



Mohamed Khider University of Biskra
Faculty of Letters and Languages
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Submitted and Defended by:
Abdelkader Nacer Elislam KHELIFI

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INVESTIGATING THE ATTITUDES OF TEACHERS TOWARDS ARABIC,
FRENCH, AND ENGLISH IN THE SCIENTIFIC STREAMS:
The case of Teachers of the Department of Electrical Engineering
at Biskra University.

Board of Examiners :

Mr. BOUHITEM Tayeb	MAA Biskra	Chairman
Dr. BETKA-REZIG Nadia	MCB Biskra	Supervisor
Mrs. BENZIDA Yasmina	MAB Biskra	Examiner

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Dedication

*To the memory of my father
Mohamed Salah,
who always believed in me.*

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First and foremost, I would like to thank Allah Almighty for giving me the strength, knowledge, capacity and opportunity to carry out this study. Without his blessings, this accomplishment would not have been possible

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Abstract

The diversity of languages that characterises Algeria has an impact on education. For instance, the students who choose to study in the scientific streams at the university find themselves in a difficult situation. This is because of the switch to French after studying for years in Arabic. This study intended to investigate the teachers' attitudes towards the languages used in education. Moreover, this paper aimed to describe the current languages-in-education situation, also to highlight the importance of educational planning as a solution to the language-in-education problems. We hypothesised that the switch from Arabic to French and the lack of publications in these two languages in comparison to English are the main causes of language problems at the level of the university. In order to confirm or reject the hypotheses, a semi-structured questionnaire administered to teachers from the electrical engineering department; also, a semi-structured interview conducted with the Vice-dean of the University. Data were gathered and analysed quantitatively and qualitatively. The data revealed discrepancies between the languages used in teaching or doing other academic activities and the preferable languages by students for the same actions. Moreover, the respondents pointed to many linguistic weaknesses seen in their students. The data also indicated that the respondents had a positive attitude towards using foreign languages as a means of instruction. Not only that, but they had shown their readiness to engage in Arabisation favourably.

Key words: language policy, language planning, multilingualism, language-in-education.

List of Acronyms

AA: Algerian Arabic

CA: Classical Arabic

CNRSE: National Commission for the Reform of the Educational System

EAP: English for Academic Purposes

EFL: English as a Foreign language

EILS: English as an International Language of Science

EMI: English as a Medium of Instruction

ERPP: English for Research and Publication

ESA: Educated Spoken Arabic

ESP: English for Specific Purposes

GDP: Gross Domestic Product

GERD: Gross Expenditure on Research and Development

LOI: Language of Instruction

LPP: Language Policy and Planning

LSP: Language for Specific Purposes

MOI: Medium of Instruction

MSA: Modern Standard Arabic

NES: Native-English-Speaking

NNES: Non-Native-English-Speaking

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General Introduction

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General Introduction

A language is not just words. It's a culture, a tradition, a unification of a community, a whole history that creates what a community is. It's all embodied in a language.—Noam Chomsky

1. Statement of the Problem

Multilingualism has many advantages and disadvantages as well. Our focus is on the last-mentioned seeing that there are several areas where multilingualism can be a common problem such as society, politics and education. One of the major topics to be investigated in the field of education is planning language-in-education specifically at the level of the university.

Numerous linguistic problems occur at the scientific disciplines for both teachers and students. One of the most common problems among learners, while they try to continue their study career, is the shift from Arabic as a means of instruction to French which may negatively affect their comprehension, attitude towards the field of study, and educational attainment. In the same way, teachers have their language-related problems. For instance, the low or mediocre level of students in French can be considered as a communication barrier. Correspondingly, the teachers face difficulties while reading or writing a research paper since the majority of publications are written in English.

To resolve the problem of language-in-education and its outcomes, a possible solution is language planning. But in order to prepare well and guarantee the success of this solution, we should have a clear vision about the current status of languages in the field of study plus to identifying the opinions and attitudes of those who are involved namely, teachers and students.

This study sheds light on the current language-related problems in the department of electrical engineering at Biskra University. By using a triangulated methodology, a questionnaire and an interview as tools, the study aims to make the voices of teachers heard

which may keep or change the current use of languages and hopefully results in improving the level of education.

2. Aims of the Study

- General Aim:

This study aims to investigate the teachers' attitudes towards the used languages in education.

- Specific Aims:

- . Describe the current languages-in-education situation.

- . Highlighting the importance of educational planning as a solution to the language-in-education problems.

3. Research Questions

This research seeks to answer the following research questions:

RQ1: What are the issues raised related to language-in-education now at the University of Biskra?

RQ2: What are the attitudes of teachers and students towards the current use of languages? And what do they suggest as a solution?

4. Research Hypotheses

Based on the above raised questions, we propose the following research hypotheses:

RH1: We hypothesise that the switch from Arabic to French and the lack of publications in these two languages in comparison to English are the main causes of language problems at the level of university.

RH2: We hypothesise that the students prefer the use of Arabic as a language of instruction while the teachers may prefer keeping the current use of foreign languages (French as a means of instruction).

5. Significance of the Study

The main flaws in the previous studies are: they make no attempt to listen to the teacher's voice, lack profound knowledge about the existed difficulties faced by teachers and students, also some of them focused only on two languages. Focusing on the research tools used, we think that questionnaire as a unique tool is not effective.

With this in mind, our research intends to investigate the attitudes of teachers towards the main languages mentioned earlier. This research does not concentrate on all the scientific disciplines but only one of them; which makes it more focused one. In terms of methodology, we will use two data collection tools which are a questionnaire for teachers and an interview with the Vice-dean of the University for higher education of the first and second cycles, continuing education and diplomas, and higher graduation training.

6. Operational Definitions

- Language Attitude

Wenden points to attitudes as “learned motivations, valued beliefs, evaluations, or what one believes is acceptable” (as cited in Burden, 2004, pp. 21-22).

- Language Planning

Cooper says that “Language planning refers to deliberate efforts to influence the behavior of others with respect to the acquisition, structure, or functional allocation of their language codes.” (1989, p. 45).

- Language Policy

McGroarty defines language policy as “the combination of official decisions and prevailing public practices related to language education and use” (as cited in Lo Bianco, 2010, p. 145).

- Educational Planning

The UNESCO consultant group defines educational planning as “the process of determining goals, methods, activities and educational institution plans” (as cited in Ghasemi,2015, p. 123).

7. Methodology

7.1. Sampling

Reaching the whole population is time and effort consuming. That is why choosing a proportion from it is the ideal solution. The randomly selected population consists of nine teachers from the electrical engineering department at the University of Mohamed Khider Biskra. Also, we purposively decided to interview the Vice-dean of the University.

7.2. Data Gathering Tools

As Schleeff and Meyerhff put it, “many sociolinguistic studies combine data from different sources, a practice we recommend as it allows you to triangulate your data analysis and explore an issue from different angles” (as cited in Bijeikienė & Tamošiūnaitė ,2013, p.46). Thus, in the present study, we will use the following tools: a semi-structured questionnaire administered to teachers to obtain quantitative and qualitative data on their attitudes towards languages and the problems they face because of languages; the second tool is a semi-structured interview with Abdelmalik Bachir, the Vice-dean of the University for higher education of the first and second cycles, continuing education and diplomas, and higher graduation training. The interview's purpose is to know more about the official legislation of language at the level of the university.

8. The Structure of the Research

The study is divided into two parts: theoretical, in two chapters, and a practical one. The first chapter concentrated on describing the sociolinguistic profile of Algeria by providing a general overview of the history and status of each language. Then, it profoundly presented

the status of Arabic, French, and English in the Algerian educational system. In addition to conceptualising language policy, language planning, and language attitudes.

The second chapter is devoted to studying some of the sociolinguistic phenomena, with relation to French, that exist in Algeria. Moreover, it deals with English in the domain of education and research, whether as a language of instruction or as a means of sharing information globally.

The last chapter, fieldwork, mainly aims at confirming or rejecting the research hypotheses. Firstly, by analysing the questionnaire, then moving to the interview. The dissertation ends with a general conclusion which contains the main findings and recommendations.

Conclusion

The co-existence of different languages in Algeria is one of the linguistic problems in its educational system. One of the problems occurs at the level of universities, precisely in the scientific streams, where the language of science and the language of instruction are diverse. This paper has worked to explore the linguistic situation of a very particular area (Biskra) by investigating the attitudes of teachers of electrical engineering with a great hope to provide results that help in levelling up the education.

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Chapter One

Language Policy in Algeria

Introduction

Algeria is enriched with a myriad of languages de facto. Hence, the first step in answering our research question, investigate the teachers' attitudes towards the used languages in education, is to describe the linguistic situation in Algeria. In this chapter, we will present a comprehensive view of the leading languages in Algeria, viz. Arabic, Berber, French, and, the newcomer, English. Along with explaining the concepts of language policy, language planning, and language attitudes and their overlapping contact.

1.1 A Profile of the Language Situation in Algeria

According to Ferguson, the availability of accurate and reliable data on a given country's language situation can be valuable in two ways:

- 1- It can be influential in making policy decisions and is of tremendous value in planning and carrying out the implementation of the policies, and
- 2- A full-scale description of the language situation constitutes a useful and important body of data for social scientists of various interests (as cited in Bouzidi, 1989, p.12)

In Algeria, three major languages are spoken, namely, Arabic, colloquial Arabic, French. Besides, other languages exist to a lesser degree, such as English, Spanish, and Chinese.

1.1.1 Arabic

Arabic, as the fourth most spoken language in the world and one of the official languages of UN ("Official languages", n.d.), is a core component of the profile of languages in Algeria in that it is the national and official language (Algerian Const. amend 2016. art3). In order to describe the varieties of Arabic that exist in Algeria, we referred to Macdonald's (2000, p.29) taxonomy of Arabic language in the Islamic era and Benrabah's (2005, p.400) description

of the Arabic varieties in Algeria. This review of the literature shows that the main Arabic varieties are as follows: Modern Standard Arabic, Educated Spoken Arabic, and, as a spoken dialect, Algerian Arabic.

1.1.1.1 Modern Standard Arabic

Before defining Modern Standard Arabic, it is important to describe where it derived from, Classical Arabic (CA). The latter has been utilised in the pre-Islamic and early Islamic era's texts such as poetry and, most importantly, the Holy book Quran. CA rests unchangeable over the past 1500 years, which opened the door for another Arabic variety to emerge in the 19th century (Versteegh, 2006, p.397; Bassiouney & Katz, 2012, p.37).

Modern Standard Arabic (MSA), also 'New Classical Arabic' or 'Standard Arabic', is a modernised version of CA. Nowadays MSA, as the lingua franca of the Arabic-speaking world, is used in various domains like administration, education, mass media, and diplomacy. MSA can be distinguished from CA principally at the lexical level. While CA has a large number of words, MSA has a lower use of words. Another difference is that MSA accommodates itself with modern invests and technologies by transferring lexical items from foreign languages (Bassiouney & Katz, 2012, p.37; Bouzidi, 1989, p. 15-16).

1.1.1.2 Educated Spoken Arabic

Educated Spoken Arabic (ESA), also known as 'Middle Arabic', 'Formal Spoken Arabic' 'Semiliterary or Elevated Colloquial' 'lughat al-muthaqqafiiin' (language of the cultured), is defined by Mitchell as "the interplay between written Arabic and vernacular Arabic(s)" (1986, p.8). This interplay "creates and maintains Educated Spoken Arabic (ESA), both nationally and internationally." (Mitchell, 1986, p.8). Meiseles in his description of the Arabic styles, he defines ESA as "a vernacular type characterized by the aspirations of its speakers to get rid of local features through a process of koineization and/or borrowings from literary Arabic" (as cited in Mitchell 1986, p.12). This variety, as Ryding states, is used among

educated native speakers “for inter-dialectal conversation” also “for semiformal discussions, and on other social occasions when the colloquial is deemed too informal, and the literary, too stilted” (1991, p.212).

These definitions still do not give a clear distinction between ESA and the other two major varieties of Arabic id est Literary and Colloquial. In his discussion of ESA, Promadi sets the following characteristics of ESA: “It is mid-way between *fusha* and *Cammiiyya*; it is the standard language used by educated Arabs; it summarizes features from *fusha* and *Cammiiyya*; it is a spontaneous unscripted speech; it minimizes local features; it maximizes borrowing from literary Arabic; it is influenced by regional dialect; it is influenced by foreign words (loan words)” (2016, pp. 28-29).

1.1.1.3 Algerian Arabic

Algerian Arabic (AA), is also known as *daArjah1* or *jazaAyriy* "Algerian", is “the main language of Algeria. It is used by 70% - 80% of the population as their mother tongue” (Chemami,2011, p.228). Algerian Arabic is part of the Colloquial Arabic, dialect or spoken Arabic. The latter is defined as “a mixed form, which has many variations, and often a dominating influence from local languages” (Meftouh, Bouchemal, & Smaïli,2012, para.3). Algerian Arabic, like any other dialect, differs from CA in different levels: phonologically, morphologically, and lexically.

One clear difference between AA and CA is the use of words. Algerian Arabic has developed through the time inspired by a variety of languages such as Berber, French, Turkish, and Spanish. To illustrate this lexical influence, we refer to the following words and their origins: From Berber ‘*Fakruwn*’ ‘a tortoise’; from Turkish ‘*sukaArjiy*’ ‘a drunkard’; from Italian ‘*Suwrdiy*’ ‘money’; from Spanish ‘*simana*’ ‘a week’; from French ‘*Farmliy*’ ‘phone’. (Saadane, & Habash,2015, p.74).

It is worth mentioning that there is more attention paid to Algerian Arabic. As an example, there are websites and blogs to explain or teach it; Mahdi Barrashid has published a dictionary on 2011 about “al-‘āmmīyah al-Dazīriyah” “the Algerian Arabic’.

1.1.2 Tamazight

Tamazight, endonym of Berber, is the other national and official language in Algeria (Algerian Const. amend 2016. art4). It is the language of Amazigh (Imazighen) who are the oldest known inhabitants of North Africa (Versteegh, 2006, p.707). Tamazight nowadays is known more in the Maghreb (Algeria, Morocco, and Tunisia), although it exists in other countries such as Libya, Mali, and Niger (Mezhoud & El Kirat El Allame 2010, p.27).

Determining the exact number of Amazigh, Tamazight's speakers, is a hard task. For instance, Mezhoud and El Kirat El Allame (2010, p.27) estimated that Amazigh may constitute between 45 and 50 per cent of the Algerian population while Chemami (2011, p.228) said that Tamazight is practised orally by 20 to 30 per cent of the same population. Another estimation, a common one, surmised that the percentage of Amazigh is 17 per cent of Algerians (Mezhoud & El Kirat El Allame, 2010, p.27).

Finally, it is important to recognise Berber dialects (see Figure 1.1), mainly, Kabyle, Tachawit, Tumzabit. These varieties suffer from endangerment in varying degrees from vulnerable such as *Tayurayt* and *Tamashak* to critically endangered like *Tidikelt* or *Zenatiya* (Unesco, n.d. [Map]). This situation of Tamazight in Algeria needs from the government to devise “a system of regional cultural autonomy in *Kabyliya* and perhaps eventually other Berber areas, and cultural diversity throughout the country” (Tabory & Tabory, 1987, p.78).

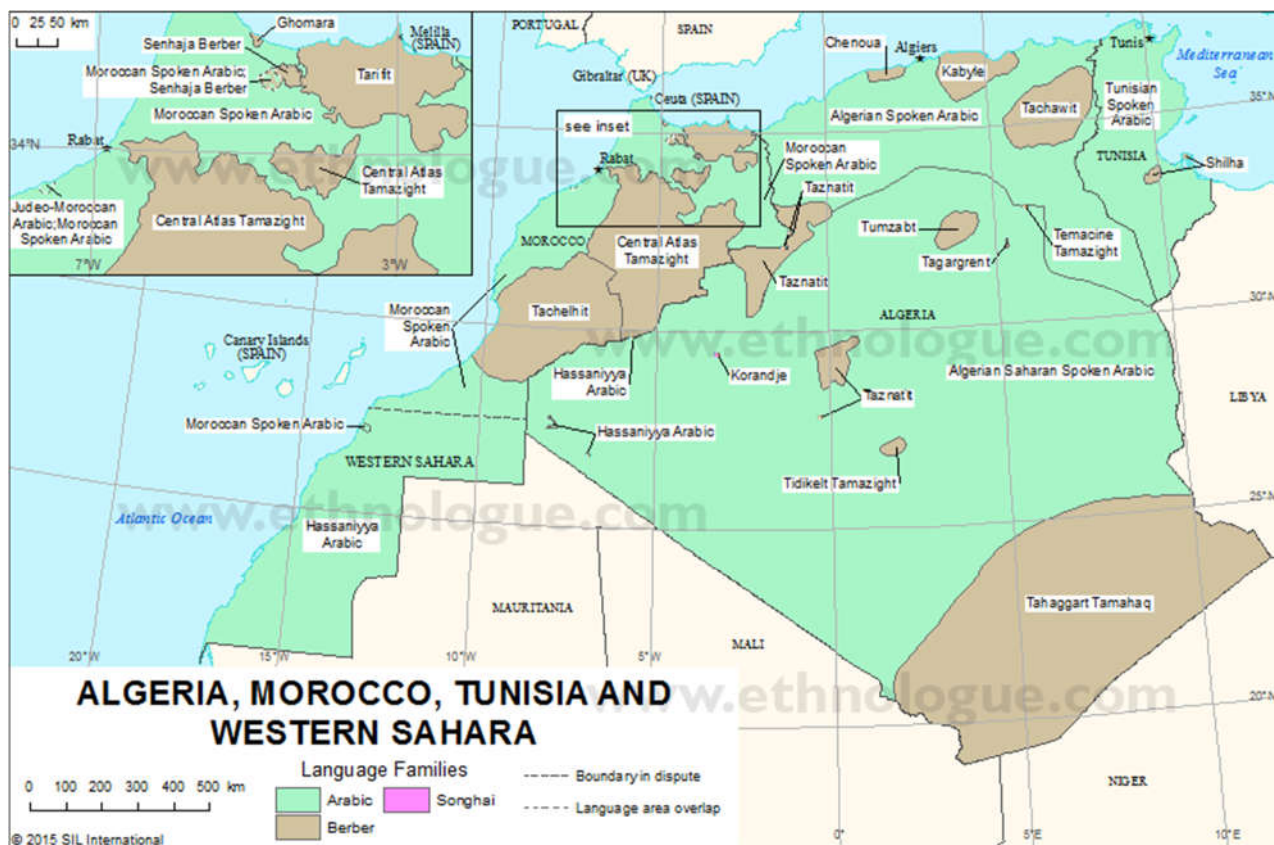


Figure 1.1 *The Berber dialects in Algeria* (n.d.). Retrieved from ethnologue.com

1.1.3 French

Algeria’s relation with French dating back to the colonial period (1830-1962) when French rulers applied a 'civilising mission' (mission civilisatrice). This mission was represented by the “supremacy of French culture and language over other cultures and languages” (Benrabah, 2005, p.395). French took its place in education and for official uses (Grandguillaume, 2004). As an illustration, “Algerians were obliged to learn French as a national language” (Rezig, 2011, p.1328) whereas Arabic had no status until was declared as a foreign language in 1938 and later on in 1961 started teaching it in primary schools (Benrabah,2005, p.398). The Colonials also created the 'Berber myth' claiming that the Berbers are superior to the Arabs because of their European origin (Benrabah, 2005, p.395). As a result of these policies, “Algerians preferred their children to remain illiterate rather than sending

them to French schools” (Benrabah,2005, p.397). That can be seen in the decrease of people literate in Arabic from 50 % in 1830 to only 5.5 % by 1962 (Benrabah, 2005, p.394).

After independence (1962), the French language was controlling education, administration, economic sector, and media (Benrabah, 2007b, p.195; Grandguillaume, 2004). To achieve the "cultural side of independence" (Grandguillaume,2004), the Algerian government implemented ‘Arabisation’, which is the uprooting of French (Benrabah, 2007b, p.194). As a consequence of this policy, Arabic’s use has expanded in some sectors, such as the Ministry of Justice, the Ministry of Religious Affairs, and the registry offices in town halls, Arabic has replaced, wholly or almost, French (Benrabah, 2007b, pp.194-195).

Nowadays, “Algeria is the second largest French-speaking community in the world” (Benrabah, 2007b, p.194; Rezig, 2011, p.1329). French is taught as a foreign language from the second year of primary school onward and in higher education, particularly in scientific streams (Chemami, 2011, p.230; Grandguillaume, 2004). French also exists in the press, economic sector (Grandguillaume, 2004) in addition to its presence in the everyday language of Algerians (Rezig, 2011, p.1329).

1.1.4 English

English, the global language and lingua franca of nowadays, is one of the six official languages of the United Nations (UN) (“Official languages”, n.d.), also according to the statistics provided by Ethnologue, English is the third most spoken language in the world with 379 million as first language speakers (“Summary by language size”, n.d.). Moreover, there are 45 countries where at least half of their population speaks English and 13 countries where less than 10 per cent of their population speaks English (e.g. Algeria 7%) (Smith, 2017). Generally, it is estimated that users of English worldwide are one-third of the population (Crystal & Potter, 2018).

