

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

Ministry of Higher Education and Scientific Research

University of Ain Temouchent– Belhadj Bouchaib

Faculty of Letters, Languages and Social Sciences

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The evolution of English usage among Algerian youth: Analyzing (2019–2025) and forecasting (2025–2031) growth rate, and identifying driving factors

*An Extended Essay Submitted in Partial Fulfillment of the Requirement for a
Master's Degree in Didactics and Applied Languages*

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Declaration

I, BOUZID DAHO Imene Aya, hereby declare that this submitted dissertation is my own original work. I also certify that this work is the result of my own investigation as all the exhibited data are original and have not been found or included in any other work of a university or any other institution. Further, this work does not contain plagiarism, as a list of references is provided forward indicating all the sources of the used and mentioned works and papers.

The dissertation is conducted at Belhadj Bouchaib.

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By, BOUZID DAHO Imene Aya

Signature

A handwritten signature in black ink, appearing to be 'Bouzid DAHO Imene Aya', written in a cursive style.

Dedication

With profound gratitude, this dissertation is devoted to:

First and foremost, Almighty Allah, the Most Gracious, the Most Merciful, who blessed me, guided me, and granted me the conditions to fulfill this dissertation. I owe everything to Allah for His greatest blessings by surrounding me with the right family and positive environment to continue my academic journey.

To my beloved mother, who supported me through everything in every possible way emotionally, physically, financially, and who was the source of comfort during the most challenging days.

To my dear father, whose daily encouragement and unshakable trust ignited in me the desire to thrive academically.

To my sister Allae and brother Abdellah, whose steadfast belief in me gave me the needed strength and energy.

To my aunts Aisha, Saida and Fatiha, my dear cousins Ikram, Souad and Abdelmajid, and my aunt and sister Kheira who raised me.

To my dearest Louna, who spent all the sleepless nights supporting me, and to my friend Kouki for his support.

To the loving memory of my departed loved ones—Titania, Varouna, Doussa, Soukar, Ileez, and my grandmothers Tuwatiya and Kheira—whose contributions to my personal and academic life will never be forgotten.

To my supervisor, all my friends, teachers, and all who wished me luck and success.

Acknowledgement

I would like to sincerely express my deepest gratitude, appreciation, and most genuine thanks to my supervisor, Dr. DEKHIL Anfal Khadidja, for accepting to supervise this dissertation, for her care, her genuine offers to help and guide me, and above all her unwavering patience, understanding of the continuous compelling circumstances that caused delays in communication. Her kind treatment in moments others in her place would not handle. Her nonstop persistence, even when I struggled to respond or keep pace due to the amount of work, is what carried me through the stages of this work and motivated me to work in order to not lose her belief in me and betray her efforts. I am deeply indebted to her kindness, and truly thankful for all her empathy and professionalism shown throughout this journey. This dissertation would not have been possible without her dedication and insight, and for that, I am sincerely grateful. Finally, I thank God for choosing her to be my supervisor.

Further, I would like to thank the jury members Dr. ALEM and Dr. BENGUERFI who have honored me with their presence and kind acceptance to examine and assess this dissertation.

In addition, I would be ungrateful if I did not express my gratitude to all the collaborative participants, pages, and groups who took time to answer my questionnaire. Simultaneously, I am equally thankful to the content creator Mr. R who chose to remain anonymous and to all his followers for their answers that made the collection of a large dataset voluntarily possible.

Moreover, I wish to thank all the researchers and scholars whom I referenced and profited from their valuable works.

Finally, I have to thank my mother who funded this research work, and all those who supported this work and me.

Abstract

The phenomenon of English spread is becoming increasingly observable around the world, which is a situation that applies to Algeria. In light of this, there is a recent rise in studies that attempt to capture this spread in the Algerian landscapes and educational language policy. Yet, since the English language is affecting those sides of Algeria, it is high time to investigate its influence on a more social level in speech, especially the speech of the society's portion known for linguistic changes and innovations, and which will shape the speech in the future. Therefore, the present dissertation attempts to investigate the evolution of English usage among the Algerian youth through analysing and calculating its growth rate between 2019 and 2025 while uncovering some trends, and then forecasted it between 2025 and 2031 while identifying the driving factors behind the phenomenon. To reach these objectives, the study relied on a concurrent embedded mixed-method approach, where data were collected through two instruments using a youth speech corpus and an online questionnaire. The results of this research revealed growth in English use among the youth of Algeria and provided the growth rate percentage from 2019 up to 2025. Moreover, it succeeded in forecasting the possible growth rate within a scale of two scenario-based conditions. Those findings were supported by participants' attitudes and expectations. Furthermore, the persistent nature of the factors discovered to be the most influential based on the sample view indicates that their impact is likely to continue.

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List of Acronyms

RQ: Research Question

RH: Research Hypothesis

MSA : Modern Standard Arabic

AA : Algerian Arabic

F : French

T : Tamazight

E : English

HV : High Variety

LV : Low Variety

CS : Code Switching

CM : Code Mixing

% : Percentage

EC : English Comments

EW : English Words

GR : Growth Rate

AGR : Annual Growth Rate

CAGR : Compound Annual Growth Rate

AAGR: Average Annual Growth Rate

t: Time

General Introduction

The current linguistic decades can be titled the English Pax. Just as Pax Romana that was peacefully accepted by people without fighting or resistance, which is due to the visible Roman power. Subsequently, the reality was the acceptance of a hidden colonialism (unnoticed control through systems or influence). However, since people knew that at the time Rome was their way for an easier flourishing, they accepted or even invited that existence voluntary just because it benefited them. Similarly, English is linguistically colonising the world's every domain. Yet, whether it is the English Pax or Pax Romana, because of its power and dominance people let it be or even encourage it just to flourish easier as it represents the path or more likely a vital condition for prosperity and not a choice. Subsequently, a condition where only a fool would let this chance slip regardless the fact that it meant somehow being dominated. To this Pax, a country or an individual will believe that he is the one profiting from it while the linguistic colonialism or the English Pax spread smoothly, which is an event to be studied.

Today the world interconnectedness turns the metaphor of the world being a village into a fact. In this situation English has the perfect parameters to be the new Pax Romana. The later allowed a smooth spread of its dominating system even if it formed an acceptance of a hidden, silent, and growing colonisation by permitting people to freely conclude by their own some promises with power, stability, and access to jobs and knowledge. Thereby, without any force people accepted the Rome as a path to flourish. Likewise, some of the positions of English and their outcomes as a global language, a linguistic capital, and having a symbolic power provide those promises. Consequently, it is spreading due to being perceived as a door to economic, technological, and academic path for an ameliorated or at least an easier advancement. Therefore, even if this is a form of colonisation it is welcomed because of all the benefits it offers. Still, it is important to admit that while it is true they are benefiting, in fact

they are reinforcing a system of global linguistic colonisation that is supported, welcomed, and celebrated by many nations, noting that the biggest benefiter here is the countries responsible for the English Pax

Around the same idea of the world's needs interconnected, when the big dominating countries use English then the rest will need to use it without given other options since any other way will hinder the growth of that country. Here submitting to the English Pax not only a choice for prosperity anymore but in reality an indirectly forced rule. It becomes a rule since not following the rest of the crowd will make the individuals or mainly the countries path full of struggles not only to prosper but also to keep up or advance. For this reasons most countries that are working on growing and developing today, they are working on embracing the English Pax and encouraging it for example at the academic, technological, and entertainment spheres.

Among the countries that aim for prosperity and that is working intensively in the late years on developing its education and upgrading its economy, there is Algeria. Since 2019, Algeria took many policies that support and invite English existence in the country. The main domain that are affected now by those decisions are the educational sphere especially at the primary and higher education levels because of English's role on knowledge access. Moreover, those latest changes contribute significantly to Algeria's job market openness and growth due to the dominance of English in the area. since the matter of creating jobs is very sensitive and important as it satisfy one of most impactful Maslow's needs that is the safety needs, which is linked also to the fulfillment of the first and most important need, the biological ones through money. The accumulation of those facts results in Algeria accepting the English Pax and using it as a key to flourish.

However, as said before, the English Pax is always the benefiter even if the other parties use it for their advantage. The case revolves around the idea that the smooth growing existence

of English in Algeria will never stop at the academic or work level or context, besides keeping in mind the conditions of the world and the interaction with English at all Entertainment levels. The conclusion from this is the smooth and silent collonisation (a quiet covert garadual expansion) of English on speech specifically on the people that are most in friction with the language, the youth of Algeria. This accepted, hidden, and smooth linguistic collonisation is not loud or exaggerated but slow and unnoticeable by many. This characteristic is due to the natural way the English language, as a new layer to the linguistic structure, has entered the Algerian youth speech without any actual resistance or hate, unlike the reactions that happened against the French language case.

English as an existence or a phenomenon that is deeply rooted in the modern world is not simply comprehended in the right way. This subject matter requires considering different angles that can be unusual. However, an observer that stops to link the conditions of modern life to the realities of this world logically while recognizing English within this formula as it is, is able to see what is actually happening and not admitted, and how it is effecting the society unconscious acts in speech. The significance of observing and studying the spread and growth of English in the Algerian youth speech is to capture vividly a social linguistic change as it happens. Additionally, to also look at English in Algeria from an underexplored angle that is underestimated in the current research area. This avoidance to the topic results from a main focus on linguistic attitudes and signs and not speech, which could be due to an unrecognized observation or underestimation to the extent to which English is impacting Algeria.

In cases like English growth in the Algerian speech, it is impossible to see the state or extents of anything without having large data and considering speech directly instead of following attitudes and opinions only as all they can provide it a confirmation of existence. That is why it is important to view and study this phenomenon with an observation that is intentional rather than data calculated as extra information within another main work.

The truth is that many Algerians do not recognise that English in one way or another entered their lives. This thing is logical as they are first not observing their linguistic behaviors, and second the English they are using came naturally. An Algerian in this situation will wait until one day he finds himself realising that he is using a word or some English without knowing when, how, or even where it came from. A small observation happened throughout the days of this research work where a woman in her late forties used the word 'cute' and when asked as a joke as "yeah you speaking English now!" she was confused and said "why is cute an English word, I did not know". Therefore, this woman even though she used English knowing its meaning yet did not realize that she was using the English language. Similarly, anyone who is not that much aware of its linguistic behavior will not notice the difference in his speech and understand these changes less and less as he does not have an idea if others are having the same phenomenon or know and to what extent it is happening.

This study on the English growth rate from 2019–2020 among the Algerian youth, while discovering the factors behind this growth and forecasting the growth from 2025–2031 is expected to be of good importance. For the Algerian youth it will provide a vision about their speech, which can be benefited from through understanding their linguistics more and thus their identities. Concerning the country it can inform about some of the expected results of their previous policies related to English and see the impact on the previous years. In addition, this study is a vital element that must be done for the sake of sociolinguistic research in the country and to capture a developing phenomenon in language use and contact, and a gate towards visioning with real numbers the spread of the English use, and some trends related to it.

In accordance to all what is discussed above, this study has the several following aims:

- Analyzing the evolution of English usage between 2019 and 2025, its growth and growth rate.

- Exploring in what contexts this usage is more prominent and if the growth has any relation with the different seasons.
- Exploring the influencing factors that are driving this evolution from attitudes, beliefs, some life conditions external factors, and the effect of users of English on their listeners.
- Forecasting 2025 to 2031 growth based on the previous 6 years growth rate and position it within as a scale between the possibilities of two scenarios either the drivers behind the evolution being stable or decreasing.

In order to reach these aims, this research study attempts to do it through approaching the following research questions:

- **RQ₁:** How does the usage of English among the Algerian youth evolved in the last six years from 2019 to 2025?
- **RQ₂:** What are the driving factors behind the evolution of the English usage in the Algerian youth language and what are the perceptions of the youth of this phenomenon?
- **RQ₃:** How does the English integration is forecasted to evolve according to the previous growth rate data in the coming six years from 2025 and up to 2031?

For the objective of answering these questions, the coming hypothesized answers are proposed:

- **H₁:** It is hypothesized that regardless of the dominance of Arabic and French in the Algerian dialect, it is expected that there is a growth in using English among the Algerian youth. Additionally, this growth is expected to be affected by the context of the speech and the language use of one of the speaker on the listener.

- **H₂** : It is hypothesized that the factors influencing this phenomenon there is the increased exposure to English through different media and its usage by influencers and the influence of the availability of time and the circumstances that promoted the growth of the phenomenon at the pandemic period, and most importantly the personal interests that are governed by English.
- **H₃**: It is hypothesized that the English usage is forecasted to continue growing in the coming years either in a stable way or at least in a slowed down version due to the language preferences, social factors and the historical and habits of linguistic choices.

This research is structured as two parts, the first with three chapters and the second part with two chapters. The first three chapters are concerned with the literature review, the background of Algeria, and the global state of English. The second and third chapters are not only for reviewing the literature as they play a role in the last chapter data triangulation as they set the conditions controlling the scale of forecasting. The fourth chapter is devoted to explain the complex methodology procedures endures and explain each step of the data collection process. Finally, the last chapter, number five is concerned with data analysis, interpretation, and conclusion discussion.

PART ONE

Literature Review—

Contextual, Theoretical, and

Empirical Foundations

Chapter One

**The Linguistic and
Sociolinguistic Background
of Algeria**

1.1. Introduction

In recent years, the unignorable spread and usage of English is increasingly recognised worldwide. This phenomenon is an important area of interest within the field of sociolinguistics specifically in the multilingual countries context as in the Algerian one. Algeria has a linguistically complex dynamic, in which English happens to take a part especially among the youth portion, as a result of being the interactive and exposed population with the most contact with the English language. Therefore, this paper focuses its scope towards investigating the evolution of English usage among Algerian youth. In an attempt to give insights about and analyse the previous growth rate and forecasted the future growth rate of the phenomenon, and identify its drivers. To reach this purpose, this chapter will provide all the essential information, theoretical foundation, concepts, and current state of Algeria regarding all possible information that will be needed for chapter two and three from the same part one. Besides, this chapter enables a clear comprehension of the procedures and results of the coming chapters through understanding the conditions of Algeria and its speech. Apart from the introduction, this chapter is divided into sections. It begins as the chapter that represents the Algerian linguistic and sociolinguistic situation as the foundation, then the remaining part focus on the Algerian speech and its patterns. Then in the following chapters, the focus will be on English position as a global language to consider the reasons for its spread later on in Algeria, its status, dominance. Then the third chapter is devoted exclusively for English in Algeria and the studies done on the topic concerning Algerian youth, the attitudes towards English, the factors behind the usage, then the key result is drawn in the final conclusion . All of this is crucial to shape the framework and boundaries of the study.

1.2. Historical Overview of the Algerian Linguistic Situation

In order to understand the present linguistic dynamics, behaviours and attitudes towards languages within the Algerian community, it is vital to consider the rich history of language contact phenomena that created the modern Algerian sociolinguistic tapestry. This historical side is diachronically summed as follows in a chronological line:

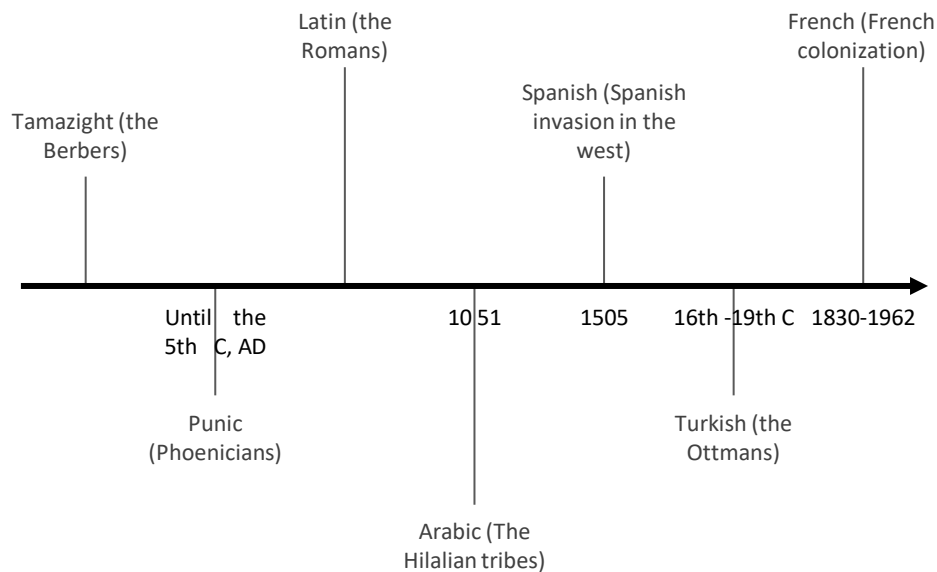


Figure 1.1.

Algeria's historical line of languages

The modern Algerian linguistic side is a result of a persistent long language contact case. The term language contact is generally understood to mean “the use of more than one language in the same place at the same time” (Thomason, 2001, p. 1). This phenomenon in Algeria is due to the influence of a number of civilizations, with varying degrees of contributions, dialect construction, and survival up to now. Where the geographical particularity of the civilization also has a role on the languages friction and thus the kind and extent of elements, which the community absorb and adopt.

Tamazight (T) is the language with the oldest existence in Algeria, and part of its identity, with a deep cultural root and status in society. The first inhabitants of Algeria were the Berbers, who spoke Libyc, an oral language. However, this case did not last long because of the arrival of the Phoenicians who spoke Punic. Consequently, the Berbers' interaction with Punic resulted in borrowing words and phrases from the latter into Tamazight. In addition, many researchers who investigated the complicated history of Tamazight suggest that this friction led or at least contributed significantly to the creation of its first Libyco-Berber script, which is believed to be derived from the Punic alphabet. In his article 'A Historical Background of the Linguistic Situation in Algeria', Chami Abdelkarim (2009) supports the previous idea by stating that "the modern name given by the Tuareg to the Tamazight alphabet called Tefinagh' derived from the root —Fnq /Fnqhll which means Punic'." (p. 387). The Phoenicians lasted until the 5th century AD, followed by the Roman annexation and the introduction of Latin. The Romanization topic has controversy among researchers regarding whether the establishment of Latin was imposed through education and administration, or was planned to be seen as important by the people themselves so they chose to learn it for its necessity. Yet, what is confirmed is that, the

Roman colonization had lasted only one lapse of time', in spite of their Legions' power they had never succeeded in assimilating the Tamazight spirit: neither its language, nor its culture. All the components of the Tamazight culture were maintained to us inviolable, ... , a simple language with a so various accents, speeches so rich in vocabulary and of a plain grammatical structure (Chami, 2009, p. 388).

Thus, the Tamazight language remained untouched after the Romans. At this point, Algerians spoke only one language which was Tamazight, but this ended soon due to the emergence of the first bilinguals (speakers of two languages) with the arrival of Arabic.

Arabic is a non-negotiable component of the Algerian society that identifies primarily as an arabo-islamic country. Besides, Arabic is the base of the Algerian Arabic (AA) dialect that is the mother tongue and communication tool of the people. The spread of Classical Arabic (CA) was due to the Arabic conquest in 1051 by the Hilalian tribes who settled in Algeria, bringing the language and the Islamic culture. Tamazight and Arabic existed at the same time, but since the latter dominated aspects of life such as education and religion, thus it “conferred people a certain social prestige and gave the possibility of access to some functions of the state. The educated caste was thus bilingual, unlike the majority of the population which was monolingual” (Chami, 2009, p. 389). The monolingual population spoke either Tamazight or dialectal Arabic. This last term refers to the first form of Algerian Arabic, which was a mixture of Arabic and Tamazight that would later develop to be more complex as its modern form. Nevertheless, the Arabic teaching continued to grow steadily, as its value as a component of the identity and religion became stronger and more recognizable, until it was fully established across Algeria, widely accepted, and gained linguistic dominance.

After the Arabic conquest that reshaped Algeria, the Spanish invasion had several attempts of occupation that started in 1505 in the west of Algeria. Spanish did not survive as a language in Algeria, but rather became a source of borrowing that influenced the dialectal Arabic (which will be referred to as Algerian Arabic). The Spanish influence on the dialect was geographically concentrated. That intermittent presence was “enough to influence the Algerian bilingual society (speaking Tamazight and Dialectal Arabic) strongly present in the west. (Tlemcen, Sidi Bel Abbes, Oran....etc) and its effects are nowadays present in our daily speeches” (Chami, 2009, pp. 389–390). Subsequently, by the 16th century the Ottomans arrived with Turkish that dominated trade and became treated as “the official language, written in the Arabic alphabet its effects were more distinguishable in the military, music, and food....etc. sectors where many words (borrowings) were introduced.” (Chami, 2009, p. 392). Yet, it did

not influence the balance of Tamazight or Arabic. Spanish and Turkish borrowings made changes that are still observable today in the Algerian speech, even though they do not have an official status in Algeria anymore. In the same vein, this fact supports the idea that as English exists today in Algeria and its worldwide role will let it continue to exist, it will evolve in the Algerian speech as a language or more observably as part of the Algerian Arabic. This evolution can be through borrowing, both adopting and adapting the words, as in the Turkish and Spanish case. In comparison with the previous case's circumstances of spreading, it is possible to suggest that the spread of English has more optimistic prospects that will be explored in the following sections. However, no previous studies provided any clear insights about this evolution in relation to English in speech.

The Ottomans era ended in the 19th C with the arrival of the French colonization in 1830 that lasted 127 years, until 1962. Those years had greater influence than the three centuries of the Ottoman rule. Mainly due to the severe colonial policies that aimed to assert the French control and eradicate the Algerian Identity under the slogan 'Algeria is French', thus "France sought to impose its both political as well as its sociolinguistic control upon the Algerian speech community" (Hamadi, 2017, p. 214). This mission focused on one of the key components of identity, which is language. Therefore, it implemented frenchification policies by imposing French as the primary language, and a full francization policy of education through French schools, legal documents, street signs, shop names, journals, medical documents, etc. Consequently, French influenced both the Algerian dialect and Tamazight as declared by the researcher Chami, and "Arabic became as a foreign language since 1938" (Chami, 2009, p. 394). Despite all the efforts, "The Algerians spoke French in schools, with the colonizer, but still used their dialectal Arabic at home and with friends. In spite of all the methods of deculturation, Arabic preserved its prestige as a language of the Holly Koran [Quran]." (Chami, 2009, p. 394). By the time of the independence on July 5th, 1962, French was deeply integrated

into society and it remained as “a second language since 1964, and then a foreign language with the application of the Foundation School System in 1976.” (Hamadi, 2017, p. 218), and retained a status of prestige and a value at the level of higher education. Simultaneously, Algeria went through an arabisation phase to assert the Algerian identity and solidarity with the rise in the use of modern standard Arabic (MSA).

Today, Algeria’s linguistic situation encompasses Arabic, Tamazight, French, and Algerian Arabic that survived. The last one became a complicated dialect that is the product of the contact between the three previous languages, with borrowed words and phrases from Turkish, Spanish, and even Italian. Based on the geographical area of the dialect as it varies from one region to the other based on the history and friction that happened in each one of them as a continuum of dialect, that become more distinct the farther the region is from the initial one. Additionally, English is the language that joined this linguistic contact without a history of conquest.

The languages that all dynamically interact in Algeria create an even more complex case, where merely knowing the languages that exist does not capture the sociolinguistic realities including friction, languages state and status, and population behavior. To reach this extent of comprehension and reveal how this case can affect the evolution and future of English usage, it is important to consider the sociolinguistic profile of Algeria.

