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# Language Policy and Educational Reforms in Algeria: The Case of Five National Secondary Institutions in Tlemcen

Thesis submitted to the Department of Letters and English Language in Fulfilment of the Requirements for the Degree of Doctorate 'LMD' in Sociolinguistics

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# **DEDICATION**

*“To my mother”*

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# Abstract

Language policies in Algeria since independence have opted for the Arabization process as means to restore the national identity of Algerians. Despite the enacted policies, the linguistic profile of Algeria remains multilingual in essence and then standard Arabic is imperatively the language of instruction in the educational system. This thesis investigates bottom-up actors' attitudes towards language policies at the Algerian secondary level and the extent to which these participants are ready to future language reforms as far as the language of instruction is concerned. The data was gathered by means of a non-participant classroom observation, a structured questionnaire, a semi-structured interview and a focus group interview. The study relies on both qualitative and quantitative approaches for the data collection phase. The main findings reveal that participants acknowledge that the Arabization policy could not attain the respondents' aspirations despite being benefited from a sizable attention by policy-makers. Furthermore, recommendations that have been made so far by informants indicate that bilingual education in the secondary level is unescapable, and then any future language reform should aim to foster the utilitarian and effective use of Arabic in scientific fields along with strengthening the status of English in Algeria.

**Keywords:** Arabization, bottom-up actors, language policies, language of instruction, educational reforms.

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## List of Abbreviations

AA: Algerian Arabic

CA: Classical Arabic

ESA: Educated Spoken Arabic

H: High Variety

HCA: Haut Commissariat à l'Amazighité

L: Low Variety

L1: First Language

L2: Second Language

LiEP: Language-in-Education Policy

CLP: Critical Language Policy

LP: Language Planning

LP: Language Policy

LPP: Language Planning and Policy

LI: Language of Instruction

MSA: Modern Standard Arabic

SA: Standard Arabic

UNESCO United Nations Educational, Scientific and Cultural Organisation

SPSS : Statistical Package for the Social Sciences

FGI : Focus Group Interview

(SNED) (Société nationale d'édition et de Diffusion)

P.C.A (Partie Communiste Algerien)

# **General Introduction**

## General Introduction

Language policy and planning involve on a larger scale all those decisions which shape implicitly or explicitly language status and implementation in a given speech community. This thesis bridges on language attitudes and language in education policies in Algeria. It is complemented with investigating the connection between language policies and linguistic practices. In order to assess the success or failure of a given language policy in education, one should throw light onto bottom-up actors' attitudes as well as language behaviour in classrooms.

Though, language in education policies is theoretically monolingual at the pre-university level whereas for higher education French is used as a language of instruction as far as scientific subjects are concerned. Meanwhile, Algeria has been described as a multilingual country after the recognition of Berber as a co-official language along with Arabic. Therefore, this doctorate thesis is fundamentally a sociolinguistic inquiry about grass-root level actors' language attitudes towards the language policies at the Algerian secondary educational system. By focusing on the role of socio-psychological factors, the study sheds light on different stands such as: *language policy and planning, language attitudes and ideology*.

In many ways, in Algeria, the native population speaks both Algerian Arabic and Berber as mother tongues whereas French still holds a dominating position in society as well as an exclusive language of instruction for scientific and technical subjects at the university level. Algeria' sociolinguistic situation bears similarities with countries of North Africa through the adaptation of the Arabization policy as one of the prominent reforms in education. The study is meant to voice participants' evaluative perspectives

about either effectiveness or ineffectiveness of Arabization in addition to scrutinizing the way informants think about French and English as foreign languages in Algeria.

The aim of the present research work is threefold:

1. Providing a theoretical framework of the role of socio-psychological factors in regards to language policies.
2. Gathering educationalists and students' perceptions and attitudes towards the language of instruction as far as scientific subjects are concerned.
3. Affording new insights into the relationship between language policy and attitudes where both top-down and grass-root levels are evaluated.

The analysis of language attitudes and language behavior in Algeria's secondary schools presented in this thesis will be complemented with a critical evaluation of both the language policies in education through a socio-psychological lens.

In this respect, the following research questions are formulated:

- 1- Do Algerian secondary school students receive a bilingual or monolingual education?
- 2- What are those principals and inspectors' attitudes towards monolingual instruction dictated by the top-down actors?
- 3- What are scientific subjects teachers' attitudes towards any future reform in regards to the language of instruction at the secondary level?

The hypotheses suggested for such research questions are ordered as follows:

- 1- Although the language of instruction of scientific subjects at the secondary educational level is Arabized, language practices in classrooms may be characterized by code switching from one linguistic code to another depending on a variety of reasons.
- 2- Algerian educationalists at the level of secondary education perceive monolingualism as essential for learners who tend to learn scientific subjects in Arabic since primary education.
- 3- Teachers share different perceptions in case there might be a change in the language of instruction. Bilingual teachers are able to handle the change in the medium of instruction if it would be French whereas monolingual ones perceive it negatively.

This research work is organized into four chapters. Chapter one is designed to provide a theoretical framework that aims to provide a review about language policy and planning in addition to socio-psychological dimensions of language attitudes and ideology. In Chapter two, a sociolinguistic situation analysis about the Algerian educational system reforms will be offered. Chapter three examines the methodology followed which includes a presentation of the research design whereas chapter four presents the main findings of the study followed by a discussion and interpretation of the results obtained.



# **Chapter One: Theoretical Background**

## Chapter One: *Theoretical Background*

### 1.1 Introduction

### 1.2 Language Policy and Planning Defined

#### 1.2.1 Status Planning

##### 1.2.1.1 Selection

##### 1.2.1.2 Implementation

##### 1.2.1.3 Standardization

###### 1.2.1.3.1 Official

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### 1.8 Language Attitudes

#### 1.8.1 Importance of Language Attitudes

### 1.9 Ideology

### 1.10 Conclusion

## 1.1 Introduction

Language planning and policy has been emerged as align with decolonized nations whose *language ecology* requires constant planning. The main focus can be traced back to the post-colonial linguistic issues which require constant planning to stand in favour to nation-building. Chapter one embodies a review of literature about the key concepts related to both language policy and planning in addition to socio psychological orientations which are shaped through the notion of *attitudes*.

## 1.2 Language Policy and Planning Defined

Language policy and planning (henceforth LPP) is a wide growing sub-discipline of applied linguistics. Its emergence in the literature can be traced back to the early 1950's and 1960's. It sheds light on the newly decolonized nations. Sociolinguistics is the field from which LPP is categorized. Cooper (1989) admits that language planning was firstly introduced by the American-Norwegian scholar Einar Haugen in the late 1950's who elaborately mentioned through his contribution “ *planning in modern Norway*’ meanwhile, Haugen associates the term, in return to Uriel Weinreich as it was introduced in a seminar at Columbia university in 1957. Cooper (1989) also mentions that the first term to appear in the literature is rather Language Engineering .Therefore, Haugen is considered as the main pioneer of LPP field.

It is argued that there is no single theory of LPP , this is mainly related to the complexity of the issue which involves language in society (Ricento, 2000,p.10). According to Haugen, LP is narrowly , the activity of preparing normative orthography, grammar and dictionary for the guidance of writers and speakers in a non- homogeneous

speech community' (1959,p.8) later he linked these activities directly to the language planners implementation, not specifically to the LP in general (Haugen, 1966 cited in Cooper, 1989, p.29-30). In other words, Halliday defines LP as 'a highly complex set of activities involving the intersection of two different and potentially conflicting themes: one, that of "meaning ', common to all our activities with language, and other semiotics as well, the other theme, that of "design" (2001,p.177)

Accordingly, Cooper's definition is the most often acknowledged among other frameworks. It is conceptually based on the analogy of '*what actors?*' attempt to influence *what behavior* of *which people* for *what ends*, under *what conditions*, but *what means?* through *what decision making ?*, with *what effect?* (1989,p.98). Cooper describes LP as "*deliberate efforts to influence the behavior of others with respect to the acquisition, structure or factual allocation of their codes*". (cooper, 1989,p.45). Unlike Halliday who perceives LP as a design, Cooper stresses the importance of its outcomes to be more essential. Further, Weinstein (1980) contends that "*language planning is a government authorized, long term, sustained and conscious effort to alter a language's function in a society for the purpose of solving communication*". (p.56).

It is generally illuminated that language planning and policy are significantly of a wider use in the literature of LP. Hence, one might admit that there exists a terminological connection between both. Some scholars argue that both terms can be used exchangeably within the same line of interest (Deumert 2000, Cooper 1989) while others go with the idea of making a clear distinction between them (Spolsky 2009, Shohamy & Spolsky 1999, Ager 2001) even though there is a lack of agreement on the exact nature of this relationship (Hornberger 2006, p.25)

Kaplan & Baldauf (2003, p.6) argue that language policy and planning are sometimes used synonymously; serving equal directions while they can also occupy two different activities. As for Tollefson (1999) in his book entitled '*planning language, planning inequality*', he maintains the fact that language choices are governed by a lens of domination and authority, taking into account social structures and language practices. Language Policy is a form of disciplinary power. Its success depends in a part upon the ability of the state to structure into the institution of society the differentiation of individuals into insider and outsider (p.207)

Fettes (1997, p. 14) envisions the link between language planning and language policy as:

**Language planning...must be linked to the critical evaluation of language policy: the former providing standards of rationality and effectiveness, the latter testing these ideas against actual practice in order to promote the development of better...language planning models. Such a field would be better described as "language policy and planning", LPP. (Cited in Hornberger 2006,p.25)**

Language planning represents a basic element for the success of the language policy within effective evolution. According to Shohamy (2008) language policy has widely gained attention by various scholars as interpreted in the literature (p.364). The word policy refers to an explicit statement usually but not necessarily written in formal documents about language use (Spolsky 1999,p. 32). He also mentions that language policy is about language choice and specifically about efforts to influence other people's language choice (Spolsky, 1999,p. 36).

Along similar lines, Kaplan & Baldauf (1997, p x-xi) proclaim that “*language policy is a body of ideas, laws, regulations, rules and practices intended to achieve the planned language choice in the society, group or system*”. Language policy is basically a part of policy makers’ application of decisions in regards to a language or several languages. It holds the mechanisms that symbolize language behavior among individuals in a society. This covers generally the specification of principles that govern clearly the domains and contexts of its use. LP determines the well- driven interpretation of languages within the speech community. Additionally, it looks at the sought-after activities undertaken at the top-down level (government) or by other authorities’ bodies on the one hand, planning tries to provide answers to questions such as: how can these policies be achieved effectively?

It is worth mentioning that, language planning covers the application of laws and decisions at a deeper ground. ie. How individuals deal with a given language and what are the outcomes that are possible to happen. Shohamy (2006, p.xvi) attempts to clarify that language policy is not limited to formal, declared and official policies but rather it highlights various mechanism needed to attain de facto language policies and practices.

Language policy aims also at paying legitimacy to endangered and marginalized vernaculars or languages. In a society, a segment of the population may ask for language institutionalization as the case of Berber in Algeria. Ricento argues that LP is not just an exercise in philosophical inquiry, it is invested in addressing social problems which involve language to one degree or another and in proposing realistic remedies (2006,p. 11) he also criticizes the field of LP, mentioning that ‘*the lack of attention to the mechanism of planning is that most sociolinguists and applied linguists have little or no*

*training in the policy sciences'*(ibid, p.18). The success of language planning requires weighting not solely the social problems and their consequences. It is rather a huge bulk of ongoing feedback process at a purely governmental level whereby ideology is multifaceted criterion of either its success or failure.

Moreover, Blommaert (1999) stressed the importance of ideology in the study of language and society. Shohamy (2006,p.48) points out that despite the fact that language policy is often believed to be "*politically-based*". This case cannot be reflected upon other levels of decision- making. She sees that there are other contexts through which decisions take place. This may relate to the educational setting as well as work places.

Spolsky & Shohamy (1999,p.32) further define the word ideology as the beliefs that gather the acceptance of a definite language in a given community. They believe that there is no policy that forces speakers to be limited to one governmentally favourite language. On the contrary, they recently hold a strong belief to select one language at the expense of another. This may be due to its prestige at different levels regardless political decisions towards language choice in a society for economics, science and wider communication. In this respect, McGroarty (2010,p.3) points that linguistic ideology influence our understanding and beliefs about language and its use.

The success of language policy depends mostly on the policy makers' willingness to promote languages being in competition. Nevertheless, these languages conduct implicitly or explicitly the linguistic activities, to put it clearly, language attitudes are strongly bound with psychological endeavors, the implementation by means of a plan is to be put according to functionary aims. Language is undoubted an element of unity. This is not a surprising case for authoritarian regimes whereby issues about languages are far

away from being settled; yet, they are deeply embedded within ideological currencies. The choice of one language is prioritized to achieve linguistic oneness, dropping to the margin linguistic plurality. By the early 1980's and 1990's language planning was an object of criticism. It is ideologically oriented to serve the agenda of one category of elites (Gibson 2006,p.3). LP is rooted in contingent historical and socio political realities (Blommaert 1996, p. 205).

The term policy is generally complex. However, with the revitalization of the term, further elements have been added to unveil its vague aspect. Bernard Spolsky (2004) identifies three main components that make up the whole image of LP.

**Its language practices-the habitual pattern of selecting among varieties that make up linguistic repertoire; its language beliefs or ideology – the beliefs about language and language use; and any specific efforts to modify or influence that practice by any kind of language intervention, planning or management. (p.5)**

The term language management is extensively favoured to be widely used despite the popularity of the term language planning in the literature. It was first coined by Jernudd & Newstupy in 1986. Jernudd defines LM as “*a broad range of sociolinguistic situations at different levels enlargement (from nation to...), from a broad range of different interests and populations...*” (1997,p.136). Spolsky prefers using this term to, emerging or treatment (2004,p.8). Along these definitions, Spolsky also considers LM as all those conscious and explicit efforts undertaken by the manager to control language choices (2009,p.1). Within the same vein, LM is “*the formulation and proclamation of an explicit plan or policy, usually but not necessarily written in a formal document about*



*language use*” (Spolsky,2004,p.11). Language management attempts to re-examine language policy in particular contexts with the aim of making a logical connection behind management mechanism and both explicit and implicit top-down decisions about language practices.

What has been mentioned is not solely limited to authorities, it also subsumes individuals to be their own managers, “*simple management*” (Spolsky, 2009,p.11). This encompasses more particularity where self-choices in regards to languages remain autonomous.

### 1.2.1 Status Planning

Status planning is the process of selecting one language or variety of language for the sake of making it national or official. As such, this activity is typically carried out by policy makers.i.e, status planning is purely a governmental management that particularizes which language to be promoted. The choice of a language to become national or official is highly associated to serving certain public functions. The term status planning was firstly coined by the German sociolinguist Heinz Kloss (1969). According to Webb (2005)” *status planning involves the allocation of status hierarchies to different languages, dialects or speech forms in a given society or institution*” (p.258). To say it differently, the core focus of any status planning activities lies in fact that the selection as certain aspects of the language to be entitled as a norm deals chiefly with a common unification. Yet, the term status planning does not exist exclusively in the literature, other linguists prefer other labels: Fishman & Cobbarubias (1983) “allocation of function” Rubin (1979) “*allocation of use*”. Additionally, Shohamy & Spolsky define status planning as “*the principles and regulations or practices that determine which language variety should be used in a speech community, for what purposes*” (p. 40)

Kloss (1968 p. 70) establishes four essential criteria:

1-The origin of the language used on the national level 2- development aspect of language 3- judicial use for the number of language users. Haugen suggests a well-elaborated model that clarifies the focus of both status and corpus planning. The major steps followed by planners are: Selection, qualification implementation and elaboration. There is a distinction between status and corpus planning, the former deals with the selection of norm and implementation whereas the latter focuses on the process of qualification and elaboration. Haugan (1987) admits that the model does not provide a complete identification of the outcomes intended to be achieved that is to say planning goals.

### **1.2.1.1 Selection**

Selection involves the choice of language by or for a society through its political leaders (Kaplan and Baldauf,1997,p.13). According to Haugen, selection is one of decision procedures to opt for a norm. The selection process can be made by language planners or even by a population as a means of resistance. The assigned variety or language carries a notion of prestige or instrumentality. Even so, there exists some varieties whose structure in society can be marginalized, favouring one preferable actively language of writing, in parallel, restricting another. The selection of language sometimes, is a based on ideological essence. What is important to be mentioned is a choice of language or variety of language is done to fulfil certain functions in a given Society .(Deumert , 2000,p.388).

### 1.2.1.2 Implementation

Implementation is the production of textbooks, pamphlets and newspapers in the language being selected. In order to reach different goals, resources and finances are to be provided and hence, establishing a good motivation for speakers to use it. Implementation is the application of a plan that follows a variety of procedures.

### 1.2.1.3 Standardization

This type of standardization apply to “*modernized*” written language (Coulman, 1989b) cited in( Kaplan & Baldauf 1997, p. 40) Grammartication refers to “*this extraction and formulation of rules that describe how our language is structured*” Kaplan & Baldauf (1997 p. 40) status planning is the selection of the language whether national, regional, foreign or official is not any easy task. The choice among several options is based on a series of elements among them modernization, the question that merits to be asked is whether a national language carries sufficient technical and scientific materials that serve to attain a well-weighted functional aspect. When there is a competition between languages, the vernacular variety, that is limited to oral interactions, and generates a cultural and identical loan is forced in a way or another to join as superficial status and access to modernization but can this variety be promoted and standardized to meet wider communication within its borders? Spolsky & Shohamy (1991, p. 41) demonstrate that status planning focuses on the choice of the desired functional allocation of language, which one is to be used and under which situations. In this regards, Stewart (1968) cited in (Cooper 1989, p. 99 -119) proposes a well-known list of language functions in his discussion of national multilingualism.

### **1.2.1.3.1 Official**

It functions as the representative language of cultural and political purposes on a national level (Cooper 1989, p. 11) considers Steward's definition as one fact .i.e. it is exclusively linked to the government. Additionally he further makes a clear cut between the two types of official language, the former occupies governmental use as a medium of its activities whether the latter serves governmental uses for symbolic purposes .i.e. Symbol of the state, he refers to these as statutory, working and symbolic.

### **1.2.1.3.2 Provincial**

Cooper (1989,p. 104) posits that provincial boundaries are sometimes drawn in such a way to increase linguistic hegemony of the the predominance of a language as a medium of communication across language boundaries within the nation. Cooper (1989) criticizes this definition; for him languages serve as either official or provincial sanctions, this is due to the fact that official language has additional functions (p. 104). Similarly, Ferguson (1966) quoted in (Cooper 1989, p.106) indicates that Steward does not differentiate well in his framework between indigenous and non-indigenous languages of wider communication within a country (Eg: of English and Hindi both used as medium of communication by the population).

### 1.2.1.3.3 International

It functions as a means of communication at an international level. This covers diplomatic relations, tourism and foreign transactions etc. The international language makes the link between citizens of one country to another (Cooper, 1989,p. 106) emphasizes that the status planning of international languages can mostly be feasible in education, especially to those languages with a wide and useful impact and hence are the blueprint of international demand. There is no significant instrumental motive behind implemented such in schools.

### 1.2.2 Corpus Planning

Corpus Planning denotes all activities that aim at qualifying, elaborating, standardizing and modifying a language (Kaplan and Baldauf 2003, p. 209). Kloss (1969) emphasizes the modification that carries the developments of many aspects of the language within the same line of thought, Cooper (1989) notes that corpus planning deals with the creation of new forms and the modification of old ones and also the selection for alternative form in spoken or written code(ibid, p. 31). Lo Bianco (2010, p. 147) Defines corpus planning as “*the word involves proposing modifications to the internal resources of a language which can include devising a new or modifying an existing writing system, or linking an existing writing system with an external one*”. According to Spolsky & Shohamy Corpus planning denotes “*all conscious planned attempts to fix or modify the structure of a language*” (p. 46). Deumert (2000, p.385) suggests activities for Corpus planning; 1-devising a writing system 2- indicating spelling forms 3- coining new terms.

### **1.2.2.1 Codification**

It deals with the implementation of technical standards for the selected norm (Haugen 1983). Codification includes graphitization, grammartication and lexication. Graphitization deals with the selection of a writing system, the area where concepts are: alphabet, speaking and punctuation take place. The process of standardization gives value to the variety chosen as it is a written form that does not enjoy any prestige especially in education.

Haugen (1983) divides codification into three-fold activities which are mainly; graphitization, grammartication and lexication. Graphitization is the development of a writing system. Grammartication is the development of the standard grammar whereas graphitization is the development of a standard lexication and terminology.

### **1.2.2.2 Graphitization**

Graphitization refers to the selection and development of scripts (Kaplan and Baldauf, 1997,p.4). This involves the enhancements of the written language, they consider that the writing system can be reduced or can reduce the linguistic variation in a language community. (Cooper, 1989) proposes that there are three criteria to evaluate the effectiveness of writing systems script which are psycholinguistic sociology and technical criteria . Psychologists are concerned with the degree of easiness in reading learning and writing meanwhile sociolinguistics covers the relationship between the script and its linguistic environment and this may concern political, religious and ethnic aspects of a given group.

### 1.2.2.3 Grammartication

Grammartication involves the formulation of grammatical rules, its usage is generally treated through a prescribed manner. As grammar is established, lexication requires the development of dictionaries to fulfil enrichment of concepts and terminologies for usage. As such, the creation of dictionaries is a sign of modernization.

Elaboration often refers to those efforts devoted to modernize linguistic resources. As language is an evolving means of transmitting ideas and information; elaboration lies at the heart of attaining effective communication; the development of registers (elaboration of style) in order to meet the requirements of the modern world, new terminologies are serving disciplines which needs to gain more ground “*the implementation of the norm to meet the functions of a modern world*”. (Haugen 1983 p. 373)

### 1.2.3 Prestige Planning

Prestige planning refers to the favorable attributes given to a certain language. It is believed that the term was firstly introduced by Haarman (1986,p.1990). According to Deumert (2000,p.387-388) Prestige planning reflects the importance of promoting a language that was functionally limited in a society. He also mentioned that the relation between status planning and prestige planning is interrelated since the language cannot be highly regarded without achieving prominent stages. What people think about the language identifies its position. (Kaplan & Baldauf 2003 p. 222) perceive prestige planning as the intellectualization and promotion of a given language essentially for developing sustained and stable language ecology. All those institutional bodies at the

governmental level contribute to giving a language a higher status in order to gain acceptance. Haarmann (1990) regards prestige planning as receptive for both status and corpus planning. He also clarifies that any planning is required to generate positive attitudes towards the language being promoted. Social motivations add value to the language that is attracted by the status of the underlying aims behind the selection of languages. Bearing in mind all favorable and unfavorable implementation and basically looking at the possibilities in order to move upwards in the planning process.

### **1.3 Macro Language Planning**

Macro language planning policies denote the intervention of top-down level of planning hierarchy. Within this type of planning, that is no inclusion of local government planning activity or even individuals. According to (Baldauf 2006) language policies should generate both macro and micro dimensions of planning. The historical evolution of the language policy field concentrates at a larger scale on the decolonized nations where language planning was considered as a norm for their language revitalization. Macro planning activities are majorly under the mission of policymakers (those who are in a higher governmental position) who take in charge the implementation of language status and enactment of regulations to institutionalize a given language. One might question the success or failure associated with macro-level. Therefore, the compromise of a language in education highlights the assumptions and practices of top down manageable activities. Drawing on Tauli's analysis (1984) the language planner is considered as a scientist or an expert who can draw reliable conclusions about language problems.



Macro level policy encompasses top down hierarchy of decision-making in regards to the devised implemented language policies. Despite being explicitly determined, language use at the bottom up tends to be resistant to change, therefore, it reflects individuals' linguistic behaviour which served on several factors. Kaplan & Baldauf (1997) maintain that bottom up processes hold a considerable amount of control and resistance that can be hardly ignored. Decisions in regards to language are not limited to top down hierarchy (Ibid, 1997).

Generally, language policies denote the promoted, selected status of given languages in various manners. However, language planning is sometimes subject to pitfalls especially when they do not take into consideration the community linguistic reality. Language policies need to serve initially the whole community (Pennycook, 1994)

Thomas Ricento (2000) further focuses on the historical and scientific development of LPP more particularly after the World War II. Ricento's approach has been appeared under the label of macro socio-political processes. Understandably, macro analysis carries what is at national level in contrast to meso level of LPP. It concerns mainly those activities that are deeply limited in scope. They focus on groups within societies (Kaplan & Baldauf 1997)

As it was mentioned, Ricento posits the importance of ethnological factors in shaping the field of LP inquiry. This encompasses structuralism, neo marxism in the field of economic investigation and postmodernism in humanities. Ricento (2002) & Skutnabb-Kangas (1996) similarly stressed the importance of establishing new programs for LPP theory. Multilingualism has influenced official and unofficial government

activities, thus, the issue of language diversity that can be separated from “*contingent historical and social political realities*” Blommaert (1996, p.205).

### 1.4 Micro Planning

As it is widely acknowledged that LPP activities are deliberately conducted at a national level .i.e. governmental policies shape the top down hierarchy of language planning process. Ricento (2000) contends that language policy scope does not include only governmental decisions, but merely covers other micro-level actors; for instance, people’ beliefs and attitudes towards language or varieties of languages within one single society. Ricento (2006) also emphasizes that LP activities are not limited to a theoretical framework however they tend to address all issues related to languages. The chief goal is to find concrete and evidence-based solutions to issue related to languages in general (p.11).

Kuo & Jernud (1993) highlight the case of Singapore in which they are about the necessity to link both macro and micro levels of LPP to contribute to the effectiveness of group communication socially and culturally. Kheny & Baldauf (2011) clarify that stakeholders have different interpretations of policy, this however would help in the implementation process.

**When it comes to implementing a language policy inside the classroom, it is the teachers on their own and in collaboration with pupils who are the gatekeepers, not the planners and policymakers. Essentially, the teachers hold the power as they are placed in the position of mediators between the policy and the**

**pupils and they are in control of how their classes are to be engaged with the texts. (Kheny & Baldauf ,2011, p.937)**

According to Cooper (1989) both macro and micro planning share similar processes. Thus, LPP research is based chiefly on bottom up micro level. In this section of education decisions upon the language policy envisage micro language policies. In a similar vein Kaplan & Baldauf (1997) also mention that top-down decisions are not the only required process of LPP.

Earlier studies did not focus on social political considerations (Ricento 2000, Johnson and Ricento 2013). Fishman (1975) highlights that top-down decision are done by authoritative bodies and institutions. Ricento and Hornberger (1996) introduced the metaphor of LPP onion to label the layers of LPP agents, levels and processes. As far as micro planning is concerned, Hornberger (1998) asserts that top-down language policies can influence in a way or another ideological considerations towards indigenous languages though the power of language may not be well sufficient to deal with a plethora of issues.

Ferguson (2010) validates that bottom-up processes can be narrowed to cover even communicative choices of individuals, language selection is merely a conscious linguistic behavior through which one language or many languages are promoted for use.

Nekvapil & Nekula (2006) are the first to coin the term language management theory (henceforth LMT) to highlight the relationship between micro and macro language planning (p.307) though language management was elaborately introduced by Jernudd and Nustupny (1997). Kaplan & Baldauf (1997) use the term micro planning to refer to institutions such as schools hospitals, banks and companies etc. Vavrus (2002), for instance provide an analysis about the role of English in relation to Swahili in Tanzania

language education policy show directly the aim of teaching English rather to be excluded for no clear reason.

### **1.5 Critical Language Policy (henceforth CLP)**

Critical Language Policy has grown up considerably, if less forcefully, as an area of language policy research. Tollefson (1991) categorizes a distinction between neo-classical approach and the historical structural approach. The former focuses mainly on neutrality and the individuals' influences, whereas the latter sheds light on the socio historical impact which shapes the overall LPs frameworks. According to Tollefson (2006) critical language policy "*acknowledges that policies often create and sustain various forms of social inequality and that policy makers usually promote the interests of dominant social group*". (p.42)

Critical language policy outlines the linguistic challenges faced mostly by developing nations thereby demands are persistently emerged as a reaction to dominant powers which influence language policies. Furthermore, Foucaults (1991) puts forwards the concept of '*governmentality*' which reveals that the state should incorporate both hierarchies of top down and down top levels in order not to limit LPs within the grounds of those in control.

### **1.6 Language in Education Policy / Acquisition Planning**

Robert Cooper (1989) introduces the term acquisition planning to the literature. For him acquisition planning is defined as organized efforts to prioritize the learning of language (ibid,p157). Wright (2016) says in this respect "*acquisition planning is the term generally employed to describe the policies and strategies introduced to bring citizens to competence in the language is designated as national, official or medium of education*".(

p. 69) Broadly speaking, acquisition planning is the fact of naturalizing the stages and language within the domain of education where both teaching and learning processes take place; the term language in education policy is alternatively used by Kaplan & Baldauf likewise Spolsky (2004). Kaplan & Baldauf (1997) clarify that language in education policy “*is specific to one aspect, which is education it is solely involved in educational activities where the standard versions of language versions of language are concerned*” (p. 122- 123).

(Cooper 1989 p. 33) further mentions that language in education policy is important for two main reasons. Firstly, when language is planned, there must be an increase in the number of its speakers; this is referred to “*language spread*”. In brief language spread is not all the time categorized under status planning, meanwhile there is another category for this concern. Secondly, the change of function is determined by the users of language themselves and their willingness to use one on a wider scale. Cooper demonstrates his thought through an example that illustrates the case of Kiswahili that is used as a *lingua franca* in East Africa therefore it attracts more users. Additionally (Tollefson 2002 a,p. 327) acknowledges that language policies in education are shaped in accordance with different social forces such as: political conflicts, changes in governments, globalization Elite competition... etc.

Spolsky & Shohamy (2000, p.13) also contend that language acquisition policy is directly influenced by political, cultural and other factors. Given specification about the number of languages to be taught and how they can be distributed within the curriculum.

Shohamy (2006, p.76) defines the mechanism of language in education policies as “a form of imposition and manipulation of language policy. Language in education policy is fueled by pure ideological orientations. The promotion of a language to reach the status

of a 'mono' language for classroom communication stresses the exclusion of other languages, the ultimate result is the status given to the language in society.

Kaplan & Baldauf (1997, p. 125) contend that the development of a successful language policy requires a full understanding of the society, speakers whereby language takes place in addition to the major motives and attitudes that people hold towards these languages.

Decisions about LEPs are linked to which language to be learned and taught in school at what age? for how long? By whom and for whom? And how? ( Shohamy ,2006 p. 76). She further adds that decisions about the LEPs are done by the central authorities i.e. Ministry of Education; they are imposed from a top-down manner.

Language in education policy refers to the teaching and learning of a language or acquisition planning, generally unlike language planning that deals with language process according to different fields and sectors, language in education planning concentrates greatly on the educational sphere. According to Cooper (1989, p.333) language in education policy is associated with *language spread*. In order to increase the number of users of any language, acquisition planning is to be at the top of its agenda. He further mentions that language in education policy is what makes the preferred language or variety of language taught. Kaplan & Baldauf (1997, p.127) clarify that we have to consider the following issues when dealing with language in education policy mainly: curriculum, personnel, material, community and evaluation.

### **1.6.1 Curriculum Policy**

When dealing with curriculum policy, the most important focus goes directly to the time allocated for language for instructional purposes. As there is a limited amount of time and space for the language included and curriculum, this case is not comprehensive

to everything. The concern is related to revising the existing content and testing what to be added and what to be removed. One should consider the whole education system to reach adequacy. Additionally, teaching a language, especially if this concerns second language an early planning starting (years) would be much more effective. As such, a larger space in the curriculum requires a long duration (Kaplan & Baldauf,1997). In this respect language motivation is essentially affecting learners' educational achievement.

### **1.6.2 Personnel Policy**

Once decisions about the curriculum policy have been maintained, the personal policy that is by a staff of teachers is to be selected; those teachers need to be qualified in language and pedagogy. Kaplan & Baldauf (1997) identify three main issues related to policy planning: the source of teachers, the varying of teachers and the reward for teachers.

The educational sector requires huge investment in teachers' cadres, qualifying training as well as the reward to be retained to them. In all cases, countries find no other alternative except the selection of incompetent teachers with a limited training. according to Kaplan & Baldauf (1997) after the selection of the language to be taught, indigenous teachers may not be found, in parallel, if those are to be trained, they often take three years to become competent in the process of target language teaching.

Furthermore, Kaplan & Baldauf (1997) suggest the importance of teachers from the target country who are obviously native speakers of it, though not all natives can possess an effective teaching methodology in addition to the higher rewards that the countries may not be able to pay. They also mentioned the importance of maintaining teachers'

proficiency for long-term as well as paying deeper attention to the pre-service training and adequate rewards (visiting native nations for pronunciation skills).

### 1.6.3 Material Policy

Kaplan & Baldauf (1997) stress that there are two issues as far as language teaching and learning are concerned; first, what content will be used for language teaching. Second, through which methodologies will language instruction be delivered? They further mention: “*the objective of language instruction is not to limit the learner to a small set of registers in which to function in the target language, but rather to provide the learner with as wide base of registers as possible*” (p.133). Choosing the adequate materials that fit learners’ needs and interest, this requires also effective communication strategies whereby students are able to interact within an environment of productivity rather than being passive listeners.

Kaplan & Baldauf mention that methodologies selection should be chosen with awareness. They add that “*language in education policy must select an appropriate methodology which must guarantee that the materials to be used are consonant with the methodology, provide authentic language, and also be consonant with the expectations of teachers*”. (p. 134)

### 1.6.4 Community Policy

Language education is not far away from the community where people's attitudes take place (Ibid,p.134). According to them, positive attitudes towards a language or language policy could be led to success; on the other hand if people hold negative attitudes towards a language, they would not be likely attribute to its success but rather to



its failure. What is of paramount importance is the implementation of a sociolinguistic survey in order to measure people's attitudes in regards to languages being in contact or a given language or even a variety of language. Kaplan & Baldauf say: "*multilingualism is not a threat to national identity.*"(p.135). All these attitudes have an impact on curriculum designers.

### **1.6.5 Evaluation Policy**

Evaluation policy has twofold objectives; first, to justify whether expedition and implementation are cost-effective. Second, to modify the policy on the basis of feedback taken from the evaluation. Kaplan & Baldauf (1997) emphasize the importance of attaining bilingualism at schools, they clarify that languages do not share some equal power and hence, proficiency in both tends to be a necessity. So, languages in a community do not enjoy a similar status as far as the school environment is concerned, learners can be fully competent in L1 but not necessarily competent in L2. There exists a hindrance at the level of time of instruction devoted to L2. "*It must be healthy for a society to have as many multilinguals or more realistically bilinguals seem to provide individuals with more ways of looking at the world.*" (Kaplan & Baldauf ,p138)

### **1.7 Covert and Overt Language Planning**

As far as LPP is concerned, activities that are done at the top down level highlight a large scale such as the community, the society whereas narrowed interventions in language policy are bottom-up. Hence, what is insightful to be mentioned is that language policies can be both (explicit), overt, de facto ,covert (implicit), de facto and de jure practices.

Generally speaking, LP is basically implemented at the governmental level (top down). This includes official institutions and governmental agencies. The aim behind most of macro-level activities is traced back to the fact of language revitalization, constitutions mainly to attain ideological and even practical outcomes. Shiffman (1996) provides an analysis about the co relation between bottom up and top down LP as follows:

Overt (explicit) formalized, codified forms of policy are meaningless without taking into consideration those aspects that are essentially covert, explicit, informal, unstated, grass rooted reality (p. 27)

Shiffman (2006) further demonstrates that language policy is not only the specific, overt, explicit, de jure embodiment of rules in laws and constitutions, but a broader entity, rooted in covert, implicit, grass roots, unwritten, de facto practices that go deep in the culture.” Shiffman (1996) considers covert policies with a huge reference to people’s attitudes, when opinions and beliefs are not well considered, LP would ultimately be led to failure. He also provides USA as an example; he maintains that the state has not yet passed an explicit language policy where English is supposed to be dominant. There is an explicit policy that goes in favour with English. (p.15) Baldauf (2005,p.958) adds : *“language policy may be realized in very formal and covert ways through language planning documents and pronouncements (eg: constitutions, legalization, symbolic or substantive intent.”* Additionally, Kaplan &Baldauf (1997,p.297) suppose that unplanned language change can *“occur by accident”* .

## 1.8 Language Attitudes

Language attitude research has emerged from the discipline of psychology. Eagley & Chaiken (1993, p.1) define attitudes as “*a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour.*” The concept of attitudes in this definition covers mostly the respondents’ internal mind. Within the same line, they further refer to evaluative responses that include elements such as: approval, disapproval, liking or disliking, approach or avoidance and attraction or aversion.” (ibid, p.3). Baker (1992) proclaims that attitudes are complex due to their connection to psychology. Eagley & Chaiken (1993, p.2) mention that attitudes can be only observed through observable responses. This can be highly linked to behaviourism through which “*behaviour*” is the core component of attitudes understanding i.e. one could not discover people’s attitudes without uncovering a set of behaviours. Garrett et al (2003) purports that attitudes still cause controversy about selecting a relevant definition.

