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**Examining the Awareness of Forensic Linguistics among University Students, University Teachers of Law, and Lawyers
The Case of Algeria**

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Dedication

To my dear father, who is no longer with us. Your inner strength, willingness to give, and your lifelong support deeply contributed to how I see life and opened my eyes to reality. You were not only a father to me, but you were my best companion. Your dedication and strong work ethic have always inspired me. Your energy to keep pushing through difficult times and deep care to family gave me strength and inspiration every day, every minute, every second. This work is to honor you, **Baba**.

To my beloved Mother, I am very thankful for the beautiful moments we have spent together, I am grateful for your constant support, and limitless love. The lessons you taught me keep forming my personality on a daily basis and I am very grateful for it. You were not only a mother, but you were a sister and a friend. I am forever grateful for always having my back. This work is also dedicated to you, **yemma**.

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To the soldier in me who faced the entire world wearing a smile as armor, even when my soul whispered, *"I am tired."* To the generous heart that gave without end, ***no records kept, no expectations, just pure kindness***. To the quiet wounds hidden behind every smile and inner force you are not forgotten; you fueled my resilience. To every version of myself, who chose self-growth and walked the bridge of curiosity even when it was tiring, I am proud of you.

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This is for you my dear self



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Abstract

The present study aims at investigating the awareness of forensic linguistics among university students of English, university teachers of law, and lawyers in Algeria, where forensic linguistics stays underexplored within the legal system despite its significance in other European countries. The study adopted a descriptive quantitative approach that was used for the research design. Questionnaires and interviews were used to collect data with the aim of assessing the comprehension of forensic linguistics and recognizing knowledge gaps. The results demonstrate that the awareness of forensic linguistics is not widespread in Algeria, with significant variation in knowledge among the three samples. Algerian lawyers showed a clear understanding of the field; however, they do not regularly apply forensic linguistics in their legal practice. As a result, this research revealed that both universities and legal institutions in Algeria demand greater awareness of forensic linguistics, with the goal of improving awareness and enhancing its application across both university programs and legal practices in Algeria.

Keywords: forensic linguistics, Algeria, legal system, awareness, University programs, investigation.





List of Abbreviations

FBI: Federal Bureau of Investigation

U.S.: United States

U.K.: United Kingdom

IAFL: International Association of Forensic Linguists

IAFPA: International Association for Forensic Phonetics and Acoustics

ENFSI: European Network of Forensic Science Institutes



Contents

Dedication	II
Acknowledgements	IV
Abstract	V
List of Abbreviations	VI
Contents	VII
List of Tables	XI
List of Figures	XII
Introduction	13
1. Background of the Study.....	14
3. Statement of the problem	15
4. Research Objectives	16
5. Research Questions	16
6. Research Hypotheses	16
7. Review of main Literature	17
8. Research Design.....	17
9. Structure of the Dissertation	18
10. Definition of Key Terms	19
CHAPTER-I. Literature review	21
Introduction	22
1. History of forensic linguistics	22
2. Main research in forensic linguistics.....	23

2.1. Authorship attribution	24
2.2. Deception detection.....	26
2.3. Linguistic analysis of suicide notes	29
2.4. Forensic Phonetics	31
2.5. Courtroom discourse	32
2.6. Plagiarism.....	33
Conclusion	34
CHAPTER-II. Methodology and results.....	35
Introduction	36
1. Research design.....	36
2. Data collection	37
2.1. Description of students' questionnaire.....	38
2.2. Description of students' sample	39
2.3. Description of lawyers' questionnaire	40
2.4. Description of lawyers' sample.....	41
2.5. Description of teachers' interviews.....	42
2.6. Description of teachers' sample	43
3. Data analysis	44
3.1. Analysis of students' questionnaire	44
3.2. Analysis of lawyers' questionnaires	49
3.3. Analysis of teachers' interviews	57

6. Results and Discussion.....	61
6.1. Results on awareness of forensic linguistics.....	61
6.2. Results on the application of forensic linguistics in Algerian legal system	62
6.3. Results of challenges in integrating forensic linguistics.....	63
General conclusion.....	65
References.....	69
Appendices.....	74
Appendix A.....	75
Appendix B.....	81
Appendix C.....	84
المستخلص.....	85
Résumé.....	86

List of Tables

Table 1: Students' Awareness of Forensic Linguistics	44
Table 2: Students' Hardships with Legal Terminology	48
Table 3: Students' Interactions with Linguistic Misinterpretations in Legal Settings	48
Table 4: Teachers' Awareness of Forensic linguistics.....	58
Table 5: Application of Forensic Linguistics in the Algerian Legal System.....	58
Table 6: Impact of Linguistic Analysis on case Decisions	58
Table 7: Impact of Linguistic Ambiguity on Justice.....	59
Table 8: Acceptance of Linguistic Analysis as Evidence in Algerian Courts	59
Table 9: Integrating Forensic Linguistics in Law School Syllabi.....	60
Table 10: Challenges in Implementing Forensic Linguistics in the Algerian Legal System.....	60

List of Figures

Figure 1: Means of Students' Awareness of Forensic Linguistics.....	45
Figure 2: Students' Perspectives on Forensic Linguistics' Significance in the Algerian Judicial System	46
Figure 3: Students' Opinions on Forensic Linguistics Hurdles in Legal Communication	47
Figure 4: Distribution of Lawyers' Years of experience	50
Figure 5: Awareness of Forensic Linguistics among Lawyers	50
Figure 6: Lawyers' Perspectives on Forensic Linguistics in Legal Settings	51
Figure 7: Observed Impact of Forensic Linguistics on Justice	52
Figure8: Lawyers' Confidence in Applying Linguistic Evidence in justice.....	52
Figure 9 : Degree to Which Linguistic Bias Impacts Justice	53
Figure 10: Influence of courtroom Legal Language on Case decisions.....	54
Figure 11: Main Communication Hurdles in Legal Cases.....	55
Figure 12: Impact of Legal Language and Document Phrasing on Interpretation.....	56
Figure 13: Lawyers' Perspectives on the Benefits of Forensic Linguistics Training	57



Introduction

1. Background of the Study

Forensic linguistics is basically "action" and "process" centered. It is involved in concrete decisions in real-time cases in the execution of the law. In practical cases, a decision has to be made whether to bring a charge or, if the case is in court, a decision by the judge about guilt or innocence has to be made, with consequences for individual lives (Guillén-Nieto & Stein, 2022, p. 4). In addition, Forensic linguistics is frequently applied in countries with high-level forensic science systems, such as the U.S., the U.K., and Canada. In these countries, linguistic evidence, including examination of written or spoken language, is regularly applied within criminal investigations and legal cases. This could encompass identifying authors of unknown texts, detecting lies in suspect testimonies, and interpreting legal documents in courtroom settings (Olsson, 2008). According to Benrabah (2013), Even though Arabic is officially declared as the national language of Algeria, French is still commonly applied, particularly in areas like administration and schools. This is mainly because of Algeria's colonial past, specifically French colonization, which left a lasting impact on the country's institutions and language use. Additionally, Benrabah (2013) points out that the continued use of both Arabic and French in Algeria means that this situation demonstrates deeper conflicts and struggles in how Algeria manages language officially. Furthermore, when multiple languages are utilized in a country, particularly in formal settings, it can make communication difficult (Benrabah, 2013). The linguistic situation in Algeria might explain why forensic linguistics is under-explored, despite the fact that the field of forensic linguistics could be very beneficial in solving language-related problems in places like courts, police investigations, or other official institutions.

The examination of linguistic evidence, such as written or spoken confessions, has a significant role in legal cases. Courts use forensic linguistics, particularly authorship analysis, to recognize who wrote or said something, comprehend the hidden meaning of statements, and assess the reliability of what a witness says (Solan & Tiersma 2005). This study will concentrate on examining the awareness of forensic linguistics among university students of English, university teachers of law and lawyers in Algeria. By analyzing data from questionnaires and interviews, the research examines their understanding of the field, identifies gaps in knowledge, and assesses the possibility of integrating forensic linguistics both in legal practice and university curricula.

3. Statement of the problem

Forensic Linguistics is the interface between language, crime and law, where law includes law enforcement, judicial matters, legislation, disputes or proceedings in law, and even disputes which only potentially involve some infraction of the law or some necessity to seek a legal remedy (Olsson, 2008, p. 3). Preferably, Forensic linguistics should be formally integrated within judicial systems to help in the examination of documents, testimonies, or different texts to identify authorship or uncover hidden meanings, guaranteeing clarity within legal matters. It also equips courts with professional analysis that can have a significant impact on legal outcomes, as witnessed in countries such as the U.S., U.K., and Canada (Olsson 2008). Yet, in Algeria the field of forensic linguistics has not been commonly explored or utilized, although the country's legal system and the linguistic diversity could both significantly benefit from the application of forensic linguistics. Due to the lack of awareness of English students, law teachers, and lawyers concerning

forensic linguistics, the application of this field within legal investigations and court cases is not infrequent. This research aims to investigate the understanding of forensic linguistics by analyzing the levels of awareness among students, teachers, and lawyers. By analyzing data from questionnaires and interviews, the research will evaluate their understanding of the field and identify gaps in knowledge and assess the possibility of including forensic linguistics within the academic curricula to improve awareness and support a future application within the Algerian legal system.

4. Research Objectives

The research intends to achieve:

1. Assessing the awareness of forensic linguistics among university students, Law teachers, and lawyers in Algeria, spotting gaps in knowledge and topics in need of extra learning and understanding.
2. Analyzing the effectiveness of formal education in increasing the awareness of forensic linguistics in the Algerian legal system and academic curricula.

5. Research Questions

1. What are the levels of awareness of forensic linguistics among the three samples, and what are the main areas where their understanding is lacking?
2. What strategies can formal education employ to raise the awareness of forensic linguistics in the Algerian legal system and academic curricula?

6. Research Hypotheses

This research investigates the following two hypotheses:

1. It is hypothesized that the level of awareness among university students, law teachers, and legal professionals is in its early stages, and as a result, it is not widely implemented into legal practice.

2. It is predicted that intensive exposure to the field of forensic linguistics via legal education and training for both law and linguistics students will cause a rise in the awareness among university students, law teachers, and legal professionals.

7. Review of main Literature

Forensic linguistics gained recognition as a discipline in the 1960s when researchers began utilizing linguistic analysis, i.e., the study of language to aid in legal cases. According to Svartvik (1968), linguistic analysis was initially used in police interrogations, where academics analyzed the way people spoke or wrote to uncover fabrications in their statements. Additionally, since its first application, the field has expanded into a broader area of study, incorporating authorship identification, discourse analysis, and other areas of application (Coulthard & Johnson, 2007). High-profile criminal cases such as the Unabomber case have demonstrated that linguistic evidence such as written or spoken words could be a trustworthy and efficient tool in solving cases. As a result, forensic linguistics has attained recognition and is now frequently implemented in legal systems (Olsson, 2008).

McMenamin (2002) points out that forensic linguistics has an important role in legal settings, such as how language is used in courtrooms and how legal documents are examined. Forensic linguists assess spoken and written discourse to identify deception, irregularities, and authorship attribution (McMenamin, 2002). Additionally, Olsson (2008, p. 4) states, “Forensic linguist applies linguistic knowledge and techniques to the language implicated in (i) legal cases or proceedings or (ii) private disputes between parties which may at a later stage result in legal action of some kind being taken.”

8. Research Design

This study employs a descriptive quantitative research design to explore students', teachers', and lawyers' awareness of forensic linguistics, using questionnaires and structured interviews for data collection. Descriptive research provides an accurate representation of participants' perspectives without altering variables (Koh & Owen, 2000). Quantitative methods allow hypothesis testing, utilizing statistical analysis for objective evaluation (Creswell, 2014). By combining these approaches, the study ensures a comprehensive, data-driven examination of forensic linguistics. This methodology builds on previous research, enhancing understanding through empirical investigation.

