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***Case Study: Master Students of the Department of English,
MMUTO***

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Dedication

*I dedicate this work to my dear parents Mohammed and Ouiza who are
my source of inspiration, motivation and support.*

To my grandfather.

To my sisters Dihya and Yasmine.

*To my sisters by heart, Kamilia, Hanane, Meriem, Katia who
were a source of courage, support and confidence.*

To all my friends: Hamid, Zina, Sadia.

In memory to my grandmother

Sarah

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Abstract:

The present study aims at investigating the presence of English in the Algerian linguistic landscape, focusing on the students' use of English outside the school walls in Tizi-Ouzou. Its objective is threefold. It aims first at identifying what has motivated students to choose English as a foreign language to learn. Second it investigates the students' use of English outside the school walls. Third it intends to discover the place the English language occupies in the present Algerian linguistic landscape. In order to meet the objectives of the study, Ryan and Deci's Self-determination theory is applied. For collecting data, statistics of the number of students' registrations from 2010 to 2019 and the number of students who obtained the Licence and Master degree from 2015 to 2018 in the department of English and French were collected. Moreover, questionnaires were distributed to 170 students and an interview was conducted with 12 teachers in the department of English. As far as data analysis is concerned, a mixed method research combining quantitative and qualitative methods has been adapted. The numerical data are analyzed through the SPSS in order to analyze the open ended questions of the questionnaires and the interviews. The qualitative data are analyzed using the qualitative content analysis. The results reached in this study reveal that the students' motivation towards learning English is related to the social status English is acquiring in Algeria and the opportunities this language may offer. Furthermore, the results of the study demonstrate that the students use English for other purposes than education, they use it in other sectors such as media and business. Besides, the results reveal that English occupies an important place in the Algerian business sphere, thus its threat to challenge other languages is accentuated. Finally, recommendations for further research are provided.

Key Terms: Motivation, Linguistic Landscape, Public Sphere, Business Sphere, Linguistic Situation.

List of abbreviations

AM: Amotivation

EFL: English Foreign Language.

EM: Extrinsic Motivation.

IM: Intrinsic Motivation.

LL: Linguistic Landscape.

QCA: Qualitative Content Analysis.

SDT: Self Determination Theory.

SPSS: Statistical Package for Social Sciences.

List of Symbols

X: The Calculated Percentage

Z: The Value of the Answers

Y: The number of Participants

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Introduction

Statement of the problem

Human beings have a unique linguistic and communicative capacity that makes them different from other species. Besides being able to use language, humans are social beings. This can be perceived in their way of anticipating things with each other and their ability and propensity to communicate with one another. Language is on the one hand, considered as the cultural tool that sets humans apart from any other species, on the other hand, it is considered to be the most used means of communication by humans.

Humanity is not only characterized by linguistic diversity, but it is also a fact that people from different linguistic communities learn and use other people's languages. Across history, many languages come into contact because of military conquests, migration, geographical proximity, and international trade; among these languages, English has spread all over the world and has become an important language that is now taught in every school in the world and is chosen by many students as a valuable language to learn.

Algeria has a reach linguistic repertoire that resulted from its complex history (Benrabah, 2014). Throughout history, many ethnicities have occupied Algeria. The original inhabitants of this country are known as Amazighs or Berbers. The oldest language spoken by the indigenous population of this area was and still is Tamazight. The next language to find its path to the Algerian linguistic repertoire is the Arabic language which is an offshoot of Islamic conquests that have targeted North Africa. Moreover, the French colonization in Algeria from 1830 to 1962 led to the emergence of a new language besides Berber and Arabic which is French. During the colonial period, French became the official language of the Algerians.

English is the last language to find its way to the Algerian linguistic repertoire. It firstly spread in Algeria because of a historical event after the WWII that is the landing of American parachutists in 1942. During their stay in Algiers, locals started learning some

English terms like: whiskey, dollars, business, cigarettes, etc (Fodil, 2017) Secondly, there is the phenomenon of globalization that has widened the influence of English as the international language (Hussain, 2017). In other words, globalization make in sort that English is rooted in different countries due to its value and importance.

English has steadily developed to become an important language today, and it is gaining an increasing space in different fields namely: the economy, the media, the advertisement, and mainly education. Many international centers and schools are installed in Algeria to offer English courses; among them the US Embassy and Berlitz Centre that have launched a new language program in 2013. In, 2012, ETS Global, a subsidiary of Educational Testing service, conducted a seminar on English language training among Algerian businesses and schools of management and engineering (Belmihoub, 2018). Finally, two other international centres 'The EF Algeria centre' and 'KAPLAN International' offer programs of English classes abroad, more precisely in English speaking countries. In addition, English is present in public schools and universities. Algerians, in universities study English as part of their curriculum whatever their field of specialization. As a result, the increasing demand of English in the Algerian schools has inspired us to devote the present work to the identification of what motivates the EFL students to study and learn the English language and then find out the purpose for which English is used outside university.

In recent years, one can notice the rapid spread of English in the Algerian schools as well as the prestige it is endowed with. Thus research in this area should receive much attention in Algeria to keep up with similar research elsewhere. A deep look in the literature has showed a number of interesting works. At the international level, several studies have targeted the use of English outside school. In this regard, one can mention Shvidko's (2012) study entitled '*Students Perspectives on Language Use outside the Classroom in an Intensive English Program*' at Brigham Young University, Provo. Her research focused on student's attitudes

towards an English only environment in an intensive English program; she completed the research by finding that practicing English would help the students improve their language and prepare them for real world communication. In addition, Sargsyan and Kurghinyan (2016) investigated *'The use of English language outside the classroom'* at Armenian State Pedagogical University. The aim of the study is to find out in which ways Armenian students use English outside classroom. As a result, it is found that few students use English outside the classroom, they only use it in social media, listening songs and for research making.

It is worth mentioning that in the Algerian context not much attention is given to the investigation of the use of English outside school walls. Fodil's (2017) investigation *'English in the Algerian Street Today: the Naming of Shops'* at MMUTO discusses the intrusion of English in the labelling of commercial shop signs displayed in the streets of Tizi Ouzou. It is found that English is associated to modernity and to the desire to integrate the global market. An illustration of the prestige English gains in the society is the fact that an ever growing number of shop owners in Tizi Ouzou have adopted English in labeling their shops. Sidhoum (2016) investigated *'English as a 'Trojan Horse' in the Algerian Linguistic Landscape'*. The aim of the study was to explore the spread of English in Algeria through analyzing shop names in the LL of Bouira. The findings of the research reveal that the majority of signs labelled in English are of a subject nature and the spread of English in Algeria is an offshoot of globalization. Furthermore, Kasdi's (2017) investigated *'The Use of English in Maghrebi Songs: A Critical Discourse Analysis of some Lyrics'* at MMUTO. The research aim was to investigate the presence of English in Maghrebi musical sphere and reveal the reason from choosing this language. It is found that singers use English to get their message heard and recognized.

Finally, one can mention Boulahia's (2018) dissertation entitled *'The Use of English in the Algerian Business Sphere: A Sociolinguistic Analysis of some Names of Algerian*

Brands and Companies’ in the department of English at MMUTO. The aim of the study was to analyze brand names of companies written in English or comprise English words in Algeria. The findings of the research reveal that a huge number of brand names are written in English thus it asserts the importance of this language and the opportunity its mastery may offer. However, to our knowledge none of these studies has ever discussed the purpose and the motivation of Algerian students towards choosing English and none of them have investigated EFL students’ actual use of English language outside the school walls. Consequently, the study on the use of English outside the schools in a non-English speaking country like Algeria is an area worthy of investigation.

Our work differs in some aspects from the previously cited works. It tackles some issues that have never been studied before. First, it is concerned with finding out what motivates students to lean towards learning English in Algeria. In addition, it attempts to discover the EFL students’ purposes from learning English. Second, it compares the number of students who register every year in the department of English and the department of French to highlight the place English occupies in the Algerian linguistic repertoire and explains its presence in the new Algerian linguistic landscape, thus it reveals the importance and the value given to this language in the academic sphere.

Aims and significance of the study

This dissertation aims at shedding light on the presence of English in the Algerian Linguistic Landscape focusing on EFL students’ use of English outside the school walls. The objectives of this study are threefold. First, it seeks to highlight the Algerian students’ choice to learn English rather than another language. Second, the research strives to explore students’ use of English outside university. Third, the study aims to identify the visibility English is gaining in the new Algerian Linguistic Landscape.

Yet, because of the novelty of this research field and due to the complexity of this area of investigation, few contributions on this issue of the presence and use of English outside of school in Algeria from Mouloud Mammeri University are found except for the previously cited ones. Accordingly, through our investigation the status of English will be clarified, as it will make an endeavor to highlight the importance of English in Algeria, thus bringing more visibility on the opportunities its mastery may offer.

Research questions and hypotheses

For the purpose of reaching the above mentioned research objectives, the research attempts to answer the following questions:

1. What motivates students at the department of English at MMUTO to choose English as a foreign language to learn?
2. How do Algerian EFL students at the department of English, MMUTO use English outside the school walls?
3. What does the emergence of English in the new Algerian linguistic landscape reveal about the linguistic situation of Algeria?

In an attempt to answer these questions, three working hypotheses are advanced, which are:

- **H1:** Students at the department of English choose to learn English because of the important place it occupies in the world.
- **H2:** EFL students at MMUTO use English for communicative and professional purposes.
- **H3:** The emergence of English in the Algerian linguistic landscape accentuates its threat of domination over French, Arabic and Tamazight languages in the country as well as it demonstrates the richness of the linguistic repertoire in Algeria.

Research techniques and methodology

The present work intends to investigate the use of English by Algerian EFL students in the department of English outside university walls. It is mainly concerned with finding out the reasons that motivate students to learn English, and their purposes from learning this international language. In order to achieve this goal, and answer the research questions of the study, the mixed method approach which combines the quantitative and the qualitative research techniques is adopted in the process of data analysis. The research data are collected on the one hand using a questionnaire administered to Master EFL students in the department of English at MMUTO, on the other hand, a structured interview that targets teachers in the department of English is conducted. In addition, statistics concerning the number of students' registrations from 2010 to 2019 and the number of students who obtained a Licence and a Master degree from 2015 to 2018 in the department of English and French are collected. This puts us in a direct link with the context of our investigation and provides us with more details to better investigate the issue. The quantitative technique of data analysis is used to analyze the numerical data from the questionnaires and interviews through the SPSS. The qualitative part is used for the descriptive data collected from the open-ended questions of the interviews and questionnaires.

Structure of the dissertation

The present dissertation follows the traditional complex model that consists of four chapters as well as a general introduction and a general conclusion. The general introduction gives the reader an insight about the content and the topic to investigate and presents the aims to reach from this study. The first chapter entitled 'Review of Literature' reviews the main concepts and the previous works relating to our topic and presents the main theoretical frameworks. The second chapter, 'Research Design' describes the methodological procedures

the researcher follows. It offers a description of the sample and the participants involved in the study as well as the data collection and data analysis tools. After that, comes the results chapter that presents the findings gathered. The results are followed by their discussion in the last chapter where they are analyzed and discussed in the light of the theoretical framework and the literature review. Finally, the general conclusion provides a holistic summary of the main points tackled throughout the dissertation and seeks to answer the research questions in the basis of the obtained results, besides it checks the validity of the hypotheses, then hopefully provides recommendations for further studies in the same research area.

Chapter One

Literature Review

Introduction

This chapter consists in the review of the literature that is meant to account for the major works related to the present research in details. It presents the theoretical framework supported by an overview of the key concepts that are introduced in the research. The first section explains the linguistic diversity of Algeria and provides a brief historical account of its complex linguistic situation. Moreover, it introduces the concept of English as a global language and its intrusion in the Algerian linguistic market, followed by a general overview about the discipline known as the ‘Linguistic Landscape’. Then it offers some illustrations about the Algerians’ use of English outside schools and explains its presence in the Algerian public sphere. The chapter also provides an overview of the Algerians’ attitudes toward English. The last section is devoted to the presentation of the analytical framework proposed by Richard M. Ryan and Edward L. Deci’s (2000) theory of self-determination.

1.1 Algeria as a multilingual area

Throughout history Algeria knew different conquests, and thus it was exposed to a number of more or less enduring contacts with different ethnicities, some of which helped shape its rich and diverse linguistic repertoire characterized by the coexistence of four languages. Ait Si Salem (2005: 23) describes Algeria as a *‘multilingual country where at least three languages are in competition: Arabic, Tamazight, and French’* (cited in Fodil, 2017). It is important to mention that over the last few decades English has in its turn, entered the Algerian linguistic market. According to Benrabah (2014) *‘Algeria is a multilingual area and this linguistic situation comes from its complex history.’* Mohammed Benrabah summarizes this complex history in the following lines:

Several invaders more or less shaped the sociocultural history of Algeria, as well as its sociolinguistic profile. Berbers came under the yoke of the Phoenicians who imposed their Carthaginian rule for about seven centuries, subsequently Romans for about six centuries, the Vandals and the Romanized Byzantines for about a century each. The Islamo-Arabo- Berbers dominated the region for about four centuries, the Turks for about three centuries, and the French, who brought Turkish domination to an end, for more than a century and a quarter. Spaniards occupied enclaves along the Mediterranean coast intermittently between 1505 and 1792. One of the consequences of this long history of mixing peoples was language contact and its by-product, multilingualism – Berber–Punic, Berber–Punic– Latin, Berber–Arabic, Berber–Arabic–Spanish–Turkish, Berber–Arabic–French, and so on (Benrabah, 2014: 43).

The above quoted passage explains how Algeria was home for a wide variety of ethnicities.

In other words, Berbers' land was occupied by many ethnicities among them: the Phoenicians, the Romans, the Byzantines, the Islamo-Arabs, the Spaniards, the Turks as well as the French. Therefore, it appears that Berbers have been in contact with different languages, which have resulted in a wide diversity of languages illustrating today's multilingual situation. It is worth mentioning that the linguistic communities that have marked and affected the Algerian linguistic repertoire are the Arab and French communities. To better understand the sociolinguistic situation in Algeria, a brief historical overview of its linguistic diversity is provided.

The first and the oldest language spoken in Algeria is Tamazight also called Berber. It is the native language of the indigenous population called '*Imazighen*'. The tremendous geographic distance that separates the Berber speakers, has resulted in a great number of varieties that are spoken all around Algeria, among them: Kabyle, Mozabite, Chaoui, Tergui, etc (Benrabah, 2014). In addition, as often happens with conquests, Romans, since they were speaking Latin, they imposed their language to the local population.

The Arabic language integrated the Algerian linguistic repertoire due to Islamic conquests that have targeted North Africa. It is the language that followed the diffusion of the new religion: Islam (Benrabah, 2014). We can mention two varieties of Arabic in Algeria: Classical

Arabic used in academic and official settings such as administrations, schools, etc, and *Daridja*, which is used for everyday communication in informal situations. Arabic is considered as a prestigious language that has an important status in the Algerian context. It is the official language of Algeria as specified in the constitution of 1963. Moreover, the Algerian authorities have recently acknowledged Tamazight as the second official language in the country after Arabic.

As far as the French language is concerned, it used to be the lingua franca in Algeria. This language was imposed on Algerians during the French colonization. The French not only imposed a new administrative system but also a new educational system. French had been imposed to the Algerians thus; they were forced to learn it (Fodil, 2017).

Benrabah's (2014) investigation about the four competing languages in Algeria, has discussed the importance of the influence of colonialism in shaping post-colonial language policies in a multilingual society. His study has drawn a conclusion about the conquests that crossed the Algerian territory saying that the most and only conquering groups that have left a deep impact on Algeria's linguistic profile are the Arabs and the French. Despite the fact that Arab and French conquests had affected the Algerian linguistic profile, one should consider also the previous conquests that marked the Algerian linguistic repertoire before the French and Arabs.

After Algeria became independent from the French invasion in 1962, the Algerian government went through a policy of *Arabization* to promote the teaching and learning of Arabic and get rid of the French words in the Algerian tongue (Benrabah, 1995). The Algerian authorities even put aside the existence of Tamazight. Opponents of French, Tamazight and Arabic bilingualism in Algeria have argued that French is a colonialist and imperialist language (ibid, 2014). As a result, the Algerian authorities followed a policy known as Arabization to promote classical Arabic and marginalize French and Tamazight. Despite the association of

French with colonialism, it has remained the language of education and administration in some regions of the country like Tizi Ouzou. The Algerian government declared French as the first foreign language at the end of the 1970s.

The English language is the last important language to settle in Algeria after World War II. It became rooted in Algeria when it started being taught in schools and it is now considered as the second foreign language after French.

1.2 English as a global language

The end of the WWII led to new perspectives and changes in different domains at an international level. Thus, the international relationships were boosted via globalization. According to Hussain (2017) globalization is a *worldwide process* where individuals have more and more interactions with people in other countries through trade, investment, education and culture. In other words, it is a process of interaction and integration among the people, companies, and governments from different countries (ibid.). The term 'Globalization' saw day in the 1970's, yet its true existence according to some scholars goes back to the post WWII (Horowitz, 2004). The changes that happened after the WWII resulted in the creation of a unified world dominated by three major forces: science, technology and commerce. To meet the demands of these forces, there was an increasing request for a language that would act as a lingua franca to ease the treatment between people over the world. Therefore, according to Crystal (2003) '*English was at the right place at the right time*' in other words, English was in charge to accomplish the mission by becoming *global English* (ibid.).

