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Foreign Languages Rivalry in the Algerian Higher Education: English vs French Among Master 2 Students in Science and Technology Faculty, Adrar University, as a Case

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Dedication

To my beloved father, dear brother and sisters.

To the woman who raised me__

To the strongest woman I know

My mother

I will always be grateful for all the support and love you gave me

This work would have never been done without you

Abstract

Language rivalry is a predominant phenomenon in Algeria. At Adrar university, master two students of Science and Technology faculty have the right to choose between French or English to write their dissertations. Recently, students have opted for English to write their research papers despite the fact that they take their classes in French. Therefore, the present research aims at understanding the rivalry between French and English in the faculty of science and technology at Ahmed Draia University in Adrar. It is also an attempt to shed light on foreign languages use in higher education. In order to collect data, two questionnaires were used; one for students and the other for teachers.

Keywords: Language Rivalry, English Language, French Language, Medium of Instruction, Higher Education, Scientific Research, Teaching, Adrar University, Master Dissertation

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Lists of Abbreviations

LPP: Language Planning and Policy

CA: Classical Arabic

MSA: Modern Standard Arabic

AA: Algerian Arabic

MCS: Mathematics and Computer Sciences

MS: Matter Sciences

EFL: English as a Foreign Language

MOI: Medium of Instruction

General Introduction

After the end of the French colonization in North Africa, which lasted for 132 years, Algeria faced a complex linguistic situation. This African country is statistically the second largest French speaking country after France. French is recognised as the first foreign language, taught in primary school and used as a medium of instruction in higher education especially in scientific disciplines, as well as in formal documents.

English, being the language of science, a lingua franca, and a language without a political past with Algeria is getting more appreciation and demand since 2000s by Algerians. It is recognised as the second foreign language in the country. The spread of English in the former French colony threatened the status of the French language. This threat resulted in a language conflict, referred to as "Rivalry". This rivalry resulted in attempts of displacing French with English twice, the first one was in 1993, when Algeria tried to replace French by English in the primary cycle. The other attempt was made in 2019 at the level of university.

The rivalry between these two languages can be understood better when focusing on educational systems and institutions. In the Algerian universities, master two students of Science and Technology faculties have the right to choose between French or English languages to write their dissertations. For the past 8 years, students opt for English to write their research papers despite the fact that they take their classes in French. Therefore, and since there were barely any works done on this topic, this research aims at investigating the English-French rivalry in Ahmed Draia University of Adrar, especially in the Science and Technology Faculty. In this regard, we attempt to answer the following questions:

- What are students' and teachers' attitudes towards French and English in terms of language as a medium of instruction?

- Will English eventually replace French in the Algerian university?

As this dissertation describes the language competition in the Algerian academic setting, the following hypotheses are suggested:

- The first hypothesis proposes that students and teachers/researchers have a positive attitude towards English, because they are aware of the present-day scientific reality.

- The second hypothesis suggests that French will eventually be replaced by English in Science and Technology Faculty in Algeria.

Taking into account the descriptive nature of this research, the above hypotheses are examined in three main chapters. The first chapter serves as an introductory overview about what is language rivalry. It also provides general facts about the status of English on a universal level. The second chapter introduces the Algerian linguistic landscape and the foreign languages use in education. In addition to that, it exposes the English-French competition and some language in-education policies. The third and final chapter is dedicated to the methodology used, the quantitative analysis and interpretation of the results.

Chapter One

An Introductory Overview

I.1 **Introduction:**

Language is always seen as the principal means of communication and a simple way to deliver messages. But language is more than just a means of communication; it is a social action and function to express thoughts and ideas. Language is vital that it can create conflicts or solve them.

Chapter one reports briefly on how and why English today is an international language and why it is so important to Academia as a language of science. As well as, what language rivalry is in general. This chapter serves as a general background for chapter two that will discuss the case of Algeria in particular.

I.2 **Language Rivalry:**

Since the Age of Discovery and European explorations, people have experienced contact especially through language. Contact between people happened in many ways, mainly through colonization. "Linguistically conflict between different ethnic groups often results from language contact. Problems viewed as political, economic or sociological in nature are often actually rooted in linguistic conflict" (Nelde, 2010). The term linguistic conflict appears when two linguistically different groups coexist in the same organizational state. "Conflict is present when two or more parties perceive that their interests are incompatible, express hostile attitudes, or...pursue their interests through actions that damage the other parties...Interests can diverge in many ways: Over resources, over power, over identity, over status and over values" (CAII, 1997 in Benrabah, 2013). However, things are different for language rivalry. According to Merriam Webster dictionary, the term rivalry means competition for the same objective. For example, according to Benrabah (2013), Batenburg (1997) and Gadelii (1999), language competition between French and English appears in many countries like Algeria, Tunisia and Lebanon respectively. Its objective is

the language as a medium of instruction or as a second language of a country (or the first foreign language in the case of Algeria). In this sense, Tahar Zaboot describes the relation of French vis-à-vis English in Algeria as a pseudo 'rivalry' (Zaboot, 2007 in Benrabah, 2013). These countries were colonized by France and had no direct contact with the Anglo-Saxons. Of course, language is a spoil of war. For this reason, French has a status in all these countries. The spread of English as an international language due to globalization, technology and internet, created a virtual contact with the French language that threatened its existence. This contact called for a rivalry. For instance, we cannot see such cases in Egypt, India and other countries colonized by the British Empire because English is already there.

In this sense, language rivalry can be defined as the competition between a lingua franca, English in this case, and the language of the ex-colonizer in a particular country, for example, like French in Algeria, for the sake of being the second language of the country or the language of instruction.

I.3 **The English Language Status:**

For global communication, using an international language or a lingua franca is the best and easiest way. The term lingua franca describes a language that is used by people who do not speak the same native language. UNESCO defined lingua franca in 1953 as "a language which is used habitually by people whose mother tongues are different in order to facilitate communication between them" (Barotchi, 1994 in Fiedler, 2011). The English language has spread in a way that its native speakers are outnumbered by its non-native speakers, as Barbara Seidlhofer puts it "Only one fourth of all English users worldwide are native speakers, and most non-native speakers using English do so in the absence of native speakers" (2013).

English is the leading language of international discourse in the 21st century. As a result, it is taught as the second language in most parts around the world. This section will inspect how English has became an international language.

I.3.1 Globalization:

Globalization has had and will continue to have effects on many aspects of society including language (Steger, 2003). One of the major fields that globalization impacts is commerce. Markets around the world are interconnected, and the same goods can be found everywhere. Globalization describes the collective community shared between people all over the world. Furthermore, it has created standards in economics, politics, business and trade. According to [1]Steger, globalization can be defined as "the interconnections of global economic, political, cultural and environmental processes that continually transform present conditions" (2013). These interconnections and connectivity are mainly governed by the USA via world organizations and economic institutions such as the World Trade Organization (WTO), the World Bank and many others. These organizations paved the way to the spread and dominance of the cultural and linguistic aspects. In addition to these organizations and institutions, the emergence of globalization and widespread of the English language lies in the continuous development and improvement of technology and the major use of mobile phones and internet. Internet is "perhaps the most visible aspect of globalization and in many ways its driving force" (Borcuch, 2012). One major consequence of globalization is the increased spread and interconnectedness of languages, in particular the English language (Crystal, 2000). English became the language of economics and technology and it is called a lingua franca.

English is a world language that plays a critical role in economics, science and education due to globalization and other factors like technological development and constant change.

I.4 **Languages of Science:**

What is the language of science? If this question was asked everywhere at universities in the world, on would guess that English will be the answer, with an estimated 98% of publications being written in this language (The Language of Science, 2016). As it was asked by the researcher Muthuvairavasamy Ramkumar, in one of the largest professional networks for researchers and scientists, [2]ResearchGate, "Is English the language of science?" the answers varied, however 34 out of 34 answers agreed on English being the means for transmitting knowledge and science. But before the 17th century, scientific publications were mainly written in Latin. For example, Sir Isaac Newton wrote his book Philosophiæ Naturalis Principia Mathematica in Latin, in 1687.

> "In the sixteenth century, 'Ambroise Paré' has given his courses in medicine and surgery in French at the College de France newly established. Descartes has published his *Meditations* in Latin, but has written *the Discourse* on *Method* in French. Denis Sallo, adviser to Paris, in 1665 has published the *scholarly Journal* in French, one of the oldest literary periodicals in 'scientific Europe'. Until the late nineteenth century, French was the language of science, as science advances, techniques and developments in the political situation." (Ghenaiet, 2015)

I.4.1 English as a Language of Science:

"If you look around the world in 1900, and someone told you, 'Guess what the universal language of science will be in the year 2000?' You would first of all laugh at them because it was obvious that no language would be the language of science, but a mixture of French, German and English would be the right answer," said Michael Gordin" (Porzucki, 2014). English is widely spread around the world, starting from the days when the British Empire conquered most of the world, and continued as the USA became a political and cultural superpower. English is now used as the language of science, "today's Information Age," the volume of scientific information is somewhat astounding: one old estimate is that

about 7000 scientific journal articles are published every day" (Naisbett, 1982 in Tardy, 2004)

To publish in international journals like the ISI Web of Knowledge, English is the first required language. In general, over two million articles are published each year in English (Altbach and de Wit, 2018). With this immense number of publications and information, English became crucial for such interactional exchange and cross-cultural communication.

Today, by mastering this language, students can apply for any scholarship in the world even in non-native English-speaking countries like the Stipendium Hungaricum scholarship in Hungary. In addition, any job involving computer programming requires mastering English language. Overall, English now is the key to communication around the world.

I.5 **Language Planning and Policy:**

Language planning and policy (LPP) are totally new as disciplines. People identify themselves through language, therefore, they opt for language planning and policy to restore their identities.

The terms language planning and language policy can be used to refer to the same meaning, since both of them deal with language laws and activities within a given society. Bugarski defines them differently as:

> "The term language policy here refers, briefly, to the Policy of a society in the area of linguistic communication-that is, the set positions, principles and decisions reflecting that community's relationships to its verbal repertoire and communicative potential. Language planning is understood as a set of concrete measures taken within language policy to act on linguistic communication, typically by directing the development of its languages" (Bugarski quoted in Schiffman 1996).

The term language planning was first introduced by Haugen he defines as follows:

"By language planning I understand [the activity of preparing a normative orthography, grammar and dictionary for the guidance of writers and speakers in a non-homogeneous speech community. In this practical application of linguistic knowledge, we are proceeding beyond descriptive linguistics into an area where judgment must be exercised in the form of choices among available linguistic forms'' (1959: 8).

