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**YOUTH'S ATTITUDES TOWARDS ENGLISH USE IN DAILY  
SPEECH: CASE STUDY OF TLEMCCEN UNIVERSITY STUDENTS**

Dissertation submitted to the Department of English as a partial fulfilment of  
the requirements for Master's degree in Language Studies.

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## **Declaration of Originality**

I hereby declare that the present study is the result of my own work and personal contribution to the studied matter. I affirm this work aligns with the ethical requirements of research and that all the sources used in the present dissertation are recognized and cited in the references section.

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*Nour*

## **Dedication**

*To the one who fought for me and stood by my side to survive and reach my  
vision my beloved mom: Nacera*

*To the angle who cares about me and draws a smile on my face whenever I  
feel down my little brother: Mouad*

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## **Abstract**

Attitudes towards the use of English as a lingua franca reflect a complex interplay of appreciation for its communicative convenience and criticism of its potential for linguistic dominance. As a consequence of globalisation, English is not only widely used among youth all over the world for educational and professional purposes, but as part of their daily speech. Accordingly, the present work highlighted the impact of global integration on Algerian youth's attitudes towards the English language and its use in daily speech. Additionally, it sought to determine the main factors shaping these attitudes among Algerian youth. For the sake of achieving these objectives, an exploratory case study was conducted. To collect data, a mixed-methods approach was used. Two research instruments were used, namely a questionnaire which was distributed among 132 youth university students from different majors, and a semi-structured interview that was conducted with 10 students from the informants. The gathered data were analysed and interpreted quantitatively and qualitatively. Results revealed that participants' attitudes towards English use in daily speech were positive. In addition, both globalisation and exposure to English content displayed on media and digital devices proved to be the main factors shaping these positive attitudes.

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## **General Introduction**

## General Introduction

### General Introduction

With globalisation, the English language has been taking the lead in international communication challenging geographical and cultural boundaries. Indeed, this sheds light on investigating attitudes towards English in multilingual communities for the sake of understanding their current linguistic situations. In communities where multiple languages are learnt and used, positioning English as a vital tool for the society's development and global integration has been a matter of research. Thus, youth's attitudes towards English use in Algeria have been the concern of the present study.

While the Algerian community has been known for using French and Arabic in daily speech, there has been a rising use of English in daily speech mainly among youth. This phenomenon provides new insights for research that needs to be investigated as far as these attitudes might affect the future linguistic situation and positioning of English in the Algerian context.

Hence, this study is an attempt to explore youths' attitudes towards English use as well as to understand the impact of globalisation in this matter. This work could contribute to understanding the linguistic functioning of the Algerian society namely among youth, having a better vision concerning the status of English in Algeria and predicting the future linguistic and cultural changes within the society.

Consequently, to achieve the objectives of the present study, two research questions are formulated:

1. What are Algerian youth's attitudes towards the English language use in their daily speech?
2. What are the motivations that shape Algerian youth's attitudes towards the English language?

## General Introduction

Accordingly, these questions led to the formulation of two main hypotheses for this research:

1. Algerian youth may have positive attitudes towards using English in daily speech.
2. Exposure to English content on media might be the main motivation that shapes the attitudes towards the English language among Algerian youth.

For the sake of testing the aforementioned hypotheses and reaching the previously set objectives, an exploratory case study will be used in this investigation. In this regard, youth students from Tlemcen university ranging from different majors are the case of this study. Furthermore, the mixed method approach will be followed to ensure qualitative and quantitative data collection using a questionnaire and semi-structured interview.

As far as the structure of the dissertation at hand is concerned, the work is divided into two chapters. The first chapter serves the theoretical foundation of the study. It tackles the Algerian linguistic situation for the sake of giving an overview of the Algerian context. Then, it moves to the concept of language attitudes highlighting the process of attitude formation, its factors and the significance of studying attitudes. Additionally, this chapter sheds light on the role of globalisation and media in shaping attitudes towards the English language among individuals, highlighting how these forces contribute to the evolving status of English in Algeria. Then, it gives a glimpse of the relationship between language, identity, and culture and how the linguistic preferences are related to them.

The second chapter delves into the methodological framework followed in this study. It deals with the methodology employed, presenting the research design and the sample of this study. Then, it displays the collected data through analysing and

## **General Introduction**

interpreting the findings in relation to the theoretical insights discussed earlier. The chapter highlights the limitations of this study and provides suggestions to serve future research. This structure ensures bridging between the theoretical background and practical analysis for the sake of providing a systematic study concerned with exploring attitudes towards English use in the Algerian context as well as understanding the factors influencing these attitudes.

*Chapter One*  
*Literature Review*

**Chapter One: Literature Review**

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**1.1 Introduction**

In light of the prevalent use of more than one language across many communities, there has been an increasing interest in the study of language attitudes. In this light, the spread of English as a global language has significantly influenced multilingual societies including Algeria. Since English has started to be more recognised in the Algerian society especially among the young generation, this growing interest would reflect a shift in linguistic attitudes highlighting the impact of globalisation. Thus, the present chapter provides a holistic view of the status that English holds in a global world. It starts by providing a glimpse of the linguistic profile of Algeria followed by examining the formation of language attitudes and their significance. Then, it highlights the impact of globalisation and media on shaping attitudes towards English as well as influencing speakers' identities.

**1.2 Sociolinguistic Landscape in Algeria**

Scholars have increasingly turned their attention to investigating the linguistic situation of communities that represent a melting pot of languages. As far as Algeria is concerned, its linguistic landscape is complex due to the consequences of the languages that came into contact. Hence, investigating this multilingual reality at both individual and societal levels helps in understanding the communicative practices, identity constructions, and attitudes of Algerian speakers.

**1.2.1 Linguistic Profile of Algeria**

Algeria has a diverse profile due to the rich historical events that took place in the country alongside considerable social, political and ethnic factors. Henceforth, Algeria being exposed to diverse cultures and languages, has led to shaping an intricate linguistic situation in which each language has a position in the community.

**1.2.1.1 Arabic**

The Arabic language is a proto-Semitic and Qur'anic language that represents the belonging of the Arabic Muslims speakers. Algeria being among the Arabic-speaking countries, incorporates the diglossic situation in which the high and low varieties coexist while having distinct functions. Since Algeria gained its independence in 1962, the Modern Standard Arabic (MSA) known as 'Al Fu-sha' is regarded as the high variety which is prestigious, written and considered as the official language of the country used in formal settings. Meanwhile, the Algerian Dialectal Arabic is the low variety that is spoken by Algerians in informal settings and casual situations.

**1.2.1.2 Berber**

As a matter of fact, Berber with its different varieties (Tamazight, Kabyle, Shawi, Targui, Mzabi, etc.) is part of what characterizes the Algerian linguistic profile. Yet, this language does not concern all the Algerians since it is specific for some regions such as Bejaïa and Tizi Ouzou. Since 2016, it has been regarded as an official language according to the 4<sup>th</sup> article in the Algerian constitution in which it shifted from being a dialect in scattered regions in the country to an officially reorganized national language (Djennane, 2016).

**1.2.1.3 French**

The French language has existed in Algeria since 1830 due to French colonialism. In fact, for 132 years of colonialism, this language was used in schools, administrations and institutions as a policy to erase the Algerian identity and belonging. Though the Arabization policy was implemented after independence in 1962, the French language is still part of the Algerian linguistic prolife and widely used by Algerians in both formal and non-formal situations (Benrabah, 2013). It is now recognized as the first foreign language; hence, it is deeply rooted in the Algerian society at all levels.

**1.2.1.4 English**

English, being the lingua franca of a globalized world, has recently gained much attention in Algeria. It is regarded as the second foreign language and taught in middle and high schools. Due to political reasons, it is being implemented in elementary schools and gradually at universities. The presence and influence of English is rapidly growing, especially among the young generation who perceive it as a global language and a key for international communication (Crystal, 2003).

**1.2.2 Language Contact in Algeria**

Investigating the outcomes of languages that came into contact has always been a crucial task for sociolinguists. In essence, understanding the linguistic situation of a country would lead to a better understanding of how a community functions, as well as revealing its ideological background.

**1.2.2.1 Diglossia**

The concept 'diglossia' was introduced by the sociolinguist Ferguson (1959) in who defines diglossia as a situation "where two varieties of a language exist side by side throughout the community with each having a definite role to play". In this sense, diglossia entails the coexistence of two varieties, i.e., high and low varieties of the same language within the same speech community, in which each variety serves a specific function. In the Algerian context, the Modern Standard Arabic (MSA) is the high variety that holds the function of a formal, written and prestigious code, while dialectal Arabic is the low variety that is informal, spoken and used for casual settings.

Furthermore, Fishman (1967) extended the notion of diglossia to include situations found in many societies where forms of two genetically unrelated (or at least historically distant) languages occupy the high and low norms while each language serves a specific function. Hence, it is the case of the Arabic and French

languages in the Algerian context since French is the high variety used for formal situations and in higher education, while the Algerian dialectal Arabic is used for informal situations. This functional separation reinforces the diglossic situation, often creating gaps in linguistic competence between the two varieties.

### **1.2.2.2 Bilingualism and Multilingualism**

The existence of social groups from different linguistic backgrounds has always been a factor paving the way for languages to be in contact. Therefore, these interactions throughout time resulted in the emergence of bilingualism and multilingualism reflecting historical and social dynamics.

Bilingualism has been defined differently among scholars, according to Bloomfield (1933, p. 55) bilingualism is a “native-like control of two languages”; on the other hand, Macnamara (1967, as cited in Hamers & Blanc, 2000), asserts that a bilingual is “anyone who possesses a minimal competence in one of the four skills.” As a matter of fact, bilingualism can be perceived as a continuum that ranges from the minimal ability in using some words of the additional language than the mother tongue to a balanced proficiency of both languages.

In light of what has been mentioned, Algeria is among the communities reflecting the varying forms of bilingualism. Due to the country’s colonial history under French rule, the French language has become a dominant language in many sectors, such as administrations and higher education. Today, though this language is not recognized officially in the Algerian constitution, it still plays a significant role in the society. In fact, most of the Algerians especially in urban areas use French alongside Arabic. In this regard, Grosjean (1982) highlights that bilinguals are speakers of more than one language in their daily life. Therefore, the Algerian population exhibits varying degrees of bilingual competence. In fact, it is almost impossible to find users of a

purely monolingual form of Arabic where French lexical items are not included within the speech community.

