PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

UNIVERSITY OF TLEMCEN

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF ENGLISH

IMPACT OF GLOBALISATION ON EFL STUDENTS IN ALGERIA:

CASE OF FIRST-YEAR EFL STUDENTS AT THE UNIVERSITY OF TLEMCEN

Thesis submitted to the Department of English in

Candidacy for the Master's Degree

Presented by: **Supervised by:**

Abdallah Amin BOUARICHA   **Pr. Smail BENMOUSSAT**

Academic Year: 2014-2015

DEDICATIONS

To my parents,

my sisters, my brothers,

and all those who support me.

ACKNOWLEDGMENTS

ABSTRACT

The current research work is an attempt to investigate the impacts that might result from the preponderant process of globalisation and its trends on EFL students, in congruence with the discipline of ELT at the University of Tlemcen. Hence, the principal objective is to reveal the attitudes of EFL students and the viewpoints of their teachers toward the effects of globalisation hand-in-hand with the unprecedented advance of ICTs and the prevailing status of English as the global language and the hegemony of American culture. Accordingly, this dissertation is divided into three interrelated chapters; the first chapter provides a theoretical background about the concept of globalisation and its multi-facetted levels in which there were probes to crystallise the reported findings about globalisation with regard to the attitudes of EFL students as well as implications about the development of ELT in Algeria. The second chapter, however, showcases the status of ELT within the light of globalisation and its developments in Algeria as well as a brief theoretical account about the research methodology. The third chapter concretises the practical work which comprises data collection, analyses and discussion by means of qualitative and quantitative methods of examination in furtherance of relevant recommendations that conform to the research problematic. In this vein, the results confirmed what was hypothesised in which EFL students are highly affected by globalization in terms of their attitudes as they are influenced by the Americanisation process and the advance of ICTs in which they became over-dependent on it. It also showed that the implementation of the LMD system and the Competency-based approach was indirectly imposed on Algeria in order to modernise the educational sector and harmonise it with the international educational systems.

TABLE OF CONTENTS

CHAPTER ONE: REVIEW OF LITERATURE

CHAPTER TWO: **ELT AND GLOBALISATION IN ALGERIA**

CHAPTER THREE: DATA ANALYSES AND DISCUSSION

LIST OF TABLES

LIST OF FIGURES

LIST OF PIE-CHARTS

Key to Abbreviations and Acronyms

AF: Absolute Frequency

B.A.C: Baccalaureate

B.E.M: Brevet d'Enseignement Moyen

B.B.C: British Broadcasting Corporation

B.M.P: Bachelor Master Philosophia-Doctorate

C.B.A: Competency Based Approach

C.B.E: Competency-Based Education

C.N.N: Cable News Network

C.L.T: Communicative Language Teaching

E.F.L: English as a Foreign Language

E.H.E.A: Euro-Mediterranean Higher Education and Research Area

E.L.L: English Language Learning

E.L.T: English Language Teaching

G.V.C: Global Virtual Classroom

I.C.T: Information Communication Technology

ICTs: Information Communication Technologies

LMD: Licence Master Doctorate

M.B.C: Middle East Broadcasting Centre

M.E.P.I: Middle East Partnership Initiative

Pr: Professor

R.F: Relative Frequency

S.U.S.I: Study of the U.S. Institutes

T.V: Television

U.K: The United Kingdom

US: The United States

USA: The United States of America

WTO: World Trade Organisation

GENRAL INTRODUCTION

GENERAL INTRODUCTION

Globalisation is thought of as the prevailing trend of modern phenomena which has reshaped and restructured the world systems, not least education in Algeria that has undergone radical development including the field of ELT with regard to the growing status of English as a global language in the world in general and Algeria in particular.

Therefore, this research work endeavours to explore the main impacts which might have resulted from the process of globalisation on EFL students in Algeria with respect to the adopted educational systems and approaches as well as the ICTs advancement. Indeed, the investigation aims at providing remedial suggestions that might maximise the benefits from the globalisation trends and challenges. Hence, the core objective of the investigator is to provide thorough answers to the following general research question:

What might be the main impacts of globalisation on EFL students in Algeria?

Accordingly, three sub-questions were formulated in order to attain valuable, reliable and valid answers:

A.   Which trends did globalisation transplant into the field of ELT in Algeria?

B.   What impact can globalisation have on EFL learners in Algeria?

C.   Are EFL teachers provided with adequate trainings about the adopted systems and approaches in Algeria?

On the basis of the research questions, the following hypotheses were put forward:

A.   The implementation of the LMD, CBA and the integration of ICT within the ELT curriculum might be due to the impact of globalisation.

B.   EFL students might be affected by the Americanisation process hand-in-hand with the ICTs advancement.

C.   EFL teachers might be more effective if they undergo intensive trainings and formations about the adopted educational systems and approaches.

In an attempt to tackle the research problematic, a case study is implemented along with two research instruments, namely, a questionnaire with first-year EFL students and a structured interview with a panel of EFL teachers at Tlemcen University in Algeria who are selected on the basis of their experience in EFL teaching so as to elicit both quantitative andqualitative data that might result satisfactory answers for the research problematic.

In this vein, the current study embodies three chapters. The first part is theoretical in which it provides some fundamental definitions about globalisation in accordance with its multi-dimensional levels of integration. Furthermore, the second chapter discloses a general background about the status of English language teaching in Algeria (ELT) with regard to the changes and challenges that result from the globalisation process. It also provides a brief description about the research design and method in addition to the sampling procedures as well as instrumentation.

Accordingly, the third chapter deals with the practical part of the research in which the collected data undergo an in-depth analysis and interpretation by means of qualitative and quantitative methods. Hence, it discusses the obtained results and proposes some recommendations and suggestions in order to enhance the field of ELT and improve the learning process of EFL students.

CHAPTER ONE

CHAPTER ONE: REVIEW OF LITERATURE

1.1 Introduction

This introductory chapter endeavours at presenting valid literature that reviews the impact of globalisation by virtue of a set of definitions and illustrations. In fact, the focal aim is to shed light on how globalisation developed to the extent of affecting the global systems, not least the Algerian educational system. Furthermore, it also gives a description of the research background and explanations of key terms used in this exploratory study.

1.2 Globalisation Defined

The concept of Globalisation is deemed to be as one of the "most used and abused, most defined and probably the most misunderstood, nebulous and politically spectacular over the past and future years" (Beck, 2003, p. 37) despite of the plethora of literature that attempted to account for it. The vast majority of academics who have struggled to account for globalization could not thoroughly define it but only accounted for some of its facets with distinct findings that inevitably lacked important points. In this vein, Friedman (l999, 406) highlights that 'globalization is everything and its opposite' and this sums up the contradictions and the complexities that have rendered the definition of globalization concept even perplexed and complicated.

Yet, general consensus spots into light in which Giddens (1990:64) defines it as "the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa". In other words, it is "the widening, deepening and speeding up of global interconnectedness" (Held et al. 1999: 2) in accordance with the increase of integration including all human activities that can be: "political, technical and cultural, as well as economic", socio-cultural, religious, educational, linguistic and even biological.

The intensive integration has broken through obstacles and gaps, distances and differences reaching an unprecedented system as claimed by Friedman (1999, 9) who points out that globalisation is

> *"the inexorable integration of markets, nation-states and technologies to a degree never witnessed before-in a way that is enabling individuals, corporations and nation-states to reach around the world farther faster, deeper and cheaper than ever before, and in a way that is enabling the world to reach into individuals, corporations and nation-states farther, faster deeper, cheaper than ever before."*

This irresistible integration is the commonplace virtue that characterizes globalization as it bridges the gap between the international dimensions forming a cohesive conglomeration despite of the fact that it might be incongruent. Accordingly, globalization as Giddens (1990: 64) refers to: is "*the phenomenon of acceleration and intensification of worldwide social relation which links distant localities* ".

In other words, it is a process that speeds up the worldwide interconnectedness and empowers the global interrelatedness in such a way that goes beyond the specificities of local contexts and transcend the notions of geographical distance and boundaries in which 'globalization refersto processes whereby social relations acquire relatively distanceless and borderless qualities, so that human lives are increasingly played out in the world as a single place.'(Baylis and Smith 1997, 14).

1.3 Global Village

The process of globalization has had and still is having an enormous impact on the world to the extent of transforming it into a small village, or a "global village" as Percy Walter Luis had referred to at first, after it became popular with Marshal McLuhan in the 1960's in which he describes it as the disappearance of physical boundaries and the insurmountable hindrances wherein the physical world is contracted into a global village characterised by an "acceleration at all levels of human organization," (McLuhan 1964, 103) and rapid flow of information that is accelerated by technology in general and the internet in particular. Herein, Paul Virilio suggests that it is high time to talk about "the end of geography" as distance and boundaries are no more an obstacle within the globalization era.

The Information communication technologies have revolutionized the world and are considered as the essence that fuels globalization in which modern production and distribution on the global scale is bound to the advancement of technology, not least communications technology (Davis 1999).

1.4 Advent of Globalisation

Globalization is thought to have deep historical roots, although in popular accounts, it is considered as a recent phenomenon. However, historians acknowledge the fact that it is not a new phenomenon but it is rather a process that has been accelerating for thousands of years and has been always present with human society as claimed by Robertson (2003: 3) *"Globalisation as a human dynamic has always been with us, even if we have been unaware of its embrace until recently"*. This is due to the fact that, humans were always in contact in which they were trading goods, travelling and even migrating.

In this vein, Robertson (2003: 3) views Globalization as divided into three main phases *"the first, after 1500, cantered on the globalization of regional trade; the second, after 1800, gained impetus from industrialization; the third, derived from the architecture of new world order after 1945"*. The first phase of globalisation was sustained because of the international trade in which merchants used to trade throughout the world as in the case of the Silk Road. This represented a form of Globalization which also took place in the middle ages as the Roman Empire spread Latin language rendering it a lingua franca in its vast colonies (David Crystal, 1997).

The second phase of Globalisation started with the industrial revolution by the end of the 18th century. The development of technologies and machinery boomed in this era including the transportation vehicles that rendered trading and circulation easier and further. Consequently, as the demand of natural resources increased, the colonisation movement accelerated. Last but not least, the third phase of globalisation emerged after the end of the cold war which had throned the USA as the world superpower laying down the foundations for it to establish the new world order that was declared by George Bush the father in 9/11/1990.

1.5 Levels of Globalisation

Prof. Benmoussat (2003) views globalisation as a multi-faceted and multi-dimensional process that covers 7 main levels of integration which are namely: political, economic, financial, educational, cultural, religious and linguistic. However, the focus is put on the main levels that are the Political, economic, technological, educational, Cultural and the linguistic factors that have contributed to the globalization process.

1.5.1 Political Globalisation

The aftermath of the Second World War witnessed an ideological, economic, political and geopolitical struggle starting from 1947 referred to as the cold that war characterised by the bilateral hegemony of the eastern communist bloc headed by the USSR and the western imperialist bloc headed by the USA as both camps were in continuous rivalry in order to dominate the world.

The collapse of the Soviet Union in 1989 and its dissolution in 1991 accelerated the decline of communism marking the end the cold war. Whereupon, the USA began to enjoy the status of the world superpower as it reshaped the world with the New World Order that instigated dramatic transformations and radical changes in the world balance of power and the international systems.

Whereas, the Cold War system had been characterized by walls and divisions, the pre-eminent feature of the new globalization system was integration. In this vein, the concept of sovereign nation-state is put at stake as the globe is moving toward an increasing interdependency characterized by ' the spread and intensification of economic, cultural and social relations' (Jackson and Sorenson 1999, 206).

Globalisation under the New World Order has reached an unprecedented phase that is markedly different from what the world has ever witnessed, in which the globe became no more than a small village or a " global village" as Marshal McLuhan (1969) referred to, and therewith; proposed the idea that all societies of the world are interconnected in which Anthony McGrew (1992:1)argues that the*" events and actions in one part of the world can have significant ramifications in another"*as the world became intertwined in such a way that increases interdependence on a global scale.

1.5.2 Economic Globalisation

Globalisation is often described as a new type of the world economic system which took over the dominance from the past economic systems after the cold war (kellner, 2002).   This was represented through the increasing in activities of corporations and organisations across the world (Turner, 2000). Herein, it is described as the shift from local enchained markets towards an intensive "integration of the world economy" (World Bank 2000, back cover) characterised by the move towards a global free economy where national borders cease to matter (Panos Briefing, l999).

Hirst and Thompson (l996) adhere to the claim that Globalisation was fuelled by the economic integration in which it is based on global manufacturing as in the case of international corporations, management, and production.

Moreover, Globalization is viewed as a specific intense form of internationalization according to Enderwick (2006: 06) who states that globalization is "*a process of growing internationalization of economic activity resulting in high levels of interdependency between countries and markets*". In other words, the world is characterized by greater growth of transactions and interdependence between economic entities the global market wherein it is affected and affecting within which goods and merchandise are exchanged.

1.5.3 Technological Globalisation

The Information and communications technologies (ICT's) have revolutionized the world and are considered as the essence that fuels globalization in which modern production and distribution on the global scale is bound to the advancement of technology, not least communications technology (Davis 1999).

