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# Transliteration as a Linguistic Policy and Planning Tool in the Algerian Social Context

*A Dissertation Submitted in Partial Fulfillment of the Requirements  
for Master's Degree in Linguistic*

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# Dedication

*With all my love I dedicate this work to :*

*The sun and the moon, **mum** and dad*

*who have been my source of inspiration and gave me strength when I*

*thought of giving up, and who continually provide their moral,*

*spiritual, emotional, and financial support.*

*My brothers Dr. **Cheikh** and **Bensahla** for their constant love and*

*support .*

*My husband my source of motivation.*

*My lovely sisters who shared their words of advice and*

*encouragement throughout my learning career.*

*All my best friends whom I spent the best moment with .*



**HADJER GUENDOUZE**

## **DEDICATION**

*I dedicate this work to:*

***My dear parents,***

*Whom there is no love, no support, no safety and no sacrifices that can be compared with the ones they gave or you did for me , I love you.*

***To my dear brothers: Khaled and Seif,***

*my two eyes, and my support in life.*

***To my best friend: Nour,***

*who has been such a sister for me.*

***To my sister: Ilhem,***

*The best sister of all times.*

***To my Friend and workpair Hadjer.***

***To my dear friends: Ghania, Nadjwa, Marwa, Wiam,  
Roumaissa and Hayet***

*Whom I shared some of my lifes beautiful memories.*



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Big thanks go to our parents ,sisters and brothers who supported and encouraged us in every step in our diary.

Another thanks goes to all those who guided us in our life and supported us.

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## ABSTRACT

### ABSTRACT

The current study aims at implementing transliteration as a linguistic strategy to help in the spread of the English language in Algerian society. In this research , we shed light on several factors and visas that contribute to the expansion of the English language in Algeria after it was franchized. The qualitative methodology represented in an interview with 12 private schools English teachers and 50 people from population of Tiaret. We have analysed our collected data by reference to the comparison between the answers of the two parties by referring to the linguistic textual analysis. After the analysis , the finding show that both parties accept the idea of Transliteration as a technique in learning the English language and contribution to its spread in the Algerian environment . This study may be important for both English teachers as a specialists in the field and the people in their role as learners of this language , because it intends to shed light on the willingness of the people to learn this foreign language and open the way for teachers to share their knowledge in this field .

**Keywords:** Transliteration, English Language, Arabization, , Language Policy  
, Language planning.

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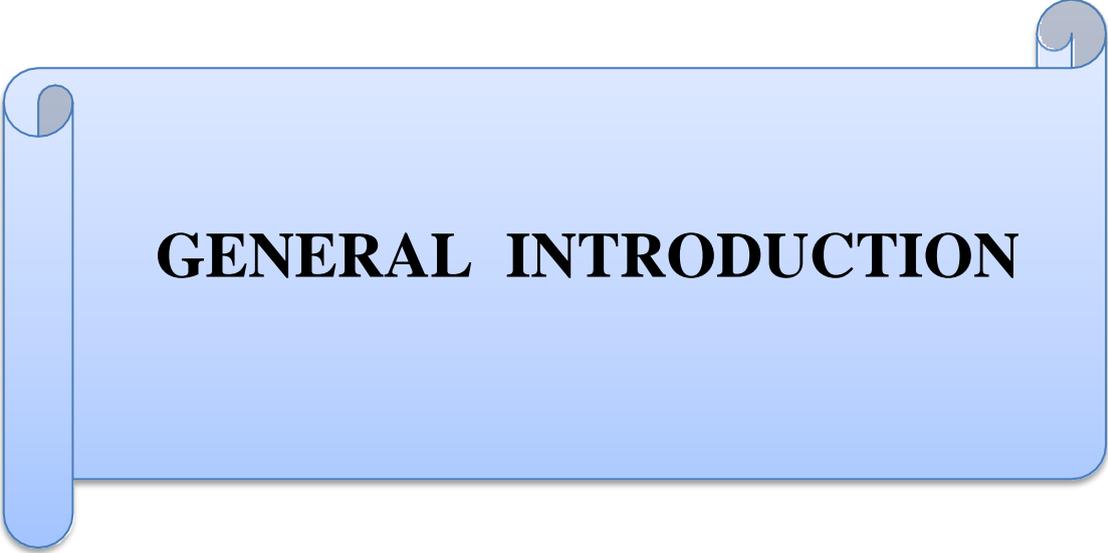
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**GENERAL INTRODUCTION**

Without a doubt, English is the most widely spoken language in the world. One in four people in the world can communicate in English. English is the main language of international political conferences, the official language of 85% of the world's organizations, the language of many international conferences, and the first lingua franca in the fields of science and technology, trade, banking and tourism. , terminology, economics, finance and most famous newspapers. The language of TV shows, movies, airlines, multinational corporations, foreign workers and 90% of material on the Internet. And In view of its presence in all areas of life and the fact that Algeria is an integral part of the world, it has become obligatory for it to keep pace with the world and try to catch up with it, and this will not be possible without the English language, which, as we mentioned earlier, has become the global language in all fields of life. However, the linguistic conflict that Algeria has been experiencing since time immemorial contributed to obstructing this process, as it is a multilingual country. Without forgetting the French language, which was imposed on the people after more than 130 years of colonialism, and which is considered pervasive in the Algerian dialect. Perhaps this is the main reason for impeding the spread of the English language in Algeria, as the people always translate the pronunciation of English into French, of course, due to the similarity of most of the words in the two languages.

This research aims to suggest the technic of Transliteration as a linguistic policy in Algeria in order to facilitate the process of learning the English language and to contribute spreading it faster and more effectively. In addition, we tend to shed the light on the current technics that are used to spread the English language . We also aim to discover whether there is a difference between the general demand for learning English before 2019 and then in private schools, specifically after the movement demanding the replacement of the French language in English.

To what extent can transliteration contribute to the spread of the English language in the Algerian society?

In order to answer the aforementioned problematic a set of sub questions are presented in order to facilitate the understanding of our problematic and they are as follows:

1. What do people think of replacing the French language by English in Algeria?
2. what techniques do they think is the best to facilitate the spread of the English language in Algeria?
3. what to people think of transliteration as a technique to spread the English language in Algeria?

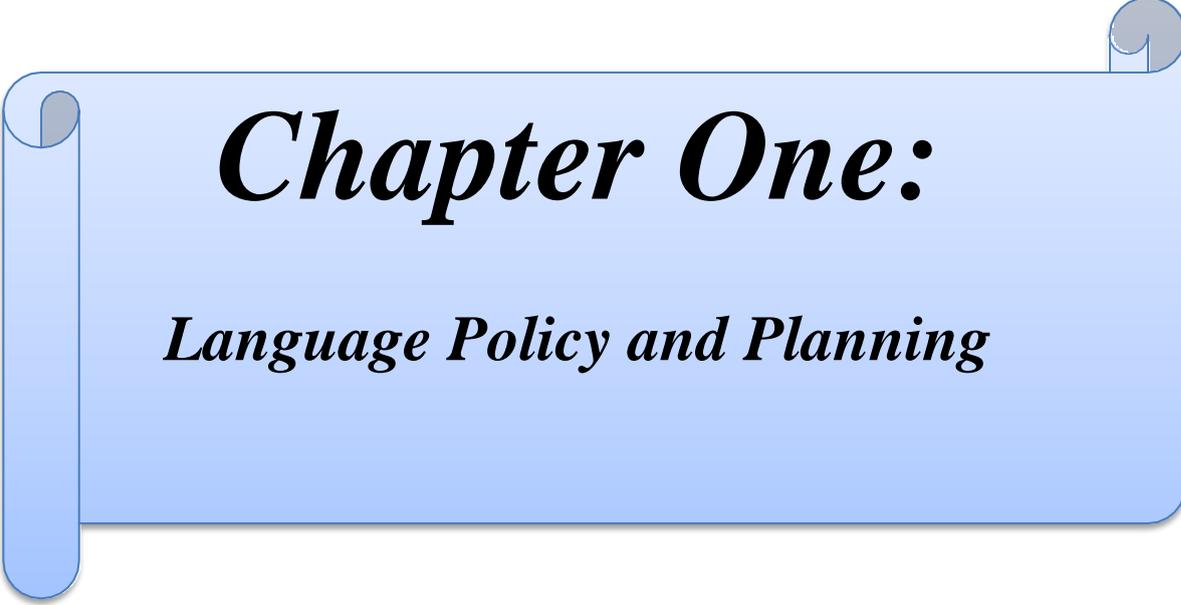
In order to provide our research with a solution we have suggested a set of hypotheses:

- 1.the spread of English in Algeria demands to be included in the primary schools.
2. Replacing all what is in the French language with English can contribute.
3. Transliteration is a very effective method to spread the English language in Algeria.

We have used an organized interview delivered to fifty random people and twelve private schools English teachers.

The type of the research was Qualitative.

In order to validate the above hypothesis, we have divided our research into three chapters; two theoretical parts, the first chapter is dealing with a brief overview of the history of LPP (Language Planning and Policy) , the second chapter deals with the language planning and policy in Algeria followed by the title of languages in Algeria focusing on the English language, its historical overview in Algeria under the main title of "English towards new perspectives" .after that comes the third chapter, our study is a qualitative method.



# ***Chapter One:***

## ***Language Policy and Planning***

## **Introduction**

The current chapter deals with the review of literature; it is divided into several parts .the first part tries to highlight the definition of language planning and policy according to multiple linguistic researchers ,a historical background of LPP is in the second part ,the third part is about characteristics of LPP and the forth part is for the ethnography of the field, as for the last part is significant to review the types and levels of language planning and policy .

### **1. Language policy and planning**

#### **1.1. The definition of Language Planning and Policy**

Language is a living organism that grows and develops as a person develops, and this language requires tremendous efforts to preserve, strengthen and reform it, and this can only be done through language planning and language policy. The use of this term in its generic sense is a bit confusing since it actually refers to several different processes. Various definitions ,so what is Language planning and policy?

↻ **Language policy** represents the decision-making process, formally stated or implicit, used to decide which languages will be taught to (or learned by) whom for what purposes (cf. Cooper (1989, p. 31), LaPonce (1987). In Haugen's model, policy planning is related to 'selection and "codification" procedures.

↻ **Language planning** can be defined as the implementation of language policy, to the extent practicable, across all the possible domains of language use referred to in the policy. In Haugen's model, language planning is most closely related to language cultivation that includes the subcategories of "implementation" and "elaboration."

There is no generally accepted or standard definition of LP. A frequently quoted but controversial, definition is Cooper's: '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). However, other definitions include existing practices and attitudes alongside policies: 'Language policy can be defined as the combination of official decisions and prevailing public practices related to language education and use' McGroarty, (1997, p. 1); while others restrict the scope of LP to procedural calculations: 'The match of national language capacity to need' Brecht and

Walton ( 1993, p. 3).

Language planning as a specific discipline with this name has existed for less than fifty years, yet intervention in language and communication is an activity that dates back to antiquity. The following section briefly recalls four more recent language planning social systems that tend to be cited as the predecessors of modern language planning or as a significant source of inspiration for it. Note that some of them are based upon carefully formulated theories.

In his highly influential book, *language Planning and Social Change*, Cooper (1989) follows those before in seeing language planning as an intentional act, but, significantly, expands the scope of previous conceptualizations. Using historical examples such as grassroots efforts to eliminate sex-bias in everyday language practices (e.g., advocating for humanity in place of mankind) as a part of the U.S. feminist movement of the 1960s, Cooper shows how conceptualizations of language planning can move beyond the top-down, macro-level contexts that had previously dominated the field to encompass bottom-up, micro-level efforts to affect wider social change as well.

Much research over the past three decades has also sought to define LANGUAGE POLICY, although no one definition has yet come to the fore Ricento (2006). While some early work positioned language policy as the codified, neutral output of language planning, a ground breaking paradigm shift was Tollefson's (1991) incorporation of power, social structure, and ideologies through his multilevel historical-structural analyses of language policy, as he sought to clarify how language planning too often contributes to and reinforces language inequality. Johnson (2013) argues this conceptualization can be traced back to work by Kloss (1977) and Ruíz (1984) on ORIENTATIONS in language planning, which first connected ways of thinking and talking about language to the ways societies seek to shape and control language use and language users.

