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| **ARABIZATION IN ALGERIA: CONTRADICTIONS AND OUTLOOKS** <br><br> **CASE STUDY: STUDENTS OF BIOLOGY AND TECHNOLOGY** <br> **FUCULTIES- UNIVERSITY OF SAIDA** |

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*Master* **in Didactics.**

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## Declaration of Originality

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

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**Dedication**

To my dear parents who supported me my entire life

To my siblings specially Fadhila and Aziz

To my intimate friends, Linda, Sabah and Zineb

Thank you for your help and encouragement.

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My thanks go to my supervisor Dr.GACEM for her help in completing this research work.

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## Abstract

The purpose of the present work is to expose the implementation of Arabization policy in the scientific fields in higher education, by examining the challenges the policy faced as well as the attitude of students and teachers towards it. This research was conducted using two data collection tools (Mixed Research Method) to gather the essential data by means of a semi-structured questionnaire and a semi-structured interview. The chosen population for the questionnaire was 65 student from Biology and Technology departments in the University of Saida, and five University teachers for the interview. According to the data analysis the Arabization project was implemented within an unworthy corpus planning system, which lacks the essential orthography, materials, and the involvement of the active agents. Consequently, prevented getting the desired outcomes Further, the results revealed that the students and the teachers hold a positive attitude towards the Arabization policy as it provides them with a number of advantages, which enable them to encounter the language barrier which they suffer from.

**Key Words**

Arabization policy, corpus planning, orthography, agency.

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# List of Acronyms

AA        Algerian Arabic

AP.       Acquisition Planning

BR.       Berber Language

CA        Classical Arabic

CA        Colloquial Arabic

CP.       Corpus Planning

ESA.      Educated Spoken Arabic

FR        French Language

H.        High Variety

L.        Low Variety

LA.       Literary Arabic

LPP.      Language Planning and Policy

MI        Medium of Instruction

MSA.      Modern Standard Arabic

PP.       Prestige Planning

SP.       Status Panning

ST.       Science and Technology

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## General Introduction

Language planning and policy is a required process that aims to solve language problems. This process is derived by the need of some countries to either restore the native and/or the local languages or adopt new ones. Historical, political, cultural and social factors all might push any state to revise its language policies in some point.

In Algeria, an Arabization policy was launched during the 1960s, as a reaction to the aggressive policies imposed at the time of the French colonial era. The new policy aimed to restore the status of the Arabic language as the official language of the country. While implementing Arabization policy the authorities upheld the school as an instrument to regain the status of the Arabic language. The process of replacing the French by the Arabic as the language of instruction started in the pre- university levels in a progressive way and, by 1980s the French was reduced to become a foreign language, however it was not the case for higher education where it was divided into fields that are taught in Arabic mainly humanities and Economics and fields that are still using French language such as science and technology and medicine. This division rises a central issue, which is the possibility of arabizing the scientific fields.

In the present research the Arabization policy within the educational sector is going to be examined, with the focus on scientific higher education. For the sake of accomplishing this research two research questions were addressed

1. What are the challenges that impede the Arabization project?
2. Do teachers and students enhance positive attitude toward the Arabization of Sciences (Biology and Technology)?.

In an attempt to answer the above research questions, the following hypothesis are suggested

 1    The main challenges that impede the Arabization project are:

- The unsoundness of the corpus of MSA(terminology elaboration and lack of materials ).
- An ill-consideration of the role of agency( teachers and students).
- Discontinuity between initiation, implementation and evaluation.

2    Teachers and students may enhance  positive attitude toward Arabization of sciences (Biology and Technology).

For the practical side of the research, the researcher used two research tools(Mixed Research Method).  Semi-structured questionnaire directed to Biology and Technology students (65 student) from the University of Saida, and semi-structured interview for university teachers (5).

This work  is divided into three chapters. The first chapter deals with language planning and policy as a new discipline in the field of sociolinguistic. It highlightes all the key concepts concerning the field which are necessary for the research. The second chapter provides deep insights about the sociolinguistic situation in Algeria, it explores the combination of the Algerian society alongside with the existing languages exhibited by them. Further, it tackles the linguistic policies actualized by the French authorities during the years of colonialism, finally it examines some important points concerning Arabization policy made by policy makers.

The third chapter is directed to explain the methodology used in conducting the work, it offeres an insight regarding the mixed research method, beside to the tools used in gathering the essential data (questionnaire and an interview) and a description of the target population. The chapter provides an analyses and interpretation of the collected data, followed by some recommendations.

While conducting this work the researcher confronted few obstacles such as the severe shortage of resources and references that would help the researcher penetrate deeply and collect enough information. In addition to the global epidemic and the quarantine that prevented the researcher from reaching the participants, which resulted in low participation percentage.

# Chapter One

# Literature Review

## 1.1.    Introduction

Language is more than a system of signs and symbols conveyed to achieve communicative needs, it is an identity's component, it shapes the way people are perceived. Language reflects the individual's cultural, ethnical and racial belongings.

There are more than 6000 spoken languages worldwide among them 43% are endangered languages. In an attempt to revive, protect, organize and solve Language problems governments worked on creating and implementing laws and regulations which would achieve that. These procedures are known as Language policy (i.e. the guidelines ) and Language planning (i.e. implementation of those guidelines). These policies we're applied mostly in multilingual countries as to adopt the language that will unify it.

This chapter presents some definitions of Language planning and Language policy from different perspectives. It provides a brief account of Language planning and policy as a sociolinguistic discipline. This chapter goes through the types of Language planning, as well as Language policy's orientations. It also describes the dimensions of Lpp, beside to the policy making stages.

## 1.2.    Language Planning

Language planning refers to the overall actions and plans intended to settle language problems with regard to linguistic diversity, language development and language teaching. "Language engineering"(Spincer,1956), "language development" (Ferguson,1968) and "language treatment" (Neustopny,1970) are terms used to describe it . However, language planning is a commonly used term describing this activity. The latter was originally used by Haugen (1959)[1], where he defined it as :

> *"[By language planning I understand] the activity of preparing a normative orthography, grammar and* dictionary *for the guidance of writers and speakers in a non-homogeneous speech community. In this practical application of linguistic knowledge we are proceeding beyond descriptive linguistics into an area where judgement must be exercised in the form of choices among available linguistic forms " (Haugen, 1959, 8).*

In his definition Haugen sees the activities of language planning as the practical use linguistic knowledge which benefit the users of a given variety. Moreover, language planning is a governmental attempt to modify language practices in a particular society ,for the sack of meeting a certain goal ( for instance, to accomplish national unity or developing a certain language). In this sense , Kaplan & Baldauf described language planning as

> "[Language planning is] an activity, most visibly undertaken by government (simply because it involves such massive change in a society), intended to promote systematic linguistic change in some community of speakers. The reasons for such lie in a reticulated pattern of structures developed by government and intended to maintain civil order and communication, and to move the entire society in some direction deemed 'good' or 'useful' by the government" (Kaplan and Baldauf, 1997, XI).

Kaplan & Baldauf reported that  language planning needs a high power to be managed, because it affects the entire community . Nevertheless, Rubin & Jernudd (1997, XVI) view LP as language problem solving activity as to find the appropriate solutions, they wrote "... language planning is focused on problem-solving and is characterized by the formulation focused and evaluation of alternatives for solving language problems to find the best (or optional , most efficient) decision". However, Cooper's (1989) definition for the concept LP was frequently used , he views it as " the deliberate efforts to influence the behavior of others with respect to the acquisition , structure, or functional allocation of language codes" (1989, 45) .

## 1.3.     Language Policy

Language policy is regarded as any political actions which aim to influence or control language behaviors in a given society. For Schiffman (1996) "language policy refers, briefly, to the policy of a society in the area of linguistic communication that is, the set position, principles and decisions reflecting that community's relationships to its verbal repertoire and communicative potential" (Bugarski quoted in Schiffman 1996). Moreover, language policy is considered as a set of guidelines and procedures built for the sack of reforming language forms and practices in pre-determined direction  in a particular society. Shohamy (2006) considered language policy as" the primary mechanism for organizing, managing and manipulating language as it consists of decisions made about languages and their uses in society" (2006, 45).

Cooper's(1989) definition can resemble a better view of LP:

> *"language policy is the body of decisions made by interested authorities*
> *concerning the desirable form and use of languages by speech group. It*
> *also involves consequently the decisions made by educators, media*
> *directors, etc. regarding the possible implementation of prior basic*
> *decisions" (Cooper, 1989, 160).*

Furthermore, a part of his work on language policy, Spolsky (2007) sees that language policy comprises of three interrelated factors which reveal the importance of individual's choices in the process of language policy. These elements are ; language ecology, language ideology and language management.
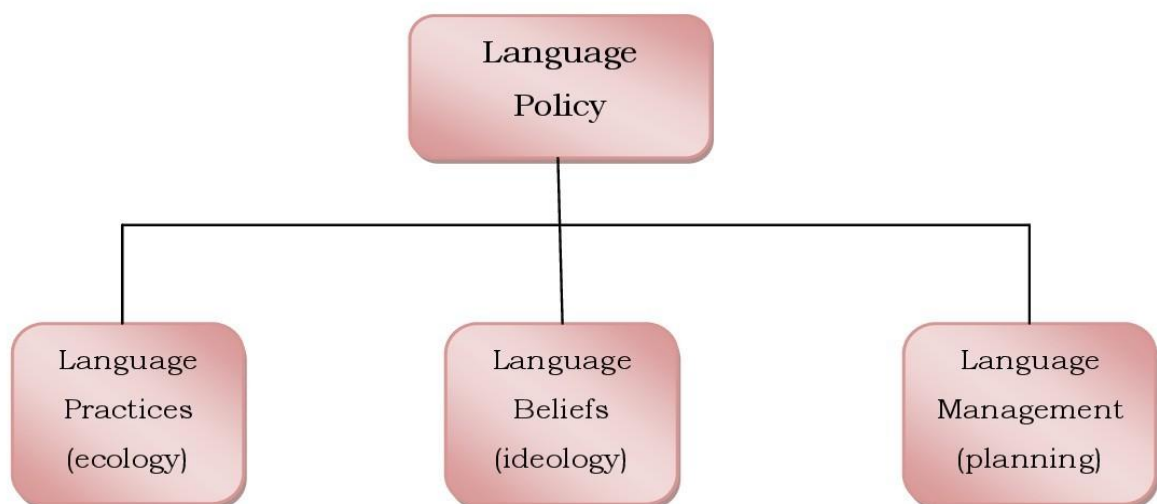


**Figure 1.1.** A Model of Language Policy (Spolsky,2004).

The first segment is, Language Practices or Language Ecology which is about the individuals' preferences and performances toward linguistic habitudes, for example the choice of specific variety to perform a desirable function .This is what Spolsky (2012) called real language policy. The second component is Language Beliefs or Ideology which refers to the convictions , perspectives and values of the community toward language variety. This is likely to be related to high variety which is used for instruction and educational purposes. While, low variety is minority and endangered languages. On the other hand, Language management

which is the last sphere of language policy, is defined as the executed actions practiced by empowered agents (group, government) attempting to influence and change the participant's linguistic behavior (practices and Beliefs).

## 1.4.     Language Planning and Policy

World War Two generated a series of changes worldwide (geopolitical map, economic growth and decolonization), yet the newly independent countries found themselves at Rock bottom suffering all kind of decline in all domains. During 1960s a new discipline emerged directed to solve language problems in the newly independent countries in Africa and Asia, this discipline was known as Language planning and policy (or what was called earlier Language Engineering), it was derived from various disciplines such as sociolinguistic, anthropology, political science and others. Among it's goals,  adopting a national language that will unify the nation, bring justice and provide equal opportunities for individuals .

By 1970s, most of the decisions and choices under the interface of LPP were about the status, right and use of minority language's worldwide. However, by the 21st century the area of LPP field expanded as a result of the massive changes that the world witnessed (political, economic and humanistic) to include language right, language ecology and languages in the light of globalization.