It is due to the unprecedented development of ICTs that globalization accelerates its maximum speed reaching farther places and affecting further people in which the physical world is being substituted by 'the telefoundation of the global real-time communications system" (Virilio 2000:9). The aid of ICTs to globalisation if very significant in the sense that it has become the milieu of time and space wherewith the flow of information is very rapid and communication is instant. Hence, the notion of geography stretches from the limited geophysical world toward technologies of electronics, silicone and fibre-optics (Virilio and Lotringer 2008:115).

Furthermore, English has grown to be the primary language of the modern knowledge and information society in which it "...has been further accelerated by a startling expansion in the quantity and speed of international communication and the rise of international operations linked to expanding U.S power and influence...." according to Cook (2007, 25-26) who further claims that the majority of "...films, songs, television programmes, and advertisement are heard in English and seen in many countries where it is not the first nor even a second language."

1.5.4 Linguistic Globalization

Johnson (2001) and Fischer (1999) stress on the fact that in the light of globalisation, languages are no more bound to an exclusive limited areas or nation states in which "goods, capital, people, knowledge, images, communications, crime, culture, pollutants, drugs, fashions, and beliefs" as well as languages "readily flow across territorial boundaries" (McGrew, 1992, pp. 65-66). The limitless amount of interconnectedness in the "inescapably multicultural world of the twenty-first century" (Lotherington, 2004:265) results a direct contact between various nations including their cultures and languages in order to avoid any clashes and communicate appropriately and effectively across cultures.

Therefore, a common linguistic code or *lingua franca* became necessary. In this case, the English language or more particularly *Globish* -as Jean-paul Nerriere (1995) referred- to which isa simplified version of English used throughout the world due to different factors , among which; historical ones in which the spread of English.

English language is enjoying a significant status in which it ''connects the supercentral languages with one another and that therefore constitutes the pivot of the world language system'' (de Swaan, 2001, p. 6). It has transcended the international level into having a global status which no language had before. Crystal (1997) contends that the role and the status of English nowadays are unprecedented in which no language has spread like English in a global scale.

1.5.4.1 Linguistic Imperialism

The concept of linguistic imperialism is accredited to Phillipson (1992) who views it as "the dominance asserted and maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages" (1992: 47). He further argues that linguistic imperialism is a sub-type of Linguicism that includes the 'ideologies, structures and practices which are used to legitimate, effectuate, regulate and reproduce an unequal division of power and resources (both material and immaterial) between groups which are defined on the basis of language' (Skutnabb-Kangas 1988: 13, 2000).

Moreover, Philipson (1992) asserts that the promotion of English as a continuum of the western hegemony which has taken the form of linguistic imperialism that "takes place within an overarching structure of asymmetrical North/South relations, where language interlocks with other dimensions, cultural..., economic and political" (1996: 239). Accordingly, whilst the local languages are

under perilous threat as they lose many of their functions, English is gaining more ground by means of the imperialist facilities and practices that began with colonisation and continues with globalisation.

1.5.5 Cultural Globalisation

Globalisation has become an integral inseparable part of the popular culture within each society in which it has transplanted cultures, values, lifestyles and social beliefs from one place to another overcoming the physical boundaries with regard to the fact that globalization is the process by which the physical and geographical hindrancesare diminished and the social and cultural structuresare merged and fuelled (Garcia-Canclini 1995). This is the commonplace phenomenonof the globalization process in which it deterritorializes the socio-geographical realities and accelerates the interplay and the flow of cultural contact (Tomlinson 1999).

1.5.5.1 Cultural Imperialism

The modern world system is characterized by a " dominating stratum is attracted, pressured, forced, and sometimes bribed into shaping social institutions to correspond to, or even promote, the values and structures of the dominating centre of the system" (Schiller, 1976: 9). In other words, the diverse cultures that enrich our world are said to be reshaped by the central global culture -that is in this case the western or the American culture specifically- which over-dominates the other counterparts in an attempt to coalesce them and vehicle them into a new cultural model that causes what Hamelink (1983) refers to as cultural synchronization.

Herein, globalization is viewed as a process that enriches local cultures as the effects of the other cultures develop to become indigenized and reach an intense

degree of coexistence and coherence as in the case of Creolization (Hannerz, 1991). Furthermore, as the cultural flow is accelerated, cross-cultural nexus is integrated and the interplay is fuelled in such a way that forms a rich cultural melange.

1.5.5.2 Cultural Homogenization

Hence, globalization is considered as a process that determines its own frontiers in such a manner that transcends the socio-cultural obstacles whether domestic or global due to its context which is viewed as being 'isomorphic with itself' (Franklin, Lury and Stacey 2000, 10). Moreover, Giddens (1991: 22) stresses on the fact that Globalisation can be thought of as "the dialectic of homogenisation and heterogenisation"; whereby the virtual global village, is "homogenised", because of the intensified interconnectedness. Meanwhile, the world is "heterogenised" as the global differences shed into light and are observed throughout the world (Giddens, 991).

1.5.5.3 Westernalization and Americanization

Globalisation has become an integral inseparable part of the popular culture within each society. Westernalization or more specifically, Americanization is regarded as the process of world reformation through which; the American model becomes the dominating globalized model. This term came into light as USA started to impose its economic, cultural, political, military, and not least its linguistic hegemony (Stacy, Lury and Franklin, 2000) in which English became associated with development, modernity and growth.

Moreover, Chevalier (2002) views Americanization as the synonym for Globalization which was also associated with McDonaldization by George Ritzer (1993:1) since McDonald**s** is an American trans-national corporation thatoperates

30,000 restaurants in 119 countries in which it serves fifty million people per day around the world(Ramirez, 1990).This reflects the spreading of America's social, economic and cultural structures which are said to be modern and civilized, destroying immediate local structures. In this sense, Americanisation is often interpreted as an indirect new form of colonization.

1.5.5.4 English Language learning and Culture

English language learning would be vain without acquiring some hints about its culture in order to develop efficient and effective communicative skills within the EFL learners. Because, culture and language are two faces of the same coin, and English is no exception, in which "the notion that English serves as a *neutral* lingua franca is a dangerous myth" according to Phillipson (2002:14).

Herein, cross-cultural acquaintance becomes a necessity in order to help learners be resilient, open-minded and more tolerant toward people from different cultural, religious, racial and ethnic backgrounds. Moreover, learning the cultural norms would enhance the linguistic proficiency and fluency of English. However, one has to preserve his own identity and culture as Hoffman (2000:20) points out that *"Being proficient in English does not mean that one has to be bicultural: a superficial knowledge of Anglo-Saxon culture is sufficient, there is no need to develop feelings of dual identity and shared loyalties"*. Therefore, language programmes should be planned to preserve the learners identity in which it has to "equip people to use two languages, without losing their own identity" as pointed out by Cook (2001:179).

Culture and language are inseparable by virtue of their tight interrelatedness in which culture is said to be *"linguistically mediated membership into a discourse community that is both real and imagined"* according to Kramsch (1996, 3) Thus, language is thought of as the core vehicle that carries culture and vice-versa.

1.5.5.5 Religious Factor in Globalisation

The overwhelming number of religions has its chief language by which its holly books and doctrines are written and preached as in the case of Islam that spread in Southeast Asia, the Middle East and Africa and disseminated Arabic in those parts of the world. The same can be said about Hebrew in Judaism, Sanskrit in Hinduism and at last but not least Latin language which followed the spread with Christianity in Eastern Europe, Central Asia, and the Americas. However, it is not possible to integrate a global religion nowadays, but rather develop a global understanding, tolerance and respect to all religions.

1.6 English within Globalization Framework

There have been several *lingua francas* during the history of human kind, such as Greek ,Latin in the Roman Empire, Arabic in the Islamic empire and French in Western Europe in the 1800th century and most of these languages were considered as a paragon "on account of [their] aesthetic qualities, clarity of expression, literary power, or religious standing." Crystal (2003:7).

In the past millennia, there was one specific language of science starting from Sumerian to Greek, Arabic and Latin, however, in modern era, science is not tied up with one language only, but is related to many languages, chiefly, French, English and recently German according to Walter (1996). On the other hand, Ehlich (2001) argues that there was an idealisation of the dominant language and the '*invisibilization*' of its counterparts.

Bottery (2000:6) points out that "The development of globalization has been associated with the dominance of the English language." In which the majority of the past universal or "global" languages usually belonged to the most civilized and

powerful nations or societies as Ibnkhaldoun (1372) argues in his Mukkadima that "the triumph of a language reflects its speakers' triumph and its position among languages expresses its position among nations". The term "Global" is used instead of "international" in order to demark the English language from the other languages of wider communication according to Benmoussat (2003).

Indeed, English has gained from the British empire which expanded through colonizing different parts of the world (Jackson and Sorenson, l999) such as: America , Australia, South Africa and India establishing the pre- conditions for the global use of English language which obtained a significant position at the core of the global language system due to a *" variety of historical reasons, namely large scale migration and settlement of native language speakers, military imposition (colonialism), commercial or political power and prestige derived from scientific, cultural or other achievements"* (Leitner, 1992: 186).

English, in this vein, has grown to be more than an international language but rather a global language that is used as the primary medium of worldwide communication and human life strata. Hence,

> *It is English that stands at the very centre of the global language system. It has become the lingua franca par excellence and continues to entrench this dominance in a self-reinforcing process. It has become the central language of communication in business, politics, administration, science and academia, as well as being the dominant language of globalised advertising and popular culture. (Held et al., 1999:346)*

However, despite the fact that there has never been a hegemonic language as English, the 21st century may witness its collapse (Graddol 1997, 2006).

1.6.1 English in the Concentric Circles

Kachru(1997: 214) views the use of English is concentrated in three main circles or speech fellowships (the Inner, the outer and expanding circles). The inner circle is the norm providing fellowship that covers more than 10 countries including what Holliday (1999) refer to as the BANA countries that are Britain, Australia and North America wherein English and its varieties is the mother tongue (L1) such as the UK, New Zealand, South Africa in addition to several islands of the Caribbean as well as the Indian and pacific oceans.

The outer circle, however, is the norm developing fellowship that represents the countries wherein English has historical significance and has been institutionalised as an L2 in which it enjoys an official status and used in formal domains such as education, judiciary, administrations, legislature and so forth. This circle includes more than 70 countries mainly from the Commonwealth which were part of the historical British Empire such as Nigeria, India, Pakistan and so forth.

The expanding circle is very dynamic (Berns, 2005) in which it is the norm-dependent fellowship. It comprises more than 100 countries such as Algeria, Italy, Germany and others where English is -to a certain extent- significant in specific domains and used as the chief foreign language, mainly for tourism, economy, foreign languages education, economy and so on. Kashru (1997) highlights that for this circle, British English is no more the dominant, in which American English have began to gain more ground in this norm-dependent fellowship.

1.6.2 English as an Official Language

It is estimated that there are 350 million native speakers of English, in addition to 1, 900 million competent speakers around the world, which would mean: almost a third of the world's population is already fluent or competent in English (Crystal, 1997; Wardhaugh, Phillipson, & Crystal, 2003). Furthermore, the English language enjoys an official status in more than 70 countries throughout Africa, Asia and the Pacific (Crystal, 1997), wherein, it is used as a medium of communication within those communities and used in governmental official contexts such as the media, education and so forth.

Thus, English is necessary to get an easier access and integration into those countries that are attractive for migration and tourism in which -as Nayar (2002:475) puts it forward- "the purpose as well asthe goal of English learning in the world is assumed to be to communicate with and tointegrate into the native English speaking community" such as U.S.A, U.K, Australia, and Singapore.

Additionally, many of these countries provide stimulating programs such as Fulbright, MEPI, SUSI which belong to the US embassies and Chevening which is provided by the British Council. These programs select annually students and professionals from all over the world who in turn would actively participate in enriching and spreading English, not only in their native countries, but also in the world by means of rendering it the main language of their scientific works, books, reports, conferences and so forth.

Hence, this would reinforce the native English most recognized academic works who are said to bethe pioneersin many domains including: economy, policy, Media rendering English the most academic and professional language in which more than 50 percent of academic works are in English, with the percentage growing every year (Swales, 1987).

1.6.3 English at the Level of Media

The mass media are considered as the main factors behind the increasing influence and spread of English language throughout the world in such a way that represents what some scholars call *" English linguistic Imperialism"* such as Phillison (1992) who stressed on the immense important role played by mass media (films, video clips and television) as vehicles of that linguistic imperialism.

The last decade witnessed the emergence of the satellite TV channels among Algerian people who have been exposed to a new form of communication whereby they usually encounter the English language especially in channels like MBCs which gained popularity among Arabs in general, and Algerians in particular. Due to the various and updated programs and films it provides and that are mainly in English, as at least 58 percent of the world's films market is in English according to Crystal (1997). In almost all TV channels, the economic revenue is highly related to advertising which also uses English language to address a larger audience in the world.

Similarly, most international broadcasting channels and organisations use English as their chief language due to different reasons one of which is that the most powerful broadcasting channels belong to English speaking countries such as BBC and CNN and Reuters.

Moreover, English is used as the main official language in the most popular broadcasting associations such as the European Broadcasting union, the commonwealth broadcasting association and the Asia-pacific Broadcasting union (Crystal, 1997). The international broadcasting channels have given great importance to English language to the extent of constructing channels with total use of English as in the case of Al-Jazeera which opened Al-Jazeera international, and the same for France 24 and Euronews channels.

