

Language Attitudes and Multilingual Realities in Algerian Higher Education: Pedagogical Practices and Policy Reflections

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Abstract: Algeria's multilingual campus bears witness to a striated history of globalization, Arabization, and colonialism, where Modern Standard Arabic, French, and English follow each other in turn in the world of academics as well as society. On the basis of recent empirical studies and theoretical contributions (Belmihoub, 2018; Bouhmama & Dendane, 2018; Maraf, 2024; Karabenick & Noda, 2004; Chakrani, 2017), this article explores how the attitudes of Algerian university teachers and students towards language influence teaching practices and equitable instruction. Studies report a systematic tension between the institutional language policy and students' sociolinguistic experiences, e.g., a lack of consistency in the languages used at various levels of education, politicization of language use, and the omission of practices of accommodation such as translanguaging. Though students and teachers prefer multilingualism and communicative teaching approaches; however, institutional supportlessness and inflexibility of policy typically do not allow their effective implementation. The study recommends reflective teacher training, translanguaging-focused curricula, and bridging policy connecting official multilingualism with classroom practices. These efforts form the core of constructing language equity and pedagogical inclusion in Algerian higher education.

Keywords: language attitudes, Algeria, higher education, pedagogical practices, multilingual policy

Résumé : Le campus multilingue algérien témoigne d'une histoire striée de mondialisation, d'arabisation et de colonialisme, où l'arabe standard moderne, le français et l'anglais se succèdent tour à tour dans le monde universitaire comme dans la société. À partir d'études empiriques et de contributions théoriques récentes (Belmihoub, 2018 ; Bouhmama et Dendane, 2018 ; Maraf, 2024 ; Karabenick et Noda, 2004 ; Chakrani, 2017), cet article explore comment les attitudes des enseignants et des étudiants algériens à l'égard de la langue influencent les pratiques d'enseignement et l'équité de l'enseignement. Les études font état d'une tension systématique entre la politique linguistique institutionnelle et les expériences sociolinguistiques des étudiants, par exemple, un manque de cohérence dans les langues utilisées aux différents niveaux d'enseignement, une politisation de l'usage des langues et l'omission de pratiques d'adaptation telles que le translangage. Bien que les étudiants et les enseignants privilégient le multilinguisme et les approches pédagogiques communicatives, le manque de soutien institutionnel et la rigidité des politiques ne permettent généralement pas leur mise en œuvre efficace. L'étude recommande une formation réflexive des enseignants, des programmes axés sur le translangage et une politique de transition reliant le multilinguisme officiel aux pratiques pédagogiques. Ces efforts sont au cœur de la construction de l'équité linguistique et de l'inclusion pédagogique dans l'enseignement supérieur algérien.

Mots-clés: attitudes linguistiques, Algérie, enseignement supérieur, pratiques pédagogiques, politique multilingue

Introduction

Algerian sociolinguistic reality is constructed significantly by its colonial past, Arabization agendas, and world trends of English as a lingua franca. In multilingual contexts, higher education forms a significant arena where pedagogies and language attitudes converge and, most often, clash. The coexistence of Modern Standard Arabic, French, and English at the university level mirrors both policy-making decisions and personal linguistic dispositions, based in profound history, and social and economic imperatives.

Algerian studies confirm the conventional preference among students and teachers for English and Modern Standard Arabic, with French increasingly viewed as a colonialist heritage and the source of pedagogic tensions (Belmihoub, 2018; Bouhmama & Dendane, 2018). Maraf (2024) emphasizes the neoliberal interests underlying English promotion that, although empowering for a few, raise

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concerns about linguistic imperialism. Belhandouz (2011) documents pedagogical tension between French and Arabic in science education, illustrating how language tension inhibits students' academic and identity development.

Beyond Algeria, Karabenick and Noda (2004) and Rubinstein-Ávila and Lee (2014) show the extent to which teachers' beliefs regarding language learners influence teaching quality and equity and the source of pedagogic tensions (Belmihoub, 2018; Bouhmama & Dendane, 2018). In neighboring Morocco, Chakrani (2017) investigates the processes whereby classroom language reinforces class-based linguistic order and identity congruence. Similarly, Madariaga et al. (2016) reveal the relationships among the language attitudes of immigrant students in multilingual classrooms and academic participation and social integration.

This research leverages theoretical and empirical work to examine how language attitudes among Algerian university stakeholders shape pedagogical decisions, instructional quality, and justice in multilingual classrooms. This work argues that language attitudes are not just personal taste but also political statements with great implications for teaching and learning in postcolonial settings.

Research Problem

At least partially aligned at the policy level, multilingualism is theoretically unaddressed in Algeria in its applied gap between attitudes and teaching practice. The contradictions between classroom life and institutional language policy still confront students and teachers, influencing educational equity and teaching quality.