Naturally enough, the field of language planning, as its name suggests, has concentrated its efforts on the description and practice of planned language development. This is after all its *raison d'être*, to provide future oriented, problem-solving language-change strategies to meet particular language needs This orientation means that language planning is one of the key descriptive topics in applied linguistics, bringing together as it does theory from a variety of disciplines and putting that into practice. Grabe and Kaplan

(1992) estimate that the applied linguistics aspects of language policy and planning make up one of four categories that accounts for about 45 percent of the items published in the field.

Over the years, language planning has evolved from a field that focused primarily on planning in developing societies Rubin and Jernudd (1971), to one that promoted such studies for all societies Cobarrubias and Fishman (1983), to a mature and even self-critical view of the field itself Tollefson (1991). Despite this growth and development within the discipline, one matter has not received much attention: the “unplanned” side of language planning.

## **1.2. Other Linguistic Researchers Definitions**

As we mentioned above that there is no generally accepted or standard definition of LP. A frequently quoted but controversial, and the definitions below are according to multiple linguistic researchers .

According to Robert Philipson, language policy and planning is the part of social policy .

And according to Kaplan and Baldauf (1997) ,"A language policy is a body of ideas ,laws ,regulations ,rules and practices intended to achieve the planned language change in the societies ,group of system.

Lo Bianco defines the field as ,"a situated activity ,whose specific history ,and local circumstances influence what is regarded as a language problem ,and whose political dynamics determine which language problems are given policy treatment".

And Mccarty (2011) defines language policy as a complex sociocultural process (and as) modes of human interaction, negotiation ,and production mediated by relations of power".

Furthermore, the American linguist Joshua Fishman has has provided a more detailed definition which is «Language planning is the authoritative allocation of resources to the attainment of language status and corpus goals, whether in connection with new functions that are aspired to or in connection with old functions that need to be discharged more adequately" (1987).

As well as Haugen who also defined language planning as “the activity of preparing normative orthography, grammar and dictionary for the guidance of writers and speakers in a non-homogenous speech community” .

### **1.3. Extra Brief Information about LPP**

#### **1.3.1. Difference between Language Planning and Language Policy**

Planning entails a statement of goals as well as a program (plan) to achieve those goals. Language policy refers to explicit or implicit language planning by official bodies, such as ministries of education, workplace managers, or school administrators.

#### **1.3.2. The Importance of Language Planning**

Language planning is important to a country for several reasons. The first is that planning is important to insure that a language corpus can function in contemporary society in terms of terminology, or vocabulary, to meet present needs, e.g., technological, or scientific needs.

#### **1.3.3. Factors that Influence Language Planning:**

Social factor, psychological factor, demographic factor, linguistic factor, political factor, pedagogical factor (teaching methods), cultural factor, economic factor.

#### **1.3.4. The Boundaries between Language Planning and Language Policy**

The boundaries between language planning and language policy are difficult to define Shohamy (2006) and likely won't be any less so in the near future, see, García and Menken (2010). It is in the context of this complexity, however, that we see the benefit of an integrated LPP concept and framework. By situating planning processes and policy as inherently interrelated in a way that does not require one to foreground the other, LPP goes beyond simply circumventing the lack of agreement on each concept to underline the emergent nature of what cannot be captured by describing the two phenomena separately. Its usefulness lies in its ability to call attention to the dynamic ways in which language planning and language policy are each able to give rise to the other while simultaneously highlighting their interrelatedness. For these reasons, we contend that as a conceptual framework, an integrated notion of LPP aids us in ‘pursu[ing] fuller understanding of the complexity of the policy–planning relationship and in turn of its insertion in processes of social change, Hornberger (2006, p. 25).

## **2. Historical Background of Language Planning and Policy**

Language policing and planning (LPP) is one of the fastest growing sub disciplines of applied linguistics. The LPP field was formed in the early 1960s by language scholars interested in solving the language problems of new, developing and/or post-colonial nations. However, researchers have found LPP structures from the World War II era.

### **2.1. The 1950s–1960s Era**

The LPP field came into existence from this period and many linguists emerged to provide solutions of LPP-oriented issues in light of the colonial ruling globally. Johnson [ Johnson DC. Introduction: Ethnography of Language Policy. (2013) ] argues that “during this era, many linguists were recruited to help develop grammars, writing systems and dictionaries for indigenous languages and, out of this, an interest in how best to develop the form of a languages, i.e. corpus planning grew.” Lin [Lin AM. Researcher positionality. *Research Methods in Language Policy and Planning: A Practical Guide*, John Wiley and Sons( 2015, p. 21) shares her perspective on the development of LPP. She states that “language policy and planning (LPP) as an interest for academics emerged in the 1950 s, and 1960s has largely been ‘problem-oriented’ that responded to the needs of the newly established states; these polities had just gained independence from their former colonial powers” [Spolsky B. Introduction: What is educational linguistics? *The Handbook of Educational Linguistics*. Oxford: Blackwell Publishing, United Kingdom.( 2008, pp. 1-9)

It is stipulated that early researchers in LPP were technical in their approach, seeing their task as one of planning, standardizing, regulating, containing or managing linguistic diversity for the national development agendas; these would include planning for spreading a standardized national language as well as modern economic development [Hult FM, Johnson DC. *Research Methods in Language Policy and Planning: A Practical Guide*, John Wiley and Sons(2015). Moreover, Hornberger and Johnson [Hornberger NH, Johnson DC. Slicing the onion ethnographically: Layers and spaces in multilingual language education policy and practice. *TESOL Quarterly*, Virginia (2007, pp 509-532) claim that while early research offered various macro-level frameworks in order to account for and guide national

language planning, the latest critical methodologies focus on how language policies can be hegemonic by delineating minority language education.

Finally, Johnson explains why much of the earlier works in language planning has had negative feedback. “Initial language planning work has been critiqued for various reasons—as it was exclusively focused on deliberate language planning done by governing states, because the work was subjugated by a structuralist or positivistic epistemology and because the frameworks disregarded the socio-political context in which language planning takes place , see Johnson DC. Introduction: Ethnography of Language Policy( 2013)

## **2.2. The 1970s–1980s Period**

During the 1960s–1970s, LP was seen as a non-political, non-ideological, pragmatic and a technicist paradigm. Its overt objective was to solve the immediate language issues of the newly emergent post-colonial states in Africa, Asia as well as the Middle East. Furthermore, status language concerns at this time, thus, focused in particular on establishing stable diglossic language contexts in which majority languages (usually, ex-colonial languages and most often English and French) were promoted as public languages of wider communication [Ricento T. Language policy: Theory and practice – An introduction. An Introduction to Language Policy: Theory and Method( 2006, pp. 10-23)].

On the contrary, Johnson argues that “it is challenging to precisely and/or cohesively characterize the work during this period as interest became more prolix that extended beyond the corpus/status distinction, and many language planning academics began to question the practicality of previous models of language planning” (p. 30). He further explains that it was during this time whereby positivistic linguistics paradigms and structuralist concepts were increasingly being challenged among various disciplines. The critical linguistics and sociolinguistics examined previous approaches that attempted to divorce linguistic data from the sociocultural context in which it was created. Therefore, these two related, nevertheless diverse, areas of research have facilitated in shaping the LPP field .

Therefore, Hymes suggested that what needs to be accounted for in any acceptable theory of language users as well as language use is a speaker’s communicative competence, which takes into account not only the linguistic “competence” as defined by Chomsky but also the sociolinguistic knowledge to interact applicably in particular

sociocultural contexts , see Johnson DC. Introduction: Ethnography of Language Policy (2013).

### **2.3. 1990s to Current Expansion of Frameworks**

Current developments in LPP further focus on the agency of local social actors in the policy implementational spaces [Hornberger NH, Johnson DC. Slicing the onion ethnographically: Layers and spaces in multilingual language education policy and practice. TESOL Quarterly, Virginia. (2007, pp 509-532) ]. Each of these theoretical developments carries with it different methodological and epistemological stances [Hult FM, Johnson DC. Research Methods in Language Policy and Planning: A Practical Guide. John Wiley and Sons;(2015) ].

Johnson argues that the critical shift in linguistics and sociolinguistics ultimately influenced the field of language planning and overtly integrated into critical language policy in the 1990s, but prior to that, there were at least three crucial developments:

- (a) The attention moved away from “language planning” being understood exclusively as something obligatory by governing bodies to a broader focus on activity in several contexts and layers of LPP.
- (b) An increasing interest in language planning for schools, including the introduction of acquisition planning by Cooper [ Cooper RL. Language Planning and Social Change. Cambridge University Press, Oxford: Blackwell Publishing, United Kingdom(1989) ] to the original status/corpus distinction.
- (c) An increased interest in the sociopolitical and ideological nature of LPP.

Neustupný (1993, 2006) attempted to describe the history of language planning as social practice using the concept of developmental types, which are determined by the specific order of a number of sociocultural phenomena (e.g., means of production, social equality level, dominant ideology or attitude toward language variation), and in this way he arrived at four historical types of language planning: Premodern, Early Modern, Modern and Postmodern. These types correspond to a certain degree with specific time periods, but in the language planning system of a specific country, several of these types or their features can be present at the same time. The first three of these historical types can be

found in the following examples. The Postmodern type, which corresponds broadly with the current ecology of languages paradigm, will be presented in a subsequent section.

### **2.3.1. The French Academy :**

The first example, which can be categorized as a (late) Premodern type, is the initial activity of the Académie française, the language academy founded in 1634. This institution came into being due to the initiative of Cardinal Richelieu during a time when European elites began to use the local vernacular languages in functions that had up to that time been reserved for Latin, during the time when the French state was restabilizing, and when Richelieu wanted to strengthen the unity and order of this state through the unity and order of the language. The French academy's aim was "to give explicit rules to our language [i.e., French] and to render it pure, eloquent, and capable of treating the arts and sciences" cited in Cooper (1989, p. 10). This aim was to be achieved through the publication of grammars, dictionaries and manuals of rhetoric and poetics, though in the end only the dictionaries were written. The French academy became a model for the founding of similar institutions in Europe (e.g., in Sweden), but it was not the oldest institute of its kind in Europe, but rather it was continuing in the tradition of a similar "Italian" institution that was a half century older. The founding and activity of the Académie française is discussed in detail in Cooper (1989) as the primary part of the argument that the definitions of language planning must also incorporate language planning situations that are not connected to the breakdown of the colonial system that had occurred around 1960, i.e., the situations in which language planning as an academic discipline (i.e., "classic language planning") was born.

### **2.3.2. European National Movements :**

A second example illustrating the Early Modern type is the language planning that was a part of the European national movements of the nineteenth century. These movements led to the formation of a number of modern nations in the Herderian sense (Slovak, Czech, Norwegian, Finnish and other nations). These were originally nations (ethnic groups) with less power, whose members were oppressed by more powerful nations within a single ethnically heterogeneous state unit. This was one of the reasons why these movements were originally oriented toward cultural and linguistic demands rather than social and political ones, see Hroch (1998). If we add the influence of Romanticism, it becomes clear that questions of language and language planning itself held a significant

position in these movements. Haugen (1969) analyzes an essay written by Norwegian language reformer Ivar Aasen (1813–1896) in 1836, and argues that this essay represents “a paradigm of a program of Language Planning.” In it, Haugen essentially finds all the elements that should be considered in the analysis and evaluation of various language programs: background situation, program of action comprising a goal, policies leading to the goal, and procedures of implementing the policies, namely selection (of reference norms) and codification (in grammars and dictionaries) and/or elaboration (of functions) and propagation (of the proposed norms to new users).

