learning the language.

#### 3.4.1.5. Question five

“I chose to learn English because it is used in scientific research”



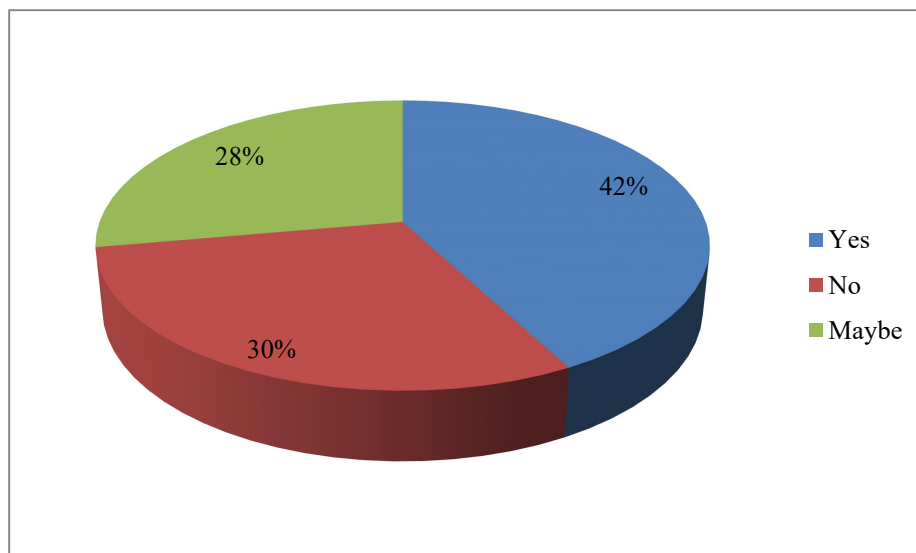
**Figure 05: Students' answers distribution to Question 2.**

The responses to the statement “I chose to learn English because it is used in scientific research” show a more divided opinion compared to previous questions. Out of 89 respondents: 35 (39.33%) answered “Yes “, this indicate that a notable part of learners are motivated by the role of English in scientific research. 29 (32.58%) responded with Maybe, this suggeste uncertainty or partial agreement perhaps these learners recognize English's importance in research but are not solely driven by it. And ,25 (28.09%) answered “ No”, this show that a considerable group does not see this as a motivating factor.

This distribution reflects mixed perceptions about English as the language of science. While many acknowledge its importance in academic and scientific contexts others may be learning English for broader or different reasons such as entertainment, travel or social use.

#### **3.4.1.6. Question six**

“ I chose to learn English to enable me to have friends from various nationalities “



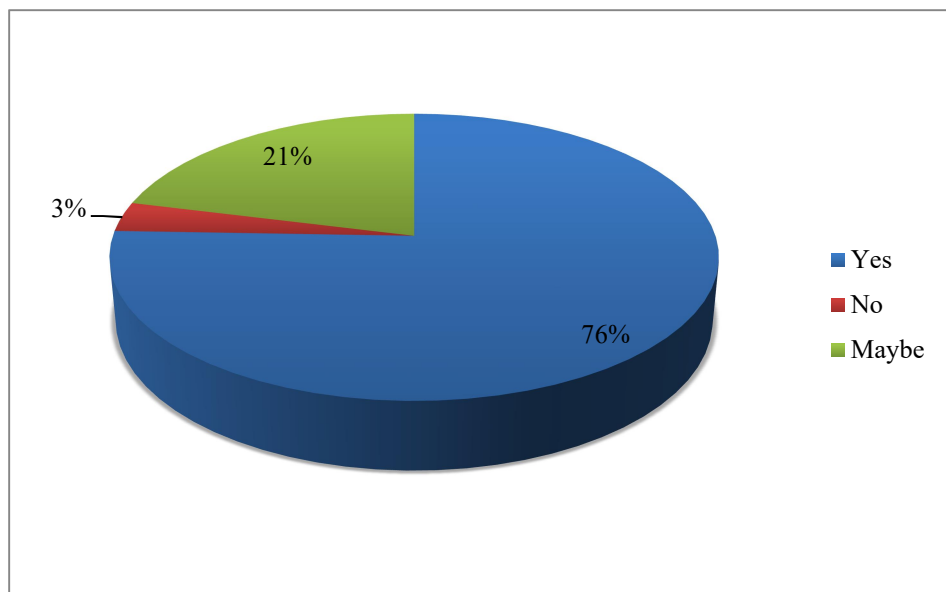
**Figure 06: Students' answers distribution to Question 3 .**

The responses to the statement “I chose to learn English to enable me to have friends from various nationalities” reveal that social motivation plays a significant role in language learning. Out of 90 respondents: first ,38 (42.22%) answered “Yes”,this indicate that a large part of learners are driven by the desire to connect with people from different cultural backgrounds. Second , 27 (30%) responded “No”,this suggest that a third of the participants, are not seeing that social interaction across nationalities is a key reason for learning English. Third, 25 (27.78%) answered “ Maybe”,this show uncertainty or that this may be a secondary motivation for them.

This variety of responses highlights that while many learners value the global communicative power of English in forming international friendships , others prioritize different personal or academic goals in their language learning journey.

#### **3.4.1.7. Question seven**

“I chose to learn English because it is socially appreciated to know foreign languages “



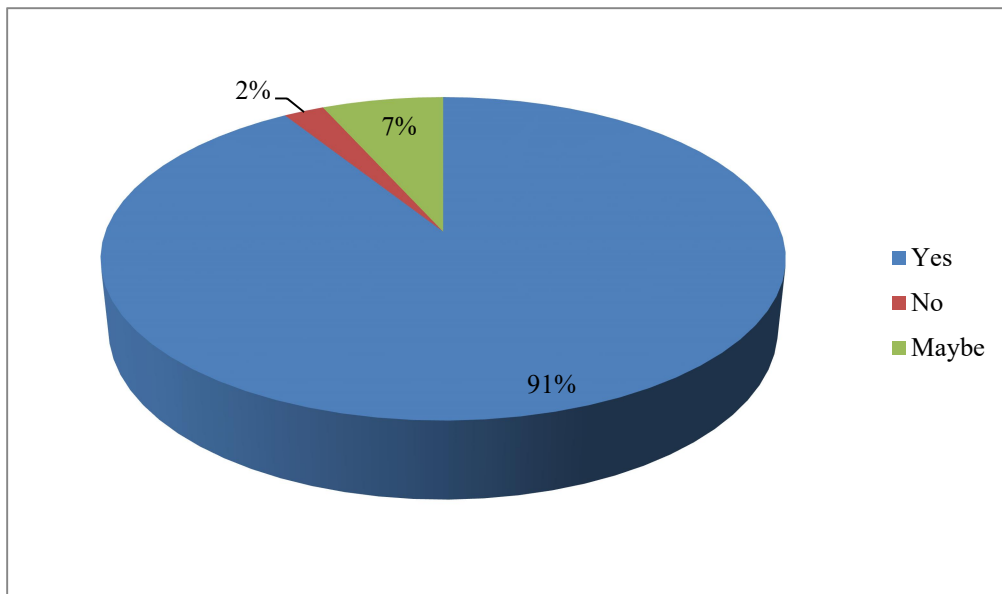
**Figure 07: Students' answers distribution to Question 1.**

The responses to the statement “I chose to learn English because it is socially appreciated to know foreign languages” show a strong consensus among participants. Out of 90 respondents: first, 68 (75.56%) answered “Yes”, this indicate that the majority view learning English as a way to gain social recognition . and 19 (21.11%) responded “Maybe”, this means that some are unsure but still acknowledge the possible social value of knowing English. Only 3 (3.33%) answered “No”, this show very few reject the idea that learning English is socially appreciated. This strong agreement suggests that social factors and societal perception play a significant role in motivating learners. Many respondents view English not just as a practical tool but also as a symbol of education, intelligence or modernity in their communities.