Scope of the Research

The research in the present work targets Algerian higher education institutions, both language attitudes and preferences of teachers and learners, and across disciplines. It makes use of national and international empirical and theoretical literature to provide a detailed description of the multilingual classroom.

Research Objective

This study aims to analyze the effect of language attitudes on pedagogical practice at Algerian universities and specifically their implications for language policy, educational equity, and teaching effectiveness.

Research Questions

1. What theoretical models explain the relationship between language attitudes and classroom dynamics in multilingual settings?
2. How do language likes among teachers and university students in Algeria influence pedagogical practices?
3. In what ways do these attitudes influence fair and effective language education?

Research Objectives

- To formulate theoretical models for explaining language attitudes and classroom interaction in multilingual settings.
- To critically analyze empirical studies of language preference among Algerian university populations.
- To ascertain the pedagogical implications of prevailing language attitudes.
- To suggest policy and pedagogical reforms for inclusive, effective language education.

Methodology

The research utilizes a descriptive-analytic design, relying on qualitative interpretation of empirical studies, policy reports, and literature. The methodology combines evidence from academic literature, with analysis identifying trends in language attitudes, identity, and instructional practices.

1. Theoretical Perspectives on the Interplay between Language Attitudes and Classroom Dynamics in Multilingual Settings

The interaction dynamics among language attitudes and classroom interaction in multilingual environments have been the subject of ongoing scholarly fascination, particularly in such contexts with linguistic diversity and post-colonial history. This section examines a range of theoretical frameworks to articulate how students' language assumptions impact classroom interaction, participation, and identity work. Based on drawing from contributions in sociolinguistics, educational psychology, and multilingual education studies, the review synthesizes significant contributions regarding affective, cognitive, and socio-political language attitudes. Through combining these perspectives, the section offers a conceptual platform through which Algerian higher education classrooms can be explored as arenas where language ideologies, power relations, and pedagogical decisions converge. In doing so, it advances analysis of theoretical models of learners' linguistic preferences and classroom practices and identifies gaps in the literature within the Algerian setting.

One possible point of access is Redinger's (2010) study of Luxembourg's multilingual education system, which offers a data-based account of the interaction between language attitudes and code-switching practices. Redinger brings to light how choices among learners in language are determined not just by internalized assumptions regarding linguistic value but also by contextual purposes like explaining subject matter or navigating interpersonal relations. The research is multi-dimensional, incorporating socio-psychological, socio-political, and socio-pragmatic dimensions. These perspectives present a multi-layered account of how language ideologies find expression in actual classroom practice in real-time. Above all, it emphasizes the learning outcomes of unregulated language policies, arguing that negative attitudes—either towards certain languages or standards of pedagogy—have a detrimental effect on learning outcomes and reinforce inequalities.

Building on the assumption that language attitudes are necessarily linked to identity construction, Fisher et al. (2018) propose a multi-theoretical account of multilingual classrooms. Their method situates the classroom not just as a site of instruction but as a site of participative negotiation of identity, where learners proactively rebuild and build their multilingual selves. Language selection in this

context is an act of self-presentation and social positioning, and the pedagogical practices afford or constrict such agency. The proposed model invites teachers to consider identity work as part of language acquisition, seeking classroom practices that support students to negotiate their rich linguistic repertoires.

While Fisher et al. draw attention to identity construction, Giles and Marlow (2011) contribute with the exposition of a broad-ranging integration of cognitive and affective variables affecting language attitudes. Their combined model draws on previous social psychology and communication studies research to map how attitudes towards language influence communicative behavior. By including both dispositions at the level of the individual and broader society-wide discourses, the model illustrates the interdependent dynamic between internal attitudes and outward expressions of language preference. Authors call for researchers in the future to move beyond monolithic projections of language ability and instead focus on the negotiated and fluid nature of language use, particularly in multilingual school settings.

