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**Attitudes towards Tamazight Language Teaching in the
Algerian Primary Schools.**

**The Case of Ain Temouchent Community
(Ibn Sina Primary School).**

*An Extended Essay Submitted in Partial Fulfilment of the Requirement for a
Master's Degree in Linguistics*

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Dedication

To my beloved parents,

To my sister Ismahene;

To my supportive family;

To my dearest friends,

To me

Acknowledgments

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Abstract

Language was and is still one of the important pillars of societies and nations. It is a bridge between human's thoughts and his environment. It is a means of communication between members of society and its various institutions. In this context, the Algerian reality is not free from the existence of linguistic conflicts, and that is due to the distinction and the cultural diversity of the Algerian society. From what was noticed during this past years, the inclusion of Tamazight language in the Algerian educational system. The results behind such decision led to multitudes among the learners of the language and the community as well. The present research paper deals with the issue of attitudes towards introducing the Tamazight language in the Algerian primary schools in general and the teaching process of it in Ain Temouchent in particular. This research paper aims to observe, describe and evaluate the attitude of pupils and teachers towards the inclusion of Tamazight language in primary schools and to examine the effectiveness of their attitudes and motivation in a successful learning process of the language. The language situation in Algeria is more unique, complex and diverse. The objective behind this study is to highlight and investigate the attitudes of the community (pupils and teachers) towards teaching the Tamazight language in primary schools and to evaluate the multiple opinions (multitude) about it. The research paper is a case study that has accrued in Ain Temouchent community; within the teachers and the learners of the language. Interview and observation were used to elicit and extract data that revealed the ambiguity of judgements on the effectiveness and the acceptance of this variety of language in the educational curriculum of the pupils in the primary schools. Furthermore, the researcher wants to test the future implication lying behind such inclusion. The data were analysed quantitatively and qualitatively. The findings indicate positive attitudes towards teaching the language from the teachers and the students alike. What was also worth to mention, that some challenges were facing the language in the community and parents side.

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List of Acronyms

- AA: Algerian Arabic
- CA: Classical Arabic
- MSA: Modern Standard Arabic
- L: Low variety
- H: High variety

General Introduction

General Introduction

The term language attitude refers to the general overview of people toward a specific language as well as their evaluation and judgment about that language; and to which extent they accept or refuse it in the society. Attitudes play a major role in forming a comprehensive view of the world. It influences our notion about what is going on around us, and determine how we respond to the different organism of the world. Language attitude studies in relation with language learning in the term of better understanding of the impact of language position and language behaviour of the learners. A considerable progress has indeed been made since Tamazight became the second official language in Algeria (since the constitutional amendment in 2016). Learners dealing with the Tamazight language have become more aware of its content and structure. We can claim that this awareness is the result of the change in attitude towards the Tamazight language. This study will analyse the multiples attitudes of both learners (pupils) and their teachers about the teaching of Tamazight language in the level of primary schools.

Algeria has adapted and adopted many reforms in its educational system since 2000. The latest remarkable one is the inclusion of Tamazight language in their Academic settings. This step is considered one of the most important steps that have contributed in changing the stereotype of the Algerian educational system. To this end, the choice behind conducting such research is to know the attitudes of the Non-Berber community towards the inclusion of the Tamazight language to their educational system. In addition to know how could the motivation and the positive attitude play a role in better learning and teaching of the language. Moreover, to discover whether with such attitudes the language will have chances to be generalized in other academic levels in the future. This research paper aims to identify the success or the failure of the inclusion of Tamazight language in primary schools.

General Introduction

As well as to examine the acceptance or rejection of the language among the pupils and the teachers; and the different challenges that face both the language from the development to be included in the other educational level; in addition to the challenges facing the pupils (from non Kabylia origins) from learning the language.

From all what was mentioned above, this research falls under two main research questions which are presented as follows:

1. What are the attitudes of both learners and teachers towards the integration of Tamazight language in the Algerian primary schools?
2. To what extent could the positive attitudes be important in the teaching/ learning process of the Tamazight language?

In order to provide the adequate answers for the mentioned research questions; and to test the following hypotheses have been formulated

1. Both pupils and teachers may face some challenges and obstacles and thus may have negative attitudes towards the learning and teaching of the language.
2. The positive attitude and the willingness for learning a language may ease to both pupils and teachers of Tamazight language.

This research is a case study conducted in the primary schools of Ain Temouchent community. The study will cover and examine the attitudes of teachers and learners in primary schools of Beni Saf and Ain Temouchent. Two basic data collection research instruments are used in the present work; namely, a structured interview arranged with Tamazight language teachers and a classroom observation with fifth year grade. These instruments were used in order to collect the necessary data. Both quantitative and qualitative data analysis methods will be relied on in this study.

General Introduction

This work consists of three chapters. The first chapter is set to supply the literature review about the linguistic situation in Algeria; as well as the major role of attitude in education (in the recent language policy). The second chapter is devoted for the methodological framework about the study and the data collection gathered from both instruments. While the third chapter is basically dedicated to analyse the gathered data quantitatively and qualitatively in addition to give the main results of the current study to validate or reject the hypotheses that hypothesis that have been suggested.

Chapter One:

**The Linguistic
Situation in Algeria**

Chapter one: The Linguistic Situation in Algeria

1.1. Introduction

1.2. An Overview of the Linguistic Situation in Algeria

1.3. Language Contact Phenomena

1.3.1. Bilingualism VS Multilingualism

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1.7. National and Official Language in Algeria

1.7.1. Modern Standard Arabic

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1.8. Tamazight Language in Education

1.9. Conclusion

1.1. Introduction

This chapter highlights a number of relevant concepts that pour into this field of research. A brief notion about the attitudes towards the inclusion of a new language in the teaching process in the Algerian educational system; as well as a general overview about the linguistic situation in Algeria which make it a complex, unique and interesting subject matter to study. This paper provides a reflection about the attitudes of both teachers and students towards Tamazight language teaching in the Algerian primary schools; more specific in Ain Temouchent community. This research discusses the previous points in addition to the present status and position of the Tamazight language in the Algerian curriculum and the attitudes of teachers and pupils behind such political decision.

In the same vein, this chapter focuses on providing a general overview about the linguistic diversity in the Algerian society. Following the purposes of this study, the current chapter affords a brief notion about the linguistic situation in Algeria, with the distinct languages that accrue in the society, in addition to some language contact phenomena. It gives also the chance to notice the part related to target language culture in the teaching/learning process. Then it highlights the main concept's importance in this study "attitude" in education; with reference to the language planning and policy. Finally, it provides a look towards Tamazight language teaching in Algeria.

1.2. An Overview of the Linguistic Situation in Algeria

There is no doubt that language is a means and tool of communication between individuals in any speech community; hence, it is a way to express purposes and desires. Nowadays, language is experiencing overlap and multiplicity as a result of many factors so to what extent can language affect people's thoughts and their stereotype, than their attitudes and behaviour towards it. If the researcher takes a simple look at the reality of language in Algerian society, he will discover a number of features that appear on this reality.

Throughout history, Algeria has undergone a long journey full of many linguistic changes. Algeria has witnessed a long series of colonization and conquests which made it a platform for many civilizations with all its components of language, religion and customs. The linguistic profile of the Algerian society is said to be unique, complex and special subject and field of study. Four main languages co-exist and processes meaning in the Algerian society. Hence, these languages and varieties of language have different political and social position.

In the Algerian society the researcher notices Modern Standard Arabic as an official language of the country; French as the language of science and technology teaching as well as administrative purposes so this proves its presence in certain academic disciplines. Algerian Arabic as a mother tongue of the citizens and the language of the daily conversation between them, with its different regional dialects, and Tamazight language with its different regional ramification and it is considered a second official language of the country since the constitutional amendment in 2016. We can claim that these are the main criteria of the four languages and varieties that exist in Algeria.

a. Classical Arabic

Classical Arabic has witnessed a huge progress through centuries. Historically, CA has existed since the third and the fourth century (the pre-Islamic era) when CA was called literary Arabic. This literary Arabic was mainly used for poetic purposes and this language did not have a particularly prestigious place especially in its written system.

According to, Ryding (2005) *“the only evidence _ of this old language_ is in the form of epigraphic material (writing in rocks and graffiti) found in the Northwest and central Arabic”*. So the Arabic at that time was neither recorded nor documented in certain systematic writing until the eighth century by the arrival of Islam, which has made the Arabic language in a prestigious position.

In the same context, Holes (2004) states that *“ the only direct evidence we have of the linguistic structure of Arabic before the time of prophet Mohammed (570-632) is to be found in orally composed and transmitted poetry.”* (p.11). So the Arabic poetry in the pre-Islamic period was preserved through oral transmission from one person to another. In that time, they did not give any importance to the written system so the CA took its sanctified status only when Islam put it under its service. The CA reached its highest level in all language levels and structures.