Beyond bilingualism, multilingualism is a term used interchangeably by many scholars (e.g., Grosjean, 2012; Myers-Scotton, 2006) referring to all speakers of more than one language. Hence, Algeria also presents a compelling case of multilingualism. The presence of Arabic, Berber and its varieties, French and English recently contributed to shaping a rich multilingual environment. As a matter of fact, the mastery of more than one language among Algerians is common due to the combination of many circumstances, including historical backgrounds, social or political reasons and personal initiatives.

### **1.2.2.3 Code Switching**

As a natural result of multilingual communities is the existence of code switching. Even though the latter has been studied from different angles by scholars, most of them agree on its definition. In the same vein, Hymes (1974) defines Code switching as “a common term for alternate use of two or more languages, or varieties of language, or even speech styles”. Gumperz (1982, p 59) defines code switching as “the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems”. Simply put, code switching is the use of two or more languages in the same conversation, sentence, or even phrase.

In this sense, it is worth mentioning that a great portion of Algerian speakers usually alternate between Algerian dialectal Arabic and French, and increasingly between English and Algerian Dialectal Arabic among Algerian youth, depending on the topic, setting or the intended social identity they want to convey. Henceforth, Code-switching in Algeria does not function only as a communicative strategy but

also as a marker of identity, social belonging, and a sociolinguistic adaptation within the social environment.

Poplack (1980) proposed three types of code switching based on the linguistic structures of utterances:

- *Inter-sentential switching*: it occurs when a change of language happens at a clause or sentence boundary. It is commonly used among fluent bilinguals. This can be illustrated in the following utterance:

I love this coffee shop, *mais les prix sont élevés*

I love this coffee shop, but the prices are high

- *Intra-sentential switching*: it occurs within a clause or sentence boundary by the insertion of a bound morpheme or a phrase. Example of this:

Rani ma|ya lel *coffee shop*

I am going to the coffee shop

- *Extrasentential switching*: also known as tag switching, it entails the inclusion of tag expressions, empty words and exclamations from the donor language to the recipient language, as in:

*No way*, mate|rab walou

No way, you do not want to drink anything

On the other hand, from a sociolinguistic perspective, Blom and Gumperz (1972) proposed situational and metaphorical code switching as two forms of this phenomenon. In the first type, switching is governed by the situation of the interlocutors. In other words, it is triggered by settings, participants and topics. The second type is related to the speakers' motivations to switch in order to achieve a communicative impact.

### 1.3 Language Attitudes

Language attitudes, a cornerstone in sociolinguistics that have gained much scholarly attention since the 1930s. Attitude as a concept is frequently investigated across multiple disciplines, particularly in social psychology, sociolinguistics and education. Hence, researchers in these fields explore the link between these attitudes in relationship to the linguistic behaviours and broader social factors.

#### 1.3.1 Language Attitudes Defined

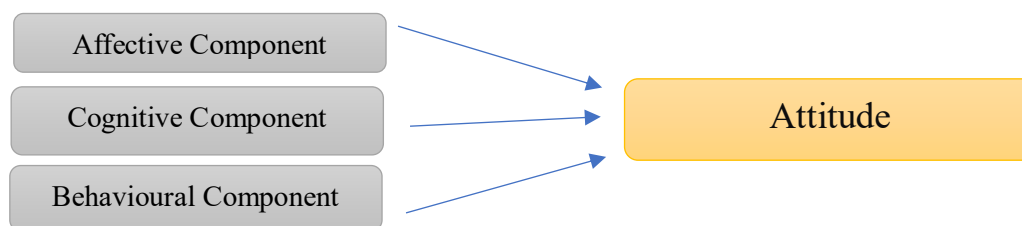
Language attitudes, a key area of study and research in social psychology and sociolinguistics, refer to the beliefs, feelings and evaluations that individuals hold about any given linguistic variety. Hence, due to the myriad perceptions of this concept, a plethora of definitions has emerged. Attitude has been viewed in broad terms in which Allport (1935, p. 810) states: “attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related”. For McGuire (1985), attitudes locate objects of thought on dimensions of judgement. An example would be a language as an object being seen as favourable or unfavourable. Moreover, Eagly and Chaiken (1993, p.1) define an attitude as “psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour”. Hogg & Vaughan (2005, p. 150) points out that an attitude is "a relatively enduring organization of beliefs, feelings, and behavioural tendencies towards socially significant objects, groups, events or symbols.", Therefore, it is concluded that attitudes refer to emotional reactions that individuals maintain according to the beliefs they are holding towards a person, an object or a situation.

On a narrower level, language attitudes are described by Crystal (1997, p. 215) as "...the feelings people have about their own language or the languages of others", while Ryan and Giles (1982, p. 7) see them as "any effective, cognitive or behavioural index of evaluative reactions toward different language varieties or speakers". Simply put, language attitudes consist of affective components representing the feelings of individuals towards a given language variety, resulting in the construction of particular thoughts and beliefs about the language and therefore shaping the individuals' behaviours accordingly.

### **1.3.2 The process of Language Attitudes Formation**

Language attitudes are complex constructs that entail emotional, behavioural and cognitive dimensions. Scholars often refer to the ABC Model to describe these interrelated components. While the affective component reflects the emotions and feelings one associates with a language variety such as admiration, dislike, the cognitive component involves the beliefs, perceptions and knowledge one holds about a language often shaped by societal stereotypes or personal experiences. Then, the behavioural component is concerned with how these feelings and perceptions are portrayed through actions, either by choosing or avoiding the use of a certain language.

These components being affected by various historical, social and political variables, work together to shape the overall attitude a person holds towards a language or dialect. Consequently, attitudes may manifest as positive when individuals express admiration, emotional attachment, and favourable beliefs about a language, often leading to supportive behaviours such as its use or promotion. Conversely, negative language attitudes arise when a language is associated with avoidant stereotypes or stigmas, resulting in emotional rejection, negative judgments, and unfavourable behaviours.



**Figure 1.1: The Multicomponent Model of Attitude (adopted from Eagly & Chaiken, 1993).**

### 1.3.3 The Significance of Studying Language Attitudes

Scholars and researchers widely regard language attitudes as the most indispensable concept in sociolinguistics and social psychology which helps to a great extent in understanding the reflection of the social dynamics. In this vein, Romanie (1995, p. 290) claimed that “the study of language attitude is important because attitudes represent an index of intergroup relationships and they play an important role in mediating and determining them.” Language attitudes, therefore, are not only reflections of individual preferences and evaluations, but also powerful tools for understanding the cultural, educational, political, and ideological dimensions of a given community. As a matter of fact, it helps linguists in predicting the future of languages including language shift, maintenance, or loss. In this sense, language attitudes are a mirror of the actual linguistic situation as well as how attitudes influence not only the linguistic choices but also the social interactions and language ideologies.

### 1.3.4 Gardner and Lambert’s Socio-educational Model

The Socio-educational Model developed by Robert Gardner and Wallace Lambert in the 1950s and 1960s, is a foundational framework in the study of second language acquisition and bilingualism within sociolinguistics. This model

emphasizes the social context and motivational factors influencing language learning. In fact, this highlights how learners' attitudes and motivations impact their success and behavioural patterns concerning target languages. At its core, the model entails two categories of motivation. On one hand, integrative motivation refers to learners' desire and willingness to approach the target language-speaking community while showing an interest in the language's culture, values, and identity. This type of motivated individual seeks social integration often driven by positive attitudes towards the speakers and the culture associated with the target language. On the other hand, instrumental motivation deals with pragmatic goals such as improving career chances, academic achievements or fulfilling specific functional needs. Learners with instrumental motivation often view the language as a useful tool that serves their professional needs.

From a sociolinguistic lens, Gardner & Lambert's model conveys that language learning is not purely cognitive but rather related to social and cultural contexts. It suggests that societal attitudes and acceptance as well as individuals' identity all contribute to affecting linguistic behaviour, code-switching, language maintenance and shifts within multilingual communities.

### **1.3.5 Factors Influencing Language Attitudes:**

As a matter of fact, language attitudes are not formed independently, but rather they are influenced by a set of social, cultural, psychological, and economic factors. Socioeconomic status plays a significant role, as individuals from higher-income backgrounds often have more exposure to foreign languages through private education and traveling, thus embracing more positive attitudes (Lasagabaster & Huguet, 2007). Educational background and language policy also affect attitudes due to the influence of educational programs, public media and even political decisions. Region can introduce further variation in which regional disparities (e.g., urban vs. rural) affect access to language resources and thus shape ideologies. Cultural exposure and globalisation have particularly influenced youth who encounter English

frequently through music, movies, video games and social networking. This digital immersion not only enhances familiarity with the language but also associates it with a common culture and lifestyle. Historical and political factors such as colonial legacies can contribute to ambivalence or resistance towards certain languages, while others like English may be viewed more positively for being neutral and globally empowering. All these dimensions interact in complex ways to produce diverse and dynamic language attitudes within any given community.

### **1.4 Globalisation and the Linguistic Change**

In an increasingly globalised world, there has been a natural need for a common language or a lingua franca that allows smooth communication among the worldwide population. In this light, globalisation is introduced since one of its aspects is how it has affected the linguistic situations across different countries.

Globalisation refers to the process by which the world has been witnessing growth due to intense movements and exchanges among countries. In other words, the term represents the increased interconnectedness of people and countries due to economic, financial, cultural, political, social, technological and educational exchanges. In the same flow of thought, Ronald Roberston defines Globalisation as “the understanding of the world and the increased perception of the world as a whole”. Furthermore, according to the World Health Organization (WHO), globalisation is defined as “[...] it is generally understood to include two inter-related elements: the opening of international borders to increasingly fast flows of goods, services, finance, people and ideas; and the changes in institutions and policies at national and international levels that facilitate or promote such flows”. Henceforth, these relationships between societies and individuals would lead to visible impacts on the linguistic profiles across nations.

As far as Algeria is concerned, globalisation has affected the Algerian life at many levels. In fact, the country has been witnessing a culturally and linguistically rich diversity. On that account, multiple reasons among which the internet that has led to a promotion of globalisation, hence a visible change in the Algerian society. As a matter of fact, the internet has made the geographic barriers fade gradually while enabling a smooth exchange of ideas among people from all over the globe and ensuring the growth of online communities, social networks, and virtual platforms that transcend borders. In the same vein, Shirky (2008, p. 19) states “With its ability to transcend geographical boundaries, the internet has transformed the world into a global village, connecting people, cultures, and ideas like never before.” Therefore, the internet is regarded as a transformative power in reshaping human connectivity.

