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**LANGUAGE ECOLOGY IN ALGERIA: REALITIES AND PROSPECTS:
CASE OF MASTER TWO DIDACTIC STUDENTS ENGLISH DEPARTMENT
UNIVERSITY OF DR. MOULAY TAHER - SAIDA**

Dissertation submitted as partial fulfilment of the requirements for the degree of *Master* in Didactics.

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Declaration of Originality

I hereby declare that this dissertation is the result of my independent investigation except where I have indicated indebtedness to other sources.

I further declare that this work has not been submitted, in substance for any other degree or qualification and is not submitted concurrently for any other degree.

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Dedication

In the name of the Almighty God

My Creator

My source of knowledg and wisdom

This modest work is dedicated to:

My beloved father and mother for their support, encouragement and constant love they give me throughout my life.

My sister Fatima and her husband Mohammed for their help and support.

My lovely sisters, Yasmina, Sabah, Khadidja and my dear brother Abd El Wahab.

To All my colleague who support me inside and outside the University of
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To my beloved parents

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Abstract

In Algeria, the linguistic situation has historically triggered language conflicts from colonialism era, which has impacted by politicians, policies and random reforms. The Algerian constitutions in 1963, 2016 elevated the status of MSA and Tamazight to an official status, yet those decisions considered only in papers while in reality mother tongues do not enjoy any status neither in society nor in other sectors particularly in education. The Algerian government does not recognized French language in any constitution; yet it became the dominant language in the Algerian society. This study aims to shed light on language ecology in Algeria and how language planning and policy contribute in solving the problems and restoring language prestige that lost over years, it aims to investigate language planning prospects and language practice realities in Algeria. This study tests students and teachers attitudes towards LPP and asks if it plays a substantial role vis à vis mother tongues and foreign languages. In attempt to confirm this study, we use quantitative data provided by a close ended written questionnaire, and qualitative data provided by an interview. The research subjects consist of 10 Master two didactic students from university of Dr. MoulayTaher-Saida (2 males,8 females), and 3 linguistic teachers from English department who share the same university. Both students and teachers have chosen randomly. Data analyses show that the sociolinguistic conflicts are arised because of the confrontation of different linguistic diversities and variation that influence them. The findings reveal that there should be a radical change in Algerian decisions and programs as well as in the way implementing them. This dissertation will help in understanding language practice and use in Algeria as it will show how the historical background impact individuals' speech. For that sake, this study will explore some authentic solutions in order to create linguistic equilibrium in society.

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List of Abbreviations

AA: Algerian Arabic

CA: Classical Arabic

EFL: English as foreign language

FL1: First Foreign Language

FL2: Second Foreign Language

H: High Variety

L: Low Variety

LPP: Language Planning and Policy

MSA: Modern Standard Arabic

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General introduction

In the ecosystem, species try to ensure the balance with others species through taking the same form of changes in the environment they live in. The same thing happen for languages, individuals' speech and their practices of the language controlled by the language itself, the setting and the situation they are in. That means the dominant languages are more useful than the lesser known languages. In this vein, ` the practices that constitute the language and their interaction with their environment form the ecolinguistic system in which the languages multiply, interbreed, vary, influence each other` (Calvet, 2006). This metaphor or framework of language ecology or ecolinguistic was first introduced by Haugen in 1972 in which he defines it as `` the study of the interaction between any given language and its environment``. This research constitute a relatively area which is Algeria in order to study the interaction and coexistence of old languages (Arabic and Tamazight) and new languages (french and English) in Algerian contexts.

Algeria as a multilingual context has influenced by random reforms done by politicians to serve invisible purposes. LPP in Algeria has marginalized the use of mother tongues namely Tamazight in 1963 constitution as well as it neglects to promote MSA and encourage its use. Those reforms neglects individuals and language needs as well as they enhance language problems and conflicts particularly in teaching and learning area. As a result, Algerian students lose their identity and cultures as well as they lose their proficiency in mother tongues.

This research paper aims to study the ecolinguistic system in Algeria, language conflicts and change, and language spread. It will investigate the reason behind it in attempt to resolve the problem in order to preserve and promote languages and increased social interactions in Algeria.

Accordingly, the research questions are addressed:

1. What are the reason behind language problems and conflicts in Algeria?
2. How can LPP fruitfully enhance the status of mother tongues (MSA, Tamazight) and foreign languages (French, English)?

For that sake, it is hypothesized that:

1. Marginalization of mother tongues by the government through using unsuitable decisions and plans in order to standardize them.

2. Use dialects in educational system instead of using mother tongues.
3. Limit the use of foreign languages in the education sector namely English.
 1. LPP could enhance the status of mother tongues and foreign languages through using appropriate methods and programs to generalize their use as well as involve all the agents makers in that process, accept diversity in education sector to get benefit from them, and respect human and language right.

Two common methods used to study this topic which is quantitative and qualitative approaches, as well as two tools are proposed to the sample namely a questionnaire that submitted to 10 Master two didactic students' university of Dr. Moulay Taher, and an interview that forwarded to 3 linguistic teachers at the same university.

The remainder of the paper is organized into three chapters. The first two chapters are theoretical while the second one is analytical or practical. Chapter one presents an overview about language ecology, language belief, language policy and planning. It examines the relation between this concepts and what is the role of each one focusing on LPP role that presented in organizing and controlling language use. The second chapter examines the sociolinguistic profile in Algeria particularly in education and how LPP contributes in increasing language problems and weakening the educational sector.

The third chapter deals with the questionnaire and interview analyses and evaluates students and teachers attitudes toward LPP in Algeria, then discussed them intensively in order to elicit some linguistic suggestions and recommendation for language planning and policy further studies in Algeria.

The main limitation of the experimental result is the lack of cooperation in the part of teachers and students, only three teachers and ten students who accept to answer the questions. Corona virus limits us to displace and addresse the questionnaire and the interview to the sample population. Also the limit sample and area do not show the real intensity of language practice and interaction in Algeria.

1. Introduction

After decolonization era, north African countries take the decision to suppress foreign languages and cultures by reintroducing their local languages and officializing them so as to expand their use, this is called language policy and language activities. This chapter aims to shed light on the Algerian situation after colonization, the policies done to manipulating it, in addition to evaluate them through introducing Spolsky model, and finally there are suggestions to have adequate policy in Algeria for the situation.

1.1 language planning and policy

1.1.1 Language planning

The first appearance of this word was in 1950s – 1960s by an American linguist, when the colonized countries got their independence in Asia and Africa, and they tried to officialize their indigenous languages. Language planning is the practices of theoretical decisions done so as to manipulate language problems and change the way it used. According to Einer, language planning is: ‘the activity of primary a narrative orthography, grammar and diction for the guidance of the writer and speakers in a non-homogeneous speech community’ (1972). Einer asserts in this quote that language planning comprised delivering the right vocabulary, grammar, and dictionaries to guide the users of that language.

1.1.2 Language policy

Each community has its own legislation so as to moderate language problems and protect it from disappearance. Those legislations are the policies proposed by the government or higher authorities in the society in order to regulate and unify language use. According to Shohamy, language policy is a first mechanism that comprises a set of decisions done about languages so as to arrange, manage, and control their uses and behavior in community (2006)

Cooper also defined language policy as:

“The agreeable decisions done by political powers about form and use of languages that could be used by speech group, as well as the implementation of prior basic decisions could include educator’s and media director’s decisions”
(1997, n.p).

Those studies confirm that language policy is the first step done in order to govern languages in any society by hypothesizing rules that should be followed by the whole of community.

1.2 The component of language policy:

Language policy is a wide domain, but it can be categorized into three concepts, according to Spolsky

“A useful first step is to distinguish between the three of the language policy of a speech community : (1) its language practices -The habitual pattern of selecting among the varieties that make up its Linguistic repertoire :(2) its language beliefs or ideology- the beliefs about Language and language use; and 3 any specific efforts to modify or influence that practice by any kind of language intervention, planning or Management” (2004, p5)

Spolsky asserts that those three components are contending with each other, language ecology and ideology are the sociolinguistic situation and the attitude towards language, and language management is the intervention done to them.

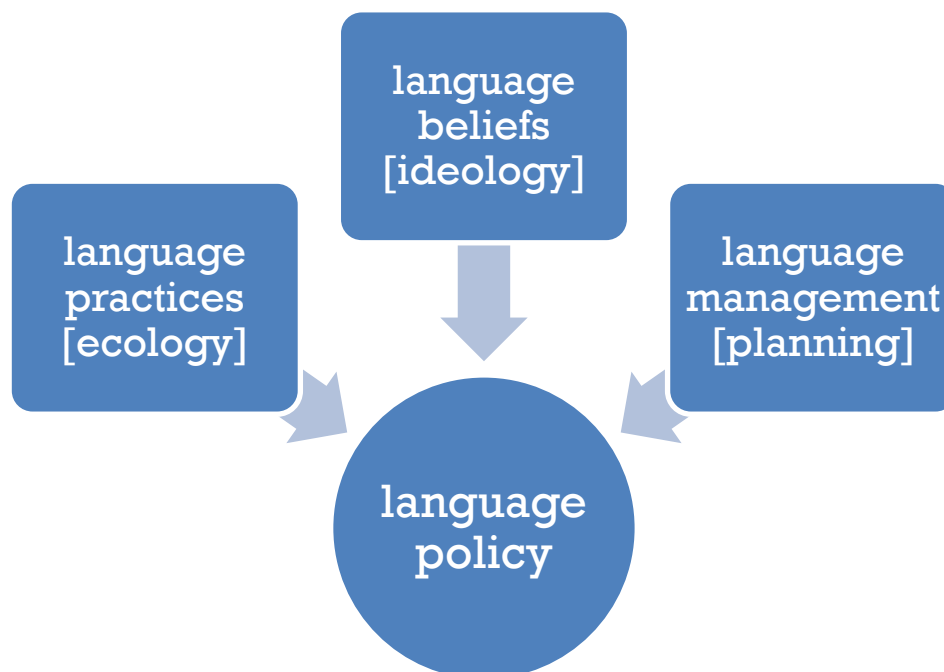


Figure11. : language policy model adopted from spolsky, 2004.

Subsequently, to regulate language problems, it is needed to look at them through practices. Particularly, in Algeria there are different languages as Arabic, Tamazight, French, each

group use certain language and certain form in term of vocabulary, grammar, ect. Moreover, each group has certain belief concerning those languages, there are groups who support and other who oppose. To give them rights, it is needed to look at users`beliefs; and it is not prerequisite to undertake those beliefs as they are.

1.2.1 Language ecology

Language ecology is a metaphor derived from the study of living beings, language considered as an organism and species while the environment is the society. Language ecology or linguistic ecology, this term appeared in Haugen's paper 1970 in which he defines it as: "the interaction between any given language and its environment" (n.p). Furthermore, Skutnabb - kangas and Philipson (2001) contribute in the definition of linguistic ecology by Wendel (2005), it is the intricate web connection presented by the environment, languages and their speakers that viewed in the ecological approach. This study describes the relationship between languages, their speakers, and the environment they live in.

1.2.1.1 Similarities between factors that affect languages and species

It is notably that globalization, technology, and colonization are the first reasons behind language and species problems as Mora asserts: "as society become increasingly more mobile, dominant languages take the place of lesser known or indigenous languages" (Ibid)

In particular, to illustrate the reason behind this metaphor "language ecology", the table below will explain more:

Table 1: similarities between factors affect language and species. Adopted form <https://www.thoughtco.com>.

Property	Species	Languages
Diversity	The diversity in the biological ecosystem is structured, for instance, there are more than 1 million and 600 thousands species in the world that live together, each organism in his environment.	Currently, there are 7111 language spoken around the world, 90 percent of them are spoken just by 100000 people.
Variation	Variation could be found in	Linguistic variation is a

	<p>cells, individual organism.</p> <p>Those differences are either in physical appearance, behavior, or mental ability.</p> <p>For example, there are eight different species of bears.</p>	<p>difference in one language, and it could vary between individuals, regions or even countries. For example, Arabic language differs from country to country and from region to another.</p>
Transmission	<p>Transmission between species is from parent to offspring as bacteria or viruses that could pass from mother to child.</p>	<p>Language transmission could be from parent to children or from foreign generation to another.</p>
Lineage	<p>This term commonly describe cells ancestor that are developing from the same type.as it mentioned in science, the ancestor of bears are small mammals known as the Miacids.</p>	<p>Language lineage is a group of languages tracing from common ancestor, for example, classical Arabic is the ancestor of modern standard Arabic and Algerian Arabic</p>
Selection and adaptation	<p>Adaptation is a response of natural selection .each organism live in a specific environment that matches its needs, and usually it adapts to live in that situation.</p>	<p>Languages adapt to live in such environment even if the situation does not give it its importance or status. As modern standard Arabic was selected to be used in north Africa, yet after colonization, it changed when it adapt to live with new proposed languages.</p>
Niche	<p>According to biology dictionary : “ the niche of organism is the functional role that it plays within an ecosystem as an example</p>	<p>The niche of languages limited to the number of their users. for example , English is the most first language in the world and the most language used either</p>

	coyotes are niche generalists which mean that they adapt with the changes in the environment , they caused competition as well as their extinction could lead to the decline of some birds.	nationally and internationally.
Rate of change	The changes that occur with species or organisms over time those changes could be positive or negative. For instance, the evolution of polar bear from brown to white over 500,000 years those scientists advocated.	As linguists state that rate of change of languages took time as classical Arabic take time to change into MSA.

The table above shown the similarities between organisms and languages as well as the practices of species or languages in their environment purpose is to build successors for their race.

Diversity of languages lead to changes, as a result variation, endangerment and death are arised.The operation to transmit those different languages could be successful if the conditions are helpful, yet the change is happen in the environment if there are new proposed languages to the environment, and transmitted to non –native speakers.

Speakers are one of the factors that lead to changes in the language and affect the operation of transmitting. Also language problem and change happens when the language tries to adapt with the new conditions, and the environment it lives in. For more explanation, the next heading will explore language ecology problem in Algeria.