Since 1963, Arabic has become the official language in the country. After independence (1962), the Algerian government has adopted the arabization policy in which the Arabic language was introduced in teaching, media and for various administrative purposes. Since then the Arabic language, the language of Algerians, turn out to be the language of speech, civilization, language of literature and scientific creativity as well as it took place in political and social life to be the national and official language of the country. And by the current time CA claimed to be replaced by MSA (a modernized version of CA).

b. Algerian Arabic

In Algeria we can recognize three languages within the Arabic language: Classical Arabic, Modern Standard Arabic, and Algerian Arabic. Beside the modern standard Arabic used in education there are a large number of Arabic dialects in Algeria which are considered to be a mother tongue for the native speakers of the country used in informal positions with family and friends and also for daily life communication. Chemami (2011) states “*Algerian Arabic is the main language of Algeria. It is used by 70_80% of the population as their mother tongue*”. (p.228) The colloquial Arabic differs from region to another and it is a mixture of different languages such as CA, Turkish, Spanish and the biggest part of this mixture goes to the French language.

c. French

The origins of the French language in Algeria are rooted to the French colonization of the country. During the long period of their presence in Algeria (132 year), the language was imposed among the Algerians. Not only by imposing their language but rather to spread their culture among the population. They want Algeria to be an integral part of the French entity. Local dialects with French as a common language in Algeria thus prevailed, and that was France’s language policy; they imposed the language in many sectors among them education by making the latter restricted and limited to the French alone.

The long period of colonisation and the absence of modern renaissance as it happened in the East; all these are factors contributed in obliterating the Algerian identity and replacing it with French. Ibn Jinni (2013) says:

I know that the Arabs differ in their conditions when one receives the language of someone else. Some of them curl up and hurry up and says what he hears, and some of them find it difficult to reside in his own language at all, and some of them if the language of others are repeated over him is stuck in him and found in his words.

And that is what actually happened in Algeria at that time; by imposing the French language in the daily life and in formal setting it became the language circulated among the Algerians without awareness.

After independence, it was declared that the French language is a foreign language, and Arabic regained its status as the official language of the country after arabization policy. However, the French language remained alive and used in the Algerian community; it is still recognised in the administrative and academic settings as the language of instructions, as it is used as well in social interactions among the people. The implications of the language are also viewed in many social phenomena as code switching, borrowing and code mixing.

d. Tamazight

The Amazigh dated back to ancient times. The indigenous population of North Africa were ethnically Berbers or as they called themselves Imzighen which is the plural of Amazigh (masculine) and Tamazight (feminine). They coexisted with many civilizations that have shaped more or less the socio-cultural history and sociolinguistics profile of Algeria.

Over time, Tamazight language represented the language spoken by minorities. After independence, Algeria had to rebuild its infrastructure as one nation. Therefore, the Arabic language was adopted as the national and official language of the country. As a start of the general reformulation that the country has witnessed at that period; and left the Tamazight language and its culture without a specific status, which was and still known as the language of minority in the country. Hence, many conflicts between the poles began in order to recognize the language. Among the mentioned tension of the status of the language the one year strikes (1994_95), which condemned the need to approve the study of the Tamazight language in all the academic levels. This was what happened later, but it included only the kabylian regions. In this vein Ennaji (2014) says:

The Algerian states attempted to defuse Amazigh demands by making cultural Concessions including the creation of a course in Amazigh studies at the university Level, Tamazight broadcasts on television and recognizing Berber identity as a pillar of national identity. (p.26)

And that what actually happened by 2016, the Algerian government approved the Tamazight language as a national language of the country, and as one of the important elements of the Algerian identity. Then it became an official language alongside with Arabic since the constitutional amendment of 2016.

1.3. Language contact phenomena

Since Algeria is a diverse society, we can notice many dialects that exist in it; which lead to the emergence of several linguistic phenomena in the community. This is what the researcher will tackle in the following lines.

1.3.1. Bilingualism Vs Multilingualism

From many perspectives, the definition of bilingualism differs from one scholar to another. For instance, Weinreich (1953) define “bilingualism” as “*the practice of alternatively using two languages.*”(p.01); that’s mean the process of using two languages or two codes in daily communication is mainly among the abilities of bilinguals. Bilingual users should not be seen as monolinguals who imitate the second language but rather they should be noticed as individuals who possess special forms of competence or competencies (Cook, 1993, p.270).

Generally, the common definition of bilingualism is the use of more than one language or dialect to communicate regardless of the context and setting of use. When we apply this definition on the Algerian reality we find that the majority of the population speaks at least two different languages (Arabic/ French, Arabic /Berber, Berber/French) which make the country bilingual par excellence.

While, the multiplicity of the languages in Algeria (two official languages in addition to French and the various dialects), we can easily say that the Algerian society is multilingual.

By the broad definition of multilingualism, it is used to describe a situation or a context where a given individual or the speech community is able to use two or more codes (languages) in order to interact. There are a lot of linguists that relate both terms bilingualism and multilingualism with each other. The reason behind it is in either cases the speaker use more than one language to communicate (Myers_Scotton 2006, p.2; Bhatia and Ritchie 2006, p.1). The terms are used interchangeably.

1.3.3. Diglossia

A diglossic society is a society where two varieties of the same language exists and used in two different settings of functions. This term was first introduced by Ferguson in 1959, when he referred to the formal variety as high “H”, while the informal or the dialect is considered as low “L”. According to Ferguson (1959), the term Diglossia means two distinct, codified and stable varieties of the same language exists in the same community, with two different functions. By that Ferguson means that in the same speech community and in the same language two different varieties occurs one is high and the other one is low and it also can exists in two functions which are formally (H) and informally (L) .

In the case of the Algerian society, with the existence of two official languages in the country the researcher can consider MSA as a high variety and AA as a low variety. According to Ferguson (1959) “*these two varieties, classical and colloquial, exist side by side in the Arabic speech community in a diglossic relationship*”. (p.359). And it is the same case for the Tamazight languages with its high and low varieties so we can say that the Algerian society is diglossic.

1.4. Language Teaching and Culture

There is a great relationship between culture and language learning. Both of language and culture are important features that take up a paramount deal of thinking of the specialists in this field. Language is the first expression in which humankind expresses his/her thoughts, ideas and even emotions. Hence, language is the mirror and the reflection of the culture of a given speech community. Culture on the other hand, is set of norms, ideas, traditions, achievement and behaviour of a particular group of people (nation) or society. Spencer-Oatey (2008,p.322) believes that culture is an ambiguous pile of basic inferences and values, adaptation to the individual's environment (life) as well as beliefs, policies, measures, behaviour and attitude that a group of people share which affect each individual's behaviour which leads to his understanding to the behaviour of others.

In this regard, the researcher may claim that language and culture are two unified phenomena which are the reflection of society. From this point the researcher may say that language and culture are major term in language teaching and learning. The use of culture in teaching a new language has witnessed a great debate between teachers, professors and linguists alike. This debate is affecting the behaviour and the attitude of the learners towards the language itself. According to Mitchell and Myles (2004) *"language and culture are not separate but acquired together, with each provides a support for the development of the other"* (p.235). Language and culture are closely related or in other words we can say that both of the terms are two sides of the same coin, we cannot split them.

Ilter and Guzeller (2005) point out the positive effect of using culture on the cognition attitude of learners. They also state that the introduction and the inclusion of a target culture in classroom results in improved social attitude and a positive viewpoint towards the target language community.

Language is a two-way medium connects language symbols and codes with human's knowledge (culture). Moreover, Meng Ching Ho (1998) has related target culture teaching with positive attitudes to learning target language and higher level of motivation. Yet the supporters of the "re-culturing" teaching - teaching a language through its culture - claim that the latter has positive outcomes on language learning because it gives a better understanding of the levels and structures of the language itself.

An opposite movement of scholars negate what had come in the first part. They argue that the integration of culture of a new language in classroom may lead to negative responses as well. This makes the learner confused between the mother tongue's culture and the new language culture as well as his confusion with the levels and structures of the target language.

According to Alptekin (1993) teaching a target language culture may hinder learner's understanding of language as they have to cope with the unfamiliar structure items as well as cultural items which are totally strange to them. Alptekin talks about the problems that the learner will face when he/she learn the culture in parallel with the language. In here learning a second language means learning its culture. Yet the issue of language and culture in teaching did not end at this point; an opposite stream of scholars argue that the learner will find himself/ herself in confusing position when he is unfamiliar with the levels of language and its culture. Fredricks (2007) also states in the same context that learners are more likely to give positive attitudes towards learning the culture of the target language if the pedagogical materials presented to them are nearer to their culture.

In other words, the learner will show a positive attitude and behaviour towards the culture of the language learned when this culture fit and it is close or alike to his/her mother tongue or his first language culture. In here he/she will not find himself in a strange position and a high motivation to learn about the culture of the target language because any exclusion of learner's culture in language teaching process will be ineffective and may create a negative attitude on language learning.

