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**A Study of the Impact of the Linguistic Course on
Students' Perceptions of Language Ideology :**

**The Case of First and Third Year License Students of English at
Mohamed Seddik Ben Yahia University, Jijel**

**A Dissertation Submitted in Partial Fulfilment for the Requirements of a Master
Degree in Didactics**

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Abstract

The present study attempted to investigate the extent to which the linguistic course offered by the University curriculum currently in use has contributed to changing learners' perceptions towards both the local and target languages and cultures. In order to achieve the aims of the present research, a questionnaire is designed and administered to a cross-sectional sample of students at the department of English at M.S.Benyahia university consisting mainly of a group of thirty, first year licence students and a group of thirty third licence students. The choice of a cross-sectional sample aimed at simulating a longitudinal study of the evolution of students' views about the topic under study as a result of the influence of the linguistics course. The results obtained indicated that there were marked differences between first and third year students' views concerning local and target languages and cultures. These results, thus, indicate that the linguistic course was effective in changing the learners' views about the topic under study.

Key words: linguistic course, local language, local culture, target language, target culture.

Dedications

In the name of Allah, most Gracious, most Merciful, all the praise is due to God alone, the sustainer of the world.

Every challenging work require guidance and support of those who are very close to our hearts. This modest work is dedicated to,

to the man who carried me in his arms when I was little and who held my hand while I was growing up. I want to say that I am going to be your pillar when you are old and I will carry you in my heart until I die, the man whom i consider the source of my inspiration in every progress and success in my life to you Daddy ABDELWAHAB,

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to the woman who I consider my second mom my aunt or khalti WAHIBA ,

to my co-partner soursourwithout whom this work would not be accomplish, love you partner,

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to my beloved sisters DJIHAN, SOUSSOU, NADA, SARA, RAYAN , and the beautiful RAWAN,

to my the woman who I consider my biggest sister aunt IBTISSAM

to my cousin SALAH who I consider more than a brother,

to the souls of my grandparents AHCENE and ZOHRA,

to the source of my happiness my grandmother HELIMA,

to my soul twin SAFAA

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to all my friends YASSMINE, SIHAM, SELWA,MOUNIRA, IBTISSAM, SAMIA, AMEL,MERIAM, ABLA. Atika

Thank you all.....

NOURHANE

Dedications

“IN THE NAME OF ALLAH, MOST GRACIOUS, MOST MERCIFUL. ALL THE PRAISE IS DUE TO ALLAH ALONE, THE SUSTAINER OF ALL THE WORLDS”

This research work is dedicated to :

The light of my life : My father “Mesbah” who helped me to make my dream a reality and provided me with his continual guidance, support, and love . ”my god have mercy on you”. Thank you Daddy”

My tender mother :”Fadila” who sacrificed her happiness for the sake of making me happy, and helped me in my life through blessing, praying to God .”Thank you Mam”

The love & the beat of my heart :”My future husband ” Imad ”for your belief in me, constant, encouragement and back up.... Thank you for being a shoulder to lean on

My God join us in El-Hallel

The new born baby :”Janna”

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List of Abbreviations and Symbols

%: Percentage

AA: Algerian Arabic

AP: Acquisition Planning

Br: Berber

BAC: Baccalaureate

BEM: Basic Education Certificate

CA: Classical Arabic

CP: Corpus Planning

CNRSE: Commander Navy Region South East

ECTs: European Credits Transfer System

EA: Egyptian Arabic

FL: Foreign Language

FLA: First Language Acquisition

FML: Foreign Modern Language

LC: Local Culture

LI: Language Ideology

LPP: Language Planning Policy

LP: language Policy

LP: Language Planning

LL: Local Language

LC: Local Culture

MSA: Modern Standard Arabic

MSF: Modern Standard French

N°: Number

PHD: Doctor of Philosophy

SA: Standard Arabic

SP: Status Planning

SLA: Second Language Acquisition

TEFL: Teaching English as a Foreign Language

TLP: Theory of Language Planning

TL: Target Language

TC: Target Culture

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Chaper one : language ideology and linguistic course.

Introduction

Section one:language ideology

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General conclusion

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General Introduction

1.Statement of the Problem

Any human language reflects and represents the social and cultural environment in which it has emerged and developed. As a result, no language can disentangle itself from the cultural values and the ideological nuances that have served as the basic ingredients in its construction and maturation. These cultural values and ideological nuances have traditionally been maintained in society through the process of socialization and enculturation of each new generation. This traditional process of transferring and preserving the cultural values and the ideological nuances through language learning has been seriously destabilized and threatened by a plethora of factors in modern times such as colonization, cultural invasion, and more recently, globalization. Realizing the potential danger of the destabilization that might result from cultural and linguistic change, postcolonial states have resorted to the adoption of rigorous Educational language policy and planning to preserve social harmony. In this regard, Leibowitz (1974) holds "language is more aptly viewed as a means of social control, it is manipulated through language policy and planning and it could lead to language conflicts".

Although Algeria is a multilingual and multicultural country where several languages and cultures coexist in relative harmony, the post-colonial state has for a long time pursued vigorously a one language policy and planning geared towards the imposition of Arabic as the sole language of communication and education. Although this policy, which was fiercely resisted by some intellectual and ethnic groups has been eventually relatively abandoned and changed, its influence and repercussions linger in public and private debates about language and cultural issues even among intellectuals.

The present study attempts to investigate the extent to which the linguistic course offered by the University curriculum currently in use has contributed to changing learners' perceptions towards both the local and target languages and cultures. It seeks to answer the following major question:

-To what extent has the linguistic course contributed to changing students of English' attitudes towards both local and target languages and cultures?

2. Aim of the study

The present study aims at evaluating the effectiveness of the linguistic course currently in use at the department of English in M.S.Benyahia university in changing students of English' attitudes towards both the local and target cultures and languages.

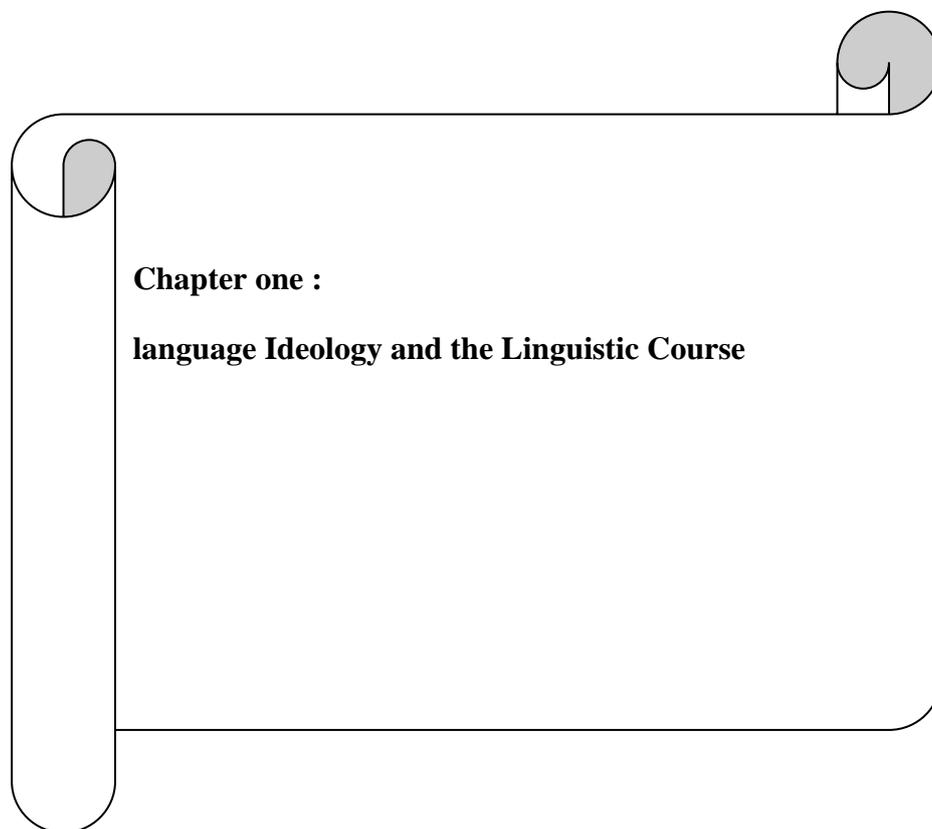
3. Methodology and Means of Research

In order to achieve the aims of the present research, a questionnaire is designed and administered to a cross-sectional sample of students at the department of English at M.S.Benyahia university consisting mainly of a group of thirty first year licence students and a group of thirty third licence students. The choice of a cross-sectional sample aims at simulating a longitudinal study of the evolution of students' views about the topic under study.

4. Structure of the Dissertation

The present dissertation consists of three chapters. The first two chapters are theoretical whereas the third one is practical. Chapter one presents a brief overview about the origins of ideology its definitions with a specific focus on the relationship between language and ideology, and ideology and culture. Moreover, it discusses language policies during the colonial and post colonial period. Furthermore, it presents an overview of the LMD system

with a specific focus on the linguistic course. Chapter two deals with the linguistic situation in Algeria, before, during, and after colonization as well as with the shift from monolingualism to multilingualism as far as the official languages in Algeria are concerned. The last part of chapter two examines the language planning in Algeria. Chapter three deals with the description and analysis of the data generated by the questionnaire.



Chapter one : language ideology and linguistic course.

Section one: language ideology

Introduction

1. Origins of ideology .
2. Definition of ideology and language ideology .
3. The colonial language policies .
4. Post colonial language policies.
5. The relationship between language and ideology.

Conclusion.

Section two: Algerian Educational System and Linguistic Course.

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2. Description / structure of the educational system.
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 - b. Middle school.
 - c. Secondary school.
 - d. Higher education

3. LMD system
4. LMD system nature, emergence, and definition.
5. Constituents of the LMD system.
 - A. Simestrialization.
 - B. Teaching units.
 - C. Credits.
 - D. Modules.
 - E. Domains.
 - F. Tutoring.
6. The design and the structure of the LMD system.
7. Aims and points of intrests.
8. Advantages and disadvantages of LMD system.
9. Comparaision between the former and new system.
10. Linguistic course.
11. Definition of linguistic course.
12. The analysis of the LMD system in linguistic course
13. 1ST year linguistic syllabus
14. Feedback and short comings.

Conclusion .

Introduction

This chapter is devoted to explore the relationship between language ideology .It is divided into two sections:the first section deals with language ideology and colonial and post colonial language policies.It then sheds light on the relationship between language and ideology.The second section deals with the Algerian educational system,itsstructure,LMDsystem,itsconstituents,design and strucure,aims and points of interests,advantages and disadvantages,andcomparaison between the former and the new system.

Section One : Language Ideology .

Introduction:

This section is designed to explain the relationship between language and ideology, thus it discussed the origins of idoelogy, later on , the definition of language , ideology, and language ideology was provided, then it gave a brief display about colonial and post colonial language policies.

1.1.Origins of Language Ideology

Ideology was first appeared in French, it was presented by the researcher A.L.C.Destutt de Tracy, in which he called it “science of ideas” that was regulated from the theories of the philosophers John Locke and Étienne Bonnot de Condillac. They claimed that all human’s background knowledge was the knowledge of ideas. Indeed, Bacon had declared that the fortune of science was not merely to expand human knowledge rather to develop human’s existence on earth , Some other historians of philosophy named the 19th century the epoch of ideology, not because the term itself was largely applied, yet because of the numerous of ideas may be noted from that common in the former centuries by characteristics which would named ideological. Two descriptive terms can be used for the sake of

distinguish the using forms of Ideology; strict and loose form , the latter may refer to any type of action-oriented assumption or take a stab at moving towards politics in the light of a system of concepts and ideas. While the former sense which is strict , aims to remain limited to Destutt de Tracy's primary definition and described by five features;

1. It includes an interpreting assumption of a more or less comprehensive character about men's activity and the exterior universe.

2. It explains a program, in generalized as abstract words, of social and political forms.

3. It conceives the realization of this programs as entailing a struggle.

4. It looks for the enrolling of loyal adherents as well as looking for what is called commitment.

5. It addresses a large public yet may tend to discuss some particular function of leadership on intellectuals.

On the ground of the five characteristics discussed above, one may recognize as ideologies "methods" as various as Destutt de Tracy's science of concepts, the positivism of the french researcher Auguste Comte, communism and several other types of socialism, fascism, Nazism, and certain kinds of nationalism. (as cited in Maurice Cranston, Encyclopedia Britanica) . Britannica ,2003 .Ultimate CD reference suite, the origins of ideology.

1.2. Definitions of Ideology

There is no particular definition for the term ideology , yet many determinations have been provided by the experts for the sake of helping students and researchers to get an idea about its connotation :

According to vocabulary.com ; ideology is a set of opinions or beliefs of a group or an individual, very often ideology refers to a set of political beliefs or a set of ideas that characterize a particular culture.

According to Merriam webster ;

A: ideology is a systematic body of concepts especially about human life or culture.

B: A manner or the content of thinking characteristic of an individual group or culture

C: the integrated assertions, theories and aims that constitute a socio-political program

.According to business dictionary : ideology is a system of ideas that explains and tends legitimacy to actions and beliefs of a social, religious political, or corporate entity .
www.businessdictionary.com.

For Irvine(1989) who defines ideology “as the cultural system of ideas about social and linguistics relationships together with their loading of moral and political intrests”(225).

According to Simpson (1993) who defines ideology as “assumptions, beliefs, values, systems which are showed collectively by social groups , his definition means that ideology is a milestone in any community or any social group”. (p.5)

According to the new oxford dictionary of English (2005) : “ A system of ideas , ideals especially ar which forms the basis of economics or political theory and policy.”

According to Eagelton (1991) who defines the word ideology is a “text”, women of a whole tissue of different conceptual strands. The lists the following definitions of ideology:

A process of production of meaning, signs, and values in social life.

A body of ideas characteristics of a particular social group .

Ideas which help to legitimate and dominant political power.

False ideas which help to legitimate a dominant political power .

1.3.Colonial Language Policies:

Through the entire colonial epoch which lasted for one century and quarter, France worked to eradicate all the features of the Algerians personality as well as identity. Language took the lionshare of intrests in which the French colonizer sought to eradicate and destroy the Arabic identity of the Algerians.; their objectives was to substitute Arabic with French. The French government viewed language as a powerful and effecive way to spread their domination on the country (Turin, 1983). The instructional system was the first target to be destroyed. Quellélec et al (2002) believes that “ le system educatif de l’Algerie presque tou les etablissements scolaires (ecoles coranique , madrasas) et édifices religieux (Zaouias,mosquées).” The French government went so far as to pass a law in the 1930s which classified Arabic as a foreign language and prohibited its use in schools and official documents”.(Maamri,2009). For Colonna (1975) “twenty years after the seizure of Algiers, the literacy rate had been almost halved”.(as cited in Benrabah, 2005).

The French sought to force their language by constructing an instructional system that involves two kinds of orgnization: the French schools and the Franco-Islamic schools. The French schools reserved for the colonizer and small number of Algerian children. Concerning the Franco – Islamic schools, French is the mode of education whilst Arabic is considered and thought as a foreign language (Sahnoune 2014). The Algerians, however, resisted this instructional method and rejected the idea of sending their childern to schools as they considered it an intimidation to their religious, they preferred their children to stay illiterate (Benrabah,2005). In fact, for Benrabah (2005) after the first world war Algerians begun to agree and accept the colonial instructional system and they ask for more training in French.

1.4. Post Colonial Language Policy

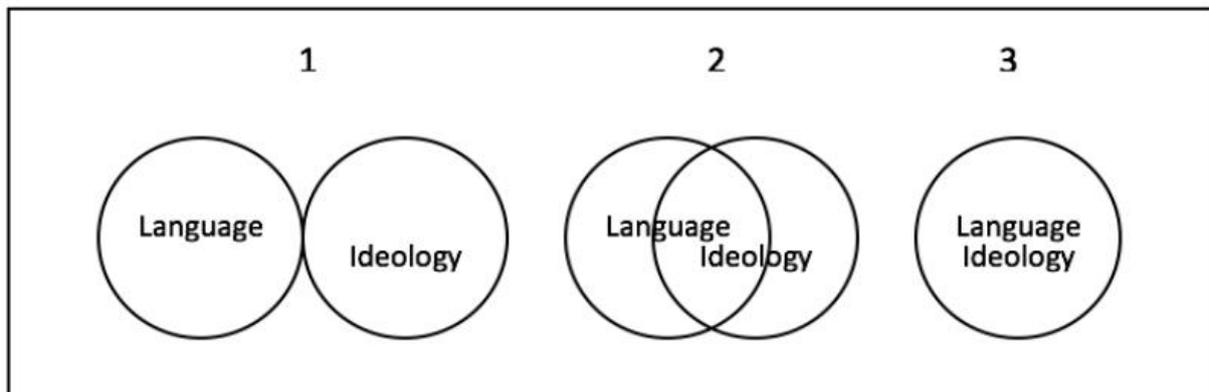
Following the time of the Algerian independence in 1962, Algeria has got a very weighty and confused linguistic situation. Benrabah demonstrated that France has created an identity seizure in Algeria. The Algerian community whose real personality had been declined for more than one hundred and thirty years might consequently not start to restore itself without recovering the keystone of that personality. The Arabic language. (Maamri,2009). The Algerian authorities, tried to reconstruct the Algerian identity by adopting a language policy known as Arabization. Arabization is a system hold by the North African in which it sought to represent Arabic as a substitution for the foreign languages being applied in various steps of life. The stand point is on making Arabic the solely language in execution and daily life. They refused those who are against Arabization (Alshehab,2003,p.36). The Algerian chairman Ahmed Ben Bella was the pioneer who started the policy of linguistic Arabization yet , it was largely applied under Algeria's second chairman Hourri Boumedienne who forced this policy on the civil service.

The Arabization policy can be considered as an ideology used by the French colonizer at first in which this concept aims at recognizing Arabic as a foreign language in Algeria and spread the french ideologies such as its religoun, linguistics, lifestyle, culture, politics , and economy. However, the Algerian people did not accept such ideology which threated the Algerian Arabic identity in general and Islam in specific. Many Algerian writers showed their anger towards this situation besides the inhabitant in Algeria. After the independence, the Arabization policy has been completely changed. The Algerian government used this policy as a solution to reconstruct the Algerian identity, they worked on preventing the use of French in all the domains especially the educational one, and punish those who apply it, this time the Algerian government tried to eradicate the French ideology and destroy its scrapings.

1.5. The Relation between Language and Ideology :

How do linguistic ideas and theories modify the conceptions of ideology? For the sake of answering this question, three possible ways that may explain this phenomenon will be displayed in the next description, in which relations between language and ideology can be visualized. All the three locations involves different vision on the language determinations, as well as its method of performing at the combination between the interior and the exterior worlds of human beings, the figure below shows the three potential ways in which the relationship between language and ideology can be conceptualized.

Figure 01 : three options in relating language and ideology .



To start, one might dispute that both language and ideology are completely independent from each other, and without the overlapping of ideologically charged language. From this perspective, the truth can be immediately practiced, in addition , it might be the same for all humans. While ideology can distort the image one has about the world, this known by “false awarness” type of view – an abuse of language which remains away from it, this relation entails that the world can be seen as “it really is “ without the interference of language; forming a cover that may be raised, hence , “reality” , if ideology is entirely independent from language , it is possible to say that language neither shapes reality nor thought.(as cited in Annabelle Lukin, 2015,p 32-33)

This presentation of both language and ideology and being independent fact is Noam Chomsky's ideas ,who believes that language is non essential subject, In which the mind's different organs develop and expand in compatible with agendas located by the human genome as well as by other qualifications on progression .(Mc Gilvray,2012). Language "like most organs is not functional and not well designed for use"(chomsky,1991, on Otero, 2004,729).

For chomsky,"it doesn't make much sense to say that the function of language is communication (2002:12). Language, alternatively, is determined as "innate grammatical structure", which is the same for all humans every where.language is not shaped by societies , however is rather a sudden biological innovation which, unlike the rest of human biology, did not arise under pressures of natural selection. From this , it can be said that there is no relationship between language and ideology , besides the two concepts are completely separable from each other , that is language can stay alone without the interference of ideology and vice versa.

In The second potential sort of relating language and ideology , one can notice that some categories of language can be used as ideological features , that is , language has the lionshare of constructing ideology, however, merely under several qualifications. This point should hold that in many forms of language use or in many language formations there is a type of defect setting, wherein language is only commenting experience, yet not breaking it in any way. This is the standard for for being able to assume that language is ideological in several notions, yet this one may perform outgoing of ideology. What is the denotation by this conception? For linguists who support the this perception, "reality" or "truth" must partially be knowable without betaking cross a semiotic figure, moreover language has to be under particular situations, "simple mirroring reality", in addition , a section of the brain should be the same for all humans, irrespective of experience, and some respects of human experience

should be forced upon us by the nature of the universe. (as cited in Annabelle Lukin ,2015, p 33-35)

George Lakoff one of the researchers who agrees that language can shape The world, yet he refuses what is called “total relativism”. Lakoff believes that language can shape our thoughts, as he explains that the mind is “ the convergence of gestalt perception, our capacity for bodily movement, and our ability to form rich mental images” (Lakoff, 1987) (as cited in Annabelle Lukin, 2015).

This incomplete connection of language and ideology can also be explained through the work of Norman Fairclough, in which he believes of the existence of an actual univers, “a realist approach which claimed that there is a real world , including the social world, which exists irrespective of whether or how well we know and understand” (Fairclough 2010). He states “ certain uses of language and other symbolic forms are ideological”, also “ discursive practices are ideologically invested in so far as they incorporate significations which contribute to sustaining or restructuring power relations”(Fairclough 1992:91) as cited in Annabelle Lukin. These categories of discourse do have “ inherent political or ideological values” according to Fairclough ; rather “ different types of discourse in different social domains of institutional setting may come to be politically or ideologically invested”(Fairclough 1992:67) , in case , these modes of discourses can be ideologically invested.

Ideologies arises in social classes characterized by relation of domination, and in so far as human being are capable of transcending such societies they are capable of transcending ideology . “ I do not , therefore accept the view of ‘ ideology in general’ as a form of social cement which is inseparable from society itself”. (Fairclough 2010:67).

Consequently , the second relationship between language and ideology is interrelated , language needs the interference of ideology and vice versa .

The last potential way of language and ideology connection is suppose to be inextricably intertwined. This status assures that “reality” is only accessible by semiosis. It notices awarness , when people view the universe differently , then language has to supply the origins for different construals of experience. In this pattern , language and ideology have to be “homologous”, that is , the latter relies on the attributes of language, in addition , if language includes ideology , then language is pervasive. (As cited in Annabelle Lukin ,2015)

Volosinov is one of the exponent of this idea in 20th century, in which he discussed the study of ideology as closely related to interpret the structure of language . he states” A sign does not simply exist as a part of a reality _ it reflects and refracts another reality. Therefore, it may distort that reality or be true to it , or may percieve it from a special point of view, and so forth, every sign id subject to the criteria of ideological evaluation(i.e., whether it is true , false, correct,fair,good,etc.). the domain of ideology coincides with the domain of signs. They equate with one another, wherever a sign is present, ideology is present, too. Every thing is ideological possesses semiotic value”(volosinov 1973:10)as cited in Annabella Lukin.

The table below represents a selection of 20th century linguists according to which of three positions are stated in , or implied by their linguistic theory.

Table 1: language and ideology relations linguistic theory.

Language and ideology “reality” utterly distinct	Partial overlap between language and ideology/ and “reality”	Language agentive in the construction of “realities”
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Chomsky	Lakoff	Volosinov
	Fairclough	Malinowski
	Eagleton	Whorf
	Chilton	Firth
		Saussure
		Haliday

1.6. Language Ideology and Culture

Ideology and culture are interrelated, they are almost the same in which they are considered as two sides of one coin meaning that ideology is a set of opinions or beliefs of a group or individual. It is a systematic body of concepts especially about human life or culture, also culture is a set of beliefs, values, norms, customs, traditions, rituals, and the way of life, it is not only the way we do things but it is also our attitudes, thoughts, expectations, and values.

To sum up culture and ideology are interconnected to each other i.e. culture does not exist alone without ideology, the same thing for ideology in which it can not exist without culture. So the terms are similar but not the same.

Conclusion

In this section, we tried to provide an explanation about the origins of ideology; its place of foundation as the first linguists who coined the term of ideology. In addition, we supplied detailed information about language, ideology, and language ideology. Then, we specialized a part to talk about the ideology and language policies during colonial and post colonial period of time. This section ends by a concise exposition about the relationship between language and ideology in which we tried to explain in short the three relations between them.

Section Two : the Algerian Educational System and the Linguistic Course

Introduction

This section is concerned with the educational system in Algeria and the linguistic course. It starts by a historical overview about the educational system, its structure, LMD system, its constituents, design and structure, aims and points of interests, advantages and disadvantages, and comparison between the former and the new system. Therefore, it sheds light on the linguistic course. It begins by providing definitions for linguistic course, and the linguistic course, then it analyzes both first and third year linguistic syllabuses. Finally, it clarifies whether the linguistic syllabus currently in use at the department of English vehicle any type of language ideology to the students? and if so, is this ideology compatible with the mother tongue of linguistic ideology.

1. The Educational System in Algeria:

In Algeria, few people were enrolled in schools, yet since 2003, this situation was completely changed due to the new reforms which touched the educational system in order to make schools more accessible. Teaching in Algeria was divided into three stages :

Firstly, before the settlement of French in Algeria, the educational system was a traditional one (an Arabo- Islamic education) and widespread. At that time there was what is called zawiya, madrasa (religious teaching), most of them studied in Quranic schools as it is mentioned above for the purpose of acquiring knowledge, but when French arrived, it shut down all the Quranic teaching. At that time, they started the policy of assimilating and acculturating (new cultures to be learnt). Only few of them started learning (learning French). With the coming of Napoleon the third, who came with the idea of bilingualism, he said that people should learn both the native language and French (CA&FR) in order to facilitate communication between colonizer and colonized. After independence, the Algerian

educational system was highly exclusive. In 1963, when the ministry of education was founded, this means that the process of building an exclusive and the opening of national educational system and focus mainly on many purposes or goals, the primary aim was the arabization of the curriculum

2. The Structure of the Educational System in Algeria :

It was divided into three phases : the Primary, Middle, and Secondary School;

1. Primary School :

It is most common that children of less than five years attend the pre-school for one year before they registered in the primary school. At the age of six, Algerian people are enrolled to enter the primary school which lasted for approximately in ancient time 6 years and nowday 5 years. At the first year of the first grade, the focus was mainly on teaching Arabic which is considered as the language of instruction, also there is a focus on mathematics. During the third grade, pupils start studying French as the first foreign language (F F L) .In the fifth year, pupils undergo a national examination labeled « national school examination or szieme » in order to move on to the middle school. Those who succeeded in this exam, they are enrolled to the middle school.

2. Middle school :

This school period lasted for three years in the past until 2003 but nowday it is extended for four years. Generally pupils enter this school at the age of 10 to 11. English was mainly taught in the first grade and continue to the fourth year. Students take classes in many subjects such as : Arabic, history, geography, islamic studies, physics, mathematics, art, and the two foreign languages : French & English. By the end of the fourth year, people undergo a national examination called « BEM » (Basic education certificate) that allow them to the secondary

school ; but before this exam, people have the right to choose which stream to follow either to study science, literature or technology in order to meet the secondary school.

3. Secondary School :

This school period begin at the age of 15 year,after succeeding in BEM exam and choosing which stream to follow, students are enrolled to secondary school. It is lasted for 3 years for all branches. Students of each stream study one foundation of courses in many subjects such as : physics, science, English, French, islamic studies,Arabic. After that, they branch in a consecutive year. In the second year, certain subjects added and others are deleted while others will receive a great emphasis depending on the stream that he/she choose. By the end of the third year, students take a national examination labeled BAC (baccalaureate exam) before they proceed to university or vocational training. Once they are gain the BAC ,they will pass directly to complete their higher education and to register in a given subject basing on the bac average.

Higher Education :

The Algerian ministry of higher education and scientific research implement a new reform labelled (LMD/BMD system) unlike the traditional one i. e the new system composed of licence , Master , Doctorate but the the main difference is on the number of the years. Former sysetm (1 :4/Magister and Doctorate) while LMD system (LICENCE : 3 YEARS/MASTER/DOCTORATE) . This new reform is set for the purpose of facilitating students' mobility inward and outward and abroad.

After succeeding in the BAC exam, people choose which stream they want to study, who get higher rate have the right to choose the appropriate field to study , while those who have lower rate didn't have the right to choose .when they succeeded they entered university and they studied in one branch either : English, French, letter's and in each branch there are

courses and TD's... etc. In each year, the modules change until they finished 3 years (getting licence) and those who have higher rate, they enrolled to enter the master degree which consists of 2 years . By the end of the second master degree, students are required to submit a thesis as a final product of their study.

3. The LMD system :

1. It's Emergence

The adoption of LMD system in higher education in Algeria became a necessity in order to go along rapidly in all spheres of life. This new reform or system was emerged the sorbonne bologna process which involves 45 European country, later on, it is extended to the other countries such as ; Algeria. The implementation of this system in this country was a step to globalization, it was developed since 2004/2005. At the beginning, it is designed in the Anglo saxon countries but nowday, it is spread every where ,so that the Algerian authorities decided to implement it in their universities. Algeria has approximately 47 university and university centers ,also there rate constitution of higher education. The frame work of the Algerian university is under reform of traditional system modeled on the French structure. The LMD system is completely differ from the former system because it changes the length of studies totally i.e it decreases the degree from four to three years to be more compatible .

LMD are studies organized around three levels of qualification : LICENCE, MASTER, DOCTORATE degree. It is introduced by executive decree in 2004. This reform is undertaken as a pilot project in 10 universities which work in meeting with a number of European universities for the purpose of facilitating students mobility and their professional integration.

A. The Design of the Algerian Studies :

The Algerian studies are organized around three main grades :

L :LICENCE or Bachelor's (BAC +3) , granted after three years of study .

M :MASTER (BAC+5)or (LICENCE +2) , conferred after two years of study

D :DOCTORATE or PH.D (BAC +8) or (MASTER+3) or (LICENCE+5) is granted after the completion of research for at least three years and defending a thesis.

C. Constituents of LMD System : there are many elements of the LMD system which comes mainly with new pedagogical elements of management,they are as followed :

1. Semesterialization : At university, the academic year is divided into two semesters which in turn composed of 16 weeks of studying and evaluation. In each semester, students are supposed to study a number of modules which divided into courses and TD's , in each year there are principle modules which have both the course and td which are very important and the rest of them are less important . Each semester continue the other in LICENCE while in MASTER degree, this was totally changed for example : semesters are separable from each other , and students should succeeded in the first and the second semester unlike licence, student may succeeded in the first semester by having a good average and if they fail in the second one , in this case student will succeeded because each semester continue the other .The learner move automatically from the first to the second year in each academic year.

2.Teaching Units : There are at least four teaching units labelled : The fundamental ,methodological, discovering and transversal units. By the end of the year, students will be able to search , discover, and move from one discipline to onother.(Mellouk, 2013, p.85).

Table 2 : English curriculum educational units and modules within the LMD system (third year licence degree). Adopted from: Mellouk, et all (2013).

Units	Definition	Modules or subject	Hours per week
Fundamenta	It includes core subjects for a particular discipline.	Oral expression	03
		written expression	03
		Linguistics	03
		TEFL	03
Tranversal	Students are exposed to other languages , social sciences and technical communication.	Civilization	03
		Literature	03
Discovery		Theme and version	1:30
		ESP	1:30
Methodology	It is anticipated all along the lessons of trainig materials relevant to other specialities from language. This gathers the subjects thought methodological tools aimed at helping the learner to accomplish his training course.	Psychology	1:30
		Foreign language (Italian language)	1:30
		Statistics	1:30
		Research Methodology	1:30

3. Credits : ECTS are credits that will allow to assess your whole study semester (project, lectures ,work placement). Each curriculum degree and each module merit certain number of ECT . Each semester is worth 30 ECTs. So , the value of the teaching unit that the learner can have after getting above the average in either oral or written exams. An an important point that should be indicated is that if the students didn't get the needed credit (30), He/she may pass to next year, but they shouldr epeat all the modules that she /he get a mark below the average,ands hould get the average in this modules in order to get the needed credit (30) .They can not get their diplomas untill they get the needed credit.