1.2.1.2 Language practices in Algeria after arabization 1962:

Algerian sociolinguistic situation after independence 1962 resulted with:

1/ Usage of French and Algerian Arabic in Algerian society were widely spread.

2/ minority of Algerians could speak and use CA and MSA.

3/ minority of Algerians could speak Tamazight and its change make it considered as a dialect.

Indigenous language evolution (Arabic and Tamazight) was disrupted by foreign languages (French, Turkish, Spanish, and English). Significantly, French colonization aimed to suppress Arabic language through imposing French in schools, magazines, journals, administrations,). Algerians has been obliged to learn that language because they are facing it every day and that what we called ‘speakers ‘affection’ as Creese, Martin and Hornberger confirm: ‘(...) on the one hand, it is the languages interacting the speakers ‘mind. On the other hand, it is the other languages spoken in a society and the culture of the society’ (2008). This quote illustrates those local languages of Algeria affected by French that came to this society, and by the participant and the users of it.

1.2.1.3 Arabization in conflict in Algeria:

The president Ahmed Ben Bella suggested Arabization policy so as to conserve and retrieve Arabic status that was breakdown in the colonized era. This policy was supported by the majority of Algerians. This decision consists to use Arabic in education, business, economy, health ...), also in society and daily conversation. Arabic because of many reasons has been witnessed many conflicts that made this policy failed, those factors are presented in:

1/ The habit of using French and AA in society prevent Algerians to replace it with MSA, and make it difficult to be the language of instruction in school.

2/ Marginalization of other languages by the government (as Tamazight) caused conflicts for both languages.

3/ The ignorance of arabization policy by politicians, and ethnic groups in society affected its implementation.

4/ competition between languages and the appearance of new language (English) prevent Arabic to get a status.

The competition between languages could either lead to wars as happened in 1980s in Algeria or to ‘deadly ethnic riots’ as Horowitz asserts in (2001:1). In case of Algeria , the competition between Arabic , French, and Tamazight resulted with widespread use of AA ,

and French –Arabic bilingualism in the nation as well as French has settle their races there unlike the government did not give it any status, additionally the result was changes in Tamazight in term of grammar , vocabulary

Language problems need guaranteed solutions to fix them. As it said before, the first step is to find problems through the practices, and the attitude of people towards them, those beliefs are parts from the solution either consider it as they are or modify them before apply them according to the situation.

1.2.2 Language ideology in Algeria and its effectiveness on languages:

Through the definition of language policy, it is noticeable that language ideology is the beliefs of certain groups about language in any society as Michel Silverstein defines it as : ” sets of beliefs about languages articulated by users as a rationalization or justification of perceived language structure and use “ (n.d). Shirley in his description of language ideology advocates that member’s personal ideas aim to express them which those ideas are about language function in society. Which mean that linguists or members from society have views concerning the practices of languages in society. Judith Irvine also defines it as ‘ the cultural system of ideas about social and linguistic relationships to gather with their loading of moral and political interests”

1.2.2.1 Language ideology in Algeria between French spread, indigenous languages decline:

The difference views concerning the imposed policy ‘ Arabization ‘ lead to conflicts, civil wars in the nation. In 1963, the President Ahmed Ben Bella declared in rule 3:

المادة 3 : اللغة العربية هي اللغة الرسمية و الوطنية

RULE 3: Arabic language is the national and official language (my translation).

This decision supported by Arabists since it is their second mother tongue as well as it express their identity, culture, and religion. In this scope, Association of Algerian Muslim Ulama mentions ‘the Arabic language is one of the pillars of Algeria’s cultural identity (...)’ (n.d).Politicians also support this decision in order to standardize language of instruction and delete French traces, unlike there were rejecters to those regimes by Berbers and they claimed for the recognition of their culture, and language. In that scope, Berbers went out in

manifestation to show their objection and claim for their rights in 1980. The movement has known as Berber spring or tafsuth Tamazight.

The movement started on 10th march in university of Tizzy Ouzo where there a conference delivered by Mouloud Mameri. Afterwards, in 19th march more than 500 students from the same university went out in demonstration; however, authorities did not give importance to that demand as was shown in the president ABDELAZIZ BOUTIFLICA speech :’’ I’m saying, even if Tamazight should become a national language, it will never become an official language’ (1999 , 22th September in Tizzy ouzo)

The declaration of the previous president Abdel Aziz Boutiflica lead to a civil war called ‘‘The Black Spring ‘‘ in kabylis nations in 2001. Those events could lead to the disappearance of Tamazight language by the death of their speakers; as the government limits its use when it imposed Arabization policy. Eventually, to calm down the situation, the previous president presented rule 3 that consist of:

المادة 3: اللغة الأمازيغية هي اللغة الرسمية والوطنية. تعمل الدولة على ترقيتها بمختلف تنوعاتها اللسانية.

Tamazight is the national and the official language in Algeria. The state aims to develop and promote it with all their linguistic variation used across the nation. (My translation)

Moreover, the speech of the previous president approved that he would speak any language even Hebrew so as to protect Algerians identity and modernize it (2002). Despite the fact that the constitution asserts that Tamazight is a national language ,whereas it does not succeed in proving itself as Nabila belkacemi and MeriemAbdelli claim : ‘‘ however , this promoted status to Tamazight as a national language is still limited and uncompleted because it remains the second notch of Arabic language, which is the sole language of the state. Hence, the Algerian government does not change any of the societal principals ‘‘ (2019). In fact, Arabic is not the barrier that affect Tamazight, yet it should blame the authorities` French attitudes.

In the mid of 1980s, French was considered as a mandatory module in primary school, it was language of instruction in university except the humanities and social sciences. those practices caused struggle for students in university particularly who have low level in as Asma Madjaoui asserts, a medical student at the university of Tlemcen,: ‘I was ashamed to speak in Arabic in class, to ask the professor questions in Arabic ’, another student declares:

‘I am preparing now, I have to acquire a strong enough level to pass my medical studies’” (Mariam Hadji). As a result of those actions 24000 students subscribe in French institutions. The authorities’ actions encourage students to use and study French since it is fundamental in society, getting job, get status and prestige... In contrast the previous minister bengahbrite affirms that the documentation and practices became in French because 80 percent of the course still taught in French as well as the disapprovals of arabization approach in higher education particularly scientific fields as math, physics, is also one of the reasons.

1.1.2.1.7 The attitude toward implementing English in education sector:

English is the first language in the world that means English is language of transaction between countries in business [export and import], in research, travelling. Unlike it has many advantages, Algeria still considered it as a second foreign language. The last years, the minister of higher education and scientific research ‘Tayeb Bouzid’ suggested the implementation of English language in universities in place of French. This decision viewed by some groups as a chance to suppress French and colonization culture, however others show the complexity of applying it .the Arabic newspaper Echorouk announce their agreement to this approach whereas Daily L’expression newspaper express its view in saying: ‘ After his ‘false good’ idea to abandon French directly to the benefit of English, the minister of higher education and scientific research is backing off’. Also the Daily El Watan left an attention to the former rector of university of Batna 2 in which it asserts : ‘’ the decision made by the former rector of the university of Batna 2 (2015-19) is part of a project that is close to his heart since taking office on 1 April : gradually replace French with English ‘’.

The former rector declares that the use of English is beneficial and he invites the other rectors to apply this decision. Although research papers and most scientific books are in English, and most importantly it has many advantages in different sides as it mentioned in the same article of el watan newspaper, the speech of Tayeb Bouzid shown that his decision will give opportunities to youngers abroad as Japan, unlike French, it cannot take them anywhere (8 July, Constantine). Despite the fact of introducing this approach to universities and its advantage, it does not take place in Algerian institution.

To conclude, those beliefs and thoughts are not systematic; they are constructively enhancing conflicts between languages and disrupt their evolution. To some extent, some of those ideologies are right and some of them need modification, and then used them in planning agreeable policy that could encapsulate language need.

1.3 Language planning and policy goals

As any activity, language planning has its goals as Nahir (2003) stated eleven goals which are:

1/ Language purification: prescriptions of usage in order to preserve the linguistic purity of language, protect language from foreign influences, and guard it against any deviation.

2/ language revival: the attempt to turn a language with few or no surviving native speakers back into normal means of communication.

3/ language reform: is the deliberate change in specific aspects of language, like orthography, spelling, or grammar, in order to facilitate its use.

4/language standardization: is the attempt to garner prestige for a regional language or dialect, transforming it into one that accepted as the major language, or standard language for a region.

5/ language spread: the attempt to increase the number of speakers of one language at the expense of another.

6/ lexical modernization: word creation or adaptation.

7/ Terminology unification: development of unified terminologies, primarily in technical domains.

8/ Stylistic simplification: simplification of language usage in lexicon, grammar, and style, that includes modifying the use of language in social and formal contexts.

9/ Interlingua communication: is the facilitation of linguistic communication between members of distinct speech communities.

10/ language maintainece: preservation of the use of a group's native language as a first or second language where pressures threaten or cause a decline in the status of the language.

11/ Auxiliary –code standardization: standardization of marginal, auxiliary aspects of language such as signs for the deaf, place names, or rules of transliteration and transcription.

The adequate choice of the goal help in plan the right and success policy as Joshua Fishman argues: ` the authoritative allocation of resources to the attainment of language status

and corpus goals, wether in connection with new functions that are aspired to or in connection with old functions that need to be discharged more adequately` (1987). In this quote, there were a sign to two levels or types of language planning which are status planning that deals with social standing of a language, and corpus planning deals with language structure. These terms attributed by the German sociolinguist 'Heinz Kloss', afterwards, they elevated to four levels. The table below will illustrate language planning levels in Algeria:

Table1. 2: language planning types adopted from Haugen. Retrieved from www.thoughtco.com

Types	Definition	Illustration
Status planning	It is a set of changes in language functions itself, its varieties, or in the speaker's rights in order to develop and increase its use.	Arabization policy in Algeria imposed in 1962-63 in order to change Arabic status from language of Islam and prayers to a national and official language in the nation.
Corpus planning	Corpus planning is the decisions made concerning the form of such language to make it able to serve certain functions. Those changes could be: graphization, standardization, and modernization. It is notably that corpus planning serves status planning.	In the last years, Algeria tried to precede Tamazight graphization since it was officialize in 2016. This decision aim to facilitate its use in education, yet till now there is a debate concerning the letters That will be chosen either Latin or tiffinagh letters.
Acquisition planning	Acquisition planning is about learning, and education. The authorities tried to make language easier by introducing adequate dictionaries, textbooks,	

	(Cooper , 1989)	
Prestige planning	Prestige planning is about giving languages, its varieties, dialect status, even if this language is not adequate grammatically. the degree of prestige preceded by the numbers of users and viewers of that language	Language prestige in Algeria is French or French–Arabic bilingualism since it is the most used and recognized languages in Algeria.

As it mentioned in the table, the only planning that has been implemented in Algeria was Arabization policy since 1960/62, yet it does not succeed according to many factors have been mentioned before [social, political, pedagogical ...)

1.4 The process of language planning:

The successful plan based on some steps, as it said defining the goal, then the type of method that should be used, and finally apply the approach according to some steps as Haugen mentions in 1972 :

1/ Selection: is the process of choosing the adequate language in a given society.

2/ Codification: the creation of linguistic standard or norm for selected linguistic code. It divided into three stages:

a- Graphization (writing system), **b-Grammaticalization** (choosing rules of grammar), **c-Lexicalization** (determining vocabulary).

3/ Implementation: applying the decision made in selection and codification steps through exposing people for the new standard code such as include it in: dictionaries, administration, newspaper ...)

4/ Elaboration: extending language functions and the new standard code and developing them so as to serve certain domain nationally and internationally.

Additionally, there is another step which called acceptance that aims to enhance language prestige through establish, and spread it.

Table1. 3: language planning process by Haugen, 1990 (REVISED)

	Norm(political planning)	Function (cultivation)
Society(statusplanning)	1-Selection of norm (decision procedure).	3-Implementation(educational spread)
Language [corpus planning]	2- codification(standardizationprocedures)	4-Elaboration (functional development)

It is remarkable that codification and elaboration are parts from corpus planning; the considerable views of that process are either linguists or authorities. While selection and implementation are parts from status planning in which society is included in that process.

1.5The actors of language planning:

Not only should have expert people participate in the process of language planning to ensure its success ,but also it is an essential component that stand on since not any one could participate in the process. The actors of this plan presents in:

1/ Linguists: are properly participating in that stage subsequently in choosing or selecting the language or dialect, morphologies should be standardized or modernized.

2/ Educators: their participation includes matching rules to actions by developing materials, programs for certain identified needs.

3/ Writers: expand the formulation or tradition of writing of a dying language so as to facilitate for the government finds documents in that language.

1.6 Conclusion:

Algerian sociolinguistic was very complex after independence, and it need a guaranteed policy to maintain their indigenous languages and keep on going with modernity. As it mentions in this chapter to manipulate the situation, it should study first the social practices especially in the pedagogical field since it is the channel between the individuals and their societies, next it should take the experts views concerning those practices as linguists and educators, and as final stage the collected data will explored into solutions to the problems respecting all language planning stages. As well as the second chapter will examine the theoretical chapter through introducing the ecological situation in Algeria by illustrating (languages in Algeria, their status, origins, and finally analyzing the reason behind arabization policy failure).

2- Introduction

Algeria witnessed many invasions throughout history (Romans 100 B.C, Arabs 700 A.D, Spanish 1505, Turkish 1516, and finally French colonialism in 1830). Each colonist transmits and establishes its culture in the nation, as a result, language and culture pluralism appeared in Algerian society as well as language conflict between indigenous languages (Tamazight/Arabic), and foreign languages (mainly French and English) is increased. Language competition and the views concerning it are one of the significant reasons in weakening the educational system. This chapter aims to exemplify the sociolinguistic situation through introducing the main languages used in Algeria, their status, competition between them in the educational sector, and how the monolingual choice (Arabization) contributes in the collapse of this sector.

2.1 Mother tongues

Algerian speech varies from individual to another and from region to region. The historical profile in Algeria is the first reason behind this diversity in languages and cultures, yet Algerian native language is Berber since it is the language of North Africa from the Stone Age. Meanwhile, Algerians also consider the Arabic language as their mother tongue. This section devotes for local languages used by Algerians, their origin, status and most problems they encounter.

