

الجمهورية الجزائرية الديمقراطية الشعبية
PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

وزارة التعليم العالي والبحث العلمي

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH



جامعة عباس لغرور-خنشلة
UNIVERSITY OF ABDES LAGHROUR-KHENCHELA

كلية الآداب و اللغات

FACULTY OF LETTRES AND LANGUAGES

قسم الآداب و اللغة الانجليزية

DEPARTMENT OF ENGLISH



The Current “Arabic-English-French” Language Conflict in Post-Hirak Algeria through the Eyes of the Teachers and 2nd Year Master's Students at the English Department, Abbas Laghrou University

Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements for the Degree of Master in Language and Culture

Candidates:

Ahmed Rabehi

Yassmine Cheriet

Supervisor:

Dr. Fayçal Saoudi

BOARD OF EXAMINERS:

2020

Dedication

We dedicate this work to

Our parents, for they always dreamt to see us reaching this level.....

Our families, for giving us all what a tender family can give to their son

Our friends for standing by our side

Acknowledgement

We would like to express our sincere gratitude to our supervisor, Dr. Fayçal Saoudi, for his guidance and patience.

We warmly thank everyone who has helped us to complete this work.

Abstract

The recent political events in Algeria caused the common language conflict to surface again, provoking different views and stances among the people. The present research is a qualitative study that aims at examining EFL teachers and 2nd year Master students' attitudes and perceptions towards language contact/conflict between Arabic and French, and between English and French in today's Algeria. To collect the needed data, a questionnaire was distributed to 31 Second Year Master's students and 16 teachers at Abbas Laghrour University. The results yielded that the vast majority of both categories (teachers and students) are strongly against the wide use of French in comparison to Arabic in Algeria and prefer to see Arabic being used as the official language of communication in various sectors and the exclusion of French from official spheres. Also, most participants supported to a higher extent shifting towards English instead of French in all domains, especially in education and economy, as this would help the country to develop. These findings are a reflection of the density of the language conflict in Algeria and the changing sociolinguistic situation.

List of abbreviations

CA: Classical Arabic

H: High variety

L: Low variety

List of Tables

Table 1: Age of Participants

Table 2: The Participants' Gender

Table 3: Participants' opinions towards the status of Arabic in front of French in Algeria

Table 4: The Participants' perceptions regarding the use of French in administrative sectors

Table 5: Views on the Relationship between French and National Identity

Table 6: French in Algeria and the Country's Development

Table 7: The replacement of French with English in Official Spheres

Table 8: English and Algeria's development in the Academic and Scientific Field

Table 9: Inclusion of English as the second language in the educational system

List of Figures

Figure 1: Participants' age

Figure 2: Participants' profession/background

Figure 3: Participants' gender

Figure 4: The status of Arabic vs French in Algeria

Figure 5: Participants' perceptions regarding the use of French in administrative sectors

Figure 6: Participants' estimate French users in Algeria

Figure 7: Participants' attitudes towards the use of Arabic only

Figure 8: Participants' views of the use of French and national identity

Figure 9: The status of French worldwide

Figure 10: Participants' attitudes towards the relationship between French in Algeria and the country's development

Figure 11: Participants' opinion about the replacement of French with English in official spheres

Figure 12: The treatment of French as a second language by the Algerian government

Figure 13: Participants' attitudes towards the effect of English language on academic and scientific fields in Algeria

Figure 14: Implementation of English as a second language in the Algerian education

Table of Contents

Dedication	I
Acknowledgment	II
Abstract	III
List of Abbreviations	IV
List of Tables	V
List of Figures	VI
General Introduction	1
Chapter One: Language Contact and Conflict in Algeria	5
Introduction	5
1.1.Key Sociolinguistic Concepts	5
1.1.1. Diglossia	5
1.1.2. Code switching/Code mixing	8
1.1.3. Bilingualism	9
1.1.4. Language contact	10
1.1.5. Language conflict	11
1.1.5.1. Ethnic language conflict	11
1.1.5.2. Political language conflict	12
1.2.The Sociolinguistic Situation in Algeria and Language Conflict	13
1.2.1. Overview	13
1.2.2. Language policy during colonialism (Frenchification)	14
1.2.3. Post-independence Algeria	14
1.2.3.1. Arabisation	14
1.2.3.2. French Post-independence	16
1.2.3.3. English in Contemporary Algeria	16

1.2.3.4. The 2019 Hirak and Language Issue	17
Conclusion	17
Chapter Two: Results and Discussion	18
Introduction	18
2.1.Method	18
2.1.1. objectives	18
2.1.2. Research Questions	19
2.1.3. Sampling	19
2.1.4. Data Collection Tools	19
2.2. Analysis and Interpretation	20
2.2.1. Background information	20
2.2.2. Arabic (Standard/colloquial) vs French	23
2.2.3. French vs English	31
Conclusion	40
General conclusion	40
List of References	
Appendix	

General Introduction

Language in Algeria has always been a subject of debate and a problematic phenomenon because of the historical background of the country which, up until recently, resulted in the use and appreciation of a few languages (Standard Arabic, Informal Arabic, French, and English) by the Algerian people. The presence and use of these different languages have created misunderstandings and disagreements and sometimes even divisions amongst the Algerians.

The conflict started when the French occupied Algeria in 1830 after which they tried to impose both their language and culture with the aim of ‘civilising’ the country. This has taken many forms throughout the period of colonisation (1830-1962). That is, they tried different strategies and policies to reach their aim, but the most effective one was banning Arabic from official contexts such as educational institutions and administrative branches and upgrading French to the status of first language in the country. Towards the end of the colonialism, most Algerians, especially in big cities, were more fluent in French than Arabic.

Before the French colonialism, Algerians spoke two languages: Arabic (informal) and Tamazight almost equally. Speakers of both languages coexisted peacefully until the French attempted to lift up the Tamazight and downgrade Arabic which was the start of the conflict between Algerians. It is important to mention that even after the war of independence ended (1954-1962), the language conflict continued for several decades to affect all domains mainly in education and everyday life.

That has been said, French and Arabic are considered by some as the two main languages in Algeria although Arabic is the first language and French is the second. However, globalisation of the 21st century introduced English to the Algerian people making it a

competitor of French in the aforementioned domains. Algerians nowadays realise that English, as the international language, serves better purposes and helps them connect and perhaps integrate with the rest of the world. This was even more apparent after the events of Al-Hirak, which started in February 2019 and lasted for several months during which the young generation publicly demanded some changes on top of which is the replacement of French as a second language with English. In August of the same year, the Minister of Higher Education launched a survey and encouraged the public to vote for which language they want to use, the vast majority of people voted for English.

Theoretically, a change of this kind requires certain time and planning; in practice however, this might need decades to be officially integrated in the higher education sector because French is not only the second language in education, it is sometimes the first language in the administrative sector and within society. Therefore, introducing English is a difficult task which can only be led demanding if the people are willing to change and leave French behind.

This study seeks to investigate, on the one hand, the current situation of the Arabic – French conflict in the Algerian community, and in the other hand, how well English is used as an alternative as well as the French-English conflict within the country -if there is any. The work tackles attitudes and stances towards these two issues among a specific group of people: the teachers and second year master's students at the department of English, in Abbas Laghrour University, Khenchela, Algeria.

Significance of the Study

This study is significant for a couple of reasons. First, the recent events of al-Hirak (the 2019 political movement) showed that the Algerian people are well aware of the significant impact France still have in Algeria through its language, and gave rise to different stances towards the sociolinguistic situation in the country. Second, it is necessary to find out how

EFL teacher, as experts in the field of languages, and second year Master's students, who are now about to graduate and take a new professional career (most likely in teaching EFL), perceive this inevitable change because when the new policy will be officially implemented (Teaching English as a second language) the job of teachers will more challenging.

Research Objectives

The overall aim of this study is to investigate the current language conflict in Algeria following Al-Hirak through the eyes of teachers and Master's students at English Department, Abbas Laghrour University. Accordingly, the following objectives were identified:

1. To investigate the teachers' and master's students' attitudes and stances towards the status of Arabic and French, and the conflict between them today.
2. To define the most wanted and effective foreign language for the Algerians: English vs. French.
3. To find out the reasons behind the French-English language conflict.

Research Questions

Following the previously identified objectives, the following are the research questions:

1. What attitudes and stances do the teachers and students have towards the status of Arabic and French, and the conflict between them today (after Al-Hirak)?
2. What is, according to EFL teachers and Master students, the most wanted and practical foreign language to be adopted in Algeria: French or English?
3. What are the reasons behind the French-English language conflict in Algeria?

Thesis Structure

The thesis is composed of two chapters: the first is for literature review and the second for the field study. Chapter one addresses language conflict and contact in Algeria. It is divided into two main parts, part one covers the key concepts in sociolinguistics in general, especially in contexts where more than one language is used. These concepts are: diglossia, code switching/mixing, bilingualism, language contact, language conflict. Following this, part two of the chapter addresses the sociolinguistic situation in Algeria highlighting the historical background of the country and its strong effect on today's Algeria. The most powerful influence in terms of both language and culture was the French colonization which then led to the implementation of a few language policies, namely Frenchification and Arabisation. The chapter ends with a discussion about language in contemporary Algeria and how the status of English has elevated during and after the 2019 political movement of the Hirak.

The second chapter of the thesis presents the method and results. Part one of the chapter sets out the methodology of the study: this includes the research questions; the population, the sampling strategies, and data collection and analysis tools. Part two is concerned with data analysis and interpretation.

Chapter One

Language Contact and Conflict in Algeria

Introduction

In this chapter, key concepts and the current literature and discussions about the language contact/conflict in Algeria are highlighted. First, crucial terminology, including diglossia, code switching and mixing, language contact, and finally language conflict, are presented. Second, the sociolinguistic situation in Algeria is tackled, together with its modern status, focusing on the conflict between Arabic and French, and the rise of English and French conflict.