The spread of English in the world has an impact on language choice within a particular community that favors the use of a language over another. According to Crystal (2003) Global English turns the *big world* to a *small village*. In short, English as a global language has united and connected all people around the world whatever their cultures, identities, beliefs and

countries are. As a result, today English is the language mostly spoken all over the world; there are more than one billion users of English in the world (ibid, 2006). However, it is worth noting that it is not the large number of the users of English, the simplicity of its syntax and its association with a dominant culture or religion that makes it as global language (ibid, 2003). The essential reason that makes a language international is the power of its people. It includes military, economic and political powers (Culpepper, 1997). Consequently, the economic and political supremacy of the United States of America helped the emergence of English as an international language. Thus English became a necessary medium of communication, and as Phillipson (1992) highlights, a person who does not know and use English is in a very concrete sense '*disadvantaged*'.

1.2.1 The Spread of English in Algeria

English language has found its path to the Algerian linguistic repertoire in a peaceful way. The appearance of English in Algeria goes back to the post WWII. According to Fodil (2017), '*The appearance of English in Algeria is linked to the Second World War after the landing of American parachutists in Algiers in November, 1942*'. The period spent by the American parachutists in the country, was an opportunity for the Algerians to start learning a certain amount of English vocabulary. Locals learnt some words such as: business, chewing gum, whiskey, dollars, cigarettes, etc (ibid.).

Despite the increasing status of English in Algeria, its use remains limited (Belmihoub, 2012). For example, in media Tamazight, Arabic and French dominate most of the Algerian channels. The same process is followed for newspapers and radio (ibid.). However, in recent years, English has started being heard and read in the Algerian media. Some shows on radio are broadcasted in English, articles written in English are published online in some Algerian channels, and its use is spreading more and more. Some investigations like Benrabah's (2013),

Fodil's (2017) and Bouleghlam's (2017) have showed this rapid intrusion of English in the Algerian public sphere and thus proved its increasing use.

According to Fodil (2017), English is more extensively used in business due to the emergence of multinational companies in Algeria, more precisely American, British and French companies. Moreover, the multinational companies hired many Algerian workers for whom the mastery of English is a requirement. Moreover, despite its late appearance in the Algerian public sphere, a growing number of people have started using it outside of schools in different fields like in business for communicative purposes, in advertisements, in media... Therefore, the emphasis on learning English is becoming a vital part of education all over the world and especially in Algeria.

1.3 The Importance of the English Language

The status of English as an international language makes it important and valuable. It is the language of the modern world, and is the most important means of International communication. People from all over the world speak English when they meet in international meetings, workshops, conferences, commerce... Thus, one can say that English becomes the most essential language in the world (Ilmiah: 2015).

According to Ciprianoá and Vančo (2010) *'Beyond the shadow of doubt has English become the major Lingua Franca'* thus people need to learn it in order to follow the globalization era. In addition, due to the importance of English, it is today, the most spoken language in the world. According to Braj Kachru (1985) *'the spread of English in the non-Anglophone countries does not play any historical or governmental role but it is used as a medium of international communication. The number of speakers in this circle ranges from 100 million to one billion.'* David Crystal summarizes the spread of English in the following lines:

From a time (in the 1960s) when the majority of speakers were thought to be first language speakers, we now have a situation where there are as many people speaking it as a second language and many more speaking it as a foreign language. If we combine these two latter groups, the ratio of native to non-native is around 1:3. (Crystal, 2006:425)

The above quoted passage argues that at a time English goes back only to its native speakers but the number of people who speak English today as their second language is almost equal to the number of its native speakers. Moreover, the number of those who speak it as a foreign language is even higher. More precisely 400 million people speak English as their first language, about 400 million speak it as their second language, and around 600-700 million people speak it as a foreign language. These numbers make more than one billion users of English in the world (ibid.).

The spread of English worldwide and its use in many fields accentuates the necessity to learn it. According to Crystal (2006) *'English is the medium of a great deal of the world's knowledge, especially in such areas as science and technology; and access to knowledge is the business of education.'* At the level of international values, English is the most used language in international organizations as it is the case of the United Nations Organizations (UNO) (Corrêa de Almeida Pasinato, 2008). Moreover, English is important not only in communication but also in education. Through English, one can have access to knowledge. Furthermore, the majority of articles in different domains are in English, thus learning it facilitates the acquiring of knowledge as well as research (Bouleghlam, 2017). Furthermore, due to the status of English in the world, its spread in the Algerian territory and its presence in the Algerian public sphere makes its learning in Algeria necessary. Whether in research or in professional domains, the English language is requested and its presence today in the Algerian linguistic landscape makes its learning important and necessary.

1.4 The Linguistic landscape

One may wonder why mentioning this notion of Linguistic Landscape (LL). Checking such notion in a given community widens the understanding of the researcher about the real dominant language, the language of power, and the language of identity (Boulaghlam, 2017). Those aspects help the researcher interpret both the presence and the Algerians' use of the English language in Algeria outside of schools.

This new area of study has been developed in the recent years as a field of interest and cooperation among applied linguists, sociolinguists, sociologists, psychologists, cultural geographers and several others. Their common interest is the demonstration of the LL as the scene where the public space is symbolically constructed (Shohamy et al., 2010; Ben-Rafael et al., 2006). Its pioneers Landry and Bourhis first introduced the concept in their seminal work on ethno linguistic vitality and signage in Canada (1997). They define this concept of LL as *'the visibility and salience of languages on public and commercial signs in a given territory or region'* (1997: 25). Landry and Bourhis attributed another definition to the LL that has been used by many researchers who have dealt with the same area of investigation among them: Bakhaus (2006); Shohamy et.al., (2006); Cenoz and Gorter (2006); Gorter (2006); Fodil (2017), etc. The definition contends that:

The language of public road signs, advertising billboards, street names, commercial shop signs, and public signs on government buildings combines to form the linguistic landscape of a given territory, region, or urban agglomeration. (Landry & Bourhis, 1997: 25)

This definition explains that any linguistic sign that exist in an area outside of school, that is to say: road signs, government building, commercial signs, advertisement slogans... participates in the construction of what is called the LL. In other words, any visual linguistic sign in public spaces serves in the formation of the linguistic landscape of a given territory or region.

LL can function in two ways; it can have an informative as well as a symbolic function (Landry and Bourhis, 1997:25). It is informative in the sense that it provides information about

the linguistic characteristics, territorial limits and the language of boundaries of a given territory. The symbolic function of LL refers to its being an indicator of power relationships between the languages that coexist in a territory. The inclusion of a language or of a variety of a language in the LL of a given area reveals the high status the variety enjoys in the area, as well as the dominance of the community using it in that place. In contrast, the exclusion of a variety from the LL generates a feeling of marginalization within its speakers. Exclusion usually reveals a low status and limited use of a language in a community (Landry & Bourhis, 1997). Furthermore, there is general agreement that language use in the LL falls into two categories: the ‘top-down’ that refers to the public signs, created by the state and local government bodies and ‘bottom-up’ that refers to language use created by shop owners, private businesses, etc.

The main goal of LL studies is to describe and identify systematic patterns of the presence and absence of languages in public spaces and to understand the motives, pressures, ideologies, reactions and decision making of people regarding the creation of LL in its varied forms (Peck and Stroud, 2015). In other words, for LL researchers, language in public spaces is not arbitrary and random; rather, researchers attempt to explore these systematic patterns in the relationship between LL and society, people, politics, ideology, economics, policy, class, identities, multilingualism and multimodalities and to describe and analyze various forms of representation. The intrusions of English in the Algerian LL made the use of English outside of schools in Algeria deserve its own investigation.

1.5 The presence of English outside the school walls in Algeria

In the current study, the term outside the classroom refers to the English used or made in what we call the linguistic landscape. In other words, it refers to the presence of the English language in different domains and its manifestation in the Algerian public sphere today. In recent years, the intrusion of English in Algeria has gained an important status, thus the use of English outside of school in Algeria deserves its own investigation. Many studies have been

conducted a research about the English in the Algerian teaching and learning context, while the presence of this language in the public sphere was not accounted for, until recently. To fill this research gap, some studies have been conducted in order to discover this growing emergence of English in the Algerian linguistic landscape.

Fodil (2017) has investigated the Algerians use of English for naming their shops. The investigation aims at shedding light on the effects of the presence of the English language in Algeria outside of school as manifested in shop names written in English. In other words, the focus of his study is on the intrusion of English in the labeling of commercial shop signs belonging to private individuals or institutions. The findings of the study revealed that shop owners in Tizi Ouzou have progressively adopted English as a sign of integration into the *Global market*. In addition, the rapid switch from French to English in shop labeling is associated in the minds of the shop owners as a sign of modernity, technology and high class status. Finally, the scholar underpins the high prestige English gains in the Algerian society on the evidence of shop labels.

Moreover, Belmihoub (2017) discussed the presence of English in Algeria in his article '*English in a Multilingual Algeria*'. In his Article, an explanation is given on how English is used internally among Algerians to communicate. In addition, he advanced an overview on the linguistic diversity in Algeria and has discussed the presence of various languages in this country. Moreover, he explains the presence and emergence of English in the Algerian territory and its use in the Maghreb nations. Furthermore, he discusses its presence and its use in different domains such as industry. Finally, according to Belmihoub (2017) '*Despite this lingering presence and the Francophonie's attempts to resist English and survive as a powerful lingua franca in the 21st century, English is fast-growing in Algeria.*' In other words, the fast grow of English in Algeria may exceed French, thus one can notice the spread of English and its rooting in Algeria. Furthermore, the same conclusion is noticeable in Benrabah's (2014) investigation

on the four competing languages in Algeria. Benrabah (2014) has discussed the dominant position of English as a global language despite the maintenance of the former colonial language, French. Through his research, he concluded that there are some indications that the future supersession of French by English might occur. English is the most serious rival at the moment even though a rising language like Chinese has recently appeared in Algeria's linguistic landscape.

Through these above-mentioned studies, one can notice that through time English has gained an important status in Algeria, and is even attempting to exceed French. Through our investigation, we can highlight the Algerians choice and use of this language and thus we may arrive to a conclusion that might bring a further insight as to the status this international language is gaining in Algeria, and more precisely in Tizi-Ouzou.

1.6 Kabyle Students of English Attitudes towards the English Language

Learning a foreign language includes the knowledge of its social and cultural norms. Therefore, learners may show different attitudes to the language they learn. Icek Ajzen (2005: 3) claims that *'an attitude is a disposition to respond favorably or unfavorably to an object, person, institution, or event'*. In other words, an Attitude, whether verbal or non-verbal is *'a concept that reveals the individuals state of mind and their feelings towards a person, an object or an event, which allows us to predict their behavior to either encourage or discourage that behavior from appearing again'* (ibid, 1980: 54). According to Gardner (1985), attitudes are components of motivation in language learning. In this sense, the attitudes of learners towards English may be either positive or negative.

In an attempt to chart Algerian's attitudes towards this global language, Benrabah (2013) distributed questionnaires with direct close-ended questions to a number of Algerian students from three urban cities: Oran, Saïda, and Ghazouet. In the questionnaire, students were asked to agree or disagree with three statements: 1) English will replace French in Algeria, 2)

scientific subjects should be taught in English, and 3) to opt for English without excluding French. The answers demonstrate that Algerian students have rejected both the first and second statement. 49.9% of the students were against English replacing French in Algeria. Moreover, 62.3% do not accept English as a medium of instruction of scientific subject. However, 76.4 of the students agreed with the third statement. It can be deduced from the statistics that English is not strongly grounded in Algeria. In other words, the results of the investigation show that English is not strongly welcomed by Algerians. However, this conclusion is undermined by Fodil's (2017) and Belmihoub's (2017) researches which demonstrate the opposite attitude. In effect, their investigation proves that: the place English occupies in Algeria is growing, and it is more and more present in the Algerian linguistic landscape.

Another research investigating the attitudes Algerian students' have towards English, is that of Fodil (2017), conducted at the University of Tizi Ouzou. The study aims at investigating the Kabyle students' growing interest to English. In October 2017, a questionnaire has been distributed to the fresh men students from the department of English. 178 students responded the questionnaire. The findings of the study reveal that 35.4% of the respondents deem English as an international language of wider communication. 23% of them affirm that their choice to learn English is motivated by their love of the language. Additionally, the rest of the students have chosen English with the prospect to immigrate in other countries. These results reveal also the increasing consciousness of the opportunities learning English can offer, especially in terms of international communication.

1.7 Motivation towards English

1.7.1 Defining motivation

Due to the complex nature of the notion of motivation, there is, in fact, no agreement on the exact definition of motivation (Oxford and Shearin, 1994). In this context, Dörnyei (1998: 117) comments that *'Although motivation is a term frequently used in both educational and*

research contexts, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of the concept'. In other words, despite the fact that motivation has received much attention in educational research, it is rather surprising that there is little agreement in the literature on the exact meaning of this concept.

For instance, Crooks and Schmidt (1991) describe motivation as *'the learner's orientation in relation to the goal of learning a second language'* (cited in Ozturk: 2012). In addition, Steers and Porter (1991: 6) characterize motivation as *'needs or expectations, behavior, goals and some form of feedback'*. Moreover, Ryan and Deci (2000: 54) claim that *'to be motivated means to be moved to do something'* in the sense of engaging in doing an activity. Furthermore, Gardner (1985: 10) declares that motivation is related to the effort and the willing to achieve goals while learning a language combined with the positive attitudes towards this language.

Interestingly, Brown (1994: 152) contends that *'motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action'*. Similarly, Narayanan (2006) defines motivation as the reason or reasons behind one's actions or behavior. In other words, motivation resides in the causes or reasons that make someone behave or act in a particular way.

1.7.2 Types of motivation

Motivation is divided into four main types which have been identified by different scholars such as Gardner (1985), Gardner and Tremblay (1994), Ryan and Deci (2000). These types are explained in the following paragraphs.

1.7.2.1 Integrative and Instrumental motivation

According to the pioneer researchers Gardner and Lambert (1972), there are two types of motivation *'integrative and instrumental'* (cited in Mahadi and Jafari, 2012). These two types of motivation are essential when referring to second or foreign language learning. On the one hand, integrative motivation occurs when learners are studying a language because they want to identify themselves with the community and the culture that speaks that language. On the

other hand, the instrumental motivation is related to the pragmatic considerations that learners anticipate in learning a language such as obtaining a job, gaining a high salary, etc. In relation to this idea, Cook (2000) states that integrative and instrumental motivations are very crucial and useful for second and foreign language learning.

1.7.2.2 Intrinsic and Extrinsic motivation

These two terms are rooted in the Self Determination theory that categorizes motivation into two types: intrinsic and Extrinsic. On the one hand, intrinsic motivation refers to a motivation that engages you in an activity, because it gives joy, pleasure and satisfaction while doing something (Deci and Gagné: 2005). It is related to the individual's internal feelings that push him/her to do the task and gain knowledge rather than some separable outcomes. Extrinsic motivation, on the other hand, is related to the external factors that drive learners to learn. That is, '*the performance of an activity in order to attain some separable outcomes*' (op.cit). The coming section is devoted to the theoretical framework of the study that would give a deep explanation of these two types of motivation.

1.8 Presentation of the theoretical framework

1.8.1 The self-determination theory of Ryan and Deci

Since Gardner's founding theory of multiple intelligences (1985), researchers have increasingly ventured into different disciplines and approaches to conduct research and propose theories that explain what motivates students to learn and acquire a second language. Thus, Noëls et al. (2000) propose applying the theory of self - determination to understand students' motivation in learning a second language. In support of our study, this theory helps us distinguish what motivates Algerian students to learn the global language '*English.*'

Deci and Ryan first postulated SDT in 1985, and then readjusted the theory in 2000 and 2008. Since its inception, the theory has not only been applied to education, but for various other domains such as sports, economics, medicine, religion, media, etc. (Legault, 2017)

Self-determination theory, according to (Ryan and Deci, 1985; Deci and Ryan, 2000; Deci and Ryan, 2005) is a macro-theory of human motivation that investigates human growth tendencies for self-motivation and personality integration. In other words, SDT is a theory of human motivation that examines a wide range of phenomena across gender, culture, age, and socioeconomic status. As a motivational theory, it addresses what energizes people's behavior and moves them into action, as well as how their behavior is regulated in the various domains of their lives. SDT's explanations are focused at the psychological level (rather than the sociological or physiological levels), thus *'using human perceptions, cognitions, emotions, and needs as predictors of regulatory, behavioral, developmental, and experiential outcomes'* (Ryan and Deci, 2000). In other words, the SDT extracts the explanation of a given behavior through one's perceptions, cognitions, emotions... In addition, according to Ryan et al. *'SDT is an approach to human motivation and personality that uses traditional empirical methods while employing an organismic metatheory that highlights the importance of humans' evolved inner resources for personality development and behavioral self-regulation.'*, (1997).

1.8.2 Components of the SDT

In 2000, Ryan and Deci have reset their SDT, where a continuum with different degrees of autonomy has been proposed. The three main components of Deci and Ryan's (2000) continuum model are intrinsic motivation, extrinsic motivation and amotivation.