2.1.1 Arabic and its varieties

The origin of Arabic and Arab in Algeria dates back to the 7th century A.D when the Arab conquerors aimed to expand Islam religion over the world. Most of Algerians converted to Islam, yet not all of them were arabized till the 11th century by 'Ibn Hillel tribes'. Among times, Arabic has deviated to be changed according to many reasons as a result many varieties derived from the original one which is classical Arabic (CA).

1-2-1-1 Classical Arabic

It is the oldest form that was used in the medieval era 'El *jahilia*', and it is found in poetry and Arabic literature. It is known as 'Quranic Arabic'. Classical Arabic was used till the Umayyad and Abbasid era, and for many reasons it is not used in Arab countries generally and Algeria specifically, it is used only for religious purposes as Haughton and

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Mglin state “ classical Arabic is used by approximately one billion Muslims for prayers and scholarly religious discourse “(1994, p.412). Those studies indicate that classical Arabic became an endangered language since its use is limited to certain activities and the only thing that preserves it from death is the documents which are available in libraries. The reason behind this reality is the transformation of that variety to non-native speakers; this later contributed to the emergence for a new variety named Modern Standard Arabic 'MSA'.

2-1-1-2 Modern Standard Arabic

MSA' lineage ends up to classical Arabic language. It is a modern form of classical Arabic. It is modernized by enriching its lexicon through borrowing foreign terminologies as «Internet, technology, ideology, ». Moreover, it is standardized language since all arabization share the same form of speaking in formal setting. Benali Mohammed proclaimed that MSA is the language of instruction in schools, media, politician speech, in the Arab world.

2-1-1-3 MSA vs CA

Those two varieties are considered to be similar, yet they differ in terms of syntax, phonology (acoustic), and lexicon.

- 1) MSA and CA are different in terms of grammar, for instance, the syntactic form of MSA is simpler rather than CA (in MSA, there is the use of verbal phrases rather than complicated noun phrases).
- 2) They differ in terms of lexicon, for instance, MSA accepts foreign terminologies in its dictionary either by Arabize them or through borrowing them to keep on going with modernity.
- 3) They also differ in terms of phonology in which CA used only the available sounds whereas MSA tends to use foreigners' consonants.
- 4) MSA used modern punctuation from other languages and dropped some classical ones.
- 5) MSA style of writing depends on some foreigners' styles as "guides, blog, posts, ».

MSA is considered as the official language of all Arab countries as «Iraq, Egypt, Algeria, Tunisia, », unlike those countries' mother tongue is not MSA. (J.Language. (2005;

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November 22). Classical Arabic and Modern standard Arabic. Retrieved from [https //forum.wordreference.com](https://forum.wordreference.com))

2-1-1.3.1 MSA as a national language in Algeria:

In 1976, the Arabic language was officialized by the Algerian government as the national and official language of the state. The constitution aimed to retrieve the Algerian identity and culture that was eradicated by French colonialism. Despite the fact that the Algerian government tried to establish its decision by implementing Arabization theory in all sectors (education " all stages ", media "TV, radio ", administration, ...), Yet the decision could not take any place in society since the dominant languages in Algerians' speech are Algerian Arabic, French, Algerian Arabic – French bilingualism. There is 85% of Algerians who speak Algerian Arabic variety; it means that Algerians mother tongue is Algerian Arabic the language that taught to most children at home. Furthermore, most Algerians have a low level in MSA since most of them are influenced by the French language that they have been exposed to .These events affect the process of Arabization in society.

2-1-1-4 Algerian Arabic:

Algerian Arabic or as called colloquial Arabic, its origin dates back to Arabic and Berber languages. Algerian Arabic has been influenced by foreign languages as Andalusian Arabic, Turkish, French, and Spanish languages. Algerian Arabic could be addressed as follows:

Berber + Arabic (CA &MSA) + Turkish +Spanish + French= Algerian Arabic.

The process shows that Algerian Arabic is a mixture between those languages, for more clarification the table below will exemplify and prove the existence of that theory.

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Table 2.4: The origin of Algerian Arabic vocabulary.

(Adopted from languages of Algeria, www.org.wikipedia.com, edited in 2020)

Algerian Arabic	Foreign word	The origin of the word	English Meaning
Friza	Fresa	Spain	Strawberries
Nurmalmu	Normalement	France	Normally
Farina	Farina	Italy	Flour
Utal	Hôtel	France	Hotel
Girra	Guerra	Italy	War
Kazirna	Caserma	Italy	Barracks
Payasa	Pièce	France	Coin
Tabla	Table	France	Table
Valiza	Valiza	Italy	Suitcase
Carte	Menū	Turkey	Paper
Zawali	Zavalliadam	Turkey	Poorman
Sandala	Sandalia	Spain	Sandal

AA phonology is simpler than MSA for that sake Algerian keep using this dialect particularly in low levels (at home, in society, some radio channels, some TV shows, ...) as Greene asserts: " children learn the low variety as a native language; in diglossic cultures, it is the language of home, the family, the streets and marketplaces, friendship, and solidarity [...] "(2001).

Also, the use of AA in Algeria sometimes exceed the low level, many teachers depend on it in explaining some issues to simplify the process of understanding. It means that Algerian Arabic dialect is more prestigious variety rather than MSA. The diglossic situation in Algeria influences the Algerians' speech as well as the educational system.

2.1-2 Berber

Berber language as it is mentioned in Western document «Greek documents” or Tamazight has been used in North Africa since 3000 B.C. It was the indigenous language of those areas as Haddouche said: "Tamazight is the mother tongue and an original

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language of the entire people of North Africa» (n.d). The use of Berber in Egypt and Tunisia is distracted for certain reason

Berber is the mother tongue of the Algerian people, yet after the Arab conquest, many of Berbers were arabized, and few of them still speak their native language. Tamazight language also influenced by other foreign languages that resulted in changes in terms of vocabulary, writing style, grammar, graphisation, ...etc.

2-1-2-1 Berber status and Standardization in Algeria:

It is assumed that around 14 to 25 million speak Tamazight language. It is the national language of both Mali and Niger, and the national and official language in Morocco since 2002. In 2016, the previous president Abdel Aziz Bouteflika declares in article 3: "Berber is the official language of the state". The decision opened many chances for that language by which it is introduced in education, media, and other domains. Berber is introduced progressively in primary school among 48 Wilyas, also many departments opened to teach Tamazight language, for instance, there are more than 200,000 students directed to study that speciality. Meanwhile, Berber does not appreciate these decisions and they thought that the government did not give too much for their language as they give to Arabic as Mesoudi states: "Arabic was imposed on all Algerians while Tamazight is not promoted and generalized across all Algeria" (n.d).

However, not only does non-politician support and the monolingual choice in the education system is the barrier in front of giving status to the Berber language in Algeria, but its different varieties that are not standardized till now, also influence its expansion and development. The four varieties of Berber (Taqvalit, Tashawit, Mozabit and Tamashaq, and Touareg) differs in terms of lexicon, phonology...ect) as Benali Mohamed states: "yet, Berber as it nowadays does not constitute a single unified language: rather it is a group of varieties which are different from each other mainly at the phonological and lexical levels [...]" (2007, p.44).

The process of unifying Tamazight language does not obstruct because of the reality of having many varieties only, but also because of geographical distance between those languages and some other issues that delay that process as Roberts asserts:

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As a consequence of their geographical separation from one another and the absence of both any sustained commercial intercourse between them and of the written language, there has been no tendency for their culture to become unified or for their language to become standardized in the course of their history (1980, p.117)

It is noticeable that Touareg variety lives in the south while the Tashawit variety lives in the east of Algeria, this distance also affects the transaction with each other which created high differences in terms of pronunciation, writing style ...). All these facts affect the process of Standardization. For instance, Touareg used Tifinagh script while Kabylisians used Latin script, and minority has been used Arabic script as Abu-Haider said:

Tamazight literature, originally oral, is now being written mostly in Latin script, several novels, collections of short stories and poems, by contemporary Writers, have become available in print since the 1970s. the majority of these works to date are in Kabyle (2003, p.153)

Although Tifinagh script is the original version, hence there are different views concerning its use particularly in teaching, it is claimed that Tifinagh script letters are uncompleted. Unlike, in Morocco, they depend on Tifinagh script in writing and teaching Tamazight language. The other groups support the use of Latin script since the documentation written in that script will be recognized abroad and will be posted. The question has arisen is which script will Kabylisians choose to write that language? The answer will ensure if this language will be standardized among Algerians speech generally and in education field particularly. Furthermore, to unify its use, not only does Tamazight language need the Standardization of its graphisation, but also it needs the government' effort and backside, and the Algerians' cooperation to generalize its use.

2-2 Foreign languages

As it said in chapter one, globalization, technology, and colonialism are the first reason behind the travel of foreign languages from their towns to another one in which it affects

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the indigenous languages, change them, and sometimes even cause endangerment or death for them. The most foreign languages that are established in Algeria are French and English. This part will explore the FL use in Algeria, their origin, their status in the education sector.

2-2-1 French

French is a Romance language of the Indo-European family. It is affected by the Celtic languages in Northern Roman Gaul. It is the official language in 29 countries and the 4th mother tongue in the European Union and it is taught in universities over the world. Algeria is one of those countries which use French in their universities, speech, business...).

The first coming of French in Algeria was in 1830 and it stayed 132 years ago. The relation between France and Algeria does not end up with Algerian Independence, yet it continues with its legacy French that established in Algeria. Most Algerians could either read it and speak it or understand it as Roussillon states: "In 1990, there were 6.500.000 people could speak French in Algeria "(1995, p91). Meanwhile, the government aims to suppress French from Algerians' speech, education, and it did not give it any status, yet it has appeared in leaders' speech as Bouteflika and Mohamed Boudiaf, etc.). French has many functions as Malika Mammri said: "French continues to be the dominant language in business and professional circles" (2009, p.77-89). French used also in the business domain since Algeria has many affairs with France and countries of Europe.

This legacy is seen by some to be culturally inherited and others see it more than that as Mehnni states: " the French language is not the minister implied. Algeria is a part of French-speaking environment since France is our main partner in several fields and own neighbours Tunisia and Morocco use French" (n.d). The mass use of French-made Algerians as apart from French speakers, for instance, in 2014, statistics shows that 76% of Facebook users in Algeria posts in French. Those results confirm that French is the lingua Franca of Algeria as permanent committee on geographical names for British official use announced. (n.d)

2-2-1-1 French legacy in education:

After Independence, the French language was the only language of instruction in schools. In 1963, the new president delivers a new method to shift from French to Arabic

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in the Algerian educational system. In 1980, most institutions and schools are arabized. Even though the government were not permitted Algerians to attend French schools as Chadli Benjdid ruled in 1985 (Berger), yet most posts and Algerians career depends on learning this language.

Most powerful elite send their children to French schools to follow their studies. This reality helps in spreading French use in schools. In 1993, it was introduced in the 4th grade in primary school. Furthermore, French is still a mandatory language of instruction in universities particularly in the scientific field as Mammri states: "certain aspects of formal education and research still carried in the French language [...]" (2009, p.77-89). As well as a survey conducted in 1999 approved that 75% of students prefer to study scientific fields in French (Benrabah, 2005). Those realities encourage the National Commission for the Reform of the Educational system in 2001 to suggest the implementation of the French language in 2nd grade in primary school, and in scientific subjects in secondary school (Benrabah). Even this suggestion did not implement, yet French has high prestigious status in education. It is considered as a mandatory language in primary school, and as FL1 in middle and secondary school. Replacing French by Arabic does not succeed; in contrast, this approach contributes to maintaining and expanding French use among education field by the government.

2.2-2 English

It is a Germanic language of the Indo-European language family. It originated in England. It is the dominant language in the U.S, U.K, Canada, Australia, Ireland, and New Zealand. It is considered an official language in many countries around the world as India in Asia and South Africa in Africa. Also, it is the language of instruction in many universities. It is the first language in the world. It is the second FL in Algeria and other countries.

2.2.2.1 English in the Algerian educational system:

Implementing English in the educational system in Algeria passed through many stages. First, in 1993, the ministry of education made a vote that consists to choose between French and English languages use in school to be as FL1. Unlike that decision aimed to implement English in schools through this vote, yet most parents choose French. A few years later, English imposed in Middle school as FL2 to be taught.

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As English becomes more mobile in the last centuries, it has been spread in the world and it became the first language in the world. Nowadays, it is the language of transaction in the world and it is the most useful in the domain of economy, technology and research as Euromonitor stated that the most industries demand proficient workers in English (2012), also Abdel Hamid Charif state: " English is the unavoidable language because it controls more than 75% of the world flow of scientific knowledge and 90.7% of fundamental science "(n.d). Those studies confirm that the English language is important in getting a job, doing research and made students 'documentation be recognized.

All that events made Algeria in need for that language particularly because of oil gas industry "Major companies in oil gas industry where English is important to include, Sonaatack (Algerian company), Anadarko (American company), and Naftal (French company) [...] "(Euromonitor, 2012). The economic sector is the first driver that encourage Algerians' institutions to decide to replace French by English since this field need competent employment in English, as well as the second reason, is that most research documents are written in it. Furthermore, the uses of French in Algerians' institutions obstruct the student to deliver and post their work. The need for that language leads the minister Tayeb Bouzid in 2015 to declare and write to universities' rectors: "within the framework of the policy in encouraging a strengthen the use of English to give better visibility of education and scientific activities in the higher education system, I urge you to use both Arabic and English in official documents ". Also, he insists:

We must work to put in place the necessary mechanism within the framework of the pedagogical commissions of the universities and consolidate the use of English in the research because the English language is the language of the international channels and those of scientific journals. (2015, published on his Facebook page)

This decision considered as a beneficial step in the history of education since it will open many opportunities for students and for universities to be considered abroad as Abdelhamid Charif Said: "the international visibility of our Universities, their ranking and their attractiveness and the job opportunities of University graduates will gain from the English language "(n.d). As it said English will serve students in their future career, yet it has been criticized by some students and teachers who claimed that the habit of using French in teaching or studying prevent them to switch to English as Djaber Said that he could use that language to improve his skills to get could get status or use it to do some

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research, but he would not accept to finish his medical studies in English or switch to it (A medical student at the University of Algiers, n.d).