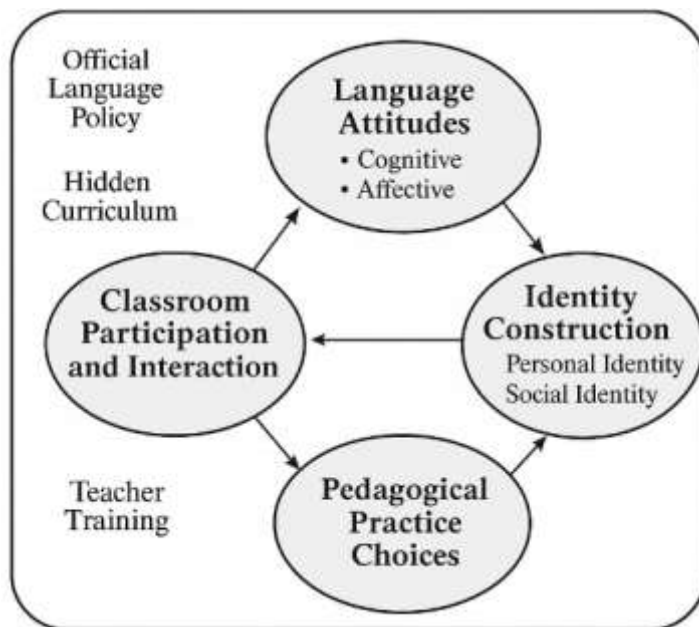


Figure 1. Theoretical model representing the interactions between classroom dynamics, language attitudes, identity formation, and policy contexts in

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Algerian multilingual university education, illustrated by the authors in reference to the work of Giles & Marlow (2011), Fisher et al. (2018), and Redinger (2010).

To anchor the theoretical reflection presented in this section, Figure 1 offers an in-depth framework depicting the multi-dimensional role played by language attitudes in shaping multilingual classroom dynamics across Algerian higher education. Rooted in sociolinguistic and cognitive theory, the model captures the interactive relationship between individual systems underlying belief, emotional predisposition, identity stance, and institutional power dynamics. Essentially, language attitudes are deconstructed into three inseparable areas: the cognitive (what people think or believe about languages), the affective (how they feel emotionally about languages), and the socio-political (how they view the power dynamics underlying language choice and use).

These areas affect, and are affected by, three developing education processes: classroom engagement, identity formation, and classroom decision-making. The model also positions these interactions within a wider policy environment, aware of the constraints and potential opened up by official language policy, unofficial institutional ideology, and teacher training systems. Through it, it provides not a snapshot vision but a dynamic system of return mechanisms. This system shows how individual and system variables intersect and intersect to reshape the multilingual classroom as a zone of negotiation, resistance, and pedagogic possibility.

To what degree young learners acquire attitudes towards language is discussed by Portolés Falomir (2015), whose work confirms the Dynamic Model of Multilingualism. By looking at pragmatic awareness and attitudinal development in young multilinguals, Falomir illustrates the way linguistic modeling and age lead to language perception from the early stages. The outcomes affirm the idea that language attitudes are not pre-determined but shift through exposure, interaction, and framing for instruction. This dynamic orientation validates the claim that learning environments are an ordering force behind students' openness to language variation.

In another sociolinguistic and territorial context, Madariaga et al. (2016) describe how language attitudes are manifested in the multilingual classroom of Catalonia, specifically among immigrant students. Their findings indicate that home language, age at arrival, and duration of residence in the students' homes hold for shaping attitudes toward various languages spoken in school, such as Catalan, Spanish, and others. The Spanish immigrant students also had less favorable attitudes towards Catalan, suggesting an inconsistency between institutional language policy and people's linguistic experience in a multidimensional type of negotiation. These conclusions chime with Redinger's (2010) misgivings about the unforeseen consequences of draconian language policy and reinforce the need for sociolinguistically responsive pedagogies which respond to students' background sociolinguistics.

Shifting the methodological focus, Saxena and Martin-Jones (2013) foreground the significance of ethnographic and discourse-analytic research in capturing the diversity of multilingual classroom talk. Although their research is not focused on language attitudes per se, it illuminates how linguistic choices in classroom environments are made possible through power relationships, institutional norms, and communicative purposes. What is innovative in bringing to light the methodological depth that is required to gather the dynamic and contested nature of multilingual practices is the preoccupation with filling the space between more theory-driven research and grounded empirical data.

The salience of educational context is further supported in the work of Hofer's (2021) research on learner attitudes in multilingual elementary schools in South Tyrol. Hofer records a powerful correlation between exposure to languages and more positive attitudinal leanings. Multilingual classroom students were more active and tolerant of linguistic diversity than their monolingual classroom counterparts. These findings are utilized to balance the argument that structural considerations—school language policy and curriculum design—are of singularly great significance in constructing learners' ideas of language, with deep-reaching implications for educational equity and inclusion.

Ferguson's (2003) examination of code-switching in post-colonial classrooms offers a highly significant observation about the way that attitudes towards language are not simply internally manufactured but also institutionally

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regulated. In tracing the path that formal and informal discourses construct code-switching as deficit, as pedagogy, Ferguson reveals ideological battles that determine classroom praxis. His critical theory challenge to hegemonic policies calls for a rethinking of how linguistic diversity is addressed in education systems, especially in environments with histories of colonialism and ongoing struggle for linguistic legitimacy.