In the same line, Ariza (2007) states that the teacher has to take into consideration the learner's culture in teaching a new language, and any add to a new culture could lead to switching and forgetting to the basic and natural culture to their first language (the culture of their community). Stockwell and Mullany (2009) opine that when a given educational institution uses language as a tool of cultural propagation; it makes the people wary about language itself. This caution often results in negative responses to the culturally loaded language teaching and a sense of insecurity in second language learning (Ashraf 2002).

Hence, people generally tend to refuse anything strange, new and contradictory to what they used to know. They somehow look at this new language culture as a threat to their native culture and here they show a negative attitude towards the culture and not the language itself. On the other hand, other researchers approach this issue to another side. They argue that the use of learner's native culture as a basic and source to learn the target language will facilitate the teaching of the new language and its culture. In the end the researcher needs to highlight that language is an essential component of civilization. Civilizations are expressed via languages so language cannot be disassociated from their culture.

1.5. Language Learning Attitudes

Before embarking the definition of attitudes or the extent of its importance in education, we should note that this term is one of the key concepts in this research. Attitudes play a pivotal role in all the aspects of life. It determines how people react towards a particular thing in the society. Furthermore, attitude and motivation are two prominent components that can decide the success of the student's learning process.

Attitude is an interdisciplinary term which works on bridging both psychology and sociology. Generally speaking, attitude is an opinion, judgement, or a common idea and thought about something. According to Ajzen (1988) an attitude is “*a disposition to respond favourably or unfavourably to an object, person, institution or event*”. (p.4). From Ajzen’s definition we can extract two different types of attitude positive and negative towards anything. In the same line, Baker (1992), argues that “*attitude often manage to summarize, explain and predict behaviour*” (p.11). This means that the status, values and the importance of a certain language is often seen and easily measured by attitudes towards that language. In the same vein, Crystal (1997) affirms that attitudes are “*the feelings people have about their own language or the languages of others*” (p.215). The positive or negative attitudes towards a language; it’s what confirm the degree of the success or the failure of this language in the society. As far as attitudes concern Bem (1968) states that attitudes are “self description” or “self perception” by the observation of individual’s behaviours and perspectives towards a language they recognize their attitudes. Another view of language attitude might be presented as the evaluation concerning a particular language of speakers of an ethnic group having particular personality criteria (ibid). Language attitudes as well are the general opinions and stereotyping of people toward a certain language (mainly when it is new to them).

In educational researcher, attitudes are considered both as an input and output. The teacher can measure the attitude towards the language by the learner’s outcome. According to Padwick (2010) additionally to the intellectual perspective, the nature of language learning and the social aspects play a role in determining the attitude towards it. Besides the learner’s mental competencies and language skills, his/her attitude, position and motivation plays an effective role in the degree and extent of his/her acceptance and mastery of the target language. Also the learner’s understanding of the nature, structure, beliefs and culture of the target language contributes to their tendency to learn and acquire the language.

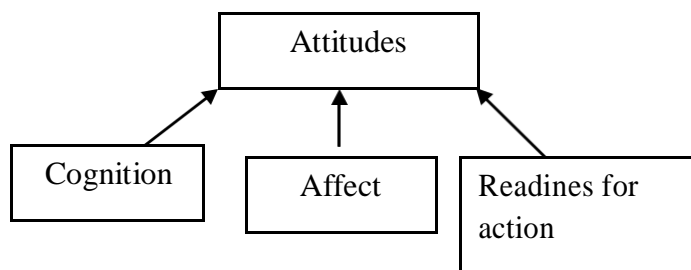
1.5.1. Aspects of Language Attitudes

The attitude is based on three major components which are behaviour, cognition and effectiveness. Rosenberg, *et al.* (1960) stipulate that

We here indicate that attitudes are predispositions to respond to some class of stimuli with certain classes of responses and designed the three major types of response as cognitive, effective and behavioural. (p. 03)

Each one of these dimensions has features that contribute in showing the results about the individual's attitude towards the language. For instance, cognitive component involves the mental cognitions, beliefs and the set of knowledge gained from their understanding in the language learning process; effective aspects of attitude deals with emotional reaction and their inner feelings towards the language; as for the behavioural component focuses on the way act, react and behave in a specific situation towards a specific language.

In the same vein, Baker (1992) connects between the three components of attitudes and he illustrates them as followed



1.4.3. Baker's figure about the hierarchy of attitudes and its components (1992).

Language attitudes and motivations are of paramount importance in the educational field. Certain researchers use the terms attitude and motivation interchangeably, Ellis (1985, p. 117), notes that the lack of agreed or general definition of the two terms and the relationship between them is what makes it a bit difficult to distinguish between the two concepts. Yet, some researcher's claim that attitudes are object (internalised state of mind) specific while motivations are goal specific (achieving the objective). Additionally, a positive attitude can motivate the learner to learn a certain language.

1.5.2. Attitude towards Language Teaching

The extent of the progress of a particular country is measured by the quality of its education. It is an activity which helps students to gain knowledge, develop their talents and skills; in addition to attaining information, attitude, ability and perception (Mirunalini and Anandan, 2012). It is believed that language attitude is the factor in which it differs between an underachievement goal and an accomplished one.

Indeed, the positive or the negative attitude of the learner's may have an impact on their acceptance and mastery of the target language as well as it gives us an indication of their rejection to it. The close contact between the cultures of the target language learned influence the favourable or the unfavourable attitude of the learner's towards it. There are theories which believe that the more the culture of the learned language is close to the mother's tongue culture of the learner; the easiest it will be for the education process. On the other hand, the more the learner find himself keen and eager to learn more about the culture of the target language the more we figure a positive attitude towards it.

The attitude of the students is developed by the frame of relevant references. By that we mean the type of language, classroom atmosphere, teacher's behaviour, motivation, books and even the kind of tasks given. If the student enter to a second language or foreign language classroom with a neutral to a positive attitude towards the language with a desire to learn it in here his/her attitude towards the learning of the language will be related and influenced only by the situation itself and not by any kind of stereotyping about the target language learned.

To determine the effectiveness of attitude towards a given language (second or foreign language) there are some factors in the language that facilitate (somehow) how the people react towards it. First, the historical background of the nation and presence of the languages throughout the history of the country; this factor makes the language specific to the identity and the history of the country and its citizens and also makes it familiar to its speakers. Second, the language prestige and power, the formality of the language with its high standards, and the position of the language either in the country or globally plays an important role in getting the people to learn it. Observing which language is given more prestigious position in the community affects people's attitude towards it.

Another factor which governs the learning of language is globalization. Moreover, to the language internal system; in here we talk about the flexibility and the simplicity of the structure and the system of the language and the extent of the learner's ability to adopt it. In addition to the available references and books that contribute in preserving, spreading and developing the language. Finally, the cultural (traditional) and the social factor; which depends on people's opinions about the language and the proximity of the target language culture to their mother tongue one and the degree of their interference with the native speakers of the language (their stereotype about the language and its culture).

At this point, we can say that attitudes play a very crucial role in language learning process as it can influence in a high degree the learner's success and failure during their language learning process.

1.6. Language Planning and Policies

This section represents a brief review about language planning and policy. Language planning and policy is an explicit activity towards language. In these following lines the researcher will suggest some key definitions of both language planning and language policy as a part of this research paper.

1.6.1. Language Planning

According to Weinstein (1980) language planning is “*government authorized, long term, sustained, and conscious efforts to alter a language’s function in a society for the purpose of solving communication problems*”. (p.56). So language planning is concerned with the government’s decision to integrate a language in the community or in the academic settings.

Language planning in general is called for all consistent and systematic work related to language and this policy is divided into two parts. The first stage is called drawing language policy i.e., the decisions that determine language functions and status in the society; and then implementing the language policy which means applying those decisions on reality.

1.6.2. Language Policy

With regard to language policy, the latter can be defined as a set of decisions and actions taken by the state to determine how to use the language, its status, or the way it is taught in society, and this to meet national priorities or enact various constitutional and legislative articles to determine the rights of individuals and groups to use languages and maintain it. According to Laporte (1991) language policy is the legal framework and the linguistic preparation as a set of actions aimed at controlling and guaranteeing the status of a language or several languages in the society.

Although language planning and language policy are two different terms yet they are related concepts especially they share a common goal. Mukherejee and David (2011) state that “*whatever planning or policy is specifically utilized in choosing the national language or official language, the consequences are crucial because they affect not only a few individuals but the entire nation*” (p13). In addition to the common goal of language planning and policy, they also work on solving the language problem in society which often has social, political and economical dimensions (Quoted from Poor 2004). Last but not least, the researcher may say that language planning is the realistic realization of language policy.

1.7. National and Official Language in Algeria

In light of the political and cultural interactions that Algerian society is witnessing, we notice a continuous and permanent conflict between the overlapping of languages in the society; especially the status of the latter between official and national. The official language is the language underline in the constitution of a given nation. According to Ghoul, 2013 official language is naturally political issue. It is a state given by the government (policy makers) in order to use that language in different functions in the society (especially formal purposes) such as parliament, administration, education, media, etc. While national language is the language emanating from a certain land or a given population. In other words it refers the rate of its users and it is used as well for cultural and ethnical purposes.