4. Modules : Each module should have a syllabus and lesson plan .There are modules which have both courses and td's and other'sonly courses .Also, those who have both course and td are of higher coffecient for eg: in first year English : grammar, written expression with high coffesient and oral expression but the rest of them like methodology, civilization, literature, are courses with lower coffescient (1). By contrast, on the second year these coffescients change for eg : written expression is 4...etc. The other courses are 1. In the third year, this was totally change,the courses cofecients change to 3 for civ, lit ,ling (they have both courses and td's) Also, in MASTER degree, all modules are courses but with higher cofescients. Each module which have both td and course is of three hours a week, while courses is about 1Hour30 a week.

5. Domains :many domains are covered through coherent disciplines with the emergence of the new reform « LMD ». For example ; at the university of Mohammed El Seddik Ben Yahia. There is only one domain which is Didactic (TEFL). Not only this ,but there are other specialities and options for students in other universities.

6. Tutoring : In ancient time, teaching was mainly teacher centred i.e ; teacher is the source of knowledge, he / she go to classroom gives information to students who are passive

recipient who memorize it and then repeat it in their exam papers but nowadays teaching was learner centred. The teacher role is a guide on the side, sage on the stage and curricula developer, and learner also was changed to active participant, authors, researchers, ethnographers...etc. Teacher nowadays become more closer to his/ her students, they build a warm relationship with his or her students.

4. Aims of the LMD System

LMD system aims at :

- Strengthening the learning of transverse skills such as :Fluency in FML (foreign modern language) and computer skills.

- Developing the professionalisation of the higher education and preserving the general interest of the teaching.

- Allowing diplomas to be compared and become equivalent at the European level.

a. Points of Interest :

- Encouraging and enhancing students mobility and also increasing the transparency of qualification on the job market.

- Allowing students to build up a personalized education plan gradually.

- Encouraging the students access to the world of work .

b. Advantages of LMD System :

There are a lot of advantages of LMD system among them :

- Giving the opportunity of studying abroad.

- Giving the opportunity for building your path.

-Learning differently.

c. Disadvantages of LMD System :

There are a lot of drawbacks of LMD system , difficulties, problems which faced the implementation of the LMD system among them :

-The absence of authentic and suitable materials.

-There are few numbers of qualified teachers.

-the absence of the syllabus that the teacher should follow during the course.

-Teachers adapt their teaching according to the receivers.

-According to the discoveries ,researchers show that 82% of teachers didn'treceive any special training .

-Students are leaving universties with diplomas which phased up with the problem of unemployment.

Table 3 :Comparison between LMD System and the Former System :

LMD system		Former system	
Name of degree	Number of years	Name of degree	Number of years
D	3	D	5
M	2	M	2
L/B	3	L/BL/B	4

5.Linguistic Course:

a. Definition of a Course :According to Herbest (2010) : « A course is one of the most widely used word in the higher education-by students, higher education providers, policy markers, funders ».The word course is used extensively not intensively.

A course is limitted by having a grade,it is a sub component in a curriculum.In one curriculmu we can have many courses and in one course we can have many syllabuses. So ,the curriculum is the baorder programme which include many course,programmes,syllabuses.

b. Definition of Linguistics :

According to George yule : « linguistics is defined as the science of language or the scientific study of language ».Linguists consider linguistics as the scientific discipline because they distinguish between what is scientific and what is non-scientific study.So, it is empirical and it is not speculative or intuitive.linguistic is an objective examination of language.

C.Definition of the Linguistic Course :

Is one of the most widely used word in higher education (university) .Also it is a course which study linguistics which in turndefined as the scientific study of language.The linguistic course was taught mainly at university in all years (from first to master degree) but its content is not the same in all years.For example :in first and second year,linguistic is only a course (1hour 30 a week),butin the third year,it is changecompletely ,linguistics have both course and TD and it is a principle module with a higher coffecient.

The following is the linguistic syllabus of both first and third year LMD students at Mohammed Seddik Ben Yahia. University

A: the first year course

It was divided into two main areas;

Part A: language

1. The origins of language
2. Animals and human language
3. The development of writing
4. The sounds of language
5. The sound patterns of language
6. Word and word formation process

Part B: Branches of linguistics

1. Phonetics and phonology
2. Morphology
3. Grammar (phrases VS sentences)
4. Syntax
5. Semantics
6. Pragmatics
7. Language and Brain
8. Language and regional variation
9. Language and social variation
10. Language and culture

Through the analysis of this course, we are going to clarify whether the linguistic syllabus currently in use at the department of English vehicle any type of language ideology to the students? and if so, is this ideology compatible with the mother tongue linguistic ideology.

During the analysis of the first component in the course above, we conclude The origin of language is still unknown due to the absence of a substantial confirmation. Indeed, many studies have been conducted for the sake of searching the lineage of this phenomenon , until now researchers showed that human languages are still a mystery fact. Actually , many determinations have been suggested .Henry Sweet ,an English phonetician and language scholar stated “language is the expression of ideas by means of speech- sounds combines into words. Words are combined into sentences ,this combination answering to that of ideas into thoughts”. The American linguists Bernard Bloch and George L. Trager specified this definition “A language is a system of arbitrary vocal symbols by means of which a social group cooperates .” On the other hand , Leibowitz holds “language is more aptly viewed as a means of social control ,it is manipulated through language policy and planning and it could lead to language conflicts” . In this sense Jhon Juck Roussou in the 18th century states that the origin of language till now is a puzzle. Due to the fact that we have a few background about the origin of language, some theories were established as an attempt to justify its origin .

1. The Divine Creation Theory: this theory believes that language is given by God to human being , God send messengers and revelaton to them, so God sent language to human i.e language is God given; in the bible for example” whatsoever Adam called every living creature, that was the name therof” . (cited in yule, p. 2).

- The hindo tradition state that language came from Sraswati, the wife of Brahma (orpsantik).

- In Islam like Ibn Taimia, Ibn Abbess affirm that language has been given by God to human.

This theory **hypothesized** at :

“ if human infants were allowed to grow up without hearing any language around them, then they would spontaneously begin using the original God- given language”. (yule, p. 2).

This theory was **critisized** by some scholars;

If God give human language by naming all the objects, the language is not evolved (no evolvement of language means no creation of human .

2. The Natural Sound theory (the Bow-Wow theory)

a- According to this theory, the source of language is the imitation of natural sounds that people hear around them for example; when a flying creature makes a sound, this sound is used to refer to that creature. In modern languages, the words which are named after their sounds are called onomatopoeic words (the link between the sound and what it represents) , yule(2010) defines them as, the “words that sound similar to the noises they describe”.

This theory is also called invention- imitation theory which is based on four hypothesis(Ding-dong, pooh-pooh, bow-wow , ta-ta hypothesis) , and all of them rely on one idea that language is based on onomatopoeia(link between the sound and what it represents).

Language started with imitaing the natural sounds that existed in nature which was the environment

Jesperperson (Danish) Bow- Wow hypothesis belives on the imitations of natural sounds which early man and woman heard around them for example hearnig the sound : coo-coo, buzz-boom-rattle.

This theory was critisized for many things:

- It is undeniable (true) that onomatopoeia exists in any language , but saying that the origin of language is echoing the surrounding sounds excludes abstract words that are soundless and which are also part of any language. However, language could not be limied to a group of words which are “the names of things “.

- b. Another suggestion of the origin of language under this theory is interjections. It is thought that natural cries of emotions such as pain, anger, joy...etc are the origins of language .

this idea was criticized because ; human beings produce interjections by suddenly taking the breath in which is not the case for ordinary talk because human beings speak on exhaling the breath. In addition, the cries that people make when producing interjections are not part of the sounds used in speech production, so how could they be the source of language at all?

3. The Source Interaction Theory (the YO- HE-HO)

This theory is also called the Natural evolution theory , it is based upon the idea that natural sounds are the origin of language , in this theory ,these natural sounds are produced by human beings when they take part in collaborative physical efforts and required interaction, Such as YO- HE-HO. People used to live in groups to protect themselves from attacks. Living in groups reasonably required a way of communication between members even in forms of hums, grunts, etc....

This theory was criticized :

Living in group can not be the prime reason for developing a capacity of speech. Taking apes and other primates into account, the latter , though they live in groups , they have never developed such a capacity.

Those theories of language are the most common ones. But , it does not diminish others, because there are some other theories which are optional according to some scholars among them physical adaptation source, the tool making source, and the genetic source which believes that human beings have an inborn ability for using language. i.e language is innate for humans, but other creatures do not possess this quality (the innateness hypothesis).

Feed back and Shortcomings :

1. The teacher of linguistics (first year) use the book of George Yule entitled” the study of language” as the only source for teaching students about the origins of language .

2. This teacher paraphrase and restate all the information that she provides, using simple words and sentences, also it clarifies these theories by examples.

3. Despite the fact that this teacher provides a lot of data about the origins of language, but according to the results obtained from our questionnaire (Q7) , students still not sure about the origin of languages (Arabic).

Throughout our analysis of first year linguistic course , we prove that the linguistic course vehicule some types of language ideology to the students,because through our analysis of Q21 in our questionnaire, it has been showed that there is an influence of the linguistic course in which according to students answer all languages have evolved over time. And there are other questions that indicate the successfulness of the linguistic course. (found in practical part).

The Third Year Linguistic Course

This course was divided into two main areas

Part A: Sociolinguistics

1. What is language?
2. What is culture?
3. Varieties and Dialects
4. Language function
5. Pidgin, Creole, code Switching, Diglossia
6. Bilingualism
7. Sapir- Worf hypothesis
8. Restricted and elaborated code

Part B: Sociolinguistics

1. Acquisition vs learning
2. First language acquisition
3. Second language acquisition
4. Linguistic theories (Chomsky, Bloomfield, Piaget)
5. Factors of influencing language learning.
6. Motivation, self esteem, attitude, introversion, inhibition

Through the analysis of this course, we are going to clarify whether the linguistic syllabus currently in use at the department of English vehicle any type of language ideology to the students? And if so, is this ideology compatible with the mother tongue linguistic ideology.

This course was divided into two main areas which are:

Sociolinguistic is a term that refers to the study of the relationship between language and society, and how language is used in multilingual speech communities. This branch includes many components which are listed above.

Through our analysis of the third section in our questionnaire, we found that the half and almost half of respondents affirm that they are afraid of the western culture even if they learn lot of positive things from Anglo-Saxon cultures. And they have to protect their customs and traditions from any foreign influence. From the results obtained in our questionnaire we conclude that the linguistic course plays an important role In changing students' views towards language ideology.

Feedback and Shortcomings

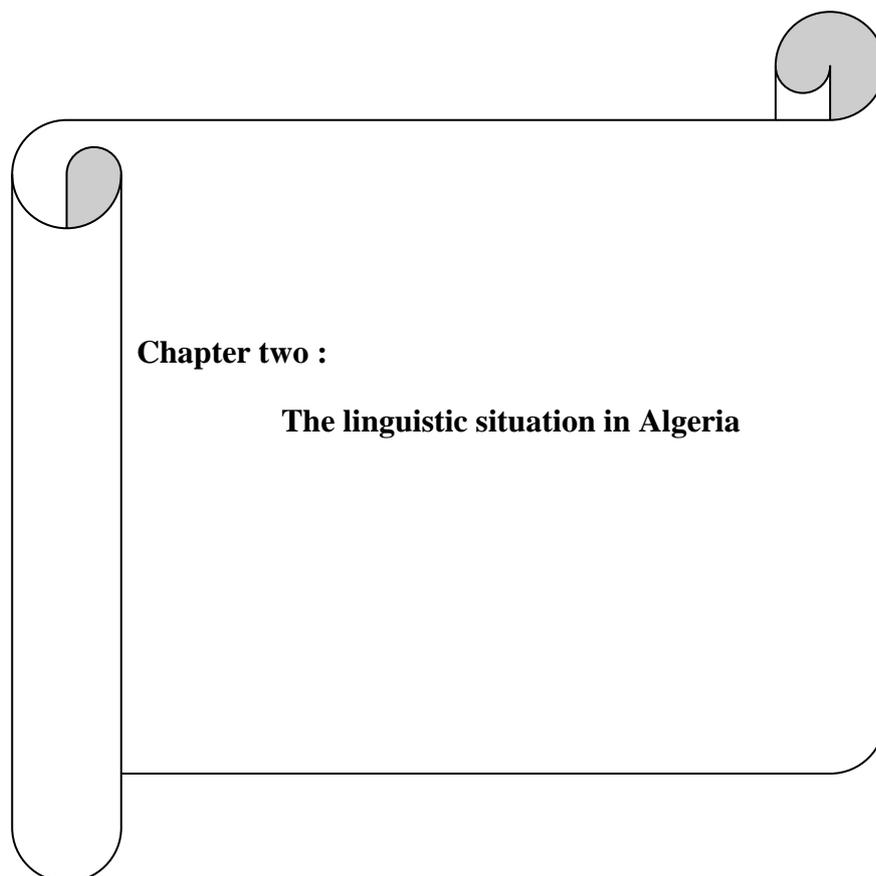
The teacher of linguistic of third year instead of giving students courses , she asks them to do researches about the course in a limited time , this affects negatively on students, because they just copy the findings on the net without understanding and presenting it orally in front of their classmate. In addition, she does not correct the mistakes that they made, also she does not summarize and add extra information about their findings. The big problem is that she asks the others to make copies to prepare for the exams.

Conclusion:

Through this section,we have attempted to shedlight on the Algerian educational system and the linguistic course.It begins with the educational system,itsstrucure ,then LMD system,itsconstituents,aims and points of interest,advantages and disadvantages,comparaison between the former and the new system.It ends up with shedding light on thethe linguistic course,and weather this course change the students attitudes towards language ideology.

Conclusion

In summation, this chapter is devoted to shed light on the relationship between language ideology and the linguistic course. It starts by discussing language ideology, and the strong link between language and ideology in the first section. Then, it deals with the educational system in Algeria and the linguistic course. Finally, it ends up with clarifying whether the linguistic syllabus currently in use at the department of English vehicle any type of language ideology to the students.



Chapter two: the linguistic situation in Algeria

1.Introduction

1.1.Linguistic Situation in Algeria (background)

1.1.1. Before colonization

1.1.2.During colonization

1.1.3.After colonizatio

1.2.The official languages in Algeria

1.2.1.Definition of official languages.

1.2.2.The official languages in Algeria.

1.2.2.1. Before colonization.

1.2.2.1.1.Berber.

1.2.2.1.2. Arabic.

1.2.2.2. During colonization.

1.2.2.2.1. French.

1.2.2.3. After colonization.

1.2.2.3.1.Standard Arabic.

1.3. language policy and planning.

1.3.1.Defintion of language planning.

1.3.2 types of language planning.

1.3.3.1. status planning.

1.3.3.2. corpus planning.

A. Graphization

b. Standardization.

c. Modernization.

1.3.3.3. Acquisition planning

1.4. language planning in Algeria.

1.4.1. Arabization.

15. Educational language policy.

1.5.1. the policy of Arabization

1.5.3. The education reform

Conclusion

Introduction

this chapter is concerned with demonstrating the linguistic situation in Algeria . It begins with a historical background about it before, during and after colonization. Therefore, it sheds light on the official languages in Algeria. This chapter, will also deal with language policy and planning in Algeria . Then, it emphasizes the language planning in Algeria . Finally, it will give insights about the educational language policy in Algeria .

2.1. A Historical Background about the Linguistic Situation in Algeria:

It is very complex and dominated by multiple and conflicting discourses, and language ideologies, as a consequence of the policy of arabization that has been resulted and chased. After colonization, and especially after independence, the administration, the judicial system, the Algerian landscape, more specifically the first three years of the educational system are completely arabized. This policy, on the other hand, jointed by a furious reaction from the french colonialist, who believe that french is the most useful language and still widely used in Algeria as well as from berber, who believe that berber is the language that symbolizes the identity of the country and not arabic.

2.1.1. Before Colonization (before the nineteenth century) :

When the french colonialist arrived in Algeria, the linguistic situation was as follows :

The majority of people spoke Algerian arabic(AA), and some of them spoke kabyle as their main language. But turkish was spoken by the rulling power.

At the same time, there is a lingua franca(a sort of sapir_or pidgin), it is used mainly by the Algerian businessman when they communicate with foreigners(the European), also it is used by merchants. it is described by L Brunot (1960) p.115 in kwofie (1979) as "une

langue mixte dans laquelle du français de l'espagnol de l'italien de l'arabe(directement ou par le maltais)ont apporté des éléments variés de vocabulaires et de morphologie”

“the sapir is a mixed language that is used mainly in medieval times,along the southern share of the mediterranean for arabs and latins to communicate. It called by the french colonialist in Algeria “le petit mausque”. It was disappeared after colonisation in Algeria:no need to the lingua franca,but some of its lexical items are still now used in Algerian arabic spoken in Algeria .

2.1.2. During Colonization :

During the French settlement in Algeria (1830), the French colonizer showed his actual intention and directly presented their instructional system, as well as the French language as a way to demonstrate their control, suppressing Madrassas which were accused of fanaticism (Benrabah,1999,p.47) .Although the aim was to exterminate regional languages(Berber,and Algerian Arabic) , the French government preferred Arabization and announced Arabic as the second foreign language in Algeria. Nonetheless, Algerians were afraid that French schools would strip Algerians of their religious identity , skepticism grew to a point that Algerians who decided to send their children to French schools were considered traitors(Benrabah,1999,p.48). As a consequence, the regional muslim inhabitants became increasingly isolated and ignorant. For Benrabah some literates used classical Arabic , which is replete with taboos and admonitions, to produce religious poetry that was used as a “weapon “ against French described as the language of the colonizer, the language of the enemy.(50)

In the 1950s a number of the Algerian writers used French as an instrument against colonialism. In the early 1950 many Novels have been published by Francophone nationalist writers such as Mohamed Dib, Mouloud Feraoun , Mouloud Mammeri, and Kateb

Yacine, as a contribution to the arrival of more than six years long violent Algerian revolution that culminated in independence from France in 1962. Kateb Yacine explains on his use of French to fight colonialism, and said: "I write in French to tell the French that I'm not French; the French language is our spoil of war". As cited in Kamal Belmihub (2012).

2.1.3. After Colonization: (after 1962)

Algeria was a multilingual country after independence. From that day, the government decided to impose a linguistic unity through selecting an official language which was changed from French to standard Arabic (SA). But Algeria remains bilingual in French and Arabic, until it would be able to function with Arabic alone. The French language has a deep influence on Algerians, that's why the government decided after independence, to restore the Algerian identity, by implementing an official process called "Arabization" without stopping the use of French. This can be emphasized by one of the reflections on Algerian culture that appeared in EL-mojahed, an Algerian daily news paper: "l'arabization est une nécessité mais le bilinguisme n'est pas unusual".

2.2. The Shift from Monolingual to Multilingual

Algeria is a multilingual country despite all the attempts to create a monolingual country, whereby, the Algerian government and directly after the independence, announced the Arabization policy, as they recognized Arabic as the official language of Algeria, banned the use of French language from all the domains. However, after a while this policy failed because of some factors, such as the history of the country, especially the French colonization period. The government found out that the majority of the Algerians mastered French rather than MSA, this case led to the recognition of French as a first foreign language with the maintaining of Arabic as the official one. Berber. However, despite the Arab invasion of Algeria, the indigenous inhabitants have prospered to secure their language. Tamazight is

maintain utilized in many parts of Algeria, in which it was identified as the national language of Algeria in 2001, also as an official language of the country in 2015. Surprisingly, supporters of English involved many Arabo-Islamists considered it as a more suitable foreign or world language than the French of the colonial oppressors. Furthermore, English became influential in trades, as the language of the Algerian oil activity.

A multilingual person is anybody who can communicate in more than one language. It is an obvious certainty that the Algerians utilize and comprehend at least some terms or expressions from MSA and French from their daily interactions. Thus, it is not a simple operation to describe "Bilingualism" within the Algerian context. The difference between all the varieties of Arabic and Berber in many fields with French and their blending has become a congenital feature in the linguistic behaviour of Algerian speakers. (Slimane MEGHAGHI, Telemcen university, language contact in Algeria).

2.3. The Official Languages in Algeria :

2.3.1. Definition of an Official Language:

According to Holmes: "It is the language that is officially used by the government institution. also it could be used by the mass or any other prestigious or dominant language, in education ,the court of law, it is utilitarian."

2.3.2. Types of Official Languages:

There are three main types of official language:

Statutory official language: it is officially declared by law

Working official language: it is the language that is used by the government which means not necessarily fluently spoken by the groups. For example: Spanish is the official language of

the government in Pragway while the rest of people speak Garani. Regional official language: it is used as a medium of government at a particular region.

2.3.2.1. The Official Languages in Algeria:

There are at least three main spoken languages in Algeria : Arabic, french, berber which are classified into two types: spoken languages (formal) which include : AA, tamazight, french. the second category is the written one (informal) which include: french and CA. (arabic and french constitute two written languages

Table 04 : linguistic composition in Algeria.

Spoken languages (informal)	Written languages (formal)
Arabic dialect (AA)	Standard Arabic (SA)
Berber dialect (Tamazight)	French (FR)
French (FR)	Arabic

2.3.2.1.1. Spoken Languages

1. Algerian Arabic (AA): Dialectical, colloquial , or maghribi as it called by (Elimam). I is the local language that is spoken in ordinary everyday conversation ,with families ;with

friends . It is considered as a mixture of many languages ,and it differs from one region to another;it is the native language and the mother tongue of Algerian people.Spoken arabic in Algeria covers 80 -85 % of the total population.It is largely widespread over four main geographical areas and each one is distinguished with it's own linguistic features (Benrabah,2005,p.402).

a. Western Algerian arabic used in the the area which extends from the morrocan to Tenes.

b. Central AA is spoken in the central zone which is extended to bejaia,also it includes algeria and its surroundings.

c. Eastern AA is spoken in the high plateaus around constantine,anaba,setif and it extends to the tunisian borders.

d. Saharan AA is spoken approximately by 100.000 residents in the sahara dessert (Ethnologue,2004;Queffelec et al .p.35 Taleb,1995,p.31)

2.Berber (Tamazight):According to the nationa census ,it is the native language of a minority of people(approximately 20%).Berber was succeded in preserving and maintaining their language despite the influence of all conquering groups;more specifically the arabs and the widespread of the arabic language.But this language is not used anymore .In fact;tamazight exists mainly in some regionin Algeria but with different dialects which considered as the principle vareities of berber such as:

1.Kabyle:they are found mainly in the coastal matain region of Algeria(northeren).It reffered to kabyilia which situated approximatelly 92Km from the capital Algiers;between 2.5 and 3 million berber are kabylians.

2.The chaouia:are considered to be half the size of kabylians.they are found in Aures mountain of north eastern Algeria.Traditionally,they are considered the most isolated ones in all Algerian berber communities.

They are much closed,individual soceity,unlike kabylians;chaouia are less active politically.

3.The mozabits:also called mzab or beni mzab.they live in the uasis of southern Algeria namely Gardaia.they are refer to as “puritans” of the sahara;they are found in every town in Algeria.

4.The touareg: they are founded in Libya,Niger,Mali,Burkina faso.They are nomidic tribes,they are called”blue man of the dessert”because they wear blue robes that diyed the indigo blue.What distinguish touareg from mozabits;chaouia is that men wear a type of facial covering veil called “tagelmost” and women face is uncovered.

Figure 2 : Geographical Location of Berber and Algerian Arabic varieties in Algeria (adopted from ethnologue, 2004).



3 French: it is the first foreign language in Algeria. According to the CIA (Central Intelligence Agency) World Factbook, French is a lingua franca of Algeria. It is the technical language for development; during the colonial era, the Algerian landscape was mainly influenced by the French language. It is used as a language of everyday life interaction. It has a strategic place and fulfills many social functions. Even if Algeria got its independence in 1962, French still used and play an important role in spoken and written domains. It is used in media, administration, government, commerce and in certain disciplines of higher education such as: physics and mathematics. Rebbi Mamri, author of “the syndrome of French language in Algeria” said “French continues to be the dominant language in business and professional circles” and that “certain aspects of formal education and research are still carried in the French language and a great part of the economic and industrial sectors and press still use French extensively” (Maamri, 2009).

2.3.2.1.2. Written Languages:

A. Classical Arabic: it is also called conventional Arabic, it is the official language of Algeria and it is highly appreciated because it is the language of the Quran. It is used only in mosques, media, courts, universities, schools but nowadays it is no longer used in everyday life conversation even if it is the official language rather it is limited to religious practices. Thus, in Algeria some people use two distinct varieties of Arabic (AA and CA) to the contextual situations i.e. they use CA in official settings while AA and Berber in informal situations for eg: at home, in daily life, with friends. CA was mainly simplified to MSA for formal conversations and the medium of instruction. The latter was set to make CA more accommodate to modern life. According to ALANI (1971) Standard Arabic is "a modernized version of classical Arabic" (p.18) i.e. it is based on CA. After independence in 1962 MSA is the official language in Algeria. It is considered as the language of radio, TV, mass media (McLoughlin, 1999, p.1). It is used largely in universities and government. However, it is never used in everyday conversation among Algerians.

2.3. Language Planning and Policy

With the development of sociolinguistics as a response against those who believe that language is viewed as an independent item from society. Yet, it is quite obvious that language can't be sufficiently learned from nothing, therefore, linguists believe that language has a big influence on society. Furthermore, LPP forms from many practices that may be repair, measure, spread, revitalize, or preserve a definite language that compose the identity and identify the future of each nation.

2.3.1. Definition of Language Policy

According to Orman "language policy indicates the formulations of laws, regulations and official positions regarding language usage and the allocation of linguistic resources by

some government or other political organization.”(2008, p. 38). That is to say , it is a list of policies which is adopted by any country as a method to provide protection, promotion, encouragement for the application of a definite language.

The role of LP is to select one language as the official one in addition to govern the use of the other languages within a multilingual country. Government, ministers of education, and official languages are the responsible for taking language policy decisions.the aims of these policies is to officialize a definite language , prevent some from use , or conserve and maintain others. (spolsky, 1998).

2.3.2. Definition of Language Planning

Language planning was first coined by Haugen (1950) in which he determined it as an aware efforts that aims at altering the linguistics behaviour of society, in other words, it is an elaborated language change it aims at repairing definite linguistic problems or make a specific reform .

According to the Estonian Swedish scholar , Valter Tuasli (1968) , the theory of language planning(TLP) is a science which rigorously investigates the conclusions , fundamentals , processes and procedures of language planning (LP) , accordingly :

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

The American sociologist of language , Joshua Fishman (1974:79) , broadly specifies language planning (LP) as “the organized pursuit of solutions to language problems ”, while cooper (1989) views language planning as “ deliberate efforts to influence the behavior of

others with respect to the acquisition , structure , or functional allocation of their codes ”(p .45) .

Langugae policy and language planning are two sides of the same coin. That is to say they are Interrelated. For Mesthire et al (2000) (as cited in Nicolle, 2014, p. 1) language policy refers “to the more general linguistic , political and social goals underlying the actual language planning process”. That is to say, language policy is intrested with taking political sentences and representing laws improved by constitution or other powerful state, whereas , language planning is the procedure which aims at govern the application, status, and the construction of language, it is instrumented by planners who have a definite linguistic expertise like teachers, educators,and linguists. Briefly , language planning is the implementation of language policy.

Language planning and policy are interrelated, in which policy is applied to influence the usage of language, form, construction in addition to status which accordingly advance systematic linguistic change within a society.

2.3.3. Types of Language Planning and Policy

2.3.3.1. Status Planning.

Status planning (SP) regularly gets to be a vital action when a nation gets to be free, yet it has been the main concern of the nationalistic activities that preceded the immediate victory. In fact, Status Planning treats the choices of languages diversity, the relative community and the government backing that was specifies for it. As a result, Status Planning usually has state- making or state-solidifying, objectives and goals subsequently are to enlarge and increase the expansion of language. In other words, status planning inserted the allocation of languages to various social fields, for example the official position ,schooling , business, and media (kanta(6))

Kloss (1968:70) points out four standards in order to grade the status of any language within a governmental structure.

1. The origin of language used for national government purposes (indigenous or imported).
2. The developmental stage of a language, i.e. degree of standardization.
3. The judicial constellation of the language used (official , regional , etc).
4. The numerical strength (number of speakers a language has).

2.3.3.2. Corpus Planning:

Corpus planning started with the framework founded by Haugen (1983) as a ground for this enquiry , corpus planning can be defined as those aspects of language planning which are primarily linguistic and hence internal to language some of these aspects related to language are : 1) orthographic innovation , including design , harmonization, changing of script , and spelling reform . 2) Pronunciation, 3) changes in language structure .4) vocabulary expansion, 5) simplification of registers, 6) style, and 7) the preparation of language material (Bamgbose , 1989).

Three types of corpus planning will be discussed in the following lines : Graphization, Standardization, and modernization. (Wikipedia, the free Encyclopedia).

a. Graphization

This term indicates the extension and the evolution election as well as the amendment of writing and orthographic agreements of any language. The employment of writing within a speech group may expose it to standing socio-cultural influences, that is people thought that writing probably is the easiest way for the transmission of materials over generations, being in touch with great numbers of people, in addition standing as a criteria for comparing the varieties of spoken language. Linguist Charles. Ferguson presented two important perceptions

concerning the outcomes of adopting a script method, first, the employments of writing inserts other types of language to the society's reservoir. Even though written language is considered as secondary to spoken language, the lexicon, grammatical frames as well as phonological formations of any language often adopt features in the written form that are different from the spoken form. Second, the employment of writing often leads up to a public persuasion that the written language is the "actual language", whereas speech is depravity of it. In fact, written language is considered as a conservative, in contrary to spoken form which can be changed. Isolated antique parts of the spoken language may be less advanced than the written variety or the written language may have been based on a different kind of the spoken language.

It involves the development or modification of orthographic rules.

b. Standardization.

The procedure of standardization often encompasses one form of language which has the priority above other social and provincial dialects of a language. Other approach is where dialects are alternately comprehensible, is to introduce a poly-phonemic written form that is purposed to represent all dialects of a language adequately yet without any feature of the spoken form. When one variety of a language is selected, this one comes to be understood as supra-dialectal and the preferable sort of the language. The preference of which language will take the priority over the other existed languages may have a significant societal outcomes. That is, it gives privilege to interlocutors who talked besides script dialect conforms closest to the selected norms. The norm that is picked as a criteria is ordinarily spoken by the most vigorous social body within the community, then norms are enjoined upon the lower vigorous groups for the sake of imitating the most powerful groups. This often supports the dominance of the vigorous community body and turn out these criteria to be required for socio-economic

mobility. Standardization in general requires the increasing of the uniformity of standards, besides the codification of these standards. The record of English supplies an example of standardization which took place through an extended period of time. (Wikipedia, language planning and poolicy 2018)

c.Modernization.

Modernization is a format of language planning which takes place when one language wants to broaden its materials and resources in order to meet functions. Modernization often occurs when a language undergoes a move in status. As an example when a nation gets its freedom from an imperialistic force or when there is a modification in the language schooling policy. The most importance power in modernization is the growth of vocabulary, which permits the language to debate themes and questions within new semantic fields. Language planners focus more on making modern bibliography and glossaries in order to present novel artistic expressions, yet it is very important to assure that the employment of these novel expressions will be continuous by the suitable sectors within a social group whilst several languages for example Japanese and Hungarian, have witnessed quick lexical growth in order to meet the requires of modernization, there are other languages like Hindi and Arabic which have been unsuccessful in achieving that lexical growth.

is the process of making a language suitable for accomplishing modern functions such as : debates on politics,science,economy in that language.This further step of corpus planning enrich languag ewith modern discourse. (Wikipedia, language planning and policy , 2018)

2.3.3.3. Acquisition planning.

It concerns the efforts of making a language a medium of schooling in order to encourage the acquisition of the new standardized language,incentives are created.Forexample :the language will grant work opportunities for thosewhoa cquire the language.

Acquisition planning is a form of language planning that is a nationalist, nation or local regimen regulation aims to effect parts of language. For example language status distribution and literary through instruction , in addition, non- governmental communities can use acquisition planning. Yet generally it is related With government planning regularly, acquisition planning is inserted into biggest language operation that is the state of language should be evaluated. Corpuses are reviewed and modifications are inserted to community on a national or regional scale through the instruction regulations, extending from primary schools to nuniversities.