It is important to note that no similar language had this status of English because “no language has ever been spoken by so many people in so many countries before” (Crystal, 2008b, Chapter 1, The Future section, para.1). The same author attributes the contemporary status of English, primarily, to the next two factors: “the expansion of British colonial power, which peaked towards the end of the nineteenth century, and the emergence of the United States as the leading economic power of the twentieth century” (2003, p.59).

English, though it has no colonial relation with Algeria, has found its way due to “very favourable attitudes of a majority of users and non-users as well” also because of “a systematic attack against French, and indirectly against the users of the language” (Miliiani, 2000, p.21). “From the end of the 1970s to the early 1990s”, Benrabah (2007b, p.194) reports, “English was the second foreign language, introduced in Middle School (eighth grade)”. In 1996, “English replaced French as the chief foreign language in schools in Algeria” (Crystal, 2003, p.5). There are other factors helped English to spread in Algeria, for instance, the programmes provided by The British Council (Active Citizens) and the U.S. Embassy (the Fulbright program), also due to the Algerians’ use of social media (Belmihoub, 2015, pp.46-48).

1.2 The Language Organisation in Education

The Algerian educational system has experienced several reforms since independence. These reforms aimed primarily at improving the educational process’ performance, and raising the school return (Driss, 2013). Algerian educational system, referring to reforms of 2008, consists of the next levels: “The preparatory education, the fundamental instruction including primary: five years and middle schooling: four years. And, general secondary and technological schooling (three years)” (For more detailed and chronologically organised information about the educational system see Benrabah, 2005) (Khetir, 2017, p.96).

1.2.1 Standard Arabic in Education

1.2.1.1 Primary School

The primary school covered six years, one of them is preparatory, where Arabic is the language of instruction (Khetir, 2017). It is necessary to point to the multilingualism that Arabic pupils meet. It appears that the child learns the vernacular from the family environment, then he goes to school to find a different language, with dissimilar rules, in front of him. The child must master the new language in order to understand the proposed knowledge in the school (Zaytoni, 2013). To make matters worse, the Algerian child deals with three languages: At home, he acquires Algerian dialect or/and Tamazight; while in kindergarten, he encounters French; then he moves to primary school to learn with Standard Arabic (Zaytoni, 2013).

1.2.1.2 Middle School

After passing the primary school examination, the students join the Middle school for four years. The Arabisation policy got more significance at this level, explicitly Arabic was used as the medium of instruction since 1982, while French and English are instructed as subjects (Khetir, 2017).

1.2.1.3 Secondary School

The secondary school consists of five types: “Scientific stream (*série scientifique*), Literary stream (*série littéraire*), Exact sciences stream (*série sciences exactes*), Technical streams (*série technique*), Economics and Management Stream” (Khetir, 2017, p.97).

After three years of studying, the students sit for the general examination called the Baccalaureate in order to enter the university (Khetir, 2017). Since 1986-1987, “mathematics, physics and chemistry are all taught in Standard Arabic to all sections in all grades. Literature, history, geography, theology, philosophy have been taught in Arabic since 1982-1983” (Khetir, 2017, p.97).

1.2.1.4 Higher Education

Arabic is the language of instruction for social and human sciences such as law, Islamic sciences; also, in some of the formal sciences as economics; but dominated by French in natural sciences such as medicine, biology, physics.

At the Algerian university, Arabic is suffering from bilingualism, that is, most of the scientific branches are taught in French, and if necessary, the teacher will explain in Algerian dialect (Zaytoni, 2013). Furthermore, the university teachers, especially in science streams, they think that do not have to be linguistically accurate or to use Arabic, which they are not really skilled in it (Zaytoni, 2013).

In conclusion, we should mark that the students' level in Arabic is questionable. In most cases, the learner has not been able to improve his Arabic level in a modern way, although the courses he studied are mainly based on this language (Driss, 2013). Numerous causes of this status can be mentioned such as using languages and dialects other than Arabic to explain lessons ;the absence of a modern, effective and accurate teaching strategy; the length of the curriculum and the multitude of its units, making the teacher's thinking be focused on quantity without quality in an attempt to finish the course; lack of emphasis on the basic skills in Arabic; along with the lack of training, language materials, and various educational means, especially those related to extra-curricular activities (Driss, 2013, pp.9-10).

1.2.2 French in Education

1.2.2.1 Primary School

In March 2001, the CNRSE (National Commission for the Reform of the Educational System -CNRSE in French) suggested reintroducing French as the first compulsory foreign language “in Grade Two (for 6–7 year olds) of the primary cycle instead of starting it in Grade Four (for 8–9 year olds) as had been the case since the late 1970s” (Benrabah, 2007a, p.227).

French now is taught as a foreign language for three consecutive years starting from grade three (Ben Ghzala, 2018), for three hours per week (Belkhouidja, 2012).

1.2.2.2 Middle School

The students used to learn math and natural sciences in French before the fundamental schooling was applied. Now all the subjects are taught in Standard Arabic; thus, French is taught only as a subject (Khetir, 2017).

1.2.2.3 Secondary School

Apart from all the sections in the secondary school, "Literary and foreign language sections have a higher number of courses in English and French" (Khetir, 2017). Moreover, it is significant to know that natural sciences, mathematics, and physics are taught partially in French through the use of scientific terms, math roman symbols, also in writing formulas.

1.2.2.4 Higher Education

It is claimed that French is the most widely spoken language in the Algerian higher education ("La langue française en Algérie", 2016). This claim is supported by saying that numerous branches provide their teaching in French such as medicine, pharmacy, dental surgery, architecture, veterinary school, polytechnic ("La langue française en Algérie", 2016). As an example, "95% of post-graduate courses in sciences and 95% of undergraduate courses in medicine and technical disciplines are taught in French" (Benrabah, 2007a, p.233).

To end, it is noteworthy that the majority of students, in all the stages of education, have a low level in French (Ben Ghzala, 2018). According to the same author (2018), this may be due to:

- 1 - The teacher's failing in mastering the French language.
- 2 - The well-increasing demand to learn Arabic, and in turn, lack of interest in foreign languages, as was the case in the past years.

3- The recipient' weak psychological readiness: This is what we have noticed in the students of the Arabic language and literature departments at the university. We have observed a weak level in foreign languages (French and English). In his last year in Bachelor degree, the student is no longer able to acquire language skills that qualify him for producing correct oral or written discourse, what is strange is that some cannot even write their names properly.

1.2.3 English in Education

1.2.3.1 Primary School

English is not taught, now, at the primary level though it was introduced in 1993 to the fourth grade in primary school (Miliani, 2000). The students had to choose “between French and English as the first mandatory foreign language” (Benrabah, 2007a, p.233). Those who favoured replacing French by English argued that “the latter is the language of technology and science so vital for the country” (Miliani, 2000, p.22). This decision is considered by Miliani as “political rather than educational” (2000, p.22). In the end, this new competition amid the two languages ended up “favouring French because the number of pupils who chose English was negligible” (Benrabah, 2007a, p.233), that demonstrates “the gap between the decisions taken and the expectations of the people” (Miliani, 2000, p.23). By way of proof, “in 1995-96, there were 3197 pupils who registered in classes of English as a first foreign language, and 834 in 1997-98. In 1996, three years after the decision to establish English as an alternative choice to French, there were 60,000 registered over 4 years against 2 million pupils (i.e. 0,33% of the population concerned) in other streams” (Miliani, 2000, p.23).

1.2.3.2 Middle School

After being exposed to French in primary school, learners start to learn English starting from their first year in middle school. English as a Foreign language (EFL) is “compulsory for the four years of middle school, but with a coefficient that is less important than other subjects like mathematics, Arabic, and physics” (Benadla,2012, p.146).

From their first year in middle school, the students study EFL with a specialized EFL teacher three times a week. Each trimester they take two tests and one exam, that is, three times a year (Benadla, 2012).

1.2.3.3 Secondary School

As a continuum with the four years in middle school, the learners take three years in secondary school. In the first year, the number of EFL course hours is higher for the literary section in comparison to the scientific ones. In their second year, all the students have 3 hours of English course per week apart from those who belong to the literature and foreign languages who have 5 hours a week (Khetir, 2017).

Because of the educational reforms, some modifications occurred regarding the teaching position of English. The subsequent extract of aims from the second year book clarifies that “the previous narrow conception of language learning that consists of merely acquisition of linguistic items is extended to include methodological and cultural objectives”. It is stated that (as cited in Messerehi, 2008):

The aim of teaching English is to help our society to get harmoniously integrated in modernity through a fully complete participation within a community of people who use English in all types of interactions - this participation should be based on sharing and exchanging ideas as well as experiences being scientific, cultural, or civilisational – this participation will help for better understanding for oneself and the other (p.66).

1.2.3.4 Higher Education

Algeria has reformed its educational system by following “the Bologna Agreement as a model in the hope of facilitating students’ and scholars’ exchange and the recognition of Algerian degrees internationally” (Belmihoub, 2012, p.34). This decision led to “encouraging multilingualism, including English and French” (Belmihoub, 2012, p.35).

In relation to English, learners are provided with English for specific purpose courses, English-language specialized program, in reaction to particular professional graduate and postgraduate courses (Khetir, 2017). These focused programmes are taught to all university students from scientific streams, for instance, economic sciences, architecture, and biology to students from few divisions of human sciences such as Islamic sciences and Arabic literature (Khetir, 2017).

Finally, we should note that English, even though it is taught compulsorily for 7 years, is mainly learned “for educational reasons as to pass exams. It is mostly used in the formal classroom environment and there are few opportunities, other than in school, to use it for daily communicative purposes” (Messerehi, 2008, p.66).

1.3 Language Policy and Planning

Language policy and planning (LPP) has existed a long time ago, either overtly and consciously or covertly and implicitly, due to the fact that multilingualism has always been a feature of the human communities (Bradley, 2013; Lo Bianco, 2013). The overt theoretical framework of LPP established in the last fifty years (Bradley, 2013) in response to the necessity of the newly independent states to rebuild their identity (Mihoubi, 2016).

Language policy is defined by the Department of Arts and Culture as “an official decision/decreed on the status of various languages spoken in heterogeneous/multilingual communities, for example, which languages will be the national or official languages, which will be used as regional languages and what their status will be.” (2003, p.20). To make the difference between language policy and language planning, which occasionally used as synonyms, Cooper says that the former more often “refers to the goals of language planning” (1989, p.29).

Language planning, likewise language engineering and language treatment, was firstly used by Weinreich in 1957, then introduced in the literature by Haugen in 1959 (Cooper, 1989;

Lo Bianco, 2010). According to Cooper (1989, p.45), “language planning refers to deliberate efforts to influence the behavior of others with respect to the acquisition, structure, or functional allocation of their language codes.” Furthermore, Crystal defines language planning as “a term used in sociolinguistics for a deliberate, systematic and theory-based attempt to solve the communication problems of a community by studying its various languages and dialects, and developing an official language policy concerning their selection and use” (2008, p.268).

The main categorisation of language planning is done by the German linguist Heinz Kloss (1969), wherein he divided the foci of language planning into corpus planning and status planning (Bradely, 2013; Cooper, 1989; Lo Bianco, 2010). *Corpus planning* refers to the innovations that “modify the nature of the language itself, changing its corpus as it were” (Kloss, 1969, p.81). Crystal states that “corpus planning deals with the way language norms are chosen and codified, as when a variety is selected to be a national language, a spelling system is reformed, campaigns for plain or non-sexist language are launched, and literacy programmes are introduced” (2008a, p.268). The other dimension of planning is *status planning* which is “primarily interested in the status of the language whether it is satisfactory as it is or whether it should be lowered or raised.” (Kloss, 1969, p.81). Another definition given by Crystal explains that “status planning is thus more concerned with the social and political implications of choosing a language, and with such matters as language attitudes, national identity, international use, and minority rights” (2008a, p.268).

In addition to corpus planning and status planning, there are three common language planning activities (Lo Bianco, 2010). *Acquisition planning* focuses on spreading the number of users of a language (Cooper, 1989) expressly “language teaching policies” (Lo Bianco, 2010, p.148); *usage planning* “involves increasing the domains in which a language is used. Usage planning occurs mostly in opposition to a dominant language after political change or is done to regenerate dying languages” (Lo Bianco, 2010, p.148); *prestige planning* “involves the

development of a favourable psychological background which is necessary for the future success of language planning activities” (Benrabah, 2005, p.410).

1.4 Language Attitudes and Language Policy

The concept of attitude is originally related to social psychology (Bacher, 2013; Redinger, 2010) but is not limited to it as it has become matched with other disciplines (Djennane, 2016). As it is stated by Baker: “The notion of attitudes has a place in psychology, sociology, anthropology, education, history, human geography and creative arts” (as cited in Bacher, 2013, p.247).

There are various definitions of the term attitude. For Ajzen, an attitude is “a disposition to respond favourably or unfavourably to an object, person, institution or event.” (as cited in Lasagabaster, 2013, p.276). Similarly, Allport defines attitude as “a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response towards all subjects and situations with which it is related” (as cited in Bartram, 2010, p.33). These definitions, *inter alia*, dwell on the idea of “an evaluative response towards the subject or situation” (Bartram, 2010, p.34). It is necessary to clarify the more related term for our research, which is ‘language attitudes’. This term is explained by Crystal as “a term used in sociolinguistics for the feelings people have about their own language or the language(s) of others. These may be positive or negative” (2008a, p.266).

Claimed by Garrett, the three types of components that constitute attitudes are as follows: “cognitive (beliefs and stereotypes), affective (evaluations) and behavioural, although how behaviour relates to the other two components is not clear-cut” (2007, p.116). “The first refers to the influence of attitudes on an individual’s views of the world and particular incidents; the second involves emotions in relation to the attitude item; and the third refers to the interference of attitudes in behaviour” (Garrett as cited in Bichani, 2015, p32).

In the literature, language attitudes have been associated with LPP. This relation can be seen in LPP's major concern with "inculcating attitudes either to the language or its speakers" (Lewis as cited in O'Rourke & Hogan-Brun, 2013, p.2945). Moreover, the three language planning types, i.e. status, corpus, and acquisition planning, are often intentionally implemented to change the language attitudes (O'Rourke & Hogan-Brun, 2013). In addition, "knowing about attitudes" is a vital feature of assessing the probability of success of language planning (Crystal, 2008a). In that regard, Baker confirms that "attitudes towards [...] language laws [...] may well affect the success of language policy implementation" (as cited in Djennane, 2016, p.63). A language policy will succeed only if it does the following: "conform to the expressed attitudes of those involved; persuade those who express negative attitudes about the rightness of the policy; or seek to remove the causes to the disagreement." (Redinger, 2010, p.54). All what has been mentioned makes the work of the language planners and/or policymakers strongly related to studying the attitudes of the people concerned towards the introduced plan or policy all the more so because of the "reciprocal causation" that shape the relation of language attitudes and LPP (Djennane, 2016, p.63).

Along with their role in LPP, language attitudes have a supreme relation with language-in-education policy. Christ shows the relationship's manifestations in the following ways (1997, p.1):

- through the language(s) of instruction chosen or prescribed;
- through contact with other languages in use within the broader environment of a given educational institution (e.g., the mother tongue of pupils and students where these differ from the local language);
- through the range of curricular options offered under the rubric of "foreign languages";
- through instruction on the topic of language (reflection on language[s], comparison and evaluation of languages, grammar lessons);

- through the contribution made by educational institutions to the standardization and "purification" of language.

Lewis and Gardner stress on the consideration of the attitudes of those who are probably be affected by the language policy, particularly in the educational system (as cited in Djennane, 2016, p.64). Furthermore, it has been proved that language attitudes have a significant effect on "the students' academic achievements and career opportunities" (Garrett et al. as cited in Redinger,2010, p.54). As can be seen, language attitudes have an apparent role in education. Thus, language planners and language policy-makers should take into consideration the attitudes of those who are concerned with the aim of making it a way to educational success.

Conclusion

Aiming to comprehend the multilingual profile of Algeria, the current chapter discussed the three major languages in Algeria in addition to English, their historical existence and their current position in the Algerian educational system. Then, it presented a general overview about vital concepts, that are, language planning and language policy with relation to language attitudes for the sake of attracting attention to them as they play an important role in solving linguistic problems. The next chapter will deal profoundly with the impact of French in Algeria and the role of English in education and research publication.

Chapter Two

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Chapter Two

Students' Challenges in Learning with French and English

Introduction

Having reasoned in the first chapter that Algeria is a complex multilingual country. In this chapter, we will deepen the focus by discussing the status of French and English at the educational level. We will begin by explaining some sociolinguistic phenomena, with more attention to French, then we will discuss themes related to English in education and research.

2. 1 French as a Language of Instruction

It cannot be denied that from the moment the French colonists set foot in Algeria until now, French has had its impact on Algerian lives, including their languages. In 1931, one stated, "Our sons can no more speak one minute nor even two seconds without stuffing their speech with a foreign word, the equivalent of which is nevertheless available in the usual language (AA) and furthermore in the scholarly language (CA)." ("Al Nadjah" as cited in Bouamran, 1986, p.111). In this section, we will discuss some of the sociolinguistic phenomena related to French in Algeria.

2.1.1 Bilingualism

Bilingualism can be defined broadly, and simply as the "ability to speak two languages" (The Editors of Encyclopaedia Britannica, 2018), in like manner, it is stated as "the practice of using two languages" (Department of Arts and Culture, 2003, p.19). This phenomenon appears, clearly, in "all age groups, in all levels of society, and in most countries" (Grosjean, 2013, p.6). In fact, the number of bilinguals is approximated to exceed half of the world's population (Grosjean, 2010; 2015).

A deep view of the numerous definitions of bilingualism shows that they differ in their perspectives. There are descriptions focus on the idea of practising or using languages regularly

such as Weinreich's definition: "The practice of using alternately two languages." (Ali Chaouche, 2006, p.11) or as Mackey's: "The alternate use of two or more languages by the same individual" (Ali Chaouche, 2006, p.11).

Furthermore, many believe that competence in both languages must be equivalent. The American linguist Bloomfield views bilingual as one who has "native-like control of two languages" (Ali Chaouche, 2006, p.11). Explicitly a bilingual is able to read, write, speak, and listen equally in the two languages. This kind of bilingualism is also called '*ambilingualism*' which is "a situation that exists when someone has virtually equal command of two languages" ("English-word information", n.d.). This restrictive view is also shared by other scholars such as, Yvan Lebrun and Claude Hagège (Grosjean, 2015). François Grosjean, the French bilingual and linguist, criticised this interpretation arguing that only a small number of bilinguals, such as some translators, language teachers, and researchers, *inter alia*, fulfil these conditions whereas the vast majority of those who use two or more languages in everyday life do not have equivalent competence and perfect language (2015).

Another division of bilingualism is between societal bilingualism and individual bilingualism or bilinguality. Hamers and Blanc describe *societal bilingualism* as:

The concept of bilingualism refers to the state of a linguistic community in which two languages are in contact with the result that two codes can be used in the same interaction and that a number of individuals are bilingual,

While *individual bilingualism* is "...the psychological state of an individual who has access to more than one linguistic code as a means of social communication." (as cited in Dendan, 2011, p.10)

Overall, Grosjean describes bilinguals as "those people who use two (or more) languages (or dialects) in their everyday lives" (1997, p.164). This description is dissimilar to the others (cf. Weinreich, Mackey, and Bloomfield's definitions) in the following points: to

begin with, it also encompasses the idea of plurilingualism; it speaks of dialects not only languages; it does not restrict the level of language in being fluent (Grosjean, 2015).

This phenomenon in Algeria has some special characteristics that differs it from the one in other countries. Initially, together with Arabic-French bilingualism, there exists Arabic-Berber bilingualism. Also, knowledge of French in Algeria is not as vital as English in Wales. Too, there is no speech community where only French is spoken and another one where Arabic is used as in Switzerland or Finland where two or more speech communities be existent. Unlike English in West Africa, French does not function as lingua franca. Remarkably, Arabic and French live in a conflict in Algeria. This conflict can be seen in the school where Arabic is used for humanities, as a medium of instruction, and French for sciences, besides in the workplace where Arabic still struggling to find its way as a language of administration and business (Ahmed Sid, 2008, pp.24-27).

2.1.2 Diglossia

Several speakers use two or more varieties of the same language under different situations in many speech communities (Ferguson, 1959). This phenomenon is known as diglossia. The term, modelled on the French *diglossie*, was widely known after was introduced by Ferguson in 1959 in his article which is called *Diglossia* (Fatmi, 2018) although the description of this phenomenon belongs to Karl Krumbacher in 1903 (Fatmi, 2018) followed by William Marçais in 1930 in his paper "La Diglossie Arabe" (The Arabic diglossia) (Ali Chaouche, 2006).

Marçais describes two parts of Arabic: the literary language and the spoken idioms. He says (as cited in Bouamran, 1986, p.2):

The 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 cultured circles.

This definition has concentrated on dividing the Arabic language into two forms classical and dialectical. The other point is that each of these types is used in specific situations where he refers to writing and speaking from the linguistic skills.

