

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
Ministry of Higher Education and Scientific Research



University of MOULAY Tahar, Saida
Faculty of Letters and Languages and Arts
English Department



Educational Language Planning and Policy:
Language Under Blockade
First Year Master as a Case Study

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

Presented by:

Miss.F.Z. BELABBES

Supervised by:

Mrs.N. MAAROUF

Board of Examiners:

Dr. K. NASRI	(MCB) Chair Person	University of Saida
Mrs.N. MAAROUF	(MCB) Supervisor	University of Saida
Mrs.M. GACEM	(MCA) Examiner	University of Saida

Academic Year: 2019-2020

Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

Date: 06/08/2020

Name: BELABBES Fatima Zohra

Signature.....

Dedications

I would like to dedicate this work for the persons who encourage me and they are always besides me, my parents may Allah protect them.

My dear sisters, God save them Chaimaa and Rofaida.

To my dear brothers Mohamed Nour El Islam and the last cluster Farouk.

Acknowledgment

First of all, I would like to express my thanks and gratitude to God for giving me this chance, to take this research work.

I would like to thank my supervisor Dr. MAAROUF Newel for her help, and patience during the period of this work. Without her efforts and seriousness, this work would not be done.

I also want to thanks the jury's members including, Dr. GACEM Mama, prof NASRI Kamel.I really appreciate them, and their times to evaluate this research work.

I am really grateful to all the teachers whom were a part in this study, Dr. GACEM Mama, Prof NASRI Kamal, and Dr. ALIRABEH Noria.

Last and not the least, I would like to say thank you for my friends whom help me, and provide me with support to achieve this work.

Abstract

Language planning and language policy refers to plans and strategies which are done by the government for specific purposes. Algeria is one of the countries that follows a specific language planning and policy in the domain of education in order to develop learners' level, especially languages. The objective of this study is to explore whether the educational language and policy that Algeria follows serve the language level development or not .The sample population of this study are Master One English students ,at Saida's University, it consists of 76 students (62 females,14 males) of both specialties (Didactics and Literature & Civilization)and 4 teachers (3 females,1 male) were chosen randomly. Both approaches quantitative and qualitative were used for gathering data. The findings indicate that the educational language planning and policy is pursued by Algeria does not achieve any development and it leads to the worst. At the end of this research work there are some proposed solutions to make languages restore their status, and to make learners have a strong will to learn languages and to build up their linguistic skills.

Key words: Algeria, education, languages, Language planning, language policy, linguistic skills.

TABLE OF CONTENTS		Pages
• Declaration of Originality		I
• Dedications		II
• Acknowledgement		II
• Abstract		IV
• Table of Contents		V
• LIST OF TABLES		VII
• List of Figures		VIII
• LIST OF Abbreviation		IX
• List of Appendices		X
• General Introduction		1
Chapter One: Literature Review		
1.1. Introduction		4
1.2. Language Planning and Policy Definition		4
1.2.1. Language Planning		4
1.2.2. Language Policy		4
1.3. Language Planning and Language Policy Differences		6
1.4. Language Planning and Policy Typology		7
1.4.1. Status Planning		7
1.4.2. Corpus Planning		8
1.4.3. Acquisition Planning		8
1.4.4. Prestige Planning		10
1.5. Language Planning and Policy Goals		
1.5.1. Language Planning Goals		10
1.5.2. Policy Planning Goals		
1.6. National Language VS Official Language		16
1.7. Actors in Language Planning and Policy		16
1.7.1. Macro Language Planning		17
1.7.2. Micro Language Planning		18
1.8. Overt and Covert Language Planning		18
1.9. Conclusion		19

Chapter Two: The Situation of Language Variation in Algeria

2.1. Introduction	20
2.2. Historical Background of Algeria	20
2.2.1. Algeria from the Prehistoric Era to the Beginning of the First Century A.D	20
2.2.2. Algeria from the Roman Conquest to The Byzantines	21
2.2.3. Algeria from the 7th Century to the 19th Century	21
2.2.3.1. The Coming of Arabs	21
2.2.3.2. The Foreign Occupation	22
2.2.4. Algeria from 1830 to 1962	23
2.3. Language Profile of Algeria	24
2.3.1. The Arabic Language	24
2.3.1.1. Modern Standard Arabic as the Official Language	25
2.3.1.2. Algerian Arabic as a Mother Tongue	26
2.3.2. Berber	28
2.3.3. French	29
2.3.4. English	30
2.4. The Arabization Policy	30
2.5. Conclusion	33

Chapter Three: Research Methodology and The interpretation of the Results

3.1. Introduction	34
3.2. The Description of The Research Population	34
3.2.1. Description of The Students Profile	34
3.2.2. Description of The Teachers Profile	34
3.3. Research Tools	34
3.3.1. The Questionnaire	35
3.3.2. The Interview	36
3.4. Data Collection Procedures	37
3.4.1. Interviewing Teachers	37
3.4.2. Questionnaire for Students	38
3.5. Data Analysis Procedures	39
3.5.1. Quantitative Analysis	39

3.5.2. Qualitative Analysis	39
3.6. Data Results	40
3.7. Analysis of The Results	40
3.7.1. The Analysis of the Student’s Questionnaire	40
3.7.2. The Analysis of the Teacher’s Interview	40
3.8. Research Reporting	41
3.9. The Discussion of Findings	41
3.10. Recommendation and General Implication	60
3.11. Conclusion	61
General conclusion	62
Reference	64
Students’ Questionnaire	70
Teachers’ Interview	72
Students’ Questionnaire	74
Summary	-
الملخص	-
Résumé	-

<i>N°</i>	LIST OF TABLES	<i>Pages</i>
1	Table1.1. Haugen’s (1983, p.275) Revised model of language planning	08
2	Table1.2. Framework for Language Planning Goals (Kaplan&Baldauf,2003, p.202)	14
3	Table2.1. Advantages and disadvantages of open-ended and closed-ended questions	35
4	Table 4.1 Students’ Age	
6	Table3.2: The responders ‘specialty	43
7	Table3. 3: The appropriate variety of Arabic in Education	44
8	Table3.4: The most used variety in class	45
9	Table3.5: The students ‘opinion towards the effect of AA on their skills	46
10	Table 3.6: The participants ‘opinion about the decision of teaching Tamazight in Algerian schools	47
11	Table3.7: The students’ abilities to learn Tamazight language	47
12	Table:3.8: The choice of MSA for Scientific fields	48
13	Table3.9: The preferable foreign language	49
14	Table3.10: The difficult foreign language	50
15	Table3.11: The capacities of the learners towards French	51
16	Table3.12: The efficiency of English in Algeria’s educational system	52

LIST of Figures	Pages
Figure1.1. A Language Policy based on Spolsky (2004a) as constructed in Shohamy (2006, p53)	05
Figure 3.1: The participants' Age	42
Figure 3.2: The responders' specialty	43
Figure3.3: The appropriate Arabic's variety in Education	44
Figure3.4. The most used variety in class	45
Figure3.5. The students 'opinion towards the effect of AA on their skills	46
Figure 3.6: The participants 'opinion about the decision of teaching Tamazight in Algerian schools	47
Figures3.7. The students' abilities to learn Tamazight language	47
Figure3.8: The choice of MSA for Scientific fields	48
Figure3.9: The preferable foreign language	49
Figure3.10: The difficult foreign language	50
Figure3.11: The capacities of the learners towards French	51
Figure3.12: The efficiency of English in Algeria's educational system	52

List of Acronyms:

AA: Algerian Arabic

CA: Classical Arabic

FLN: National Liberation Front

H: High Variety

L: Low Variety

LWC: Language of Wider Communication

MSA : Modern Standard Arabic

PCA : Parti Communiste Algérien

SA : Standard Arabic

SVO: Subject-Verb-Object

VSO: Verb-Subject-Object

Appendix 1 : Linguistics Régulation

Appendix2 : Students' questionnaire

Appendix3 : Teachers' interview

General Introduction

Language planning and policy is an influencing term, it spreads not only in the developed countries, but the developing countries are also concerned with. The current study examines

the plans and strategies that Algerian government designed for their learners to apply them in the educational institutions. This research cares about one of the most influencing matter in education which cannot be neglected, and it must be done by linguists or experts.

This work focuses more on languages; Modern Standard Arabic, mother tongues (Algerian Arabic, Tamazight), and Foreign languages (French, English) as well. Modern Standard Arabic is the modern form of Classical Arabic (Classical Arabic), the language of Holy Quran and Literature, Modern Standard Arabic is the formal Arabic variety that is used in formal situations, it is used for education and children get to learn it when they enter school. Mother tongues comprise; Algerian Arabic (AA) and Tamazight. Algerian Arabic is not recognized by Algerian constitution, it is used in daily life to interact with family and friends, it has a significant impact on children and it takes part in classroom. For Tamazight, it is spoken only in Berbers areas, and it is still struggling to have an official status. The last linguistic diversity includes French and English, these two competitive languages are studied in schools as foreign languages. Among all these languages French is frequently used.

This study seeks to investigate the role of educational language planning and policy in teaching/learning languages in Algeria among learners are studying at different levels. It was designed for Master One English students at Saida's University (Didactics and Literature& Civilization).

The objective of this study is as follow:

- First, it aims to see whether the Algerian education language and policy rise the learners' linguistic skills or not.
- Second, it attempts to detect the status of MSA in the followed educational language planning and policy.
- Third, it aims at identifying the mother tongues 'position in Educational language planning and policy.
- Fourth, it seeks to show the impact of educational language planning and policy on English and French.

The main question that lead to the achievement of this research is as follow: Does educational language planning and policy contribute to enhance the position of languages in Algeria?

This question contains Three sub-questions, that are;

- 1) MSA is the formal language which uses for formal contexts, and it is the most convenient language for education, but we reflect on if it goes in a significant status in educational language planning and policy?
- 2) Does Mother tongues have a share in educational language planning and policy?
- 3) What is the impact of educational language planning and policy on English and French?

Concerning the research questions, the following hypotheses are formulated;

Hypothesis of the central question: Educational language planning and policy can create disintegration between the languages that constitute the Algerian Ecolinguistic system. For the sub-research hypothesis, are as follow;

- 1) Algerian constitution considers MSA as official and national language but, it does not reflect this status as the language of daily communication.
- 2) Mother tongues in Algeria do not have a big share in educational language planning and policy.
- 3) Foreign languages are not well planned in education. English for example is marginalized if compared with French, though the former is considered as LWC (language of wider communication).

For the purpose of accomplishing this study, the researcher has used two research tools. The first one is questionnaire which composed of two sections, that includes close-ended questions (yes/no, multiple choices), it is directed to 76 students (38 from both specialties, didactics and literature & civilization) whom were chosen at random, at Dr. Moulay Taher university of Saida, English department. The second tool is interview that contains 5 questions administered to 4 teachers at English department at University of Saida, they were selected due to their relationship with sociolinguistic fields.

This work is divided into three main chapters. The first one represents literature review it composed many points, it provides the definition of the two terms language policy and language planning, it shed light on the difference between them as it mentions their types; status, corpus, acquisition, and prestige language planning, in addition to their main goals

and the actors, then it had clarified the national and official language's differences, the last covert and overt language planning.

The second chapter is devoted for language variation and situation in Algeria, it deals with many titles, first the Historical background of Algeria, then, its language profile and it concludes with the Arabization policy.

The last chapter is for research methodology and interpretation of the results, it starts with describing the research population (the profile of students and teachers), then, it represents the research tools, and the data collection and data analysis procedures, in addition to the data results and its analysis, it also includes research reporting and the discussion of the findings, at the end it finished with recommendation and general implication.

This research work is significant because it investigates in one of the most interesting phenomena in language's history, it tries to clarify the strategies and plans are used in education and their contribution in teaching/learning languages. Another reason is that English department of Saida's university did not deal before with this phenomenon, and it is done for the first time.

During the completion of the current study, we encountered some limitations, the indifference of the students, and lack of their cooperation to do the questionnaire is one of the most limitations that this research faced, also the strike which lasted for more than three weeks, then, lack of sources ,in addition , the decision of Minister of education which cancel the license dissertation ,this can help the researcher in avoiding many difficulties.

Chapter One

The literature review

1.1. Introduction

Language planning and policy cares about the language and the society, and it aims to find solutions to the problems that face the language. It was found after the second world war (W.W.2), by the American Norwegian sociolinguist Einar Haugen. Language planning and policy deals with the individual 'views towards a language, for this reason it is considered as a very interesting topic in sociolinguistic field.

This term occurs in Algeria after its independence, then it is started to use by the Algerian government. Education is an example of one of the most influencing areas in language planning which contributes in developing textbooks and in updating the programs of teaching/learning process for all levels. This chapter deals with language planning and policy from different points.

1.2. Language Planning and Language Policy Definition

1.2.1. Language Planning

Language planning seeks to find suitable solutions for the problems that face the language, it indicates the plans that are done by the government for the purpose of selecting a unified administrative language for any society. The Estonian -Swedish Scholar, Valter Tauli (1968) claimed that the theory of language planning refers to a science that examine the strategies, the procedures, the objectives of language planning. as it is defined as follow;

LP is the methodical activity of regulating and improving existing Languages or creating new common regional, national or international Languages. LP comprises all spheres of the oral and written form of the language: phonology, morphology, syntax, lexicology (vocabulary) and orthography. (p. 27)

1.2.2. Language Policy

Language policy was appeared at the end of 1980, and it is defined as follow by Schiffman (1996):

“The term language policy here refers, briefly to the policy of a society in the area of linguistic communication-that is, the set position, principles and decisions reflecting that community's

relationships to its verbal repertoire and communicative potential. Language planning is understood as a set of concrete measures taken within language policy to act linguistic communication typically by directing the development of its languages.” (Bugarski quoted in Schiffman 1996)

Language policy basically is a set of political decisions which give more importance to the status of a language. It is about rules are designed by the government and applied depending on the law.

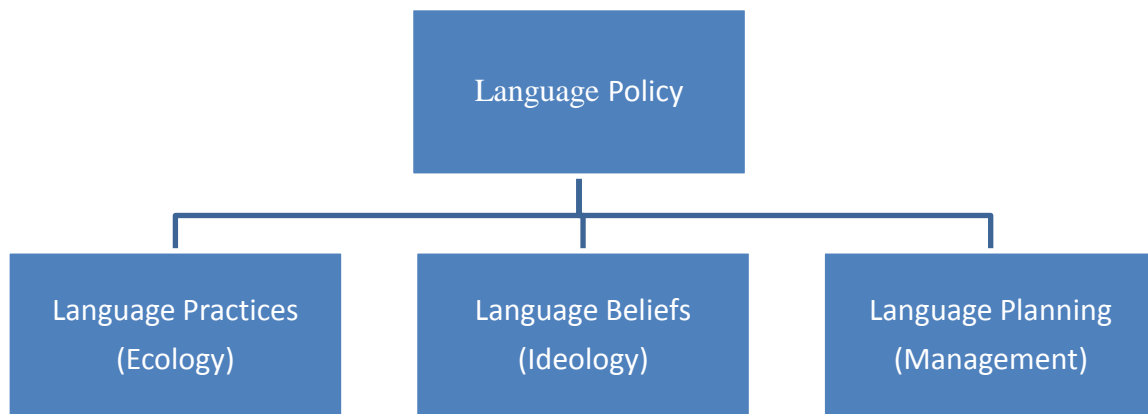
Language planning and language policy have values in many fields especially education, they aimed to develop the language, Ager said that language policy could accomplish its goals or fail, it is not different from the other policies.

Language policy “Like any other policy, it may be successful or not in achievement its aims”. (Ager,2001, p.56)

It focuses more on the correct choice, either the choice of a language ‘divergence, certain sound, or even aspects, and this choice can be done by an influential authority, group, or an individual (Spolsky,2004).

He states that language policy consists of three important components which are; language practices(ecology), language beliefs(ideology)and the last one is language management(planning). (Spolsky, ibid)

Figure1.1. The components of language policy that are stated by Spolsky (2004, a)



In addition to what is stated before, Haugen claimed that there are four main phases of language planning; selection, codification, implementation and elaboration.

1. Selection is the first phase which refers to the choice of a certain language for the purpose of achieving a specific goal in a given society.
2. Codification is to shape up norms for the selected language. It comprises of three stages; graphisation (its function is to advance the system of writing), grammatication (based on grammar rules), lexicalization (based on vocabulary).
3. Implementation is the application of what was found in the selection and codification strategies, it can be book's production, marketing strategy, etc.
4. Elaboration/Modernization is to add new information to previous one, then to develop them in order to fit the modern life and technology.

1.3. Language Planning and Language Policy Differences

Language planning and language policy are two terms share the same goal which is solving the problems that will face a language. Although they have common features, they have also many differences.

Language planning and language policy indicates efforts to change the form and the need of a language, the first one was found in 1950 and 1960's whereas the second one was found in 1980. (Spolsky,1998)

There are four types of language planning; status, corpus, acquisition, and prestige planning. Status and corpus take parts in language planning, while corpus and acquisition are devoted for language policy (Poon,2004).

Language policy is sufficient without language planning in the government or the institution.

In a government or an institution, language policy can be the both macro or micro sociological activity, whereas language planning is only a macro one.

“Language planning refers to deliberate efforts to influence the behaviors of others with respect to the acquisition, structure(corpus)or functional allocation (status) of their language codes”. (Cooper,1989)

Language planning aimed to bring through its rules, ideas, activities new modifications to serve the system of language’s need. (Kaplan,1997)

1.4. Language Planning and Policy Typology

Language planning is divided into four main ranges that help it into its construction. These ranges are; status planning, corpus planning, acquisition planning, and the last one is prestige planning.

