Beliefs, Practices, and National Ideologies as Triggers for Change in Language Policy and Planning and in Future Aspirations: The Case of Algeria

Baya Maraf

Submitted to the
Institute of Graduate Studies and Research
in partial fulfillment of the requirements for the degree of

Doctor of Philosophy
in
English Language Teaching

Eastern Mediterranean University
April 2022
Gazimağusa, North Cyprus

Approval of the Institute of Graduate Studies and Research

Prof. Dr. Ali Hakan Ulusoy
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Doctor of Philosophy in English Language Teaching.

Prof. Dr. Javanshir Shibliyev
Chair, Department of Foreign Language
Education

We certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Doctor of Philosophy in English Language Teaching.

Prof. Dr. Ülker Vancı Osam
Supervisor

Examining Committee

1. Prof. Dr. Yasemin Kırkgöz

2. Prof. Dr. Nur Köprülü

3. Prof. Dr. Ülker Vancı Osam

4. Prof. Dr. Hacer Hande Uysal

5. Asst. Prof. Dr. Fatoş Erozan

ABSTRACT

The present thesis discusses language policy of foreign languages (mainly English) in a multilingual context, Algeria. The study responds to the call of Spolsky (2004) to test his theory of language policy in independent nations. In addition to the beliefs, practices and management of language were considered in testing the theory. The research aims to answer five research questions: 1) What are the beliefs and national ideology of Algerians on foreign languages that triggered the change symptoms in foreign language policy in Algeria? 2) How are the Algerians' practices in English language different after the Smile Revolution? 3) How do the participants view the impact of English language practices on post-SR government decisions? 4) In what ways did the management of English language and the socio-political situation lead to initiate new policies that respect the Algerians' linguistic rights? 5) In what ways can a bottom-up process to language policy improve the future of English language in the educational settings and the socio-cultural practices in Algeria? To answer these questions, the research followed a mixed method research design relying on five categories of participants (two hundred university students, twenty university teachers, ten Algerian diaspora, six social media influencers, and three shop/restaurant owners) and two categories of data: quantitative data (survey to university students) and qualitative data (descriptive data from social media sources and news outlets, and interviews with all categories of participants). The collected data was analyzed using SPSS program for quantitative data and inductive thematic analysis for the interviews of qualitative data. The analysis of data resulted in: 1) Fifty-five percent of university students and the majority of other categories participants believe that the pressure the SR affected the government decisions related to English language, while 33% of

university students believe that there are other factors (linguistic landscape, business, education, social media, interest in English culture) that also triggered the government decisions; 2) Seventy-one percent of Algerian students believe that the SR protests are effective in attaining linguistic rights; 3) There is a reigning acceptance of the government decisions by all participants despite the distrust in the government decisions; 4) The sociolinguistic situation in Algeria shows that there is social and political rejection towards French language that led to preference of a neutral language (English); 5) English language is perceived as international language, language of communication, language of development, language of prestige, language of modernity, and language of science; 6) The satisfaction with the government decisions despite the distrust feelings indicates that Algerians are satisfied with the undertaken bottom-up approach; 7) Considering a bottom-up approach means English would have more presence at schools and universities; 8) The post-SR practices of the government go hand in hand with the public needs, beliefs, ideologies, and practices of foreign languages. The promised short-, medium- and long-plan changes of the government (related to English language) are expected to create massive changes in language-in-education policy and language policy in the future. This area is believed to be a fruitful area of research for language policy and planning researchers.

Keywords: smile revolution, language policy, English language, foreign language policy, language beliefs, language practice, language management, bottom-up approach.

ÖZ

Bu tez çalışmasında, birden fazla dilin konuşulduğu Cezayir'de yabancı dillerin (özellikle İngilizcenin) dil politikası tartışılmaktadır. Çalışma, Spolsky'nin (2004) dil politikası teorisinin bağımsız ülkelerde test edilmesi çağrısına bir yanıt olarak düşünülebilir. Teorinin test edilmesinde dile ilişkin inançlar, uygulamalar ve dil yönetimi göz önünde bulundurulmuştur. Çalışmada şu araştırma sorularına yanıt aranmıştır: 1) Cezayirlilerin yabancı dil politikasındaki değişimi tetiklemede etkili olan 'yabancı dillere ilişkin inançları ve ulusal ideolojileri' nelerdir? 2) Gülümseme Devriminden sonra Cezayirlilerin İngilizce dilindeki uygulamaları nasıl farklılaşmıştır? 3) Katılımcılar, İngilizce diline ilişkin uygulamaların, Gülümseme Devrimi sonrasındaki hükümet kararları üzerindeki etkisini nasıl değerlendirmektedirler? 4) İngilizcenin yönetimi ve sosyo-politik durum, Cezayirlilerin dil haklarına saygı duyan yeni politikaların başlatılmasına nasıl yol açmıştır? 5) Dil politikasında tabandan tavana doğru ilerleyen bir süreç, Cezayir'deki eğitim ortamlarında ve sosyo-kültürel uygulamalarda İngilizce dilinin geleceğini hangi yollarla geliştirebilir? Bu soruları yanıtlamak için karma araştırma yöntemi kullanılmıştır. Veri, üniversite öğrencileri, üniversite öğretim elemanları, yurtdışında yaşayan Cezayirliler, sosyal medya etkileyicileri ve mağaza/restoran sahiplerinden oluşan beş farklı katılımcı kategorisinden toplanmıştır. Nicel veriler üniversite öğrencilerine uygulanan bir anket yoluyla toplanmış; nitel veriler ise sosyal medya kaynaklarından ve haber kuruluşlarından toplanan bilgiler ile her kategorideki katılımcı temsilcileriyle yapılan görüşmelerden elde edilmiştir. Toplanan nicel veriler SPSS programı ile, nitel veriler ise tümevarımsal tematik analiz yöntemi kullanılarak analiz edilmiştir. Elde edilen bulgular şöyle özetlenebilir: 1) Üniversite öğrencilerinin

%55'i ve diğer kategorilerdeki katılımcıların çoğu, Gülümseme Devriminin baskısının hükümetin İngilizce diliyle ilgili kararlarını etkilediğine inanırken, üniversite öğrencilerinin %33'ü hükümet kararlarını tetikleyen 'dilbilimsel alan, iş dünyası, eğitim, küreselleşme, sosyal medya, İngiliz kültürüne ilgi' gibi başka faktörlerin varlığına dikkat çekmiştir; 2) Cezayirli öğrencilerin %71'i Gülümseme Devrimi protestolarının dil haklarının elde edilmesinde etkili olduğuna inanmaktadır; 3) Bulgular, hükümet kararlarının tüm katılımcılar tarafından kabul edildiğini göstermesine karşın, halk ve politikacılar arasında bir boşluk olduğunun kanıtı olarak hükümet kararlarına duyulan güvensizliği de işaret etmiştir; 4) Cezayir'deki toplumdilbilimsel durum, Fransızca'ya karşı tarafsız bir dilin (İngilizcenin) tercih edilmesine yol açan sosyal ve politik bir reddedişin olduğunu göstermektedir; 5) İngilizce dili, katılımcılar tarafından uluslararası dil, iletişim dili, gelişme dili, prestij dili, modernite dili ve bilim dili olarak algılanmaktadır; 6) Çalışmaya katılan Cezayirliler güvensizlik duygularına rağmen hükümetin dile ilişkin kararlarından memnuniyet duyduklarını ifade etmişlerdir. 7) İngilizcenin gelecekte okullarda ve üniversitelerde daha fazla yer alacağı öngörülmüştür; 8) Devletin Gülümseme Devrimi sonrasındaki uygulamaları, toplumun yabancı dil gereksinimleri, inançları, ideolojileri ve uygulamaları ile el ele gitmektedir. Hükümetin İngilizce diline ilişkin vaadettiği kısa, orta ve uzun vadeli değişikliklerin, gelecekte eğitim alanındaki dil politikasında büyük değişiklikler yaratması beklenmektedir. Bu nedenle söz konusu alan, dil politikası ve planlaması alanında çalışan araştırmacılar için verimli bir araştırma alanı olma özelliğini korumaktadır.

Anahtar Kelimeler: gülümseme devrimi, dil politikası, İngilizce dili, yabancı dil politikası, dil inançları, dil uygulamaları, dil yönetimi, tabandan tavana yaklaşım.

DEDICATION

It is very difficult for me to write my thanks to my family members because I believe it will never do them justice. However, I can start from my childhood when mom and dad provided us with good personal and academic education. I feel so proud that I had a little of personality traits from both of them. You taught me how to be self-sufficient, dedicated, goal-oriented, and mostly strong to face life. Thank you for believing in me, thank you for always being there even when far away, thank you for trusting me and believing in my dreams. If I ever achieved something, it is thanks to you and your continuous encouragement and support.

I cannot thank my parents without thanking my brothers and sister. Thank you Anouar and Hicham for giving while you do not have enough, thank you for showing greatest levels of altruism in the most difficult times. I cannot forget the day I called you to say I was sick and you were there for me all the way. Thank you, million times. My sister, Rym, I do not want to thank you, but I want to say I am sorry I was not enough there for you. I left home when you were so young and I am sorry that we did not spend enough time together.

I cannot end these lines without thanking Anas. Thank you for always pushing me forward when I felt least productive and least confident. Thank you for always being there during the hard times of my illness and other difficulties. I wish I will be able to pay you back for everything one day. Thank you for being who you are.

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Chapter 1

INTRODUCTION

This chapter starts with the explanation of background of the study, which is followed by the statement of the problem. Then, the aim of the study and research questions are presented. Later, the significance of the study is explained and the key terms are defined.

1.1 Background of the Study

Education is a determinant for the progress and success of future generations (Benadla, 2012); therefore, educational choices are a crucial factor to meet the aim of progress, especially the choices of languages. The area of language choice has been the main focus of language policy that aims to provide equal linguistic rights among native, indigenous or foreign language speakers in a specific context (Hymes, 1992). The current study is a derivation to this scope of language policy and undertakes a postmodern perspective in its scope since it goes beyond the "… theoretical, predictive and explanatory" perspective (Hornberger, 2006, p. 11) and focuses on the de-facto practices of language use and the political reactions to these practices. Additionally, the present study follows a postmodern perspective to language policy to free itself from 'dominant' ideologies (Canagarajah, 2006) by considering the macro language planning as a source of detecting and understanding the availability of agendas in language policy and the micro language planning to reflect on the actual language practices which did not have much presence in language policy studies, according to Baldauf (2004). The micro and macro language policy, along with language policy

areas which are status planning, corpus planning, language-in-education planning, and prestige planning (Baldauf, 2004), are considered in this study because they overlap with Spolsky's (2007) language policy perspective which we adopt as an approach to conduct this research.

Spolsky's social approach is a bottom-up approach that is initiated from the beliefs and the practices of people about languages and goes hand in hand with postmodern solutions to problems of language policy that suggested 'ethnography-implemented' theories (Canagarajah, 2006) to develop language policies that are highly social and consider individuals in formulating bottom-up policies. More interestingly, Spolsky's approach divides social practices into different social domains, which he explains as "home or family, school, neighborhood, church (or synagogue or mosque or other religious institution), workplace, public media, or government" (Spolsky, 2007, p. 3), each of which has its own policy that is governed by internal and external factors. This study, therefore, considers these domains and adds different domains that are specific to the Algerian context, triggered and urged changes and improvements in language policy in Algeria.

The interest in the Algerian context does not only derive from the researcher's (my) Algerian identity, but it is also fostered by my perspective as a researcher who views the underrepresentation of this context in literature and who contemplates the multilingual nature of Algeria as part of the expanding circle. It must be confessed that this research started with the intention of reacting to the static English language policy in Algeria which resisted the Algerians' demands to give better status to the language in the Algerian territory. My initial intention was to reflect on the actual demands and practices of Algerians and suggest a bottom-up process to initiate a language policy to

English language which would respect the demands and practices of Algerians. However, during the course of conducting the research, Algeria went through a new course of political and social events known as 'the smile revolution' 'El Hirak' or 'the public movement' of February 2019. These events came as a reaction to the complex political system and difficult socio-economic standards that dominated the country for decades.

Algeria, after its independence from the French colonization in 1962, was for long governed by a mono-party policy until the 1980s when the president Chadli Ben Jedid opened doors for other parties to practice policy and be present in the political scene (Benrabah, 2004). This movement was followed by elections which for the first time in Algeria's history resulted in the loss of the main party (Djabhet Tahrir) against the Islamic party (known as FIS). The government after its loss cancelled the results of the elections and announced a state of emergency due to the large protests in the country. This situation led the country to a period known as the 'black decade' which some consider as 'civil war' and others see it as 'war against terrorism' (Benrabah, 2004). After ten years of political unrest, the main party with its regime maintained to come back into the political scene with its representative Abdelaziz Bouteflika (the last president of Algeria) in 1999. Bouteflika was seen as savor from war and blood until the country sank in corruption for more than two decades. In reaction to the corruption acts and its outcomes on social, political, economic scales, Algerians decided to change their reality by 'the smile revolution' events on February 22nd, 2019. This revolution aimed to demonstrate the Algerians' intolerance towards the situation that the country came to and called for series of improvements that started with political ones and to be developed into social, economic and cultural improvements. With the

black decade in mind, Algerians decided to opt for more peaceful, productive and progressive protests they named as 'the smile revolution' or 'the public movement'.

The demands of these protests can be mainly summarized as: a) ending Bouteflika's regime due to his medical status and his corruption history; b) widening democracy prospects within the country; c) creating social and cultural movement that develops individuals and groups as effective citizens; and d) enhancing the economic situation of Algeria by limiting (or ending) French and foreign domination in all domains. Therefore, the government responded to the previous demands by: 1) the resignation of Abdelaziz Bouteflika from the presidency; 2) promises to exterminate all heads and representatives of the previous regime; 3) economic and social enhancement that falls in benefit of Algerian people such as raises in salaries for people with special needs; 4) assigning the election procedure to a free and independent committee for the first time in Algeria's history; and 5) prospects to develop and empower the use English language (instead of French) in universities and schools. All these decisions were addressed by trust by the half of Algerians and skepticism by the other half which can be interpreted through the protests, which were paused due to Covid-19 pandemic, by students and every Friday by all citizens. If these events mean something, they indicate the skeptical approach of Algerians towards the outcomes of the public movement and use it as 'assurance-seeking' method to the aforementioned solutions.

As a response to all the previous events, I, as a researcher, questioned the reasons behind the government's 'quick decisions' 'rush movement' and 'brisk tone' to foster the use of English language in the Algerian universities and schools after a long 'silent period' that lasted for more than three decades. This tone appeared in series of actions that, we presume, attempt to satisfy protesters with decisions of 'benefit' to the

individuals and to the country. These language-related decisions took five stages of achievement that some of which are still in progress. The first stage is the administration of a large-scale survey addressing the university family (students and teachers). The survey was administered by the Higher Education Ministry and was uploaded online to be answered by university students and teachers. The survey was displayed on the official website of the ministry (https://www.mesrs.dz/poll) on the 5th of July 2019 and was announced at all university settings and national newspapers. It was responded to by more than 90 thousand participants who answered the only question of the survey 'Are you with or against enhancing the use of English language in higher education and scientific research?' with two answer options as 'yes' or 'no'. The question was written in both Arabic and English languages in order to guarantee larger participation from Algerians who do not command one of the languages. What is triggering about the languages used in the survey (Arabic and English) is that French was disregarded even if many Algerians are fluent French language speakers. This linguistic choice may convey that English is the new official replacement of French language even if it was not deliberately stated by officials. The survey results showed that 94.4% of Algerian participants voted for the need to enhance the use of English at higher education settings (Fibladi, 2019) which can be interpreted as a very positive attitude towards English language.

The second stage of government's decisions is addressing the public in English language by the officials. This action was the first in Algeria's history because Algerians never witnessed an official addressing them in English and Arabic (instead of French or Arabic). To illustrate, the minister of Higher Education and Scientific Research used English and Arabic on his official Facebook page

(https://www.facebook.com/ministre.mesrs.dz/) and on the national Algerian TV to congratulate Algerians for the occasion of Aid El Adha (a religious feast for Muslims) and to promise to enhance and develop scientific research in Algeria as part of his duty.

The third stage of the decisions dealt with the attributed-discussions on the implementation strategies of English language. These discussions were assigned to two bodies; the first is the Ministry of Education and the second is the Ministry of Higher Education and Scientific Research. Hence, the Ministry of Education announced a group of procedures which mainly discusses assigning the National Committee for Designing Curricula and the National Institute of Educational Research to investigate the possibilities of implementing the use of English from the 3rd or 4th years of primary school and to create curricula that fulfill those purposes (Elbiled, 2019). On the other hand, the Ministry of Higher Education and Scientific Research declared that teaching and implementing English in Algerian universities is "a reality that cannot be escaped from" (Tayeb Bouzid, 2019 on Elbiled.net) and added that the process of teaching and implementation will be gradually generalized nation-wide after assigning a committee of experts to study the feasibility of the suggestion.

The fourth stage, similarly, discussed the design of a long-term approach to implement the decisions. The Ministry of Higher Education and Scientific Research announced that the spread of English in Algerian universities should follow a long-term approach. Broadly speaking, the Algerian government as presented by the Minister of Higher Education and Scientific Research, Mr. Tayeb Bouzid, described the Algerian government's choice of enhancing English as a method that would certainly increase economic benefit. The government also believes that this method would add future prospects of attracting foreign students to Algeria which can later serve to empower

the economy. In his explanation, the minister gave an example of the importance of education to economy and added evidence from the American experience and stated that: "Education in the world is seen as an economic agent; for instance, the USA receives around 59 billion dollars as an income only from university enrollments" (Tayeb Bouzid, 2019 in Fibladi.com).

The last stage of government decisions was taken by different bodies (other than Ministries of Education and Higher and Education and Scientific Research). This stage involved changing the linguistic landscape from French to Arabic and adding another facultative language to it on all shops and stores in Algeria according to an urgent call by the Ministry of Interior Affairs and the Ministry of Trade and Business. Unlike other linguistically-driven decisions in other ministries (Ministry of Education and Ministry of Higher Education and Scientific Research), the application of this law had one-week deadline to be executed, which implies an immediate intention of policy makers.

Generally speaking, all the previous stages of decision-making are mere interpretation of intentions and decisions that aim to change the linguistic map in Algeria through new language policy to English language. It must be highlighted that before the smile revolution, there have been a group of studies (e.g., Bellalem, 2012; Belmihoub, 2012, 2015, 2018; Benrabah, 2004, 2007, 2014; Euromonitor, 2012) that described language policy in Algeria and recommended enhancements on the policy by addressing the rivalry between local languages (Berber and Arabic) and foreign languages (French and English); and described the economic, educational and social needs of Algerians. The current study, however, deals with an area that was not covered by previous studies, that is the impact of smile revolution on the 'sudden and quick decisions' of

formulating new English language policy, along with other triggers that are elucidated through practices in Algerian linguistic landscape, in educational settings, in social interactions, in economic and professional operations, in political expressions, in formation of bottom-up language prestige, in investments of English language attitudes, and in results of diaspora mobility.

The Algerian language policy was pretty much resistant and not very flexible, therefore, a clear insight into the reasons that guided this 'unanticipated' and smooth decisions after some crucial events in the country require research reaction which this study provides to clarify the obfuscation on the Algerians' new 'people's policy'. Also, the current study considers Belmihoub's (2015) description of English as provider of democracy and peace in Algeria and assesses the Algerians' beliefs and trust in the new governmental decisions about English language as provider of economic, social and political peace. These beliefs provide a more limpid perception about the current status of English language and allow for the formation of more solid language policy based on people's needs and practices. Additionally, the current study analyzes the reasons of the new decision makers' decisions from the perspective of the Algerian public (university students, university teachers, Algerian diaspora and Algerian shop/restaurant owners) and reflects on the current policy-making process to detect its nature and methods.

Connectively, these reasons, then, lead our suggestion of a socio-linguistic and bottom-up approach that is inspired from Spolsky's (2009) social approach to language policy and the postmodern guidelines to language policy that free it from ideologies and agendas. This approach, henceforth, can guide and be implemented in the process of policy-making that Algerian policy makers determined as a long-term planning.

Moreover, Spolsky's (2004) theory and approach have been selected in response to his call to test his theory of language policy in independent nations. This theory considers the availability of four conditions known as: i) national ideology, ii) English in the globalization process, iii) the sociolinguistic situation of the country, and iv) linguistic rights. These conditions would help in determining policies based on three main components, which are 'the beliefs', 'the practices' and 'the management' (Spolsky, 2009). This theory has been tested in another study by Albury (2015) in the context of Iceland that has linguistic particularity of mondialectism, purism and protectionism. Similarly, Algeria has history of preserving linguistic rights between native languages (Tamazight and Arabic) as explained by Belmihoub (2015). Also, Algeria follows the UNESCO association guidelines that mainly aim to maintain linguistic rights. However, these equal rights between Arabic and Tamazight were only established in 2001 amid protests and riots claiming for that right (Benrabah, 2007). Despite the official equal right, Tamazight language, nowadays, is understated in official governmental and territorial usages since its visibility is only witnessed in the Wilayas (states) that are inhabited by Amazigh minority. This linguistic struggle between the two Algerian native languages was only solved after claims and riots by Algerians, which is likely the case of English language that started to receive credibility in Algeria only after protests presented in the smile revolution events. Unlike the Tamazight language case that was deliberately claimed for through protests and riots in 2001, the English language was not a main demand of the smile revolution, but it was present as language of the protests' leaflets. The government responded to the Revolution demands by establishing series of enhancements on the English language policy. As a result, considering all these series of recent events into consideration makes of Algeria a fertile soil to test Spolsky's theory and accordingly assess if it is suitable to suggest

it as an approach for the improvement of the new English language policy after applying the specifications and limitations of the Algerian context on it.

1.2 Statement of the Problem

Algeria is a multilingual context that resisted globalization impact on its English language status and policy for years which automatically led to a resistant policy for more than three decades. Surprisingly, the Algerian policy makers adopted very 'quick' decisions on the English language policy immediately after the smile revolution events in the country. Despite the number of studies on language policy and planning in Algeria (Bellalem, 2012; Belmihoub, 2012, 2015, 2018; Benrabah, 2004, 2007, 2014), none of these studies considered the influence of smile revolution on language policy in Algeria and the relationship between English language and the protests of the smile revolution. Therefore, the watershed of events and the lack of studies on the smile revolution, language policy and English language as a research combination require a research reaction to delve into the triggers of the quick decisions and the attitudes and practices that guide the new policy-making process.

1.3 Aim of the Study

In order to address the above-mentioned gap in the related literature, the study aims to

- investigate the triggers or factors that led and are still leading to changes in English language policy in Algeria;
- discover the ways political-awareness as presented in the smile revolution events influenced the transition in English language policy in Algeria;
- clarify the role of English language as peace and democracy provider from the perspective of Algerians;
- determine whether or not Algeria is ready for linguistic change.

- highlight the future of English language in Algeria through a bottom-up approach perspective.

To this end, the present study answers the following research questions:

1) What are the beliefs and national ideology of Algerians on foreign languages that triggered the change symptoms in foreign language policy in Algeria?

2) How are the Algerians' practices in English language different after the smile revolution?

3) How do the participants view the impact of English language practices on post-SR government decisions?

4) In what ways did the management of English language and the socio-political situation lead to initiate new policies that respect the Algerians' linguistic rights?

5) In what ways can a bottom-up process to language policy improve the future of English language in the educational settings and the socio-cultural practices in Algeria ?

1.4 Significance of the Study

The present study is significant in providing a socio-linguistic view because it aims to highlight the triggers of the rapid change in English language policy in Algeria and the reasons that are leading to this linguistic improvement that considers the bottom-up influence of Algerians.

In addition to the socio-linguistic significance, the current research has theoretical significance as well since it adds to the related literature that deals with Algeria as part of the 'expanding circle' with no colonization history with English language. In other

words, it addresses the ways in which English language could spread in a linguistically competitive context dominated by another foreign language, that is French. Furthermore, it aims to find the link between English language and the smile revolution, along with language policy and planning in Algeria.

Moreover, the study has practical significance since it has the ability of revealing the Algerians' trust, mistrust, and beliefs towards the government's intentions to enhance English language use in Algerian universities and schools and suggests enhancement and improvement of this use not only in the educational domain but in different domains. In fact, revealing the Algerians' beliefs and practices can be used as a helping means by Algerian policy makers, language planners and the different committees assigned for the planning purpose by the ministries of Higher Education and Scientific Research and of Education.

1.5 Definition of Key Terms

Hirak: It is the Arabic word meaning for 'movement'. The term is used to refer to the public protests that started in 2019 in Algeria.

Smile revolution: This is another term attributed for the 'hirak'. The term was initiated by Algerians during the protests to refer to the pacific nature of the protests.

Bottom-up approach: It is an approach in language policy and planning that considers the needs, beliefs and practices of a specific context during language planning. This approach also considers the "private initiatives such as local groups" (Goundar, 2017, p.87).

Top-down approach: It is an approach in language policy and planning that only considers the policy makers' point of view during the language planning. In fact, the

authorities are responsible for making language related decisions for groups (Kaplan, 1989).

1.6 Summary

The chapter first presented background information on the main topics addressed in the present research by highlighting its background. Then, the research questions and the problem statement were clarified to be answered in the next chapters. Lastly, the aims and significance of the study was discussed along with the definitions of key terms.

Chapter 2

REVIEW OF LITERATURE

In this section, discussions on language policy history, LPP definitions, approaches, domains and elements are provided. Also, studies on the context of Algeria and the previous studies on language policy, teaching and linguistic landscape are pinpointed. Delving into those points provides a deep insight into the essence of language policy and clarifies its related ambiguities.

2.1 An Overview of Language Planning and Policy (LPP)

It is crucial for any research to recognize and admit its position within literature. Therefore, understanding the history and interpretations of the field that research belongs to is salient. The history of the term language policy was first used by the American linguist Uriel Weinrich in the 1950s (Bianco, 2010). The term in its first usage did not invoke the meaning that it currently has. At that time, language policy was perceived as a phenomenon and a result of post-colonialism after World War II where a reaction against the colonial acts was prevailing. Language planning and policy became a discipline until the late 1960s (Fishman, 1968; Fox, 1975). Language planning in its initiation received tremendous popularity in countries that are known for their colonial history and was connoted to all activities that aim at "changing the linguistic behaviour of a speech community" (Haugen, 1987 in Deumert et al., 2000, p. 1). An example of these countries are Algeria, Pakistan, India and Malaysia; in addition to post-independence reaction in Norway and Central Asia in 1991, post-independence reaction in the Soviet Union and Ethiopia in 1980s and 1917

respectively. According to Zaidi (2013), these countries with colonial history used the colonial language to meet different purposes such as guaranteeing the normal flow of administrative work, being present in the international scene, and managing divisions that might derive from introducing local languages into the scene.

The history of language policy reveals that the terms language policy and language planning are salient component of one entity. In other words, they are used interchangeably to convey the same meanings and functions. However, some research (for example, Rubin, 1971; Zaidi. 2013) considers the terms as different in terms of their functions and use. Bright (1992), for example, defines language planning as:

> a deliberate, systematic, and theory-based attempt to solve the communication problems of a community by studying the various languages or dialects it uses, and developing a policy concerning their selection and use; also sometimes called language engineering or language treatment. (p. 310)

Another definition by Cooper (1989) describes language planning as an "[attempt] to influence the behavior of others with respect to the acquisition, structure, or functional allocation of their language codes" (p. 45). Wardhaugh (1986) shares the same view with Cooper and defines language planning as "an attempt to interfere deliberately with a language or one its varieties" (p. 336).

The previous definitions by Bright (1992) and Cooper (1989) are proper interpretation of the functions that language planning covers. In Bright's (1992) definition, language planning appears to have the role of solving problems related to communication within a speech community. The process proceeds by understanding the issues then developing a policy that treats the language problems through prescribing or influencing "the language(s) and varieties of language that will be used and the

purposes for which they will be used" (Wiley, 1996, pp. 107-108). Cooper's (1989) definition, on the other hand, views language planning as a tool that influences linguistic behaviors of speech communities.

Language policy, diversely, is defined as "… the combination of official decisions and prevailing public practices related to language education and use" (McGroarty, 1997, p. l). Other definitions by Cooper (1989), Schiffman (1996), and Baldauf and Kaplan (2004) differentiate between the concepts of planning and policy and state that language policy involves the process of making decisions, when language planning is related to the implementation of the policies. Implementation is mostly linked to future actions; therefore, language planning is about what should be done in the future (Fletcher, 1998) and "the outcomes of policies and strategies must be specified in advance of action taken" (Rubin & Jernudd, 1971, p. xvi).

Similar to the perspective of Cooper (1989), Schiffman (1996), and Baldauf and Kaplan (2004) who view language planning and language policy as concepts entailing different meanings and functions, Fasold (1987) considers language planning "as an explicit choice among alternatives" (p. 246) which is done in an organized way to find solutions to language problems (Fishman, 1974, p. 79).

Unlike the opinions that regard language planning and language policy as different concepts, Baldauf and Kaplan (2004) connect the concepts in one acronym 'LPP' which refers to 'Language Planning and Policy' and defines it as a process executed in a "large scale and national [level], usually undertaken by governments" (p. 1). Baldauf and Kaplan describe the LPP operation as "language engineering" (2004) that is meant to influence or change speaking habits in a society. Similarly, Kummer and

Gramley (2008) define LPP as "every planned intervention by a subnational, national, or supranational political organization which is directed toward the otherwise unregulated development of a language or any of its varieties" (para 1.).

After the World War II, language policy was established as a discipline that emerged in post-colonial countries to solve issues related to continuity in administrative work and to maintain international image (Zaidi, 2013). This discipline has been later described as a 'science' (Rubin, 1986) which diagnoses and treats language problems by providing alternatives that consider substitutive or evaluative goals. Problems in language policy are mainly divided into two types, 'tame' problems and 'wicked' problems (Rubin, 1977). The tame problems are those problems which are embaddable to policy attention; however, the wicked problems are the ones that flout uncomplicated solutions. Rubin (1977) describes that language problems are mostly wicked and require wicked solutions according to Rubin's 'wicked theory' which calls for normative practice of language policy and viewing it as 'public intervention' theory (Bianco, 2010).

Language policy from a discipline to science has been embellished in an optimist wave to be described as 'a unitary field' (Bianco, 2010). The aim of this field was bound by morality and moral goals as described by Eastman (1983), who states that language policy is "a field that seeks to foster ethnic interaction, world communication, and national identity" (p. 126). In his definition, Eastman does not only describe the moral purpose of language policy, he also highlights the socio-linguistic nature that language policy as a field has.

As has been discussed in the definitions of LPP section, language policy and language planning are two concepts which are viewed as interchangeable for the same meaning in some cases and as different disciplines holding different goals in other cases. Among those who believe that the two concepts represent different disciplines are Kaplan and Baldauf (2004) since language policy focuses on two aspects: decision-making and establishing goals; and language planning can be summarised in the implementation of policies to come to ends or results.

In contrast to researchers who see difference between the two concepts, there are others (for example, Ashworth, 1985; Fasold, 1987; Wardhaugh, 1986) who prefer the term 'language planning', believing that one field is inclusive of the other; in other words, language policy is part of language planning. Rubin (1971) and Fishman et al. (1971), for instance, stand for the claim that language policy is part of language planning since planning has four major aspects: fact-finding, policy determination, implementation, and evaluation, according to Rubin (1971), and has four salient divisions as described in Fishman et al.'s (1971) definition "[language planning involves] policy formulation, codification, elaboration, and implementation" (p. 293).

In addition to the linguists who view language policy and language planning either as different entities or as inclusive bodies, there are others who use the terms interchangeably and view them as synonyms. Deumert et al. (2000), for example, precise that language policy underlies the different socio-political and general linguistic goals which are cardinal to language planning process.

To conclude, the different views within the language planning and policy (LPP) have emerged since the 1960s, but there has been no agreement on one definition or a

unifying theory for LPP (Ricento & Hornberger, 1996). However, many studies (e.g., Amir, 2013; Zaidi, 2013) have preferred one term than the other even if they are used interchangeably in most scholarship on language policy.

2.1.1 Domains and Elements of LPP

Language policy planning in their interchangeable use managed to have different domains and elements that constituted their identity as disciplines, sciences or fields. There are different areas which can be connotated to language policy and planning. Baldauf (2004) suggests that there are four main areas that language planners should focus on: a) status planning, b) corpus planning, c) language-in-education planning, and d) prestige planning, each of which is described in detail in the following part. Before that, it should be mentioned that these areas are approached through different developmental perspectives; the first is known as the 'macro and micro language planning' and the second as the 'covert language planning' (Baldauf, 2004). The developmental perspectives are explained as follows:

    i)   Macro and micro language planning: Baldauf (2004) suggests that most LPP literature and practice is focused on macro planning which implies looking at agendas and their implementations. The latter perspective (i.e., micro planning), on the other hand, focuses mainly on specific practices. Although few studies in literature focused on the micro level of LP, it is gaining more attention.

    ii)   Covert language planning: There is general agreement that LPP failed to be an explicit process in dealing with different issues (Baldauf, 2004). This contradictory nature of the approach which is supposed to be overt and explicit in dealing with issues has led to influences on language status, the

way languages are learned and taught, and their contextualization and perception (Eggington, 2002).

There are also other developmental perspectives which LPP can be approached through such as knowing the stakeholders of the planning process and the planned foreign language programs which have impact on local and minority language in a speech community (Baldauf, 2004). In his description of LPP areas, Bauldauf (2004) described four main areas of LPP, as mentioned above. Kummer and Gramley (2008), however, see that LPP has two main areas, 'status planning' and 'corpus planning', which derive from a purely linguistic perspective based on available language varieties and on structural linguistic activities, respectively. The four areas of LPP as described by Bauldauf (2004) are explained below:

2.1.1.1 Status Planning

Status planning is defined as "deliberate efforts to influence the allocation of functions among a community's languages" (Cooper, 1989, p. 99). These languages which Cooper discussed involve both national and foreign languages and their use for different goals and functions. Both goals and functions depend respectively on the type of policy planning approach and the cultivation planning approach behind the language use (Roda-Bancells, 2009).

Status planning of foreign languages is in most cases related to four aspects that shaped the status of any foreign language (Baldauf, 2004). The first aspect is related to the communicative purpose that a specific foreign language holds in a given context. The role that the foreign language plays whether as a lingua franca or a means of instruction is the second aspect. Similarly, the third aspect discusses the role of language, however, from the perspective of immigrant or ethnic language. The fourth aspect

seems to have the most influential nature since it describes the influence of promoting

a foreign language on the linguistic rights in a specific context.

2.1.1.2 Corpus Planning

Corpus planning is defined by Baldauf (2004) as:

> …. the activity area most dependent on linguistic input for its methodology,
> but it is shaped by status planning decisions, its output contributes in a major
> way to language-in-education planning and it may contribute to, or benefit
> from, the prestige that a language has in the community. (p. 3)

This definition clarifies that work on corpus is completely dependent on linguistic

input, but it is influenced by other areas such as status planning. Corpus planning as it

is influenced by other areas, it impacts or benefits other areas too, such as language-

in-education planning and prestige planning. Apart from the influence and impact of

corpus planning, Liddicoat (2005) sets the foundational areas of corpus planning and

summarizes them as: grammatication and lexication, codification, elaboration, and

graphization. Additionally, Liddicoat (2005) also focuses on lexical and stylistic

development and renovation to provide examples about languages and language

polities.

2.1.1.3 Acquisition Planning

Language acquisition planning is described by Cooper (1989), who appears to mark

the first roots of language acquisition in the field of LPP, as a pillar that shares carrying

the field of LPP with corpus planning and status planning. Acquisition planning gains

its importance from being "directed towards increasing the number of users —

speakers, listeners, writers, or readers" (Cooper, 1989, p. 33). In other words, it is

concerned with the way language users acquire communicative abilities to function in

the society (Hornberger, 2006; Kaplan & Baldauf, 2004).

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This type of planning, acquisition planning, is deeply rooted in the field of education since LPP research became interested in language learning and teaching (Johnson, 2013). In fact, language acquisition in education is mainly concerned with access and literacy (Chapelle, 2013). That is to say, the main tasks of language acquisition planning, according to Grin and Vaillancourt (1997) and Bourdieu (1991), involve economic consideration (i.e., cost efficiency), educational considerations (i.e., language of instruction choice), and ideological considerations (i.e., value of language).

Acquisition planning is interested in different contexts such as postcolonial settings, post-soviet settings, and European settings (Chapelle, 2013). The present study is mainly interested in postcolonial setting especially that the types of contexts that acquisition planning studies are French and English policies in old colonies (Robinson, 1996). The focus of acquisition planning studies in postcolonial contexts is on topics of language role in nation building and national identity.

2.1.1.4 Language-in-Education Planning

Language-in-education policy and planning is also recognized as 'acquisition policy' (Cooper, 1989). Many researchers (e.g., Corson, 1999; Ingram, 1990; Tollefson, 2002) explain that language-in-education mostly appears in schools and in less-complicated and systematic teaching situations in the speech community or workplaces. The appearance of language in such contexts is faced with limited number of audiences, of activities and resources, which results in slow spread of languages (Baldauf, 2004).

2.1.1.5 Prestige Planning

Prestige planning or as known 'image planning' is not a very thriving area in LPP scholarship (Baldauf, 2004). Prestige planning is related to promoting of any language

so that members of the speech community gain positive attitudes towards the language (Haarmann, 1990). The most common examples that have been studied in this area are contexts of Quebec in Canada, Malaysia and Wales (Ager, 2005). In most studies that have been carried so far on prestige planning, there appears to be three main activities that constitute the prestige planning process as explained by Baldauf (2004):

i)   Identity: The concept of image in prestige planning is related to the identity of language users. The identity can be either real or imagined and leads to the promotion of languages.

ii) Method: Method in prestige planning involves the ways of implementation and alteration of language policies in different societies.

iii) Motive: The motives are the trigger of language planners that led to their engagement in the language planning for different communities.

2.1.1.6 Explicit and Implicit (Covert and Overt) Planning

LPP is a research field that is not only interested in policy-making, but is also interested in assessing the type and nature of planning. Therefore, there are two types of planning that differ in type and nature which are explicit and implicit plannings.

1) *Explicit planning*

Explicit planning refers to the declared official planning by different official institutions and state bodies. For the official institutions, they can be a school or a leadership unit that are related to an educational institution (Hao, 2018) while the official bodies can be the ministry of education (Hao, 2018) or state, local, or institutional levels who set "the guideline or the regulations of language use and language acquisition" (Wiley & Garcia, 2016, p.1).

2) *Implicit planning*

The policies made by official and governmental bodies can be explicit as they can be implicit. The implicit type of planning appears to be more influential since it impacts the applicability of regulations and guidelines. Wiley and Garcia (2016) explain the power of implicit influence by describing its nature as less "conceived, received, resourced, or implemented" (p.1). In other words, implicit planning are the governmental regulations, decisions and laws that were not applied or executed (despite their initiation) due to hidden agendas (political, economic or linguistic).

2.1.2 Approaches of Language Policy and Planning

Most literature (e.g., Goundar, 2017; Zaidi, 2013) agrees that Haugen's model of LPP initiated the first nuances of the field and established the use of the term of 'language planning' in 1959. After Haugen's model, there have been many attempts to develop and expand the goals of the field of LPP. In this respect, the most influential eras and approaches related to them were selected to discuss the development of LPP from a mere linguistic perspective to critical and postmodern perspectives.

2.1.2.1 The Haugen Era

In the Haugen era between the 1950s and 1960s, Haugen's ideas and perceptions dominated most of the field's work. Haugen is known as the pioneer of the LPP field where he initiated the 'linguistic perspective' (Zaidi, 2013) and the 'descriptive endeavour' (Hornberger, 2006) of LPP. The linguistic description was the main aim of LPP in that era and the focus was on clarifying the differences between language and dialect within the perspective of the 'standardization model' (Zaidi, 2013) which sought to delineate the difference between 'developed and underdeveloped languages'. The model is based on four main steps: 1) norm selection, 2) form codification, 3) function elaboration, and 4) community acceptance (Zaidi, 2013).

In this era, Haugen and many other linguists focused on developing linguistic aspects such as language grammars, dictionaries, dialects or minority languages and their writing systems. The work on these aspects resulted in what is commonly known now as 'corpus planning' (Goundar, 2017). The dimension that LPP studies took has led to a macro perspective which has technicality in its approach since it defined the planning task as "standardizing, regulating, containing or managing linguistic diversity for the national development agendas … as well as modern economic development" (Goundar, 2017, p. 82).

The Haugen era ensued an approach with linguistic, descriptive and technical nature. This nature has been subject to critiques based on the associated function of LPP in that era. The main critiques involved the stand against the conquer of positivistic and structuralist epistemologies on most work of LPP and the dilapidation of the socio-political aspect that LPP can have in dealing and solving problems (Goundar, 2017).

2.1.2.2 The Socio-political Era

After the Haugen era and the critiques that targeted its nature, the emergence of new approaches and models deriving from a socio-political perspective was a logical turning point in the LPP field. The timespan of this period is between the 1970s to the 1980s and early 1990s when the question became "What actors attempt to influence what behaviours of which people for what ends under what conditions by what means through what decision-making process with what effect?" as explained by Cooper (1989, p. 98). Cooper (1989), Tollefson (1991) and Rubin (1971) also asserted that there is a need to take LPP to the next level by associating it to a theory of 'social change' or social theory.

In this period, LPP was mostly described as "a non-political, non-ideological, pragmatic and a technicist paradigm" (Goundar, 2017, p. 82). In other words, its ultimate goal was to solve immediate problems related to language in post-colonial countries in different parts of the world. Johnson (2013), on the other hand, clarified that describing LPP during this period is 'challenging' because of the difficulty in finding precise and concise characterization of LPP work. The work on LPP, according to Johnson (2013), went beyond the corpus and status planning paradigms and started evaluating the previous models of LPP in terms of their functionality and practicality.

The focus on associating LPP to social theories led to emancipation from the previous linguistic, positivistic and structuralist paradigms that shaped the LPP field for more than a decade. In this respect, many models emerged in reaction to previous concepts such as Ferguson's model which is divided into three categories of graphization, standardization and modernisation (Ferguson, 1968). For Ferguson, graphization is linked to the writing systems, standardization refers to the selection of the best language variety for community use, and modernisation deals with lexis development so language can cope with the continuously changing social needs. Ferguson's model appears as linking between linguistic and social aspects and his model represents one of the very early initiatives to take LPP field one step forward.

Another model that shaped this era is Cobarrubias's (1983) model. Cobarrubias set his model according to the function it has on decision-making process within LPP field. The model has four main branches: 1) linguistic assimilation, 2) linguistic pluralism, 3) vernacularisation, and 4) internationalism (Cobarrubias, 1983). The first branch of assimilation refers to the need that all social members should learn and speak the most dominant language. The second branch of pluralism discusses the fact that all

languages that are spoken in a speech community should be given a status. The vernacularisation branch deals with the indigenous or minority languages and their revival for official purposes. Differently, internationalism involves officialising non-indigenous languages.

2.1.2.3 Postmodern and Critical Era

The postmodern era has been shaped by a critical stance towards all applied linguistics subfields including LP. LP in this era and starting from the 1990s managed to fuse both planning and policy to become what is currently known as LPP (Language Policy and Planning) (Goundar, 2017). LPP with its critical perspective did not shift from the type of contexts it was interested in since its initiation; however, the focus on multilingual contexts went beyond the linguistic and social nature of languages and began to raise questions such as "which languages to develop [and] for what purposes?" (Goundar, 2017, p. 5).

LPP of the postmodern era has developed as an outcome of the linguistic and socio-political eras. Johnson (2013) explains that the shift to 'critical language policy' has seen light starting from the 1990s through three main criteria of development. The first criterion involved forwarding attention from the activities of official policy-makers to the social and ethnographic activities that appear within different contexts. The second criterion is characterized by the unveil of acquisition planning in schools instead of focusing on status and corpus planning. The last criterion can be considered as the reviving entity for the current LPP since it focused on expanding LPP interest by clarifying its socio-political and ideological nature.

The current LPP has an 'evaluative nature' (Fettes, 1997). In other words, LPP diverged its focus from rationality to testing its practices. Therefore, questions related

to the nature of policy and planning relationship has been paramount so more understanding about the practices can be established (Schiffman, 1996). Other questions addressed the equality between the languages of one context and the social reasons that may lead to their inequality (Hymes, 1992). Some other indications of LPP development are summarized by Ricento (2000), who highlighted that language planners developed awareness against the negative effects of modernization unlike what has been done in early LP practices.

The aim of postmodern language policy is "about mapping language policy against changing economic and political conditions" (Pennycook, 2006, p. 61). In other words, LPP questions the reasons and effects of language change and language promotion. Therefore, Pennycook (2006) equates between postmodernism and 'postcolonialism' in terms of the interests served for specific language selections. Pennycook (2006) goes further beyond the mere understanding that attributes languages to a foundationalist view and suggests that languages do not exist but are socially founded entities that have been developed through "ethnicity, territory, birth, or nation" (p. 67).

As there is postmodern or postcolonial language policy, there is also Critical Language Policy (CLP) which Tollefson (2006) describes as part of critical applied linguistics. CLP, according to Tollefson, is related to 'critical' aspect in terms of the old existing practices of LP, of social aspect of LP research, and of critical theory influences. In this critical approach, LP is criticized from a postmodern perspective which also calls against the traditional approaches that sought the development of LP concepts instead of looking into the real political and social reasons that affected LP development.

Postmodern and critical stances in any field argue against dominating ideologies and inequality. Canagarajah (2006), for instance, suggests a solution that can help in developing LPP models that are free from dominant ideologies and theories. The solution is 'ethnography-implemented' theories. In other words, the theories that consider the ethnography of people which holds a highly social or bottom-up perspective to language policy research.

It must be highlighted that postmodern or critical LPP is derivation of the 1990s integrative approach which developed as an outcome of the upturn in LPP interests from descriptive to "more theoretical, predictive and explanatory" (Hornberger, 2006, p. 11). Moreover, Goundar (2017) summarizes two axes of LPP development: vertical and horizontal. The former axe refers to the very first work on LPP which was done by Kloss (1968) in form of status and corpus planning typology. However, the latter axe represents two different approaches labelled as policy approach and cultivation approach. The first approach implies a macro level that considers society and nation, and the way languages are categorized. The second approach, on the other hand, stands for the micro level of LPP which attends to ways of speaking and writing, and it is usually known as corpus planning.

Wherever policy or language are involved, it is expected to encounter critiques addressing their theories and approaches. For the critical or postmodern approach, Ricento and Hornberger (1996) criticize the neoclassical and critical theories and accuses them of neglecting the LP processes within three different layers: national, institutional, and interpersonal which represent the LPP onion model. Another critique by Ricento (2000) accredits the theoretical research that contributed to enriching the LPP field during the postmodern era; yet, he questions the LPP failure in linking

between the micro and macro levels of social organization. A more radical critique has

been established by David (2008) who claims that:

> There are several reasons for language shift and death. Apart from natural
> disasters resulting in the death of a speech community, many man-made
> factors can cause such disasters. One of these man-made factors that can
> cause language shift and death is language policies (p. 79).

In his critique, David (2008) does not only criticize one era of LPP development, but

she criticizes the field of language policy in general and attributes that to the people

doing LP. David describes these people as having few interferences or little impact on

languages and their speakers.

2.1.3 Goals, Purposes and Functions of LPP

Language policy and planning (LPP) had its goals, aims and functions established as

part of its development through different approaches and paradigms. Accordingly, it

is logical to expect that its goals developed gradually as its approaches did. One of the

earliest goals of language planning was established by Ferguson (1968), who

summarized the goals as standardization, graphization, and modernization (their

definitions are provided on an earlier point in LP approaches). Following the gradual

development of approaches and goals, another shift in goals can be found in Nahir's

(1977) eleven goals. Hornberger (2006) summarized these goals according to the

cultivation planning approach (which is related to status and corpus planning). The

goals involve "revival (and similarly, revitalization, renewal, and reversing language

shift …), maintenance, spread, interlingual communication …, lexical modernization,

purification, reform, stylistic simplification, and terminology unification"

(Hornberger, 2006, p. 7). Nahir's (1977) goals are all related to the 'linguistic

perspective' of LP which has been discussed on earlier in the Haugen era. Continuing

with Hornberger's LPP goals' classification, Hornberger (2006) determines three more

goals which have not been discussed by earlier LP scholars. These goals have been collected from three different LP research (Cooper, 1989; Heath, 1985; and Kloss 1968) that focuses on policy approach and paradigm. The goals are respectively officialization, nationalization, and proscription. All the previous goals are strictly connected to early LP approaches and paradigms that considered status and corpus as paramount features to LP research.

From the corpus and status paradigm, a new era came with different paradigm known as the acquisition planning. Within the acquisition planning perspective, the goals of LP became as suggested by Cooper (1989) to focus on the users of the language rather than the languages themselves by looking into their processes of acquisition, re-acquisition, and maintenance. Another additional goal has been added to these goals by Hornberger (2006) who suggested the addition of the cultivation approach goals.

Wiley and Garcia (2016) differentiated between two types of policies, explicit policies and tacit policies. They later hyphenated each type to its goal as explained in their quote:

> They [language policies] may also be distinguished in terms of their goals or orientations ranging from (a) promotion-oriented policies, (b) expediency-oriented accommodations, (c) tolerance-oriented policies, (d) restriction-oriented policies, (e) repression-oriented policies, (f) polices aimed at erasing the visibility and even historical memory of various languages, and (g) null policies. (p. 50)

In their explanation of language policy goals, Wiley and Garcia (2016) created a typology of policies that are based on the main goal of each policy. In this case the goals are: promotion, expediency, tolerance, restriction, repression, historical and null. All these goals are connected to both the languages and their users; in other words,

they combine between the descriptive-linguistic nature and social nature of languages and their users.

From the Haugen and Kloss era, the social-political era and the combination between both as described by Wiley and Garcia (2016), language planning moved to a critical and postmodern era when language planning (LP) became language policy and planning (LPP). With this shift in theory and approach, LPP managed to construct more critical purposes based on the theory of social control and impact. This theory, hence, led to the creation of 'discriminatory purposes' (Wiley and Garcia, 2016) that aim to limit the manipulation of ideologies on the processes of LPP as explained by Fairclough (2013).

Kummer And Gramley (2008) take a different perspective to dealing with LPP and suggest a spectrum of functions that aims to preserve languages from damages and deaths that can be due to contact, mobility and spread of international languages. Their spectrum suggests three functions that look into "(1) the use or not of a language or variety as a written medium, (2) the development or not of a language or variety for domains in the modern world, (3) the institutional and medial use and spread of a language." (Kummer & Gramley, 2008, p. 3).

2.1.4 Agency in LPP (Who does LPP?)

Language policy and planning is a process that can be executed through bottom-up or top-down agents (Hornberger, 2006; Wiley & Garcia, 2016). The latter approaches to LPP can determine the type of agents that do language policy and planning. Jahr (1992); on the other hand, considers LP as being controlled by programs that are assigned by either official or private committees that prescribe linguists to create the criteria of these programs.

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Considering that LPP as a top-down or a bottom-up process should not ignore the fact that policies have the ability to be interpreted or reinterpreted by other bodies such as "policy intermediaries, agents, administrators, or arbiters" (Johnson, 2013; as in Wiley & Garcia, 2016, p. 48). Another classification by David (1988) discusses language planning from a socio-political perspective and identifies the agents as official professionals from different domains, namely, sociologists, political scientists, linguists, educators, writers, or national language academicians. Differently, bottom-up and top-down agents are divergent from those discussed by Johnson (2013) since he links the top-down process agents to national and official-state and the bottom-up process to the non-official bodies such as parents, teachers, schools, and community individuals (Wiley & Garcia, 2016) that through their socio-linguistic practices force language policy changes.

Discussing the socio-linguistic practices leads us to Weinstein's distinction between agents that dictate change through socio-linguistic practices. Weinstein (1983) believes that change can occur from governmental-explicit planning or from implicit-influential individuals known as 'language strategists'. These language strategists belong to the bottom-up process which agents have been further discussed by different language policy makers and planners in the field. For instance, Hornberger (2006) describes them as indigenous "mother tongue readers and writers" (p. 11) in the case of Quechua. Another classification of agents is provided by Wiley and Garcia (2016), who advocate the role of influencing policies to parents and families. However, they limit families' role in transmitting language spoken at home to their kids who would become bilingual speakers which is in return encouraged by governments or states. The bottom-up approach to LPP -even if it appears to be realistic since it reflects the

actual needs and practices of societies- remains common only in 'indigenous communities' (McCarthy, 2011).

Language planning as it can be influenced through bottom-up processes, it can be dictated by governing bodies at national or international levels or by local or institutional bodies (Sutton & Levinson, 2001; Wiley & Garcia, 2016). The institutional bodies in their discussions for language policy and planning consider both micro and macro discursive practices (Sutton & Levinson, 2001). The top-down approach is usually visible in the public interventions made by state or local levels (Gazzola & Grin, 2010). These interventions are a result of choosing languages to be used, to what level and in what territory which makes it problematic especially in diversity contexts.

2.1.5 Criticisms of LPP

Every field of study and its theories encounter criticisms concerning its nature, definitions, or practitioners. The field of language policy and planning does not create the exception of this case since it has received several critiques about its nature and practices. Zaidi (2013) describes that planning is argued to be a 'biased and non-hygienic' concept because, in its nature, it aims to influence or change a situation. Changing or influencing situations in LPP is processed by different agents who intentionally or unintentionally have their own ideologies, views, or interests that can benefit specific agendas over others (Allmendinger & Chapman, 1999) which may lead to detriment the people's lives through planning instead of improving it.

Allmendinger and Chapman (1999) go further with their criticism and describe planning as synonymous to 'ideology' in terms of serving powers. They also argue that "planners themselves are having their technical and apolitical stance challenged

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by the increasingly political and inclusive nature of the subject" (p. 4). In other words, practitioners of language planning are influenced by the ideologies by the most powerful and implement that in their planning of languages. Zaidi (2013), on the other hand, summarized most of the critiques in the following questions:

> Who plans language? Why? For who? Is LP cement that binds people (nation building)? Is it divisive? Are there hidden ideologies in LP? Is LP hegemonic? Does it create a class of subalterns? Is LP only a macro phenomenon (affecting a society, country, or state), or is there a micro dimension to it too (the family as a language planner)? Is there such a thing as family/home LP enforced by those members of the family who wield power (e.g., parents)? Is LP [sic] a result of ideology? Does it have anything to do with, say, language attitudes and diglossia? Does LP empower anyone? If yes, who? (pp. 12, 13)

The questions raised by Zaidi (2013) summarize most of the critiques that address its nature. As can be observed from these questions, the critiques are mostly oriented towards the following topics: LP agency, LP and ideology, LP and power, and LP and society. David (2008) takes an even radical critique and describes language policy as one of the human reasons that leads languages to change or disappear.

An older critique by Kedourie (1961) addresses the incapacity of linguists and academicians in prevailing change or influence on languages and limits this capacity to other political parties (such as soldiers and statesmen). This claim leaves language planners subordinate to higher powers and servers for powerful agendas. In addition to serving different agendas, the LP field is accused to be nurtured by a specific agenda that aims to spread English through ideologies of 'westernizing, modernity, and neo-liberal capitalism' (Zaidi, 2013).

With all these criticisms 'bombarding' the LP field, there are 'mediating' critiques that accept some of the critiques and refuses the other claims. Among these mediating

critiques, we find Fishman (1994) who advises planners to acknowledge the fact that language planning is "neither ideology-free nor does it have an inbuilt moral code" (p. 96) and describes it as a gadget in the hands of people who have specific purposes such as ethnicity-, nativism- and tradition-supporters.

Bianco (2010) refers to the postmodern era and the theorization that shaped the LPP field during this era. He describes that most of the critiques are a result of "poor theorization" (p. 8) and of a denial to concede rapid expansion and spread of the field. Bianco suggests that critiques should be aware that the field of LPP is reacting to the world's developments which refers to domains of technology development, economic globalisation, mobility and democracy. Furthermore, Bianco (2010) calls for taking advantage of the critiques addressing LP as a method of sociolinguistics which can support upgrading the field in a professional manner.

2.2 Spolsky's Approach to Language Policy

In this section, Spolsky's views on language policy are discussed. These discussions clarify the stand of Spolsky within the study of language policy and help to locate the present research within the background it chose to follow, that is Spolsky's theory of language policy.

Spolsky's approach has been selected in addressing the current study's framework; therefore, it is important to understand his views and perceptions about language policy. According to Hult (2018), who shares Spolsky's perspectives, language policy "[is] created and implemented by individuals, their beliefs are a key consideration" (p. 40). In other words, language policy process is a bottom-up approach that is initiated from the beliefs of people about languages.

Spolsky's main definition of language policy which became very crucial in language policy studies is that: "[l]anguage policy has three interrelated but independently describable components— practice, beliefs, and management" (Spolsky, 2009, p. 4). These components are believed to provide for a critical stance towards language-policy making by defining its scope and aims. The aims and scope of language policy can be interpreted in the clarification of its components. Inclusively, language policy components contain equal-share of importance in determining the process of policy-making. The first component, practices, implies "the observable behaviors and choices" (Spolsky, 2009, p. 2) which means they are the favoured actions of people. Spolsky (2009) adds: "[practices are] what people actually do … they constitute policy to the extent that they are regular and predictable" (p. 4). In this definition of practices, the key word appears to be 'actually' since it reflects the importance of 'reality of language practices' which should be interpreted into policies regarding language.

Similar to the relevance of the 'practices' component, the 'beliefs' component has equal importance since it is one of the bottom-up components to language policy along with practices. Spolsky (2009) defines beliefs as: "the values or statuses assigned to named languages, varieties, and features" (p. 4). Most importantly, those statuses and values are mainly established by people in translating their beliefs and perceptions into realities about languages. Differently, the nature of the third component, management, has a different nature since it is the representation of the top-authority in the process of making language policies. Spolsky (2009) defines management as: "the explicit and observable effort by someone or some group that has or claims to have authority over the participants in the domain to modify their practices or beliefs" (p. 4). In this definition, Spolsky (2009) admits the power of these components in 'modifying' the

actual practices and beliefs of the speech community; and he adds that it is "[the] law established by a nation-state (or other polity authorized to make laws) determining some aspect of official language use: for example, a requirement to use a specific language as language of instruction in schools" (p. 5). In other words, management authorities are the 'official law-providers' in policy-making process.

In addition to language policy components, Spolsky adds other conditions to his theorizing of language policy for independent nations. These conditions are "national ideology, English in the globalisation process, a nation's attendant sociolinguistic situation, and the internationally growing interest in the linguistic rights of minorities" (Albury, 2015, p. 1). Spolsky's conditions go hand in hand with the components of language policy as they address areas related to the main influential topics in language policy such as reigning ideologies, globalization, social impact on language selection, and linguistic rights. Those conditions have been interpreted in Spolsky and Shohamy's (2000) definition of language policy which implies that LP is born from combination of 'educational, social, political, cultural, religious and economic realities. However, Spolsky (2007) focuses more on the social aspect of language policy and describes it as: "… essentially a social phenomenon, dependent on the consensual behaviors and beliefs of individual members of a speech community" (p. 2) which makes the practices of individuals within a speech community crucial to making-policies through a social perspective.

2.2.1 Spolsky's Theory of Language Policy

For Spolsky (2005), language policy "not just the regular patterns of choice, but also beliefs about choices and the values of varieties and of variants, and also, most saliently, the efforts made by some to change the choices and beliefs of others" (p.

2152). In this, Spolsky conveys that management has the capacity of manipulating people's beliefs and practices through different language laws and policies. Notably, Spolsky prefers the use of the term language management to the terms of language planning or engineering because of the directive capacity that the word management has. Spolsky (2005) conditioned the study of language policy to an important step which he described as careful study of language practices and attributed it to Dell Hymes of ethnography of communication and ecology. This step is important, from Spolsky's perspective because of its relevance in understanding the ecology between the language and the environment it is being practiced. The ability to understand ecology can help, according to Spolsky (2005), in considering official and non-official policies and social repertoire, and in measuring the existence of language policy in different contexts such as society, policy, economy, culture, religion, and ideology. Spolsky (2005) clarifies that the previous contexts are key component to any description of language policy and ignorance of one can considerably limit that description.

Despite the power of language management, Spolsky (2005) explains that: "… language policy exists even where it has not been made explicit or established by authority" (p. 2153). In other words, policies exist in the beliefs and practices of the people and are also a driving force to the creation of language policies. Spolsky (2005) denotes that beliefs and practices are able to reveal the lack of credibility of many formal and written policies in many countries. The ability of these two entities (beliefs and practices) comes from their capacity of "forming a consensual ideology, assigning values and prestige to various aspects of the language varieties used in it" (Spolsky, 2005, p. 2153). Henceforth, Spolsky (2005) divides the theory of language policy into

four main areas. The first area is related to the explicit and implicit policies; the former refers to language management and the latter deals with the practices, beliefs and ideologies of people. The second area is to language varieties and the individual aspects of a language (such as pronunciation, style, and others). Another area, the third, is the operation of speech communities; in other words, language policy is presented through speech communities that have social, religious or political characteristics. The last area deals with the complexity of ecological relationships between the 'linguistic and non-linguistic elements, variables and factors' (Spolsky, 2005).

The previous areas of language policy address the visible national, local or official languages. However, Spolsky (2005) explains that second languages can add to the complexity of language policies through immigration or intermarriage that emerges through a 'socialization process'. This process is mostly exercised in schools because they are the main responsible for developing linguistic competencies of young individuals or in other domains (workplace, media, church, and many others). In the same context, Spolsky (2005) suggests that English is the global language as a result of two factors; the first factor is related to language management which represents government's decision to develop it in their context, and the second factor is the individuals' decisions of acquisition that are triggered by individual choices and purposes of acquiring it. Spolsky (2004) explains that most nations failed to manage the spread of English language and were obliged to cope with its spread in their language policies and he described it as a "… tidal wave of English that is moving into almost every sociolinguistic repertoire" (Spolsky, 2004, p. 220). To illustrate, Spolsky (2005) gives example about French former colonies that still struggle with the colonial power (French language) over the official identities (Arabic language). These former

colonies are characterized by taking a monolingual approach to language policy; in other words, their language polities are monolingual. However, many have started to consider language rights, as in the case of Algeria who announced Tamazight as second official language in 2001 (Belmihoub, 2015). Along with the struggle between official and colonial language, these countries, as Spolsky (2005) clarifies, are obliged to deal with the 'tidal wave' of English that emerged as a result of globalization and turned monolingual policies into 'mere and unrealistic' policies to the 21st century standards.

As part of his theory of language policy, Spolsky (2005) determines four forces or conditions that shape the development of language policies of a nation: "the sociolinguistic situation, the national ideology, the existence of English as a world language, and notions of language rights" (Spolsky, 2005, pp. 2157-2158). Albury (2015) describes these forces as 'core motivations' that connect or overlap to determine or change language policies by condition of taking local contexts and policy realizations into account. The first force, the sociolinguistic situation, is "a set of beliefs influenced by national or ethnic identity claims…, the recent pull of English as a global language, and the even more recent pressure for attention to the rights of linguistic minorities" (Spolsky, 2005, p. 2159). This definition of sociolinguistic situation appears to be a combination of three components that are beliefs, English as global language, and linguistic rights. In fact, Spolsky (2005) sees the sociolinguistic situation as a major force that determines the development of language policies. Similar in function is the second force that is national ideology. The national ideology is a representation of all the beliefs and attitudes that can shape language policies. The third force, on the other hand, is the existence of English as a world language. This

force, as has been explained earlier, is 'the tidal wave' of English that forced many nations to move from monolingual policies to more 'bottom-up' policies. The last force is the notion of language rights. This force is described as a major force to develop national policies (Spolsky, 2005) because of its importance in maintaining linguistic rights through UNESCO guidelines and starting from the 20th century. All in all, the combination of all the previous forces creates a model to language policy which Spolsky called for testing it through considering ethnography of language policy and bottom-up perspectives against top-down bureaucratic perspectives.

2.3 Language Policy and Planning in Algeria

In this section, the Algerian context is clarified and its practices are simplified. By addressing the context, its particularity becomes apparent to the reader and the researcher who can later relate findings with context facts.

2.3.1 Overview on the Algerian Context

The present section provides an overview on the geography, history, languages and language practices and attitudes in Algeria.

The People's Democratic Republic of Algeria is a North African country with the largest area in the continent and 10th largest in the world with a total area of 2,382,741 square kilometres (IBP Inc, 2015). It has 42,649,730 million of inhabitants (Worldmeters, 2019) who are originally Amazigh or Berbers, and later Arab especially after the spread of Islam (Library of Congress, 2008). Algeria has 998 kilometres miles of Mediterranean Sea coastline in the up North, highlands and green mountains in the mid-East (Library of Congress, 2008) and 80% of desert in the South (Kiprop, 2019). Its weather is mostly Mediterranean in coastal lowlands and mountain valleys and Hot

in deserted areas especially in summer. Kiprop (2019) describes that Algeria is bordered by Morocco, Mali, Libya, Tunisia, Mauritania, Niger, and Western Sahara.

According to reports by the Library of Congress (2008), the Algerian history dates back to prehistory when the Maghreb inhabitants were invaded by the 200,000 B.C and the Neolithic civilization in 2000 B.C. later, trades between Phoenicians and the Maghreb Berbers shaped the 900 B.C era to later be ruled by the Roman Empire in the A.D. 24. Until this period, there were no Arabs in Algeria or the Maghreb, but after the spread of Islam by Umayyads and the Abbasids in 711, Berbers converted to Islam and Arabs co-inhabited Algeria along with Berbers.

Another important chapter in the Algerian history is the French colonization. This colonization still has its visible effects on Algerian linguistic, economic and political spheres. Algeria was colonized by the French colony in 1830 and has its independence on the 5th of July 1962 (Benrabah, 2004). During this colonization, Algerians participated in World War I and II taking the side of France as exchange of independence promise; however, the French did not fulfil this promise. Therefore, the Algerians initiated their war of independence in 1954 (Library of Congress, 2008).

Algerians and the variety in their ethnicity (Berber and Arab) have shaped language mapping in Algeria. Algeria has 99% of Berber and Arab population and the remaining 1% is presented by European inhabitants (Library of Congress, 2008). The country's official languages are Arabic and Tamazight (or Berber language), and French is described as prestige and business language (Belmihoub, 2018). English, on the other hand, is only spoken by 7% of the Algerian population according to Euromonitor

reports that have been conducted in 2012, which allows for speculations about the possible growth in numbers of English language speakers in 2019.

2.3.2 A Rivalry of Languages in Algeria

Algeria as a multilingual context would logically have a rivalry between available languages. The rivalry does not concern only official or native languages, but also has influence on spoken foreign languages in the country. Algerians speak Arabic and Berber (or Tamazight) as their official native languages (Euromonitor, 2012); French as the first foreign language (Benrabah, 2004) and the language of business with 60% of speakers in the country according to Euromonitor reports (2012). English, on the other hand, holds the position of second foreign language in the country (Benrabah, 2004).

In discussing the Algerian linguistic rivalry or dilemma, it is important to refer to Benrabah's views about the matter since he is one of the most influential names on language policy matters in Algeria. Benrabah (2004) discusses the very first linguistic rivalry sign that has been presented in a consensus about the 'assimilation' model that has been adopted by Algeria after its independence from the French colonization in 1962. The 'assimilation model' has been used as a nation-building model where all citizens had to learn and speak the same language to reach national unity. Arabic has been assimilated through Islamic influences to replace Tamazight as the native language of Algerians and to end possible ethnic conflicts. However, Benrabah (2004, 2007) believes that Arabization failed as a national integration model to reduce conflicts. The concept of 'legitimacy' has been hyphenated with the word 'crisis' in the Algerian context to explain the linguistic complex status in the country. Benrabah (2004, 2007) describes the post-colonization impact on the legitimization of

Arabization, the militant diplomacy, and nationalism in the country as an effect of 'cultural rigidity' towards French language during the colonization era.

Another rivalry sign has been explicit in the first Algerian government of the 1960s who adopted a monolingual attitude towards language even if the public attitude was multilingual and multicultural amid the colonization impact in Algeria (Benrabah, 2004, 2007). The Algerian school back in the post-colonization decade served as the 'silent revolution' as has been described by Algerian policy makers (Benrabah, 2004) where Arabic language and culture are to be developed. The Algerian policy did not only aim to establish Arabic as a unifying language, but also targeted the eradication of Tamazight (or Berber) language in the country. At that time, Tamazight was viewed as an issue because it was serving as a 'separating' entity to the Algerian population; therefore, the government relied on children to influence their parents with the Arabization policy implemented in schools as parents influence children with Tamazight at homes.

As can be observed from Benrabah's description about the post-independence policy, Algerian linguistic issues are linked to the very first native languages (Tamazight and Arabic) and became more crucial when foreign language policies were to be established in the country. Another study by Bellalem (2012) provides a comprehensive description of the four developmental periods of foreign language teaching in Algeria. Bellalem's description starts by the colonial period between 1830 and 1962 when the French colonization adopted the 'mission civilisatrice' aim; in other words, changing the language and culture of Algerians to be rendered 'more civilized'. The second period is the post-independence period (1962 - 1979) when Algeria was politically independent but relied on France in several sectors. The Algerian

educational system, for instance, was characterized by bilingualism where French was implemented to teach science and technology and Arabic was used to teach social sciences.

The third period between 1990 and 1999, the French linguistic prosperity was challenged by Algeria's economic and liberal openness towards the West in the 1990s when many British and American firms were initiated to invest in oil industry in Algeria. This caused partial marginalization to French language which was attributed the status of a foreign language that should be taught on the fourth year of primary school. English language, on the other hand, was taught on the second year of middle school which required more demand for English language teachers and led to the spread of more English language departments in most Algerian universities.

Within the same period (1990 - 1999), both native and foreign languages underwent periods of unrest. After the post-independence period, another political lifespan changed the linguistic realities in Algeria. This period is known as 'the black decade' or the political-crisis period which occurred in 1992 and ended in 1999. In this period, Algeria witnessed a complete national unrest due to political and ideological conflicts. In this period, Arabic was announced as the 'only' official language and the use of any other foreign language was strictly forbidden. Another remarkable change is the declaration of English language as the first foreign language instead of French. Amid this law declaration, English was taught starting from the fourth year of primary schools which were in fact used for piloting the new case.

The fourth period is known as the national reconciliation period (from 2000 till present). This period is when the creation of many political and economic reforms in

attempt to bring stability to the country was witnessed. The major decisions of this period involved the re-nomination of French as the first foreign language that is currently taught starting from the second year of primary school, and the marginalization of English language that is still taught starting from the 1st year of middle school (Bellalem, 2012).

A rivalry assessment of local (Tamazight and Arabic) and foreign languages (French and English) in Algeria was a topic of research by many scholars (Banrabah, 2004, 2014; Euromonitor, 2012; Miliani, 2000; Negadi, 2015). Despite the limitations in literature about this matter, international researchers were eager to add more generosity to research concerned with languages in Algeria. Amongst is Coffman's (1992) study for Stanford University in which he discusses the outcomes of bilingual educational reforms (Arabic and French) on freshmen students in Algerian universities. Those students were found to have weaknesses in French without noticeable competency in Arabic. Within this context, Benrabah (2004) called for re-evaluation of language planning in Algeria and probed for 'linguistic democracy' that might be challenging to attain in a country that adopts a top-down approach in its educational planning.

Another rivalry assessment comes from Benrabah (2014), who described a linguistic competition between four world languages (Arabic, French, English and Spanish). He referred to the Ministry of Primary and Secondary Education's initiative to implement English in primary school as a competitor to French to become the first mandatory foreign language in the early 1990s. In fact, I myself was one of those pupils who had to choose between English and French during my fourth year of primary education. At that time, I had no capacity of decision to choose between two foreign languages; therefore, my parents selected French instead of English to guarantee my professional

achievement in the future. This little anecdote of mine agrees with the vote results (Algerians favoured French over English) reported by Benrabah. These results are an outcome of two main reasons: one, English in elementary schools would deny people's right to access "modernity" through French that was thought of as the language of development and economy. Second, the multilingual orientation of the Algerian population led to a denial for considering English and French as rivals and marginalized the "pseudo rivalry" created by the policy makers (Benrabah, 2014, p. 51).

A remarkable change (since the 1990s) in the attitudes towards English was reported in a survey conducted by Benrabah in 2004. The survey targeted the youth and addressed their awareness about the 'unique global position' of English. The youth demonstrated high levels of awareness about the status of English which they selected among other nine languages (German, Arabic, Chinese, Spanish, French, Hindi, Japanese, Portuguese, and Russian). This awareness explains the positive attitudes of the new generation about the importance of English as a global language. A more recent report by Euromonitor (2012) in collaboration with the British Council in Algeria revealed that English is growing in popularity among younger Algerians because of the purposes they use it for. For instance, young Algerians imparted that English language would improve career prospects and increase their exposure and accessibility to social media platforms. Other recent purposes were revealed in Everett's (2014) study after Algeria's 50th celebration of independence. Everett distributed a survey to university students who bestowed favourable tendency towards English over French because of its utility as language of economics and globalization.

These recent factors about the positive attitudes towards English language do not deny the persisting domination of French language with 60% Algerian speakers over 7% of English language speakers in 2012 according to Euromonitor reports. French language might be thought of as a 'prohibiting factor' to English language promotion in Algeria; however, a number of studies (e.g., Miliani, 2000; Negadi, 2015) reveal that French can function as a promoting factor to English language in Algeria. According to Miliani (2000), English has benefited from the political-grounded calls against French language in Algeria. In fact, he describes that it is hard to link psychological, pedagogical or social factors to the growing interest in English language. The political-grounded calls are in no means related to government; however, they are fuelled by political parties (mainly the ones with Islamic-Arabic ideologies) that view French as an 'occupying tool' or 'a symbol of colonization'. Negadi (2015), on the other hand, relates the benefits of French on English to purely linguistic and pedagogical factors. The principles of contrastive analysis have been adopted by Negadi as many others before him (e.g., Creed, 1995; Markey, 1998) who compared between French and English linguistically; however, Negadi (2015) focused on the 'same language family' aspect, and on the syntactical and lexical similarities to explain the easy-access to English when knowledge of French is available.

In a very recent study by Belmihoub (2018), the rivalry between French and English in Algeria is assessed by more recent facts and from the perspective and influence of international bodies. The French and English powers presented in bodies like the French embassy, the British Council, and the American embassy lead the 'linguistic-superiority' attempts in Algeria. As part of the French attempts, a massive program was launched to train 2000 Algerian French teachers. Always on the educational level,

France provides scholarships to Master's students to further their education in France and supply university libraries with publications and books written in French. In contrast, the English attempts are related to the country's main industry of oil and gas. English is mostly used in exporting oil and gas and in collaborations to fight against terrorism. For academic purposes, 13 academic, cultural, and professional programs were provided to Algerians in addition to other exchange programs for cultural and academic purposes.

2.3.3 English Language Policy in Algeria

In this section, an insight into the practised language policy of English language in Algeria is provided.

2.3.3.1 English Language Teaching and Learning in Algeria

Teaching languages and teaching strategies in Algeria went through different stages since its independence till current days. The stages can be divided into three main stages: the post-independence era, the 1980's-1990's era, and the 2000's- current era, which are described below.

i) The post-independence era

Since Algeria's independence in 1962, the Algerian educational system witnessed so many changes. At this stage, a rivalry between three languages was established due to the variety of conquerors (Byzantines, Arabs, Romans and French) that Algeria struggled with (Benrabah, 2014). However, the rivalry remained between three main languages: Berber (or Tamazight), Arabic, and French. Before 1962, the French colonization started its 'civilizing mission' (Benrabah, 2014) that focused on assimilating and acculturing Algerians so that the end goal is having future Algerians with no history or civilization. This policy resulted in a society that only few (18.6%)

of its speakers used Berber in 1962 after it was 50% in 1830, 70% use Arabic language and both code-switch those languages and French language in daily basis (Benrabah, 2014, p. 45).

The educational system after independence reacted to the colonization policies and decided to 'de-French' the system. As a result of that, Arabic was announced as the official national language as it is associated to the Islamic identity of Algerians (Benrabah, 2014). On the other hand, English had no space in the rivalry that existed between the three languages (Berber, Arabic and French) in Algeria after its independence; and it was taught as are other subjects taught. In this stage, English teaching followed many common methods that have been implemented worldwide such as the Grammar Translation method and the Audio-Lingual method (Benadla, 2012). These methods, however, were inherited from the French syllabi that were practised and left from the colonization period; therefore, the learner was perceived as a machine that responds to teachers' stimuli and cannot perform communicatively. This situation remained static until the 1980s and 1990s when new methods were initiated.

The educational system at this era was divided into two main stages: fundamental (primary and middle), and high school (Benadla, 2012) and many 'Arab' teachers were invited to teach in Algeria to root the Arabic identity and eradicate the French influence (Benrabah, 2014). The first stage, fundamental which in total lasts for nine years, had two sub-stages, the first, primary, was six years long and no English was taught at this stage, and French teaching started from the second year. English language, however, marked its presence in the second sub-stage of middle school on the third year of this stage which lasts for four years. The last stage that is high school (for three years) is

the final stage before university; and it is divided into two main streams (literary or scientific streams) that the students choose according to their areas of strength. In other words, students who score well in literary subjects such as philosophy and literature would go for literary streams and the ones who are good at subjects such as mathematics and physics would be oriented for scientific streams.

ii) The 1980's-1990's era

Before this era, Algeria was in a reconciliation period after a century of French colonization; therefore, economic development was not at its most prosperous era. However, by the late 1980s and early 1990s, Algeria witnessed an outstanding economic and liberal openness which started to challenge the French linguistic prosperity in Algeria. This openness was due to the initiation of many British and American firms that wanted to invest in oil industry in Algeria. This caused partial marginalization to French language which was attributed the status of a foreign language that should be taught on the fourth year of primary school. English language, on the other hand, was taught on the second year of middle school which required more demand for English language teachers and led to the spread of more English language departments in most Algerian universities (Bellalem, 2012).

The educational system at this era had to adapt to the needs of this era; therefore, a transitional reaction was taken by the Algerian policy makers. Benadla (2012) explains that in this era, a change from the fundamental school of nine years took place and eventually it was split into primary and middle. The primary school duration was five years while the middle school became four years with a final national exam instead of three. Benadla (2012) also explains that languages were more important and more admired by literary stream students than scientific streams (which had more

subdivisions at this era such as technological, technical, and mathematic streams). For literary streams, English was taught three times a week for each trimester that ends with an exam and two midterms (Benadla, 2012). However, it was taught twice a week for scientific streams with the same processes as in literary streams.