1.3. The Algerian Sociolinguistic Profile

1.3.1. Algeria’s languages: current state and status

A considerable amount of research have been published on the sociolinguistic situation in Algeria. These studies collectively agree on one reality, which is the complexity of the situation. This case is characterized by linguistic diversity, as an outcome of its historical, geographical, and political circumstances. Where the codes are not in conflict, but rather each

code uniquely fulfill a variety of separate functions and obtains its own status and state in the community. Therefore, due to the coexistence of many codes, Algeria become a multilingual diglossic country.

Algeria has five codes structured through careful language planning and policy, in order to reflect the country's identity, culture, politics, and economy, as well as, serving its goals and futuristic visions. The official and national languages are Arabic and Tamazight. Arabic had this status since 1963. However, it is vital to highlight that the variety being referred to is Modern Standard Arabic and not Classical Arabic that exists alongside it in Algeria, in which "classical Arabic is the most formal type of Arabic. It is used in the Quran [also Muslims prayers] and early Islamic literature. MSA is the official modern language used in the Arab world." (Hamed, Elmahdy, & Abdennadher, 2018, p. 3805). MSA as explained in 2018 by Kerma Mokhtar is a language derived from CA to align with the modern needs, through adopting a large number of words and expressions that are translated from French and English (p. 135). On the other hand, Tamazight became a national language in 2002, then an official one in 2016. These events are attributable to the support of the minority population of Berbers towards their mother tongue. In relation to the last mentioned point about the mother tongue, the native language of the remaining dominant majority of Algerians is Algerian Arabic, which is the only code with no official status but paradoxically the most spoken in Algeria. AA is the "the variety that Algerians use in oral communication. It is a Colloquial Arabic used for everyday-life situations and all interpersonal interactions. It is unwritten although one might encounter an informal written text in the Arabic script" (Kerma, 2018, p. 136), or even in the French script.

Turning to the foreign languages. French takes the status of the first foreign language that is used as a medium of instruction in scientific fields at the university level and taught as a subject starting from the third year of primary schools, besides being applied in official

papers, signs, and the medical domain. Under the same title, English has the second foreign language status. This admitted existence of English evolved recently in term of the roles it plays in Algeria, whether as a medium of instruction, a subject, or in most life-aspect such as economy, commerce, advertisement, science, entertainment and others. Taken as a whole, Algeria's situation of languages coexistence with their different statuses gives rise to the phenomenon of multilingualism.

1.3.2. Multilingualism in Algeria

At the societal level, Algeria demonstrates additive unbalanced multilingualism. Therefore, in accordance with Cenoz (2013) definitions, Algerian speakers continue developing their mother tongue while adding other languages, thus becoming users of two or more languages, but with different levels of proficiency in each (pp. 5–7). Regardless of the competence level, speakers use all the available linguistic resources whether independently or mixed. As Skutnabb-Kangas and McCarty (2008) argue, “the idea of perfect mastery and perfect balance of two or more languages is no longer considered a requirement to be bilingual or multilingual” (as cited in Cenoz, 2013, p. 6). This is evident in how the same individuals who are only fully competent in their first language can comfortably adapt to the *de jure* and *de facto* reality of Algeria. The *de jure* languages that are used officially by law and government are MSA and F, whereas the *de facto* languages spoken by the society are mainly AA and, in Berber's regions, T. For instance, a speaker may use MSA or F to complete official documents but only fully proficient in delivering a speech in AA. Similarly, they might name shops in English and understand its meaning despite having little to no proficiency in English. Furthermore, constant exposure to languages enables even the illiterate individuals to become multilingual. This occurs as they use not only their mother tongue but also MSA with some CA words because of listening to and reciting the Quran, as well as exposure to television programs. Some illiterate individuals have also acquired F, particularly among the older

generation due to prolonged contact with the language. In some cases, exposure may lead to acquiring both MSA and F depending on the nature and extent of their language contact. Language choices in Algeria are based on a variety of factors such as identity, communication needs, situational context, and the specialized functions that each language serves within society.

1.3.3. Diglossia in Algeria

Algeria's multilingualism is marked by functionally differentiated languages. Consequently, this "characterization of linguistic organization at the socio-cultural level." (Fishman, 1967, p. 34) is referred to as diglossia. Before proceeding with the Algerian situation, it is necessary to explicitly define this phenomenon. The term "was adapted from French diglossie by the American linguist Charles Ferguson (1959)" (Nicolle, 2014, p. 1). Now, Ferguson's version of the same language varieties is called classical diglossia since Joshua Fishman extended it in 1967 into two types based on whether the varieties are related so internal (classical) or unrelated so external diglossia. Still, they both align with Ferguson (1953) concept where "two distinct (related or unrelated) languages [varieties] are used side by side throughout a speech community, each with a clearly defined role." (p. 325). In addition, he categorized the varieties as a high (H) and Low (L) variety based on nine parameters:

Table 1.1.

Parameters of the high and low varieties classification

	High	Low
Function (each is appropriate for a specific set)	Formal settings	Informal settings
Prestige	Superior, more beautiful, and logical	Less prestigious, linked with lower status

Literary Heritage	Heavy literature that is highly valued by the community	Folk literature, limited number
Acquisition	Learned	Acquired
Standardisation	Standardised and codified	Does not have established norms in grammar or style, and have a big variation in vocabulary
Stability	H is more stable	Unstable, use intermediate forms of language and a lot of borrowing
Grammar	More complex, has an inflection system	The inflection system is reduced or almost not used
Lexicon	Lexicon include technical terms and expressions with no equivalents in the L	Has popular expressions and names of objects with no equivalent in H
Phonology	Fixed pronunciation	Has sounds with no equivalent in H

Note. Summarized from (Ferguson, 1953, p. 327–335).

In the Algerian context, the presence of diglossia is very clear. On the internal level, because “Arabic varieties are characterized by Diglossia where dialectal forms usually differ considerably from their formal language, and are thus considered by researchers to be a separate language” (Ferguson, 1959, as cited in Hamed et al, 2018, p. 3806), the phenomenon occurs vividly between MSA and AA. This fact is demonstrated in the results of Kerma’s (2018) investigation on the linguistic friction, in which pupils illustrated a confusion between using MSA in formal communication and AA informally, and this is understandable, as 62.5% had a tendency of disliking communication through MSA that was perceived as boring (p. 136). However, MSA still holds the higher prestigious position as the high variety that provides its speaker with a respectful, knowledgeable, and literate image, besides being a stable “politically promoted and protected” (Djennane, 2014, p. 55) language. However, AA due to its expressions and constant changes through borrowing, it suits the community style of communication better. Yet, this same characteristic associates AA with street talk, and can signal illiteracy if used in a formal communication where MSA usage is dominant. For example, when journalists in

channels as Ennahar TV ask people on the street many tend to use a language that is more formal through mixing a bit of MSA with their AA. Thus, AA takes the low variety position.

On the other side, the external diglossic case is between MSA and French, but here MSA is the low variety. This basically happens because French has an even greater prestige for not only being the language of higher education but also the language of companies and many high salary job offers, where speaking F is observable as a condition for employment. Therefore, F has a stronger link with prestige alongside higher social class and economy. This highlights that prestige is a very impactful parameter in terms of which language the Algerians use, which also propose that self-image and social identity have their own roles in these choices. Overall, it is possible to call the Algerian situation as triglossic where F is the high variety in relation to MSA as low, and thus both are the high variety in relation to AA. Additionally, only in the Berber's dominated regions the same condition of AA applies to Tamazight even if they still speak AA especially with the non-Berbers. Algeria's diglossia maintained its stability for decades, but in the long run it might be possible to see few changes such as English joining this interplay, which is suggested by a bit of researchers interested in this diglossic topic. The following is a summary of the sociolinguistic profile in the table below:

Table 1.2.

The sociolinguistic profile of Algeria

		Modern Standard Arabic	Tamazight	French	English	Algerian Arabic
Language policy and planning	Official language	X (1963)	X (2016)			
	National language	X	X			

	First foreign language			X		
	Second foreign language				X	
	Mother tongue		X (in Berber regions)			X (the most spoken by the majority)
Multilingualism	De jure	X		X		
	De facto		X			X
Diglossia	External	L		H		
	Enternal	H				L

1.4. Algerian Speech Patterns and Language Use

The Algerian society has a coexistence of multiple languages. Hence, individuals have a variety of language sources to choose from, in which their choices are the outcomes of different societal and identity factors. Therefore, it is important to explore the language choices of the Algerian community members as they resemble their beliefs on each of the languages, and explain the possible speech patterns an Algerian use. Furthermore, this exploration is in order to understand this research results' chapter patterns and justify the factors of language choice.

Today, Algeria's linguistic situation is characterised by its diversity. In this case, Algerians have in their environment the availability of a number of languages and varieties, or codes as a term that encompasses both the two. Moreover, This diversity shapes the community's linguistic repertoire that is "the totality of linguistic resources (i.e. including both invariant forms and variables) available to members of particular communities" (Gumpers &

Hymes, 1972, pp. 20–21, as cited in Spotti & Blommaert, 2017, p. 170). According to Spotti and Blommaert, the word repertoire today refers to both the linguistic repertoire “language varieties” and sociocultural repertoire as style that ensures fitting in a certain space (2017, p. 171).

The Algerian community repertoire encompasses MSA, French, and Tamazight including all its varieties in different states such as: Tachelhit in Bechar and Naama, Chenoui in Tipaza, Kabylia in Tizi Ouzou, Bejaia, Bouira, Bourj Bouaririj, and Boumerdes, Tachawit in Batna, Oum Bouaki, Khenchela, Tebessa, and Biskra, Tumzabet in Ghardaia, and Tuareg in Temenrasset. Additionally, there is also Algerian Arabic, which is possible to be misinterpreted as a way of speaking multiple languages in a mixture. However, this is not correct as “a ‘mixed’ form of speech could also be shown to be a ‘code’ in its own right” (Alvarez-Cáccamo, 1998; Jacquemet, 2005; Meeuwis & Blommaert, 1998, as cited in Spotti & Blommaert, 2017, p. 165). Accordingly, AA is the vernacular variety of Arabic as a code that is “influenced both by the ancient local tongues [MSA, T] and by European languages such as French, Spanish, English, and Italian. [Also by Turkish in the AA case]” (Harrat et al., 2016, p. 385). Additionally, the Algerian community repertoire is not complete without considering the “penetration of English at an ever increasing pace” (Bouhadiba, 2010, p. 44).

In a conversation “People are usually required to select a particular set of codes whenever they choose to speak. They also decide to switch from one code to another or mix codes” (Wardhaugh, 2000, p. 100, as cited in Mabule, 2015, p. 340). This switching and mixing behaviors require further details to be understood. Following Bokamba’s clear definition of both concepts,

Code switching is the mixing of words, phrases and sentences from distinct grammatical (sub)systems across sentence boundaries within the same speech

event...code mixing is the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from cooperative activity where the participants, in order to infer what is intended, must reconcile what they hear with what they understand. (Bokamba, 1989, p. 278, as cited in Mabule, 2015, p. 340)

Thereby, CM is about mixing elements and can involve integrating their grammar from one language to the other. However, CS switch between grammar structures. In lights of the latter information about CS, it has three different classification of types based on the criteria of structure, function, and the functional/ contextual one. For the first criteria considering the possible structures that DS can occur as, Poplack distinguished three types that are:

[1] Extrasentential switching is the insertion of tag elements from one language into a monolingual discourse in another language [2] The intersentential code switching where switching occurs at the sentence boundary. ... [3] The intrasentential code switching is characterized by a switch from one language to another language within a single utterance (Poplack, 2000, as cited in Mabule, 2015, p. 343).

For the second criteria of function in a multilingual situation, CS has two types as marked and unmarked according to Myers-Scotten markedness theory. Following this theory, in a multilingual interaction speakers' language choices follow prior determined expectations of language use in specific situation based on the speaker's understanding of the "expected, rights and obligations" in an interaction, or put another way the expected behaviors and roles. In this case

making the unmarked choice, then, becomes a matter of following community norms. Put another way, making the unmarked choice is normative behavior because it communicates the expected balance of rights and obligations between participants.

Other choices become perceived as marked for this exchange because they are infrequent and therefore unexpected. It follows that marked choices communicate negotiation for an unexpected balance of rights and obligations between participants (Myers-Scotton, 1989, p. 334)

Finally, the last type based on the functional/contextual criteria is referred to by Gumperz as the situational and metaphorical code switching. Situational CS depends on change of “external forces (e.g. a new participant, a new topic)” (Myers-Scotton, 1989, p. 336). This type is seen by Myers-Scotton as a sequence of unmarked choices, yet in this view it is stated that situational CS is related to the unmarkedness, but in fact if the interaction is between bilinguals this case occurs without the need for a change in the situation. On the other hand, the metaphorical type is related to the marked CS because it is done to convey a meaning or a change in the social relationship between the speakers etc, as it happens to convey a certain meaning behind using it. The main reason behind the metaphorical is to change a person's relationship with another one to serve the intentions of the user either to feel closer or distant or do something else a belonging and expressing one self and feeling a sense belonging that motivate choices and change. Thus, this type is due to “a speaker-motivated negotiation to change the social distance in some way. Marked choices to in-group varieties among group members typically encode solidarity.” (Myers-Scotton, 1989, p. 338). In such marked choices “switches often encode more social distance between participants, sometimes out of anger ... or increase one's own status. English is often the language of such marked switch, especially in the third [third] world” (Myers-Scotton, 1989, p. 338).

Algeria is a very suitable case that represents CS and CM. The Algerian speaker has multiple codes in his personal repertoire. This enables him to fit in different numbers of communities when any of his repertoire align with him. The language choices of Algerians reflect some of

their beliefs and provide a chance to set up all possible patterns to be recognised later in this research and associated with the meaning of some of the types.

1.5. Conclusion

This sociolinguistic diglossic multilingual state has maintained its presence for decades. However, English is not absent from this dynamic situation as its existence is more noticeable today in different aspects such as educational policy changes and the media. Therefore, in the chapter that follows, this paper will explore the global role of English, the reasons behind its stability, and the outcomes of this role with the objective of understanding the way English is possibly existing in countries and the attitudes and functions it has in different countries, which applies henceforth to Algeria. Consequently, it enables to investigate the English presence and usage in the Algerian community.

Chapter Two

English as a Global Language

2.1. Introduction

English is a growing existence in Algeria that requires deep investigation in order to discover the extents to which this language is present and developing in the country's landscapes, policies, and speech. The state of English in Algeria is a result of its worldly status as a global language and a linguistic capital with the outcomes of each. These forces promote the expansion of English in every domain, which can be clearly observed in Algeria's different spheres and policies especially the educational ones. This spread is the topic of study of many researchers who provided valuable papers and evidences of the English spread in Algeria. However, there is still a big knowledge gap due to the angles of focus that are considered up to now, and which this research paper attempt to cover. Furthermore, this section will discuss thoroughly all these points gradually.

2.2. English as a Global Language

Today, the presence of English is very prominent. It is almost impossible not to witness it, whether the person is watching the television, scrolling on social media, walking past platforms and signs, working, studying, researching, gaming, or shopping. Furthermore, it also functions as a communication bridge between speakers from different countries or simply a lingua franca. Collectively, these aspects reflect the extent of English's linguistic dominance. Therefore, in order to describe the status of English "David Crystal (1997) invents a phrase, "English as a global language" and House (1999), Gnutzmann (2000) Seidlhofer (2001) & Jenkins (2007) name it as "English as a Lingua Franca"" (as cited in Rao, 2019, p. 66). Moreover, in his work, Crystal (2003) justifies this coinage through arguing that English aligns with the status' qualifications of being recognized, adopted, given a function, and taught as a foreign language by other nations. In support of this, he exemplified using a previously French colony that realised the significance of English, granted it a status, and made it a priority foreign

language in schools in 1996, which is Algeria (pp. 4–5). This evidence is further supported by the language's current growing promotion of roles in the Algerian education. English as a global language is supported and stabilised due to multiple causes that result in the significance and impact the language exerts globally.

2.3. Forces behind English Global Status

The major reasons behind the sustainable modern global status of English are three interrelated contributors, which are capitalism, imperialism, and globalisation. Aside from the British colonisation's linguistic heritage left in India, Nigeria, Singapore, and many other countries with varying degrees, the actual underlying driver that continues making nations embrace English voluntarily is the emergence of the United States' capitalism as the only dominant economic system. The acceptance and adoption of this system created a certain dependency between the countries' economies, and thus paved the way for another two forces. Firstly, it prompted globalisation through growing international relations, cooperation, and interests. Hence, it gave rise to the need for a common language to ensure rapid, clear, effective communication. Secondly, it supported imperialism as a policy directed at expanding the

political, economic and cultural control of the United States government over areas beyond its bounds. So the American imperialism dominates and influences the modern world to make English become the major language used for communication in various fields for the development of the international markets such as tourism, advertising, science, technology, education, computer, finance, internet, information technology, and so on. (Rao, 2019, pp. 69–70)

Subsequently, this extending dominance urged even the countries, that were referred to by the U.S. linguist Braj Kachru in his classification of the ways English spread in the world as belonging to the least affected circle—with no previous colonisation or a special administrative

role for English—to always include it as a foreign language subject in schools (as cited in Crystal, 2003, p. 60).

In consequence of the accumulation of all these drivers, English achieves and sustains the global language position with ease as a well-encouraged language that serves the international needs. This achievement is further validated by two evidence: first, the reality that “English is spoken in all the countries in the world irrespective of their mother tongue. This clearly shows the remarkable success of English as lingua franca of travel and tourism, business and international relations.” (Rao, 2019, p. 71); and second, the fact that “about 90 per cent of international bodies carry on their proceedings entirely in English. Many scientific organizations (such as the African Association of Science Editors, the Cairo Demographic Centre and Baltic Marine Biologists) are also English-only.” (Crystal, 2003, p. 88). This success as a global language led to certain common effects across all the countries that use or teach English.

2.4. The Outcomes of English as a Global Language

2.4.1. The domains’ dominance of English

The main outcomes of the status of English are related to the interconnected world’s major dependencies of communication, economy, and knowledge, which influence the other aspects of life.

The first outcome is the spread of English in all domains. According to the lists of English’s global functions mentioned by each of David Crystal (2003, pp. 91–117), Rao (2019, pp. 72–75) and Tomlinson (2012, as cited in Khelloul & Benmaghrouzi, 2020, p. 192) that was built on Dhamija’s (1994) work, the domains covered by English are:

- **Science and technology:** researchers need to stay on track with any new evidence in their fields to make use of it. Therefore, “most of the literature available in scientific and

technology which are the major fields in the present research is in English” (Rao, 2019, p. 73). The English language governs this 21st-century’ spheres through offering international knowledge access to the rapid changing fields, which levels of development are considered the modern measurement of power. Moreover, many researchers use English with the aim of making their works observable and accessible for the global community benefit.

- **Education:** according to Crystal, English allows the access to a great amount of knowledge especially the rapid, modern one (2003, p. 110), which means it controls educational resources and the extent of information that can be reached. Hence, English learning is always promoted especially for those targeting a level in higher education, it becomes very common for English to be the primary medium of instruction in a large number of scientific and technological streams in universities or private schools. In addition, even if it is not used in that specific way, it is taught as a foreign language in not only these spheres but also the others. This could be the result of multiple factors. First, preparing many researchers to the requirements of some degrees especially the doctoral programme. Second, facilitating the process of finding resources. Third, encouraging autonomous learning by enabling self-learning from courses that are usually found in English or other languages but with English translated subtitles. Fourth, equipping researchers with a skill needed for lifelong learning beyond the university setting or for international exchange programmes; and ameliorating global recognition of the local research papers and international collaboration. Moreover, English is also a subject in the other educational levels as high school. The age at which students begin learning English depends on the countries’ educational policies. Consequently, “English is increasingly recognized as, undoubtedly, the most important language to learn by the international community” (Genç, & Bada, 2010, p. 145).

- **Business, advertisement, and employment:** today, the majority of companies and organisations deal with other international bodies. This is true even for the small business owners—that numbers are increasing greatly in recent years—who collaborate with international delivery companies and online stores. Thereby, they all depend on English to serve their goals. Additionally, they benefit from advertising in English especially in the commercial industry to have global customers. Therefore, it is the “official language of international advertising bodies” (Crystal, 2003, p. 95). Taken together, this expansion in the business industries makes its speakers’ chances in the local and worldly job market higher as they minimize the language barrier with the other partners and customers. Thus, an

advantage of learning English is getting employment as most of the job providers ask for the language skills, especially, communication skills in English. ... Once the job seekers acquire oral as well as written communication skills, they can work anywhere in this world (Rao, 2019, pp. 73–74).

This is further supported by the presence of English in the job requirements’ list of industries as hospitality that usually depend on this condition when accepting employees or distributing work positions.

- **The internet:** the internet is not only a domain but also a pivotal part of the world, as unlike the old days, in the modern situation every other field works through the internet. There are resources, jobs, and businesses that fully and only function in the web. In light of this, since the “majority (56%) of the internet sites are designed in English” (Rao, 2019, p. 75), the latter represents the ability to use the internet and benefit from it successfully.
- **Travel, Tourism, and migration:** English, as a global language, facilitates communication in any foreign country, which is a vital and easing part in the journey of any traveler, tourist,

or migrant. It is easier to find an English speaker than any of the rest of languages because of this it also offers safety through the ability to connect with the others. Therefore, travel institutions such as airports, touristic companies and guiders, and migration organization always have some English-speaking workers, guides, signs, and programs in English.

- **Press and media:** this domain is integrated in the daily life of humans as it keeps them connected with the world events, decisions, the latest trends, and all the information that may affect their lives. In order to reach the audience “The world leading newspapers and magazines are printed in English and most of the news broadcast their programmes on the television in English” (Rao, 2019, p. 75). For example, some countries provide an English version of the daily news reports in the television either in an English-speaking local channel or only as a small programme on the original news channel in a specific time. Besides, plenty of channels provide different programmes in English with a written translation as “Celebrity Scoop” in the Saudi Arabian channel “MBC4” that is directed to all Arabic countries from Asia and North Africa.
- **Entertainment, sport, songs, and cinema:** these fields are not only related to economy as their productions are very profitable, but also they shape the trends, and influence societies through spreading their own global culture and thoughts, linking different humans with similar interests together regardless of their language. Due to this big impact, English works on promoting these industries either by its dominant institutions in them or through Dubbing and written translation. Examples of English dominance over these areas are firstly, the fact that most internationally produced, watched, and influential movies are done in Hollywood and thus are in English. Even though Bollywood exceeds in term of the number of movies, it has a lower global significance, and built on that it is likely accessed because of the English translation, which highlight the value and recognition possibilities this language adds to the works. Secondly, some of the most spread genre of music are

originated in English as Pop and Rap. For instance, plenty of rappers across the world use English words—regardless of their English proficiency—within their bars, there are numerous real-life demonstrations of these rappers as the Algerians Didine Canon 16 and Trap King; the Japanese Awich, JP The Wavy, ¥ellow Bucks; the Spanish Kidd Keo; and the Puerto Rican Bad Bunny. Meanwhile, in other musical styles the evidence of English is also clear in one of the most expanding genre that is KPOP. Where English can be casually noticed in songs, and when companies or individual singers release songs that are fully in English to reach the global audience better. Moreover, it can be beneficial for example to nominate for awards' categories that are biased towards using English, or ones that need a lot of international support and recognition, as some specific categories in the Grammy Awards, MTV Video Music Awards (VMAs), and especially the American Music Awards (AMAs). This matter is easily observed through checking the lists of winning songs where the prominence of English is a fact. Furthermore, English is also prominent in serving massive fan bases through translation of sport matches, Asian series and movies, songs, anime, and comics of Manga (Japanese), Manhwa (Korean), and Manhua (Chinese). Here it is used as both a reading source and a basis for second localized translations, yet a great number of works is translated only in English. Overall, English is present in a great deal of the interests of people.

