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**A Sociolinguistic Investigation into Language in Education Policies in Algeria:
Towards New Prospects**

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Abstract :

Algeria exhibits an interesting sociolinguistic case study through its linguistic richness. Indeed, language policies at the educational system elevate the status of standard Arabic to become the chief language of instruction due to several historical, cultural and religious motives. Therefore, this article attempts to shed light on teachers' attitudes and perceptions as the main pillars in education towards the language policy at the secondary level in addition to revealing their readiness to any type of reform that could take place in the future as far as the language of instruction is concerned. To reach that, a *Likert scale* questionnaire was distributed to fifty teachers from five secondary schools in Tlemcen district. The main findings reveal that the majority of respondents despite holding favourable attitudes towards Arabic, they perceive bilingual education as mandatory so as to reach a sought after position in par with the current globalized world that is characterized by a tough competition between languages on several grounds. Thus, language in education policy, according to them, should be reconsidered thoroughly to reach satisfactory outcomes for an efficient education.

Key words: Attitudes; education; language in education policy; linguistic richness; reforms.

Résumé

Grace à son riche profile linguistique, L'Algérie présente un cas d'étude sociolinguistique intéressant et remarquable. En effet, les politiques linguistiques du système éducatif désignent le statut de l'arabe standard pour devenir la principale langue d'enseignement à mesure de plusieurs motifs historiques, culturels et religieux. Par conséquent, cette étude porte sur les attitudes et les perceptions des enseignants envers la politique linguistique au niveau secondaire ainsi que révéler leur disponibilité à tout type de réforme qui pourrait avoir lieu plus tard en ce qui concerne la langue d'enseignement. Pour y parvenir, un questionnaire à l'échelle Likert a été distribué à une cinquantaine d'enseignants de cinq lycées à Tlemcen. Les principaux résultats révèlent que la majorité des professeurs, en dépit de attitudes favorables à l'égard de l'arabe, perçoivent l'éducation bilingue comme obligatoire afin d'atteindre une position avancée dans un monde qui est caractérisé par une concurrence entre les langues. En outre, la langue dans la politique éducative, selon eux, devrait être reconsidérée méthodiquement pour atteindre des résultats satisfaisants pour une éducation efficace.

Mots Clés : Attitudes ; éducation, la politique linguistique en éducation ; la richesse linguistique ; les réformes.

Introduction

Language policy and planning encompass those top-down decisions that shape the status of a given language in a given country. In Algeria, the linguistic situation is widely acknowledged by its multilingual profile, especially after the recognition of Tamazight as a co-official language along with Arabic in 2016. However, on theoretical grounds, acquisition planning is monolingual under the label of “*Arabic as a medium of education*”, on the counterpart, French is still the vehicle of instruction at university as far as both technical and scientific domains are concerned. Therefore, this article is a sociolinguistic inquiry about the socio-psychological factors which are embodied through language attitudes and linguistic practices. It also tries to unveil participants’ views about the Arabization policy as one of the hugest reforms that Algeria has opted for since independence and whether it is effective in a purely globalized world. In order to assess the success or failure of language policy in education, one should throw light on bottom-up actors’ attitudes. Hence, this study was conducted among fifty teachers from five secondary schools in Tlemcen district who are in charge of teaching scientific subjects.

Language Policies in Algeria

Language policies in Algeria after gaining freedom from the French colonizer tended to appear very complex and challenging. The French aimed to spread the so-called “*civilizing*” language among Algerians; on the contrary, it was meant to disfigure the Algerian national language which was regarded as “*dialect*” or rather “*patois*” (Benrabah, 2014, p.44). In doing so, France declared Arabic as a foreign language. At times, after all, French for Algerians was a weapon against the French oppressor. Eventually, learning French was triggered by utility and this yielded to raise a widespread national sentiment towards Arabic. The language issue in Algeria is tinged with the notion of “*identity*”. Le Roux (2017, p. 113)

From 1962 onwards, the Arabic language has been declared to become official to ensure the national identity and sovereignty of the country that have been clearly envisaged through the *Arabization* policy. Algeria, as any other newly decolonized state has opted for the Arabization policy particularly in education. Starting from 1962, seven hours of Arabic instruction were introduced within the primary level. By 1964, there was a total Arabization of the first grade. The country faced a shortage of qualified and trained teaching personnel since a huge number of cadres were Francophones. Egypt was among

the Arab countries who offered to send Egyptian teachers and educators (Bouhadiba, 2004, p.500) to take part in the Arabization campaign and unite Algeria with the Arab world both linguistically and culturally. However, those teachers had the intention to spread indoctrination ideas more than accomplishing the task of Arabization (Saad, 1992). During the presidency of the second president of Algeria Houari Boumediene (1965-1975) the Arabization had gained a solid ground in education. In 1971, this year was named as “ *the year of Arabization*” (Benrabah, 2005, p. 443).