Cooper (1989) as cited in Djennene, points out three ideas about acquisition planning with regard to theses puposes which are :

1. Acquisition of language as a second of foreign language, forexample the case of Britain and US in which the government specified programs inoder to teach English especially to immigrants.
2. Reacquisiton of an language by people for whom it was a vernacular as in the case of Maori and Hebrew;
3. Language preservation as efforts to stop the death of a language

Despite the fact that all measures of language planning are individually interested with a specific field besides their engagement within several planning forces. However, it can't be implemented without integration. The four measures are clearly interconnected and very frequently incorporated together within a great LPP procedure.

It concerns the efforts of making a language a medium of schooling in order to encourage the acquisition of the new standardized language, incentives are created. Forexample :the language will grant work opportunities for those who acquire the language.

2.4. Language Planning in Algeria .

There are three areas that Algeria passed on which are pre-independence, the independence, and post-independence. It remains under the French colonial assimilationist for 132 years (1830-1962).

The language situation in Algeria is quite complex and lessons could be learned from it. Algeria has had five presidents from 1991 to 1999 and the Algerian population preferred the president Abd El Aziz Bouteflika to continue the program of reforms which he had committed in his country during his first term in office. When the Algerian population chose Abd El Aziz Bouteflika to be the president of Algeria, he initiated a number of reforms but most of them could not be implemented because of the lack of legitimacy. A new discourse was implemented after 1962 for example Algerian experience with language-in education planning corresponds to two major periods: the first one from 1962-1970 which was characterized by bilingualism in French and standard or literary Arabic, the second one from 1970 to the present which was characterized by monolingualism in the standard Arabic for a small minority. When Bouteflika was elected, he declared the failure of Arabic in science and technology, he said that we can't teach Arabic for ten years and only one year for English he supports bilingualism in this field.

Abd El Aziz Bouteflika supports French to be an official language and rejects Arabic at all, he said that we should attend the Francophonie which was held in Beirut but all of them refused this idea of attending it. Bouteflika received a letter from members of the high council for the Arabic language warning him against his public use of French. He declared in a speech: "I will speak French, Spanish, and English, and if necessary Hebrew" (he declared it on TV in August 1999). The decline of Arabization is due to the changes in the Economic and

political spheres. His use of French seems to have freed Algerians from guilt. It is described by Algerian sociolinguists as “Bouteflika effect”. (as cited in Benrabah ,2007).

Abd El Aziz Bouteflika acknowledgment of French as a part of Algerians profile is a part of his strategy to modernize the Algerian institution a return to bilingualism and ending monolingualism.

Table 05: chronology of events, political development and decisions concerning language planning in Algeria (196- 2005).

Table 1 Chronology of events, political developments and decisions concerning language planning in Algeria (1962–2005)

Year	Events, political developments and decisions/declarations
1962	<ul style="list-style-type: none"> • 18 March, the Evian Agreements signed by the French government and the Algerian revolutionary leadership. • June, the Tripoli Programme declares: '[The role of the Revolution] is above all [...] to restore to Arabic – the very expression of the cultural values of our country – its dignity and its efficacy as a language of civilisation.' • 21 August, the Ulemas demanded that Islam and the Arabic language be the major constituent parts of the Algerian people's identity. • 5 October, Ben Bella declared that Arabic was to be introduced in the educational system (primary cycle) during the next school year. • November–December, Arabisation gives rise to controversy in the press. • 15 December, the High Commission for Educational Reform met for the first time: one of its recommendations was gradual Arabisation.
1963	<ul style="list-style-type: none"> • 12 June, the National Assembly passed a motion in favour of Arabisation: Arabic introduced as the working language for the parliament (development of translation). • 20 June, the Minister of Education declared open literacy campaign in French. He was criticised by a Ulema member (Mohamed El Mili). • August, the National Assembly called for 'the use of Arabic in all administrations at the same level as French'. • 5–12 August, the Third Conference of Arab Teachers held in Algiers. Delegates approved of Algeria's gradual approach to Arabising the educational system and declared that an overhasty Arabisation would lead to undesirable results. • September, Arabic became obligatory in all school programmes and at all levels: 10 hours a week (of a total of 30 hours) in primary cycle. • 10 September, the first Constitution Adopted; Article 5 states: 'Arabic is the national and official language of the state'; Article 73: 'French can be used provisionally along with Arabic'. • 29 September, Hocine Ait Ahmed formed an opposition party, the Socialist Forces Front (FFS), and led fellow Kabylis into an armed struggle against the government.
1964	<ul style="list-style-type: none"> • Arabic is introduced as a working language in Parliament. • 5 January, meeting in Algiers of the first Islamist association: the Association Al-Qiyam. • January, controversy over the status of Arabic in the University of Algiers: creation of the Islamic Institute, and modification of the structure of the Bachelor's degree in Arabic which had given rise to controversy. • 22 May, creation by decree of the High School of Interpreting and Translation. • 1 June, the first volume of the Official Journal published in Arabic. • September, creation of the National Centre for Literacy. • September, Arabisation of the First Grade in primary cycle and the volume of Arabic teaching rose to 10 hours in all other levels. • September, implementation of the educational system of religious instruction. • 30 September, the Minister of Religious Affairs opened the first Islamic Institute in Kabylia. • 21 October, the Ministry of Education recruits 1000 Egyptian teachers.
1965	<ul style="list-style-type: none"> • 19 June, Military <i>coup d'état</i> led by Colonel Houari Boumediene: Ahmed Taleb Ibrahimi (Ulema member) became Minister of National Education.
1966	<ul style="list-style-type: none"> • February, the foundation of the national publishing house named SNED. • 8 June, Rulings N° 66-154 and N° 66-155 specified the role and place of the Arabic language in the judiciary. • 10 August, a group of Berberist militants living in Paris set up the statutes for the Berber Academy or the Berber Association for Cultural Exchange and Research (known by its French initials ABERC).

Table 1 (contd.) Chronology of events, political developments and decisions concerning language planning in Algeria (1962–2005)

1967	<ul style="list-style-type: none"> • 11 August, the Minister of National Education denounced the teachers' opposition to Arabisation. • September, total arabisation of Grade Two in primary education. • September, Mouloud Mammeri is informally allowed to restore the Chair of the Berber studies at Algiers University. • October, newsreel in cinemas are Arabised. • Ruling N° 67-191 introduced tax exemption for the edition and importation of books in Arabic. • A survey carried out by the University of Berkeley under the auspices of the Department of Planning shows that 80% of the youth are against the Arabisation of university learning.
1968	<ul style="list-style-type: none"> • 26 April, Decree N° 68-95 required all civil servants to learn the national official language by the 1st January 1971. • April, creation of the Circle for Berber Studies (CEB) in the University of Algiers. • 15 October, Decree N° 68-588 makes obligatory evaluation in Arabic for all exams in university Faculties of Letters and Human Sciences.
1969	<ul style="list-style-type: none"> • 2 May, a group of Berberist militants living in France form the Berber Academy (<i>Agraw Imazighen</i>). • September, the University of Algiers opened an arabised section in the Faculty of Law and an Arabised Bachelor's course in history. • 5 December, creation of the National Commission for the Reform of the educational system and a sub-commission for Arabisation.
1970	<ul style="list-style-type: none"> • 12 February, Ministerial decree 'setting the levels of competence in the national language needed by personnel in public administration, local authorities and various institutions'. • 11 April, a presidential circular reminding civil servants not to refuse circulars in Arabic. • 21 July, the Ministry of Education split into three ministries: the Ministry of Primary and Secondary Education, the Ministry of Higher Education, and the Ministry of Islamic Education.
1971	<ul style="list-style-type: none"> • 7 January, meeting of the Council of Ministers: decree for the implementation of Arabisation was discussed. 1971 was declared as the 'year of Arabisation'. • 20 January, Ruling 71-2 extends the 26 April 1968 Decree (N° 68-95) for all personnel of public administrations to be arabised. • April, the yearly Colloquium of senior executives of the Ministry of Education on Arabisation; three decisions: (1) total arabisation of Third and Fourth Grades in primary cycle; (2) total Arabisation of one-third of courses in the First year in Middle school; (3) total Arabisation of one third of courses in scientific disciplines in secondary schools. • 27 June, the Ministry of Justice issued a decree making Arabic the unique language of the judicial system. • 25 August, Ministerial decree for the Arabisation of institutions of the Ministry of Higher Education. • September, creation of the Permanent Committee for Higher Education. • September, the Ministry of Islamic Education opened 20 Islamic High Schools and creates the degree (Baccalaureate) of original Islamic education.
1972	<ul style="list-style-type: none"> • May-June, a group of Berber militants proposed the teaching of Tamazight in the University of Paris-Vincennes: birth of the Group of Berber Studies (known by its French initials GEB). • 29 January, the teaching of Tamazight began in the University of Paris-Vincennes.

Table 1 (contd.) Chronology of events, political developments and decisions concerning language planning in Algeria (1962–2005)

1973	<ul style="list-style-type: none"> • Year 1973: increasing popularity for the Berber militant song; most popular singer: Aït Menguellet. • 21 March, decision requiring competence in Arabic by civil servants in the Ministry of Primary and Secondary Education, and the Ministry of the Interior. • September, Mouloud Mammeri's teaching of Berber language and culture in the University of Algiers, tolerated since October 1965, was abolished by the Ministry of Higher Education. • 1 October, Ruling N° 73-55 turned all national seals in Arabic in the administration. • 6 November, the National Commission for Arabisation was created under the auspices of the FLN party. • 12–20 December, Algiers is the site for the 2nd Pan-Arab Congress for Arabisation.
1974	<ul style="list-style-type: none"> • 5 December, report of the National Commission for Arabisation on the state of Arabisation in Algeria.
1975	<ul style="list-style-type: none"> • 14–17 May, the government convened the First National Conference for Arabisation to accelerate the Arabisation process. • May, total Arabisation of the judicial system was implemented. • September, Arabisation of humanity subjects (geography, history and philosophy) in the secondary cycle.
1976	<ul style="list-style-type: none"> • 1 March, all public signs (streets, highways, stores, administrative buildings) and car licence plates were Arabised. • 16 April, private and religious schools banned by decree. • 23 April, Algeria's Official Journal published the re-organisation of the educational system based on 'Arabo-Islamic values and the socialist conscience'. • June, the police affixed seals on the Berber publication known as the 'Fichier berbère' (created in 1946 and was mainly concerned with the study of the Kabyle language). • 27 June, the National Charter approved by referendum with 98.5% of the votes. On page 65, centralisation and monolingualism in Arabic are reaffirmed, Tamazight is totally ignored and French is referred to as a 'foreign language'. • July, inauguration of the first promotion of completely Arabised magistrates. • 27 August, Thursday-Friday becomes weekend, instead of Saturday-Sunday. • September, reform of the educational system and implementation of an experimental schooling system ('Fundamental School'). • 19 November, the second Constitution of Algeria was acclaimed by referendum (99.18%). Article 3 reads: 'Arabic is the national and official language. The state must see to generalise its use.' • 21 December, the Ministry of the Interior recruited 50 Arabised female police inspectors.
1977	<ul style="list-style-type: none"> • January, total Arabisation of the regional daily (Oran) paper <i>El Djoumhouria</i>. • 25 February, election of the Popular National Assembly (parliament). • 21–27 April, cabinet reshuffle and Mostefa Lacheraf became Minister of Primary and Secondary Education: pause in the overhasty process of Arabisation. • 19 June, demonstration of Kabyle football supporters in Algiers stadium in the presence of President H. Boumediene; among slogans chanted: 'The Berber language will live', 'Down with dictatorship', 'Long live democracy'.
1979	<ul style="list-style-type: none"> • March, the old opposition party, the FFS, reactivated in 1977, demanded in its 'Political Platform Pre-Project': 'The Berber language has the right of citizenship in the Berber polity, an inalienable right that neither internal colonialism nor foreign colonialism can ban. It must be institutionalised and developed as a national language [. . .]. Only obscurantist's apprentices and mercenary flunkies would like to oppose the Arabic language to the Berber language.' • 8 March, cabinet reshuffle: Mohamed Cherif Kharroubi replaced Mostefa Lacheraf as Minister of Primary and Secondary Education: implementation of total Arabisation, religious instruction and the Fundamental School. • June, violent incidents among the Berber-speaking community. • September, French was taught as the first obligatory foreign language in the Fourth Grade and English in the Eighth Grade. • November, Arabised students at the University of Algiers go on strike: they demand immediate Arabisation of administration.

Table 1 (contd.) Chronology of events, political developments and decisions concerning language planning in Algeria (1962–2005)

1980	<ul style="list-style-type: none"> • 3 January, the FLN Central Committee made public its decisions on education: it re-launched Arabisation. • 19 January, the Ministry of the Interior sent a circular to all government agencies and administrations concerned with employment urging them to consider Arabised candidates for job recruitments. • 9–22 February 1980, the Commission for Education and Culture of the FLN party announced its national plan for the Arabisation of the administration. • 10 March, the authorities banned Mouloud Mammeri's conference on ancient Berber poetry to be held in the university of Tizi Ouzou (the administrative centre of Kabylia). • 16 April, general strike in Tizi Ouzou and Kabylia ('Berber Spring'). • 1–31 August, many militants of democracy and the Berber cultural movement organised the first independent meeting on the issue of language and identity in Algeria (Seminar in Yakouren, Kabylia); the platform demanded, among other things, the 'institutionalisation of the people's languages (Algerian Arabic and Tamazight) as national languages'. • 14 September, Decree for the Arabisation of the first year in the following university disciplines: social sciences, law and administration, political sciences, and economic information; • 11 November, the Ministry of Higher Education created the Permanent Commission for Arabisation. • December, creation of the High Council for the National Language following the recommendation of the Central Committee of the FLN Party (meeting of June 1980).
1981	<ul style="list-style-type: none"> • 7 March, Decree N° 81-28 relating to the transcription of proper names in Arabic. • 14 March, the Arabisation of the milieu was decreed (Decree N° 81-36). • May, the transcription of names of towns and localities in Latin letters based on Arabic pronunciation (Decree N° 81-27). • 23 September, the Minister of Higher Education announced the creation of four university Departments for the study of popular cultures and dialects (Algiers, Oran, Constantine and Annaba).
1982	<ul style="list-style-type: none"> • 7 July, a Master's degree on popular culture was established in the Institutes of Arabic Language and Culture in the universities of Algiers, Oran, Constantine and Annaba.
1984	<ul style="list-style-type: none"> • 9 June, the National Assembly passed the Family Code based on Shari'a.
1986	<ul style="list-style-type: none"> • 1986, new National Charter was promulgated which read: 'the Arabic language is an essential constituent part of the cultural identity of the Algerian people' (p. 51); 'Algerians are Arab and Moslem people' (p. 109). • 19 August, foundation of the Algerian Academy for the Arabic Language under the patronage of the President of the Republic (Law N° 86-10). • September, 'minority foreign languages' (German, Italian, Russian, Spanish) were removed from Middle Schools.
1987	<ul style="list-style-type: none"> • February, the Ministry of Higher Education opened the Higher National Institute for Popular Culture in Tlemcen. • November, foundation of Bendali School (private institution) for the education of political military and educational elites' children.
1988	<ul style="list-style-type: none"> • September, government's banning of Algerians' enrolment in educational institutions controlled by the <i>Office Universitaire et Culturel Français</i>. • 4–10 October, riots in Algiers and other large cities (600 dead) followed by political liberalisation.
1989	<ul style="list-style-type: none"> • 23 February, new (third) Constitution passed by referendum; in Article 3, Arabic remained the single national official language.
1990	<ul style="list-style-type: none"> • 24 January, the Department of Amazigh language and culture was opened in the University of Tizi Ouzou. • 20 April, 100,000 FIS members demonstrated in the streets of Algiers demanding the dismantlement of bilingualism and the implementation of Shari'a. • 27 December, 400,000 people demonstrated in the streets of Algiers calling for democracy and against the law of total Arabisation scheduled to be passed by parliament.

Table 1 (contd.) Chronology of events, political developments and decisions concerning language planning in Algeria (1962–2005)

1991	<ul style="list-style-type: none"> • 16 January, National Assembly voted 'Act N° 91-05 of 16 January 1991' for total Arabisation. • October, a second Department of Amazigh Language and Culture was opened in the University of Bejaia. • 4 November – 23 December, the strike of university teachers against the implementation of 'Act N° 91-05 of 16 January 1991', and the government's recruitment of 1500 Iraqi professors.
1992	<ul style="list-style-type: none"> • 4 July, 'Act N° 91-05' aiming at total compulsory Arabisation is postponed ('Decree 92-02 of 4 July 1992').
1993	<ul style="list-style-type: none"> • September, the Ministry of Education introduced English in the primary cycle to compete with French (Fourth grade).
1994	<ul style="list-style-type: none"> • 24 September, the Berber Cultural Movement (MCB) called for general strikes in the educational sector ('satchels' strike').
1995	<ul style="list-style-type: none"> • 28 May, the High Commission for Amazigh Affairs (known by its French initials HCA) was created by decree under the patronage of the President of the Republic.
1996	<ul style="list-style-type: none"> • July, the new government cancelled 'Decree 92-02 of 4 July 1992': 'Act N° 91-05' was revived. • 28 November, the third Constitution was passed by referendum with Article 3 unchanged. But in its preamble, it read: 'the fundamental constituent parts of [Algeria's] identity [. . .] are Islam, Arabism and Amazighism'. • 17 December, 'Act N° 91-05' is revoked setting new deadlines for its nation-wide implementation: the administrative sectors were to be Arabised by 5 July 1998 and tertiary education by 5 July 2000.
1997	<ul style="list-style-type: none"> • 10 May, the two Departments of Amazigh Language and Culture in the Universities of Tizi Ouzou and Bejaia, became Institutes or Faculties (Ruling N° 97-40) starting from September 1997.
1998	<ul style="list-style-type: none"> • 25 June, the assassination of a popular Kabyle singer, Matoub Lounes, followed by riots in Kabylia (June-July). • 26 September, the High Council for Arabic Language was founded to oversee that total Arabisation was implemented gradually.
1999	<ul style="list-style-type: none"> • 15 April, election of Abdelaziz Bouteflika as President of the Republic. • May, President Bouteflika declared: 'It is unthinkable . . . to spend ten years study in Arabic pure sciences when it would only take one year in English'. • 3 September, during a meeting with the Kabyle civil society in Tizi Ouzou, President Bouteflika declared: 'Tamazight would never be consecrated in law as an Algerian official language and if it were to be a national language, it is up to the entire Algerian people to decide by referendum'.
2000	<ul style="list-style-type: none"> • 13 May, President Bouteflika set up the National Commission for the Reform of the Educational System (known by its French initials CNRSE).
2001	<ul style="list-style-type: none"> • March, the president of the CNRSE handed in the final report on educational reform. • 21 April, riots in Kabylia after the assassination of a Secondary school student in a Kabyle village and the creation of a spontaneous movement called 'citizens' movement' (<i>Archs</i>). • May 2001, Ali Ben Mohamed, former Minister of Education, founded the National Coordination for the Support of the Authentic and Open School. He was backed by leaders of Islamist parties, some teachers' and parents' unions, religious groups and a number of politicians. • 11 June, the representatives of Kabylia's Citizens' movement drew up a list of 15 vindications known as the El Kseur Platform. • 3 September, the Ministry of the Interior announced the suspension of the implementation of the educational reform. • 24 September, President Bouteflika declared that Tamazight was to become a national language.
2002	<ul style="list-style-type: none"> • 8 April, Article 3 of the Constitution was modified to include Tamazight as the second national language of the State of Algeria. • Creation by decree of the National Centre for Tamazight Language Planning.

2003	<ul style="list-style-type: none"> • March, creation of the National Association for the Defence of Francophonie in Algeria. • 13 August, Article 6 of Ruling No. 03-09 legalised private schools which had existed in a legal vacuum. • September, implementation of parts of the recommendations made by the CNRSE: French introduced as the 1st obligatory foreign language in 2nd year in primary cycle, English in 1st year in Middle School as the 2nd obligatory foreign language.
2004	<ul style="list-style-type: none"> • 26 December, Abderrazak Dourari became Head of the Institute for the Planning of Tamazight
2005	<ul style="list-style-type: none"> • August, after the last round of talks between Kabylia's representatives and the Prime Minister: agreement on making Tamazight official without resorting to a referendum.

2.4.1 . Arabization.

The ARABIZATION expression has been explicated out of several determinations based on different opinions of authors. In one of its meanings, Arabization is the great employment of Arabic in all fields of life: governmental, community, and cultural i.e. it indicates the development of Arabic as a mean of interaction in both public and private sectors (Grand Guillaune, 7, and others).

In other meaning , Sayadi (8) determines Arabization as a lexical expansion which includes the coinage of new terms, either from existing words, or through translation of foreign terms.

2.5.Educational Language Policy :

When decisions of language planning are taken ,this mean the declaration of a single language as a national language in a multilingual country.Lammara(2006:30) stated that language policy in Algeria became a debated process since the independence (1962) .In every field of life ,french was the dominant language .She makes sure that most questions that arise during the independence period are about the place of french language in soceity and its role in affecting the local dialect.Berger (2002:8) states that language education plicy is the most severe problem of Algeria in its troubled and presest state. There are two language policies in Algeria :the first one is the policy of arabization between 1962/1999 and the second one is the educational reform in 2000.

2.5.1. The Arabization Policy

It has been weakened by its connection with the Islamist movement. According to Saad (1992:60) most Syrians and Egyptians were inducted since 1964 by Algeria to ensure the teaching of Arabic. Most people are interested in the ideological indoctrination of students in brotherhood. However, we cannot understand this policy in negative terms but its main purpose was to turn the Arabic language as an instrument of taught and work for the purpose of overcoming the prejudice of language literature and policy.

The fundamental aim of Arabization was to move French which is the language of education and instruction and replace it by the Arabic language. Derrni (2009:228)

Also the Arabization policy aims at restoring and reinforcing the use of modern standard Arabic (MSA) as an official language of many regions (Algeria) in various disciplines such as: administration, education.

There are at least three elements that contribute to the Arabization policy motivation:

First of all, the Arabic language which represents the cultural independence side.

Secondly, Arabic is the language of the Arab nation (MC Dougall, 2006:338). However as Benmayouf says (2010:56-57) "we can not only understand this policy in negative term but the main purpose of Arabization was to turn the Arabic language as an instrument of taught and work to reach the requirements of time and to overcome the prejudice of language literature and poetry.

Many authors defined the term Arabization in different ways, even if this term refers to two broadly definitions. Thus the term is ubiquitous.

Some authors define arabization as the extensive use of arabic in all cycles of life such as :social,political,cultural.This means that it refers to the promotion of arabic as a tool of interaction (Grandguillaume (7) and others).

According to Al Abed Al-Hak(2),arabization is more adequate term that has been coined to refer to the second sense,because it morphologically derived from the language which is arabic and therefore to refer to the idea of arabic language planning.So,arabization refers mainly to arab people and their behaviours.

Basing on the above definitions,arabization planning refer to corpus planning,also it refers to status planning,the terms are used interchangeably.According to Al Abed Al –Hak,there three main trends that arabization has witnessed can be delineated such as :pro-arabization,anti-arabization,undecided arabization.The first group,as Bennrabah mentioned(s) is enthusiastic about the arabic language and the language of the holy Quran .This group is a fervent advocate to arabization for religious matters.The second group composed of the protagonist to arabization for national reasons(as Seleiman, cited in Benrabeh(9)),arab nationalism is identical to the arabic language.The third trend is not aware of the advantages either of arabization or of the maintenance of the target language (either french or english).

The fundamental aim of the arabization policy in Algeria was to move away the french language which is the language of instruction and education and to substitute it by the arabic language.According to Mc Dougall(2006) : « there are three important elements that contribute to the motivation of the arabization policy.Firstly,the arabic language represents the cultural side of the independence.Secondly,Arabic is the language of Islam(the holy Quran),the language of paradise.Also,Arabic is the language of the arabization »(p.338)

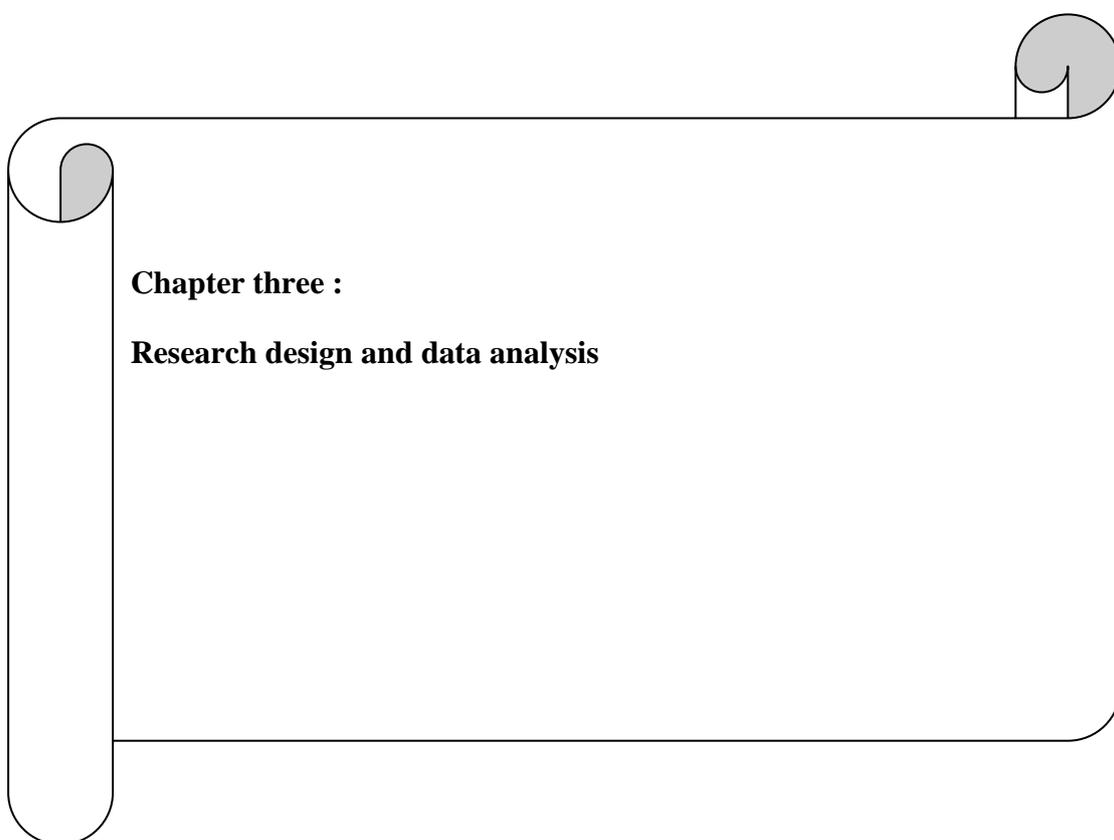
The shift to the arabic language as a mean of instruction in primary,middle,and secondary school leads mainly to various problems.They known as the francphones,teachers in this period are not well prepared.

2.5.2. Educational Reform Policy

The Algerian educationl system consists of three cycles which have been changed from the traditional model “6+3+3” to an alternative model of “5+4+3”:five years of primarry school,four years of middle school ,and three years of secondary school which was imposed in 2003.hese three schools represents the forced of education which was supervised by the ministry of the national education .The latest cycle is the higher education or it is called “tertiary education” under the supervision of the ministry of higher education and scientific research .people attend classes 27hours a week in the first fifth years .Firstly,they have at least eight topics which were presented in : civic ,islamic studies,arabic ,mathematic,history,geography,science and technology ... etc.In the third year,they start to learn french as a foreign language .Moving to the midlle school people are introduced to new subjects in addition to the previous ones such as :English,arts,music.By the end of this cycle,people pass a national examination called BEM which allow them to pass to the secondary school .The latter starts with a foundation year , known as the tronc year .In thisd year people are required to choose weather to study letters or science and technology .By finishing the final year,the students pass the BAC exam ;if they succeeded they granted the higher education .Since independence the higher education has underwent to two major reforms more specifically since the year 2004 ,it adoted the LMD system which composed of three phases:the first one is licence(it composed of the the first three years),the second two years is the Master’s degree;and the third three years is the doctorate .Instructors want to deploy this new reform aiming at promoting inward and outward mobility of the student during their academic studies .

Conclusion

In a nutshell, this chapter gave an outlook about the linguistic situation in Algeria before, during, and after colonization. More importance is given to the languages which appeared as a consequence of multiculturalism, and their employment within the Algerian community. This chapter has provided an eye bird view on language planning and policy and the educational language policy in Algeria. All the mentioned points were presented for the purpose of formulating a conceptual picture of the background surrounding the Algerian educational system.



Content

Introduction

The aims of the questionnaire

Students' Questionnaire

The description of the questionnaire

Participants

The results and discussion

Chapter three: research design and data analysis

Introduction:

This chapter deals with the description and analysis of the results generated by written questionnaire administered to a cross-sectional sample of first and third year students of English at Mohammed Seddik Ben Yahia University so as to gauge the effectiveness of the linguistic course in changing their views towards both the local and target language and culture .

3.1.The Questionnaire

Questionnaires are assumed to be one of the most common methods of collecting data in foreign language research (FLR). According to Richards (2005) : “ Questionnaires are one of the most common instrument used. They are relatively easy to prepare, they can be used with a large numbers of subjects, and they obtain information that is relatively easy to tabulate and analyze” (p.60)

3.2.Administration of the Questionnaire:

The questionnaire used to achieve the aim of the present study was distributed to students in the second semester of the academic year 2018. It is designed and administered to a cross sectional sample of thirty first year and thirty third year students. The questionnaire was handed to students by the researchers who were present to ensure comprehension and provide explanations.

Participants were informed when receiving the questionnaire that there is no right or wrong answer, all that matters is their personal opinions. Concerning time, students were not restricted to while answering the questions.

3.3. Description of the Questionnaire:

The Questionnaire consists of four Sections, each section revolves around one topic with some related statements. The first section covers the students' background information, it includes age, level of education, and number of years of studying English. The second one tests students' attitude towards local and foreign languages; it includes thirty one statements (from S4 to S34) these set of statements were divided into two categories namely instrumental and ideological. The fourth statement is concerned with rating reasons behind studying English, in which they divided into instrumental and ideological, whereas, the rest statements from S5 to S31 were answered by ticking the right box. In addition, statements 32, 33, 34 are about ranking some qualities according to students' evaluation of some languages (English, Arabic, French). The third section deals with students' attitudes towards local and target culture. It includes four statements (S35 – S38) answered by ticking the appropriate box. The fourth section is concerned with attitudes toward the linguistic course (S 39 – S44) in which they are divided into two categories; statements answered by ticking the right box (S39, S40, S41) and the rest of them (Q42, Q43, Q44) open ended questions, in which participants were given the opportunity to answer freely.

3.4. Participants

This questionnaire was addressed to a sample which was selected randomly (using random sampling). The whole population of the present research is presented by a total number of 289 third year students and 217 at Mohammed Seddik Ben Yahia university of Jijel, during the academic year 2017/2018. However, since it is impossible to deal with all students, 30 students in first and 30 in third year who answer the questionnaire and handed back which is chosen as a representative sample. It is important to mention that the only reason for choosing this population is that linguistics is taught in the three years (first, second

,and third) but we choose first and third year in order to compare between student's attitudes towards language ideology.

3.5.The results and discussion

This part provides the analysis of the data obtained through students' questionnaire. Questions and statements are analyzed in tables and figures.