English also dominates a couple of other roles as a language of “conference ... of air and sea control ... social intercourse ... diplomatic ... self- expression.” (Tomlinson, 2012, as cited in Khelloul & Benmaghrouzi, 2020, p. 192). This growing expansion across all domains demonstrates the impact of English as a global language, and the way its significance extends beyond communication to encompass other functions.

2.4.2. English as a linguistic capital

Building on its huge prevalence in all fields, and its roles as a lingua franca and the language of the world's economic system, the second outcome is that English is positioned as more valuable than other languages due to its significance across critical domains and individualized practicality in the major aspects of human life.

For instance, as a result of its undeniable value, if any business or organization wants to expand globally and handle the tough competition, it will almost certainly use English to operate and promote its services. Additionally, most non-English artists tend or are encouraged to exclusively choose English as their foreign language, in order to have the opportunity to join different international projects, gain the recognition they want, and reach a global fanbase. Notable examples include international music groups such as BTS, Black Pink, and a range of other artists. Whether by choice or as directed by their companies' management and contract conditions.

Furthermore, this value is referred to by the French linguist Pierre Bourdieu as a linguistic capital. According to Bourdieu,

Linguistic utterances or expressions are always produced in particular contexts or markets, and the properties of these markets endow linguistic products with 'value.' On a given linguistic market, some products are valued more highly than others; and part of the practical competence of speakers is to know how, and to be able, to produce expressions which are highly valued on the markets concerned (1991, p. 75, as cited in Wardhaugh & Fuller, 2015, p. 211).

As Wardhaugh and Fuller add, "these values are assigned through the various power relationships that exist" (2015, p. 211). Hence, since English is the dominant language across all domains as previously explained, it becomes the linguistic capital of these areas.

2.4.3. English symbolic power and prestige

Subsequently, because “English serves as linguistic capital since it is the main source of access to the latest information and economic and professional benefits” (Rahman, 2007, as cited in Haidar & Fang, 2019, p. 494), those who do not speak English are at risk of suffering the barriers of exclusion, a shortage of opportunities, and knowledge limitations. Alongside this, English relates to capitalism, international banks, and business, and is therefore socially associated with money and social class. Therefore, if this association is kept in mind along with the idea that “socioeconomic factors are at least as, if not more, important than linguistic, cultural, and religious factors in shaping language choice” (Benstead & Reif, 2013, p. 101), then English as a linguistic capital reinforces different hierarchies, and represents the high classes of these hierarchies.

As an example, it is common for researchers to choose to publish their works as doctoral dissertations in English especially in scientific, economic, and technological fields, even if they have to learn the language for this purpose. This is because research papers written in English are more likely to be accepted and published in the top-tier journals such as *Psychological Science* and the *International Journal of Educational Research Review (JERE)*. Thus, papers in English surpass many other works in different languages because they are more impactful as resources that are more accessible and citable globally, even when content quality is comparable. Based on this,

In comparison with other languages of wider communication, knowing English is like possessing the fabled Aladin’s lamp, which permits one to open, as it were, the linguistic gates to international business, technology, science and travel. In short, English provides linguistic power” (Kachru, 1985, p. 1, as cited in Benmoussat, 2015, p. 12).

Thereby, English earns a symbolic power in each of these fields. Bourdieu defined this symbolic power as “an almost magical power which enables one to obtain the equivalent of what is obtained through force (whether physical or economic).” (1991, p. 170, as cited in Aburous & Kamla, 2021, p. 1124), which means English grants its users more privileges and power in their domains than any other language through providing ultimate access to knowledge and ability to create a global impact.

Accordingly, English is perceived as a high-value language, that is the most practical across spheres, and a “resource which becomes a source of power and prestige” (Hélot & De Mejía, 2008, p. 256). In this sense, since English is a linguistic capital with a symbolic power that offers special benefits, in different domains, this language marks social status, which makes it signify prestige. As an illustration, in a study done by Nigom (2003) on the Senegalese society that speaks Wolof that contains Arabic and English words, it was found that English loanwords have a covert— unacknowledged value—prestige among youthful men.

Likewise, when social media influencers from non-English countries use English in their speech, many of their followers assume they are either rich, have a good educational level, modern, or implicitly associated with high social appeal. Even if their English language proficiency is limited, they are perceived as content creators who are open to the world and keeping up with trends or trying to develop their content.

This effect of prestige is also prominent in job interviews as speaking English is a major advantage when hiring or later when raising positions, since it conveys a positive image of intellectual capability. Overall, prestige and symbolic power both reinforce English’s status as a linguistic capital, while they interdependently cause one another in this triangular relationship, and along with English dominance across domains they operate as repercussions of its global position.

2.4.4. People's positive attitudes towards English

A third outcome of the global status is that the spread of English due to the control it has over plenty of areas and its symbolic power, evoke attitudes in different countries. Regardless of its value, power, and prestige as a language, it can be resisted by societies. Based on David Crystal views, this phenomenon is because of the fear it may affect their mother tongue growth and culture. However, English does not experience much resistance, and if a country does, it is likely to be by a minority population. This is due to treating it as an alternative or an addition rather than a replacement (2003, pp. 125–127). For understanding the construction of positive attitudes in relation to English, it is necessary to, alongside the sociolinguistic factors that support English, consider the individual psychological forces, as both relate to each other.

People's positive attitudes towards English are the consequence of the connection it has with their needs and motives as humans, which transition this language from the case of a normal foreign language to a tool and an essential component that has a direct impact on satisfying those needs.

According to the American psychologist Abraham Maslow's motivational theory of the hierarchy of needs, all humans are motivated to fulfill a set of similar needs to reach their potentials. He organized those needs as a pyramid hierarchy, which was developed twice as the "(1943, 1954) five-stage model has been expanded to include cognitive and aesthetic needs (Maslow, 1970a) and later transcendence needs (Maslow, 1970b)." (McLeod, 2007, p. 8). Maslow first suggests that in the final eight-needs model lower needs have to be satisfied before the higher ones as the former motivate the latter and notes that individuals can move between levels based on the changing circumstances to align with the dynamic nature of needs. Complementary to that and based on McLeod article on Maslow's hierarchy of needs,

individuals can also have needs coexisting as “modern research suggests people often pursue multiple needs simultaneously.” (2007, p. 2) because “Psychologists now conceptualize motivation as pluralistic, people can experience multiple needs simultaneously” (Wahba & Bridwell, 1973, as cited in McLeod, 2007, p. 21). Thus, this enriches the theory by considering the complex nature of human needs.

However, this coexistence or hierarchy of stages is not the primary factor that influences humans’ positive attitudes towards English. The real impact comes from the common needs themselves and how English is related to the fulfillment of some of the needs. This can be clarified using Maslow’s pyramid of needs that is based on the information provided by McLeod, as follows:

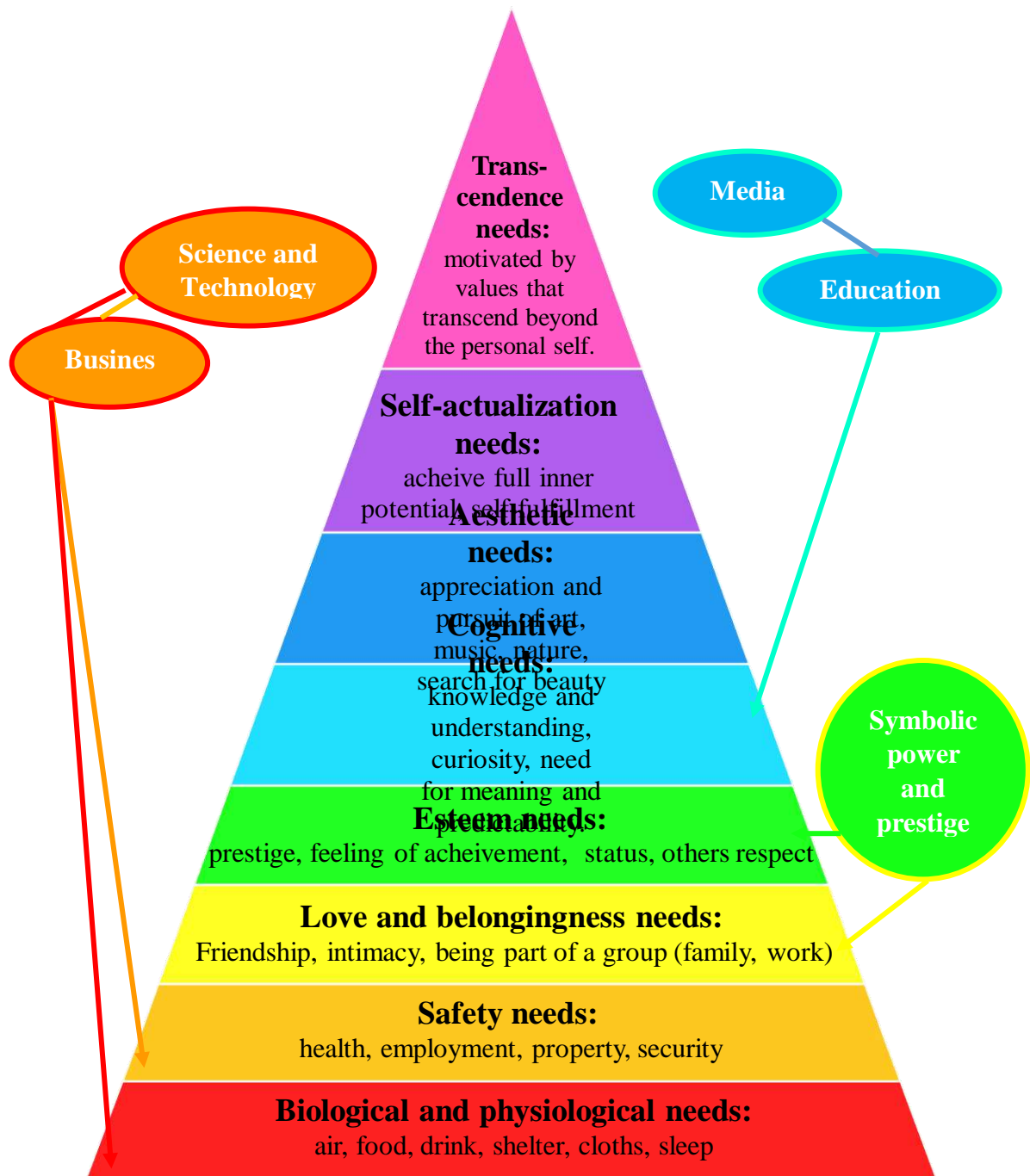


Figure 2.1.

The role of English power and dominance in fulfilling human needs

Note. Adapted from McLeod (2007, pp. 1–10). Additional domains added by the author.

In light of what was explained above about the status of English as a global language and its outcomes and in relation to Maslow's needs thesis, it is possible to conclude the following: First, English dominates many domains as business and science and technology, thus money, health care, and other services. Subsequently, it affects employment and income, which are among the safety needs, which accordingly influence the biological and physiological needs of humans such as shelter, drink, food, and warmth.

Second, English being the linguistic capital of numerous spheres as education and media, it governs access to knowledge and restrict information to English speakers. Due to this, it influences the pursuit of cognitive needs since it hinders understanding and full filing curiosity. For example, in the case of learners "a person is more likely to be in touch with the latest thinking and research in a subject by learning English than by learning any other language." (Crystal, 2003, p. 111).

Third, as a consequence of the symbolic power of English, it grants a status of power and prestige, which resonate with two needs, the esteem needs and specifically the second type of esteem that Maslow explains as "(ii) the need to be accepted and valued by others (e.g., status, prestige)." (McLeod, 2007, p. 9), and the love and belongingness needs through enabling belonging and facilitating acceptance to different social groups in work and research by using the same valuable language, which is part of the identity of these groups. Also, English has a weak correlation with the aesthetic needs, as while pursuing beauty people get in touch with products in English that seem more trustworthy or use it to reach objects in other nations markets. This connection lacks enough support compared to the rest, for this reason it is not considered in this analysis. Therefore, English already relates to and can influence the fulfillment of five out of eight needs.

Overall, the positive attitudes and genuine acceptance towards English are expectable results, as this language extends beyond simple effects to play a more significant role in achieving human needs, which is an even deeper dimension that is not always recognised, yet it is reflected in the decisions, and reactions towards things.

2.5. Conclusion

To conclude, the status of English as a global language allows its presence in different countries to be spreading beyond the state of a foreign language as a status or a subject at school. Taking into consideration the constant support by the forces behind this global role; globalisation, capitalism, and imperialism, this spread is a sustained and growing phenomenon in societies, thus, it becomes feasible to detect and analyse this growth at different levels such as landscapes or speech. Simultaneously, the crucial outcomes of the status of English—dominance across domains, advantage as a linguistic capital, symbolic power, and prestige—signal a continuous growth in the future either steadily or at least a minimal rate, thus, priming the conditions for the possibility of forecasting evolution rate based on specific past data about the growth before the forecasting starting point. Moreover, the cumulative effect of these outcomes along with their connection to the human needs and motives, reinforce a positive attitude towards the language, which accordingly augments the latter conclusion on forecasting and suggests growth optimistically, since attitude has a great influence on the direction and the expected extents of the phenomenon growth. Collectively, all these conclusions apply to any country that has a supported presence of English, and where the spread was already observed and detected by researchers, among them is Algeria. Therefore, this previous overall discussion about English, establishes the core foundation for this research paper and justifies its view, and gives insights about the way in which English is expected to be in Algeria, besides clarifying the reasons behind numerous findings and arguments in the coming chapters. Additionally, it will review the current state of academic knowledge concerning this topic in order to provide

a comprehensive perspective on English usage among Algerians and to highlight the gaps, needs, and importance of this work's aims.

Chapter Three

English in Algeria

3.1. Introduction

After thoroughly explaining the Algerian linguistic and sociolinguistic state to enable understanding all the circumstances surrounding and affecting English, and delving into the state of English in the world to enable comprehending the factors controlling the existence and consistency of English globally and thus in Algeria in order to additionally establish the forecasting possibility. Now, this chapter focus on the empirical foundation through investigating the state and status of English in Algeria. Besides, reviewing the literature to expose the current state of study related to this topic, the spread of English, uncover the gaps and the previous researchers' angles of focus, and justify this research choice of the year, the population, and the new angles that are under focus.

3.2. English State and Status in Algeria

3.2.1. Historical overview of English in Algeria

After its Independence in 1962, Algeria introduced English for the first time as a subject in high school. In the early 1980s, the British Council addressed the status of English in Algeria as a “third language” and suggested promoting it to be the first foreign language based on the demands of Algerians, even by some francophone, to ameliorate the education since English is the language of science and technology (1984, as cited in Belmihoub, 2018, p. 4). Because Algeria recognised the importance of English as a global language, between 1991 and 1992, Algeria attempted to teach English in primary schools. However, this plan failed due to the start of the Black Decade, which was “marked by a period of civil war and a dramatic reduction of the presence of English” (Belmihoub, 2018, p. 4).

Today, English has the status of the second foreign language of Algeria. Therefore, Algeria is an EFL (English as a Foreign Language) country as “English is not a medium of instruction or government, but is learnt at school ... , for communicating [communicating] with

speakers of the language, or for reading texts in the language” (Richards, Platt, & Weber, 1985, as cited in Phillipson, 1992, p. 24). This situation remained stable for decades, yet this is not entirely accurate, due to the need for acknowledging the recent developments in the roles of English in Algeria. This growing spread in different domains especially education as in some academic fields or private and national schools caused English to concur few of the ESL (English as a Second Language) conditions where the language “is used widely as a medium of communication in domains such as education and government” (Phillipson, 1992, p. 24). Therefore, Algeria primarily remains as an EFL nation.

3.2.2. Political recognition and attitude shifts towards English in Algeria

The existence of English in Algeria is not static, but rather has an evolving nature as it is gaining more recognition and functions due to the latest English-related decisions. An academic study in 2020 stated that

Algerian decision-makers ... recognize the importance of foreign languages to knowledge, but they do not consider the language worth given that amount of interest to reach the zenith of intelligence. That is to say, the language that meets the 21st-century requirements. English is the language meant in this case (Khelloul & Benmaghrouzi, 2020, p. 191).

The study focused on foreign languages in Algeria historically and thus suggests that stakeholders do not provide English the recognition it deserves, as they did not start actions that support its presence. However, another study by Baya Maraf and Ulker Vanci Osam only two years after, which focused specifically on the close present events found clear different results. It declared: “After the SR protests, Algerian politicians appeared to have more awareness of the global role of English and started to use it in their speeches, at international events and in social media posts” (2022, pp. 185–186). Following that, “During and after the

SR, the new Algerian governments (transition government and current official government) produced a number of decisions targeting the promotion of English in Algerian universities and schools.” (Maraf & Vanci Osam, 2022, pp. 188–189).

Consequently, these findings assert that Algerian decision-makers do recognise and promote English growth in Algeria, which is further supported as the present fact by all the current governmental decisions related to English. This drastic controversy between the two studies results, regardless of being only two years apart, suggests the emergence of one or more effective forces or circumstances that led to this outcome.

The changes in the situation of English in Algeria from a static to an increasing phase can be traced back to 2019, where Algeria experienced some transitional events. That period aligned with the “hirak” meaning “the movement” in Arabic or as known as “the smile revolution” (SR). The SR refers to massive peaceful protests that Algerians held around the presidential elections to demand for the construction of the new Algeria. Among the results of the protests is the “sudden change in political linguistic preference that took place in the midst of the protests in February 2019, leading to a number of government decisions related to English language” (Maraf & Vanci Osam, 2022, p. 180). Subsequently, this leads to three conclusions. First, the SR has a role as a driving force behind the change in English state. Second, this force is the construction of the Algerians’ positive attitudes that created this demand and linguistic bias towards English. Third, the Algerian authority’s decisions are responsive to and reflective of the choices of people.

Furthermore, a second main reason that is in parallel with the societal demands behind this English accelerated spread and functions’ growth is the inauguration of Abdelmadjid Tebboune as the president in December 2019. The commitments of Tebboune’s presidential program such as number 39 and 41 that focus on encouraging; scientific and technological

studies, the performance of higher education, and focus on international cooperation and engagement for both institutions and universities. Taking into account those commitments that are designed “to achieve the legitimate demands and aspirations of the people raised by the February 22 movement [hirak]” (Presidency of the Republic of Algeria, n.d.), and his vision and directions towards prosperity and openness to the world. Consequently, English existence is promoted, supported, and encouraged in Algeria because it serves the national objectives and interests. This capability of English is the result of the characteristics of its status as a global language, which align with the priorities of Algeria. Such as: its dominance over fields as science and technology, internet, and education; its role of a linguistic capital over them with symbolic power and prestige as its repercussions; and function as a *lingua franca*.

Overall, these evidences suggest that 2019 is a critical point for English and the decisions related to it. The accumulation of different forces and circumstances from the SR to the president program, and to the global prominence of English that amplified its necessity, all led to the promotion of English usage and granted it several new functions and a bigger presence.

Today, Algeria recognises the importance of English and support its learning and usage. Hence, as this language is a growing existence, it will have more impact in the future due to the outcomes of the current decisions. Regardless of the fact that the real expansion of English becomes highly noticeable in 2019, it is important to note that, a previous research in 2014 highlighted how English presence did extend before. It grew from being only used in high school to include middle school. The study also reported that it was “encouraged in higher education, and any researcher is now asked to give a summary of the research in English” (Djennane, 2014, p. 54). That information imply that the recognition for the need of English already existed in Algeria. Yet, the growth was inactive since no governmental decisions were taken in its support.

However, now English entered an active growth phase. In the period since 2019, it became observable that Algeria as a government and a society realise the value, potential, and practicality of English. As a result, for benefiting from the globality of English and based on the demand and agreement of the public, Algeria initiated taking several important decisions, especially educational ones that support and stimulate the quick spread of English gradually in a planned manner.

In 2019, institutional support for English became evident at the policy level. For instance, English joined all Algerian universities' official documents headings following the orders of the minister of higher education at the time Tayeb Bouzid (a photo of the official decision is in the appendices ad appendix A), who "confirmed his determination on promoting and adopting the use of English language in the field of scientific research in Algerian universities" (El Bilad, 2019). This settlement was the result of the higher education community choices, in which "The preliminary results of the national survey concerning promoting the English language in the sector of higher education and scientific research, showed the vote of more than 94% of voter with "yes", compared to 5,6% with "no"" (El Bilad, 2019). This event was the optimistic start for the evolutions of the English functions in Algeria, which characterised by both governmental and public positive attitudes.

3.2.3. Educational reforms and institutional support to the advancement of English in Algeria

Another major step regarding the growth of English is its expansion from the middle to the primary school level. As it became "at the same level as French (third grade in primary education), after the presidential declaration was issued in June 2022." (Cherifi, 2024, p. 202). Henceforth, its dominance becomes equivalent to French in the three educational levels. Another sub result of this step is that, the need for teachers in all primary schools at the national

level opened many job opportunities as thousands of unemployed people took the new vacancies. Thus, English became positively associated with economic benefit for many Algerian families. Additionally, this step was not only about introducing children earlier to the language to gain better competence, but also about being the bedrock that paved the way for the application and success of a bigger plan.

The broader plan aims to adopt English as the medium of instruction in higher education and responding to people recommendation to change its status into the first foreign language. This initiative is because “demands for setting English as a first foreign language in Algeria were raised as around 6 thousand people asserted its implementation compared to 255 who opposed it on the basis of a public vote declared by the online website of CNN Arabic.” (Manseur & Negadi, 2019, p. 146). Similarly, a very recent study in 2024 confirms this suggestion as 200 university students “advocate that English should be the first foreign language in Algeria despite the challenges posed by the colonial history of French. ... the beliefs and views of the participants go hand in hand with the government’s overt efforts” (Journal el Bilad, 2023, as cited in Maraf, 2024, p. 50). Thereby, to achieve this objective effectively English is presented in primary school to be a

preparation for gradually shifting from French to English in Algeria starting from primary education and reaching higher education where French is the medium of instruction for STEM disciplines. ... , the shift should occur as the first generation of students who have English as a first foreign language reaches higher education (Cherifi, 2024, p.202).

In light of this, the insertion of English in primary school is a pivotal step forward to the future of this language in Algeria, which constructs the foundation for a greater desired change.

Despite the demand for English to be the medium of instruction at the universities and the huge support to its new placement at the primary educational levels, the views regarding its implementation as a medium of instruction are divergent. According to the same previous study on 200 students, there is concerns or uncertainties about the readiness of Algeria to such a move, as worries about the teachers' ability to teach in English (Maraf, 2024, pp. 50–51). In addition, some view these objectives as only ambitious policies that has no plan.