1.4.1. Status Planning

Status planning is the efforts that were done in order to deal with the function of a given language or dialect too. It is the work of the government and the higher power because it has a great importance since it helps to specify which language is going to use according to its context, as it involves the choices in the variation between national and official language. It was found by Kloss with corpus planning in 1969.

According to Kloss (1968, p.70) there are four criteria which participate in classifying the status planning:

1. The radix (origin) of the language that used in the government.
2. The language’s developmental stage.
3. The judicial constellation of the language that is used.
4. The number of language’s speakers.

Ferguson (1971) states that there are three categories of language the first category is the language which has a distinct position, “minor” when the language users do not pass $\frac{1}{4}$ from

the total population and the last category is “major” when the people whom use the language are about 25%.

The status planning of a language has a relation to these domains.

- Education-business-media
- Government-parliament
- Court-administration

When it comes to acquire a new language, the decision will be more difficult for the individual to choose the language that He/she will learn.

1.4.2. Corpus Planning

“Corpus planning” was discovered by Kloss (1969) focuses on language system as Maamori stated corpus refers to series of steps that are sought to boost the language (1998, p.12).

Although each planning is guided by specific agencies and has distinguished activities and they have a complemented relationship as Clyne (1997a, p.1) stated, “Corpus planning” and “Status planning” are considered dichotomous. There is no enhancement in any language without the existence of corpus planning.

In 1966 and revised later (1983,1987), Haugen states that language planners followed the steps bellow; selection, codification, implementation, and elaboration. Selection and implementation are two steps work with status planning, while the two others steps elaboration, and codification deals with corpus planning.

	Form (policy planning)	Function (language cultivation)
Society (status planning)	1. Selection (decision procedures) <ul style="list-style-type: none"> • Problem identification • Allocation of norms 	3.Implementation (educational spread) <ul style="list-style-type: none"> • Correction procedures • Evaluation

Language (corpus planning)	2.Codification (standardization procedures) <ul style="list-style-type: none"> • Graphisation • Grammatication • Lexication 	4.Elaboration (functional development) <ul style="list-style-type: none"> • terminological modernisation • stylistic development • internationalism
-------------------------------	---	---

1.4.3. Acquisition Planning

Acquisition planning was included by Cooper 1989 as an addition to the two first traditional types “status” and “corpus” planning. Acquisition or what Kaplan and Baldaugh (1997) called language in-education is to learn new language and they add that it has a strong link with education field since acquisition planning refers to teaching/learning efforts which are used in schools. This category of planning includes national and deliberate languages’ teaching/learning, as it includes all the spheres where language is learnt. It motivates the users of the language by creating for them opportunities in order to rise the users’ numbers. Spolsky and Shohamy (1999) stated that there is a sub-category that help acquisition planning, this sub-category participates to spread the use of language in new fields with new purposes and by any one, it called “diffusion policy”.

Cooper (1989) claimed that there are three main categories of acquisition planning that are:

1. Language acquisition as a foreign language or as a second language.
2. Language reacquisition by the people whom were using the language which was their language originally.
3. The maintenance of a language in order to preserve the language and to reduce its status.

The children acquire a language at the age of 3 or 4 years old, they can learn thousands of vocabularies words, there are some children faster in acquiring a language and others whom take time, and this depends on genes and health. The society affects the ability of children in acquiring a language. Some parents refer to send their children to school in the age of four and others see that the age of five is more adequate.

Acquisition planning refers to the planned processes which seek to organize the efforts for the purpose of acquiring a language, the children can learn more than one language easily before their puberty from the age of four until the age of six, the first words of the children are similar all over the world.

Children learn from their families the language that they use, and they imitate what the family's members say. At the age of four the children master their first language and can interact in the daily conversations, and the others can understand what these children say. When they start growing up their language starts being complex, and they learn new words at the same time.

Language acquisition represents a sub-category of policy planning that comprises teaching /learning language and its users. Kaplan and Baldauf (2003) state that the main goals of acquisition planning are as follow;

1. To select the language that will be studied in schools.
2. To decide the quantity and the quality of the teachers whom will teach.
3. To determine the appropriate materials which will be used in teaching the language
4. To prepare a system that help in evaluating the development.
5. To prepare the financial costs.

1.4.4. Prestige Planning

Prestige planning aims and focus more on boosting the position of a language in a speech community, this idea was clearly confirmed by Deumert (2000) who stated that prestige planning has to precede status planning in order to change a language, and it seeks to boost the language's position. In the same vain, Haarman (1990, p.105) claimed that the admission and the repudiation of planning efforts have an importance like the components of the activities planning.

The term "prestige" is used to show the priority and the higher appreciation that is given to a language or dialects, in exchange to other languages or dialects, also, it is about "image" in sociolinguistic.

Baldauf (2006), mentioned that although status planning is made by legislation, and prestige planning is made according to people 'attitude, and they are different in execution, Prestige planning has a strong relationship with status planning and they share the same goal which is enhancing the position of the language in all the levels.

Each dimension has its special activities and guided by special agencies but they work together each type influence the other and complete each other in a large process.

The status evaluates the language variety then the corpus works on developing it at the end these changes applies in schools.

1.5. Language Planning and Policy Goals

1.5.1. Language Planning Goals

Regarding to language planning goals, lots of scholars have proposed the possible goals for language planning and policy but they are different from one scholar to author in terminologies and arrangements. These goals are taken from their works; Cooper (1989), Haugen (1983), Harnberger (1984), Kaplan and Baldauf (1997,2003), and Nahir (1984,2003), and these are not the final classification. They can be sum up as follow:

With regard to Status Planning:

Nahir (1984,2003) brings down four main goals related to status planning, which are

Language Revival

It is to give a new chance to a neglected language and to make it use again among people in order to interact and communicate.

Language Status Maintenance

It is the efforts that are done to conserve the mother tongue's use where the language is used for the purpose of communication, or represents a national identity or culture medium faces dangers (because of educational, social, economic or other compressions). (Nahir ,1984)

Language Spread

It is about the appearance of the language's employments in new domains because of the demand of the learners or the users of the language to create for them fields where they use their language which they know it even if, it is not their mother tongue.

Interlingual Communication

It is to facilitate the interaction through the use of the language of wider communication (LWC) between the people. Like the case of Standard Arabic in Arab World internationally, and nationally the use of French in Algeria.

In addition to the previous goals, Hornberger (1994), in his turn adds four goals to the status planning. Which are:

Status Standardization

It is to choose and to establish a standard, which would be official or national.

Officialization

It is about the selection of an official language for a state. Cooper (1989) states three senses where this term is used: working, a language used for the business; symbolic, is the language which represents the symbol of the nation and the last sense is statutory, a language stated by the authority as an official language. The language can be official in all the senses or two or only in one sense. (Cooper, *ibid*)

Nationalisation

It is a local language used in a society, and it represents the identity of its nation.

Proscription

It is preventing the use of a specific language in all the domains, or in some of them.

“Intellectualization” is the most important point in prestige planning which refers to the efforts that aimed to give a higher status for the language functions. This what encourages the individual to use the language in different domains. (Baldauf,2005a)

Nahir (2003) lists the interests of Corpus planning additional to the Status planning; which are:

Corpus Standardization

It is to choose a unified language for a country and to be used by its nation, this element contains graphisation, grammatication, and lexication. (Haugen,1983)

Auxiliary-Code Standardization

It refers to auxiliary aspects of the language, marginal consolidation that help the language like the names of places, signs for the deaf people. It is either stylistic modernization (simplifying the language that is used) or lexical modernization (word coinage).

Language Purification

It refers to the instructions for the usage to keep the language far from the foreign influences and to preserve the language purity.

Language Reform

It refers to the correction that is done in some languages' aspects.

Terminology Unification

It is to find a comprise about standard terminology in order to be followed.

In addition to Nahir's (1984) four status planning goals (revival, maintenance, spread, and interlingual communication), Hornberger (1994) claimed that acquisition planning also has four goals like the two traditional planning; which are :revival/reacquisition, acquisition maintenance/status maintenance, spread /shift, and international-international communication/second foreign language literacy. Those goals are defining as follow:

Reacquisition

“Reacquisition of the language by populations for whom it was once either a vernacular- - as in the renativisation of Hebrew [...], or a language of specialized function as in the return of written Chinese to Taiwan”. Cooper (1998, p.159)

Cooper states that by giving the chance and the reason, the people can reacquire their language. (ibid)

Acquisition Maintenance

It focuses on the learners whom supposed to acquire or preserve the language under threat. (Hornberger,1994)

Foreign /Second Language Literacy

It is to acquire proficiency in foreign languages by the learners whom studied these languages, it is about the selection of which foreign languages will be studied and at which level. Cooper (1998) states that foreign languages can have a share in all the six fields (literature, work, religion, education, mass media, group), as it has taken high place in education, as it is declared in Hornberger's (1994) policy planning.

Language Shift

It is to eliminate gradually the use of the native language among its nation, and replace it by another language. (Trudgill,2002)

Hugen brought new two terms; "policy" and "cultivation", the first one he came within (1983),while the second he took it from Neustupný in (1970).Haugen sees that the word "policy" refers to "sample" and he defined it as "the choice of rules" , concerning to "cultivation" is about "function", and it refers to the application of rules".Haugen stated that the use of these two terms in dealing with language planning goals can give more help.

1.5.2. Policy Planning Goals

In addition to the goals of acquisition planning cited before, Kaplan and Baldauf (2003) mentioned the goals of policy planning, which are:

Access Policy

This policy is about making decisions concerning the languages which will be chosen and taught at schools, and even the levels, when should be come in with this language, and teaches it to the learner.

Personal Policy

It has relation to all the details that belonging to the lecturers; who are going to teach, how many people are going to teach a language, how they can teach, where they will teach, even the time period.

Curriculum Policy

This policy focuses more on the levels of the learners the place where they study, and what they study as well, in another word, it cares only about the lecture and the previous elements should take into consideration while preparing the lessons.

Approaches Types (Overt-Covert)	1-Policy Planning (on form) Goals	2-Cultivation Planning (on function) Goals
1-Status Planning (about society)	Status Standardisation <ul style="list-style-type: none"> • Officialisation • Nationalisation • Proscription 	Status Planning Revival <ul style="list-style-type: none"> • Restoration • Revitalisation • Reversal Maintenance Interlingual Communication <ul style="list-style-type: none"> • International • Intra-national Spread
2-Corpus Planning (about language) Unification	Standardisation Corpus <ul style="list-style-type: none"> • Graphisation • Grammatication • Lexication Auxiliary Code <ul style="list-style-type: none"> • Graphisation • Grammatication • lexication 	Corpus Elaboration Lexical Modernisation Stylistic Modernisation Renovation <ul style="list-style-type: none"> • purification • reform • stylistic simplification <ul style="list-style-type: none"> • terminological Internationalisation
3-Language- in- Education (about learning)	Policy Development Access Policy Personal Policy Curriculum Policy	Acquisition Planning Reacquisition Maintenance Foreign/Second

Language	Methods & Materials Policy Resourcing Policy Community Policy Evaluation Policy	Shift
4-Prestige Planning (about image)	Language Promotion <ul style="list-style-type: none"> • official/Government • Institutional • Pressure Group • Individual 	Intellectualisation <ul style="list-style-type: none"> • Language of Science • Language of Professions • Language of High Culture

Methods and Materials Policy

This policy cares about the materials, techniques, and instruments which play an effective role in developing teaching process, and it seeks to choose the suitable methods that will be used at schools.

Resourcing Policy

It is about gathering money and preparing materials that will be used in teaching a language.

Community Policy

It is to offer the chance and the reason for any language's users in order to encourage language acquisition.

Evaluation Policy

It is to plan for how to examine and classify the progress.

Pool (976) states that the language planning was done in order to serve different purposes.

1.6. National Language VS Official Language

There is a problem of differentiation between a national language and an official language and the individual needs to know how to distinguish between his official and national languages because there are many countries use more than one official language among their nations.

National language has an effective function; first one is symbolic function, it represents the nation and the nation's unification, in addition to two others functions which are; communicative and participatory. Communicative is to use the language in order to interact and communicate with others and participatory is the use of the language all over the world by people.

Official language is used for the governmental and administrative purposes and it has an official position in the country. National language represents the identity of the country, and it uses as the first language of the majority of people as Holmes (1992) states that can one language be official and national, also he adds that national language uses in politics and culture.

National language can be national and official language at the same time, unlike the official language which cannot be national. For the case of Singapore, Malay is its original language and at the same time it is its official language, and in addition to Singapore, India has twenty-two (22) official languages and every state has one or more official languages.

1.7. Actors in Language Planning and Policy

language planning and policy has different actors that participate to realize it at different levels, the term 'actor' represents the key for them these actors are 'macro', 'meso' or 'micro' levels. (Kaplan and Baldauf,1997, p.52)

1.7.1. Macro Language Planning (The political views)

Language planning and policy's existence on earth is as older as the existence of people. In the early years, Language planning and policy took place in macro sociolinguistics, it refers to a large scale and it represents the big picture (Baldauf ,2006) this why the first stage of historical development, in 1960s and 1970s was entitled "macro sociopolitical process" Ricento (2000). When the new independent nation faced a disordered linguistic condition with the decolonization movements, the development of language planning and policy was synchronized.

Although language planning and policy seeks to solve the problems that face language, but it focuses more on the language activities at the governmental and national levels. (Ricento,2000a; Liddicoat & Baldauf,2008)

The legitimate authority gives much more importance to one or more languages which will be classified according to their status either “major” or “minor”, and they imposed the legislations which have impact on the form, the usage, the status of the language and the government is the responsible who conducts the language planning and policy’ activities. Macro actor in language planning and policy is national policies, while the meso scale is related to the limited activities and usually it targets a given group in a given society. (Kaplan & Baldauf,1997, p.240)

1.7.2. Micro Language Planning (schools, institutions)

Ricento states that language planning is integral part of language policy (2000),Baldauf (2004) also said that micro planning represents all the cases where the people create special strategies and policies in order to use them to enhance the language resources (p.229),those strategies and policies are the results of their needs and also the results of the problems that faced the language .(ibid)

Corson, (1999) discussed this item related to schools, and he suggests questions for this purpose, that are:

What is the main contribution of language planning in schools?

There are two main important questions in teaching a language:

1-What are the teachers going to teach?

- The content; that the teachers should provide their learners with.

2-How does the teacher teach his/her learners?

- The method that the teacher should follow.

Concerning the first question;

a-What are the teachers going to teach?

- What the learners want to learn? (learner’ wants)

- What do learners need to do by this language?
- The purposes of the learner society have a strong relationship with the syllabus' form and content.

b-How to teach?

Corder (1973) states that any problem faces the teacher in teaching the content has a solution in how the lesson should be. (p.141)

Cooper (1989) claimed that the two-language planning policy' actors; macro and micro share the same processes. (p.37-38)

1.8. Overt and Covert Language Planning

Language planning and policy takes two forms, the first form is overt, explicit or planned which deals with macro policy since it includes the activities of the government; decisions, educational edicts, decrees, and son on, and the other form is covert, implicit, or unplanned.

Language planning and policy helps to decide and select the appropriate language for serving the official functions and it is recognized by the constitution of the country in addition to the other regulation of the state. Algeria can exemplify what was stated; MSÁ is the official language, Tamazight is the national language, and the others languages are foreign languages, this was recognized by the Algerian constitution (1996 adjust in 2000), in the 3rd article. The same case for Lebanon, its constitution stated that Arabic is the official language of its nation, but at the same time the constitution encouraged the use of French and it created fields where this language is used. Also, the Italian constitution imposed the use of languages which represents the languages of minority (French, German, Latin and Slovene) in addition to the Italians' official language. Huws (2006) stated that the overt language planning and policy resulted a finite success, as its legislations can be officially achieved or not.

In the other hand there is covert language policy, and what Spolsky (2004) called "language practices" are example of this form and he added that it is too difficult to state a specify definition it , Shohamy(2006) mentioned that the language practices include streets signs, school language tests, monolingual health information, and Schiffman (2006, p.12) dedicates that "language policy is not only the specific , overt, explicit, de jure embodiment of

rules in laws or constitutions, but a broader entity, rooted in covert, implicit, grass-roots, unwritten, de facto practices that go deep into the culture” (in Makoni, 2013).

America uses English as their national language although the people who know it represent a minority, and when it established its constitution it sought to safe its citizens and to protect the people who have multinationalities. It uses English in enacting laws and for the federal courts, and even by the president when he presents his speeches, because the American nations have no official language nor national language. Despite the fact that English is efficient in legislations, some American states forced their nations to use other languages beside English like the case of Louisiana which use French and English. the American policy can be a good example for the covert language policy, and the educational field as well since it marginalize the languages of the immigrants of any country, and it let the ministry Multinational country planned for it covert policy like France which the majority of its immigrants are Arabs ,it encourages the teaching/learning the European languages and it neglects teaching/learning Arabic.

1.9. Conclusion

As it has been stated in the introduction before, the aim of this chapter is to represent an overview about the language planning and policy that Algeria follows in its educational system. It highlighted this topic in different aspects by using terms and concepts are more familiar to this study, as it provides different the basic concepts that serve this topic, and it uses terms are relevant to this topic in order to explain in details and to give a clear picture.

Chapter two

2.1. Introduction

The current chapter represents the events that Algeria has gone through, and the detailed picture about the historical heritage of this country. The aim of this chapter is to shed light on the languages' varieties that Algeria is characterized by and their situations in education mainly; Arabic, Tamazight, French, and English in addition to the struggle of the Algerian people to impose the policy of Arabization and restore the status of the Arabic language.

2.2. Historical Background of Algeria

Algeria has a rich history that cannot be neglected, this country was crossing point to diverse invasions. Without prolonging the speech and entering into details the researcher will provide with the significant facts that are relevant to this work.