#### **3.4.1.8. Question eight**

“I chose to learn English because it is the language used to communicate with all people abroad “





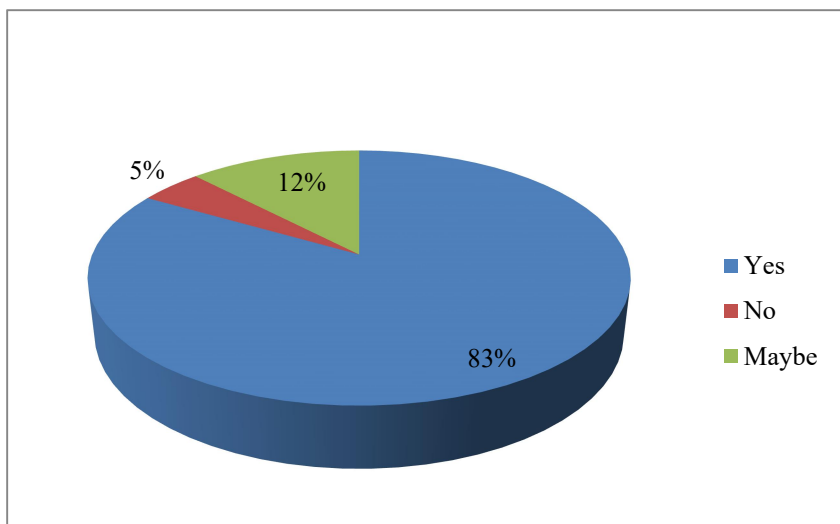
**Figure 08: Students' answers distribution to Question 5 .**

The data from question eight shows a strong motivation among respondents to learn English primarily because it serves as a universal means of communication with people abroad. Specifically 81 participants confirmed this reason by answering "Yes", this indicate that the majority recognize English as a key language for international interaction. Wheres Only 2 respondents disagreed, they selected "No," while 6 were uncertain, they chose "Maybe."

This distribution suggests that English is widely perceived as an essential tool for global communication and reflecting its importance in connecting individuals across different countries and cultures while The small number of negative or uncertain responses is due to uncertainty or the belief that while English is important other languages may also play a role in international communication.

### **3.4.2. Question nine**

“ I chose to learn English because I expect it to be useful for me in my professional life “



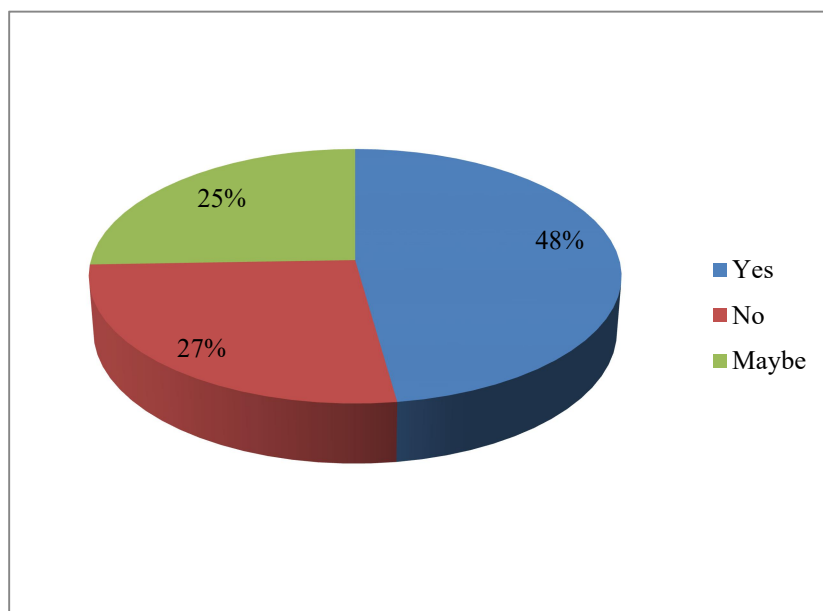
**Figure 09: Students' answers distribution to Question 6.**

The responses to question nine show that a majority of participants view learning English as beneficial for their professional lives ( 75) answered "Yes,"this indicate that they expect English to be useful in their careers. Whereas , 4 respondents disagreed they chose "No," and 11 were uncertain, they selected "Maybe."

This suggests that most learners relate English proficiency with better job opportunities or career advancement, though a small part remains unsure about its practical impact on their professional future. Overall, English is perceived as a valuable skill for enhancing employability and professional growth.

#### 3.4.1.10.Question Ten

“I chose to learn English because I want to know about the culture of English native speakers



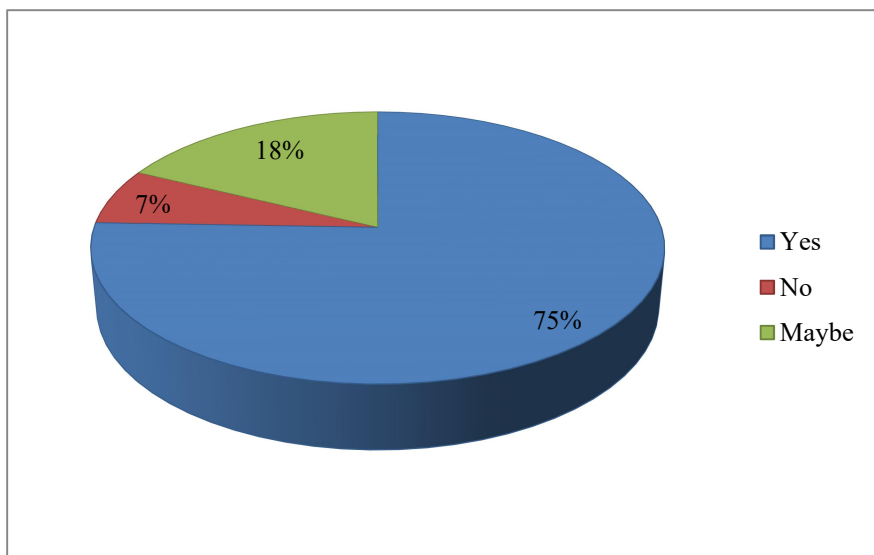
**Figure 10: Students' answers distribution to Question 7.**

The responses to question ten show a more varied perspective regarding the cultural motivation for learning English. While 43 participants answered "Yes", they express a clear interest in learning English to better understand the culture of native speakers, whereas, a significant number 24 respondents answered "No" which indicate that cultural curiosity is not a primary reason for them. Additionally, 23 participants chose "Maybe" which reflect uncertainty or a moderate level of interest in the cultural aspect.