Together, these studies identify a shared problem with the nexus of classroom practice, policy in education, and language attitudes. While some are focused on learner agency and identity negotiation, others touch on structural and contextual determinants such as early exposure, immigration background, and institutional discourse. Despite differences in scope and structure, literature cited here is consistent in its argument that multilingual classrooms are spaces of socially and politically invested meaning-making wherein attitudes towards language serve to index and build wider dynamics of inclusion, participation, and learning.

Generally, theoretical insights discussed here demonstrate a multi-layered conception of how language attitudes intersect with classroom dynamics in multilingual classrooms. It sheds light on the complex, interconnected relation between student attitudes towards language, identity formation, policy environments, and classroom practice. All the studies contribute to the acknowledgment that language attitudes are not autonomous or objectivized but are embedded in broader institutional and sociocultural milieus. This theoretical foundation is what allows the present study to investigate Algerian tertiary education by offering interpretive frameworks to explore how classroom behavior and learning outcomes are shaped by language attitudes. The section thus lays the groundwork for the examination of empirical trends in Algerian classrooms, with a consideration to also identifying conceptual gaps which shall be filled by the subsequent section via a focus on local studies and regional dynamics.

2. Language Preferences and Their Impact on Pedagogical Practices in Algerian Higher Education

An understanding of the pedagogical realities of Algerian higher education demands close attention to students' and teachers' language choices. These are not mere formulations of linguistic taste but are irredeemably interwoven with historical legacies, institutional needs, and modernist aspirations. Over the last ten or twelve years, research has increasingly highlighted how usage constrains and constitutively structures pedagogical choices, with a notice taken of the interaction between policy intent and classroom practice. This section integrates significant studies examining Algerian university stakeholders' preferences of Arabic, French, English, and local vernaculars, contextualizing these results in broader pedagogical contexts. By synthesizing these perspectives, the section offers a deeper understanding of how language beliefs affect teaching practices, student motivation, and knowledge transfer in Algerian universities, directly building on theoretical frameworks presented above.

There is a recurring pattern in the literature of simultaneous co-existence of positive attitudes toward multilingualism and unhappiness with classroom language practice as it exists. Belmihoub (2018) reports that both students and teachers prefer Modern Standard Arabic (MSA), English, and French and fail to promote Algerian Arabic (Derja) to official status. Tamazight speakers also enjoy their native language, but there is a common consensus on the functional roles of MSA and foreign languages as instruments in education. The study shows that although learners offer ideological adherence to multilingualism, pragmatic decisions are informed by the socio-economic capital some languages have, particularly English, which remains regarded as the gateway to world opportunity.

This instrumental knowledge of English is also further discussed by Maraf (2024), who gives a critical picture of the English language policy in Algeria. The study introduces English as a symbol of neoliberal aspiration as well as a potential vector of linguistic imperialism. Through an analysis of state rhetorics and students' responses, Maraf uncovers a twofold reality: English is embraced as a modernizing force, but its embrace may hide underlying alterations in linguistic power and identity. Pedagogically, this implies that English is often sold as a solution without sufficient regard for the broader implications of its institutionalization, particularly concerning native languages and education equity.

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Adding to the linguistic context is the general gap between students' daily communicative routines and language teaching. Bouhmama and Dendane (2018) show that Algerian Arabic is the most spontaneous variety used among students, but they have a more positive attitude toward MSA and prefer replacing French with English, particularly in science course work. The information points towards a practical recognition of English as world-useful, alongside a desire to escape the colonial associations of French. But everyday recourse to Algerian Arabic testifies rather to a sort of familiarity and belonging with language that remains currently quite unmarked in formal pedagogic environments, revealing a tension between experiential use of language and pedagogic practice.

This tension seems further highlighted in the pedagogy of scientific fields. Belhandouz (2011) explains how the transition from secondary education in Arabic-medium to university study in French-medium causes referential incongruencies and conceptual confusion among students. Algerian science pedagogy, particularly in courses like medicine, is marked by an epistemological conflict between worldviews conveyed through Arabic and those assimilated in French. These inconsistencies impede students from comprehending and hinder the development of professional identity. The study implies that pedagogical practices somehow must do more than transmit content; they must bridge codes of language and frames of knowledge they carry.

The inheritance of French as the language of instruction remains a contentious issue. Medfouni (2024) discovers that students and instructors alike cite being moderately satisfied with French, but prefer either Arabic or English if option is presented to them. French is usually adopted in a spirit of resignation rather than conviction, with the constituents expressing their adoption as a declaration of resignation to the structural constraints. The study points out that this silent conformity is hiding underlying frustration and longing for more decolonized and inclusive language policy—an approach that, if not contained, has the potential to strengthen disengagement and misalignment in learning environments.