2.2.1. Algeria from the Prehistoric Era to the Beginning of the First Century A.D

In this era, Algeria had a large population, and the African civilization of that time normally it is characterized by the African feature since it is an African country. The Berbers were the first citizens of Algeria; they are a mixture of native population, and "Berberia" is the name of the northern of Africa. The Arab sociologist Ibn Khaldun claimed that the origin of the first citizens is from Hamito-Semitic, oriental people that are settled in North Africa, and they were divided into two different groups, namely; Botr and Banés (Mawigh ancestors). Their tribes are: Benghwata, Zenata, Awarba, Houaras, Senhadja, Masmouda, and Kutama.

The Berbers were marginalized and their language did not have any status because it had not a written form. Their history was not written in their original language that represents an obstacle for them, "Tamazight" includes all the Berbers dialects that are used In Algeria.

Around 900B.C, the Phoenicians were inhabited the North Africa, and Carthage city was established. As an example, for the Carthagian towns; Skikda (Rusicada), Annaba (Hippo Regius). The Berber language was the only language that is used in Algeria although the Phoenicians had their own language. Berbers saw a great development in the early fourth century B.C. They could take the control of many Carthagian lands in the North Africa, and they were also the unique component in Carthagian Army. In 146B.C, Carthage was collapsed. In the era of the Numidian king Masinissa, in the second century B.C, the Berber civilization experienced a remarkable flourish, his custody was continued until 24A.D when

the Roman empire took the control of the residual Berberian lands, and the Berber kingdom was splitted after the death of Masinissa in 148B.C.

2.2.2. Algeria from the Roman Conquest to The Byzantines

After the Roman conquest ,in 100B.C,the Latin language was being used by the educated Romans and Tamazight was used by peasants and the nomads.Mastori(2005)stated that the farmers in the rural areas use the Berber language while the Latin language is for the elite in the civilized cities.(p.38)

In the second century A.D Algeria became the symbol of the occidental Christianity .The Romans colonized North Africa in the previous century and they brought their civilization to the native citizens but they failed to Latinize the “Maures” (the Berbers who go to mountains) whom are clinging to their values and traditions (they fight against Romanisation and Christianisation).

The saboteurs of Genseric came from Spain, and they inhabited Algeria after its conquest in 429A.D. Although they conquest Algeria but they could not affect its inhabitants and the Berber language as well, and in 533the Byzantine rulers finished up with these saboteurs. After the defeat of the vandals of Genseric, Algeria was reconstructed again under the Constantinople’s control by the Byzantine ruler “Justinian” (because the Constantinople was the center of the empire). The success of the Arabs in spreading Islam in North Africa especially Algeria is a turning point in the seventh century.

2.2.3. Algeria from the 7th Century to the 19th Century

2.2.3.1. The Coming of Arabs

North Africa inhabitants had seen several changes because of the Arabs whom were the first who lived in Algeria in 700A.D.The spread of Islam by the Arabs has long impact on Maghrab.The Arabic language learning was interested by those who lived in the mountains and the Berbers who converted to Islam too because it is the language of Quran. There are few numbers of Berbers refused the Arabization and they preferred to use the languages of the previous generation, the Arabs were advanced in science and technology, they had rich literature, and flourished culture for this reason the Berbers decided to learn Arabic language due to its status, since Arabic is a symbol of Arabi-Islam identity Algeria become part of Arabic nation as Taleb Ibrahim stated that Algeria is Arab and it declared itself Arab when

the Arabs have abandoned their Arabization .An Arabization that lasted a long period from the age of Okba Ibn Nafaa in the 7th century to the latest of Hilali tribes (1997)(my translation). Because of the revolutions of the Berbers against the Arabs, the Arabization policy witnessed a noticeable advancement. The Berbers use the Classical Arabic as their written language.

After the coming of Banu-Hilal which is a rural tribe, they spoke the rural Arabic and after their coming to Algeria, they started to use a mixture of Arabic varieties; the first variety is the rural Arabic that is used by Banu-Hilal, and the second one is the urban variety which was spoken by the first Arab Muslims . Arabic became the unified language that used by the people and the language of science and technology due to the manifestation of Arabs in Maghreb.

2.2.3.2. The Foreign Occupation

In 13th of September 1505, Algeria was attacked by Spain. The “Cardinal Ferdinand Ximènès” decided to do modification in order to make Algeria influenced by the Spanish attack, as an example, he turns the mosques to churches.

At the beginning of the 16th century, some areas of Algeria were taken by some Moors of Spain and they wanted to take Algeria as a whole. In 1516, Algeria was under the Ottoman protectorate (for 300 years), when Algerians asked for the help of Arudj and Khayr-al-din (Turkish pirates) and after their success, the later took the control of Tlemcen and Algiers. While Algeria was apart from the Ottoman Empire, Arabic and Berber were eliminated by the government and Turkish took their place, consequently Arabic dialect embraced many Turkish words and expressions.

The Spanish and the Turkish languages had left some words that are used in the Algerian daily conversations as the Berber language. For example: Falta(mistake), bote(boat), carantita(hot), tabse (eating plate) in addition to their influence to marine which uses also some expressions that remain to these languages. Arabic language is also used by Turkish since it has a strong relation to Islam and Holy Quran.

Teaching Quran in Zaouias and the mixture of the population (the Arab-Berber) helped the spread of Arabic. Some writers see that in the period of the Ottomans, Arabic was more conservative by the rural inhabitants, as stated by Ghalem (2000).

Arabic and Berber did not be influenced by the Turkish dominion although it stayed for a long period, but the French colonial which spent for 132 years succeed in affecting these languages in 1830.

2.2.4. Algeria from 1830 to 1962

French colonialism wanted to make Algeria a French department, in 1830 Algeria had seen the beginning of a longest linguistic influence. French colonial wished to eliminate the Algerian Arab-Islam identity, and France confirmed that Algeria is an “integral part of France”. France makes its language the most used in this country in order to be more powerful and this was the beginning of French history in Algeria as Turin said (1983).

Benrabah(1999) stated that the General Commandant of the expeditionary corps the Duke Rovigo said that by eliminating the Algerian language France could dominate Algeria “I look at the propagation of instruction and of our language as an effective means to make progress in our domination in this country”.(p.44)

The French colonization sought to enrich two aims the first to eradicate the Arabic language and the second is to replace this language by the French one in order to make its culture thought by this nation. As was cited by Chitour 1999

“On the one hand to replace Arabic by French; on the other hand, to alter indirectly the culture by an insidious and systematic alienation of the spiritual places of knowledge – because the great majority of the mosques gave also the teaching of Arabic and, for some, the scientific knowledge of the epoch”. (1999, p.84)

In the 1930’s, “conseil d’El Ulémas” was created by Sheikh Ben Badis under the name of Islam that includes the Algerian nation under the protectorate of France. After his death there was the creation of P.C. A (Parti Communiste Algérien) 1937. In the same period, France issued a law which recognized Arabic as a foreign language which made Ben Badis angry because he was the first one who said that Algeria is Arabo-Islamic “The Algerian people are Muslims and they belong to Arabicity”.

The French language was used for education and Arabic still existed at home with family and friends. But due to the lack of educational institutions that used Arabic the use of this last started decreasing and the people were obliged to send their children to French schools in

order to fight illiteracy. During the period (1830-1962) CA was a symbol of illiteracy and ignorance, it was optional in schools, because French language took its place.

The Algerians designed for a military revolution by National Liberation Front in November 1st,1954, calling for “Independent Algeria” because Algeria witnessed dire situations.

It was not until July 5th,1962 Algeria become an independent country, and September 25th,1962 Algeria was officially established as “The People’s Democratic Republic of Algeria”. After the independence, Algeria saw a linguistic variation, its people spoke the Algerian Arabic (AA) and other Berber dialects.

The Algerian Arabic were contained many French words. In addition to French language there was also Italian and Spanish, Italian was spoken in the East while Spanish in the West. The French language was included in Berber and AA and it still uses in Algeria after its independence although MSA is the national and the official language.

After the independence, Algeria was characterized by people who could speak and write in French well and others who knew few French words. There were two kinds of speakers:

- 1- The people who had not the chance to go to school but they could speak AA and Berber.
- 2- The people who could speak French language additional to AA or Berber because they went to French schools. those people enter “Ecoles Française” or what was called “Missionaries Schools”.

2.3. Language Profile of Algeria

Due to the different conquests that Algeria had seen before, now a days it knows many linguistic varieties. In this section, we try to speak about the languages variation which are; the Arabic language and its different form, Berber, French, and the last one is English.

2.3.1. The Arabic Language

Arabic is a language that spoke by more than 280million people as their first language, it is considered as an Afro-Asiatic language. Those people who speaks Arabic they live in Northern Africa and Middle East. The origin of the Arabic language is related to the

revelation of the Prophet Muhammad (Peace Be Upon Him). The military conquest by Muslims armies had an effective role in the expansion of Arabic, this later can also spread through the language acquisition in schools.

The Arabic language can take two forms which considered as the written form of the Quran .Classical Arabic which used in medieval times in literature or pre-Islamic poetry, and MSA (Modern Standard Arabic) which resulted by Cultural Revival “Nahda” in the Middle East in the 19th Century (Benrabah,2007).These two terms “CA” and “MSA” had seen by some scholars that they are similar while others said that they are different.

MSA has two roles: it is used in formal contexts (spoken and written) and the other role is to use for the informal context in order to create a difference between the isolated regional dialects, for example: Jordanian Arabic and Algerian Arabic. In Algeria, the Arabic language is used into two forms, MSA in the formal situation (H) while AA (Algerian Arabic) for the informal one (L). But because of the Arabisation policy the Algerian use a mixture of MSA and AA in their daily conversation.

Algeria uses different varieties of Arabic which Ferguson (1959) distinguishes as High and low varieties but the Arabic is still spoken by all most Algerian even Berbers, Algeria is considered part of the Arabic Nation. The linguists stated that there is three main variation of Arabic, the language of the Quran and literature (CA), the modern version of CA (MSA), and the last one which is used in the daily conversation Algerian Arabic (AA). (McLoughlin,1999)

2.3.1.1. Modern Standard Arabic as the Official Language

In now a day, Arabic is the national and official language of Algeria which is al-lughah al-Arabiya al-fusha or MSA that is used in the formal contexts but it is not the Algerian mother tongue. AA is their mother tongue which is different from city to another, in addition to Berber that is also represents the mother tongue for some people in Algeria. After (1954-1962) Algeria took its independence, it was obligatory to select a unified language with a single religion. Algerian leaders had fought to make Arabic the official language of Algeria and to give it the status that it deserved. But there was a conflict between MSA, AA, French and Berber, this conflict was made by the French colonisation which sought for eliminating Arabic language and change it by its language. After the end of French colonisation, Algeria needed to tack back its Arab and Muslim Identity, so for this reason it had to choose a national and official language which was French or Arabic. So, many factors led to the choice

of Arabic as the national and official language that are; CA the language of the Quran and poetry, MSA is the formal language and because it is the language that is expanded in the Arab world.

Algeria succeed in returning to the Arabic language unlike the others newly-independent nations, it could implement it as it's the only official language. MSA became the official language in education especially at primary and secondary schools, but the French language is still used in universities in scientific fields.

MSA is a language that studied in schools which is the modern form of CA (Palmer,2008), it is used for TV programs, news and all the religious sermon.MSA is not the mother tongue of the Algerian it acquired in schools but their native language is AA which is born with them and they use it with their parents ,friends ,and family.

2.3.1.2. Algerian Arabic as a Mother Tongue

The most Algerians saw that using MSA in their daily interaction is not workable, so they use what is called "AA", "al-darija" or "al-ammiya" which used by Algerians in order to express themselves, and to communicate. The colloquial Arabic is a form of Arabic which is used with friends, family at home, or in the series, it is born with the child.

The low varieties (AA) includes the foreign lexical items that are used a lot in the daily conversation (Bouhadiba,1998), it had included a mixture of the regional dialects that is difficult to be understood by the other countries. Because of the different conquests that Algeria had seen, its dialects are variants, for example Tlemcen /g/ is pronounced "A".

There were two sorts of Arabic dialects in Algeria. The Sedentary (Pre-Hillali) dialects and the Bedouin (Normadic) dialects. The Sedentary dialects are divided into two inter-linked types: the village dialects, urban dialects or the mountain. The village dialects found in the department of Constantine that is front of Eastern Kabylia and the mountains of Msirda,Trara in the department of Oran ,in the other hand, Urban dialects found in the established cities of Skikda,Mdea,Algiers,Cherchell,Tenes,Nedroma,Meliana,Blida,Dellys(Bourdieu,1961),but the Bedouin dialects are more extensive than the Sedentary dialects.

Hamzaoui (2013, p.60-61) states that MSA differs from AA in all linguistic levels; syntactic, lexical, morphological, phonological, which are as follow;

A-Lexical: many French words took a place in the AA, and they become a part from our conversation, like: Tournevis (screw-driver).

b-Syntactic: a great number of syntactic structures are simplified in AA unlike MSA. AA takes the form of SVO and MSA is VSO.

c-Morphological: the dative and accusative cases are not used, the speakers who know the rules of iʃraab of CA use them in the formal situation.

d-phonological: the speakers aimed to produce easy words under the phenomenon of the “law of least effort”. (Martinet,1964a) elision and assimilation are dominant phenomena that are the results.

1-Elision: for example, “he wrote” in CA the vowel /a/ is omitted /ketaba/ and in AA /kʔtəb/.

2-Assimilation: for instance, he has washed /ʔʁasala/ /χʔəsəl/, before the voiceless vowel fricative /s/, /x/ loses its voicing, after the fall.

3-diphthong (long vowel)

The example of the word /ʔ ajna/ in CA, in Tlemcen pronounced /fi: n:/ and in other varieties /wi: n/.

The Algerian Arabic and its different varieties are the most dominant in Algeria comparing with the other languages, because it is the language that uses in the Algerian society. This native language spreads in to four geographical areas which is the 1st language of 80-85% of the Algerian population. (Benrabah,2014, p.402)

1-Western Algerian Arabic, is used by the people whom extends from Tenes to the Moroccan border.

2-Central Algerian Arabic: is spoken by Algiers and its outskirts also the central zone down to Bejaia.

3-Eastern Algerian Arabic which extends from the high plateaus to the Tunisian border (Setif, Constantine, Annaba).

4-Saharan Algerian Arabic, is spoken in the Sahara Desert (100.000 inhabitants) (Benrabah, ibid).

The thing starts being complicated when speaking about Algeria multilingualism, because Algeria has another local language which is 'Berber' additional to Arabic.

2.3.2. Berber

During the seventh century, Algerian lands were invaded by the Arabs and they became integrated with the Berbers which could preserve their status in the country although the spread of Arabic language in the Arab world. After the independence of Algeria, the constitution neglected Berber and recognized the Arabic language as the national and official language.

Berber was recognized as a national language after the revision of the constitution by President Bouteflika, and this decision made officially in April 10th, 2002. The Berbers were not satisfied because they sought for the equality between both languages, they wanted that Berber becomes an official language additional to Arabic. But the Algerian constitution did not consider the Berber's view. According to Chaker (1984, p.8-9) the Berber speakers are estimated at 1/5 because their numbers is unknown in Algeria. There are four main Berberophone groups; the first one is called the "Tuaregs" (Desert nomads), their numbers are approximate four thousand, the Hoggar Mountain is situated near to southwest and southeast borders of Algeria. Then the 'Mozabites', who live in enclosed bastion (the fort) cities in Mزاب region in the Sahara and in Ghardaia also, they are approximate 80.000 and 100.000 inhabitants. The third group is the "Chaouias" that are founded in the Aures Mountains, further east, south of Constantine. Its citizens called "Chaoui" (Tachawit), they are fewer than "Kabylie", they centralize in the eastern area of Algeria mainly in Setif, Batna, Khenchla, Tebessa, Souk Ahras and Oum-El-Bouaghi.

The last group is the Kabylis which represents about two-thirds of Berberophones. Kabylie (Thakvayelith) is spoken by the Kabylis which is considered as the second predominant Berber diversity in the world after Chleuh (Tachelhit), it is spoken in; Bejaia, Bouira, Tizi-Ouzou, Bordj-Bou-Argeridj, Setif, Boumerdes, and Jijel, it is also spoken in urban cities by the Berbers whom live out of Kabylia like Algiers, Annaba, Oran, and Constantine.

The Berbers appeal for the equality for their language in order to become Tamazight a national and official language alongside to Arabic language and to be their first language in their regions. Also to be studied in some primary and secondary schools, and the learners are

free to select the variety that they want to learn since Tamazight is a free subject in the school curriculum and in 2016 Tamazight was recognized in the constitution as an official language with the Arabic language (constitution 2016).

2.3.3. French

France used well organized plans in order to eliminate non-French languages and to make its language the soul language which is considered by Bourhis (1982, p.44) as “the only language of civilization and advancement under its slogan “L’Algerie Française” (French Algeria). And kh. Taleb Ibrahimi (19997) in her turn adds that French, the language imposed on the Algerian people in its violence, was one of the fundamental elements used by France in its policy of depersonalization and acculturation with regard to Algeria. (my translation).

The French colonists aimed to oblige the Algerian citizens use the French language and to erase their existence, in brief marginalizing the Arabic language and imposing French as their official language.

France sought to predominate Algeria and to use its language in schools, but the Algerians were against and they succeeded in opposing resistance to it till 1880 (Dendane, 2007, p.83), the Arabic language was used only in speaking which led to the spread of ignorance in Algeria.

The Algerian parents did not let their children go to French school because they will learn the French language but after a short period, they were sure that they had to send their children to school since the French language is the language of the modern world. As it was stated by Benrabah (2005).