Hence that decision is proposed in 2015, yet till now it doesn't implement, it is claimed that the reason behind this procrastination is that the decision does not make in the right time as Azzedine Layachi mentions (specialist in the politics and economics of North Africa, and a professor of political science at St John's University in New York, n.d). Meanwhile, the main reason behind non-implementing English in universities is that students do not received much exposure to that language since they study it only in middle and secondary school with a few amount of hours whereas students learn French from primary school as well it is considered as a mandatory module in, for that sake students could understand 50% of the course, hence they could not in English.

The future of English language in education and other fields related: first, accept that English is the only chance that could be approved and developed universities and economy in Algeria since French does not important as it was any more “the French language does not get us anywhere ”(Tayeb Bouzid, 2015). Second, the educational service should take into account that some many students and employees who want to improve their skills in that domain as Ben Sari says: “I hope that my graduate research next year will be in English, I believe that English is the future in Algeria ”(student of precision optics of University Farhat Abbas in Sétif, n.d). Also, Mezghash said: “[...], as the international job market now requires English rather than French ”(professor of management at the faculty of Economic Sciences at the University of Annaba, n.d). Those studies show the need for English in these two fields that has been mentioned before. Third, the government should consolidate the decision through advocating strategies and appropriate method to enhance the opportunity of realizing it as Redouane Djaber Said:

The training of new students in medical schools in English from the beginning will have a positive impact on the speciality of medicine, because most of the scientific research and explorations, and periodical of medicine, are in the world in English, and therefore the promotion of training in medicine is guaranteed by this plan, which must be deeply thoughtful (n, d)

This means that implementing English language should go gradually from primary school to University stage by stages since it will help students to elevate students

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'documentation competency level, as well as will help in switching from French to English in universities, as well as there many documents will be available.

2.3 Arabization policy and its contribution to weakening the educational system:

After Independence, Arab authorities took the policy of Arabization to retrieve their identities and suppress foreign traces. Algeria as one of the colonization victims, it also took the same decision of Arabization in 1962. The government establishes this method in education since students will share their knowledge in society, in work ...) in which they should present it in Arabic. In 1963, the president Ben Bella started to Arabize the educational sector, yet most of the teachers have been taught in French and most of them have low capacities in Arabic, as well as the Ministry of education advocated a big amount of Arabic hours in schools to hurry the process. This later drove the government to export 1000 Egyptian and 1000 Syrians teachers (Kadri, 1992).

The decision aims to replace French by Arabic through Arabizing primary, middle and secondary school and suppress the French language. In 1973, most of the primary grades were arabized, whereas, in intermediate schools, some subjects still taught in French. In secondary school, all the humanities stream were Arabized in 1st and 2nd grade while in the 3rd grade, mathematic and geography still taught in French, while scientific streams 2/3 classes were bilingual (Grandguillaume, 1980). As a result, the process expanded to universities in the same year, all humanities speciality were Arabized (sociology, pedagogy, geography), hence scientific streams only 19% were arabized. After that process, the drop-out rate increased as Kadri describes: " chances to access higher education are 1% of pupils enrolled in their first grade at primary school"(1992, p.348). Also, figures of 1998/99 show that 12.2% of pupils repeating the grade in the 1stand the 2nd grades, 26% in the 6th and 7th, while 32.3% were repeating in the 9th.the results provoke that the educational system is weakening and collapsing, there are two views concerning this findings, the first view is that Arabization policy is the first reason behind that phenomenon, many ideologies assert that the monolingual system caused that problem as it is the reason behind losing Algerians' culture since the government in that era prevent the use of Berber language and study in French as Miliani asserts (2003), "This semi linguism is one of the major causes of the loss of the young people's cultural points of reference and their linguistic codes impairment" (p.25).

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Furthermore, there are ideologies signed that Arabization policy contributes on having incompetent students in Arabic and French in secondary School (Entellus,1981), also Grandguillaume asserts in that point: "He [viratelle] feared that students were being badly trained in both Arabic and French and might be ending up without an adequate command of either" (2002, p.18).That means the impact of colonialism era, and the Arabization policy resulted in the situation of having bilingual students who are not qualified in both languages.

However, the second view is that Arabization controlled under disastrous conditions which they are listed as follow:

- 1) Teachers 'low level in MSA that push the government to export teachers from eastern countries.
- 2) Lack of teachers push the government to give ungraduated students posts to teach, this later affects teaching quality.
- 3) Lack of materials and institution prevent teachers from doing their job:" teachers are in situations which prevent them from doing their work [...]"(1998, p.14). This influence student' understanding and perception of knowledge.
- 4) The Arabic language has no real roots in Algeria since it is just transmitted by Arab conqueror in the 7th century that explains the rejection of Tamazight to be arabized.
- 5) Most parents send their children to French schools to preserve their careers since most jobs need qualified employees in the French language in that era.
- 6) Most Kabylisians ignore the government decision and choose the French language to finish their studies since they thought that it is the window of modernity.

Through these points, it is noticeable that educational system failure is not because of choosing Arabization policy only, yet it is the situation Algeria were in after Independence, it was so difficult to suppress French from Algerians' mind and speech.

2.4 Conclusion:

To bring this chapter to a close, it is needed to give some suggested solutions for this ecological problem on the side of society and education. First, the government should promote local languages and developed them by providing more human and financial resources. Second, it needs to introduce English and Arabic in Universities and primary schools gradually since they are important in defining student's culture, identity, and proficiency. Third, also the government needs to introduce foreign languages in school as Chinese and German languages to improve students' skills and to have Algerians' translator in these languages. The last point is that the education quality should be improved through minimizing problems of repetition and drop-out school and providing better materials and methods of teaching.

This chapter describes the historical bacskground of the Sociolinguistic situation in Algeria through introducing language realities and competition as well as language change and conflicts in society generally and in education specifically, finally this part is closed by giving a reason behind those ecological problems and how could defeat them.

3. Introduction

This chapter aims to forward the hypotheses that performed the reasons behind language conflict in Algeria. This part will investigate the hypothesis validity through data collection and analysis, it will examine students' and teachers' perceptions and attitudes towards the linguistic situation in learning environment and how the government could reintroduce solutions for the current linguistic situation.

3.1 Research data**3.1.1 Quantitative research**

Quantitative research emphasizes on objective data transformed into numerical and mathematical data gathered from polls, questionnaires and surveys as Burns and Grove define it as 'A formal, objective, systematic process in which numerical data are utilized to obtain information about the world(1991 ,p.140).

In attempt to fulfill this research, a questionnaire addressed to students in order to elicit valid information related to this study. This questionnaire divided into four sections, and each section includes a set of systematic questions that test students' attitudes towards language use in Algeria, students' attitudes towards language planning in Algeria and their perceptions about the sociolinguistic situation there. Those data are analyzed into numerical data and presented in a form of tables and pie-charts.

3.1.2 Qualitative research

Qualitative research based on analyzing subjective data of the sample experience, culture, or a particular issue. According to Wiersma (1995) 'qualitative research investigates the complex phenomena experienced by participants through examining their words and actions in descriptive ways'. Also Wallace (1998) describes it 'qualitative is used to describe data which are not amenable to being counted or measured in an objective way and are therefore 'subjective''.

Qualitative research focuses on discussion and debate in contrast to quantitative research. Qualitative research instruments include observation, interviews, etc. In this vein, an interview addressed to teachers in this research paper.

The interview includes six questions about language planning and policy in Algeria, mainly in education area, and final question is about giving suggested solutions for the current problem. The results are discussed and interpreted to test the validity of hypotheses in order to confirm or deny them.

3.2 Target population

Sampling is the process in which the researcher selects the population want to make assumptions about. According to Polit et al ` sampling involves selecting a group of people, events, behaviors or other elements with which to conduct a study` (2001).

The participants of this study are three sociolinguistic teachers in university of Saida participated in fulfilling the interview. Most of the participants are multilingual since they are EFL teachers and they are knowledgeable about the sociolinguistic situation. For that sake their participation is helpful in this paper.

Moreover, there are ten students from English department Master Two didactic who participated in answering the questionnaire. Students' involvements help in giving more data about the situation since they are part from the Algerian society as well as the learning environment. For the sake of clarity, both teachers and students are chosen at random.

3.3 Research Analysis

3.3.1 Return rate

According to many circumstances as corona virus that oblige us to stay at home, We could not address the questionnaire and the interview to the target population. As a result the return rate of students' questionnaire was quite low, the members who are required to answer it were 38, however only 10 of them handed back their answers via email. That means the return rate was under average, around 26, 31%. As for teachers, the return rate of the interview was average. There are 6 teachers who supposed to answer the paper while only 3 teachers who send their answers. It means that the return is average around 50%. These facts hinder our research results and limit them to a certain point.

3.3.2 Questionnaire analysis

Question1 students' gender

Table3.5 students’ gender

Gender	Frequency	Percentage
Female	08	80%
Male	02	20%
Total	10	100%

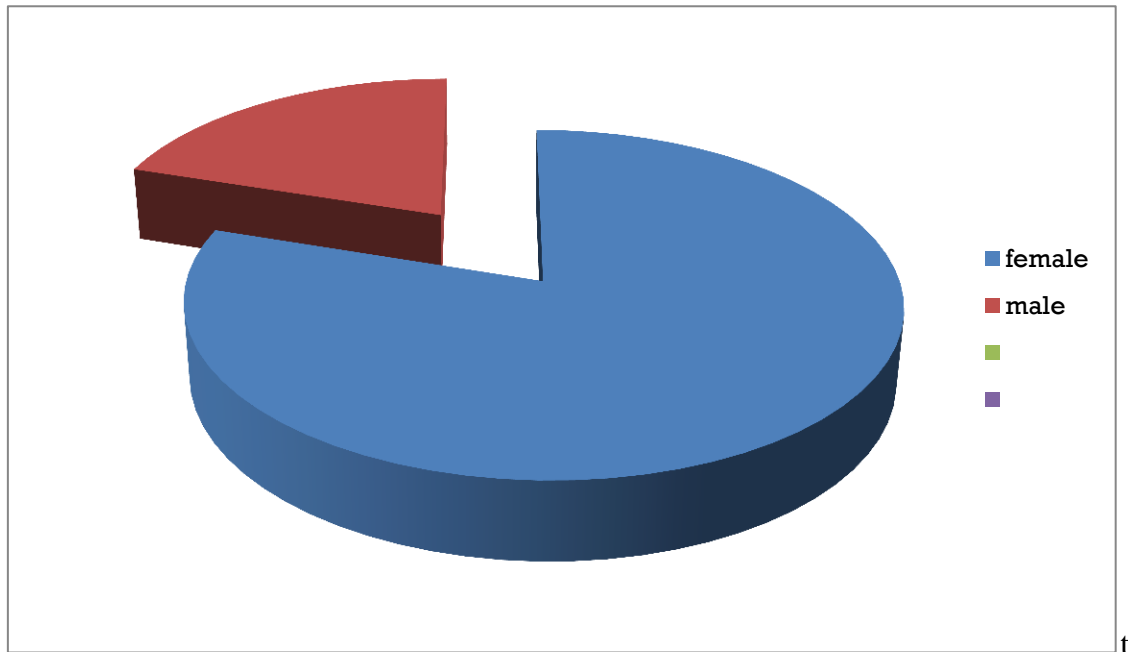


Figure3.2 students’ gender

Figure 2 presents that the majority of students are females (80 %) while only 20% of them are males.

Question 2students’ age

Table 3.6 students’ age

Answers	Frequency	Percentage
20	0	0%
22	0	0%
23\24	10	100%
Total	10	100%

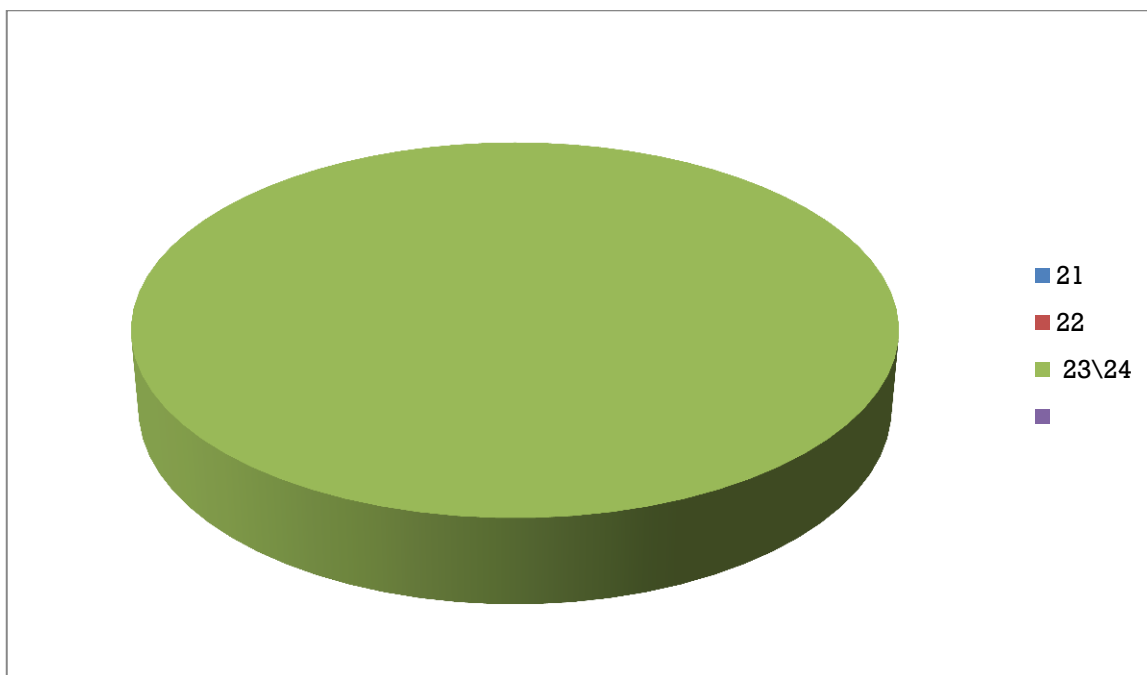


Figure 3.3 students age.