Both intrinsic and extrinsic motivations are highly influential determinants of one's behaviour. Indeed, SDT proposes that a person's motivation is driven by three psychological needs.

1.8.3 The three psychological needs of the SDT model

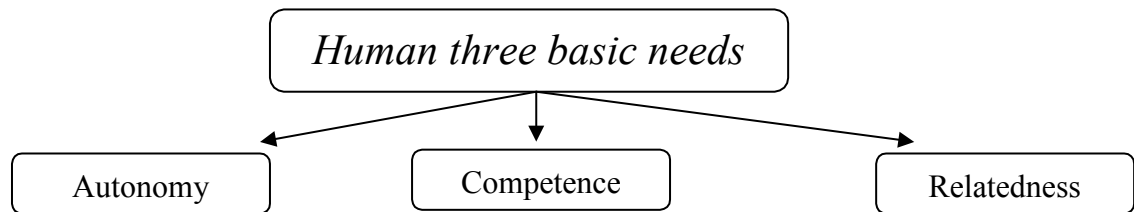


Figure (01): The three psychological needs of the SDT.

➤ **Autonomy:** also referred to as freedom of choice. It refers to a person's need for independence and the belief that they are in control of actions. In other words, it is one's own choice without being under pressure by other persons or external factors.

➤ **Competence:** it is related to one's feeling of effectiveness and self-confidence in pursuing and accomplishing a task. According to Deci and Ryan (2002), it is defined as '*a perceived self-belief in one's ability to perform well in an activity.*' In other words, it is when a person thinks that they are good in doing an activity.

➤ **Relatedness:** meets the needs of a person who wants to relate his actions to his own goals or to connect him to other people. According to Deci and Gagné (2005), it is defined by a sense of shared experience and meaningful relationships, thus people are motivated by activities that allow them to form and enjoy good relationships.

1.8.4 The intrinsic motivation

Ryan & Deci (2000) defines IM, as '*the performance of a job or task because one finds that it is enjoyable or done in pursuit of a goal or set of goals*'. Intrinsic motivation represents the most self-determined and autonomous behavior by inherent interest, enjoyment and satisfaction (ibid, 2000). The learners feel a pleasure to learn and they voluntarily commit themselves to learn a second language. Learning the language gives them a challenge, which gives rise to a sense of competence. The learners feel empowered and competent; they tend to maintain effort and commitment, even with absence of external rewards.

Deci and Ryan (2000) have proposed three types of IM:

- **IM toward *knowledge*** observes if an activity is performed for the pleasure or satisfaction of learning or understanding something.
- **IM toward *accomplishment*** is defined as engaging in an activity for the pleasure of accomplishing or creating something.
- **IM toward *stimulation*** that occurs when an activity is performed to obtain stimulating experiences.

1.8.5 The extrinsic motivation

Although intrinsic motivation is an important type of motivation, it is not the only type of SDT. According to Deci and Ryan (1985) the term extrinsic motivation refers to *‘the performance of an activity in order to attain some separable outcome and, thus, contrasts with intrinsic motivation, which refers to doing an activity for the inherent satisfaction of the activity itself’*. In other words, it is the performance of a job or task with the expectation that doing so will lead to some sort of exterior reward, such as monetary gain or simply the acceptance by one’s peers (Ryan & Deci, 2000). Thus, individuals may find themselves more or less motivated to achieve particular goals based on the source of their motivations or the fulfillment of their domains (ibid.). In other words, extrinsic motivation refers to a type of motivation that finds its source outside the student. The students’ behavior is controlled mainly through external factors. Furthermore, contrary to intrinsic motivation, extrinsic or controlled motivation characterizes those activities that yield specific outcomes in terms of rewards or avoided punishments whereas perceived autonomy is low (Deci and Ryan, 2000). Within extrinsic motivation there is a continuum of behavioral regulations reflecting the degree to which the behavior has been integrated into the individual’s sense of self (ibid, 2002). The continuum includes:

- **External regulation** where behavior is controlled by external incentives such as praise, rewards, and punishment avoidance (receive or avoid consequences). In this case, the

student learns a second language in order to obtain a reward that comes from the social environment or because of pressure from this social environment.

□ **Introjected regulation** when the external contingencies are internalized and the individual acts to facilitate self-esteem or lessen guilt and avoid demonstration of failure (Deci and Ryan, 2000). The motivation is somewhat external and is driven by self-control, efforts to protect the ego, and internal rewards and punishments. In other words, Introjected regulation refers to reasons that are internal to the learner such as guiltiness or shame. However, the source of these consequences is external. For example, the social environment may cause the learner to feel pressure to undertake an activity, without which he feels guilt or shame. For example, the learner will feel ashamed of not being able to master English.

□ **Identified regulation:** the motivation is internal and based on conscious values that are important to the individual. That is, the behavior is explicitly recognized and valued by the individual (Ryan, 1995). In this type of EM, the learner gives himself a goal and decides in a personal way, to learn the second language. As long as the goal is relevant, the learner will continue to make efforts. In our case, the learner would choose to learn English in order to attain and achieve a personal goal.

➤ **Integrated regulation** is the most autonomous kind of extrinsic motivation and appears when the behavior is fully integrated into personal values and beliefs (Sheldon et.al, 2002). According to Deci and Ryan (2002) *'Integration occurs when identified regulations are fully assimilated to the self, which means they have been evaluated and brought into congruence with one's other values and needs'*. In other words, the individual in the beginning is motivated by intrinsic sources then the motivation becomes extrinsic because it is done to attain one's personal purposes. In addition, Actions characterized by integrated motivation share many qualities with intrinsic motivation, although they are still considered

extrinsic because they are done to attain separable outcomes rather than for their inherent enjoyment (ibid.).

1.8.6 Amotivation

Amotivation refers to the state of lacking the intention to act (Ryan, 1995). When amotivated, people either do not act at all or act without intent they just go through the motions. Amotivation results from not valuing an activity (Ryan, 1995), not feeling competent to do it (Bandura, 1986), or not expecting it to yield a desired outcome (Seligman, 1975). As far as amotivation is concerned, it is characterized by a lack of purpose. The learner has no purpose, neither extrinsic nor intrinsic, to learn the second language, thus will probably give up as soon as he can. It should be noted that Deci and Ryan (1985) do not propose a dichotomy between intrinsic motivation and extrinsic motivation, rather, they suggest a continuum where the streams of intrinsic motivation, extrinsic motivation (external, introjected, identified,) and amotivation fluctuate according to the degree of SDT and the sense of self-reliance (Parceaud, 2013).

The following figure represents the continuum of SDT adapted from Deci and Ryan (2000):

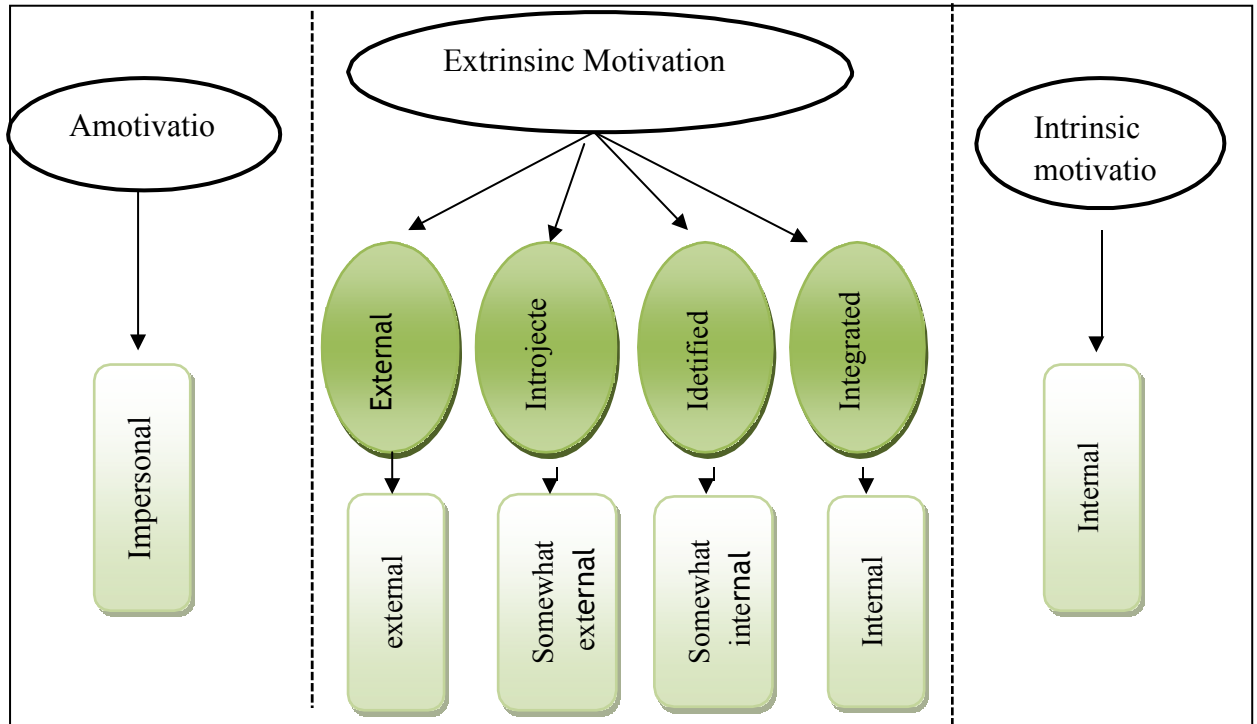


Figure (02): Self-determination theory continuum.

The theory of self-determination is relevant in the field of motivation in second language acquisition because it provides explanation from a psychological context of one's choice to acquire a second language; in addition, it explains the motives that make a person make this choice. In the context of our study, the SDT will help up explain why Algerian students choose to learn English and what motivates them to learn it and thus use it in the Algerian public sphere. This theory of self-determination will help us on the one hand determine students' motivation towards learning and using English, on the other hand, it will clear the place English gains in Algeria. In other words, it will help us explain the rapid growth of this international language in Algeria and thus explain its use by Algerians outside university.

Conclusion:

This chapter has reviewed the main theoretical points relating to the main concepts of our research. In its seven sections, it has explained the major historical factors that led to the present multilingual situation in our survey area. After that it has provided an overview about the current status of English in the world as a global language, and the position it occupies in Algeria. Moreover, it has introduced the importance of learning English and then it has explained the discipline of LL. In addition, it has introduced the use of English outside schools more precisely, the presence of English in the Algerian public sphere through mentioning some previous works that have dealt with this issue. Furthermore, it has provided an overview of some studies that have analyzed Algerians' attitudes towards English as an international language. Finally, the last section of this chapter has introduced the theoretical framework: SDT proposed by Deci and Ryan (2000) upon which our research is based.

Chapter Two

Research Design

Introduction

This chapter is methodological and deals with the research design of the present study. It starts by showing a detailed description of the context of investigation and of the sample population. The second section explains the procedures of data collection. It is followed by a description of the research methods used in the study, and the description of the instruments used for data collection. It also explains the piloting of the students' questionnaire, and provides a description of the procedures of data analysis as well. In addition, it accounts for the methods used in the analysis of the data, before accounting for the limitations encountered by the researcher during the investigation.

2.1 Procedures of Data Collection

2.2 Context of investigation and sample population

The study took place in the department of English at Mouloud Mammeri University of Tizi Ouzou from the 25th April to the 14th May 2019. The target population of our investigation is composed of the Master students and the teachers of the department of English who were randomly chosen. The study considers three (03) types of data to conduct our research. First, it provides statistics concerning the number of the enrolled students in the department of English and French at MMUTO from 2010 to 2019 in addition to the number of students who obtained a Licence and a Master degree from 2015 to 2018. Then, questionnaires were distributed to Master students. In fact, due to particular circumstances, it was difficult to deal with all the students, so we were compelled to restrict our population to 170 students, and managed to collect 120 questionnaires. Moreover, we were also able to conduct an interview with 12 teachers in the department of English.

2.3 Description of the students' questionnaire

A questionnaire is a valuable research tool for collecting both quantitative and qualitative data. It consists in a set of questions or items which allow the researcher to elicit answers from their participants thus collect considerable amount of data in a short period of time (Dorney, 2003).

A questionnaire is defined by Brown as '*any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing ones.*' (2001: 06)

The questionnaire we have designed is made up of sixteen (16) questions. It contains open-ended questions, close-ended questions and multiple choice questions. It is divided into three (03) sections. The first section is entitled '*students' choice and motivation towards learning English*'. It investigates the types of motivations that students have towards the learning of English, as well as the reasons for their choice to study the English language. The second section is called '*The Use of English Outside University*'. It aims at discovering the students' actual use of English and their future, professional and academic projects, following their studies in English. The last section is entitled '*The Status of English in the Algerian Linguistic Repertoire*'. It questions the actual status the English language gains in the Algerian territory and the interest Algerians' show towards this language. One hundred and seventy (170) questionnaires were submitted to the Master students between 25th April and 14th May 2019, and we have only obtained one hundred and twenty (120) answered questionnaires.

2.3.1 Piloting of the questionnaire addressed to the students

At the beginning of our enquiry, we designed and piloted the questionnaire we addressed to the students. This stage took place in April 14th, 2019. We distributed ten (10) questionnaires to both Master I and Master II students in the department of English in order to check the clarity and the understanding of the different question items. The piloting of the questionnaire allowed us to modify and clarify some questions and items in the questionnaire so as to make it more comprehensible and easier to answer by the respondents.

2.4 Description of the teachers' interview

In our research study we conducted twelve (12) structured interviews with the teachers in the department of English. The interviews were conducted between April 28, and May 5, 2019. An audio recorder by means of mobile phone was used to record the interviews. Moreover, the interviews contain seven (07) questions related to the teachers' choice to teach English, the way they perceive the Algerians' use of English, and the status of English in Algeria. The interviews lasted from ten (10) to fifteen (15) minutes. This allowed us to carry out a more in-depth study of our issue.

2.5 Procedures of data analysis

As stated earlier in this chapter, the study relies on the mixed method to report the outcomes of the analysis. It consists in combining between the qualitative and quantitative methods. The former is made up of text data. That is to say, it reports the results of the analysis through texts. The latter involves numerical data. In other words, it conveys the results of the close-ended questions in form of statistics.

2.5.1 Quantitative Analysis

The quantitative analysis of the data tackles the close-ended questions obtained using statistics and percentages. For better reliability of the results, different visuals are used. We have opted for a diagram to analyze and compare the number of enrolments in the department of English and French. For both questionnaires and interviews, tables, pie charts and diagrams are used. As for the calculation of the percentages, we have opted to the use of the statistical analysis software SPSS to analyze the close ended questions of the questionnaires and the interviews.

➤ **SPSS:** The Statistical Package for the Social Sciences (SPSS) is a software for editing and analyzing numerical data. The SPSS is usually used when the researcher gets a great amount of data to analyze. In addition, the SPSS permits to get the exact percentages of the data analysis as well as it represent the results in form of diagrams, pie charts...

2.5.2 Qualitative Data Analysis

Qualitative Content Analysis (QCA) is a method that we have used in our investigation to analyze the open-ended questions of the questionnaires and the interviews. Qualitative Data Analysis is the range of processes and procedures used on the qualitative data that have been collected to transform them into some forms of explanation, understanding, or interpretation of the people and the situations that are being investigated. According to Krippendorff QCA is '*a research technique for making replicable and valid inferences from texts*' (cited in Cohen *et al*, 2007). As far as the results of the descriptive data of the questionnaires and interviews in this study are concerned, they were organized into categories according to the participants' motivation and choice of English.

2.6 Limitations of the study

It is worth mentioning the limitations we have encountered while working on this research. First, the research is confined to the University of Tizi-Ouzou because of the limited time imposed to submit the dissertations. Consequently, we chose our sample population from the department of English at MMUTO. Moreover, the administration was only able to provide us with the number of fresh men students who subscribe each year and the number of the graduated students in the department of English and French, thus we could not broaden our corpus in order to be able to generalize our results. In addition, questionnaires intended to be submitted to the Master I students and interviews to Master II students. Yet, many participants from Master II showed preference to answer questionnaires for they allow them more time to reflect about their answers. Because we were unable to obtain interviews from students, we left the questionnaires to be answered and we administered the interview to the teachers whose answers are more coherent with our research aim. Furthermore, we administered our questionnaire to Master students rather than to the whole levels because they are more likely to be aware of the status of English in Algeria and its presence in the Algerian LL.

Conclusion

To put it all together, this part of the dissertation has presented the research methodology followed in this work. The chapter has first described the sample population of the research. This part has explained and justified the data collection processes. In addition, it has presented the tools we have used to analyze the data collected. This chapter ended with providing the research limitations encountered throughout this investigation.

Chapter Three

Presentation of the Findings

Introduction

This chapter is empirical in nature. It provides a detailed examination of the gathered data which comprises the number of students who have registered for the last nine (09) years and the number of students obtaining a licence and master degree in the departments of English and French. In addition, it analyses the findings obtained from the questionnaires administered to the students and the structured interviews conducted with teachers. These two types of data were collected and administered respectively from 25th April to 14th May, 2019. For the sake of organization and clarity, the outcomes are presented in percentages and displayed in tables, diagrams and pie charts.