### **2.3.3. Soviet Union of the 1920s and 1930s**

The third case is the language planning in the Soviet Union that took place in the 1920s and 1930s. It can be categorized as belonging to the Early Modern type, yet with the presence of several features of the Pre modern and Modern types. The formation of the Soviet Union meant that more than one hundred ethnic groups at very different levels of development found themselves together in one huge state, which for a limited period of time recognized and supported their languages. The language of most of these ethnic groups existed only in spoken form, and only a few of them had their own standard language, and these were also at various levels of development. During the early Soviet period (radical changes did not occur until the end of the 1930s), the Leninist doctrine of the Soviet state declared the right of self-determination for ethnic groups including schooling based on their languages. The promotion of the spread of Russian, including the Cyrillic alphabet, was associated with the previous oppressive regime of the Russian czars, and this is why it was rejected as the basis for the language planning at the beginning of the Soviet period. The basic task of language planning, called “language construction,” thus consisted in the creation of tens of new alphabets, orthography systems, the modernization of most of the languages, above all in the area of terminology, but also in the production of textbooks, primers and the like. The work done was noteworthy: Alpatov (2000, p. 222), for example, claims that more than seventy alphabets were created for the languages of the Soviet Union during this period. A characteristic feature of Soviet language planning was the fact that its participants included the leading Soviet linguists, experts in the respective languages or language groups (e.g., E. D. Polivanov, N. F. Jakovlev et al.).

### **2.3.4. Czechoslovakia and Prague Linguistics School**

The fourth example is the language planning that occurred in Czechoslovakia in the

1920s and 1930s, the participants of which were the linguists of the Prague Linguistic School (above all B. Havránek and V. Mathesius, also in part R. O. Jakobson). This language planning embodies clear features of the Modern type—macro-social problems are more or less ignored, as large changes are not desired, attention is oriented above all toward microscopic problems and the goal is to modify details (see Neustupný, 2006). Czechoslovakia was formed in 1918 from the ruins of the Hapsburg Empire, and even though it was relatively ethnically diverse and the problems of inter-ethnic contact were significant, the Prague School's theory of language planning was devoted merely to the elaboration (“cultivation”) of the majority Czech standard language. In this process, its protagonists continued with the work of some of their predecessors as well as such contemporaries as the Swedish linguist A. Noreen (see Noreen & Johannson, 1892) or the Russian linguist G. Vinokur (see Vinokur, 1925).

### **2.3.5. Haugen and Classic Language planning**

Language planning, i.e. the academic discipline with this name, was established at the end of the 1960s. It acquired individual features, which will be discussed in what follows, and existed in this form during the 1970s. In retrospect it is possible to call this era of language planning “classic language planning” (see, e.g., Ricento, 2000, p. 206). The fact that language planning was already a specific discipline during this period is evidenced not only by the fact that its subject of research was delimited, and that widely used research frameworks were developed and the respective research methods identified, but also that this research was institutionalized at a certain level (in the form of conferences, projects, representative publications and a newsletter) and it gained a new attractive name, i.e. “language planning.” The main protagonists of classic language planning were associated with American academia (C. Ferguson and J. Fishman) and American funding sources enabled the development of extensive international research.

## **3. Ethnography of language planning and policy**

The term Ethnography can be defined as the scientific description of customs of individual people and cultures. Ethnography research plays a major role in language policy and language planning (LPP), multilingualism and language education researches.

A decade ago, Hornberger & Johnson proposed that the ethnography of language planning and policy (ELPP) offers a useful way to understand how people create, interpret,

and at times resist language policy and planning (LPP). They envisioned ethnographic investigation of layered LPP ideological and implementational spaces, taking up Hornberger's plea five years earlier for language users, educators, and researchers to fill up and wedge open ideological and implementational spaces for multiple languages, literacies, identities, and practices to flourish and grow rather than dwindle and disappear. With roots going back to the 1980s and 1990s, ethnographic research in LPP had been gathering momentum since the turn of the millennium. This review encompasses selected ethnographic LPP research since 2000, exploring affordances and constraints of this research in yielding comparative and cumulative findings on how people interpret and engage with LPP initiatives. We highlight how common-sense wisdom about the perennial gap between policy and practice is given nuance through ethnographic research that identifies and explores intertwining dynamics of top-down and bottom-up LPP activities and processes, monoglossic and heteroglossic language ideologies and practices, potential equality and actual inequality of languages, and critical and transformative LPP research paradigms.

\* Hornberger and Johnson (2007, 2011) charted a role for what they called the ethnography of language policy, as a way to illuminate different layers of the LPP onion (Ricento & Hornberger 1996), and to highlight the opening up and closing down of implementational and ideological spaces in educational LPP (see also Hornberger 2002, 2005, 2006b; Johnson 2009, 2010). This research paradigm has become a promising theoretical and methodological framework, whose burgeoning literature of empirical research is reviewed here. An ethnography of LPP approaches LPP activities and goals as scalar, multi layered and complex phenomena and examines different language planning types (corpus, status, and acquisition planning) and language policy processes (creation, interpretation, and appropriation of policies), attending to both policy texts and policy discourses as well as on-the-ground policy practices Hornberger and Johnson (2007, 2011) charted a role for what they called the ethnography of language policy, as a way to illuminate different layers of the LPP onion (Ricento & Hornberger 1996), and to highlight the opening up and closing down of implementational and ideological spaces in educational LPP (see also Hornberger 2002, 2005, 2006b; Johnson 2009, 2010). This research paradigm has become a promising theoretical and methodological framework, whose burgeoning literature of empirical research is reviewed here. An ethnography of LPP approaches LPP activities and goals as scalar, multilayered and complex phenomena

and examines different language planning types (corpus, status, and acquisition planning) and language policy processes (creation, interpretation, and appropriation of policies), attending to both policy texts and policy discourses as well as on-the-ground policy practices \*\*\*

#### **4. Types of language planning and policy**

Language planning is the deliberate effort to influence the function, structure or acquisition of a language within a speech community. Before any variety of language is selected for a national purpose, certain factors often play out; such factors as: the form of that variety, the functions it serves as well as the attitudes people hold towards it. It is on this background that this paper emanates. It begins by providing an overview of the concept of language planning. It does an extensive discussion on the three major levels of language planning (i.e. Status planning, Corpus planning and Acquisition planning).

Levels of Language Planning Heine and Kloss (1967, 1969), the German linguist, categorically identified two basic types or levels of language planning to include the status planning and corpus planning. However, more recently, another dimension of language planning has been identified. That is, the acquisition planning. This paper carefully shall discourse this three genres of language planning in detail.

##### **4.1. Status Planning**

Status planning refers to the allocation of new functions to a language (such as using the language as medium of instruction or as an official language). It affects the role a language plays within a given society. The decision to use Moorle, Fulfulde and Jula as a medium of instruction in Bokina Faso schools since 1990 is an example of status planning. Before now, French was used in everyday communication, and its use had been restricted to prayers and religious as well as scholarly writings. The introduction of Hebrew-medium schools created the conditions for the revival of Moorle, Fulfulde and Jula as common languages used in everyday communication.

##### **4.2. Corpus Planning**

Corpus planning is concerned with the internal structure of a language. It involves making changes to the linguistic code and the creation of grammars and dictionaries for the selected language. Typical activities of corpus planning include devising a writing system for a spoken language, initiating spelling reforms, coining new terms and publishing

grammar books . A central aspect of corpus planning ( and language planning per se ) is language standardization , which can be understood as the creation and establishment of a uniform linguistic norm for a particular language which has been adopted and bestowed with a national status .

### **4.3. Acquisition Planning**

Acquisition planning involves the efforts to spread and promote the learning of a language . For example , cultural institutions such as the British Council or the Goethe Institute are set up and supported by their respective governments to promote the learning of English and German as a second language in other countries respectively . Another example of acquisition planning is the activities by the ' Maori community ' in New Zealand to promote the acquisition of Maori . In the early 1980s , most Maori children had no knowledge of their ancestral language , and linguists identified Maori as an endangered language . In a response to the decline of Maori , so - called ' language nests ' ( Kohunga Reo ) were established by the Maori community . In these pre - schools , older Maori speaking members of the community worked voluntarily as caretakers and taught the Kohunga Reo language to the children ( Cooper 1989 : 157-9 ) .

#### **4.3.1. Levels of Language Planning: defining the macro, meso and micro**

It is appropriate now to consider whether the activities mentioned above belong to the category of meso or micro language planning. Government activities are the top-down, macro-level components of LPP; in contrast, meso-level activities are more limited in scope and are often aimed at a specific group within society (Kaplan and Baldauf, 1997:240). Local government initiatives form part of a meso-level category of LPP via top-down policies that are implemented in particular administrative wards. Micro planning (bottom-up influences) involves small-scale organisations such as Supplementary Schools (independent community-led schools which run alongside the mainstream school system), family units and individuals. Categories can be outlined as such :

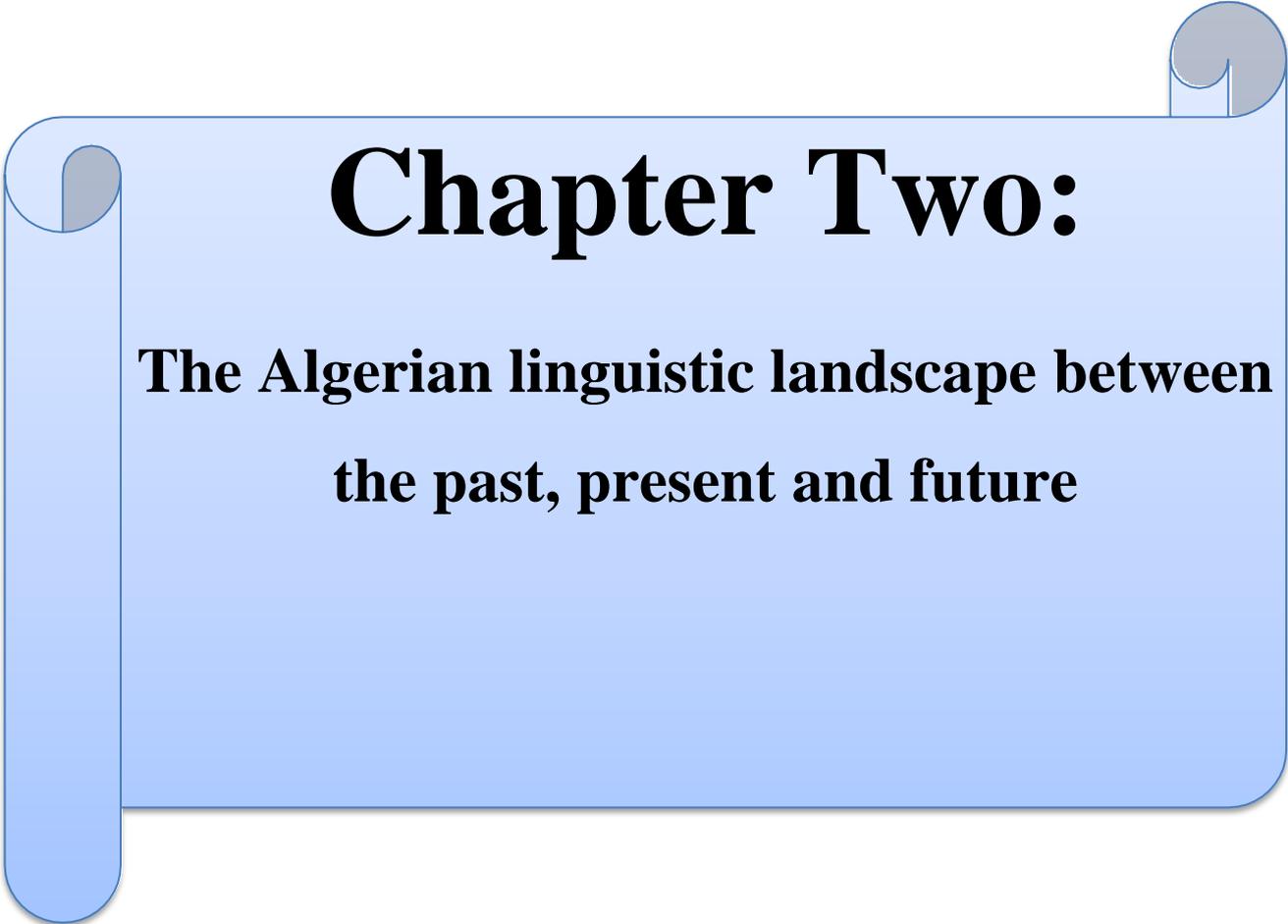
- ↻ **Macro planning:** This involves top-down policies by government. It does not include local government initiatives or planning activities regional communities or individuals.
- ↻ **Meso-level planning:** local government operations. Including ordinary schools, public schools services (such as public libraries), educational institutions (such as diversity and Manchester City Council Inclusion Team), overall supplement School programs (including MCC) and access to services in CL. It is not about individual

families, groups or people.