To characterise diglossia, Ferguson has studied four cases: Arabic (Egypt), Modern Greece, Swiss German, and Haitian creole. The definition of Ferguson distinguishes two language varieties exist alongside within a community, with each having a specific function. He says (1959, p.336):

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 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) refers to the language with a super position as H ('high') variety, and the regional dialect as L ('low'). As an example, he referred to Classical Arabic by H and the Egyptian dialect by L. The dominant and prestigious variety is used in formal situations while the other variety is used in informal ones. According to Romaine these two varieties, H and L, are unlike each other "not only in grammar, phonology and vocabulary, but also with respect

to a number of social characteristics namely: function, prestige, literary heritage, acquisition, standardization and stability” (as cited in Ahmed Sid, 2008, p.20).

In *The Southwest Journal Linguistics* (1991), Charles Ferguson himself commented in ‘Diglossia Revisited’ on the weaknesses of his original paper. He criticised the “lack of clarity on specifying that his definition for diglossia was putative” and that the phenomenon at that time was not well understood (Freeman, 1996). The subject gets more attention; thus, other scholars contributed to it. For instance, Fishman (cf. Ferguson) who broadened the term “to cover situations where the high and low varieties are genetically unrelated” (e.g. Spanish and Guarani in Paraguay) (as cited in Ammour, 2012, p.44). Also, Romaine who states that: “The notion of diglossia is also extended to include more than two varieties or languages which participate in such a functional relationship” (as cited in Ammour, 2012, p.44). This change of viewing diglossia over the years can be due to the complex situations of languages around the world and the distinct cases studied by scholars.

Before proceeding to discuss diglossia in Algeria, it will be necessary to discuss its existence in the Arab world. Since Marçais and Ferguson’s early works about diglossia, studies about the case of Arabic have not stopped. Illustratively, Freeman (1996) has discussed four models have explained the Arabic case then he came up with his own model, by combining Badawi and Walters’ models, as they fail in giving a full picture. He proposes a rope diagram where 22 separate systems, represent the national dialects, move to an essential contact point between all the systems, which is MSA (Freeman, 1996).

Some researchers assert that the case of Arabic is exceptional and can be therefore labelled as “Uniglossia or Arabiglossia, but not diglossia”. To explain, Said (ac cited in AlBzour, & AlBzour, 2015, p.11) clarifies the peaceful coexistence between Arabic varieties by saying that “the two languages [standard and vernaculars] are porous, the user flows in and out of them is an essential aspect of what ‘living in Arabic means” ; he adds that “educated

Arabs actually use both the demotic and the Classical, and this common practice neither prohibits naturalness and beauty of expression nor, in and of itself, automatically encourages a stilted and didactic tone". Also, Arabic "can only be a source of *unifying* millions of Arabic speakers phonologically, morphologically, semantically and culturally" (AlBzour, & AlBzour, 2015, p.12). This statement can be understood by knowing that "Arabic is Islam and Islam is Arabic" along with being "the crucible of most Arabs' dream of unity and the only means that may guarantee their 'Paradise Regain'" (Christian as cited in AlBzour, & AlBzour, 2015, p.11).

As far Algeria is concerned, we should know that this case is specific and complicated, given that there is a gap between the two varieties AA and MSA (Ahmed Sid, 2008). This gap is a consequence of illiteracy and colonisation (Ahmed Sid, 2008, p.20). Algerian Arabic is used for daily communications, nonetheless, it is occasionally used in the media (radio and TV programmes) and more frequently in plays and films whereas MSA is known by its use in formal situations such as literature, newspapers, and religious ceremonies (Ahmed Sid, 2008; Ali Chaouche, 2006). The Algerian does not have only an alternate use of two varieties of the same language, but he also has a switch from one language (Arabic) to another (French), and a mix of the two languages together (Ammour, 2012, p.45). This case is described by Fishman as "diglossia with bilingualism, which means two different languages that are genetically unrelated used for different functions" (as cited in Ammour, 2012, p.44).

2.1.3 Code-switching

One of the sociolinguistic phenomena that appears in diglossic and multilingual communities is code-switching. Poplack refers to code-switching as "the alternation of two languages within a single discourse, sentence or constituent" (as cited in Bouamrane, 1986, p.113). In the same fashion, Crystal defines it as "the process in which people rely simultaneously on two or more languages to communicate with each other" (2003, p.164). This

concept is contrasted with “*code-mixing* in which the speaker of one language transfers elements or rules of a different language to the base language” (Holmarsdottir, 2006, p.194).

There are two types of code-switching intersentential and intrasentential. The first type, *intersentential*, “needs an advanced level of bilingual proficiency as in most cases embodies the production of full clauses in each language” (Khetir, 2017, p.71). For instance:

- [nsit hadi :k. :donc mon exercice est faux] I forgot that, so my exercise is false.

- [Je vai sortir, ʃani maʃi lelabo] I leave; I'm going to the laboratory.

The second type of switching, *intrasentential*, “involves a switch that takes place inside a sentence. It can occur in embedded sentences like relatives, complement clauses, coordinate sentences etc” (Benyelles, 2011, p.16-17). For example:

- [neħtaɟ lkteb taɣ la microbiologie] I need the book of microbiology

A number of reasons were proposed for switching between languages among bilinguals. As Wei suggests, one may switch as an attempt to highlight particular points during the conversation (Bichani, 2015). Also, the switch can aid in filling “pragmatic gaps, as some expressions are more appropriate for use in one language than the other, or to fill in lexical gaps, as speakers may not know the meaning of a term in one of the languages.” (Bichani, 2015, p.19). Additionally, Holmes (2013, pp.35-39) gives more motives for switching: the speaker's switch can be understood as change in social situation (e.g. someone joins the conversation) ; as well it may be “a signal of group membership and shared ethnicity with an addressee”; also can be an expression of the different kinds of relationships (e.g. the doctor–patient conversation); another motive for switching is “to quote a proverb or a well-known saying in another language”.

Code-switching exists in Algeria as well as the other phenomena that characterise the multilingual societies. This excerpt written by the journalist Mohamed Amghar in “El Moudjahid” (8 February 1974) is a description of Algerians :

They speak to you two minutes in French, 30 seconds in Arabic then one minute in french and so on, sometimes the two languages are mixed to such a point that there results a bizarre, unintelligible language, and one wonders if these people are not themselves bizarre. (as cited in Bouamrane, 1986, p.109).

Algerians code-switch because of the different causes mentioned above. For instance, “in Algeria an educated person will change his/her language in social intercourse. If he/she is with friends or relatives he/she knows their language preference and adopts accordingly. If he/she is with a group of people he/she does not know well, language choice will be based on particular factors such as age, gender, status and educational level.” (Hassaine, 2011, p.17). Another illustration can be observed in the teachers and/or students use of code-switching as a strategy for getting their points across (Benrabah, 2007a, p.245). As stated by Sultana: “Anybody who has interacted with Maghrebin scholars knows the extent to which this code-switching is not only frequent, but almost instinctive, producing an effortless and seamless flow of language that is comprehensible and acceptable within the academic community” (as cited in Benrabah, 2007a, p.245).

2.1.4 Borrowing

Another phenomenon occurs in multilingual communities is borrowing. *Lexical borrowing* “typically is the adoption of individual words or even large sets of vocabulary items from another language or dialect. It can also include roots and affixes, sounds, collocations, and grammatical processes.” (Daulton, 2013, p.3308). In like manner, Gumperz gives his definition saying (ac cited in Boukhatem & Chouaou, 2015, p.8):

Borrowing can be defined as the introduction of single word or short, frozen, idiomatic phrases from one variety (i.e. language), into the grammatical system of the borrowing language and they are treated as if they are part of lexicon of that language and share the morphological and phonological system of the language.

These two descriptions of borrowing see it as introducing borrowed linguistic item/s from a code into another one. This borrowed item, say a word, occasionally maintains its original form and meaning; at other times it is adapted to the recipient language's phonology and morphology; one more option is "*loan translation*—or the creation of a calque—where a word or phrase is translated word for word; for example, *loanword* is a calque of the German *Lehnwort*" (Daulton, 2013, p.3308).

There are several interweaving causes behind this phenomenon. In the first place, people may borrow from another language due to *need*. A language can have lexical gaps, these gaps occur when one wants "to express a concept or describe an object for which there is no obvious word available in the language they are using. Borrowing of this kind generally involves single words – mainly nouns – and it is motivated by lexical need." (Holmes, 2013, p.43).

Another reason causes borrowing is *society's attitudes toward foreignisms*. To clarify, if two languages are in contact, speakers will use more borrowed words from the more prestigious one "as a means of displaying social status" (Boukhatem & Chouaou, 2015, p.16). Otherwise stated, "if a people associate the culture and technology of a foreign country with power, chic, and other attractive characteristics, it is more likely that words will be borrowed" (Daulton, 2013, p.3310) albeit "there are equivalent items in the borrowing language, because they seem to have *prestige*" (Boukhatem & Chouaou, 2015, p.16). To my surprise, Japan has a unique tool that greatly smooths lexical borrowing, which is the *katakana* script. *Katakana* allows any western word to be simply borrowed immediately, even temporarily, making the loanwords universally understandable (Daulton, 2009, p.34). *Katakana* was selected for symbolising loan words because of its higher prestige which results in "a clear compartmentalization of cultures, instilling confidence in the integrity of the native language" (Kay as cited in Daulton, 2009, p.34).

Having defined what is meant by borrowing, we will now move on to discuss its presence in Algeria. This sociolinguistic phenomenon is a result of the contact between different populations (e.g. French, Spanish) in the colonial times either combatively or for trade (Hassaine, 2011). In particular, French had influenced Algerian Arabic, that is the latter is known by the presence of numerous French words and expression in the everyday language of Algerians. This impact is oral since “the borrowed words are spoken and rarely written” (Ali Chaouche, 2006, p.17). Some of these words are adapted morphologically or phonologically while others are used in their original form; nevertheless, most of them seem as if they are Arabic words (Ali Chaouche, 2006). The following table shows some of the borrowing words:

Table 2.1 Some French Loan Words in Algerian Arabic

Algerian Arabic	French	MSA	English
kuzina	cuisine	matbax (مطبخ)	Kitchen
Šarja (v)	Charger (v)	mala'a (ملا)	Load (v)
Tabla	Table	mæ: 'ida (مائدة)	Table
Tilifun	Téléphone	hatif (هاتف)	Phone
Kader	Cadre	'tār (إطار)	Frame
Lappulis/El-bulisiyya	Police	shorta (شرطة)	Police
Utal	Hôtel	fondoq (فندق)	Hotel
Balun	Ballon	kora (كرة)	Ball
Servita	Serviette	mendi:l (منديل)	Serviette

A final point should be discussed is the distinction between code-switching and borrowing. Grosjean (as cited in Ahmed Sid, 2008, p.69) differentiates between code-switching and borrowing as stated below:

A code-switch can be of any length (a word, a phrase, a sentence) and is completely shifted to the other language, whereas borrowing is a word or short expression that is adapted phonologically and morphologically to the language being spoken.

This distinction is further exemplified by Grosjean in the next figure (Figure 2.1). As we see in the upper part of the shape, which represents code-switching, the person who speaks the first language (the empty rectangles) completely converts to the second language (shaded

rectangle), then returns to the first language (the empty rectangles again). On the other side, in the case of the borrowing, the borrowed item of the second language merges into the first language. This appears in the lower part of the shape in the image of the rectangle that contains slashes, which reflect the merging of the second language and the first one (Grosjean, 2017, p.67).

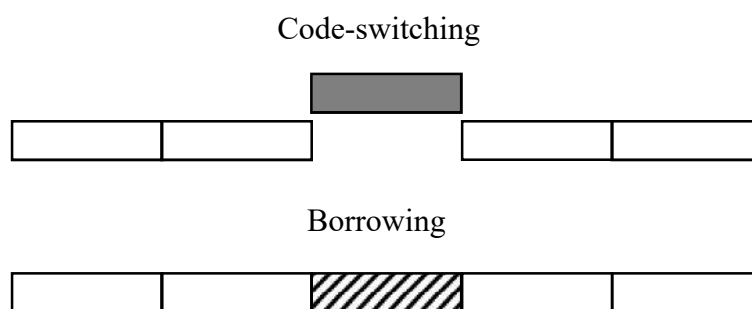


Figure 2.1 Difference between code-switching and borrowing. (Grosjean ,2017, p.68)

2.2 English for Documentation, Publication and Research

English has proved its status as the language of science, so those who want to get access to the new knowledge and technologies, they have to cope with it. In this section, we deeply study topics related to English in the world of science, teaching, and publication.

2.2.1 Definition of Key Terms

2.2.1.1 English as an International Language of Science

Returning to the subject of English and its spread all over the world as a dominant language in almost every aspect of life. Hasman (as cited in Meddour, 2014, p.10) demonstrates the wide use of English as follows:

When Mexican pilots land their airplanes in France, they and the ground controllers use English. When German physicists want to alert the international scientific community to new discoveries, they first publish their findings in English. When Japanese executives conduct business with Scandinavians entrepreneurs, they negotiate in English. When pop singers write their songs, they often use lyrics or phrases in English.

With regard to scientific publishing, English has been recognised as leading “language for publication of academic research findings” (Flowerdew, 1999a, p.124). As a case in point, the periodical publication. A comparison between papers written during 1980 and fifteen years later shows a considerable increase in the percentage of use of English. In the case of Chemistry, 67 per cent of papers in 1980 were written in English, but after 15 years the number had increased by over 30 per cent, to name just a few (Crystal, 2003, pp.111-112). A further case is shown in book publication, Graddol estimates that 28 per cent of the world’s books per annum is published in English (as cited in Meddour, 2014, p.10).

Surprisingly, the status of English as the language of science is not a unique situation. Over the past millennia, one language, mostly, used to articulate science in the West, from Sumerian to Greek, Arabic and Latin which was gradually replaced by several languages, essentially French, English, and German. At the beginning of the twentieth century, there was a kind of balanced use of English, French, and German in science (Hamel, 2007, pp.55-56). This equilibrium was lost to leave the field open, almost only, to the “powerful carnivore” that gobbles up “the other denizens of the academic linguistic grazing grounds” (Swales as cited in Flowerdew, 1999a, p.124).

The extensive use of EILS can be regarded as disadvantageous for some reasons. There is a low probability of being up to date with the ideas and research in a subject by learning any other language rather than English (Crystal, 2003, p.111). By the same token, publishing in a language other than English means, on the one hand, “cutting oneself off from the international community of scholars” and, on the other, prejudicing one's chances of advancing professionally (Flowerdew, 1999a, p.124).

2.2.1.2 English for Specific Purposes

ESP is an acronym for English for Specific Purposes. A brief and simple definition of ESP has been given by Day and Krzanowski (2010, p.5) saying that ESP “involves teaching and learning the specific skills and language needed by particular learners for a particular purpose”. They explained the letter P in ESP as a professional purpose which is “a set of skills that learners currently need in their work or will need in their professional careers” (Day & Krzanowski, 2010, p.5).

In their definition of ESP, Hutchinson and Waters clarified the difference between ESP and the other English language teaching courses (1987, p.19):

ESP must be seen as an approach not as a product. ESP is not a particular kind of language or methodology, nor does it consist of particular type of teaching material. Understood properly, it is an approach to language learning, which is based on learner need. The foundation of all ESP is the simple question: why does this learner need to learn a foreign language?...ESP, then, is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning.

In this description of ESP, the scholars regard it as an approach which is not a specific type of methodology nor a language. This approach is founded on the learner need or as described by the authors “the learner's reason for learning” (Hutchinson & Waters, 1987, p.19). There are two main reasons that have given rise to ESP: “the spread of English as a global language, specifically its emergence as the dominant international language of academic publication; and second, recognition of language variation, by use as well as user, as a fundamental property of language use”(Ferguson, 2007, pp.8-9). ESP can be divided into the following areas (Figure 2.2):

Branch	Sub Branches	Example
English for Academic Purposes (EAP)	English for General Academic Purposes (EGAP)	English for academic writing
	English for Specific Academic Purposes (ESAP)	English for law studies
English for Professional Purposes (EPP)	English for General Professional Purposes (EGPP)	English for the health care sector
	English for Specific Professional Purposes (ESPP)	English for nursing
English for Occupational Purposes (EOP)	English for General Occupational Purposes (EGOP)	English for the hospitality industry
	English for Specific Occupational Purposes (ESOP)	English for hotel receptionists

Figure 2.2 Areas of ESP teaching. Reprinted from “Developing courses in English for specific purposes,” By Basturkmen, H, 2010, p.6 Springer.

2.2.1.3 English for Academic Purposes

Along with ESP, English for Academic Purposes (EAP) was established as a direct result of the growth of English worldwide as a leading language in acquiring, teaching, and spreading the academic knowledge (Hyland, & Shaw, 2016, p.1). EAP was firstly used in 1974 by Tim Johns then found its way to general use in 1975 by the British Council (Jordan, 2002, p.74). As a definition, Flowerdew and Peacock describe EAP as “the teaching of English with the specific aim of helping learners to study, conduct research or teach in that language” (2001, p.8). Additionally, Hyland and Shaw say that EAP “covers language research and instruction that focuses on the communicative needs and practices of individuals working in academic contexts” (2016, p.1).

EAP differs mainly from general English courses in the focus on the learners’ needs in addition to analysing the target situation and the present situation (Flowerdew, 2013, p.1906). To put it differently, EAP “goes beyond preparing learners for study in English to understanding the kinds of literacy found in the academy” (Hyland, & Shaw, 2016, p.1). As an

illustration, EAP course may include activities about writing for publication, presenting papers at conferences, or describing the discourse of doctoral defences.

2.2.1.4 English for Research and Publication

ERPP is an acronym stands for English for Research Publication Purposes. ERPP is considered as a branch of EAP that addresses “the concerns of professional researchers and post-graduate students who need to publish in peer-reviewed international journals” (Cargill, & Burgess, 2008, p.75). Hyland states that ERPP courses usually “focus on publishable genres, especially the journal article genre, and the content is varied ranging from discipline-specific issues, formal and structural aspects of text, affective aspects of writing (e.g., raising confidence and authority) to negotiation and review process” (Habibie, 2015, p.39).

In spite of the EAP courses provided by universities, English represents significant challenges for researchers, no matter what discipline they work in, namely those who want or are required to publish in English although the latter is not their first language whose needs are often broader and more complex (Cargill, & Burgess, 2008, p.75). Hence, special attention should be given for ERPP which might lead to “the improvement of students’ writing abilities and benefit faculty and academic institutions, and boost research and knowledge production and dissemination” (Habibie, 2015, p.38).

2.2.2 International Scholarly Publication in Algeria

In this section, our focus is to describe the status of international scholarly publication in Algeria. Few questions should be answered briefly, that is, how much does Algeria invest in research, how many research papers are published by Algerians and in what disciplines, what are the countries that Algeria collaborates with, lately, what is the Algerian universities’ ranking worldwide.

Until 1998, there was a lack of interest in the scientific research from Algerian economy and society “when the first scientific research law was issued”, prioritizing the creation of a

domestic fund to finance the industry (Saada, 2017). As an illustration, “Algeria devoted just 0.07% of GDP [Gross domestic product] to GERD [Gross expenditure on research and development] in 2005” (Zou’bi, Mohamed-Nour, El-Kharraz, & Hassan, 2016, p.447); while according to UNESCO (2018, p.26) the Algerian Government expenditure on HE (higher education) is 1.2 % of GDP and 0.07 % of GDP on research and development. Algeria adopted a strategy in 2008 “to optimize its national innovation system. Piloted by the Ministry of Higher Education and Scientific Research (MoHESR), the plan proposed a reorganization of science, coupled with the development of infrastructure, human resources and research, as well as greater scientific co-operation and funding” (Zou’bi et al., 2016, p.447). Despite that, the statistics show that Algeria spends less than the median global public education expenditure in 2015 which was 4.7% of GDP, and less than the range proposed by the Education 2030 Framework for Action which is of 4% to 6% of GDP (UNESCO, 2017, pp.264-265).

One of the rare researches about the investment in higher education is Benlaria and Mostéfaoui’s (2017) where they measure the rate of social and individual return on investment in Algerian higher education. After calculating the individual cost and the rate of the individual return, the researchers found that the individual return’s rate at the University of Adrar “during the period 2008-2011 is relatively higher than the market interest rate for the year 2011” (2017, p.96). They explain the results saying that it demonstrates “the economic feasibility of both the individual and social investment at the University of Adrar since the graduate joins the business life and rates of the individual and social return exceed that of the market interest rate” (2017, p.96).

With respect to academics and the scientific publication, Algeria has 53587 researchers, 18861 are doctors; also, it has 1440 laboratories in 2017 (DGRSDT, 2017). The number of publications in Algeria has increased steadily from 795 in 2005 to 2302 in 2014 (Zou’bi et al., 2016, p.444). Another measurement reveals that the scientific papers’ publication has

progressed by 984.87% between 1999 and 2015, the same observation on the number of citations, an indicator of quality, which moved from 978 in 1999 to 16688 in 2015 (Saada, 2017) (see Figure 2.3). Regarding publication intensity, a comparison with the other Arabic states indicates that Qatar, Saudi Arabia, and Tunisia had the highest publication intensity in 2014 with 548, 378, and 276 respectively whereas Algeria had a minor amount with 58 publications per million inhabitants (Zou'bi et al., 2016, p.445).