1.1. Key Sociolinguistic concepts

1.1.1. Diglossia

Diglossia is concerned with two varieties of the same language side by side whereby one variety is considered as high (or prestigious) and the second as low. This is applicable to the Arabic language and the Arab world: the official and high form of language is Classical Arabic in all Arab countries. In addition to it, there are many other varieties of Arabic within and across countries and each region has its own dialect(s). However, almost no one in Algeria or other Arab countries uses Classical Arabic (CA) in daily life, which is considered as an official form of Arabic that is used in special settings whereas Algerians used to speak their dialectal Arabic in ordinary conversations.

William Marçais used the term “Diglossia” in 1930 to describe the linguistic situation in Arabic-speaking countries:

Arabic language appears under two perceptibly different aspects : 1) a literary language so called written Arabic or regular or literal or classical, the only one that had always and everywhere been written in the past, the only one in which still today are written literary or scientific works, newspaper articles, Judiciary acts, private letters, in a word, everything that is written, but which exactly as it is, has perhaps never been spoken anywhere, and which in any case, is not spoken now anywhere;2) spoken idioms, patois... none of which has ever been written... but which everywhere and perhaps for a long time are the only language of conversation in all popular and cultural circles. (Marçais, 1930, p.401)

For Marçais, Arabic has two forms: the classical one is used for the written form and another used orally almost always. He considered CA as the language that has been always written but is not spoken. However, CA was not written in the “Djehilya” i.e. the pre-Islamic period. It was not even written during the Advent of Islam because it was written well after the prophet Mohamed (PBUH) died. It started with the first draft of Koran written by Othman Ibn Affan.

Ferguson, however, used the term “Diglossia” to describe a linguistic situation where two varieties of the same language, are used for different purposes. Like Marçais, Ferguson stated that there is a high variety and a low one. The dominant variety is used in formal settings and the other variety is used in informal spheres. He describes Diglossia as follows:

Diglossia is a relatively stable language situation in which, in addition to the primary dialects of the language (which may include a standard or regional standards), there is a very divergent, highly codified (often grammatically more

complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which learned largely by formal education and is used for most written and formal spoken purposes but it is not used by any sector of the community for ordinary conversation. (Ferguson, 1959.p. 16)

Ferguson (1969) explained and developed Diglossia in Arabic-speaking countries as well as in the German and the Greek communities. According to him, Diglossia is a kind of Bilingualism in a certain society in which one language is the high variety “H” and the other, which belongs to the same language, is the low “L” variety. He distinguished the two different varieties of the same language and he divided them according to their functions. He considered the high variety as the standard one, which is used in formal settings such as education and formal speech. However, the low variety is used in the non-standard situations and daily life; it is the medium of daily spoken and informal communication. Therefore, “L” is seen as inferior as opposed to “H”.

In this context, Ferguson describes the “H” as the “Superimposed variety, [...] which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation.” (Ferguson, 1959.p.245)

Classical Arabic is highly codified; it is the written form of Arabic whereas colloquial Arabic does not possess standard norms. These two varieties, either classical or colloquial co-exist side by side and are in complementary distribution, but they fulfil different functions. He adds, “These two varieties, classical and colloquial, exist side by side in the Arabic speech community in a Diglossia relationship.” (Ferguson, 1959, p.359)

1.1.2. Code switching/ Code mixing

In sociolinguistics, the term “Code Switching” refers to the use of two different languages, (codes) within the same sentence. It is the alternation of words of two languages, a situation where we use two distinct codes in our discourse. This happens very often among bilinguals who often switch between their two languages in the middle of a conversation. In Algeria, code switching is a very common linguistic phenomenon, which occurs every day whatever the type of the speech community. Gumperz defines code switching as “the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems.” (Gumperz, 1982, p.59). Code Switching can thus be observed among bilinguals or multilingual speakers speaking together when the speaker shifts from one language to another in the same utterance or in the same conversation.

Hamers and Blanc (1989) mention also some code-switching as a form of incompetence in both languages but not fully competent. The speaker shifts from one code to another when he/she does not know how to express themselves in one language. Yet, their point of view is not shared by a lot of people because we can consider code switching as a result of the contact of two languages. There is a language change, an influence. Hymes describes it as "a strategy of communication to compensate his lack of competence by using sometimes one language, sometimes the other to maximize the efficiency of the communication (Hymes, 1968.P.200)

Moreover, individuals can master both languages and switch between them in the middle of a conversation or either a sentence. It is not a lack of competence. This happens when people know more than one language and produce, in a conversation with other speakers a speech composed of two or more varieties.

Code Mixing is, to some extent, different from code switching but it is difficult to distinguish between them. Code Mixing occurs when people mix between two different varieties, two different codes. We speak about code mixing when a word or an item of the second language is interposed into a sentence which remains in a first language. It means that we change codes from one language to another, alternatively, in the same utterance. Within the same conversation, some words are taken in one language and others are taken from the other variety and are mixed together. Sometimes, a mixed code can serve as a marker of higher social prestige, of religious identity or professional status and it constitutes an act of identity.

1.1.3. Bilingualism

Bilingualism is the standard term that describes the situation in which two languages are used by a person or a group of people. Many definitions were given to Bilingualism. Weinreich (1953p.1) defines it as “the practice of using alternately two languages.” According to Bloomfield (1933.p.65), ‘being a bilingual equals being able to speak two languages. He suggests defining a bilingual as someone who has “the native-like control of two languages’. Furthermore, bilingualism is concerned with - at least - two languages when a speaker comes in contact with another one belonging to the same group, interacting in two different languages. The extent of bilingual competency differs from one person to another. The degree of fluency is not the same for all bilinguals.

According to Mackey (1968, p.555), bilingualism is concerned with “the alternate use of two or more languages by the same individual.” Bilingualism is a complex concept which comprises many variables so that every linguistic situation is taken into account. Algeria for example, is a good example of different types of bilingualism where Arabic/French bilingualism is the most common among the majority of Algerians.

Generally, two types of bilingualism are distinguished: **Societal bilingualism** and **individual bilingualism** (Bell, 1976). The former refers to a situation where in a given society two different languages are spoken; the latter refers to the situation where two languages are used by the same person taking into account various factors, including his/her level of education and socio-economic background including also their competence, within both the receptive and productive skills (Bell, 1976).

1.1.4. Language Contact

Language contact has attracted the interest of many researchers. It is described as a phenomenon where two or more distinct languages come into closest use within the same speech community. According to Weinreich (1974, p.1), “two or more languages are said to be in contact if they are used alternately by the same persons”. In addition, Yusuf (1999) argues that cultures should also be recognised for many situations of languages. Contact can be described as interactions of two cultures, resulting from several factors, on top of which are colonization, migration and wars. It is important to state that the phenomenon of language contact has resulted in what we call a Bilingual. Diebold (1964,p.496) goes further to describe the situation as:

Contact and convergence between two different languages or cultures results in a sociological situation wherein the same individual learns elements from a linguistic or cultural system other than his native system. Linguists refer to this learning situation as language contact and to the particular learning process as bilingualization. The individuals so involved are called bilinguals [...] When two languages come into contact, speakers of either language may learn elements of the other language. This acquisition of non-native language produces bilingualism.

In one of his latest works, Benrabah (2013) states that "a simple definition of language contact can be the use of more than one language in the same place -geographical area or speech community- at the same time"

1.1.5. Language Conflict

The presence of different languages in the same area can easily cause conflict. Language conflict arises from the social or political confrontation of different values and attitude comes of two or more groups which are in contact within the same society.

Benrabah (2013) stresses that "language conflict arises when people try to carve out space or their own tongue which expands to other linguistic territories." He adds, 'conflicts and the bitter arguments over linguistic issues that emerge as a result of linguistic rivalry and competition are often called 'language wars''. Language competition is then, driven by individuals organised as groups of language speakers who start having agreements by adopting certain language and rejecting another. Two types of language conflict are generally distinguishable:

1.1.5.1. Ethnic Language Conflict

Before analysing the term ethnic language conflict, it is important to point out that the term ethnic groups are communities whose members share a collective identity based on cultural values. Language is then, a symbolic feature of an ethnic group, in the sense that every ethnic group is deeply attached to his tongue, which is a symbol of identity. Liebkind (1989, p.143) declares "when ethnic group identity becomes important for individuals, they may attempt to make themselves favourably distinct on dimensions such as language".

According to Gurr (2000), two types of ethnic language conflict are distinguished; **internal ethnic language conflict**, and **external ethnic language conflict** (or ethno-Political language conflict). The former traditionally exists between linguistic minorities, which differ in norms and values. The multiplicity of indigenous minority languages in Nigeria is the good example. The latter refers to a conflict which exists between minorities and majorities. Gurr (2000.P.65) defines ethno-political conflict as “conflicts in which claims are made by a national or minority group against the state or against other political actors”.

1.1.5.2. Political Language Conflict

One fundamental source of political language conflicts is related to the inequality of distribution in social roles that assigned to languages in question. The dominant language generally tends to reserve certain fields of interest which are closely related to the government, education, economic institutions and media while the other languages are, to a higher extent, excluded from the state national agenda. This later type is the result of the incompatibility of languages and language attitudes shown between population groups of different socioeconomic structures. Nelde (1987.P. 35) says that "the height of a political language conflict is reached when all conflict factors are combined in a single symbol, language, and quarrels and struggles in very different areas as [politics, economics, administration and education] appear under the heading language conflict". According to Benrabah (2013), ethnic language conflict is the most common.

1.2. The Sociolinguistic Situation in Algeria and Language Conflict

Algeria presents a very interesting example for the study of languages in general and language planning policies. This section provides a brief historical sociolinguistic background of the country and how the French colonialism and the political situation of Algeria led to the country's multilingual status. In particular, three policies/phases have contributed to the creation of language conflict in Algeria. Building on the previous section, this part discusses how Algeria, as the largest French speaking country after France, has gone from *Frenchification* to *Arabisation*, to deciding to follow the stream of globalisation and adopting English as the second language of the country.