As a results, cultural knowledge is less universally prioritized compared to practical or professional reasons for learning English although that it is an important factor for some learners and the diversity in answers points to differing personal motivations and varying levels of engagement with the cultural dimension of language learning.

#### 3.4.1.11.Question Eleven

“ We should learn English if we want to interact with English native speakers “

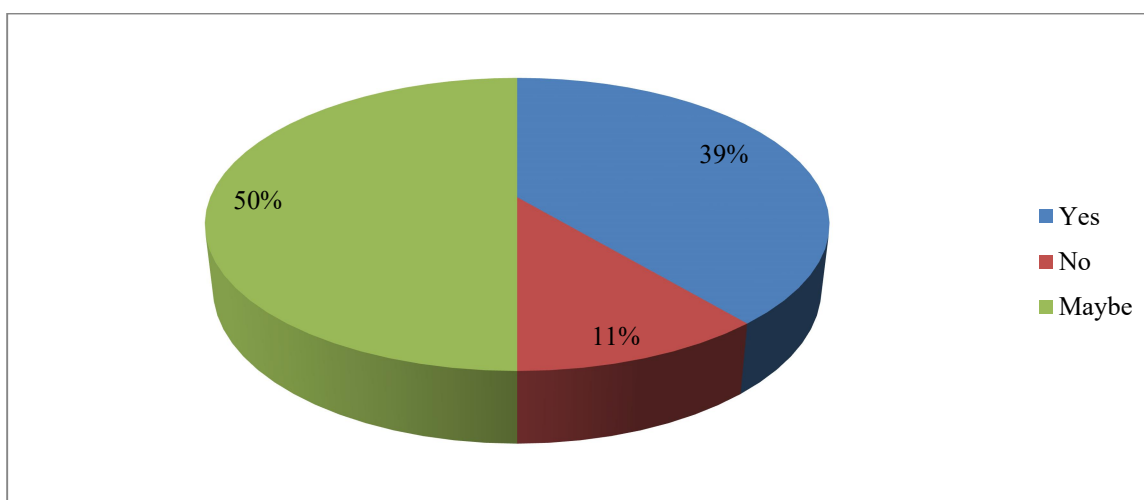


**Figure 11: Students' answers distribution to Question 8 .**

The results of question eleven indicate a strong agreement among respondents on the necessity of learning English to effectively interact with native speakers. The majority which is 68 participants answered "Yes," this show a clear recognition of English as a key tool for direct communication with native speakers. whereas, only 6 respondents disagreed by selecting "No," and 16 chose "Maybe " which suggest some uncertainty or conditional agreement. Overall, this reflects a general awareness among learners of the practical value of English in facilitating authentic and meaningful interaction with its native speakers .

#### **3.4.1.12.Question twelve**

“ I being in touch with english native speakers may be useful for Algeria “

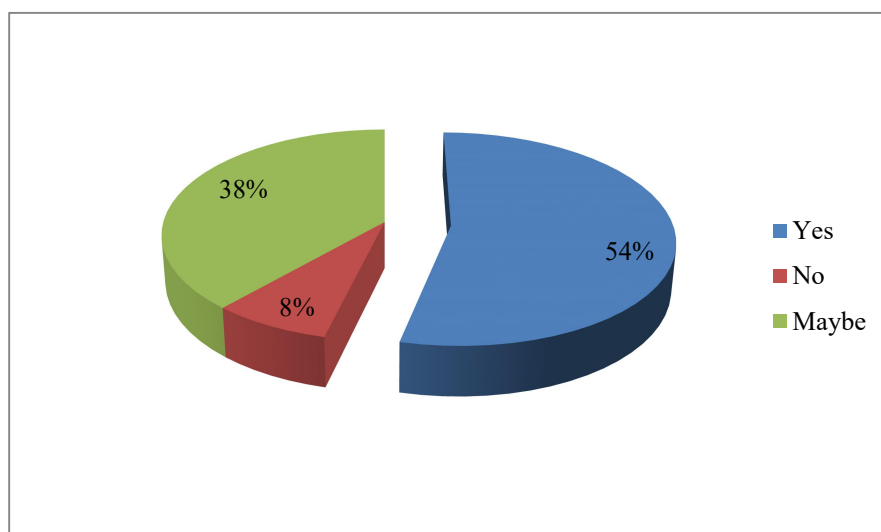


**Figure 12: Students' answers distribution to Question 9 .**

The responses to question twelve reflect a more cautious and mixed attitude regarding the broader national benefit of engaging with English native speakers. Only 35 participants answered "Yes", they indicate they believe that contact could be useful for Algeria. In contrast, 10 respondents said "No," this means that this small group does not see any strong advantage or benefit for Algeria in connecting with native English speakers. Also, the largest group 45 respondents chose "Maybe," which means a significant level of uncertainty. This suggests that while some learners see potential advantages for Algeria in fostering international connections through English such as in areas like education, business, or diplomacy, many are unsure about its benefits and how cultural and linguistic exchange could influence national development.

### 3.4.1.13. Question Thirteen

“ the experts who talk in English took part in our nation's development “

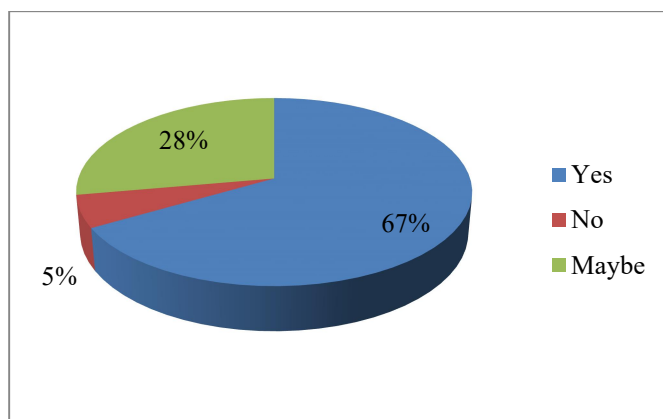


**Figure 13: Students' answers distribution to Question 10 .**

The responses to question thirteen indicate a generally positive perception of the role English-speaking experts have played in Algeria's development. A total of 49 participants answered "Yes," which suggests that they believe these experts have contributed meaningfully to national progress and in fields such as education, technology, healthcare and international relations. Whereas, Only 7 respondents disagreed. And 35 chose "Maybe," this reflects uncertainty about the specific impact of such experts. This distribution implies that a significant part remains unsure while many learners recognize the potential value of English-speaking professionals in advancing national interests, a significant part remains unsure.

#### 3.4.1.14.Question Fourteen

“ Algerian scientists and industrialists should interact with English native speakers .



