Research Article

A Descriptive Content Analysis of Language Conflict: Ideology and Identity among University Students in Algeria

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Abstract

Globalization and the rapid development of social media have created an important context for people to communicate in a variety of languages. Language, according to academics, is at the heart of people's language communication and plays an important role in resolving and managing conflicts between diverse social groups; however, it can result in a variety of language conflicts: "language conflicts can be brought about by changes in the expansion of the social structure when there is a linguistic contact between distinct language groups" (Inglehart/ Woodward 1967). Despite its extensive linguistic heritage, Algeria has long been plagued by political, social, and cultural upheaval. According to several experts, Algerian students, switch, mix, and borrow words from other languages. In addition to their mother tongue(s), Arabic and Berber, they use French words due to long-standing colonial contacts. And, recently, the use of English words has become most common since it is the world's dominant language that is gaining popularity. This study focuses on analyzing the content of different Algerian academic works to demonstrate the paradoxical relations between language(s) contact and conflicts, and how to preserve national identity and manage language ideology among university learners in Algeria. Also, highlights the influence of globalization and social media in shaping the social and cultural perspectives of EFL students.

Keywords: Algeria multilingualism complexity, Content analysis, English language, Globalisation, Social media, Language conflicts, Identity, Ideology

INTRODUCTION

As a medium of communication, discursive representation, and education, mass media, and Globalization have become crucial factors in modern cultures. They are engaged in a variety of exchanges. One of the main practices is that people use language to learn about others and to talk about themselves. Globalization has had and will continue to have effects on many aspects of society including language (Steger et al., 2003). Therefore, they may serve as an important site for forming identities and conveying ideologies. As technological means and mediated communication are evolving, this also reflects the evolution of the ways that people use to share their beliefs, ideas, and cultures. That is, communication, particularly in its visible and mediatized forms, is a subject to ongoing change in today's interconnected and globalized world. One major consequence of globalization is the increased spread and interconnectedness of languages, in particular the English language (Crystalet al., 2000). English became the language of economics and technology, and it is called a lingua franca.

Whereas the case in Algeria, which given to its inherent multilingual nature and colonial past under the French, has undoubtedly witnessed a cross current of language activities. Algeria began to arabize all public sectors,

particularly education, after gaining independence in 1962, for ideological reasons relating to national identity and nationalism. On the other hand, it has preserved French as the scientific and technological language. Tabory & Taboray (1987) wrote "The Algerian situation is complex, as it is at a crossroads of tensions between French, the colonial language, and Arabic, the new national language; Classical Arabic versus popular Algerian Arabic; and diverse Berber dialects versus Arabic,". (As mentioned on page 2 of Rezig 2011). That is to say, the presence of this variety generated a language problem, either political or pedagogical, and it sparked outcries in which everyone claimed a monopoly on the language issue: Arabization, French-Arabic bilingualism, and the position of the English language, without reaching an agreement (Lakhal et al., 2008).

Furthermore, Algeria considered the French language to be a cultural imperative until the late 1970s when globalized Algeria began to give English more space. The Arabization strategy of 1971, as well as global socioeconomic shifts, have established this sector. The rise of English in the former French colony jeopardized the French language's standing. As a result of this threat, a language conflict arose. This conflict resulted in two attempts to replace French with English, the first of which occurred in 1993 when Algeria attempted to do so in the primary cycle. In 2019, another attempt was made at the university level. As a result, the French began to fade away at the crossroads, opening up greater opportunities for the teaching of English as a second language (Mami et al., 2013). Therefore, the dominance of the English language was paved by global interconnectedness, cultural convergence, and world organizations in Algeria and EFL settings particularly. Starting with educational reform in favor of bilingualism conducted at the outset of President Abdelaziz Bouteflika's presidency to revitalize the educational sectors; Arabic was no longer a medium of instruction, having demonstrated its failure decades before the prominence of the English language. Furthermore, rather than being taught in eighth grade, it began in the first year of middle school. The purpose of the policy was to open up to the rest of the world, but it ended up marginalizing local languages.

Henceforth, the Algerian language policy has shown to be a useful model for integrating the former colonial language (French) with the native languages (Tamazight and Algerian Arabic). Also, Algerian policymakers prioritized foreign languages to better engage with the rest of the world and participate more fully in national and international affairs. When conversing online, listening to music, and watching TV, the younger generation prefers to use English as a lingua franca. The revelation of the hidden impact of globalization and the expansion of English in affecting Algerian language policy, either directly or indirectly prompted the study. In this research paper, language contact is in mediation between language conflicts, Identity, and Ideology. It seeks to determine the role of globalization and social media

as a medium in shaping university students' language (s) contacts, language practices, and socio-cultural attitudes. As well as making recommendations for future language improvements.