As consequence to these remarkable changes in the educational system, teaching strategies had to cope with the educational alterations by developing curricula using the communicative approach which allowed for addressing goals and objectives through teaching (Benadla, 2012). However, these systematic and purposeful changes were not equipped with necessary actions such as redesigning classroom tools and density to fulfill the communicative approach purposes which eventually led to total failure of implementation of the communicative approach in English language classes.

iii) The 2000's-current era

The third era is known as the national reconciliation period (from 2000 till present) according to Bellalem (2012). This period took place when the creation of many political and economic reforms in attempt to bring stability to the country was witnessed. The major decisions of this period involved the re-nomination of French as the first foreign language and the marginalization of English language.

At this stage, French language had the status of the first foreign language and English as the second foreign language. The first is currently taught starting from the second year of primary school. The latter became five years long instead of six years as it was in the 1990s. However, the second, English language, is still taught starting from the 1st year of middle school which became four years long with a final national exam

instead of four years system (Bellalem, 2012). This era is characterized by establishing different reforms and are to be discussed in the next point.

2.3.3.2 Related Reforms in Algeria (Late 1980s - Current)

The educational system in Algeria encountered different changes that were interpreted into reforms. The good number of these reforms explains the country's struggle with decisions that are regretful in some cases or 'hasty' in other cases. Miliani (2000) goes beyond that description and states that: "[t]he educational system is … taken hostage by jingoistic attitudes expressed in hasty and unrealistic educational reforms" (p. 13); in other words, these unrealistic and hasty attitudes are driven by an urge to end French domination within the educational system walls and to come to "a utopian if not unthinkable: a homogeneous country" (Miliani, 2000, p.14) due to the number of vernaculars spoken by Algerians.

In this section, three reforms are named and interpreted in order to touch upon the orientations of the policy makers and their reactions and approaches to different problems related to English language teaching in Algeria. These reforms are: Russian, German and Spanish teaching withdrawal reform, English at primary school reform, and English language teaching reform.

i) Russian, German and Spanish teaching withdrawal reform

Since education is "… the tool by which the leaders can form the future generations" (Benadla, 2012, p. 145), the Algerian government has always seen benefit in enhancing the teaching of foreign languages through different reforms. Among these enhancements is the reform that entitled the withdrawal of teaching different foreign languages (Russian, German and Spanish) to pupils at middle school in late 1980s (Miliani, 2000). This reform, despite its decisions which might be seen as beneficial

by some, has resulted in a massive unemployment rate to the teachers who used to teach these languages, who were later sent to do other professions such as, librarians, French language teachers, and extra-curricular organizers.

ii) English at primary school reform

Another reform urged the implementation of English language in primary schools starting from the fourth year of the latter in 1995 (Miliani, 2000). This reform was the first attempt of the government to adopt a 'somehow' bottom-up approach since it gave freedom of choice to Algerian pupils and parents to select between two foreign languages (French and English); in other words, pupils were able to choose if they want to study English or French in primary school. This reform was a first in Algeria's history because it was the initiation of official interest in English language. During this period (from 1995 to 1998), 3197 pupils during the first academic year registered for English classes, then 834 joined in the second academic year. After three years of this decision, there were 60,000 pupils registered in total (Miliani, 2000). This reform has been deliberately criticized due to the decision's opposition to "sociolinguistic reality of the country" (Miliani, 2000, p.14); in other words, Algeria as a country at that time was not ready to embrace a new linguistic reform since English was not as popular as it is currently and the attempt to terminate French language domination through English was a 'temporary' solution for a very 'rooted' problem. Therefore, it was strenuous to nominate psychological, pedagogical, linguistic and social reasons to label English as the first foreign language in primary school in the 1990s (Kloss, 1968).

iii) English language teaching reform (the educational reform)

The English language reform is related to the teaching methods and curriculum development of English language in the Algerian school. In 2001, the Ministry of

Education introduced new decisions related to the situation of English teaching (Chelli, 2011). These decisions, albeit their importance to the language teaching, did not interfere in the status of English as it remained the second foreign language after French. After the application of this reform, English was inaugurated on the first year of middle school which enables learners to encounter the language for seven years in total; amongst are four in middle school and three in secondary school (Chelli, 2011).

Nowadays unlike the 1990s period, English became a compulsory course and students do not have to select between two foreign languages (as was the case in primary schools of the 1990s). The decisions of this reform were driven by educational reasons as it was not used for daily communication as it was the case with French language. English language henceforth needed new methods of teaching which could interpret the new decisions and the new visions; therefore, the Competency Based Approach (CBA) could see light on the same year (2001) of inaugurating the English language teaching reform (Chelli, 2011).

The competency-based approach is mainly learner-oriented since it promotes learners' capacities of critical thinking, evaluation, synthesizing, analysing, and communication in different situations and with tolerance to culture (Chelli, 2011). This approach receives considerable appreciation in ELT literature; for instance, Richards (2006) explains that CBA is derivation of the communicative approach and both share the same goal of developing skills and behaviours for communication purposes. In other terms, the learner learns how to master some cognitive and meta-cognitive strategies that enable him to learn by himself (Benadla, 2012).

The applications of this reform received considerable attention in Algerian literature to evaluate its implications on English language teaching. For instance, Chelli (2011) in her evaluation considered the CBA as a 'suitable choice' that matches the needs of the current era. Benadla (2012) agrees with Chelli's views and contemplates that CBA facilitates the introduction of ICTs in English language classrooms in Algeria. Conversely, the approach with its focal points appeared to be 'too good to be true' as it was soon faced with realities that made of its application a difficult process. Mirza (2016) discussed these realities and argued about the failure of teachers to fulfil the aims of the CBA because of the lack of training. Mirza (2016) also highlighted that logistic (size) and demographic (number of students) criteria of the classroom, along with the task design and teaching styles led to an inability to attain knowledge-construction process.

2.3.3.3 Criticism of Reforms Policy

The creation of reforms and the decision-making process have always followed a 'top-down' process which has been described as 'unrealistic' by different Algerian scholars (e.g., Benadla, 2012; Miliani, 2000; Negadi, 2015). Miliani (2000) on so many occasions did not hesitate to describe the Algerian educational system as being "… taken hostage by jingoistic attitudes expressed in hasty and unrealistic educational reforms …" (p. 13) and did not exclude the English language teaching from this description. This is due to the Algerian politicians' attitude that is characterized by impatience since it could not wait for a 'serene climate' that allows language to develop in a natural way (Miliani, 2000).

Similarly, some might think that politicians have this impatience as a result of their aim of developing and giving priority to languages over others, such as prioritizing

Arabic over Berber language (Benrabah, 2014). Another reason to this impatience is the urge of forming new generations with crucial political-linguistic decisions (Benadla, 2012).

Another issue with language reforms in Algeria is related to status planning which is key component of language policy. Miliani (2000) explains that:

> In Algeria, status planning of languages has never been programmed to monitor the interaction between languages and other dialects in an unstable sociocultural environment. The awkward intervention of politicians into matters that respond essentially to smooth mechanisms any society develops inwardly has increased the level of instability characterising the latter. (p. 16)

Miliani's explanation highlighted the source of instability in Algerian education system or reforms which is status planning. The latter lacks programming and leads to linguistic inequality in terms of available languages and dialects in Algeria. Miliani (2000) interpreted this lack of programming by attributing it to the government's urge to enable the fast transfer of technology to Algeria through English language which makes of these reforms "very much like political manoeuvres rather than educational enterprises" (p.18). In other words, these decisions are mostly linked to policy more than they are to education.

The reforms in most of their execution were established through top-down process as has been mentioned earlier; however, the only time they attempted to be bottom-up was when the government launched a choice between French and English languages to be taught in primary schools. Unfortunately, these attempts did not fulfil the expectations of Algerians and the reform failed and clarified "the gap between the decisions taken and the expectations of the people" (Miliani, 2000, p. 23).

The Algerian government in its frequent attempts to enhance educational reforms has always used French language as a "facilitator leading the learner of English to gain time and energy" (Negadi, 2015, p. 497) which makes of English language policy in Algeria a derivation to French language teaching methods and strategies and isolates it from its uniqueness, independence and creativity in making its genuine curriculum and policy which might explain the current struggle to improve the English language status in the country. Miliani (2000) discusses the policies of foreign languages in Algeria and states that:

> As for foreign languages, they are more often than not solicited, more by ambient mimicry than by true conviction or real goals to reach. From the intrinsic linguistic wealth of the country, the national authorities (educational and/or political) have contributed through a host of decrees and laws to jeopardise the very existence of these vernaculars. The aim was to create something that is utopian if not unthinkable: a homogeneous country. (p. 14)

Miliani in his statement about foreign language policies attributed all foreign language policies and reforms to a governmental and political 'dream' of creating unrealistic or even 'utopian' country that lacks clear goals and aims. That is to say, the government's will to enhance and improve foreign languages is present, but it lacks actual execution and planning and mostly leads to unrealistic or unthinkable decisions in most cases. Miliani (2000) goes beyond this perception and accuses the policy makers of using English language reforms as 'a plaster' that covers all the wounds of the educational system. Kloss (1968) also criticized the 'lack of diachronicality' in the decision-making by policy-makers since all decisions were reactions to political or economic situations and have never been backgrounded with educational ground.

With all the history of reforms that were backed with political and economic powers in the past years in Algeria, it is difficult to assume that there will be a change in the

selected processes in creating those reforms. Miliani (2000) describes the current situation of the education system as it "… is still taken hostage by the defenders of the *'constantes nationales'* rarely defined, but always held up against more realistic and suitable reforms" (p. 23). In his description, Miliani explains the resistance of change and its source; in other words, he talks about the 'defenders' of national political continuity that is mainly linked to political groups or recurrent political faces. Hence, the education system turned into a ball that is being played with by these political bodies.

2.4 Linguistic Landscape in Algeria

In this section, linguistic landscape is addressed in a comprehensive manner so that the analysis of Algerian linguistic landscape can be linked to international literature. It is true that a lot can be known about a country from its linguistic landscape. Moreover, its importance is crucial in defining or representing the country's identity. With such relevance driving this field, understanding its 'what', 'how' and 'why' as guiding questions can contribute to apprehend this domain in a comprehensive manner. The 'what' question is related to the far-reaching definitions of linguistic landscape which could create impact on discerning it. For instance, Landry and Bourhis (1997) define linguistic landscape as "[t]he language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings combines to from the linguistic landscape of a give territory, region, or urban agglomeration" (p.25). In their definition, Landry and Bourhis attribute linguistic landscape to all visually-written signs that can be found in open spaces. Another definition by Mensel, Vandenbroucke and Blackwood (2016) focuses on highlighting its area and scope of research. They summarize that "[t]he study of the linguistic landscape (LL) focuses on the representations of language(s) in public space.

Its object of research can be any visible display of written language (a 'sign') as well as people's interactions with these signs" (Mensel, Vandenbroucke & Blackwood, 2016, p. 423). Shohamy (2015), on the other hand, provides a broader definition to the areas where linguistic landscape is involved. He states that:

> LL is a tool of reconceptualization of a language policy concerning public space and man in the social-communicative system. Nowadays LL in multiple works is defined as a construct which beside language elements includes images, sounds, movement, music, smells, graffiti, clothes, food, buildings, history, as well as people involved in the space and interacting with and within LL in different ways. (p. 154).

Linguistic Landscape (LL) is the commonly-used term in literature related to this topic. However, Gorter (2006) considers that another term can have more precision in current urban spaces. The term is referred to as 'multilingual cityscape' (Gorter, 2006) since most signs nowadays are written in two or more languages. This bilingualism and multilingualism in linguistic landscape is predominantly related to two main reasons (Scollon & Scollon, 2003). The first reason is associated to the geographical area where a community of language(s) speakers are located; and the second reason is connected to social and cultural nature and identity of the same community.

The second question word is related to 'how' linguistic landscape first developed and, which branch it derived from, and 'why' it emerged. Abramova (2016) explains that: "[l]inguistic landscape (LL) is a relatively new branch of sociolinguistics which emerged due to an increasing interest in multilingualism, language ecology, and globalization tendencies where languages interact in creating the global environment" (p. 48). From the previous definition, LL appears to develop as an outcome of recent evolutions of language nature and use which were interpreted in sociolinguistic research. In fact, Cenoz, Gorter and May (2017) explain that the first real attempt that

led to the development of linguistic landscape as a study date back to an edited book from the journal of "International Journal of Multilingualism" by Gorter (2006). Contradictorily, Landry and Bourhis (1997) are considered to be the pioneers to provide a comprehensive definition of linguistic landscape. Unlike all the previous assumptions that contribute the first attempts of linguistic landscape to sociolinguistic studies, Rosenbaum et al. (1977) are believed to be the first that analyzed language signs in Jerusalem from the perspective of semiotics and could identify bottom-up and top-down types of signs. Linguistic landscape focused on addressing core issues related to topics of multilingualism and plurilingualism (Gorter, 2006). The issues can be forms of language policy laws, minority languages, and language mobility.

Gorter and Cenoz (2007) attribute the development of linguistic landscape and the excessive use and spread of signs due to "an increasing predominance of of [sic] visual information…" (Gorter & Cenoz, 2007, p. 2). In other words, technology created new forms of linguistic landscape implementations that did not exist in the past. Gorter and Cenoz (2007) give examples of these unusual, yet common implementations which can be found in "… school classrooms, corridors and halls where official boards, children's work, teaching material, notices and ads fill in the walls that were barely used in the past" (p. 2).

2.4.1 Reasons of Linguistic Landscape Spread

Linguistic landscape is a very interdisciplinary domain. Its roots can be found in field of semiotics, sociolinguistics, language policy, sociology, geography, politics, and many others. Due to this variety involved in its nature, there are also various reasons that led to its spread and development as a branch or domain of many disciplines.

Gorter and Cenoz (2007) summarize four reasons that contributed to and also benefited from the spread of linguistic landscape.

2.4.1.1 Multilingualism

The 21st century is usually equated to globalization; this globalization led to increasing numbers of immigration, tourism and spread of minority languages (Gorter & Cenoz, 2007). Consequently, this increase resulted in social, ethnic, cultural and linguistic varieties and in a variety in street signs. Following these developments, linguistic landscape came to answer reasons of these varieties and ensure their equal presence in signs. Gorter (2006) maximizes the role of multilingualism and describes linguistic landscape as 'a new approach to multilingualism'.

There are different studies (e.g., Backhaus, 2006; Ben-Rafael et al, 2006) that dealt with multilingualism presence in street signs or in the linguistic landscape in general. All these studies revealed that the linguistic landscape is an adequate presentation of the community living in the same geographical area who have shared or different characteristics such as code-switching, bilingualism and culture.

2.4.1.2 English as a Lingua franca

English language is currently the lingua franca of the world (Seidhofer, 2005). Therefore, it has much presence in linguistic landscape worldwide (Gorter & Cenoz, 2007). However, the lingua franca factor is not the only factor for its presence in linguistic landscape, but there are reasons related to British Empire colonization and the USA's economic powers (Gorter & Cenoz, 2007). Nowadays, English language is connected to the 'snob appeal' (Rosenbaum et al., 1977) which implies that it has prestige factor on its users and presence in linguistic landscape. English prestige is also linked to modernity, development in technology and internationalism.

The linguistic landscape in reaction to presence of different languages aims to find the linguistic connections of languages used in signs and to explain the divisions within a setting (Kasanga, 2010). In non-English-speaking countries or where English is not the native language, it is paramount procedure to analyze signs in order to discover the language that serves for the informational function and the language whose presence is aimed to enhance identity or to show prestige factor of the brands (Kasanga, 2010). However, Piller (2001) disagrees with Kasanga about the function of English in commercial signs since he believes that English can also have informational function especially for international visitors to the country. Piller (2001) also discusses the role that English can play in non-English-speaking countries and explains that it develops 'an openness' towards the world that can lead to success, future development and sophistication.

Cenoz, Gorter and May (2017) state that: "today it is hard to find a pure monolingual linguistic landscape because of the spread of international brand names or slogans and the spread of English in non-English speaking countries" (p. 234). In their statement, Cenoz et al. (2017) clarified the economic power carrying English language presence in linguistic landscape and paves the way to its presence in LL in the future.

2.4.1.3 Variety in Street Signs

Nowadays, it is very rare for an individual to find monolingual signs while walking in a street; however, these signs' language(s) differ according to the body who established it. Therefore, linguistic landscape became interested in discovering these bodies and their reasons behind selecting the languages on display. Cenoz, Gorter and May (2017) explain that the display can be: "… any display of visible written

language, but not exclusively, also multimodal, semiotic, other visual, and even oral elements can be included" (p. 234).

The display forms of signs (either written, visual, or spoken) are divided into types of signs, regardless their form. The types are top-down signs and bottom-up signs (Landry & Bourhis, 1997). Gorter and Cenoz (2007) explain that: "[o]fficial language policy is mainly seen in top-down signs but it can also affect bottom-up signs" (p. 7); in other words, the top-down signs are interpretation of the countries' language policy laws and the bottom-up signs are 'personal' selections of their owners but can also be influenced by top-down laws which gives them more diverse nature (Landry & Bourhis, 1997).

The difference between the types of signs is not only in the body involved in its creation, but it has to do with languages selected for use. For instance, Cenoz and Gorter (2008) explain that English is more used in bottom-up signs since they have more freedom of selection and are different them top-down signs which usually reflect the nations' culture and identity (Ben- Rafael et al., 2006).

2.3.1.4 The Impact of Language Policy

Since there are different types of signage, governments and decision-makers take the initiative of legalizing and framing the application of those laws according to the identity and culture of the community, but leaves space for private sector's creativity. Cenoz, Gorter and May (2017) describe language policy as: "[a] recurring theme because authorities often include signage as a target of their policies" (p. 239). In other words, when talking about linguistic landscape, language policy becomes an expected topic of discussion since it governs its signage laws in different contexts.

Linguistic landscape laws are not common in all nation, however, the nations that have stated and legalized linguistic landscape signage laws are known to be the most developed in areas of media and education (Gorter & Cenoz, 2007); and it explains their strong orientation to bilingualism and multilingualism (Landry & Bourhis, 1997). Additionally, language policy has dealt with linguistic conflicts that are triggered through signage (Hicks, 2002). An example of that can be the use of minority languages instead of official languages in street signs or vise-versa or their order on the sign which indicates or triggers conflict over linguistic rights.

The presence of languages in signs is believed to demonstrate the status and power of languages (Cenoz, Gorter & May, 2017) especially in areas of political conflict such as in Catalonia in Spain, Israel and Palestine, Quebec in Canada, and many others. Cenoz and Gorter (2008), on the other hand, explain that language policies can have strong impact on protecting minority languages even if the number of its speakers is less than the speakers of the official languages which in most cases indicates the power of top-down policies.

Since language policy has to do with language management. Respectively, language management, according to Spolsky (2009), embraces most of the law-making area of signage-making. It also has the ability to clarify, demonstrate and explain language choices within a speech community area (Spolsky, 2009). Consequently, language policy appears to be guiding linguistic landscape even within the sphere of bottom-up approach since it highlighted its boundaries in a way or another.

2.4.2 Linguistic Landscape and Social Change

Linguistic landscape studies mainly address signage which occurs due to various reasons. Among these reasons is the social, cultural and ethnic variety that has

changeable, evolutional and developmental nature. Logically, whenever there is variety, contact and conflict become more recurrent, so it makes of linguistic landscape studies 'more meaningful (Cenoz, Gorter & May, 2017). Mensel, Vandenbroucke and Blackwood (2016) consider linguistic landscape as: "… a reflection of the role played by language in society/ societies, sometimes directly, sometimes indirectly, and at times distortedly…" (p. 424). Differently, linguistic landscape is the 'mirror' (Gorter, 2012) of a society with its conflicts, harmony, connection and variety that are presented in the signage displayed in its streets, stores, official facilities and others.

Because of its mirroring function, linguistic landscape's role, according to Mensel, Vandenbroucke and Blackwood (2016), allows us to have deeper insights into society, its linguistic diversity, its multilingualism that is a result of the construction of recently developed societies that resulted from mobility, globalization and technology. The latter discussed role of linguistic landscape appears to limit its work to only modern hybridity of 21st century contexts. However, Mensel, Vandenbroucke and Blackwood (2016) also add that it investigates social existence of humans since the past to allow synchronic and diachronic interpretations for social development that interfered in making current signs.

Apart from the functional role of linguistic landscape, it also has a 'symbolic function'. The latter indicates that symbolism is attached to the value and status of a language in the midst of other languages in one sign (Cenoz & Gorter, 2008). Similarly, Landry and Bourhis (1997) describe linguistic landscape as providing 'an index' for the status of languages and their power within a shared area by the same speech community. More particularly, Cenoz, Gorter and May (2017) summarize the role of linguistic landscape in the society as "… giv[ing] us insights on the spread of English and its

relationship to multilingualism, the effect of language policy on public space, the development and visibility of minority languages, or language awareness among school children" (p. 242). They add that linguistic landscape function appears to have linguistic, social, cultural, educational and political implications that impact language users within different contexts (such educational settings).

Subsequently, linguistic landscape could sign its presence in educational settings as it has been captured in recent studies (Cenoz & Gorter, 2008; Dagenais et al., 2009; Dressler, 2015). The focus on languages and educational settings brings into memory discussions of second language acquisition (SLA). According to Cenoz and Gorter (2008), linguistic landscape has a remarkable role in adding to the learners' language input and their considerations about language status and it has the capacity of influencing the linguistic choices. Therefore, signs in school settings have been used (Dressler, 2015) in order to foster and encourage language learning and to direct their awareness towards the importance of acquisition and multilingualism (Dagenais et al., 2009) inside or outside schools.

2.4.3 Forms of Linguistic Landscape in Language Policy

In linguistic landscape literature, two forms or two types of LL are mostly recurrent and carefully studied in all prominent studies of the field. These types are top-down and bottom-up and both serve different functions. According to Gorter and Cenoz (2007), the functions can be either informative or symbolic in street signs or in educational settings. In the latter, bottom-up signs are presented through students' personal contributions and choices of languages in their notice boards; and the top-down signs are the school signs that are used as learning material.

Ben-Rafael et al. (2006) explain that top-down and bottom-up signs are already different types because of the bodies responsible of their creation, but they have linguistic difference since the languages implemented-within are also different. A study by Cenoz and Gorter (2008) revealed that English is one of the main languages that determine differences between official (top-down) signs and non-official (bottom-up) signs with confirmation that bottom-up signs have more diversity (Landry & Bourhis, 1997). Differently, top-down and bottom-up sign differences appear 'blurred' as discussed by Lou (2012), who views that these two types are difficult to differentiate between them because they are "… often blended with the interests of the corporate." (p. 46). In other words, they are connected by interests of both issuing bodies (official and private) who corporate to create acceptable and convenient signs that can well-present the speech community.

i) Top-down linguistic landscape

Top-down linguistic landscape represents the official language policy of a nation and it presents the 'civic authorities' power (Kallen, 2010), but it also impacts signs of bottom-up signs (Gorter & Cenoz, 2007). Specifically, Gorter and Cenoz (2007) define top-down signs as "[t]op-down signs are 'government' signs such as official signs for street names. These signs reflect a specific language policy: road signs, building names, street names." (p. 6). Governments in top-down signs "are expected to reflect a general commitment to the dominant culture" (Ben-Rafael, 2006, p.10) and are demonstrating their 'overt power' (Backhaus, 2006). In other words, governments assign powers to dominant cultures, languages and groups through selection of languages on signs.

ii) Bottom-up linguistic landscape

Bottom-up signs are: "private signs such as the signs on shops and they may be influence by language policy but mainly reflect individual preferences: shops, advertising, private offices" (Gorter & Cenoz, 2007, p. 6). Otherwise speaking, bottom-up signs are the non-official signs that are selected based on personal choices. However, the personal choices are not arbitrarily taken, but are based on 'covert solidarity' (Backhaus, 2006) between members of a speech community and through strategies based on common-benefit (Ben-Rafael, 2006) such as economic considerations, individual preferences, or others. The freedom of sign selection does not make of this type of signs free of problems since they have to cope with "…internationally recognized image (global signs) … local policies, and … own linguistic competencies and those of intended readers" (Pavlenko, 2009, p. 250). This makes of bottom-up signs governed with international, national, and linguistic conventionality conditions despite of their apparent freedom.

2.4.4 Spolsky and Linguistic Landscape

Spolsky (2009) in his 'language management book' starts with the statement "[l]anguage policy is all about choices" (Spolsky, 2009, p. 1) to explain his approach to language policies that should be based on individual choices and interpreted by governmental decisions. In his view, public signage is the duty of language managers in different institutions who reflect their choices into language selections. However, he explains that there are factors that govern these choices. The first factor is known as 'community affinity' and it refers to the institution managers attachment to the community they belong to whose preferences are interpreted in signage. The second factor is 'instrumental accommodation of customers' implies that institution managers in their sign language selection compromise with what customers are used to; in other

words, they keep the signs that the customers are used to and familiar with even if it contradicts with the managers' linguistic preferences.

To explain Spolsky's attributed role to 'verbal signs', Cenoz, Gorter and May (2017) state that: "[l]inguistic landscape items are mechanisms of language policy that can perpetuate ideologies and the status of certain languages and not others" (p. 239). Spolsky (2009) states that: "the study of verbal signs in public spaces has … proved its worth as a tool exploring and characterizing the multiliterate ecology of cities" (p. 75). In his statement, Spolsky clarifies that signs have the ability of shaping the linguistic nature of cities that enable its speakers to communicate and understand the selected languages on signage; and to co-habit harmonically in a speech community. Due to its ability in creating ecological society and cities, Spolsky (2009) attributes this responsibility to the authorities because they have the capacity of creating linguistic landscape policies.

Spolsky and Cooper (1991) conducted a study on linguistic landscape in Israel and managed to identify three taxonomies of LL afterwards. In these taxonomies, Spolsky and Cooper consider all the aspects related to signs; for instance, the first taxonomy deals with the role and usage of signs for different purposes (namely, advertisement, street organization, graffiti, labelling facilities, and others). The second taxonomy addresses the shape of signs and the materials used in their production. The third taxonomy, however, is the only taxonomy that deals with the linguistic nature of signs. Spolsky and Cooper (1991) explain that signs can be monolingual, bilingual or multilingual and this can be defined by authorities who decide based on individual speakers' choices within a speech community. In other words, the top-down decisions should respect the bottom-up choices in creating their political decisions. As

confirmation to that, Spolsky and Cooper (1991) explain that there are three rules that should govern the selection of languages on signs. The first rule accommodates with the linguistic knowledge; i.e., the signs should be written in language(s) that the writers know. The second rule is related to the readers; i.e., the signs should be written in the language that the readers can understand. The third rule, on the other hand, deals with language selection based on preferences; i.e., the signs should be written in the native language of individuals or the language they wish to be identified with.

As has been explained on earlier points, Spolsky attributes signage creation to the management or the authorities. The latter has been explained in his language management theory that aims to identify the way top-down authorities have the ability to manage the linguistic choices of language speakers. Spolsky (2009) have tested his theory in different institutions, but he believes that educational settings are the best test for the theory because management is a rooted-nature in schools. To illustrate on that, Spolsky explains that: "students' language practices are managed as to the choice of language and variety, and style, according to the ideologies and preferences of the school management and teachers" (p. 3). In other words, schools have the ability of shaping the learners' linguistic choices and orienting their preferences by customizing the school signs and language of instruction according to the ideologies of managers and states.

2.4.5 LL in Algerian Context

Algeria is a multilingual and plurilingual context (Ouahmiche, Beddiaf & Beddiaf, 2017); therefore, its linguistic landscape should be characterized as such. Most recently, especially since the late 1990's, new languages have been able to cross the Algerian borders and marked their presence in the Algerian linguistic landscape.

Miliani (2000) explains that the educational wave-changes in 1993 that aimed to replace French with English in primary schools could also impact the environmental landscape in Algeria. For instance, there have been some multilingual signs in airports and roads that incorporated English language.

Nowadays, the Algerian linguistic landscape is shaped by the presence of more than three languages, but these are governed by different factors such as nativism, religion, business, globalization, trends and others. Ouahmiche, Beddiaf and Beddiaf (2017) describe that the three main languages present in linguistic landscape are Arabic (the standard and the dialect), Tamazight and French, but they clarified that there are other languages in the Algerian territory such as English, Chinese, Turkish, German, Spanish, Italian and Russian. The same article explained that English is spreading in Algeria in a way that led French to gradually lose its reputation in the country since it is not fit for scientific research or technology use.

Another description of the Algerian linguistic landscape by Benrabah (2014) captures the use of foreign languages in the landscape. In fact, there was even a rivalry between the foreign languages such as Chinese and French and English and French. For instance, since 1980s and mostly in the 2000s, China became a prominent partner in the Algerian economy, so its presence in construction sites' projects that are undertaken by Chinese companies was logical outcome. This presence challenged the use of French in the linguistic landscape due to business priorities. Benrabah (2014) described this challenge between Chinese and French that is quite visible in one of road signs that did not only prioritize the use of Chinese on the top with clear font, but also presented French at the bottom with very unclear font and some writing mistakes.

Benrabah (2014) compared the presence of Chinese in Algerian linguistic landscape with its presence in other neighboring contexts (Tunisia and Morocco). The comparison revealed that the use of languages in linguistic landscape affected language education in the neighboring contexts. However, this was not the case in Algeria since Chinese was not introduced in educational systems and there are no institutes or language centers that focus on teaching it because there is no demand for that by the public. Benrabah (2014) explained that the Chinese embassy had the intention to spread their language in educational settings, but the Algerian government denied its access to that territory which was fine example of Algerian bureaucracy as described by Benrabah (2014) who also blamed Algeria's stakeholders of slowing down the spread of English language and of prioritizing French language over other foreign languages.

2.5 Needs and Demands of Algerians

It is believed that: "[v]erbal communication helps us meet various needs through our ability to express ourselves" (Leonard, 2012, p. 134). However, communication is not only verbal because it can take different forms such as written forms, non-verbal forms or electronic forms (Prabavathi & Nagasubramani, 2018) that people use to express themselves and their needs. These needs are generally the reason of language spread and they are diverse as explained by Mufwene (2006), who states that: "[t]he causes of language spread are diverse, although they boil down to population contact, obviously under a variety of interactional conditions ... [yet] [p]ower and prestige have often been invoked as the reason" (p. 614). Notwithstanding the power and prestige needs or factors, there are other needs that can be specific to the context due the position of language under research. The Algerian context in this case and the needs

for spreading English language are summarized as social needs, economic needs, political expression needs, prestige and attitudes towards English language.

2.5.1 Social Needs

"Language is indissolubly linked with the members of the society in which it is spoken, and social factors are inevitably reflected in their speech" (Downes, 1998, n.d.). Foreign language is no exception because the society has the ability of defining the use and the spread of languages due to the functions they serve. In Algeria, English started to serve some social functions which can be summarized according to the limited available literature on the topic as language for peace, language of social media, language of famous culture (music and movies), and travelling.

Belmihoub (2015) reflects on the importance of English language in bringing peace to Algeria. He states that: "English has the power to help bring … sociolinguistic peace to Algeria's increasingly … complex multilingual situation" (p. 35). In his statement, Belmihoub referred to Birch's scope that highlights the importance of English in ending conflicts and preserving human rights. This capacity that English language has, especially in a context like Algeria's, helps in maintaining 'linguistic rights' and in preserving 'sociolinguistic harmony'. The reason to that is that Algeria has no colonization history with English speaking countries which makes of English a 'deethnicized entity' (Benrabah, 2007) that most language speakers in Algeria will welcome without 'heart feelings' unlike the case of French that was always equated to the term colonization.

Algeria has history of maintaining linguistic rights, especially when it comes to the country's native languages (Tamazight and Arabic). As has been mentioned in the introduction of this thesis, Algeria follows UNESCO's guidelines to maintain

language rights. Therefore, giving equal rights to Algerian native languages was established in 2001 when Tamazight (or Berber language) was given rights as Arabic after protests and riots claiming for that right (Belmihoub, 2015). Yet, Berber language remains understated in official governmental and territorial usages since its presence is mostly visible in the Wilayas (states) that are inhabited by Amazigh origin Algerians. However, foreign language rights by far have not been fully discussed by the Algerian policy makers and that is due to the top-down policies that took over the language policies in Algeria for decades. In fact, these policies ignored its source of knowledge that is UNESCO's laws (articles number 13 and 26) that encourage multilingualism, polyglotism, and needs and choices of language users in (Friedrich, 2007).

Belmihoub (2015) reflects on the English language role that it can play in the Algerian society from his own readings of Algerian social structures and natures. He states that English has the capacity of creating linguistic ecology and socially-linking Algerians to the global society. In other words, Algerians would be able to have a stable society and policy, to acquire knowledge about the world since most data is transmitted in English language and to develop cosmopolitan individuals that are part of a global community. Similarly, Belmihoub (2018), in a more recent study, clarifies the social usages of English language in the Algerian society. These are: 1) the use of English on internet and social media; 2) the use of English by university students and on their technological devices; 3) the orientation of Algerian scientists towards English language use; 4) the use of English in Algerian press; 5) the need to promote the use of English in tourism sector; 6) the use of English in Algerian music and art; and 7) the use of English by Algerian diaspora. Belmihoub's descriptions of English language

use targeted the actual social usages of the language in the Algerian context; however, there remains other usages of the language that have not been discussed such as English in linguistic landscape and many others that are thoroughly presented in the present research.

2.5.2 Economic Needs

"The Business and management is an inevitable part and parcel of the society for which English is the primary source of language. English is the ideal and preferred language in the business community", states Sekhar Rao (2017, p. 1). Straightforwardly, English is by all means the world's official language of carrying business. English in the Algerian context is associated to fulfilling social needs as it is does to economic needs. These needs are mostly presented in the use of English to achieve economic benefit and prosperity. Belmihoub (2015) explains that English can bring economic peace to Algeria and that is under the condition of reinforcing its use to conduct business to attract international investors to the country. Achieving that would enhance the economic accessibility and political stability.

Differently, in the case of Algeria, French has been for long the official language of business (Euromonitor, 2012). However, this has been recently challenged due to the popularity of English language among Algerians and the establishment of American and British oil and gas companies in the Algerian desert by the end of 1990s (Belmihoub, 2012). In point of fact, knowledge of English is nowadays equivalent to having more career opportunities and more income. To illustrate it, Belmihoub (2018), by referring to Euromonitor reports, states that: "English users of large companies with such professions as secretary, manager, and director tend to earn more than non-English users for the same job" (p. 212). Away from the gas and oil industry, English

language has been frequently used in recent years for marketing purposes. Belmihoub (2012) explains that this is due to the prestige associated to a product when it is marketed in English language. This was interpreted by Belmihoub as an outcome of the Algerians' attachment to French or Arab TV channels that broadcasted advertisements that use English logos or English products.

2.5.3 Political Expression Needs

From a complete personal observation of Algerian politics speeches, it can be affirmed that English was never the language of political expression for national or international purposes. However, some changes have been witnessed on this matter, especially after the smile revolution of February 22nd, 2019. This might be a reason of English language's role in bringing peace as Belmihoub (2015) explains: "a deethnicized English language … promote[s] long-term peace in Algeria, including political, economic and social stabilities" (p. 37).

August 2019 was the first time an Algerian policy maker, Mr. Tayeb Bouzid, the Minister of Higher Education and Research, publicly attacked French language domination and stated that it did not get the country anywhere (Ghanmi, 2019). Since then, there have been more examples of English language use by the minister that took the responsibility of promoting it in Algerian universities and he started using English to address Algerians on his official Facebook page (on: https://www.facebook.com/ministre.mesrs.dz/) in two different occasions. The first speech was meant to congratulate Algerians for the occasion of Aid El Adha (a religious feast for Muslims) and the second was a promise to enhance and develop scientific research in Algeria as part of his duty. In addition to that, there have been many governmental reports that were passed to the publish using Arabic and English

such as the Ministry of Trade Law's new regulation to push store owners to use Arabic as official language and another foreign language on their store boards to guarantee the Arabic nativeness of Algeria (Elbiled, 2019).

2.5.4 Prestige Language in Algeria

According to Merriam Webster dictionary, the term 'prestige' refers to "standing or estimation in the eyes of people: weight or credit in general opinion" (Merriam-Webster.com, 2020). From this definition, prestige appears to be an entity that is developed from the perspective of people involved in a social agreement. Language prestige, however, is "intrinsically bound up with issues of political goals, cooperation, conflict, power and ideology is not only the broader notion of prestige, but also the more specific one of "standardness" in language" (Garrett, Coupland & Williams, 2003, p. 216). In this context, the word standardness refers to the superiority that a language can have in a society due to its preference by language users (Milroy, 2001). Joubert (2010) clarifies that prestige of languages can be gained through conditions of legitimizing their status and through their socioeconomic role. Bierbach (1988), however, links prestige to more wide variety of prestige indicators which are "traits of superiority, status, power, economic level, communicative utility and with traits of beauty, logic, complexity and potential abstraction" (p. 171).

In research related to the Algerian context and prestige, very few studies can be found and the focus mostly targets prestige of native languages such as Arabic after independence and later French in the 1980s and 1990s (Benrabah, 2014). Most recently, English and prestige appeared in Belmihoub's (2018) studies that described English language "as a symbol of prestige and its use [projects] a certain status" (Belmihoub, 2018, p. 217) and equates it to modernization and life sophistication that

was inspired by Hollywood movies. Other prestige functions of English are linguistic, social and economic. For instance, Belmihoub (2018) explains that English "serves as a way for the people to convey linguistic sophistication, membership in an elite group of intellectuals and celebrities, and a modern and open lifestyle …" (p. 217). Economical prestige of English language is portrayed in several anecdotes that Belmihoub (2018) narrated to come to the conclusion that "[there is] a trend in Algeria where businesses capitalize on the prestigious status of English to convey a modern image of effectiveness and great service" (p. 218) even if Algerians do not have enough knowledge about English language when compared to French language (Belmihoub, 2012).

2.5.5 Attitudes towards English

Attitudes are a very prevalent topic in language acquisition literature. It has been referred to in order to address the gaps that occur in language acquisition process and in explaining the English languages spread in the expanding circle to motivate studies on world Englishes (Berns, 2005). Etymologically, the word 'attitude' means "a mental position with regard to a fact or state [or] a feeling or emotion toward a fact or state" (Merriam-Webster.com, 2020). The etymological definition of 'attitude' is not quite different than its language acquisition counterpart because they both perceive attitudes as 'a carrier' or thoughts and feelings. For instance, Bohner and Wanke (2002) define attitudes as "a summary evaluation of an object or thought" (p. 5). Another definition emphasizes one main characteristic of attitudes that is 'stability'; therefore, it is defined as "attitudes are considered to be sufficiently stable to allow for identification and for measurement" (McKenzie, 2010, p. 19). The stability of attitudes, henceforth, is a key element to measure and evaluate attitudes in a systematic and comprehensive manner.

In the Algerian context, English has greatly benefited from very favourable attitudes of the majority of its users and non-users. However, this is also the result, in many cases, of a systematic attack against French, and indirectly against the users of the language, accused of being members of a utopian Francophile party: hizb Franca (Miliani, 2000). This opinion has also been shared by Abid-Houcine (2007), who explains that French has not disappeared, but English enjoys its popularity among Algerians. This can be evidenced by the countless calls of Algerians that urged for having English as their first foreign language according to Middle East Monitor (2018) reports. The latter mirrored the Facebook campaigns that were announced by Algerians against the domination of French and surveyed 12.200 participants to choose between English and French (with 93 percent in favour of English). Any other campaigns are daily launched on all social media platforms with more political, social and economic background due to smile revolution demands that sees in English a hope door for making peace in the country.

The Algerian society has always been known as a multilingual society, so having its members opting for positive attitudes towards multilingualism is no surprise. Benrabah (2007) supported this opinion and clarified that Algeria is a fertile soil to study multilingualism, along with positive attitudes. On the other hand, Belmihoub (2015) called for the investment of the positive attitudes of Algerians towards English language to reach linguistic ecology and language rights, disregarding that these attitudes might be a reaction against the dominance of French language or a method to gain more knowledge. In fact, the current study provides descriptions about the way English language played a role in the political scene in Algeria and the way it was used as a safe choice that brings all Algerians together to share their political, social and

economic demands. This claim goes hand in hand with Benstead and Reif's (2013) idea that prioritizes the role of socioeconomic factors in shaping language choices and attitudes. Benstead and Reif built this idea from a research they conducted in Algiers university where they studied the attitudes of university students on native and foreign languages. Benstead and Reif (2013) stated that:

> … language capacity in Algeria reinforces other salient cleavages, including ethnicity, religiosity, and political economic status. Inclusion of these variables in future studies can contribute to the development of a comparative framework for understanding how language and communication reflect as well as reinforce economic and social diversity and divisions within Arab societies. (pp. 102-103)

If the previous statement of Benstead and Reif implies something, it implies that languages have the ability of creating social, economic and political unity. However, it can also create divisions among societies that link prestige and attitudes to prioritize youth individuals over others due to language choices.

2.6 The Spread of English across the Globe and Its Impact on Algerian Territory

Globalization is a term used to describe the changes occurring in our everyday lives and in society as well as in economy and politics resulting from international trade and cultural exchange. In this section, factors like mobility, lingua franca, English in the expanding circle, and English for peace and democracy are discussed as major factors of globalization impact in Algeria.

2.6.1 Mobility

The openness that the world witnesses in the 21st century has led to many new measures that are undertaken in different fields. In the educational field, student mobility became tremendously popular among students seeking better educational opportunities. Teichler (2007) describes student mobility as 'well-documented growth

trend phenomenon'. Barrioluengo and Flisi (2017) support this opinion and provide a statistical description on the rapid growth of international mobility to Europe by 114% in the first decade of the 21st century.

The reasons behind student mobility may vary; however, they have one ultimate aim, that is better educational experiences. In their description of the objectives of student mobility, Teichler (2007) noted that there is a flow of students to their past colonial countries. Recently, Campus France (institution responsible for promoting French higher education in other countries) in a very recent statistical release revealed that France is the top destination for students from Algeria, then followed by KSA (Kingdom of Saudi Arabia), Canada, UAE and the UK (Campus France, 2019). However, France being the first on the list does not mean that it is persisting its position since it lost 6% of Algerian students going to France to pursue their education between the years 2012 and 2017. The remaining countries (KSA, Canada, UAE and UK) have respectively witnessed growth of 99%, 25%, 26% and 85% between the same years.

The USA that appears to be the first-ranked country in the world in terms of attracting foreign students (ICEF, 2014) holds the 11th position in the rank of countries that represent main destinations for Algerian students with growth of 8% (Campus France, 2019). This growth is expected to increase due to the efforts that are played by the American embassy in Algeria through its educational center. On the official website of the embassy, 15 exchange programs, as appears on (Bureau of Educational and Cultural Affairs, 2020), have been designed to attract different categories of Algerians (women, youth and sportsmen and women). These programs have been very popular among Algerians and this can be explained through the growth of mobility to the USA. Similarly, the UK's educational representative (the British Council) has been showing

strong willingness to promote English language in Algeria and to attract Algerian students. This willingness is interpreted through the multiple programs of teaching that the British Council offers to different categories of Algerians (kids, adults, university students and workers) as appears on its 'Learn English' space on its official website (British Council, 2020). Another example of the success that the UK embassy has been making in Algeria is the agreement between the two countries (Algeria and UK) to create a British school to teach English in Algeria during the smile revolution events (Elbilad.net, 2020). The previous agreement can be described as remarkable in Algeria's history because it contradicts all the previous regime's orientations and actions which can be presented in Bouteflika's agreement with the French president (Francois Hollande) in 2012 to support student mobility to France (Zouaghi, 2015).

The mobility of Algerian students would presumably develop their use of different languages, especially English language since the new destinations that attract Algerian students are either English-speaking countries or countries where English is used a medium of instruction. Chellia (2018) states that "crossing borders towards Anglophone countries can be presumably seen as the best context for promoting English language use" (p. 69). Chellia's statement explains that mobility has the ability of promoting English language use among the mobile students and we assume that it can have impact on the language use in their native contexts because they would be the 'English language ambassadors' that promote the language whether intentionally or unintentionally.

2.6.2 Lingua Franca

The term 'lingua franca' is still flexible in its usage as described by Brosch (2015). The flexibility of usage derives from the multiple implementations in linguistic

domains or sociological domains as vehicular language or trade language respectively. Nowadays, English is agreeably known as the world's lingua franca due to the high number of people learning it, that is approximately 750 million (Graddol, 1997). Zikmundová (2016) attributes its popularity to the fact that it started to be used by international organizations (such as NATO or UNESCO) as the language of communication in meetings or with public. Connectively, there have been a number of studies, such as Barančicová and Zerzová (2015) and Jenkins (2009), that have been conducted on the perceptions of non-native speakers on the use of English as a lingua franca in political or social contexts.

In Algeria, it is difficult to define English as a lingua franca because of the complex history that the country encountered. Baglioni (2018) describes the Algerian lingua franca as a combination between Italian, Spanish, French, Turkish and Arabic in an attempt to explain the sequential history of colonials or intruders in the country and their impact on determining the current lingua franca of Algerians. Benrabah (2014) also suggested that there is a competition between four languages in Algeria including French, English, Chinese and Turkish. Recently, however, the country started to see a new orientation towards English as a lingua franca due to the oil industry in Algeria and the cooperation with English-speaking countries (UK and USA) as explained by Bouagada (2016).

Despite the proliferation of oil industry, Algeria could not really interpret the use of English language in Algeria until recently. During and after the smile revolution, Algerian politicians started using English as a lingua franca whether in national or international occasions. For instance, the minister of developing institutions, Yassine Djerrad, refused a French language translator that was brought by a Turkish investor

and asked to be addressed by either English or Arabic (Aljazairiyoun, 2020). Another example is found in the Algerian minister of external affairs' speech to his French counterpart in English (Journal el Bilad, 2020) or in his press conference with international press (Top Commentaire, 2020). All these examples are anecdotes to a historical change in the Algerian political communication system that used French language as a lingua franca for running business, addressing the public, or communicating with the world.

2.6.3 English in the Expanding Circle

English being a lingua franca enabled it to spread larger than its known borders of inner circle. This spread has been described through Kachru's model (1985) of world Englishes of three-circles, as cited in (Essays.UK, 2018). The circles are presented as the inner circle which presents the native countries or the 'norm providers' of English, the outer circle countries are mostly the past colonies of English-speaking countries, and the expanding circle are the countries that have no colonization history with English-speaking countries. The last circle, expanding circle, is also known as a 'third diaspora' (Ho, 2008) which could emerge due to a variety of reasons that Canagarajah and Ben Said (2009) summarize as globalization that allowed for "a new relationship between communities. Diaspora groups, the Internet, transnational production and economic relation-ships, and the compression of time and space through travel, media and communication" (p. 157).

The uniqueness of the outer circle derives from the challenges it goes through to have its communities cope with globalization by learning English (Canagarajah & Ben Said, 2009). The latter challenge is usually interpreted through policies that aim to fulfil the coping purpose. Additionally, communities in the circle are also addressed differently

in literature, especially in studies of language correctness and structure. An example of that is found in a study by Benrabah (1997), who studied word stress unintelligibility between inner circle speakers and expanding circle speakers from Algeria. Connectively, the third diaspora is believed to have been underrepresented in literature; in other words, researchers from the third diaspora have fewer publications than inner and outer circles (Berns, 2005). However, the number of English speakers in this circle is expected to outnumber the speakers of the inner and outer circles (Ho, 2008).

Algeria, as an expanding circle context, appears to have been negligent of the importance of coping with globalization until very recent years and mostly during and after the smile revolution. The latter resulted in a series of governmental decisions that aim to value and promote English language in the countries. Among those decisions is the Minister of Higher Education and Scientific Research's decision to develop scientific research and give a global status to Algeria by writing MA and PhD theses in English language instead of French or Arabic (Zayed, 2020).

2.6.4 English for Peace and Democracy

"English was considered divisive" (Kennett, 2011, p. 2). The previous statement by Kennett on a publication by the British Council may seem absurd, but it is a description of the past role of English as a tool of creating different social classes and of colonization. However, Kennett (2011) argues that world conflicts (such as global warming, post-war issues and others) can be solved through good communication. Therefore, English language is currently the communication tool that has the ability of solving miscommunication between argued groups, communities and countries which

in fact qualify it to be a 'language for peace'. It has also been used in EFL classes to promote the concept of 'peace' (Abid, 2016).

The use of English for peace has started to take place since the 1990s. According to Freidrich (2007), the emergence of different Englishes has the ability of exploring peace linguistics and peace sociolinguistics since both could not receive enough testing since their initiation. On the same perspective, it is believed that "English has the power to help bring socioeconomic prosperity and sociolinguistic peace" (Belmihoub, 2015, p. 35). However, Belmihoub limits that to the Algerian context and describes the concept of 'positive peace' within the same context believing that Algerians have positive attitudes towards English since they have no diplomatic issues with English-speaking countries; therefore, there is no fear of 'negative peace' in Algeria and a framework on positive peace can be developed. Within this framework, Belmihoub (2015) suggested English can bring positive peace in Algeria by improving socioeconomic and sociolinguistic peace, but he described the negative peace of policy makers in Algeria because of the negative attitudes they have towards English language and the favoring attitude they have towards English. However, these negative attitudes that Belmihoub (2015) described have been replaced by very positive attitudes that were interpreted through decisive political decisions that aim to promote English language use in Algeria. These decisions prove that there is mutual positivity from top-down and bottom-up bodies to promote English and use it as language for peace as it will be explored in the current study.

2.7 Summary

The second chapter discussed the major studies on language policy and planning such as Baldauf and Kaplan (2004), Cooper (1989), Fishman (1968), Fox (1975) and Nahir

(1977). It also focused on explaining the adopted approach for the research, that is Spolsky's (2004, 2005) approach to language policy. Additionally, the chapter provided the background research on language policy and planning in the Algerian context such as Bellalem (2012), Belmihoub (2012, 2015, 2018), Benadla (2012), Benrabah (2004, 2014), Euromonitor (2012) and Miliani (2000). Moreover, the chapter delved into topics of related focus to the research such as linguistic landscape, needs analysis of Algerians, and globalization factors.

All in all, despite the existence of many studies on language planning and policy in various contexts, including Algeria, it is believed that there is still a need for new studies especially on the influence of smile revolution on language policy in Algeria and the relationship between English language and the protests of the smile revolution. This justifies the need for this current study whose methodology is described in the following chapter.

Chapter 3

METHODOLOGY

3.1 Research Design

The current study follows a mixed methods approach in its research design. Both quantitative and qualitative data are collected; in other words, both closed-ended and open-ended data are collected (Creswell, 2014). This method has been selected because of its focus on what is appropriate and practical in relation to the research questions (Tashakkori & Teddlie, 2003) and on the selected context where questions are to be implemented (Riazi & Candlin, 2014). Creswell (2014) clarifies that mixing data is a means that "provides stronger understanding of the problem or question than either by itself" (p. 264). The mixed methods procedure also bridges between positivism and constructivism (Johnson & Onwuegbuzie, 2004); in other words, it provides descriptive and numeric data that support the research aims. In fact, most studies that were conducted in the Algerian context on English language policy and/or current English language practices (Belmihoub, 2017; Benrabah, 2007; Euromonitor, 2012) have followed either quantitative or qualitative (or descriptive) methods in their research design. The present study, however, aims to contribute to the vitality of research on the subject matter and update existing numeric facts and support them with qualitative/descriptive data. In this way, 'complementarity' (Riazi & Candlin, 2014) between research data from quantitative and qualitative data becomes attainable since there are more chances of gaining 'complete understanding'.

Mixed methods research designs are divided into two types: the concurrent and the sequential (Driscoll, Appiah-Yeboah, Salib, & Rupert, 2007). The first, concurrent, means that both types of data (quantitative and qualitative) are collected at the same period of time while the second, sequential, implies that one type of data (quantitative or qualitative) is collected first so it builds to the other type of data (Creswell, 2014). In this research context, the concurrent mixed method type is followed since it goes hand in hand with the design of 'convergent parallel mixed method' (Creswell, 2014). This design (the convergent parallel mixed method design) was followed because in this design "the researcher collects both quantitative and qualitative data, analyzes them separately, and then compares the results to see if the findings confirm" (Creswell, 2014, p. 269). It is also believed that this type of design provides detailed qualitative and quantitative data from the participants to arrive at final results and conclusions. Figure 3.1 clarifies the way quantitative and qualitative data are interrelated in convergent parallel mixed methods.
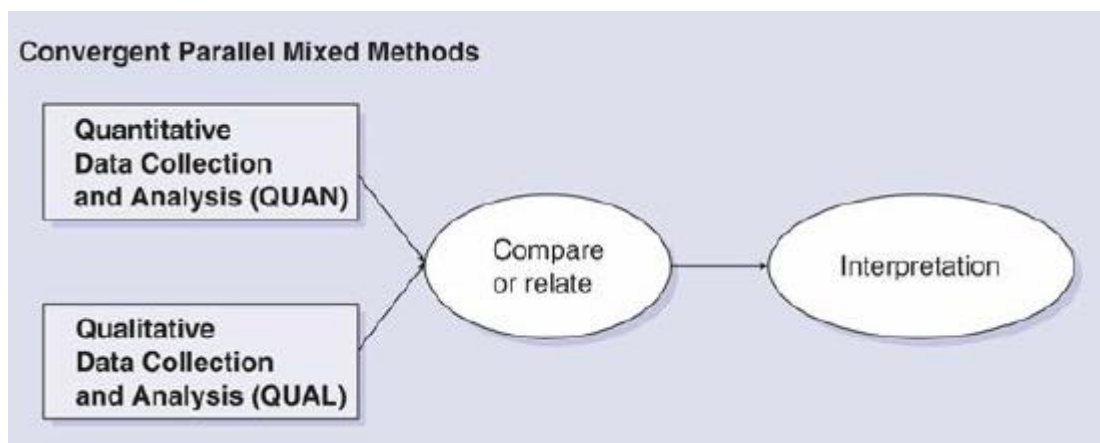
Figure 3.1: Convergent parallel mixed methods design (Creswell, 2014, p. 270)

The way the philosophical worldviews, research design and data tools were connected in the design of the present research is presented in Figure 3.2.
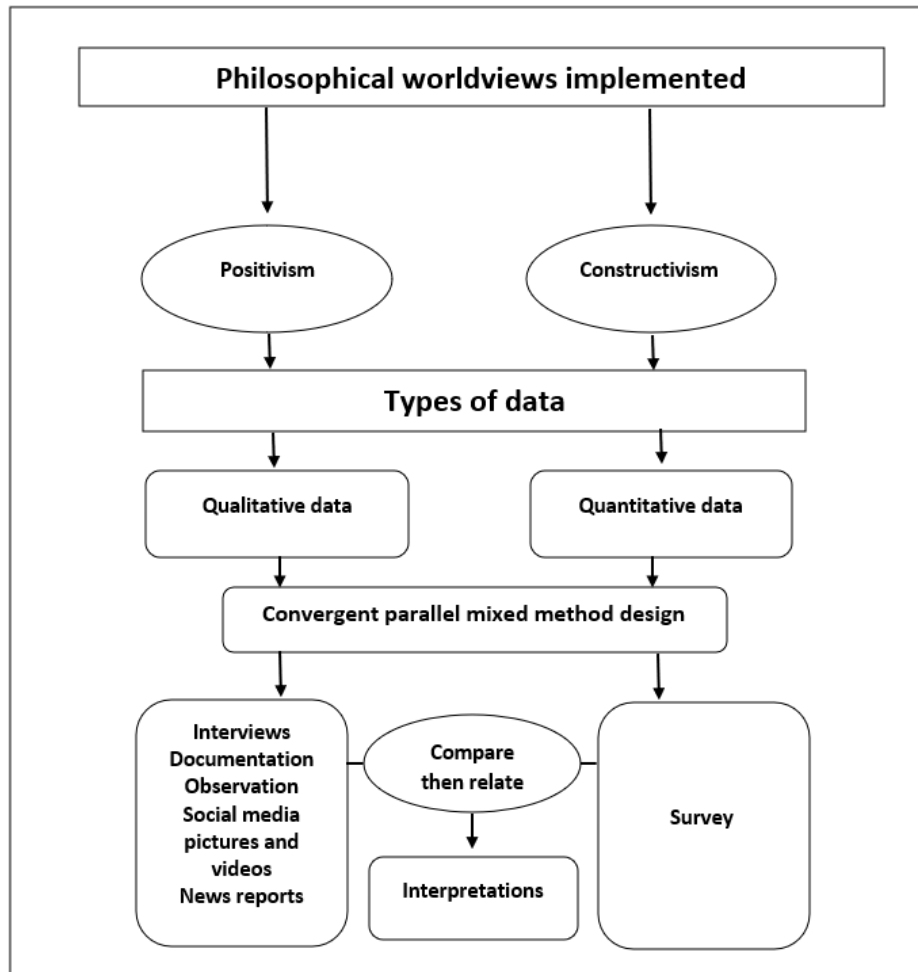
Figure 3.2: Research design of the study

The diagram highlights the necessity of using mixed methods research design because of the variety of data collected. Both sources of data (quantitative and qualitative) are equally dominant in the present research because they serve to answer each research question of the study.

3.2 Context

The study was conducted in Algeria mainly at two different universities (Mohamed Khider University and Hadj Lakhder University) as well as other sixty two universities through online tools (Google Forms survey). The first university, Mohamed Khider University, is a state university that is located in the south of Algeria. The university has in its establishment seven faculties (science and technology; humanities and social

sciences; exact mathematical sciences; natural and life sciences; economic, commercial and management sciences; arts and languages, and; law and political sciences) and one institute of sciences and techniques of physical activities and sports with multiple laboratories. The university provides BA, MA and PhD programs in different faculties and departments and it is ranked 16th in the list of best universities of Algeria (SCG, 2020).

The second university, Hadj Lakhdar University (Batna 1), is also a state university, and it is located in the east of the country. This university has six faculties (materials sciences; human and social sciences; Islamic sciences; economic, commercial and management sciences; law and political sciences; and language, Arabic literature and arts) and two institutes (veterinary and agronomy sciences, and architecture and urbanism). All the faculties in this university have BA, MA, and PhD programs which have qualified it to be the 3rd best university in Algeria (SCG, 2020).

These two universities are the universities that contributed the largest population to the study. The reason behind choosing these two universities is related to two main factors: the first reason is related to the fact that south contexts are underrepresented in most Algerian literature, and the second reason is related to geographical factors; in other words, the east university is close to the researcher's city. On the other hand, more participants participated in the current study through online tools (Google Forms). The students that participated in the study are from 64 universities in total, including affiliated centers, institutes, national schools and branches located in all the Algerian territory (south, west, east and north). The online data collection tool has been used to touch upon a larger space of Algeria, which is the largest country in Africa, and to measure location-specific opinions if available.

3.3 Participants

The participants in this study have been selected according to the scope of the research area. The participants are divided into two main categories. The first category is the main participants and it is represented by students at tertiary level and university teachers. The second category, however, is the subsidiary participants and it is represented by social media influencers and/or Youtubers, shop/restaurant owners and Algerian diaspora in foreign countries. Illustration of the division of participants is visible in Figure 3.3.
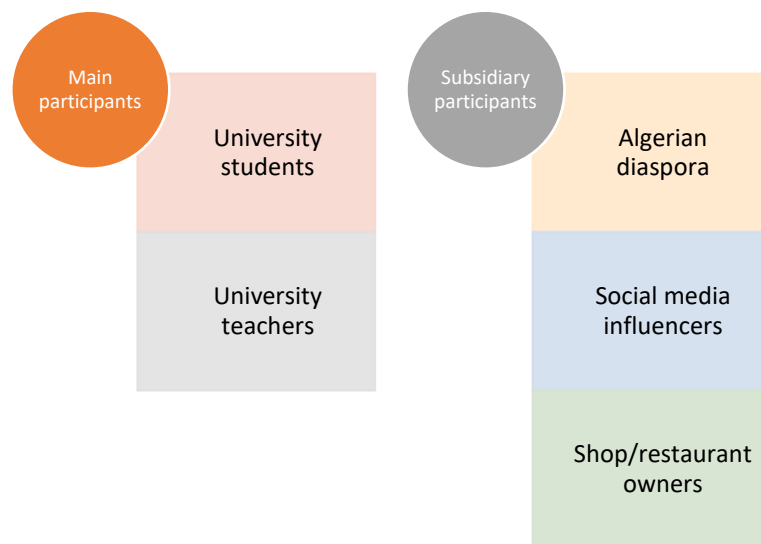
Figure 3.3: Research participants

3.3.1 University Students

The university students represent the main participants of the present study. The number of these participants is 200 students (amongst are 71.5% males and 28.5% females) affiliated to 64 universities in the Algerian territory and study at 57 different departments. This category of participants is considered as the main category because they are the largest sample of this research and they represent the bottom-up intellectual category which has the capacity of and a word in creating change whether

through their regular participation in the smile revolution (every Tuesday since February 22nd, 2019) or due to their age category (youth) which is crucial in defining different domains of language use (such as scientific research, work, social media, travelling, English culture influence through music or cinema, and many others) in Algeria. University students can also reflect on their previous educational experiences in primary, middle and high schools and determine the presence of or suggest improvements on the English language educational use at schools.

The age distribution of this population shows that there is relatively approximate distribution all the age categories. For instance, the age category of 17-20 was presented by 8.5%; the second category (21-24) was presented by 32%; the third category (25-27) was presented by 20.5%; the fourth category (28-30) was presented by 14.5%; and the last category (31+) was presented by 24.5%.

Algeria is a very spacious country; therefore, the study aimed to cover the majority of its space so the results can be generalized over the population (as part of ensuring external validity). The students in this study are 39% from the east, 13% from the west, 19.5% from the south and 28.5% from the north. The values of participation from each side of Algeria are approximate to the other which means that the study could balance the number of participants in each side of the country.

The majority of the participants in this study are multi-linguals since 42.5% speak three languages (Arabic, French and English; Tamazight, Arabic and French; or Arabic, Turkish and French), 10% speak four languages and 1.5% speak five or more languages (Arabic, French, Tamazight, English, Dutch, Spanish, German, Turkish), 32% are bilinguals (Arabic and French, Arabic and Tamazight, or Arabic and English)

and 14% are monolinguals (Arabic language). The university students come from different educational backgrounds; however, the majority were BA and MA students with 40.5% and 49.5% respective percentages. The PhD students constitute 10% of the large population of 200 students.

Table 3.1: Demographic data of the student participants in the survey

	Category	Frequency (N)	Percentage (%)
Gender	Male	143	71.5%
	Female	57	28.5%
	Total	200	100%
Age	17-20	17	8.5%
	21-24	64	32%
	25-27	41	20.5%
	28-30	29	14.5%
	31+	49	24.5%
Number of Spoken Languages	1	28	14%
	2	64	32%
	3	85	42.5%
	4	20	10
	5 or more	3	1.5%
Location	East	78	39%
	West	26	13%
	South	39	19.5%
	North	57	28.5%
Educational Level	BA	81	40.5%
	MA	99	49.5%
	PhD	20	10%

These students are distributed in 64 national state universities, institutes, or university branches as appears in Table 3.2.

Table 3.2: Universities of university students' affiliation

Universities	N	%
20 Août 1955 Skikda	1	.5
Abdelhafid Bouleswaf University	1	.5
Abdelhamid Ibn Badiss	1	.5
Abou Kassem Saadallah	1	.5
Abu Bark Lkaid	1	.5
Adrar University	1	.5
Ahmed Zabana Ghelizane	1	.5
Algiers 1 University	4	2.0
Algiers 3 University	7	3.5

Ali Lounici	1	.5
Amir Abdelkader University	1	.5
Ammar Thelidji Laghouat	3	1.5
Badji Mokhtar Annaba	7	3.5
Ben Youssef Ben Kheda	1	.5
Bouzereah University	2	1.0
Constantine 1 University	2	1.0
Constantine 2 University	1	.5
Constantine 3 University	1	.5
Djilali Liabes	4	2.0
Docteur Moulay Tahar Saida	1	.5
ENPO	1	.5
ENSB	1	.5
ENSET	1	.5
Farhat Abbas University	6	3.0
Ghardaia University	1	.5
Hassiba Ben Bouali university	2	1.0
Higher Institute of Sciences	1	.5
Houari Boumediene	5	2.5
Ibn Khaldoune	3	1.5
Institute of Veterenary Sciences Constantine	1	.5
Jilali Bounaama Khmis Meliana	7	3.5
Kasdi Merbah Ourgla	11	5.5
Khenchla Universiry	2	1.0
Larbi ben Mhidi University	4	2.0
Mohamed Ben Ahmed 2	1	.5
Mohamed Boudiaf	4	2.0
Mohamed Bouguerra	4	2.0
Mohamed Khider Biskra	10	5.0
Mohamed Lamine Debaghine	1	.5
Mohamed Seddik Ben Yehya	1	.5
Morsli Abdallah	1	.5
Mostafa Ben Boulaid	8	4.0
Mouhamed Boudiaf	1	.5
National School of Computer Sciences	1	.5
National School of Management	1	.5
Oran 1	11	5.5
Oued University	2	1.0
Saad Dahleb Blida 1	13	6.5
School of Commerce and Trade	1	.5
Setif 2 University	1	.5
Tahri Mohamed Bechar	2	1.0
Tamenraset University Center	1	.5
Tebessa University	1	.5
Tipaza University Center	1	.5
UMBB	2	1.0
University 8 May 1945	1	.5
University Batna 2	5	2.5
University Center of Tisemsilt	1	.5
University Hadj Lakhdar	22	11.0
University of Boumerdes	3	1.5
USTHB	4	2.0
USTO	1	.5

Veterenary School	1	.5
Yahya Fares University	4	2.0
Ziane Achour University	2	1.0

Also, the students study in 57 different departments in the previously mentioned universities (Table 3.3).

Table 3.3: Departments of student affiliation

Departments	N	%
Agronomy	2	1.0
Arabic Literature	2	1.0
Architecture	4	2.0
Berber Culture and Language	1	.5
Biology	5	2.5
Business and Banking	1	.5
Business Management	17	8.5
Chemistry	1	.5
Civil Engineering	8	4.0
Commerce	1	.5
Communication Sciences	1	.5
Computer Engineering	2	1.0
Computer Sciences	8	4.0
Dentistry	1	.5
Economics	3	1.5
Electric Engineering	5	2.5
Electro mechanics	1	.5
Electronics	4	2.0
Electro technical Engineering	8	4.0
ELT	9	4.5
English Literature	2	1.0
Finance	3	1.5
Foreign Languages	2	1.0
French Language	1	.5
Global Diagnostic Studies	1	.5
History	1	.5
Human Sciences	3	1.5
Hydraulics	1	.5
International Relations	1	.5
Journalism	4	2.0
Law	9	4.5
Library Sciences	3	1.5
Linguistic nerve sciences	1	.5
Management of Civil Techniques	1	.5
Marketing and Communication	2	1.0
Mathematics	6	3.0
Mechanical Engineering	10	5.0
Medical Studies	10	5.0
Modern and Contemporary Critique	1	.5

Natural Sciences	2	1.0
Pharmaceutical Studies	1	.5
Philosophy	2	1.0
Political Sciences	10	5.0
Process Engineering	2	1.0
Psychology	2	1.0
Public Relations	1	.5
Religion	1	.5
Renewable Energy	1	.5
Road Mapping Engineering	2	1.0
Science and Technology	16	8.0
Service Marketing	1	.5
Social Sciences	3	1.5
Software Engineering	4	2.0
Sport Sciences	1	.5
Translation	2	1.0
Veterinary	2	1.0
Water and Environment	1	.5

All the student participants answered a survey created through Google Forms. Then, 10% (equals n=20) of the large population (N=200) were invited to participate in an interview. The students were selected based on convenience sampling (Creswell, 2014); in other words, the interviewed students were selected based on their availability and convenience since all the survey participants share similar initial characteristics (young age categories, occupation as university students and Algerian citizens who are aware of the SR events). The students' names are kept anonymous; therefore, their names in this study would be student and the number of their order (e.g., student 1, student 2, student 3 and on). The data on these students is presented in Table 3.4.

Table 3.4: Data on the interviewed sample

	Gender	Age	Affiliation	Level/Field
Student 1	Female	23	Houari Boumediene University	MA/Biology
Student 2	Male	24	Yahya Fares University	MA/Electric Engineering
Student 3	Male	20	Hadj Lakhdar University	BA/Electro Mechanic Engineering
Student 4	Male	26	Yahya Fares University	MA/ Electro Technical Engineering

Student 5	Female	23	Mohamed Khider University	BA/Civil Engineering
Student 6	Female	24	Hadj Lakhdar University	MA/Nutrition
Student 7	Male	23	Mohamed Khider University	MA/Civil Engineering
Student 8	Female	30	Hadj Lakhdar University	BA/Finance
Student 9	Male	24	Saad Dahleb University	Medical Dentistry
Student 10	Female	25	Hadj Lakhdar University	MA/Religion
Student 11	Female	40	Mohamed Khider University	PhD/Business
Student 12	Female	24	Chlef University	BA/ELT
Student 13	Female	29	Mohamed Khider University	PhD/Education
Student 14	Male	27	Oran University	PhD/Electronics
Student 15	Female	25	Oued University	MA/Biology
Student 16	Male	21	Hadj Lakhdar University	BA/Science & Technology
Student 17	Male	20	Hadj Lakhdar University	BA/Science & Technology
Student 18	Male	25	Hadj Lakhdar University	Medical Doctor
Student 19	Female	24	Mohamed Khider University	BA/Law
Student 20	Male	26	Houari Boumediene University	BA/Agronomy

The table above demonstrates that there are ten female and ten male students interviewed. Also, the age of the interviewed students starts from 20 to 40 years old. This is due to the variety of educational levels they are at; for instance, there are eight BA students, two medical doctors, seven MA students and three PhD students. Additionally, the students are affiliated to six different universities and nineteen different fields of study.

3.3.2 University Teachers

University teachers are the second main participants of the study. Twenty (20) participants of this category have been selected using snowball sampling (Dragan & Isaic-Maniu, 2013) since the first participants (young aged university teachers and older university teachers) were directly contacted by the researcher, and then they were asked to recommend other participants that share similar characteristics (age, field of teaching in other universities, and position).The interviewed teachers are affiliated to

different universities and institutions and they have been included because they can address broader issues related to English language such as language status, research and publication issues, and linguistic preferences and experiences. As far as is known, most of the new political decisions are taken by the Ministry of Higher Education and Scientific Research and this situation positions university teachers at the core of policy making process because they are the ones to execute the current decisions. Therefore, their inclusion in the study as key participants is relevant to the scope of the research.

Table 3.5: Demographic data of university teachers

	Age	Gender	Affiliation	Department	Position	Spoken Languages
Teacher 1	27	Female	University of Algiers 3	Media and communication	Lecturer	Arabic, French, Spanish, English, Turkish
Teacher 2	28	Male	University of Algiers 3	Political sciences	Lecturer	Arabic, French, English, Turkish
Teacher 3	30	Male	Mohamed Khider University	Civil engineering	Associate Professor/Vice department head	Arabic, French, English.
Teacher 4	32	Male	Mohamed Khider University	Civil engineering	Assistant Professor	Arabic, French, English.
Teacher 5	42	Female	Institute of Letters and Sciences	Education	Assistant Professor	Arabic, French, moderate English.
Teacher 6	38	Female	Bouira University	Business	Assistant Professor	Arabic, French, moderate English
Teacher 7	40	Male	University of Algiers 3	Business	Assistant Professor	Arabic, French, moderate English
Teacher 8	35	Female	Boumerdes University	Business	Associate Professor	Arabic, French, English
Teacher 9	40	Female	Boumerdes University	Business	Associate Professor	Arabic, French, English

Teacher 10	38	Female	Hadj Lakhdar University	Business	Assistant Professor	Arabic, French
Teacher 11	45	Male	Bouira University	Management	Assistant Professor	Arabic, French, English, Berber
Teacher 12	49	Male	Hadj Lakhdar University	French language	Assistant Professor	Arabic, French, moderate English.
Teacher 13	60	Male	Mohamed Khider University	Physics	Professor	Arabic, French, moderate English.
Teacher 14	63	Male	Mohamed Khider University	Mathematics	Associate Professor	Arabic, French.
Teacher 15	55	Female	Mohamed Khider University	Natural sciences	Professor	Arabic, French.
Teacher 16	36	Female	Hadj Lakhdar University	Mechatronic engineering	Assistant professor	Arabic, French, English.
Teacher 17	55	Male	Mohamed Khider University	English language	Lecturer	Arabic, French, English.
Teacher 18	48	Female	Hadj Lakhdar University	Law	Assistant professor	Arabic, French, moderate English
Teacher 19	65	Male	Hadj Lakhdar University	Medical studies	Assistant professor	Arabic, French.
Teacher 20	30	Female	Mohamed Khider University	Biology	Associate professor	Arabic, French.

Table 3.5 shows that there is a variety of age that starts from 27 to 63. This age selection was processed intentionally in order to clarify the opinion differences between the younger teachers and the older teachers, especially that older teachers received French-medium education unlike the younger teachers who studied in Arabic in earlier stages of their educational life. Also, the table shows that there are nine males and eleven females, an almost balanced number, which allows space for point of views of both genders (in case of difference). Ethically, the names of all teachers are kept

anonymous; therefore, they were assigned the name 'teacher' and the order they appear in (e.g., teacher 1, teacher 2 and so on). The table also demonstrates that the teachers are affiliated to 6 different universities and 15 domains, including the English language and French language domains. Having teachers of these two departments was purposefully conducted to assess their different opinions on English language policy in Algeria. Additionally, the majority of the university teachers are multilingual speakers of three to four languages, amongst are Arabic, English, Berber, French and even Spanish and Turkish. However, the multilingual speakers were found to be representing the younger teachers mostly, while the older teachers described their English knowledge as moderate or were bilinguals of Arabic and French.

3.3.3 Subsidiary Participants

The subsidiary participants are Algerian diaspora, Algerian social media influencers, and shop or restaurant owners. These categories of participants are subsidiary, yet they have high importance in reflecting on their domains (globalization and mobility, social media and internet, and business and street landscape) that have been mentioned in most literature (e.g., Belmihoub, 2018) as driving factors in changing the foreign language map in Algeria. Therefore, this study ought to initiate direct contact with people of those domains to interpret their experiences and reflect their opinions on the use of English language in Algeria. The participants have been selected using stratified sampling (Pirzadeh, Shanian, Hamou-Lhadj, Alawneh & Shafiee, 2011); in other words, there were some characteristics followed in selection. For instance, the diaspora participants were selected based on the criterion of countries where English is as a native language or a first foreign language (such as the UK, Sweden, Saudi Arabia, Qatar, Cyprus, and others). The shop/restaurant owners were selected based on the criterion of having shop signs written in English and the social media influencers were

selected based on the criterion of having at least five thousand followers on their platform.

3.3.3.1 Diaspora Participants

The Algerian diaspora participants are among the subsidiary participants of the current study. Their role is to reflect on the development of English in Algeria as compared to the countries they live in. The following table (Table 3.6) provides information on their age, nationality, residence country, profession, level in English and spoken languages. It also presents the participants in given nicknames (i.e., pseudonyms) to keep their anonymity.

Table 3.6: Demographic data of diaspora participants

Participant	Age	Nationality	Residence Country	Profession	English Level	Spoken Languages
Assia	33	Algerian	Saudi Arabia	University teacher	Fluent	English, Arabic, basic French
Anwar	30	Algerian	China	Teacher	Fluent	Arabic, English, Chinese, basic French
Marwan	21	Algerian	Cyprus	Student	Fluent	Arabic, English, French, basic Turkish
Nabila	37	Algerian French	England	Research associate	Fluent	Arabic, French, English
Abdullah	28	Algerian Swedish	Sweden	Construction engineer	Fluent	Arabic, English, Swedish, French
Asma	24	Algerian	Cyprus	Student	Fluent	Arabic, English, French, basic Turkish
Mostafa	26	Algerian	Cyprus	Student	Fluent	Arabic, English, French, Turkish

Table 3.6 reveals that the seven participants are fluent in English and speak the languages of the countries they are found in. They also have the Algerian nationality, but two participants had an extra nationality to the Algerian one. The shared spoken languages are Arabic and French which were inherited from their Algerian background since the Algerian dialect is a mix of both and more.

3.3.3.2 Social Media Influencers

Social media influencers are the second subsidiary participants of the present research. The participants of these category are known in Algeria through their famous pages or their influence as public figures. Like in the other participants, the anonymity of this category of participants is kept too, and thus their page names and identities are kept anonymous and nicknames are linked to their page type to present their pages and interests as appears in Table 3.7.

Table 3.7: Demographic data on social media influencers

Participants	Age	Profession	Page Type	Number of Followers
Rapstar	21	Student	Instagram personal music page	15.1K
Thinker	28	Businessman	Facebook creativity-related page	5.6K
Beauty-creator	26	Student	Instagram beauty page	675K
Comedian	27	Social media content creator	Instagram comedy page	190K
Cook-chef	28	Engineer	Instagram cooking page	76K

As has been mentioned earlier, the participants in this category are all celebrities in Algeria because of the large numbers following them. Also, I have selected participants of different domains which have the ability to vary the findings of this research.

3.3.3.3 Shop/Restaurant Owners

Shop or restaurant owners are partially the representatives of Algerian linguistic landscape. In other words, their role is paramount in determining the Algerian street landscape. As appears in Table 3.8, five shop and restaurant owners participated in this research based on purposive homogeneous sampling, which means choosing candidates based on specific shared criteria (Etikan, Musa & Alkassim, 2016). This sampling method was selected because the aim of the researcher is to interview shop and restaurant owners who share similar traits or specific characteristics, such as having English signs in their shops and restaurants.

Table 3.8: Demographic data of shop/restaurant owners

Participants	Age	Business type	Spoken languages
Salah	35	Perfume shop	Arabic, French, English
Nassim	28	Restaurant	Arabic, French, English
Hicham	29	Watches shop	Arabic, French, English

The previous table demonstrates that in this category there are three participants who can be considered young in terms of their ages. The participants undertake different businesses; the first one is a perfume shop, the second is a restaurant for fast food and soft drinks, and the third is a branded watches' shop. All the participants speak three languages, namely Arabic, French and English, which explains the use of English on their businesses' fronts.

3.4 Data Collection Instruments

As mentioned before, the study follows a mixed methods research design which implies that both quantitative and qualitative data are to be included; therefore, different research instruments and tools are required to achieve the aims of the

research. To this end, a survey and interview questions have been created. The questions of these tools are first-hand materials because of the novelty of the research which requires new questions to answer new circumstances. That quantitative data were collected through the survey and the qualitative data were obtained through the interviews, researcher's observations and a collection of documents and pictures. For reliability purposes, the survey was piloted.