### **1.5 Impact of Media on Language Practices**

Within globalisation, the impact of media was a turning point in shaping the Algerian reality at social, professional, intellectual and educational levels. Through television, social media, music, video gaming and digital content, individuals are continuously exposed to multiple languages, which influences their linguistic preferences, vocabulary, and communicative behaviours. As a matter of fact, the increasing consumption of English language media such as film, music and digital content contributed to the widespread use of English among Algerian youth (Benrabah, 2014). For instance, new trends of social media use have been addressed due to the influence that is reflected in the Algerian society and especially among youth since they provide access to a vast array of English-language content including music, movies, and social media trends. In this vein, Merriam-Webster defines social media as “forms of electronic communication (such as websites for social networking and micro-blogging) through which users create online communities to share information, ideas, personal messages, and other content (such as videos)”. This would shed light on the fact that youth, in their daily online interactions, switch fluidly between languages among which Algerian dialectal Arabic, French and increasingly English while negotiating their identities and cultural backgrounds in a

given digital community. Consequently, this is giving rise to new attitudes towards languages and a new shape for the local culture. In this regard, Belmihoub (2018, p. 07) argues that: “The advent of such social media spaces as Facebook and YouTube offers a platform for Algerian youth to express themselves in English and become users of this language in an unprecedented fashion.”

### **1.6 Culture and Language from a Sociolinguistic Perspective**

Culture, a dynamic concept, has been dealt with from different disciplinary perspectives. In sociolinguistics, it is often regarded as a framework since it encompasses the social practices and backgrounds that shape community life. In fact, the notion of culture refers to a shared system of beliefs, attitudes, values, customs, traditions and norms that influences the social identity and governs communal behaviour. A definition proposed by Taylor (1871) implies that culture is “that complex whole which includes knowledge, beliefs, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society” (cited in Benett, 2015, p. 02). As a matter of fact, the cultural background of individuals is manifested in their behaviours and specifically in language use.

Culture is tightly related to the developed behaviour and lifestyle throughout history by the individuals of a certain community in which beliefs, values and language serve as its core components. In this light, speaking a language is speaking a culture while transmitting distinct ways of thinking and lifestyle Byram (1992, p. 169). Consequently, culture is an indispensable part by which its neglect would highlight gaps in pragmatic and communicative competence. Language includes more than the linguistic structural components such as vocabulary and grammar; it rather involves cultural understanding in order to convey appropriate meanings. The Algerian context, hence, could be exemplified by the switch between French and Arabic as a way of expressing certain cultural values and social status and

increasingly the switch between English and Algerian dialect among youth reflecting the cultural influence that media is transferring.

### 1.7 Language as a Marker of Identity

One of the major outcomes of globalisation is bringing identity into question. It is the heart of the process that distinguishes each individual from another. Identity is a concept that is socially constructed and context-dependent. It entails ethnicity, nationality, gender, age, religion, profession, and language. It is continuously shaped and developed through social interactions, language use and cultural practices. In this regard, Bucholtz and Hall (2005) argue that identity is produced through linguistic interaction emphasizing that it is a social and cultural phenomenon shaped within daily practices rather than an internal psychological or static social category. Simply put, identity emerges due to interactions involving self and others and is continuously negotiated and not fixed. Henceforth, language use is a performative act through which speakers project their identity and seek acceptance from the groups they wish to belong to. In the same vein, Rivora (2008) points out that:

Identity, simply stated, is who you are; individuality; the condition of being a certain person. In the social sciences, identity is defined as the way that individuals label themselves as members of a particular group; in psychology it refers to an individuals' self-esteem or self-image. We can speak about social identity, gender identity, cultural identity, religious identity, national identity and many other identities (pp. 65-66)

Self-reflection conveyed through the way of speaking, language use and the linguistic repertoire are also identity markers. Therefore, language choices reflect and reinforce social identities. Sociolinguistics highlights how the way individuals speak, their accents, choice of words and language variety reflect their identity in a given speech community. This sheds light on the Algerian situation mainly among youth in which they use different languages strategically to position themselves socially. French, for instance, may be used to signal prestigious or educational status,

while English is increasingly associated with modernity and youth culture. Code switching as well, serves as a marker in which language is the focal point that indicates speakers' identity and their cultural influences.

### **1.8 Attitudes towards English in the Algerian Context**

As far as the Algerian society is linguistically and culturally diverse, English has been gaining increasing prominence, particularly among the young generations. Attitudes towards English have evolved significantly over the past few decades, particularly in regions where English is neither the native language nor the official medium of instruction. Although English is officially taught as a foreign language in Algeria, its visibility and use in various social, cultural, and economic domains are expanding rapidly. This growth is, in fact, related to the process of globalisation which has made English a key that opens the door for international communication and cultural exchange. As Belmihoub (2015, p. 23) explains: "since English and globalisation are closely intertwined, Algeria's opening to the world is thus interesting for scholars who examine contexts where the presence of English increases". In other words, the close relationship between English and globalisation makes a significant change in Algeria's linguistic situation due to global influences. Algerian youth, in particular, are more exposed to English through mass media, social networking platforms, and global entertainment, leading to a growing preference for English over French in many informal settings. While French continues to dominate institutional and administrative domains, English is increasingly seen as a symbol of modernity and a neutral alternative free from colonial associations (Benrabah, 2007).

Moreover, English is now considered essential for access to higher education, international mobility, and career advancement, especially in fields like tourism, scientific research, politics, and technology. Algerian researchers and students often rely on English to engage with global academic resources, as it remains the dominant

language in scientific and technical literature. In response to these dynamics, Algerian policy leaders have been implementing educational reforms to promote English across all levels of the school system and higher education to ensure national development and global integration.

All in all, among Algerian youth, English is often embraced as a language of opportunity, progress, and global belonging. These attitudes are influenced by sociopolitical and cultural realities and they must be understood within the complex multilingual context of Algerian society. As English continues to spread through education, media, and digital platforms, its role and status will likely evolve further reflecting shifting ideologies and generational perspectives.

### **1.9 Conclusion**

In sum, the coexistence of Arabic, French, and increasingly English has been creating a dynamic linguistic environment that is attracting much scholarly investigation. This diverse Algerian linguistic context, indeed, gives rise to differing attitudes towards languages among Algerian youth. Since English has gained a prominent status in youth culture, their language choice reflects their desire for global integration. This sheds light on the power held by English content displayed in global media and the impact it conveys.

***Chapter Two:***  
***Methodology & Data Analysis***

**Chapter Two: Methodology and Data Analysis**

2.1 Introduction

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2.2.3 Data Collection Instruments

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**2.1 Introduction**

The Algerian linguistic situation has been witnessing a development mainly with the youth's new culture and preferences towards English. Therefore, the present chapter demonstrates the practical part of the conducted research in which methodological procedures are used along with a set of research instruments. This process aims at drawing the status of English in Algerian society by highlighting attitudes towards its use. It starts by specifying the research design used for the study at hand as well as the instruments. Then, it will tackle the data gathered by providing a detailed analysis and interpretation of the matter. Finally, some limitations, suggestions and recommendations are mentioned to serve future investigations.

**2.2 Research Methodology**

The appropriate selection of the research methodology in a given investigation is the key that determines a successful research study. It describes the maintained practical framework of the study by defining the research design, sample population and research instruments used.

**2.2.1 Research Design**

For the sake of investigating language attitudes, an appropriate framework should be followed to ensure a successful investigation. Therefore, pragmatism is adopted as a research paradigm along with a set of methodologies and instruments that can be considered as a suitable research plan to follow. The study at hand is fieldwork research based on the case study method in order to limit the scope of the study by focusing on a specific sample and providing realistic data. Such a method can be used for both quantitative and qualitative data collection. The case study is

characterized by providing a rich description of the investigated phenomenon as well as facilitating the study of social topics through a systematic set of procedures from the formulation of hypotheses to their confirmation. In this regard, Robert K. Yin (1994, p.13) defines a case study as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident”. Similarly, McCartney (1970, p. 30) claims that a case study is “a descriptive report analyzing a social unit as a whole (e.g. individual, family, organization, etc.) in qualitative terms.”

Furthermore, this research method is classified into three main categories in terms of number of cases, unit of research analysis and purpose of research as suggested by Cohen et al (2007). The present study is, in fact, an exploratory case study as it investigates youth’s attitudes towards English language use. It is an instrumental case study focusing on what is shaping youth’s attitudes towards the English language. Besides, the mixed method approach is adopted to ensure a more reliable collection of qualitative and quantitative data. Additionally, the mentioned approach allows examining the gathered data from multiple perspectives.

### **2.2.2 Sample Population**

In order to conduct a case study within fieldwork research, the selection of the appropriate sample is crucial to ensure an effective study. Henceforth, the conducted investigation is based on selecting an information-rich paradigm with a non-probability sampling method in order to reach the targeted persona. It is a purposive sampling as the selection of the sample is based on the objectives of the research, as it aims at exploring Algerian youth’s attitudes towards using English in their daily speech. Therefore, the selected sample includes young university students from different fields of study and who are users of English.

**2.2.3 Research Instruments**

Following the mixed method approach, a set of qualitative and quantitative tools has been used, namely a questionnaire and a semi-structured interview. These instruments are thought to be suitable for serving the objectives of the study and its research questions. Moreover, they establish systematic procedures for recording structured responses and facilitating effective data analysis.

**2.2.3.1 Questionnaire**

The questionnaire is a widely used research instrument in social sciences. It is regarded as a flexible and effective tool, ensuring a smooth collection of data about different topics and in a short time through written answers. The questionnaire plays a crucial role in collecting factual information, understanding behaviours, gauging group attitudes, measuring customer satisfaction, and establishing baseline data for longitudinal analysis (Openenheim, 2000).

In this regard, the questionnaire consists of a series of questions classified into three types of questions: closed-ended, multiple-choice choice and open-ended. While the closed-ended type of questions requires the informants to choose what matches their perspective, multiple choice questions involve a set of suggestions in which informants have to choose one or more options. Both types ensure the collection of quantitative data. Then, open-ended questions are about expressing the participants' perspectives and reflections on the investigated matter. Indeed, this type provides richer and more detailed qualitative data, serving the effectiveness of the research study.