1.2.1. Overview

Algeria pre 1830 was a bilingual country. Almost half of its population spoke Tamazight, while the rest spoke Arabic. Both groups coexisted peacefully in the region until the French colonialism settled in. The vast majority of the population, regardless of what language they spoke, were Muslims sharing similar rituals but slightly different cultural practices. Many varieties were spoken by the Algerian people; the Kabyle, the Chaouia, the Tamachaq, and the Mozabi are the principles of the Tamazight language. According to Tabory and Mala, (1987.P.64):

The Algerian situation is complex, as it is a crossroad of tensions between French, the colonial language, and Arabic, the new national language; classical Arabic versus colloquial Algerian Arabic, and the various Berber dialects versus Arabic. The lessons from the Algerian situation may be usefully applied to analogous situation by states planning their linguistic, educational, and cultural policies.

1.2.2. Language Policy during Colonialism (Frenchification)

As Gordan (1962, p.7) states, when Portuguese colonized, they built churches; when the British colonized, they built trading stations; when the French colonized, they Built schools”. During French colonialism (1830-1962), French authorities attempted to restructure the Algerian identity according to their Western criteria, economic progress, and initiating anti-Arabic, pro-French language. They were projected to the spread of French as being the language of modern, and prestigious, and aimed to eradicate Arabic, which is the medium of Islamic teaching and a symbol of national and religious identity. This policy, which is also known as the *Frenchification* policy, aimed at spreading French in order to be the forefront of their domination in the educational system in Algerian schools and later in the Algerian community.

1.2.3. Post-independence Algeria

1.2.3.1. Arabisation

“Without recovering that essential and important element which is the national language, our efforts would be vain, our personality incomplete, and our entity a body without a soul” (qtd. in Mostari, 2004, p.26). To begin with, Arabisation, as a policy, has been introduced in a very critical period and has provoked many reactions amongst Algerians. It is a language education policy that took place in Algeria after the independence in 1962. It aimed at making education based on the Arabic language instead of French because it reflects more the Arabic personality and identity and slips away from all and anything that has a relation with the French culture.

After 1962, there was a great debate about which language will be more suitable to implement as a language of instruction in the newly independent Algeria. Some preferred French because it is more modern and adequate as a language of technology; but most

importantly because they were educated in French, so they were anti-Arabization. Another group supported Arabization since it represents and reflects the Algerian identity and culture. Their aim was to restore the status of the Arabic language and Islam in an independent Algeria, accompanied with the reinforcement of the ties with the Arab world (Arab cohesion). Benrabeh 2009, for example, states that this group adopted the Arabic language because it is the language of the Quran. Officials in independent Algeria reacted in a hostile way regarding French and were very inclined to see it replaced by the national language, Arabic. Ennaji (1991) said, “the French language was not the only excluded language, but even Berber. The Arabic language was the official language not only in the education sector; all government papers, administration, as well as media were obliged to conduct in Arabic.” (p.17).

After officially announcing Arabization by the president Ahmed Ben Bella in 1963, French language became less important at schools with all levels. At the same time, there was a lack of Algerian teachers, so the Algerian government started from 1964 the recruitment of thousands of Egyptian teachers. According to Abu-Haider (2000, p.154), “most of these teachers did not succeed because of the problems of their spoken Arabic and their traditional pedagogy (learning by rote and class recitation, physical punishment and so on).”

During the presidency of Houari Boumediene, Arabization was an affirmation that Algeria is an Arabo-Islamic entity. However, French was still widely used in public spheres, and that was considered as a criticism of the policy because it ignored the linguistic diversity of the Algeria and which because it was implemented without a thorough planning.

This policy was considered as a failure, and its weaknesses are still seen nowadays. Also, it was well expressed by the first minister Taleb Ibrahimi in 1960s who said that “*this Arabization will not work but we have to do it*”. The failure of Arabization policy led the Algerian government to take serious measures towards bilingualism; this was implemented

through schooling reformation with a return to Arabic-French bilingualism in schools and higher education.

1.2.3.2. French in post-independence

Nowadays, the government institutions and public services related to various ministries in Algeria use the French language. So, to get a respected job or to move up to a respected position in society, one has to master this language. Today, French plays a prominent role in the Algerian society and shares with standard Arabic a high status. It is taught from the third year of the primary school and it is used in different domains particularly private and higher education, science, technology, tourism, and media. The scientific streams and industry are also operating in French, which is the tool that brings modern ideas and ‘prestige’, as it helps the country in economic and technology developments. French is not present in the Algerian constitution however, neither as a national language nor an official one. Furthermore, its role has been gradually changing due to how English is spreading worldwide.

1.2.3.3 English in Contemporary Algeria

English language has a promising future in Algeria. It is today considered as the second foreign language. Its position took a turning point since 2000, where the government introduced the new educational reform that was mostly supported by the United States. The main change in this reform was that English should be taught as early as the first year in the middle school.

The application of this shift and giving the English language such a status was an effect of several causes; the Arabization policy resulted in a generation of teachers not really open to the world and about foreign languages because it attempts to shed light on teaching Arabic at the expense of other languages (English and French). On the other hand, Benrabah (2007) mentioned that "the early 2000 were characterized by the transition to globalized pedagogy or

the free market economy. It is also related to the high cooperation with the United States of America and Canada who are committed to freely support this educational reform policy in Algeria". English nowadays is the main tool for Algerians to integrate with most important and modern fields worldwide. Also, English has its noticeable effect on economical side, as well as it has a great role in nowadays Algerian communication and use. A high percentage of the community, from different ages, are trying to learn this international language because of its significance in almost all fields of life.

1.2.3.4. The 2019 Hirak and Language Issue

The recent events of the so-called Hirak that started in February 2019 in Algeria as a political movement and a reaction to the Algerian regime has provoked the youth of the country to look back at the languages they use to transfer their messages and demands and to be heard outside Algeria. Then, they started to use English more often to right their banners. The Hirak was like a wakeup call for the Algerians which led them to call for more change including education, particularly the status of French. Months later, the Algerian people asked for English to replace French in schools, higher education and even administration. This led the minister of higher education to launch an online survey through which people can vote for which language they prefer to study. As expected, over 90% voted for English, this can be considered as a steppingstone leading to the formation of less or non-frenchified Algeria.

Conclusion

Concepts and issues discussed in this chapter highlighted the sociolinguistic situation in Algeria. More specifically, it shed some light on the common language conflict in the country between Arabic and French, and the uprising one between French and English. The latter got fame following the 2019 Hirak in Algeria, which evoked conflicting stances and views among Algerians.

Chapter Two : Results and Discussion

Introduction

In the first two chapters, the literature about the linguistic and sociolinguistic situation in Algeria has been presented and discussed. In this chapter, the practical part will be discussed. It is divided into two sections. The first section of this chapter presents the method adopted in this study. The second section of the chapter is dedicated to analysing and interpreting the collected data.

2.1. Method

In this study, we adopted a qualitative research design rather than a quantitative one because the focus of the research is on the meaning individuals create. According to Creswell (2014, p. 4), qualitative design is:

an approach for exploring and understanding the meaning individuals or groups ascribe to a social or a human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data.

2.1.1. Objectives

This research aimed at the following:

1. To investigate the teachers' and master's students' attitudes and stances towards the status of Arabic and French, and the conflict between them today.
2. To define the most wanted and effective foreign language for the Algerians: English vs. French.
3. To find out the reasons behind the French-English language conflict.

2.1.2. Research questions

The following research questions were touched upon:

1. What attitudes and stances do the teachers and students have towards the status of Arabic and French, and the conflict between them today (after Al-Hirak)?
2. What is, according to EFL teachers and Master students, the most wanted and practical foreign language to be adopted in Algeria: French or English?
3. What are the reasons behind the French-English language conflict in Algeria?

2.1.3. Sampling

The population of this study is comprised of EFL teachers and second year Master students at the department of English, Abbas Laghrour University. The total number of students is 137 while teachers are 19. The sample selected for the study was shaped by the current circumstances in the country of the pandemic (Covid-19). Because the university was closed, we reached the participants through Facebook. Therefore, our sample was limited to students having a facebook account and only those we could reach and accepted to participate. For the teachers, the task was easier as we could reach them through their emails. Accordingly, our sample consisted of 31 students and 16 teachers, who were all randomly selected.

The reason behind choosing the teachers and 2nd year Master's students for this study is our endeavour to investigate the language conflict in Algeria through the eyes of people specialized in the field of languages and who are among the elite of the society. This would give new insights about the linguistic issue under investigation.

2.1.4. Data Collection Tools

Given the qualitative nature of the study and the research objectives, the questionnaire was selected as the suitable research tool to investigate the participants' attitudes and stances.

The questionnaire consisted of 16 questions, divided into 3 sections: general information, Arabic vs. French conflict, and English vs. French conflict. It was administered to the participants online (through Facebook to the student participants, and through email to the teachers).

2.1. Analysis and Interpretation

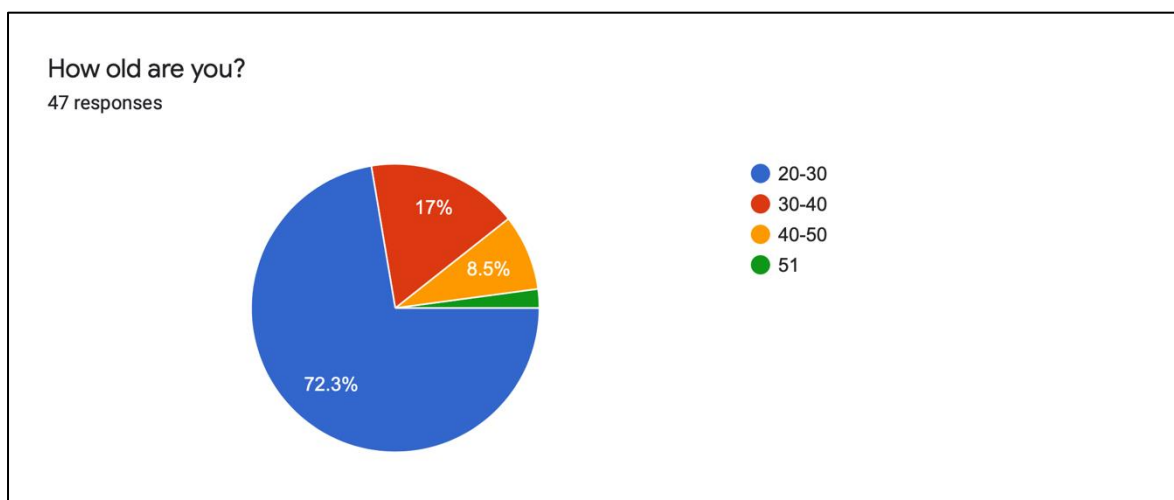
2.2.1. Background information

Question One: How old are you?