Generally, when observing the history of languages planning and policy it becomes obvious that the first stage (1960_ 1970)s was marked by macro planning, conducting actions influencing the status, structure and use of language at state level, hence perceived as a governmental activity. Nevertheless, recent evidences shown that LPP activities are micro planning as they are macro planning and that grassroots, public and individuals have the power to affect language choices through their practices. Beside, Baldauf (2006, 161) argues " macro level influences micro planning and yet macro planning[2] results (or should result) from micro planning[3]".

## 1.5.     Language Planning  Activities

Language planning has four sub-dimensions, each undertakes a specific area ; Status Planning (language functions); Corpus Planning (language features) ;Acquisition Planning (language distribution); Prestige Planning (language's image). Nevertheless, these activities are complementary and they can not exist in isolation.

### 1.5.1.    Status Planning

Status planning is a serie of actions undertaken by government as to select at a national level the language to be used within a society , " ... it deals with initial choice of language , including attitudes toward alternative languages and the  political implications of various choices " ( Bright,1992, 311).Status planning occurs mostly in the new developed countries in an attempt to re-establish an independent nation . The selected language (s) is /are chosen among different varieties either local , regional or even international , based on historical, ethnical and cultural factors . SP also includes maintaining and developing language by expanding it's functions and use in various fields( education, administration , media) or reducing and banning the use of specific variety. Generally ,status planning is concerned with the promotion of national language (s) (high status), as well as the varieties to be taught within the curriculum. Yet the choice appears to affect the society's perspective toward other existing languages ( minority or foreign language)(low status).This can be seen in the case of the United States , being the second most spoken language did not prevent Spanish language from becoming a foreign language that is used mostly between family members.

### 1.5.2.    Corpus Planning

Corpus planning is the planned steps or set of linguistic practices that is directed to change or improve the language structure. Corpus planning involves "activities such as coining new terms , reforming spelling, and adopting new script. It refers in short to the creation of new forms , the modification of old ones , or the selection from alternative forms in a spoken or written codes"(Cooper, 1989, 31). Since corpus planning focus on the internal affairs of language, it is usually undertaken by linguists .

The changes practiced on language forms often start by choosing language variety to be used at a national level ,thus a supra-dialectal norm. This process is followed by the codification of the selected language script ,this process includes the creation of norms , enhancement and improvement of orthography , grammar and vocabulary or even developing a new writing system. The last step in CP is modernization , this procedure is relevant to the status of the selected language among its users, and whether this language is adequate to their modern lives .Thus language developers are obligated to adopt up-to-date terminologies and styles.

### 1.5.3.    Acquisition Planning

Acquisitions planning: or what is called 'language in education planning' is a governmental actions attempt to increase the number of users of a given language , through educational systems which are considered as the best for environment for learning and practicing languages . AP is " an organized efforts to promote the learning of a language" (Cooper, 1989, 165). It's aim is not limited to the promotion of official language only, but it is also concerned with foreign, minority and endangered languages . AP involves adjusting curriculum, syllabus, materials , teaching methods and evaluation as well as the development of bilingual programs. Moreover, the British council, the French Academy are examples of non-governmental organizations yet there influences in promoting languages can not be denied or ignored.

### 1.5.4.    Prestige Planning

Prestige planning:(image planning) is an essential element for the success of language planning activities. PP is concerned about the individual's perspectives and attitudes toward a language, thus prestige planning can be defined as the process aiming at building a positive view of language. In this sense Haarmann (1990) wrote "any kind of planning has to attract positive values, that is, planning activities must have such prestige to guarantee a favorable engagement on the part of planners, and, moreover on those who are supposed to use the planned language" (1990, 104). Prestige planning is closely related to official languages (in most cases) thus it can be accomplished through governmental authorities.

### 1.6.    Language Planning and Policy Orientations

.       language planning and policy orientations refers to language planning directions that have been identified primarily by Ruiz in 1984[3]. In his theoretical framework Ruiz provided a definition for the term language orientation where he described it as " complex of dispositions towards language and its role, and toward languages and their role in society" (1984, 16). Beside, he articulated three main orientations ; language as-problem, language as-right and language as-resource.

### 1.6.1.Language as-Problem

language as-problem orientation refers to language issues that encountered decision-makers mainly in independent countries in the process of choosing a national language that

will unify the country. While, minority languages as well as foreign languages were disregarded, abolished and seen as a threat and a burden for the development of the country. For Ruiz (2010) " this orientation aim to limit or entirely eliminate multilingualism in society in favor of encouraging the development of the dominant majority language" (2010, 166). Moreover, these minorities were diminished and discriminated from the rest of the society and considered as being inferior and uncivilized communities.

### 1.6.2. Language as-Right

language rights is an aspect of human and civil rights that has been acknowledged by the United Nation Organization . Language as-right orientation is directed to preserve and affirms the minority groups' rights to use and maintain their languages under the protection of laws and regulations stated within the constitution as their legitimate right. The linguistic rights includes education in the minority's first language, the freedom to use their languages in social domains. However, language rights can be expansive or limited in scope. Certain rights may be limited to specific groups or types of speakers (Ruiz, 1984, 24-25). In Algeria for instance, tamazight language was named a second official language that is tough in schools, unlike shawiya, twareg and other varieties which are still ignored by the government.

### 1.6.3.    Language as-Resource

language as-resource orientation contributes in delimiting the pressure held upon the minority groups and helps them regain their status within societies, it is the link that gather the country's group members . Language as-recourse orientation " tend to regard language minority communities as important recourse for expertise" (Ruiz, 1984, 17), among the benefits of language as-resource , contributing in the expansion of bilingualism and multilingualism, a way of maintaining endangered languages and it helps boosting the country's economy by providing opportunities for investments specially in tourism and cultural exchange as well as the field of academic and scientific research.

### 1.7.Overt and Covert Language Policy

Language policies are important element for countries in solving issues related to Language (modernization, graphisation, standardization...), for these reasons governments

applied wide range of policies based on their linguistic requirements. These policies appeared to be classified into two distinct divisions. In one hand, Language policies can be clearly asserted "overt" in official and/or legal documents, constitutions .... Consequently related to macro planning (government). These explicitly stated policies operate as Language manual, hence they pronounce Language (s) functions, status, structure and use in a polity. For instance, according to the third article of the Algerian constitution(1996 amended in 2002) Arabic is the official language and Tamazight is a national language. Besides, French, English, Spanish as foreign languages. Due to the historical factors and despite the act which names Arabic the official language and French a foreign language, French is widely used in administrative and societal interaction as well as a number of legal and official documents.

According to a recent changes in Language acts in the Russian Federation (Federal Law of The Russian Federation June 1, 2005 N53) Russian language was declared the official language in the entire Russian territory with the prohibition of using any exotic words and expressions except for those which do not have an equivalent in the Russian language. However, the law gave permission to the regional authorities to use their own official languages, within the law, the third article listed the official language's (Russian) areas of use( legal, administration, mass media, public spaces).

In another hand, Language policies can be implemented implicitly "covert" with no legal documents or clear law which states the use of any Language variety. These type of policies appears mostly in countries where multiethnic and multilingual groups co-exist. This can be best exemplified in the cases of the United States and the United Kingdom in these two countries English language is the dominant Language spoken by majority habitants used in education, administration, media, legal and official documents. Yet, there is no single document of any kind that declares English language as an official language in both countries (de facto official language). However, some regions within these countries do have de jure Language policies possessing their own official languages alongside English such as Welsh language the official language of Wales (UK) and Hawaiian Language the official language of Hawaii (US).

## 1.8.    Language Planning and Policy Stages

Policy making is a governmental process intend to enhance or solve language issues based on reliable, systematic and transparent data(scientific evidence, experts and professional opinions and the needs of the target groups), this data is transmitted into actions and programs in order to achieve desirable results.

The process of policy making go through several phases, starting by identifying the problem then setting up the agenda, after that the formulation and decision-making tack place
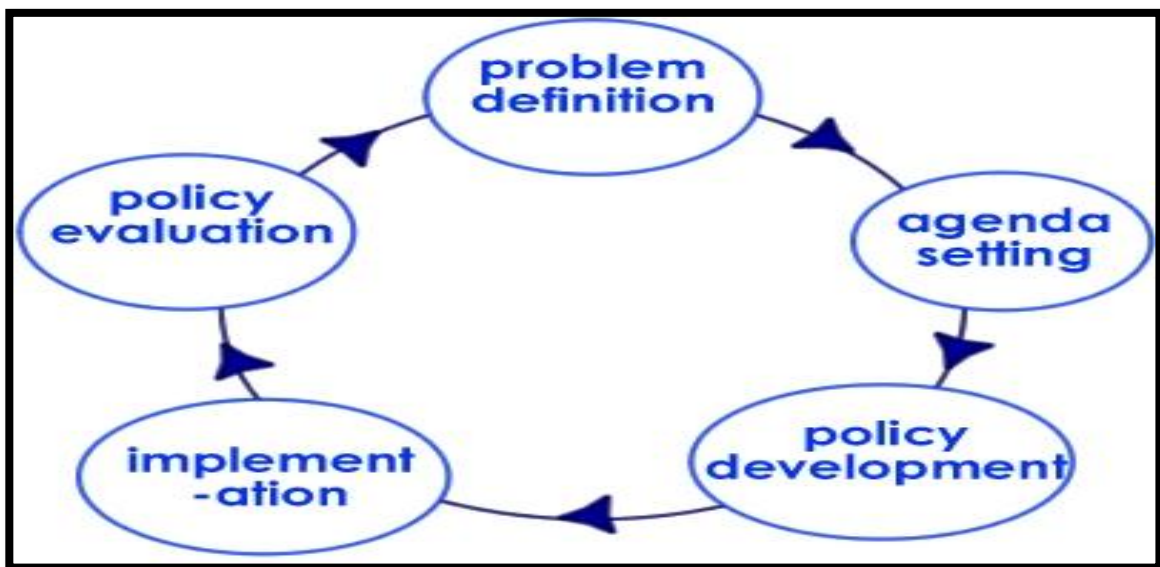


then implementing the policy and finally evaluating it.

**Figure1.2.**   Policy Making Cycle

### 1.8.1.    Problem Identification and Definition

This stage as the title indicates, is devoted to determine and describe the problem as the first step to solve it. In this stage policy makers are bound to gather essential and adequate amount of information which enable them to capture all the sides of the problem. Rubin (1984) stated

> *" In the first step, the planners must have a certain amount of information*
> *about the situation in which the plan is to be effected. Probably, the more*
> *information the better. He should know something about the needs of the*

*target or client, which he intends to serve. He should know something about*

*the sociolinguistic setting in which the plan is to be effected"(1984, 6).*

Moreover, language's objectives should be based on the demands of the whole community, if not the entire country. Fishman (1974) sees that language needs should be " associated with the whole spectrum of national life and not merely with selective or ' high culture' activities" (1974, 534).

### 1.8.2. Agenda Setting

In this phase, the language problem is transferred to the agenda( only if it serves an interest of a public benefit) where a descriptive part concerning it is included alongside with its objectives, strategies and the potential solutions. In addition to the implementation and evaluation procedures that are clearly stated. The agenda-setting as described by Kingdon

*" is the list of subjects or problems to which governmental officials, and*

*people outside government closely associated with those official, are paying*

*some serious attention at any given time...out of the set of all conceivable*

*subjects or problems to which officials could be paying attention, they do in*

*fact seriously attend to some rather than others. So the agenda-setting*

*process narrows this set of conceivable subjects to the set that actually*

*becomes the focus of attention"(1984, 3_4).*

### 1.8.3.    Formulation and Decision-Making

This stage is addressed to set up the final solutions concerning language policy and determining the appropriate tools needed to implement it. Language policy formulation and decision-making is "restricted to those who have some minimal knowledge in the subject area, allowing them to comment, at least hypothetically, on the feasibility of options put forward to resolve policy problems"( Howlett and Ramesh , 1996, 135).