As can be shown in figure three, most the informants had between 23\24 years old.

Section one: language use in Algeria.

This section aims to shed light on language use in Algerian repertoire through students answers in order to know which language do have a prestigious status in society.

Question 3 which language do you used in these contexts

A] Which language do you used in administration?

Table3.7 the language used administration.

Answers	frequency	Percentage
Algerian Arabic	7	70%
French and MSA	3	30%
Total	10	100%

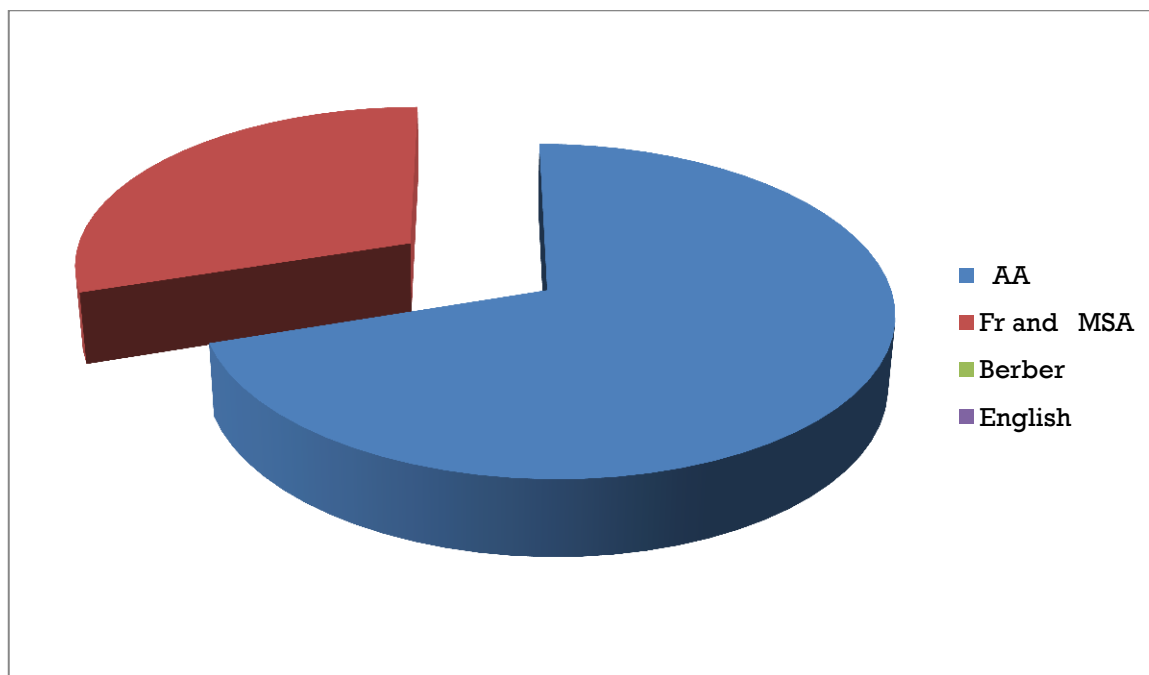


Figure 3.4 the language used in administration.

As shown in figure four, most of students use Algerian Arabic in administration whereas 30% of them use MSA and French. None of the respondents use English and Berber in administration.

B/ which language do you used in hospital

Table 3.8 the language used in hospital.

Answers	frequency	Percentage
MSA	01	10%
AlgerianArabic	09	90%
Berber	00	00%
French	00	00%
English	00	00%
Total	10	100%

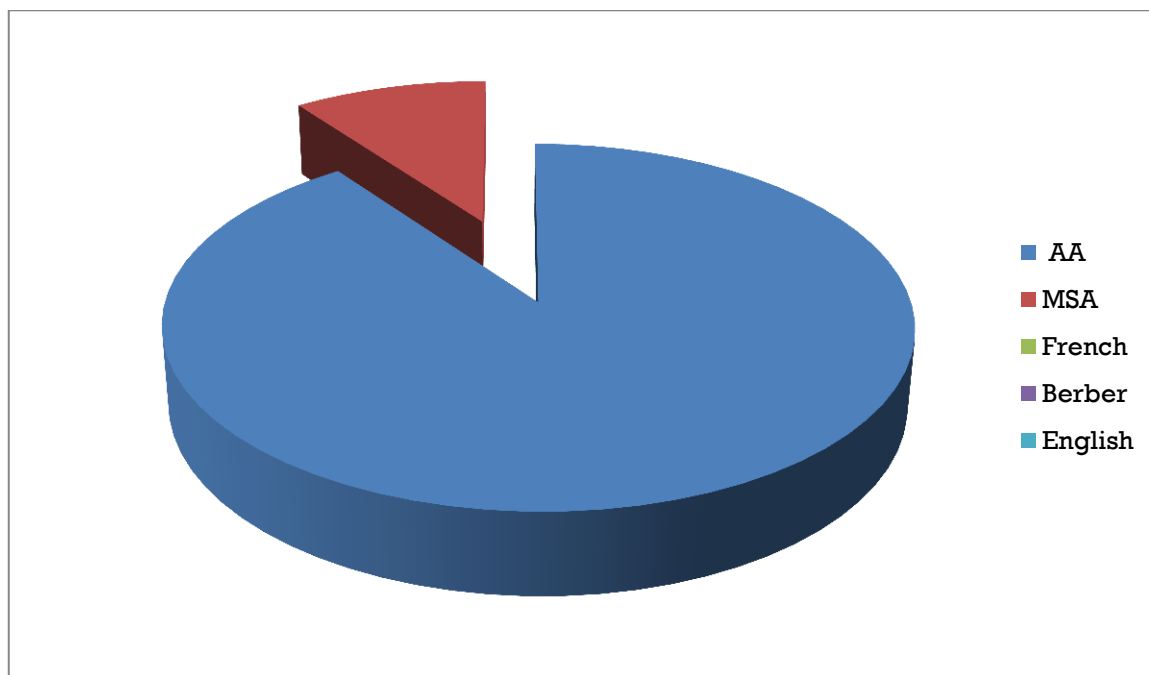


Figure 3.5 the language used in hospital.

As follows from the figure shown above, 90% of the students used AA in hospital while only 10 % of them used MSA, and none of them used French, Berber and English in hospital.

C/which language do you used at chatting on Facebook

Table 3.9 the language used in facebook

Answers	Frequency	Percentage
MSA And English	01	10%
French/English/AA	01	10%
English/AA	08	80%
Berber	00	00%
Total	10	100%

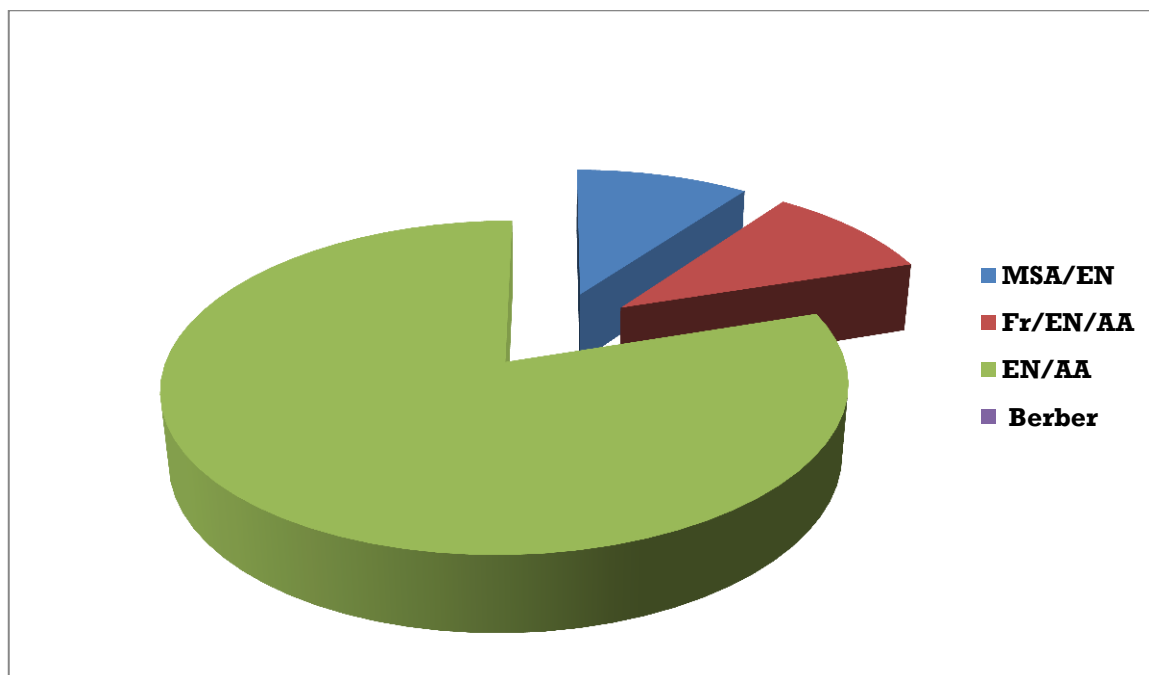


Figure 3.6 the language used in Facebook.

Figure six represents that most didactic students used both English and Algerian Arabic in chatting (80%) while 10% of them use French, English and Algerian Arabic. Only 10% of them use MSA and English while none of them use Berber in chatting.

D/ which language did you use at primary school

Table 3.10 language use in primary school

Answers	Frequency	Percentage
Algerian Arabic	01	10%
MSA	07	70%
French/MSA	02	20%
English	00	00%
Berber	00	00%
Total	10	100%

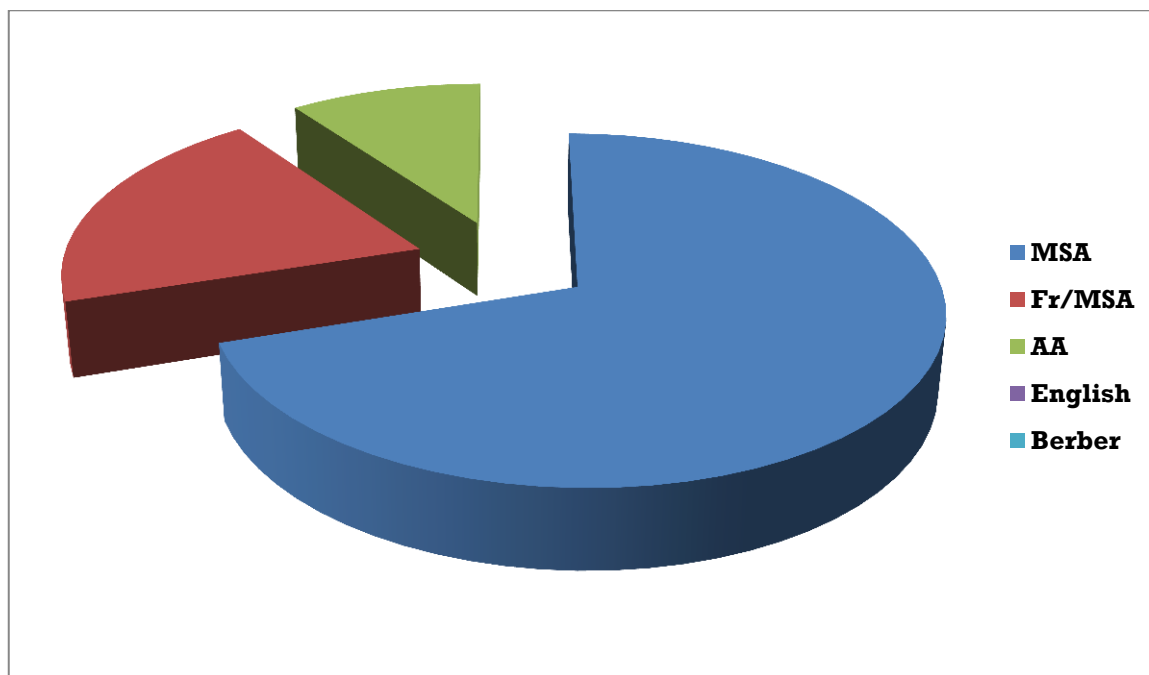


Figure 3.7 the language used in primary school.

The graph seven shows that MSA is the most language used in elementary school as students mentioned in the questionnaire (70%), 20 % of them say that French and modern standard Arabic are the languages used in primary school, and only 10 percent of them say that Algerian Arabic is the language use in. None of the respondents use English and Berber in school.

E/which language did you use at home?