Statement of problem

Algeria, like many other multilingual countries around the world, faces a complex linguistic situation that considers the country's long colonial history, the diverse socio-demographic and linguistic make-up of its population, and the desire to meet national language demand along with international communication needs. University teachers/ students, language policymakers, and decision-makers have faced language contact challenges (language conflicts; identity, and ideology) as a result of this complex linguistic reality. The country's language policy, in existence since independence, overlooks this multilingual reality and asserts the country's linguistic homogeneity. Thus, Algeria is difficult, if not impossible, to be classified as monolingual or even multilingual.

Research questions

3.1- How do globalization and social media play a crucial role in the escalation of language problems in Algeria's EFL socio-cultural context?

3.2- What are the most important theoretical points to consider in the EFL classroom when studying the language(s) contact, language conflict, identity, and ideology inhibition?

3.3- How far can sociolinguistic reforms in Algerian higher education help to sustain national development and increase intercultural contact?

Research methodology

This study adopts an exploratory approach and relied on a qualitative method. The qualitative method strives to touch on the numerous perspectives of the phenomenon's stakeholders with personal and direct experience to gain a better understanding of the many socio-cultural language interaction realities in Algerian universities. Descriptive content analysis is one of the most common qualitative research techniques used to collect data for examining the complexity of the linguistic situation (language contact 'patterns) of various academic works under investigation to extract the intended concepts (language conflicts; identity and ideology) from socio-cultural representations and realities of language use. More specifically, because the analysis schemes are operationalized based on prior information, the deductive approach to content analysis is followed.

Content Analysis: Content analysis was originally used as a quantitative research technique, involving the "systematic, objective, quantitative analysis of message characteristics" (Neundorf et al., 2002), but in recent decades it has been expanded to include "a family of techniques all of which

emphasize frequency counts of concepts within and/or across texts" (Hashemnezhad et al., 2015). It looks at both the manifest aspects of a message, which are the obvious, countable, and observable components, and the latest features, which are the meanings concealed behind the manifest features of a text (Rose et al., 2015).

The descriptive content analysis technique is well suited for the aims of this study because of its unobtrusiveness (smooth, uninterruptable data gathering process), the approximately permanent nature of data, and the explicitness of the analytic scheme. Thematic analysis is the search for themes across the entire data to produce an accurate report of the analysis that is linked to the research focus (Blaxter et al., 2010). The analysed themes are related to language contact; language conflict; identity and ideology, as well as the factors that influence the current linguistic situation; globalization, and media in Algerian universities. The major source of data for this study is a collection of Algerian academic studies on similar topics **Table 1.**

Each of these academic publications looked at similar aspects of present linguistics situations in Algerian higher education from a variety of angles and conventions. The analysis circle depicts the patterns of language contact in intended concepts within a framework that includes the possible factors underlying the language mixing of French, English, and Arabic, as well as the relationships between language, culture, and identity among a multilingual group, whether this is illustrated in accounts of socio-cultural history of Algerian linguistic facts or presented in terms of statistical measures depicting recent globalized demands. The framework is a set of linguistic dimension patterns that guide the descriptive content analysis.

FINDING AND DISCUSSING

The findings and discussion of this paper are organized in a thematic sequence that reflects the answers to the three research questions and, in turn, the study's aims. The first research question aims to demonstrate the speed with which linguistic globalization and media have spread, as well as their effects on students' language contexts, to uncover any dominance of one language over another, which could lead to the loss of national -cultural identity. The second study theme focuses on determining the linguistic perspective of language interaction and the complexity of its effects to delimit any potential language conflict by highlighting national identity and ideological inhibition. The third question is to reveal a current sociolinguistics reality of university students in Algeria and to discover how positive feedback might help the country improve and encourage intercultural relations. As a result, the reforms of Algeria's language planning strategy may be shown, indicating the need of strengthening the language (s) of technology and science to meet the growing waves of globalization.

