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Dr. Moulay Tahar- Saida University.

Faculty of Letters, Languages and Arts

Department of English Language and Literature

The Berber Language in the Algerian Educational Planning

The introduction of Tamazight in the Algerian Schools

"Case study: Primary Schools in Saida"

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

Presented by: **Supervised by:**

Miss. Sabrina AHMED   Dr. Mama GACEM

Board of Examiners:

President: Dr. Slimane LAKHDARI.

Supervisor: Dr. Mama GACEM.

Examiner: Mrs.Karima ABDELAOUI.

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Dedications

With all love that covers my heart, I dedicate this work

To my **mother.**

    To my **sisters.**

        To my **brothers.**

            To my dearest **nephews.**

                To my **intimate friends.**

Acknowledgment:

Abstract:

The Tamazight language is widely spoken language in Algeria. Despites its importance, the language has not been given sufficient attention in the country's educational planning for quite some time. Nevertheless, Algeria has recently made significant strides towards integrating Tamazight into its educational framework. The principle purpose of this study is to investigate the inclusion of the Tamazight language in the Algerian educational planning, it aims at reaching three main goals, the first goal is to investigate to what extent do the Algerian decision makers consider inserting the Tamazight language as a part of their educational system, while the second goal is to know what are parents', learners' and teachers' attitudes towards the Tamazight language teaching, and then, what are the future prospects of Tamazight teaching in schools. The researcher will also suggest some solutions and recommendations for both parents and pupils about the importance of the Tamazight language and its benefits for them. The researcher used the descriptive research technique since it is the most appropriate method for the current study, to approve or reject the suggested research hypotheses. Two data collecting tools were used in this thesis, which are parents' and pupils' questionnaire and the teachers' interview as well. That is, the results that was gained by the researcher demonstrated that the Tamazight language is s vital language to b both learnt and taught, in addition to the fact that teachers, parents, and learners are holding a positive attitudes towards the inclusion of the Tamazight language in the Algerian educational planning, in addition to the good future prospects that are expected from teaching the Tamazight language.

Keywords: Tamazight, language, attitudes, educational planning, Algeria, parents, learners, teachers.

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General introduction

Introduction:

At the present time, Algeria is characterized by owning a variety of languages which makes it a multilingual country due to its historical events. This set of languages can be totaled as four languages, which are; Arabic the official language divided into two types; Algerian Arabic known as Darija spoken by 35 million used for communicational purposes and classical Arabic mainly utilized for educational purposes.

In addition, Algerians use the Tamazight language, the native language of their ancestors and the second official language of Algeria spoken by more than 25% of Algerians consisting of several dialects (Kabyle, Tachlhit, tachawit…). On the other hand, there is the French language that has been marked since the French colonization and, lastly, the English language, which is regarded as a second foreign language.

This complex linguistic situation in Algeria reflects on many aspects mainly the educational one in which the schools depend on teaching the Arabic language to learners as a first step in the first year and by the third year the pupils have to learn French and English. Moving to the fourth year where the Tamazight language begins to be taught as an optional subject all over the country.

The optional nature of the Tamazight language teaching made it seems neglected by the educational system and depends on whether the parents and the learners are interested in the language or not especially in none Tamazight-speaking regions in other words their attitudes have a significant role in language learning. For better understanding and investigating the issue of the research, three questions were raised:

1- To what extent do the Algerian decision makers consider inserting the Tamazight language as a part of their educational system?

2- What are parents', learners' and teachers' attitudes towards the Tamazight language teaching?

3- What are the future prospects of Tamazight teaching in schools?

Regarding the three raised questions, the following hypotheses are suggested:

- **H1:** Algerian decision makers may ill-consider the teaching of Tamazight.

- **H2:** Teachers, parents and learners hold positive as well as negative attitudes towards Tamazight.

- **H3:** the teaching of Tamazight can achieve promising results due to top-down relevant decision.

This research aims to investigate the reality of teaching the Tamazight language besides the nature of attitudes that parents and learners have toward the language. In a proper sense, it addresses the attitudes of the non-speakers of the language.

This research is divided into three chapters; the first chapter is about the linguistic profile of Algeria including the spoken languages, the adopted languages in the Algerian educational system, and the language planning in the country.

The second chapter tackled research instruments that were used by the investigator to complete the research study, it also describe the participants, and then, the methodology used for data collection.

The third and final chapter is directed at data analysis and interpretation with a general conclusion that gives a summary of the whole research in addition to some pedagogical suggestions and recommendations for both parents and their children.

Chapter one:

A review of literature on: the Tamazight language and the Algerian educational system

1.1 Introduction:

Tamazight is a language that is spoken in specific places in Algeria, among other countries in the North Africa region. It one of the country's official languages, alongside Arabic and French. The incorporation of Tamazight in Algerian educational system is a major milestone in acknowledging and appreciating the cultural variety of the nation, while also giving vital educational prospects to students who speak Tamazight. The current chapter will be discussing the general significant items concerning the subject matter (The Tamazight Language in the Algerian Educational Planning), it includes the following titles: Multilingualism in Algeria, the Arabic Language, Diglossia, Lexical borrowing in the Algerian Arabic, The Tamazight, The Tamazight language components, History of the Tamazight Language, The Tamazight phone movement, The Tamazight Language in Algerian Educational Planning, Language Attitudes definition, language attitude areas, Factors influencing language attitudes, and Language attitudes toward the Tamazight language in Algeria.

1.2 Multilingualism in Algeria:

Multilingualism represents the ability to speak more than two languages with an approximate facility either by a group of speech or by an individual. Bilingualism touches different aspects of society such as educational systems, instructions, media, and politics. Algeria achieves multilingualism by having two official languages Tamazight and Arabic in addition to that there are two foreign languages French and English, this complexity of the sociolinguistic situation has dramatically increased owing to historical and political reasons.

1.3 the Arabic Language :

The Arabic language is the first official language in Algeria; it was recognized by the first president Ahmed Ben Bella. The arrival of the Arabic language has been marked

since the Islamic conquest in North Africa and due to the connectivity between the language and the religion; Arabic was extensively used among the natives (Berbers).

According to Queffélec (2002,p33) «The expression" Arabic language" covers several linguistic varieties more or less close to each other, different in their statutes and used in several geopolitical spaces .in Algeria as in Arab countries. » The Arabic in Algeria consists of two types, Algerian Arabic and standard Arabic.

The first one is termed Darija one of the Maghreb's dialects, it arose after the occurrence of the Arabic language in North Africa and it is used for daily communication, in addition to that, the colloquial Arabic is affected by other languages and cultures throughout the ages including Tamazight, French, Turkish, and even Spanish. On the other hand, there is standard Arabic; this one is used in educational systems; schools universities, instructions, and the mass media.

Furthermore, standard Arabic is considered as a link language among the Arabic countries though there are numerous variations among the Arabic dialects, Arabs can easily communicate using the standard Arabic. The two varieties compose a well-known phenomenon termed Diglossia.