Generally, all the aspects (clients' needs, solutions, actors, tools and institutions) related to language policy are declared. Further, in this stage government officials provide the aids needed and arrange meetings in order to discuss the agenda content.

### 1.8.4.    Policy Implementation

In this stage the established solutions regarding language policy are put into action, institutions and administrations are required to provide the essential support (equipment, materials and technology) to the active actors (teachers, principals...). The success of language policy implementation depends significantly on human and financial resources and administrations' system. Governmental bodies are also engaged in this phase by conducting laws and regulations which will guarantee a proper implementation. Mazmanian and Sabatier (1983, 56) describe policy implementation to include exercising particular policy decisions in a manner directed by prescriptions of an administrator, law, or court guidance.

Policy implementation can be done through top-down approach which involves governmental bodies and agents who work on enforcing language policy on local community and stockholders. Or through bottom-up approach which includes all the agents who play an active role in the process of policy making.

### 1.8.5.    Policy Evaluation

The final stage is devoted to examine the degree of language policy effectiveness and efficiency, hence determine it's success or failure in achieving the desired outcomes. This phase demands an intense data gathering concerning the policy implementation, then examining it and summarizing the findings, in order to provide the policy makers with feedbacks concerning the policy, to decide whether to improve or to continue with it. This process requires the collaboration of all the involved agents.

However, not all the policies success in solving language issues, they sometimes cause new problems that needs to be resolved. Consequently, the need to plan a new agenda arises.

### 1.9.   Conclusion

This chapter reviewed briefly the basic information related to the concepts Language planning and Language policy and the LPP discipline. It discussed some definitions of both processes, it also presented the activities within them after mentioning an overview of the LPP field. This chapter tackled Language policy's orientations as well as the dimensions and the stages of LPP making.

**Chapter Notes**

1   Haugen used the term language planning to describe the process of developing a new standard national language in Norway after its independence from Denmark.

2   Macro planning which refers to the planning that is done by the community members or local organizations.

3   Micro planning which refers to large scale planning usually done by governmental authorities.

# Chapter two

# Arabization inAlgeria: Realities and Contradictions

### 2.1.  Introduction

It is acknowledged that the sociolinguistic situation of Algeria in one of the most diverse cases worldwide, derived by historical, ethnic and geographic factors, resulting in a rich social and linguistic environment. Among these factors the long period of French colonial, during which Algeria witnessed fundamental changes. However, after the independence the policy makers adopted Arabization programs which aimed at eradicating the French influence and restoring the Algerian identity as well. This chapter provides a brief account on the linguistic policy implemented by the Algerian government. But, before dealing with that it is important to have a close look at the different ethnic groups inhabit this area, then a description of the linguistic profile is discussed. Further, this chapter highlights the extreme policies used by the colonizer in terms of linguistic policies.

### 2.2.  The Population

Depending on the historians, it is well known that the Imazighen are the first people to settle in North Africa. These tribes have been able to face all kinds of invasions for centuries (Phoenicians, Romans, Arabs, Turks, Spanish and French). According to Humbaraci(1966) " the berbers, apparently, are one of the oldest races in the world, no one seems able to trace their origins" (Humbaraci, 1966,12).

Due to its location, Algeria took a large sum of these invasions, which affected its culture, language, religion, habits and the combination of population (approximately 70_75% Arab, 25_30% Amazigh. The Arabo-Berber population represents 99% and the non-Arabo-Berber community represents less than 1%, mainly European descent)(Benrabah, 2007)

The two groups (Arabs, Berber) were divided on the basis of their mother tongue (Arabic, Tamazight or its varieties), culture and the environment they live in, "... people who are raised in the Arabic or Berber language respectively and who grow up in an environment where Arabic or Berber traditional customs prevail" (Benrabah, 2007, 32). However, it is worth noticing that both groups are deeply connected and they share most of their cultural and traditional habits hence, based on Benrabah (2007) the terms 'Arabophones and Berberphones' are used to distinguish the two communities.

### 2.2.1.   Arabophones

Arabophone refer to the individual who's Arabic is their mother tongue, this ethnic group is the dominant in Algeria, its origins goes back to the Muslim consents in the 7th century. The islamization process of Algeria took a long time due to the resistance driven by some of the Berber tribes for almost 35 years. Yet, by the 8th century the majority of Berbers converted to Islam, which led to a large migration movement of Arabs from the Middle East and Egypt into Algeria.

### 2.2.2.   Berberphone

Berberphone on the other hand is used to describe Tamazight-speakers or its varieties. In Algeria Berberphones are divided into four groups, each of which inhabits a specific area with a unique language, traditions and ways of life. The largest group, the kabylians represent 40_50% of the population, they settle in the coastal mountain region of northern Algeria. They are tribal society, known for their union, maintenance and loyalty for their customs and traditions and language, beside they played a great part during the Algerian resistance against French invasion and the process of rebuilding the country which led to their involvement in politics to ensure their freedom and rights as Algerian citizens. "The kabylians are unique among the berbers in that they have a long history of corporate identity and have been intimately involved in major developments throughout Algerian history"(Weintzman, 2001,37). He adds:

> *" No less significant, from a contemporary perspective, is the fact that from the late 1940s, kabylian intellectuals tendered an alternative, minority view to the dominant stream promoting an Arab- Muslim Algeria. They instead emphasized the need for an "Algerian Algeria" whose identity was, and should remain, intimately linked with the population's employment of Berber dialects and Algerian colloquial Arabic, and not the Modern standard arabic being imported from the Arab East. Although their ideas fell on deaf ears, they survived as a precursor to post-independence developments" (Quoted in Benrabah, 2007,33).*

Chaouia are the second largest group among Berber population, chaouia inhabits the Awres mountains in the North Eastern Algeria. They speak shawiya language, they are known as farmers and shepherds. Chaouia are remarked by their close relationships and for preserving

their beliefs, customs and traditions. Their communication with outsiders is limited to their kabylian neighboring traders who speak closely related dialects. Like the kabylians, chaouia also contributed in the resistance against the French reflecting their love for freedom and their attachment to their country.

Mozabits also known as M'zab and Beni M'zab, they settled in northern Sahara of Algeria in the valley of M'zab mainly in Ghardaïa during the 10th century. They speak Mozabite language one of the zenati languages. Most of M'zab are Merchants spread all over Algeria, which reflects the extent of their coexistence with others. M'zab are marked by their good treatment of customers, honesty and hard work. Mozabit civilization is manifested in their adherence to religion, originality and traditions, just like other Berber tribes, M'zab participated in the war of liberation.

Touareg are the smallest berber-speaking group they are called "The blue men of the desert" because of the loose blue clothes they wear. Touareg are a nomadic tribes, inhabit northern Mali and Niger, western Libya and southern Algeria (Hagar region), they speak Tamaciq which is an ancient language. It is well known that Touareg are attached to their heritage including their language, customs and traditions which they ensure to pass it on to the younger generations. The most distinguishing feature of the Touareg is their ability to find roads across the desert, in the past they used to trade and transport good. However, during the 21st century Touareg depended on livestock as their livelihood. Touareg are known for their intensity during the war and the role they played during the resistance could not be denied.

### 2.3. Language Profile in Algeria

The multilingualism[1] profile in Algeria has a profound influence, given that some of its effects are still present to date, represented in the diverse linguistic situation. Where several varieties co-exist, each carries with it a part of the Algerian history and culture and used in a specific situation . Arabic, Tamazight, French and lately English are the most widely spoken languages in Algerian society.

### 2.3.1. Arabic andit's Varieties

Arabic is the Semitic language of the Arabs, spoken some 150 million people throughout the Middle East and North Africa. Arabic covers a wide range of co-existing varieties, dealing with the Arabic language in Algeria requires tackling two distinct varieties; Literary

(classical, Modern standard Arabic) and colloquial (Algerian Arabic,  Educated Spoken Arabic), where each one of them has a specific function.

### 2.3.1.1.   Literary Arabic

Is the term used to refer to the standardized form of spoken and written Arabic in formal setting, it is used as the language of religion, instructions and culture. There are two forms of LA ; Classical and Modern, both are known between Arabic speakers by" Al-Arabiya al fus'ha" i.e. "eloquent Arabic". However, the difference between them lies in the vocabulary, where Classical Arabic reflects the need of older styles (it is used since the medieval period) whereas, Modern Standard Arabic reflects the need of contemporary expressions (modern period,19th century).

### 2.3.1.1.1.   Classical Arabic

It is an Arabic language form used since the pre-Islamic era, it is the codified form of Arabic used mostly for religious matters( ceremonies, prayers and worship), since it is the language of the Holly book_ the Qur'an_ .CA is a prestigious language hence it can be found in poetry and grammar books , usually it is referred to as "the sacred and the pure language", in this sense Fleish (1964, 3) said " Classical Arabic has the prestige, an immense prestige which is multiplied by two because it is twofold: the prestige of a great language of culture ...and that of a language of religion". CA is used and understood by great number of people, yet it is no one's mother tongue.

### 2.3.1.1.2.   Modern Standard Arabic

It is the simplified and modernized (at the lexical level) version of Classical Arabic, it emerged in the nineteenth (19th) century to meet the demands of modern life (social and linguistic needs). Borrowing and translation of foreign words were the main sources for the creation of the new MSA terminologies. Due to its ease of use and understanding MSA is used in variety of domains.

> *"Modern Standard Arabic is standardized and codified to the extent that it can be understood by different Arabic speakers in the Maghreb and in the Arab world at large, it has the characteristics of a modern language serving as the vehicle of universal culture"( Ennaji 1990, 9 quoted in Benali, Mohamed, 2007, 28).*

### 2.3.1.2.  Colloquial Arabic

It is non codified spoken language (a mixture of MSA and foreign vocabularies and terms using techniques   as code switching and borrowing) which is used in everyday communication. Although Arabic is the national and official language of the Arab countries, the spoken varieties used in daily interaction by the inhabitants in these countries differ " There are points of vocabulary which place the Arabic dialects of the Maghreb in the clearest, if not the deepest, contrast to those of the Middle East"(Marçais, 1958, 580).

In the case of Algeria, the colloquial Arabic which is basically resulted by the friction of MSA in other varieties includes two spoken varieties used in informal and semiformal contexts as to accomplish a communicative requirement.

### 2.3.1.2.1.  Algerian Arabic

Algerian Arabic or what is called (Darija/Amiya) it is the variety used in daily situations (oral communication, and lately it is used in the internet chat ).Though it is perceived as a low variety, it  become a symbol of the Algerian identity, beside being the mother tongue of the majority of the population (80_85%). AA was developed as a result to the linguistic influence from other languages mainly; Berber, Turkish, Spanish and French, that the Algerian population contacted throughout the years. AA includes various regional dialects with specific linguistic features, however there is continuum between these speech varieties.

### 2.3.1.2.2.  Educated Spoken Arabic

 "The Intermediate Arabic" also called (Al lugha al wusta)it is "employed for semiformal discussions, and on other social occasions when the colloquial is deemed too informal, and the Literary, too stilted"(Ryding,1991, 212). ESA is the bridge between high variety and low variety, I e the spoken forms from MSA are expressed in a low context AA, in an attempt to cover the lexical gaps. ESA is used mostly by educated Arabs of different backgrounds.

Recently, ESA has attracted the attention of foreign language institutions as the language used in the Arab countries at the expense of MSA.

### 2.3.2.  Berber

It is the language of the native inhabitants of North Africa. Along with Arabic, the Berber language is Hamito-Semitic (Afro-Asiatic) language, for many linguists Tamazight is derived from the old language (Libyan), in this sense Haddadou said " Present Berber descends from Libyan, a language which was spoken in North Africa since high antiquity"(2000, 210). Although Amazigh adopted Islam and Arabic they kept their language which is till now used as the language of their homes.