3.4.1 Pilot Study

In the process of constructing the survey to be administered to the university students to collect quantitative data for the research, a pilot study on the survey was implemented. The pilot study was initiated because according to Teijlingen and Hundley (2002), it is a form of pre-testing that checks the feasibility of studies. The pilot survey was presented to Algerian university students, who a few of them were part of the participants of the study, on the platform of Google Forms since it was not possible to manage who participates in the online platform. It was answered by 93 students on January 24th, 2020. After the analysis of this pilot survey, the survey questions were adjusted and modified to answer the research questions and the final survey was created on February 24th, 2020. An example of the modification involved reformulating some survey questions into scale questions instead of multiple-choice questions so the responses would be more accurate. The improved survey was answered by 200 university students (amongst were the students who participated in the pilot survey).

3.4.2 The Quantitative Data Tool: The Survey

The survey has been designed by the researcher to fulfil the aims of the study. The survey has five parts:

     i.   questions related to personal information (eight questions),

ii.   questions related to presence of foreign languages in Algeria (five questions),

iii.   questions related to the smile revolution and the impact of other factors on English language policy (ten questions),

iv.   future of English language policy in Algeria (nine questions).

The questions of the survey vary in their nature and have open-ended questions (two questions), yes/no questions (two questions), scale questions (twelve questions), and multiple-choice questions (sixteen questions).

Table 3.9: Components and question types of the survey

Survey section	Number of section questions	Types and number of questions	
Personal Information	08	Open-ended questions	02
		Yes/no questions	01
		Multiple-choice questions	05
Presence of Foreign Languages in Algeria	05	Scale questions	03
		Multiple-choice questions	02
Smile Revolution and Other Factors Impact on English Language Policy	10	Yes/no questions	01
		Multiple-choice questions	03
		Scale questions	06
Future of English Language Policy in Algeria	09	Multiple-choice questions	05
		Scale questions	04
Total number of questions		32	

The types of questions would clarify the impact of Spolsky's (2004) national ideology, English in the globalization process, current sociolinguistic situation, and the interest in linguistic rights of minorities and allow to determine the beliefs, practices and management to constitute the new English language policy in Algeria. The survey was

initially written in English language, and then it was translated into Arabic so it can be understood by all the participants of the survey. The translation was done using back-translation technique (Brislin, 1970). For this, the researcher did the first translation (from English to Arabic), and the back translation (from Arabic to English) was carried out by an expert colleague working at the translation department of a university. This technique was used to ensure the internal validity between the original survey and the translated survey.

In order to further check the validity and reliability of the survey questions, the researcher went through a process before their creation, during the submission and after the data collection procedure. The process involved:

i. creating tables of research questions and matching them to the corresponding survey items (questionnaire and interview questions) for each participant category, so that it could be assured that all research questions would be answered;

ii. reviewing the questions' format with an SPSS expert;

iii. designing a pilot study that have been answered by 93 participants on Google Forms after the approval of the university's Ethics Committee;

iv. reviewing the findings of the pilot study with the supervisor and the SPSS expert;

v. revising the questions and submitting on Google Forms; and

vi. analyzing validity and reliability using SPSS program.

The following table (Table 3.10) summarizes the pre-, during and post-data collection procedures.

Table 3.10: Procedural steps of data collection

Procedural Step	Type of Step	Parties involved
Pre-Data Collection Procedures	Creation of tables of research questions and survey questions match	Researcher and supervisor
	Review of the survey and interview questions	SPSS expert
	Design of pilot study	University's Ethics Committee
During-Data Collection Procedures	Review of pilot study findings	Supervisor and SPSS expert
	Revision of survey questions	Researcher and supervisor
Post-Data Collection Procedures	Analysis of validity and reliability	Researcher and SPSS expert
	Update of research questions according to findings	Researcher and supervisor

3.4.3 Qualitative Data Tools

On the qualitative phase, a collection of tools is used. We divide these tools into qualitative tools and descriptive tools.

3.4.3.1 Descriptive Tools

The descriptive tools involve official and governmental documents, news reports, social media publications and posts (Facebook and Instagram), and YouTube videos. These tools will be used to provide descriptive data that can support the other instruments and theoretical background of the study.

i. Official and governmental documents

The official documents are the documents representing the educational laws assigned by the Algerian government. These laws are related to the role and use of English in the Algerian curriculum. On the other hand, the governmental documents are all the

documents that the Algerian government released as political decisions before and after the smile revolution.

ii. News reports

The news reports that are used in the present research are both national and international news reports. The focus of these reports is mainly on languages in Algeria, political decisions, and Algerian governments' agreements with international bodies on topics of language, business and education.

iii. Social media publications and posts

The social media publications and posts are divided into two groups. The first group derives from the posts of the participants at the category of social media influencers. The second group derives from known Facebook and Instagram pages in Algeria. The content of these pages that the research was interested in is the English language content that the posts discussed or presented.

iv. YouTube videos

The YouTube videos used in the present study are related to English language in Algerian context. In other words, they are the reports on the English language and on linguistic and political decisions in Algeria, and Algerian politicians' speeches discussing foreign languages or using foreign languages (French and English) in their speech.

3.4.3.2 Qualitative Tools

The qualitative tools involve the researcher's observation and interviews designed by the researcher.

i. Observation

The type of observation used in the current study is unstructured observation. This type of observation was selected because there was no pre-defined plan of observation (Given, 2008), but it was naturally conducted to describe the smile revolution events that were taking place during the research process. The observation relied on following daily news, live broadcastings from the smile revolution, and the use of English in protest placards and in linguistic landscape.

ii. Interviews

The research used semi-structured interviews that were inspired from Van Els's (1994) four aspects of status of foreign languages. These aspects are: 1) the communicative purpose that the foreign language serves regarding its status; 2) the role of this language (medium of instruction or lingua franca); 3) the determination of the language role as immigrant or ethnic minority language; and 4) the extent to which its promotion can impact linguistic rights. The four previous aspects were implemented in the design of some research questions (especially those related to English language status). The remaining questions were designed to address smile revolution and other domains impact on language policy. The interview method was selected because of its function in adding deeper and broader understandings about social circumstances and human behaviour (Hancock, Ockleford & Windridge, 2009), which is crucial to our socio-linguistic theoretical perception.

To collect data from different stakeholders in order to address the research questions, five sets of interviews were constructed: one set for the university students, the second for the university teachers, the third for social media influencers, the fourth for Algerian diaspora in different foreign countries, and the fifth for shop/restaurant

owners. Each interview lasted 15 to 30 minutes and the interviews were conducted in English language or Arabic language (upon the preference on the interviewee); when Arabic language was used by the interviewee, the transcribed text was then translated into English by an expert translator.

Table 3.11: Research information on the interviews

Interview Type	Interview sections	Number of questions	Duration of interview
University Students' Interview	Background Questions	03	15-30 minutes
	Foreign Language Policy Questions	18	
University Teachers' Interview	Background Questions	03	15-30 minutes
	Foreign Language Policy Questions	13	
Diaspora Interview	Background Questions	05	15-20 minutes
	Use of English Questions	11	
Social Media influencers' Interview	Background Questions	07	15-30 minutes
	English on Social Media Questions	15	
Shop/Restaurant Owners Interview	Background Questions	07	15-17 minutes
	Use of English in Business and Street Landscape Questions	08	

3.4.4 Validity and Reliability of Data Collection Instruments

The validity and reliability of the quantitative research tool (i.e., the survey) was checked through SPSS analysis. However, different measures were taken to check the validity and reliability of the qualitative data.

For the quantitative research tool, the researcher determined the dependent and independent variables so that the significance values would be observed through connection using 'Pearson correlation' and 'sig. 2-tiled' to assess the internal validity. The latter is determined through the causal relationship between the independent variables and the dependent variable. The current study started with the intention of having two independent variables; the first is the smile revolution and the second is the factors (linguistic landscape, English culture, globalization, business prospects, fragile educational system and interest in scientific research). However, the findings revealed that these are not the only variables that affect the political decisions and the future decisions of Algerians. The variables that appeared to have major effect, in addition to the smile revolution and other factors, are French language interference and positive perceptions towards English. On the other hand, the dependent variables are langue policy change and undertaken political decisions, and future areas of English in Algeria. The statistical analysis of quantitative data aimed to find a causal connection between these variables. The correlation significance was obtained through Pearson correlation at the 0.01 level (2-tailed) for high significance and at the 0.05 level (2-tailed) for slighter significance.

Pearson correlation and sig. 2-tailed were calculated at $r(200) = .43$, $p < 0.01$ or 0.05. The analysis revealed that there was a significant relation between the smile revolution and 1) attitudes towards English language, 2) Algerian universities development and 3) future of English in the Algerian society by $.227 < .43$ and $.001 < 0.0$, $.244 < .43$ and $.000 < 0.01$, and $.210 < .43$ and $.003 < 0.01$, respectively. Also, there was a significant connection between French interference and policy change and the future of English in the Algerian society by $.191 < .43$ and $.007 < 0.01$ and $.187 < .43$ and $.008 < 0.01$,

respectively. Additionally, attitudes towards English showed considerable relationship with all the variables; however, the remarkable finding is that there was a relation between the smile revolution and these attitudes that have a hand in policy change. The last independent variable, that is the other factors, appeared to have slight relation with the development of Algerian universities at .161<.43 and .022<0.05, but it does not have impact on the political decisions that were undertaken by the Algerian government after the smile revolution protests as appears in Table 3.12.

Table 3.12: Pearson correlation for validity

Variables	SR	FI	AE	OF	PC	FES
Smile Revolution (SR)	–	–	.227** .001	–	–	–
French Interference (FI)	–	–	–	–	.191** .007	–
Attitudes towards English (AE)	–	–	–	–	.142* .044	-.213** 0.02
Other Factors (OF)	–	–	–	–	–	–
Policy Change (PC)	–	–	–	–	–	–
Future of English in Schools (FES)	–	–	–	–	–	–
Future of EFL in Universities (FEU)	–	–	.300** .000	–	–	–
Future of English as Medium of Instruction (EMI)	–	–	.273** .000	–	.226** 0.01	–
English for Universities' Development (EUD)	.244** .000	–	.348** .000	.161* .022	–	–
Future of English in Algerian Society (FEAS)	.210** .003	.187** .008	.246** .000	–	–	–

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

The reliability of the survey was calculated using Cronbach's Alpha which in total appeared to be greater than .70 (Cronbach's Alpha> .70) of total 13 items as appears in Table 3.13. The items that appear on the table are the variables and the items related

to them. The value of Cronbach's Alpha as .711> .70 demonstrates that the survey items and their findings are reliable.

Table 3.13: Reliability of survey items

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.711	.717	13
Variables	**SD**	**M**	**Cronbach Alpha**
Attitudes of EFL	.826	4.47	.688
Smile revolution	.987	3.88	.723
Other factors	.850	3.46	.707
French interference	.936	2.40	.704
Policy change	.800	3.55	.700
Perceptions about policy change	1.103	3.19	.696
Perceptions on policy change	1.052	3.17	.683
Acceptance of policy changes	1.181	3.61	.674
Future of English as medium of instruction	1.130	3.14	.695
Future of English in tertiary level	.676	4.58	.696
Future of English in universities	.755	4.45	.678
Future of English in society	.918	3.92	.673
Future of English in Algerian society	.838	3.96	.701

As for the interview questions, it is commonly known in naturalistic approach research that validity, "unlike [in] quantitative [research], seek[s] causal determination, prediction, and generalization of findings, [however], qualitative researchers seek instead illumination, understanding, and extrapolation to similar situations" (Hoepfl,

1997, p. 48). Therefore, the validity of the interview questions can be determined by the degree to which they provide understandings through the researcher's analysis.

In addition to the variety of participants, construct validity was addressed by using different research tools (i.e., questionnaires, interviews, documentation analysis and social media sources analysis). This variety in its first half provides the quantitative aspect of the research and in its second half has an exploratory research nature which can be presented in the qualitative data due to the novelty of the research topic. Further details about the issues related to qualitative data are provided at the end of this chapter (under 3.8).

3.5 Data Collection Procedures

This section provides detailed explanation on data collection procedures. It includes information on when and how each of the above-mentioned data collection instruments were administered. The sub-sections below appear in their actual administration order.

3.5.1 Qualitative Data Collection

The qualitative data is divided into descriptive and qualitative tools. The collection of descriptive data (official and governmental documents, news reports, social media publications and posts, and YouTube videos) along with the unstructured observation started on 21 July 2018 (before the SR events) and continued to 16th June 2020 (after the SR events). The official documents were collected from official websites of universities and from a previous colleague (i.e., department head) who was generous to share the official curriculum documents at the faculty of engineering. The other data were collected after daily and thorough analysis of social media and news content and filtering data according to the scope of the research. On the other hand, the interviews were officially created (after corrections) between November 2019 and May 2020. The

interviews were conducted on online platforms (Microsoft Teams and Zoom) due to Covid-19 pandemic procedures between February 2020 and September 2020. After transcribing the interviews, they were sent to the participants via e-mail to check the accuracy of the written version as compared to their spoken one, a procedure known as 'member checking' as a validity strategy (Creswell, 2014).

3.5.2 Quantitative Data Collection

The quantitative data is represented in the survey administered to university students. The final survey format that was administered on February 24th 2020 was a result of a pilot survey (that was administered January 2020). The survey was uploaded on Google Forms and was answered by the students on the same platform. The students signed their digital consent that appeared on the main page of the survey link as a condition to proceed to the survey questions. The survey could reach the students thanks to their university teachers who were contacted by the researcher in person to request the distribution of the survey link to their classes. The accessibility to the survey on Google Forms platform was limited after one month of its administration and reaching the desired number of participants.

3.6 Data Analysis Procedures

The results of the survey and interviews were analyzed using different methods of analysis. SPSS program (Version 27) was used to analyze the data collected from the survey. The type of statistics attained were descriptive data, cross tabulation statistics, frequency statistics, and group statistics.

The interviews, on the other hand, were analyzed using inductive thematic analysis (Braun & Clarke, 2006), which is a very popular and flexible method in qualitative research. This analysis method underlies creating main themes derived from the

research questions' scope and seek data related to them in a form of themes with sub-items, along with objective analysis in order not to fall in 'research bias' trap. In order to analyze thematically, the researcher followed the six-step process of inductive thematic analysis that was initially developed by Braun and Clarke (2006). The process underlies six steps to analyzing qualitative data as Figure 3.4 clarifies:
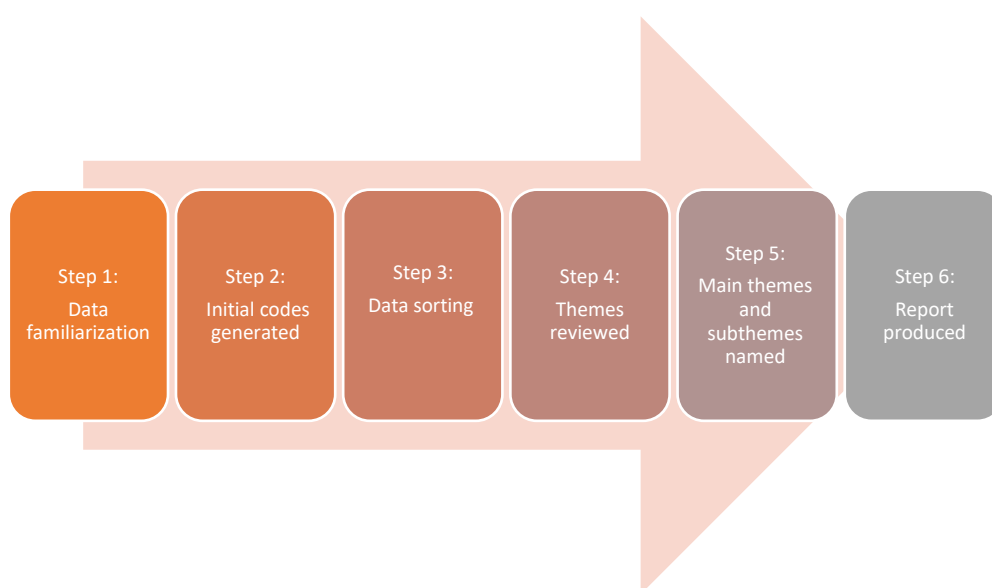
Figure 3.4: Six-step process of inductive thematic analysis (Braun & Clarke, 2006)

As the first step of the process, the collected data was transcribed, and then were read and re-read thoroughly to generate initial ideas. The second step involved taking notes on texts and highlighting the patterns that helped to create the initial themes by finding relations and connections (as in Figure 3.5). Afterwards, the data was sorted into codes that generated the main themes and subthemes which were reviewed at step 4 and confirmed at step 5 (as in Figure 3.6). The sixth step was the last step which provided understanding to the model used and applied to be presented.

P: rejection of the French interference in Algeria existed long before el hirak, during it and after it, so it is not only because of el hirak that we rejected it, el hirak just revealed this orientation against the French domination in Algeria and it was clear that the Algerians refused that the Algerian government as the ex-colony of France is still economically attached to France or in any other way, so yeah, we protested against it.

P: in my opinion the main aim was to get rid of the French dependency and also to make it easier for abroad countries understand our demands, it would be easier to recognize our situation for them because English is a worldwide language.

P: no I don't think something like this can happen in one year or two although there is strong acceptance among people to make this change.

Figure 3.5: Text highlight for finding patterns and themes
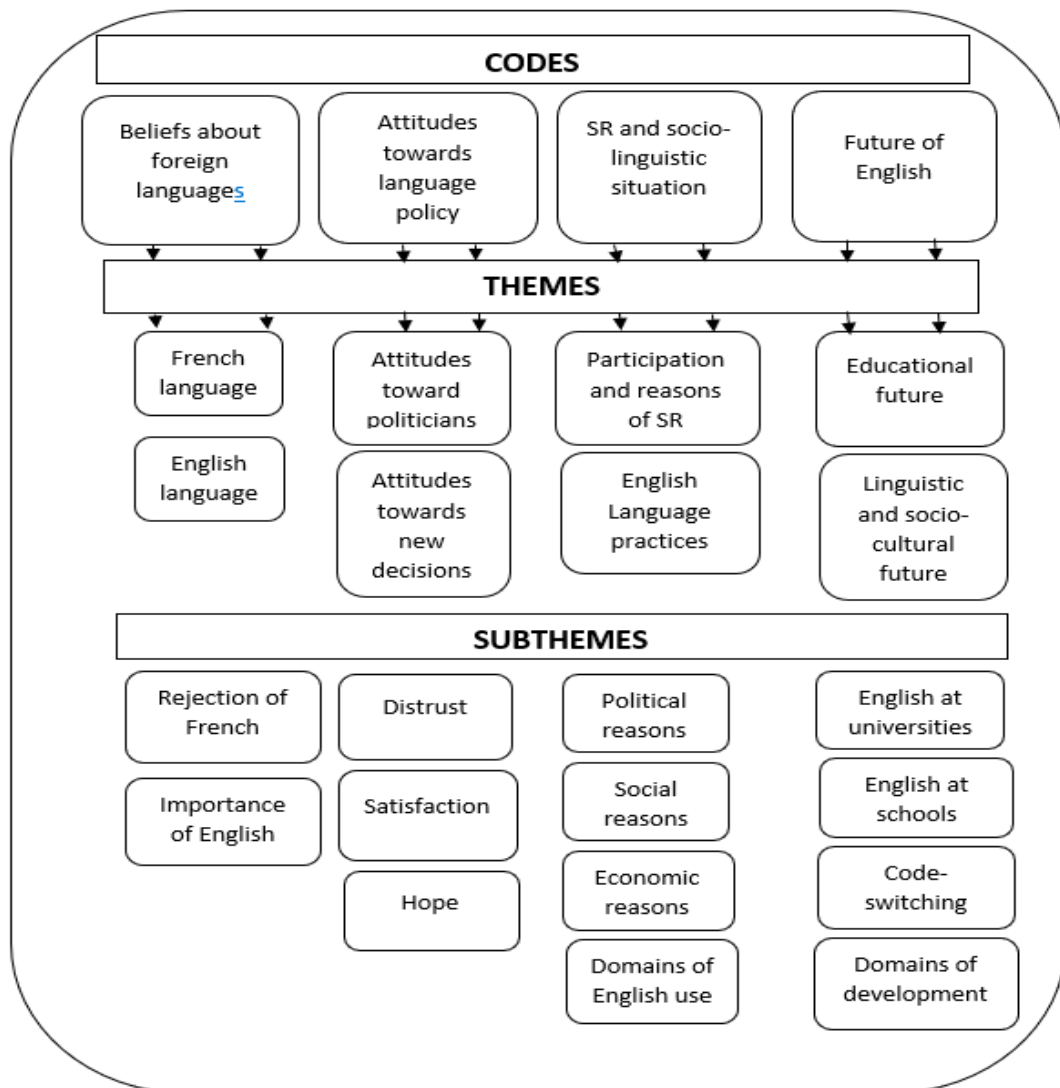
Figure 3.6: Codes, themes and subthemes of the qualitative data (Interviews)

The last figure (Figure 3.6) describes the codes that generated the themes and subthemes used to analyze and categorize the interview data. The researcher found out that there are codes that were repeatedly addressed in the interview data. These codes are related to the beliefs about foreign languages, the attitudes towards foreign languages, the SR and the sociolinguistic situation in Algeria, and the future of English in Algeria. The codes as starting point generated themes on the discussed foreign languages (French and English), the attitudes towards politicians and towards new governmental decisions, the reasons behind SR participation and the practices of English language, and the areas of the future of English language.

With these themes, the data was categorized into subthemes that discussed the rejection of French language and the importance of English language, the distrust in politicians, the satisfaction with the new decisions and the hope in applying these decisions. The subthemes also included data related to the educational, social and economic reasons of protests, the domains of English use, and the future of English at universities and schools (the future that involves the use of code-switching of English and Arabic combination, and the domains that would develop after the spread of English in Algeria).

It must be highlighted that these codes, themes and subthemes model (in Figure 3.6) was applied on the analysis of all five interviews administered to the five categories of participants. Before establishing the final version of codes, themes and subthemes, the researcher engaged in an intercoder agreement (Creswell, 2014) with another colleague in the field. To illustrate, the researcher first analyzed the transcripts of the interviews and created codes, themes and subthemes. Then, the researcher handed the interview data to another colleague who created other codes that were not very

different from the ones of the researcher. After discussing the codes, themes and subthemes, both the researcher and the colleague-coder agreed on the final codes, themes and subthemes that were presented in Figure 3.6. This process of interceding was undertaken to guarantee the reliability of findings. On the other hand, the other qualitative tools such as official documents and social media pictures and videos were analyzed by the researcher by projecting their content on the designed themes of the research to answer the research questions as an additional proof to the survey and interview data.

3.7 Ethical Considerations

The ethical procedures are the process of giving credibility to research. For that reason, two consent forms were sent to two Algerian universities (Batna University and Biskra University). The consent forms were approved and signed by the representatives of the two institutions. In addition to these legal procedures, the survey and five interview sets, along with six consent forms were submitted to EMU's Ethics Board for review and evaluation. The Ethics Committee assessed the research tools' quality and approved it within a period of three weeks. After the committee's approval, the survey was posted online on Google Forms to pilot the study for feasibility-check purposes (Porta, 2008); in other words, to check if the intended research aims can be answered through the survey. After the analysis of the pilot survey, the survey questions were adjusted and modified to answer the research questions and the final survey was administered.

As for the ethical procedures related to the data collection phase, the survey (along with the consent form) was sent through email to university teachers (in Hadj Lakhder University and Mohamed Khider University) who in return distributed the survey to

their students in class and collected their signed consents. Another data collection phase was the online phase in which the survey was published online on Google Forms and sent to the students' Facebook groups in Algeria to advertise it among students. At this stage, the students were asked to provide their online signature as demonstration of consent for publishing their answers and their email addresses if they wish to be contacted for an interview at a later time of their convenience.

3.8 Issues Related to Credibility, Validity and Reliability

The present study followed some measures related to credibility, validity and reliability to ensure the trustworthiness of the final findings. These measures are related to triangulation, consent, confidentiality, anonymity and risk of harm, back-translation, intercoder agreement, member checking and peer debriefing.

3.8.1 Triangulation

Since the current study follows the mixed method of research, the result of that would be a large range of data that needs to be triangulated. Therefore, the research uses a triangulation method because of its importance in assuring the validity of the research and in using different methods to answer the same topic with different categories of participants to permit for "cross verification" (Honorene, 2017, p. 91). For example, the themes related to beliefs were compared across different participants to find that all the beliefs were on the same direction.

3.8.2 Consent, Confidentiality, Anonymity, and Risk of Harm

Sim and Waterfield (2019) highlight that there are three usual issues in qualitative research, which are consent, confidentiality, anonymity and risk of harm. In order to ensure that these issues were carefully observed at all stages of the study, necessary steps were followed. At the interview phase, all the participants were sent through an email an interview consent form that explained the purpose of the research and

introduced them to the research topic two days prior to their online interview. The consent forms were signed and sent back through email again. After obtaining their participation approval, the researcher asked if the participants would want to ask about something related to the research before the interview started and ensured that the interviewees were located in a calm and quiet area to avoid the participants' worry of 'participant bias' (i.e., any uncomfortable situation where participants fear their answers to be heard by others during an interview which may cause them harm). The interview sessions were conducted in two-to-three rounds each day; in other words, each round had two to three participants, so the researcher did not fall in what is known as 'researcher error', which means that the researcher would not have the same energy for all interviews which may cause asking questions with less attention or formulation. It must be also highlighted that the identities of all participants from different categories (university students, university teachers, diaspora, social media influencers and shop/restaurant owners) were kept anonymous. In the same regard, anonymity of all categories of participants was ensured by providing nicknames (i.e., pseudonyms) or hyphenated numbers next to the category of participant (e.g., Student-1 and Teacher-1).

3.8.3 Back Translation

Back translation is "the first linguistic quality control technique" (Son, 2018, p. 89) in research. Therefore, to ensure the quality of the research, the researcher sought support from an expert in translation, a university teacher in text translation. After the researcher did the initial text translation (from English to Arabic), the translation expert was invited to conduct back translation (from Arabic to English) on the translated texts to guarantee the quality of translation.

3.8.4 Intercoder Agreement (Cross-Checking)

Intercoder agreement is "when two or more coders agree on codes used for the same passages in the text" (Creswell, 2014, p. 292). In the present research, the researcher did the first coding, and then invited another colleague in the field to conduct the same process on the same passages. After both coding analyses, the researcher and the colleague in the field came to the final codes that were used for the analysis of the interviews data.

3.8.5 Member Checking

Creswell (2014) highlights that there are different procedures to undertake in qualitative research that would confirm the accuracy of research findings, amongst is member checking. Member checking is a procedure that that underlies involving the interviewed participants in analyzing and confirming the research findings (Byrne, 2001). In the present research, member checking was undertaken after obtaining the transcription of the interviews. The transcribed data was sent to the participants (via email) to seek their confirmation and further clarification in areas of ambiguity. The returned responses showed that there were very minor modifications in the wording of some sentences which did not alter at all the meaning of the intended message.

3.8.6 Peer Debriefing

As an addition to validity, peer debriefing was undertaken to confirm the accuracy of the qualitative study. Creswell (2014) confirms that a peer debriefer has the ability of reviewing and asking questions about the qualitative study. In the context of the present research, the deep debriefers were the two jury members in the thesis monitoring committee at the university where the study was supervised and another university teacher from Biskra University, Algeria. These three debriefers asked questions about the qualitative study and advised on areas of improvement in it.

3.9 Role of the Researcher

The role of the researcher in qualitative research entails a need to identify his/her personal values, assumptions and biases at the outset of the study (Creswell, 2014, p. 256). In the present study, the researcher relied on her personal experiences to describe the linguistic landscape in Algeria and to reflect on the use of English in different domains (such as social media and education) in Algeria. Also, the researcher was a university teacher at two Algerian universities (Setif University and Batna University) for three years, so this permitted her to have knowledge and familiarity with the nature of Algerian university students and teachers and helped her in interpreting the data. Additionally, being an Algerian youth who witnessed different governments in practice since the 1990s and being a previous university student who had experience with different university teachers (of different ages) in an Algerian university allowed the researcher to develop understandings related to the political struggles and the way they affected linguistic decisions as well as the nature of Algerian universities, the way they function, and the hurdles caused by the older generation to develop the presence of English in Algerian universities.

These experiences and their resulting understandings could bring certain biases to the research despite the sincere attempts of objectivity. However, the procedures that were undertaken (such as member checking, peer debriefing and intercoder agreement) are expected to minimize the bias effect of experiences and assumptions.

3.10 Summary

This chapter presented the research design of the study and provided detailed information of the context, participants of the study, data collection and data analysis procedures, along with the ethical considerations and issues related to credibility,

validity and reliability. Also, the role of the researcher was explained at the end of the chapter. The following chapter displays the results of the data analysis in relation to the research questions.

Chapter 4

RESULTS AND FINDINGS

This chapter presents the results and the findings of the research in response to the research questions, which include the beliefs and national ideology about foreign languages in Algeria; the practices of English and the globalization process; the management of language by Algerian policy makers and a view into the sociolinguistic situation in Algeria; and an insight into the future of English in Algeria from the perspective of different participants.

4.1 Beliefs and National Ideology in Algeria

Since the beginning of the third millennium, Algeria is reformulating its national ideologies and beliefs, whether they are political, social, cultural or linguistic. This reformulation appears to be a result of the emergence of a new generation that aspires for development, prosperity and well-being. These aspirations were interpreted into beliefs that guide Algerians and policies and are majorly related to French language, English language status and importance of English to Algerians. This section answers the first research question of the study: "What are the beliefs and national ideology of Algerians on foreign languages that triggered the change symptoms in foreign language policy in Algeria?".

4.1.1 Beliefs on French Language in Algeria

Algeria, as has been mentioned on earlier chapters, is a past colony of France; therefore, the country inherited not only its left remains, but also its language.

Currently, after more than fifty years of its independence, it became inevitable to update the knowledge on beliefs of Algerians on French language presence in Algeria.

To collect beliefs on French language, 200 students were asked the questions "in which area is French language more dominating in Algeria?", "what do you think about the foreign language policy of Algerian government?" and "the French interference in Algeria is over after the smile revolution protests" with five scale options as appears on Table 4.1.

Table 4.1: Research areas on beliefs about French language

Survey questions	Research area
In which area is French language more dominating in Algeria?	o Beliefs on areas of French language domination.
What do you think about the foreign language policy of Algerian government?	o Beliefs on government policy towards French language.
The French interference in Algeria is over after the smile revolution protests I strongly agree, I agree, undecided, I disagree, I strongly disagree.	o Beliefs on French interference after the smile revolution.

The findings related to these questions are presented below referring to the reflections from the students' interviews.

i) Beliefs on areas of French language domination

The university students were asked the question "in which area is French language more dominating in Algeria?" and were given nine options (education, oil industry and business, national press, television and radio, official national work-entrance exams, social media, policy, all the above, none of the above, and other) to select from. The findings revealed that 61% of a total number of 200 students selected all the above to answer this question which shows that the majority believes that French language, up

to this date, is still dominating in all the domains that were provided. Table 4.2 provides the detailed distribution of French-dominated areas that student participants selected.

Table 4.2: French domination selected areas

French domination areas		
Areas	**Frequency**	**Percentage**
Education	27	13.5%
Oil industry and business	7	3.5%
National press, television and radio	6	3.0%
Official national work entrance exams	10	5.0%
Social media	5	2.5%
Policy	6	3.0%
All the above	122	61.0%
None of the above	10	5.0%
Other	7	3.5%
Total	200	100%

These numbers are interpreted into the following diagram to create a visual illustration of the areas of French language domination areas.
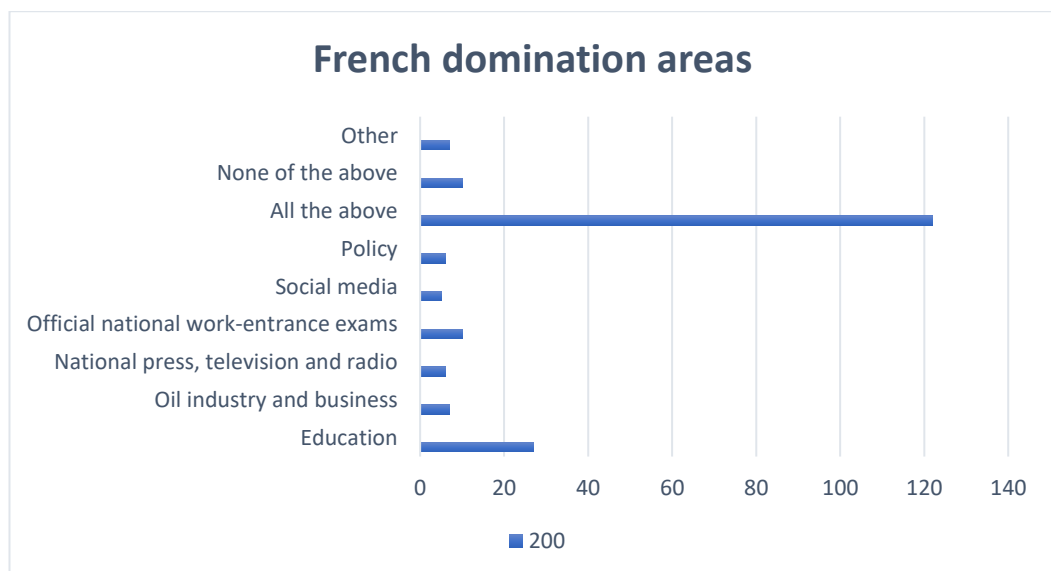
Figure 4.1: French domination areas

As Figure 4.1 illustrates, the majority of university students think that French language is dominating in all the areas presented. This finding can be considered logical as Algeria continued to keep its ties with France in all levels since its independence. However, some students think there are more other domains where French is dominating such as medical field, management, and public administrations. The latter have been commented on thoroughly by a student who stated that:

> "I think the usage of French is more frequent, generally speaking, in extracting official papers or legalizing personal papers, or to be more precise in dealing with the Algerian administration, especially in Courthouse and what's known as Hotel de Ville" (university student, from survey data)

In his statement, the university student describes the use of French as being more frequent in other two domains, administration of municipalities (which he calls Hotel de Ville in French) and law and courthouses. To sum up, all these findings show that French is a language that represents the Algerian society in all its domains which makes it difficult and resistant to replacement or change.

ii) Beliefs on government policy towards French language

The university students were asked about their opinion on the government's policy towards foreign languages by selecting among three options: 1) it gives more rights of presence and use to French; 2) it gives more rights of presence and use to English; and 3) it gives equal rights of presence and use to French and English. This question was asked to assess the beliefs of Algerians on their government preference of and privilege to foreign languages. The findings as appears on Table 4.3 demonstrate that 96.5% of participants think the government privileges French, while 1.5% and 2% think that it gives more rights to English and equal rights to both languages, respectively.

Table 4.3: Beliefs on government preferences of foreign languages

Options	Frequency	Percentage
French	193	96.5%
English	3	1.5%
Equal	4	2.0%

The previous values on Table 4.3 are interpreted into the following chart:
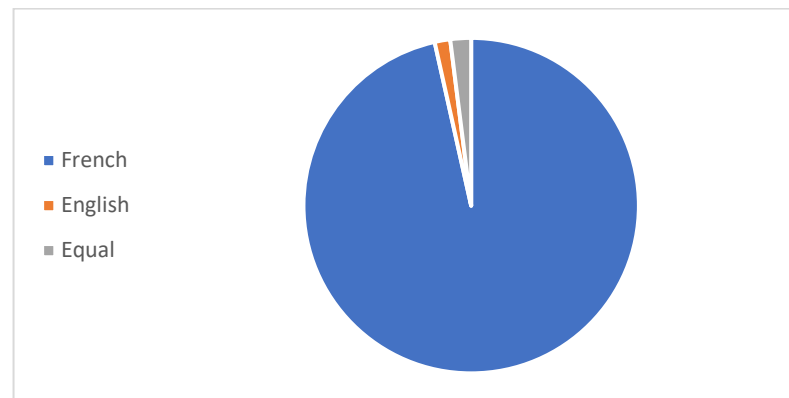
Figure 4.2: Beliefs on government preferences of foreign languages

With these findings, the researcher was curious about the specificity of 1.5% and 2% participants that considered English as having more rights or equal rights as French. As Table 4.4 illustrates, these participants were found to belong to the youngest group of participants. The young age of participants can be explained in multiple ways: 1) they have less follow-up of political decisions (which will be discussed in later points in details); and 2) they have more exposure to English because of English culture and social media.

Table 4.4: Relationship between age and beliefs on government preferences

		Government preference			Total
		French	**English**	**Equal**	
Age	**17-20**	16	1	0	17
	21-24	60	2	2	64
	25-27	40	0	1	41
	28-30	28	0	1	29
	31+	49	0	0	49
Total		**193**	**3**	**4**	**200**

In summary, the Algerian government is believed to privilege French language by the majority of Algerian students. However, very few students think that it gives English more rights or equal rights as to French language.

iii) Beliefs on French interference after the smile revolution

After the smile revolution, French language showed signs of retrograde especially after the government's decisions and statements privileging English language. In this respect, the students were asked to reflect on the statement: "the French interference in Algeria is over after the smile revolution protests" and were given a scale of 5 options: I strongly agree (5), I agree (4), undecided (3), I disagree (2) and I strongly disagree (1). The findings show that the mean of answers is 2.41 with standard deviation of .936 as the following table (Table 4.5) demonstrates:

Table 4.5: Beliefs on French interference

	N	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
French interference	200	1	5	2.41	.936

The mean 2.41< 3 explains that the majority of answers disagree or are undecided about the end of French interference in Algeria. A distribution of responses is thoroughly detailed in Table 4.6:

Table 4.6: Beliefs on the end of French interference

French interference end	Frequency	Percent
I strongly disagree	37	18.5
I disagree	66	33.0
Undecided	81	40.5
I agree	11	5.5
I strongly agree	5	2.5

The uncertainty and disagreement that French interference is over after the smile revolution can be explained by these examples from the interviews:

> Researcher: Did you protest against the French interference and domination in Algeria?
> Participant: Yeah, it was one of the demands and of course we were against the massive use of French language especially the university I study in, French is the only medium of instruction and obviously the government responded to these demands and set some decisions related to implementing English in Algerian universities in the future. For example, in our university they changed the signboard of its main gate by changing the name of the faculty that was in French and became written in English.
> Researcher: Do you think that the French language domination came to an end after the smile revolution?
> Participant: It somehow did, but it didn't completely end especially us in the capital we use French in our daily dialogues and of course this can't end overnight, but the change is on the way. (Student 1, age: 23)

From the feedback of student 1, it can be understood that people protested against the domination and interference of France in Algeria, among other reasons. Consequently, French language is seen as an entity of French inheritance in the country, but the student thinks that it cannot end overnight because of its use for social communication.

Another student (Student 4) agrees with student 1 and states that French interference in Algeria gets to his nerves in answering the question about protesting against French interference in Algeria. The student also stated that: "I don't think something like this can happen in one year or two although there is strong acceptance among people to make this change" in answering the question related to French language domination.

Within the same scope, student 4 argues that the rejection of French interference existed before the smile revolution (hirak) and stated that:

> "Rejection of the French interference in Algeria existed long before el hirak, during it and after it, so it is not only because of el hirak that we rejected it, el hirak just revealed this orientation against the French domination in Algeria and it was clear that the Algerians refused that the Algerian government as the ex-colony of France is still economically attached to France or in any other way, so yeah we protested against it." (Student 4, age: 26)

The same student adds:

> "We can't really say that it finished because as a society we have French culture that came with the previous generations. The new generation however has a new culture that is English, so you can see there are two cultures clashing presented by two different generations in Algeria. We as the 1990's generation, we are in the middle because we have no French culture, nor English nor Arabic because we lived at the time in an era of problems since our main concern was to stay alive. However, this new generation that grew up with availability of TV, Facebook and other things has English culture … (thinks) or let's say they like English language and they reject French language and that's what we see in different universities or high or middle schools, even in primary schools they learn English." (Student 4, age: 26)

In his statements, student 4 explains that the Algerian government has political and economic ties with France that benefit France and that the Algerians do not accept. The same student discussed the clash of three generations; the old generation that has French culture, the 1990's generation that has no culture due to the black decade era

and the new generation that admires English and is interested in learning it at all educational levels.

A very different opinion was adopted by student 7 who stated that he did not protest against French interference, thought it will not end, and considered it as a privilege because it allows Algerians to be multilingual, as he explains below:

> "No, it didn't and I think it is impossible to end. I see people asking to replace French with English, why not talk positively! Why not to keep French and add English to it. We should be proud that we speak French, English and Arabic. This should be a source of pride … most Algerian administrations use French and its archive and files are in French, it is impossible to get rid of it. We can add English yes, but to eliminate French impossible" (Student 7, age: 23)

From these previous statements, it can be depicted that the students chose to be undecided or in disagreement that the French interference in Algeria, including its linguistic presence in French language, is over after the smile revolution because of the presence of these factors:

o French language domination may not end because it is part of the Algerian culture.

o French language domination may end after few years of planning that the smile revolution started.

o French language is a privilege to Algerians because it permits them to be bilingual.

o The new generation have the capacity of ending French domination and of starting a new English spread.

The calls to end French domination existed long ago as student 4 stated. The following picture deals with the French domination issue and was shared by an Algerian journalist named Zoubir Fadel.

Figure 4.3: Sample of rejection of French domination on social media

The previous picture is written in Arabic and using the hashtag 'speak_Algerian' with a statement that says "no for the domination of French culture on the Algerian identity" and in red "let French language rust". These statements were put in vote with yes or no with a drawing illustrating two people speaking in Algeria, instead of French. As it can be seen, the Instagram followers of the journalist, Mr. Zoubir Fadel, voted by 81% for speaking in Algerian dialect by disregarding French interference. This picture was just one example of plenty that can be seen on social media in rejection of French domination and interference.

4.1.2 Beliefs on English Language Status Planning

English language status in Algeria has been a subject of debate by the end of 1990s, but since then, there had been no attempts by the Algerian government to improve its status despite the calls of Algerians on social media platforms as can be seen on the following picture:

Figure 4.4: Example of demands on improving English status on social media

The picture was published on the Algerian Facebook page "L'ambiance a l'algerienne" seeking opinions on the statement "there is an idea that recently spread about officializing the status of English instead of the French dead language, honestly the idea is great. Are you for or against?" This statement shows strong opinions against French language and very positive opinions to improve the status of English language in Algeria.

In order to scientifically assess the beliefs of Algerians on the current status of English in Algeria, the teachers were interviewed to provide their beliefs about the status that English holds in Algeria as a second foreign language as the following table illustrates:

Table 4.7: Research area for teacher interview on beliefs

Interview question for teachers	Research area
How would you describe the status of English as a second foreign language in Algeria?	• Beliefs on the current status of English in Algeria as second foreign language.

4.1.2.1 Beliefs on the Current Status of English in Algeria as Second Foreign Language from the University Teachers' Perspective

In their response to these questions, some examples have been selected to provide university teachers' opinions. For instance, teacher 2 provides his opinion on the reason why English still holds the second position after French and believes that the policy makers have the power to change this position by teaching English to students and administrators. Teacher 2 states that:

> "I think second language [French language] in Algeria, it's because of the historical relation and historical things all related to French country and we couldn't defend our policy for the languages I mean. So, they impose for us to do it as the first language and the English was the third. Actually, I think Algeria must increase this language firstly in the schools and secondly for the staff administrations. I think this is the way by which we can increase our English, but I think it must be restored and established inside of Algeria instead of any administration, but this depends on the political men." (Teacher 4, age: 28)

Another teacher that holds an administrative position in addition to the teaching position comments on the status of English as follows:

> "Very weak, but nowadays it's getting more and more attention, not from the politics, but from the students. I will give you an example at Biskra University, nowadays the biggest department is the English department…

more and more people are studying English. Previously it was French so now it's the reverse and the university had to recruit more than twenty teachers during the two last years … so last year it was 9 positions and this year it was around 11 positions for English teachers … this year it's more than 50 percent of the total positions opened at Biskra university were for English." (Teacher 3, age: 30)

Teacher 3 provides a factual anecdote on the recruitment procedure at Biskra University where English language teachers constitute 50% of the total recruitment for all domains due to an increase in the demand in the English language department that receives high numbers of students. However, the same teacher thinks that the status of English is weak even if there is a bottom-up demand. Similar to teacher 3, teacher 4 states that: "it must be changed. They should make English as the first foreign language", which shows very positive opinion towards English language.

The previous opinions were by the young university teachers. However, the opinions of older teachers that received French medium education were inquired, as well. For instance, teacher 20 states that:

"The status of English! Okay, I will be honest with you. In today's world, it should have better position than it is now in Algeria especially that our kids are interested more in this language, but for us as university professors, it would be very difficult to get rid of the French language. I mean I studied everything in French, I teach in French, switching to English would be very difficult, but the new generation needs it more" (Teacher 20, age: 65)

In teacher 20's statement, one can sense a fearful attitude towards the change of linguistic beliefs and practices in Algeria. The teacher was forthright about his situation if English becomes more privileged in Algeria. However, he stated that the present reality imposes English because the new generation is more interested in English. Opposite to this tolerant attitude, teacher 14 (60 years old) had very strong opinions about English and stated that: "it is in its right position, how do you expect it

to change when Algerians use it in their daily lives. We have history with this language and it won't change". The teacher was later asked: "the new generations seem to prefer English more than French, what do you think about that" and the teacher replied: "they can like it and use it, but there is no need to change its status". As it can be observed from teacher 14's opinion, English language status should remain as it is because of its use in daily social contexts.

The beliefs of university teachers on the current status of English language in Algeria as the second foreign language are divided into two groups:

1) The first group is the new generation teachers who believe that the current status of English as second foreign language in Algeria is weak and should be changed by considering some procedures like developing its use in schools and administrations.

2) The second group is the older generation who received French-medium education and who are found uncertain about the necessity of changing its status even if the new generation appears to be more interested in English language. Their uncertainty strikes from the fear of implementing English in universities as the medium of instruction, especially that they used French as a means during all their teaching career.

The previous beliefs were seen from the teachers' perspective, but it was also necessary to address the students' beliefs on the status of English language. Therefore, they were asked some survey and interview questions to meet that purpose as the following table demonstrates:

Table 4.8: Research areas on students' beliefs about current English language status

Survey/interview questions	Research area
How would you consider the current status of English language in Algeria?	• Beliefs on the current status of English language.

4.1.2.2 Beliefs on the Current Status of English Language from the Students' Perspective

As the university teachers shared their opinions on the current status of English language in Algeria, the university students were beseeched to answer the interview question "How would you consider the current status of English language in Algeria?" The answers to this question varied but were all in favour of English language. For instance, student 8 described the status of English language as the second foreign language as 'not fair' and provided an argument for that by stating: "it's not fair because it's number one in the world and it shows through the rank of our universities." In her statement, student 8 attributed the low rank of Algerian universities to the current status of English in Algeria. Within the same perspective, student 3 used the expression 'must be reconsidered' to contemplate about the current status of English. However, student 2 preferred to discuss the necessity for changing its status by reflecting on his experiences with his peers:

> I think people are more aware now about the importance of English as a second language and there is a lot of acceptance among them, so they are trying to learn. I see many people trying to learn… my friends, for example… and hopefully we are on the right track to make English the second language instead of French (Student 2, age: 24)

On the other hand, there were opinions that considered the current status of English language as 'normal' due to the past history of Algeria with France, yet discussed a necessity for smooth change to avoid protests from French language supporters and accredited the role of TV channels on changing the linguistic map in Algeria.

I think it is normal to be the second foreign language because we are a past French colony, but when it comes to logic it is not normal. But in Algeria, numbers don't matter… first or second… because if they care about the labels, there would be protests from French bodies in Algeria like some teachers and students like the case with Berber language whose representatives always protesting, so Algeria avoids numbers to silent the international interference while it develops English in schools and universities and we don't forget that the new generations are really good in English since their childhood because of kids' TV channels such as national kids and Toyor Aljanna where they teach English, no one is teaching them French at that age. It's a matter of time and wisdom that English would take its right position. (Student 10, age: 25)

Another student minimized the status of English by describing it as: "… it doesn't have a big position in Algeria. Youth obsessed with computers and songs that's its position." In this statement, English was reported as the language of youth who are 'obsessed' with computers and English songs; therefore, it does not have a position in Algeria. On the other hand, student 9 conditioned the development of English language status by considering a long-term status planning and stated that:

It is a whole process. The culture of people should change from francophone to Anglophone. There should be developmental programs in all educational levels. It won't be easy for a university teacher who studied all his life in French to switch to English. It needs at least 10 years. (Student 9, age: 24)

The previous statement also considers the need to provide developmental programs in order to develop the university teachers' ability of using English in educational settings. It also discusses the socio-cultural nature of the Algerian society that should switch from French to English if an improvement on the status of English is to be taken.

In addition to students' and teachers' beliefs, the Algerian diaspora was approached to give an eagle-eye view on the current status of English in Algeria especially that they

all live in native countries of English or countries where it is the second language. The question and research area are presented in the following table:

Table 4.9: Research area of diaspora on beliefs about current status of English language

Interview question	Research area
What do you think about the status of English as the second foreign language in Algeria?	• Beliefs on the current status of English language in Algeria

4.1.2.3 Beliefs on the Current Status of English Language in Algeria from Algerian Diaspora Perspective

The Algerian diaspora as has been discussed earlier has the ability of providing an eagle eye view on the status of English language in Algeria as they can see its usefulness in the countries they live in. For instance, Anwar from China thinks that the current status of English is doing Algeria a 'disservice' because:

> it's putting us back again instead of pushing us to the front because you know 80 percent of the publications … those new scientific studies are written and published in English and 20 percent is not for French, it is for all of the other languages together, so I think French is only spoken by only four or six countries I'm not so sure I don't want to give the specificity, but it's like French language is not good nor for science nor for tourism even… they are not going to use French unless you are in a French speaking country… so I think it's just not helping at all. (Anwar, China)

In his argument, Anwar compared French and English in terms of publications, tourism and science to highlight the value of changing its status from second foreign language to first foreign language. Also, Marwan from Cyprus thinks that: "… English should be the first foreign language in Algeria even if it is the second now, I hope this [sic] changes as soon as possible because we don't really benefit from French." Similarly, Mostafa from Cyprus thinks that it is not fair that English holds the second foreign language while French takes the first position. The following table provides a summary

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of all the adjectives and expressions that were used by the diaspora to describe the current status of English language in Algeria.

Table 4.10: Summary of diaspora's opinions on current status of English language in Algeria

Adjectives and expressions used by diaspora to describe the current status of English language in Algeria	
Adjectives	**Expressions**
unfair, illogical, sad, unfortunate	doing disservice, no benefit, keeping us back, not normal

All the previous adjectives and expressions demonstrate negative attitudes towards the current status of English language in Algeria. These negative attitudes were developed from the belief that English could bring benefits to Algeria in different domains, but those benefits were disregarded because of preferring French over English.

4.1.2.4 Beliefs on the Desired Status of English Language in Algeria from the Perspective of Students

University students present the new generation that has the power of creating change and shaping the future of a country. Therefore, they were addressed to reflect on their beliefs and attitudes on the status they desire English language should hold in Algeria. The following table provides the survey question and the research area:

Table 4.11: Research area on students' beliefs of desired status of English language

Survey question	Research area
English should be the first foreign language in Algeria.	• Beliefs on the desired status of English language in Algeria.

The survey question that addressed students' beliefs and attitudes towards English language status was presented in a scale of five options: strongly disagree (1), disagree

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(2), undecided (3), agree (4), and strongly agree (5). The findings reveal that the mean of responses is 4.48 which is greater than 4 (4.48> 4) which shows that most responses were in favor that English should be the first foreign language in Algeria.

Table 4.12: Beliefs and attitudes towards English language status

Attitudes towards English	Mean	Statistics		
		Std. Deviation		
Options	4.48	.826		
	Detailed statistics			
	Frequency	Male	Female	Percent%
I strongly disagree	1	1	0	.5
I disagree	7	4	3	3.5
Undecided	16	12	4	8.0
I agree	48	35	13	24.0
I strongly agree	128	91	37	64.0
Total	200	143	57	100.0

As has been discussed earlier, the majority of respondents (64% strongly agree and 24% agree) showed positive attitudes towards English and believe that it should be the first foreign language. Regarding the characteristics of respondents who strongly disagreed and disagreed that English should be the first foreign language, the following table (Table 4.13) provides statistical data about those participants:

Table 4.13: Characteristics of participants with negative attitudes towards English

	Gender		Age	Location	Spoken languages	Degree
	Male	Female				
Strongly disagree	1	0	28-30	north	trilingual	MA
Disagree	4	3	25-27	2 east 2 west 3 north	1 mono-lingual 4 bilinguals 1 trilingual 1 multi-lingual	2 BA 5 MA

The statistics reveal that the student who strongly disagreed was male, in the 28-30 years age range, coming from the north of Algeria and spoke three languages (Arabic, French and Berber). As it was discussed in the literature review, Algerians coming from the north and mostly from the capital are frequent users of French language, a case which might help to interpret the students' negative attitude towards English. Also, the students who disagreed were in majority from the north of the country with an age group of 25-27. Some of these students were interviewed and reportedly mentioned on previous points (i.e., beliefs of students on current status of English language) that English cannot develop in Algeria because of the socio-cultural nature of the society which is attached to its colonization history and the long-term work that is needed to make that change.

4.1.3 Importance of English Language in Algeria

In order for languages to develop in any context, they should serve certain functions in the society, namely communicative functions, professional functions, cultural functions and others. In this respect, different groups of participants (students, teachers, diaspora, social media influencers and shop/restaurant owners) were asked to interpret the importance of language to Algeria from their perspectives. The findings are reported below.

4.1.3.1 Domains of Importance to University Students

The use of any language is only relevant if it serves different functions. Therefore, Algerian students were asked about the domains they aspire English has more presence in. The question and its research area are presented in Table 3.14:

Table 4.14: Research area on domains of English language importance

Survey question	Research area
Where do you want to have more presence of English language in Algeria?	• Domains of English language importance.

The students in the previous question were asked to choose among nine options which were: 1) education, 2) oil industry and business, 3) national press, television and radio, 4) official national work-entrance exams, 5) social media, 6) policy, 7) all the above, 8) none of the above, and 9) other. These options were the same options that the students were asked to highlight when addressed about French domination domains. The findings are listed as in Table 4.15:

Table 4.15: English language's domains of importance

English language's domains of importance		
Domains	**Frequency**	**Percentage**
Education	87	43.5%
Oil industry and business	7	3.5%
National press, television and radio	5	2.5%
Official national work entrance exams	2	1%
Social media	2	1.0%
Policy	1	0.5%
All the above	88	44%
None of the above	4	2%
Other	4	2%
Total	200	100%

The findings reveal the university students' belief that English language should be present in the education domain as it should be in all the other domains. As it can be seen, 43.5% of total 200 participants selected the education domain as the primary domain, while 44% thought it should be present in all the domains that were provided. The following chart (Figure 4.5) describes the distribution of importance among all the domains:
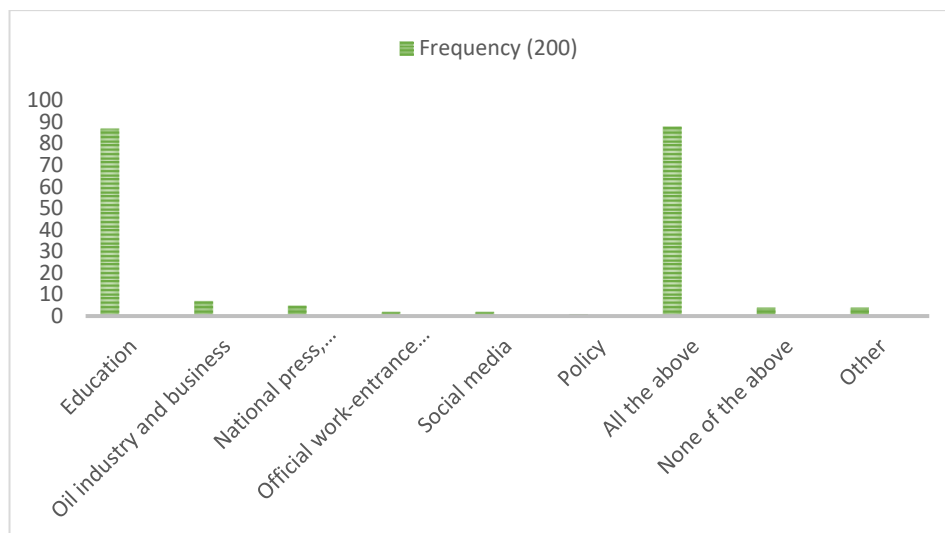
Figure 4.5: English language domains of importance

English language was perceived as highly important in the field of education because most students stated that in order for English to develop, it needs a long-term process of developmental programs (i.e., preparatory and professional development programs) to students and teachers, as student 9 previously mentioned "there should be developmental programs in all educational levels...". However, nearly half of the students perceived English as important in all domains, including education, which implies that there were very positive opinions about English language.

Also, there were four students who thought English should be present and is important in other domains. These domains are: hiring contests, medical domains and 'everything', as one student stated. The fourth student, however, had different opinions than his peers and stated that: "I tend to use Arabic in general life domains", which shows the students' attachment to Arabic identity and its importance in all the domains that were proposed. Conversely, four students believed that English should not be present in any of the domains. This is not surprising since seven students had previously shown negative attitudes towards English.

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4.1.3.2 Importance of English Language from the Perspective of University Teachers

University teachers represent the educational elite of the Algerian society. Therefore, they were asked to reflect on the domains where they believe English is important in, whether in educational domains or life domains. In addition to that, university teachers, more than any other category, travel abroad and meet other peers from different contexts in conferences, exchange programs, labs and many others. These opportunities allow them to reflect on their linguistic needs to communicate with their peers. The following table (Table 4.16) presents the interview questions that have been addressed to university teachers and the area of research that we were interested in:

Table 4.16: Research areas of English language importance to university teachers

Interview questions	Research area
Do you think it is important to know English?	• Relevance of English language. • Attitudes towards English language.
Have you ever been in situations where you were embarrassed because of not being able to use the English language?	• Reflections on English-related experiences.
What are the domains you think English is important for?	• Domains of importance to English language.

Relevance of and attitudes towards English language

All the university teachers were asked the same question "Do you think it is important to know English?" to reflect on their attitudes towards the importance of English language. All the responses, whether from younger or older teachers, were positive. The following statements are some examples of the testimonies of the university teachers.

> Yes, it is very important especially for professor career… let's say researcher career… because the English is the language of science or the research papers' projects that are published in English so it is important to understand and to write expressively. (Teacher 3, age: 30)

This testimony from teacher 3 declares English as 'very important' for a professor career, for research and publications. Another teacher agreed with teacher 3 and stated: "Of course. It's not me who says that. It's the statistics of research, so we are obliged whether we want or not, it is important." (Teacher 4, 32). In his comments, teacher 4 considered English as important and asserted by referring to scientific research statistics which proves the status of English as language for research. Another teacher preferred to assert the universal nature of English language to describe its importance. He stated that: "Yes, of course. I consider it as the first language in the world. It is science language and also the world language… universal…. I think all countries if they don't have English as first language, they have it as a second" (Teacher 2, age: 28). In this statement, English importance was hyphenated with universality, world language and status privilege.

Another teacher (teacher 10) preferred to give an argument about the importance of English language by highlighting that it is an easy language to learn. In her argument, teacher 10 stated that: "it is an easy language to learn, easier than many languages, even easier than French", considering the complex grammar that French language has. Teacher 5, however, chose to describe the importance of English by focusing on its use in technology and communication and stated that "it's the language of science, the language of technology and it's the language of communication… it's widely used" (Teacher 5, age: 42).

On the other hand, teacher 8 stated that: "knowledge of new languages is definitely important, not only English", which shows her positive attitude towards learning foreign languages including English, but not in particular the English language. As has been mentioned earlier, all the responses were positive on the importance of English

language and they described its importance through the use of some expressions which are summarized in the following diagram (Figure 4.6):
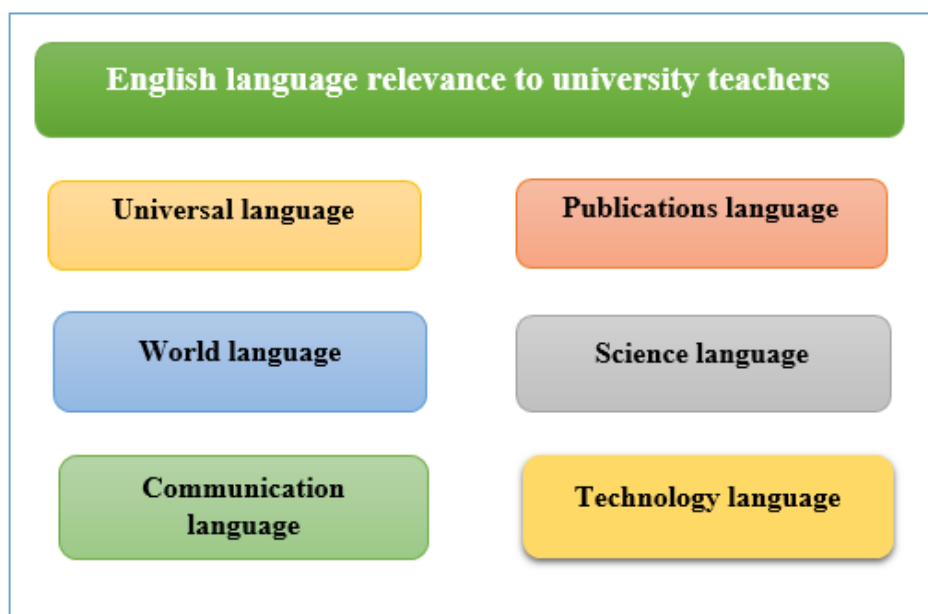
Figure 4.6: Descriptions of English language importance by university teachers

Reflections on English-related experiences of university teachers

The university teachers answered the question "Have you ever been in situations where you were embarrassed because of not being able to use the English language?" to reflect on their experiences and highlight the importance of 'knowing' English by university teachers, especially that they deal with students of the new generation on daily basis. The following are some anecdotes of the experiences where university teachers felt uncomfortable because of English language:

> **Anecdote 1:**
> In 2015 when I went to France for a conference. At the time my English was not that good, I didn't start to take English course yet, I was in the second year of my PhD, at that time it was a bit complicated to speak to other researchers in English to communicate. (Teacher 3, age: 30)

Anecdote 2:
Yes, the first day in the American airport where the policewoman was African American and you know Afro-Americans have a little difficult accent like fast and strong. Believe me she spoke two sentences and I could not understand a single word (laughs)… I couldn't understand her. The trip was already too long and I was tired, so she went easy on me and used even gestures to make me understand, but since then you know an embarrassing situation, I knew that only Afro-Americans have this type of accent that is a bit difficult to understand. Later then, I had an African American roommate, I used to talk to him so much to know how (stutters) … how is their accent to be able to understand and to know the words they use because their words are generally different than others. (Teacher 4, age: 32)

Anecdote 3:
Sometimes the students I teach… especially MA students… they speak English fluently and last year one of my students was a PhD student… she used to prepare and present her research papers in English, I used to envy students for that. (Teacher 7, age: 40, interviewed in Arabic)

The previous anecdotes provide an insight to the challenges that Algerian university teachers deal with when encountered to English language in different situation. It must be highlighted that these cases are not unique to the 'Algerian' teachers, but can happen to any non-native speaker of another language. However, those experiences are typical to Algerian teachers in terms of their ability to speak another foreign language that they do not master. For instance, the teacher in anecdote 1 describes his experience before he mastered English in an international conference in France. It is a fact that this teacher masters French language and he is in France, but astonishingly he could not communicate with other attendants of the conference because everyone was using English. In the second anecdote, the teacher describes his first time in the USA in an exchange program. He narrated his very first time at the airport where he could not understand a single word from the Afro-American airport officer who, according to him, has the most difficult accents in the USA. Both anecdote 1 and anecdote 2 discuss uncomfortable situations that were encountered outside the Algerian borders;

however, anecdote 3 reports on events that can be lived by any university teacher in a regular Algerian university. The teacher who was interviewed in Arabic admitted that one of the difficulties he always finds with students of the new generation is their 'fluency' in English. The teacher also mentioned that he envies these students because they have the ability to use English for making and presenting research.

From these anecdotes, it can be understood that the problems that face university teachers in English-related situation are experienced most in international conferences, exchange programs and while communicating with new generation students (who are much more fluent than their instructors) as the following diagram (Figure 4.7) describes:
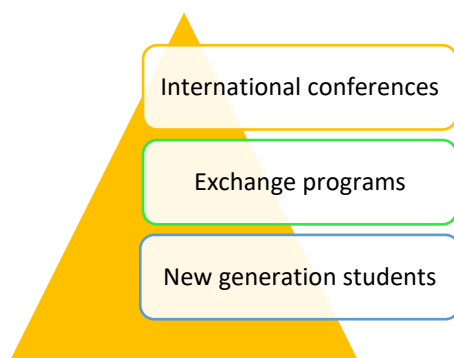
Figure 4.7: Sources of uncomfortable English-related situations to university teachers

These previous uncomfortable experiences are not necessarily generalizable on all the university teachers because there are teachers who indicated that they were never found in uncomfortable English-related situations. For instance, teacher 5 demonstrated great relief that she was never found in such situation by stating that: "Thank God I was never found in such situations". Similarly, another teacher (teacher 6) reported that she sometimes finds herself in such situations, but attributed the reason

for that to the fact that she is multilingual: "I do sometimes, especially that I am multilingual, and languages get mixed up". Another older teacher, when asked about uncomfortable situations, replied that: "Why would I be embarrassed! It is not my native language, I never studied English so I don't consider that embarrassing" (Teacher 20, age: 65). And finally, teacher 20 argued in his testimony that he should not feel uncomfortable because he never studied English, nor it is his native language.

Domains of importance to English language by university teachers

The university teachers, as was the case for the university students, were asked the question "what are the domains you think English is important for?" to elicit their opinions on the domains they think English is important to in Algeria. The following are some of the testimonies that university teachers provided (repetitive testimonies are not presented):

Example 1:
"I see that English language should be present in all science domains, whether they are scientific sciences or social sciences and why not to teach it in primary school" (Teacher 7, Business department)

Example 2:
"It is important for economy, politics, journalism, telecommunication, also in law. I think it is indispensable for all the domains." (Teacher 1, Media and communication department)

Example 3:
"Since I'm in science field, so it's the first domain. Even other domains such as literature I wish" (Teacher 4, Civil Engineering department)

Example 4:
"I think all the scientific fields must choose it and the high education and scientific research and also for data and I-tech… I mean technology of information and communication, by the way… also, for all ministries from the different ministries and especially the foreign ministry etcetera must

choose it, but I think it must be increased slowly slowly." (Teacher 2, Political Sciences department)

Example 5:
"Uh! I would say research, but also, we have some touristic goals and aims to achieve like if you want to attract more tourists, we have to be able to speak English with them because it's the universal language, the tourists expect to deal with them in English, foreigner policy also…. The Algeria want to brighten it image, they should communicate with other countries in English especially the embassies and websites of embassies… those should be in English, like foreigner ministry … also the web page should be in English because I would say like if you search in google for Algeria, you should expect results coming in English not in French, I mean the external image of Algeria." (Teacher 3, Civil Engineering department)

Example 6:
"I think English should be present in all domains, also in street signs because you know if tourists come to visit Algeria, they expect to see signs in English, I think it would help to develop the country" (Teacher 14, Mathematics department)

All the precedent examples provide an insight into the domains that university teachers think are important to use English in them. Among these domains are the ones found in example 1, which are social sciences, scientific sciences and primary education. Example 2 suggests economy, politics, journalism, telecommunication and law as important domains. Example 3 also suggests science domains and literature. Additionally, example 4 thinks education, scientific research, technology of information and communication and politician language are the important domains. Differently, example 5 provides new perspectives which are tourism, official website of official political bodies and on google search about Algeria. The last example, example 6, is not very different from example 5 since it discusses the importance of English on Algerian linguistic landscape to promote tourism and ease the task for tourists.
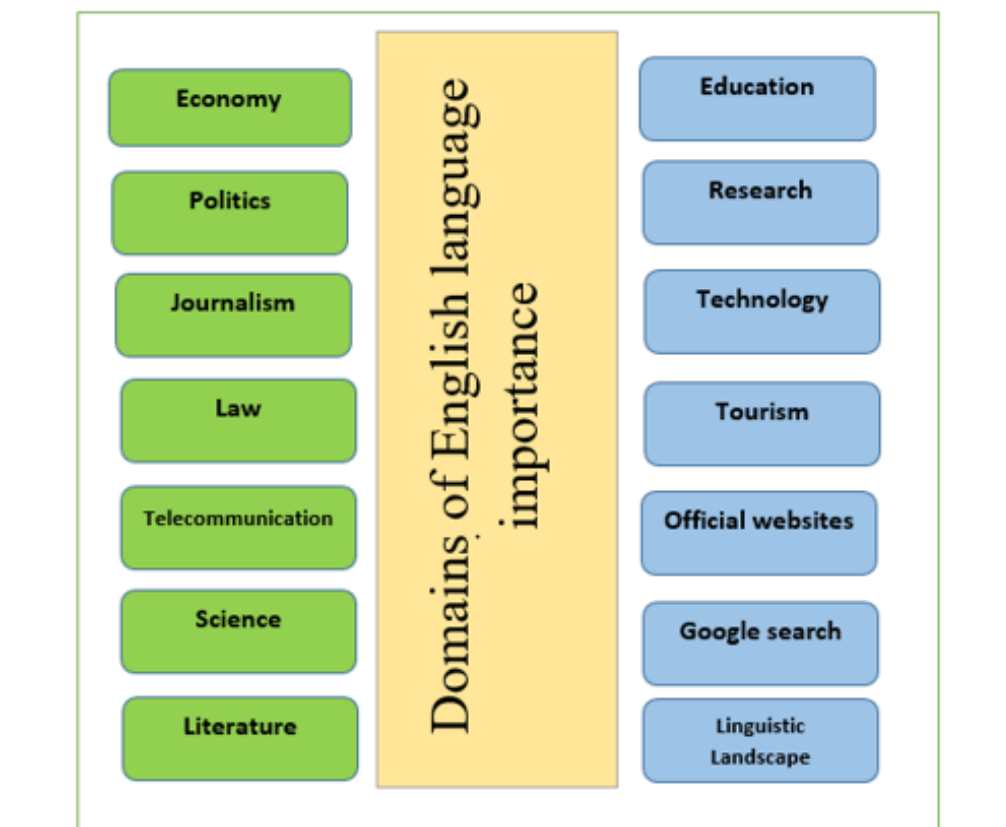
Figure 4.8: Domains of English language importance to university teachers

Figure 4.8 summarizes all the 15 domains that the university teachers have previously discussed. These domains are perceived as indispensable to include English language for varied reasons, amongst are improving education, research, tourism, economy, Algeria's image and development.

4.1.3.3 Importance of English Language from the Perspective of Algerian Diaspora

The Algerian diaspora, similar to university students and teachers, were asked about their opinion about the importance of English language and its possible role in developing Algeria as a country. To collect these opinions, the diaspora was asked to respond to the question "if English spreads in larger scale in Algeria, do you think the country will be more developed?" Various responses were obtained to this question.

The first response was received from an Algerian (Assia) living in Saudi Arabia.

> "Yeah, definitely because English it is the leading language in all domains of life, for communication, culture, economy, science … you name it. If Algeria is to develop economically and create more opportunities for our youth, then knowledge of English is a necessity and especially in terms of scientific research since you know English dominates the flow of knowledge like access to the latest research and also whether a person like to publish or share what they have discovered or researching on knowledge. English is a must and so.. yeah, if Algeria wants to advance in terms of education, medicine, science, then I believe that our educated and elite need to be able to interact in English." (Assia, KSA)

In her opinion, English has the ability of developing Algeria because it is the leading language in all domains; therefore, knowing English can help the development of those domains and eventually develop the country. Similarly, Anwar from China agrees with Assia and states that:

> "Definitely, definitely. One of the (*thinks*) I think big pillars of the development of any country is the use of English. If you use English, you are with the rest of the world in the development whether in science or technology or any other stuff and in any other domain. If you are using English, you are with them. You are not using English, you're out. This is how I see it." (Anwar, China)

Anwar describes English as the big pillar of development because it indicates the scientific and technological development and therefore would allow any country to join the herd of development. Similar to these opinions, Marwan from Cyprus thinks that English would open horizons for opportunities, projects and new cultures, as he answers:

> "Yeah, it will of course. If English spreads more in Algeria, it's going to open new opportunities to people, new projects, and new culture because you know as the most powerful language in the planet so it should" (Marwan, Cyprus).

Within the openness context, Nabila who is a university teacher in the UK, thinks that: "they will be more open to the world market, international market, they would be more open in term of education as well, and people will have easy access to education". To paraphrase, Nabila thinks English would help Algeria to develop its trade by having access to the international market and help Algerians to have more educational opportunities. To illustrate on the educational opportunities, Nabila shares an anecdote about studying in the UK and the benefits of knowing English. She states that:

> "Now I can see here at university, people who come from Middle East, they have access to education, they don't need to spend a lot of time understanding that they don't waste time in learning English, I hope it will be the same for Algerian students when they come here. I cannot see anything but benefits of using it" (Nabila, UK)

In the previous statement, Nabila compares between Algerian students and Middle Eastern students who have English as the foreign/second language in their countries. Nabila thinks that these students from the Middle East are privileged and have more access to education because they do not waste time trying to understand or learn English. Additionally, Nabila adds another anecdote about her educational experience in France and compares it to the Algerian context:

> "…you know when I first went to France to study my MA and I was asking myself why in Algeria we're studying in French because in France there are many degrees and many universities who teach their master students in English so this tells a lot, so I can only think of benefits of English" (Nabila, UK)

From her experience, Nabila describes the educational practices in France by referring to the usage of English as the medium of instruction and wonders about the fact that Algeria still uses French for the same purpose. In fact, Nabila's observation is valid since the French president encouraged the French people to learn English to spread the

French language (Bergeron, 2018) by having contact with the world since English is the world's language of communication.

Asma from Cyprus agrees with the other diaspora on the importance of English to developing Algeria, but she specifies that it is beneficial to the tourism field as she explains in her statement: "From the touristic perspective, it would because tourists would expect English for communication… it is an international language." This point has also been discussed by Algerian teachers who think that English can widen the touristic prospects. From another perspective, Mostafa from Cyprus states that:

> "It may develop in terms of human resources which is very useful to companies to go international because we need this language (English) because it covers most of the world's trade exchanges so it can be used in negotiations and it would be more profitable if done in English because you one dollar can make a big difference in a deal of million dollars so for me it makes a big difference in the economic side and the political side, oh and even in research like scientific research of course." (Mostafa, Cyprus)

Mostafa has discussed a different field that is human resources believing that this can develop companies and help them go international and make profitable businesses through using English for negotiations. He also stated that it is important for political and research domains.

Different from all the previous statements, Abdullah from Sweden thinks that English would not develop Algeria, but has the capacity of benefiting individuals since Algeria's problem is not linguistic. He states that:

> "I honestly don't think it will do any for Algeria to rise and develop because it's not a language issue, it's a … (thinks) the problem is much much deeper than that, but on the other side I think it will benefit people to emigrate from Algeria to Europe …" (Abdullah, Sweden)

The benefit that Abdullah discussed is emigration since he thinks it is one of the opportunities that can benefit people. To support his statement, he refers to an anecdote he encountered with emigrant Algerians in his own company.

> "… like in the media field right now, I own my own company and so I have an assistant of business from Algeria and I have a director from Algeria, they are from Algeria and came here and of course they are very good at what they do, but one of the reasons I brought them here is English and in that way they can benefit from English as individual, but I don't think as a country, the problem is much deeper" (Abdullah, Sweden)

In the previous anecdote, Abdullah highlights the reason behind hiring these two directors, which is 'their ability to speak English'. In other words, English can benefit individuals to travel abroad and find new opportunities. To support this argument, Abdullah explores other individual benefits of English in the following statement:

> "… It will simply open doors for Algerians to apply for other universities or I don't know… search for other job opportunities elsewhere than France and Canada… they can look in the Scandinavia… for example… England, USA, Germany, I don't know" (Abdullah, Sweden)

Abdullah clarifies that English can benefit Algerian individuals by finding educational and professional opportunities in non-French speaking countries such as Scandinavian countries, UK, USA and Germany. Abdullah, in his argument, is aware that France and part of Canada attract the majority of Algerians for education and work since they are French-speaking countries.

The following diagram (Figure 4.9) summarizes the ideas that Algerian diaspora shared on the relationship between English and the development of Algeria:

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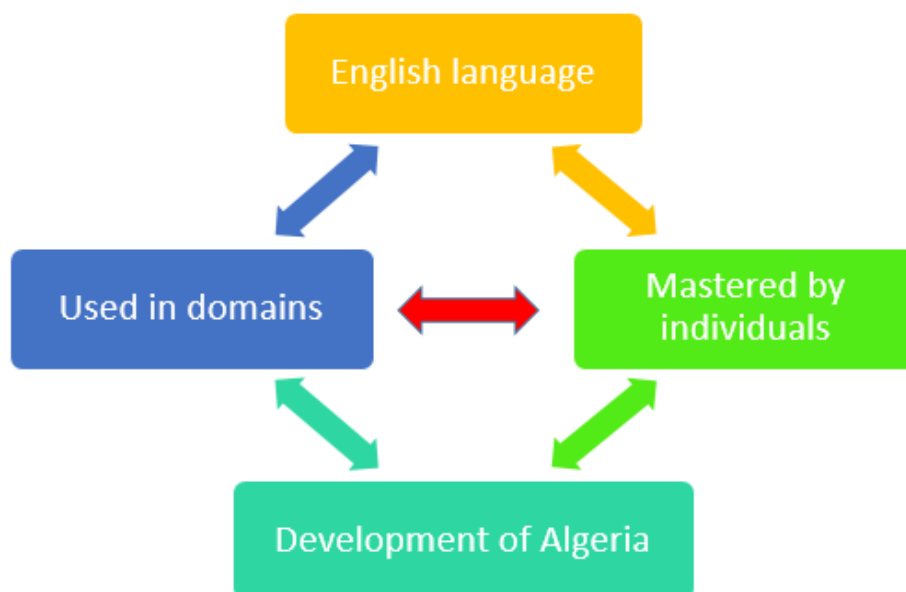
Figure 4.9: Relationship between English and development of Algeria

This diagram (Figure 4.9) explains the way English language can develop Algeria through two inter-related items. The relationship between these items, according to Algerian diaspora, provide for the development of Algeria. In other words, if individuals master English language, the domains and field they work in would develop because it can give them an international nature. This international nature allows these domains to have more benefits which would eventually serve for the development of Algeria. To summarize, English is the language of development from the perspective of Algerian diaspora.