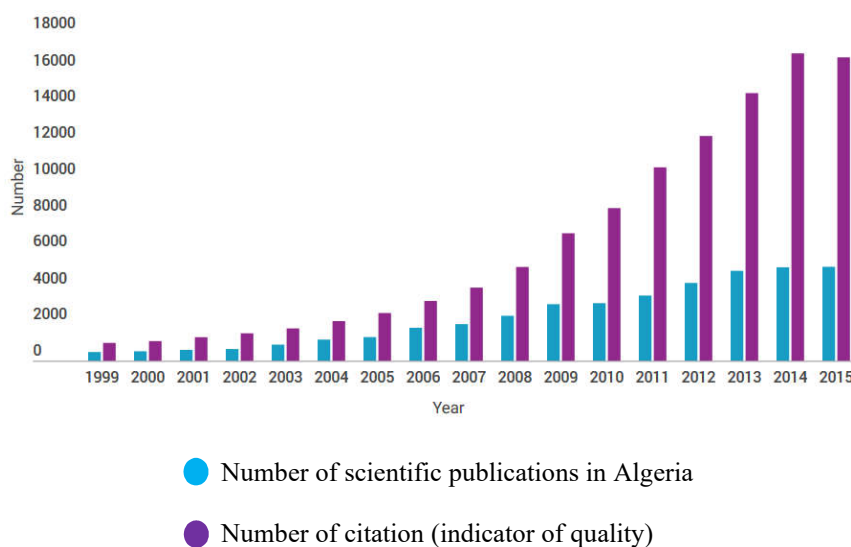


Figure 2.3 Evolution of scientific production in Algeria. (Saada, 2017)

According to the UNESCO report in 2016, most of the Arab states' publications are in life sciences, accompanied by engineering, and chemistry (Zou'bi et al., 2016, p.445). In regard to Algeria, the scientists, between 2008 and 2014, published principally in engineering (3177 papers), physics (2194 papers), in chemistry (1586 papers), in mathematics (974 papers), and in biology (945); however, in geopolitics, computer sciences, psychology, social sciences, inter alia the output is trivial (Zou'bi et al., 2016, p.445).

In terms of the international collaboration, 67.2 per cent of the published papers, between 2008 and 2014, in the Arab states were shared with international peers (Zou'bi et al., 2016, p.445). Regarding Algeria, 59 per cent of the academics co-authored their papers during the same period (2008-2014) (Zou'bi et al., 2016, p.447). In terms of the countries that Algeria

co-operates with the most are as follows: France (4883), Saudi Arabia (524), Spain (440), USA (383), and Italy (347) (Zou'bi et al., 2016, p.446).

With regard to universities ranking, in the *Times Higher Education* World University Rankings 2019, only two Algerian universities were able to reach the top 1000, viz., the University of Béjaïa and Ferhat Abbas Sétif University 1 (“World University Rankings”, n.d). As far as our university is concerned, according to Scimago Institutions Ranking, Biskra University is ranked the 13th in Algeria and 787th worldwide, while it was 651st two years ago (“Universite Mohamed Khider de Biskra”, n.d).

2.2.3 Challenges of Writing for Scholar Publication

Academic publishing is now a immense sector that dominates the professional life of academics worldwide, with perhaps six million scholars in 17,000 colleges generating more than 1.5 million peer-reviewed papers each year (Hyland, 2016). In this industry, English is, de facto, the chief language in which the research results are published (Flowerdew, 1999a). In their quest for publishing, researchers face some challenges. As illustrated hereinbelow, these struggles are divided into discursive, non-discursive, and other (Salih, Holi, & Clark, 2014).

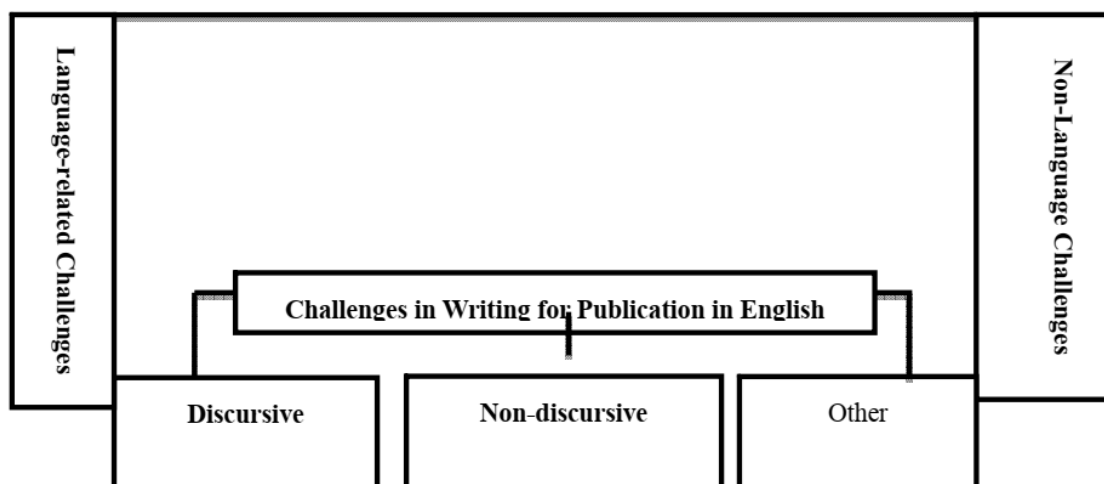


Figure 2.4 Challenges in writing for publication in English. (Salih et al., 2014, p.164)

2.2.3.1 Discursive Challenges

Comparably to native-English-speaking (NS), non-native-English-speaking (NNS) scholars encounter some discursive, or language-related, difficulties which make writing for publication in English problematic. Flowerdew indicates some of the linguistic, or surface, challenges which are listed as follows: “grammar; use of citations; making reference to the published literature; structuring of argument; textual organization; relating text to audience; ways in which to make knowledge claims; ways in which to reveal or conceal the point of view of the author; use of “hedges” to indicate caution expected by the academic community; and “interference” of different cultural views regarding the nature of academic processes” (1999a, p.127).

Using interviews, Flowerdew has enumerated number of problems met by the participants in writing for publication, particularly in terms of a disadvantage compared with NNS scholars: “NNSs have less facility of expression, NNSs take longer to write, NNSs have a less rich vocabulary, NNSs are less capable in making claims for their research with the appropriate amount of force, NNSs are better suited to writing quantitative articles, NNSs’ L1 may intervene in the composition process, NNSs are best advised to write in a simple style, introductions and discussions are the most problematic parts of research articles for NNSs to write” (1999b, p.254).

2.2.3.2 Non-discursive Challenges

There are several non-discursive, or non-language-related, problems that can inhibit NNS from writing for publication. Gibbs and Flowerdew have reservations about the “possible prejudice against submissions from NNSs that may contain non-standard features” (as cited in Flowerdew, 1999a, p.127). In his doctoral thesis, Pejman Habibie includes other possible challenges: the restricted access to contemporary literature which makes the contributions out of date; “pressure and fear of scholarly publication, rejection, and exposure to larger discourse

community” for newcomers to academic world; attitudes of journal editors toward non-natives which can result in rejecting the document; socio-political aspects (e.g. “how power dynamics inherent in a non-Anglophone doctoral student’s relationships with his academic context, professor, and journal gatekeepers influenced his writing for academic publication process”); the need to balance between publishing in English and the mother tongue (2015, pp.26-27).

2.2.3.3 Other Challenges

The third type of problems, extra-linguistic, suggested by Salih et al. is argued to be vital to understanding the restrictions placed upon publishing in English (2014, p.166). This category refers to “all challenges of publishing which are not explicitly related to language” (Salih et al., 2014, p.166). The scholars provide the following as challenges belong to this category: “the issues of plagiarism, emotional and psychological factors, motivation, understanding the culture of the audience for which an article is going to be written, establishing academic voice, lack of awareness and funding issues” (Salih et al., 2014, p.166). The authors claim that “these are not peripheral issues but central aspects concerning the feelings of self-worth and aptitude attached to academic writing” (2014, p.166). To sum up, the next figure (Figure 2.5) demonstrates the three aforementioned categories of problems in publishing in English: the language-related, non-language-related and extra-linguistic.

As far as Algeria is concerned, Adjadj (2018) asked 62 Algerian researchers at Biskra University about their obstacles in publishing in English in journals. Most of the respondent (74.19%) indicated that time for writing is their most potential obstacle, 69.35% pointed to funding, 67.74% said that they find problem in finding the appropriate journals, 64.52 % believe that the results they provide are not of sufficient interest to the readers, others (66.13%) referred to basic writing and data analysis skills as an important barrier to achieving publication (Adjadj, 2018,p.73).

The conclusion to which this analysis leads to is that “writing for publication is a specialized competence which both Native and non-Native English speakers must acquire” (Hyland, 2016, p.61). With this in mind, “we should encourage the maintenance of variety and diversity in academic rhetorical practices-excessive standardization may counteract innovation and creative thought by forcing them into standard forms” (Mauranen ac sited in Flowerdew, 1999b, p.245).

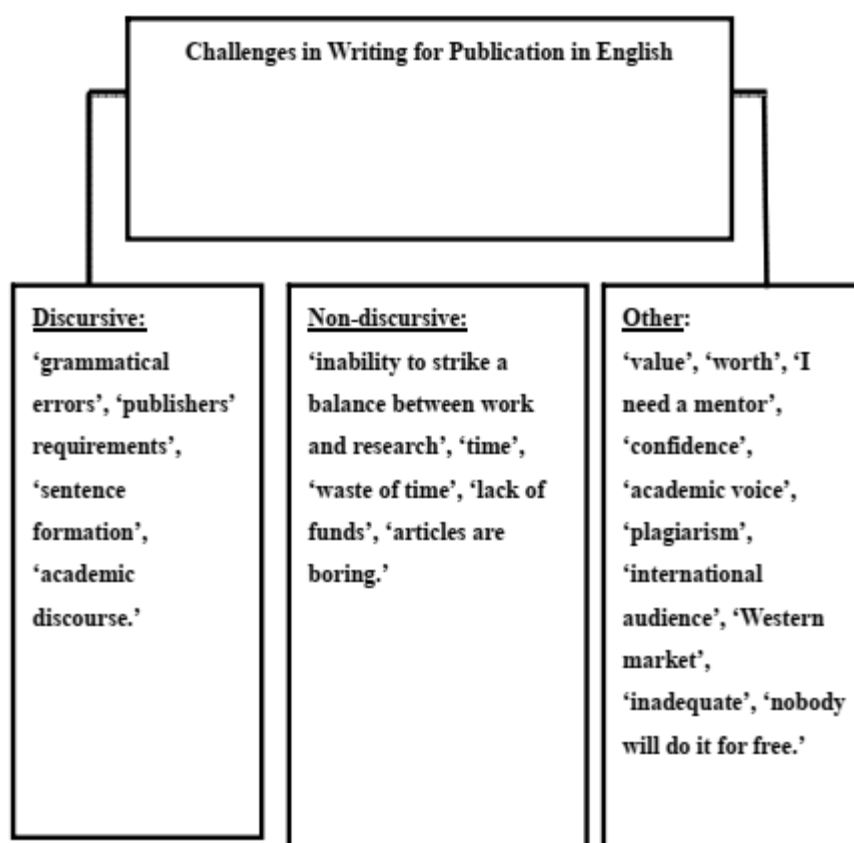


Figure 2.5 Common challenges in writing for publication in English. (Salih et al., 2014, p.167)

2.2.4 Strategies for Coping with Problems in Publication

Having discussed the difficulties of publishing a scientific paper in English, this section of the dissertation addresses ways of coping with these problems. As remarked by Adjadj (2018), there is little attention paid in the studies to the strategies when compared to the problems. In order to find out some of these strategies, five studies will be outlined.

In his study, Okamura (2006) interviewed thirteen Japanese researchers about their awareness of language difficulties when writing scientific research articles in English and their learning and writing strategies for producing them. The strategies proposed by these interviews can be grouped into: firstly, *subject knowledge-oriented*. These strategies employed by academics “to learn English through the subject”. This type includes “reading research articles extensively, experience in writing research articles, and collecting and learning useful phrases”; secondly, *language-oriented strategies*. These strategies aim “to learn English speakers’ perspective in the use of English”. For instance, the researchers “read academic texts in English outside their fields, and contact English speakers (English teachers and/or English speaking researchers) about the use of English in writing research articles” (Okamura, 2006, p.69).

In his study, Yonogyan Li examined a Chinese graduate student’s engagement with his community of practice while he wrote the first draft of a chemistry paper. The researcher used the process logs, BBS messages, interviews, and the developing text as data sources (Li,2007). The strategies used by Yuan, the student, are summarised in the subsequent figure (Figure 2.6).

-
-
1. Interacting with the local research community
 2. Negotiating with the laboratory data
 3. Drawing on his own experience and practice of RA writing
 - 3.1. Taking lessons from his previous experience of RA writing
 - 3.2. Using L1 to sharpen meaning
 4. Interacting with the global specialist research community
 - 4.1. Seeking Textual Mentorship
 - 4.1.1. Studying the literature to see rhetorical argumentation
 - 4.1.2. Borrowing from the literature
 - 4.2. Impressing the referees
 - 4.3. Considering the expectations of the target journal and its readership
-

Figure 2.6 Yuan’s multidimensional engagement with his community of Practice. (Li, 2007, p.63)

In 2016, Phothongsunan interviewed 18 university lecturers from two universities in Thailand, aiming to investigate what complications university lecturers in Thailand faced and how they handled such problems. The study shows that most respondents tackled the important role of *research support* in encouraging them to participate more in research domains and

activities. More than half of the participants “believed that Thai universities can contribute in supporting research oriented [*sic*] functions by conducting training and workshops by expert researchers as well as an English writing center or lab for language editing support” (Phothongsunan, 2016, p.684).

Using interview and a survey, Jiang and his co-authors have undertaken their research in a university in China seeking to investigate the experiences of the respondents, exploring both their challenges and the strategies they use to overcome their difficulties in publishing in highly cited journals. As far as finding international support is concerned, the participants suggested “*working with language or academic brokers [emphasis added]*” which comprise “journal editors, native English-speaking coauthors [*sic*], proofreading by native English-speaking friends, and the use of language service companies” (Jiang, Borg, E., & Borg, M., 2017, p.13). As regards Managing journal submission, some of the scholars “tried to *balance different levels of publication [emphasis added]*” while others preferred to “*adapt the same paper for different journals [emphasis added]* until it was finally accepted by one” (Jiang et al., 2017, p.14).

In the Algerian context, an important study was carried out by Adjadj (2018) about the researchers' practices into writing in English for international publication. The 62 academics' answers to the question about their strategies used in publishing in English reveals that: concerning editing, 29.03% of the respondents write their papers in English then give it to an *NNES peer, who is familiar with their research discipline to edit it*. Others (6.45%) use a different strategy where they *cooperate with NES scholar as co-authors* while 29.03% of the researchers *submit the manuscript without further proofreading*. Regarding translation, 16.13% indicates that they write their papers firstly in French then they *utilise online versus English translation tools*. Others (17.74%) write their research papers in French then *an NNES, acquainted with the discipline, translates them into English*, whereas the rest of them (6.45%)

write their articles in French then *an NNEs, not familiar with the discipline, translates it into English* (Adjadj, 2018, p.94).

2.2.5 English as a Medium of Instruction

Nowadays, everyone agrees that English is a lingua franca that has a major role in every aspect of life (see chapter one). This is certainly true in the case of education. As a way of illustration, “many nations have in recent years made English an official language or chosen it as their chief foreign language in schools” as a result of educational reasons (Crystal, 2003, p.110). As well, “English has become the normal medium of instruction in higher education for many countries – and is increasingly used in several where the language has no official status” (Crystal, 2003, p.112).

AlBakri (2017) has reported Several reasons for the adoption of English as a medium of instruction (EMI). To begin with, English serves a global purpose because of its dominance in the various academic disciplines as well on the internet where, according to W3Techs, 54 per cent of the top 10 million websites are in English (as cited in McCarthy, 2019). Furthermore, it is assumed that “learning content through English will promote student’s mastery of English” (AlBakri, 2017, p.48). Another reason for using EMI is enhancing the quality of education “especially in developing countries where good education is often perceived as English education” (Hamid at al. as cited in AlBakri, 2017, p.49). Moreover, it is essential to realise that English plays a role in the engineering field. As Riemer argues, “teaching English to engineers is a demanding matter in terms of content, methods and techniques, and deciding which kind of English is appropriate for their particular sub-discipline within engineering and to shaping the future of engineers” (as cited in Holi, 2017, p.61).

Despite these benefits, studying the use of EMI in the Arab world shows some drawbacks. In their study, Belhiah and Elhami (2015) had investigated the students and teachers’ views on the use of EMI in the UAE. The researchers find out that “many students

continue to struggle in class as a result of the exclusive use of English” in spite of the “apparent linguistic gains” (p.20). Additionally, “several respondents pointed out that the use of Arabic is likely to enhance students’ understanding of course content as well as assure greater mastery of core skills and competencies” (Belhiah, & Elhami, 2015, p.20). Consequently, this study proposes “implementing a bilingual curriculum in which instruction is delivered in both English and Arabic” (Belhiah, & Elhami, 2015, p.20). In another study Hassan and Al- hussien (2016, p.355) has drawn attention to “the issue of identity crisis, which the adolescents face due to the contrasting values conveyed through English and Arabic”. One more example, Qatar's educational authorities have reverted to Arabic as official teaching language in some fields. This decision can be explained by Jason Lane’s words “it’s a question of legitimacy. Externally, English is viewed as a dominant language, conferring legitimacy in academic and business realms.”. But when national education systems in Arab states abandoned Arabic, “there’s an issue with internal legitimacy,” he says "there is a lot of concern over whether you are forsaking your culture, giving up your history." (as cited in Lindsey, 2012).

In Contrast with the situation in the Gulf countries, EMI is not a promoted policy in the Greater Maghreb countries. In Morocco “English is taught as a foreign language to freshmen in many public universities. However, the subject matter is taught either in French or Arabic” (Belhiah, & Abdelatif, 2016, p.231). In Tunisia, they have introduced English for Specific Purposes (ESP) courses in all universities with the aim of widening the students’ scope in research (Boukadi, 2013). It is worth noting that a University called Tunis Business School (TBS) was established in 2010. This university is the first and only public business institution where the language of instruction for all subjects is English (“about TBS”, 2016).

Most important of all, Qorro (2006) in her paper asked about the effect of the language of instruction and the quality of education. Krashen (ac sited in Qorro, 2006) proves that “poor performance in the language of instruction results in poor performance not only in other

subjects, but also in overall poor performance in the second or foreign language". In her view, Qorro states that "when more and more learners receive quality education through the language most of them understand then the situation will be beneficial to all because we will all understand one another better" (2006, p.13).

Conclusion

In this chapter, we have explained some phenomena, such as, bilingualism and diglossia, which characterise the everyday life of Algerians. Then we shifted to study the dominant position of English in the world of knowledge production and education. This presentation was crucial in understanding the current language in the higher-level situation, also to know more about the struggles faced by teachers and students due to languages.

Chapter Three

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Chapter Three

Research Design and Data Analysis

Introduction

This chapter explains the research aims, the description of the informants' background, and the data gathering tools along with the analysis of the results. This fieldwork's data was collected from the teachers of the Electrical Engineering department at the University of Mohamed Khider Biskra, also the Vice-dean of the University.

3.1 Research Design

3.1.1 Research Aims and Instruments

Our knowledge of language attitudes is largely based on very limited data. The aim of the research was thus to investigate the teachers' attitudes towards the used languages in education. Returning to the introduction, it was hypothesised that the switch from Arabic to French and the lack of publications in these two languages in comparison to English are the main causes of language problems at the level of the university. Also, we hypothesised that the students prefer the use of Arabic as a language of instruction while the teachers may prefer keeping the current use of foreign languages.

By means of a questionnaire and an interview, we attempted to have more in-depth information about the teachers' attitudes towards Arabic, French, and English as they are chief languages in Algeria as well its educational system. We also intended to understand the problems faced by teachers and students in the various academic activities that are needed, such as teaching or writing a research paper.

3.1.2 Population

The term population has been used by Chelli (2017, p.28) to refer to "the group of people whom the study is about. The target population consists of all the people to whom the survey's findings are to be applied" whereas, the sample is "the group of participants whom the researcher actually examines in an empirical investigation".

Therefore, our population is the teachers that belong to the science streams while our simple random sample is teachers from the Department of Electrical Engineering at Biskra University. However, the total number of teachers is 96, the participants were nine.

By reason of the direct relation of his work with the teachers and students, we have chosen purposively interviewing the Vice-dean of the University for higher education of the first and second cycles, continuing education and diplomas, and higher graduation training.

3.1.3 Description and Administration of Research Instruments

In order to test our hypotheses, two data gathering tools were used: a questionnaire and an interview.

3.1.3.1 Questionnaire

In the words of Brown (2001): "Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers." (as cited in Dörnyei, 2003, p.6). This tool is "usually used not to elicit real language data but "to collect data on attitudes about language or qualitative sociolinguistic information" (Bijeikienė, & Tamošiūnaitė, 2013, p.45).