The French language is still used in Algeria by teachers, Journalists and Writers although the Algerians of European descent left Algeria for more than fifty years ago, and it has an effective status in Algeria, it starts studying in primary at the level of 3rd year as an obligatory language although it is not recognized as an official language, there is a great number of Algerians whom are competent in French than in 1962. And for this reason Algeria is considered as the second French-speaking community after France (Benrabah, 2004, p.54)

While speaking about multilingualism in Algeria, we speak about the competition of languages, English is a competitive language for the French language, it has also a status in Algerian linguistic scene.

2.3.4. English

In the Algerian curricula, the teaching of foreign languages has a great importance and English starts studying in middle school at the level of 1st year and it becomes more effective in Algerian educational field. It started to be used in the production fields too, and the process of globalization participated in spreading English in the non-speaking English countries.

English language is not used only in the educational field, but it starts to take part in the Algerian conversation through their dialect AA, for example, week-end, fast-food, internet. (Derni,2009)

In the present day, the Algerians are conscious enough about the status of English language and its need, it gained more importance than ever especially by the speakers themselves in addition to its use for educational purpose, because through English can exchange information and interact with the external world.

2.4. The Arabization Policy

In a linguistic sense ,it is a linguistic policy used by the Arabic-speaking countries in order to show the status of Arabic language which recognized in many countries as “national” and “official” language, the light was shed on this policy with the independence of many Arab countries during the 1950s and 1960s.It aimed to use Arabic as means of instruction in education, this policy was started in Algeria in its first years of its independence.

Ahmed Ben Bella was the first Algeria’s president after his release from the French colonial (1962-1965).He called for holding on Al-Umma Al-Arabiyya through his famous statement “we are Arabs” which was repeated for three times.In1963,the Algerian constitution claimed that Islam is the religion of Algeria (article 4),and Arabic is the national and official language (article 5),which made a place for Algeria in the Arab Islamic World (constitution of 1976,1989,1996).

Arabization was supported by three major elements; Arabic is the language of Islam, Arabic is the language of the Arab nation and the last one is Arabic represents cultural independence (McDougall,2006).

Since Arabic is the language of identity, Islam and customs, it is obligatory to defend on it, Arabization was a normal reaction looking at the policies that colonizer took towards the Algerians. Since the French language is the language of colonizer.

The Arabization policy was seen as the first phase of language planning and policy. The role of Arabic was the main focus in the early planning activities in modernisation and in nation building.

The national language was Arabic because French is the enemy's language and Berber represents the language of minority. Nationalist policy-makers agree about Arabic is the only language that can be used in the country which contains different ethnic and linguistic group (Arabs-Berbers-Arabized Berbere) this made Arabization considered as a means of access or sociopolitical integration and social harmonization.

In May 1964, there was a decision which aimed for the acceleration of Arabization, by building high schools in Algiers university for the purpose of translation, and forming a panel of translators.

1971 is Arabization year, because it was a turning point in its discussion. After two years, there was the creation of the National Committee for Arabization and 1976 marked the establishment of the National Charter.

During the era of the president Houari Boumediene (1965-1978), the government started an exhaustive development policy that took three revolution; agricultural, industrial and cultural, the later was the main revolution for Arabization.

After ten years, there was some modification and additions of a number of rules in the national charter during the presidency of Chadli Benjdid (1978-1992). The national charter (1986) mentioned only the Arabic language no more. And it considered the languages like French and English as languages of science and technology, and globalization (foreign languages). The others constitutions (1989,1996) did not marked any changes, but the constitution of 1996 was modified in 2002 when Tamazight was proclaimed "national" language.

Arabic language was spread gradually approximately in all the domains, for example; justice, Army, and administration, also in the domain of education which is the first can help diffusion of the language. Arabic could eliminate the existence of French. In October 1962,

Arabic taught in school as a subject matter for 7 hours per week then in 1963 it become 10hours per week.

With the minister of education, Taleb Ibrahimi, Arabization had taken a new drive (1965-1970). The primary school started Arabizing gradually, and in 1974 the primary school was totally Arabized, and secondary school also was in the map. In 1989, Arabic was the only language that is used in education in all levels (primary, middle and secondary school) and French lost its position.

Before Arabizing of some disciplines in university, Arabization was seen by higher education too. Humanities, social sciences, economics, commerce, and management have been Arabized but science and technology were opposed. July 5th,2000 was set as the date of generalizing Arabic in education, even university which was declared by the law of January 1991(N91-5) in the presidency of Chadli. After the resignation of the president in 1992, this decision was cancelled and it applicated with Lamine Zeroual (1992-1999) on December 21st,1996). There is also some technological institution that was Arabized in higher education that are approximal equal to French in some institutions. And it was holding on again by the president Bouteflika (1999-2019)

Because of the Arabization policy, Arabic found itself struggling French and Berber, in fact Berber was not a competent rival language for Arabic unlike French which made Arabic engaging in a tricky conflict with it. The political and the cultural independence must be together and this could happen only if French will not use more in all the active spheres since it is the language of the colonizer, on the other hand, French was claimed as the language that use in order to transmit a message (Bensafi,2002),and it is considered by some people as a language that take to the modernity and it could not be neglected although it is the enemy's language .The people who like French and they defend on it ,they consider as the enemies of Arabic,occidentalists,etc.

The Arabisation was a hasty and reckless decision, concerning the field of education, and no one could say the opposite (Benmoussat,2003). There was a risque to introduce it as subject matter. This matter has a relation with the lack of materials as well the Arabic readers, and capable teachers whom could teach MSA, because after the independence there were only who are competent in French (written-spoken) and without qualified teachers Arabization

could not succeed. There was recruit of great number of teachers from Syria and Egypt and they were not competent. (Grandguillaume,1983, Benrabah,2004)

The Arabization policy started gradually decreasing and the parents preferred the bilingual sections which was done because of the challenging of bilingual section with Arabized section that was created by the Arab teachers whom came from the Middle east, and the both sections were deleted.

Now, all the people who have diplomas are not competent ,they have not the academic qualification which marked the education failure in Algeria, this was said by Bouteflika in his speech claiming that the diploma which was recognized by the Sorbonne,Harvard,and oxford until the 1980s,now is not recognized even by Maghreb universities. Tunisian and Moroccan students used to come to Algeria to study medicine and pharmacy, today, the opposite is happening (my translation). The Algerian school leavers cannot say that they are competent in French and Arabic because the both languages expose a deficiency in different levels.

The supporters of Arabization wanted to learn Arabic only because it has the priority and they were against the bilingual education which was so important by some people whom ask for learning/teaching French alongside with Arabic.

Those who were against the education based on French they called for generalizing of the Arabization, even in higher education, also for science and technology which still in French. Within these fragmented decisions the Algerian learner is the first and the last victim, who is obliged to cope these changes.

It is preferable to focus on the efforts of language planning rather than the status planning, because the Algerian linguistic policy supports Arabic among the other languages.

2.5. Conclusion

To conclude, this chapter represents an overview about the sociolinguistic situation in Algeria, and the research tools that help to accomplish this research. It starts with the presentation of the aspects that participate in the linguistic variation of the Algerian territory, notably; political, historical and socio-cultural aspects, and Arabisation policy.

Chapter Three

3.1. Introduction

This chapter seeks to present the different research tools and the methodology that are undertaken in this research in order to investigate in the plans and the policies that are followed in teaching languages in Algeria, notably; questionnaire and interview.

In addition to the interpretation of the results that were gathered from the data tools that were mentioned before, it will provide an explanation of the results which were obtained. This chapter will equip with a summary of the essential results. Its aim is to know the participants answers which will be interpreted at the end.

3.2. The Description of The Research Population

There is a group of participants that were selected for this study in order to collect information that are more useful to this research. This group contains students and teachers; students to answers the questionnaire and teachers for the interview.

3.2.1. Description of The Students Profile

The study population of this study is Master One English Students at Moulay Taher Saida's University. The total number is 76 students, it includes the both specialties; Didactic and Literature&Civilisation. Didactics students are 38 students (33 females and 5males) Literature&Civilisation also is38 students (29 females and 9 males).

3.2.2. Description of The Teachers Profile

In order to fulfil the objective of the present study, four teachers contribute in this research, they were selected because they have information in this field and experience too.

3.3. Research Tools

In the endeavor to investigate the plans and policies of the language that are used in the Algerian educational system, many sociolinguistic tools have been used, and each tool is utilized in this research is described as follow:

3.3.1. The Questionnaire

Questionnaires are “instruments” used for the purpose of gathering and recording information about a specific issue, they are so important in any research because they provide

us with information that the researcher seeks for. This instrument is made up of a set of questions, with a clear purpose which is relevant to the objective of the research. As it is defined by Babbie (1990) who said that questionnaire is a document involved a set of questions aimed to gather the required information for the analysis (377). Seliger and Shohami (1989) mentioned that questionnaire is a printed form that use in order to collect information, that contains question or phrases for a specific topic. (p.72)

There are two sorts of questionnaire, which are structured and unstructured. Structured questionnaire contains close-ended questions with the respect of the order of the questions. In the closed questions, the participant is usually asked to tick or circle the question which seems close to his /her view among a list of responses.

This type includes simple responses like yes or no ,true or false, good or bad or to ask the participant to choice the appropriate response, and this tool is the most selected one by the many quantitative data collection operations because it provides a set of questions by the researcher and the participant is asked only to choose .This type is common use in survey research because it permits gathering information in easy way without consuming time .On the other hand, there is unstructured question which is open and ambiguous question, in such questions the participant asks to answer using his/her background and he/she is free in expressing his/her point of view.

Table2.1. Advantages and disadvantages of open-ended and closed-ended questions

Open-ended	Closed-ended
The answers cannot be expected by the researcher.	They are easier to answer.
The participants can provide additional information.	They do not consume time.
It works in the interview and also successful.	They make the respondents feel bored, that make the respondent answer incautiously.
The participant may succeed in providing the required answer as well as he/she may fail.	The researcher may not state the answer which seems appropriate by the respondent.

According to Brown (2001, p.6), the questionnaire can be divided into two different methods. The first one encompasses the self-administered questionnaire which is directed to a

specific information. While the second type is the group-administrated questionnaire, this type is more recommendable than the first one as stated by Brown (ibid), and the researcher him/herself attempt to explain any ambiguity, since he/she knows the conditions of the questionnaire construction.

3.3.2. The Interview

In making interviews, the interviewer spends some time with the participants which gives the chance for gathering additional information. The interview is not like the other data collection tools, it seeks for the personal dimension as was claimed by Burns (1999, p.118) who said that interviews are the most common qualitative data. The major aim of conducting an interview is to collect data and to understand the views of the interviewees, this what make this tool popular by the researchers.

Nunan (1992, p.149) affirms that there are three sorts of interview; unstructured, semi-structured, and the last kind is structured interviews.

- a. Unstructured interview: it is as informal, flexible, and spontaneous. It cares for the answers of the interviewer rather than schedule of events of the researcher, the researcher can have little or no control at all and he/she does not know where the interview is gone.
- b. Semi-structured interview: the interviewer knows where the interview should do, and what he/she should say and even what its fruits, although the interviewer does not do his/her interview with the list of questions, the interview's topic determine the progress.
- c. Structured interview: this type is the most formal type of interviews. It is conducting through a selective question that are prepared before in well organization, it has a set of questions that are followed in this type.

Cohen and Manion (1994) state that there are three aspects which make interview a good method to use in a research:

The first one is to use it as the principal means in collecting data which have direct bearing on the research aims. The second is to use other methods in a research with the interview, and the last one, is to use interview a test for the hypotheses or for providing new ones. (Cohen & Manion, (1994, p.272-273).

It is obligatory to take into consideration some points in constructing the open-ended questions, which are:

- a. Avoiding the use of ambiguous and technical terms in order to be clear for the participants.
- b. Avoiding the questions which their responses can be vague.
- c. Also be sure that the questions which are going to be asked are relevant to the level of the population which addressed.
- d. Also be sure from the simplicity of the questions that are presented.

In the present study, the interview is semi-structured, and it designs for the teachers of Moulay Taher Saida's University. They were helpful, but the answers of some teachers were not expected and they provided by answers which are broader and the interview misled its direction and at the end the researcher did not obtain the required answers.

The aim behind designing interview is to guarantee a well-planned interview. Its questions are open question that help in setting the research objective.

3.4. Data Collection Procedures

In this study, there was only the use of two research tools; mainly interview and the questionnaire, that help the research in obtaining information as much as possible. These tools were selected because of the conditions of the conditions of the research like no enough time, and the unavailability of information.

3.4.1. Interviewing Teachers

This interview was conducted with five teachers from Moulay Taher Saida's University. Each teacher was interviewed alone in order to take the answers for the prepared questions that are related to the sociolinguistic field which is the language planning and policy in Algerian educational system.

The interview was prepared for the English teacher who are specified in sociolinguistic field, it is contained five open-ended questions and at the same time they are complex and this participation is supposed to be more informative.

The aim from designing this interview is to find a suitable answer for these questions turning on the real meaning of the language planning, and if the education system in Algeria has a well-planned policy as soon.

The questions that were prepared for this interview are as follow:

Question one invites the teachers to give more explanation about the language planning.

Question two seeks the results of the reforms of Algerian educational system.

Question three addressed to teacher in order to know if the language policy that followed in education in Algeria has a positive effect.

Question four is designed for the teacher in order to know if the reformation in the educational field was studied before or it was just a change.

The last question is intended to know the status of the English language in Algerian educational system, this question aimed to know if this language can take place in the future.

3.4.2. Questionnaire for Students

This questionnaire was addressed to Master one English students(Didactic ,literature and civilization) study at Moulay Taher Saida's university .The students who study Didactic are thirty-eight students (33 females and 5 males) and the literature students also thirty-eight students too(29 females and 9 males) we sought to be sure that all the students reply on the questionnaire which took about half an hour.

The questionnaire was build up on two section, the first one is for the Algerian mother tongue (Algerian Arabic, Modern Standard Arabic ,and Tamazight),while the second one is for the foreign languages(French and English) in the Algerian school, the first section contains seven questions, while the second composed four questions.

Question one of the first section refers to the appropriate Arabic variety used in Algerian education.

Question two is to know which variety is helpful and understandable for the students.

Question three is designed in order to know if the use of AA in education can affect the learner competence.

Question four aims to know if the use of Algerian Arabic in teaching affects the students' skills or not.

Question five and six refer to the decision of teaching Tamazight in school is a good choice or not and if the student can learn it.

The last question is aimed to see if MSA can take the place of French in Science and technology.

In the second section, the first question is asking students for their preferable language that they studied.

The following question is to know which language is difficult for them.

The third question is to know if the student competent in French.

The last question is addressed to them to clarify if English is better than French in school.

3.5. Data Analysis Procedures

Data analysis can be defined as the mechanism that helps in assessing the data administered, and in collecting information that are more useful for this research. After gathering the information, the information which are obtained will be either quantitatively or qualitatively analyzed. In the case of this study which treats the language planning and policy that used in The Algerian educational system the both quantitative and qualitative analyses are used for the purpose of gathering more reliable results.

3.5.1. Quantitative Analysis

This approach deals with numbers, it is considered objective, it tests theories using statistical technique, in other word it gathers information in numeric form. The aim behind using quantitative research methods is to obtain complete results. The researcher is objective, he/she should neglect his/her experiences, prejudices.

3.5.2. Qualitative Analysis

The qualitative approach is the opposite of the quantitative one, it consumes time, so hard, so stressful, and subjective. Ochieng (2009) states that the qualitative analysis gives the same importance to the rare and frequent phenomena. it aims to give a reliable and detailed

description. The central aim of the qualitative and the quantitative approaches is to collect different kinds of data through the use of different methods.

Researchers claimed that the combination of both approaches gives a general picture that can add new things to data study, and it was chosen depends on the nature of the collected data and the chosen paradigm, and for this reason these two approaches were used in this research to analyze the answers of the questionnaire and the interview too.

3.6. Data Results:

Quantitative and qualitative analysis for the sack of collecting data about the language planning and policies using in the Algerian educational system, the both approaches were used (quantitative and qualitative) in order to obtain a reliable and valid information.

3.7. Analysis of The Results: Questionnaire and Interview

This part is specified for analyzing the results that are obtained from questionnaire and interview quantitatively and qualitatively. The teachers 'interview is about the educational language planning in Algeria, while the students 'questionnaire is meant to explore the language varieties that are existing in Algeria's education, it is divided into two sections; the first one is for Algeria's mother tongues (MSA,AA,Tamazight) and the second one is devoted for the foreign languages that are used in Algeria(French and English).