Globalization and media

This section relates to the first study question about the impact of globalization and social media on Algerian students of English, specifically in terms of analyzing the content of language(s)contact and sociolinguistics patterns. Globalization linguistics confronts the process of sustaining national language(s) and the desire to promote worldwide language demands such as the English language, as evidenced by the data provided below (comparison between numerous previous researches). As a result of this global and technological advancement, a new interconnected relationship to social media emerged in the form of a hybrid context that incorporates diverse languages and structures in similar conversations.

Massaouda Annab's Ph.D. thesis "Language Contact Phenomena Among Algerian University Students"; section (1.2 Rationale for the research), looked at the effects of globalization on international communication and the rise of new ways for people's world contact known as "social media means," with an emphasis on Facebook and SMS messages. She discussed how social media might be used to describe the process of linguistic variety in a contemporary setting of innovation and development in media communication. Speakers might employ the latter for linguistic and social purposes. Her research, which is based on the discovery

Table 1. Academic Works about Similar Related Topics of Sociolinguistics Reality the in Algerian University.

Academic work	Degree	University
Language Contact and Conflict (the case of Arabic-French Bilingualism)	Magister in Sociolinguistics 2010-2011	University of Abou Bekr Belkaid, Tlemcen
A Sociolinguistics Study of Language Policy in Algeria	Magister in Sociolinguistics 2012-2013	University of Oran
Globalization and Language Policy: Local Languages and the Growth of English in Algeria since 1962	Master's Degree 2016-2017	ABDELHAMID IBN BADIS UNIVERSITY - MOSTAGANEM
Language Contact phenomena Among Algerian University Students	Doctor of Philosophy 2019	University of Northampton
Foreign Languages Rivalry in the Algerian Higher Education /English Vs French Among Master 2 Students in Science & Technology -Faculty	Master's degree 2020-2021	African University Ahmed Deraia of Adrar
Linguistic History and Ideological Inhibitions in Foreign Language Context in the Post-Independence Algeria	Article Arab World English Journal (2020)	Abdelhamid Ibn Badis University - Mostaganem

that many Algerian Vernacular Arabic students (AVA) use social media extensively, investigates the usage of language mixing in social media and face-to-face interactions. The researcher examined the complexities of multilingual and bilingual languages to compare Algeria's sociolinguistic status (s).

The colonial history of Algeria has influenced its linguistic complexity, resulting in a one-of-a-kind melting pot of languages (see chapter one; section 1.3.2). Following Algeria's independence in 1962, the Algerian government set out to reestablish Islamic and cultural traditions that had become hybridized under the colonial rules, during which France imposed its language by destroying Algerian culture (Maamri et al., 2009). As a result, the indigenous languages of the region have been suppressed. However, educational reforms and Arabization efforts have drastically changed the language situation in Algeria since the country's independence in 1962. Today, a sizable proportion of Algerians are bilingual (fluent in Modern Standard Arabic and French), with an increasing proportion also fluent in English. As a result of their language exposure, AVA students have developed a strong borrowing habit. Her study then looked into why students borrowed/mixed languages, as well as the patterns they used in their social media writings and speeches.

In his master's dissertation, "Globalization and Language Policy: Local Languages and the Growth of English in Algeria Since 1962," Mr. Missaoui BEN YOUNES (see chapter two; sections: 3,3.1,3.2) attempted to provide an understanding of globalization's meanings, emergence, and effect in shaping new versions of the language(s) contact and language policy in Algeria. According to his findings, the current state of globalization has accelerated the spread of English as a lingua franca in the twenty-first century. This has an impact on Algeria's local language situation and policy, as well as posing a fresh challenge for Algerian society and decision-makers. Because of the link between globalization and language policy, a new way to understand how civilizations interact in the light of current globalization is required.

Soufyane KHELLOUL and Fatima Zohra BENMAGHROUZI discuss "The Linguistic History and the Ideological Inhibitions in Foreign Language Context in Post-Independence Algeria" in their article "The Linguistic History and the Ideological Inhibitions in Foreign Language Context in Post-Independence Algeria," published in Arab World English Journal (AWEJ) Volume 11, Number 2, June 2020. They talked about how globalization and the media have affected the Algerian language policy (see section 2.1). Their article indicates that openness to the outside world and access to current sciences and technologies are critical concerns for decision-makers. To achieve these goals, however, a solid command of a language that enables integration into 21st-century global issues is required. That is, a good command of the English language, which has the capacity, at least

for the time being, to absorb every nation on the planet into the global village whose slogan is "think globally, act locally." As a result, English needs to be evaluated in our school curriculum and given precedence over all other foreign languages today more than ever. Furthermore, the country's foreign-language strategy should be rebuilt based on the importance of communication in the social, economic, and political arenas.