9. Structure of the Dissertation

This dissertation is structured into four main sections. The first section is the introduction which provides important background information, presents the research problem, outlines the research objectives and questions, and addresses the hypotheses being tested. It also includes a summary of previous research and an overview of the research design. The theoretical part of this research explores the history of forensic linguistics and the key areas in this field such as authorship attribution, deception detection, and the linguistic analysis of suicide notes with other key areas also previous studies in has emphasized the effectiveness of forensic linguistics in solving crimes. However, the application of forensic linguistics is limited because of the lack of awareness and the formal integration in the Algerian legal system. To bridge this gap, the practical part of this research provides an empirical analysis of the levels of awareness and the possibility of integrating forensic linguistics in the Algerian legal system. With the use of questionnaires and

interviews directed to three different samples. Furthermore, the results aim to provide proposals on adopting forensic linguistics within the Algerian legal system, highlighting the need for professional training in forensic linguistics and the recognition for linguistic analysis. Meanwhile, this chapter assesses the various perspectives of forensic linguistics among students', teachers', and lawyers' linguistics and its possible future applications. Ultimately, the General Conclusion summarizes the key findings and offers recommendations on how to raise the awareness of forensic linguistics in Algeria.

10. Definition of Key Terms

1. **Forensic Linguistics:** refers to a scholarly field focused on the connection between language and the law, using language methods in legal contexts (Gibbons & Turell, 2008).
2. **Algeria:** identified as: *Al-Jumhūriyyah al-Jazā'iriyyah al-Dīmuqrāṭiyyah al-Sha'biyyah*, People's Democratic Republic of Algeria, a North African country where the present study was conducted (Encyclopædia Britannica, n.d.).
3. **Legal System:** it includes laws and rules made by the government, and legal decisions made by courts, managed by different government bodies that make certain laws are comprehend and obeyed (Dubois, n.d).
4. **Awareness:** it is the comprehension of a situation or a topic derived from facts or experience. It includes being aware and informed about a particular subject (CSR Education, 2024).
5. **University Programs:** "shall mean programs of research or teaching, departments, faculties, schools, special lecture series, library collections

of books or other materials, collections of art works and such other similar University activities and programs as the University may choose to recognize” (Board of Governors, 2019, p. 13-4).

- 6. Investigation:** “An official examination of the facts about a situation, crime, etc.” (Oxford University Press, n.d).



CHAPTER-I. Literature review

Introduction

Linguistics and language play a significant role in the evolution of forensic linguistics, particularly in legal evidence, communication, and justice. Within this theoretical chapter, a summary of forensic linguistics, starting with its historical progress and growth as a separate field of study, is presented. Along with an analysis of the key research areas within forensic linguistics, encompassing authorship attribution, deception detection, and linguistic analysis of suicide notes, forensic phonetics, courtroom discourse, plagiarism. By examining these areas, this chapter emphasizes how knowledge and methods from linguistics greatly contribute to legal cases and court proceedings. Additionally, there will be a discussion about some previous research where the techniques of forensic linguistics were used in actual legal cases. Through the examination of previous studies, the chapter demonstrates how the field of forensic linguistics has a significant impact on law and justice.

1. History of forensic linguistics

Forensic Linguistics is a scholarly field focused on the connection between language and the law, using language methods in legal contexts. The contribution of John Svartvik on police statements, the Evans Statement, a case for forensic linguistics was conducted in 1968, is regarded as the foundational study in the domain of forensic linguistics (Svartvik, 1968). The utilization of linguistic theories was a very helpful approach for the foundation and the development of forensic linguistics as an independent field within the discipline of applied linguistics, mainly during in the 1980s and 1990s. At this time frame, forensic linguistics was widely recognized. Two main events were key factors in establishing it as a recognized discipline. The first event was the foundation of two professional organizations: the International

Association of Forensic Linguists (IAFL) in 1993, the International Association for Forensic Phonetics and Acoustics (IAFPA), and the second event was the release of the scholarly journal *Forensic Linguistics*, the international magazine of speech, language, and the law (Coulthard & Johnson, 2007). Primarily, Forensic linguistics was used for authorship attribution and voice recognition, interpretation of legal language, analysis of both police interrogations and legal testimonies.

Over time, the framework of forensic linguistics expanded to include cyber language crimes, speaker identification, legal language analysis, courtroom discourse, linguistic profiling, discourse analysis, trademark disputes, plagiarism detection, deception detection, and social media threats (Alduais et al., 2023). In the early 2000s, the integration of concepts from psychology, including those concerned with interrogation tactics, as well as sociological examination of language and power dynamics in discourse, have been embedded in the field of forensic linguistics. Furthermore, algorithms from computer science were developed to assess expert testimony. These integrations have substantially expanded the functionality of forensic linguistics in legal settings. As a result, the constant development in forensic linguistics proves it to be a very adaptable and important field able to answer both traditional and modern challenges (Olsson, 2008).

2. Main research in forensic linguistics

The main research areas within forensic linguistics encompass numerous subjects. Every single area of forensic linguistics aims to emphasize various features of language in legal contexts. Moreover, the most important research advancements in the field of forensic linguistics are going to be addressed in this section. Additionally, the application of linguistic analysis in multiple areas including authorship

attribution, deception detection, and forensic phonetics, analysis of suicide notes, courtroom discourse, and plagiarism will be also tackled within this section.

2.1. Authorship attribution

Authorship attribution is the process in which linguists set out to identify the author(s) of disputed, anonymous or questioned texts (Coulthard, Johnson, & Wright, 2016, p. 151). Coulthard argues in his quote that authorship attribution, linguists can analyze diverse types of texts such as blackmail texts, ransom notes, threatening notes, and falsified suicide letters. According to the collection of evidence, forensic linguists analyze disputed texts to attribute authorship, particularly trials in courts of law. They compare dialect, underlying native language, grammar (e.g., clause embedding, preposition usage, discourse markers), patterns of usage and errors in spelling, mechanics, and punctuation, management of narrative time structures and departures from the narrative sequence, word choice, register type, and formality level (Gallego Balcells, 2023). Also, forensic linguists cooperate with legal experts to preserve the scientific method in analyzing documents (Gallego Balcells, 2023).

“One of the major factors is linguistic stylistics that strengthen the practice of authorship attribution. Linguistic stylistics is the scientific analysis of individual style markers, as observed and described in the ideal of a single writer, as well as class style markers as identified in the language or dialectic groups of writers” (McMenamin, 2002, p. 115). McMenamin here emphasizes that linguistic stylistics plays a crucial role in authorship attribution. In simpler terms, examining the stylistic features can strengthen the reliability and authenticity of authorship attribution, making it possible to identify possible authors or link a text to a probable writer based on their unique linguistic fingerprint.

McMenamin (2002) also explains that forensic stylistics is “the application of the science of Linguistic Stylistics to forensic contexts”. “The focus of Forensic Stylistics is written language and sometimes spoken language represented in written form, such as transcripts of tape-recorded conversations, depositions, and interviews. The primary application of Forensic Stylistics is in the area of questioned authorship. Other frequent applications relate to the analysis of meaning in documents such as wills, insurance policies, contracts, agreements, and laws, as well as the analysis of meaning in spoken discourse” (p. 163). Along with the importance of linguistic stylistics and forensic stylistics in authorship attribution, there are two presumptions: consistency and distinctiveness. Grant refers to the first assumption of comparative authorship analysis, which states that, there is a sufficient degree of consistency of style within relevant texts, but this does not mean that completely consistent features of an author's language do not need to be identified. He writes:

“The first assumption, that there is ‘a sufficient degree of consistency of style within relevant texts,’ requires further discussion...a weight of evidence for authorship may be built upon a degree of consistency...Identifying consistency within relevant texts also requires the creation of a linguistically relevant comparison corpus...whether the text message was created using a twelve-key alphanumeric system...or even through a speech-to-text system” (Grant, 2013, p. 474).

The second assumption is also explained by Grant, who explains the degrees of differences in distinctiveness between authors and how these affect the analysis of authorship. He writes:

“The second assumption raises different considerations...There may be degrees of distinctiveness between pairs of individuals or within smaller or larger groups...It seems obvious that some pairs of authors will produce writings wherein the authors

are easily distinguished, whereas other authors may generally produce texts that are stylistically similar...comparative authorship analysis can still proceed and provide useful forensic evidence” (Grant, 2013, p. 474).

The Unabomber case of Ted Kaczynski was one of the most significant cases that accounts for the validity of authorship attribution in the mid-1990s, The FBI used linguistic analysis and authorship attribution techniques to match the writing style of Ted’s manifesto with personal letters written by Kaczynski. Similarities in vocabulary, phrasing, and thematic elements did much to link Kaczynski to the manifesto and thereby provided the grounds for his arrest. Thus, the case became one of the landmark instances wherein forensic linguistics had a very important role in the solution of complex investigations faced by investigators in condition wherein traditional forensic evidence is not sufficient. Along with the case of Ted Kaczynski, authorship attribution was also applied in different cases, such as Derek Bentley's and Timothy Evans's, and it underlines the application of these techniques in the field of criminal justice (Olsson, 2008).

2.2. Deception detection

“Deception can be understood as the deliberate attempt, whether successful or not, to conceal, fabricate, and/or manipulate in any other way, factual and/or emotional information, by verbal and/or nonverbal means, in order to create or maintain in another or others a belief that the communicator himself or herself considers false” (Masip et al., 2004, p. 148). Jim Clemente, a former FBI agent, explains within a video published by WIRED channel in YouTube that criminal behavioral analysis is the general term which encompasses all the operations of the FBI's Behavioral Analysis Unit. This covers criminal profiling, active listening, interview and interrogation techniques, and deception detection. According to the video by WIRED

(2020), the objective behind investigative interviews, whether non-confrontational or as part of an interrogation, is to collect precise and trustworthy information. A complete approach is utilized to detect whether someone is lying or being dishonest. This approach examines all the various kinds of clues and indicators that might point to someone being deceptive. These signs might be verbal (such as inconsistencies in someone's statements), nonverbal (body language or facial expressions), or physiological (variations in heart rate or sweating).

Clemente retired FBI agent highlights that deception detection concentrates on the different variations that happen in physiology and behavior when a person is stressed, which can often involve inaccuracies. Furthermore, Fight or flight, cognitive complexity, and perception management are three foundational techniques for identifying deception. Fight or flight is when individuals are stressed; their body responds physiologically. This can involve faster heart rates and changes in body movements. For example, when being under stress a person tends to shift around or tap his/her hands and feet or use self-soothing behaviors to lower nervous tension (WIRED, 2020).

In the video published by WIRED (2020), Clemente former FBI agent mentioned one of the cases where there was a girl named Jodi Arias, when she was under interrogation about the death of her boyfriend; she exhibited signs of fight-or-flight behavior. When she was under pressure, she did a handstand against the wall, which contributed to relieving her anxiety. Cognitive complexity, in contrast, refers to how a liar simplifies the narrative they present. The video by WIRED (2020), featuring retired FBI agent Clemente, also explains that those who lie often focus their stories on what they saw or heard, steering clear of details like smells or social interactions.

By questioning those in detail, such as asking about what was on TV or who won a specific event, contradictions in their accounts may surface.

Perception management happens when a suspect attempts to act in a way that they believe will make them seem honest to the interviewer. For example, a suspect may try to stop fidgeting; believing it indicates lying, but their lack of movement could be the key sign of deception (WIRED, 2020). As explained by the former FBI agent Clemente, featured in the video by WIRED (2020), Deception detection can happen by examining numerous signs that can show up in how individuals talk, in how they act, and other subtle behaviors. Moreover, Verbal clues are phrases such as "sort of" or "almost," regularly signal that someone who is speaking is hesitant and lacks confidence. Non-verbal clues are related to changes in body language. For example, someone who has been sitting calmly and responding confidently may begin to fidget or show signs of discomfort when being under stress. Changes in speaking speed, volume, or pitch, which are considered non-linguistic signs, can reveal deceit. A person's voice may rise due to the distress that comes from deception, acting as a valuable source for investigators to explore (WIRED, 2020).

The well-known 'I'm not a crook' statement by former President Nixon is a classic example of how deceptive behavior is expressed in public speeches. President Nixon when he made his statement, he was stressed and this made him say unnecessary expressions such as "I think too that I can say" and "I welcome this kind of investigation," which showed that he was anxious. His change in speaking rhythm becoming quicker and irregular was another sign of deceit that, as explained by former FBI agent Clemente in the WIRED (2020) video, should have been investigated further by investigators.