When speaking about the Algerian situation regarding to the languages spoken in the society; the researcher may find many confusions in this matter. This is mainly due to the country’s situation as it is multilingual. However, the Algerian constitution approved the existence of two official and national languages in Algeria.

1.7.1. Modern Standard Arabic

Since the independence of Algeria from the French entity in 1962, the government has faced many cultural problems among them the status of the language and the language choice (which language will be official language) for the country in light of the presence of many identities in the Algerian community (Arabic, French and Tamazight). After the adoption of the arabization policy, the Algerian government has adopted at that time the classical Arabic as the official language of the nation. This decision came as a result of many reasons, including the fact that Arabic language is the language of Qur'an and this makes it the prestigious one. As well as to link and connect the Algerian society with other Arab-speaking countries.

1.7.2. Tamazight Language

The Tamazight language is part of the Algerian identity, history, and culture. It is considered to be the national language in Algeria because it expresses the identity of the indigenous population of North Africa. After many struggles to recognize the Amazigh language and give it a right in Algerian society; the constitutional amendment of 2016 came to discharge the language and makes it an official language for the country alongside with the MSA.

1.8. Tamazight Language in Education

Before embarking the situation of Tamazight language in Algerian education, it should be pointed that Algeria has conducted many renovations in its educational system since independence. One of this last reformulation the inclusion of the Tamazight language in the Algerian schools in all national territory. This methodology is one of the first steps that will strengthen the nation's unity. It will also contribute in the revival of the Tamazight identity and culture; as well as the expansion of the linguistic diversity in Algeria.

At the beginning the Tamazight language was taught in the kabylian regions (willayas), and some primary schools in different parts of the country. The Tamazight language has a long history of many conflicts and challenges to prove its existence among the Algerian society.

The Tamazight language has witnessed several events before it was introduced in the Algerian educational system. This tension led to the 1994_1995 strikes their goals are to generalize the Amazigh language in all schools “levels after it was limited to middle school in the kabylian areas. The conflicts upon the language did not end there, but continues in many political forums which led to the recognition of the Tamazight language as a national language in 2002.

In 2005, the government started including Tamazight language in the 4th grade of primary school in some Algerian willayas (non kabylian) as an optional subject. By 2016, after it became an official language it starts a new phase which states the generalization of the language in all primary schools in the whole national territory. Despite what the language has reached (in term of status) after great efforts to introduce it in the educational system; it is still at the present time an elective subject and not a compulsory one.

If we look at the current reality of the Tamazight language in Algerian education and the extent to which it can be generalized in other school levels. The researcher may combine between those two possibilities. The first is a strong political will while the second is the attitude of students towards it; because language attitude is part of language teaching and language policy. Attitude cannot be ignored in the learning/teaching process of any language.

1.9. Conclusion

This chapter presented a brief notion of the linguistic profile of Algerian society. In addition to some language phenomena that exist in the Algerian community. Moreover, the notion about the Tamazight language situation in the Algerian education which led to recognize the language planning and policy in addition to the official and national languages that co-exist in Algeria and without forgetting the attitude towards it which is a key concept in this research since attitude play a crucial role in language teaching and learning as it can influence greatly the student's success or failure in learning the language.

Accordingly, the following chapter will tackle the methodology and data collection that the researcher has followed in order to gather the adequate and reliable information that corresponds to the research objectives.

Chapter Two:

**Methodology and
Data Collection**

Chapter Two: Methodology and Data Collection

- 2.1. Introduction.
- 2.2. The Situation of Tamazight Language in the Algerian Society.
 - 2.2.1. The Status of Tamazight Language in Algeria.
 - 2.2.2. Tamazight Language in Ain Temouchent Community
- 2.3. Tamazight language in Algerian educational system.
- 2.4. Description of the Target Situation.
 - 2.4.1 School Profile.
 - 2.4.2. Teacher's Time Load.
- 2.5. Research Objectives.
- 2.6. Sample Population.
 - 2.6.1. Teacher's Profile.
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 - 2.6.3. Research Methodology.
- 2.7. Data Collection Instruments.
 - 2.7.1. Teacher's Interview.
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- 2.8. Methods of Data Collection.
 - 2.8.1. Quantitative Method.
 - 2.8.2. Qualitative Method.
- 2.9. Conclusion.

2.1. Introduction

The linguistic situation in Algeria is complex, diverse and unique. The Algerian tongue faces a critical reality and many challenges in the Algerian society and that basically due to different factors among them we can mention the historical background of the country, the geographical area, the interactions with large number of nations through history and the political choices.

In Algeria there is an amazing linguistic multiplicity that appears in the different languages and dialects spoken in the country. Algeria is characterized by multilingualism in which the researchers and linguists notice two official languages in the country; in addition to the French language and the Algerian dialect with its diversity.

In order to gather data which are for the interest of the investigation the researcher has chosen two main instruments to reinforce the data collection which are the classroom observation and teacher's interview. In other instant, this chapter will also tackle the teachers and students profiles and the methodology done to the sack of gathering the adequate data that go along with the research objectives.

2.2. The Situation of Tamazight Language in the Algerian Society

The first explicit recognition of the Amazigh as a component of the Algerian national identity was according to the constitutional amendment of 1996. Through the preamble which it recognized within the components of the national identity *"...and the main components of its identity, which are Islam, Arabism and the Amazigh..."*

Tamazight has been declared to be a national language in 2002 after it was considered just a dialect that belonged to some Algerian regions and a specific ethnic group.

In 2016 and after the constitutional amendment the Algerian government announced the Tamazight language as a second official language in the country. This decision has considered as a leap and decisive decision regarding the Tamazight language and identity.

However, this does not negate the Arabic language position on the linguistic reality in Algeria which considers the Arabic as “*the state language*”. This declaration led to confusion and it had divided the public’s opinions between supporters and opponents. Through the first paragraph of the Algerian constitution amendment of 2016 according to its forth article which affirmed that “*Tamazight is also a national and official language*”. In this regard, the former president of the Republic Abdul-Aziz Bouteflika has stated that He finally decided that the entire Algerian people should posses the Amazigh language; which is also a national and official language. As an additional coherent factor for its national unity and at the same time mandated the nation to promote and develop it.

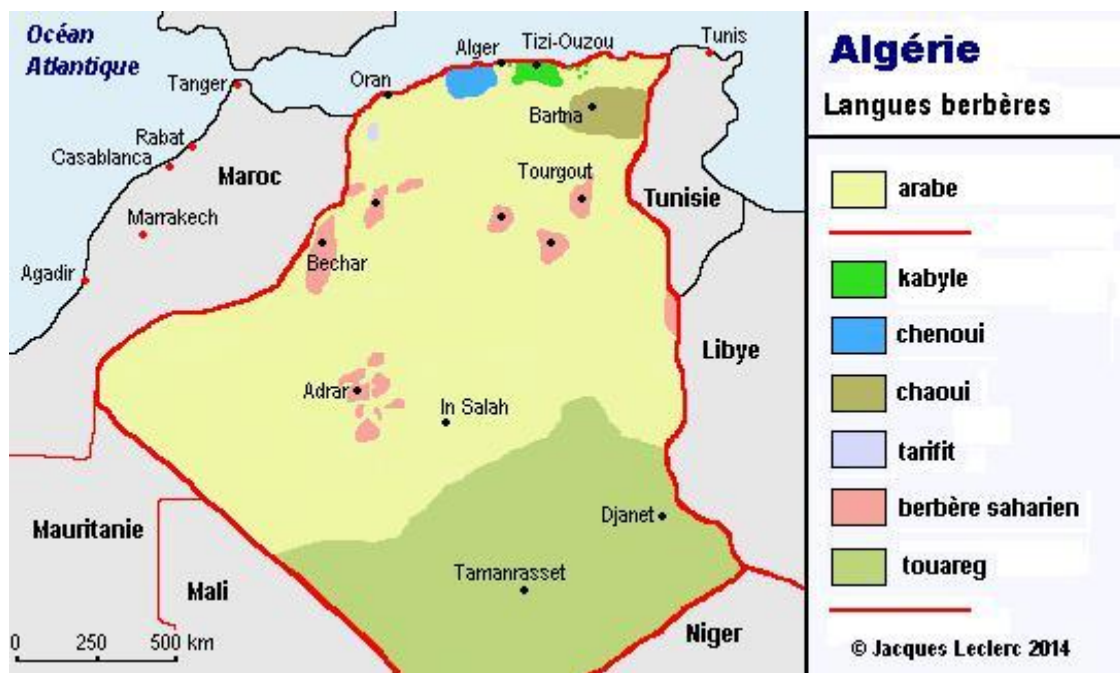
In the same vein, the constitutional council has believed that this decision is in the interest of protecting and upgrading the components and identity of the language. And also works on providing conditions for its promotion.