It is reasonable to have such fear and suspicion about how prepared is the system for this step. However, those concerns vanish through logically tracing and linking the country's actions. Algeria is continuously making precise decisions that undergoes careful monitoring in order to progressively prepare the conditions needed for the success of English as a medium of instruction at the university level. Thus, Algeria is not pursuing this objective goal haphazardly, depending only on time and the future generation late outcomes, but is instead implementing a carefully monitored and progressive plan to ensure effective final result.

In the present, Algeria already took good steps that serves its mission. The first vital step is created to eliminate the major concern about the teachers' ability to instruct using English. For this purpose, Algeria started teacher training. In December 2022, Ennahar Online reported in an article titled "Teaching in English in universities ... New in-person training for professors" that professors have to achieve a level that align with B2 or C1 in English. Based on El Bilad, in 2024, the requirement was further reemphasized in the memorandum "No. 011/2024" by the ministry of higher education for the second time. The latter directions were more specific and reflective of the progress that occurred in that period of two years, as it already encouraged programming teaching through English, using it more at universities, and establishing lectures and practical courses in English in sphere as science and technology as a preparation for the second semester of the 2023–2024 academic year.

Consequently, it is feasible to conclude two main points. First, Algeria is ensuring and highly focusing on teachers training on English language and monitoring it. Besides, confirming the necessity of the proficiency level, which note the consideration of the results to assure effective progress in the plan of instructing with this language instead of being sufficed only by the application of the process. Second, Algeria's directives clearly work on gradually spreading English as part of different fields and giving it more roles, which enhance the acceptance and adaptability to the language. Thus, it proves the country preparedness for the future shift.

Additionally, there is another reason behind the efforts and gradual enlargement of English's roles and importance, which is due to its current immediate benefits in reaching some of the Algerian aims in the LMD system that was implemented in 2004. As determined by a 2024 article on the achievements and prospects of the LMD or the Licence, Master, Doctorat degree system of higher education in Algeria, the system targets meeting the needs of the job market and promotes universities' global engagement and collaboration (Saad & Djefalfa, 2024, p. 240).

Furthermore, according to number 24, 11, and 44 of the 54 presidential commitments that represent the demands of the public, following the numbers order, Algeria aims to open up to the global economy, implement a youth work plan, and reduce unemployment rate especially among youth and women (Presidency of the Republic of Algeria, n.d.). To reach its goals, Algeria needs openness to the world and to align the youth with the needs of the job market, thus, it relies on the LMD system. Since the goals of Algeria requires the achievements of the LMD system, and the LMD relies on English to join the globality and adapt to the modern job market needs, therefore English is vital to the aims of Algeria.

There are numerous decisions that prove and demonstrate the growth of roles and importance of English. Among them the most recent declaration by the minister that

there will be a focus on teaching foreign languages, particularly English, across all disciplines. Besides, teaching science, software development, and artificial intelligence even to the literature and humanities streams. So that everyone has the opportunity to enter the job and innovation' world smoothly after the graduation, and contribute to economic and social renaissance of the new Algeria (Radio Algérienne, 2025).

Thereby, since the country opts for prosperity through education, English is the best option to support as it allows access to knowledge, and as can be concluded from the minister's words it has a great part in providing job opportunities, both aligning with new companies' requirements and enabling independent working online or with international companies. Thus, it is valuable in contributing to the overall economy because of the society' s unemployment problem that even those with doctoral degrees suffers, and that leads to migration and other social issues as drugs among the youth.

Furthermore, English is already used as the medium of instruction at the two National Schools of Mathematics and Artificial intelligence as was declared in Ennahar Online in 2022 by the general director of training and higher education Boualem Saidani. Moreover, in 2024, El Khabar forwarded that the ministry of higher education and scientific research instructed universities to focus on following the government plan to strengthen education in English. Besides, it emphasised on the medical sector that efforts must be made so that all scientific subjects in the academic year 2025–2026 in the first-year medical training should be delivered in English. Based on this and the reality that the medical sphere is one of the most important fields in Algeria, then attempting for this step shows the value it gives to English and that this latter is the key for advancing further.

There is an additional evidence that illustrates the vitality and functions of English despite not being as noticed as the others are. In an unprecedented move, according to the University World News: Africa Edition, the minister Kamel Baddari during a news conference earlier in July 2024 announced a new programme called the double degree. This programme is a “pedagogical approach that allows new students to register and study in parallel for two university degrees in two training tracks with the aim of expanding their competencies and enhancing their professional prospects and opportunities.” (Sawahel, 2024). This approach, aside from the five ones related to the medical field, provides fifteen academic tracks for the year (2024–2025) to acquire a double degree (check the appendix B for the photo of the full list table).

An important remark is that among all the fifteen tracks there are only three that include languages. Which are “Management Sciences–English Language ... Literature and Foreign Languages–Accounting and Financial Sciences ... English Language–Political Science” (Ministry of Higher Education and Scientific Research, 2023; El Ghad El Djazairi, 2023). It is notable that the only language that exists in all the tracks is English. Thus, since the main aim of the programme is to join the “global arena” as revealed by Dr Hana Saada, a lecturer at Algiers 1 University to the University World News, and English as the linguistic capital that dominates the international stage, consequently English is the tool that serves the objectives of Algeria.

As a result, this evidence offers a deeper dimension because it proves that Algeria did not make rapid unplanned steps, but rather it was already prepared and examined. Before the official announcement and for a whole year a project about one of the tracks was created by Telemcen University, which volunteered and proposed to examine it. The track that was done is Literature and Foreign Languages–Accounting and Financial Sciences, or what is referred to as “FILA” the abbreviation of “International Finance and Applied English”. This project was

applied before in the academic year 2023–2024 and succeeded as today its learners are in L2, their second year in License. Besides, this project also demonstrated the effectiveness of teacher training to instruct in English. For example, the finance teachers this year are in a level that permit them to encourage their students in L1 to answer in English in the exams if they want to, as in the module “Introduction to Economy” in this year first semester. In addition, this statement is supported by a testimony from an anonymous trustworthy source within one of this year’s two groups.

Aside from education, English as a global language is the linguistic capital of many domains us business, and thus affects money, which is a satisfier of one of the main human needs that is the safety needs. This influence on Algeria is reflected in the latest news about SEAAL “Société des Eaux et de l’Assainissement d’Alger” or the Water and Sanitation Company of Algiers. In order to meet the international standards, the company admits its need to operate using the language of business and technology that is English. Therefore, SEAAL announced that Arabic and English instead of French are the new official billing languages where Arabic is the bridge to the citizen and English is the bridge to the world and the digital transformation path of the organization.

In summary, all the projects suggest multiple conclusions regarding the current state of English in Algeria. First, Algeria is an EFL country but English is promoted to be used in business and as a medium of instruction for many scientific and technological fields instead of French in a planned shift. Second, English is encouraged and supported by the government as its implementation’s preparations in different fields and the university teachers training are priorities that are already presenting effective results. Third, Algeria has expectations on English status in the world to be its gate for greater international engagement and collaboration. Fourth, the shift and decisions regarding English all happened either within or after 2019 driven by the public wants and promoted by the government efforts systematically. Consequently, the

collective of all the conclusions above leads to the final realisation that the presence of English is spreading in Algeria. This phenomenon is further acquiring increasing support and new official roles connected to business and education, which are two of the most important spheres to the needs of Algerians. Subsequently, English will continue to grow more in the future and acquire more impact on the country, as the outcomes of the previous decisions will be reached.

In an active case of language usage growth in a country—especially when accompanied by official policy changes and embraced by society—it is essential to document and evaluate the progress at multiple levels. As this is helpful to inform and influence better future decisions. Additionally, forecasting possible growth can further improve planning and outcomes to maximize the benefits that can be taken from this growth.

3.3. Review of the Previous Research Work

The growing presence of English in Algeria has become an increasingly important topic of study within both sociology and linguistics. As are many cases, when a foreign language begins to have bigger roles and recognition in a country, it has an impact on the community's culture, speech, policy in education, business, and entertainment. English is this foreign language in many countries situations. It is accurate that English functions as a global language, yet the degree of its influence depends on the functions it is assigned with by a specific country's government policies based on its unique objectives, and the society's response to it. Henceforth, the current dynamic role of English in Algeria is a significant area of scholarly interest.

3.3.1. English as a visible language in Algeria

The studies of English in Algeria up to this point can be summarised in three categories. Studies that prove the existence of English usage in different domains, studies that investigate the attitudes of Algerians regarding policies related to English and the factors behind those

policies, and finally studies that explore English in speech but only exclusively in the EFL contexts.

3.3.1.1. English in Algeria's linguistic landscapes

Several studies explored the rise of English in Algeria, and which focused on the role of the society in this presence. Among the effective ways of investigating this phenomenon is through landscapes, which are defined as “the display of languages in public spaces, including signs, billboards, advertisements, and graffiti.” (Wardhaugh & Fuller, 2015, p. 86). Further, the type of landscapes that reflects language choices and usage within a community is the bottom-up signs, which refers to the signs that are chosen and written by individuals in the society and not the government. For instance, in a research paper that traced the spread of English in Algeria, it is found that “English has become a common feature of bottom-up signs in Algeria. These signs are found not only in the cities that the study covers, but also in many other small towns and large cities” (Maraf & Vanci Osam, 2023, p. 309). Consequently, because Algerians use English by choice, it indicated that it already has special functions at the social level.

For example, English is hugely visually visible in advertisements, and especially in restaurants names and decorations such as Mister Tacos, Pizza Story, and Fresh and Green DZ in Oran. Also, “Besides the restaurants, there are fashion shops that use English on their signs, such as Eyewear and Sugar in Algiers” (Maraf & Vanci Osam, 2023, p. 310). This usage proves the Algerians preference of English because according to the results of the same previous researchers the shop owners reasons behind choosing English is their belief of English as a tool for “ice-breaker with customers, adding prestige to the business, modern-looking business, English-country-like experience, and being an attractive and different business.” (Maraf & Vanci Osam, 2023, p. 312). Subsequently, this belief is reasonable since English is the

linguistic capital of businesses globally, which means it has a symbolic power and its own prestige in this domain. Thus, its value at the global level descends into beliefs about good quality, trendiness and modernity to whoever knows about English global status, which is very obvious for most people who are in business or due to the media that is visible to the majority of the public.

3.3.1.2. The spread of English in Algerian advertising and branding

Additionally, English is surrounding Algerians through products labels. Either due to companies' tendency to label their products in English to be more attractive, especially for the young generation consumerism. As naming food, beauty, and fitness products such as the sweet "Kool Break", "Moment" in English, it is also notable that despite "Moment" being possibly miss interpreted as the French word "moment", everyone pronounce it according to the English phonetics. This step is to advantage from the prestige associated with the language and its status as a linguistic capital in advertising, as previously explained, and to increase the buyability. Alternatively, it is also due to fact that "the product comes from America so we must either adapt to English or stop using it. That is the right of business" (Crystal, 2003, p. 117).

3.3.1.3. English use in Algeria's functional domains

The investigation of Algerian landscapes provides plenty of vivid demonstration of using English by Algerians on the visual level. Moreover, other studies focused on other sides of the spread of English, which at the same time work as factors leading this expansion. Such as a study by Kamal Belmihoub in 2018 exploring "English in a Multilingual Algeria", that work laid a number of functions and at the same time forces behind English. The research results concluded that the main domains causing those functions are summarised in the fields of the oil industry that is Algeria's strongest economic power. Tourism where the researcher mentioned the pride of a touristic guide who admitted his happiness with the small proficiency

he has in English as it helps him communicate with tourists. Journalists and Music artists as the rapper Zed-K on YouTube. Besides different administrative, professional, and scientific uses (Belmihoub, 2018, pp. 6–10).

Collectively, the spread of English in the Algerian domains and landscapes are well-studied topics in Algeria and their results display societal realities about this language functions and place within the Algerian community. However, only few writer were able to capture English non-visual evidences.

The presence of English beyond education and linguistic landscapes is acknowledged by a number of researchers (Maraf & Vanci Osam, 2022; Mammeri & Mohdeb, 2018; Belmihoub, 2018), who found that Algerians do use English in social media and the television. Recently, in

the Algerian Media encompasses more than 30 national TV channels, more than 60 newspapers titles, and many blogs that contribute to the Algerian Media coverage. ... some (new) experiences in presenting the Algerian news in English came to the surface ... the case of the English edition of the news presented in Dzair News and other blogs written in English by Algerians for an Algerian audience (Mammeri & Mohdeb, 2018, p. 219).

Furthermore, in social media there are findings that English is not used by Algerians only to communicate with the world on the internet but according to Belmihoub analysis “English use in online spaces shows that they extensively use English with other Algerians too.” (Belmihoub, 2018, p. 12). A supplementary evidence to this is the “presence of many blogs written in English by Algerian bloggers and for (the Algerian reader).” (Mammeri & Mohdeb, 2018, p. 224). Hence, English is used by Algerians in social media with other Algerian, and since social media content as blogs and comments are a form of online speech,

then English do exist in the speech of Algerians. Maraf and Vanci Osam refer these same practices to assess bottom-up language practices that highlight the linguistic behaviors of Algerian youth in 2022.

3.3.1.4. English in speech: A neglected area of study in Algeria

Overall, all these works admit the use of English by Algerians with Algerians and its observation in social media. However, no single study attempted to illustrate the existence of English in speech nor how Algerians use it. In light of this, the little interest in speech led to a failure of understanding the growth of English usage among Algerians in balance with the visual and policy evolutions.

The only studies that speak about English usage in speech are limited to the EFL context. Yet, they still provide some data that are evident of the latter mentioned knowledge gap as the fact that

the first incorporation of English words into the Algerian dialect has been virtually exclusively confined to those technical terms ... , power-point, week-end, scan, skype, viber, etc. that are mostly indirectly imported via French as they are used even by lay people (while they are bound to preserve their original pronunciation when used by EFL learners) (Alouache, 2019, p. 82).

Accordingly, this information is valuable as a primary evidence of unconscious usage of English by Algerians. This is further supported by the declaration on the era circumstances regarding the manner in which “technological resources that facilitate access to global communication media, English is making, by and large, linguistic inroads into the Algerian dialect” (Alouache, 2019, p. 82). Consequently, the this idea strengthens that necessity to investigate the growth of English usage as the factors leading to the phenomenon are present and part of modern life.

There exist some EFL's context studies indicating, "Algerian learners of English are using whatever technological resources available in order to enrich their vocabulary repertoire and get their messages across. As a result, their Algerian dialectal Arabic is constantly changing over time" (Alouache & Bilouk, 2017, p. 2). Additionally, this change can occur as an adaptation of words to the dialect, such as preserving the root of the words and adapting them as in

/wallah laikitu/ (I really liked it). In this example, the English verb 'to like' abides by the morphological rules of the Algerian Arabic Dialect, wherein the Algerian Arabic suffix /tu/, that denotes both the speaker 'I' and the object 'shoes', is added to the original English root: /laikitu/ (Alouache & Bilouk, 2017, p. 2)

Those two information can be beneficial for the aim of understanding how Algerians can possibly use English and integrate it in speech, through extrapolating the same circumstances from the first case (EFL one). Taking into account the common factor of exposure to technology that is similar to social media exposure, considering that the second case (Algerians) is less affected—as it is not under the learning intention—but nonetheless remains subject for the same impact on Algerian dialectal change and the adaptation behaviors.

3.3.2. Methodological gaps in studying English in Algeria

To date methodologically, researchers mostly examined signs thus visual language and not real speech. As the only corpus made was a collection of shops' names signs, and which are in the first place not a large scale representation but rather taken from the same state. This state oriented data collection is similar in majority of studies, yet the only large-scale study with demographic diversity by Maraf on 200 university students from 64 different universities is designed to investigate solely attitudes and not speech.

Therefore, as a first methodological conclusion, no study on the English spread in Algeria has ever attempted to collect data about real life language usage in Algerian speech or provide any quantifiable data in a speech corpus. Besides, it is notable that there is no consistency on the target sample, at times certain research focus on university students exclusively (Maraf, 2024), while others join them with high school students and add to both a third party of people outside education but who are relatively young (Maraf & Vanci Osam, 2022), whereas another one consider parents or teachers. However, it is feasible to draw on a common category that consider a bigger more inclusive sample of youth combining high school, university students, and some graduates, as it is the mostly targeted type of sample.

3.3.3. Defining youth as a sociolinguistic category

Regardless of lacking inclusivity while targeting the youth, the choice of an age related sample related to youth itself is a positive approach. This positivity is because of the importance of considering age as “many works in sociolinguistics have proved that age, as a sociolinguistic variable, and as a part of the speaker’s identity, is among the most important social attributes of linguistic variation” (Trudgill, 1986; Romaine, 1989; Labov, 1994; Chambers, 1995; Kerswill, 1996, as cited in Mahdad, 2012, p. 122).

Still, targeting the category of youth requires first clarifying who belongs to it. The group of youth refers

collectively to a wide chronological scale – young people of both sexes in the age range 12 to 35 (or even 10 to 30 in some countries). This age range indicates the extent to which the cultural age category of ‘youth’ has expanded to include some who are legally recognized elsewhere in society as children, and some who are legally recognized elsewhere in society as adults (Nilan & Feixa, 2006, p. 1).

The wide range that the concept of youth encompasses globally is because the young generations does not fit a straight spectrum of precise transformational transitions. The blurred boundaries within the youth subcategories are the result of the modern “increasingly prolonged, decoupled transitions between education and work, dating and mating, and childhood and adulthood” (Côté, 2003, p. 2, as cited in Nilan & Feixa, 2006, p.7). Therefore, in this research the term youth is used to refer to people from 15–29.

Now, as the age is taken into accounts it is important to mention that the category of youth is the most suitable for studying changes related to language in a society. This is due to youth relation with the changes and the variation in the lexical as they arise mostly “during adolescence, and the phenomenon is caused more importantly by males. Whereas in late adolescence and early adulthood females play an important role in language maintenance since ... are slightly more conservative in their usage of “new” lexical forms” (Bayard, 1989, p. 32, as cited in Mahdad, 2012, pp. 125–126). Moreover, youth are the ones who are responsible for reshaping cultural elements alongside adopting and creating new trends, groups, and identities due to foreign trends and modern influence (Hertsovska & Biletska, 2017, p. 44). Thereby, youth are a suitable portion of society to recognize the fast changes that will be present in the future based on tracing them. Another additional truth that support the choice of youth is their influence on language decisions held by the government as the vision of youth is reflected in the directions of the government. This is clear since in Maraf and Vanci Osam’ s findings it is declared that “the presence of English in Algeria appears to be forced by factors ... the new generation’s needs” (Maraf & Vanci Osam, 2022, p. 193), and the new generation is represented by the youth.

In conclusion, the accumulation of all the previous insights lead to the realisation of the need to consider speech specifically in the youth population, and provide a large-scale data that represent Algeria’s youth speech of diverse demographic areas to study the growth rate of

English spread in their language practice in an unprecedented step. Notably, this growth is likely to be traced starting from 2019 due to its critical importance as a starting point in the expansion of English in the Algerian educational policies, media, and as a subject of study.

3.3.4. The significance of the year 2019 for English in Algeria

Moreover, 2019 is the period followed by Covid-19 that affected the life of Algerians for almost two years due to its presence that created two circumstances. First, the availability of time simultaneously with the rise of TikTok. Thus, the suitable environment for social media exposure to influence Algerian youth. An evidence of this is the fact that, “Never in history, virtual mode of communication has been used at such a massive level in every sphere of life before the arrival of COVID 19 pandemic. Since it's [its] first blow, the virtual mode of communication has taken over” (Parveen, 2022, p. 3).

Thus, 2019 is a turning point in Algeria since it was the beginning for policy changes as an outcome of the national factors of the hirak and new presidency, in conjunction with the international outcomes of the pandemic that assured language exposure opportunities and excessive usage of social media. Another evidence on the vitality of the year 2019 is notable as the majority of studies that deal with the spread of English in Algeria are master's degrees extended essays that are submitted in recent years and mainly after 2019, but which will not be taken into consideration as they only represent student-level research and not experts' works. However, this detail is crucial as it demonstrates that even non-experts around the 2019 period notice the spread.

Subsequently, taken all the previous evidence into consideration this research paper will study the growth of English among the Algerian youth with the objectives of providing numerical results about the extent of the growth and demonstrate the different ways of its usage starting from 2019 up to 2025. Also, as a new perspective that takes into accounts the expanding

roles of English in Algeria, and the public acceptance to signal a continuous growth in the future either steadily or at least at a minimal rate. Thus, priming the conditions for the possibility of forecasting evolution rate based on specific past data about the growth before the forecasting starting point. Therefore, using the previous six years growth rate, this study attempts to forecast the future of growth rate for the coming six years up to 2031.

3.4. Drivers behind the spread of English in speech and youth culture

For understanding the results of analysing 2019–2025 speech and primarily for the aim of forecasting and increasing the validity of the latter's developed scale in case of aligning with the two scenarios proposed by the scale, it is an essential step to consider the factors driving the phenomenon of English spread in speech. The spread of English is attributed to the non-linguistic causes as “explained previously in the section of English as a global language as well as other reasons due to its linguistic features, “which relate to its system and are hence dependent on English.” (Lazović, 2007, p. 110).

English as a language itself has multiple characteristics that turns it into a good material for usage even by non-English speakers and adds to its maintenance and adaptation into other structures, among them are,

(a) resulting from lexical brevity: short words (base and derived ones) are easy to learn, recall and pronounce – even though not always to spell, (b) resulting from functional versatility: simple and easy-to-learn-and-apply mechanisms for the production of new forms and/or meanings (encoding aspect) and for their comprehension (decoding aspect), (c) resulting from grammatical simplicity: simple and easy-to-learn-and apply rules for the production and comprehension of phrases and sentences (Lazović, 2007, p. 112).

Consequently, those qualities qualify English to be adoptive with higher ease in comparison to many other languages.

On a deeper personal level on the influencing factors with the lance focused on youth, English spread factors are related to education, business, career, travelling, and most importantly one of the major parts of the modern generation that is “Social networks ... imagine how many new friends and companions can be found in the social media. Many new English words are created due to the social networks and they are widely used by millions of people. (Hertsovska & Biletska, 2017, p. 44). Today, the biggest majority of youth have accounts on social media and belong to different social networks, which represent different cultures of youth with common interests on a global level. Where despite being a lingua franca in these cases, English is also used in the invention or selection of the words that are most related to the network and represent its ideas and as a belonging identification to the network. Such as “a man of culture”, an expression that is exclusively used by anime followers and it is understood by all the members. Additionally, besides the force of social media networks’ membership, there is another driving force related to the stage of youth itself. When people are at the stage of youth in life, are

uncertain about how to achieve their goals or even what these goals should be. Those individuals who have attained wealth and fame through activities appealing to young people (primarily singers, musicians, and sports stars) are the figures on which adolescents can easily pin their fantasies and turn into heroes, particularly when they appear to be leading lives of freedom and luxury (Schlegel, 2000, p. 77).