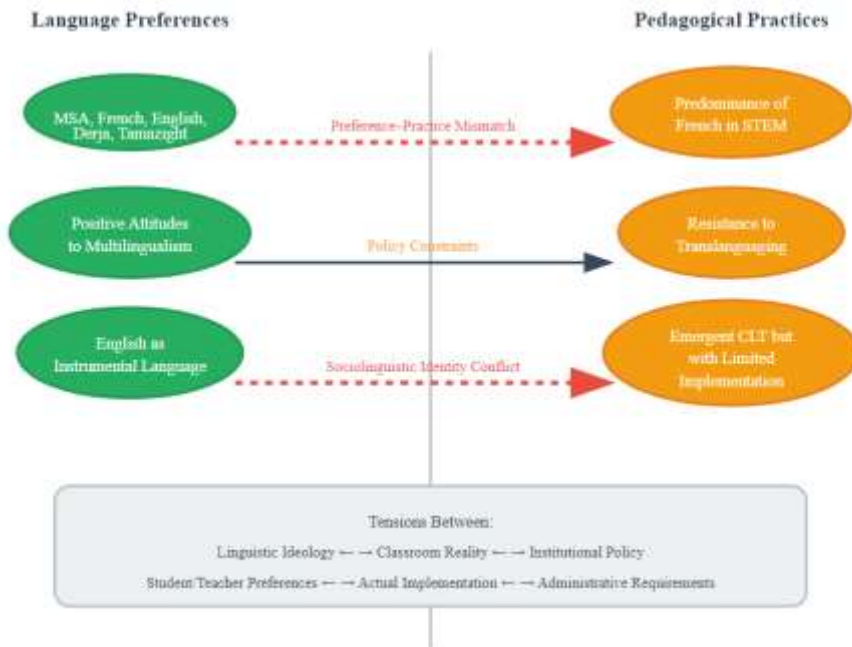


Figure 2. Interaction between language preference among Algerian university stakeholders and teaching practices, reflecting tensions between linguistic ideology, classroom reality, and institutional policy. adapted by the authors and revised from Belmihoub (2018), Bouhmama & Dendane (2018), Maraf (2024), Belhandouz (2011), and Medfouni (2025).

Figure 2 is concerned with the realities on the ground in Algerian university classrooms. It charts the self-evident gap between the language use of various university stakeholders and modern pedagogic practice. On the left-hand side, the graph outlines the students' and lecturers' languages of choice—supporting Modern Standard Arabic, French, English, Tamazight, and Derja. On the right-hand side, it juxtaposes these with prevailing classroom practices, usually the product of past legacies and institutional inertia.

While there is growing enthusiasm for multilingualism and the globalization of English, the classroom reality of persistent French dominance in scientific fields, resistance to translanguaging, and uneven application of communicative pedagogies. Three tensions are made clear in this divergence: (1)

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inclination-pedagogical environment mismatch, (2) the constraints of rigid policy, and (3) identity-based tensions from unequal linguistic legitimation.

This visual mapping highlights the way policy and pedagogy lag behind sociolinguistic sentiment, reinforcing differences rather than responding to them. In this regard, Figure 2 opens the door to rethinking pedagogical alignment with the language reality of learners.

Despite these constraints, educational innovations are being researched. Stihi (2021) investigates pedagogical use of translanguaging in Algerian EFL classrooms and discovers that teachers all across have extensive enthusiasm for its pedagogical promise. Translanguaging allows learners to draw on their full linguistic repertoire, thereby facilitating understanding and expression. Its full uptake remains hampered by institutional policies and societal norms prioritizing language compartmentalization. The article refers to the potential of translanguaging to bridge learners' linguistic practice and classroom demands, assuming there is systemic support.

On a similar line of thought, Khelafia and Kellil (2023) examine Algerian EFL teachers' attitudes toward the use of learners' first languages (L1) as a pedagogical resource. What they discover is that the majority of teachers are inclined to have a positive or neutral attitude toward the use of L1 despite the national "no-L1" policy. This disconnection between practice and policy incites the need to reexamine pedagogical models in connection with classroom realities. Teachers typically recognize the intellectual and emotional benefits of allowing students to process information through their mother tongue, especially when it involves abstract or unfamiliar material in a target language.

Finally, a prospective vision has been adopted by Rahmani (2021), who recommends the official use of English as the medium of instruction in Algerian universities. Her study, based on the view of 89 university teachers of different subjects at three distinct faculties: Social and Human Science, languages, and Science and Technology at 20 Algerian universities, theorizes that English would not only enhance the quality of teaching but also make students more competitive at the international level. Recognizing the policy and infrastructure challenges, the

author proposes steps towards easing a gradual process of transition, including the planning of the curriculum, the professional development of teachers, and stakeholder engagement. Her aim is to set English as a vehicle for transformation in Algerian education, but also to prompt us to consider how such change can be mediated without marginalizing other languages and identities. In her study, she stresses the need for a research-based approach to ensure effective and inclusive implementation.