As far as language policy is concerned, Kaplan and Baldauf argue that "A language policy is a body of ideas, laws, regulations, rules and practices intended to achieve the planned language change in the societies, group or system" (1997). Language policy encompasses three aspects; status planning (about society), corpus planning (language focused) and acquisition planning (learning focused).

I.5.1 Language in-Education Policy:

Acquisition planning or language in-education policy, as favoured by Kaplan and Baldauf (1997), encompasses both processes of natural acquisition and conscious teaching/learning of language(s), being second/foreign languages, in the home, community or education sectors. One of the most crucial language planning decisions that a country can make is "the determination of a language to serve as the medium of instruction in school" (Fasold, 1984). Language in-education policy is commonly used in the multilingual post-colonial countries, where the choice of a medium of instruction is the key issue in language planning in education. African countries have been struggling with this issue since they liberated themselves from European colonialism starting late 1950s. Ferguson argues that the policy of promoting English, in particular, in many African countries is important, "it is seen as necessary for (1) promoting the development of indigenous languages, (2) improving the educational performance of pupils, particularly the less able and (3) mitigating the inequalities which are aggravated by the use of official languages of foreign origin over which large sectors of the population have little or no control." (2006: 179). In other words, English is a necessary tool to keep up with the

continuous development and changes in the world, for better accessibility and advancement in the professional world.

I.6 **Conclusion:**

The aim of the first chapter is to provide general information about the English language status as an international language of communication and a language of science. Moreover, it provides definitions to a key concept "language rivalry". The following chapter is to contextualize our research and concentrate on Algeria.

[1] Steger is Professor at the University of Hawaii at Manoa. His research and teaching spans globalization, ideology, and non-violence.
[2] ResearchGate: is a professional network for scientists and researchers. It is used to share, discover and discuss research.

Chapter Two:

Linguistic Situation and

Rivalry in Algeria

Chapter II

II.1 **Introduction:**

Algeria has a long rich history when it comes to colonization. This country has witnessed a lot of contact and changes in its linguistic landscape. Therefore, this chapter will explore the linguistic scene in Algeria. As well as, foreign languages (French/ English) status in the Algerian educational system and the rivalry between them.

II.2 **The Linguistic Situation in Algeria:**

Algeria is an Arab country situated in North Africa on the Mediterranean Sea. Due to its geographical location, this country has witnessed different types of contact. Therefore, the linguistic situation in Algeria is varied and complex in the sense that several varieties are used today namely: Arabic (Classical, Modern Standard) Tamazight and its varieties (Kabyle, Chawi, Mzabi and Targui) French and recently English.

II.2.1 Arabic*:*

Arabic is a Semitic language that entered Algeria's linguistic landscape with the arrival of Islam (Islamic Conquest) early 8th century AD. Due to the strong links between the language and the religion, an extensive interaction took place between the Arabs and the natives (Imazighen) in North Africa, including Algeria. Arabic soon became the symbol of Arabo-Islamic identity. "The Arabic language and Islam are inseparable. Arabic has a privileged position as it is the language of the Koran and the Prophet, and the shared language of all Muslims in the world, language of science, language of culture" (Rouadjia 1991: 111 in Kaplan.R and Baldauf. R, 2007)

According to Ait Si Selmi "Arabic is a diglossic language." (2006). Within the Algerian linguistic context, the term Arabic refers to the varieties that exist in the

community, in which each variety is used for a specific function, and they are Classical Arabic (CA), Modern Standard Arabic (MSA) and Algerian Arabic (AA).

Classical Arabic is principally defined as the Arabic used for the Holy Quran" it is used by approximately one billion Muslims for prayers and scholarly religious discourse" (Houghton and Miflin 1994: 412 in Mokhtar, 2018). It has the prestige of a written language and that of a religion, but is no one's mother tongue (Fleicsh, 1994). However, for studies and formal speeches MSA is used instead of CA.

MSA is a term that indicates the variety of Arabic that was standardized and which was retained as the official language in all Arab countries. It is grammatically and phonologically based on Classical Arabic, with less complexity regarding the vocabulary. Majed.F Saïd states that MSA is: "that variety of Arabic that is found in contemporary books, newspapers, and magazines, and that is used orally in formal speeches, public lectures, and television." (1967: 123)

Modern Standard Arabic has been declared constitutionally as the national and official language of Algeria right after the independence in 1963, as a result it is the language of the official government, media and administrative documents. MSA is also used as the medium of teaching mainly in primary, middle and secondary education. Similarly for higher education, the majority of the disciplines are taught in Arabic except for the scientific and technology related ones. Still this language is only used in formal speeches and not in daily life situations.

Algerian Arabic also called dialectal Arabic is the mother tongue of the vast majority of Algerians. In contrast with CA and MSA, Algerian Arabic is restricted in use for informal daily communication. Alan. S Kaye says: "It refers to the colloquial language known as amma, darija or lahja (dialects). The colloquial varieties number in the hundreds. Being

spoken and not written, they are distinguishable from Classical Arabic as a result of a general grammatical simplification in structure with fewer grammatical categories." (1970: 67)

II.2.2 Tamazight:

Tamazight belongs to the Afro-Asiatic language phylum (Wollf, 2016), originated in North Africa. It exists in Algeria as a native language, but unlike AA it is spoken by a minority of Algerians. It has never been recognized as an official language in any of the North African countries although it had been spoken there for centuries. In 2002, Tamazight was recognized as a national language and recently in 2016, with the reformation of the constitution Tamazight has been recognized as an official language.

As far as Algeria is concerned, there are four main varieties of Tamazight that are divided geographically: *Taqvaylit* is the Kabylians variety, *Tashawit* is spoken by the Chaouia people*, Mozabit* and *Tamashaq* is used by Mozabits and Touareg respectively (Wolff, 2016). These varieties lack the written form except for the Touareg variety which maintained the ancient script called Tifinagh. "Tamazight literature, originally oral, is now being written mostly in Latin script. Several novels, collections of short stories and poems, by contemporary writes have become available in print since the 1970s. The majority of these works to date are in Kabyl." (Abu-Haider 2003: 151 in Boudjelal, 2017).

Arabic and Tamazight are the dominant languages in Algeria and the most used, however, they are not the only existing ones. French is a language that is there in the Algerian linguistic landscape for so long.

II.2.3 French:

During the 19th century, Africa was colonized by several European countries namely Great Britain and France. The British colonization policy was concerned more with the

economic matters, unlike the French who followed a policy which they called "Mission Civilisatrice" (Civilizing Mission). Civilizing Mission was to convert colonized people into French citizens by building schools as, David Gordon put it:" when Portuguese colonized, they built churches; when the British colonized, they built trading stations; when the French colonized, they Built schools" (1962: 7). Throughout the course of the French colonization in Algeria (1830-1962), they imported advanced administrations and educational systems, due to that and France's ideology of glorifying its language and stigmatizing other languages, the Algerians and the French have had the greatest impact linguistically and culturally (Ennaji, 2005). As a result, after 132 years of colonization, French became a part of the Algerian identity.

French is not mentioned in the Algerian constitution neither as a national nor as an official language, but is considered as the first foreign language of the country. In spite of this, it is present in everyday life and is used as the second language after Arabic in all government institutions and public services like health, commerce and education. French shares a higher status in Algeria like Standard Arabic; it is taught as a compulsory subject from third year grade in primary education until university where it is the medium of teaching in some departments and faculties of scientific disciplines.

II.3 **English:**

English is a language that was introduced in Algeria without any historical connections between the Algerians and the Anglo-Saxon world (Benrabah,2013). The language's spread in the former French colony went through stages over the last decades. From mid-20th century to 1970s, Algeria used textbooks produced by France to teach English until 1975 when the first Algerian textbook appeared ([1]Belmihoub, 2017). English started to spread more in early 1980s as Algerian people were involved in overseas training and technology transfer. "Besides formal education, many organizations taught English to their

employees to facilitate communication with colleagues overseas such as Radio Television Algérienne, Ministry of Defence, and Institute of Petroleum Studies." (Belmihoub, 2017). The English language teaching was backed by both the British council and the American embassy in the 1980s which led people to open up to the language more. Late 1980s was not a good period for English. Algeria experienced a severe economic crisis due to oil slump following the Algerian civil war known as the [2]Black Decade. This period witnessed a great deal of security instability, which resulted in the complete withdrawal of UK and USA backed. English was limited to public schools teaching with no extra activities or support. In spite of this, the country tried to replace French with English during 1990s in primary schools, but this attempt failed because most parents chose French over English.

After its decline in late 1980s, English came back to the Algerian linguistic environment in the 2000s to spread more and develop connections with Britain and the United States of America. On one hand, many scholarships were offered by the British government to Algerian students. On the other hand, The USA and Algeria cooperated largely in oil and hydrocarbons industry which promoted English in general and American English in particular. "From my personal experience, I have observed a friendly competition to recruit Algerian students to European and American universities, aiming at improving ties between various countries, promoting education, socio-economic well-being, and mutual understanding, and reducing conflict." (Belmihoub, 2017).

II.4 **Educational System in Algeria:**

Article 65 in the Algerian constitution clearly states that education is free and the government is the responsible of the educational system. Schooling in Algeria is obligatory to all children at age five. Education is a priority to the Algerian government. Classical Arabic is the language of instruction in the Algerian schools. French as the first foreign language is a compulsory and it is taught starting from 3rd grade in primary cycle. This

language continues to be taught until secondary school and even in higher education. English however, as the second foreign language was implemented in middle school starting from the 6th grade to secondary school and university as well.

II.4.1 Higher Education:

Higher education in Algeria is under the authority of its minister, who makes and implements government policies in higher education and scientific research. The entry to university is done through the baccalaureate exam. Modern Standard Arabic is used in all secondary education and French is the medium of instruction in the scientific disciplines of higher education.

II.4.1.1 First Foreign Language:

French in higher education is found in the three BMD cycles (Bachelor, Master and Doctorate). This language is the medium of instruction in the scientific disciplines like engineering, medicine…etc. In other specialties, French can be found as the module of foreign language. Because of these domains, the demand for French has been increasing every day. In this respect, Ibtissam Chachou argues that from her own experience, graduated people seek to have a bachelor in French language only to improve their level, because, as she declared, the hourly volume is not sufficient for puipls/students to master the language (2013).

II.4.1.2 Second foreign Language:

English is the second foreign language after French in the Algerian educational system. English as a foreign language (EFL) in higher education is needed. It is a simple tool for communication and documentation. Unlike French, the main objective of teaching English is to share and exchange knowledge, culture and science (Blanchet, 2006). English is taught in almost every branch at university as a foreign language module. In Adrar

University, for example, in the mathematics and computer sciences department in particular, some teachers instruct using English since computer programming is mostly done in this language. The demand for English has increased more than French and that can be seen in the LIC (Language Intensification Center) and in private schools.