Table 3.11 the language used at home

Answers	Frequency	Percentage
Algerian Arabic	07	70%
MSA	01	10%
French	01	10%
English	01	10%
Berber	00	00%
Total	10	100%

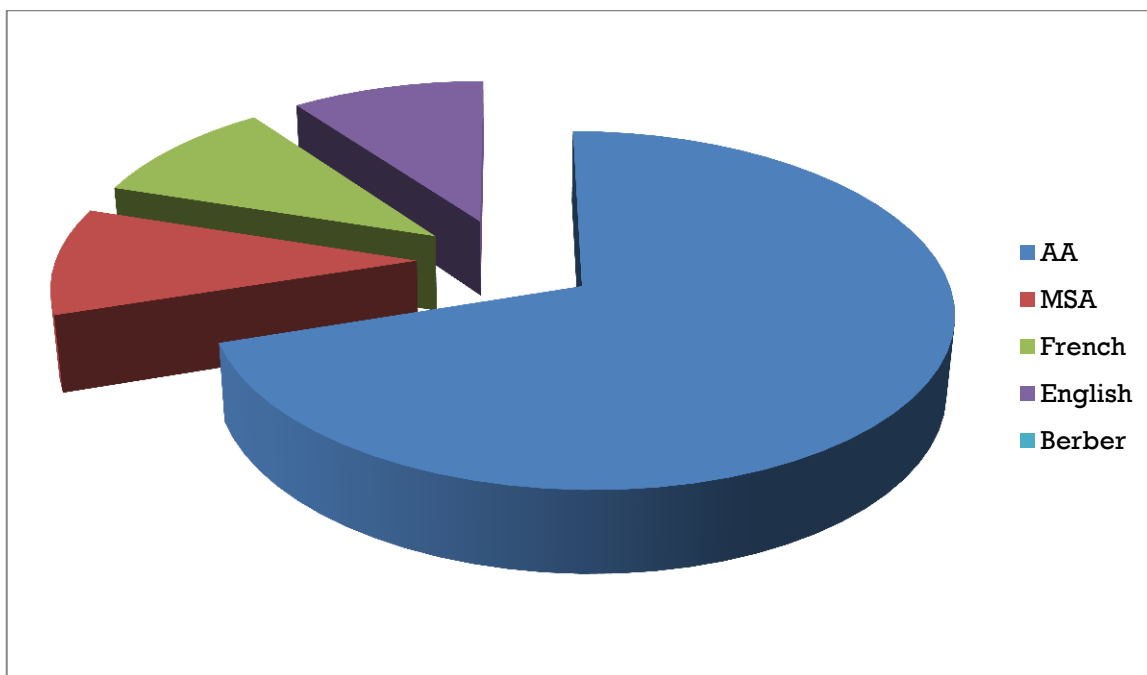


Figure 3.8 the language used at home.

Diagram eight indicates that 70% of students use AA at home while MSA used by 10 percent of them and 10 % of respondents used French, and the last 10 % used English. None of the respondents used Berber in home.

In fact, most saidanian administrations used AA in dealing with citizens since most of them either are uneducated or have low level in MSA as benrabah claims` linguistic competence in standard Arabic is relatively low` (p.194). As well as it considered as the first language that Algerians have learnt from their childhood, so they found it easier to express themselves using it rather than using MSA. For instance, the patient does not have much time to use formal forms in order to tell the doctor about their sickness. Furthermore, AA passes the limit of using it for the sake of not having time or not mastering MSA, but it is a matter of habit. As shown in figure (3.9), most of students respond that they use to chatt with their friends. Adittionally, it is the language of home of most of the respondents.

As figures (3.5, 3.6, 3.7, and 3.8) show that the use of MSA is very low in social life and it is high in primary school that means its use is limited to certain issues as religious acts, formal settings and formal speech. Figures (3.4, 3.6, 3.7, and 3.8) display that French is used by small parts of students which mean that most of them are not fluent in or they do not interested with. Also as figures 3.6 and 3.8 show that students use

English in chatting and at home since they are EFL students, so they want to practice more the language in order to enhance their proficiency level in writing and speaking. Finally, none of the respondents say that s/he used Tamazight language to interact since all of them are Arabists and there are small parts of kabilians in university of saida.

Section two: attitudes towards the status of languages in Algeria

Testing the attitudes of students toward the status planning of languages in Algeria is the main concern of this part.

Question4

A/ MSA is appropriate as an official language in the country

Table 3.12 attitudes toward MSA officialization.

Answers	frequency	Percentage
Strongly agree	04	40%
Agree	06	60%
Don t know	00	00%
Disagree	00	00%
Strongly disagree	00	00%
Total	10	100%

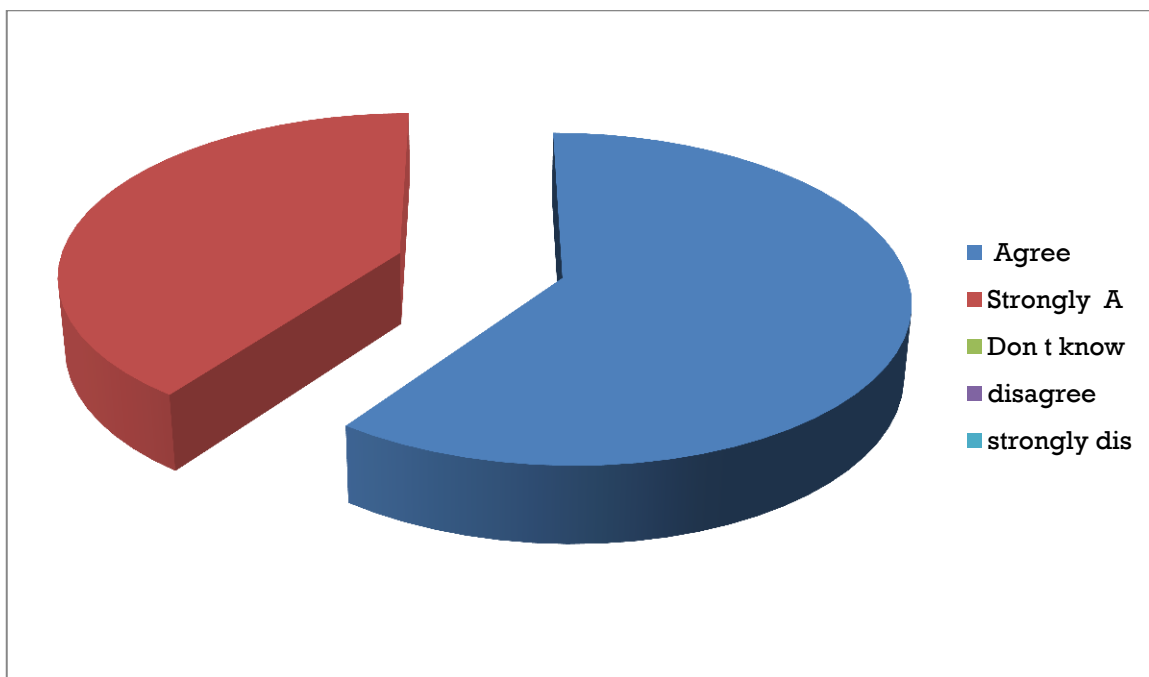


Figure 3.9 Attitudes towards MSA officialization.

Figure nine presents that most of students are strongly agree on MSA officialization while 40% of them stongly agree on that, and no one answer with the other scales.

B/ Tamazight officialization is a sound decision

Table 3.13 Attitudes toward Tamazight officialization.

Answers	frequency	Percentage
Strongly agree	02	20%
Agree	05	50%
Don t know	03	30%
Disagree	00	00%
Strongly disagree	00	00%
Total	10	100%

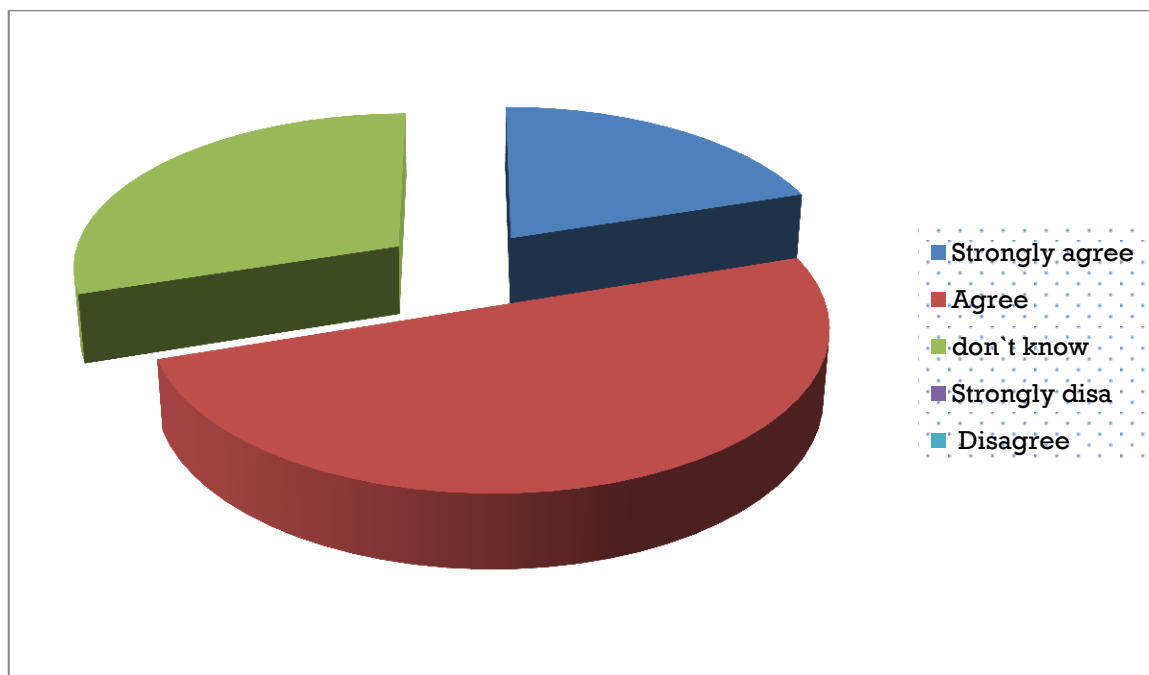


Figure 3.10 Attitudes toward Tamazight officialization.

As shown in figure ten, 50 % of students agree that Tamazight officialization is an appropriate decision while 30% of them don't know if it is a sound decision or not and only 20% of them are strongly agree on that fact.

C/ through mother tongues, MSA and Berber don't enjoy official status.

Table 3.14 Attitudes toward mother tongues' status in Algeria.

Answers	Frequency	Percentage
Strongly agree	00	00%
Agree	04	40%
Don't know	04	40%
Disagree	02	20%
Strongly disagree	00	00%
Total	10	100%

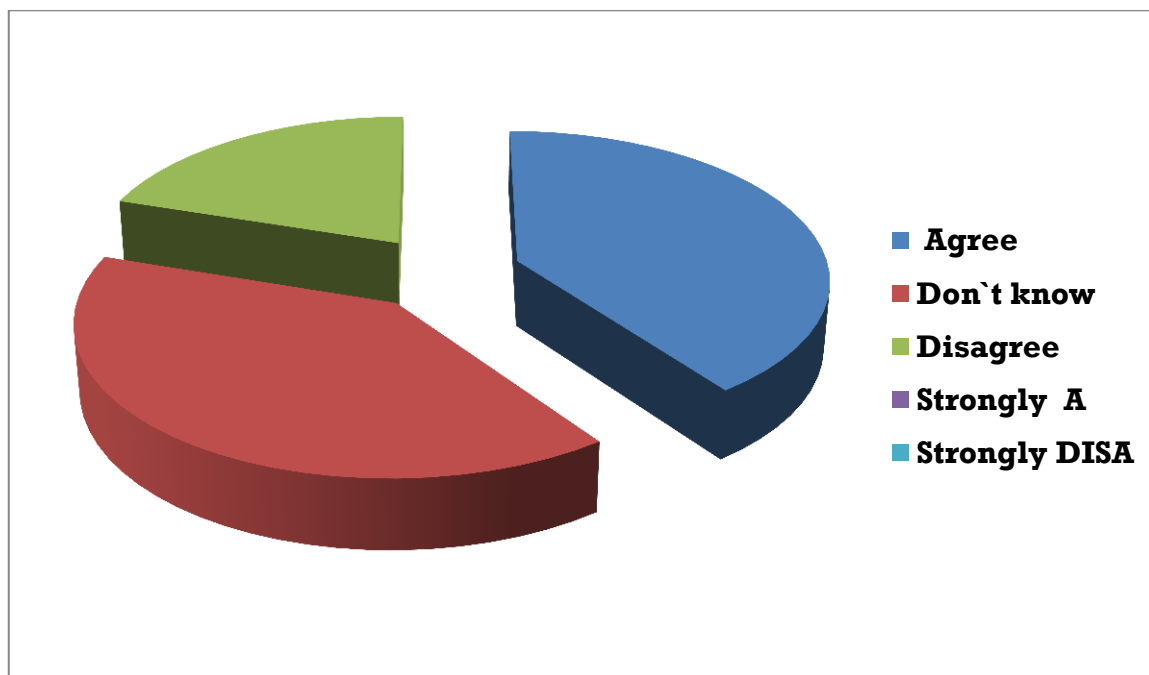


Figure 3.11 Attitudes toward mother tongues' status in Algeria.

Figure eleven indicates that 40% of students agree that mother tongues do not enjoy official status as well as 40 % of them don't know about that situation while 20% of informants disagree that mother tongues do not enjoy official status.

D/French FL₁ and English FL₂ are beneficial for the country

Table 3.15 students attitudes towards foreign languages use in Algeria.

Answers	Frequency	Percentage
Strongly Agree	06	60%
Agree	04	40%
Don't know	00	00%
Disagree	00	00%
Strongly disagree	00	00%
Total	10	100%

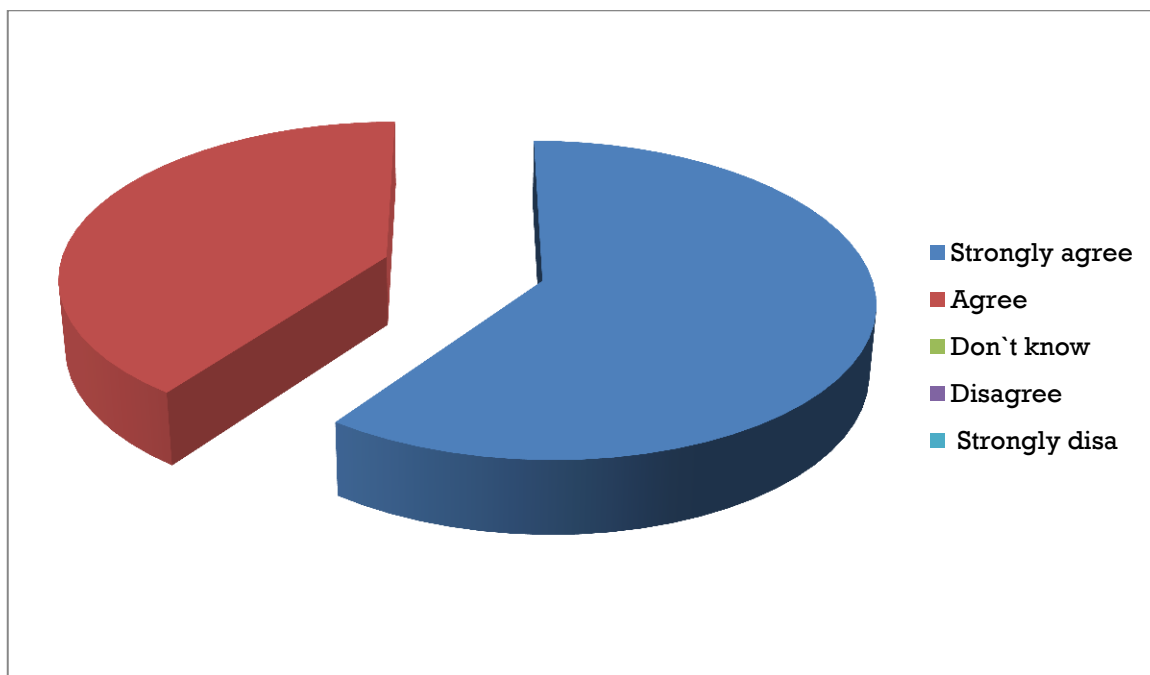


Figure 3.12 Students attitudes towards foreign languages use in Algeria.