As far as the promotion of language is concerned, Algeria felt a huge need to find a consensus about language planning. To reach that, a group of sociolinguists from the university of Berkeley (Benrabah, 2013, p 54) had the mission to draw up its sociolinguistic profile. Among the recommendations made so far was the promotion of vernaculars basically Algerian Arabic and Berber. To policy makers, the Arabization policy could take undeniable shares of strategic goals which were on the agenda of the national conference of Arabization which took place on May 1975 (Mostari, 2004, p.30). Therefore, by the mid 1970's, Arabic reached a total of 15 hours of instruction per a week.

The sought after policy of unification under the umbrella of Arabization generates proponents and opponents depending on a variety of motives. Arabization advocates assume adherence to Arabic on the bases of a purely religious perspective. Those favourable speeches have benefited from the fact that Arabic is seen as synonymous with national sovereignty and Muslim nation. However, despite positive attitudes towards Arabic, Algerian dialectal Arabic is perceived with the eye of inferiority (Albirini, 2016). The issue which came to the fore in Algeria, away from the devised LP, is the fact that a great number of Algerians are not proficient in standard Arabic (Versteegh, 1997, p.200). One can hypothesize that the community members speak Algerian Arabic simply because it represents their mother tongue from one hand, and the variety spoken every day from the other. Having made this clear, the child's first language symbolize initial linguistic source of communication; pupils who have been at school expose learning standard Arabic not solely as a school subject, but rather as a language of instruction. Maamouri (1998, p.61) mentions that:

Due to the disparities between standard school Arabic and that used in the home, there is a need to address the linguistic discontinuity in the classroom by adopting a linguistically responsive pedagogy. This pedagogy should adapt instruction in the direction of the learners' home language variety.

As far as French is concerned, an attitudinal survey among 1,040 Algerian secondary school students between the periods of (April-May, 2004) revealed that 55, 3% of students preferred French to Arabic, meanwhile 37, and 6% made selection on Arabic. However, only 1, 3 of them chose Tamazight Benrabah (2007). From the outset, by the existence of languages and varieties of languages that crystalize the outlook of linguistic diversity and cultural richness, one might look at the linguistic situation of Algeria and witness the dominant role which French occupies over essential and prestigious fields, to name but a few, economic, scientific and technical. This shows the ambivalence between the sociolinguistic reality of the country and the decisions taken from a purely top-down level. The selection of French is merely a choice which was based on instrumental motives, i.e. the society is governed by the expansion of French supremacy over the prestigious walks of life more particularly scientific subjects at the university level whose medium of instruction is solely French.

Research Questions and Hypotheses

This research work proposes the following questions:

- 1-What are Algerian secondary school teachers' perceptions and attitudes towards the language of instruction?
- 2- What might be teachers' attitudes towards a new educational reform as far as the language of instruction is concerned.

Methods

The study encompasses a structured questionnaire which was administrated to a sample of fifty teachers of three scientific subjects respectively; mathematics, science and physics from five secondary school in Tlemcen district. The questionnaire was based chiefly on closed-ended questions. The respondents were required to put a tick according to the degree of agreement with the statements given since the research work is mostly dealing with gathering attitudes. The researcher made use of *Likert Scale*. The questionnaire focuses on the following themes: (i) Arabic language and Arabization process. (ii) Bilingualism and multilingualism. (iii) Language of instruction and foreign languages impact. (iv) Language policy and reforms.