Furthermore, despite technological advancements, French is the most extensively used language in the media sector, confirming the ideological trends of Algerian decision-makers to maintain the French language status among the Algerian-speaking community (see section: 2.2.1). The number of French-language newspapers is more than that of Arabic-language media. in this regard, (Benrabah et al., 1999) noted that the journals published in French outweigh those published in Arabic by 880.000 copies to 30.000 copies. French is utilized far more in radio than in television, as it is in the press. A large proportion of transmissions are in French. Other communications are either in Arabic or a combination of French and Arabic, like in many radio programs (radio El Bahdja) (as cited in Arab 2015, p.6). In this regard, English continues to outperform expectations in terms of becoming a legitimate alternative to French in Algerian society.

However, the Algerian government must act now to enhance the standing of English in Algerian media to meet the needs of the present day. English language speakers are posing a challenge to develop English in Algerian culture by utilizing the internet and its associated services, such as social networks such as Facebook and Twitter, chat rooms, YouTube, downloadable materials, e-books, e-journals, and so on. This is why English appears to be imposing itself without a clear language policy.

Language conflict

This section is concerned with answering the second research question about the factors that lead to a complex linguistic that challenges language planners due to the existence of distinct local mother tongues, Arabic, French, and recently the appearance of the English language in proportions of representing the under study.

What is a language contact?

Many academics are interested in studying language contact, which is defined as the coexistence of two or more distinct languages in the same speech community. "Two or more languages are said to be in contact if they are used alternately by the same people," writes (Weinreich et al.,1994) contends that many cases of language contact can be described as interactions between two cultures as a result of factors such as colonization, migration, and wars. The phenomenon of language contact has resulted in widespread bilingualism. Bilingualism is a complex concept with numerous variables that must be considered in every

linguistic situation. Algeria, in effect, is an interesting example of various types of bilingualism, with Arabic/ French bilingualism being the most prominent.

Mrs. Linda Chahinez Benyelles examined the intriguing situation of Algeria as a subject for the study of language contact and language conflict in her magister thesis "language and conflict" (see chapter one; section: 1.7). This is because of its complex linguistic situation, which mirrored the former colonial dominance, resulting in social competition and linguistic conflict. Since the expansion of French colonization in 1830, the country's policy has been to "civilize." To control the citizens, this destructive policy attempted to impose both the French language and culture on the entire Algerian society. Following independence in 1962, the Arabic language was established as the sole national and official language. Thus, Arabization was associated with two main concepts: independence and the defense of Islamic values to be used as a process of national identity recovery, displacing, and undermining the French language and culture. As a result, this policy sparks debate and competition, particularly between Standard Arabic and French. In other words, enforcing such a policy in Algeria's complex context raises linguistic, social, and political concerns.

The researcher Manel TEMMAM conducted a Master's study to explain the foreign language rivalry in Algerian Higher Education (see chapter one; section: 1.2). Algeria faced a complex linguistic situation following the end of 132 years of French colonization. It is recognized as the first foreign language, taught in primary school, and used as a medium of instruction in higher education, particularly in scientific disciplines, as well as in formal documents. English, as a language of science, a lingua franca, and a language with no political history with Algeria, has grown in popularity and demand among Algerians since the 2000s. It is recognized as the country's second foreign language. The spread of English in the former French colony posed a threat to the French language's status. This threat sparked a language conflict known as "Rivalry." This rivalry resulted in two attempts to replace French with English, the first in 1993 when Algeria attempted to replace French with English in the primary cycle. The other attempt was made in 2019 at the university level.

The Algerian researchers KHELLOUL and BENMAGHROUZI also investigated linguistic tensions in Algerian education as a result of the society's multilingualism and other historical factors (see section 1.1). They discovered that the French colonial authorities' linguistic policy had and continues to have an impact on the country's language planning and policy, as well as its social cohesion, as (Beer et al., 1985) put it: "Algeria...continues to face problems of national cohesion and cultural identity, but to date, social and cultural fissures in Algeria pose a minimal threat to national integrity" (Bacher et al., 2013). English became the language of power, commerce, and information as the

twentieth century progressed. Many countries, including Algeria, were forced to reconsider their language policies in light of the English language. The English language is not associated with colonialism or linguicism, and it is not a competitor to the local language, resulting in a positive attitude toward English.