3.7.1. The Analysis of the Student's Questionnaire

1.The participants 'Age

a-21

b-22

c-23

Table3.1 Students' Age

Option	Number	Percentage
A	21	93.42
B	22	3.95
C	23	2.63

Total	76	100
-------	----	-----

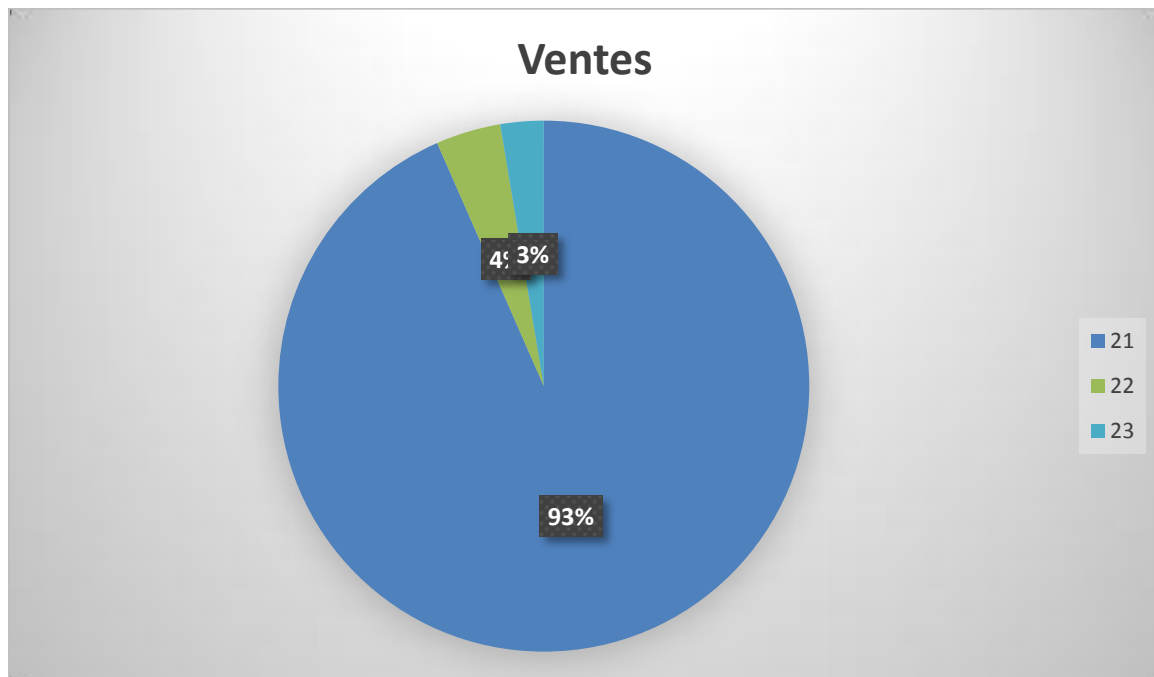


Figure 3.1: The participants' Age

The second figure shows that the participants' age is ranged from 21 to 23 years old.

2.Specify the specialty

a-Didactics

b-Literature&Civilisation

Table3.2The responders 'specialty

Option	Number	Percentage
A	38	50
B	38	50
Total	76	100

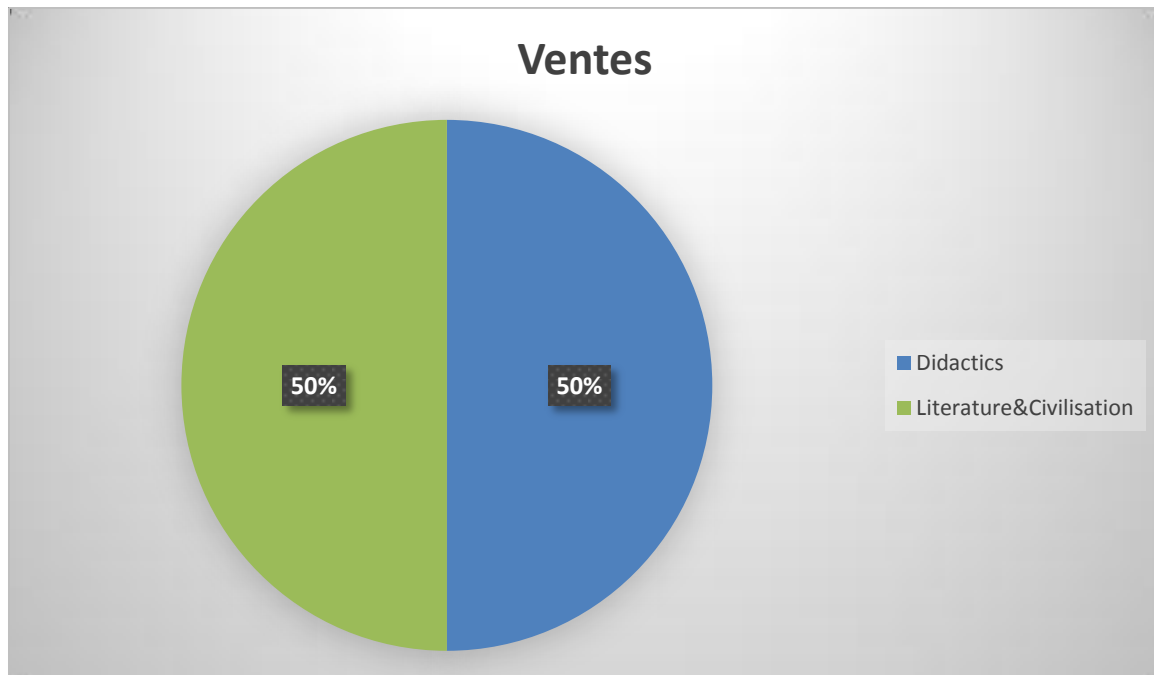


Figure 3.2: The responders' specialty

The displayed results in the figure above declared that 50% participants were from Didactics specialty while the rest 50% were from Literature & Civilization.

Section One: Algeria's Mother Tongues

Choose the right answer.

Question one: Which Arabic variety is more appropriate in education?

a-MSA

b-AA

c-Both

Table 3. 3 The appropriate variety of Arabic in Education

Varieties	Number	Percentage
A	66	86.84
B	2	2.63
C	8	10.53
Total	76	100

The aim behind asking this question is to know which Arabic's variety do students see as an appropriate one for the process of teaching/learning. The results are displayed in the following figure.

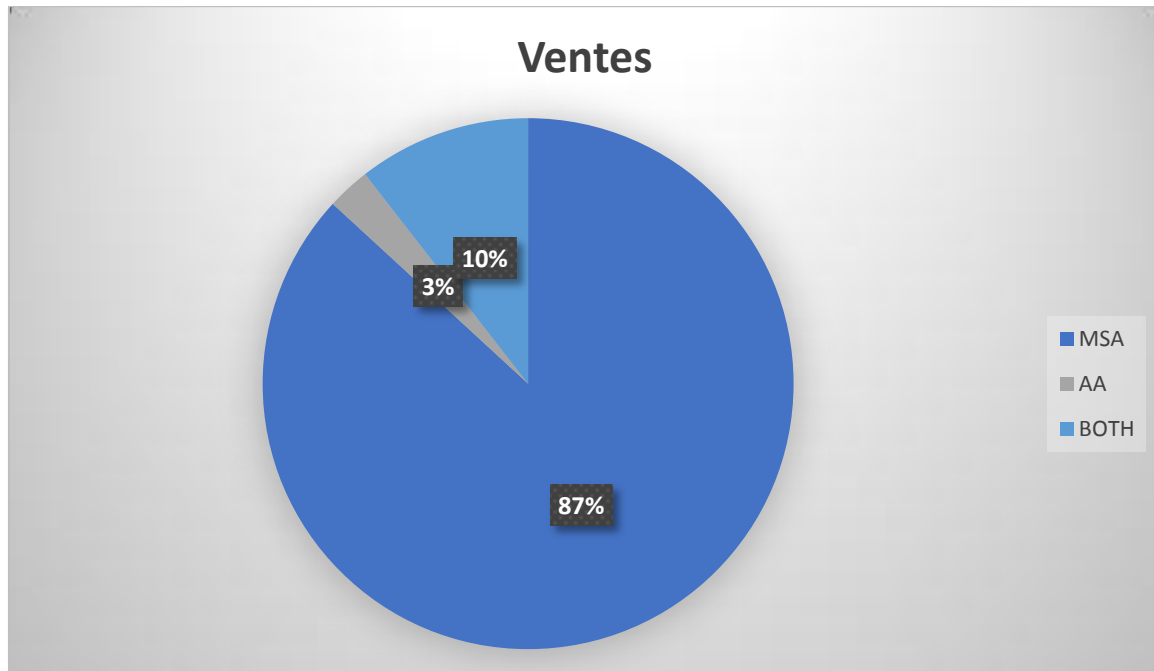


Figure3.3: The appropriate Arabic's variety in Education

According to the figure above, students' choice were different from one to another, the majority of them see that MSA is the only Arabic's variety that deserve to be the appropriate one which should be take its right and a place in education(87%), others informants said that the mixture of AA and MSA also can give a good results(10%), and there is a few number who said that AA also is a variety and it has a status that can be work and help the institutions.

Question Two: Which variety of Arabic do you use in class?

a-MSA

b-AA

c-Both

Table3.4 The most used variety in class

Varieties	Number	Percentage
A	26	34.21

B	8	10.53
C	42	55.26
Total	76	100

This question was addressed to students for the purpose of shedding light on the variety which uses a lot in classroom.

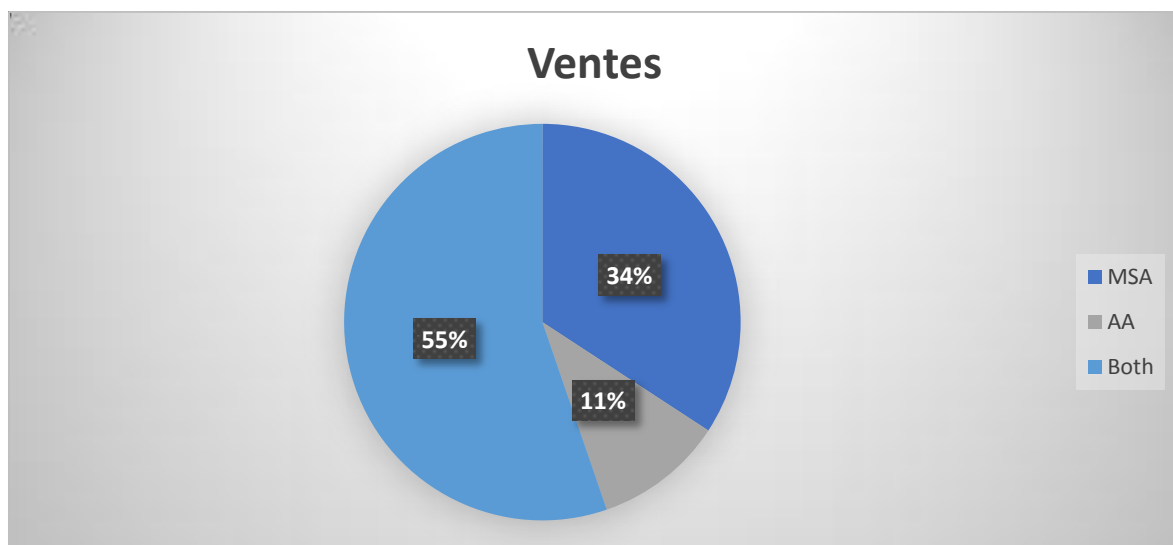


Figure3.4. The most used variety in class

The students support the idea of using both varieties in class, they believe that the use of mixture between AA and MSA is the right choice and a helpful strategy which makes them participate and integrate with their teacher and they considered it as a way that facilitate for them the explanation of the lesson, this choice took the highest rate (55%), the following rate was 34% which represents the students whom claimed that the appropriate choice is MSA and it should be used in classroom, and those students who stated that the use of AA in the classroom is more adequate ,they represent only 11%.

Question Three: Does the use of AA in teaching affect the learners' skill?

a-Yes

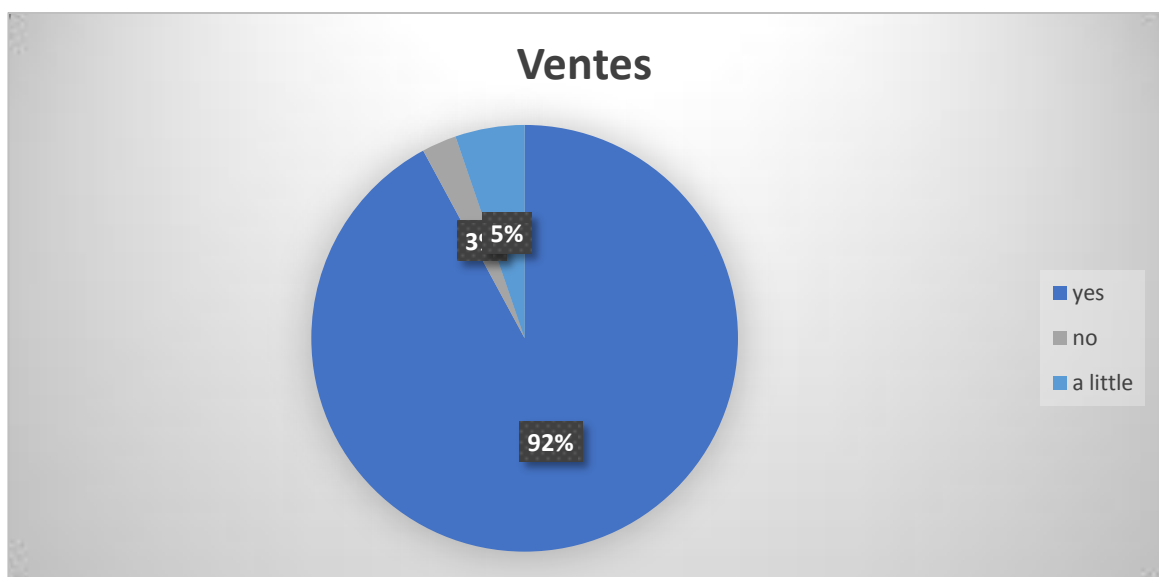
b-No

c-A little

Table3.5 The students ‘opinion towards the effect of AA on their skills

Option	Number	Percentage
A	70	92.11
B	2	2.63
C	4	5.26
Total	76	100

This question is devoted to students in order to see whether the use of Algerian Arabic in teaching has a negative effect on their skills or not.

**Figure3.5.** The students ‘opinion towards the effect of AA on their skills

The results that are represented on the figure above show that the majority of informants considered the use of AA in teaching has a negative influence on the skills of students (92%), because they see it as an informal that the teachers should avoid it at class and they support the use of MSA and when the teacher allow their students to speak it at class the students will take it as a habit and in this manner MSA will be neglected and mergenelized, and 5% of the targeted population claimed that it effects but a little bit because it is used since it is the language of their childhood, they use it from their birth and they see that MSA is difficult in understanding as well as speaking ,and the last rate which is 3% voted by no ,which means that if the teacher or the students use AA at classroom ,it will not effect at all.

Question Four: Is teaching Tamazight a good decision?

a-Yes

b-No

Table 3.6 The participants ‘opinion about the decision of teaching Tamazight in Algerian schools

Option	Number	Percentage
A	36	48.68
B	40	51.32
Total	76	100

The aim behind this question is to see if Tamazight can take place in Algerian schools or not and if it is a good decision or not.

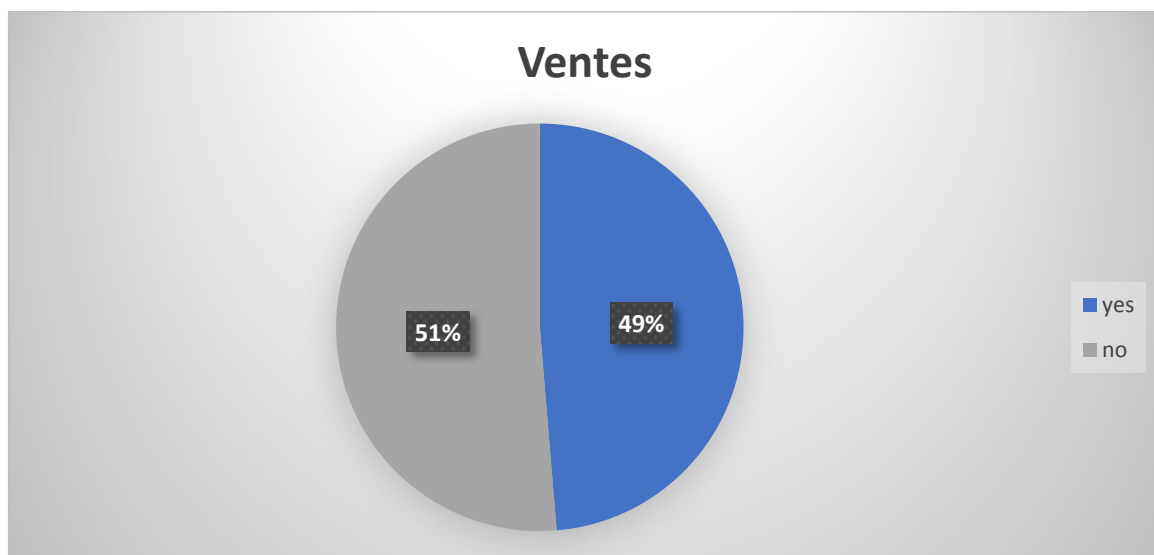


Figure3.6: The participants ‘opinion about the decision of teaching Tamazight in Algerian schools

The findings that are displayed in the above figure show that the students were divided into two opposing views 49% were for this decision and 51% were against, so the participants who were with, they see learning Tamazight as an addition for their knowledge and it is a linguistic richness since it is a national language, for the other group who were against , Tamazight is a part of Algeria’s culture but they see it can succeed if it will be taught in all Tamazight areas.

Question Five: Can Pupils be competent in Tamazight?