The questionnaire was designed following Dörnyei's instructions (2003). In order to obtain, primarily, data about the attitudes of teachers towards languages along with the other research aims, we have divided the questionnaire into four sections with seventeen questions. As it is advisable to approach the participants officially, we have sent the link of the questionnaire with a formal request (Designed using Google forms, see Appendix D) to the vice-president of the department who sent the link to the teachers.

3.1.3.2 Interview

According to Kothari, the interview "involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method can be used through personal interviews and, if possible, through telephone interviews" (2004, p.97). This data gathering tool,

interview, usually is “topic-based. An implication for a classic sociolinguistic interview is that it should sound as natural as possible, thus, questions should be posed as naturally as possible in order to give a feeling of an informal chat” (Bijeikienė, & Tamošiūnaitė, 2013, p.45).

We had face to face interview that was designed to see if there is a clear language policy implemented at the university. As well, to know the effect of this status on the teaching, learning, and scientific research.

3.2 Questionnaire Results Presentation

The data collected can be categorised into four sections: The current use of languages; challenges in teaching and publication; teachers’ attitudes towards languages; teachers’ personal information.

3.2.1 Question Item 1

Does your department have a language policy? If yes, have you implemented it yet?

Table 3.1 Teachers’ Awareness of the Existence of a Language Policy

	Yes	No	I do not know
Does your department have a language policy	1	7	1
If yes, have you implemented it yet?	1	/	/

The answers given by informants (Table 3.1) tell us about their awareness of the existence of any language policy at the department of electrical engineering. The table reveals that seven teachers knew about the absence of a language policy where only one answered by ‘I do not know’. That was unexpected because of the presumption against their interest or knowledge about this linguistic theme. A teacher has answered positively saying that there is a language policy; moreover, he is implementing it. Since there is no policy, as confirmed in the interview (see 3.3.1), it is possible that this particular participant was influenced by the common linguistic use at his department thinking that is formally applied.

3.2.2 Question Item 2

Which language do you use as the medium of instruction?

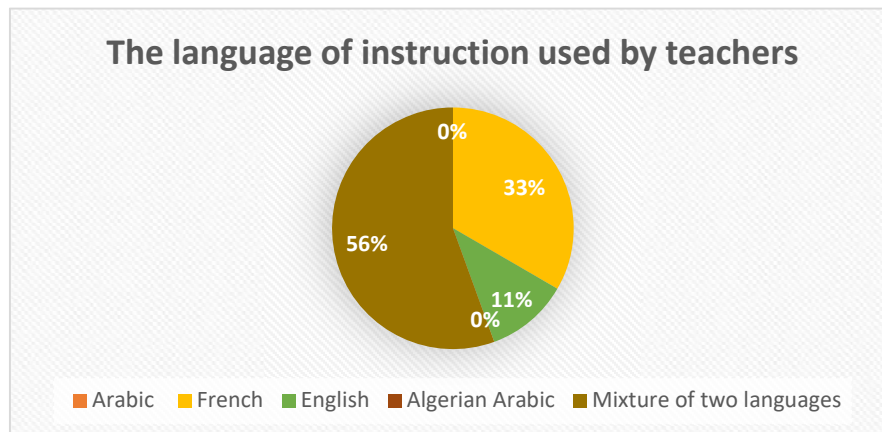


Figure 3.1 The language of instructions used by teachers

It is clear from the graph above (Fig 3.1) that more than half of the teachers used a mixture of two languages to teach while the rest use French (33%) and English (11%). It is worth mentioning that no one uses Arabic, standard or dialect, as a means of instruction without combining it with another one (see Fig 3.2). To our knowledge, this result has not previously been described. In particular, a previous study of Benrabah declared that “95% of undergraduate courses in medicine and technical disciplines are taught in French” (2007a, p.233). In 2015, the preparatory school students’ at Tlemcen said that 100% of their lectures are delivered in French (Kandsi, & Khalfaoui, 2015, p.37). A possible explanation for this might be that the studies, even ours, have been limited to a few institutions or a particular region. Another explanation is that the linguistic background of students might be different as we change the place and time of the research.

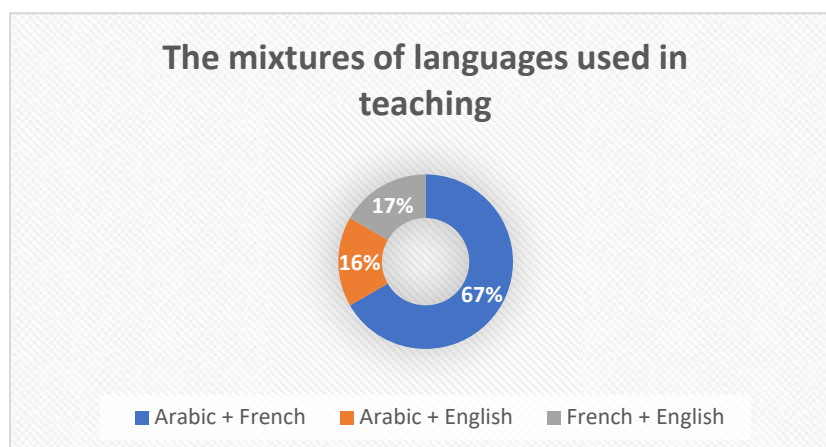


Figure 3.2 The mixtures of languages used in teaching

3.2.3 Question Item 3

Why do you use this language in particular?

Table 3.2 Teachers' Justification of Language of Instruction Choice

- That is inevitable. It is the language in which different technologies are provided, but for the explanation and clarification that helps the student understand and assimilate is by translating into the mother tongue, which is Arabic
-My original formation was in French
-Because it is the language prescribed in the program. And the teacher has no choice.
-Appropriate for the discipline
-French for technical expressions and explanation and Arabic in case of incomprehension
-That's what students understand.
-Documents
-French (official) Arabic for the explanatory

In Table 3.2, the teachers gave arguments about the choices of their language of teaching. Those who teach in French justified their choice by saying, because of documents, the original formation, it is the language of curriculum, it is the understandable language for students. The teachers who use a mixture of Arabic and French/English explained their choice claiming that they use French/English chiefly since it is the language of new technologies and technical terms, Arabic for them is used for clarification. The only teacher who uses English has explained that this language is appropriate for this discipline. These explanations confirm the absence of language policy. That is why each one has different reasoning for the language of instruction choice.

3.2.4 Question Item 4

What language/s do you ask your students to use while doing the following activities?

This graph (Fig 3.3) shows how the students use languages in the different educational activities. It is clear that the teachers strongly demand using French in various activities. Thus, Arabic has a minor role to play whereas English somehow is better than Arabic as it is recommended for reading articles and books. This dominance of French can be due to being the language of instruction for many teachers and the reasons behind adopting it (see Table 3.2) can be used as clarifications to this question.

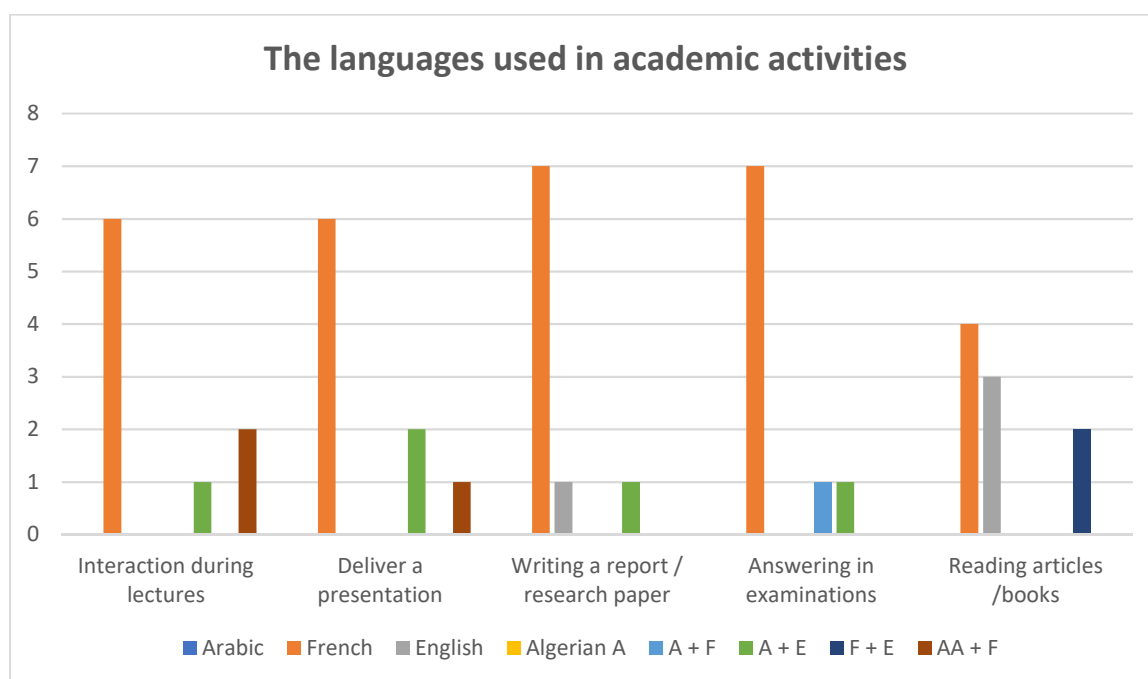


Figure 3.3 The languages used in academic activities

3.2.5 Question Item 5

What challenges and problems do your students usually experience (e.g. during the lectures or in writing their assignments)?

Table 3.3 Teachers' Perception of Students' Challenges and Problems

- Linguistic and terminological challenges and problems in understanding the language in which he is taught.
- Poor oral expression and misspellings and grammar due to their original formation (Arabic language)
- Weak expression in all languages especially in French. They can't express me in Arabic.
- Difficulty in understanding French.
- Deep understanding of the lecture
- In case of dictation, uncomprehensive writing and full of errors
- Grammatical errors and meanings of words
- Nothing.
- Weakness in expressing or speaking with correct language

The table (Table 3.3) presents the teachers' perception of students' challenges and problems. As can be seen, the teachers have stated just language-related problems: three teachers mentioned the weak ability of students to express orally or in writing, misspell words; three teachers revealed the difficulty faced by students in understanding their lectures because of LOI (language of instruction); two others pointed to the lack of vocabulary. The answers tell us that the students have problems, especially in their productive skills. We should draw attention to two striking answers: the response that related linguistic problems to the compulsory education language (i.e. Arabic) which is the same as our hypothesis; and the second response that does not link the weak level of students to only one language but all of them. This deduction supports the idea of Miliani, who said that "proficiency levels are getting lower and lower. Pupils', as well as students', language mastery is appalling. People even speak of *bilingual illiterates* getting their degrees" (2000, p.20).

3.2.6 Question Item 6

Can you tell me about any particular linguistic challenge which your students usually face?

Table 3.4 Teachers' Description of Students' Linguistic Challenges

-Understanding Foreign Language texts
-Oral expression
-The difficulty of expression in all languages and difficulty in understanding French.
-Answering in French
-Grammar, vocabulary
-Verb conjugation
-French
-Weak language level in all languages.

This table presents the students' linguistic difficulties from the perspective of teachers. The results are the same found in table 3.3 with few additions: Reading comprehension, understanding French, answering in French, and verb conjugation. That adds a problem in the receptive skills. Also, if students cannot answer in exams because of French, we can expect problems in the students' attainment.

3.2.7 Question Item 7

What suggestions would you like to make to help your students overcome their linguistic challenges?

Table 3.5 Teachers' Suggested Solutions for Students' Linguistic Challenges

- Give the student the right to understand in his mother tongue which is Arabic. In addition to present the scientific terminology in English
- Read a lot also listen and watch French channels.
- Study more often and read literary books at leisure time to improve their language level.
- Use classical Arabic in teaching while maintaining the terminology in Latin.
- Improve their level in French and English
- Attend intensive courses at university, read newspapers.
- Seriousness and genuine desire to learn
- Learn the language
- Improve the language level

In Table 3.5, the teachers suggested numerous ways to help their students in overcoming their linguistic challenges. Firstly, the students are asked to study more, be serious, and have a genuine desire to learn. With regard to language learning, teachers advise their students, greatly, to read books as well attend intensive courses in languages. Additionally, two teachers recommended using Arabic as a means of instruction with keeping English and French to present the scientific terminology. The results showed the teachers' awareness of the learners' difficulties and the desire to help them.

3.2.8 Question Item 8

Do you think writing for publication in English important? If yes or no why?

Table 3.6 Teachers' Opinions about the Importance of English for Publication

- Yes, but you should put a copy in Arabic it is more important because all the developed and non-English speaking people are interested in their mother tongue and this is due to their strong awareness about the importance of the native language in the civilized conflict.
- Yes, absolutely. English is the language of science par excellence.
- Inevitable
- Yes, because all scientific journals and scientific conferences impose English.
- Yes, because it is the international language approved for publishing.
- Yes, because the journals at sup level require English.
- Yes, it is the current scientific language of the world.
- Yes, the world language.
- Because it is the universal language adopted in scientific research and the strength of scientific references

Teachers in their view of the role of English in publication; admitted clearly that English, at present, represents the lingua franca of science and scientific publication. Likewise, they stated that the scientific journals and conferences require writing in English. One teacher proposed writing a copy of the research paper in Arabic, claiming that the non-English countries give attention to their mother tongues. This explains a pride in his Arabic and an interest in making it close to the scientific publication.

3.2.9 Question Item 9

What sorts of difficulties do you encounter with writing for publication in English?

Table 3.7 Teachers' Difficulties with Writing for Publication in English

-The difficulty lies in that we only use it at a late stage of the education pyramid, which is the case of research and publishing.
-Not much really. Students have a certain predisposition for English; perhaps because of the current technology software, computer platforms, etc.
-I do not find any difficulty
-Command of language
-Writing in an excellent way
-Vocabulary
-Finding simpler words to explain ideas
-Mistakes
-No

This table illustrates the teachers' difficulties in publishing using English. Out of the nine respondents, only two who have no problems at all. The others have described some discursive challenges, for instance, making mistakes, the richness of vocabulary, and writing in a good level. The probable reason for these problems was described by one of the teachers when he said that "we only use it at a late stage of the education pyramid which is the case of research and publishing" also, it might be related to lack of training in ESP.

3.2.10 Question Item 10

Complete the following sentences with the appropriate language (s) in your opinion:

a) Most students prefer to deliver their presentations in

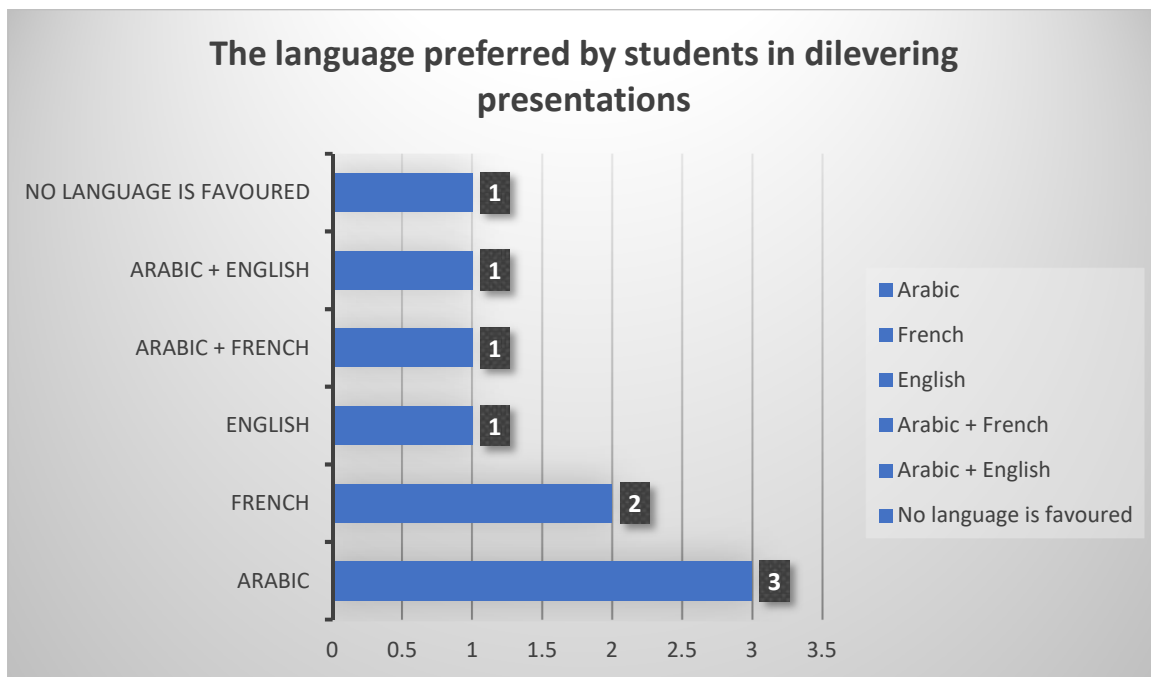


Figure 3.4 The language preferred by students in delivering presentations

It can be seen from the clustered bar (Fig 3.4) that teachers do not have an agreement about the language favoured by students in delivering their presentations. Only one teacher said that there is no favoured language. The diversity of answers can be addressed to little knowledge of students' choices.

b) Most students feel comfortable participating and discussing in the class in

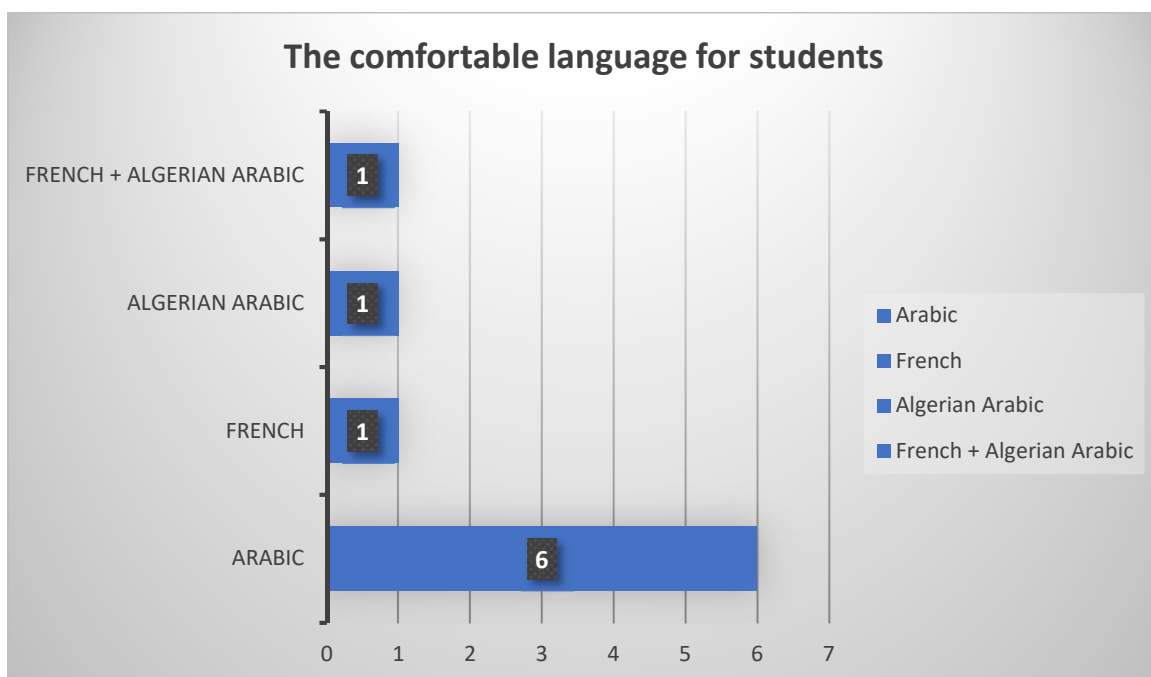


Figure 3.5 The comfortable language for students

It is clear from the graph (Fig 3.5) that students, according to their teachers, feel more comfortable if they discuss and participate using Arabic. Compare this result with the language they are asked to discuss in, French (Fig 3.3). This can be understood as a kind of contradiction while you know that your students prefer using a language and you force them to use another one.

