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**Attitudes Towards the Status of English among Students
in the Faculty of Letters and Languages at Tlemcen
University-Algeria**

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Dedication

I dedicate this humble work to all whom I know and love

To the apple of my eyes my dearest parents

To my sweet sisters, brother, and all my family members

To my precious fiancée IBRAHIM

To my dearest friends Meriem, Sihem, Zahira, khadidja, Houda

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Abstract

English language is worldwide spread. Positive attitude towards English is one of the most likely major factors that makes this vast spread possible. This study aimed at measuring students' attitudes towards English. Another purpose was to investigate whether the status of English in Algeria is increasing or not. The last objective was the reasons behind students' attitudes. The present research relied on a questionnaire as a research instrument that covered forty-Five (45) respondents chosen randomly from the faculty of letters and languages (Arabic, French, and English Departments). The findings exposed that the majority of students expressed positive attitudes towards English. It revealed also that the status of English is increasing. The findings have shown that the positive attitudes are governed by the high value of English and other historical, social and psychological reasons.

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General introduction

English is said to be a global language, people all over the world become aware of the importance of learning it. English gained a promising position in Algeria since 2000 when the government made some educational reforms by adding English in its educational system. Nowadays, the most common and debatable topic is the implementation of English in the Algerian primary schools, also replacing teaching in French in some domains such as the faculty of medical sciences. These suggestions may encounter a strong agreement or a strong refusal, on the other hand. In this respect, some scholars attempted to investigate the status of English in Algeria.

Since globalization has a great impact on the spread of English everywhere, Algeria is not an exception. Nowadays, it is highly recognisable that students are motivated to learn English and they have a positive attitude especially that it is needed in new areas of entertainment such as video games, but code switching from dialectal Arabic into French is still the dominant in the Algerian speech community.

Thus, the present research work is an endeavour to explore to which extent the status of English in Algeria is increasing or decreasing as well as the students' attitudes towards the language of power. This make the current research work as a determinant of the reasons that guide the attitudes of the students. This work therefore, could contribute to the field of sociolinguistics by setting two goals. The first one is clarifying the Status of English in Algeria and the second goal is the attitudes concerning English. This extended essay aims at tackling if the students' interest in English is increasing or not as well as the possibility of substituting French by English. Consequently, in this work, the researcher tries to answer the questions below:

- 1-What are students' attitudes towards English?
- 2-Is the status of English in Algeria increasing or decreasing?
- 3-What are the reasons behind students' attitudes?

In parallel, the given questions help to draw the following hypotheses:

- 1- The students may have positive attitudes towards English due to its promising position all over the world.
- 2-The status of English in Algeria is may be increasing .
- 3-The attitudes towards English are due to some historical, social, and psychological reasons.

Arriving to satisfactory answers concerning the mentioned questions and purposes pushed the researcher to follow the case study method mainly concerned with students in the faculty of letters and Languages in Tlemcen University. The sample contains forty-five students, the chosen students are divided into fifteen students in each department (English, French, Arabic), the sample population has been selected randomly. The designed case study strives to reach qualitative as well as the quantitative data on the basis of various research instruments including: questionnaire directed to students. The collected data will be analysed and discussed under the qualitative and quantitative methods.

Concerning the organization of this work. It consists of two chapters. The first chapter deals with the literature review providing a theoretical background of the subject which is under investigation. It also provides definitions concerning the main key concepts related to the topic. Moreover, it spots the light on the sociolinguistic profile of Algeria and status planning.

The second chapter which is the cornerstone in this research work aiming at answering the research questions stated before. It is divided into two parts. The first part describes the methodology of the present research. The second part maintains the analysis, description, discussion and interpretation of the obtained data. Additionally, this chapter strives to answer the research questions that were raised by either confirming or disconfirming the research hypotheses. It also provides the research findings. The research ends up by providing general conclusions.

Chapter One

Definition of the Main Concepts

1- Introduction

In the globalised world, investigating attitudes towards English has become the major concern of many scholars due to historical, economic and social aspects. The present chapter therefore, is highly dedicated to present definitions of the main related concepts. It provides a theoretical background concerning the field of language attitudes: definitions, attitudes in social psychology, theories, methods of measuring language Attitudes, and the importance of the study of language attitudes in sociolinguistic are labeled.

The existence of diglossia, at the same time, multi/bilingualism in Algeria is noticeable. This makes it necessary to have an overview about diglossia's stability in Algeria. Moreover, to review the current linguistic situation of Algeria, as well as the status of each variety.

One should also shed the light on some aspects of incorporation English as a world language, since it is regarded as the first language worldwide.

Moreover, it has been attempted to come up briefly with some definitions of the concept like status, status planning is also discussed in the present research.

2- Attitudes

The term attitude holds many scholars attention, in which it has been a subject of research in different domains such as, sociolinguistics and social psychology. It is very complex to define, since It is an umbrella term that covers a variety of different words.

2-1 Definition

As a controversial issue, defining the term attitude is not easy, hence, this concept has been defined from different perspectives.

1. A position of the body or manner of carrying oneself . . .
2. a/ A state of mind or a feeling; disposition . . .
b/ An arrogant or hostile state of mind or disposition.

3. The orientation of an aircraft's axes relative to a reference line or plane, such as the horizon.

4. The orientation of a spacecraft relative to its direction of motion.

5. A position similar to an arabesque in which a ballet dancer stands on one leg with the other raised either in front or in back and bent at the knee" (*American Heritage Dictionary of the English Language*, 2000).

• "1. The position of the body and limbs; posture.

2. A manner of acting.

3. A relatively stable and enduring predisposition to behave or react in a characteristic way" (*American Heritage Stedman's Medical Dictionary*, 2001).

Moreover, • "1. The arrangement of the parts of the body Posture.: 2a: a mental position with regard to a fact or state; b: a feeling or emotion toward a fact or state.

It is also defined as, 3: an organismic [sic] state of readiness to respond in a characteristic way to a stimulus (as an object, concept, or situation)"(Merriam-Webster's Medical Dictionary, 2002).

Furthermore, • "1. A complex mental state involving beliefs and feelings and values and dispositions to act in certain ways . . .

2. Position or arrangement of the body and its limbs . . .

3. A theatrical pose created for effect . . .

4. Position of aircraft or spacecraft relative to a frame of reference (the horizon or direction of motion)" (WordNet 2.0, 2003).

In this sense, attitude has been greatly associated with different related words including , approach, manner, position, feelings, point of view, standpoint, behavior, mind's state, beliefs, posture, thoughts, disposition, and so forth.

2-2 Attitudes in social psychology

As a matter of fact, attitude displays a significant part in the field of social psychology, as Bohner & Wanke see “probably the most distinctive and indispensable concept in contemporary social psychology” (Bohner & Wanke, 2002, p.10-11). This high interest towards the term attitude leads to the emergence of two contradictory views : the mentalist and behaviourist view.

Allport’s (1935) believes that attitude is “a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related” (Banaji & Heiphetz, 2010, p. 356), which means that attitude is a reaction represents a mind-set based on a previous knowledge (e.g. experience) related to a specific situation.

In the same line of thought, Eagly and Chaiken (1993, 1998) state that attitude is simply “a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor” (Eagly and Chaiken, 1993, p.1). Accordingly, it is an evaluation process governed mentally based upon preferences and non-preferences, in other words, attitude conveys a psychological state. These definitions clearly reflect the mentalist view.

To contrast, the behaviourist approach views that attitudes can be inferred from the responses that an individual makes to social situations, it is said to be a response to a stimulus (McKenzie, 2010, P.21).

2-3 Language Attitudes

In the domain of social psychology, Language Attitude has long been a subject of research, it is often cited in literature. Giving the exact and the complete definition of language attitude is a hard task since it is a wide scope of research, another reason is that it gathers between two complex terms; language and attitude and their relationship with society (Smith, 1996).