This result chapter is divided into three sections. The first covers the presentation and the analysis of the statistics concerning the students' registrations in both the departments of English and French. The second one comprises the presentation of the results of the questionnaires. The last part covers the presentation of the findings of the teachers' interviews.

3.1 Number of students who have registered in the departments of English and French from 2010 to 2019

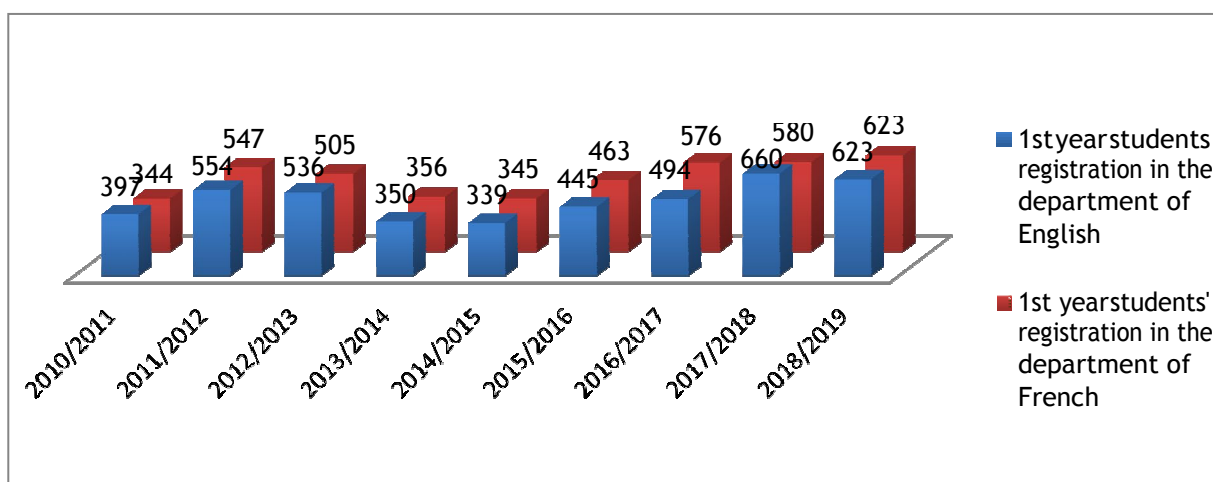


Diagram (01): Number of students registration in the departments of English and French.

As it is shown in diagram (01), from the academic year 2013/2014 to the present day, the number of enrolments in the departments of English and French has seen a remarkable increase, except from 2013 to 2016 where the number of enrolments dropped down due to the high average required to register in the two departments. Whereas, statistics of the previous years, from 2010/2011 to 2012/2013 show that the number of enrolments is not stable, each year saw a rise and a fall in the number of students' registrations in both departments. Moreover, from the academic year 2010/2011 to 2012/2013 the number of students enrolled in the department of English slightly exceed the number of students enrolled in the department of French. Whereas, the number of registrations made in this latter, from 2013/2014 to 2016/2017 are higher than that made in the department of English. While, the number of students enrolled in the department of English increased from 494 students in 2016/2017 to 660 students in 2017/2018. In the academic year 2018/2019 the number of registrations made in the departments of English and French are equal. In other words, the two departments registered the same number of students. As a result, one can mention that students in Tizi Ouzou are motivated in learning the two languages. In other word, the students are aware of the important place the two foreign languages occupy in the country.

3.2 Presentation of the number of students obtaining a licence degree in the departments of English and French

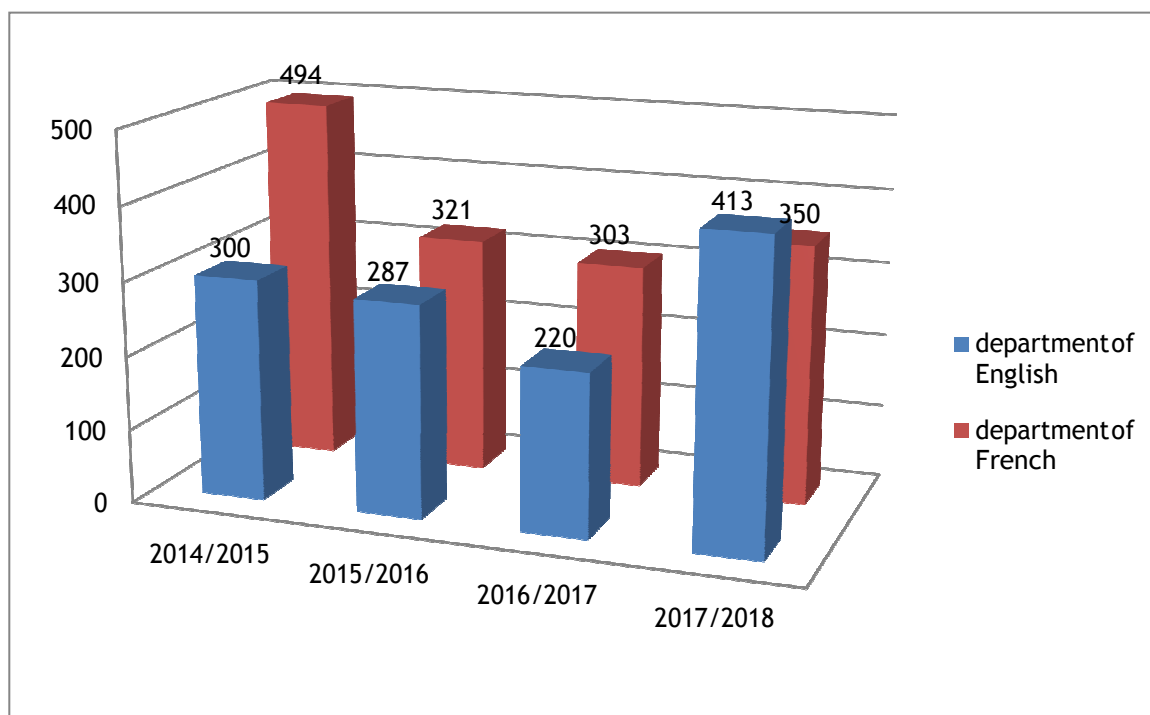


Diagram (02): The Number of students who obtained a licence degree in the departments of English and French.

The results above demonstrate that from the academic year 2014/2015 to 2016/2017, the number of students who have obtained their licence degree has not stopped decreasing in both departments. Whereas during these three years, the department of French knew a higher number of students' obtaining their licence degree than the department of English. However, in the academic year 2017/2018, the department of English knew an increase in the number of students obtaining the licence degree (413 students) than the department of French (350 students). In addition, the number of the students who obtained a licence degree in the academic year 2017/2018 in the department of English has doubled (from 220 in 2017 to 413 students in 2018) comparing to the department of French (from 303 to 350 students).

3.3 Presentation of the number of students obtaining the Master degree in the departments of English and French

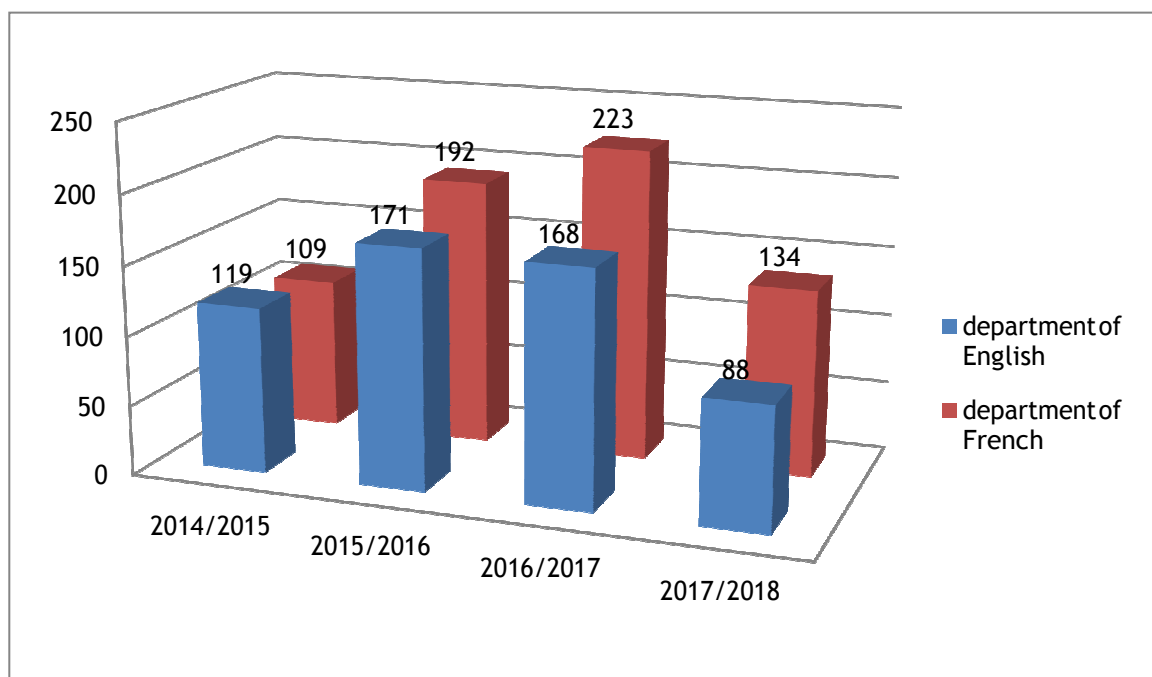


Diagram (03): The Number of students' who obtained a Master degree in the departments of English and French.

From the statistics of the diagram above, one can note that the number of students has not stopped increasing from 2014/2015 to 2016/2017. Unlike the year 2017/2018 saw a drop of students who obtained a master degree, mainly, the department of French which saw a drop of almost half of the students. However, unlike the results of the previous diagram about the number of students obtaining a licence degree, students who have obtained a master degree in the department of English does not exceed those in the department of French. In other words, until today, the department of French has always known a higher number of students who graduated.

3.4 Presentation of the questionnaires results

3.4.1 Students' choice and motivation towards learning English

Question one: Do you like the English language?

A. Yes B. No

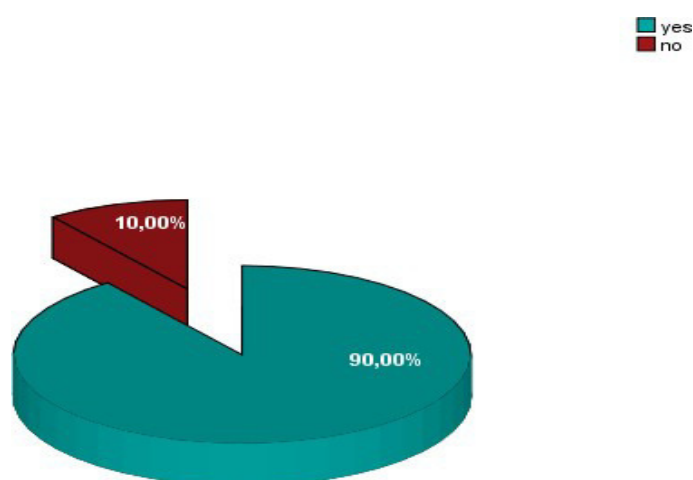


Diagram (04): Students' attitudes towards English.

As it can be seen in the diagram above, the results display that almost the totality of students, corresponding to (90%) like and appreciate the English language. Only 12 of the respondents, representing (10%) manifest a dislike towards this language. Consequently, the results demonstrate the positive view students have towards this international language.

Question (02): Why have you chosen to study English at university?

Students' answers towards this question differ from one student to another, though most of the students' answers turn around the same statements. They explain their choice of English in relation to its status in the world as an international language, its usefulness to get a job in Algeria due to its request by different companies, its

usefulness to communicate and cope with foreigners because the majority are interested in going abroad. Another invoked reason, is that they choose it in order to learn about the American and British civilization and literature and broaden their knowledge concerning the different cultures in the world.

Question (03): Was it a personal choice?

A. Yes B. No Justify

yes
no

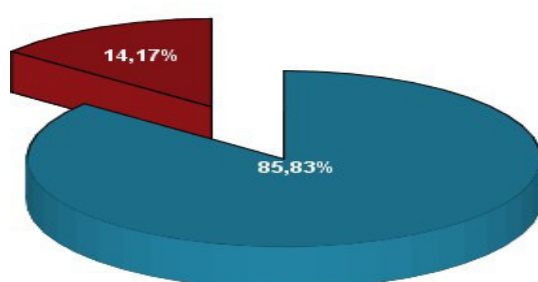


Diagram (05): students' choice to learn English

The pie chart indicates that most of the students (85.83%) have chosen English with their full will. In other words, their choice to learn English is personal because they appreciate and like this global language, in contrast with 14.17% of the students who answered 'no'. These students justified their answers saying that they were advised by their parents who encouraged them to choose English because of its status in the world, the importance its gains in Algeria and its helpfulness to get a prestigious job.

Question (04): The most important reasons for you to learn English in Algeria:

- a) Its status as a global language.
- b) Its usefulness getting a job or for academic purposes.
- c) Its helpfulness to be successful in other domains.
- d) Its helpfulness to communicate with foreigners
- e) The will to discover the world, its cultures and people.
- f) The enjoyment, interest and pleasure of studying it.

Justify your answers

Number of the scale.	A	B	C	D	E	F
Percentage	22.4%	20.2%	13.7%	15.2%	15.6%	12.9%

Table (01): The most important reasons for learning English in Algeria.

The results above indicate that 22.4% of the respondents consider that the global status of English in the world makes its learning important in Algeria because it permits to be in touch with what happens in the world and helps succeed in different domains where English is used. 20.2% believe that English is useful for work and academic purposes because many Algerian companies today require knowledge of English. In addition, for academic purposes, most of articles and web sites for research are in English. Moreover, 15, 6% consider English important to learn because it permits to discover the world and its cultures. According to 15.2% of the respondents, knowledge of English permits to keep in touch and communicate with foreigners. Furthermore, 13.7% see that English opens doors to be successful in other domains like business, media, literature.... Last, 12.9% of the respondents think that learning English in Algeria should be done for pleasure and enjoyment.

Question (05): In your opinion why do students choose to learn English at the university?

The respondents' answers turn around two statements only. Most of students think that Algerians learn English to ensure a good job after finishing their studies because today English is required by the most important and valuable companies. Others think that Algerians learn English because they are influenced by its Global status in the world and its presence in some fields like business and media in Algeria.

Question (06): On a scale of 0 to 10, how motivated are you to learn English? Explain

Number of the scale	1	2	3	4	5	6	7	8	9	10
Number	0	0	2	0	6	2	12	32	36	30
Percentage	0%	0%	1.7%	0%	5%	1.7%	10%	26.6%	30%	25%

Table (02): Students' level of motivation towards learning the English language.

The results above demonstrate that the majority of students corresponding to (30%, 26.7%, and 25%) are extremely motivated to learn English. The respondents explain their motivation towards learning this language by stating that it is a useful language that permits success. However, few students representing (10%, 5% and 1.7%) rated their motivation between six (06) and seven (07) saying that they are motivated to learn English but there are demotivational factors in Tizi-Ouzou that stop them evolving and be motivated to learn more about this language. In addition, some students agreed that they feel freer to learn English in Algiers and in some other wilayas because French is not welcomed there contrary to Tizi-Ouzou where French is rooted. In contrast, two students, representing (1.7%) are totally not motivated in learning English; they rated their motivation below the average. The respondents argued their non-motivation to learn English by stating that this language has not its place in a country which

has a rich and diverse linguistic repertoire.

Question (07): Choose the appropriate statements that suit you:

For the pleasure I experience in knowing more about the English literature.

- a) For the satisfied feeling of acquiring knowledge about an International language.
- b) For the pleasure I experience when surpassing myself in learning a second language.
- c) To promote my professional development and academic success.
- d) To get multiple job opportunities.
- e) To get a more prestigious job later.
- f) To show myself and enhance my self-esteem.
- g) To avoid shame of not having knowledge of an international language.
- h) To integrate the western societies.
- i) To follow the flow of modernity.
- j) To adapt to the globalization era.

Justify your answers

Number of the scale	A	B	C	D	E	F	G	H	I	J	K
percentage	9.9	12.2	5	12.6	14.4	12.4	3.7	4.1	8.9	6.9	9.9
	%	%	%	%	%	%	%	%	%	%	%

Table (03): Students' aim for learning English

The results illustrate that the high rate of students, corresponding to (14.4%, 12.6%, 12.4%) learn English to ensure their professional development, that is their aim from learning English is for getting a prestigious job. Consequently, the learners are extrinsically motivated to learn English. Moreover, 12.2% of the students learn English to satisfy themselves from having the knowledge of a global language. 9.9% of the respondents' aim from learning English is for the pleasure of acquiring knowledge about the literature and be able to follow the globalization era. In addition, 8.9% of the respondents learn this international language for the aim of integrating western societies. 6.9% aim to follow the flow of modernity. Furthermore, 5% and 4.5% of the respondents learn English to show their ability to surpass themselves in learning a second language and avoid shame of not having knowledge of an international language. Last, 3.7% learn English to show themselves and enhance their self esteem.

3.4.2 The use of English outside university

Question (08):

Do you use English outside university?

B. Yes

B. No

If yes, how?