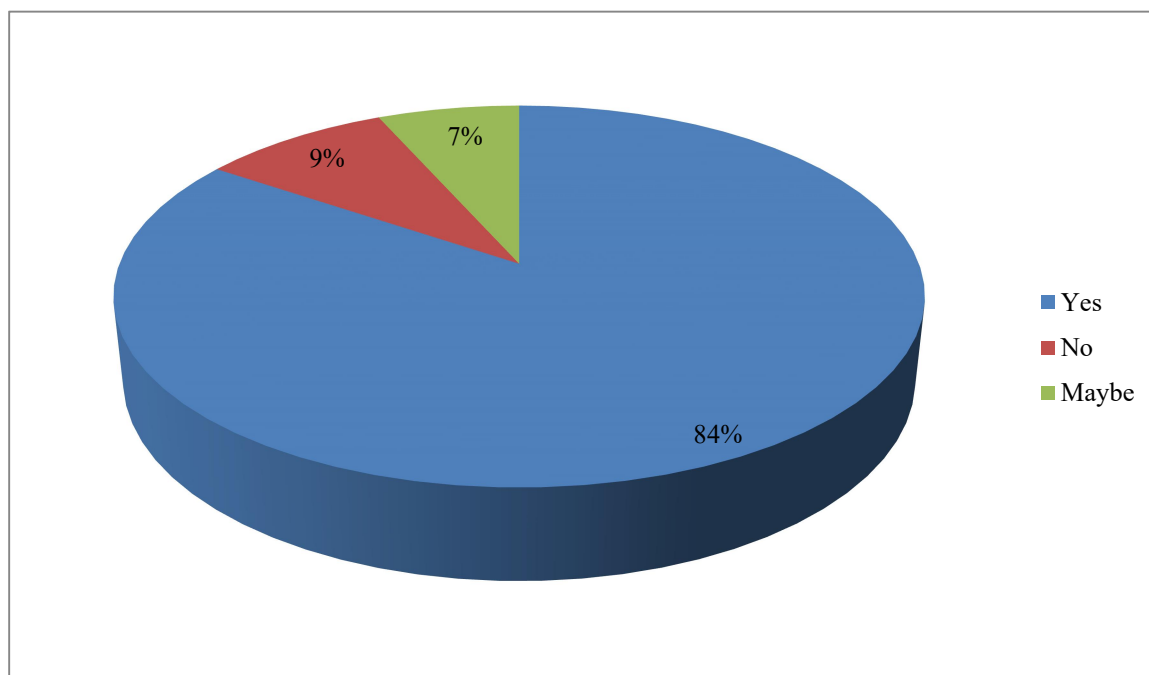
**Figure 14: Students' answers distribution to Question 11.**

The results of question fourteen show a strong belief in the importance of international collaboration for Algeria's scientific and industrial progress. A significant majority of 60 respondents agreed "Yes" that Algerian scientists and industrialists should interact with English native speakers they recognizing the value of accessing global knowledge, exchanging expertise and staying updated with technological and scientific advancements. whereas ,only 5 respondents disagreed and 25 selected "Maybe," this indicat some uncertainty or conditional agreement.

Overall, the data reflects a widely view that the interactions could enhance Algeria's innovation and development by fostering cooperation with the broader international community where English is often the dominant language of communication.

#### 3.4.1.15.Question fifteen

“interacting with English native speakers makes communication with them an easy task “



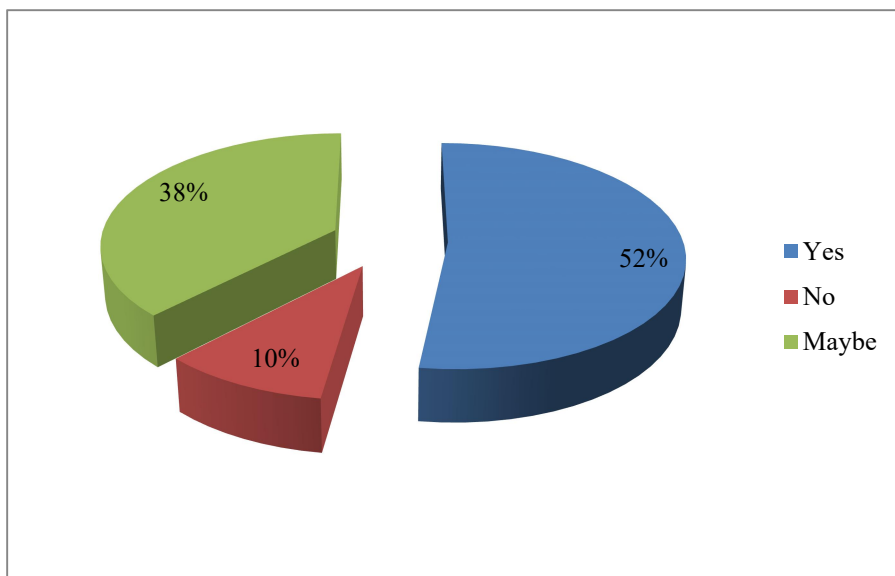
**Figure 15: Students' answers distribution to Question 12.**

The responses to question fifteen show a clear consensus on the usefulness of interacting with English native speakers to facilitate communication. The majority of respondents which they are 76 respondents out of 90 (84.4%) answered "Yes “ this indicate a strong belief that the interactions make communication easier. Whereas , only 8 participants (8.9%)chose "No,"this means that this small minority do not see a significant benefit to it , while 6 respondents (6.7%) selected "Maybe “ reflecting some uncertainty.

These results highlight that the vast majority of learners recognize the value of real-life engagement with native speakers in improving fluency and communicative competence, and they supported the idea that direct interaction is a highly effective tool in the language learning process.

#### 3.4.1.16.Question sixteen

“ University English teaching curricula should contain aspects of the native speakers ` culture “

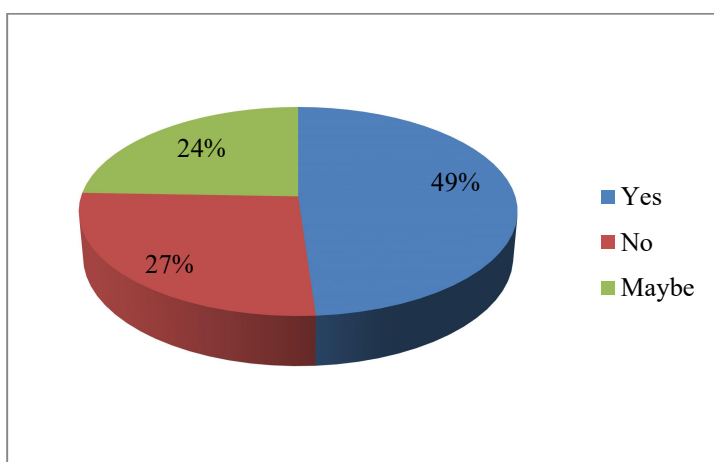


**Figure 16: Students' answers distribution to Question 13 .**

The responses to question sixteen reflect a moderately positive attitude toward incorporating cultural aspects of native English speakers into university English curricula. 47 of 90 respondents (52.2%) answered "Yes", they are supporting the idea that understanding culture enhances language learning by providing context and deeper meaning. Whereas, 9 participants (10%) chose "No" which showing a small group that may view cultural content as unnecessary or irrelevant. Also, 34 respondents (37.8%) selected "Maybe" which is indicating a significant level of uncertainty or conditional agreement and possibly due to unclear perceptions of how culture can be integrated or its relevance to academic goals.