Four major branches of BR exist in Algeria; the kabylians' variety "Takbaylit" which is the most Berber spoken variety in the country. "Tashawit" which is the variety spoken by chaouia, in the south there are "Mozabit "and "Tamashaq" spoken by Mozabits and Touareg. Alongside with these four varieties there are other BR varieties spoken by small groups spread across the country such as: Chenoua, Taznatit, Tachelhit...

Apart from "Tamashaq" all BR varieties are unwritten, in addition to the different cultural and traditional habits which were the main reasons that stood against their unit. As explained by Roberts (1980, 117)

> " As a consequence to their geographical separation from one another and
> the absence of both any sustained commercial intercourse between them
> and of a written language. There has been no tendency for their culture to
> become unified or for their language to become standardized in the course
> of their history".

After 1962 the Algerian government named the Arabic language the national and official language of the country, as an attempt to unify the country. However, during this process the BR language was neglected and suppressed which led afterwards to "Berber spring"[2] as the last resort for pan-barbarism to restore the status of BR language in Algeria. This event was followed by a series of reactions by the government which reflected the rising interest toward the BR as part of the national identity taught in schools and universities, and the most important of which was its  promotion to become a national language since  April, 2002.

### 2.3.3.   French

French language is one of the world's most spoken languages, it belongs to Indo-European family that was influenced by native Celtic languages. FR was introduced to the

Algerian population during the years of French colonialism 1830_1962, it "was one of the fundamental elements used by France in its depersonalization and acculturation policy towards Algeria"(Kh, Taleb Ibrahimi, 1997, 42_3). A rigorous assimilation policy was imposed to replace Arabic with French language, "in 1938, Arabic was declared a foreign language by law that was rescinded by Charles de Gaulle"(Mokrane, 2002), in the same time the use of FR expanded to include politics, education, media, administration public sector and even encouraging Christianity via religious missionaries aiming at refuting the Arabic language hence blurring the Algerian identity in order to re-establish what they called "French Algeria" as a territory that belongs to France.

The colonial heritage rooted deeply in the Algerian society by the fact that after years of independence the FR has a prominent position within the life of Algerians alongside with Arabic language Although there are no laws that impose or even encourage its use , this can be noticed in the educational system (French is taught from the third grade in primary school till university levels), administration (the language of instructions) and communication in general (which is a combination of Arabic varieties and French used intentionally or in an unconscious way). However, lately, interest in FR has diminished in light of globalization and the development of English as an international language.

### 2.3.4.   English

Being the language used in technology, science, business, and scientific research English language acquired an important position at a national and international level. As a result, English language gained a promising status within the  reformed Algerian educational system since the early years of 2000s. As Benrabah (2007) stated "the early 2000 were characterized by the transition to globalized pedagogy or the free market economy. It is also related to the high cooperating with the United States of America and Canada who are committed to freely support this educational reform policy in Algeria".

During its endeavor to develop the academic and vocational curriculum, the government worked to introduce English language which is the global language of communication as the second foreign language taught from the first year in middle school, beside being included in the university level at different departments, where it become obligatory for students and researchers to be fluent in English,  because most of the academic papers and researches are published in English language specially in the scientific fields. Beside, with the spread of

multinational companies either of oil or other sectors, it become necessary for workers in these fields to master English as the language of communication.

## 2.5.    The Colonial Language Policies

The ultimate goal for the resistance against the French colonialism was to recover the stolen Algerian cultural identity (religion, language) which the colonizer was keen to erase and replace as soon as it settled using arbitrary policies, holding the idea that the Algerians are savage and barbarian  population and that their deeds are France's civilizing mission. In this sense, Jules Ferry in a parliamentary debate on March 30th, 1885 said " It is the humanitarian and civilizing question...The superior races have a right in relation to the inferior races...They have the duty to civilize the inferior races"(Maamri, 2009).

The French power took charge on the government affairs, administrations, business and all the vital sectors and imposed a programs of assimilation[3] in various forms. However, the most devastating one was the linguistic and cultural assimilation, by promoting the French language to be the dominant at the expense of the local spoken Languages (Arabic,  Berber) as the first step towards eliminating the Algerian culture and religion (since Arabic language and Islam are two sides of the same coin).

In this regard, the French authority confiscated the lands that belong to religious foundations and cut off the sources of income, these schools were the main centers for learning the Arabic language and basic Islamic instructions for the majority, along with the educational programs which were based on teaching the French language, history and geography while the Arabic language was declared a foreign language and banned its use in schools and official documents, all this resulted in a massive number of illiteracy among indigenous children. Beside that, the French authority launched campaigns attempting to distort the Algerian history and the relationship between the Arabs and the Berbers using divergent racial and cultural background.

It was only logical that under these policies the young Algerian generation will grow apart of its heritage, and it would be easy to control, manipulate and automatically becoming faithful and loyal subjects to it. Yet, the long years of repressive actions towards the Algerians and their culture, religion and language, raised the sense of unity among the people, and after the birth of a group of scholars (Jamaat Al Ulama) who restored the Algerian identity, the first signs of new era started.

### 2.6.    Arabization Policy

The oppression of the Algerian identity during the French colonial era had profound influence. Therefore, withdrawing the cultural and linguistic French domination was top priority for the newly independent government,  starting by recovering the status of Arabic language as the main component of the national identity. In this sense, Boumediane (1968) said" without recovering that essential and important element which is the national language, our efforts would be vain, our personality incomplete, and our entity a body without soul" quoted in (Mostari, 2004, 26).

And for that a linguistic policy called Arabization was adopted and introduced as the solution to promoting the Arabic language in the educational system.

The term Arabization occurred during the Arabian Muslims conquests(7th century) to refer to the spread of Arabic language and culture in non Arabic countries .Through time ,the term Arabization was used to refer to various processes such as ; translation, borrowing, promotion, development...etc.

For Sayadi(1982) Arabization is not only a sphere of translation ,but it is also a process of adopting and borrowing new terms ,where he defined it as " the lexical expansion which includes the coinage of new terms either from existing words or through translation of foreign terms and the adoption of already existing words through borrowing from foreign languages or reviving and revitalization of older usages in the same language".

Grand Guillaume et al (1997) provided a definition of the concept Arabization as a process of promoting a particular language ,he stated that Arabization is " the extensive use of Arabic in all domains of life; political, social and cultural I e; the promotion of Arabic as a medium of interaction in public and private sectors ".

Furthermore, the Arabization policy or corpus Arabization refers to the process of recovering the status of the Arabic language as a national and official language. Beside that, it refers to teaching the new Algerian generation arabo-islamic culture and values

The implementation of Arabization policy in the educational programs started by replacing the French language by Arabic language progressively (year by year). However, the process faced various issues, such as developing educational system that would contribute in

achieving Arabization, the lack of Algerian qualified teachers to teach the Arabic language and succeed in meeting the programs' desirable goals.

The Algerian educational system after independence went through several phases , each phase brought with it set of reforms.

### 2.6.1. The Phase of Ahmed Ben Bella (1962_1965)

During this phase the Arabic language was promoted as the national and official Language of the country, hence initiating a series of arrangement in education, such as reducing teaching hours of French language in all levels. While, the Arabic language hours were raised (devoting seven hours at first, then three more hours were added). By the year1964 the first grade in primary school was Arabized. But, this period faced some issue such as the lack of qualified teachers, forcing the president Ben Bella to import teachers from the Middle East mainly Egypt, Syria and Iraq.

### 2.6.2. The Phase of Houari Boumediane (1965_1978)

Strict laws were adopted during this stage requiring employees to learn and use Arabic language in all fields. In secondary school one hour of history taught in Arabic was included, beside to half an hour of religious and civic instruction in all schools by 1966. In the school year of 1975 the primary levels were fully Arabized (the second grade in 1967, the third and the fourth by 1971) with the French language being taught as a foreign language in the fourth grade. In secondary schools, humanities section was fully Arabized in1974, alongside with one-third of the sciences section and math. At the university level , Arabic literature, Philosophy and History were Arabized by the year 1968, in addition to Sociology and Pedagogy in 1973.

### 2.6.3. The Phase of Chadli Bendjdid (1978_1992)

Beside to the total Arabization of the first year of Social and Political Sciences, Law and Economics in 1980, this period was remarked by establishing linguistic institutions as a result to the law of generalizing the use of Arabic language in 1991. These institutions worked on ensuring the use of Arabic in all the domains beside promoting and protecting it.

### 2.6.4. The Phase of Liamine Zaroual (1992_1999)

Perhaps one of the most courageous and daring decisions made by the president Zaroual was re-launching the law of generalizing the use of the Arabic language in 1996 after being cancelled by the former president Mohamed Boudiaf.

The law contributed in raising the interest in the Arabic language and allowed the linguists and researchers to carry out researches in different domains such as linguistics, translation, orthography and even speech diseases.

### 2.6.5.      The Phase of Abdelaziz Bouteflika (1999_2019)

Again the law of generalizing the Arabic language was ceased, but this time without any official decree. Adapting a globalized educational systems was needed, hence radical changes were planned.

Generally, the Algerian schools were under the bottom line, filled with tremendous amount of problems (high dropout and failure number, inappropriate methods as well as the content and so on) all this issues pushed the government toward adopting educational systems, which would save the Algerian schools from inevitable destruction, and put it in parallel with the ongoing scientific and technological development.

The first step was creating a National Committee for the Reforms of Educational systems (NCRE) on Mai 2000, this committee took an entire year to submit a detailed evaluation on the educational programs to the government. According to the outcomes of the report the policy-makers initiated the reforms, among them, reforming the school structure which included the introduction of the pre-school level(5 years old children), beside to the rearrangement of the duration of primary (from 6 years to 5) and middle (from 3 to 4 years) schools. While, for secondary education two main streams appeared; general and technical. As for teachers, the reforms involved the improvement of their knowledge and skills, in addition to the evaluation and development of their training programs. Further, the reform targeted teaching syllabus and textbooks, by introducing new teaching materials and methodologies, as well as including the ICT's in schools (Tawil, 2006).

Beside to the reintroduction of the foreign languages in the schooling systems ; French in second grade in primary schools, English in the first year in elementary schools. As for the university level, scientific fields are still taught in the French language.

### 2.7.    Conclusion

What Algeria experienced during its rich history had a great impact on the diverse cultural, linguistic and sociolinguistic situations. This chapter presented an overview on the Algerian society's components and the different languages used in different contexts, it also outlined briefly the policies used by the French during the colonial era. The chapter examined the government's efforts to recover its lost identity  immediately after the independence by adopting Arabization policy.

## 2.8.   Chapter Notes

1    The use of more than one Language, either by individual speaker or by a group of speakers.

2    A period of political protest and civil activism in 1980 claiming recognition of the Berber identity and language in Algeria with events mainly taking place in Kabylie and Algeries.

3    A policy which intended to integrate Algeria as integral part of France.

# Chapter three

# Research methodology

# And Data Interpretation

### 3.1. Introduction

Pursuing the previous parts of the present study concerning language situation in Algeria ( language policies and Arabization project) starting from the Colonial era(1830) to the different presidential periods which Algeria has witnessed after its independence in 1962. A deep insight regarding the perspectives toward arabization policy in the university level is provided in this chapter. Therefore, data collection methods (methodology) used in conducting the present research paper are discussed, alongside with the target population participated in the practical side of the research. Beside to the analysis of the data obtained and their interpretations. The chapter is ended by some recommendations and a conclusion.

### 3.2. The Research Design

Following the requirements of the current research and so as to gather the appropriate and sufficient amount of data, a mixed research method is used,    Which is the third type of methodology approaches, it is a combination of quantitative[1] and qualitative[2] research in a single study. It is defined by Creswell and Plano Clark(2011) as those studies that include at least one quantitative strand and one qualitative strand. choice of this method lies in the various types of collected data which provides the appropriate base towards a rich and convenient results, in the sense that " one method can be utilized to overcome the weaknesses of another method used in the study" (Dornyei, 2007, 45). Perhaps one of the most advantages of this method is the ability to generalize the obtained results.