Table 1
Age of Participants

Age range	N	Percentages
20-30	34	72.3%
30-40	8	17%
40-50	4	8.5%
51	1	2.2%
Total	47	100%

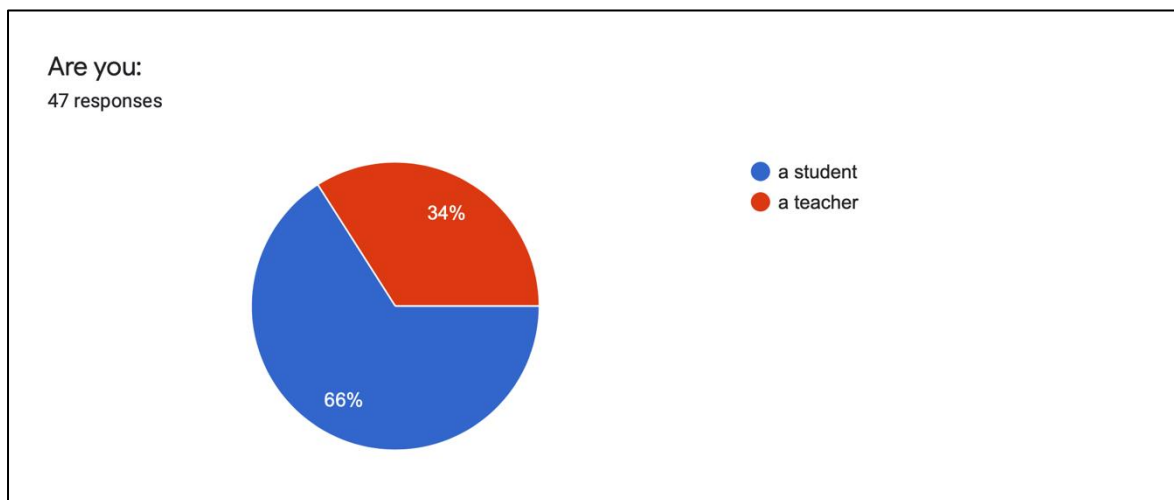
Figure 1
The Participants' Age



As shown in Figure 1, the majority of respondents are aged between 20 and 30 years old. This includes both teachers and master's students. Indeed, this category represents the same prevailing category among AL-Hirak protestors in Algeria. Moreover, These are considered to be the younger generation who in a way are not as French influenced as the minority of respondent (5) who are aged over 40 years old and are less likely to adopt to the new world in which English is dominating. The majority of respondents are therefore more exposed to learn and use English to integrate in today's globalized world.

Question Two : Are you a student or a teacher?

Figure 2.
Participants' profession/background.



The second question tackled the background of the respondents. The aim of the questionnaire was to get answers from both students and teachers but due to the basic fact that Master students are numerous in comparison to teachers and that not all students are on social media (where the questionnaire was distributed), over 60% of the individuals who took part in the study identified themselves as students; the rest 34% were teachers. This means that out of

19 teachers at the Department of English at Abbas Laghrour University, 16 answered the questionnaire.

Question Three: Are you male or female?

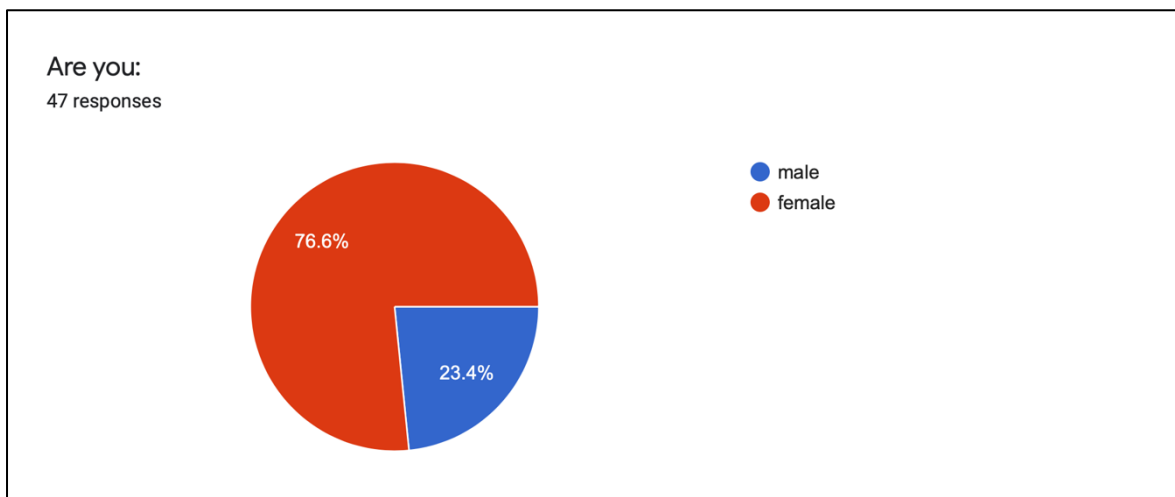
Table 2

The Participants' Gender

Gender	N	Percentages
Male	9	23.4%
Female	36	76.6%
Total	47	100%

Figure 3

The Participants' gender



As shown in Figure 3, 36 out of 47 participants are females. This high percentage of females in comparison to males in our sample is natural because females represent the

majority in the department of English, at Abbas Laghrour University, both among students and teachers.

2.2.2. Arabic (Standard/Colloquial) vs. French

Question Four: Do you think Arabic is underestimated in comparison to French in Algeria?

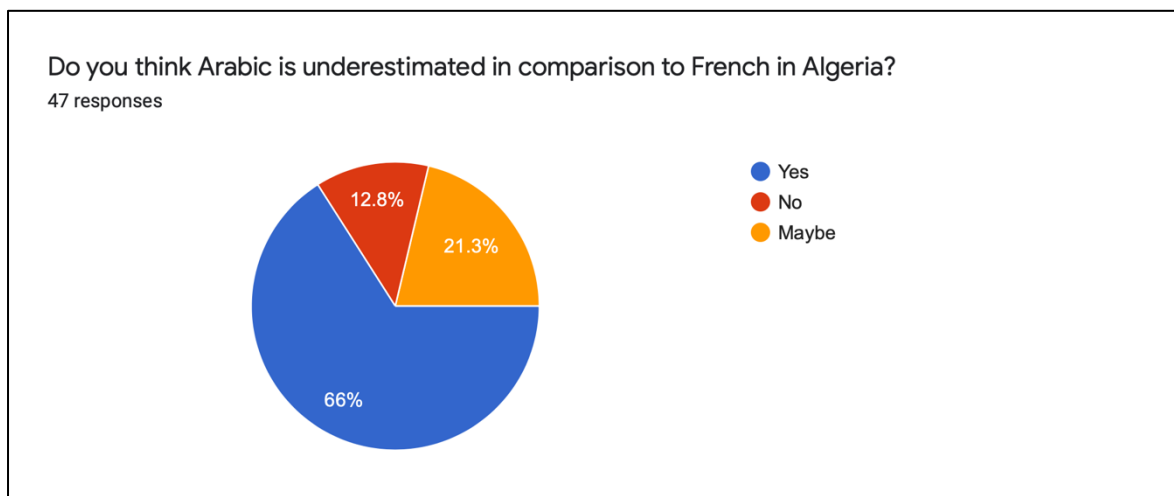
Table 3

Participants' opinions towards the status of Arabic in front of French in Algeria

Answers	N	Percentages
Yes	31	66%
No	6	12.8%
May be	10	21.3%
Total	47	100%

Figure 4

The status of Arabic vs. French in Algeria



Most respondents (31) strongly believe that Arabic is still underestimated in Algeria today in comparison to French. This, without a doubt, is the long-lasting effect of the French colonialism that lasted for over 130 years (1830-1962) after which the language and culture of the country have been largely affected. 21.3 % of the respondents are not sure if French is overestimated in Algeria. These might be the ones who are using and surrounded by people who use Arabic more than French in their day to day communication. It is interesting to note that the minority (6 respondents) disagrees with the statement and believe that Arabic is not underestimated. These, for sure, are members of the community who treat French as a foreign language. This, however, does not mean that these individuals are not able to use French; it may be a sign of nationalism and pride.

Question Five:

How do you react to or view the use of French in the Algerian administration (including the local administration and the government)?