4.1.3.4 Importance of English Language from the Perspective of Social Media Influencers

Social media influencers are these years (2019-2021) receiving much popularity in Algeria. They also practice the use of English on their platforms on daily basis (illustrations on these practices are provided in the practices section). Therefore, they were solicited to collect their opinion on the reasons behind using English on their

social media and the symbolism of this language to them. The following table (Table 4.17) presents the interview questions and the targeted research area from them:

Table 4.17: Research areas on the importance of English to social media influencers

Interview questions	Research area
Why do you use English in your social media platforms?	• Reasons behind the use of English language • Importance of English language
In your opinion, what does English symbolize?	• Symbolism of English language

Reasons behind the use of and importance of English language to social media influencers

The participants of this category were asked the question "why do you use English in your social media platforms?" The answers to this question varied according to the interests of the interviewed influencers. For instance, Rapstar who is an Algerian social media music content creator justified his use of English on his social media by stating that:

> "First of all because I knew music in English and I produce English music so most of my fan base are from different nationalities and different cultures and I thought that English is the most common one so I have to" (Rapstar, age: 21)

In his justification, Rapstar explains that he uses English in his music or on his social media because he has music followers from different nationalities and cultures, so English is used as the median language that brings all these nationalities and cultures together. Also, he mentioned that 'he knew music in English' which shows the influence of English culture on Algerian youth.

Thinker, on the other hand, thinks of English as a tool to attract English-speaking community in Algeria and when asked about the reason, he explained that "English community has a better look of the world than the French one, I feel they are superior, they feel smarter than the ones who use just French". According to Thinker, English language speakers are superior and even smarter than those who speak only French, an opinion which shows that English is perceived as the language of superiority and intelligence.

Beauty-creator, similar to Rapstar, explains that she was affected by English and American beauty influencers like Kylie Jenner and others. Also, she was a student of ELT department, so she sees English as a tool she can express her passion for make-up and for her field of study. Straightforwardly, she states the following:

> "You know I studied English as a major, so I already love English, but because I love make-up and everything related to it, I used to watch beauty queens in the world like Kylie Jenner and Gigi Hadid, you know those gods of make-up and then when I started my Instagram page, I wanted to have it heard not only in Algeria, but all the world. Maybe one day I become famous like those (*laughs*)" (Beauty-creator, age: 26)

In her statement, Beauty-creator seeks international fame by using English as the language that can achieve that for her. Similarly, Comedian who also happened to be an ELT department graduate stated that:

> "My aim was to reach larger audience; you know I create comedy content and I dream to be an actor so what is the best tool to use to do that? Of course, English. Honestly, I feel proud of myself, I mean seriously I have people following me from Asia, the Arab world … I mean, isn't it amazing? English also helped me to know other content creators from different countries, I could've never dreamt of international followers if it wasn't English" (Comedian, 27)

Similar to other participants, Comedian thinks that English is a tool that is used to promote his work and attract international followers. He also thinks that it helped him to share experiences with other international content creators. Differently, the last content creator, Cook-Chef, explains that she uses English because she wants to spread and promote Algerian food culture, instead of being individually famous. She deliberately states that:

> "I use English because I believe we have an amazing cuisine but it isn't much known in the world, so I use English to give recipes or to describe dishes. I believe this can help me reach larger audience and help make Algerian kitchen famous as well … "(Cook-Chef, age: 28)

All the social media influencers describe the importance of English in terms of the functions it serves for them. The following diagram (Figure 4.10) describes the functions of importance of English language according to social media content creators.

Figure 4.10: Functions of English language to social media influencers

The diagram above describes five functions of importance of English language. The first function is the 'international and cultural exchange' function which means that English is used to reach international audience and to exchange cultures. The second function is 'fame' function which implies that English can lead social media influencers to reach larger audience and attain fame. The third function is 'superiority' which can be interpreted as being English speaker permits the person to be superior. Similarly, the fourth function that is 'intelligence language' means that English language speakers are perceived as smarter. The last function, 'promotional language', conveys that English language is used to promote content to an international audience.

Symbolism of English language to social media influencers

In addition to the reasons of using English language and its functions of importance, the social media content creators were asked a direct question about the symbolism of English to them. The answers to this question were various adjectives and expressions that indicate that symbolism.

Among these answers is Rapstar's statement: "Of course English is the world language and most used one, and most common between all the cultures, not only in the music industry, but also in all domains." In his statement, Rapstar relies on a definition of English language and uses two expressions to identify it which are 'international language' and 'common language'. Another description of English language was provided by Thinker (a social media content creator) as the following:

> "English is the new world, English is like an evolutionary world, anything new that comes out in the world, it comes out in English you know, so English is like a newsfeed and the latest s*** [Curse word] outside, so if you are in contact with English, you are in contact with the world." (Thinker, 28)

In the previous description, Thinker provided a number of adjectives and expressions to describe the symbolism of English language; among are 'new world' 'evolutionary world' 'anything new' 'newsfeed' and 'contact with the world'. Other adjectives and expressions have been used by Beauty-creator who sees English as: "… the language of development in all domains because you see all ads on newest products or technology are in English". In her definition, Beauty-creator sees English as the 'language of development'.

Another description by Comedian recounts the symbolism of English as the following:

> "It is a language that must be learned nowadays. You know I always advise my followers to learn English because it's not only a language, it kinda open doors for knowledge and everything that is new in the world like technology and other things." (Comedian, age: 27)

The previous statement by Comedian describes English as a 'must-be learned language' 'knowledge language' and 'everything new language'. Similarly, Cook-Chef sees English language as: "… international language" which was used by Rapstar to describe English. All these responses are summarized in Figure 4.11:

Figure 4.11: Symbolism of English language to social media influencers

It must be noted that all the adjectives and expressions that were presented in the previous table are not very different from ones that university teachers used to describe the importance of English (summarized in Figure 4.8). This partial similarity indicates that there is general consensus in Algeria on the benefits of English language.

4.1.3.5 Importance of English Language from the Perspective of Shop/Restaurant Owners

The three shop and restaurant owners were interviewed to address the importance of using English in their businesses and the reactions of their customers with that use. To this end, they were asked four questions that address these areas as Table 4. 18 indicates:

Table 4.18: Research areas on bottom-up signs in shop/restaurant owners' workplaces

Interview questions	Research areas
When did you start your business?	• Assessment of time-lapse of linguistic landscape change.
Why did you choose English language to represent your store/restaurant as shown on its front sign?	• Reasons for using English in bottom-up signs.
How do you think the use of English helps in doing business?	• Importance of English language in doing business.
Do you think English adds to the prestige of your shop/restaurant?	• English as language of prestige.
Does English make your shop look modern?	• English as language of modernity.

Assessment of time-lapse of linguistic landscape change

Knowledge about the start of English language spread in Algerian linguistic landscape may possibly allow for expecting the reasons behind its use and its future in Algeria. Unfortunately, there are not any studies that deliberately account for the chronological development of English-written bottom-up linguistic landscape signs in Algeria. However, in this section, I aim to highlight the presumption of this development from

the perspective of the interviewed shop/restaurant owners and other observed businesses that were launched in recent years.

The first interviewed shop owner is Salah (nickname) who is 35 years old and Algerian with Algerian parents states that he is a frequent traveller. He explains that he finds himself using English language in all his travels to communicate with people. His frequent travels and use of English language have introduced him to English language and led him to name his perfume shop as 'Beauty Bay Perfumes' as the following picture (Figure 4.12) illustrates.

Figure 4.12: Picture of perfume shop sign

Salah explains that he started his business seven years ago, namely in 2013 in a city in the south of Algeria, known as Biskra city. This city's uniqueness comes from the production of dates and it can be described as a typical Algerian city that has its customs and traditions.

The second interviewed shop owner is Nassim (nickname). Nassim is 28 years old and was born and raised in different foreign countries. He also explains that he is a very frequent traveller and a multilingual speaker (speaks Arabic, French, English and German). Recently, Nassim decided to settle in Algeria and started his own business, that is branded watches and sunglasses shop which he named 'Stay Classy Shop', whose shop sign appears in the following picture (Figure 3.13):

Figure 4.13: Picture of watches' shop sign

The shop has been in business since 2018, as explained by Nassim. Its sign does not only show the use of English, but also demonstrates the use of social media signs (Facebook and Instagram) through which the shop can be reached. The sign is made with aluminum and neon lighting appears from the letters. The shop is located in Constantine, a city in the east of Algeria. This city witnesses many international festivals and events and was recently named 'the city of Arabic culture'. These facts about this city makes it more tolerant to 'internationalism' and 'cultural exchange.

In the same city, Constantine, the third shop owner, Hicham (nickname), was interviewed. Hicham is 29 years old Algerian who was born and raised in Algeria. However, he is a frequent traveler for tourism purposes. Hicham speaks three languages (Arabic, French and English). He recently started his own business that is a restaurant that serves pizzas, burgers, coffee and fresh drinks. The name of this restaurant is 'One Way', whose sign appears in the following picture on Figure 4.14.

Figure 4.14: Picture of a restaurant sign

The restaurant's sign is made with cardboards, aluminum and lighting for night mood. The restaurant does not only use English in its outdoor sign, but also in the interior decorations as the following picture (Figure 4.15) demonstrates.

Figure 4.15: Picture of English use in restaurant interior

The interior as appears in Figure 4.15 demonstrates the use of different frames and shapes with random English expressions such as 'life is simple' or meaningful expressions such as 'welcome' and 'no smoking'. In addition to the signs and decoration, the official slogan of the restaurant (appears in Figure 4.16) was written in English and shared on its social media accounts (as the following picture shows). The slogan is 'food with passion' and it represents the philosophy of the restaurant and the way food is made in this place.

Figure 4.16: Use of English in logo and slogan of a restaurant

This restaurant was opened in 2020, which makes it a very recent creation. Also, this might explain the presence of English in all its parts (sign, interior and slogan). This additionally indicates that the more recent, the more use of English and social media in Algerian linguistic landscape.

These are definitely not the only shops and restaurants that have English signs. There are others that could be observed in different cities. Examples of these are: Downtown restaurant (2018) in Algiers, Liverpool Tacos Burger (2017) in Kalitous, Happy Donuts (2019) in El Khroub in Constantine, Val Street restaurant (2016) in Algiers. In addition to restaurants, there are shops that use English on their signs such as Beauty Shop (2018), Sunset Shop (2016), Chic Dress (unknown), Eyewear (2016), Sugar Algeria (2019), Home design DZ (2017). Also, there are different types of centres that were labelled in English and their signs were written in English such as: The address Co-working Space (2016) and Central Coach (2015).

To find out the dates of these places' initiation, I relied on my observation and memory. I also referred to the social media official accounts of these places and tracked down their earliest publications. From all these dates, it can be depicted that there is a booming wave of English language signs and businesses that have started since the 2010's. The following diagram (Figure 4.17) provides the time-lapse of the bottom-up linguistic landscape signs in Algeria based on interviews, observations and memory of the researcher.

Figure 4.17: Time lapse of English bottom-up signs in Algeria

The previous figure (Figure 4.17) does not deny that there might be English signs in Algeria before 2010. However, it indicates that it is the real starting wave for the massive use of those signs which one easily can observe in Algerian streets and landscape in general.

Reasons for using English in bottom-up signs

The shop and restaurant owners reflected on the reasons behind using English language on their shops and restaurant's signs by answering the interview question "why did you choose English language to represent your store/restaurant as shown on its front sign?" The answers to these questions varied, but were all discussing prestige and modernity.

The Beauty Bay Perfumes' shop owner explained his reasons by stating that English is his linguistics preference which he uses to break the ice with his customers and to demonstrate prestige to his shop. The following is his statement:

> "The number one reason is I prefer English over French. Also, it's like a conversation starter between me and my clients in the first days of having my shop and it kind of adds prestige to the shop." (Salah, 35)

In addition to Salah's reasons, Nassim explains that English makes his shop look modern, attractive and different as appears in his statement: "I named it in English in order to look modern, to look attractive, to be something different from the other shops" (Nassim, 28). Similar to Nassim's opinion, Hicham thinks that English is catchy. In other words, it gets the attention of customers. He also states that it makes his restaurant look modern. He states that:

> "As you can see, I used English in the sign and in the decoration, I think this is catchy because people would feel they are in America or England which makes it look very modern to them and make them come here more" (Hicham, 29)

In his statement, Hicham also links modernity to the USA and the UK by highlighting that his restaurant makes people feel as if they were in these countries which are known to be developed and modern. To sum all these reasons, the following sketch (Figure 4.18) is used to fulfil this purpose:
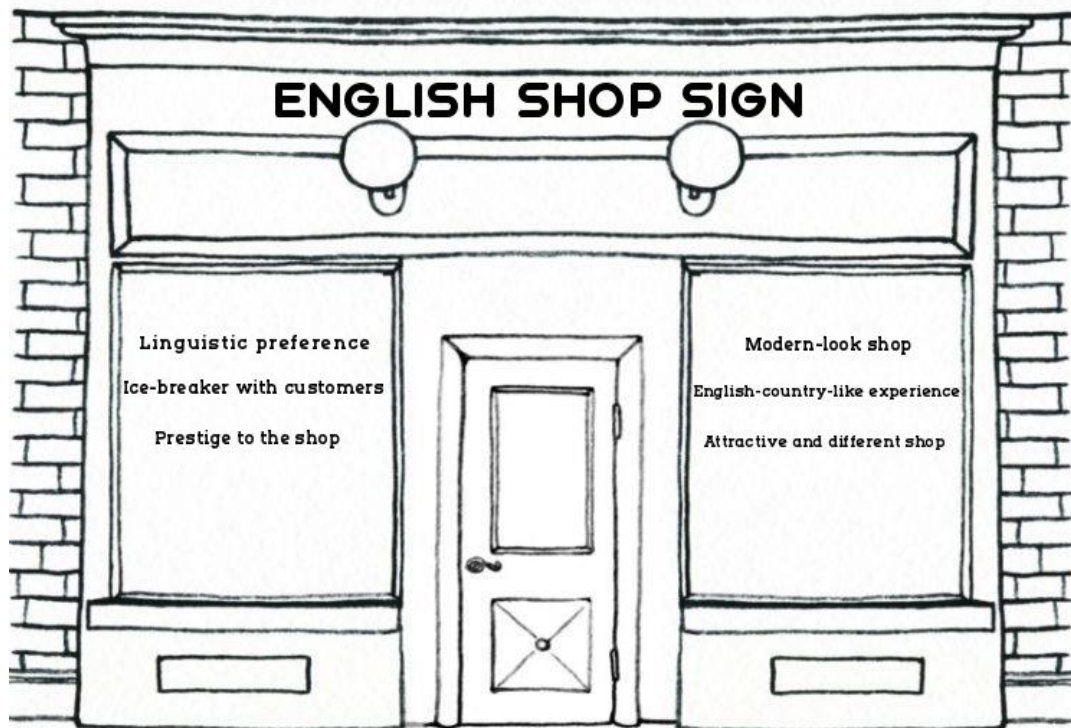
Figure 4.18: Reasons for using English in bottom-up signs

The previous sketch (Figure 4.18) demonstrates the main six reasons that the shop and restaurant owners explained in their answers to the interview questions. The reasons are: linguistic preference, ice-breaker with customers, prestige to the shop, modern-look shop, English-country-like experience, and being attractive and different shop.

Importance of English language in doing business

After addressing the reasons of using English in English-written bottom-up signs, the shop and restaurant owners were asked about the importance of English language in doing business. Therefore, they answered the following question: "how do you think the use of English helps in doing business?"

The first answer was received from Salah, who states that:

"In Algeria right now, English is just a prestige. In the future or when a businessman is doing international trade, it's going to help actually. People already go to Turkey and buy stuff and good, so it helps. But in the shop! I'm not seeing that it's going to help, you can develop yourself by studying and doing research in English about your domain to add some thoughts and innovations, that's it I think" (Salah, 35)

Salah in his statements explains that English represents prestige in Algeria, however, he emphasizes its role in doing international trade and refers to an example of Algerian businessmen who export goods from Turkey (famous destination for Algerian businessmen). Additionally, he considers the role of English language in doing business-related research that has an innovative aim.

Nassim's opinion is not very different from Salah's since he sees English as a tool to attract customers and to do businesses with international brands. He states that:

"English helps me bringing more customers to the shop because when they see English, they already believe it's good quality shop. Also, I work with different businessmen from all the world, for example I use English to bring watches from a Chinese brand and with a businessman from Dubai to bring sunglasses, so it helps in this way" (Nassim, 28)

As has been explained, Nassim considers English as a communicative tool that facilitates doing business with Chinese and Emirati businessmen. He also believes that it attracts customers. On the other hand, Hicham, who has a different business in nature (that is a restaurant), adopts a different view from Salah and Nassim. He explains that:

"… English is catchy so I receive more customers who want prestige, but also if you see the location of my restaurant, it is close to the international airport, so I sometimes have customers from different nationalities, so I usually use English to communicate with them" (Hicham, 29)

Because of the geographical location of his restaurant, Hicham uses English to communicate with international customers when they visit his restaurant. He also sees

that English helps him to attract customers seeking prestige as an addition to a culinary experience.
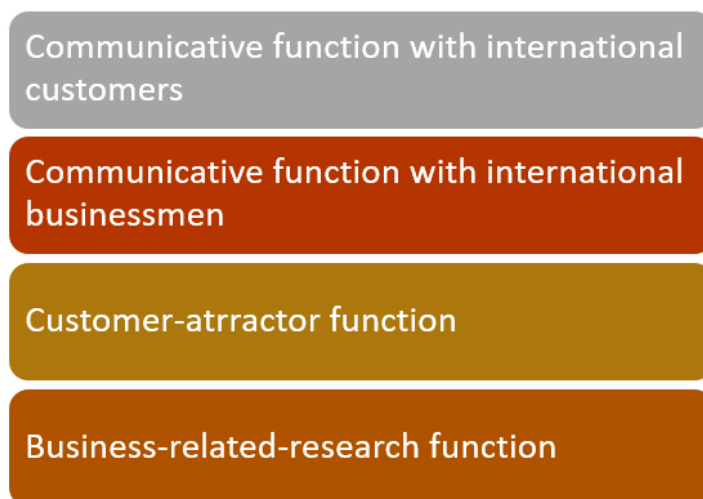
Figure 4.19: Importance of using English language in business

Figure 4.19 summarizes the four functions that the interviewed shop and restaurant owners discussed. These functions are: communicative functions with international customers and with businessmen, customer-attractor function and business-related-research function. It must also be highlighted that these functions are typical to those businesses of shop and restaurants. Other functions may occur according to the nature of the business.

English as language of prestige and modernity

The shop and restaurant owners discussed prestige and modernity in most of their answers related to reasons on using English on their signs. However, I sought to collect direct answers to these areas by asking the questions: "do you think English adds to the prestige of your shop/restaurant?" and "does English make your shop look modern?"

In his answer to the prestige question, Salah answered: "yes, it does actually. The clients are curious about the name… what does it mean, it's kind of prestigious thing I think". The prestige function was explained in Salah's statement as curiosity raiser about the name of the shop and linked it to modernity when asked about, it as appears in his answer: "that's what I mean when I say it gives prestige to the shop because my shop… people like it, ask question about it and are curious". These responses show that Salah links modernity with prestige and perceive them as one aspect that is interpreted through the amount of customer curiosity and appreciation of the shop.

The second shop owner, Nassim, describes his view of English in terms of prestige by stating that: "it is prestigious of course, because in Algeria, English… it's new thing and anything new and different is prestigious". The prestige is explained through novelty of English language use in Algeria and the uniqueness it creates. Connectively, modernity is seen by Nassim as "of course, if it is prestigious, it is modern", where he equates prestige with modernity.

Hicham, who is a restaurant owner and who uses English on his sign, interior decorations and slogan, delineates the prestige of his shop by affirming that his shop is prestigious and modern. He asserts that: "my shop is of course prestigious and one of the reasons is English because English in the inside and outside gives the customer a different experience he can find in other countries like America" and adds about modernity: "as I told you, it is prestigious so it is modern". Hicham's opinion of prestige and modernity is interpreted through his view that his restaurant provides an American-like experience; therefore, it means his restaurant is prestigious and modern. The following diagram (Figure 4.20) summarizes all the previous responses of shop and restaurant owners.
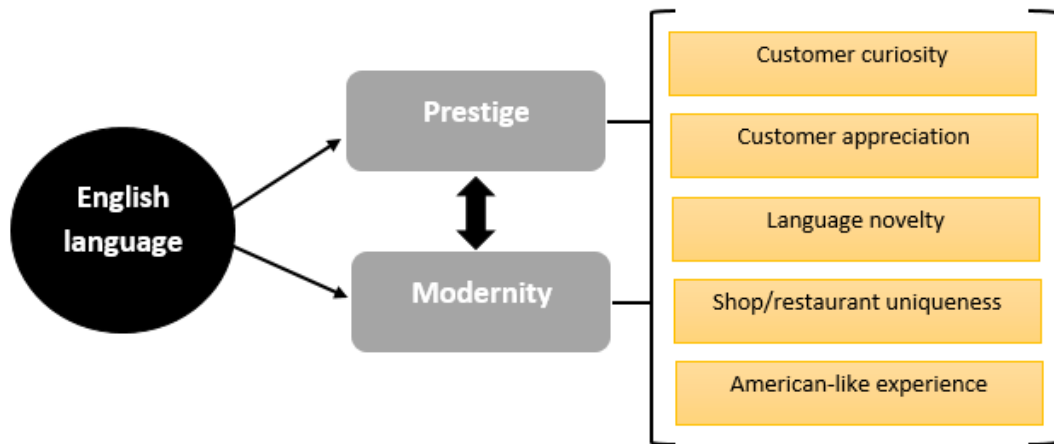
Figure 4.20: Interpretation of English prestige and modernity in business

The previous diagram (Figure 4.20) demonstrates the interpretations of prestige and modernity from the perspective of shop and restaurant owners. These interpretations explain the way English is perceived as prestige and modernity provider in different businesses. The interpretations are based on: customer curiosity about the English sign and name, customer appreciation of the shop, English language novelty in Algeria, uniqueness of the shop because of English language use, and English as provider of American-like experience.

4.1.4 Summary of the Section

Beliefs and national ideology on English language were addressed through different areas and by different participants. The following diagram (Figure 4.21) provides an overall insight into these areas from the perspective of all participants of the study.
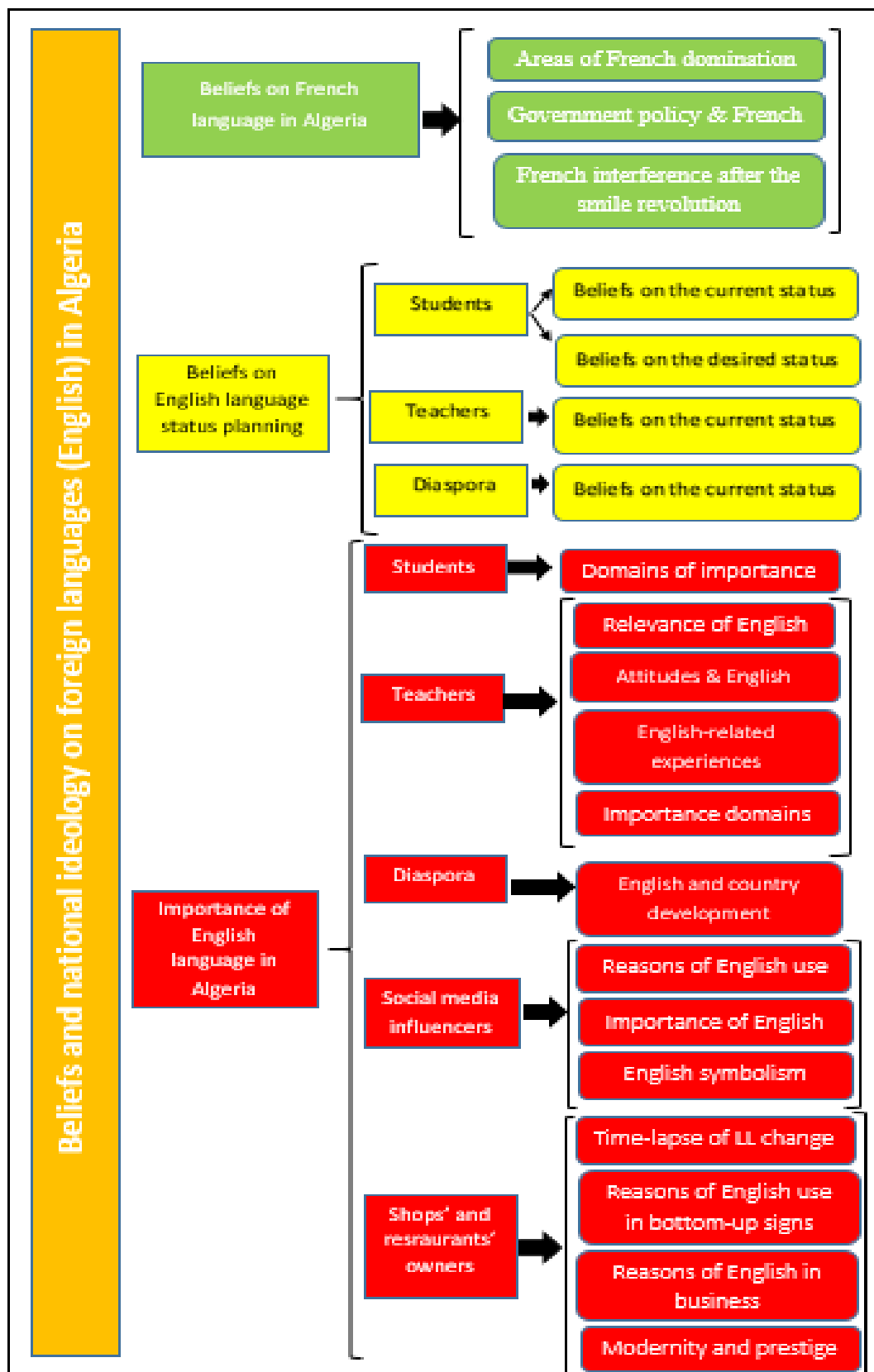
Figure 4.21: Summary of beliefs and national ideology section

4.2 Practices of English in Algeria and the Globalization Process

Algeria lives a political vitality as a result of the smile revolution. This vitality resulted in different political decisions, amongst is improving the use and presence of English language in Algerian universities. However, the present study was interested in revealing which practices mostly led to this decision. Therefore, university students and other participants were addressed to determine the possible practices of English language that led to these decisions. Moreover, this section answers the second research question of the present study: "How are the Algerians' practices in English language different after the smile revolution?".

4.2.1 English in Business and Political Speech

As has been explained in the previous section (beliefs and national ideology), Algerian business owners use English language to meet different functions (which can be seen in Figure 4.19). However, in this section, the focus is on governmental business carried by different ministries and by using English a means of communication. The use of English in governmental businesses and political speech can be divided into two time-section; the first section is pre-smile revolution, and the second is post-smile revolution.

Pre-smile revolution practices

Before the smile revolution, English language did not have much presence in political speech. In fact, French overtook most political speech at the expense of Arabic and other languages. However, in 2018, an English wave started to be expressed by both policy-makers and Algerians. For instance, the previous minister of Energy, Chakib Khelil, expressed his positive views on English language and described it as the language of developed countries and shared his negative attitude towards French and

labelled it as the language of underdeveloped African countries. The video of his interview can be found on the website of Elbiled.net (Elbilad.net, 2018), and on his official YouTube page 'Vision Khelil'. The following picture (Figure 4.22) is a screenshot into his conference press video:

Figure 4.22: Video screenshot of the previous ex-energy ministry minister

It must be highlighted that Chakib Khelil's statement was the first official English-related political speech that is supporting and accrediting its value in doing businesses and growing nations. On the other hand, other ministers such as the ex-foreign affairs, Abdelkader Messahel, were using French to address the Algerian public and to present Algeria in international events. One of these events was the United Nations meeting where the minister used French to express Algeria's opinion and view on prominent world topics. The use of French created an unprecedented criticism against the mentioned minister. This criticism was considerably visible on the biggest social media pages on Facebook. An example of these pages is 'mojarad raey' Facebook page, meaning 'Just an opinion', which denounced the use of French to represent

Algeria in international world events like the United Nations. An example of their denunciation is presented in the following picture (on Figure 4.23):

Figure 4.23: Example of politician denunciation when using French language

The Arabic writing on Figure 4.23 has a political-linguistic background because it discusses the 'harka' (Algerians who betrayed Algeria during its revolution with France) and the French language. The writing precisely means that: "France honored the harka and our regime honors its language, so they are two faces of the same coin and I would not be surprised if this regime creates a harka ministry as its counterpart Mujahideen ministry". The Mujahideen ministry is a ministry that Algeria created to honor Algerian martyrs and fighters who participated in the revolution of independence against France.

Another criticism that circulated social media and was shared on all Facebook pages is demonstrated in Figure 4.24 below:

أنا جزائري أطالب بإقالة هذا الوزير
انتهك الدستور وتحدث باللغة الفرنسية
وهو يمثل الجزائر في الأمم المتحدة !!!
كل المشاركين تحدثوا بلغات بلدانهم الرسمية الا هو !!

لا يمثل الجزائر

عبد القادر مساهل
وزير الخارجية

Figure 4.24: Another example of denunciation against the use of French by politicians

In the previous picture (Figure 4.24), there is a call for the resignation of the minister of foreign affairs because he violated the Algerian constitution by speaking French while presenting Algeria in the United Nations. The picture represents the picture of the minister and a writing in Arabic that means "I am Algeria and I demand the resignation of this minister; he violated the constitution and spoke in French language while representing Algeria in the United Nations!!! All the participants spoke in their native languages except for him! He doesn't represent Algeria, Abdelkader Messahel, minister of foreign affairs". From all this criticism that addressed the minister and the reasons of this criticism, it can be understood that French is seen as a threat to Algerian identity and its revolution history.

In the same year, 2018, another minister attempted to use English while he was receiving questions by the Algerian and international press in a health materials' exhibition. This minister was Mokhtar Hasbellaoui, the ex-minister of health, who was exposed to a series of mockery on social media because of his modest level in English. The full video can be reached on Ennahar TV's Facebook page through the link https://www.facebook.com/watch/?v=501493930326015. A screenshot of the video (on Figure 4.25) is shared below:

Figure 4.25: Video screenshot of an Algerian minister trying to speak English

In this video, the minister tried to say 'inshallah (with God's will) next year there will be … (hesitates) … invitation … (thinks) all … (hesitates again) … yes for all association of patient in the world'. In his statement, the minister was trying to share the message 'hopefully we will be able to invite all health associations in the world". Algerians, on the other hand did not let the minister's hesitation go uncommented, but they preferred to comment and mock the content video as the next picture (Figure 4.26) demonstrates:

Figure 4.26: Sarcastic comments on minister's spoken English

The above picture (Figure 4.26) is an extract of many comments that the video of the minister speaking English on Facebook. The first comment used 'hhh' in a form of a laughter, the second was imitating the stutters of the minister saying all, the third was wondering in Algerian dialect about what Algeria is carrying, the fourth was describing the speech of the minister as horrible, the fifth one was highlighting 'if you don't have something, you can't give it' by referring to English, and the last one was creating random words in attempt to describe the minister's spoken words.

Post-smile revolution practices

During and after the smile revolution, political and business-related measures changed in Algeria in terms of English language use. Precisely, after 8 months of the smile revolution, the energy minister, Mohamed Arkab, appeared on Elbilad TV, describing the meeting he had with French policy makers where Algerian policy makers used

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French language and the French ones responded in English. Then, he adds: "we need you, we need you, continue with English" while addressing the press and encouraging them to keep on pressuring on its use. The minister continues: "even when you work tomorrow in big companies, use English". The following picture (Figure 4.27) is a screenshot from the minister's speech.

Figure 4.27: Video screenshot from energy minister's speech

The minister's speech indicates the new government's policy towards encouraging English language use. However, this policy was to some point a response to Algerians' call that was mostly apparent on social media. The Algerians' call about promoting English language did not occur over night, but they were present even before the smile revolution; however, political reactions occurred only after the smile revolution because Algerians protested against the politicians' use of French language. The following picture (Figure 4.28) is a sample of the limpid calls that aim to halt French language use:

يجب منع أي مسؤول جزائري استعمال اللغة الفرنسية في التصريحات و الخطابات الموجهة للشعب الجزائري ...لي حب الفرنسية يروح لفرنسا يخاطب بها الفرنسيين و ليس في الجزائر

Figure 4.28: Example of Algerians' calls on social media to halt French use

In the previous picture (Figure 4.28) that was shared on Instagram on Oran People page, the Arabic writing is stating that "it must be forbidden for any Algerian political man to use French language in declarations or speeches while addressing the Algerian people … if they love French, go to France and address the French and not in Algeria". This is one example of numerous that were daily shared during the smile revolution.

As a result of these calls, there were other ministers who responded to these calls by using English instead of French in their speeches, declarations and international events as used to be the case before the smile revolution. Among these ministers is the Prime Minister, Abdelaziz Djerad, used English to carry the country's business. The minister in May, 2020 appeared on Algerian TV channels discussing the business flow of a textile factory (TAYAL for textiles) in Algeria that is owned by a Turkish investor. In the video (that is shared by Elbilad TV on the link https://www.facebook.com/watch/?v=563382494606205), the minister appears in the

video hearing and asking about the production rate of the factory. A screenshot of the
video is demonstrated below in Figure 4.29:

Figure 4.29: The Algerian prime minister discussing business in English

The comments on this video varied from very positive to identity-seeking comments.
The following picture (Figure 4.30) presents a sample of these comments:

Figure 4.30: Example of Facebook comments on the Prime Minister's use of English

All the comments that appear in Figure 4.30 are written in Arabic language. However, they were all discussing language-related issues; for instance, the first comment carried a strong message against French language because it states that 'I wish they get rid of French, I swear if you travel, it expires at the borders of Houari Boumediene (Algiers airport), you may find Arabic language more known than French and without to mention the way you can communicate in English wherever you want'. This comment shows the way it disvalues the role of French language outside the Algerian borders and accredits the value of Arabic and English. The second comment, on the other hand, was wondering about the reason behind everyone's surprise about the prime minister's use of English. He states that "I don't understand why everyone is surprised, we have incredible teachers who speak many different languages, why all the fuss, the press should level up". In the previous comment, the writer sees that the prime minister's use of English should not be a subject to discuss on national press because it is something normal. The third comment, differently, had the strongest opinion against French as he described it as a cancerous tumour. He precisely calls: "all together to eradicate and remove the French tumour, the cursed dead language which caused our underdevelopment and to replace it with English, the language of the world, of science, of technology and of development". In the aforementioned comment, the writer accuses French language of the underdevelopment of Algeria and describes English as a language of the world, science, technology and development. Different from all the comments, the last comment highlighted that "they both should have spoken in Arabic" in attempt to confirm his identity as an Arab and promote its use by Algerian policy makers.

The use of English by policy makers in Algeria became more recurrent day by day especially when dealing with foreign investors doing businesses in Algeria or in speeches and declarations addressed to the Algerian public. An example of these speeches was the emerging institutions' (a ministry created to support the youth's small business in Algeria) minister declaration who is Yacine Oualid, the youngest minister in the new government (26 years old). The minister on his official Facebook account (@yacineoualidofficial) posted for the first time as an official minister on January 20th, 2020 as the following post (Figure 4.31) indicates:

Figure 4.31: Facebook post of an Algerian minister in English

The minister's post in English indicates the new government's view towards English language that is used to transfer messages of innovation, economy and development. In his declaration, the minister called Algerian to build an innovative country and a new economy forged by talented youth. He also specified that Algeria is witnessing the beginning of a new era.

Algerian politicians, in addition to their use of English locally with foreign investors and in addressing the public, started using English in prominent international events. For instance, the foreign affairs minister, Sabri Bougadoum who appears in Figure 4.32 below, communicated with the international press at the world's Security Council in three languages, Arabic, French and mainly English in a video of 5:58 minutes. In the video, Bougadoum answered press questions related to most prominent security topics in Algeria and North Africa.

Figure 4.32: Sabri Bougadoum, the Foreign Affairs Minister at the Security Council

Unlike the ex-minister of health comments of mockery about his spoken English (Figure 4.26), the comments on this video were mostly positive because of the political and linguistic performance of the minister as appears in the following picture (Figure 4.33):

Figure 4.33: Positive comments on Facebook about the foreign affairs' minister linguistic performance

The screenshot of the comments (Figure 4.33) was all written in Arabic describing the minister's performance. For example, comment one describes "I like his calmness, eloquence and self-confidence. Good luck inshalah (religious expression meaning with God's will)". Similarly, comment two states: "mashalah (religious expression to demonstrate appreciation), I swear the video thrills the heart, fluency in languages, self-confidence and strong character. May God bless him". Another similar comment discusses the quality of trappy questions asked to the minister and the way he answered them by stating that "mashalah fluency, eloquence, super intelligence in answering questions …". All the previous comments are a sample of numerous ones accrediting linguistic fluency and equating it to self-confidence, intelligence and calmness.

The new government's use of English took different forms. For instance, the largest energy company in Algeria, Sonelgaz, changed its slogan from French to English on its official website (sonelgaz.dz) as Figure 4.34 illustrates:
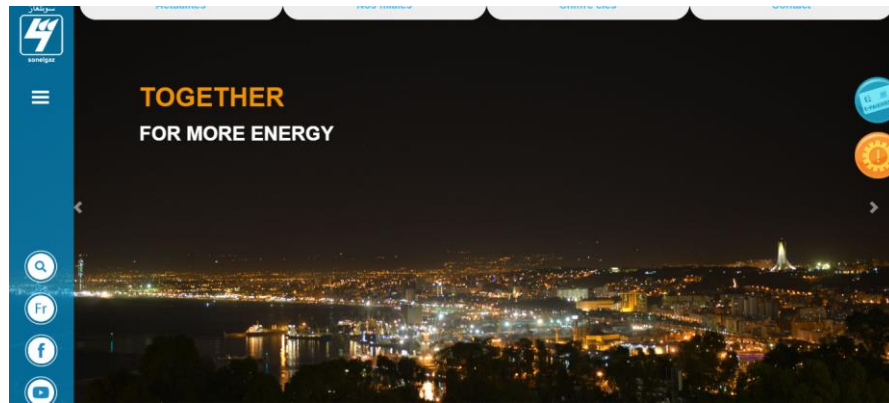
Figure 4.34: English slogan of the largest energy company in Algeria

The government owned the company and on its home page, the slogan 'Together for more energy' takes place. The change of the company's slogan from French to English can be interpreted that the current government aims to use English to communicate its international businesses.

Summary of English business and political speech practices

English language practices for business and political speech can be summarized through before and after the smile revolution practices. The following diagram (Figure 4.35) summarizes these practices and the reactions of Algerian public to them:

Pre-Smile Revolution

- Highlighting the importance of English
- Attempts by few ministers to use English
- Mockery on politicians' level of English

Post-Smile Revolution

- Officials' encouragement of press to support English
- Use of English in international events
- Use of English with foreign investors
- Use of English on official speeches and declarations
- Use of English in Algeria's biggest companies
- English-speaking ministers are considered competent

Figure 4.35: English use in business and policy

The previous diagram (Figure 4.35) demonstrates the shift that occurred in English language use for business and political speech. This shift indicates the Algerian politicians' new prospects and aspirations for the 'new era' of Algeria.

4.2.2 English on TV and Social Media

English on Algerian TV and social media has a history that dates before the smile revolution. Also, it has different usages and purposes of use. The following are the most apparent usages: English on TV, English by celebrities, English for humor, and English as a public request.

4.2.2.1 English on TV

English in Algerian TV channels took different forms of presence. The very first form was on Dzair News TV which was the first Algerian TV channel to create an English language department and broadcast news in English in 2014. However, this department could not live for long because it was closed by the TV channel owner.

Figure 4.36: Facebook page of the first English department in an Algerian TV channel

The owner of this private channel is Ali Haddad, who ought to shut down the department due to inability to pay its working staff. I also allow myself to share an anecdote of a friend of mine who happened to be one of the staff members who worked in the English department of this channel. The friend mentioned that they were unprivileged and felt inferior compared to the French department staff of the same channel because they did not even have a separate studio and materials to record their news. After its shut down, the English department's official social media sites are used by one of the news presenters who used to present news on TV. He mostly shares English-related content such as podcasts, humor videos and the like.

English language after the new department at Dzair News did not see another real attempt per se, but it marked a presence by being a topic of discussion in 2018 on Ennahar TV channel. The channel through its program 'sarih jidan' meaning 'very frank' whose concept is based on asking questions on different topics to Algerians in Algerian streets or shopping malls. One of the episodes of this show was entitled 'this is the language Algerians prefer to learn' and its full video can be found in https://www.youtube.com/watch?v=3rNnB0zH_6I&fbclid=IwAR1NxujT3WZau9JA L7bzVdAr6mlKe-CTWWniIIXnuSeaY0V7sMf1hLQfU0c.

Figure 4.37: TV channel program discussing preferred language of learning to Algerians

The big majority of the responses in this program chose English in response to the question 'what is the foreign language you prefer to learn?' The participants justified their choices by providing different reasons such as technology, tourism, world language, globalization and development.

After the smile revolution and for the first time in Algeria's history, the government decided to launch a public TV channel named 'AlMarifa' meaning 'knowledge' to teach important learning content to Algerian kids. In the same vein, the Prime Minister, Abdelaziz Djerad, announced that this channel will expose Algerian students to international cultures and to improve the presence of foreign languages like English and Chinese. The full article of the minister is available on Elbilad.net through the link (http://m.elbilad.net/Article/detail?id=107391&fbclid=IwAR1i7PhFrXFZkOgx8Wh w0hkZ 2p9TCAYeRY1eYS1KlKHpJJl3vp-hISxLFnE).

4.2.2.2 English on Social Media

English language on social media has three different usages on social media. These usages are: English by celebrities, English for humor, and English as public request.

English by celebrities

English language, whether before or after the smile revolution, had its presence in Algerian celebrities' posts on social media. However, the use of English by celebrities has a specification because it is code-switched with French and Arabic languages. An example of that is by an Algeria actress, known as Mouni Bouallam.

Figure 4.38: Use of English by an Algerian actress

In a very regular post on Instagram (Figure 4.38), Mouni Bouallam wrote '*bonsoir my insta family miss you all*' and used more than 11 hashtags written in English. In this post, the actress code-switched between French (*bonsoir* meaning *good evening*) and English expressions.

A similar example was seen in a story post by another social media content creator and actor, known as Stanley. Stanley in an Instagram post decided to thank his followers on social media for exceeding 60K followers in three months by writing the following:

Figure 4.39: English use by an actor and content creator

Figure 4.39 is a screenshot of the Instagram story of the actor. In this screenshot, he thanks his followers by code-switching between three languages (English, Arabic and French). The text of his thanks is as follows: '60K in only three months El Hamdoulilah (Arabic for *Thank God*) *thank you for believing in me w matensawch lyoum* (Arabic for *and don't forget today*) *21h30 nouvelle video* (French for *new video*)'.

In addition to celebrities' use of English, we were interested in the responses of their followers. Therefore, we have selected the comments that the Algerian pop star, Dalia Chih, received when she asked her followers if they are ready to hear her new music video.

Figure 4.40: Nature of comments to celebrities' English-written posts

The previous comments (on Figure 4.40) appear to be similar to the celebrities' nature of posts, the nature that involves using posts in different languages (English, French, Arabic and even Turkish). For instance, the first picture to the left shows that the upper four comments were written in English and French (*oui c sur* meaning *yes sure*). However, the last two comments use code-switching; for instance, '*yes yes et* (French for *and) yes*' and '*tawalti* (Arabic for *late*) *grave* (French for *so much*), *so I'm waiting for it. Je te souhaite* (French for *I wish you*) *the best ma Cherie* (French for *my dear).* The second picture is not very different from the first since five comments were written in mono languages such as '*hate*' (French for *can't wait*) and '*evet*' (Turkish for *yes*). However, one comment appeared to be code-switching which is '*yes hate* (French for *can't wait*).

All the previous publications by celebrities and their followers share a similar nature: they are mostly using three languages to write posts or comments. This code-switching

phenomenon became more visible in recent years when the new generation started to have more presence in social media. This phenomenon indicates the emergence of English language in Algerian social media by Algerian youth.

English for humor

English language commenced to mark its presence in Algerian meme and humor pages. An example of that is seen in the following meme picture on Figure 4.41:

Figure 4.41: English in Algerian memes

The previous picture (Figure 4.41) appears to be written in Arabic, so it is logical to wonder about the use of English in the photo. To explain that, there should be a little knowledge in Arabic because English is within an Arabic text; in other words, there is an 'arabized' English abbreviation or an abbreviation written in English. To illustrate, in English written memes, it is very common to see an expression like 'that moment when'. An example of that is as presented below:

Figure 4.42: 'That moment when' meme sample

The Algerian meme pages have been influenced with English meme expressions such as the ones starting with 'that moment when …' and adopted that in English, but wrote it in Arabic. In Figure 4.46, the first two Arabic letters 'ذ. م' meaning the sounds /ð/ and /m/ respectively. These sounds were written in Arabic to refer to the expression 'that moment'. Therefore, the picture where a confused boy appears in the middle of the sea describes a social situation in a humorous way to mean that 'that moment when a wave hits you and make you forget directions, where is our beach umbrella?'

Another example of the 'arabization' of English is found in another Algerian meme presented in the following picture:

Figure 4.43: Sample of English arabization on social memes

The picture above (Figure 4.43) was taken from an Algerian Instagram page 'insta10beauty'. The picture, similar to the previous meme picture, is written in Arabic, but it has an 'arabized' English expression; in other words, there is an English word written in Arabic letters. The English word is located in the bottom part of the photo and it is the word 'the best' written as 'ذباسط'. The meme means '2020-borns when they go to university and take a selfie with repetitive and master students: look mom, I am studying with my uncle, can you look here for pic, university is the best, they let you use the mobile phone'.

After the smile revolution, Algeria social media pages expected that English language will spread more in the Algerian society. This expectation was interpreted through some social humour posts where the future of the Algerian society is described by referring to a change in the linguistic nature. An example of this social humor is presented in the following picture (Figure 4.44):

وزارة الفقر والسَعادة
6 hrs · 🌐

الجزائريين بعد استبدال اللغة الفرنسية بالإنجليزية....
اهلا ماي فرند.. هاواريو شوية.. الحمد لله فيري ڤود و
انتوما.. مايبي راك فيو عيان. 😂

👍😆❤️ 4.7K   687 Comments · 73 Shares

👍 Like   💬 Comment   ↪ Share

Figure 4.44: Social humour on the future linguistic change in Algeria after the SR

The Algerian society is known for having a dialect based on code-switching between Arabic, French, Berber and few other languages. The picture on Figure 4.44 is presenting an insight into the future dialect of the Algerian society after the government's intentions of improving English language presence in the country. The post was taken from a Facebook page 'ministry of poverty and happiness' as it means in English. The post replaced all French-used expressions in Algeria dialect with English expression that were also written in Arabic. The statement is interpreted as: 'Algerians after replacing French with English … *ahla* (Arabic for *hello*) *my friend* … *how are you chwia* (Arabic for *a bit*) … *Alhamdoulilah* (Arabic for *Thank God*) *very good wa antouma* (Arabic for *and you*) … *maybe rak* (Arabic for *you are*) *few ayyan* (Arabic Algerian for *tired*)'.

Another similar politics-related humour on social media that was created in response to the government's intentions of improving English language presence in Algeria is presented in the following meme:

Figure 4.45: Politics-related English language meme on social media

The previous picture (Figure 4.45) represents a meme taken from the famous cartoon 'family guy' which shows an influence by English culture and media content. The meme explains a political situation between France and Algeria after the latter's decision to improve English language use in its universities. The picture shows France asking in French 'pourquoi vous voulez changer la language francaise?!' meaning 'why do you want to replace French language'. The photo pictures Algerians speaking in English while responding to France's question by pretending they do not understand by saying 'excuse me?! Who the h* is this?! Can anyone translate?'

All the previous usage of English in humour indicates that it has been arabized by social media users to convey humour or to mock a political situation. This arabization can be interpreted as an adoption of English realized through the level of familiarity it reached among Algerian youth.

English as a public request

Algerians on social media worked as 'pseudo-soldiers' to reject French language and demand its replacement by English language. At this point, a division of before the smile revolution and after the smile revolution is visible to compare between the existence of opinion and attitude-shifts.

Before the smile revolution, there were not numerous and visible demands of promoting and enhancing English language status in Algeria. However, there were sometimes reflection on English-related news; an example of these news shared on social media is as follows on Figure 4.46:

Figure 4.46: English-related news on social media

Figure 4.46 was taken from an Instagram page called 'Algerie team'. The page shared an extract of a newspaper page reporting on Algerians' vote results about English language status in Algeria. The newspaper report's title is '95% of Algerians vote for

officializing English as the first foreign language in Algeria on CNN website'. The news was commented on by Algerians and the following are few samples of their comments:
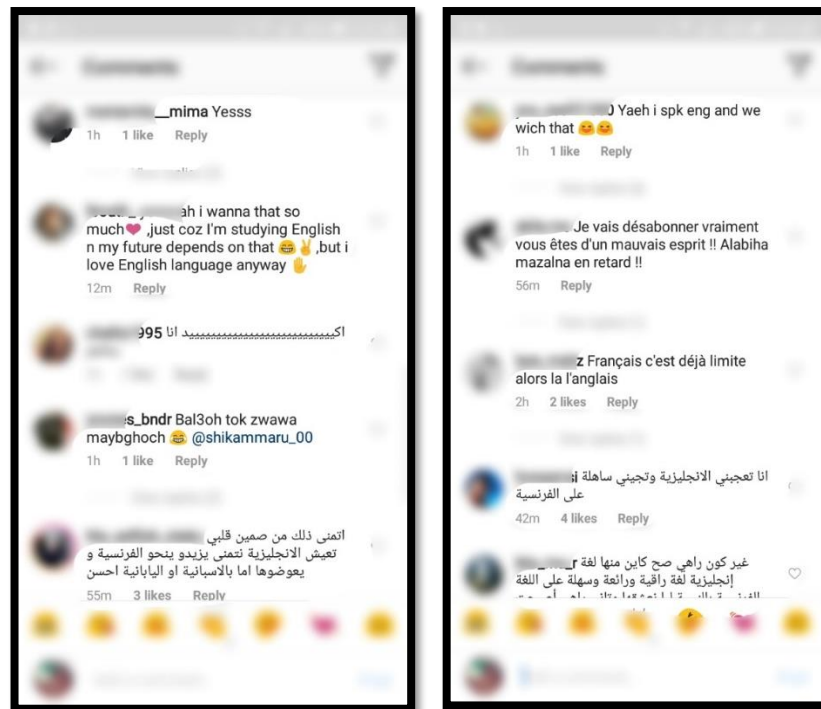
Figure 4.47: Comments on news reports about English language

All the previous comments (Figure 4.47) were posted on September, 2018. The comments were mostly positive for multiple reasons such as English language students, ability to speak English, and negative attitudes towards French. The Instagram comments were written in three languages: Arabic, English and French. An example of the Arabic comments are 'I wish that from the bottom of my heart, long live to English and I wish they get rid of French and replace it with other language such as Spanish and Japanese', 'I like English and I find it easier than French', and 'I wish it is true, English is a prestige language and an amazing language and it is easier than French language…'. All the Arabic-written comments reflect very positive

attitudes towards English; however, the French-written comments were not. For instance: 'I will unfollow, you are such an evil, that's why we are still behind', the previous comment shows an angry attitude towards the Instagram page because of posting the news on English language. Another French-written comment states that 'French is already a limit, imagine English' referring to people's inability to use French properly.

During the smile revolution, however, there were social media campaigns against French language. An example of these campaigns is below:

Figure 4.48: Social media campaigns against French language during the SR

The previous post (on Figure 4.48) was taken from a Facebook page named 'Tekhmam Dziri' meaning 'Algerian thinking'. The post is written in Arabic language and it means 'campaign for the removal of French language as a course from schools and universities' with a comment on the post stating '#yetnahawga3 (Algerian dialect expression used during the SR meaning 'all should leave') nations develop by their

languages'. This post is a pure definition of language policy exercise interpreted through words indicating the role of native languages and rejection to colonial foreign languages. Comments on this post varied as appears on the following picture:

Figure 4.49: Comments on the campaign against French language

The first comment on Figure 4.49 is written in Berber language stating a proverb meaning 'tried to fix it but messed it up' in an attempt to show his attitude toward this campaign. The second comment completely agreed on the campaign goal and wrote that 'I totally agree with its complete removal and giving its status to English language and replace it with another language such as Spanish or German, why not, the most important is to completely get rid of French'. Differently, the third comment has an opinion that rejects the goal of this campaign and explains that 'everyone in the world is learning languages to develop while we are arguing about nonsense, why don't you call for a reading campaign'. The previous comment's writer sees that knowing

languages is important and discussing French language status is a waste of time. The last comment, however, has a different opinion than the others do not have, because the writer of it suggests keeping French but prioritizing English and giving Arabic its rights.

As a continuum to those campaigns, other public figures started to respond to this call by adopting this opinion. Among these public figures is the controversial journalist, Adlene Mellah. The journalist wrote on his official page the following statement:

Figure 4.50: Public figures response to campaigns against French language

The journalist on Figure 4.50 wrote: 'I totally agree on this demand, it would be amazing for my child to learn a language of science and technology in the world … it would be amazing if it is English instead of wasting his time in learning a language that is good for nothing'. In his statement, the journalist appears to be describing the functions English language is used for in the world to highlight its importance when compared to French language. These campaigns were later followed by social media surveys similar to Figure 4.51:

Figure 4.51: Social media survey sample about English language status

The previous picture on Figure 4.51 is taken from the Algerian Facebook page 'ministry of poverty and happiness' which started a poll in a form of a survey that aims to answer the question 'are you with or against attributing the status of first foreign language to English instead of French?' with two options' choice yes (in green) and no (in red). 7.7K Facebook users participated in this poll and the majority (96%) voted with yes to attributing the status of first foreign language to English instead of French.

This previous example of survey (as in Figure 4.51) continued to take place until the government responded by improving English language use and presence in Algerian universities and other institutions. These previous examples demonstrate the pressure that social media, along with other factors played during the smile revolution to influence political decisions.

Summary of English on social media

English on Algerian social media is used for different purposes and usages. The following diagram summarizes those usages:
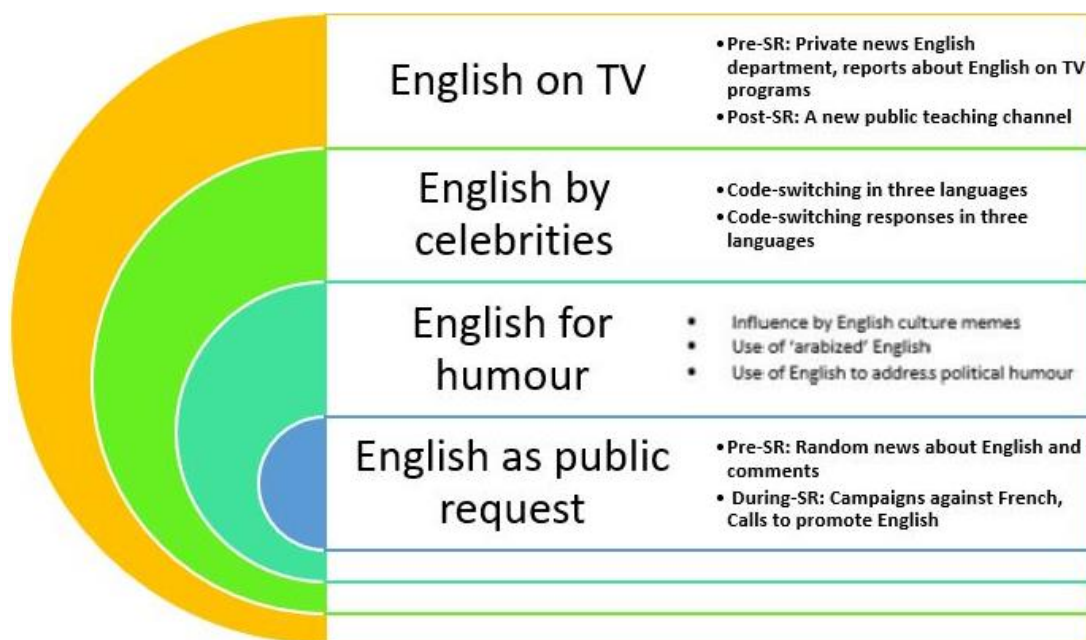
Figure 4.52: English practices on TV and social media

The previous diagram (Figure 4.52) demonstrates the practices of English language on TV and social media. Some of these practices differed according to smile revolution events; however, all these events served for promoting English in Algeria.

4.2.2.3 Testimonies from Social Media Content Creators

Social media content creators were interviewed to reflect on the observations made on different social media platforms. To this end, they were asked to answer the following two interview questions:

Table 4.19: Research area about English on social media practices

Interview question	Research area
Do you use English on your platform?	• Social media content creators' practices of English
Do Algerians reply to you in English when you speak in English?	• Algerians' practices on social media

Social media influencers and Algerians' practices on social media

The interviewed social media influencers were all selected on the basis of using English on their social media platforms; therefore, they were asked about their English practices and the responses they receive from their social media community. Rapstar; for instance, stated that "yeah, of course I do. Actually, it's the most language that I use in my social media" in response to the question 'do you use English on your platform?'Rapstar also added that Algerians respond to his posts in English by stating that: "actually yeah, they do, but not all of them, but most of them. They try their best". In his statement, Rapstar confirms that Algerians respond to his social media posts in English language, but he does highlight that not all his followers respond in English language. The following picture (Figure 4.53) is a sample of Rapstar's posts on Instagram:
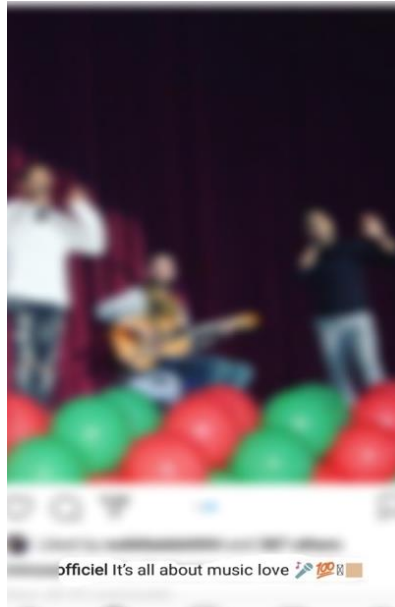
Figure 4.53: Sample of Rapstar's English posts

In the previous post (Figure 4.53), Rapstar writes 'it's all about music' to describe one of his stage performances. Similarly, Thinker's answers to the interview questions were not very different from Rapstar's because he explains that: "I actually use English only on my page because that was the aim since the first day I created it" and added that: "my followers also use English because they know it is an English speaking page". To illustrate on Thinker's statement, below is a screenshot from the publications of one his Facebook followers:
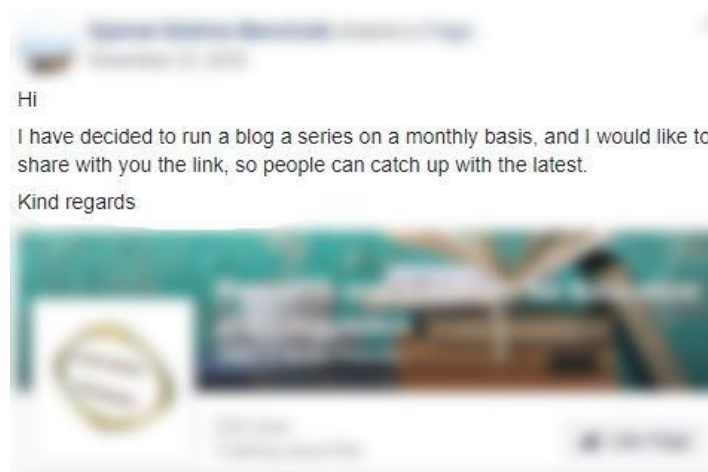
Figure 4.54: Follower's publication on Thinker's Facebook page

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The precedent post, Figure 4.54, was shared by one of the followers of Thinker's Facebook page that is oriented for sharing useful educational and cultural content. As it appears on the picture, the post is written in English and inviting people to follow an English-written blog.

Beauty creator, on the other hand, explained that she might use three languages in one post "I use English yeah, but you know sometimes I use three languages in one post (laughs) English, Arabic and French". She also stated that "my followers reply in the same way as I do… sometimes in three languages, sometimes only one language, it depends". An example of beauty creator's posts is as follows:

Figure 4.55: Sample of Beauty creator's Instagram posts

In Figure 4.55, Beauty creator appears to be using three languages on one of her Instagram posts. The post is written in English, Arabic in Latin letters and French to announce a product-winning contest to her followers.

Similar to beauty creator, Comedian stated that: "I use only English on this page because as I told you I want to go international" and about the comments and responses he receives, he said: "I receive comments in all languages, but usually Algerians use Algerian dialect you know like a mix between Arabic and French or English". To reflect on that, one of his posts and the comments he received were examined. An example of these posts is presented in the following pictures:
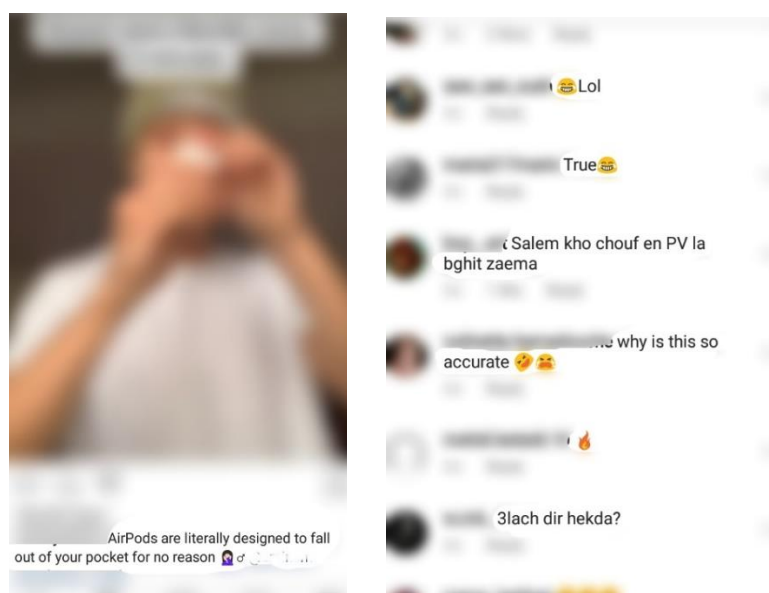
Figure 4.56: Sample of Comedian's posts and received comments

In Comedian's posts (Figure 4.56), he writes 'AirPods are literally designed to fall out of your pocket for no reason' to comment on his video of comedy content. The responses, on the other hand, were mostly written in English, while few were written in Algerian dialect (a combination between Arabic and French).

Cook-Chef, conversely, explained that "I use English and sometimes Algerian to explain about the dishes I make" and added: "my followers, especially the foreigners use English, but Algerians use a mix of languages, sometimes English, sometimes

French, sometimes Arabic, it depends on their background". The following picture (Figure 4.57) represents the Cook-Chef's use of English language in her Instagram posts:
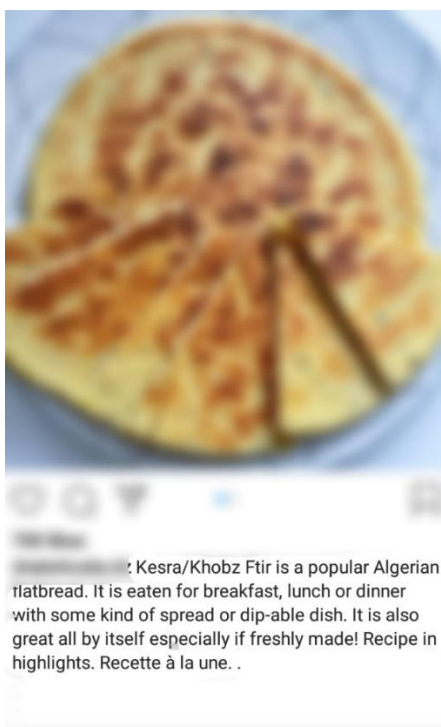
Figure 4.57: Sample of Cook-Chef's Instagram posts

In Figure 4.57, Cook-Chef appears to be explaining about an Algerian type of bread by using English language. However, at the end of the post, she used French language to locate the recipe for her followers.

4.2.3 English by Diaspora

Eighty-four per cent Algerian youth, according to BCG Boston Counselling, dream of emigrating and finding jobs abroad (Elbilad.net, 2018). Therefore, the numbers of Algerians' diaspora are expected to increase and automatically a variety of languages, especially English since it is the lingua franca of the world, are to be introduced to the Algerian territory by emigrant Algerians. By considering that, a group of Algerian

diaspora in different countries were interviewed about their observations on the presence of English in Algeria. The interview questions asked to Algerian diaspora to make them reflect on their and Algerians' practices are presented in Table 4.20:

Table 4.20: Research areas on diaspora practices

Interview questions	Research areas
What language(s) do you use when you visit Algeria?	• Diaspora's linguistic practices in Algeria.
Do you speak English when you are in Algeria? If you do, how do Algerians react?	• English language practices and Algerians' reactions.
Do you witness any positive signs in the development of English language use in Algeria?	• Reflections of diaspora on development of English language in Algeria.

Diaspora's linguistic practices in Algeria

The Algerian diasporas who live in five different countries in the world were asked about the languages they use when they visit Algeria. The responses to this question were mostly similar, with very few differences as the following statements by the diaspora clarify. For example, Assia from Saudi Arabia explained "In Algeria, I mostly use Algerian Arabic or French". However, Anwar from China highlighted a very different practice because he mentioned that he uses 'standard Arabic' and when he was asked about the reason behind that, he said:

> "Because it's easier. Actually, I got used to it this year especially because I am talking to Arab businessmen in China and they are from Syria, from Lebanon, from Yemen. You know those Arabic places which is very difficult for them to understand us if you speak in Moroccan dialect or Tunisian or Algerian so I use Arabic and they use standard Arabic. So, I do the same when I arrive here. It's easier it's better so good, then it's difficult to communicate with the Algerian people in standard Arabic. So, we need to change to the dialect" (Anwar, China)

According to Anwar, the reason behind using Arabic is related to his frequent contact with Arabic businessmen during his professional stay in China. However, he states

that this use of standard Arabic in Algeria does not last long because Algerians influence him to switch to dialect after few days as appears in his statement "…during the first or three days then they beat me and they start using the dialect".

Similar to Assia, Marwan from Cyprus stated that: "well in Algeria, I just speak Arabic and French". In his statement, Marwan interprets his linguistic use in Algeria by using two languages that constitute the mix found in Algerian dialect. On the other hand, Nabila from the UK was the only diaspora member who stated that she uses Algerian dialect and English due to the reasons that appear in her response as the following:

> "So, when I go to Algeria, I use mainly Arabic Algerian and French because the usual way we talk in Algeria we mix Arabic and French, but because I have a little boy many many family members start to talk to him in English, but when people know you live in the UK or English-speaking country, they try to use few words to speak with you. I have also discovered that my cousins who are young started using social media and they use English more often so they try to practice their English with me which I find quite interesting, so I would say 90% Arabic French and 10% English because I got used to it a lot." (Nabila, UK)

Nabila explains that she uses Algerian dialect by 90% in her speech while she uses English in 10% of her speech. English use is described as a request from her family members to practice their English language (especially the young generation cousins) and as a habit that she is used to due to living in the UK.

Similar to other participants, Abdullah from Sweden said: "When I am in Algeria I use Arabic, our version of Arabic with a lot of French words, it's Arabic but it's not like Arabic of the Middle East". In his statement, he clarifies the difference between Algerian Arabic and Middle Eastern Arabic.

Accordingly, both Asma and Mostafa from Cyprus stated that they use "Algerian dialect and a little French" and "Arabic and French" respectively. Their use is quite similar to all other diaspora members who use Algerian dialect that is a mix between Arabic and French languages.

English language practices and Algerians' reactions

After interviewing Algerian diaspora about their linguistic practices in Algeria, their English language practices in Algeria and the reactions of Algerians to these practices were inquired. Assia from KSA when asked if she uses English in Algeria answered:

> "Not really… I mean I would say rarely in so many rare cases where I do find people that can understand English" and about the reactions of Algerians to this use, she stated: "I feel when I speak English with Algerians, mostly the younger generation because the older generation, they don't really comprehend English because they were educated in French. The younger generation they are quite impressed when you talk to them in English and I feel they view English in a very prestigious way in comparison to French".

In her responses, Assia comments on her English language use in Algeria by describing it 'rare' and limited it to people who can speak it and comprehend it. Also, she stated that the Algerian young generation perceives English as the language of prestige when compared to French. Similar to Assia, Anwar explained that he "rarely" uses English and limits it to few occasions as the example he provides in the following:

> "Not that much I remember, but on very few occasions. For example, I have a Malaysian friend when she visited us here in Algeria, so English was the only means of communication with her, so we use English, but other than that it's really impossible to use English in Algeria." (Anwar, China)

The example that Anwar provided explained that he uses English in dealing with tourists coming to Algeria, but this use is limited only to that. Similarly, Marwan from Cyprus clarifies "we don't really speak English in Algeria, so I don't often use but it

could happen sometimes if I am talking with tourists or foreign people". About the reaction of Algerians, he states "if you speak English in Algeria, that means you are a well-educated person because Algerians don't hear much often people speaking in English". Marwan in his explanation about his practices of English language highlights that these practices are limited to dealing with tourists and foreigners. He also explains the Algerians perceive English speakers as well-educated people.

Nabila, who was the only one who stated that she uses English with her family members, clarified that Algerians have positive reactions towards her English use in most cases as appears in the following explanation:

> "it depends… some people are just like skip it and talk to me and some people ask me to explain what I just said; for example, I use the word anyways a lot even when I'm in Algeria and when I talk in Arabic, so it's mixed reactions some people are amazed, some are bothered, some people want me to talk to them in English because they also practice, I think I'm lucky because I'm part of a very big family who really like studies, knowledge and English, so they quite like practicing English and learning it as well" (Nabila, UK)

The positive reactions that Nabila discussed are due to amazedness, learning-need, and practice-need; however, Nabila mentioned that some people might be bothered by her use of English which can be explained by their lack of knowledge in English.

Abdullah from Sweden, unlike all the other diaspora participants, answered the question about if he uses English in Algeria by stating that: "no, not all, I never speak English at all, I don't think many people can speak English in Algeria". From his answer, it appears that the reason behind never using English is due to his belief that not many Algerians are able to speak English. Later, he was asked about his opinion on the reaction of Algerians if someone speaks English and he answered that:

> "It depends, I think people my age or younger nowadays it's cool to speak English I noticed in Instagram pages or Facebook or people I know they are trying, but the old generations, I don't know they don't understand or I don't know I think it's popular among younger generation, they aren't that good at, but it's cool, the older generation, no single word at all." (Abdullah, Sweden)

Abdullah believes that the younger generation in Algeria thinks it is 'cool' and 'popular' to speak English. He also gave evidence with English use that is shared on posts of different social media sites. Additionally, Abdullah's opinion refutes the ability of older generations to speak English.

Asma, on the other hand, also stated that she doesn't use English in Algeria, except for few cases that it happens unintentionally. When she was asked about how Algerians react to that, she said "sometimes my tongue slips and my relatives start laughing at me (laughs) because they think I'm showing off, I think it's because something new for them". From Asma's answer, it can be understood that English is perceived as the 'show off' language because it is still a new language introduced to the Algerian society.

Mostafa, differently, discussed how he uses English to show off by stating that: "I guess no, not much. I think 10% to 15% rarely but you know sometimes I use it to show off (laughs)". From his statement, we can understand that English reflects a good status to the individual who speaks it to be called 'a show off language'. Additionally, when Mostafa was asked about the reactions of Algerians from his English practices, he said:

> "There are those who prefer English and use English and respond in English; and there are those who don't understand and respond by saying I don't understand and the majority is like that, but for me I only use it with people

who know it and those are usually the elite like businessmen or the very educated and they like using it." (Mostafa, Cyprus)

In his answer, Mostafa describes English as the language of 'elite communication' in Algeria because he uses it only to discuss business with businessmen and the very educated.

The following diagram (Figure 4.58) summarizes the diaspora's linguistic practices in Algeria, the cases where English is used and the Algerians' reactions to English language use:

Diaspora's linguistic practices	Cases of English practices	Algerians' reactions to diaspora's English practices
- Algerian dialect (Arabic & French mix) -10%-15% English use	- With Algerian English speakers - With tourists and foreigners in Algeria - With Algerian elite - With younger generations - Show off language	- Impressive language - Prestigious language - The well-educated language - Practice and learning opportunity - Cool and popular language - Means of elite communication

Figure 4.58: Diaspora's language practices and Algerians' reactions

Reflections of diaspora on development of English language in Algeria

Algerian diaspora are the people who can have the best observational eye on changes in the Algerian territory because they spend years abroad, and then visit Algeria and spend days in it. During these days, the diaspora members can detect the changes that

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occur in different fields in Algeria, amongst is the linguistic field; therefore, the diaspora were asked the question "do you witness any positive signs in the development of English language use in Algeria?" to address the areas of English language practice development.

The answers to the interview question varied, but were all affirmative that there are signs of development. For instance, Assia stated that:

> Yeah, nowadays I feel knowledge of English in Algeria is like … (thinks) beneficial increasing someone's prospects especially gas and oil companies that use English and hence English would open doors for youth. I also feel that more YouTube is … content social media developers are using English to get their message across, so there has been an increase of the usage of English in Algeria (Assia, KSA)

Assia, in her statement, described English as the beneficial language and spotted two areas where she thinks English developed in Algeria. They are oil and gas industry and social media content creators. Similar to Assia, Anwar agrees that English is practiced on social media as well as other areas as his explanation reveals:

> I think I am noticing that many people started using it even they use it in their … especially in two places. One is so famous which is Facebook so people now are using some stuff especially quotes and stuff like that famous saying or poems in English, then they do the translation whether in French or Arabic. This is becoming more and more obvious to me and also in LinkedIn in this social platform, it's so … people are using English so much better and more often than in Facebook which is really good I think, it's something very very nice, so it's getting more and more used in different places in Algeria and actually I am trying my best to use it as much as possible, I am trying to push against using French in Algeria, so whether you use your native language which is Arabic or the language of the science and the international language for now which is English (Anwar, China)

In his explanation, Anwar highlights the uses of English in two different social media platforms, one is for entertainment that is Facebook and the second is a professional platform known as LinkedIn. He also states that he is working on empowering English

in Algeria; in fact, Anwar owns a website and YouTube page where he gives English classes in Arabic to Algerians in Algeria in a way to facilitate it for them and empower their English knowledge.

In response to the same question, Marwan from Cyprus stated that: "Actually yeah. I can see some small progresses using English in Algeria. It's getting bigger and bigger every day. Nowadays we can see some you know Facebook pages and social media pages using more English than we used to". In his statement, Marwan appears to share the same opinion as other diaspora members who think that English practices are more visible on social media. He also reflects on the progress it is making and the spread it is witnessing day by day.

Nabila, on the other hand, highlighted areas of development that the previous diaspora member has not discussed, which are linguistic landscape and education. She explains that:

> You know I don't go to Algeria a lot because I am in academia and I don't have much time, but last year I noticed something amazing for example there are new shops named in English, I was really surprised because I didn't see that before and I also saw the new airport which has English on its signs unlike the old one, I think this is great. Also, as I said I work in academia, so I deal with many Algerian researchers and I noticed that especially the young researchers from Algeria are so competent in English, this is really amazing because it shows the new generation is choosing English (Nabila, UK)

In her explanation about the linguistic landscape, Nabila gives examples of shop signs and new airports signs that include and use English language. As for the educational field, Nabila explains that the new generation of Algerian researchers impresses her because of their mastery of English language.

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Abdullah from Sweden explained that English language will take time to be used in the daily Algerian dialogue, but he clarifies that: "I think there is positive sign in the will of learning English because you can see it on social media and stuff like that, but I think it's a long road for Algerians to use English in daily life". Asma's opinion is not very different from Abdullah's because she limits English practice to social media by stating that: "in social media, there are many people speaking it, but in streets I didn't see it".

On the other hand, Mostafa agrees with Nabila about the development they see in Algerian linguistic landscape, but also considers the government's will to promote English use in Algeria, by stating that:

> I am starting to see yeah, there are shops named in English. In the past for example, the shops used to be called 'le prince' and names like that, but nowadays we see 'paradise' 'the king of shawarma' 'the king of chicken' 'fried chicken' you know things like that. In the past, they were in French, but now they became in English. Also, even the government wants English not French lately, I mean the new government (Mostafa, Cyprus)

Mostafa, in his explanation about linguistic landscape, refers to examples of restaurant and shop names and compares that these kinds of shops used to be named in French in the past. He also discusses the government's preference of English over French as a sign of English development in Algeria.

The following diagram (Figure 4.59) highlights all the areas of English language practices' development in Algeria from the perspective of Algerian diaspora:
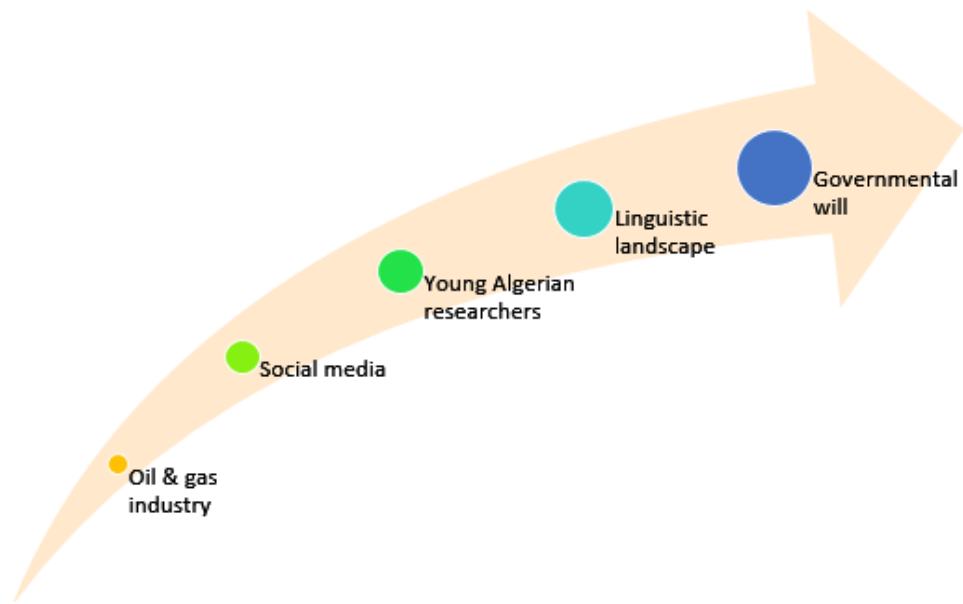
Figure 4.59: Diaspora's areas of English language practices' development in Algeria

Figure 4.59 highlights the areas of English language practices development, which were collected from the interviewed diaspora participants' responses. They are: oil and gas industry, social media, young Algerian researchers, linguistic landscape and governmental will. The figure is presented in an arrow shape because the majority of participants clarified that there is an expected continuum of development.

