

English at Algerian Universities: Will English Replace French in the Scientific Disciplines?

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Abstract: Foreign language education in Algeria has gained renewed importance through several reforms over the past decades. Since 2023, English has been introduced at the primary school level and has been implemented across all scientific disciplines as the main medium for transmitting modern knowledge. In this context, the Algerian Ministry of Higher Education has opened distance training centers in foreign languages to provide English instruction for teachers in all fields. However, Algerian students are primarily educated in Arabic from the primary level, and upon entering university, they encounter French as the dominant language of specialization. English has now emerged as a new competitor and vehicular language, creating a major linguistic shift. As a result, students are expected to gradually transition to conducting their studies and research in English. This study questions the future of French within Algerian universities: How will students in the scientific disciplines, who have relied on French for decades, adapt to this rapid process of Anglicization? Does this signal the decline, or even the end, of French in Algeria?

Keywords: Scientific fields, Anglicization, higher education, vehicular language, Multilingualism

L'anglais dans les universités algérienne : l'anglais remplacera-t-il le français dans le cas des filières scientifiques ?

Résumé : L'enseignement des langues étrangères en Algérie connaît un regain d'intérêt depuis plusieurs réformes et décennies. Depuis l'année 2023, l'anglais pénètre au primaire et s'implante dans toutes les filières scientifiques pour véhiculer l'ensemble des connaissances modernes. Alors, Le ministère de l'enseignement supérieur algérien ouvre tous les centres de formation à distance des langues étrangères pour la formation des enseignants de toutes les filières en anglais. Cependant, les étudiants algériens ont été formés depuis le primaire en langue arabe, et quand ils arrivent à l'université ils trouvent toutes les langues de spécialité en français. Devant cet hiatus se place aujourd'hui l'anglais comme un nouveau concurrent, une langue véhiculaire. Donc, les étudiants passeront systématiquement à faire des études et des travaux de recherches en anglais. Nos interrogations dans cette étude porteront sur la survie du français au sein de l'université. Comment vont faire les étudiants de filières scientifiques qui ont utilisé le français à l'université pendant plusieurs décennies devant cette anglicisation envahissante ? Est-ce que c'est la fin du français en Algérie ?

Mots-clés : filières scientifiques, l'anglicisation, enseignement supérieur, langue véhiculaire, FLE

Introduction

In Algeria, the year 2019 was marked by a groundbreaking declaration from the Minister of Higher Education, In Algeria, the year 2019 was marked by a decisive statement from the Minister of Higher Education, Tayeb Bouzid, who strongly supported the integration of English into the academic system. He instructed all Algerian faculties to distribute courses exclusively in Arabic and English, emphasizing the need to implement mechanisms for introducing English both in higher education and in scientific research. According to him, French was at an impasse, leading nowhere, and was clearly in decline. This decision, however, was made in a politically sensitive context, during the period of the Algerian *Hirak*. Moreover, the wider academic community was not consulted in advance, which fueled debates within society and reshaped the linguistic conflict. The long-standing rivalry between Arabic and French shifted toward a new competition between French and English, raising the perception that English might be used as a substitute weapon against French.

The introduction of this policy created particular challenges for students and instructors in the scientific and technological fields. Many of them were already struggling with French as the medium of instruction, and the addition of English as a second foreign language only compounded their difficulties. These students had first encountered French as a second language at school, after their mother tongue (Arabic or Tamazight), then studied English as an additional language in

middle school, with its teaching introduced at the primary level since 2023. English has now become compulsory in higher education and scientific research, with the explicit aim of replacing French, which has been in place for decades. This situation raises concerns, as it represents a considerable challenge for students who lack adequate preparation and whose linguistic skills are often insufficient to meet the demands of higher education.

In light of these observations, this study raises questions about the conditions under which Algerian university students are currently learning in English and about the future survival of French in higher education. How will students in the scientific disciplines, who have relied on French for several decades, adapt to this pervasive process of Anglicization? Could this represent the beginning of the end for French in Algeria and for the traditionally francophone elite?