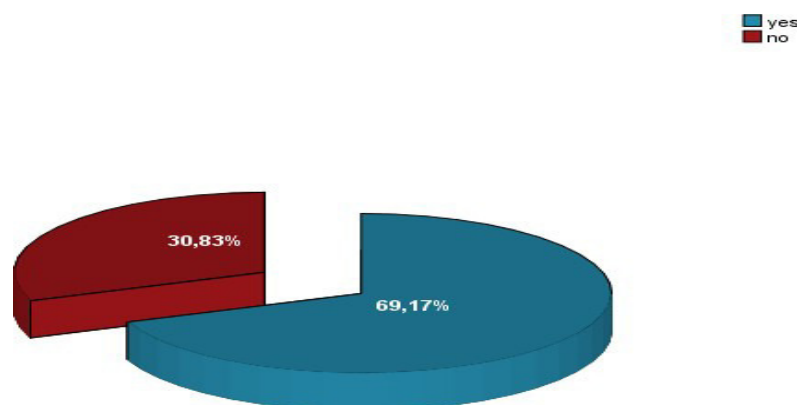


Diagram (06): Students' Use of English outside University.

The results demonstrate that 69.17% of the students use English outside university. Yet, their use of this language differs; they generally use it to read books, to write articles and sometimes to communicate with foreigners. However, 30.83% of the respondents do not use English outside the university walls. According to them English is useless in Algeria and the Algerian society does not permit them to use English to communicate freely without being judged.

Question (09): Do you use English outside university for professional purposes?

A. Yes

B. No

Explain

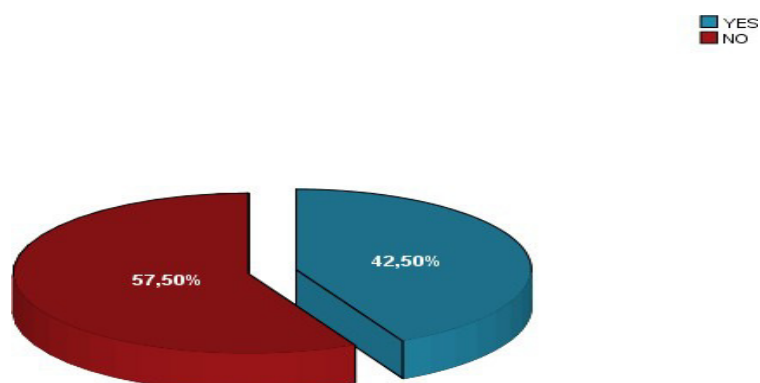


Diagram (07): The Use of English Outside University for Professional Purposes.

The results below demonstrate that 57.50 % of the respondents do not use English outside university walls because for them they haven't yet reached a high level in English to be able to work with it, though 42.50% of the respondents use English for professional purposes. Some students work as teachers in private schools thus teach other students English; others work in shops during holidays where English is required to communicate with foreigners. Some of the respondents work in advertising offices where they write and correct logos and slogans before they are printed and displayed.

Question (10): Does its emergence in the Algerian public sphere have influenced you to use it in your professional and academic projects?

A. Yes

B. No

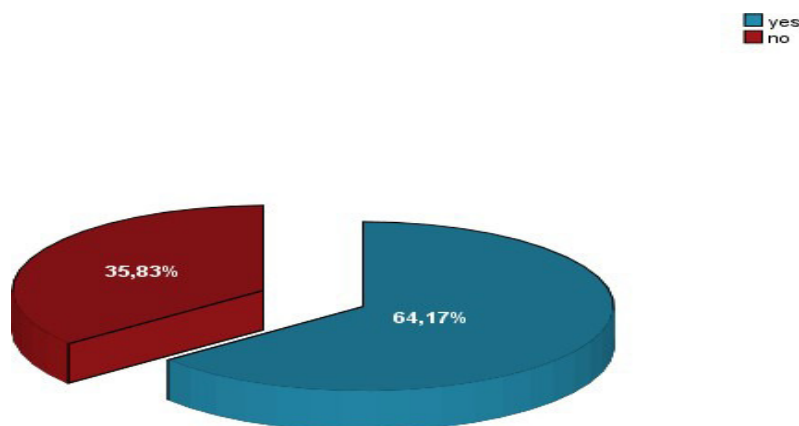


Diagram (08): The Influence of the Presence of English in the Algerian LL on Students Use of English in their Professional Projects.

The pie chart above indicates that 64.17% of the students who use English for professional purposes are influenced by the presence of this international language in the Algerian linguistic landscape. In contrast 35.83% of them answered 'no' because the presence of English in the Algerian public sphere has not influenced them.

Question (11): Do you think the English you learn at university will help you attain your professional objectives? A. Yes B. No If no, why?

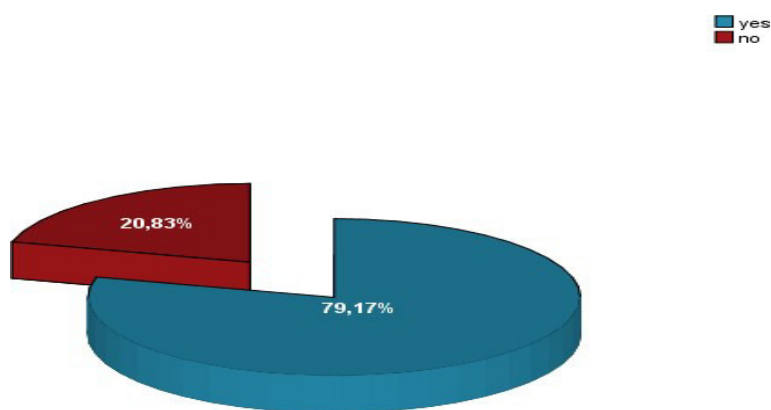


Diagram (09): Attaining students' professional objectives through the English learnt at university.

The results below indicate that 79.17% of the students agreed that what they are taught at university is useful and will help them attain their professional purposes. However, 20.83% of them answered 'no' because they think that the English they learn is academic thus is not appropriate to help them attain their objectives and succeed in other domains. As a result, they feel obliged to follow extra courses in private schools to learn professional English.

Question (12): Will you use English in your future professional projects?

☐ Yes

☐ No

If no, explain.

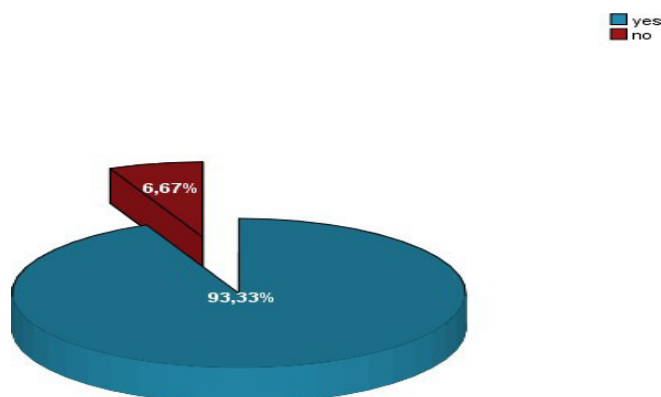


Diagram (10): Students' future use of English for professional purposes.

The pie chart below indicates that 93.33 % of the students will probably use English for professional purposes whereas, 6.67% will not use it because they find that English has not yet found its place in Algeria and the most important languages which are rooted in Algeria are French and Arabic. Moreover, they view English as an additional language to the large linguistic repertoire of Algeria. Thus for them English is just an option, they can attain their professional objectives by mastering French.

Question (13): Do you think that knowledge of the English language is one of the keys for success in your professional projects?

A. Yes

B. No

Explain

yes
no

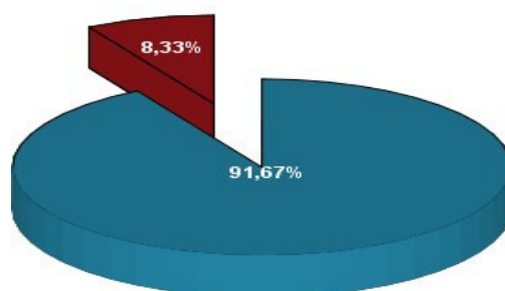


Diagram (11): Knowledge of English as a key for professional projects success.

The diagram above makes it clear that the majority of students corresponding to (91.67%) agree that the knowledge of the English language is a key to succeed in the professional fields. They explain their idea saying that English is the language of the world and its intrusion in Algeria makes it the only way to succeed in the professional field and get a prestigious job that would permit international communication. Whereas 8.33% of the respondents are against the idea that English may be the key to succeed in the professional projects, according to them, knowledge of English is additional, and should be used only for the pleasure of learning a foreign language.

3.4.3 The status of English in the Algerian Linguistic repertoire

Question (14): Order the following languages according to their importance for you:

Tamazight, Arabic, French and English.

a)..... b)..... c)..... d).....

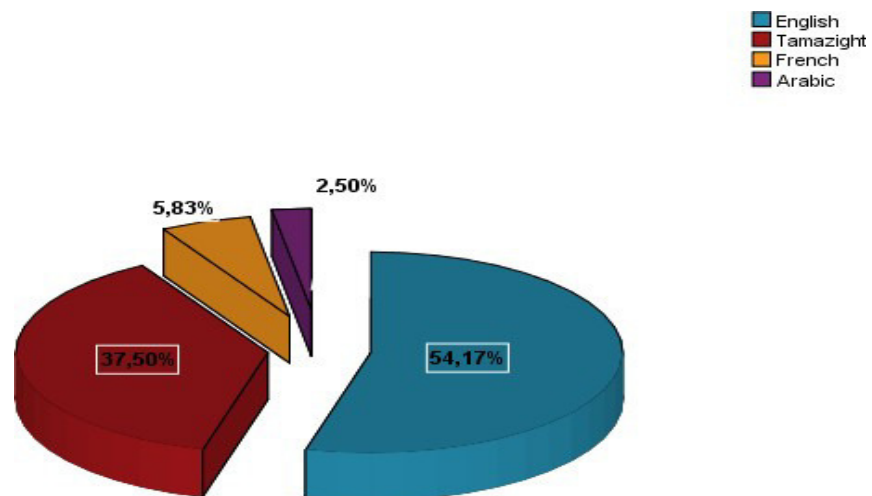


Diagram (12): The importance of English through students' eyes.

Through the percentages obtained from the pie chart below, one can understand that more than half of the respondents (54.17%) classified English at the first place as being the most important language because of its status in the world and the fact that the knowledge of this international language promises a secure professional future. Followed by 37.50% who have chosen Tamazight due to its status in Algeria as the second official language and because it is their native language. In addition 5.83 % of the respondents chose French saying that even though it is considered as the language of the colonizer but it stays a language they learnt after Tamazight and before Arabic. 2.50% of the respondents chose Arabic saying that it is the language they learnt at school, and because of Arabization they get familiarized with it more than any other language. Moreover, the languages that are considered to be the most important are English and Tamazight. In contrast, the majority of the students classified the Arabic and

the French in the last places saying that the French is the language of the colonizer and the Arabic language is only a language with which the Algerian authorities make the law and manipulate people.

Question (15): Do you think that the use of English in the Algerian linguistic landscape/ public sphere is purposeful?

A. Yes

B. No

Explain.

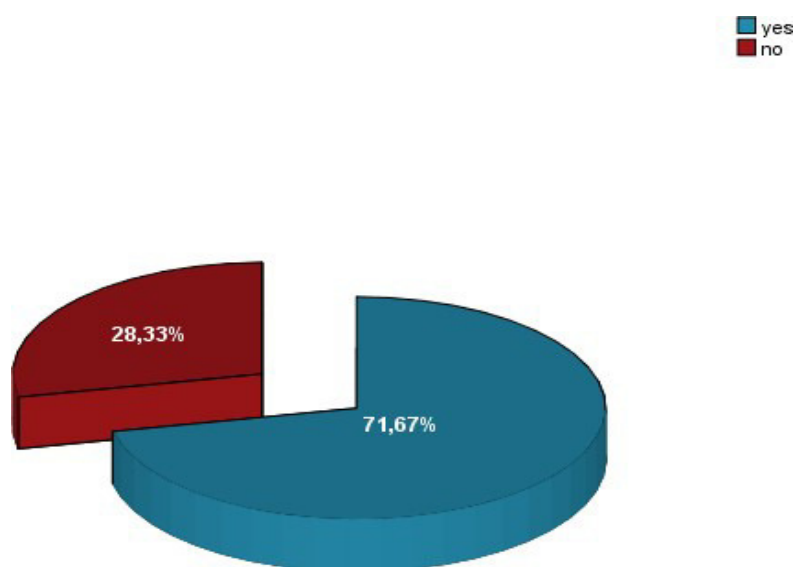


Diagram (13): The Algerians Use of English in the Algerian linguistic landscape for purpose.

The above pie chart demonstrates that 71.67% of the respondents think that the Algerians use of English in the public sphere is done for purpose. According to them, English is used to attract the attention, follow the globalization era and be part of the modern world. Whereas 28.33% of the respondents think that the use of English outside school and in the public sphere is not done by purpose, it is used because it is an international language and the language of business.

Question (16): Do you think that English is challenging French ?

a. Yes

B. No

Justify

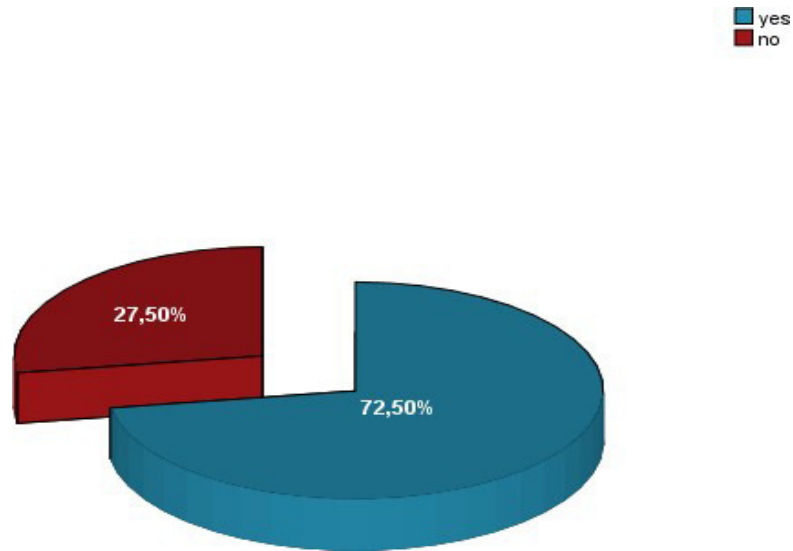


Diagram (14): The threat of the English language on challenging the French language

The results below demonstrate that 72.50% of the students think that English may challenge French. According to them, the rapid diffusion of English in the Algerian territory led to the English language to exceed French. French is not too much used in the professional fields and would stay as the language of the colonizer. However, 27.50% of the respondents refuted the statement saying that French is rooted in the Algerian linguistic repertoire and English remains present in the field of business and digital media only.

3.5 Presentation of the Interviews results

Question (01): What motivated you to learn and then teach English?

This question was asked in order to identify what motivates teachers in the department of English to learn and then teach this international language. This question permits us to find out what type of motivation suits the answers of the teachers. Most answers to this question are similar; the respondents have learnt English because they like it and prefer it to other languages. They chose English because it permits to fit in the world and communicate with foreigners. In addition to its status in the world as a Lingua Franca, English opens doors to know about the culture of others and permits to have access to the research field. According to these teachers, they have chosen to teach English in order to motivate others to learn English and help the spread of this language in Algeria to may be in the run time suppress Arabization from Algeria. However, some teachers' do not find any interest in this language; their teaching of English according to them is just a coincidence.

Question (02): Do you use English for other purposes than teaching?

	A. Yes	B. No	If yes, explain
	Yes	No	
Number of teachers	11	1	
Percentage	91.67%	8.33%	

Table (04): Teachers Use of English for other Purposes

According to the results below 11 teachers do use English for other purposes than teaching. According to their answers, they use English to communicate with foreigners and write articles. In addition, some of them use it for translation. Only one teacher does not use English for other purposes than teaching because according to him Algeria does not permit to use English for other purposes than teaching.

Question (03): Do you think learning English in Algeria is useful?

A. Yes

B. No

Explain

	Yes	No
Number of teachers	12	0
Percentage	100%	0%

Table (05): Usefulness of English in Algeria

To this question, all teachers provided similar answers. According to them English is not only useful but necessary. They even say that it is obligatory to have knowledge of this international language because it is today present in different domains. In addition, in order to communicate with foreigners and make academic research, knowledge of English is required. Moreover, according to the respondents, English in Algeria is more present in the business fields thus in order to understand and follow the evolution and development of the world, Algerians have to be aware of the knowledge of English. Thus English today is useful and necessary in Algeria and in all other countries.

Question (04): What do you think about the place English occupies in the Algerian Public Sphere?

This question was meant to obtain the view of English users about the presence and use of English in the public sphere. Teachers' answers towards this question revolve around three different views. First, the majority of teachers see English as a language that starts occupying an important place in the Algerian public sphere. However, according to them, English occupies an important place only in business and advertisements. Algerians do not speak well English, thus do not use it in their everyday life, but use it only to accomplish their professional goals. In other words, they use English to do business. Moreover, some teachers see that English is

not present in the Algerian public sphere. According to them, the English language is only present in schools, and is completely ignored outside the school walls. As a result, English does not occupy an important place in the Algerian public sphere. Last, few teachers say that English does not occupy an important place in the Algerian public sphere because of the Algerian political situation. In other words, English is a political victim of the French oriented government. In addition, what makes Algerians keep French and Arabic in the prime position and marginalize Tamazight and English is due to the colonialist/political orientation.