1.3.1. Diglossia:

The term Diglossia represents a linguistic situation under which one or two dialects of the same language are used in a community one of them for formal context noted as high variety mainly used for educational purposes (standard Arabic) and, the other one is called low variety used for informal context such as daily conversations (darija), According to Ferguson(1959), diglossia is steadily linguistic situation in which besides the primary dialect of a language there is a far different variety that is grammatically complicated and consumed mostly by formal education and in formal spoken purposes but not for communicational areas or usual conversation (p. 336)

1.3.2 Lexical borrowing in the Algerian Arabic:

As mentioned above Algerian Arabic is influenced by several languages in a phenomenon called lexical borrowing which can be defined according to the sociolinguist Hamers (1997) as: *"A word, morphemes or expression that a speaker or community borrows from another language without translating it"*(Hamers,1977,p. 136).

1.3.2.1 The Tamazight:

The Tamazight language has the highest number of words that are used in darija on a daily basis:

The Tamazight word	The Algerian dialect	The English word
Waqila	واقيلة	Perhaps
Aqnini	قنينة	Rabbit
Lalla	لالة	miss
Afkroun	لفكرون	Turtle
Dmer	يدمر	To push
Yechir	الشير	boy
Seggem	يسقم	To fix
Teghennant	تاغنانت	Stubbornness
Amazoz	لمازوزي	The youngest child
Tajeghmit	لجغمة	Sip
Tackart	الشكارة	bag
Ellus \ talust	لوس و اللوسة	Sister\brother in law
Ibizziwen	البزاوز	Children

Table1.3 The impact of the Tamazight language on the Algerian Arabic

1.4 The Tamazight language components:

The Tamazight language or the so-called Tamazight is the second official language spoken by approximately 20% percent of the total population, it is considered the oldest

language which was first spoken by the indigenous people of North Africa, it consists of several dialects along these lines:

KABYLIAN: is related to the Kabyle region located in the east of Algeria (Tiziouzou, Bejaia, Bouira…) It's the most spoken dialect regarding the speaker's number.

Tachawit: is another dialect spoken in the northeast of the country, the Aures region batna, Khenchla, Tebessa, oum el bouaghi, tachawit is considered one of the Znati Berber

Dialects.

Tuareg: is spoken in the southern region of Algeria (the Sahara desert) in particular Tamnraset, In addition to that it is spoken by the minority in Mali, Niger, Libya, and Burkina Faso, due to its expansion it encompasses 3 dialects Tamahaq, Tamasheq, And Tamagiq.

Chenoua: is also a Tamazight dialect that belongs as well to the Znati dialects, it is used in some provinces in the center of Algeria (Tipaza, Chlef, Medea, AinDefla)

Tashelhit: is the less-spoken dialect in Algeria, originated in Morocco with a large number Of speakers whereas Algeria got a few speakers distributed in Bechar, Tlemcen, Bousemghoun, and Assla which are villages in El Bayadh.

Mozabite: is utilized in OuedMzab; a region located in Ghardaia in the Algerian desert, it is also Spread in the region of OuedSouf.

1.5 History of the Tamazight Language:

The word Amazigh" stands for the "free man", the Tamazight language has split from the afro Asian languages, its existence dates back to 8000 to 10000 bc. It was exposed to various extinct languages and remains existed to the present day.

The Tamazight language has its own script known as Tifinagh. It is considered one of the most ancient scripts it encompasses 33 letters. The Tamazight language is spoken by a minority of 9 countries in North Africa.

1.6 The Tamazight phone movement:

This term expresses a range of nationalist movements whose ideology was to recognize the Tamazight in all spheres of society and to put an end to the political repression. In 1966 some Tamazight language activists like Abdelkader Rahmani, Mohand Said Hanouz, and Mouloud Mammary formed the Academy of Tamazight "AgrawImazighen" for the sake of defending the Amazigh identity and promoting the Tamazight language, and its script "Tifinagh".

In March 1980 the refusal of the conference of Mouloud Mammeri in the University of tiziouzou led to numerous demonstrations and strikes under the name of Tamazigh spring "TafsutImazighen" calling for the recognition of the Tamazight language.

Following this event in 1994, the Tamazight cultural movement (MCB) called for another strike known as (la gréve du cartable) which called for the recognition as well and the introduction of the Tamazight language in the educational system as a result to this, the government under the presidency of Liamine Zeroual to the establishment of "the high commission for amazighity" aimed to promoting the language and integrating it in the educational system. In April 2001 for a commemoration of the events of the Amazigh spring which leaded to the death of a high school student and infuriated the region at that time and result another demonstration based on the same demands.

In 2002 the Tamazight language was finally recognized as a "national" language by President Bouteflika then, in 2016 the Tamazight language became the second official language in Algeria through the constitutional amendment.

The Tamazight language has had a sphere in the mass media in what concerns TV channels "tv4 Tamazight TV" in 2009 and radio channels. (Acquisition, planning).

1.7 The Tamazight Language in Algerian Educational Planning:

The teaching of the Tamazight language has been introduced in the educational system in 1994 in the Kabylian region after the crucial events that changed the path of the language in the country. As a first step, the Tamazight language was taught first in Tamazight language-speaking regions such as Tiziouzou, Batna, Bejaia, Bouira, and Boumerdess, then it expanded gradually reaching 11 provinces prior to the declaration of the minister of education Nouria Ben Ghabrit to generalize teaching the Tamazight language in 21 provinces in the interest of spreading the language (acquisition planning).

Algeria has several Tamazight language institutes for forming tutors and specialists to enhance the enrichment of the language (corpus planning), concerning the teaching tools such as school books that are written in Latin script there is debate concerning the use of Tifinagh in the new editions as kind of increasing knowledge about Tifinagh.

1.8 Language Attitudes definition:

Language attitudes is a linguistic term that can be defined as the impressions people have toward a certain language, it can be their own language or another one, this set of impressions is either positive or negative

- Positive attitudes in what concern; acceptance, respect, approval, worth….etc.
- Negative attitudes regarding; denial, refusal, scorning, unworthy …etc

These are a few definitions done by linguists related to language attitudes:

« Language attitudes are the set of explicit or implicit opinions on the use of a language. ». (Dubois et al, 2007, p. 57)

«The feeling people have about their language or the language of others».

(Crystal,1992, p. 215).

1.9 Language attitudes areas:

Colin Baker subdivided the term language attitudes into several parts in which he considered language attitudes as an «umbrella term» that combines a variety of specific attitudes each one of them represents a « specific attitude » as follows:

•Attitudes to a language variation, dialect, and speech style

•attitudes to learning a new language

•attitudes to a specific minority language

•attitudes to language groups communities and minorities

•attitudes to language lessons

•attitudes to the use of a specific language

•attitudes of parents to language learning

•attitudes to language preference   (Colin Baker, 1992, p. 29)

1.9.1 Factors affecting language attitudes:

There are various factors that operate on changing people's attitudes toward a specific language these factors can be sociocultural political, or historical ….etc, some of the highlighted factors are described along these lines.

Historical factors:

Some historical events that take place in a country can leave a print on the majority or the minority's consideration toward a language such as the colonialism effect

Political factors:

Surrounding around language policies, the government decisions in what concerns the use of a language can automatically change the attitudes of the population toward a language

Sociocultural factors:

Any language that tends to own an appreciable culture and positive standards can lure people to have a favorable opinion toward it and vice versa.