- ↗ **The micro-level of planning:** The micro, “bottom- up” includes private initiatives such as individual supplementary schools, local groups (e.g. cultural community groups), individual households and the language use of individual people.

### **Conclusion:**

Language planning is an important issue for researchers and learners in the field of language. It is concerned with the language problems and difficulties encountered by the language and seeks to solve them, and take all appropriate means to implement the language policy, as the latter have a direct relationship to linguist planning . The decisions of the author, and the actual procedural application, means the relationship continued and followed , the linguistic planning follows the policy ,and the latter follow the linguistic planning between them if the relationship of complementarity and complement each other.



# **Chapter Two:**

**The Algerian linguistic landscape between  
the past, present and future**

## **Introduction**

Dealing with language policy is not an easy task for decision makers, because it involves taking in consideration many social, political and historical components .In this chapter will explore on “the Algerian linguistic landscape between the past, present and future. Starting with providing historical background of Algerian linguistic policy, explaining the arabization policy. There is also a brief discussion of the multilingual profile in Algeria ,then we move to mention Algeria as linguistic pot; which contains languages that need to be explained , to finally conclude by English language in Algeria towards new perspectives .

### **1. The historical Overview of Language Policy in Algeria**

One of the most serious problems Algeria faced after gaining independence was language problems .This is a very difficult thing for a country living under French rule Colonize for 132 years , destroy the colonial system ,restore identity mostly in language .Rich language brings real complexity to Algerians politician ,according to Tabory and Mala (1987, p. 64) :

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

Algeria adopted a policy called “Arabization ”in its pre-independence era .Policy from the late 1960s to the late 1990s, its main focus was on communication Arabic comes at the expense of French and other national languages because Arabic for Algerians ,it represents the most important part of their identity .

## **2. Arabization policy in Algeria**

### **2.1. Definition of Arabization**

Arabization (Arabic: ta'rib) refers to two different elements. Firstly, Arabization in Middle Eastern countries refers to lexical expansion which involves coinage of unfamiliar words either from existing roots, or through translating and/or borrowing foreign terms. Secondly, in North Africa, Arabization means the introduction of Arabic as a national language to replace other language varieties in various situations within the same country. It is often referred to as a Cultural and Political Processes to make Arabic the only language of administration and daily life activities. Arabization may also be called Arabicization; the two terms are used interchangeably by some scholars (Al-Abed Al-Haq, 1998). Gilbert Grandguillaume (1983) has highlighted significant differences between academic disciplines regarding how Arabization is defined and understood:

- For linguists, Arabization denotes simply the substitution of French for Arabic in all domains.
- Sociolinguists tend to highlight the “dispossession” among French speakers at the hand of Arab elite.
- For anthropologists, Arabization centres around all on questions of cultural authenticity, language is a symbol of identity.

### **2.2. Arabization in Algeria**

Arabization was a language education policy implemented in Algeria in the 1960s. Its the main objective is education with Arabic as the language of instruction because it's more of an Arab personality and identity , and it's detached from everything connected with French Culture .‘Without recovering that essential and important element which is the national language, our efforts would be vain, our personality incomplete, and our entity a body without a soul .quoted in Mostari ( 2004, p. 26).

After indepenence ,there was a big debate about which language was more popular suitable as a language of instruction .Some “Western Education “prefer French because it is more modern and appropriate as a technical language ;they are anti-arabized .Another group supports Arabization because it represents Algerians identity and culture . their goal is to restore the status of Arabic and Islam in an independent Algeria ,along with strengthening ties with the Arabs World (Arab cohesion ).

Benrabe 2009 mentions that this group advocated the Arabic language because it is the language of the Holy Quraan. Officials in independent Algeria reacted in a hostile way regarding French and were very incline to see it replaced by the national language, Arabic. Besides Ennaji(1991, pp17-18) said: ‘‘The French language was not the only excluded language, but even Berber. The Arabic language was the official language not only in the education sector, all government papers administration as well as media were obliged to conduct in Arabic.’’

After President Ahmed Ben Bella made Arabization an official policy in 1963,the time devoted to the teaching of French in all schools was reduced . At the same time lack o Algerian teachers as most teachers are Algerian government recruitment and up to 1000 people since 1964 Egyptian ,Syrian ,and Iraqi teachers.

Arabization policy was a positive during Houari Boumadian’s presidency Algeria is Arab Islamic entity . However, French is still widely spoken in public place ,which is considered one of the points of criticism of the Arabization policy . The linguistic diversity of Algerians is ignored and carried out without a well –organized plan .So there is no real scientific basis .In general ,the policy is respected as a failure ,its weaknesses are still visible today .Also ,it’s better to express with the first Minister Taleb Ibrahim in the 1960s said

*“this arabization will not work but we must do it ”*

The failure of Arabization policy led the Algerian government to take serious measures toward bilingualism; it holds a whole schooling reformation with a return to Arabic-French bilingualism in schools.

### **3. The Multilingual Profile in Algeria**

Algeria has been a multilingual country ,due to its rich history of being colonized for centuries by different colonizers from the Romans to the Phoenicians to the French and many others . However ,the French were the predominating colonizer in Algeria ,since they adopted a nationalizing process to impose their language on the people .That has greatly influenced the spoken language in the country , and French was established for a long time as an official language in Algeria. The linguistic situation in Algeria has become quite complex ,due to the mentioned reasons . As a result ,many languages are spoken and

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coexist in the country . Standard Arabic ,Algerian Arabic or as it is called “Darja “,Berber which is the language of the indigenous people of Algeria .It is also called Tamazight and is still spoken Algerian dialects ,is heavily present in the Algerian territory and plays a significant role in the political ,social and educational sectors . The global spread of English around the world also reached Algeria ,and an increasing interest in the language has been noticed during the recent years in the country , see Philipps Marburg(2021).

## **4. Languages in Algeria**

### **4.1. Algerian Arabic “Darja”**

Algerian Arabic (AA) is also called “Darja” (day to day) or “Wattani” (Arabic of the Algerian nation). It is the L or the “low” variety of the standard Arabic with no written form, although many Algerians do use Arabic or even Latin script in some written texts on various social media platform chats Mokhtar (2018). It is the language that is used to communicate among the Arabic speaking community and is the mother tongue of most Algerians. Hence, AA is needed for oral communication and everyday conversations Mokhtar, (2018). It is labeled “home language” (Bouhadiba, F, n.d.), whereas MSA is used in writing and formal settings and is the “school language” in Algeria (Bouhadiba, F, n.d.).

Algerian Arabic is influenced by many other languages that it has been in contact with throughout history, like for example Arabic, Tamazight, French, and it even contains some Turkish and Spanish words (Leclerc, 2017). It is fascinating to see the many dialects that are spoken in Algeria. various linguistic differences are apparent not only in the pronunciation but also in the grammar and the vocabulary, which explains why speakers from these different parts of the country may, in some cases, not understand each other Has-saine (2011). Many varieties of the Algerian Arabic can be distinguished; there is the Arabic of Algiers, which is mostly influenced by Tamazight and Turkish, the Arabic of Oran, which is influenced by Spanish, the Arabic of Tlemcen is influenced by Andalusian Arabic, and many others Leclerc(2017). Some words that are integrated into the Algerian speech, come from certain languages more than others and that depends on how long certain colonizing countries stayed, and the longevity of contact it had with the dialectal Algerian speech

### **4.2. Standard Arabic**

A long time, authorities in the country considered this version of Arabic as “the

language of the market” unable of carrying a cultural status. Ex-president, Houari Boumediene, who ruled Algeria after the independence (June 19, 1965 – December 27, 1978) and was a strong advocator of the Arabization policy, also believed that AA is the language of the streets and has no cultural value.

Most Algerians, about 72% (Bouhadiba, F, n.d.), use Algerian Arabic to communicate with each other; it is also possible to use it with people in Morocco, Tunisia, or Libya, as they have a somehow similar history and language. However, it is hard to communicate as easily with other speakers of Arabic countries from the Middle East like Egypt or Syria, as they also have their own dialectal Arabic which is quite different from that of the Maghreb and is also not uniform Leclerc (2017).

### **4.3. Modern Standard Arabic (MSA)**

Arabic is the national and the official language of Algeria; it has two varieties, one is called Classical Arabic (CA) which is the language of the Quran, the holy book of Islam, which is also the official religion of the country. It is mainly used in mosques and is the language of worship and prayers, besides, all the ancient classical literary works being religious, or poetic are written in CA Mokhtar (2018). It was later simplified in the educational settings, where it is taught, to the Modern Standard Arabic (MSA). It is a modern version of classical Arabic, although similar in structure, but it is simpler with a different vocabulary and is the one used in formal conversations and administrations Cordel(2014).

Arabic was imposed on the Algerians first in the 7th century when the country was colonized by the Arabs and it became the language of the country. Then, when leaders wanted to reclaim it as the official language after they gained independence from the French, they relied on the Arabization policy, a policy that caused problems among the Algerians who were educated in French and were quite hostile towards the Arabic language. Today, Algeria is not fully Arabized despite the many efforts of successive governments to implement this policy, but Arabic is dominant in many important domains, for example, on official platforms whether written or oral ones.

### **4.4. Tamazight**

Tamazight is the first language that was spoken in the Maghreb in North Africa and Algeria in particular. It has various appellations according to the country, it is Amazigh in Morocco and Tunisia, Tamazight or Kabyle in Algeria, Tamacheq in Libya, etc. Leclerc,

(2017).

Tamazight remained the first language of the people despite the many colonizers that invaded the country, even the Arab invasions could not arabize the country completely, regardless of the big linguistic shift from Tamazight to the Arabic language that occurred during that period. It also succeeded in surviving the French domination and the endless efforts to suppress it during the French colonization. It is now officially recognized as a national and official language, alongside the Standard Arabic, after so many debates and conflicts since Algeria gained independence. Gaining the national as well as the official status is a huge achievement for Tamazight, not only is it officially recognized, it is now also declared a language that belongs to this country. About 8.8 million Algerians, which means nearly 27.4% of the population, belong to the Berber community, mainly in Kabyle, which is on the eastern side of Algeria. The other main Berber community in which another dialect of Tamazight, called Chaouia, is spoken and is in another eastern region called Aures Leclerc( 2017).

Tamazight speakers are bilinguals as well and frequently switch to French in their conversations; most of them learn Arabic in schools as well as French.

#### **4.5. French**

French is the first foreign language in Algeria; it has a deep historical connection with the country, which is the reason behind its importance in the current linguistic situation. It is still spoken to date by a big section of the population, with an official status that is used in several official contexts. Algeria is the second-largest francophone country in the world, with nearly eighteen million speakers, nearly 1 in 3 Algerians can speak and write French Amine chemami (2011). The French language is used in many important spheres of public life, it is considered an important medium of communication and is used in the government, the administration, and in the mass media. During the mid1960s, almost three-quarters of the Algerians were illiterate and only 20 percent of the population was educated, though they could only read and write in French Benrabah (2013). Now, 57 years have passed, and after so many attempts to erase all traces of the French colonization, through the massive educational programs that were aimed at educating the Algerians, French is still the most frequently spoken foreign language in the country and is considered as the second official language. Mainly because an important section of

Algerian intellectuals is usually instructed in French, which shows the contradictions that this system has and how flawed it is. French is also taught at an early age in schools and specialized studies in universities.

Thus, most Algerians speak French, or at least they understand it. Even those who may not be able to speak it or understand it very well, tend to use a lot of French words in their vocabulary because they have been raised having those words as part of their speech.