To address these questions, the following hypotheses are proposed:

1. Students in the scientific disciplines, as well as their instructors, are likely to face significant pedagogical obstacles when courses are delivered in English.
2. The French language may gradually be displaced by English, which is gaining dominance both within the Algerian educational system and in broader national and international socio-economic contexts.

The aim of this study is therefore to examine the attitudes, perspectives, and challenges of students in the scientific disciplines, as well as those of their instructors, regarding the sudden introduction of English at Algerian universities as a replacement for French. The objective is to compare the two viewpoints in order to provide a balanced understanding of this new language policy.

This research falls within the field of sociolinguistics and draws on the theoretical framework of language dynamics in a multilingual context. It explicitly considers the interaction between social factors, language users, and national policy. In other words, a sociolinguistic approach is essential to analyze the role of English in relation to the French substratum in the teaching of scientific disciplines, and more broadly, to examine the links between language and society.

To carry out this study, we adopted a socio-didactic approach while maintaining a comparative perspective on the attitudes of students and instructors toward the introduction of English at the university level. In order to form an objective view of the long-term effects of this reform on student performance and scientific

research, it is necessary first to examine the broader linguistic landscape of Algeria.

I. Geopolitical and Linguistic Context of Algeria

Algeria has historically been a crossroads of civilizations due to its strategic geographic location in North Africa, within the Mediterranean basin and as part of the wider Maghreb. Over the centuries, its territory was successively influenced by Phoenicians, Vandals, Byzantines, Romans, Arabs, Spaniards, Ottomans, and finally by French colonial rule. As a result, Algeria inherited a complex set of linguistic layers, in addition to the indigenous language of the Maghreb populations, Tamazight.

Since independence in 1962, Algeria has undertaken major reforms of its educational system, particularly through the policy of Arabization. This reform, which sought to promote Arabic as the sole language of instruction, created a deep divide between Arabic, perceived as linked to national identity, and French, associated with economic openness and scientific access. Arabization has often been cited as one of the factors contributing to the challenges faced by Algerian higher education.

The linguistic policies implemented first at the primary and secondary levels, and later at universities, partly explain the difficulties encountered by students in the scientific disciplines and their instructors. Many students struggle with insufficient proficiency in all three major languages used in education—Arabic, French, and English. This raises an important question: given these limitations, can the teaching of scientific subjects in English realistically succeed?

It is important to note, however, that linguistic challenges in Algeria did not begin with the introduction of English. Even before this policy shift, concerns had already been raised about the inadequate mastery of French among students. The Algerian sociolinguistic landscape is marked by both historical legacies and political decisions, producing a situation of widespread multilingualism. This plurilingual reality is reflected in the coexistence and interaction of several languages, including Arabic, Tamazight, French, and now English.

I.1. Arabic

In Algeria, Arabic is recognized as the “national and official language of the country” (Algerian Constitution, Article 5, 1963). As the language of the State, it serves as the medium of official communication in government, the judiciary, and public administration, as well as the foundational language of instruction in the

national education system. Through its use in schools, Arabic plays a central role in transmitting knowledge, shaping learners' social identity, and consolidating a unified linguistic identity.

The policy of Arabization has extended across all levels of education, from primary to secondary schooling. For example, during the period of *école fondamentale* (basic education), subjects such as mathematics were taught in Arabic, with teachers adopting Arabic numerical symbols; the same applied to physics and natural sciences.

At the university level, Arabization began in the 1980s and 1990s, when most disciplines—such as the humanities, social sciences, law, and philosophy—were gradually shifted to Arabic. However, scientific and technological fields were not subject to Arabization and continued to rely on French as the medium of instruction. Consequently, Arabic became dominant across most domains of higher education, while still coexisting with other languages within Algerian society.

Tamazight

The status of Tamazight in Algeria has long been intertwined with debates on national identity. Prior to independence, the official discourse of the nationalist movement defined Algeria primarily as “Arab-Muslim,” which marginalized the Berber component of the population. After independence, Tamazight was mentioned as part of the national identity in the National Charter of 1976, which promoted the idea of cultural autonomy. However, political decisions at the time excluded Tamazight from official recognition.