As far as the questionnaire's sections are concerned, it was divided into four sections:

- Section one entails informants' background that serves the study including age, gender and field of study;

- Section two includes four questions tackling patterns of English language use among informants;
- Section three comprises four questions dealing with informants' feelings and attitudes towards English;
- Section four is dedicated to a Likert scale including 16 statements aiming at depicting informants' emotional attitudes, their English language learning journey and factors influencing their orientation towards English use.

### **2.2.3.2 Semi-Structured Interviews**

The interview is another research tool that enables the elicitation of data through conversations. A semi-structured interview was selected since it involves a general outline of the topic without the requirement of following a specific order or wording in the process. In the same flow of thought, researchers who seek to explore and record different perspectives often use qualitative interviews as they offer a way to delve into participants' viewpoints (Miller and Glassner, 1997).

Thus, interviews serve in collecting data about opinions and attitudes as well as in understanding in depth the studied phenomenon as well as confirming the received perceptions from the questionnaire. To gather qualitative data about youth's attitudes towards the English language in Algeria, ten online semi-structured interviews consisting of ten questions were conducted with ten university students who use English and are from different majors.

### **2.2.4 Data Collection Procedure**

For the sake of collecting the needed data, a questionnaire and a semi-structured interview were used as research tools. The questionnaire was created using google forms by the end of February 2025 and was shared among friends through

social media on March. In fact, this process took around two months to get 134 answers. Meanwhile, semi-structured interviews were conducted during May. In sum, the mentioned steps ensure the collection of reliable and valid data.

### **2.2.5 Data Analysis Procedure**

Data analysis is an essential step in reporting the research findings. By using the questionnaire, 134 answers were collected, yet two of them were not from the targeted persona as their age was above 40. Therefore, only 132 are analysed. Furthermore, quantitative analysis is made by interpreting the numerical data through using a set of statistical techniques, namely descriptive and inferential statistics. Meanwhile, qualitative analysis is made through analytic techniques such as identifying and classifying the main linguistic features of the raw data. The latter is gathered due to the use of open-ended questions and semi-structured interviews. Indeed, analysing the obtained data in quantitative and qualitative manners denotes the research framework's systematicity.

## **2.3. Data Analysis and Interpretation**

Data analysis and interpretation are fundamental cornerstones of investigating and studying any phenomenon. In fact, they serve as a bridge between the theoretical framework and conclusions of the studied topic by providing empirical and valid evidence about the matter.

### **2.3.1 Questionnaire's Data Analysis and Interpretation**

For the sake of investigating students' attitudes and opinions about attitude towards the use of English, a questionnaire was administered. Thus, this section displays all the gathered data from this research instrument.

***Section One: Informants' Profile***

This section demonstrates the general background of the sample. It enables the researcher to draw meaningful and valid conclusions as well as to contextualize the findings.

**Q1: Age****Table 2.1 Informants' Age**

Age Sections	AF	RF
From 18 to 20	50	37,9 %
From 21 to 24	76	57,6 %
From 25 to 29	6	4,5 %
Total	132	100 %

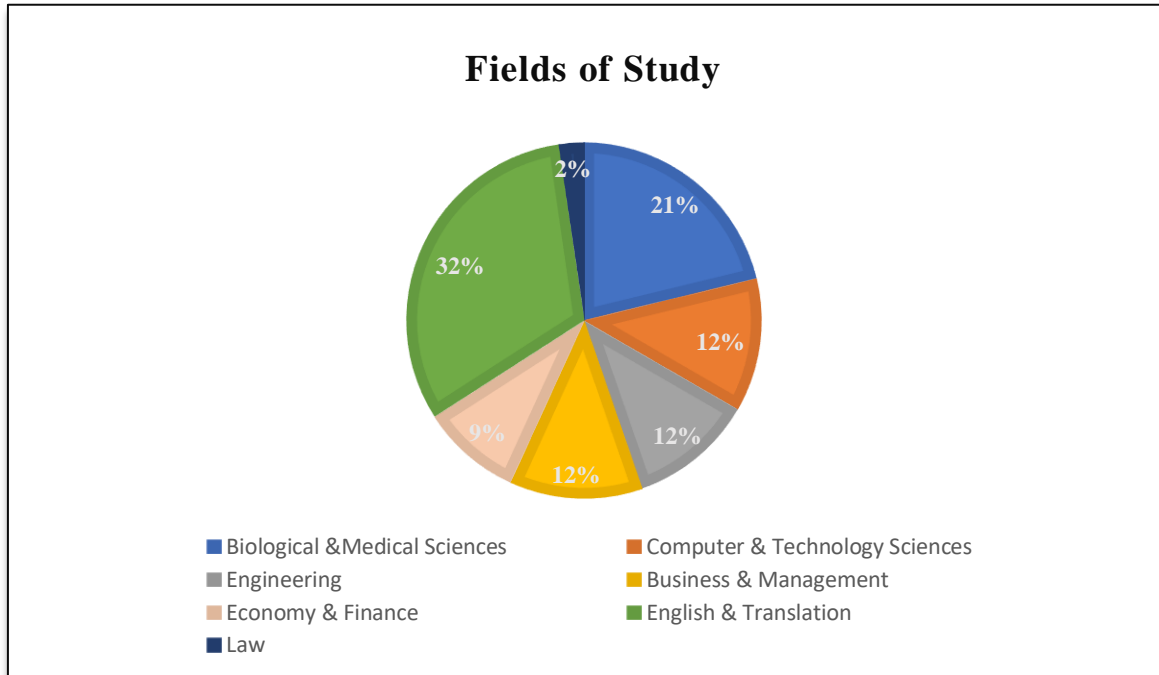
The table above shows that all the informants in this study are youth, of whom 57,6% are between 21 and 24 years old. Indeed, they are the largest portion of the sample. Moreover, 37,9% of informants are between 18 and 20 years old and 4,5% are between 25 and 29 years old. These results indicate that the sample of this study includes youth only.

**Q2: Gender****Table 2.2 Informants' Gender**

Gender	AF	RF
Female	91	69,9 %
Male	41	31,1 %
Total	132	100 %

The above table demonstrates that the sample includes both genders. As indicated in the table, 69,9% of the respondents are females and 31,1% of the sample are males.

**Q3: Informants’ Fields of Study**



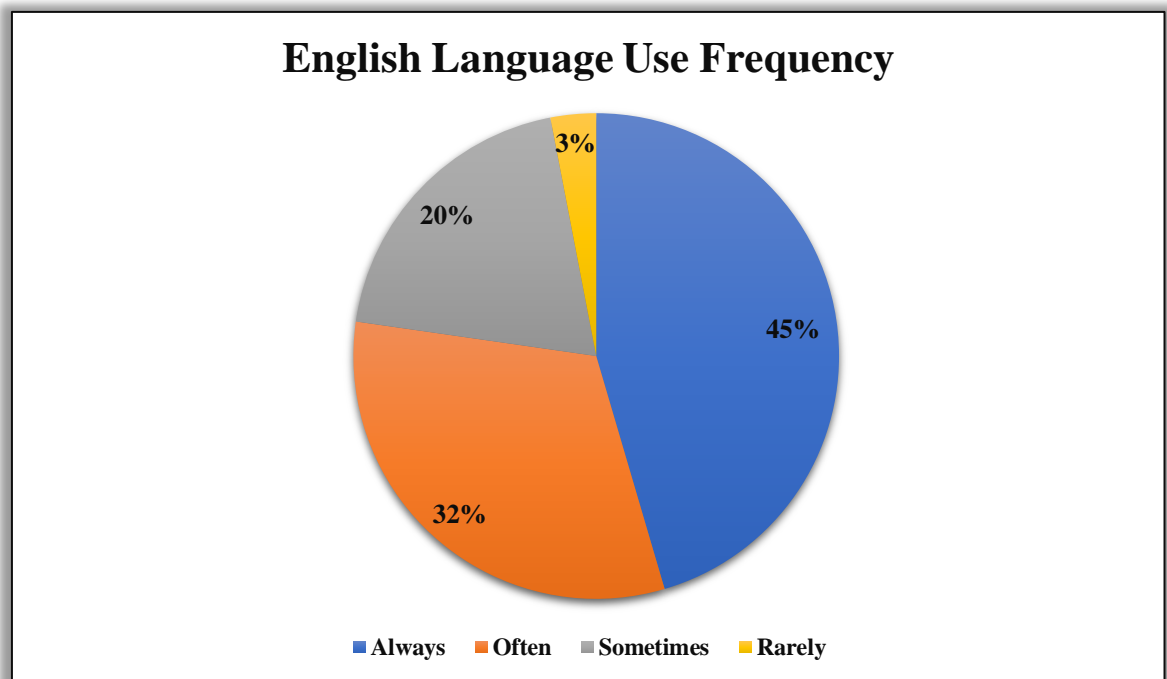
**Figure 2.1: Informants’ Fields of Study**

The graph shows that 32% of the informants are English and translation students meanwhile, 68% of respondents are from other fields in which the great majority are from scientific fields. In fact, these results help in building a reliable study based on perceptions of students from different educational backgrounds other than foreign language students.

***Section Two: English language use among students***

The present section is dedicated to investigating usage patterns of the English language among youth.

**Q4:** How often do you use English?



**Figure 2.2:** English language use frequency

The present pie chart demonstrates the frequency of English language use among students. Results have shown that 45% of students always use English in their daily life, 32% of students use it often, while 20% of informants use it from time to time and only 3% rarely use English. This distribution, indeed, suggests that a significant portion of students (around 77%) are daily users of the English language.

Q5: Where do you use English the most?