1.7 Conclusion

The present chapter reviews the theoretical background and demonstrates the relevant literature that conceptualizes globalisation as a multifaceted process in relation to ELT, in which it identifies its pedagogical status within the Algerian context. Hence, this research is undertaken in order to tackle the impact of globalisation on EFL students in Algeria, in an endeavour to expand the scope of this updated research challenge through exploring the aspects of the effects that may have resulted from the process of Globalisation.

CHAPTER TWO

CHAPTER TWO: ELT AND GLOBALISATION IN ALGERIA

2.1 Introduction

The present chapter attempts to reveal the impact of globalisation on ELT in general and EFL learners in particular. Accordingly, it provides a general account about globalisation as a multi-dimensional process in relation to ELT status in Algeria. Hence, this introductory chapter discusses the main approaches and systems that have been implemented within the ELT field in Algeria in such a way that highlights how globalisation affected the EFL learners.

2.2. Globalisation and ELT in Algeria

In the light of this era, ELT has become of paramount importance since English is global language, in which it "is now taught as the main foreign language in virtually every country, and used for business, education and access to information by a substantial proportion of the world's population" as maintained byCook (2007: 25).Therefore, the number of English speakers as a second or foreign language has surpassed the native speakers by means of the accelerating spread of English language (Graddol, 1997). In this vein, Algeria is no exception, as ELT is gaining more ground and more significance in comparison to the other languages.

2.3 Historical Background to ELT in Algeria

ELT in Algeria has deep historical roots in which it was officially implemented during the French colonization in the late 1930s in which there was no clear plan for English as it was under the umbrella of "languesvivantes" or modern languages education. Accordingly, the French educational system has remained even in the post-independence era, however, the beginning of the 1970s; Algeria began to adopt new approaches and systems apart from the French counterparts.

In the light of globalization, accompanied by the revolution of ICTs and global integration, English language became even prominent in which "The power and influence of English have been widely recognized nowadays in the context of globalization" (Chang 2006:505).

The Algerian government in the 1980s implemented the Arabization policy which aimed at diminishing the French dominance in Algeria in which Arabic was integrated as the First language in education. Moreover, English was seen as the alternative of French due to the fact that it represents a shortcut to modernisation. Indeed, syllabus designers in Algeria regard English language education as an integral part within the objective of integrating Algeria into modernity.

The programme of English as a Second Foreign Language (2003) advocates the use of English within the speech community in order to fully participate on a worldwide scale in "sharing and exchanging ideas as well as experiences in the fields of science, culture and civilization" (ibid 2003:2) in such a way that "makes it possible to know oneself and the other" (ibid) and thus increase the global understanding and tolerance.

2.4 The Status of English in Algeria

The Algerian policy makers regard English as a central part of the development movement in which, -as Milliani maintains- English in Algeria is conceived as 'the magic solution to all possible ills including economic, technological and educational ones' (2000: 13). This, is due tothe role of English has been highlighted within economic and scientific exchange since the 1950s (Warschauer, 2000; Waters, 1995).

Substantially, English has become a prominent factor influencing processes of reform and modernization throughout the world (Gil, 2005), not least Algeria, as it is the chief language of globalisation. Thus, it is regarded as a paramount resource and a key that may open the gates of the global arena for Algeria in order to modernize its economic educational sectors. On the same token, English is viewed as a vital instrument in which students regard it as integral to ensuring their personal well-being and both academic and professional career.

Furthermore, English is becoming more popular among the Algerian youthon social networks such as Facebook and Twitter. In fact Algerians are becoming more aware about English as it provides huge opportunities in which 'any literate, educated person on the face of the globe is deprived, if he does not know English' (Burchfield, 1986: 160).

Moreover, the mastery of English has become a sign that indicates a good education according to Hutchinson and waters (1987). This consolidates the chances to access the job market especially in the international oil and gas companies that work in Algeria (Euro monitor international for the British council: may 2012).

Accordingly, Algeria aims at developing the skills of the local workforce in order to attract the investment of multinational companies into Algeria. Therefore, the policy makers strive to improve the ELT standards and enhance the mastery of English because the trans-national corporations use English as their chief official language (Crystal, 1997). Therefore, there is a demand of a certain level in English language for recruitment (Euro monitor international for the British council, May 2012).

English Speakers in 2010/20011	7% of the population
Salary gap between Non-English and English speakers	10%
Ranking benefits of English in the workforce (1: not beneficial) (5: most beneficial)	3.2
Level of English required for recruitment	5% (0.5/6) Fluent
	25% (1.5/6) Good
	36% (2.2/6) Intermediate
	34% (2 /6) Basic
Rival of English in the work environment	Arabic and French

Table 2.1 English Language Profile in Algeria

Source: *Adapted from Euromonitor International from trade interviews, 2011*

Note: *Percentage of English speakers indicated is at an intermediate level*

Accordingly, the English language teaching is encouraged by the national policy which aims at diminishing the role of French language in which *"the French language has lost much of its ground in the socio-cultural and educational environments of the country"* according to Miliani (*2000:13)* who also states that*"the introduction of English is being heralded as the magic solution to all possible ills-including economic, technological and educational"*. Thus, English is seen as the key that opens the gates of the modern world that helps would help Algeria integrate effectively within the global village.

2.5 ELT at the Algerian Education

English began to gain more significance in Algeria despite the completion of French which has long dominated as a foreign language that has social roles. Accordingly, Crystal (1997) maintains that English has become dominant in foreign language teaching within more than 100 countries. It is rising as the chief foreign language in education that often displaces the former hegemonic traditional languages as in the case of Algeria in 1996 wherein "English replaced French as the chief foreign language in schools in Algeria (a former French colony)."as put forward by Crystal, (1997:115).

However, "English is predominantly used in schools, with a limited function in wider community. That is to say, the learners" exposure to ELL is essentially confined to the classroom" according to Ourghi, (2002:22) in the sense that English has a restricted use and a limited communicative function within the Algerian speech community.

2.6 English at the Secondary School

After passing the BEM exam which is the final exam in the Algerian middle school, the student moves to the Secondary school which lasts for three years of formal education which prepares students to sit for the Baccalaureate exam (BAC) which is an index of the academic scores and achievements that may grant students access to higher education.

English is the second foreign language in Algeria in which it is taught as compulsory subject-matter within the curricula of middle and secondary schools with distinctive time load, coefficient and importance regarding each specialism. Indeed, English is a subject of the curriculum in all educational streams whether

literary, scientific or technological in which it "represents an additional facet to the general learning and instruction of pupils" (Ourghi, 2002:24), However, English enjoys a more significant status in the foreign languages stream in which its coefficient is higher and its time load is more than in the other streams.

The courses of English at this level basically aim at developing the students' mastery of the linguistic functions as well as enhancing their understanding of the discourse patterns in order "...to process content relating to their lives and backgrounds and to develop both fluency and accuracy" (Teacher's Guide, 2007:59). Hence, the teachers are supposed to help their learners develop a considerable level of fluency and proficiency as well as a balanced mastery of the English language skills so that the student will be "be prepared to interact with various language situations they will encounter in real life" (Teacher's Guide, 2007:60) Herein, the students may develop an effective and appropriate communicative skill.

2.7 Approaches to ELT in Algeria

After independence in 1962, Algeria adopted and adapted many approaches for ELT moving from the ancient classical method, the Grammar-Translation method, to the most recent one CBA passing by the audio-lingual approach, Structural approach and Communicative approach. The Reformed and reforming curricula are a common way which aims at improving student skills, as well as developing intelligence and creativity (Demidenko, 2007).

2.7.1 Grammar-Translation Method

Within this approach, the emphasis is put on the formal description of the target language in which the learner is supposed to memorise the grammatical

rules. Moreover, the EFL teacher uses translation from and to English as a fundamental teaching procedure for the purpose of developing the student's lexis and enriching their vocabulary. However, the teaching process was basically teacher-centred. Consequently, the EFL learners were unable to use the language appropriately in communicative situations due to the fact that they learnt about how well they can use the language, and not how much they know about it (Richards & Rodgers, 1986).

2.7.2 Audio-lingual Approach

The background of this theory is largely attributed to the behavioural approach (Mize &Dantas-Whitney, 2007). Yet, it assumes that learning a language means learning habits; therefore, English language teachers were supposed to use much practice of dialogues of every situation. However, the application of that method did not give the desired results due to the fact that it emphasises on teaching the language and its grammar habits with neglecting the language itself (Kelly 1970, 2).

2.7.3 Structural Approach

The structural approach was first implemented in the Algerian ELT classrooms in the early 1970s. This approach, focuses on practicing the target language in which, the emphasis is put on the learner's autonomy which is decentralized from the teacher (Richards & Rodgers, 1986). However,this approach could not succeed because it did not adapt with Algerian context that lacks much of its needed materials.

2.7.4 Communicative Approach

CLT was derived from Hymes' (1971) communicative competence after being implemented as a pedagogical approach. It basically aims at helping learners acquire communicative competence for the sake of improving the performance and the appropriate use of the speaker's knowledge of the rules of grammar in particular contexts. This approach regards communication as an essential part of the teaching process in which *"The first act of pedagogy is communication"* according to Morandi (2002:22).

Hence, the general aim is to develop the learner's communicative functions in which the teacher is supposed to emphasise on meaningful interactional tasks and not only the linguistic competence *per se* in which he should adapt the learning activities to his target group of learners. Indeed, teaching is described *"know-how to communicate"* (Morandi 2002: 20). Moreover, this approach aims at preparing the learners for the realistic situations wherein the learner can be confronted by native speakers and their specific socio-cultural context. Therefore, this teaching approach incorporates the use of authentic materials and group activities which seek to simulate the real-life contexts of the target language in order to prepare a secure, non-threatening atmosphere according to Li (2003).

On the other hand, the evaluation of communicative tasks was quiet difficult since one particular language function may carry various forms. What is more, is that Algeria could not equip the educational institutions with the necessary reforms and the appropriate conditions that would consolidate the adaptation of this approach into the pedagogical settings (Morandi: 2002). In sum, The implementation of the communicative approach could not meet the desired objectives in which "Even if the pupil has reached a certain mastery of the

language, the fact is that in practice his performance has remained at a very low level'' (Programme of English as a foreign language, 2003:5).

2.8 Educational Globalization in Algeria

Globalization seems to be the reason behind the spread and the adoption of many educational systems and programs that mainly belong to western countries in general and USA in particular. In this vein, the Competency Based education and the BMP (LMD) system are among the systems which have recently been adopted in Algeria.

2.8.1 Introduction of CBE in Algeria

Joyner (1996: 249) views this approach as *''a systematic learning process in which the primary concern is the learner's attainment of the knowledge and skills relevant to his/ her selected occupational goals''* in which it aims at matching the learner's competency with the academic and vocational objectives in order to ameliorate their level of performance (Hedge, 1996). Moreover, CBE/A is identified as *'' an educational movement that advocates defining educational goals in terms of precise measurable descriptions of knowledge, skills, and behaviors students should possess at the end of a course of study''* according to Richard and Rodgers (2001: 141).

In 2005, the competency-based approach was introduced in Algeria within the educational reforms that might be, to a certain extent, linked to globalisation, then, it was adapted to the ELT field. Herein it is referred to as the CBLT approach that maintains a learner-centred pedagogy language teaching in which it aims at promoting learning autonomy. Moreover, The CBLT approach is based primarily on developing the learners' competencies by virtue of a set of pedagogical

strategies that may improve his skills and ameliorate his performance in which *"The focus moves from what students know about language to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies and assessment."*(Docking, 1994: 16).

Accordingly, there are four main steps that teacher of English would pass through, he would firstly, assess the needs of his students. Then, on the basis of those needs, he selects the appropriate competencies which are likely accompanied with suitable instructions; and finally, the teacher evaluates the learner's performance in those competencies (Lobanova and Shunin, 2008).

However, many lacks were detected among this approach, one of which is that it is too broad and colossal to be applied in the field of ELT. In addition, the assessment process is often subjective. Therefore, an extensive preparation is needed in the field of ELT hand-in-hand with continuous adaptation and refinement.

2.8.2Implementation of LMD System

The LMD system is the francophone version of the BMP system which stands for Bachelor-Master-Philosophia Doctorate. However, the acronym LMD signifies: Licence-Master-Doctorate. This educational system was a prerequisite for Algeria in order to align with the global systems as well as having the Algerian degrees recognised throughout the world.

The homogenization of the European degree structures in 2010 by the European Higher Education Area (EHEA) was followed by growing interest of

exporting their Educational experiences for the sake of improving the European academic mobility and enhancing the attractiveness of Europe as a study destination (World Education services: 2007).

Algeria has benefited from the collaboration with the EHEA as it engaged with the Euro-Mediterranean Higher Education and Research Area in such programs like Averroes, Erasmus, Alfa, which have accelerated the promotion of academic exchange .And thus, the improvement of the level of Algerian students and scholars. It is due to Globalisation that, the implementation of the LMD took place in which it was structured and designed based on the Anglo-Saxon high systems then stretched to Europe which has implemented it in order 'to enhance the attractiveness of European education and make it more competitive in an international market' (Guide to Bologna Process, 2005: 19).

