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**The Growing Interest in Learning English Among  
CEIL Students at Tlemcen University:  
Motives and Attitudes**

Dissertation submitted to the Department of English as a partial fulfillment of the requirements for a Master's degree in language studies

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***Sarah's Dedication***

*I dedicate this work to my beloved family*

*To my precious mother*

*To the dear memory of my father*

*To my partner with whom I worked on this project with*

*To my supportive and cherished friends*

*To all those who encouraged me and prayed for my success*

## ***Leyla's Dedication***

*First of all, I am extremely grateful to Allah who helped me to finish this  
modest work.*

*I would dedicate this work to my family, friends, especially my dearest  
Sarah and all those who have my sincere  
admiration, love, and respect.*

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## **Abstract**

It is acknowledged that English is the lingua franca of the world that has become a small village. English is the worldwide language used by millions of native and non-native speakers in different fields. Today, it dominates the world not just through global speakers and the usage of social networks, but also in several fields such as education, commerce, politics, science, and technology. Algeria has recently become more aware of Globalisation as a result, the government is promoting the global language in addition to Arabic and French. Furthermore, English has begun to be recognized in the Algerian community, particularly among the younger population. In this regard, our research aims to shed light on learners' motivations to identify the students' expectations of the English language future in Algeria and to explore the Algerian society's attitudes toward English. This study intends to analyze the factors that influence learners' motivations. To reach this aim, a questionnaire was distributed to the English learners of the Center of Intensive Language Teaching (CEIL) at the University of Tlemcen. The results gathered from this instrument were analyzed both quantitatively and qualitatively. The analysis of these data showed that the students recognized the importance of the English language in the world and the factors that motivate learners to study English. In addition to that, a positive attitude is given towards the English language regarding the community as a whole. English shaped its destiny as the first foreign language, especially given the French language's astonishing fall.

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## List of Acronyms

<b>CEIL</b>	Centre d'Enseignement Intensive des Langues (Center of Intensive Language Teaching)
<b>EFL</b>	English as a Foreign Language
<b>NSFLEP</b>	National Standards in Foreign Language Education Project
<b>ESL</b>	English as a Second Language
<b>SLA</b>	Second Language Acquisition
<b>L2</b>	Second Language
<b>US</b>	United States
<b>AF</b>	Absolute Frequency
<b>RF</b>	Relative Frequency

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# **GENERAL INTRODUCTION**

## General Introduction

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Language is a powerful means of communication within the speech community which is used to share thoughts, ideas, and feelings and to build relationships with people. In recent years, English is spreading more and more worldwide leading it to become the most spoken language and to occupy a global position that covers various world perspectives mainly communication, education, science, technology, economy, and culture. The influence of English extends beyond linguistic boundaries; it has become the lingua franca of the internet allowing individuals from diverse backgrounds to communicate with each other. In Algeria, it has been noticed that the country has become much more in tune with Globalization. Therefore, the government is giving more importance to the global language. As a consequence, the country is now one of hundreds of countries including English as a foreign language in their educational system. While French was considered to be the first foreign language after 132 years of French colonization which gave language an influential and privileged status in Algeria, in recent years, we can observe that French has lost its glow and is given less consideration by Algerian people, especially the young generation. Many motivating factors have led Algerians to learn English instead of French. In addition to that, the attitude of Algerians towards English can be seen as being positive, and started to be seen as a prestigious language. Consequently, it is hypothesized that English might replace French as the first foreign language within the country in the upcoming years.

Therefore, the present study aims to shed light on the status of the English language and to understand the factors that have led to its promotion within Algerian society. This present research work could contribute to pedagogical reform by setting two goals. Firstly, this research aims to understand the motives that led to the increasing interest in the English language within the Algerian community and the students of the Center of Intensive Language Teaching (CEIL) more specifically. Secondly, it also seeks to identify the attitudes of people towards the English language.

## General Introduction

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As a result, this research aims to answer the following questions :

1. What are the motivating factors in learning English in the case of CEIL students?
2. What are the attitudes of Algerian learners regarding the English language?
3. What is expected about the future of English in Algeria?

The above-mentioned questions led to the formulate three following hypotheses:

1. Globalization has led to such interest in this language for English learners.
2. English has become much more preferred than other languages, such as French or Spanish for any learner.
3. English may take the place of French as the first foreign language in the Algerian society.

In order to prove these hypotheses, an exploratory case study was done in CEIL of Tlemcen University. This case study will gather data of both quantitative and qualitative nature relying on a questionnaire for learners. The results will be analyzed based on a mixed approach combining qualitative and quantitative methods. This work is purposefully divided into two interrelated chapters. The first one is dedicated to the literature review of the English language and its influence in the world, yielding a theoretical background for the issue under investigation. It explores the reasons behind associating the term global to English. The second chapter will be divided into two parts. The First part will deal with the data collection with the exact identification of the methodology and the research instruments used. The following part is concerned with the analysis of the gathered data from the target population (CEIL students) and their interpretation in order to answer the research questions by approving or rejecting the suggested hypotheses and it ends with the research results.

**CHAPTER ONE:  
LITERATURE REVIEW**

## **CHAPTER ONE: LITERATURE REVIEW**

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## **1.1 Introduction**

As we delve into a much globalized world, the establishment of a global language has become crucial. As a matter of fact, English language has been noticed throughout the years to be a language of interest among most of the population of different countries. The Algerian community is of no exception, especially among the younger generation. The youth are giving English an immense importance and have this constant strive to learn it leading to an inevitable promotion of this Language across the country. The present chapter represents a literature review of the English language and its impact. A theoretical background is provided regarding the issue being studied. The first section is dedicated to the defining the relevant key concepts related to the presented study. The second section deals with the factors affecting language acquisition which includes internal as well as external factors. The third section is devoted to the advantages of foreign language learning and the enumeration of the reasons to learn the English language. Additionally, the status and future of the English language within the Algerian society is being put forth in this section.

## **1.2 Section One: General Definition Concerning Language**

This section is presented to review some concepts concerning language such as foreign language and global language.

### **1.2.1 Definition of Language**

It is widely agreed that language serves as a tool for communication between people, allowing them to share knowledge and perspectives as well as express emotions and opinions. However, due to the intricacies of language, linguists find it difficult to define it precisely; therefore, each of them defines language according to their perspective. Language is defined differently in linguistics and dictionaries. We give the instance with the the Oxford Dictionary (2018) defines language as “the method of human communication either spoken or written consisting of the use of words in a structured and conventional way”. From a linguistic perspective,

language is a sophisticated set of laws; it is unique a gift to humans. Since there is a divergence in viewpoints on the matter, linguists actually cannot agree upon a single definition. Edward Sapir claims that “language is purely human activity and a non-instinctive method of communicating ideas, emotions, and desires through a system of voluntarily produced symbols” (1921, p.7). Consequently, Sapir highlights that language is special to humans and that it is acquired. Additionally, these linguists point out that language is a system that depends on the use of symbols, or sounds; according to Sapir, language is common to everyone, which implies that everyone uses language to communicate their thoughts.

### **1.2.2 Definition of Foreign language**

If a language is mostly acquired in a classroom and is not used in the community where it is taught, it is deemed foreign. Learning a second language enables a person to participate in authentic cultural contexts and communicate efficiently and innovatively using the language of that culture. Gaining intercultural awareness and an interdisciplinary viewpoint are some of the benefits of learning a second language, along with access to a perspective that is different from one's own and an increased capacity to recognize connections across subject areas. Effective human-to-human communication depends on language, which also helps people comprehend their languages and cultures. Learning a foreign language grants a person the chance to grow to be more literate and socially aware, as well as to understand who to say what to and when. National Standards in Foreign Language Education Project (NSFLEP) (2014).

### **1.2.3 Definition of Global language**

A language that is widely spoken and understood by people all over the world is referred to as global. Moreover, no other language in the world resembles this definition the way the English language does. With approximately 1.5 billion speakers globally, English is the primary language of communication for countless individuals worldwide, both as a first language and as a second or foreign language. Its widespread use extends far beyond the borders of English-speaking countries,

permeating virtually every aspect of modern life. From multinational corporations conducting business deals to scientists collaborating on research projects, English serves as the Lingua Franca that fosters global connectivity and collaboration.

Moreover, the dominance of English in key domains such as technology, science, diplomacy, and entertainment further solidifies its status as the world's foremost global language. Whether is it coding software, publishing scientific papers, drafting international agreements, or producing blockbuster movies, proficiency in English is often considered essential for participation and success in these fields. While other languages may boast significant numbers of speakers or regional importance, none rival the universal reach and utility of English as a global language. Its prevalence in education, media, and digital communication platforms ensures its continued dominance in an increasingly interconnected world.

#### **1.2.4 English as a global language**

When it comes to languages, one may make a strong case for the connection between linguistic superiority and cultural power. Furthermore, the main factor driving the languages' increasing popularity is a strong power foundation, be it political, economic, or military. The English language originated from languages such as French, Latin, German, and other European languages. This could be the reason why learning English is so effortless for many Europeans. The question of whether English's success as a universal tongue is primarily due to its simplicity of use is a topic of controversy among linguists. It appears that people are more able to identify and comprehend the English language written in Latin. In addition, English is easier to pronounce than other languages, in contrast to Korean or Turkish, for example.

As a result of all the British colonial conquests, no culture has wholly lost all knowledge of the English language or words. For this reason, no community ought to regard English as being excessively foreign or strange. As a consequence of this, most people do not consider learning English to be a big deal because they already have a fundamental understanding of the tongue. English had been widely used

throughout the British Empire's territories by the late 1700s. The fields of trade, technology and science, diplomatic activity, and other areas, all helped to make English the first language to become global. English is a prime partner for business, globalization is being regarded seriously worldwide, and conducting business is made easier by having a common language. Since prestigious businesses are expanding across the globe, communication is essential. Since we are unable to master all the languages that exist in the world, we require a common language to destroy the language barrier between people from different cultures and upbringings. English is presently the language that is taught as a foreign language the most frequently in over 100 countries, including China, Russia, Germany, Spain, Egypt, and Algeria. In the majority of these nations, English is replacing other languages as the primary foreign language encountered in schools. For instance, in 1996, Algeria, a former French colony, shifted from French to English as the primary foreign language taught in schools.

The reasons for selecting a particular language as a preferred foreign language also vary widely; these reasons can include political expediency, historical convention, or the need for commercial, cultural, or technological interaction. Furthermore, even when a language is selected, its “presence” can differ significantly based on how willing a government or foreign aid organization is to provide sufficient funding for a language-teaching program. In a well-supported setting, resources will be allocated through the media, libraries, schools, and higher education institutions to assist individuals in accessing and learning the language.