There is a constant conflict between Modern Standard Arabic and French in the country and it is a subject of constant debates between the Arabophones and the Francophones. A conflict that resulted in the undeniable truth that is noticeable to everyone, which is the serious identity crisis that the Algerians have been going through since independence. No matter how insistent the leaders and the Arabophone section of the population are, claiming Arabic as the language of the nation and as the country's identity, French is very much present not only in many official spheres but also in the everyday Algerian spoken dialect.

#### **4.6. English**

English is in good standing in Algeria. it is considered the second foreign language. Since 2000, his position has followed a challenging path. An introduction to the education reforms most supported in the United States. the most important the change brought about by this reform is that English is now taught in the first grade of middle school.

The implementation of this reform and the granting of this status to English are For many reasons; Arabization policies led to generation teachers are not literate in foreign languages because they try to increase class hours teaching Arabic at the expense of English and French.

On the other hand, Benrabah (2007) mentioned that "the early 2000 were characterized by the transition to globalized pedagogy or the free market economy. It is also related to the high cooperation with the United States of America and Canada who are committed to freely support this educational reform policy in Algeria".

English is now the most important primary tool for Algerians at work Entering the field of work for foreign companies in Algeria , English is neither an official nor a national language, but it is very important The role of communication and use in contemporary

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Algeria. Most citizens of all ages try to learn this world language as it is important in almost all areas of life.

## **5. English Language in Algeria towards new perspectives**

### **5.1. A close up look of English in Algeria**

- ↪ **1969:** The English language started to be taught in Algeria with the establishment of the General Inspectorate of English . During this period , Ministry of Education started a process of rapid recruitment and training of prospective Algerian teachers because English at that time was a new language. Later , more English departments have been opened in universities.
- ↪ **1972:** The government decided to " Algerianise " Mize (1978 ) the English teaching textbooks and methods , Hayane , 1989 ) .
- ↪ **1980 – 1991:** The Algerian economic extended beyond the French market to other countries in the world , mainly to the UK and the USA . Foreign languages and specially English were required due because economic reforms encouraged private businesses , investment and tourism English . ( Kheir Allah and El Nather (1997) ).The government increasingly trained foreign language teachers and inspectors . More departments of foreign languages opened at universities throughout the country .
- ↪ **1989 :** In the end of 1980s , English started taught from the second year of middle schools , and the majority of educators and parents wanted English to be including in primary schools rather than French ( Ministry of Education , 1989 ) .
- ↪ **1990:** In early 1990s , there was an increase of American and British investments in Algerian oil and gas industry. Fuller ,(1996 ) , Ciment , (1997 ) . Later , the Algerian government declared English as the first foreign language in primary schools instead of French .
- ↪ **1992:** During the civil war , between the Algerian government and the Islamic armed groups , Arabic was re - confirmed in the Constitution of 1996 as the only national and official language . And that by law , Arabic had to be

used in all state sectors. Berbers criticized the law as unfair and undemocratic as it was passed at the expense of minority languages , namely Amazigh language . The use of any foreign language Has been forbidden in official deliberations , debates and meetings .

↪ **1993:** English was introduced in the fourth year of some pilot primary schools and in 1995 this decision extended to all schools .

↪ **2000:** By 2000 , Algerian government made a series of political , economic and educational reforms that aimed to bring back stability to the country . Toualbi - Thaalibi (2006) , Tawil ( 2006 ) . So , English was now taught in the first year of middle schools . This situation still continues .

## **5.2. The Situation of English in Alegria Recently**

English is the second foreign language that is being taught at the early stages in schools. It is also a language that is spreading gradually in the country, especially among the younger generation. Intellectuals think that it will take more than just the fact that the youth are interested in learning it to be a threat to a language that has been spoken and taught for years, and has great historical links to the country. The reality is that it is true that French is strongly present in formal and informal settings in the country; it is also integrated into the different spoken dialects. But English is slowly but surely emerging and it may be only a matter of time to see it supplant French.

Thanks to many factors, including the global status that the English language has gained throughout the years in the world, the Algerians, like in many other countries, realized its importance, and are increasingly interested in learning it, to the discontentment of the Francophone section of the country. Besides, certain individuals that are in charge of the current system, who are taking advantage of the growing popularity of English in the world and the country, and want to, once again, revive the old debate of replacing French with English.

The English language emerged in Algeria as a competing foreign language before the 1980s, thanks to the rise of oil prices and the socio-economic prosperity that the country was heading to. The country had also adopted a democratic system replacing the one party rule, for the first time since independence. Despite the many flaws of the new system, it

was nevertheless clear that the country aimed at creating a peaceful atmosphere, namely recognizing the official status of Tamazight, but most importantly build a modern society, with improved conditions of living where experts argue that life expectancy rose considerably Cordel (2014). What is also noticeable is the high number of adolescents among the Algerian population, which may play an important role in diffusing foreign languages, namely English, in the country, and if taken care of, can be the key to an active population that will be involved in the job market. Hence the importance of the participation of youth in diffusing foreign languages in the country, thanks to their involvement in the job market especially in domains like industry, tourism, or any other department that relies on technology which necessitates the use of English Cordel( 2014). In Algeria, the field of high technology, where English is the Lingua Franca, is still weakly developed and all the other economic activities are dominated by French. A language that is still deep-rooted in the country, which may be the main reason that is preventing English from spreading further.

This situation can change in the case where the Algerian economy eventually develops, especially in domains where English is indispensable, mainly with assets that attract foreign companies from the oil and gas industry, which are Algeria's main richness Cordel (2014). In other words, English currently represents, by some means, access to modernity and the country is in desperate need of solutions to improve its economy and make its entry into the modern world.

Realizing this importance and to gain new markets in the world, the government decided to promote English through a special acquisition process that begins from the first middle year in school, to form competent English speakers. On the practical side, it needed more effort to obtain effective results due to the lack of competent instructors in English as a foreign language acquisition process (EFL) Benadla (2012). Great efforts were made by the Algerian government to promote English in the country; the first stage was training Algerian teachers in English-speaking countries, including the United Kingdom and the United States. English is taught in the first year in middle school which is an early level in the educational program Benadla(2012). The Algerian ministry of education emphasized the fact that English is, in fact, the language of modernity and an approach to be open to the world. It allows a sharing and an exchange on many levels; in our time it is the ideal medium to be part of the international linguistic community. Thus, for the Algerian

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government, English is the language of science and technology that has a functional value superior to that of French Cordel (2014). The official statement of the ministry of education Boubekeur Benbouzid in 2005, indicates this superiority and the reasons why it is important to allow English to grow in Algeria, and how essential its learning is to the development of the country. It also states that the Algerians should consider English as more than another foreign language that is learned in schools but as a serious opportunity for change and access to progress. The statement is: « Le but de l'enseignement de l'anglais est d'aider notre société à s'intégrer harmonieusement dans la modernité en participant pleinement et entièrement à la communauté linguistique qui utilise cette langue pour tous types d'interaction. Cette participation, basée sur le partage et l'échange d'idées et d'expériences scientifiques, culturelles et civilisationnelles, permettra une meilleure connaissance de soi et de l'autre. L'on dépassera ainsi une conception étroite et utilitariste de l'apprentissage de l'anglais pour aller vers une approche plus offensive ou l'on ne sera plus consommateur mais acteur et agent de changement. Ainsi chacun aura la possibilité d'accéder à la science, la technologie et la culture universelle tout en évitant l'écueil de l'acculturation. » Ministry of the national education of the Republic of Algeria. Cordel, (2014, p. 234) Despite these efforts, various problems harmed the spread of the language, the teachers who had the chance to be trained abroad, followed a program that was different from the one promoted by the Algerian Ministry of Education. As a result, Algerian students could not benefit from high-quality English preparation, and their language skills and level of fluency remained insufficient to be applied beyond the classroom Benadla (2012). Recently, the Algerians had to learn English mainly through self-study material, including music and movies that had a strong impact especially on young people, who felt attracted to the culture and motivated to learn the language. This was a valid alternative to the lack of qualified teachers and advanced resources, that somehow helped many of the young generation of Algerians to master the language Belmihoub(2012). There are claims that the presence of French in Algeria is what is slowing down the spread of the English language. Which justifies the statements made by the minister to replace French with English. Whereas many experts and intellectuals do claim that the growth of English, or any other language for that matter, in the country should not imply that it should take the place of an already existent language, or that authorities should get rid of a specific language to allow English to grow in the country. Besides, for many Algerians French is not even a foreign language but a national one.

Nacer Djabi, who is a sociologist, argues that there has been a decline in the mastery of the French language by Algerians in recent years, it is promoted mainly by the elites who still defend it and are fighting to maintain its dominance in the country. The reality is, the educational system is struggling, especially in teaching foreign languages, and the level is deteriorating significantly. Neither of the languages is fully mastered which is a matter of concern to the teachers, as a result, a considerable number of students learn languages in private schools or take private lessons Ihsan (2018). Due to the high number of students in Algeria, the management of the school system is unable to follow, and there is a notified lack of qualified teachers. So much so ex-minister of education, Nouria Benghabrit has considered deleting foreign languages in scientific baccalaureate exams.

Elites, as expected, did not accept it, and even accused the minister of attempting to further exclude French and diminish its role in the society, without forgetting that it is the teaching language of scientific modules in the university Ihsan, (2018).

The elites are aware of the importance of learning foreign languages due to their interest in the economic field, whereas the middle-class citizen still struggles and is unable, in most cases, to fluently speak any of the existent languages Ihsan (2018). According to Nacer Djabi, there is a form of discrimination as far as teaching the French language is concerned. He claims that entire regions are being excluded from efficient teaching of French, which is simply defined as being a victim of social discrimination by language and it has become as he called it “a language market” Ihsan, 2018. He asserts that « La bataille des langues a changé en Algérie. D’idéologique dans les années 1960 et 1970, elle est devenue économique aujourd’hui. L’arabe a progressé. Le pouvoir politique a arabisé les fonctions régaliennes et les administrations. Le temps ou Ahmed Ben Bella (premier président après l’Indépendance, NDLR) faisait ses discours en français parait d’une autre époque. Les élites savent que l’arabe ne suffit pas à conquérir des positions fortes. Leurs enfants doivent maîtriser en plus les langues étrangères. C’est le français qui vient encore en tête, désormais talonné par l’anglais. » [The battle of languages in Algeria has changed from being ideological in the years 1960 and 1970, to economic today. Arabic made progress. The ruling government has Arabized sovereign functions and administrations. Times when Ahmed Ben Bella, the first president after independence, held speeches in French seems to be from such an old age. Elites know perfectly that Arabic is not enough to obtain

good jobs, their children must learn foreign languages. French is still dominating but English is strongly present too.] (Ihsan, 2018).