Fishbein (1967) considers affection as an essential component to attitudes, explaining that “the cognitive component refers to beliefs about the nature of object and its relations to other objects.” (p.259). Additionally, he also mentions “affection” as part of belief, including that attitudes is “*the amount of affect for or against a psychological object*” (ibid, 478). Eagley & Chaiken (1993, p.11) stress out the fact that evaluative responses generate people’s feelings towards an object, feeling of sadness, hope and enthusiasm are largely significant attribute to the concept of “*attitudes*”. The affection criterion is what makes people’s attitudes a major aspect in most pieces of research (Fishbein 1967). On the other hand, cognitive aspects about a certain object that may basically involve knowledge about is directly referred to as “*belief*”. (Garrett et al, 2003) mention that beliefs are separate from affective dimensions of attitudes. One can argue

that, in order to measure informants' attitudes in research, both cognitive and effective contents are to be taken into account. Knowledge and emotions that are highly through positive or negative stand of thought remains casual. Without forgetting to mention the ways in which a speaker can communicate those cognitive and affective components can be behavioural. Behavioural attentions can reflect people's intentions. (ibid, 1993, p.12).

Yet, a certain type of behaviour is not merely observable; this may denote a person's hidden intention to commit a reaction against something or someone. For instance, one expresses a desire to donate to a charity, the physical aspect here can reflect "giving money", at the same time the person can only trigger others to donate as it can be classified as an abstract behaviour towards charitable work as a whole. Through ambiguity about whether considering such intention as behaviours is a part of the complexity that shapes the theory of attitudes.

The co-relation between "*belief*" and "*attitudes*" has been a subject a debate is theory. Fishbein (1967) adds that attitudes can be analyzed in accordance with how people believe towards a given object (p.259) leading to a formulation of an analytic "*hypothesis*" is the basis of attitudes (ibid). Therefore, one might mention that there exists a tight connection between "*affection*" and "*belief*" that draws the framework of attitudinal research. Beliefs are the "*building block*" of attitudes (Eagley & Chaiken, 1993, p.103)

(Eagley & Chaiken, 1993, p.14) consider belief as what connects cognition with objects. People possess certain information about an object that formulates an attitude towards it. Within the same line, the expectancy value model the matter of attitudes goes on a twofold framework that gather positive and negative attitudes, all these are linked to '*objects*' (ibid, p.108). They further maintain that evaluation of certain attitude is directly

related to the object itself. (ibid,p.106). Bohner (2004,p.242-243) puts forwards four functions of attitudes that are:

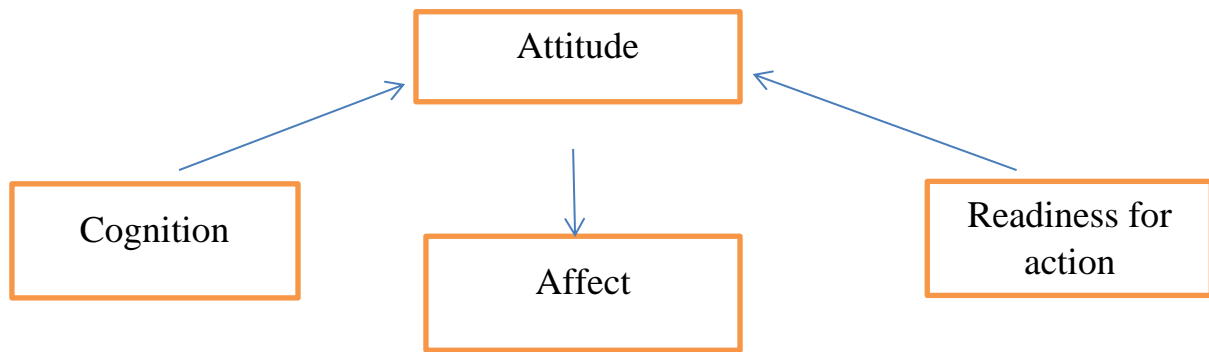
(1) knowledge (2) utilitarian (3) social identity (4) self-esteem maintenance. Attitudes towards an object are stoned through cognitive formula. The object in mind is triggered, whatever it stimulated, by knowledge.

- **Function:** individuals tend to portray some objectives that are mostly positive, at the same time they still hold negative attitudes that are likely to avoid. Thus, changing an attitude towards a certain kind of attribute may appear to be temporary. Bohner (2004,p.234) has well illustrated this idea, by suggesting the example of “*food*” and its types.

- **Social identity:** This covers one’s ability to identify himself/herself within a group. People tend to hold a certain belief that is shared with a group membership. For instance, individuals may have a choice between being a ‘feminist’ or “conservative” (Bohner, 2004,p.243)

- **Self-esteem maintenance:** Relies on the choice of a certain objects as holding positive attitudes towards them in parallel, ignoring those that are likely to be advantageous, hence negative attitudes are established. Holding negative attitudes or beliefs towards a certain language may resonate in the fact that this language covers a threat due to its spread or may be has no utilitarian function, in a way that, positive attitudes towards it remain solely emotive. Allport (1935,p.801) considers attitudes as one of the essential topics in social psychology.

Attitudes are effective in that they involve feelings about the attitude object. This effective aspect of attitudes is a parameter of favourably and unfavourably, or the extent to which we approve or disapprove.” Garret et al (2010,p.23)



**Figure: Adapted from Baker, 1992,p.13**

Baker (1992,p.31) made a clear distinction between instrumental attitudes and integrative attitudes. The former denotes the inclusion of certain motives, for instance, speakers may hold positive attitudes towards a language that is likely enjoying a status of prestige in a society. (Ibid, 32) .As such, instrumental attitudes are regarded as self-oriented and instrumentalist (ibid, 32). Integrative attitudes are commonly affected by people’s willingness to learn a language with the aim of achieving social integration with its speakers. It is mainly based on fulfilling by people’s desire to establish relationships (Gardner & Lambert, 1959)

Garrett et al (2003,p.6) mention that language attitudes can be well based on “input” and “output”. They clarify that this dichotomy exists as far as receiving a producing language is concerned. According to Baker (1992) attitudes towards a given language can be positive. This helps students attain success in learning it. (Referred to as “input”) however, after achieving success in the language being learnt, the students’ attitudes change as there is no reason to carry on studying it. This can be referred to as “output”. (ibid, 12)

### 1.8.1 Importance of Language Attitudes

Language attitudes focus mainly on the ability to “*summarize, explain and predict behaviour.*” (Baker, 1992,p.11). For the sake of well understanding what people like or dislike, there is a need to link between attitudes and behaviour. Some studies related to attitudes may not encompass affection, however, behaviour could reveal “*affective reactions*” (Garrett et al, 2010,p.31).

Within the domain of education, for instance, language attitudes in regards to the devised LPs at schools tend to hold an impact on the overall students’ educational outcomes and even on their future career. (Garrett at al, 2003,p.19). In this respect, “attitudes surveys provide social indications of changing beliefs and the chances of success in policy implementation”. (Baker, 1992,p.9). Interestingly, Baker (1992,p.12) focuses on the Welsh language education. He maintains that attitudes towards Welsh are regarded as “*input factor*”. The notions of “favouring” or “disfavouring” attitudes towards languages are what shape their values in the whole society. (Baker, 1994)

### 1.9 Ideology

Tollefson defines “ideology” as “it starts with” the fundamental idea that social knowledge represents as natural, necessary and inevitable social relations that are in fact contingent, historical and advantageous to the ruling class” (2011,801) it is “specific set of ideas that individuals and groups advocate.” (ibid, 801). This refers to all those covert assumptions and beliefs that can be visible through education. Thus, overtly, ideology can be highlighted as something moral, expected to happen (ibid, 801). Though, ideologies shape ideas that constitute a set of beliefs related to specific groups (Van Dijk, 2001).

Cognitive approaches to ideology, among them the ‘socio-cognitive approach coined by Dijk Van (1993) cited in (Tollefson, 2011,p.802). Social knowledge is a major concern. As this clarifies that even categorizing people according to “black”, “white”, “Asian” or native speaker. All are social reproduction of given shared belief, value or attitude. Additionally, Van Dijk (1993a) refers to both ‘categorization” and “stereotypes” the difference between them goes to accuracy or legitimacy. Cognition is basic in shaping the nature of a stereotype. However, such categorizations can be too exaggerated or even negative. Though, they could be well guided through education.

In other words, Fairclough (1989) regards the ideological power as the power to project one’s practices as universal and “common sense” is a significant complement to economic and political power”(p. 33). He further mentions that “the general power is that education along with all other social institutions has its “hidden agenda” the reproduction of class relations and other higher level social structures, in addition to overt educational agenda. (ibid,40). Fairclough (1989) also focuses on both “structure” and “power”. He maintains that power shapes and controls society, then all decisions are purely top down; in fact, even individuals have the complete power to reach change.



## **1.10 Conclusion**

The first chapter focuses mainly on providing a brief account to language policy and planning as well as attitudes. It serves as a basic footstep for the upcoming chapter which examines thoroughly the language policy and planning in Algeria whereas attitudes have been a subject of investigation as far as the case study chosen is concerned, particularly in chapters three and four.

**Chapter Two:**  
**A Sociolinguistic Situation**  
**Analysis**

## **Chapter Two: A Sociolinguistic Situation Analysis**

### 2.1 Introduction

### 2.2 Language Policy in Post Independent Algeria

### 2.3 Arabic in Algeria in regards to the Arab World

#### 2.3.1 Forms of Arabic

##### 2.3.1.1 Classical Arabic (CA)

##### 2.3.1.2 Modern Standard Arabic (MSA)

##### 2.3.1.3 Colloquial /Dialectal Arabic (A.A)

### 2.4 The Arabization within the Algerian Educational System

#### 2.4.1 Critique

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#### 2.6 Berber: Status Planning Issue

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#### 2.6.3 Berber in Education

### 2.7 Major Algerian Educational Reforms

#### 2.7.1 Reforms of 1962-1976

#### 2.7.2 Reforms of 1976-2000

#### 2.7.3 Reforms of 2008-2009

#### 2.7.4 Reforms of 2000-2011

### 2.8 Languages in Algeria: Linguistic Trauma

### 2.9 Conclusion

## 2.1 Introduction

Right after the official declaration of independence (5<sup>th</sup> July, 1962), Algeria, as any other young de-colonized country, attempted to restore its linguistic and cultural identity that had been denied for a long period of time. The sociolinguistic profile that was oppressively dominated by the French colonialism had been finally exposed to change. Arabization was chiefly promoted as an urgent reaction after the oppressor's hegemony. The latter was exclusively adopted by the Arab nations which gained their independence during the 1950's and the 1960's.

## 2.2 Language Policy in Post Independent Algeria

Algeria is definitely a multilingual society by the existence of three languages mainly: Arabic, Berber and French. After the departure of the French colonizer, the country has found itself reconstructing the bedrocks of its identity and culture. The only solution for policy makers was to promote the language of Quran, i.e. Arabic, as the only language of the young independent republic in order to drop away French linguistic assimilation. From 1962 onwards, Arabic is the national and official language of Algeria as clearly stated in the Algerian constitution.

There is a pertinent reality about Arabic that is traced back to the appearance of Islam in the Arab world. Arabization lies at the heart of language reforms that aim at protecting its status from any kind of alteration. Arabic is also a language of instruction in the sphere of education.

In doing so, it is hard to reshape its linguistic reality as far as emotive beliefs are linked to it. However, Arabization that aims at sketching the contours to deepen its root

within the educational system, attempts to bring an effective role as a response to the negligence that it has been exposed to.

Arabization in Algeria aimed to -behind the process of identity 'embedding'- ground that sentiment of fossilizing Arabic within the sociolinguistic reality of the nation. Yet, the hindrance that stands against the use of Standard Arabic is not solely envisaged through ideology; on the contrary, linguistic incompetence in Modern Standard Arabic is therefore popular among Algerians themselves.

The language policy in Algeria has aimed at rooting Arabic within the Algerian sociolinguistic frame since "*Arabic's special status as the language in which Allah's message was revealed*". (Weitzman, 2012, p.110). Moving back to authenticity has been of a tantamount importance. However, the results have been turned backwards in favour to French. (Ricento, 1996, p.21) maintains that:

**Language is something most of us take for granted most of the time; it is usually when we discover that our language (Or language variety) is different from, and perhaps less valued than, the language of others.**

The sacred notion of Islamic religion in the eyes of Arabic proponents was the keystone of the country's recovery from a painful colonial impact. La mission civilisatrice as the colonized labelled it was by all means a concealed aim to out Algerians' local languages from the whole linguistic profile. After his release from the French custody, the first president of independent Algeria Ahmed Ben Bella (1962-1965) proclaimed publically adherence to the Arab nation (Al Umma Al Arabiya) by repeating "*nous sommes des Arabes*" three times. This was clearly stated in the Algerian

constitution of 1963. He also declared that Algerian union will not be valid unless we acquire the Arabic language dimension that we lack (Gordon,1966, p.166)

It is worth mentioning that the country had witnessed one of the heaviest colonial assimilations, and for this, ousting French was of an urge, fed by a series of changes particularly in education. Between 1830-1962, the French implemented a policy of acculturation whereby French was dominant at schools. For such a reason, policy makers had been compelled to re-introduce Arabic as the sole language of education. K. T Ibrahimi clarifies :

**L'arabisation devient un moyen d'affirmer l'identité arabe (la langue était perçue comme l'attribut fondamental de la personnalité arabe), cette politique linguistique a permis d'affirmer le statut officiel de la langue arabe et sa place dans la société algérienne, en œuvrant à la généralisation de son utilisation, dans tous les domaines de la vie quotidienne et sociale des citoyens. L'unification de l'usage d'une même langue de travail, d'enseignement de culture, objectif qui s'identifie, parmi d'autres, au recouvrement de tous les attributs historiques de la nation algérienne. (1995,p.186)**

Arabization becomes a means of affirming Arab identity (language was perceived as the fundamental attribute of Arab personality), this linguistic policy has made it possible to affirm the official status of the Arabic language and its place in society. Algerian culture, by working for the generalization of its use, in all areas of the daily and social life of citizens. The unification of

the use of the same language of work, of teaching culture, an objective which is identified, among others, with the recovery of all the historical attributes of the Algerian nation (1995, p. 186)

### (Author's Translation)

President Benbella was declared president on September, 2<sup>nd</sup>, 1962, the first constitution of the nation declared Arabic as the national and official language, in addition to its belonging to the Arab world (see article 2)

After being proclaimed a part of the metropolitan territory as the 3<sup>rd</sup> French republic in 1870 (Loyal, 2009, p. 409). Two categories of elite had appeared; the former related to the Arab traditional group and the latter embodied the reformists Francophones at the same time, Arabic lost its position to be degraded into a '*foreign language*'. Within the French heinous acculturation policy, resistance came stronger from the Algerian Muslim *Ulemas* (henceforth AOMA) which was basically created by Abdelhamid Ibn Badis in 1931. Indeed, the foundation of the nationalist movement of Messali Hadj namely referred to it under the label of "*Etoile Nord Africaine*" in 1927. (Basically active in France and Belgium) . After the death of Ibn Badis, there was a creation of P.C.A (Partie Communiste Algerien) in 1935 afterwards, it changed its name into P.P.A (**Partie Populaire Algerien**) in 1937.

One might add that the resistance of Arabic in front of the massive acculturation policy is credited to those elites warriors who tried hard to fight for the Arabic language in spite of the missionaries against Koranic schools and *Madersas*.

While the national and official languages in Algeria are both Arabic and Berber, Algerian Arabic (AA) is thus, the mother tongue of a huge number of the Algerian population. Since dialects are not '*codified*' (Stewart ,1968,p.536) it is not logical to

mention that the political importance of a language was given to Arabic by chance, at the same vein; it is noteworthy to mention that Berber has not been standardized yet despite its status as an official language.

In 1968, this year was characterized by the importance of the Arabic language in the civil service. There was a strong recommendation to promote Arabic in all walks of life, the implication was implied in Algerian administration where Arabic was the some legitimized language. President Boumediene (1965-1978) stresses that “*within a period of 3years, functionaries should learn enough Arabic to work in this language*” (Grandguillaume,1983,p.3). In 1977, a technical committee of Arabization was set up to achieve total Arabization in administrations.

### **2.3 Arabic in Algeria in Regards to the Arab World**

In an attempt, the current linguistic situation of the Arab world represents a scenery of two basic varieties of the same language, Arabic, which is the official language of the majority of Arab countries today, encompasses the existence of the two aforementioned varieties, respectively, CA the high variety restricted to both prestigious and sophisticated usage in addition to colloquial Arabic. Historically speaking, CA is language of Quran and Hadith revelation by the prophet Mohammed (peace be upon him). It is clear that, CA stands at the core of Arabic language purity and correctness due to its valuable grammar structures and lexicon. Language is said to be compelled to serve human communication.

The present situation in Algeria however is problematic since CA and CoA do not share the same characteristics. Algerian speakers rely on the spoken variety to communicate. As a means of clarification, CoA is only acquired unlike CA that is learnt in formal circumstances. This controversy has led a number of scholars to reconsider the



basic usefulness of CA as opposed to CoA, the status of both is influenced by language planning policies or even results from the phenomenon of '*multilingualism*' which is nowadays spread worldwide.

The diglossic situation that is drawn to Arabic is not necessarily resilient. The standard variety of Arabic accumulates the divergent reality under the umbrella of '*AL wihda Al wataniya*'. Though, the existing dialects are not supposed to be marginalized, their dialectal features show cultural and ethnic mosaic which bring together the feeling of distinctiveness.

At a general glance, the linguistic hegemony of world languages such as: French and English widens the gap between Arabic and these developed languages. It is not surprising that neo-colonialism tries hardly to oust local languages as they said to be incompetent to absorb better socioeconomic situations. The Arabic language is poorly researched in spite of the fact that, considerable efforts have been made by scholars and Arabization organizations alike.

Upon seeing the effect of language contact in Arab societies, there is a common belief that ex-colonial languages aim at marginalizing Arabic although it holds the status of both official and national language. As far as the case of Algeria is concerned, there is a strong attitude that favors Arabic due to the Arab nationalism. The absence of unification between Arab countries and the stagnation stands as an obstacle against a clear methodology to attain quality-based education and socioeconomic opportunities.

### 2.3.1 Forms of Arabic Language

**2.3.1.1 Classical Arabic (CA)** is a standard variety of the Arabic language that can be traced back to the 6<sup>th</sup> and 7<sup>th</sup> CCE. It is therefore originated from a spoken dialect in pre-Islamic Mecca. At that time, it was exclusively a lingua Franca in the whole Arabian Peninsula. Hence, CA enjoys a higher degree of ‘*sacredness*’ (Zughoul, 1985, p.203) since it is the language of the holy book of Quran and Hadith as well. CA reflects a huge bulk of authentic literature and poetry especially, the one related to the pre-Islamic era. In Overall, in spite of the complexity of its linguistic system, it symbolizes a unique content in terms of morphology, phonology and lexicon. What makes CA distinct is mainly ‘inflections’ or ‘**I‘rāb**’. CA is utilized in prestigious and formal contexts unlike everyday interactions which are done by dialectal Arabic. “

**2.3.1.2 Modern Standard Arabic (MSA)** it has been widely spread throughout the Arab world as a simplified version of CA. While classical Arabic is well viewed as the richest literary form of Arabic, MSA fits better the language of press, education and all sorts of written publications. MSA embodies similar features with CA more precisely at the lexical and syntactic levels (Lucas,2007,p.402). In Algeria, MSA is taught at schools starting from the primary level. As for the difference between both varieties, one might add that CA represents the purest language that carries literary heritage accompanied with a glorious reservoir of vocabulary whereas MSA is quite different in style and lexicon. It is merely less complex in both oral and written modes.

**2.3.1.3 Colloquial /Dialectal Arabic (A.A)** refers to those national, local or regional dialects for everyday conversations.i.e. ‘*āmmiyya* or *dārija*’ is widely used in informal contexts. The spoken variety is a mother tongue of a great number of Arab

people. It is the variety that carries a series of fluxes in its system not solely on a national level but also at a regional one. The latter is usually named as “regional dialects”. Fergusson posits that the use of L or H away from their real contexts can be definitely perceived as a violation to sociolinguistic norms of Diglossia.

As far as the case of Arabic is concerned, (Fergusson, 1959) identifies the co-existence of two varieties that are genetically related. The high variety represents classical Arabic (CA) or Modern Standard Arabic (MSA) **Fuṣḥá** meanwhile, the Low variety represents the colloquial/dialectal variety. (Kaye, 2002) confirms that Arabic is one of the most complicated Diglossic situations in the world. Standard Arabic (SA) or (MSA) is the widely recognized language by Arab people despite the existence of a considerable number of varieties; SA remains the sole official language in the region.

Yet, **Fuṣḥá** is “*no body’s mother tongue*” as cited by (Maamouri,1998.p33) In Algeria, SA is considered as both national and official language of the country. It is undoubtedly regraded as a bond of culture and identity. (Palmer, 2008)

### **2.4 Arabization within the Algerian Educational System**

Since Algeria has restored its independence, policy makers have followed some profound reforms in order to rectify the country’s former status and acquisition planning. Arabization policy was among the suitable options at times to regain back the sense of nationalism. Therefore, this policy was initiated within the educational system, through introducing seven hours of Arabic instruction on the onset of 1962. Additionally, a total Arabization of grade one had been totally reached by the beginning of 1964. Arabization is meant to take significant measures in education by the selection of Arabic as a unifying language for children at schools. It is important, however, to mention that the Arabization process faced several challenges. The latter were related to the lack of teaching

personnel, qualified teachers were what Arabization needs to succeed. However, the educated Algerian cadres were Francophones. For this reason, there was a massive recruitment of teachers from Middle East with a total of 1000 Egyptians, 1000 Syrian (Kadri, 1992, p.452). Though, there was a huge lack of qualified teachers (Sebaa,1999). In 1966, 27% of foreign teachers 2000 (tutors and instructors) and only 1,5000 were teachers (Kadri,1992).

In 1964, grade one at the primary level became fully Arabized and by 1967 grade two was also entirely Arabized. The number of hours devoted to Arabic increased to ten hours per a week. By the end of 1960's, French had no place in primary school though it kept place at the secondary level as far as scientific subjects are concerned. By mid-1970's, the number of hours of Arabic as a subject of instruction increased to 15 hours per a week.

Arabizing the school was an object of reluctance; the punctual system, on step by step aimed to spread the Arabization process of all subjects including all levels (Gordon, 1978, p. 153). The motive was basically around the idea of following a steady Arabization at one interval rather than doing it rigorously. During the period from 1976 to 1978, the rate of Arabized classes in primary and secondary school levels increased from 1/3 to 1/5.

Several laws, decrees and ordinances were enacted in favour of Arabization. For example, the national charter (1976) declared Arabic to be the sole official and national language of the nation (p.66). Though, foreign languages were also mentioned due to the fact of globalization that emphasizes the importance of modernity and technology.

In 1977, Mostefa Lachref was appointed as minister of primary and secondary education by Boumediene. This year has witnessed a rapid “Arabization” policy. In April 1971, a group of cadres decided upon Arabizing 5/4<sup>th</sup> grade of primary education.

By 1991, all disciplines were taught in Arabic in the Algerian educational system. The teaching of French was at the 4<sup>th</sup> grade of primary education while English was taught starting from the 8<sup>th</sup> grade of middle circle. During that time, Algeria had witnessed one of the most bloody conflict in her history; the black decade as it took its name tend to deepen the gaps of hostility between pro-arabisants and advocates of French who found themselves obliged to exile. “*The language issue had gradually developed into an intense passionate unsolved debate*” (Bensafi, 2002,p.837)

After the death of Boumediene in December 1978, Mustefa Lechref was replaced by Mohamed cherif Kherroubi , this accelerated the disturbances of 1980’s (Robert, 1983,pp. 231-232)As from 1962, the Arabization process had fragmented by virtue the Algerian educational system to ascertain national identity and enshrine the language of Islam. As it is pertinently mentioned in the Tripoli programme, June,1962:

**Giving back to Arabic its expression, its dignity and its effectiveness as a language of civilization... The Arab language and culture will thus fight against cultural cosmopolitanism and Western impregnation which have contributed to accusing many Algerians of the contempt of their language. (Author’s Translation)**

**Rendre à l'arabe, son expression, sa dignité et son efficacité en tant que langue de civilisation... La langue et la culture arabes combattront ainsi le cosmopolitisme culturel et l'imprégnation occidentale qui ont contribué à inculper à beaucoup d'Algériens, le mépris de leur langue. (Original Quotation)**

During the 1990's, the Arabization process continued to confirm steadily its position in higher education. Yet, it is customary to mention that this policy that has prevailed since the independence seeks to ensure monopoly in education. To ascertain that, in the 22<sup>nd</sup> of July, 1991, the ministry of higher education announced total Arabization of higher education from the onset of the academic year. By July 1991, CA was the only language used in public life. The paradox here, is that French governs economy, research, and then it could not be competed with Arabic, as the latter does not serve the needs of the large segment of Francophones or even their job profile.

In 1990, pro-Arabized students at the University Science and Technology in Bab Ezzouar (Algiers) raised loud by their calls against the French language, demanding for its total removal from the university curriculum. (Graig-A Sirles,1999, p.124). it was standoff whose end path was unknown whereby Arabic was elevated to the supremacy, at the same time, found no means to oust French differently. The status of French is no easily to be through away, as no alternative is ready at hand. Thereafter, Arabic merits a huge scientific load to stand on its own.

Among the controversial issues that Algeria has faced about its languages are more seriously affecting the overall linguistic image. The ambitious objectives of the state for unification have sharply complicated its case as a multilingual country. Fergusson (1959b,p.375) quoted in Shieffman (1996) states that

**In every speech community attitudes and beliefs are probably current about the language of the community as well as about other languages and language in general. Some of these are true, i.e. correspond very well to objective reality, others are involved with esthetic or religious notions the validity of which cannot be investigated empirically, and still others which purport to deal with facts are partly or wholly false. All these attitudes and beliefs, regardless of their truth-value, will be called here ‘myths**

The willingness of favouring Arabic has always been a subject of polarization. So, Arabization as mentioned earlier is linked to a rigorous consideration. Instead of being a tool of well-accomplished state educationally, it has received criticism, merely, due to the incoherence of the educational system.

As for Berber, the resistance increased intensively in tension through its eminent use within its linguistic ground even in administrations. However, to make it feasible, Boumediene allowed the re-introduction of Berber studies at Algiers University for 7 years (1965-1973). Prioritizing Arabic at the expense of French emphasized strictly the importance of re-gaining “*the Arab Face*” (*Le visage Arabe*) (Grandguillaume 1997, p.3)

In November 1973, the national commission of Arabization was established under the leadership of Abdelkader Hadjar (Former inspector of Arabic), 180 members were in favour with promoting Arabization.

In 25 August 1971, the students are required to hold a command of Arabic especially those preparing their diplomas in foreign languages by 12/10/1971; there was a national commission to check Arabization in all universities, this concerned infrastructure and budget. Though, in December 1979, there was a strike made by Arabic diplomas holders because of the difficulty to find a place in the job market.

The use of Arabic extended at university level in 1971, all institutions had witnessed the obligation of including Arabic as a subject of instruction for each semester hence, and students were obliged to attend courses of Arabic in 3 main universities Algiers, Constantine and Oran (Gordon 1978). By 1973, geography, sociology and pedagogy were imperatively Arabized. Furthermore, teacher training centres were Arabized in the mid 70's.

As for higher education, there was a total Arabization of the first year of social sciences, law and economy. This decision regarding to its importance could not oust French dominance. In 1987, minister of higher education Abdelhak Benhemeida attributed to setting strategies for Arabization through the national commission the latter got its officialisation after ministerial decision by Abou Bekr Belkaid in January 1988. During the 1980's, the Berber could not remain silent towards an authoritarian Arabization policy, the inadvertence of Berber stood against the agenda of the government that was allergic to pluralism whether cultural, political or linguistic (Benrabah,2007,p.248). The Berber Spring on '*Tafsut Imazighen*' came as a reaction to such policy.



By the mid of 1980's, university graduates went through a two-month strike, denouncing their discontent towards employment whose major cause the unthoughtful language policy. Thus, the job market could not be aligned with the imposed language. Furthermore, in 1990, incompetent students in French did not hesitate to show their anger which was raised through demonstrations at the university of sciences and technology in Bab Ezzouar; a year after, the parliament enacted the law of N 91-05 of the 16<sup>th</sup> of January 1991 which aimed at generalizing the Arabization process. By the year of 1997, a law was issued which warned against the use of any other language except Arabic as far as administrations are concerned otherwise, "*they would pay a fine of about 40 to 200 Dollars*" (Benrabah, 2005,p.425). by July 1998, there was a total Arabization of the Algerian administrations and by the 5<sup>th</sup> of July, the tertiary education was exposed to the same policy as well.

### **2.4.1 Arabization: Critique**

Bensafi (2002,p.838) mentions that Arabization was a tool to satisfy its advocates, in reality '*it was far from realistic as bilingualism was indeed societal*'. The dichotomy between French and Arabic has arisen since independence, the ideology of policy-making struggles to recognize Arabic highly in terms of functional presence in society, in parallel, marginalizing French is a counterpart decision, as it is extremely momentum and proving competence to embrace a better status. Boumediene Benrabah (2013,p.271) mentions that being intimately linked to identity, political power and social mobility, language has become a controversial question and a better battlefield for competing ideologies and invested interests. Wright (2004, p.225) emphasized that language is "a robust maker of group membership and are that not easily changed".

Fergusson (1977) when commenting about language planning, he determines that any effective language planning should logically draw wide regards to the practical planning. There is no other perfect match between societal approval of language and how it is successfully conducted to retain modernizing corpuses.

Low scholastic achievements have not shown that the de jure language being in charge of instruction thereby the Arabic language is highly tied to no-significant political ambitions, with no vision. Though, the French language is mentioned in the Algerian manifesto as a foreign language, French enjoys prestigious position in a large number of fields. In fact, the manifesto declares what is necessary to be the case at a theoretical level, in reality, Arabic as it is stated remains incomparably the language of Islam and one of core elements of identity. Conversely, its significance as language that is capable of participating in the field of science.

In 1986, the authorities found an urge to create the Algerian academy of Arabic language, the motive behind this implementation was the need to promote it in school, media and official cycles (Ibrahimi, 2004,p. 208) the Arabization policy of the 1980's aimed at:

- Opting for one single language in education.
- Arabizing francophone teachers.
- Increasing the quality of training for Arabized teachers.
- Combining Algerianization with Arabic language.
- Increasing the cycle of Arabic through publications.

It is important to elevate the debate about language issue in Algeria from the perspective of absolute nationalism that ascertains identical connection to Arabic. There is share of positive attitudes towards rejecting the idea of substituting Arabic by any other world language for the sake of reaching modernization. To be reasonable, the attitudes that exist towards Arabic may also generate proponents who still believe language is unable thereby to fulfill fervent wishes for a better future. The bone of contention proves that policy makers still, till now could not speed the process by which Arabic can manifest and carry knowledge and modern sciences. In contrast, advocates believe strongly in Arabic because it is the *'language of Islam's holy book, the Koran, and is such a religious and liturgical of all Muslims regardless of origin.'* (Holes, 2004, p. I)

A systematic approach to Arabization should be double checked. Organizations and committees should work deeply on both corpus and acquisition planning. Governments need to pay sizable efforts in order to promote Arabic since the current globalized world forces nations to adopt the western model of politics, culture and economy.

(Suleiman,2003,p.13) affirms that :

**The general trend in Arab nationalist thought is to treat Arabic as the marker of the Arab national identity and as a medium of modernization which, in itself, is in need of modernization to enable it to become the communicative instrument of a flourishing and nationally conscious Arab life in the modern period.**

The language issue is nevertheless murky and raises questions of planning and attitudes. The Algerian case has shown the standing of two types of elites. The former denotes Arabization proponents who strongly consider Arabic proudly with a linkage to nationalism and belonging to the Arab world. On the other part, those opponent francophone elites defend the superiority of French over the world of economy and science. There is a widening gap between Arabic and French because the job market is controlled by the French language.

Needless to say, the decline of a vivid language is regrettable. Arabic has not taken its share from competent and professional linguists. As we said previously, reforms need to be tackled. Hesitations towards Arabic should be abolished. To suit the modern time, rapid implementation of Arabization for instance is never supposed to be on the top list of political agenda, hence, financial support along logical planning would lead Arabic to a safer position. Yet, further arguments prove in a way or another treasury resource of labels existing within Arabic lexicon. Here is a list of borrowed words that were transferred into English which is undoubtedly the dominant language of today's world.

As mentioned earlier, the world today is waking up to new realities whereby some languages are rewarded the position of 'international language' whereas others still resist despite invested efforts to promote their positions. Even so, the fallacy is when we underestimate the value of a local language. Within the same vain, (Halliday, 1972) stresses the fact that all languages share an equal level of importance and hence the concept of '*under developed*' language has no credibility.

To keep a language alive, a TV programme can itself succeed in encouraging the audience to be receptive to the content displayed and then stimulate the desire to debate in response to what has been introduced. This is positive reinforcement to '*language*

*exposition*” that may be advantageous for a long term. While foreign languages are the vehicle of information reception, local languages are undoubtedly the means of sovereignty and pride.

The Arabic language denotes a solid sense of unification to the Arab world. Therefore, the standard variety proves rigorously to grammarians, linguists and even politicians that it carries a magnificent aspect of fancy stylistic meaning, any other developed language in a sense can be powerful because of deliberate technological and scientific revolution, but it may lose evidently in front of the power of language interpretation and complex grammar of CA.

### **2.5 Bilingualism in Algeria**

The linguistic case of the Arab world is framed as being exemplary through the existence of more than one language. Beside Arabic, both former colonial languages such as French and English have extensively dominated fields of science and technology. As such, administration and business are nowadays heavily dependent on these languages, especially English at a greater extent. In an attempt, the phenomenon of bilingualism enforces the emergence of two distinct varieties of two genetically unrelated languages. The initial framework of Diglossia in the Arab world is indeed changed according to historical, economic and strategic reasons whereby Arab citizens find themselves shifting between two linguistic codes to meet certain communicative aims.

Bilingualism is no more tinged with ideological attitudes on the contrary; instrumental motives have led Arab speakers to shift their language use to another and vice versa. As a matter of fact, Arab speakers are likely enthusiastic towards foreign languages. They believe that they can open new horizons for better job opportunities be it

in their home lands or even abroad. However, aside from the advantages of bilingualism, there may be hindsight about the negative effects of foreign languages hegemony on the Arab world. CA can expectedly face a traumatic negligence especially by the pros elites who still hold positive attitudes towards the usefulness of the ex-colonial languages. These languages possess a higher degree of privilege and in parallel; they are acquired – in many cases- as a mother tongue instead of Arabic.

The educated segment of the Algerian society is at least bilingual, not only by chance, but merely by linguistic heterogeneity that is rightly or wrongly becomes a part of the language profile of Algeria. Currently, Berber, the Afro-asiatic language is institutionalized as an official language beside Arabic. This spoken variety has not yet undergone through a codified system though it is the mother tongue of about (1/4) of the Algerian population as estimated by (Chaker, 2004)

### **2.6 Berber: Status Planning Issue**

Since Berber is a native language of about ¼ of the population (Chaker, 2004) it is indeed legitimate to raise the demand for its recognition. However, this struggle has been a plight for berberphones in particular. On March 10<sup>th</sup>, 1980, the Algerian authorities banned a lecture of the novelist Mouloud Maamri. This event had been leading to massive riots by demonstrators whereby they called for a linguistic and cultural recognition. Since all decrees and ordinances stood in favour to Arabization, it was merely “*accused*” of trying to exclude the Berbers, who at last prefer French to Arabic. (Djité, 1992,p.22). The Arabization policy had increased tensions between arabisants and berberphones as far the language dominance is concerned. This was an opposition against ethno-linguistic plurality. Berbers’ aspirations towards their language were sacred. Yet,

while these ambitions were loudly raised, in 2002, Tamazight was finally made ‘*national*’ language. As cited in the Algerian constitution:

First and foremost, Algeria is not a characterized by the existence of one language, but rather, language varieties like Berber are linked to identity that can be hardly given a second thought. It was believed that the efforts made to promote Arabic could unify the country and exclude varieties, that are in a way or another, for the government in place, a hindrance that leads to a purely heterogeneous society.

As for Chomsky (1979,p.191) “*questions of language are basically questions of power*” and then the long understanding of keeping Arabic dominant would deepen hatred towards it and its people by the minority berber speakers. During the presidency of Chadli Ben Djedid (1979-1992) a series of modifications were done to enrich the national charter of 1986. The Arabic language remains the politically ‘*exclusive*’ language. It was dominant in several domains and cited within the constitution of 1989. The tacit co-existence of languages, one is preferably at a top-down level is confirmed to mere ideology. Benmayouf sees that “*problems of the mode of unity are not resolved*” (2010,p.38). As far as education is concerned, the linguistic preference of CA seems to give attention, the question that merits to be asked whether Algerian students are capable of using CA outside the school and how they could deal with the job market that is dominating by French. Choosing one language whose the socio economic reality is dominated by another is to be a hazardous decision that most of the time language planning is criticized to serve the agenda of elites (Fergusson, 2006,p3)

By 1989, the constitutional reforms that had been initiated by president Chadli led to the creation of the Berber-based political party (RCD). Indeed, the reforms were purely

based on the need for the recognition of Tamazight as a national language. Furthermore, the world Amazigh congress was created by the year of 1995. Initiatives for Tamazight paved the way to “*raise the Berber identity consciousness*” (Chaker,2001,p137). Also, the year of 1990 witnessed the creation of the Amazigh language and culture department in Tizi Ouzo. One year later, on October 1991 a second department was installed in Bouagi (Ibid, p138).