Economic factors:

Language with a considerable economical background can attract people to have a positive attitude toward it such as English, French, Chinese…etc
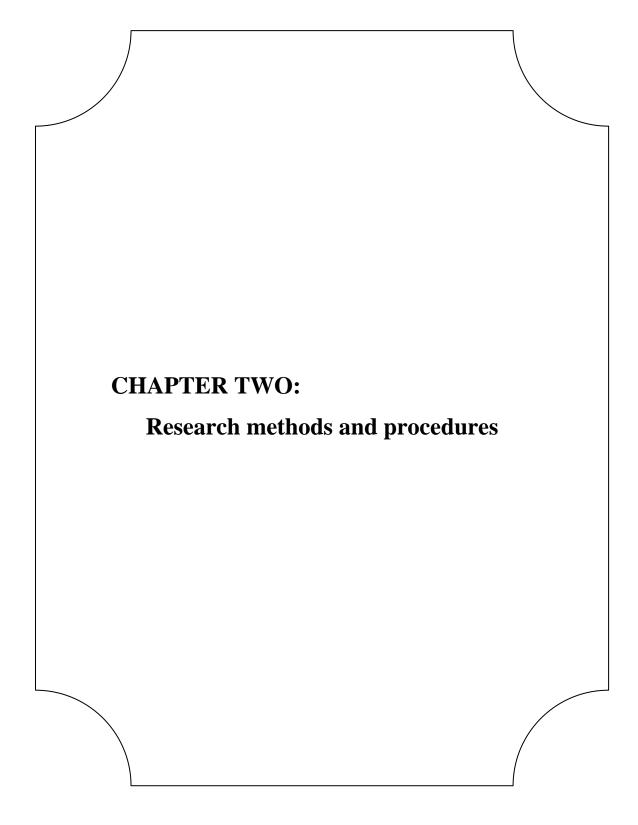
- There are other factors for instance religious, Ethnic, occupational factors…etc

1.10 Language attitudes toward the Tamazight language in Algeria:

The Tamazight language composes a complex issue in what concerns people's attitudes toward it especially in none Tamazight-speaking areas hence attitudes toward the language itself vary from one region to another other so people may direct their attitudes not to the language but to the speakers of the language due to the cultural and linguistic diversity of the country.

1.11 Conclusion:

Incorporating Tamazight language in educational planning is crucial because it carries a significant cultural and linguistic heritage. By including it in educational programs, it can be preserved and promote for the coming generations, ensuring that it continues to thrive as an important part of the Algerian individuals 'shared cultural identity. This chapter was the theoretical part of this research study, that is, it provided and tackled all the necessary definition and items that should be taken into consideration and well clarified as well concerning the Tamazight language and the educational planning.

CHAPTER TWO:

Research methods and procedures

2.1 Introduction:

The current chapter is concerning the description of the research method and the research tools that were used to complete this work.

The investigator will restate the research questions and hypotheses, followed by the main objectives of the research topic, and then, the research instruments will be orderly mentioned in order to provide an idea about the tools that were used in collecting the necessary data. After that, the investigator will describe the method that was used among the process of working on this work, eventually; the participants will also be talked about in the current chapter for the sake of knowing with whom the researcher work to complete the research.

2.2 The research question:

The researcher needed to raise three research questions in the current study followed by their research hypotheses.

1- To what extent do the Algerian decision makers consider inserting the Tamazight language as a part of their educational system?

2- What are parents', learners' and teachers' attitudes towards the Tamazight language teaching?

3- What are the future prospects of Tamazight teaching in schools?

2.3 The research hypotheses:

The following research hypotheses were suggested to answer the raised research questions:

H1: Algerian decision makers may ill-consider the teaching of Tamazight.

H2: Teachers, parents and learners hold positive as well as negative attitudes towards Tamazight.

H3: the teaching of Tamazight can achieve promising results due to top-down relevant decision.

2.4 Research objectives:

The objectives of the research are:

- Addressing the reality of the Tamazight language in Algeria.

- To get to know attitudes towards the Tamazight by learners and parents.

- To measure the percentage of Tamazight language acceptance.

- To find out whether the language is neglected.

- To investigate the obstacles faced by the language.

- To tackle aspects of teaching the language in the future.

2.5 Research Methodology:

For this issue the research methodology is considered an essential part for; investigating the matter, answering the research questions, and findings out whether the hypotheses are true or not. The adopted approaches are qualitative and quantitative methods.

2.6 Mixed method Research:

This method is a process that includes integrating both qualitative and quantitative data collection, the main goal behind adopting such a method is to obtain various and distinct results, that is, by using the mixed method research the investigator will collect several information that help in gaining more vivid facts and prove the research hypotheses after answering the research question. It involves numerical data that is collected through

questionnaires, surveys …etc. in addition to the fact that it involves descriptive data collected via interview and observation.

2.7 Research Tools:

This research work has been built on using two different data collecting tools that are: two questionnaires, and one interview. The first questionnaire was directed to the learners' parents and the second questionnaire was directed to the learners, in addition to an unstructured interview for the Tamazight language teachers.

2.7.1 Questionnaire:

The questionnaire is a common research tool that helps the investigator to collect a group of quantitative data, it involve open or closed questions or both of them, the participants will be supposed to select the answers they see appropriate for their way of thinking or their opinions. The aim of selecting such a research tool was to gain more profound data about the Tamazight language inclusion in the Algerian educational system.

Parents' questionnaire:

The parents' questionnaire was designed for the sake of knowing their ideas, opinions, and attitudes toward the inclusion of the Tamazight language in the Algerian educational system. It is formed of three main sections in addition to an extra fourth section.

the first section consists of asking parents some personal questions concerning their relationship to their children studies and weather they control it or help their children when they need or not.

The second section was formed of four questions about parents' attitudes toward adding the Tamazight language in the Algerian educational planning. The main objective behind the questions of the second section was to collect the necessary answers about what are their

opinions concerning the Tamazight language, do they see the Tamazight language as an important language, what do they think if Tamazight language should be taught as a mandatory subject in the schools or not, and then, the last question was about if they agree about backing and taking an active role in programs that encourage the instruction of Tamazight language.

The concern of the third was about parents' opinions about their children learning the Tamazight language, it entails three various questions which are as follow, Do they think that the inclusion of Tamazight language in the educational planning could benefit their children or not, In their opinions, teaching Tamazight language in schools would influence their children positively or negatively, and lastly, what challenges do they see in the implementation of Tamazight language in the Algerian educational system.

The last section was as a free space for parents to talk more or to add any other ideas they want to add, and in which they can serve the subject matter.

Learners' questionnaire:

Pupils' questionnaire on the other hand, was simply designed by being formed of two sections only, containing six (6) questions in total.

The first section contained two questions about pupils' personal information, aiming at knowing pupils' age and what is their favorite module among their educational program.

The second section was about learners' attitudes about studying Tamazight language; it entails four significant questions which were as follow: Do they like Tamazight language, what will be their opinions when Tamazight language will be included in their educational planning, have they ever spoken the Tamazight language, and If the decision will be theirs will they insert the Tamazight language to be part of their educational system.

Both questionnaires were in printed papers given to parents and pupils hand to hand.

2.7.2 Interview:

To answer all research questions, and to confirm the research hypotheses, the investigator needed to adopt a second data collecting tool which is the interview with Tamazight teachers. The interview helped the researcher to collect a group of: vivid, honest, and reliable qualitative information related to the topic.