2.3. Linguistic analysis of suicide notes

One of the objectives of Text analysis in forensic linguistics is to determine the author's identity of a document and its legitimacy, specifically in cases where murder is concealed as a suicide crime or when other parties are involved in fabricating a murder. To discover the authenticity of a note, it is very important to identify the linguistic evidence that indicates the author's suicidal mindset and motivations when writing the suicide note. An accurate suicide note is a manuscript that is written by a person before taking their own life. Also, the individual who is the suspect in a case is the one who wrote the note according to the contextual evidence (Linears, 1988).

2.3.1. The Genre of Suicide Notes

It is difficult to come up with a clear definition for the boundary of a suicide note as it can be different because of some factors such as genre differences, authorial view on suicide, and genre competence. The form of the note can be affected by other pre-suicidal texts including diaries, letters, telephone calls to family or helpline staff members, and final wills (Oravetz, 2004). These earlier messages may contain biographical material or calls to forward the message to others. The social, cultural, and institutional contexts of suicide may also identify the form that the note takes. Unlike other genres with established structures, suicide notes are an "occluded" genre, operating outside the usual discourse community, without formal rules for composition (Swales, 1996). Although the form might change, the suicide notes mostly provide similar characteristics since their authors are going through similar psychological, biological, and social experiences so it is most likely to find similarities between the notes from various authors. These common elements allow one to differentiate real notes from the fabricated ones because forgery does not capture genuine suicidal experience (Shneidman&Farberow).

2.3.2. Communicative situation

When it comes to the linguistics differences between genuine and forged suicide notes, the social context plays a crucial role in determining these language variations and the way they demonstrate the interaction between the sender and the recipient. Genuine letters are mainly written by a single person who tries to express their personal thoughts and sentiments directly to the chosen recipient. Whereas forged letters typically involve two participants: the forger and the sender, and the presence of the latter is clearly shown in the suicide note. The forger tries to imitate the style and identity of a specific individual, commonly with narrow background knowledge of the linguistic practices and their relationship with the receiver (Guillén-Nieto & Stein, 2022).

2.3.3. Superstructure

The superstructure of suicide notes has been examined within the framework of the genre theory related to discourse moves introduced by Swales (1990). While a short suicide note may be drafted for a sole purpose, longer notes usually serve various communicative functions. Corpus analyses of suicide notes have shown that not all rhetorical strategies are included in suicide notes, and that some rhetorical moves tend to occur more often than others (Samraj & Gawron, 2015).

2.3.4. Microstructure

The analysis of microstructure of suicide notes employs methods commonly used in forensic linguistics and it examines the text with taking into consideration the structure of words and how they are formed, the arrangements of words and phrases, the meanings of words and phrases, and how context effects meaning. Moreover, the analysis concentrates on the linguistic features that play a crucial role in authorship identification. These features include looking at the frequency of some linguistic

features and how the suicide note is formatted, the levels of formality or informality, the features of spoken written language, and the choice of words, sentence structure and grammar, and the spelling punctuation alongside morphology (Guillén-Nieto & Stein, 2022).

2.4. Forensic Phonetics

Forensic speaker identification is the most important task within the field that is known as Forensic Phonetics and Acoustics or Forensic Speech and Audio Analysis. The former term corresponds to the name of the organization IAFPA International Association for Forensic Phonetics and Acoustics, which hosts an annual international meeting and is represented in the journal International Journal of Speech, Language and the Law (Coulthard & Johnson, 2010, p. 378).

The phrase Forensic Speech and Audio Analysis is called neutral because it doesn't relate to one academic field, like phonetics, which is the study of speech sounds. Instead, it's a general term that can apply to different areas. This is why it is used as the official name of a group within ENFSI, an organization that connects forensic science institutes across Europe.

Within the European Network of Forensic Science Institutes, there will be not just phoneticians, experts, or linguists, but also there will be engineers and computer scientists. In fact, those technical individuals are just as involved, if not more so. That's because forensic speech and audio analysis covers a wide range of different activities, not just things like identifying the identity of the speaker. There are other various tasks that benefit from engineering and technical expertise, like analyzing audio quality, cleaning up recordings, or investigating whether the audio clip was edited (Coulthard & Johnson, 2010).

2.5. Courtroom discourse

One of the important areas that forensic linguistics concentrates on is how language is applied in courtrooms. This entails the examination of how people speak and write in legal contexts. Researchers like Coulthard & Johnson (2007), Olsson (2004), and Wang (2012) have studied how language functions during trials and legal contexts. Stygall (1994) explains that legal language can be studied in several ways. One way is by analyzing its vocabulary and sentence structure, and grammar. It emphasizes how strong and authentic its structure and linguistic features are. Another is by examining how legal language is implemented in practice and how it aids in strengthening institutional power. It can also be studied in ways of how it functions to perform actions, such as making decisions and giving orders. The significance that language holds on legal settings is being analyzed and studied by different legal scholars and linguists. Each legal document is written in a language. And each legal procedure is carried out through spoken or written language (Wagner & Cheng, 2011). “Law would not exist without language,” declares (Danet, 1980, p. 448). Danet points out within his quote that language plays a crucial role in law without it the legal system will not have a form and an authority. Wagner and Cheng (2011) argue that the Courtroom functions like an arena where language possesses Power. Words are not just a way to give information. They could leave a lasting impact on our thoughts, emotions, and physical effects. They could have a calm and motivating impact. Making us feel appreciated and driven. But words could also have a sharp and crushing impact on our feelings.

2.6. Plagiarism

Plagiarism is a complex issue that involves many fields of knowledge, including literature. It occurs in many settings like universities, translation, and especially on the Internet. While individuals can easily copy content from the Internet, it also provides facilities to detect plagiarism effectively (Gibbons & Turell, 2008). In cases of plagiarism, linguists have an important role to play as legal experts. They have to develop theories and methods for identifying specific words, phrases, sentence structures, and even tones that suggest plagiarism has occurred. These linguistic methods help to build up enough *prima facie* cases, or initial evidence, to support a claim at first sight (Gibbons & Turell, 2008).

As with other areas of forensic linguistics, plagiarism analysis is important in the validation of expert findings. Literature specifies that both qualitative and quantitative approaches are helpful and, indeed, augment one another well. As the situation demands, it is essential to express opinions on plagiarism through a combination of clear explanation and numerical data or statistics (Gibbons & Turell, 2008).

Conclusion

This theoretical chapter summarized the progress and main research areas of forensic linguistics, highlighting the importance of crossroads that exist between language and law. Forensic linguistics began as a separate academic field in the past and with time; it has developed to incorporate various applications such as authorship attribution, detecting lies, analyzing suicide notes, forensic phonetics, courtroom discourse, and plagiarism. Additionally, all applications prove that forensic linguistics has a significant role in solving cases. Each of these areas demonstrates how the understanding of language and the utilization of linguistic methods aids in interpreting messages for the sake of uncovering the truth and figuring out the identity of someone and understanding the aim or authenticity behind legal documents. Additionally, with the insights that come from psychology and new technology, forensic linguistics is now more reliable and has expanded its uses. Furthermore, through significant case studies and the progress of new methods, forensic linguistics contributes to better understanding of how legal communication functions and how it has a beneficial impact on justice. The upcoming part will analyze the levels of awareness among three various samples.

CHAPTER-II. Methodology and results



Introduction

This chapter tackles the methods and results of the research. It starts with outlining the research framework and methods, highlighting the utilization of a questionnaire as the primary tool for collecting data. Moreover, the upcoming sections describe the methods employed for data collection; encompassing the design and distribution of the questionnaire, followed with a description of the data analysis techniques, and utilized to draw conclusions and insights from the data collected. In conclusion, the outcomes are introduced and analyzed, in accordance with the objectives of the research. Offering a thorough understanding of the results, the research emphasizes their importance for the study.

1. Research design

For this research, a descriptive quantitative research design was adopted to investigate the perspectives of students, teachers, and lawyers concerning their awareness of forensic linguistics. Descriptive research helps illustrate participants' actions without changing the parameters, providing an accurate picture of their perspectives and encounters. According to Koh and Owen (2000), "Descriptive research is a study of status and is widely used in education, nutrition, epidemiology, and the behavioral sciences, its value is based on the premise that problems can be solved and practices improved through observation, analysis, and description" (p. 219).

Descriptive research generates both qualitative and quantitative data, which defines the state of nature at a point in time (Koh & Owen, 2000). This research builds upon this master's dissertation titled forensic linguistics in judicial proceedings and law: a focus on awareness of forensic linguistics among university students, university

teachers, and lawyers in the Algerian legal system. The method employed corresponds closely to the data gathering techniques that were currently employed, focusing on collecting data via questionnaires directed to both students and lawyers. Furthermore, structured interviews were carried out to collect comprehensive perspectives from participants, providing deeper comprehension of their understanding and opinions about the field of forensic linguistics.

Quantitative research enables hypothesis testing; meaning data is usually acquired through this strategy. It is primarily represented through figures and charts; it generally demands a bigger participant group, and this data is later examined utilizing mathematics and statistical methods. It is a way of checking whether an idea is true by looking at how different variables are connected or influence one another. These different variables can be measured through tools or surveys, and the findings are typically in numbers, which makes it possible to study them via math-based methods (Creswell, 2018). By merging descriptive and quantitative methods, this research strategy facilitates an objective, complete, and mathematically accurate review, which matches the goals of this research.

2. Data collection

The questionnaire is a commonly utilized tool and valuable for gathering survey data, offering organized, frequently quantitative information, can be conducted without the need for the researcher's involvement, and frequently being relatively simple to examine (Wilson & McLean, 1994). In this research a questionnaire was chosen as the principle means of data collection because it can quickly gather a considerable amount of data from a diverse group of respondents this approach provides an organized structure making sure that all participants respond to the same set of questions which makes it easier to compare and analyze answers.

Along with the use of questionnaires, structured interviews were directed to gain in-depth understanding of the participants' personal insights. Interviews are flexible methods for collecting data. They are designed to make room for diverse forms of communication, including spoken words, body language, and listening. The interviewer can follow an approach to organize the interview in a structured way, allowing the conversation to progress smoothly while following a clear framework. Additionally, the interviewer can motivate the interviewee to provide complete, thorough answers and to address complex or valuable themes (Cohen, Manion, & Morrison, 2007).

On the other hand, Lincoln and Guba (1985) suggest that structured interviews are beneficial when researchers recognize what data they need to collect and can design questions to obtain information considering that structured interviews are designed to gather precise, targeted data. Whereas questionnaires helped in gathering structured data that was not hard to compare via different answers, interviews helped participants to talk about their experiences and their perspectives regarding the field of forensic linguistics. Both questionnaires and interviews helped in examining students' knowledge, viewpoints, and personal insights regarding the field of forensic linguistics.

2.1. Description of students' questionnaire

The questionnaire that was directed to the university students of English aims to investigate their understanding, perspectives, and personal opinions regarding the field of forensic linguistics in the Algerian legal system. The tool is divided into key parts each focused on obtaining certain types of information, the opening part of the questionnaire contains four questions aimed at collecting basic demographic details regarding the participants, these questions address points like age, academic year,

prior knowledge of forensic linguistics and interest in the subject. The next part examines the respondents' understanding of forensic linguistics. Moreover, this part involves three questions meant to evaluate the students' awareness of the field. A simple yes/no question are used, alongside a multiple-choice question to gather more comprehensive responses. Additionally, a rating scale type question is included to assess the participants' awareness level with choices ranging from "highly knowledgeable" to "not at all knowledgeable".

The third part examines the participants' views on the significance and influence of forensic linguistics. This part contains a question based on a rating scale to evaluate how essential they find forensic linguistics; the answers vary from "highly important" to "not at all important." A different question examines the observed effect utilizing a comparable scale offering choices such as "very impactful," "somewhat impactful," "slightly impactful," and "not impactful at all."

The fourth part contains an open-response question enabling participants to share their personal ideas and insights. Moreover, this part aims to gather extra observations, providing them an opportunity to convey their perspectives in their unique expressions.

The last part covers personal interactions associated with this section containing two closed-ended questions. If the respondent selects "yes" to one of these questions, they are required to give a short clarification through an open-ended format.