Accordingly, it was first introduced in Algeria by the academic year of 2002-2003 for experimental objectives, then; it was generalized over the tertiary institutions (El Watan 28 October 2004). Algeria was in need of integrating the LMD in order to align with the international tertiary system. Otherwise, it would be left on the margin since it lacked the rapprochement to the global level as the Classical educational system was not equivalent to the foreign systems. The LMD was introduced as a system that would ease the student's mobility and increase their chances in the global market in which they would avoid the problem of downgrading their qualifications and degrees.

2.8.3 Integration of ICT's in the Algerian Education

The role of ICTs in globalisation is very significant as it initiated 'the telefoundation of the global real-time communications system" (Virilio 2000:9) in the sense that it has become the milieu of time and space wherewith the flow of

information is very rapid and communication is instant. Hence, the notion of geography stretches from the limited geophysical world toward technologies of electronics (Virilio and Lotringer, 2008).

The integration of Competency based education in Algeria made it necessary for the policy makers to promote the use of ICT's in order to update and improve the educational system and the tertiary policies as well as their objectives and practices. Therefore, Algeria has invested millions of dollars to import technical materials appropriate to the adaptation of ICT's into educational curricula in general and the ELT curricula in particular.

The traditional activities can be improved by using the computer or the Internet in which both students and teachers would have easier access to knowledge with low costs. At this level, the task of teachers and instructors are to develop the spirit of being facilitators of the technical materials and guides for their students who are supposed to conduct researches on their own (Kuechler, 1999).

Accordingly, Tlemcen University has joined the global partners of education in which it has engaged in the Global Virtual Classroom programme (GVC) with the American university of "North Carolina" (Le Quotidiend'Oran on 17 of October 2010.).Within this programme, the participants are to practice the English language as they would communicate through video-conferences by means of the internet with the American group and with two other groups from different countries**.**

2.8.4Challenges to ELT in Algeria

ELT in Algeria faces many challenges and impediments that hinder the appropriate implementation of the educational systems and approaches though their

theoretical implications might help at improving the quality of education. Herein, lies the crucial role of the specialized pedagogues and researchers who must be included and consulted in any process of implementing or integrating any given system or approach. However, the centralized decision-making marginalises these specialists in Algeria as Bouabdessalem (2001: 102) maintains that "The educational system is still highly centralized, although several suggestions have been voiced by skilled teachers, and are still being attempted towards decentralization .In vain, the general education policy is ultimately decided at the top."

Furthermore, it has become a pre-requisite for EFL teachers to adapt with the modern systems because "Teachers who are the products of the old educational system may find it difficult to manage the role reversal required in the new classroom where learners are the main players" (Richard et al, 2006: 2).

In this vein, Benmoussat (2003) argues that "There seems to be a clear discrepancy between the stated objectives and the educational conditions that prevail in EFL teaching settings to accomplish the desired objectives" in which there should be a rapprochement between the objectives and the actual educational environment.

2.9 Research Design

The present investigation is conducted in the form of case study as an attempt to collect reliable findingsby means of systematic procedures in order tocollect valuable and valid data about the influence of globalisation EFL learners in Algeria.In this vein, case study is thought of as an in-depth investigation that highlights an actual phenomenon in which it aims at examining the factors behind

any patterns of a given unit in relation to its surrounding environment as maintained by Kothari (1990).

Accordingly, Yin (1984: 23) points out that*"A case study research is an empirical enquiry that investigates a contemporary phenomenon within a real-life context where the boundaries between phenomenon and context are not clearly evident, and in which multiple sources of evidence are used"*.Hence, the thorough focus of the researcher is put upon particular instances which are representative to the whole population; in which the investigator seeks a collection of instances to form the aggregate issue, from which relevant data will emerge (stake, 1995).

2.9.1 Sampling

The population of this case study includes first-year EFL learners and EFL teachers at Tlemcen University in which a sample of 40 students are randomly selected in addition to 10 teachers who are selected on the basis of specific criteria.

2.9.1.1 EFL Students' Profile

The present study is conducted on first-year EFL students at the University of Tlemcen in Algeria. Hence, a sample of 40 students from both sexes was involved in this study with age grading from 17 to 23 years old. These students passed to higher education after attaining a minimum grade of 10 in the Baccalaureate (BAC) exam of secondary school belonging to one of the following streams Humanities and Foreign Languages, Life and Natural Sciences, Mathematics. These randomly selected participants use English as their second foreign language and they have been studying it for seven years before studying it as their major at university.

Age	Male	Female	Total number
17 to 19	7	15	22
20 to 23	8	10	18
Total	15	25	40

Table 2.2: Profile of EFL Students' Sample

2.9.1.2 EFL Teachers' Profile

This investigation included a sample of 10 EFL teachers the EFL who were required to elicit information about their perspectives on how the process of globalisation affects their EFL learners and the ELT field in accordance to the current educational systems, approaches and methods.

The participants were selected with regard to specific features, namely, the length of experience in their teaching career. The rationale behind selecting this type of teachers is that they have been teaching in the classical system and are now teaching in the LMD modern system which is regarded as a trend of globalization. Hence, EFL teachers can provide informative data about the impact of globalisation on EFL learners.

2.9.2 The Research Instruments

In the current investigation, the researcherused two instruments, namely, the questionnaire for EFL students and the interview for EFL teachers, in an attempt to gather qualitative and quantitative data.

2.9.2.1 Questionnaire

The questionnaire is a structured research instrument that aims at"the collection of data which translate hypotheses into questions" according to Richeterich and Chancerel (1980:59). It allows the investigator to collect quantitative and qualitative data by means of open/close-ended questions as maintained by Patton(2002).

In this vein, the present investigation conducted a structured questionnaire to EFL students in which it included open-ended and close-endedquestions in an attempt to gather either qualitative or quantitative data about the impact of globalization on EFL learners in Algeria.

2.9.2.2 Interview

The interview is thought of asone of the main researchinstrumentsthat is used forgathering data that is characterized by a direct interaction between the researcher and his sample. This method enables the researcher to elicit relevant data directly from the source "informants". Accordingly, the research process would be more systematic as the interview provides in-depth insights about the respondent's perspectives, attitudes, beliefs and viewpoints.

There are three main types of interview formats: Structured interview, semi-structured interview, unstructured interview. The first type is the structured interview which includes a standard and pre-planned set of questions that are asked in a systematic way across all respondents in which the researcher would be able to gather reliable and valid data.

The second type is the semi-structured interview is a flexible method whereby there is a partial pre-planning of the questions, in which participants are allowed to expand upon their answers with providing more details beyond being restricted to standardized questions.The third type is the unstructured interview which has a topic area to be explored, whereby an opening question would open introduce the topic to the respondents; who are freely allowed to reveal their perspectives, attitudes and opinions.

2.10 Conclusion

The current chapter discusses the degree to which Globalisation has influenced education, not least the field of ELT in Algeria, which has gradually developed as it witnessed the implementation and the implication of several approaches and systems along with the remarkable impact of globalisation on the Algerian EFL learners' attitudes and academic level. Hence, this chapter also provides a brief account about the research design, procedures and instruments as well as a general definition about the sample population profiles.

CHAPTER THREE

CHAPTER THREE: **DATA ANALYSES AND DISCUSSION**

3.1 Introduction

The present research is conducted in an attempt to examine the impact of globalisation on EFL learners' attitudes in particular and the field of ELT in general with regard to the Algerian context. Accordingly, the study of such problematic is of paramount importance due to the fact that Algeria is becoming more involved in the process of globalisation and is thus constantly affected.

Furthermore, the set of changes characterised by the adoption of a range of educational systems and approaches in the field of ELT as well as the remarkable attitudes of EFL learners in the light of globalisation have intrigued the researcher to undertake the current investigation.

3.2 Data Analysis and Interpretation

In the current research work, the investigator implemented two research instruments, namely, a questionnaire for EFL students and an interview for EFL teachers, which are analysed and interpreted qualitatively and quantitatively.

3.3 EFL Students' Questionnaire

The questionnaire piloted for this research was delivered to 40 EFL students in which it included nine questions divided into three sections (See appendix A). The first section aimed at collecting background information about the participants: their age, gender, knowledge about globalization, and their objective behind learning English.

The second part seeks to find out the degree to which EFL students were affected by the process of globalization. The third section identifies their attitude toward the systems and approaches implemented by virtue of globalization.

3.3.1 Questionnaire Analysis and Interpretation

The Analysis of the questionnaire was undertaken by means of quantitative tools. Herein the objective is to quantify the EFL student's answers and represent it in statistical data which is also summarized in figures and tables.

Question 1:do you have an idea about globalisation?

The rationale of this question is to elicit whether the EFL students are au courant with the process of globalization or not.

	Yes		*No*	
	Male	*Female*	*Male*	*Female*
Absolute Frequency	12	19	*3*	6
Relative Frequency	80 %	76 %	*20%*	*24%*

Table 3.1: EFL Students' Awareness about Globalization

The findings of this question reveal that the EFL learners are quite aware about the process of globalization in which 76% of females and 80 % of males have responded that they have a general idea about globalisation as a worldwide phenomenon.
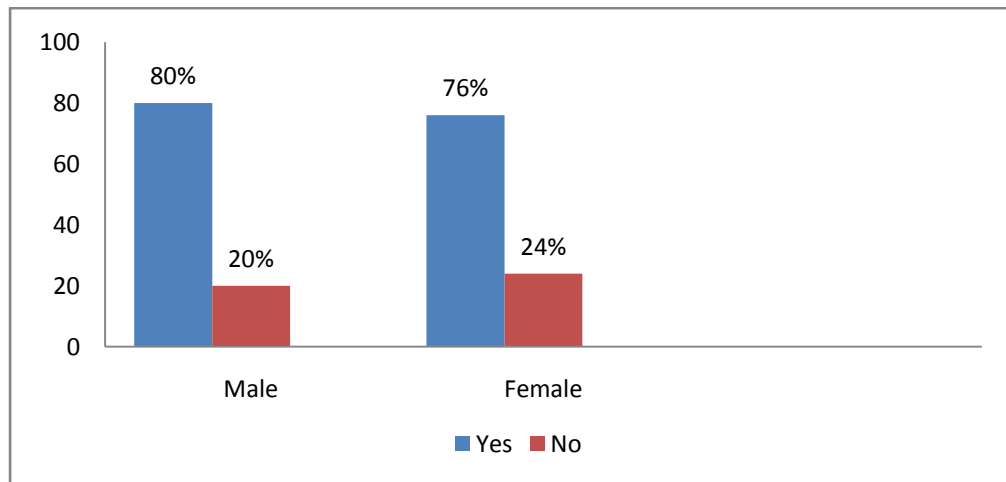
Figure 3.1: EFL Students' Awareness about Globalization

Question2: *What do you think about Globalization?*

This question aims at investigating the EFL learners 'attitudes towards the phenomenon of globalization and its main effects with regard to the variable of age.

Attitudes toward globalization	17 to 19 age		19 to 21 age		21 to 23 age	
	AF	RF	AF	RF	AF	RF
Global village	4	30.76%	2	11.11%	1%	11.11%
Technology advancement	6	46.15%	3	16.66%	1	11.11%
Americanization	2	15.38%	6	33.33%	3	33.33%
Cultural and identity Threat	1	7.69%	7	38.88%	4	44.44%

Table 3.2: EFL Students' Attitudes toward Globalisation Effects

The results show that within the first category (between 17 and 19 years old) 30.76% of the informants view globalization as a process that transforms the world

into a global village and 46.15% consider it as a technological advancement that is facilitating life and connecting people from all over the world. This category can be classified within the globalist paradigm in which 15.38% relate it to Americanization and only 7.69% are cautious about it as they assume it to be a threat on their own culture and identity.

EFL learners who are between 19 and 21 years old are represented in the second variable which shows a gradual shift in the EFL learner's opinions due to their advanced level of maturity, in which 38.88% of them adhere to the idea that globalization threatens their own identity and culture, 33.33% pertain it to the wave of Americanizing the world.

Nevertheless, 16.66% of the respondents consider it as a process which is developing the world by virtue of the technological advancement. In addition, 11.11% of them classify it as being responsible about contracting the world into a small village.