Teachers' interview:

The interview that was made with the Tamazight language teachers, it was consisted of seven (7) question, divided into two sections, the first section involved two questions about teachers' background information. The first question asked about teachers' degrees and the second questions was asked about the length of the period that they were taching in, which means their period of experiences.

The second section entitled: their attitudes towards adding the Tamazight language in the Algerian educational systems, it contained the following questions: to what extent do they consider inserting the Tamazight language as part of the educational system, what are the constraints of the inclusion of the Tamazight language in educational system, what are the advantages and the disadvantages of inserting the Tamazight language in the educational system , and the last question was about their opinions about the necessary changes which need to be made in the curriculum to accommodate the addition of Tamazight language, and the last question of the interview was concerning their future prospect concerning Tamazight language teachers.
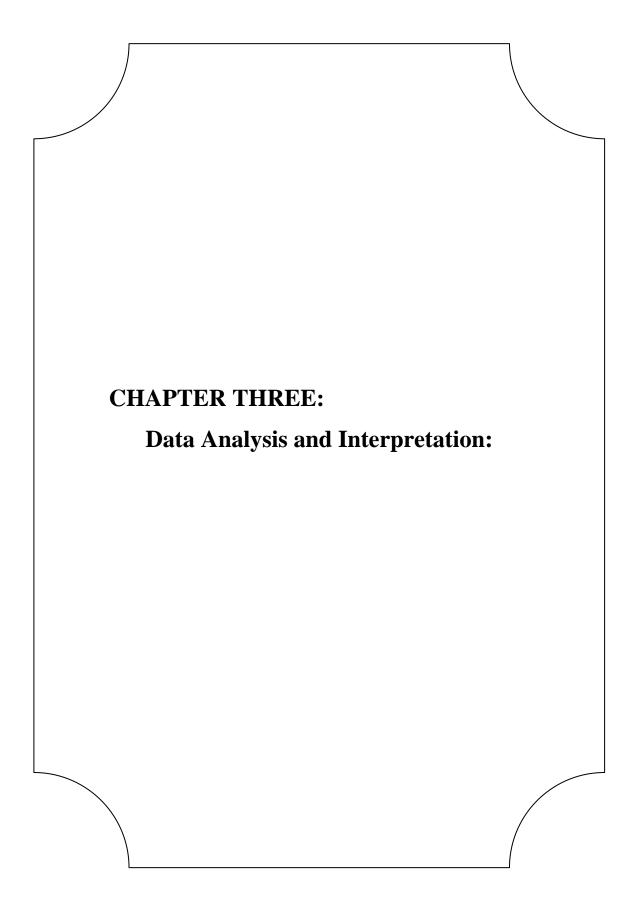
2.8 Participants:

The collected data of this research were from three participants' groups, the first are 50 parents of learners in primary schools, the second group is 100 respondents, 50 of them are

students in the fourth year of middle school and the rest are students in the third year of high school, in addition to some teachers of the Tamazight language.

2.9 Conclusion:

This current chapter shed the light on the significant ways and methods that was used by the investigator to achieve the needed objective. Thus, to collect all the information about the research topic, the researcher spoke about the objective of the study, the used tools followed by the methodology which he adopted and the participants that the researcher proposed the questionnaire to, besides the instructors that were interviewed, however, this chapter summarized the technical part of this thesis and revealed the followed mehods to make it finally completed.

CHAPTER THREE:

Data Analysis and Interpretation:

3.1 Introduction:

The current chapter deals with data analysis and interpretation, it forms the practical side of the thesis. This chapter will be analyzing and discussing the principle points that were collected from parents' and pupils' questionnaire in addition to the interview that was made with teachers. The collected data will be concisely and precisely analyzed, and then the principle results of each research tool will be discussed, the researcher will also be providing several Pedagogical recommendations for both students and teachers that they should follow to help them concerning the research problem (inserting the Tamazight language in the Algerian educational system). Additionally, the research questions of the study will also be answered then the hypotheses will be proved.

3.2 Parents' questionnaire analyses:

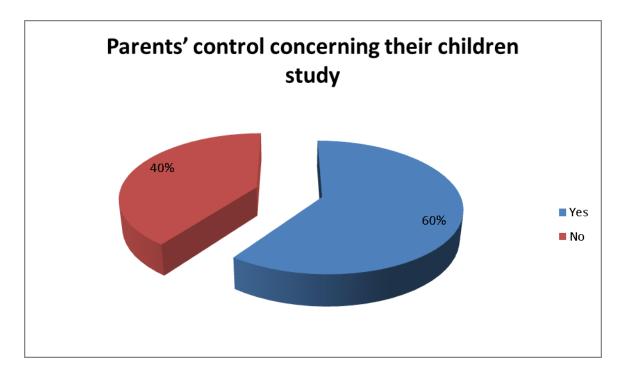**Section one: personal information**

1- **Parents' control concerning their children study**

Table 01: Parents' control concerning their children study
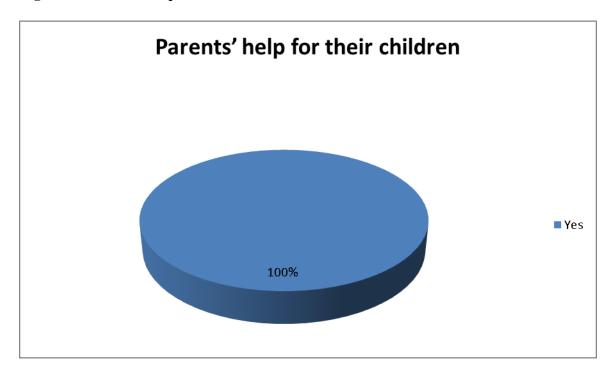
Parents' number	Answers	Percentage
15	Yes	60%
10	No	40%

Figure01: Parents' control concerning their children study

The table and the figure above show that the majority of parents control their children education since they represent a percentage of 60% of the population, while 40% of parents answered by No which means that they do not control their children education and that can back to the fact that they are mature enough since the majority of them are in the third year (high school).

Figure02:Parents' help for their children

The figure demonstrates that the whole population (all parents) follow their children's courses and help them when they need any aid because the result showed that 100% of the participants answered by Yes.

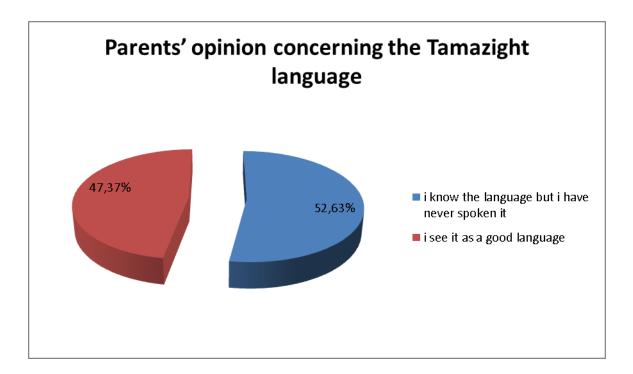**Section two: parents' attitudes toward adding the Tamazight language in the Algerian educational planning**

1- **Parents' opinion concerning the Tamazight language**

Table01: Parents' opinion concerning the Tamazight language

Parents' number	Answers	Percentage
20	I know the language but I have never spoken it	52.63%
18	I see it as a good language	47.37%

Figure 01: Parents' opinion concerning the Tamazight language
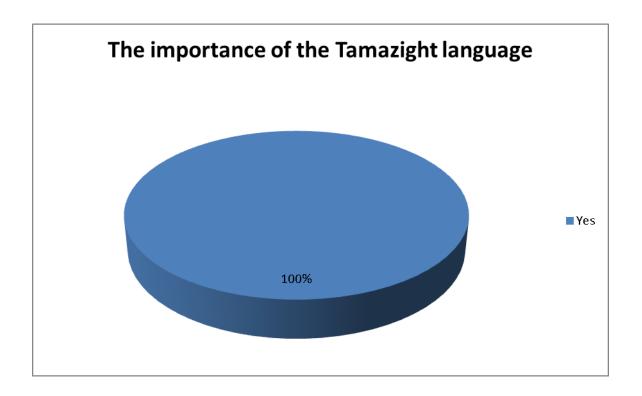
As it is shown in both the table and figure 01: more than the half of the population know the Tamazight language but they do not speak it 52.63% from the population has answered. 47.37% of the participants on the other hand said that they see it as a good language.

