

Exploring English in Education Policy in Algeria: Obstacles to its Promotion

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Abstract

French in Algeria still dominates many aspects of the educational system, though English today dominates the globalized pedagogy. The aim of the current paper is to give an overview of the language policy in Algeria especially the English language; as well as to investigate deeply the teachers' standpoints regarding the obstacles that hinder the promotion of English in Algeria. Based on the teachers' responses to the questionnaire, the obstacles that limit the scope of English in Algeria are historical, political, pedagogical, economic, and sociocultural.

Keywords: Sociolinguistic profile of Algeria, the policy of teaching English in Algeria, obstacles of promoting English, Teachers' beliefs.

ملخص

لا تزال الفرنسية في الجزائر تهيمن على العديد من جوانب النظام التعليمي، على الرغم من أن اللغة الإنجليزية اليوم هي التي تهيمن على البيداغوجيا العالمية. والهدف من هذا البحث هو إعطاء نظرة عامة عن سياسة اللغة في الجزائر وخاصة اللغة الإنجليزية. وكذلك نسعى إلى إظهار وجهات نظر الأساتذة فيما يتعلق بالعقبات التي تعرقل تعزيز اللغة الإنجليزية في الجزائر. واستنادا إلى ردود الأساتذة على الاستبيان، فإن العقبات التي تحد من اللغة الإنجليزية في الجزائر هي تاريخية وسياسية وتربوية واقتصادية واجتماعية وثقافية.

الكلمات الدالة: لحة لسانية اجتماعية عن الجزائر/ سياسة تدريس اللغة الإنجليزية في الجزائر/ عقبات تعزيز اللغة الإنجليزية / آراء الأساتذة

• Introduction

Language is taken to be universally functional unless it is widely used to construct and exchange meanings impacted by social and cultural context. Currently, English has become the property of almost all the cultures around the world, for it is increasing the capacity of people to communicate and exchange

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ideas across borders. It constitutes the official language in many countries and occupies a prominent position in many others, if not all. First and foremost, English is the language of science and technology; for example, much of the technical terminology is based on English words and therefore one is convinced that the journals which are not published in English are not globally read and appreciated. Besides, English language skill has become an exigency in the academic world. Undoubtedly, individuals who have a good command of English are likely to be given more opportunities to study with the top scholars. Today, western universities are enticing many visiting scholars, students and professors from all around the world where their common working language is English.

Apart from the educational and academic fields, English provides a competitive advantage for careers and employment in many sectors of the global economy, politics, media, sports and so on. In short, English is the unparalleled lingua franca which is used widely at this time. However, Algeria implemented its policy as regards the foreign languages against the aforesaid wave. Though it has offered more importance to teaching foreign languages, in comparison with the past, English has not yet gained privileged status. Algeria has yet to take the necessary steps to update this lingua franca as the first foreign language. Accordingly, the current paper's aim is to investigate the main factors that constitute a hindrance to the promotion of English in Algeria.

1- Literature Review

1-1 The Sociolinguistic Profile of Algeria

Algeria, like many multilingual countries in the world, is characterized by a complicated linguistic situation. The presence of diverse languages which creates some sociolinguistic issues reflects the long colonial experience, the many-sided social and linguistic make-up of the population, and the readiness to accord the international languages demands. To begin with, Algeria was a locale known with the invasions and the crossroad of civilizations that resulted in the linguistic plurality since the ancient times. The early inhabitants were the Berbers, also called

the Numidians and Imazighen. Those Imazighen, according to Benrabah (1999), made contact for a long time with the Phoenician conquerors and traders who settled in North Africa. This contact gave rise to the Libyco-Berber language, which Tifinagh drew from to establish alphabets for the modern Touareg. Further, Benrabah said that the Roman occupation in North Africa pushed the majority of the Berber people to learn Latin which already comprised Libyco-Berber.

Around the seventh century, the advent of Islam which was spread by Arabs had a great impact on the spread of Classical Arabic. According to Benrabah (1999), mosques and missionaries were extensively converting Berbers to Islam, and therefore they learnt Classical Arabic. Benrabah added that this language gained a godly status, as it was the language of Koran. Accordingly, most Berbers who converted to Islam became Arabic speakers and this new religion offered the Arabic language the possibility to pervade largely in the different spheres of the society.