According to the survey of readership trends at the 24th Algiers International Book Fair (SILA2019) which concerns SILA's audience, although the statistics are not reliable, neither verified nor verifiable, the organizers said they saw a decline in the consumption of books in French and a greater demand for books written in English. (Ziane Bouziane, 2020)

II.5 **Language Rivalry:**

Language rivalry is a phenomenon spread all over the world especially in former colonized countries. English participated in a lot of these competitions and it has been a serious candidate. For instance, in today's Indian linguistic scene, English is a national language alongside Hindi. After independence, the state attempted to implement various language planning policies, but they were unsuccessful. "The English language has therefore been seen as an imposed language usurping the roles of its rivals and hence as the main source of linguistic antagonism" (Lohia 1965 quoted in Kachru, 2018). Kachru argues that an imposed language usually rank high in a multilingual society and English in India holds a position of function and prestige. Every time the state tries to re-rank languages, the ranked language has to be functionally equal to English. (2018)

Lebanon is another example on language rivalry, where English has displaced French as a dominant language. According to Karl Gadelii, French has always been important since it was taken as an official language (1999). After Lebanon gained back its power, French was still considered to have a "fortunate status" (Naaman 1979); however, lately things have changed and it seems like French has lost its position (Kadi, 2016). It is not clear what status

holds the French language in today's Lebanon yet it is not vanishing from the society and it is still spoken by people.

II.5.1 Language Rivalry in Algeria:

The English-French language conflict began on an international level, and it goes back to when Great Britain defeated France in Canada in 1759-1760. According to Benrabah, this in fact was one of the major reasons why Algeria was colonized by France in the first place, "Historian Le Cour Grandmaison claims that Algeria's annexation was motivated by the old rivalry between France and the United Kingdom and the French 'envious bitterness' towards the latter" (Grandmaison, 2005: 11–12 quoted in Benrabah, 2013).

By the end of the 1970s, the British Council issued two reports predicting the replacement of the French language by the English language in Algeria (British Council, 1977, 1981). People at that time were more involved with the English language through formal education and American organizations (See English Evolution in Algeria, p22-23).

In early 1990s and during the Algerian elections, ISF (Islamic Salvation Front), the most powerful Islamic party at the time, clearly stated that French should be replaced by English in Algeria in its manifesto. ISF argued in this sense,

> "The Francophones, having argued for so long that they wanted to maintain French only because of its instrumental value as a language of science, left themselves exposed to the Islamists who argue that any language can be a language of science. Furthermore, argue the Islamists, if there is a need to know a second language to keep in contact with the world of science that language should be English because it is the language of scientific publishing." (Souaiaia, 1990: 115 in Benrabah, 2013).

Due to some political events at that time and the end of the Algerian civil war, English spread stopped and French remained the dominant foreign language, however, things were not over just yet.

II.6 **Foreign Language-in Planning Policies:**

One of the biggest language policies that the Maghreb went through is Arabization. This process's objective was to eradicate the French language and promote Arabic instead. Algeria adopted for this process to regain its nationality and identity. Another language policy was made in Algeria regarding foreign languages and that is replacing French with English in its educational system. The attempts of the replacement of French by English happened twice in this country, the first one in 1993 and the second in 2019.

II.6.1 First Attempt:

The first attempt touched the primary cycle in 1993 when the Ministry of National Education made it possible for parents to choose which language their children should learn in school, 4th grade in particular. The whole number of the individuals who chose English was insignificant, around 0.33% and 1.28% (Milano, 2000, p. 23; Queffélec et al. 2002, p. 38 in Ghenaiet, 2015). Fouzia Ounis made a whole research about what parents preferred and wanted for their children, to find out that 70 families out of 100 preferred the French language, and only 30 families chose English. She states in this sense that 26 parents thought that French was better for higher education studies in particular scientific fields like biology, mathematics…etc. 22 parents, from the 70 families, thought that French will increase their children's chances of getting jobs in the Algerian society. The last part of parents wanted their children to pursue their studies in France. (2012).

By the end of 1990s, Algeria became statistically the second largest francophone country in the world after France (Asselah-Rahal *et al.*, 2007: 16; Queffélec *et al.*, 2002: 38,

118, in Benrabah, 2013). Things were always in favour of French, until Algerian youth's interest in English began in 2004 (see English Evolution in Algeria, p22-23) to make a difference in the future. When the Algerian Civil War finished, both the British Council and the American Embassy brought back their support for English by offering scholarships and programmes like World Learning in 2005,

> "The US Embassy in Algeria and Berlitz Center launched a new language program in the summer of 2013. The program offers 'free English language classes to all ages regardless of their current proficiency levels.'1 From 2009 to 2012, the oil company Anadarko sponsored a British Council-led program, in cooperation with Algeria's Ministry of Education, to train 69 English teachers through the program 'English for the Future' (*Liberte*, 2012a). In, 2012, ETS Global, a subsidiary of Educational Testing Service, conducted a seminar on English language training and testing among Algerian businesses and schools of management and engineering (*Liberte*, 2012b, in Belmihoub, 2017: 1).

On the other hand, France took action by also lunching programs to support Algerian French teachers (2004) and the French Language Doctoral School was implemented in several Algerian universities. The Algerian educational system experienced for the second time what happened in 1993-1997.

II.6.2 Second Attempt:

The second attempt this time touched universities, the ex-minister of higher education, Tayeb Bouzid encouraged using the English language as a medium of instruction at universities instead of French, which gets the education nowhere as he stated. However, declared the minister that the displacement is based on students' desires (Bensouiah, 2019)

On his official Facebook page, Bouzid put the question of replacement to everyone for discussion, following that he created a platform to interact and exchange with students.

On the platform he created, the ex-minister was asked about the replacement of French by English. The question of the student was written in Arabic while, surprisingly, the minister answered in English (see appendix E).

A pole was created on July 4th, 2019 online (see appendix F) regarding reinforcing English and eliminating French. 94.4% votes were in favour of English and only 5.6% were agaist. However, only 90.418 out of 1.700.000 students participated, which might not be sufficient to represent the whole body of Algerian students. Yet, based on these statistics, the minister started his project by changing the heading of every official paper from Arabic and French to Arabic and English.

II.7 **Conclusion:**

Algeria with its diverse linguistic scene calls for langugae conflict and language rivalry. Chapter two addressed the English-French rivalry, as well as the use of foreign languages in national and higher education.   The next chapter tackles the research methodology and data analysis of this research

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[1] Kamal Belmihoub is an Algerian researcher and professor at CUNY university, New York.
[2] Black Decade is a civil war fought between the Algerian government and the Islamist rebel groups from December 26th, 1991 to February 8th, 2002.

Chapter Three: Case Study

English vs French in Science and Technology Faculty Members, Adrar University

Chapter III : Case Study:

III.1 **Introduction:**

The following chapter provides well researched data on language rivalry between French and English at the level of Adrar university. It is devoted to examine students' and teachers' thoughts and perspectives toward the two languages in the academic setting. Our study used quantitative approach for data collection and analysis. For this purpose, we used two questionnaires for both teachers and master two students.

III.2 **Research Setting:**

This research employs a descriptive quantitative approach; its main objective is to describe language rivalry at the university as well as attempting to answer what are students' and teachers' needs in the higher education setting in terms of language use. Therefore, the current study took place in the following departments: Mathematics and Computer Sciences department (MCS), Matter Science department (MS) and Biology department at Ahmed Draia University, Adrar. In these departments, English is taught as a foreign language module just like most departments, but for MCS department, two specialty modules are taught in English which are: Methods Meta Heuristic and Initiation to Research.

III.3 **Research Participants:**

The data used for this research was collected from two important participant groups. First, we have Master two students who are conducting their research. To whom a questionnaire was sent electronically via Google Forms, to collect their perceptions regarding the problems addressed in this study. The second set of participants were the teachers from the same departments who already have an understanding of the importance of language in their academic fields. Their perceptions about the two languages (French and

English) are crucial for the present study, because of their involvement in carrying out research that may be directed for publication in international journals.

III.4 **Research Instruments:**

We used two questionnaires for this investigation. The first one, directed to master two students, contains thirteen (13) questions, and is divided into two categories. The three first questions are mainly about language as a medium of instruction in classrooms. The ten other questions focused on students' opinions and perceptions about the importance of language in conducting their final research (graduation dissertation).

The second questionnaire dedicated to teachers contains sixteen (16) questions. It is divided into three sections. A section about the availability of knowledge in each language, and the significance of each language in the teaching process. The second section, about the teachers' job as supervisors, as well as their perceptions about English written dissertations. Finally, the third section is about language in research and publication.

III.5 **Analysis and Interpretation**

III.5.1 Students:

Students' questionnaire is composed of 13 questions. It contains rating scale questions like Likert Scale, matrix questions in form of tables and no open-ended questions. The targeted sample from the three departments, was approximately 100 students. But we only received 52 answers. The majority of participants were MCS students with 40,4%, while 34,6% and 25% were Biology and MS students respectively.
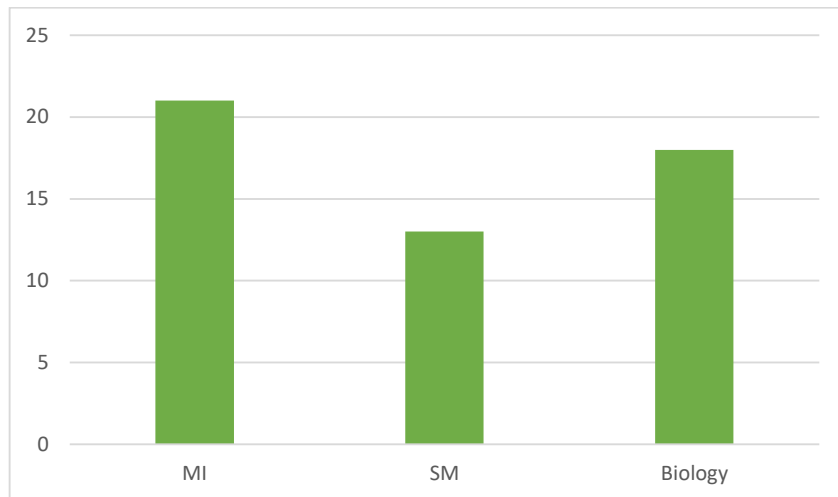
Figure 1 : A Bar Chart Representing Students' Fields of Study.