In general, the reviewed literature offers a picture of the linguistic landscape of Algeria as one characterized by historical inheritances, pragmatic interests, and emerging aspirations. Students and teachers have intricately complex language choices that not only perform communicative function but also cultural, professional, and ideological identification. These choices have a powerful influence on teaching choices, including the selection of instructional language as well as classroom communication practice. At the same time, discrepancies between policy and practice—such as the juxtaposition of official prohibitions and *de facto* translanguaging—underscore the requirement for more responsive, context-sensitive language education policies.

In conclusion, this section has illustrated how language choices among Algerian university students and instructors have material effects on pedagogical practices. The literature shows a pattern of negotiation between inherited language policy, emerging linguistic aspirations, and the instructional pragmatic demands. These dynamics require a reworking of pedagogical models sensitive to the multilingual lives of students and informed by a critical consciousness of language ideologies. In what follows, this section will discuss methodological issues, outlining how such insights have shaped the research design and analytical frame of this study.

3. Implications of Language Attitudes for Equitable and Effective Instruction

Teachers' and students' dominant assumptions about language and its teaching role are more than educational philosophy—instead, they are highly influential in shaping how language instruction is planned, delivered, and experienced. The present section looks at how these beliefs, filtered through teacher education, language ideology, and cultural responsiveness lenses,

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influence the equity and effectiveness of language instruction. Drawing on international and national research, it examines how awareness of language diversity, concepts of language legitimacy, and institutional policy meet to affect equity realities within the classroom and successful learning. Through the deliberation of these implications, the section adds to previous considerations of attitude and preference, offering a needed consideration of the ways that these impressions are translated into pedagogical choice, learner opportunity, and inclusive pedagogical space creation.

The most significant result in the literature is that despite teachers' common reports of positive attitudes toward multilingual children, this is not always matched by readiness or capability. Karabenick and Noda (2004), in one of the largest-scale surveys, concluded that the greater the value that teachers placed on bilingualism and first language capacity, the higher instructional self-efficacy and the higher practice inclusivity they manifested. Nonetheless, even in the positive attitudes of the teachers, consistency in their beliefs and readiness is observed to be lacking. This inconsistency indicates that positive intentions are not enough and need to be supported by specialized professional growth so that teachers are provided with strategies that maintain fairness and effectiveness in multilingual classrooms.

This is also reiterated by Rubinstein-Ávila and Lee (2014), who state that many secondary school teachers feel ill-equipped to teach English Language Learners (ELLs) despite otherwise supportive dispositions. Teachers lack the tools with which to scaffold instruction or differentiate instruction in a way that meets the linguistic demands of the students. This attitude-ability disparity has real consequences: without the abilities to implement inclusive pedagogies, the students from marginalized language backgrounds may be unintentionally shortchanged. The study calls for structural reform in teacher education programs that emphasize the integration of linguistic diversity awareness into core pedagogical training.

Implementation issues extend beyond teacher preparation to the practice of widely endorsed teaching approaches. Derakhshan and Torabi (2015) examine how educators perceive Communicative Language Teaching (CLT) and find a

common pattern: while educators ideologically support its student-centered concept, they are unable to carry it out effectively in practice. This misalignment that ensues is generally the result of situational circumstances such as big class sizes, examination preparation courses, or the absence of training experience. This affirms that pedagogical attunement by means of attitudes does not necessarily translate into its effective practice, particularly in institutions where institutional and logistical issues limit teacher agency.

Bouncing back from this kind of challenge would necessitate a broader shift in the meaning-making of language within teacher education. Okawa (2021) favors the cultivation of reflective language policy thinking among preservice teachers. This approach encourages future teachers to reflect critically on their own linguistic ideologies, gain sociolinguistic consciousness, and accept the legitimacy of linguistic differences. In so doing, they are more able to engage constructively with language policies and more likely to organize instruction that respects linguistic diversity. Okawa's study shows that building reflective awareness is a central process toward instructional equity, as it establishes pedagogical intentionality behind decisions that affect multilingual students.