#### 3.4.1.17. Question Seventeen

"learning a foreign language implies necessarily the learning of its culture"



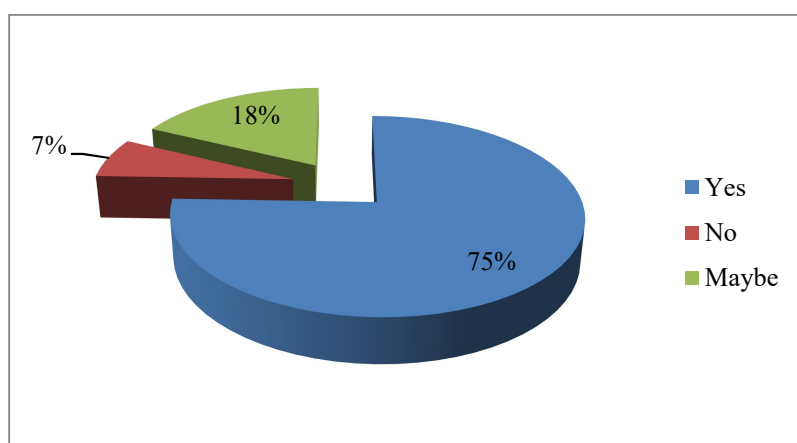
**Figure 17: Students' answers distribution to Question 14 .**



The responses to question seventeen show a divided perspective on the relationship between language and culture. 44 out of 90 participants (48.9%) answered "Yes" which is indicating that nearly half believe learning a foreign language inherently involves learning about its culture. This reflects an understanding that language and culture are closely connected and cultural context enhances language comprehension and communication. However, 24 respondents (26.7%) answered "No," this means that they view language learning as a more technical or functional process and that it is separate from cultural aspects. Whereas, 22 participants (24.4%) chose "Maybe," this reflects uncertainty or partial agreement. Overall, the results show that a significant part either questions or is unsure about the culture in language learning necessity while many recognize its importance.

#### 3.4.1.18. Question eighteen

“Being aware of the foreign language culture helps in enriching students' knowledge about this language”.

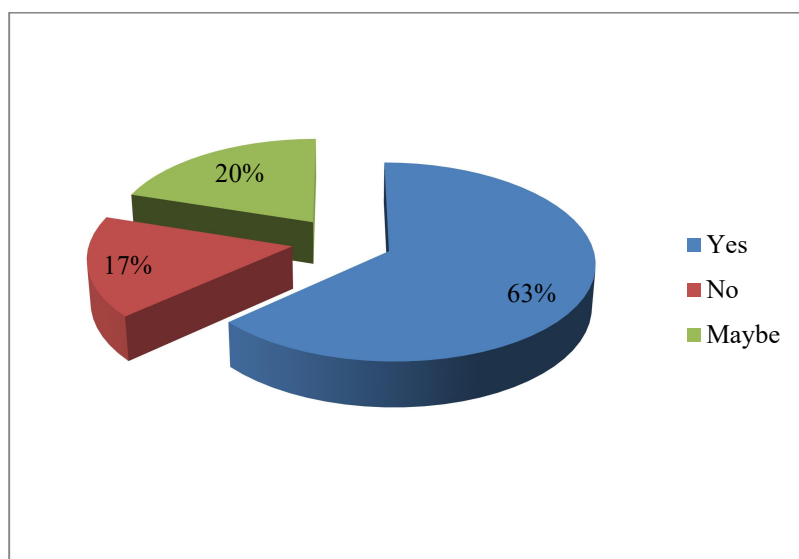


**Figure 18: Students' answers distribution to Question 15.**

The responses to question eighteen indicate a strong agreement on the importance of cultural awareness in language learning. 68 Out of 90 participant (75.6%) answered “Yes”, this affirms that being aware of the culture associated with a foreign language enriches students' understanding of the language itself. This suggests a broad recognition of the role culture plays in deepening linguistic competence such as understanding idioms, social norms and contextual meanings. While, Only 6 respondents (6.7%) disagreed, they chose "No," and 16 (17.8%) selected "Maybe" which indicates some uncertainty. Overall, the high percentage of positive responses highlights that most learners view cultural knowledge as a valuable and supportive element in mastering a foreign language.

#### 3.4.1.9. Question Nineteen

“ learning the foreign language means the mastery of grammar , spelling and language sciences “

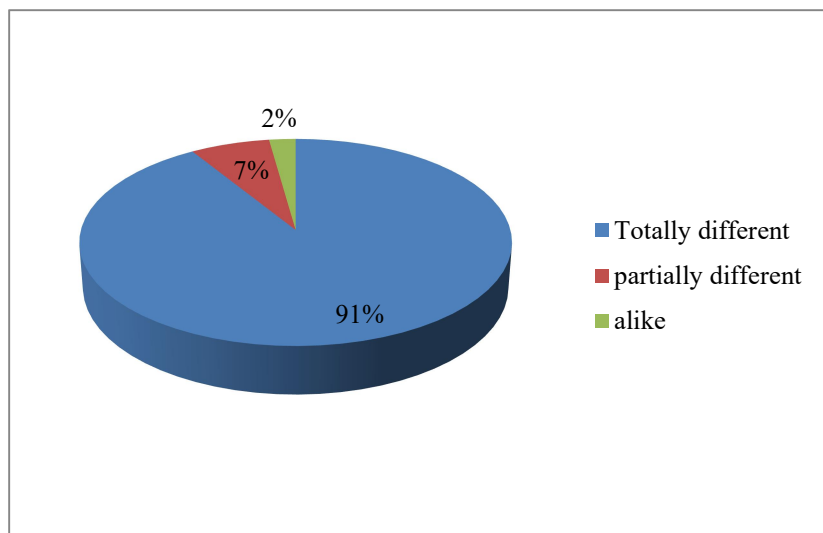


**Figure 19: Students' answers distribution to Question 16 .**

The responses to question nineteen reflect a strong but not overwhelming focus on the structural aspects of language learning. 57 out of 90 participants (63.3%) answered "Yes," this indicates that they associate learning a foreign language primarily with mastering grammar, spelling and language sciences. This means that a majority of learners view language learning in academic or technical terms. However, 15 respondents (16.7%) answered "No," this implies that they may see language learning as more holistic including communication skills, culture, or real-life usage beyond just linguistic rules. However, 18 participants (20%) selected "Maybe" showing some uncertainty. Overall, the data shows that a notable part may also value broader aspects of language acquisition while most learners recognize the importance of grammar and formal language components.

#### 3.4.1.20. Question twenty

“ Do you think that the English culture and the Algerian culture are “: totally different – partially different – alike .