2.2. Description of students' sample

This research adopted random sampling to choose student respondents. It is a method within quantitative research for chosen participants to take part in a study. Every individual has the same opportunity of being chosen, guaranteeing that the participants who are part of the study will precisely represent the qualities of the

entire population (Creswell, 2018). Moreover, Random sampling which is probability sampling was opted for because it improves the accuracy of the sample and strengthens the reliability of the results.

An overall total of fifty participants from the department of English at Kasdi Merbah University, located in Ouargla, Algeria, were involved in the study. These participants were chosen from various academic years, as follows:

- First-year master's students majoring in linguistics (26 students)
- Third-year license (17 students)
- First-year license (7 students)

The department of English was chosen mainly because of the ease of contact with students; this ensured a smoother data collection process while ensuring access to a heterogeneous sample of participants. Furthermore, selecting students from various academic levels offered perspectives on how knowledge and viewpoints of forensic linguistics vary in relation to academic background and expertise.

2.3. Description of lawyers' questionnaire

A questionnaire was directed to lawyers with the objectives of investigating lawyer's understanding, perspectives, and personal opinions into the field of forensic linguistics within the Algerian legal system. Unlike the student's questionnaire, the lawyer's questionnaire did not have named sections. The questionnaire gathered basic background information about lawyers including, their role within legal proceedings and how many years of experience they have in practicing law and the question was included to analyze whether their professional background influenced their opinions about forensic linguistics.

The questionnaires included two main types of questions. The first one was composed of closed-ended questions, where the participants who chose "yes" were

expected to provide a short clarification in an open-ended format. The second type consisted of a rating scale questions these question types were used to make sure that participants' answers were clear and straight to the point. Additionally, the questionnaire included a section with questions that evaluated lawyers' awareness and understanding of the field of forensic linguistics, along with their opinions regarding the importance that this field can have in legal settings.

The content of the questionnaire was written in Arabic to make certain that participants can understand and engage with the questionnaire that was directed to them. The questionnaire analyzed language-related obstacles that lawyers might face in legal proceedings; it included questions about possible linguistic biases. And examined how legal language may influence court decisions. Additionally, it sheds light on communication difficulties that lawyers could experience when communicating with their clients or legal professionals throughout legal processes. Ultimately, the questionnaire encompassed questions about lawyer's personal experiences with language issues in court. Also, they were asked whether they faced misinterpretations due to language misuse within legal settings. Moreover, lawyers were asked questions about their perspectives on whether training in the field of forensic linguistics could enhance their professional skills as lawyers.

2.4. Description of lawyers' sample

This research adopted a purposive sampling method for a lawyer's questionnaire. According to Ball (1990), purposive sampling is utilized to select participants with advanced knowledge about a specific topic. These participants are selected with the aim of providing important insights based on their experience or profession. Furthermore, Purposive sampling, which is a non-probability sampling, was chosen because it provides accurate, detailed, and valuable answers.

A total of eight lawyers from the judicial council of Ouargla province were chosen to be part of this study. The participants had different years of experience, with most having spent a considerable amount of time in their field varying from ten to nineteen years.

Lawyers from the judicial council of Ouargla province were selected as participants because they were easy to contact, and there were no legal constraints that hindered the distribution of questionnaires to them. At first, law enforcement agents were selected as the first sample, and afterward judges were considered; however, due to some new legal constraints, the distribution of questionnaires for these groups was not accepted. Therefore, lawyers were selected as the third sample within the legal field.

2.5. Description of teachers' interviews

Structured interviews were directed to investigate the understanding, perspectives, and personal opinions of teachers into the field of forensic linguistics in the Algerian legal system. The objective was to evaluate the participant's awareness with the field, how it is utilized in legal cases, and the idea of integrating this field in legal education. At first, university teachers of law were asked whether the field of forensic linguistics was actively applied in legal matters of Algeria and whether they came across real-life legal cases where forensic linguistics was used as evidence. Also they were asked about whether lawyers, judges, and other legal professionals were provided with education in language and linguistics, and if they believe that forensic linguistics should be included in law school programs. Additionally, questions were raised about how vague legal terminologies can affect justice and how the field of forensic linguistics can clarify legal terminology.

The teachers were further asked about the applications of forensic linguistics, particularly in identifying fake documents, identifying deception, and analyzing cybercrime. Finally, they were asked about whether Algerian courts acknowledge forensic linguistics as credible evidence in legal cases, and what obstacles make it difficult for the discipline to be accepted as legal evidence. The interviews emphasized that while the field of forensic linguistics is not officially acknowledged in Algeria. Some of its applications are utilized in legal cases indirectly. Furthermore, teachers are convinced that training in forensic linguistics directed to legal professionals would develop their skills and make sure that the legal decisions are made without bias and favoritism, and maintaining the rule of law.

2.6. Description of teachers' sample

This research adopted purposive sampling for teacher's interviews. According to Ball (1990), purposive sampling is utilized to select participants with advanced knowledge about a specific topic. These participants are selected with the aim of providing important insights based on their experience or profession. Additionally, Purposive sampling, which is a non-probability sampling, was chosen because it provides accurate, detailed, and valuable answers.

Three university teachers of law from two different Algerian universities were chosen for this study. Two participants were from Kasdi Merbah University, located in Ouargla, whereas one participant was from Chadli Bendjedid University, situated in El Tarf. All three teachers had degrees in criminal law, and because of expertise, they were able to offer their insights on the field of forensic linguistics.

University Teachers from these two Algerian Universities were chosen mainly because they were easily reachable and the universities had no administrative constraints that prevented the interviews from being administered.

3. Data analysis

The examination of data was conducted manually without the use of software or statistical programs. The answers from both questionnaires and interviews were thoroughly examined, and the data were counted and grouped by hand.

3.1. Analysis of students' questionnaire

The questionnaire that was directed at university students of English used random sampling method, where students were chosen at random across various academic levels. The obtained answers were examined through the application of descriptive methods, illustrated in tables. The primary goal was to identify trends in students' perceptions of forensic linguistics. Yet; the obtained answers were classified into main categories, as follows:

- Awareness of forensic linguistics
- Perspectives on forensic linguistics within legal settings
- Personal experiences with legal terminology

3.1.1. Student Awareness of Forensic Linguistics

Question 01:

Have you heard about forensic linguistics?

Table 1: Students' Awareness of Forensic Linguistics

Response	Student population	Percentage
Yes	28	58.33%
No	20	41.67%
Total	48	100%

Table one provides students' awareness of forensic linguistics. The results demonstrate that 58.33% of students are knowledgeable in that discipline, whereas 41.67% are not.

Question 02:

If your response was yes, where did you learn about it?

Figure 1: Means of Students' Awareness of Forensic Linguistics

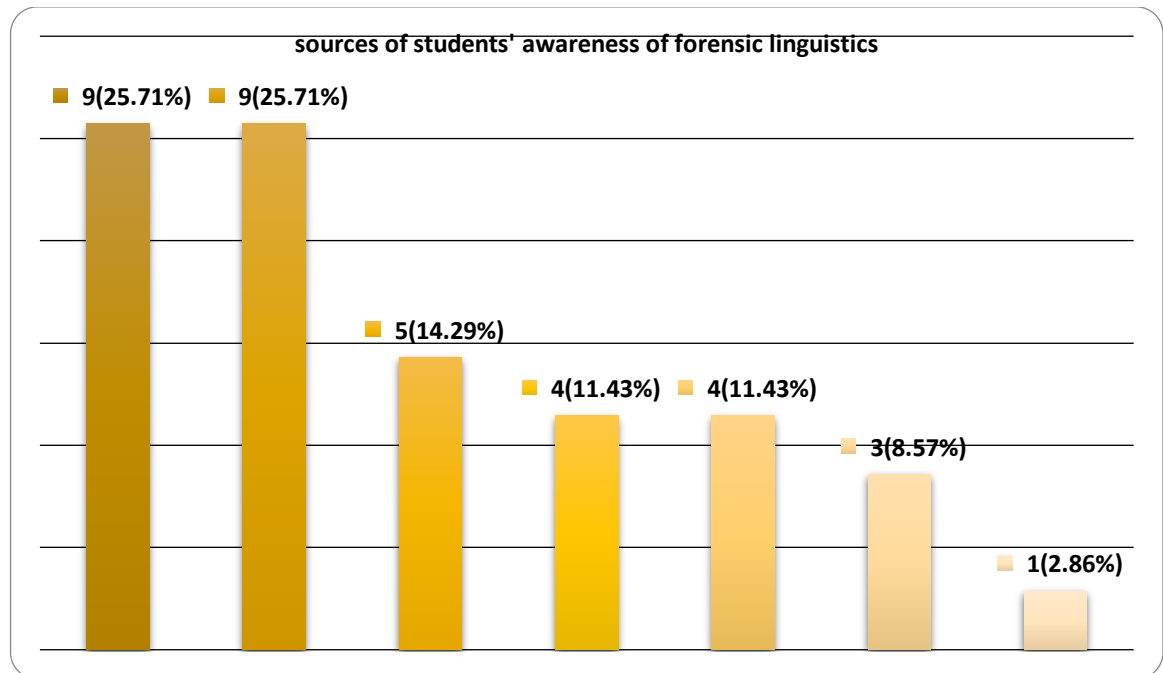


Table two provides the various ways students have learned about forensic linguistics. University lectures and professors were the most frequent sources of 25.71% each, with books, articles, and personal interest coming next. Seminars were the least frequent source of awareness at 2.86%.

Question 03:

How knowledgeable do you think you are when it comes to the applications of forensic linguistics in law enforcement and law procedures (e.g., authorship attribution, analyzing witness statements, etc.)?

In response to question number three, most students 58.97% view themselves knowledgeable about forensic linguistics. While a smaller percentage of 38.46% view themselves not very knowledgeable. Only 2.56% regarded themselves as deeply knowledgeable.

3.1.2. Perspectives on Forensic Linguistics within Legal Settings

Question 01:

From your point of view, how important is the role of forensic linguistics in ensuring justice and truthfulness in the judicial system?

Figure 2: Students' Perspectives on Forensic Linguistics Significance in the

Algerian Judicial System

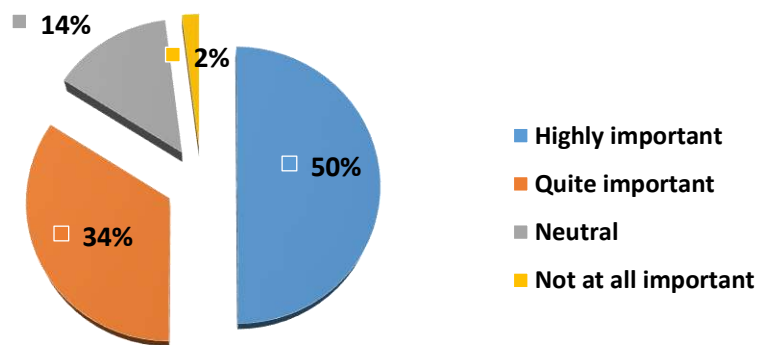


Figure four provides students' perspectives on forensic linguistics' significance in the Algerian judicial system. 50% of students view forensic linguistics highly important, whereas 34% consider it quite important. A limited portion of 14% stays neutral, with only 2% not considering it important at all.

Question 02:

Do you think training in the field of forensic linguistics must be included as part of language or legal studies?

In response to question number two, 48.89% of students absolutely support the integration of forensic linguistics in the Algerian academic studies, whereas 44.44% regard it as a possibility. A small portion of 6.67% are not sure, and no one from the students is against the idea.

Question 03:

How much do you think forensic linguistics analysis can affect the legal outcomes, such as in the analysis of the threats?