The aforementioned political initiatives aimed at glossing out their invested efforts to honor Berber with a better position. Yet, the whole situation of Berber in education was subjected to pressures which are tightly tinged with political motives (ibid, p139). As a matter of fact, initiatives of such kind could not reach satisfactory results to preserve Tamazight as an endangered language. However, for an unstandardized language, progressive footsteps should be compatible with developed methods of language standardization. For this to happen there will be a huge need to a successful institutionalization and hence solid corpus planning. Without doubt, Berber opponents hold great expectations which can only be portrayed at the practical level. The status of any given language is bound up with either efficient or jeopardized language policies.

As any mother tongue, Berber language advocates have never ceased their calls to integrate their language into the educational system. In order to preserve a language, it should initially gain ground in the educational system. By 2005, Berber was included with 3hours of instruction per a week (Benrabah, 2007b,p.77) as a subject of instruction. It is worth mentioning that Berber was firstly introduced in 2005. However, teaching Tamazight has not yet reached the entire territory of Algeria especially in non-Kabylian regions.



Benbouzid, one of Algeria's ministers of national education is among the pros of Berber whereby it has been introduced in both BEM exams by the year of 2007 in addition to including it in the Baccalaureate examination a year after. It should be assumed that the political discourse intended to forsake the status of Tamazight at schools. Nevertheless, the problem raised here centers around the problematic tinged to Berber as being a dialect and not a standard language. Attitudes towards Tamazight may not solely change to positive if it is only displayed through road signs and administrative ones. A well-designed careful corpus planning can effectively enhance the image of Tamazight as a "*language*". Undoubtedly, Tamazight has been boosted by politics since independence (Silverstein 2003p92). Furthermore, McCarty (2011b,p.8) acknowledges:

**I have characterized language policy as a complex sociocultural process (and as) modes of human interaction, negotiation, and production mediated by relations of power. The "policy" in these processes resides in their language – regulating power; that is, the ways in which they express normative claims about legitimate and illegitimate language forms and uses, thereby governing language statuses and uses.**

Political decisions in regards to languages are a question of power of decision-makers to either promote or sideline a given language. The linguistic scenery is shaped by the quest for decreeing the status and uses of languages which may negatively respond to the population sociolinguistic aspirations. Since languages are human means of social interaction and everyone self-identification both identity and culture are compulsory. We can point out that Tamazight has been awarded little currency compared to Arabic or

even French. If we go by the fact that minority languages are affected by stigmatization. At a practical level, Berber opponents, those who belong to the elite class solicited their battle towards recognition by increasing publications and hence readership. The majority of Berber writers favored to choose French as a medium of expression.

Chaker (1997,p.82) asserts that

**Il est certain que l'influence française a été particulièrement forte en kabyle-y compris chez les nationalistes kabyles qui rejetteront plus tard la tutelle coloniale mais qui empruntent tous les traditions républicaines française.**

The impetus behind gathering link with the French language by Kabylians lies with the fact of considering such a language as a tool of expression despite being the language of the enemy.

The fact of “*Amazighness*” is majorly interpreted as the ability to speak the Berber language (Al Aissati, 2001). Though, this remains an estimate since there are Berbers whose native language is Algerian Arabic, they are mainly ‘*Arabized Berbers*’ (Chaker, 1998,p.16). Those who raised the call for the sake of recognition in favour to Berber had been pejoratively seen as rather disfigurers of the national identity whose sole language is Arabic. Unfortunately, any trial to exclude a language despite being omnipresent in the linguistic landscape tends to be detached from reality. Imposing one language at the expense of another proved from the outset that it will certainly lead to little or no gains.

The fact of multilingualism for most language policies is hampered by the idea of homogeneity which is bound up with the principle of one size fits all (Lobianco & Aliani

2013) within the same vein, (Tollefson 1991,p.5) regards the decrepitude of language diversity as “*unrealistic*”.

All in all, decolonized nations tend to share a common idea of returning back to their roots by selecting one “*language*”. This concern arises an important point to the surface which can be subsumed under the following challenge: **(i)** impose the one-mold of ‘national language’ **(ii)** disheartening the minority by marginalizing their language. **(iii)** Demands for recognition become a question of dissimulation. **(iv)** Lead to clear outcomes on the contrary such as: linguistic discrimination.

Wardhaugh (2006,p.359) contends that “*if a community with a minority language wishes to keep that language alive , it is allowed to do so but at its own expense*’ . Despite the recognition of Berber as an official language by the Algerian institution in 2016, corpus planners are faced with the thorny issue of standardization. In order to make Berber in par with Arabic, this requires huge efforts at least to make a second selection of its writing script. The problems here center on ideological bases. Nevertheless, no official will towards the adaptation of one definite script has been notified so far. Additionally, Abdelrazak Dourari, a director of the national teaching and linguistic center for Tamazight (CNPLET) advocates the use of Arabic script . This may be due to the fact that the greatest majority of Algerians are arabophones.. Unquestionably, the official recognition of a minority language without a census about its corpus planning will spell failure over it and hence curtail the ground of codification enterprise.

It is relevant to recall (McDougall, 2003) words who maintains that

**the dynamic versions of Kabyle political life and community organization- whether in explicitly political and partly apparatus, more diffuse cultural orientations and demands on, yet more broadly , the enactment of Kabyle community itself is explored in three arenas; the local, national and transitional whose complex interrelationships are delineated.**

**(P.8)**

Looking at the case of France, several minority and regional languages co-existed side by side such as: Breton, Basque, Occitan, Flemish, Catalan, Corsican and Franco-Provençal (Wardaugh,2006, p362). Moreover, the official de jure language of the country is French. The issue of minority language survival and demands for institutionalization is not solely limited to newly decolonized state. Yet, this seems to trigger a plethora of conjectures in regards to spreading the feeling of inferiority among endangered languages speakers. Weistman (1990) argues that

**Language policy and planning can assist efforts to change a state and society in a radical way: changing identities, replacing one elite by another in a state apparatus and altering patters of access to reflect replacement of a dominant class or ethnic group. (p. 14)**

As a matter of fact, the promotion of minority languages implies a breach in the linguistic form designed by planners. Basically, only one language is benefited from the privilege of being dominant throughout all walks of life. Likewise, in 1928 Ataturk outlawed any use of Arabic script as far as Turkish is concerned. (Wardaugh, 2006, p.362)

It is worth to note that languages are condemned to survival, maintenance or even loss and death. As far as Algeria is concerned, Arabic at one hand has been the safeguard of the national Algerian identity meanwhile Berber runs counter to the interests of non-berberphones. Arguably, there is an equal status assigned to minority languages faced with the current situation of Berber as only a dialect. One might assume that even Arabophones dismiss the value of Algerian vernacular Arabic. Most attitudes reveal the fact that the dialect is a corrupt version that can be hardly compared to SA. It is rare to hear projects which go in favour with promoting vernaculars.

### **2.6.2 Corpus Planning: Issues of Standardization**

In spite of the officialisation of Tamazight, there is an absence of an elaborative corpus planning. This language has not yet found an adequate transcriptive system. Scholars have initiated its codification process. Two interesting pieces of work have been introduced by Mouloud Maamri (*Tajerrunt n tmaziyr* (tantala taqbaylit) in 1976 and also *Almawal* which is basically a twofold dictionary (Berber/French, French/Berber). Maamri is the first linguist who effectively reproduces a systematic grammar. Afterwards, he re-published (*Précis de Grammaire Berbère*) in 1986.

A considerable number of initiatives have been launched, to name but a few, the Berber Academy of Cultural exchange and Research (henceforth ABERC) in 1967. Two years later, it became the Agraw Imazighen under the leadership of Mohand Arab Bessaoud. Additionally, the high commission of Amazighité (HCA) has been created during the presidency of Liamine Zerwoual (1994-1999). It aimed to promote Tamazight language and culture.

The obstacle perhaps today for Berber is the issue of standardization that is still far-fetched. The problematic goes back to the type of script to be selected. Berberphones prefer the use of either Tifinagh<sup>1</sup> or Latin. On the counter part, Berber arabophones find the Arabic script more convenient. According to (Tilmatine and Suleiman, 1996) there are twelve variants of Tifinagh distributed over the Berber groups.(Grandguillaume, 1996.p17) affirms that

**Les langues quotidiennement parlées au Maghreb ne sont pas écrites, mais exclusivement orales : elles sont des variétés régionales, soit arabes, soit berbères. Elles sont mises en opposition, principalement les parlers arabes, avec une langue essentiellement écrite, (ou limitée oralement à des usages savants ou religieux), dite arabe classique ou littéraire. Cette opposition est universelle dans le monde arabe.**

**The daily spoken languages in the Maghreb are not written, but they are exclusively oral. These are regional dialects either Arabic or Berber. They have been put into an opposition, principally with Arabic dialects with an essentially written mode. (Or orally limited to both scholarly and religious uses) called classical or literary Arabic. This opposition is universal in the Arab world.**

**(Author's translation)**

Arabic advocates believe that both Berber and Arabic share similar characteristics as far as the writing system is concerned. They mostly go further to argue that while the Algerian society is mostly arabophone, choosing the Arabic script would be undoubtedly a great option especially for learners at schools. On the contrary, many scholars suggest the use of Latin script. For them, Tamazight needs to be internationally known and therefore only Latinization could make it possible. The process of Latinization is said to be firstly introduced by Jean Michel de Venture de Paradis, he opted for the Latin alphabet to transcribe Kabylia and Chleah varieties. To mention, the Latin script is widely used in the regions of 'great Kabylia' unlike the Arabic one which is dominant in areas such as: shawiya, batna and kenchla. Ideology is what makes the process latent in nature. What is of paradox is that those who desire the choice of Latin script are majorly francophone elites.

(Baker, 1992, p.10) reports that *'the status, value and importance of a language is most often and mostly easily (though imperfectly) measured by attitudes to that language'*. Built upon this quotation, attitudes towards a language, be it, foreign or native depend mostly on ideology. They cannot be revamped easily unless critical analysis is made. Berberphones, had not been pros to Arabization itself, but, rather

against its imbalances that tended to favour one language at the expense of another without paying a sizable attention to the fact of diversity. At a practical level, Algeria is multilingual. We can notify that the stability of its linguistic situation has witnessed a flux of changes. Dialectal Arabic for instance is the mother tongue whereas classical Arabic is a variety that fits sophisticated and academic circumstances.

Within a globalized era, in order for a language to be persistent in front of the world changes, policy-makers would strictly stretch the contours of the way through which a language can lead to socio-professional opportunities. Endangered languages face the threat of extinction due to the hegemonic imposition of world languages. To impose a given language with whatever means is an issue that has increased in intensity and hence brought to light a new juncture away from patriotic beliefs, but, rather it is of a purely practical approach for a successful language planning.

Any language that could not reach a codified system tends to witness plentiful vagaries as far as the context it belongs to is concerned. So as for Berber to be omnipresent amidst Arabic and French, it needs first to establish a solid system of orthography and terminological dictionaries, in addition to effective language documentation. This is very challenging for a language which has not yet agreed upon a clear written mode. Linguistic corpora would give a boost to the language itself. Any language should be set on motion only if it is already taught at schools. It is hoped for Berber to adapt Tifinagh as a writing script so that it could generate positive attitudes from the non-speakers of Tamazight as they represent the majority of the whole population. The school meanwhile teaches languages to be affiliated to today's world. However, the fallacy that stands against Berber results from the motive behind its utility and what could learners achieve through learning it? As mentioned earlier, the native



language opens windows of both cognitive and affective development besides being a means of communication. It is perpetuated to preserve the ethnic identity.

Berber is recorded to be one of the oldest and authentic languages in North Africa. It has weightily become a subject of concern to the ongoing language investigations. In Algeria, despite being elevated to the status of an official language, Berber is still encapsulated within the debate of its codification. Once alerted, sufficient efforts and maintenance should be implemented so as Berber could be a language of utility for the current and future generations.

### **2.6.3 Berber Language in Education**

As for teaching Tamazight, the government has not decided upon the use of a definite variety when it comes to school manuals. In fact, five different linguistic forms were aligned vis-à-vis the region by which the variety is spoken. Hence, the three scripts mainly Arabic, Latin and Tifinagh have been adopted.

The Berber conflictual reality has led to the escape of a generation of Kabylis to France so as to continue their own battle of recognition. However, it is to mention that hatred towards Arabic language has reached its climax. The gap between Arabic and Berber today is the result of colonialism. Prior to the war of independence, Arabic and Berber were tied in a harmonized manner. The problem of which language to be selected was aggravated after the construction of 1963 which glorified the place of Arabic at the expense of berber who felt themselves at times, hampered by the Algerian authorities. In 1973, the “*groupe d'études Berbères*” at the university of Paris Vincennes was launched for the sake of teaching Berber language and culture. Surprisingly, non-Kabylis scholars took part in this initiative such as: Pierre Bourdieu and Ernest Gellner. Afterwards, in

1978, the “*groupe*” launched the “*Ateliers Inedyazen*” in France. Haugen (1966,p.278) mentions that: “ *Nationalism is not only or even primarily directed against outsiders; it is also a sentiment of cohesion among the members of the nation, a loyalty which transcends as the practical or regional attachments of primitive community*”.

The issue of Algeria goes beyond status planning. As mentioned earlier, it is a question of which language is to be dominant. This sentiment leads to hostility of Berber against Arabic. Pigozzi (1993,p.3) acknowledges the importance of tolerance in relation to attitudes towards languages of its people. Hence, it is neither the case in Algeria at the dawn of independence nor currently.

## **2.7 Algerian Educational Reforms**

President Bouteflika after being elected in 1999, declared publically that the Algerian school is suffering from random planning. While the Algerian diplomas were internationally recognized, their value is currently moving to a decline. As a result, the need to radical reforms became a priority on his presidential agenda. Djebar (2007,p.176)) clarifies that the educational system faces huge imbalances, so far experience and good leadership are totally absent. In the 13<sup>th</sup> of May 2003, a new educational reform has been introduced by the national commission for the reform of the educational system (CNRSE in French).

The major aims of this reform have been layered as follows:

(1)To reestablish a cohesive vision for a successful school system (2)To restore international worth to the Algerian diplomas (3)To develop a good pedagogy for the school and increase the quality of education and training.

Bouteflika reforms were not implemented earlier because of the lack of legitimacy (Benrabah, 2013). After the “black decade”, the president mentioned to establish peace and tolerance among the Islamists and democrats alike, was extensively arduous, thus, the ideological war made all uncertain language policies on the edge of all conflicts.

The reform has reshaped the Algerian school system; there was a substitution to the fundamental school. As far as primary education is concerned, five years were introduced instead of the previous one which contains six years. Additionally, the final examination takes place in the fifth year unlike the previous system in which the 6<sup>th</sup> grade was the final year of the primary level. The middle school level has also subjected to change; one additional year was added so that students get 4years instead of 3.

Also, during the late 1980’s, the majority of young Algerian people suffered from unemployment. While scientific and technological sectors were led by French (Mostari,2004). Arabized Algerians found themselves banned from the job market, this becomes clear when Arabization acts as “fusion” that leads to no carrier fulfilment. The regime failed at bringing together economy and education hand in hand. Unfortunately, committing to Arabic without clear approach, is a step backwards against Arabization.

In retrospect, the year of 1964 witnessed the creation of the so-called (Centre National d’Alphabisation) thereby to elevate the rate of literacy among the population, rightly so, illiteracy was 86%, 14% of the remaining, 3,5% Arabic, 7,7% French, for both 2,8% (Djebar,2007,p.176). The national Centre of Literacy Education (NCLE) aims to :**(1)**Widen accessibility to knowledge **(2)** equip learners with basic skills “reading” and “writing” **(3)** build cultural awareness **(4)** promote self-esteem and respect.

In order to fight illiteracy, much attention seems to be paid to 1965, Algeria took part in the UNESCO programme to widen adults' knowledge not only in education, but the concern had encompassed majorly work, agriculture and even industry. In addition, the promotion of Arabic was heavily voiced to be the *tongue* of education as it was declared during the first FLN congress on June 1964. There was a healthily driven motivation behind Arabization and its tight linkage to literacy.

The reforms that had been initiated aim to meet economic growth (Toualbi-Thaabib, 2006, Tawil, 2006). Within the era of globalization, efforts need to be developed in order to attain strong collaboration at an international level. In recent years, Algeria has become among all other nations, an emerging nation vis-à-vis other decolonized nations that are, on the ground, working to strengthen the school system. In the 2<sup>nd</sup> of October, the UNESCO signed a contract with the Algerian side in order to fund the educational reforms (Tawil, 2006). It was respectively called (PARE) Promoting of Support for the Reform of the Algerian educational system.

The teaching methodology was a subject of concern, the overall approach of teaching has shifted from a completely goal based to competency based. Increasing the students' know-how was among the objectives. In reality, visualizing the essence of education from a more pedagogical lens, the premise was to liberate the school from randomness and tension towards an enlightened one.

In 1998, all public institutions and administrations were obliged to use no other language except Arabic (Maamouri, 2009, p.86). President Chadli issued the law of 1991 (N91-5) to generalize the use of Arabic in education. In fact, the law was postponed until 21<sup>st</sup> December 1996 under the presidency of Liamine Zeroual (1994-1999).

The national commission of reforms was appointed to evaluate the school system in addition to recommending better alternatives. Among the recommendations:

- Teaching French starting from grade two in the primary level
- Frenchification of scientific subjects in secondary schools.

In spite of the fact that the recommendations aim to remedy the deteriorating school system, pros of Arabic consider the step as a revival in favour with French. Paradoxically, the French enjoys something of revival (Maamouri, 1998,p.10). In May 2006, a ministerial decision has been made to move French from grade two to grade three (Benrabah, 2006). As a matter of fact, scientific subjects at re-university level remain under Arabic conduction to satisfy the pan-arabists and keep the language issue away from heated tension.

From the centrality of the language issue, scientific subjects at the university level are exclusively delivered in French, what is debatable is that monoligualism at pre-university level. In an attempt, Chaouche (2006) emphasized that students are faced with sudden shift that may not be well-equipped to deal with it competitively.

Arabic can be seen, mostly by those bilinguals as drastic, never attaining a status of advancement. Scientific technological fields are indispensably a window of economic growth. The Arabic language, regardless to it its authenticity if confirmed to be modernized if its importance can be reached at a practical level. What is pejoratively the case, is the Classical Arabic is always compared to French dominance inherited after independence (Mostari,2004,p.3)

Despite the reforms done to promote Arabic as the “*only*” language of society, its position was immense to the Algerian linguistic reality. Any language has to serve social functions and hence to be the vernacular means of science and technology.

The language situation in the educational system proves from the outset to be homogenous. However, a large number of students suffer from the language handicap whereby the results of official exams decline. Once students finish their secondary school education, they are exposed to wake up entirely to a new reality shaped by the exclusive dominance of French in scientific fields at university. Within the same vein, Ahmed Terra via an interview conducted by Farid Alilat on *Jeune Afrique* (11/10/2016) affirms that “ *une large partie des bacheliers ne maitrisent ni l’arabe ni le français, et affichent des lacunes ahurrissantes dans les matieres scientifiques*”

Since the educational system is moving towards deterioration, K.T Ibrahimi (2015) suggested the urgent need to encourage translation of scientific subjects manuals. So as to equip students with the needed terminology, this may lead to satisfactory outcomes. She further recommends teaching some scientific subjects in French to be compatible with higher education. Within the same vein, the ministry of national education under the leadership of Benghebrit suggested in 2015 the idea of teaching scientific subjects in French in both middle and higher school. The aim has been majorly centered on proving flexibility to an educational system which has been for decades subject to acid criticism due to ideological orientations.

By the beginning of the year 1979, the reform of the fundamental school was brought into light. Full Arabization had been completed officially in 1989. At the secondary level, there was the first Arabization promotion in 1986. In 1989, it was the first Baccalaureate

Arabized holders including all subjects. As for higher education, the year of 1971 witnessed a total Arabization of philosophy and history<sup>2</sup>. As for foreign languages, between the periods of 1970-1990, the French language teaching was mandatory as a school subject starting from grade four at the primary level. Meanwhile, English was reserved till the 8<sup>th</sup> grade of middle school. There was an establishment of the General Inspectorate of English in 1969. Later, the second was in 1972. It is worth mentioning that among the deteriorating reforms that Algeria opted, mainly the one of introducing English starting from the 4<sup>th</sup> grade at the primary level alongside French; A step which was meant to stop the French language hegemony and replace it by the intermediate use of English.

The reforms of 2000 have witnessed huge changes at the level of the educational system, among them, the introduction of the pre-school level for five years old children. The primary level has been decreased in years to five years instead of six. As for the middle school, it was increased in years, mainly from three to four. When it comes to the secondary: two major streams shape the first year which are general, technical and vocational. The reforms also consolidated the law which promotes total Arabization of school subjects in addition to the introduction of universal symbols as far as teaching mathematics and chemistry is concerned. Among the major wills of the reformers, the insertion of ICTs in education and encouraging also the “know-how- through the CBA approach.

### **2.7.1 Reforms of 1962-1976**

- Teacher training influenced by the French model.
- Scientific subjects taught in French
- Lesson inherited from the French model
- International cooperates to aid the educational system
- Total Arabization of the first and second years of the elementary circle.
- The introduction of 10 hours of Arabic language teaching from 3rd grade till

the 7th grade at the elementary level

- Arabization of the 3rd year starting from 1969-1970 school years.

### **2.7.2 Reforms of 1976-2000**

- Nationalization of education
- 1976 charter, supplemented by the constitution of 1996 in its article 53.
- Arabic language of instruction
- Training citizens in the Arabic language
- Progressive Arabization of human and social sciences
- Arabization of scientific subjects at the pre-university level.
- Compulsory education until the secondary level
- Free education
- Material support to families to increase school enrolment
- Private schools were enacted from the end of 1980's
- Algerianization of educational means and particularly annuals.



### **2.7.3 Reforms of 2008-2009**

- Preparatory education is provided in preparatory preschools, kindergartners / infant classes in primary schools for children aged between 4 to 5 years old.

### **2.7.4 Reforms of 2000-2011**

- Executive decree of August 29, 2004 and the law of February 23, 2008
- Arabization of school subjects (scientific)
- Universal symbols for teaching Mathematics and Physics/Chemistry
- Free education
- Teaching foreign languages earlier in schooling: French/ English

## **2.8 Languages in Algeria: Linguistic Trauma**

What is debatable is the fact that in Algeria particularly the Arabic language has either rightly or wrongly gained privilege from religion. Spolsky (2004,p.61) argues that many other Islamic nations or even those having Islamic majority do not have Arabic as their chief language (eg:Palustan /Indonesian). Thus, the language policy in Algeria need to pay more attention to people's attitudes towards languages being in competition, this opens the door towards equality between both monolinguals and bilinguals.

In a broader sense, the authorities are fully aware of the status of French in the Algerian society even though they stick to monoligualism as a "norm". Entellis (1981,p.203) confirms that "these arabisants unprepared to cope effectively with French – language instruction- and therefore destined to "dead-end jobs". It is worth mentioning that some students could find their path towards adopting a new medium of instruction and hence share equal chances with Arabic- French bilinguals. However, this could not

be generalized over all students. The status of French indicates that monolinguals are found in a stand where they can choose either between acquiring a relevant competence in French or change simply their path of studies or even research to Arabic .

Lewis (1981, p.262) cited in baker (2006, p.210) confirms that

**Any policy for language, especially in the system of education, has to take account of the attitude of those likely to be affected. In the long run, no policy will succeed which does not do one of three things: conform to the expressed attitudes of those involved; persuade those who express negative attitudes about the rightness of the policy; or seek to remove the causes of the disagreement. In any case, knowledge about attitudes is fundamental to the formulation of a policy as well as to success in its implementation.**

The exclusion of French language with whatever means was a question of dignity *par excellence*. The polarization of the language issue in Algeria seems to be a bone of contention amongst Algerians themselves. Those who defend to legitimize CA to be in a prominent position, face a huge handicap when it comes to mastering it. There is a huge ambivalence that needs to be analyzed not only from the surface; however, it merits a fervent attention. It is not surprising to relocate the language issue aside from its socio-political sphere rather Algeria represents a mosaic linguistic situation that is sketching the status of each language or variety in a heterogeneous pictualization. Algerians ironically speak both dialectal Arabic and Berber with all its varieties; however they do not show any obvious competence in CA despite its status and an official and national language,

merely taught at school since pre-schooling. Paradoxically, the French language enjoys the status of a second language.

President Bouteflika proved his openness towards languages in Algeria. He believed that the key of modernization and nation development depend on its linguistic tolerance towards the notion of “*multilingualism*”. In 1999, he stated that “Algerian does not belong to the Francophonie, but there is no frozen attitude towards the French language which taught us so many things and which at any rate opened (for us) the French culture”. (Cited in Morsly 2004,p.181) (Cherrad ben Chefra and Derradji 2004,p.168)

In a similar vein, in 2002, the head of diplomacy Abdelkader Benkhadem, in Summit held in Beirut, showed that teaching French can never be a hindrance, it has an utilitarian value and any other foreign language. Attitudes towards French by Francophones confirm that the French can never oust Arabic for its position but at the same time, one should at least think objectively and direct school towards a specifically quality-based path. Katib Yacine also contends that French helps us proclaim our belonging to the Algerian community.

Aside of these, it is not erroneous to question the extent of Arabization efficiency and practicability, paradoxically, cadres in administrations got their training in French, shifting to CA overnight was drastic, what was ignored majorly, was the sudden change that in a way or another increased the issue of language intensively and then workers find themselves unable to deal effectively with the pace of such processes. The attempts at rooting Arabic with the Algerian sociolinguistic landscape had been clearly ousting the existence of French, even the names of streets were replaced by Arabic and Algerian names for instance, “*La rue de Baudelaire*” was altered by “*sharaa*”, *Sakeit Sidi Youcef*

in October 1976 (names of avenues) (Mostari, 2004,p.4). In parallel, national status was Arabized, all signs too, in addition to weekends where Friday was chosen to be a free day instead of Sunday.

The Arabization policy was undoubtedly regarded as the sole component of social cohesion and national unity. CA, the language of Quran found strong proponents to keep its use as extensive as possible among the whole Algerian population what shaped the ideology of policy makers at that time was the ignorance of co-existence of set of languages and dialects overwhelmingly pursuing a rapid Arabization process that tended to be baked into education. As a matter of fact, Bentahila mentions that:“ it seems to be generally agreed that CA is the most appropriate vehicle for Arabization, for two main reasons: it links with the religious and cultural heritage and its role as a unifying factor in the Arab world” (1987,p.235)

Among those who stood against the stringent “*Arabization Policy*” was Mustafa Lachref, one of Algeria ministers of national education (1977-1979). He advocates for bilingualism reform that proceeds prior to total Arabization. For him, Arabization overnight is a huge challenge that merits a sufficient savoir faire. As for arabisants elites, his critique was interpreted as misleading to the Algerian identical character. Le Roux(2017) outlines that “*language and its use a primary social, political, ideological and psychological issues in Algeria and closely connected to the citizens’ search for identity* (p.113). Arabization became a subject of confusion where advocates pressure turned it to real fragmented struggle.

In 1966, Houari Boumediene launched a publishing house (SNED) (Société nationale d'édition et de Diffusion) to promote Algerian writers' written work only in Arabic. In May 1975, the first national conference on Arabization was held with the aim of setting further goals for the Arabization policy particularly in education. (Mostari,2004,p.30). Kateb Yacine perceived arabisants far from being a tool of Islamic value, as an impulsive way of thinking (Kateb, p.99). Indeed, Grandguillaume (1983,p.31) concludes that *"l'arabisation constitue pour certains un retour aux sources, à la langue des origines"*.

By 1974, no francophone teachers were trained. Surprisingly, only competent users of Arabic were eligible for job after 1971 (Abu-Haidar,2000).The conflict of language, which appeared to be driven by governmental hope to restore the Algerian identity and that patriotic belonging to the Arab world, was against the tide of modernization. French advocates regard the expenditure of Arabization ill-oriented and lacks a logical methodology for its implementation, they always link modernization to French as it opens the window for the world of science and advancement. One might confess that the gap between the arabophones and Francophones was widened. The issue of language has become such more severe after independence. President Boumediene 1968 stated that "without recovering that essential and important element which is the national language, our efforts will be in vein, our personality incomplete and our identity a body without a soul (Cited in Bouhania, 1998,p.26/ Mostari, 2004,p.26)

The black decade designates eleven years of bloody conflict, one that is stretched involuntarily in Algeria's history. After winning the election by surprise (Sharkey,2012) the Front Islamique au Salut (FIS) led by an islamist group gave rise to an arduous civil war. For them, Arabic should restore its rightful position whether or not berberphones or even Francophones would have their share to rejecting it.

During 2001 violent riots that started in the capital of great Kabylia “Tizi Ouzo”, but spread fast to Algiers in June. Demands for institutionalization as their linguistic right, they saw no equivalence between standard Arabic and the language of the original people. What was portrayed as urgent was the recognition of Tamazight as a national language in 2002. Through re-considering the linguistic situation of Algeria bearing in mind its cultural diversity, Albirini (2016, P.7) highlights:

**Language attitudes are an integral part of the study of language and key to understanding an important dimension of its sociolinguistic context, namely, the common beliefs about the language varieties used by speakers in a given speech community.**

It is not erroneous, though, to maintain that language which has not gained a wider communicative dimension is a useless one. In parallel, given to a language is triggered by the factors that exist within its environment. Tamazight speaking community as an instance has risen the call of legacy and mere sovereignty. Therefore, the language has been able to stand alongside Arabic at the constitutional level.

Integrating the mother tongue within the educational domain is prone either to developing the sense of belonging to one’s own culture or yielding to predicate intolerance towards other languages. Children may feel trapped between intermingling case of the “native language” and the supposed learnt language generally referred in this context to SA.

Tayeb Benbouzid one of Algeria's ministers of higher education stresses heavily the importance of English and its promotion for better prospects. Likewise, the current minister Chems Eddine Chitour recommends writing graduation theses in English as well as official documents at the level of higher education institutions. Ager (2001) contends "language policy represents the excessive of political power, and like any other policy, may be successful not in achieving its aims." Along the line with initiatives go hand in hand with the English language. In 2008, a partnership was gained ground between the ministry of national education and the British council so as to promote the teaching of English especially among middle school pupils. From the American part, both the US Embassy and *Berliz* Centre opened a programme in order to teach English.

Algeria, as any other decolonized state has been obliged to reconsider its linguistic reality. However, policy makers faced themselves trapped between choosing Arabic as the sole language of the nation and dealing with the intermingling scenes of languages and varieties of languages. The country was subject to an aggravate plight where the French colonialist left a hidden tortuous impact on Algerians who translated their rejection to French oppression by their struggle for independence (Weitzman, 2011,p. 37)

It is worth mentioning that the status of French in Algeria especially after independence has gained a widespread impact which arises a severe issue to language policy makers. This fact has augmented as French occupies most Algerian institutions in several fields. Fostering the only-Arabic policy has not reached yet a satisfactory outcome. Nevertheless, language planning falls into the tramp of politics which rather seems hard to be selected efficiently. To be blunt, the French language is the main medium of politicians at hand in order to address the Algerian population (Berger, 2002,p44)

More perplexing still is that the linguistic scenery of the country has not been dominated by Arabic as decision makers expected. The sought –after decision to achieve a monolingual nation seems to be detached from reality which therefore prevailed miscalculations and even reasoning. Le Roux, align with retrospect contends that “Arabization as a totalizing language policy has failed and it is time for reform. French is rooted in Algeria and maintains a significant presence. As a language, it provides access to global arenas” (2017,p.125)

The problem raised here is that Arabic is a victim of whether conscious or unconscious intention by making its chief position as a liturgical language. In order for the language to survive successfully, it should respond to huge economic and sociocultural needs. Though, revising its presence and usefulness as a world language, glorifying attitudes towards Arabic could not establish a solid utility within the Algerian community. The world today is dominated by the fallacy of decreasing the values of local languages. In a certain sense, there is a nationalist sentiment which makes most of Algerians incapable of changing their attitudes towards Arabic.

The Arabization process generates proponents who show no willingness to reconcile with the fact of promotion of Arabic at the expense of other languages, among them, is Berber. (Chaker , 1997, 88) says “ *l’arabisation de l’enseignement et l’enseignement publique s’accompagne de mesures directement dirigée contre la langue berbère*”. The educational system in Algeria refrains the existence of native languages such as Berber and Algerian Arabic. From a practical perspective both vernaculars have not yet reached a standardized status so, they are still in competition with other standardized ones. As such, the requirement of the economy, pragmatically speaking, and the invading use of Arabic is a result of the non-competitive environment as far as languages and varieties



are concerned. Constitutionally, Tamazight is an official language though it shares no equal footing with both MSA and French.

Thus, the implementation of the rapid Arabization process proved to be impractical. Abdelharman Benhmeida expressed his opposition to the governmental reforms which were far away from achieving satisfactory outcomes. Language reforms should resonate with addressing practical implementation. Attitudes towards Arabization would gain a total degree of approval, during the fifth congress which took place in August 1963 students showed discontent against the language policy. One might look at the colonial huge impact on the Algerian case, Taborry & Taborry (1989) commented upon the traumatic plight by mentioning that “Algeria has suffered from a *“depersonalization”*, as French colonialization for over a century tried to suppress any form of cultural expression, whether Arab or berber.”

According to Mustefa Lachref, the Algerian school manuals were based on abstract words. In this sense, children found it very hard to deal with a demotivating content which may lead them to “late” Arabic. He acknowledged also that Arabization is “*pushiness*” (Gordon, 1966,p. 193). Arabic holds the status of de jure language whereby it has been since then the exclusive language of instruction at schools. However, the standard variety of Arabic (henceforth EL Fusha) is “*no body’s mother tongue*” (Maamouri, 1998,p. 33). Regarding this situation, attitudes towards the vernacular were mostly going to a pejorative direction.

As for the case of teaching through the vernacular in the Arab world, experiments which took place were meant to the replacement of SA by the dialectal Arabic as a medium of instruction. Language reformers in Egypt (1954) intended that pupils need to be initially taught in vernacular before tackling the process in SA. However, the

expectation doomed to failure. Likewise in the 24<sup>th</sup> of August, 1994, King Hassan II showed enthusiasm with the use of the dialect as far as first years of elementary education is concerned. as for the case of Algeria, in 2015, the minister of the national education Nouria Benghebrit has made some suggestions concerning the language of instruction at schools, they maintained that the deterioration in pupils' ability of understanding the content delivered is due to the language barrier. For this reason, they recommended the introduction of teaching using the vernaculars as media of instruction at primary grade. However, the aforementioned suggestions received no tolerance especially from the parents who angrily denounced the recommendations made, and hence, accused the minister with trying to oust SA from the school in favour with vernaculars or even French. Campaigns against the dialect have never been hostile in nature, near to what has been said so far, a conference was held in Libya, Tripoli on the 25<sup>th</sup> of January and the 2<sup>nd</sup> of February 1975. Among the recommendations made, was mainly the suppression of dialect use (Ennaji, 1991)

By the year of 1999, the Algerian government opted for a survey which was addressed to Algerians in order to seek their attitudes towards the language of instruction at school. 75% of them favoured teaching scientific subjects in French rather than SA (Djamel, 2001,3). This shows the ambivalence between the sociolinguistic reality of the country and the decisions taken from a purely top-down level. The selection of French is merely a choice which was based on instrumental motives, i.e. the society is governed by the expansion of French supremacy over the prestigious walks of life more particularly scientific subjects at the university level whose medium of instruction is solely French had led parents at a greater or lesser degree to favour French so as their children could achieve better scholastic results.

As discussed earlier, there is no place of a language in a society without having a wider currency. Its existence is occasioned by a number of circumstances, among them, power as named by Wright (2004,p. 243) “ *language with muscles*”.

Since the major role of Arabization is to stress out authenticity and traditions (Marley,2002) one might question the utility of Arabic as a language of science and technology transition. It is wiser to draw back attention to the efforts paid for Arabic in the 19<sup>th</sup>.C in order to bring about promotion at different levels. Arabization in Mashrik was meant to be affiliated to modernizing the Arabic language repertoire and give it a back seat as a glorifying language. Meanwhile, the intention in North African countries was much more dedicated to restoring both identity and culture (Maamourri, 1998).

Nevertheless, since French has been assigned an elevated status in various prestigious fields, may be well echoed at university, attitudes towards Arabization are not compatible with the elites’ expectations. Accordingly, Arabic is still predominant at school as a language of instruction.

According to Tabory &Tabory (1988) the government agenda in regards to LP in Algeria centered on the following: **(i)** to redraw the place of the language inherited from colonialism. **(ii)** Identify the national language. **(iii)** Agree upon the language of both administration and government. (P.64)

Far from being the language of the colonizer, the status of French in higher education as a medium of instruction shows the degree of preeminence it owns as a so called “foreign language”. In this sense, the mismatch between pre university level and university level would tend to spell failure on the whole educational sphere. In an attempt, the BAC results of July 2011, proved the deterioration of the school system

whereby poor performance in French ascertained the huge gap which exists between secondary and higher education.

Within this context, one might assume that the most tangible explanation to the gratifying of French denotes a degree of awareness among secondary school students about the image of the language of instruction at the higher educational level. Paradoxically, the language situation in education has proved to be unable to solve. Bearing in mind the mosaic language scenery of the country, there is an urge need to re-think about the LEPs. Language policy should take into account both top-down and bottom-up levels (Johnson, 2013,p.10)

## **2.9 Conclusion**

The sociolinguistic situation of Algeria symbolizes an interesting piece of investigation for scholars and linguists alike. Algeria, is, by virtue a home to significant linguistic diversity whereby there is a competition between native languages in several contexts. Hence, the colonization had not vanished without an aftermath. Indeed, the current situation of languages is quiet challenging. The country is surfaced by the co-existence of both Algerian Arabic and Berber as mother tongues. The next chapter provides a methodological framework of the case study.