III.5.1.1 Analysis of the Questionnaire:

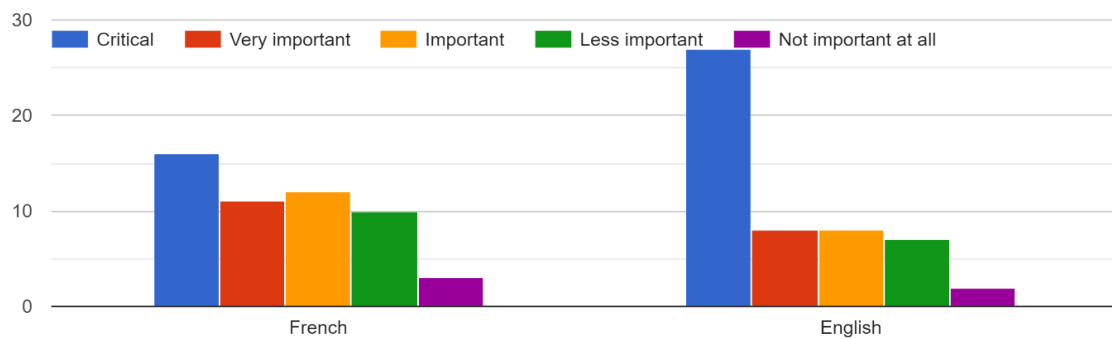**Question 1:** Indicate the importance of each language to your study.

Figure 2: A Bar Chart Representing the Importance of each Language. (as extracted from Google Forms)

In a comparison between French and English, almost half of the participants from the

three departments (51,9%) consider having English as a language of instruction to be critical,

30% of informants consider English as very important and important. Only few, 9 students

think that English is less and not important in their studies, as shown in figure 2.

As for the French language, 44% of students reported this language to be important

and very important but not critical. 30% of them consider French to be critical. The tiny

proportion of respondents, about 3%, consider it to be not important at all.

The more students are getting involved in Academia, the more their language

tendencies change and the more they choose English over French. To make sense, we sent

the questionnaire to other universities around Algeria to see if there is a pattern, or if this is

specific to Adrar University. The results were quite similar, students from other universities

also tend to favour English.

Question 2: How often do your teachers refer you to reading materials (books, articles…)

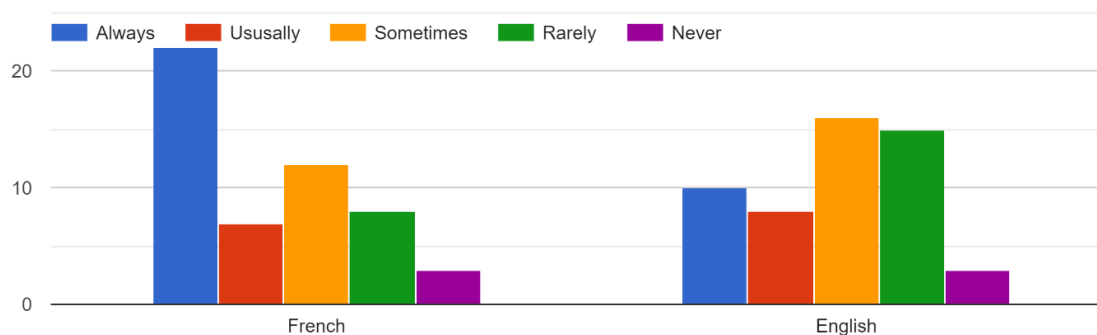for your study purpose in each language?

Figure 3: Referral to Reading Materials in each Language. (as extracted from Google
Forms)

We asked students to indicate the extent to which they were referred to scientific

books, articles and journals in both languages by their teachers. The answers varied from

always to never in both languages. The majority of teachers refer students to materials

produced in French. Students are also referred to English written books and articles, which shows teachers' awareness about this language's importance in science and academia. This point will be tackled more in teachers' questionnaire analysis.

Question 3: Which language you think is more appropriate to study your specialty in?
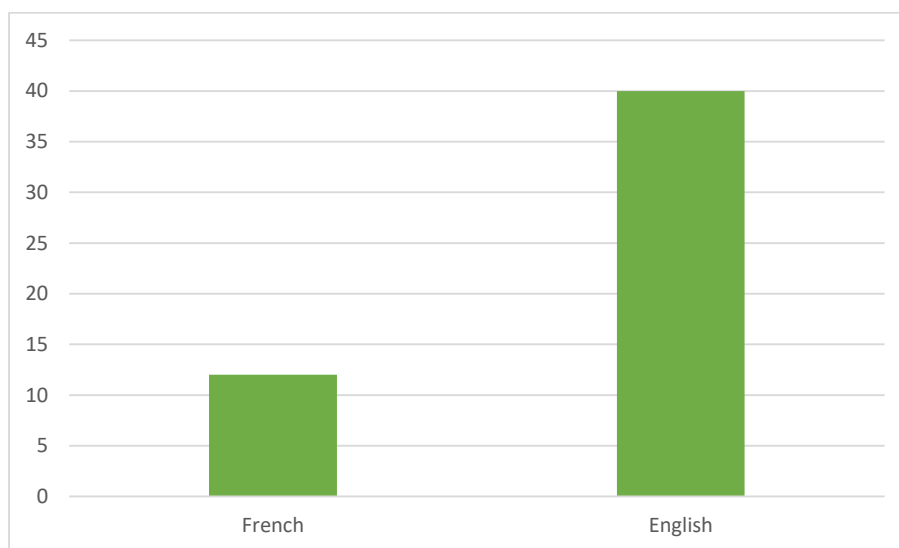

Figure 4: A Bar Chart Representing a Comparison of Language Suitableness.

This question is one of the most important questions to our study. Answers to question three clearly show that respondents are in favor of English to carry out successfully their studies and work. 76,9% of participants believe that English is more appropriate as a language of instruction because it has become necessary for social and professional success, for it is the language of science and technology. Since 2000s, Algerian's attitude towards English has changed. English is getting more acceptance and appreciation (Belmihoub, 2017). Only 23% of answers favoured French. Today, globalization and internet increased the use of English all over the world including Algeria.

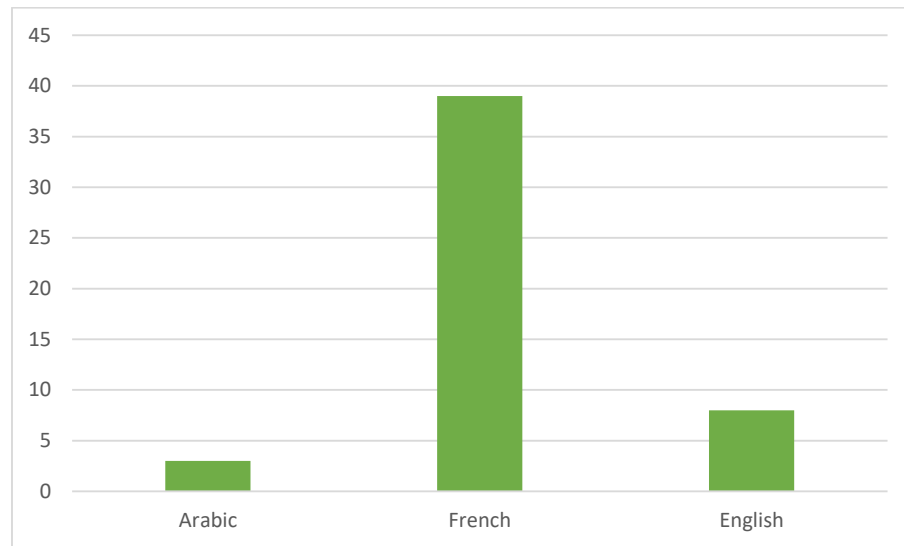**Question 4:** What language do you use to write your dissertation?

Figure 5: Student's Languages Choice for Dissertation Writing.

We asked participants about the language they use to write their dissertation. The majority (75%) of them use the French language. Only 19,23%, that is 10 students (6 from MCS department, 3 from Biology department and one MS student) use the English language, and the rest, 5,76% use Arabic. Despite the fact that most of them reported that they should study in English. However, looking into the Algerian educational system, students are more privileged (that is French is taught at the primary cycle while English until middle school) with the French language which make their choices rational.

Question 5: How often do you make use of books, articles, journals in your specialty in each
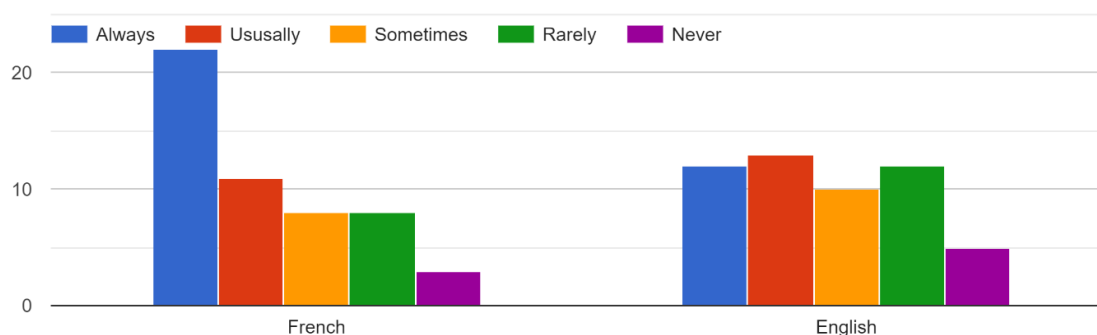
language?

Figure 6: Students' Use of Reading Materials in each Language. (As extracted from
Google Forms)

The majority of participants use French written books articles and journals, about

42,3% said always, 21,15% said usually and the rest is spread over sometimes (17,3%),

rarely (13,4%) and never (1,9%). Since the majority of students write their dissertations in

French, this answer came to confirm the previous question (4).

On the other hand, for English, the majority reported that they use English written

resources usually (25%), but not always. 19% of students use the English written materials

always.