Last but not least, the third category of age that is between twenty-one and twenty-three years old has shown even more awareness and consciousness about globalization among the informants as 44.44% of them believe that it is a threat on their own identity and culture and 33.33% among them relate it to the Americanization process. On the other hand, the least percentage that is 22.22% perceives as the technological advancement that has transformed the world into a global village.
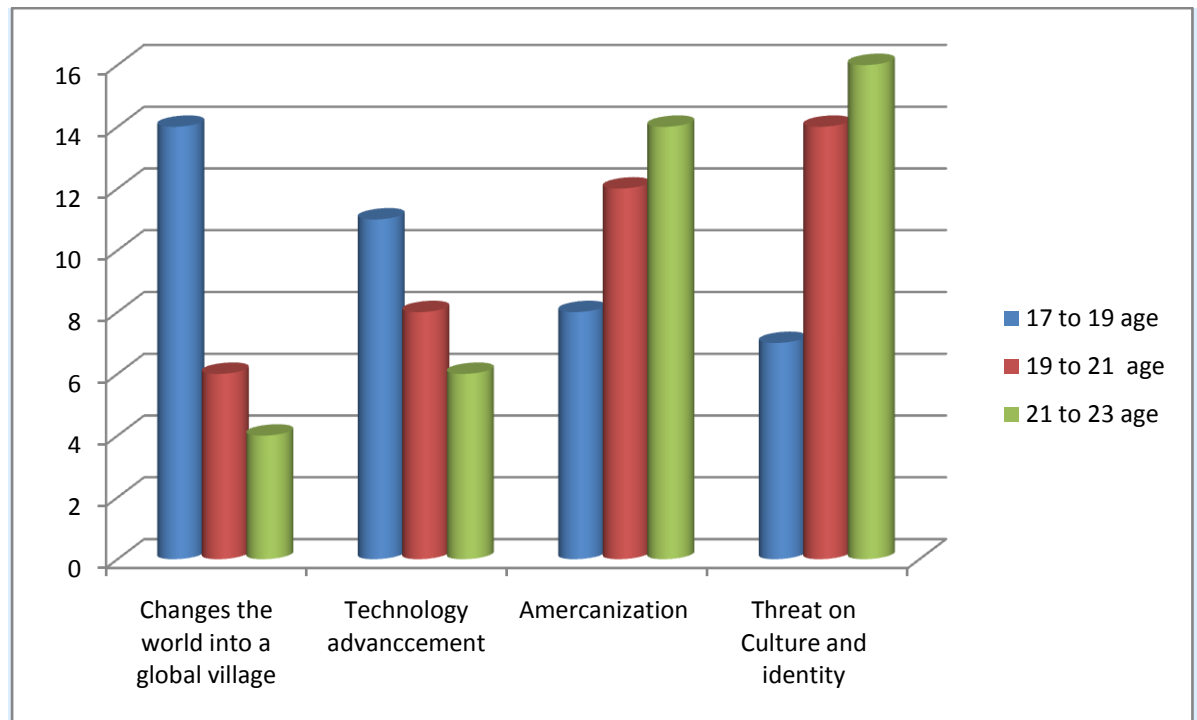
Figure 3.2: EFL Students' Attitudes toward Globalization Effects

Question 3: EFL Students' Awareness about globalization impact

This question is administered in an attempt to demonstrate whether the EFL students feel affected by the process of globalization or not. The vast majority of the respondents believe that they are affected by the globalization process in which 77% admit it whereas only 22.5% deny it.

Herein, the gender variable did not show any difference in which the overwhelming majority of both males and females that is 73% and 80 respectively admit the impact of globalization on them as EFL students.

Gender	yes		No	
Male	AF	RF	AF	RF
	11	73,33 %	4	26,66%
Female	AF	RF	AF	RF
	20	80%	5	20%
Absolute frequency	31		9	
Relative frequency	77,5%		22,5%	

Table 3.3: Globalisation Effect on Students
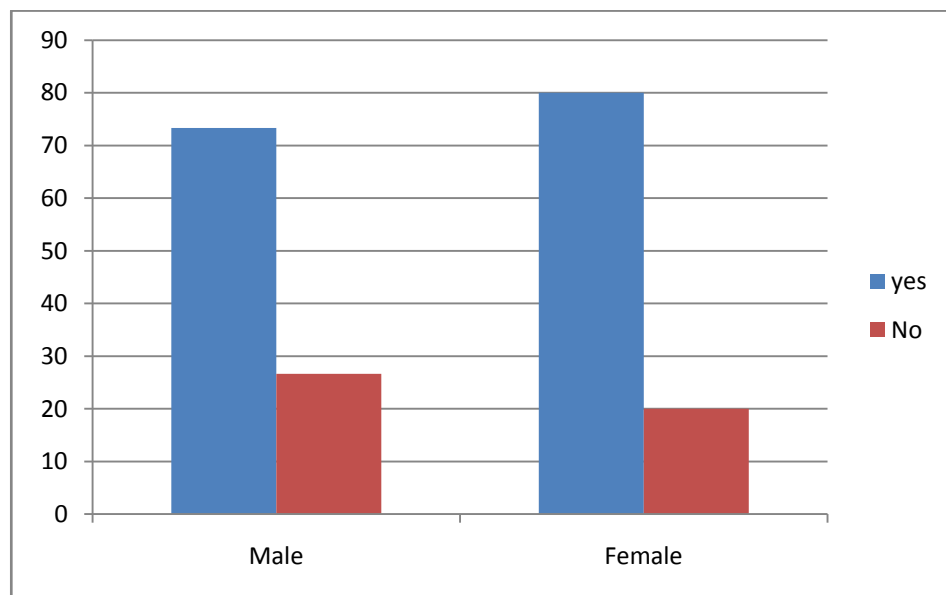
Figure 3.3: Globalisation Effect on Students

Question 4: *Students' objectives for learning English*

　　　This question is addressed to the EFL students so as to investigate their purpose behind studying the English language. In this vein, the results attained

manifest that the overwhelming majority of students that is 27.5% learn English in order to travel or migrate abroad.

Accordingly, 22.5% study it so as to communicate on a worldwide scale and 17.5% for the sake of finding better employment opportunities. In addition, 15% assert that their aim for learning English is for educational purposes whereas 10% study it in order to learn the target culture while 7.5% have personal enrichment purposes.

Priorities	Travel/ Migration	Employment Opportunities	Education	Cultural interest	Personal Enrichment	Global Communication
Absolute frequency	11	7	6	4	3	9
Relative frequency	27.5%	17,5%	15%	10%	7,5%	22.5%

Table 3.4: EFL Students' Priorities in Learning English

The EFL students were asked to classify their objectives for learning English in terms of their priority. The results denote that the majority of informants ranked travel and migration as their first priority aim. The second priority for them is to learn English for the global communication while their third purpose is to find employment opportunities.

Accordingly, learning English for educational purposes was classified as the fourth priority, for educational objectives as the fifth pre-eminence whilst personal enrichment was ranked as the last priority.
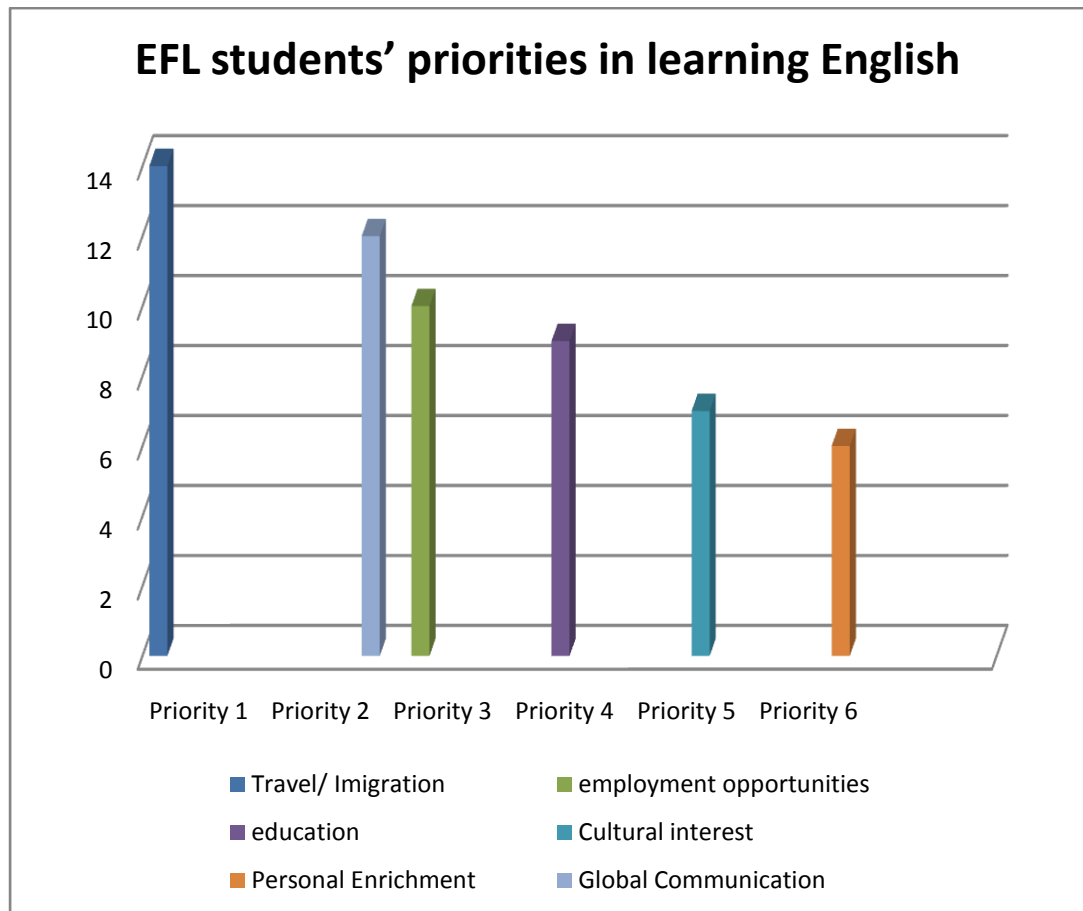
Figure 3.4: Objectives of the EFL Students in Learning English

Question 5: *The Favourite dialect and culture of English for EFL Students*

This question is designed in an attempt to show which English language dialect and culture is preferred to be taught for EFL students.

Accordingly, the results display that the overall number of EFL students prefer to study the American English and culture with a percentage of 60%. However, 35% prefer British English and culture whereas only 5% prefer Australian English and culture.

Gender	American English		British English		Australian	
	AF	RF	AF	RF	AF	RF
Male	9	60%	6	40 %	0%	0%
Female	15	62,5%	8	33,33%	1	4,16%
Total Absolute frequency	24		14		2	
Total Relative frequency	60%		35%		5%	

Table 3.5: EFL Students preferred Variety of English
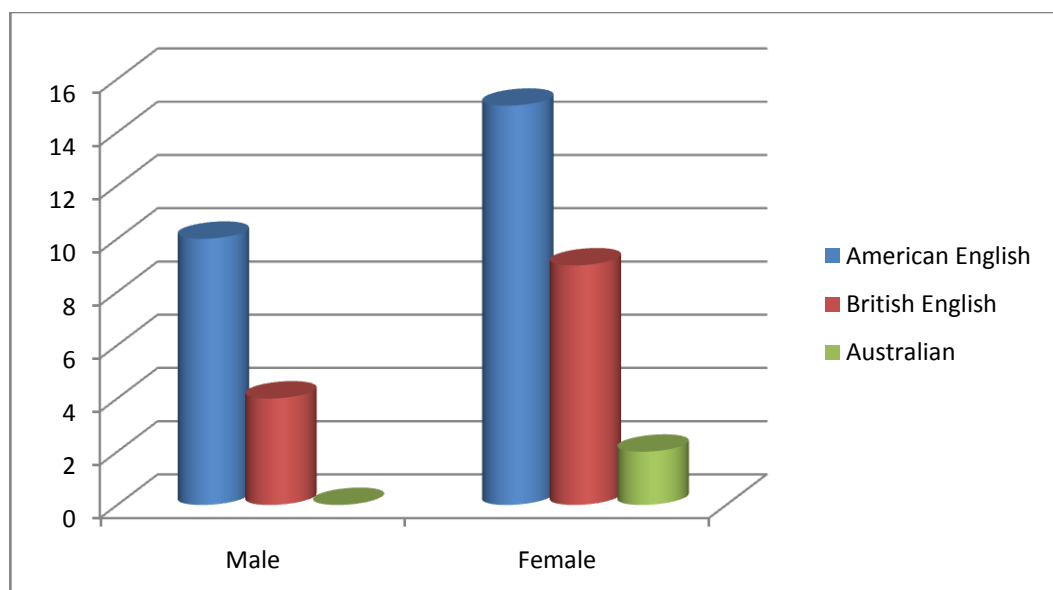
Figure 3.5: EFL Students preferred Variety of English

Question 6: *The common resources for learning by EFL Students*

This question is administered in order to reveal the EFL students' tools that are used to develop and improve their English skills. The findings of this question

disclose that the vast majority of students with a percentage of 87.5% use ICTs while only 12.5% use paper books.
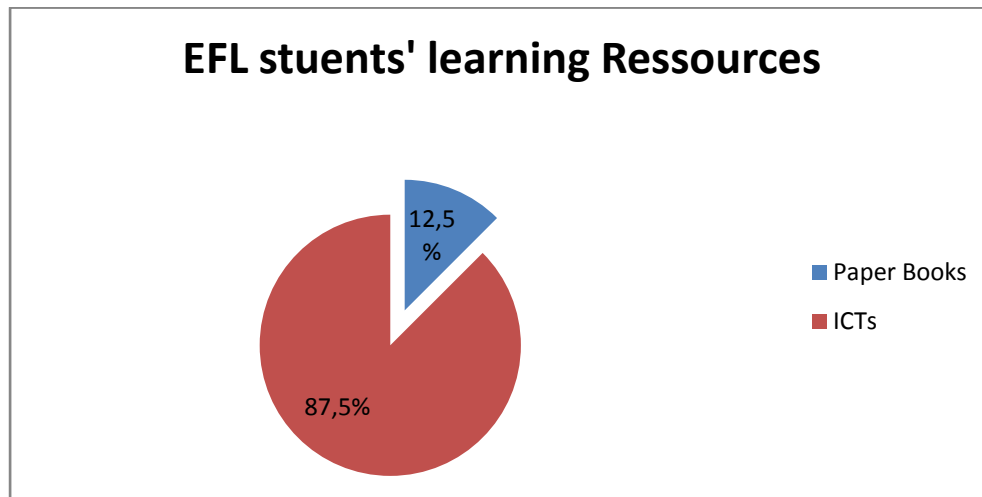
Pie-chart 3.1: EFL Students' Learning Tools

Question 7: The EFL student's researching and studying tools

Learning tools	Frequency	Percentage
Libraries	5	12,5%
Websites	12	30%
Social Media	8	20%
Media (TV)	9	22,5%
Total	40	100%

Table 3.6: EFL Students' Learning and Researching Tools

This table denotes the remarkable influence of globalization in the learning methods of EFL learners in which most of them use ICTs that are represented in media, internet and music. However, only 12.5 % of the informants use libraries with its paper books to study and develop their English language skills. The

following pie-chart renders the above mentioned data more explicit about the impact of globalization on the tools of studying and learning by EFL learners.