**CHAPTER THREE:**  
**Research Methodology and**  
**Methods**

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3.1 Introduction

3.2 Research Design

3.3 Research Tools

3.3.1 Questionnaires

3.3.2 Interview

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3.10 Limitations and Challenges

3.11 Conclusion

### 3.1 Introduction

The chapter centres on the general methodological framework of the study under investigation. It stents a theoretical and practical approach to the research paradigm by which the research methods are portrayed and justified. It begins with introducing the research design and procedure, the sample population, the research setting in addition to the research instruments used for data collection. This is followed by accounting the limitations and the challenges of the study. The findings obtained will be analyzed in chapter four.

### 3.2 Research Design

The research design is how the research is conducted, in other words, “*it is the overall plan for data collection*” (Leedy, 1997,p.195) and ‘data analysis’ (Bryman, 2012,p.46) . Within the same line, De Vaus (2001,p.9) contends that the research design is the mere option to ensure reliability of the study by which a series of questions are presented to blur confusion and ambiguity. Therefore, the researcher has opted for a “*case study*” research. It helps mainly portrayal an in depth analysis about the individuals, those taking place in educational reforms implementation.

The study endeavors to capture participants’ perceptions and experiences as active practitioners in the field of education. Several definitions have been put forwards to provide a clear understanding about meaning of a case study. Yin (1984,p.23) defines the term as an empirical inquiry for the sake of providing in depth analysis of the phenomenon under investigation in relation to its real context. In a similar vein, (Nunan 1992,p.77) adds that” *the case study researcher typically observes the characteristics of an individual unit-a child, a clique, a class, a school, or a community*”. It helps interpret



realities concerning others' experiences depending on certain characteristics and thus, trying to analyze the findings to create a fuller picture about the study investigated both on macro and micro levels. Case studies provide a plethora of viewpoints that are well needed for the study (ibid,p.78).Mouton (2001,p.133) affirms that *“to satisfy the information needs of any study or research project, an appropriate methodology has to be selected and suitable tools for data collection and analysis have to be chosen.”*

(Johnson & onwvegbuzie 2004,p. 17) contends that mixed methods are *“where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study”*.

The research at hand aims to grasp educationalists and students' views about the medium of instruction. In order to generate an interpretative representation of the learning experiences, one should try to uncover individuals' views within a real context. The participants' realities are of utmost importance as their perceptions towards LP are needed. It is worth nothing that these students are in the down-top hierarchy of the educational system and thus, this research aims to analyze the impact of LP on those who are in a weaker position of decision making. (Tollefson, 2002)

As far as the present study is concerned, an exploratory design has been introduced which takes into consideration a mixed method approach that can strengthen the research position and generate sufficient data. The experiences of the selected informants were explored through the use of both qualitative and quantitative research tools. Any educational reforms are to be basically implemented by those who are in the field of education, in parallel; the focus of the research finds a good fit in the understanding of educationalists' beliefs and attitudes. Nevertheless, the research aims to create an

interpretative of several perspectives alongside seeking critical and objective recommendation for a better language policy. In order to plan a systematic case study, Adelman et al. (1980) put forward a typical framework:

- Use of primary data
- Checking data
- Triangulation
- Data collection methods
- Data analysis and interpretation

Case studies provide an in-depth investigation of research inquiry in order to obtain valid data for the current and future orientations. Mikkelson (2005,p.92) notes that “as the name indicates, concentrates on special cases. Generalizations for case studies must be handled with care. To serve as a foundation for generalizations, case studies should be related to a theoretical framework, which in turn may be adjusted as case study results provide new evidence.” (Emphasis in the original) cited in Blaxter et al (2006,p.72)

Adelman et al (1980) sites some advantages of case studies:

- Case study data are strong in reality; they provide a ‘natural’ basis for generalization.
- Case studies recognize the complexity and ‘embeddedness’, they are capable of offering some support to alternative interpretations.
- Case studies are ‘a step to action’; they begin in a world of action and contribute to it.
- Nisbat & Watt (1984) highlight some strengths and weaknesses of case studies:

### **Strengths**

- The results are more easily understood by a wide audience.
- They are immediately intelligible, they speak for themselves.
- They are strong on reality.
- They provide insights into other similar situations and cases.
- They can be undertaken by a single researcher.

### **Weaknesses**

- The results may not be generalizable except where other reader/researcher.
- They are not easily open to cross-checking; hence, they may be selective, biased, personal and subjective.
- They are prone to problems of observer bias, despite attempts made to address flexibility.

The premise of case study research leads to understanding of the real policy implemented from top-down level; the research reaches to merge at certain point to involve those who are supposed to take part in the application of the policies at the grass-root level. The setting of the study explores to generate educators' perspectives in the light of their own experiences and knowledge of their fields. However, any careful treatment of the research tools may also represent a certain hindrance by affecting the results negatively. As far as the research methods are concerned, a structured questionnaire, a semi structured focus group interview, and a classroom observation have been deemed suitable to gather the required data.

The study is exploratory. It tries to uncover the beliefs of both teachers and inspectors as far as the issue of language policy is concerned. The major aim stands to reflect the realities that trigger the researcher to generate a full understanding about LP in secondary education. The research could unintentionally be led to subjectivity, bearing in mind the sensitivity of the language issue and thus, it is important to attain as much as possible the ethical and academic standards for the appropriate conduct of the research from which generalization may identify definite conclusions.

As far as exploratory studies are concerned, discovering the premise of the research is typically essential; understanding the phenomenon under investigation requires a qualitative research design that is the “*logic that links data to be collected to the initial questions of the study*”.(Yin ,2009,p.24). As discussed earlier, triangulation offers credibility for the research as a sequential design could be developed from the used research instruments. Following the primordial value of qualitative dimensions of research, qualitative research provides the study with the statistical amount of data that ensure credibility. The research instruments can largely determine the sample population chosen, the selection of participants in a way or another can provide several reactions through a series of pre-selected questions amongst these, sufficient data is reached (Patton , 2002)

Creswell (2007,p.142) affirms that ‘ *to gain support from participants, a qualitative research conveys to participants that are participating in a study, explains the purpose of the study and does not engage in deception about the nature of the study*’.

Denzin and Lincoln (2000,p.3) “*Qualitative research is a situated activity that locates the observer in the world; it consists of a set of interpretations, material practices that make the world visible.*”

As discussed earlier:

**Qualitative data can be collected in experimental designs where participants have been randomly divided into treatment and control groups; likewise, some quantitative data may be collected in naturalistic inquiry approaches” (Patton ,1990,p.43-44)**

While designing a study, one might try to comprehend the premise of the research design, through the conductions of questionnaires or even interviews. In the field of education, experience, therefore, serves a logical insight about the

For Denzin & Lincoln (2005) qualitative research focuses on a multi-method approach. Qualitative research compromises the value of interpreting people’s perceptions and beliefs on the basis of their own reasoning and observation. The main paradigms deal majorly with positivism, interpretation and critics (Punch ,2013). The roots of qualitative research are originated from several disciplines such as: psychology, sociology, ec.t

The mixed method approach seeks to reach a widen sources of data; it helps in militating against the limitation that mostly lead to the lack of credibility. Dorneiy (2007,p.45) maintains that “*one method can be utilized to overcome the weaknesses of another method used in the study*”. Qualitative researchers generally rely on a variety of

mixed methods in order to reach validity. Further, explanation which is by means of reliability, remains essential while different perspectives and detailed amount of information are introduced. Patton (2002) indicates that qualitative methods provide accessibility to rich data from a smaller group that beneficially leads to generalization.

Goals of qualitative research Creswell (2007,p.41) the research should:

- Commit to extensive tie in the field to collect extensive data
- Engage in complex, time-consuming process of data analysis
- Write long passages to increase evidence
- Participate in a form of social and human science with guidance

“The term qualitative research is an umbrella term used to refer to a complex and evolving research methodology. It has roots in a number of different disciplines, principally anthropology, sociology and philosophy.” Croker (2009,p.5)

### **3.3 Research Tools**

#### **3.3.1 Questionnaires**

Questionnaires are widely used research instruments especially in the field of social sciences. Finding answers to questions requires the implementation of a “questionnaire”; defines it as “the most often employed data collection devices in statistical work” Dörnyei (2003,p.3). Furthermore, “Questionnaires are any written instrument that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers” (Brown 2001,p.6) cited in Dörnyei (2003,p.6) The questionnaire is considered to be one of the efficient

quantitative research tools; the questions often reflect people's experiences such as: their attitudes, perceptions and feelings about a definite topic. In order to solicit information, a series of both closed-ended and open-ended statements are offered to guarantee sufficient responses.

In theory, two different types exist namely: structured and unstructured. The former is closed-ended; yet, informants are given a definite list of questions with multiple and ready-made choices as well. They are required to choose accordingly from the list on the basis of their own opinions, beliefs or attitudes. Therefore, respondents are not required to add anything except to pick up from the available set of answers. One might add that, "closed" type offers no subjectivity, they are much more guided, objective and aim-oriented. 'Yes' or 'No' type of questions is mostly the easiest response that can be selected from. The latter, that is, "open-ended" type provides the opportunity for respondents to answer and reflect upon what they want to say. There exist no restriction upon the nature of answers to be formulated; they pave the way to respondents to answer freely with no type of extreme guidance that is on the other hand found in closed-ended type. In spite of the freedom of expression it offers, it may sometimes be difficult to code "reliability" Dörnyei (2003,p.47). Open-ended poses a challenge when there is a variety of an unstrict amount of data, whereas, structured questions tend to limit the researcher's expectations and make "generalization".

According to Dörnyei (2003,p.8) questionnaires can be classified into three types of data that concern informants:

- **Factual Questions:** (called “classification questions or ‘subject descriptions’).

They provide clear identification of the respondents’ background information such as: gender, race, occupation and level of education.

- **Behavioral Questions:** these reflect what respondents are doing or have done in the past. They directly related to people’s life styles, habits and personal history.

- **Attitudinal Questions:** they aim to find out about people’s attitudes, beliefs, opinions and interests. This type of questions is deeply rooted in someone’s mind. They tend to have an evaluative aspect of people, situation or institution.

As far as structured questionnaires are concerned, they provide respondents with a series of questions with the possibility to select from the available answers. They tend to help the researcher to generate quicker and easier data without making the respondent get frustrated from what they should write. One might add that, they are time- consuming and come up with no expected answers which most of time can mislead the research orientation and, thus, open the door to newer perspectives that the research nature does not intend to carry. Despite the aforementioned advantages, closed-ended questions do not widen the data gathered in terms of richness, hence, the research has already generated possible outcomes of the questionnaire; inevitable opinions and attitudes may not be well considered as a wealth of detailed information.

Unlike structured questionnaires, unstructured ones tend to offer respondents freedom in writing their ideas without restriction. Sensitive topics might trigger willingness from respondents to voice their perspectives up, however, open-ended



questions cannot all the time be easier to deal with, and they require time and mental efforts to be answered in addition to new paths through which research would be opened to with via some types of answers.

The current study encompasses a structured questionnaire which was administrated to teachers at the level of secondary education institutions. These questionnaires were not delivered to informants without a consent of school directors and then by teachers themselves. The researcher guaranteed anonymity of the answers in order to avoid any type of hesitation that may be likely affecting the findings of the research. Since the research is mostly based on gathering educationalists' attitudes, questionnaire items followed the *Likert Scale*. According to Dörnyei (2003,p.39):

**Likert scale items that measure the same attitude can simply be summed up because they refer to the same target and it is assumed that a higher total score reflects a stronger endorsement of the target attitude. However, not every variation on Likert scales is summative in the psychometric sense.**

The questionnaire was divided into two main parts. Each part was dedicated to investigate informants' attitudes. The first part mainly focuses on several aspects such as: the language –in- education policies implemented, educational reforms, languages in competition and the language of instruction. The second part was meant to focus on attitudes towards French as a language of instruction.

### Section A: Teachers' Attitude Towards Languages

As for the first part, it was meant to uncover teachers' attitude towards Arabic language and the Arabization process with the aim of gathering and evaluative stand to Arabization as a language reform. It seeks also to compare teachers' answers about both French and English which are in a competition. Moreover, it ranges from general statements to much more specific that i.e. from language policy to the Arabization process. Overall, the statements presented in Section 1 aim to grasp teachers' attitudes and hence, it represents a good base for the interview data.

The second section remains also closed-ended in design. The statements shed light on the French language as a language of instruction. The results obtained for this part have been well designed and clarified through an interview made with 5 teachers to whom the questionnaire was addressed. The interview serves as a solid step to better understand their attitudes, in addition to giving informants the opportunity to voice their perspectives towards French which during the last years particularly opened an acid debate after the recommendations made by the National Education to replace each and scientific subjects in Arabic with French at the secondary level. The second part of the questionnaire sounds like an opportunity for teachers to be heard. Unlike the first section of the questionnaire, the second one opted for a three point scale ranging from agree, uncertain and disagree. As for data analysis, the SPSS program (statistical package for the social sciences) was used.

The presence of the researcher enables the respondents to be motivated to answer the questions, in addition to having the ability to direct any misunderstanding that may occur and thus cause confusion against the effective completion of the questionnaire. One

to one administration ensures at a certain degree the ability to receive significant answers (Dörnyei 2003,p.81) the researcher also can manage to ensure collection of data for a larger number of participants who are present during the data collection procedure. The down side of the aforementioned arguments; however is that, the research being present is not vigorously associated with the level of respondents' motivation to fill the questionnaire integrally, this may trigger a sense of disturbance and randomness of selecting any answer without a thorough reflection. (Nunan 1992,p. 143) affirms that *'It enables the researcher to collect data in field setting and the data themselves, one more amenable to qualification that discussion data such as free-form, field notes, participant's observers' journals, the transcripts of oral language'*.

It is worth mentioning in this regard that, the quality of answers depends heavily on respondents' willingness to 'think' carefully about what to 'write'. Insufficient or meaningless answers may not lead to fruitful insights to the purpose and validity of data collected in reference to the research undertaken. What can be empirically emphasized here, is, the effectiveness of questions relies likely on sufficient time to be spent filling a questionnaire. A structured type gives respondents enough motivation to complete the task.

Cohman et al (2008,p.318) note that participants' involvement in research depends on the following factors:

- Their informed consent
- The right to withdraw at any stage or not to complete a questionnaire
- The potential of the research to improve their situation
- The guarantee that the research will not harm them

- The guarantee of confidentiality, anonymity and non-traceability in the research.

The use of the questionnaire helps to reveal important quantitative data from larger samples. By comparing the questionnaire with other means of data collection, we could maintain that it provides quick collection of information and hence, it does not require long hours or sessions unlike the interviews or even observations.

### 3. 3.2 Interviews

The interview is one of the widely used research instrument for data collection. It requires the presence of the researcher as an (interviewer) and a respondent as an (interviewee). Unlike the questionnaire that carries a list of questions to be filled, the interview is an oral inquiry. Thus, it is a face-to-face question/answer contact. During interviews, qualitative data are often likely to be compatible. In other words, the interviewee elaborates significantly by having the motivation to respond merely in a “*trustworthy*” way. Gilham (2000) argues that participants prefer interviews on questionnaires since they help them express their thoughts freely. Additionally, the method carries three main types: firstly, “*structured*” interviews that are guided through a pre designed list of questions that cannot be altered during the interview. However, interactions are usually the mirror of our thoughts; the respondents can provide supplementary opinions, relevant, in a sense to the research. In such a case, the researcher finds no freedom to add or change the questions. This degree of flexibility and reflection is much more allowed in “*unstructured*” interviews. Despite what has been mentioned, unstructured interviews may be time consuming or even misleading meanwhile they require full mastery of the field of investigation. Structured interviews provide a safe basis for generalizations (Kothari 2004,p.98). Throughout the research work, the

researcher opted for a structured interview to solicit the needed information from informants; the utmost importance is to reach non-judgmental answers about their attitudes.

This research instrument allows a verbal interaction to take place with the interviewees through which their reactions concerning the questions being asked are of mere advantage. In a sense, creating an efficient atmosphere with the interviewee is likely to be necessary. In fact, the interviewer's manner of conducting the interview should not show any bias or surprise. As noted by Berg (2007,p.96) that interviewees speak and express their own feelings and thoughts through their voice, this leads to generate rich data. It can be argued that, open-ended interviews offer more option of flexibility for both interviewers and interviewees Gubrim & Holstein (2002). Kvale (1996,p.263) classifies some elements that need to be included in an interview: **(i)** an introduction, **(ii)** outline, **(iii)** results and discussion.

### **3. 3.3 Focus Group Interview**

At this stage, the focus group interview has been conducted with learners, this paves the way to them in order to discuss their ideas concerning the topic. It is worth mentioning that the informants were very motivated to express their opinions especially into a group discussion. They felt heard when it comes to their preferences and the challenge they face as far as the medium of instruction is concerned.

The focus group interview sought to provide students with the opportunity to share their thoughts concerning the LPs in both secondary and higher education. It is very interesting to mention that students felt extremely motivated to speak up their minds since their attitudes have never been accounted for in previous reforms. The focus group

interview yielded to facilitate data collection. They are also beneficial because they help the researcher to collect attitudinal answers on the basis of the participants own responses. Kitzinger & Barbour (1999)

The focus group interview (FGI) intends to uncover the following points:

- Students' attitudes towards the possibility of learning scientific subjects in French at the secondary level.
- Attitudes towards the possibility to choose between French and Arabic as a language of instruction.
- Attitudes towards the French only policy at university.

Before conducting the focus group interview, the researcher tested the extent to which students are both interested and aware of the topic under investigation through the administration of a semi structured questionnaire to them. According to the most answers obtained, the researcher could engage into the focus group interview confidently. As has been stated, classroom observation helps to elicit valuable data. As for the observation guide, its aims mostly to

**(I)** See whether there is accordance with the only Arabic policy implemented by top down actors and the language used in classroom (De jure- de facto)

**(II)** Check whether both students' and teachers' attitudes are compatible with the de jure language policy.

(Blaxter et a, 2001) points out that ethical issues may appear on the surface as long as qualitative tools are used. Bearing into account the sample chosen, it was quite challenging to avoid subjectivity. Even if the focus group interview took place where the researcher works, it is very obligatory to get approved consent prior to the interview.

In order to enhance the degree of confidentiality, questions related to the participants' personal data were avoided. It was also clear for them that the findings will be used solely for research.

### **3. 3.4 Classroom Observation**

Classroom observation is among the widely used qualitative research tools in social sciences. They represent a real interactional context where natural behaviour could be detected. The researcher in this case find herself able to identify what was not already said but rather he/she looks at a phenomenon/ environment from a descriptive lens. Though, attitudes for instance cannot be observed visibly. Instead, they might be appeared if the participants shift their use to another language that is supposed to be integrated within a linguistic setting of classroom observation.

Classroom observation eliminates what could not be observed mainly like language use which takes place in any classroom setting. Through observation, the researcher can obtain realistic data which moves beyond interviews. Sometimes, participants feel hesitant to reveal truly what they think. Therefore, observations reflect accurately what can be missed by other utilized research tools.

What can be noted as disadvantageous is the fact that “individuals or groups become aware that they are being observed, they may change their behavior” (Kumar, 2011,p. 141) despite what has been mentioned, it remains one of the widely used tools for data gathering.

Second, participants’ observation is when the researcher takes part in the research setting. One might question the validity of such an involvement. Being a participant allows the researcher to experience what people are supposed to do or say in a definite context. Trying to be in the observer’s shoes, it helps the investigation reflects upon the situation not from a purely neutralized way.

The present study relies on non-participant observation in order to generate a better image about LP with its real context,i.e. the classroom setting. Generally, it is an unstructured observation that was established on the basis of field notes which helps the researcher to have observations of behavior and the recording of that behavior in terms of categories that have been devised prior to the start of data collection. (Bryman, p.270)

C.R Kothari (2004,p.97) mentions some advantages of classroom observation

- (i) The researcher is enabled to record the natural behavior of the group.
- (ii) The researcher can even gather information which could not be easily obtained if he observes in a “disinterested fashion”.
- (iii) The researcher can even verify the truth of statements made by informants in the context of a questionnaire on a schedule.



Observation is among the qualitative methods of data collection. It allows better understanding of the de facto language policy at the classroom level. It serves also as a good opportunity to compare between the dictated language policy and the language practices by those actors who are in a weak position of decision-making. The point is would be beneficial apart with the other data collection tools. Field notes lead us we answer the research question which was already stated.

There are two major types of classroom observation. First, non-participant, which is “*a situation in which the observer that does not participate in what is going on in the social setting*”? (Bryman.,p.273). Within this type, the research does not insert in the context to avoid distracting participants and also lose a certain degree of neutrality; this may cause missing important things that may occur at the same time of observation due to the lack of attention from the researcher’s part.

Prior to classroom observation, the researcher has prepared a classroom observation template in order to field note what is supposed to be observed. Observation is categorized in qualitative research though it does not ensure total validity of data. In order to achieve accurate information about the classroom setting, atmosphere, personal interactions, the teachers in the secondary schools under investigation are well aware of the premise behind observing their sessions. Three sessions for each concerned subject was considered to our inquiry. The total of sessions reached 10 sessions, as for science and physics, 4 sessions took place in laboratories where students attend practical sessions, this was in favour with the researcher since students feel much more at ease in group work session unlike the theoretical sessions in classes which do not offer a greater space to learners- learners interaction in addition to a more teacher-learner interaction.

Concerning the duration of each session, it mostly took 30 to 60 minutes. As the researcher tried to attend as many sessions as possible when visiting each school, to ensure that, the researcher has been informed about the accessibility time via a schedule. These observation schedules are relevant to “*aggregate the behavior of all those in the sample in respect to each type of behavior being recorded*”. (Bryman, 2012,p.273) . During the session, the researcher selected a place to better observe the setting and at the same time avoid causing any type of “*obtrusive*” effect (Dorneiy, 2007,p.190).

The relevance of using classroom observation proves to be rich. Firstly, the classroom setting symbolizes a warm eye view about the language policy implemented which gathers the main actors who are respectively the teachers and the learners. Secondly, it is used also to well understand the findings obtained through the other utilized research instruments mainly the questionnaire and the interview.

This ensures clarity and much more understanding of the natural setting where LP belongs to. However, Classroom observation sometimes proves to trigger ambiguity when it comes to certain behavior in regards to language use. Consequently, triangulation in this case proves to be an essence to reach a valid conclusion about the study.

### **3.4 Triangulation**

Triangulation is the use of multiple research methods or instruments in order to ensure a variation in terms of data collection. “It may be defined as the use of two or more methods of data collection in the study of some aspects of human behavior” Cohen et al (2007,p.141)

The use of triangulation provides clarity and richness in terms of data gathering. If, for example, the researcher relies on a single method approach, the outcome, therefore, may not lead to significant objectivity. Thus, the credibility criterion especially in the field of social sciences attempts to exclude limitations and extends reliability. The confirmations of the content measured in social sciences reflect the individual's participation, i.e. behavior, standpoints. Triangulation combines several sorts of analysis, particularly when the researcher is dealing with a purely case study. (Adelman et al, 1980)

Triangulation contributes in a way that can compensate for any weaknesses which may result from the use of one single method. It sought to facilitate obtaining rich data.

With regards to the importance of using triangulation, however, consistency cannot be, in all cases be achieved. (Patton, 1980). The problematic issue of with triangulation stretches the holistic framework of methodology. The mixed method approach is essential to ensure quality, though the choice of the research instrument determines its usefulness as its major objective, is necessarily to contribute to validity and hence to overcome shortcomings. It is important to acknowledge that, the use of one method approach does not reduce the quality of research, in similar lines, a mixed method approach, it is well adequate, the outcome is not so far going to enable the researcher achieve homogeneity between the research methods used. Campbell & Fiske (1959) stresses the importance of triangulation to achieve validity. In parallel, to Lin (1976) who further clarifies that multi-methods approach ensures confidence for the researcher.

According to Creswell & Miller (2000) it is validity procedure where different sources are utilized; generally, triangulation requires the use of both qualitative and quantitative methods to study one single phenomenon. Jick (1979). In addition to the aforementioned definitions, triangulation can be seen as a blueprint to make the research richer in content and reliable in terms of validity and confirmation. Campbell & Fiske (1959) put forwards their “*multiple operationalism*’ as compulsory for triangulation in the field of social sciences. “In order to estimate the relative contributions of trait and method variance, more than one trait as well as more than one method must be employed in the validation process’ (ibid,p. 81). Patton (1990) confirms that the use of a variety of methods increases validity and decreases errors that are likely to occur within a mono-data method.

Denzin (1989,p.236-244) puts forwards four types of triangulation:

- Data triangulation: this encompasses a variety of data
- Investigator triangulation: several researchers
- Theory Triangulation: several perspectives for a single set of data
- Methodological triangulation: the use of multiple methods to study one problem

### **3.5 Pilot Study**

The aim of the pilot study is to test the designed research tools efficiency on a larger scale. Blaxter et al (2006,p.137) confirms that even if the researcher is aware of what he is doing, the pilot study remains essential. Without a pilot study, the feasibility of the research cannot be well interpreted; therefore, it offers clarity and precision. Pilot studies are referred to be a type of pre testing or a trying out of a given research instrument Baker (1994,p.182-183)

In other words, De Vaus (1993,p.54) acknowledges through “*don’t take the risk*” that prior to the distribution of a questionnaire, the pilot study offers a feasible testing about the wording of questions, assessing the appropriateness of items being chosen as well as making a general prediction of the results on a larger scale. Additionally, pilot studies are preferably directed to novice researchers as far as interviewing techniques are concerned. Holloway (1997,p.121)

The main aims of conducting a pilot study are:

- To verify the adequacy of the research content with the general aim of the study.
- To check whether the questions are well organized systematically and meaningfully.
- To check whether there are any biased questions that may mislead the respondents.
- To elicit relevant information according to the research orientations.

Pilot studies involve the selection of the adequate sample population for the research; this is not solely limited to the research instrument selected. Then, prior-testing makes the researcher aware of the questions and specifically respondents’ feedback can also help in the refinement and modification process. It allows the researcher to collect feedback about how the instrument works and whether it performs the job it has been designed for. (Dörnyei,2003,p. 63)

There exist several factors that should be considered for an appropriate research design: (C.R Kothari 2004,p. 33)

- (i) The means of obtaining information
- (ii) The availability of skills of the research and his staff
- (iii) The objective of the problem being studied
- (iv) The nature of the problem to be studied
- (v) The availability of time and money for the research work

The process of interviewing ideally depends on the researcher's ability to guide the interaction as smooth as possible; the language issue tends to be a sensitive one. In order to avoid any judgmental or biased outcomes, the questions should be carefully structured. Piloting helps in testing what is adequate to be asked on the contrary it illuminates what may cause unreliability.

Furthermore, Greswell (2009) stresses the importance of piloting to determine the usefulness of the interview as a research tool. In an attempt, however, recording data as a means of data collection got no approval from interviewees, the researcher relied on note-taking to record respondents' answers. Obviously, the aim of the questions was precisely clarified for them. Above and beyond, ethical considerations should rigorously be maintained at first. Cohen et al (2007) consider interviews as a way of sharing private thoughts; especially when the questions tend to reach a level of delicacy. What is of a mere importance is the researcher's ability to establish openness and free-risk interactions for respondents whereby anonymity was kept. As for the interviewees, they did not show hesitation when sharing their attitudes. As such, they were showing interest in the topic. Though, the issue of languages is in broader lines a subject of controversy especially in the field of education.

The pilot study was relevant to this research work since it checks reliability of the instruments used for data collection in addition to identifying gaps and limitations. The sample chosen for the pilot study was different from the one selected for the Pre-pilot study phase. The pilot study does not only check validity and reliability of the instruments, it helps also check the extent to which the number of informants is satisfactory so as not to affect the quality of data gathered. The pilot study also helps

avoid redundancy especially in interviews. Therefore, it helps maintain good time management for further interview sessions. Additionally, the pilot study also helps the researcher gain a degree of flexibility when conducting interviews.

It is quite pertinent to ensure confidentiality of participation in addition to ensuring anonymity and a risk-free environment. Before conducting interviews for instance participants were well informed about the aims of the research and their names will not appear in public. As the issue of language policy is a sensitive one in nature, the researcher made sure that their contribution can serve of only research objectives.

### **3.6 Sampling**

The selection of a relevant sample for the study is of utmost importance. It represents the whole population that researcher can be concerned with. Hence, the sample is required to reflect representativeness, suitability and generalizability. As already stated, the sample chosen covers the city of to the inclusion of all secondary schools. The last secondary School is located in a far location, this arises the chance to meet variety on the basis of place, educational level or even cultural backgrounds. As far as the current research work is concerned, the gender variable has not been taken as mandatory; what was essential is variable of experience when it comes to educationalists who are concerned with the study. As for the teachers, their teaching experience has been very essential during the interview phase which takes into account both experienced and newly recruited teachers. This mainly serves to well understand teachers' thoughts in regards to the different LPs they went through.

In order to undertake the current study, the researcher opted for a sample that is selected for investigation (Bryman, 2012,p.187). The sampling approach utilized ranges from both probability and improbability. The former relies mostly on randomization so that participants have the same chances to be selected for the study and thus, it helps provide a generalized image about the findings obtained. The latter on the other hand is purposive in nature, according to certain characteristics and circumstances.

<b>Data Collection Methods</b>	<b>Number of Participants</b>
Questionnaire (Teachers)	<b>50</b>
Interview (Teachers)	<b>5</b>
Interview (Principals/Inspectors)	<b>8</b>
Focus group (Learners)	<b>8</b>

**Table 1: The Sample Population and Data Collection Methods**



### 3.6.1 Questionnaire

So as to gather the needed data, the construction of the questionnaire was pivotal for this study. The questionnaire items were designed according to the pre-mentioned research question. The teachers were required to put a tick in the box according to these variants: (1) *Strongly disagree*, (2) *disagree*, (3) *uncertain* (4) *agree* (5) *strongly agree* mainly following the 5 point Likert scale which is already recommended by several scholars such as :Dorneiy (2007) and Oppenheim (1992,p. 200) contend that “*reliability of Likert scales tends to be good and partly because of the greater range of answers permitted to respondents.*” The questionnaire consists of two major parts. The first part includes 20 items, they are about teachers’ attitudes towards the language policy in Algeria in relation to the language of instruction at the level of secondary education was based on Wilson & Sapsford (2006,p.102) as they consider it as an efficient and systematic way of data gathering. Questionnaire data tend to be “*standardized*”, “*uniform*” and “*consistent*”. The questionnaire focuses on attitudinal items since “ (Dorneiy, 2003,p. 8) the second part concentrates on uncovering teachers’ attitudes towards the possible changes in the language of instruction to French. Closed ended items carry advantages as cited by (Oppenheim, 1992,p.11)

**Advantages**

Requires little time	Easy to process
No extended writing	Useful for testing specific hypothesis
Low costs	Make group comparison easy

**Disadvantages**

Loss of spontaneous responses	Sometimes too rude
Bias in answer categories	May irritate respondents

The initial draft of the questionnaire was checked by a pilot study which took a selection of 25 teachers from different secondary schools in Tlemcen. These schools were not taken for the final administration of questionnaires on the basis of De Vaus (2002,p.52) who acknowledged that “*people may remember their answers from the first occasion and answer the same way*”, “ *this artificially inflate the apparent reliability of the questionnaire*”. Furthermore, the questionnaire was translated into English and checked again by relying on Cronbach Alpha to test the validity of items. The translation of the questionnaire tends to provide clarity and understanding (Codo, 2008,p.72).

The pilot work revealed the inadequacy of certain items which show ideas that may be previously mentioned. Therefore, the wordiness of items requires a high degree of thoughtful design. In addition to considering the research question in order to include as many related items as possible.

The identification of perceptions and attitudes towards LP relies at a greater extent on the teachers' who are considered as the central applicators of language policy through the classroom environment. Three subjects have been of consideration respectively: mathematics, physics and science. The variable of experience is essential in this study as experienced teachers represent a holistic image about the language of instruction even before the 80's though the current generation's perception is of a paramount importance since they are considered as the future generation of teachers at the pre-university education. Therefore, having a variety of perception would promote towards a solid implementation of LP from a purely down top level.

Measuring attitudes tend to be a sensitive nature since respondents find themselves "positioning themselves" for or against something (Oppenheim, 1992,p. 174) personal administration of the question is thought to have credibility. The researcher took charge of the process of administrating questionnaires within the same aim to ensure clarity as far the items or instructions are concerned. This is considered essential even to ensure that respondents are aware of the seriousness of their answers.

The pilot work requires the importance of the researcher's presence during data collection phase since the teachers may face ambiguity while answering and this implies the sense of demotivation among them.

The researcher also ensures anonymity; the latter was explained to teachers as it causes them no harm or any kind of threat. Attitudes towards an idea or object tend to hold a personal space for people, the researcher stressed out that teachers have the freedom to select what they think is "true". Baker (1992,p.11) contends that "a person's thoughts, processing system and feelings are hidden."

The final version of the questionnaire was distributed to 50 teachers with the presence of the researcher. The questionnaires were all completed. Thanks to the school headmasters' collaboration, we could potentially meet teachers face to face, this contributes to the reliability of data gathered. It is also good to mention that the questionnaire does not include an open-ended question rubric simply because they may not reflect the intended attitudes unlike the *Likert-scale* items which can be also measured via a validity test on SPSS.

In this study, in order to reach a relevant attitudinal scale, the questionnaire has gone through several steps, mainly from first draft, pilot work to final version. All ill-worded items were deleted. Generally, the questionnaire helped to reveal the teacher's attitudes and perceptions through a list of closed-ended items. Data gathered by means of questionnaires paves the way to a better understanding of the topic and under discussion straightforwardly.

The *five Likert scale* is suitable to find out the participants' degrees of agreement or disagreement with the items given. It mainly increases respondents' motivation to answer accurately and confidently. The questionnaire starts mainly with an introduction which helps participants understand the premise behind the research in addition to a statement which explains the degree of importance of the answers for the validity of the findings. The instruction given requires participants to put a tick according to the degree of agreement with each item. It stresses out that there is no right or wrong answers. Mainly the instruction is very essential to encourage respondents to answer honestly since the criterion of anonymity is present.

### **3.6.2 Interview**

#### **3.6.2.1 Teachers (Interview)**

Interviewing teachers was done after receiving questionnaire data as they were pivotal footstep for data collection. As for the interview, five teachers were selected, three of them were experienced and the two remaining ones are still new in the field. The reason behind this choice is to gather a plethora of information that would stand as a basis from a very considerable experience in addition to the current generation of teachers who definitely will take part in any future reform. The selection of these teachers was based on randomization as far as the schools are concerned.

#### **3.6.2.2 Principals /Inspectors (Interview)**

Along the line with the importance of teachers' voices in the current study, principals and inspectors alike represent the policy implementation in the educational setting. Educationalists provide a rich contribution to the research at hand as their experience and professional potential would enable the research draw a source of knowledge and awareness to be interpreted through the findings of this research work. Five principals of the aforementioned secondary schools have been interviewed along with three inspectors of national education of scientific subjects respectively: Science, Mathematics and Physics.

Before conducting the interview, the researcher opted for a time schedule which fits respondents to free themselves before the day of the interview. Interviews with both principals and inspectors took place in their institutions except one interview with the inspector of mathematics, who suggested meeting the researcher at her place of work

with the collaboration of the headmaster. All inspectors with whom the interview takes place represents the older generation which witnessed several reforms before the 1980s. This leads us to well understand chronological record of reforms in parallel with inspectors' evaluative stand. The interview is considered as an effective data collection tool since it gathers valuable information from those who serve as moderators between the national education and the teachers. The current research takes into account direct approaches of measuring attitudes, indirect approaches like the matched- guise technique was not believed to be necessary.

Interviews with inspectors proved to be fruitful to tease out pieces of information about the language policy implemented at the level of the secondary education; in addition to building an account for the evaluation of the LP and making recommendations for a better language policy perspective in Algeria.

As for inspectors, they were invited to participate in the interview; all of them received the request with willingness to take part in this research work. The interviews began with a more generalized way of asking questions so that the research remains objective at a greater degree. The core component of the interview allows the inspectors to deliver the synthesis about their own experience as teachers and even as inspectors within the time being. The set of questions was in regards to language policy in Algeria at the secondary level in a more precised manner. The researcher tried prudently to follow the guideline of questions so as to reach precision of answers. "Interview is contextual and negotiated " (Charmazz 2006,p.27). "Interviews elaborate the issues raised in an explanatory manner" (Dorneiy,2007,p.136)

Since interviews “allow greater scope for people to respond to their own terms” (Garrett et al, 2003,p.34), the researcher opted for a semi structured interview with 5 principals in addition to 3 inspectors of national education of the pre mentioned school subjects. The interviewees allow accessibility to qualitative data. As such, the interview of principals took place in their institutions, according to a pre-designed schedule. As for their experiences, they represent a diversity of answers that yield to rich-in depth data. As interviews started with reassurance of the confidentiality of answers and thus the researcher is in a good position to receive information and therefore no harm would be faced. 4 interviews have been done face to face, except one which was mainly by a telephone conversation due to some arrangement obstacles. One might add that, the raw information was invaluable for the current research since areas of knowledge could be discussed by the researcher (Bryman, p.247)

Before conducting the interview, it was essential to make an effective design of the questions to get a wide range of the needed data. Moreover, the use of interviews along with the questionnaire tends to be convenient the findings related to the statement. Both methods provide a good opportunity for clarification. While the questionnaire helps get access to a larger sample; interviews facilitate the interaction with informants.