In the current research, a questionnaire is used as the quantitative data collection tool. It is defined as a set of questions addressed in order to gather a specific information from the participants in an organized way. The option of choosing the questionnaire is related to its advantages, since it is a popular research tool which collect adequate amount of information in an efficient way. As mentioned by Dornyei "The essence of scientific research is trying to find answers to questions in a systematic and disciplined manner and it is therefore no wonder that the questionnaire has become one of the most popular research instruments in social science"(Dornyei, 2007,101)

Normally, there are two types of questionnaires based on the questions used. In one hand, the structured questionnaire contains pre-determined choices for the questions, here the respondents are bound to select the appropriate answer(s). The questions used can be closed-ended, Yes/No questions, multiple choices questions and scaled questions. On the other hand, there unstructured questionnaires, this type contains open-ended questions and the respondents are required to freely provide their views concerning the questions.

The questionnaire used in this study was semi-structured one addressed to students from Biology and Science and Technology departments in the University of Saida. The questionnaire was presented to participants electronically via Google Forms, it was distributed via social media, mainly Facebook.

The questionnaire started with an introductory part describing the purpose of the study, it was anonymous which insured the participants' confidentiality, thus the answers would be more objective, and it was composed in standard Arabic in order to be fully understood and so that the language does not constitute a barrier for participants.

The questionnaire undertaken in this research was composed of three sections, the first section tackled personal information, the respondents were required in the first part to mention their gender, level and specialty, the second part of this section was intended to explore the respondents' learning abilities it contained scaled and multiple choice questions, in which the respondents were required to choose what reflects their opinions. The second section was devoted to show the participants' attitudes towards arabizing their specialties, this part compose of three scaled questions. As for the third section, it was directed to reveal the students' general attitudes toward French, Arabic and English languages.

For the choice of qualitative research tool used in this research, an interview was conducted so as to obtain the essential information due to the needs of the research itself. The interview is a widely used tool for collecting qualitative data, it is face-to-face conversation used to " reveal existing knowledge in a way that can be expressed in the form of answers and so become accessible to interpretation" ( Flick, 2006,160).

Generally, there are three different types of interviews; structured, semi_structured and unstructured interview, the difference between these types appears in the form of the questions used, where structured interview contains a number of arranged questions addressed to the respondents. Likewise, semi_structured interview depends on a prepared set of

questions, however the interviewer has the ability to address additional questions based on the respondents' answers. As for the unstructured interview, it is more like a casual conversations with no predetermined questions (the questions are formulated during the interview), in this type the interviewer is likely to get much personal information.

In this research, semi-structured interview was addressed to a group of teachers, these interviews were distributed via email, it began with an introductory part describing the purpose of the research and ensuring the confidentiality terms. The interview composed of six main points. The first one was devoted to show the teachers' perspectives towards the linguistic abilities of the students, concerning French language and whether this abilities enable them to follow the teacher's instructions. The second point was addressed to reveal the teachers possible difficulties encountered during the delivery of the courses. The interviewees in the third point were asked about the level or the specialty which they constantly find problems with. As for the fourth point, it tackled the teacher's possibility of using the Arabic as the language of instructions. The fifth point was devoted to show the teachers' views toward arabizing the scientific fields in higher education. While the last question was about their opinions toward the possibility of a successful implementation of Arabization project with an account of their perspectives.

### 3.3. Sampling Decision

It is known that the choice of the sample depends on the research, selecting the appropriate sample would guarantee reliable and credible data. In this research the sample is a combination of students and university teachers from scientific fields, this samples were chosen since they are the first effected by the Arabization policy , where the students face great difficulties adjusting to the medium of instruction (French language) whereas all their previous studies were in Arabic except for foreign language classes.

The subject of the questionnaire were selected from two different departments at Saida's University of Dr Molay Taher. 25 student from the department of Science and Technology (11 male, 14 female), and 40 student from Biology department(15 male, 25 female).

The majority of the respondents were females with the percentage of 60% while males participated with the percentage of 40%. The results are illustrated as follows:

**Table 3.1: The Participants Gender (students)**

| participants | Frequency | percentage |
|:---:|:---:|:---:|
| Males | 26 | 40% |
| Females | 39 | 60% |
| total | 65 | 100% |
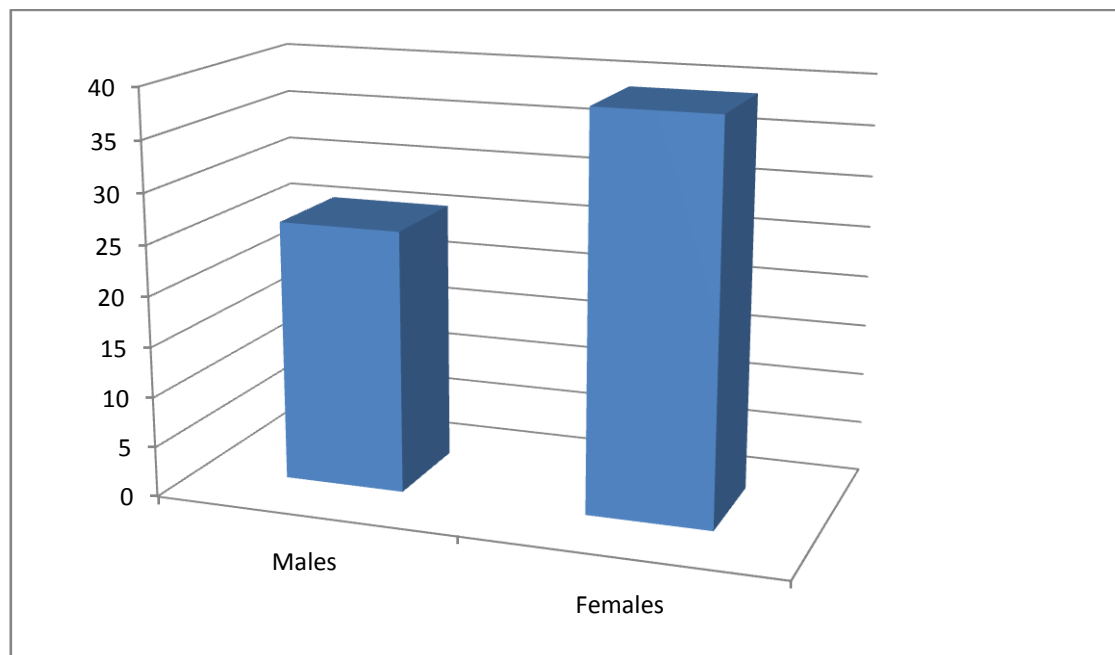


**Bar-graph 3.1**

As for the interview, 10 teachers from different universities were selected as the subject, those teachers were from different departments (Biology and Science and Technology), the results are translated bellow.

**Table 3.2.Teachers' Speciality**

| Branch | Number | Percentage |
|:---:|:---:|:---:|
| Science and Technology | 2 | 40% |
| Biology | 3 | 60% |
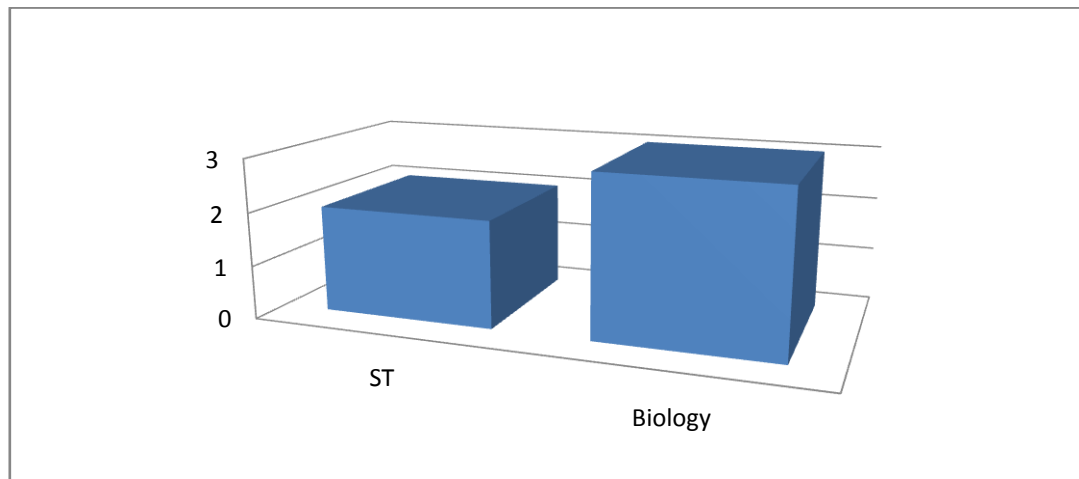
**Bar-graph 3-2**

### 3.4. The Limitations

This element is present almost in every research work, in order to demonstrate the difficulties and challenges that the researcher encounters during the preparation for the research.

In the present study the first limitation encountered was the severe shortage of resources and references that would help the researcher to penetrate deeply and collect enough information. The second limitation concerns the distribution of the research tools, due to the spread of a global epidemic (coronavirus) the researcher was forced to use social media in conducting the questionnaire and the interviews. The third limitation goes around the participation percentage, where a limited number of informants (students and teachers) participated in this research. This is probably due to the lack of initiative and the motivation to participate in studies.

### 3.5. Data Analysis

### 3.5.1. The Students' Learning Abilities

This part was intended to show the students' learning abilities and the difficulties they face during their studies.

The first question was intended to reveal the students' self- evaluation concerning their linguistic abilities in French language. The majority of the students (50,77%) implied that they have medium level of competency in French, while 36,92% of the respondents confirmed

that they have low competence. Whereas, out of 65 respondent only 8 of them replied that they possess a good French skills.

This results show that the majority of the students possess a medium level in the French language. The data obtained are illustrated as follows:

**Table 3.3. The Students' Proficiency in French Language**

|  | Good | medium | Weak |
|---|---|---|---|
| Proficiency in French | 12,31% | 50,77% | 36,92% |
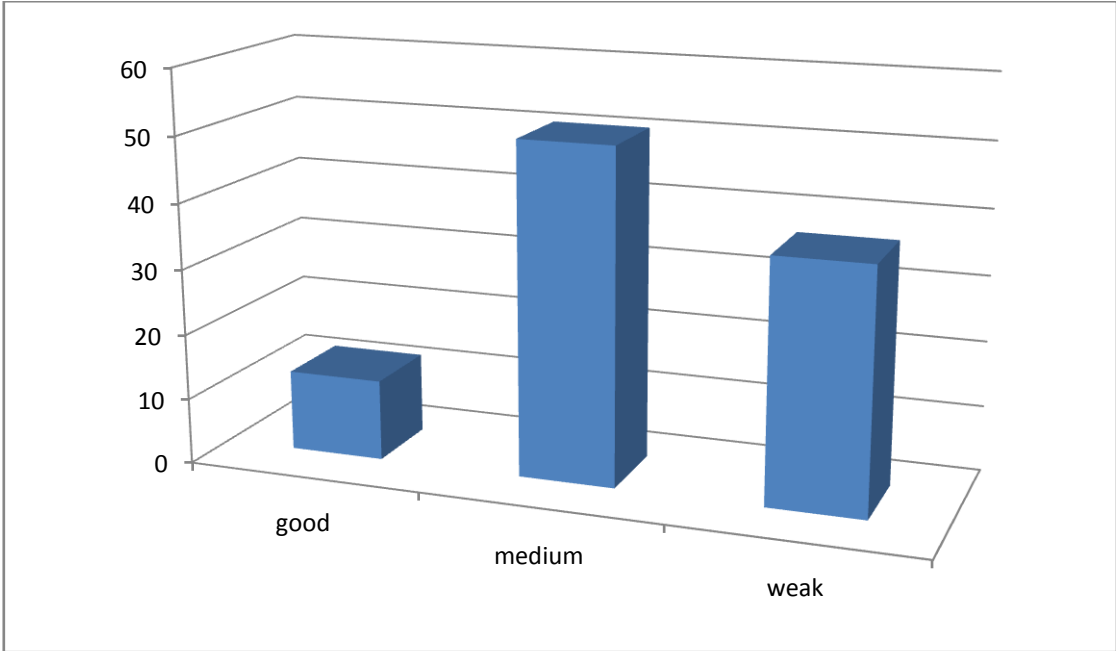


**Bar-graph 3-3**

As for the second question the respondents were required to select the difficulties faced during their studies. 34 out of 65 respondent confirmed that they have problems with the language of instruction (French language). And 33,85% of the students claimed that the teaching methods are inappropriate, while 13,85% of them considered the content subject as the obstacle against their success.