Language identity and ideology

This section answers a sub-question about the most important theoretical points to consider in an educational environment when studying language identity and ideology inhibition. It is deviated to identify the various functions of language within an individual's society and its relationships with maintaining one culture and shaping language ideologies.

Language, while certainly the most basic medium of communication and expression, plays an important role in understanding people's thoughts and feelings, but it is also merely an ideal means of shaping identity between different groups within the same society. Language, in this sense, serves more than just communicative functions; it also serves to identify speakers' relationships with one another. As a result, language is an essential component of a person's identity and plays an important role in its formation.

In her Magister Dissertation, the researcher Lynda Chahinez Benyelles discussed how language forms a part of a speaker's identity, claiming that it is necessary to link the concepts of language and identity with variables such as nation and nationalism. Then, she attempted to define the terms "nation" and "nationalism" briefly (see chapter one; section: 1.4). To begin, we define a nation as a named people who recognize their identity through a shared culture, a shared history, and a specific territory' (Guibernau, 1998). Nationalism, on the other hand, refers to a sociopolitical movement aimed at achieving political and socio-economic independence (see chapter2; section: 2.3) (Gellner et al., 1983) defines this concept as "a political principle that holds that the political and national units must be congruent." Therefore, language has played an important role not only in the development of nationalist ideas in countries subjected to colonial powers but also after independence "in the sense that it serves as a vehicle of promoting cultural values and norms of building a nation" (Mac Giolla Chrost et al., 2004). We can see that culture has many components, one of which is language. It is used to express culture and is one of the most important tools for understanding people's customs and beliefs. Acknowledging a culture is required to learn a language and vice versa.

Miss Sara GHOUL, the researcher, embodied Arabisation policy in Algerian education as a means of promoting noble ideological motives (see chapter three; section: 3.2-3.4). First and foremost, it was founded on the premise that Algeria is an Arab country that should be inextricably linked to other Arab countries and strive for Arab unity.

If Standard Arabic (SA) is not restored as Algeria's sole official language, this goal will remain unattainable. Overall, Arabization was regarded as a necessary condition for reclaiming the country's eroded Arab Islamic identity. As a result, Arabization was synonymous with unity and homogenization in terms of religion. Arabization was culturally associated with so-called cultural independence, i.e., the cultural equivalent of political and economic independence. Arabization is necessary, according to (K. Taleb Ibrahim et al., 1997).

The researcher Messaouda Annab made the same point. Arabization is another important factor in Algeria's current language debate, stating that after independence, the Algerian government worked to spread Arabic in all public sectors, particularly education, for ideological reasons and to build a national educational system based on national identity (see chapter one; section: 1.3). Arabization was linked to two main ideas: independence and the defense of Islamic cultural values. As a result, it was decided that Modern Standard Arabic would replace French in all its uses, and Arabization was thus used as a process of national identity recovery, with the primary goal of displacing and evaluating the presence of the French language and culture.

Messaouda Annab also investigated language attitudes and identities by assessing the social value of languages (see chapter two; section: 2.4). Her study looked for examples of borrowing as well as the attitudes of some Algerian Vernacular Arabic (AVA) speakers toward borrowing from English. For example, what they believe about a language; whether the mother tongue represents ethnic identity; whether the language is old or new; and what the functions of languages are. "If there is a strong relationship between language and identity, this relationship should find its expression in individuals' attitudes toward these languages and their users," (Appel et al., 1987). As a result of speakers learning new languages, attitudes toward languages and their speakers evolve.

Language policy reforms and English language status in Algerian higher education

This section attempts to assess language policymakers' and decision-makers efforts to keep language modifications up to date. Furthermore, to determine the extent to which proposed language policy reforms in Algerian higher education can lead to national development and increased meaningful intercultural communication.

Khelloul& Benmaghrouzi went through various Higher Education reform points, beginning with the independence era, challenges facing Higher Education reforms in Algeria, and reaching the level of English Department reforms (section 4). Algeria has sought to eradicate French rule and culture since regaining independence in 1962, thereby shaping its Arab-Islamic identity. This compelled Colonel Boumedièn's government to bring in hundreds of Arabic teachers and Imams from the Middle East to assist him

in realizing his goal and securing his intended policy of "Arabization." Despite the strong opposition of thousands of French and Algerian teachers of French, a turning point in the Algerian educational system came to announce the end of French authority and declare "Arabic" the language of instruction for all subjects except sciences and medicine courses.