### 3.6.2.3 Sampling for the Focus Group (FGI)

In line with Barbour (2007), 8 Learners have been selected for the focus group interview, these participants have been picked out from two different streams mainly scientific and Technical . The aim behind this selection is based on representation of the intended sample.

In order to conduct an interview with learners, *the researcher opted for focus group interview on the basis of Oppenheim's words: " they provide us with all that we need and in a more economical way" p79.* They are used since they provide "richness and "spontaneity" (ibid, p. 81)

As students are the first recipient of LP, their participation in this study was focal. Despite the inability to make a decision about which medium of instruction to receive, their attitudes are also taken into account by the researcher. Since the complexity of the issue of language is attitudinal. The researcher focuses on a sample of 3<sup>rd</sup> year students who are currently the researcher's students; they belong to science and technical classes. The premise behind that lies into two basic reasons: (i) learners are being interviewed within a safe environment as the interview was conducted by the teacher. (ii) Learners are not exposed to ambiguity since they have the possibility to discuss and ask for clarification if any question seems ambiguous. (iii) Learners are likely to answer with motivation as the teacher is not an outsider. Though, the researcher is in charge of teaching, she opted for consent from the school director as well students' parents to ensure ethical considerations.



### 3.7 The Research Site

As for the research site, 5 secondary schools of the national education have been the core of the present research for data collection. A constructive connection to the research site purports gathering enough data, this enhances the quality of the research in a positive manner (Creswell, 2007,p.41) though it requires a higher degree of objectivity “*when the teacher turns into a researcher, he stops being a teacher*”

Since the secondary schools chosen for his research belong to the national public sector, they necessarily follow similar language policies. Teaching scientific subjects are theoretically Arabized. Before the end of the first year, students who are enrolled in common science are being led to choose among these specialties prior to their second year. These are respectively: experimental sciences, mathematics, techno-mathematics and economy and management.

All participants who were involved in the study are from five secondary schools in the city of Maghnia Tlemcen. This town respectively is a non-Berberphone area, and the dominance variety is merely Algerian Arabic. It should be well clarified that the choice behind the selection goes back to the fact of accessibility. It allows direct observation to the language using classroom in addition to the population itself which does not use Berber in daily interactions. It is well cited in chapter 4, the concern of the thesis is mainly on Arabic and its Algerian variety, and it is rather for research purposes.

It is worth noting that the language of instruction designed by the Ministry of Education since the 1980s is limited to standard Arabic. The study tries to look at the LEP at the secondary level from a bottom-up process. Interestingly, choosing this level of education is related to some specific reasons: Firstly, secondary education is a critical

stage before the university level. Secondly, it is the final phase before the complete change in the medium of instruction for both scientific and technical fields. Thirdly, informants prove to have a great deal of maturity to provide a wealth of data required for the current research work.

### 3.8 Validity and Reliability

Both validity and reliability reflect to a greater extent the nature of the research outcomes. Ensuring the reception of data for participants encompass how important their answers can be. In broader context, validity is of a great signification for the study conducted. According to Cohen et al (2007,p.133) ‘validity is an effective key to effective research; if a piece of research is invalid then it is worthless’. ‘It is the touchstone of all types of educational research’ (ibid,p.134)

Validity ensures the confidentiality of the research findings,( Altheide & Johnson ,1994). On the other hand, reliability is measured on the basis of factor (Kane, 1982). Validity covers two major types: internal and external (Berg, 2007) the former focuses straightforwardly on measurement as a predominant criterion for assessing the reliability of the research instrument being used. However, the latter focuses mostly on the generalization of findings obtained. Internal validity can be viewed as a tangible credibility given to the research data, when there is a clear connection between what willingly proposed? And how it was interpreted? whereas, reliability is what makes the research trustworthy in terms of quality. In research methodology, both are acknowledged to be inseparable in order to reach “trustworthiness”. Nunan (1992,p.62) affirms that “if one is careful in the collection and analysis, then one can reasonably claim reliability for one’s investigation.”

There are several factors that lead to validity Cohen et al (2007,p.150)

- The interviewer's attitudes, views and prospects.
- A tendency of the interviewer to see the interviewee on his/her merits.
- A tendency for the interviewer to seek answers to support their preoccupied notions.
- Misperceptions on the part of the interviewers with regard to what the interviewee is saying and misunderstanding on the part of the interviewee in regards to what is being asked.

Face- to-face interviews may facilitate data recording; indeed, if, for example, this can be over a telephonic conversation, there would be complex as non-verbal communication is allowed to be observed

### **3.8.1 Validity and Reliability of the Questionnaire**

In order to reach reliability of the questionnaire item, the data obtained for the pilot study was entered into the SPSS program to calculate internal consistency. Cronbach Alpha proves a high internal consistency. During the phase of piloting, items have been deleted such as :” *learning attainment can be achieved through the mother tongue*”, “*the language of instruction is essential in teaching scientific content,*” *teaching in Arabic since primary education is mandatory*”. These showed no correlation with the overall items of the questionnaire.

Cronbach Alpha	Number of Elements
<b>,830</b>	<b>20</b>

**Table 2: Reliability Test Results**

### **Internal Validity**

“Internal validity relates to the extent to which an investigation is actually measuring what it purports to measure” Nunan (1992,p.62) whereas “*external validity poses the question to what extent can research outcomes be extended to other groups?*” (ibid, p.62)

Taking part in the context there by research takes place with better contribution and reaching a clear understanding about the situation being analyzed. The educational environment helps develop a good design of the current research work by typically gathering qualitative and quantitative data. This means that, at this level, there is an attempt to be well aware of the complexity related to our issue since it could be highly subjective. However, the researcher is required to better identify the contents of Investigation in order to ensure good design for the study. Triangulation helps well understand the individuals' attitudes towards LEP to reach illuminated and in-depth information emerging from interviews, focus group discussion, classroom observation and the questionnaire. This is in line with trying to make sense of the informants' perspectives while what is mandatory is to gather sufficient information rather than focusing on generalizing the findings.

### **3.9 Accessibility**

What is regarded as an advantage for the research while collecting data is being already a part of the whole staff of education. Since the issue of language policy is quite sensitive in nature, participants didn't feel threatened and this has led to the increasing degree of trustworthiness among informants. Additionally, the headmasters were very helpful to provide access into their institutions and also ensure that the research would meet all the concerned teachers. Despite the afro mentioned advantage, a few participants show disinterests to take part in the research hence; they were replaced by other informants. Furthermore, among the advantages already stated, the research has received an invitation to take part in a seminar held by inspectors of physics whereby

workshops were also presented by the teachers of physics. This opportunity was merely fruitful where further classroom observation takes place. It helps the researcher make a close analysis between the previous attended lessons and the seminar that is supposed also to be informative and practical in nature.

➤ **Research Questions**

- 1- Do Algerian secondary school students receive a bilingual or monolingual education?
- 2- What are those principals and inspectors' attitudes towards monolingual instruction dictated by the top down actors?
- 3- What are teachers' attitudes towards any future reform in regards to the language of instruction?

### 3.10 Ethical Considerations

Throughout the research project, the ethical considerations symbolize the entire essence of findings validity. Therefore, to protect the informants' private answers, it is wiser to receive consent prior to launching data collection; this is a key step towards confidentiality. The effectiveness of research relies on participants' approval to take part in research. In order to adhere the ethical component in this research, participants were informed about the importance of their answers in the effectiveness of the study as well as reinsuring that this may never cause them any type of threat or insecurity. It was of a paramount importance, to encourage informants share their real opinions without fear or hesitation. Cohen et al (2007, p.410) '*the research has inescapable moral obligations to consider*'.

### 3.11 Limitations

limitations of the study as language policy is very complex in nature, in addition to the matter of attitudes which is generally psychologically based, the current research work does not aim to generalize the results on the larger population since the country is characterized by a wide range of varieties depending on several factors to name but a few, cultural, historical and ideological.

### **3.12 Conclusion**

The chapter provides a methodological account to the present research work. It tries to illuminate the major steps that the research has been gone through for the sake of data gathering. It also purports to stand as a repercussion for the upcoming chapter through which data will be analyzed and discussed on the basis of the findings obtained.



**CHAPTER FOUR:**  
**Data Analysis and**  
**Interpretation**

**CHAPTER FOUR: *Data Analysis and Interpretation***

4.1 Introduction

4.2 Questionnaire Results

4.3 Educationalists' Interview Results

4.4 Discussion of the Main Findings

4.4.1 Questionnaire

4.4.2 Classroom Observation

4.4.3 Interviews

4.5 Interpretation of the Findings and recommendations

4.6 Conclusion

## 4.1 Introduction

This chapter purports to provide an account to the analyses and interpretation of data gathered from the aforementioned research tools. Since the previous chapter aims to shed light on the theoretical framework of the current research, chapter five embodies the findings obtained.

## 4.2 Questionnaire Results

### 4.2.1 Part One

#### 1. Attitudes towards Arabic and the Arabization Policy

<b>Item 1</b>	<b>The Arabic Language is Ineffective for Science and Technology.</b>
<b>Item 2</b>	<b>The Arabization of scientific subjects affects students negatively.</b>
<b>Item 3</b>	<b>Attitudes towards monolingual instruction at the level of secondary education.</b>
<b>Item 4</b>	<b>Teachers' perceptions towards English as an alternative LI to Arabic.</b>

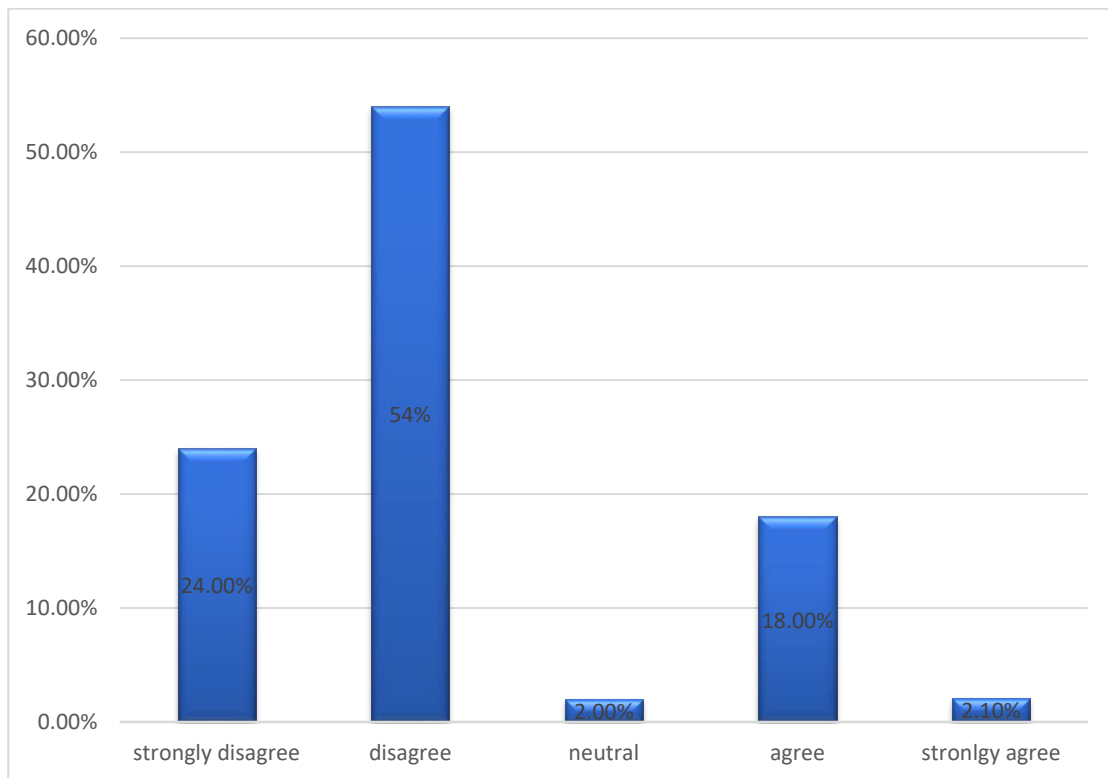
It is widely acknowledged that the Arabic language is the national and official language in Algeria, in addition to its position at the pre university level as the sole language of instruction. It is mentioned, for instance, by Abdul-Aziz (1986) that the glory of Arabic had a significant impact on the whole world by the 13<sup>th</sup> .c especially during the Abbasid period.

Concerning item 1, the table above indicates that the majority of respondents (54%) disagree with the statement which considers the unimportance of Arabic as a transmitter of science and technology. These respondents confirm positive attitudes towards Arabic. Consistently, “*the influence of Arabic is pervasive because of the highly language specific nature of Islam.*” (Versteegh, 2014, p.313). In addition, (18%) of teachers consider Arabic as incapable to be used for scientific fields. Presumably, this category of participants is aware of the abrupt shift in the language of instruction from pre-university to university level as far as scientific subjects are concerned. Only 1 participant remains neutral. Probably, the results yielded by this Investigation, despite being positive towards Arabic, their answers indicate the existence of a threat by foreign languages to Arabic. Owing to having French as the exclusive language of instruction for scientific subjects at university, Arabic faces some challenges to gain ground at university level as a language of science.

- **The Arabic Language is Ineffective for Science and Technology**

	Frequencies	Percentages
<b>strongly disagree</b>	<b>12</b>	<b>24%</b>
<b>disagree</b>	<b>27</b>	<b>54%</b>
<b>Neutral</b>	<b>1</b>	<b>2%</b>
<b>agree</b>	<b>9</b>	<b>18%</b>
<b>strongly agree</b>	<b>1</b>	<b>2%</b>
<b>Total</b>	<b>50</b>	<b>100,0</b>

**Table 3: Source: Author’s Field Work, 2019**



**Figure 1: The Arabic Language is Ineffective for Science and Technology**

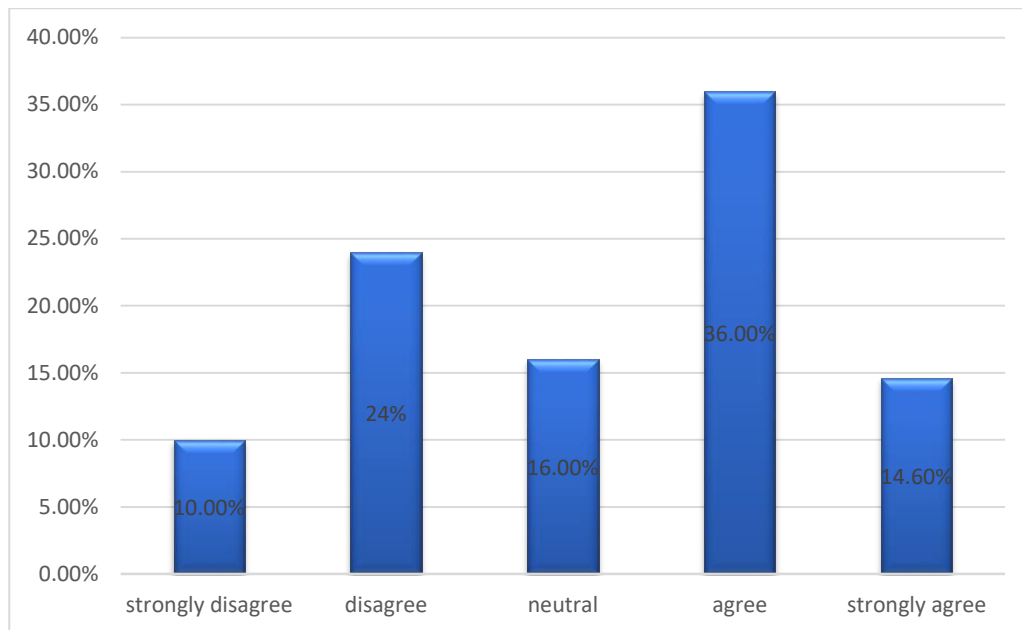
**The Arabization of scientific subjects affects students negatively.**

Item 2 aims to gather teachers' attitudes towards the validity of Arabization policy as one of the hugest reforms. By looking at data gathered, (36%) of participants acknowledge that Arabization causes frustration to learners who are supposed to pursue their higher studies in French. Therefore, Benrabah (2014,p.48) accentuates that *“Arabic is used for spiritual needs and represents cultural power, while French symbolizes worldly needs and economic power”*. On the other hand, (24%) of them show disagreement. The premise behind Arabization lies on *“moving away from French as the language of education and adopting an Arabic-vehicle for most if not all the curriculum”*. (Maamouri, 1998). It is to mention that (16%) of teachers remain neutral mainly due to the complexity of the current language policy in both secondary and higher education.

The process of Arabization which started since independence intended to use Arabic language for teaching. So, participants whether explicitly or implicitly are calling for new mechanism to foster the effectiveness of the Arabization policy to be a solid step in the foreseeable future. Due to the complex nature of attitudes, participants could simply believe in the efforts devoted for the success of LP they also may perceive Arabization never as a barrier against students.

	Frequences	Percentages
strongly disagree	5	10%
disagree	12	24%
Neutral	8	16%
agree	18	36%
strongly agree	7	14%
Total	50	100,0

**Table 4: Author's field work, 2019**



**Figure 2: The Arabization of scientific subjects affects students negatively.**

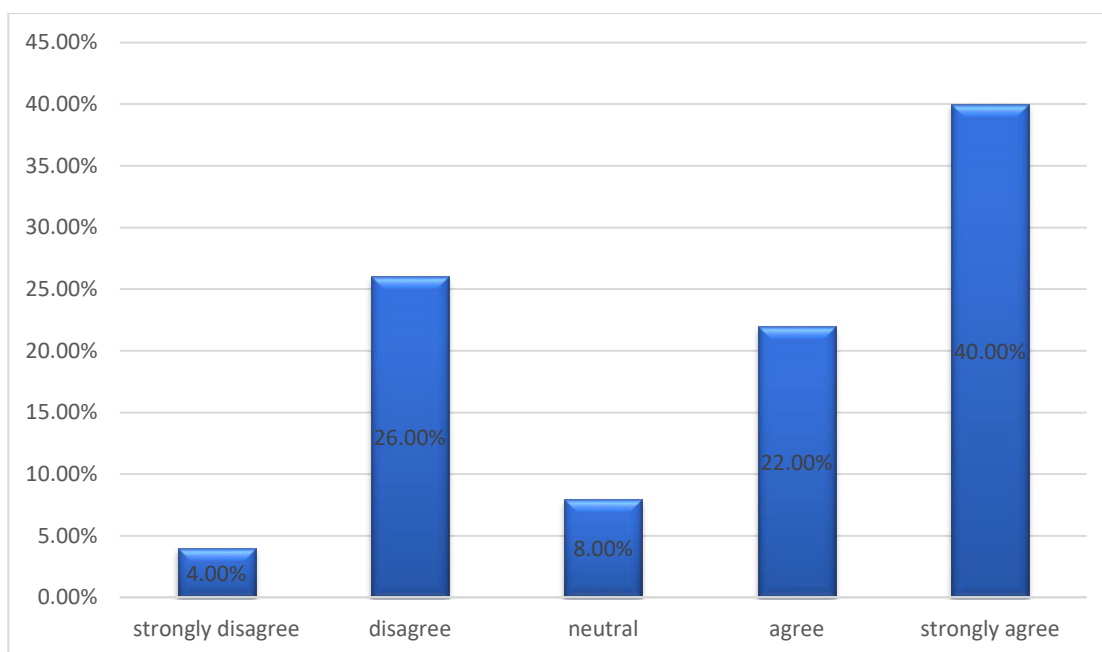
- **Attitudes towards Monolingual Instruction at the Secondary Education**

As indicated, (40%) of teachers strongly agree with the ineffectiveness of the abrupt shift in the language of instruction for scientific subjects from secondary to higher education. These attitudes denote that teachers seem confident since learners are not ready to handle this sudden shift to a purely French medium of instruction overnight due to French language handicap. What is important to be mentioned is that (26%) of informants do not believe that teaching scientific subjects in Arabic at the secondary level is indeed properly useful. Nonetheless, their views varied almost on the usefulness of Arabic and English in two separate educational levels. Additionally, only 4% strongly disagree whereas 8% of them opted for uncertainty.

• **Attitudes towards Monolingual Instruction at the Level of Secondary Education**

	Frequencies	Percentages
strongly disagree	2	4%
disagree	13	26%
Neutral	4	8%
agree	11	22%
strongly agree	20	40%
<b>Total</b>	<b>50</b>	<b>100,0</b>

**Table 5: Author’s field work, 2019**



**Figure 3: Attitudes towards Monolingual Instruction at the Level of Secondary Education**

• **Teachers’ Perceptions towards English as an Alternative LI to Arabic**

The results exposed in the table revealed that (32%) of teachers disagree with the statement that favours English at the expense of Arabic. Their attitudes confirm their pride of the Arabic language regardless the status of English in the world. Within similar lines of thought, Hourani (1983,p.1) mentions that “*more conscious of their language than any*

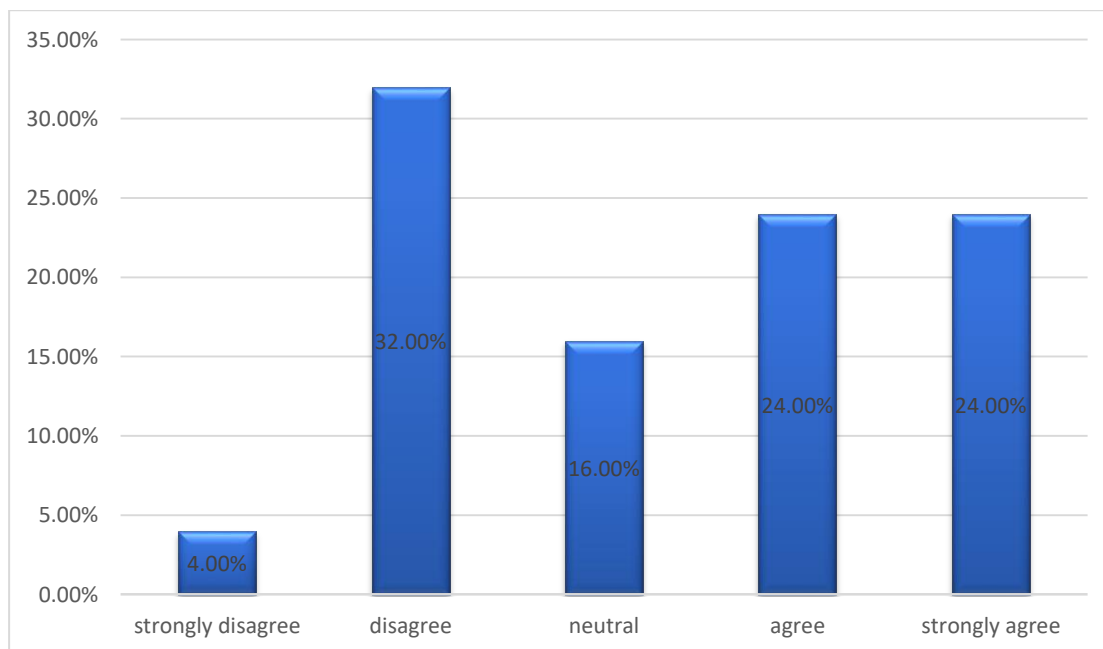


*people in the world, seeing it not only as the greatest of their arts but also as their common good.*” Having ascertained positive attitudes towards Arabic, the answers confirmed that their attitudes towards Arabic are far from being instrumental they rather reply on the feeling of identity and belongings to one country that is Algeria. Furthermore, (24%) of them prefer English instead of Arabic, they rather believe in the idea that English paves the way for them to explore new horizons and perspectives.

- **Teachers’ Perceptions towards English as an Alternative LI to Arabic**

	Frequences	Percentages
strongly disagree	2	4%
disagree	16	32%
Neutral	8	16%
agree	12	24%
strongly agree	12	24%
Total	50	100,0

**Table 6: Author’s field work, 2019**



**Figure 4: Teachers’ Perceptions towards English as an Alternative LI to Arabic**

**Section Two: The Usefulness of Bilingual Education in the Field of Science and Technology**

Additionally, data revealed that (56%) of the informants believe that bilingual education is beneficial in teaching scientific subjects and technical content. Giving a chance to bilingual education attempts to help students be equipped with different destinations. According to Chemami (2011,p.232) :

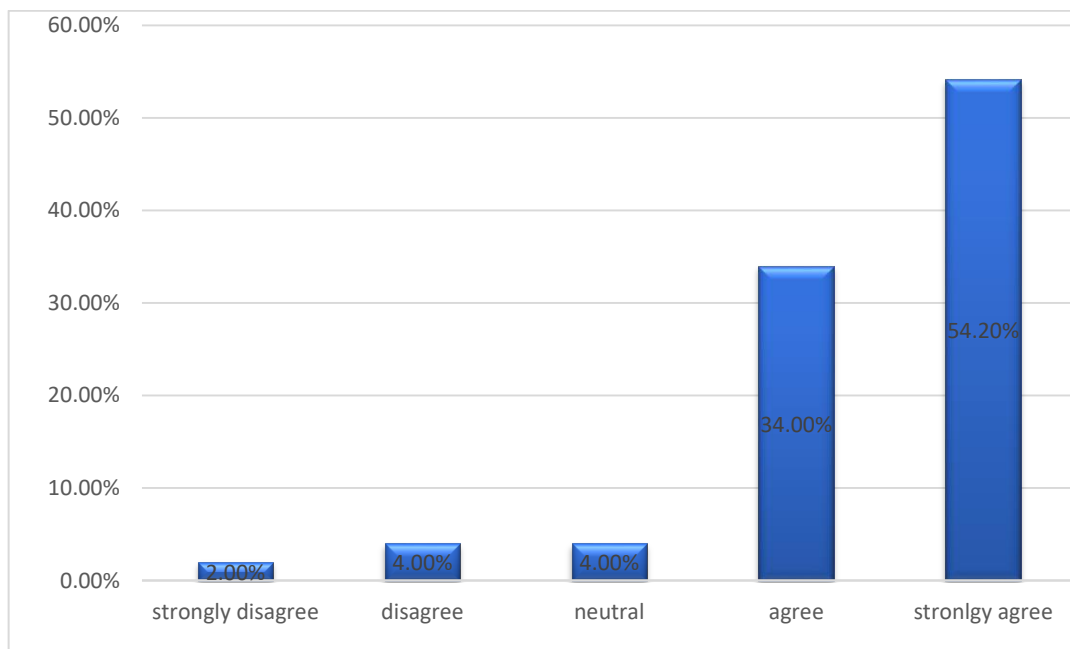
**Algeria seems to need more than one cultural language for complementary objectives.so the best solution would be that Algeria puts in place a pluralist policy beyond the opposition which reserves French and English languages for modernity and literary Arabic for tradition.**

Along with the findings, (34%) of teachers show agreement with this statement. Nevertheless, only 2 participants were uncertain about the utility of bilingual education especially in scientific fields. Based on statistical analysis, bilingual education is significantly summarizing the interrelation between languages being in contact. These responses were meant to make comparison between two languages that one is often thought to be of a pivotal value. There is an ongoing debate about bilingualism which merits deeper analysis.

- **The Usefulness of Bilingual Education in the Field of Science and Technology**

	Frequencies	Percentages
strongly disagree	1	2%
disagree	2	4%
Neutral	2	4%
agree	17	34%
strongly agree	28	56%
Total	50	100,0

**Table 7: Author’s Field Work, 2019**



**Figure 5: The Usefulness of Bilingual Education in the Field of Science and Technology**

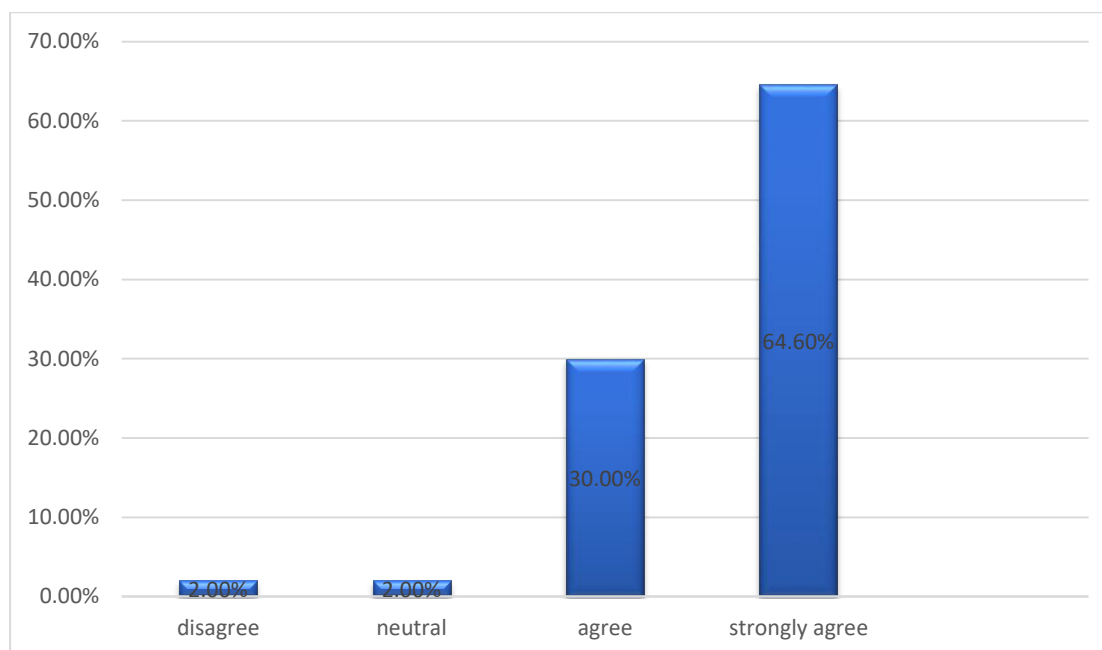
- **Attitudes towards Foreign Languages in Today’s World**

Interestingly, it is noticeable that a larger proportion of teachers (66%) strongly agree with the importance of foreign languages in today’s world. This may indicate the strong awareness that is likely linked to the interconnectedness that results from foreign languages. Data also revealed that, only one participant shows disagreement. Consistently enough, during the post-globalization era, there exists a wave of modern means of communication that pave the way to foreign language impact. Whether be it positive or negative, the competition between world languages influence respondents’ attitudes depending on a variety of reasons. Overall, globalization winds may not provide all languages equal importance, monopolizing one language at the expense of another is not static, therefore, it is prone either to the country language policies and planning or individuals’ linguistic competence and motivation.

- **Attitudes towards Foreign Languages in Today’s World**

	<b>Frequences</b>	<b>Percentages</b>
<b>disagree</b>	<b>1</b>	<b>2%</b>
<b>Neutral</b>	<b>1</b>	<b>2%</b>
<b>agree</b>	<b>15</b>	<b>30%</b>
<b>strongly agree</b>	<b>33</b>	<b>66%</b>
<b>Total</b>	<b>50</b>	<b>100,0</b>

**Table 8: Source : Author’s field work, 2019**



**Figure 6: Attitudes Towards Foreign Languages in Today's World**

- **Attitudes towards Multilingualism in Education**

As indicated in table, (46%) of respondents agreed that multilingualism is advantageous. What these teachers wanted to convey is that the only language policy in education is not an indicator of success which goes in line with students' expectations for a quality education. This attitude was clearly formed thanks to the competition between world languages over world news and developments. What needs to be mentioned is that (22%) reveal agreement with the statement, this is mainly owing to twofold perspectives: first, Arabization shapes LPs in the Algerian education system. Second, on official grounds, bilingual education theoretically at the secondary level does not take place. Meanwhile, Algerians seem to need more than one cultural language for compulsory objectives. (Chemami, 2011,p.232)

	Frequencies	Percentages
strongly disagree	10	20%
disagree	23	46%
Neutral	4	8%
agree	11	22%
strongly agree	2	4%
Total	50	100,0

Table 9: Source: Author’s field work, 2019

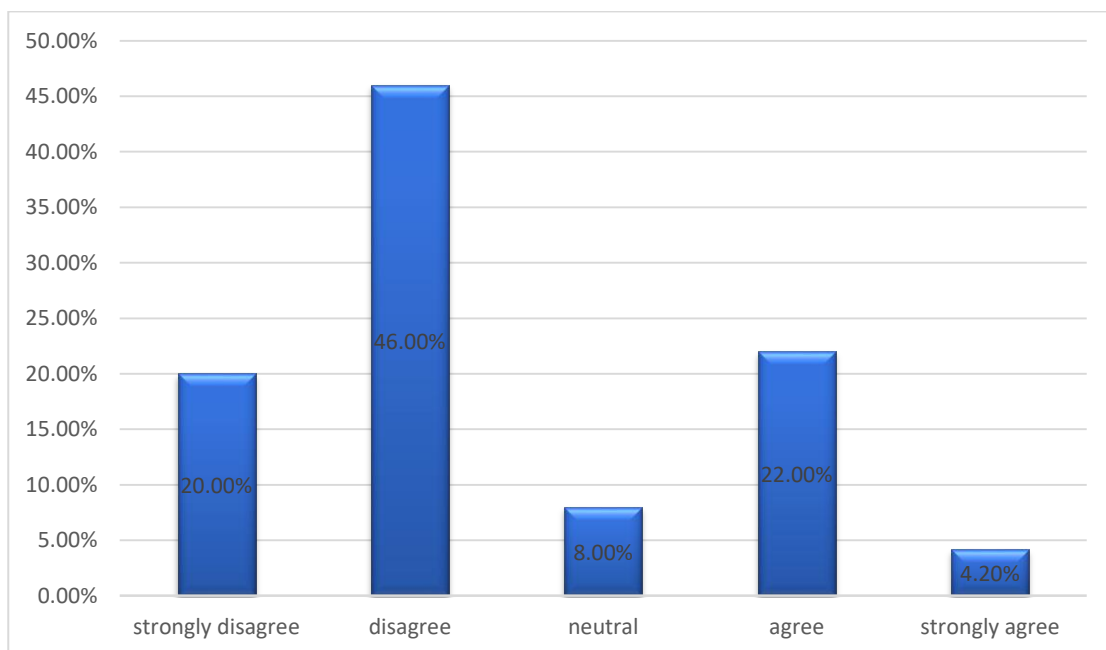


Figure 7: Attitudes towards Monolingualism in Education

- **The Availability of Worldwide References in English**

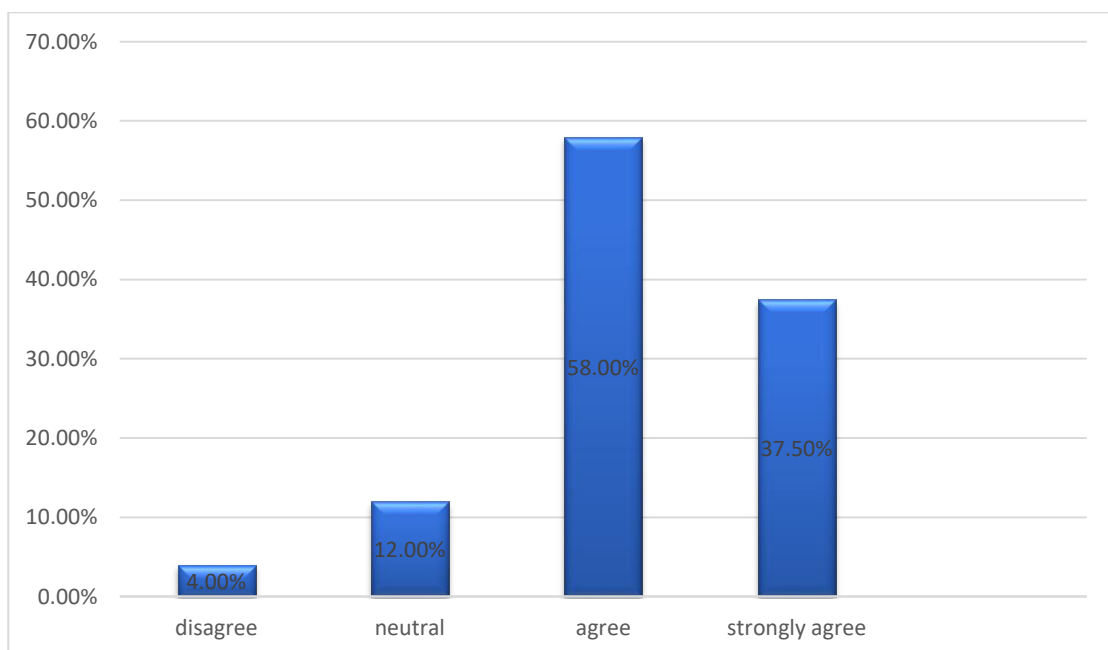
This item aims to seek teachers’ attitudes towards the availability of worldwide references in English. It is to be noted that the majority of (58%) agree with the exclusivity of English to be a key of international documentation and scientific resources. Thereafter, pieces of research are spreading much more in English in comparison with other world languages. The second ratio (26%) possesses strong agreement from the part of teachers.

This shows discontent especially with French or Arabic. Only 2 participants show disagreement which may indicate either awareness of the current status of English or a mere belief that all languages can be a transmitter of knowledge especially where translation is widely used.