Question 6: How much available are books, articles, journals in each language?
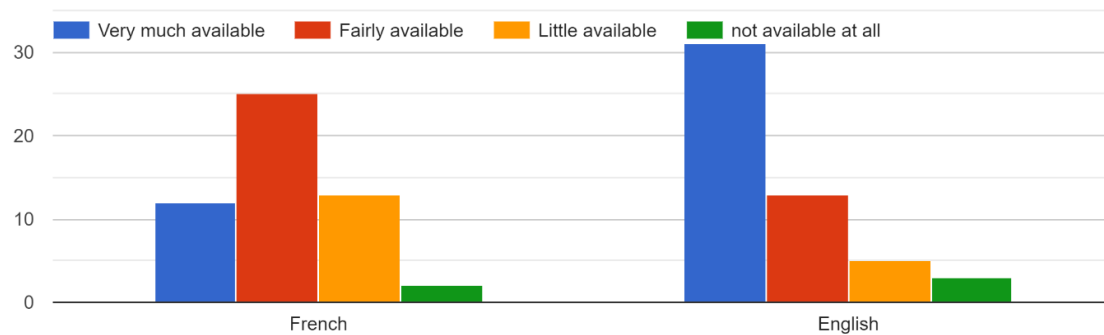

Figure 7: Availability of Resources in each Language. (As extracted from Google Forms)

Question six was asked to see students' awareness of the scientific community and reality. 59,6% of subjects indicated that academic resources are very much available in English. Meanwhile, the same informants indicated that resources in French are fairly available. The overall results show that resources in the English language are more available than in French, since 80% of the internet and scientific contents are in English.

Question 7: Indicate the importance of each language in doing your dissertation.
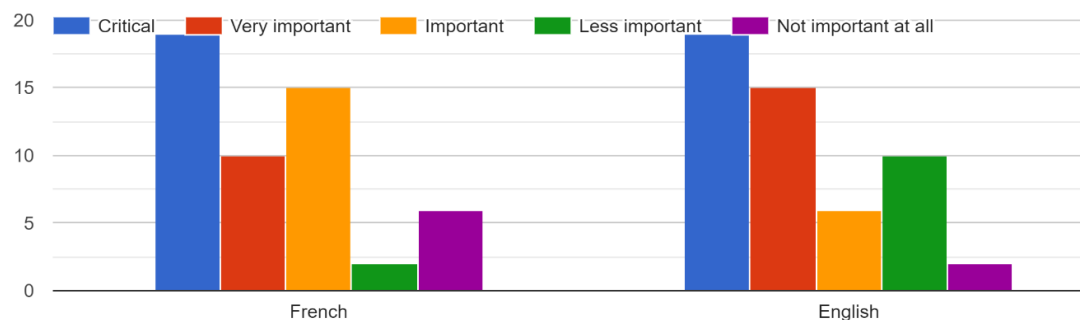

Figure 8: Students' Indication of the Importance of each Language in Doing their

Dissertation. (as extracted from Google Forms)

With this question, we tried to see what language is more useful by asking about the importance of each language in the course of carrying out a research. An equal percentage of students (36%) believe that both French and English are critical to their research. When it comes to English, the reasons are obvious, because it is considered as the language of science and technology. As for French, the majority of respondents are conducting their research using French.

For French, 19,2% of participants argues that this language is very important. 28,8% 3,8% and 11,5% of the whole 52 participants reported that French is important, less important and not important at all respectively.

English has slightly different opinions. 28,8% of students believe English to be very important, 11,5%, 19,2%, and 3,8% reported English to be important, less important and not important at all respectively.

Question 8: When doing research for your dissertation, how often do you consult books, articles, journals written in French/English?
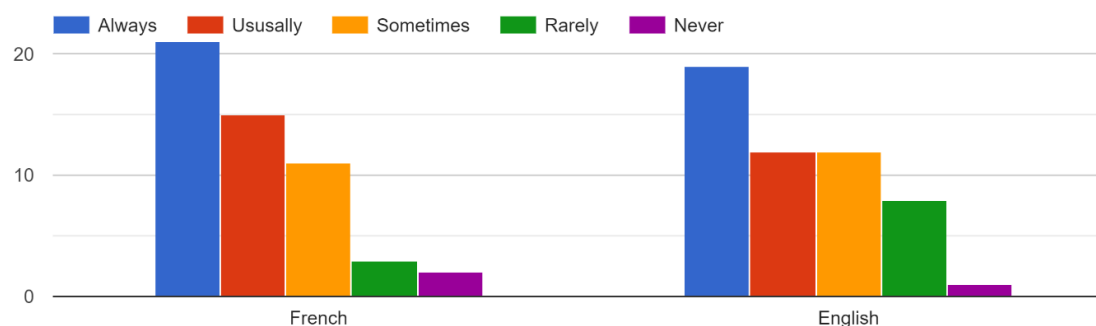

Figure 9: A Bar Chart Representing How Often Do Students Use Reading Materials in each Language. (As extracted from Google Forms)

Question eight was mainly for students to reflect on the significance of each language to their dissertations. But, since the majority are writing them in French, it is logical that French written resources are more used. However, the percentages shown of English written used materials are close to those of French. 40,3% of informants use resources written in French always, 28,8% and 21,15% use them usually and sometimes respectively. A tiny amount of people uses them rarely (5,5%) and never (3,8%).

36,5% of English written resources are always used by participants, 23% use them usually and sometimes. The rest uses them rarely and never around 15,3% and 1,9% respectively.

Question 9: Writing your dissertation in English makes it better, richer and up to date, how much do you agree?

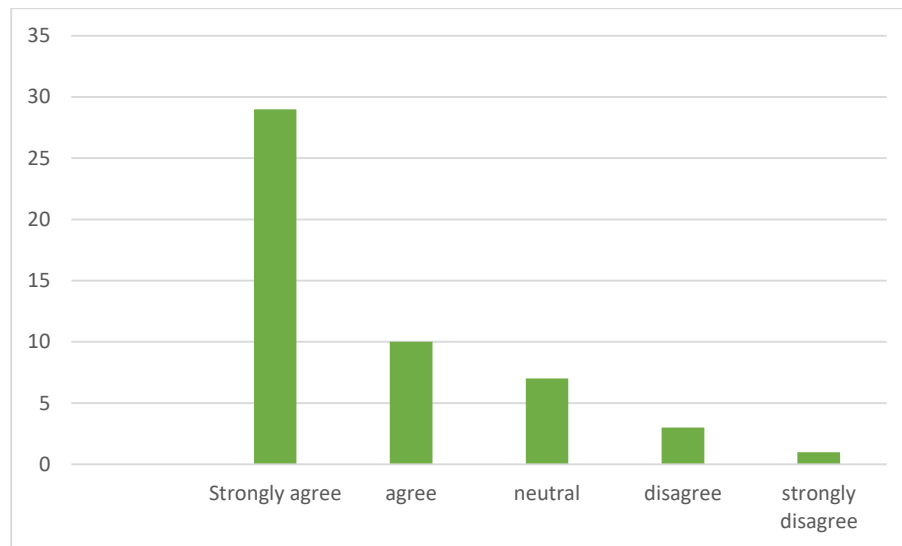**Figure 10:** A Bar Chart Representing the Agreement of the Statement Mentioned in Q9.

Answers of question nine are clearly in favour of English. 55,8%, more than half of the students strongly agree on the fact that writing a dissertation in English makes it better, richer and up to date. 13,5% of students remained neutral. Only 5,8% of participants disagreed with this statement and only one participant strongly disagreed.

Question 10: How often do you face difficulties in finding references for use in your research in the language you choose to write your dissertation with?
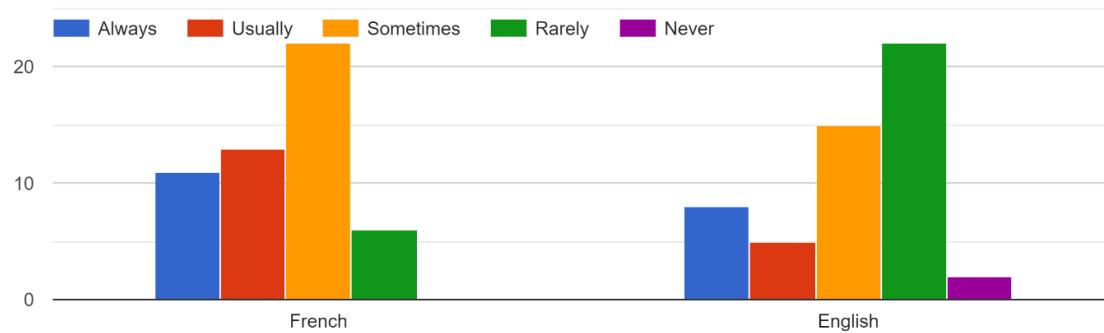
Figure 11: A Bar Chart Representing Students' Difficulties in Finding References in each Language when Doing their Research. (as extracted from Google Forms)

This question was to give confirmations and more detailed understanding about participants' responses regarding the availability of academic references in each language. To avoid redundancy, for the most part, the difficulties are found with the French language. Internet was invented in the USA. This created a whole lexicon for technology that was in English, so the world of science is dominated by this language.

Question 13: What do you think it is best to write your dissertation with?

Figure 12: A Bar Chart Representing Students' Opinions about What Language they

Should Be Using.

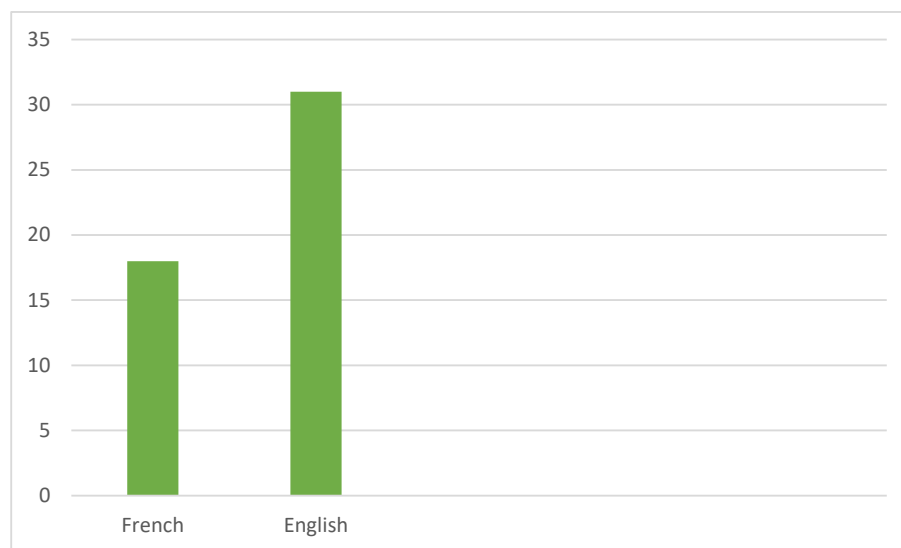To confirm the previous findings and our study, we asked participants what language do they think is more appropriate to use when writing their dissertations. The answers were quite like we expected, 65,4% claim that English is the suitable language for study and research for being the language of science and technology, and the rest 34,6% chose French because they see that the way to successfully work and study is through this language and their views are related to its use in administrations.