From the fifteenth century to 1830, most of the natives of Algeria spoke Algerian Arabic and/or Berber. The Algerian Arabic or "Derja" emerged as the first language of the Arabic-speaking population. It was a different language in comparison with the Middle East Arabic language because of the influence of the indigenous Berber varieties spread in this period, Benrabah (1999) explained. Moreover, the settlements that took place in that era (the Portuguese, Spaniards, Turks... etc) gave rise to some foreign languages such as: Ottoman, Turkish, Spanish, Judeo-Arabic, and Italian (Benrabah, 2007).

From 1830 to 1962, the French settled in Algeria and progressively and exclusively established their educational system which aimed at wiping out the Arabic language (Benrabah, 1999). The colonial authorities favored Kabyle (Berber) population over Arab for schooling (2007), and therefore did not prevent the development of the Kabyle language. Since then, French was introducing its culture into the indigenous society, while the Arabic traditional schools disappeared because the majority of these schools were transformed into French schools. The Algerian families considered this act as apparent persecution to their

religion and identity; as a consequence, they prevented their children to attend the colonial schools. The latter on their part was not generous to offer the Algerian children such opportunity to attend the school; the vast majority of the students therefore were European, while the Algerians constituted few percentages and were the children of the bourgeoisie or the ones who have some tendencies and loyalty to the colonial authorities. In wide brief, in this period French was the official language of the colonial Algeria, Standard Arabic was decreed as a foreign language since 1938 (Benrabah, 2007), and the rate of illiteracy reached 90% with the independence in 1962.

After the independence, the languages of the daily use were: the Algerian Arabic, Berber, and French, while the Classical Arabic had no use except in few Medersas; these were Coranic institutions like Mosques, Zaouia, and Katatib where the learners learn Koran and literacy skills. The new designated leaders of Algeria pursued a total eradication of the system set up by the colonial authorities, mainly the large influence of French regarding the linguistic and cultural issues. The Algerian government enforced a policy of linguistic imperialism which sought to promote the Algerian linguistic-nationalism through a policy of Arabization. The premise behind such policy was to re-establish Algeria's Arab Islamic heritage (Mize, 1978). Majumdar and Saad (2005, p. 138) reported president Houari Boumediene speech as follows: "without recovering that essential and important element which is the national language, our efforts would be vain, our personality incomplete, and our entity a body without soul."

In 1962, there were only few teachers trained to teach Classical Arabic and there were only seven hours of instruction per week (Benrabah, 2007). In 1963, there were 3.452 Arabophone teachers and 16.456 Francophone teachers for the primary levels, Benrabah added. The main Arabization program launched since 1965 onward, where there was a gradual process of Arabization and some teachers were recruited from various Arab counties mainly from Iraq, Egypt, and Syria. In 1977, the total number of Francophone teachers was 19.769, while that of

Arabophones increased to 47.096 (Benrabah, 2007). In 1976, the French language was recognized as a foreign language which is taught starting from the fourth year of the primary level, while classical Arabic is the sole official language of the country (Mostari, 2004). The aim of this policy was to put an end to the spread of the French language, but it was like a threat to the Berbers who started to claim violently. Forthwith, the Algerian government initiated discussions with Berber leaders regarding the integration of Tamazight in the schools. Up to 2003, the government allowed this language to be taught officially in schools considering it as a national language, then in 2016 as an official language along with Classical Arabic.

1-2 The Policy of Teaching English in Algeria

It was largely agreed that Arabization utterly failed in Algeria for many reasons. As a result, around 2002, the Algerian government reconsidered the policy implemented and made of French the first mandatory foreign language from grade two, and recruited 1500 new French teachers (Benrabah, 2007) . As for English, the first step made to promote it was in 1969 when a General Inspectorate of English was created (Mize, 1978). At that period, the ministry of education declared that there was a lack of teachers of English, the reason why this ministry brought some teachers from other countries and initiated an action of prompt recruitment and training of Algerian teachers. Since 1980, Algeria extended its economic markets to include some western countries, mainly UK and USA which invested in the Algerian oil and gas industries; so the need to integrate intensively this language increased. On score of that, many reforms took place as well regarding the extension of teachers' training and teaching period. Moreover, by that time more English departments at universities were opened.

In 1993, a new reform to enhance the foreign language teaching was adopted at an early age giving the opportunity to the fourth graders at the primary school to choose between French or English as a compulsory foreign language. At that time, the government sought to promote English knowing that it is an international language which allows being a full member in the

international community and therefore it needed to be taught as early as fourth grade.