### **1.2.5 English as a foreign language**

The term "English as a Foreign Language" (EFL) describes the study and application of English by people whose mother tongue is not English. EFL is usually acquired and used in a non-English speaking context, as opposed to English as a Second Language (ESL), which is learned and used in a nation where it is the majority language. There are a variety of reasons why EFL students study English. For some, it is necessary to grow academically or professionally, including getting

hired by a multinational corporation or being admitted to an English-speaking university. For some, it is a way to have access to English-language literature, media, and culture, which helps them communicate across cultural boundaries and widen their perspectives. Depending on their mother language, degree of exposure to English, and the tools available for language learning, EFL learners may encounter different difficulties. Common areas of difficulty include pronunciation, vocabulary acquisition, colloquial expressions, and grammar rules. For instance, cultural norms on appropriate register usage, nonverbal cues, and politeness can differ greatly. For EFL learners to communicate successfully in English-speaking environments, they have to cope with these cultural discrepancies. Furthermore, for efficient English language use, cultural variations in social conventions and communication styles may need to be accommodated. A range of instructional strategies and materials that are adapted to the needs of students are used in EFL instruction. Textbooks, multimedia resources, internet platforms, and language exchange programs are examples of language learning materials. Communicative language teaching methodologies emphasize real-life communication skills and interaction.

### **1.3 Section Two: Factors Effecting Language Acquisition**

Various factors, both internal and external, might impact Second Language Acquisition (SLA). Individual difference variables, sometimes referred to as internal factors, include the age, attitude, personality, motivation, and first language ability of the learner, among other things. While the political, economic, cultural, and technological environments are typically referred to as external factors or so-called social factors. Let's examine each of these elements in further depth.

#### **1.3.1 Internal Factors**

Internal factors have a significant impact on the process of learning a new language, determining how quickly and easily a person conceives its complexities. Factors such as age and motivation can influence language learning strategies,

which include the learner's readiness to interact with unfamiliar concepts and their perseverance in overcoming challenges.

### **1.3.1.1 Age**

While a learner's age has a significant impact on their capacity to acquire a language, it is believed that the two key components of a successful language acquisition process are the learner's motivation and aptitude to acquire the language. Psychologists, linguists, and educators have focused a lot of attention on the physiological element of age in the acquisition of first and second languages. Many hours and resources have been expended in an attempt to examine the connection between age and SLA from many perspectives. In SLA, it is widely accepted that kids have an edge over adults, while this is still up for debate in terms of learning motivation. Relying upon a wealth of studies, there are significant disparities between them in terms of learning achievement and speed. Adults typically do better in the beginning due to their superior cognitive ability. However, children perform better in terms of pronunciation and typical accent and are more likely to succeed in learning and using a second language after a lengthy learning time. Though opinions vary, it is impossible to overlook the significance of the age element in SLA.

### **1.3.1.2 Motivation**

According to WEI Fang-fang and HE Hua-qing (2013), motivation is an internal process that increases a person's activity and aids in maintaining the effort to achieve their desired outcome. Motivation, as an internal drive, can motivate and direct learners' learning as well as support the learning process. Without a doubt, motivation is a key factor in the acquisition of a second language. The degree to which a learner is motivated directly influences how efficiently they absorb information. Learners who are driven to succeed are always engaged in the process of learning a foreign language, which frequently leads to high learning effectiveness. Conversely, students who lack motivation have a bad attitude toward

learning and tend to put in less time and effort when learning a second language, which frequently results in low learning efficiency.

For a very long time, the main focus of SLA research has been motivation. In the words of Skehan (1989), aptitude is the biggest predictor of success, with motivation coming in second following studies on the connection between motivation and SLA. Gardner and Lambert (1972) hypothesized that there are two primary categories of motivation for learning a second language: instrumental motivation and integrative motivation. Integrative motivation includes learners' admiration of people and things connected to culture as well as their strong desire to interact with speakers of the target language. Integratively motivated learners view SLA as the objective of their passions, which they will work hard to pursue. In contrast, students who are motivated by instrumental factors view SLA as a utilitarian objective that can be attained through studying hard, getting a job, raising their money, and doing whatever else would make them more employable in the future. This type of drive is especially evident for Medical University nursing majors, who can find employment upon graduation as competent graduates and do not need to pursue more education. So, SLA is a means to an end for them. They rarely connect with their foreign teachers after class and participate passively in- class activities. In terms of integrative motivation, clinical majors serve as an excellent example. Since the majority of them plan to pursue postgraduate work or study overseas, they are less concerned with achieving a single objective and more focused on developing their all-around English language skills. They consistently participate in class activities and a variety of extracurricular English activities, such as writing or oral English competitions. Additionally, students enjoy getting in touch with and seeking approval from their foreign teachers. The performances of these two majors allow us to observe the distinctions between the two motivational styles.

### **1.3.1.2.1 Types of Motivation**

There are several ways that motivation for language learning can appear, and each one has a unique function in encouraging people to learn a new language.

#### **1.3.1.2.1 Integrative and Instrumental Motivation**

Gardner and Lambert (1972) distinguished between two kinds of motivation: instrumental and integrative. The integrative motivation means learning the language to participate in the culture of its people. On the other hand, instrumental motivation that a language learner acquires the language to pursue a valuable goal unrelated to their work. These two motivational styles have the power to influence and direct the process and results of learning. Cook (2000) also believes that Gardner and Lambert's integrative and instrumental motivation is a useful and effective factor for second language learning. Ellis (1994) believes that the best and the perfect motivation is the integrative motivation. He believes that integrative motivation is more competent and well-organized. Cook (2000) mentions that in reality, students who lack integrative or instrumental motivation will struggle in the classroom to study and acquire knowledge of a second language, and they will find it challenging to master the language overall.

#### **1.3.1.2.1.2 Intrinsic and Extrinsic Motivation**

Another concept in the field of motivation is the Self-Determination Theory, which was introduced by Ryan & Deci (2000). According to them, Self-Determination Theory distinguishes and classifies various motivational types based on the various goals, causes, or justifications that support an action or accomplishment. The desire and interest to do and participate in particular activities, because one believes them to be appealing and enjoyable, is known as intrinsic motivation. Students who have intrinsic motivation are inclined to stay with intricate and complicated problems and gain knowledge from their slips and mistakes (Walker, Greene, & Mansell, 2006). The process of integrating new knowledge with one's available internal awareness and knowledge requires intrinsic motivation which is vital and fundamental. Alternatively, the tendency to engage in activities for non-activity-related reasons is known as extrinsic motivation.

According to Vandenkiste, Lens, and Deci (2006), these motivations may include the expectation of rewards or penalties, such as passing the test or receiving a good grade. In summary, intrinsic motivation is the drive to act out of pure self-interest. Because they find the activities delightful, people who are genuinely driven perform the tasks and activities. Contrarily, extrinsic motivation refers to the drive to perform a task or activity to meet a goal. Extrinsically motivated people act and behave in ways that they believe will lead to desirable outcomes, such as a reward, recognition from an instructor, or the avoidance (prevention) of punishment (Pintrich & Schunk, 1996).

### **1.3.1.2.2 Motivation and Language Learning**

Brewer and Burgess (2005) believe that motivation is a basic and essential part of learning. Gardner (1885) asserts that for a learner to be motivated, they must have a reason, principle, or justification related to their purpose or target, as well as something to anticipate, foresee, expect, and long for. In terms of acquiring a second or foreign language, this goal would be to learn a language. In actuality, the learner must have a goal or objective, and the target language serves as a means of achieving it. According to Cook (2000), the performance and presentation of several learners in the context of second or foreign language learning is improved and superior to others. Ellis (1994), believed that learning happens when a person is motivated, and he views this as an episode of motivation. Concerning this subject, Ellis (1994, p. 508) states that “language teachers readily acknowledge the importance of learners’ motivation, not infrequently explaining their sense of failure regarding their students’ lack of motivation.” Motivation, according to Ellis (1994, p.715) is “The effort which learners put into learning an L2 as a result of their need or desire to learn it.” Additionally, motivation in second language acquisition is described by Lightbrown and Spada (2001, p.33) as an intricate incident that can be linked to two things: “learners’ communicative needs and their attitudes towards the second language community.” They contend that learners will be more driven to acquire knowledge and proficiency in the second language if they perceive speaking it as a requirement for communicating with others or fulfilling specific aspirations

and objectives. The aforementioned circumstance is referred to as instrumental motivation and integrative motivation by Gardner and Lambert (1972). Studies have demonstrated that whether a second language Studies have demonstrated that the success or failure of second language acquisition is closely linked to these kinds of motivation (Lightbown & Spada, 2001).

### **1.3.1.3 Personality**

Self-esteem, anxiety, depression, adventurous spirit, extraversion, introversion, and other personality traits can all affect SLA and significantly impact learning effectiveness. Extroverted and introverted personalities can be distinguished psychologically. An extrovert is more likely to perform better in SLA than an introvert because of their optimism, superior social skills, and a strong desire to communicate with people especially those who speak the target language which will help them have more opportunities to practise the language. Due to their tendency to be passive in networking, language acquisition, and communication all of which are barriers to SLA, introverts frequently miss out on opportunities for language practice and learning. Whereas the introvert is inherently hesitant, fearful of making errors, and lacks confidence. The extrovert frequently exhibits optimism, a sense of adventure, and self-assurance. It is also mentioned that a large number of Chinese students are introverted individuals who are never brave enough to participate in SLA. A person can only succeed in SLA when they are willing to explore and are not scared to make mistakes.

### **1.3.1.4 Attitude**

The majority of theories describe attitude as a response to a certain thing or class of things. Within SLA, an individual's attitude comprises three components: cognitive (belief in something), emotional (level of likes and dislikes of something), and consequential (intention and action to do something). Although attitude may appear to be a phantom mental state, attitude plays a significant role in second language acquisition (SLA) since it is the propensity of the learner's cognition, emotion, and action in learning the target language.

Both good and negative attitudes are present. A student who has a positive attitude will actively engage in communication with those who speak the target language, so advancing the SLA. A student who has a pessimistic attitude is more likely to avoid or be hesitant to communicate with speakers of the target language, which will undoubtedly impede the development of SLA and enhance communicative skills.

Naturally, attitudes are not inherited; rather, they are influenced by their surroundings while remaining largely constant. Parents, friends, teachers, the learning environment, and other factors are all highlighted by Larsen-Freeman and Long as having an impact on attitude (Larsen and Long, 1991). English is currently the language that is taught and learned most frequently in China. The way Chinese students approach learning has a significant influence on how well they learn. In addition to the above-mentioned criteria, the primary factor influencing Chinese learners' attitudes is their classroom experience. Therefore, by making English classes more engaging and appealing, teachers can increase the effectiveness of their instruction and learning.

### **1.3.2 External Factors**

Human society is built on language, which both shapes and reflects the social context in which it is utilized. Language is essential for facilitating communication, expressing identity, transferring culture, and structuring group behavior in both interpersonal and social contexts. Language changes with societies as they do, adjusting to new situations and acting as a dynamic reflection of social processes.

#### **1.3.2.1 Political Factors**

The Reform and Opening policy's execution has made it simpler for individuals to travel overseas and stay up to date on world events, which has stoked Chinese people's intense interest in acquiring a second language or other languages. In the meantime, curricular innovation and reform, particularly in English courses, started in practically all institutions and universities. Beijing Foreign Study

University reportedly plans to adopt more minority languages to accommodate China's evolving political landscape. Additionally, the spike in interest in learning English has aided in the establishment of non-governmental educational institutions, such as Crazy English Educational School and New Oriental English School. People can acquire second languages in a great setting thanks to liberal political policies.