In response to question three, 50% of students consider forensic linguistics to be very impactful, while 41.30% regard it as somewhat impactful. A smaller portion, 6.52%, view it as slightly impactful, and only 2.17% consider it not important at all

Question 04:

From your point of view, how would you describe the hurdles that law enforcement agents and legal professionals might encounter when it comes to communication and language use? (Open response)

Figure 3: Students' Opinions on Forensic Linguistics Hurdles in Legal Communication

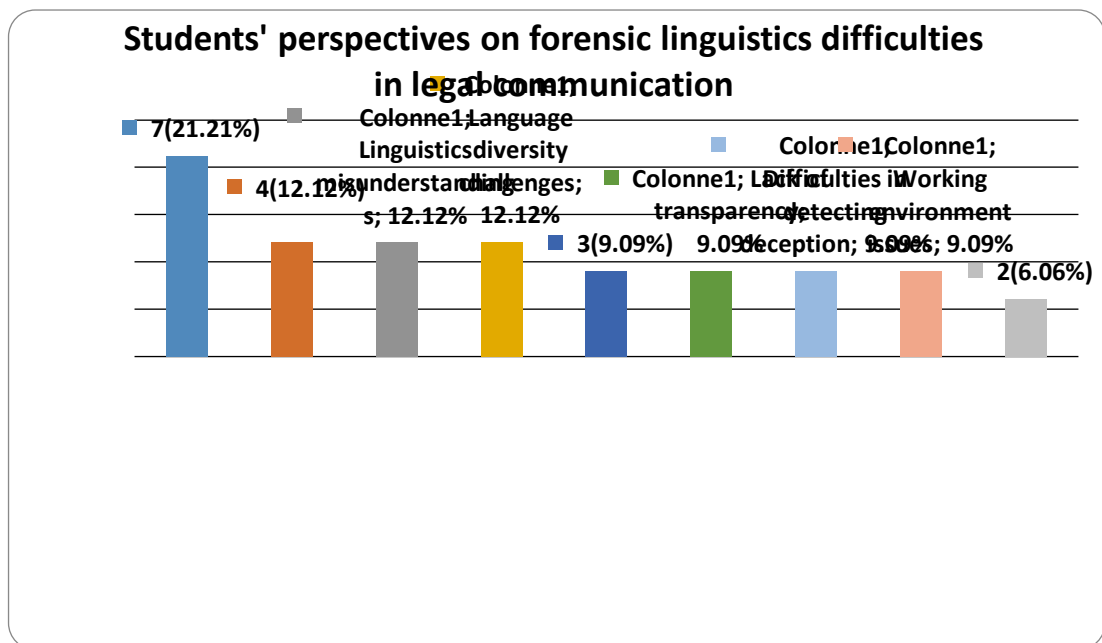


Figure four provides students' opinions on forensic linguistics hurdles in legal communication, 21.21% job-related stress was the most common reported challenge, accompanied with difficulties in legal jargon, linguistic misunderstandings, and language diversity each at 12.12%. Additional challenges involve limited knowledge, lack of transparency, and difficulties in detecting deception.

3.1.3. Personal experiences

Tables display students' personal encounters concerning forensic linguistics underlining their personal or observed experiences covering linguistic challenges in legal discourse

Question 01:

Have you ever been in a situation where legal language was vague or confusing?

Table 2: Students' Hardships with Legal Terminology

Response	Student population	Percentage
Yes	11	22.45%
No	38	77.55%
Total	49	100%

Table eight provides students' hardships with legal terminology. Most 77.55% indicated no hardships, whereas 22.45% faced challenges in comprehending legal jargon.

Question 02:

Have you ever been in a situation where misunderstandings in language impacted communication in both law enforcement and legal settings?

Table3: Students' Interactions with Linguistic Misinterpretations in Legal Settings

Response	Student population	Percentage
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Yes	3	7.32%
No	38	92.68%
Total	41	100%

Table nine provides students' interactions with linguistic misinterpretations in legal settings. The majority of 92.68% reported no such interactions, whereas only 7.32% faced linguistic misinterpretations.

4. Analysis of lawyers' questionnaires

The data obtained from lawyers' questionnaires was assessed through the application of descriptive methods illustrated in figures. The goal was to reveal trends in lawyers' perceptions of forensic linguistics.

Question 01:

What is your role as a lawyer within legal cases or court processes?

All lawyers provided the same answer, concentrating on representing their clients, helping to navigate and improve court procedures, and confirming that laws are followed and maintained.

Question02:

How many years have you spent working as a lawyer?

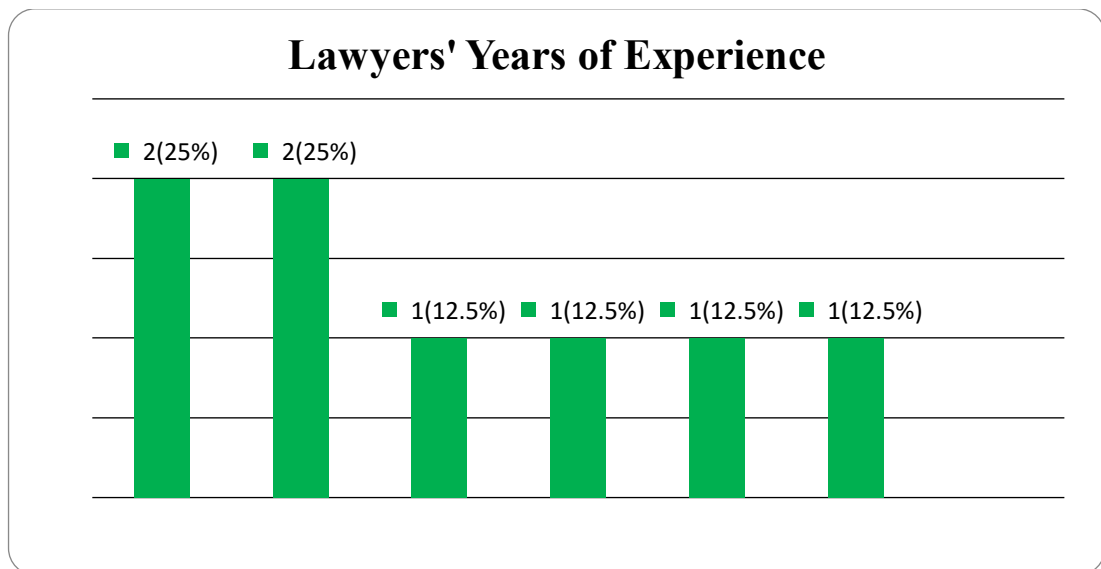
Figure 4: Distribution of Lawyers' Years of experience

Figure one presents lawyers' years of experience. The greatest percentages of 25% are observed among those with 10 and 18 years of experience, while 12.5% of lawyers have 11, 13, 16 and 19 years of experience.

Question 03:

Have you heard about the field of Forensic Linguistics?

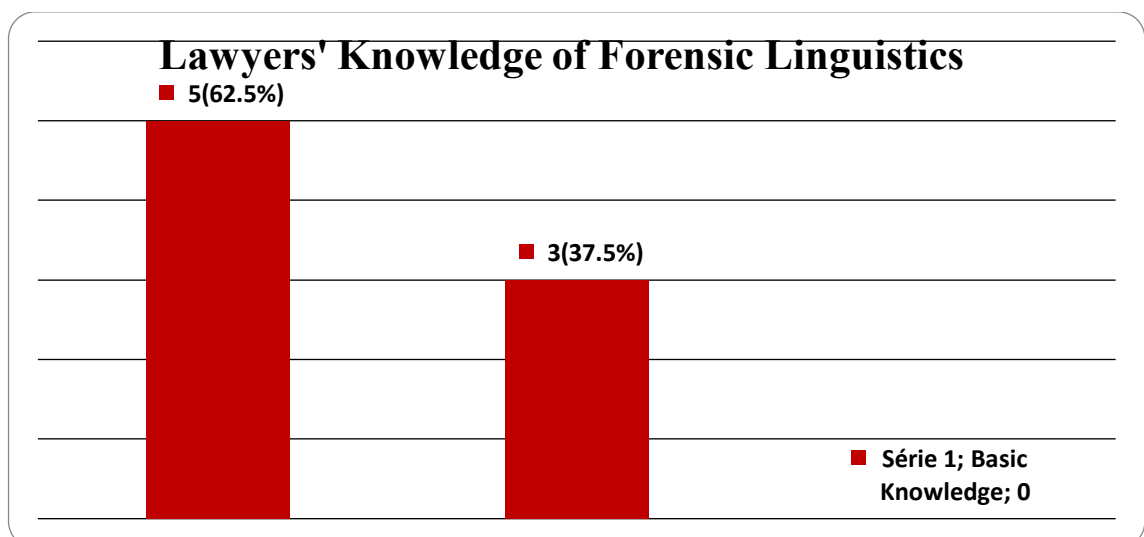
Figure 5: Awareness of Forensic Linguistics among Lawyers

Figure two presents' levels of awareness in forensic linguistics among lawyers. Most 62.5% hold a medium understanding, while 37.5% have a very deep understanding. It is noteworthy that none of the participants reported having basic knowledge.

Question 04:

How would you describe the significance that forensic linguistics holds in ensuring justice in legal settings?

Figure 6: Lawyers’ Perspectives on Forensic Linguistics in Legal Settings

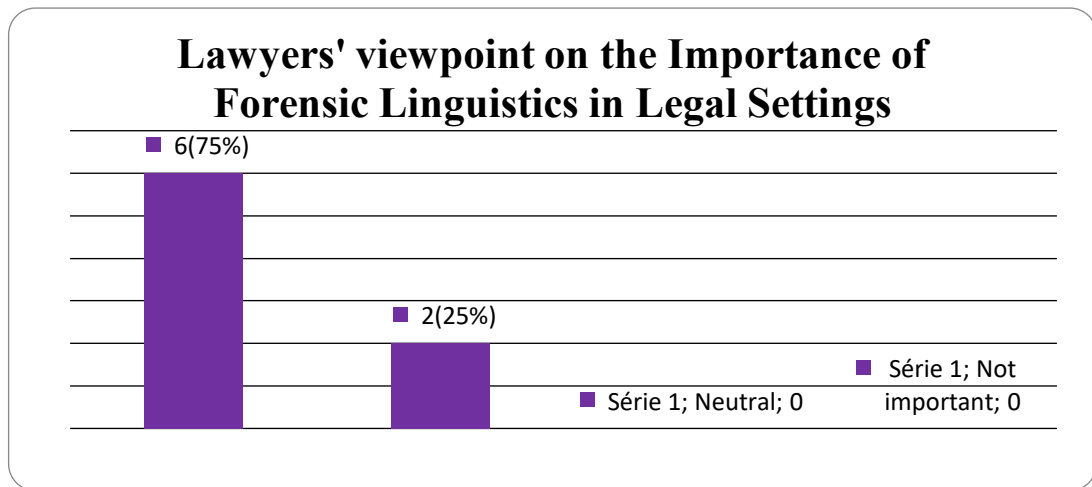


Figure three presents lawyers’ viewpoints on the importance of forensic linguistics in legal settings. Most 75% regard it very important, while 25% consider it important. Significantly, none of the participants demonstrated neutrality or perceived it unimportantly.

Question 05:

Do you think forensic linguistics can aid improving justice in legal cases? (Yes or No)

Figure 7: Observed Impact of Forensic Linguistics on Justice

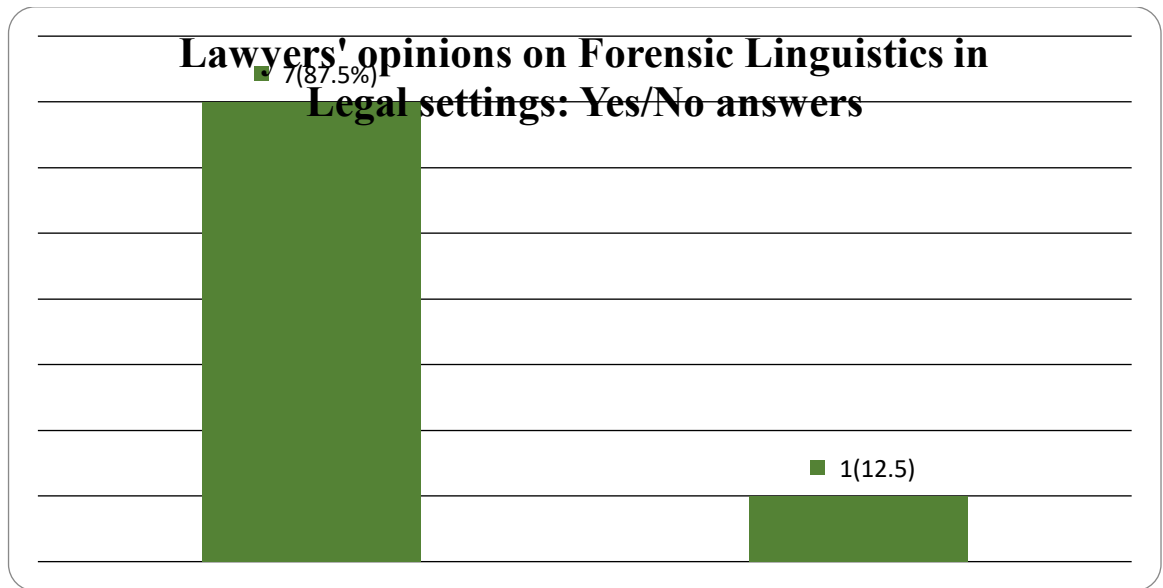


Figure four presents lawyers' opinions on the observed impact of forensic linguistics in justice. Most 87.5% recognize its impact, while a limited portion of 12.5% does not.