c) Most students prefer to write reports/research papers in

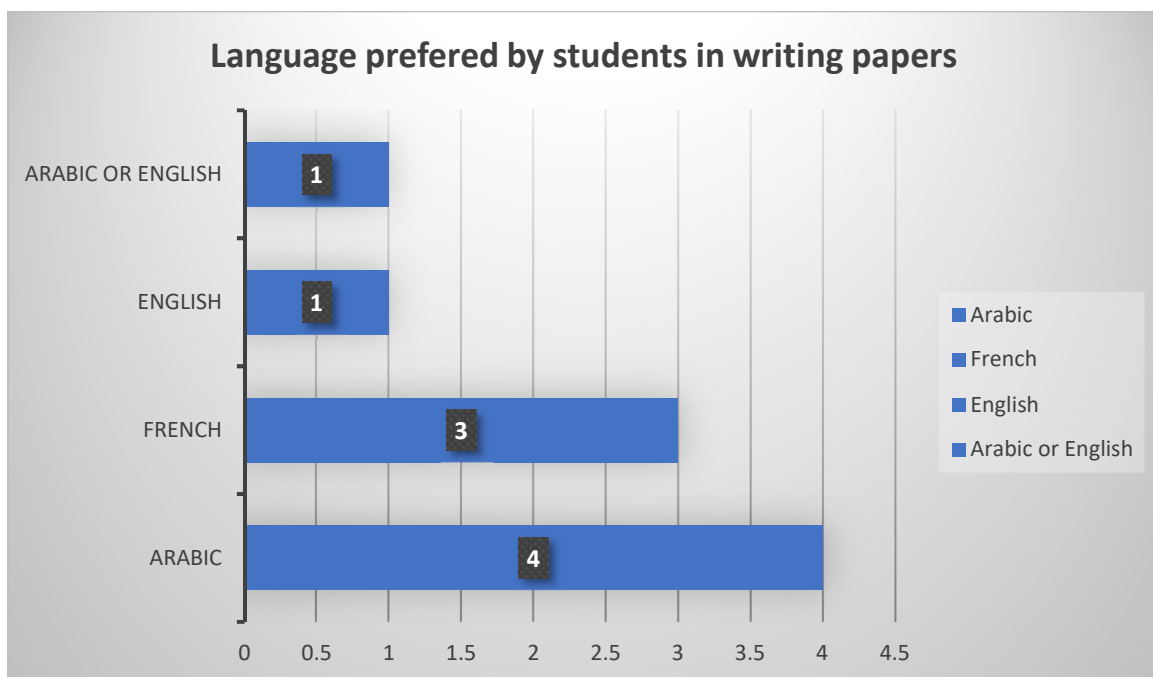


Figure 3.6 Language preferred by students in writing papers

As the graph shows, there are two preferred languages, Arabic and French, in writing research papers. These results led us to question the role of English. The teachers request writing research papers in French and students prefer it, with Arabic, while 77.77 % of the teachers (Fig 3.9) admit that the scientific resources are available in English.

d) Most students can better answer examination questions in

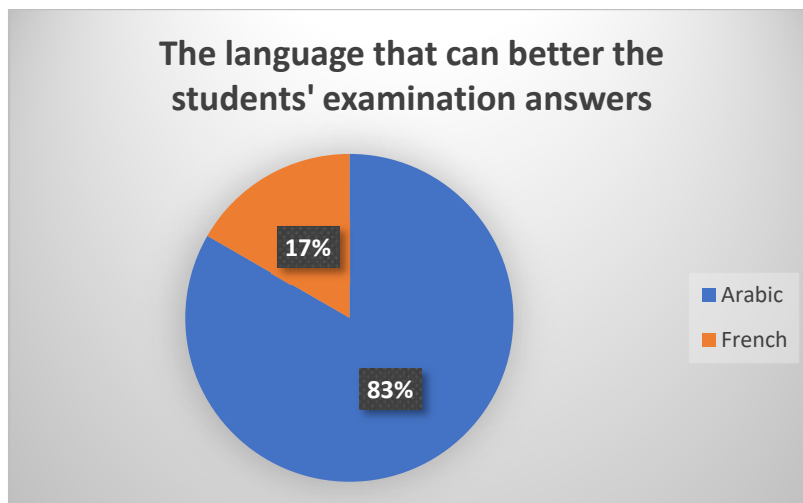


Figure 3.7 The language that can better the students' examination answers

From the graph, the teachers, evidently, think that their students can give better answers in the examination if they use Arabic. That can be due to its easiness for them to express their ideas and give well-written answers since it is their mother tongue. It is reported by one teacher that the language has nothing to do with the students' answers. As we think, this idea is partially wrong because you cannot neglect the role of language in students' performance. Even if the student can understand the pedagogical input (e.g. lectured in French) but with a weak level in writing, he will produce low pedagogical output.

e) Most students can learn better if they are taught in

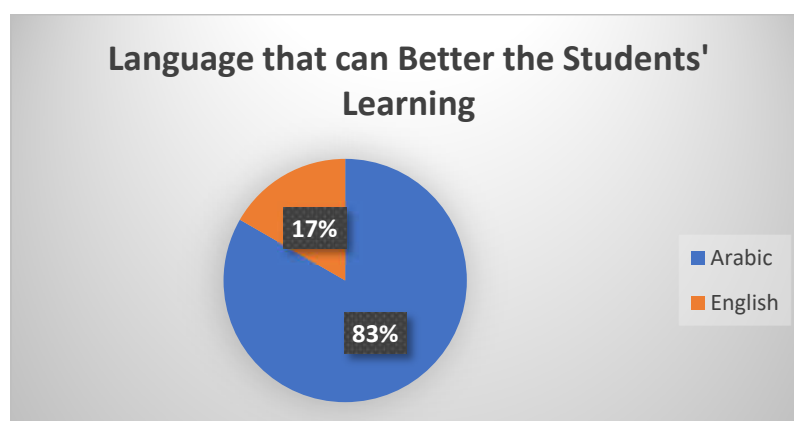


Figure 3.8 The language that can better students learning

It is apparent from the graph that the teachers think that the students can learn better if they are taught in Arabic, only one teacher thinks that English is more suitable. We can

understand that the teachers are aware of the mother tongue's role in easing learning, although they use different mixtures in teaching (Fig 3.1 and Fig 3.2). It is important to realise the concept of quality education here. Qorro explains it stating that "quality education is not just about learning new ideas but also understanding how those new ideas relate to those that we already know (2006, p.2). In relation to the language of instruction, Qorro adds "as a matter of efficiency and efficacy, only the language which teachers and students understand can effectively function as the language of instruction (2006, p.3).

f) To facilitate access to scientific resources, we should teach in

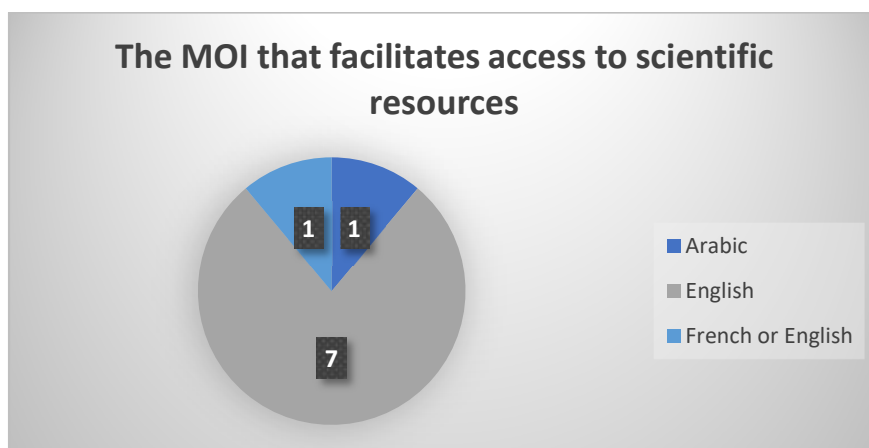


Figure 3.9 The MOI that facilitates access to scientific resources

This figure confirms the supremacy of English as the most language that scientific resources are available. To explain this opposition between this result and the language used as the medium of instruction (see Fig 3.1 and Fig 3.2), we can refer to the teacher's linguistic competence in English (see Fig 3.17 and Fig 3.18) to see that their speaking and listening skills do not qualify them to teach in English.

g) I believe that I can express myself better if I teach in

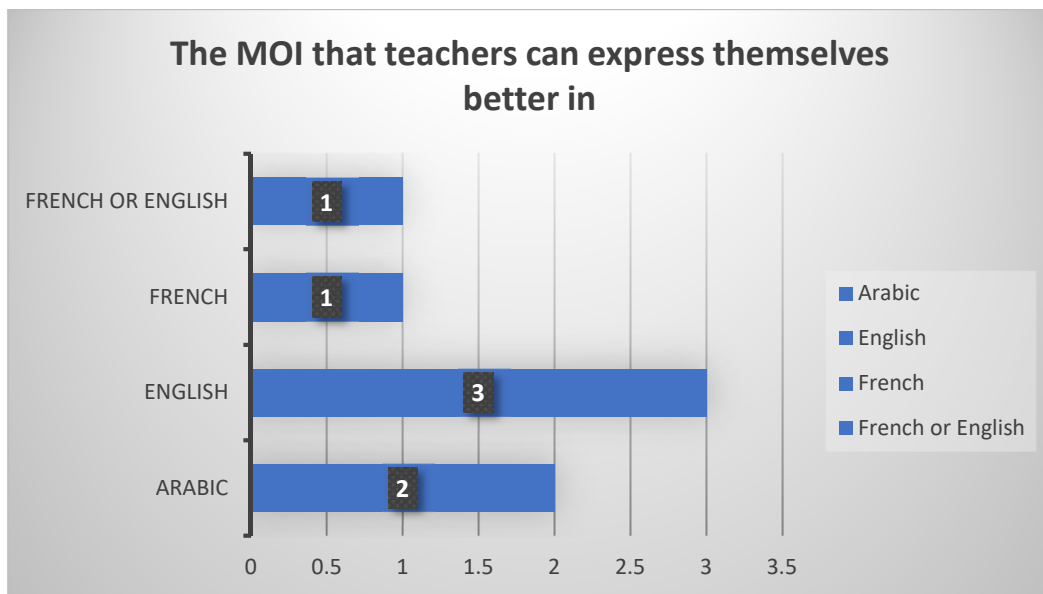


Figure 3.10 The MOI that teachers can express themselves in

The graph illustrates (Fig 3.10) the language that can express themselves better in. Three teachers stated that this can be achieved by means of English; two have chosen Arabic. The results are inexplicable for the reason that the teachers are more fluent in Arabic and French than English (Fig 3.18).

h) The students can be more productive and creative if they are taught in

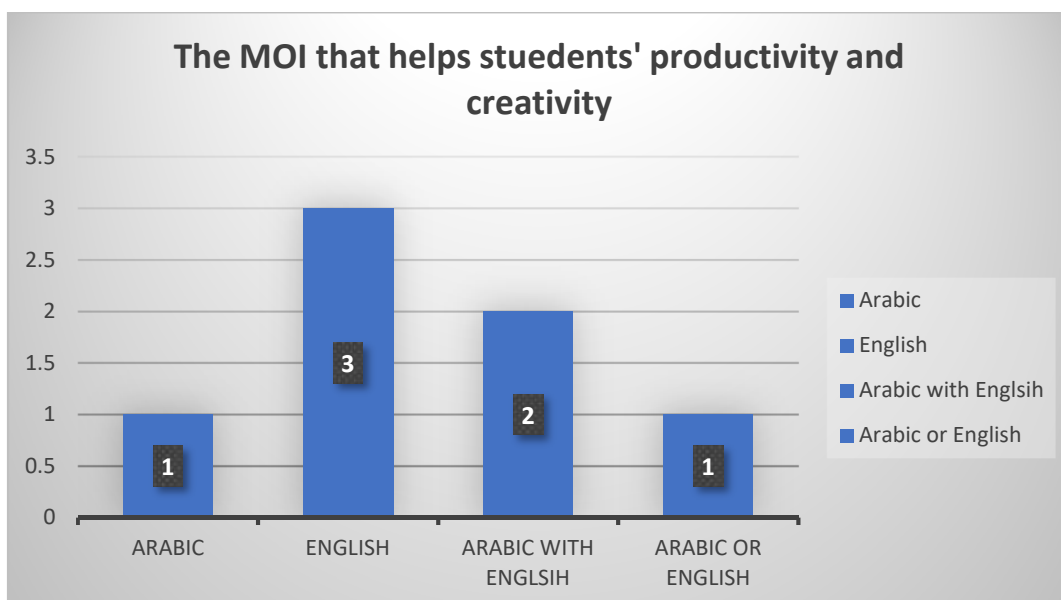


Figure 3.11 The MOI that helps students' productivity and creativity

As you can see the graph (Fig 3.11) demonstrates the language of instruction that can help students to be more productive and creative. The results are similar between Arabic and English; three teachers selected English; Arabic was mentioned 4 times with/not another language.

i) It is appropriate to the content courses of our department to be taught in

The teachers in Fig 3.12 pointed to the appropriate language to be used in their department. Alone or with another language, English was selected seven times, Arabic three times, and French two times. This shows a positive part can be played by English as it is strongly related to the domain, and it is favourable by the teachers as a language of instruction.

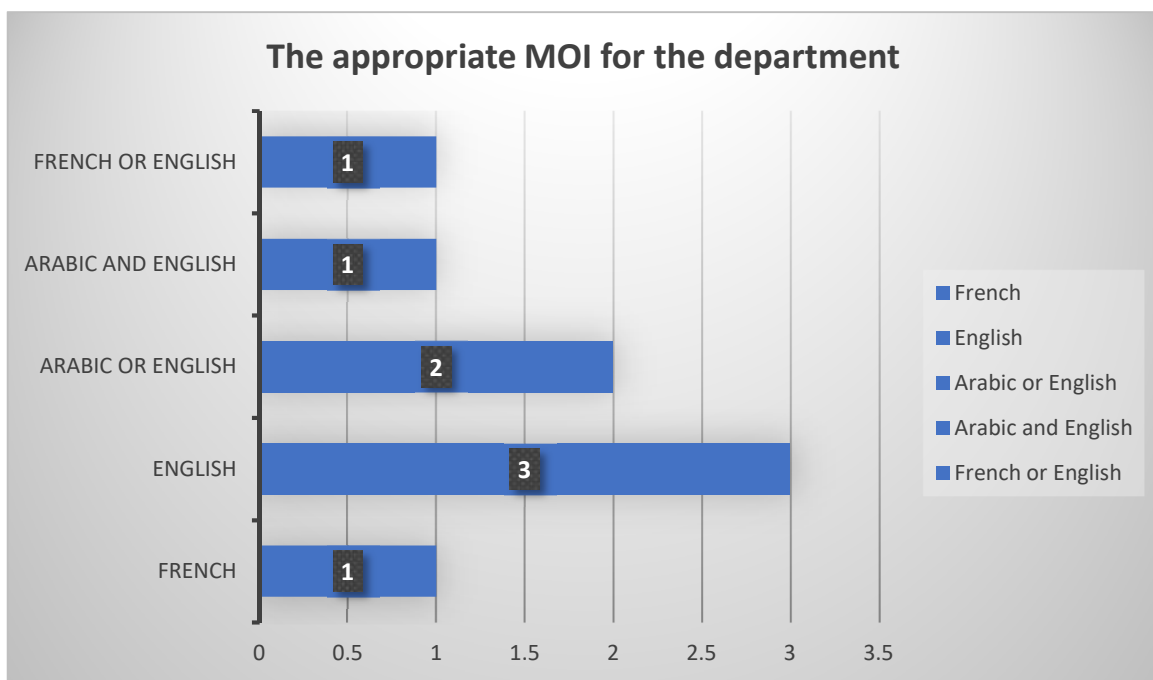


Figure 3.12 The appropriate MOI for the department

j) To recruit a university teacher in the science streams, he should be proficient in

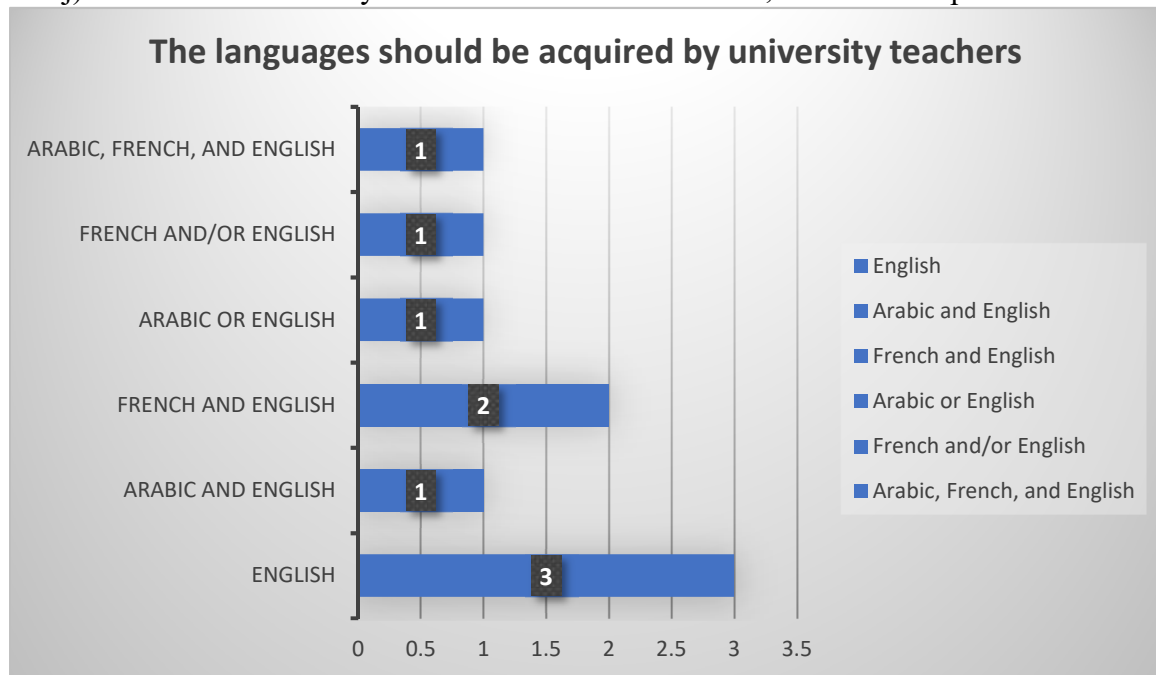


Figure 3.13 The languages should be acquired by university teachers

The graph represents the teachers' opinions of the languages that should be acquired by academics. There is no evident choice, but it is noticed that the most mentioned language is English by itself or along with other languages. We can understand from these results that the participants are aware of the importance of acquiring languages, especially English, by university teachers.

k) Resources for teaching, e.g., textbooks and reference books are more available in



Figure 3.14 The language of scientific resources

It is apparent from this graph that the majority of teachers consider English as the language of scientific resources. This shows awareness of the global status of English and its dominant role in education and research. This supports the results in Fig 3.9 and Fig 3.12.

3.2.11 Question Item 11

Following are a number of statements with which some people agree and others disagree. Please tick (√) one alternative according to the amount of your agreement or disagreement with that item. Which one you choose would indicate your own feeling based on everything you know and have heard. Note: there is no right or wrong answer.

SD= Strongly Disagree, **MD**=Moderately Disagree, **SL**= Slightly Disagree, **SA**=Slightly Agree, **MA**=Moderately Agree, **SA**=Strongly Agree

Table 3.8 Teachers' Attitudes Towards Languages

Item	SD	MD	SL	SA	MA	SA
1-Most students understand everything I say in class	1	1	0	1	5	1
2-Most students can read and understand course materials and textbooks	1	1	1	3	3	0
3-I find teaching in foreign language beneficial comparably to Arabic.	1	1	0	1	3	2
4-I find English medium of instruction to be beneficial.	0	0	0	1	1	7
5-French medium instruction has negative effects on the derivation of Arabic terminology.	0	3	1	2	0	3
6-The proficiency in French of the students that I teach is not adequate for them to study engineering in it.	0	0	1	1	2	4
7-The proficiency in English of the students that I teach is not adequate for them to study engineering in it.	1	1	1	1	2	2
8-When resources are in French/English, students have difficulty in understanding them.	0	0	0	4	3	1
9-Lecturing in Arabic can bolster students' interest in learning	0	0	1	1	4	3
10-Lecturing in Arabic produces a better classroom atmosphere than lecturing in French	0	0	2	1	3	3
11-Arabisation will isolate the learners/researchers in that it does not allow them to read and know about the scientific discoveries and advancements reached worldwide	4	2	0	0	2	1
12-Arabisation will hinder scientific development and negatively affect students' scientific level	4	2	1	0	1	1

13 -Learning efficiency can be best met through the mother tongue medium	2	1	0	0	3	3
14 -The same content can equally be delivered through Arabic, French, or English since language is first and foremost only a means of communication	1	1	0	0	4	3
15 -Theoretically, it is possible to use Arabic to teach science	0	0	0	0	5	4
16 -The greatest problem in using Arabic as the medium of instruction is the need to translate many special terms.	1	0	0	1	4	3
17 -If a good number of scientific documents (e.g. books) are available in Arabic and I am given enough time to be used to Arabic, I will be for the Arabisation of sciences	0	1	0	0	2	6
18 -There must be a political decree that requires the Algerian universities to use Standard Arabic as a medium of instruction in all fields, including sciences	0	2	0	1	2	4
19 -Even if the language of scientific research of the majority of Algerian teachers is French, I support the idea that every teacher should normally participate in the Arabisation policy by providing at least an Arabic version of his research material (articles, manuals, etc)	0	1	0	0	4	4
20 -Even studying every subject in Arabic will not help students with poor academic performance.	0	2	0	1	4	2
21 -I think that should be a clear language policy (e.g. Language of instruction) at the university.	0	1	0	0	3	5
22 -Regardless of the availability or not of references and even if Arabic is a national symbol, French is more appropriate for the teaching/learning of sciences	5	2	1	0	1	0
23 -Even though I can teach in Arabic, I oppose doing it	4	1	2	0	1	1
24 -French is sufficient for me to read about findings of most current researches conducted in the scientific domain worldwide	7	0	1	0	1	0
25 -As a teacher researcher who knows French well, I do not find the situation hard when it comes to international scientific conferences though I may not know other languages, not least English	3	3	1	0	0	1

The table shows the teachers' attitudes towards languages. The 25 items were designed to tackle the following themes: learners' language proficiency, foreign languages as MOI, Arabic as MOI, languages' relation to research, language policy, Arabisation.