However, it is evident that there are irrational elements to the English infatuation, as evidenced by the emergence of "aphasia for Chinese culture." Here, "aphasia" denotes two ideas: One is that many Chinese students studying English miss opportunities to include Chinese culture in their education, which separates their learning from the local way of life. Many Chinese learners find it difficult to appropriately convey their Chinese culture in English after mastering the language. The cause of "aphasia" might be that many people are just unreasonable in their desire to learn a second language without completely grasping it, and they fail to manage the relationship between their mother tongue and the second language appropriately, both of which have a detrimental effect on SLA. This latter is slightly impacted by the political environment. When two nations are at odds with one another, their citizens will also harbor animosity and prejudice toward one another, which will undoubtedly prevent them from sharing knowledge of their languages and cultures.

### **1.3.2.2 Economic Factors**

A nation's political and cultural landscapes are greatly influenced by its economic prowess. People always tend to undervalue the significance of their culture in financially disadvantaged nations, a phenomenon known as "social anomie." One major factor influencing SLA is the intense desire of some individuals to learn about the cultures and habits of other nations. For instance, those who aspire to immigrate to the United States will stop at nothing to acquire English. Naturally, nations with robust economies have greater resources to dedicate to education, including the study of a second language. On an individual

basis, the primary incentive to learn or acquire a second language is to obtain employment or provide a guarantee of employment. Many Chinese people study English with an eye on the economy, believing that fluency in the language will increase their chances of landing a better-paying job in a multinational firm.

### **1.3.2.3 Technological Factors**

Technology progress will be aided by economic development for example the United States of America, one of the world's economic superpowers, leads the way in research and technology. Since American Microsoft Corporation developed more than 90% of the computer language and programs, many users are compelled to learn English to use computers more effectively or to troubleshoot issues that arise during operation. Computers are an essential practical tool in people's daily lives.

There was a worldwide demand for studying English in the 1840s. Research indicates that the majority of parents worldwide support their children in selecting English as a required subject, and several nations have mandated that English classes be offered in primary schools. Additionally, an increasing number of international students are choosing to study English abroad. English learning has increased as a result of the proliferation of English-speaking organizations and schools around the globe, which also provide more jobs for English teachers.

## **1.4 Section Three: Advantages of English Foreign Language Learning**

There might be some benefits to the English language's rapid growth, even though it may appear overly dominant and repressive of other languages. Kushner (2003) asks whether this could be considered a little step in the direction of a better world, arguing that it could be argued that in some respects the globalization of English allows many people in many areas to communicate where previously it was not the case.

Baugh and Cable's (1993) statement regarding the future of English is cited by Fennel (2001):

“How much pleasanter foreign travel would be if we did not have to contend with the inconveniences of a foreign travel. How much more readily we could conduct out business abroad if there were but a single language of trade. How greatly would the problem of the scientist and the scholar be simplified if there were one universal language of learning. An how many of the prejudices that divide nations would be avoided, how much the peace of the world would be promoted if there were free interchange of national thought and feeling – if only we could make effective the French proverb *Tout comprende, c’est tout pardonner.*” (Baugh and Cable 1993, in Fennel, 2001, p269)

A single “common language” for the entire world, according to Crystal (2003), would offer the exciting prospect of mutual understanding and present us with the chance to discover new directions for international cooperation. Additionally, a shared language preserves a historical identity that humanity might have been losing, and as Crystal puts it, it even “promotes a climate of mutual respect.”

According to Crystal (2000), the ancient belief that humanity's multilingualism was a punishment for its original imperfection and that its reversal would restore some of its perfection is explained. This belief is reflected in a number of mythologies, but it is most famously conveyed in the Biblical account of Babel. This viewpoint holds that there should only be one language in a perfect world because it would ensure peace, enlightenment, and understanding between all people. There are two unsolvable issues with this viewpoint, though. The first is the ignorance of the idea that speaking the same language ensures peace and understanding amongst people, opening up new horizons for coalitions and international solidarity. There are so many instances of the opposite that it is not practical to enumerate them. It is sufficient to note that civil conflicts have occurred in every major monolingual nation in the globe. The number of them that are in primarily monolingual nations like Vietnam, Cambodia, Rwanda, and Burundi is startling (the latter two being unique in Africa in that they are not multilingual). In

summary, the idea that speaking the same language promotes harmony is completely false, regardless of the language in question.

The question of how large it is for the nation to maintain equal language chances in schools for everyone is addressed by Kushner (2003). For the many millions of US citizens whose first language is not English, there are numerous initiatives designed to address their needs. The price of creating curricula, preparing resources, and training teachers in so many languages is prohibitive. But if there was just one global language, this issue would not exist. Crystal (2000) discusses the economic justification for a single global language. He argues that having so many languages in the world is a financial waste since it requires so much time and effort from people and businesses to translate and understand. This argument argues that if there was simply one language, then everyone could carry on with the business of buying and selling without being concerned about these obstacles. There is some truth to this: managing the linguistic diversity of the globe does actually come at a high financial expense.

### **1.4.1 Reasons to Learn English**

The English language is crucial for communication in the modern world for a number of reasons:

#### **1.4.1.1 English is the International Common Language**

English is the most often used foreign language, to start. This indicates that when two individuals from different nations (such as a Mexican and a Sri Lankan) want to interact, they typically utilize English as a common language. For this reason, learning the language is necessary for everyone to communicate on a global scale. Speaking it will facilitate communication with individuals not just in English-speaking nations, but also in other countries. Acquiring proficiency in English is crucial as it facilitates seamless communication with individuals across the globe.

#### **1.4.1.2 Education**

Education is another sector that requires proficiency in English. Children are taught and encouraged to study English as a second language in many different nations, even in nations where it is not recognized as a formal language. Many curricula in the domains of scientific and engineering education are prepared in English. Since it is the most widely used language in the sciences, the majority of studies and research on any given topic will also be written in it. To make the curriculum more accessible to overseas students, university students in several nations study practically all of their topics in English. Universities and schools continue to use English as a primary language of instruction. A significant amount of literature is composed in the English language. There is a wealth of literature in English. English-language publications document a large number of recent scientific findings.

#### **1.4.1.3 The Internet and Press**

Most web pages on the Internet are written and made in English. You can frequently translate websites, even those that are written in different languages. English is the major language of the press; more books and newspapers are written in it than in any other language, and you may find some of these publications available wherever you are in the world. In fact, you will find more information about almost every subject if you can speak this language because it is so prevalent in international communication. English is the language of the internet, individuals utilize the internet daily, with 52% of the most popular websites worldwide having English language content. Since English allows access to more than half of the internet's material, learning the language is essential. Gaining knowledge of English will provide you access to billions of pages of material that you might not otherwise have.

#### **1.4.1.4 Resources Make Learning English Easy**

Considering that there are so many resources available, learning English is one of the easiest languages in the world, despite the belief held by many that it is extremely difficult and confusing. There are thousands of resources available in

bookstores and on the Internet as soon as you decide you want to learn. Traditional learning tools including textbooks, workbooks, and dictionaries are still widely accessible in bookstores and libraries in addition to internet resources. These tools provide a strong basis for language learning with their organized courses, exercises, and explanations of vocabulary and grammar. Additionally, students can enhance their education by participating in language learning communities, study groups, and conversation clubs, where they can interact with native speakers and other students and practice their English. Language learning has been transformed by the internet. Learners can access a wide range of resources that are customized to their needs and interests with only a few clicks. Online resources give students flexibility and convenience in their language learning process with their immersive language learning apps, video tutorials, language exchange forums, and interactive courses. There are materials accessible to fit every learning style and competency level, whether the goal is to master grammar principles, increase vocabulary, or practice speaking.

#### **1.4.1.5 Travel and Business**

We can traverse the world if we can communicate and understand one another well in English. For foreigners, it is the universal language, thus seeking support and aid is simple everywhere in the globe. We can use internet travel to test it. English booking options are available on any travel website we locate. Proficiency in English will also benefit us in any business endeavor you decide to pursue. English is important, as we can see if we visit some offices, businesses, government agencies, or even math or engineering firms. Any large organization that hires professionals will first conduct an assessment to determine the candidates' proficiency in English. Businesses that wish to operate globally only view employees as highly educated if they are proficient readers, writers, and speakers of English. Since English is the most widely used language in business, speaking the language has almost become required for anyone hoping to work in a global workforce. Global research indicates that English is the most commonly used

language for cross-border business communication, and many multinational corporations demand that their staff speak the language fluently.

#### **1.4.1.6 English: The Language of Hollywood**

Everyone is aware that Hollywood is located in the United States and is home to the largest music and television industries worldwide. As previously stated, once you begin studying the language, watching TV and movies is a terrific method to practise your English. Additionally, you may enjoy thousands of games, movies, and television shows if you know English. English is even more important if you hope to work in the entertainment sector in the future. There will come a time when everything will be understood, spoken, and written in English. Therefore, those who are currently unaware of its significance should begin studying the language.

#### **1.4.1.7 Speaking English for Entertainment**

The majority of popular books, movies, and songs released worldwide are written and produced in English. As a result, studying English will give us access to a multitude of entertainment options and improve our awareness of different cultures. For the one to enjoy their favorite books, songs, movies, and TV shows. One will not need to rely on translation or subtitles if one speaks English.

#### **1.4.1.8 Facilitating the Understanding of the English Language**

The history of English is rich and varied, encompassing global influences, battles, and invasions. Modern English has been influenced by the cultures of the Roman, Viking, and French peoples. It is a hybrid language because of this, containing elements of Latin, Germanic, and Romance.

#### **1.4.1.9 Uttering Things in a Hundred Different Ways**

English's versatility is one of its strongest points. Its extensive vocabulary often allows us to come up with numerous methods to express the same concept. According to the article about the history of the English language, it is estimated to

have over 750.000 words (depending on how we count; some liberal estimates put that number at 1 million) and is constantly adding new ones.

#### **1.4.1.10 Flexible Language**

When learning English as a second language, non-native speakers frequently remark on how many ways there are to say things. This is due to the fact that English is inclusive and can be used in whatever way you see fit. This idea has been embraced by nations like Singapore, which created a completely new dialect of English known as "Singlish" that incorporates elements of Chinese and Malay.

#### **1.4.1.11 It is Easy to Learn**

It is commonly acknowledged that learning English is not the most difficult language. The vocabulary is easy to understand and has evolved throughout many languages, as the article on the history of the English language explains. As a result, many speakers of such languages can quickly adjust to understand the fundamentals of English and recognize the origins of concepts in English.