Section One: General Information

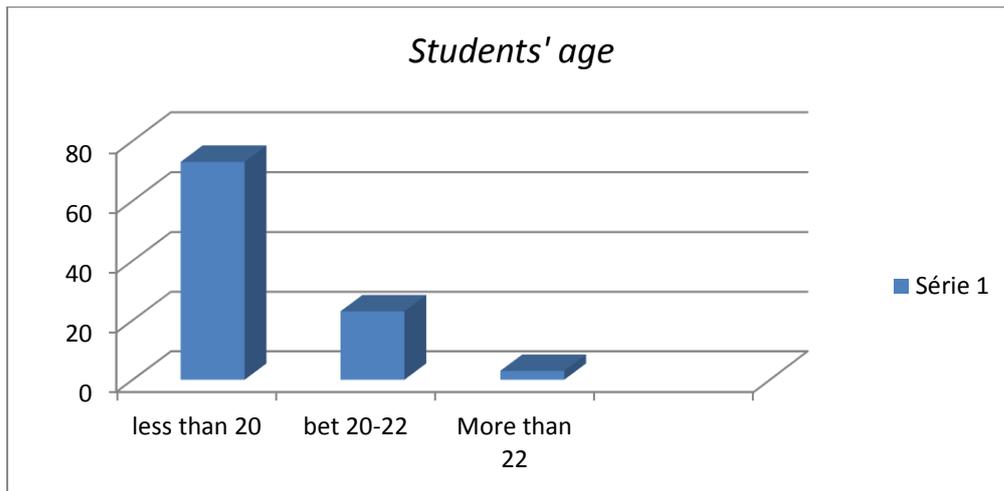
Three questions are included in this section,they deal with students' age, level of education, and number of years which they have been studying English. This section aims at getting background information about the chosen sample of students.

First year LMD students

Table one:

Students' age

Options	N°	%
Less than 20	22	73.33
Between 20 - 22	7	23.33
More than 22	1	3.33
Total	30	100



This table reveals that there are three age groups in our selected sample. The majority of the students' ages are less than 20 out of the total number of the sample (thirty students).In first year, we have recorded 73.33% who are aged less than twenty years old which represents the first rank of first year students' age. 23.33% from students who are aged between twenty and twenty two. Only 3.33% represents the category of students who are aged more than 22. These age categories show that the students are not in the same age as a result they don't have the similar abilities .

While we have recorded different percentages regarding the third year students in which the following table will explain more.

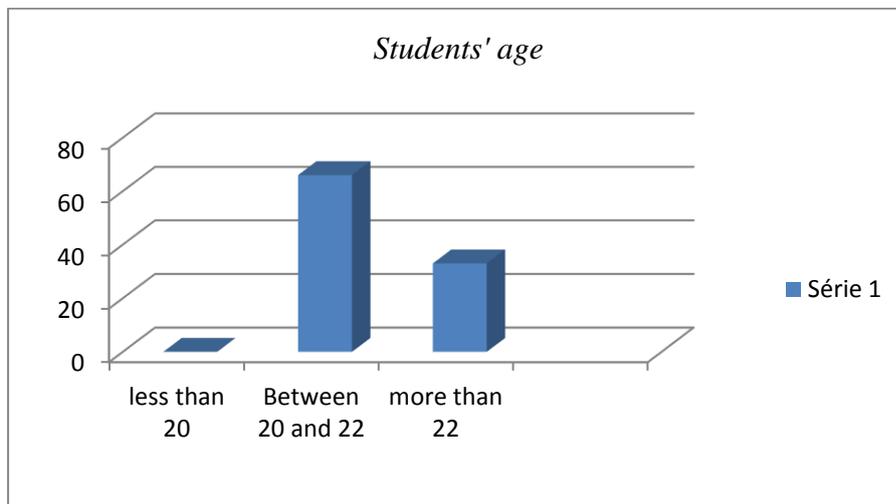
Third year LMD students

Table 1:

Students' age

Options	N°	%
Less than 20	0	0
Between 20-22	20	66.66
More than 22	10	33.33
Total	30	100

Figure 1:

Students' age

This table reveals that, there are three age groups in our selected sample. The majority of students' ages vary from twenty to twenty two out of the total number of the sample. We have recorded 20 of the total students (66.66 %) who are aged between twenty and twenty two years old represent the first rate of the students' age, ten students represents 33.33 % of the students who are aged more than 22 years old. However, no one aged less than twenty years old. These different ages show that students' do not have the same age, consequently, they don't have the same abilities.

First year LMD student

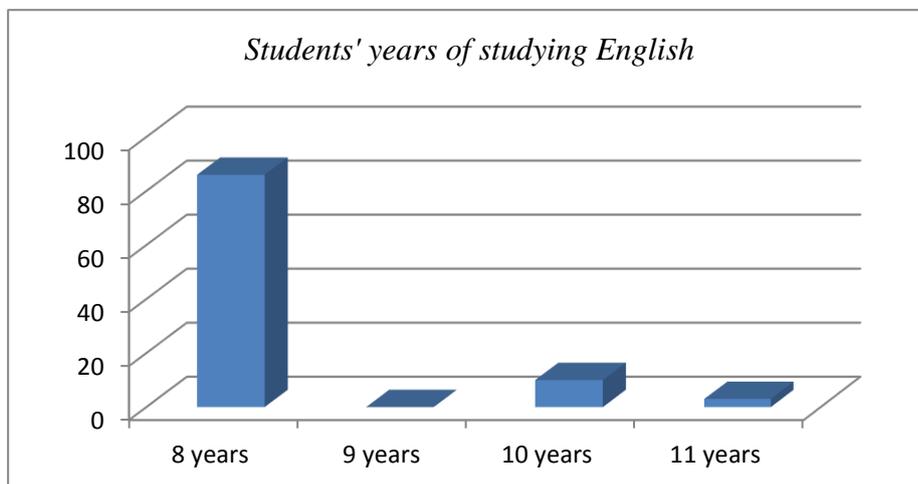
Table 2

Students' years of studying English

Options	N°	%
8 years	26	86.66
9 years	0	00
10 years	3	10
11 years	1	3.33
Total	30100	

Figure 2

Students' years of studying English



According to the table above the majority of participants 26 representing 86.66% study English for eight years. In addition, three respondents making up a portion of 10% study English for ten years. However, the remaining one participant representing 3.33% study English for eleven years.

Third year LMD students

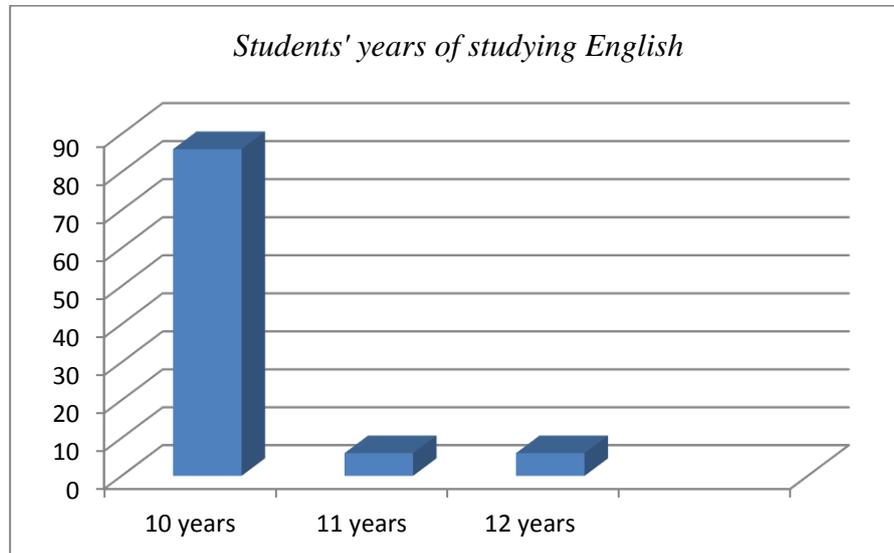
Table 3

Students' years of studying English

Options	N°	%
10 years	26	86.66
11 years	02	06.66
12 years	02	06.66
Total	30	100

Figure 3

Students' years of studying English



It is very important to know how long the learners have been exposed to the foreign language. It is apparent from the table that the majority of students study English for ten years (86.66%) and this is normal in Algeria. Generally, for students who begun learning English

in the first year at the middle school at the age of twelve. Students who mentioned eleven year (6.66%) and twelve years (6.66%) those are believed to either repeated one year, two years respectively.

Concerning the results of first and third year students, it noticed that there are some differences in the number of years of studying English, in which, students of first year studied English for eight years (26 – 86.66%). While third year students studied ten years (26- 86.66%). Furthermore, there is only one student who studied English for eleven years (first year). On the other hand, there are two students who studied English for eleven years (third year).

Section two: Motivation and Attitudes towards local and Foreign languages.

This section includes thirty one questions, these questions are divided into ideological and instrumental. The main aim is to collect data about students' attitudes towards local and foreign languages. Q4 answered by rating the reasons behind studying English. From Q5 till Q 31 should answer by ticking the right box.

S 4

First year

Table 4

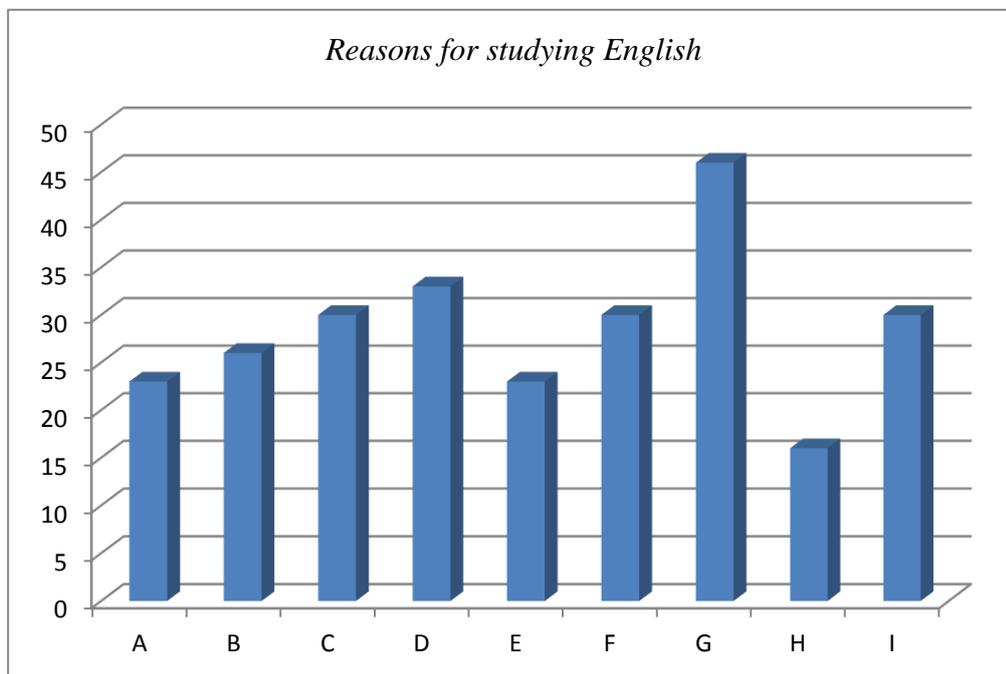
Reasons for Studying English

Options	1	2	3	4	5	6	7	8	9	%
A	0.33	13.33	13.33	10	23.33	6.66	10	6.66	13.33	100
B	6.66	6.66	6.66	3.33	10	26.66	13.33	16.66	10	100
C	30	3.33	10	10	26.66	0	6.66	13.33	6.66	100
D	16.66	33.33	10	23.33	3.33	3.33	6.66	3.33	00	100

STUDENTS' ATTITUDES TOWARDS SOME LANGUAGES AND CULTURAL ISSUES

E	6.66	3.33	6.66	20	13.33	13.33	23.33	10	3.33	100
F	6.66	30	26.66	3.33	10	16.66	00	00	6.66	100
G	20	6.66	10	16.66	6.66	10	13.33	46.66	3.33	100
H	6.66	3.33	3.33	6.66	16.66	16.66	00	00	00	100
I	6.66	3.33	6.66	6.66	16.66	16.66	10	3.33	30	100

Figure 4

Reasons for studing English

This question aims at ranking the reasons behind studying English from the most frequent to the least frequent, in which statements are divided into two categories namely ideological (b(26.66%) , e(23.33%), h(16.66%) ,I(16.66%)) and instrumental (a (23.33%), c(30%) , f(30%) , g(46.66%) ,d(33.33%)). According to the results it is noticed that the majority of participants chose instrumental reasons behind studying English.

Concerning students of third year, the reasons behind studying English is summarized as following; ideological (b (20%) , e(23.33%) , h(26.66%), I(16.66%), while instrumental (a(16.66), (36.33%), D (23,33%), g(16.66%)).

Third year students

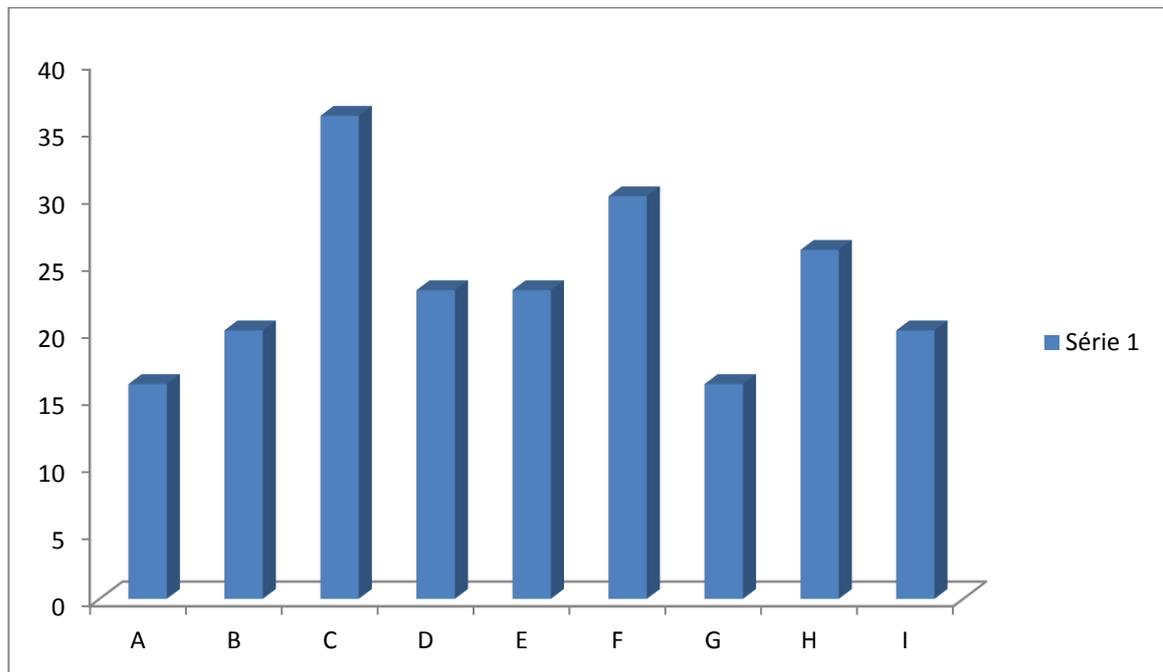
Table 4

Reasons for Studying English

Options	1	2	3	4	5	6	7	8	9	%
A	10	10	10	3.33	16.66	13.33	16.66	13.33	6.66	100
B	6.66	0	10	3.33	16.66	30	13.33	20	0	100
C	36.33	13.33	16.66	6.66	0	6.66	6.66	3.33	10	100
D	20	20	6.66	23.33	13.33	6.66	3.33	3.33	3.33	100
E	10	6.66	3.33	6.66	10	23.33	13.33	3.33	23.33	100
F	30	16.66	20	16.66	3.33	3.33	3.33	3.33	3.33	100
G	16.66	6.66	20	16.66	6.66	6.66	10	10	6.66	100
H	3.33	0	10	10	10	10	6.66	26.66	23.33	100
I	3.33	3.33	6.66	16.66	16.66	6.66	13.33	20	13.33	100

Figure 4

Reasons for studying English



Concerning students of third year, the reasons behind studying English is summarized as following; ideological (b (20%) , e(23.33%) , h(26.66%), I(16.66%), while instrumental (a(16.66), (36.33%), D (23,33%), g(16.66%)).

According to the nine point- scale, one is the most important and nine is the least important, it can be noticed that from table four of both first and third year that students choice of studying English are the following:

The statement “a” is instrumental (first year 23.33%, while third year is 16.66%) because since first year students are beginners at university, they are admired , and influenced by the English culture, so they want to live in an English speaking country. While third year are advanced students, despite the fact they want to live abroad , but the percentage showed the opposite, in which and according to the difficulties they will encountered such as , the need for money, place of living, and some language problems like fluency and accuracy.

The statement “b” is an ideological (first year 26.66% while third year 20%) both categories of students believe that studying English language will enable them to think and behave like British and/ or Americans because they think that language will shape their thinking and behaving way.

The statement “c” is instrumental (first year 30% while third year 36.33%) students’ choice of studying English is due to the fact that they like to be teachers of English , because they found it interesting ,amusing; having fun when teaching students in English.

The statement “d” is instrumental (first year 33.33% while third 23.33%) students’ choice of studying English is due to the fact of getting a job, since it is the second foreign language , it is considered as the most useful one ,beside, the large demand for teachers of this language , in addition to the need for interpreters in particular domains.

The statement “e” is ideological (first year 23.33% and third year 23.33%) students’ choice of studying English is due to the fact that they like Americans and/ or British in which many factors will be spotted light on in the following lines; they are influenced by their life style, clothes, place of living, accent, culture, their thinking and behaving ways.

Statement “f” is instrumental (first year 30% and third year 30%) students’ choice of studying English is due to the fact that it is useful. Nowadays,English is considered as the first language of the world, as it is viewed as a lingua franca for many countries.

Statement “g” is instrumental (first year 46.66% while third year 16.66%) students’ choice of studying English is due to the fact that it enables them to talk to people from different nationalities even those for whom English is not the mother tongue ,since English is the most useful language , it is used for communication among people, as it is considered as a lingua franca .

Statement "h" is ideological (first year 16.66 % while third year 26.66%) students' choice behind studying English is due to the fact that like to know Anglo-Saxon cultures because students believe that those cultures are very famous, and super natural or extraordinary, for these reasons they chose English to be close to the Anglo-Saxon culture.

Statement "I" is ideological (first year 16.66% and third 16.66%) students' choice behind studying English is due to the fact that they prefer English rather than French , students dislike the French language because it was the language of the colonizer, meanwhile , English has never colonized them, so it is their preferable one .

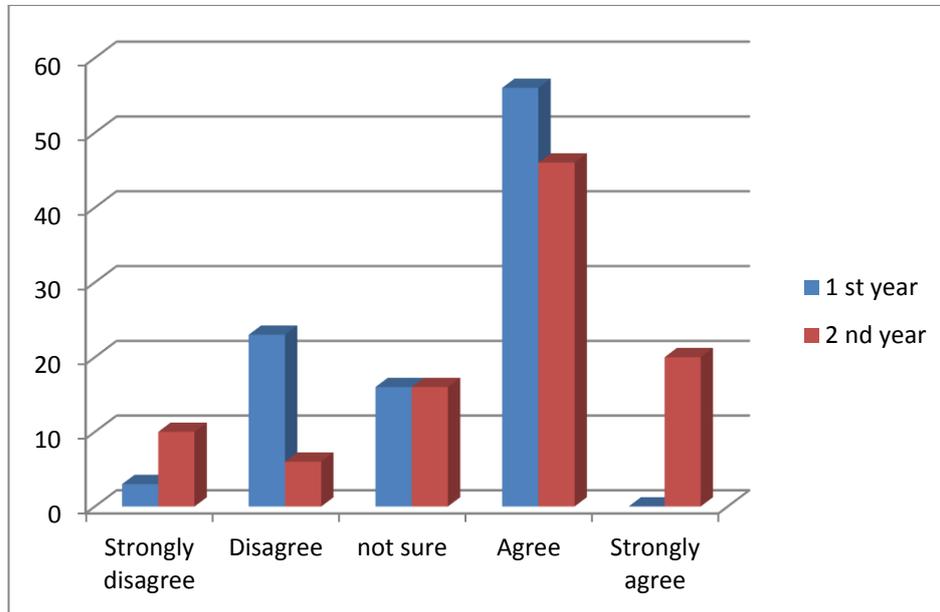
S5

First and third year students

Table 5

The language development

Options	first year		third year	
	N°	%	N°	%
Strongly disagree	01	03.33	03	10
Disagree	07	23.33	2	6.66
Not sure	05	16.66	5	16.66
Agree	17	56.66	14	46.66
Strongly agree	00	00	06	20
Total	30	100	30	100

Figure 5**The Language Development**

Statement Five is ideological (subjective) that's why there is a big difference between first year students views and third year opinions. It is apparent from the two tables above that the majority of participants agree about the development of some language than the others (56.66% for first year / 46.66% for third year). This results are taken into consideration the following explanations ; this may be due to the fact that there are some languages which are rich by a large lexical vocabulary like Arabic and English , also , these languages are more useful than the other. In addition , five participants in both tables representing (16.66%) are not sure about the development of some languages. However, the remaining participants in both tables (1-7/ 2-3) claimed that this idea is totally wrong.

First year LMD system

S 6

Table 6 :

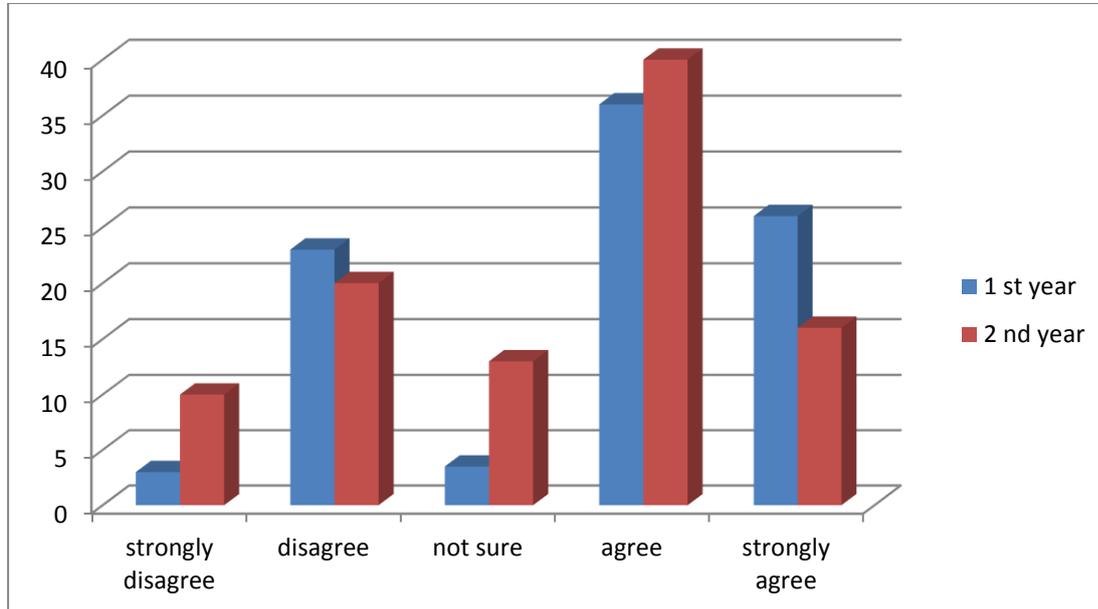
the Equality of Languages and language varieties

First and third year students

option	first year		third year	
	N°	%	N°	%
A	1	3.33	3	10
B	7	23.33	6	20
C	11	36.66	4	13.33
D	8	26.66	12	40
E	3	10	5	16.66
Total	30	100	30	100

Figure 6

the Equality of Languages and Language Varieties



These tables illustrate that all languages and language varieties are equal as long as they enable their speakers to communicate among themselves. The data obtained in the tables

above shows that almost the majority of third year students are agree with the mentioned idea , in which they believe that there is no perfect language which can be the best one , in other words , there are some languages which are clear, simple , soft ,rich , and direct . However, there are other languages which are Awkward , complex, hard , poor, and indirect. While, almost the majority of first year students are not sure upon this idea. This may be refers to the fact that first year students are beginners , they have not enough linguistic knowledge concernig language and its varieties .Yet, the remaining participants in both first and third year (a 3.33% , b 23.33% / a10%, b 20%)states that this idea does not exist at all , and there is one best language and it is above all languages .

As a comparison between statements five and six, it is noticed that ; statement five represents an ideology (something subjective) while statement six is instrumental (stable fact). There is a contradiction between the two views, in which the literal meaning of the statement five represent the development of some languages whereas the statement six represents the equality of languages.

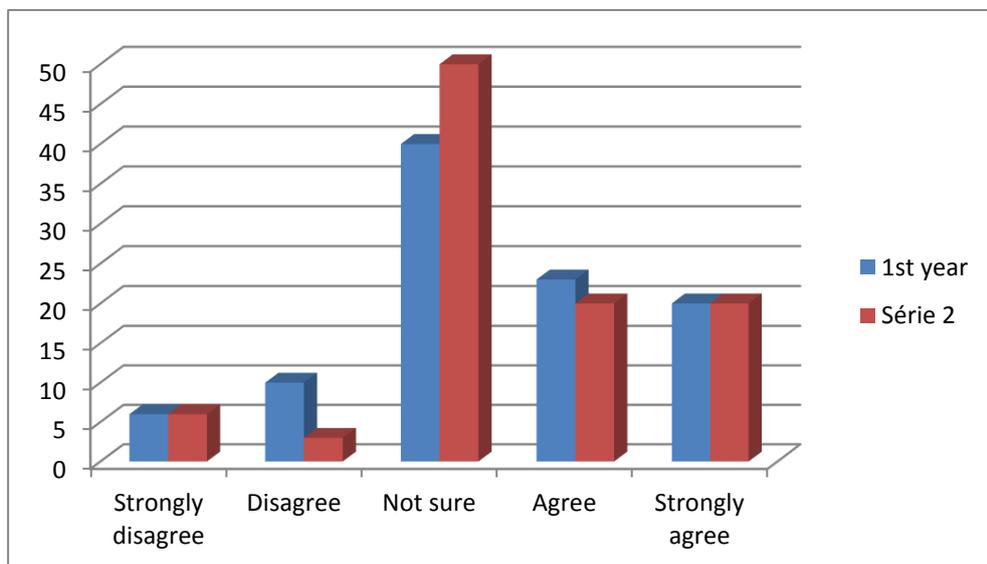
First and third year students

S 7

Table 7

The Origins of Arabic Language and being the Divine Source

Options	First year		third year	
	N°	%	N°	%
A	2	6.66	2	6.66
B	3	10	1	3.33
C	12	40	15	50
D	7	23.33	6	20
E	6	20	6	20
Total	30	100	30	100

Figure 7**The Origins of Arabic Language and being the Divine Source**

According to the findings in the table above almost the majority of respondents claim that the Arabic is not the only language that is god given , i .e., may be they believe that there are other languages which has a divine source. In addition, first year participants (6- 20%, 7- 23.33%) and third year participants (6-20%, 6-20%) believe that only Arabic language is God given , Since it is the language of the holy Quran and the language of the dwellers of the

heaven. However, the remaining participants (2-6.66%, 3-10%/ 1-3.33%, 2-6.66%) think that Arabic is not the only which is God given but there are other languages .

S8

First and third year

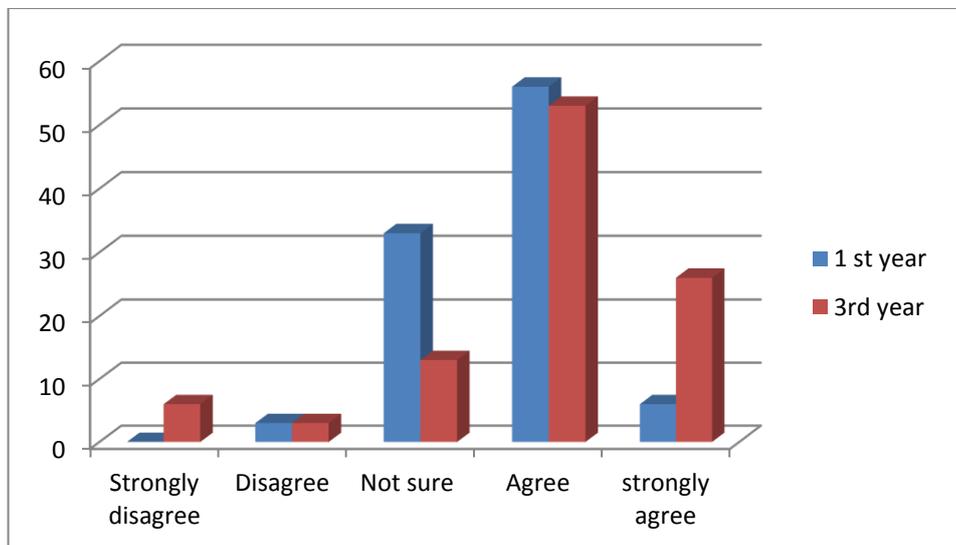
Table 8 :

the Origin of Language and being Human Creation.

Options	First year		Third year	
	N ^o	%	N ^o	%
A	0	00	2	6.66
B	1	3.33	1	3.33
C	10	33.33	4	13.33
D	17	56.66	16	53.33
E	2	6.66	8	26.66
Total	30	100	30	100

Figure 8

The Origins of Arabic Language and being Human Creation



The findings representing in the tables above reveals that half (56.66% / 53.33%) participants states that all languages are human creation. This may lead to the fact that human create such languages to serve their communication needs. However, the remaining participants (3.33% / 26.66%) are not convinced about the mentioned idea.

The results obtained from both statements (7 and 8) are contradictory, in which the seventh statement is ideological (subjective) while the eighth statement is instrumental (fact).

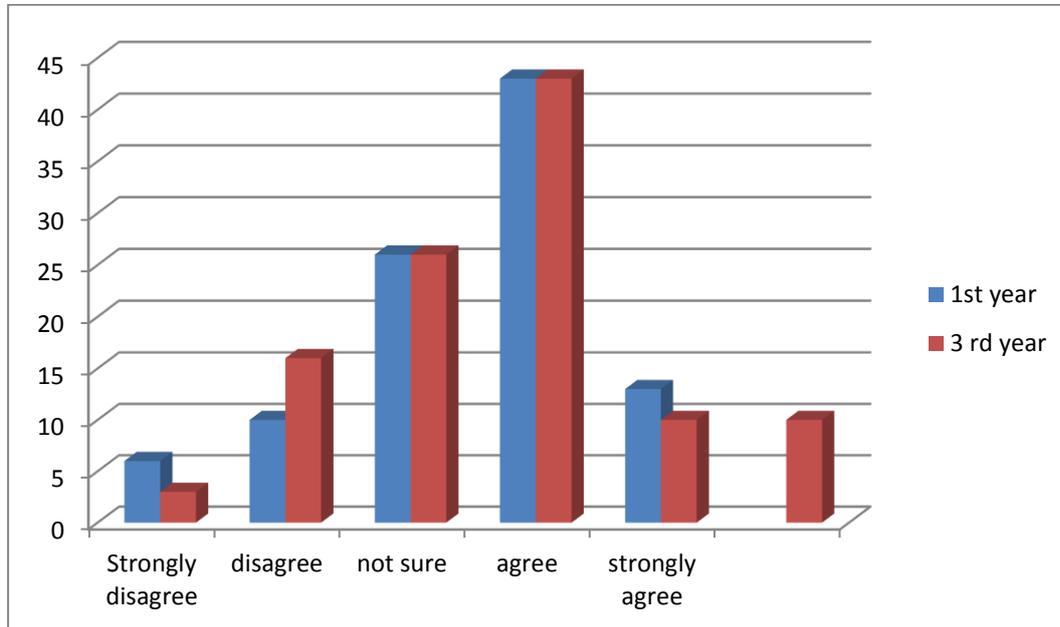
S 9

First and third year

Table 9:

The language ability to control the way students view the world

Options	First year		Third year	
	N ^o	%	N ^o	%
A	02	06.66	01	3.33
B	03	10	05	16.66
C	08	26.66	08	26.66
D	13	43.33	13	43.33
E	04	13.33	03	10
Total	30	100	30	100

Figure 9**The Language Ability to Control the Way Students view the World**

The data represented in the tables above shows that participants of first and third year believe that the language they speak determines the way they view the world , 43.33% represents first and third year students who are agree upon the above mentioned idea. They believe that language shapes our thoughts, feelings ,and behaviours, they are influenced by the Worfian's hypothesis. Additionally, 26.66% represents participants who are not sure upon the idea (first and third year). While, the rest of participants believe that the idea is wrong.

S 10

First and third year

Table 10

the origins of Arabic and Hebrew and being a divine source.