The items (1-2-6-7-8) addressed the teachers' view of their students' proficiency in languages. The teachers believe that their students understand their discourse, as well as the

materials provided. In contrast, they strongly agree that the learners have an inadequate level in French, and they have difficulty reading resources in it. The same findings and remarks were seen in Fig 3.4 when teachers use a different language than the preferred by students. Concerning English, teachers show they may not know well their students' proficiency in it.

The following items (3-4-5-14-22) dealt with the teachers' attitudes towards French and English as MOI. The teachers totally believe that teaching in a foreign language is more beneficial actually that is what they practise. Moreover, they said that the same content can be delivered in whatever language since it is foremost only a means of communication. About English, the teachers mutually show a positive attitude towards using it as MOI. Additionally, they do not think that French has more appropriateness for teaching sciences. The preceding figures (3.9 – 3.12- 3.14) confirm the same idea.

Regarding Arabic, the items (9-10-13-15-16-20-23) demonstrate a general positive attitude towards Arabic as MOI. The teachers indicated their awareness of the impact of using Arabic on the learners' interest in learning, classroom atmosphere, and learning efficiency. Similarly, they showed their acceptance of teaching in it; as it is possible to teach science through it. Still, the respondents revealed that Arabic as MOI will not help students with poor academic performance.

The items (18-19-21) focused on language policy while Arabisation, particularly, was tackled in items (11-12-17). The participants pointed to the importance of clarifying the language policy at the university. Given that they teach in different combinations of languages and require French for doing academic activities, it was a surprise that the teachers have a positive attitude toward Arabisation. For instance, most of the participants agreed on the Arabisation of sciences if references are available in a reasonable number. Likewise, they do not think that Arabisation will isolate the researchers/learners and make them unknowledgeable about the novel discoveries, nor it will hinder their scientific development.

As far as research is concerned, the items (11-12-19-24-25) tackled its relation with languages. The participants totally agreed on supporting the idea of publishing in Arabic in addition to the original language of the work. About French, the greatest number of researchers found French insufficient to read about the recent findings in their domain, as well for attending international conferences.

3.2.12 Question Items 12 +13

Table 3.9 Teachers' Qualifications and Experiences

Informants	Degree	Experience	Informants	Degree	Experience
1	Magister	9 years	6	Magister	15 years
2	Ph.D.	28 years	7	Ph.D.	15 years
3	Ph.D.	26 years	8	Ph.D.	18 years
4	Ph.D.	16 years	9	Ph.D.	25 years
5	Ph.D.	7 years			

It can be presumed from the data in Table 3.9 that all the participants have enough experience that can provide us with the necessary data required in this research.

3.2.13 Question Item 14

The table shows the teachers' current position. The data confirms the teachers' long experience in their field of work which is required to provide us with practical data.

Table 3.10 Teachers' Current position/ Academic rank

Number	Current Position/Academic Rank
3	Professor
2	Associate Professor
2	Assistant Professor
2	Lecturer
0	Assistant Lecturer

3.2.14 Question Item 15

Table 3.11 Teachers' Pre-university Education

Number	Pre-university Education
6	Arabic
3	French
1	English

The table shows the pre-university education language for the participants. Six of them were Arabic-educated, three French-educated, and one had studied in two languages English and French.

3.2.15 Question Item 16

Have you ever studied a Language for Specific Purposes course (LSP)?

Table 3.12 LSP Courses Studied

Number	LSP Courses Studied by Teachers
4	English
1	French
4	Never

The table shows that 4 teachers had taken an ESP course, only one studied French for specific purposes. The tendency towards learning English is understandable because of the various reasons mentioned in the literature. Interestingly, 4 teachers never had any Language for Specific Purposes course regardless of the importance of that in their discipline. As an example, the Algerian journal IJEEES (International Journal of Electronics and Electrical Engineering Systems) requires that the submitted manuscripts must be in English ('About IJEEES', n.d.). That is in Algeria how about the international journals. We think that these teachers are hindering their scientific life if they do not enrol in an LSP course.

3.2.16 Question Item 17

Please write the appropriate number that best describes your language proficiency in the following languages: 1= Very Weak, 2= Weak, 3= Acceptable, 4= Good, 5=Very Good

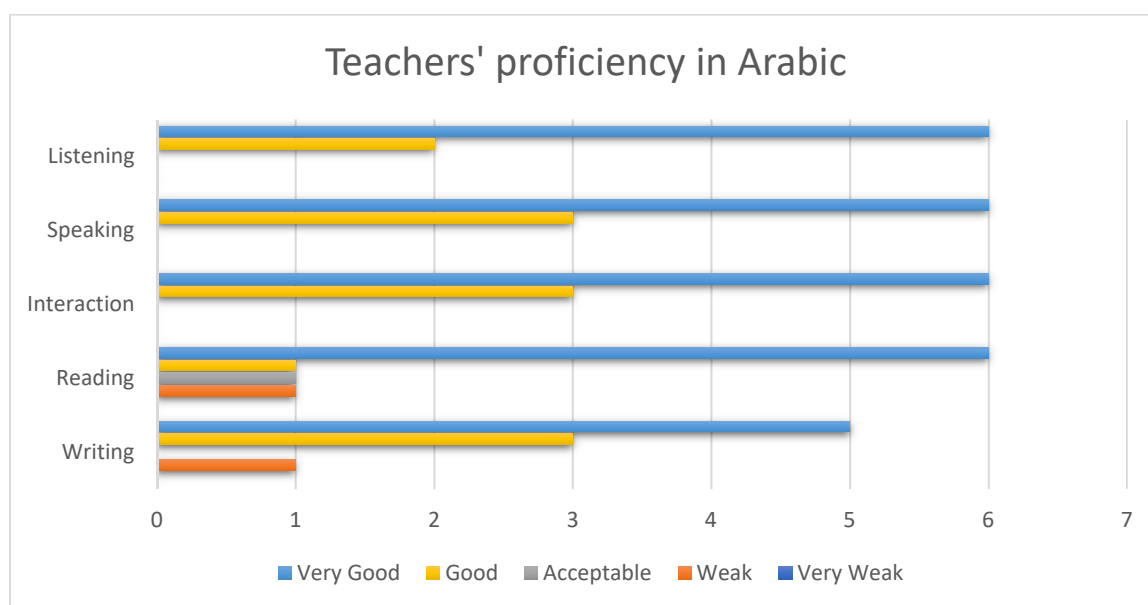


Figure 3.15 Teachers' proficiency in Arabic

The graph demonstrates the teachers' proficiency in Arabic. It is clear that the teachers are fluent in Arabic as it is their mother tongue. Though, the results show some warning in the literacy skills since some teachers have described themselves having a weak or acceptable level. This level can be due to the absence of their reading interests' publications in Arabic.

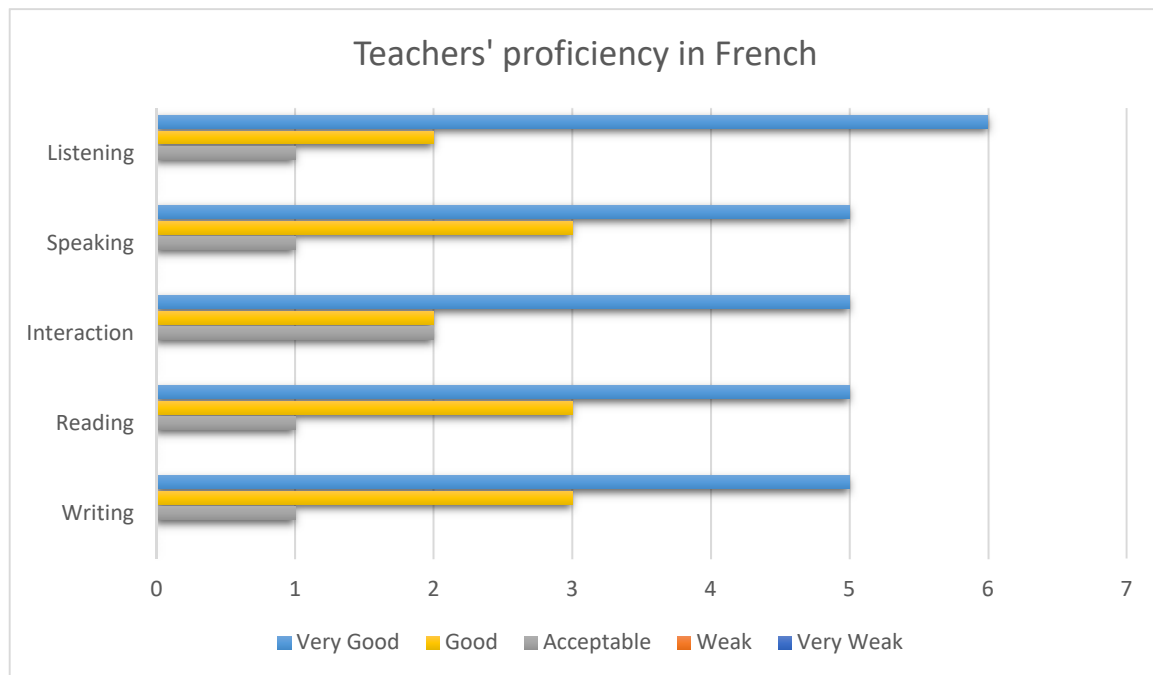


Figure 3.16 Teachers' proficiency in French

The next graph (Fig 3.16) shows the teachers' proficiency in French. The demonstrated data shows that all the participants have at least an acceptable level in linguistic and communications skills in French.

The following graph (Fig 3.17) displays the teachers' proficiency in English. The overall results demonstrate a need for training, especially in EAP and ERPP.

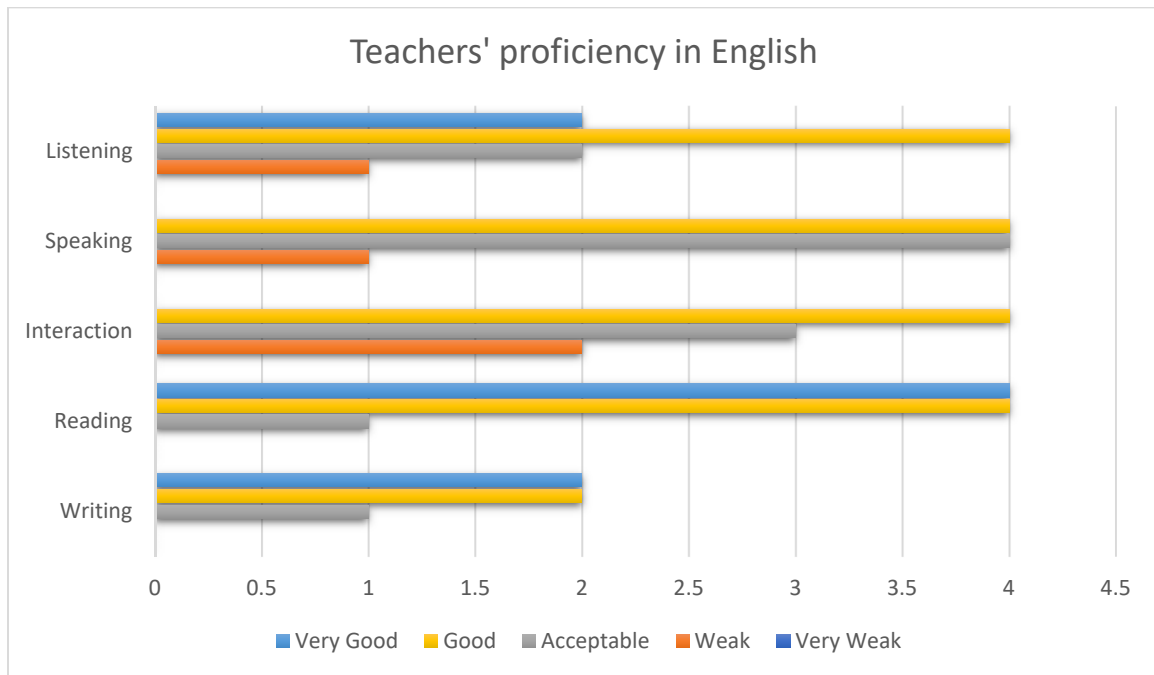


Figure 3.17 Teachers' proficiency in English

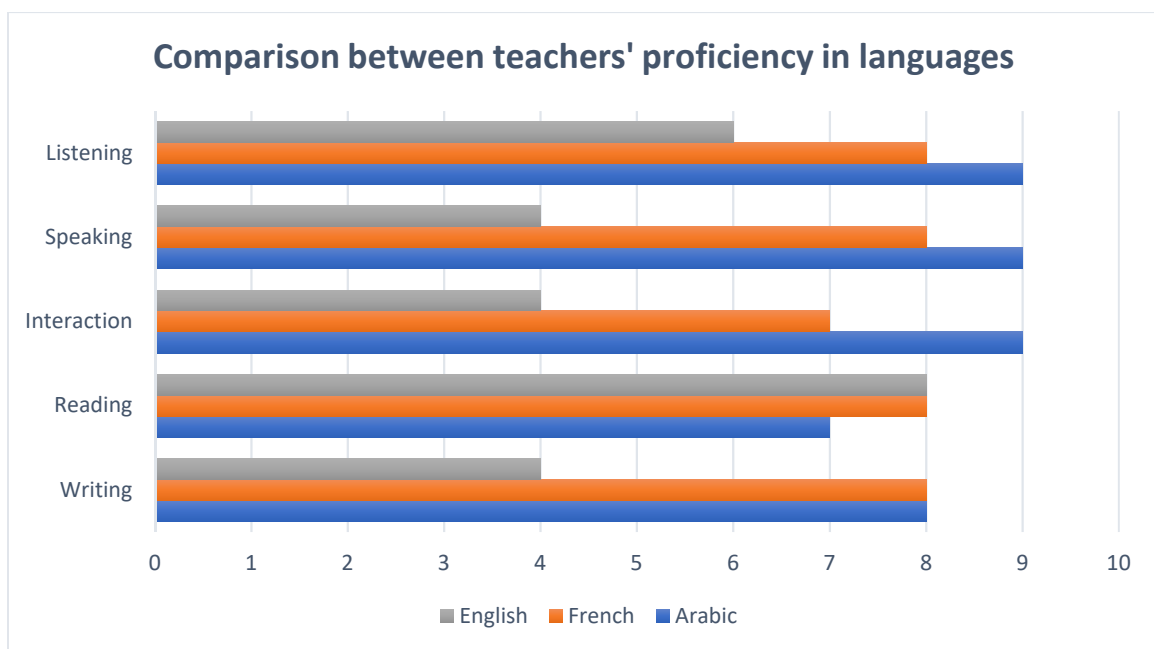


Figure 3.18 Comparison between the teachers' proficiency in languages

The clustered bar presents a comparison between the teachers' who described themselves as having at least 'Good' level in the three languages. As was expected, the teachers are fluent in Arabic, their mother tongue; and in French since 33% of the participants teach through it and other 67 % combine it with Arabic (see Fig 3.1 and Fig 3.2). Although they do not have a sufficient command of spoken and written English, teachers are good at reading in

it, may it surpasses their Arabic reading ability. This comparison led us to suggest working more on the teachers' level in English, also to recommend publishing or translating their papers to Arabic since they are already competent in it.

3.2.17 Teachers' Last Comments

At the end of the questionnaire, the participants were given the chance to add any comment. Two teachers have indicated the difficulty of some questions since it can be related to other facts or data they do not know. Another teacher has given a recommendation saying that we, as teachers, should ask the students to express themselves and write in whatever language they want as long as it is accurate.

3.3 Interview Results Presentation

3.3.1 Question Item 1

Is there a policy concerning the medium of instruction?

Regarding the existence of language policy, the interviewee declared that there is no policy on the language of teaching. In his words: "*we ask the teachers to teach in an academic language, e.g. Standard Arabic, not mixed with dialect, and English*". The absence of a policy, as expected, is also shared by teachers (see Fig 3.1). Nonetheless, there is a clear guideline that is only academic language should be used, with a positive attitude, at least by him, towards using Arabic and English as a means of instruction.

3.2.2 Question Item 2

Q2: Is there planning in acceptance of students (PhD, Master, Bachelor)?

That question aimed to know if there is a role of languages in the acceptance of students at the university. He replied, "*unfortunately, no*" except for those who are going to study abroad. Another exception is the students who enrol in language disciplines, e.g. the students have to get a specific mark in the English subject in baccalaureate's exam to be accepted in the English department at the university.

3.2.3 Question Item 3

Q3: What about teachers, should they have a competency in certain languages (English, French) to be accepted in the university?

This question is about the role of languages in recruiting teachers at the university. In like manner, he stated, *“for the professors, unfortunately, it does not exist”*. He pointed out that languages might be considered while interviewing teachers, but this is not systematic. This question is reverse to the one was asked to teachers (see Fig 3.13) where they listed the languages that should be acquired by a teacher to be recruited at the university.

3.2.4 Question Item 4

Q4: Is there planning concerning the training of teachers?

When asked about the presence of any policy for training teachers in languages, he answered negatively again. However, he commented saying *“the professor is supposed to be fluent in languages”*; with expressing that the needed level is not reached yet. That explains why 44.44 % of the teachers answered by ‘never’ when asked if they have attended an LSP course.

3.2.5 Question Item 5

Q5: Do you think that this situation hinders learning and scientific research?

This question addresses the relation between the current situation (no policy, no training. etc) and scientific research. He asserted that *“language is the core of research”*. He added, *“if the research is simple with good language, it will reach the people even if it is not unique”*. Here, he emphasised the importance of language in science and how it can be a path to make people learn. Then, he stated *“in Europe, you must have a certain level. If you do not master the language, you cannot go forward”*.

3.2.6 Question Item 6

Q6: Is there something else to add?

As a final comment, he stated that if we asked the students about learning in English “*they would say we want to*”. That is because “*learning in English is a dream since it’s trendy and fashionable, but if you uttered a full sentence, they will not understand you*”. This comment indicated an understanding of the students’ desires and positive attitudes towards English as well their weak level in it if they face it as a language of instruction in reality. This interpretation is confirmed in the teacher’s questionnaire (see Table 3.8).

3.4 Data Analysis and Results Discussion

The results obtained from the teachers’ questionnaire can be categorised into the current use of languages, challenges in teaching and publication, and attitudes towards languages. On the subject of the current use of languages, the results showed that there is a mixture of languages, mainly Arabic with French, used in teaching, but in the other academic activities, the supremacy of French is obvious. Still, the respondents admitted that their students have a favourability of using other languages such as Arabic in writing research papers and English as a facilitator in accessing scientific resources.

The participants recognised the importance of English in the field of research and new discoveries. Also, they expressed some of the challenges faced in writing for publication. These problems are mainly related to English, for instance, making mistakes, poverty of vocabulary, and inability to produce a high level of written passages. Their linguistic self-evaluation confirmed that; they require more training in using this language.

As far as language attitudes are concerned, the respondents had a positive attitude towards the use of foreign languages as a means of instruction. Not only that but, astonishingly, they had positively expressed their willingness to participate in Arabisation. For example, most of the participants agreed on the Arabisation of sciences if they have available sources. Moreover, they did not oppose to teach in Arabic.

The results obtained from the interview can be divided into three categories: the presence of language policy, the attitudes towards languages, and the role of languages in research. The results revealed that no policy is used concerning teaching or accepting students or recruiting teachers at the university. The findings showed a positive attitude towards using standard Arabic or English as a means of instruction. Also, it is indicated that the interviewee has an awareness of some of the problems of researching especially the language-related ones.

The present results are significant as they confirm our hypotheses. About the first one, it was indicated that one of the reasons behind the weak linguistic level of students is their pre-university education, which was wholly in Arabic. Furthermore, the respondents declared that most of the scientific publications are written in English, also that their students' level in the same language is inadequate. Hence, they face difficulties in their education.

The second hypothesis was also approved. The respondents declared clearly that the students favour using Arabic in the various academic activities such as delivering presentations, writing research papers or reports, and answering examination questions. About teachers, the data revealed that the most used language in teaching is French either alone or accompanied by Arabic or English. At its weakest use, French is employed for technical terms.

Conclusion

This fieldwork aimed to analyse the data gathered through an interview and a questionnaire to examine the hypotheses of our paper. The most striking observations to emerge from the data comparison were; the apparent difference between the languages preferred by students and the ones used by teachers in the various educational activities, and the need to work on improving the linguistic level of students in foreign languages and the teachers in ESP. Giving these points, our research concluded that the University necessitates more in-depth studies about language-in-education planning.

General Conclusion

The problems of language and education are not decreasing since the world is moving towards more multilingualism. Because it has a diversity of languages, my country has also its share of the world's problems. One of the problems occurs at the level of universities, precisely the scientific streams. These streams have many language-related problems among them the discrepancy between the language of science and the language of instruction.

The general aim of this research is to investigate the teachers' attitudes towards the used languages in education. Specifically, to describe the current languages-in-education situation at the university as well as highlighting the importance of educational planning as a solution to the language-in-education problems. The questions addressed in this paper are: What are the issues raised related to language-in-education now at the University of Biskra? Also, what are the attitudes of teachers and students towards the current use of languages? And what do they suggest as a solution?