Accordingly, the point which most of the respondents see as a serious obstacle was the language of instruction which indicate that the French language is the biggest drawback compared to content subject and the teaching methods.

**Table 3.4.  The Students' Difficulties**

|  | Subject itself | Teaching materials | Language of instruction |
|---|---|---|---|
| difficulties faced during classes | 17,85% | 33,85% | 52,30% |
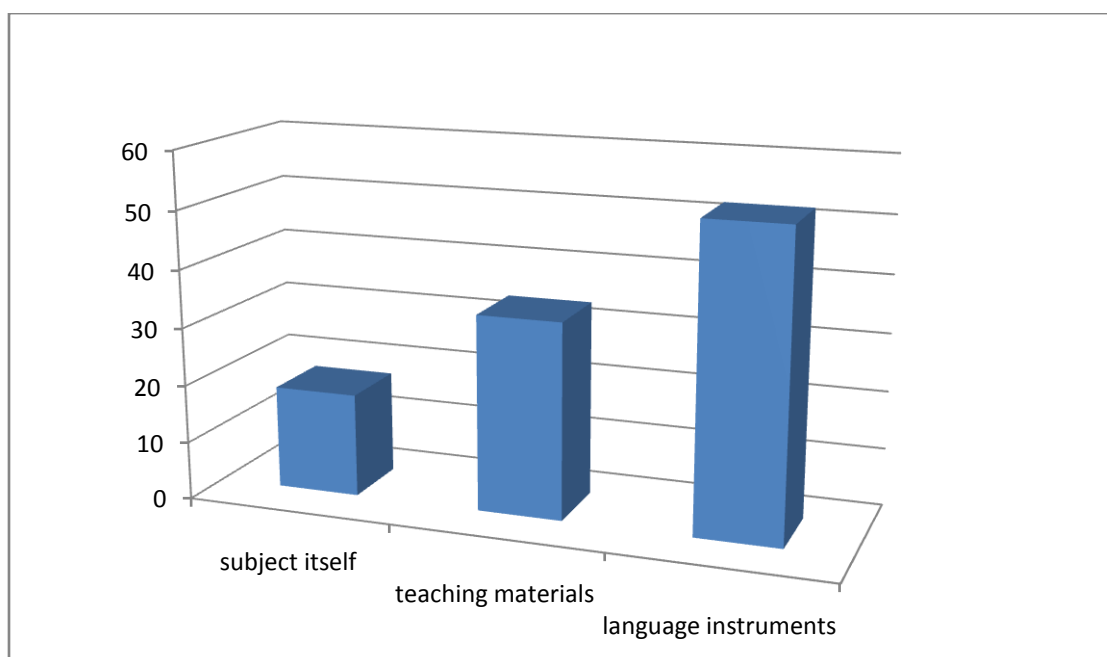


**Bar-graph 3-4**

### 3.5.1.2  The Students'  Attitude towards Arabization

The third question was intended to show the students attitude toward using the Arabic language instead of the French. 55,39% of the respondents agree that using Arabic language as the medium of instruction is better, whereas 26,15% of them expressed their disagreement, while 12 out of 65 respondent were uncertain about Arabic being a better choice for their specialties.

The results show that most of the students truly face difficulties with the medium of instruction as they see that the Arabic language is better for them. This is translated as follows:

**Table 3.5. The Students' Attitude towards Using Arabic Language**

|                          | agree    | disagree | uncertain |
|--------------------------|----------|----------|-----------|
| Using Arabic instead of French is better | 55,38%   | 26,15%   | 18,46%    |
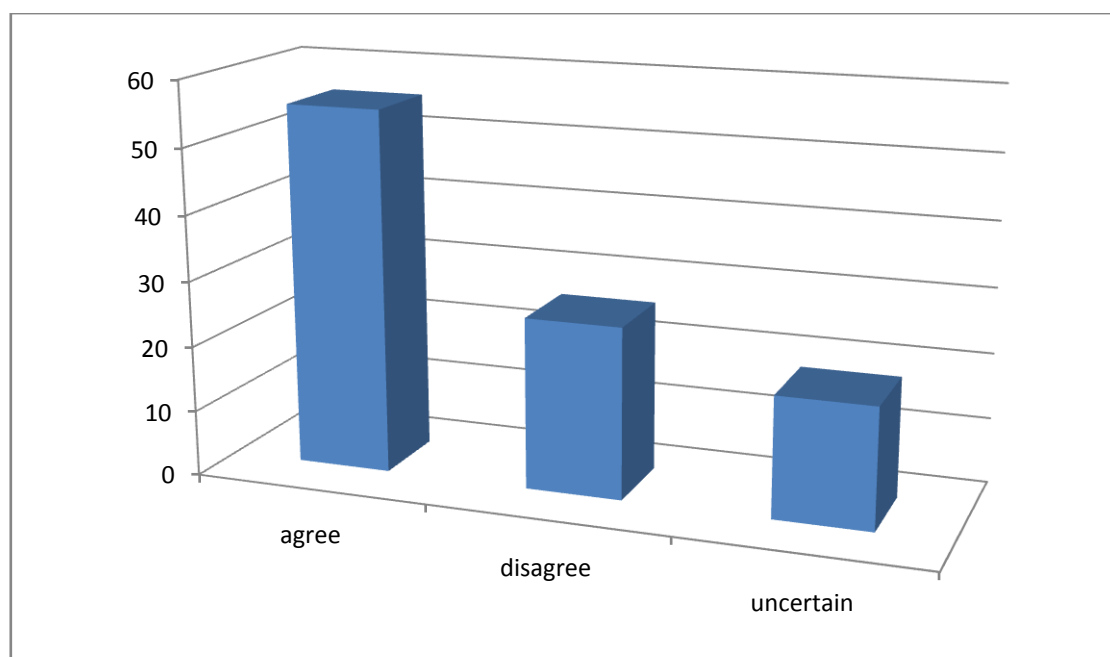


**Bar-graph 3-5**

As far as this question is concerned, 69,24% of the informants agreed that the availability of Arabic materials help them understand much better, other respondents (15,38%) expressed their disagreement toward the possibility of achieving better comprehension with the presence of Arabized materials, while a similar percentage of the respondents (15,38%) were doubtful regarding this matter.

The majority of the respondents see that Arabic materials provide better success chances for them.

**Table 3.6. The Students' Attitude toward the Availability of Arabic Materials**

|   | agree | disagree | uncertain |
|---|-------|----------|-----------|

| The availability of Arabic materials booster the comprehension | 69,24% | 15,38% | 15,38 |
|---|---|---|---|
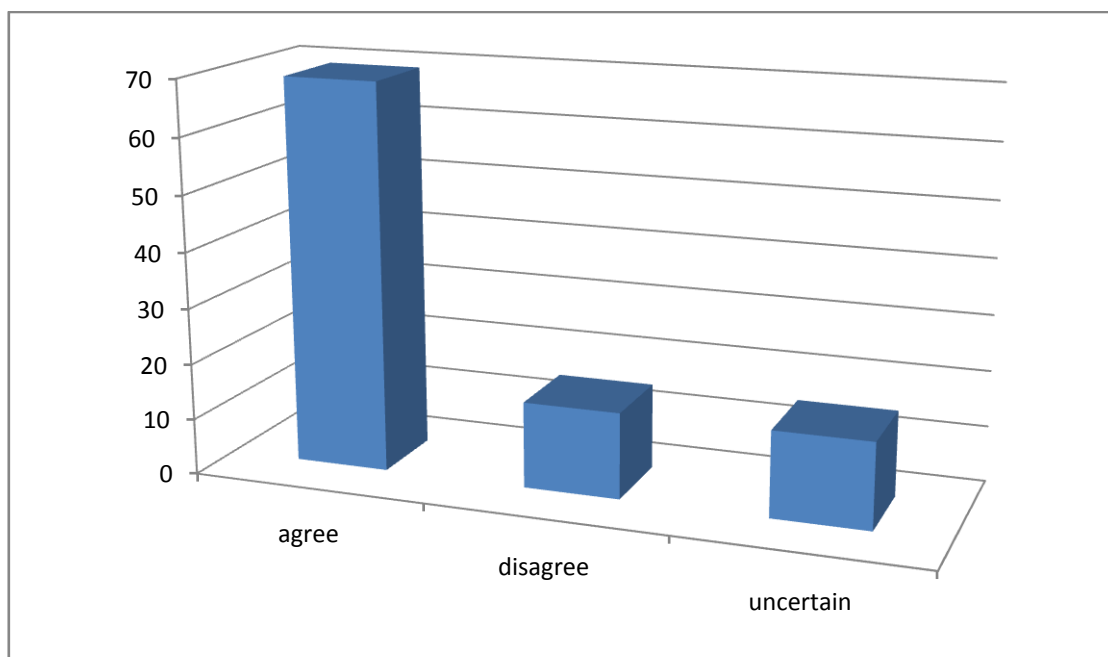


**Bar-graph 3-6**

As for the fifth question, 56,92% of the respondents choose to study using Arabic language as the medium of instruction, whereas 30,77% of them show their disagreement with the use of Arabic language, and 12,31% of them were uncertain about the choice.

Accordingly, the majority of the students prefer to study using Arabic language as the medium of instruction instead of the French language.

**Table 3.7. The Students' Attitude toward Choosing Arabic as the MI**

|  | agree | disagree | uncertain |
|---|---|---|---|
| Do you prefer to continue your study in arabic | 56,92% | 30,77% | 12,31% |
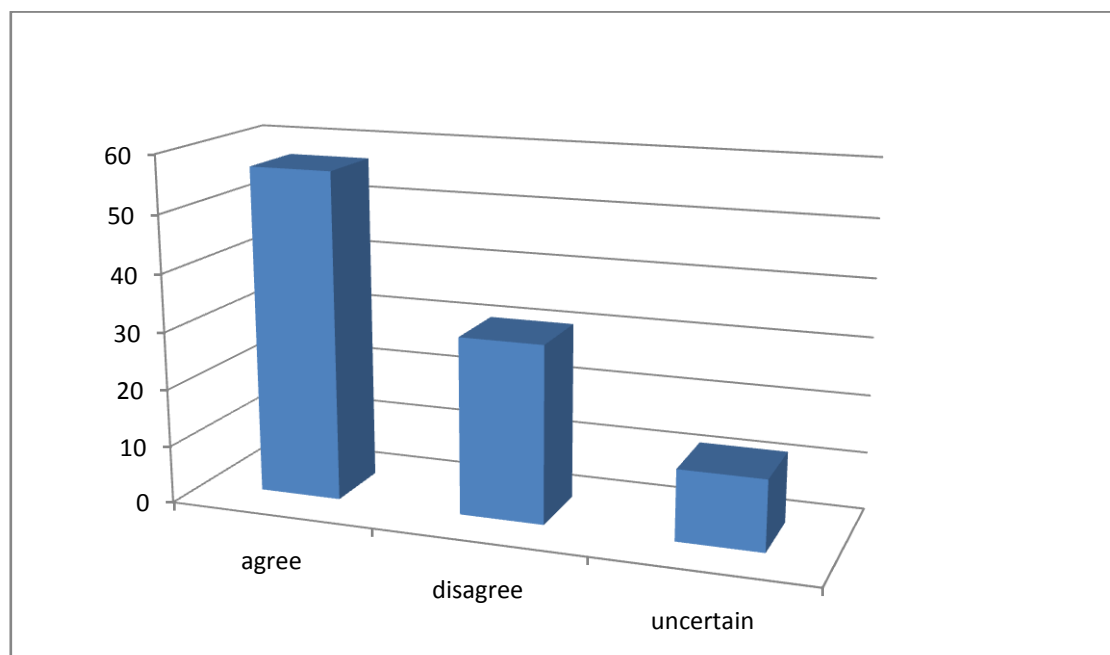
**Bar-graph 3-7**

### 3.5.1.3 The Students' Attitude toward Languages in General

This question was addressed to show the informants perspectives toward the French language and its suitability to the scientific fields, 38,46% of the respondents see that French is appropriate for their specialties, whereas 40% of the students declared their opposition, while 14 out of 65 respondent seemed uncertain about this concern.