III.5.2 Teachers:

Just like the previous one, teachers' questionnaire is composed of sixteen (16) questions. Like the first one, it contains rating scale questions (Likert scale), matrix questions in form of tables and one open-ended question. We sent it to approximately twenty teachers from the Science and Technology Faculty of Adrar University. The majority of participants

(40%) were from the MCS department, 26,6% from MS department and 33,3% were from

Biology department.
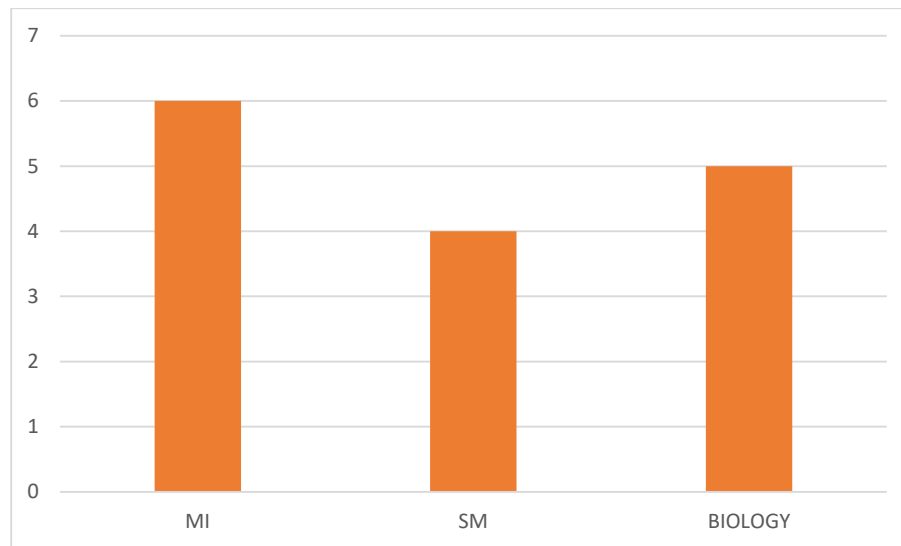
Figure 13: A Bar Chart Representing Participants' Field of Study/Teaching.

Question 3: In what language do you teach?
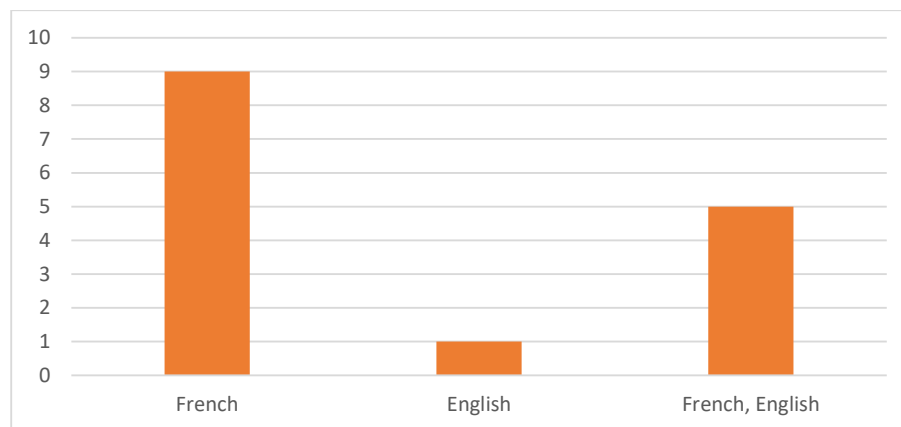
Figure 14: Teachers' Language Use.

In question three, teachers were asked which language they use to teach. 60% of them

(nine teachers). In the Algerian educational system, French is the vehicle of instruction in

the scientific specialties like medicine. 33,3% mainly from MCS department (five teachers)

use both English and French. Whereas just one teacher only uses English from MCS department.

Question 4: When preparing your lecture, how often do you use resources from each language?
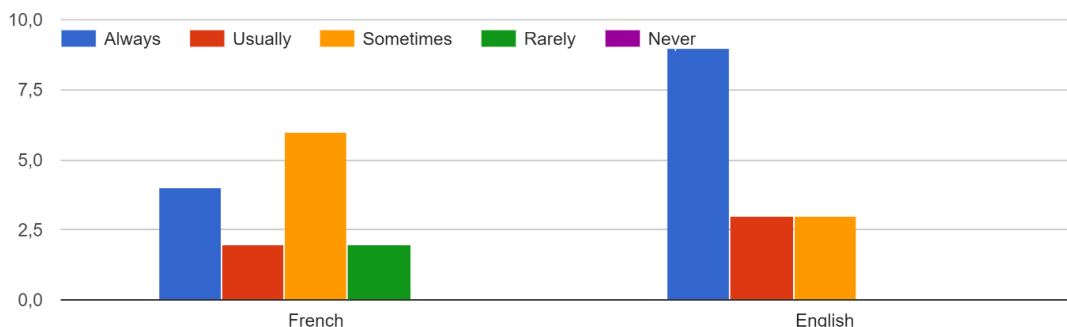
Figure 15: A Bar Char Representing Resources' Use in each Language.

Question four was asked to indicate the availability of resources in each language. Firstly, English written materials are always used by 60% of teachers. English is the language of scientific communication; therefore, the most recent and authentic information are available in English.

Secondly, materials written in French are always used by 40% of participants. 26,6% of teachers use them sometimes and the rest use them usually (13,3%) and rarely (13,3%).

Question 5: Indicate the importance of each language to your field of study/teaching?
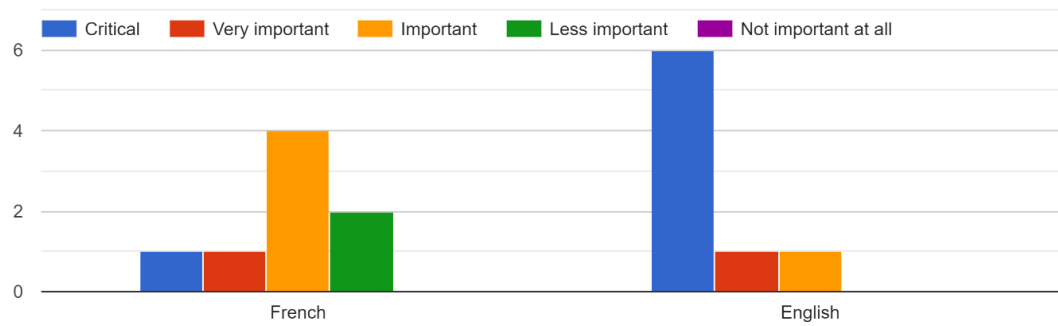
Figure 16: The Importance of Languages to the Field of Study/Teaching.

As shown in figure 16, French is the only one reported to be less important by 26,6% of participants. Teachers see it important because it is the MOI at university. The answers to this question were positive (according to Likert Scale) for English. 73,3% of teachers agreed on this language to be critical.

Question 6: How often do you refer your students/supervisees to read English books and English written scientific articles?
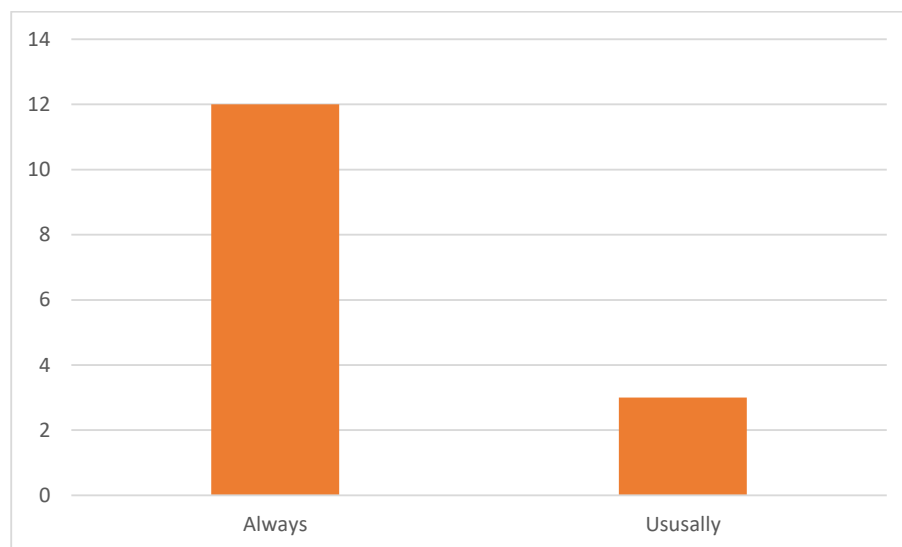
Figure 17: The Referral of Teachers to English Written Materials.

As shown in figure 17, 80% of teachers always refer students to use English written resources.

Question 7: Are you comfortable correcting dissertation written in English?
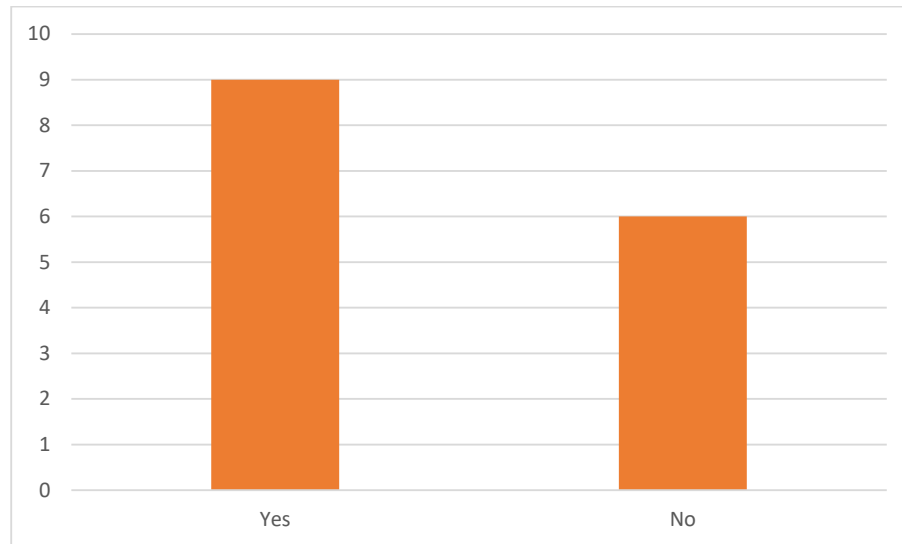
Figure 18: The Ability of Correcting Dissertations Written in English.

60% of the participants are comfortable correcting dissertations in English. Whereas 40% of them reported no. These answers show teachers' comfort and mastery of languages.