Question 06:

To what degree do you trust using linguistics evidence in legal cases?

Figure 8: Lawyers' Confidence in Applying Linguistic Evidence in justice

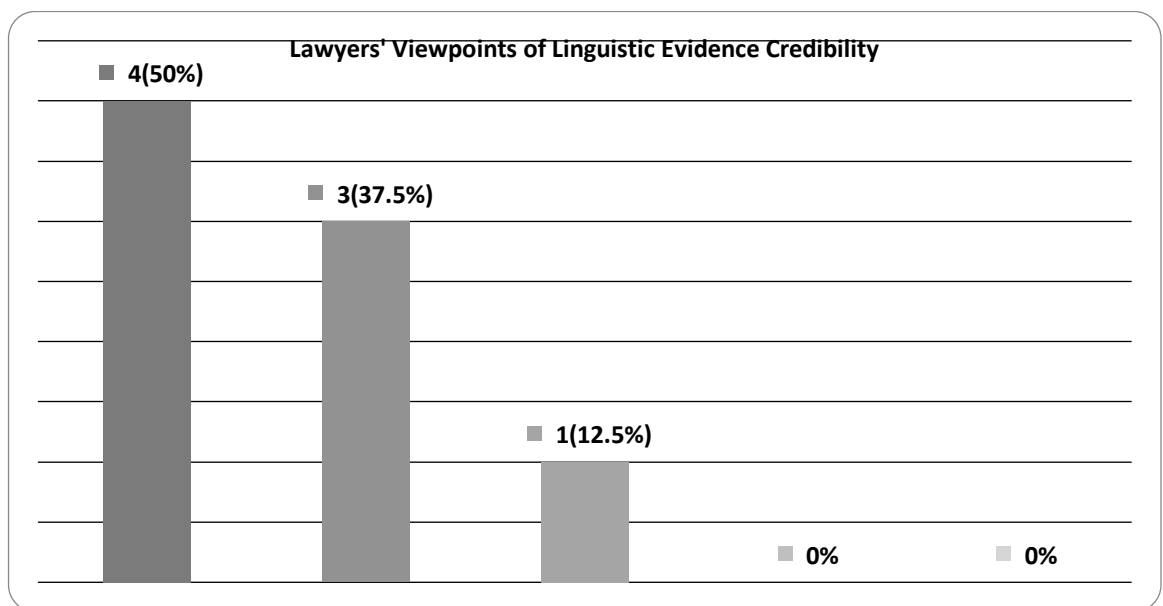


Figure five presents lawyers' viewpoints on the credibility of applying linguistic evidence in justice. Half of the participants 50% fully trust linguistic evidence, while 37.5% trust it. A small percentage of 12.5% somewhat distrusts it, meanwhile none stays neutral or fully distrust.

Question 07:

To what degree do you believe bias in language use could impact justice?

Figure 9: Degree to Which Linguistic Bias Impacts Justice

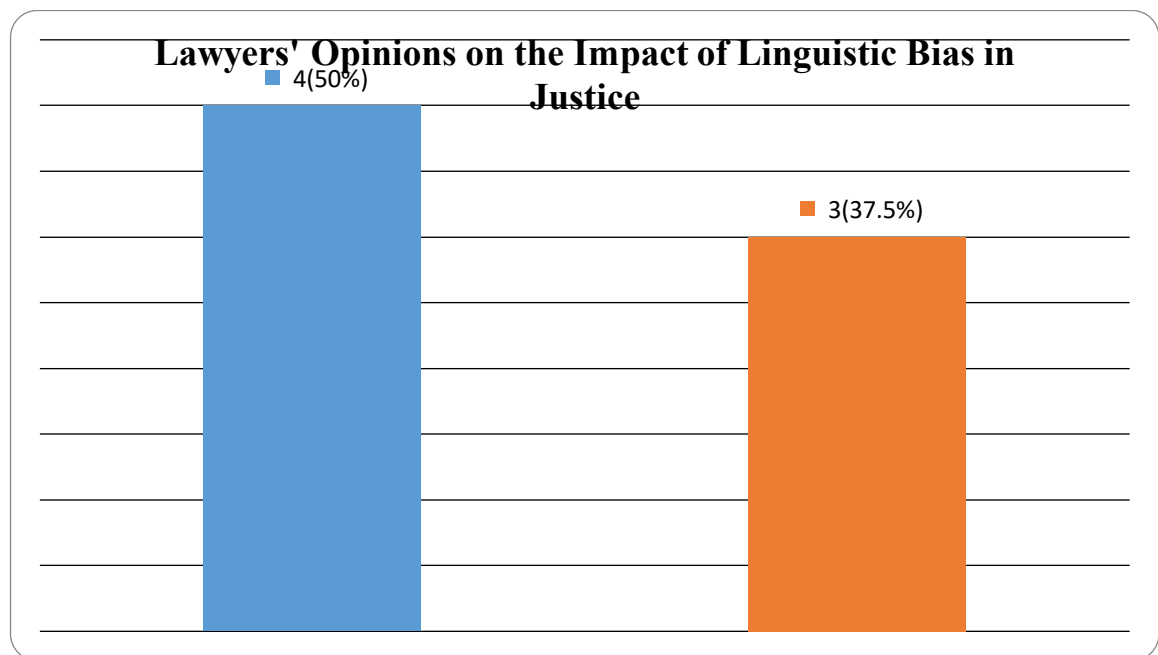


Figure six presents lawyers' opinions on the impact of linguistic bias on justice. Half of the participants consider linguistic analysis to be impactful, while 37.5% disagree.

Question 08:

From your perspective to what degree does legal language apply in court to impact case outcomes?

Figure 10: Influence of courtroom Legal Language on Case decisions

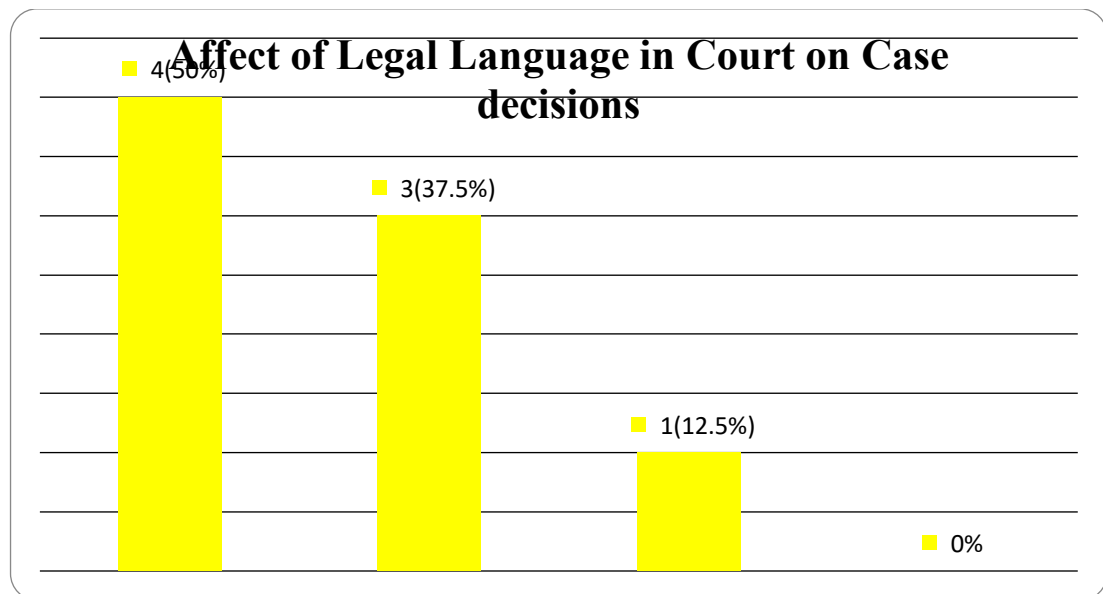


Figure seven presents lawyers' opinions on the influence of courtroom legal language on case decisions. Half of the participants consider it strongly impactful, meanwhile 37.5% believe it somewhat affects, and 12.5% stay neutral.

Question 09:

What are the main hurdles that you face when communicating with the other party during legal proceedings?

Figure 11: Main Communication Hurdles in Legal Cases

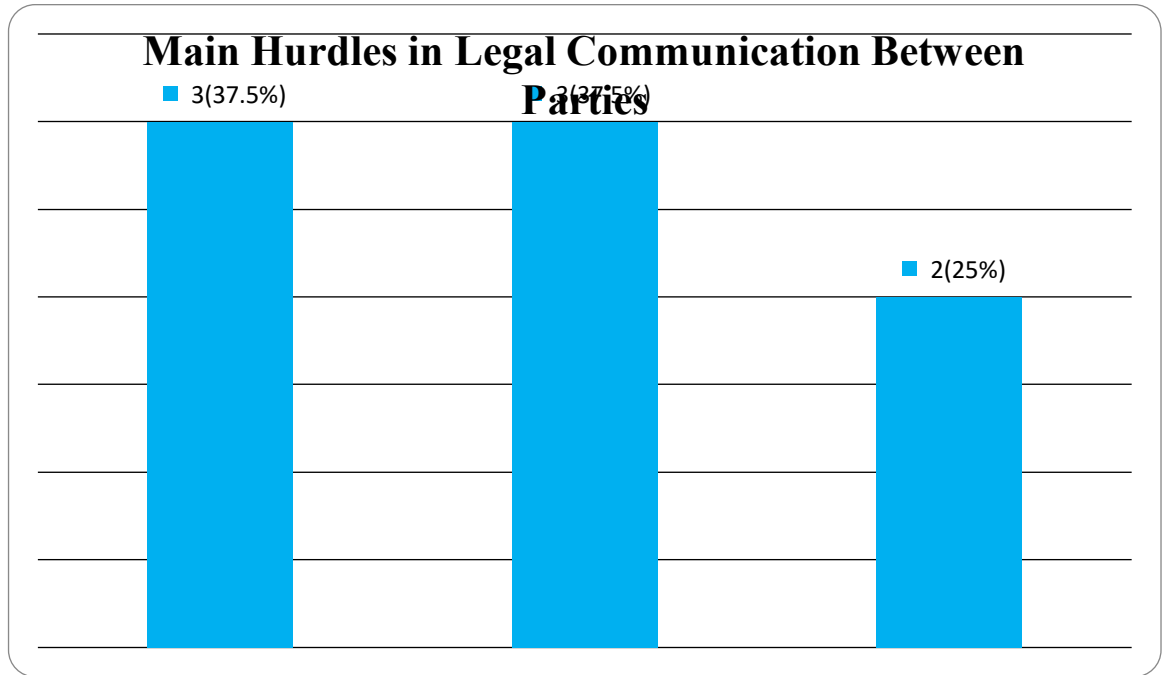


Figure eight emphasizes the main hurdles in legal communication between parties. Particularly, 37.5% of participants cited explanation of legal terms and misinterpretation between parties as key challenges, while 25% mentioned delay in receiving documents.

Question 10:

Have you ever faced situations where things were misinterpreted as a result of legal language or the document phrasing?