However, contrary to the government intent, most parents opted for French instead of English arguing that French is widely used in Algeria and thus their children may find difficulties in learning a language that was not given such a credit it deserves. Since then, Algeria initiated a series of changes with the aim to implement new roles that English might play in this complex linguistic situation. Currently, French was reintroduced as the first foreign language taught in the third year of primary schools, and English was taken back from primary school level to be taught in the first year of middle school.

2- Methodology

2-1 Participants

The ultimate aim of this paper is to try to investigate the obstacles that hinder the promotion of English in Algeria from the teachers' standpoints, since teachers of English are at the best positions to report the facts. The targeted population of this study has been basically middle school, secondary school, and university teachers of English in the region of Constantine as well as in some other cities such as Setif, Annaba, Mila, Jijel, Batna, Oum Bouagui. The choice of participation of all educational levels has been undertaken purposefully. The premise behind such choice is to identify the extent to which teachers attitudes are shared or level-specific. The questionnaire has been addressed to 100 teachers, but unfortunately has been completed by a sample of 75 teachers (35 from secondary school, 27 from university, and 13 from middle school). They are both females and males (44 females and 31 males). They are all Arabic native speakers and their experience of teaching English varies substantially (from 1 year to 36 years). As for their level of qualification, it is as follows: 19 teachers hold BA, 37 hold MA and 19 hold PhD.

2-2 Data Collection

In accordance with the descriptive nature of the methodological decision opted for this investigation, data collection was based on the teacher questionnaire which has been deemed to be an appropriate tool for data collection and analysis.

2-2-1 Teacher Questionnaire

In order to meet the aforementioned aim of this research, eight questions have been put in a logical order. The first four questions are meant to gather information about the participants, while the remaining are open ended questions designed purposefully to gather an unlimited number of possible answers to this complex linguistic issue, as well as to allow self-expression and richness of details.

2-3 Results and Discussion

2-3-1 The Status of English in the Educational Policy of Algeria

Table 1: Teachers' Opinions about the Status of English in the Educational Policy

Option	N	%
Satisfied	00	00
Unsatisfied	75	100
Total	75	100

As it was expected, all the teachers of English of all levels are not satisfied with the status of English in the educational policy of Algeria. Their reasons are analyzed and grouped according to their sameness as follows:

Table 2: Teachers' Reasons for Dissatisfaction with the Status of English in the Educational System of Algeria

Reasons	N	%
English is still a second foreign language.	55	40.74
English is introduced at the first grade of middle school.	43	31.85
The low frequency of English use in a broad variety of academic and professional settings.	29	21.48
English is given a very little attention as a taught subject.	06	4.44
The advent of the LMD system	02	1.48
Total	135	100

Being a second foreign language is what made (40.74%) of the teachers unsatisfied with the status of English in the educational policy of Algeria. The teachers' reason is quite logical knowing that English is recognized worldwide as an international language and thereby there is an urgent need on the part of every learner and researcher to learn it before any other language in the world for academic, economic, political, and many other reasons. However, in our country, English is not given the full credit it deserves; still little importance and interest seem to be shown on the part of stakeholders to advance it as a very important language in all phases of studies in the Algerian educational system.

(31.85%) of teachers are not satisfied with the position that English occupies in Algeria, because, according to them, it is introduced in the first grade of middle schools. Some of them consider the syllabus of English in the middle school as a crammed one since the pupils find themselves obliged to learn huge amounts of information at that stage; a case that would have been different if they had learnt only a quarter of the planned lessons in the primary school. Indisputably, learning English at an early age would allow the pupils to accumulate the foreign language repertoire necessary for a more successful academic career.

The low frequency of English use in a broad variety of academic and professional settings is another reasonable ground reported by (21.48%) of teachers. Those teachers are calling for

an outright departure from French language and replace it with English. According to them, English has not yet gained a high status since it is not the medium of instruction in the scientific and the technical branches at university. Those teachers are fully right, because today most research, books, journals, magazines, and so on are written in English, whereas the students in the Algerian universities are still taught either through Arabic or French.

Another small percentage of teachers (4.44%) claim that English is given a little attention as a taught subject compared to the other scientific subjects. The little importance which is given to English is a reality one can witness it through the great interest which is afforded to the technical and scientific branches, and the huge budget which is always available to be dedicated to the scientific research at the expense of human sciences. As an example, one teacher reported the fact that there is no English language research laboratory at the University of Constantine, though the latter includes a huge number of postgraduate students. Unfortunately, this tendency of giving little attention to the foreign language switched to the students' mind whose main interest is limited to get the average grades to pass to the next level, ignoring the prime objective which is enhancing their English as a foreign language competency.