4.2.4 English in Algerian Linguistic Landscape

The Algerian linguistic landscape witnessed a massive shift in the use of English in bottom-up signs by 2017 as Figure 4.21 demonstrates. In this section, both bottom-up practices and top-down practices are addressed to reveal the existence of possible gaps between the two practices.

4.2.4.1 Bottom-Up Practices

As has been highlighted in the previous section (on beliefs), shop and restaurant owners use English for multiple reasons that are summarized in Figure 4.18. In this section, samples of those bottom-up practices are provided. The first sample is

Downtown restaurant that is located in Algiers as the following picture (Figure 4. 60) demonstrates:

Figure 4.60: Picture of Downtown restaurant

The previous picture (Figure 4.60) shows the front sign of the restaurant that is written in English and 'arabized' English; in other words, the word 'downtown' is written in Arabic letters. The restaurant's front also includes the use of written English words to present the main menu of the restaurant which are: pizzas, pastas, burgers, salads, tacos and pinchos. Additionally, the restaurant's sign pictures American skyscrapers to give it an American aspect.

The second sample is a fine example of the influence of English football culture on Algerian linguistic landscape as the following picture (Figure 4.61) demonstrates:

Figure 4.61: Influence of Algerian LL by English football culture

Figure 4.61 shows a theme-based series of restaurant chain located in Kalitous (Algiers). The first part is themed as Chelsea referring to Chelsea's football club and it provides Shawarma (famous Arabic food). The second part is named after Arsenal's football club and serves pizzas. The third part is named Liverpool referring to its football club and it serves tacos and burgers. It must be highlighted that this chain is very popular among Algerians, especially those who support these three football clubs.

Another restaurant is named after America's most famous dessert food, the donuts. This restaurant also shows the influence of American culture on Algerian restaurants' naming and food choices. The restaurant is called 'happy donuts' as the following picture (Figure 4.62) demonstrates:

Figure 4.62: Influence of American culture on Algerian restaurant's signs and food choices

The sign of this donut's restaurant (Figure 4.62) is written in one language, that is English. It also uses a bitten donut sign as demonstration of their specialty. This dessert restaurant is located in El Khroub (Constantine) and is very popular among teenagers and youth.

In addition to restaurants, there are shops that use English on their signs such as Eyewear and Sugar in Algiers.

Figure 4.63: Fashion shops signs in English

These shops (Figure 4.63) are among many other shops that choose to use English on their signs. It must be noted that these shops are known for good quality in Algeria which was indicated by the interviewed shop owners who stated that using English indicates the good quality of service and product.

In addition to restaurants and shops, it became very normal to see English school signs decorating the surfaces of buildings. The following picture (Figure 4.64) is a sample of those signs:

Figure 4.64: English school signs decorating building surfaces

Figure 4.64 is an example of the emergence of private English schools that use large signs with American or English flag colors to advert their businesses. Also, the language used on these signs is English because the aim of such schools is to improve proficiency in English language.

4.3.4.2 Top-Down Practices

The Algerian government dictates the rules for public sign, such as: road signs, street signs, and signs at official institutions like airports and municipalities. These signs are considered as top-down practices in this section.

Algeria in the past years followed a bilingual approach to its sign policy and in some cases, it was monolingual. However, in recent years, trilingual signs started to be visible on Algerian roads and streets, but this does not deny the fact that it is not a generalized procedure on all the territory because it depends on the city and location. For instance, Figure 4.65 presents the signs found at Algiers' old airport that was replaced by a new airport in 2019:

Figure 4.65: Signs at Algeria's old airport

Figure 4.65 represents the signs at the check-in area. The signs at this area appear in two languages (Arabic and French), while very few were written in three languages (Arabic, French and English). In fact, I recall in one of my past flights to Algeria from Turkey in a plane that was full with foreigners (Turkish, Germans and other nationalities), our plane landed in Algiers' old airport (Houari Boumediene Airport). At the baggage claim, I was disturbed by the signs that were used in there to allegedly guide the travellers to their luggage. I was not disturbed because I could not read the sign that was apparent on a TV screen in French and Arabic, but I was disturbed because I saw the foreigners that were with me on the same flight being lost and trying

to find their luggage. The experience which I had on that day summarizes many experiences of a foreigner who does not speak Arabic or French and visits Algeria. On the same day, I also realized the reasons behind the low numbers of visiting tourists even if it is a country that has a mesmerizing nature. The experience at the airport raised my awareness towards this issue and unintentionally guided me to observe all the signs from the airport to my hometown in the east of Algeria. On the way, we used Algeria's famous and recent highway project that links between the west and therefore known by the name, east-west highway. The first observable sign (since other signs included names of cities written in Arabic and Latin letters) was on the tunnel that appears on the following picture:

Figure 4.66: Road sign on Algeria's east-west highway

The road sign on Figure 4.66 is a warning sign calling drivers to turn on the car lights. The sign on the top of the tunnel appears in two languages (French and Arabic). English, on the other hand, is absent in the picture and was not used on the sign. The disuse of English on this warning sign might be seen by a careless eye by any Algerian because he can master either of the languages; however, I put myself in the shoes of a foreigner who is found in a foreign country and trying to find his way to his destination

and realized that such bilingual signs might add a burden to a non-Algerian who does not master Arabic nor French.

My trip to my hometown in the east continued, but we needed to have some rest in a four-hour-trip; therefore, we stopped at a service station and I observed that the direction signs appear as in Figure 4.67:

Figure 4.67: Signs at a service station on the highway

All the signs that appear in the previous picture (Figure 4.67) of the service station are written in two languages (Arabic and French). On the sign appears directions leading to a market, a coffee shop, the management, tires service, car wash service, and exit. Additionally, there are signs on the doors indicating accessories sell and services. All these services presented on the signs of the service station are vital for any person that stopped to look for necessities; however, having all the signs in Arabic and French creates a challenge for any person who does not speak any of the two languages.

After the service station, the road trip continued and my curiosity about road signs in Algeria doubled. The first sign that caught my eye is as presented in the following picture (Figure 4.68):

Figure 4.68: Road sign for truck drivers in Algeria's highway

The previous picture (Figure 4.68) is written in one language, that is French. This monolingual sign carries a very important message to truck drivers. The message is 'height control' as written on the sign. This message warns the truck drivers that they should check the height of their truck and its carriage before they enter the tunnel to avoid all sorts of unwanted accidents. The sign of height control is a quite influential sign on road safety; however, having it written in a foreign language (French) denies the public's right of understanding the written content and risks the occurrence of serious damages and accidents.

The road trip was characterized by the use of bilingual (French and Arabic) and monolingual (French) signs. However, trilingual signs became visible when I reached my hometown as the following picture (Figure 4.69) demonstrates:

Figure 4.69: Welcome signs in Algerian cities

The precedent picture (Figure 4.69) presents the signs welcoming the city visitors. As appears on the picture, these signs are written in three languages (Arabic, French and English). It must be noted that these signs were the only signs on which English language was visible.

Very recently, in 2019 to be specific, Algeria inaugurated the services of its largest airport by replacing Houari Boumediene Airport. Unfortunately, I did not have the chance to visit the airport, but I relied on the official pictures of the airport to comment on its signs. The following picture (Figure 4.70) presents the road sign leading to the airport from Algiers' national highway:

Figure 4.70: New airport's road sign

The new airport's road sign (Figure 4.70) is written in three languages (Arabic, French and English) which indicates more consideration of international visitors. Similarly, the interior of the airport also used signs with three languages written on them as the following picture indicates:

Figure 4.71: The interior signs of the new airport

The new airport's signs, as Figure 4.71 illustrates, are written in Arabic, French and English. The sign clarifies the directions to different services at the airport such as: check-in desks, boarding gates, and sanitary areas.

Another important example of signs are street signs. The majority of street signs in Algeria are written in Arabic and French as the following pictures indicate:

Figure 4.72: Signs of street names in Algeria

The first sign to the left (on Figure 4.72) is a sign of a street name in Oran city. The sign is written in Arabic and French presenting the street of the Martyr Yveton Fernand. The other two signs are presentation of two famous streets in the capital city Algiers. Both signs are written in Arabic and French presenting the streets 'Didouche Mourad' and 'Hassiba ben Bouali', respectively. It must be noted that it is very common in Algeria to name streets after famous martyrs of Algeria's independence revolution against France as in the case of the presented streets.

Within these local streets, there are also road signs facilitating transportation as the following picture indicates:

Figure 4.73: Local Street signs

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As has been noticed along all the previous signs, the majority of street signs are painted in blue because it is the conventional color for signs that provide information as in the case of the previous picture (in Figure 4.73). In the mentioned picture, the sign is written in Arabic and French showing the directions to 'martyrs square' written as 'place de martyrs' in French and explains that it is found 'through a tunnel' which is written as 'par tunnel' in French on the sign.

4.3.4.3 Summary of Top-Down and Bottom-Up Practices

Linguistic landscape practices are divided into bottom-up and top-down practices. These practices were presented through the different signs use by individual businessmen and by the authorities. The presentation of signs from both categories indicated that there is an imbalance and a gap between the common Algerians and the government. The former, Algerians, demonstrated great tendency towards the use of English on their private businesses of all kinds (shops, restaurants, schools, and others); however, the government pays less attention to the use of English in its public signs, except for the new airport's signs and few welcome signs of Algerian cities. In this respect, it can be understood that Algerians' practices consider English in the globalized world and build on that to create different business of quality while the government tends to use bilingual signs (French and Arabic) or monolingual signs (French or Arabic) on public signs. The following diagram (Figure 4.74) highlights the imbalance of bottom up and top-down practices:
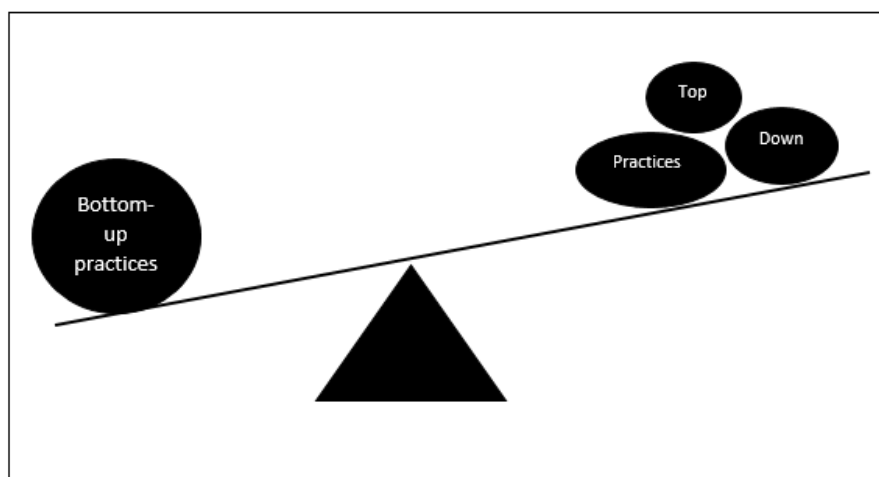
Figure 4.74: Imbalance in LL top-down and bottom-up practices

The previous diagram (Figure 4.74) explains the imbalance that the English practices in Algerian LL witnesses. The diagram also shows the way bottom-up practices overweigh top-down practices as a one entity moving harmonically while top-down practices are scattered into a variety of linguistic practices that disregard English language practices in the majority of its signs.

4.2.5 English in Education

English language practices in the Algerian educational field are not very noticeable considering the recession of political decisions related to languages in schools and universities. However, during and after the smile revolution, English had more presence in the educational field. Therefore, this section divides English in education practices into practices before the SR and practices after the SR.

4.2.5.1 English Practice Before the SR

English practices in the educational field have not been a subject of debate of the Algerian government since the 2000s. Therefore, the situation remained static in schools and universities. For instance, English is not taught in primary schools, but

starts to be taught on the first year of middle school while French is taught starting from the second year of middle school.

The priority given to French by teaching it since the second year of primary schools demonstrates the government's attitudes towards the language and the tendency of privileging it over other languages. On the other hand, English is taught at the secondary (or middle) school and locally-made books are used to teach it. An example of these books is in the following picture (Figure 4.75):

Figure 4.75: Example of locally-written English books

The book in the previous picture (Figure 4.75) is the second year book of English at Algerian middle schools. These books are locally-made; in other words, they are created by specialists hired by the ministry of national education and published in Algerian publishing houses (e.g., Casbah publishing) to monitor the cultural aspect of their content and adapt it to the Algerian culture and traditions.

On the other hand, English at Algerian universities is taught as a foreign language course, but not as a medium of instruction as it is the case for French language. The ministry of higher education and scientific research is responsible for designing the syllabus and hour distribution of English language teaching. Luckily, I was able to reach this syllabus from one of the university instructors who preferred to keep his identity anonymous. The syllabus and hour distribution are presented in the following pictures (Figure 4.76):

Semestre: 1
Unité d'enseignement: UET 1.1
Matière 1: Langue Anglaise1
VHS: 22h30 (Cours: 1h30)
Crédits: 1
Coefficient: 1

Objectifs de l'enseignement:

The English syllabus consists of the following major parts. Sample texts are used to let students acquainted with both Scientific and Technical English as well as for both scientific and technical vocabulary and grammar acquisition.

The texts are selected according to the vocabulary built up, familiarization with both scientific and technical matters in English and further comprehension. Each text is therefore followed by a set of vocabulary concepts, a set of special phrases (idioms) and comprehension questions.

There is also a terminology which means the translation of some words from English to French one. Besides, the texts are followed at the end by a translation of long statements which are selected from the texts.

Contenu de la matière:

A. Phonetics: (3 Semaines)
-Consonant sounds: *eg*: /k/; /m/; /b/;/j/
- Vowels sounds: eg: /e/; /i/; /u:/
- Diphthongs: eg: /aI/; /eI/
- Triphthongs: eg:/eIa/; /aIa/

B. General Grammar: (6Semaines)
1- Parts of speech
- Verb: definition, transitive, negative form, interrogative form, regular, irregular ...
- Noun: definition, kind, singular, plural, compound nouns ...
- Adverbs: definition
- Adjectives: definition
2- Types of sentences
- Simple sentences
- Compound sentences (using connectors eg.: but, ...)
- Complex sentences (using relative pronouns eg. who, where, ...)

C. Texts (6 Semaines)
Each semester may include scientific or technical texts in which we focus on the application of the previous lessons.

Mode d'évaluation:
Examen: 100%.

Figure 4.76: Syllabus of English course for Civil Engineering department

The syllabus on Figure 4.76 presents the content of teaching, the length of a course and the credits of the course. The students in civil engineering department are supposed to learn phonetics for 3 weeks, general grammar for 6 weeks and scientific and technical texts for 6 weeks. The English course's duration is 1 hour and a half and it has 1 credit.

It must be noted that the departments have the freedom of choosing the foreign language they want to teach and are able to select either French or English. However, since the majority of technical and medical departments use French as the medium of instruction, they select English as a foreign language course. English at the civil engineering department is taught for only three semesters as the following pictures (on Figure 4.77) indicate:

Semestre 1

Unité d'enseignement	Matières Intitulé	Crédits	Coefficient	Volume horaire hebdomadaire			Volume Horaire Semestriel (15 semaines)	Travail Complémentaire en Consultation (15 semaines)	Mode d'évaluation	
				Cours	TD	TP			Contrôle Continu	Examen
UE Fondamentale Code : UEF 1.1 Crédits : 18 Coefficients : 9	Mathématiques 1	6	3	3h00	1h30		67h30	82h30	40%	60%
	Physique 1	6	3	3h00	1h30		67h30	82h30	40%	60%
	Structure de la matière	6	3	3h00	1h30		67h30	82h30	40%	60%
UE Méthodologique Code : UEM 1.1 Crédits : 9 Coefficients : 5	TP Physique 1	2	1			1h30	22h30	27h30	100%	
	TP Chimie 1	2	1			1h30	22h30	27h30	100%	
	Informatique 1	4	2	1h30		1h30	45h00	55h00	40%	60%
	Méthodologie de la rédaction	1	1	1h00			15h00	10h00		100%
UE Découverte Code : UED 1.1 Crédits : 1 Coefficients : 1	Les métiers en sciences et technologies 1	1	1	1h30			22h30	02h30		100%
UE Transversale Code : UET 1.1 Crédits : 2 Coefficients : 2	Langue étrangère 1 (Français et/ou anglais)	2	2	3h00			45h00	05h00		100 %
Total semestre 1		30	17	16h00	4h30	4h30	375h00	375h00		

Semestre 2

Unité d'enseignement	Matières Intitulé	Crédits	Coefficient	Volume horaire hebdomadaire			Volume Horaire Semestriel (15 semaines)	Travail Complémentaire en Consultation (15 semaines)	Mode d'évaluation	
				Cours	TD	TP			Contrôle Continu	Examen
UE Fondamentale Code : UEF 1.2 Crédits : 18 Coefficients : 9	Mathématiques 2	6	3	3h00	1h30		67h30	82h30	40%	60%
	Physique 2	6	3	3h00	1h30		67h30	82h30	40%	60%
	Thermodynamique	6	3	3h00	1h30		67h30	82h30	40%	60%
UE Méthodologique Code : UEM 1.2 Crédits : 9 Coefficients : 5	TP Physique 2	2	1			1h30	22h30	27h30	100%	
	TP Chimie 2	2	1			1h30	22h30	27h30	100%	
	Informatique 2	4	2	1h30		1h30	45h00	55h00	40%	60%
	Méthodologie de la présentation	1	1	1h00			15h00	10h00		100%
UE Découverte Code : UED 1.2 Crédits : 1 Coefficients : 1	Les métiers en sciences et technologies 2	1	1	1h30			22h30	02h30		100%
UE Transversale Code : UET 1.2 Crédits : 2 Coefficients : 2	Langue étrangère 2 (Français et/ou anglais)	2	2	3h00			45h00	05h00		100 %
Total semestre 2		30	17	16h00	4h30	4h30	375h00	375h00		

Unité d'enseignement	Matières Intitulé	Crédits	Coefficient	Volume horaire hebdomadaire			Volume Horaire Semestriel (15 semaines)	Travail Complémentaire en Consultation (15 semaines)	Mode d'évaluation	
				Cours	TD	TP			Contrôle Continu	Examen
UE Fondamentale Code : UEF 2.1.1 Crédits : 10 Coefficients : 5	Mathématiques 3	6	3	3h00	1h30		67h30	82h30	40%	60%
	Ondes et vibrations	4	2	1h30	1h30		45h00	55h00	40%	60%
UE Fondamentale Code : UEF 2.1.2 Crédits : 8 Coefficients : 4	Mécanique des fluides	4	2	1h30	1h30		45h00	55h00	40%	60%
	Mécanique rationnelle	4	2	1h30	1h30		45h00	55h00	40%	60%
UE Méthodologique Code : UEM 2.1 Crédits : 9 Coefficients : 5	Probabilités et statistiques	4	2	1h30	1h30		45h00	55h00	40%	60%
	Informatique 3	2	1			1h30	22h30	27h30	100%	
	Dessin technique	2	1			1h30	22h30	27h30	100%	
	TP Ondes et vibrations	1	1			1h00	15h00	10h00	100%	
UE Découverte Code : UED 2.1 Crédits : 2 Coefficients : 2	Technologie de base	1	1	1h30			22h30	02h30		100%
	Métrologie	1	1	1h30			22h30	02h30		100%
UE Transversale Code : UET 2.1 Crédits : 1 Coefficients : 1	Anglais technique	1	1	1h30			22h30	02h30		100%
Total semestre 3		30	17	13h30	7h30	4h00	375h00	375h00		

Figure 4.77: English program in three semesters of civil engineering

The previous pictures in Figure 4.77 provide the hour distribution of all the courses taken by civil engineering students. The yellow-highlighted parts in each picture represent the hourly-rate of English classes in three semesters. On the first and second semesters, the students study English and/or French with 3 hours per week and 16 hours per semester. However, on the third semester, the students take a course named 'technical English' for 1 hour and a half per week and 13 hours and a half per semester. It must be noted that the source to these materials clarified that this syllabus and hour distributions are generalizable in all technical and scientific departments.

As it has been mentioned earlier, English is not used as the medium of instruction in Algerian universities. However, one of the teachers mentioned in the interview that it is used as the medium of instruction in one of the Algerian universities and he referred to an anecdote about his friend to clarify that as in the following:

> … I had a friend who to Boumerdes university when we had our high school degree (BAC). He went there in 2007 and since the first year they study in English." and when asked about the law he said: "No, it's not against the law. The Algerian law regarding language using in teaching say that the main language is Arabic, it doesn't say about other languages. So, the professor is free to give his course in Arabic, French or English … there is flexibility on the paper, but on the reality people who cannot speak English won't accept this because they will be isolated. (Teacher 3, age: 30)

In his statement, teacher 3 referred to the internal law of Algerian universities about the language of teaching. The teacher clarified that the Algerian law states that the medium of instruction is Arabic; however, the observed commonality in all departments (mostly medical, business and technical departments) is that French as the medium of instruction is prevailing the scene and the majority of courses are taught in this language. This can be interpreted as the teachers' choice since the law as explained by teacher 3 did not restrict the foreign language use, but prioritized Arabic as the means of instruction.

To reflect on the university teachers' English educational history and view on English as the language of research and publication, I asked them the questions that appear in Table 4.21:

Table 4.21: Research areas on teachers' educational history and views of English

Interview question	Research area
Have you studied English in your previous university years?	• Educational history and domain-related importance of English.
Do you think English is the language for research and publication?	• Views on the importance of English in scientific research.

English educational history and views on English by university teachers

The university teachers were asked about their educational history in English by asking the question "have you studied English in your previous university years?" to highlight department-related semester- and hour-distribution and to highlight the impact of this history on their current teaching practices. For instance, teacher 1 stated that:

> Yes, we had an English course, but it was not very influential because we studied it only for one semester maximum at the BA level of course. As for the MA level, yeah, we had English course for four semesters and the teacher that taught us studied at Oxford University. But I didn't study at

university, I studied in the college (Ecole Superieur de Sciences Politiques). (Teacher 1, age: 27)

Teacher 1 explained that she studied English only in one semester at the BA level in political sciences program and four semesters at the MA level. However, she highlighted that these practices were not regular at state universities but in higher schools of political sciences. Therefore, we asked her about the difference between these higher schools and universities and she replied: "actually college is also state governed, but we participate in an oral contest to be accepted in it and they only take the elite… for example I was the first of my class that's why I had the chance to study in there". From her explanation, it can be understood that these higher schools accept the educationally privileged students and have different acceptance measures, so it is logical to have different measure in teaching English as well.

Differently, teacher 2 stated that: "yes, we study English for three years during BA, but during the master time we got a course of English language and some modules in English. As I remember, we had three modules for each semester taught in English language" (Teacher 2, age: 28). Teacher 2 majored in media and communication and from his explanation, it can be understood that English is taught as a course for three years and during all the semesters, but at the MA level it was taught as a medium of instruction in three courses.

Teacher 3 and teacher 4 from civil engineering department respectively stated: "no, there was a technical English course, it was just one hour and a half per week… that's all … it was one course per week but the duration is one hour and a half, it was mainly oriented to technical English …" (Teacher 3, 30) and "in the BA yes in the first year,

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but after that no because English leaves the program" (Teacher 4, 32). The civil engineering teachers highlighted that English is taught for one hour and a half per week and it is taught only at the first year of BA.

Teacher 5, on the other hand, explained that "I studied it in higher school of teachers, but I can't remember for how long and the hours", which means she studied at a similar school to teacher 1. The six teachers of business and management all explained that they had an English course, but English was not used as the medium of instruction. They also stated that they did not have English course in all the years because the years were divided between English for business and French for business.

Teacher 12, who majored in French language, stated that they had an English course, but it was not of high importance because it was one class per week. Also, all the other teachers explained that they had an English course, except for teacher 17 who majored in English language and had it as the medium of instruction and the topic of learning. Differently, teacher 13, teacher 14 and teacher 19 clarified that at their time, they studied everything in French, so they had no English course at all.

The number of English course hours that the teachers had in their educational years does not appear to be sufficient to give their classes in English, especially that the majority had French as the medium of instruction. Also, the older teachers explained that they did not study English at all during their educational experience at university, which explains their logical orientation towards the use of French as the medium of instruction even if the government did not set it as a law.

Even if the majority of university teachers teach in French, especially in the previously mentioned departments, all the teachers that I have interviewed believe that English is an important language for research and publication, except for teacher 12 who majored in French language.

4.2.5.2 English Practices After the SR

During and after the smile revolution, the new Algerian governments (transition government and current official government) came up with a group of decisions targeting the promotion of English language in Algerian universities and schools. Details of these decisions are presented in the management section (4.4). The government's intention to improve English presence in Algerian universities resulted in a group of political reactions and collaborations.

French reactions

The Algerian government's declarations of promoting English language in Algerian schools and universities were not received with an open heart by the French side. French officials responded to the Algerian government's statements with a rejection attitude; for instance, the French ambassador in Algeria reported to the press that France wants French language to keep its current status in Algeria, that is first foreign language that is used as a means of instruction at universities and a language taught since the 2ⁿᵈ year of primary school. The ambassador added that France is working on keeping collaborations between Algerian and French educational institutions, educational exchange programs at universities and French language teaching in Algeria. He also deliberately stated "we are all working here to develop this heritage that we have inherited" referring to the place and status of French and France in Algeria. Full press report can be found in (Fibladi.com, 2019). The Algerians reacted

to these French declarations in different ways. The following figure, 4.78, displays the

samples of these reactions to the ambassador's statements:

Figure 4.78: Algerians' reactions to French ambassador's declarations

The previous comments, on Figure 4.78, were collected from Echorouk News TV

Facebook page that shared the ambassador's declarations. I highlight that the

comments represent their writers and I view them from a purely scientific

interpretation. All the comments, except for one, are written in Arabic or Algerian

dialect. For instance, the first picture on the left starts with a comment describing

France as a 'snake' by stating 'we are following, let's see how this goes and we get

this snake out of our home, still nothing is clear'. The next comment thought that

replacing English with French would be one step towards success. The third comment,

however, recalls the colonial history with France and states 'you colonized us and

killed two million of martyrs and you don't want to confess your war crimes. Now it's

our turn to replace the worst, French, with what's better, English …' similarly, the

following comment used the SR's motto 'they all must leave with their French' in

reference to French language as part of the corrupted system. The fifth comment explores the importance of Arabic and English languages by stating that 'replacing French with English and preserving the honor and value of Arabic are musts, whether you like it or not'. The last comment on the first picture, similar to the third comment, preferred to write an honouring message to the martyrs by saying 'may God bless the souls of martyrs and long live the army and Gaid Salah (head general of the Algerian army)'. It must be noted that Gaid Salah is believed by a good number of Algerians to have sided with the public against the Bouteflika's regime.

The second picture's comments are not very different from the ones on the first picture. For example, the first comment focused on the role of future generation in changing the linguistic nature in Algeria by highlighting that 'changing French with English should be in primary school, so we can have a new educated generation with strong roots'. Similarly, the second comment agreed with the first one and stated that 'I hope we replace French with English in primary schools so this would be the knockout to France and a non-French and free generation'. The third comment concluded that Algeria is going into the right direction by clarifying that 'since France didn't like these decisions, it means we are on the right path'. The fourth comment, on the other hand, said that 'if the government obeys French pressures and keeps French language, get ready to a strike at all educational levels starting from the new season'. The previous comment threatened that all educational institutions would go into a strike if the government obeys the dictations of the French government. Differently, the last comment suggested a compromise by stating 'if you teach Arabic in your schools, we keep your language in our schools'; in other words, the writer of the comment is aware

that France would not teach Arabic in its schools, so he used this call as an argument to call for their leave from Algerian schools.

The new government's English practices provoked the French officials to declare their attitudes towards these practices in the educational field. It also shook their ground in Algerian schools and universities. The officials' declaration triggered numerous Algerian reactions which I previously highlighted. All the reactions showed strong opinions against France and French language and recalled the colonial history and the martyrs to emphasize the role of English to eliminate the French existence in Algerian schools and in the history of future generations.

Algerian-English collaborations

Despite the French reaction to the new government's decisions and practices related to English in the educational sector, the Algerian government proceeded in its intentions and made ties with different English bodies to develop the educational institutions in Algeria. Among these collaborations is the agreement with the British Council to develop the abilities of Algerian educational inspectors of different levels. The agreement also aims to empower Algerian teachers' skills in teaching English language through organized workshops by the British Council and the ministry of education in Algeria. This agreement was signed for a duration of three consecutive years through which students can learn new skills as well. Full new report on the agreement can be found on Elbilad.net (2019).

The second agreement was a first in Algeria's history because it is the first time that an English school would be established in the Algerian territory. The following picture demonstrates the agreement signage between the Algerian state clerk, Rachid

Bladehane, and the British minister of foreign affairs, James cleverly, to initiate a British school in Algeria to teach English to Algerians.

Figure 4.79: Algerian state clerk and British minister of international affairs agreement on British school in Algeria

These agreements, along with government's decisions to empower English language presence in Algeria, were received with positive attitudes by official educational bodies in Algeria. Among these bodies is the National Council of university teachers, known as CNES, who called the Algerian government to adhere to its decisions about improving English in schools and universities and encouraged and supported these decisions. CNES's report can be found in Elbilad.net (2020).

4.2.5.3 Summary of Education Practices

The following diagram, on Figure 4.80, represents the summary of English practices in the field of education:

English practices before SR

English taught from middle school

English taught as a course at university

English practices after SR

Political decisions to empower English in schools and universities

French rejection to Algerian decisions

English-Algerian educational collaborations

English requested in primary schools by Algerians in rejection of French
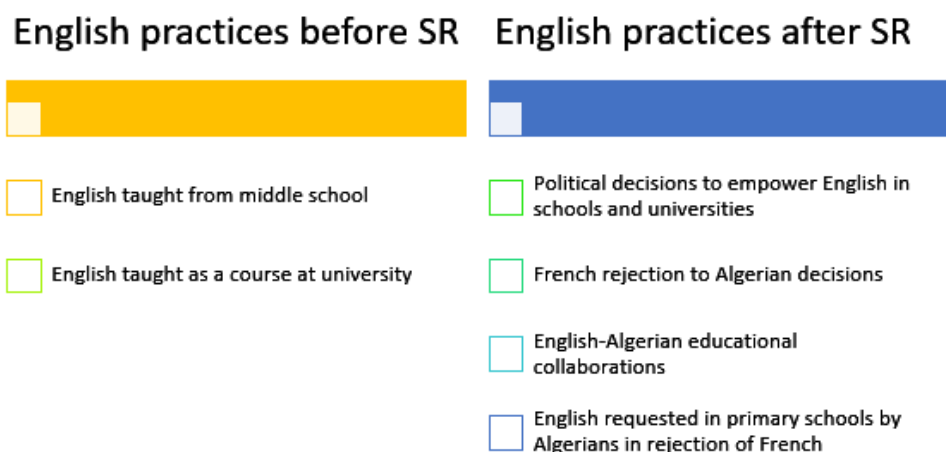
Figure 4.80: English practices in the field of education

The diagram in Figure 4.80 clarifies the practices of English language in the Algerian educational field before and after the SR. The diagram shows that English practices after the SR overweigh the practices before the SR. Before the SR, English was practiced as a second foreign language that did not receive much attention from policy makers. However, after the SR, there were political decisions to empower English practices in schools and universities. Also, there were collaborations and Algerians' reactions that interpreted the positive stance towards these political decisions. Meanwhile, the French officials were resented by the Algerian political intentions and decisions to empower English in Algeria.

4.2.6 English for Social Impact and Human and Environmental Development

English language is used for social development purposes interpreted through civism acts. It became quite normal to see Algerian youth creating humanitarian groups and associations for different purposes and naming them in English in real life or on social media platforms. For instance, the first organization is 'Lions Club Alger Hope' which engages in missions against hunger, health and environment preservation and others. The following picture (on Figure 4.81) is the Instagram page of the organization on which the organization's name appears in English language:

Figure 4.81: Example of developmental organization in English language

Another example of organizations holding a noble cause is the organization 'Make Algeria Green Again'. The cause of this organization is to preserve hygiene and greenery in Algeria. The following picture, Figure 4.82, is the Instagram page of the organization on which its name and cause are presented in English language.

Figure 4.82: Example of English-named organization with an environmental cause

Similar to previous organization with causes, the following picture (Figure 4.83) represents one of the Instagram pages dedicated to preserve the oceans and the planet. The page is named in English as 'EcoEarth' and its missions is also explained in English language as the next picture demonstrates:

Figure 4.83: Sample of Instagram page with eco cause

Another example is a state association devoted to protect the environment from the dangers of technology. The following picture (Figure 4.84) is the Instagram page of the association that is presented in English on its name and in Arabic in describing its missions.

Figure 4.84: English-named state association

In addition to environmental and humanitarian organizations, there are also emerging pages dedicated to develop human thinking through psychological and cognitive messages. An example of that is the Instagram page 'Yes Lukan-Positive Algeria' which aims to create a social impact through spreading positivity from different travel tours in Algeria. The following picture (Figure 4.85) represents the English name and English message used to represent the page:
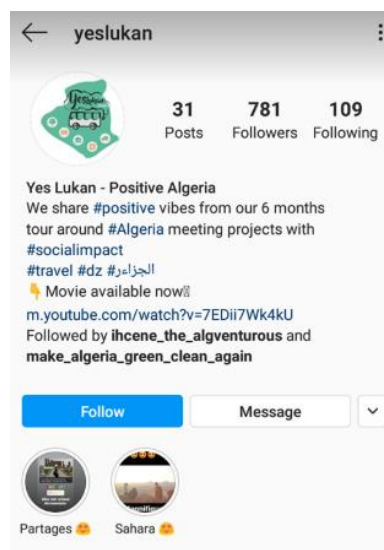
Figure 4.85: English-named Instagram page with social impact message

These organizations' and associations' work is not only limited to virtual platforms, but they take on field applications to present their work. These organizations became more active during the smile revolution; for example, the following picture (Figure 4.86) presents the cleaning campaign by students at Houari Boumediene University where students appear to be wearing shirts with English mottos like 'for better tomorrow, health professionals'.

Figure 4.86: Algerian students wearing English-written shirts while cleaning their university

English practices for humanitarian, social and environmental purposes are not the only practices because English is used to demonstrate women rights and women independency. Figure 4.87 is an example of such practice:

Figure 4.87: English for women rights and independence

Figure 4.87 is taken from a Facebook Algerian meme page, but it remains anonymous because its name was not recorded. In the picture, two famous Algerian actors from an old famous Algerian series appear to have a couple-dialogue. In the dialogue, the man speaks in Arabic saying 'if we get married, forget about work' in a way of expressing his intolerance with his partner as a working-woman during marriage. The woman responds in English by stating 'Salim (character name), who gives a (English curse word) about what you think'. The imaginary dialogue between the two characters shows the way English is used to empower females to speak up for their rights.

In general, English practices are divided into four practices; humanitarian, environmental, social and women rights and independence as the following diagram (Figure 4.88) summarizes:
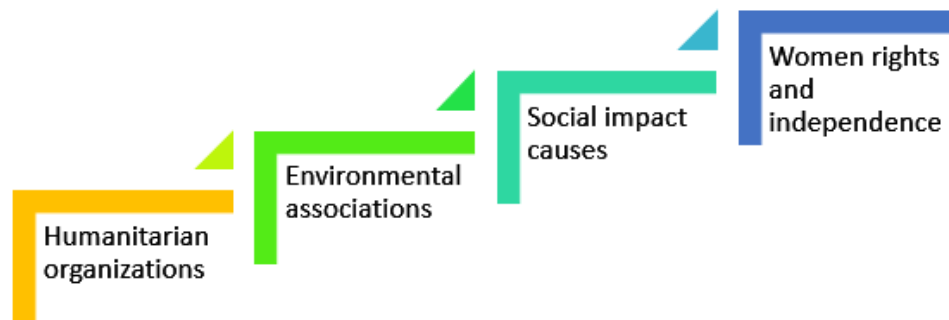
Figure 4.88: English practices for social impact and human and environmental development

English practices for developmental purposes in Algeria are visible in bodies such as humanitarian organizations, environmental associations, social impact causes and women rights and independence. These practices are the most recurrent, but this does not deny the possibility of other existing practices.

4.2.7 English for Political Expression

It is noticeable how English language was used for political expression during the smile revolution. In this section, these practices and the reasons behind them from the point of view of different participants are presented.

4.2.7.1 English Practices During the Smile Revolution

English during the smile revolution had considerable presence and use. This presence and use were perceptible in the different placards that were carried by the protestors. The following picture (Figure 4.89) is a sample of these placards:

Figure 4.89: English placards during the SR, sample 1

In Figure 4.89, protestors appear carrying English-written placards. The first at the front is a bilingual placard written in Arabic and English with a political message 'leave now' in reference to the system. The second placard at the back of the picture is a monolingual placard because it is written in one language that is English. The placard carries the message 'yes to change the system, do not change faces' in reference to a political request of radical change. Another example of English placards during the smile revolution is in the following Figure 4.90:

Figure 4.90: English placards during the SR, sample 2

On Figure 4.90, the card is written in English language and carrying a very strong political message 'FLN it's time to take your place in the museum'. FLN is a political party that was initiated during Algeria's independence war against French in 1954. The French acronym FLN refers to the words 'National Liberation front' and the party has been the leading political party since the independence of Algeria in 1962. The protestor appears in the picture carrying a card that calls the political party to be transferred to the museum as it ruled Algeria for 58 years. Similar to the previous message on the previous picture (Figure 4.90), the following Figure 4.91 represents an example of the placards carried by protestors:

Figure 4.91: English placards during the SR, sample 3

Figure 4.91 presents an English card written in English and carrying the message 'no country for old men'. The card refers to the age of Algerian politicians who are usually over 60 years old, especially the previous president, Abdelaziz Bouteflika, who is 82 years old.

Another sample of English practices that carry strong political messages is presented in the following picture (Figure 4.92):

Figure 4.92: English placards during the SR, sample 4

The previous placard (in Figure 4.92) is written in English messages and is carrying a political message stating 'the power of the people is stronger than the people in power'. The message on the placard transmits the message that the power is in the hands of people and it has the ability of isolating people in power.

Another form of placards that were influenced by American civil rights leaders is presented in the following picture (Figure 4.93):

Figure 4.93: Placards inspired from Martin Luther King in the SR

Figure 4.93 demonstrates a fine example of inspiration by America's human right leader, Martin Luther King, Jr. In the picture, a young Algerian female appears to be wearing a shirt with the picture of Martin Luther King and a placard quoting a part of his speech 'we need leaders, not in love with money but in love with justice. Not in love with publicity but in love with humanity'. The message was adopted by the young protestor to describe the type of leaders that she wants to see in Algeria of the future.

Algerians during the smile revolution aspired for creating a democratic republic ruled by its youth and intellectuals. The next picture (Figure 4.94) is an example of these aspirations:

Figure 4.94: English placards during the SR, sample 4

The placard in Figure 4.94 is bilingual because it is written mainly in English and one word is in French. The text on the placard is 'now loading republique (French for republic) please wait'. The design of the placard appears in a form of a computer software loading data for the second republic and was presented in English and a word in French.

The new generation of Algeria is obviously dreaming of a new republic, new type of politicians and system. Also, this generation has a belief that they can create the difference as the following picture (Figure 4.95) demonstrates:

Figure 4.95: The message of Algerian youth in English

Figure 4.95 shows a group of Algerian youth in the smile revolution protests wearing shirts describing them in English. The shirt description is 'legends are born, Algerians', which shows the way the new generation view themselves and the power they have in making the political difference.

In addition to the new generation's perceptions of themselves, they also describe their revolution as 'the smart revolution' as the following picture (Figure 4.96) demonstrates:

Figure 4.96: Placard describing the smile revolution

The placard on Figure 4.96 describes the smile revolution as the 'smart revolution' in English language, then describes the reasons of this description in Arabic. The reasons are 'smart by its peace' 'smart by the unity of its citizens' 'smart by its demands' and 'smart by its prospects'. These reasons also represent the main definitions of the Algerians' revolution.

The smile revolution in Algeria can also be described as a creative revolution because there were multiple artwork pieces used to illustrate the demands of the public. For instance, the first picture below (Figure 9.97) is an example of using artwork and English in transmitting demands and messages:

Figure 4.97: English in artwork placards, sample 1

Figure 4.97 demonstrates an art work presented by the protesters in Bordj Bou Ariridj city. The art work was labelled 'the country is above all' in a form of a map puzzle which pieces of French commandment, Bedoui's government (government created by the former president Bouteflika after the protests), constituent assembly and regime TV channels were respectively replaced by elections, independent committee, dialogue and Badisians and Novermberians (referring to Algerian emblematic figure Abdelhamid Ben Badis and to 1st November, 1954 independence revolution believers and followers).

Another artwork and English use are presented in the following message that Algerians from the city Bourdj Bou Ariridj decided to share:

Figure 4.98: English in artwork placards, sample 2

Figure 4.98 is a sketch of a road map for an Algerian citizen who is guided by 'future, wisdom and nation'. The picture also shows a compass as a sign of direction indicator and other hurdles on the way presented in France, world problems, and wars. The Algerian citizen will be guided using a compass of future, wisdom and nation to avoid or overcome French interferences, world problems and wars.

Another demand of Algerians is to create a strong civilization through crucial steps. The next picture (Figure 4.99) is a representation of this demand using English and artwork:

Figure 4.99: English in artwork placards, sample 3

Figure 4.99 describes the Algerian political scene during the smile revolution. The artwork presents an Algerian citizen trying to build a civilization while crocodiles are watching and trying to sabotage him. The placard is entitled as 'the foundations, the civilization and the construction' in a way to illustrate the protests' role. The foundational pieces that the citizen is carrying are written in Arabic presenting fields like 'education' 'science' 'nationalism' and others. However, the crocodiles are disguised in foreign interferences dressed as French flag, Gulf country dress-code and Algerians trying to take the Algerian case to international organizations such as the United Nations.

Always in the same city, Bordj Bou Ariridj and the same building that was named as people's palace because of the messages it carried on each Friday of the revolution, another demonstration in English and art was presented:

Figure 4.100: English in artwork placards, sample 4

Figure 4.100 is entitled as 'justice is the basis of governance' in English and Arabic languages. The artwork illustrates the judicial system in Algeria through a drawing of

a balance on which national unity is winning over the corrupted system whose representatives appear at the bottom of the artwork.

In addition to English on artwork demonstrations, Algerian protestors used English in their chants against the previous system. The chant is 'sorry, sorry Gaid Salah hada ech3b machi jayeh' on April 26th, 2019. The chant is addressing the previous senior leader of the Algerian national army, Gaid Salah, by saying sorry in English and continuing by 'the public is not stupid' in a manifestation against changing previous leaders with other ones of similar nature.

4.2.7.2 Reasons of English Practices in the SR

English practices in the SR are an example of the use of English language for political expression purposes. Therefore, university students and Algerian diaspora were asked to explain the reasons behind this use from their point of view. The following table (Table 4.22) highlights the interview questions asked to each participant category:

Table 4.22: Research areas and questions on reasons of English practices in the SR

Participants	Interview questions	Research area
University students	Why was English used in protests' placards and chants in your opinion?	• Reasons behind the use of English in the protests.
Diaspora	How do you consider the use of English in the Hirak protests recently?	• Interpretation of the use of English in the protests.

Reasons and interpretations of the use of English in the protests

According to university students and Algerian diaspora, there are multiple reasons for the use of English in political expression. For instance, student 1 states that:

> In my opinion, the main aim was to get rid of the French dependency and also to make it easier for abroad countries understand our demands, it would

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be easier to recognize our situation for them because English is a worldwide language.

In student 1's explanation, the aim of the use is related to French language since Algerians wanted to jettison the French dependency. Also, he specified that English would make their voice heard internationally.

Similarly, student 7 highlighted that:

> I think English was used to show the world where el hirak could reach and what it means. They wanted to transfer a picture of pacifism to the world, it's a way of getting the world governments' attention because doesn't provide that.

In other words, student 7 discussed the importance of English in updating the world about the progress of 'elhirak' and the pacifism that prevailed all the protests of each Tuesday and Friday. Another student (student 8) added "people were mostly trying to use English because the new generation wanted to show that they are over with French, they also wanted to reach the world". Student 8 in the previous explanation clarified that the new generation had a message to share, that is Algerian youth are over French language.

Another interpretation of English use in political protests is explained through a different point of view that student 9 discussed. The view is English was used because it was admired and mastered by a group of youth as appears in his declaration "maybe a group of youth who admires English or knows English well". Differently, student 10 thought that:

> … they used it to cope with development and second to get rid of the colonization language because it remained as just a habit, but unfortunately it is tied to the educational system and our grandparents cannot use any other language, otherwise they wouldn't use it. It is like a heritage.

Similar to her peers, student 10 described English as the heritage of colonization and stated that protestors used English to get rid of French language that in return is practiced in the Algerian educational system and by the Algerian elderly.

Within the same perspective, student 11 sees that the use of English in the protests as a declaration of an end of colonization area by stating that: "it is a way of expressing an end to French colonization since French is the language of the colonizer, and English is the language of science and the most used in the world". In her statement, student 11 summarized how foreign languages are viewed in Algeria; French is the colonizer language and English is the science and world language.

The previous statements by students are a sample of their perspective that all fall under the scope of ending French colonization, interest of youth in a new admired language and internationalizing the case by making it heard through English language. Similarly, Algerian diaspora's opinions were not very different from the university students' views; for instance, Assia stated that:

> I think what differentiates these protests from any other in the history of Algeria is the use of English and in the protests, there were a lot of banners were written in English and what's more since it was an Algerian youth-led, most of the social media content was shared by Algerian protesters was in English whether via hashtags or videos posted on Facebook or even on other social media platforms. I can say they written mostly in English as these people wanted to get their voice to the world.

Assia in her statement discussed other political practices such as social media where English was the means. She also believes that the uniqueness of these protests derives from the use of English by Algerian youth as a means of political expression to make their voice internationally heard. Anwar did not disagree with Assia, but he discussed

the concept of 'honest media' by linking it to English language as his statement below highlights:

> It's the word … (thinks) honest media I don't know if you can find a better word for it. But the media which is not biased towards any party like the free media they are using English most likely right! So the only way or the easiest and the most reliable way to spread the message to send our message outside of Algeria is to use English. And it's understood by every single one on this planet called earth. So, if you write English, also Chinese people would be able to understand it. The French people as well would be able to understand it. The Turkish people … anyone.

The concept of honest media was discussed by Anwar by emphasizing that unbiased media is the one that uses English language; therefore, Algerians used English to share their voice in an unbiased manner. He also highlights that English is the world language that can be understood by different nationalities which makes it a suitable choice during the protests. Similarly, Marwan talked about making voices heard internationally and stressed the importance of making Algerian voices heard, as appears in his following statement:

> Well, I guess it's a such an impressive step to get the Algerian case outside Algeria and get heard all around the world since our government is not answering the people who are asking about their rights every day, every week, every weekend, so they had to do such a thing and ask for their right in English to get noticed by international media.

Marwan thinks that the use of English would make the Algerian voices heard and that would eventually lead to pressurizing the Algerian government when the case is well-known internationally. Nabila, on the other hand, thinks that English language was used to convey three reasons, as her statement clarifies below:

> I think there was a purpose when people used English in hirak, it was clear they wanted to use a language that anyone in the world would understand, most of the pictures about hirak and all the leaflets and banners have been published online and social media have spread everywhere. All the news has been talking about Algerian hirak and they have been able to understand what people are saying because most of the banners were written in English

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that's one and my opinion as well they were written in English because they want to say we don't want French anymore, we don't want France anymore.

Nabila, in her explanation of the reasons behind the use of English, attributes the role of English in spreading the hirak news on all media because they were able to understand the demands of protestors. Nabila also considers English as indicator of change since people used it to demonstrate that they do not want France nor its language in the country. Similarly, Abdullah discussed the people's intention of change through English as appears in the following statement:

> I think it's a noble reaction, people want change and they want to show this change to everyone. People think that France is still ruling Algeria, it's a conspiracy theory I don't know. It's a strong sign that people want change because I have seen these leaflets on all social media and news and the message was pretty clear.

Abdullah described the use of English placards in Algerian protests as a noble reaction because it summarizes the change that everyone aspires for. In other words, English is a sign of change in Algeria and using it for political expression is a change sign. Differently, Asma described English use as stated in her statement "… I noticed they used English a lot maybe because it is more fashionable now in Algeria or maybe because it is an international language". English, through Asma's view, is the fashionable and international language and this is the probable reason behind using it.

Mostafa, on the other hand, has a very political view about the use of English language as his declaration below denotes:

> The real reason behind the use of English is the second part of the Algerian government who wanted to rule and was against the French control over the Algerian government and the second reason is the people who support this idea because in Algeria we were for years, around 30 or 40 years, using French to make research, in economy and politics and also speak it daily, so they thought it's time to change that.

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Mostafa divides the Algerian government into two clans. The first clan is constituted by politicians who have strong ties with France and French language while the second clan is the opposition group that wants to change this fact by replacing French language by English language.

4.2.8 Summary of the Section

The following diagram (Figure 4.101) summarizes the different practices of English for political expression and the reasons behind these practices from the point of view of university students and Algerian diaspora:
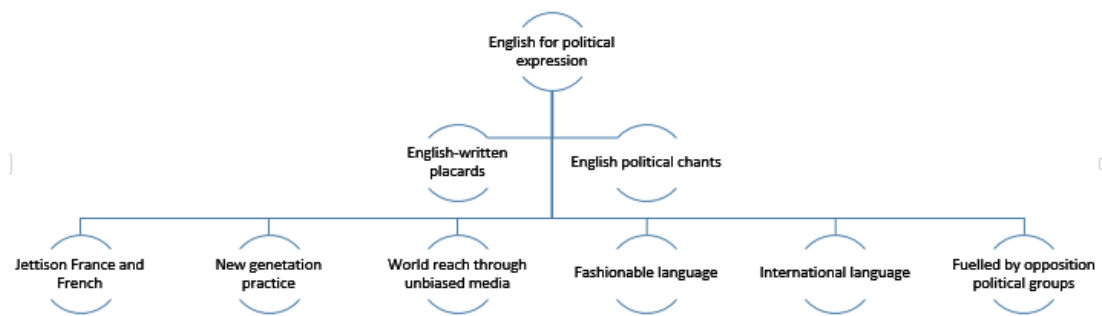
Figure 4.101: English for political expression and the reasons behind practices

Figure 4.101 clarifies the way English was used during the protests of the smile revolution. The first way is English-written placards and the second is English political chants. The reasons behind these practices are a need to jettison France and French, the existence of new generation practice, the need to reach unbiased media, the view of English as fashionable and international, and the desire of political opposition groups.

4.3 Impact of Practices on Political Decision

The variety of English practices that prevailed the Algerian scene has in a way or another impacted the recent political decisions in Algeria. Therefore, the participants

were asked about the nature of English practices that mostly impacted the new Algerian government's political-linguistic decisions to answer the third research question of the present study: "How do the participants view the impact of English language practices on post-SR government decisions?" It must be known that certain practices were affected by the SR such as politics, business, education, and linguistic landscape; therefore, I was interested in knowing whether or not the university students participated in the smile revolution so their impact evaluation would be based on their knowledge of the socio-political situation.

4.3.1 Students' Participation in the Smile Revolution

University students were asked about their participation in the SR, so their evaluations would be based on grounds of knowledge on the subject matter. The findings revealed that 141 students in total of 200 students participated in the SR protests as the following table (Table 4.23) indicates:

Table 4.23: Students' participation in the SR

Have you been part of the smile revolution in Algeria?		
Options	**Frequency**	**Percent**
Yes	141	70.5
No	59	29.5
Total	200	100.0

The previous table (Table 4.23) highlights the participation frequency, and percentages reveal that 141 university students participated in the SR while 59 did not participate. The following diagram (Figure 4.102) previews the ratio of participation of university students.
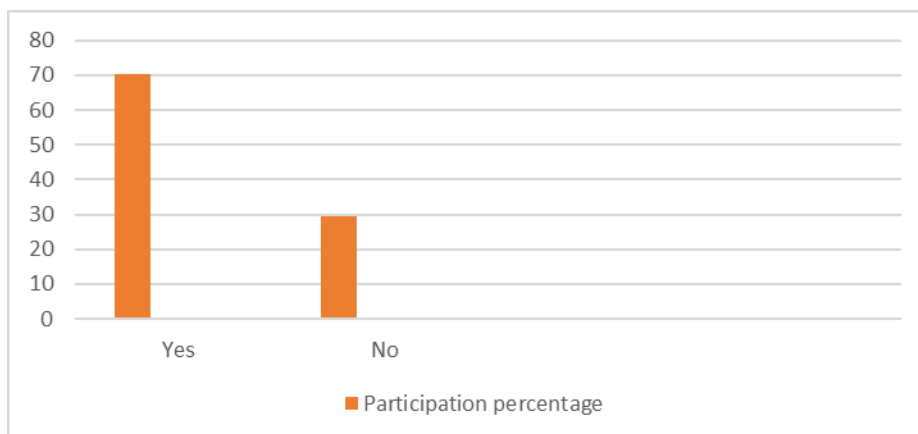
Figure 4.102: Participation ratio in the SR

The students were interviewed to find out the reasons behind not participating in the protests of the SR. They responded negatively to the interview question "did you participate in the protests of the smile revolution recently?" by stating various reasons. The first reason is related to conviction as student 5 explains in her statement "it is not because I was against or not convinced with hirak, but I had some other reasons. At that time, we stopped studying for a while as a way to force the government to accept hirak's demands". Student 5 clarified that she was not convinced with the SR because the students went on strike to pressurize the government to accept the hirak demands and forbid her from attending her classes at university.

The second reason of not participating in the SR is related to the doubt about the SR agenda and its duration (took longer than a year). Student 7 reflects on this reason by responding to the question 'why did not you participate in the protests?':

> hum! Why not participate! First thing is because helped to change the system a bit, but I feel that hirak doesn't have an end and doesn't have a specific goal that's why I didn't want to be part of it … I also feel it can cause you problems, like there are many people you are going to accompany in hirak and you don't know them, I wasn't really convinced with it. I see it has positives and negatives.

The student in the previous comment clarifies that he supported the idea of the smile revolution, but started to doubt it because its goals were not specific and it lasted long that it might cause problems to the people who walk in it. The third reason of not participating is linked to the change of SR goals and demands as student 8 explains: "yes of course at the beginning, I was convinced that a change was need, but at the end I didn't participate because the public movement changed". The previous statement of student 8 clarifies that she participated at first, then stopped participating because she believes the public demands changed.

Surprisingly, the fourth reason is about the location of some participants that is far from the centre and location of protests. For instance, student 10 commented on that by clarifying: "I didn't participate because my home is far from where it was taking place and we had no hirak in my village". The student's clarification shows that the SR protests were held in towns and cities, but was distant from small villages.

Differently, the fifth reason is related to 'conspiracy theories' as student 11 highlights: "I didn't participate because I believe it's a waste of time since the developed countries are the ones controlling the world". Student 11 believes that participation in the SR is considered as a waste of time because Algeria cannot top up to developed countries since the developed control the world and what happens in it.

The sixth reason is connected to the belief that protests equal 'a mess'. This belief was discussed by student 12 who stated that: "I don't believe in that word (El hirak) I'm definitely against it I would like to stop it by the government so Alhamdulillah (Arabic for Thank God) there is no more mess in our Homeland". The previous student did not

only forsake the protests, but also did not believe in the SR because it causes mess from her perspective.

All the six reasons prove that despite the popularity of and the massive participation in the SR, there are Algerians who reject it due to the reasons summarized n Table 4.24:

Table 4.24: Summary of the reasons behind non-participation in the SR

Number of reasons	Stated reasons
Reason 1	• Conviction.
Reason 2	• Doubt about the SR agenda and its duration.
Reason 3	• Flexibility and change of SR demands.
Reason 4	• Distant location of protests
Reason 5	• Conspiracy theories.
Reason 6	• Protests equal a mess.

In addition to the reasons that caused non-participation, I was also interested in revealing statistic data on the students who did not participate in the SR. The following table (Table 4.25) summarizes the data on non-participants of the SR in terms of their age, location and degree:

Table 4.25: Statistic data of non-participant students in the SR protests

Age		Location		Degree	
17-20	7 (*n=17*)	**East**	21 (*n=78*)	**BA**	23 (*n=81*)
21-24	21 (*n=64*)	**West**	8 (*n=26*)	**MA**	29 (*n=99*)
25-27	10 (*n=41*)	**South**	11 (*n=39*)		
28-30	8 (*n=29*)	**North**	19 (*n=57*)	**PhD**	7 (*n=20*)
31+	13 (*n=49*)				
Total	*N* = 59				

The statistics in Table 4.25 shows that the largest percentage category of students who did not participate in the protests are aged 17-20. The location of the non-participants of the smile revolution, however, is majorly in the east of Algeria according to the survey results. The educational level of the non-participants reveals that they are mostly MA students who represent the largest population of the participants. All in all, these findings do not prove something in particular, but they were provided for statistical purposes to highlight data related to participants who were not involved in the SR.

4.3.2 Impact of Other Practices on Political Decisions

The university students were asked through a survey question to reflect on their opinion about the impact of 'other practices' on recent political decisions related to improving the presence of English language. These other practices refer to the areas that were previously discussed which are business, education, social media, globalization and the like. The following table (Table 4.26) summarizes the survey question and the research area it addressed:

Table 4.26: Research area and survey question on impact of other English language practices

Survey question	Research area
Which of the following factors pushed the government's intentions to promote English language in Algeria?	• Impact of different practices on current political decisions.

Impact of different practices on current political decisions

The university students were asked to determine the English language practices that have potential impact on political decisions in Algeria. Through the students' selection, I could also detect the most prevalent practice of English language in Algeria. The students selected among nine options: 1) change in linguistic landscape,

2) English culture, 3) social media, 4) globalization, 5) business prospects, 6) educational system and growing interest in research, 7) all the above, 8) none of the above, and 9) other. The distribution of Algerian students' selection is presented in Table 4.27:

Table 4.27: Practices of English language in Algeria

The Practices	Frequency	Percent
Change in linguistic landscape	5	2.5
Interest in English culture by Algerian Youth	26	13.0
Social Media	14	7.0
Globalization	41	20.5
Business prospects	4	2.0
Fragile educational system and growing interest in research	31	15.5
All the above	66	33.0
None of the above	10	5.0
Other	3	1.5
Total	200	100.0

The findings that were presented in Table 4.27 demonstrate that globalization holds the biggest influential capacity (20.5%) on political decisions. However, the majority of students (33%) believe that all these practices have impact on influencing political decisions.
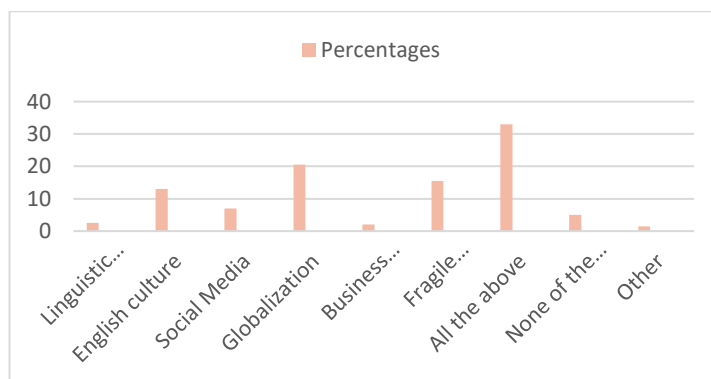
Figure 4.103: Influential practices of English language on political decisions

English in the globalization process appears to be perceived as very influential by Algerian students since it represents the world's practice that had to leave its mark in the Algerian society. Simultaneously, there were three participants who thought there are other practices that influence political decisions. These practices were "technological and scientific development" and "trading prospects"; however, there were testimonies from students reflecting on the political move in general. One student deliberately stated that:

> It's more propaganda than anything else, it was a despicable maneuver from the policy maker in Algeria all in the hope of shifting the public dissatisfaction from the current regime toward a ridiculous cause such as a language policy, as if changing few signs here and there would change the hopeless social and economic state of an Algerian citizen.

The previous statement by one of the students indicated her extreme dissatisfaction with the regime who used language policy (English specifically) to silence the public and disorient it from main issues such as social and economic prosperity. Other strong opinions against political decisions and the weak role of English practices on those decisions were spotted in the following statements: "a political manipulation from the system that got the sympathy of a public category through unstudied decisions of a limited time", "evasiveness for political gain", and "it is a mess". It can be depicted that there is a mistrust between the Algerian government and the Algerian public that was interpreted through the few words used by the previous participants such as: propaganda, manipulation, evasiveness and mess.

Others think that these political decisions have positive ground as explained by the following student as: "a token to show good intention and a way to show independence from French fellowship"; and by another as: "attempt from the government to get the attention of public who hates anything French and give an impression that French

guardianship is over". These statements indicate that the government's support of English is an indication of good intention that French interference and domination are over. However, another student described these decisions as being 'very late'. In other words, they should have been taken long time ago.

4.3.3 Impact of SR Protests and English Practices on Political Decision

The university students, the diaspora, the social media influencers and the university teachers were all approached to explain their views on the impact of the smile revolution on recent English-language-related political decisions. Table 4.28 is an insight into the different questions asked to each category of participants:

Table 4.28: Research questions related to the impact of SR

Asked questions	Participants
The protests of the smile revolution (intentionally or unintentionally) pushed the government to make decisions about English language in Algeria (survey) Do you believe that the protests affected these changes? How? (interview)	• University students
Do you think that the smile revolution (el Hirak) has direct impact on the prospect changes in language policy?	• Algerian diaspora
Do you think that the last political changes on language policy are a result of the smile revolution demands?	• Social media influencers
Do you see that the smile revolution influenced or triggered the new improvements held by the government on English language policy?	• University teachers

4.3.3.1 University Students' View on the Impact of SR on Political Decisions

Algerian university students had a very active role in the smile revolution since they organized different marches and protests every Tuesday. Therefore, they have a closer knowledge and familiarity with the protests and the overcoming decisions that followed it. The 200 students who participated in the survey appear that 110 among them have agreement that the protests impacted English-related political decisions; however, other students (72) were undecided whether or not it had an impact, and 18 disagreed that it had any impact. Table 4.29 summarizes the distribution of students' perceptions:

Table 4.29: University students' perceptions on the impact of SR on political decisions

Mean	Std. deviation	Total
3.55	.800	200
Options	**Frequency**	**Percentage**
I strongly disagree	1	.5
I disagree	17	8.5
Undecided	72	36.0
I agree	91	45.5
I strongly agree	19	9.5

Table 4.29 shows that the mean of answers on the survey question "the protests of the smile revolution (intentionally or unintentionally) pushed the government to make decisions about English language in Algeria" was found as 3.55 which shows that majority of respondents were undecided and agree on the role of SR practices on the political decisions in Algeria. As it can be observed in the previous table, the largest number (n=91) of a 200-students-total voted that the protests affected the political decision; however, 72 participants (which equals 36%) were undecided whether or not the SR protests affected the decision-making process. Consequently, the students were addressed through an interview to understand the reasons behind their perceptions

about the impact of SR. The following are some samples of the students' views of the impact of SR and the reasons behind it:

> Researcher: Do you believe that the protests affected these changes?
> Student 1: Of course, el hirak is the main factor and the proof of that is that before el hirak no one ever cared about English language or developing it or implementing it in programs … el hirak had a really strong role in making these decisions.
> Researcher: But what is the relationship between el hirak and English? How did the government think of English after it?
> Student 1: I think this is the beginning of answering and listening to the demands because developing English means eliminating France and its language from all sides, so the government thought English language decisions can be a start or preparation phase and I think it is a rightful decision and I wish they apply them, not just words on paper.

From her answers, student 1 appears to strongly believe that the SR impacted political decisions by referring to the situation before the SR protests when no discussions of any type occurred on the policy of English language in Algeria. Also, she was asked about the relationship between the SR protests and English language. In response, she said, by referring to the SR demand of eliminating France and its language, that the governmental response came as privileging English in response to that demand. On the same topic, another student (student 2) commented as follows:

> Researcher: Do you believe that the protests affected these changes?
> Student 2: yes, I really think those procedures and actions are the result of the hirak and it wouldn't be possible before the hirak, I don't think the ex-government would accept to make those procedures.
> Researcher: But elhirak didn't deliberately ask for English, so why do you think the government decided to do that as a response to it?
> Student 2: I think the government back then was trying to send a message to France telling them we will no longer be dependent on you in politics or economy or even in culture. Also, I think they were trying to keep up with the new world.

Similar to student 1, student 2 refers to France to illustrate its role in empowering the SR protests and in guiding political decisions in favor of English language. He also

explains that the previous government would have never accepted to apply those changes if the SR had not pushed for it.

Another student (student 7) who had very strong opinions about elhirak responded to the questions as in the following:

> Researcher: Do you believe that the protests affected these changes?
> Student 7: Interest in English started before elhirak, but nothing was applied so el hirak gave it strength to be applied. However, I still feel those decisions are not based on reflections and research, they are just made to satisfy the public who is asking for improving it, not organized decisions, it needs a strategy even if the public is asking for instant change, but why not, we hope they are good (laughs)
> Researcher: But elhirak didn't deliberately ask for English, so why do you think the government decided to do that as a response to it?
> Student 7: No no, for me elhirak is not only the people who go to the streets and protest, it is also the social media voice where many people asked for that, but the hirak helped these voices to be heard by the government as a way of showing like 'we are at your service and we hear you', so hirak forced the government to hear the demands of the people. English is also used in publications and it permits the world to see we have science and brains in the country too. The government started to say positive things for the people, but no application yet. We are at the theory phase.

Student 7 seemed to be sarcastic about the quality of political decisions since they lack strategy according to his perspective and represent instant changes that the public asked for. Additionally, when asked about the relationship between the SR and government decision since the public did not deliberately ask for changes on English language policy, the student responded that the protests were not only limited to physical presence in the protests; however, the protests were also on social media (as shown in Figure 4.54 and Figure 4.55) and 'pressured' the government to come up with English-related decisions.

Student 12 highlighted the role of social practices over the years on political decisions as the following statement clarifies:

> Actually, el hirak created this kind of political movement because before it, there was a stagnation in politics, economy and in all domains, but the society was not, it was always moving and the generations were educated and were going through a new path that is different from the one of the past. However, the politicians didn't realize that and had no clue about Algerians and they didn't want to understand, so when el hirak came, the politicians on the top started to look at what the society has been doing all these years and when they saw there is a social orientation towards English by the youth you know followers of MBC 2, they said ok they want English and to calm things, they said let's give them some English decisions to calm things. So at the end, I see that the government decisions are just 'cradles', not honest decisions based on strategies.

The previous student describes the SR protests as a creator of political movement that was resistant and ignorant to social changes happening over the years. However, the government started to react to those changes after the SR, which shows that it had impact on political changes as a way of reflecting on those practices and as a way of calming the public and hypnotize their revolution.

Similarly, student 8 stated: "yes of course, but I think it's a foregone conclusion because it was the drop that over flooded the cup". The previous statement agrees with student 12's opinion in terms that the interest of the public in English existed before the SR, but the latter was the last drop added to the cup that forced the changes.

Another student commented on the role of the SR on political linguistic decisions by stating that "it did affect, yes; without it we wouldn't see those changes". In the previous statement, the student attributes all the credit to the hirak protests for witnessing changes. Also, when he was asked about the relation between the SR and English language, he explained that: "the government is so clever you know (laughs)

… they know people didn't like France and don't want to study in French, so they make these decisions to convince people it's the start of changing you know". To illustrate on the students' explanations, Algerians did not deliberately ask for linguistic changes in the protests; however, the government could determine the Algerians' wishes of eradicating French colonization remains, including its language.

4.3.3.2 Diaspora's Views on the Impact of SR on Political Decisions

The Algerian diaspora, as has been mentioned on various points earlier, are the Algerians who benefit from the external view on a national matter. Therefore, they were asked the question "do you think that the smile revolution (el Hirak) has direct impact on the prospect changes in language policy?" and their answers were presented as the following:

> Yeah definitely. I mean the reason of the revolution or protests was let's say in Algeria called for nothing but development, improving the standards of living, flourishment, modernization and other aspects of life in Algeria which in turn necessitate the placement of English and French in Algeria because they come hand in hand, like modernization, development comes along with the usage of English and I just feel that it's about to happen as Algeria moved on from its colonial past. (Assia, Saudi Arabia)

Assia, in her explanation, correlates between the concepts of 'development, modernization, and improvement' and the English language because she believes that English is the means to achieve the demands raised at the protests by Algerian protestors. Anwar from China does not disagree with Assia on the role of protests in creating linguistic change in Algeria by stating that:

> I think so yeah. I think this revolution that we witnessed that Algerian people are till now still at this moment, yesterday was Friday number 49 which is really mind blowing for people to be walking on streets protesting against the regime for so long in such peaceful way which is amazing. I think this one and their peacefulness if I can say that triggered not only this policy between the language, and so many other things. But I think of course the language thing it would be one of the … whether directly or indirectly, it doesn't matter, but at least it's one of the reasons is this revolution. It is

behind the different changes we saw in different policies and one of them is related to language policy. (Anwar, China)

Anwar does not only think that the SR affected language policy decisions, but also affected different areas of policies that were processed after and due to the protests of the SR in Algeria. Another testimony was collected from Marwan from Cyprus who stated that:

> well of course it does because you know people are responsible for their culture and people are the ones who decide which language they want to get educated with and talk with, so I guess it probably had a direct impact.

Marwan in his opinion sees that Algerians are the ones who had their linguistic decisions visible to the government who in return heard these decisions and came up with multiple linguistic changes.

Differently, Nabila from the UK believes that the SR did not have a direct impact on political decisions because the wishes for having English existed long time ago as appears in her following explanation:

> Elhirak has made many wishes be real, people wanted Bouteflika to go long time ago, but hirak made sure he doesn't elect himself for another time. English is the same thing, long time ago for the last few years even before hirak when I went to Algeria, internet YouTube and social media influencers started influencing people and society and showed them English is more important than French …so I don't think it's because of elhirak, it started long time ago but it was the drop added to a filled cup. (Nabila, UK)

Nabila believes that social media is the main reason of the spread of English in Algeria. However, she sees the SR as the 'wishes-realizer' because it did not only impact English-related political decisions, but also other demands that the Algerian public aspired for. On the other hand, Abdullah linked between the young age of protesters,

their level of education, and the importance of English language to them as appears in his following explanation:

> "Yeah, I think so, they had plenty of time to do it before but they didn't do it, I don't see any other reason to be honest. I think the hirak started with young people, they are almost only the educated people so they understand the value of English, they know it is the leading language in the world, the language of most opportunities. Also, people want to break rules of France as the governing power" (Abdullah, Sweden)

Abdullah sees that the smile revolution played a major role in the newly-established political decisions related to English language. He explains his answer by stating that the government had enough time to execute these changes, but only the 'hirak' pushed for it. He also referred to the role of young generations who understand the value of English language and acknowledge the uselessness of having ties with the historical colony of Algeria, France.

Asma from Cyprus sees that the government's interest in English language is political because of the current nature of relationship between France and Algeria, as she explains in the following statement:

> yes, it has a main influence, it is the reason the demands were heard and they were transmitted through hirak… also it is political because the relations between Algeria and France are not the same as before, so it is logical to see the government responding to the public demands of English.

Unlike all the previous opinions, Mostafa thinks the smile revolution had nothing to do with English-related decisions and explains that as the following:

> I don't think that hirak is the reason of these decisions because the hirak for me was only the first two weeks then was pierced by different parties such rightists, leftists, islamists and the strongest party could lead and is represented by the current government who had orientations towards English and neglects French ties because of its economic prospects which impose the use of English to make them happen. (Mostafa, Cyprus)

Mostafa, in his statement, explains that the actual duration of the hirak was two weeks; then, other groups broke through and led it and dictated all the decisions, including English-related ones. He also interprets the interest in English through the current government's orientations towards economic goals that can be reached only through the use of English.

4.3.3.3 Social Media Influencers' View on the Impact of SR on Political Decisions

Algerian social media influencers are seen by some as promoters of English in Algeria (as has been explained by Assia and Nabila from the diaspora category); therefore, they were asked their opinion on the question "do you think that the last political changes on language policy are a result of the smile revolution demands?"

The responses to the previous question varied; for instance, Rapstar answered by stating that: "they might be… yes… especially when we look at the timing, but we still have to wait and see if they are going to be applied or not". In his answer, Rapstar appears to be skeptical about the application of English-related political decisions; however, he does not ignore the role of the smile revolution in pushing forward those decisions.

Thinker, on the other hand, has more certain attitude about the role of the SR in establishing language-related decisions. He states that: "without the protests, we could have never dreamt of seeing such decisions (laughs) … the government knew what the public wanted, but they never cared, so hirak came as a slap for them to wake up and hear from us (laughs again)". Thinker, in his explanation, refers to the situation of Algeria before the SR and highlights the government's awareness about the public wishes of English language. He also clarifies that the SR protests made these wishes possible and were interpreted into governmental decisions.

Beauty-creator answered the question related to the government decisions about English language as a result of the SR, by stating that:

> definitely, I think the hirak influenced everything not only English language in Algeria. The government looks like it listens more to what we want … of course it misses still some things but at least it's better than before, let's see how it goes.

In the previous explanation, the influencer emphasizes the role of the SR in different areas of decisions-making and she believes that it created change in Algeria, but still hopes for more changes in different aspects.

The influencer comedian was one of the participants in the protests of the SR and had hopes for change in Algeria. In his response to the question, he answered by stating:

> "During the hirak, we wanted change in everything and we were sure it will happen and I guess the decisions about English language that the government made are a result of it, but since we didn't see it practiced yet, I can't be very positive about it, I know that coronavirus came and schools are off but can't wait to see if they are going to put their decisions on practice or it was just words" (Comedian, 27)

Similar to Rapstar and Beauty-creator, Comedian is still waiting for the application of the governmental decisions that were paused due to the Covid-19 pandemic in the country. However, he does not deny the role of the SR in establishing grounds for change in Algeria. Similarly, Cook-Chef mentioned that: "elhirak pushed the government to make many changes, not only English language changes, so yes, it is for me number one reason". Cook-Chef's opinion is highly positive that the SR created a movement change in Algeria and is the reason behind suggesting English-related governmental decisions.

4.3.3.4 University Teachers' View on the Impact of SR on Political Decisions

University teachers are more linked to academia and scientific research; therefore, their opinion on the role of SR in creating changes from their perspective would provide different insights to the topic of research. The question they were addressed is "do you see that the smile revolution influenced or triggered the new improvements held by the government on English language policy?" and the following are some samples of their answers.

Teacher 8, in her response, stated that: "it is possible that it influenced, but bigger possibility is that they chose English instead of French for scientific purposes and that's what I hope for". In her explanation, teacher 1 highlighted that she wishes the government decided to replace French language with English language for purely scientific purposes instead of being pressured into it through protests. This may rise from the belief that if the government develops English language due to scientific considerations, it will have more commitment in enhancing its presence.

Teacher 2 discussed the government decisions by linking it to French domination as her following statement indicates:

> Personally, what I see is after el hirak, the Algerian government, in their opinion, think that modernity and development that Algerian people want and claim for is conditioned by changing the first foreign language and make it English. This would mean that we are developed. Also, when you see el hirak, the people's main concern was not to use French and get rid of its language and domination, so they chose English and were like let us forget about French language and we don't want its interference in our country, so we go for English.

Teacher 1 discussed the symbolism of English from the perspective of the government who, she believes, sees it as the language of modernity and development that the public

can use to achieve. She also states that the protesters during the SR were vigilant about

their demand of ending French domination and its language in Algeria and they also

chose English to replace it.

Teacher 3, on the other hand, found the question difficult to answer due to different

reasons which appear in his following response:

> Researcher: Do you see that the smile revolution influenced or triggered the new improvements held by the government on English language policy?
>
> Teacher 3: This is a bit difficult and complicated, but I say that …
>
> Researcher: Can I know why it is difficult and complicated?
>
> Teacher 3: Uh! it is difficult and complicated because the politics, they just play with the people … give them what they want, I mean giving them what they want to calm this revolution so they know that with the past historical past with the France, people will rely to the government, the government take decision against France so mainly they were doing this to calm the revolution sort of
>
> Researcher: So, you think it is like a calming technique?
>
> Teacher 3: yes, it is what they call popularism like give the people what they want or what they like on the paper
>
> Researcher: So, you don't trust these improvements?
>
> Teacher 3: No, I don't trust these improvements. Now if we are talking about the improvement that the ministry of higher education and scientific research, the previous minister was just trying to do some popularism. This new minister who came he said it doesn't matter you study in French or English, the most important thing is to study like good, to have a good … (stops)
>
> Researcher: A good quality of education
>
> Teacher 3: Exactly, yes
>
> Researcher: Do you think the new minister's statement is a negative statement against English or it's not against?
>
> Teacher 3: it's not against English, but is against the popularism that was done the previous minister because the new minister didn't take a position against English, he took a position against the popularism, the use of English to satisfy people because if you look at it, if you take Biskra University 3000 teachers or professors between full professors, associates and assistants, I would say barely 20 percent can present a course in English. How do you expect them to … how do you expect the 80 percent left to teach in English if they themselves don't have a good basis in English?

Teacher 3 preferred to provide a descriptive insight onto the nature of Algerian ministers, teachers and universities. First, he described the governmental decisions related to English language as a way of 'calming' the street, then he referred to the French term 'popularism' to refer to the word 'populism' which means adopting a political decision to please the common and ordinary people. Thus, in his opinion, the previous minister in Algeria attempted to 'please' the public in a way to calm their protests. Second, he referred to the newly assigned minister's statement to highlight the inconsistency in decisions; however, he salutes this decision because it cared more about the quality of education and refused the 'populism' approach that was followed by the previous minister, as teacher 3 explains. Third, teacher 3, who is also an administrative member, highlighted the way the current minister's statement matches the reality of the Algerian universities since the big majority of Algerian university teachers are unable to conduct a course in English language as the medium of instruction.

Similarly, teacher 4 agrees with teacher 3 that the government's decisions are meant to calm the protestors as in the following:

> Researcher: Do you see that the smile revolution influenced or triggered the new improvements held by the government on English language policy?
> Teacher 4: Yes, possibly to silence some people at that time. The thing that surprised me is the new minister's statement that was opposite to what his previous counterpart declared. I don't know.
> Researcher: So, you see the new minister's declaration as negative towards English?
> Teacher 4: Yes, I see it negative. He said the most important is scientific research and its quality, not languages, but I don't know because quality that we have nowadays is in English. You know el Hirak demands were never English or French. They were about changing the government and other thing, but I think it was just a tool to silence the elite or the university students.
> Researcher: You think English satisfies the students?