### **1.5 Section Four: The status of English In Algeria**

English was developed for improved communication and easier access to knowledge for workers, researchers, students, and other stakeholders, and Algeria was no exception. Because English is so important in practically every profession, Algerian decision-makers want to enforce its usage in education at all levels, even though the country's official language of instruction is either Arabic or French. According to Zughoul (2003,p,122), French has been losing ground to English in Arab African nations, even if the language is still widely used in Tunisia, Algeria, and Morocco. Indeed, the trend toward what may be called a transition from French to English in this way.

The advent of multinational energy corporations specializing in gas and petroleum in Algeria's southern region at the start of the 1990s marked the beginning of the country's real English presence. In order to conduct and publish

scientific research, Algerian scholars began learning English. Of the 1,410 national projects that Algeria published between 1998 and 2003, 681 (48%) were published in English, and 528 (37%), in French. English has seen a sharp increase in popularity since 2017, mostly as a result of the development of social media and the internet. This has been seen not only in social media but also in fashion and food businesses but also private language schools, training centers, business establishments, and online platforms.

### **1.5.1 The state of English in the Algerian Educational System**

As the globe becomes more interconnected and forms a "global village," the need to speak multiple languages is becoming more and more apparent. Considering that English plays a more and bigger role in this ever-smaller global community. The predominant language of New Media, such as the Internet and satellite TV, is English. Around 1.5 billion people speak it, and it is the universal language for communication across borders in commerce, diplomacy, technology, sports, tourism, and entertainment. It is evident from the particular instance of Algeria that the Ministry of Education recognizes the increasing global significance of English nowadays. Since the Ministry of Education announced the Educational Reform in 2001, there have been a lot of changes made to the way English is taught. Although English has garnered a lot of attention within the educational reform, it is still regarded as the second foreign language after French in the Algerian educational system. Above all, students are introduced to English at the first-year middle school level. It spans seven years, with three of those spent in secondary school and four at middle school. This is a component of a larger process that includes creating new textbooks, syllabuses, and related materials.

In actuality, a new work paradigm called the competency-based approach was implemented. As previously stated, beginning in the first year of middle school, English instruction is required. However, for historical and social reasons, as well as being a second foreign language in the school system. The main purpose of learning English is for academic purposes, specifically exam pass rate. There aren't

many possibilities outside of school for using it for everyday communication, and it's primarily employed in formal educational settings.

English instruction has received special attention in Algeria under President Abdelmadjid Tebboune. English language instruction was added to the primary school curriculum in the third year starting in 2022, and a training program was put in place for recent high school graduates. Before the new academic year begins, the government also helps instructors improve their English language proficiency.

At the July 20, 2022, Council of Ministers, the decision was made to begin teaching English in the third grade. Subsequently, President Tebboune gave the administration the order to implement this action beginning with the 2022–2023 academic year. A few days later, in an interview with national media, Abdelmadjid Tebboune said “God willing, the decision will be implemented, to bring Algeria into globalization. French is the spoils of war but the international language is English”.

### **1.5.2 The Future of English in Algeria**

It is stated that no language will be able to prevent English from ruling the world for the foreseeable future. “The majority of people who are professionally concerned with the English language worldwide recognize that there is no imminent danger to the English language, nor to its global popularity” according to Graddol (1997, p. 2). To which he replies, “English will still lead the world.” However, given the changes in global politics, economy, and population, its standing may face difficulties in some areas. (Ibid., 1997:2). According to Hitchings (2011), who shares this viewpoint, other languages like Mandarin Chinese and Spanish are posing a serious threat to English's global dominion. Nevertheless, they are not extensively used as global languages at the current moment. According to Mydans (2007), there are more native speakers of Chinese, Spanish, and Hindi than English, yet, people still use English in cultural contexts and teach it to their kids so they may survive in such a varied society. According to Graddol (1997, p. 3), academics from a variety of fields predict that the world will experience a new order in the

twenty-first century that is completely unrelated to previous centuries. As a result, language and communication will play a more significant role in various world perspectives, including political, economic, and cultural ones in a time when an international language has developed. According to scholarly assumptions, English will continue to spread and become fragmented into various dialects, including Latin, and possibly fully formed languages known as "Englishes," as noted by Mydens (2007). There is no way to replicate the history of the English language. Thus, no language can eventually catch up to English's current worldwide standing. (Graddol, 1997,p:58) proposed a new linguistic hierarchy for the middle of the twenty-first century and contrasts it with the hierarchy that exists today. He took into account the shifting linguistic attitudes in addition to certain demographic and economic variables. The findings indicate that there will not be a linguistic monopoly at the top. Put another way, by the middle of the twenty-first century, four other languages will join English as the ultimate language: Chinese, Hindi/Urdu, Spanish, and Arabic. The loss of numerous languages will decrease linguistic variety even with the transition from monolingualism to multilingualism.

### **1.6 Conclusion**

The process of acquiring a language such as English in this regard is influenced by a wide range of elements, such as personal learning styles, social settings, cognitive capacities, and internal motives. Although learning a new language can be difficult, it also presents chances for development on a personal level, exposure to different cultures, and increased communication possibilities.

**CHAPTER TWO :**  
**DATA COLLECTION**  
**AND**  
**DATA ANALYSIS**

2.1 Introduction

2.2 Research Objectives

2.3 Research Design

2.4 Sample Population

2.5 Data Collection Instruments

2.5.1 The Questionnaire

2.6 Data Analysis

2.7 Interpretation of the Results

2.8 Discussion of the Results

2.9 Limitations of The Study

2.10 Conclusion

**General Conclusion**

Bibliography

Appendix

## **2.1 Introduction**

This chapter is the practical part of the research which deals with the understanding of the motives that fuel the growing attention that is given to the English language by Algerian students in CEIL as well as their attitudes towards the matter. In order to achieve these aims, a detailed description of the methodology used will be provided including a complete presentation of the main instruments and the research tools that have been used during the conduction of the data collection, then a statement of the findings followed by a detailed analysis of the responses and the gathered information will be presented.

## **2.2 Research Objectives**

The major aim of this research work is to investigate learners' motives and attitudes regarding the English language within the Algerian society more specifically CEIL students as well as to analyze their points of view on the future of this language in the country.

## **2.3 Research Design**

The strategy employed to look into a phenomenon is known as the research design. The case study is among the most significant design since it looks at actual life circumstances. A case study is an effective research approach since it analyses the scenario by pointing out its flaws and faults and then offers a list of ideas and solutions. Concerning this study, the primary issue in this study is the interest of the English language in the case of CEIL students. Thus an exploratory case study was conducted at Tlemcen University's CEIL. This case study relies on questionnaires for learners to collect data of both quantitative and qualitative character. A mixed approach combining qualitative and quantitative methodologies will be used to analyze the data.

## **2.4 Sample Population**

A crucial component of the investigation is the sample. Essentially, it involves selecting a subset of a community and treating them as representatives since they have traits in common with the entire population that is being targeted. Within this research, a population of 56 CEIL students from the Center of Intensive Language Teaching at the University of Abou Bekr Belkaid, Tlemcen, were selected. The aim is to understand the motives that led to the increasing interest towards the English language within the Algerian community and CEIL students more specifically, in addition to identifying the attitudes of people towards the English language.

## **2.5 Data Collection Instruments**

In order to collect reliable data, a questionnaire was distributed to the students offline in the center, to which 14 students answered, as well as online via Google Forms and posted in CEIL foreign language students' Instagram, WhatsApp, and Facebook groups, to which 42 learners replied.

### **The Questionnaire**

The questionnaire is a set of written questions used to collect two types of data: facts and opinions. This research instrument is commonly used because of its ability to gather multiple types of data. The present study involves quantitative and qualitative approaches to obtain reliable results in the form of a questionnaire. This tool is objective to collect information and investigate people's opinions about the issue. The questionnaire was given to the CEIL EFL learners and was designed to gather data about their interest in the English language. The questionnaire consisted of three types of questions :

Close-ended questions:

For example: **Do you consider learning English as being useful?**

a- Yes

b- No

mixed questions:

For example: **What foreign language do you study?**

a-English                      b-French                      c-Spanish                      e-Other

\*If other, please specify

.....  
 .....

Multiple choice question :

for example: **What do you think about people's attitudes and perceptions towards the English language?**

a- Positive                      b- Negative                      c- I don't know

For more details about the other questions raised in the questionnaire, see the appendix.

## 2.6 Data Analysis

Data analysis is the most important step since it provides the results that are the basis of the research conclusions. This research is carried out to get a better understanding of the motives that led to the increasing interest in the English language within the Algerian community and CEIL students, more specifically, and to identify the attitudes of people towards the English language. Thus, the data are analyzed and presented through quantitative and qualitative types of analysis. The qualitative analysis tries to answer the open questions related to the specific topic rather than a surface description. In this sense, it gives the floor to the participants to reveal possible opinions and motives. It is aimed at gaining and collecting a deep understanding of the matter that is investigated.

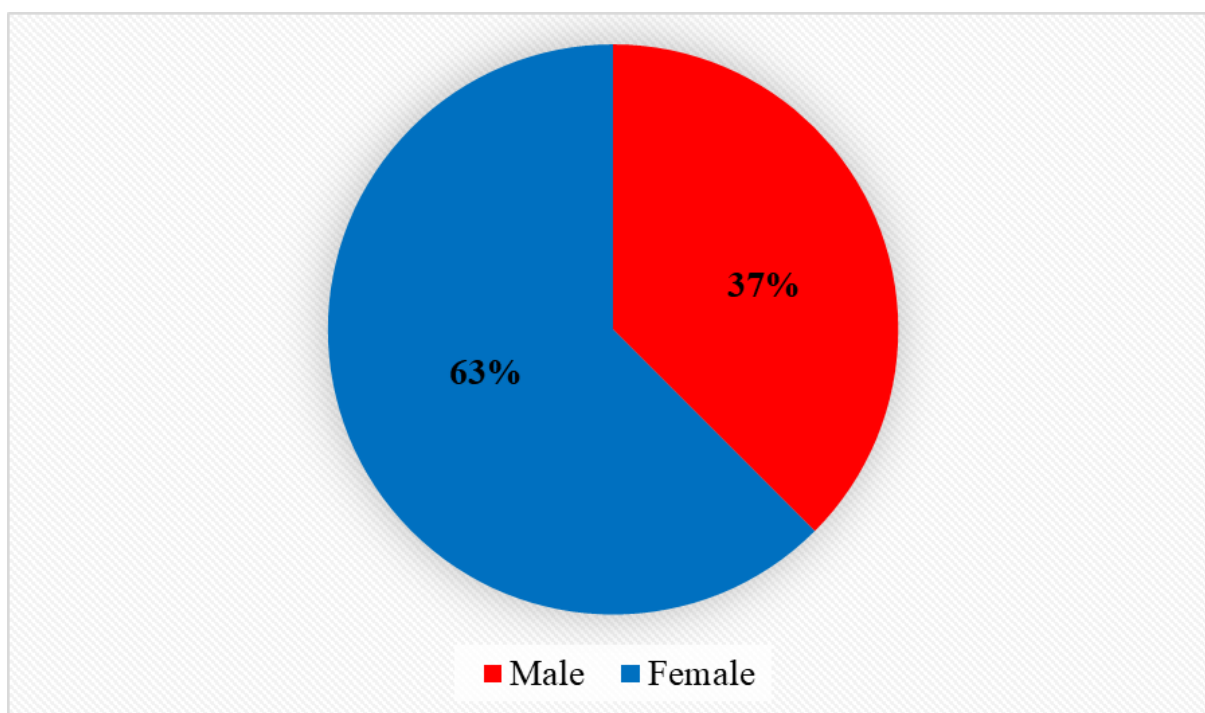
**Question 01: What is your gender?**

a-Male                                      b-Female

The aim of this question is to know what gender is the most interested in language learning.