Crystal (1997, p.215) claims that language attitudes are "the feelings people have about their own language or the languages of others". In the same token, Myers-Scotton (2006, p.109) argues that language attitude is “assessments that speakers make about the

relative values of a particular language”. It is generally the attitude developed about a specific language, for example, one may have feelings of superiority towards his native language.

2-4 methods of measuring language Attitudes

In the 1960s different techniques have been implemented in language attitudes research. These methods have been divided into three categories by Ryan et al (1988, p.1068): the societal treatment approach, direct approach, and indirect approach.

2-4-1 The societal treatment approach

This method also called the content analysis approach. Following such technique provides the researcher with qualitative data. It usually relies on informant observation, ethnographic studies, various observational studies, and documents analysis, without questioning the participants for their opinions (Ryan et al,1988). “the status and/or the stereotypical associations of languages and language varieties and their speakers” (Mckenzie, 2010, p. 41) are the major focus in the analysis. In fact, this method is rarely discussed in the mainstream of language attitudes, since it is generally based on analysing visible behaviour (Ryan et al, 1988).

2-4-2 the direct approach

Unlike the previous method (the societal treatment approach), the direct methods tackle language attitudes via questioning or interviewing the informants straightforwardly about their attitudes, i.e., written or verbal questions. In other words, this approach entails self-report. Fasold (1984) generalizes that the main purpose of the direct methods is to investigate people’s attitudes towards regional and social dialects or typically languages. Although the direct methods are the most frequently utilised techniques, it has been a subject of criticism. Fasold (1984, p.147) believes that the researcher may face validity issues. Furthermore, Baker (1992, p.19) shows that the respondents may refrain their true attitudes in order to reach the objective of being socially acceptable or socially desirable. Moreover, research has shown that the participant answers can be influenced by the researcher and the research.

2-4-3 the indirect approach

Since the direct methods have a variety of weaknesses, the indirect approach emerged to cover these shortcomings. The researcher uses the indirect methods to elicit natural and spontaneous attitudes, since the respondents do not know that they are under investigation. Lambert and his associates introduce the match-guise technique in 1960, also referred to as the speaker evaluation paradigm (Cargile et al,1994, p.2013). Such technique requires presenting various audio pieces recorded in different languages, and making the participants evaluating speakers of the given speech samples. Fasold (1984, p.153-154) criticises MGT by arguing that language studio is different from daily life.

Both direct and indirect approaches have been criticised by subject specialists. Hence, according to McKenzie the ideal remains when the researcher gathers between the two methods which may “complement each other in order to provide more certainty” (2010, p.52).

2_5 The Importance of Studying Language Attitudes in Sociolinguistic

In fact, most researches concerning language attitudes have been done under the basis of social psychology areas. However, in sociolinguistics the issue of how individuals evaluate language and language varieties is a central subject. Indeed, Joseph (2004b, p.7) points out that the enormous establishment of sociolinguistic was due to the early language attitude research. One reason is that the explanations of sociolinguistic phenomena reside in sociopsychological processes (Garrett et al,1999, p.322). Mckenzie (2008a, p.64) suggests another reason that is attitudes are most likely to be the determinant the behaviour, despite the complexity of the influence of the social context. Further reason is that language attitude displays an important factor in the spread or the decay of a language, for example, the positive attitudes towards English are one of the major reasons in the worldwide spread (Mckenzie,2010, p.37). To sum up, language attitude is regarded to be a key dimension in the development the wide range of sociolinguistic due to several reasons.

3- the sociolinguistic profile of Algeria

Algeria is a mixture of a myriad of languages, this is due to many historical, cultural, and political reasons. This made Algeria a laboratory of sociolinguistic research. Algeria is known by the coexistence of a number of languages mainly Arabic, Tamazight, French, and English.

3-1 Arabic

For Muslims Arabic serves a high position of prestige, since it is a semitic and Quranic language. In this respect, Chejny (1965, p.449) states that “Arabic is seen as a God-given language unique in beauty and majesty, the best equipped and the most eloquent of all languages for expressing thought and emotions”. Arabic is considered as lingua franca in the Arabic speaking world. Arabic in Algeria has been recognised as the most common and useful language. It has been characterised by two forms: Modern Standard Arabic and Dialectal Arabic.

Modern standard Arabic has been identified as a modernised version of classical Arabic. In Algeria MSA is the official and national language since independence in 1962. It is acquired through education and it is referred to as Fu-sha (Djennane, 2016). Generally, MSA mostly used in formal settings. Whereas, vernacular Arabic in Algeria also labelled as Derdja is the language of the street typically used in informal and casual conversation. It remains as the mother tongue of the majority of Algerians. Algerian Arabic indicates the geographical and/or social belonging of the speaker as other dialects do. French, Tamazight, and Turkish borrowings are highly reflected in the Algerian speech (Berrahma,2018). As far as the sociolinguistic dimension is concerned, Modern Standard Arabic is the acrolect variety, in the other hand, Algerian Arabic is the basilect.

3-2 Tamazight

In fact, Amazigh people do not speak the way Arabs do. It is regarded as an indigenous language of North Africa. According to Achab (2001) this idiom was largely spoken in Siwa Oasis (Western Egypt) extending to the Canary Islands through Libya, Tunisia, Morocco, and Algeria is not an exception. As far as Algeria is concerned, Tamazight has been institutionalised as a joint official language alongside Arabic in

2016 (Djennane,2016). In terms of speakers five major varieties of Berber have been classified. The mostly used variety is Kabyle or Takbaylit which is spoken in the East Of Algiers (North), Tizi Ouzou, Bejaia, Bouira, and Boumerdes are the main wilayas that use the kabyle variety. Shawi (Tashawit) is generally found in the South-East of Constantine. Shenwi (Tachenwit) is localised in the Mountain of Chenwa (West of Algiers). Also, Mzabi (Tamzabt) that is spoken in Ghardaia and its Surrounding Agglomeration. Last and not least, the language of touareg which is Targui (Djennane,2016).

3-3 French

Historically, Algeria has long been colonised by France since 1830 until 1962. Taleb Ibrahimi (1997, p.42-3) states that “French [...] was one of the fundamental elements used by France in its depersonalisation and acculturation policy towards Algeria”. This means that the basic aim of the French colonialism is to disappear the linguistic identity of Algeria. During the colonial era, French was the official language determined by the constitution. The Arabization policy has been introduced by the government after the independence for the sake of substituting French by Arabic in all domains (Berrahma,2018). Despite the government’s Efforts to Arabize the Algerian community, French appears to fulfill different functions, such as technology, media and science, higher education (Djennane,2017). Bencher (1987, p.123) argues that

by examining closely the different types of speech such as: the political speech, the conversations on official or scientific subjects, the plays, personal letters from one person to another, courses given in university at the college or at school and finally the conversation within family, we notice in the majority of cases the alternation of passages in Algerian Arabic passages in Modern Standard Arabic and in French.

Accordingly, the existence of French in Algeria is strongly marked in the Algerian speech being formal or casual. Hence, French is considered as a linguistic reality in Algeria.

3-4 English

At present day, English displays a vital role in almost all fields of life. As the rest of the globe, Algeria tries to introduce English at the level of different functions, such as education. Zughoul (2003, p.122) reports that

In Arab North Africa, and despite the fact that French has had a strong foot hold in Tunisia, Algeria and Morocco, it has been retreating and losing a lot of ground to English. In fact, the tendency of what can be termed a shift from French to English in thus countries cannot be cancelled.