**Table 10: The Availability of Worldwide References in English**

	Frequencies	Percentages
disagree	2	4%
Neutral	6	12%
agree	29	58%
strongly agree	13	26%
Total	50	100,0

Source: Author’s field work, 2019



**Figure 8: The Availability of Worldwide References in English**

- **Students' Need to a Bilingual Dictionary of Scientific Terms**

Although scientific subjects are being taught in Arabic at the secondary level, the French –only instruction is what characterizes the higher educational level. (36%) of teachers agree upon the necessity to provide learners with a bilingual dictionary in order to boost their knowledge about the most relevant scientific and technical terms. Clearly, these informants believe that this initiative could be step forward to prepare students for higher studies. This potentially would raise pupils' awareness about the upcoming shift in the language of instruction. Along with what has been stated so far, only 4 respondents do not see any need to a bilingual dictionary at this stage.

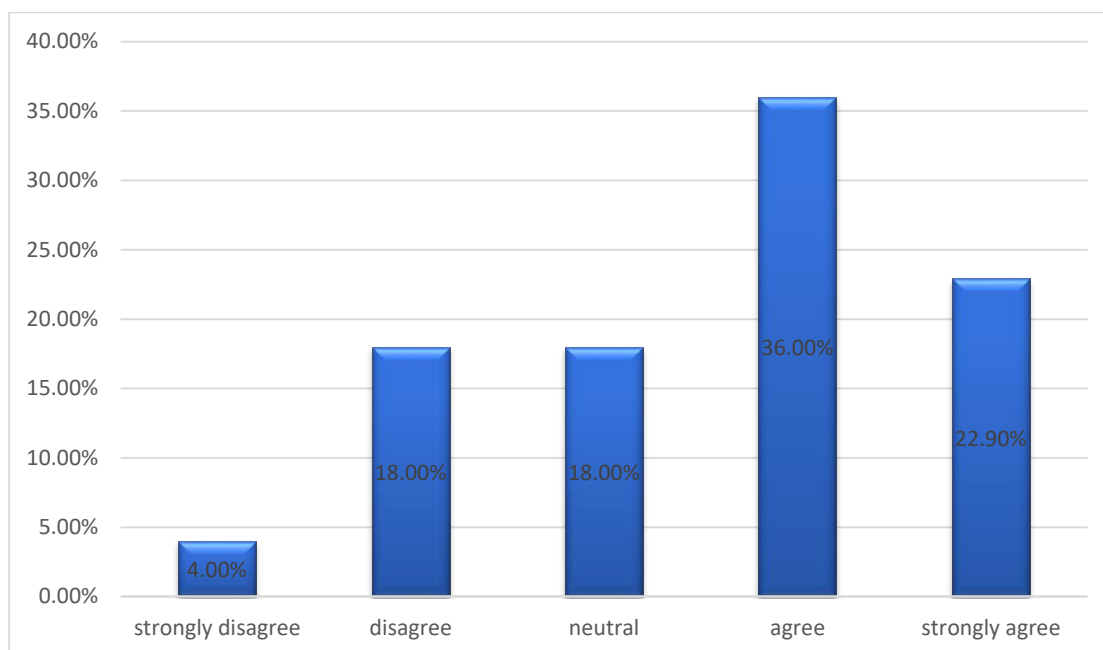
Importantly, a bilingual dictionary is a step forward not only to prepare students to a new language of instruction; on the contrary, it elevates the value of Arabic as a language that is capable to transmit sciences. It could be bliss for Arabic to be given more importance.

**Students' Need to a Bilingual Dictionary of Scientific Terms**

	<b>Frequencies</b>	<b>Percentages</b>
<b>strongly disagree</b>	<b>2</b>	<b>4%</b>
<b>disagree</b>	<b>9</b>	<b>18%</b>
<b>Neutral</b>	<b>9</b>	<b>18%</b>
<b>agree</b>	<b>18</b>	<b>36%</b>
<b>strongly agree</b>	<b>12</b>	<b>24%</b>
<b>Total</b>	<b>50</b>	<b>100,0</b>

**Table 11: Source: Author's field work, 2019**





**Figure 9: Students' Need to a Bilingual Dictionary of Scientific Terms**

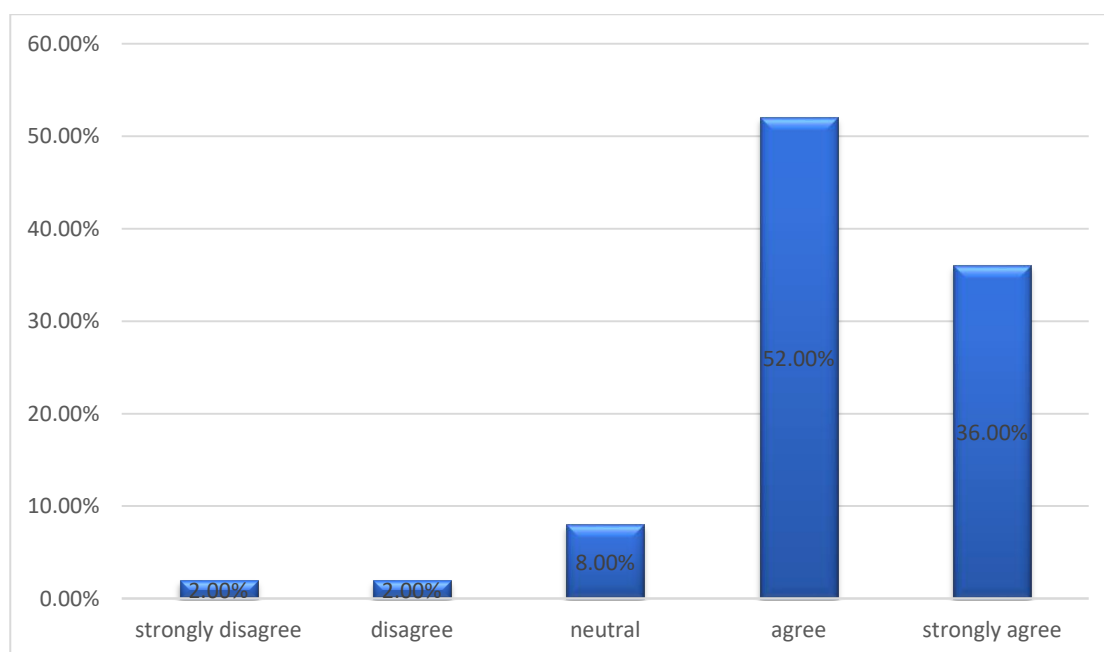
- **The Importance of Foreign Languages in the Teachers' Professional development**

Concerning item 10, (52%) of teachers believe in the importance of foreign languages in their professional self-development. Their answers assume the fact that they perceive foreign languages as an indicator to globalized citizenship. Their views also reply on the breadth of opening door towards multilingual education. It is noteworthy that, only 1 participant disagree with the statement. Statistics reveal that respondents show agreement towards the teaching and learning a foreign language. Ultimately, 8% of them revealed neutrality.

**Table 12: The Importance of Foreign Languages in the Teachers’ Professional Development**

	Frequencies	Percentages
strongly disagree	1	2%
disagree	1	2%
Neutral	4	8%
agree	26	52%
strongly agree	18	36%
Total	50	100,0

Source: Author’s Field Work, 2019



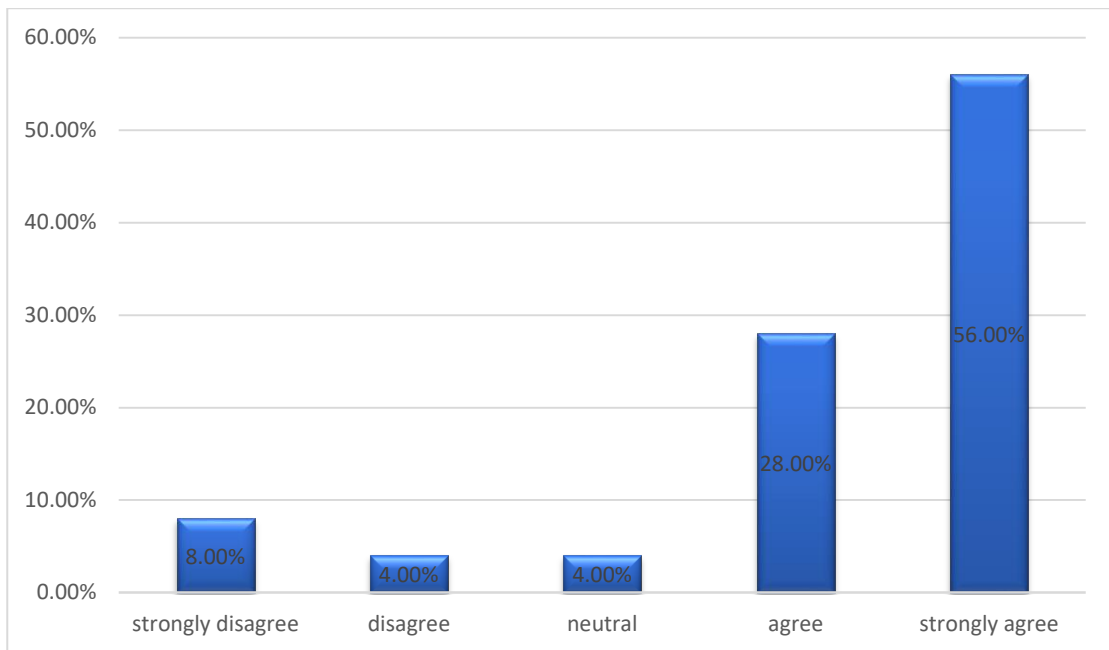
**Figure 10: The Importance of Foreign Languages in the Teachers’ Professional Development**

- **Teaching in French and its Impact on Monolingual Students**

The table below indicates that (56%) of teachers strongly agree that teaching in French could not be beneficial to monolingual students. The change of the language of instruction to French is not the suitable alternative since a great number of students have taken part into a purely Arabized school system. On the other hand, only 8% of participants show strong disagreement. The latter consider French a medium of learning which may not be regarded as an obstacle to learners who are supposed to pursue higher studies in French only if they would be enrolled in scientific and technical fields. Untimely, two participants preferred to remain neutral.

	<b>Frequencies</b>	<b>Percentages</b>
<b>strongly disagree</b>	<b>4</b>	<b>8%</b>
<b>disagree</b>	<b>2</b>	<b>4%</b>
<b>Neutral</b>	<b>2</b>	<b>4%</b>
<b>agree</b>	<b>14</b>	<b>28%</b>
<b>strongly agree</b>	<b>28</b>	<b>56%</b>
<b>Total</b>	<b>50</b>	<b>100,0</b>

**Table 13: Source: Author’s Field Work, 2019**



**Figure 11: Teaching in French and its Impact on Monolingual Student**

- **Teaching in English in Today’s World**

30% of teachers consider that teaching in English is important in today’s world. These attitudes may be built upon the fact that the status of English is currently taken a huge share particularly in scientific production. One could never ignore the value that all languages enjoy in terms of “*means of communication*” in parallel; there is an impact which can be spread through one language instead of another. There is a tough competition between languages in the world that can be hardly given a second thought. Meanwhile, 24% of respondents show disagreement with this statement; this is merely due to several factors to name but a few: instrumental, cultural, cognitive and even social.

	Frequencies	Percentages
strongly disagree	2	4%
disagree	12	24%
Neutral	9	18%
agree	15	30%
strongly agree	12	24%
Total	50	100,0

Table 14: Source: Author’s Field Work, 2019

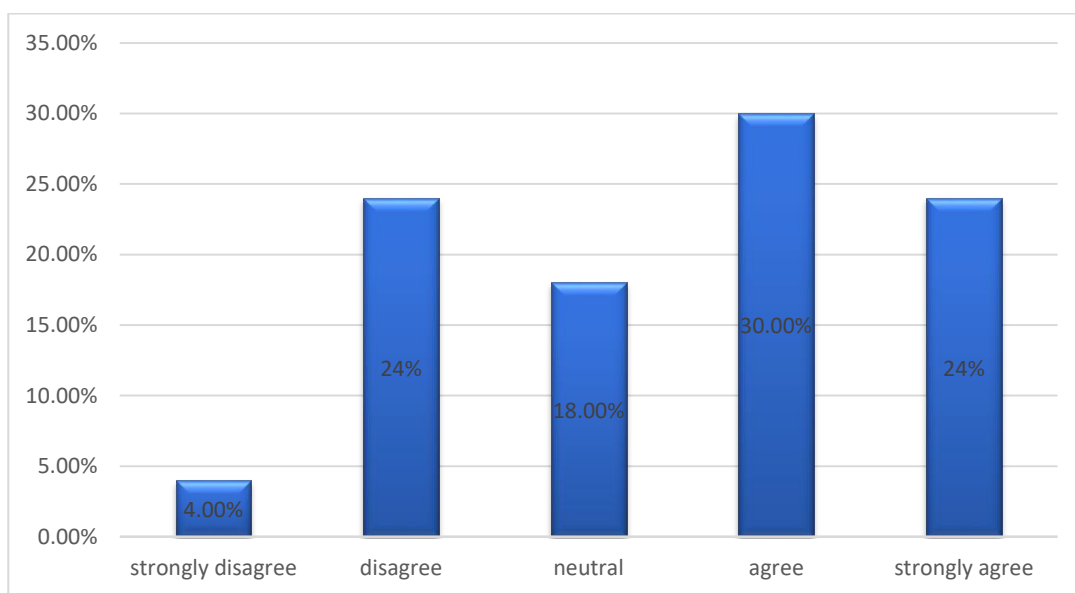


Figure 12: Teaching in English in Today’s World

- **LP and Educational Reforms: Towards Revision**

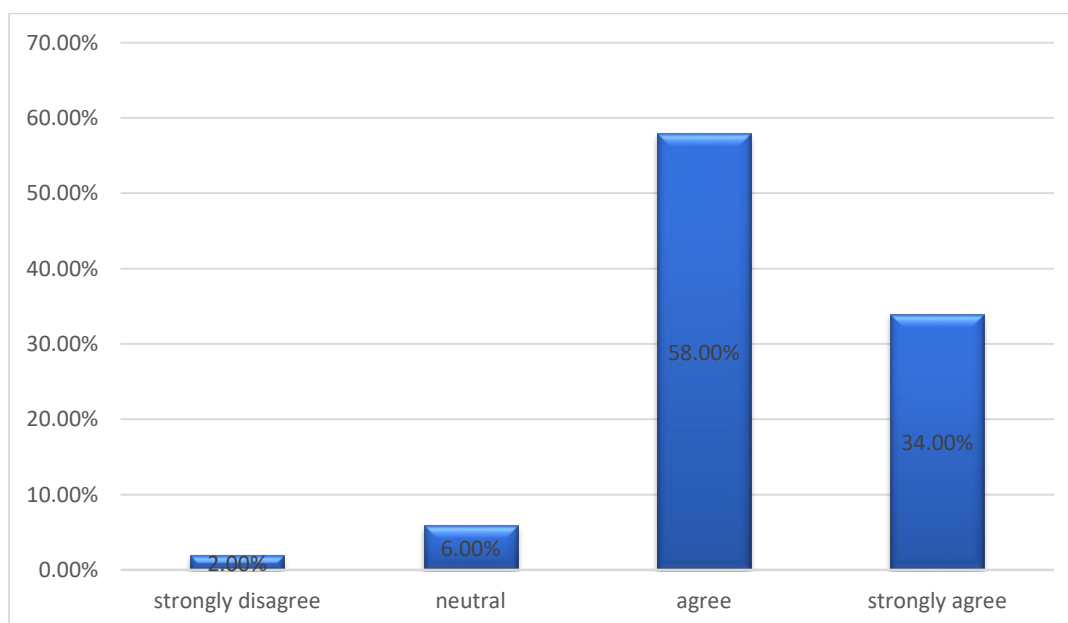
58% of teachers agree that the secondary educational level requires radical changes which are hoped to boost the quality of students’ learning conditions for the future. These participants did not hesitate to acknowledge the urge need to a critical language policy approach which can be conducted by making an analysis about the needed means in order to realize better linguistic and professional opportunities for learners. Since schools are part of the social production, educational reforms should be in par with students’ needs and

requirements. Only one participant indicates his disapproval with item 13 and 3 of them show uncertainty.

- **Language Policy and Educational Reforms towards Revision**

	Frequencies	Percentages
strongly disagree	1	2%
Neutral	3	6%
agree	29	58%
strongly agree	17	34%
Total	50	100,0

**Table 15: Source: Author’s Field Work, 2019**



**Figure 12: LP and Educational Reforms: Towards Revision**

- **Attitudes towards Possible New Language Reforms**

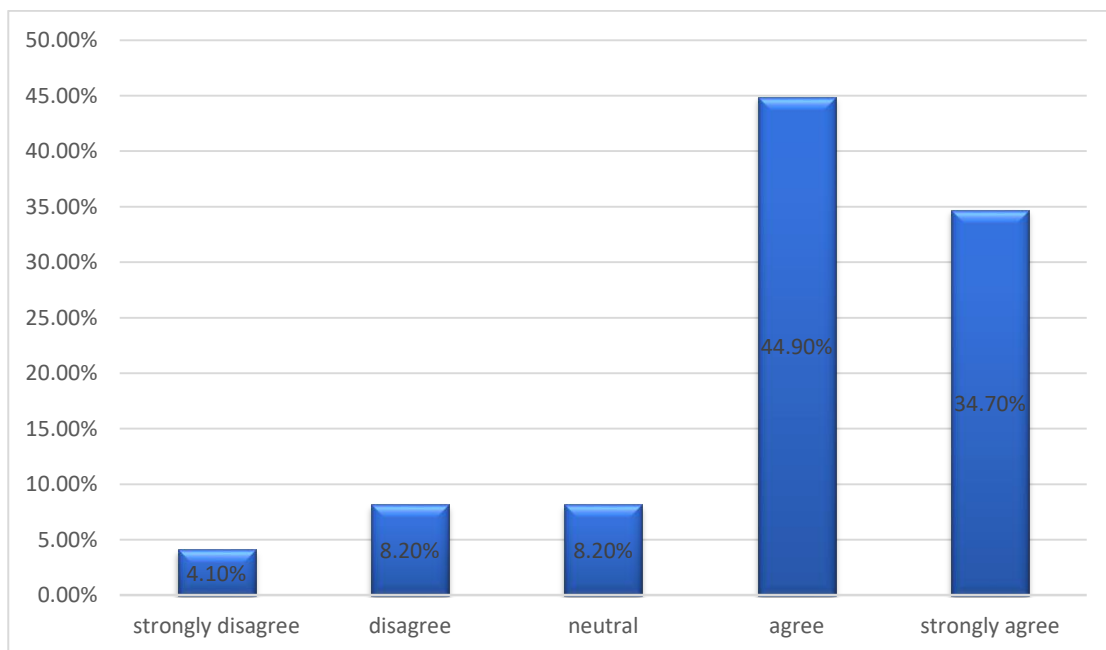
Item 13 assesses teachers’ readiness and willingness to any future language reform as far as their teaching subject is concerned. (44,9%) of them did not hesitate to show approval. As previously mentioned, the Arabization policy lacks the needed potential in order to head for the world’s rapid rate of development particularly in scientific fields. Significantly, (34,7%) strongly agree with possible reforms however, only 4 participants

show disagreement. This difference may be based on language policy that has been since independence in favour to promoting Arabic in schooling. (Taborry & Taborry, 1987,p.67) or otherwise, teachers’ readiness to change which goes back maybe to either loyalty to Arabic or foreign language incompetence.

- **Teachers’ Readiness to New Future Reforms**

	Frequencies	Percentages
strongly disagree	2	4.1%
disagree	4	8.2%
Neutral	4	8,2%
agree	22	44.9%
strongly agree	17	34.7%
Total	49	100,0

**Table 16: Source: Author’s Field Work, 2019**



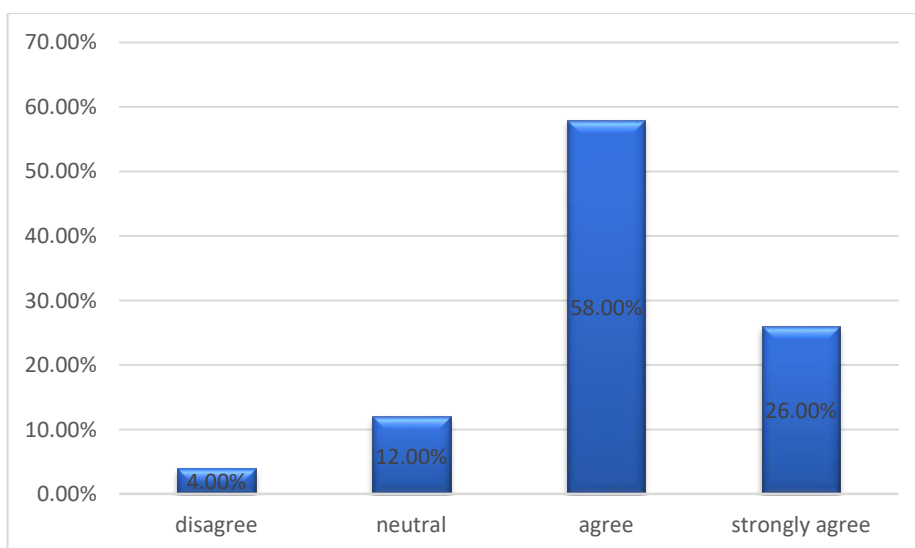
**Figure 13: Teachers’ Readiness to New Language Reforms**

• **The Impact of the Change in the Language of Instruction**

58% of teachers to whom the questionnaire was addressed agree with the utility of the change in the language of instruction. There is a strong indication that teachers think that it would be fair for students to be prepared to tackle higher education studies in another medium of teaching. Hence, the factors of change of policy remain tied to the gap that exists between the language dedicated that the secondary level and university. Seemingly, (26%) of informants show their strong agreement to change whereas only 2 participants assumed dissatisfaction with item in line with Holmes (2003, p.123) language planners generally focus on specific language problems. Their role is to develop a policy of language use which will solve the problems appropriately.

	Frequencies	Percentages
disagree	2	4%
Neutral	6	12%
agree	29	58%
strongly agree	13	26%
Total	50	100,0

**Table 17: Source: Author’s Field Work, 2019**



**Figure 14: The Impact of the Change in the Language of Instruction**

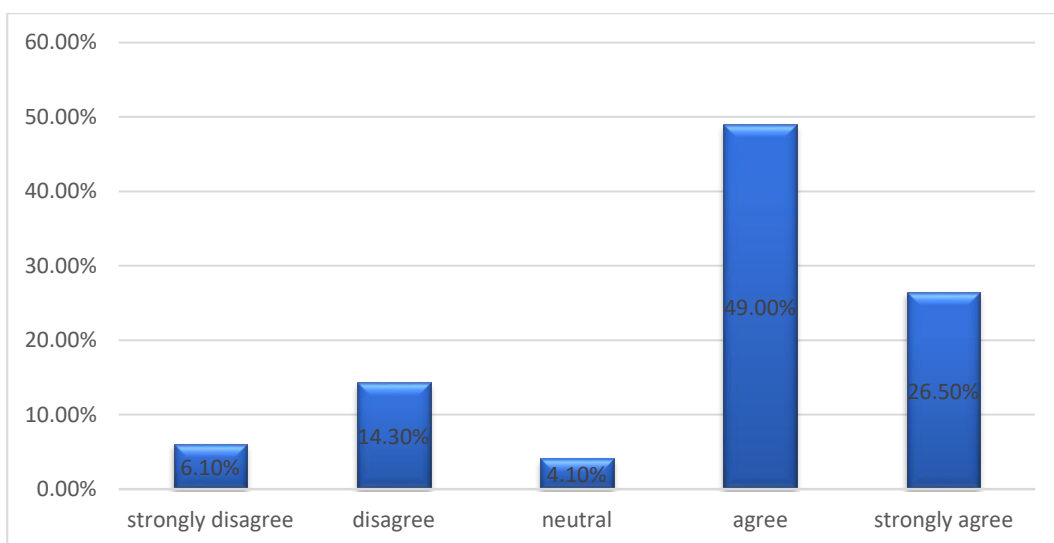


- **The Effects of the Random LP**

The above table indicates that (49%) of respondents believe that the design of LPs unmethodically has its undesirable impact on students’ achievement. Decision about language use in schools seem to appear very challenging therefore, they need wise planning. Activities in regards to language policy should be measured by taking into account the importance of education. Policymakers are required to delve into a deep thinking for the desired language in education policies. At the other extreme, (14,3%) of informants do not perceive a link between the success of language policy and learners’ scholastic achievement. It is probable that these respondents have little consciousness of the importance of a sound language policy in education.

	<b>Frequencies</b>	<b>Percentages</b>
<b>strongly disagree</b>	<b>3</b>	<b>6.1%</b>
<b>disagree</b>	<b>7</b>	<b>14.3%</b>
<b>Neutral</b>	<b>2</b>	<b>4.1%</b>
<b>agree</b>	<b>24</b>	<b>49%</b>
<b>Strongly agree</b>	<b>13</b>	<b>26.5%</b>
<b>Total</b>	<b>50</b>	<b>100.0</b>

**Table 18: Source: Author’s Field Work, 2019**



**Figure 15: The Effects of the Random LP**

•Standard Arabic under the Threat of Losing its Position

Despite being enthusiastic towards new language reforms, 38% of respondents could not hide their worry which is mirrored through the promotion of other languages at the expense of Arabic. On one hand, there is a fear of language policy failure which would jeopardize the status and value of Arabic and the inability of learners to deal with such reforms on the other. Based on the findings, (18%) of teachers believe in the deeply-rooted aspect that Arabic possesses. However, it can be predicted that there exists a covert competition between languages which affects in a way or another respondents' attitudes. Albirini (2016, p. 84) maintains that *“much of the existing research on language attitudes confirms the long standing positive attitudes towards SA”*.

	Frequencies	Percentages
Strongly disagree	2	4%
disagree	9	18%
Neutral	5	10%
agree	15	30%
strongly agree	19	38%
Total	50	100,0

Table 19: Source : Author’s Field Work, 2019

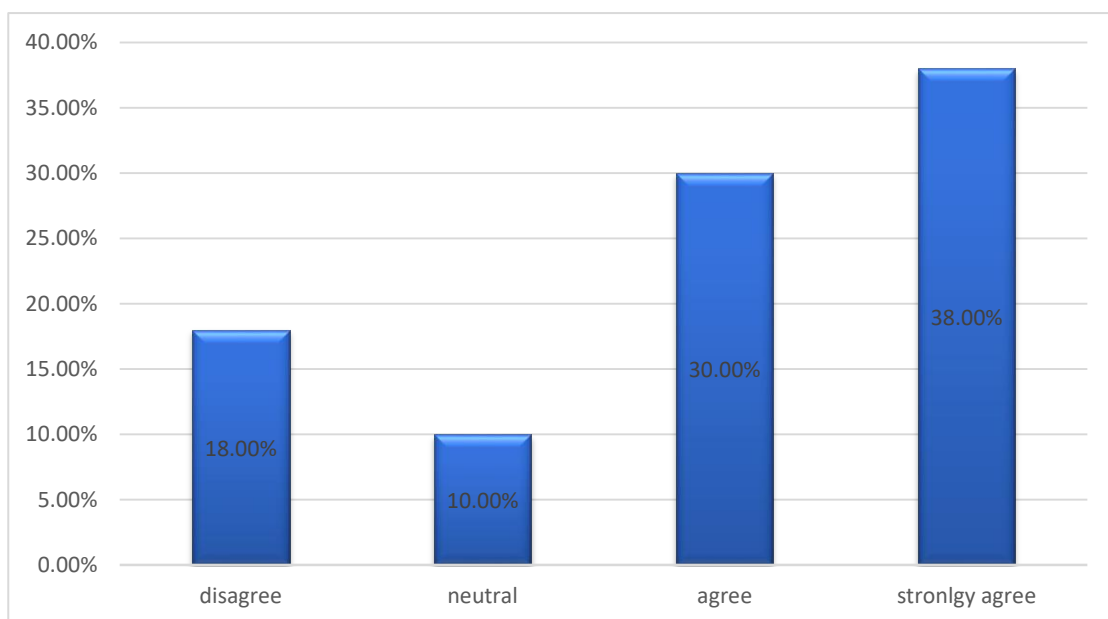
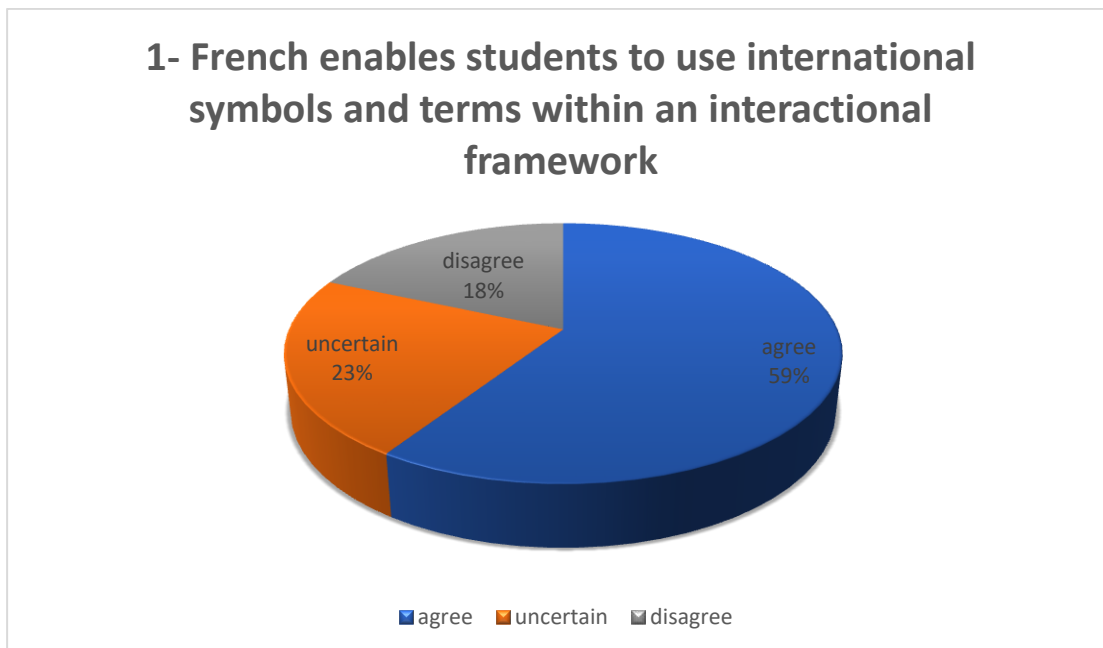


Figure 16: Standard Arabic under the Threat of Losing its Position

**4.2.1 Questionnaire: Part Two: Attitudes towards French as language of instruction**

**1- French Enables Students to Use International Symbols and Terms within an Interactional Framework**

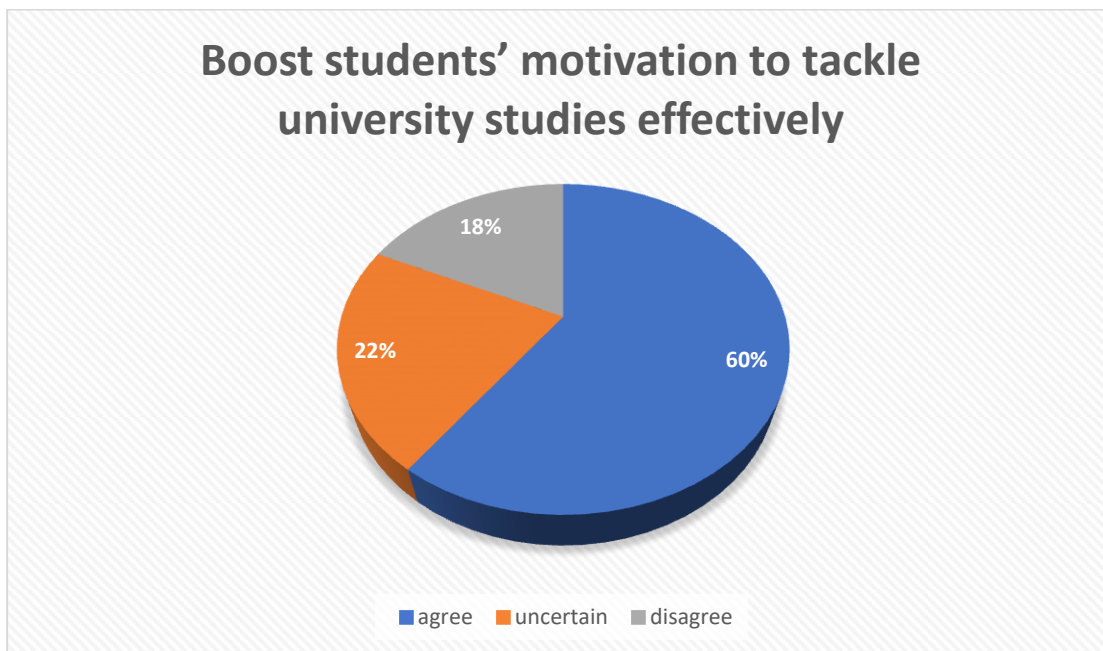
Interestingly, a large majority of 59,2% of participants believe that teaching in French will help students better make a link between symbols and their language of instruction. This shows teachers' attitudes towards a unified language and content. A limitation to this item is that teachers may be influenced by the content of the subject taught rather than their preferences to French. Then, 18,4% disagree with the idea. Forasmuch as, the symbols used in physics and mathematics are international, French has nothing to do with teaching them. Additionally, Arabic as a language of instruction causes no barrier against students' understanding. Then, (22,4%) are uncertain.



**Figure 18: French Enables Students to Use International Symbols and Terms within an Interactional Framework**

**Item 3: Boost Students’ Motivation to Tackle University Studies Effectively**

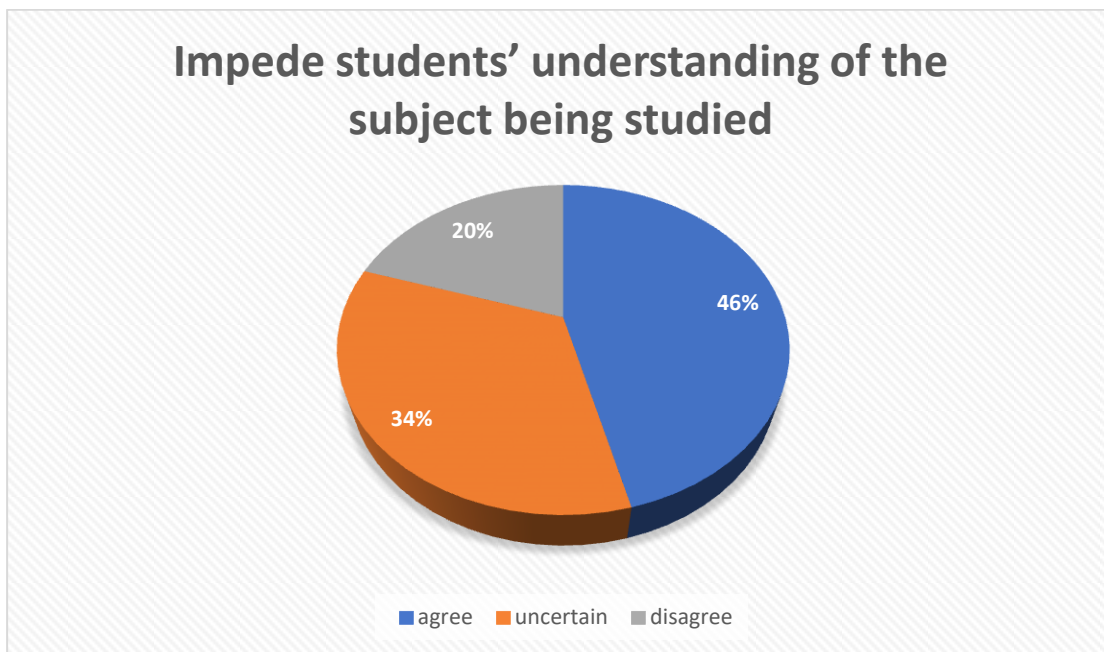
Data revealed that a great majority of (60%) agree that learning in French may increase students’ motivation at the university level, since teaching scientific subjects have been for decades under the exclusive presence of French. Though the promotion of Arabic as the sole medium of instruction at the pre-university level by policy makers, it remains a huge challenge for the language itself. The highest ratio is fundamentally because of the fact that the majority of teachers are newly recruited and then their higher education was conducted through French in addition to the role French in an Algerian society that has been always named as “*francophone*”. On the other hand, (22%) show discontent with French. These ones tend to reflect their negative attitudes towards French. According to this category, French is much far away to gain ground in any other stage except higher education.