A turning point occurred in 1980 with the “Berber Spring,” a series of protests in Kabylia demanding the recognition of Tamazight as a national and official language. These events marked the beginning of sustained activism for linguistic rights. In 1995, the Algerian government created the High Commission for Amazigh Affairs (*Haut-Commissariat à l'Amazighité*, HCA) with the aim of promoting the Amazigh language and culture (Official Journal, 1986). Over time, constitutional reforms consolidated the status of Tamazight, which is today recognized as both a national and an official language in Algeria.

Nevertheless, the sociolinguistic reality of Algeria cannot be reduced to Arabic and Tamazight alone. In everyday life, Algerians make extensive use of code-switching between Algerian Arabic (*darija*), Tamazight (in its regional varieties), and foreign languages such as French and increasingly English. This complex

multilingual repertoire reflects both historical legacies and contemporary dynamics.

Algerian Arabic (Darija): Dialect or Language?

Algerian Arabic, commonly referred to as *darija*, is the most widely spoken language in Algeria and functions as the primary medium of daily interaction. Far from being a “corrupted” form of Classical Arabic, it constitutes a complete linguistic system with its own syntax, lexicon, semantics, and phonology (Caubet, 2001; Grandguillaume, 2004). Its high degree of flexibility and adaptability reflects its long historical evolution.

The origins of Algerian Arabic are composite. While it is rooted in Arabic and Berber substrata, it has also integrated lexical and structural influences from Punic, Latin, Turkish, Spanish, Italian, and more recently French. Berber contributions remain visible not only in the lexicon but also in Algerian toponymy and onomastics, which preserve a strong Amazigh layer.

What makes Algerian Arabic distinctive is its openness to variation, in contrast to the more standardized and codified systems of Classical Arabic or Tamazight. As sociologist Rabeh Sebaa (2021) argues, Algerian Arabic embodies “a historical personality that has been unjustly marginalized for ideological and political reasons.” His literary work *Fahla* is often cited as a pioneering attempt to legitimize Algerian Arabic as a language of cultural and literary expression.

This perspective resonates with broader debates in Algeria and the Maghreb regarding whether *darija* should be considered a dialect of Arabic or a language in its own right. While traditionally excluded from formal domains such as education, administration, and literature, Algerian Arabic has increasingly gained visibility. It is present in popular culture, in Beur literature in France, and even in French dictionaries, where words such as *wesh* (from Algerian *wash*, “what?”) have been incorporated.

The question of its status remains contentious: for some, it is a dialect that symbolizes hybridity and orality; for others, it is a language of the future, carrying the identity and creativity of younger generations.

French in Algeria

The French language occupies a singular and ambivalent position in Algeria. Following more than a century of colonization (1830–1962), French established itself not only as the dominant language of administration, education, and public

life, but also as an instrument of cultural assimilation, systematically marginalizing Arabic and Tamazight (Benrabah, 2013). The colonial policy of *mission civilisatrice* sought to promote French as both the language of power and the vehicle of modernity, thereby suppressing local linguistic repertoires.

After independence in 1962, French was officially relegated to the status of a “foreign language,” while Arabic was declared the sole national and official language (Constitution of 1963). Yet, despite political efforts to Arabize education and administration, French retained a strong presence in Algerian society. It persisted as the primary language of science, technology, and higher education, and remained widely used in media, business, and everyday communication. The coexistence of Arabic and French thus generated a complex dynamic of competition and complementarity, often reflected in the rivalry between francophone and arabophone elites (Grandguillaume, 2004).

In the educational system, French has long been taught from the first years of schooling, functioning as the first foreign language of the country. It has also been deeply rooted in popular practices, becoming a marker of social mobility and cultural capital (Bourdieu, 1982). However, recent reforms have sought to reduce its influence. Since 2019, Algeria has accelerated a policy shift toward English, which was introduced at the primary level (from the 3rd year) and has begun to replace French as the language of instruction in scientific and technological disciplines at university level.