On the contrary, the Algerian citizens (Arab) have acknowledged their right to take their opinions into account about such decision which they described it as fateful; to accept or reject the status of Tamazight language as an official language in the country. Nevertheless, the Amazigh people’s view was mainly on the position of the Tamazight language in comparison with Arabic. Several Organisations seeking to represent the political and cultural Amazigh movement has declared that the constitution’s new wording did not give the sufficient rights to the Tamazight language as the language of our ancient ancestors and the indigenous people of the country, centuries before the arrival of Islam and Arabs in the land. Moreover, they argue that the amendment sanctify the Arabic language and gave it a supremacy on the Tamazight language. Furthermore, a self-determination movement of Kabylia (MAK) sees this decision as a distraction operation and they criticise this amendment demanding a true democratization process which adjust between the two languages in all daily transactions.

However, we cannot deny the Amazigh voices that support the amendment decision concerning Tamazight language status. They believe that these changes brings an end to the conflict of the Algerian identity and the racial division as well as to demolish the barriers that has existed long time ago between the identity of the ethnic group and their culture.

2.2.1. The Status of Tamazight Language in Algeria

Tamazight language belongs to Afro-Asiatic language family or Hamito-Semitic (Geo.Babington, 1903). It has been found in the Northwest of the African continent since antiquity. In Algeria, the Tamazight language has many varieties that are spoken in many parts across the country among them we can mention the Kabylia and the Awras where the language is officially adopted in their speech community.



2.1. Image that shows the geographical distribution of the Berber groups in Algeria.

After many straggles to recognize the Tamazight language in Algeria, it was recognized as an official language alongside with the Arabic language in the constitutional amendment of 2016.

Since the constitutional amendment of 2016 which included the decision to adopt the Tamazight language as a second official language in the country, Algeria has undergone several changes especially in the educational sector. At the beginning of the school year of 2016/2017, the government began implementing that decision by integrating Amazigh into the Algerian curriculum specifically in the primary schools all over the country. Among the implications of this decision on the Algerian reality, the division of the public's opinions between supporters and opponents; also this decision found a categorical rejection by the student's parents to include such language or subject of study in their children curriculum in non kabylian areas.

So the government started introducing this language gradually into primary schools in the west of Algeria _in some schools and not generalized in all the primary schools in the west_ and made it an optional subject controlled mainly by the parents and not the pupils.

2.2.2 Tamazight Language in Ain Temouchent Community

Ain Temouchent has witnessed the decision of the integrating Tamazight language into the curriculum of the primary schools as any region in the country after the constitutional amendment of 2016. In February of the same year Tamazight language became the co official language in the country and at the beginning of the school year of 2016/2017 the ministry of education started including it in the primary schools; in some primary schools as a preliminary experience to see the feedback of the teachers and pupils about the language teaching and the opinions and results of this experiments. Than it started gradually spread across the rest the region's primary schools.

2.3. Tamazight Language in Algerian Educational System

As it has been mentioned before education in Algeria has gone through many phases through time. After independence, the schooling and educational domain in Algeria has witnessed a radical change. At that time, Algeria has adopted many policies which aimed at improving the educational system of the country; among them the arabization policy and standardization of education across all national regions.

Before introducing the situation of the Tamazight language in the Algeria educational curriculum; one should first clarify that for centuries north Africa has long been the home land for Arabs and Berbers alike; in which the varieties of both languages exist in the territory. Several events took place before the language upgrade and became a co-official language in the country; and before it integrates to be a subject to teach in the Algerian educational system.

By 2002, the constitution acknowledged the language to be national and a part of the Algerian identity. This what contribute in one way or another in language revival. As far as language implementation is concerned the constitutional amendment of 2016 gives another status to the Tamazight language by considering it a co-official language in the country along side with MSA. By the beginning of the school year of 2016/2017 the government started the first steps in introducing the language in the Algerian primaries across the whole country which made the educational field live a situation of multitude towards the language.

2.4. Description of the Target Situation

This study was conducted in the primary schools of Ain Temouchent community where the Tamazight language is available (the numbers of schools that teach Tamazight language). What should be pointed out that the language started to emerge as a subject to study in the city since 2017, and from that that the community is not a Tamazightophone. What should be mentioned also that this investigation is targeting the primary schools to see the attitudes of both students and teachers towards Tamazight language teaching.

Nine schools were chosen randomly where the interview took place to see the teacher's perspective and attitudes towards the teaching process and their student's attitudes in learning it. Moreover, the study has selected a group of fifth year students in one of the target schools to conduct the classroom observation. The fifth grades classes study the Tamazight language in three sessions per week; in where they study the basic structure of language as well as some cultural knowledge which in turn promotes the intercultural competency.

2.4.1. School Profile

The classroom observation took place in Ibn Sina primary school that has been taken as a sample and a model among the other schools where attitudes of the pupils of fifth grade was observed. As for the results of the observation can be distributed to the rest of the schools since the language status is one in all the primary schools of the willaya of Ain Temouchent.

The school is one of the oldest schools in the region where it was founded in 1883, and has synchronized all the circumstances and stages that Algeria witnesses from colonization to arabization then the new phase of integrating the Tamazight language in the Algerian educational system.

2.4.2. Teacher's Time Load

Before addressing the methodological framework of this research paper, what should be pointed out is that Tamazight courses in the Algerian primary schools are devoted for two levels (fourth and fifth grades). They study it for three hours per week (for both grades). These hours are divided into three sessions a week the following time table shows the exact time allocated for teaching the language.

Table 2.1. Time allocated to the teaching of the Tamazight language during a trimester for fourth and fifth grades.

Grades / Sessions	Session 01	Session 02	Session 03
Fourth grade	1h30min	45 min	45 min
Fifth grade	1h30min	45 min	45 min
			Total of hours in the trimestre: 36h

2.5. Research Objectives

The main objective behind conducting this research is as it was mentioned previously to investigate, evaluate and observe the attitudes of teachers and students towards the inclusion of Tamazight language in the Algerian educational system and whether this decision changes the overall stereotype between the Arab and Amazigh. And to which extent this process is effective in ain Temouchent community as well as whether this experiment has succeeded in the primary schools, and if it will be generalized in other academic settings. If the results gathered from the sample chosen for this study are like expected; they will permit to clear up the issue noticed in the society and to offer more options for the language and its learners.

2.6. Sample Population

Before tackling the sample population of the current research paper, we may first introduce the definition of the sample population. A sample is any part of a given population in a given society or community. A sample population is a selection of a group of people who meet the research requirements. the data obtained from the sample’s results allows the researcher either to approve or disapprove the research hypothesis then he/she can generalized the research results based on his/her finding that are adequate to the sample.

The current research is a case study that was held in Ain Temouchent community to know the attitudes behind introducing the Tamazight language in the Algerian educational system. The aim behind choosing such a case designed is to get an extensive analysis of the research case. The target population of the following survey are the teachers of Tamazight language from nine different primary schools in both regions of Beni Saf and Ain Temouchent alike. What should be noted is that, the two cities are not Tamazightophone, where the implication of the language has virtually appeared in the primary schools of the area since 2017.

Furthermore, this research includes the views of nine teachers of the language whose have a direct connection with the content of the research subject in addition to an observation that was held in one of the target schools where the attitudes of the pupils towards the teaching of the language was observed and which through its results we can generalize them to the rest of the schools.

2.6.1. Teacher's Profile

This research involves nine educators of the Tamazight language, they were selected randomly from the available primary schools of the willaya of Ain Temouchent in which the teaching/learning process of the language accrues in them; all of them are experts and specialists in Tamazight language. Eight of them have master's degree in Tamazight language. Moreover, they have from three years and more experience in teaching the language in non kabylian primary schools. The participating teachers in this research are from a kabylian origins.

2.6.2. Pupil's Profile

This research concerns fifth grade pupils at Ibn Sina primary school where their attitude was observed during six sessions of Tamazight language session during the academic year 2019/2020. The choice behind choosing the fifth grade is that they have experienced the teaching of the language from the fourth year (their second year in the process of learning the Tamazight language). They are more aware and familiar with the language (at least the basics of the language) which makes it possible for the researcher to differentiate their attitudes better.

2.6.3. Research Methodology

Since this research is a case study that was held in the Ain Temouchent community, in which the researcher investigates the attitudes of nine teachers from different primary schools that teach the Tamazight language in both Beni Saf and Ain Temouchent alongside to know the attitudes of pupils towards learning the language.

This section is addressed to deal with the methodological framework adopted by the researcher in order to gather data and analyse them.

Methodology is a set of processes, procedures and approaches used and chosen by the researcher in order to get the effective data that are adequate to his/her research purpose. According to the purpose of the research, the researcher will know whether the quantitative or the qualitative methods will test and answer best the research's hypothesis (Morse and Richard 2002).