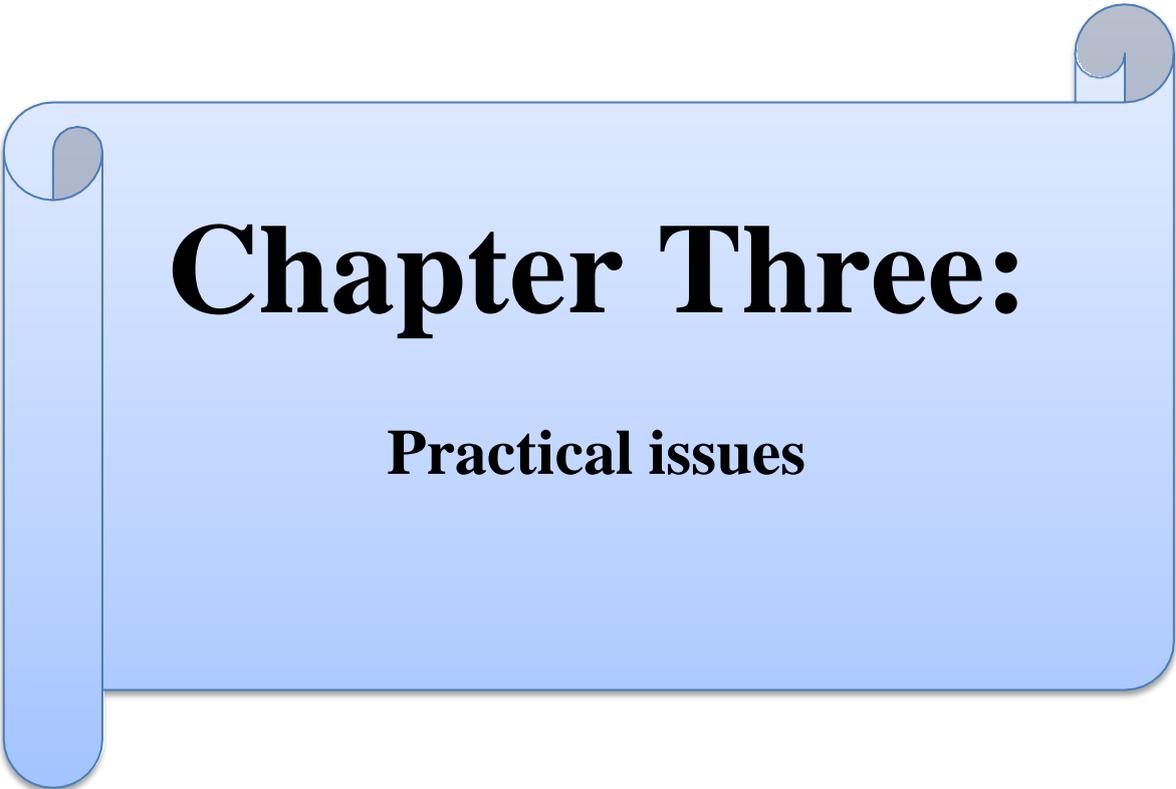
He further argues that « Autrement, il devra se contenter d'être un outil pour le renouvellement des élites ou pouvoir en Algérie, sur ce point, l'anglais finira par le supplanter » [if nothing is done to improve the teaching of French then soon it will only be the language of the elites whereas English is increasingly gaining ground and will end up surpassing French] (Ihsan, 2018).

Consequently, to evaluate the status of the English language and its diffusion in Algeria, it is important to define the attitudes of Algerians towards foreign languages in general, and towards English in particular. Considering the ecological advantages that the country possesses, which are quite encouraging to allow the language to exist in the linguistic scene, and that is with the domination of French which is believed to be the main reason for its slow diffusion in Algeria. We can draw a clear picture of the chances that the English language has to stand in the already entangled linguistic situation of the country.

Facing fierce competition from the French language, that is not immune to resistance according to the actual linguistic circumstances that are in favor of learning English, and the Algerians are, in fact, aware of the necessity of this language to access modernity. Maybe the emergence of English in the country, in the last few years, is in a way an escape to breathe and maybe a solution to reconcile to the linguistic situation of the country. Besides its international value, young people are interested in learning the language, maybe because it is not imposed on them, or being judged as bad or good or a betrayal to any section of the country.

## **Conclusion**

No one can negate the importance of the English language in the world ,according to this main reason the Algerian society and government as well are trying to get used to it since Algeria is an Arabic country basically however it has other languages besides Arabic without forgetting the percentage of the Francophone ,this language collision is making it difficult for the Algerian people to get use to or to learn english at the first place only if the government did not use some usefull methods to make English more familiar to people such as TRANSLITERATION.



# **Chapter Three:**

**Practical issues**

## Introduction

In addition to what has been exposed in the previous chapter, we divided this chapter to examine the different attitudes of Algerians towards the spread of English language and the use of the term Transliteration as a technique to facilitate the acquisition of the English language as a result to that it would help as well to spread it. We started by the methodology in which we present the aim and the problematic followed by the hypotheses than we move to data collection tool in which we used the Interview for two case different case studies ,one for private school teachers and the second one is for random people in Tiaret. Than we move to the procedures in which we explain how we analyse our collected data. After that we have data collection here we give the answers we got through the interviews, than we analyse the data by linguistic textual analysis .We discuss the findings and we give some recommendations.

## 1. Methodology and Scope

### 1.1. Scope

#### 1.1.1. Definition of Transliteration

The term transliteration has been known in English as well as in French lexicography since about the 1860's. Unabridged dictionaries, both English and French, published late in the nineteenth century include this word, but its meaning is not always clearly distinguished from that of transcription. The Century Dictionary, for instance, has under "transliteration" the following definition :

The rendering of a letter or letters of one  
Alphabet by equivalents in another and that  
Transliteration does not profess to give all  
The exact vocalic differences.

But it also has under "transliterator":

It seems to have been the object of the trans-  
literator to represent, at least approximately,  
in anglo-saxon letters the current pronunciation  
of the Greek words.

#### 1.1.2. The Importance of Transliteration

People often misunderstand the meaning of transliteration in a particular language, especially one that does not use the Latin alphabet. Often, people only realize the

importance and critical help of transliteration when they come across a language they really don't know. Transliteration is used to help language learners read words written in foreign scripts by writing the pronunciation of the words in the appropriate Latin alphabet.

Without the use of a transliteration process, it is nearly impossible to learn and understand languages that do not use the Latin alphabet. Through transliteration, people can understand and pronounce foreign language words even just by studying and learning a foreign language at home.

People working and living abroad such as China, Japan, Korea and Thailand find it much easier to translate words or sounds into the Latin alphabet. Without the Latin alphabet, it is much more difficult to understand and understand a foreign script or language.

The ideas and strategies behind transliteration can be a little confusing. There are often no set rules for translating foreign words into the Latin alphabet. One of the hardest languages to understand is Chinese. Often, foreigners use a handy Chinese dictionary for personal translation or transcription to understand and communicate with local Chinese. In transliteration, the transliteration product is usually taken verbatim from the actual pronunciation of the original word.

However, it can be a little confusing knowing that the concept of transliteration is to transcribe the sound of a given foreign word, so non-native speakers of the language can create or reproduce sounds in different ways using their own words. Depends on your native language.

### **1.2. Research Methodology**

This study attempts to suggest the technique of literal writing to the Algerian people in order to facilitate the process of learning and the spread of the English language in Algeria, since the English language often devolves into the French pronunciation and that is because it is a Francophone society. The purpose of conducting this research is to obtain the reaction of the people towards this technique, whether it helps them to acquire the English language or not. Hence, we suppose that it may already be an effective technique that helps and facilitates the process of learning the English language and facilitates its spread.

### 1.3. Data collection Tool

This study is conducted by the use of structured interview designed to private school English teachers and random people in Tiaret.

This tool is considered effective research tool to collect different responses. It was chosen as a research tool because it is flexible; the best way to collect data, and many participants felt comfortable giving answers and expressing their feelings for reliable information.

### 1.4. Case of Study

In order to collect a reliable data we delivered the questionnaire to random people, and the interview to teachers of English in private schools in Tiaret.

### 1.5. Scope

Based on the conducted method of this current research which is the mixed method approach, we have selected one data collection instrument structured qualitative interview. In which divided all the answers of the interview into qualitative answers. After that in order to start the analysis , we collected the data by referring to the linguistic textual analysis. In . which we have asked 10 questions delivered to twelve teachers at private schools in Tiaret and for 50 random people..

## 2. Data Collection

This section is concerning with the tool of this present research which is the qualitative structured interview.

### 2.1. Interview

↻ **Question 1** : In your opinion , From 2019 has there been a demand for learning English language ?

Private school English teachers	Random people
<ul style="list-style-type: none"> <li>▪ Participant 01 said : “ No, the demand of English is still the same as before” .</li> <li>▪ Participant 03 said: “ Yes, there is a great demand of English language”.</li> <li>▪ Participant 07 said : “ A little demand to learn English”.</li> <li>▪ Participant 12 said: “There has been a change from previous years”.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participant 01 said : “ I think there is a demand as long as they mention it in the movement”.</li> <li>▪ Participant 07 said : “I really do not know” .</li> <li>▪ Participant 13 said : “May be there was a demand”.</li> <li>▪ Participant 20 said: “ Yes , there is”.</li> <li>▪ Participant 33 said : “ yes ; there is “</li> <li>▪ Participant 40 said : “ NO”</li> </ul>

**Table 3.1:** Teachers and people attitude towards demand for learning English language.

In this question we got several different answers, but there were a common answer between the responses of teachers and public, and is formulated in this main idea which is :”yes there is a demand” . Few affirm that there were no demand for learning English since the Algerian society contains several languages, including Arabic language and French language, also for the reason that from 2019 to 2021 there were the Corona VIRUS, the majority of private schools were closed or working in the pay system as the public schools. There is also neutral answer which is “ I do not know” the answer shows that he does not care about this language.

↗ **Question 2 :** What is the category of people that asks to learn English language ?

Private school English teachers	Random people
<ul style="list-style-type: none"> <li>▪ Participant 01 said : “Engineers”.</li> <li>▪ Participant 03 said: “ pupils ”.</li> <li>▪ Participant 07 said: “ TOEFL ”.</li> <li>▪ Participant 10 said: “ Doctors ”.</li> <li>▪ Participant 12 said: “ Students ”.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participant 01 said: “ Pupils ”.</li> <li>▪ Participant 05 said: “ Young adults”.</li> <li>▪ Participant 13 said: “ As student need it for my studies”</li> <li>▪ Participant 20 said: “ Traders ”.</li> <li>▪ Participant 12 said : “ PHD students ”.</li> </ul>

**Table 3.2:** Category of English language learners.

We noticed in this question that there were multiple answers from teachers and

people, both responses showed the different groups of the Algerian people who want to learn the English language as “Doctors , Students , traders , pupils and Engineers”. Without missing the response of teachers in which they mentioned a specific term “TOEFL” . There is also a common response represented by “Students”. Also when we asked people , we noticed that they follow their answers by mentioning the private schools where they learn the English language since it is the only remaining source for their teaching of this language , because they gave up study seats or ended their academic journey .

↪ **Question 3:** What kind of English that people asked for learning it ?

Private school English teachers	Random people
<ul style="list-style-type: none"> <li>▪ Participant 01 said : “ English of level”.</li> <li>▪ Participant 03 said : “ English for communication”.</li> <li>▪ Participant 0 said : “ IELTS, TEOFL”.</li> <li>▪ Participant 01 said : “ESP ”.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participant 01 said : “ English of level”.</li> <li>▪ Participant 03 said : “ English for communication”.</li> <li>▪ Participant 10 said : “ Business English”.</li> <li>▪ Participant 17 said : “ Hotel English ”.</li> <li>▪ Participant 40 said : “ Tourism English”.</li> </ul>

**Table 3.3:** English language’s kinds.

In this question, interviewees show that they need English for many purposes and there is two common purposes, the first is they need English for communication since it is the international language , they use it for example in social media, in conferences . The second is English of level , they want to prove their level in the language . Also there is others responses such as: tourism English f, English for business and Hotel English. The people answers show that they learn English just for their needs for traveling or for their works .The teachers who are specialized in the field they used the term ESP which includes some of the people’s answers.

↪ **Question 4:** What are the tools that you use to learn (teach ) English language ?

↪

Private school English teachers	Random people
<ul style="list-style-type: none"> <li>▪ Participant 01 said : “ Books</li> <li>▪ Participant 09 said : “ New Millennium English method ”.</li> <li>▪ Participant 10 said : “ Head way method”.</li> <li>▪ Participant 12 said : “ Rising style”.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participant 01 said : “Music ”.</li> <li>▪ Participant 17 said : “ Watching movies”.</li> <li>▪ Participant 28 said : “ Dictionaries ”.</li> <li>▪ Participant 33 said : “ Reading novels”.</li> <li>▪ Participant 47 said : “ Books ”.</li> </ul>

**Table3.4:** English language’s learning tools.

In this question, we found that there were different answers between teachers and public. The teachers used specific terms as New Millinennuim English , Head way method and the Rising style , they answered by this way because only the specialist knows these methods , unlike ordinary people .In contrast of people in which they responded with many different responses such as : music , dictionaries and watching movies , they use these tools to get familiar with the English language and to have at least a level that allows him to discuss or open a conversation on networking sites with foreigners , and the people are certain that the English language has become the world’s language .

↗ **Question 5:** In your opinion , how we can contribute to the spread of the English language in Algerian society ?