Question 9: Which language do you think is more appropriate to teach your specialty in?
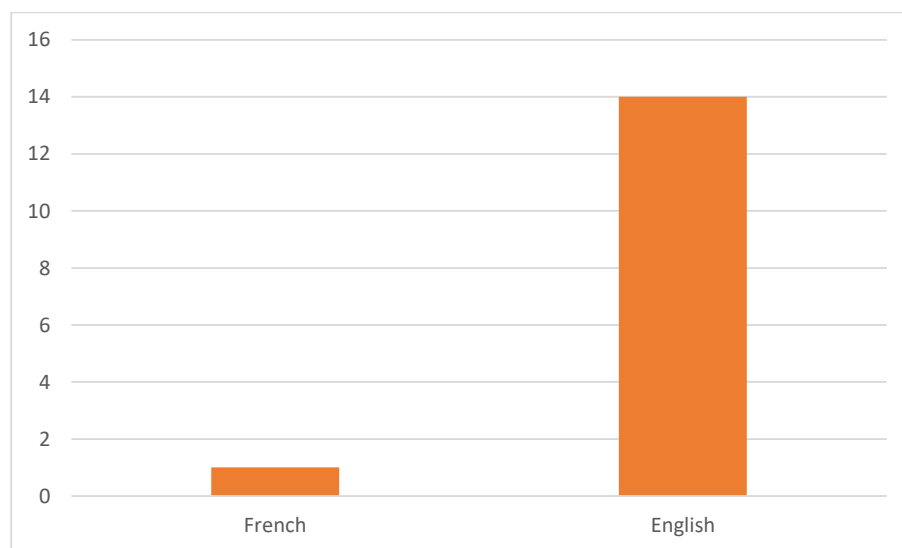
Figure 19: Teachers' Opinions of Language Suitableness for Teaching.

14 teachers (93,3%) believe that English is the most appropriate. Only one teacher sees that French is more appropriate.

Before answering the next question, it is important to mention that all the participants publish articles.

Question 11: If yes, in what language do you write them?
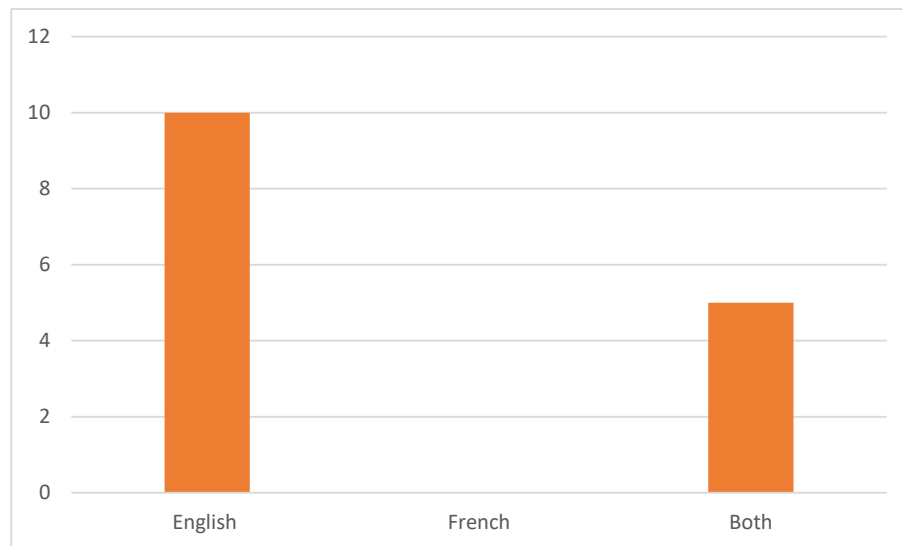
Figure 20: Language Choice for Article Publication.

66,6% of teachers publish their scientific articles in English. Whereas 26,6% do in both languages. Publishing in English today means making knowledge available to the scientific community. Unlike French, the audience is limited.

Question 12: If both languages, how often do you submit your articles for publications in international journals in each language?
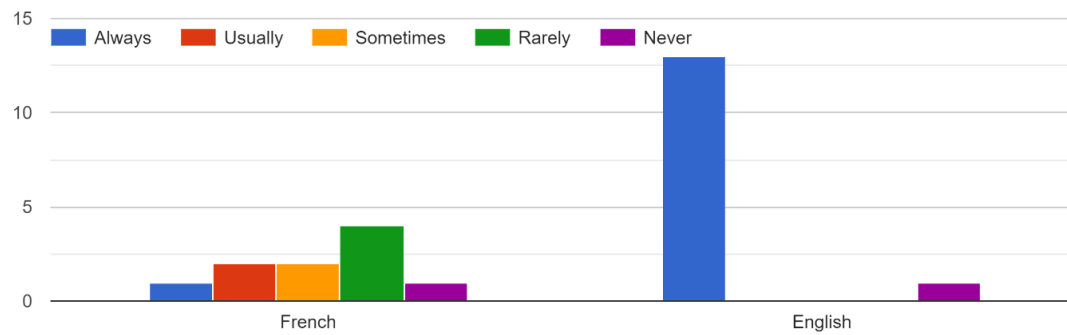
Figure 21: The Frequency of Publication in each Language.

The majority of participants, that is 93,3% always choose to publish in English rather in French for more accessibility and reviews.

Question 15: Hypothetically speaking, will you agree if French is replaced by English at the level of Adrar University?
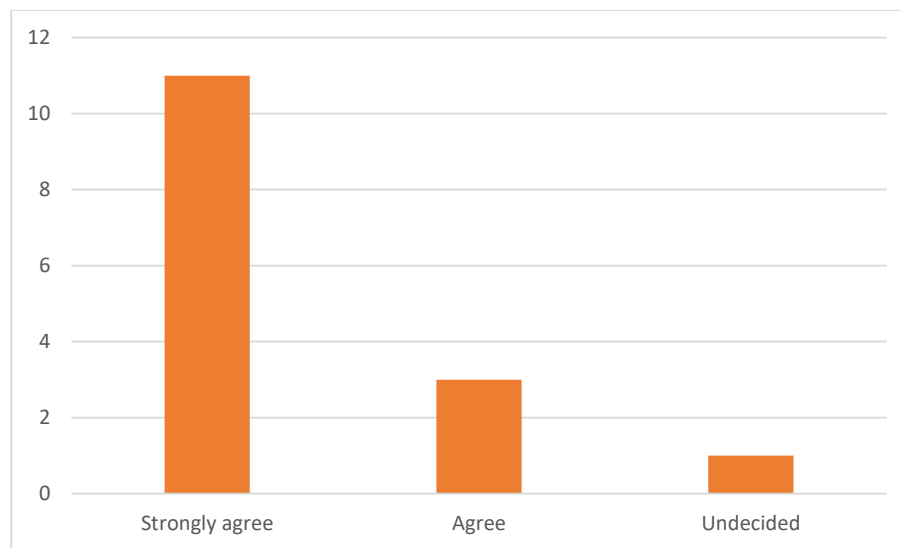
Figure 22: Teachers' Approval on Replacing French.

Answers of question 15 are also positive. 93,3% of teachers agreed on replacing French with English and only one teacher is undecided.

III.5.3 Findings and Discussion:

The faculty of science and technology is an appropriate environment to investigate language rivalry. The analysis of this section is based on the answers of fifty-two students and fifteen teachers. First of all, we can see from the analysis of the questionnaires that students and most importantly teachers/researchers are aware of the current scientific reality and the importance of English. English, as a lingua franca, is the key to access the vast scientific literature as well as the global communication.

The current Algerian policy promotes the use of French in its academic setting. Therefore, as a MOI, it has a status and it is given an importance by participants, for instance, the majority of students use French to write their dissertations. Additionally, in the course of conducting a research, both students and teachers/researchers use the English written materials, even if their research is done in French.

Our study took place in three different departments from the science and technology faculty. However, surprisingly, among the findings, only the MCS department symbolizes the English-French rivalry at Ahmed Draia University. Finally, one of the most important questions we asked is about the displacement of French by English. It was somewhat surprising that the total sample agrees on the change.

Research Limitations and Challenges:

The limitations of this research include those resulting from data and those from the analysis. This study examines language rivalry in the Algerian university. The first challenge faced was the lack of a clear definition of "language rivalry". The second limitation was the questionnaire return rate. The targeted sample contained 100 students and 20 teachers, however, we received answers from 52 students and 15 teachers.

Further Research:

Language rivalry is a critical topic to be researched, especially in a complex linguistic situation like Algeria's. Therefore, future studies on this topic are recommended. First, the scope of the research can be expanded to outside university (i.e., middle and high schools). It is also important to examine the Algerian educational system in terms of language use and language as a medium of instruction especially in higher education.

III.6 **Conclusion:**

This chapter was devoted for the practical part of the research in which the use of French and English was examined, as well as the English-French rivalry at Ahmed Draia University was investigated. Our major finding is that the MCS department represents the rivalry between the two languages. In addition to that, the results have shown that the university members that are our participants value and favour English while the government promotes French.

General Conclusion

The present research is an attempt to describe the phenomenon of language rivalry at Ahmed Draia University, Adrar between French and English as language of science and language as a medium of instruction, as part of understanding its status inside and outside Algeria.

The first hypothesis of this research suggested that students prefer English to write their master's dissertations and teachers favour the use of English rather than French as knowledge providers and researchers. In our second hypothesis, we assumed that English will eventually replace French at the level of higher education.

To prove our assumptions, we opted for one main instrument, which is the questionnaire. We used two questionnaires, the first was dedicated to master two students in three department: Mathematics and Computer Sciences department (MCS), Matter Science department (MS), and Biology from science and technology faculty at Adrar University. The second was sent to teachers from the same departments. The data collected was analysed quantitatively.

The results obtained have shown that both students and teachers/researchers eventually favour English and have a positive attitude towards this language while the current Algerian in-language policy promotes the use of French. It is also found that the MCS department supports, favours, and even adopts the use of English as a medium of instruction in some modules. However, our results did not fully support our second hypothesis.

The lack of research in this field made us interested in studying this phenomenon deeply. Therefore, this research can serve as a background for further research works.

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Appendices:

Appendix A: Students' Questionnaire:

Dear students,

This questionnaire was designed as part of an investigation carried out for a Master degree.

You are kindly invited to take part of this research by answering these questions as accurately

as possible. Thank you for your cooperation.