I.5. English

Today, French in Algeria illustrates the paradox of a “postcolonial legacy”: it is simultaneously perceived as a colonial imposition and as a resource for international communication, higher education, and access to global knowledge. Its future status will largely depend on the success (or limits) of the current policy of linguistic reorientation toward English.

The rise of English in Algeria is a relatively recent but strategically significant phenomenon. Unlike French, whose presence is tied to colonial history, English has been introduced primarily as a language of globalization, science, and international competitiveness. The shift toward English reflects Algeria's ambition to reorient its educational and economic systems toward global networks, especially in fields such as technology, medicine, and higher education.

Although English has long been taught as a foreign language at the secondary level, it remained secondary to French until very recently. The policy reforms

initiated in 2019 marked a turning point: English was introduced in the third year of primary school and, more significantly, was designated as the new medium of instruction for scientific and technological disciplines at the university level. This reform symbolically and practically challenges the dominance of French, which had previously held this role for decades.

The expansion of English, however, faces major challenges. For students, the sudden transition from Arabic-medium schooling to English-medium higher education often results in linguistic insecurity and academic difficulties, given that their prior exposure to English is limited (Hamers & Blanc, 2000). For teachers, the reform requires new pedagogical training and access to resources, which are not always readily available. In this sense, English is simultaneously viewed as a gateway to modernity and as a pedagogical obstacle, especially in scientific contexts where linguistic mastery is critical to comprehension and production.

Sociolinguistically, English occupies a highly symbolic role. It is perceived as the *language of science and globalization*, offering access to international mobility, research, and employment opportunities (Phillipson, 1992). At the same time, its rise has reignited debates over Algeria's linguistic identity. As Belkaïm (2023) argues, the penetration of English has revived old linguistic tensions, shifting the axis of conflict from the traditional *Arabic vs. French* divide to a new *French vs. English* competition. The fate of French in Algeria will therefore largely depend on the extent to which English consolidates its position as the vehicular language of higher education and scientific production.

Methodology

Given the emergence of English as the new language of instruction in Algerian scientific and technical disciplines challenging the long-standing dominance of French, this study adopts a sociolinguistic approach. Sociolinguistics, as established by foundational scholars such as Bright, Labov, Hymes, Fishman, and Ferguson during the seminal 1964 UCLA conference, provides analytical tools to examine linguistic variation, diversity, and their social correlates. In this sense, the discipline is well suited to explore the interplay between language policies, sociocultural dynamics, and educational practices in Algeria.

The main objective of our methodological framework is to study languages in their sociocultural context, with a particular focus on political (status and officialization), social (class and identity), demographic, geographic, and ethnic factors. This perspective allows us to better understand the impact of language

policies on actual users (students and teachers) who are directly confronted with the shift from French to English in higher education.

To address these questions, we rely on the socio-didactic approach (Rispaïl & Blanchet, 2011), which combines insights from sociolinguistics and language didactics. This approach emphasizes fieldwork, recognition of linguistic variation, and the analysis of heterogeneous and mixed language practices. It also situates language learning and teaching within their broader sociopolitical context, considering not only institutional directives but also the lived experiences and strategies of educational actors.

Accordingly, our research adopts the following methodological orientations:

- Contextualization: situating the study within Algeria's complex plurilingual landscape and recent policy reforms.
- Focus on actors: analyzing both students' and teachers' perceptions, practices, and challenges in adapting to English-medium instruction.
- Comparative perspective: contrasting the roles of French and English in scientific disciplines, in order to highlight areas of continuity, conflict, and negotiation.
- Field orientation: privileging data derived from discourse, practices, and testimonies within the university setting.

This methodological framework ensures that our analysis remains both empirically grounded and theoretically informed, while capturing the sociolinguistic and didactic dimensions of the ongoing linguistic reorientation in Algerian higher education.