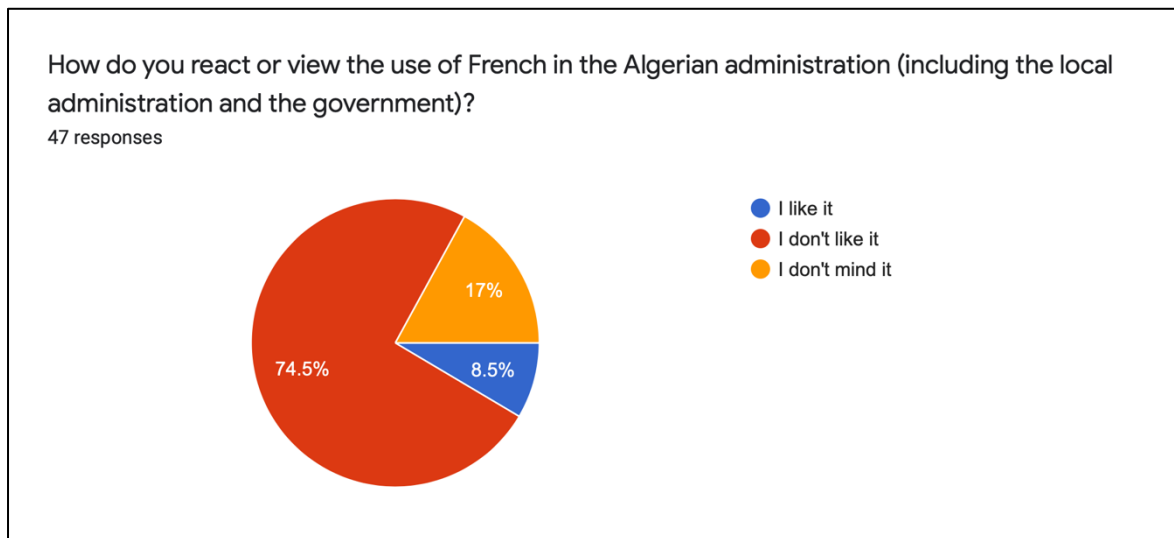
Table 4

The Participants' perceptions regarding the use of French in administrative sectors

Answers	N	Percentages
I like it	8	17%
I don't Like it	35	74.6%
I don't mind it	4	8.5%
Total	47	100

Figure 5

The Participants' perceptions regarding the use of French in administrative sectors



As shown in Figure 5, the vast majority of individuals (35) are against the use of French in official and administrative settings. This shows that French is indeed dominating official contexts in the country and not only the social life of people. They want to restore the status of Arabic and move beyond this language colonialism that France has left behind. It also shows that although Algerians are not happy with this dominance of French, it is still used in formal correspondence and communication in the country. An interesting 17% of the respondents said that they do not mind the use of French in official setting. These can be those who are bilinguals and do not have any problem communicating in both languages (Arabic and French), this however, does not suggest that the first group is not bilingual, it suggests that this groups does not have an emotional attachment to either languages. Turning to the minority of respondents, they reported that they like the use of French in such official settings. This can have two interpretations: either they use French mostly, or only, in their households which means they are not as competent in Arabic; or they see French as having a higher status in comparison to Arabic which is the problematic situation.

Question Six:

What do you think of the use of French at universities and public spheres (markets, media, advertisement, papers and books, etc.)?

Although this is an open question, the answers of the respondents fell into four categories: those who are completely against this phenomenon, the second category is comprised of the individuals who do not mind the use of French in higher education institutions and public spheres, the third one represents those who perceive French as a better alternative of Arabic and the last category covers people who immediately called for the replacement of French with English.

Turning back to the respondents' answers, 21 expressed anger over how French is overused in educational and social settings; there was a range of interpretations of this situations most of which brought up the historical background of the country and expressed that using French in almost all domains in this intensity is a sign of a continuing colonialism. One teacher said that is a kind of *'Post-colonial dependence'*, one of the students said: *'I think French is overhyped. The overuse of French in most administrations is contradictory to the fact of Arabic being the national language.'* Similarly, and interestingly, another student linked this situation to religion and Islam, she added: *'I would say it's inappropriate for a country that claims that it is a Muslim Arabic one'*

The second category of respondents included 6 students. They said that they do not mind using French as a language of communication as long as it does not overstep Arabic; one student stated, *'As a mean of communication, it is brilliant to master and to use it, but that does not mean to underestimate your own language.'* One teacher did not explicitly agree or disagree but suggested that using French does not mean everyone should or have to use it:

'It's kind of representing themselves Algerians think that they will appear cultivated if they speak in French'

The next, and the smallest category is about individuals who are positively thinking that using French is good; these are four respondents who are encouraging the imbalance between French and Arabic, one student said that *'it's normal'* and another one said: *'very good'*. One rather interesting response shared by another student was *'what's the problem?'*

The last category comprising of mostly teachers and a few students said that a shift to English is needed as French is no longer useful outside Algeria, one teacher reported: *'We should shift to English ASAP'* Together, the first two categories and this last one form the vast majority of views who are not only happy with the use of French, but also sees it as an old fashion medium of communication that should be replaced with the world' language: English.

Question Seven

French is used by some people in their daily life, what do you think of this phenomenon?

Following the previous questions, students and teachers were asked to express their views concerning the use of French in the Algerian society (informal settings). Like previous questions, answers were divided between those in favour and those who are against this phenomenon; also, several respondents agreed that it is not a bad thing to use French occasionally. According to one teacher:

I think it is a direct consequence of French colonialism. Personally, I don't use French unless I have to despite I am highly proficient. Very few people in France are interested in our culture, language, or simply who we are. I may quote Mark Twain who once said: "In Paris they just simply opened their eyes and stared when we spoke to them in French! We never did succeed in making those idiots

understand their own language." In short, getting rid of French is a kind of a second Independence Day like the 5th of July.

This is an example of the individuals who strongly believe that using French in day to day communication is an extension of the colonial culture. Next to that, the following category represents people in favour of speaking French arguing that it is a sign of bilingualism; for example, one participant claims: *'As someone who does too, I think it's part of cultural diversity that includes many languages'* another one suggested:

well it is ok to see people being bilingual, but those people need to make sure such behaviours will not lead them to throwing away their own language because it is their identity that matters the most even more than being bilingual

The last group of respondents are happy with the current situation in Algeria regarding how French and Arabic are sometimes equally used by the public; these represent the minority, but it should be mentioned that all but one are females. One of them explains: *'I don't mind the use of French in daily life as it is a personal preference.'*

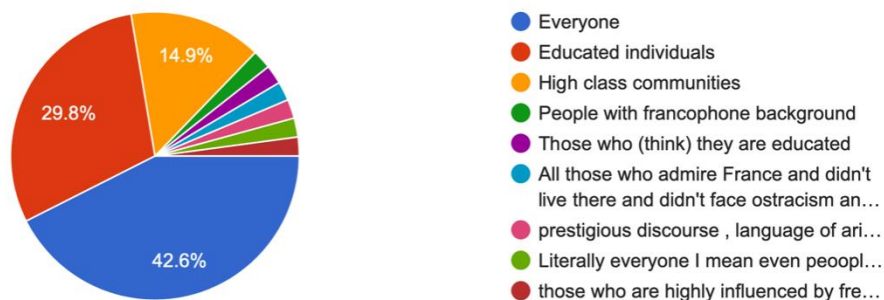
Question Eight

In Algeria, who do you think use French the most?

Figure 6

Participants' Estimate French Users in Algeria.

In Algeria, who do you think use French the most?
47 responses



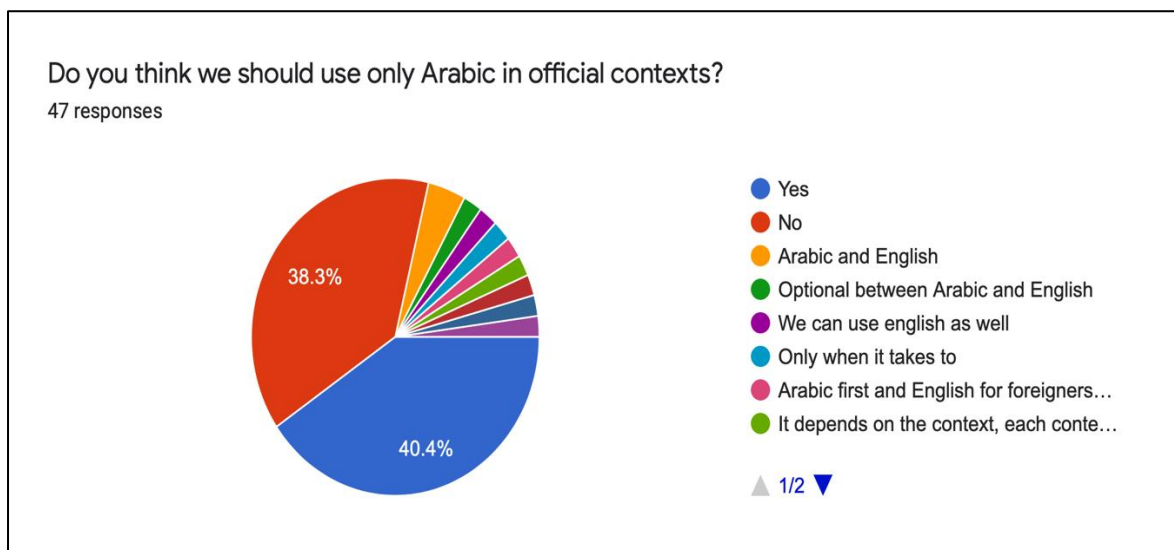
To find out who uses French the most amongst Algerians, participants were asked to answer the above question and were encouraged to express their views without any restricted choices. Surprisingly, most of them (21) reported that everyone in Algeria speaks French regardless of the level of proficiency; this can mean that French speakers range from those who just code switch and mix to fluent bilinguals. Next in line were 14 participants who asserted that educated individuals use French more than regular people; this is first and foremost due to the fact that back during the colonial period, education was in French and the current fact that almost all scientific subjects are taught in French. The third group of Algerian French speakers are, according to the respondents, the ‘high class communities’; these include families who use French even in their households and may consider it as their first language instead of Arabic or Tamazight. The rest of the answers revolved around the idea of people with Francophone background, and to use an example from the data, one teacher shared ‘*Those who (think) they are educated*’

Question Nine

Do you think we should use only Arabic in official contexts?

Figure 7

Participants’ Attitudes towards the Use of Arabic Only.



When the sample group was asked about its preferred language for official contexts, a majority of 19 individuals agreed that Arabic should be used while 18 of them disagreed against using only Arabic. The rest 10 shared slightly different views most of which brought up the idea of switching between Arabic and English rather than restricting the people to one language. Only one respondent suggested using Spanish for reasons of practicality. Interestingly, French was not at all mentioned in the answers. This can be linked to the fact that all participants are strongly tied to English due to their profession and more obvious fact that English nowadays is dominating all domains worldwide.

Question Ten

Is the use of French over Arabic a sign of a lost identity?