Technically, English in Algeria is not an official language as the majority of world countries. As a matter of fact, English in Algeria is regarded as a second foreign language in the constitution of the country, it is taught starting from the first grade in the middle school until the third year of secondary school, moreover, it is instructed in several fields at university. Due to its high value, teaching English has been implemented in different areas, like military, economic and cultural institutions (Berrahma,2018). Since English provides an excellent and easy operation in several domains, such as communication, better access to knowledge, etc, this attributes English to a higher standard among the Algerian community leading to an increasing number of its users.

4-English as world language

The process of globalisation has a great impact on different areas, such as economy. As far as linguistics is concerned, it has been widely affected by the economic interconnectedness and globalisation (Dornyei et al.,2006, p.6-7). Compared to other languages, it has been noticeable that the worldwide spread of English was unprecedentedly rapid (McKenzie,2010). Crystal (2003) states that power is one of the fundamental reasons that makes any language globalised. On a world scale, English has been viewed as lingua franca. In this respect, Jenkins (2009, p.39) argues that “beneficial or not, for the time being English as Lingua Franca (ELF) and English as an International Language (EIL) as it is still sometimes known, is a fact of life”. In the same line of thought, Mc Arthur (2001, p.4) notes that

The English language, usually but not necessarily in its standard form, either when used, taught, and studied as lingua franca throughout the world, or when taken as whole and used in contrast with American English, British English, South African English, etc: it is difficult to predict the shape of international English in the twenty-first century. But it seems likely that more rather than less standardization will result...We may, in due course, all need to be in control of two standard Englishes the one which give us our national and local identity, and the other which puts us in touch with the rest of the human race

To sum up, English is ultimately considered as the language of power, prestige, science and technology, etc., this makes it the most useful and spoken language all over the world.

5-Status

The term status is largely used in literature. As it is stated in Oxford dictionary it is “person's legal, social or professional position “(Oxford learner’s pocket Dictionary, Fourth edition). In the same token, it is defined as follows in Cambridge dictionary:

- an accepted or official position, especially in a social group.
- the amount of respect, admiration, or importance given to a person, organization, or object.
- position or rank, esp. in a social group or legal system.
- Status can also mean state or condition at a particular time.
- the position of respect and importance given to someone or something.
- the official or legal position of a person or organization.
- the level or position of someone or something in relation to others in a group.

<https://dictionary.cambridge.org/dictionary/english/>

From the above description one may come up with a conclusion that the concept of status is simply a person’s, a country’s, as well as an object's position according to a given standards.

5-1 status planning

Kloss (1969) divides the aims of language planning into two different classes which are status and corpus planning. Cobarrubia (1983, p. 42) deals with language's "standing with respect to other languages or to the language needs of a national government". In a review to status planning, Haugen (1972), Fishman (1974) and Eastman (1983) outline that status planning is the process of making plans for a particular functions or uses of a language, these functions may involve education, mass media, trade and international relations, and so forth. Status planning is mainly concerned with selecting the official, national, regional, etc., languages. A set of questions have been classified by Eastman (1983, p.16) might be taken into account while making decisions about language choice and language literacy:

- 1- Is literacy desired in the first language alone?
- 2- Is literacy desired in the language of larger regional group if that language is neither a first nor a national language?
- 3- Is literacy desired in the language of a person's domicile regardless of region of birth?
- 4- Is literacy desired in both the first language and/or the second language?
- 5- Is literacy desired in the official national alone?

the activities and objectives of status planning has been identified by Bamgbose (1991, p.109) as it is mentioned below:

1. Maintenance, expansion or restriction in the range of uses of a language for particular functions.
2. Language standardization which involves the development of a given dialect or an amalgam of dialects as a norm for the language in question.
3. Revival of a dead language (e.g. Maori in New Zealand).
4. Introduction of an artificial language.

Although the wide use of status planning in the literature, it is preferable among linguists like Rubin (1979), Fishman (1980) and Cobbarubias to use other terms such as allocation of use and allocation of function (Djennane, 2016).

Conclusion

In the present chapter, different aspects have been tackled concerned with the literature grounding. The different perspectives towards defining the concepts attitudes and attitudes in social psychology have been denoted, besides classifying methods of measuring language attitudes. In the same way the sociolinguistic profile of Algeria has been briefly sketched. Also, English as a global language has been highlighted. As a final section, status and status planning have been contextualised.

Chapter Two

Data collection and Analysis

Part 1

1-Introduction

The second chapter is regarded as the practical part. It aims at conducting a field work in order to answer the research questions. This part is mainly devoted to data collection procedures, their analysis, and interpretation. The current research is a case study about students' attitudes towards the Status of English in Algeria. To investigate this case a questionnaire has been implemented as a research instrument.

This chapter provides a clear description of the research instruments, participants profile, data analysis and results. Also, It highlights the settings as well as the approach has been followed in this study. Overall, the qualitative and the quantitative results obtained help the researcher to confirm or disconfirm the hypotheses.

2-Methodological procedures

In order to draw an appropriate research, the researcher may select a suitable approach, sample and the instruments.

2-1-Approach

Generally, a triangular research approaches have been identified by subject specialists which are: the quantitative, the qualitative and the mixed method approaches.

2-1-1- The Quantitative Approach

According to Dornyei “The single most important feature of quantitative research is, naturally, that is centered around number” (2007, p. 32). In this sense, in the given approach the researcher tends to use numbers in order to analyse the data obtained statistically.

2 2-1-The Qualitative Approach

This approach is highly associated with descriptions. Moreover, it is very significant for small size samples. Furthermore, it enables the investigator to discover reasons behind a specific phenomenon. Last and not least, this type is built up around viewpoints and personal experiences.

2-1-3 The Mixed Method approaches

This latter is a combination of the previous approaches, i.e., qualitative and quantitative approaches, as it is stated by Dornyei (2007, p.45):

...some sort of a combination of qualitative and quantitative methods within a single research project...Furthermore, qualitative and quantitative principles can also be combined at the data analysis stage by ‘quantifying’ or ‘qualitizing’ the data.

In this type, each method complements the weaknesses of the other one. Hence, it is the most favourable and useful approach. Since this method is the most valid one, the present work has been conducted on the basis of the Mixed-Methods Approaches.

2-2-Sample

As a matter of fact, researches viewed sampling as “the process of selecting a portion of the population to represent the entire population” (ibid, p.95). Which means selecting one entity from the whole population and make generalizations.

2-2-1-Setting

The present study has been done online due to the present situation. As it is mentioned before, this study aims at exploring students’ attitudes towards the Status of English in Algeria. The study took place in three departments that are Arabic, French, and English departments.

2-2-2- Research Participants

In actual fact, the correct choice of the respondents serves a high importance as the methodology does (kebir, 2013). Additionally, Cohen (2000) sees that the process of selecting the sample from the entire population must ensure the representativeness, reliability and validity of data. In this research, forty-five (45) Participants from different ages have been covered and all of them are University students. The given number is divided into fifteen (15) Participants from three different departments which are: English, French and Arabic departments.

2-3 Research Design

Research is the process that consists of certain elements which are: stating the problem, formulating hypotheses, collecting data as well as analysing them. These fundamental elements help to reach conclusions in the form of solutions or in a certain generation towards the problem stated (Kothar,2004). Research Design has been discussed from different angles by several scholars. Polit et al (2001) point out that research design is “the overall plan for collecting and analysing data including specifications for enhancing the internal and external validity of the study”. In the same line of thought, Parahoo (1979, p.142) argues that it is “a plan that describes how, when and where data are to be collected and analysed”. Research Design has been identified by Burns and Grove (2003, p.195) as “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings”. Likewise, “A research design is likely to be research conclusions and results derived and obtained from a collection of questions which have been analysed and interpreted” (Kaddour, 2016, p. 25).