Data Collection and Corpus

In this approach, the discourses of the actors involved, students and teachers are central, as is the description and analysis of the use of English as a medium of instruction. To capture both linguistic and didactic intentions, the methodology privileges qualitative field practices such as:

- Contextualized observation and recording of social and academic practices.
- Language biographies (oral and written), allow participants to reconstruct

their linguistic trajectories.

- Semi-structured interviews and focus groups, conducted to elicit perceptions, representations, and attitudes towards the new linguistic order.

Population and Fieldwork

Data was collected from two main groups:

1. Students enrolled in scientific and technical disciplines (medicine, mechanical and civil engineering, etc.), who expressed their experiences and discourses on learning in English rather than French, a historically dominant language of instruction in Algeria.
2. Teachers responsible for delivering their courses in English, who reported the obstacles and challenges encountered in adapting their pedagogy to this new linguistic framework.

Participants were recruited from homogeneous groups (third-year undergraduate cohorts), ensuring comparability of experiences within the same academic year. Participation was voluntary, and students were predominantly plurilingual, often declaring competence in several foreign languages (English, Spanish, German), in addition to Arabic and French.

Corpus Constitution

The corpus is composed of a diversified set of data:

- Written questionnaires (pilot forms distributed to both students and teachers), whose high response rate provided quantitative and qualitative insights.
- Collective discussions (focus groups) and individual interviews with students, designed to capture perceptions of English as a replacement for French in academic and daily practices.
- Teacher interviews, conducted with lecturers already engaged in English-medium teaching.

The resulting corpus thus combines written and oral materials, quantitative indicators (frequency of responses, recurrent themes), and qualitative data (narratives, attitudes, reported practices).

Analytical Orientation

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The analysis aims to:

- Identify recurrent discursive patterns in how students and teachers represent English in contrast to French ;
- Compare reported practices and lived experiences with institutional objectives ;
- Highlight variation and heterogeneity in linguistic biographies, reflecting both continuity (Arabic schooling, French as a foreign language) and rupture (sudden shift to English in higher education).

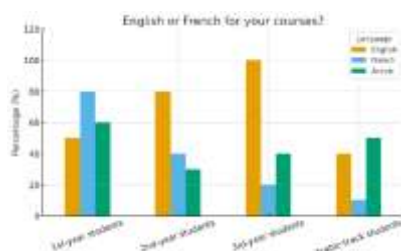
II .1. Survey results

Quantitative data

Today, Algerian universities aim to capitalize on English as a tool of instruction, gradually replacing French, which appears to be in decline. In order to examine the particularities of using English in scientific courses within the Algerian academic context, we asked a series of questions to both students and instructors.

Question N°1: *After the introduction of English at university, does this situation hinder or, on the contrary, facilitate your learning of scientific disciplines?*

The results reveal a contrasted, yet overall favorable, tendency toward the adoption of English as the language of instruction.

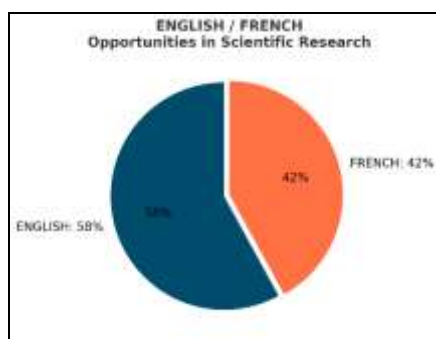


Graph N° 1: English or French for students in scientific and technical disciplines

The analysis of this chart shows that 62% of students believe that English

facilitates their learning, while 38% consider it a hindrance. This distribution highlights two coexisting perceptions: on the one hand, English is seen as a modern and essential tool for accessing international scientific knowledge; on the other hand, a significant proportion of students express difficulties linked to the linguistic shift, reflecting an ongoing and unfinished transition process.