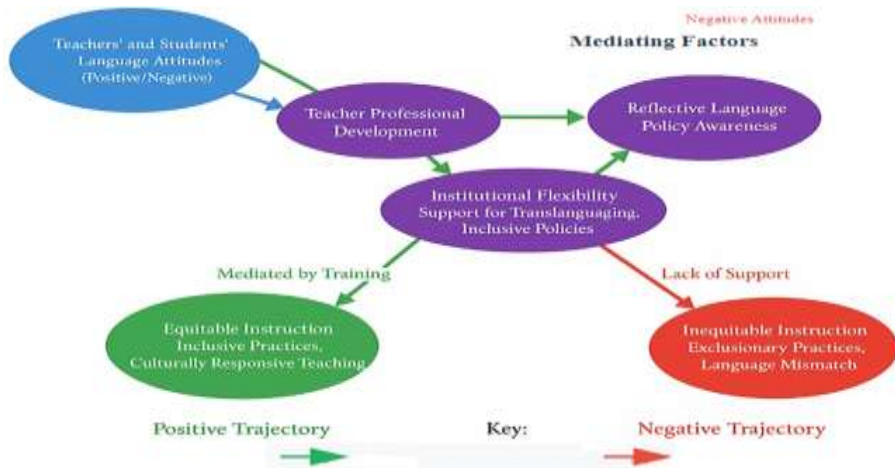


Figure 3. Pathways from language attitudes to instructional equity, mediated by teacher training, policy awareness, and institutional flexibility, constructed by the authors drawing on thoughts from Belmihoub (2018), Madariaga, Huguet & Janés (2016), and Stihi (2021).

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To progress from description to prescriptive understanding, Figure 3 plots how attitudes to language, including or excluding, can influence teaching impact. As distinct from the previous models, this figure adopts a process orientation and plots a course of progression from attitudes of students and teachers to classroom practice equity (or inequity).

The model identifies three mediating interventions that can translate supportive attitudes into inclusive teaching:

1. Teacher professional development, facilitating pedagogical competence and sensitivity;
2. Reflective awareness of policy, which enables teachers to critically interact with language ideologies;
3. Institutional flexibility, which provides leeway for localised, context-sensitive practices such as translanguaging.

When these supports are present, classrooms will be more likely to become spaces of equity, responsiveness, and linguistic justice. When these interventions are absent, even the best of intentions may be reversed, continuing exclusionary practices. The dual pathway structure of the model serves to remind us that change is not guaranteed by belief alone—it must be made systemically possible.

Lastly, Figure 3 is more than a theoretical model; it is a template for sustainable change, assuring us that inclusive multilingual education is not accidental but intentionally constructed.

The relation between student background and language attitudes is another field of profound pedagogical significance. Madariaga, Huguet, and Janés (2016), in their study in Catalan classrooms, demonstrate that immigrant students are affected by home language habits and immigration histories in their language preference. These in turn influence their pedagogical investment in the classroom and attitudes towards school language. The study recommends interventions to foster linguistic coexistence and breach cross attitudinal barriers, emphasizing teachers' necessity to acquire sociolinguistic knowledge of the context within which they work. Without this kind of knowledge, language teaching inadvertently reinforces social hierarchies or excludes students' life.

Other studies also attest to the value of language accommodation to learning empowerment and motivation. Babanto et al. (2023), with regard to Philippine English and ESL teachers' dispositions, argue that accommodating locally variable forms of English enables cultural appropriateness and constructs a more welcoming culture of learning. Researchers in the research also suggested that the accommodation of Philippine English allows learners to be confident, proud of their heritage, and participative. This finding shows that the incorporation of the students' local linguistic identities into the teaching is not only symbolic but also pragmatically effective in allowing the students to envision that they belong to the class and therefore be more participatory and motivated.

But with the promotion of linguistic equity comes the need for energetic work to destroy language stereotypes and struggle for educational justice. Lazar (2012) examines the effect of social justice curriculum on teacher beliefs and finds some measure of improvement in appreciating students' cultural knowledge, but much remains to be done towards resisting bias against ELLs and instilling teacher activism. The study concludes that teacher education programs should advance beyond awareness-raising to specifically engage teachers in critically analyzing power relations in language use and assuming an active role in building just classroom spaces. Teaching is enhanced by becoming ethically committed as well, advancing the rights and identities of all learners.

Language instruction equity also relies on an understanding of broader socio-political meaning implicated in selection in pedagogy. Chakrani (2017) establishes this argument in the Moroccan context, wherein the language of instruction is inescapably bound up with socioeconomic class and identity. French-medium education is then positioned in relation to elitist status and instrumental success, whereas Arabic-medium education is closer to local identity and anti-linguistic imperialism. These alignments have an influence on student attitudes and shape their commitment to learning. For teachers, such awareness is central to creating instruction that is both powerful and meaningful, particularly where hierarchies of language reflect broader social inequalities.