**Table 2.1 Informants' Gender**

Gender	AF	RF
Male	21	37%
Female	35	63%
Total	56	100%



**Figure 2.1: Learners' gender**

The results revealed that more female learners are interested in English than male learners.

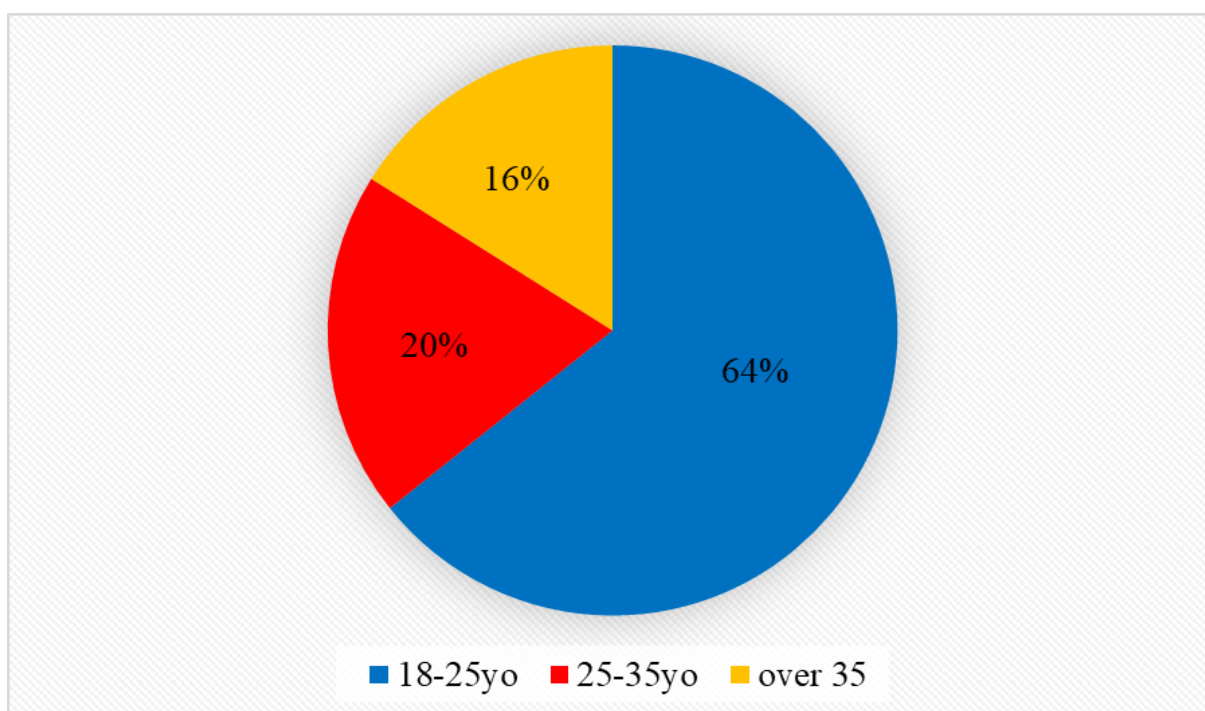
**Question 2: What is your age?**

- a- 18-25years old      b- 25-35years old      c- Over 35years old

This question aims to identify the learners' age ratio of those who study in CEIL.

**Table 2.2 Learners' Age**

Age Group	AF	RF
18-25 years old	36	64%
25-35 years old	11	20%
Over 35years old	9	
Total	56	100%



**Figure 2.2: Age group**

The results revealed that the younger generation is much more interested in learning the English language than the older generation.

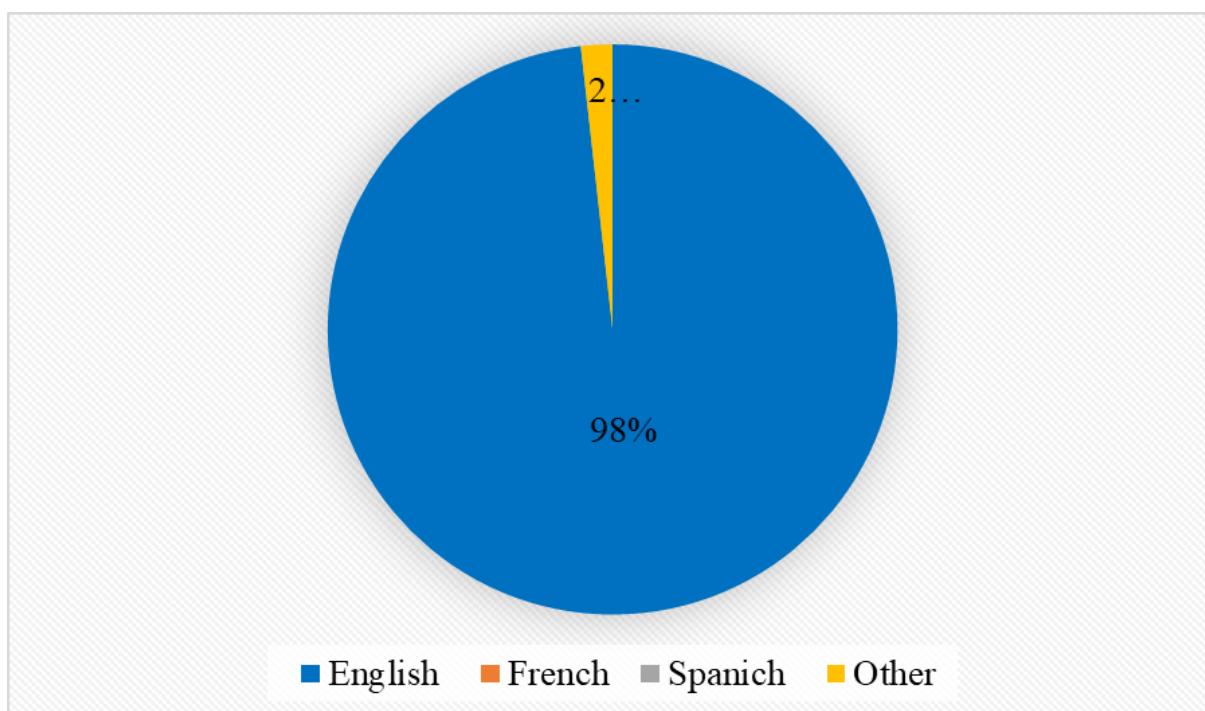
**Question 3: What foreign language do you study?**

a-English      b-French      c-Spanish      e-Other

This question was asked to know what language students opted to learn in the CEIL.

**Table 2.3 learner's language of study**

Language	AF	RF
English	55	98%
French	0	0%
Spanish	0	0%
Other	1	2%
total	56	100%



**Figure 2.3:** learners' language

The results show that the majority of people opt for English instead of the other languages that are proposed in CEIL.

**Question 4:** If you chose English, tell us what inspired and/or motivated you to study English as a foreign language.

a-Personal interest in the language

b-Professional Purposes

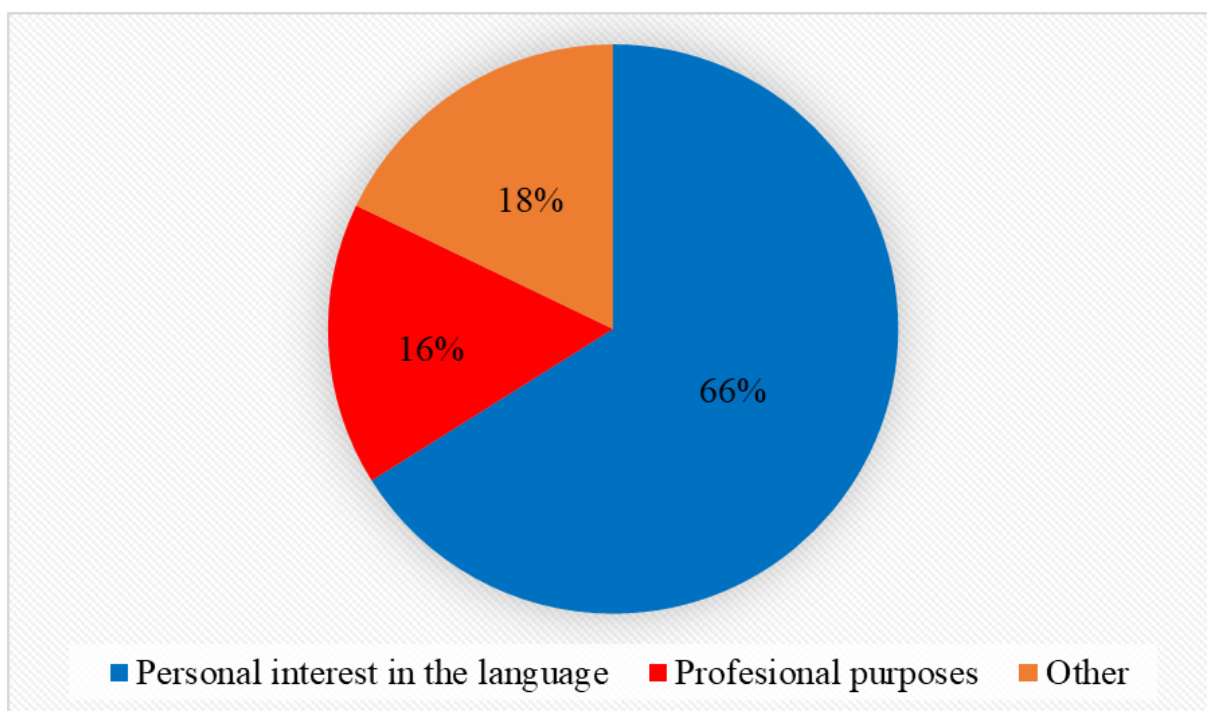
c-Other

\*If other, please specify

The fourth question aims to know about the motivating factors that pushed people to learn the language they chose, in this regard, the English language.

**Table 2.4 Learners' Motives**

	AF	RF
Personal interest in the language	37	66%
Professional purposes	9	16%
Other	10	18%
Total	56	100%



**Figure 2.4:** Learners' motives

The findings revealed that 66% of EFL learners chose to learn English for their personal interests while 16% of them chose it for professional purposes. When it comes to the portion of 18% of learners, their answers were mainly related to immigration to another country or the fact of having acquired the residency in the United States of America for instance.