Question (05): How can you explain the Algerians' use of English outside school?

In this question the teachers opted for different answers, some of them say that Algerians use English for one major reason which is to follow the globalization era. Because English is the world language, some Algerians feel obliged to understand and use English to follow this globalization era. In contrast, others consider that the Algerians' use of English outside is due to the influence of media. They are influenced by the American media and the Algerian media which increasingly integrates some English word to their advertisements and shows. Moreover, some respondents are not convinced that Algerians really use English. According to them, the only languages that are used are Algeria's official languages and French.

Question (06): Do you think that the presence of English in the Algerian LL is done by purpose? A. Yes B. No Explain

	Yes	No
Number of teachers	11	1
Percentage	91.66 %	8.33%

Table (06): The purpose from the Algerians' Use of English in the Algerian LL.

The results below show that almost all the teachers (91.66 %) think that the presence of English in the Algerian LL is done by purpose. Teachers explain that English is an attractive language that is today used by Algerians in business, advertisement, literature music... In addition, English is an attractive language so Algerians use it to attract the attention of foreigners and follow the flow of modernity because they consider English as the language of the dominant cultures in the world. Still, 1 of the respondents says that the use of English in the LL is not done by purpose because its use remains limited to education and in a limited way in business. The only English users who use it for a purpose are the business men. In order for English to prosper in the Algerian LL for a given purpose, tourism is to be developed.

Question (07): Do you think English may challenge French in the long run?

A. Yes

B. No

Explain

	Yes	No
Number of teachers	06	06
Percentage	50%	50%

Table (07): English challenging French in the coming years.

Through the results below, we can notice that half of the teachers are convinced that English may challenge French whereas others are not convinced. Teachers explain that since English today is used in different domains mainly business where it is necessary, so it may in the long run replace French, and will even be used in everyday communication. In contrast, others affirm that English today is challenging French in the field of commerce only but will never challenge French in other domains or in everyday communication because this latter is rooted in the Algerian linguistic repertoire.

Conclusion

This chapter has presented the findings of this research. First it has presented the results obtained from the questionnaires administered to the Master I and II student in the department of English, MMUTO. In addition, it has presented and analyzed the results obtained from the structured interview conducted with teachers in the department of English. From the results obtained, we shall attempt to discuss the reasons behind students' choice and their motivation to learn English, and shall measure the use of English outside school and the place English occupies in the Algerian LL.

Chapter Four

Discussion

Introduction

The present chapter is devoted to the discussion of the main results concerning the number of students' registrations from 2010 to 2019 and the number of students who obtained a Licence or a Master degree from 2015 to 2018 in the departments of English and French. It also interprets the outcomes obtained from the questionnaires administered to Master students and the interviews conducted with teachers in the department of English. This chapter is divided into three main parts: to interpret the findings of the study in relation to the theoretical framework, the previous studies, along with the advanced hypotheses. The first part accounts for the reasons behind students' and teachers' choice of English. The second part consists in discussing the students' use of English outside school walls. The last part of this chapter is devoted to the discussion of the status of English in the Algerian LL.

4.1 The motivational factors that explain the choice of English

Through the statistics concerning the number of registrations carried out in the department of English from the academic year 2010/2011 up to the present day, one can notice the surprising number of students who enrol each year. For the last two years, the department of English has experienced a remarkable increase in the number of Enrolments (see diagram 1). This means that through time more students are getting interested and motivated to learn English, thus students' choice of English is probably explained by a source of motivation. We have concluded from the collected data that what makes students lean towards English is related to three major types of motivation. Firstly, the pleasure of learning a foreign language, this refers to what Ryan and Deci (2000) call an *intrinsic motivation*. That is they learn the language because they like it and appreciate it. This type of motivation shows the autonomy of the students which is considered as an important psychological need to succeed in a given domain.

Second, the status of English and its importance in the world has influenced the students to set themselves professional and academic goals that they could not achieve without the

knowledge of English. Therefore they are motivated in learning English to attain their professional purposes and take the opportunities this language offers to get a prestigious job. Accordingly, one may notice that the students are aware of the important place this global language occupies in Algeria. This type of motivation is referred to in the continuum of SDT by Ryan and Deci (2000), as the *extrinsic motivation*. Besides, with this type, students' motivation is controlled and guided by their purposes. Third, a type of motivation called by Ryan and Deci (2000): the *amotivation* explains the students' non interest of learning English. This type explains the lack of motivation of the students who graduate with the master degree (see diagram 3). In other words, these students have no goals to achieve through learning English; they do not find any interest, there is an absence of the three psychological needs identified by Ryan (2000) that makes the students' motivation absent. Consequently, due to the lack of motivation, most of them abandon their studies. According to Ryan and Deci, students who learn without any purpose and make no effort to improve themselves will abandon as soon as they can (2000).

As far as the results of the questionnaire are concerned, it shows the students motivation for choosing English as a foreign language to learn and their attitudes towards this international language. The first question relating to students' attitudes towards English reveals that the majority of students (90%) like the English language (see diagram 4). Furthermore, the results illustrated in the diagram (5) demonstrate that the majority of students (85.83%) have chosen English with their free will, this demonstrate their autonomy and confidence in being prepared to learn English. According to Ryan and Deci (2000) autonomy and competence are two important and major psychological needs. The former permits students to be self-determined and feel that they are in control of their lives. The latter makes the need to be effective in dealing with the environment and society. These two psychological needs help the students be autonomous, succeed and attain their objectives. Whereas, the situation of students whose

choice was not independent, correspond to what Ryan and Deci (2000) label as a controlled behaviour which deprives the students from their autonomy, and this may possibly cause the students to become amotivated and probably cause their failure. This is noticeable in some respondents' answers. One of the respondents explains *'choosing English was a mistake, I should never have chosen it'*. Another respondent says *'I preferred studying the German language, but my parents obliged me to study English and now I find no purpose from learning it'*. However, some students who have not chosen English but followed their parents' advice become through time motivated and do not regret following their parents advice. One of the students' answers is *'I wanted to learn German, my parents advised me to better choose English because of its status. Today I feel satisfied and motivated from learning English. It is the language that permits me to attain my goals'*. Accordingly, the students controlled behaviour became goal oriented, therefore they became extrinsically motivated. However, from the students' answer, one can notice that even parent are aware of the necessity, importance and place English has in the Algerian territory.

The results of the question four dealing with the important reasons to learn English in Algeria reveal different views (see table 1). The status of English in the world as an international language facilitates communication and affairs between countries thus becomes necessary and important to master. Some students acknowledge that *'The global status of English permits to get in touch with foreigners and enrich one's knowledge with foreign culture'*. In addition, 20.2% of the respondents declare that mastering English will offer them better opportunities for getting a prestigious job and integrate the western societies. Due to the place English is occupying in Algeria in the last few years, it became necessary for work. Knowing that, the more time passes, the more multinational companies are opening their doors in Algeria. In these companies, English is required, and Algerians should master English. Therefore, knowledge of the English language is necessary. This explains the number of students who enroll each

year in the department of English. In other words, the students who learn English to attain their purposes, more precisely to get a job, explains the spread of English in the Algerian public sphere since they study it for the purpose of using it outside schools for professional purposes.

Moreover, the results of the question seven, demonstrate the reasons behind students' learning of English. On the one hand, the majority of students (14.4%, 12.6% and 12.4%) choose to study English for specific purposes to better prepare their professional and academic

projects, to ensure multiple job opportunities and have a prestigious job as well. This demonstrates that the students in the department of English are extrinsically motivated to learn English. More precisely, Ryan and Deci (2000) call the students' extrinsic motivation relating to the above results, the *identified regulation* which means that the students have fixed and recognized goals to attain from learning English. On the other hand, some of the respondents learn English for the satisfied feeling they have from learning English and for the simple interest they get from knowing about the English literature (see table 2). Therefore, the students' interest in learning English according to Deci (ibid) is called the intrinsic motivation. This means that the students in the department of English are also intrinsically motivated to learn this global language. In other words, they learn English for pleasure, enjoyment and satisfaction. However, the students whose motivation was initially intrinsic sometimes becomes goal oriented, thus

becomes extrinsic. This type of extrinsic motivation is named the *integrated regulation*. According to Deci and Ryan '*actions characterized by integrated motivation share many qualities with intrinsic motivation, although they are still considered extrinsic because they are done to attain separable outcomes rather than for their inherent enjoyment*' (2000).

According to the results reported from the structured interviews conducted with the teachers in the department of English revealed different views and helped us bring more details in our research. The first question of the interview tried to find out what motivated the teachers to learn English and then made it their profession. The results show that contrary to their

students, the teachers in Tizi-Ouzou are intrinsically motivated to learn English. In other words, English was appreciated and admired by the opportunities it offers to discover the world and be able to have access to the research fields.

The status of English in the world as an active universal language makes its use for communication with foreigners easier. In addition, to have access to the most important articles, English is required because most of them are written in English not in Arabic as declared by Bellal (2019). Consequently, the teachers have chosen to teach English for two main reasons: first, in order to influence and motivate learners to learn English and help spread it in their country. In addition, teachers of English at MMUTO incite their students to use English outside by drawing their attention to the value and the status English takes in Algeria. Second, they help the spread of English in Algeria in order to try suppressing Arabization from Algeria. Knowing that the Algerian authorities try to spread the Arabic language and thus spread Arabization in the country. As a matter of illustration, one of the interviewee explains 'I have chosen teaching English to transmit my knowledge to others and help decrease the expansion of Arabization in the country'. According to Benrabah (2013) one of the indicators concerning the decline of French in some regions, not in Kabyle regions is *'the spread of Arabic monolingualism through Arabization'*. However, some teachers were completely not motivated to neither learn English nor teach it. They are actually teaching English by coincidence and for the simple reason of working and earn a living. This is referred to by Ryan and Deci as external regulation. That is they work to receive separable outcomes.

The first part of this chapter answers the first question of our research which is *what motivates Kabyle students to choose English*. In fact, the discussion of the results through the SDT of Ryan and Deci demonstrate that students are more extrinsically motivated. Their motivation to learn English is considered as identified regulation because they have chosen to learn English in order to reach their professional objectives. In other words, they are influenced by the global status of English and the opportunities this universal language offers in order to

ensure their future professional and academic success. In contrast, the few students who were intrinsically motivated became internally regulated (integrated regulation) due to the fact that their satisfaction and enjoyment from learning English became goal oriented.

4.2 The use of English outside the school walls in the Algerian Context

As far as the second part of this chapter is concerned, it deals with the discussion of how English is used outside school in Algeria. Usually when hearing the term outside school one always makes reference to the English used to see films or to listen to music or to do research. But what about the English used in the streets, the English used by Algerians to write books, the musicians who sing in English, the advertising slogans and the media that are in English. This presence of English outside school, is explained by the students as being the language of the future, it permits having access to different domains, in addition, it promises success in the professional, communicative and academic purposes.

The results obtained from the question (8) in the questionnaire show that 69.17% of the respondents use English outside of the school for various purposes like reading, making research... (See diagram 6), while 30.83% of the students use English for professional purposes. That is, students tend to learn English in order to earn a living. There are students who teach English in private schools, others who work in advertising companies and others who have jobs in shops or work as touristic guides on vacations where English is required to communicate with foreigners. Moreover, through diagram 8 we can notice that the presence of English in the Algerian public sphere has an impact on 64.17% of the respondents to choose the use of English in their professional projects. The number of students who actually use English outside the school walls for business purposes explains the presence of English in billboards, in media, in shop names as shown in the studies of Fodil (2017) and Boulehia (2018) in Tizi Ouzou, or Sidhoum in Bouira. Besides, the percentages in diagram 10 reveal that 93.33% of the students will probably use English after graduation for their future and coming professional and business

projects. As regards, the students who do not yet use English for professional purposes (see diagram 7), they will probably use it after graduating and after reaching a level that would permit them flourish in the domains they want to follow.

In addition, through the results displayed in table 4, relating to the second question in the interview, one can notice that almost all the teachers use English outside university for other purposes than teaching. Thus, teachers in the department of English do not stick only to teaching but also use their knowledge of the English language to have access and work in other sectors than education. As a matter of illustration, one respondent declared *'I use English to get informed by watching programs and I use it for translation. I work in a translation office where I translate articles and documents to English'*. Another teacher revealed *'I use English to communicate with foreigners and due to my previous profession in media I write articles in English to publish in an Algerian Radio'*. Accordingly, it appears that teachers' use of English is not restricted to education but attain different other fields. However, the teachers' motivation to learn and teach English evolved from intrinsic type of motivation to the extrinsic one because their motivation now became purposeful. According to Deci and Ryan (2000) *'Motivation does not stay intrinsic but it is now considered as an extrinsic motivation because the motivation is characterized not by the person being interested in the activity but rather by the activity being instrumentally important for personal goals'*.

It can thus be affirmed that the students' and teachers' use of English is not restricted to the educational milieu but spreads also in other fields such as in media and business. According to the results displayed in diagram 7 and table 4, one can understand the presence of English in the Algerian linguistic landscape, in addition to its use in fields and sectors that are not related to education. In addition, from these results and the statistics concerning the number of Licence and Master graduating students, we can notice that Kabyle students are extremely motivated to learn English so as to use it for professional purposes. According to Fodil (2017) *'Graduate*

students and researchers feel an urgent need for English language proficiency to reach important personal and/or professional goals'. As a matter of illustration, the results displayed in diagram 11 demonstrate that 91.67% of the respondents learn English in order to reach their future professional and academic objectives. Through the results, one can notice that the students' motivation to learn English is related to their professional purposes. As a result, through students' answers we can conclude that students at the university of Tizi-Ouzou are aware about the status English occupies in Algeria and its usefulness to reach and succeed one's professional and academic purposes.

4.2.1 The usefulness of learning of English

The results of question thirteen dealing with the usefulness of learning English to achieve one's professional purposes reveal that 91.67% of the respondents consider English as a language that opens doors for success. In other words, according to the students, today the learning of the English language is more than important because it is the key of success in various professional fields. One student argued *'English is a universal language, its presence in Algeria made all the prestigious jobs require English,, thus one have to master it or at least have the necessary knowledge of it to succeed mainly in the business and commercial domains'*. Another participant declared *'Far from education, today, in Algeria to get a prestigious job in a good company, one need to master English, thus learning English is more than necessary'*. Accordingly, the respondents are aware of the importance of mastering English in Algeria, and its necessity to have access to the professional world. Through their answers one can notice that they are learning English to get access to the professional milieu and succeed in it.

Our study also revealed from the interviews conducted with the teachers that they all agree that learning English in Algeria is useful and necessary. In other words, English has spread all over the world, it helps having access to the overused research network, to science, to media, etc. As a matter of illustration, one of the interviewees declared *'English is the science*

number one’ another interviewee replied *‘English is primordial to get in touch with foreigners and succeed in various domains’*. Accordingly, English is the language that makes people all around the world stay in touch for various purposes whether for communication, research, business, and so on. In line with this, Crystal (2006) highlights *‘English is the medium of a great deal of the world’s knowledge, especially in such areas as science and technology; and access to knowledge is the business of education’*. In addition, English today is present and used in the business world to communicate and manage affairs with foreigners. It is the language connected to the globalization era.

In other words, English and globalization go hand in hand, to attain communication, business and politics around the world (Corrêa de Almeida Pasinato, 2008 cited in Boulaghlam, 2018). Consequently, it is necessary to have knowledge of the English language in Algeria and all around the world. Although the interviewees agreed on the point that English is needed and important, some of them have limited the usefulness of this language to very specific areas. One of the teachers declared *‘The usefulness of English depends on the type of profession. English in Algeria is important for two domains only: education and business’*. Accordingly, the usefulness and importance of English in Algeria relies on two domains: education that is the use of English inside schools, and Commerce because today many businessmen are in partnership with foreign companies.

Moreover, from the analysis of the question dealing with the most important language for the students, it revealed that 54.17% chose English as the most important language (see diagram 12). Whereas, 45.83% of the respondents have chosen French, Tamazight and Arabic. Through these choices, students classified English as the most important language due to its necessity and value in the business world. This fact may lead to the marginalization of the other languages in the professional sectors mainly in business. Furthermore according to the continuum of the SDT of Ryan and Deci (2000), the students’ awareness of the importance of this language makes them self-determined and have what Ryan (2000) calls *self-integrated*

regulation, that is, they are motivated by their awareness of the necessity of having knowledge of such language to succeed in different fields.

The second part of this chapter answers the second question of our research which is *How do EFL students of the university of Tizi Ouzou use English outside the school walls?* Accordingly, through the discussion of the results concerning the use of English outside schools, we conclude that students' extrinsic motivation for English learning incites them to make of this language their job. That is, they apply the English they learnt at university on their actual work that requires the use of this global language. In addition, the jobs comprise various sectors: education, advertising, media, etc.