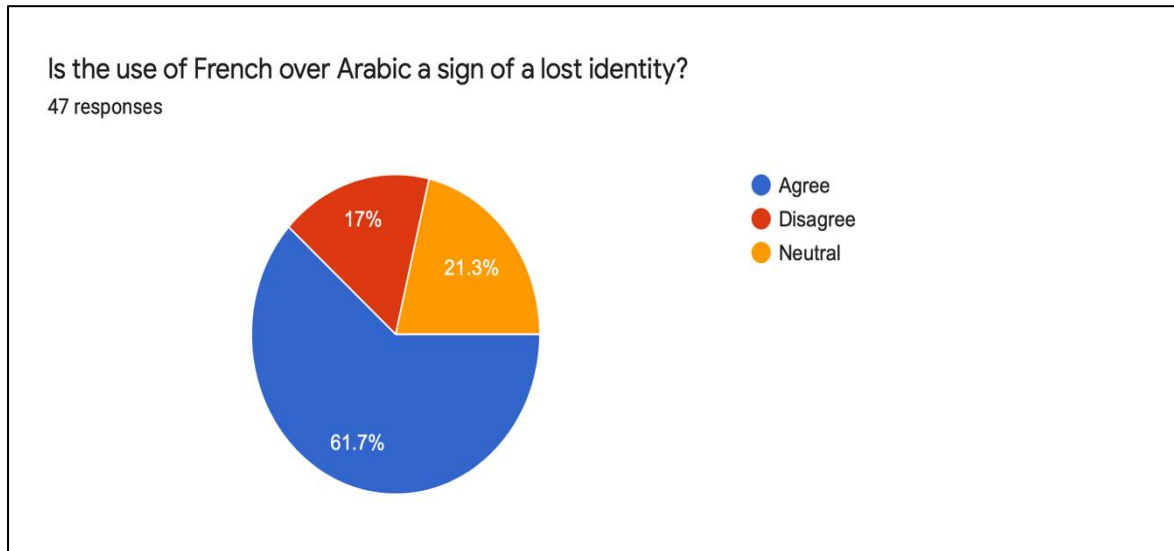
Table 5

Views on the Relationship between French and National Identity

Answers	N	Percentages
Agree	29	61.7%
Disagree	8	17%
Neutral	11	21.3%
Total	47	100%

Figure 8

Participants' Views of the relationship between the use of French and National Identity



It was important for this study to explicitly ask participants about whether or not there is a relationship between the use of French in Algeria and national identity. As expected, 61%, that is 29 individuals, agree that favouring French over Arabic mirrors a loss of identity. This is not surprising given the long history of war and political conflicts between both countries. 10 respondents were neutral; they do not see French as a big threat to the national identity. The remaining 8 showed disagreement with the statement.

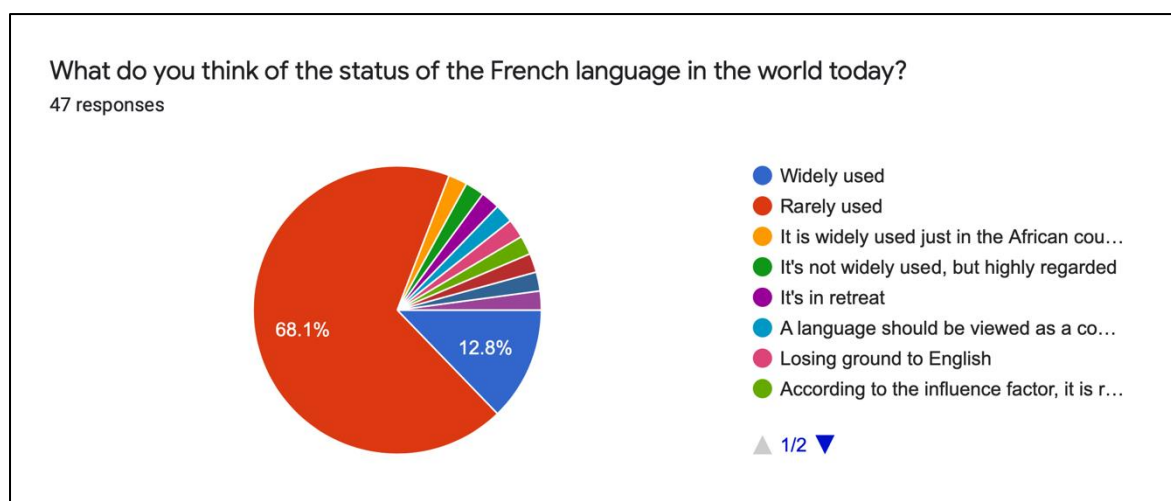
French vs. English

Question Eleven

What do you think of the status of French in the world today?

Figure 9

The status of French worldwide



As shown in Figure 9, the vast majority of participants agree that French is rarely used in the world today; this is not surprising since French has never been as popular as English is today. Yet, an interesting 12% claims that French is indeed widely spoken despite globalisation; this might be another outcome of colonialism. The rest of the participants shared interesting ideas; according to them, French is widely used in the ex-colonies of France only; one teacher stresses that it is *'Shrinking gradually till be restricted to its original native nations where it is officially spoken.'*

Question Twelve

Do you think French is keeping Algeria from coping with the fast development in the world?

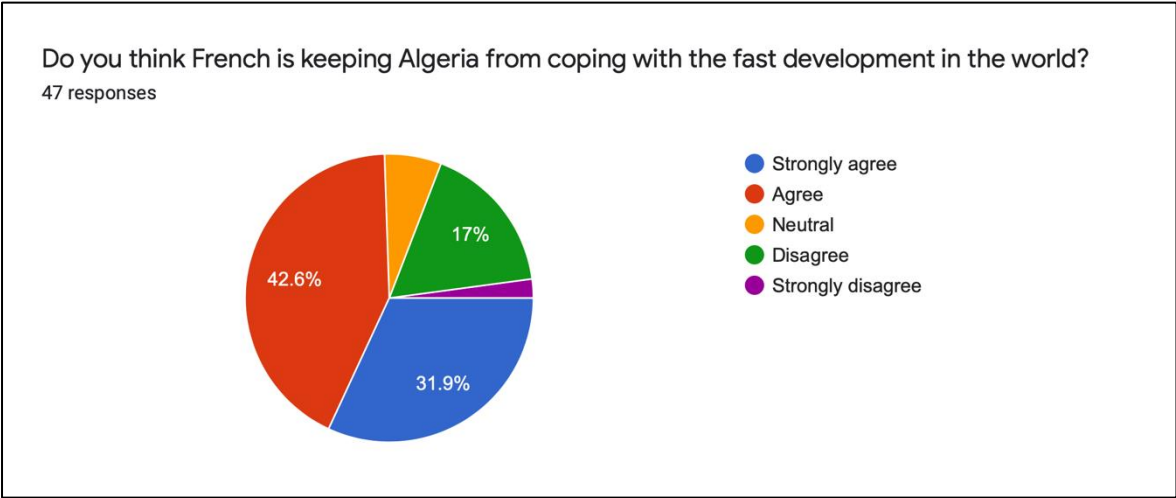
Table 6

French in Algeria and the Country's Development

Answers	N	Percentages
Strongly agree	14	31.9%
agree	20	42.6%
neutral	3	6%
Disagree	8	17%
Strongly disagree	2	3.5%
Total	47	100%

Figure 10

Participants' attitudes towards the relationship between French in Algeria and the country's development



This was a necessary question to ask the respondents following the previous one. As a former colony of France, it might be the case that Algeria is not yet able to get rid of French; this was confirmed by 34 participants who either agreed, or strongly agreed with the

statement. 17% disagreed while an interesting 3.5% strongly argued against such a statement. This expresses to what extent most participants refuse French as being the second language in Algeria as it is hindering it from accelerating towards development in all fields as language is crucial in such a process. In other words, the participants, as experts and specialised in the field of language, call indirectly for getting rid of French and adopting the language that fits more coping up with the changes in the world, especially in science and economics.

Question Thirteen

Should we replace French with English in official spheres in Algeria?

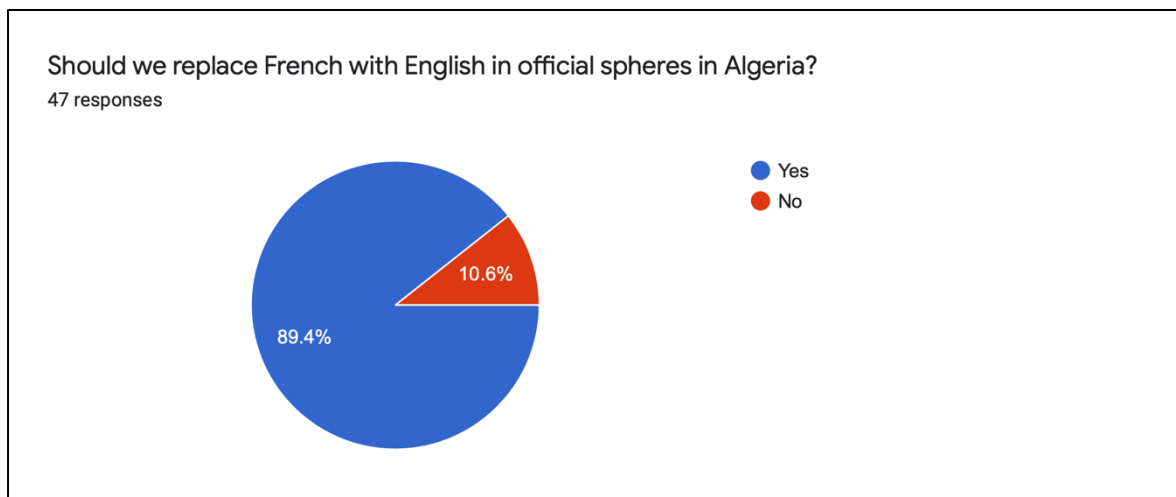
Table 7

The replacement of French with English in Official Spheres

Answers	N	Percentages
yes	42	89.4%
no	5	10.6%
Total	47	100%

Figure 11

Participants' opinions about the replacement of French with English language in official spheres