An optional request to the students to see if they have any other motives, which are enumerated below:

- ❖ I can share common reasons why people are inspired to study English. Many people are motivated to learn English because it's widely spoken around the world, which can open up opportunities for travel, work, and cultural exchange. Additionally, English is often seen as a language of business and technology, so mastering it can enhance career prospects and facilitate communication in various fields.
- ❖ Both personal interest and professional one.
- ❖ To be able to communicate with my foreign friends.
- ❖ Because I have loved English since I was young and because it is an easy and international language.

- ❖ Communication & professional purposes.
- ❖ Having acquired residency in the United States of America motivated me to learn the language.
- ❖ Immigration.
- ❖ The desire to study abroad.
- ❖ For traveling.
- ❖ I have spoken English since I was a little girl and I have always considered it as my second language, so I wanted to learn it better to become more fluent at it.
- ❖ I love learning new languages.

Considering the above-cited answers that the informants provided us with, it can be noticed that most students were motivated by their personal interest in the language whether it is for the simple inclination and love for the language, to facilitate communication with a friend who lives abroad, for traveling, immigration to another nation or for professional purposes which means that some students have the desire to work and/or study abroad.

**Question 5:** Which language do you think is more dominant in Algeria besides Arabic nowadays?

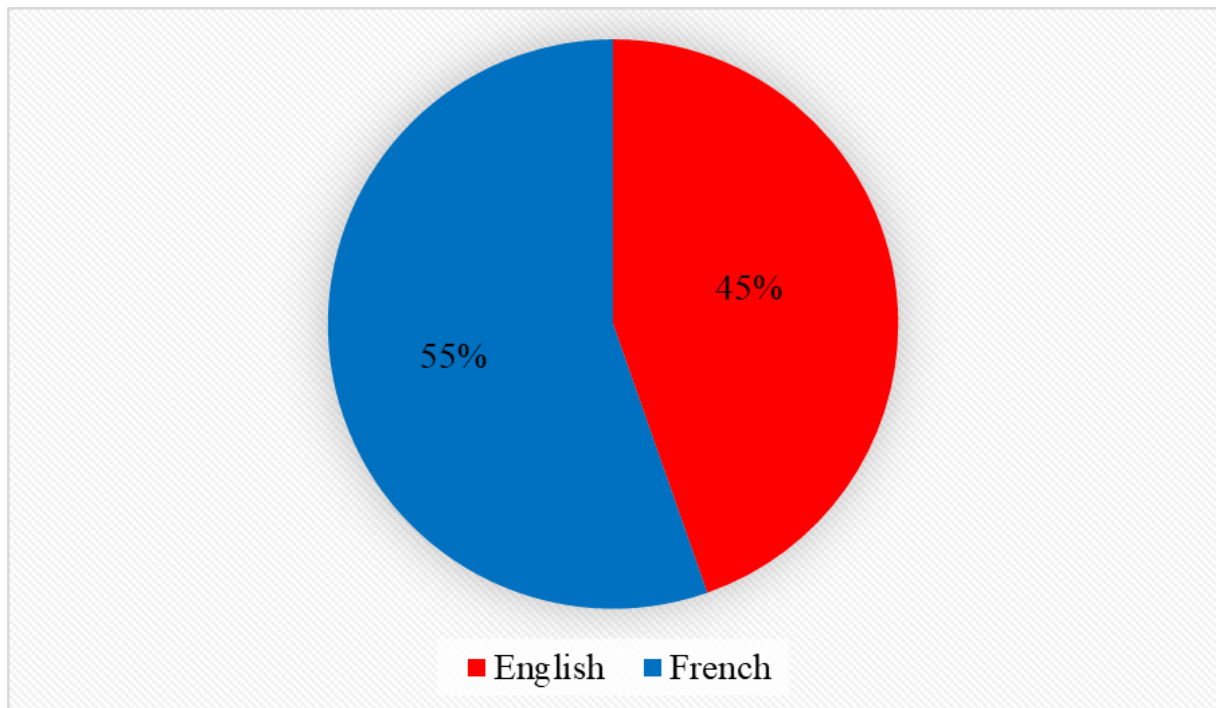
a- French

b- English

The purpose of the presented question is to observe what language is thought to be the most dominant one in Algeria between French and English.

**Table 2.5 Dominant Language**

Language	AF	RF
English	25	45%
French	31	55%
Total	56	100%



**Figure 2.5:** The current dominant language

The data show that the learners think that French is the most dominant language in the country alongside Arabic language nowadays.

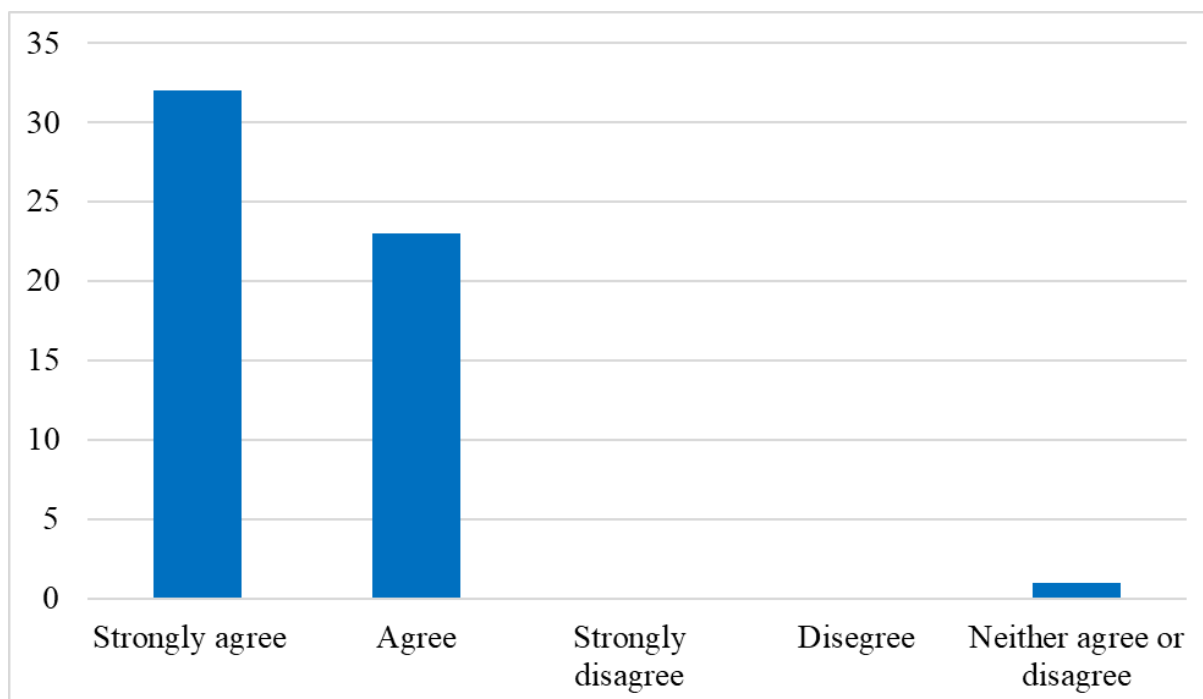
**Question 6:** Knowing English nowadays is necessary as it is closely related to the concept of Globalization.

- a- Strongly agree
- b- Agree
- c- Strongly disagree
- d- Disagree
- e- Neither agree nor disagree

The point of this question is to observe what people think of the presented concept which is that of Globalization and if it has any influence on this growing interest that revolves around the English language.

**Table 2.6 Impact of Globalization**

	Strongly agree	Agree	Strongly disagree	Disagree	Neither agree or disagree	Total
AF	32	23	0	0	1	56
RF	57%	41%	0	0	2%	100%



**Figure 2.6:** The impact of Globalization

Through this presented chart, the majority of EFL learners strongly agree and agree that Globalization has a considerable impact on the interest that people have in the English language.

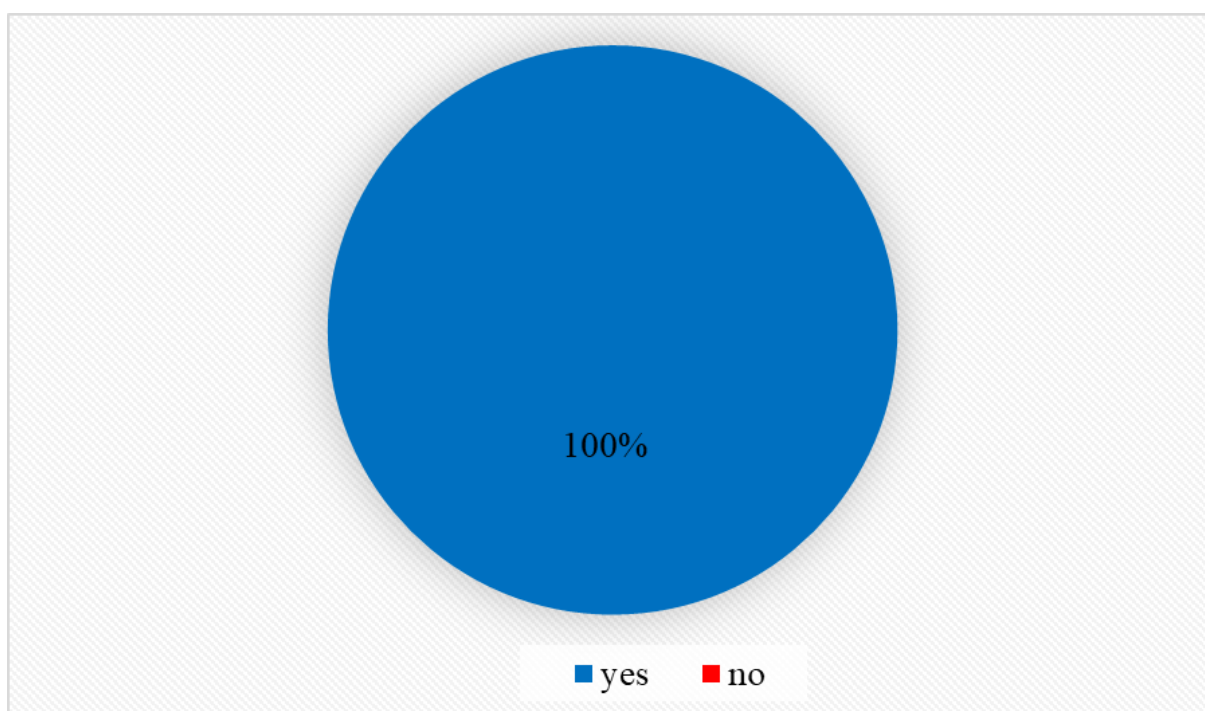
**Question 7:** Do you consider learning English to be useful?

a- Yes      b- No

In this question, the aim was to elicit data about students' views on the usefulness of the English language.

**Table 2.7 Usefulness of English**

	AF	RF
Yes	56	100%
No	0	0%
Total	56	100%



**Figure 2.7:** The usefulness of English

Graph 2.7 shows that the entirety of the selected population believes that the learning English language is considered to be useful.