This research work is based on a significant strategy which is the case study. In fact, the case study facilitates the process of producing a coherent and cohesive research by making links between the collected data and conclusions. This strategy is one of the most useful research methodologies. In this vein, Marczyk et al (2005, p.147) state that “case studies involve an in-depth examination of a single person or a few people ”.

2-4- Research instruments

The process of investigation contains a variety of research instruments which are: interview, questionnaire, testing, etc. In the current framework, the researcher relies on the direct device that is the questionnaire. Gillham (2008, p.2) shows that “Questionnaires are just one of a range of ways of getting information from people usually by posing direct or indirect questions”. In this respect, the given tool is regarded as a set of questions that are given to the participants either in the e-form or typed. It consists of an introduction, a profile and the questions. The questions are divided into two types that are mainly close-ended and open-ended questions. The questionnaire is the most popular and widely used among researchers since it enables them to collect

rich data. This device is neither time consuming nor effort taking as it provides reliable and valid data (Gangrade,1982). The questionnaire of the present work is drafted in English as well as Arabic.

Part 2 : Interpretation of the results

In this part each question will be analysed and interpreted individually. The four first questions are highly related with the respondent's profile.

Respondents' profile

Table 2.1: Respondents' specialties:

Department	Number of students 45	Percentage %
Arabic	15	33,3 %
English	15	33,3%
French	15	33,3%

The opening question of the respondents' profile aimed at knowing from which department the students are. The answers show that they are from three different departments: Arabic, English, French. 33,3% of participants from each department.

Level of education

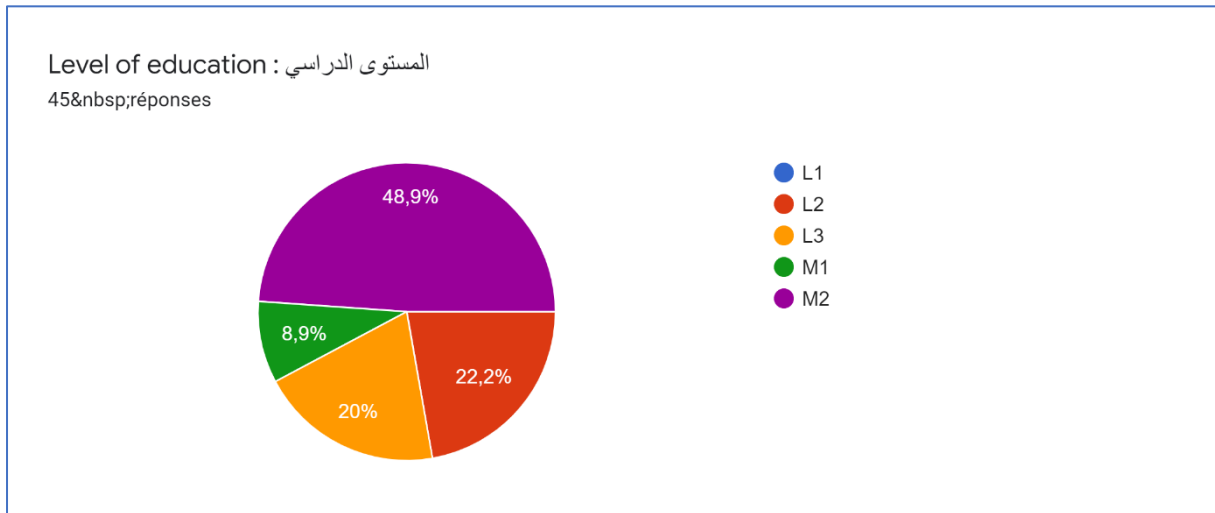


Figure2.1: Students' level of education

This one distributed to the students to know their level of education. The answers demonstrated that 48,9% of the participants are M2 students, 8,9% are M1 students, 20% are L3 students, and 22,2% are L2 students.

Age distributions

The results of this question revealed that the respondents ages range between 19 years and 40 years old.

Gender distribution of the students

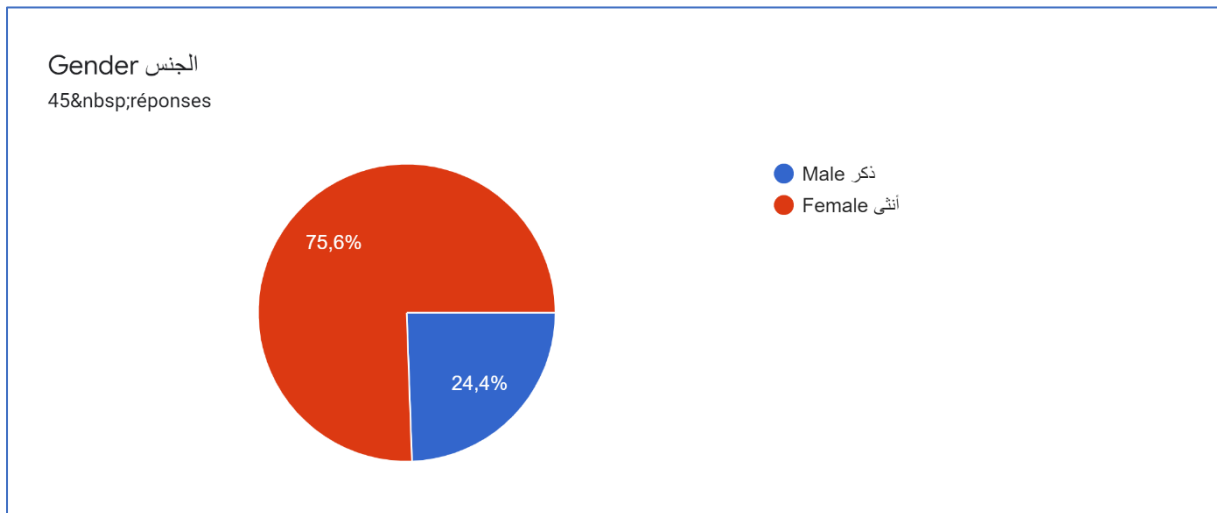


Figure2.2:Distribution between Genders

This question showed that the number of females is higher than males.

Question1

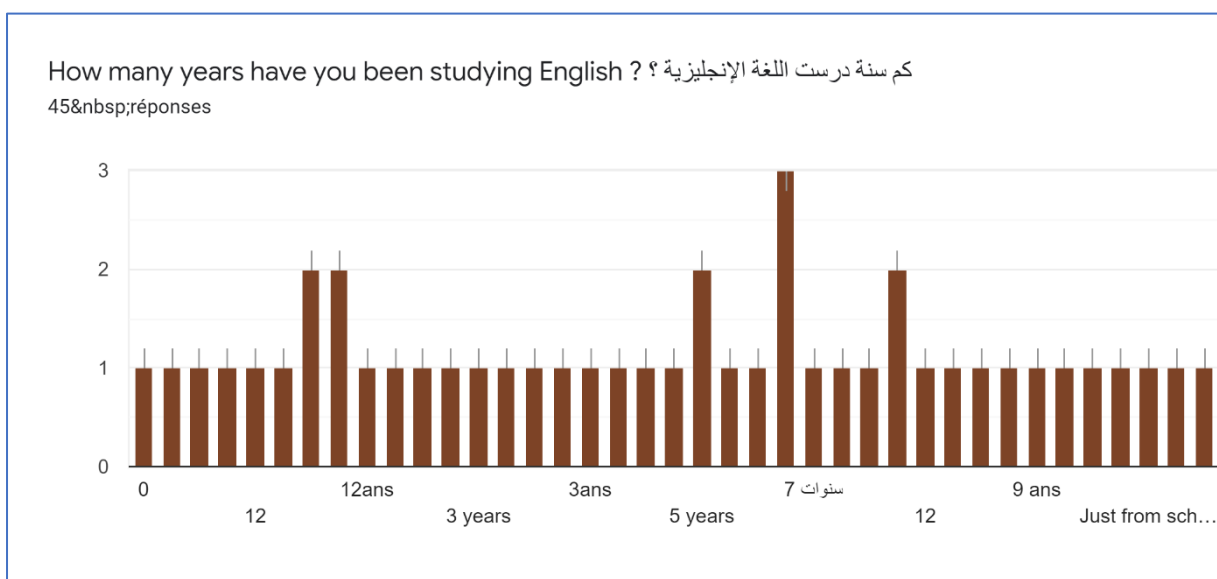


Figure2.3: previous knowledge of English

The given question attempted to know the previous knowledge of English. The data gathered portrayed that all students have been studying English minimally 9 years and maximally 12 years.