4.3 The presence of English in the Algerian LL

4.3.1 The place of English in the Algerian LL

The intrusion of the English language in the Algerian LL remains unexpected. Algerians seem to increasingly use English in different spheres of life, thus integrate it into the Algerian linguistic scene. Throughout these last years, we have noticed the intrusion of English in the Algerian LL. Some studies have been done around the presence of English in Algeria, among them the studies conducted by Benrabah (2014), Sidhoum (2016), Fodil (2017), Kasdi (2017), Boulehia (2018) and Bouleghlam (2018) who clearly demonstrate that English today is more and more used by Algerians in different fields, business, literature, music, advertisements, etc. Accordingly, in the interview conducted with teachers, we asked them to identify and explain their vision concerning the place English occupies in Algeria more precisely in the Kabyle region. The interviewees clearly explained that English does not represent a huge and important place in the Algerian regions mainly in TiziOuzou due to the dominance of French. In other words, the Kabyle region is less affected by Arabization but French language is rooted in Kabyles' linguistic repertoire, thus French is mostly used.

According to the interviewees English is much more perceivable in Business and Advertisement. For instance, a teacher replied '*we see English today only in commerce and slogans for advertisement, English deserves to be more than this in Algeria*', another teacher answered '*English is barely seen, it is much more present in business because of the various multinational companies in Algeria, and present in advertisement*'. Accordingly, English occupies an important place in Algeria in relation to few domains only. In other words, the place of English in Algeria is related to professional purposes in relation with foreign countries only.

4.3.2 The presence of English in the Algerian business sphere

The emergence of English as today's *lingua franca* of international communication is beyond doubt (The American University, 2005). The word 'international' today is directly connected to English. In Algeria, many multinational business companies require the knowledge of English to their employees. The Algerian businessmen today use English in order to achieve professional purposes and facilitate the commercial transactions. In addition, most of companies and shops' labels are written in English, even some local company names are in English. Moreover, English is used in the Algerian advertisements as we can see in many slogans which are written in English for advertising displays.

In addition, the use of English today in the business sphere is not purposeless. In other words, the users of English in business use it for professional purposes. For that, the answers of the interviewees revealed that the presence of English in the Algerian LL is surely related to specific purposes. Most of the respondents agreed on two different views. On the one hand, concerning the multinational business companies, they use English in order to communicate with the foreign multinational companies. In other words, it is used to ease the communication between the two communities and thus facilitate their commercial transactions. On the other hand, the company names and shop labels are written in English for a specific purpose. Most of the interviewees declared '*Algerians use this language to attract people and follow the*

globalization era'.

Accordingly, students answers in the questionnaire concerning the Algerians use of English for given purposes do not differ from the teachers' answers. They agreed that Algerians use English in the advertisements, in labelling, in business, etc for evident purposes which are to attract, manipulate, and follow the flow of modernity and globalization era. These answers are in tune with the studies undertaken Fodil (2017) and Boulehia (2018) who have the same conclusions.

Accordingly, these two studies revealed three motives leading Algerian business men make this linguistic choice. The first motive is giving their companies a modern or international dimension. Therefore, they make use of English, which is the language of science, technology, communication, fashion and most importantly the language of the global market. Consequently, they use English as a medium to advertise their business. According to Fodil (2017) *'The rapid switch from French to English in shop labelling is associated in the minds of the shop owners with notions of modernity, technology, and high class status'*. The second motive is to increase the chances of their companies to have access to the international market. Businessmen use English to be perceived as companies that work with the international scale, in other words, they use it to give an international image to their business. The third motive is to satisfy the requirements of their sector of activity. Consequently, in business, English is more than required, it is necessary for communication, thus the businessmen's use of English depends on their sector of activity.

4.3.3 English challenging the place of French in Algeria

History gives good reasons for the persistent dominance of Arabic, French and Tamazight in the Algerian territory. Benrabah (2013) mentions three indicators that led to the decline of French

The first is the spread of Arabic monolingualism through Arabization. Secondly, unlike English, French remains irredeemably tainted by its colonial provenance. Third, in contrast to the Algerian religio-conservatives' ideologically motivated decision to impose English from above, a growing number of Algerians, who do not let ideology get in the way of making a living, feel that Arabic monolingualism, Berber-French and Arabic-French bilingualism are not enough (Benrabah, 2013 cited in Fodil, 2017)

The above quoted passage explains the decline of French and the demand of English and its intrusion into the Algerian linguistic repertoire. The policy of *Arabization* spread by the Algerian authorities precipitated the decline of French which became considered as the language of the colonizer, thus English started making its way in the Algerian territory and continued increasing. The question that arises today is: may English challenge French in the long run.

Through the questionnaires and the interviews we came to the conclusion that the answers of the students and teachers towards the last question are similar. 72.50% of the students and 50% of the teachers say yes English may challenge French (see diagram 14 and table 7). However, their answers show that English is today challenging French in business only. In other words, it has not yet occupied a status where it may replace and go over French in daily life. But through time, English may exceed French in all the domains; the only use that French would keep is for social interactions and communication. In contrast, some respondents say that English will never challenge French in all the fields including communication, business, etc. According to them, English is considered necessary in business sectors only. One can assume that English will neither exceed French nor replace it.

Concerning the statistics obtained from the number of students registered in the departments of English and French from 2010/2011 to 2018/2019 (see diagram 01), demonstrate that each year the number of registrations is not stable in the two departments. That is, the number of registrations is different each year. However, even though the number of students in the department of English is in some years higher than the registrations made in the department of French, the difference remains marginal. That is the number of students

registration is high in both departments. Moreover, the number of students obtaining the licence degree is high in the two departments. Though it is worth mentioning that the number of the Kabyle students obtaining their licence degree has increased in the year 2017/2018 and exceeds those in the department of French. Unlike, students in the department of French obtaining the Master degree in 2017/2018 are much higher than those of the department of English. Nonetheless, the important element to consider is the fact that despite its recent arrival in Algeria (77 years only) compared to French (189 years), English is enjoying the same status as French in terms of students' options for languages to make in living.

As a result, it is worth mentioning that English occupies an important and necessary place in the domain of business. It is noticeable that English today is growing in the Algerian public sphere and has started challenging French in different domains like business, advertisement and media. Consequently, through time it may be speculated that English may exceed French not only in the business sectors but also through time English will attain other fields, whereas Arabic and Tamazight would remain the official and native languages used for social interactions.

The data obtained in this research, can be added to the studies by Sidhoum (2016), Fodil (2017), Kasdi (2017) and Boulehia (2018), affirming the intrusion of English into the Algerian LL more precisely in the advertising signage, shops labelling, song lyrics. The findings obtained from these cited studies affirm the results of a report compiled by the global research organization Euromonitor International in 2012, showing the popularity of English among Algerians, and the opportunities English offers to establish professional and personal relationships with foreigners (cited in Fodil, 2017).

The third part of this study answers the last question of our research which is: *What does the emergence of English in the new Algerian linguistic landscape reveal about the linguistic situation of Algeria?* Accordingly, the intrusion of English in the Algerian territory, more precisely in Tizi Ouzou may lead to the marginalization of French and the two official

languages of the country. In addition, English is occupying an important place in the Algerian LL mainly in business where it becomes increasingly visible. As a result, English may through time occupy more ground in different other fields in Algeria and this will probably lead to the marginalization of the other languages mainly French. Consequently, the language policies in Algeria should be reviewed. Moreover, through our studies we have concluded that English occupies an important place in the Algerian LL, but this year, English has also integrated the Algerian public sphere, as an illustration, from the Hirak movement that started in February 2019, Algerians carry slogans written in English to express their desire for a new government. Accordingly, we can notice that English is not only rooting in the Algerian LL but integrate also the Algerian public sphere.

Conclusion

This chapter has discussed the findings of the present study, for the sake of providing answers to the research questions. In the first section, we have discussed the reasons behind Kabyle students' motivations towards learning English through the SDT of Ryan and Deci (2000). As for the second section, we have discussed the students' use of English outside the school walls and their future use of English of their professional purposes. The last section has discussed the status and importance of English in Algeria, in addition to its presence in the Algerian LL.

General Conclusion

General Conclusion

In its previous chapters, the present work addressed the issue of the Algerians' use of English outside the school walls and its presence in the Algerian LL. Three main objectives were set for this work to achieve. As a first objective, it aimed to highlight the Algerian students' choice of English in Mouloud Mammeri University of Tizi-Ouzou. As a second objective, it intended to explore the EFL students' use of English outside the university walls, and by the same token highlight the visibility English is gaining in the new Algerian LL as a third objective. To achieve these purposes, our study has opted for Ryan and Deci's (2000) theoretical framework of the self determination theory of motivation.

In the present work, we have presented the number of students who registered in 2010 to 2019 and the number of students who obtained a Licence and a Master degree from 2015 to 2018 in the departments of English and French at Mouloud Mammeri University of Tizi-Ouzou. The statistics were supplemented with the data obtained from 120 questionnaires distributed to Master students in the department of English and the data obtained from 12 structured interviews conducted with the teachers of the same department.

To answer the advanced research questions and evaluate the validity of the suggested hypotheses, the study relied on a mixed method, combining the quantitative and the qualitative research method. The quantitative data analysis was used to account for the numerical data obtained from the close-ended questions and the statistics of students' registrations. The statistical data were evaluated using the SPSS software for the questionnaires and the rule of three for the interviews. As for the qualitative study, it includes the analysis of the open-ended questionnaire and interview questions, interpreted through our theoretical framework or previous studies on the same issue.

Although English is recognized as *the lingua franca* that facilitates international communication, it is still marginalized to some extent in Algeria. However, this does not stop Algerians to show their willingness to use this international language and display it in the Algerian LL. This fact has been introduced in various studies conducted by different scholars mainly Benrabah (2014), Sidhoum (2016), Fodil (2017), Kasdi (2017) and Boulehia (2018).

On the basis of the results we have reached in the two previous chapters (results and discussion), it was clearly affirmed that the majority of the students are motivated to learn English. In the light of this, our results revealed that students' choice of English is influenced by different factors involving both extrinsic and intrinsic motivation. In addition, the results revealed that students learn English to use it in their jobs and succeed in the professional domains. Their use of English in different fields explains the presence and the spread of this global language in the Algerian LL. Furthermore, results have shown the spread of English in the Algerian territory and the place it occupies mainly in business. In addition, it is deduced from the results that English is slowly but progressively challenging the other languages (French, Tamazight and Arabic) and is gaining steady in the Algerian LL.

This study has demonstrated the students' interest towards English and their intentions to spread the use of this language in different sectors a part from the educational sector. In addition, it has explained the place English is gaining through time in the Algerian LL, by entering different fields. Indeed, English was a language that Algerians used for non professional purposes but today, English integrated the Algerians LL and is integrating the Algerian public sphere.

Our study has confirmed the three advanced hypothesis. The first hypothesis indicating that the students' choice of English is related to the global status of English and to the opportunities it offers to get a job. Additionally, our investigation has confirmed that students

in the department of English use English for communicative and professional purposes. The last hypothesis stating that the emergence of English in the Algerian LL accentuates the threat of domination over other languages is confirmed.

The findings of this dissertation can be combined to those of previous LL research centered on the status English occupies in the Algerian territory. The studies assert that Algerians are aware of the importance and usefulness of English and the opportunities its mastery may offer. The combination of the results of the previous studies and the present study questions the relevance of the language policies in Algeria. This kind of research contributes shedding light on the rather recent appearance and progressive intrusion of a foreign language in Algeria which should make the Algerian authorities reconsider the language policies and give more attention to the fact that English is steadily gaining ground in Algeria.

The present study is a case study. It involves Master students of English at MMUTO. Consequently, it may be considered as limitation to our study, because the corpus does not totally represent all the students at the university of Tizi-Ouzou. In addition, since it is a case study, its results cannot be generalized to a whole population. Case study methodology *'does not enable scientific generalization; and the results of the study cannot be statistically generalized to other cases'* (Damon.A, Paul.P, et al, 2011:137).

It is recommended for further research, for who may be interested in conducting the same research topic to widen the corpus more to provide more generalization. Thus further research can be conducted on the same issue adding interviews with businessmen who work in multinational business companies. They can also address the issue from a different perspective. For instance other research can focus on the businessmen's use of English in their business e- mails with foreigners. Moreover, LL studies can also be conducted from another perspective, like analysing the slogans written in English in the Algerian advertising posters.

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Appendices

Appendix A

Number of students who registered in the departments of English and French from 2010 to 2019.

Years	Department of English	Department of French
2010/2011	397	344
2011/2012	554	547
2012/2013	536	505
2013/2014	350	356
2014/2015	339	345
2015/2016	445	463
2016/2017	494	576
2017/2018	660	580
2018/2019	623	623

Appendix B

Number of students who obtained a licence degree in the departments of English and French

Years	Department of English	Department of French
2014/2015	300	494
2015/2016	287	321
2016/2017	220	303
2017/2018	413	350

Appendix C

Number of students who obtained a licence degree in the departments of English and French

Years	Department of English	Department of French
2014/2015	119	119
2015/2016	168	192
2016/2017	192	223
2017/2018	109	134

Appendix D

Questionnaire:

This questionnaire is part of a research in the department of English at Mouloud Mammeri University which seeks to investigate Algerians' use of English outside the university walls. In order to achieve this academic objective, you are kindly requested to answer this questionnaire. The results of this survey will be used only for an academic purpose, so we ensure the anonymity and confidentiality of your answers.

Section 1: Students' choice and motivation towards learning English

1) Do you like the English language?

☐

Yes

☐

No

2) Why have you chosen to study English at university?

.....

.....

3) Was it a personal choice?

☐

Yes

☐

No

Justify your answer

.....

.....

4) The most important reason for you to learn English in Algeria:

a. Its global status in the world.

☐

b. Its usefulness for a job or academic purposes.

☐

c. Its helpfulness to be successful in other domains.

☐

d. Its helpfulness to communicate with foreigners

☐

e. The will to discover the world, its cultures and people.

☐

f. The enjoyment, interest and pleasure of studying it.

☐

Explain your choice:

.....

.....

5) In your opinion, why do students choose to learn English at the University in Algeria?

.....

.....

6) On a scale of 0 to 10, how motivated are you to learn English?

.....

Would you please justify your answer?

.....

.....

7) Choose the appropriate statements that suit you :

I learn English:

- a. For the pleasure I experience in knowing more about the English literature. ☐
- b. For the satisfied feeling of acquiring knowledge about an International language. ☐
- c. For the pleasure I experience when surpassing myself in learning a second language. ☐
- d. To promote my professional development and academic success. ☐
- e. To get multiple job opportunities. ☐
- f. To get a more prestigious job later. ☐
- g. To show myself and enhance my self esteem. ☐
- h. To avoid shame of not having knowledge of an international language. ☐
- i. To integrate the western societies. ☐
- j. To follow the flow of modernity. ☐
- k. To adapt to the globalization era. ☐

Section2: The use of English outside university

8) Do you use English outside university?

☐ Yes

☐ No

If yes, How do you use it?

.....

.....

.....

9) Do you use English outside university for professional purposes?

☐ Yes

☐ No

If yes, explain.

.....

.....

.....

10) Does its emergence in the Algerian public sphere have influenced you to use it in your professional and academic projects?

☐ Yes

☐ No

11) Do you think the English you learn at university will help you attain your professional objectives?

☐ Yes

☐ No

Yes, how?

.....

No, why?

.....

12) Will you use English in your future professional projects?

☐ Yes

☐ No

How?

.....

.....

13) Do you think that knowledge of the English language is one of the keys for success in your professional projects?

☐ Yes

☐ No

Explain.....
.....
.....

Section3: The status of English in the Algerian linguistic repertoire

14) Order the following languages according to their importance for you: Tamazight, Arabic, French, and English.

a. b)

c)

d)

Justify:.....
.....
.....

15) Do you think that the use of English in the Algerian linguistic landscape/ public sphere is purposeful?

☐ Yes

☐ No

Explain.....
.....

16) Do you think that English is challenging French?

☐ Yes

☐ No

Justify:.....
.....
.....

Thank you for answering!

Appendix E

Teachers' Interview

This interview is part of a research in the department of English at Mouloud Mammeri University which seeks to investigate Algerians' use of English outside schools. The results of this interview will be used for academic purposes and will be kept completely anonymous. Thank you for your collaboration.

1. What motivated you to learn and then teach English? (intrinsic vs. extrinsic motivation)
2. Do you use English for other purposes than teaching? If yes, explain.
3. Do you think learning English in Algeria is useful? Explain
4. What do you think about the place English occupies in the Algerian public sphere?
5. How can you explain the Algerians' use of English outside schools?
6. Do you think that the Algerians' use of English in the Algerian linguistic landscape (shops signs, advertisings, signs...) is purposeful? Explain
7. Do you think English may challenge French in the long run? Explain.

Transcription of the interviews

Teacher1:

A: Good morning and thank you for accepting me to conduct this interview with you. The first question is: What motivated you to learn and the teach English?

B: English is an international language and I have always been influenced by the American culture, my dream has always been to speak English fluently to understand the news, movies to read books. English permit to be open to a bigger world, discover other cultures and be able to communicate with persons from different countries.

A: The second question is: Do you use English for other purposes than teaching? If yes, explain.

B: Yes, I do. I use it to communicate with foreigners, write articles and make research also since the most important documents are available in English.

A: The third question is: Do you think learning English in Algeria is useful? Explain.