2- The importance of the Tamazight language

Figure 02: The importance of the Tamazight language

The pie chart above demonstrates that all the parents see the Tamazight language as an important language, since all of them (100%) answered by Yes on the question concerning the importance of the Tamazight language.

2-Parents' opinion about teaching Tamazight language as a mandatory module

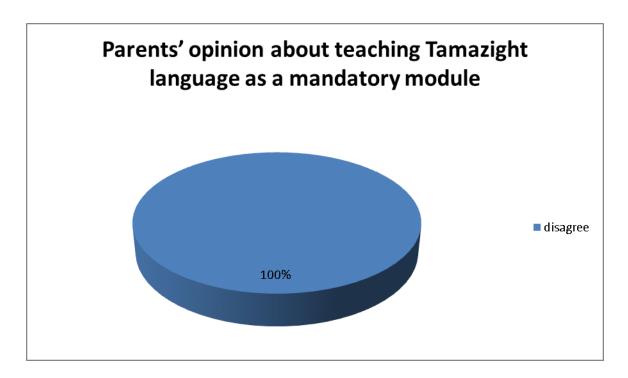**Figure03: Parents' opinion about teaching Tamazight language as a mandatory module**

All parents (100% of the population) disagree on the suggestion that says: Tamazight language should be taught mandatory. That is, they want to have the choice and the decision of teaching the Tamazight language for their children.

2- Parents' encouragement in instructing the Tamazight language

Table04: Parents' encouragement in instructing the Tamazight language

Parents' number	Answers	Percentage
30	Yes	78.94%
6	No	15.78%
2	Maybe	5.26%
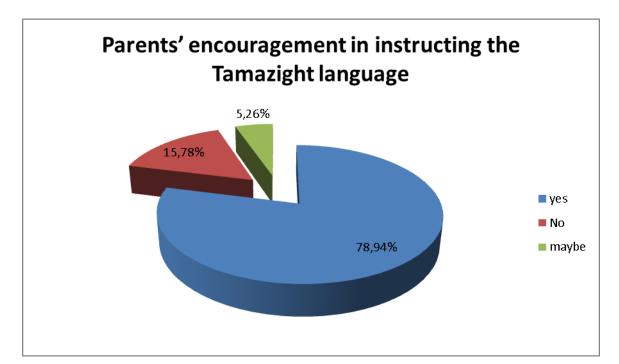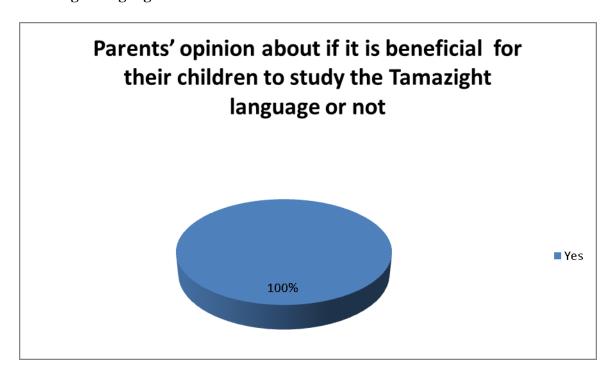
Figure 04: Parents' encouragement in instructing the Tamazight language

Table and figure04 both displayed that the great majority of parents supported the idea of instructing the Tamazight language to their children with a percentage of (78.94) from the whole population. 15.78% of the participants refuse the idea of instructing the Tamazight language in the schools where they children study, and only 5.26% of the parents were not sure if they want it to be taught or not because they selected the answer "Maybe".

Section three: parents' opinions about their children learning the Tamazight language

1-   Parents' opinion about if it is beneficial for their children to study the Tamazight language or not

Figure01: Parents' opinion about if it is beneficial for their children to study the Tamazight language or not
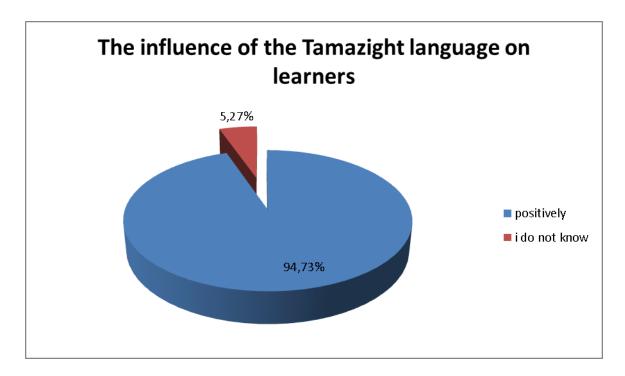
As the figure 01 revealed, all the parents (100%) consider learning the Tamazight language as a beneficial process for their children, since it is a good extra language and they will find and explore a lot while learning it.

1- The influence of the Tamazight language on learners

Table02: The influence of the Tamazight language on learners

Parents' number	Answers	Percentage
36	Positively	94.73%
2	I do not know	5.27%
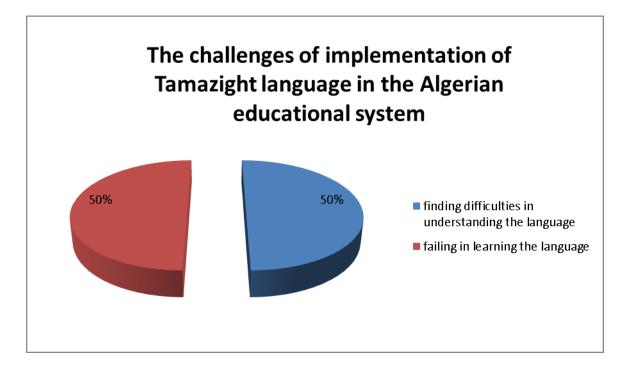
Figure02: The influence of the Tamazight language on learners

the collected results from both the table and pie chart about, reveal that the great majority of parents are aware that learning the Tamazight language will influence their children positively, since they represent a percentage of 94.73%. 5.27% on the other hand were neutral in their answers by declaring that they do not exactly know how learning the Tamazight language will influence their children.