Question2

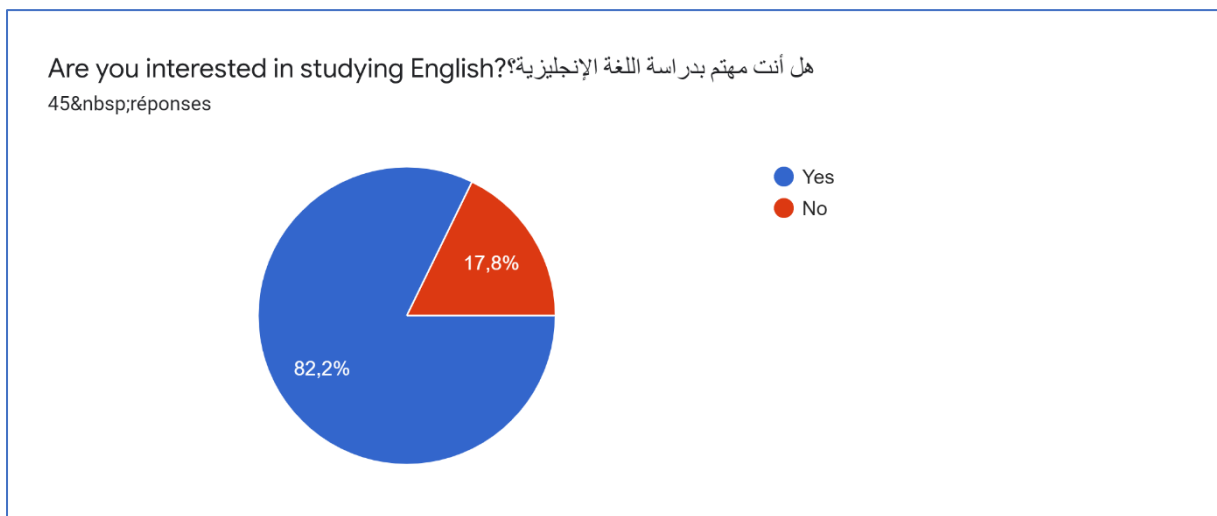


Figure2.4: students' interest towards English

This item of the questionnaire is of prime importance as it tries to see the students' interest towards learning English. The top percentage is 82,2% that show a high interest and the reasons behind this for them English is the language of the world that is mostly used one. Some of them simply like it and enjoy studying it. Also, others find it easy to learn. Respondents consider English very important since it opens better job opportunities. For the rest 17,8% who are not interested in studying English, they claimed that they do not understand it and they do not care about it.

Question 3: How do you evaluate your level in English ?

Table2.2 : students' self-assessment in their English level

Level	Percentage %
Average	64,4%
Good	26,7%
Bad	6,7%
Excellent	2,2%

In this question the informants were kindly invited to evaluate their level in English. 64,4% answered by Average that is the highest number of students. 26,7% viewed themselves Good in English. 6,7% believed that they are bad in English. 2,2% claimed that they are excellent which is the smallest amount.

Question4

This question was addressed in order to know the level of respondents' in the four skills when using english. Figure (2) summarizes the results obtained.

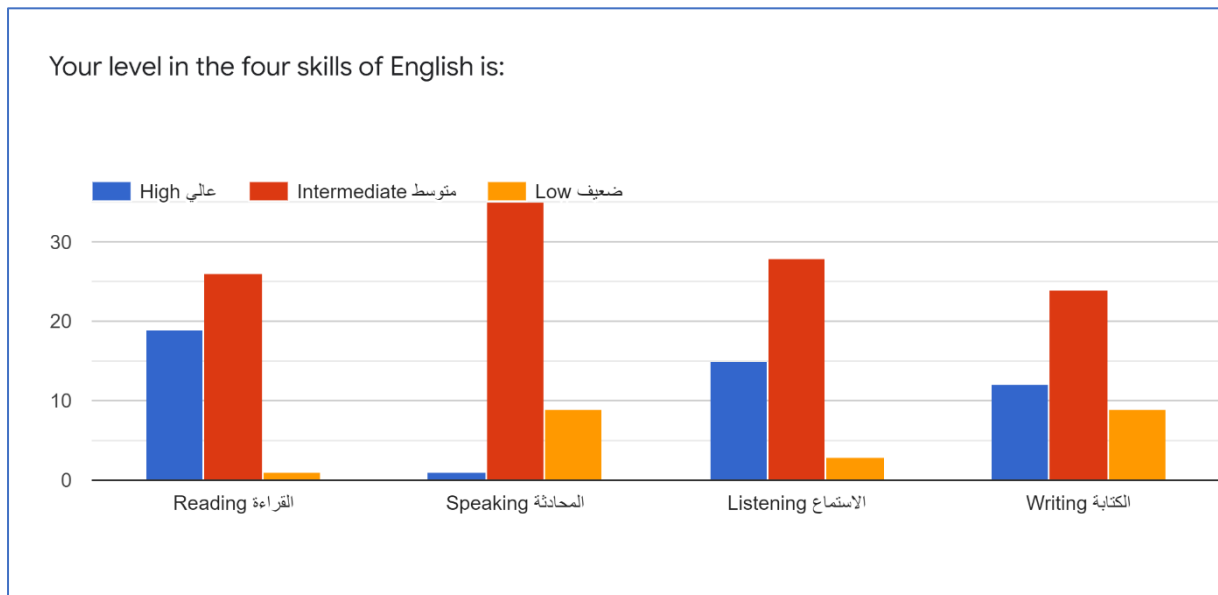


Figure2.5: Students' self-evaluation in the four skills

Drawn from the fifth graph , the researcher can notice that the students self-assess their proficiency in the four skills : reading, speaking, listening and writing, the table signifies that the students have an intermediate level in the macro skills in which 57% of the students answered that they are intermediate in writing, and 77% in speaking, 62% in listening, and 53% in writing. 42% of the informants are high skilled in reading, which is the highest percentage, while 20% answered that they are low in speaking, 6% in listening, and 20% also low in writing, while 2% are low in reading. All in all, the data obtained showed that the students have intermediate in the four skills.