Therefore, through aligning this state with the fact that “American actors, actresses, musicians were the idols of several generations of people.” (Hertsovska & Biletska, 2017, p. 43), it is clear that English is the language of youth culture. Furthermore, a third factor is the slang culture and desire for expressiveness. For example, the use some expressions related to

international memes to show extent of a certain feeling or an attitude. Lastly, an undeniable factor that is related to youth and spread of English is that since it takes over many domains as gaming and beauty. And according to Schlegel statement on the way youth need to socially bond with people they do not share many things in common with and be accepted, they tend to communicate “about new products, coming together to listen to music or watch a video, experimenting with cosmetics (girls) or new computer games (mostly boys)” (Schlegel, 2000, p. 76). Then, youth use the dominance of English as an advantage in bonding through the ways above.

There are many factors behind the growth of English among the youth, from the desire to bond, to the networks they belong to on social media, and to the influence of idols on them. As a result, “English has become an inevitable part of our everyday life. More and more we can witness the seemingly never-ending interference and influence of this language on our mother tongue.” (Prčić, 2007, p. 294). Besides, it also has become a more usual option to code switch to or mix in the speech.

To date, research on the drivers behind the growth of English among Algerian youth only provide data on the impacts of globalisation first, the developments in educational language policy second, and job market domains or spread in social media. This lead to limitations for not giving a deeper focus on the narrow reason for this growth and specifically the ones related to the youth. For instance, influencers’ use of English, memes and humor, expressiveness of certain topic that were not usually addressed by Algerians a lot.

Furthermore, the language expansion is related highly to attitudes also as a factor in this phenomenon. In Algeria attitudes up to this point seem to be positive, yet they are mostly positive about the growth of English in the educational policies because previous research focused more on examining attitudes to either existence or policy. However, since the spread

of English is due to the huge public demand and parents in education. A research paper in 2019 on 275 parents showed that an “urge need for English is expressed by parents as they represent one of the main stakeholders in educational contexts. ... , and educational curricula in Algeria should be directed towards devoting more attention and importance to English” (Manseur & Negadi, 2019, p. 150). As a result, the Algeria public do have a positive attitude towards English, yet it is under explored in term of English usage growth among youth, thus, it is inaccurate to assume anything about this matter without exploring it directly through questioning the youth. Following this, it will be possible to either validate the forecasting model in this work or decreasing its efficacy.

3.5. Conclusion

Beyond only the political decisions, English became increasingly validated and applied in different ways by the government and the society. Subsequently, English existence is a well-supported growing phenomenon, with plenty of evidence that do not only prove the country realisation about the effective presence of the language, the bias towards it, its potential growth, and the support it has. In addition, it proves the public interaction with the language and especially the youth, which is reflected in their linguistic behaviors and speech. For the aim of investigating the growth extents and manners among youth and provide an idea about the possible growth rate while investigating the driving forces that are effecting the phenomenon. In summary, this research paper will study the evolution of English usage among Algerian youth through analysing (2019–2025) growth rate and then forecasting (2025–2031) it on a scale based on two scenarios either stability or decrease, and identify the driving factors behind the growth.

Part Two:

**Methodology, Data
Collection, Analysis, and
Interpretation**

Chapter Four:
Research Design,
Methodology, and Data
Collection

4.1. Introduction

This chapter is devoted to discuss the research methodology and data collection procedures of this study. This research practical part is complex and long, it includes a lot of constantly ameliorative careful steps for the aim of reaching the most reliable data. Therefore, for the sake of ensuring the replicability of this work and the validity of the collected data, and its representativeness and alignment with the targeted sample. To fulfill these objectives clearly, the current chapter begins by giving details about the adopted research method, then the research design, samples, instruments, data collection and analysis procedures. Additionally, it discusses the validity, reliability generalisability, and the ethical considerations. Consequently, this chapter establishes the methodological framework of the study besides functioning as a detailed guide with sufficient details for any replicability attempts.

4.2. Research Method

This research follows a mixed-methods approach. This approach refers to a

Mixed inquiry that combines or associates both qualitative and quantitative forms. ... , it is more than simply collecting and analyzing both kinds of data; it also involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research (Creswell & Plano Clark, 2007, as cited in Creswell, 2009, p. 23)

Thus, this approach use both the quantitative structured numerical data and qualitative in-depth insight as perceptions and attitudes. The current study uses a mixed-methods approach because it is the most suitable option to answer the research questions of this work and test its hypothesis. The intent of the application of this approach is to gather a large dataset that enable

the analysis and calculations of the previous and forecasted growth rate of English usage in Algeria among the Algerian youth, while supporting these results with real perceptions and visions of the youth themselves. According to that, in the study the quantitative data will be used to measure the growth rate of English as well as investigating the relationship with the later dependent variable with other independent or the predictor variables. Since this part of the study is using large data to calculate actual phenomenon it needs to have “protections against bias, controlling for alternative explanations, and being able to generalize and replicate the findings.” (Creswell, 2009, p. 23), which are the benefits of the quantitative method. Moreover, to avoid shallow assumptions and reduce the data error and misassumptions based on numerical data due to the fact that studies related directly to humans linguistic behaviors are not linear as many factors influence it constantly. where some unexpected falls and rise in numbers do not always mean an actual change in the phenomenon but data noise or seasonal trends or momenta events that caused this case. Therefore, a qualitative data is used to explore the sample perceptions, thoughts, and expectations as the benefit of the qualitative method is “exploring and understanding the meaning individuals or groups ascribe to a social or human problem. ... the importance of rendering the complexity of a situation” (Creswell, 2007, as cited in Creswell, 2009, p. 22). The reason for combining both quantitative and qualitative data is to ameliorate the findings and better understand this research problem by converging both numeric trends and detailed human views.

The approach of this study is quantitative-dominant. This is because both research instruments, the online questionnaire and the corpus, collect primarily statistical data. However, a qualitative element is embedded as the last part of the online questionnaire as an open-ended question to permit the occurrence of the respondents real views without a predetermined limit of choices. That is for the aim of calculating a set of authentic qualitative

data from motivations, attitudes, and perceptions that affect this linguistic phenomenon and thus normalize the numeric results and add the reality parameters to it.

4.3. Research Design

This research design or the plan and procedures for this research follows a concurrent embedded mixed-methods research design, which refers to the use

of one data collection phase, during which both quantitative and qualitative data are collected simultaneously ... has a primary method that guides the project and a secondary database that provides a supporting role in the procedures. Given less priority, the secondary method (quantitative or qualitative) is embedded, or nested, within the predominant method ... this model is used so that a researcher can gain broader perspectives as a result of using the different methods as opposed to using the predominant method alone” (Cresswell, 2009, p. 179).

Likewise, in this study the quantitative and qualitative data are collected simultaneously within one phase in the online questionnaire. The primary method is the quantitative one (Quan), while the qualitative is the secondary method (qual) that is embedded as a last open-ended question within the predominant method. The later embedded method has a supportive role to the main method’s results because “qualitative data could be used to describe an aspect of a quantitative study that cannot be quantified” (Creswell, 2009, p. 197). Subsequently, the qualitative data here works on enriching the quantitative data with depth, understanding, and strengthen its reliability, trustworthiness and accuracy. Besides a very important role in shaping part of the numeric calculations by being an active guider and contributing predictor to the formation of the forecasting scenarios.

Furthermore, another quantitative strand is the numerical data from the corpus that provides the longitudinal needed data for the growth rate (GR) calculations while the questionnaire report the self-reported factors. Later all the results from both methods will be synthesized and at the triangulation stage to complete the forecasting.

4.4. Sampling

Sampling is the process of sample selection. This study employed a sampling method called non-probabilistic purposive sampling. This means that in this sampling method non-probabilistic thus it does not allow all the population to have equal selection chance as participants, and it is purposive because the participants are intentionally selected for specific characteristics that they have, and which makes them relevant to the research questions (Tongco, 2007).

4.4.1 Corpus sample

The corpus follows a non-probabilistic purposive sampling, as the 72 content creator, which are the source of the linguistic sample, are not random as them and their content need to fit the following criteria in the table to be selected.

Table 4.1.

Sample Sources selection criteria

Nationality	Language	Target audience		Content	Followers
Algerian	Not Entirely English speaks AA	Algerians	Youthful	Technology Sports Relationships Business Humor Travelling Trends Gaming Storytelling Entertainment Beauty Educational Life topics	20k < X

4.4.2 Online questionnaire sample

3.4.1. The online questionnaire also use the same sampling method through setting an age limit between 15 and 29. Then it eliminates the rest who does not fit the youth age according to this work, and maintained it regardless of the fact that online distribution has a high ability to reach a wide population but it preserved the criteria in the acceptance of answers. The specific age is because in this research the term youth is used to refer to people from 15–29. This age range is justifiable as the sociolinguistic age category of ‘youth’ expanded to include a wide range from “12 to 35 (or even 10 to 30 in some countries)” (Nilan & Feixa, 2006, p. 1). See Section 3.3.3, *Defining youth as a sociolinguistic category*, in Chapter 3 for additional explanation.

4.5. Research Instruments

4.5.1. The corpus

A corpus in the field of linguistics refers to a large collection of text samples of language that works as a representative of the language. So, the corpus is a form of recording “real-life” language use. Due to this characteristic of representativeness, this study choose the corpus as an instrument to capture the language of the youth. Yet, since capturing large real life natural language legally is quite impossible this study used online public natural language which are the public comments.

4.5.1.1. The corpus description

Table 4.2.

Documentation of the corpus data

The total data of the corpus	years	Months	Sources	comments	words
	6	72	845	540000	4239676

The over 4.2 million-word corpus presented here and that is used in this study consists of a longitudinal linguistic data of Algerian youth speech collected from public comments. The compressed file below contains a big file entitled “The full corpus a Six years data corpus 2019–2025”, this file has six files with each one representing a year of data named as “July 2019–June 2020 / July 2020–June 2021 / ... / July 2024–June 2025”. In addition, each file contains twelve files, a file for each month of the year of the files named for example July2019 ... March2020 ... June2020. Thus, the six files together contains 72 files. Subsequently each file contains different number of files depending on the used sources where the number is always as $8 \leq X \leq 19$ between eight and nineteen. Accordingly, the 72 files together contain exactly 845 txt files, with a total of 540000 comments where each month equally contributes with 7500 comments. Consequently, the total number of words makes the big file a large 4239676 words

corpus. It is important to highlight that each file of every source is named using its metadata to facilitate its recognition and analysis.

4.5.1.2. The corpus data collection procedures

The corpus data collection, cleaning, and preparation of data in tables that continued for a period of 45 days straight followed the coming procedures:

1. The choice of a source among the ones available each month from the Tables that was made and contains the monthly created content of every single source, it is important to note that each source is given a code as its name starting from A-Z-A'-Z'-A''-W'' to protect the anonymity of the sources.
2. After the choice of the sources, they are compared to the previous month and adjusted if there is a need, in order to have a variety and representativeness of each source.
3. Then the video mainly, and extremely rare a post, ID is copied from the URL link, the code is what is written after [v=]
4. Then the ID is pasted in a python code in Google Collab, which is a known cloud-based Jupyter Notebook environment provided by Google and that allows the writing and execution of Python code in their web
5. Since the code already has the key IPA provided by YouTube for the legal retrieval of the comments, the entire comment section is retrieved, and this case does not apply to Instagram platform that is why it was used only to complete the number up to 7500 and in small numbers, all to avoid any problems.

6. As a first step in data cleaning, from all the retrieved comments only those posted within the same month in which the video or Instagram post were published are kept, ensuring that the linguistic data accurately reflects that specific month.
7. Then the data are cleaned from any numbers that are not attached to a word out of consideration to the AA usual writing that includes numbers, besides omitting emojis, accounts names and the comments data as likes, dates, and replies.
8. After being cleaned, they are stored in a txt file with meta data for future recognition.
9. Then the number of comments and words are collected from the code results below it, and which is stored in a table for the monthly distribution of sources , this table can be found in appendix F, bellow is an example of the kind of data collected

Table 4.3. *Monthly distribution*

Used sample sources	Platform	Duplicated?	Number of used comments	% of 7500	Total number of words	Number of English comments	English comments percentage EC%	Total number of English words	English words usage percentage EW %	Number of code switching comments	Number of code mixing comments	Number of English-only CS comments	Does the content creator use English?
B''	YT	NO	755	10,07%	4497	212	28,08	703	15,63	200	12	200	YES
J'	YT	NO	443	5,91%	2750	58	13,09	128	4,65	49	9	49	NO
V	YT	NO	568	7,57%	3602	9	1,58	12	0,33	7	2	5	NO
J	YT	NO	409	5,45%	2507	15	3,67	21	0,84	7	8	7	NO
H	YT	NO	869	11,59%	8284	67	7,71	344	4,15	53	14	53	YES
G	YT	NO	201	2,68%	1816	14	6,97	22	1,21	6	8	6	YES
A	YT	NO	846	11,28%	5691	32	3,78	77	1,35	24	8	24	NO
X	YT	NO	1048	13,97%	10122	37	3,53	78	0,77	25	12	24	NO
C''	YT	YES	186	2,48%	1981	13	6,99	63	3,18	5	8	5	YES
D	YT	NO	850	11,33%	5412	127	14,94	255	4,71	71	56	71	YES
L	YT	NO	173	2,31%	2005	20	11,56	38	1,90	15	5	15	NO
C'	YT	NO	1152	15,36%	5267	81	7,03	137	2,60	73	8	72	NO
			7500	100,00%	53934	685	9,13	1878	3,48	535	150	531	

10. The same process is repeated each time.

An important limitation in any corpus and which should be addressed is the false positive results especially when counting English words only. However, some steps were taken to reduce this limitation as not counting a comment as EC if it does not have at least one fully

correct E word, and a list of the most common games name and the used rappers so they are not counted as E words in EW, still even in here false positives may occur.

4.5.2. The online questionnaire

Since the research studies English usage among the Algerian youth, and the collected natural language is from online comments, this study used the instrument of the online questionnaire to reach a homogenous sample. Where both instruments sample and sample sources both exist online and thus the responses of the questionnaire, relate and represent the corpus sources of language. Further, this instrument is great for collecting large dataset.

4.5.2.1. The online questionnaire description

The online questionnaire consists of 15 questions, which only one of them is an open-ended question that is designed to collect qualitative data while the rest are a combination of multiple choices and likert scale questions. The questionnaire was designed to obtain data about the youth perception from different angles about English, their noticeability of the study phenomenon, their attitudes, and information about their relationship with English as a language as their level. The questionnaire starts with three demographic questions, yet with the age question being an elimination question to eliminate any respondent who does not belong to the category of youth as termed in this specific work.

4.5.2.2. The online questionnaire's data collection procedures

The questionnaire collected 2198 answer, which after the elimination of the answers that do not fit in the sample became 2003 respondents. The collection was done through two ways, first by being posted as an Instagram story by a youthful Algerian influencer to add a 1000 answer. At the same time it was being distributed across pages and groups of youth and to ensure that all the sample is included it was posted in all Algeria's universities pages, besides

students' high school and last year of middle school pages and groups. The data collection of the questionnaire period is from 14th of May to the 14th of July and exact two months.

4.6. Data Analysis Procedures

4.6.1. The quantitative data analysis procedures

The Quantitative data collected by the corpus are calculated by both Python, Excel, and Google Excel sheets . The first tool is used for preparing the raw statistics as the numbers of words and comments. While the second tool is used for all the calculations of any kind of formula, and the Google excel sheets are only used for the forecast formula as it is the most trustworthy tool for this calculation. The data from the corpus is used mainly for calculating the growth rate and the forecasting. In the other hand the quantitative data of the questionnaire is used to see the attitudes and perceptions quantified. All the graphs and tables related to the online questionnaire where cleaned and illustrated using Excel.

4.6.2. The qualitative data analysis procedures

The qualitative data analysed through thematic analysis to categorize the respondents' answers under the categories to transmit and make their overall message understandable. Moreover, this thematic method is the most suitable for this exact question, as it permits interpreting this qualitative data better through linking it the theories discussed in the second and third chapter. This data is used to add depth to the numerical results.

4.7. Ethical Considerations

To obtain a well-protected, trustworthy, credible, and an ethical study that commit to the scientific procedures and the morals of research, this work ensured the following precautions:

- The entire collected corpus consists only of online data that is public free available data, all the data are put public by the sample itself.
 - All the comments from YouTube where collected legally according to the platform terms and conditions directly through using the IPA address.
 - All accounts names, photos, or any link that can enable reaching the commenter was deleted in the corpus cleaning phase entirely.
 - The table of the sources publications history and from which the sample was selected each time was not shared in the thesis. Only a small example was provided from a single month for the sake of explaining the process without the year information for more anonymity. Thus, the users are untraceable.
 - All the identities of the participants in the online questionnaire remained confidential, and the Google form page of respondents was not shared with any person in order to avoid the risk of tracing.
 - All precautions are taken to protect the confidential information obtained through or stored in any medium.
 - All participants were respected and not at any risk.
 - All of the questionnaire participants had information on how and for what their data will be used in a clear description at the beginning of the questionnaire.
 - To ensure the honesty of the numerical data and entirely eliminating any chances of data manipulation, the entire corpus with the main tables from which the calculations where driven are all represented in the appendices

4.8. Validity and Reliability

For the objective of ensuring the validity and reliability of the findings and methodology, many steps were taken. The present study focused on validity through multiple things. First, it made the qualitative data question open without precisions of the answer size, the question is not directive so a wide angle for perceptions where the respondents interpret it uniquely in his own personal view, and it was made optional so that it only collects actual answers and opinions none forcefully. Subsequently, the data collected is authentic and trustworthy. The findings in the coming chapter where presented with a rich, thick description. Furthermore, the work provided as much details as possible about the collection and analysis of data with every clear step that was taken in both instruments in order to facilitate the replicability of the process and its validation and verification of the extents of results and procedures overall reliability. Additionally, the representativeness of the sample enhances the reliability a step further

4.9. Conclusion

This chapter described the research methodology and data collection procedures used, providing a clear overview about all the important steps from the method and design and until the validity and reliability. In the chapter, all the decisions on the sample and instruments are explained clearly to ensure the reliability and replicability of the research. Besides, it provided insights about the coming chapter plan to each of the collected data, and how it will be analysed. In lights of this, the coming chapter will focus on analysis, interpreting, and discussing the findings.

Chapter Five

Data Analysis,

Interpretation, and Research

Conclusions

5.1. Introduction

The present chapter is concerned with the analysis, synthesis, triangulation, and interpretation of the collected data, besides summarizing and discussing the findings. This part begins with a quantitative analysis of the corpus using descriptive statistics to present the English usage. After that, it calculates the annual (AGR) and compound annual growth rates (CAGR) for the macro (overall) level and selected cases on the micro (individual) level. These are followed by linear and multiple regression analyses to examine the GR in relation to time and other factors. Further, the corpus analysis concludes with forecasting the GR up to 2031 using regression. Next, the online questionnaire follows a quantitative descriptive analysis. The final open-ended question is examined qualitatively. Subsequently, results from both instruments are triangulated alongside the conditions presented in Chapter Two and Three to validate and strengthen the forecast. Based on these outcomes, GR is positioned within a scenario-based scale derived from the process. The chapter also provides an interpretation and discussion of the conclusions alongside the limitations, implications, and recommendations of the study.

5.2. The Corpus Data Analysis

5.2.1. Descriptive statistics analysis of English usage 2019–2025

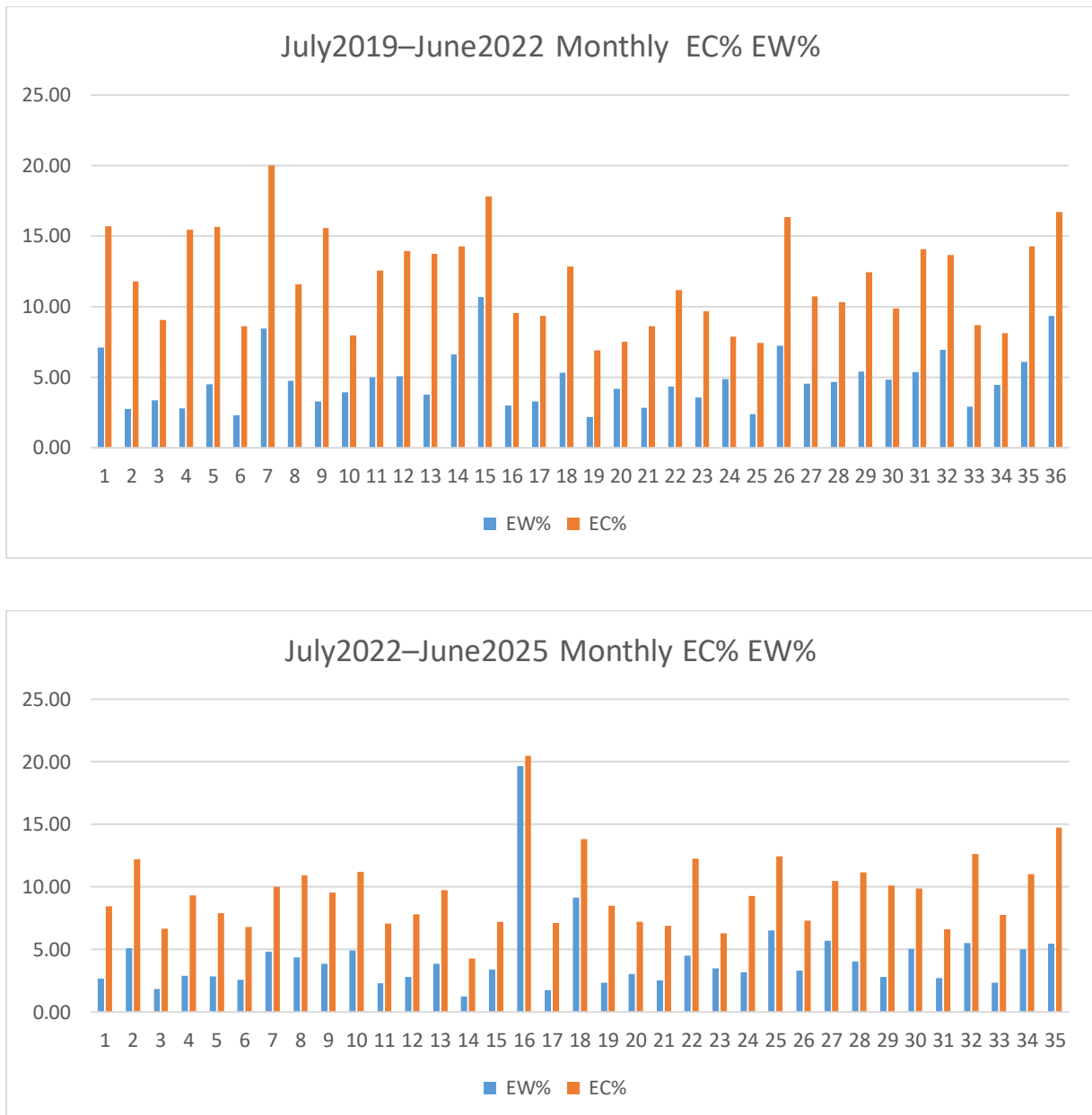


Figure 5.1.