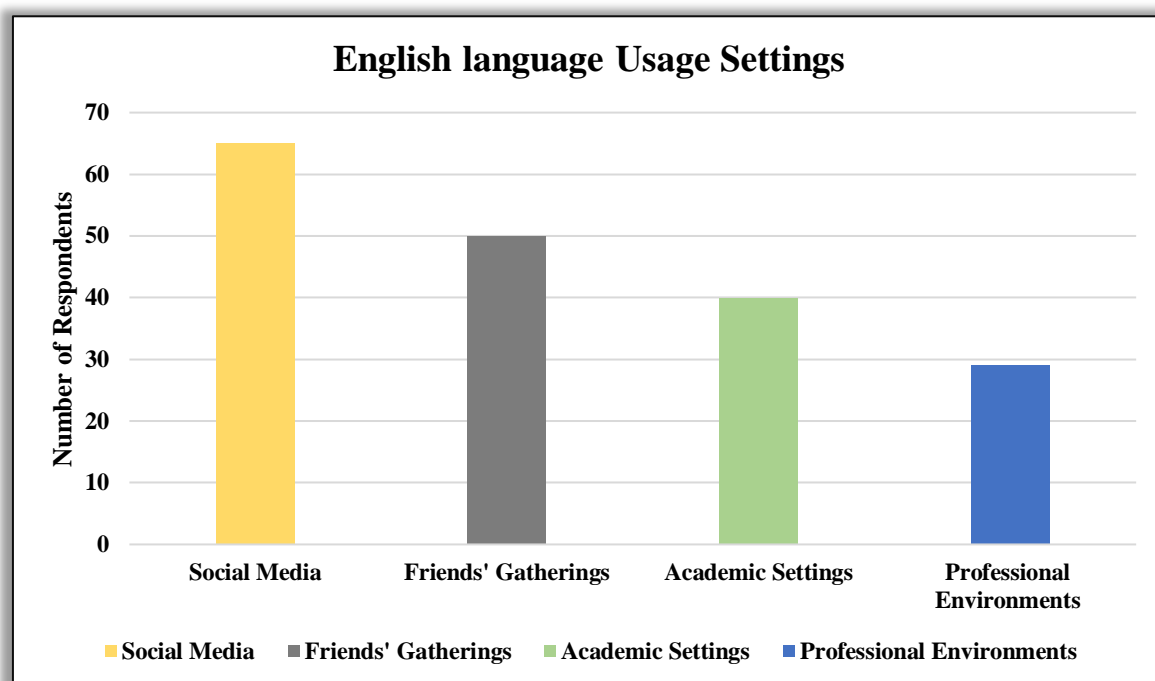
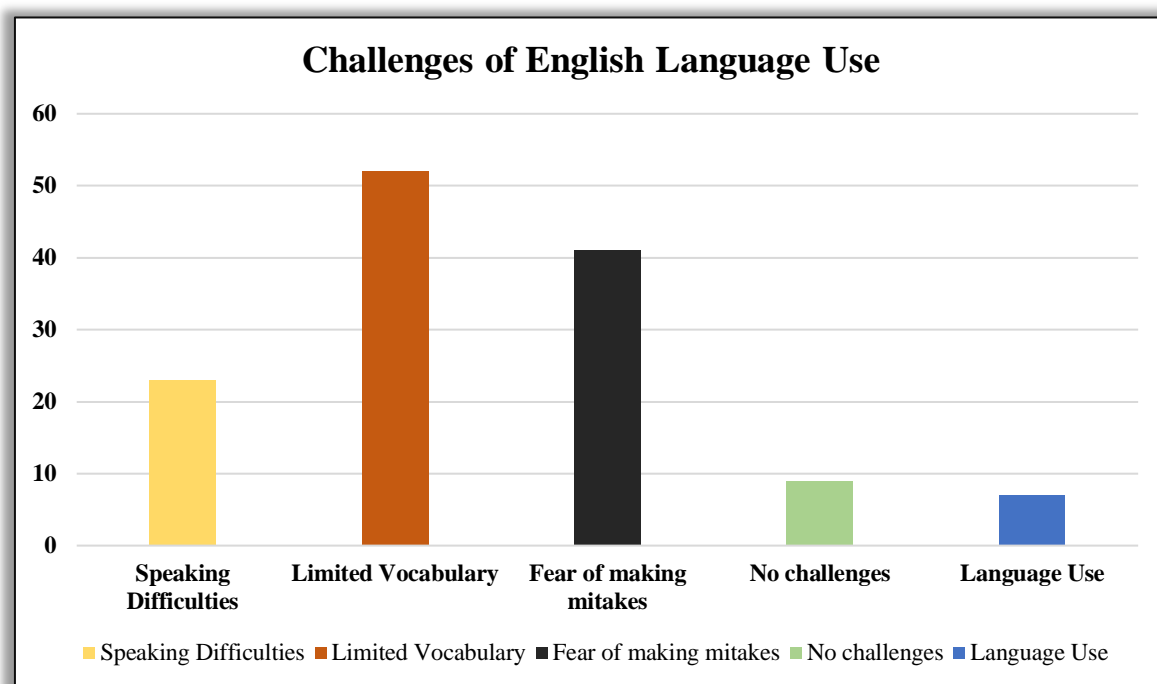


Figure 2.3: English Language Usage Settings

Providing the selection of more than one option, this question aims at knowing where the English language is used. As shown in the graph, English is mostly used on social media with 49% of the respondents. This percentage suggests that digital platforms are serving in creating a primary space of English interactions among these youth due to the shared English online content as well as the dominance of the English language in communication spaces. Another significant portion with 38% of respondents, indicates the use of English in friends' gatherings. This highlights that English is used among Algerian youth in their casual interactions. Meanwhile, 30% of the informants only use it in academic settings and only 22% use it in professional environments. These smaller segments highlight that the English language is still not the dominant language in formal settings such as education and workspaces in Algeria.

**Q6:** What challenges do you face when using English?



**Figure 2.4: English Language Use Challenges**

The question aims at unveiling the challenges and difficulties that the informants face when they use English in their daily speech. The present graph shows that a large number of respondents, 39%, struggle with limited vocabulary. The second most common challenge is fear of making mistakes reported by 31% of users. Following that, 17% of informants mentioned facing difficulties in speaking. Similarly, 5% of participants mentioned other challenges related to language use and anxiety issues. Notably, only 5% of informants claimed that they face no challenges when using English. Indeed, the data reveal that the lexical gaps and psychological barriers are the key challenges facing the participants in their daily use of English.

**Q7:** what is the most used language depending on the context?

**Table 2.3: Languages Use Depending on Contexts**

	<b>Dialectal Algerian Arabic</b>	<b>Standard Arabic</b>	<b>French</b>	<b>English</b>	<b>Switching between three languages</b>
<b>At University</b>	14%	5%	48%	33%	
<b>On social media</b>	9%	1%	5%	36%	49%
<b>When surfing on the internet</b>	2%	5%	9%	40%	44%
<b>With friends</b>	24%	0%	4%	30%	42%
<b>With family</b>	52%	0%	38%	10%	

The question aims at comparing the use of the English language in five different contexts: at university, on social media, when browsing on the internet, with friends and with family. Thus, Table 2.3 gives a summary of the gathered data.

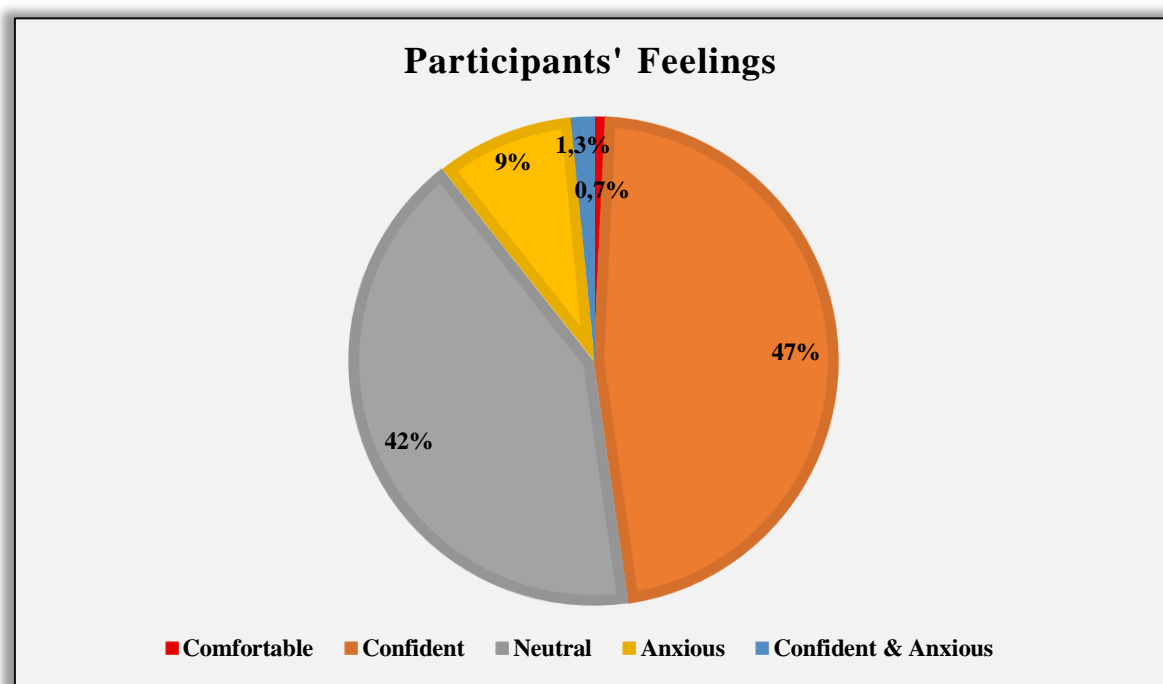
First, at university, 48% answers provided by respondents showed that French dominates academic settings which reflects its reality as being the language of higher education in most of the fields mainly scientific ones. Moreover, 33% of the sample revealed their use of English at university, while the minority claimed their use of Algerian dialectal Arabic and Standard Arabic. In fact, after the analysis, language use at university depends on the respondents' fields.

Second, on social media and when browsing on the internet, higher ranks were scored by users who mix languages mainly between Arabic, French and English, still, English users were a significant portion in using the language on the internet and in their research. This, indeed, indicates the association between English and digital platforms.

In friends' gatherings, 42% of students highlighted using a combination of languages, namely Algerian dialectal Arabic, French and English together. Meanwhile, with family, Algerian dialectal Arabic is used by 52% of participants, while 38% of other participants use French instead and only 10% of informants mix between Algerian dialectal Arabic and English. Indeed, this reflects the reality of a multilingual Algeria and the spread of code switching among its individuals. All in all, what has been mentioned reflects the growing popularity of English among Algerian youth.

### *Section Three: Informants' Attitudes towards English*

Q8: How do you feel when you use English? why?