The first version of the questionnaire was checked by a pilot study addressed to twenty teachers from other secondary schools which were not considered in our current work. Since informants may unconsciously repeat the aforementioned answers, this may affect the reliability of data gathered (De Vaus, 2002,p. 52) After that, the data obtained from the pilot work was entered

into the SPSS programme to calculate the internal consistency; *Cronbach Alpha* proves a high internal consistency with the average of $\alpha = 0.8$. Two questionnaires were deleted because of many missed answers.

Findings:

Table 1: Language Attitudes: Author's Field Work

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly agree
Arabic is unable to carry scientific knowledge.	27.1 %	50%	4.2%	16.7%	2.1 %
The Arabization policy decreases the pupils' chances to join scientific fields at university because of French language handicap.	10.4%	25 %	16.7%	33.3 %	14.6 %
I prefer English instead of Arabic.	8.3 %	35.4 %	10.4 %	29.2%	16.7 %
Since scientific subjects are taught in French at university, teaching them in Arabic at the secondary level can be an obstacle	4,2%	22,9%	8,3%	27,1%	37,5 %
Teaching in a foreign language helps me improve my level and keep aware of what is new in my field of knowledge	2.1 %	2.1 %	8.3 %	54.2%	33.3 %

The results exposed in the table above mentioned that (27,1%) strongly disagree with statement (1). This evoked the strong attitudes teachers hold towards Arabic. However, (16,7%) agree that Arabic is unable to be a language of knowledge. By commenting on this response, these respondents seem to consider the usefulness of a language according to different perspectives: i.e. in the world today, the dominance of any language is not determined by the number of its speakers, but rather by the loads of science it can be able to transmit (Crystal, 2003). Ultimately, the minority that is about (2.1%) strongly disagree while (4.2%) remain neutral.

Concerning the second item, data reveal that (33,3%) agree with item 2. This clarifies that the category of students who prefer to pursue scientific and technical disciplines are supposed to experience learning through a new medium of instruction. This attitude was formed upon the belief that students would face obstacles to adapt to a completely new situation since 'French is still the key language for studies in scientific disciplines in higher education' (Benrabah, 2014,p.47). Consistently, these teachers hold a positive degree of certainty that the change in the language of instruction from Arabic to French will not affect students negatively. This is probably due to the fact that French is among "the

European languages which are introduced as early as elementary school and are taught seriously and compulsory” (Abdul-Aziz, 1986,p.22)

Data confirmed additionally that those who disagree with statement (2) are those who acknowledge positive attitudes towards LP in the Algerian educational system. What should be mentioned is that (14,6%) of them strongly agree as opposed to (10,4%) who show strong disagreement. Furthermore, statistics reveal that since the number of respondents who show agreement is above the ones who show disagreement, we can maintain that the Arabization policy faces considerable rejection. This response indicates that LP is not a matter of a very reasonable application but rather a blind decision. More accurately, (16,7%) were uncertain about their attitudes towards Arabization in regards to scientific subjects. Overall, language planning leads to various consequences. “*it affects people either favourably or unfavourably.*” (Zaidi, 2013,p.5)

Despite holding a status of a *global language* (Crystal, 2003),, interestingly, a large proportion of teachers (35,4%) indicate their disagreement towards item 4. Indeed, they show loyalty to Arabic. On the other hand, 29,2% were in favour to English at the expense of Arabic. Then, (16,7%) of teachers strongly agree upon their attitudes towards English, but only 8,3% strongly disagree.

(37,5%) of teachers express their worry towards the divergence between both secondary and university levels. It is noteworthy that (27,1%) of them confirm approval towards item (3) whereas (22,9%) reveal disagreement. One might say that these reflect a two fold perspectives: one of which favours monolingual instruction at the secondary level. In addition, (8,3%) revealed neutrality. It is clear that teachers’ attitudes towards Arabic are surprisingly different from the current situation. Their attitudes seem to be based on the possibility of Arabic to be a key for sciences only if it is given sizable attention.

As for item 6, data revealed that a great number of respondents (54,2%) considered teaching in a foreign language as essential in order to improve their knowledge of their subject of teaching and hence getting access to new horizons of widely transmitted through other languages instead of Arabic. Indeed, the item does not specify the foreign language however which language preference teachers opt for is the most contentious. Within the same vein, (33,3%) of teachers show strong agreement towards the notion of “foreign language teaching”. The aim of the item was just to confirm whether teachers hold only-monolingual attitudes as far as teaching is concerned or they are simply aware of

the language competition in today's globalized world. In addition, (8,3%) are uncertain.