1- **The challenges of implementation of Tamazight language in the Algerian educational system**

Figure03: The challenges of implementation of Tamazight language in the Algerian educational system

The figure above displayed that the participants answers varied from each other, forming two different opinions, the first category represent 50% of the participants and they said that finding difficulties in understanding the language is main challenge that may be faced by their children, while the other 50% of the parents said that failing in learning the language is what they are afraid of and it was what they consider as a challenge in learning the Tamazight language.

Section four: further suggestions and comments
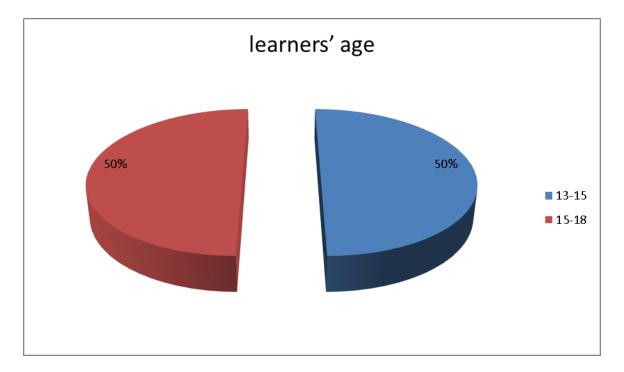
This section was designed to give the parents the capacity of expressing themselves and their opinions more, it was also as a nother chance for them to say or add any idea concerning the topic or to tackle any point that was not mentioned in the question of the questionnaire. The parents did not add or ask anything else about the subject, but expressed their impression about the topic and they declared that it is such an important issue that needs to be discussed and to be taken into consideration as well.

3.3 The analysis of the learners' questionnaire

Section one: personal information

1- **Learners' age**
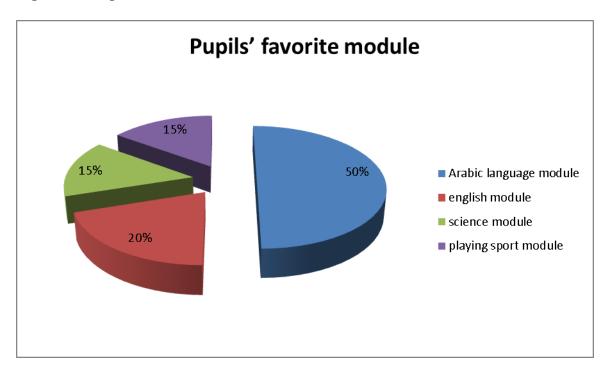
Figure01: learners' age

According to the information of the pie chart above, pupils' age is varying between 13 years and 18 years, the investigator did not meet any child that is 11 years old. The population was divided into two categories, the first one was compound of 13 to 15 years old pupils and the second category was compound of 15 to 18 years old people.

1- Pupils' favorite module

Figure 02: Pupils' favorite module

The results of the second question reveal that half of the population prefers the Arabic language module (50%). 20% of them prefer English language module, and then, the last two categories prefer science module representing 15% of the pupils, and the rest 15% of them prefer to play sport the most.

Section two: learners' attitudes about studying Tamazight language

1- Checking if pupils like Tamazight language or not

Table01: Checking if pupils like Tamazight language or not

Pupils' number	Answers	Percentage
19	Yes	50%
19	No	50%

Figure 01: Checking if pupils like Tamazight language or not

Checking if pupils like Tamazight language or not

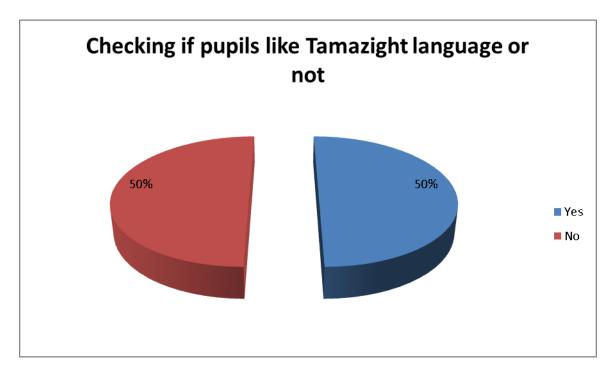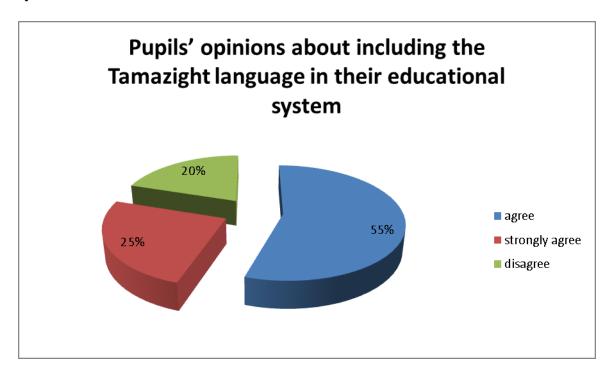50%   50%

■ Yes
■ No

As it is demonstrated in the figure01, the pupils' answers were divided into two different types, the first type (50%) declared that they like Tamazight language, while the other half (50%) said that they do not like the Tamazight language.

1- **Pupils' opinions about including the Tamazight language in their educational System**

Figure02: Pupils' opinions about including the Tamazight language in their educational system

By taking into consideration the results displayed on the figure 02 above, the great majority of the pupils agree on including the Tamazight language on their educational system, while few of them disagree on that. According to the results 55% of the pupils agree on including it , and 20% of them strongly agree as well, while 20% of the participants disagree on the idea of including the Tamazight language on their educational system.

2- **Checking weather pupils have ever spoken Tamazight language or not**

Table03: Checking weather pupils have ever spoken Tamazight language or not

Students' number	Answers	Percentage
25	Few times only	65.78%
10	No	26.31%
3	Yes	7.89%
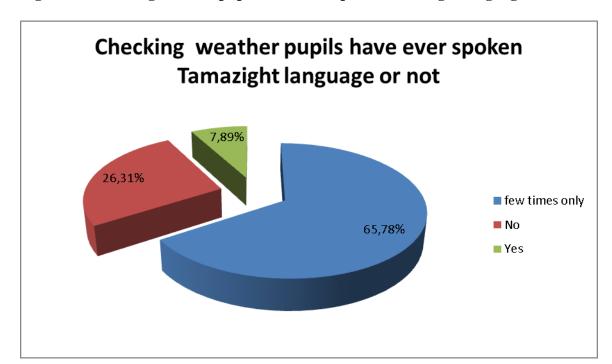
Figure03: Checking weather pupils have ever spoken Tamazight language or not
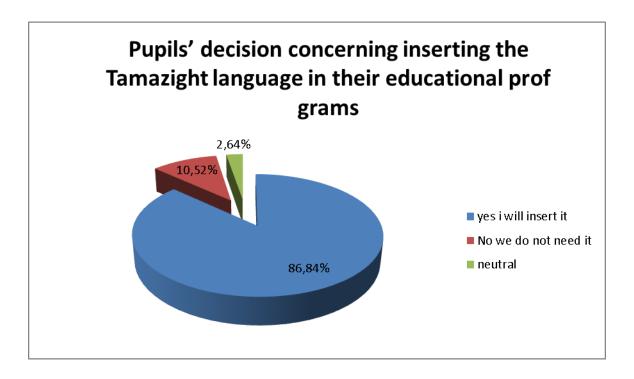
The pie chart03 and the table03 both demonstrate that the great majority of pupils answered that they have spoken the Tamazight language few times only, representing a percentage of 65.78% of the participants. 26.31% of the participants declared that they have never spoken it while only 7.89% of the pupils said that they have spoken the Tamazight language.