Finally, two teachers (1.48%) traced back their dissatisfaction with the status of English to the advent of the LMD system. Unfortunately, these teachers did not clarify what they intend to convey and what is the relationship between the LMD system and updating English as a first foreign language. Either they are totally against the implementation of this new educational system or they are not satisfied with its outcomes. Whatever their intentions were, one should be convinced that the LMD system now has made its roots in the Algerian university, so the complaints are not to be directed to its implementation, but much of the work has to be done instead to achieve brilliant outcomes in the future.

2-3-2 Obstacles to the Promotion of English in Algeria

Looking at the teachers' responses, one can conclude that the obstacles that limit the scope of English in Algeria can be grouped as follows:

Table 3: Obstacles to the Promotion of English in Algeria according to Teachers Opinions

Obstacles	N	%
Historical obstacles	58	32.96
Political obstacles	51	28.98
Pedagogical obstacles	46	26.14
Economic obstacles	13	7.38
Sociocultural obstacles	08	4.54
Total	176	100

As can be seen, the major obstacle to the promotion of English in Algeria is linked to the colonial experience that continues to shape the post-colonial period. The teachers pointed out the fact that the colonial language- French- is inherited in all the spheres of society and thus the francophonism tendencies remained unchanged despite the long period of independence. Indeed, Algeria preserves the French language as it is, afraid of creating more complex linguistic crisis in trying to update English as a first foreign language. One cannot deny that the status of English in comparison to the past is promoting; however, the practices regarding the incorporation of English in Algeria are not very daring as a result of the extensive French survival. This difficulty of breaking away from the established historical language explains clearly that Algeria will not depart from the colonial tradition effortlessly.

The second high percentage of teachers (28.48%) claimed that the obstacles of promoting English are mainly due to the policy maker decisions. Evidently, as a result of the historical factors, the political decisions reinforced the colonial traditions and practices and maintained French as the first foreign language

in Algeria throughout the independence period. In other words, the constant promotion of French is largely based on a strong political motivation. Some teachers explained that some policy makers are following their political affiliation which is more loyal to France, ignoring the fact that English is more needed in our country. Another political obstacle that is reported by some teachers is that French is the language which our government staff uses in the daily activities and media. As an example, most of the ministers have a command of French better than the official language itself: Arabic. Therefore, changing the status of French may create a threat to the political stability in the country as well.

The implementation of the monolingual system or the Arabization system is a further political obstacle referred by three teachers. According to them, for a foreign language to be well mastered, one should learn it in parallel with the mother tongue: a bilingual system. They stated that the prevalent implementation of Arabization in education is the reason behind having a low command of French and English alike. To that end, they called for considering English as a medium of instruction along with Arabic so that the Algerian students maintain their identity and keep in touch with the universal community. However and as a matter of course, one should say that it is not easy to prevent Algeria to be officially a monolingual country; policy makers are aware enough that some of the Algerians may assume a hostile stance, towards implementing English officially along with Arabic, rather than a welcoming one at least in this current period.

The pedagogical constraints also constitute a high percentage of responses as (26.14%) of teachers mentioned them. These include:

- **The absence of English in the early stages of education:** unlike French which is introduced at the primary school, English is taught in the first year of the middle school. This can constitute a hindrance to the promotion of the latter language, as the pupils will not give it the required importance and will not develop it appropriately.

- **Teachers of English are not fully qualified:** some teachers concede that some teachers of English do not have the

practical command of English; they have only the knowledge of the language aspects (grammar, phonetics, syntax... etc). Further, some other teachers pointed out that some teachers' main interest is to finish the syllabus as it is required, ignoring the learners' needs and capacities. The absence of teachers' training in some universities is also a major reason for the failure of promoting the foreign language learning and teaching in Algeria, three teachers added.

▪ **The learning outcomes do not correspond to the objectives set:** the teachers who raised such issue are fully right. The recent educational reform recommends the adoption of the competency-based approach to language teaching which boosts the students to become autonomous in their learning and real life tasks. However, these objectives are far away to be reached. Given the example of English, the students do not even recognize the importance of this language as a source of gaining knowledge and being autonomous; they rather conceived it as a coercive subject. In addition, they count heavily on the grades of English as a motive for learning rather than giving an importance to the learning process itself. Reconsidering these outcomes, no one could blame solely the teachers and the students, because they were not prepared beforehand for the shift towards the implementation of the competency-based approach.