The results show that the majority of the respondents see that the French language is not appropriate for the scientific fields. The data are illustrated as follows:

**Table 3.8. The Students' Perspectives toward the Suitability of French Language**

|  | agree | disagree | uncertain |
|---|---|---|---|
| French is suitable for this specialty | 38,46% | 40% | 21,54% |
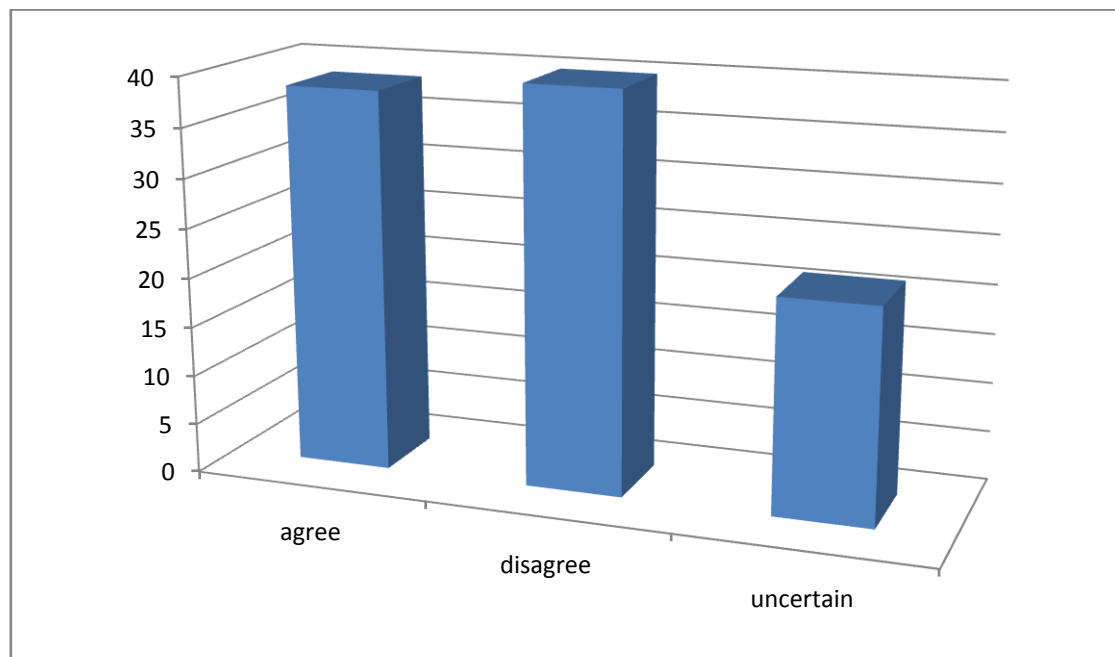
**Bar-graph 3-8**

As far as this question is concerned, 34 out of 65 respondent expressed their disagreement regarding the negative effects of Arabic language on the students' ability, whereas 23,08% of the informants show their agreement regarding this matter, other respondents (24,61%) expressed their doubtful thoughts.

According to the results, most of the students regard Arabic language as a beneficial element which holds positive effects on their academic knowledge

**Table 3.9. The Students' Perspectives toward the Effects of Arabic Language**

|  | agree | disagree | uncertain |
|---|---|---|---|
| Arabic delimit the students' abilities | 24,61% | 52,31% | 25,61% |
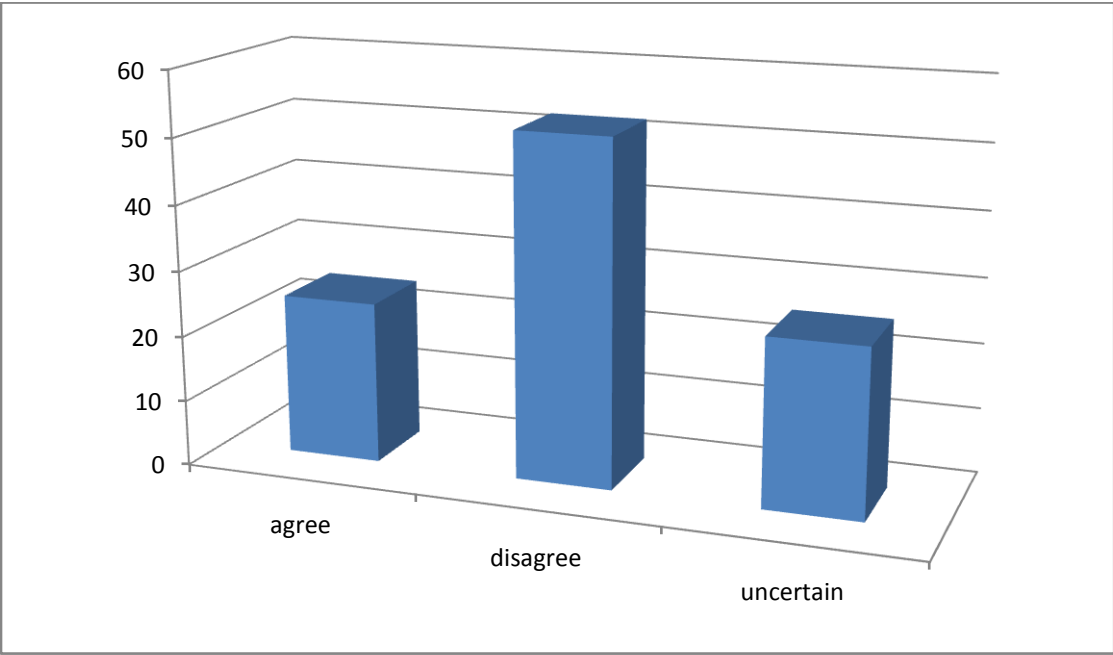
**Bar-graph 3-9**

As for this question, strong agreement (61,54%) expressed by the participants regarding the need to acquire English language, other participants 20% were uncertain concerning this matter, while 18,46% of the respondents expressed their disagreement claiming that French language is adequate and there is no need to learn new languages.

The results show that most of the students are aware of the need to learn English language, since it is the language of science and technology.

**Table 3.10. The Students' Attitude toward the English Language**

|  | agree | disagree | uncertain |
|---|---|---|---|
| Due to the status of English, French is not enough | 61,54% | 18,64% | 20% |
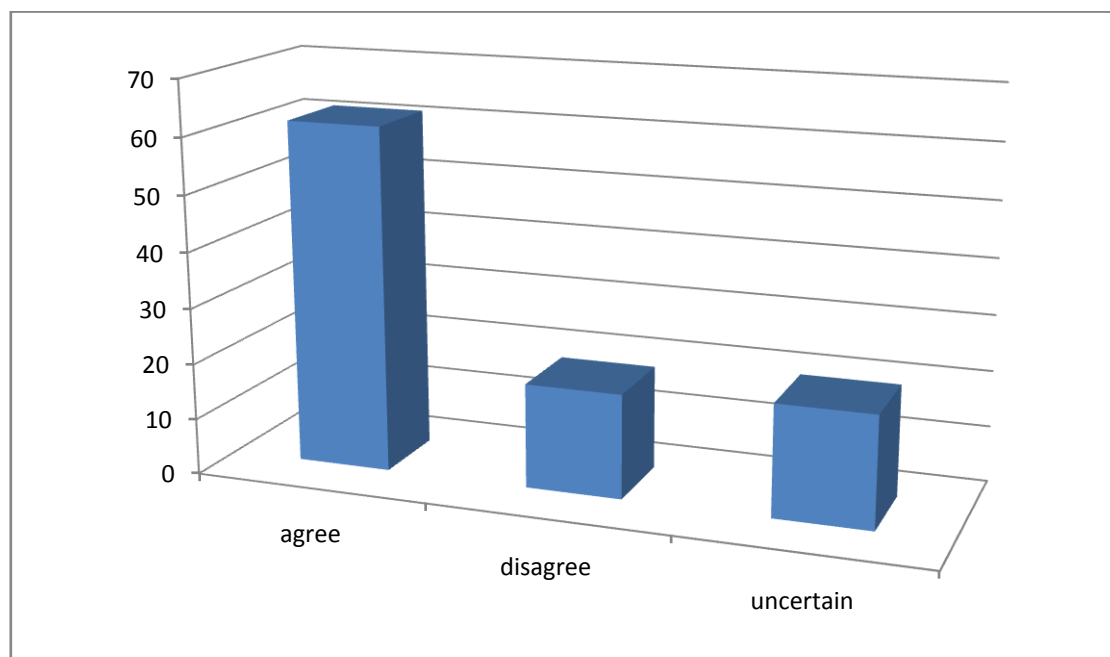
**Bar-graph 3-10**

## 3.6.  Interview Analyses

In the present research, the interviews attempt to reveal the teachers' perspectives toward different points( teachers' perspectives toward students' competency in French, teachers' perspectives toward Arabization project).

### 3.6.1.  Teachers' Attitude  toward Students' Competence in French

The first question aimed to show the  teachers' evaluation of their students' competence in the French language and whether they were able to follow the explanation. The majority of the respondents indicated that almost all the students are capable to understand the courses except for few students. While others replied that the degree of comprehension varies from student to student one of the respondents said" within a classroom you find three types of students; those who have good competence in French are always active, the majority who possess medium level and those who have low competence in French".

The second question was intended to point out the teachers' difficulties encountered during the courses, the respondents confirmed that the students lack of concentration, misbehavior and language issues are a common problems to all the teachers, other respondent exhibited that "intensive lessons and long programs that require a year to complete, and if not completed the students faces problems with interrelated subjects", beside to the lack of materials and helping aids which are major problems to both teachers and students.

The third question was addressed to determine the level which they find difficulties with, the respondents in this part had similar responses indicating that" problems exist in every level, however the first year students are the most challenging, as they enter new life experience mixed with different academic system".

### 3.6.2.  The Teachers' Attitude toward Arabization

Concerning the fourth question which was devoted to show the possibility of teaching using the Arabic as the MI. The majority of the respondents confirmed their ability to use Arabic language, since their pre-university years were based on Arabic instruction only. However, they may be confronted with another obstacle represented in the accessible terminologies. While, only one respondent expressed her disability to use Arabic because "it has negative effects on the students' scientific knowledge" she adds " all the scientific researches are conducted and published either in French or English language".

The fifth question which was devoted to examine the participants' perspectives toward arabizing the scientific fields in higher education. The majority of respondents see that it is a necessary and essential step( although teachers may tack time to adjust to the potential changes), which will benefit the students as well as the teachers. However, Arabic reading materials should be provided. Other respondent claimed that Arabization should be supported with the current language of science which is English language and "it would be better if it was to be used from the start instead of French language". Whereas, other respondent refused the idea of arabizing the scientific field, claiming that "Arabic is not appropriate for teaching scientific fields due to the shortage of the materials and the terminology issues". However, she suggested that if the French language is to be replaced English language is the best option, since it is the global language of science.

The last question that was intended to show the participants' perspectives toward the possibility of a successful implementation of the policy if their opinions were considered, the majority of the teachers confirmed that they play a significant role in the educational matters and their role in the policy-making is undeniable as they represent the foundation of any educational policy implementation.