The two tested hypotheses are; firstly, we hypothesised that the switch from Arabic to French and the lack of publications in these two languages in comparison to English are the main causes of language problems at the level the of university. Secondly, we hypothesised that the students prefer the use of Arabic as a language of instruction while the teachers may prefer keeping the current use of foreign languages (French as a means of instruction).

The research data in this thesis is drawn from two main sources: a semi-structured questionnaire directed to teachers at the department of electrical engineering; and a semi-structured interview with the Vice-dean of the University.

The data, analysed qualitatively and quantitatively, produced significant findings that confirmed the aforesaid hypotheses. Regarding the first hypothesis, the findings disclosed that there is no policy for educating or accepting learners at the university or hiring professors. The results demonstrated discrepancies between the language used in teaching or doing other

academic activities and the preferable languages by students for the same actions. Moreover, the respondents pointed to many linguistic weaknesses seen in their students owing to their pre-university formation. Also, the analysis presented the weak level of some teachers in English which can hinder their research productivity.

Concerning the second hypothesis, the data revealed that the respondents had a positive attitude towards using foreign languages as a means of instruction. Not only that, but they had shown their readiness to engage in Arabisation favourably. For instance, most of the participants agreed on the Arabisation of science if they had accessible sources. In addition, they did not oppose teaching in Arabic.

Recommendations:

- Validating these encouraging results by larger sample size. Also, it might be proved by working with the students since their voices should be heard too.
- Offering courses in language for specific purposes for students; and EAP/ ERPP courses for teachers.
- Encouraging research works on the field of language policy and planning at the micro level (universities).
- Helping students by offering an Arabic version of the teachers' research material; writing a glossary in three languages (Arabic-French-English) to ease the acquaintance with the scientific terminology.
- The multiplicity of languages in Algeria should be acknowledged. Thus, policymakers should not impose any inharmonious language with the society or education's needs.

To conclude, Miliani (2001, p.27) says: "What needs to be done in the planning of languages is to find the point of equilibrium between all languages in contact (in the society or at school), without bias". Thus, any planning of languages without regarding this balance besides listening to the concerned people, teachers and students, will lead to other problems.

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Appendix A

Interview with Abdelmalik Bachir

The Vice-dean of the University for higher training, continuous training and certifications

Q1: Is there a policy concerning the medium of instruction?

Q2: Is there planning in acceptance of students (PhD, Master, Bachelor)?

Q3: What about teachers, should they have a competency in certain languages (English, French) to be accepted in the university?

Q4: Is there planning concerning the training of teachers?

Q5: Do you think that this situation hinders learning and scientific research?

Q6: Is there something else to add?

Appendix B

Teachers' Questionnaire (English version)

Teachers' Attitudes Towards Arabic, French and English In the Science Streams

Dear teachers,

We are conducting research titled '**Investigating the Teachers' Attitudes Towards Arabic, French and English In the Science Streams**'. In order to gather data for our research; you are kindly requested to fill in this questionnaire, your answers will help us in understanding the current situation of languages in your department and your attitudes towards them. If you want a copy of the results you can contact us through the email below. Thank you in advance.

Section One: Current use of Languages

1. Does your department have a language policy? Yes No I don't know

If yes, have you implemented it yet? Yes No

2. Which language do you use as the medium of instruction?

Arabic French English Algerian Arabic Mixture ofand.....

3. Why do you use this language in particular?

.....

4. What language/s do you ask your students to use while doing the following activities? put a tick (√) in the appropriate box. A= Standard Arabic, AA=Algerian Arabic, F=French, E=English

	A	F	E	AA	A+F	A+E	F+E	AA+F
Interaction during lectures								
Deliver a presentation								
Writing a report / research paper								
Answering in examinations								
Reading articles /books								

Section Two: Challenges in Teaching and Publication

5. What challenges and problems do your students usually experience (e.g. during the lectures or in writing their assignments)?

.....

6. Can you tell me about any particular linguistic challenge which your students usually face?

.....

7. What suggestions would you like to make to help your students overcome their linguistic challenges?

.....

8. Do you think writing for publication in English important? If yes or no why?

.....

9. What sorts of difficulties do you encounter with writing for publication in English?

.....

Section Three: Attitudes Towards Languages

10. Complete the following sentences with the appropriate language (s) in your opinion:
 A= Standard Arabic, AA=Algerian Arabic, F=French, E=English

- a) Most students prefer to deliver their presentations in
- b) Most students feel comfortable participating and discussing in the class in
- c) Most students prefer to write reports/research papers in.....
- d) Most students can better answer examination questions in
- e) Most students can learn better if they are taught in.....
- f) To facilitate access to scientific resources, we should teach in
- g) I believe that I can express myself better if I teach in
- h) The students can be more productive and creative if they are taught in
- i) It is appropriate to the content courses of our department to be taught in.....
- j) To recruit a university teacher in the science streams, he should be proficient in
- k) Resources for teaching, e.g., textbooks and reference books are more available in

11. Following are a number of statements with which some people agree and others disagree. Please tick (√) one alternative according to the amount of your agreement or disagreement with that item. Which one you choose would indicate your own feeling based on everything you know and have heard. Note: there is no right or wrong answer.

SD= Strongly Disagree, **MD**=Moderately Disagree, **SL**= Slightly Disagree, **SA**=Slightly Agree, **MA**=Moderately Agree, **SA**=Strongly Agree

Item	SD	M D	SL	SA	M A	SA
1-Most students understand everything I say in class						
2-Most students can read and understand course materials and textbooks						
3-I find teaching in foreign language beneficial comparably to Arabic.						

4-I find English medium of instruction to be beneficial.						
5-French medium instruction has negative effects on the derivation of Arabic terminology.						
6-The proficiency in French of the students that I teach is not adequate for them to study engineering in it.						
7-The proficiency in English of the students that I teach is not adequate for them to study engineering in it.						
8-When resources are in French/English, students have difficulty in understanding them.						
9-Lecturing in Arabic can bolster students' interest in learning						
10-Lecturing in Arabic produces a better classroom atmosphere than lecturing in French						
11-Arabisation will isolate the learners/researchers in that it does not allow them to read and know about the scientific discoveries and advancements reached worldwide						
12-Arabisation will hinder scientific development and negatively affect students' scientific level						
13-Learning efficiency can be best met through the mother tongue medium						
14-The same content can equally be delivered through Arabic, French, or English since language is first and foremost only a means of communication						
15-Theoretically, it is possible to use Arabic to teach science						
16-The greatest problem in using Arabic as the medium of instruction is the need to translate many special terms.						
17-If a good number of scientific documents (e.g. books) are available in Arabic and I am given enough time to be used to Arabic, I will be for the Arabisation of sciences						
18-There must be a political decree that requires the Algerian universities to use Standard Arabic as a medium of instruction in all fields, including sciences						
19-Even if the language of scientific research of the majority of Algerian teachers is French, I support the idea that every teacher should normally participate in the Arabisation policy by providing at least an Arabic version of his research material (articles, manuals, etc)						
20-Even studying every subject in Arabic will not help students with poor academic performance.						
21-I think that should be a clear language policy (e.g. Language of instruction) at the university.						
22-Regardless of the availability or not of references and even if Arabic is a national symbol, French is more appropriate for the teaching/learning of sciences						
23-Even though I can teach in Arabic, I oppose doing it						
24-French is sufficient for me to read about findings of most current researches conducted in the scientific domain worldwide						
25-As a teacher researcher who knows French well, I do not find the situation hard when it comes to international scientific conferences though I may not know other languages, not least English						

Section Four: Personal Information

12. Academic Qualification/ Status: Ph.D. Magister Other

13. Work experience:.....

14. Current Position/Academic Rank:

Professor

Associate Professor

Assistant Professor

Lecturer

Assistant Lecturer

Other (Please specify).....

15. Pre-university education: Arabic-educated French-educated Other

16. Have you ever studied a Language for Specific Purposes course (LSP)?

English

French

Other

None

17. Please write the appropriate number that best describes your language proficiency in the following languages: 1= Very Weak, 2= Weak, 3= Acceptable, 4= Good, 5=Very Good

		Arabic	French	English
Listening	(e.g. Understanding lectures)			
Speaking	(e.g. Delivering a lecture or a presentation at a conference)			
Interaction	(e.g. Asking and answering questions in lectures/conferences)			
Reading	(e.g. articles about my research field)			
Writing	(e.g. scientific articles, thesis. Etc)			

We have tried to make this questionnaire as comprehensive as possible but you may feel that there are things we have missed out. Please write what you think below:

.....

.....

.....

.....

Thank you for your contribution

Abdelkader Nacer Elislam KHELIFI

Master's student

Department of English, Biskra's University

E-mail: nacerislam@gmail.com

Appendix C

استبيان الأساتذة (Arabic version)

مواقف الأساتذة تجاه اللغة العربية والفرنسية والانجليزية في التخصصات العلمية

أعزائي الأساتذة،

نحن نجري بحثاً بعنوان "التحقيق في مواقف الأساتذة تجاه اللغة العربية والفرنسية والانجليزية في التخصصات العلمية". من أجل جمع البيانات لبحثنا، يرجى منك ملء هذا الاستبيان، فإن إجاباتك ستساعدنا في فهم الوضع الحالي للغات في قسمك وموافقك تجاهها. إذا كنت تريد نسخة من نتائج البحث يمكنك الاتصال بنا من خلال البريد الإلكتروني أدناه. شكرًا لكم مقدماً.

القسم الأول: الاستعمال الحالي للغات

1. هل هناك سياسة لغوية في قسمك؟ نعم لا لا أعرف

إذا نعم، فهل قمت بتنفيذها؟ نعم لا

2. ما هي اللغة التي تستخدمها كوسيلة للتعليم؟

عربية فرنسية إنجليزية العربية الجزائرية مزيج بين.....و.....

3. لماذا تستعمل هذه اللغة بالذات؟

.....

.....

4. ما هي اللغات التي تطلب من طلابك استخدامها أثناء القيام بالأنشطة التالية؟ ضع علامة (√) في المربع المناسب.

ع = العربية الفصحى، ع ج = العربية الجزائرية، ف = الفرنسية، إ = الإنجليزية

ع	ف	إ	ع ج	ع+ف	ع+إ	ف+إ	ع ج+ف

القسم الثاني: التحديات في التدريس والنشر

5. ما هي التحديات والمشاكل التي يواجهها طلابك عادة (على سبيل المثال أثناء المحاضرات أو في كتابة واجباتهم)؟

.....

.....

.....

.....

6. هل يمكنك أن تخبرني عن أي تحدي لغوي معين يواجهه طلابك عادة؟

.....

.....

7. ما هي الاقتراحات التي ترغب في تقديمها لمساعدة طلابك للتغلب على تحدياتهم اللغوية؟

8. هل تعتقد أن الكتابة للنشر باللغة الإنجليزية مهمة؟ سواء كان الجواب نعم أم لا لماذا؟

9. ما نوع الصعوبات التي تواجهها مع الكتابة للنشر باللغة الإنجليزية؟

القسم الثالث: المواقف تجاه اللغات

10. أكمل الجمل التالية باللغة/ات المناسبة في رأيك:

- أ. يفضل معظم الطلاب تقديم عروضهم ب.....
 ب. معظم الطلاب يشعرون بالراحة حين يشاركون والمناقشة في الصف ب.....
 ت. معظم الطلاب يفضلون كتابة التقارير/البحوث ب.....
 ث. يمكن لمعظم الطلاب الإجابة على أسئلة الامتحان بشكل أفضل ب.....
 ج. يمكن لمعظم الطلاب التعلم بشكل أفضل إذا كانوا يدرسون ب.....
 ح. لتيسير الوصول إلى الموارد العلمية، ينبغي أن ندرس ب.....
 خ. أعتقد أنني أستطيع أن أعبر عن نفسي بشكل أفضل إذا درّست ب.....
 د. يمكن للطلاب أن يكونوا أكثر إنتاجية وإبداعاً إذا كانوا يدرسون ب.....
 ذ. من المناسب لمحتوى المناهج في قسمنا أن يتم تدريسها ب.....
 ر. لتوظيف أستاذ جامعي في التخصصات العلمية ينبغي أن يتقن ب.....
 ز. الموارد المتاحة للتدريس، مثل الكتب الدراسية والمراجع، أكثر توافراً ب.....

11. فيما يلي عدد من الجمل التي يوافق عليها بعض الناس ويختلف البعض الآخر. يرجى وضع علامة (√) لخيار واحد وفقاً لدرجة اتفاقك أو خلافاً مع هذا البند. خيارك يشير إلى شعورك الخاص بناء على كل شيء تعرفه وسمعه. ملاحظة: لا يوجد إجابة صحيحة أو خاطئة.

1 = لا أوافق بشدة، 2 = لا أوافق إلى حد ما، 3 = لا أوافق قليلاً، 4 = أوافق قليلاً، 5 = أوافق إلى حد ما،
 6 = أوافق بشدة

6	5	4	3	2	1	الجمال
						1- معظم الطلبة يفهمون كل ما أقوله في القسم
						2- يمكن لمعظم الطلاب قراءة وفهم المواد الدراسية والكتب
						3- أجد التدريس باللغة الأجنبية مفيداً بالمقارنة مع العربية.
						4- أجد التدريس باللغة الإنجليزية مفيداً.
						5- التدريس باللغة الفرنسية له آثار سلبية على اشتقاق المصطلحات العربية.
						6- إتقان الطلبة الذين أدرسهم للغة الفرنسية ليس كافياً لهم لدراسة الهندسة بها.
						7- إتقان الطلبة الذين أدرسهم للغة الإنجليزية ليس كافياً لهم لدراسة الهندسة بها.
						8- يجد الطلاب صعوبة في فهم المصادر عندما تكون باللغة الفرنسية/الإنجليزية.
						9- إلقاء المحاضرات باللغة العربية يمكن أن يعزز اهتمام الطلاب بالتعلم
						10- إلقاء المحاضرات باللغة العربية ينتج جواً أفضل من إلقاءها بالفرنسية.
						11- التعريب سيعزل المتعلمين/الباحثين من حيث أنه لا يسمح لهم بالقراءة والتعرف على الاكتشافات العلمية والتطورات التي تم التوصل إليها في جميع أنحاء العالم.
						12- التعريب سيعيق التطور العلمي ويؤثر سلباً على المستوى العلمي للطلبة.
						13- كفاءة التعلم يمكن أن تبنى على أفضل وجه من خلال اللغة الأم.
						14- يمكن تقديم نفس المحتوى بالتساوي بالعربية أو الفرنسية أو الإنجليزية لأن اللغة هي أولاً وقبل كل شيء وسيلة للتواصل.
						15- نظرياً، من الممكن استخدام اللغة العربية لتدريس العلوم.
						16- أكبر مشكلة في استخدام اللغة العربية كوسيلة للتدريس هي الحاجة إلى ترجمة العديد من المصطلحات المتخصصة.
						17- إذا كان هناك عدد كبير من الوثائق العلمية (مثل الكتب) متوفرة بالعربية وأعطيت الوقت الكافي للتكيف على اللغة العربية، سأدعم تعريب العلوم.
						18- يجب أن يكون هناك مرسوم سياسي يطلب من الجامعات الجزائرية أن تستخدم اللغة العربية للتدريس في جميع المجالات، بما في ذلك العلوم.
						19- حتى لو كانت لغة البحث العلمي لغالبية الأساتذة الجزائريين هي الفرنسية، فأنا أؤيد فكرة أن كل أستاذ ينبغي في العادة أن يشارك في سياسة التعريب من خلال توفير نسخة عربية على الأقل من مادته البحثية (مقالات، كتيبات، الخ)
						20- حتى دراسة كل موضوع بالعربية لن يساعد الطلاب الذين يعانون من الأداء الأكاديمي الضعيف.
						21- أعتقد أنه ينبغي أن تكون السياسة اللغوية واضحة (مثل لغة التعليم) في الجامعة.
						22- سواء بتوافر المراجع أو عدمه وحتى لو كانت العربية رمزا وطنياً، فإن اللغة الفرنسية أكثر ملاءمة لتعليم/تعلم العلوم.
						23- على الرغم من أنني أستطيع أن أدرس باللغة العربية، أنا أعارض القيام بذلك.
						24- الفرنسية كافية بالنسبة لي كي أقرأ عن نتائج معظم البحوث الحالية التي أجريت في المجال العلمي في جميع أنحاء العالم.
						25- كباحث/أستاذ يعرف الفرنسية جيداً، أنا لا أجد الوضع صعباً عندما يتعلق الأمر بالمؤتمرات العلمية الدولية على الرغم من أنني قد لا أعرف لغات أخرى، على الأقل اللغة الإنجليزية.

القسم الرابع: معلومات شخصية

12. المؤهلات الأكاديمية: دكتورة ماجستير أخرى
13. خبرة العمل:
14. المنصب الحالي /الرتبة الأكاديمية:
- بروفييسور
- أستاذ مشارك
- أستاذ مساعد
- محاضر
- مساعد محاضر
- أخرى (حدد).....
15. الدراسة قبل الجامعة: بالعربية بالفرنسية أخرى
16. هل سبق لك أن درست دورة لغة لأغراض محددة؟
- إنجليزية فرنسية أخرى أبداً
17. يرجى كتابة الرقم المناسب الذي يصف إتقانك اللغوي باللغات التالية:
- 1 = ضعيف جداً، 2 = ضعيف، 3 = مقبول، 4 = جيد، 5 = جيد جداً

الإنجليزية	الفرنسية	العربية	
			(فهم المحاضرات)
			(تقديم محاضرة أو عرض في مؤتمر)
			(طرح أسئلة والإجابة عليها في محاضرات أو مؤتمرات)
			(مقالات حول مجالك البحثي)
			(مقالات علمية، مذكرة)

لقد حاولنا جعل هذا الاستبيان شاملاً قدر الإمكان ولكن قد تشعر بأن هناك أشياء قد فاتتنا. يرجى كتابة رأيك أدناه:

.....

.....

.....

.....

شكراً على مساهمتكم

عبد القادر ناصر الإسلام خليفي

طالب ماستر

جامعة بسكرة، قسم الإنجليزية

nacerislam@gmail.com

Appendix D

Screenshot from the Online Survey

استبيان الأساتذة : مواقف الأساتذة تجاه اللغة العربية والفرنسية والإنجليزية في التخصصات العلمية.

القسم الأول: الاستعمال الحالي للغات

1. هل هناك سياسة لغوية في قسمك؟

نعم

لا

لا أعرف

إجابتك

4. ما هي اللغة/ات التي تطلب من طلابك استخدامها أثناء القيام بالأنشطة التالية؟ ضع علامة في المربع المناسب. ع= العربية الفصحى، ع+ج= العربية الجزائرية، ف= الفرنسية، إ= الإنجليزية

العربية المصحى	الفرنسية	الإنجليزية	العربية الجزائرية	ع+ف	ع+ج	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	التفاعل أثناء المحاضرات
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	أداء عرض تقني
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	كتابة تقرير / ورقة بحثية
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	الإجابة في الامتحانات
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	قراءة مقالات/كتب

صفحة 2 من 6

السلي

رجوع

عدم إرسال كلمات المرور غير متوافق مع Google

المخلص

إن التنوع اللغوي الذي تتميز به الجزائر يؤثر على التعليم. على سبيل المثال، يجد الطلاب الذين اختاروا الدراسة في التخصصات العلمية في الجامعة أنفسهم في وضع صعب وهذا بسبب التحول إلى اللغة الفرنسية بعد الدراسة لسنوات باللغة العربية. هدفت هذه الدراسة إلى استطلاع مواقف الأساتذة تجاه اللغات المستخدمة في التعليم. علاوة على ذلك، هدفت هذه الرسالة إلى وصف الحالة الراهنة للغات في التعليم، وسلطت الضوء أيضاً على أهمية التخطيط التعليمي كحل لمشاكل اللغة في التعليم. افترضنا أن التحول من العربية إلى الفرنسية و نقص المنشورات في هاتين اللغتين بالمقارنة مع اللغة الإنجليزية هي الأسباب الرئيسية لمشاكل اللغة على مستوى الجامعة. من أجل تأكيد أو رفض هذه الفرضيات، استخدمنا الاستبيان المغلق المفتوح لأساتذة من قسم الهندسة الكهربائية؛ مقابلة شبه منظمة مع نائب عميد الجامعة ثم جمع البيانات وتحليلها كماً ونوعاً. كشفت البيانات عن وجود اختلافات بين اللغات المستخدمة في التدريس أو القيام بأنشطة أكاديمية أخرى واللغات المفضلة من جانب الطلاب للقيام بنفس الأنشطة. أضف إلى ذلك، أشار المجيبون إلى العديد من نقاط الضعف اللغوية التي لوحظت في طلابهم. أشارت البيانات أيضاً إلى أن المجيبين لديهم موقف إيجابي تجاه استخدام اللغات الأجنبية كوسيلة للتعليم. ليس ذلك فحسب، بل أظهروا استعدادهم للمشاركة في التعريب بشكل إيجابي.

كلمات مفتاحية: السياسة اللغوية، التخطيط اللغوي، تعدد اللغات، اللغة في التعليم.