As can be seen from figure twelve, foreign languages are beneficial to the country according to 60% of students who are strongly agree on as well as 40% of them are agree on that fact.

Despite the fact that most of students declare that MSA and Tamazight is a sound decision that the government perform in its constitution, yet the majority claim that those languages do not enjoy their real status in society as mentioned in figures 3.9, 3.10, 3.11. This means that the government plans perspectives do not success or work, as a result the mother tongues has been marginalized through the decions makers and the users. Figure 3.12 presents positive attitudes in the part of students toward the implementation of foreign languages in Algeria. French and English considered as the window of modernity and civilization, and their implementation will flourish Algerian economy.

Secton three: Attitudes towards the corpus of languages in Algeria.

This section aims to experience the success of corpus planning in Algeria through students' answers.

Question5:

A/agents of language planning performing a big role vis à vis MSA

Table 3.16 Attitudes towards MSA language planning in Algeria.

Answers	Frequency	Percentage
yes	03	30%
No	07	70%
Total	10	100%

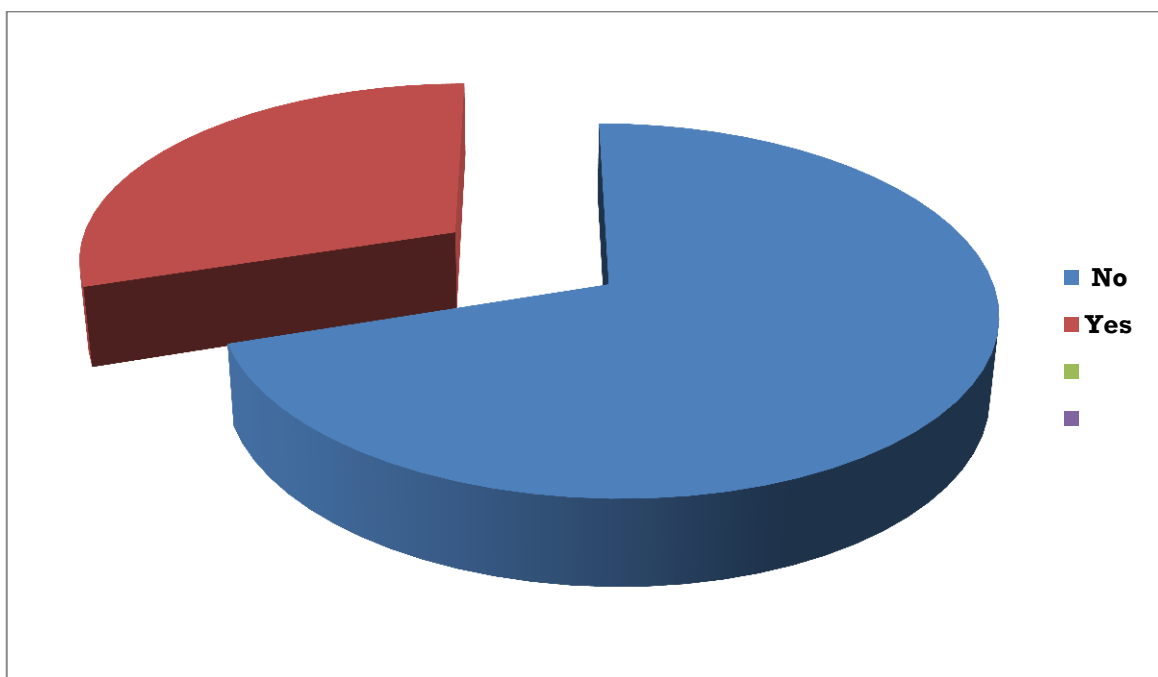


Figure 3.13 Attitudes towards MSA language planning in Algeria.

Graph number 13 illustrates that most students (70%) see that corpus towards MSA is not performing its role whereas 30% thought that it is.

B/ standardization of Tamazight is done successfully

Table 3.17 Attitudes towards Tamazight standardization process.

Answers	Frequency	Percentage
Yes	01	10%
No	09	90%
Total	10	100%

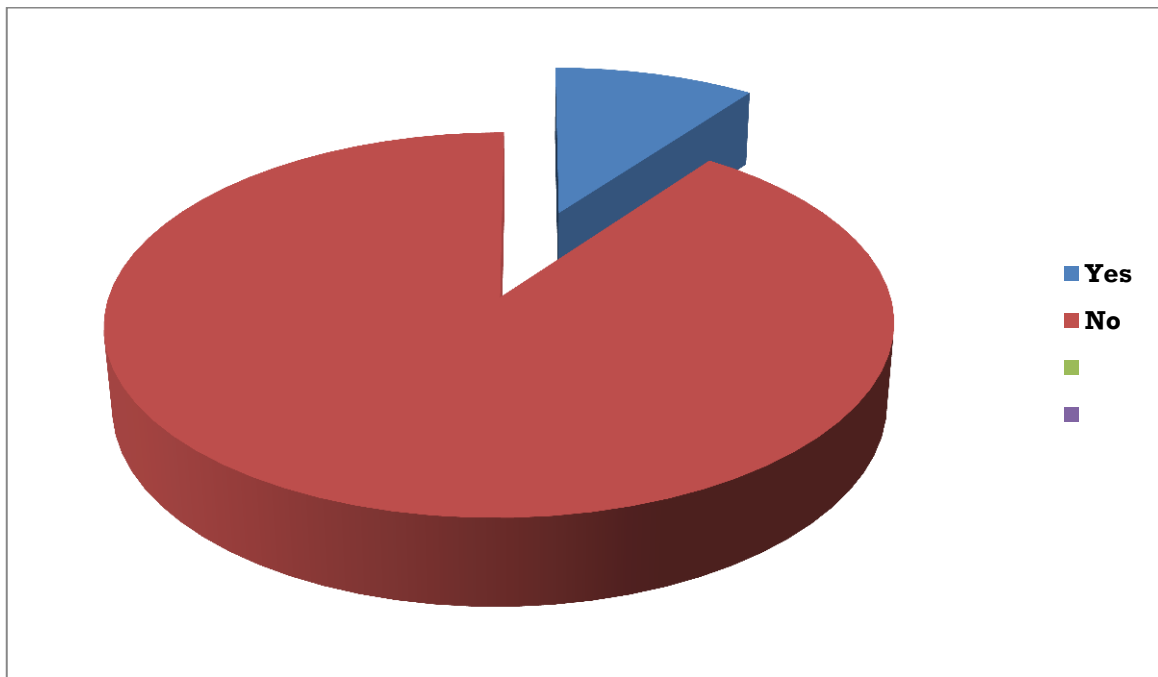


Figure3.14 the attitudes towards Tamazight standardization process.

Figure 14 gives an overview about students attitudes concerning Tamazight standardization process in which 90% of them answered that it is not a successful process while 10% of them answered by yes.

D/ there is indiffrenciation to the standardization and elaboration of mother tongues in Algeria.

Table 3.18 Attitudes towards mother tongues` language planning.

Answers	Frequency	Percentage
Yes	09	90%
No	01	10%
Total	10	100%

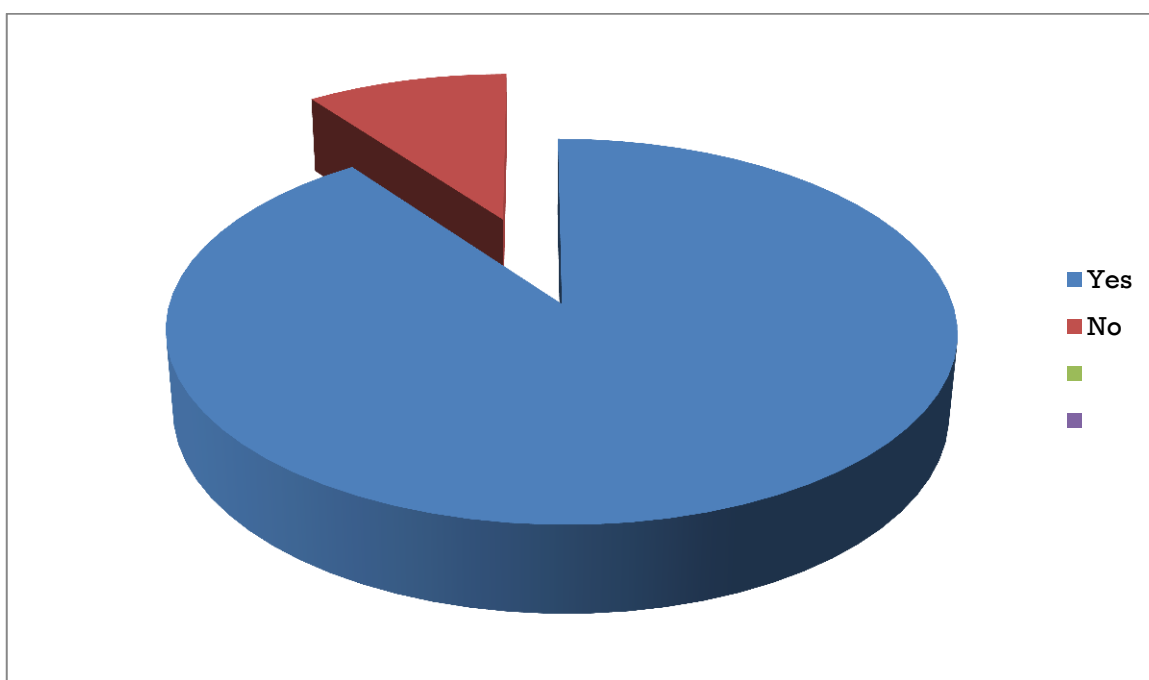


Table 3.15 attitudes towards mother tongues` language planning.

Figure15 shows students thought about mother tongues marginalization. 90% of them say that there is indiffrenciation towards mother tongues while only 10% who say that there is no indiffrenciation against them.

Section three shows that corpus planning of languages namely mother tongues was unsuccessfully as mention in figures (3.13, 3.14, and 3.15). MSA does not represent their official status and when the government tries to establish it in society and in education, it contributes in maintaining French and Algerian Arabic instead of them. Furthermore, Tamazight standardization goes to the unknown since its varieties do not unified till now,

its style of writing, and its morphologies that need modernization and so on. These facts realized indiffrenciation to mother tongues.

Section four: attitudes towards language in education planning in Algeria.

Section four is devided into two sub-sections. The first one seeks to present the languages are used in education as well as it tests the success of acquisition planning in educational system. While the second section works to elecit some soltions in order to preserve languages in Algeria.

Question 6:

1/from suggestions, which language should be used in primary school?

Table 3.19 The language used in education (primary school).

Answers	Frequency	Percentage
MSA	03	30%
Dialects	01	10%
Foreign /MSA	06	60%
Total	10	100%

Table 19 represents 60% the great majority of students who answered that MSA and Foreign languages are the most used in primary school while 30% of them say that only MSA is the useful language in, however only 10% said that dialects are useful in primary school.

B/from suggestions, which language is appropriate to be use in Middle school.

Table 3.20 the language used in education (Middle school).

Answers	Frequency	Percentage
MSA/Foreign languages	08	80%
Dialects	02	20%
Total	10	100%

As shown in table 20 , most of students use MSA and foreign languages in middle school 80% while 20% of them declares that dialects is the appropriate language do they used in middle school.

C/ which language is appropriate to use in secondary school

Table 3.21 the language used in education (secondary school).

Answers	Frequency	Percentage
MSA/Foreign languages	07	70%
dialects/MSA/Foreign languages	03	30%
Total	10	100%

Table 21 shows that the great majority of students say that MSA and foreign languages are the appropriate languages to be used in secondary school (70%), yet there are 30% see that dialects, MSA, and foreign languages are appropriate for secondary school.

According to the results, the most languages that the respondents prefer to be used are MSA and foreign languages in schools as shown in tables (3.19, 3.20, and 3.21). MSA and foreign languages are the language of instructions in schools and students are obliged to use them in that context... However, small part of students says that dialects should also be used in schools. The use of local languages in education is a sign that teachers are not competent in using Arabic since they depend on it to explain the course.

2/ what are the solutions to reallocate the different existing languages to their real status? (You can choose more than one option).

- a) Involving all the agents while deciding for a language plan.
- b) Accepting diversity in the Algerian society.
- c) Evaluating policy of programs and decisions concerning languages.
- d) Methods and materials of teaching should be changed.
- e) Changing the curriculum to serve the different status of languages according to the constitution.

Table 3.22 suggested solutions for language problem in Algeria.