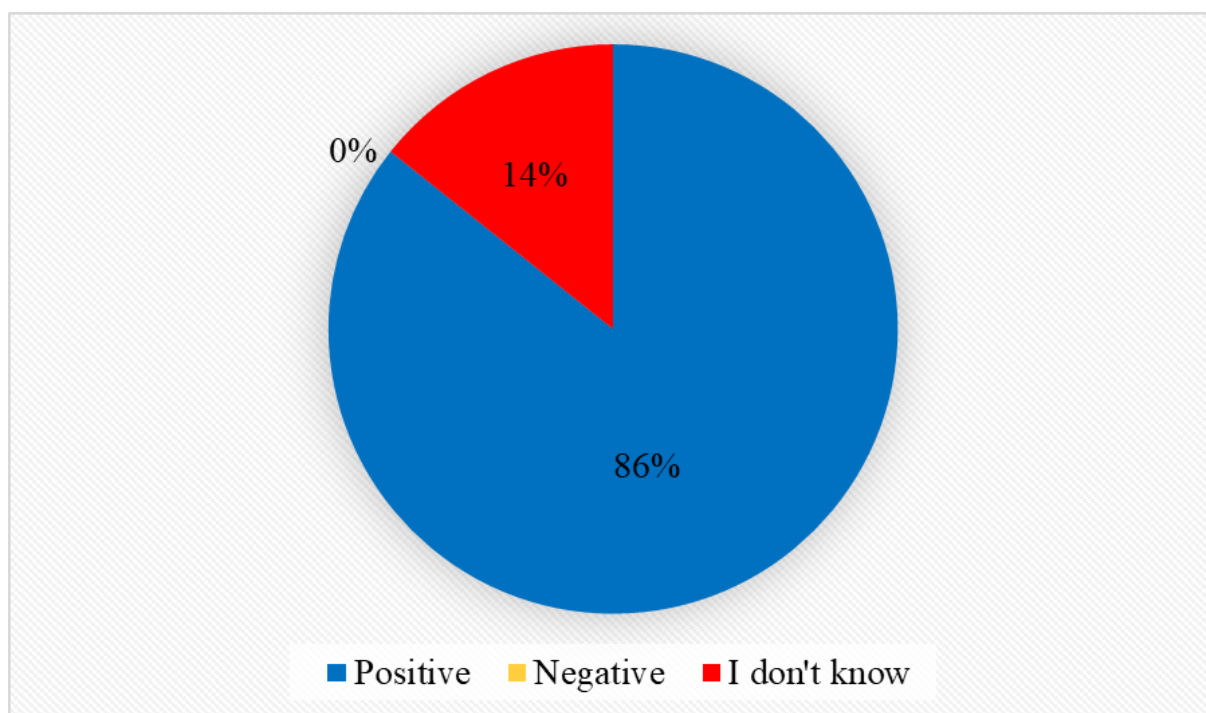
**Question 8:** What do you think about people's attitudes and perceptions towards the English language?

a- Positive    b- Negative    c- I don't know

This question was targeted to collect data about what the learners think of the Algerian society's attitudes regarding the English language.

**Table 2.8 People's attitudes and perception of English**

Attitudes	AF	RF
Positive	48	86%
Negative	0	0%
I don't know	8	14%
Total	56	100%

**Figure 2.8:** People's attitudes towards English

From the statistics, it has been found that 86% of students see that people have a positive point of view toward English, whereas 14% of them are neutral. None of them saw people's attitudes as negative toward English.

**Question 9:** What are the factors that you think may enhance your learning experience regarding the English language?

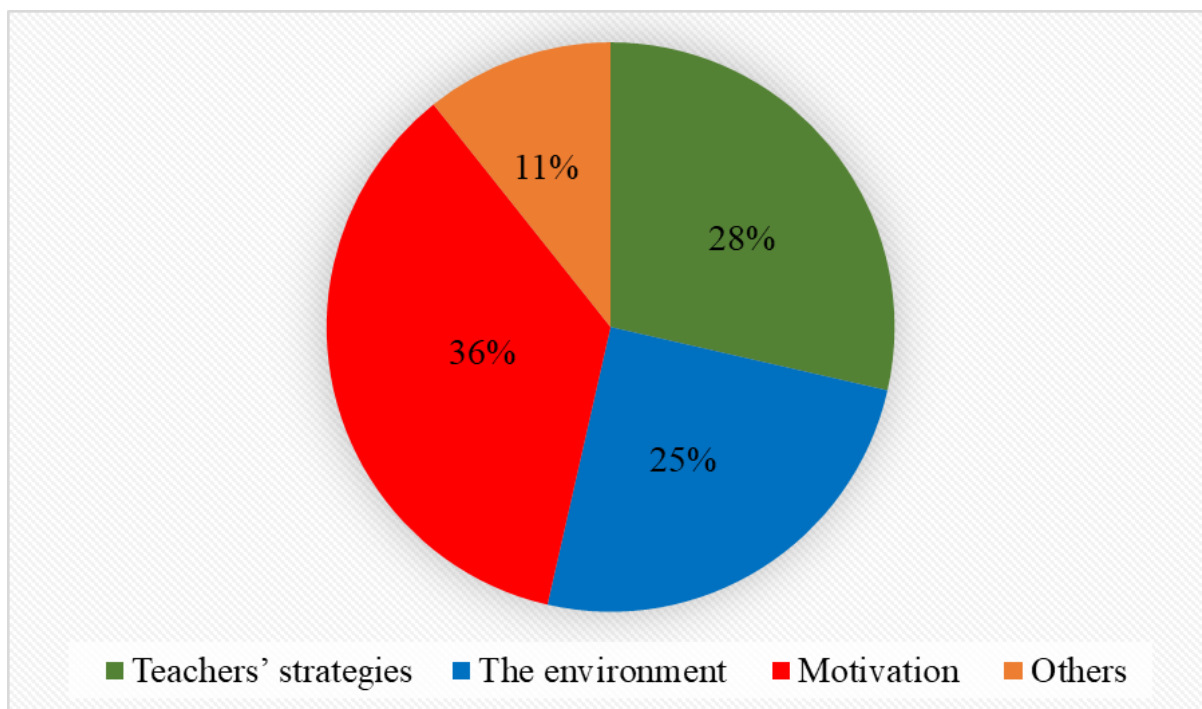
- a- Motivation
- b- Teachers' strategies
- c- The environment
- d-Others

\*If others, please specify

This question intends to provide some insights about what the students think may contribute to the betterment of their learning experience of English in CEIL.

**Table 2.9 Factors Enhancing Learning Experience**

	Numbers	Ratio %
Teachers' strategies	16	28%
Motivation	20	36%
The environment	14	25%
Others	6	11%
Total	56	100%



**Figure 2.9:** Learning experience

The results show that 36% of the informants believe that motivation may enhance their learning experience in the English language. Meanwhile, another portion of 28% of the selected students think that teachers' strategies are the factor that may contribute to the betterment of their learning experience. We also noticed that 25% of the learners find that the environment plays an important role in the learning process.

An optional request to the students to see if they have any other suggestions, which are enumerated below:

- ❖ communication.
- ❖ Motivation and teacher's strategies.
- ❖ Loving the language.
- ❖ Motivation should be attached to other factors such as the environment. If a person is in a place where many people speak English, their English language may develop and become more fluent.
- ❖ Motivation, teacher's strategies also watching documentaries and movies on TV + using the English language every day for 5 min.

- ❖ I think teachers' strategies and daily practice are the factors that may enhance our learning experience regarding this language.
- ❖ Both teachers' strategies and the environment.

**Question 10:** What future do you think English will have in Algeria? and why?

The last question was meant to gather data about the learners' potential predictions regarding what will be of the future of the English language in Algerian society.

The answers to this question were as follows:

- ❖ English will be more dominant throughout the years.
- ❖ I believe that it will become the second language in Algeria which will make the country more open to the world and develop if it is relied upon and taught in the country instead of the French language.
- ❖ It will become the second language alongside Arabic instead of French because it is the first language in the world.
- ❖ English is becoming more and more important globally, including in Algeria. It is commonly used in business, education, and technology. So, in the future, English in Algeria might continue to grow, opening up more opportunities for communication and collaboration on an international level.
- ❖ The future of the English language in Algeria will be prosperous due to the new generation's inclinations for this language.
- ❖ I think that the English language will become important after the Arabic language because it is the most widely used language in the world.
- ❖ About a couple of years from now English language will dominate in Algeria instead of French alongside our mother tongue because, in all the fields in the world, we use the English language for example in E-commerce trading so when other countries and companies outside Algeria speak and communicate with English. This imposes on us to learn it to adapt to the world and find job opportunities.

- ❖ It is constantly evolving because it is a universal language that we need everywhere in the world, and schools are emphasizing it at the present time.
- ❖ I think we are on the right track when it comes to the prosperous future of English in Algeria because we have introduced this language into the educational system for all levels.
- ❖ Maybe all people will be able to speak English the same way it is now with the French language.
- ❖ I believe that English will become more widely used than French in society, especially among the new generation because it is the most widely spoken language in the world, particularly in technology.
- ❖ Eventually English will take the spot next to our mother tongue for the simple reason which is its importance in communicating with the outside world to complete the necessary transaction for each side in all domains.
- ❖ It will become the second language in Algeria instead of French.
- ❖ Beautiful future because English will become the second language spoken in Algeria in my opinion.
- ❖ An interesting future in our country which may even become a second language instead of French nowadays.
- ❖ I expect that the English language will have a new and wonderful reality in Algeria because it is spreading rapidly among all parts of society and everyone has become aware of its importance in scientific research or travel.
- ❖ I think that the future of English is beginning to emerge through the government's interest in integrating the language institution on the one hand and students' interest in the language as a means of communicating with people all around the globe.
- ❖ I think that the language of English will be used widely in Algeria given the number of students that are learning it, so the English language will compete with the French language.
- ❖ I think that the English language will be the leading language in Algeria due to the relations that the state maintains with European countries.

- ❖ I think English in Algeria has a really good future because we are getting more interested in this language than French especially when people just realized how important it is, having good fluency in English helps us to have more opportunities in life, first of all, our career and we are likely to have more chance of finding a good job because as we know when you are an English talker, you will be more comfortable and confident and you are going to feel a sense of belonging because you can communicate with everybody all around the world!
- ❖ In my opinion, English will be the second language for Algerians in place of French.
- ❖ I think, in 3 or 4 years, English will be more dominant in Algeria than Arabic
- ❖ In Algeria, English needs time to be spread on a larger scale.
- ❖ It will be difficult because we should work too hard to make it public.
- ❖ English plays an important role in the development and integration of Algeria into the global community. Its importance spans various sectors contributing to the country's economic growth, educational development, technological advancement, cultural exchange, and social mobility.

The enumerated answers given by the learners prove that the majority of the people think that in the near future, the English language will replace the French language as being the first foreign language that is widely spoken within the Algerian community due to its international relevance and influence.

## **2.7 Interpretation of the Results**

The purpose of this study strived to clarify the current state of the English language and comprehend the factors that have contributed to its advancement in Algerian society. The researchers employed a questionnaire for CEIL students yielding a wide range of results. The findings provide a comprehensive picture of the current situation, enabling the researchers to address the study questions that were previously addressed and assess the validity of the hypotheses by supporting or refuting them. The key findings from the study that relate to the research topics are presented in the section that follows.