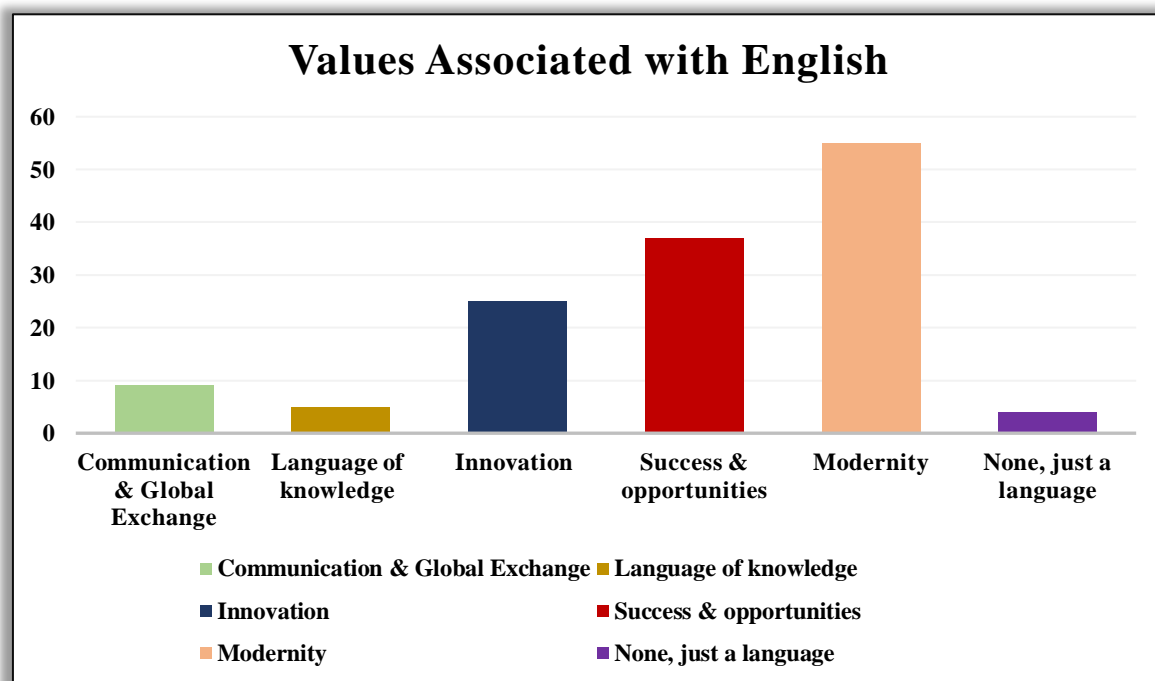


**Figure 2.5: Participants' Feelings when Using English**

The present figure represents informants' feelings when they use English. As the figure demonstrates, there are 3 main feelings related to confidence, neutrality and anxiety. This distribution suggests that the majority of users (47%) feel confident. Indeed, they all justified feeling confident when using English by claiming that it is the language they can better express themselves and feel comfortable when using it as well as being acquainted with English due to its intensive use. This result suggests respondents' confidence in their language competencies which may reflect their frequent exposure to English. Meanwhile, 42% indicated a neutral status, and they claimed that they feel this way due to their average level in the language, considering it as a tool of communication only; hence, it is not an achievement that would trigger their feelings. Indeed, these data highlight the lack of emotional investment that is related to English.

A low percentage of participants (9%) reported feeling anxious when using English. In fact, they justified this feeling because they make mistakes and they fear being judged, as well as most of them stated their problem with limited language vocabulary and usage issues. Meanwhile, 2% feel both anxious and confident about their language use depending on the context. Indeed, from what has been mentioned, negative emotions towards using English are not dominant among the sample of this study.

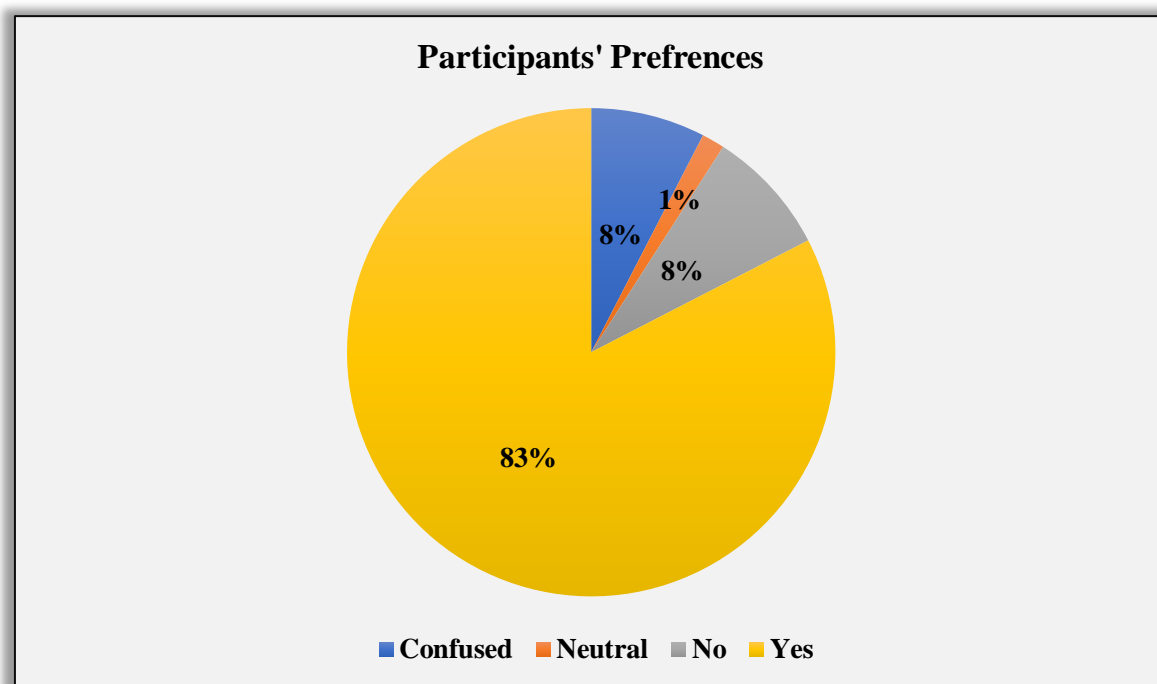
**Q9:** What are the values you associate with English?



**Figure 2.6: Values Associated with the English Language**

Providing the selection of multiple options, the gathered data reveal the values participants associate with the English language. As shown in the graph, 42% of participants perceive English as a symbol of modernity, followed by 28% of informants associating English with the value of success and innovation. Additionally, innovation is viewed as a value associated with English by 19% of participants and a language of knowledge by 4% of respondents. As a matter of fact, these associations suggested by participants indicate that English is perceived as key for personal and professional development as well as a tool to be integrated in an advanced world which was mentioned by 7% of respondents suggesting that English is a tool for global exchange and communication. Indeed, the mentioned choices highlight that English is not perceived as a tool of communication only, but rather a tool implying progress and global integration of the Algerian society by the great majority of respondents. Meanwhile, only 3% of informants claimed that they perceive English as a language like any other language.

**Q10:** Would you like English to be more prevailing in Algerians' daily life? Why?



**Figure 2.7: Participants' Preferences about the Future of English**

This question aims to reveal youth's preferences about the existence of English in the Algerian society. Indeed, as shown in the pie chart, a great majority of participants (83%) demonstrate a preference for English presence in the Algerian society. In fact, all of them explained this strong desire due to the significance and widespread use of English in nowadays globalized world. In this light, participants suggested the implementation of English at schools with a well-designed curriculum and syllabus, henceforth creating the spirit of English among new generations. In addition, encouraging English use in professional spaces and making its competency a key to opening doors for more opportunities. These participants mentioned that creating practical spaces and more accessible spaces and clubs to learn English would greatly help in enhancing their English levels which would make the use of English enjoyable and easier. Moreover, they highlighted the importance of creating an environment surrounded by English in public spaces, TV, news, etc, while gradually replacing

French with English. Thus, creating an inclusive environment that allows the use of English. This high percentage and justifications provided, indeed, reflect attitudes towards English among Algerian youth.

On the other hand, only 8% participants responded by “No” showing that the presence of English in the Algerian society is a threatening the culture and values of its individuals, while 8% were confused in which they justified their answered by stating that its use is good yet it might represent a threat to the Algerian identity as well. that only 1% reported their neutrality suggesting that English is just a tool of communication and no further steps need to be done in this matter.

**Q11:** What is the impact of English on your culture and values?

This question aims to reveal the impact that English has on its users. In fact, 25% of participants skipped the question or gave irrelevant answers, yet 75% of participants gave answers that enable the analysis of this part, also most of them gave the benefits of using English. As far as the English language is concerned, the majority claimed for positive impact. Participants claimed that English had opened the door for them to explore other cultures and be more tolerant and open towards others despite the cultural and social differences. Moreover, they reported the impact that English is reflecting on their knowledge, explaining that learning and conducting research is more effective due to the accessible English sources. In addition, the use of this language gave many informants work opportunities and developed their mindsets. Although participants view the world differently and question the traditional values due to English, it is worth mentioning that the majority reported the threat of leaning towards Western values among English language users. Hence, they receive English as a challenge in which their awareness should be raised about the consequences of being immersed in other cultures and about preserving their original culture and values.

*Section four: Likert Scale Analysis***Table 2.4: Likert Scale Results**

Statements	Strongly agree	Agree	Disagree	Strongly disagree
<b><i>Emotional Attitudes Towards English</i></b>				
I feel comfortable when using English	50%	43%	5%	2%
English is an easy language	48%	42%	10%	0%
English is becoming my favourite language	41%	39%	17%	3%
If I do not use English, it means that I am not integrated in nowadays world.	21%	39%	34%	6%
People talking in English seem cultivated, cool and modern	18%	46%	26%	10%
Language is a representation of the culture	36%	46%	14%	4%
I feel that my culture and perception of the world are gradually being influenced	24%	52%	20%	4%
<b><i>Language Learning Journey</i></b>				
I actively try to improve my English skills	52%	42%	5%	1%
I learnt English mostly through academic studies	7%	29%	41%	23%
I learnt English mostly through social media	26%	42%	27%	4%
Along with my friends, we exchange English content mostly	35%	52%	12%	1%
Learning English improves my chances of career success	65%	33%	2%	0%
<b><i>Factors Shaping the Position of English</i></b>				
Being exposed to social media makes me more interested in learning English	49%	45%	6%	0%
Most of the information I consume online is in English	53%	35%	13%	0%
English has become a dominant language in education due to globalisation	55%	40%	5%	0%
The influence of globalisation makes me feel like I need to improve my English constantly	48%	45%	7%	0%

The Likert scale was included in order to get precise data about participants' attitudes towards English and their opinions on this matter. As far as emotional attitudes are concerned, the great majority of participants perceive English as an easy language in which they feel comfortable when using it. Around 60% of informants agreed on perceiving English as the language of globalisation, modernity and intellectuality. Furthermore, around 75% admitted the fact of language is part of culture; henceforth, they claimed that their culture is being gradually influenced due to exposure to the English language. Indeed, these data reveal the positive attitudes of participants towards the English language as well as the influence it is having on their culture.