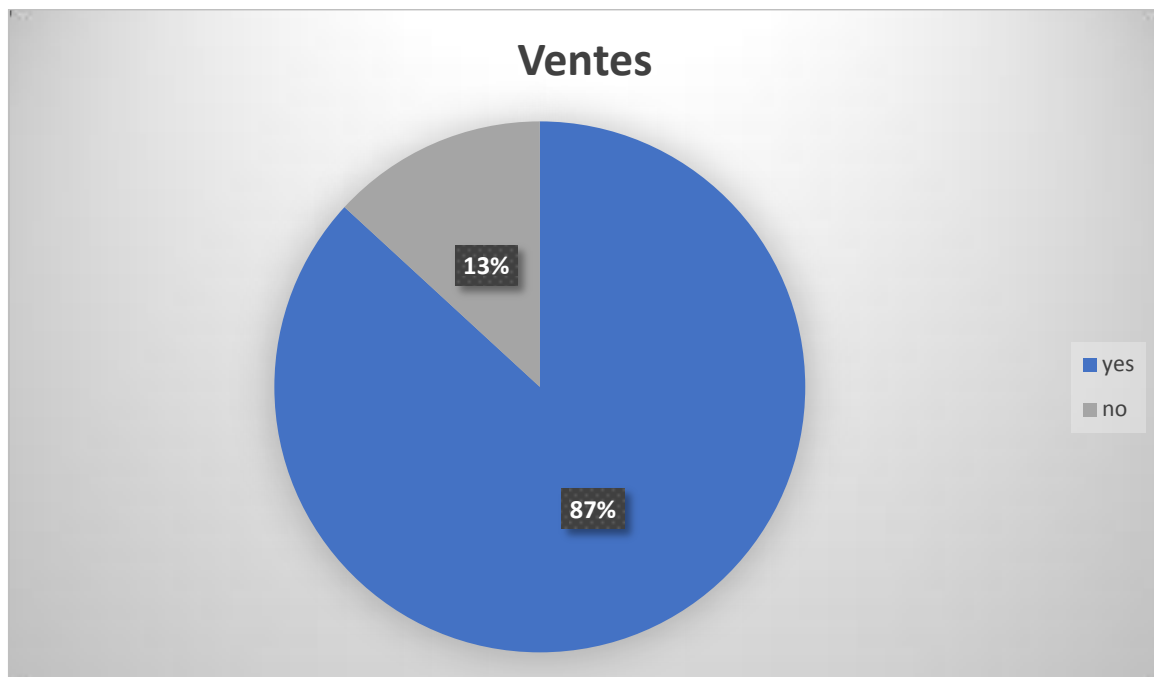
a-Yes

b-No

Table3.7 The students' abilities to learn Tamazight language

Option	Number	Percentage
A	66	86.84
B	10	13.16
Total	76	100

The purpose of this question is to get the exact answer about the pupils 'capacity towards acquiring Tamazight.

**Figures3.7:** The students' abilities to learn Tamazight language

The obtained results that are offered in the previous figure state that 87% of population voted for "yes" which means that the pupils can acquire Tamazight and can be competent too, because language acquisition can succeed before the puberty of the learner ,it starts in early ages as the Arabic proverb said "Science in childhood is like engraving in stone", and 13% of targeted population see that the pupils can fail in learning this language.

Question Six: Using MSA instead of French in scientific fields is more appropriate?

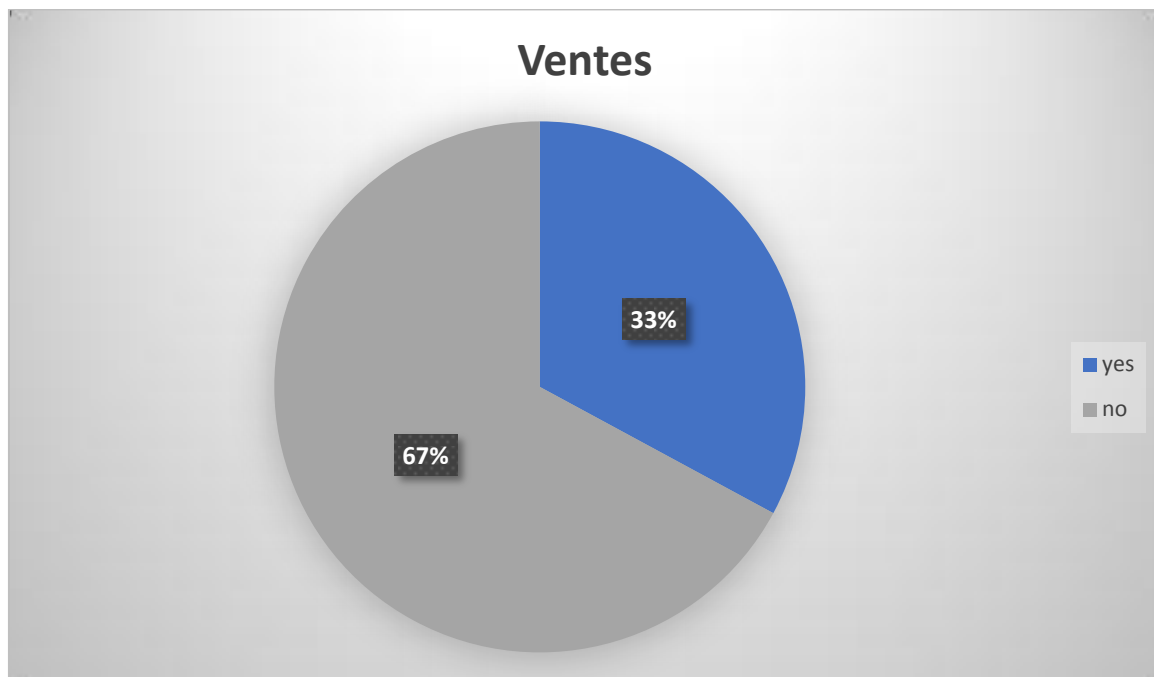
a-yes

b-no

Table:3.8: The choice of MSA for Scientific fields

Option	Number	Percentage
A	25	32.89
B	51	67.11
Total	76	100

This question seeks the results of using MSA instead of French in the scientific domains and if it is an excellent choice.

**Figure3.8: The choice of MSA for Scientific fields**

As it is revealed in the figure, 67% of targeted population see that MSA cannot take the place of French in the Scientific Domains because it will hinder the scientific development and it also influence their students 'scientific levels in the negative side, science and technology can be more understandable when they are taught in French, and studying scientific and technical in French is a key for the academics development, in addition they considered Arabic as the language of literature and poetry, while 33% of them voted by yes, they are against the use of French for science, they are Arabisation policy's supporters, they believe that French is the enemy's language and its use reflects the dependency to France.

Section Two: Algeria's Foreign Languages

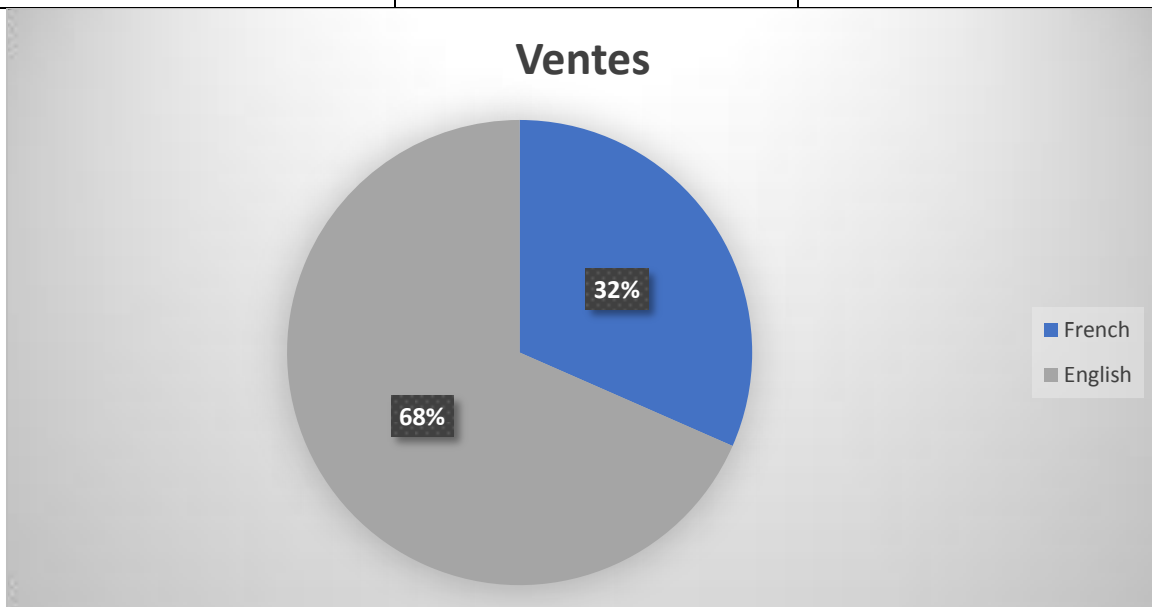
Question One: Which foreign language do you prefer to learn?

a-French

b-English

Table3.9: The preferable foreign language

Option	Number	Percentage
French	24	31.58
English	52	68.42
Total	76	100

**Figure3.9: The preferable foreign language**

The findings show that 68% of the population choose English language as the preferable language since it is an easy language, an international one, it is as a passport it is needed all the time, language of globalization and in addition ,it is the language of wider communication ,unlike French which 24 respondents rating 32% were voted for it as their favorite language.

Question Two: Which foreign language do you find it difficult?

a-French

b-English

Table3.10: The difficult foreign language

Option	Number	Percentage
A	71	93.42
B	5	6.58
Total	76	100

The most important purpose is to know the most difficult foreign language according to the participants.

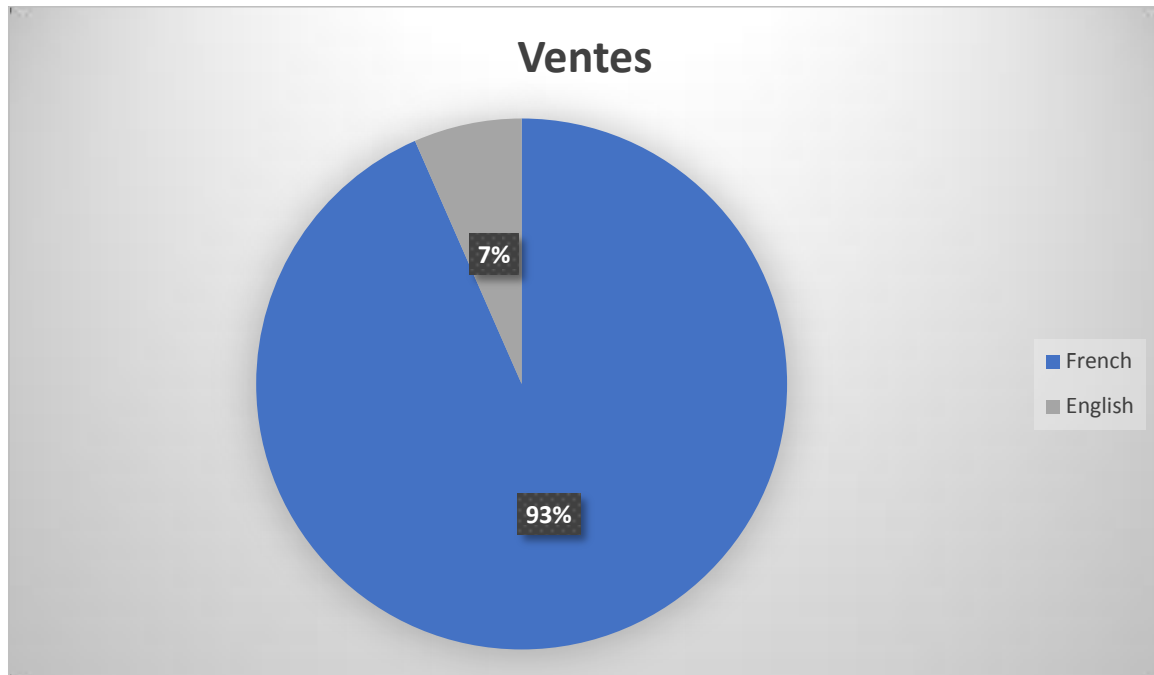


Figure3.10: The difficult foreign language

The obtained findings that are represented in the figure above state that French is the most difficult language rating by 93%, and 7% of the targeted population goes for English. The majority of respondents believe that the first foreign language is the difficult, its rules are difficult and complicated, they need a competent person who knows how they should teach this language.

Question Three: Are you able to speak and write in French fluently?

a-Yes

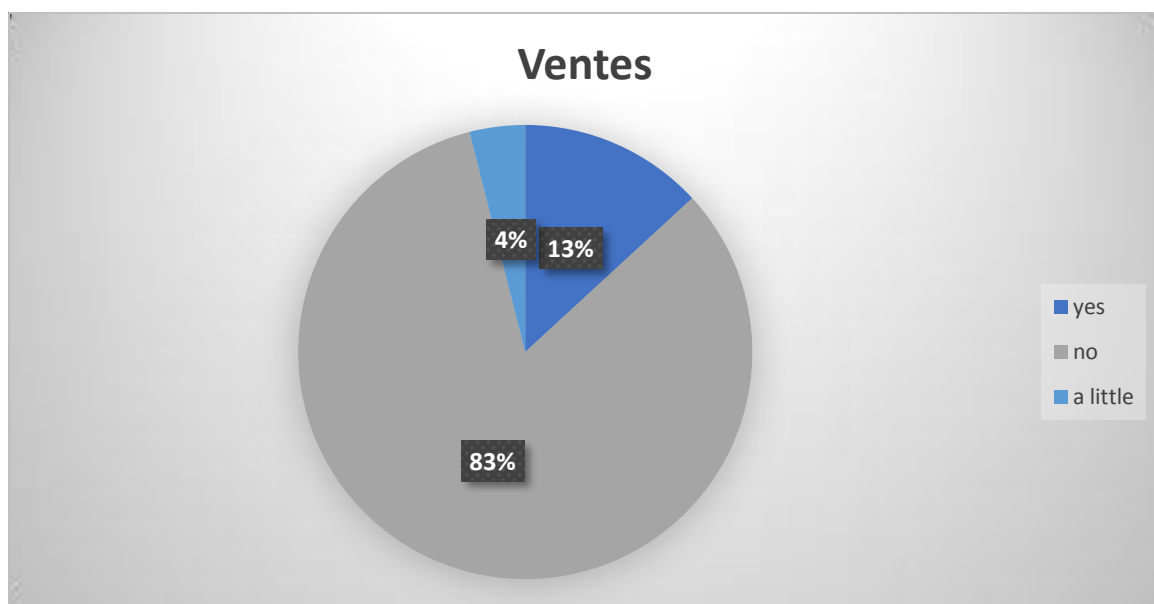
b-No

c-A little

Table3.11: The capacities of the learners towards French

Option	Number	Percentage
A	10	13.16
B	63	82.89
C	3	3.95
Total	76	100

This kind of question is designed for the respondents in order to get the answer about the capacity of the learners towards French.

**Figure3.11: The capacities of the learners towards French**

The previous figure represents the obtained findings about the capacities of the students in learning French in both productive skills speaking and writing. The majority of the respondents (83%) declared that they are not able to speak and write in French because they did not study the basics from the beginning ,the teachers who taught them were not competent ,they had not the way and the methods and even skills and some others voted by “yes” which means that they are competent in speaking and writing in French and they work on improving their levels because this language is used by their parents at home ,and their parents motivated them to learn it since it is the language of modernity even they learn it for the purpose of working abroad, and the last rate which is 4% from the targeted population claimed that their capacity in speaking French is not so much ,their French knowledge is

limited because they did not find the support ,this language is difficult not everyone is competent.

Question Four: Can English be more efficient than French in Algeria’s education?

a-Yes

b-No

Table3.12: The efficiency of English in Algeria’s educational system

Option	Number	Percentage
A	45	59.21
B	31	40.79
Total	76	100

The last question seeks the status of English in the educational system of Algeria and if can take the place of French and be more efficient.

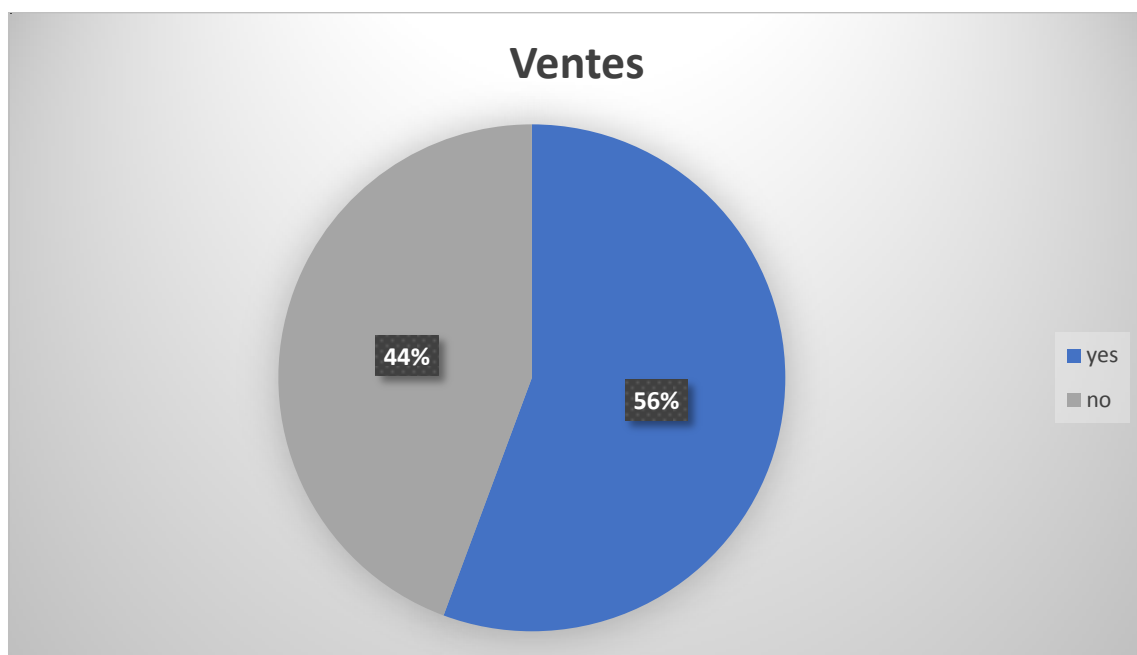


Figure3.12: The efficiency of English in Algeria’s educational system

The findings indicate that if the use of English in the Algerian educational system can be better than the use of French,45 respondents voted by “yes” and 31 said “No”, English can be helpful than French especially in education. English is progressively used by many countries around the world in many different domains, and it is used as a medium of instruction in many countries, if it will be applied in Algeria as the other developing countries, the results can be positive comparing with the results of French.

3.7.2. The Analysis of the Teacher's Interview

Question One: Do you have an idea about the language planning?