Question 5

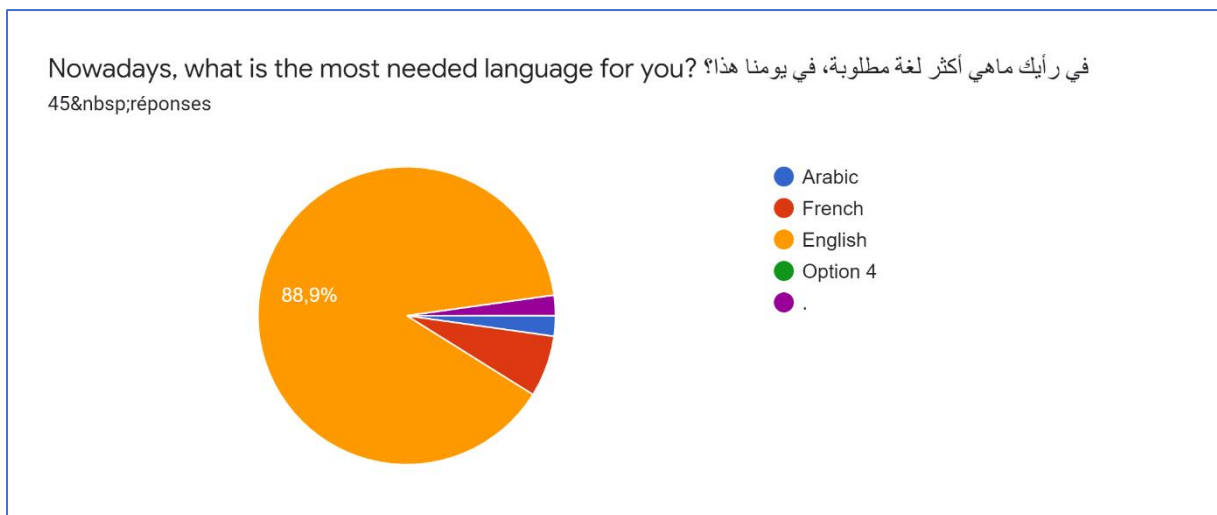


Figure2.6: Most needed language for the students’

This question revolves around the most needed language in the current time for the students. 88,9% of the students answered by English because it opens the door to discover new cultures, the mostly used language worldwide, the language of power, entertainment, and communication. 6,7% selected French all of them are students from the French department because for them it is an international language, it is very important for communication, it the 1st foreign language in Algeria as well as it is strongly used in the Algerian speech community besides Algerian dialect.4,4% opted to choose Arabic due to some political and social reasons ,such as,Arabic is the official language in Algeria and it is a part of their identity.

Question 6

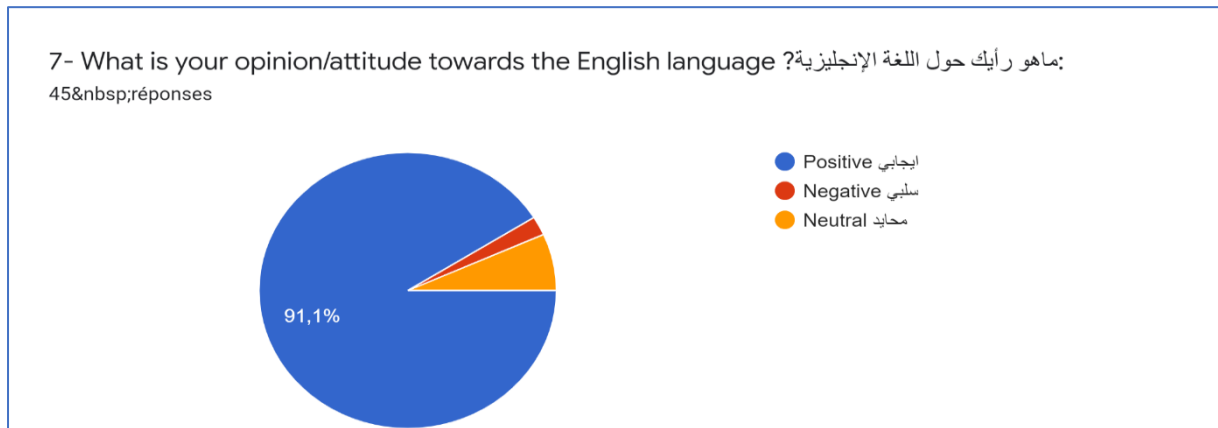


Figure2.7: Students attitudes towards English

This question was designed to investigate students attitudes towards English. The data gathered showed that 91,1% of students have a positive attitudes towards English because for them it's not harmful, in contrast it benefits them to acquire knowledge about other countries' such as traditions and thoughts and to develop our country scientifically as the language of science in the globe is English.6,7% have negative attitudes simply because they are not interested and they have difficulties in learning it. The rest 2,2% of students are neutral.

Question 7: Many people see that English is a very important language in different domains, Exemplify?

This item of questionnaire strived to know students' reasons behind people's view that English is very important in different domains. For the informants, English plays an essential role in their lives as it used as a medium of communication. It is the main language for studying any subject all over the world. English is very crucial for the participants as it broadens their minds, develops their emotional skills, and improves the quality of life by providing job opportunities. It helps to get access to the world of entertainment for example : the most famous videogames are in English, songs and movies. It is the language of Internet as well..

Question 8

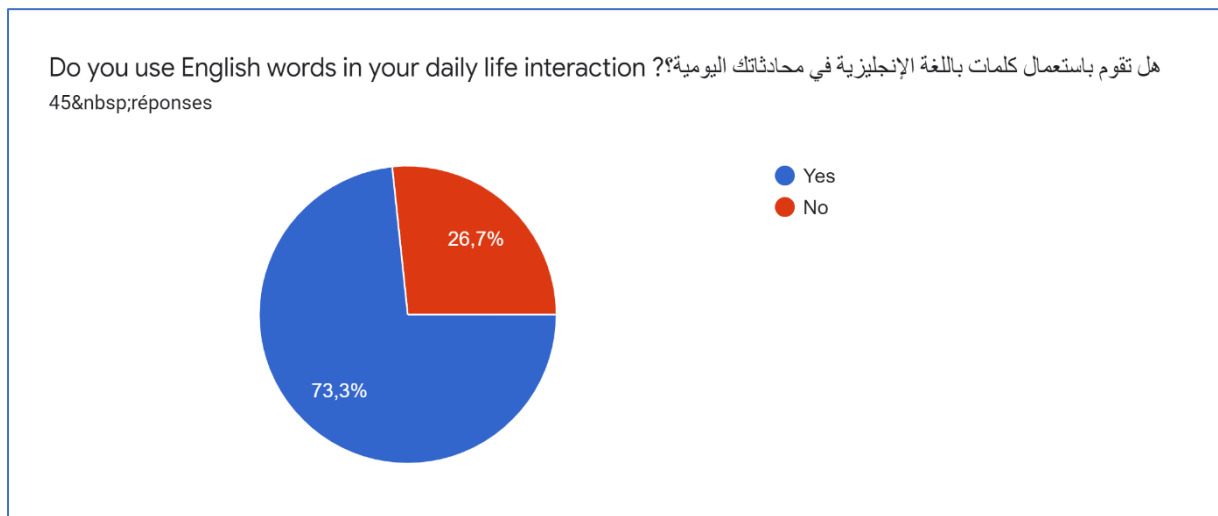


Figure2.8: English use in daily life interaction

This question attempted to know if the students use English words in their daily life interaction. 73,3% answered by yes and 26,7% said no..

These are some examples of the words utilised:

Good morning, I love you, maybe, thanks, I like it, well, yes, no, anyway, good, nice, what, hello, hi, bye, good luck, yeah, okay, beautiful, weekend, oh my god, exactly, phone, of course, sometimes, wanna, really, how are you, I'm happy, where are you, easy, what happened, hey bro, man, sorry, honestly, kind, sweet.