Field of study: ☐ MS   ☐ MCS   ☐ BIOLOGY

1. Indicate the importance of each language to your study.

	Critical	Very important	important	Less important	Not important
French					
English					

2. How often do your teachers refer you to reading materials (books, articles…) for your study purpose in each language?

	Always	Usually,	Sometimes	Rarely	Never
French					
English					

3. Which language you think is more appropriate to study your specialty in?

☐ French   ☐ English

4. What language do you use to write your dissertation?

☐ French   ☐ English   ☐Arabic

5. How often do you make use of books, articles, journals in your specialty in each language?

	Always	Usually,	Sometimes	Rarely	Never
French					
English					

6. How much available are books, articles, journals in each language?

	Very much available	Fairly available	Little available	Not available at all
French				
English				

7. Indicate the importance of each language in doing your dissertation.

	Critical	Very important	Important	Less important	Not important
French					
English					

8. When doing research for your dissertation, how often do you consult books, articles, journals written in French/English?

	Always	Usually,	Sometimes	Rarely	Never
French					
English					

9. Writing your dissertation in English makes it better, richer and up to date, how much do you agree?

☐ Strongly agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly disagree

10. How often do you face difficulties in finding references for use in your research in the language you choose to write your dissertation with?

	Always	Usually,	Sometimes	Rarely	Never
French					
English					

11. How often do you translate to English?

☐ Always   ☐ Usually   ☐ Sometimes   ☐ Rarely   ☐ Never

12. How often do you translate from English?

☐ Always   ☐ Usually   ☐ Sometimes   ☐ Rarely   ☐ Never

13. What do you think it is best to write your dissertation with?

☐ French   ☐ English

Appendix B: Teachers' Questionnaire

Field of Specialty: …………………...

1. What do you teach?

☐ Formal Lecture   ☐ TD   ☐ TP

☐ FL/TD   ☐ FL/TP   ☐ TD/TP   ☐ FL/TD/TP

2. Do you hold a PhD title?

☐ Yes   ☐ No

3. In what language do you teach?

☐Arabic   ☐ French   ☐ English

4. When preparing your lecture, how often do you use resources from each language?

	Always	Usually,	Sometimes	Rarely	Never
French					
English					

5. Indicate the importance of each language to your study/teaching?

	Critical	Very important	Important	Less important	Not important
French					
English					

6. How often do you refer your students/supervisees to read English books and English written scientific articles?

☐ Always   ☐ Usually   ☐ Sometimes   ☐ Rarely   ☐ Never

7. Are you comfortable correcting dissertation written in English?

☐ Yes   ☐ No

8. Do you push/support your students to write their dissertations in English?

☐ Yes   ☐ No

9. Which language do you think is more appropriate to teach your specialty in?

☐ French   ☐ English

10. Have you published an article before?

☐ YES   ☐ NO

11. If yes, in what language do you write them?

☐ French   ☐ English   ☐ Both

12. Are you satisfied publishing your scientific articles with that language?

☐ Very much satisfied   ☐ Fairly satisfied   ☐ a little bit satisfied   ☐Not at all satisfied

13. If both languages, how often do you submit your articles for publications in international journals in each language?

	Always	Usually,	Sometimes	Rarely	Never
French					
English					

14. Do you translate your articles to another language?

☐ Yes ☐ No

If yes, please explain why.

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………

15. Are there any professional translators available in your university to edit your article/paper?

☐ Very much available ☐ Fairly available ☐Not sufficiently available ☐Not available at all

16. Hypothetically speaking, will you agree if French is replaced by English at the level of Adrar University?

☐ Strongly agree ☐ Agree ☐ Undecided ☐ disagree ☐ strongly disagree

Appendix C: The letter from the Minister of Higher Education and Scientific Research to all the deans of universities on changing the headers of official documents in English. (Extracted from: https://fr.majalla.com/node/74501/vers-la-substitution-du-fran%C3%A7ais-par-l%E2%80%99anglais)

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي

الوزير

رقم 477 /ا.خ.و/2019

الجزائر في 21 ماية 2019

السيدات والسادة

رؤساء مؤسسات التعليم العالي والبحث العلمي

الموضوع: رؤوس صفحات الوثائق الرسمية.

في إطار سياسة تشجيع وتعزيز إستخدام اللغة الإنجليزية، ومن أجل مرئية أمثل للنشاطات التعليمية والعلمية على مستوى قطاعنا، أطلب منكم إستعمال اللغتين العربية والإنجليزية في رؤوس جميع الوثائق الإدارية والرسمية.

وزير التعليم العالي والبحث العلمي

الدكتور : بوزيد الطيب

Appendix D: Minister's letter on reinforcing English in higher education. (As extracted

from: https://www.univ-ouargla.dz/index.php/fr/accueil/annonces/item/3634-443-02-

2019.html)

الجمهورية الجزائرية الدّيمقراطية الشّعبية

وزارة التّعليم العالي والبحث العلمي
الوزير

رقم 443/أ.خ.و/2019

بالجزائر، في 2 2019

إلى السّادة رؤساء النّدوات الجهوية للجامعات،
بالاتّصال مع السيّدات والسّادة مديري مؤسّسات
التعليم العالي.

الموضوع: بخصوص سبر آراء الأسرة الجامعية حول تعزيز استعمال اللغة الإنجليزيّ في مجالَيْ التعليم
العالي والبحث العلمي.

مثلما التزمتُ به عبر صفحتي الرّسمية في الفايسبوك بخصوص استقاء آراء الأسرة الجامعية
حول مسعى تعزيز استعمال اللغة الإنجليزية في مجالَيْ التعليم العالي والبحث العلمي. وتحسُّباً لعرض
هذا الملفّ قريباً للدراسة والنّقاش، أبلغكم أنّه قد تمّ استحداث منصّة رقمية توضَع تحت تصرّف
فاعلي القطاع للغرض المذكور.

تبعاً لذلك، وحتى يتسنّى لأكبر عدد ممكن من أعضاء الأسرة الجامعية التعبير عن رأيهم
بخصوص الموضوع، أطلب منكم نشر الرابط https://www.mesrs.dz/poll على كافة المواقع
الالكترونية وحسابات التواصل الاجتماعي الرّسمية لمؤسّساتكم. واتّخاذ كافة التدابير التقنية
والتحسيسية اللازمة لضمان إنجاح هذه العملية.

أولي أهميّة قصوى لتطبيق هذه المذكّرة التي سيكون مدى تطبيقها محلّ تقييم من طرف مصالح
إدارتي المركزية المختصّة.

وزير التعليم العالي والبحث العلمي
الدكتور : بـوزيـد الطيب

Appendix E: A student's comment and the minister's reply.

(As extracted from: https://www.maghrebvoices.com/2019/06/22)

East - ناحية الشرق | Licence student - طالب/ طالبة ليسانس | Male - ذكر PM

جامعة هواري بومدين للعلوم و التكنولوجيا الجزائر - Université des Sciences et de la Technologie Houari Boumediène Alger | Inptic

البحث العلمي و المخابر - Research & Labs

اقتراحات - Suggestions

السلام عليكم استاذ ، متى يتم إستبدال اللهجة الفرنسية وإحلال اللغة الانكليزية مكانها كلغة للتعليم الجامعي وهكذا نتخلص من الهيمنة الفرانكفونية على الجزائر

ANSWER: The final decision remains in the hands of the majority of the Algerian academia, inside and outside the country. A survey on this topic will be posted online soon!

Tayeb BOUZID

Minister of Higher Education & Scientific Research

Appendix F: The results of the poll launched by the Minister of Higher Education and scientific research concerning the replacement of French by English at universities. (Extracted from: https://www.elwatannews.com/news/details/4265438)

تعزيز استعمال اللغة الانجليزية في قطاع التعليم العالي والبحث العلمي -
Enhance the use of English language in the Higher Education & Scientific Research

90,418 responses

- Yes / نعم
- No / لا

5.6%

94.4%
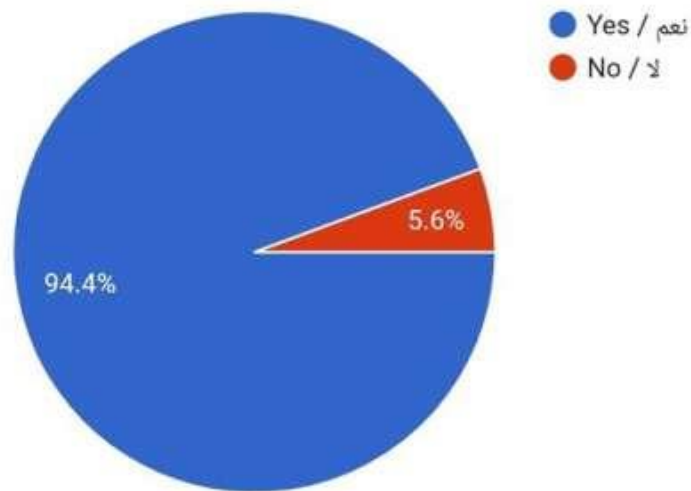
تلخيص

التنافس اللغوي ظاهرة سائدة في الجزائر. في جامعة أدرار ، يحق لطلاب الماستر في كلية العلوم والتكنولوجيا الاختيار بين الفرنسية أو الإنجليزية لكتابة أطروحاتهم. في الآونة الأخيرة لوحظ ان الطلاب يختارون اللغة الإنجليزية لكتابة بحوثهم بالرغم من انهم يدرسون باللغة الفرنسية. يهدف البحث الحالي إلى فهم التنافس بين اللغتين الفرنسية والإنجليزية في كلية العلوم والتكنولوجيا بجامعة أحمد دراية بأدرار. إنها أيضًا محاولة لتسليط الضوء على استخدام اللغات الأجنبية في التعليم العالي. من أجل جمع البيانات ، تم استخدام استبيانين ؛ واحد للطلاب والآخر للمعلمين

الكلمات المفتاحية: التنافس اللغوي ، اللغة الإنجليزية ، اللغة الفرنسية ، وسيلة التدريس ، التعليم العالي ، البحث العلمي ، التدريس ، جامعة أدرار ، أطروحة ماستر

Résumé

La rivalité linguistique est un phénomène prédominant en Algérie. A l'université d'Adrar, les étudiants en master 2 de la faculté des sciences et technologies ont le droit de choisir entre le français ou l'anglais pour rédiger leur mémoire. Récemment, les étudiants ont opté pour l'anglais pour rédiger leurs travaux de recherche malgré le fait qu'ils suivent leurs cours en français. Par conséquent, la présente recherche vise à comprendre la rivalité entre le français et l'anglais dans la faculté des sciences et technologies de l'Université Ahmed Draia à Adrar. C'est aussi une tentative de décrire l'usage des langues étrangères dans l'enseignement supérieur. Afin de collecter les données, deux questionnaires ont été utilisés ; l'un pour les élèves et l'autre pour les enseignants.

Mots-clés : rivalité linguistique, langue anglaise, langue française, support d'enseignement, enseignement supérieur, recherche scientifique, enseignement, Université d'Adrar, mémoire