2.7. Data Collection Instruments

In order to collect sufficient information that are directly related to this research, the latter was built on mixed methods approach. The tools adopted in the research are a structured interview that was addressed to the teacher's of the language in addition to a classroom observation in which the pupils were the center of it.

2.7.1. Teacher's Interview

In the interest of gathering data on the topic, the researcher decided to use an interview as the first mean with the target language teachers. A structured interview was designed for the Tamazight language teachers to obtain information compatible with the objectives of the research.

These following lines attempt to illustrate the meaning of interview. Interview is defined as a direct conversation with a purpose and the main purpose behind it is to gather information. The interview is one of the important and successful tools; if not the primary, in gathering data which are related to testing linguistic phenomena. Additionally, Schostak (2006, p.54) states that the aim of the interview is to have a “*in-depth information*” concerning a specific topic or subject. Based on this statement, we can say that the interview provide the researcher with more accurate and effective information that corresponds with the goals and results of the research.

With regard to this research, the investigator chooses the structured interview to support the research. In such kind of interview” *the agenda is totally predetermined by the researcher, who works throught a list of set questions in a predetermined order*” (Dornyei, 2007, p.156). Thus, this type of interview requires an already prepared list of questions to the interviewee.

The interview for this research was addressed to the teachers of the Tamazight language; who hold master degrees in the target field and experiences the teaching of the language for years. The interview consists of 15 questions divided into three sections. (See Appendix 1)

The structured interview was divided into three main sections including fifteen (15) questions. Each question serves the section and the purpose of the study.

- ❖ The first section entitle “**general information**”, from 01 to 03, has aimed to know teacher’s background information and experience.
- ❖ The second section “**need for learning and challenges**”, from 04 to 14, enables the researcher to examine and evaluate the teacher’s attitude from teaching the Tamazight language as well as to see the learner’s need and difficulties according to them.
- ❖ The third section falls under” **suggestions and recommendations**”, which contains one question that was addressed to view the solutions to a better attitude towards the language. in addition to elaborate some suggestions that will improve the situation of the language in education.

2.7.2. Classroom Observation

In order to validate a clear and valid image of the attitudes of the pupils towards the teaching of the language the researcher uses a classroom observation as a second method for data collection in the research.

For an empirical research classroom observation is considered one of the basic sources for data collection. In the teaching and learning process it is important to take the classroom observation into consideration as an effective method to test the interactions of the student’s while they are learning the language. Additionally, classroom observation is one of the most vital techniques that give actual feedback about certain theory or hypothesis. From this perspective, Allwright, (1988) opines that classroom observation is” *the essential key to provide relevant feedback*” (p.57). As well as Reed & Bergemann (2001) who sees that classroom observation is “*the bridge between the worlds of theory and practice*”. (p.6); that is because the classroom observation reinforced what came in theory; by noting all the practical aspects.

Observation schemes adopted in this research was designed to observe the attitudes of the pupils towards Tamazight language teaching and their interaction during Tamazight session. The researcher has attended six sessions in order to assess pupil's attitude regarding the ease and difficulty of language and their acceptance of it. (See Appendix 2)

2.8. Methods of Data Collection

In this research paper, the researcher has applied two major research approaches which are the quantitative and the qualitative methods in order to collect and analyse data with more validity and credibility. We can claim that the update scientific research methodology depends heavily on these two methods.

So in relation to what have been said in the previous lines, this research relies on both methods (quantitative and qualitative) because both of them meet the goal and the need of the research.

2.8.1. Quantitative Method

Generally speaking, quantitative method uses statistic data and it is basically relies on numbers, models and hypothesis. The term quantitative was defined by Berg (1995, p.3) as "*elementally an amount of something*" and refers also to "*counts and measures of things*" so in a quantitative research, the investigator deals directly with measurable facts or data.

In addition to what have been said, berg also affirms that the quantitative analysis of the data a given research is often presented in form of statistics (graphs, charts, tables); the overall findings and interpretations are usually turned into percentages (Berg 1995). This will be noted in the following chapter.

2.8.2. Qualitative Method

Unlike the quantitative method, qualitative research is not based on numbers or statistics but it explore in a deep manner the human behaviour and attitude as well as the reasons and motivation that direct the human to reach such conclusion or behaviour. Quantitative research thus is based on the analysis of meaning, concepts, characteristics, metaphors, symbols and the description of things (Berg 1995, p.3). The qualitative approach allows the researcher to eliminate perplexity or answering confusion about something.

According to Bogdan and Taylor (1975) “*qualitative methodologies refer to research procedures which produce descriptive data: people’s own written or spoken words and observable behaviour*”. (p.4). Hence, the researcher stress on the importance of using the qualitative method in the analysis of the data because it is in line with the research instruments used in this extended essay.

2.9. Conclusion

This chapter introduced the status of Tamazight language in Algeria as well as the status of this later in Ain Temouchent community specifically in the educational system. Additionally, it includes the methodological framework that was adopted by the researcher in order to conduct this research with its various instruments and data collection methods used in the research. In this chapter the discussion was not only about the mechanisms used in the research, but also it dealt with the theoretical part of some terminologies.

As for the following chapter, it will discuss and analyse the collected data from both instruments (interview and observation) to get results about the attitudes of both teachers and pupils towards Tamazight language teaching in the Algerian primary schools more specifically in Ain Temouchent community.

Chapter Three:

**Data Analysis
and Interpretation**

3.1. Introduction.

3.2. Teacher's Interview.

3.2.1. Interview Analysis and Interpretation.

3.2.2. Summary of the Main Results.

3.3. Classroom Observation.

3.3.1. Classroom Observation Analysis and Interpretation.

3.3.2. Teaching Materials.

3.3.3. Summary of the Main Results.

3.4. Discussion of the Results.

3.5 Pedagogical Implications.

3.6. Conclusion.

3.1. Introduction

After collecting the necessary data in accordance with the research objectives; this chapter will be devoted to the analysis and the interpretation of the gathered data. As well as a discussion of research findings and the results from both teacher's interview and classroom observation; which allow us to draw a conclusion about the attitudes of both learners and teachers towards the inclusion of Tamazight language in their educational system. The data were obtained from a structured interview addressed to nine teachers of the language and a classroom observation where the pupil's attitudes towards the language were observed and evaluated.

Thus, this chapter provides the readers with the analysis of the data gathered from the teacher's interview answers and the classroom observation; in order to evaluate their attitudes towards the learning/teaching process of the Tamazight language. As well as to test the given hypothesis that had been suggested by the researcher in the beginning of in this study. The aim behind conducting such study is to explore the attitude of students and teachers towards the Tamazight language and the extent of their acceptance of it in non-kabylarian areas, and what are the various challenges that face this language in the Ain Temouchent community. Alongside with analysis of the data the results are provided as well as the summary of this chapter.

3.2. Teacher's Interview

The interview has helped the researcher to collect the relevant data that is in line with the aim and the content of the study. Moreover, to know the teacher's profile and their point of view from teaching the Tamazight language in non kabylarian region as well as the status of the language in Ain Temouchent primary schools and the several challenges that faces it.

The structured interview was addressed to the teachers of Tamazight language in primary schools in Beni Saf and Ain Temouchent when the language is available. The researcher has gathered nine interviews.

3.2.1 Interview Analysis and Interpretation**Section One: General Information*

This section in the teacher's interview seeks to identify the background information and the profile of the language teachers involved in this study. Q1, 2 and 3 aimed to evaluate the degree of the teachers, their competence and the experience of the teachers held from the teaching years of the language.

Q1: This question aims to know the teacher's profile and if they are subject specialist in teaching the language. The results are as it shown in the figure 89% (7 teachers) hold a master degree and 11% (1 teacher) has a license degree in the Tamazight language.