Question 8: *What is your level in ICTs' mastery?*

      This question seeks to reveal the EFL learners' command of ICTs by virtue of the gender variable. In this respect, 60% of the male students claim that their level of ICTs mastery is good while 6.66% admit it to be fair. Hence, a total of 26.66% acknowledge that their command of ICTs is poor and only 6.66% say that they are excellent in using ICTs. On the other hand, 40% of the females believe that they have a good level in ICTs and 20% say that it is fair. However, 32% admit that their mastery of ICTs is poor and only 8% assume it to be excellent.

Level	Male		Female	
	AF	RF	AF	RF
Excellent	1	6,66%	2	8%
Good	9	60%	10	40%
Fair	1	6,66%	5	20%
Poor	4	26,66%	8	32%
Total frequency	15	99.98%	25	100%

Table 3.7: EFL Students' ICTs Mastery
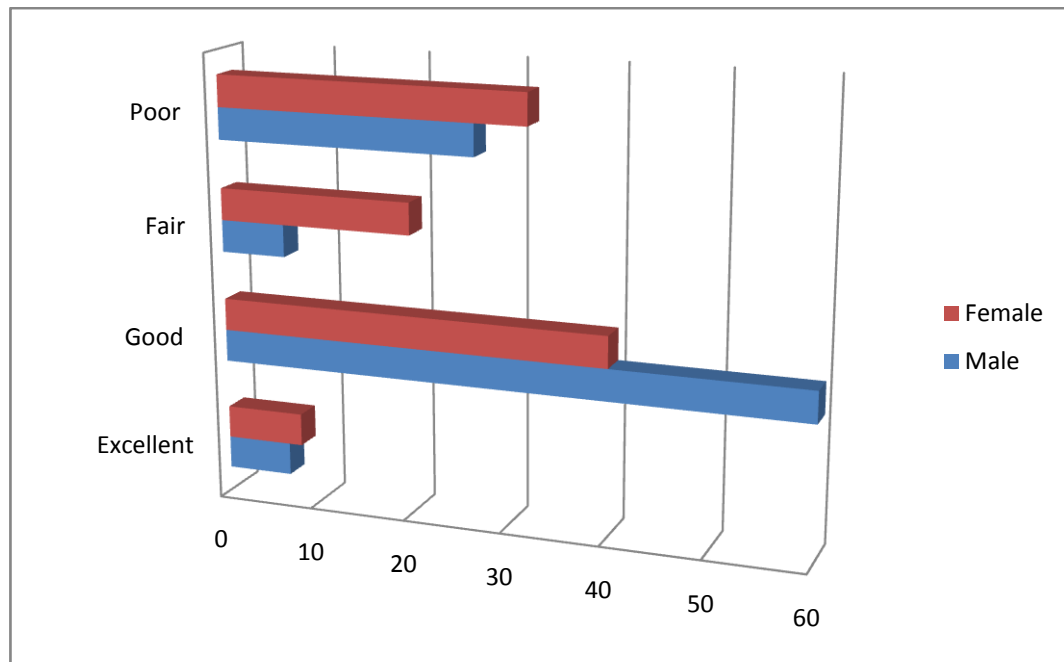
Figure 3.6: EFL Students' ICTs Mastery

Question 9: *The extent to which EFL Teachers impel students to use ICTs in research works and studies*

This question endeavours to find out the extent to which EFL learners are asked to use Information and communication technologies in research works and studies.

In this vein, the informants admit that 47% of their teachers rarely ask them to present projects by means of ICTs. However, 40% ask that sometimes. On the other hand, 8% of the teachers never require EFL students to integrate ICTs in presentations and that is required regularly only by 5% the teachers.
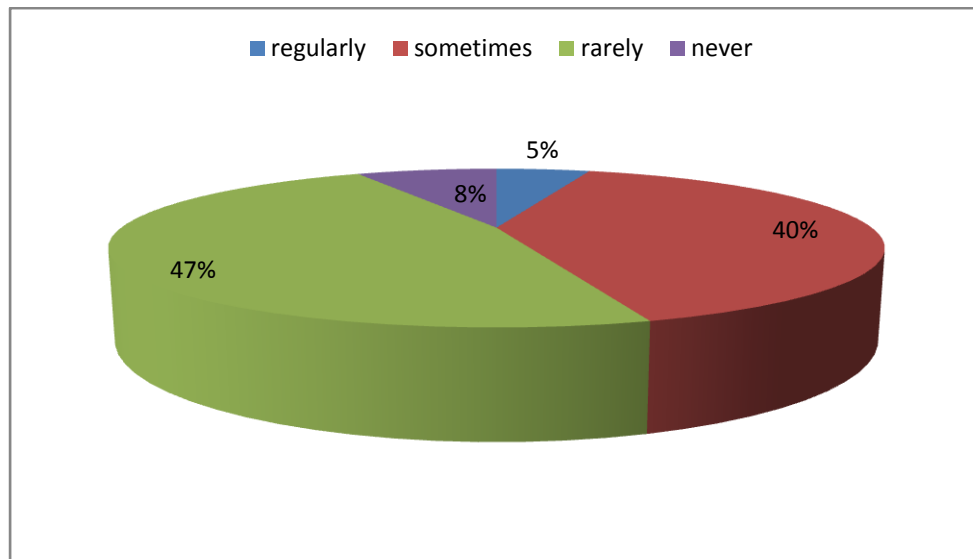
Pie-chart 3.2: EFL Students' use of ICTs in Research Works and Studies

3.2.3 Discussion of the Questionnaire Results

The piloted questionnaire to EFL students was of paramount importance in which it has confirmed the research hypotheses and has revealed the degree to which globalization affects EFL learning. The findings of question 1 and 2 reveal that the EFL learners are quite aware about the process of globalization and they admit that it has an impact on them.

Moreover, the data gathered displays the attitudes of EFL students on the process of globalization in those who are 17 to 19 years old view it positively as it caused a technological unprecedented advancement that has transformed the world into a small interconnected and interrelated village. However, students who are around 21 and 23years old are quite cautious about it as they consider it as part of the Americanization process that might be a perilous threat on their own culture and identity. This might be due to the advanced level of maturity in this category of students who seem to be more conscious about the challenges that can be caused by globalization as a multi-dimensional process.

The results also unveil the main objectives for EFL learning in Algeria in which the overwhelming majority of students admit that their priority objective is to travel or migrate as well as to communicate on a worldwide scale. This might be due to the economic crisis in Algeria as most graduate students face a shortage of job opportunities. Therefore, some learners target better employment opportunities with the trans-national companies that work mostly in the south of Algeria. Moreover, some students claim to learn English for educational purposes whereas few of them aim at learning cultures in order to enrich their perspectives on the world.

As it has been already hypothesised, the findings confirm that the overall number of EFL students opt for studying the American English and are more interested in the American culture due to the fact that USA is the leading power in the world in which students are more exposed to American English and culture in the information and communication technologies in addition to the mass media. Therefore, EFL students assume that American English is easier to understand and to learn than the other varieties of English language, namely, the British English.

In this vein, the responses of the students have revealed a significant shift in their learning process in which most of them affirmed that their primary tools for studying and researching are ICTs based. This can be due to the fact that ICTs provide an easier access to information and a constant and instant communication with English language native speakers with whom the students can practice and improve their English at bargain.

On the other hand, the paper books and libraries have been abandoned in favour of ICTs and this has caused a decreasing rate in reading among the EFL students who have become thoroughly dependent on the internet wherein they

usually improve their speaking and listening skills, however, they ignore the reading skill which is fundamental for the writing skill.

Furthermore, EFL students are lacking the research passion and skills as they can find everything ready-made on the internet without doing research efforts. Herein, many students fall in the trap of plagiarism and this is present in the projects they prepare and also in some dissertations.

In the same token, the majority of students have confirmed their good level in ICTs' mastery and this might be because of the availability of technological materials and the internet connections that are becoming less expensive. Moreover, that might be due to the ICT subjects taken in the secondary schools in addition to the ICT module that EFL students take in their first academic year at university.

Accordingly, the EFL students have claimed that most of their teachers rarely prompt them to undertake their research and studies by means of ICTs and this can be due to the fact that most teachers have not been trained about ICTs though it is a fundamental part of the LMD system.

3.4 EFL Teachers' Interview

In order to explore the teachers vision about the impact of globalisation on ELT in Algeria, and to unveil the outcomes of these effects; a *structured interview* was conducted on a sample of ten (10) EFL experienced teachers at Tlemcen University since they have been direct observers of the gradual development of the field of ELT as well as the attitudes of EFL students in Algeria in addition to the fact that they witnessed both the classical system and the LMD.

Accordingly, the structured interview was adopted because it provides sufficient flexibility to approach directly the respondents within the same

framework of investigation. Furthermore, this instrument draws reliable and valuable data with valid conclusions.

The interview consisted of eight questions (see appendix B) and was undertaken in the English language in which it was tape-recorded, stored, then, analysed and finally interpreted in order to secure an accurate and exact account of information. Hence, the questions aimed at disclosing background information about the teachers' viewpoints about the globalisation process with regard to the ELT field. Then, they were required to comment on the efficiency of the LMD system and the CBA as trends of globalisation.

The informants were also asked about their EFL students' attitudes in relation to globalisation. Thenceforth, they were asked to comment on the efficiency globalisation provided better conditions for ELT in Algeria and on its outcomes on them as EFL teachers. Finally, the informants were requested to give their recommendations and suggestions for enhancing ELT and improving EFL students in Algeria.

3.4.1 Interview Analysis and Interpretation

The current research is analysed and interpreted in a descriptive method in presenting the results because descriptive statistics help at to present *'quantitative descriptions in a manageable form and helps to simplify large amounts of data in a sensible way'* (Patton, 2002).

This method is also helpful in presenting qualitative results (ibid).This part aims at processing the data gathered from the EFL teachers' interview after a qualitative analysis as a first step before it get discussed and interpreted to such an extent that provide contextual insights about the research problematic. The

interview with EFL teachers at Tlemcen University has dealt with each question individually.

Question 1: EFL teachers' Believes' about globalisation in Algeria

The majority of teachers assume that globalisation is a phenomenon that is transforming the world into an interrelated small city wherein it integrates the level of human life whether economic, political, cultural and not least linguistic under the hegemony of USA over the rest of the world whereby the globe becomes unilateral. Moreover, the EFL teachers affirm that the globalisation process has been imposed on Algeria in which it cannot avoid it.

*Question 2***:** Teachers' awareness about the impact of globalisation on the Algerian educational system

The overall number of respondents believes that the Algerian educational system is under a considerable impact from globalisation in which they claim that such influence is inevitable and is actually manifested in Algeria through the presence of foreign companies in different domains such as: oil, gas, education and so forth.

Question 3: Teachers' attitude toward the LMD and CBA

The vast majority of respondents consider the LMD system, the CBA and the ICT as trends of globalisation in which the educational reforms of 2003 launched the CBA in the pre-university level and the implementation of the LMD at the university level. Hence, EFL Teachers declared that adopting those systems was necessary for harmonization with the global educational systems.

Question 4: The favourability of LMD and CBA within the Algerian context

The majority of teachers with a percentage of 60% assume that the systems are not favourable in the Algerian context because they are not applied appropriately.