Monthly EC% EW% between Jul2019–Jun2025

The two figures above actually function as one but split to two for the sake of a clear vision to this longitudinal data of every month of 6 years, thus a data of over 70 months. Based on the figures it is clear that the EW% is growing through the years and becoming closer to the EC% which indicates an actual growth in using English. Because if the English comments are higher but the English words are low while in another the comments are low, yet the English

words percentage is high, this mean a real growth in the language as it is not indicated by the number of occurrences across sentences but by the density of the Language words usage. Thus, through moving from month to month is very clear that the blue bars of the EW% are getting closer to the orange bars of the EC%, until the EW% actually reaches a peak almost in the same line with EC%. From observing the second figure against the above one, it is easy to see that the blue bars that barely few of them used to reach the half of the orange, and now in the figure below reaching it and exceeding it much more often. Consequently, English has been having a continuous growth along the months.

5.2.2. English usage annual growth rate (AGR)

Annual Growth Rate Formula (AGR)

Formula: $= (Y_2 - Y_1) / Y_1$

Table 5.1.

Annual Growth Rate

Year range	Yearly English word usage percentage EW%	Annual Growth Rate for EW%
2019–2020	4,24	
2020–2021	4,6	0,08490566
2021–2022	5,35	0,163043478
2022–2023	3,27	-0,388785047
2023–2024	5,13	0,568807339
2024–2025	4,3	-0,161793372

According to the table above there is two main information to look at first the yearly English word usage percentage EW% and even more importantly the annual GR of EW%, yet the second one is explained in the coming graph as it is easier to explained it visualized. Well

concerning the yearly EW% , through comparing the percentage of the this value between 2019–2020 and 2024–2025 it is obvious that there is a net increase of +0,06percentage points. Moreover, it is clear that throughout the years the percentage of EW% witnessed some strong peaks as for the years 2021–2022 and 2023–2024, which means that in both cases there is an undeniable increase compared back to 2019. Meanwhile in the other years the slightly ups and downs are noticeable, yet this continuous slight ups and downs shows a sense of stability or a slight increasing but those peeks are what indicates a general upward incensement.

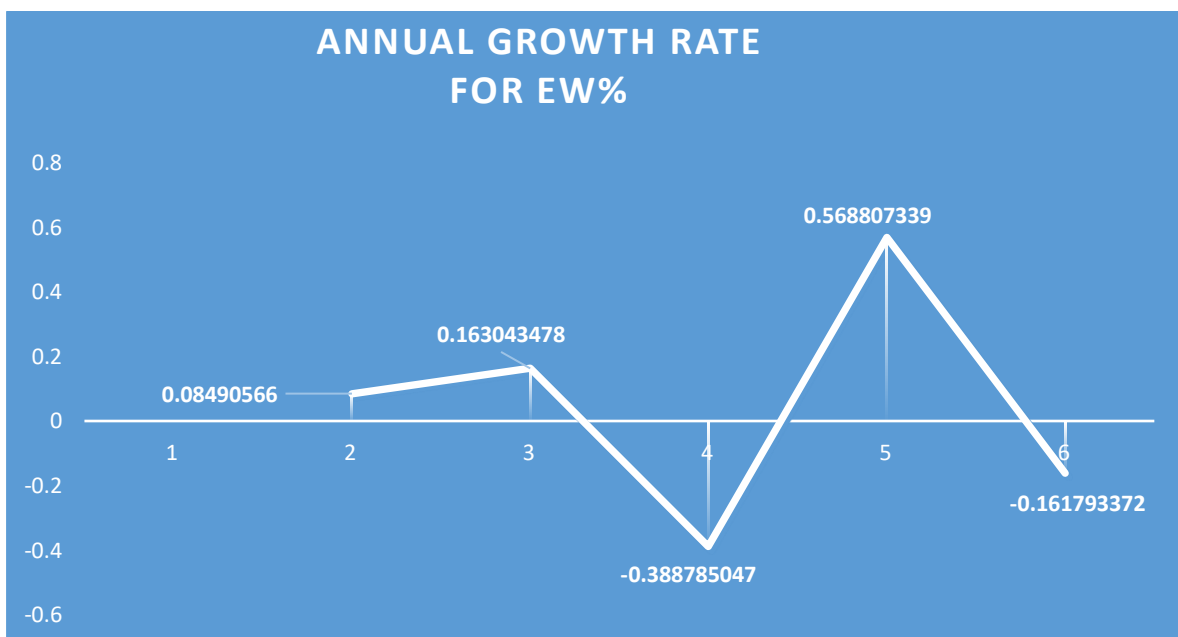


Figure 5.2.

Annual Growth Rate for EW%

Observing the annual growth rate for EW% experienced a clear increase up to the year 2021. Then it sharply declined or more correctly slowed the GR. However, it increased again quickly and greatly in 2023. Those sudden sharp changes can be traced to sampling shift as difference of sources, seasons, and trend. As those drastic changes can be related to data noise as changes in platform, content creators. Focusing on the numbers changes from year to another needs understanding that those falls are slowed down Growth and the evidence on that is how

the first value of 2019 even when 2025 is declining still smaller and 2025 already is higher in its growth rate percentage.

5.2.3. English usage compound annual growth rate (CAGR)

Formula: $=(\text{end value}/\text{initial value})^{(1/\text{year number})}-1$

Table 5.2.

CAGR/CAGR%

CAGR	CAGR%
0,002344703	0,234470344

In order to obtain a clearer vision on how the EW% is growing, based on the table above where a value of +0,23% indicates that English words percentage of usage has been increasing slightly every year on average of +0,23%. Subsequently showing long-term stability that is going upward and not a decline Because even though some years look as if declining but in fact they are rising just slower due to many social factors as this thing here related to language, this this CAGR showcase the general positively tendency for growth.

Note: CAGR is quite similar to the AGR%

Formula: $=(1/t)*\ln(\text{last value}/\text{first value})$

Table 5.3.

Average AGR

Average AGR	Average AGR%
0,002341959	0,234195891

The average annual growth rate of the percentage of English words usage is high and very close to the CAGR. Thus, even though the raw number of English words usage does not provide a clear image of a growth, actually third average AGR provide information that English is becoming more important and usable. Therefore, the rises and falls in the previous observations and analysis are normal and natural reflecting changes and slow growth.

Considering both AAGR and the CAGR in this case adds credibility to the GR results. Since the year-to-year results and the long-term full period results are nearly the same 0.2341% and 0.2344%, it confirms that the GR is stable and reliable, and is not distorted by any extreme changes.

5.2.4. Forecasting future growth rate 2025–2031

Table 5.4.

The forecasted growth rate is calculated using the AGR

Year range	EW%	A.G.R.EW%
2019	4.24	
2020	4.6	0.08490566
2021	5.35	0.1630434780
2022	3.27	0.388785047
2023	5.13	0.56880734
2024	4.3	0.161793372
2025	4.46	0.4413287647
2026	4.32	0.4972826932
2027	4.23	0.5123547752
2028	4.54	0.4966730081
2029	4.17	0.5210699738
2030	4.29	0.6361658799
2031	4.23	0.6204657476

According to the linear forecast of the AGR for the coming six years from 2026 to 2029, the AGR starting from 2026 will rise up to 0.49 then 0.51 than decrease only by a little where

back to the previous value. Yet, then the AGR keep rising up to reach its new highest peak by the year 2030. This peak is followed by a very small decline to 0.62, but this is a great indicator on the strong continuous stability and development of the annual growth rate after a new peak. When it is compared to its first peak where the value went down from 0.56 to 0.16. This strengthens the explanation of the solid stability in the future AGR of EW%. On the other side regardless of the nature of the raw EW% it is noticeable that the value is stable around 4.1% and 4.5%.

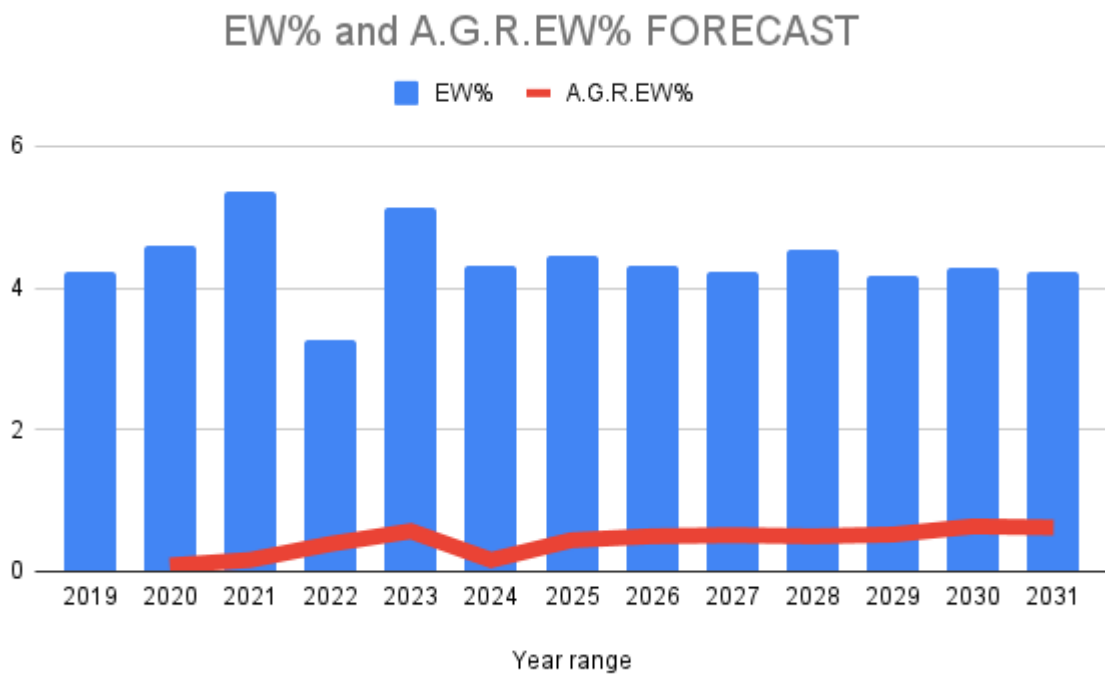


Figure 5.3.

EW% and AGR EW% Forecast

The reality of the forecasted growth rate is much clearer in the visual bars and line. Where the flattening of the EW% with minor rises and falls without leaving the value of 4%.

Where is the actual and more trustworthy calculation on the forecasting of AGR exhibit a gradual stable rise after 2025 demonstrating an over time growth rate.

Overall, the most important result out of this is that by 2031 the AGR is forecasted to be 0,62% in comparison to 2025 AGR of 0,44% and 2019

5.3. The Online Questionnaire Data Analysis

5.3.1. Quantitative data descriptive statistics analysis and interpretation

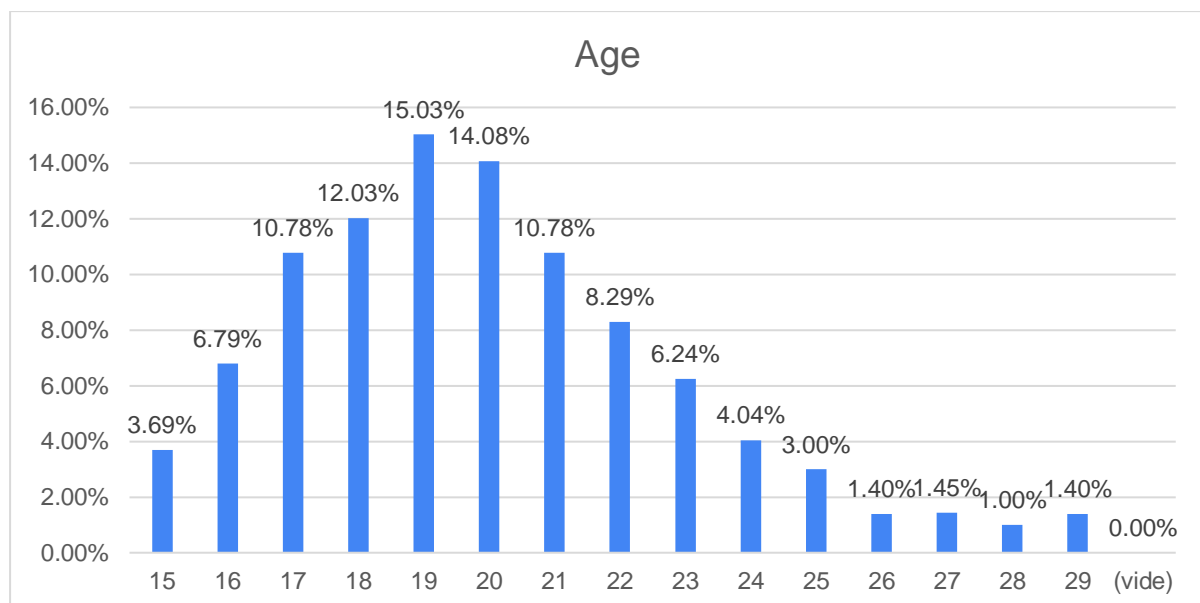


Figure 5.4.

Age

According to the demographic data that is presented in the figure above about the variable of age it is clear that all the age years that the sample fits within is present from the age of 15 and up to 29. This indicates that all the possible values of age are represented in the study. Based on the bars most of the respondents are between the age group of 16–23 with a representativeness of 77,78% of the sample, which is the majority. The highest percentage of

respondents is 15,03% for the age of 19 with the age of 20 as the closest as 14,08%. Then comes 18 representing 12,03%, and both 17 and 21 with 10,78% for each. Followed by 23, 22, and 16 for 6,24% , 8,29% and 6,79%. Followed with the youngest age of 15 with and 3,69%, and 24 with 4,04%. Then right before the smallest represented ages come 25 with 3,00%. Lastly the age group 26–29 is relatively stable around 1.40%.

Overall, the results indicates an inclusivity to all the category of youth that is represented as any human between the age of 15 and 29. Thereby, this inclusivity and coverage to all the years in between makes the outcomes of the coming questions represents the sample population on a good level.

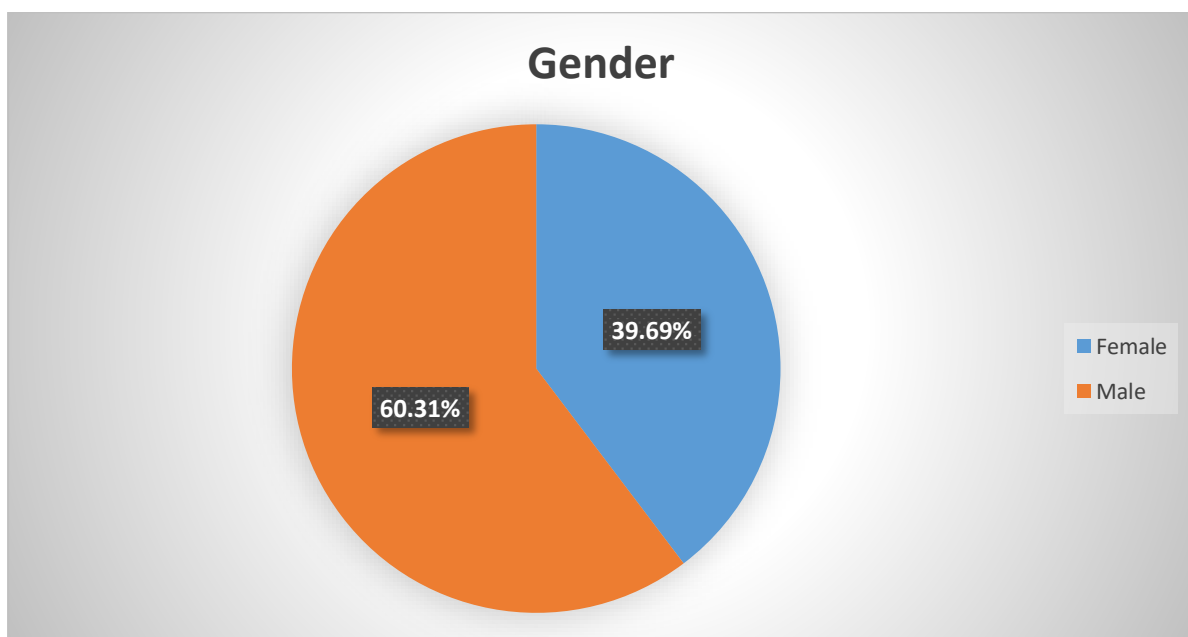


Figure 5.5.

Gender

Based on the chart of gender distribution across the sample, the results show that 39,69% are Females. Whereas, 60,31% are males. Thus, the number of respondents from both

genders is relatively not so far with a difference of 20,62%. This difference is expected since a 1000 answer was collected due an instagram story shared by a youthful male youtuber, thus it is logical to notice a rise in the number of males.

However, in most research it is noticed while reviewing previous studies done in Algeria on English specifically that usually the number of females is higher, which is interesting to rarely have the opposite. Yet, it is important to note that since the difference is not big it does not really affect the results as most questions are gender neutral, the only effect could occur on the level of questions number 8,9,10 because they contain choices as games and shopping that can be affected by gender.

Table 5.5.

Participants distribution across Algeria's states

State of origin	Participants percentage
Adrar	0,75%
Aïn Defla	5,59%
Aïn Témouchent	4,04%
Algiers (Alger)	16,48%
Annaba	2,35%
Batna	2,40%
Béchar	0,60%
Béjaïa	1,25%
Biskra	1,25%
Blida	4,14%
Bordj Badji Mokhtar	0,05%
Bordj Bou Arreridj	1,15%
Bouira	2,30%
Boumerdès	2,10%
Chlef	2,10%

Constantine	3,30%
Djanet	0,05%
Djelfa	1,85%
El Bayadh	0,35%
Total (1)	52,07%

State of origin	Participants percentage
El Menia	0,05%
El M'Ghair	0,15%
El Oued	0,75%
El Tarf	0,20%
Ghardaïa	1,40%
Guelma	0,80%
Illizi	0,20%
In Salah	0,15%
Jijel	3,64%
Khenchela	0,40%
Laghouat	2,65%
Mascara	1,00%
Médéa	1,70%
Mila	1,20%
Mostaganem	0,90%
M'Sila	2,55%
Naâma	0,25%
Oran	4,04%
Total (2)	22,02 %

State of origin	Participation percentage
Total (1)	52,07%
Total (2)	22,02%
Total(3)	25,91%
Total of Totals (TT)	100,00%

Étiquettes de lignes	Nombre de State of origin
Ouargla	1,30%
Ouled Djellal	0,20%
Oum El Bouaghi	5,04%
Relizane	1,00%

Saïda	0,35%
Sétif	2,50%
Sidi Bel Abbès	0,95%
Skikda	1,20%
Souk Ahras	0,60%
Tamanrasset	1,50%
Tébessa	2,10%
Tiaret	1,05%
Timimoun	0,60%
Tindouf	0,20%
Tipaza	1,50%
Tissemsilt	0,30%
Tizi Ouzou	1,85%
Tlemcen	2,75%
Touggourt	0,95%
Total (3)	25,91%

The tables above on the distribution of the participants across Algeria's states reflects that the data are collected from 56 states out of 58, which suggest a great inclusivity in the sample that is supposed to represent the youth across all Algeria. The two missing states are Beni Abbes and Bordj El Haouass that are new states formed after 2019. The states with the highest numbers of respondents are states nicely representative of the different sides of the country as the west with Ain Temouchent which 4,04%, Oran with 4,04%, and Tlemcen with 2,75%. The middle with Algiers with 16,48%. The east as Jijel with 3,64%, and 5,04 for Oum El Bouaghi. While there is Ain Defla with 5,59% in the central southeast and 1,50% in Tammanrasset and 1,30 in Ouargla, and laghouat with 2,65 in the south. Moreover there is the rest with a very good variety. Thus, the distribution across the country is highly aligning with the aims of this research to reach a wide diversity of the youth.

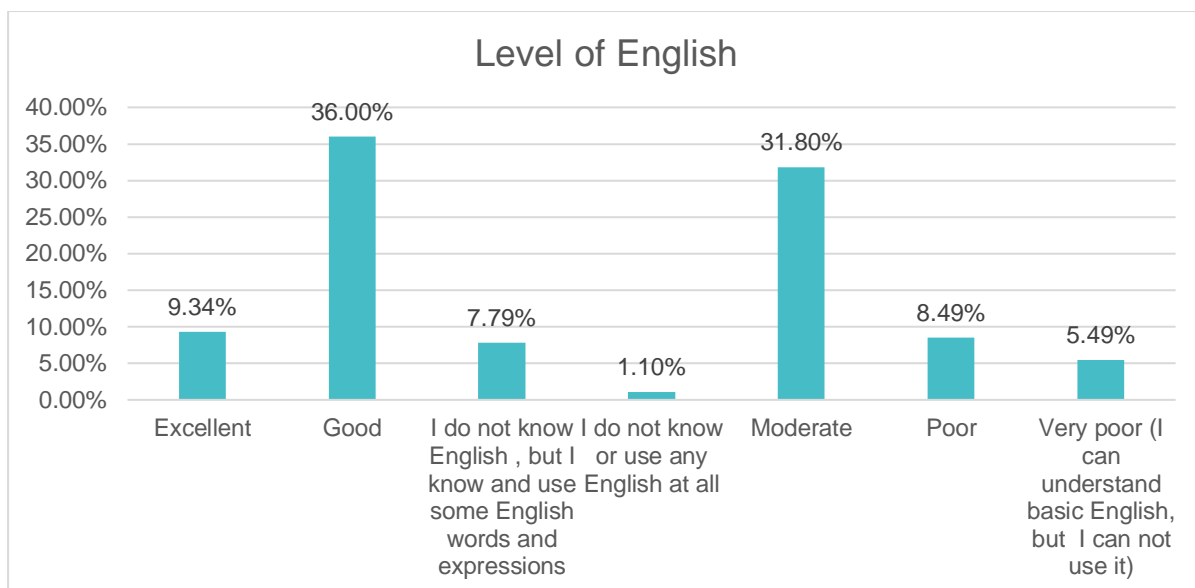


Figure 5.6.

Level of English

The graph of the sample level of English shows that 36% are good in English, 31,80% have a moderate level, 9,34% are excellent, 8,49% has poor English, 5,49% have very poor English yet they are able to understand some basics. Whereas 7,79% do not speak English but still use some of its words, and only 1,10% do not use any English at all

This results support the basis of this study, which is the use of English among the Algerian youth. As revealed here the majority uses English even if with varying degrees to the extent that those with no knowledge of the language use it. Consequently this is evidence of the growing use of English not only among its speakers, and as a second result it s clear here that the number of the users of English is quite high.