Options	First year		Third year	
	N°	%	N°	%
A	01	3.33	02	6.66
B	03	10	02	6.66
C	19	63.33	19	63.33
D	06	20	05	16.66
E	01	3.33	02	6.66
Total	30	100	30	100

Figure 10

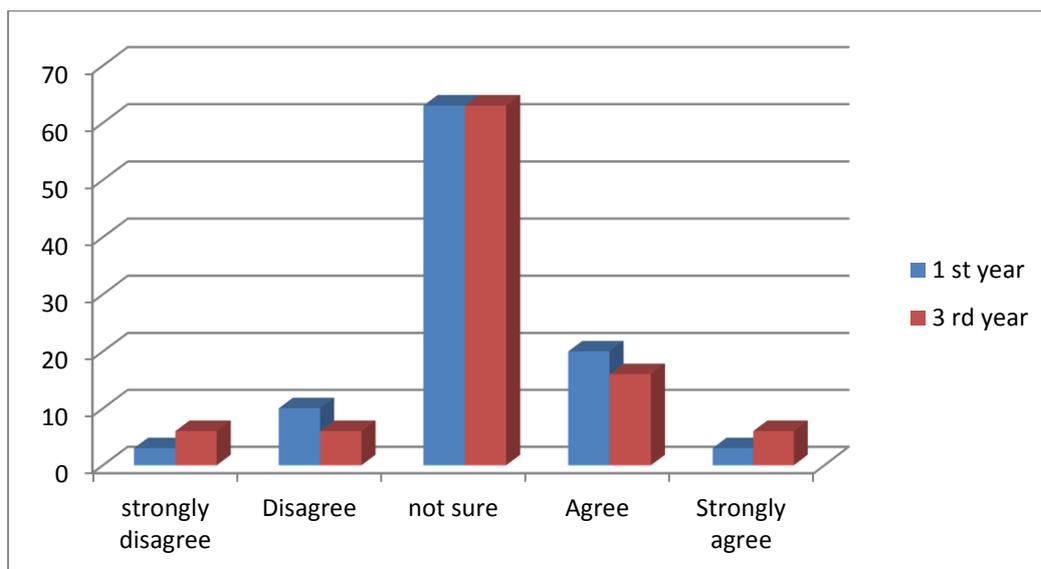
The Origins of Arabic and Hebrew and being a Divine Source

table illustrates that only Arabic and Hebrew have divine origins. The results in the tables above shows that almost the majority of first and third year participants (63.33%) states that they are not sure upon the above mentioned idea. It may mean that participants are confused and not convinced , and think that there are other languages which are given by God . Furthermore, 16.66% and 20% of participants state that only Arabic and Hebrew have divine origins. While, the rest of them (3.33% and 6.66%) reject this concept.

As a comparison between statement 7 and 10 it is noticed that the two are controversial. In which the 7th statement is ideological and the 10 th is instrumental

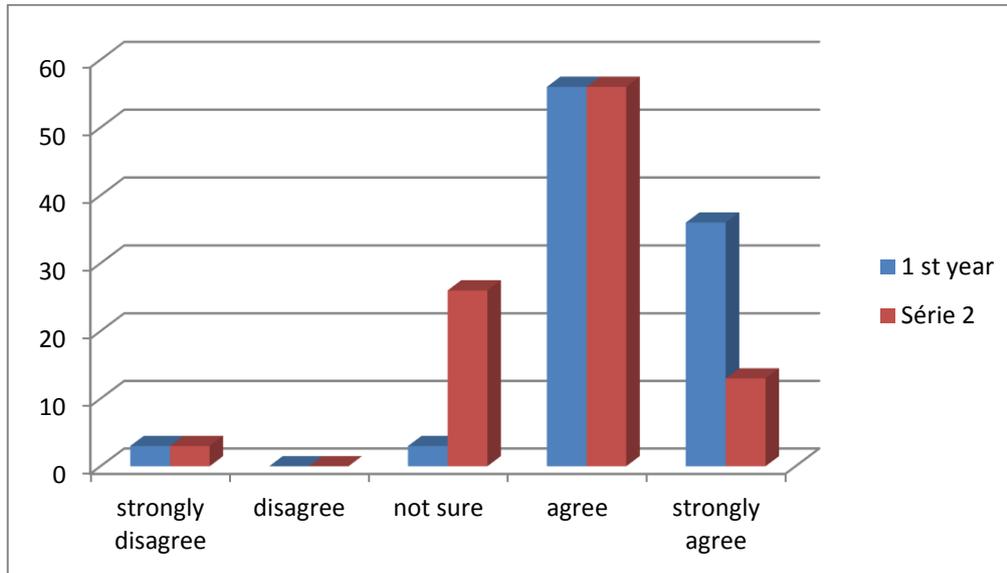
S 11

First and third year

Table 11

The Qualities Of English to be An International Language

Options	First year		Third year	
	N°	%	N°	%
A	01	3.33	01	3.33
B	00	00	00	00
C	01	3.33	08	26.66
D	17	56.66	17	56.66
E	11	36.66	04	13.33
Total	30	100	30	100

Figure 11**The Qualities of English to be an International Language**

From the data in the tables above, it seems that the majority of participants are agree (56.66%) and strongly agree(36.66%-13.33%) upon the idea that English has all the qualities to be an international language. Nowadays , English is considered as the language of the world, the most used language, besides it influences social, economic,and political factors which make it an international language. However, the remainig one participants in both years believe that English can not be an international language.

First and third year students

S 12

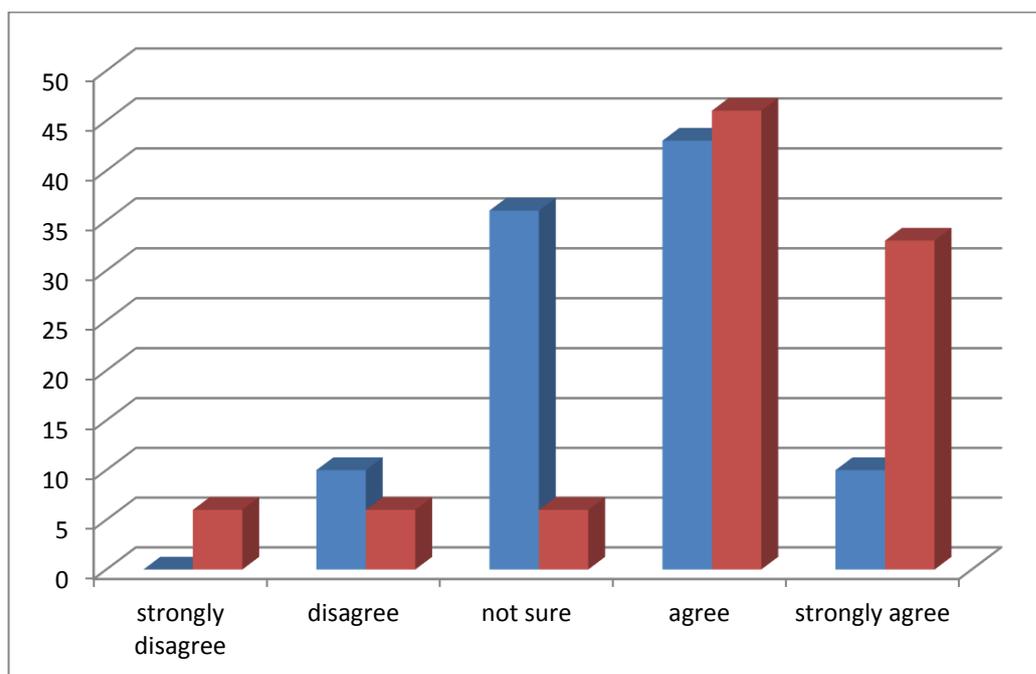
Table12

The Qualities of Arabic to be an International Language.

Options	First year		Third year	
	N °	%	N°	%
A	00	00	02	6.66
B	03	10	02	6.66
C	11	36.66	02	6.66
D	13	43.33	14	46.66
E	03	10	10	33.33
Total	30	100	30	100

Figure 12

The Qualities of Arabic to be an International Language



This question at hands aims mainly at investigating whether Arabic has already all the qualities to be the international language, from the observations of the tables above , it notices that almost the majority of participants(43.33% / 46.66%) believe that this idea is totally confirmed .Since Arabic is God given and it is the language of the 22 countires so it has already all the qualities to be an international language . In addition, (11-2) representing (36.66% and 6.66%) of the participants who are not sur upon the mentioned idea. Whereas the remaining participants of the sample standing for (10% , 6.66%) reject this idea.

First and third year students

S 13

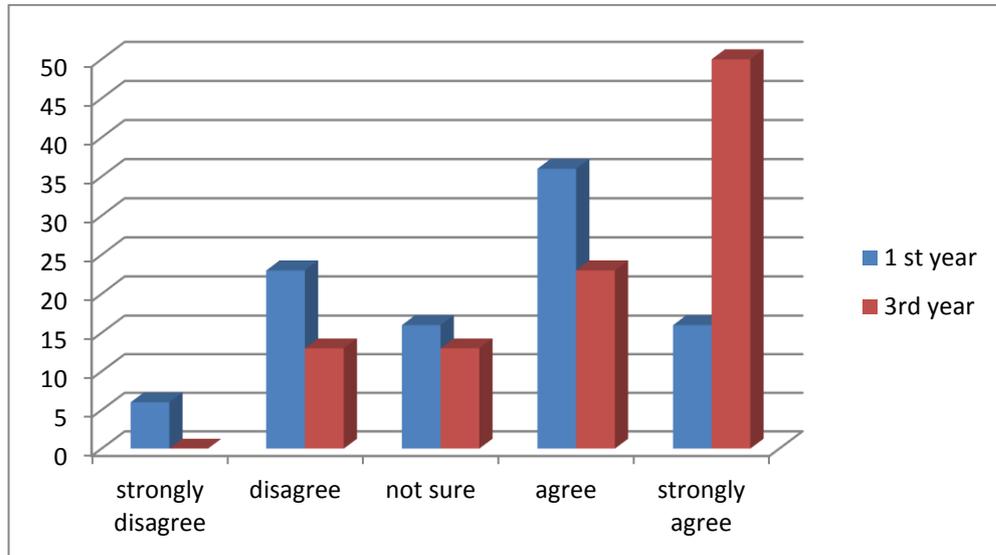
Table 13

The Use Of Arabic For Religious Purposes.

Options	First year		Third year	
	N°	%	N°	%
A	02	6.66	00	00
B	07	23.33	04	13.33
C	05	16.66	04	13.33
D	11	36.66	07	23.33
E	05	16.66	15	50
Total	30	100	30	100

Figure 13

The Use of Arabic for Religious Purposes



It is crystal clear from the tables above that almost the majority of first year students (36.66%) , and half participants of third year (50%) are believe of the idea that Arabic is most useful for religious purposes, due to the fact that Arabic is the language of holy Quran , in addition it is God given , so this has to do with religious purposes. Additionally, 5 and 4 participants from each level state that they are not sure upon this idea. Yet , 7 and 4 participants from each level believe that this idea is wrong. It is concluded that Arabic is monopolized.

First year LMD students

S 14

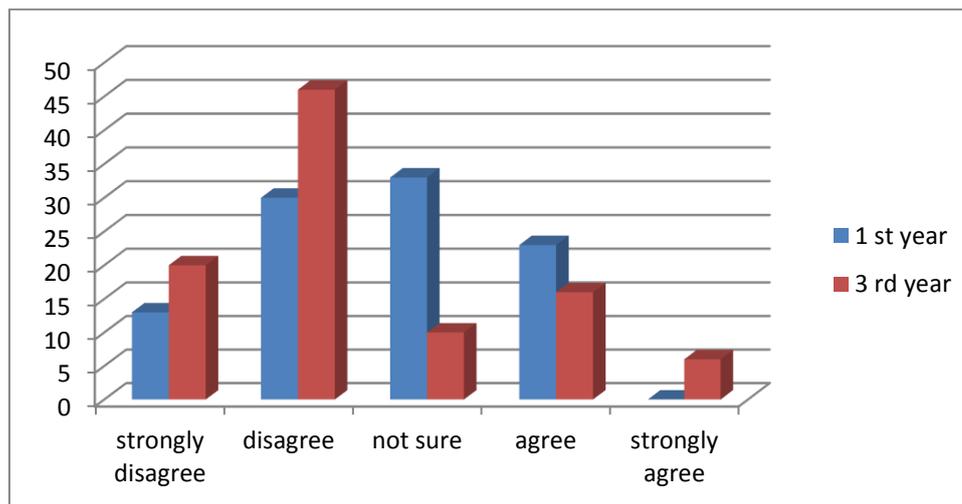
Table 14

The Use Of Arabic For Merely Religious purposes

Options	First year		Third year	
	N°	%	N°	%
A	04	13.33	06	20
B	09	30	14	46.66
C	10	33.33	03	10
D	07	23.33	05	16.66
E	00	00	02	6.66
Total	30	100	30	100

Figure 14

the use of arabic for merely religious purposes



As it can be noticed from the table above, almost the majority of respondents concerning third year state that Arabic is not only used for religious purposes, this means that Arabic is a multiused language in which it is used in education, economy, politics, and

mass media , while almost the majority of first year students (33.33%) reveal that they are not sure about this idea. Furthermore, 4 participants in first year and 6 in third year reject the idea of the use of Arabic in merely religious purposes . In addition , participant from each level (16.66% , 23.33%) confirm this idea. Which means that Arabic is contempt

First and third year

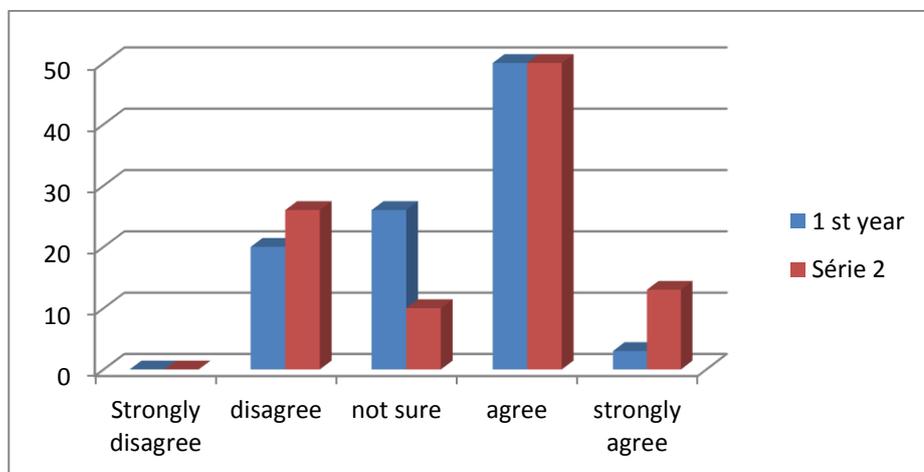
Table 15

The Qualities Of English To Be The Language Of Science And Technology

Options	First year		Third year	
	N°	%	N°	%
A	00	00	00	00
B	06	20	08	26.66
C	08	26.66	03	10
D	15	50	15	50
E	01	3.33	04	13.33
Total	30	100	30	100

Figure 14

the qualities of English to be the language to science and technology



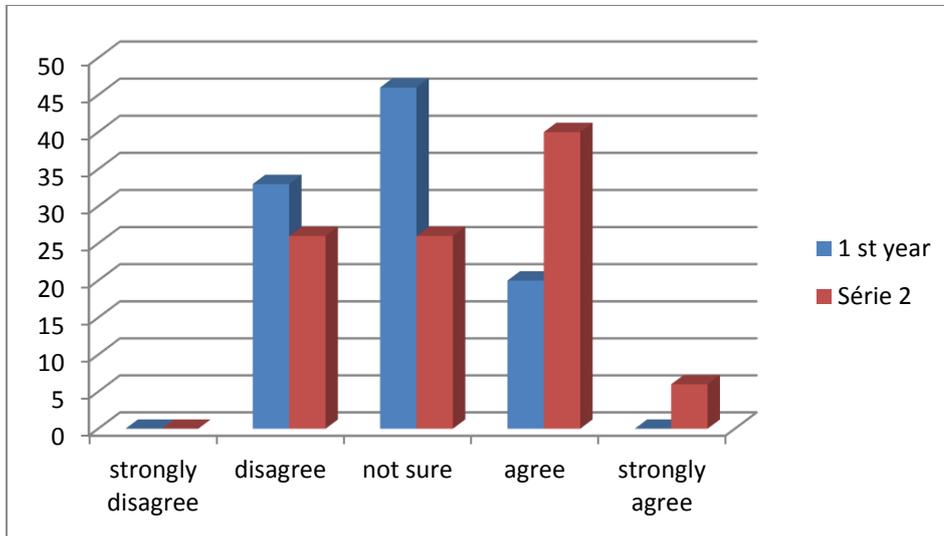
As it is shown in the tables above, half of the chosen samples representing 50% of the whole population simply responded by agreeing about the idea that English has all the qualities to be the language of science and technology, it may be due to the fact that it is the world wide language, as a result, it is used in different domains including science and technology. In addition, participants of first year students representing (26.66%) and third year participants (10%) are not convinced about this idea. While, the rest participants (6-8) reject this idea.

S16

Table 16 : the qualities of Arabic to be the language of science and technology

First and third year students

Options	First year		Third year	
	N°	%	N°	%
A	00	00	00	00
B	10	33.33	08	26.66
C	14	46.66	08	26.66
D	06	20	12	40
E	00	00	02	6.66
Total	30	100	30	100

Figure 15**The qualities of Arabic to be the language of science and technology**

Data represented in the table above show that almost the majority of the respondents (40%) agreed in our sample upon the idea that Arabic has all the qualities to be the language of science and technology, since it is the language of the holy Quran, as it is considered as the mother tongue of Arabs and Muslims, as well as it viewed as the language of the 22 countries, it is obviously that Arabic has all the qualities to be the language of science and technology. While the almost the majority of first year students (46.66) are not sure towards this idea. However, the rest of the participants (33.33% and 26.66%) are not convinced about this idea.

Q17

Table 17 :

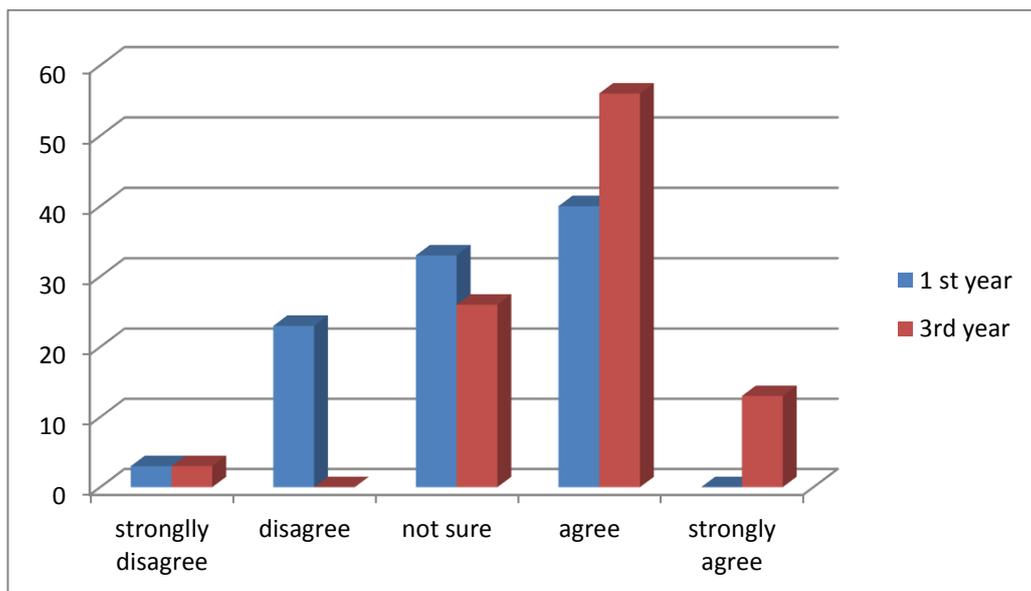
The Improvement Of Arabic To Be The Language Of Science And Technology

First and third year students

Options	First year		Third year	
	N°	%	N°	%
A	01	3.33	01	3.33
B	07	23.33	00	00
C	10	33.33	08	26.66
D	12	40	17	56.66
E	00	00	04	13.33
Total	30	100	30	100

Figure 16

The Improvement of Arabic to be the Language of Science and Technology



According to the results obtained from the table above, it is noticed that almost the majority of participants (40% and 56.66%) in our sample agreed upon the idea that Arabic should be improved to be the language of science and technology. they believe that Arabic should be enlarged in terms of vocabulary in order to fit this domain. Moreover, participants from each level representing (3.33%) state that they are against this idea.

S18

Table 18

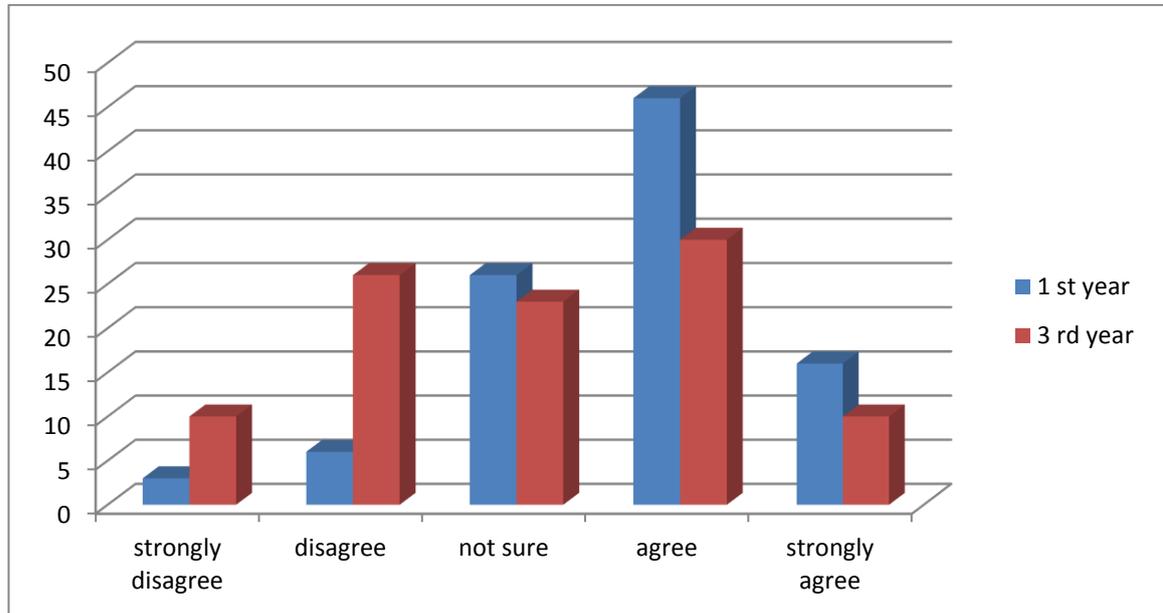
the Relation between the dialects (AA, TA, EA) and standard Arabic

First and third year students

Options	First year		Third year students	
	N°	%	N°	%
A	01	03.3	03	10
B	02	06.66	08	26.66
C	08	26.66	07	23.33
D	14	46.66	09	30
E	05	16.66	03	10
Total	30	100	30	100

Figure 17

the Relation between the Dialects (AA , TA, EA) and Standard Arabic



Data collected in the tables above reveal that almost the majority of participants standing for (46.66% and 30%) are agreed upon the idea that AA , TA, EA are mere creoles and not dialects of standard Arabic .since the answers of the first and third year students are vary ,AA , TA , EA are different to Standard Arabic.

S19

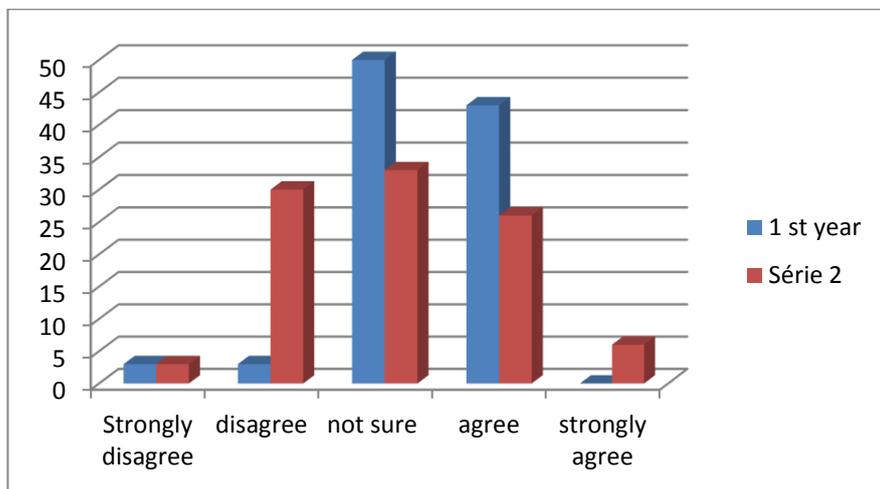
Table 19

Classical Arabic as a Dialect of the Arabic Language.

First and third year students

STUDENTS' ATTITUDES TOWARDS SOME LANGUAGES AND CULTURAL ISSUES

Options	First year		Third year	
	N°	%	N°	%
A	01	3.33	01	3.33
B	01	3.33	09	30
C	15	50	10	33.33
D	13	43.33	08	26.66
E	00	00	02	6.66
Total	30	100	30	100

Figure 18**Classical Arabic as a Dialect of the Arabic Language**

Tables above illustrate that almost half of the participants (50% and 33.33%) state that they are not sure towards the idea that classical Arabic represents only a dialect of the Arabic language. they think that there are other dialects of the Arabic language among them standard Arabic. In addition, (8-12) of participants representing (26.66% and 40%) agreed upon this idea. However, the remaining participants reject this idea.

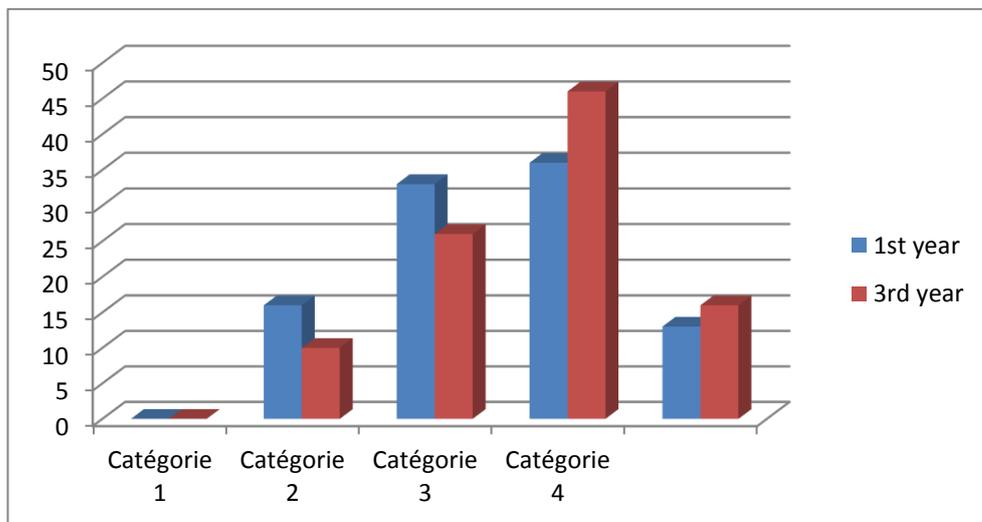
First year

S 20

Table 20

Students' Attitudes Towards Classical Arabic

Options	First year		Third year	
	N°	%	N°	%
A	00	00	00	00
B	05	16.66	03	10
C	10	33.33	08	26.66
D	11	36.33	14	46.66
E	04	13.33	05	16.66
Total	30	100	30	100

Figure 9**Students' Attitudes Towards Classical Arabic**

According to the results obtained in the table above, almost the majority of respondents state that they are agree upon the idea that classical Arabic was a perfect language.this may be due to the fact that it is highly appreciated because it is the language of the holy Quran , and it is the official language of Algeria , also it is used in only in Mosques, media, court, universities, and schools. In addition, (8/ 10) participants of the whole population believe that

they are not sure about this idea. However, the rest of them (5/ 3) are not convinced towards his idea.

First and third year

S 21

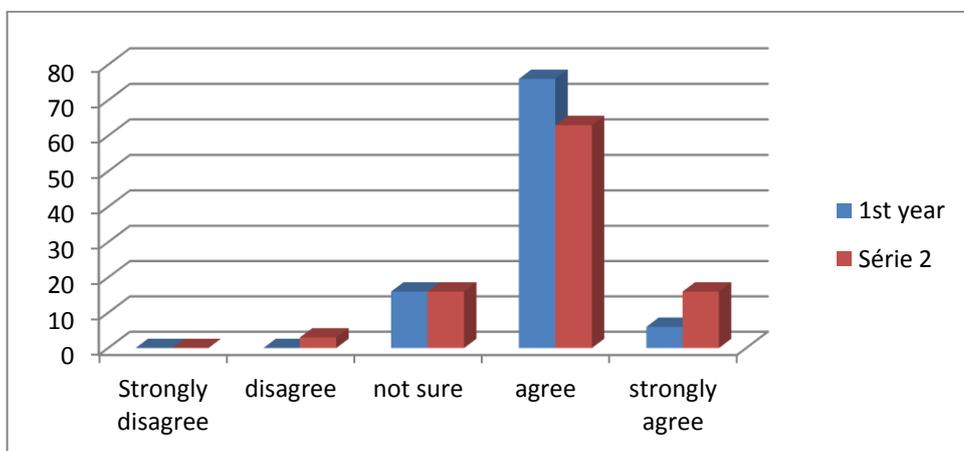
Table 21

the Development of all Languages through Time

Options	First year		Third year	
	N°	%	N°	%
A	00	00	00	00
B	00	00	01	3.33
C	05	16.66	05	16.66
D	23	76.66	19	63.33
E	02	6.66	05	16.66
Total	30	100	30	100

Figure 21

the development of languages through time



It is crystal clear from the tables above that the majority of respondents from each level (76.66% and 63.33%) are agree upon the idea that all languages have evolved through time. According to this result, it is quite obvious that students are really influenced by the linguistic course. In addition, both participants from each level (5-16.66%) are not sure about the development of languages over time. While the rest of them (one participant) which represents 3.33% discard this idea.

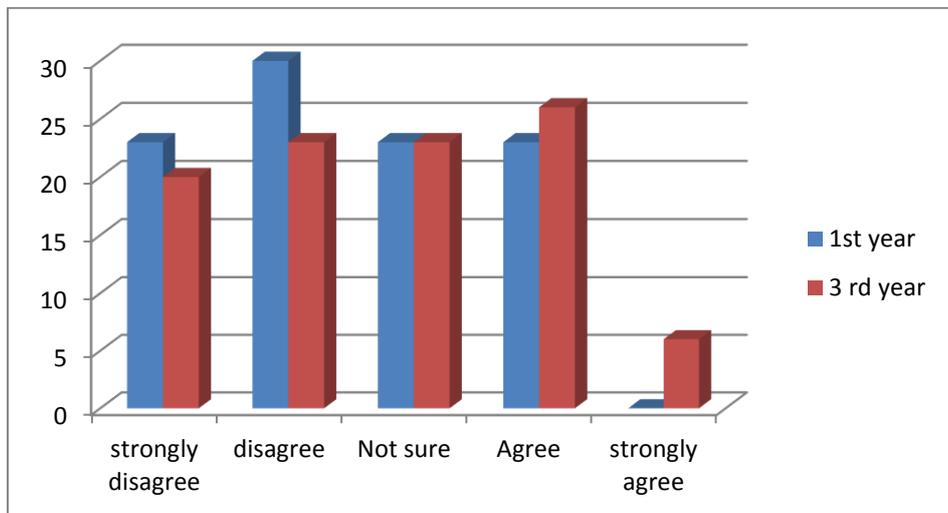
First and third year students

S 22

Table 22

The Advancement of The Jijilian Dialect to be a Standard Language

Option	First year		Third year	
	N°	%	N°	%
A	07	23.33	06	20
B	09	30	07	23.33
C	07	23.33	07	23.33
D	07	23.33	08	26.66
E	00	00	02	6.66
Total	30	100	30	100

Figure 22**the Advancement of the jijilian dialect to be a standard language**

The results obtained in tables above show that (9 and 7) of the participants from both first and third year representing (30% and 23.33%) of the whole population, in which they state that even social , economic , political conditions are met, the Jijilian dialect can not become a standard language. This means that the Jijilian dialect does not have the qualities to be a standard language, it is awkward, hard, complex, and informal. In addition, both participants from each level (7- 23.33%) are not sure about the above mentioned idea. yet, the rest of them (7-23.33% and 8-26.33%) are not sure about the mentioned idea.