Teacher 4: Normally. They wanted to show that since we have sensitivity towards France, they say we will get rid of France and everything related to it. I am personally very pessimist about politics in Algeria, there is no hope as I can see.

Teacher 4's opinion shows that he thinks the SR influenced the government decision, but as 'a calming tool'. Also, unlike teacher 3, he perceives the new minister's statement as a negative statement against English because it disregards English as the language of quality in research. Additionally, he thinks that English satisfies the wishes of Algerian students because opting for English means getting rid of French. At the end of the interview passage, teacher 4 appears to be very pessimist about policy in Algeria and a mistrust in the Algerian policy makers.

Teacher 1 shared the same opinion as teacher 4; however, he preferred to answer this question in French so he feels more comfortable explaining this point. The following is the French text followed by its English translation.

Allow me to answer this question in French, ce qui concerne le hirak, je crois que les personnes ont été mobilisé durant le hirak, c'est à dire, ils n'ont pas assis influencer la décision du gouvernement en matière de changement linguistique en Algérie. L'Algérie, d'ailleurs, si on va mettre un sondage au long de toutes les vendredis qui ont été passé, je crois que la majorité n'ont pas aussi une capacité linguistique, c'est à dire la langue anglaise eux peuvent maitriser ou performer … je ne sais pas. Certainement, c'est à dire toutes personnes ont des ambitions et veulent que l'Algérie se développe ex. mais il faut qu'il soit conscient de ces décisions la parce qu'il faut prendre des décisions qui sont compatibles avec les capacités de chacun, d'ailleurs un Algérien n'a pas encore maitrisé sa deuxième langue, comment il pourra maitriser une troisième langue directement ! là c'est une question à poser.

English text: when talking about the hirak, I think that people were guided during the hirak; in other words, they didn't influence the linguistic decision-making process that much in Algeria. By the way if we make a survey in Algeria during all the Fridays that already passed, I think the majority won't have linguistic ability, what I mean is do they themselves know and can perform in English language … I don't know. Certainly, everyone has ambitions and want Algeria to develop, but we have to be

aware about these decisions that we need to make sure are compatible with the abilities of each person. The Algerian individual does not master his second language, how can he master a third language directly? That's a question to ask.

In his answer, teacher 2 highlights that Algerians were guided or manipulated during the hirak; in other words, there were other parties guiding the demands and the street. He also suggests that the Algerian government should be aware about language-related decisions because they appear incompatible with the nature of the Algerian individual who does not completely master his first foreign language and is expected to master the second foreign language.

4.3.3.5 Summary of Views on the Impact of SR on Political Decisions

The previous views of different categories of participants on the impact of SR on the Algerian government's political decisions related to English language are summarized in Table 4.30:

Table 4.30: Summary of views on the impact of SR on political decisions

Participants	Summary of views
University students	The majority of students agree (45.5% agree and 9.5% strongly agree) that the protests of the SR impacted the Algerian government's political decisions related to English language; however, 36% were undecided whether it affected or not. The interviewed students reflected on their choices by referring to the situation of English language in Algeria before the SR (as always wanted, but never applied) and by clarifying that it is purely linked to the rejection of the past colony and its language in Algeria. Despite that, some students still believe that the government's decisions are an interpretation of an interest in 'public satisfaction' that is not based on careful studies or research.
Algerian diaspora	The Algerian diaspora interpreted the sudden interest in English by the public's demands that aimed for development and modernization which cannot be achieved through French language and necessitate a change towards English. However, others see that the

	SR did not have much of impact on government decisions because the interest in English language dates back to its use on the internet and because the current decisions are simply a definition of the orientation of the current government who has more ties with English-speaking countries than with French-speaking countries.
Social media influencers	Algerian social media influencers were positive that the SR protests affected the decision-making process in Algeria; however, they were in doubt whether or not these decisions are to be executed and applied after the Covid-19 pandemic.
University teachers	The university teachers were the least optimist participants about the role of the SR in defining the English-related government decisions. Their pessimism derived from the belief that the government used these decisions to calm the Algerian protestors in street as an attempt of gaining their approval and satisfaction. Also, some teachers wished that the government made these decisions before the SR so they would be based on scientific grounds instead of decisions fueled by hidden agendas (such as populism). In general, university teachers went for a skeptical approach when discussing the role of SR in creating decisions of linguistic impact.

4.3.4 Relationship between Policy Change in Algeria and French Language

In chapter 3, it was revealed that there is a close relation between French interference and the smile revolution. Table 4.31 is an insight into this relationship in numbers:

Table 4.31: Relationship between policy change in Algeria and French language

Variables	French interference
Policy change	.191[**] .007

[**]. Correlation is significant at the 0.01 level (2-tailed).
[*]. Correlation is significant at the 0.05 level (2-tailed).

The correlation numbers show that there is correlation between policy change in Algeria and French interference at the levels .191 and .007 as has been explained in

chapter 4. Therefore, it is important to know the reason why Algerians walked in streets for more than 49 weeks consecutively. Table 4.32 illustrates the responses to the survey question "what did Algerians protest against?", reasons behind the protests and the French aspect included:

Table 4.32: Reasons of SR protests

Reasons of protests	Frequency	Percentage
Old regime	61	30.5
French interference in Algeria	5	2.5
Difficult living standards (for prosperity)	10	5.0
All the above	118	59.0
Other	6	3.0
Total	200	100.0

Table 4.32 represents the findings to the answered question "what did Algerians protest against?" The responses are discussed in detail in the next section of the chapter; however, the presented findings already show that 2.5% of the Algerian protestors during the SR protested against the French interference in Algeria. This appears to be a very limited percentage, but 59% of the participants chose 'all the above' to indicate that they protested against the old regime, the French interference in Algeria, and the difficult living standards. These findings indicate that the Algerians had France domination under their scope of socio-political change which leads to linguistic change.

To investigate that French interference and language policy change in Algeria are linked, I used a cross-tabulation analysis to detect the link between French and the impact of SR on policy change. Table 4.33 is a representation of that link:

Table 4.33: Link between French language and impact of SR on policy change

		Impact of SR on policy change				
		I strongly disagree	I disagree	Undecided	I agree	I strongly agree
French interference end	I strongly disagree	1	6	13	15	2
	I disagree	0	8	19	33	6
	Undecided	0	3	36	35	7
	I agree	0	0	3	6	2
	I strongly agree	0	0	1	2	2
Total		1	17	72	91	19

Table 4.33 represents the distribution of groups who expressed their opinions about the end of French interference in Algeria after the SR and the impact of SR on policy change in Algeria. The findings on the previous table show that the majority of participants (36 in number) who are undecided that the SR had impact on policy change in Algeria are also undecided that French interference and domination ended after the SR. However, 33 participants agree that the SR impacted the policy change in Algeria, but do not believe that the French interference in Algeria ended after the SR. Also, 35 participants agree that the SR impacted the policy change in Algeria, but are undecided about the end of French interference in Algeria. The following diagram (Figure 4.104) is an illustration of the distribution of the groups:
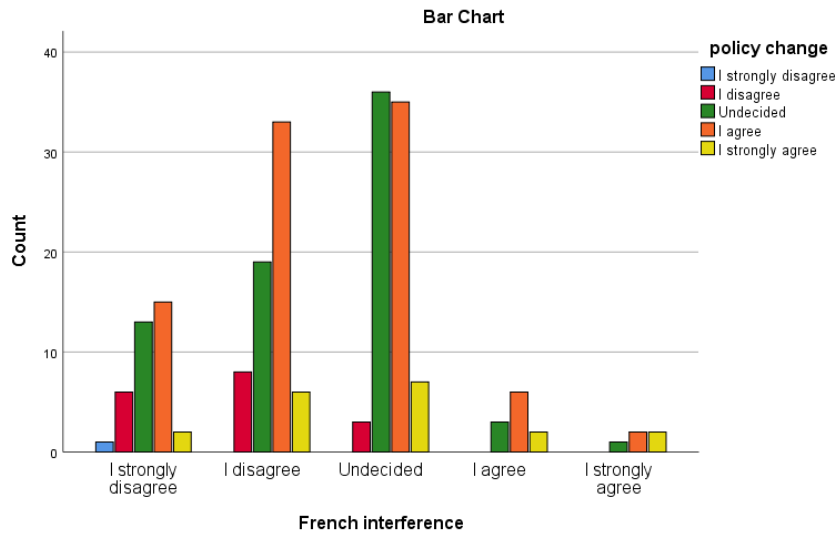
Figure 4.104: Relationship between French interference and policy change beliefs

The chart on Figure 4.104 illustrates that there is uncertainty linked to the participants who are undecided that the SR impacted policy change and who are undecided about the end of French interference after the SR in Algeria. The uncertainty about French interference end resulted in uncertainty about the impact of SR on policy change.

4.3.5 Relationship between Policy Change in Algeria and the Beliefs about English language

Chapter 3 statistics (validity and reliability statistics) revealed that there is a connection between French interference and the impact of SR on policy change. Also, it showed that there is another connection between policy change and beliefs towards English language. The following table (Table 4.34) is an illustration of this connection:

Table 4.34: Relationship between policy change in Algeria and attitudes towards English

Variables	Beliefs (attitudes) towards English
Policy change	.142[*]
	.044

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

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Table 4.34 shows that there is a connection between policy change and attitudes towards English language at the level .142. This relation raised the curiosity of the research to question the nature of this relationship; therefore, a cross-tabulation statistics was sought on detecting this nature by addressing the groups' distribution of the participants.

Table 4.35: Attitudes towards EFL and impact of SR on policy change

		SR impact on policy change				
		I strongly disagree	I disagree	Undecided	I agree	I strongly agree
Attitudes towards EFL	I strongly disagree	0	0	1	0	0
	I disagree	0	1	2	3	1
	Undecided	0	4	5	5	2
	I agree	1	3	26	14	4
	I strongly agree	0	9	38	69	12
Total		1	17	72	91	19

Table 4.35 shows that the majority of participants (*n=69*) who have positive attitudes towards English language agree that the SR has impact on language-related policy change in Algeria. This implies that the students who hold a positive attitude towards English also believe that the smile revolution impact the government's decisions related to English language.
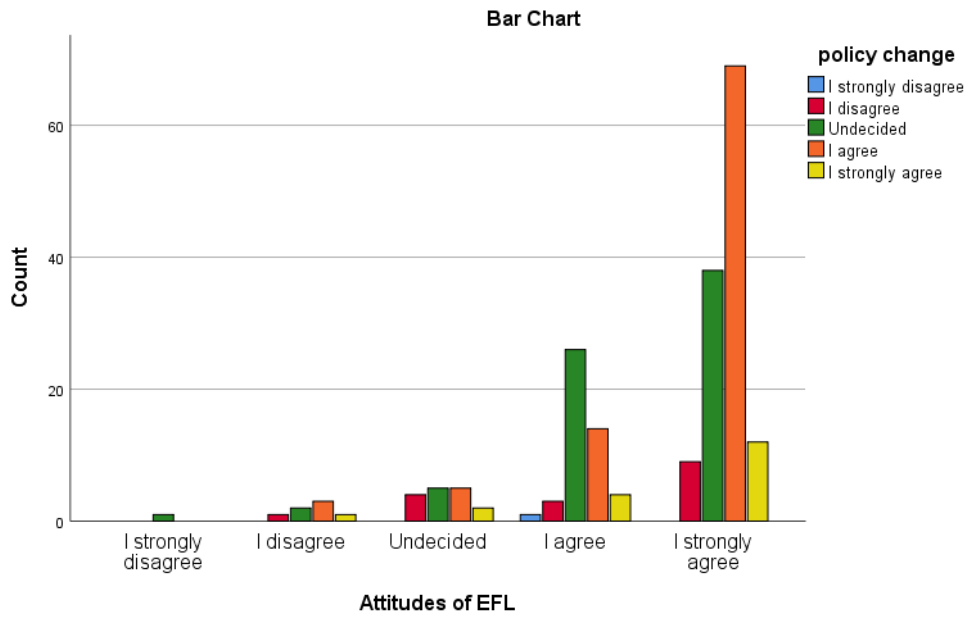
Figure 4.105: Link between attitudes towards English and policy change beliefs

As an illustration, the previous chart (Figure 4.105) shows that students who have positive beliefs or attitudes towards English language agree that the SR impacted the government's policy change of English language. However, some students who have positive attitudes are relatively undecided whether or not the SR has had an impact on policy change.

4.3.6 Summary of the Section

The following diagram (Figure 4.106) summarizes the findings of the section of practices:
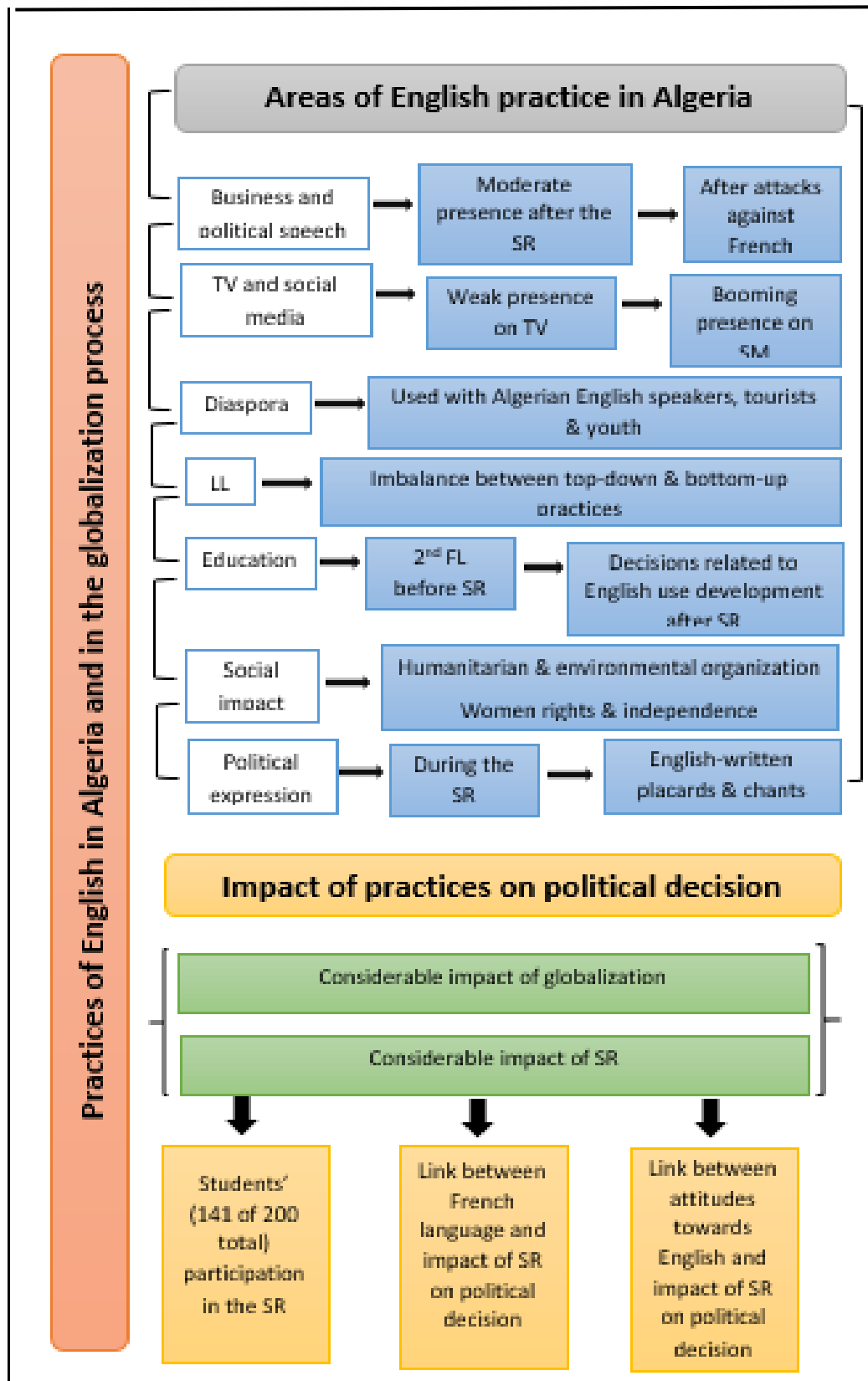
Figure 4.106: Summary of practices of English in Algeria and in the globalization process

4.4 Management of Language and the Sociolinguistic Situation of the Country and Linguistic Rights

In this section, there is more focus on the management of language in Algeria; in other words, linguistic rights, top-down decision-making processes, and a description of the sociopolitical situation are introduced. Additionally, the section provides answers to the fourth question of the present study: "In what ways did the management of English language and the socio-political situation lead to initiating new policies that respect the Algerians' linguistic rights?"

4.4.1 The Socio-Political Situation in Algeria

As has been mentioned in previous chapters and in the current chapter, Algeria lives a revolutionary movement aiming to create change and development in the country. This movement is known as 'ElHirak' or the 'smile revolution' in which 141 participants of the current research participated in its protests. Also, 45.5% of the participants agree and 9.5% strongly agree that the SR had an impact on political decision in the country (Algeria). Previously, the university students were asked about the reasons of protests and the findings revealed that 118 participants (which equals 59%) protested against the old regime in Algeria, the French interference in Algeria, and the difficult living standards. Results can be found on Table 4.32 and in the following chart (Figure 4.107):
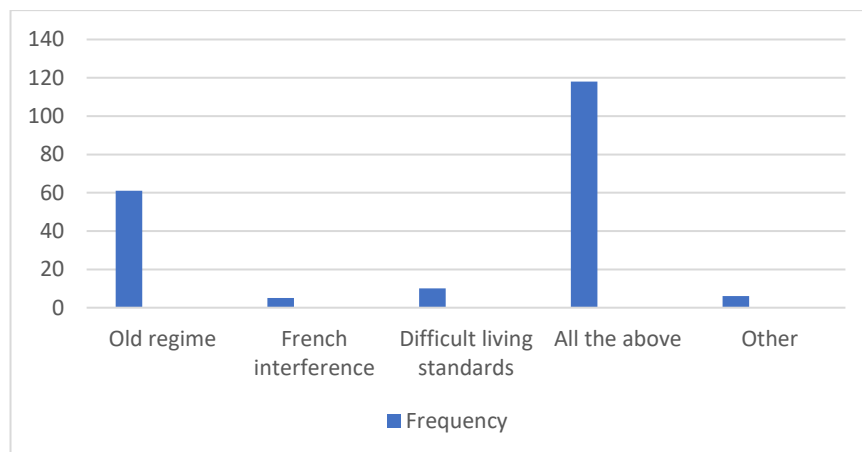
Figure 4.107: Socio-political reasons of protests

Figure 4.107 indicates that 61 student participants protested against the old regime (Bouteflika's regime), 5 against the French interference in Algeria, 10 against the difficult living standards, while 118 protested against all the previous reasons collected. However, 6 student participants chose other reasons of protests which are presented in the following table:

Table 4.36: Other reasons of the protests of the SR

Other reasons of SR protests	Type of issue
• Ideological slavery	Social issue
• Poverty	Social issue
• Military regime and non-independent judiciary system	Political issue
• Free Journalism and media	Political issue
• Need for justice and eradication of those with corrupted money	Political issue
• Low living standards and creation of social classes	Social issue
• Old system and the attempt to renew it	Political issue
• Corruption, authoritarian government and racism	Socio-political issue
• Democratic transition	Political issue
• Dark misery	Social issue
• Difficult living standards	Social issue
• The regime implanted by France since 1957, which is the military regime	Political issue

Table 4.36 presents the responses of the students who selected 'other' as an option while selecting among the options representing the reasons of the protests and additions of the students who selected other options. The other reasons that were summarized in the table are an interpretation of a socio-political dilemma that the country lives. For instance, ideological slavery, poverty, social classes, low living standards, racism, and misery are all terms selected by the participants to describe the social situation that drove them to protest in the SR. On the other hand, there were a group of political problems that the Algerian students protested against, such as the military regime (military figures interfering in political matters and governmental decisions), non-independent judiciary system, free journalism and media, corruption, attempt to renew Bouteflika's regime, democratic transition, and French interference presented through the implanted military regime. All the previous reasons are fine examples of an unstable and a doubted political system that drove Algerian students to protests for a year in Algeria's streets.

After looking into the reasons of protests listed by few participants, the research delved into the matter by interviewing a group of student participants since students' protests started at universities and travelled to streets. They were asked to answer the interview question: "what were your demands as part of the protests?" The first student explained the reason behind starting the protests as follows: "at first we had some issues at the university such as problems with professors… for example, they gave us lower marks and stuff like that, so the university protests started for because of that". The researcher later confirmed with the same student that the protests at universities did not start as political when the students responded as the following: "yeah, in the beginning when I first participated, those were the demands, but later we had political demands such

as calling against the fifth term of Bouteflika. The students said we are the educated society, so we should show good example". From the student's response, it appears that the students in Biskra University (as the respondent student studied at Biskra University) started their protests for educational reasons such as issues with professors. Then, their demands shifted to political reasons in an attempt to show good example of an aware citizen.

Another student highlighted purely social reasons for the protests and mentioned that "the demands of the simple citizens were respectful living standards and permanent jobs" while another student combined between social and political reasons to highlight the Algerians' demands as appears in his following statement:

> First thing people who choose they president, I still wonder why during all this period of hirak the government didn't make the good reaction. The change the president but what about laws, a lot of troubles starting from the schools, high school and universities. The problems were in all sectors. In our life, study or work career, we encountered deliberate obstacles. Then I ask yourself where is the laws, government, justice, system it's Algeria ya jma3a (people), among the facts that I didn't like: currency without value, unrecognized university degree.... There are no capabilities, whether economic, social, medical or educational.

The student, despite her moderate level of English, could speak out the reasons with a felt heartbreak on the situation in Algeria. For her, the main reason was to allow people to choose their own president; then, she discussed different issues such as social, economic, education and medical reasons for protests which she aspired to see change in. Similarly, corruption as a political matter was discussed by different students; for instance, the following is an example of the corruption as a reason of protests defined by one of the students who stated:

> they protested against the corrupted system, they also asked for a president capable of ruling the country because Bouteflika was unhealthy and he couldn't manage everything and that gave a chance to the corrupted to steal

the people's and country's wealth, so people were sick of that and decided to make an end to it.

The same opinion was shared by another student who stated that: "my demands back then were no to the fifth mandate or term and to put all the government into trial or jail, so I was hoping for a healthy and transparent government and people's elected president". In the last statement, the student demanded fair trials, which falls under the demand category 'fair judiciary system'.

Another group of students had different opinions about the demands of the smile revolution which were negative in nature. For instance, one student discussed the ambiguity of the demands by stating that: "no one knows the basics reasons. Probably they want to change the system and removed the 3isaba (mafia) this was an initial reason but why the keeping marching I don't know!" The student did not participate in the SR protests and was unsure why the protesters kept marching every week.

Another student commented on the disagreement that occurred in the demands of the protestors and highlighted that:

> the first demand was, as all people ask, is to stop the fifth term and the second demand is an independent committee to organize elections. When I saw the second demand not really adopted in the protests, I stopped supporting the hirak.

The student's statement clarifies the way some protestors left the SR due to a mismatch and lack of unity of demands, which explains the reduced number of protestors at the last weeks of the protests.

A different strong opinion about the SR was shared by a student who has no belief in the protestors of the SR as he indicates in the following:

> Overall if you ask the people within el hirak, they would have no idea what their demands are and you find people with different ideas without a known goal. Also, the people who have an idea about elhirak have different ideas too, some say we take down the president, another says we take down the minister and I feel the social media affected el hirak positively, but the negatives are more than the positives because it started controlling hirak moves; for instance, one writes that the governor did something, tomorrow all the street is protesting against it even if it is a minor mistake. That's why I said it doesn't have a specific goal because every week they had a different demand controlled by social media. It should have one goal, representatives in every city who can speak for people and unify the demands. We have problem of dialogue.

The student in the previous comment summarizes an issue of 'dialogue' among protestors who do not share unified demands and who are controlled by social media updates that dictate their demands. In fact, it cannot be argued that the student is totally mistaken because the researcher observed that all the newly-assigned politicians in Algeria have established social media pages through which they respond to Algerians demands on social media and they adopt them in their political actions.

The following diagram on Figure 4.108 summarizes the nature of protests' demands from the perspective of the interviewed university students:
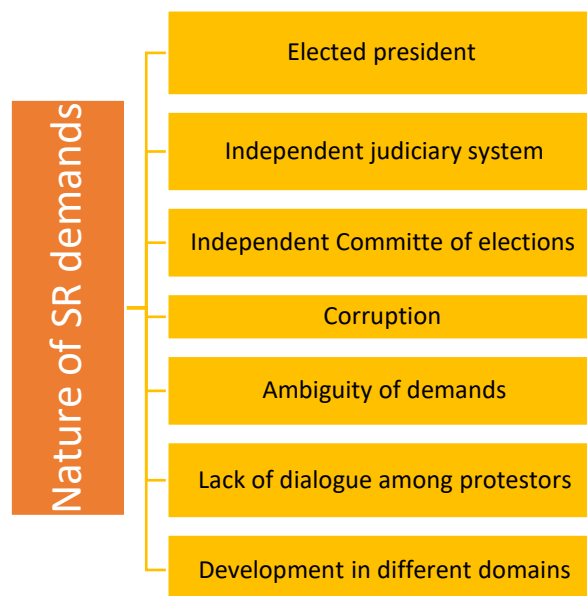
Figure 4.108: Nature of SR demands

Figure 4.108 highlights the nature of SR protests from the perspective of university students. Mainly, the demands involve protests against corruption, for having elected president, independent election committee, and development in different domains. However, the protests had their share of issues such as ambiguity of demands and lack of dialogue among protestors, which led to non-unified demands during the last weeks of the protests.

4.4.2 The Linguistic Situation in Algeria

In this section, the focus is on foreign languages situation in Algeria because the linguistic rivalry exists between the foreign languages in the country and the current study is mainly devoted to English language policy in Algeria. In the previous section on the relationship between French language and policy change (section 4.3.4), I discussed the impact of French language on the view that the SR impacted policy change; therefore, in this section, discussions are related to French language and English language from a socio-political perspective. To cover that, the university students were asked the following interview question which appears in the next table:

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Table 4.37: Research area related to French interference during the SR

Interview question	Research area
Did you protest against the French interference and language presence in Algeria?	• French-related demands during the SR

French-related demands during the SR

The university students were asked if they protested against French interference in Algeria and different responses were received. I selected among these responses the following:

> Yeah, it was one of the demands and of course we were against the massive use of French language especially the university I study in, French is the only medium of instruction and obviously the government responded to these demands and set some decisions related to implementing English in Algerian universities in the future. For example, in our university they changed the signboard of its main gate by changing the name of the faculty that was in French and became written in English.

The previous student studies at Algiers University and highlighted that there is massive use of French in the mentioned university; therefore, she protested against French interference, along with French language. She also gave an example of the government's reactions which were interpreted into changing the university's main sign from French to English language.

Similarly, another student referred to colonization history with France in responding to the interview question by stating that: "yeah I did and very strongly because this problem gets to my nerves". In his statement, the student appears to have very strong opinions against France and its language due to the colonization history it shares with Algeria. Colonization was discussed among many students; the following student describes in details the Algerians' view of French interference from his perspective:

Rejection of the French interference in Algeria existed long before el hirak, during it and after it, so it is not only because of el hirak that we rejected it, el hirak just revealed this orientation against the French domination in Algeria and it was clear that the Algerians refused that the Algerian government as the ex-colony of France is still economically attached to France or in any other way, so yeah, we protested against it.

The student highlights the way SR revealed the rejection of French domination in Algeria that existed before, during and after El Hirak. The student also spots the area of French domination, which is economy. Similarly, one student referred to the nature of independence that Algeria had and stated that: "… we didn't get our total independence, but it's our fault, we let them in everything even in our government". This reference of independence clarifies that some students believe that Algeria did not fully get its independence because France, in that student's perspective, still interferes in the Algerian government.

While the majority of students mentioned that they protested against the French interference and language in Algeriea, one student mentioned that she did not protest against French interference, but she was against other problems as she explains: "no I wasn't against French domination, I was against 'hogra' and marginalization, but there were other people against". As it appears on her statement, the student did not deny that there were people who protested against French domination, but she did not protest against it because she focused on marginalization and 'hogra'. The latter is an Algerian term which means feeling disadvantaged, unprivileged and unbenefited due to imposed circumstances by the government or other individuals.

Table 4.38: Interpretation of the French situation in Algeria

Findings	Interpretation of findings
• Massive use of French at universities	Algerian students believe that there is massive use of French language at Algerian universities. They also believe that is use should be controlled and managed by the authorities. The students referred to some governmental decisions to describe the government's response to this use and highlighted their content attitude to it. This implies that Algerian students have willingness to have French language at universities replaced with English language.
• Economic interference	The French interference was interpreted by the university students as economic interference. The students believe that France still benefits economically from Algeria and that is seen as economical interference.
• Colonization history	The colonization history was mentioned more than once in students' responses. This indicates that the historical background of Algerian youth is still influenced by the colonization history they had with France. Consequently, the students (the majority of them) developed negative feelings towards Algeria's ex-colony and its language that is French.
• Partial independence	It is known that Algeria had its independence in 1962; however, the students feel that Algeria's independence is not full independence because they sense the French interference in the country.

During the SR, there were calls to eradicate French interference in Algeria (see Figure 4.107) and demands to promote English language presence in Algeria (see Figure 4.50). It was also proved that the university students have very positive attitudes towards English language and believe that it should be the first foreign language in Algeria (see Table 4.11). In fact, the students who believe that English should be the

first foreign language in Algeria also believe that the smile revolution impacted policy change in Algeria, which indicates that there is a connection between the positive beliefs towards English and the view that the SR is realizing their beliefs (see Table 4.35).

Summary

After all the previously discussed findings, it can be concluded that the linguistic situation of foreign languages in Algeria witnessed remarkable explicitness during and after the SR. The attitudes towards foreign languages became more visible and deliberate through the protests of the SR even if a considerable number of participants believe that these attitudes existed before the SR. The visibility and deliberation of attitudes were interpreted through legitimate demands of Algerians and were interpreted through political decisions by the Algerian government.

4.4.3 Outcomes of the Socio-Political and Linguistic Situations in Algeria

The socio-political situation and the linguistic situation in Algeria after the SR resulted in revolutionary outcomes adopted by the Algerian government. In this section, a selection of the most relevant outcomes is listed.

4.4.3.1 Outcomes of the Socio-Political Situation

As it has been clarified in earlier points (see Table 4.36), the reasons of the SR protests are a result of a combination of social and political issues. Therefore, the Algerian governments, since the SR until the current government, responded to the public demands through a series of political decision which are presented below:

Resignation of Abdelaziz Bouteflika

The first visible political reaction to the socio-political demands of Algerians during the SR protests was the resignation of Abdelaziz Bouteflika (the ex-president of

Algeria that ruled the country from 1999 for four consecutive terms). The resignation of Bouteflika did not take long to be established because it was during the first weeks of the SR and specifically the first week of April, 2019.

The resignation of Abdelaziz Bouteflika did not satisfy the protestors because they wanted all the regime to go down, not only its head. Therefore, the protests continued and the street pressure rose week by week which led to more activity and flexibility in the government.

Judiciary movement

A fair judiciary system was among the demands of the protestors; therefore, lawyers and judges joined the protests to call against the governmental interference in the law-making process. On the other hand, the Algerian government sent the main representatives of Bouteflika's government such Ahmed Ouyahia (senior minister), Abdelmalek Sellal (senior minister), and other corrupted businessmen into trial. However, the main figure of the regime, Abdelaziz Bouteflika, was not approached by the law-makers, which always created doubts of law-legitimacy by the protestors.

Transitional government

After the resignation of the ex-president Abdelaziz Bouteflika, a transitional government was assigned to run the country on March 31st, 2019 until an official government was assigned. The transitional government was labeled as Bedoui's government in reference to the minister of interior, Noureddine Bedoui, who was assigned by Abdelaziz Bouteflika before his resignation. Bedoui's government was rejected by Algerians and created stronger waves of protests.

Promises to exterminate all heads and representatives

After the stronger waves of protests, Bedoui's government promised that it would exterminate all heads and representatives of Bouteflika's regime, including their government. They also promised that they would assign the election procedure to an independent committee.

Independent election committee

For the first time in Algeria's history, the presidential elections were assigned to an independent committee. The committee organized and supervised the election procedure and contributed to the creation of a new elected government, despite the high numbers that boycotted the election because of the doubt they had in the system itself. After the elections, Abdelmadjid Tebboune was assigned as the first official and elected president after the SR protests.

Economic and social enhancement

Both the transitional government and current elected government came out with a group of decisions that fall in benefit of the Algerian people. The decisions included actions related to raises in salaries for people with special needs, creating banks without benefits (and with Islamic background) and many similar actions.

4.4.3.2 Outcomes of the Linguistic Situation

Amid the linguistic situation of foreign languages in Algeria after the SR, the Algerian government (whether the transition government or the current elected government) decided to develop and empower the use of English language in Algerian universities and schools. The following are the main steps of executing the plan of developing and empowering English in schools and universities:

The survey

For the first time in Algeria's history, the government decided to involve the academic community (university students) in the decision-making process and so forth adopted a bottom-up approach to establish its decisions. The Algerian government established a one question survey which was displayed on different news, universities and official higher education ministry websites to ensure a large number of responses to the question: "'are you with or against enhancing the use of English language in higher education and scientific research?"

The survey was published on the 5th of July, 2019 and it was answered by more than 90 thousand participants, amongst are 94.4% voted for the need to enhance the use of English at higher education. It must be noted that the survey was published in Arabic and English, while French was disregarded.

The researcher was interested in knowing whether or not the student participants participated in the survey and their responses to it; therefore, university students were asked through survey and interview the following questions:

Table 4.39: Survey related research questions

Questions	Type of question
Did you participate in the survey that was launched by the higher education ministry to vote for or against promoting English language in Algerian universities?	• Survey question
Did you participate in the survey that was launched by the Higher Education Ministry to vote for or against promoting English language in Algeria?	• Interview question

For the survey question, the students were asked to choose among three options; 1) no, I did not participate and I did not hear about it, 2) I heard about it, but did not

participate, and 3) yes, I participated. The responses were in favor of the first option; however, the responses to the other options need some explanations. Table 4.40 highlights these findings:

Table 4.40: Survey participation findings

Survey participation		
Options	Frequency	Percent %
Yes, I participated	94	47
I heard about it, but did not participate	37	18.5
No, I did not participate and I did not hear about it	69	34.5
Total	200	100

Table 4.40 clarifies that the majority of participants (47%) have responded to the higher education ministry's survey. Through the interview, the respondents commented on their participation by revealing their selected vote such as: "yes, I participated and voted with yes". Also, another student demonstrated positive attitude towards this bottom-up approach by clarifying that:

> Yes, I participated and voted with yes. At the contrary, this point opened doors for discussions among students and it was good. I think it is something positive that they want to develop it in Algeria, but I think it needs planning, big planning like we see in other countries. For example, I visited many Asian countries that did this planning like bringing native speakers to develop it and make the planning. So, yes, I'm with developing English in Algeria.

Despite the positivity the student showed, he felt that the government's decision to develop English presence at universities needs more scuffled planning. Similarly, another student shared the positivity by expressing his happiness with the government's survey move and stated that: "yes, I did vote and I felt happy back then although it was just a survey, but I felt there were some intentions and actions to make

change". From the survey findings and students' interview responses, it appears that Algerian students feel a positive intention from the government that was interpreted through administering a survey that considers their opinion in developing English presence in universities.

On the other hand, 34.5% of participants did not respond to the survey because they did not know of its existence (according to the survey participants of the present study). For instance, one student explained: "I didn't participate because I didn't receive anything about it". Another said: "no, I didn't participate because I didn't hear about it until the results were out". Even if some students did not participate because they did not hear about the survey, some students were eager to highlight their choice; for example, one student stated: "unfortunately, I didn't participate because I didn't hear about it, but if I participated, I would definitely vote for promoting English in Algeria". The students' responses demonstrate that they did not hear about the survey due to a problem in communication between the higher education ministry and the students. In other words, the students did not participate in the ministry's survey because the ministry could not reach a larger number of university students.

Differently, 18.5% of the students chose not to participate in the survey even if they heard about it. To look into that, the students were interviewed to query about the reason behind their non-participation. For instance, one student stated: "I did not participate because I did not believe in the government and if I vote, it means I am giving them legitimacy". Another student mentioned: "at that time, I was still protesting against the government, so if I participate, it means I'm contradicting myself like hating the government and protesting against it and participating in its activities, so no I decided not to participate even if I'm with developing English in Algeria". The

students' responses appear to have a purely political background because their abstention to participation was fueled by their belief that the government is not legitimate so participating in its activities would give it credibility.

The following chart (on Figure 4.109) summarizes the students' attitude towards the survey and their reasons of participation and non-participation:

Survey participation and positivity towards the government's decisions

Survey non-particpation due to communication problems between the government and university students

Survey non-participation due to feelings of government illigitimacy
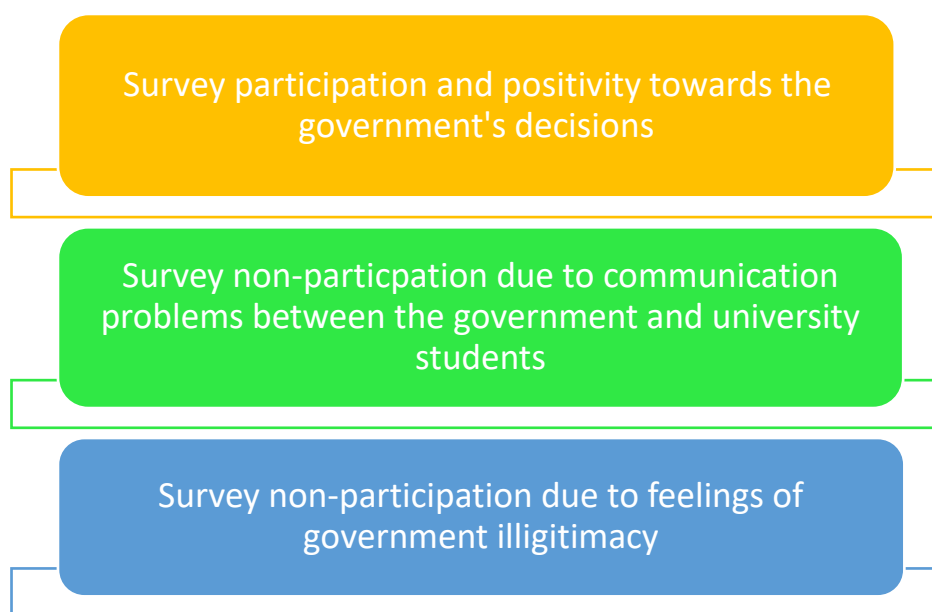
Figure 4.109: University students' attitude towards survey participation

The previous chart on Figure 4.109 discusses the Algerian university students' perception and attitude toward the higher education ministry's survey. The students were divided into three categories: 1) students who participated and felt positive about the good intentions of the government, 2) students who did not participate due to inability to receiving the ministry's news about the survey, and 3) students who chose not to participate so they do not give legitimacy to the government they refuse and protest against.

Planning and strategies

The responsible ministries (Ministry of Higher Education and Scientific Research and the Ministry of Education) that promised change on English language policy in Algeria decided to assign qualified and specialized committees to decide on the implementation strategies of the ministries' decision to develop and empower the presence of English language in Algerian schools and universities. The ministry of education decided to assign two committees; the first committee is responsible for designing curricula for different levels (middle and high school), and the second committee is based at the National Institute of Educational Research and it is responsible for investigating the possibilities of implementing the use of English from the 3rd or 4th years of primary school and to create curricula that fulfills those purposes.

On the other hand, the Ministry of Higher Education and Scientific Research assigned a committee of experts to analyze the feasibility of teaching and implementing English language in Algerian universities. Also, the committee, along the ministry, decided to adopt a long-term approach to implement the decision and the outcomes of the committee's analysis. Therefore, it is expected for the governmental decisions to empower English in Algerian universities to take a gradual approach of development so that the application does not prohibit the smooth transition.

Despite the decisions and the planning that was taking place at the top bodies, the researcher was curious about the students' awareness of these changes. Therefore, the students were asked through an interview question, as the following table (Table 4.41) Indicates, if they heard about the government's political intent of change to English language:

Table 4.41: Research question related to students' awareness about policy changes

Interview question	Research scope
Have you heard about the changes in English language policy in Algeria?	• University students' awareness of language policy changes

Students' awareness about the government's decision was present, but their awareness covered mostly one aspect of the decisions. For instance, one student commented on the Higher Education and Scientific Research Ministry by stating that:

> Yeah normally. The ones that talk about making universities use English as medium of instruction or in their administrations, but I see this as meaningless to write a thesis in English … you know the main idea is not to develop English as a language, what can I do with English or French that are not the mother tongue which should be spoken by its people, it won't benefit us … well, it will benefit, but as a society, forget about the university, we won't benefit from it. It is true in universities and scientific research, it will help a lot, but in the society it doesn't help.

The student in the previous comment discussed the decisions he heard about such as using English as the medium of instruction and in universities' administrations. However, the student described these decisions as meaningless because English or French are not the mother tongue and cannot benefit the society. Despite his belief that English would not benefit the society, he still thinks that it would benefit scientific research at universities. Another student also discussed the university decisions and highlighted that he does not follow politics news: "I am not really following politics and I didn't follow much of el hirak news, and I didn't hear about these changes. I just heard they want to add English as the medium of instruction at university". Within the university decisions context, a university student preferred to discuss the impact of those decisions on the university he studies in: "yes I heard and as I told you even our university decided to participate in these decisions and changed its signboard, but I don't know when they will apply these changes, will they teach in English instead of

French... which I wish to happen like really really a lot". The latter student appeared

to be eager to have the governmental decisions applied as soon as possible, but also

clarified how Algiers University changed its linguistic landscape to English language

instead of French.

The Ministry of Higher Education and Scientific Research assigned a committee to

empower the use of English in Algerian universities, urged universities to use English

in its official mails, and added it as a requirement for PhD acceptance criteria (which

is discussed in the next point). However, there was a great deal of false information

spreading on the internet such as the following:

> I heard about it yes like writing MA theses in English, it is a good idea, but it is a problem. Ok I get it that PhDs should publish so it's logical, but MA is problem for them because they study in French, their supervisors too are French-based. For example, my brother is writing his thesis, how is he going to write it and present it in English to teachers who studied in France or they were educated in French. The teacher should be formed in English so it becomes realistic.

It must be noted that the ministry did not obligate the use of English language in

writing MA theses but recommended it; however, the university student in the previous

comment obviously has heard some of the false information that have been spread all

over social media pages in Algeria because it was not the ministry that obligated that,

but some universities chose to add the option of writing MA theses in English or other

languages. Another MA student who was currently writing his MA thesis commented

on the matter by stating that:

> Yes, I did and the government is really trying and it will be on the long term. On the contrary, the last commandment from the ministry of higher education about writing our theses in English and delays due to coronavirus, they wrote at the end that we should try to write our theses in English. We know it is impossible at this point to change our theses in English because they are already written, but I like the initiative.

Universities in Algeria, after the Covid-19 pandemic, were off-service for about six months; therefore, students were found free and the universities recommended that graduating MA students to write their theses in English language. It must be noted that this recommendation is a preferable action, but not an obligation.

Some students preferred to comment on the ministries' decisions by stating that: "yeah, I heard about them and I really like them". Others preferred to comment on the decisions of the ministry of education: "yes, I heard about teaching English in primary schools, but only that. Till now, there is no implementation of those decisions". The student in the previous comment appears to be impatient to see those decisions implemented. While almost all the interviewed students proved relative awareness about the ministry's decisions from different perspectives, there were also students who did not hear about these decisions; for instance, one student said: "no, I didn't hear about any changes or policies".

The decisions

The committees of both ministries were still working when this dissertation was written to implement the decisions of the ministries to develop English presence in schools and universities. However, one committee provided quicker feedback to the ministry's mission and released a final report on the actions to be undertaken at Algerian universities. Figure 4.110 shows the picture of the first page of the final report.

The final report was divided into five main parts: 1) why English at university? Why now? 2) General observation of pilot university institutions, 3) the activities to be

undertaken in the short-term, 4) the activities to be implemented in the medium-term, and 5) the activities to be implemented in the long-term.

The first part of the report involved explanations related to choosing to develop English and to the timing of this decision. The explanation started by highlighting that English language is a real 'lingua Franca' because it represents 95% of scientific publications, 80% of shared content on social media, and business language. The committee proceeded with their explanation by highlighting eight reasons to why Algerian universities should use English at universities. The first reason is related to internalization and employability, i.e., the Algerian diplomas would be admitted internationally for work in international contexts. The second reason was focused on connecting Algerian universities with the world of higher education in other countries.
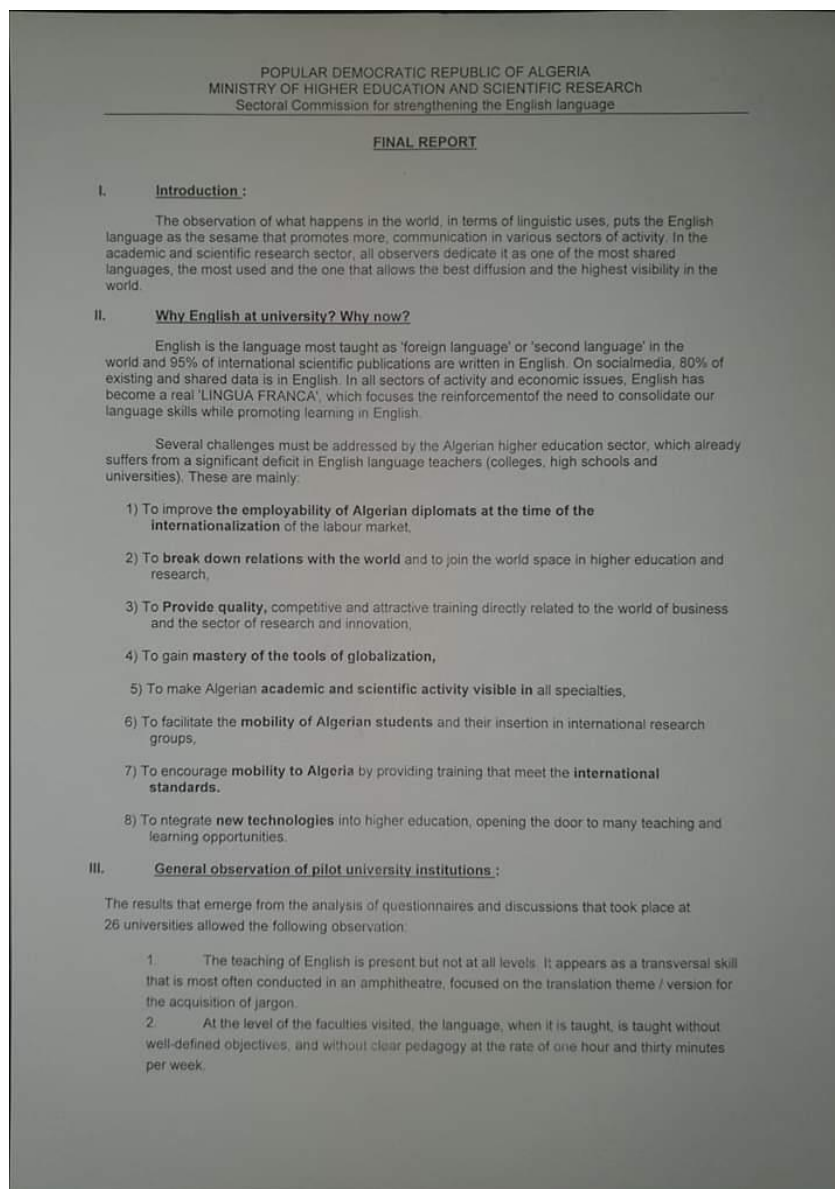
Figure 4.110: First page of Higher Education Ministry's committee final report

The third reason was connected to providing quality to business trainings, research and innovation. The fourth reason was related to globalization and equipping Algerian students with its tools. The fifth reason dealt with the visibility that English language would provide to Algerian scientific and academic research of all domains. The sixth reason considered English as a promoter and facilitator of Algerian student mobility. The seventh reason also discussed mobility, but in terms of equipping Algerian

students with international standards. The last reason was related to the fact that English would be facilitating new technologies in the higher education.

The second part of the report provided a synopsis into the presence of English in Algerian universities and institutions and labelled them as pilot observations. The findings reflected in the report came up with nine revelations: 1) English is present in Algerian universities as a transversal skill that focuses on translation themes or English jargon; 2) English is taught for one hour and thirty minutes a week, but its teaching in different faculties has no clear objectives; 3) The teachers of English are mostly temporary and they rely on texts of specialty which they translate from Arabic to English in class; 4) English language grammar and text comprehension is taught at human and social sciences faculties while it is not taught at law and political sciences at the BA level, but taught at the MA level in some cases (in class or seminar) and in other cases it is replaced with French course because of the lack of teachers; 5) Postgraduate students at the PhD study 20 to 25 hours a week in seminars and is determined by teacher availability; 6) All the national faculties had lack of teachers, except of one university that is Constantine; 7) The departments follow transmission methods and ignore interactive methods such as CEFR (The Common European Framework of Reference for Languages) which Algeria follows; 8) English language teaching lacks a clear program and objectives; and 9) The teachers are only provided with an outline of course content and they have the ability to choose the output.

The third part of the report highlighted the short-term procedures that would be taking place. These procedures were mainly concerned with the PhD level and did not apply any changes on the other levels (BA and MA). The main decision involved using

CEFR as a reference system by the next academic year (2020-2021) and this system involved:

> The instauration of B2 level certificate as a condition prior to the PhD thesis defence;

> The requirement of a grade of English in the baccalaureate equal or greater than 12/20;

> The requirement of a grade of 11/20 or above to be admitted for MA program;

> The increase of the hourly volume to three hours a week;

> The increase of English language coefficient in calculating the average;

> The creation of Doctoral Schools of English of Specialties (EDAS) at the four Algerian poles (North, South, East and West);

> The renewal of the intensification of English language that will be charged of the reflection, educational monitoring, from content design and training goals, and review of approaches to art teaching methods to in place;

> The establishment of a schedule of meetings for updating training programs (input profile, content and appropriate pedagogy, and output profile);

> The review of the status of the CEIL- Language Resource Centre.

The fourth part of the report discussed the medium-term procedures to be undertaken. The medium-term procedures dealt with the following: 1) require training for the new recruited teachers (trainees), through an educational support policy; 2) organize training workshops for teachers to assist them in the development and structuring of specialist training given in English; 3) develop pilot projects in some universities, evaluate what experiences to get feedback and capitalize on the achievements of this feedback; 4) train teachers in strategy of development of educational programs to meet

the requirements and trends existing in the market; 5) encourage the American Corner establishment in several universities across the country and strengthen cooperation with the British Council through cooperation programs and agreements between academic institutions; 6) create first service of distance education with necessary resources dedicated to teacher training and course design in English; 7) initiate a dynamic of cultural and academic activities in English-language clubs; 8) re-deploy cooperation to English-speaking countries; and 9) establish collaboration, cooperation and exchange agreements with international institutions.

The final part of the report provided an insight into the long-term procedures that would be undertaken to strengthen English language presence in Algerian universities. The main aim of this procedure was to generate English for all Bachelor students through: 1) training tens of thousands of English teachers to ensure quality courses (L1, L2 and L3) in all specialties; and 2) having well-trained teachers would guarantee well-prepared students that were familiar with English since their primary level.

The five main points of the Sectoral Commission for Strengthening the English Language's (SCSEL) report focused on specific areas identified according to the report point as the following table (Table 4.42) clarifies:

Table 4.42: Analysis of decision report points

Report part	Report point	Development area
Why English at universities? Why English now?	Lingua Franca	Inclusive-integrative area
	95% world scientific publications	Educational area
	80% social media content	Social area
	Business language	Business area

Short-term procedures	The instauration of B2 level certificate as a condition prior to the PhD thesis defense.	PhD-graduation condition
	The requirement of a grade of English in the baccalaureate equal or greater than 12/20.	PhD-admission condition
	The requirement of a grade of 11/20 or above to be admitted for MA program.	PhD-admission condition
	The increase of the hourly volume to three hours a week.	Teaching measures
	The increase of English language coefficient in calculating the average.	Language value
	The creation of Doctoral Schools of English of Specialties (EDAS) at the four Algerian poles (North, South, East and West).	Language value and organizational measures
	The renewal of the intensification of English language that will be charged of the reflection, educational monitoring, from content design and training goals, and review of approaches to art teaching methods to in place.	Teaching and teacher-education
	The establishment of a schedule of meetings for updating training programs.	Teacher-training
	The review of the status of the CEIL-Language Resource Centre.	Language resources development
Medium-term procedures	Training for the new recruited teachers	Teacher training
	Training workshops in English for teachers	English language teacher training
	Pilot projects in some universities	Continuous evaluation and assessment
	Train teachers in strategy of development of educational programs	Teacher education and training
	Encourage the American Corner establishment in several universities across the country and strengthen cooperation with the British Council through cooperation programs and agreements between academic institutions	Collaboration with native-English partners
	First service of distance education with necessary resources dedicated to teacher training and course design in English	Continuous teacher training and education

	Initiate a dynamic of cultural and academic activities in English-language clubs	English language and culture empowerment
	Re-deploy cooperation to English-speaking countries	International educational agreements
	Establish collaboration, cooperation and exchange agreements with international institutions	Student mobility and exchange (internationalization)
Long-term procedures	Generate English for all Bachelor students	English as potential medium of instruction
	Train English teachers to ensure quality courses (L1, L2 and L3) in all specialties	Teacher training and English-level creation

From Table 4.42, it can be depicted that the Algerian government focused on four focal points. The first and most recurrent point deals with teacher training and education. The second point focuses on English language development through collaborations and agreements with English-speaking countries. The third point is based on assessment and evaluation of institutions and training problems. The last utmost point would come to focus on the student and provide English as a medium of instruction. The table highlighted more points, but the previously mentioned are the focal points of the report.

Universities decision adoption

Algerian universities have all adopted the governmental decisions, but only few universities followed the process so far. The university teachers were asked if their universities have adopted some of the governmental decisions; such as changing linguistic landscape on universities' signboards and using English language on formal mails; however, they explained that the decisions were very recent and their outcomes are not yet visible. The following table (Table 4.43) highlights the interview question and the research area of focus I addressed by interviewing the teachers:

Table 4.43: Question related to feedback on university's application of primary university's decisions

Interview question	Research area
Did you receive any new regulations related to the use of English at university after the smile revolution? If yes, what are they?	• Feedback on university's application of primary university's decisions

It must be highlighted that half of the university teachers were interviewed before the final report of the committee and the other half after the release of the report; therefore, the teachers reflected on the initiatives based on the Higher Education and Scientific Research Ministry's recommendations and primary actions of developing English in Algerian universities. For instance, one of the teachers referred to the survey that the ministry administered to collect data related to the opinions of the universities' community about their views on improving English language; however, she was uncertain if the ministry would commit to its announced decisions, as appears in her following statement:

> Actually, they made a survey to collect opinions about English language and the methods of teaching it, but they did not apply 100 percent. After that, we didn't receive any report or decision about that. Let's see… maybe there will something coming up in the future, but I think they are silenced now because they talked about this during el hirak when it was at its peak, but now they are all quiet, I guess.

The teacher in the previous comment highlighted that the ministry showed proactive decisions during the SR and its street pressure, but became quieter when the SR protests had less participation. Similarly, another teacher argued about the feasibility and applicability and referred to the minister who initiated the English movement as his following statement indicates:

> I heard about a decision that has been taken concerning spreading the use of English at Algerian universities, but it also started with a survey of opinions, but I find it difficult to see how they will apply it on staff or academicians,

it's really hard. We can impose it actually the minister Mr. Tayeb was in England and he brought external ideas to apply here, but Algeria has its own characteristics. I see the application of these decisions lacks careful thinking. Of course, it's a good, encouraging and ambitious decision, but at the same time it didn't consider the capacities, so the application won't be happening.

The university teacher in the previous statement referred to the minister's background that influenced his decisions that initiated the English language movement in Algerian universities. The teacher described the minister in a way that implies that he was influenced by his stay in England and led him to adopt English-language decisions which appear less realistic and detached from rational thinking because the university academicians and staff lack the basics that would promote English language in Algerian universities.

Another university teacher who held an academic and administrative position at Biskra University discussed different areas that his university adopted after the ministry's decisions and encouragement to develop English language presence in Algerian universities, as in the following:

> We received a recommendation to change the head pages like where you put the university name, address and logo. This recommendation came from the ministry and it was forwarded to us by the director of the university who said that the head pages should be in English with Arabic instead of French with Arabic... most of the professors see it as popularism, but some people were positive because they were good English speakers, so they were expecting to have or to receive a chance to show their abilities in English and the other half was a bit pessimist because they were French speakers so they could be isolated or they will have to take courses in English.

The university teacher highlighted that the universities received a recommendation that suggested changing official universities' webpages into English and Arabic

languages instead of French language (as appears in the following example, Figure 4.111).

Figure 4.111: Official webpage of an Algerian university

The university teacher also discussed the approaches taken by teachers to describe their stand about the ministry's decisions. These approaches were optimist by the first half and pessimist by the second half depending on their ability and command of English language.

A good number of teachers talked about the ministry's decision of having university students defend and write their theses in English language. For instance, one teacher stated "we received a decision that encourages students to write their theses in English" and another said: "yes, we had a decision that pushes students to defend their theses in English language". However, few teachers denied receiving any knowledge about the reception of decisions related to English language. For example, a teacher stated that: "I saw plenty decisions shared on social media but nothing in application yet" and another highlighted that there were minor applications at his university:

> I can't really remember if we received something like that. It was all ink on paper. The minister wanted to change … there is … I saw the university

website, true they changed it. They now use English you know the automatic page appears in English, only that. Mailings and everything else are still the same …

The previous comment highlighted different measures that were undertaken at an Algerian university such as website languages. However, he denied that there are other changes on university's official mailing or other aspects.

Linguistic landscape decisions

As has been discussed earlier by one of the university students, Algiers University decided to respond to the ministry's recommendations of changing their LL and mailing into English language. In addition to educational LL recommendations, the Ministry of Interior Affairs and the Ministry of Trade and Business urged all shop and store owners to change their French signs with other signs that include Arabic and another language of their choice. The following (Figure 4.112) is the text of the law issued by the mentioned ministry and as it can be seen, it is shared in the Arabic language.

Figure 4.112: Law text of LL by the Ministry of Interior Affairs and the Ministry of Trade and Business

The text in English language is translated as the following: "in response to the ministry's instruction (Ministry of Interior) that is related to shop signs which must be written in Arabic language (main language) with possibility of adding another language (facultative). Based on that, you are asked to settle your situation in a period of one week (7 days) starting from the day of receiving this notice. In case of not settling your situation within the denoted period, you would be subject for administrative procedures which also include administrative closure of your market".

The instruction was issued on August 27th, 2019 as it appears on the document. It also promises sanctions of shutting-down of businesses of the owners who did not respond to it.

Upon the issuing of this decision, I decided to address the shop owners through interview questions to detect their opinions with the new law and the reasons behind it. The following table (Table 4.44) highlights the interview questions and the areas of research targeted:

Table 4.44: LL decisions research questions and areas

Interview questions	Research areas
What do you think of the new law (released after the smile revolution) that asks business owners to use Arabic and another chosen language on their fronts?	• Views on the LL law
Why do you think this law was issued?	• Reasons on LL law

Views on the LL law

The views on LL law varied from positive to uncertain. For instance, the positive views were presented in attachment to Arabic identity as the first shop owner indicates: "I like this concept, the concept is good. It's like coming back to our roots, to our main

language, but this case in Algeria I think it's a political decision. I'm not sure about it". In this comment, the shop owner describes the law as bringing their roots back to the front; however, he appears doubtful about that because it is a political decision deriving from a political background.

The second positive opinion relied on the appearance of shops when describing his positive views on the government's decision, as his statement indicates: "I guess it is a good move because it would organize the way stores look". The organization that the second shop owner refers to is related to the unity of appearance of Algerians shops in the linguistic landscape.

Unlike the first two shop owners, the last owner was uncertain about his view to the law due to the lack of firmness in applying the law, as he explains: "I don't know if it is good or bad because no one did what they asked us to do even if they gave us a week to do it". The owner was uncertain because there was no actual application of the law nor the sanctions related to it.

Reasons for linguistic landscape law

The shop and internet owners were asked about their views on the reasons behind the issuing of this law. The first owner commented that:

> This law is a good move in a bad timing. This move at this timing! I think it's useless, they do it just to apply some ideas (he means, agendas) as they did with Tamazight, they add it as a native language, but nothing changed.

In the previous comment, the idea of 'timing' was discussed to highlight its importance and reliability in creating decisions of change. The owner also referred to a comparison of the case of Tamazight language and the government law and hinted that the

government responds to public decisions upon protests and riots which makes all its decisions irrelevant and inapplicable because the change is not visible.

On the other hand, the second owner sees that the timing of this law makes it 'a good idea' as appears in his statement: "I guess it is a good idea to do it now, it shows that the government is responding to street pressure against French so I think it is a good thing". The owner believes that the government selecting this timing is an indication that it listens to the public demands and works to satisfy its wishes and needs. Similarly, the third owner believes that this law was issued in order to satisfy the public demands and compared it to the educational decisions promoting English language as his explanation reveals: "I think it is similar to what they did to education you know, they are trying to please the public with language decisions so I guess that's the main reason".

4.4.4 The Smile Revolution and Linguistic Rights

In this section, the Algerians' attitudes towards linguistic rights and the impact of the SR on attaining them are addressed by reporting the answers of university students who were asked the following survey question:

Table 4.45: SR and linguistic rights research question and area

Survey question	Target area
Protests can help people to get more rights even linguistic rights: I strongly agree I agree Undecided I disagree I strongly disagree	• Impact of protests on top-down linguistic decisions

The university students responded to the previous question by choosing among five options. The results revealed that the mean of students' responses equals 3.88 and .988

of student deviation, which implies that a large number of students had a tendency to agree that protests help attaining linguistic right as the following table (Table 4.46) indicates:

Table 4.46: Protests' role in attaining linguistic rights

Mean	Std. deviation	Total
3.88	.987	200
Options	**Frequency**	**Percentage**
I strongly disagree	5	2.5
I disagree	14	7.0
Undecided	39	19.5
I agree	85	42.5
I strongly agree	57	28.5
Total	200	100

The previous table shows that a majority of students (42.5% and 28.5%) agreed and strongly agreed, respectively, of total 200 students. However, only 7% and 2.5% respectively disagreed and strongly disagreed that protests cannot help people get linguistic rights in Algeria. On the other hand, 19.5% of students were undecided whether or not protests impact attainment of linguistic rights.

Considering the findings, around 40% (in total) were uncertain or disagreed that the protests could attain their linguistic rights. Therefore, cross-tabulation using SPSS was conducted to identify statistical data related to the students who strongly agreed, agreed, uncertain, disagreed and strongly disagreed about the role of protests in gaining linguistic rights. The following table (Table 4.47) provides cross-tabulation data between students' demographic data and the students' views on linguistic rights using protests:

Table 4.47: Cross-tabulation of demographic data and linguistic rights & protests

		Protests and linguistic rights attainment					
		I strongly disagree	Disagree	Undecided	I agree	I strongly agree	Total
Gender	Male	5	13	25	56	44	143
	Female	0	1	14	29	13	57
Age	17-20	0	0	2	12	3	17
	21-24	2	2	15	26	19	64
	25-27	1	5	6	20	9	41
	28-30	1	4	6	6	12	29
	31+	1	3	10	21	14	49
Location	East	1	2	15	40	20	78
	West	0	2	8	7	9	26
	South	0	3	4	15	17	39
	North	4	7	12	23	11	57
Degree	BA	1	4	15	41	20	81
	MA	3	10	19	33	34	99
	PhD	1	0	5	11	3	20

A close look into the SR protests makes it visible that the majority of participants are males. The findings confirmed that the rate of male participation is larger than females' participation as was previously discussed in earlier points (105 of 143 males and 36 of 57 females). However, despite the limited number of females, only 1 female disagreed that protests help in attaining linguistic rights in Algeria while 5 males strongly disagreed and 13 disagreed that protests affect linguistic rights obtainment. This disagreement by the males might be due to their distrust in the government and its decisions and because they may feel manipulated with political decisions, as one student commented:

> … this government I describe it as 'the government of reaction', it means they do everything as a reaction to something else to calm the street or to make people forget their real demands, so I don't trust them and I don't trust their decisions.

However, the females showed more hope in the government and its decisions, as one commented as: "we hope, we wish that this government really applies these decisions,

but only god knows if they will remain the same after the end of el hirak or just words on paper". Therefore, it is possible to comment that the disagreement of males and agreement of females lie between the distrust of the former and the hope of the latter.

The one female and 18 males that strongly disagreed and disagreed are aged between 21-year-old to 31+ year old. However, the age category 17-20 was the most agreeable about the importance of protests in getting linguistic rights. The mentioned category is very young and usually has more hope and aspirations to the future, and less awareness about the political practices.

The disagreed males and one female are mainly located in the North of Algeria. In fact, it is commonly known that the Algerian North struggles with large cities problems such as traffic, overpopulation and housing crisis; therefore, the North (represented in Algeria's capital) witnessed the main and strongest protests of the SR. Despite the massive protests, the majority of the people disagreed about the role of protests in attaining linguistic rights in Algeria. This is explained by the distrust in government and in the postponement approach that the government adopted in taking actions (the protests lasted for more than a year and were only paused after the Covid-19 blast).

PhD students, however, were the category that agreed the most with the role of protests in getting linguistic rights while BA and MA students had more disagreement. PhD students are at the final stage of their educational career and have more life experience than the other students of other categories. Therefore, their choice of agreeing on the role of protests is explained by their level of awareness and experience in life.

After analyzing the demographic data of the students who agreed and disagreed on the role of protests in getting linguistic rights, Table 4.48 highlights the link between SR participation and the views on the role of protests and linguistic rights attainment:

Table 4.48: Cross-tabulation between SR impact on decision-making and the views on the role of protests and linguistic rights attainment

		Protests can help people get more rights					
		I strongly agree	**I agree**	**Undecided**	**I disagree**	**I strongly disagree**	**Total**
Protests pushed the government to make decisions	**I strongly disagree**	0	1	1	2	1	5
	I disagree	0	1	4	5	4	14
	Undecided	0	2	20	15	2	39
	I agree	0	6	31	43	5	85
	I strongly agree	1	7	16	26	7	57
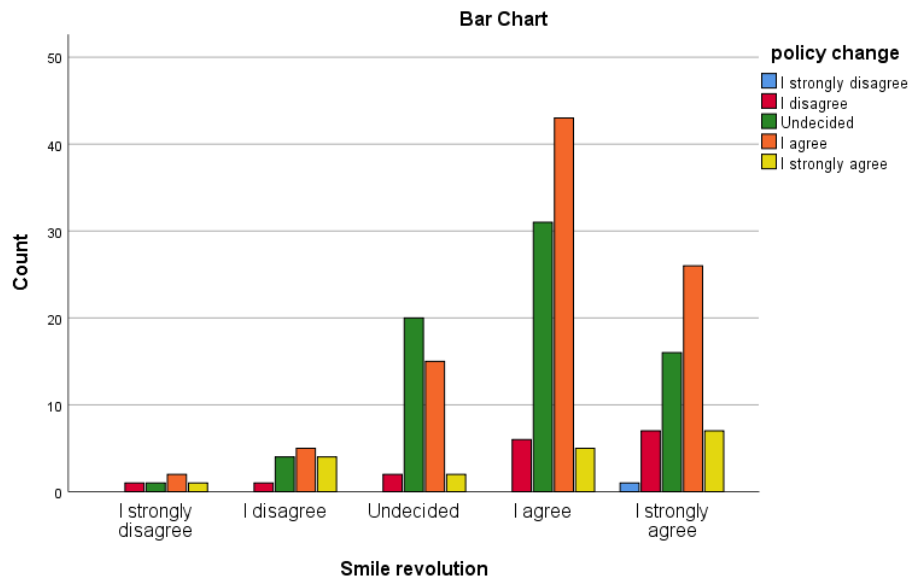
Figure 4.113: Cross-tabulation between SR impact on decision-making and the views
on the role of protests and linguistic rights attainment

The previous findings (Table 4.48 and Figure 4.11) demonstrate unsurprising
distribution of the students believing in the role of the protests in linguistic rights and
the ones who believe that the protests of the SR affected the English-related decision-
making in Algeria. For instance, only three students (1 strongly agreed and 2 agreed)
believe that the protests bring linguistics rights and disagreed that the protests affected
governmental decision. Such findings can also refer to the 'trust' factor since Algerian
students demonstrated on so many occasions that they do not trust their government
and the decision makers; therefore, they believe in the concept of protests, but not in
its impact in Algeria due to the nature of policy making in the country. However, it is
no surprise that the largest numbers of students believe in the role of protests in
bringing linguistic rights and in the role of SR in affecting the government's English-
related decisions.

4.4.5 Satisfaction with Linguistic Political Decisions Amid the Smile Revolution

Satisfaction with the linguistic-political decisions was inquired by addressing all the participants who would be influenced by the government decisions; mainly, students and shop/restaurant owners. The following parts present the satisfaction of students and shop or restaurant owners with the government's actions.

4.4.5.1 Students' Satisfaction with Linguistic Political Decisions

The university students were asked about their satisfaction with different government measures which are related to English language policy in Algeria. Their satisfaction was measured using both quantitative and qualitative tools; therefore, there are two categories of data, one derived from the survey and the second supporting the findings of the survey.

The students' satisfaction did only deal with one satisfaction measure, but also measured their feelings about the policy change, their trust about the promised changes and their stand towards the government's decisions. The following table (Table 4.49) highlights the survey question and the satisfaction area each question covered:

Table 4.49: Survey research questions and satisfaction with political decisions

Survey question	Area of satisfaction
How do you feel about the movements of change?	• Feelings about the government's movement of linguistic change.
I trust that the promised changes are indication of better status to English language in Algeria. (Scale of 5)	• Trust in the promised changes and their role in bringing change to English language status.
From a scale of 1 to 5, are you in favor or against the applied and the to-be-applied changes about English language in Algeria?	• Stand towards the changes.

Feelings about the Government's Movement of Linguistic Change

The feelings of Algerian students towards the government's movement of change appear in the findings as mostly 'undecided'. The following table (Table 4.50) presents the results of the asked survey question:

Table 4.50: Feelings about the government's movement of linguistic change findings

How do you feel about the movements of change?		
	Frequency	Percentage %
Very dissatisfied	13	6.5
Dissatisfied	42	21
Undecided	65	32.5
Satisfied	55	27.5
Very satisfied	25	12.5
Total	200	100

Table 4.50 reveals that the findings about the feelings of Algerian students about the government's movement of change have approximate perspective; however, the balance goes for a tendency of uncertainty with 32.5% of total population. Also, the dissatisfaction with this movement marks high numbers of 21% and 6.5%, while the satisfaction shows higher numbers of 27.5% and 12.5%. These results indicate that there is more tendency towards uncertainty in feelings and towards satisfaction with the governmental movement of change. The reasons behind these feelings were questioned through the following interview question:

Table 4.51: Interview question related to feelings about government decisions

Interview question	Research area
How do you feel about those changes? Why?	• Reasons of feelings

The satisfaction with governmental decisions related to English language were fueled by different reasons according to university students; for instance, one student said that: "I believe those decisions are good intentions to develop English as I said before and I also believe that taking care of English can really develop many sectors in here in Algeria, especially education and research and high education". The reason of satisfaction of the previous student derives from his belief that English has the ability developing different sectors. However, another student is satisfied with the decisions because they mean disassociation with French language and ties as appears in his statement: "I think these decisions are good because we should let English into our culture, we are sick of French orientation … it could be great if we have openness towards the external world whose basis of join is English language". Differently, one other student is satisfied about the decisions due to the good it can bring to the educational field as she states: "I feel it is good. As a student who tries to read articles in English … and I enrolled in the center of foreign languages to improve my English … I hope they apply these changes because we need English to do research". Additionally, some students interpreted their satisfaction by referring to their linguistic preferences despite their linguistic competency in English, as in the following student's statement: "Honestly, I prefer English over French even if I'm not so good in it".

The uncertainty was explained by one student as 'missing' some aspects or points. For example, one student said: "it is good, but missing. For instance, I wish in the survey they gave options English, French and both. I would have voted for both because when we choose one and remove the other, it's like a very small change". In other words, the missing aspect is the neglect of French in the survey that was addressing students

and academicians to vote for or against improvement of English in Algerian universities. Definitely, there are more reasons for the uncertainty which are related to the trust of the government and will be discussed in the next point.

The dissatisfaction, on the other hand, was not quite detected in the random sample I selected for the study, except for one student who stated that: "the government is not the only responsible for making these changes, people too should take their decision of change, but I am optimistic of better tomorrow of course". The previous statement does not deliberately state the dissatisfaction, but it implies that these decisions would not function unless it is undertaken by the Algerians as well. Therefore, the decision should be mutual to be successful and satisfactory.

satisfaction feelings	•English language equals development •Disassociation with France and its language •Linguistic preference • Enhancement of the educational field
uncertainty feelings	•Lacking decisions • Shaked trust in the government
dissatisfaction feelings	• Less inclusive approach of the decisions
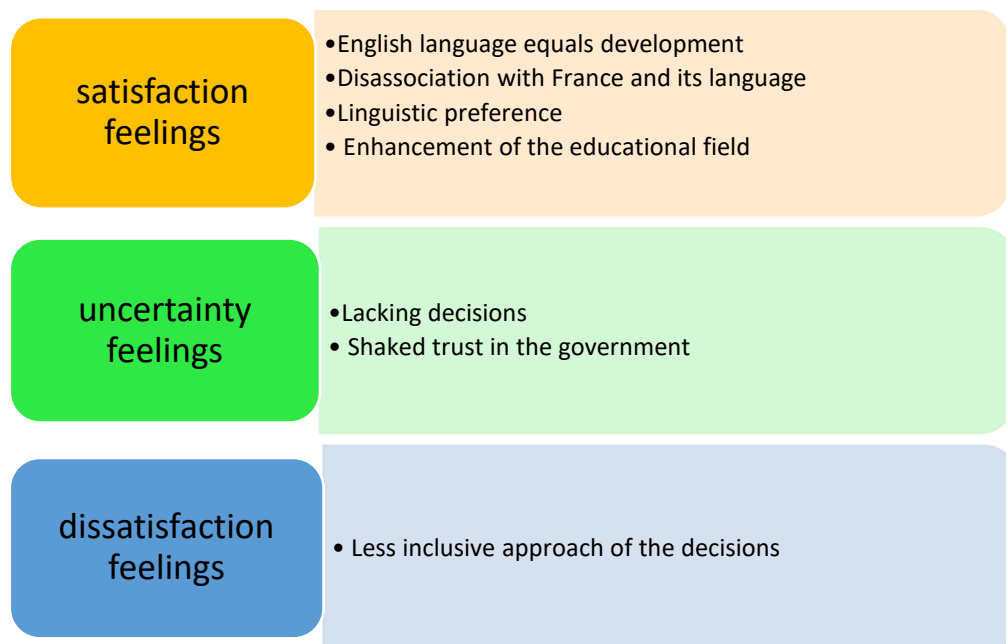
Figure 4.114: Sources of Algerian students' feelings towards the government decisions

Trust in the Government and the Promised Changes

To assess the level of trust of Algerian students in their government and its decisions' power in bringing better status to English language, they were asked survey and interview questions to interpret their levels of trust and the reasons behind them. The following table (Table 4.52) highlights the interview question that addressed the students' trust:

Table 4.52: Interview questions related to trust in government decisions

Interview question	Area of research
Do you trust these changes and believe they can bring better status to English language?	• Reasons of trust or distrust
Do you think that the government moved towards these changes as a real attempt to enhance the educational system?	• Trust in government decisions

The topic of trust is very decisive in topics related to policy and language; therefore, two questions (survey and interview questions) addressed this area. The results of the survey question are as follows in Table 4.53:

Table 4.53: Statistics on university students' trust in application of government decisions

I trust that the promised changes are indication of better status to English language in Algeria		
	Frequency	Percentage %
I strongly distrust	15	7.5
I distrust	32	16
Undecided	76	38
I trust	58	29
I strongly trust	19	9.5
Total	200	100

Table 4.53 highlights the statistical data of the Algerian university students' trust that the government decisions would lead to a better status of English language in Algeria. The findings show that there is proximity in the numbers of students distrusting, trusting and uncertain. However, the uncertain or undecided students outnumber the students who trust and distrust the government decisions in bringing better status to English language. The table indicates that there are 38% of students doubtful about the role of government decisions while 29% trust and 9.5% strongly trust, which equals 38.5% in total and designates that the number of undecided students (38%) is equivalent to the number of 'trust' students (38.5%). On the other hand, there is a considerable number of students that distrusts the government decisions' impact on the status of English language. The number in total was 23.5%, which combined between 16% of students who distrust and 7.5% of students who strongly distrust.

In order to interpret the findings' numbers, a group of students were interviewed to respond to the question: "Do you trust these changes and believe they can bring better status to English language?" The responses to this question varied according to the stand of the people in terms of their trust level. For instance, some of the undecided students explained their decision by referring to the trembled trust in the application of the decisions after el hirak, as the following student explained: "unfortunately this question doesn't have an answer because we hope, we wish that this government really applies these decisions, but only god knows if they will remain the same after the end of el hirak or just words on paper". This student showed his uncertainty by stating that only God knows if the decisions would be permanent or changeable by the end of the protests. The next student also shared the same reason of uncertainty by stating that: "these decisions help to develop English in Algeria for real, but I am not so sure that

they are going to really apply them". From her answer, it is clear that the student trusted that these decisions would develop English in Algeria, however, she was uncertain about the application of these decisions by the government. When the same student was asked whether she was not sure about the government or another unknown body, she stated: "not sure because I don't trust the government (laughs) we have seen nothing of what they promised". Another uncertain opinion discussed the doubt about the improvement of English status amid the government's decisions and attributed it to the fact that English is not taught in Algerian primary schools. The statement that discussed the previous opinion is as follows: "it [English] might improve its status, but won't make it number one because it isn't taught in primary schools and without that, it won't be used in social contexts like it is the case of French. It still needs time to take its right position".

Among the students who trusted that the government decisions would have the power to improve English language status, one stated that:

> yes, I do trust these changes. They might be little and not sufficient, but I also think that the Algerian people are responsible to make those changes work. I think they must accept the language and start learning it and taking it seriously.