Table 2: Language Attitudes: Author's Field Work

	Strongly disagree	disagree	uncertain	agree	Strongly agree
Bilingual education is mandatory in the field of science.	2.1 %	4.2 %	4.2 %	35.4 %	54.2 %
Multilingualism is an obstacle.	20.8 %	45.8 %	8.3 %	20.8 %	4.2 %
Foreign languages are regarded as an open window to the world	/	2.1 %	2.1 %	31.3 %	64.6 %

In this section, the first item aims to analyze and explore teachers' attitudes towards bilingual education. Almost, (54,2%) of the respondents strongly agree that bilingual education is essential in order to learn scientific subjects, respectively (35,4%) show their agreement towards item 1. however, similar percentage (4,2%) is shared between those who disagree and the one who declared uncertainty. This suggests that the multilingual reality of Algeria has an enormous impact on people even if it is not well shown.

As for item 3, (45,8%) of teachers disagreed with the statement that denotes that multilingualism can be an obstacle; not away from that (20,8%) strongly disagree which means that monolingualism is no more serving this category of teachers. More accurately, a similar ratio is also shared with those who show agreement. They believe that the existence of many languages is by all means a source of disturbance. In this regards, Wardaugh & Fuller (2015,p.89-90) acknowledge that “ *many people have monoglossic ideology, that is, they believe that language should be kept separate and this is true of monolingualism and multilingualism alike*”.

As indicated, a great number of participants (64,6%) strongly agreed with the utility of foreign languages in the world. There is a strong indication that teachers are aware of the influence that languages spread worldwide. Although, this choice does not ensure total creditability to foreign language at the expense of Arabic, the item carries a generalized attitude that may respectively change in case one language was “cited”. The second large proportion goes to “agree” with (31,3%). It is clear from the table, indeed, that there is a solid attitude towards languages though it may be looked at from different perspectives which may not only conceptualize the domain of

education. Only one teacher disagreed with the idea and in parallel, another shows neutrality.

Table 3: Language Attitudes: Author's Field Work

	Strongly disagree	uncertain	agree	Strongly agree	
The change in the language of instruction may narrow the gap between the secondary and university levels	/ 4,2 %	12,5 %	58,3 %	25 %	
In case of the change in the language of instruction, I will try hard to develop my language competence and communicative skills.	/ 8,3 %	4,2 %	39,6 %	47,9 %	
The shift in the language of instruction leads students to better grades	4,2 %	18,8%	10,4%	31,3%	35,4%
The shift in the language of instruction can cause a language loss	/ 4,2 %	4,2 %	29,2 %	62,5 %	
Teaching in French is essential in today's world.	4,2 %	29,2 %	16,7 %	27,1%	22,9 %
Teaching in English is essential in today's world.	4,2 %	25, %	16,7 %	29,2 %	25 %
Teaching in French is against monolingual pupils	8,3 %	4,2 %	4,2 %	31,3 %	52,1 %
Pupils need a dictionary of scientific terms	8,3%	18,8%	16,7%	33,3%	22,9%
Worldwide references are available in English.	/ 4,2 %	12,5 %	45,8 %	37,5%	

This section explores teachers' attitudes towards the language of instruction. It tries to look deeply at whether the shift of the LI would be welcomed or rejected. Since "*attitudes surveys social indications of changing beliefs and the chances of success in policy implementation*". (Baker, 1992,p.9). The current LP implemented at the secondary school is of utmost importance as it prepares pupils to university. Almost (58,3%) of the respondents stated that the change in the language of instruction may narrow the gap between both levels: secondary and university. Also, (25%) show strong agreement. It is worth mentioning that the overwhelming majority of teachers are aware of the contradictory reality of LP and also believe that a great number of students would find hard to be adapted on such a sudden shift in LI. However, about 12,5% are uncertain to decide upon an definite answer. One might refer here to the complexity of LP issue in Algeria.

(47,9%) of respondents believe with a strong agreement in the fact of being ready in case of the change in the language of instruction. This answer seems to surprisingly different from the previous ones. It shows an indication that teacher believe in the possibility to accept another LI. However, attitudes may remain conflictual especially when there exist 3 categories of stands respectively: Arabic, French and English. Teachers are the major advocates of reforms which stand in favour to students' expectations. Among the respondents, 3 teachers show unwillingness to teach in another language except Arabic.