Question N°2: *Could this transition offer you more opportunities in the field of scientific research ?*

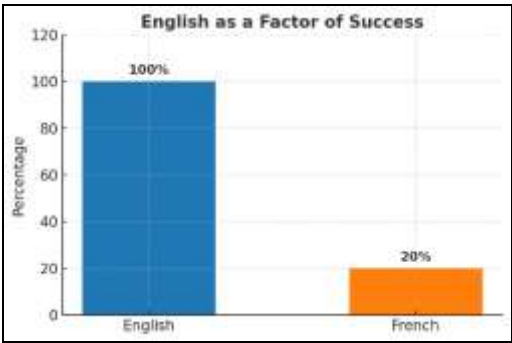


Graph 2 : Opportunities offered by English in the field of scientific research

The results indicate that a majority of students (58%) believe that the transition to English could provide them with greater opportunities in the field of scientific research. This highlights the growing perception of English as the global language of science, offering access to a wider range of publications, international collaborations, and academic mobility. By contrast, 42% of respondents still associate French with scientific opportunities, reflecting both the historical legacy of French in Algeria and the persistence of a strong francophone academic tradition.

Question N°3: *Can English, as a language of instruction, contribute to achieving a successful academic pathway for you?*

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Graph 3 : English as a Factor of Success

The survey results reveal that 100% of students consider English to be a decisive factor for achieving a successful academic pathway. In contrast, only 20% of students view French as playing a similar role in their academic journey. This overwhelming preference for English underscores its growing importance in Algerian higher education, particularly in scientific and technological fields.

Table. Main remarks and explanations on the transition to English in Algeria

Remarks	Explanations
The transition to English is problematic.	Many students struggle, as their level of scientific English remains insufficient.
Scientific terminology is a major obstacle.	Limitations in identifying and using appropriate scientific terms in English hinder learning.
English language skills, particularly reading and writing.	These represent major challenges, especially in media-related and academic disciplines.
Institutional support for the linguistic	The process has generated controversy due to insufficient resources and lack of linguistic scaffolding.

transition.	
A possible solution is pedagogical support.	Teachers must first receive training in English to effectively guide students.
Bilingualism as a transitional tool.	Instruction is now conducted in Arabic, French, and English concurrently, easing the transition.
The linguistic conflict between French and English.	Language policy has shifted from Arabic/French to French/English without adequate consultation or preparation.
The impact of English on the labour market.	Proficiency in English is increasingly required to access international employment opportunities.
Will English replace French in science and technology courses?	For now, the answer remains uncertain, as French continues to dominate scientific and technical instruction.

Table N°1 – The views and experiences of students in science courses on Anglicization

Results – Qualitative Data

Remarks	Explanations
Juggling French/English and scientific disciplines is a major challenge for students.	This multilingualism results in increased workloads, cognitive difficulties, and stress for students.
This new language policy	Such resources are currently lacking. Learning scientific English presents both teachers and students

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requires human and material resources.	with linguistic challenges that demand refresher courses, specialized training, workshops, and seminars on scientific terminology, as well as the systematic development of language skills.
English is expensive for students.	The cost of private English lessons is very high, putting most students' families at a disadvantage.
Teachers find it difficult to switch from French to English.	To address this, measures such as language immersion abroad, the provision of specialized glossaries, access to translation tools, and the integration of adapted teaching practices and manuals are necessary to ease the transition from one language to another.
Linguistic quarrels in Algeria due to the introduction of English.	Beyond these quarrels, English, with its status as an international language, could gradually replace French in scientific and technological disciplines at Algerian universities.
Young teachers are keen to teach in English.	They are more comfortable with teaching in English. Their main demand is to receive adequate training and to ensure a gradual integration of English into scientific programs, while maintaining French during a transitional period.
Teachers can be a source of motivation and psychological support for their students.	With proper encouragement, students may stop perceiving English as a barrier and instead view it positively—as a means of enriching their academic and professional careers, and as a window to the world. to see English as a means of enriching their professional and academic careers. A window on the world.

Table N°2 How science teachers feel about Anglicization

Discussion

The question of English versus French in Algeria will undoubtedly remain a major political and sociolinguistic issue for the foreseeable future. The government's 2019 decision to gradually replace French at the university level was reinforced in 2023 with the introduction of English from the 3rd year of primary school. These measures clearly indicate a strategic orientation towards English as a global language of science, technology, and communication.