First and third year

S 23

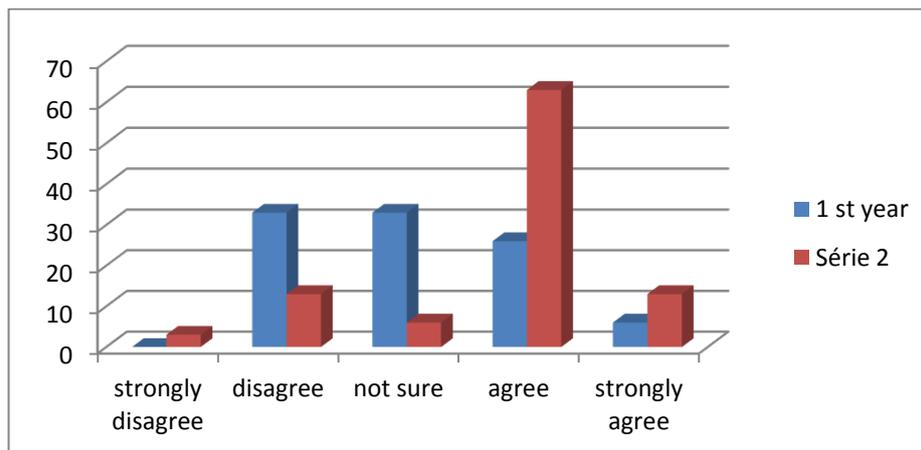
Table 23

The Jijilian Dialect and Being a Variety of Arabic

Options	First year		Third year	
	N°	%	N°	%
A	00	00	01	3.33
B	10	33.33	04	13.33
C	10	33.33	02	06.66
D	08	26.33	19	63.33
E	02	06.66	04	13.33
Total	30	100	30	100

Figure 23

the jijilian dialect as a variety of Arabic



The results displayed in the table above show that (19- 63.66 % and 8- 26.66%) almost half of the participants state that they are agree upon the idea that Jijilian dialect is a variety of Arabic.the ansewers don't reflect the real fact in which there are three varieties of Arabic SA, AA, CA. Additionally, (4 and 10)of the participants from each level making up a portion of (33.33% and 13.33) are not convinced with the above mentioned idea, and this reflect the real fact.

First and third year students

S 24

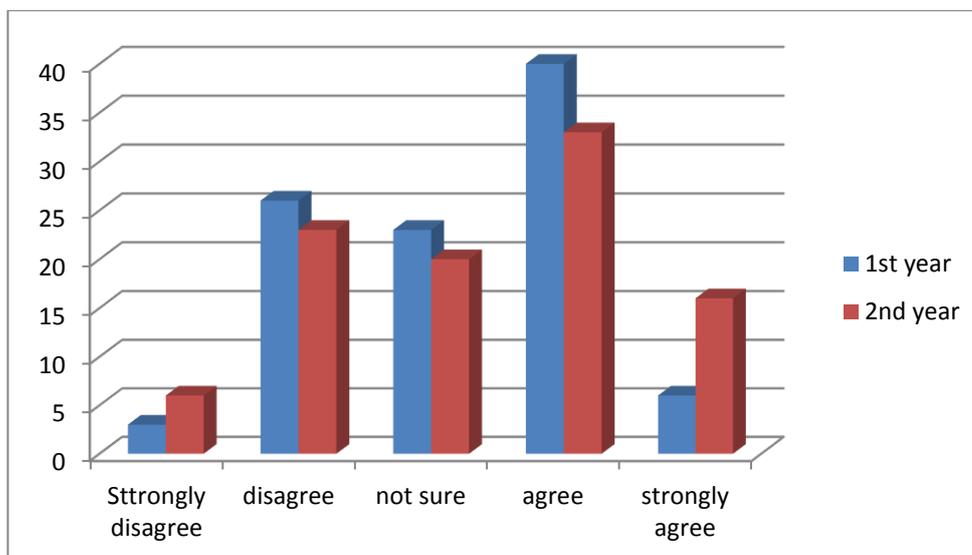
Table 24

Qualities of French to be an International language

Options	N°		%	
	N°	%	N°	%
A	01	3.33	02	6.66
B	08	26.66	07	23.33
C	07	23.33	06	20
D	12	40	10	33.33
E	02	6.66	05	16.66
Total	30	100	30	100

Figure 24

The Qualities of French to be an International language



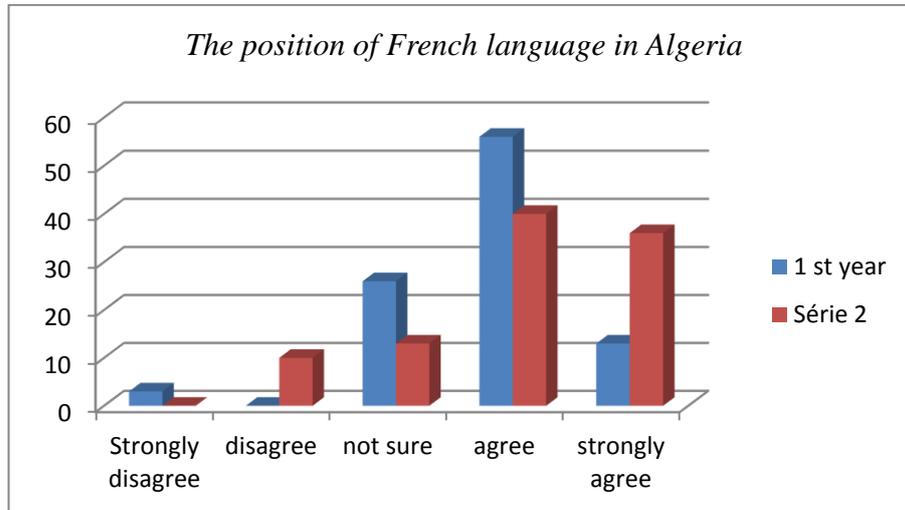
Results obtained in the tables above show that mainly the majority of students (40% and 33.33%) believe that french has all the qualities to be an international language, because , it is the first foreing language, technical language for development, and it is used in different domains science and technology, education, aand mass media. Yet, 7 and 8 participants of the whole population of the chosen sample claim hat french has no qualities to be an international language, this lead us to predict that students hate french because of French colonization

First year

Table 25

The Position of French Language in Alger

Options	First year		Third year	
	N°	%	N°	%
A	01	03.33	00	00
B	00	00	03	10
C	08	26.66	04	13.33
D	17	56.66	12	40
E	04	13.33	11	36.66
Total	30	100	30	100

Figure 25**the Status of French in Algeria**

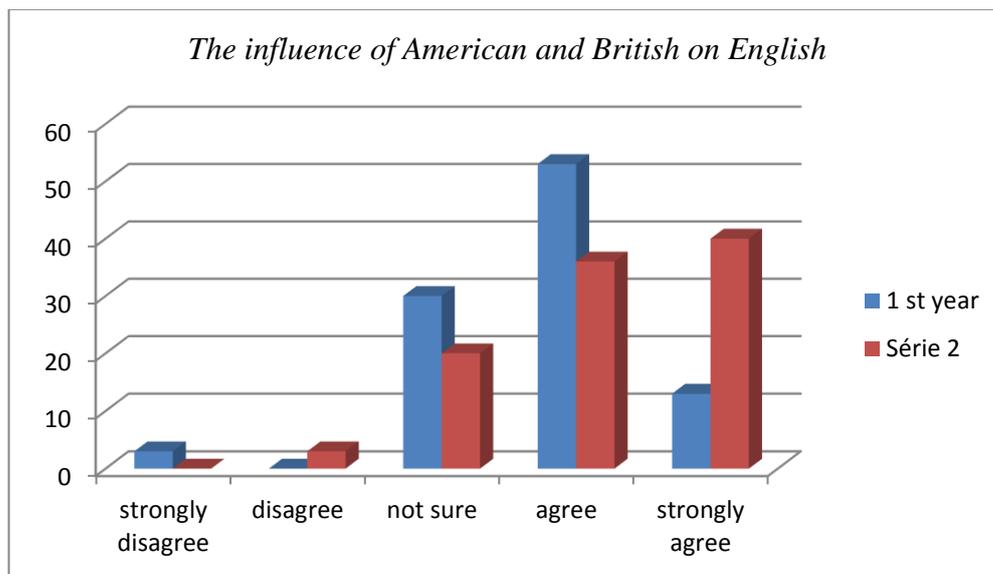
The findings presented in table above show that half of participants (56.66% and 40%) state that without French colonial past , the French language would not have been an important language today.to start with, French colonization has the vantage of giving French the notable status in Algeria. In which , french is the first foreign language, and considered as the language of the daily life interaction. Yet, the rest of the participants (8-4) of the whole population are not sure concerning this idea.

First year

Table 26

The Importance of The Influence of The American and British On English

Options	First year		Third year	
	N°	%	N°	%
A	01	3.33	00	00
B	00	00	01	3.33
C	09	30	06	20
D	16	53.33	11	36.66
E	04	13.33	12	40
Total	30	100	30	100

Figure 26 :**10 the Influence of British and American on English**

Data represents in the tables above show that half of the participants (16 and 11)agree about the idea that English can not be an important language without the influence of Americans and British , that is to say , American and British accents influence people who want to learn English, because those accents are the most applicable ones around the world.

Besides they attract people to learn English and be fluent like native speakers. However, only one participant in third year discard this idea.

First and third year students

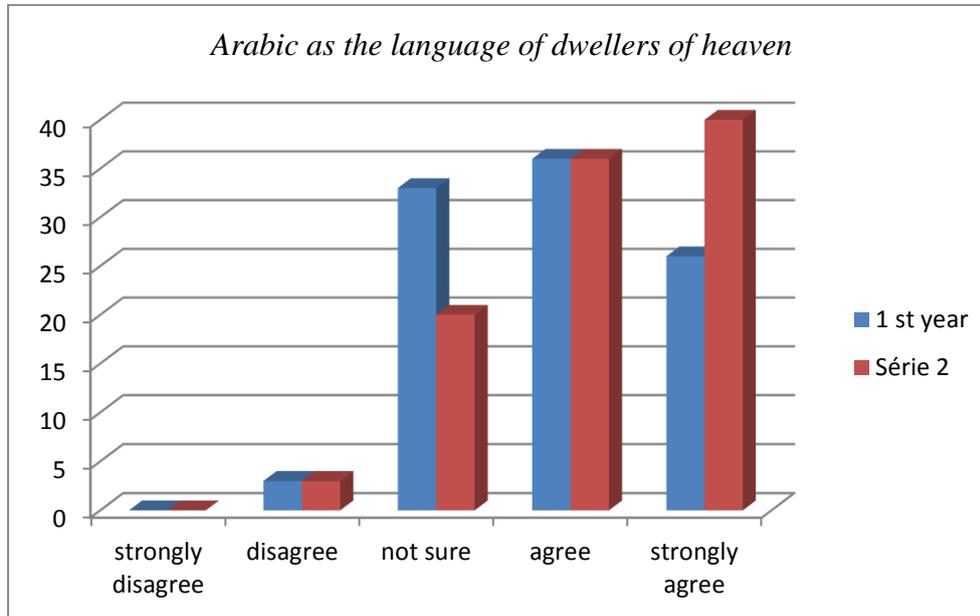
S 27

Table 27

Arabic And Being The Language Of Dwellers Of Heaven

Options	First year		Third year	
	N°	%	N°	%
A	00	00	00	00
B	01	3.33	01	3.33
C	10	33.33	06	20
D	11	36	11	36.66
E	08	26.66	12	40
Total	30	100	30	100

Figure 27

Arabic as the Language of the Dwellers of Heaven

As it can be noticed from the tables above, almost the majority of participants representing (36,66 , 26.66% and 40%)who believe that Arabic is the language of the heaven, that is to say, it is our mother tongue, according to miss Sabah “ Arabic is our language ,islam is our religion, my tongue is arabian, and I write in Arabic “ , beside to the fact that it is the language of the holy Quran, God given. Yet, the remaining participants from each level (10-6) are not sure about the above mentioned idea.

S28

Table 28 : the classical Arabic and being their mother tongue

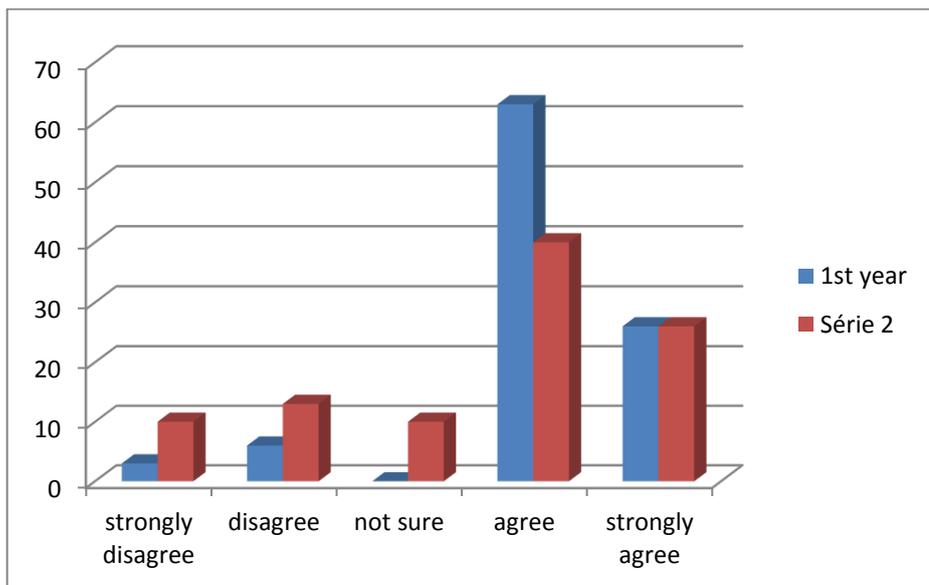
First and third year students

STUDENTS' ATTITUDES TOWARDS SOME LANGUAGES AND CULTURAL ISSUES

Options	First year		Third year	
	N°	%	N°	%
A	01	3.33	03	10
B	02	6.66	04	13.33
C	00	00	03	10
D	19	63.33	12	40
E	08	26.66	08	26.66
Total	30	100	30	100

Figure 28

Classical Arabic and being the mother tongue



Tables above illustrate that classical Arabic is our mother tongue; from the tables it is noticed that almost the majority of respondents (60.33% and 40%) claim that classical Arabic is our mother tongue, this may be due to the fact that, it is considered as the official language of Algeria , a variety of Arabic , and it is used in everyday life conversation. Additionally, 2 and 4 of the participants making up a portion of 6.66% and 13.33% believe that this idea is wrong.

S 29

Table 29

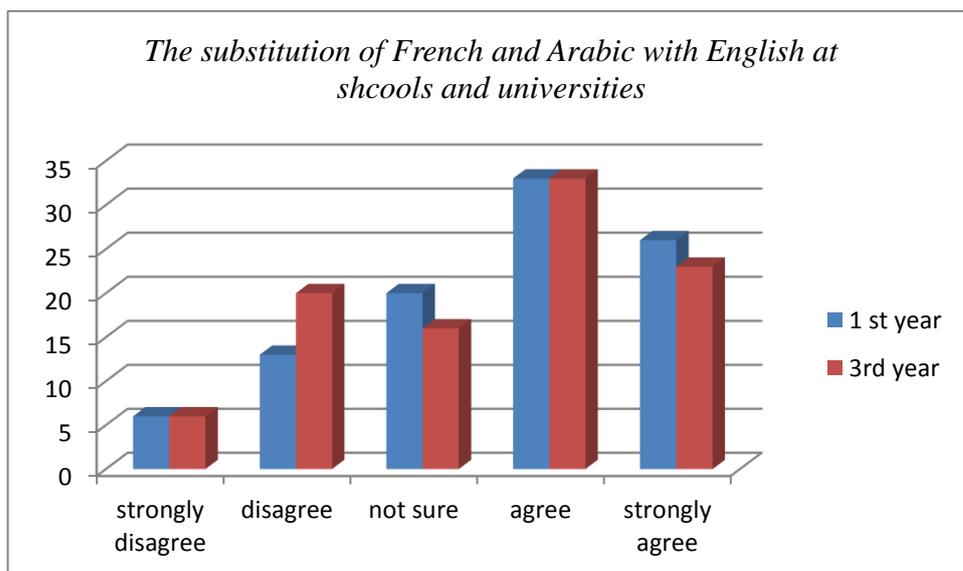
the Substitution of Arabic and French with English in Schools and Universities.

First year

Options	First year		Third year	
	N°	%	N°	%
A	02	6.66	02	6.66
B	04	13.33	06	20
C	06	20	05	16.66
D	10	33.33	10	33.33
E	08	26.66	07	23.33
Total	30	100	30	100

Figure 29

English should Become the Language of Instruction in Algerian Shools and Universities



It is apparent from the tables above that ten participants in each level representing 33.33% claim that English can substitute French and Arabic and become the language of instruction. Nowadays, English is viewed as the language of the world, It is the second foreign language, as well as it is well developed. As a result, English should become the language of instruction. However, 4 and 6 respondents representing 13.33% and 20% are disagree upon this idea, this may due to the fact that all languages are equal, and there is no perfect language.

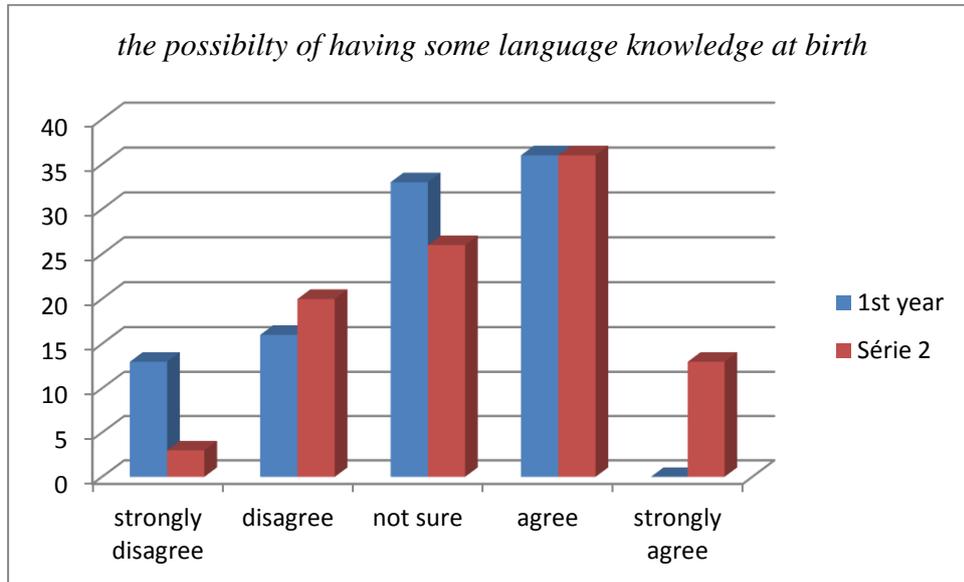
First and third year students

S 30

Table 30

The possibility of having some language knowledge at birth.

Options	First year		Third year	
	N°	%	N°	%
A	04	13.33	01	3.33
B	05	16.66	06	20
C	10	33.33	08	26.66
D	11	36.66	11	36.66
E	00	00	04	13.33
Total	30	100	30	100

Figure 30**the Possibility of Having some Language knowledge at Birth**

Data represented in the table above show that 11 of the participants representing 36.66% of the whole population state that they agree with the idea that humans have already some knowledge at birth, this is the Choskian's idea. In addition , 10-8 of the respondants from each level representing 33.33% and 26.66% are not sure upon this idea because some scholars were not convinced about this idea. However, the remainig participants 5-6 making up a portion of 16.66% and 20% believe this idea is totally wrong and humans don't have any knowledge about he language.

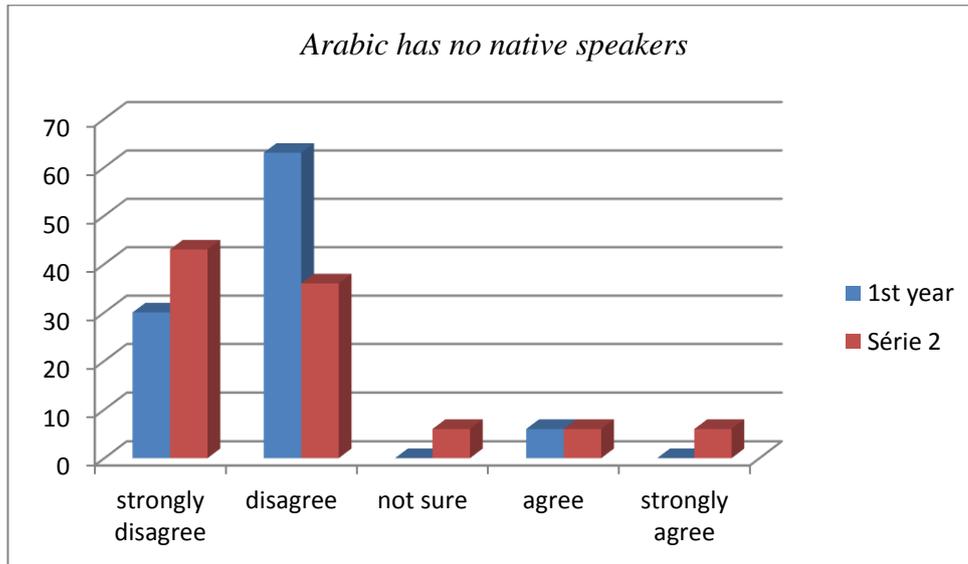
First and third yeare students

Table 31

Arabic has no Native Speakers

STUDENTS' ATTITUDES TOWARDS SOME LANGUAGES AND CULTURAL ISSUES

Options	First year		Third year	
	N°	%	N°	%
A	09	30	13	43.33
B	19	63.33	11	36.66
C	00	00	02	06.66
D	02	6.66	02	06.66
E	00	00	02	06.66
Total	30	100	30	100

Figure 31**Arabic has no Native Speakers**

According to the findings shown in the tables above, it is noticed that the majority of participants from each level (63.33% and 30% , 43.33% and 36/66%) believe that the idea that Arabic has no native speakers is completely wrong , (disagree and strongly disagree about the idea). Because it is the mother tongue of Arab and muslims , it is the language of holy Quran, as well as it is the language of the 22 countries , so it has a big numbers of native speakers. However, the remaining two participants from each level believe that Arabic has no native speakers.

Both statements are ideological (subjective), since classical Arabic is a variety of Arabic, it can not be said that Arabic has no native speakers, each language has its own native speakers. The statement 28 is true, and the most participants confirmed this idea, while statement 31 is wrong and participants disconfirmed this idea.

First year

Table 32

Students' Evaluation of the English Qualities

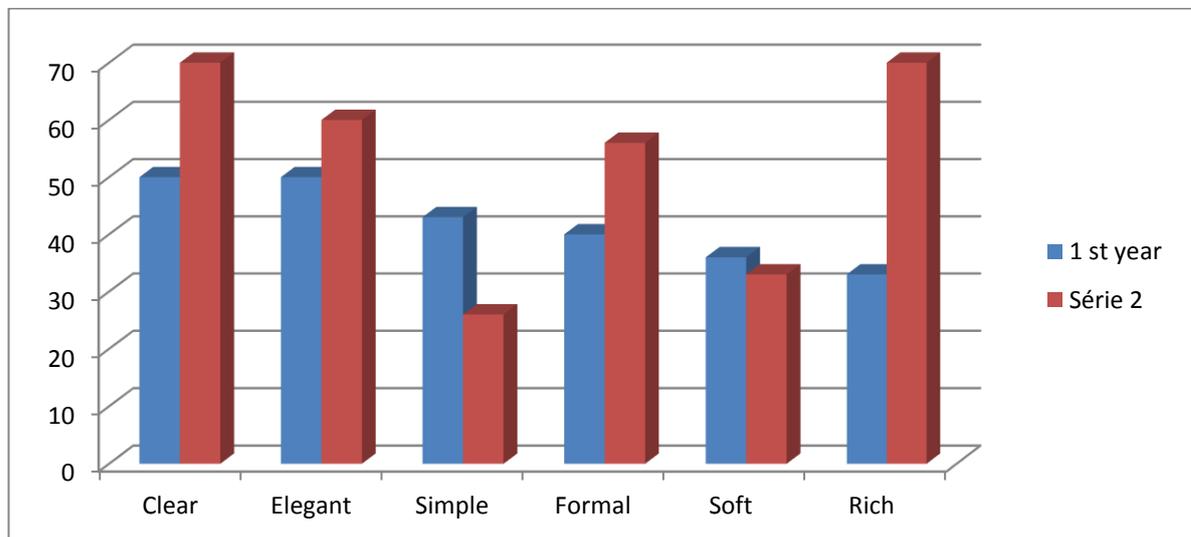
Rating Skill Qualities	1	2	3	4	5	Total %
Clear	50	46.66	3.33	0	0	100
Elegant	50	33.33	13.33	3.33	0	100
Simple	43.33	16.66	36.66	3.33	0	100
Formal	40	13.33	40	6.66	0	100
Soft	33.33	20	36.66	3.33	6.66	100
Rich	33.33	23.33	26.66	0	16.66	100
Direct	20	30	30	16.66	3.33	100
Fast	53.33	13.33	33.33	00	00	100

Third year

Qualities	1	2	3	4	5	Total %
Clear	70	20	10	0	0	100
Elegant	60	16.66	13.33	3.33	6.66	100
Simple	26.66	13.33	23.33	23.33	13.33	100
Formal	56.66	23.33	10	10	0	100
Soft	6.66	20	33.33	3.33	6.66	100
Rich	70	23.33	0	6.66	0	100
Direct	43.33	20	30	3.33	3.33	100
Fast	20	16.66	30	26.66	6.66	100

Figure 32

Students' Evaluation of the English Qualities



The aim of this question is to rank some qualities according to students' evaluation of the English language, respondents were asked to rank these qualities according to their assessment of the English language. According to fifth point scale one is the most and five is the least frequent, these scales are divided into two categories namely positive (1-2) and

negative (3,4, 5), it can be noticed from the tables above that results of the first and third years are completely different, in which, the majority of the participants in first year(96.66%), and the majority of them in third year (90%) state that English language is clear, while, the rest of them (3.33% / 10%) state that English is awkward.the majority of the participants from each level (83.33% and 76.66%) claim that English is elegant, whereas, few of them (16.66% and 23.32%) claim that English is rude. Half participants in first year (59.99%) affirm that English language is simple, while, 39.33% of third year participants state that english is simple. In the negative side it is noticed that 39.99% of first year student affirm that English is complex, while in third year 59.99% state that it is complex. As a comparison between the results of both first and third year, it can be noticed that most of the participants in first year students affirm that english is simple (positive side), this may be due to the fact that first year students are still beginners, their studies are superficial . on the other hand, most of the participants in third year affirm that English is complex (negative side), this means that they are advanced students , they face difficulties and problems in their studies(pronunciation, grammar, vocabulary...etc). Half of first year participants claim that English is formal (53.33%) while the majority of third year participants affirm that it is formal (79.99%), meanwhile (46.66% and 20%) from each level claim that it is informal.

Half of first year participants from each level (53.33% and 56.33%) affirm that English is soft, however, (46.65% and 43.32%) state that it is hard.

Half of first year participants (56.66%) reveal that English is rich, while the majority of third year participants affirm that it is rich. On the other hand, 43.32% of first year participants claim that English is poor while 6.66% of third year participants reveal that it is poor. According to the above results, it can be noticed that first year students don't have enough lexical vocabulary of English while third year students are the opposite.

Half of first year respondents (50%) and almost the majority of third year students 63.33% claim that English is direct. On the other hand, the remaining participants (36.66% and 49.00%) state that it is indirect.

Almost the majority of first year participants (66.66%) and 33.33% of third year participants claim that English is fast. On the other hand, 33.33% of first year students and 63.26% of third year claim that English is slow. As a result, it can be noticed that third year students find English slow in some ways: it is difficult to pronounce and comprehend English language.

First year

Table 33

Students' Evaluation of the Arabic Qualities

Qualities	1	2	3	4	5	Total %
Clear	50	16.66	20	0	13.33	100
Elegant	50	30	10	6.66	3.33	100
Simple	23.33	13.33	46.66	6.66	10	100
Formal	60	20	20	0	0	100
Soft	36.66	6.66	43.33	6.66	6.66	100
Rich	66.66	3.33	23.33	0	6.66	100
Direct	30	16.66	33.33	13.33	6.66	100
Fast	36.66	16.66	23.33	20	3.33	100

Third year

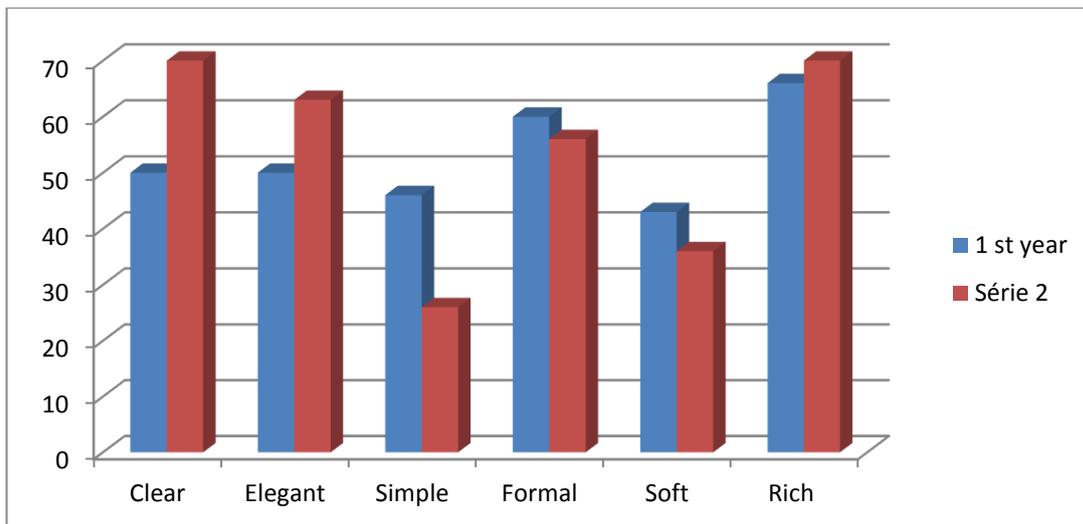
Qualities	1	2	3	4	5	Total %
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STUDENTS' ATTITUDES TOWARDS SOME LANGUAGES AND CULTURAL ISSUES

Clear	70	20	10	0	0	100
Elegant	63.33	16.66	13.33	3.33	6.66	100
Simple	26.66	13.33	23.33	23.33	13.33	100
Formal	56.66	23.33	10	10	0	100
Soft	36.66	20	33.33	3.33	6.66	100
Rich	70	23.33	0	6.66	0	100
Direct	43.33	20	30	3.33	3.33	100
Fast	20	20	30	26.66	3.33	100

Figure 33

Students' Evaluation of the Arabic Qualities



this question aims at ranking some qualities according to students' evaluation of the Arabic language, respondents were asked to rank these qualities according to their assessment of the Arabic. According to fifth point scale one is the most Frequent and five is the least frequent, these scales are divided into two categories namely positive (1-2) and negative (3,4, 5), it can be noticed from the tables above that results of the first and third years are completely different, in which, the majority of the participants in first year(66.66%), and the majority of them in third year (90%) state that Arabic language is

clear, while, the rest of them (33.33% / 10%) state that Arabic is awkward. the majority of the participants from each level (80% and 79.99%) claim that Arabic is elegant, whereas, few of them (19.99% and 23.26%) claim that Arabic is rude. Half participants in first year (46.66%) affirm that Arabic language is simple, while, 39.99% of third year participants state that Arabic is simple. In the negative side, it is noticed that 66.66% of first year students affirm that Arabic is complex, while in third year 59.99% state that it is complex. As a comparison between the results of both first and third year, it can be noticed that most of the participants in first year students affirm that Arabic is complex, this is a general fact and no one can deny it , the best example is that the language of our prophet peace be upon him and the El Motanabi is very complex the majority of first year participants claim that Arabic is formal (80%) while the majority of third year participants affirm that it is formal (79.99%), meanwhile (20% and 20%) from each level claim that it is informal.