Although the majority of teachers could not hide their enthusiastic desire for a better language policy at the secondary level, (62,5%) of them affirm that any shift in the language of instruction will affect Arabic. Teaching in Arabic has not been a subject of one day practice, nevertheless, it exists since the 80th and hence it helps generations of students to pass their final baccalaureate examination and join higher education. It is good to mention that “ *the challenge to the Algerian government lies in designing educational reforms to take these factors into account, language reformation to make Arabic suitable for modernization*” Taborry & Tabory (1989,p.78)

As indicated in the table above, (29,2%) of participants reveal that English is essential in today's world opposed to (25%) who show disagreement. English language advocates believe that it is an open window to the world as a “*global language*” and “*international*” language. The most widely reason reiterated is that respondents hold positive attitudes towards English due to historical reasons, “*however, this is also the result, in many cases of a systematic attack against French , and indirectly against the users of the language, accused of being members of a utopian Francophile party: Hizb fransa , the party of France.* (Meliani, 2000, p.21-22).

To begin, item 7 assesses teachers' attitudes towards the impact of teaching French on students who hold only-Arabic profile. A great majority of answers ranges from strongly agree (52,1%) and agree (31,3%) that French will be a real obstacle for those students with limited or even weak competence in French. Significantly, since scientific subjects are being taught in Arabic from primary through secondary education, shifting their language of teaching to French would affect a large proportion of students negatively.

According to Benrabah, 2014,p.53):

There are at least five signs that indicate where the Algerian language situation is heading. First, systematic Arabization has produced large-scale monolingualism in Arabic, particularly in less populated as well as in rural and Saharan regions. Second, “elite closure” allows only a minority of speakers from the dominant classes in large cities to acquire a strong form of bilingualism with (Arabic-French, berber-French), balanced bilinguals.

Only 2 participants disagreed with item 7. This significant difference may be indicative to the fact that teachers believe that since French is taught as a subject of its instruction, this may not be a barrier against monolingual students. Hence, the image of the world is shifting attention from the monolingual education to a bilingual or even a multilingual one.

Since scientific subjects are taught in Arabic at the secondary educational level. Basic terminology is also delivered in Arabic. A clear number of respondents which henceforth represents the highest ratio (33,3%) agree with item (5). As previously mentioned Arabic has no place in higher education as far as scientific subjects are concerned; hence, holding a preparatory dictionary of terms would at least be favourable for fresh students. In spite of these positive attitudes towards the incorporation of terms in a dictionary, (22,9%) of respondents show disagreement with the proposal. To recap, Meliani (2000,p.23) affirms that:” *the proponents of an Arabization process, taken to extremes in the first levels of education have never solved the problem of the specialisms still taught in French at the other levels: e.g: medicine and technology.*” Overall, the data reveals that (8,3%) strongly disagreed. The difference in attitudes lies down from two different lenses. The former denotes that monolingual instruction that teachers are used to, the latter goes beyond secondary level as it will no more be a responsibility of secondary school teachers.

(47,9%) of respondents believe with a strong agreement in the fact of being ready in case of the change in the language of instruction. This answer seems to surprisingly different from the previous ones. It shows an indication that teacher believe in the possibility to accept another LI. However, attitudes may remain conflictual especially when there exist 3 categories of stands respectively: Arabic, French and English. Teachers are the major advocates of reforms which stand in favour to students’ expectations. Among the respondents, 3 teachers show unwillingness to teach in another language except Arabic.

Table 4: Language Attitudes: Author's Field Work

	Strongly disagree	Disagree	uncertain	agree	Strongly agree
The unsound language policy affects learners negatively.	6,4 %	14,9 %	4,3 %	46,8 %	27,7 %
If there is an official language reform, I will accept it.	4,3 %	8,5 %	8,5 %	46,8 %	31,9 %
Language policy and educational reforms should be re-considered.	2,1 %	/	6.3 %	60.4 %	31.3%

For many respondents (46,8%) consider that the unthoughtful LP would surely affect pupils' learning process negatively. "*Language policies in education are an important mechanism by which states manage social and political conflict*" (Tollefson, 1991,p.5). Then, (27,7%) strongly agree with item 3. The choice of language of the language of instruction is unlikely to remain resistant to the changes that are currently occurring in the world. LP has a wide impact on linguistic profile of the country. Therefore, school is a solely a minimized sample of it. Decisions about language should never underestimate local languages, however, corpus and acquisition planning should be at the top agenda of language reformers.