Collectively, the studies illustrate a complex dance among pedagogy, policy, and attitude. Positive teacher disposition, while helpful, is not a panacea. Equitable and effective teaching requires systematic effort to provision teachers

with the tools, knowledge, and critical awareness necessary to counter students' linguistic realities. It further requires a willingness to break with dogmatic norms and to embrace pluralism as a norm and not an exception to the norm.

Overall, language attitudes have strong potential for impact on both the quality and fairness of language education. Teachers are more likely to develop learning spaces that substantiate the identities of all learners and enable more significant, richer learning when they critically react to linguistic diversity and are supported through reflective training and inclusive policy settings. These reflections inform the logic of the present study and underscore the necessity of viewing pedagogic practice, as well as technical procedures, as embodiments of more general ideological undertakings. Having this conceptual framework in place, the next section proceeds to describe the methodology of the study, outlining how the research design strives to address these pedagogic and ideological dimensions within the Algerian university context.

4. Discussion

Analysis of multilingual contexts across various contexts establishes the enormous ways in which attitudes towards language are shaping classroom interaction, identity, and access to knowledge (Redinger, 2010; Giles & Marlow, 2011; Fisher et al., 2018). In the Algerian context, preference for Modern Standard Arabic, French, and English passes through non-technical field, previous allegiances, and socio-economic aspirations (Belmihoub, 2018; Bouhmama & Dendane, 2018). However, a persistent pedagogical issue is caused by the gap between instruction language and students' own language.

Belhandouz (2011) highlights the cognitive dissonance and referential gaps faced by the students while transitioning from Arabic-dominant primary education to French-medium scientific instruction. The rupture not only affects academic results but also compromises students' ability to reconcile professional competence with cultural identity. English's promotion as a neoliberal good (Maraf, 2024) has also raised red flags about linguistic imperialism, all while being supported in majority numbers among youth and instructors (Rahmani 2021).

Algerian students favor multilingualism, yet teachers are subject to rigid language policies and lack institutional assistance in practice like translanguaging (Stihi, 2021; Khelalfa & Kellil, 2023). Teachers have a positive attitude toward Communicative Language Teaching (CLT) (Derakhshan & Torabi, 2015), but pedagogical and structural limitations prevent its application. The void confirms that there must be certain professional development and reflective language policy training (Okawa, 2021).

Internationally, evidence supports that teacher attitudes have a strong impact on instructional quality. As an example, Karabenick and Noda (2004) identified that teachers holding positive attitudes towards the English Language Learners (ELLs) possessed greater self-efficacy as well as used more inclusive pedagogical practices. Yet, a consistent problem persists in the form of insufficient training, thereby leaving teachers unprepared to deal with language diversity in the classroom (Rubinstein-Avila & Lee, 2014).

These findings are similar to Madariaga et al. (2016) and Chakrani (2017), who reveal how language of instruction is a general reflection of socio-political processes, such as class hierarchy and identity politics. The inclusion of local or native varieties, for example, Philippine English (Babanto et al., 2023), was found to enhance cultural identity and student motivation and thus could enhance equity in Algerian classrooms.

5. Limitations of the Research

This research is based on a synthesis of existing literature and not fieldwork, which will limit its empirical basis in an Algerian setting. Moreover, even though studies on research are based on a wide range of sources, there may be relevant unpublished or local research that does not qualify for inclusion in the analysis. Finally, the changing nature of policy environment in Algeria means that some findings become outdated nearly at once.

6. Recommendations

After conducting our research, we confidently endorse the following recommendations:

1. Institutional support would fill the gap between policy and pedagogy, in particular by preparing teachers for sociolinguistic competence through teacher training programs.
2. Language policy needs to go beyond symbolic multilingualism and enable translanguaging and inclusive pedagogies.
3. Curriculum design should respond to the linguistic contexts of students by phasing out between languages of instruction gradually and offering academic support in more than one language.
4. Professional development should involve teachers getting immersed in reflective language policies that are congruent with their students' linguistic identities and learning needs.

Conclusion

Algerian language attitudes toward higher education are more than personal preference; they are inescapably entangled with issues of identity, equity, and pedagogic effectiveness. In this article, it has been shown that, *inter alia*, good dispositions to multilingualism, policy-classroom dichotomies continue to pose challenges to both students and teachers. Through reflection on theoretical and empirical activity in Algeria and beyond, the argument has underlined the significance of an integrated reflexive pedagogy of language teaching.

Last but not least, effective and equitable pedagogy in Algeria's multilingual classrooms demands that students' linguistic repertoires be considered an asset, rather than a deficiency. Teachers and policymakers both must engage to construct environments where linguistic diversity is not merely tolerated but facilitated to construct learning and social inclusion. The work of the future must be accompanied by this analytical synthesis with field-based activity illuminating further Algerian teachers' and students' lived experience in multilingual education.

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