Regarding English competency and learning journey, the great majority claimed that they have learnt English through social media rather than academic studies. In addition, they reported exchanging English content with their friends. Indeed, this analysis highlights the potential of social media in shaping the use of English in the Algerian society mainly among the young generation. Similarly, more than 90% of respondents want to improve their skills in English in which they see it a means of improving their professional success.

Through the analysis of the provided data, more than 80% of respondents showed that due to globalisation and social media, English is taking a prevalent position among youth.

### 2.3.2 Semi-structured Interviews' Data Analysis and Interpretation

The semi-structured interview has been used for the sake of gaining in-depth data about students' attitudes towards English language use in their daily speech. Informants' responses have been categorized into thematic sections to ensure a smooth analysis and interpretation.

#### *Theme 1: Attitudes towards English*

**Interviewee 1:** English use is a choice yet it has become a need in my field since English writings and resources are better and give more career chances. I feel confident and free when I use it. English represents the aspect of opportunities to me. I like it because it is easy to use and to understand, and I like its global aspect. I enjoy it and feel comfortable, which is why I feel motivated when using it.

**Interviewee 2:** Using English was a choice and now it is a need as a medical student I need updated sources and English is the one providing this. I feel like I am having another personality when use it because I am more expressive but not another identity, since it is just a tool for development. Easy use of English made me love it; in fact, I find a lot of meanings and words that are fun to use. Because I need English and I feel used to it, I feel motivated to use it. English just became part of me.

**Interviewee 3:** English use is a need nowadays for more international opportunities. I just feel free when I use it and it is a tool to express myself. English content pushed me to love it, and it is fast to be understood.

**Interviewee 4:** using English is a choice because I love it since I express myself more and a need because we need international connections. I feel so different when I use English because I am so expressive; thus, it represents freedom to me. It is a flexible language that is why I love and fit in it. I am motivated to use it because I love it and it will help me in the future.

**Interviewee 5:** English use is a need and choice since it serves me in education. I enjoy it since it helps me to express myself. I feel more comfortable, expressive and confident when I use it. In fact, it helped me develop my personality. It represents to me the opportunity to access to knowledge. I love how expressive and flexible the language is, that is why I like its songs and poetry. The opportunities it brings motivate me to use English.

**Interviewee 6:** English use is mostly a need for education and job opportunities. It is the language of development. I feel more confident and comfortable by using English. It represents to me the key that opens doors for opportunities and global world. It is simple, easy and global that is why I like it. Self-growth is what motivates me to use English.

**Interviewee 7:** English use is a need because it is the language of the world, and it is the future language that is needed in daily life. I see people who use English successful and different. It does not impact my identity but rather helps me to develop. I like it because it is easy to understand. People I am surrounded by motivate me to use English because they use this language as well.

**Interviewee 8:** English use is a personal choice because I love it. I feel more at ease when I use it and it gives me the sense of a high intellectual level. I see that at a certain point, English influences my culture when it comes to judging local traditions. I see it as a prestigious language. Being exposed to English content would really influence the culture. Now English is so trendy and it is being used more and more each day that is what motivates me to use it.

**Interviewee 9:** English use is a choice since it depends on the personal needs and interests. I use English when I talk about feelings, it is so close the feelings I have. I like English because it is a language used all over the world and it makes communication easier. I feel proud when I use English, it does not affect my identity because it is only a tool that help me to express myself differently. The chance to connect with more people, to learn more and to develop made me motivated to learn and use English more.

**Interviewee 10:** English has become a necessity nowadays. I feel more expressive by using English in my speech. English is a key to opening doors for better education and opportunities. I like English because it is flexible and global. Growing professionally and personally is what motivates me to use and develop my English language.

As far as attitudes towards English are concerned, interviewees reported that English use in daily life has become a necessity due to the significance of this language in nowadays globalized world in which English is conquering all domains. Almost all of the respondents related English to a tool that allows them to express themselves freely more than other languages do. Furthermore, its easy use and understanding made them prefer English. In fact, from all the answers given, English users tend to have emotional attachments to the language. Additionally, the majority of

interviewees expressed that English greatly helps in developing themselves as well as providing better opportunities. While most of the respondents do not see English as a threat to their identity and culture, a minority expressed the slight threat that this language represents by influencing their culture and identity. In this regard, all the interviewees reflected both instrumental and integrative motivations shaping their attitudes towards English use. Indeed, the present data reflect the positive attitudes and preferences these participants have towards English use in daily life practices.

### *Theme 2: English Language Practices*

**Interviewee 1:** I prefer using English with friends and I am better at expressing myself through English. I love English since high school and I learnt it from movies, English content, games and social media. I started speaking the language by joining clubs.

**Interviewee 2:** I am more comfortable when using English in presentations, journaling and many other activities. My English started by reading books, watching shows in English and seeing English content.

**Interviewee 3:** I use English with my Algerian and international friends. My journey with this language started with watching English movies and seeing English content.

**Interviewee 4:** I use English when I talk about technology and with my friends because I feel free to express myself. I learnt English through music, games and social media. I started speaking in English when I felt confident and found some people using it with me.

**Interviewee 5:** I prefer using English when I talk about science, medicine and interacting on social media. Watching movies, reading books and listening to music improved my English skills, later, online interaction helped me a lot. English content on the media is what is helping me to use English.

**Interviewee 6:** I prefer using English in my studies, searching for business topics and expressing myself and my feelings. Through music, YouTube, social media and movies I am improving my English. English content on media attracts me and helped me a lot and made me love English.

**Interviewee 7:** I prefer using English in Art topics and international practices. From movies and music, I got obsessed with English. In fact, social media is the place where I use English.

**Interviewee 8:** I prefer using English when I chat with my friends, at university and when producing English. I started learning English by watching English movies and shows. Learning English was the result of personal efforts. Social media, movies, shows and music have a great impact on me which is why I use English in my daily practices.

**Interviewee 9:** I prefer using English when I talk about my emotions and the way I feel. My journey with English started when I was listening to English music, then with watching movies and Marvel. I started practicing the language at home and with my friends. Social media greatly contributed in in learning English because of the intense English content shared and used there.

**Interviewee 10:** I prefer using English when I read about psychology, technology, business and when I chat. I develop my English through watching movies and series. Since I spend a lot of time on social media and I interact with English content mostly, it helps me in developing the language.

In fact, all the interviewees confirmed their use of English in their daily practices ranging from professional ones to casual practices. Additionally, through the interviews all the participants claimed that learning English was mainly due to personal efforts, including the intense exposure to English content through social media, video games, music, movies, shows and books, while they highlighted the slight contribution of schools in learning this language. In this sense, these youth participants highlighted the role of media in shaping their learning and speaking English journey and how these social platforms give them the comfort to use this language. In other words, many young Algerians acquired English outside of formal education, developing receptive and communicative skills through media.

## 2.4 Discussion of the Main Results

This section aims to highlight the key findings gathered from the research instruments used in the present investigation with reference to the existing literature theories in the field of language attitudes. As far as research questions and hypotheses of the study at hand are concerned, the following sections are dedicated to providing answers to the inquiries.

In its first hypothesis, the present study stipulates that English language use in daily speech among the young generation may have positive support. The findings, indeed, confirmed the mentioned hypothesis. The results obtained from research instruments, namely a questionnaire and semi-structured interview helped in extracting attitudes that Algerian youth have towards the use of English in their daily life. In fact, Table 2.3 highlights the context in which English is used, it reveals that it is mostly among friends, on social media, and in daily searches on the web. Also, Figure 2.2 highlights that 77% of participants use English regularly. This, indeed, shows that English is part of daily speech among the informants. Moreover, the first part of the Likert scale (see Table 2.4) tackling the emotional attitudes towards English reveals that participants hold positive attitudes in which the great majority declared that they favour English and they feeling comfortable by using it. Additionally, through the interviews conducted, participants reported that using English enables them to express themselves as well as their feelings freely more than any other languages. Furthermore, Q10 displays that 80% of participants support the presence of English in the Algerian society due to its highlighted significance in mostly all the domains. These positive attitudes were also reflected through the values participants associate with the English language among which modernity, success, opportunity and development while no one reported any negative value judgement about the English language. It is worth mentioning that despite the fact that some of these respondents claimed that English use represents a threat to Algerian youth's culture and values, they did not show any intention to stop its use but rather to be self-

aware and control its impact (see Q11). Seeing English as a common ground for all people around the globe to communicate easily, share knowledge and opportunities was also reinforced through interviewees' answers. In fact, interviews support all what has been mentioned concerning attitudes towards English use. All in all, the previous data provided confirms the first hypothesis of this research which entails that Algerian youth have positive attitudes towards using English in daily speech.

Concerning the second hypothesis suggesting that exposure to English content on media might be the main motivation that shapes the attitudes of the English language among Algerian youth, the collected data confirmed this hypothesis. All the data provided indicated that participants learnt English through social media, video games, music, movies, and shows. According to Figure 2.3, a great majority claimed that English use is mainly done on social media and at friends' gatherings. From both sections of the Likert scale: English learning journey, and factors shaping the position of English, it is noticeable that a great portion of participants reported that learning English was a consequence of the English content consumed more than mentioning the contribution of the formal learning at school. As a matter of fact, all participants expressed their willingness to improve their skills in English despite the challenges they are facing (see Q10 and figure 2.4), this motivation is mainly due to the attitudes they hold towards English use in which it is seen as the most needed language nowadays. This view was reinforced by informants' answers during the interview highlighting that their attraction to English is due to exposure to English content which was fun and enjoyable therefore, this is what makes them like the English language and strive for its enhancement. This type of exposure not only increases familiarity with English use, but also fosters a favourable disposition towards the language. Indeed, respondents displayed through their answers integrative and instrumental motivations that Lambers' socio-educational model suggested reflecting their learning objectives. These results lead to conclude that exposure to English content on different types of media is the main motivation that shapes the attitudes of

the English language among Algerian youth; henceforth confirming the second hypothesis.