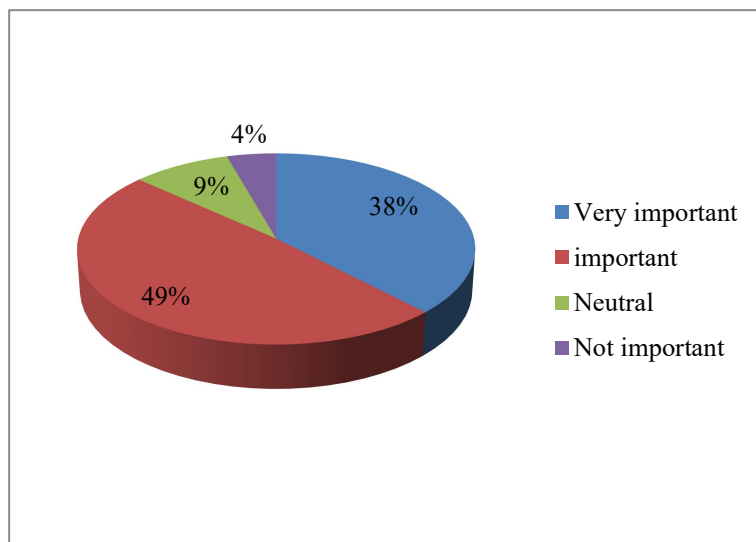
**Figure 20: Students' answers distribution to Question 17.**

The responses to question twenty reveal a clear perception among participants regarding the cultural differences between English and Algerian cultures. a significant majority of 82 (91.1%) believe that the two cultures are "totally different", this highlight a strong awareness of distinct cultural identities and practices. Wherease, only 6 participants (6.7%) viewed the cultures as "partially different" this suggest some recognition of shared elements alongside differences. In addition to , a very small number 2 respondents (2.2%) considered the cultures to be "alike", this indicate that few see close similarities between them. Overall, the data shows that most learners perceive a sharp cultural divide, which may influence their expectations and approaches to learning English and understanding its cultural context.

#### **3.4.1.21. Question twenty one**

How important do you believe that English is for academic research and publications :

Very important , important , neutral , not important , not important at all .

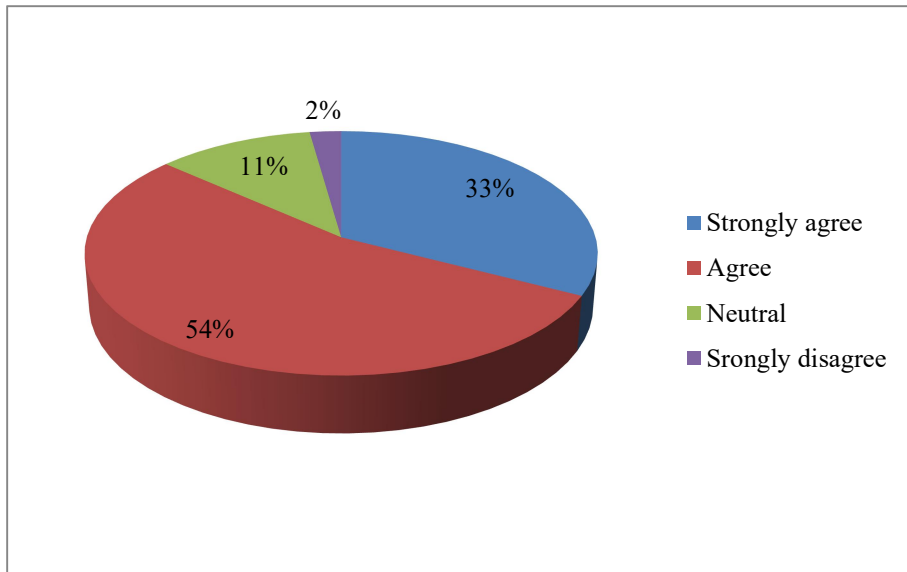


**Figure 21: Students’ answers distribution to Question 18.**

The responses to question twenty-one highlight a strong consensus on the importance of English for academic research and publications. 34 Out of 90 participants (37.8%) considered English to be very important , while 44 (48.9%) chose “important” , together making up 86.7% of the respondents who recognize English as essential in the academic field. Wherease, 8 participants (8.9%) were “neutral” this showing that neither strong agreement nor disagreement and only 4 respondents (4.4%) viewed English as “not important” . No respondents selected "not important at all." This results shows that English plays a critical role in accessing, producing and sharing academic knowledge, also this reflecting its status as the global language of science and scholarship.

#### **3.4.1.22. Question twenty two**

“To what extent do you agree with the statement : English is the primary language for academic publications in my field “

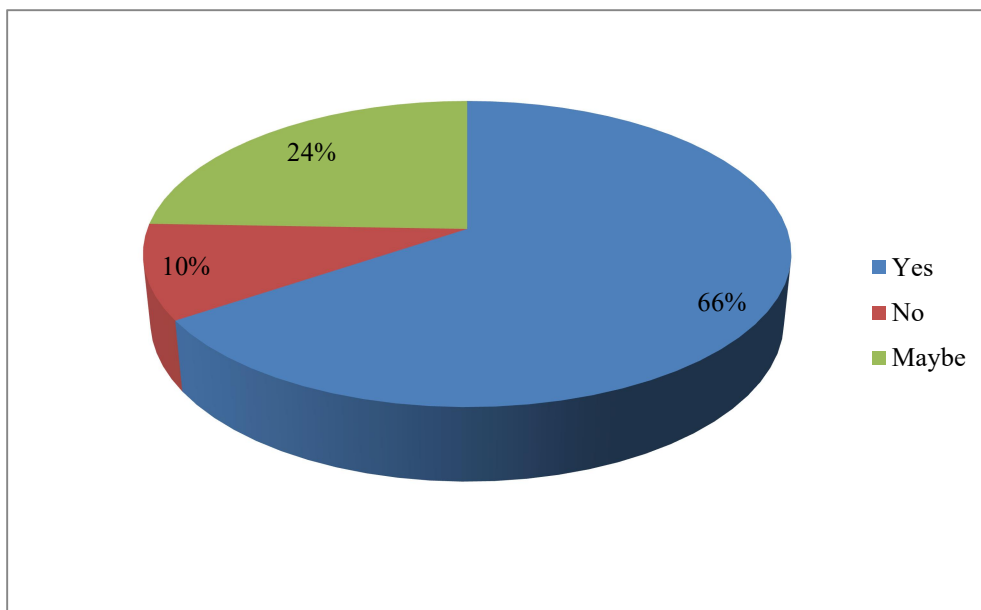


**Figure 22: Students' answers distribution to Question 19.**

The responses to question twenty-two show a strong agreement among participants that English is the primary language for academic publications in their field.<sup>29</sup> Out of 89 respondents (32.6%) strongly agree and 48 (53.9%) agree, together accounting for 86.5% of participants who recognize the dominant role of English in academic publishing wherease, 10 respondents (11.2%) remain neutral, this indicate some uncertainty, and only 2 participants (2.2%) strongly disagree which representi a very small minority. Overall, this data reflects a widespread acknowledgment of English as the key language for scholarly communication within the respondents' academic disciplines .

#### **3.4.1.23. Question twenty three**

“Do you believe that proficiency in English contributes to the success of academic research “



**Figure 23: Students' answers distribution to Question 20 .**

The responses to question twenty-three show that a majority of participants believe that proficiency in English contributes significantly to the success of academic research. 59 out of 90 respondents (65.6%) answered "Yes," which affirming the important role English plays in accessing, understanding and producing academic work. Whereas , 9 participants (10%) answered "No" , this indicate skepticism about the direct impact of English proficiency on research success. Also , a notable part which is 22 respondents (24.4%) chose "Maybe", this reflect some uncertainty or conditional agreement.

Overall, the data suggests that a considerable number remain unsure possibly due to varying experiences or fields of study while most learners recognize English proficiency as a key factor in academic achievement .