▪ **The lack of audiovisual materials, books, journals, and magazines:** the teachers who referred to this obstacle see that the English language will never gain the desired status since the language laboratories are not sufficiently available. They added that in spite of the developed technologies, the students still practise English with old materials, be it at the university, secondary, or middle schools. As for the books, journals, magazines, and so on, they are scarcely encountered; which is not the case with materials written in French.

The factors which are related to economy are other constraints to the promotion of English in Algeria. (7.38%) of teachers were sapient in stating that updating a foreign language entails a substantial budget allocation. For example, institutions, language centers, departments, and laboratories have to be created

and equipped with the necessary materials on a large scale. However, especially with the petroleum crisis, Algeria will not allocate a substantial budget for the foreign language requirements at least in this period. There will be restrictive budgetary measures regarding the foreign languages reforms, because the priority is always afforded to the scientific and technical branches. One teacher imagines that the situation may go towards the worst if the policy makers implement a rapid language shift without taking into consideration some economic factors. For example, replacing the teachers of French with the teachers of English at the primary school entails recruiting some and expelling others, this fact may not please the teachers of French.

Lastly, (4.54%) of the respondents claimed that the obstacles to the promotion of English in Algeria can be attributable to some sociocultural factors. All of them refer to the idea that excluding French from being the first foreign language in Algeria, as said before, may not please some Francophones who may start to experience the linguistic ignorance from the society; that is, replacing one language with another may give raise to the hostile sentiments among French and English speakers within the country. Actually, this is a reasonable thinking if one has to consider that any language decision must be acceptable to the different components of the country so that the feeling of belonging together can be constantly maintained and boosted.

The negative attitude of some individuals towards the foreign languages in general is another obstacle pointed out by four teachers. They clarified that some individuals match the foreign languages with the historical events and the cultural differences, arguing that these are the languages of the enemy and that they may influence negatively the students' religion, native language, identity, and way of thinking. Certainly, being careful of the negative cultural aspects that can be brought with the foreign language is a requirement for planning and learning it; however, this mentality is not always based on a strong argument because learning English does not entail adopting western

cultures and values; contrary, it can be beneficial as a means to convey Islamic values and cultures to non-Muslims.

2-3-3 Updating English as a First Foreign Language in Algeria

Table 4: Teachers' Suggestions for Promoting English in the Educational Policy

Suggestions	N	%
Having true and brave political decision	61	24.60
Implementing English at primary schools	55	22.17
Delegating French to a second position after English	42	16.93
The contribution of all the components of society in the promotion of English in the country.	30	12.09
The general reorganization of the educational system	23	9.27
Introducing English in Media	21	8.46
Implementing English as a medium of instruction	08	3.22
Providing the necessary materials to learn English	08	3.22
Total	248	100

The above table points out that the majority of teachers (61 out of 75) see that a true and brave political decision is really needed, if the objective is to widen the use of English in the country. They claimed that it is the role of the government to initiate the making of English as a first foreign language. To that end, the teachers listed some of the suggestions that the government may consider while seeking to update English as a first foreign language. Considering the teachers' responses, one would agree that the status of English in the Algerian educational system is primarily a matter of politics, so the change must come first from decision makers.

As a major decision to be taken by the policy makers to promote English is implementing it at the primary school. This has been suggested by (55) teachers. Undeniably, teaching English in the early stages of learning is of great help to the pupils who are learning a huge amount of information at the middle school. As a result, most of them develop a negative attitude towards it, as well as they learn it just as a subject matter in which its effects do not overlap the classroom. When English is taught at the primary school, however, the pupils may learn it from a solid ground and therefore its mastery gets increased at each level.

Delegating French to a second position after English is the suggestion of (42) teachers. According to them, one needs to change the direction of learning foreign languages in the country towards English in the first position; of course, without the exclusion of any other important language. It is a matter of priority and public benefit for the country and people. In fact, one needs such shift from French to English, especially on the part of decision makers who should take into account that English has to be brought to the forefront and dependency on France has to come to an end, if Algerians want to adapt to globalization.

(30) Teachers shared the idea that all the components of society such as teachers, students, parents, researchers, school headmasters, head of departments, policy makers, ...etc should be counseled and contribute in this linguistic issue in order to overcome some of the obstacles that hinder the promotion of English in Algeria. In other words, it should not be the business of the concerned individuals only as it is the situation currently, where some Algerians want eagerly this shift towards the language of globalization, but few (some teachers and students) who express this desire explicitly. For example, the pedagogical and administrative actors across the country can demand for teaching English as a first foreign language in all levels of education. These actors even mobilize all the components of society to rally in their respective educational institutions. This demand may be lastly taken seriously by the top officials in the government.