In this respect, Pavlenko & Blackledge (2004,p.12) state:

Any analysis of language practice needs to examine how conventions of language choice and use are created, maintained and changed, to see how language ideologies legitimize and validate particular practices and to understand real world consequences these practices have in people's lives.

Indeed, the current status of French and Arabic is already a source of conflict. French despite the status of a foreign language; it is deeply rooted within the Algerian educational system in terms of usefulness, French remains the language of instruction for the mostly prestigious scientific fields at university and these graduates would be undoubtedly a new generation of elites who use French be it consciously or unconsciously, howbeit, Arabic was assigned to fulfil other roles in other faculties and institutions.

The above table indicates that (46,8%) of teachers agree with the possibility of new “language reforms”. Perhaps, the motive behind their answers goes back to the status of world languages at the international level since both teachers and students are those LP actors at the grass root level. Therefore, the effect of LP shows its impact unexpectedly on them. Globalization influences people’s attitudes; one might add that even teachers are motivated to enter into level improvement opportunities which may be appeared by another language. Within the same vein, (31,9%) strongly agree with item 5 for many reasons. Besides, (8,5%) of them disagree with language reforms. They may tend to believe that Arabic is doing its job effectively and then, there is no need to entre teachers into an entirely new mold which may worsen the situation even more.

As far as educational reforms are concerned, nearly, the majority of teachers show agreement (60,4%) with item 6. Interestingly, (31,3%) strongly agree with language reforms. Policy makers need to understand teachers’ voices for a better LEP in Algeria. Nevertheless, as most educationalists mentioned: *“we have the least role in decision making though we are the best lens of how students deal with LI.”* Benrabah (2014,p.170) clarify : *“the future lies in new models stemming originally from the country’s mixed and complex history as well as Algeria’s plural linguistic scenery, and Algerians’ multilingual orientations.*

Discussion of the Main Findings

We could provide an evaluative account to Arabization as a one of the major state language policies. We could summarize that as follows: in Algeria, on official grounds the Arabic language is predominant in a great number of sectors such as: education. Meanwhile, the sociolinguistic character of the nation denotes the co-existence of languages and varieties among them; spoken Algerian, Arabic and Berber and even French.

Since the linguistic issue in regards to LP at the secondary level in particular, has never been an easier one. Teachers’ attitudes towards foreign languages in general seem never to cause ambiguity, however, their attitudes towards French in particular proved to be mixed between reality and expectations. From one angle, teachers are fully conscious about the shift in the language of instruction. On pragmatic grounds, the polemic issue of language of instruction has never gained a share of practical analysis. In 2015, for instance, the ministry of education, Benghebrit and the commission of reforms (CNRSE) made suggestions to frenchify teaching scientific subjects at the secondary level,

the proponents of reforms hold a wishful thinking in order to manage somewhat from the word go, the linguistic handicap of students in French at university.

Furthermore, teachers value the role of foreign languages play in the development of their personal teaching career. From a pragmatic perspective, one might say that Arabic faces a tough competition with foreign languages in spite of the fact that teachers in general are still akin to be loyal to Arabic.

Based on previous data, teachers are well convinced about the necessity of foreign languages alongside Arabic. The majority of teachers strongly agree that “bilingual education is mandatory in the field of science. Mainly they foresee the existence of at least two languages side by side so as to reach effective learning to students. Since, the linguistic landscape of Algeria is multilingual in nature. Choosing only one language to be dominant has not proved to be efficient. Le Roux (2017,p. 125-126) claims that *“multilingualism, on the other hand, provides for greater openness, versatility and integration with and competitiveness in a globalized world certainly be to the benefit of Algeria”*.