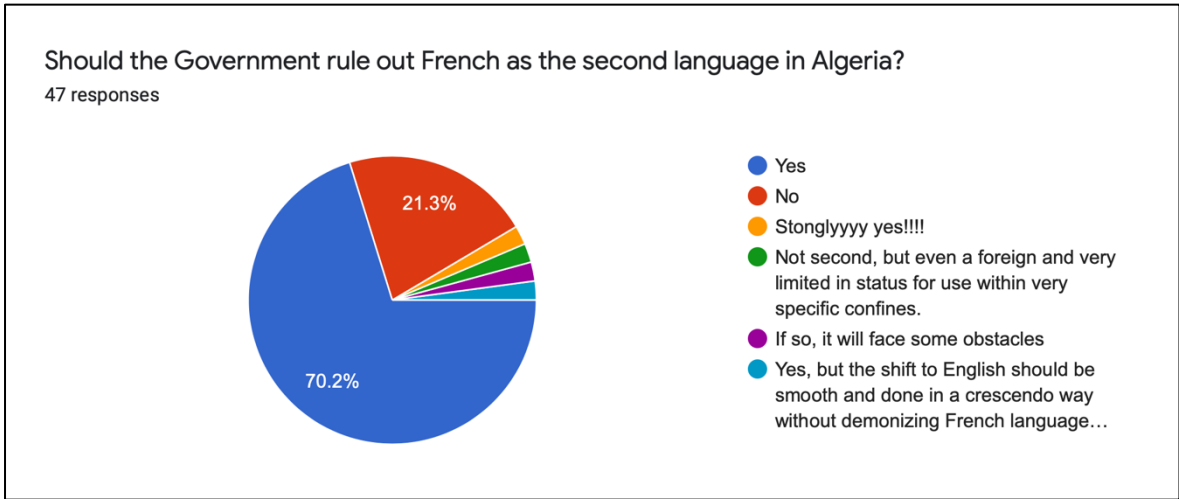
Although this question has been implicitly answered a couple of times before, the idea of replacing French with English in Algeria was explicitly investigated in this question. The majority of the participants (almost 90%) explicitly stated that it is time to replace French with the language of modernity and global treatment, English. Only 10.6% disagreed with the idea (the reasons are out of the scope of the study). This expresses that there is a serious conflict between English and French in Algeria, where English is favoured according to the participants in the study. Because the majority are for the replacement of French with English, it can be stated that English is becoming a need in Algeria today more than ever.

Question Fourteen

Should the government rule out French as the second language in Algeria?

Figure 12

The Treatment of French as a second language by the Algerian Government



The data related to this question revealed that over 70% of the respondents see that it is the time that the government rule out French of its institutions. 10 participants (21%) disagreed with the statement; this can be linked to the fact that their educational and social backgrounds are Frenchified. The rest of the participants shared some interesting insights; for example, one teacher stated: *‘Yes, but the shift to English should be smooth and done in a crescendo way without demonizing French language and using the dichotomy of colonizer vs. colonized’*, another student shared a similar idea and highlighted that this movement can be challenging, she said: *‘If so, it will face some obstacles.’* However, it is clear, according to the participants' views, that the need to get rid of French is more than urgent today, and French is no longer welcomed in the official spheres in Algeria.

Question Fifteen

Would English help in the development of the academic and scientific field in Algeria?

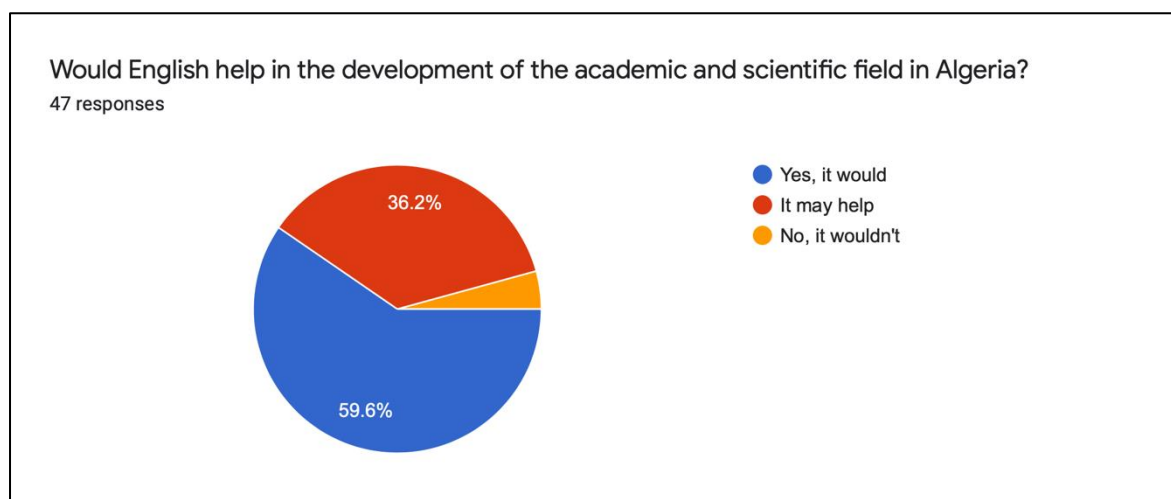
Table 8

English and Algeria's development in the Academic and Scientific Field

Answers	N	Percentages
Yes	28	59.6%
No	2	4.2%
It may help	17	36.2%
Total	47	100%

Figure 13

Participants' attitudes towards the effect of English language on academic and scientific field
in Algeria



This question investigated whether English could help in the development of the country, namely in the academic and scientific field. More than half of the respondents reacted in a positive way towards the effectiveness of English (almost 60% of participants answered ‘yes, it would’). This means that they believe that English would be very helpful since it is an international language, and would be a good move by the government. Another category (more than 36%) said that it may help, these are the ones who are not sure yet that Algeria can adopt English language successfully in all its educational institutions (primary, middle, secondary schools and higher education). The last category represents the minority of participants (2) who claim that the switch from French to English is not going to improve academia in Algeria. It is unfair to say that these two individuals are against or do not see that English would help because they have a Francophone background; they might not see a near future where Algeria is completely free from French because such a shift requires time and good planning, and because French is not embedded in education only, it is part of our local dialect.

Question Sixteen

Do you think English should be used as the second language in Algerian education starting from primary school through to University?

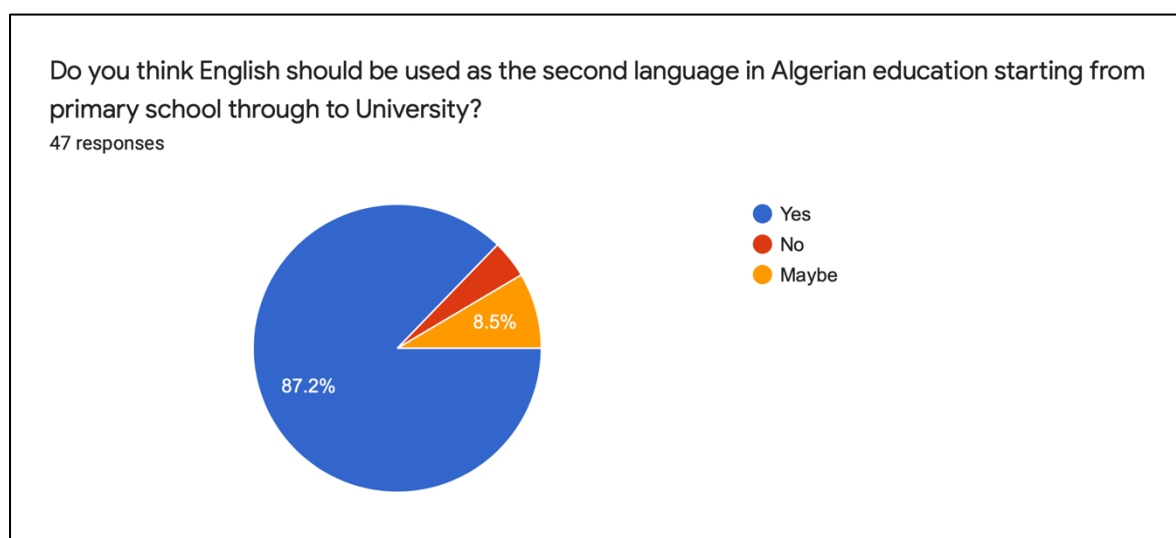
Table 9

Inclusion of English as the second language in the educational system

Answers	N	Percentages
Yes	41	87.2%
No	2	4.2%
May be	4	8.5%
Total	47	100%

Figure 14

Implementation of English language as a second language in the Algerian Education



The last question aimed at exploring if English should be the second language in the Algerian educational system starting from primary school to university. The highest percentage (over 87%) said 'yes' for the shift or movement to English in our educational system (at all levels). This shows that the vast majority of Algerians are really looking forward to implementing this change at all costs. Like the previous question, 8% of the respondents showed hesitation towards this step while only 4% disagreed.

To sum, based on the findings (results and their interpretation), the attitudes and views of the teachers and Master's students at the department of English, Abbas Laghrour University, reflected the serious language conflict existing nowadays in post-Hirak Algeria. The conflict is divided into a reoccurring one and a new one. The reoccurring one is that between Arabic and French, which surfaced prominently because of ideological issues raised in Al-Hirak. The teachers and students proved that Arabic should take back its status as the first language in the country, and that its underestimation should be ended by the government vis-a-vis the dominance of French. Moreover, most of them, showed the need to end the presence of French in all spheres in the country.

The second uprising conflict is that between French and English. Indeed, this was one the crucial issues raised in Al-Hirak because we had witnessed little of that conflict in the pre-Hirak Algeria. According to the teachers and students in our study, English must immediately take its place in the country as the second language and be included in the educational system, replacing the 'dead' French. English got this support from them because of its importance and effectiveness in developing Algeria in all domains.

Based on these findings, French is gradually losing its place in Algeria in front of Arabic and English. It is clear according to what the teachers and students, who are among the elite

and specialised in the field of languages, that the language conflict in Algeria is very important and strongly tied to the country's identity and future.

Conclusion

The aim of this chapter was to provide a detailed account of the analysed data and its interpretations. Questions aimed to explore EFL teachers and Master students' attitudes towards the current sociolinguistic situation in Algeria and newly raised conflict between French and English in the country. Both teachers and students have shared interesting insights as to how to shift from French to English. Also, both categories agreed that this shift is not easy and should be taken slowly.