Almost the Half of first year participants from each level (43.32% and 56.66%) affirm that Arabic is soft, however, (49.99% and 36.66%) state that it is hard.

The majority of third year participants (93.33%) affirm that it is rich. On the other hand, (29.99%)of first year participants claim that Arabic is poor while (6.66%) of third year participants reveal that it is poor. It is apparent from the results above that most students' evaluation of Arabic is rich , this due to the fact that it is highly appreciated since it is the language of holy Quran, it is the language of 22 countries, beside it is the language of the dwellers of heaven, also Arabic has a huge lexical vocabulary.

Half of first year respondents (46.66%) and almost the majority of third year students (63.33%) claim that Arabic is direct. On the other hand, the remaining participants (53.32% and 36.66%) state that it is indirect. Almost the majority of first year participants (53.32%) and (40%)of third year participants claim that Arabic is fast. On the other hand, (46.66)% of

first year students and (59.99)% of third year claim that Arabic is slow. As a result, it can be noticed that first year and third year students find Arabic slow in some ways: it is difficult to comprehend especially the classical Arabic.

First year LMD students

Table 34

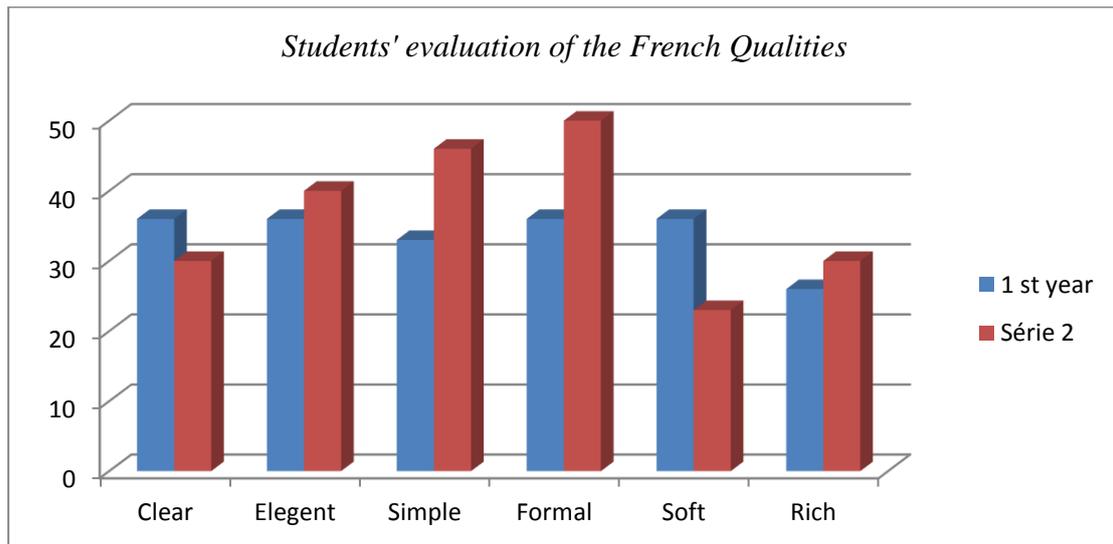
Students' Evaluation Of The French Qualities

Qualities	1	2	3	4	5	Total %
Clear	36.66	16.66	23.33	6.66	16.66	100
Elegant	36.66	30	20	6.66	6.66	100
Simple	13.33	20	33.33	20	13.33	100
Formal	36.66	23.33	30	6.66	3.33	100
Soft	36.66	23.33	26.66	6.66	10	100
Rich	23.33	30	26.66	13.33	6.66	100
Direct	33.33	20	26.66	6.66	13.33	100
Fast	33.33	30	20	6.66	10	100

Third year

Qualities	1	2	3	4	5	Total %
Clear	30	23.33	23.33	13.33	10	100
Elegant	40	30	20	3.33	6.66	100
Simple	13.33	20	46.66	6.66	13.33	100
Formal	50	16.66	23.33	6.66	3.33	100
Soft	20	13.33	23.33	30	13.33	100

Rich	30	16.66	30	20	3.33	100
Direct	6.66	26.66	26.66	23.33	6.66	100
Fast	33.33	16.66	33.33	3.33	13.3	100

Figure 34**Students Evaluation of the French Qualities**

this question aims at ranking some qualities according to students' evaluation of the French language, respondents were asked to rank these qualities according to their assessment of French. According to fifth point scale one is the most frequent and five is the least frequent, these scales are divided into two categories namely positive (1-2) and negative (3,4,5), it can be noticed from the tables above that results of the first and third years are completely different, in which, the half of participants in first and third year (53.32% and 53.33%) claim that French is clear. While (46.65% and 46.66%) of first and third year respondents of the whole population state that French is Awkward, since French colonized Algeria, this makes Algerian people hate this language, that's why they found it awkward. The majority of first and third year respondents (66.66% and 70%) admit that the French language is elegant. However, (33.32% and 29.99%) of both levels of participants of the chosen sample believe that French is rude. (33.33% and 33.33%) of both levels of

participants believe that French is simple. (66.66% and 66.66%) of respondents claim that french is complex. Since it is the language of colonizer people hate this language, besides to the complexity of its vocabulary. Almost the majority of participants (59.99% and 66.66%) affirm that French is formal because it is the language of our president ABED EL AZIZ BOUTEFLIKA. (39.99%and 33.32%) of respondents claim that French is informal . Almost the majority of first year participants (59.99%) and (33.33%) of the participants believe that French is soft. However, (42.99%)and (66.66%) of respondents (first and third year) affirm that French is hard. Half of the participants (53.33%) of participants (FY) and (36.66%) of respondents (TY) claim that French is rich. Meanwhile, (46.65% and 53.33%) of (FY and TY) believe that French is poor .because students of English are intrested in English rather than French, that's why they view French language poor in terms of vocabulary and comprehension. Almost the half of participants (FY and TY) represented (53.33% and 43.32%) believe that French is direct. By contrast,(46.65% and 56.59%) affirm that French is indirect. Half of the participants (63.33% and 49.99) of each level point out that French is fast, because student find it easy to pronounce. In contrary , (36.66% and 49.66%) of the participants of the chosen sample affirm that French is slow

Section three : Attitudes toward Local and Target Culture. The main aim here is collecting data about students' attitudes towards local and target culture. All questions should be answered by ticking the right box.

Q 35

Table 35

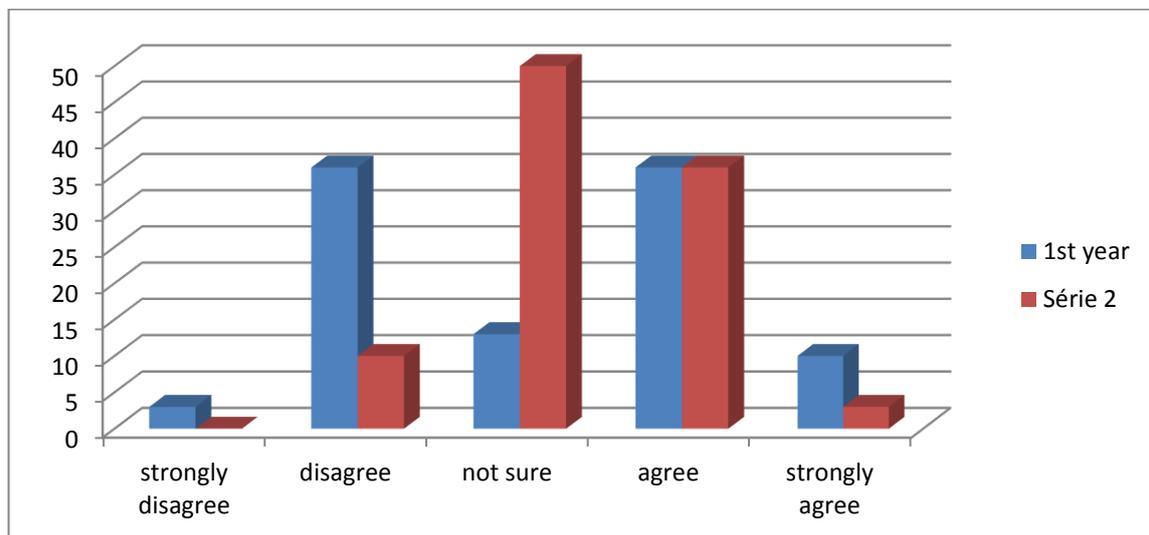
Anglo-Saxon countries and being the the greatest symbol of progress

First and third year students

Options	First year		Third year	
	N°	%	N°	%
A	01	3.33	00	00
B	11	36.66	03	10
C	04	13.33	15	50
D	11	36.66	11	36.66
E	03	10	01	3.33
Total	30	100	30	100

Figure 35

Anglo-Saxon Countries and being the Greatest symbol of Progress



As it is shown in the table above , half of the respondents 15 making up a portion of (50%) are not sure upon the idea that Anglo- saxon countries are not really the greatest symbol of progress. In addition, both 11 participants from each level point out that this idea is true.

However, 11 participants of first year and only 3 participants of third year claim that this idea is completely wrong. This means that there are other cultures like Francophone countries which are considered as powerful countries.

S 36

Table 36

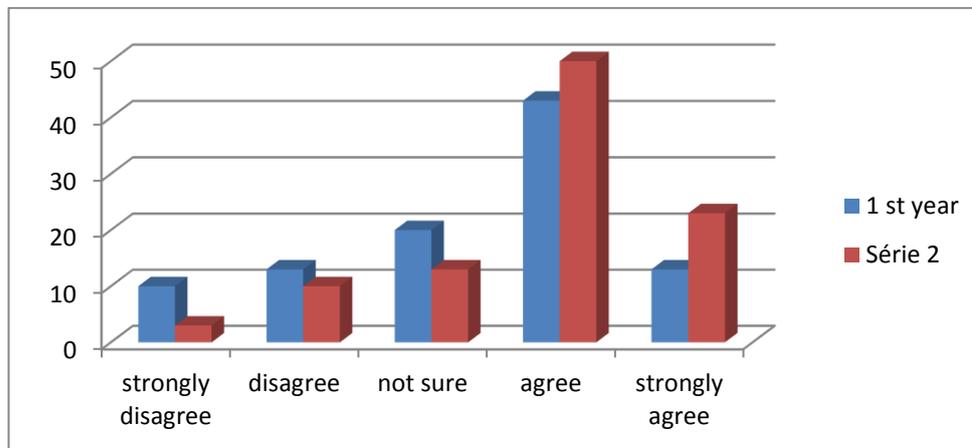
Negative Attitudes towards western Influence on the Local Culture
First and third year students

Options	First year		Third year	
	N°	%	N°	%
A	03	10	01	3.33
B	04	13.3	03	10
C	06	20	04	13.33
D	13	43.33	15	50
E	04	13.33	07	23.33
Total	30	100	30	100

Third year

Figure 36

Negative Attitudes towards western Influence on the Local Culture



The findings presented in the tables above show that almost half and half of the participants from each level (43.33% and 50%) believe that Western influence on their culture worries them, this resulted from blind imitation. In addition (20% and 13.33%) of the participants of the chosen sample state that they are not sure upon the idea. Whereas a minority of them (13.33% and 10%) disconfirm the idea.

Q37

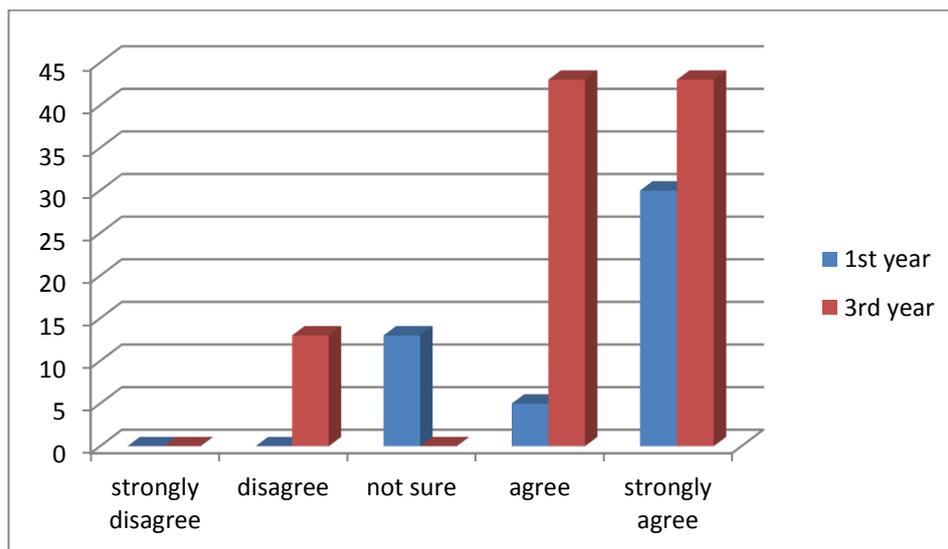
Table 37

Positive Things Learned from Anglo-Saxon Culture

First and third year students

Options	First year		Third year	
	N°	%	N°	%
A	00	00	00	00
B	00	00	02	6.66
C	07	23.33	09	30
D	20	66.66	17	56.66
E	03	10	02	6.66

Options	First year		Third year	
	N°	%	N°	%
A	00	00	00	00
B	00	00	04	13.33
C	04	13.33	00	00
D	17	56.66	13	43.33
E	09	30	13	43.33
Total	30	100	30	100

Figure 38**the Algerian Culture should be Protected from any Foreign Influence**

Data collected in the tables above show that almost half of participants (56.66% and 43.33%) believe that their culture should be protected from any foreign influence, it means that students should not imitate other cultures, they have to adhere their customs and traditions. In addition , a minority of participants 13.33% and no one are not sure. However, the remaining participants(13.33% and no one) state that they disagree upon the idea.

Section four :Attitudes towards the Linguistic Course

This section includes six Questions, it aims at investigating students' attitudes towards linguistic course, meaning that whether students influenced by the linguistic course or not.

First and third year students

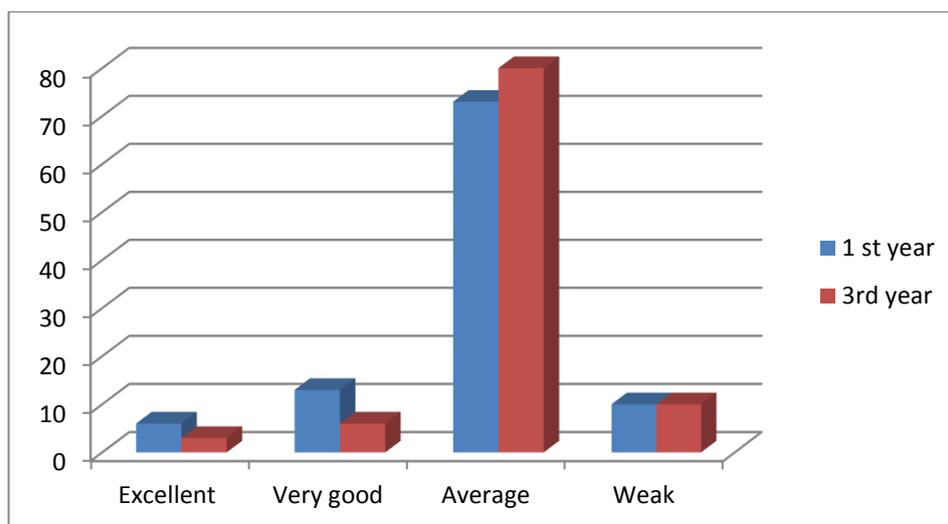
Table 39

Students' evaluation of the linguistic knowledge level

Options	First year		Third year	
	N°	%	N°	%
Excellent	02	6.66	01	3.33
Very good	04	13.33	02	6.66
Average	22	73.33	24	80
Weak	02	6.66	03	10
Total	30	100	30	100

Figure 39

Students' Evaluation of the Linguistic knowledge Level



A quick glance at this table will reveal the ultimate percentage of first and third year students (73.33% and 80%) claims that their linguistic knowledge is average, this mean that they don't have enough knowledge of linguistics, and they view linguistics very difficult to comprehend. In addition, 4 and 2 participants representing 13.33% and 6.66% state that their linguistic knowledge is very good. While, minority of them 1 and 2 participants from each level affirm that their linguistic knowledge is excellent. The remaining participants 2 and 3 state that their linguistic level is weak.

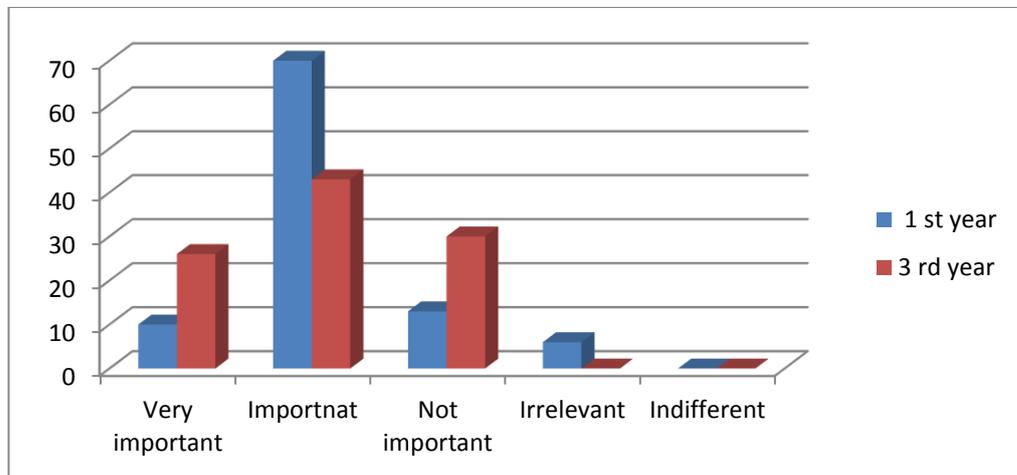
First and third year students

S 40

Table 40

The importance of the linguistic cours

Options	First year		Third year	
	N°	%	N°	%
Very important	03	10	08	26.66
Important	21	70	13	43.33
Not important	04	13.33	09	30
Irrelevant	02	6.66	00	00
Indifferent	00	00	00	00
Total	30	100	30	100

Figure 40**The Importance of the Linguistic Course**

According to the results obtained in the table above, the majority of participants from each level (43.33% and 70%) state that the linguistic course is very important because it studied language scientifically, meaning it enables students to know every thing about language(origin of language, sounds of language, phonetics, phonolgy, pragmatics, pidgin, creol, dialect, first language acquisition, sapir-worf hyopthesis and culture). By contrast, 30% and 13.33% of the participants of the whole population of the chosen sample state that linguistic course is not important, this means that they find it not interesting and difficult to be understood. The remaining two participants (6.66%) of third year claim that linguistic course is irrelevant. In addition , no one state that linguistic course is indefferent .

First year students

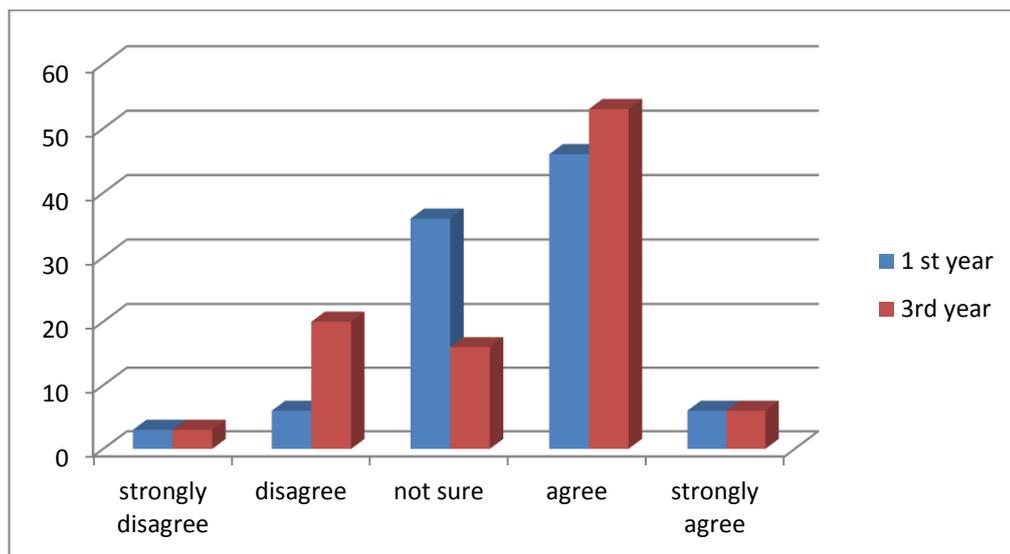
Table 41

the Role of Linguistic Course in Changing Students Views about some Language Issues

Options	First year		Third year	
	N°	%	N°	%
A	01	3.33	01	3.33
B	02	20	06	20
C	11	16.66	05	16.66
D	14	53.33	16	53.33
E	02	6.66	02	6.66
Total	30	100	30	100

Figure 41

the role of the linguistic course in changing students' views about some language issues



Tables above illustrate that almost half of the participants 46.66% and 53.33% point out that the linguistic course really change students' views about the issues that have been evoked in this Questionnaire. Means that this Questionnaire make students aware about some aspects of linguistics. Additionally, 11 and 5 participants from each level affirm that they are not sure upon this idea. However, 6.66% and 20% of the participants are disagree about this idea.

Table 42

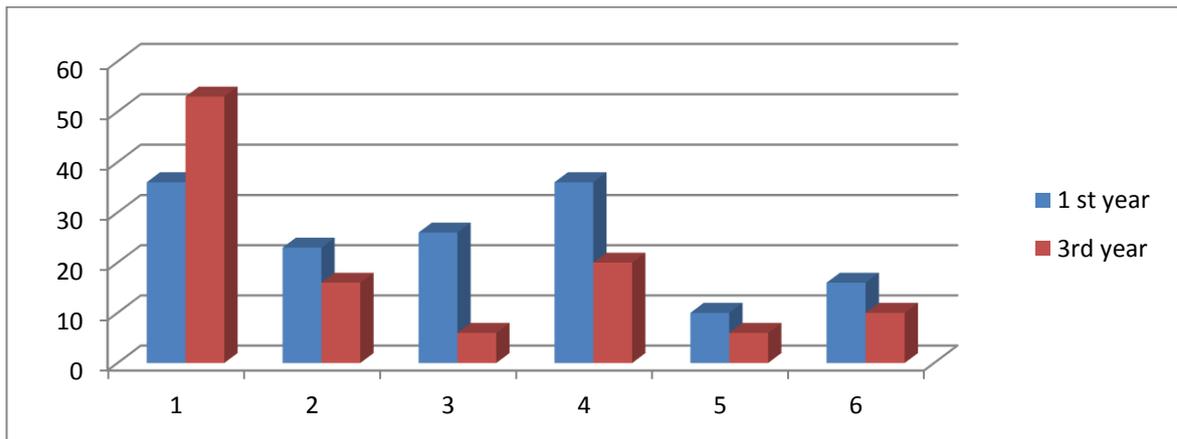
First year

The Focus of the Linguistic Course

Options	First		third	
	N	%	N	%
Part A				
1	11	36.66	16	53.33
2	7	23.33	5	16.66
3	8	26.66	2	6.66
4	11	36.66	6	20
5	3	10	2	6.66
6	5	16.66	3	10
Part B				
1	5	16.66	7	23.33
2	4	13.33	2	6.66
3	3	10	2	6.66
4	4	13.33	1	3.33
5	4	13.33	1	3.33
6	1	3.33	0	0
7	0	0	2	6.66
8	1	3.33	7	23.33
9	1	3.33	7	23.33
10	0	0	8	26.66

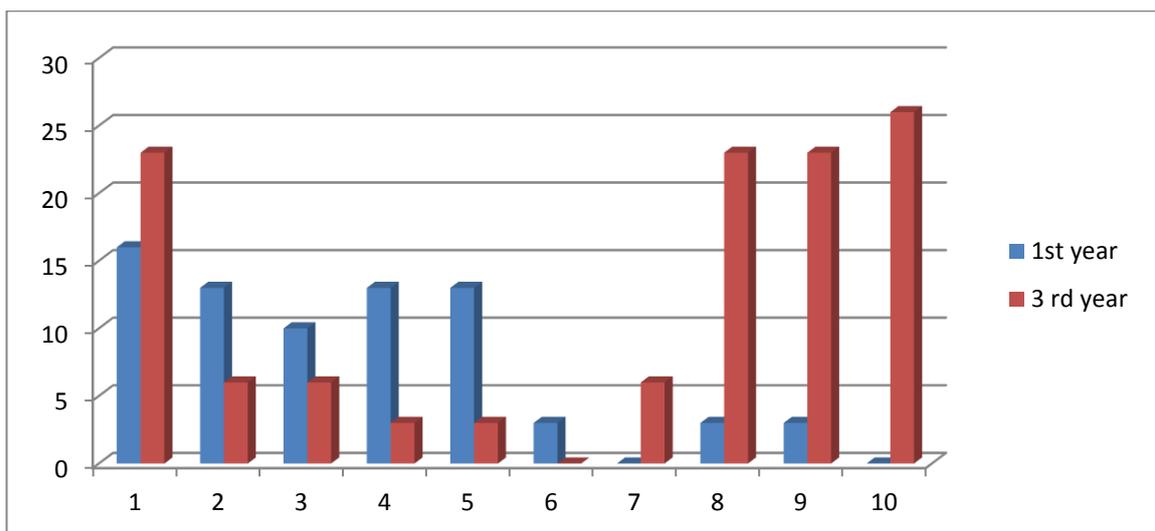
Part A

Figure 42

The focus of the linguistic course

Part B

Figure 42

The focus of the linguistic course

Based on the data collected regarding the aspects of the linguistic course that students prefer to focus on , we conclude that most first year students (22 participants), enjoy to

concentrate on : both the origins and sounds of language; because students are curious and exciting to know the origin of language , since it is still a puzzle. Regarding sounds of language which includes phonetics , voiced and voiceless ,place of articulation, manner of articulation, because they want to learn how to pronounce words correctly. also they are interested in the development of writing (8 respondents) because they want to know how writing was developed over time. As well as, 7 participants would like to focus more on Animals and human language, they want to distinguish between the two languages in terms of duality, arbitrariness. and whether there are any similarities between the two of them. Furthermore, ten participants prefer to focus their intention on word and words formation process and phonetics and phonology. 12 participants state that they want to focus on morphology, syntax, and semantics. In addition, three participants choose to focus more on both the sound patterns of language and grammar . While third year students' answer about first year linguistic course is completely different , in which they prefer to focus more on origins of language(53.66 %) also(23.33%) want to focus on phonetics and phonology because they seek to understand why sounds, place ,and manners of articulation are different in addition to language and regional variation, language and social variation meaning that students are interested to know the other dialects, accents, pidgins, creols, diglossia, code mixing.....etc. 8 participants prefer to focus more on language and culture because they think that in order to communicate with foreigners they have to be competent, so that they can deal with some issues and problems may encounter during their conversations. 6 / 5 participants are more interested in sounds of language, animal vs human language. 10% of participants state that they prefer to focus more on words and word formation process. Also , 6.66% of participants of the whole population choose to focus more on both development of writing , sounds pattern of language, morphology , grammar, and language and brain. The remaining one participant claim that they should focus on pragmatics and syntax. We want to attract

your attention to an important point , that students choose more than one aspects in both parts , and others choose all the aspects, that's why the percentage is not 100% .

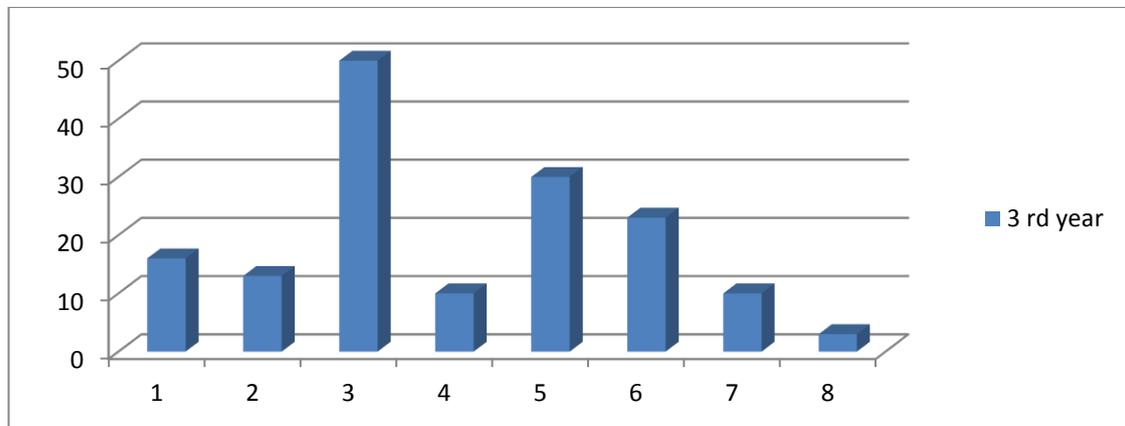
Third year LMD students

Options	N	%
Part A		
1	5	16.66
2	4	13.33
3	15	50
4	3	10
5	9	30
6	7	23.33
7	3	10
8	1	3.33
Part B		
1	4	3.33
2	5	16.66
3	7	23.33
4	6	20
5	7	23.33
6	1	3.33

Part A

Figure 11

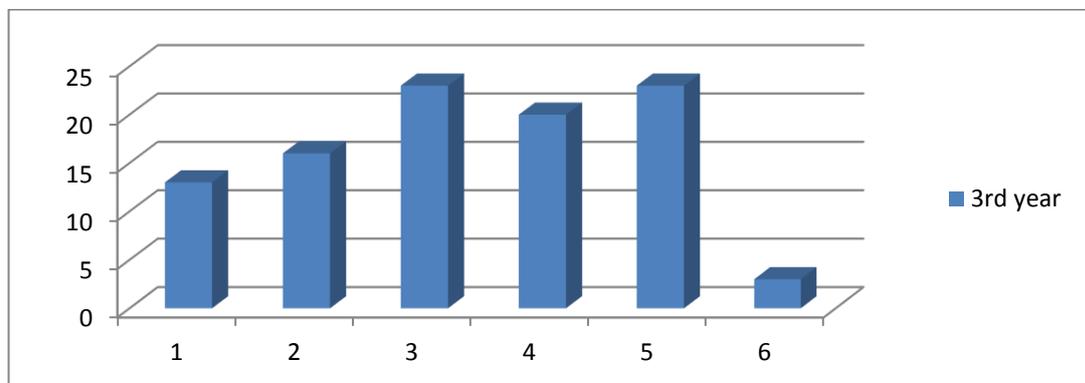
The Focus of the Linguistic Course



Part B

Figure 42

The Focus of The Linguistic Course



According to the findings in the table above, 15 of the participants are representing (50%) affirm that they should focus more on varieties and dialecta since they are different from one country to another for example; varieties of Arabic (AA,CA, SA) are completely different from those of French (parisian French and others) and English (British and American). 9 of participants of the chosen sample representing (30%) state that they have to focus on pidgin, creole, code switching, and diaglossia. While, 7 participants representing (23.33%)

claim that they should focus on bilingualism, second language acquisition, factors influencing language learning. Also, 6 participants making up a portion of (20%) claim that they prefer to focus on the linguistic theories, and 5 participants believe that they have to focus on language, first language acquisition, while 4 of the participants point out that they should focus on culture, acquisition vs learning. Other 3 participants state that they have to focus on language function, Sapir-Whorf hypothesis. To sum up, students are more interested in sociolinguistics which concerned with explaining why people speak differently in various social context, and the effect of social factors (age, gender, class) on language varieties (dialects, registers, genres) and it is concerned with identifying the social functions of language and the way they used to convey social meaning. We want to attract your attention to an important point, that students choose more than one aspects in both parts, and others choose all the aspects, that's why the percentage is not 100%.