Another proposition which is given by 23 teachers relates to the general reorganization of the educational system. First, some teachers call for evaluating the textbooks of English by experts, linguists, and inspectors because they are very loaded and less attractive. Other teachers call for a professional teachers' training; according to them, the abundance of qualified teachers of English is unquestionably crucial in broadening the scope of English because the teachers are considered as the typical models for learning the English language in the absence of English native teachers. Furthermore, some teachers see that reconsidering the outcome of the teaching approaches could be a huge step towards the development of foreign languages in the country. Actually, the objective of the competency-based approach CBA implementation in Algeria has many shortcomings, including English which is supposed to be mastered and used outside the classrooms. However, the students still seek to gain high marks and override the long term effects of learning a foreign language. Moreover, implementing English as a medium of instruction, more than just a school subject, has been suggested by some teachers as a future educational reform. Certainly, this could enhance the students' English competency because they will maximize the exposure to this language. Finally, other teachers suggest increasing the coefficient of English in all levels of education so that the students attach a great importance to it. This also could be a reasonable act from the part of the decision makers knowing that the students do not realize the significance of English unless it is afforded a high rank vis-a-vis the other school subjects.

A number of 21 teachers see that English has to be introduced in media so that it can be given a privileged status. These teachers propose either to use English as a major means in TV, radio programs and newspapers; or to handle recurrent discussions about such linguistic issue. For example, independent TV stations may host experts and politicians to discuss and debate the great benefits the pupils would get when studying English as a first foreign language. Exposing the experts' views via TV or radio programs could provide a solid ground for adopting a pro-

English tendency by pupils, parents, and teachers. Further, some teachers pointed out that newspapers in English need to be launched at a large scale if one seeks to widen the readership and therefore the use of English, especially English printed materials are rarely obtainable.

Finally, 08 teachers recommend allocating a substantial budget to raise the standards of teaching English. This can be achieved through providing the necessary materials and environment to learn this language. According to them, English language laboratories and centers should be created and equipped with the new technologies to meet the international language demands. Moreover, two teachers suggest creating audiovisual classrooms in the departments of English and in the primary, middle, and secondary schools. Certainly, incorporating technology is of great importance because it makes the teaching of English interesting and more productive. In short, the technological innovations should go hand-in-hand with the spread of English in the country.

Conclusion

Since its independence, Algeria enforced an explicit policy of Arabization aiming at regaining its linguistic identity and nationalism. Though today English dominates the globalized pedagogy, French in Algeria still dominates many aspects of the educational system, governmental affairs, and economic and social life. Given this situation, the present paper was an endeavor to investigate the major obstacles that limit the prevalence of English in Algeria from the estimation of the teachers of English. The paper discussed a quintuple hitch to the development of English in the country: the historical, political, pedagogical, economic, and sociocultural constraints. Apparently, it is a complicated issue to undertake the shift from French to English, but it is possible, as there are many examples of change in language status in history. The typical example is how Arabic was adopted or imposed in the Middle East and North Africa by the Islamic armies.

Given the growing interest in English, the following propositions are to be taken into account; if Algeria is actually

intending to implement an effective policy for updating English. The propositions are to:

- depart from the colonial language: French.
- implement a brave political decision which reflects the public benefits.
- adopt a new educational reform regarding the English language.
- allocate a substantial budget for ensuring an effective teaching quality.
- spread the spirit of linguistic tolerance and peace in order to decrease the hostile sentiment among French and English speakers.

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Appendix: The Teacher Questionnaire

1- You are

- a- Female
- b- Male

2- You are a teacher of English.

- a- middle school
- b- b- secondary school
- c- university
- d- private school

3- Degree held:

- a- BA (Licence)
- b- b- MA (Master / Magister)
- c- c- PhD (Doctorate)

4- Teaching experience: years

5- Are you satisfied with the status of English in the educational policy of Algeria?

- a- Yes
- b- b- No

- Whatever your answer, please say why.

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6- According to you, what are the constraints to the promotion of English in Algeria?

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7- As a teacher of English, what do you suggest to update English as a first foreign language in our country?

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8- Please, feel free to add any comment you see relevant to the above raised issue.

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Thank you