General Conclusion

As it has been mentioned a couple of times in the literature review, the sociolinguistic situation in multilingual Algeria is a quite complex one; the presence of several languages and dialects in the country have led the Algerian people to code mix and switch between Informal Arabic (Derja) or Tamazight and its variations and other foreign languages mainly French and English, respectively. For over five decades, French kept being the foreign language number one in the society, sometimes even used as a first language. However, for the last decade, English has also flourished in Algeria and people starting learning and using English more often to launch bridges with the world.

This study has focused on investigating EFL teachers and Master's students' (department of English, Abbas Laghrour University) attitudes towards the current language contact/conflict in Algeria. It attempted to find out the real status of each language (Arabic, French, and English) in the society. Also, we attempted to find out what's the most wanted foreign language as a language of science and technology. Next to that came the reasons behind this language contact/conflict in the Algerian country. Therefore, we formed and administered a questionnaire for both EFL teachers and master students in order to see how they are in touch with this phenomenon, and how they are thinking about the contemporary sociolinguistic situation in Algeria.

The study revealed that both EFL teachers and students agreed that Arabic should be the first language in all fields. However, French should be replaced by English as a language of science and technology. This demand came as result of a combination of factors such as Globalization, Colonialism remnants, Immigration, etc.

Based on the study findings, the research questions are answered as follows:

1. *What attitudes and stances do the teachers and students have towards the status of Arabic and French, and the conflict between them today (after Al-Hirak)?*

The vast majority of both teachers and students have negative attitudes towards the current status of French in Algeria and argue that Arabic is still neglected and should gain its status as an official first language back especially after the recent events of the Hirak which succeeded in provoking the majority of the Algerians.

2. *What is, according to EFL teachers and Master students, the most wanted and practical foreign language to be adopted in Algeria: French or English?*

Most participants of both categories strongly agree that it is time for English to be adopted as the first foreign language in all sectors due to its practicality and wide use internationally. Again, the Hirak was like a wakeup call for most citizens who insisted on using English to make their worries and demands heard worldwide.

3. *What are the reasons behind the French-English language conflict in Algeria?*

According to both teachers and students, the conflict between French and English languages in Algeria goes back to the history of the country. French is deemed to be the most used, yet problematic because at some point during colonialism, Arabic was banned from official contexts mainly schools which resulted in most of the Algerians using French as a first language. English on the other hand, is the language of Globalisation and the international language so from the point of view of participants, continuing using French only, or more than English is only going to lessen Algeria's chances of getting integrated in the world.

Accordingly, the following conclusions have been made:

- Arabic should be the first language in the country starting from Education till Administration.
- English language is the most wanted, effective language amongst the Algerian social milieu, and should immediately replace French.

- Globalization and the value of English nowadays greatly influenced both the Algerian government and people to move towards this big change.

List of References

- Abu-Haidar, F. (2000). Arabization in Algeria: International journal of Francophone Studies.
- Bell, T. D. (1976). *Sociolinguistics – goals, approaches and problems*. London: Batsford Academic and Educational Ltd.
- Benrabah, M. (2007). Language maintenance and spread: French in Algeria. *International Journal of Francophone Studies*. 10 (1-2), 193-215.
- Benrabah, M. (2009). 'Open' and 'closed' languages in the postcolonial era. *International Journal of Francophone Studies*, 12(2&3), 253-269.
- Benrabah, M. (2013). *Language conflict in Algeria from colonialism to post-independence* (Multilingual matters (Series); 154). Bristol: Multilingual Matters.
- Bloomfield, L. (1933) *Language*. New York: Holt.
- Burns, N. and Grove, S.K. (2001). *The Practice of Nursing Research, Conduct, Critique, and Utilization*. 4th Edition, W.B. Saunders Company, Philadelphia.
- Creswell, J. W. (2014). *Research design*. 4th edn. Los Angeles: Sage Publications.
- DIEBOLD, A. (1964) *Incipient Bilingualism*. Language in Culture and society. Harper and Row editions. USA
- Ennaji, M. (1991) Aspects of Multilingualism in the Meghreb. *International Journal of Sociology of Language*.
- FERGUSON, C.A. (1959) *Language structure and language use*. Essays by C.A Ferguson. Stanford University Press. 1971.
- Gordon, D. (1966). *The passing of French Algeria*. London, New York: Oxford University Press.
- Hamers, J. & Blanc, M. (1983). *Bilingualite et bilingualism*. Pierre Mardaga, Bruxelles.
- HYMES, D. (1968) *The ethnography of speaking*. The Hague: Mouton.

- LIEBKIND, K (1989) *New Identities in Europe*, Aldershot: Gower Mac
- Giolla Chríost, D. (2004) *Language, Identity and Conflict A comparative study of language in ethnic conflict in Europe and Eurasia*. London and New York Routledge/Taylor and Francis Group
- MACKEY, W.F. (1968) The description of bilingualism, in Fishman, J.A. (ed).
- MARCAIS, W. (1930) La diglossie arabe in l'enseignement public. 12, December. 401409.
- NELDE, H.P (1987), Language Contact means Language Conflict. In G MacEoin, A. Ahlquist and D.OhAodha (eds).3rd International conference on minority languages. General 93 papers Clevedon: Multilingual Matters.
- Tabory, E. and Tabory, M.: (1987) Berber Unrest in Algeria: Lessons for Language Policy in *International Journal of the Sociology of Language*.
- WEINREICH, U. (1953) *Languages in contact*. New York: Publications of the Linguistic Circle of New York- Number 1.
- WEINREICH, U (1974) *Languages in Contact: Findings and Problems*. The Hague: Mouton.

Appendix

THE QUESTIONNAIRE

Dear all,

We are conducting a research paper for the fulfilment of master's degree in Sociolinguistics (language contact/conflict); dealing with languages and cultures. Its objective is to investigate which language (second and/or foreign) is mostly used in the Algerian society, educational system, and administrative field.

You are kindly requested to answer the following questions bearing in mind that the outcomes of our study will be built up on your answers. This questionnaire is confidential.

Background information:

01. How old are you?

- a. 20 -30
- b. 30-40
- c. 40-50
- d. More

02. Are you?

- a. Student
- b. Teacher

03. Are you?

- a. Male
- b. Female

Arabic (standard/colloquial) vs. French

04. Do you think Arabic is underestimated in comparison to French in Algeria?

- a. Yes
- b. No
- c. Maybe

05. How do you react or view the use of French in the Algerian administration (including the local administration and the government)?

- a. I like it
- b. I don't like it
- c. I don't mind it

06. What do you think of the use of French at universities and public spheres (markets, media, advertisement, papers and books, etc)?

.....

07. French is used by some people in their daily life, what do you think of this phenomenon?

.....

08. In Algeria, who do you think use French the most?

- a. Everyone
- b. Educated individuals
- c. High class community
- d. Other

09. Do you think we should use Arabic in official contexts?

- a. Yes
- b. No
- c. Other

10. Is the use of French over Arabic a sign of a lost identity?

- a. Agree
- b. Disagree
- c. Neutral

French vs English

11. What do you think of the status of the French language in the world?

- a. Widely used
- b. Rarely used
- c. Other

12. Do you think French is keeping Algeria from coping with fast development in the world today?

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

13. Should we replace French with English in official spheres in Algeria?

a. Yes

b. No

14. Should the Government rule out French as the second language in Algeria?

a. Yes

b. No

c. Other

Thank you for your cooperation

ملخص

تسببت الأحداث السياسية الأخيرة في الجزائر في ظهور الصراع اللغوي مرة أخرى ، مما أثار وجهات نظر ومواقف مختلفة بين الناس. البحث الحالي هو دراسة نوعية تهدف إلى فحص مواقف ومفاهيم مدرسي اللغة الإنجليزية كلغة أجنبية وطلاب سنة ثانية ماجستير تجاه الاتصال اللغوي / الصراع بين اللغة العربية والفرنسية ، وبين اللغة الإنجليزية والفرنسية في الجزائر اليوم. لجمع البيانات أو المعلومات المطلوبة ، تم توزيع استبيان على 31 طالب ماجستير سنة ثانية لغة انجليزية و 16 مدرساً في قسم اللغة الانجليزية في جامعة عباس لاغورور. أسفرت النتائج عن أن الغالبية العظمى من كلا الفئتين (مدرسين وطلاب) تعارض بشدة الاستخدام الواسع للغة الفرنسية مقارنة باللغة العربية في الجزائر وتفضل استخدام اللغة العربية كلغة رسمية للتواصل في مختلف القطاعات. أيضاً ، يدعم معظم المشاركين إلى حد أعلى ؛ أولاً ، استخدام اللغة الإنجليزية بدلاً من الفرنسية في جميع المجالات. ومع ذلك ، لا تزال نسبة صغيرة منهم تعتقد أن اللغة الفرنسية هي الأنسب للفرد أو للشعب الجزائري ونسبة صغيرة جادلت بأن مثل هذا التغيير يتطلب الوقت.

Résumé

Les récents événements politiques en Algérie ont fait resurgir le conflit de la langue commune, en provoquant des opinions et des positions différentes parmi la population Algérienne. Cette recherche est une étude qualitative qui vise à examiner les attitudes et les perceptions des enseignants EFL et les étudiants de 2ème année de Master vis-à-vis du contact / conflit linguistique entre l'arabe et le français, et entre l'anglais et le français dans l'Algérie d'aujourd'hui. Pour collecter les données nécessaires, un questionnaire a été distribué à 31 étudiants de deuxième année de master et à 16 enseignants de l'université Abbas Laghrour. Les résultats ont montré que la grande majorité des deux catégories (enseignants et étudiants) est fermement opposée à la large utilisation du français par rapport à l'arabe en Algérie et préfère voir l'arabe comme la langue officielle de communication dans tout secteurs. De plus, la plupart des participants soutiennent dans une plus large mesure; d'abord l'utilisation de l'anglais au lieu du français dans tous les domaines. Cependant, un petit pourcentage d'entre eux estiment toujours que le français est plus adapté à la communauté algérienne et un plus petit pourcentage a soutenu qu'un tel changement demande du temps.