Despite the attributed trust in the government decisions, the student attributed the power of application to the people and their ability to adopt and learn it. On the other hand, many students that I interviewed distrusted the government decision impact on English status in Algeria. For instance, one student had a very strong opinion about the government and its decisions and described them as a 'mafia', as appears in his following statement: "I don't trust them because I think the same 'mafia' is still governing and the elections we had were not clean. So, I think the corrupted system is

still ruling, it didn't change". Another politically-grounded distrust feeling was witnessed in the following discussion:

> This question I answer it in two parts. The first part is the governmental, this government I describe it as 'the government of reaction', it means they do everything as a reaction to something else to calm the street or to make people forget their real demands, so I don't trust them and I don't trust their decisions. You could see when the Turkish president talked about the French massacres in Algeria, the presidency office responded to it and asked him to not interfere, and this shows you the real policy. Now the second part of my answer is the generations. This new generation is Anglophonic more than Francophonic, so they will use English without the government approval and its status will improve to this new generation, not due to the government decisions.

The previous opinion denied all kinds of trust in the government's actions by describing it as the 'government of reaction'. This means that the government is in position of reacting to demands, but never initiating actions that provide for the good of the country or benefit the people. Also, the same speaker believed that the new generation of youth would impose the improvement whether the government blesses them or not since they are 'Anglophones' more than 'Francophones'.

Another opinion that held the same distrust in the government and its decisions is as follows:

> Hard question honestly. I will clarify my answer with an example, there are many countries where English is the second language, if you travel to those countries, you find no one speaking in English even if study in it and they have English schools. In Algeria, we have Arabic and French so for English to be there it's hard, but nothing is impossible. And honestly, I don't have big trust…. I feel these decisions will keep them in their positions and help them to get the trust of the public, they don't care about anything, and they just care about being in authority and control everything. These decisions could be issued before elhirak if they were to serve the public and Algeria, we are late by hundred years and yes, I think these decisions are to calm elhirak.

This student found the interview question difficult to answer because of the nature of the Algerian government that makes decisions to satisfy the public and can guarantee them their political positions. Also, the same student doubted the government's nature of decision that could be issued before elhirak if the intention was developing the educational system, but it was issued only after elhirak to satisfy the protests and calm the streets.

In response to the interview question "do you think that the government moved towards these changes as a real attempt to enhance the educational system?", the students showed that the nature of governmental decisions was responsive, but rarely initiative, as the following table (Table 4.54) highlights:

Table 4.54: Opinions on the nature of government decisions

Do you think that the government moved towards these changes as a real attempt to enhance the educational system?	
Opinions that regard the government decisions as real attempt	"Under this circumstance we are living in, I do believe this government showed honest intentions to develop. The proof is those recent decision about doctoral thesis so I don't think those decisions were only meant to shut people."

"The educational system doesn't belong to language, there are many other problems. But there are two main reasons for this change: one is to silence el hirak and second is to improve the educational system."

"I think it has political and economic orientation, it is beyond education or pleasing people… if you notice, Algeria keeps cutting relations with France. Also, it is trying to be more open to the world, for example, in hadj all services are provided in English, even in Arab countries like the north in Egypt or Gulf countries, they use English and Algeria nowadays has more ties with Gulf countries especially Dubai in the field of oil industry. Wherever you go, you find English used more such as in medicines, electric tools, computers, phones, |

	ect even if they are produced in china, their manual is written in Chinese and English, so there is no choice but learning it."
Neutral opinions	"I can't answer this question yet because they didn't apply them yet, so I'm neutral."
Opinions that regard the government decisions as a calming-street attempt	"I think as I said earlier the government is still corrupted, so they are just giving people what they want to hear until the public forgets about them and about the protests." "The educational system doesn't belong to language, there are many other problems. But there are two main reasons for this change: one is to silence el hirak and second is to improve the educational system." "I feel these decisions will keep them in their positions and help them to get the trust of the public, they don't care about anything, and they just care about being in authority and control everything. These decisions could be issued before elhirak if they were to serve the public and Algeria, we are late by hundred years and yes I think these decisions are to calm elhirak"

Table 4.54 highlights three opinions on the nature of the governmental decisions related to English language. The first group of opinions is related to the ones that regard the government decisions as real attempt due to their belief that the government showed enough evidence of good intentions, of attempts to improve the educational system, and the political and economic orientation of decisions that aim to open up to the world. The second group is the neutral group and it relied on referring to the non-application of decisions to explain that they cannot be decisive about the nature of decisions. The last group, on the other hand, believes that the decisions are designed to silence the SR and to maintain policy-makers position in governance, and the

evidence of that is that these decisions were undertaken after the protests, but not before it even if Algeria was already late in taking these decisions.

Stand Towards the Changes

The university students were asked about their stand about the government's movement of change by addressing the survey question "from a scale of 1 to 5, are you in favor or against the applied and the to-be-applied changes about English language in Algeria? Tick the appropriate number for you" and the interview question "are in favor of those changes? Why?", as the following Table 4.55 highlights:

Table 4.55: Research areas on stand towards governmental decisions

Questions	Type of question
From a scale of 1 to 5, are you in favor or against the applied and the to-be-applied changes about English language in Algeria? Tick the appropriate number for you	• Survey question
Are you in favor or against those changes? Why?	• Interview question

The responses to the survey question represented in the statistical data are highlighted in Table 4.56:

Table 4.56: Findings on university students' stand toward government movement of change

From a scale of 1 to 5, are you in favor or against the applied and the to-be-applied changes about English language in Algeria? Tick the appropriate number for you		
	Frequency	Percentage %
Strongly against	12	6
Against	19	9.5
Undecided	64	32
In favor	45	22.5
Strongly in favor	60	30
Total	200	100

The findings in Table 4.56 indicate that the largest percentage (32%) of Algerian students were undecided whether they are in favor or against the governmental changes. However, a tendency towards being in favor was seen in the number of the people who were in favor (22.5%) and the ones who were strongly in favor (30%) combined to constitute the larger group with 52.5%. On the other hand, very few percentages were against (6% strongly against and 9.5% against).

In order to interpret the previous findings, the students were asked to respond the interview question "are you in favor or against those changes? Why?" The responses were similar to the following: "English in Algeria wasn't taken care of for many decades so I believe those changes can bring good in here especially education and industry sector", and "Honestly, I am in favor in things and against in more things. Even if it is positive, it's going to create big problems because they aren't following a strategy". As the previous statements indicate, Algerian students were not against the change, but against the strategies that the government adopted to implement those changes.

4.4.5.2 Shop/Restaurant Owners' Satisfaction with Linguistic Political Decisions

The shop owners comprised the second category that was impacted by the government's decisions related to language. Therefore, they were addressed to respond to the following interview question:

Table 4.57: Interview question and research area about shop owners' satisfaction

Interview question	Research area
What do you think of the new law (released after the smile revolution) that asks business owners to use Arabic and another chosen language on their fronts?	• Satisfaction with government decisions

The responses of the three interviewed shop owners to the previous question varied between uncertainty and satisfaction about the interior affairs and trade ministry law that urged shop owners to change their signs by using Arabic and another foreign language. Table 4.58 represents the main responses of the shop and restaurant owners:

Table 4.58: Shop/restaurant owners' satisfaction-related responses

Categories of satisfaction	Responses
Satisfied responses	'I like this concept; the concept is good. It's like coming back to our roots, to our main language, but this case in Algeria I think it's a political decision. I'm not sure about it.' 'I guess it is a good move because it would organize the way stores look.'
Uncertain responses	'I don't know if it is good or bad because no one did what they asked us to do even if they gave us a week to do it.'

The satisfied responses represented in the previous table indicate that there are two categories of responses, satisfied and uncertain responses. The first category, the satisfied shop/restaurant owners, highlighted that the idea was pleasing because it would bring Algerians to their roots (because of the use of Arabic) and organize the landscape in the Algerian streets. However, the second category, the uncertain shop/restaurant owners, referred to the non-application of the law; therefore, there was an uncertainty about its seriousness of the government intention and its efficacy and efficiency.

4.5 Future of English Language in Algeria

The future of English in Algeria is discussed in this section as the estimated future by Algerians in different sectors. The first sector is English at schools, the second sector is English at universities, and the last and third sector is the Algerian society and culture. In fact, this section answers the fifth question of the present study, that is "in

what ways can a bottom-up process to language policy improve the future of English language in the educational settings and the socio-cultural practices in Algeria?"

4.5.1 Future of English at Schools

The future of English language was discussed at Algerian schools and is addressed from the perspective of Algerian students. The university students are the ones to reflect on their previous experiences and choose from which year they prefer to have English studied at primary schools. It must be noted that during the SR, the Ministry of Education assigned a committee to develop English presence in primary schools, middle schools and high schools. Therefore, the findings of the current study can contribute to the inauguration of new laws and systems in Algerian schools. To this end, the university students were asked the following survey question:

Table 4.59: research questions to university students about future of English at schools

Question	Type of question
From which year do you think pupils should start learning English? Tick the correct option (7 options)	• Survey question

The survey question in the previous Table 4.59 was formulated by giving seven options to the students. These options are: 1st year of primary school, 2nd year of primary school, 3rd year of primary school, 4th year of primary school, 5th year of primary school, middle school and other. It must be highlighted that English language is currently taught starting from the second year of middle school. The following findings are the desired future of English in Algerian schools:

Table 4.60: Findings on future of English in Algerian schools

From which year do you think pupils should start learning English?		
	Frequency	**Percent**
1st year of primary school	28	14.0
2nd year of primary school	30	15.0
3rd year of primary school	86	43.0
4th year of primary school	32	16.0
5th year of primary school	10	5.0
Middle school	11	5.5
Other	3	1.5
Total	200	100.0

The findings on Table 4.60 demonstrate that the majority of participants wanted English language to be taught starting from the primary school, instead of middle school as it is the case in Algeria. The largest number of 86 participants (which equals 43% of the whole population) preferred that English language should be taught starting from the third year of primary school while only 5.5% preferred that English should be taught starting from the middle school. On other hand, there were 3 participants who selected the option 'other' and responded with the following statements as the following diagram (Figure 4.115) highlights:
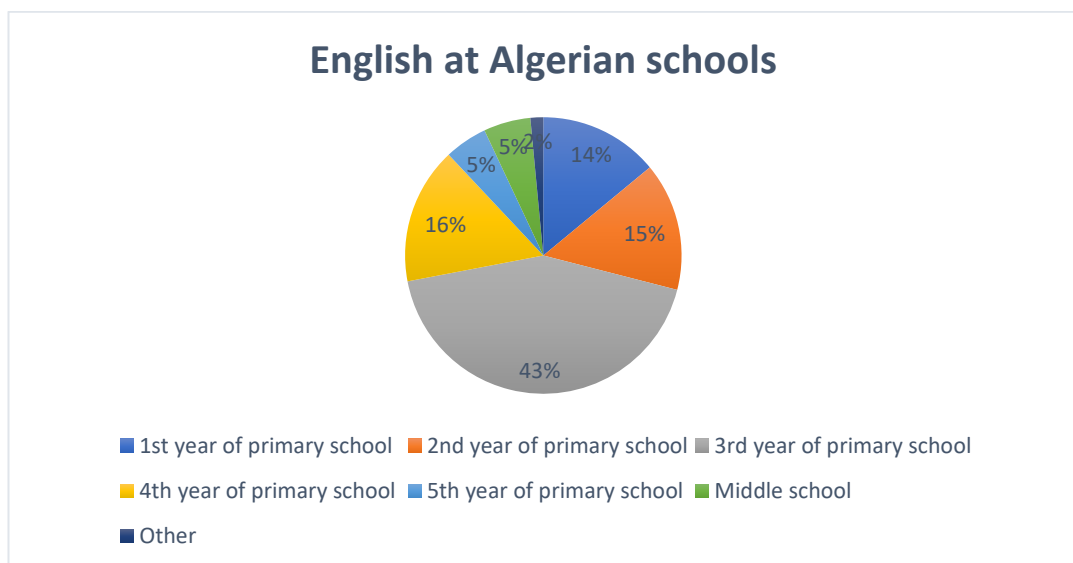
Figure 4.115: English at Algerian schools

For instance, one student wrote: "middle school, with forbidding teaching any other language than Arabic in primary school" in expressing the importance of teaching only the native language 'Arabic' at primary schools (currently French is taught at the second year of primary school) and introducing English as a foreign language in middle school. The student's statement shows his eagerness about the preservation of the identity of Algerians. The second student explained: "the most important is the quality of teaching disregarding the age of the learner" in a way to highlight the importance of 'teaching and learning quality' that would provide for the learner more than the consideration of the 'age' factor in starting to teach languages. The last student, on the other hand, clarified: "simple level one in primary school, then launches in middle school" to explain that level one of English should be taught in primary school; then, more complicated aspects of the language can be taught in middle school.

4.5.2 Future of English at Universities

The future of English at universities is discussed from different areas in the present study. The first area is related to English at universities, specifically how it would be taught and what are the new practices. The second area is related to the use of English as a medium of instruction. The third area is related to the availability of English sources at Algerian universities. Finally, the fourth area is concerned with assessing the academic development English language can bring to Algerian universities.

4.5.2.1 English at Universities

English language, during the SR, became more present in the Algerian universities upon official calls of the ministry of higher education and scientific research as displayed in the following figure (Figure 4.116):

Figure 4.116: Official call for developing the use of English at universities

Figure 4.116 conveys the call of previous minister, Dr. Tayeb Bouzid, to Algerian universities. The message written in Arabic was sent to rectors of different Algerian universities on July 19th, 2019 and was signed by the minister himself. Its translation is as follows: "Within the framework of encouraging and empowering the use of English language, and for the optimum flexibility of educational and scientific research in our sector, I ask you to use Arabic and English languages in the headers of all administrative and official documents". The letter carried a very clear message that stresses the government's eagerness to use English or Arabic on university's official documents. It must be highlighted that official university documents are usually

written in French language, especially when they are destined for international use, which makes the ministry's letter a clear call for disregarding the use of French and emphasizing English.

In order to further investigate the decisions that would make the future of English language in Algerian universities, I asked Algerian university teachers the following question:

Table 4.61: University teacher's question related to laws and regulations

Question	Type of question
Did you receive any new regulations related to the use of English at university after the smile revolution? If yes, what are they?	• Interview question

The aim of this question is to readdress the 'practices' to check how the decisions that had already been processed at universities were perceived by the university teachers as it would give a hint about the future of English at Algerian universities. The first decision that the university family received information about was the survey which presented the new bottom-up approach of the new government as one teacher explained: "actually they made a survey to collect opinions about English language and the methods of teaching it, but they did not apply 100 percent…". The second decision was related to the use of English on Algerian universities' linguistic landscape of university main gate signs, as voiced by another teacher:

> we received a recommendation to change the head pages like where you put the university name, address and logo. This recommendation came from the ministry and it was forwarded to us by the director of the university who said that the head pages should be in English with Arabic instead of French with Arabic.

The last decision focused mainly on modifying the presentation of universities on their official websites as one administrator and university teacher explained: "… the minister wanted to change … the university website, true they changed it. They now use English you know the automatic page appears in English, only that. Mailings and everything else are still the same …".

Figure 4.117: Sample of university's application of ministry's call

The first application attempt of the ministry's call to use English on official documents was found in Mila's University, by Abdelhafid Boussouf, the department head at the Faculty of Letters and Foreign Languages. The department head decided to share an announcement with the students of the department in the English language; however, the noticed is that the English text was criticized for spelling mistakes on the word 'successful', but it remains a serious attempt to the use of English in Algerian universities.

In addition to these attempts that would define the use of English in Algerian universities in the future, Algerian university students were asked about their preference regarding the year they want to study English at university in the future. To this end, they were asked the following question:

Table 4.62: Research questions on the future of English at universities

Question	Type of question
1. English language should be taught at all university levels (BA, MA, PhD) (scale question)	• Survey question
2. At what year should it start to be taught? (6 options)	• Survey question

These survey questions aimed to obtain the students' desire of the future of English language in Algerian universities. The first question was a scale question with five options: I strongly disagree, I disagree, undecided, I agree, and I strongly agree. The responses to this question are represented in the following table (Table 4.63):

Table 4.63: Findings on English language teaching level at universities

English language should be taught at all university levels (BA, MA, PhD)		
	Frequency	Percentage
I strongly disagree	1	.5
I disagree	4	2.0
Undecided	14	7.0
I agree	66	33.0
I strongly agree	115	57.5
Total	200	100.0

The findings at Table 4.63 and on the next figure show that the largest number of students (115) strongly agreed and 66 agreed, which equals 57.5% and 33% respectively. On the other hand, only 5% and 2% strongly agreed and agreed respectively, while 7% were undecided. These findings indicate that the majority of

Algerian students who participated in the study want English language to be taught at all educational levels at university (BA, MA and PhD).
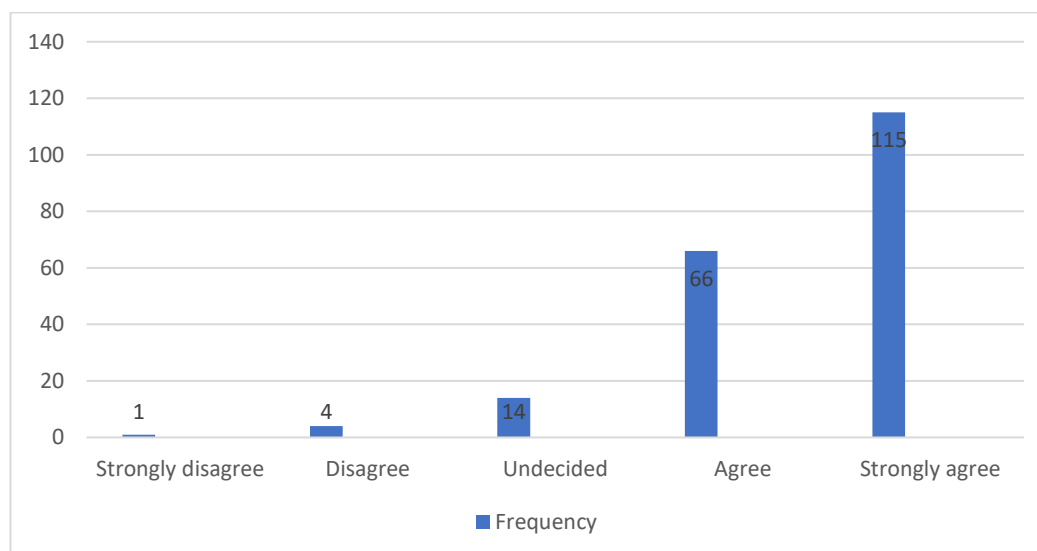
Figure 4.118: Desired English language teaching level at universities

In addition to the desired presence of English language at all university levels by the participating Algerian students, the students were asked the second question: "At what year should it start to be taught?" The question was presented with six options: 1st year of university, 2nd year of university, 3rd year of university, at Master level, and none of the above, it should not be taught. The following table (Table 4.64) and figure (Figure 4.119) present the findings to this question:

Table 4.64: Findings on English language teaching year at universities

At what year should it start to be taught?		
	Frequency	Percentage
1st year of university	196	98.0
2nd year of university	0	0
3rd year of university	1	.5
At Master level	2	1.0
None of the above, it should not be taught	1	.5
At PhD level	0	0
Total	200	100.0

Percentages

■ 1st year of university ■ 2nd year of university ■ 3rd year of university
■ At Master level ■ It shouldn't be taught
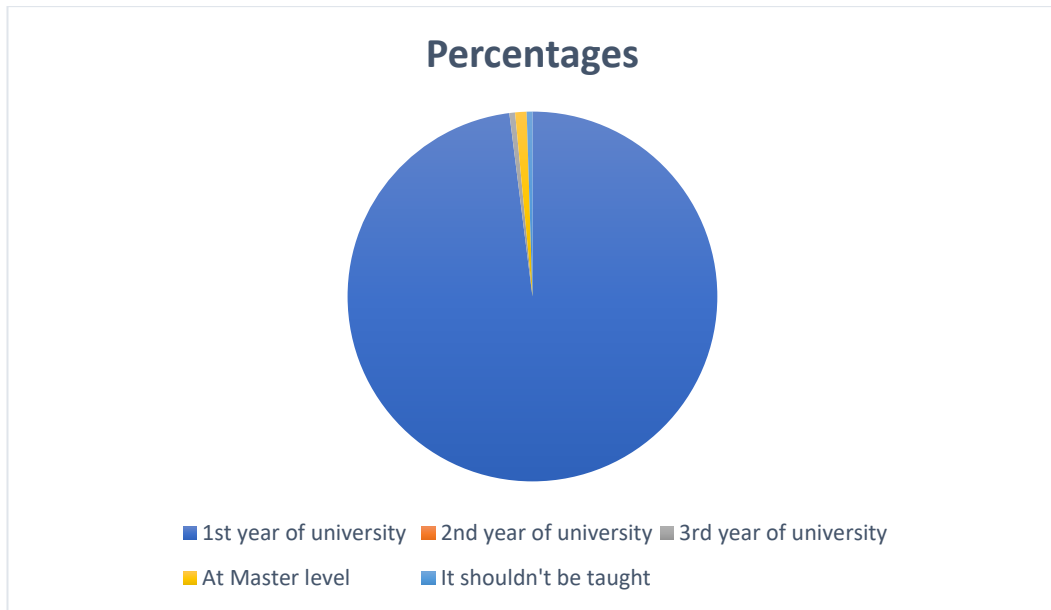
Figure 4.119: English language teaching year at universities

The findings show that there was a certainty in the choice of Algerian students. 196 out of 200 students selected that English should be taught starting from the 1st year of university. However, none of the participants selected 2nd year of university and PhD level while very few participants selected other options (i.e., 1 selected '3rd year', 2 selected 'at master level', and 1 selected 'it shouldn't be taught').

4.5.2.2 English as the Medium of Instruction

As of the time of writing this dissertation, Arabic and French languages are used as medium of instruction, except for one university that was reported by one Algerian university teacher that is Mohamed Bouguerra University for petroleum engineering program. Therefore, Algerian students and university teachers were asked a number of questions to elicit their view towards the use of English as the medium of instruction. The following table (Table 4.65) presents these questions:

Table 4.65: Questions related to English as the medium of instruction

Question	Question type	participant
What do you think about this?: All courses should be taught in English language at the university (as a medium of instruction).	Survey	University students
Do you think if you received English-medium education, it could help you to communicate in English and use it for academic purposes?	Interview	University teachers

The first question on Table 4.65 was introduced to students by providing five options: I strongly disagree, I disagree, undecided, I agree, and I strongly agree. The responses to this question are presented as follows (in Table 4.66):

Table 4.66: Statistics on the future of English as the medium of instruction

All courses should be taught in English language at the university (as a medium of instruction)?		
	Frequency	Percentage
I strongly disagree	7	3.5
I disagree	61	30.5
Undecided	62	31.0
I agree	37	18.5
I strongly agree	33	16.5
Total	200	100.0

The findings in Table 4.66 show great proximity among the students who agree, disagree or undecided. The agreeing students (37 agree and 33 strongly agree) constitute one third of the general population of 200 university students with total of 70 students. Similarly, the disagreeing students constitute the second third of the population with total of 68 participants (7 strongly disagree and 61 disagree). Closely, similar numbers were found for the undecided students who constitute the last third of the population with 62 of students, who were uncertain if they want English as the medium of instruction. The following chart (Figure 4.120) illustrates the three thirds of participants who held different opinions:
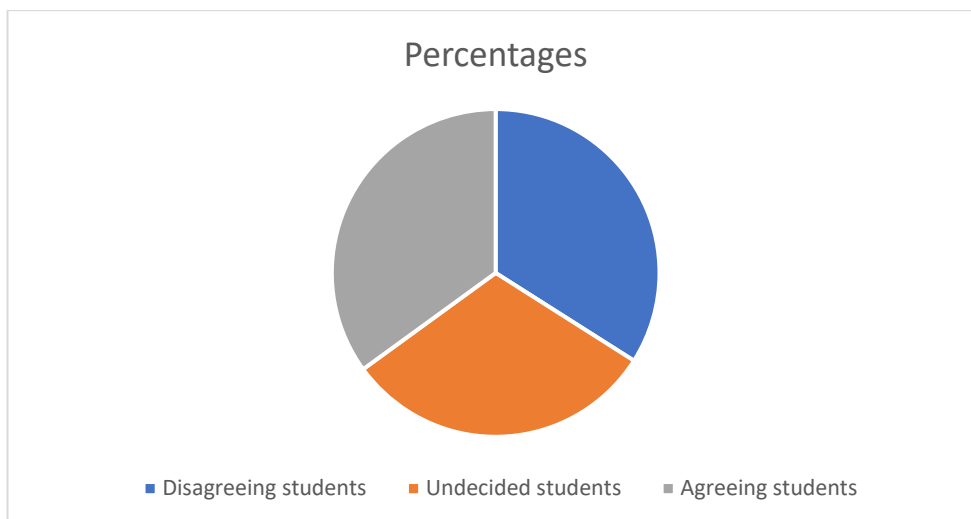
Figure 4.120: Approximate thirds of opinions on English as medium of instruction in Algerian universities

Figure 4.120 highlights the proximity in the number of students holding different opinions about the implementation of English as the medium of instruction in Algerian universities. This proximity is explained by two factors. The first factor is related to the department of students where the medium of instruction should be Arabic or French such as Arabic in Arabic language or law departments, and French in French language department. The second factor is related to proficiency level in English because I recall one of the students explaining that she wanted English language to be the first foreign language even if she did not master it well; therefore, it is very logical to have approximate opinions about the use of English as a medium of instruction while the proficiency levels of students differ.

To investigate the advantages of the use of English as the medium of instruction further, I asked university teachers who have had enough experience at university as students and then as scientific researchers the following question: do you think if you received English-medium education, it could help you to communicate in English and use it for academic purposes?

The responses to this question had four focal points. The first point was agreeing, yet cautious about the ability of the teaching staff at university to use English as the medium of instruction, as one of the teachers clarified:

> I am not against, but again I put emphasis on the fact that the professors who will give the course… they need to be formed (trained) and learn English. You can't give something if you don't have it in the beginning. This is my how to say … enquiry if we are going toward the English courses in the university, we must first think about the people who will teach it. Are they able to teach in English, or no? This is the main question.

This question that was asked by many teachers as well (i.e., are staff able to teach in English?) remains a problematic reflection that the majority of teachers discussed in their answers and further investigation into the matter will be discussed in coming points. On the other hand, the second focal point focused on the type of language current university teacher studied and the type that would bring for better command of English. An example on this opinion is as follows:

> It could be great if we studied everything in English. You know why… because the English we studied was related to general rules like grammar, sentence structure and so on, but if we studied the English of specialty, it would be more academic, so we can write articles, participate in conferences. It could be much more important, but if you teach me grammar rules, I don't see … (paraphrases) I know it's important, but you can self-train easily on these, but if it was the means of instruction, it could be more academic.

The opinion quoted above discussed that the reason behind recommending the use of English language as a medium of instruction is having better academic ability in the use of the language. On the other hand, some teachers had the chance to study courses with English as the medium of instruction and this represents the third focal point because it demonstrates the privileges such teachers had of having English as the medium of instruction. The following is a testimony who was taught with English as the medium of instruction in some courses:

> I already had English-medium education, so we were allowed to develop very good education in English, that is crystal clear for all the students who studied in that school and the courses were taught in English such as European institutions, west and southern case [course name at international relations department] and many other courses.

The last focal point focused on comparing the Algerian context with other countries that have English as the medium of instruction such as Middle Eastern countries. One of the teachers who had this opinion said:

> Of course… I gave you earlier the example of the Middle East… so big difference. I even have Palestinian students; their background was in English so their grades are really good and they rank first of their all this year's classes. Also, scientific material is available more in English.

This teacher compared the educational level of his Algerian students with their counterparts from Palestine. The teacher explained that his Palestinian students who had English as the medium of instruction in their country had better educational level than Algerian students who did not have the same language of instruction. The difference between the two was explained by the teacher by reference to educational materials which are accessible to those who master English and which are written in English.

4.5.2.3 English Language Sources at Universities

Developing and encouraging the presence of a language in an academic and scientific context such as the university require the provision of enough sources written on that language. On that matter, different research procedures were taken to assess the availability of English sources in Algerian universities, and to look into the desired number of English sources by Algerian students. In order to achieve that, university teachers and students were asked the questions that appear in the following table (Table 4.67):

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Table 4.67: Questions related to sources in English language

Question	Type of question	Participant
Does your university provide enough sources written in English?	Interview	University teachers
Do you think that the university has or should have sources written in English?	Survey	University students

The first question on Table 4.67 was addressed to university teachers because they are the ones who usually recommend sources to the university library; therefore, they would have more knowledge on the availability of sources and the process of bringing them to universities. The responses to this question varied from positive to negative responses; for instance, some teachers explained that their university library had enough English sources in their domain, such as the following teacher in Biskra university and at the department of civil engineering, who stated: "yes, they do. In my domain at least" then added " … the high-quality books or the reference books in my domain are in English. I can name three or four books out of these that are in the library". Another teacher at the same university and department showed less awareness of the nature of sources at the university and assumed they were written in French, as appears in his statement: "honestly I don't really know about the sources that the library has. We get all our sources from the internet, but most probably the sources are in French".

Other teachers from the north universities of Algeria explained a variety of opinions on the availability of sources and the willingness of students to read them. For instance, two teachers from the same university, Algiers 3, had different responses to the question as the following statement clarifies:

In comparison with other universities, I mean the ones I visited at least, it's very few. For example, even the ones we have are really old. I don't know they are not bringing new sources. You know even students are not really interested in those sources because I don't see them using them. I think that's why the university doesn't get more. The students goes [sic] directly write his topic in Arabic and search Arabic books to ease his work. It is rare to find students who really want to learn.

The teacher in the previous comment stated that there are very few books written in English language in the universities she visited, including hers. She explained that the reason behind that was the students themselves who prefer to use books in Arabic language to ease their work. Another teacher at the same university, Algiers 3, explained the lack of sources in English language by referring to the incompetency of staff in English language:

… can you imagine a librarian who is responsible for buying of books and journals! They only had training in Arabic, can you imagine. So even if they receive help from professors and on, the staff know nothing about other languages… that's why the staff recommends most of the sources, so that's why the library remains always as having limited sources.

The comment of the previous teacher attributes the unavailability of English sources to the linguistic incompetency of the library staff. Due to this incompetency, the teacher explained that university professors were the ones to recommend sources and result in having limited sources. The responses of other teachers at other universities were all negative, stating that: "no, we have none" referring to English sources.

After evaluating the situation of universities' libraries, the university students were asked the question "do you think that the university has or should have sources written in English?" and were given five options to select among: 1) none of the sources should be in English, 2) only few sources, 3) I am not sure, 4) half the sources should be in

English, and 5) all the sources should be in English. The answers to the previous question and their statistics are presented in the following table (Table 4.68):

Table 4.68: Findings on university English sources

Do you think that the university has or should have sources written in English?		
	Frequency	**Percentage**
None of the sources	5	2.5
Only few sources	4	2.0
I am not sure	32	16.0
Half the sources	112	56.0
All the sources	47	23.5
Total	200	100.0

The findings in Table 4.68 shows that the majority of university students (56%) would want half the university sources to be written in English language while 23.5% would prefer all the sources to be written in English. On the hand, 2.5% and 2% wanted no sources in English and wanted few sources to be in English, respectively. The last category (16%) of student were not sure whether or not they would want English sources. It must be noted here that the student participants were studying in different departments (such as Arabic literature and French language departments), which explains the numbers presented in the figure below (Figure 4.121).
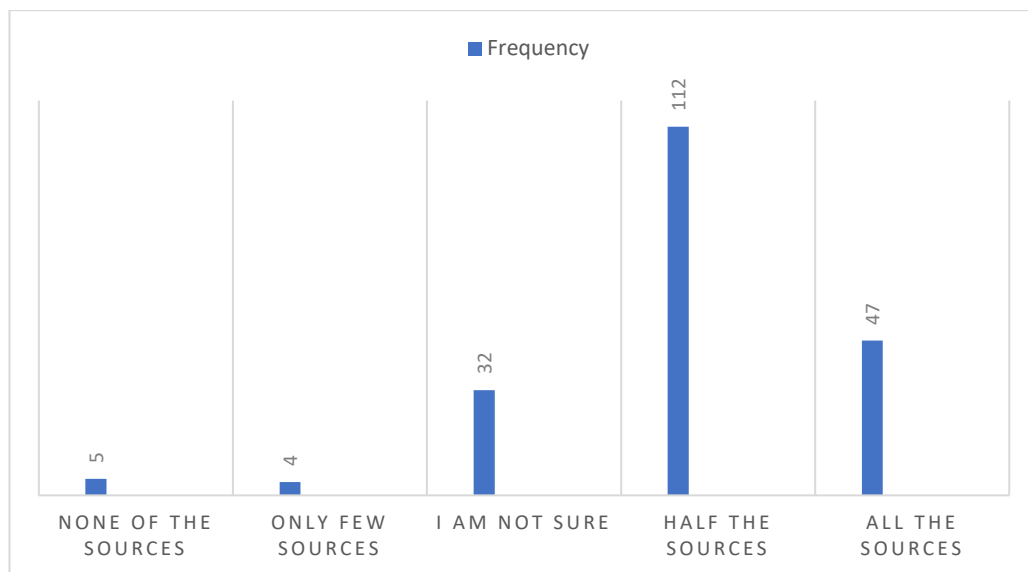
Figure 4.121: Student's opinion on English language sources at universities

4.5.2.4 English for Academic Development

In this section, the areas that would develop if/when the status of English language is increased in Algerian universities are addressed. However, the focus is mostly on the educational area or the academic development that would serve as an outcome from the perspective of university students. Also, the university teachers were asked about the condition that would make this development possible. The following table (Table 4.69) presents all the questions that have been asked to answer this area:

Table 4.69: Questions related to future academic development

Question	Type of question	Participants
What do you think of this?: Improving English language can academically develop Algerian universities	Survey	University students
Do you think it is important that the government provides English training course for university academicians?	Interview	University teachers

The first question on Table 4.69 asked to the university students was a scale question that included five options (I strongly agree, I agree, undecided, I disagree, and I

strongly disagree). The responses to this question are presented in the following table

(Table 4.70):

Table 4.70: University students' opinions on the connection between English language
and the development of Algerian universities

Improving English language can academically develop Algerian universities		
	Frequency	**Percentage**
I strongly disagree	1	.5
I disagree	4	2.0
Undecided	14	7.0
I agree	66	33.0
I strongly agree	115	57.5
Total	200	100.0

Table 4.70 shows that there was big majority of students (90.5%) who agreed 33% and

strongly agreed 57.5%, respectively, believing that improving English language at

universities would develop Algerian universities. On the other hand, very few students,

(.5% and 2%, strongly disagreed and disagreed, respectively) believed that improving

English language would not develop Algerian universities. Similarly, 7% were

undecided whether or not it would develop Algerian universities.
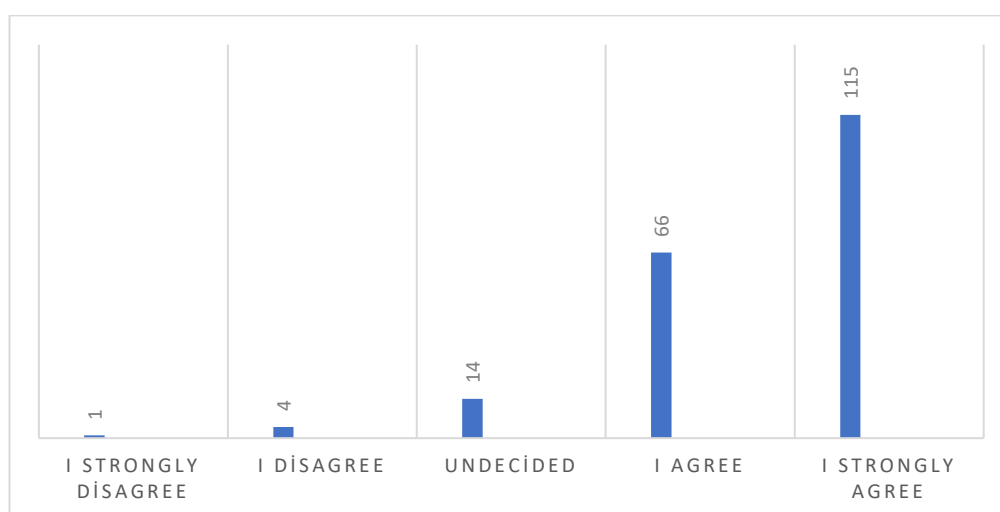
Figure 4.122: University students' opinion on the role of English in improving
universities' level

The findings (on Figure 4.122) indicate that there was a common belief among Algerian students that the improvements the government promised would enhance the academic level of Algerian universities. This belief seems to be generated from different beliefs that were shared in this study, such as the view of English as the language of development and modernity.

To have more realistic view on the conditions that would lead to this development at Algerian universities, university teachers were asked the interview question: "do you think it is important that the government provides English training course for university academicians?", and all the responses to this question were positive. To exemplify, one of the teachers stated:

> Yes of course. It is very important to train academicians for English language because it happens. I have colleagues who had their students are better than them in English. Imagine these students even ask to do their research papers in English, in this case the teacher who has a PhD and everything finds himself incapable of dealing with the language. For example, I have four or five colleagues who know nothing in English, like completely nothing they can't even write I'm fine and their students are way better than them. Even for books imagine when students is [sic] good in English, he can get better quality information than the teacher's because the teacher is limited in info available in Arabic or French, but the student goes further and checks sources, books which makes his information stronger … I think this is a weakness for university teachers.

The comment of the teacher above compares the students' level in English that outperforms the teachers' level in English and thus puts them in embarrassing situations. Another teacher shared the same opinion and insisted on the importance of having training courses, by stating that: "yes I think of course they must get training courses… especially I think as my experience and my relationship with some professors… also some students at university… I think it must be like that, firstly

getting some training courses that can help them in increasing their capacities in this foreign language".

One of the teachers preferred to discuss the new laws that the ministry required for newly-assigned teachers. The following is the dialogue that happened between the researcher and one of the teachers:

> Teacher: Yes, it's very important. Actually, right away they are requiring B2 level to pass from the status of training professor like when you start working at the university or first year you have a training status and to be confirmed in your position, they are now asking at least B1 level in English so …
>
> Researcher: Is this new or it was always there?
>
> Teacher: The rule was there since 2008, but they started applying it just one year or two years ago
>
> Researcher: So, it is a must?
>
> Teacher: It is a must yes; it is a must you have to submit a certificate to get your position.
>
> Researcher: Certificate of English, do they ask something for French?
>
> Teacher: No, they don't. They ask for English beside taking course in two other courses: psychological teaching techniques and also this online course how to make a course online and how to make and use the Moodle platform. and stuff like that.
>
> Researcher: So, technology, English and psychology!
>
> Teacher: Yes, exactly.

From the teacher's comment, it can be concluded that the newly-recruited university teachers need B1 level certificate to have full status admission at university. This certificate would guarantee certain proficiency level to university teachers and ensure certain quality assurance for the hiring university. In addition to this, some teachers suggested creating ties between English official bodies and language centres at universities. Here is an example of one of the teachers who suggested this:

> Yeah, I think so… yeah … I wish they do it. What is missing in language centers is to create ties with embassies or I don't know such as the American

embassy. If they bring American or create an American center where we can hear English from natives, this would be much better. I think the American embassy already started doing that because it has centers in Ouargla, Constantine and Oran. I wish they remember academicians as well so they can benefit from that.

From the teacher's reflection on the collaborations between Algerian universities and ties to be established, it is understood that the American embassy had already opened centers in different Algerian universities. Also, the teacher suggested that native speakers of English would provide a vivid experience and direct contact with the language and the carriers of its culture.

Figure 4.123: Conditions for promoting English and developing universities

Figure 4.123 above highlights the three conditions that would take Algerian university to the next level by promoting English language. The conditions mentioned in responses of different Algerian university teachers were: teacher training programs, certificates in English language, and collaboration with official native bodies such as embassies.

4.5.3 Socio-Cultural Future of English Language

Regarding the government's deliberate intentions of empowering and encouraging English language use in Algerian schools and universities, I aimed to discuss with

the Algerians (from different fields such as teachers, students, and shop/restaurant owners) on the future of the language in the Algerian society and its place in the Algerian culture. The following table (Table 4.71) presents the questions that were addressed to each category:

Table 4.71: Questions related to the future of English in the Algerian society

Question	Type	Participants
What do you think of this?: Improving the status of English in Algeria would make it used in daily basis like it is the case with French.	Survey	University students
How do you see the future of English in Algeria?	Interview	• University students • University teachers
Do you think English will have more presence in businesses in the future? If yes, why? If no, why not?	Interview	• Shop/restaurant owners

4.5.3.1 Students' View of the Future of English in Algeria

In this section, the students' opinions on the future of English language in the Algerian culture and their expectations on the future of English in the country are reported. To look into that, the students were asked the survey question and the interview question that appear on Table 4.71. The survey question is a scale question that was introduced with five options (I strongly agree, I agree, undecided, I disagree, and I strongly disagree). The responses to this question are presented in the following table (Table 4.72):

Table 4.72: Statistics data on future of English in the Algerian society

Improving the status of English in Algeria would make it used in daily basis like it is the case with French.		
	Frequency	**Percentage**
I strongly disagree	1	.5
I disagree	11	5.5
Undecided	54	27.0
I agree	72	36.0
I strongly agree	62	31.0
Total	200	100.0

The statistics in Table 4.72 above show that the majority of Algerian students (36% agreed and 31% strongly agreed) believed that improving the status of English in Algeria would make it used on daily basis in Algeria as it the case with French language. However, very few (.5% strongly disagreed and 5.5% disagreed) believed that English would not be used on daily basis by Algerians and 27% were undecided whether English would be used or not.
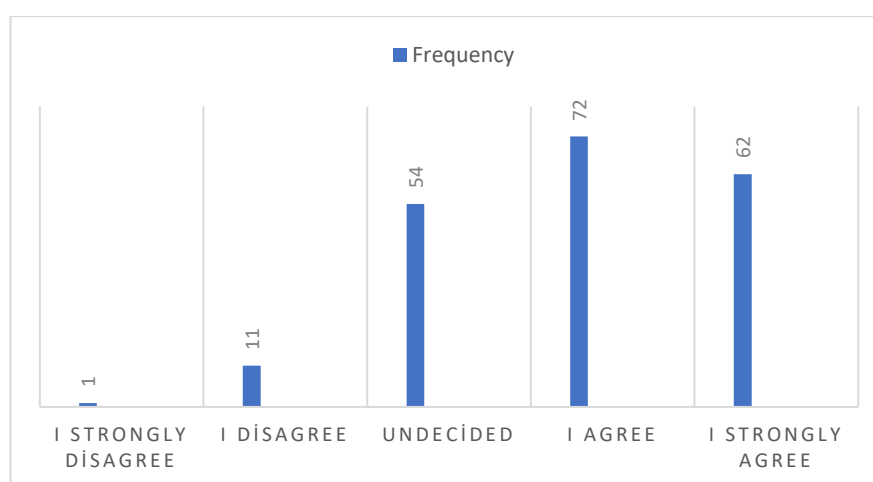
Figure 4.124: Future of English in the Algerian society from the perspective of Algerian students

According to the findings displayed on the figure above (Figure 4.124), there is a common belief among Algerian students that improving the status of English language in Algeria would enable it to be used in Algerians' daily language as is the case of French. It must be highlighted that at the time of writing this dissertation French language was currently used by Algerians in their daily speeches in a form of code-switching or borrowed words.

The university students were also asked the interview question " how do you see the future of English in Algeria?" and all the answers speculated that the English language would have considerable development with one condition, which is the government's will, as explained in the following two opinions. The first opinion stated that:

> if they really apply the decisions which they announced, I see that English will have great future in Algeria because the majority of Algerians know English, but they don't have opportunities to use it due to the limitations it has in Algeria. I mean the domination of French reduced its value and I wish these changes.

The second opinion clarified the same view by stating that:

> I think if the government keep on taking the development of English now in Algeria seriously and people also, then there will be a bright future I guess especially for the upcoming generations. I also hope the upcoming will find really good platform or base for them to practice and learn English and use it as a second language in their studies or life.

These two previous opinions are just an example of plenty that discussed the fact English would develop only if the government continues on developing and promoting the language. Another view holds that English would develop in Algeria in the future because of the owners of big business since English is the language of business. The following statement is an example of students who shared the stated opinion:

> As long as we are in the capitalism reality where the stronger economically always wins, so English is the language of money and of business and even of science, of traveling. English will have its place in an incredible way in Algeria. Why I say this! Because I have connections with people who do big businesses, they want to learn English and always looking for teachers to give them private lessons. So as long as the society wants and the government is willing, its status will be much better, definitely.

The comment above emphasizes that English would be developed through business in Algeria; however, it also emphasizes that there are conditions for that and amongst were already mentioned such as government will, but also adds 'society will'. On the other hand, a group of students 'hoped' that it develops because of the benefit that it can bring to Algeria as a country in the international level. An example of this opinion is stated as: "I hope they improve because it helps to give our country a better status among other countries in the world". Other opinions considered the fact that English is the 'world language' and this would eventually impact its development in Algeria. An example of this opinion is as follows:

> it will be number one in Algeria with time because it is the most spread language in the world. I also read once that China will be the world's strongest economy so learning Chinese is necessary, but because it is a difficult language, the alternative would be English.

Similar opinions highlighted that English would impose itself because of the world status it has and the choice of the new generation, as one student explained: "I see that it will impose itself. The new generation will impose it because they are smarter than us, so I think it has very bright future in Algeria". Despite the majority who thought English would develop in the future in Algeria, there was one student who held a different perspective and stated that:

> it doesn't have big future in Algeria because French is in control. I feel English will be learned only when there is a need like for business or traveling. It can't be a used language in Algeria or a teaching language in schools.

The last opinion highlights that English would not have a big future in Algeria unless it is a means for traveling or doing business, but it cannot be used as medium of instruction in schools.

4.5.3.2 University Teachers' Views on the Future of English in Algeria

University teachers are the second largest population of the present study. Their responses to the question "how do you see the future of English in Algeria?" went into one main direction with very few deviations. The main direction was not very different from the responses and opinions of students; in fact, the opinions were similar to the students' view of condition fulfillment for better future of English in Algeria. For instance, a teacher explained the need for condition fulfillment represented in the government's will as in the following: "the future of English language depends on the political will and the will of people to go to a universal language, a language of research and development, a language that allows for the evolution of Algeria". The comment of the previous teacher considered the future of English as dependent on a shared will between the Algerian government and Algerian people. The same teacher believed that language would bring development and evolution to the country.

Another idea that emerged from the conducted interviews was that the future of English would depend on the political relation between Algeria and France. One of the teachers who expressed this idea commented on it as follows:

> The future of English in Algeria is directly depending on the political relationship between Algeria and France, wherever this political relationship is deteriorating the English language is used as a Scarecrow by the Algerian government, on the other side there is a big willing to opt for English among youngster and youth people, to arrive to an end, the future of English in Algeria is full of uncertainty and balancing from bright to dark depending on political will of change, but in overall a lot of improvement has been made regarding to use of English language as a foreign language in Algeria.

This teacher expressed his belief that English witnessed a lot of improvements by the Algerian government. Also, he stated that there was a big will by the Algerian youth to improve it, but its improvement would rely on the government will. Similarly, other teachers pointed out that English would be developed in Algeria because of a spreading consensus among Algerian youth, as one teacher explained:

> I think it will be better because I see people now and students are looking forward to learning English and they became aware that who doesn't know English can't achieve much, so I think it's very important and I think the government also will improve it.

The consensus that the previous teacher discussed is related to the belief among Algerian youth that knowing English would help in having better chances and more success.

Other teachers preferred to express their wishes about the future of English by attributing some adjectives to it, as one teacher explained: "it is the closest language, the best and the easiest"; or by wishing it would have better future in Algeria, as one teacher explained: "inshalah this language would have more support from the government in Algeria, in administration, in teaching all levels and by all students and pupils". Despite all the positive expectations uttered by the majority of the university teachers, one teacher stated that: "rien n'est claire en Algérie. On peut rien prévenir" in French which can be translated as: "nothing is clear in Algeria. We can't prevent anything".

The following chart (on Figure 4. summarizes the three conditions that the Algerian university teachers previewed as necessary for better future of English language in

Algeria. These conditions are: government will, public will, and shared consensus about the importance of English language.
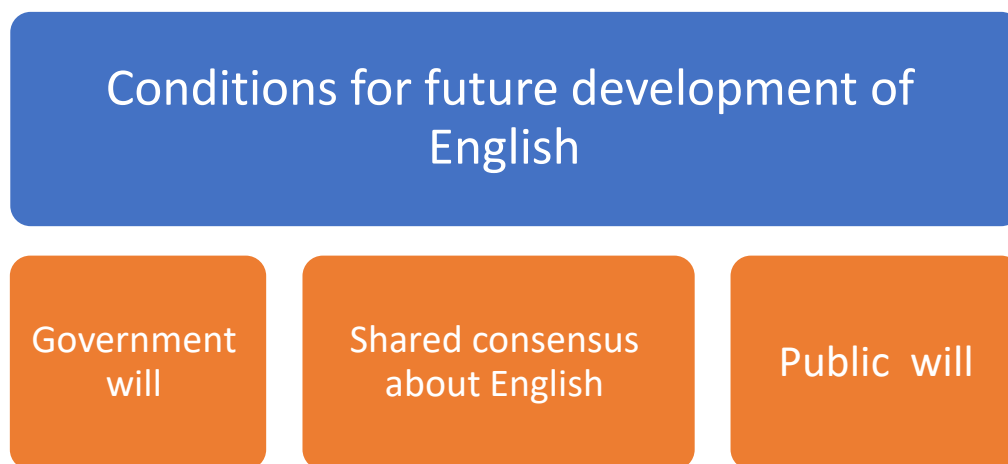
Figure 4.125: University teachers' perceived conditions for the development of English language in Algeria

4.5.3.3 Future of English Language in Algerian Linguistic Landscape

Shop and restaurant owners comprised one of the categories that were addressed by the government's decisions amid the SR protests; therefore, they were involved in this study to discuss the future of English language in their domain of business. Their responses to the interview question "do you think English will have more presence in businesses in the future? If yes, why? If no, why not?" varied but all went in the same direction. For instance, the first shop owner stated the following:

> in the case of local market, I don't think so because we use Arabic, a little bit of French, and a little bit of English … it's all about the person himself if he's influenced by English or French as in my case I'm influenced by English. In international business, it will for sure, but if the Algerian government open the market to people from outside to do business in Algeria, so there will be foreign languages used in Algeria and the common language we can all use is English, so maybe if Algeria will open the market, English will be present as in the case of the UAE … they are Arabs, but most used language there is English because it's the language that everybody can use and understand.

The perfume shop owner in his comment explained that in order for English to have future in Algerian business, there should be a government will of opening horizons for international markets to do business in Algeria. A similar opinion was shared by a watches' shop owner who expressed similar views to the previous owner by stating that: "If the government changes its business orientation from France to other English countries, we will be obliged to use it more. So, it depends on the government, I guess". The previous owner's explanation highlights that the government would be responsible for the development of English language in Algerian businesses and this development can only be achieved if there are new orientations towards English markets, not the French market.

Differently, the restaurant owner expressed his belief that English would have a better future in Algeria in time. He explained that by stating:

> I think it will have good future in Algerian business but it will take time to do so because it is not used in small business, but I know many people with big businesses trying to learn it so they can carry on their business by themselves.

The restaurant owner highlighted that the development of English language would be a result of the interest of big business owners in learning and using English to conduct their businesses.

From all the responses of shop and restaurant owners, it can be understood that English will have good future in Algeria if the government has a will of disorienting from the French market and open doors for international markets in Algeria; and if the big business owners continue in learning and using English as part of their business plan. The following chart (on Figure 4.126) summaries all these conditions:
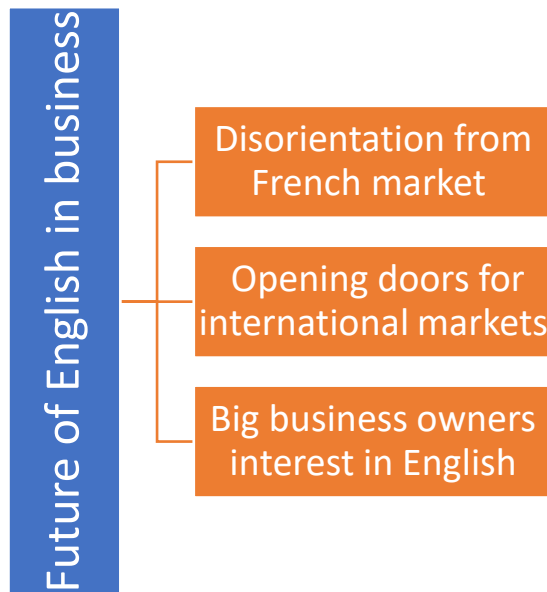
Figure 4.126: conditions for the development of English in Algerian business sector by shop and restaurant owners

4.6 Summary

In this chapter, the data collected from different categories of participants through interviews and survey and other descriptive data (videos, news reports, and social media content and comments) were analyzed to answer the five research questions of the study. Also, the layout of the chapter respected the framework adapted for the research, that is Spolsky's theory of language policy. Each section of the present chapter analyzed and interpreted the findings through summaries at the end of each section and point. The following chapter discusses these results and findings and draws possible conclusions from them.

Chapter 5

DISCUSSION AND CONCLUSION

This chapter presents the discussion of the findings of the present study related to the beliefs and national ideology in Algeria, the practices of English in Algeria and the globalization process, the impact of practices on political decision, the management of language and the sociolinguistic situation of the country and linguistic rights, and the future of English language in Algeria. The chapter also presents the research conclusions deriving from the findings related to the research questions and the potential implications of the study. In the last section, the limitations and delimitations of the study are clarified as suggestions for future research.

5.1 Discussion

The findings of the present study answer five main research questions which included: i) what are the beliefs and national ideology of Algerians on foreign languages that triggered the change symptoms in foreign language policy in Algeria?; ii) how are the Algerians' practices in English language different after the smile revolution?; iii) how do the participants view the impact of English language practices on post-SR government decisions?; iv) in what ways did the management of English language and the socio-political situation lead to initiate new policies that respect the Algerians' linguistic rights?; and vi) in what ways can a bottom-up process to language policy improve the future of English language in the educational settings and the socio-cultural practices in Algeria?

5.1.1 Discussion of the Results of Research Question #1: Beliefs and National Ideology of Algerians on Foreign Languages that Triggered the Change Symptoms in Foreign Language Policy in Algeria

The findings demonstrate the Algerian university students' belief that French language dominates most areas of practices. However, there was a consensus among all the participants of the present study (university students, university teachers, diaspora, social media influencers and business owners) that English language should be the first foreign language despite the difficulty to obliterate the presence of English without careful study and planning by the Algerian authorities.

In fact, the majority of students highlighted that to promote English presence in Algeria, it should be present in different domains of Algerians' social, administrative, business, education and media contexts (i.e., education, oil industry and business, national press, television and radio, official national work-entrance exams, social media, policy). On the other hand, university teachers, diaspora, social media influencers, and business owners shared an ideology related to the importance of English language on the national and international scale by attributing different connotations to the language. The university teachers clarified that English is science language, universal language, publication language, and technology language. While university teachers focused on the different areas of importance, the diaspora believe that English contributes to the development of Algeria since it has the ability of developing Algerians individually. In the same vein, social media influencers explained that English represents intelligence, fame, superiority, knowledge, evolution, and international culture and exchange. Differently, business owners preferred to focus on the business-related beliefs about the English language. Their

beliefs considered English as a language of prestige, modernity and attraction. Also, English was believed to serve different communicative functions with international customers and businessmen, and in doing research about business.

5.1.2 Discussion of the Results of Research Question #2: Difference in Algerians' Practices in English Language after the Smile Revolution (Pre-Smile Revolution and Post-Smile Revolution Practices)

From the findings, it appears that Algeria has two phases of English practices: pre-SR practices and post-SR practices. The pre-SR practices (in education, business, political speech, media and TV, social media, linguistic landscape, and linguistic landscape) were dramatically incompatible with government practices (i.e., top-down practices) since the Algerian policy makers focused on using, improving and prioritizing French language as a foreign language in all different domains. However, the post-SR top-down practices in the same domains appear to be walking hand in hand with the public needs, beliefs, ideologies, desires and practices. This change in the top-down practices is explained through the voices of bottom-up practices that were mostly heard during the SR protests.

The areas that witnessed change are related to the following areas: business and political speech, TV and social media, linguistic landscape, education, social impact and human and environmental development, and political expression. The first area of business and political speech before the smile revolution is characterized by few attempts of officials to highlight the importance of English, few attempts to use English, and a lot of sarcasm and mockery to those attempts by the Algerian public on social media. However, after the smile revolution, there was more commitment to support and use English language. For example, ministers encouraged the Algerian

press to support English, politicians used English to speak with international investors, and to give official speeches and declarations. Also, English became the language of Algeria's biggest companies (oil and energy companies). As a result of these practices, the Algerian public considered the ministers who used and encouraged English as competent.

The second area of TV and social media witnessed a movement that was mostly visible in the area of social media. For instance, English on TV, before the smile revolution, was only visible in a single private channel that started an English news department that was closed due to unfairness in treatment compared to their counterparts of French and Arabic departments. However, immediately after the smile revolution, the Algerian government announced a teaching channel that focused on teaching international languages (English and Chinese). Contrarily, English on social media appears to be the area that had most practices in English language since English is used as a part of code-switched language (a language based on the use of a mix of Arabic, French and English), as a language used to make humorous content on social media (i.e., English language memes), and as a language that caused public request against French language and in favor of English language.

The third area of practices is linguistic landscape. This area is characterized by two forms of practices: bottom-up and top-down practices. The first form of practice, bottom-up practices, did not encounter many changes in practices since English was always present in bottom-up signs. However, the second form, top-down practices, witnessed a movement against French signs that was interpreted through a law by the advocate ministry to change French signs into Arabic and other language that is

preferred by the business owners, and by the addition of English signs in Algeria's new airport.

The area of education is the area that is considered as the area that witnessed most of English movements since the government started to promote English in Algerian universities. Before the smile revolution, the Algerian universities relied on teaching English as an ESP course or as a course of foreign language that is taught once a week, and on using Arabic (in literary domains) and French (in technical and medical domains) as the mediums of instruction. However, after the smile revolution, the Algerian government decided to promote English in Algerian universities and assigned different committees to study and plan the promotion of the language in Algerian schools and universities. Also, the Algerian government signed many agreements with English-countries (USA and UK) to start the first English school in Algeria and the first university that uses English as a medium of instruction. These decisions were received by official rejection of the French representatives in Algeria.

The sixth area is social impact and human and environmental development. This area encountered the use of English for social and environmental development before and after the smile revolution. Therefore, the area did not live changes related to the smile revolution. On the other hand, the area of political expression that is associated to the smile revolution protests saw a massive use of English for purposes of political expression. This expression was observed in the placards written in English by the protests and in the chants sang during the protests.

In summary, it can be said that foreign language policy in Algeria went through a turning point amid the SR protests. This turning point is not a born of the moment, but

a succession to existing beliefs, ideologies, practices, and globalization realities that existed long before the protests. However, with the Algerian government history of being a government of reaction (e.g., establishing Berber language as the second official language after protests in 2004), a sequence of events represented in the SR protests was needed to establish new top-down practices and to open doors for more inclusive bottom-up approach to foreign language policy.

5.1.3 Discussion of the Results of Research Question #3: The Impact of English Language Practices on Post-SR Government Decisions

The study found that the factors that triggered the change symptoms in foreign language policy are mainly related to:

- the demands of Algerians during the SR protests according to the majority of the participants and the pressure it created on the government.

- other factors (linguistic landscape, business, education, globalization, social media, interest in English culture) which were believed to cause a movement in the government decisions related to English language.

The combination of factors that triggered change symptoms shows that there is a large number of Algerians (represented in the different categories of participants in this research) who see that the SR had more impact on political decisions since all the other factors existed before the SR, but the actual change in decision-making occurred only after the SR. Besides the view of SR as decisions-trigger, the SR protests are also believed by the majority of Algerian students as effective in attaining linguistic rights. The link between the SR protests and linguistic rights shows that the protests of the SR have a role in making bottom-up voices heard by top-down responsible and in establishing linguistic rights.

The SR protests did not only trigger the political decisions, but also was an interpretation to the Algerian streets' sociolinguistic and political situations. For instance, there was a protest against the old regime, the French interference in Algeria and the difficult living standards. Also, the practices of Algerians and the use of English for political expression during the SR protests and their denunciation of French existence forms in Algeria drove the government towards conclusions in favor of English. In addition, the connotations attributed to English language that were announced during the SR protests played a major role in the decision-making. These connotations are related to the view of English as an international language, language of communication, language of development, language of prestige, language of modernity, and language of science.

5.1.4 Discussion of the Results of Research Question #4: The Ways Management of English Language and the Socio-Political Situation Led to the Initiation of New Policies that Respect the Algerians' Linguistic Rights

Algeria, before the smile revolution, lived unstable socio-political situation that was interpreted through the demands (rejection to the old regime and difficult living standards) of the protestors of the smile revolution. In addition to the socio-political situation, Algerians inherited a linguistic situation (represented in French language) that they reject due to the use of French in Algerian universities as the medium of instruction, colonization history, the economic benefit of France from Algeria, and the French interference in Algeria's policy.

These situations (socio-political and linguistic) led the Algerians to protest against the reality they live and interpreted that through their belief that protests can help them attain their rights (including their linguistic right, according to the majority of 120

Algerian university students). It was also believed that the smile revolution caused the government to change its stand towards English language.

The decisions of the Algerian government were welcomed by a number of Algerian students; however, there were larger numbers undecided about the government decisions (whether satisfied or in favor). The reason behind that could be related to the distrust feelings by Algerian students and uncertainty whether they trust or distrust the government. The distrust and dissatisfaction feelings are mainly related to the political realities that reigned the Algerian political scene for ten decades and the gap it created between the public and politicians. In addition to the students, the majority of the other participants (university teachers, diaspora, social media influencers, and business owners) showed satisfaction towards the government language-related decisions. However, there were concerns about the rapidity of the decisions that seemed non-studied and non-planned by few. The good number of participants who are in favor with the new governmental decisions related to English language indicates that the Algerian public is finally satisfied with being involved in the decision-making and that a policy based on bottom-up approach is to be established.

5.1.5 Discussion of the Results of Research Question #5: The Way a Bottom-Up Process to Language Policy Improves the Future of English Language in the Educational Settings and the Socio-Cultural Practices in Algeria

Algeria, before the smile revolution, lived unstable socio-political situation that was interpreted through the demands (rejection to the old regime and difficult living standards) of the protestors of the smile revolution. In addition to the socio-political situation, Algerians inherited a linguistic situation (represented in French language) that they reject due to the use of French in Algerian universities as the medium of

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5.1.5 Discussion of the Results of Research Question #5: The way a bottom-up process to language policy improves the future of English language in the educational settings and the socio-cultural practices in Algeria

A bottom-up approach necessitates involving the public in more detailed decision areas; therefore, the public can be involved in deciding about the presence of English in schools, universities, society and culture. About English in schools, the majority of university students believe that English should be taught at the 3rd year of primary school instead of the 2nd year of middle school to expose pupils to the language at an earlier age.

At universities, the majority of university students believe that English should be taught at all university levels (BA, MA, PhD) while approximate numbers of students think it should be the medium of instruction and think it should not be due to their level of proficiency and department of specialty. In the same context of universities, half the student participants believe that half library sources should be written in English. Most importantly, there is a very high consensus that improving English language presence at universities can academically develop Algerian universities.

Similar to the educational context, the participants of the present study believe that empowering English at schools and universities would give it more powerful status and functions in the Algerian society. For instance, a large number of students (144 of 200) believe that improving the status of English means that it will be used in daily practices of Algerians as it is the case for French. Also, business owners talked about the implications of the spread of English in Algeria which involve disorientation from the French market and more exposure to international markets.

5.2 Conclusion and Implications

The present study addressed the area of language policy in Algeria from the perspective of different participants (university students, university teachers, diaspora, social media influencers and restaurant/shop owners). The variety of participants and perspectives led the researcher to a set of findings that summarize the realities of English in the Algerian language policy, English in 'language-in-education' policy in Algeria, English development and spread in the Algerian society, English usage in different Algerian contexts, namely Algerian linguistic landscape, Algerian social media contexts, and political expression.

The current study revealed that the recent English-related decisions of the Algerian government are a result of reigning beliefs and ideologies, Algerians' practices and the globalization factors, and the sociolinguistic situation and management of English in Algeria. The fact that the Algerian society is a multilingual context (Belmihoub, 2018) made it relevant to question the beliefs of Algerians on the main foreign languages in the country (French and English). These two languages had been for long described to be in rivalry (Benrabah, 2004) and the power was always attributed to French languages as Euromonitor (2012) reports revealed. However, the present study highlights that this power is highly challenged by the beliefs related to English language. The findings showed that French is currently the preference of the Algerian government and the language dominating official settings and administrations while this preference and usage were protested against during the SR protests. On the other hand, English is perceived as the language of education and science by university students who also believe it should be the first foreign language in Algeria; the language of different sciences, tourism and telecommunication by university teachers;

the language of development by Algerian diaspora; the language of superiority, fame and cultural exchange by social media influencers; and the language of prestige and modernity by restaurant/shop owners.

The positive beliefs on English language and the views on its importance by different categories of Algerians show that there are newly-attributed goals and functions to English language, which led to deliberate efforts (represented in protests against the French interference and language in Algeria during the SR protests) to influence status planning (Cooper, 1989; Roda-Bencells, 2009). Additionally, the role that English is playing and is desired to play opens doors for recently developed communicative purposes, view of English as lingua franca, and desire to promote the foreign language in Algeria. These latter aspects are seen by Baldauf (2004) as key aspect for status planning of any foreign language in any setting which can be visibly applicable in the Algerian context. Furthermore, the prestige that English language gained in Algeria allows it to continuously develop in the Algerian case. As Haarmann (1990) explains, policy makers are generally concerned with prestige planning to raise the prestige of certain language to develop positive attitudes towards it by the speech community; however, in the Algerian context, prestige was developed from bottom-up grounds (such as restaurant/shop owners) and by standardness or superiority due to its socioeconomic role (Milro, 2001) that became more noticeable in the Algerians practices that affected the government's decisions.

The beliefs and ideologies related to English language in Algeria guided the majority of socio-linguistic practices of Algerians. In the present study, seven areas of practice were addressed, namely, business and political speech, TV and social media, diaspora, linguistic landscape, education, social impact, and political expression. The findings

demonstrate that there are some practices that were strengthened amid the SR protests. These practices are mainly related to the government practices in managing international businesses, in conducting political speeches, and in determining English language teaching and learning in public settings.

Since beliefs and practices have the capacity of revealing the lack of credibility in formal policies (Spolsky, 2005), the practices of Algerians show that the Algerian government marginalized the social, economic and linguistic developments that occurred in the Algerian society since the 2010s. The research findings clarify that international businesses and political speeches in Algeria were conducted in French language despite the negative attitudes towards those practices; however, the SR protests brought up a new trend of using English language or Arabic (the official language of the country) for the same purposes by the Algerian policy makers. The usage of English was welcomed by the Algerian public and was viewed as a new era of business and political speech that guarantees new business prospects and independence from the French colonization.

The second domain -social media- was a more flexible area because it is a free ground of actual practices of the Algerian youth that was influenced by the globalization of internet and the use of English to create content worldwide. However, the area of official media, specifically TV, resisted all attempts of implementing English language because of the insincere intentions of public and private outlets in integrating English language content. Following the SR, the newly-assigned policy makers considered future prospects of creating TV channels that teach world languages such as English and Chinese.

On the other hand, the Algeria diaspora are an eagle-eye to the change of practices in the Algerian society. In fact, the testimonies of the diaspora show that English became a language of the youth, the elite or well-educated, and prestige. In the same vein, Algerian diaspora proved to be one of the reasons Algerian locals use English to practice with them, which confirms the opinion of Chellia (2018), who suggested that crossing borders would promote English language use in Algeria.

The area of linguistic landscape is one of the underrepresented areas in the Algerian literature, except for few studies by Benrabah (2014) and Ouahmiche, Beddiaf and Beddiaf (2017). The reason behind that was not discussed in the previous literature (to the best knowledge of the researcher), but there were descriptions of the reigning foreign language power of French as a foreign language in the Algerian linguistic landscape (along with Turkish and Chinese in construction sites of the similar background). However, the findings of the present study highlight that there has been a booming wave of English language in bottom-up signs since 2017 and is expected to spread larger in the following years. The spread of English language in the Algerian linguistic landscape shows that the Algerian society is moving towards linguistic landscape that is affected by mobility, globalization and technology (Mensel, Vandenbroucke & Blackwood, 2016). Differently, the presence of English in the field of education was static since the 1990's failed-attempt to make it the first foreign language in Algerian schools (Benrabah, 2004). The failure in the 1990s encouraged the Algerian government to continue in its practices until recently amid the SR protests. The new Algerian government, represented by the ministries of education and higher education and scientific research, announced that English language would be

more presented in Algerian educational settings and has assigned committees to process short, mid, and long-term plans.

An area of practice that was not affected by the SR protests to launch, but by globalization, is the use of English to create social impact in the Algerian context and worldwide. On the contrary, another area that established a new use of English language in Algeria is political expression. This summarizes the main reasons behind the new practices of English language in Algeria, such as the refusal of colonization language (French) and colonization interference (France), the category of protesters who are youth, seek for globalization and world reach, and establishment of new demand of an international language. The previous reasons that the Algerian student protestors discussed fall in the essence of postmodern language policy and planning in multilingual contexts, that is, finding reasons for the development of languages (Goundar, 2017) and focusing on actual social activities (Johnson, 2013).

The government decisions related to English language were perceived by all the research participants as a result of the SR protests and previous demands. These decisions have been welcomed by the majority of participants, except for university teachers who considered the decisions as reaction decisions that were not based on solid grounds. Whether the government decisions are reaction decisions or actual decisions of good intentions, it is clearly visible that the Algerian government opted for a bottom-up approach to language policy and planning for the first time in Algeria's history with foreign languages. This type of approach considers the needs and practices of societies, as McCarthy (2011) explains.

The analysis of Algerian foreign language policy through the i) beliefs and national ideology, ii) practices and globalization, iii) sociolinguistic situation and language rights, and iv) language management (Spolsky, 2004) shows that the country has all these four conditions to establish English language policy based on the whole of conditions. With the government's linguistic intentions (despite the distrust of some Algerians) and the prevailing beliefs, practices and language-in-education decisions, Algeria appears to be going into the direction of reinforcing the presence of English in the Algerian society and in policies.

5.3 Limitations and Delimitations of the Study

The nature of the participants as young participants hinders the generalization of the findings. In fact, it was already observed that older university teachers have different beliefs and ideologies towards the present foreign languages (English and French) in Algeria. The choice of younger participants was deliberately made since i) they represent the future of Algeria, ii) they perform the majority of the smile revolution protestors, and iii) they belong to the institutions (universities and businesses) that are going to be influenced by the Algerian government's language decisions.

The number of research methods (quantitative data and qualitative data in a form of interviews and descriptive data) used in the present study can be considered another limitation since it is challenging to analyze and connect all the available data. However, the use of triangulation method and the parallel convergent method of Creswell (2014) helped in connecting the available data and categorization of themes and sub-themes to arrive at the study's conclusions. In addition to triangulation in mixed methods, transferability of the findings is guaranteed since they relied on different sources and participants to attain the data. Therefore, there is a high level of

"consistency between the research purpose[s] and resulting inferences" (Clark & Ivankova, 2016) since a mixed method was adopted to conduct the study.

Additionally, the choice of a variety of participants and a variety in their geographical connection limits speculations related to those two topics. In other words, the current research relied on more than one category of participants so that each research question is answered from different perspectives of different participants. Also, the choice of participants from different areas of Algeria delimits the possible interpretations related to regional linguistic mastery or preference. For instance, Algerians from the north are commonly believed to master and prefer French language while Algerians of the south are commonly known for having less mastery of French language. However, the current study, by selecting participants from different geographical areas, proved that those reigning pre-assumptions did not affect the findings and were even proved false since there were no findings specific to certain geographical areas.

Moreover, the findings of the present study revealed that the participants have strong feeling towards a foreign language (that is, the French language). Despite that all participants confirmed ability to speak French, the level of mastery of French language can be seen as a limitation because it may have affected their opinions towards English and French languages and since no proficiency tests in the language were conducted. Therefore, the negative beliefs of the participants may have resulted from their lack of proficiency in French language because no proof of proficiency was studied. However, even if the lack of proficiency might be seen as one of the possible reasons of the strong beliefs, the participants provided other grounded reasons to explain their beliefs, so these reasons have the ability to delimit the findings of the study and future research is called to cover the area of proficiency.

The last limitation is also related to French language and its relation with the government decisions. It must be admitted that the researcher did not expect that there is connection between French language and government decisions. In fact, the present study started with the idea that the smile revolution caused the policy change represented in government decisions. However, it was found that the participants have negative opinions about French language and the researcher did not guide or lead the responses to go into the direction of criticizing a foreign language. The reason behind those opinions is related to the negative beliefs towards French language that were found to cause the protests which eventually results in different government decisions.

5.4 Suggestions for Further Studies

The promised short-, medium- and long-plan changes of the government (related to English language) are expected to create massive changes in language-in-education policy and language policy in the future. This area is believed to be a fruitful area of research for language policy and planning researchers to set the tone and escort the upbringings of the new policies which can be related to neo-liberalism or language shifts that spread in most countries that opted for English language as a second language or a first foreign language.

The findings of the present study revealed that the new generation has strong opinions against French. Therefore, future research can benefit from this area by tackling the future of French language in Algeria and the impact of its future on the presence or disappearance of other languages (e.g., English language).

In the same vein, the participants in the current study, along with the Algerian government, demonstrated an orientation towards the preference of English language.

Also, the participants expect social and linguistic changes related to English language. Future studies are invited to address other possible areas that would emerge from this preference of English language.

English is currently practiced in different domains, as the findings of the present study revealed. However, some areas appeared to have less use of English such as social impact and human development. Future research can focus on this area and approach the way English language usage may develop in this domain.

On the other hand, there are domains that the government controls and determines their development in Algeria such as education, political speech, top-down linguistic landscape, media and business. These domains were addressed by the Algerian government and a variety of political decisions emerged amid the smile revolution protests. The application of the majority of decisions did not take place in field; therefore, future research may delve into the application of these decisions in each domain of government focus.

All in all, with the expected socio-linguistic changes that the participants of the present study discussed, it is expected that Algeria will be exposed to neo-liberalism since there will be an openness to the world to cope with. Therefore, future research is invited to address this area to measure the benefits and risks of English language spread in Algeria.

Additionally, future research may benefit from the current study by comparing its findings with similar research to be done in neighboring contexts of the same sociolinguistic background (i.e., Tunisia and Morocco). However, during the

comparison, the focus can be on the impact of the French colonization time span in these countries and the outcomes it left in the sociolinguistic scene.

Since the present study tested Spolsky's theory, its findings revealed that there are few changes that were found in the Algerian context. Among these changes is the way linguistic rights were presented in the theory. Linguistic rights are believed to serve the society's communicative needs and ideologies and are provided by top-down bodies accordingly. However, in the contexts of Algeria linguistic rights are claimed and attained by Algerians through public protests. Therefore, future research can tackle this area by delving into the concept of linguistic rights and the ways they are attained in other contexts that are similar to the Algerian contexts.

To conclude, the current study started with the belief that English emerged in the Algerian society in different domains and in Algerian government's political decision, so it is sensible to expect that a "… tidal wave of English … is moving into almost every sociolinguistic repertoire [in Algeria]" (Spolsky, 2004, p. 220). Only time and future research will tell if this wave has already arrived or is yet to arrive in Algeria.

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APPENDICES

Appendix 1: Questionnaire of University Students

Survey Questionnaire

PART I. Background Information

1.Gender (please tick): □ Male   □ Female

2.Age (please tick): □ 17-20 years old   □ 21-24 years old

□ 25-27 years old   □ 28-30 years old   □ 31+ years old

3.How many languages do you speak?   □ 1   □ 2   □ 3 □ 4 □ 5+

What are these languages? …………………………………………………………

4.Were you born in Algeria? □ Yes   □ No

5.Where is your university located in Algeria?

□ East   □ West   □ North   □ South

6.What is the name of your university? …………………………..……..

7.What degree are you studying at the university?   □ BA   □ MA □ PhD

8.What is your department? …………………………………………..

PART II. Questions Related to Presence of Foreign Languages in Algeria

1.What do you think about the foreign language policy of Algerian government?

□ It gives more rights of presence and use to French

□ It gives more rights of presence and use to English

□ It gives equal rights of presence and use to French and English

2.In which area is French language more dominating in Algeria?

□ Education   □ Oil Industry and Business   □ Television and Radio

□ Social Media   □ Official National Work Entrance Exams   □ National Press

□ Political Speeches   □ All the above   □ None of the above

If other, what is it? ………………………………………………….

3.Where do you want to have more presence of English language in Algeria?

□ Education   □ Oil Industry and Business   □ Television and Radio □ Social
Media   □ Official National Work Entrance Exams   □ National Press

□ Political Speeches   □ All the above   □ None of the above

If other, what is it? ………………………………………………….

4. The French interference in Algeria is over after the smile revolution protests

□ I strongly agree

□ I agree

□ Undecided

□ I disagree

□ I strongly disagree

5. English should be the first foreign language in Algeria

□ I strongly agree

□ I agree

□ Undecided

□ I disagree

□ I strongly disagree

PART III. Questions Related to Smile Revolution and Other Factors Impact on English Language policy

1. Have you been part of the smile revolution in Algeria?
   □ Yes   □ No
2. Protests can help people to get more rights even linguistic rights
   □ I strongly agree

   □ I agree

   □ Undecided

   □ I disagree

   □ I strongly disagree
3. What did Algerians protest against?
   □ Old Regime

   □ French interference in Algeria

   □ Difficult living standards (for prosperity)

   □ All the above

   □ Other ………………………………………………………………………………
4. How do you feel about the movements of change in English language policy in Algeria?
   □ Very Satisfied

   □ Satisfied

   □ Neither satisfied nor Dissatisfied

   □ Dissatisfied

   □ Very Dissatisfied
5. The protests of the smile revolution (intentionally or unintentionally) pushed the government to make decisions about English language in Algeria
   □ I strongly agree

   □ I agree

   □ Undecided

   □ I disagree

   □ I strongly disagree
6. Did you participate in the survey that was launched by the higher education ministry to vote for or against promoting English language in Algerian universities?
   □ No, I did not participate and I did not hear about it

   □ I heard about it, but did not participate

   □ Yes, I participated
7. I trust that the promised changes are indication of better status to English language in Algeria.
   □ I strongly trust that

   □ I trust that

   □ I am not sure

☐ I distrust that

☐ I strongly distrust that

8. From a scale of 1 to 5, are you in favor or against the applied and the to-be-applied changes about English language in Algeria? Tick the appropriate number for you.