Question 9

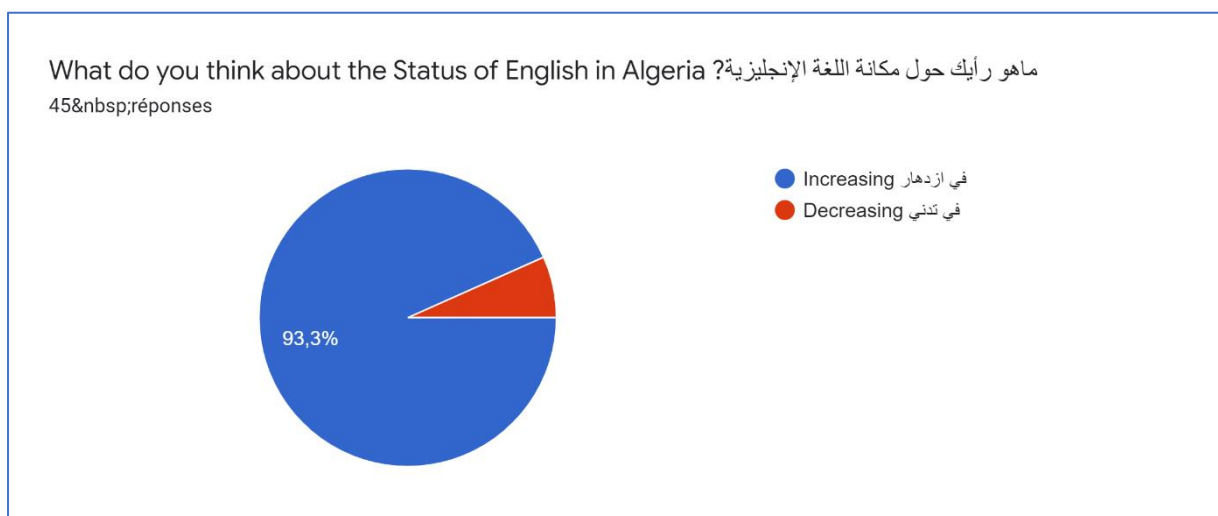


Figure2.9: The status of English in Algeria

This question was directed to the students to examine the status of English in Algeria. 93,3% see that the status of English is increasing because Algerian people especially the new generation are having a great tendency and motivation to learn this language at schools as well as private schools. Politically, there are rumors about implementing English in the primary school. Also, the scientific streams are obliged to provide synopsis for their research in English. Furthermore, private companies require the employees to have a good level in English. Speaking in English has become trendy in Algeria. 6,7% believe that it is decreasing because it is marginalized. Also, not all people have the ability to learn it. Some of the students are careless and they are not interested at all.

Question10

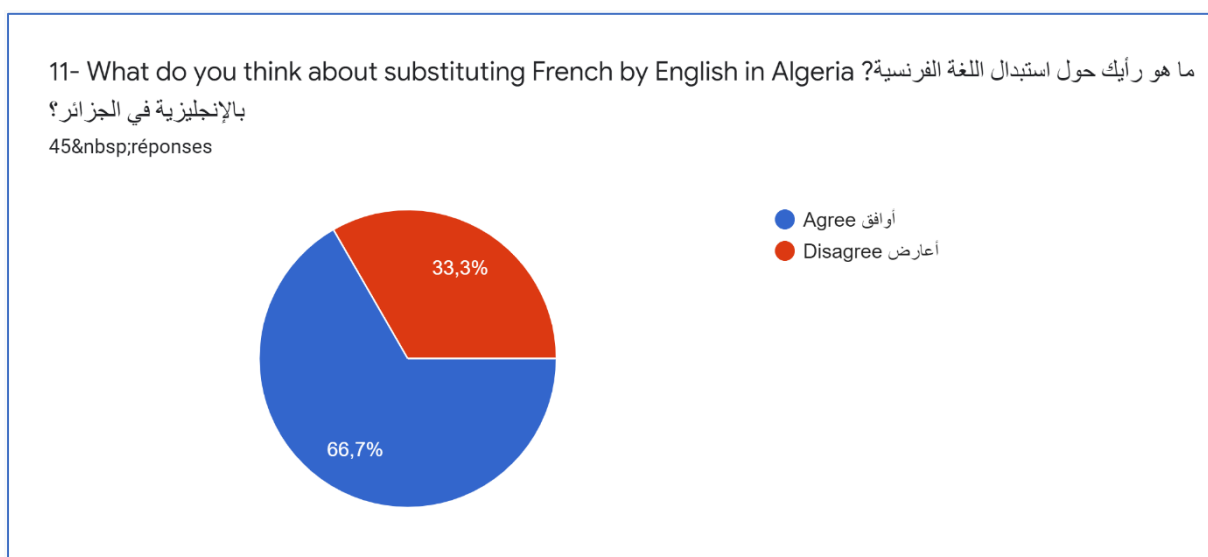


Figure2.10: Students’ opinions towards replacing French by English

This question is of prime importance as it tries to determine the students’ opinions about substituting French by English. 66,7% of the informants agreed because they think that English has become the language of the world while French is no longer used in all parts of the world except for ancient colonial countries such as Africa. Also, English is the language of science and world affairs. English is much easier than

French, since it doesn't have the grammar rules French has. For this, some of them have negative attitudes towards French, since it is the language of the colonisers. They find it also a good step to build a generation that accommodate the world. 33,3% showed a strong disagreement. All of them are French students. For them French is the first foreign language in Algeria. It is used in various fields in Algeria, it will be difficult to replace French by English for workers in the administrations, hospitals, etc. Not all people in Algeria are competent in English especially old people. They are accustomed to French since ancient times.

Discussion of the Main Findings

In fact, the main purpose of this research is to measure students' attitudes towards English. Also, to investigate its status in Algeria. Another objective was to examine the reasons behind the attitudes of the students.

Regarding the first hypothesis which stipulates that the students have positive attitudes towards English, the results obtained exposed an interesting data. Extensive results carried out show that the first hypothesis was strongly confirmed in which the majority of students shared explicit positive points of view in their answers.

The findings related to the second question and its hypothesis hint that the status of English in Algeria is increasing. It is not surprising that most of them started using simple English words and phrases in their daily life interaction such as, hello, good morning, how are you, thanks, I love you, and so forth. Therefore, many students went further to express clear sustain to substitute French by English in Algeria, in which high amount of the informants show strong agreement to substitute French by English.

Another promising finding was that a number of reasons that guided the students' positive attitudes. Historically, some of the respondents have negative attitudes towards French, such attitudes are governed under the basis of the colonization era, in other words, they associated the French language with the French colonizer so they opted to learn English rather than French.

Socially, such attitudes are highly related to the global value of English, as it is viewed as the world first language, in other words, English is the language of

economy, politics, finances, science, technology, etc. Students are also aware of the great role of English in different areas, being the language of internet, technology, economy, entertainment, communication, and so forth. Another societal judgment is that English is strongly associated with prestige, in which speaking this language became fashionable and trendy among youngsters.

Psychologically speaking, many students are using English in order to show their educational level and to reach a high social status in society. Another reason is seeking for social approval, in which they are using a prestigious language to reach social acceptance. Again, the third hypothesis is confirmed.

Conclusion

The second chapter was chiefly related to the practical part of the present research. The main objective was to determine adequate answers to the research questions and their associated hypotheses. The data collected from the schedule given to the students from the Faculty of Letters and Languages was described, analysed, and interpreted by the investigator. Additionally, the results helped in confirming the hypotheses put forward.

General Conclusion

General Conclusion

Since globalization is still imposing new demands on nations at several levels, it has a great role on spreading English everywhere. In this new era, enabling the students to utilize English is one of the major purposes of the world educational system in order to accommodate the international level.

From the ancient time, the use of Arabic and French languages is the dominant in Algeria due to some political and historical reasons. Recently, there is a great interest directed towards the English language by Algerian, precisely students. It is very interesting to consider their attitudes in order to determine the status of English in Algeria. This research work was meant to measure students' attitudes towards English. Another objective was also to investigate the status of English in Algeria. In parallel, there was an examination of the reasons behind their attitudes.

Therefore, the research was divided into two chapters; the first one dealt with the theoretical background of the study. It highlighted the key concepts related to the topic. It also dealt with the current sociolinguistic situation in Algeria. In the second chapter, the researcher provided a bird's eye view on the attitudes towards English and the status of English in Algeria as it gave answers for the questions and tested the validity of the hypotheses.