### 3.7. Data Interpretation

### 3.7.1. Learning Abilities

In regard to the gather data analyzed in the previous section the majority of the participants confirmed their possession to a medium competence in the language of instruction that is the French language, the latter represent a great challenge for them as it effect directly their academic achievements. For most students comprehending the courses is not a problem, what they suffer from is the engagement during class discussions as they find difficulties to express their opinions, in addition to the hurdle while reformulating the answers during exams.

In sum, the students possess low productive skills (speaking and writing) compared to their receptive skills this issue is likely to be related to the sudden change in the MI from Arabic in the pre-university level to French during the university years. Beside, during their previous studies French was s compulsory subject taught twice or three times per week therefore" The quality and the quantity of what they learn from complex curriculum materials and produce in oral and written form may be relatively weak and impoverished" Baker(2001,166).

**3.7.1.1.. The Students' Attitude toward Arabizing their Specialties**

As for this point, it is clearly that the majority of the students hold a positive mindset toward the use of Arabic language as the MI, implying that it would be greatly beneficial if it is to be implemented, since their only problem is in the language of instruction. Moreover, the majority of the respondents show their willingness to further their studies in Arabic, which indicates that they are compelled to study science using French language.

**3.7.1.2. The Students' Attitude toward Languages in General**

As far as this point was concerned, the respondents had developed negative attitude towards French language because it represents a serious obstacle to their academic learning as a result to their incompetence. Similarly, the positive attitude toward the Arabic language related to the gained advantages and the ease they feel while learning, as the language attitudes are " shaped by the pay-offs that [the learner] expect ;the advantages that she sees in the learning. The values which a pupil has may be determined by different variables" (Chambers, 1999, 27). Therefore, the majority of the students prefer to study using Arabic instead of French. As for English language the students seem to be aware of the rising position of English as a global language and the language of scientific research, and that French language is not enough any more since it no longer meets their scientific needs . Hence, a required transition from French to English in higher education is to be implemented for the sack of future generations.

**3.7.2.Interview Interpretation**

**3.7.2.1.  Teachers' Perspectives toward Students' Competence in French**

The data obtained from the participants confirmed that the majority of students possess a comprehensive competency, which enable them to understand the lessons. However, this is not the case for their productive skills (speaking and writing) where the vast majority have daily struggle to cope during courses (participation, simple interaction with teachers) or to answer the exam questions, this is related to the sadden change in the MI and the degree of adjustment. Johnstone and Selepeng (2001,19) demonstrated that learners "struggling to learn science in a second language, lost at least 20% of their capacity to reason and understand in the process". This case is highly noticed among freshmen students, therefore most teachers face difficulties dealing with this issue which makes them look for alternative solutions to help them overcome this obstacle, such as switching to Arabic during the explanation (specially when the students show no reactions) and translating the commonly used terms. Basically, these strategies are used during the first semester (it help the students build scientific base), after that teachers gradually switch back to the French language.

**3.7.2.2.Teachers' Perspectives toward Arabization in Higher Education**

Based on the data obtained , the majority of the teachers showed a positive attitude toward arabizing the scientific fields, given the advantages this step offers for students and teachers alike, as it eliminates the students' biggest drawback (MI). Consequently, opportunities to achieve better scientific results are provided for them. However, these results depend on the amount of efforts taken by the government to successfully implement this project, this efforts are exemplified in the proper planning and the presence of all the necessary means which can offer better results. And most importantly the role of the teachers within the policy_making process since their experience is regarded as an important asset, beside neglecting their opinions may only lead to a resistance and opposition to any educational changes.

Further more, due to the current scientific transition, opinions about using English language as the MI are constantly increasing considering the opportunities that it provides, as described by Graddol " English is closely associated with the learning edge of global scientific, technological, economic and cultural development, where it has been unrivalled in its influence in the late 20th century"(1997, 4).

### 3.8.  The Recommendations

The analysis of the data achieved through the research tools shows that the implementation of Arabization project encountered a number of obstacles, among them the corpus planning problems (terminology elaboration and materials) and for  that it is recommended to develop an adequate orthography in order to target the needs of the students in one hand, and advance their competencies in another, which requires the cooperation of educators, linguists researchers and policy makers. Beside, this process demands a re-training programs for teachers so as to adjust to the potential changes.

Further, this policy requires the compilation and the translation of books, scientific articles and magazines that may contribute in the scientific research process .

The results also revealed how enthusiasm teachers and students are about arabizing the scientific fields in higher education, due to the advantages they would benefit from. Therefore, it would be valuable for policy makers to bare in mind the opinions and views of the stakeholders (teachers and students) before and after taking any actions, by conducting detailed investigations to produce rightful decisions. As Zhang and Hu pointed out " knowing learner's attitudes to a language is valuable in language education and language-related policymaking"( 2008, 3_42). And most importantly, the actual embodiment of the laws related to the use of the Arabic language.

Finally, as recommended by some participants, it would be better if English language is to be used simultaneously with implementation of Arabization.

### 3.9.  Conclusion

From the overall results, it can be said that the in-education policies are the subject of constant debate, specially the Arabization project in higher education, implementing Arabization project was confronted by several obstacles mainly the terminology collaboration and the materials, which was a result of the ill-planed process from behalf of the   decision-makers, beside to the inconsideration of the agents' part in conducting the policy. Moreover, this policy seems to receive a positive attitude as it serve the needs of scientific field' students and teachers since they encounter serious difficulties dealing with the sudden transition in the MI from Arabic to French, which most students struggle to master particularly the productive skills (speaking and writing), this issue was reflected on the teachers as well, since they are forced in most times to use Arabic during the explanations.

**Chapter Notes**

1   Quantitative research refers to an objective data collection measures which provides the researcher with numerical data analyzed by statistical methods.

2   Qualitative research refers to a subjective data collection procedures based on the perceptions, opinions and views of the participants toward a particular phenomenon.

# General Conclusion

This research paper focused on the linguistic policies in Algeria, precisely the Arabization project within scientific fields in higher education. It is acknowledged that the in-education policies are a living proof of the failure of decision-makers to tack the necessary measures to place the decisions on the real world. Though it was implemented after the independence as the solution to unify the country and regain the Algerian identity, and many laws were created to support its implementation, the Arabization project still has not been fully realized which can be noticed in the chaotic situation the higher education live under, where it was divided into Arabized fields (Humanities, economics...) and non-Arabized fields (Science and Technology, Medicine...).

The research examined the challenges that encounter the Arabization project, and the attitudes of students and teachers toward implementing this policy regarding their involvement in this concern, as the first effected part by the outcomes of any linguistic policy.

The theses started by reviewing the related literature concerning language planning and policy, some basic concepts were defined through the chapter in order to provide the essential information to the reader, such as language planning, language policy, SP, CP... The chapter also contained a review of LPP history, orientations and the stages in which it is made. Then the sociolinguistic profile in Algeria was the center of the second chapter, where a description of the existing population and languages was provided, it also included the assimilation policy exercised during the colonial era, the chapter was concluded with a brief overview on the Arabization project in Algeria throughout the different presidential periods. The third chapter was devoted to the practical part of the study , where the research methodology; tools and the sample were described alongside with  data analysis and Interpretation.

In the light of the findings it can be said that the Arabization project has encountered serious difficulties which prevented a successful easygoing application. The decision to generalize the Arabization policy was an urgent matter that needed an immediate implementation, hence no adequate planning was provided which led to the emergence of a several challenges presented in the severe shortage in the equivalent Arabic scientific terminologies and materials that would provide the essential support to the implementation of this policy. In addition to the delinquency of the teachers and learners attitudes and needs amidst the policy-making process and their role in the implementation phase, as it seems that

all the decisions concerning this policy was restricted on the beliefs and opinions of politicians, who are considered outsiders to this matters. And most importantly the absence of the evaluation process which measures the degree of adequacy and effectiveness of the implementation methods, procedures and the results. As for the attitude of the students and teachers, the results show that both sides hold a positive attitude toward the policy, given the perks they may have, either in the ease of delivering the lessons' content or the degree of comprehension.

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# Appendices

## Appendix (A)

**Teacher'sInterview**

Dear teachers,

You are kindly requested to answer the following questions which attempt to gather information regarding the arabization of your study fields. It is very important for us to know your views regarding this matter, given that all the answers Will remain anonymous.Is your students' level of French enable them to follow your instructions during classes?

- Do you usually encounter difficulties during the explanation of the lessons?
- Which level do you usually find problems with?
- Is it possible to teach using Arabic instructions?
- What is your point of view towards arabizing scientific fields in higher education?
- Do you think that the Arabization policy can succeed if it takes into account your attitude?.
- Do you think that it can succeed if it tack into account your attitude?.

**Student's Questionnaire ( translated version)**

Dear students,

You are kindly requested to fill in this questionnaire which attempts to gather information regarding the arabization of your study fields. It is very important for us to know your views regarding this matter, given that all the answers Wii remain anonymous.

**Please tick were appropriate:**

**SECTION ONE:**

Gender:          a) Male ☐          b) Female ☐

Specialty:          a) Biology ☐          b) technology ☐

- What is your skill level in French ?
    a)  Good ☐          b) Medium ☐          c) Poor ☐
- Difficulties you face during classes?
- a) subject themselves. ☐
- b) teaching methods. ☐
- c) language of instruction. ☐

**SECTION TWO:**

- Using Arabic instead of French helpful in your study area?
- a) Agree ☐          b) Disagree ☐          c) Uncertain ☐
- The availability of Arabic materials booster your understanding?
    a)  Agree ☐          b) Disagree ☐          c) Uncertain ☐
- If you have the choice, do you choose to continue your study in Arabic?
    a) Agree ☐          b) Disagree ☐          c) Uncertain ☐

**SECTION THREE:**

- French is more suitable for the field?

  a) Agree [ ]          b) Disagree [ ]          c) Uncertain [ ]

- Arabic delimit the students abilities?

  a) Agree [ ]          b) Disagree [ ]          c) Uncertain [ ]

- Due to the status of English, French in not enough anymore?

  a)Agree [ ]          b) Disagree [ ]          c) Uncertain [ ]

**Appendix (C)**

**استجواب الطلبة**

هدفنا من هذا الاستجواب رصد آرائكم حيال سياسة التعريب التي من أولى أولوياتها إدراج اللغة العربية في جميع ميادين الحياة خاصة ميدان التعليم. يهمنا كثيرا معرفة وجهة نظركم إزاء إمكانية تعريب شعبة دراستكم.

ولذا أنتم مدعوون للتفضل بالإجابة على الأسئلة التالية بوضع علامة (x) في الخانة المناسبة.

**الجزء الأول**

_ الجنس    ذكر ☐    أنثى ☐

_ التخصص تكنولوجيا ☐    بيولوجيا ☐

_ كيف هو مستواك في اللغة الفرنسية

جيد ☐    متوسط ☐    ضعيف ☐

_ الصعوبات التي تواجهها خلال المقرر الدراسي

1 مضمون المقاييس صعب جدا ☐

2 طرق التدريس المنتهجة من قبل الأساتذة ☐

3 لغة التدريس ☐

**الجزء الثاني**

_ استعمال اللغة العربية عوض اللغة الفرنسية أفضل في مجال دراستك

موافق ☐    غير موافق ☐    لا أعلم ☐

_ توفر الكتب والمراجع باللغة العربية يساهم في الفهم الجيد للدروس

موافق ☐    غير موافق ☐    لا أعلم ☐

_ إذا كان لك الخيار ، هل تفضل مواصلة دراستك باللغة العربية

موافق ☐          غير موافق ☐          لا أعلم ☐

**الجزء الثالث**

_ اللغة الفرنسية مناسبة لهذا التخصص

موافق ☐          غير موافق ☐          لا أعلم ☐

_ اللغة العربية تحد من قدرات الطلاب

موافق ☐          غير موافق ☐          لا أعلم ☐

_ نظرا لمكانة اللغة الإنجليزية، اللغة الفرنسية لم تعد كافية

موافق ☐          غير موافق ☐          لا أعلم ☐