Figure 12: Impact of Legal Language and Document Phrasing on Interpretation

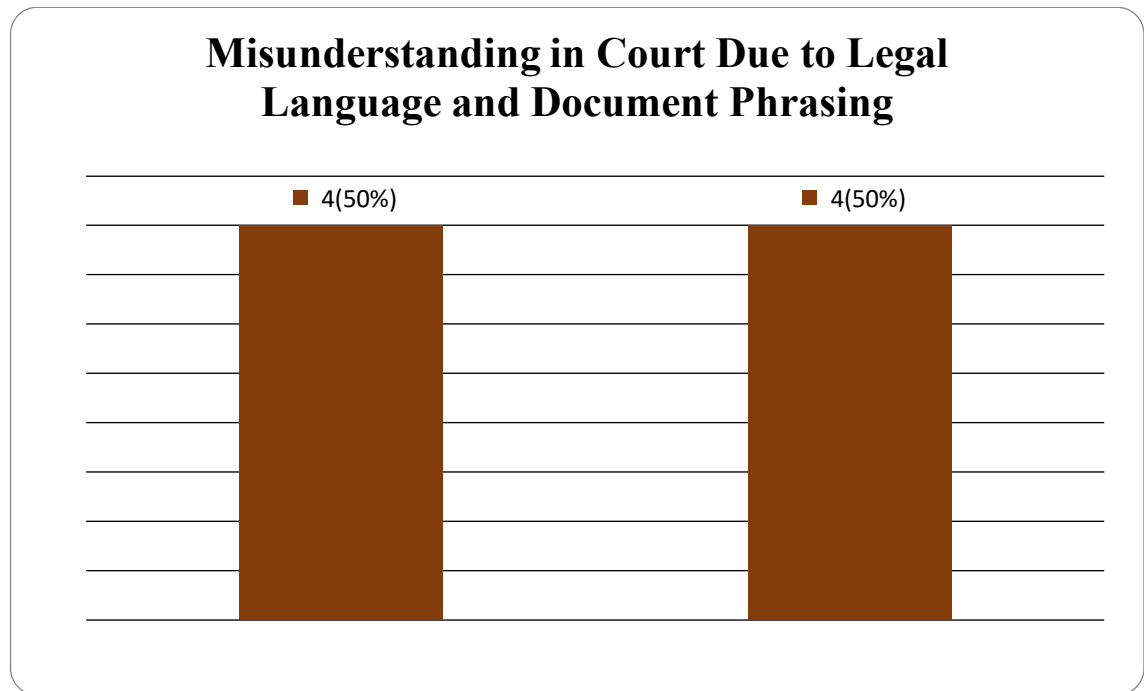


Figure nine presents' views on the impact of legal language and document phrasing on interpretation. Answers are equally divided, with half of the participants 50% believe that legal language and document phrasing has an impact, while the other half of participants believe it does not have an impact.

Question 11:

From your own experience, do you think training in forensic linguistics could enhance your legal practice?

Figure 13: Lawyers' Perspectives on the Benefits of Forensic Linguistics

Training

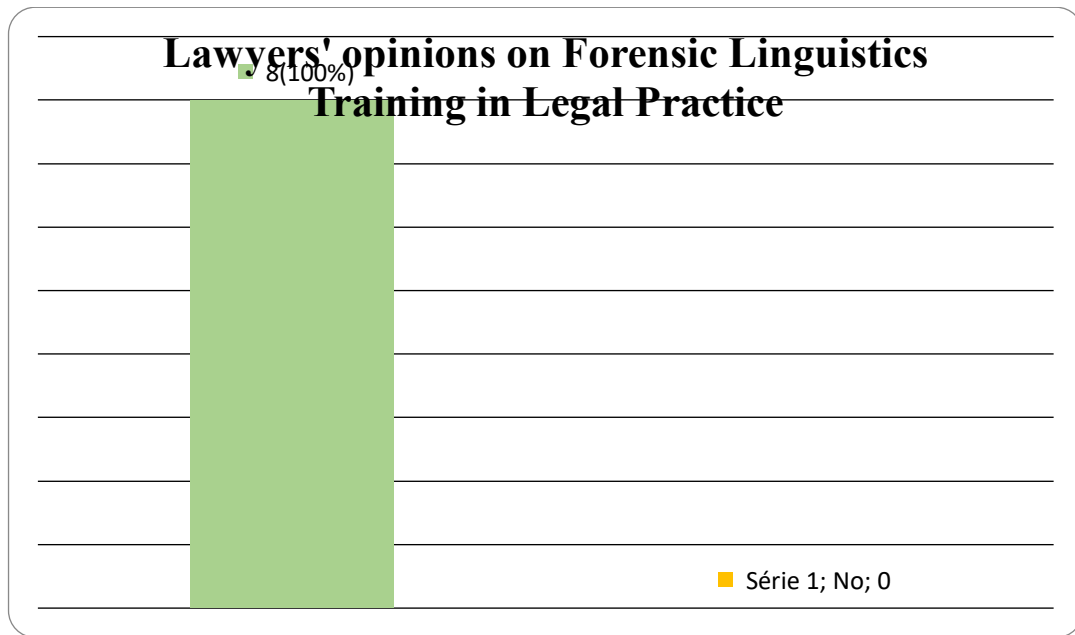


Figure ten presents lawyers' opinions on forensic linguistics training in legal practice. All participants agree that forensic linguistics training should be included in legal practice.

5. Analysis of teachers' interviews

The data obtained from interviews with university teachers of law was analyzed using descriptive methods and presented in tables. The primary goal was to identify repeated themes and patterns in teachers' viewpoints on Forensic Linguistics in the Algerian legal system.

Question 01:

Are you familiar with the term forensic linguistics?

Table 4: Teachers' Awareness of Forensic linguistics

Response	Teacher Population	Percentages
Yes	0	0%
No	3	100%

Table one provides teachers' awareness of forensic linguistics; all participants 100% mentioned that they are not aware of forensic linguistics, while none mentioned having awareness.

Question 02:

Is forensic linguistics applied in the Algerian legal system?

Table 5: Application of Forensic Linguistics in the Algerian Legal System

Response	Teacher population	Percentages
Yes	2	66.67%
No	1	33%

Table two presents teachers' opinions on the application of forensic linguistics in the Algerian legal system. The majority of 66.67% believe that forensic linguistics is applied in the Algerian legal system, while 33% do not believe it is applied.

Question 03:

Does linguistic analysis have an impact on case outcomes?

Table 6: Impact of Linguistic Analysis on case Decisions

Response	Teacher population	Percentages
Yes	3	100%

No	0	0%
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Table three presents teachers' opinions on the impact of linguistic analysis on case decisions. All participants believe that linguistic analysis has an impact on case outcomes.

Question 04:

Does linguistic ambiguity have an impact on justice?

Table 7: Impact of Linguistic Ambiguity on Justice

Response	Teacher population	Percentages
Yes	3	100%
No	0	0%

Table four presents teachers' opinions on the impact of linguistic ambiguity on justice. All participants believe that linguistic ambiguity has an impact on justice.

Question 05:

Is linguistic analysis accepted as evidence within Algerian courts?

Table 8: Acceptance of Linguistic Analysis as Evidence in Algerian Courts

Response	Teacher population	Percentages
Yes	3	100%
No	0	0%

Table five presents teachers' opinions on the acceptance of linguistic analysis as evidence in Algerian courts. All participants 100% believe that linguistic analysis is accepted as evidence in the Algerian courts.

Question 06:

Should forensic linguistics be included as a subject in law schools?

Table 9: Integrating Forensic Linguistics in Law School Syllabi

Response	Teacher population	Percentages
Yes	1	33%
No	2	66.67%

Table six presents teachers' opinions on integrating forensic linguistics in law school syllabi. While 33% of participants agree with the integration of forensic linguistics in law school curricula, the majority of 66.67% disagree.

Question 07:

What are the challenges of implementing forensic linguistics in the Algerian legal system?

Table10: Challenges in Implementing Forensic Linguistics in the Algerian Legal System

Response	Teacher population	Percentages
Not formally acknowledged as an independent legal discipline	3	100%
No specialized teaching and training	2	66.67%
Need to reinforce collaboration with linguists and legal experts	1	33%

Table seven presents teachers' opinions on the challenges of implementing forensic linguistics in the Algerian legal system. All participants 100% agree that it is not formally acknowledged as an independent legal discipline, the majority 66.67% mentioned the lack of teaching and training in this field, while 33% expressed the need for reinforcing collaboration with linguist and legal experts.

6. Results and Discussion

This part summarizes the main results of this study, examining the information gathered from university students of English, university teachers of law and lawyers, with the field of forensic linguistics in Algeria. It also connects these results to the study's research questions and hypotheses, highlighting their significance for legal and educational systems.

6.1. Results on awareness of forensic linguistics

The findings on the awareness of forensic linguistics varied across the three samples. To start with, the results revealed that 58.33% of students were already familiar with the field of forensic linguistics, while 41.67% were not familiar with the field. Those who were aware mostly learned about forensic linguistics through university lectures and professors, with a percentage of 25.71%. While books, articles, and personal interests were also sources of knowledge. Seminars were the least common source, with the percentage of 2.86% of students mentioning them. Furthermore, 58.97% of students rated themselves knowledgeable about forensic linguistics applications, whereas 38.46% admitted they had no knowledge at all. Moving on to the legal professionals, 62.5% of lawyers showed a medium grasp of forensic linguistics, and 37.5% demonstrated a strong grasp of the field. Interestingly, none of the lawyers reported having only a basic understanding, meanwhile, indicating that the field is somewhat recognized in the legal profession, but it is not yet fully and directly

integrated. Ultimately, the teachers showed a minimal level of awareness. The results demonstrated that they were unfamiliar with forensic linguistics, emphasizing a significant gap in the academic field compared to the legal domain, where at least there was at least an observable level of awareness.

6.1.1. Discussion

The results confirm the hypothesis that awareness of forensic linguistics is still developing among university students studying English, university teachers teaching law, and lawyers. Although some legal professionals are familiar with the field, its practical use remains limited. The total lack of awareness among teachers emphasizes a gap in legal education, which may hinder the integration of forensic linguistics into university programs.

6.2. Results on the application of forensic linguistics in Algerian legal system

A significant percentage of students recognized the value of forensic linguistics within the legal field. Half of them regarded it as important for justice, while another 34% regarded it as moderately important. Additionally, nearly half supported incorporating forensic linguistics into legal or language studies, and 44.44% were at least open to the idea. Moreover, 50% acknowledged its strong influence on legal case outcomes, particularly in identifying deception and threats. Similarly, most lawyers 75% viewed forensic linguistics as highly important within legal settings, and 87.5% believed that forensic linguistics enhanced justice by strengthening its importance in legal cases. Only 25% viewed it as just important, though this still demonstrated a shared recognition of its awareness. In contrast, all teachers agreed that linguistic analysis affected case decisions and that linguistic ambiguity could influence justice. They all shared the belief that linguistic analysis was accepted as evidence in Algeria. However, 66.67% were against incorporating forensic

linguistics into law school curricula, stating that it lacked formal recognition as an independent legal discipline.

6.2.1. Discussion

The results support the idea that forensic linguistics is considered a tool that has value within legal settings. Both students and lawyers admit the importance of forensic linguistics in achieving though perceptions on the validity of linguistic evidence defers teachers' hesitation in supporting the implementation of forensic linguistics within legal studies. Justice indicates a serious institutional challenge and expands its use.

6.3. Results of challenges in integrating forensic linguistics

A percentage of 48.89% of students promoted the integration of forensic linguistics into university programs. Whereas all lawyers shared the same idea that forensic linguistics training would enhance their legal practice. Meanwhile teachers acknowledged the significance of linguistic analysis in legal settings; 66.67% were against including forensic linguistics in law school curricula, most likely because of its lack of formal institutional recognition.

6.3.1. Discussion

The results show that while the Field of Forensic Linguistics is seen as an important tool in legal contexts, perceptions of its role differ. Both students and lawyers acknowledge its importance, but teachers hesitate about its integration in legal studies due to the fact that Forensic Linguistics lacks formal institutional recognition. This emphasizes an important challenge in broadening its application in the justice system.