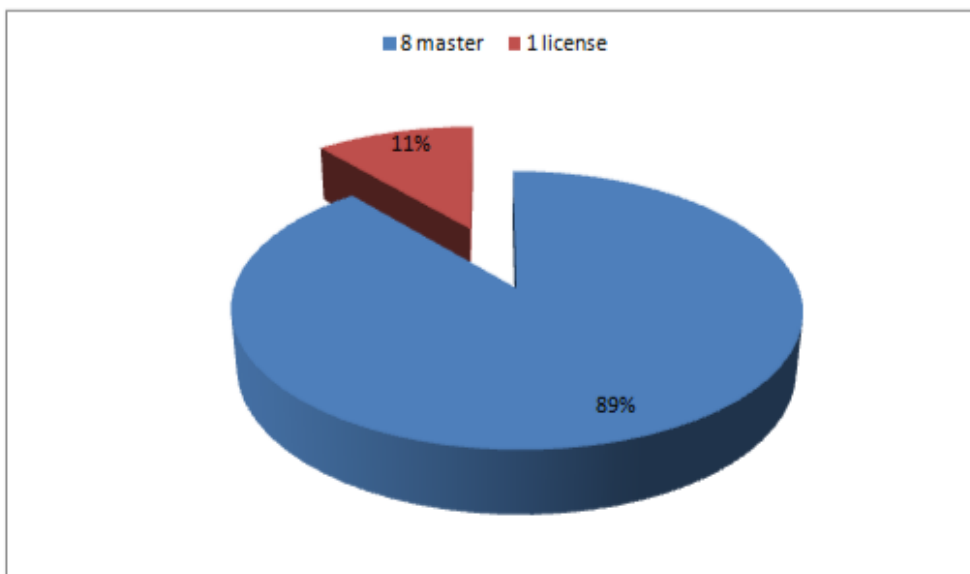


Figure 3.1. Teachers Degree

Q2: as for the second question was asked to know For How many years have you been studying the Tamazight language

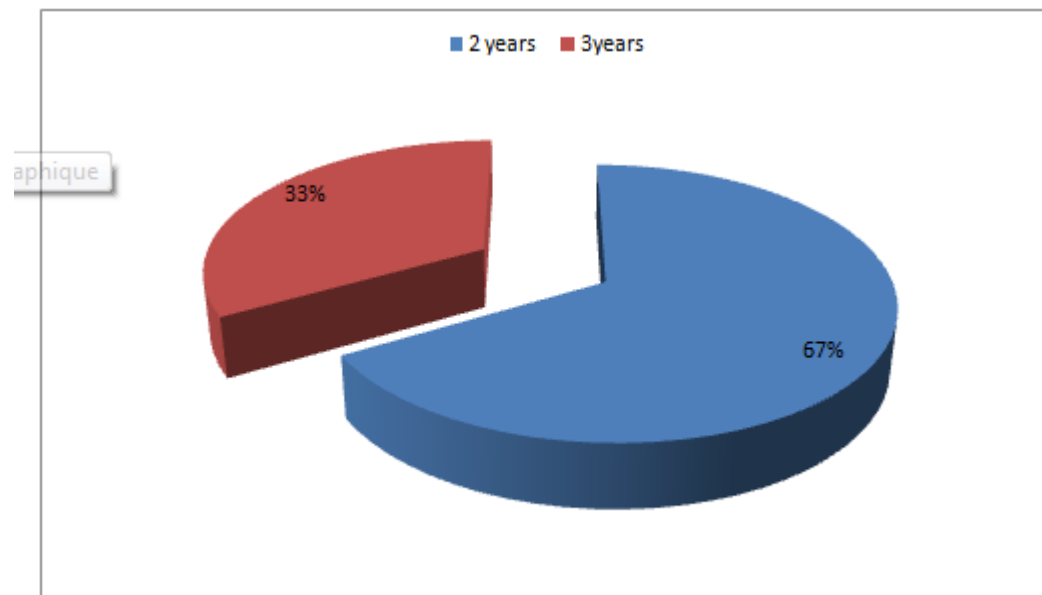


Figure3.2 . Participants Years of Studying Tamazight Language.

The question was asked to know the background of the sample's participants and their competency in mastering the language; and if they are native speakers of the language. As the Chart shows that the majority of the teachers 56% of them (5 teachers) have studied the language for 8 years. 2 participants have studied it for 12 years (the equivalence of 22%). While the rest of the participants their percentage is equal 11% the equivalence of one teacher for each 10 and 11 years. This result leads us to believe that the teachers of Tamazight language in Ain Temouchent community have kabylian origins.

Q3: The third question was asked view for how many years have you been teaching the Tamazight language (experience).

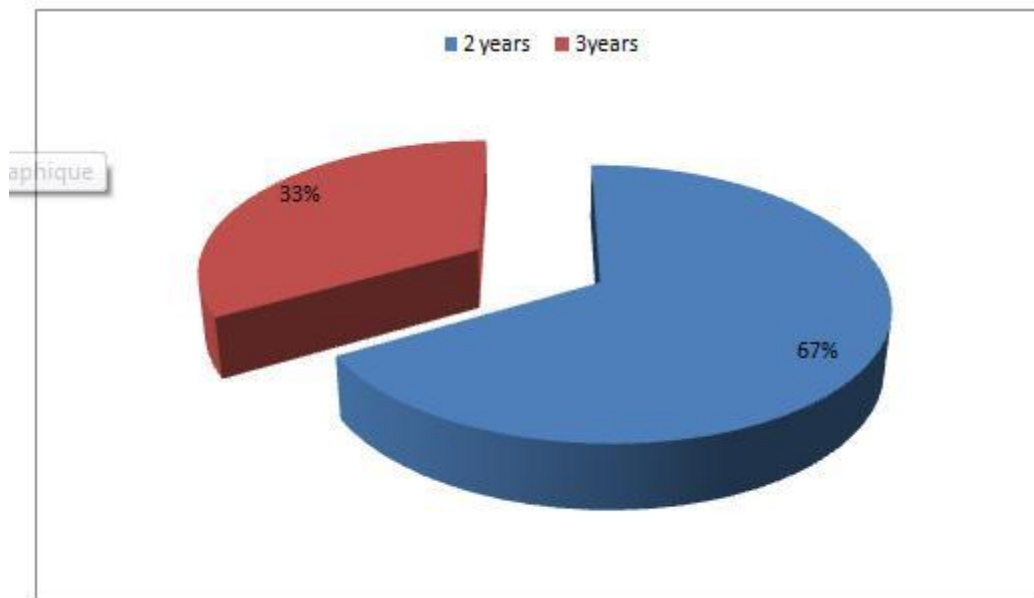


Figure 3.2. The Years of Teaching

This question was addressed to know the range of experience that the teacher have in teaching the Tamazight language. The outcomes were limited between two and three years of teaching the language. 67% (6 participants) have an experience of two years while the rest 33% (3 participants) have three years in teaching the language.

**Section Two: Needs for Learning and Challenges*

In this section the interviewer seeks to know the status of Tamazight language from the point of view of the teachers. In addition to the student's need and the challenges facing the language and its culture.

Q4: The first question was concerned to know the benefits from including the language in the Algerian educational system.

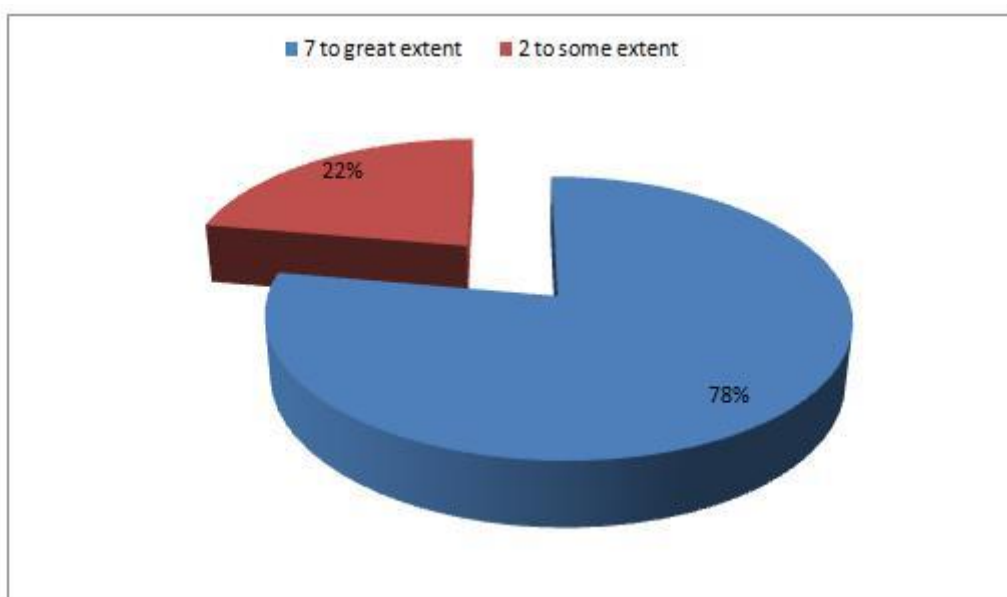


Figure3.3. Benefits of Including Tamazight Language in Algerian Educational System.

Among the three choices given for this question, the answers were divided between two choices "to great extent" and to "some extent". 78% of the participants (equivalence of 7 teachers) see that the integration of Tamazight language in the Algerian educational system is very beneficial for the learners, while 22% of the participants (equivalence of the 2 teachers) claim that the inclusion of the language is beneficial to some extent in the teaching/ learning process.

Q5: The purpose of this question to identify which of the academic and educational level is suitable and ideal for the integration of Tamazight language and why that.

Among all the academic levels presented as suggestions in this question, all opinions (of the teachers) agreed that the primary school is the best and ideal option for including the Tamazight language in it. As for the explanation of that, some of the answers were as follows:

- Because in the primary school and at the pupil's current age; they are ready to learn and acquire new languages which help them to be creative and to express their thoughts in different manners.
- Moreover, scientifically speaking, it is clear that the child at this age has the capabilities to store information as well as to accept new languages that are unfamiliar to his mother tongue. The child gets more excited and wants to satisfy his/her curiosity and eagerness towards the new things.
- It will contribute as well to its openness to accept different languages and cultures in the future.