Through conducting an explanatory case study, and after analyzing and interpreting the data collected from the questionnaire addressed to the students from the faculty of Letters and Languages, the set before hypotheses were confirmed. In fact, the students who revealed positive attitudes towards English were outnumbered than those who expressed negative attitudes. The results also exposed that the status of English in Algeria is flourishing. Reasons behind the positive attitudes of the students towards English can be summarized under the high value of English all over the world and other social, historical, and psychological reasons.

Another point cannot be neglected that is the minority of the students that revealed negative attitudes. In which they believed that French is the mostly used language in the

Algerian speech community. For them it continues to fulfill an important and formal functions.

The non-proficiency and the unawareness of the researcher, the instruments, the sample population, as well as the topic these are some factors, beside others, could contribute to the limitation of the data. With no doubt, this research also had limitations. Indeed, the main limitation is that the sanitary protocol of covid-19 imposed by the ministry of higher education and scientific research on universities that makes it difficult to get access to the students. Distributing the questionnaire online has not given the researcher the opportunity to interact with the informants and check their body language and facial expressions that represent their attitudes in a vivid manner. Despite the fact that the questionnaire has been administered in Arabic, some questions have not been answered as expected.

This research work could be a good beginning for other further research works. Other researchers may rely on the main ideas and develop them or extract other ideas, for example, exploring another linguistic phenomenon in Algeria, such as, comparing the status of French with English in Algeria.

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Appendix:

Questionnaire:

This questionnaire is a part of a master's research. It is conducted for the aim of investigating “students ‘ attitudes towards the Status of English in Algeria “. It would be highly appreciated if you could contribute in this work by answering the questions below. The answers will be used scientifically and your identity will not be revealed.

Respondent's profile:

Department:

قسم:

- Letters department شعبة الآداب
- English department اللغة الإنجليزية
- French department اللغة الفرنسية

Level of education : المستوى الدراسي

- L1
- L2
- L3
- M1
- M2

Age :

العمر:

Gender : Male Female

أنثى ذكر الجنس:

Questions :

الأسئلة:

1- How many years have you been studying English ? كم سنة درست اللغة الإنجليزية ؟

7 years 7-10 years 10 years

2- Are you interested in studying English : Yes No

هل أنت مهتم بدراسة اللغة الإنجليزية؟

If yes, why :

إذا نعم، لماذا؟

3- How do you evaluate your level in English ?

كيف تقيم مستواك في اللغة الإنجليزية

Bad سيئ Average عادي good جيد
excellent ممتاز

4- Your level in the four skills of English is :

مستواك في المهارات الأساسية للغة الإنجليزية هو :

Reading القراءة: High عالي	<input type="checkbox"/>	intermediate متوسط	<input type="checkbox"/>	low متدني	<input type="checkbox"/>
Speaking المحادثة: High	<input type="checkbox"/>	intermediate	<input type="checkbox"/>	low	<input type="checkbox"/>
Listening الاستماع: High	<input type="checkbox"/>	intermediate	<input type="checkbox"/>	low	<input type="checkbox"/>
Writing الكتابة: High	<input type="checkbox"/>	intermediate	<input type="checkbox"/>	low	<input type="checkbox"/>

5- Nowadays, what is the most needed language for you ?

في رأيك ماهي أكثر لغة مطلوبة، في يومنا هذا؟

Arabic French English

Others :

أخرى:

Explain :

اشرح:

6- What is your opinion/attitude towards the English language ?

ماهو رأيك حول اللغة الإنجليزية:

- Negative سلبي
- Positive إيجابي
- Neutral محايد

In which sense ?

بأي معني؟

7- Many people see that English is a very important language in different domains. Exemplify ?

العديد من الناس يرون الإنجليزية لغة جد مهمة في مختلف الميادين، لماذا؟

8- Do you use English words in your daily life interaction ?

هل تقوم باستعمال كلمات باللغة الإنجليزية في محادثتك اليومية؟

Yes No

If yes , state these words ، إذا نعم ،

اذكرها

And in which context : في أي

سياق

9- What do you think about the Status of English in Algeria ?

ماهو رأيك حول مكانة اللغة الإنجليزية

Increasing في ازدهار decreasing في تدهور

Why ?

لماذا؟

10- What do you think about substituting French by English in Algeria ?

ما هو رأيك حول استبدال اللغة الفرنسية بالإنجليزية في الجزائر؟

Agree أوافق disagree أعارض

Why ?

لماذا؟

Thanks for your collaboration

ملخص

يُعرف الوضع اللغوي للجزائر بوجود أنواع مختلفة، ولكل منها أهميتها ووظيفتها في المجتمع. كما هو متفق عليه في جميع أنحاء العالم، فإن اللغة الإنجليزية هي لغة الحضارة والعلوم. قد تم إجراء العديد من الدراسات للتحقق من مكانة اللغة الإنجليزية في الجزائر. هذا ما جعل من الضروري تسليط الضوء على مواقف الطلاب تجاه اللغة الإنجليزية في الجزائر. وكذلك تحديد مكانة اللغة الإنجليزية في الجزائر. أخيراً وليس آخراً، استكشاف الأسباب الكامنة وراء مواقف الطلاب. اعتمد الباحث في هذا البحث على استبيان كأداة بحث موجهة إلى 45 مشاركا من كلية الآداب واللغات. أظهرت نتائج البيانات التي تم جمعها أن غالبية المبحوثين لديهم مواقف إيجابية تجاه اللغة الإنجليزية. كما أظهرت النتائج أن مكانة اللغة الإنجليزية في الجزائر في ازدهار. والنتيجة الواعدة الأخرى هي أن العوامل التي وجهت المواقف الإيجابية للطلاب ترجع إلى بعض العوامل التاريخية والاجتماعية والنفسية.

Résumé

La situation linguistique de l'Algérie est fortement connue par l'existence de différentes variétés, chacune a son importance et sa fonction dans l'ensemble de la communauté linguistique. Comme il est convenu dans le monde entier, la langue anglaise est la langue de la civilisation et de la science. De nombreuses études ont été faites pour enquêter sur le statut de l'anglais en Algérie. Cela rend nécessaire de mettre en lumière les attitudes des étudiants vis-à-vis de l'anglais en Algérie. Ainsi que pour déterminer le statut de l'anglais en Algérie. Enfin et surtout, pour explorer les raisons derrière les attitudes des étudiants. Dans cette recherche, l'enquêteur s'est appuyé sur un questionnaire comme instrument de recherche adressé à 45 participants de la faculté des Lettres et Langues. Les résultats des données recueillies ont révélé que la majorité des répondants ont des attitudes positives envers l'anglais. Les résultats ont également montré que le statut de l'anglais en Algérie est en plein essor. Un autre résultat prometteur est que les facteurs qui ont guidé les attitudes positives des élèves sont dus à des raisons historiques, sociales et psychologiques.

Summary

The linguistic situation of Algeria is strongly known by the existence of different varieties, each one has its importance and function throughout the speech community. As it is agreed worldwide the English language is the language of civilization and science. Many studies have been done to investigate the Status of English in Algeria. This make it necessary to spot the light on students' attitudes towards English in Algeria. As well as to determine the Status of English in Algeria. Last and not least, to explore the reasons behind the attitudes of the students. In this research the investigator relied on a questionnaire as a research instrument addressed to 45 participants from the faculty of Letters and Languages. The results from the collected data revealed that the majority of the respondents have positive attitudes towards English. The findings also showed that the Status of English in Algeria is flourishing. Another promising result is that is that the factors that guided students' positive attitudes are due to some historical, social and psychological reasons.