Q43

Table 43

The Discarding Aspects of the Linguistic Course

First year LMD students

Options	First		third	
	N°	%	N°	%
1	0	0	1	3.33
2	5	16.66	4	13.33
3	6	20	5	16.66
4	4	13.33	1	3.33
5	2	6.66	3	10
6	0	0	4	13.33

Part B

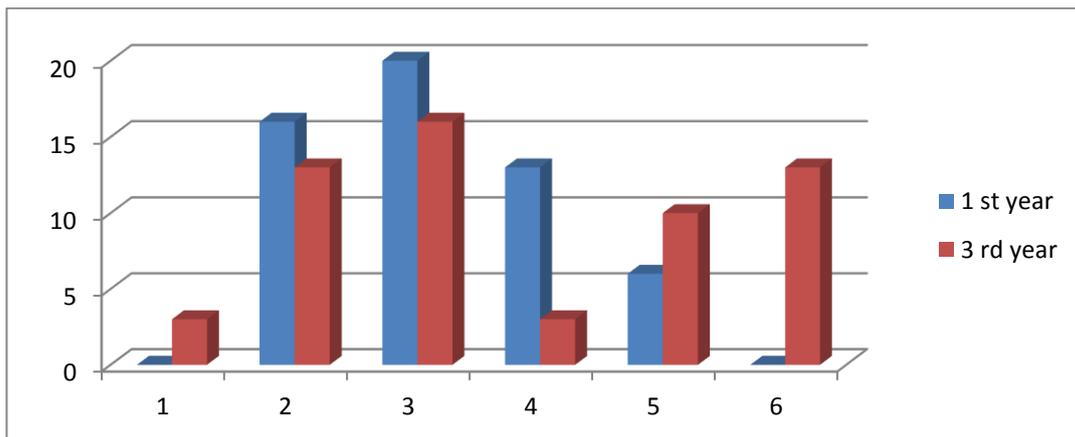
1		826.66		5	16.66
2		4	13.33		413.33
3		3	10		4 13.33
4		6	20		310
5		4	13.33		516.66
6		413.33		5	16.66
7	4	13.334	13.33		
8		1	3.33		13.33
9		1	3.33		1 3.33
10		6	201	3.33	

First and third year levels

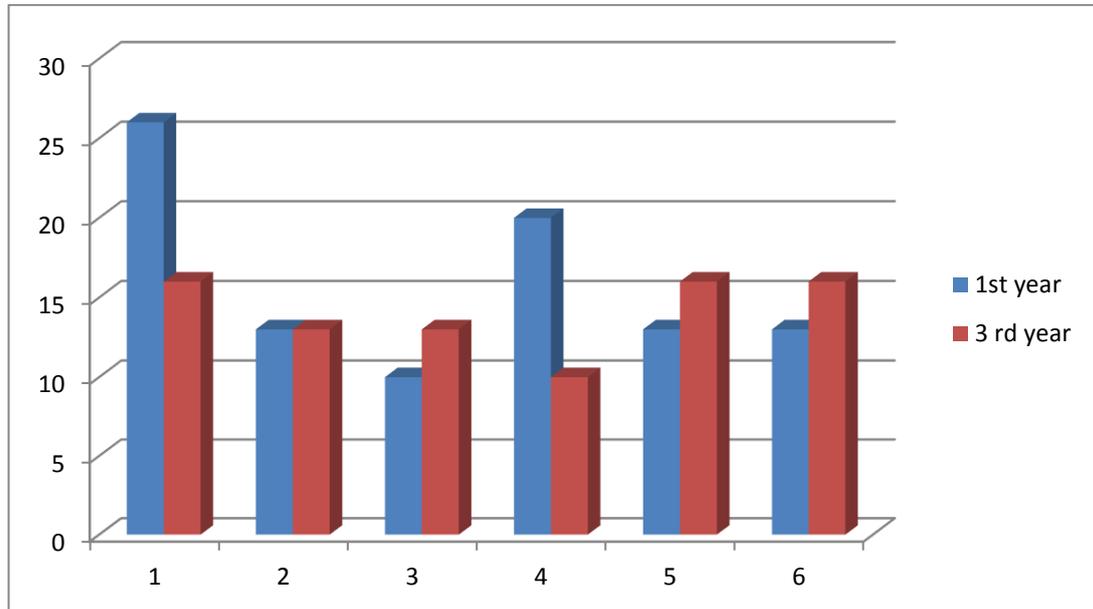
Part A

Figure 12

The Discarding Aspects of The Linguistic Course



Part B

Figure 133**the Discarding Aspect of the Linguistic Course**

According to the results in the table above it can be noticed that 8 participants claim that they should discard phonetics and phonology because they view it very difficult and complex particularly transcription. While 5 participants in third year choose to discard development of writing, phonetics, phonology, pragmatics, and semantics. On the other hand 6 participants in first year claim that they should discard development of writing, syntax, language and culture. In addition, 4 participants representing 13.33% choose to discard sounds of language, morphology, semantics, pragmatics, language and the brain. By contrast, third year participants believe that it would be better to discard animal vs human language, word and word formation process, morphology, language and the brain; it can be noticed that students of both levels choose almost the same aspects to be discarded, this results may refer to the difficulty of those linguistic aspects. 3 participants of first and third year state that grammar, syntax, sound patterns of language should be discarded. Meanwhile, 2 participants of first year prefer to discard sound patterns of language. The remaining one participants from both levels affirm that language and regional variation, language and social variation, and origins

of language should be discarded from the linguistic course , it can be noticed from the mentioned answers that first and third year students have the same opinion towards those aspects which should be discarded. We want to attract your attention to an important point , that students choose more than one aspects in both parts , and others choose all the aspects, that's why the percentage is not 100% .

Third year LMD students

The Discarding Aspects of the Linguistic Course

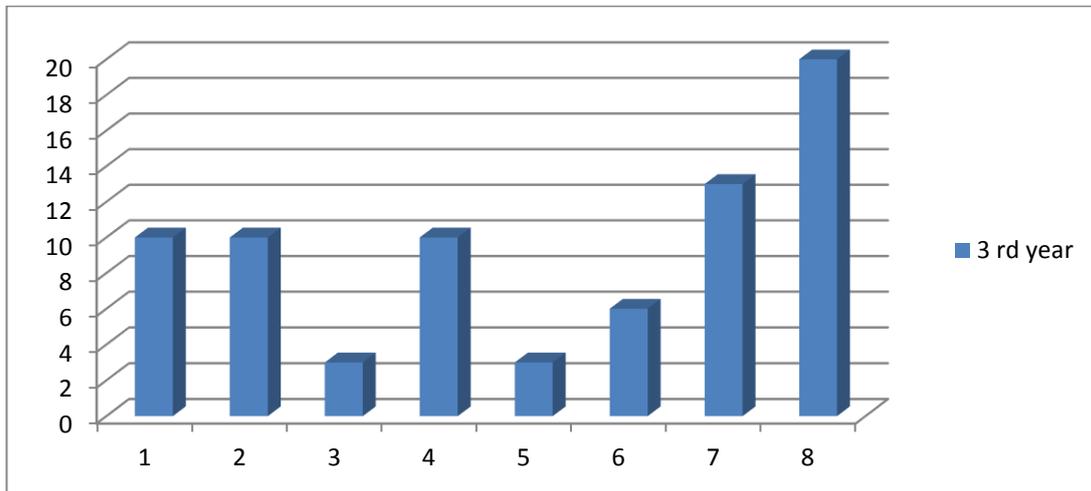
Options %		N
Part A		
1	3	10
2	3	10
3	1	3.33
4	3	10
5	1	3.33
6	2	6.66
7		4
13.33		
8	6	20
Part B		
1	2	6.66
2	2	6.66
3	2	6.66
4	4	13.33
5	4	13.33
6.6	6	20

Third year

Part A

Figure 43

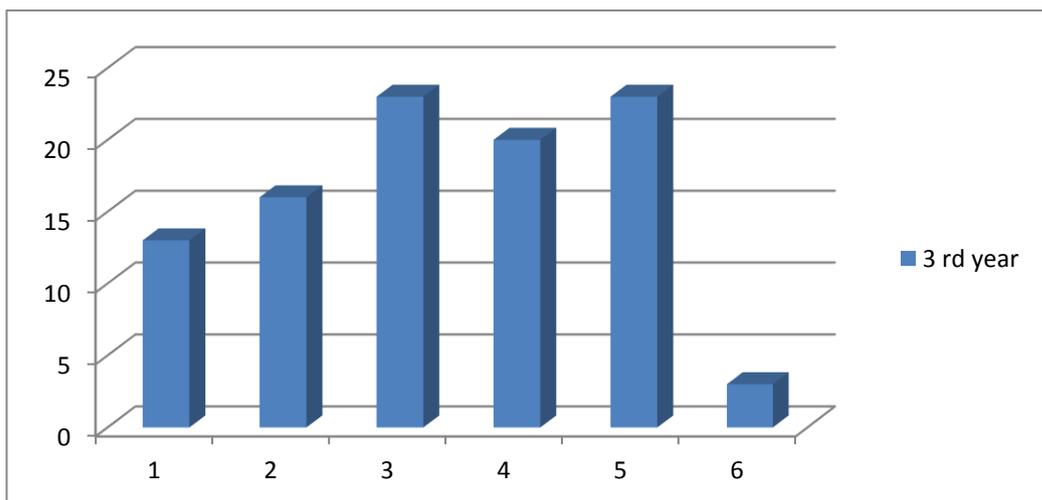
The Discarding Aspects of the Linguistic Course



Part B

Figure 43

The Discarding Aspects of the Linguistic Course



Results obtained from the table above show that; 6 participants making up a portion of 20% state that restricted and elaborated code, motivation, self esteem, attitude, introversion, and inhibition should be discarded because they see that those lessons are not important and

bored. 4 participants believe that linguistic theories, factors influencing language learning , sapir-worf hypothesis have to be discarded , for them they are difficult and bored at the same time . 3 participants affirm that it would be better to discard language function. While 2 participants choose to discard bilingualism, acquisition vs learning, first language acquisition, and second language acquisition , for them those lessons are more related to psychology , in which they find this field very difficult. The remaining 1 participant states that varieties and dialects , pidgin, creol, code switching, and diglossia have to be discarded because they are not interested in others cultures. We want to attract your attention to an important point , that students choose more than one aspects in both parts , and others choose all the aspects, that's why the percentage is not 100%.

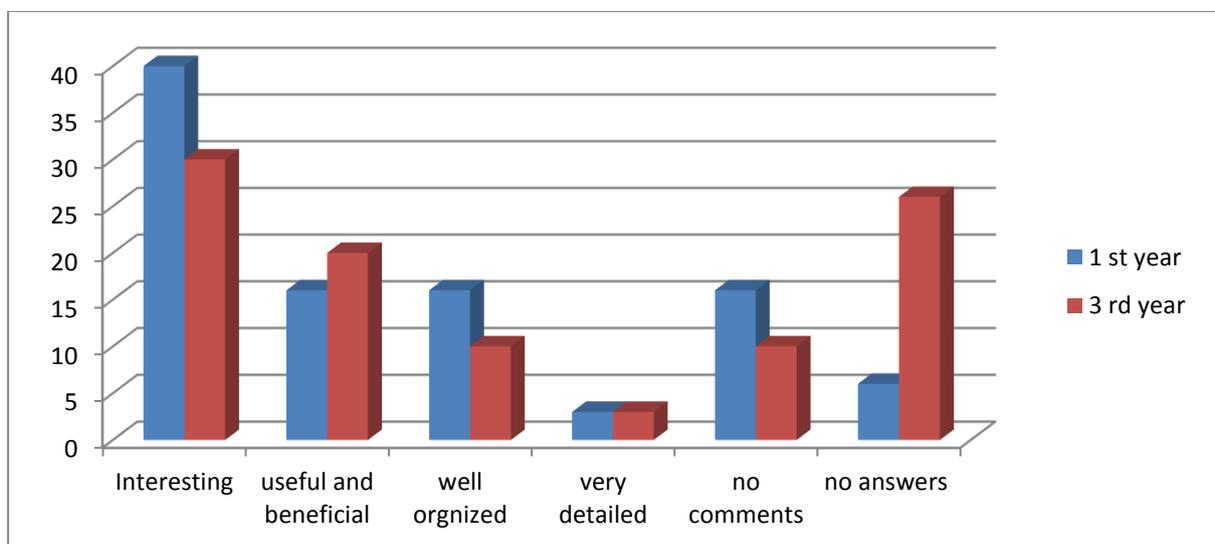
Q 44

First and third year students

Table 44

Comments about the Questionnaire

Options	First year		Third year	
	N°	%	N°	%
Interesting	12	40	09	30
Useful and beneficial	05	16.66	06	20
Well organized	05	16.66	03	06.66
Very detailed	01	3.33	01	03.33
No comments	05	16.66	03	06.66
No answers	02	6.66	08	26.66
Total	30	100		

Figure 14**Comments About The Questionnaire**

The data collected from the tables above show that 40% and 30% of participants from each level affirm that our questionnaire is interesting because they like the topic especially the comparison between Arabic, French, and English as well as they are interested in linguistics, and because of the lack of justifications. In addition, 16.66% and 20% of the participants of the whole population of the chosen sample state that this questionnaire is useful and beneficial because they learn a lot of new things about language which they were not familiar with. Moreover, 16.66% and 10% of participants of the whole population assert that this questionnaire is well organized, because it was organized around four sections, each section is under a title, and it includes many Questions which are answered by ticking the right box. It ends up with an open Question. Only one participant from each level claims that this

Questionnaire is very detailed , because of the length and the number of Questions. Five and three respondents from each level state that they have nothing to add since the questionnaire is very detailed and covers all the necessary linguistic issues. The rest of them 6.66% and 26.66% have not answered the Question number 44

3.6. Descusstion of the results

As far as the first questionnaire is concerned, it aims at gottering data about the respondents. The results show that the majority of first year students have been studeying English for 8 and 10 respectively starting from middle school to university.

the second section of the questionnaire aims at collecting data about motivation and attitudes towards local and foreign languages. Succently, the findings obtained in(S4) show that almost the half of first year participants (46.66%) choose to study English for the purpose of facilitating communication with people from different nationalities where english is not the mother tongue. Whereas,(36.66%)of third year respondents choose to study it for the purpose of being a teacher of English. Concerning S5, data obtained show that almost half of first and third year state that participants they are agree upon the idea of the development of some languages than the others. Regarding S6 the results show that first year participants 36.66 % claim that they are not sure about the equality of languages, While 40% of third year respondents affirm that they are agree upon the mentioned idea. There is a contradiction between S7 and S8 in which almost half of the participants from each level 40% and 50% are not sure upon the idea that only Arabic has a divine source. Whereas results obtained in S8 show that half of the participants from each level (56.66% and 53.33%) affirm their agreement upon the idea that all languages have been created by human to serve their communication needs. Concerning S10 the results show that (63.33%) for both levels are not sure upon the idea that only Arabic and Hebrew have divine origins. Regarding S11 ,12,24 ,

from the results obtained half of the participants state that english has all the qualities to be an international language 56.66%, while 40% of the participants claim that french has all the qualities to be an international language. As a result, english is the language which has all the qualities to be an international language .

concerning S13 and 14 , the findings show that participants of both levels are agree upon the idea that Arabic is most useful for religious purposes (36.66% and 50%) while in S14 first year respondents 33.33% state that they are not sure and 46.66% of third year participants claim that they are not convinced(disagree) upon the idea that Arabic is useful for religious purposes only.Regarding S15,16 the results obtained show that half of the respondents from each level affirm that English has all the qualities to be he language of science and technology.While in S16,the data obtained show that first year students (46.66%) are no sure and 40% of third year participant are agree about the idea that arabic has all the qualities to be the language of science and technology .Concerning S 21 ,almost the majority of first and third year participant (76.66% and 63.33%) affirm that all languages have been evolved over time meaning that there is an influence of the linguistic course.Regarding S28 and 31,the findings obtained show that (63.33% and 36.66%)from each level states that CA is their mother tongue.While in S31,the results obtained show that 63.33% and 43.33% of each level claim that they disagree upon the idea that Arabic has no native speakers.Concerning Q32, 33,34 the results obtained show that first year participants state that english is fast 53.33% and third year students claim that it is clear and rich 70% ,while 66.66% of first year participants state that Arabic is rich, 70% of third year respondents claim that it is clear and rich. On the other hand, concerning French language 36.66% first year participants state that it is clear, elegant , formal, and soft, also 50% of third year respondents claim that it is formal.

The third section demonstrate students' attitudes towards local and target culture. results reveal by this section show that the vast majority of students (43.33% and 50%) are worried

of western influence about their culture. On the other, there are a lot of positive things that we can learn Anglo-Saxon(66.66% and 56.66%) , it is a comparison between the two of them. Concerning S38 the findings show that (56.66% and 43.33%) participants from each level affirm that their culture should be protected from any foreign influence.

The fourth section is devoted to tackle students' attitudes towards linguistic course, Q39 shows that the majority of first and third year participants (73.33% and 80%) state that they have an average level in linguistic. Concerning Q40 the majority of students (43.33% and 70%) point out that linguistic course is important. Regarding Q41 it can be deduced that the linguistic course has played an essential role in changing students' views towards some language and cultural issues.

In summation, the linguistic course has succeeded in changing student's perception of language ideology.

Conclusion

The present chapter has presented the description and analysis of the data generated by a questionnaire that was designed and administered to a cross-sectional sample of thirty first year and thirty third year students so as to gauge the effectiveness of the linguistic course in changing students' attitudes towards both the local and target languages and cultures. The analysis of the results generated by the questionnaire has shown that the linguistic course was effective in changing students' perceptions of both the local and target languages and cultures.

Limitations of the Study

Throughout our investigation of the impact of the linguistic course on students' perceptions of language ideology, few limitations have been encountered:

1. Time constraints.
2. Lack of books and documents in the library, and of sources in the net.
3. The last version of the APA style has brought some difficulties when trying to cite all the literacy sources. To explain, researchers in some online sources used to quote paragraphs and others work without references to the original page numbers following this last version of APA style, that is when taking the original source from those researchers. List of references as an attempt to download and/ or print the original work, the last must be paid for first. Consequently, this presented us from citing certain reference pages.
4. Due to the limited period of time given for the study , especially when it comes to the practical part the available were treated following the descriptive method rather than the experimental one .
5. The limitation of the time insufficiency was the time constraints that stands against the possibility of carrying out the work within other methodological paradigm.
6. The population was supported to include all first and third year LMD students to be subject of the study under investigation.

7. The large number of subjects, the more gathered data yield for generalizable findings.

Pedagogical Recommendation

The research that has been undertaken for this thesis has highlighted different point related to the topic in which further research would be beneficial. The following recommendations are offered for any future research :

1. For getting best results , Learners should make a lot of copies of questionnaire (more than 60 for each level) .
2. Learners should provide at least one chapter for discussing language ideology (linguistic ideology) in which they have to discuss or identify the relations between language and ideology, For better understanding of the topic.
3. For a detailed understanding of the topic in hand future researchers should make use of another through research tools which are Arabic and French Questionnaire , interview in order to come up with more decisive and clear study results.
4. Teachers should keep their students involved in the linguistic course in which they have to provide them with lessons and not asked them to search, because students will get a better understanding from their teachers (teacher is a source of knowledge, sage on the stage and guide on the side while students should be active participants , authors, ethnographers and researchers).

5. The Questionnaire should not be too long , because during the distribution of our Questionnaire we encountered some difficulties, among them students found it very long, which made them bored, that's why they did not answer honestly , especially in Q 42 and Q43. Try to make it short .(less than 12 pages).

6. Due to the fact that time is limited , there are many elements that we have not dealt with in our study.

7. Students should focus on language culture and ideology in which culture and ideology are tow sides for the same coin, students have to discuss both of them from different angles , and separately including many elements that are related to them.

8. Students should extend their research to know whether the linguistic course vehicules other types of language ideology.

9. Teachers should not rely merely on one source in teaching , and s/he should restate and paraphrase the data they found using simple words and sentences especialy for first year students (beginners).

10. This topic is very complicated and need a lot of references ,efforts,and the most important is time. This topic can submitted in partial fulfilment of the requirement for Magister degree in English language .

11. Researchers has the right to change one of the variables in this theme and create new topic .

12. It is quite obvious from the linguistic syllabus that teaching linguistics at Mohammed seddik ben yahia university jijel is only theoritical , that is , students are over whelmed by the whealthy information about the various theories without a realization on ground of the real world.

13. Arabic as being the language of holy Quran , it is highly appreciated, it is the language of 22 countries, it should be given a more importance status in Algeria.

14. English as being the language of the world, the language of scientific development, mass media should be given more important status in Algerai.

General Conclusion

The present study attempted to investigate the extent to which the linguistic course offered by the University curriculum currently in use has contributed to changing learners' perceptions towards both the local and target languages and cultures.

In order to design the practical part of this research, a review of the literature related to the topic under study was carried out. Chapter one presented a brief overview about the origins of ideology and its definitions with a specific focus on the relationship between language and ideology, and ideology and culture . Moreover, it discussed language policies during the colonial and post colonial period. Furthermore, it presented an overview of the LMD system with a specific focus on the linguistic course. Chapter two dealt with the linguistic situation in Algeria , before, during, and after colonization ,as well as with the shift from monolingualism to multilingualism as far as the official languages in Algeria are concerned. The last part of chapter two examined the language planning in Algeria.

In order to achieve the aims of the present research, a questionnaire was designed and administered to a cross-sectional sample of students at the department of English at M.S.Benyahia university consisting mainly of a group of thirty first year licence students and a group of thirty third licence students during the academic year 2017-2018. The choice of a cross-sectional sample aimed at simulating a longitudinal study of the evolution of students' views about the topic under study as a result of the influence of the linguistics course .The results obtained indicated that there were marked differences between first and third year students' views concerning local and target languages and cultures. These results ,thus, indicated that the linguistic course was effective in changing the learners' views about the issue under study.

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Appendices

I. Genreal Information

1.Age : less than 20 Between 20 and 22 years More than 22

2.Level : First year Third year

3.How many years have you been studying English ?

.....
...

II.Motivation and Attitude towards Local and Foreign Languages

4.Would you please rank order from 1 to 9(1 corresponds to the most important and 8 to the least important) the reasons for choosing to study English according to their relevance to you.

a.Because I would like to live in an English speaking country.

b.Because it would enable me to think and behave like Americans and/ or British.

c.Because I would like to be a teacher of english.

d.Because I would like to get a job.

e.Because I like Americans and / or British.

f.Because it is useful.

STUDENTS' ATTITUDES TOWARDS SOME LANGUAGES AND CULTURAL ISSUES

g. Because it would enable me to talk to people from different nationalities even those for whom English is not a mother tongue.

h. Because I would like to know Anglo-saxon culture.

i. I prefer English to French.

5. Some languages are more developed than others.

strongly disagree **Disagree** **Not sure** **Agree** **strongly agree**

6. All languages and language varieties(dialects, accents, etc.) are equal as long as they enable their speakers to communicate among themselves.

strongly disagree **Disagree** **Not sure** **Agree** **strongly agree**

7. Only Arabic has a divine origin.

strongly disagree **Disagree** **Not sure** **Agree** **strongly agree**

8. All languages have been created by human societies to serve their communication needs.

strongly disagree **Disagree** **Not sure** **Agree** **strongly agree**

9. The language you speak determines the way you view the world; any one who speaks a language which is different than mine views the world differently.

strongly disagree **Disagree** **Not sure** **Agree** **strongly agree**

STUDENTS' ATTITUDES TOWARDS SOME LANGUAGES AND CULTURAL ISSUES

10. Only some languages like Arabic and Hebrew have divine origins.

strongly disagree	Disagree	Not sure	Agree	strongly agree
<input type="checkbox"/>				

11. English has all the qualities to be an international language.

strongly disagree	Disagree	Not sure	Agree	strongly agree
<input type="checkbox"/>				

12. Arabic has already all the qualities to be an international language.

strongly disagree	Disagree	Not sure	Agree	strongly agree
<input type="checkbox"/>				

13. Arabic is most useful for religious purposes.

strongly disagree	Disagree	Not sure	Agree	strongly agree
<input type="checkbox"/>				

14. Arabic is useful for religious purposes only.

strongly disagree	Disagree	Not sure	Agree	strongly agree
<input type="checkbox"/>				

15. English has all the qualities to be the language of science and technology.

strongly disagree	Disagree	Not sure	Agree	strongly agree
<input type="checkbox"/>				

STUDENTS' ATTITUDES TOWARDS SOME LANGUAGES AND CULTURAL ISSUES

16. Arabic has all the qualities to be the language of science and technology.

strongly disagree **Disagree** **Not sure** **Agree** **strongly agree**

17. Arabic should be improved to be the language of science and technology.

strongly disagree **Disagree** **Not sure** **Agree** **strongly agree**

18. Algerian Arabic, Tunisian Arabic, Egyptian Arabic are mere creoles and not dialects of standard Arabic.

strongly disagree **Disagree** **Not sure** **Agree** **strongly agree**

19. Classical Arabic represents only a dialect of the Arabic language.

strongly disagree **Disagree** **Not sure** **Agree** **strongly agree**

20. Classical Arabic was a perfect language with a perfect grammar and pronunciation because it was unified and has no dialects.

strongly disagree **Disagree** **Not sure** **Agree** **strongly agree**

21. All languages have evolved over time.

strongly disagree **Disagree** **Not sure** **Agree** **strongly agree**

STUDENTS' ATTITUDES TOWARDS SOME LANGUAGES AND CULTURAL ISSUES

22.If certain social, economic and political conditions are met , the Jijilian dialect can become a standard language.

strongly disagree **Disagree** **Not sure** **Agree** **strongly agree**

23.The Jijilian dialect is a variety of Arabic as much as any British and American dialect is a variety of English.

strongly disagree **Disagree** **Not sure** **Agree** **strongly agree**

24.French has all the qualities to be an international laanguage.

strongly disagree **Disagree** **Not sure** **Agree** **strongly agree**

25.Without French colonial past, French would not have been an important language today.

strongly disagree **Disagree** **Not sure** **Agree** **strongly agree**

26.Without American and British influence, English would not have been an important language.

strongly disagree **Disagree** **Not sure** **Agree** **strongly agree**

27.Arabic is the language of dwellers of heaven.

Formal	12345	Informal
Soft	12345	Hard
Rich	12345	Poor
Direct	12345	Indirect
Fast	12345	Slow

33. Rank order the following qualities according to your evaluation of the Arabic language.

Clear	12345	Awkward
Elegant	12345	Rude
Simple	12345	Complex
Formal	12345	Informal
Soft	12345	Hard
Rich	12345	Poor
Direct	12345	Indirect
Fast	12345	Slow

34. Rank order the following qualities according to your evaluation of the French language.

Clear	12345	Awkward
Elegant	12345	Rude
Simple	12345	Complex
Formal	12345	Informal
Soft	12345	Hard

STUDENTS' ATTITUDES TOWARDS SOME LANGUAGES AND CULTURAL ISSUES

Rich	12345	Poor
Direct	12345	Indirect
Fast	12345	Slow

III. Attitudes toward Local and Target Cultures

35. Anglo-saxon countries are the greatest symbol of progress.

strongly disagree **Disagree** **Not sure** **Agree** **strongly agree**

<input type="checkbox"/>				
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36. Western influence on our culture worries me.

strongly disagree **Disagree** **Not sure** **Agree** **strongly agree**

<input type="checkbox"/>				
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37. There are a lot of positive things that we can learn from Anglo-saxon culture.

strongly disagree **Disagree** **Not sure** **Agree** **strongly agree**

<input type="checkbox"/>				
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38. Our customs, traditions, and beliefs should be protected from any foreign influence.

strongly disagree **Disagree** **Not sure** **Agree** **strongly agree**

<input type="checkbox"/>				
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IV. Attitudes towards the Linguistic Course

39. How would you evaluate your level of linguistic knowledge?

1. Excellent
2. Very good
3. Average
4. Weak

STUDENTS' ATTITUDES TOWARDS SOME LANGUAGES AND CULTURAL ISSUES

40. Would you please rate the linguistic course according to its importance to you ?

Very important	Important	Not important	Irreelavnt	Indifferent
<input type="checkbox"/>				

41. The linguistic course has played an essential role in changing my views about the issues that have been evoked in this questionnaire.

strongly disagree	Disagree	Not sure	Agree	strongly agree
<input type="checkbox"/>				

42. If you are given the right to choose, which of the following aspects of the linguistic course would you prefer to focus more?

.....

First Year:

.....

Third Year:

.....

43. if you are given the right to choose, which of the following aspects of the linguistics course would you discard?

First Year:

.....

Third Year:

44. Do you have any comment to add with regard to the different issues that have been evoked in this questionnaire?

A: the First year course

Broadly speaking, this course was divided into main areas;

Part A : language

1. The origins of language .
2. Animals and human language.
3. The development of writing.
4. The sounds of language.
5. The sound patterns of language.
6. Words and words formation process.

Part B : Branches of linguistics

1. Phonetics and phonology.
2. Morphology.
3. Grammar(phrases vs sentences).
4. Syntax
5. Semantics.
6. Pragmatics.
7. Language and Brain

STUDENTS' ATTITUDES TOWARDS SOME LANGUAGES AND CULTURAL ISSUES

8. Language and regional variation.
9. Language and social variation.
10. Language and culture.

Third year linguistic course

This course was divided into two main areas :

Part A: sociolinguistics

1. What is Language?
2. What is Culture?
3. Varieties and Dialects.
4. Language Function.
5. Pidgin, Creol, Code Switching, Diglossia.
6. Bilingualism .
7. Sapir worf hypothesis.
8. Restricted and elaborated code.

Part B: psycholinguistics

1. Acquisition vs learning.
2. First language acquisition.
3. Second language acquisition.
4. Linguistic theories (Chomsky, Bloomfield, Piaget).
5. Factors of of influencing language learning.
6. Motivation ,self esteem, attitude, introversion, inhibition.

Résumé

La présente étude a tenté d'étudier dans quelle mesure le cours théorique offert par le programme d'études de l'Université actuellement utilisé a contribué à changer les perceptions des apprenants à l'égard des langues et cultures locales et cibles. Afin de réaliser les objectifs de la présente recherche, un questionnaire est conçu et administré à un échantillon transversal d'étudiants du département d'anglais de l'université MSBenyahia, composé principalement d'un groupe de trente étudiants en licence de première année et d'un groupe de trente-trois étudiants de licence. Le choix d'un échantillon transversal visant à simuler une étude longitudinale de l'évolution des opinions des étudiants sur le sujet étudié à la suite de l'influence du cours de linguistique. Les résultats obtenus indiquent qu'il existe des différences marquées entre le premier et le troisième les opinions des élèves sur les langues et les cultures locales et ciblées. Ces résultats indiquent donc que le cours linguistique a permis de changer les points de vue des apprenants sur le sujet à l'étude.

المخلص

تعد الدراسة الحالية دراسة وصفية و تحليلية تهدف للتحقق من طبيعة العلاقة الموجودة بين فصل اللسانيات و الايديولوجات اللغوية, اما الهدف الرئيسي منها فيمكن في محاولة تقييم و معرفة ما مدى فعالية فصل اللسانيات في تغيير ايدولوجية الطالب , للتحقق من هدف هذه الدراسة, و محاولة لجمع البيانات و المعلومات تم استخدام استبيان منظم كوسيلة بحث . حيث كان هذا الاخير موجها لعينة من الطلاب متكونة من 60 طالبا يدرسون في كل من السنة الاولى و الثالثة جامعي بقسم اللغة الانجليزية بجامعة الصديق بن يحي -جيجل- اضافة الي ذلك تم توزيع هذا الاستبيان خلال فترة اجراء امتحانات السداسي الثاني. و بناءا علي النتائج المتحصل عليها من هذه الدراسة تم اثبات وجود اختلافا ملحوظا بين وجهات النظر و مواقف الطلبة الذين يدرسون في كلتا السنتين . مما يؤكد مدى نجاح فصل اللسانيات في تغيير ايدولوجية الطلاب, و على اساس النتائج المتحصل عليها مسبقا , تم اقتراح بعض التوجيهات البيداغوجية املا من الباحثين اخذها بعين الاعتبار و استخدامها في تطوير مواضيع جديدة.