Answers	Frequency	Percentage
Suggestions a, c, d, e	06	60%
Suggestions b, c, d, e	02	20%
Suggestions c, d, e	02	20%
Suggestions a, c, d	00	00%
Total	10	100%

The results show that 60% of the informants choose suggestions A, C, D, and E whereas 20 % of them choose BCDE suggestions, and for CDE have chosen by 20 % of the respondents. However none of the participants choose a, c, d suggestions. The table(3.22) shows that the first choice involves all the agents while deciding for the language plan who are play a big role in preserving and maintaining a language. Their role is summarized in choosing first the variety or the language that should standardize or modernized in order to be equipped with other languages in society. for instance, Tamazight is a group of varieties, it should be standardized and modernized and only linguists could know which aspects need modification and change as well as their role also presented in developing programs and materials in order to activate the rules into actions as educators could develop materials of teaching in order to facilitate the use of certain language in education sector. The second choice is about evaluation of policies; this process goes through exposing the language or the variety that have been selected into the speakers through media, documents, ect. Then measure the targeted group's attitudes towards the new reforms.

The third choice is changing methods and materials of teaching; for instance, the Algerian educational system is weakning because of the unsuitable approaches that are adopted in our universities and schools as CBA and LMD system.Finally, changing the curriculum to serve the status of languages, it means to give each language its status in the educational curriculum for example MSA should have the major status in schools by elemenating the use of dialects in schools and give it more status in universities by Arabizing the scientific fields or give students the option whether to study in Arabic, English or French. Also Tamazight language should have its right in education field since it is an essential component that defines Algerians identity. At least, foreign

languages should be implemented in primary schools and universities so as to enrich students' cultural awareness and foster their abilities to learn new things. These choices are supposed to be the appropriate solutions for the ecolinguistic problem in Algeria.

The second result shows that the first choice is about accepting diversity in the Algerian society, it means that Arabists should accept Tamazight language as a national language, French as a foreign language not as a language of the colonizer. The same is about Kabilians; they should change their attitudes towards Arabic and arabization policy. The second choice is to evaluate the policies success and restore them through relating the rules into actions using effective materials and methods. And the last choice is to change the curriculum according to Tamazight and MSA needs as well as to their speakers need. This choice neglects the aspect of involving the agents who are important in selecting, evaluating, and developing the appropriate rules, methods, language needs and programs.

The third result displays that students in their choice neglects to involve language planning actors and to accept diversity in Algerian context. As a result the language planning is incomplete and it will never yield any result since we could not change the linguistic situation without accepting all the diversities we have in our environment in order to preserving them and giving their rights in our context. Moreover, the agents are one of the leaders of language planning success, so we could not marginalize them, otherwise, we will ensure the intervention failure.

3.3.3 Interview analysis

Question 1: how are the decisions formulated towards languages in Algeria? and how they implemented?

Teacher A says` the decisions formulated towards languages are not planned and directed by ethnic and political issues`.

Teacher B says ` decisions made towards languages are not planned and their implementation is irregular`.

Teacher C answered` the decisions done are not suitable for the current linguistic situation and their implementation was as a chaos in the country`.

Those declarations indicate that Algerian sociolinguistic situation suffer from unplanned policies that directed under political purposes.

Question 2 is there any logic in devising decisions Vis à Vis languages?

Teacher A says ` there is no logic in making these decisions, for example, the introduction of English as a second language. The recognition of Tamazight as a national and official language is another decision made without any planning or research`.

Teacher B says ` there is no logic in implementing decisions towards languages. `.

Teacher C ` it seems that there is no logic concerning language planning in Algeria, most of decisions are purely political `.

All the teachers agree on the fact that said` there is no logic in making decisions about languages` which mean that are not be able to be performed in the real life. For instance, Tamazight officialization and implementation in educational sector need more study concerning its varieties, how to expose students to a simple code that they could learn it easily.

Question 3 do mother tongues in Algeria, namely MSA and Tamazight represent real status especially in education?

Teacher A answered `No, Tamazight has not yet been regarded as a standard language but as a set of varieties which have not gone under the process of standardization, and standard Arabic has lost its status with the changes that have been recently integrated into the curriculum. As a result pupil will not develop good linguistic skills in his mother tongue. French is still used in the field of science`.

Teacher B answered ` I could say that MSA and Tamazight do not present their real status since they are not implemented in the areas or fields that should be presented in particularly in education. As well as for Tamazight, evenit has officialized, yet it does not used in all primary schools `.

Teacher C say ` No, they do not represent any status in education, the evidence is the dialects use in teaching where only few teachers use MSA in their interaction with students`.

The results advocate that neither MSA nor Tamazight represent their real status in education. The presence of MSA is limited to religious actions whereas Tamazight used only by their native speakers in society. While the use of dialects is one of the reasons that decrease mother tongues use in society and in education. For that sake, Teaching methods and materials need a change so as to avoid explaining the lessons using informal forms.

Question 4 what are your perceptions about the use of local dialects in education?

Teacher A say` I totally disagree about the introduction of varieties which are used in informal context to be used in formal settings like the case of Tamazight .there is no standard language in and they are teaching the Berber varieties which are not similar and therefore both the teacher and the pupil find difficulties in understanding the texts mainly with the lack of dictionaries, syntax, morphology and grammar books `.

Teacher B ` the use of local languages in education is not appropriate since they are poor in the level of grammar, vocabulary... and also they are not formal as MSA do. Moreover, this suggestion affects the process of generalizing the use of MSA in education `.

Teacher C ` the use of dialects is a result of the teachers and students failure to acquire MSA properly`.

The results show that the majority of teachers see the introduction of varieties in education is not suitable because they are not formal and obstacle students understanding matters with MSA. It will give students a habit to use them rather than help them.

Question 5 to what extent do you think that the introduction of French as FL₁ and English as FL₂ is a right decision?

Teacher A ` the introduction of English as a second language is the right decision but they need language planning for that `.

Teacher B `the introduction of foreign languages in education will be useful and beneficial , yet introduce French as FL₁ and English as FL₂ may leave Algeria in backward from the other world since English is the powerful language nowadays in research and scientific research` .

Teacher C ` I think learning languages is a necessity for every learner because it offers more chances and opportunities``.

Teachers' answers argue that introducing foreign languages to Algerian educational curriculum is beneficial for learners, and accepting diversity is beneficial rather than depending on the monolingual system.

Question6 what do you suggest in order to solve the current linguistic situation in Algeria?

Teacher A ``In case of standard Arabic, it should be introduced in the scientific fields like other Arab countries [Lebanon, Egypt, and Iraq, etc.].

Planning and introducing booklets after studying the linguistic situation to replace a language by another language.

In the case of Tamazight, the language should undergo the process of language standardization before its introduction and its teaching should be supplementary``.

Teacher B say ``in my opinion, there should be a mass change in language policy curriculum as well as in the way implementing it.

There should be enforcement in the use of MSA in the learning environment and this includes universities.

The government should give more efforts in order to standardize Tamazight language to contribute in spread its use in education.

For foreign languages, English should be presented in universities since it is important for students as well as the government should encourage students to learn them by giving promotions and jobs for students who know more than two languages.

Teacher C says ``first the decision makers need to apply a strong linguistic policies to restore the status of MSA in the educational sector and then adopt a fruitful educational programs which had already proven their success``.

In this question, teachers give some suggested solutions to solve the current linguistic problems, they could not be summarized in one word, yet all those suggestions are logical and suitable for Algerian society and they need specialists to implement them.

3.4 Discussions of the results

Despite the fact that we referred for much discredited standards literature, yet the originality of our research is authentic and little of research in Algeria are concretely devoted to this issue. Data analyses show that most EFL students are trilingual or bilingual which mean that they used either MSA and English or the two together plus French in addition to Tamazight and AA varieties. This fact help in fulfilling this research paper which focuses on studying language interaction with other languages in the Algerian context and how LPP could create the balance between them.

Concerning the questionnaire and the interview data, they prove that the reasons behind language problem in Algeria are:

1. LPP reforms are not appropriate to serve all languages need since it directed to serve political purposes.
2. Marginalization of mother tongues in education sector and neclecting the application of corpus and acquisition planning before introducing languages.
3. The use of local languages in schools affects mother tongues developments and generalization among Algerians as prevents students to learn them appropriately.

Those findings support the first three hypotheses and answer the first question. To examine the second question that is about suggesting solutions that are directed to give each language its status and right.

Teachers and students claim that there is a need to change the previous methods and programs and adopt new ones in teaching and learning environment in order to avoid the use of translation. Also they indicate that there should be an involvement of all the agents makers in the planning process so they will contribute in expanding language use and give it prestigious status through modernizing it, standardizing it, ect.As well as their suggestions includes transforming all the problems into solutions.

Finally, it can be said that the second hypothesis is confirmed through students and teachers' answers.

3.5 Conclusion

This chapter tackles the main concerns in this dissertation which is about language planning in Algeria, and how it could play an important role in creating the balance between all the variables. The aim of this chapter is to seek for the reasons behind language problems in Algeria, and then collect relevant solutions in order to fix the problem and solve it. This chapter analyzed the questionnaire and the interview data, and then interpreted them in order to examine the hypotheses validity in this research paper. The data shows that most policies and decisions for language maintenance are unplanned as result language problems are increased. While a number of recommendations which may help in solving the problem in education will be presented in the general conclusion.

General conclusion

This study shows that Algerian contexts and terrain is very rich and dynamic through the existence of different languages in .this territory deserves a significant study to understand the changing languages `needs of individuals in society and in education particularly.Language planning and policy objective is to create the balance between languages in society throughout study ingindividuals' practices in order to select the appropriate variety and form that should be used in Algeria.

This paper aims to study the ecolinguistic system in Algeria, language conflicts and change, and language spread. It investigates the reasons behind those challenges then tries to resolve them. Our thesis tackles the main concepts and stages concening language planning and policy in the review of literature to give an overview about the bases of successful planning. The main ideas that central the second chapter is about the sociolinguistic profile in Algeria (first existence of languages in society then in education). The third chapter examines the reason behind language problems in Algeria through students and teachers answers. The chapter also shows their perceptions concerning LPP reforms and how could we resolve the problem by giving us some suggested solutions.

It is essential to know that mother tongues have an important part in our culture and identity, it enables individuals to transmit their civilization, knowledge, traditions to other generations, however the studies reveals that those languages are marginalized in Algerian contexts. MSA and Tamazight use are very limited to certain areas and certain actions.That means that our native languages are in risk as well as our identity, culture, traditions and customs. So it is importantly to preserve them in order to strengthen our cultural heritage and give them real status will flourish our education and economical fields.

Also maintaining foreign languages will be beneficial for students and teachers, for individuals and for the country in the first side. It is widely appearing that English and French are the dominant languages in the world which means that there are more speakers and users of those languages and more need for them. Foreign languages create best future career for students who want to live outside the country and even who want to stay in Algeria, they fosters cultural awerness for students. Furthermore, they will develop our economy, science, education through using them in contacting with the other world.

The findings reveals that LPP in Algeria do not fit individuals needs in which students and teachers of Dr. Moulay Taher university proclaim to change the whole curricula and programmes that aims to intervene language problems. This study has confirmed the research hypotheses that include the use of LPP in an effective way will preserve mother tongues and maintain foreign languages.

Through the analytical part, it is suggested to:

1. Introduce MSA and English in universities, business, scientific research, etc. so as to preserve their rights.
2. Also it is recommended to standardize and unify Tamazight language before introduce it in real life through insisting on speaking and learning our native languages.
3. Create recorded and printed resourced in Arabic and tamazight languages in order to contribute in generalizing their use across Algerians as well as the use of social networks should work to ensure their expansion.
4. Create adequate teachers training to ensure the validity of competent teachers and students in those languages in the future.
5. Develop new materials and methods of teaching to avoid translation.
6. As well as Foreign languages should be preserved and give them a value status particularly in scientific research and economy.

Those recommendations can develop LPP strategies and reforms for the sake of planning for better sociolinguistic interactions in Algeria.

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Appendices

Appendix A:

Teachers` Interview

I am Reguig Linda and I am asking for your help in the present research. the interview will help me to understand better more about the sociolinguistic situation concerning languages in ALgeria. And I believe that your answers will contribute to find solutions to the current amlugous situation of LPP in ALgeria. The information obtained will be strictly confidential.

Questions:

1/ how decisions towards languages are formulated in Algeria?

How are they implemented?

2/ Is there any logic in deciding decisions vis-à-vis languages?

3/ Do mother tongues in ALgeria, namely MSA and Tamazight represent real status especially in education?

4/ what are your perceptions about the use of local dialects in education?

5/ to what extent do you think that the introduction of French FL₁ and English FL₂ is a right decision?

6/ what do you suggest in order to solve the current linguistic situation in Alegria?

Finally, I would like to thank you for your time and cooperation.

Appendix B:

Students' questionnaire

Dear students

I am undertaking language planning and language ecology issues in Algeria as a study and I would be grateful for your opinions on the matter of the questionnaire below. Please note that.

Please tick in the appropriate box:

Gender: Female Male

Age: 20 21 22/23

Section one: language use in Algeria

Which language do you use in these contexts?

	Administration	Hospital	Chatting on Facebook	Elementary school	At home
Algerian Arabic (AA)					
Modern Standard Arabic(MSA)					
Berber (Br)					
French (French)					
English					

Section two: Attitudes towards the status of languages in ALgeria:

	Strongly Agree	Agree	Don't know	Disagree	Strongly disagree
MSA is appropriate as an official language in the country					
Tamazight officialization is a sound decision					
Though mother tongues , MSA and Berber don't enjoy official status					
French F11 and English F12 are beneficial for the country					

Section three: Attitudes towards the corpus of languages in ALgeria:

1/ Agents of language planning are performing a big role vis-à-vis MSA:

Yes: No:

2/ Standardization of Tamazight is done successfully:

Yes: No:

3/ There is an indifferenciation to the Standardization and elaboration of mother tongues in ALgeria:

Yes: No:

Section four: Attitudes towards language in education planning in ALgeria:

Tick the appropriate language in the appropriate level:

Language/level	MSA	Dialects AA/ Berber	Foreign languages English\ French
Primary school			
Middle School			
Secondary School			

B/Suggested solutions:

What are the solutions to reallocate the different existing languages to their real status? (You can tick more than one answer):

A/Involving all the agents while deciding for a language plan

B/ Accepting diversity in the Algerian society

C/ evaluating policy of programs and decisions concerning languages

D/ Methods and materials of teaching should be changed

E/ changing the curriculum to serve the different status of languages according to the Constitution

Others :.....
.....
.....