The first hypothesis posited that not only do students view English as a highly useful language to learn but they also agree that its impact is influenced by the phenomenon of Globalization (questions 6 and 7). Due to the increased availability of English-language media, entertainment, and business opportunities, globalization has made it more necessary for Algerians to speak and understand the language. Additionally, because English is the language of international diplomacy, academia, and commerce, educational institutions in Algeria have made English language instruction a priority. The motivation behind this emphasis on learning the language is not only economic; it also stems from the desire to engage in global discourse and to have access to a wider range of cultural and intellectual resources. As a result, globalization has acted as a driving force behind Algeria's extensive adoption and promotion of the English language, reshaping linguistic landscapes and creating opportunities for international cooperation and cross-cultural exchange.

The second hypothesis claimed that English has become much more preferred than other languages, such as French or Spanish for any learner. A considerable proportion of students say that English is well-regarded in Algerian society with a positive opinion towards it (question 8). The findings (question 4) indicate that most of the learners' inclination to English is either fueled by their personal interest in the language or by professional purposes in order to increase their chances of finding job opportunities. Other factors have led to this inclination to the English language such as immigration to a foreign country, having foreign friends with whom they would want to interact, or making traveling easier for them.

The third hypothesis argued that English may take the place of French as the first foreign language in the Algerian society. a considerable number of Algerian students believe that English will eventually replace French as the nation's primary official foreign language (question 10). Although French has traditionally been the language of choice in Algeria because of colonial legacies and linguistic ties, the rise of English highlights the changing dynamics of language preferences in the context of globalization. English is the language of innovation, technology, and

international business, and many Algerian students understand the strategic benefit of learning the language for future career prospects and global engagement.

To summarize, the present research explorations and findings delivered a deep analysis on the studied topic; The growing interest in learning English among CEIL students, motives and attitudes. The findings provide an idea of how the English language is viewed and foreseen in the near future within the Algerian society.

## **2.8 Discussion of the Results**

This part of the work is concerned with the discussion of the main findings. The gathered results from the questionnaire aim to explore CEIL students' motivations concerning the English language as well as their attitudes on the matter. In this section, the results of the questionnaire and the student's motivations and attitudes regarding the English language will be discussed. The results obtained from questions 1, 2, and 3 show that females are more interested in learning English than males, most of them are between 18 and 25 years old and are much more interested in learning English than the other languages proposed in CEIL. Concerning question 4, the findings indicate that most of the participants are more motivated by their personal interest in the language, whereas the other portion of the informants are either motivated by a professional purpose or some other factors such as immigration to a foreign country, having foreign friends with whom they would want to interact, or for making traveling easier for them. As for question 5, the majority of students still believe that French is the first foreign language which is most used in Algeria besides Arabic being the mother tongue language. In questions 6 and 7, the gathered findings prove that not only do students view English as a highly useful language to learn but they also agree that its impact is influenced by the phenomenon of Globalization. According to Question 8, a significant number of students think that English is well-regarded in Algerian society with a positive perception towards it. Concerning question 9, it can be noted that most of the learners find that the teacher's strategies as well as motivation and a good learning environment play a significant role in facilitating their learning of the

English language. However, communication and a consistent practice of the language is thought, by a minor portion, to be efficient regarding the learning of the language. When it comes to question 10, all the informants strongly believe that English will play an important role in the development and integration of Algeria into the global community which will expand in various sectors contributing to the country's economic growth, educational development, technology advancement, cultural exchange and social mobility. It is also interesting to note that a great number of students see English as the future first foreign language in the country replacing the position of the French language.

### **2.9 Limitations of the study**

During the conduction of the research, some limitations were encountered. Firstly, time constraints rendered the study's sample size limited. The results are reliant on a limited portion of EFL learners due to the challenge of reaching a wider audience; hence, they cannot be broadly applied. Given this restriction, it is strongly advised that a larger sample size and the inclusion of additional research instruments will be used in any future research that expands on this topic. Secondly, some informants did not answer all the questions presented in the questionnaire that was handed to them leaving a blank space or a vague answer. Therefore it limited the range of data that could have been gathered. Lastly, the primary challenge encountered in this investigation is the lack of prior research on this subject. On the theoretical side, it was challenging to find sufficient supporting theories and concepts regarding the approach that was the focus of this investigation. On the practical side, the challenges stem from the absence of secondary data that would have improved the precision and accuracy of the study.

### **2.10 Conclusion**

This chapter deals with the empirical aspect of the research, which also sheds light on Algerian students' perceptions of the English language and explores the reasons behind their strong interest in it within the CEIL. A thorough explanation of the technique used is given, providing insight into the nuances of data collection. The main instruments and research tools used in this procedure are described in

detail, providing a foundation for a good comprehension of how the study was carried out. The chapter then proceeds to travel through the data, summarizing the substance of the responses that were obtained. This is followed by an in-depth analysis that breaks down the information that was gathered, providing insightful information on the dynamics that are at play in this educational context.

### General Conclusion

The English language has established itself as the universal language of our globalized world across national boundaries and professional domains. Its role as the main channel of communication in international business, diplomacy, academics, technology, entertainment, and other fields is highly relevant in the modern era. English literacy creates opportunity, promotes understanding between people from different origins, and facilitates cultural interchange in an interconnected world where collaboration transcends geographical boundaries. English language ability becomes increasingly important as contemporary Algeria continues on its path of economic diversification and integration into the international community. For the Algerian society, learning this language is not only a matter of language acquisition, but also a strategic requirement as it enables Algerians to interact with an extensive range of foreign resources, cooperate globally, and stay up to date with developments across multiple domains.

The purpose of this study is to put forth the current state of the English language as well as identify the driving forces behind its advancement in Algerian society. An exploratory case study was conducted at Tlemcen University's Center for Intensive Language Teaching to perform the research.

To settle down a plan of action to achieve the goal of this research, the following research questions were formulated:

1. What are the motivating factors in learning English in the case of CEIL students?
2. What are the attitudes of Algerian learners regarding the English language?
3. What is expected about the future of English in Algeria?

These questions led to the assumption of the following hypotheses:

1. Globalization has led to such interest in this language for English learners.
2. English has become much more preferred than other languages, such as French or Spanish, for any learner.

3. English may take the place of French as the second foreign language in the Algerian country.

A theoretical framework for the topic under research was provided by the literature review of the English language and its global impact, which was covered in the first chapter. It investigates the rationale behind the term global's association with English. When it comes to the second chapter, two sections were established. The first section addressed data collection, namely identifying the study tools and procedures. Based on the findings of this research, we can clearly understand that people are motivated by personal and professional interests in English, could not be only for the love of the language or to facilitate communication with a foreign friend, but also to get a job opportunity or immigration to another country. The answers of the informants also denoted that the Algerian society has a rather positive attitude towards the English language. This latter is even thought to dethrone the position of the French language being the first foreign language used in Algeria. This idea was even more reinforced when it was noticed during the data collection phase that not only the younger but also the older generation shared the same idea about what would concern the future of English in the country.

Lastly, it is important to remember that this research work provides opportunities for additional studies that may be conducted in novel ways from various perspectives and to try to increase students' understanding of the value of English.

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# **APPENDIX**

## Appendix

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### QUESTIONNAIRE:

*This survey is intended for use in a university research project on the increasing interest in the English language over other languages within the Algerian community. We kindly ask that you participate by responding to the following questions. We are grateful that you agreed to participate in this research and we thank you in advance for your precious time and valuable input in helping us conduct our research.*

**1- What is your gender?**

- a-Male                      b-Female

**2- What is your age?**

- a- 18-25years old      b- 25-35years old      c- Over 35years old

**3- What foreign language do you study?**

- a-English      b-French      c-Spanish      e-Other

\*If other, please specify

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.....  
.....

**3- If you chose English, tell us what inspired and/or motivated you to study English as a foreign language.**

- a-Personal interest in the language  
b-Professional Purposes  
c-Other

\*If other, please specify

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.....

## Appendix

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**4- Which language do you think is more dominant in Algeria besides Arabic nowadays?**

- a- French                      b- English

**5- Knowing English nowadays is necessary as it is closely related to the concept of globalization.** (Globalization is a term used to describe how trade and technology have made the world into a much more connected and interdependent place.)

- a- Strongly agree  
b- Agree  
c- Strongly disagree  
d- Disagree  
e- Neither agree nor disagree

**6- Do you consider learning English to be useful?**

- a- Yes                      b- No

**7- What do you think about people's attitudes and perceptions towards the English language?**

- a- Positive      b- Negative      c- I don't know

**8- What are the factors that you think may enhance your learning experience regarding this language?**

- a- Motivation  
b- Teachers' strategies  
c- The environment  
d- Others

## Appendix

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\*If others, please specify

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.....  
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**9 – What future do you think English will have in Algeria? and why?**

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

Thank you for your collaboration!

## ملخص:

يهدف هذا البحث إلى التعرف على دوافع واتجاهات الطالب تجاه اللغة الإنجليزية. اعتمد العمل البحثي على منهجية البحث النوعي والكمي اعتمادا على السنتين الموزع على 56 طالبا من طالب CEIL الذين

يدرسون اللغة الإنجليزية كلغة أجنبية ثانية بجامعة تلمسان. تثبت البيانات التي تم تحليلها أن العولمة كان لها تأثير كبير على هؤلاء الطالب. بالإضافة إلى ذلك، أشارت النتائج إلى تصورات إيجابية لدى المجتمع الجزائري تجاه اللغة الإنجليزية، متوقعين لها مستقبل مشرقا في البلاد.

الكلمات المفتاحية :

اللغة الإنجليزية، العولمة، تعلم اللغة، طالب CEIL

## Résumé:

Ce travail de recherche vise à étudier les motivations et les attitudes des étudiants à l'égard de la langue anglaise. Le travail de recherche s'est appuyé sur la méthodologie de recherche qualitative et quantitative basée sur le questionnaire distribué à 56 étudiants du CEIL apprenant l'anglais comme deuxième langue étrangère à l'Université de Tlemcen. Les données analysées prouvent que la mondialisation a eu un impact énorme sur ces étudiants. En outre, les résultats ont indiqué des perceptions positives de la société algérienne à l'égard de l'anglais, qui s'attend à ce qu'il ait un brillant avenir dans le pays.

## Mots Clés:

Langue Anglaise, Mondialisation, Apprentissage des langues, Étudiants du CEIL.

## Summary:

This research work is aimed to investigate the motives and attitudes of students regarding English language. The research work was based on the qualitative and quantitative research methodology based on the questionnaire distributed to 56 CEIL students learning English as a second foreign language at the University of Tlemcen. The analysed data prove that globalization had huge impact on these students. Additionally the findings indicated positive perceptions from the Algerian society toward English expecting it to have a bright future in the country.

## Key Words :

English language, Globalization, Language learning, CEIL students.