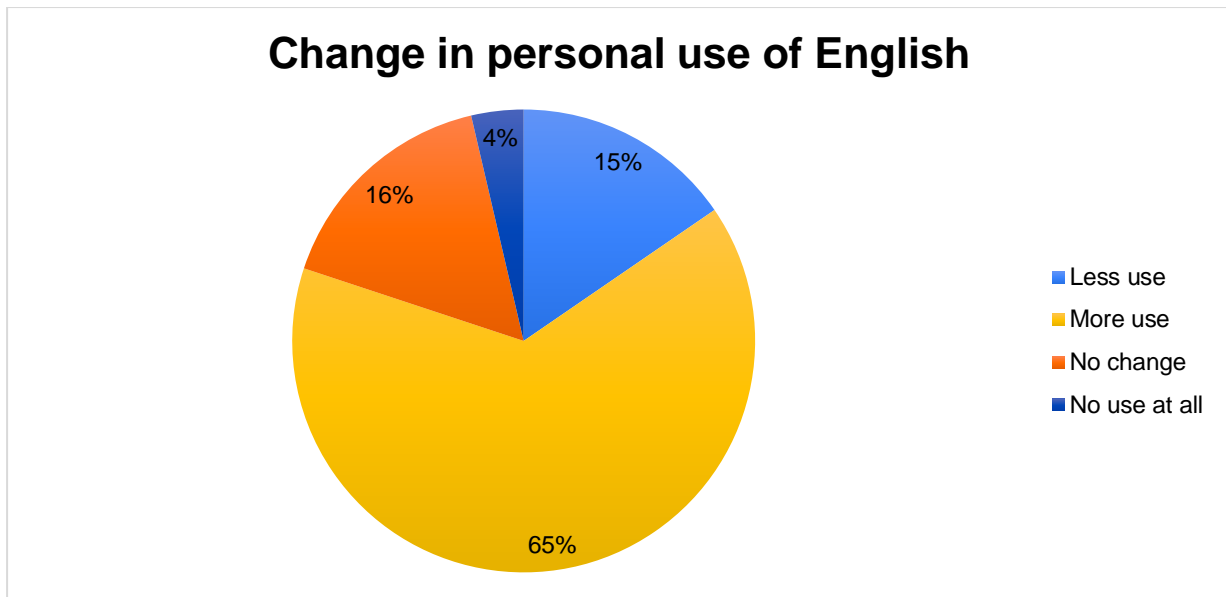


Figure 5.7.

Change in personal use of English (language, words, expressions) changed compared to previous years

According to the results of the personal change of English usage among respondents the over half of the answers, exactly 65% admit that they are using more English in the recent years, with 16% participant who did not notice any change. At the same time, 4% said that there is no use at all and this result is expected since 1.10% of respondents do not use it in the first place. On another perspective 15% of the answers show a reduced use. Regardless of all the most important result is that 81% are users of the language.

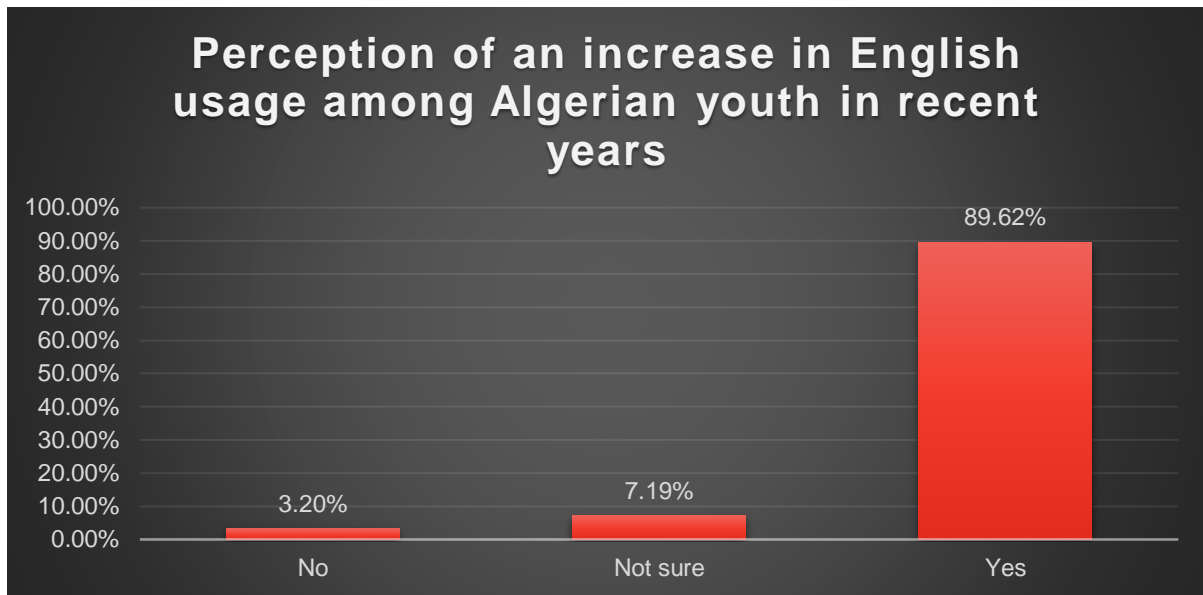


Figure 5.8.

Perception of increase in English usage among Algerian youth in recent years

The figure here directly and clearly reveals that 96% of the participants do notice and think that the increase of usage was noticed in the period between 2019 and 2025, while only a very insignificant percentage of 4% noticed this even before 2019.

The current outcomes validate the choice of the period of the study between 2019 and 2025 to investigate the growth of the phenomenon.

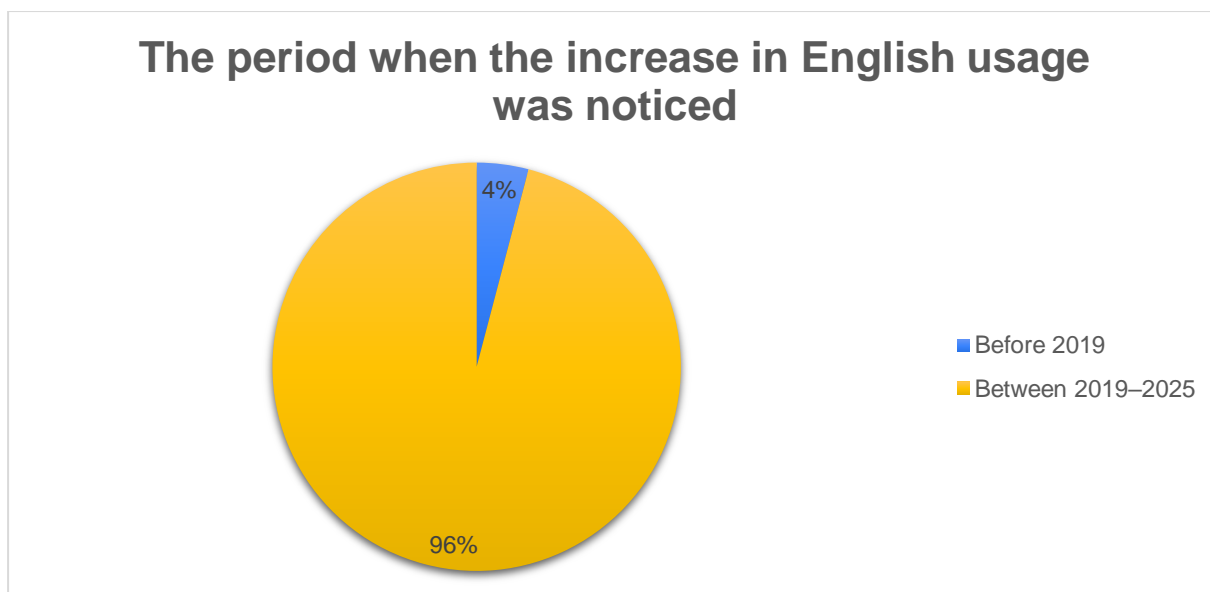


Figure 5.9.

The period when the increase in English usage was noticed

In this figure on the tendency to use English in response to its user during a conversation the participants admitted that for the great majority 86% it is a yes, if someone is speaking English, the listener is likely going to use some English or feel the urge to do so. However, 14% replied with no.

From these findings it is clear the there is a peer influence in relation to triggering a tendency to use English as it probably symbolizing something here.

Table5.6.

The situation where using or hearing English (even single words or expressions) fell expected or natural

In viral content and trends	1402(63,8%)
In romantic or flirtatious conversations	841(38,3%)
In expressing emotional support (e.g. the best..., keep going.... etc)	840(38,2%)

In complimenting or describing someone (e.g. cute, curly, cool, vintage, old money, clean)	1080(49,1%)
While posting or commenting on social media	1023(46,5%)
When insulting and swearing	617(28,1%)
While shopping	238(10,8%)
In work or in online jobs	932(42,4%)
In searching tutorials and academic content sources	827(37,6%)
Accessing personal intrests content (e.g. novels, movies, songs, anime, series, manga, manhwa ... etc)	1318(60%)

According to this table the most situation where English is used is the viral contents that was chosen for 1402 times, after it comes accessing personal interests as novels for 1318 time, then in complementing and describing that was chosen for 1080 times, and right after it for 1023 time in posting and commenting. In addition, there is for showing support with 840 time being chosen then in jobs and insulting with very close percentages, while the lowest is while shopping.

This results show that English exists highly not only in one area as most of the situations are very high in choice in dictating that its usage is very prominent in all of these situation t many of the youth which hint its extent of spread and impact.

Table 5.7.

The factors behind the phenomenon of youth increasing usage of English and its growth

The free time in the Covid19 period to be on social media and the rise of TikTOK	1024(46,6%)
The growing role of English in the Algerian educational language policy	752(34,2%)
The spread of gaming culture and simulations games (e.g. FreeFire, GTA5, Silent Hill2, Red Dead Redemption2)	1362(62%)
Globalisation	678(30,8%)
Youth desire to migrate, work, or study abroad	1389(63,2%)

Demands for English in the job market (employment opportunities) and for career development	1030(46,9%)
Access to global sources and communities	770(35%)
International entertainment and music	1085(49,4)

Based on the table there are five factors that are the highest and which are very close in the percentages, which mean that they are seen by the sample as factors that exist together and all have a great impact on its spread. Those five are first and as expected in the beginning of this research investigation it is the free time in COVID19 and the rise of TIKTOK and the demand for English in the job market, which is logical since it is the language dominating these fields. Besides also international entertainment and the spread of gaming culture, and the youth desire to migrate, work or study abroad. While the rest of the factors also show a significant impact, yet those are the most dominating.

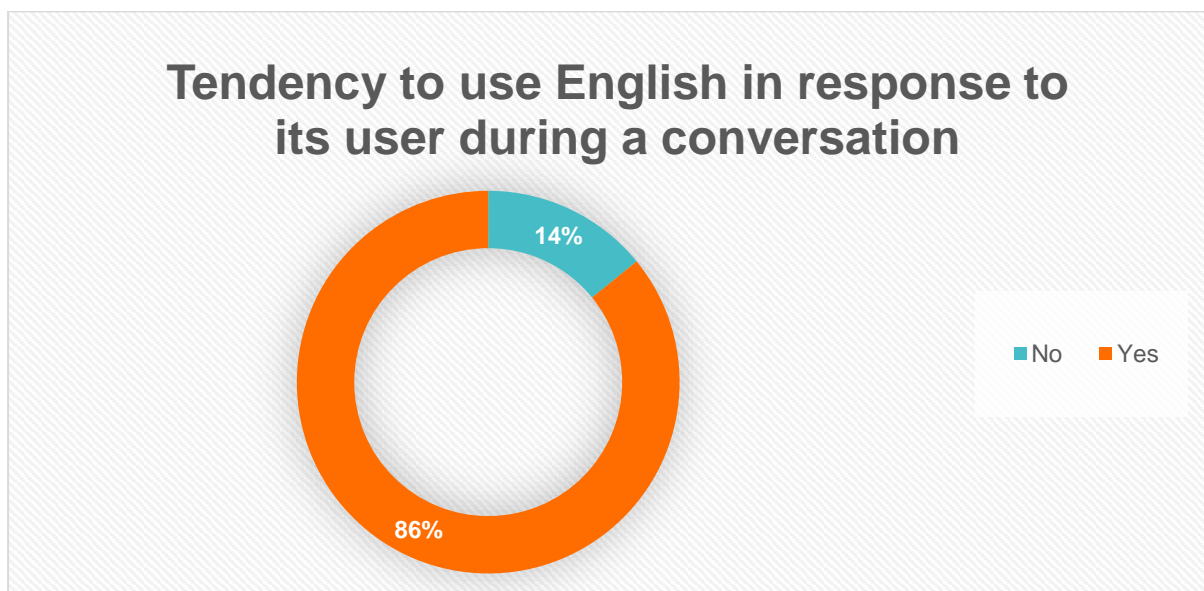


Figure 5.10.

Tendency to use English in response to its user during a conversation

In this figure on the tendency to use English in response to its user during a conversation the participants admitted that for the great majority 86% it is a yes, if someone is speaking English, the listener is likely going to use some English or feel the urge to do so. However, 14% replied with no.

From these findings it is clear there is a peer influence in relation to triggering a tendency to use English as it probably symbolizes something here.

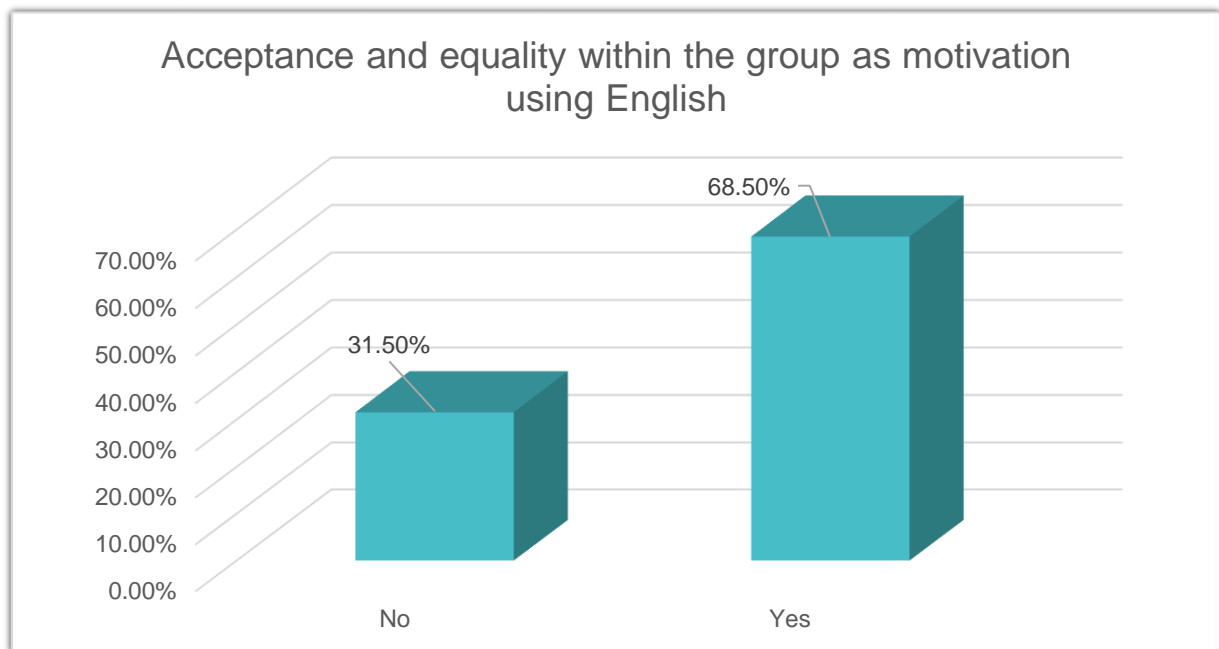


Figure 5.11.

Acceptance and equality within the group as motivation behind using English

Based on the bars 68,50% of participants believe that in a group that uses English a person tends to also use it to feel accepted or equal. While almost half of the other value a percentage of 31,50% do not think so and believe that this is not necessarily the case that motivates the use of English.

These outcomes strengthen the results of the previous question of the influence and how English using do have a symbolic power as something of prestige.

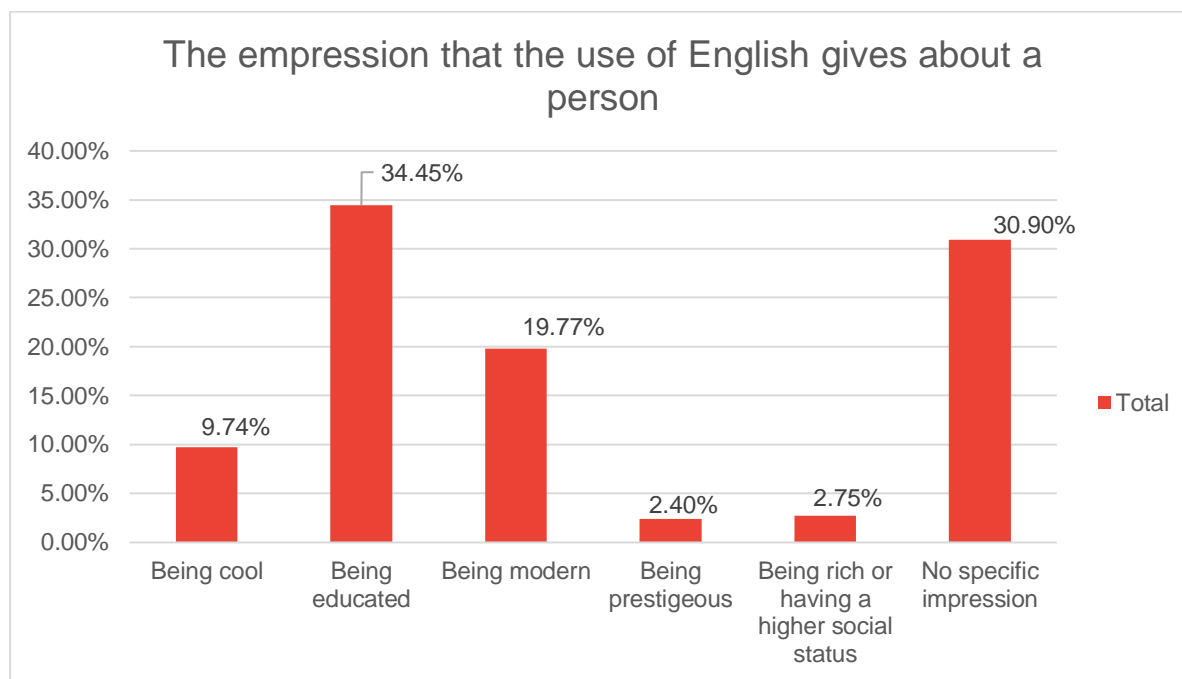


Figure 5.12.

The impression that the use of English gives about a person

As clearly visible in the graph a significant of 34,45% perceive its users as being educated, while 30,90% do not get any specific impression which is a good sign that the language is becoming more and more familiar to them just as French they accept and see its existence as a normal daily reality. The next significant number see its usage as being modern and a 9,74% as being cool. While very low percentages of 2,40% and 2,75% link its usage to the prestige and being rich or having social status.

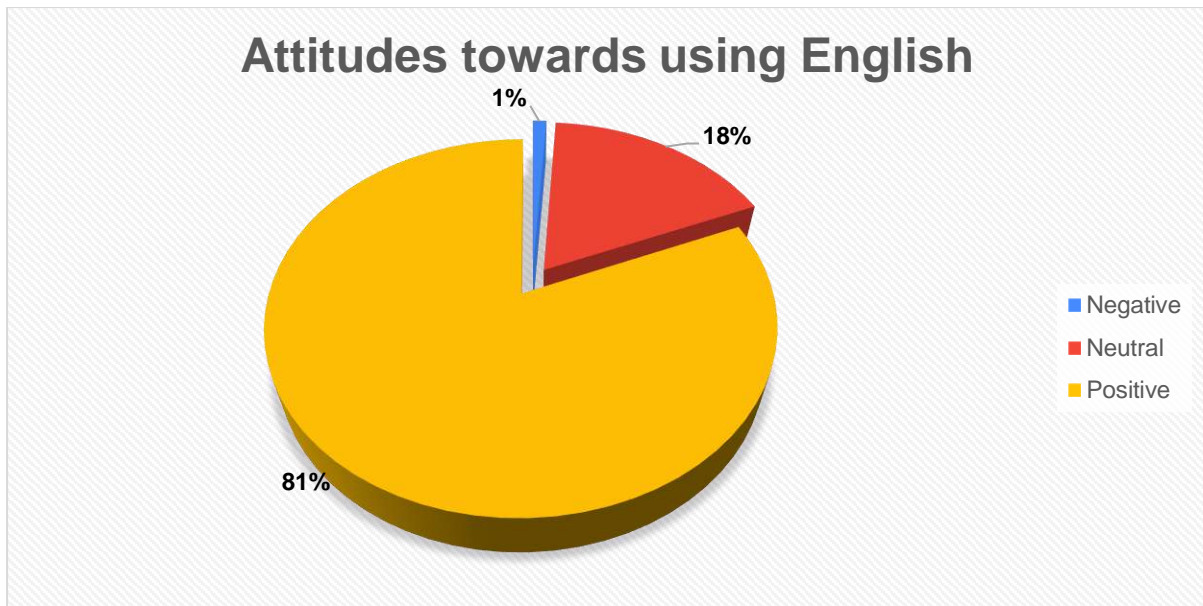


Figure 5.13.

Attitude towards using English

The results exhibit that 81% have positive attitudes towards using English and 18% are neutral about it, with only a very low insignificant 1% have negative attitudes.

Following these results, the Algerian youth hold a very positive attitudes towards English and thus its existence and growth have an optimistic chance of continuing.

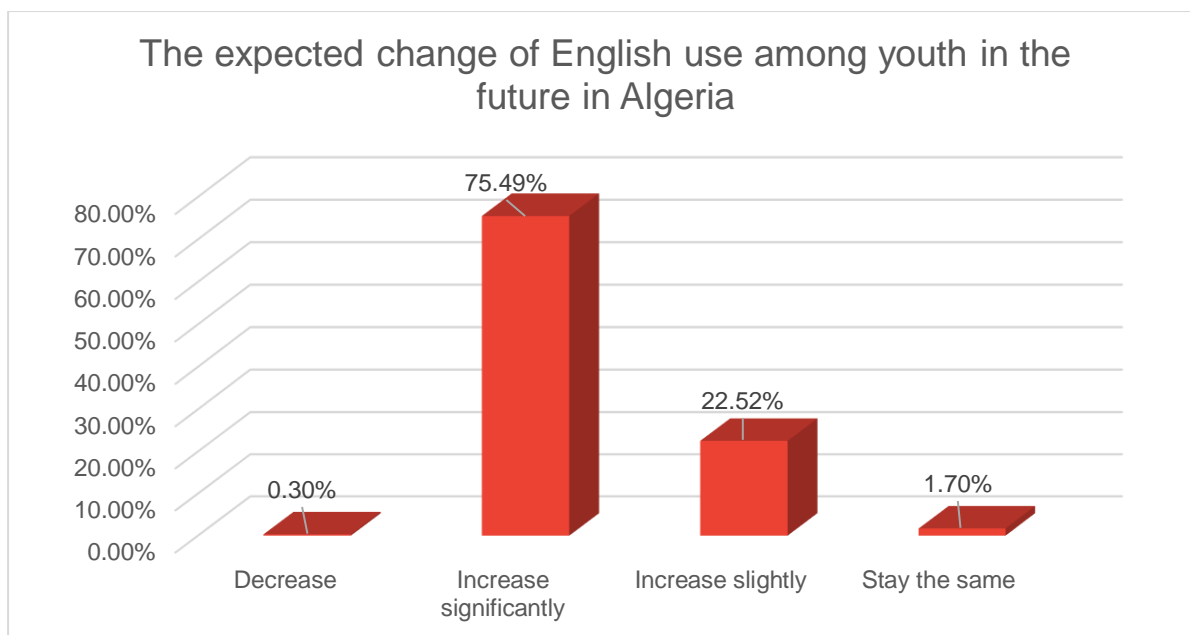


Figure 5.14.