B: Yes, it is very useful and necessary. It is a foreign language that is very present in media and online. In addition, Algerians use a lot media and internet thus to be online with the evolution of technology they need English.

A: The fourth question: What do you think about the place English occupies in the Algerian Public Sphere?

B: It is not really present. It is slightly present in the shops and some slogans where some English words borrowed.

A: The fifth question: How can you explain the Algerians' use of English outside schools?

B: Algerians in general use English because they are influenced by media and they use it to attract people and may be they use it to follow the era of globalization.

A: The sixth question: Do you think that the Algerians' use of English in the Algerian Linguistic Landscape is done by purpose? Explain

B: Yes, English is used to attain some professional purposes. They tend to add some English words to their vocabulary, to the slogans... to attract people and commercialise their business so that they may be in contact with foreigners.

A: The last question: Do you think English may challenge French in the long run?

B: Yes, it can. Through media and business it can definitely challenge it. French language risks disappearing from the Algerian LL.

Teacher2 :

A: Good morning and thank you for accepting me to conduct this interview with you. The first question is: What motivated you to learn and the teach English?

B: English was my interest from my early age; I was fascinated by the fact that it was a foreign language which we are not familiar with. In addition, English developed my interest in giving Information and giving knowledge to others. In other word, I teach it to share my knowledge with others.

A: The second question is: Do you use English for other purposes than teaching? If yes, explain.

B: Yes, of course. I use in my everyday life. Actually, it is when do I not use it. I use it mostly for communicating with others and to write articles, then I also use it for entertainment.

A: The third question is: Do you think learning English in Algeria is useful? Explain.

B: Very much so, we have a very youthful population that is interesting in going abroad, make projects abroad thus they need to master this language. English opens a lot of barriers and doors to many people to succeed in their professional domains. English also help them find themselves, and it is beneficial for them because it is an outlet to their personalities.

A: The fourth question: What do you think about the place English occupies in the Algerian Public Sphere?

B: Unfortunately, in the recent years I am more pleased with what is going on regarding the English language, in the sense that there is awareness, Algerians are spending a lot of money for learning English. As a result, through time, English will reach a place in Algeria where it will become possible to use it even in everyday communication just like some Arab countries.

A: The fifth question: How can you explain the Algerians' use of English outside schools?

B: Most of the time, I see it in two different type of people. Some people use it to learn it fast to be proficient in their work and academic purposes. It means that there is always a learning objective behind the Algerians' use of English outside. Some others, use it because they want to identify themselves to other persons and show themselves.

A: The sixth question: Do you think that the Algerians' use of English in the Algerian Linguistic Landscape is done by purpose? Explain

B: Yes, of course. It shows the type of tongue they have in mind. That is nowadays, it shows how much broadening Algerians have in mind, because they know there are foreigners in the country that not necessarily speak French thus they try reaching them using English.

A: The last question: Do you think English may challenge French in the long run?

B: I truly do believe. French is not well seen, it is seen as the language of the colonizer. Through time, English may cover different fields, this will lead to the fact that French will be less used.

Teacher3:

A: Good morning and thank you for accepting me to conduct this interview with you. The first question is: What motivated you to learn and the teach English?

B: I liked English from the very beginning and also I found myself in a position where it was like my destiny to learn and teach English. Today, I also learn English by pleasure and teach it to share knowledge.

A: The second question is: Do you use English for other purposes than teaching? If yes, explain.

B: Not really, I just use it for entertainment.

A: The third question is: Do you think learning English in Algeria is useful? Explain.

B: Yes of course. Today, we are obliged in a certain way to master it to follow the development and the globalization era.'

A: The fourth question: What do you think about the place English occupies in the Algerian Public Sphere?

B: It is not really present. English deserves actually to be more than that. It is not really displayed.

A: The fifth question: How can you explain the Algerians' use of English outside schools?

B: They do not use it too much. But those who use it are mainly influenced by cinema, by media in general.

A: The sixth question: Do you think that the Algerians' use of English in the Algerian Linguistic Landscape is done by purpose? Explain

B: Of course, They use English to follow the era of globalization and attract people.

A: The last question: Do you think English may challenge French in the long run?

I don't think so, it may challenge it in business but not in the other fields.

Teacher4 :

A: Good morning and thank you for accepting me to conduct this interview with you. The first question is: What motivated you to learn and the teach English?

B: First I have chosen to learn English in relation to its status in the world, teaching it was a choice in order to pass English knowledge to Algerians and thus allow the spread of this language in Algeria. And may be, help in dismissing the Arabization.

A: The second question is: Do you use English for other purposes than teaching? If yes, explain.

B: Yes, I do, I generally use it writing articles, publish in the net and also use it to communicate with foreigners.

A: The third question is: Do you think learning English in Algeria is useful? Explain.

B: Yes it is useful since English is gaining place in Algeria. In addition, English today is present in different fields: business, economy, media, literature, music..., thus it becomes necessary to master this language.

A: The fourth question: What do you think about the place English occupies in the Algerian Public Sphere?

B: English is gaining place in the Algerian public sphere because people mainly Algerians see as the language of future and modernity.

A: The fifth question: How can you explain the Algerians' use of English outside schools?

B: They use it to attracted attention and communicate with Steens for job.

A: The sixth question: Do you think that the Algerians' use of English in the Algerian Linguistic Landscape is done by purpose? Explain

B: Yes they use it for purpose, like to commercialize their business and be in contact with foreigners.

A: The last question: Do you think English may challenge French in the long run?

B: No it won't challenge French, because French is a language which is rooted in the Algerian culture and society.

Teacher5 :

A: Good morning and thank you for accepting me to conduct this interview with you. The first question is: What motivated you to learn and the teach English?

B: The first reason is that English was and still is my favourite subject since school days as well as being my preferred language especially regarding the communication process.

The second is that the field of teaching and the teachers of English inspired me to decide to become a teacher of the English language for the sake of helping students to raise the awareness that learning such language can improve the quality of education. Personally, I consider this choice as a matter of love, motivation, and volition.

A: The second question is: Do you use English for other purposes than teaching? If yes, explain.

B: Yes, I do. I use it as a communication tool with foreigners, to translate documents from one language to another, in technical writing, and also as an entertaining tool.

A: The third question is: Do you think learning English in Algeria is useful? Explain.

B: Yes, I do. Due to the status of English in the World, having the knowledge of the English language is necessary.

A: The fourth question: What do you think about the place English occupies in the Algerian Public Sphere?

B: I think that English takes and occupies a great place in the Algerian public sphere. However, most Algerian people cannot speak English properly because of the important status French has among the Algerian speech community. Therefore, it's important to take advantage of the bilingualism existing in Algeria (French has the position of a second language and English of a foreign language).

A: The fifth question: How can you explain the Algerians' use of English outside schools?

B: they use it to develop their work and to be in contact with foreigners.

A: The sixth question: Do you think that the Algerians' use of English in the Algerian Linguistic Landscape is done by purpose? Explain

B: Yes, of course. They use it to attract people and to commercialise their products.

A: The last question: Do you think English may challenge French in the long run?

B: Yes. English is gradually taking place in Algeria, thus it can probably challenge French.

Teacher6 :

A: Good morning and thank you for accepting me to conduct this interview with you. The first question is: What motivated you to learn and the teach English?

B: I first have chosen English because I am fond of this language. In addition, I made it my profession because I would like to transmit my knowledge to the learners and make them aware of the importance of English. In addition, through this language we help dismissing in a certain way the Arabization in our country.

A: The second question is: Do you use English for other purposes than teaching? If yes, explain.

B: I do use it for writing articles; sometimes I use it for translation and entertainment also

A: The third question is: Do you think learning English in Algeria is useful? Explain.

B: Yes, of course it is Today English is very important in the hole world, thus learning it is crucial

A: The fourth question: What do you think about the place English occupies in the Algerian Public Sphere?

B: In the public sphere English is not really present. However it has starting showing up thus through time we English will probably be more perceivable

A: The fifth question: How can you explain the Algerians' use of English outside schools?

B: There use of English is related to globalization.

A: The sixth question: Do you think that the Algerians' use of English in the Algerian Linguistic Landscape is done by purpose? Explain

B: In a certain way, yes it is done by purpose to follow the globalization era.

A: The last question: Do you think English may challenge French in the long run?

B: Yes, I for see it, but not now, French still has an important place in Algeria.

Teacher7:

A: Good morning and thank you for accepting me to conduct this interview with you. The first question is: What motivated you to learn and the teach English?

B: I have always like English because it is an international language, it permits to feet in the world and communicate with foreigners. In addition, I always wanted to transmit my knowledge to students and help English grow in this country.

A: The second question is: Do you use English for other purposes than teaching? If yes, explain.

B: Yes, I do. I communicate with foreigners, sending e-mails and also I use it for entrtainment.

A: The third question is: Do you think learning English in Algeria is useful? Explain.

B: Yes, I do. The use of English increases a lot in this years, there is a lot of multinational business companies, so English in other fields not only education is primordial.

A: The fourth question: What do you think about the place English occuppies in the Algerian Public Sphere?

B: I think that it is not much important. Apart from the multinational companies, it is not that used in the public sphere. English apart from the schools, it is not used in the public sphere.

A: The fifth question: How can you explain the Algerians' use of English outside schools?

B: There are a lot of names of stores and advertisement written in English and this is to be catchy with others and to attract people.

A: The sixth question: Do you think that the Algerians' use of English in the Algerian Linguistic Landscape is done by purpose? Explain

B: Yes, it is. It is like if the name of your company is written in English you will attract even foreigners, not to limit yourself to the society you live in. For example if you write the name of the company in Arabic, There are a lot of people who will not have contact with the company however, English names are attracting.

A: The last question: Do you think English may challenge French in the long run?

B: Actually it depends on regions; in Tizi-Ouzou for example it will not overcome the place of French.

Teacher8:

A: Good morning and thank you for accepting me to conduct this interview with you. The first question is: What motivated you to learn and then teach English?

B: I first have chosen to learn English because I love this language and I was influenced by my father who also was a teacher of English.

A: The second question is: Do you use English for other purposes than teaching? If yes, explain.

B: Yes, I do. In order first to maintain this language I tend to use it outside to keep it alive. I also tend to write articles for academic purposes.

A: The third question is: Do you think learning English in Algeria is useful? Explain.

B: Yes, it is very useful, not only in Algeria; it is useful all over the world. It is the science language number one. I think that the most important works are published in English, it is present in media, scientific research, in literature...

A: The fourth question: What do you think about the place English occupies in the Algerian Public Sphere?

B: I think that it is a political victim of French oriented government and French inheritance. I would like that all what happens in the political movement in Algeria will provide English its tight position in the advent of the new Algerian republic. The prime position of the French and Arabic language is a colonialist orientation.

A: The fifth question: How can you explain the Algerians' use of English outside schools?

B: I prefer speaking about the few regions I know. In the last decades at least there is a certain improvement, we tend to see many people and mainly the new generation get to get rid of the French fashion as a foreign language and lean to English.

A: The sixth question: Do you think that the Algerians' use of English in the Algerian Linguistic Landscape is done by purpose? Explain

B: Yes, it is. First it provides multinational dimensions of companies and tends to advertise western culture because also English is the language of finance. Concerning, the advertisements for example, my personal interpretation is in relation to the dominant culture which are Hollywood, US... More and more generations are getting in fashion with English.

A: The last question: Do you think English may challenge French in the long run?

B: This is irrevocable. If there is any political will, at least in 15 years we can get rid of this French and Arabic.

Teacher9 :

A: Good morning and thank you for accepting me to conduct this interview with you. The first question is: What motivated you to learn and the teach English?

B: I chose to learn English because I liked my English teacher, a gentleman from Scotland. As for teaching, it was the only job I could take in order to avoid Arabic.

A: The second question is: Do you use English for other purposes than teaching? If yes, explain.

B: I sometimes use English for translation and get informed by watching programs on tv channels (BBC- CNN)

A: The third question is: Do you think learning English in Algeria is useful? Explain.

B: All depends on the type of profession. English has become an international language. In the field of business (commerce), English is more than necessary. Nowadays, many Algerian businessmen work in partnership with foreign country such as china and turkey. The only means of communication with their partners is the English language.

A: The fourth question: What do you think about the place English occupies in the Algerian Public Sphere?

B: I think that English is not used in the Algerian public sphere. To my knowledge, there are two media (TV and radio) which broadcast some programs in English in Algeria, this is very limited.

A: The fifth question: How can you explain the Algerians' use of English outside schools?

B: There is no use of English outside schools in Algeria. The only field in which English is used is business.

A: The sixth question: Do you think that the Algerians' use of English in the Algerian Linguistic Landscape is done by purpose? Explain

B: In Algeria, the use English is limited to education (schools and universities) and, in limited way, in business. In order for English to prosper in the Algerian linguistic landscape, tourism is to be developed.

A: The last question: Do you think English may challenge French in the long run?

B: In Algeria, French is a second language, while English is a foreign language. However, English is challenging French in the field of commerce only. English can never challenge French in everyday communication within society.

Teacher10 :

A: Good morning and thank you for accepting me to conduct this interview with you. The first question is: What motivated you to learn and then teach English?

B: I like English and I love it. I have chosen to teach English in order to help spread this language in Algeria.

A: The second question is: Do you use English for other purposes than teaching? If yes, explain.

B: Yes, I do. I use it in order to write articles in English since I work free time in media.

A: The third question is: Do you think learning English in Algeria is useful? Explain.

B: Yes, English is the language of communication, science and technology, thus learning it is necessary.

A: The fourth question: What do you think about the place English occupies in the Algerian Public Sphere?

B: I don't think that it has an important place in the Algerian public sphere.

A: The fifth question: How can you explain the Algerians' use of English outside schools?

B: They don't really use it. It stays limited because Algeria has a diverse linguistic repertoire that makes English use limited.

A: The sixth question: Do you think that the Algerians' use of English in the Algerian Linguistic Landscape is done by purpose? Explain

B: Yes, to follow globalization era and the modern world.

A: The last question: Do you think English may challenge French in the long run?

B: No, not in Algeria for three reasons:

- 1- Geography: Paris is closer to Algiers than Tamenrasset.

- 2- History: Algeria, a former French colony (the legacies are varied).
- 3- Sociology: Millions Algerians are bi-nationals (language transfer: Algerians have to speak French at least during holiday).

Teacher11 :

A: Good morning and thank you for accepting me to conduct this interview with you. The first question is: What motivated you to learn and the teach English?

B: I have chosen to teach English language because for me, it is the most preferable foreign language. Thanks to which I gain an access mainly to know others. I teach it to spread knowledge of this language.

A: The second question is: Do you use English for other purposes than teaching? If yes, explain.

B: Yes I do use English language for other purposes than teaching, I generally use it to communicate with foreigners and help translating some articles.

A: The third question is: Do you think learning English in Algeria is useful? Explain.

B: It depends on which project you are preparing, but generally speaking, English language without any doubt is a key to success.

A: The fourth question: What do you think about the place English occupies in the Algerian Public Sphere?

B: We don't hear lots of users of English language outside schools, but for those few ones, I think that they have a kind of influence to this language. The fact that they study it at school and it is obvious for them to utter from time to time some words in their daily speeches mainly between peers friends of the same intellectual level.

A: The fifth question: How can you explain the Algerians' use of English outside schools?

B: I think that the English language is starting to seize its place within the Algerian linguistic landscape. Nowadays, we see some advertisements displayed on walls using English language; we also encounter, mainly for internet users, many websites which are communicated with English language. So Algerians have already had some warming up first contact with the language.

A: The sixth question: Do you think that the Algerians' use of English in the Algerian Linguistic Landscape is done by purpose? Explain

B: Yes, it is. They use it to attract attention, and advertise their work or commerce.

A: The last question: Do you think English may challenge French in the long run?

B: Yes I think that for the next few decades, the English language will seize the place, to be the first language spoken by the Algerians users of foreign language.

Teacher12:

A: Good morning and thank you for accepting me to conduct this interview with you. The first question is: What motivated you to learn and the teach English?

B: First I have chosen to learn English in relation to its status in the world, teaching it was a choice in order to pass English knowledge to Algerians and allow the spread of this language in Algeria.

A: The second question is: Do you use English for other purposes than teaching? If yes, explain.

B: Yes, I do, I generally use it writing articles and publishing them on the internet and also use it to communicate with foreigners.

A: The third question is: Do you think learning English in Algeria is useful? Explain.

B: Yes it is useful because English is gaining place in Algeria and today it is required for getting a prestigious job.

A: The fourth question: What do you think about the place English occupies in the Algerian Public Sphere?

B: English is gaining place in the Algerian public sphere because people mainly Algerians perceive it as the language of the future and as a symbol of modernity.

A: The fifth question: How can you explain the Algerians' use of English outside schools?

B: Due to the global status of English, Algerians' mainly use it to follow the era of globalization and follow the development of the western countries.

A: The sixth question: Do you think that the Algerians' use of English in the Algerian Linguistic Landscape is done by purpose? Explain

B: Yes. They use it as a symbol of advertisement for their commerce, or they use it due to the requirements of their job to be able to communicate with foreigners.

A: The last question: Do you think English may challenge French in the long run?

B: No it cannot challenge French. The French language is strongly rooted in the Algerian linguistic repertoire.