#### **3.4.1.24. Question twenty four**

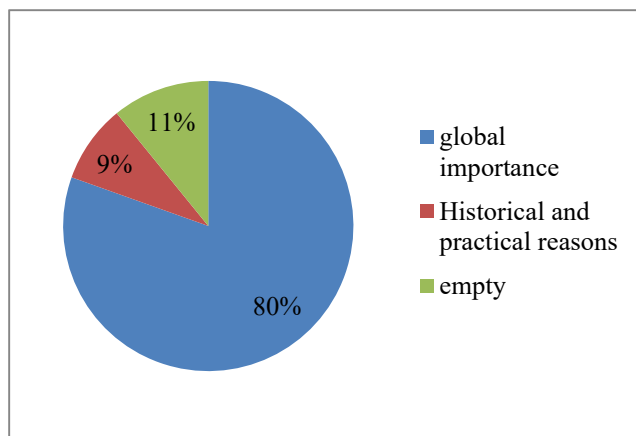
In your opinion, why English is the dominant language in academic publishing ?

Answers	Number	Percentages	Examples
Global importance and usage	74	80 %	It is international language / it is the most used language in the world / it is universal / it is the language of the world .
Historical and practical usage	8	9%	Because English have cultural reasons and historical that make the language very dominant .
Empty	10	11%	They did not answer maybe because they do not have enough information about the topic .

**Table 24: Factors Contributing to English's Dominance in Academic Publishing: questionnaire results .**

The responses to Question Twenty-Four which asked participants why they believe English is the dominant language in academic publishing shows that the majority (80%) attribute this dominance to the global importance and widespread usage of English , Participants commonly described English as an international, universal language that is most used around the world. Whereas , a smaller part (9%) pointed to historical and cultural reasons, this means that the dominance of English is related to the colonial past and its long-standing influence in academic and scientific fields. While ,11% of the participants left the question unanswered, possibly due to a lack of knowledge regarding the topic.

This distribution shows that most respondents view English's dominance as a practical consequence of globalization and international communication, rather than a result of historical or sociopolitical forces in the other hand , the empty responses may also point to gaps in students' exposure to or understanding of the politics of language in academic contexts.



**Figure 25: Visual Distribution of Reasons for English Dominance in Academic Publishing**

The pie chart visually confirms the distribution shown in the table, it highlight that the largest part of participants (80%) emphasized “global importance and usage” as the main reason for English’s dominance in academic publishing. This is followed by 9% who focused on “historical and practical reasons” , while a smaller part (11%) provided empty responses.

#### 3.4.1.25. Question twenty five

Do you believe that knowledge of English will affect your ability to puplish research in international journals . why ?

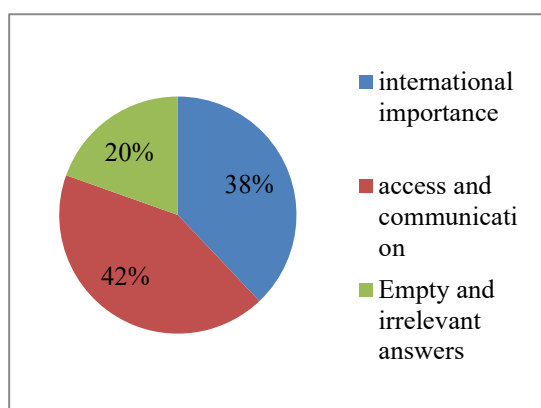
Themes	Numbers	Percentages	Exemples
International importance	33	38%	Because the English language has became more popular in the world .
Aceess and communication	37	42 %	Reach more readers from different places / make it easier to communicate your ideas .
Empty and irrelevant answers	17	20%	I have any idea now / I don’t have the perfect accent to write ....

**Table 26 : Survey Results on the Role of English in Publishing Research Globally.**



Figure 26 presents the participants' responses to Question Twenty-Five which asked whether they believe knowledge of English affects their ability to publish research in international journals and why. The majority of responses fell into two main categories: "access and communication" (42%) and "international importance" (38%). Participants who emphasized access and communication explained that knowing English allows researchers to reach a broader international audience and express their ideas more clearly to readers from diverse backgrounds. While , Those who focused on the international importance of English described it as a global language that has gained wide popularity, making it essential for successful publication. Additionally, (20%) provided empty or irrelevant answers such as uncertainty or personal insecurities regarding their English skills (e.g., accent or lack of ideas) this means their lack of clarity on the topic.

In conclusion, the data shows that students largely view English as a key tool for academic success on the global stage particularly for sharing and communicating research effectively and that most participants recognize the practical advantages of English proficiency in academic publishing particularly in terms of visibility and global reach and that there is a strong awareness that publishing in English increases the chances of international recognition and impact .



**Figure 27 : Visual Results of Reasons English Affects Research Publishing Ability .**

The pie chart visually confirms the distribution shown in the table, it highlight that the largest part of participants (45%) emphasized "access and communication" as the key reason English affects their ability to publish research internationally. This is followed by 39% who focused on the "international importance" of English ;while (16%) gave empty or irrelevant answers.

#### **4. Discussion of the Results**

The findings of this study reveal that the increasing preference for English as a medium of instruction in Algerian universities is driven by a complex interplay of academic, economic, and sociocultural motivations. Students deeply associate English with modernization, global connectivity, and access to scientific and technological advancements. Many respondents view English as a neutral and forward looking language especially when compared to Arabic and French which are often linked to national identity and colonial legacy respectively.

Furthermore, the analysis shows that English is seen not only as a tool for academic mobility but also as a strategic solution to bridge Algeria with the international academic community. This suggests that the shift toward English reflects both personal aspirations for success and broader institutional goals tied to globalization.

Also, the study also reveals several challenges in implementing English-medium instruction (EMI). These include limited real-life exposure to English disparities in students' proficiency levels, and a lack of qualified instructors. Such issues underscore the need for comprehensive institutional support to ensure a smooth transition to EMI.

Overall, the results illustrate that the favoring of English is not a superficial trend but rather a response to structural and practical needs within Algeria's higher education system. The growing preference aligns with global academic trends while reflecting a local desire for reform and progress.

#### **Conclusion**

As a conclusion, This chapter presents the methodology used to explore why the Algerian government introduced English as a language of instruction in universities. Data were gathered through a semi-structured questionnaire distributed to 80 first-year English students at Mohamed Khider University of Biskra , including some who had switched from other disciplines. Although the limitations like a small sample size and possible self-selection bias, the questionnaire provided valuable data. Quantitative responses allowed for statistical analysis, while open-ended answers offered deeper thematic insights. The findings highlight key factors influencing students' choice of English and their views on its rising role in Algerian academia, contributing to a better understanding of the government's language policy shift.

## **Recommendations**

- **Institutional Support for EMI Implementation :** Universities should provide ongoing professional development for teachers to enhance their ability to deliver content in English. This includes language training and pedagogical strategies suited for EMI contexts.
- **Curriculum development :** English medium programs should be carefully designed with clear learning outcomes and culturally responsive content and balance between language acquisition and subject knowledge.
- **Resource Access :** Institutions must ensure equal access to English-language learning materials, including digital platforms, libraries, and support centers for students .
- **Student Support Services:** Create academic support systems such as tutoring, writing centers, and mentoring to assist students in adapting to English instruction and overcoming linguistic barriers.
- **Cultural Awareness Programs:** Integrate intercultural components into English curricula to promote better understanding of English-speaking cultures .
- **Continuous Monitoring and Feedback :** The government and institutions should monitor the impact of EMI through student performance, satisfaction surveys, and feedback from educators and adapt policies accordingly.