However, 40% of them believe that these systems are favourable and they only need to be implemented in the right way.
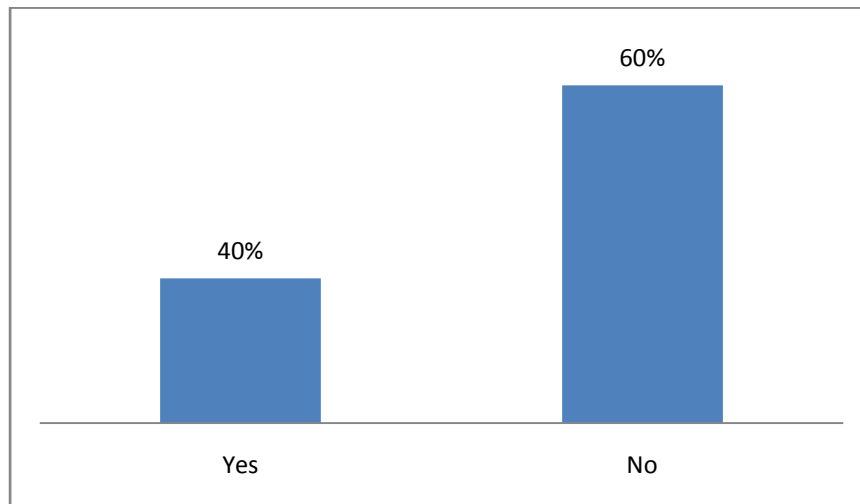
Figure 3.7: EFL Teachers' attitudes LMD and CBA in Algeria

Question 5: Teachers' observation about ICTs' effects on EFL students

The informants claim that the unprecedented advance of information and communication technologies is improving the EFL students' speaking skill but at the same time it has some negative effects on them as they usually learn informal style and commit plagiarism without the sense of research.

Accordingly, they assume that ICTs can benefit the students as it allows them to access information and to communicate with English native speakers. Nevertheless; teachers assume that EFL students gained from ICTs in terms of improving their speaking skill but it mainly with an informal style. Moreover, they claim that ICTs has taken away students from reading books in which it resulted a low level in the writing skill. Furthermore, the teachers noticed that many EFL students are imitating the western cultures and thus, they are in risk of losing their own values and culture.

Question 6: *The influence of globalisation on EFL teachers*

The informants claimed that they witnessed a big development in their teaching methods as a direct result of the effects of the global theories which are applied all over the world in addition to their accumulated experience in the international universities in addition to their interaction with international teachers.

The respondents admitted that the change is characterised in the use of technology in the classroom such as the use of data show, lap top, loud speakers... etc. The teachers also replied that there was a change in roles within the new reformations in which they are supposed to be guiders, facilitators and monitors of their students.

Question 7: *Globalisation standards for ELT in Algeria*

The teacher's responses go in the same line with; the idea that the globalisation process has played a remarkable role in enhancing and ameliorating ELT conditions and standards. They also emphasised on the unprecedented factors that globalisation came up with such as internet, technological materials, telecasted programs and so on. All those factors have broken all the obstacles; whereupon both EFL learners and teachers have easier access to information, and can profit from online websites which provide communication with native speakers and even free courses. The informants recognised the fact that technology helps them to get better management and control over their students. In addition, it aids at improving the transmission of the teachers' message to the learners.

Question 8: *EFL teachers' recommendations for enhancing EFL students and improving ELT in the light of globalisation*

This question aims at collecting valuable suggestions that can help EFL students and the ELT field benefit from globalization. Hence, the findings reveal

that the majority of teachers emphasise on the need for both pre-service and in-service training for EFL teachers.

Moreover, they prompt the integration of globalisation studies within the curricula. In addition the EFL teachers ask the responsible authorities to provide the technical and pedagogical materials that accompany the adopted systems. They also propel EFL students to read books which are more authentic and reliable than internet. Accordingly, the informants believe that globalisation is inevitable and thus Algeria has to be cautious about its threats, namely acculturation. In this vein, they recommend that the adopted systems should be adjusted to fit in the Algerian context.

3.4.2 Discussion of the Interview Results

The main aim of this exploratory research was to identify EFL teachers' viewpoints and experiences concerning the impact of globalisation on ELT in Algeria. The findings revealed that teachers have considerable awareness about globalisation as a multi-faceted process that affects Algeria and its educational system, not least the field of ELT with regard to EFL students' attitudes.

The collected data also confirmed what has been already expected in the sense that the respondents consider the LMD, CBA as trends of globalisation that were imposed on Algeria so as it matches the global educational systems. Hence, EFL teachers assume that these systems can be successful and rewarding if they are implemented appropriately and provided with the necessary materials.

In the same vein with the research hypothesis, the informants believe that ICTs have provided favourable conditions for EFL students that provide easy access to knowledge and information as well as instantaneous communication with English native speakers. Nevertheless, the results revealed that ICTs are not sufficient for

the thorough mastery of English language; in which the EFL learners tend to improve their speaking skills, but mainly with informal styles with many lacks at the level of writing skills due to the lack of reading and neglecting books.

Therefore, there should be trainings so as to motivate and impel the EFL students about the importance of reading .Accordingly, the findings confirm that the EFL teachers witnessed remarkable development in their teaching methods and roles in which they have become rather facilitators and guides for their students as pedagogy has become learner-centred.

The findings of the last question reveal that the majority of teachers recommend on both pre-service and in-service training for EFL teachers so that they adapt to globalisation along with its systems and approaches. Additionally, the technical and pedagogical materials should be provided in order to render the systems favourable and beneficial. The suggestions also include EFL students who are requested to read books so as to improve their writing skills because most exams are written. Hence, the responses disclose that there should be programs that tackle the threats of globalization, namely; acculturation in order to preserve the local culture and identity.

3.5 Recommendations

Globalisation has become inevitable and irresistible throughout the world, not least Algeria. Therefore, this part of the research paper endeavours to set a number recommendations that may alleviate the drawbacks and maximise the benefits from the advantages of globalization in order to enhance ELT and improve EFL students in Algeria as well as fostering the preservation of the local culture and identity. Accordingly, the following suggestions are set up:

Foremost, the educational decision makers and counsellors in Algeria should set a strategic educational plan wherein it states clearly the objectives of ELT in Algeria. At the pedagogical level, there should be a reconsideration to the current policy of teachers recruitment in which it is of paramount importance to revive the pre-service training for EFL teachers and consolidate it with an in-service traineeship in order to adapt with the systems and approaches and update their teaching methods in line with the ICT advancement as well as the challenges of globalisation.

It is also fundamental to promote a global understanding among the EFL Students who should broaden their perspectives about the target cultures and ameliorate their communicative competence in order to interact and communicate effectively and appropriately in English language. However, EFL syllabus must include a module about the local culture taught in English so as to preserve the students' culture and identity as well as decreasing the blind imitation of the target culture. Herein, the EFL students should be taught and trained to be global learners but with local identity in which they think globally and act locally.

The ministry of higher education and scientific research must provide the necessary materials and the conditions that go along with the adopted systems in Algeria such as the technical and pedagogical materials and the reduction of the student's number in the classrooms. In addition to that, there should be more transparency about these systems' laws and functions so as to prepare the EFL students adapt to the tertiary level that totally different that the secondary education system.

By the same token, EFL teachers must be also trained about the use of new technologies so as to enhance their performance and mastery of technical materials for the sake of ameliorating the linguistic skills of their students. Yet, the EFL

teachers are to play their roles as collaborators, co-learners and guides who facilitate and support the learning process of their students.

Furthermore, the researcher prompts the integration of globalisation studies within the syllabus; starting from the first year in order to raise the students' awareness and open-mindedness. Moreover, this might help them improve their awareness about the multi-dimensional nature of globalisation and help them profit from its advantages and avoid its drawbacks.

In the same vein, it is recommended that the tutorials that have been launched must be more organised in which there should be workshops and conferences which explain the tertiary system. These tutorials would be more rewarding if they are undertaken by the experienced teachers and experts who can pave the way for a successful adaptation of the EFL students at university. Hence, it is of paramount importance to elicit information about the adopted systems and the way they function.

In fact, the thorough dependency on ICTs has displaced the book and has decreased the sense of research among EFL students. Accordingly, the writing and the reading skills are set aside resulting low marks in exams and tests that are mainly in the written form. Therefore, it is indispensable that to impel about the importance of reading and increase the students' awareness about it as it can help them enrich their lexis and vocabulary as well as fuelling their lifelong learning. Herein, the process should begin from the primary school in which the pupils must acquire the culture of reading at an early age because if they do not read in their native language, how will they read in the target culture?

Over and above than that, the systems that are implemented into the educational system are mostly imported from the west which has a distinct context.

Thus, it is requisite to adjust the LMD and the CBA and to re-design them to fit in the Algerian context. Herein, the Algerian pedagogues and educational specialists should be in charge of launching scientific research and examination about these systems in order to adapt them to the actual situation and context of Algeria.

Moreover, it is high time that Algeria trusts its highly-qualified cadres who should engage in creating a local educational system that fits in the Algerian context. This can be done through launching conferences and study days that gather the Algerian specialists wherein they can exchange their research works and share their expertise.

In this regard, Algeria can co-operate and collaborate with the countries that have experience in dealing with these systems as well as launching partnerships based on win-win relations in order to maximise the benefits and reduce the drawbacks of globalisation.

3.6 Conclusion

The present chapter revealed valuable findings that were gained in accordance with the research questions and objectives. Moreover, the results obtained from the participants confirmed the aforementioned hypothesis and draw evidence about the effects of globalisation on ELT concerning the Algerian arena. The chapter provided a brief theoretical account about the research methodology applied along this study which have resulted an effective tackling towards the research problem.

The collection of data was followed by an in-depth analysis which, in turn, was accompanied by an exact interpretation. Accordingly, the investigator provided set of pedagogical implications alongside with some recommendations in order to enhance the development of the ELT aspects to such an extent that improve the whole field of English Language teaching with respect to the Algerian context.

GENERAL CONCLUSION

General Conclusion

The research work is set out in an attempt to explore and identify the extent to which EFL students have been affected by the process of globalisation with regard to the development of ELT in Algeria. Hence, the investigation is conducted on a sample of forty EFL students and ten EFL teachers at Tlemcen University in order to reveal the attitudes of the students and the viewpoints of the teachers toward the multi-dimensional effects of globalisation that have crowned English as the global language and the American culture as the global model. Accordingly, this exploratory study consists of three main chapters:

The first chapter provides a theoretical background by virtue of a set of definitions and illustrations about the concept of globalisation and its multi-facetted levels in line with the predominant status of the English in the world, not least Algeria.

However, in the second chapter there are probes to crystallise the reported findings about globalisation with regard to the attitudes of EFL students in accordance with implications about the development of ELT in Algeria; which has witnessed the implementation of the LMD system and the competency-based approach that are considered as trends of globalisation hand-in-hand with the unprecedented advance of ICTs and their direct effect on the EFL at the University of Tlemcen in Algeria. Moreover, the researcher provides a brief theoretical account about the research methodology including the study design, sampling and instrumentation.

The third chapter concretises the practical work in which the researcher employs two research methods namely, a questionnaire on first-year EFL students

and an interview on EFL teachers in the section of English language at the University of Tlemcen in order to meet the triangulation research criteria and to collect both qualitative and quantitative valid data and consolidate its credibility.

The collection of data is followed by an in-depth qualitative and quantitative analysis along with a forum of interpretation and careful examination of the obtained results in which it is formulated in the form of statistical data, tables and graphs. On that account, the researcher discusses the findings and proposes relevant and practical suggestions and recommendations in accordance to the research inquiry.

In this vein, the findings of this investigation reveal that EFL students are highly affected by globalization in terms of their attitudes and learning methods in which they became over-dependent on ICTs. Moreover, the results show that EFL learners are influenced by the Americanisation process as they prefer the American English and are more influenced by the American culture. It also discloses that the implementation of the LMD system and the Competency-based approach is a step forward, toward the modernisation of the educational sector in order to harmonise it with the international educational systems.

Nevertheless, it reveals that EFL teachers lack adequate trainings and formations about the pedagogical implications of globalisation andICTs with regard to the adopted systems. Moreover, the results imply that the technical and pedagogical materials are lacking and even those that are available do not fit the high number of students.

Therefore, the researcher provides a set of recommendations in order to tackle the challenges that inhibit the students learning process and gain from the globalization trends in furtherance of improving the EFL students and enhancing ELT in Algeria. Accordingly, the researcher suggests the revival of the pre-service

and in-service training for EFL teachers within a strategic educational road map that states clearly the objectives of ELT in Algeria. He also insists on providing the necessary materials and conditions that pertain to the adopted systems in Algeria whether technical or pedagogical.

In the same line of thought, the investigator recommends the integration of global understanding and communicative courses in addition to a module that teaches the local culture in English so as to preserve the Algerian culture and identity.

The overall theoretical and practical literature on this scope within the Algerian context is insufficient and inconclusive in the sense that further investigation has to be conducted in order to account for this intertwined problematic in which more questions shed into light such as: how can English language teaching improve in Algeria? And how can it gain from the advantages of globalisation and avoid its shortcomings? Moreover, how can EFL students preserve their own identity and culture in the light of globalisation? And how can Algeria diminish the effects of the destructive trends of globalisation including acculturation and linguicism?

BIBLIOGRAPHY

Baylis, J. And Smith, S., eds., (l997) The Globalization of World Politics,, Oxford, Oxford University Press.

Beck, U. (2001).Living your life in a runaway world: individualization, globalization and politics.In W. Hutton and A. Giddens. (Eds.) On the edge: Living with global capitalism, London: Vintage.

Beck, U. (2003) What is globalization? Polity Press, Cambridge.

Benmoussat, S. (2003).Mediating language and Culture: An Analysis of the Cultural Dimension in the Newly Designed E.L.T Textbooks.Unpublished Doctoral Thesis.University of Tlemcen.