**Figure 19: Boost Students’ Motivation to Tackle University Studies Effectively**

**Item 4: Impede Students' Understanding of the Subject Being Studied**

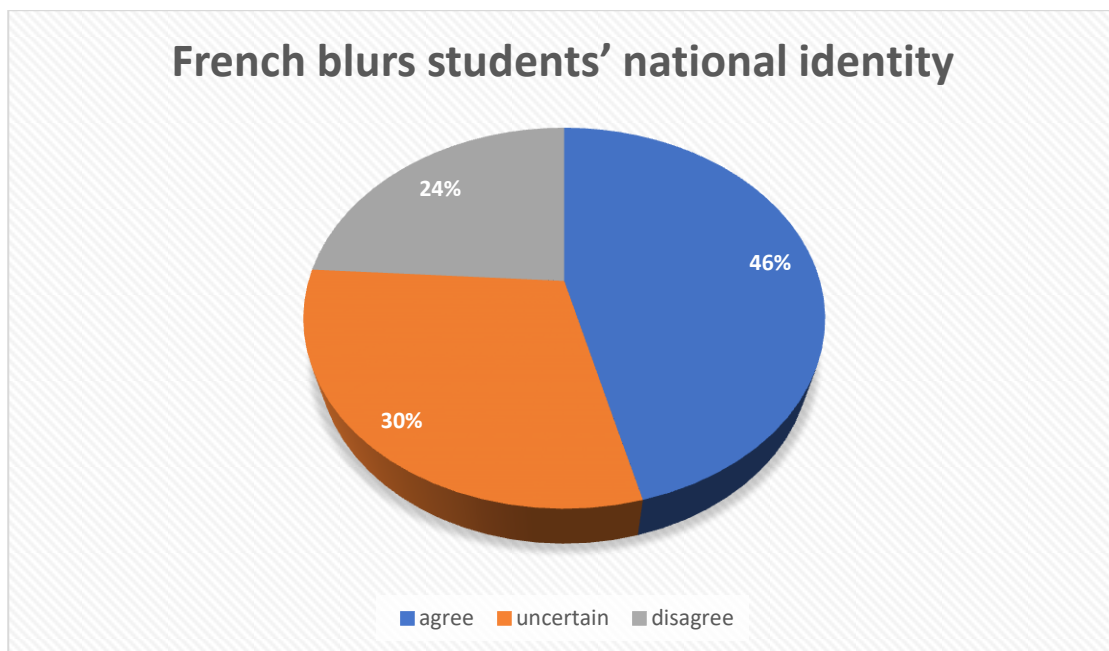
It is to be noted that (46%) of participants disagree with the assumption which perceive French as a burden against students understanding of the subject matter. These very results reveal that also that (34%) of informants were uncertain about the status of French even in a broader sense. This can reflect in a way or another the conflictual issue that surrounds the whole existence of French in Algeria. It is hard to reach consensus about a long standing post colonialism of the French impact and the sentiment of the components of identity and history. One could add that respondents would have doubts about the efficiency of French even at university. Indeed, it was quit challenging of participants to identify their attitudes towards LP discourse in education. This would be well envisaged through interviews.



**Figure 20: Impede Students' Understanding of the Subject Being Studied**

**Item 5: French Blurs Students’ National Identity**

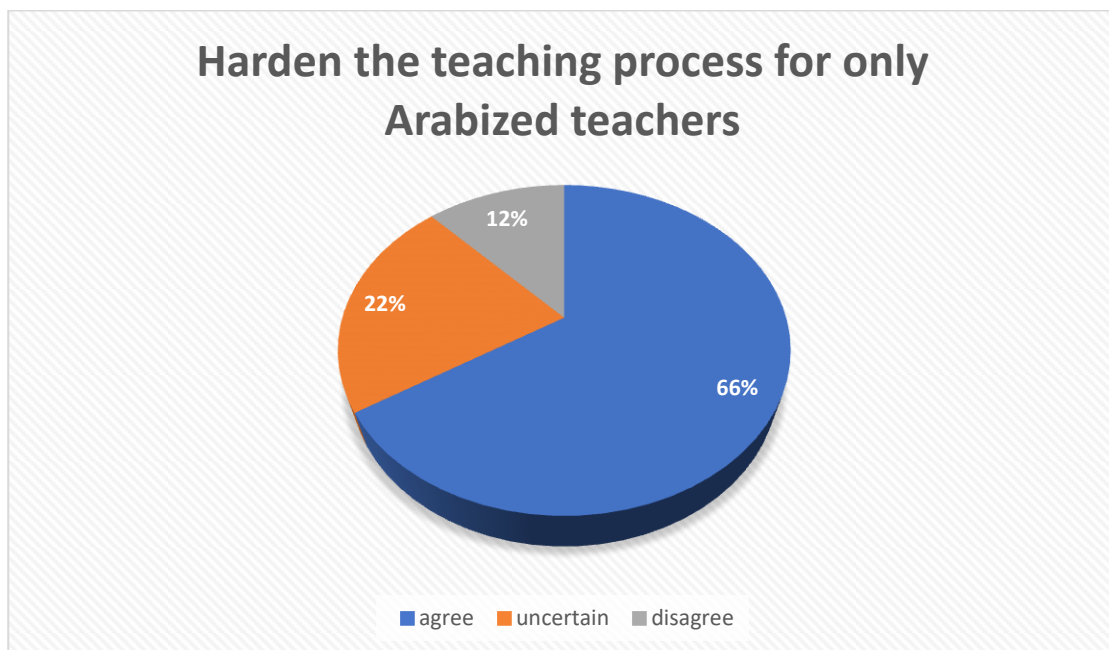
Data reveal that the majority of participants (46%) disagree that French can threaten students’ identity. French has been taught since the independence starting from the primary school meanwhile Arabic is a language of instruction of all subjects except French. On the contrary, (30%) agree that French remains the leftover of the French colonizer. This category of participants does not seem to acknowledge the fact that French plays a different role in Algeria despite being awarded the status of a foreign language. It can be noted that negative attitudes towards French still prevails predominantly. In fact, French holds key position in the Algerian society, on the other hand, for ideological concerns, the language of colonizers in the eyes of its opponents from a long span of time holds the image of hegemony and a real threat to the Algerian Arabic Muslim identity.



**Figure 21: French Blurs Students’ National Identity**

**Item 6: Harden the Teaching Process for only Arabized Teachers**

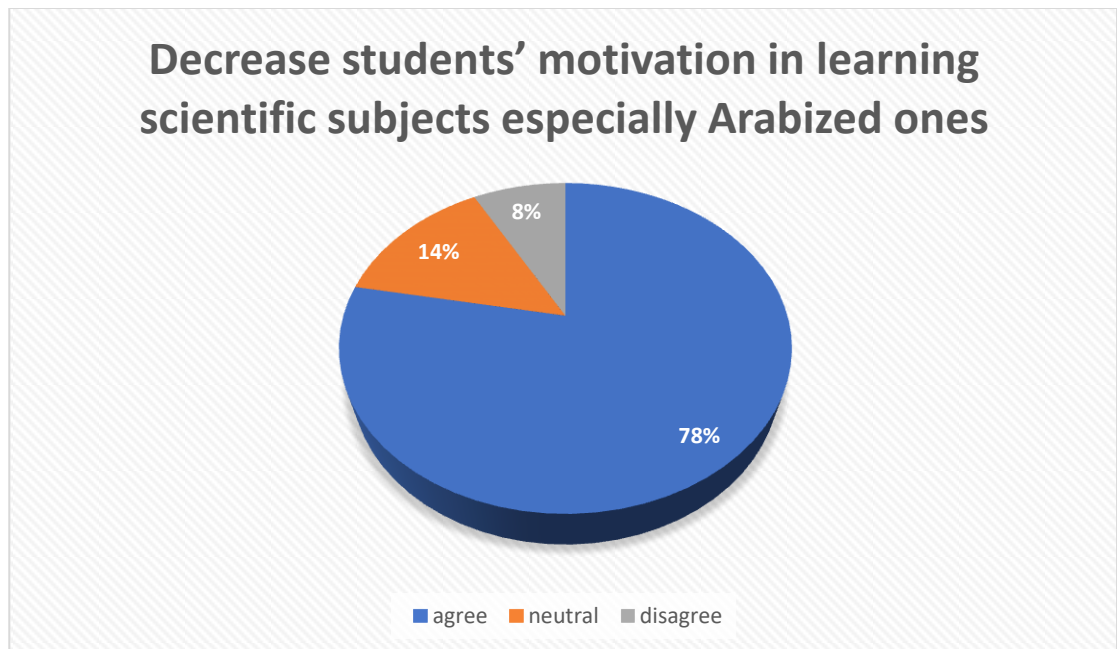
This item aims to know whether teaching in French would harden the teaching process for only Arabized teachers. Data reveal that a great majority of teachers (66%) agree that only Arabized teachers would not find it easier to teach through a language in which they do not hold proficiency in. These respondents want to convey that even if French is spread at a large scale in Algeria, this fact does not surprisingly ensure one's ability to be fluent in French or even to hold a moderate level; this is mainly due to linguistic reasons. (22%) of participants show uncertainty, it was not clear for them to predict a new reality conducted by French as a medium of instruction. This neutrality also would reflect the sensitive issue in regards to the language policy discourse in Algeria especially in the field of education.



**Figure 22: Harden the teaching process for only Arabized teachers**

**Item 7: Decrease Students’ Motivation in Learning Scientific Subjects Especially Arabized Ones**

As for item 7, (78%) of respondents agree that French as a medium of instruction would certainly affect Arabized students learning process. Arabic has for a long period occupies the educational linguistic policy. Any attempt to alter this reality would rightly or wrongly generate pros and cons. For the government in place, any future reform needs to be compatible with students’ needs and wants in addition to building a homogenous plan for an efficient LEP. Furthermore, only (8%) show their disagreement. One might acknowledge their positive attitudes towards French as a means of instruction. Nevertheless, attitudes remain an essential indicator of the preservation or neglecting of any given language. One might add that the success of acquisition planning process depends heavily on the notion “attitudes”.



**Figure 23: Decrease Students’ Motivation “only -Arabized ones”**



### 4.3 Educationalists' Interview Results

#### 4.3.1 Perceptions about Language Policies in Algeria

In order to gain broader insight about educationalists' attitudes towards language policies in Algeria, the first question stands as a basic footstep for the up-coming questions. Attitudes are of utmost importance to our research work since they are likely to serve as “*evaluative stands*”(Garrett et al, 2003,p.3) of the whole image of LP in Algeria. Unsurprisingly, all interviewees agree upon a shared consensus which views LP in Algeria as “*hazardous in nature*”. For them, LP is a dictation of a certain language use depending on specific objectives. Regardless of the extent to which both inspectors and principals believe either the success or failure of LPs in Algeria; their attitudes reflect in a way or another linguistic behaviour or even choices of those who belong to the grass root level. One of the interviewed principals affirmed that:

**Society exhibits a myriad of languages being mixed even in one conversation. When we communicate using one language instead of another, it is in this case a matter of personal choice, and this is totally opposed to the political desires taken by policy makers. (Pseudonym: Mohamed)**

Other educationalists made it clear that LPs implemented by the state whether overtly or covertly are driven by either ideological or other political reasons. The country status planning is characterized by instability which stands against the sociolinguistic reality of Algeria. To a much lesser extent, participants commented upon LP in Algeria seems to be subject to intolerant discourse. In fact, monolingualism proves its efficiency especially by the speakers themselves who are requested to perceive one language either positively or

negatively or even receiving very modest approval. Indeed, one of the interviewees acknowledge that

**One the state glorifies or sidelines a given language; this leads us to question whether the choice is based on effectiveness or other hidden motives. Let's take the case of Berber; it has become official without a referendum. Is it the preference of the whole population? If they have promoted English a better position. I would surely understand that it is a normal response to globalization. (Pseudonym: Ahmed)**

### **4.3.2 Attitudes towards Arabization**

Since Arabization is among the major language policies implemented by the state. One of the prominent educational reforms since independence, the second question tried to unveil the educationalists' perception towards the Arabization policy in education. In addition to providing an evaluative account of it on the basis of their own experience in teaching and also as prominent actors of the bottom up hierarchy of LP implementation. As a response to this question, one principal contends:

**Algeria is not a monolingual country. It represents a linguistic diversity (Classical Arabic and its various dialects, Berber and its various dialects and French inherited from colonialism. On official grounds, Arabic stands as both official and national language alongside Berber, however, in states' administrations, French preoccupies a larger position. (Pseudonym: Mohamed)**

For them, Arabization is criticized because it is said that it blurs the country's multilingual profile. One inspector says in relation to this idea: *I am not against Arabic, I am against imposing Arabic unmethodically.*" Another inspector added that:

**Current calls in favour of English have been highly raised in the educational system. Yet, French is still dominating interesting proportions of the society. It is a foreign language with the status of a second language, at the same time, we should convince ourselves that Arabic is the keystone of identity. (Pseudonym: Djamila)**

Due to the complexity of LP nature in Algeria, educationalists could not hesitate to show dissatisfaction about which LP comes next? disfavoured speeches are by all means ambivalences of these decisions taken evidently away from language use circle. So as to better understand mechanism of language policy activities, one should make reference to setting (Fergusson, 1977,p.9)

Furthermore, another interviewee pointed out that the use of languages today in Algeria depends heavily on people's attitudes i.e. they proceed largely from a bottom up level. However, in the educational sector, teachers are supposed to follow the allocated language of instruction. To be clear, this opens the door towards tensions which exist between languages into contact especially at school. Here, we refer to standard Arabic and other varieties of both Arabic and Berber.

Educationalists strongly indicate that the language of instruction have been since decades assigned to Arabic by means of achieving total commitment to Arabic language meanwhile Arabization has not yet been able to win a position at university especially for

technical and scientific fields. Indeed, interviewees advocate strongly about the serious disqualifies which tend to bring about fractures to the whole educational system in Algeria vis –à-vis the linguistic situation in society whose character is multilingual. Besides, one of the interviewed principals voluntarily shared one of his experiences as a student at the secondary level whose medium of instruction has shifted to complete Arabization during the 80's. Literally, the vagary stands in the fact that he pursued his university studies through another medium of instruction, that is, exclusively, French. He maintains: "*I consider myself a victim of the unsound LP; I was not good at French despite being a brilliant student in my third year at the secondary level. Unfortunately, I could not advance and keep track with other bilingual students*". (**Pseudonym: Abdullah**)

To be noted, that both inspectors and principals had a great deal to say on the issue of Arabization policy. An inspector of science commented on this policy by indicating that: "*the Arabization policy is a political decision which elevates the language issue to reach discontent from those who belong to the field of education. Clearly, Arabization is stemmed from a purely political lens, ossified by ideology*" (**Pseudonym:Murad**)

It is noteworthy that educationalists wanted to convey a message to the authorities in order to rectify LEPs from vagaries. While the status of language in the world is determined mainly by the ability to provide access to better job opportunities; the question that merits to be asked here is whether Arabization could effectively open door for efficient utilitarian functions and whether pupils can rely on its content for upward advantages. In the excerpt below, one principal clarifies: "*Arabization in Algeria was supposed to enable students is secondary education to be prepared to university studies. Those who prefer scientific subjects will not find Arabic useful*". (**Pseudonym:farid**)

Rightly so, all interviewees emphasized heavily that the Arabization process ignores the linguistic reality of the country. For them, Arabization lacks clear vision. This policy produces a generation of monolingual pupils who find themselves incapable to bear any other language of instruction effectively. They added that debate about Arabization has been always chaotic in essence. On the basis of what has been mentioned so far, the Arabization policy has been surrounded with contradiction on divergent conjectures. Another inspector affirms:” *We are all aware of the political discourse in favour of Arabization but there is no tangible belief that it could succeed*”. (Trans: *Abdelkarim*). Principals reciprocally share equal attitudes towards Arabization by maintaining that policies in regards to education are submitted to one political order whereby Arabic is the main actor. On this very point, Arabic, is by all means the backbone of the educational system but the child's first learnt language which he spoke at home is a mixture of Algerian dialect and French words. (Maamri, 2009,p. 10).

### **4.3.3 Arabic in Regards to Science and Technology**

The third question aims to track educationalists’ perceptions about the ability of Arabic to be an effective medium to knowledge and scientific content transmission to students, i.e. the rationale behind this question is to assess whether Arabic is fit for the challenge in today’s globalized world and hence open new prospects for the younger generation. In doing so, all interviewees show positive attitudes towards Arabic as a language. For them, Arabic was a pioneer in the transfer of science and modernity. Furthermore, a great number of authentic books were written by Arabs in several fields, to name but a few: medicine, astronomy, physics and mathematics. Afterwards, they were translated into other languages to bring light to the whole world. None of the participants could deny the

glory of Arabic during ancient times. Despite enthusiastic attitudes towards Arabic, participants overtly reveal that Arabic faces a conflicting reality. One principal emphasized that:

**Arabic today faces a great deal of plight; no invested efforts are paid for the sake of its flourishing. In higher education, scientific subjects are not taught in Arabic, this is eventually a good proof that Arabic is marginalized due to the lack of adequate planning as well as a severe insufficiency of the whole Arabization process. (Pseudonym:Djawed)**

Educationalists reported that Arabic is a victim of randomization. Therefore, the penalty that Arabic is paying describes perfectly the vagaries which lie the whole LP frame. One inspector in this retrospect affirmed that *“Arabic is a derivative language. It is able to generate all scientific terms. It only needs a strong political will handed with sufficient spot from specialists so as to restore its enshrining role to be a solid transmitter of knowledge and sciences”* (Pseudonym: Murad). It is good to mention that up to present French still holds a prominent position in higher education as far as scientific subjects are concerned. However, there is a strong positive attitudes detected by participant who thereby emphasized the role that Arabic could play if it is given chance.

Right from the start, the participants’ responses show, thus, no conflicting attitudes towards Arabic. In this retrospect, one interviewee provides the example of china and how it could manage to glorify it language. He said: *“why we cannot be like them? Not away from what has been already mentioned, one of the principals with whom the interview took place added that: “Arabic is the language of the holy book ”Quran” as we know this*

*sacred book offers a rich combination of terms and concepts.*” He additionally said : “**And He taught Adam all the names (of everything)...**” [Al-Baqarah 2:31] (*Pseudonym: Ahmed*)

By means of clarification, Adam could learn a great number of names; this mainly emphasized the valuable currency that Arabic enjoys in terms of words and concepts. It is a fascinating language, it is best known for the glorious dictionary of vocabulary with a key solid lexical architecture.

Among the principals that we interviewed, one of them stated that:” *even French linguists could not deny the richness of Arabic as Ernest Renan who stood respectively for a language which offered 80 words for honey and 1,000 words for camels*” (*Pseudonym: Djawed*). Overall, this very reason reveals that respondents share positive attitudes towards Arabic despite the competition between world languages such as French and English as far as the Algerian context is concerned. While the state has devoted efforts to promote Arabic through the Arabization process, the letter could not bring about Advocates since higher education seems resistant to change into a total Arabization. As it has already been mentioned that participants emphasized strongly that Arabic is an expressive language in all facets though it is required to be well receptive to the pressures of globalization. A sound language policy is the one through which the Algerian population could achieve its aspiration for better opportunity. The challenge which lies at the heart of any choice and attitudes is rooted into ‘*political arrangements*’ and ‘*ideologies*’. (Pavlenko & Blackledge 2004,p. 1-2)

Afterwards, an inspector acknowledges that among the reforms implemented by decision-makers is mainly the change in mathematical symbols from Arabic to French as in  $f(x)$  → تا (س). According to him, “*the hidden aim behind this reform is to convince society that Arabic is unable to provide access to scientific and technical knowledge and students agree well gradually with the question of which language is more valuable than the other*”. (*Pseudonym: Farid*)

According to this participant, the authorities hold negative attitudes towards the Arabic language by spreading the idea which claimed that Arabic is not capable to be used for sciences. For the time being, it is likely to be vulnerable to neglect.

This issue remains amidst allergic policy whose main goal is to reach effective learning outcomes on the other hand one might question the effectiveness of Arabic to be able to replace French particularly in Academia.

#### **4.3.4 Homogeneity between Secondary and Higher Education**

Secondary education proves from the outset that is fairly capable to prepare students to a new educational phase through providing them with plentiful skills. Among the skills is the language of instruction itself by which information can be received and transmitted. However, the *abrupt* transition in the language of instruction from Arabic to French as far as scientific subjects are concerned triggers a debate questioning its efficiency or even drawbacks. We asked Algerian secondary school educationalists to evaluate the transition between secondary and higher education on learners and whether they have a say about LP in relation to the previously mentioned issue. All of them, except one, confirm that moving to higher education with a desire to study scientific or technical specialism run counter to monolingual students ,i.e. only- Arabized ones. This category of learners which according



to them represents the majority of students will certainly meet a reality that does not correspond their aspirations.

On the contrary, one participant affirms that “international symbols are taught to students since primary school, this could at least help students cope with the new language of instruction. Educationalists stress out that the shift in the language of instruction from secondary to higher education lacks a real logical connection. It is merely seen as a heavier weight on only –Arabized students. Participants also imply that even students may question the shift to French. For them, this can be well named as a “*linguistic issue*” which confirms the failure of the Arabization policy.

Currently, the issue seems to consist of two competing languages Arabic and French. The former denotes Algeria’s language of identity and both historical and cultural backgrounds and the latter illustrates the language of sciences. This situation has made the respondents to show dissatisfaction with the whole planning which surrounds LP in Algeria.

### **4.3.5 Motives behind Monolingual Education**

The majority of participants maintain that a great deal of scientific production is currently done through English and because of the absence of a specialized translation policy, which makes the scientific context accessible for both researchers and teachers, nevertheless, monolingual instruction, according to them, holds no pragmatic perspective. Additionally, these participants mention that it is high time the government launched new reforms which could at least help students progress with little obstacles. One of the interviewees, for instance noted that” *it is a pity that teaching in our secondary schools is done through universal symbols and Arabic explanation.*” (*Pseudonym:Abdelkarim*)

Another participant added: *“I prefer that we use both Arabic and English through the help of translation. Our students will have the opportunity to be aware of the international terminology in English and its equivalent in Arabic”*.

It should be noted that at the educational level Arabic has benefited from being the exclusive means of instruction from all school subjects. Thus, one might question teacher-student language of instruction in classrooms through participants’ answers, we can detect those attitudes towards the only-Arabic language of instruction are split down the middle between opponents and proponents. The former refers to those who believe that Arabic is a strong asset scientifically. On the counter part, the latter believe much better at a lesser degree in bilingual education thereby instrumental motives are of a high significance. These participants acknowledge that his attitude has been inspired by Prophet Muhammed (PBUH) who encouraged us to learn languages, not to be dislocated from one’s own language but rather to understand others with tolerance.

#### **4.3.6 Attitudes towards Educational Reforms in Regards to LI**

All participants were demonstrated enthusiasm about new educational reforms as far as LI is concerned however their views differ accordingly. In this respect, one participant says that:

**It is hoped that our schools witness new language reforms. I presumably prefer teaching in both Arabic and English I totally emphasize not French. I believe that English will open new horizons so that students get access to international sources of knowledge easily. (Pseudonym:Muhamed)**

On the other hand, a school principal added that: “*let’s teach in both Arabic and French. The former is our first language and the latter is still dominating higher education.*” (*Pseudonym: Abdullah*) Data reveal that educationalists’ views towards the educational reforms in regards to LI differ on the basis of their own experiences or even their mastery of either English or French. According to an inspector:

**Those who belong to the field have never been consulted, for instance, when policy makers decided to alter both Arabic symbols of mathematics and physics with French ones into the curriculum, neither inspectors nor teachers were informed. Personally, this decision was purely political by French language opponents whose aim centres around the fact of preparing for another huge reform thereby scientific subjects can be taught in French as it is the case in Tunisia or Morocco. (*Pseudonym: Abdelkarim*)**

Accordingly, interviewees commented on the current LPP, which should receive wiser attention in order to cope with the world challenges. Therefore, the choice of the language of instruction today is prone with its efficiency that could potentially prepare students to become a *global citizen*. They also express concerns about the serious problem of causing frustration to students through the language policies enacted without including teachers who can mirror the challenges faced by students and how they could overcome them successfully

#### 4.4 Results of Classroom Observation (Field Notes)

As for language practices in classrooms, observations focus on the language of instruction whether there is a monolingual policy particularly in scientific subjects classes. It also provides an in-depth analysis of the existing linguistic interactions prior to interviews. Data collected by means of observations reveal that the classroom provides a real image of language used. It is displayed that monolingualism does not cover both learners and teachers' practices.

On the basis of Vygotsky's (1988) interactionist Theory which considers language as a pivotal tool for cognitive development, the findings gathered by means of observations reveal that teachers tried to establish a classroom atmosphere driven by standard Arabic as a language of instruction especially while delivering the lessons to students. However, it is likely to mention that a great majority of teachers shifted to the vernacular so as to better explain the content clearly. On the other hand it was noted that learners never made use of Standard Arabic during the participation phase, most of them tend to code-switch to dialectal Arabic instead in parallel, the majority of teachers answered the students' questions in A.A. Furthermore, Teachers are supposed to use Standard Arabic as a medium of instruction one teacher during the interviews said that "inspectors always accentuate the importance of using Standard Arabic while teaching".

Classroom observation proves that dialectal Arabic appears to possess a great deal of classroom instruction besides standard Arabic; this is solely used by the teachers but with different degrees. Since more than language or variety of language is used in classrooms, this refers indeed to a bilingual context to a lesser extent. As it was previously mentioned by some teachers dialectal Arabic is a tool to foster explanation. Within the same line of

thought, Mckendie-Brown (2006,p.2) affirms “L1 should never be seen as a hindrance but rather as beneficial for both teachers and learners”. Thus, not all teachers show positive attitudes towards the use of mother tongue, they maintain that they are obliged to code switch.

The classroom environment when the observation took place emphasized that Standard Arabic varies in degrees according to the teachers’ proficiency and willingness to achieve total efficiency of lessons. Among the observations sessions, a teacher of Natural Sciences had to explain some concepts related to immunity lesson in both French and English, surprisingly some students ask the teacher to write the concept on the blackboard so that they could take them on their notebooks. During the same session, a student suggested preparing a list of key terms in three languages mainly Arabic, French and even English. After the session, a brief talk with their teacher propounds the process of translation he went through: “I always prefer to translate to my learners some words related to the theme of the lesson, they are not required to learn them by heart, I just aim to enrich their knowledge from what I learnt at university”.

#### **4.5 Focus Group Interview**

Based on Scott & Morrison (2006), focus group interviews unveiled the reasons behind holding a specific attitude towards something. As for this current research work, the first question of the focus group interview seeks to understand whether students are ready to a new language of instruction as far as scientific subjects are concerned, learners seemed to be aware of the change in the language of instruction. Data revealed interested findings for the first question.

Here are some excerpts below:

*S1: I am not qualified in French besides I am not willing to learn through a language except Arabic.*

*S2: I am not sure I have spent 13 years learning in Arabic; in addition French is not our native language.*

*S4: I am not interested to learn in French we don't need it because it has no International value anymore.*

*S7: French is not the language of science; on the contrary English is dominant in the world.*

On the other hand, the remaining two participants indeed believe that French is essential as it provides them with new and better opportunities. Here are some excerpts:

*S8: French is a prestigious language. It helps me understand science and pursue higher studies at university.*

*Once the students were asked which language amongst French or Arabic they could prefer to study so, the majority of their answers prove to stand by side of both Arabic and English. Here are some excerpts*

*S 1: I suppose. Arabic is better because it is my mother tongue and the language I learned through since being a child.*

*S2: I prefer Arabic, the language of our nation.*

*S3: We should never abandon Arabic; it is the language of Islam.*

*S3 : The world today is dominated by English, if ever you make research no one is going to be motivated to read it if it is not published in English.*

*S1: I prefer learning through the international language which is undoubtedly English.*

*Only two students prefer French instead. For them it helps them gain a more prestigious position in society.*

Focus group interview with learners confirmed the findings started earlier. A great majority did not hesitate to show their disagreements with the idea of learning through the French language below are some excerpts:

*S1: I strongly reject teaching scientific subject in French, we have to be proud of our native language.*

*S2: I think things will be worse in French.*

*S3: I do not favour French because it is not our language it is just a cultural invasion.*

*S3: I to be level I prefer Arabic but if they have to make a change, I would better favor English.*

*S5: French does not have any international value, why should we ever consider it English is number one*

*S6: we hope to see English instead of French in our educational system.*

## 4.6 Discussion and Interpretation of the Main Findings

There is a paradox related to the process of Arabization whose main language is Arabic. Despite positive attitudes towards the Arabic language, teachers, principals and inspectors agree upon considering the Arabization process as “*ineffective*”. Item 1 of the questionnaire: “*The Arabization of scientific subjects is inefficient*” proved that teachers do not see this process in a better position to achieve the desired outcomes. By analyzing this aforementioned statement, it is noticeable that, French was said to be the language of instruction for sciences at university. Meanwhile, the pre-university level is Arabized, the difference between the two prompts is that the first is built upon the advantages resulted from the use of French over scientific and technical documentation since decades. Arabization needs solid pillars in order to give the Arabic language the opportunity to be present not solely at the secondary level but rather as a language of science at university. The use of mother tongue is highly recommended by the UNESCO (1953). It was mentioned that: “*On educational grounds we recommend that the use of the mother tongue be extended to as late a stage in education as possible. In particular, students should begin their schooling through the medium of the mother tongue.*”

As for the Algerian case, standard Arabic is not the mother tongue of Algerian students. It seems to be still far from being an official medium of learning. This situation indicates that positive attitudes towards Arabic remain limited to “*identity*”. However, the role it plays as at least a language of instruction seems not to teach the aspiration of the whole educational system.



The interview with experienced teachers proves that they felt pessimistic towards any language reform which does not fit the educational system. There exist layers of contradictions as far as the linguistic change is concerned, the current generation of teachers for example does not believe that replacing Arabic with French is able to prepare students linguistically to overcome language barrier at university. There exist many factors which shape the informants' attitudes probably due to historical, cultural and many other reasons. The case of Algeria is not an exception, for the neighbouring country Morocco, Marley (2004) indicates: *"the responses indicate that neither language, on its own, is widely used in everyday situations. Similar numbers around a quarter claims to use MSA always in science classes"*.

Since theoretically all education is given in MSA, one might extended a far higher figure, but at this level it is likely that there is a high incidence of French in science classes, with could make the absence of a policy marginalizing minority languages or varieties is referred to by Kloss & Wiley as a *"null policy"*. (Cited in Wiley 2002,48-49)

Ever since independence, policy makers proclaimed Arabic as the main vehicle of the country in all fields. However, AA and Berber speakers feel neglected. As for Tamazight, several laws have been enacted for its sake, though they remain eventually *"policy texts"* (Ball, 1993)

What was already mentioned by one of Algeria's previous ministers of national education Benghebrit when it comes to including mother tongue as medium of instruction at the primary level proves the results obtained during observation sessions which were mostly conducted with Algerian Arabic with a modest use of Standard Arabic. It is good to mention that reality proves incompetency in SA from the parts of the learners. The

recommendations here were offensively answered especially by a great number of Arabic advocates from the Algerian population. One could maintain that attitudes towards Arabic are well ossified in the minds and psyche of Algerians. It is mainly due to strong connection between the Quran and Arabic.

It is very challenging to think about future language reforms from the same eyes of top down analogy. Globalization currently forces us whether explicitly or implicitly to revise our LPs. For the language to be dominant, it is up to its wealth to pay it a mandatory position even worldwide. The competition between languages forces decolonized nations to go beyond the adaptation of the other's superior language, but rather to know how to promote their local languages. *“Traditional language policy research has tended to dichotomize language policy” creation” and “implementation”, ignoring the agentive role that “implementers” play in policy appropriation.”* (Johnson, 2009, p.156)

What has been said by Johnson summarizes the whole picture of Algeria as a decolonized nation when it comes to its LPs mostly there is a mismatch between top-down and bottom up process to achieve equitable LP. Drawing much focus on the Algerian case, one could reveal that decision in regards to status planning, corpus and acquisition planning is not based on well thoughtful design; they rather focus on which language serves a category of elites at the expense of others. Language planning and policy can be well designed by those experts who mainly advise which language to be selected and how. The issue of LP in Algeria is due to the fact that language selection is by all means a political job.

Arabic language is taught at schools and hence it has no other use outside the school setting. French enjoys a better position than standard Arabic especially in the media. Code switching is what shapes Algerians' everyday speech and therefore, it affects students' acquisition process whereby standard Arabic is decreased to a very minimum usage depending on the students' linguistic environment. Le Roux (2017,p.123) contends that: the medium of instruction in schools is undertaken is this language alone for the most part and the plurality of the language situation in the country remains negated in the constitution." As Mustafa Lachref, minister of national education (1977-1978) expected Arabization future since it does not show equal footing with modernity.

It is to be noted that Arabization process needs a great deal of significant efforts to be on track with globalization. A quiet similar situation is noticed in Morocco though research work conducted by Marley (2003). The findings revealed interesting data from both teachers and students who favour bilingual education through French and Arabic. The current data of the questionnaire as far as this is concerned also reveal that teachers disagreed with the statement which considers "*multilingualism*" as an obstacle.

As far as language policies and educational reforms are concerned, many informants had simply given their perspective in favour to possible future changes which could bring about satisfactory outcomes for all grass-root actors. Arabization is among the educational reforms that have for long period shaped the theoretical footsteps of LP in education. Participants indicate that revising Arabization is an indicator for positive change. Gaining a good command in a new language of instruction for the university level should not be abrupt in motion. The participants made it clear that the thoughtful design of LP starts

from including them in language policy design rather than only implementation so they could turn these theories into effective and successful practice.

Although, there exists a massive use of mother tongue in classrooms, Algerian dialectal Arabic receive, from the word go, less approval. Even Arabization could not cease the spread of mother tongue as utilitarian medium for both teaching and learning. Therefore, participants also see Algerian Arabic as an indicator of success; however, it is regarded as a step back that affects students negatively for future studies. Indeed, feeling optimistic towards bilingual education can be traced back to the teachers, principals and inspectors' experiences in bilingual education. Despite of the fact that this is not necessary the only well thoughtful perspective for students themselves who have experienced monolingual education throughout their years of schooling.

Kangas & Phillipson (1995) affirmed the importance of using mother tongue at schools. The latter is on official grounds prohibited and even from the sociocultural lens pejoratively seen. Since language policy tended to generate pitfalls and drawbacks educationalists stressed out the urgent need to rethink about LP in a rather practical manner.

Teachers also agree that the unsound language policy affects students' learning process negatively. It is clear from the findings cited earlier that since code switching is used to facilitate students understanding. There is the issue of the very notion of SA as a medium of transmitting scientific terminology. This situation is likely to cause major linguistic handicap to learners in terms of scientific lexicography. Finally, we should question the role mother tongues play in our classrooms. As it takes a great deal of instructional

objectives, this in turn, can hinder learners' ability of linguistic access to further opportunities at the university level.

The teachers were asked whether they are ready to any future reforms in regards to the language of instruction, a great majority of them show their approval. (See statements 11-12). One might back to the case of LP at secondary level and consider the fact that the current linguistic situation requires a better, tolerant design of LP which suffers from a contradictory image. Policy makers are thus faced with a challenging task, that is, in order to respond to bottom-up actors' attitudes, a solid language policy should be established by taking into account the linguistic hybridity of the nation.

The national commission of reforms in 2015 proposed some recommendations which show a desire to move from a purely Arabized instruction for scientific subjects to a completely frenchified one. The premise was mainly to treat a decline in pupils' failure at their first university year due to being unprepared to cope with a new language of instruction. As noted, it is quite interesting to foreground the value that grass-root actors provide for the enhancement of the whole picture of LEP. These findings can create openings for possible solutions which, in turn, can correct the errors and conduct as sustainable LP.

We cannot, whatever the reasons, link failure to the Arabization policy. Consequently, the pan-ideologies in fact have been continuously spelling failure on it due to unthoughtful analysis. It is to be announced that the Arabization policy fails to achieve its pre-designed objectives. According to Majid Benyaou, a member of (CNRSE) explained reasons of failure by mentioning that "serious short comings can be identified at two levels: the level of performance and what might call "quantitative aspect", and the level of the system's

overall architecture, organizational structures and operation...” (cited in Grandguillaume, 2004,p.12)

Grandguillaume further clarifies that the rejection of mother tongue is among the reasons of failure. Since Arabization could not establish the mono use of one single language in education. It is hardly evident to never deny its future. Bottom-up actors inevitably are of utmost importance if ever the state wishes to achieve a successful well-balanced LP. It would truly unrealistic if any language reform is purely top down. Thus, this is the case of Algeria, the choice of LI whereby this essential asset had never been on the agenda of policy makers. It is high time LP in Algeria was handed to experts and professional who can well assess and implement LP according to the sociolinguistic case of the country.

Once the vernacular takes doubtful position in our schools, one might address the conflictual aspect of ideology and its negative impact on the educational system as a whole. Arabization was accused of sidelining the vernaculars and even foreign languages. However, attitudes towards Arabic could reflect participants’ wishes for a better language planning in the future.

Teachers are keen on accepting foreign languages as part for their teaching development whilst a smaller category of them do not see the benefits to a bilingual or multilingual to grasp a fuller awareness about their field of specialty. Since these informants do not perceive themselves concerned with the shift of the language of instruction at the university level, they may appear less motivated about the shift in the language of instruction from secondary to higher levels.

As far as participants' attitudes towards bilingual education are concerned, they stress out the importance to consider language diversity as a bliss which could be beneficial in education. From their answers, one could notice their desire to leave behind obstacles which are basically caused by the Arabization process itself. For a better understanding, the majority of teachers share positive attitudes towards Arabic and English. However, for a variety of reasons, one could question the balance which could be achieved if scientific subjects at the university are still delivered in French. Interestingly, attitudes towards English prove fewer conflicting stands. Participants believe that the level of education can move forward with English instead of French. English has gained more ground in Algeria, at least, in terms of people's attitudes.

When it came to the sociolinguistic situation of Algeria, there is no doubt about the multiple reality through the existence of different languages and varieties of languages. Although, there exist favourable speeches in favour to Arabic, "*this leads to the question of which Arabic-classical or dialectal should be designated.*" Taborry & Taborry (1987,p.69).Participants' responses proved their awareness and conscious of the different roles that languages play in Algeria especially in education.