As far as English is concerned, teaching through this medium for the majority of respondents is not an early task due to the inability of mastering it. Despite that they could not deny the fact that English is the language of science and technology. Participants also stress out the fact that any reform in regards to language of instruction is either prone to failure or success because of the multilingual profile of the country. It was quite different from some respondents to easily choose one language despite the extensive use of mother tongue, everyone is falling aware that it does not possess a strong value intellectually or even economically. There is a sort of confusion which lies on the fact of referring to Arabic as a national and official language, hence, there is no indicator about which variety it refers to. Since A.A is one of Arabic varieties, it generates most of the time negative attitudes especially in education.

As far as attitudes towards French are concerned, the questionnaire findings reveal that the percentage of agreement and disagreement are very approachable. Though, the highest ratio stood in favour of discontent towards French as an essential language in today’s world. Probably, the main reason behind this disagreement can be traced back to the competition between world languages on several important grounds such as: economy, science and technology. It is good to mention that English for instance has gained much ground in the world today and it is basically the motive of globalization. For this

reason, the status of language in the world is highly affected by its degree of spread and utility. Additionally, in spite of the fact that Algeria belongs to the francophone zone, it is influenced by the spread of English.

A great number of respondents agreed that language policy and educational reforms should be reconsidered since independence, the educational system has proved to face huge obstacles especially when it comes to the language of instruction. Language policies in Algeria seem explicitly homogenous and easier to be applied. However, no opportunities were given to the vernaculars despite being the initial languages to acquire for children. Imposing one language is likely for various reasons, to gather unfavourable attitudes.

Additionally, it is good to mention that teachers agree with the necessity of the change in the language of instruction to ensure homogeneity between pre-university and university levels. Data indicate strongly that the majority of informants are not fully convinced with the only –Arabic policy at the secondary level. It is wiser at this stage to mention about the majority of teachers do not hold a long experience in teaching, some of them have been already recruited and therefore they can well mirror the huge mismatch between both levels in terms of the language of instruction.

Conclusion

Building on previous points, since the language scenery of the nation is well known of its diversity, language policies are subjected to possible changes in the future through linguistic reforms at the level of the school setting. Furthermore, along with the ecology of language (Haugen, 1972), the value of language can be well inspired by the context when it tends to be useful. Therefore, the official use of language and varieties of language appear to prove that whatever the circumstances are, decisions in regards to languages require careful planning. Arabization should promote to a sustained LP design to be fit for the challenges in today's world. Effectively, the success of LEPs depends heavily of those actors who belong to the grass-root level of language planning hierarchy.

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Appendix

Teachers’ Questionnaire

You are kindly requested to fill in this questionnaire below which is about ‘*the language Policy and Educational Reforms in Algeria*’. It aims basically at gathering your perceptions and attitudes towards any language reform that may be introduced as far as the language of instruction at the secondary level is concerned. Your contribution to this research work is of a great value.

Here are some statements, please say whether you agree or disagree with these statements. There is no right or wrong answer. Please be as honest as possible. Answer with one of the following:

SA= strongly agree

D= disagree

A= agree

SD= strongly disagree

U= Uncertain (neither agree or disagree)

Part One:

Items	SD	A	U	D	SA
1- Arabic is unable to carry scientific knowledge.					
2- Bilingual education is mandatory in the field of science.					
3- Foreign languages are regarded as an open window to the world.					
4- Since scientific subjects are taught in French at the university level, teaching them in Arabic at the secondary level can be an obstacle.					
5- The change in the language of instruction may narrow the gap between the secondary and university levels.					
6- Teaching in French is essential in today's world.					
7- Teaching in English is essential in today's world.					
8- The Arabization policy decreases the pupils' chances to join scientific fields at university because of French language handicap.					
9- The unsound language policy affects learners negatively.					

10-In case of the change in the language of instruction, I will try hard to develop my language competence and communicative skills.					
11-If there is an official language reform, I will accept it.					
12- Teaching in a foreign language helps me improve my level and keep aware of what is new in my field of knowledge.					
13-Language policy and educational reforms should be re-considered.					
14-Multilingualism is an obstacle.					
15-Teaching in French is against monolingual pupils.					
16-The shift in the language of instruction leads students to better grades.					
17-The shift in the language of instruction can cause a language loss.					
18-Worldwide references are available in English.					
19-I prefer English instead of Arabic.					
20-Pupils need a dictionary of scientific terms.					