The expected change of English use among youth in the future in Algeria

The outcomes as presented in the bars are mainly supporting and expecting an increase as to why 75,49% expect English to increase significantly and for 22,52% to increase slightly. Only a very none impactful percentage of 1,70% Believe it will stay the same and a tiny 0,30% said it will decrease. As observed those results goes hand in hand with the previous results on attitudes.

5.3.2. Open-ended question thematic analysis

The perceptions about the future of English of Algeria

Since the question is open, it made it easier for the participants to freely and uniquely express themselves and their believes. The question that was not put forcefully succeeded in obtaining some valuable insights regarding English in Algeria and how it is related to the youth and their culture. Among 2003 people, a number of 1046 all voluntarily answered the open-ended question, and since the number is already above the half, then it is representative as a qualitative

data. The responses can be categorized as under four big themes, which are related to education, jobs opportunities, comparison with French, and attitudes and emotions towards English. Many participants expressed how English is important to their studies especially in the field of Technology and at the universities. Besides, highlighting how many of the research papers are in English. Subsequently, it is seen here that the youth are aware that English has dominance over access to knowledge globally and a necessity for higher education prosperity. In fact, those results goes hand in hand with the current universities policies related to the use and integration of English. Respondents associate English with employment and the international chances as many has the desire to leave the country for better chances as already seen in the previous questions. Thus, here English functions as an advantage since English takes the role of a linguistic capital over the majority of spheres for its user English is viewed as an advantage in securing better jobs. Thus, the characteristic of English as a linguistic capital supports the spread of English in Algeria. Due to the global status of English, it is repeatedly compared to French, with English being on the positive side and related to English while French cannot free itself from the colonial history. Consequently, those positive attitudes reveals the set of positive attitudes that supports the adoption of English smoothly with minimum resistance. In conclusion, the accumulation of these overall common visions as in the views related to jobs and education trigger the motivation of the respondents due to their direct relation with the participants' hierarchy of needs. Basically, English receives a very positive attitude from the respondents, and its global roles are already present in Algeria and shaping its spread in the country level and thus the linguistic one, which is affected simultaneously.

5.4. Triangulation and Discussion of the Results

Through looking at the results of the questionnaire and the corpus, it is impossible not to notice how the results align together largely. Where each results are complementing the others or explaining them. The rise in the AGR is supported by the respondents' observation

to an increase in using English alongside the results of the levels where most use it even if barely and without any basic. Thus, the growth of English is a fact. Furthermore, the positive attitudes expressed and the optimistic views and opinions of the youth towards not only the existence but also the future about the growth of English empowers the forecasting of the AGR from 2026–2031 and makes it more stable. The collection of these results reveal that the number of the growth rate and the forecast are not just accidental numbers, but in reality, it reflects the youth perceptions, needs, and behaviors

Through accumulating those results with chapter three circumstances in Algeria from changes that support English in the educational system, the LMD system. Or the public choice of using English on products and buildings, or even the attempts of the country to reach an openness to the world's job market or knowledge. All evidence support the existence and smooth growth of English that is not as loud, but it is firstly accepted and not resisted unlike French based on the study qualitative thematic analysis. Then secondly, it is welcomed due to the benefits it will grant just as described like the English Pax at the beginning of this research paper. Consequently, those results confirm the first hypothesis strongly through giving the growth rate of English usage among the youth with actual numbers with an average annual growth rate with 0,23%. That hypothesis is even more confirmed by the youth admitting the change from 2019 and up to this year 2025. Further, it is noticed that since English is spreading among the youth, having the power for urging someone to use it when the speaker in front of him does tell that English do have a symbolic meaning in this situation. Thus if this is linked with the results regarding how the speakers of English seem to the youth than this symbol is of prestige for beautiful characteristics as being educated, modern, and cool. Moreover, based on the questionnaire answers, it is observable that English now has its power as a linguistic capital present and influencing the Algerian youth. This influence is due to the fact that this linguistic capital is affecting the youth very sensitively, and this is by having some effect or control over

the youth needs as presented by Maslow's need hierarchy. This is drastically supported by how the multiple answers question on the factors that the Algerian youth believe that because of them English is growing an exact four answers rose together highly, with almost the same times of choices. Those are (education, job, migration, gaming) , and then global access which is a bit lower, and those 4 are connected directly to the first few most important needs for a human and which motivates him to certain things, and the thing here is the welcomed adoption of English. Thus, this now confirms and proves the second hypothesis on the factors through adding this impact on the needs, which turns into drivers with the answer of the coming question on the factors. Where, the pandemic of COVID19 is added to the mix.

Finally, the confirmation of the two first hypothesis with the accumulation of the results of the questionnaire and the corpus as presented and linked here. Aligned with the aim of Algeria towards prosperity by embracing English as a tool or a key to ease the road. With finally the great support that the English spread has due to its global state with all its outcomes from being a linguistic capital, its prestige, symbolic power that is strengthened by its dominance over spheres. Well, all comes together to validate and confirm the third hypothesis and even forecast a value in 2031 with the bar minimum in case of all these factors going down , with a value for stability, and the increasement. To prove that the growth up to 2031 will still be going as the collectiveness of all these circumstances and attitudes make it impossible to not be, even if the factors changed than as seen in this table below. All the three possible scenarios or even the two as hypothesized for stability(as the most expected and supported by numbers) and decreasement, where the increasement scenario is avoided to focus on the fact that even with the decreasing factors a value or growth still exists with 4,24%, since in this cased it is slower but not disappearing

Table 5.8.

The forecast's scenarios derivation and GR positioning within scale

	Formula	RESULTES
Total growth 2019-2025	$[(4.30-4.24)/4.24]*100$	1.42%
Forecast 2025-2031 (6years) Stable CAGR	$4.30*(1+0.00234)^6$	4;36
Percentage increasement	$4.30*(1+0.0142)$	4.36
Percentage decreasement	$4.30*(1-0.0142)$	4.24

5.5. Limitations of the Study

While carrying out this research, many constraints were faced. Even though this work was submitted in September, the main constraint was the limited time. The time pressure was caused by the long process of the corpus data collection. This time limit also prevented from doing different already planned types of analysis as the multiple linear forecast and the confidence interval, and just stuck to the GR and linear forecasting. Another limitation is related to the instrument of the corpus that is the data noise caused by the false positive results and the different short-timed social trends. Furthermore, the collection of large data and seeking the confirmation from professionals, or the help of influencers requires funding to this type of work.

5.6. Suggestions and Recommendations

Based on this research findings and due to the limitation of time that prohibited investigation all the possible correlations between the growth of English and other factors as the content creator usage of English and the contexts effect as two main influencers, further research is suggested. The suggested research could investigate those correlations as by collecting these data a certain relations where observable and thus reinvestigating those two

factors is very important, and will likely present valuable data about the subject. This suggestion is supported by two results from the above questionnaire analysis. Furthermore, it is recommended to instead of using written natural speech to attempt for actual spoken speech, in order to capture the real usage of English lively. Moreover, using different approaches on the topic would be a great idea for discovering new angles on this topic as seeing it among older generations than the youth or children, thus providing a wider vision on how the growth is not just to what extent.

5.7. Conclusion

This research demonstrated the changes of English in Algeria and Especially among the youth generation. With analyzing the previous growth between 2019 and 2025 to see later the forecasting of the growth rate up to the year 2031 with significant trust. This analysis and forecasting are supported by the visions and attitude soft e Algerian youth from different parts of the country. This research investigated a current linguistic change within dynamic sociolinguistic conditions. Finally, this work results do not only show a linguistic change but also a youth identity impact on Algeria and its change to fit in with the world new demands naturally.

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Appendices

Appendix A:

The policy decision of English joining all Algerian universities' official documents headings following the orders of the minister of higher education at the time Tayeb Bouzid



Appendix B:

The table list of the new fifteen academic tracks for the year (2024–2025) to acquire a double degree, retrieved from the Ministry of Higher Education and Scientific Research official website under the title “Guide nouveau bachelier 2023”.

Note: the table cells with blue dots are the tracks with English, even though one is saying foreign languages not English but after investigating in fact it is English also.

	حقوق + اعلام ألي	GC0LAN01
	● علوم التسيير + لغة إنجليزية ●	FH0LAN01
	اعلام ألي + علوم التسيير	CF0LAN02
	● أداب ولغات أجنبية + محاسبة وعلوم مالية ●	HF0LAN01
	اعلام ألي + ألية	CA0LAN01
	حقوق + علوم سياسية	GG0LAN01
نة	رياضيات تطبيقية + علوم اقتصادية	CF0LAN03
ظ	حقوق + علوم مالية ومحاسبة	GF0LAN01
نة	رياضيات تطبيقية + علوم اقتصادية	CF0LAN04
ظ	اعلام ألي + حقوق	GC0LAN02
	اعلام ألي + علوم الاقتصادية	CF0LAN05
	هندسة معمارية + علوم اجتماعية - علم الاجتماع	NI0LAN01
	اعلام ألي + علوم الإعلام والاتصال	IC0LAN01
	● لغة إنجليزية + علوم سياسية ●	HG0LAN01
	علوم الاقتصادية + علوم الإعلام والاتصال	IF0LAN01

Appendix C:

The original English Questionnaire

The Evolution of English Usage Among Algerian Youth: Analyzing (2019-2025) and Forecasting (2025-2031) Growth, and Identifying Driving Factors

Please take a moment to complete this questionnaire. It is part of a research study conducted at Belhadj Bouchaib University in Ain Temouchent. This research aims to analyze the growth rate of English usage among Algerian youth, discover the factors leading to this phenomenon, and attempt to forecast through data-based calculations, the extent of the growth rate it will reach by 2031 within a scale.

For the sake of achieving those aims your participation is highly valuable to us, We kindly hope you consider much honesty and thought in the answers

Note: your responses are completely anonymous, and the first three questions are used only for statistical purposes (age, gender, state) to ensure demographic variability and detecting any significant trends. Your answers will be used solely for academic research.

Thank you for your collaboration and for the time you devoted to answer the questionnaire.

Age

- Below 15**
- 15**
- 16**
- 17**
- 18**
- 19**

- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- Above 29

Gender

- Male
- Female

Which state do you come from

- Adrar
- Echlef
- Laghouat
- Oum El Bouaghi
- Batna
- Béjaia
- Biskra
- Béchar

- Bouira
- Tamanrasset
- Tébessa
- Tiaret
- Tizi Ouzou
- Algiers(Alger)
- Djelfa
- Jijel
- Sétif
- Saida
- Skikda
- Sidi Bel Abbés
- Annaba
- Guelma
- Constantine
- Médéa
- Mostaganem
- M'Sila
- Mascara
- Ouargla
- Oran
- El Bayadh
- Illizi
- Borj Bou Arreridj
- Boumerdés

- El Tarf
- Tindouf
- Tissemsilt
- El Oued
- Khenchela
- Souk Ahras
- Tipaza
- Mila
- Ain Defla
- Naama
- Ain Témouchant
- Ghardaia
- Relizane
- Timimoun
- Bordj Badji Mokhtar
- Ouled Djellal
- Béni Abbés
- In Salah
- In Guezzam
- Touggourt
- Djanet
- El M'Ghair
- El Mania

How would you describe your level of English?

- Excellent

- Good
- Moderate
- Poor
- Very poor (I can understand basic English, but I can not use it)
- I do not know English , but I know and use some English words and expressions
- I do not know or use any English at all

How has your personal use of English (language, words, expressions) changed compared to previous years?

- More use
- No change
- Less use
- No use at all

Have you noticed an increase in English usage among Algerian youth in recent years?

- Yes
- No
- Not sure

If yes, when did you start noticing this increase?

- Between 2019–2025
- Before 2019

In which of the following situations does using or hearing English (even single words or expressions) feel expected or natural? (you can choose multiple answers)

- In viral content and trends
- In romantic or flirtatious conversations

- In expressing emotional support (e.g. the best..., keep going.... etc)
- In complimenting or describing someone (e.g. cute, curly, cool, vintage, old money, clean)
- While posting or commenting on social media
- When insulting and swearing
- While shopping
- In work or in online jobs
- In searching tutorials and academic content sources
- Accessing personal interests content (e.g. novels, movies, songs, anime, series, manga, manhwa ... etc)

In your opinion, in which contexts English is used more frequently? (you can choose multiple answers)

- Entertainment: music, movies, fandoms, animations as anime, comics, manga, webtoons, manhwa
- Gaming
- Humorous content: memes, humor videos
- Education and academic life
- Beauty/ self and skin care/ fashion
- Fitness and sports (as in body building)
- Technology
- Business
- Talking about relationships: dating, crushes, bestfriends
- Popular young influencers vlogs and content

What are the factors behind the phenomenon of youth increasing usage of English and its growth? (you can choose multiple answers)

- The free time in the Covid19 period to be on social media and the rise of TikTOK
- The growing role of English in the Algerian educational language policy
- The spread of gaming culture and simulations games (e.g. FreeFire, GTA5, Silent Hill2, Red Dead Redemption2)
- Globalisation
- Youth desire to migrate, work, or study abroad
- Demands for English in the job market (employment opportunities) and for career development
- Access to global sources and communities
- International entertainment and music

During a conversation between two people, if one uses English (or some English words), do you think the other person will also tend to use more English

- Yes
- No

If yes, do they behave this way to feel accepted and equal within the group?

- Yes
- No

What impression does the use of English give about a person?

- Being educated
- Being modern
- Being prestigious
- Being rich or having a higher social status
- Being cool

- No specific impression

What is your attitude towards using English?

- Positive
- Neutral
- Negative

In your opinion, how will the use of English among the youth change in the future in Algeria?

- Increase significantly
- Increase slightly
- Stay the same
- Decrease

How do you see the future of English in Algeria? (you may submit without answering this question)

Appendix D:

The Arabic Questionnaire (the version distributed to the participants)

تطور استخدام اللغة الإنجليزية بين الشباب الجزائري: تحليل النمو بين (2019-2025) وتوقع النمو بين (2025-2031)، وتحديد العوامل المؤثرة

يرجى تخصيص لحظة من وقتك لملء هذا الاستبيان. يُعد هذا جزءاً من دراسة بحثية تُجرى في جامعة بلحاج بوشعيب بعين تموشنت. يهدف هذا البحث إلى تحليل معدل نمو استخدام اللغة الإنجليزية بين الشباب الجزائري، واكتشاف العوامل المؤدية إلى هذه الظاهرة، ومحاولة التنبؤ - من خلال حسابات معتمدة على البيانات - بالمستوى الذي قد يصل إليه معدل النمو بحلول سنة 2031 ضمن مقياس

ومن أجل تحقيق هذه الأهداف، فإن مشاركتك قيمة للغاية بالنسبة لنا. نرجو منك بكل لطف أن تتحلى بأقصى درجات الصدق والتفكير عند الإجابة على الأسئلة.

ملاحظة: إجاباتك مجهولة تمامًا، والأسئلة الثلاثة الأولى تُستخدم فقط لأغراض إحصائية (العمر، الجنس، الولاية) لضمان التنوع الديموغرافي والكشف عن أي اتجاهات ذات دلالة. سيتم استخدام إجاباتك لأغراض البحث الأكاديمي فقط.

شكرًا لتعاونك وللوقت الذي خصصته للإجابة على هذا الاستبيان.

العمر

○ تحت 15

○ 15

○ 16

○ 17

○ 18

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○ 23

○ 24

○ 25

○ 26

○ 27

○ 28

29 ○

اكبر من 29 ○

الجنس

ذكر ○

أنثى ○

من اي ولاية تتحدر؟

Adrar ○

Chlef ○

Laghouat ○

Oum El Bouaghi ○

Batna ○

Béjaia ○

Biskra ○

Béchar ○

Bouira ○

Tamanrasset ○

Tébessa ○

Tiaret ○

Tizi Ouzou ○

Algiers(Alger) ○

Djelfa ○

Jijel ○

Sétif ○

Saida ○

- Skikda ○
- Sidi Bel Abbés ○
- Annaba ○
- Guelma ○
- Constantine ○
- Médéa ○
- Mostaganem ○
- M'Sila ○
- Mascara ○
- Ouargla ○
- Oran ○
- El Bayadh ○
- Illizi ○
- Borj Bou Arreridj ○
- Boumerdés ○
- El Tarf ○
- Tindouf ○
- Tissemsilt ○
- El Oued ○
- Khenchela ○
- Souk Ahras ○
- Tipaza ○
- Mila ○
- Ain Defla ○
- Naama ○

- Ain Témouchant ○
- Ghardaia ○
- Relizane ○
- Timimoun ○
- Bordj Badji Mokhtar ○
- Ouled Djellal ○
- Béni Abbés ○
- In Salah ○
- In Guezzam ○
- Touggourt ○
- Djanet ○
- El M'Ghair ○
- El Menia ○

كيف تصف مستواك في اللغة الإنجليزية؟

- ممتاز ○
- جيد ○
- متوسط ○
- ضعيف ○
- ضعيف جداً أفهم أساسيات او بعض اللغة الإنجليزية، لكن لا أستطيع استخدامها ○
- لا أعرف اللغة الإنجليزية، لكنني أعرف وأستخدم بعض الكلمات والتعبير الإنجليزية ○

○ لا أعرف ولا أستخدم اللغة الإنجليزية إطلاقاً

كيف تغير استخدامك الشخصي للغة الإنجليزية (اللغة، الكلمات، التعبيرات) مقارنةً بالسنوات السابقة؟

○ استخدام أكثر

○ لم يتغير

○ استخدام أقل

○ لا أستخدمها إطلاقاً

هل لاحظت زيادة في استخدام اللغة الإنجليزية بين الشباب الجزائري في السنوات الأخيرة؟

○ نعم

○ لا

○ لست متأكدًا

إذا كانت الإجابة نعم، فمتى بدأت تلاحظ هذه الزيادة؟

○ بين 2019–2025

○ قبل 2019

في أي من الحالات التالية يُعتبر استخدام أو سماع اللغة الإنجليزية حتى لو مجرد كلمات أو تعابير طبيعيًا أو متوقعًا؟

يمكنك اختيار عدة إجابات

○ في المحتوى الرائج والصيحات trends

○ في المحادثات الرومانسية أو الغزل love, crush

○ عند التعبير عن الدعم مثلاً... keep going..., the best... :

○ عند المجاملة أو وصف شخص مثلاً clean, old money, vintage, cool, curly, cute :

○ أثناء النشر أو التعليق على وسائل التواصل الاجتماعي

○ عند السبّ والشتيم damm, F word

○ أثناء التسوق

○ في العمل أو الوظائف عبر الإنترنت

- أثناء البحث عن شروحات ومصادر أكاديمية
- عند الوصول إلى محتوى الاهتمامات الشخصية مثل الروايات، الأفلام، الأغاني، الأنمي، المسلسلات، المانغا، المانهوا... إلخ

في رأيك، في أي السياقات يُستخدم فيها الإنجليزية بشكل متكرر؟ يمكنك اختيار عدة إجابات

- الترفيه: الموسيقى، الأفلام، مجتمعات المعجبين، الرسوم المتحركة مثل الأنمي، الكوميك، المانغا، الويبتون، المانهوا
- الألعاب الإلكترونية
- المحتوى الفكاهي: الميمز، مقاطع الفيديو المضحكة
- التعليم والحياة الأكاديمية
- الجمال/العناية الشخصية والبشرة/الموضة
- اللياقة البدنية والرياضة مثل كمال الأجسام
- التكنولوجيا
- الأعمال
- الحديث عن العلاقات: المواعدة، الإعجاب، الأصدقاء المقربون dating, crush, best friend
- محتوى ومدونات المؤثرين الشباب المشهورين

ما هي العوامل وراء ظاهرة تزايد استخدام اللغة الإنجليزية من قبل الشباب ونموها؟ يمكنك اختيار عدة إجابات

- الوقت الحر في فترة كوفيد19 وقضاء الوقت على وسائل التواصل الاجتماعي وصعود تيك توك
- الدور المتنامي للغة الإنجليزية في السياسة اللغوية التعليمية في الجزائر تعليمها في الابتدائي
- انتشار ثقافة الألعاب وألعاب المحاكاة مثل FreeFire، GTA5، Silent Hill2، Red Dead Redemption2
- العولمة
- رغبة الشباب في الهجرة أو العمل أو الدراسة بالخارج
- المتطلبات المتعلقة باللغة الإنجليزية في سوق العمل (فرص العمل) ولتطوير المسار المهني
- الوصول إلى المصادر والمجتمعات العالمية (community)

○ الترفيه والموسيقى العالمية و الروايات

أثناء محادثة بين شخصين، إذا استخدم أحدهما اللغة الإنجليزية (أو بعض الكلمات الإنجليزية)، هل تعتقد أن الشخص

الآخر سيميل أيضاً إلى استخدام المزيد من الإنجليزية؟

○ نعم

○ لا

إذا كانت الإجابة نعم، فهل يتصرف بهذه الطريقة ليشعر بالقبول والمساواة داخل المجموعة؟

○ نعم

○ لا

ما الانطباع الذي يتركه استخدام اللغة الإنجليزية عن الشخص؟

○ متقف

○ عصري

○ مرموق

○ ثري أو ذو مكانة اجتماعية أعلى

○ "كول" رائع

○ لا يترك أي انطباع محدد

ما موقفك تجاه استخدام اللغة الإنجليزية؟

○ إيجابي

○ محايد

○ سلبي

في رأيك، كيف سيتغير استخدام اللغة الإنجليزية بين الشباب في الجزائر مستقبلاً؟

○ سيزداد بشكل كبير

○ سيزداد قليلاً

○ سيبقى كما هو

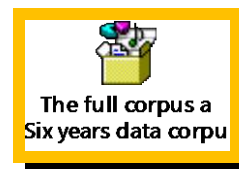
كيف ترى مستقبل اللغة الإنجليزية في الجزائر؟ يمكنك إرسال النموذج دون الإجابة على هذا السؤال

Appendix E:

The full corpus of the Algerian youth linguistic data across six years between July2019–June2025.

The following is a documentation and simple guide for the corpus:

The corpus presented here and that is used in this study consists of a longitudinal linguistic data of Algerian youth speech collected from public comments. The compressed file below contains a big file entitled “The full corpus a Six years data corpus 2019–2025”, this file has six files with each one representing a year of data named as “July 2019–June 2020 / July 2020–June 2021 / July 2021–June 2022 / July 2022–June 2023 / July 2023–June 2024 / July 2024–June 2025”. In addition, each file contains twelve files, a file for each month of the year of the files named for example July2019 ... March2020 ... June2020. Thus, the six files together contains 72 files. Subsequently each file contains different number of files depending on the used sources where the number is always as $8 \leq X \leq 19$ between eight and nineteen. Accordingly, the 72 files together contain exactly 845 txt files, with a total of 540000 comments where each month equally contributes with 7500 comments. Consequently, the total number of words makes the big file a large 4239676 words corpus. It is important to highlight that each file of every source is named using its metadata to facilitate its recognition and analysis. Below is the corpus as a compressed zip file.



Click twice here inside the rectangular to open the corpus.zip file

Appendix F:

The corpus metadata table (all details, variable, and counts)

The coming compressed file of excel tables contains all detailed metadata related to the corpus. It has three excel files with each having multiple open sheets within them. The files are expressed as tables, and the files titles are Monthly English usage, Monthly distribution of the sample' sources contribution to the corpus, English usage' thematic context patterns.



Click here inside this rectangular to open the corpus metadata files