### **2.5 Limitations of the Study**

Despite the insights provided in this study about Algerian youth's attitudes towards English use in daily speech, it remains a study that has multiple limitations in terms of research. The sample size and background might hinder the generalisability process since the present study included youth university students from Tlemcen only. Additionally, the study lacks an in-depth investigation as it did not integrate a detailed analysis of attitudes via discourse analysis or tests and long-term investigations.

### **2.6 Suggestions and Recommendations**

Indeed, the English content displayed on the different types of media plays a crucial role in shaping the current attitudes towards English use in daily speech among youth. In light of the present research findings, multiple recommendations might be suggested to highlight the role of English in the Algerian society as well as to meet the linguistic needs of Algerian youth. As far as the study exhibits positive attitudes towards English, updating English teaching methods and curriculum that align with the youth's real-life language use. Additionally, providing spaces that encourage the use of this language while creating an environment of active learning is recommended as it serves to enhance the youth's English skills. As far as future research is concerned, it might include broader and diverse samples to explore attitudes towards English among diverse categories.

**2.7 Conclusion**

To sum up, this chapter provides a practical perspective on what has been mentioned in the theoretical background. All the methodological procedures were described and displayed for the sake of drawing conclusions from the conducted investigation. The discussion of the results led to the conclusion that English use is gaining popularity among Algerian youth which reflects their preference and positive attitudes towards the language. Additionally, youth's global integration through exposure to English content on media is contributing to a great extent in shaping these attitudes as well as creating a comfortable space for English learning and use. All the results highlight the rise of English as a favourable tool of communication among Algerian youth, which would strengthen the status of English in the Algerian society.

## **General Conclusion**

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### **General Conclusion**

English has been gaining more territory as a powerful international language dominating a globalised world. In today's digital era, content shared on media has been influencing the audience and raising their attention towards different cultures and the diversity of this world. Thus, the position that English is playing would trigger differing attitudes towards this language among speech communities. As far as attitudinal research has been the interest of sociolinguistics, the present investigation attempted to explore attitudes towards English use in daily speech among Algerian youth and to identify the main factors shaping their attitudes.

The study at hand was divided into two main chapters. The first chapter dealt with the literature review of the study in which it reviewed the sociolinguistic context of Algeria, then it depicted the theoretical frameworks related to language attitudes and presented some concepts that are related to language practices such as globalisation, culture, and identity. The second chapter served as a 'blueprint' of this research in which methodological procedures were presented to guide in understanding the aspects of a research problem and to bridge the gathered data to research questions and ultimately to draw conclusions.

Through conducting an exploratory case study and analysing the collected data thanks to the questionnaire and semi-structured interview, the two hypotheses of the research were confirmed. The results have revealed that Algerian youth's attitudes were positive towards English use in daily speech. In fact, participants tended to associate English with modernity, success, opportunity and more reflecting the positive values that the English language held according to their perspectives. Moreover, the collected data have proved that English use was highly noticeable among social platforms and media in which participants highlighted their

## **General Conclusion**

consumption of English content on media. Henceforth, this confirmed the second hypothesis stating that exposure to English content on media influenced attitudes towards English.

Placing these findings in a greater context, the present study aimed to highlight the significance of investigating language attitudes. Indeed, the increased visibility of English through social media, entertainment, and educational content would contribute to shaping the future linguistic situation of the Algerian community. This study raised considerations about future language planning and reflected on the status of English within the Algerian community.

Nevertheless, the research was subject to several limitations. First, the sample was limited in size and scope which hinders the generalization of results. Additionally, the study focused on English without exploring in depth the preferences between English and other languages in Algeria such as French and Arabic. Finally, this type of investigation would require a longer time in testing and analysing attitudes in which more observations and interactions with participants are needed, as well as the use of additional research instruments.

As far as recommendations for future research are concerned, the findings of this study provide insights to better explore the current linguistic situation of Algeria. More investigation might be held to discover in-depth the impact of social media platforms on English language acquisition among Algerians. Moreover, the phenomenon of code switching might be the concern of future investigations since there are rising patterns of code switching between dialectal Arabic, French and English. In addition, the findings give an interest in conducting further research on exploring the impact of the English language on the Algerian speakers' identity and culture. All in all, the present research would contribute to inspiring future works to fill the needed gaps and draw solid predictions about the linguistic change that Algeria might witness.

## **General Conclusion**

To conclude, this study affirmed that Algerian youth held positive attitudes toward English use in their daily speech which was largely influenced by their English language media consumption and global cultural exposure. English was not merely perceived as a foreign language, but rather a tool for personal growth, professional development and cultural exchange. While challenges remained in exploring language attitudes in a multilingual Algeria, this research offered a starting point for understanding how language use and identity have been changing among the youth nowadays.

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## **Appendices**

## Appendix A

### Students' Questionnaire:

This questionnaire is designed to university students from different specialties. It aims at collection data about the attitudes towards English language. Therefore, you are kindly asked to fill the following questionnaire. Please, note that your data will remain confidential. Your collaboration is much appreciated.

#### Section One: Informants' Background

1. Age:
2. Gender: Female  Male
3. Field of study:

#### Section Two: Patterns of English Language Use

4. How often do you use English?  
Always  Often  Sometimes   
Rarely
5. Where do you use English the most?  
Social media   
Academic Settings   
Work/Professional Environments   
Friends' gatherings   
Others.....
6. What are the challenges that you face when using English?  
Speaking difficulties   
Limited vocabulary   
Fear of making mistakes   
Others.....

7. What is the language that you use the most in the following places and with the following people?

Language Context	Dialectal Algerian Arabic	Standards Arabic	French	English	Switching between three languages
At University					
On social media					
With friends					
When surfing on the internet					
With family					

### Section Three: Informants' Attitudes towards English

8. How do you feel when you use English?

- Confident   
 Neutral   
 Anxious

Others.....  
 .....

Why?  
 .....  
 .....  
 .....  
 .....

9. What are the values you associate English with?

- Modernity   
 Success   
 Innovation

Others.....  
 .....

10. What is the impact of English on your culture or values?

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

11. Would you like English to be more prevailing in Algerians' daily life?

Yes  No

If yes, how?

12. To what extent do you agree with the following statements?

Statements	Strongly agree	Agree	Disagree	Strongly disagree
I feel comfortable when using English				
English is an easy language				
I actively try to improve my English skills				
If I do not use English, it means that I am not integrated in nowadays world.				
People talking in English seem cultivated, cool and modern				
Along with my friends, we exchange English content mostly				
English is becoming my favourite language				
I learnt English mostly through academic studies				
I learnt English mostly through social media				
Language is a representation of the culture				
I feel that my culture and perception of the world is gradually being influenced				
English has become a dominant language in education due to globalisation				
Learning English improves my chances of career success				
The influence of globalisation makes me feel like I need to improve my English constantly				
Being exposed to social media makes me more interested in learning English				
Most of the information I consume online is in English				

Thank you for your collaboration

## **Appendix B**

### **Semi- Structured Interview**

#### **- Interview introduction**

1. How do you see English? (is it a need or a choice to use it)
2. Are there certain topics or contexts where you prefer using English instead of your native language?
3. Do you mix English with your native language when you speak? Why?
4. How did your English journey start?
5. What about speaking English? how did it start?
6. What do you think about people who use English?
7. How do you feel when you use English? (Is it affecting your identity?)
8. What does English represent to you?
9. Do you consider social media as one of the reasons why you like the English language? Why?
10. What makes you like the English language?

## الملخص

في ظل التحولات التي يعرفها العالم اليوم أصبحت اللغة الإنجليزية لغة عالمية ، ساهم ذلك في جعلها موضوع بحث أساسي داخل الدراسات السوسiolسانية، ومن هذا المنطلق نعالج في هذه المذكرة إشكالية مدى اهتمام الشباب الجزائري باللغة الإنجليزية في الممارسات اليومية، وكشف العوامل المساهمة في ذلك، باعتمادنا على دراسة حالة استكشافية وذلك باستخدام استبيان ومقابلة شبه مهيكلة، ثم إخضاع البيانات للتحليل بأسلوب نوعي كمي. كشفت النتائج المتوصل إليها من خلال هذا الدراسة عن توجه إيجابي ملحوظ لدى فئة الشباب الجزائري نحو استخدام اللغة الإنجليزية، كما أظهرت أن الوسائط الإعلامية تلعب دورا أساسيا في توجيه الاهتمام باللغة الإنجليزية لدى الفئة المعنية بالدراسة.

**الكلمات المفتاحية:** الشباب الجزائري، المواقف، الانجليزية

## Summary

Within globalisation, English has emerged as an international language dominating many fields. Thus, Attitudes towards English have been gaining much scholarly attention in sociolinguistic research. The present study aims at revealing Algerian youth's attitudes towards English use in daily speech and unveiling the factors influencing these attitudes. Using an exploratory case study alongside a questionnaire and semi-structured interviews, the data collected were analysed qualitatively and quantitatively. The findings revealed that the youth hold positive attitudes towards English use. Notably, exposure to English language content in the media appears to play a significant role in shaping these attitudes.

**Keywords:** Algerian youth - attitudes - English

## Résumé

Dans l'ère de mondialisation, l'anglais s'est imposé comme une langue internationale dominante dans nombreux domaines. Ainsi, les attitudes envers l'anglais ont attiré l'attention des chercheurs dans le domaine de la sociolinguistique. Cette étude vise à révéler les attitudes de la jeunesse Algérienne vis-à-vis l'utilisation de l'anglais dans le discours quotidien et à identifier les facteurs influençant ces attitudes. En utilisant une étude de cas exploratoire, ainsi qu'un questionnaire et une interview semi-structurée, les données collectées ont été analysées qualitativement et quantitativement. Les résultats ont montré que les jeunes ont des attitudes positives envers l'usage de l'anglais. Notamment, l'exposition à des contenus en anglais dans les médias semble jouer un rôle important dans la formation de ces attitudes.

**Mots clés :** jeunesse algérienne - attitudes - Anglais