   ☐ 1 – Very against

   ☐ 2

   ☐ 3

   ☐ 4

   ☐ 5 – Very in favor

9. There are other factors, other than the smile revolution, that triggered the Algerian policy makers' interest in promoting English language.

   ☐ I strongly agree

   ☐ I agree

   ☐ Undecided

   ☐ I disagree

   ☐ I strongly disagree

10. Which of the following factors pushed the government's intentions to promote English language in Algeria?

    ☐ Change in linguistic landscape (use of English)

    ☐ Interest in English culture by Algerian Youth (including movies and songs)

    ☐ Social Media

    ☐ Globalization

    ☐ Business prospects

    ☐ Fragile educational system and growing interest in Scientific research

    ☐ All the above

    ☐ None of the above

    ☐ Other ……………………………………..

PART VI. Future of English Language Policy in Algeria

1. According to you, what is the most possible outcome of promoting English in Algeria?

☐ End French language domination in all domains in Algeria

☐ Better educational system

☐ More Integration in the world (better economy and political status worldwide)

☐ More Job opportunities abroad and in international companies in Algeria

☐ Easy access to scientific research

☐ All the above

☐ None of the above

☐ Other …………………………………….

2. From which year do you think pupils should start learning English? Tick the correct option

□ 1st year of primary school

□ 2nd year of primary school

□ 3rd year of primary school

□ 4th year of primary school

□ 5th year of primary school

□ Middle School

□ Other, when? ………………………………………………………….

3. How many English classes would you like to have per-week after the new governmental changes are processed?

□ 2 hours per week

□ 3-4 hours per week

□ 5-6 hours per week

□ More than 6 hours

How many? …………………………………….

4. All courses should be taught in English (as a medium of instruction)

□ I strongly agree

□ I agree

□ Undecided

□ I disagree

□ I strongly disagree

5. Do you think that the university has or should have sources written in English?

□ All sources should be in English

□ Half the sources should be in English

□ I am not sure

□ Only few sources should be in English

□ It should not have English sources

6. English language should be taught at all university levels (BA, MA and PhD)

□ I strongly agree

□ I agree

□ Undecided

□ I disagree

□ I strongly disagree

7. At what level should it start to be taught?

□ 1st year of university

□ 2nd year of university

□ 3rd year of university

□ At master level

□ At PhD level

□ None of the above, it should not be taught

8. Improving English language can academically develop Algerian universities.

□ I strongly agree

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□ I agree

□ Undecided

□ I disagree

□ I strongly disagree

9. Improving the status of English in Algeria would make it used in daily basis like it is the case with French.

□ I strongly agree

□ I agree

□ Undecided

□ I disagree

□ I strongly disagree

Thank you for your valuable time and participation!

Appendix 2: Interview for University Students

Interview Questions

PART I. Background Questions

1.How old are you?
2.In what department do you study at university?
3.In which year are you at university?

PART II. Questions Related to Foreign Language Policy

1.Did you participate in the protests of the smile revolution recently?
2.What were your demands as part of the protests?
3. Did you carry any leaflets during the protests?
4.If yes, in what language were they written? Why?
5.Did you protest against the French domination in Algeria in different fields?
6.Do you think that the linguistic domination of French language came to an end after the smile revolution?
7. Did you participate in the survey that was launched by the Higher Education Ministry to vote for or against promoting English language in Algeria?
8.Have you heard about the changes in English language policy in Algeria?
9.Do you believe that the protests affected these changes?
10. How do you feel about these changes?
11.Do you trust these changes and believe they can bring better status to English language?
12. Are you in favor or against these change suggestions? Why?
13.Do you think that the government moved towards these changes as a real attempt to enhance the educational system?
14. Do you think that the government moved towards these changes as a real attempt to end the French language domination or as a fake attempt that would fall into water when the street becomes calmer? Why?
15.What do you think are the results of these suggested changes on the educational system and other fields?
16. Do you think there are other factors that triggered the sudden interest of Algerian policy makers in English language? What are they?
17. How would you consider the current status of English language in Algeria?
18.How do you see the future of English in Algeria?

Appendix 3: Interview for University Teachers

PART I. Background Questions

1.Which age group do you belong to? 20-30; 30-40; 40-50; or 50-60.
2.What is the position you hold at the university?
3.How many languages do you speak? What are they?

PART II. Questions Related to Foreign Language policy

1.How would you describe your level of English language? Have you studied English in your previous years? Or have you been in an English-speaking country?
2.Do you think it is important to know English?
3.How would you describe the status of English as a second foreign language in Algeria?
4.What are the domains you think English is important for?
5.Have you ever been in situations where you were embarrassed because of not being able to use the English language?
6.Do you think it is important that the government provides English training course for university academicians?
7.Do you see that the smile revolution influenced or triggered the new improvements held by the government on English language policy?
8.Do you think the current English language policy improvements would positively influence the students and teachers for the future? If yes, how? If no, what would you suggest as alternative?
9.Do you think if you received English-medium education, it could help you to communicate in English and use it for academic purposes?
10.Do you think English is the language for research and publication?
11.Does your university provide enough sources written in English?
12.Did you receive any new regulations related to the use of English at university after the smile revolution? If yes, what are they?
13.How do you see the future of English in Algeria?

Appendix 4: Interview for Diaspora

PART I. Background Questions

1. How old are you?
2. What is your profession?
3. Do you have nationalities other than the Algerian one?
4. Are both your parents Algerians?
5. How many languages do you speak? What are they?

PART II. Questions Related to Use of English

1. How would you describe your knowledge of English? Fluent, moderate or weak?
2. What language(s) do you use when you are in the country you live in currently?
3. What language(s) do you use when you visit Algeria?
4. Do you speak English when you are in Algeria? If you do, how do Algerians react?
5. What do you think about the status of English as the second foreign language in Algeria?
6. Do you witness any positive signs in the development of English language use in Algeria?
7. Do you think if English spreads in larger scale in Algeria, the country will be more developed?
8. What do you think about the future of English in Algeria if the government applies the changes, they promised so far?
9. How do you consider the use of English in the protests recently?
10. Do you think that the smile revolution has direct impact on the prospect changes in language policy?
11. How do you see the future of English in Algeria?

Appendix 5: Interview for Shop/Restaurant Owners

PART I. Background Questions

6.How old are you?
7.What is your profession?
8.Do you have nationalities other than the Algerian one?
9.Are both your parents Algerians?
10.How many languages do you speak? What are they?
11.Do you travel a lot to other countries?
12.What language(s) do you use there?

PART II. Questions Related to the Use of English in Business and Street Landscape

1. When did you start your business?
2. Why did you choose English language to represent your store/restaurant as shown on its front panel?
3. Do you think English adds to the prestige of your shop/restaurant?
4. How do you think Algerians perceive your shop/restaurant since you use English in your front panel or in internal decorations?
5. What do you think of the new law (released after the smile revolution) that asks business owners to use Arabic and another chosen language on their fronts?
6. Why do you think this law was issued?
7. Do you think English will have more presence in businesses in the future? If yes, why? If no, why?
8. How do you think the use of English helps in doing business?

Appendix 6: Interview for Social Media Influencers

PART I. Background Questions

1. How old are you?
2. What is your profession?
3. Do you have nationalities other than the Algerian one?
4. Are both your parents Algerians?
5. How many languages do you speak? What are they?
6. Do you travel a lot to other countries?
7. What language(s) do you use there?

PART II. Questions Related to Foreign Language Policy

1. What do you think about the presence of English language on Algerian social media?
2. Do you use English on your platform?
3. Why do you use English in your social media platforms?
4. In your opinion, what does English symbolize?
5. How do Algerian people react to your use of English on social media?
6. Do Algerians reply to you in English when you speak in English?
7. Do you think the use of English on social media can influence its use on education and everyday life? If yes, how?
8. What do you think about the future of English in Algeria?
9. Do you think if English is taught at earlier ages, will it make Algerians more familiar with English and develop their country?
10. Would you prefer education in French (as it is in most universities) or in English?
11. Do you think that the use of English in social media has the capacity of changing its policy in Algeria?
12. Did you participate in the protests of the smile revolution?
13. Did you hold any leaflets in the protests? If yes, in what language were they written? Why?

14. Do you think that the last political changes on language policy are a result of the smile revolution demands?
15. How do you see the future of English in Algeria?

Appendix 7: Consent Form for Students' Interview

Participant Consent Form for University Students

Dear Participant,

I am a PhD student and currently working on my dissertation entitled "*Assessment of English language policy compatibility with current demands in a multilingual context, Algeria*". This study aims to investigate the real influential factors that are leading the enhancement of English language policy in Algeria; reveal the impact of smile revolution on creating new English language policy in Algeria; and, disclose the ways a bottom up approach can create better English language policy in Algeria.

Your participation in this research is completely VOLUNTARY. If you choose to participate, you may subsequently withdraw from the study at any time without penalty or consequences of any kind. If you choose not to participate, that will not affect your relationship with the course instructor.

Please answer all the questions sincerely and be informed that your personal information and individual responses will be kept confidential and used only for research purposes. Collected data can be used for data analysis and publication of findings in journals and conference proceedings on condition that your name will not be revealed in any documents or publications arising from the research.
If you have any queries about this research, please feel free to contact the researcher, Baya Maraf, or the dissertation supervisor Prof. Dr. Ülker Vancı Osam. Thank you for your participation and cooperation.

Baya Maraf	Prof. Dr. Ülker Vancı Osam
Ph D. Candidate	Ph D. Dissertation Supervisor
Dept. of Foreign Language Education	Dept. of Foreign Language Education
Faculty of Education	Faculty of Education
Eastern Mediterranean University	Eastern Mediterranean University
e-mail: marafbaya@gmail.com	e-mail: ulker.osam@emu.edu.tr
Mobile tel.: +90 5373243743	Office tel.: +90 392 630 2619

✀ ---

Consent Form
I have been properly informed about the objectives of the study and I am willing to take part in it.

Name, Surname : -------------------------------- Date : ------------------------------

Signature: ---------------------------

Appendix 8: Consent Form for University Teachers' Interview

Participant Consent Form for University teachers

Dear Participant,

I am a PhD student and currently working on my dissertation entitled "*Assessment of English language policy compatibility with current demands in a multilingual context, Algeria*". I need your ideas and thoughts to investigate this topic in depth.

The interview will take about 15-25 minutes. I do not anticipate that there are any risks associated with your participation, but you have the right to stop the interview or withdraw from the research at any time.

The interview will be recorded and a transcript will be produced. You will be sent the transcript and given the opportunity to correct any factual errors. Any summary interview content or direct quotations from the interview that are made available through academic publication or other academic outlets will be anonymized so that you cannot be identified, and care will be taken to ensure that other information in the interview that could identify yourself are not revealed.

If you have any queries about this research, please feel free to contact the researcher, Baya Maraf, or the dissertation supervisor Prof. Dr. Ülker Vancı Osam. Thank you for your participation and cooperation.

Baya Maraf	Prof. Dr. Ülker Vancı Osam
Ph D. Candidate	Ph D. Dissertation Supervisor
Dept. of Foreign Language Education	Dept. of Foreign Language Education
Faculty of Education	Faculty of Education
Eastern Mediterranean University	Eastern Mediterranean University
e-mail: marafbaya@gmail.com	e-mail: ulker.osam@emu.edu.tr
Mobile tel.: +90 5373243743	Office tel.: +90 392 630 2619

✂ --

Consent Form

I have been properly informed about the objectives and procedures of the interview and I am willing to take part in it.

Name, Surname : --------------------------------- Your pseudo name: ---------------

Signature: -- Date: -------------------------------

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Appendix 9: Consent Form for Diaspora Interview

Dear Participant,

I am a PhD student and currently working on my dissertation entitled "*Assessment of English language policy compatibility with current demands in a multilingual context, Algeria".* I need your ideas and thoughts to investigate this topic in depth.

The interview will take about 15-25 minutes. I do not anticipate that there are any risks associated with your participation, but you have the right to stop the interview or withdraw from the research at any time.

The interview will be recorded and a transcript will be produced. You will be sent the transcript and given the opportunity to correct any factual errors. Any summary interview content or direct quotations from the interview that are made available through academic publication or other academic outlets will be anonymized so that you cannot be identified, and care will be taken to ensure that other information in the interview that could identify yourself are not revealed.

If you have any queries about this research, please feel free to contact the researcher, Baya Maraf, or the dissertation supervisor Prof. Dr. Ülker Vancı Osam. Thank you for your participation and cooperation.

Baya Maraf	Prof. Dr. Ülker Vancı Osam
Ph D. Candidate	Ph D. Dissertation Supervisor
Dept. of Foreign Language Education	Dept. of Foreign Language Education
Faculty of Education	Faculty of Education
Eastern Mediterranean University	Eastern Mediterranean University
e-mail: marafbaya@gmail.com	e-mail: ulker.osam@emu.edu.tr
Mobile tel.: +90 5373243743	Office tel.: +90 392 630 2619

✂ ---

Consent Form

I have been properly informed about the objectives and procedures of the interview and I am willing to take part in it.

Name, Surname : -------------------------------- Your pseudo name: ---------------

Signature: --- Date : ------------------------------

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Appendix 10: Consent Form for Shop/Restaurant Interview

Dear Participant,

I am a PhD student and currently working on my dissertation entitled "*Assessment of English language policy compatibility with current demands in a multilingual context, Algeria*". I need your ideas and thoughts to investigate this topic in depth.

The interview will take about 15-25 minutes. I do not anticipate that there are any risks associated with your participation, but you have the right to stop the interview or withdraw from the research at any time.

The interview will be recorded and a transcript will be produced. You will be sent the transcript and given the opportunity to correct any factual errors. Any summary interview content or direct quotations from the interview that are made available through academic publication or other academic outlets will be anonymized so that you cannot be identified, and care will be taken to ensure that other information in the interview that could identify yourself are not revealed.

If you have any queries about this research, please feel free to contact the researcher, Baya Maraf, or the dissertation supervisor Prof. Dr. Ülker Vancı Osam. Thank you for your participation and cooperation.

Baya Maraf	Prof. Dr. Ülker Vancı Osam
Ph D. Candidate	Ph D. Dissertation Supervisor
Dept. of Foreign Language Education	Dept. of Foreign Language Education
Faculty of Education	Faculty of Education
Eastern Mediterranean University	Eastern Mediterranean University
e-mail: marafbaya@gmail.com	e-mail: ulker.osam@emu.edu.tr
Mobile tel.: +90 5373243743	Office tel.: +90 392 630 2619

✂ --

Consent Form

I have been properly informed about the objectives and procedures of the interview and I am willing to take part in it.

Name, Surname : ---------------------------------- Your pseudo name: ---------------

Signature: --------------------------------------- Date : -----------------------------

Appendix 11: Consent Form of Social Media Influencers Interview

Dear Participant,

I am a PhD student and currently working on my dissertation entitled "*Assessment of English language policy compatibility with current demands in a multilingual context, Algeria".* I need your ideas and thoughts to investigate this topic in depth.

The interview will take about 15-25 minutes. I do not anticipate that there are any risks associated with your participation, but you have the right to stop the interview or withdraw from the research at any time.

The interview will be recorded and a transcript will be produced. You will be sent the transcript and given the opportunity to correct any factual errors. Any summary interview content or direct quotations from the interview that are made available through academic publication or other academic outlets will be anonymized so that you cannot be identified, and care will be taken to ensure that other information in the interview that could identify yourself are not revealed.

If you have any queries about this research, please feel free to contact the researcher, Baya Maraf, or the dissertation supervisor Prof. Dr. Ülker Vancı Osam. Thank you for your participation and cooperation.

Baya Maraf	Prof. Dr. Ülker Vancı Osam
Ph D. Candidate	Ph D. Dissertation Supervisor
Dept. of Foreign Language Education	Dept. of Foreign Language Education
Faculty of Education	Faculty of Education
Eastern Mediterranean University	Eastern Mediterranean University
e-mail: marafbaya@gmail.com	e-mail: ulker.osam@emu.edu.tr
Mobile tel.: +90 5373243743	Office tel.: +90 392 630 2619

✄ --

Consent Form

I have been properly informed about the objectives and procedures of the interview and I am willing to take part in it.

Name, Surname : ---------------------------------- Your pseudo name: ----------------

Signature: --- Date : -------------------------------

Appendix 12: Transcription of Students' Interviews

Only a sample of the twenty interviews is listed below.

Interviewer (I)

Participant (P)

Student 1

I: Hello (explains about the interview)

P: Hello!

I: Are you ready to start?

P: Sure.

I: so how old are you?

P: I am 23 years old; I study biology (parasitology) in Houari Boumedien (USTHB) University, master degree.

I: Did you participate in the protests of the smile revolution recently?

P: yes, I participated once it was at university so I participated

I: what were you demands of the protests?

P: at first, we had some issues at the university such as problems with professors for example they gave us lower marks and stuff like that, so the university protests started for because of that.

I: so, the hirak protests started as non-political at universities!

P: yeah, in the beginning when I first participated, those were the demands, but later we had political demands such as calling against the fifth term of bouteflika. The students said we are the educated society, so we should show good example.

I: Did you see any leaflets during the protests?

P: we actually didn't, the students hirak was without leaflets

I: did you protest against the French interference and domination in Algeria?

P: yeah, it was one of the demands and of course we were against the massive use of French language especially the university I study in, French is the only medium of instruction and obviously the government responded to these demands and set some decisions related to implementing English in Algerian universities in the future. For example, in our university they changed the signboard of its main gate by changing the name of the faculty that was in French and became written in English.

I: Do you think that the French domination came to an end after the smile revolution?

P: it somehow did, but it didn't completely end especially us in the capital we use French in our daily dialogues and of course this can't end overnight, but the change is on the way

I: Did you participate in the survey that was launched by the Higher Education Ministry to vote for or against promoting English language in Algeria?

P: unfortunately, I didn't because I didn't hear about it, but if I participated, I would definitely vote for promoting English in Algeria.

I: Have you heard about the changes in English language policy in Algeria?

P: yes I heard and as I told you even our university decided to participate in these decisions and changed its signboard, but I don't know when they will apply these changes, will they teach in English instead of French which I wish to happen like really really a lot.

I: Do you believe that the protests affected these changes?

P: of course, el hirak is the main factor and the proof of that is that before el hirak no one ever cared about English language or developing it or implementing it in programs … el hirak had a really strong role in making these decisions.

I: but what is the relationship between el hirak and English? How did the government think of English after it?

P: I think this is the beginning of answering and listening to the demands because developing English means eliminating France and its language from all sides, so the government thought English language decisions can be a start or preparation phase and I think it is a rightful decision and I wish they apply them, not just words on paper.

I: so, do you trust that the government is going to apply these decisions?

P: unfortunately, this question doesn't have an answer because we hope, we wish that this government really applies these decisions, but only god knows if they will remain the same after the end of el hirak or just words on paper.

I: do you think the educational system will improve after they apply these changes?

P: I would be really happy. Of course, this would influence the educational system in Algeria because it is the official language of the world, if you go to any country in the world people will speak English, but French is only used in the countries that speak it like Algeria Tunisia Morocco and France, so it is limited, I mean if Algeria develops English, it would be a big achievement because it will help to develop all the country, not only education

I: which domains other than education that will benefit from developing English in Algeria?

P: trade and medicine. Those two are the most benefited domains from English, medicine because of the research available in English and trade because it is used as a language of trade exchanges.

I: Do you think there are other factors that triggered the sudden interest of Algerian policy makers in English language? What are they?

P: I don't think so, el hirak is the main trigger of these changes and maybe the government has hidden agendas that we don't know about, but I think el hirak is the main factor.

I: How would you consider the current status of English language in Algeria?

P: it is not a fair position. Normally it is the first foreign language, it is the world language.

I: how do you see the future of English in Algeria?

P: if they really apply the decisions which they announced, I see that English will have great future in Algeria because the majority of Algerians know English, but they don't have opportunities to use it due to the limitations it has in Algeria. I mean the domination of French reduced its value and I wish these changes.

Student 2

I: Hello (explains about the interview)

P: Hello!

I: Are you ready to start?

P: Sure.

I: so how old are you?

P: I am 24 years' old

I: In what department do you study at university?

P: Department of electric engineering at Medea university

I: in which year are you at university?

P: I am currently preparing for my graduation of MA.

I: Did you participate in the protests of the smile revolution recently?

P: in fact, I did since the very beginning for four months to be precise.

I: what did you protest against?

P: my demands back then were no to the fifth mandate or term and to put all the government into trial or jail, so I was hoping for a healthy and transparent government and people's elected president.

I: Did you see any leaflets during the protests?

P: yes, I did carry some of them, they were banners and Algerians flags.

I: in which language were they written?

P: they were written in Arabic.

I: did you see others that were written in English and were they many?

P: there were some yes, but not as much as Arabic or French.

I: why did they use English in your opinion?

P: in my opinion the main aim was to get rid of the French dependency and also to make it easier for abroad countries understand our demands, it would be easier to recognize our situation for them because English is a worldwide language.

I: Did you protest against French domination in Algeria?

P: yeah, I did and very strongly because this problem gets to my nerves.

I: Do you think that the linguistic domination of French language came to an end after the smile revolution?

P: no I don't think something like this can happen in one year or two although there is strong acceptance among people to make this change.

I: Did you participate in the survey that was launched by the Higher Education Ministry to vote for or against promoting English language in Algeria?

P: yes, I did vote and I felt happy back then although it was just a survey, but I felt there were some intentions and actions to make change.

I: Have you heard about the changes in English language policy in Algeria?

P: no, I didn't hear about any changes or policies.

I: (interviewer briefs the changes) do you believe that the protests affected these changes?

P: yes, I really think those procedures and actions are the result of the hirak and it wouldn't be possible before the hirak, I don't think the ex-government would accept to make those procedures.

I: but elhirak didn't deliberately ask for English, so why do you think the government decided to do that as a response to it?

P: I think the government back then was trying to send a message to France telling them we will no longer be dependent on you in politics or economy or even in culture. Also, I think they were trying to keep up with the new world.

I: how do you feel about those changes?

P: I believe those decisions are good intentions to develop English as I said before and I also believe that taking care of English can really develop many sectors in here in Algeria, especially education and research and high education.

I: Do you trust these changes and believe they can bring better status to English language?

P: yes, I do trust these changes. They might be little and not sufficient, but I also think that the Algerian people are responsible to make those changes work. I think they must accept the language and start learning it and taking it seriously.

I: so, I can tell you are in favour of those changes, can you tell me why?

P: English in Algeria wasn't taken care of for many decades so I believe those changes can bring good in here especially education and industry sector.

I: Do you think that the government moved towards these changes as a real attempt to enhance the educational system?

P: under this circumstance we are living in, I do believe this government showed honest intentions to develop. The proof is those recent decision about doctoral thesis so I don't think those decisions were only meant to shut people.

I: What would be the result of those changes in your opinion?

P: I think by that we will adopt many successful strategies in many fields for example in economy we will attract many investors, same as education.

I: Do you think there are other factors that triggered the sudden interest of Algerian policy makers in English language? What are they?

P: for me I don't think the government would have taken this issue seriously without the hirak so I think that these changes are the fruits of the hirak of people.

I: How would you consider the current status of English language in Algeria?

P: I think people are more aware now about the importance of English as a second language and there is a lot of acceptance among them so they are trying to learn. I see many people trying to learn, my friends for example and hopefully we are on the right track to make English the second language instead of French

I: how do you see the future of English in Algeria?

P: I think if the government keep on taking the development of English now in Algeria seriously and people also, then there will be a bright future I guess especially for the upcoming generations. I also hope the upcoming will find really good platform or base for them to practice and learn English and use it as a second language in their studies or life.

I: thank you

P: thank you

Student 3

I: Hello (explains about the interview)

P: Hello!

I: Are you ready to start?

P: Sure.

I: so how old are you?

P: I am 20 years old

I: In what department do you study at university?

P: I study in the department of science and technology field of electro-mechanic engineering

I: In which year are you at university?

P: BA 3rd year

I: Did you participate in the protests of the smile revolution recently?

P: Yes, I participated

I: What were your demands as part of the protests?

P: I personally protested against the corrupted regime and our intention was to change it

I: Did you carry any leaflets during the protests?

P: I didn't actually, but I sang protest songs

I: Did you protest against the French domination in Algeria in different fields?

P: yeah, it was one of our demands yes.

I: Do you think that the linguistic domination of French language came to an end after the smile revolution?

P: it didn't end, but it's starting to diminish

I: Did you participate in the survey that was launched by the Higher Education Ministry to vote for or against promoting English language in Algeria?

P: no, I didn't participate

I: why didn't you?

P: because I didn't hear about it until the results were out

I: Have you heard about the changes in English language policy in Algeria?

P: yeah, I heard about them and I really like them

I: why did you like them?

P: because it aims to replacing French with English at university and I think that's the best decision out of all.

I: Do you believe that the protests affected these changes?

P: yeah, I guess so because we haven't seen any willingness for change before el hirak.

I: How do you feel about these changes?

P: I think these decisions are good because we should le English into our culture, we are sick of French orientation … it could be great if we have openness towards the external world whose basis of join is English language.

I: Do you trust these changes and believe they can bring better status to English language?

P: I don't trust them because I think the same 'mafia' is still governing and the elections we had were not clean. So, I think the corrupted system is still ruling, it didn't change.

I: Do you think that the government moved towards these changes as a real attempt to enhance the educational system?

P: I think as I said earlier the government is still corrupted, so they are just giving people what they want to hear until the public forgets about them and about the protests.

I: What do you think are the results of these suggested changes on the educational system and other fields?

P: we will have openness to the world if they apply these changes because English is the world language … we will have a new communication mean in field of business, culture, tourism like tourists will come to Algeria … everything will be better.

I: Do you think there are other factors that triggered the sudden interest of Algerian policy makers in English language? What are they?

P: the government's aim is to please people; English is not the aim. People always wanted to get rid of French ties so the government is using English to calm the street … just promises.

I: How would you consider the current status of English language in Algeria?

P: they are not giving it much importance in all the domains so I think it should be reconsidered.

Appendix 13: Transcription of University Teachers' Interviews

Only a sample of the twenty interviews is listed below.

I: Interviewer

P: Participant

Teacher 1

I: Hello (explains about the interview)

P: Hello!

I: Are you ready to start?

P: Sure.

I: how old are you?

P: I am 27 years old.

I: What is the position you hold at the university?

P: I am a lecturer doctor at university of Algiers 3 at the faculty of media and communication.

I: How many languages do you speak? What are they?

P: I speak five languages: Arabic the mother tongue, French, English, Spanish and Turkish.

I: How would you describe your level of English language?

P: my English language is average.

I: Have you studied English in your previous years?

P: yes, yes. I studied English in a language center. I had a certificate from this center and I studied it at university. If you remember they used to do evening courses which we study two or three times a week.

I: was it part of your curriculum of political sciences?

P: yes, we had an English course, but it was not very influential because we studied it only for one semester maximum at the BA level of course. As for the MA level, yeah we had English course for four semesters and the teacher that taught us studied at Oxford university. But I didn't study at university, I studied in the college (ecole superieur de sciences politiques).

I: what is the difference between the university and the other college?

P: actually, college also is state governed, but we participate in an oral contest to be accepted in it and they only take the elite for example I was the first of my class that's why I had the chance to study in there.

I: have you been in an English-speaking country?

P: yes, I travelled in 2014, I guess. I went to Austria, in this country they speak German and I don't know German, but I could survive using English. It's the only country where I spoke English.

I: Do you think it is important to know English?

Yes, of course. English is a universal language. I can't see a person who doesn't know English able to travel to other countries or study abroad because at these current times it is the universal language, the world language. You can be able not to speak French, Turkish, and all language, but if you are good in English, you can really go far and achieve more.

I: How would you describe the status of English as a second foreign language in Algeria?

P: I see English as very important and beneficial because when I travelled abroad, I understood its value. In political sciences for example, they used to focus a lot on English books, articles, news more than in French, so it's very important for us and I wish they even implement in primary schools, I think it would be very beneficial this way because it is very important.

I: What are the domains you think English is important for?

P: it is important for economy, politics, journalism, telecommunication, also in law. I think it is indispensable for all the domains.

I: Have you ever been in situations where you were embarrassed because of not being able to use the English language?

P: I do sometimes, especially that I am very multilingual, and languages get mixed up.

I: Do you think it is important that the government provides English training course for university academicians?

P: yes of course. It is very important to train academicians for English language because it happens, I have colleagues who had their students are better than them in English. Imagine these students even ask to do their research papers in English, in this case the teacher who has a PhD and everything finds himself incapable of dealing with the language. For example, I have four or five colleagues who know nothing in English, like completely nothing they can't even write I'm fine and their students are way better than them. Even for books imagine when a student is good in English, he can get better quality information than the teacher's because the teacher is limited in info available in Arabic or French, but the student goes further and checks sources, books which makes his information stronger … I think this is a weakness for university teachers.

I: Do you see that the smile revolution influenced or triggered the new improvements held by the government on English language policy?

P: personally, what I see is after el hirak, the Algerian government, in their pinion, think that modernity and development that Algerian people want and claim for is conditioned by changing the first foreign language and make it English. This would mean that we are developed. Also, when you see el hirak, the people's main concern was not to use French and get rid of its language and domination, so they chose English and were like let us forget about French language and we don't want its interference in our country, so we go for English.

I: Do you think the current English language policy improvements would positively influence the students and teachers for the future?

P: yes, yes. I personally have hope because it always existed in Algeria. For example, us in political sciences, we were always exposed to English. I think it is true … I will tell why, because the ministers of the new government are all academicians, they all have university background and the majority were our teacher, so they know English and this would help to realize these improvements. If it was the old regime, I would say there is no hope, but the new system and its representatives are I think going to bring something positive. For example, the minister of professional training and development Mrs. Houyam was my teacher and her English is really good.

I: I am not sure if you have seen the new statement of the new minister who contradicts with the previous one about English language (explains more about the statement). Do you see this statement as refusing English language?

P: no, I don't see it that way. I don't think he is minimizing the role of English or any other language. I think he wants to that we shouldn't only focus on languages because we should change the quality of education. And this is normal imagine the generation … our generation is still good, but this new generation know nothing about English, even French, us! We had a good background, imagine this generation since primary school know nothing about English and then at university, we tell them you will study everything in English, it's not logical! There is no sequence of development. I think he is not against English, but he wants to say there are other things that we should focus on in parallel to languages.

I: Do you think if you received English-medium education, it could help you to communicate in English and use it for academic purposes?

P: it could be great if we studied everything in English. You know why! Because we the English we studied was related to general rules like grammar, sentence structure and so on, but if we studied the English of specialty, it would be more academic, so we can write articles, participate in conferences. It could be much more important, but of you teach me grammar rules to and to have, I don't see … (paraphrases) I know it's important, but you can self-train easily on these, but if it was the means of instruction, it could be more academic.

I: Do you think English is the language for research and publication?

P: oh yes! If someone wants to really publish articles of quality, he needs English definitely. Arabic is over now, if you don't publish in English or participate in conference in English, you won't be unique, nothing special about you. It is a very important language.

I: Does your university provide enough sources written in English?

P: in comparison with other universities, I mean the ones I visited at least, it's very few. For example, even the ones we have are really old. I don't know they are not bringing new sources. You know even students are not really interested in those sources because I don't see them using them. I think that's why the university doesn't get more. The student goes directly write his topic in Arabic and search Arabic books to ease his work. It is rare to find students who really want to learn.

I: Did you receive any new regulations related to the use of English at university after the smile revolution? If yes, what are they?

P: actually, they made a survey to collect opinions about English language and the methods of teaching it, but they did not apply 100 percent. After that, we didn't receive any report or decision about that. Let's see maybe there will something coming up in the future, but I think they are silenced now because they talked about this during el hirak when it was at its peak, but now they are all quiet, I guess.

I: how do you see the future of English in Algeria?

P: I think it will be better because I see people now and students are looking forward to learning English and they became aware that who doesn't know English can't achieve much, so I think it's very important and I think the government also will improve it.

I: that's all. Thank you so much.

P: thank you.

Teacher 2

I: Hello (explains about the interview)

P: Hello!

I: Are you ready to start?

P: Sure.

I: how old are you?

P: I am 28 years old

I: What is the position you hold at the university?

P: I am as an assistant professor at university of Algiers 3.

I: How many languages do you speak? What are they?

P: I speak three languages: Arabic the mother tongue, French and English as foreign languages. I speak Turkish a little bit.

I: How would you describe your level of English language?

P: my English language is moderate.

I: Have you studied English in your previous years?

P: yes, we study English for three years during BA, but the master time we got a course of English language and some modules in English. As I remember, we had three modules for each semester taught in English language.

I: was it part of your curriculum of political sciences?

P: yes, but I also got some courses outside of university. I had a diploma from USA, it was in 2011 it was like video conference courses

I: have you been in an English-speaking country?

P: yes, I visited some countries as Turkey was my first experience. I find only my English as a spoked language to here, so I get help by this.

I: Do you think it is important to know English?

P: Yes, of course. I consider as the first language in the world. This is science language and also the world language, universal I think all countries if they don't have it English as first language they have as a second.

I: How would you describe the status of English as a second foreign language in Algeria?

P: I think second foreign language in Algeria, it's because of the historical relation and historical things all related to French country and we couldn't defend our policy for the languages I mean. So, they impose for us to do it as the first language and the English was the third. Actually, I think Algeria must increase this language firstly in the schools and secondly for the staff administrations. I think this is the way by which we can increase our English, but I think it must be restored and established inside of Algeria instead of any administration, but this depends on the political men.

I: What are the domains you think English is important for?

P: I think all the scientific fields must choose it and the high education and scientific research and also for data and Itech I mean technology of information and communication ext. by the way, also for all ministries from the different ministry to passing by the foreign ministry ext must choose it, but I think it must be increased slowly slowly.

I: Have you ever been in situations where you were embarrassed because of not being able to use the English language?

P: no, as I remember I didn't find any difficulties to communicate with English language especially here in Turkey because their English also is not perfect maybe because of that. I: Do you think it is important that the government provides English training course for university academicians?

I: yes I think of course they must get training courses especially I think as my experience and my relationship with some professors, also some students at university I think it must be like that, firstly getting some training courses that can help them in increasing their capacities in this foreign language.

I: Do you see that the smile revolution influenced or triggered the new improvements held by the government on English language policy?

P: allow me to answer this question in French, ce qui concerne le hirak, je crois que les personnes ont ete mobiliser Durant le hirak, c'est a dire, ils n'ont pas assis influencer la decision du gouvernement en matiere de changement linguistique en algerie. L'algerie, d'ailleurs, si on va mettre un cendage au long de toutes les vendredis qui ont ete passeb, je crois que la majorite n'ont pas aussi une capacite linguistique, c'est a dire la langue anglaise eux peuvent maitriser ou performer … je sais pas. Certainement, c'est a dire toutes personnes ont des ambitions et veulent que l'algerie se developpe ext mais il faut qu'il soit conscient de ces decisions la parce que il faur prendre des decisions qui sont compatibles avec les capacites de chacun, d'ailleurs un Algerien n'a pas encore maitriser sa deuscieme langue, comment il pourra maitriser une troisieme langue directement ! la c'est une question a poser.

I: Do you think the current English language policy improvements would positively influence the students and teachers for the future?

P: I think this is related to the previous one. I think imposing English language in all Algerian administrations must go through training of all the staff and then we go to the application phase. So, I cannot really view how we can go achieve that from Arabic to French to English which never been used in Algeria. I am sure there are people who are good at it, but not everyone. So we should be aware of our average capacities. I see that the decision shouldn't be immediately executed, it will take long long time. Also, we cannot ignore the change of ministers is an obstacle towards the application of this decision because the minister who came can simply cancel the decision of another minister easily

I: I: I am not sure if you have seen the new statement of the new minister who contradicts with the previous one about English language (explains more about the statement). Do you see this statement as refusing English language?

P: I had the occasion of Mr Chitour when I was department head of international relations at the ministry of environment and renewable energy. The current minister is an environmentalist of formation. He has explained the topic very well because we shouldn't be utopian because should first know our capacities as I explained earlier. Also, the decision must be in favor of the quality of education as the minister highlighted. So, the language remains a tool of teaching and communicating, a tool for research, so the quality is more important.

I: Do you think if you received English-medium education, it could help you to communicate in English and use it for academic purposes?

P: I already had English-medium education, so we were allowed to develop very good education in English, that is crystal clear for all the students who studied in that school and the courses were taught in English such as European institutions, West and southern case and many other courses.

I: Do you think English is the language for research and publication?

P: yes! Of course, this is scientific language as I told. Actually, all the universities in the world only recognize publication and some papers for presentation in seminars and symposiums by English. And also in Algeria, they have some conditions like that for some grades for example in Bab Ezzouar, they recognize some international journals only in English.

I: Does your university provide enough sources written in English?

P: that's why I was précising on the importance of providing training to the staff. Can you imagine a librarian who is responsible for buying of books and journals! They only had training in Arabic, can you imagine. So even if they receive help from professors and on, the staff know nothing about other languages that's why the staff recommends most of the sources, so that's why the library remains always as having limited sources.

I: Did you receive any new regulations related to the use of English at university after the smile revolution? If yes, what are they?

P: I heard about a decision that has been taken concerning spreading the use of English at Algerian universities, but it also started with a survey of opinions, but I find it difficult to see how they will apply it on staff or academicians, it's really hard. We can impose it actually the minister mr. Tayeb was in England and he brought external ideas to apply here, but Algeria has its own characteristics. I see the application of these decisions lacks careful thinking. Of course, it's a good, encouraging and ambitious decision, but at the same time it didn't consider the capacities, so the application won't be happening.

I: how do you see the future of English in Algeria?

P: the future of English language depends on the political will and the will of people to go to a universal language, a language of research and development, a language that allows for the evolution of Algeria.

 I: that's all. Thank you so much.

P: thank you.

Teacher 3

I: Hello (explains about the interview)

P: Hello!

I: Are you ready to start?

P: Sure.

I: so how old are you?

P: 30 years old

I: What is the position you hold at university?

P: Associate professor rank B.

I: Ok, what do you teach?

P: I'm attached to the civil engineering department, but I teach the technical common branch, I teach physics and programming

I: How many languages do you speak?

P: Three languages mother tongue Arabic, English and French

I: How would you describe your level of English language?

P: Uh, good, not excellent but good, I would say medium. I reached B2 level at the center of languages at university

I: Have you studied English in your previous years? You said B2 level, but did you take any courses during your civil engineering studies?

P: No, there was technical English course, it was just one hour and a half per week that's all … it was one course per week but the duration is one hour and a half, it was mainly oriented to technical English …

I: So, it was ESP?

P: Yes, exactly.

I: If you can suggest the hour numbers, how many would you suggest a week, of English of course?

P: Of English at the university, I think four hours and a half which means three sessions in a week.

I: Have you been in an English-speaking country?

P: Ummm! English as a mother tongue no, but I have been in India, so there in the university there they teach in English …

I: How that experience? Did you have any difficulty communicating in English?

P: At the beginning the difficulty was more with the Indian accent, but after that it was really easy for me but we should keep in mind that I was staying in the university campus and most of the conversations were scientifically-oriented so we are talking about the civil engineering field and that was a chance to diversify my discussions.

I: So, when you went out of the campus, which language did you use?

P: English of course, but very basic like to ask about directions or price or …

I: Do you think it is important to know English?

P: Yes, it is very important especially for professor career let's say researcher career because the English is the language of science or the research papers' projects that are published in English so it is important to understand and to write expressively.

I: How would you describe the status of English as a second foreign language in Algeria?

P: Very weak, but nowadays it's getting more and more attention, not from the politics, but from the students. I will give you an example at Biskra University, nowadays the biggest department is the English department more and more people are studying English. Previously it was French so now it's the reverse and the university had to recruit more than twenty teachers during the two last years … so last year it was 9

positions and this year it was around 11 positions for English teachers … this year it's more than 50 percent of the total positions opened at Biskra university were for English.

I: Okay thank you that's a very useful information, so you said there is more care by the students so the government doesn't care much?

P: No, they don't

I: Alright, we will come back to this question later because I will ask you about the policy making process.

P: Ok

I: What are the domains you think English is important for?

P: Uh! I would say research, but also, we have some touristic goals and aims to achieve like if you want to attract more tourists, we have to be able to speak English with them because it's the universal language, the tourists expect to deal with them in English, foreigner policy also. The Algeria wants to brighten it image, they should communicate with other countries in English especially the embassies and websites of embassies those should be in English, like foreigner ministry also the web page should be in English because I would say like if you search in google for Algeria, you should expect results coming in English not in French, I mean the external image of Algeria.

I: Have you ever been in situations where you were embarrassed because of not being able to use the English language?

P: No, not that much

I: Can you remember any because if you say not much, it means it happened?

P: In 2015 when I went to France for a conference. At the time my English was not that good, I did start to take English course yet, I was in the second year of my PhD, at that time it was a bit complicated to speak to other researchers in English to communicate.

I: Can you consider this bad experience as a trigger for you to learn English?

P: Yeah, sure.

I: Do you think it is important that the government provides English training course for university academicians?

P: Yes, it's very important. Actually, right away they are requiring B2 level to pass from the status of training professor like when you start working at the university or first year you have a training status and to be confirmed in your position, they are now asking at least B1 level in English so …

I: Is this new or it was always there?

P: The rule was there since 2008, but they started applying it just one year or two years ago

I: So, it is a must?

P: It is a must yes; it is a must you have to submit a certificate to get your position.

I: Certificate of English, do they ask something for French?

P: No, they don't. They ask for English beside taking course in two other courses: psychological teaching techniques and also this online course how to make a course online and how to make and use the moodle platform ext and stuff like that.

I: So, technology, English and psychology!

P: Yes, exactly.

I: Ok, now back to the policy making process, so the first question is do you see that the smile revolution influenced or triggered the new improvements held by the government on English language policy?

P: This is a bit difficult and complicated, but I say that …

I: Can I know why it is difficult and complicated?

P: Uh! it is difficult and complicated because the politics, they just play with the people … give them what they want, I mean giving them what they want to calm this revolution so they know that with the past historical past with the France, people will rely to the government, the government take decision against France so mainly they were doing this to calm the revolution sort of

I: So, you think it is like a calming technique?

P: Yes, it is what they call popularism like give the people what they want or what they like on the paper

I: So, you don't trust these improvements?

P: No, I don't trust these improvements. Now if we are talking about the improvement that the ministry of higher education and scientific research, the previous minister was just trying to do some popularism. This new minister who came he said it doesn't matter you study in French or English, the most important thing is to study like good, to have a good … (stops)

I: A good quality of education

P: Exactly, yes

I: The good thing is that you are following the news, so do you think this opinion or this statement by the new minister who stated that the quality of education is more important than the languages, do you think it is a negative statement against English or it's not against?

P: It's not against English, but is against the popularism that was done the previous minister because the new minister didn't take a position against English, he took a position against the popularism, the use of English to satisfy people because if you look at it, if you take Biskra University 3000 teachers or professors between full professors, associates and assistants, I would say barely 20 percent can present a course in English. How do you expect them to … how do you expect the 80 percent left to teach in English if they themselves don't have a good basis in English?

I: Do you think if they go through training, they can teach English?

P: They can teach English if they go through training yes, but …

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I: How long do you think the training should be?

P: At least three years at least, they have to go … unless they are A1 level, they have at least to reach B2 then come the technical part of it, so pronouncing English, they will be able to use it normally, but technical part is a bit complicated they have to know technical words and again we have to look back at the students, will they be able to understand because like if we take the northern part of Algeria, the students are … their French is better than the southern part. Here in Biskra University, which is southern part of Algeria, most of the time we have to speak Arabic to students to make them understand.

I: Are you aware there was a final report that was launched by the ministry of higher education and scientific research (explaining more about the content of the report)

P: No, but regarding the PhD students' law I am aware, they must take English course at the first year.

I: Since it is the last minister who announced these laws, do you think the new minister is going to erase all this and the law is dead?

P: Not sure, we need to see how he behaves

I: So, you have doubt about it?

P: Yeah. The background of the actual minister is French I would say

I: How could you know that?

P: I have been reading his articles in journals, daily journals not scientific journals, I heard his talk at TedEx Algiers and I saw once or two times on TV and the radio also.

I: He was speaking in French!

P: In French yes.

I: Do you think the current English language policy improvements would positively influence the students and teachers for the future?

P: Yeah sure.

I: How?

P: If you take a closer look to my generation of PhD students, we are able to better communicate with other researchers and we have better access to publish our research papers because we are relatively good English speakers and writers, but if you look at the old generation of professors, they lack of English like they have some problems. I have seen many professors going to conferences abroad and they were just using posters instead of oral presentation.

I: Do you think if you received English-medium education, it could help you to communicate in English and use it for academic purposes?

P: Yeah, for sure.

I: You are not against the idea of studying everything in English?

P: No, I am not against, but again I put emphasis on the fact that the professors who will give the course, they need to be formed (trained) and learn English. You can't

give something if you don't have it in the beginning. This is my how to say … enquiry if we are going toward the English courses in the university, we must first think about the people who will teach it. Are they able to teach in English, or no? This is the main question.

I: Those this you are asking about can be used to make a new policy

P: We can use pilot studies to see and experiment the thing. To see how the outcome would be like we have already Electrical Engineering College at Boumerdes I think. They study in English.

I: Really?

P: Yeah, since the first year. I had a friend who went there when we had our high school degree (BAC). He went there in 2007 and since the first year they study in English.

I: So, isn't it against the law because they Algerian law doesn't say they can study in English?

P: No, it's not against the law. The Algerian law regarding language using in teaching say that the main language is Arabic, it doesn't say about other languages. So, the professor is free to give his course in Arabic, French or English.

I: So we can say that there is flexibility in the law!

P: Yeah, there is flexibility on the paper, but on the reality people who cannot speak English won't accept this because they will be isolated.

I: So we can say the educational system is under the mercy of people who are teaching!

P: Yeah, who are teaching and don't speak English. Exactly.

I: Do you think English is the language for research and publication?

P: Yes, it is

I: Does your university provide enough sources written in English?

P: Yes, they do. In my domain at least.

I: Is it online data base?

P: No, library books. Not all of them, but the high quality books or the reference books in my domain are in English. I can name three or four books out of these that are in the library.

I: If I say in which language are there more books, what do you say?

P: French

I: French, not Arabic?

P: No, French. Arabic in the civil engineering domain no

I: Did you do any administrative positions?

P: Yeah.

I: So, what is the position?

P: Vice department head.

I: Did you receive any new regulations related to the use of English at university after the smile revolution?

P: We received a recommendation to change the head pages like where you put the university name, address and logo. This recommendation came from the ministry and it was forwarded to us by the director of the university who said that the head pages should be in English with Arabic instead of French with Arabic.

I: Since you are working in the administration, how did university staff react to these recommendations?

P: Most of the professors see it as popularism, but some people were positive because they were good English speakers, so they were expecting to have or to receive a chance to show their abilities in English and the other half was a bit pessimist because they were French speakers so they could be isolated or they will have to take courses in English.

I: So, all in all if I ask you to describe attitudes towards English as an academician, would say they are positive or negative?

P: I would say positive as far as they don't threaten the French use in the university, but once you feel English is threatening French use, the reaction is negative.

I: So, can you categorize the people who would be against or with English by age, by gender or by something else?

P: Age I may say. Older professors who received their formation in French and they don't speak English. Those are the people mainly against. I may tell you an experience I had, one of my master students willing to present his final project in English and scientific committee of the department refused to validate the title and objectives in English because they were written in English. They said it will be cover for plagiarism since most of the research available online is in English so the student will just copy and paste other researches, but the main reason is that they know they don't understand English so it will be a problem once the thesis defense arrives and if he starts defending in English, they must bring people who understand English so they can question about his work.

I: So, their positions will be threatened!

P: Not positions will be threatened, but they will be kind of I would say humiliated because especially the student is foreigner, Palestinian so his English is better because he received his basic courses in English so they were a bit scared.

I: So, to paraphrase, you think the new generation of academicians has more positive attitudes about English than the old generation?

I: how do you see the future of English language in Algeria?

P: The future of English in Algeria is directly depending on the political relationship between Algeria and France, wherever this political relationship is deteriorating the English language is used as a Scarecrow by the Algerian government, on the other side there is a big willing to opt for English among youngster and youth people, to arrive to an end, the future of English in Algeria is full of uncertainty and balancing from

bright to dark depending on political will of change, but in overall a lot of improvement has been made regarding to use of English language as a foreigner language in Algeria.

P: Definitely.

I: That was all. Do you have anything you want to add?

P: I guess that's all

I: Thank you.

Appendix 14: Transcription of Diaspora Interviews

Only a sample of the twenty interviews is listed below.

Interviewer (I)

Participant (P)

Assia

I: Hello (explains about the interview)

P: Hello!

I: Are you ready to start?

P: Sure.

I: How old are you?

P: I'm 33 years old.

I: What is your profession?

P: I'm English language lecturer so I'm teaching pre-university English.

I: Do you have nationalities other than the Algerian one?

P: no, I'm an Algerian

I: Are both your parents Algerians?

P: yes, they are.

I: How many languages do you speak? What are they?

P: I speak I would say Arabic and English fluently and I also speak very basic French and Turkish.

I: How would you describe your knowledge of English? Fluent, moderate or weak?

P: I would say that my knowledge of English is fluent.

I: What language(s) do you use when you are in the country you live in currently?

P: basically, I use Arabic or English in Saudi Arabia.

I: What language(s) do you use when you visit Algeria?

P: in Algeria, I mostly use Algerian Arabic or French.

I: Do you speak English when you are in Algeria?

P: not really. I mean I would say rarely in so many rare cases where I do find people that can understand English.

I: how do Algerians react?

P: I feel when I speak English with Algerians, mostly the younger generation because the older generation, they don't really comprehend English because they were educated in French. The younger generation they are quite impressed when you talk to them in English and I feel they view English in a very prestigious way in comparison to French.

I: What do you think about the status of English as the second foreign language in Algeria?

P: I feel that even though the Algerian ministry of education introduced English to the program for a long time, English is used only in the classroom context, it's not used outside. I feel in comparison to French language, English has a minor role in education. Most of the universities use French as a medium of instruction in some programs and Arabic and also in business sector, most companies use Arabic or French, there are certain companies that use English, but not many. I would say in terms of official documents and emails, mostly Arabic and French are used. Also for example if you look at road signs or for example instruction in like museums ext they mostly Arabic and French.

I: Do you witness any positive signs in the development of English language use in Algeria?

P: yeah, nowadays I feel knowledge of English in Algeria is like … (thinks) beneficial increasing someone's prospects especially gas and oil companies that use English and hence English would open doors for youth. I also feel that more YouTube is … content social media developers are using English to get their message across, so there has been an increase of the usage of English in Algeria.

I: Do you think if English spreads in larger scale in Algeria, the country will be more developed?

P: yeah, definitely because English it is the leading language in all domains of life, for communication, culture, economy, science … you name it. If Algeria is to develop economically and create more opportunities for our youth, then knowledge of English is a necessity and especially in terms of scientific research since you know English dominates the flow of knowledge like access to the latest research and also whether a person like to publish or share what they have discovered or researching on knowledge. English is a must and so yeah if Algeria wants to advance in terms of education, medicine, science, then I believe that our educated and elite need to be able to interact in English.

I: What do you think about the future of English in Algeria if the government applies the changes they promised so far?

P: I think if the government does apply these changes that they promised to do, then English would be used more widely in Algeria and this is going to boost the educational system and it will enable universities to create partnership with international universities abroad and it will allow Algerians to go for exchange programs, to go for conferences, and to participate in educational and cultural exchange. I also think that this will ease the process of doing business with the rest of the world. Currently, I feel that Algeria is really dependent on business with a limited

number of countries, especially France, and I also think this is going to decrease unemployment in Algeria which is relatively high and yeah especially in the tourism industry like if Algerians are capable of speaking English more fluently, this would enable to open up tourism.

I: How do you consider the use of English in the protests recently?

P: I think what differentiates these protests from any other in the history of Algeria is the use of English and in the protests, there were a lot of banners were written in English and what's more since it was an Algerian youth-led, most of the social media content was shared by Algerian protesters was in English whether via hashtags or videos posted on Facebook or even on other social media platforms. I can say they written mostly in English as these people wanted to get their voice to the world.

I: Do you think that the smile revolution has direct impact on the prospect changes in language policy?

P: yeah definitely. I mean the reason of the revolution or protests was let's say in Algeria called for nothing but development, improving the standards of living, flourishment, modernization and other aspects of life in Algeria which in turn necessitate the placement of English and French in Algeria because they come hand in hand, like modernization, development comes along with the usage of English and I just feel that it's about to happen as Algeria moved on from its colonial past.

Anwar

I: Hello (explains the interview topic)

P: Alright

I: do you have any questions before we start?

P: No, I am good.

I: so how old are you?

P: turning 30 very very soon

I: what is your profession?

P: I teach English and science in international schools. I am a teacher basically.

I: do you have nationalities other than the Algerian one?

P: I wish!

I: Are both your parents Algerians?

P: yes, they are.

I: How many languages do you speak? What are they?

P: I would say four, I'm not that good with the French language. I understand it but I cannot speak it, so three then

I: so, what are they?

P: Arabic, English and Chinese.

I: How would you describe your knowledge of English? Fluent, moderate or weak?

P: I think ah … I am somehow fluent because of my job

I: where do you live now?

P: China.

I: What language(s) do you use when you are in the country you live in currently?

P: most of the time we are using Chinese, out of the work environment we are using Chinese, but when we are working, we are using English.

I: before you learned Chinese, how did you communicate?

P: in English with their broken English and with my English so it was a bit difficult to communicate with people in China especially if you are in big cities like Beijing or Shanghai, so it's a struggle, but learning Chinese helped it a lot

I: is English the second or foreign language in China?

P: first foreign language which is the second language for them.

I: What language(s) do you use when you visit Algeria?

P: I use standard Arabic

I: Standard!

P: yeah, because most of the time I speak with normal Arabic.

I: not the dialect!

P: not the dialect yeah, during the first or three days then they beat me and they start using the dialect.

I: but what is the reason behind using the standard Arabic?

P: because it's easier. Actually, I got used to it this year especially because I am talking to Arab businessmen in China and they are from Syria, from Lebanon, from Yemen. You know those Arabic places which is very difficult for them to understand us if you speak in Moroccan dialect or Tunisian or Algeria so I use Arabic and they use standard Arabic. So, I do the same when I arrive here. It's easier it's better so good, then it's difficult to communicate with the Algerian people in standard Arabic. So we need to change to the dialect.

I: do you code-switch when you use Algerian?

P: yes, a lot at the beginning. So, whenever I am back in Algeria, the first week is the hardest week. We struggle, I try to …

I: what is the language you use to code switch?

P: Oh, the three of them Arabic, Chinese and English. But in Algeria, Chinese and Arabic.

I: Do you speak English when you are in Algeria?

P: rarely

I: did it happen before?

P: not that much I remember, but on very few occasions. For example, I have a Malaysian friend when she visited us here in Algeria, so English was the only means of communication with her, so we use English, but other than that it's really impossible to use English in Algeria.

I: how did Algerian people react when you used English with your Malaysian friend?

P: oh yeah, they look like they are very very interested in in the scene, not only with the language, but also with the visitor, the Malaysian girl. They are very interested. They want to know more, they ask me in Arabic where is she from and stuff like that, so they are, they look very eager to know more details about those foreigners.

I: so you think English gets the attention of Algerians?

P: for now, I think yeah

I: so you think that a person speaking English would get attention more than a person speaking in French!

P: yeah yeah of course. English would attract more attention than the French one because we got used to the French language. People are using it like as if it's their first language which saddens me every day, so I think English of course it will grab the attention of people. I think more people are interested in it, especially with this Facebook thing and YouTube and the different channels for movies and many people are interested in learning English.

I: do you think English now has more prestige than French?

P: of course. Even those people in the capital city, I think you know it as well. People in the capital of Algeria in Algiers, they are always bragging with their French language as if they are the kings and queens of the country. Now, they started using some English words. For example, they say meetings they say let's go to I don't know like our meeting, the stadium, the cinema, stuff like that especially the meeting thing.

I: so, you heard it yourself right!

P: yeah, I did in the capital. So, they are starting … to be something like prestigious like you said. People are bragging and showing off with the English words.

I: What do you think about the status of English as the second foreign language in Algeria?

P: I think it's doing the country a disservice. A lot of people are following the latest publications and the science development and the going of …

I: can you please repeat because the screen froze and I could not hear it well?

P: putting French as the second language instead of English is doing the country, our country, a disservice. Yeah, it's putting us back again instead of pushing us to the front because you know 80 percent of the publications … those new scientific studies are written and published in English and 20 percent is not for French, it is for all of the other languages together, so I think French is only spoken by only four or six

countries I'm not so sure I don't want to give the specificity, but it's like French language is not good nor for science nor for tourism even. Even if you travel even if you go to turkey even if you go to any other place, they are not going to use French unless you are in a French speaking country. So, I think it's just not helping at all.

I: Do you witness any positive signs in the development of English language use in Algeria?

P: I think I am noticing that many people started using it even they use it in their … especially in two places. One is so famous which is Facebook so people now are using some stuff especially quotes and stuff like that famous saying or poems in English, then they do the translation whether in French or Arabic. This is becoming more and more obvious to me and also in LinkedIn in this social platform, it's so … people are using English so much better and more often than in Facebook which is really good I think, it's something very very nice, so it's getting more and more used in different places in Algeria and actually I am trying my best to use it as much as possible, I am trying to push against using French in Algeria, so whether you use your native language which is Arabic or the language of the science and the international language for now which is English.

I: do you see French as the enemy language?

P: no (laughs), no bad emotions towards it, but I don't feel proud of using it and it makes me sad for people who are trying to brag using the language of the people who invaded us few years ago like come on man! Are you okay! You are feeling so proud using the language that is not useful anywhere except here in Algeria or France … I don't it's really healthy or helpful to anybody who is using it. But I am not viewing French as the enemy language, but I want people to be smarter and more productive.

I: Do you think if English spreads in larger scale in Algeria, the country will be more developed?

P: definitely, definitely. One of the I think big pillars of the development of any country is the use of English. If you use English, you are with the rest of the world in the development whether in science or technology or any other stuff and in any other domain. If you are using English, you are with them. You are not using English, you're out. This is how I see it.

I: What do you think about the future of English in Algeria if the government applies the changes they promised so far?

P: yeah I heard about it. I hope they will deliver; I hope they act and put English as the second or the first foreign language in our country and that would really help every single one starting from the government itself. It will help them because I think (sighs) … it makes me sad to witness our ministers not being able to speak in English nor in Arabic.

I: there was only one in the previous government, the temporary government, who used English, he was the minister of higher education and scientific research.

P: it is good, it is good yeah, but we want it to be everywhere, we want it to be everywhere. We need to catch up with the other people, look at Singapore, and look at Malaysia. You know 30 percent of Malaysia is Chinese people. 30 percent of the

country and the other 70 are Indians, but still English is the main language. English is the language that took them into unity and help them to develop. I think if we do the same, we would definitely be able to compete with the other nations. We are out of history for a long time and only one thing can help a lot if they really use English and if this change, it will really help everyone starting from the government itself.

I: do you trust these promises?

P: I never did. What I trust is the … (thinks) if people become a man. If normal people they are aware of the importance of using English for now at least as the most important language now. If you want to travel, you need English. If you want to study abroad, you need English. If you want to go to a prestigious university, you need IELTS, you need to do … to speak in English. So if people are aware enough of this and they work towards it and you and me as teachers, we help them in any way possible to do that, but today we don't need the promises of the government.

I: How do you consider the use of English in the protests recently?

P: it's the word … (thinks) honest media I don't know if you can find a better word for it. But the media which is not biased towards any party like the free media they are using English most likely right! So, the only way or the easiest and the most reliable way to spread the message to send our message outside of Algeria is to use English. And it's understood by every single one on this planet called earth. So if you write English, also Chinese people would be able to understand it. The French people as well would be able to understand it. The Turkish people … anyone.

I: so, you think they used it to send the message, no other reason!

P: mostly yeah. To the … because we want this thing to get as much attention 'the hirak thing' as possible. So most likely that's the reason.

I: so, when the government saw these leaflets, how did they consider them?

P: I think they don't care that much about this because now they are still going on with their own plans. They are just trying to buy some time. I don't want to be political, but I think seeing these signs in English would not cause any act from the government I think, so I think the policy change from the government is coming from somewhere else, probably they want to convince us and the other countries that we are trying to develop, we are trying to be better, we are trying to make Algeria a better place. So when English is one of the things we are working on, I think it's just to try to satisfy the other parts, not us as the common people.

I: Do you think that the smile revolution has direct impact on the prospect changes in language policy?

P: I think so yeah. It's a bit related to the last question. I think this revolution that we witnessed that Algerian people are till now still at this moment, yesterday was Friday number 49 which is really mind blowing for people to be walking on streets protesting against the regime for so long in a such peaceful way which is amazing. I think this one and their peacefulness if I can say that triggered not only this policy between the language, and so many other things. But I think of course the language thing it would be one of the … whether directly or indirectly, it doesn't matter, but at least it's one of the reasons is this revolution. It is behind the different changes we saw in different policies and one of them is related to language policy.

I: Thank you, do you have any questions before we finish.

P: no, it's good thank you.

Marwan

I: Hello! (Explains about the interview topic)

P: Hello!

I: so how old are you?

P: I am 21 years old

I: What is your profession?

P: I am a student in Cyprus

I: Do you have nationalities other than the Algerian one?

P: no, I only have the Algerian nationality.

I: Are both your parents Algerians?

P: yes, they are. I am 100 percent Algerian.

I: How many languages do you speak? What are they?

P: I speak three languages Arabic, English and French, but I want to learn some Turkish as well.

I: How would you describe your knowledge of English? Fluent, moderate or weak?

P: I'm not going to say it's fluent, but it's good enough.

I: What language(s) do you use when you are in the country you live in currently?

P: well, I am in Cyprus so I speak English, but I also have to speak some Turkish

I: What language(s) do you use when you visit Algeria?

P: well in Algeria, I just speak Arabic and French.

I: Do you speak English when you are in Algeria? If you do, how do Algerians react?

P: we don't really speak English in Algeria, so I don't often use but it could happen sometimes if I am talking with tourists or foreign people.

I: how do Algerians react?

P: if you speak English in Algeria that means you are a well-educated person because Algerians don't hear much often people speaking in English.

I: What do you think about the status of English as the second foreign language in Algeria?

P: in my own opinion, English should be the first foreign language in Algeria even if it is the second now, I hope this changes as soon as possible because we don't really benefit from French.

I: Do you witness any positive signs in the development of English language use in Algeria?

P: actually yeah. I can see some small progresses using English in Algeria. It's getting bigger and bigger every day. Nowadays we can see some you know Facebook pages and social media pages using more English than we used to.

I: Do you think if English spreads in larger scale in Algeria, the country will be more developed?

P: yeah, it will of course. If English spreads more in Algeria, it's going to open new opportunities to people, new projects, and new culture because you know as the most powerful language in the planet so it should.

I: What do you think about the future of English in Algeria if the government applies the changes they promised so far?

P: I guess it will be much better for us, for all the Algerians especially Algerian students who are studying there and it will level up the educational system in Algeria and it will give the students more opportunities to go abroad and that's it, I guess.

I: How do you consider the use of English in the protests recently?

P: well, I guess it's a such an impressive step to get the Algerian case outside Algeria and get heard all around the world since our government is not answering the people who are asking about their rights every day, every week, every weekend, so they had to do such a thing and ask for their right in English to get noticed by international media.

I: Do you think that the smile revolution has direct impact on the prospect changes in language policy?

P: well of course it does because you know people are responsible for their culture and people are the ones who decide which language they want to get educated with and talk with, so I guess it probably had a direct impact.

Appendix 15: Transcription of Shop/Restaurant Owners' Interviews

Interviewer (I)

Participant (P)

Salah

I: Hello (explains about the interview)

P: Hello!

I: Are you ready to start?

P: Sure.

I: so how old are you?

P: I'm 35 years old

I: What is your profession?

P: I am the manager and owner of perfume shop in Biskra, my shop is called beauty bay.

I: Do you have nationalities other than the Algerian one?

P: I'm 100% Algerian

I: Are both your parents Algerians?

P: both my parents are Algerian

I: How many languages do you speak? What are they?

P: I can speak Arabic for sure, French and English.

I: Do you travel a lot to other countries?

P: yes, I do travel a lot

I: What language(s) do you use there?

P: in all the countries I have been to, I use English

I: When did you start your business?

P: I started back in 2013 seven years ago.

I: Why did you choose English language to represent your shop as shown on its front panel?

P: the number one reason is I prefer English over French. Also, it's like a conversation starter between me and my clients in the first days of having my shop and it kind of adds prestige to the shop.

I: Do you think English adds to the prestige of your shop?

P: yes, it does actually. The clients are curious about the name … what does it mean, it's kind of prestigious thing, I think.

I: does English make your shop look modern?

P: that's what I mean when I say it gives prestige to the shop because my shop people like it, ask question about it and are curious.

I: What do you think of the new law (released after the smile revolution) that asks business owners to use Arabic and another chosen language on their fronts?

P: I like this concept; the concept is good. It's like coming back to our roots, to our main language, but this case in Algeria I think it's a political decision. I'm not sure about it.

I: Why do you think this law was issued?

P: this law is a good move in a bad timing. This move at this timing! I think it's useless, they do it just to apply some ideas (he means agendas) as they did with Tamazight, they add it as a native language, but nothing changed

I: How do you think the use of English helps in doing business?

P: in Algeria right now, English is just a prestige. In the future or when a businessman is doing international trade, it's going to help actually. People already go to turkey and buy stuff and good, so it helps. But in the shop! I'm not seeing that it's going to help, you can develop yourself by studying and doing research in English about your domain to add some thoughts and innovations, that's it, I think.

P: Do you think English will have more presence in businesses in the future? If yes, why? If no, why not?

I: in the case of local market, I don't think so because we use Arabic, a little bit of French, and a little bit of English … it's all about the person himself if he's influenced by English or French as in my case I'm influenced by English. In international business, it will for sure, but if the Algerian government open the market to people from outside to do business in Algeria, so there will be foreign languages used in Algeria and the common language we can all use is English, so maybe if Algeria will open the market, English will be present as in the case of the UAE … they are Arabs, but most used language there is English because it's the language that everybody can use and understand.

Nassim

I: Hello (explains about the interview)

P: Hello!

I: Are you ready to start?

P: Sure.

I: so how old are you?

P: I'm 28 years old

I: What is your profession?

P: I am an owner of watches shop in Constantine; it is called stay classy.

I: Do you have nationalities other than the Algerian one?

P: I'm Algerian and Pakistani.

I: Are both your parents Algerians?

P: both my parents are Algerian, yes.

I: How many languages do you speak? What are they?

P: I can speak Arabic, German, French and English.

I: Do you travel a lot to other countries?

P: yes, I travel a lot

I: What language(s) do you use there?

P: in all the countries I have been to, I use English

I: When did you start your business?

P: I started back in 2019.

I: Why did you choose English language to represent your shop as shown on its front panel?

P: I named them in English in order to look modern, to look attractive, to be something different from the other shops

I: How do you think the use of English helps in doing business?

P: English helps me bringing more customers to the shop because when they see English, they already believe it's good quality shop. Also, I work with different businessmen from all the world, for example I use English to bring watches from a Chinese brand and with a businessman from Dubai to bring sunglasses, so it helps in this way.

I: Do you think English adds to the prestige of your shop?

P: it is prestigious of course because in Algeria English it's new thing and anything new and different is prestigious.

I: does English make your shop look modern?

P: of course, if it is prestigious, it is modern.

What do you think of the new law (released after the smile revolution) that asks business owners to use Arabic and another chosen language on their fronts?

P: I guess it is a good move because it would organize the way stores look

Why do you think this law was issued?

P: I guess it is a good idea to do it now, it shows that the government is responding to street pressure against French so I think it is a good thing

do you think English will have more presence in businesses in the future? If yes, why? If no, why not?

P: I think it will have good future in Algerian business but it will take time to do so because it is not used in small business, but I know many people with big businesses trying to learn it so they can carry on their business by themselves.

Hicham

I: Hello (explains about the interview)

P: Hello!

I: Are you ready to start?

P: Sure.

I: so how old are you?

P: I'm 29 years old

I: What is your profession?

P: I am a restaurant owner of in Constantine, my restaurant is called one way.

I: Do you have nationalities other than the Algerian one?

P: I'm only Algerian

I: Are both your parents Algerians?

P: both my parents are Algerian, yes.

I: How many languages do you speak? What are they?

P: I can speak Arabic, French and English.

I: Do you travel a lot to other countries?

P: yes, I travel a lot

I: What language(s) do you use there?

P: in all the countries I have been to, I use English

I: When did you start your business?

P: I started back in 2020.

I: Why did you choose English language to represent your shop as shown on its front panel?

P: As you can see, I used English in the sign and in the decoration, I think this is catchy because people would feel they are in America or England which makes it look very modern to them and make them come here more

I: How do you think the use of English helps in doing business?

P: As I told you earlier English is catchy so I receive more customers who want prestige, but also if you see the location of my restaurant, it is close to the international airport, so I sometimes have customers from different nationalities, so I usually use English to communicate with them.

I: Do you think English adds to the prestige of your shop?

P: my shop is of course prestigious and one of the reasons is English because English in the inside and outside gives the customer a different experience he can find in other countries like America.

I: does English make your shop look modern?

P: as I told you it is prestigious so it is modern.

What do you think of the new law (released after the smile revolution) that asks business owners to use Arabic and another chosen language on their fronts?

P: I don't know if it is good or bad because no one did what they asked us to do even if they gave us a week to do it.

Why do you think this law was issued?

P: I think it is similar to what they did to education you know, they are trying to please the public with language decisions so I guess that's the main reason.

do you think English will have more presence in businesses in the future? If yes, why? If no, why not?

P: If the government changes its business orientation from France to other English countries, we will be obliged to use it more. So it depends on the government I guess

Appendix 16: Transcription of Social Media Influencers' Interviews

Only a sample of the twenty interviews is listed below.

Interviewer (I)

Participant (P)

Rapstar

I: Hello! (Explains about the interview topic)

P: Hello!

I: so how old are you?

P: I am 21 years old

I: What is your profession?

P: I am a student

I: Do you have nationalities other than the Algerian one?

P: no, I only have the Algerian nationality.

I: Are both your parents Algerians?

P: yes, they are. I am 100 percent Algerian.

I: How many languages do you speak? What are they?

P: I speak three languages Arabic, English and French, but I want to learn some Turkish as well.

I: Do you travel a lot to other countries?

P: yeah, I do. For tourism

I: What language(s) do you use there?

P: English of course, but sometimes French in French speaking countries.

I: What do you think about the presence of English language on Algerian social media?

P: it's a bit weak, but it's getting wider, I guess.

I: Do you use English on your platform?

P: yeah, of course I do. Actually, it's the most language that I use in my social media.

I: Why do you use English in your social media platforms?

P: first of all because I knew music in English and I produce English music so most of my fan base are from different nationalities and different cultures and I thought that English is the most common one so I have to.

I: In your opinion, what does English symbolize?

P: of course, English is the world language and most used one, and most common between all the cultures, not only in the music industry, but also in all domains.

I: How do Algerian people react to your use of English on social media?

P: I guess it's a normal thing especially nowadays everyone is using English, so they get used to it.

I: Do Algerians reply to you in English when you speak in English?

P: actually, yeah, they do, but not all of them, but most of them. They try their best.

I: Do you think the use of English on social media can influence its use on education and everyday life? If yes, how?

P: of course, it does. Nowadays, we can see are interested in English more than French and that's why we hope for seeing English as the first foreign language in the country. because you know English is the most used language in all over the world and actually more than 70 percent of researches are in English

I: Do you think if English is taught at earlier ages, will it make Algerians more familiar with English and develop their country?

P: of course, because everything is in English in the world of today so why should Algeria be the exception.

I: Would you prefer education in French (as it is in most universities) or in English?

P: of course, English as I said earlier 70 percent of scientific research is in English.

I: Do you think that the use of English in social media has the capacity of changing its policy in Algeria?

P: not only that, it is one of the things that government should pay attention to see the orientation of its people.

I: Did you participate in the protests of the smile revolution?

P: I actually didn't because I was away from Algeria, but I think it's something amazing that people are claiming their rights.

I: Do you think that the last political changes on language policy are a result of the smile revolution demands?

P: they might be yes, especially when we look at the timing, but we still have to wait and see if they are going to be applied or not.

Thinker

I: Hello! (Explains about the interview topic)

P: Hello!

I: so how old are you?

P: I am 28 years old

I: What is your profession?

P: I am a businessman.

I: Do you have nationalities other than the Algerian one?

P: no, I only have the Algerian nationality.

I: Are both your parents Algerians?

P: yes, they are.

I: How many languages do you speak? What are they?

P: I speak four languages Arabic, German, English and French.

I: Do you travel a lot to other countries?

P: yeah, I do. For business and tourism.

I: What language(s) do you use there?

P: English of course.

I: do you use English on your platform?

P: I actually use English only on my page because that was the aim since the first day I created it

I: Do Algerians reply to you in English when you speak in English?

P: my followers also use English because they know it is an English-speaking page

I: why do you use English in your social media platforms?

P: I use English to Attract English-speaking community in Algeria as simple as that because I think English community has a better look of the world than the French one, I feel they are superior, they feel smarter than the ones who use just French

I: In your opinion, what does English symbolize?

P: English is the new world, English is like an evolutionary world, anything new that comes out in the world, it comes out in English you know, so English is like a newsfeed and the latest s* outside, so if you are in contact with English, you are in contact with the world.

I: Do you think that the last political changes on language policy are a result of the smile revolution demands?

P: without the protests, we could have never dreamt of seeing such decisions (laughs) … the government knew what the public wanted, but they never cared so hirak came as a slap for them to wake up and hear from us (laughs again)

Beauty-creator

I: Hello! (Explains about the interview topic)

P: Hello!

I: so how old are you?

P: I am 26 years old

I: What is your profession?

P: I am a student.

I: Do you have nationalities other than the Algerian one?

P: no, I only have the Algerian nationality.

I: Are both your parents Algerians?

P: yes, they are.

I: How many languages do you speak? What are they?

P: I speak four languages Arabic, Spanish, English and French.

I: Do you travel a lot to other countries?

P: yeah, but not much. For tourism only.

I: What language(s) do you use there?

P: English of course.

I: Do you use English on your platform?

P: I use English yeah, but you know sometimes I use three languages in one post (laughs) English, Arabic and French

I: Do Algerians reply to you in English when you speak in English?

P: they reply in the same way as I do sometimes in three languages. Sometimes only one language, it depends

I: why do you use English on your social media?

P: You know I studied English as a major, so I already love English, but because I love make-up and everything related to it, I used to watch beauty queens in the world like Kylie Jenner and Gigi Hadid, you know those gods of make-up and then when I started my Instagram page, I wanted to have it heard not only in Algeria, but all the world. Maybe one day I become famous like those (Laughs)

I: I: In your opinion, what does English symbolize?

P: English is simply the language of development in all domains because you see all ads on newest products or technology are in English

I: Do you think that the last political changes on language policy are a result of the smile revolution demands?

P: definitely, I think the hirak influenced everything not only English language in Algeria. The government looks like it listens more to what we want … of course it misses still some things but at least it's better than before, let's see how it goes

Appendix 17: Ethics Committee Approval Letter

Doğu Akdeniz Üniversitesi
"Erdem, Bilgi, Gelişim"

Eastern Mediterranean University
"Virtue, Knowledge, Advancement"

99628, Gazimağusa, KUZEY KIBRIS /
Famagusta, North Cyprus,
via Mersin-10 TURKEY

Tel: (+90) 392 630 1995
Faks/Fax: (+90) 392 630 2919

E-mail: bayek@emu.edu.tr

Etik Kurulu / *Ethics Committee*

Reference No: ETK00-2019-0268

16.12.2019

Subject: Application for Ethics.

RE: Baya Maraf (15600014)
Faculty of Education.

To Whom It May Concern:

On the date of **16.12.2019**, (Meeting number **2019/29-03**), EMU's Scientific Research and Publication Ethics Committee (BAYEK) has granted, Baya Maraf from the Faculty of Education to pursue with his/her PhD thesis work **"Assessment of English language policy compatibility with current demands and needs in a multilingual context, Algeria"** under the supervision of Prof. Dr. Ülker Vancı Osam. This decision has been taken by the majority of votes.

Regards,

Prof. Dr. Fatma Güven Lisaniler

Director of Ethics Committee

FGL/ns.

Appendix 18: Research Approval Letter from Batna University

الجمهورية الجزائرية الديمقراطية الشعبية

People's Democratic Republic

Ministry of Higher Education
and Scientific Research

Batna University

وزارة التعليم العالي والبحث العلمي

جامعة باتنة

Subject: Approval Letter for Data Collection

To Whom It May Concern

This letter is sent to demonstrate that Miss. Baya Maraf has permission to collect data through questionnaire and interview methods at the University of Batna.

She is conducting a PhD thesis entitled as 'Assessment of English language policy compatibility with current demands and needs in a multilingual context, Algeria' under the supervision of Prof. Dr. Ulker Vanci Osam.

She will collect data from the permitted departments at the university, except for the department of English language.

Please demonstrate cooperation and collaboration when she visits your office for the mentioned purposes.

Best Regards,

Appendix 19: Research Approval Letter from Biskra University

REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE
MINISTERE DE L'ENSEIGNEMENT SUPERIEUR
ET DE LA RECHERCHE SCIENTIFIQUE
UNIVERSITE MOHAMED KHIDER - BISKRA
Vice-Rectorat des Relations Extérieures, de la Coopération,
de l'Animation et de la Communication et des Manifestations Scientifiques

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي
جامعة محمد خيضر بسكرة
نيابة مديرية الجامعة للعلاقات الخارجية و التعاون
و التنشيط و الاتصال و التظاهرات العلمية

Subject: Approval Letter for Data Collection

To Whom It May Concern

This is to certify that Miss. Baya Maraf has permission to collect data through questionnaire and interview methods at the University of Biskra. She is conducting a research entitled '**Assessment of English language policy compatibility with current demands and needs in a multilingual context, Algeria**'under the supervision of Prof. Dr. UlkerVanciOsam. She will collect data from different departments at the university, except for department of English language. Please demonstrate cooperation and collaboration when she visits your office for the mentioned purposes.

Best Regards,

Pr. Mahmoud Debabeche
Vice Rector of External Relations and cooperation

Université Mohamed Khider, B.P 145 RP 07000 Biskra
☎ (213) 33 73 50 80

جامعة محمد خيضر بسكرة، ص.ب. 145 ق ر، 07000 بسكرة
(213) 33 74 77 88   www.univ-biskra.dz