3- **Pupils' decision concerning inserting the Tamazight language in their educational prof grams**

Table04: Pupils' decision concerning inserting the Tamazight language in their educational programs

Pupils' number	Answers	Percentage
33	Yes I will insert it	86.84%
4	No we do not need it	10.52%
1	Neutral	2.64%

Figure04: Pupils' decision concerning inserting the Tamazight language in their educational programs

Almost all of the participants claimed that if they are the decision makers concerning the topic of inserting the Tamazight language in their educational system, they will insert it certainly representing a percentage of 86.84% of the participants. 10.52% of them had a different decision because they declared that they will refuse inserting it since they do not need it, while the rest of the pupils (2.64%) were neutral.

Discussion of the main results of the parents and pupils' questionnaires :

The current research topic is tackling one of the most important subjects, thus, the topic of inserting The Tamazight Language in the Algerian Educational Planning is the principle debate of the previous questionnaires that were directed to both parents and their children (learners).

The first two sections were discussing the personal information of parents and their children, that is, according to the collected results the majorities of parents controls their children study,

and help them when they need as well. Children on the other were about 13 to 18 years old which is a good age and they can be decide about what matches their needs, children also revealed that the Arabic language module is their favorite module before English language module, and then science and playing sport modules at the same place.

The second section of both questionnaires tackled the topic of Tamazight language and weather the parents have any idea about it and if their children like it or not. According to their answers parents revealed that a good number of parents knew the language but they have never used it and other parents saw it as a good language and that means that even if it not a used language , but it is well known language that is seen as a good one as well. Children on the other hand were spitted into two different opinions about liking the Tamazight language, that is, their answers showed that half of them like the Tamazight language, while the other half of them dislike the Tamazight language which reveals the variation among children desires in studying the Tamazight language.

The second answers of the second question from the second section of parents' questionnaire revealed that the Tamazight language is such an important language, because all the parents answered with Yes when they were asked about the importance of the Tamazight language. Children also express their agreement on including the Tamazight language in their educational planning because as it is shown on the figure 02, 55% of pupils answered that they agree, in addition to the 25% of the pupils that strongly agree on that. 20% of the pupils disagree on including the Tamazight language on their educational system. The results revealed that teaching the Tamazight language among the Algerian educational system is welcomed idea.

Briefly speaking, the results obtained from parents and pupils' questionnaires revealed that the Tamazight language is considered by children and parents as a very significant language to be learnt, and they welcomed the idea of including the Tamazight language in their

educational programs, since both parents and pupils are holding a positive attitudes towards the teaching the learning of the Tamazight language.

Eventually, the currents research questions have been answered and the research hypotheses are confirmed and approved.

3.4 The analysis of the teachers' interview
Section one: background information

Q1: which degree you held?

All teachers were having a majister diploma in the Tamazight language, which reveals that they are qualified and capable to be good teachers of the language.

Q2: how long have you been teaching?

the aim of asking such question was to have an idea about teachers' experiences, that is, the answers demonstrated that teachers are having a rich experiences concerning teaching the Tamazight language since all of them have been teaching for more than 10 years.

Section two: teachers' attitudes towards adding the Tamazight language in the Algerian educational system

Q1: to what extent do you consider inserting the Tamazight language as part of the educational system?

All teachers considered the Tamazight language as a good language to be taught, adding that it will give pupils the opportunity to achieve extra goals by gaining an extra language full of various vocabularies, which will make them able to interact more without being afraid of the poor vocabulary problem.

Q2: what are the constraints of the inclusion of the Tamazight language in educational system?

The main objective of asking such a question was to sort out the challenges of teaching the Tamazight language in the Algerian schools, the answers showed that the lack of the institutions and the places of teaching the language are among the most common barriers in both teaching and learning the Tamazight language. Additionally, the lack of parents' motivation and children volunteer are also two of the obstacles that are faced concerning teaching the Tamazight language.

Q3: what are the advantages and the disadvantages of inserting the Tamazight language in the educational system?

According to the answers that teachers have provided, teaching the Tamazight language is having few disadvantages, comparing to the amount of advantages it has. Teachers declared that the only disadvantages that they have noticed is the difficulty in understanding the language by their pupils, because they said that sometimes are taking a long time to only explain one simple item, while the advantages are several since the Tamazight language is a good, rich, attractive, and a wanted language

Q4: in your opinion, what changes need to be made in the curriculum to accommodate the addition of Tamazight language?

Teachers claimed that adding the Tamazight language into the curriculum is an easy process, they said that it should be included in the pupils' time tables in addition to specifying one or two hour per week to be taught in the same schools without even to change the place since it is an extra language with a short timing.

Q5: what is your future prospect concerning Tamazight language teachers?

Teachers' answers showed that they are expecting good and fair results after inserting the Tamazight language in the Algerian educational system; they also said that pupils will benefit from learning a new language that is part of their traditions as well.

The discussion of the main results of the teachers' interview :

The results of teachers' answers exposed that Tamazight teachers are all qualified since they are holding a considerable diplomas, in addition to the large experiences that they have by being teaching for a long period that is not less than 10 years.

The answers of the second section expressed different point, however, according to the results the Tamazight language is considered to be one of the most important language and the most welcomed one to be learnt and taught in the Algerian schools, since it is it a new language that will allow them to gain a rich vocabulary and help them in finding the accessibility in engaging in all fields when the Tamazight language is needed.

It was also shown that not only pupils and their parents are holding positive attitudes toward the Tamazight language; rather, teachers are also holding a positive attitude towards the Tamazight language.

Teachers are willing to gain respectful results from inserting the Tamazight language into the educational programs. Having a new rich vocabulary and strong lexis combined with a big knowledge of the Tamazight culture are all among the benefits that learning and teaching the Tamazight language are serving.

To conclude, the results that were collected by the current research instrument, confirmed the research hypotheses, and answer the research questions.

3.5 Conclusion*:*

This chapter was the last chapter in this research work, it involved the analysis and interpretation of all the gathered data that the investigator obtained by using the parents' questionnaire a questionnaire, and the pupils' questionnaire as well, in addition to the interview that was made with the Tamazight language teachers. The collected findings of the questionnaire were in forms of tables and figures, in such a descriptive statistical form.

The researcher was able to confirm the research hypothesis and to answer the research questions as well, while the results revealed how much is the Tamazight language is a good, and welcomed language to be learnt and to be part of the Algerian educational program.

3.6 Pedagogical recommendations:

Tamazight language is an interesting language to be learnt by children and adults also, it helps them to develop the language skills and their cognitive skills in it also. That is, there are some suggested recommendations for pupils and their parents that they should follow to support the idea of inserting the Tamazight language into the Algerian educational system.

3.7 Recommendations for parents:

- Parents should encourage their children to learn the Tamazight language

- Parents should make their children aware of the benefits of the Tamazight language

- Parents should support the teaching of the Tamazight language in schools

- Parents should use the Tamazight language at home because that is a good way to push their children to learn it.

- Parents should multimedia resources because it is available and helpful in teaching and learning the Tamazight language.