Private school English teachers	Random people
<ul style="list-style-type: none"> <li>▪ Participant 02 said : “ Teaching it in private schools”.</li> <li>▪ Participant 06 said: “Make it the official second language in Algeria”.</li> <li>▪ Participant 08 said : “ Make it in primary schools”.</li> <li>▪ Participant 11 said : “ Replacing French language by English language in all domains ”.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participant 02 said : “ Make it in primary schools “.</li> <li>▪ Participant 07 said : “ Replacing English language by French language in administrations”.</li> <li>▪ Participant 16 said : “Enter in any domain has relation with language”.</li> <li>▪ Participant 44 said “make English in newscast”</li> </ul>

Table 3.5: Teachers and people attitude towards

Here we saw that people agree with the idea of spread of the English language , they

do not show any negative attitudes towards the question even the Algerian society is francophone and the majority of people speak Algerian Dialect and French language. People suggest making English in primary schools in order pupils acquire this language from childhood and be accustomed to it . And in the other hand , another view which is replacing it in any domain which contains the French language, although it is some how difficult for the government and people in itself to change everything related to the French language since it existed in Algeria from the French colony . As well as undisputedly, the teachers suggest several solutions to contribute to the spread of the English language since they know it is now a global language .

↪ **Question 6** : Are you with teaching English in primary schools ?

Private school English teachers	Random people
<ul style="list-style-type: none"> <li>▪ Participant 01 said : “Yes I am” .</li> <li>▪ Participant 03 said : “ Of course I am” .</li> <li>▪ Participant 07 said : “ Great thing if government apply it”.</li> <li>▪ Participant 12 said : “Good idea” .</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participant 03 said : “ Yes”</li> <li>▪ Participant 05 said :”No, I am not”</li> <li>▪ Participant 13 said : “ Good idea”.</li> <li>▪ Participant 27 said : “ Between acceptance and rejection”.</li> </ul>

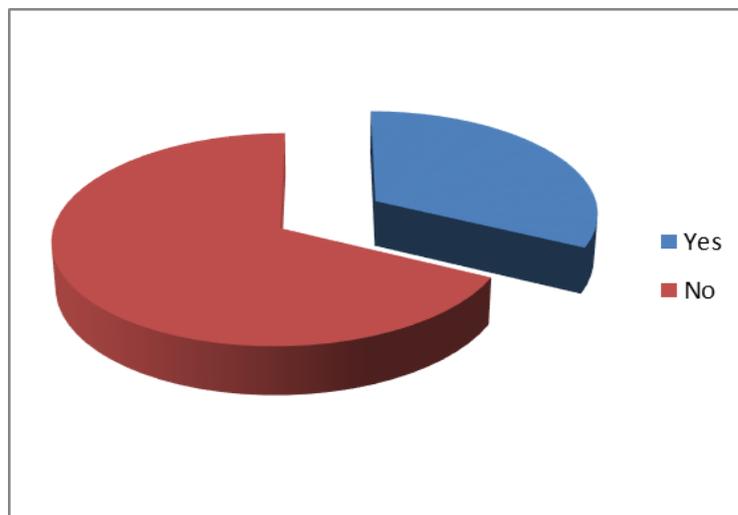
**Table 3.6:** Teachers and people attitude towards teaching English in primary schools.

Here the answers were multiples , for teachers , they all accept the idea of teaching English in primary schools since they are concerned with the language .And by teaching English in the primary schools , it allowed to provide jobs for university graduates specializing in English , including teachers of private schools , who may be just a contractor with the institution . And for the responses of the Algerian people were between acceptance and rejection , they do not have a common response since the majority of the Algerian people are French speaking , they are confused in accepting this idea . But those who answered by Yes had a different idea , as they wanted to keep pace with the world in its development by teaching their children English since childhood and their independence from French slavery.

↪ **QUESTION 7** : Are you aware of the term transliteration ?.

The answers of this question was between yes and no , 42 person which means 67,74

% of the participants said no , it means they never encountered this term before however, 20 person i.e 32,26 % of the participants said yes it means they heard before .



**Figure 3. 1 :** Awareness of transliteration.

✎ **Question 8:** Did you used this technique before ?

The majority agreed that they did not use it. Because the word was not familiar to them before , this is the first time they face this term. And they did not encountered until we show them an example with transliteration which was :

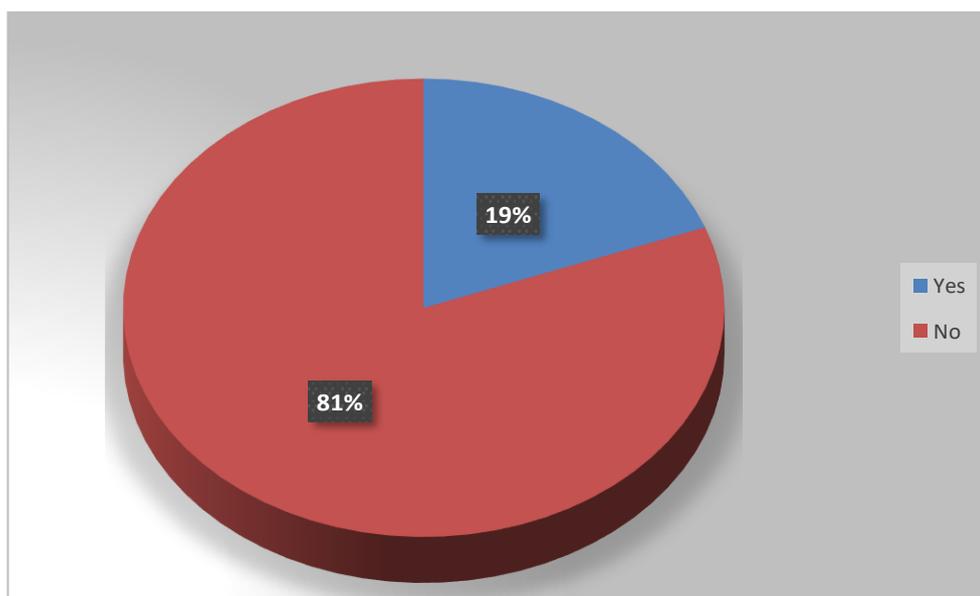
### *The English language*

*“ Dear brothers and sisters, we want schools and education for every child’s bright futur . No one can stop us”.*

### *Transliteration:*

دېر برادورز اند سېس-ئارز، وي وونت سگولز اند اپدېكاپشن نور اپنشن نشايلدز برايت  
نېونشور. زاون كان سئوب اس

We found 81% did not use this term before and the rest which is 19% have used this technique before, some of the students and pupils said that it helped them memorize the paragraphs in English , also as technique you can used to learn any language as beginners , this was idea of one of the people . 81% who said no, they accept this idea as a technique that help people in learning the foreign languages and may help in spread of English .



**Figure 3. 2 :** The use of transliteration technique.

↗ **Question 09 :** In your opinion , is Transliteration an effective technique in learning English ?

Private school English teachers	Random people
<ul style="list-style-type: none"> <li>▪ Participant 04 said: “ yes, an effective technique”.</li> <li>▪ participant 17 said : “no ,it is not”.</li> <li>▪ Participant 01 said: “ as a specialist in the field I don’t find it effective”.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participant 03 said: “May help “.</li> <li>▪ participant 07said: “yes”.</li> <li>▪ Participant 22 said : “good idea”.</li> </ul>

**Table 3.9:** Teachers and people attitudes towards the Transliteration’s efficacy.

In the question above , the responses of interviewees were different from one to another . We found that the majority of teachers and people have chosen to teach and learn with this technique ,they found it an effective way for learning the English language and it contributes in spread of English language in Algerian society and making it familiar to Algerian people . Contrary , some interviewee said that this method did not help them to prove their language level it may have some disadvantages like in spelling or in the grammar, it do not learn you how to link phrases .It shows how to pronounce that’s all .This were opinion of some people.

↻ **Question 10:** In your opinion , how can we contribute to the spread of the term transliteration as a technique for learning the English language ?

Private school English teachers	Random people
<ul style="list-style-type: none"> <li>▪ Participant 04 said: “Using this technic to educate people in private schools”.</li> <li>▪ Participant 08 said : Change the signs using the English language and this method”.</li> <li>▪ Participant 12 said : “ Used in Social Media</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participant 02 said : “ In social Media”.</li> <li>▪ Participant14 said: “ in private schools”</li> <li>▪ Participant 43said : “ It doesn’t matter how , what matters is at least you use it”.</li> </ul>

In this question we noticed that both of English teachers and people accepted the idea of learning and teaching in this way . And they gave solutions to contribute to the spread of this technique by suggesting using it in the social media for example can use transliteration instead of using French words , for example instead of saying “ Salut” you can use “Hello” with transliteration . as well as in using it in teaching English in private schools especially for beginners. SINCE pupil as a participant on this interview said when they saw the example of transliteration they said that this technic is an easy way to master paragraphs. Also that were an answer from participant that shows thinking of Algerian people is unlimited and subject to change from French domination to English .

### 3. Data analysis

After we conducted data from the participants , we found that they accept the idea of spread of English in Algerian society and the use of transliteration as a technique to learn the English language . In which they want to know where they will find this technique especially people who liked learning in this way . for this purpose we suggest for them the use of transliteration in many domains in the society . First of all : replacing the signs with the English language and transliteration instead of using French only, such as in shops :

The restaurant names is with English , So to help in spread of transliteration use it like this way :

### MAGIC FOOD

ماجيك فود



Figure 3. 3 : MAGIC FOOD

### BURGER Golden Brown

بارقور فولد اند براون

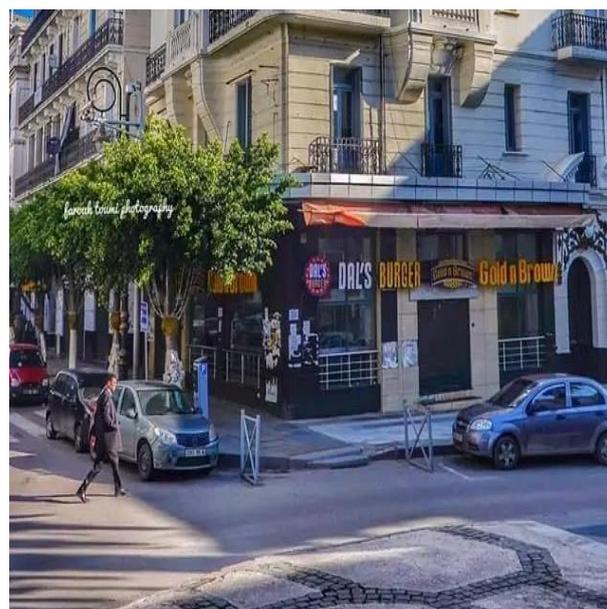


Figure 3. 4 : BURGER Golden Brown

Hani and Hanin

هانى ايد حنڤن

Fast FOOD

ناس ت نوڊ



Figure N° 3. 5 : Hani and Hanin Fast FOOD

Shops signs : For example :

Free mark

نري مارك



Figure 3. 6 : Free mark

### YARA CONCEPT

يارا كونسابت



Figure 3.7 : YARA CONCEPT

### El Farasha Ascension

الفراشة اسانشن

الفراشة اسانشن



El Farasha

Ascension /

الفراشة اسانشن

Produit/service



Aimer

Figure 3.8 : El Farasha Ascension

### Boutique prestige of Tiaret

بوتيك برس نوج أوف تيارت



**Figure 3.9 :** Boutique prestige of Tiaret

Also use the transliteration at the banners on the way instead of using French for example in :

**La wilaya de Mostaganem vous souhaite la bienvenue**

**The Wilaya of Mostaganem welcomes you**

ذو والية أوف مسنغانم ويلك امس هو



Figure 3. 10 : La wilaya de Mostaganem vous souhaite la bienvenue

### FREE PARKING & STOP ALONG SOUMAMM STREET

نري باركبنق & سئوب سومام سئربت



Figure 3. 11 : Free Parking & Stop Along Soumamm Street

In the ministry's banners such as in :

### Ministry of Trade And Export Promotion

مئنيسئري أوف ئرايد انء إكسبورت برومئشن



**Figure 3. 12 :** Ministry of Trade And Export Promotion

Street signs in : Place du 1er Mai Here in stead of using french ,we use English with transliteration .