Berns, M. (2005). Expanding circle: Where do we go from here? World Englishes, 24, 85–93.

Bottery, Mike (2000) Education, Policy and Ethics. London: Continuum.

Burchfield, R. 1986. The English Language. Oxford: Oxford University Press.

Chang, J. (2006). Globalization and English in Chinese higher education. World Englishes. 25 (3), 513–525.

Chevalier A., G. Conlon, F. Galindo-Rueda and S.mcnally, (2002a). The returns to higher education teaching, Department for Education and Skill, Research Report

Cook, V. (2007). The nature of the L2 user. In L. Roberts, A. Gürel, S. Tatar, and L. Marti (eds.), EUROSLA Yearbook 7. Amsterdam: Benjamins. 205–20.

Cook, V. (2001) Second Language Learning and Language Teaching. 3rd Edition. London: Arnold.

Crystal,David (1997).English as a Global Language. Cambridge. Cambridge University Press.

Crystal. (2003). English as a global language. Cambridge: Cambridge University

Press.

Davis, N. E. (1999). Teacher Education in the Information Age: working with ICT's influence. Invited speech and paper to the IFUT conference Towards 2010: Teacher Education in Ireland Over the Next Decade, Dublin, October.

De Swaan, A. (2001). Words of the world: The global language system. Cambridge, UK: Polity Press.

Demidenko, E. S. (2007). The Prospects of education in a changing world [Electronic version]. Russian Education & Society, 49(6), 84-96.

Docking, R (1994) Competency-based curricula-the big picture, Prospect 9(2), 8-17.

Ehlich, Konrad.(1992).On the historicity of politeness. In R. Watts, S. Ide, K. Ehlich (eds.), Politeness in Language. Studies in its History, Theory and Practice. Berlin: Mouton de Gruyter, 71-107.

Euro monitor international for the British council. (may 2012). English Language Quantitative Indicators: Morocco, Algeria, Tunisia,Egypt, Jordan, Lebanon, Iraq and Yemen.

Enderwick, P. (2006). Globalization and labor. Philadelphia: Chelsea House Publishers.

Fischer, S. R. (1999). A history of language. London: Reaktion Books. L. (eds). EUROSLA Yearbook.7, 205-20.

Franklin, Sarah, Celia Lury& Jackie Stacey.(2000). Global Nature, Global Culture. London: Sage.

Friedman, T, (l999) The Lexus and the Olive Tree, London, harpercollins.

Garcia Canclini, N. (1995) Hybrid Cultures: Strategies for Entering and Leaving Modernity. Minneapolis: University of Minnesota Press.

Giddens, A. (1990). The consequences of modernity. Stanford, Calif: Stanford University Press.

Giddens, A. (1990). The consequences of modernity. Stanford, Calif: Stanford University Press.

Giddens, A. (1991). Modernity and self-identity. Stanford, CA: Stanford University Press.

Giddens, A. (1991). Modernity and self-identity. Stanford, CA: Stanford University Press.

Giddens, A. (1995) [2003 edn.]The time-space constitution of social systems. In P. Kivisito (ed.), Social theory: roots and branches, Second edition, Roxbury Publishing Company, Los Angeles.

Gil, J. A. (2005). English in China: The impact of the global language on China's language situation. Griffith University, Griffith, Australia.

Graddol, D. (1997). The future of English. London: The British Council.

Guide to the Bologna Process. (2005). (2nd ed). Retrieved April 2015 from:

Http://www.hear.ac.uk/assets/hca/documents/governmental_information/bolognaprocess.pdf

Hamelink, C.J. (1983a). Cultural Autonomy in Global Communications. New York: Longman.

Hannerz, Ulf. (1987). The World in Creolisation. Africa, 57: 546-559.

Held, D. Mcgrew, A. Goldblatt, D. &Perraton, J. (1999). Global Transformations: Politics, economics and culture. Stanford University Press, Stanford.

Www.britishcouncil.org/files/documents/learning-research-english-next.pdf

Hirst , P. And Thompson, G. (1996) Globalization in Question, Cambridge, Polity.

Holliday, A. R. (1999). Small cultures.Applied Linguistics 20/2: 237-64.

Hymes, D. H. (1971).On communicative competence.In J. Pride and J. Holmes (Eds.), Sociolinguistics.Penguin, 1972.(Excerpt from the paper published 1971, Philadelphia, University of Pennsylvania Press.)

Hoffmann, C. (2000). The spread of English and the growth of multilingualism with English in Europe.In J. Cenoz and U. Jessner (Eds). English in Europe: The Acquisition of a Third Language. Clevedon: Multilingual Matters. Pp. 1-21.

Hoffman, L.K., S.S. Fainstein and D.R. Judd (eds.) (2003) Cities and visitors: regulating people, markets, and city space. Blackwell Publishing, New York.

Hutchinson, T., and Waters, A. (1987). English for specific purposes: A learning

Jackson, R. And Sorenson, G., (l999) Introduction to International Relations, Oxford, Oxford University Press.

Johnson, K. (2001). An introduction to foreign language learning and teaching. Beijing: Foreign Language Teaching and Research Press.

Joyner, A. L. (1996). Engrailed, Wnt and Pax genes regulate midbrainhindbrain development. Trends Genet. 12, 15-20

Kachru, B. B. (1997). World Englishes and English-using communities. Annual Review of Applied Linguistics, 17, 66-87.

Kelly, J. G. (1970). Liberal education, the language requirement and the audio-lingual method. Wichita State University Foreign Language Summary, 5, 2-6.

Kuechler, M (1999). "Using the Web in the Classroom" In Social Science Computer Review, vol 17 pp 144-161

Kellner, D. (2000): Theorizing globalization. Sociological Theory 20:3 (November), 285- 305.

Kelly, J. G. (1970). Liberal education, the language requirement and the audio-lingual method. Wichita State University Foreign Language Summary, 5, 2-6.

Kong University Press.Wang, Y., & Robertson, M. (2004).The influence of China's entry into the WTO on foreign language education in China.

Kramsch, Claire (1996) Context and Culture in Language Teaching. Oxford: Oxford University Press..

Kuechler, M (1999). "Using the Web in the Classroom" In Social Science Computer Review, vol 17 pp 144-161

Leitner, G. (1992). English as a pluricentric language.In Clyne, M. (Eds.), Pluricentric languages: Di_ering norms in di_erent nations (pp. 179-238). Berlin: Moutown de Gruyter.

Li, liu.(2003). On the Overpassivization of unaccusative verbs in the SLA. Journal of Guangdong University of Foreign language and Trade (2):13-26.

Lotherington, H. (2004). Bilingual education. The Handbook of Applied   Linguistics . A. Davies and C. Elder. Malden, MA: Blackwell Publishing: 695-718.

Lobanova,T and Shunin , Y. (2008) Competence-Based Education- aCommon European Strategy.

Mcgrew, A. (1992). A global society? In Hall, S. Held, D. &mcgrew, A. (Eds.), Modernity and its futures (pp. 61-116). Cambridge, UK: Polity Press.

Mcluhan, M. (1962). The Gutenberg galaxy: The making of typographihc man. Toronto: University of Toronto Press.

MORANDI, F (2002) Pratiques et Logiques en Pedagogie. Paris: Université Nathan.

MILIANI, M (2000) teaching english in a multilingual context: the Algerian case. In Mediterranean Journal of Educational Studies, Vol. 6 (1), pp. 13-29.

MILIANI, M (2003) Foreign Language Teaching Approaches, Methods and Techniques. Oran: Dar El Gharb.

Mize, K, &Dantas-Whitney, M. (2007). English language development in K-12 settings: Principles, cautions and effective models. ORTESOL Journal, 25, 17-24.

Nayar, B. (2002). Ideological binarism in the identities of native and non-native English speakers.In A. Duszak (Ed.). Us and Them Social Identities across Discourses and Cultures. Amsterdam/Philadelphia: John Benjamins Publishing Company. Pp. 463-479.

Nayar, B. (2002) 'Ideological binarism in the identities of native and non-native English speakers', in A. Duszac (ed.), Us and Others: Social Identities Across Languages, Discourse and Cultures. Amsterdam: John Benjamins, 463–80.

Nerrière, Jean Paul, and David Hon. 2009.Globish the World Over.International Globish Institute.Http://www.globish.com/ (accessed 20 September 2013).

New Prospects (2007). (Secondary Education: Year Three_Teacher"s Guide).ONPS

Ourghi,R.(2002).The Implications of Critical Reflection and Discourse.Awareness For Educational Change. Unpublished Doctoral Thesis. University of Tlemcen

Panos Briefing (1999) "Globalisation and Employment: New opportunities, real threats", London, Panos, no. 33, May.

Phillipson, R. (1992). ELT: The native speaker's burden? ELT Journal, 46(1), 12-18.

Phillipson, R. (1992) Linguistic Imperialism. Oxford: Oxford University Press.

Phillipson, R. (2002). Global English and local language policies.In A. Kirkpatrick (Ed.).Englishes in Asia: Communication, Identity, Power& Education. Melbourne: Language Australia Ltd. Pp. 7-28.

Phillipson, S. N. (2007). The regular Chinese classroom.In S. N. Phillipson (Ed.), Learning diversity in the Chinese classroom (pp. 3-34). Hong Kong: Hong

Programme of English as a Second Foreign Language (2003).

Richanrds, J. And Rodgers, T (1986) Approaches and Methods in Language Teaching ,CUP Cambridge.

Ritzer, George.1993c.The mcdonaldizationof society: an investigation into the changing character of contemporary social life. Thousand Oaks: Pine Forge Press.

Schiller, Herbert I. Communication and Cultural Domination.(New York: International Arts and Sciences Press, 1976).

Shunin Yu., Lobanova T. (2006) System Approach to Language Teaching. Computer Modeling and New Technologies 10, No. 2, 15-25

Skutnabb-Kangas, T.(1988)'Multilingualism and the education of minority children',in T. Skutnabb-Kangas and J. Cummins (eds) Minority education: from shame to struggle, Clevedon: Multilingual Matters, 9-44.

Skutnabb-Kangas, T.(2000)Linguistic Genocide in Education – or Worldwide Diversity and Human Rights? Mahwah, NJ: Lawrence Erlbaum.

Swales, J. (1987).Utilizing the literatures in teaching the research paper. TESOL

Quarterly, 21(1), 41-68.

Tomlinson, J. (1999) Globalization and Culture. Cambridge: Polity Press.

Turner, B. S. 2000. Review essay: citizenship and political globalization. Citizenship Studies, 4(1): 81-86.

Virilio, P and Lotringer, S. (2008). Pure War: twenty five years later. Los Angeles, CA: Semiotext(e).

Virilio, P. (2000). The Information Bomb. London and New York: Verso.

Wardhaugh, R., Phillipson, R., & Crystal, D. (2003). Roles and impact of English

As a global language.

Warschauer, M. (2000).The changing global economy and the future of Englishteaching [Electronic version]. TESOL Quarterly,, 34(3), 511-535.

Waters, M. (1995).Globalization. London and New York: Routledge.

APPENDICES

EFL STUDENTS' QUESTIONNARE

Dear Students,

The present questionnaire is conducted in order to collect informativedata about the effects of globalisation on the English language in Algeria and its impact on the EFL learners. You are kindly requested to answer the following questions.

Thank you in advance.

Age: Gender:

1.Do you have an idea about globalisation?   YES ☐   NO ☐

2.What do you think about Globalization?

………………………………………………………………………………………………

……………………………………………………………………………

3. Does globalization have an impact on you as an EFL learner?

YES ☐ NO   ☐

4: What are your objectives for learning English? Please rank these objectives in order of priority (1-7):

TEACHING CAREER	CULTURL INTEREST	TRAVEL/ MIGRATION	INCREASED PROFESSIONAL OPPORTUNITIES	GRADUATE STUDY IN THE FIELD	PERSONAL ENRICHMENT	GLOBAL LANGUAGE

5.What do you prefer for learning and researching?

PAPER BOOKS   ICT

6. *What do you use to study and develop your English?*

1. WEBSITES   2. SOCIAL MEDIA(FACEBOOK...)

3. LIBRARIES (BOOKS)   4. MEDIA (TV...)

5. MUSIC

OTHER………………………………………………………………………………………

7. *Whichdialect and culture of an English speaking Country do you prefer to study?*

AMERICANBRITISHAUSTRALIAN   OTHER

8: *What is your level in ICTs' mastery?*

A) EXCELLENT   B) GOOD   C) FAIR   D) POOR

9. *How often do your teachers ask you to use ICTs in research works and studies?*

REGULARLY   SOMETIMES   OFTEN   NEVER

Thank you very much indeed

EFL TEACHER'S INTERVIEW

Question 1: What do you think about the globalisation process with regard to the Algerian context?

Question 2: Is the Algerian educational system influenced by globalization?

Question 3: do you consider the LMD system, the CBA as trends of globalisation?

Question 4: Are these systems favourable within the Algerian context? Why?

    YES   ☐   N ☐

Question 5: How have ICTs affected EFL students?

Question 6: How does globalisation affects you as an EFL teacher?

Question 7: Has globalisation provided better standards for ELT in Algeria?

Question 8: What can you recommend for enhancing EFL students and improving ELT in the light of globalisation?