- Parents should create friendly relationships with the Tamazight language speakers since that helps their children to interact and learn the language.

- Parents should give their children a good idea and create a good image in their minds about the Tamazight language and how much it is useful.

- Parents should give their children the opportunity to travel and visit the Tamazight cities

- Parents should make their children knowing the history of the Tamazight language, and give them the chance to know the Tamazight civilization and culture, that will give them the curiosity to learn the language.

3.8 Recommendation for pupils:

- Pupils should start with leaning the basis of the Tamazight language.

- Pupils should use various applications that help them to learn the Tamazight language.

- Pupils should practice the speaking skill because it is a great way to learn the language as fast as possible.

- Pupils should vote for learning the Tamazight language if there is any election about it.

- Pupils should read books and articles about the Tamazight language, and watch series and videos of the language.

- Pupils should attend the Tamazight language club in order to improve their abilities in speaking and knowing the Tamazight language.

- Pupils should attend language immersion programs because it improve their language skills in a good way.

General conclusion

The present research was an attempt to collect and discuss details related to the issue of the Tamazight language in the Algerian educational planning, and due to the importance of language attitudes in the learning process, the central thought was to; investigate parents' and learners' attitudes towards teaching the language, inquiry, and prospects about the reality of the Tamazight language education in Algeria given by the teacher of the language.

The objective of this research was to address the different opinions given by parents of pupils in primary school, learners of middle and high school, and finally, teachers of the language to cover all aspects of the research and to know whether the given questions will be answered, and the research hypotheses will be approved.

The first chapter dealt with the complex linguistic situation in Algeria the historical roots of each language, the diglossic situation between classical Arabic and Algerian Arabic, lexical borrowing in Algerian Arabic, language planning in Algeria, and a detailed description of the Tamazight language recognition in the Algerian educational planning.

The second chapter included all the information about the data collecting tools that the investigator worked with, in addition to the method that was adopted, and it also included the description of the population that was necessary for the study.

The third chapter revealed that the majority of parents gave a positive attitude towards teaching the Tamazight language, because they welcomed the idea and they promise also that they will support it until it will be completely included in the educational programs.

In the same vein learners had some similar thoughts as the parents including acceptance and the welcoming for the Tamazight language, the negative attitudes were limited to a minority of respondents in both questionnaires and this can be justified within multiple reasons including; the importance of the other languages according to them, the complexity of the historical events, the difficulty of the language.

On the other hand, teachers of the language had a positive view toward the language including; the easiness of the language, the simple way of teaching, simple script of writing that facilitate the teaching-learning process in addition to that, they agreed that although there are some lacks and obstacles faced by the language, it doesn't negate the fact that the educational system is doing the utmost support for promoting the language. By that, teachers have favorable prospects for the language.

The obtained findings confirmed the research hypotheses and answered the research questions of the current theses

Foot notes:

[1] The original french text : « L'expression « langue arabe » recouvre plusieurs variétés linguistiques plus ou moins proches les unes des autres, différentes par leurs statuts et employées dans plusieurs espaces géopolitiques. En Algérie, comme dans tous les pays arabes».

[2] The original french text : « Pour parachever une conquête militaire qui n'avait pas été facile et pour con- crétiser les aspirations économiques et politiques des idéologues expansion-nistes de la Troisième République, les colonisateurs entreprirent de désagréger définitivement les fondements de l'organisation arabe et de prati- quer une guerre intensive à la culture et à la langue arabes, en traquant et en détruisant toutes les poches de résistance populaire et en interdisant toute ten- tative d'opposition à l'idéologie coloniale. »

[3] The original french text : « malgré l'indépendance et les actions d'arabisation qui s'en sont suivies, les positions du français n'ont pas été ébranlé. Loin de là, son étude ayant même été quantitativement progressé du fait de sa place dans l'actuel système éducatif algérien »

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APPENDICES:

Appendix A

Parents' questionnaire

Dear parents

The following questionnaire is a part of our research study, it seeks to investigate and shed light on **The Tamazight Language in the Algerian Educational Planning.** Thus, you are kindly requested to answer this questionnaire, your cooperation is very important, in order to complete the current research work by collecting data from the following questionnaire, and please answer it sincerely because your answers are surely useful and will be anonymous.

Thanks for your time and collaboration

Section one: personal information

1- **Do you control your children's study?**

   A) - Yes

   b) - No

2- **Do you follow your children's lessens and help them?**

   A) - Yes

   b) - No

   c) - not always

 Section two: parents' attitudes toward adding the Tamazight language in the Algerian educational planning

1- **What is your opinion concerning the Tamazight language?**

   A) - I do not have any idea about it

   b) - I know the language but I have never used it

   C) - I see it as a good language

2- **Do you see the Tamazight language as an important language?**

A) - Yes

b) – No

3- What do you think if Tamazight language should be taught as a mandatory subject in the schools?

a) - agree

b) - disagree

c) - neutral

4- Do you agree about backing and taking an active role in programs that encourage the instruction of Tamazight language?

A) - Yes

b) - No

c) - maybe

Section three: parents' opinions about their children learning the Tamazight language

1- **Do you think that the inclusion of Tamazight language in the educational planning could benefit your child?**

A) - Yes

b) - No

2- In your opinion, teaching Tamazight language in schools would influence your child positively or negatively?

A) - Yes

b) - No

C) - I do not know

3- What challenges do you see in the implementation of Tamazight language in the Algerian educational system?

Section four: further suggestions and comments

Appendi x B

Learners' questionnaire

Dear learners

You are modestly requested to answer our questionnaire that we need to make this study completed. It is needed to investigate "**The Tamazight Language in the Algerian Educational Planning.**, that is, your answers are very significant and they will be reserved confidentially and only used for academic purposes. We are appreciating your collaboration and your spent time.

Thank you beforehand.

Section one: personal information

1- **Age**

11-15

15-18

2- **What is your favorite module?**

Section two: learners' attitudes about studying Tamazight language

1- **Do you like Tamazight language?**
A) - Yes
b) - No

2- **What will be your opinion when Tamazight language will be included in your educational planning?**

a) - agree

b) - strongly agree

c) - disagree

d) - strongly disagree

3- **Have you ever spoken the Tamazight language?**

A) - Yes

b) - No

C) - few times only

4- If the decision will be yours will you insert the Tamazight language to be part of your educational system?

Appendi x C
Teachers' interview

Dear teacher,

  Thank you for meeting with me today my name is: Ahmad Sabrina i am master two students. This interview is made for the objective of gathering data about (**The Tamazight Language in the Algerian Educational Planning**), I will be grateful if you aid in answering the following questions to ensure authenticity of this research paper. This interview will take less than 30 minutes. I will also be taking notes about your answers to make sure that I will not miss anything you say.

Section one: background information

Q1: which degree you held?

Q2: how long have you been teaching?

Section two: teachers' attitudes towards adding the Tamazight language in the Algerian educational system

Q1: to what extent do you consider inserting the Tamazight language as part of the educational system?

Q2: what are the constraints of the inclusion of the Tamazight language in educational system?

Q3: what are the advantages and the disadvantages of inserting the Tamazight language in the educational system?

Q4: in your opinion, what changes need to be made in the curriculum to accommodate the addition of Tamazight language?

Q5: what is your future prospect concerning Tamazight language teachers?