Conclusion

The results validate that awareness of forensic linguistics is rare in Algeria, particularly among University teachers of law and University students specifically first-year Master's linguistics students, third-year undergraduates, and first-year undergraduates in Ouargla city. Its application within the legal system is also insignificant, in contrast to countries like the U.S. and U.K., where forensic linguistics is widely utilized. In Algeria, its role stays largely neglected, with only a few written records documenting its application or its absence in the Algerian courts, a small number of written records on its lack of application in the Algerian legal system. In addition, the study was conducted in Algeria, specifically in the city of Ouargla. Lawyers, on the other hand, demonstrated a better understanding of forensic linguistics compared to teachers and students. However, despite this knowledge, they do not frequently apply the field in their legal work. As a result, these findings confirm the hypothesis that forensic linguistics awareness is not widespread in Algeria. While also emphasizing the notion that formal education can play a vital role in developing knowledge and improving the application of forensic linguistics, which could enhance legal proceedings in Algeria.

General conclusion



General conclusion

1. Summary of major findings

The analysis of the data collected on the awareness of forensic linguistics in Algeria shows the following main ideas:

1. Awareness of forensic linguistics among Algerian university students particularly first-year master's students in linguistics, third year bachelor's students, and first-year bachelor's students and university teachers of law in Ouargla is not yet fully spread, which remains largely unrecognized and rarely utilized.
2. Awareness of forensic linguistics among Algerian lawyers particularly in Ouargla city was somewhat higher than the other two samples. However, they are not using it within their legal work where it could be helpful.
3. The application of forensic linguistics in the Algerian legal system is not widely implemented, even though it could provide benefits for the Algerian legal system, compared to countries like the U.S. and the U.K., where the field of forensic linguistics is commonly practiced.

2. Implications of the study

1. This study serves as a primary reference point for students, teachers, and professionals in both law and linguistics. While participants were not directly involved in problem-solving tasks, analysis of their answers, utilizing comparative and analytical approaches, offers rich material for both academic and legal use. These perspectives could help in fostering critical thinking and enhancing problem-solving skills. The data drawn from questionnaires and interviews provides for those studying how language and law overlap.
2. This study connects linguistics and law, providing perspectives that could encourage more research on how legal language functions within the framework of

linguistics. The aim is to enhance legal communication and make it clearer and more effective by integrating insights from linguistics.

3. Limitations of the study

1/ Legal constraints regarding judges and law enforcement made it a necessity to change the sample group.

2/ Due to new legal constraints, it was not possible to distribute questionnaires to law enforcement agents and judges. As a result, it was difficult to investigate their awareness of forensic linguistics.

3/ Questionnaires were not distributed to law students, mainly due to timetable conflicts and difficulty in reaching. Instead, participants from the English department, including first-year master's linguistics students, third-year undergraduates, and first-year undergraduates, were involved in the study based on ease of contact.

4/ lack of background knowledge, which required an explanation using simple Arabic to teachers and students was a struggle.

5/ Prolonged lawyer responses due to their busy schedule.

4. Recommendations

1/ Future students working on this topic for their master's dissertation may utilize questionnaires as a data collection tool in the practical part of their research. These questionnaires could be designed to gather information from legal professionals, linguistics and law students, or law enforcement officers regarding the various ways in which forensic linguistics is incorporated into real-life contexts.

2/ Formal education can play a significant role in strengthening knowledge and supporting the practical use of the field of forensic linguistics, which may enhance legal development in Algeria.

3/ Students working on forensic linguistics for their master's dissertation could develop tasks that encourage problem-solving and critical thinking skills. These activities could be relevant to their participants or samples, giving them the chance to engage with real-life forensic scenarios. And it will make the research more interactive and practical.

4/ Collaboration between law and language departments, particularly linguistics specialties, could be very useful in promoting interdisciplinary learning and research.

5/ policy stakeholders should put in money, resources, and efforts to make forensic linguistics something that courts and legal professionals use often like any other normal legal tool. And this could happen through courses for law students, linguistics students, or even training for law enforcement and legal professionals on how to apply forensic linguistics properly and as a result this will raise their awareness and their understanding of forensic linguistics.

6/ future studies could broaden the sample to include legal professionals and linguists from other countries, not just Algeria, which is going to be meaningful. Algeria's legal limitations may complicate the distribution of questionnaires for both law enforcement and judges. But laws might become more adaptable over time.

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Appendices



Appendix A

Questionnaire of First-year master's linguistics students

Dear students,

I am conducting research for my master's dissertation on forensic linguistics, investigating the role of this field in law enforcement and judicial proceedings. My research topic is: *Forensic linguistics in judicial proceedings and law: a focus on the awareness of forensic linguistics among English university students, Law university teachers, and lawyers in the Algerian legal system.*

This questionnaire is created to gather your opinions and understandings on how forensic linguistics can play a crucial role in both practical, legal contexts. Your answers will help in understanding the awareness of this field among students, as well as its applications in both law enforcement and judicial proceedings

Note that your answers will be kept anonymous and will be used for academic purposes; your answers will have a significant impact on this research.

Thank you,

Kechida cheyma,

Second year master's linguistics.

Mark the appropriate choice or fill in the blanks

General information: please provide the requested information:

1. Age:

2. Academic year:

First-year license

Second-year license

Third-year license

First-year master's

Second-year master's

3. Prior knowledge:

How familiar were you with the role of forensic linguistics in law enforcement and judicial settings before participating in this study?

Very familiar

Somewhat familiar

Not familiar at all

How eager are you to learn about forensic linguistics in a greater detail?

Very eager

Somewhat eager

Neutral

Not eager

Awareness:

Have you heard about forensic linguistics before?

Yes

No

If your answer was yes, from where did you learn about it?

University lectures

Books/ published research

Articles

Seminars

Professors

Personal interest

Other (please explain):

Depth of comprehending:

How knowledgeable do you think you are when it comes to the applications of forensic linguistics in law enforcement and law procedures (e.g., authorship attribution, analyzing witness statements, etc.)?

Highly knowledgeable

Quite knowledgeable

Not at all knowledgeable

Perspectives of students about this field:

The importance of forensic linguistics:

From your point of view, how important is the role of forensic linguistics in assuring justice and truthfulness in the judicial system?

Highly important

Quite important

Neutral

Not at all important

Do you think training in the field of forensic linguistics must be included as part of language or legal studies?

Absolutely

Possibly

Not sure

Not at all

Awareness of linguistic bias:

How much do you think forensic linguistics analysis can affect the legal outcomes, such as in the analysis of the threats?

Very impactful

Somewhat impactful

Slightly impactful

Not impactful at all

Difficulties in law enforcement communication:

From your point of view, how would you describe the hurdles that law enforcement agents and legal professionals might encounter when it comes to communication and language use? (Open response)

Personal experiences:**Student's experience with legal language:**

Have you ever been in a situation where legal language was vague or confusing?

Yes

No

If you have chosen yes, please provide a brief explanation

Have you ever been in a situation where misinterpretations in language impacted communication in both law enforcement and legal settings?

Yes

No

If you have chosen yes, please provide a brief explanation

Are you concerned about any ethical issues that may arise from applying forensic linguistics in law enforcement and legal settings? (Open response)

“Language is the blood of the soul into which thoughts run and out of which they grow.” Oliver Wendell Holmes Sr.

Appendix B**Lawyers' Questionnaire**

I am a master's student, and I am currently preparing graduation research in forensic linguistics, where I analyze awareness of this field.

The aim of this questionnaire is to collect data regarding your opinions and perception about the importance of forensic linguistics. Your answers will contribute to the study results.

Please note that your responses will be kept confidential and will be dedicated to scientific use only.

All my thanks and appreciations to you

Student's name: Kechida Cheyma

Second Year Master's English Linguistics

University of Kasdi Merbah Ouargla

Please answer the following questions:

1/ What are the tasks that you do as a lawyer during legal proceedings?

2/ for how long have you been a lawyer?

3/ Have you ever heard about the term Forensic Linguistics? (Yes or no)

If yes, how would you rate your understanding of it?

Very strong

Moderate

Very weak

4/ From your perspective, how important is forensic linguistics in legal practice?

Highly important

Quite important

Neutral

Not at all important

5/ Do you consider Forensic Linguistics a tool that plays a crucial role in improving legal justice? (Yes or no)

If yes, could you please elaborate?

6/ From your point of view, can linguistic bias affect justice? (Yes or no)

If yes, could you please elaborate?

7/ From your point of view, how significantly does the legal language utilized in court affect case decisions?

Highly important

Quite important

Neutral

Not at all important

8/ What are the types of communication difficulties you face during legal trials?

9/ Have you been in a situation where mistakes happened because of misinterpretation of legal texts? (Yes or no)

If yes, could you please provide an example?

10/ From your point of view, do you think that training in the field of forensic linguistics would have a positive impact on legal professionals in their daily work?

(Yes or no)

If yes, could you please elaborate?

Appendix C

Teachers' interviews

This appendix includes a number of interview questions directed at teachers, with the aim of exploring their awareness and understanding of forensic linguistics.

- 1/ Have you ever heard about the term Forensic Linguistics?
- 2/ From your point of view, do you think that language analysis is beneficial for legal cases?
- 3/ Do you think that legal professionals take into consideration the clarity of language framing laws?
- 4/ Do you think inconsistent language results in legal misinterpretations?
- 5/ From your perspective, in what ways can awareness of forensic linguistics be developed among legal professionals?
- 6/ Are you with the idea of integrating forensic linguistics in law and linguistics programs?

المستخلص

تهدف هذه الدراسة إلى استقصاء مدى الوعي باللسانيات القضائية لدى طلبة اللغة الإنجليزية الجامعيين، وأساتذة القانون الجامعيين، والمحامين في الجزائر، حيث تبقى اللسانيات القضائية غير مستكشفة في النظام القانوني رغم أهميتها في دول أوروبية أخرى. اعتمدت الدراسة المنهج الوصفي الكمي الذي استخدم في تصميم البحث. وقد استُخدمت الاستبيانات والمقابلات لجمع البيانات بهدف تقييم مدى استيعاب اللسانيات القضائية والتعرف على الثغرات المعرفية. أظهرت النتائج أن الوعي باللسانيات القضائية غير منتشر على نطاق واسع في الجزائر، مع وجود تباين كبير في المعرفة بين العينات الثلاث. وأظهر المحامون الجزائريون فهماً واضحاً لهذا المجال، إلا أنهم لا يطبقون بانتظام اللسانيات القضائية في ممارستهم القانونية. ونتيجة لذلك، كشف هذا البحث أن كلاً من الجامعات والمؤسسات القانونية في الجزائر بحاجة إلى زيادة الوعي باللسانيات القضائية في الجزائر، بهدف تحسين الوعي وتعزيز تطبيقها في كل من البرامج الجامعية والممارسات القانونية في الجزائر.

الكلمات المفتاحية: اللسانيات القضائية، الجزائر، النظام القانوني، الوعي، البرامج الجامعية، التحقيق

Résumé

La présente étude vise à examiner la sensibilisation à la linguistique judiciaire parmi les étudiants universitaires en anglais, les professeurs de droit et les avocats en Algérie, étant donné que la linguistique judiciaire est encore inexplorée dans le système juridique malgré son importance dans d'autres pays européens. L'étude a adopté une approche quantitative et descriptive dans la conception de la recherche. Des questionnaires et des entretiens ont été utilisés pour collecter des données afin d'évaluer le degré de compréhension de la linguistique judiciaire et d'identifier les lacunes en matière de connaissances. Les résultats ont montré que la connaissance de la linguistique judiciaire n'est pas très répandue en Algérie, avec une variation significative des connaissances entre les trois échantillons. Les avocats algériens ont montré une compréhension claire du domaine, mais n'appliquent pas régulièrement la linguistique judiciaire dans leur pratique juridique. Par conséquent, cette recherche a révélé que les universités et la communauté juridique en Algérie ont besoin d'une plus grande sensibilisation à la linguistique judiciaire, dans le but d'améliorer la sensibilisation et de promouvoir son application à la fois dans les programmes universitaires et dans la pratique juridique en Algérie.

Mots-clés : Linguistique judiciaire, Algérie, système judiciaire, sensibilisation, programmes universitaires, enquête