Students in scientific fields are being struggled by the abrupt shift in the language of instruction at the university level. Though their responses, a great number of them are fully aware of the new medium of instruction awaiting them at university. Despite the positive attitudes towards English, a great number of participants believe that English should never replace Arabic. By analyzing responses to statement (8), leads us to understand that Arabic is the language of identity to Algerians. It symbolizes the real penalty and origins though respondents are fully aware of the challenges that Arabic faces in order to occupy important domains. Overall, attitudes towards Arabic proved to be solid and respondents still believe in the value of Arabic which represents the national identity. These answers seem to be built on affective bases since the majority of teachers could not hide their positive attitudes especially to English because it paves the way for them to better opportunities internationally. It is good to mention that a great number of participants strongly agree with statement (17) "foreign languages are regarded as an open window to the world." This significance confirms that though the loyalty to Arabic, most participants believe in the usefulness of foreign languages. As one commented during the interview: "*I prefer speaking in French sometimes since I studied in French, a great number of concepts that I know about my subject of teaching are in French but it is prohibited.*" Another interviewee also added that: "*I have already information in French, I had to go through translating in other to make it well understood to my students.*" Additionally, within the same line of thought, another teacher argues: "*when I start preparing my lesson. I consult my old documents to better design my lesson plan afterwards, I translate the content I need to deliver into Arabic*".

There is no doubt that the total change in the language of instruction has an impact on students whether positively or negatively.



Clearly, one inspector asserts that:

**If there was a massive change in LI, teachers would be able to teach through the new language though most of them studied in French. I suppose that, it would be an awful decline in the level of education even if material conditions are available. What matters are human resources which are the driven force of any change. (Pseudonym: Murad)**

Almost, all informants seemed to agree with the assumption which emphasizes that teachers may not be ready to teach in another language except Arabic. As for English, a principal subsumes that it is far from being applied in reality. He mentions:

**Teaching through English as a medium of instruction will surely take a great deal of time, we need to train our teachers to use it. Thus, it should be first encouraged by the whole society and then it should also be introduced at early ages as it is the case with French. ( Pseudonym: Djawed)**

The older generation whose language of learning and teaching was French in essence still holds positive attitudes towards it. Therefore, they believe that any intervention in education should be tactical, balanced and then satisfy the needs of those individuals. Additionally, participants though showing approval towards foreign languages such as English and French, they also could be only loyal to Arabic. In this respect, among the interviewed principles, one of them states: “*willingness to learn Arabic in the world today increases interestingly because they are aware of its value*”. Besides, all interviewees with no exception are looking forwards positive changes in the future for a better and stable

LEP. An inspector of physics clarifies that students need a dictionary of key concepts including a bilingual combination of both Arabic and another foreign language so as to hold a comprehensive luggage of scientific terminology.

Item (14) demonstrates that a great number of participants agree that students need a bilingual dictionary of key terms. This proves also the positive attitudes they hold towards bilingual education. Teachers are aware of the growing importance incorporating foreign languages especially those with a high international level. Though preferring one language over another sometimes can be subjective since attitudes do not always reflect reasoning but rather affective beliefs based on different reasons related to the participants themselves. Non participatory observation has been beneficial in data collection process. It proved the interest of students to learn concepts in either English or French; this was well noticed in the natural sciences sessions.

- **Scientific Subjects at the Secondary Level**

This question purports to uncover interviewees' attitudes towards the current monolingual language of instruction allocated to teach scientific subjects at the secondary level. They also asked to report on their evaluation of the various aims related to such a language policy, mainly helps us detect through which path this language policy proceeds (Hornberger, 1990,p.21).

As for this question, one could generate a binary of opinions between pros and cons to the monolingual instruction. The former category of advocates in regards to the monolingual instruction as effective for both learning and teaching processes. Eventually, they assume that monolingual instruction serves to facilitate the reception of the new scientific content as they have grown up with the existence of Arabic as a medium of instruction. For them, it stands as an advantage especially for monolingual students. One participant commented on this by mentioning that “ *the problematic can be well noticed at university whereby students find themselves obliged to study through a different language instruction as a consequence they prefer memorizing rather than understanding*”. They also believed that moral angle instruction can bore fruit but only if there exists a dictionary of scientific terminology which serves as an essential reference for students. This critical situation has come in line with Meliani's (2000,p.20) words

**Up to now, the hardliners of Arabic have only succeeded in finding a dead end because of their tendency to use incantations and compensation rituals instead of a more energetic, more daring enterprises for developing the genius of the language in the domains it seems not to occupy, like the one of sciences and technological creations.**

Pedagogically speaking, the interviewees raised the issue of the absence of innovation which in many years lack ambitious and realistic reforms. The other category of interviewees strongly noted that there is an urgent need to recheck our language policies in education. For them, the language education remains a fallacy for those who still hold positive expectations for a better quality education to our students.

It is quite clear now that languages in Algeria are the results of the *abrupt* planning. Positive attitudes towards English have started to gain momentum in Algeria due to its status in the world. The findings showed that respondents are opposed to the drastic Arabization in education. Therefore, they believe that reforms in favour to English can reach tolerable response from the population. (Meliani 2000, p.23) mentions: “*Thus, the proponents of an Arabization process taken to extremes in the first levels of education have need solved the problem of the specialism still taught in French at the other levels: e.g. Medicine and technology*”.

Mismatch between bottom-up and top-down policies despite imposing Standard Arabic as a de-jure language of Algeria; this policy could not has reached unification. Participants in this research work mentioned ultimately the divergences of LP in Algeria especially in the education system.

(Johnson, 2013, p. 54) argues that

**Educational language policies have historically been used to eradicate, subjugate and marginalize minority and Indigenous languages and their uses and are therefore instruments of power that influence access to educational and economic resources. They have also been used to develop, maintain, promote indigenous and minority languages, especially an additive bilingual education programs. At every level of educational language policy process that are different and potentially divergent ideologies about language and language education that are unique today discursive processes within that level / layer Institution.**

It is obvious that the challenging situation though the teacher is restricted at a greater extent to use standard Arabic. Nevertheless, they cannot manage to ignore the important role of the mother tongue to facilitate their teaching. Therefore, students are faced with the difficulty to never use their mother tongues in classrooms. Altering Arabic by French, would never ensure guarantee the use of “one” language of instruction. LP in education has not been able to get free from political thinking. The irony here is that the decisions on even recommendations that have been voiced so far could not address the issue of mother tongue dominance in both teaching and learning processes. This clearly shows the total absence of analysis from a bottom up level. Policy makers in education may not seem aware of the languages and vernaculars used in classrooms. Imposing one language never indicates the success of LEPs.

There may be one positive dimension of Arabization which is noticeable at proving that supremacy given to Arabic through decreasing French popularity. As overwhelmingly majority of teachers consider that French is apparently moving to be ever replaced by English. Mainly, English seems to have proved that it is high time it could reach the social function alike French within the Algerian society.

Teachers' attitudes are probably shaped by the degree at which English occupies a large proportion of world references especially in all subjects of teaching. Even in their classrooms, some of them code switch to English when dealing with technical terms. This significantly ever increases students' awareness about the undeniable role of English in today's world. Lifelong learning requires the importance of languages to broaden one's perception, as well as using them in a highly competitive global world.

Based on previous data, informants strongly indicate the undeniable linguistic presence of French in the higher educational policy; in addition to its spread over social and professional life. Surprisingly, despite considering French as a crucial language in higher studies, participants are not keen on the idea of using it as a medium of instruction at the secondary level. These respondents hold better visions for a better LP perspective. They believe in effective reforms which go hand in hand with globalization in one hand and teachers and learners' language attitudes in the other. By looking at some details, French has started to lose its overt prestige over scientific and technical fields since participants feel much more confidence towards English.

Meliani (2000,p.21)clarifies that “*in the Algeria Society, English has benefited a lot from favorable attitudes of a majority of users and non-users as well*” . Positive attitude did not disparage against the role of English in our globalized world. This stand is well

emphasized in statement 3 “*English as a language of instruction becomes compulsory*”. Furthermore, the majority of teachers strongly agree that French is a real obstacle to only Arabized students. The teachers are well aware of the students’ language handicap in French. Their attitudes are founded on the fact that the school system has not yet succeeded to prepare students linguistically to higher studies.

Positive attitudes towards English were also conveyed through statement (15). Teachers seem to believe in the prominence of English over other world languages. Item (15) aims mainly to assess teachers’ awareness about the value of English as a powerful language in terms of science documentation.

Among the interviewed participants, and disregard one of them maintained: “*When I prepared my Master's thesis, I used references it in English, I found them more efficient than French.*” This seems to be reasonable to consider that English has reached positive attitudes and then decisions of LP in education merit practical attention. That means, any further language reform should take into account the attitudes of those who have close analysis about which language fits better scientific advancements. It is good to mention that English seems at a larger scale to be the best alternative to French. At least the former is not linked to historical tragic experience as it was the case with French. Moreover, LP in Algeria is never an easy discourse so it is quite rare to meet conflicting attitudes towards languages from only one person.

Through respondents’ answers, the most interesting one could reveal that the language of instruction is deeply rooted in the educational system through the existence of Arabic. Any reforms should at least encompass a two languages bilingualism of both Arabic and French. Moreover, the majority of respondents regard English as more important than

French. This indicates that attitudes towards the latter are subject to change depending on the rapid impact of English on the world references currently.

Maintaining Arabic as the sole medium of education is linked to moving back to authenticity. The aim has never been for the sake of awarding Arabic a better scientific level. Though being limited to “*identity*”, Arabic would not be able to entre into a fair competition especially with French at the national level and English at the international one.

Marley (2002) contends that the linguistic situation in Maghreb and countries is quite similar. Recently, in Morocco, the parliament has enacted the law which indicates teaching scientific subjects in French likewise Tunisia which has been already on track. In Algeria, the suggestions made for this sake were accused of being francophone oriented. We cannot at this point mention that the process of frenchification of scientific subject may be echoed similarly as in Tunisia or Morocco. Maintaining Arabic as the sole medium of education was linked to moving back to authenticity. The aim has never been for the sake of awarding Arabic a better scientific level. Being limited to Identity, Arabic would not be able to enter into a fair competition especially with French at the national level and English at the international one.



Drawing on the questionnaire and interview results discussed earlier, students' and teachers' attitudes towards English are potentially related to the status of English as a global language (Crystal, 2003) here means that English is gaining a good reputation in Algeria unlike what was the case before. Once alerted, students had better attitudes towards English than the teachers themselves. The former category of participants have not yet experienced learning through another medium of learning whereas the latter, French has taken a great share in their studies even if they hold positive attitudes towards English, they do not see that it could be easily implemented as LI. On the counterpart, teachers' interview revealed interesting findings concerning the French language. In spite of the suggestions made by (CNREC) about teaching scientific subjects in French, it is good to mention that not all teachers can communicate easily in French. The process requires teachers with at least an acceptable command of French. Algeria is hard to go through a similar process of frenchification as in Tunisia or Morocco. Among the reasons are mainly: the very dolorous colonial experience. Currently, a great number of Algerians especially after '*Hirak*', are expecting a new foreseeable future without the French language existence.

To recap, the majority of both inspectors and principals do not seem to favour the monolingual instruction guided by the Arabic language. Belmihoub (2018,p.162) acknowledges :

**A sustainable initiative in which policy is grounded in students' needs, goals and aspirations is necessary if the sociolinguistic reality is to be respected. Such a multilingual programme could ensure students' attitudes are taken into account without destabilizing the linguistic status quo in higher education.**

Belmihoub favoured the adaptation of a multilingual programme which takes into account the linguistic profile of the country. He noted that the case of Algeria is similar to the one of Basque. He also compared the Berber language case in Algeria to the one of Basque, both according to him, have an undeniable impact in terms of "*linguistic rights*" and "*cultural rights*". (ibid,p.162). As for the case of Berber, it has been awarded the status which has been for decades one of the main goals of berberphones. It is currently official and national alongside Arabic. The de jure status of Berber is constitutionally preserved. Consequently, it is in a better status compared to Basque. What lacks Berber to gain deeper ground as a language with value, remains beyond politics. It is now up to corpus planners to decide upon a written mode. Afterwards, at least it could enter into the advanced levels of spread in comparison to at a lesser degree, to Arabic.

A multilingual programme in Algeria can never be done overnight. Its success or failure depends on the roles languages in competition play in the Algerian context. In addition to further opportunities and have much they could serve the whole population in education and at the job market. Berber, for instance, is no more marginalized; that is now all depend on its written script. In Morocco, the Tifinagh script is used (Jaafari, 2019,p.129)

From the outset, the world today imposes pressures on governments whether explicitly or implicitly to adapt world languages. This could also increase pressure on minority and indigenous languages. On the linguistic market, not all languages are able to lead important transactions with all their kinds. In Algeria, French holds a strong impact on higher education and business; it could be then hard for us to assume that its eradication is a question of a practical will. It is quite interesting, from the word go, not to forget the role of mother tongues in education. In this thesis, the sample population has been limited to a non-berberphones area, thus, the findings could not be generalized upon berberphones ones.

One might assume that the divergences witnessed in an entirely arabized school system has led us to rethink about the case of Algeria as a pluralist country. What happens with the educational system when it comes to LP summarizes deeply the unfair philosophy of "One" language order, teachers mention that turning into a complete Frenchified instruction would never reach what is expected. They clarify this claim through the fact that students are not ready to a very radical reform. Meanwhile, they stressed out the importance of a bilingual education which can be at least based on translation, in both French and Arabic for instance. They also added that at university, they were supposed to use English for documentation and research. For them, policymakers pay attention to better reforms which hopefully would make up a good balance between both levels.

Batibo (2009) makes distinction between first language (henceforth mother tongue) and primary language. The former is the child first language and the latter is the one learnt at school for institutional purposes. As for the case of Algeria, AA or Berber is the child's first language. Then, the primary language is standard Arabic in the whole educational

system. It is good to mention that the Berber case is more challenging since students deal with two genetically unrelated languages unlike AA which shares similarities with standard Arabic.

Participants acknowledge the mandatory to a lesser extent provide students with a bilingual dictionary of terms so as to prepare them in terms of concepts formation as for scientific subjects one concerned. It is better known that Algeria is a multilingual country. So moving to bilingualism of education cannot be generalized on the entire territory. LEP becomes a matter of downgrading local languages rather than developing the feeling of belonging without neglecting diversity and especially scientific progress. Shifting to English, for educationalists is not the right option currently since teachers themselves are not competent in English; even teaching in French would not be a right decision especially in Arabized region whereby French has a little impact. Students at the secondary level may not have the skills to be able to cope with the global world because of their language handicap. If ever the language of instruction at the university level shifts to English, attitudes may change likewise the case of French, participants could not deny the imposition of this language. According to data gathered, a great number of informants stress the importance of Arabic besides foreign languages. The manner to reach that remains a subject of debate.

It is clear from the findings that the majority of teachers hold positive attitudes towards Arabic which could according to them be benefited from solid scientific production. Only if makers pay sizable efforts for its acquisition planning, this leads us to questions the usefulness of the Arabic language as a medium of instruction. Hence, positive attitudes towards Arabic are related to its beautiful language character which is well held by rich

reservoir of vocabulary and grammar. However, there is a striking contradiction between attitudes and reality of language use in the classroom. Non participatory observation has demonstrated some interesting facts. The use of A.A in par with S.A and sometimes French proves that there is a “mother tongue” instruction at a very high degree. One reason for this could be the lack of using standard Arabic outside the classroom or even the school setting.

Mother tongue use to be efficient for learners to feel at ease when receiving and exchanging information with their teachers and classmates; classroom observation also show that teachers give instructions or even homework using Algerian Arabic. In this regards, a teacher of mathematics mentions: *“I shift to A Arabic because I am obliged to make sure that my learners understand what they are supposed to do. A great number of my students are very weak in S.A that is why I use A.A”*.

The whole situation of LP is not without an impact especially in education. Mohanty (1990) maintains that maintenance of mother tongues can be done through a purely bilingual education. There is here a combination between home language and the widespread one. Since Algeria has a multilingual profile, Arabization has not been for all linguistic and cultural structures. Bouchra (2012) for instance comments on the use of one language as a medium of instruction, she mentions that in a multilingual profile of Algeria the educational system will fail. *“One of the principal reasons for this classroom code switching is simply that teachers find it necessary to make themselves understood by pupils who have only limited proficiency in the official language medium”* (Fergusson, 2006,p.180)

In order to reach quality education, there must be a follow-up by policy makers to various linguistic practices in classroom that should be carefully examined to overcome randomization when devising language policies importantly in education. Djaafri (2019, p.138) mentions:” *language policy makers, crafting a coherent policy should be free from any politicization or ideologization of the issue*”.

Both principals and inspectors with whom the interview took place heavily emphasize the need to a critical review language policy in Algeria. They vehemently acknowledge that issue of language remains a subject of heated debate. However, bottom up actors would closely determine the headlines of a clear language policy away from the linguistic environment of the language being selected in education. To understand the decisions that foreground LEPs in Algeria, there is a need to question how teachers respond to these policies whether their choices fall in line with policy authors.

While the Algerian linguistic landscape is never monolingual, LPs, in turn, should make balance between policy texts and language practices. Furthermore, along with the ecology of language (Haugen, 1972), the value of language can be well inspired by the context when it tends to be useful. Therefore, the official use of language and varieties of language appear to prove that whatever the circumstances are, decisions in regards to languages require, in a broad image, decipling the internal use align with its circle.

➤ **Educationalists' Recommendations for a Better Language Policy Perspective**

Participants advisedly agree that for language policies in Algeria to be successful, there must exist an analytical lens which empowers multiple facets of decision making in regards to the selection of languages. According to data gathered, participants suggest:

**1-** A need to incorporate bottom-up practitioners in decision making in regards to LP in general and LI in particular, i.e. generations of educators are better able to shape assumptions in regards to LP on the basis of their awareness about the multiple language practices at schools.

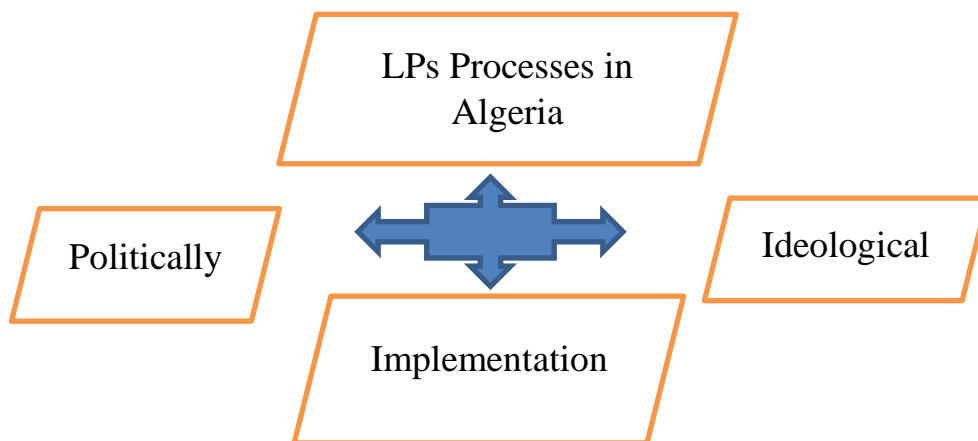
**2-** The Arabization policy should never be considered as a political decision, but it should rather rely on illuminated planning which cannot conceal the plurality of choices and attitudes towards the existing languages.

**3-** Paying a sizable attention to foreign languages especially English though never at the expense of Arabic which should take a backseat especially for teaching scientific disciplines.

**4-** The majority of respondents favour replacing French with English since the primary level. English for them is the appropriate alternative since it generates less conflicting and subjective attitudes unlike French which has started to lose its value in a purely globalized world characterized by the dominance of English. In this very context, it is inescapable not to mention native languages and mother tongues which shape sociolinguistic profile of the country.

**5-** The establishment of national associations of experts, scholars and teachers in order to design a suitable language policy programme in education, i.e. LP has been for a long time away from methodical planning. Yet, decisions should not remain

6- Superficial and theoretical- based and therefore they need initially to emerge with the sociolinguistic context.



**Figure 24: Top-down Oriented LP**

There seems to be no tangible difference between inspectors, principals and teachers. Monolingual education for a great majority of respondents does not lead to the especially in a world occupied by English. As far as the first research question is concerned (Do students receive a monolingual or bilingual education?) we could mention that:

Through classroom observations and interviews with teachers, students are not purely receiving a monolingual education that should in essence be conducted by SA; however, the vernacular (henceforth A.A) is extensively present in classroom interactions. That means, once the language policy devised to teach scientific subjects in SA (2010), there has been no significant analysis of the classroom linguistic atmosphere. It was well clear that teachers tend to code switch even to French or English particularly when dealing with scientific terms.



➤ **Educationalists' attitudes towards the only –Arabic policy at the secondary level**

As for the second research question, inspectors and principals imply that despite the worth of Arabic, the globalization holds mechanism of linguistic power given to English and therefore, the hegemonic invasion of other languages is an interpreted descriptor of a new language change which encompasses unofficial language practices. Though, respondents' answers, the sole possible conceptualization of LP remains between the promotion of Arabic and the inescapable bilingual education which according to them hold a practical impact on both teachers and learners. Being concentrated on the fact of providing an education that is conducted by SA cannot be easily fully fulfilled since language is a natural medium of communication and then SA exhibits no social informal functions. So, being able to communicate smoothly in CA or even SA remains a real burden to learners even at colleges (Ibrahim, 1993). Even with the dictated LPs from the macro level, the micro cycle may consciously or unconsciously reject them.

**Teachers' attitudes towards Possible Language Reforms in Regards to LI**

The findings of both questionnaire and interviews reveal interesting data. A great number of teachers believe that there is a conductive need to language reforms in regards to LI. These attitudes are the result of several factors such as: teachers' learning experiences and perceptions. In response to the recommendations made by the CNERC to replace teaching scientific subjects by French, the following points express their thoughts:

Although most of teachers had completed their higher studies in French; they do not regard the total shift to it as beneficial. The second section of the questionnaire proves conflicting attitudes between cons and pros to the only-French instruction. For them, French may truly help learners get prepared to higher education but at the same time there

is a great majority of learners who have an only-Arabic profile, consequently, it could not be confidentially and instructionally easier for them. On the other hand, teachers are much more motivated and aware of the importance of a bilingual education, meanwhile, for them, English holds a superior value in the world today unlike French.

### **Arabic within the Framework of Globalization: Implications**

The revival of Arabic has become a heightened value in order to ensure the criterion of ‘democracy’ throughout the Arab land. Globalization, today, entails new orders and principles about how the new mold of life is pictured in terms of effective educational and economic institutions. (Taha-Thomure, 2008, p.5) Explains that:

**Having institutional funding will undoubtedly create a buzz that will make establishing quality teacher training programs possible and would make developing effective curricula, standards and instructional materials needed in the Arabic language classroom a reality.**

Building upon this quotation, the Arabic language needs solidarity which can be voiced solely by its speakers. Yet, one political order should go hand in hand with a revolutionary and strategic reform to exclude the fact of sidelining Arabic away from the educational system.

Indeed, (Crystal, 2003) emphasizes the reason behind the triumph of Latin as an international language. He further mentions that romans were powerful so their strength had an enormous impact on the whole world. Crystal strongly advocates that the spread of any given language equals the advancement of its speakers rather than the number of its population; above all, ‘*when they fail, their language fails*’. (ibid,p.7)



## **4.7 Conclusion**

In a nutshell, language contact in the Algeria results from various factors; above the list, globalization and neo-colonialism are the main ones. The Arabic language is a linguistic reality that cannot be given a second thought. One might add that, language policy and planning should undergo a practical approach of implementation to reach efficiency.

# **General Conclusion**

## General Conclusion

This research has come up with the conclusion that almost all participants believe outwardly that LP situation in general should widen its scope to encompass all existing differences in terms of languages and varieties of languages. The findings also show teachers' enthusiastic towards constructive reforms which should go hand in hand with both globalization and the current linguistic profile of the country. Therefore, through teacher' views, it is clear that bilingualism already exist in education then policy makers need to be aware that the monolingual instruction, if it is done blindly, failure will be spelled. So, it is no more a realistic decision to be taken.

The study also unveiled participants'' views about the Arabization which takes a huge share of the major linguistic reform that the state has opted for since independence. They showed a great concern about its efficiency though there seems to be a strong controversy between being loyal to Arabic and being subjected to pressure of globalization or even to a past colonial linguistic aftermath whereby French is omnipresent even in dialectal varieties (Bouhadiba, 1998,p.12)

Despite being a tool to restore the state identity and sovereignty, Arabization in education could not effectively import all those who belong to the grass root aspiration for a sustained LP that is fit for the challenge in today's world.

As mentioned earlier, there is a huge mismatch between the desired top-down policies and bottom-up process i.e. languages of instruction at school is limited to SA however at the university level French takes a wider share of use. Participants indicate that LP needs

a pragmatic approach which could generate favourable speeches especially when a match between secondary and higher education is well established.

Building on previous points, informants maintain that the state should evaluate the various LEPs and educational reforms that have been shaped education since the 1960's. As the majority of teachers show through their responses a strong will for better changes inside the educational setting, along with their answers, inspectors and principles contend that any future reform needs invested efforts which are likely tied with flexibility and solicited with tolerance.

As for English, it is clear from the findings that it has started to gain significant amount of interest from the informants themselves who declare that English is a key of modernity and openness to the world though implementing it as a language of instruction is subject to French language hegemony particularly at university.

It is worth mentioning that LP in education has been subjected to pressures instead of a sound thinking. If we consider for a while that the choice of the language of instruction has become covertly dependent upon the right decision taken at the level of the classroom, code switching even with being regarded pejoratively remains an excellent medium for teachers to make their teaching successful. On the basis of what has been mentioned so far, according to a great majority of respondents, the key success of LEPs in Algeria start from bottom up level. No one could draw a clear picture about its effectiveness for students except those who belong tightly to the field. The main cause behind the traumatic failure goes back to the ignorance of those main actors of the educational system.

Along with educationalists' views for a better language policy perspective, it is quiet challenging to conceptualize activities in regards to LP as multilayered. Ricento & Hornberger (1996) show clearly how both micro and macro levels overlap for making

connection between the devised policy and its practices which occur especially at schools. The ongoing discourse in regards to LEPs in Algeria might not be able to translate literally a purely top down policy on the classroom linguistic practices. It is evident to mention that monolingual push in education has tended in various reasons to guarantee a general agreement for respondents accused of being ineffective.

It was crystal clear from the findings that educationalists contend that Arabization as an educational reform could not meet in a way or another the great expectations they hold for better LEPs. It is very likely that binding commitment to Arabic has led an allergic issue, what is overlapping is the choice made to languages at hand namely mother tongues and the language of education assigned since independence. Shohamy (2006) acknowledges that any language policy is indeed linked to both ideology and practice. What is even more debatable, is the possibilities the mother tongue could display in favour to students so that they can handle the content being studied successfully.



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# Appendices

## Appendix A : Teachers' Questionnaire (Original Version)

يعد هذا الاستبيان جزءا من اطروحة دكتوراه في اللغة الإنجليزية والذي يهدف الى معرفة مواقفكم تجاه اي اصلاح تربوي يمكن استحداثه بما يخص لغة التدريس في الطور الثانوي مشاركتكم تعد جوهرية فشكر موصول لكم.

الجزء الأول:

موافق تماما	موافق	حيادي	رافض	رافض تماما	الجملة
					1. سياسة التعريب تنقص من حظوظ التلاميذ في الالتحاق بدراسة المواد العلمية بسبب الضعف اللغوي في الفرنسية.
					2. اللغة العربية غير قادرة على اصال المعرفة العلمية.
					3. التدريس بالإنجليزية مهم في العالم حاليا.
					4. التدريس بالفرنسية مهم في العالم حاليا.
					5. التدريس بالفرنسية يعتبر عائقا بالنسبة للتلاميذ أحادي اللغة.
					6. التدريس باللغة الاجنبية يساعدني على تطوير مستواي والبقاء على اطلاع على ما هو جديد في مادتي.
					7. ازدواجية اللغة مهمة في ميدان العلوم.
					8. أفضل الانجليزية بدل من اللغة العربية.
					9. يعد التنوع اللغوي عقبة للمتحدثين.
					10. تغيير لغة التدريس يمكن ان ينقص الفجوة بين الطورين الثانوي والجامعي.
					11. في حالة وجود قرار رسمي بتغيير لغة التدريس سأقبل ذلك.
					12. في حال تغيير لغة التدريس، سوف اعمل جاهدا لتطوير قدراتي اللغوية ومهاراتي التواصلية فيها.
					13. بما ان المواد العلمية تدرس بالفرنسية في الجامعة، تدريسها باللغة العربية في الطور الثانوي يعد عقبة.



					14. التلاميذ بحاجة الى قاموس لغوي خاص بالمصطلحات العلمية.
					15- المراجع العالمية متاحة بالإنجليزية.
					16. التغيير في لغة التدريس يمكن ان يتسبب في فقدان اللغة العربية الفصحى.
					17. التغيير في لغة التدريس يسمح للتلاميذ بالحصول على علامات أفضل.
					18- تعتبر اللغات الاجنبية نافذة الى العالم.
					19-وجب اعادة النظر في السياسة اللغوية والاصلاحات التربوية.
					20. السياسة اللغوية غير الرشيدة تأثر على التلاميذ بطريقة سلبية.

الجزء الثاني:

تغير لغة تدريس المواد العلمية الى الفرنسية في الطور الثانوي من شأنه ان :

الجملة	موافق	حيادي	رافض
في اطار 1. تمكين التلاميذ من استعمال الرموز و المصطلحات العلمية في محادثاتي			
تحضير التلاميذ على استعمال اللغة العلمية قبل الطور الجامعي			
تطوير قدرات التلميذ التواصلية, الفكرية و التحليلية			
التعليم بالفرنسية هو طمس للهوية الوطنية للتلاميذ			
ترسيخ مبدا تفضيل اللغة الاجنبية على حساب اللغة الام			
اللغة الفرنسية تعرقل سلامة الفهم عند التلميذ			
تصعيب مهمة التدريس على الاساتذة الغير قادرين على التواصل بها			
الانتقاص من حافزية التلاميذ خاصة الغير مؤهلين لها			

**Appendix B: Teachers' Questionnaire (Translated Version)**

This questionnaire is a part of a doctoral research work which aims at gathering your perceptions and attitudes towards the language of instruction at the secondary level. Your collaboration is highly appreciated. Please tick the responses that express your opinions about the following statements.

**Part One: Perception and Attitudes towards LEPs in Education**

Statements	Strongly disagree	disagree	Neutral	Agree	Strongly agree
1- The Arabization of scientific subjects is inefficient.					
2- The Arabic language is inconvenient for science and technology.					
3- English as a language of instruction becomes compulsory.					
4- French as a language of instruction becomes compulsory.					
5- French is a hindrance to monolingual students.					
6- It is an advantage to teach in a foreign language.					
7- Bilingual education promotes to enrich scientific research.					
8- I think that English is better than Arabic.					
9- Multilingualism can cause failure to education.					
10- The change of the language of instruction is efficient.					
11- I am ready to any future language reform.					
12- If the language of instruction changed, I would enhance my language competence.					
13- Introducing a language reform increases students' scholastic achievements.					
14- Students are in need to a terminological bilingual dictionary.					

15- International scientific production is widespread in English.					
16- The change of the language of instruction is a real threat to Arabic.					
17- Foreign languages have many advantages.					
18- Teaching scientific subjects in Arabic is a mismatch between secondary and higher education.					
19- It is high time language in education policies were revised.					
20- The unmethodical language policy is disadvantageous.					

**Part Two: Attitudes towards French as a Language of Instruction**

The change in the language of instruction of scientific subjects to *French* will:

<b>Items</b>	<b>Agree</b>	<b>Disagree</b>	<b>Uncertain</b>
1- Enable pupils to use international symbols and concepts within an interactional framework.			
2- Prepare pupils to use the scientific language prior to the university level.			
3- Develop pupils' communicative, cognitive and analytic skills.			
4- Impede pupils' understanding of the subject being studied.			
5- Blur pupils' national identity.			
6- Harden the teaching process for Arabized teachers.			
7- Decrease pupils' motivation in learning especially those who are monolingual.			

**Thank you very much**

## Appendix C : Educationalists' Interview (Inspectors/ Principals) (Original Version)

تعد هذه المقابلة الشفهية جزءا من اطروحة دكتوراه في اللغة الانجليزية و التي تهدف الى معرفة مواقفكم تجاه السياسة اللغوية والإصلاحات التربوية فيما يخص لغة التدريس في الطور الثانوي. مشاركتكم تعد جوهرية فشكر موصول لكم.

- 1- ما هو تقييمكم للسياسة اللغوية للجزائر؟
- 2- يعتبر التعريب من بين السياسات اللغوية التي انتهجتها الدولة منذ الاستقلال, كيف تنظرون اليها من خلال تجربتكم في القطاع التربوي؟
- 3- هل تعتبر اللغة العربية لغة ايصال العلم و المعرفة؟ ولماذا؟
- 4- كيف ترون أحاذه لغة تدريس المواد العلمية في الطور الثانوي؟
- 5- هل تعتبر مكانة اللغة الام مقتصرة على الهوية فقط؟
- 6- هل التمسك بأحادية اللغة التدريس يعتبر مبنيا على اسس علمية او ايدولوجية؟
- 7- بما ان لغة تدريس المواد العلمية في الجامعة هي الفرنسية , هل تعتقدون تدريسها بالعربية في الطور الثانوي قد يؤثر سلبا على المتعلمين؟
- 8- على العموم , تهدف السياسة اللغوية في القطاع التربوي على التحصيل الجيد للتلاميذ وكذا خلق رابطة بناءة بين الطورين الثانوي و الجامعي هادا موجود حاليا في الجزائر؟
- 9- ما هو رأيكم في حالة تغيير لغة التدريس للمواد العلمية؟
- 10- هل السياسة اللغوية في القطاع التربوي تخضع لمبدأ اشراك جميع الاطراف الاجتماعيين؟
- 11- هل تحبذون وجود اصلاحات تربوية على المستوى الثانوي بما يخص لغة التدريس؟ هل انتم مستعدون للمطالبة بأحقية المشاركة فيها؟
- 12- في حال التغيير هل تعتقدون ان الاستاذ قادر على مواكبة ذلك؟
- 13- هل الظروف المادية و البشرية ملائمة لذلك؟
- 14- ماذا تقترحون من اجل سياسة لغوية افضل في الجزائر؟

شكرا لكم

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**Appendix D :( Educationalists' Interview (Inspectors/ Principals) (Translated Version)**

You are kindly requested to take part in this this interview which is a part of a doctoral dissertation which aims basically at gathering your perceptions and attitudes towards the language of instruction at the secondary level. Your contribution to this research work is of a great value.

- 1- How do you perceive the language policy in Algeria?
- 2- Arabization is one of the major language policies that Algeria has been following since independence, how do you perceive it from the lens of your experience in the field of education?
- 3- Do you think Arabic is a good transmitter of science and knowledge? How?
- 4- According to you, what is your vision about the monolingual use of LI for scientific subjects at the secondary level?
- 5- Do you think that the role of the mother tongue is limited to identity and religion?
- 6- Monolingual education can be based on several elements such as: scientific or ideological. Do you agree?
- 7- Since scientific subjects are being taught in French at the university level. Do you think teaching them in Arabic at the secondary level affect learners negatively? If yes how?
- 8- Generally, the language policy within the educational system aims at making a good match between higher and secondary education. Is it the case in Algeria?
- 9- What do you think in case there will be a change in the language of instruction for scientific subjects?

10- Do you think language policy in Algeria takes into account all social sides?

11- Do you prefer an educational reform at the level of secondary education as far the language of instruction is concerned? Are you ready to take part in it?

12- Do you think teachers are ready for such a change?

13- Are human and material conditions favorable to such a change?

14- What would you suggest for better language policy perspectives in Algeria?

**Thank you very much**

## Summary

This research work focuses on the language policy and planning in Algeria in the field of education. It tries to uncover bottom-up actors' attitudes towards LEPs implemented and the extent to which these policies promote towards an effective quality education in correspondence to the socio-linguistic scenery of the country. An attempt is made in order to determine the role of language in education particularly the monolingual lens for a watchful adherence to successful LEPs.

**Key words:** language policy and planning, education, attitudes, socio-linguistic scenery.

## الملخص

يركز هذا البحث على السياسة اللغوية والتخطيط اللغوي في الجزائر خاصة في مجال التعليم. يحاول الكشف عن مواقف الجهات الفاعلة في أسفل هرم السياسة اللغوية تجاه مختلف السياسات اللغوية المنتهجة في التعليم وكذا تعزيز هذه السياسات نحو تعليم فعال عالي الجودة بما يتوافق مع المشهد الاجتماعي واللغوي للبلاد. يحاول البحث ايضا الوقوف على تحديد دور اللغة في التعليم خاصة سياسة أحاذيه اللغة المتبعة من أجل الالتزام الساهر لسياسات لغوية ناجحة.

**الكلمات المفتاحية:** السياسة و التخطيط اللغوي, التعليم, المواقف, المشهد السوسiolساني.

## Résumé

Ce travail de recherche porte sur la politique et la planification linguistiques en Algérie dans le domaine de l'éducation. Il tente de découvrir les attitudes des acteurs ascendants à l'égard des LEP mis en œuvre et la mesure dans laquelle ces politiques favorisent une éducation efficace de qualité en adéquation avec le paysage sociolinguistique du pays. Une tentative est faite afin de déterminer le rôle de la langue dans l'éducation, en particulier l'objectif monolingue pour une adhésion vigilante aux politiques linguistiques réussis.

**Mots clés :** la politique et l'emménagement linguistique, l'éducation, les attitudes, la scène sociolinguistique.