Teacher "A" said: "Language planning is a rational strategy and a conscious operation based upon expedient study; it was to change a society to achieve a progress. Educational is a type of planning which is performed or done within educational institutions like schools".

Teacher "B" claimed: "Speaking about language planning is speaking about how languages are considered in law, what is its official status in a given contry.Talking also about language planning is talking about the organization and the choice of language in different domains, for example;education,administration,media,etc.And how the government put the different languages mainly for example in Algeria which has a variety of languages competing in daily life example :Arabic as the first national language ,Tamazight as the second national language, French the first foreign language ,and English the second foreign language in the country, in addition to other languages which are selected according to the students 'needs at different educational levels, so to sum up ,language planning can be defined as the deliberate when I say deliberate ,it is done for a purpose as the deliberate intervention of government vis à vis languages that are existed in a given society ,when we say we plan a language ,it means that we know where to put it at which level according to which a criteria.

Teacher "C" stated: "Language planning and language policy in Algeria has been like a long going debate and it is a still one of the issues. The Algerian universities are not progressing maybe is not progressing in the sense that decision makers did not sit on the table with a specialists and experts because language planning requires the efforts of all the experts from different universities but, still there are recent improvisation and recent solutions to the systems in general and the language policy in particular.

Teacher "D" asserted: "Language planning in Algeria is a step that really important and it has been done to many stages and steps, maybe it is started from 1962 when the language that was existing or the official language is Arabic and the step started towards the introduction of foreign languages.

Question Two: The Algerian educational system has seen several reforms. According to you, are they useful?

Teacher “A” mention: “Reforms in Algeria have various phases and they have some drawbacks, reforms in Algeria we have reforms concern the MSA, reforms that concern Mother Tongue and reforms concern Foreign languages. Concerning Arabisation there was failure in our schools because there is no match between primary, middle, secondary school and University. Arabisation of one sector without Arabizing the higher sector, there was such bitter (adj of bitterness) split between the two sectors, absence of continuity between the two sectors create dilemmas within the higher sector ,there are some scientific sectors which are not Arabizing students ‘needs such Arabizing this is one failure concerning MSA , and MSA does not really go in touch with modernisation and globalization. In term of modernizing the world, there are some terminologies which are not modernize within this language ,this in terms of corpus planning, in terms of acquisition planning we have MSA which is acquired in primary ,middle, secondary schools and it is totally excluded, it is partially excluded from the higher sector in universities this is concerning MS. When we speak about mother tongues, it is another area of interest because we have in Algeria speaking about the status of Mother tongues, mother tongues which is for example institutionalized or chosen as national or official language it is made at the expense of other mother tongues at the case of Tamazight were chosen as the second national and official language at the expense of AA at the expense at the expense of other Tamazight languages like Chawiya,Mozabites and Twarag these are languages which are totally forgotten by the Algerian government and we have only Tamazight which is chosen as national and official language, speaking about acquisition ,when we speak about Tamazight ,we have Chawiya,Tuareg,Mozabites and Kabylia,they say Tamazight as a national official language ,what about AA? It is spoken in wide region of Algeria ,this is concerning the status of Mother tongue, now what about the corpus of mother tongue ,you know that Tamazight script there is controversy, concerning this area of research of study we have only the Tuareg ,their script which is available in terms of the corpus of the language but when check in our schools we find three script ;Arabic script, Latin script, and Tifinagh script, the three script which is taught in our Algerian schools so there is no codification standardization of this language in terms of corpus planning always there is controversy in terms of which script you are going to teach through it either the Tifinagh ,the Latin and the Arabic, and it is a matter of ideology they did not care about the language ,there is a battle of ideologies in Algeria, for example if you go to Tizi-Ouzou, you are going to study through Tifinagh ,in the west of Algeria ,they study this language through the Arabic script ,this concerning the corpus ,the acquisition of language ,it is mother tongues are

optional for our children ,they give their parents to choose and this is not good for the language ,it should be generalized in all Algeria. Now what about foreign languages, there is only French because of French legacy and English language because of globalization ,what is about Turkish which is studied in all over the world ,Chinese,Russian,Germany these are foreign languages ,their acquisition goes through a very bad path and we can see the results in Algeria, there is many pupils are not able to write a complete sentence in French or English this is very bad matter concerning foreign languages.

Teacher “B” said: “The reforms that have been introduced in education system mainly those concerning with languages are several and they varied from one minister to another for example in Algeria with do not have a given philosophy towards the language that we introduce in educational system why and how ,so it depends on each minister, the difference in philosophy from one minister ,from one responsible to the other has deeply affected the introduction of languages in the education system ,the focus is on the languages’ reforms example; the choice of foreign language for example in Algeria for a period ,French was introduced in second year in primary school but the reforms was retrieved and instead of the second year ,it was taught in third year ,it was unsuccessful because of so many causes, the problem in the education system ,they just introduce experiences ,they do not implement them perfectly ,as a consequence the plan or the experience is deleted as soon as possible for example ; the introduction of English in primary schools it was in the 19th (1992-1996) they gave the Algerian parents the choice between French or English ,in fact it was failure, the failure were not in the experience itself it could be successful but the unsound planning for example the pedagogical requirement ,formation training of teachers ,it was not well done they just have an idea ,they apply it ,they do not think about how to apply it ,they do not take all the circumstances into consideration ,it is done arbitrary ,they just do thing without thinking about the results ,reasons and so many other things, this the problem of education system, they are not experts and they did not take into consideration point of view of these specialized persons that any language planner fails this is the first problem, the second one is we are still want make the Algerian society attached to France legacy and any reforms it will be failure”.

Teacher “C” claimed: “I think the Algerian educational reforms vary according to the learners ‘needs it is a matter of shedding the light on what students really need ,and recently Algeria like brought systems and try to copy systems from Europe and that is the problem we

need a critical study to see what learners really need and try to develop the suitable system that may go with the learners 'need ,there is a current debate about whether to keep or move the LMD system but when we talk about language it is also a problem in the sense that exports do not give the right time because these means to organize language is time consuming and efforts consuming”.

Teacher “D” asserted : “The reforms that have been introduced in education were just an essay ,we cannot decide if they were useful or not because each time there was reforms that was introduced ,there was different change, different plans were done in education to test the performance of the system for example; as the shift from classical to LMD system is a shift or a reform”.

Question Three: According to you, Educational language policy of Algeria has a positive effect?

Teacher “A” stated: “Of course it has a positive effect on the other side we have a very very negative effect why? Because the language policy is not planned by for example linguists, teachers, students themselves,experts,but educational language planning and policy is purely political one, it is purely ideological one that is why it does not rich such success or such fruits in some phases ,the main important thing is that it is done by Algerian leadership ,if we can say by politicians or practitioners,the real actors are absent or agencies (teachers,inspectors,historians,economists,language activists, language specialists) all these are absent from the educational venture”.

Teacher “B” said: “No of course since the educational system of Algeria is creaking and is not appropriate for any level ,so is not positive ,it has no positive effects because they are emphasizing on quantity rather than quality ,and the consequences of these educational system and policy at the same time is unproficient student ,they have deficiencies in languages, even their mother tongue it has no positive effect”.

Teacher “C” claimed: “The Algerian policy has a positive effect, what happening in Algerian university is something positive”.

Teacher “D” stated: “The policy of Algeria has a positive effect even it faced some failure but it has a positive effect each time is reflected”.

Question Four: Does this alteration made by a well-studied planning or just a change?

Teacher “A” asserted: “It is called “Tabula Rasa” reforms it means we clean the table and we start again as a sociologist said there is no continuity between reforms, not evaluation of reforms, there is reforms which is totally neglected,exclud what is done before, there is no deliberate planning “.

Teacher “B” mentioned: “Of course no, it is just a change, there no philosophy behind this change just passing wave, they have no objectives, since they have not taking into consideration the language variety of the Algerian society, they will surely be failed”.

Teacher “C” stated: “That is the problem, there is what we call “Simulacra” is a kind of simulation ,there is what we call a copie piest and that is some of the reasons we have problems, in the beginning we were just copying systems, and what we need to do as university is to plan, it is about learners ‘needs with the simple tools we have”.

Teacher “D” claimed: “I think that they are studied, these reforms introduced after a well plan. Reforms did for the purpose of bringing change”.

Question Five: How do you see the future of English in Algerian educational system?

Teacher “A” said: “I hope that the future of English will be something that is great and we have 8% of the Algerian who speak this language but I think that the rate of people increase through the years and I hope the Algerian government took a really fruitful measures concerning this language in terms of planning”.

Teacher “B” proclaimed: “For the country it is ok, they are for improving their level ,we find student struggling to learn English language ,but on the government side they do not have the will to make it spread in the Algerian society ,they do not do efforts”.

Teacher “C” declared: “To tell the truth, there is what we call language competition it is about the economic power as Benrabah said that in Algeria there are two languages competing Chinese and English, it is depend on the economy of the country”.

Teacher “D” state: “The future of a language there should be a policy for that or laws should exist for studying English language or dealing with it in Algeria should be increased, in order to use it in a good way. The both languages are necessary, French cannot be replaced by English, and they should not to differentiate between the both languages”.

3.8. Research Reporting

The present study was done with Mater one English students (Didactics and Literature&Civilisation) at Saida's University. The aim of this study is to know if the educational language planning and policy contribute to enhance the position of languages in Algeria; MSA, Mother Tongues (AA, Berber), and Foreign languages (French, English).

Concerning MSA, the findings demonstrate that the majority of respondents (87%) considered MSA as the suitable Arabic variety for education.

On the subject of Mother tongues, 55.26% of the targeted population use a mixture of AA and MSA in class in order to express their ideas although 70 participants claimed that the use of AA in class influence the student's skill, and related to Berber language 51.32 % of the population were agreed that teaching Tamazight in schools is not a good idea despite the fact that 66 persons asserted the pupils are able to acquire it easy and make the best to learn it as they stated before.

For the sake of foreign languages, there is competing languages in Algeria notably French and English .The results demonstrated that 51 % of the rate claimed that French is adequate and convenient language for the scientific and technological field. 71 respondents said that French is the difficult language and only 13.16% of the population state that they are to write and speak French well. For the second foreign language which is English, it is preferable by 52 informants and only 5 students consider it as a difficult language, and the majority see that it can be more efficient than French in Algeria's educational system.

3.9. The Discussion of Findings

This part will tackle the main findings related to the research questions. So, the results will either confirm or deny the hypotheses.

Regarding to the first hypotheses the results that were obtained from the student's questionnaire and teacher's interview confirmed that:

- Algeria's educational language planning and policy is not well planned, its reforms come only as a new change, and it doomed to fail. In this manner it cannot give languages positive development.

For the first sub research questions which is about MSA the results which obtained from the both research tools; students' questionnaire and teachers' interview state that:

- MSA is the most convenient language for education, but it has not importance in schools now a days, it is used only for the religious aspects.

Concerning the second sub research question which is about mother tongues; AA, and Tamazight the findings of questionnaire and interview approved that:

- AA can affect the learners' competence but they use it since it is their mother tongue and they find themselves accustomed to use it.
- Tamazight is unsuccessful decision it is taught only inside Tamazight areas although it can be studied and give satisfying results and until the present day it has no official status.

The last sub research question that is for the foreign languages used in the system of education in Algeria, the data gathered from the respondents 'answers show that:

- Educational language planning and policy gives much more importance to French because it is the language of colonial, and Algeria keeps imitating French system, and any decision about replacing English by French will fail because the government is against this decision.

3.10. Recommendation and General Implication

Teachers considered as the second parents for their learners, and sometimes they listen carefully to their teachers more than their parents. The teachers play an effective role especially in their domains which is education. So, no one can take the role of these in persons, they are the first who contribute in making conscious and educated generation. There are some suggestions to preserve the linguistic variation in Algeria's educational system, which are;

- 1) First of all, parents should encourage their children to speak MSA at home, and they should speak it from time to time to make it easy thing for their children.
- 2) Teacher have to eliminate the use of AA at class, and to be careful in explaining the lesson in MSA.
- 3) Teachers should know how to select a successful ways and methods to rise their learner's linguistic abilities.

- 4) Teachers have to urge their learners to read stories, novels and to ask them bringing summaries.
- 5) Educating students about the Tamazight language and the importance of learning about it because it strengthens connection between all states and unifies the homeland.
- 6) Asking students to speak and express themselves without being afraid from committing mistakes.
- 7) Teachers should read passages and ask them to take notes, and they intensify dictation.

3.11. Conclusion

The last chapter includes a set of titles that helped in achieving this research work ; the definitions of the research instruments that are used in this study in details, and it states the aims behind using these tools which are students ‘questionnaire and teachers ‘interview, it also provides the samples of these two instruments in addition to the study populations. Also, the researcher speaks about the quantitative and qualitative approaches that are including in the current research. Besides what was mentioned above this research represents the results of the research tools that were used to serve this study notably questionnaire and interview. It provided the analysis and the discussion of the results besides to its reporting; the researcher also proposed a list of suggestions which are helpful for learners and it contributes to rise the linguistic levels of the learners.

The data gathered seek to clarify the position of languages and to know the credibility of language planning and policy that are made by the Algerian government and utilized in their education. But, in fact the results show that Algeria follows in its schools an unsuccessful educational language planning and policy which is only a change done by an inexperienced person that have no positive development towards languages.

General conclusion:

Language planning and Policy has a significant role in education not only in Algeria, but it is also needed in all the world, it is considered as the pillar of the educational development. Learners are used to speak their mother tongue which is Algerian Arabic, then when they enter school, they face a new challenge, they find themselves obliged to adopt and adapt speaking MSA since it is the formal language. After a long time, the students of scientific stream find themselves in front of another problem again, they have to switch to use another variety at university where teaching process based on foreign languages, namely French (in Algeria) and English (in other countries). Hence the reason behind this study is to examine the Educational language planning and policy of Algeria.

The present research work is built upon one central research question which focuses on the contribution of educational language planning and policy in Algeria's educational system, and three sub-research questions, which they concentrate in their turns on the positions of MSA, mother Tongues (AA, Tamazight), Foreign languages (French, English). The obtained results of the central research question stated that the educational language planning and policy that Algeria has followed is not beneficial at all, it does not show any development, and it can create disintegration between the languages that constitute the Algerian Ecolinguistic system. Concerning the sub-research questions; the first one which is about the status of MSA demonstrated that the Algerian constitution considered MSA as its national and official language but it does not reflect the language of daily communication. Then, the second one, that is related to mother tongues affirmed that AA and Tamazight have no status in educational language planning and policy. Regarding to the last question, it demonstrated that Foreign languages are not well planned in education, and French is the most dominant language.

The research tools that were adopted in this study participate in gathering a valid and relevant data, as they were effective. They provided the researcher not only with the information that she/he was seeking for not only, but they also give extra data that serve this study. The results that were obtained from these two instruments confirmed the previous mentioned hypotheses. The combination between these two tools were beneficial and if it was used only one tool, the result would be limited and ambiguous.

The current study came with several important facts. For examples, the efforts of Algerian government for designing plans and strategies do not serve the linguistic development. MSA is considered as the suitable medium of instruction but in fact it is not, the learners use AA at class although they know that its use can affect their skills. Any decision concerning teaching Tamazight at school will be failure, also MSA cannot be introduced in scientific fields although the majority of people are not competent in French .The results argue also that English cannot take place of French, and this later is until now the dominant medium of instruction in many specialties and there is no decision concerning the position of English in education, although the community welcomed this idea. To speak briefly, any education policy towards languages will doom to fail because of the non-well planning, France' dependency and imitation, they will keep using French.

References

- Abduljalil. (2008, Saturday, August 02). *Language Planning and Policy (definitions)*. Retrieved from [http:// languagepolicyandplanning.blogspot.com](http://languagepolicyandplanning.blogspot.com).
- Ager, D. (2001). *Motivation in language planning and language policy*. Clevedon: multilingual Matters.
- Babbie, Earl, 1990. *Survey Research Methods, Second Edition*. California: Wadsworth Publishing Company.
- Campbell, J. Gabriel, Ramesh Shrestha and Linda Stone, 1979. *The Use and Misuse of Social Science Research in Nepal*. Kathmandu: Centre for Nepal and Asian Studies, Tribhuvan University.
- Baldauf, Jr, R.B. (2004). Micro language planning. In D. Atkinson, P. Bruthiaux, W. Grabe and V. Ramanathan (Eds), *Studies in applied linguistics: English for academic purposes, discourse analysis, and language policy and planning* (Essays in honor of Robert B. Kaplan on the Occasion of his 75th Birthday). Clevedon: Multilingual Matters.
- Baldauf, Jr, R.B. (2005a). Language planning and policy research: An overview. In E. Hinkel (ed.), *Handbook of Research in Second Language Teaching and Learning* (pp. 957–70). Mahwah, NJ: Erlbaum.
- Baldauf, Jr, R.B. (2006). Rearticulating the case for micro language planning in a language ecology context. *Current Issues in Language Planning*, 7 (2&3), 147-170.
- Benmoussat, S. (2003). *Mediating Language and Culture: An Investigative Analysis of the Cultural Dimension in the Algerian Newly-Designed ELT Textbooks*. Unpublished Doctorat Thesis. Tlemcen University.
- Benrabah, M. (1999). *Langue et pouvoir en Algérie. Histoire d'un traumatisme linguistique*. Paris : Séguier.
- Benrabah, M. (2002). Ecole et plurilinguisme en Algérie : un exemple de politique linguistique éducative "négative". *Education et Sociétés Plurilingues*, 13, 73- 80.