By the early twentieth century, instead of introducing English as a language of science and technology to keep up with a time of Globalization, the Algerian government reintroduced French at an early stage in school and as a language of instruction for sciences and medicine courses still, considering the "Arabization" policy the most colossal mistake the government has ever committed, repeating the expression "doomed schooling system." Significant changes were made to the higher education system to mobilize the full potential of Algerian universities to support the ambitious economic, social, and cultural transformation and development of the newly independent country.

These Reforms proposed a change in teaching/learning methods, including teaching contents, assessment methods, structure, and organization, in addition to university management and the creation of new branches, subject matters, and modules to better respond to the country's development needs. The Algerian university degree framework is currently being reformed, with the traditional system, modeled after the French structure, gradually being replaced with a three-tier system deemed more internationally compatible. The "L.M.D." designation is intended to introduce a degree structure based on the new French model of Bachelor's, Master's, and Doctoral degrees (License, Master's, and Doctorate). The new system is intended to make Algerian university program offerings more compatible with those around the world, thereby increasing Algerian faculty and student international mobility.

However, these goals are currently facing several challenges. One of them is how to reconcile the need for democratization access to higher education with the need for more high-quality training in a changing world marked by the emergence of the knowledge and information society, economic globalization, and knowledge explosion. In terms of technology, ICT presents a challenge to Algerian universities, not because of the network, which is under construction, but because many students do not have laptop computers and there are insufficient workplaces within the universities. The government has been asked to assist by providing financial assistance to students for them to purchase laptop computers. (Rasa et al., 2011). Languages are another area of concern, to increase the number of students and teachers who speak English. French and Arabic are the official languages of instruction at Algerian universities. Despite being the language of modern technology and science, English is still not taught in the technology and science departments of most Algerian

universities. Hence, it is taught once or twice a week as a module for specific purposes, or as a specialty in the English department.

In a similar vein, the Master's researcher, Missaoui Benyounes, addressed the elements of Higher Education policy reforms in Algeria from independence to the present day (see chapter one; section:3). In 1999, Algeria's new government, led by Mr. President Bouteflika, began to revise the country's entire educational policy, in direct opposition to his predecessors and authorities, who opposed the concept of institutionalized francophone. This is a new era indicated by the realization of these demands for broad educational reforms, attempting to shift away from establishing language policy based on ideology and toward one based on practical concerns. Alongside, the researcher Benyelles backed up these claims, claiming that the political reforms implemented with President Bouteflika's arrival are primarily aimed at remodeling the educational system, where Arabization is now a glaring failure. The only solution to this failed policy is a return to bilingualism. This latter must be applied across all educational levels. In any case, President Bouteflika's actions distinguish Algeria's language policy. The declaration ends several years of linguistic and ideological conflict between Arabophones and Francophones and opens up a new territory.

To summarize, Algeria's current language planning and policy are the result of a long historical process heavily influenced by the country's colonial past. However, once the country achieves independence, new reforms are implemented to restore Arabic as the sole national and official language of the country. As a result of this policy, supporters and opponents of Arabization have competed linguistically. As the twentieth century progressed, English became the language of power, the economy, and information, compelling many countries to reconsider their language policies, with Algeria serving as a prime example. English is now more powerful than it has ever been. It is a major global player, ushering in globalization and modernism (Bacheret al., 2013). Whatever the case, the English and power became opposed. If Algeria wants to strengthen its political and economic power, English should take precedence over all other foreign languages.

CONCLUSION

Language is justified as a means of serving people in a community, according to Algerian higher education policy, by identifying language problems, developing a thorough understanding of these problems, and adopting appropriate solutions to meet individual and community language needs. As a result of the current linguistic complexity, the system of higher education in Algeria has been thriving to establish a national linguistic identity, resulting in several educational reforms focusing primarily on the status of foreign languages such as French and English. The escalating waves of globalization, direct interests toward a new language policy that allows people to meet their language(s) demands. Since there is clear evidence that English is gaining popularity in Algeria, all attitudes toward it are linked to its global status and importance in terms of outside employability. There is an urgent need to improve English learning and provide opportunities for Algerian students to learn English at all levels. Algeria's linguistic crisis, on the other hand, causes social, political, and cultural upheaval, presumably turning. Practical steps must be taken to establish the Algerian nation's linguistic identity and save the educational field from ideological conflicts. Furthermore, policymakers must implement a language policy that encourages multilingual supporters to explore different cultures and broaden communication.

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