The responses from students and teachers highlight a clear preference for English over French, largely because English is perceived as the language of science, international employability, academic recognition, and global networking. Writing and publishing scientific articles in English is more highly valued in terms of career advancement and offers Algerian researchers' greater international visibility. This perception strengthens the symbolic and practical capital of English in the academic sphere.

However, despite the undeniable rise of English, French continues to play a significant role in higher education, particularly in scientific and technical fields where it has been entrenched for decades. In many university programs, textbooks, references, and terminologies remain predominantly in French. French also retains strong legitimacy in Algerian society, functioning as both a professional language and a cultural marker. This suggests that English is unlikely to fully displace French in the short term; rather, a situation of functional bilingualism may emerge, with both languages complementing each other in academic and professional contexts.

The transition to English presents considerable challenges. Students often face linguistic barriers, as their scientific English proficiency is limited, and teachers themselves require additional training to effectively teach in English. This shift demands extensive reforms: the provision of updated teaching resources, the design of specialized glossaries and translation tools, teacher training programs and language immersion opportunities, as well as gradual curricular reforms that allow students to adapt progressively rather than abruptly.

Moreover, this linguistic shift is not only pedagogical but also political. It reflects broader debates about Algeria's postcolonial identity, global integration, and the reconfiguration of linguistic hierarchies. While English symbolizes modernity and internationalization, French still embodies a historical legacy and a practical medium for scientific and cultural exchange.

A balanced and progressive approach is therefore necessary. Instead of framing

the issue as a zero-sum competition between French and English, policymakers and educators should foster complementarity. Students could be encouraged to navigate between both languages: using English as a gateway to global science and French as a resource deeply rooted in Algeria's academic and professional traditions. Teachers, as mediators of this transition, should guide students toward a more flexible and pragmatic multilingualism.

Ultimately, the success of this linguistic reorientation will depend not only on political decisions but also on the concrete resources and strategies deployed on the ground. A hasty or poorly planned transition risks exacerbating inequalities and academic difficulties. A carefully staged, inclusive, and well-resourced approach, by contrast, could transform the challenge into an opportunity for Algeria to consolidate its place in the global scientific and academic landscape.

Conclusion

In the Algerian context, the transition toward English as a medium of instruction in scientific and technical disciplines (alongside French) represents both a challenge and an opportunity. On the one hand, it offers students and teachers broader access to the latest scientific advances, facilitates participation in the global research community, and aligns Algeria with international academic and professional standards. On the other hand, this linguistic reorientation raises complex pedagogical, cultural, and political questions that must be carefully addressed.

While English now holds a dominant position in science, technology, and research, and thus carries the potential to replace French in some domains, French remains deeply rooted in Algeria's educational system, cultural life, and institutions. It continues to play a vital role in society, particularly in literature, politics, history, and higher education, as reflected in the enduring vitality of francophone authors and the high number of students enrolled in French-language programs. The shift toward English should therefore not be perceived as a total substitution, but rather as an adaptation to global requirements, a pragmatic response to the growing importance of English in international communication and scientific production.

For this transition to be successful, significant investments are required. Teacher and student training in scientific English must be prioritized, coupled with the provision of adequate pedagogical resources and ongoing professional development. Psychological and motivational support should be offered to help

students overcome the anxiety and cognitive challenges associated with linguistic change. Furthermore, scientific programs need to be adapted to Algerian realities and local needs, ensuring that the process of Anglicization does not become a mere importation of foreign models but instead serves national development.

Ultimately, the future of language policy in Algeria should not be framed as a binary opposition between French and English. A more sustainable and productive approach lies in promoting complementarity and multilingualism, equipping Algerian students with the linguistic tools to navigate both local and global contexts. Such a strategy would allow Algeria to consolidate its historical ties to French, while simultaneously embracing the international opportunities offered by English, thereby strengthening its academic, scientific, and cultural presence on the world stage.

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