- Benrabah, M. (2004). Language and Politics in Algeria. *Nationalism and Ethnic Politics*, 10 (1), 59-78.
- Benrabah, M. (2005). Current Issues in Language Planning. The Language Planning Situation in Algeria. Vol. 6, No.4. 379-502.
- Benrabah, M. (2007a). "Language-in-Education Planning in Algeria: Historical Development and Current Issues." *Language Policy* 6 (2): 225–252. doi:10.1007/s10993-007-9046-7.
- Benrabah, M. 2014. Competition between four "world" languages in Algeria. *Journal of World Languages*, Vol. 1, No. 1, 38–59.
- Bensafi, Z. (2002). Bilingualism in Algeria and the making of the nation. *Second International Symposium on Bilingualism*, University of Vigo, Vigo October 2002.
- Bouhadiba, F. (1998). Continuum linguistique ou alternance de codes ? Essai d'analyse dynamique des faits : Etat des lieux. *Cahiers de Linguistique et Didactique (GRLDLD) N° 1*, Octobre 1998 : 1-11. I.L.E. Oran, Algérie.
- Bourdieu, P. (1961). *Sociologie de L'Algérie*, France : PUF, Que Sais-je, 802.
- Bourhis, R. Y. (1982) Language policies and language attitudes : le monde de la Francophonie, in Ryan, E. and Giles, H. (Eds.) *Attitudes towards language variation: Social and applied contexts*, London: Macmillan.34-62.
- Bourhis, R.Y. (1982). « Language Policies and Language Attitudes : Le monde de la francophonie ».
- Brown, J. D. (2001). *Using surveys in language programs*. Cambridge: CUP
- Byzantine Algeria. (2012, June9). Retrieved from <http://byzantinemilitary.blogspot.com>.
- Chaker, S. (1984) *Textes en Linguistique Berbère (Introduction au Domaine Berbère) [Texts in Berber Linguistics (Introduction to Berber Studies)]*. Paris: CNRS.
- Chitra, R. (n.d). *Questionnaire: Types, Advantages and Disadvantages*.Retrieved from <https://content.wisestep.com>.

- Chitour Chems Eddine, —L'«éducation et la culture en Algérie _Des origines à nos jours», ENAG Edition, 1999, 301pp.
- Cohen, L. and Manion, L. (1994). *Research Methods in Education* - Fourth Edition. London: Routledge.
- Corson, D. (1999) *Language Planning in Schools*. Mahwah, NJ: Lawrence Erlbaum.
- Clyne, M. (1997a) (ed.). *Undoing and redoing corpus planning*. Berlin : Mouton de Gruyter. pp. viii + 516.
- Cooper, R. L. (1989). *Language Planning and Social Change*. New York: Cambridge University Press.
- Dendane, Z. (2007). *Sociolinguistic Variation and Attitudes towards Language Behaviour: The case of Tlemcen Arabic*. Doctorate Thesis. Algeria: OranUniversity.
- Derni, A. (2009). *Ecolinguistic Implications in Language Change: Towards a New Paradigm in the Study of Lexical Variation in Ghazaouet Spoken Arabic*.A Doctorate Thesis. Tlemcen University.
- Deumert, A. (2000). Language planning and policy. In R. Mesthrie, J. Swann, A.
- Deumert & W.L. Leap (eds.), *Introducing sociolinguistics* (pp. 384- 418). Edinburgh: Edinburgh University Press.
- Djennane, T. (2016). *Education Issues in Algerian Higher Studies: Attitudes towards Arabic and French in Scientific Streams Tlemcen University* (Unpublished Doctorate Thesis). Aboubekr Belkaid University, Tlemcen.
- Ferguson, C. (1959) Diglossia. *Word* 15, 325-40.
- Ferguson, C, A. (1971c). National sociolinguistic profile formulas. In Anwar S. Dil (ed.), *Language Structure and Language Use* (pp.157-184). Stanford, Stanford University Press. Ghalem, (2000) in Remaoun Hassan, — L'Algérie Histoire, Culture et Société, Casba edition, 2000, 351.

- Grandguillaume G. (1983). *Arabisation et Politique Linguistique au Maghreb*. Paris: Maisonneuve et Larose.
- Haarman, H. (1990). Language planning in the light of a general theory of language: A methodological framework. *International Journal of the Sociology of Language*, 86, 103-126.
- Hadj Abdelkader, H & Bouklihacene, GH (2019). *Arabization in Algeria as a Policy and Ideology within the Globalization Framework* (Master Thesis). Aboubekr Belkaid University. Tlemcen. Retrieved from <http://dspace.univ-tlemcen.dz>.
- Hamzaoui, CH (2013). *The Impact of Arabic Diglossia on Children's School Experience: An Investigation of the Primary Level in Tlemcen*. Unpublished Magister thesis.
- Hamzaoui, CH. (2016-2017). *FROM HOME TO SCHOOL: A SOCIOLINGUISTIC STUDY OF ARABIC DIGLOSSIA AND ITS EFFECTS ON FORMAL INSTRUCTION IN THE ALGERIAN EDUCATION SYSTEM* (Unpublished Doctorate Dissertation). UNIVERSITY OF ABOU BEKR BELKAID, TLEMCEN.
- Haugen, E. (1983). The Implementation of Corpus Planning: Theory and Practice. In Cobarrubias, J. & Fishman, J. A. (eds.), *Progress in language planning: International perspectives* (pp. 269-289.). Berlin: Mouton.
- Haugen, E. (1987). *Blessings of Babel: Bilingualism and Language Planning*. Mouton de Gruyter.
- Haugen, E. (2001). *Northfield 1959 Norwegian-American Studies*. Norwegian American Historical Association.
- Holmes, J. (1992). *An Introduction to Sociolinguistics*. London: Longman.
- Hornberger, N. (1994). Literacy and Language Planning. *In Language and Education*. 8. 75-86.
- Huws, C.F. (2006). The Welsh Language Act 1993: a measure of success? *Language Policy*, 5(2), 141-160.
- Indigenous peoples in Algeria*. (2011, September 12). Retrieved from <http://www.iwgia.org>.

- Jernudd, B. & Neustupny, J.V. (1986). *Language planning: For whom?* Presented at the Intern. Colloquium on Language Planning, Ottawa.
- Kaplan, R & Baldauf, R. (1997). *Language planning from Practice to Theory*. Clevedon: Multilingual Matters.
- Kaplan, R. B. and Baldauf, R. B. Jr. (2002) *Language and Language-in-Education Planning in the Pacific Basin*. Dordrecht: Kluwer.
- Kaplan, R. B. & Baldauf, R.B. (Jr). (2003). *Language and Language-in Education Planning in the Pacific Basin*. Dordrecht: Kluwer.
- Kerma, M. (2014-2015). *The Emergence of Educated Spoken Arabic in Algeria* (Magister thesis). University of Oran. Retrieved from <http://theses.univ-oran1.dz>.
- Kloss, H. (1969). *Research possibilities on group bilingualism: A report*. Quebec: International Centre for research on Bilingualism.
- Liddicoat, A.J. & Baldauf, Jr, R.B. (2008). Language Planning in Local Contexts: Agents, Contexts and Interactions. In A. J. Liddicoat & R. B. Baldauf Jr (eds.), *Language Planning and Policy: Language Planning in Local Contexts* (pp.3-17). Multilingual Matters.
- Maamouri, M. (1998). *Language Education and Human Development: Arabic Diglossia and Its Impact on the quality of Education in the Arab region*. Discussion paper prepared for The World Bank Mediterranean Development Forum, Marrakesh. Philadelphia: University of Pennsylvania International Literacy Institute.
- McDougall, J. (2006). *History and the Culture of Nationalism in Algeria*. Cambridge: Cambridge University Press.
- Mcloughlin, (1999). *Colloquial Arabic*. (ed.). Jonathan Ownes.Mouton de Gruytere.New York.
- Miloudi, kh. (2018). *Diglossic Code-Switching among Students in the Arabic Department* (Master thesis). Aboubekr Belkaid University. Tlemcen. Retrieved from <http://dspace.univ-tlemcen.dz>.

- Mostari, H.A. (2005). The language Question in the Arab World: Evidence from Algeria. *Journal of Language and Learning*. Vol. 3. N° .1 ISSN 1740- 49.
- Nahir, M. (1984). Language planning goals: A classification. *Language Problems and Language Planning*, 8(3), 294-327.
- Nahir, M. (2003). Language Planning Goals: A Classification. In Paulston, C. Bratt and G. Richard (eds.), *Sociolinguistics: The Essential Readings* (pp.281-290). Tucker. Oxford: Blackwell.
- Neustupný, J.V. (1970). Basic types of language treatment. *Linguistic Communications*, 7, 78-117. Reprinted in J.A. Fishman (ed.) 1974, *Advances in Language Planning* (pp. 37-48). The Hague: Mouton.
- Ochieng, P, Atieno (2009). *AN ANALYSIS OF THE STRENGTHS AND LIMITATION OF QUALITATIVE AND QUANTITATIVE RESEARCH PARADIGMS*. Vol13. 17.
- Palmer, J. (2008). Arabic Diglossia: Student Perceptions of Spoken Arabic after Living in the Arabic-Speaking World. *Arizona Working Papers in SLA & Teaching*, 15, 81-95. Retrieved from <http://slat.arizona.edu/>.
- Pool, J. (1976). The Politics of Language Planning. Prepared for delivery at the 10th World Congress of the International Political Science Association, Edinburgh, August 16-21, 1976. Copyright 1976 International Political Science Association
- Ricento, T. (2000a) Historical and theoretical perspectives in language policy and planning. In T. Ricento (ed.) *Ideology, Politics and Language Policies: Focus on English* (pp. 9–24). Amsterdam: John Benjamins.
- Salah, A. (2015). *Every Day Conversation and Gender (The Case of Ghazaouet Speech Community)* (Master thesis). University of Tlemcen. Retrieved from <http://dspace.iniv-tlemcen.dz>.
- Schiffman, H. F. (1996). *Linguistic culture and language policy*. London/New York: Routledge.
- Seliger, H. & Shohamy, E. (1989). *Second Language Research Methods*. Oxford: OUP.

- Shohamy, E. (2006). *Language policy - Hidden agendas and new approaches*. Abingdon: Routledge.
- Spolsky, B. (2004). *Language Policy*. Cambridge: Cambridge University Press.
- Spolsky, B. & Shohamy, E. (1999). *The Languages of Israel: Policy, Ideology and Practice*. Clevedon: Multilingual Matters.
- Surbakti.I&Khairani.H.S.(2017). Acquisition Planning and Language Planning by Indonesian Four-year Old Children. *International Journal of Linguistic*.9(3), 1948-5425.URL: <https://doi.org/05296/ijl.v9i3.11176>.
- Taleb Ibrahimi, K. (1997). *“Les Algériens et Leur (s) Langue(s)”*. Algiers, Algeria: El-Hikma editions.
- Tauli, V. (1968). *Introduction to a Theory of Language Planning*. (Acta universitatis Upsaliensis: Studia Philologiae Scandinavicae Upsaliensia 6.) Stockholm: Almqvist & Wiksell.
- Trudgill, P. (2002). *Sociolinguistic Variation and Change*. Edinburgh University Press.
- Turin, Y. —Affrontements culturels dans L’Algerie Colonial _Ecole, Médecins, Religion ‘1830-1880, Edition ENAL, Alger, 1983, 320.

Appendix 1: Linguistic Regulations

The Status of Languages in the different constitutions of Algeria

Constitution of 1963

Art.4: Islam is the official religion in Algeria

Art. 5: Arabic is the national and official language of the state.

Constitution of 1976

Art. 3: Arabic is the national and official language.

The State works on spreading the Arabic language in Algeria as the national language.

Art.3: The National Charter is the fundamental source of national policy and State's laws.

The National Charter is the source of ideological and political reference for the Institution of the Party and the State at all levels.

The National Charter is also a fundamental instrument of reference for interpretation of the Constitution.

Constitution of 1989

Art. 3: Arabic is the national and official language.

Constitution of 1996

Art. 3: Arabic is the national and official language.

Art. 3 bis (adopted April 10, 2002)

Tamazight is also a national language.

Constitution of 2016

Art. 3: Arabic is the national and official language.

Tamazight is also a national and official language

Law No. 05-91 of Jumada Ethania 30, 1411, corresponding to January

16, 1991, concerning the generalization of the use of the Arabic language

Art.15: Teaching, education and training in all sectors, in all levels and in all specialties are delivered in Arabic, taking account of foreign languages teaching methodologies.

APPENDIX 2 : Students 'Questionnaire

Dear Students,

This questionnaire is investigating in the impact of language planning and policy on the Algerian educational system. Your collaboration is needed for answering to these questions. Thank you for your help!

Gender: Male

Female

Age:

Specialty:

a-Didactics

b-Literature and civilization

Section One: Algerian Mother Tongue

1-According to you, which Arabic Variety is more appropriate in education

a- Modern Standard Arabic (MSA)

b- Algerian Arabic (AA)

c- Both

2-Which variety do you use in class

a- MSA

b- AA

c- Both

3-Lesson can be more understandable by the use of

a- MSA

b- AA

c- Both

4-The use of AA in teaching affect the learner's skills

a- Yes

b- No

c- A little

5-Does Teaching Tamazight in school is a good choice

a- Yes

b- No

6-Can pupils be competent in Tamazight

a- Yes

b- No

7-Using MSA instead of French in scientific field is more appropriate

a- Yes

b- No

Section Two: Foreign Languages in Algeria's Schools

1-Which foreign language do you prefer to learn?

a- French

b- English

2-Which language do you find it difficult?

a- French

b- English

3-Are you able to speak and write fluently in French?

a- Yes

b- No

c- A little

4-In your opinion, Can English be more efficient than French in Algerian schools?

a- Yes

b- No

Thank you for your participation

APPENDIX 3: Teachers ‘Interview

Dear Teachers,

The present study investigates the impact of educational language planning and policy on the Algerian educational system. This interview is one of the most helpful tools that participate in gathering valid and reliable data, I will be so pleasant if you give it some of your time to answer these questions. Thank you for your participation!

- Do you have an idea about the language policy?
.....
.....
.....
.....
- The Algerian educational system has seen several reforms. According to you, are they useful?
.....
.....
.....
.....
- According to you, educational language planning and policy of Algeria has a positive effect?
.....
.....
.....
.....
- Does this alteration make by a well-studied planning or just a change?
.....
.....
.....
.....
- How do you see the future of English in the Algerian educational system?
.....
.....
.....
.....

Thank you for your help

Educational Language Planning and Policy in Algeria: Language under blockade

Summary

The main important purpose behind this study is to examine the impact of language planning and policy on the Algerian educational system in all the levels. First of all, it attempts to check whether the educational language planning and policy of Algeria is helpful or not and if it serves languages teaching/learning. Second, it endeavours to examine the position of MSA in the Algerian educational language planning and policy. In addition, it seeks to clarify the situation of Algeria's mother tongues, mainly; AA and Tamazight. Finally, it aims to shed light on the impact of foreign languages, French and English, and some providing suggestions that can be helpful for learners to rise their linguistic skills and for languages too. There is a certain fact which indicates that the educational language planning and policy that Algeria followed is failed because of Algeria's dependency to France, and the its blind imitation to the French educational system too, also the absence of parents 'impact and teachers as well.

Key words: Algerian, educational, foreign languages, language planning, language policy, learners, mother tongues, MSA, system, teachers.

Résumé

L'objectif principal de cette étude est d'examiner l'impact de la planification et des politiques linguistiques sur le système éducatif algérien à tous les niveaux. Tout d'abord, il tente de vérifier si la planification et la politique linguistiques éducatives de l'Algérie sont utiles ou non et si elle sert l'enseignement / l'apprentissage des langues. Deuxièmement, il s'efforce d'examiner la position de MSA dans la planification et la politique algériennes des langues éducatives. En outre, il vise à clarifier la situation des langues maternelles algériennes, principalement ; AA et Tamazight. Enfin, il vise à mettre en lumière l'impact des langues étrangères, le français et l'anglais, et certains fournissent des suggestions qui peuvent être utiles aux apprenants pour développer leurs compétences linguistiques et pour les langues aussi. Il y a un certain fait qui indique que la planification et la politique linguistiques éducatives que l'Algérie a suivies ont échoué en raison de la dépendance de l'Algérie à la France, et de son imitation aveugle au système éducatif français également, ainsi qu'à l'absence d'impact des parents et des enseignants également.

Mots clés : Algérien, apprenants, éducatif, enseignants, langues étrangères, langues maternelles, MSA, planification linguistique, politique linguistique, système.

الملخص

الهدف الرئيسي الهدف الرئيسي من هذه الدراسة هو دراسة تأثير التخطيط والسياسات اللغوية على نظام التعليم الجزائري على جميع المستويات. أولاً، تحاول التحقق مما إذا كان التخطيط وسياسة اللغة التعليمية في الجزائر مفيدة أم لا، وما إذا كانت تُستخدم لتعليم / تعلم اللغات. ثانياً، يحاول دراسة وضع اللغة العربية الفصحى في التخطيط وسياسة تدريس اللغات. بالإضافة إلى توضيح وضع اللغات الجزائرية الام بشكل رئيسي الدارجة والامازيغية. وأخيراً، يهدف إلى تسليط الضوء على تأثير اللغات الأجنبية، الفرنسية والإنجليزية، ويقدم بعض الاقتراحات يمكن أن تكون مفيدة للمتعلمين لتطوير مهاراتهم اللغوية ولإعطاء قيمة أكثر للغات المهمشة. هناك حقيقة معينة تشير إلى أن تخطيط التعليم والسياسة اللغوية التي تتبعها الجزائر قد فشلت بسبب تبعية الجزائر لفرنسا، وتقليدها الأعمى لنظام التعليم الفرنسي أيضاً، وغياب تأثير الآباء والمعلمين أيضاً.

الكلمات المفتاحية: التخطيط اللغوي، التعليمية، الجزائرية، السياسة اللغوية، اللغات الأجنبية، اللغات الأم، اللغة