### May 1<sup>st</sup> square

ماي نارسيت سلفوار



**Figure 3. 13 :** May 1<sup>st</sup> square

Place des martyrs also here we use English with transliteration to help in spread of English language

### Martyrs' Square

مارتيرز سلفوار



**Figure 3. 14 :** Martyrs' Square

- 1) Use transliteration in state institutions such as in : universities signs for example in the picture below we have :

**Algeries University**

ألجهرز ؤون ؤلارس نني



**Figure 3. 15 :** Algeries University

- 2) In hospitals , use transliteration in hospital office signage to make people understand what is in the signs . Here there is some examples :

**Frame office semi medical**

نرايم أوفس سبمي مبدكل



Figure 3. 16 : Frame office semi medical

**General treatment room**

جښوړل ترېښمنت روم



Figure 3. 17 : General treatment room

1) Administrations :in office signs such as :

**Director**

دېرکټور



**Figure 3. 18 :** Director

### Reception

رېس اېشن



**Figure 3. 19:** Reception

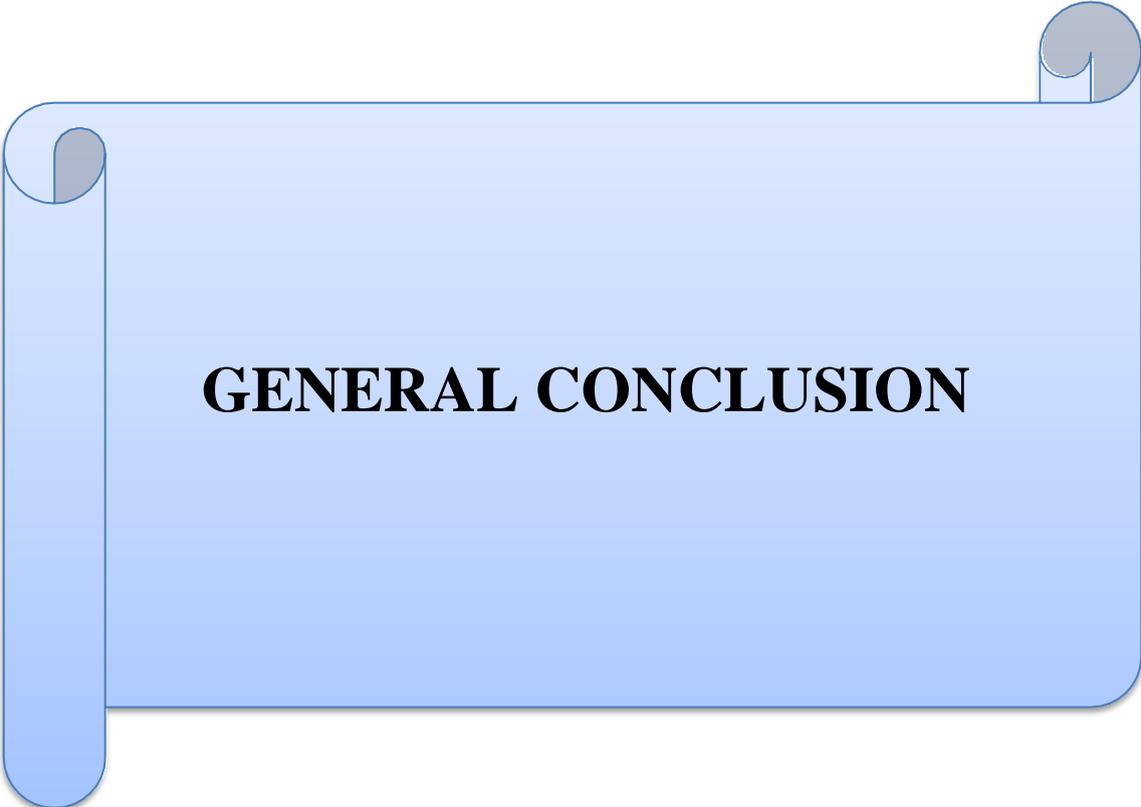
#### 4. Discussion of Findings

The results are that the Algerian people did not criticize the idea of the spread of the English language , as emphasized the idea of placing it in the place of the French language

,due to reasons including the hatred of French dependence . According to the results obtained, the popular side was receptive to the idea of Transliteration as a technique for learning English and for contributing to its spread in the Algerian environment . Also in the interview with teachers , they hugged us , since they are specialists in the field . They shared with us various ideas about the use of this language among the Algerian people , since they are the mediator between the people and the language . Also , their response was positive towards the idea of teaching English using Transliteration technique to help expand the language in the Algerian society . In the End , we got that both the teachers and the people accepted idea of Transliteration as a contributing technique to learning English .

**Conclusion**

The interview of this study was designed for private school English teachers and for the general Algerian people . The official goal is to know the views of the people and teachers towards the extent of the spread of the English language in Algeria. In addition to inquiring about Transliteration technique as a contribution to the spread of the English language in the Algerian environment . The data indicate that both English teachers and people find this technique useful for learning and teaching the language contribution to its expansion .



**GENERAL CONCLUSION**

### General conclusion

This research aims to shed light on the spread of the English language in Algeria, especially after the year 2019, which was a turning point for its spread in Algeria. It also sheds light on the difference between people's desire to learn English before and after 2019 in private schools, as well as the extent to which people accept the idea of replacing French with English since it is the world's language.

It also aims to suggest the transliteration technique within the Algerian society in order to facilitate language learning for the people, in addition to contributing to the dissemination of the English language in the Algerian society in a more rapid and effective way.

This investigation has been divided into three chapters, the first and second chapters are devoted to the theoretical part, which is purely descriptive, and reviews the relevant literature. The third chapter dealt with a definition of transliteration and its importance, followed by the methodology used and the practical part through an organized interview with random people and with teachers of private schools of the English language. The first chapter presents the definition of LPP and a historical overview of it, while in the second chapter we shed light on the linguistic diversity in the history of the English language, without forgetting the policy and planning of the language in Algeria. While the third chapter deals with the research methodology and its practice. A structured interview were conducted to answer our questions.

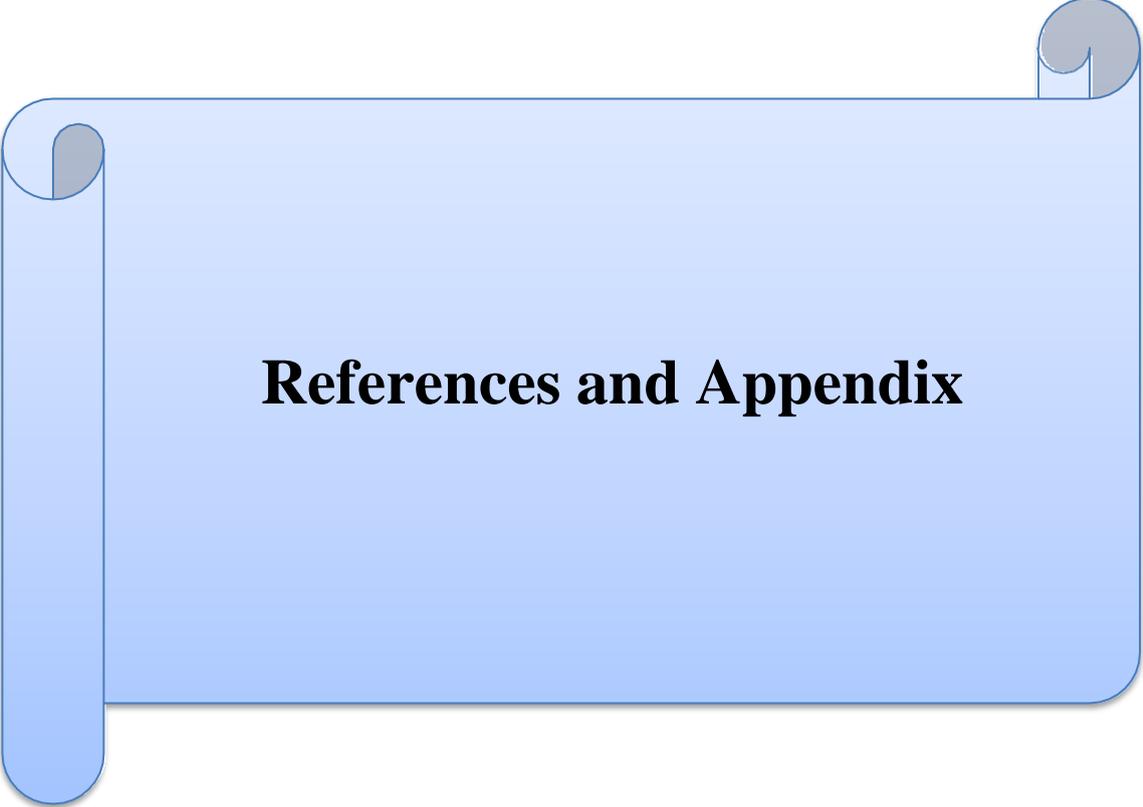
The results of the research conducted with random people and English language teachers in private schools through the structured interview are interesting. Several results confirm that the Algerian people are with the idea of the spread of the English language in Algeria and with the idea of replacing the French language in Algeria, and according to the common answer between them is that English is the global language and learning it is a must. Based on these results, we have proposed the phonetic writing technique to the people and teachers alike in order to contribute to the dissemination of the English language to facilitate the process of learning it since the people face difficulty in this due to the fact that Algeria is a multilingual country and also due to the penetration of the French language in Algeria. After conducting an organized interview

## **General conclusion**

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with random people and English language teachers in private schools, we got positive feedback about this technique.

In the process of dealing with this research we faced two different limitations which were that some people would or could not answer us ,the second limitation we had was that we found some of the private schools closed due to holidays .



**References and Appendix**

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## Appendix

This interview is being conducted to measure to what extent can transliteration contribute to the spread of English language in Algerian society.

- ↻ **Question 1** : In your opinion , From 2019 has there been a demand for learning English language ?
- ↻ **Question 2** : What is the category of people that asks to learn English language ?
- ↻ **Question 3**: What kind of English that people asked for learning it ?
- ↻ **Question 4**: What are the tools that you use to learn ( teach ) English language ?
- ↻ **Question 5**: In your opinion , how we can contribute to the spread of the English language in Algerian society ?
- ↻ **Question 6** : Are you with teaching English in primary schools ?
- ↻ **Question 7** : Are you aware of the term transliteration ?.
- ↻ **Question8**: Did you used this technique before ?
- ↻ **Question 09** : In your opinion , IS Transliteration an effective technique in learning English ?
- ↻ **Question 10**: In your opinion , how can we contribute to the spread of the term transliteration as a technique for learning the English language ?

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## summary

The current study aims at implementing transliteration as a linguistic strategy to help in the spread of the English language in Algerian society. In this research , we shed light on several factors and visas that contribute to the expansion of the English language in Algeria after it was franchrized. The qualitative methodology represented in an interview.

**Keywords:** Transliteration, English Language, Arabization, , Language Policy ,Language planning.

## ملخص الدراسة :

تهدف الدراسة الحالية إلى تطبيق الترجمة الصوتية كاستراتيجية لغوية للمساعدة في انتشار اللغة الإنجليزية في المجتمع الجزائري. في هذا البحث ، نلقي الضوء على عدة عوامل و تأثيرات تساهم في توسع اللغة الإنجليزية في الجزائر بعد منحها حق الامتياز. المنهج النوعي المتمثل في المقابلة .

**الكلمات المفتاحية:** الترجمة الصوتية ، اللغة الإنجليزية ، التعريب ، سياسة اللغة ، تخطيط اللغة .

## Resumé :

La présente étude vise à mettre en œuvre la translittération comme stratégie linguistique pour aider à la diffusion de la langue anglaise dans la société algérienne. Dans cette recherche, nous mettons en lumière plusieurs facteurs et visas qui contribuent à l'expansion de la langue anglaise en Algérie après sa francisation. La méthodologie qualitative représentée dans un entretien.

**Mots-clés :** translittération, langue anglaise, arabisation, politique linguistique ,Aménagement linguistique.