## **General Conclusion**

This study presents a detailed examination of the preference of English as a language of instruction in Algerian universities with a focus on first-year English students at Mohamed Khider University of Biskra. Through a carefully designed mixed-methods approach involving semi-structured questionnaires, the research explored both quantitative and qualitative insights into students' motivations, experiences and perceptions regarding the shift toward English-medium instruction (EMI) in Algerian higher education.

However, Findings from this study showed that students' favoring English because of a combination of academic, economic and sociocultural factors. English is perceived as a powerful tool for accessing global knowledge, enhancing employability, participating in international academic discourses and engaging with scientific and technological developments. Many students expressed that English holds a more neutral and forward-looking status compared to Arabic and French and they associated it with modernization, academic excellence and global mobility.

The analysis of questionnaire responses revealed that the interest in English is not only based on its international status but also on students' desire to move beyond the challenges linked to the current linguistic and educational system. Respondents referred to the weakness of Arabic and French in meeting the demands of global science and technology. Therefore, English appears to be a strategic choice, as it is the one that supports Algeria's goals for academic reform, scientific progress, and global integration.

Moreover, the study emphasized that although many students support the move to English as a Medium of Instruction (EMI), it also will have some challenges. These include limited exposure to English outside the classroom, lack of qualified instructors and differences in students' English proficiency. Also, The findings show that the success of transition to EMI relies on continuous support from institutions, careful planning of the curriculum, and focused training for teachers.

This research contributes to the broader discussion on Algeria's language policy and educational reform by offering a ground level perspective from the students most directly affected by this policy shift. It highlights the need for inclusive and well planned implementation strategies that address linguistic diversity while supporting the growing demand for English.

Moving forward, collaborative efforts are required from policymakers, educators, and university administrators to close the gap between language policy and classroom practice . This can be achieved By ensuring provide training for educators ensuring fair access to learning resources and offering support for students by adapting to English-medium programs.also,efforts are needed from policymakers, educators, and university leaders to close the gap between language policies and actual classroom practices. This can be achieved by providing proper training for teachers, ensuring fair access to learning resources, and offering support for students adapting to English-medium programs.

In conclusion, the results of this study show that the growing preference for English in Algerian universities reflects global trends of modernization and internationalization. At the same time, it highlights important local factors related to identity, opportunity, and ambition. Therefore, careful planning and inclusive approaches are necessary to make sure this shift strengthens Algeria's multilingual and multicultural education system and supports the continued rise of English in higher education.

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## Appendix

### Students' Questionnaire:

Dear students, this is a survey questionnaire to collect data about the importance of English in academic research and publication. The data obtained is of significant importance for the conduction of Ms. Bassi Ikram.

You are kindly requested to answer the questions below. Your answers will be held in strict confidence. Put a tick in the appropriate box or fill in the required information where necessary.

Name:

Age :

Gender:        ☐ Male        ☐ Female

Baccalaureate Stream:

☐ Literary        ☐ Science        ☐ Math's

☐ Literature and languages        ☐ Management and economics

1. I chose to learn English because it is a worldwide language:

☐ Yes        ☐ No        ☐ Maybe

2. I chose to learn English because it is used in scientific domains:

☐ Yes        ☐ No        ☐ Maybe

3. I chose to learn English to enable me to have friends from various nationalities:

☐ Yes        ☐ No        ☐ Maybe

4. I chose to learn English because it is socially appreciated to know foreign languages:

☐ Yes        ☐ No        ☐ Maybe

5. Being in touch with English native speakers may be useful for Algeria.

☐ Yes    ☐ No    ☐ Maybe

6.The experts who talk in English have taken part in our nation's development.

☐ Yes    ☐ No    ☐ Maybe

7.Algerian scientists and industrialists should interact with English native speakers.

☐ Yes    ☐ No    ☐ Maybe

8. Interacting with English native speakers makes communication with them an easy task.

☐ Yes    ☐ No    ☐ Maybe

9. University English teaching curricula should contain aspects of the native speakers' culture.

☐ Yes    ☐ No    ☐ Maybe

10. Learning a foreign language necessarily implies learning its culture.

☐ Yes    ☐ No    ☐ Maybe

11. Being aware of the foreign language's culture helps in enriching students' knowledge about that language.

☐ Yes    ☐ No    ☐ Maybe

12. Learning the foreign language means mastering its grammar, spelling, and linguistic sciences.

☐ Yes    ☐ No    ☐ Maybe

13. Do you think that the English culture and the Algerian culture are:

☐ Totally different    ☐ Partially different    ☐ Alike

14. How important do you believe English is for academic research and publications?

☐ Very important    ☐ Important    ☐ Neutral    ☐ Not important    ☐ Not important at all

15. To what extent do you agree with the statement: “English is the primary language for academic publications in my field.”

☐ Strongly agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly disagree

16. Do you believe that proficiency in English contributes to the success of academic research?

☐ Yes    ☐ No    ☐ Maybe

17. In your opinion, why is English the dominant language in academic publishing?

.....  
.....

18. Do you believe that knowledge of English will affect your ability to publish research in international journals? Why?

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

## ملخص

يشهد استخدام اللغة الإنجليزية في الجامعات توسعاً سريعاً على مستوى العالم وذلك بسبب مزاياها المتصورة مثل تعزيز التدويل، وتسهيل الوصول إلى الموارد الأكاديمية، ودعم التواصل العالمي.

تماشياً مع هذا التوجه، شرعت الجزائر في تطبيق التعليم بالإنجليزية في التعليم العالي بدءاً من سبتمبر 2023، خاصة في مجالات مثل الطب، والعلوم، والتكنولوجيا، وذلك في إطار سعيها لتحسين جودة التعليم وتحضير الطلاب لسوق العمل العالمي.

تستقصي هذه الدراسة الأسباب الكامنة وراء تفضيل اللغة الإنجليزية في الجامعات الجزائرية، مع التركيز على 90 طالباً من السنة الأولى تخصص إنجليزية في جامعة محمد خيضر ببسكرة. وتُظهر النتائج أن 83% اختاروا الإنجليزية بسبب مكانتها العالمية والفرص التي تتيحها، و86.7% أشاروا إلى أهميتها في البحث الأكاديمي، و65.6% يرون أن إتقان الإنجليزية يساهم في نجاح البحث العلمي.

بالإضافة إلى ذلك، أقرّ 91.1% بوجود فجوة ثقافية بين الثقافة الإنجليزية والثقافة الجزائرية. وبشكل عام، يرى الطلاب أن الإنجليزية ليست مجرد مهارة لغوية، بل هي طريق للنمو الأكاديمي، وفرص العمل الأفضل، والاندماج في المجتمع الأكاديمي العالمي، رغم إدراكهم للتحديات المتعلقة بالتأقلم الثقافي والدعم التربوي.

## الكلمات المفتاحية:

العولمة، التواصل الدولي، سياسة اللغة، البحث العلمي. النشر الأكاديمي، التأقلم الثقافي، التعليم بالإنجليزية