Q6: In this question the interviewer asks if the language teacher's speak in Tamazight language with your pupils outside the classroom.

The answers were mostly yes. Where the words in Tamazight are limited to the basic phrases such as salutations, how are you, goodbye and others. As they are sometimes directed to students of the fifth grade because they are more familiar with the language; while for the fourth year students, the situation slightly differs. As the dialogue or the conversation with them outside the classroom requires communicating with the Algerian dialect; in addition to some Amazigh words that the student knows and are learned.

Q7: Among the sections questions was if they think that teaching Tamazight language contributes in creating a positive attitude towards it. And why that.

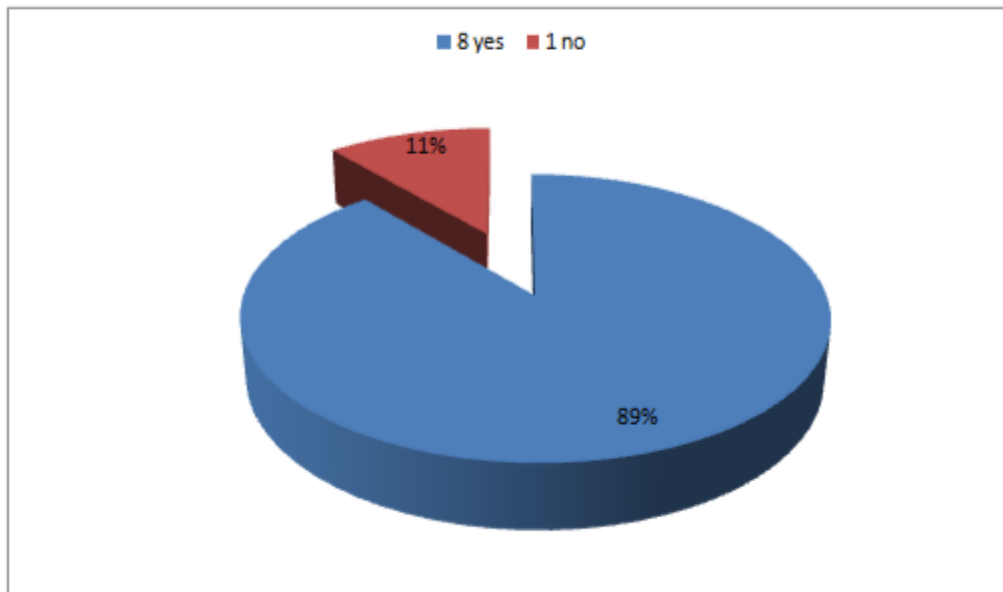


Figure 3.4. The Attitude towards Teaching Tamazight Language.

According to the survey of the teachers 89% of them (8 teachers) believe that teaching and integrating Tamazight language in the Algerian educational system contributes in creating a positive attitude towards it. Knowing the Tamazighian language and culture will help to reinforce the national unity as well as preserving one of the national identities. Furthermore, it works on making the society a melting pot where the existence of many languages and varieties of language will make it unique and special. On the other instance, 11% (1 teacher) argue that it will not create a positive attitude towards it and that is mainly due to the differences between the two communities (Arab and Kabyle). Besides the cross-cultural differences between the two poles, all these factors play a role in rejecting teaching the Tamazight in non-Kabyle communities specifically in the Ain Temouchent community. So the integration of the language by compulsory in the Algerian schools will make matters a bit difficult.

Q8: The Algerian constitution recognized Tamazight (Berber) as official languages do you think that:

In this question the participants were asked to choose the position of the Tamazight language approved by the Algerian government since the 2016 constitutional amendment. All the participants (9 teachers) agreed that it is the right decision to consider the Tamazight language as a second official language in the country

Q9: According to this question, the interviewee was asked to evaluate the level of his/her students in Tamazight language.

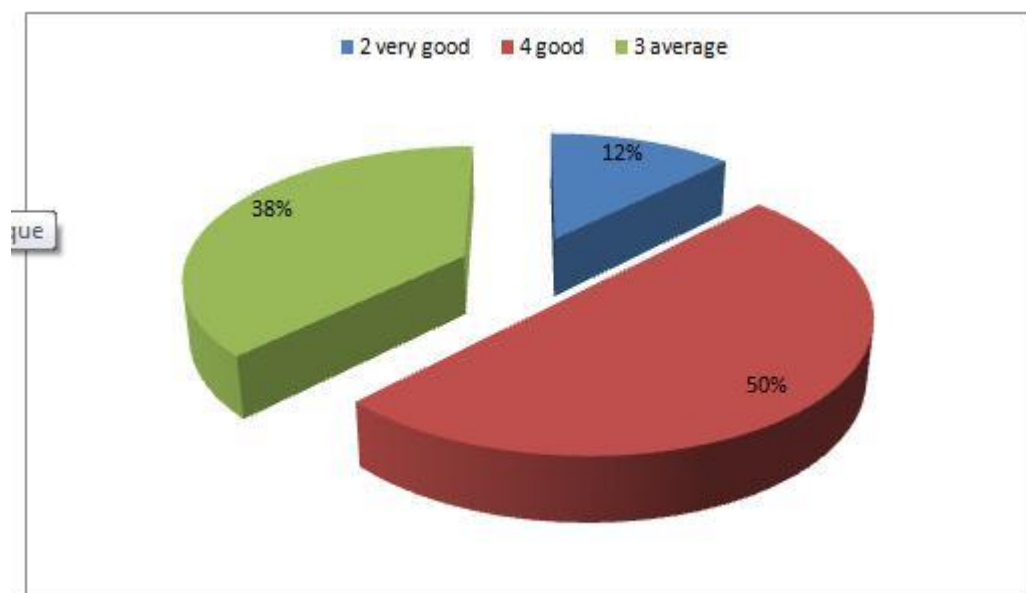


Figure 3.4. Student's Level in Tamazight Language.

This question was aimed to evaluate the level of students in Tamazight language to recognize the extent of their acceptance to the language and how they react and motivate in Tamazight language classes. 50% (4 teachers) see that their pupils are good in learning the language, 38% (3 teachers) evaluate their students as a medium or average learners. This is due to the few hours allocated to the language per week and the few years of learning it (still beginners). While 12% (2 teachers) have agreed that their students are very good in learning the language. From these preliminary results of the student's level we can claim that students have a positive attitudes and motivation towards learning the Tamazight language.

Q10: This question was interrogated to figure out the noticeable challenges that could face the teaching and learning of the Tamazight language

The aim behind this open ended question is to investigate the challenges that face both teachers and students towards the teaching/ learning process. The results from this question were as followed: some of the challenges are academic such as

- The amount of hours to teach the language (few hours) and the issue of generalization.
- Making the language an optional language controlled by parents.
- The lack of the necessary capabilities to teach it.
- The difficulty of curriculum and the large number of lessons that are considered inappropriate for the elementary stage.

While the other part is social including the society's view of this language as unhelpful (this hinders its teaching).

Q11: The question was addressed to notice the common motivations that drive the students to study the Tamazight language

The common motivations that the teachers agreed on are the curiosity of the students to learn and adapt to all what is new, introducing the culture of target language and also encouraging learning the language through music, art, short stories ...etc.

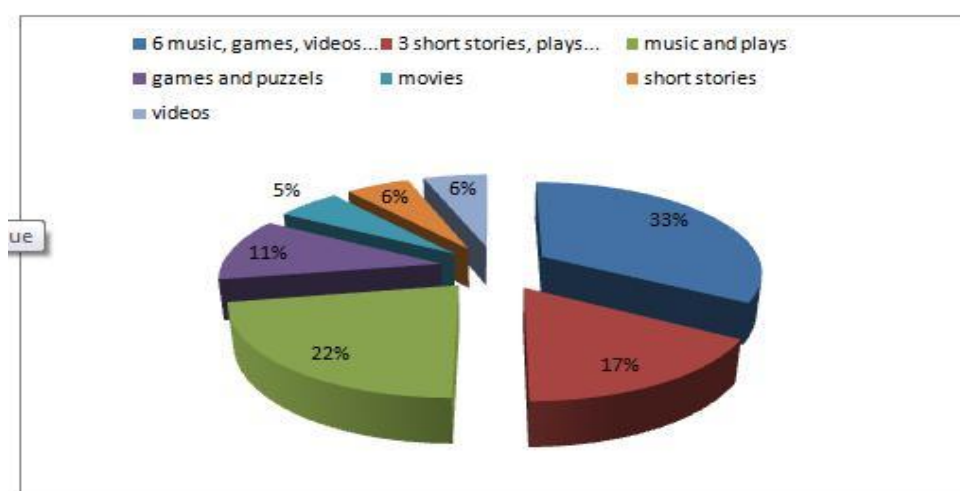


Figure 3.5. Sources that Motivate Students to learn the Tamazight Language.

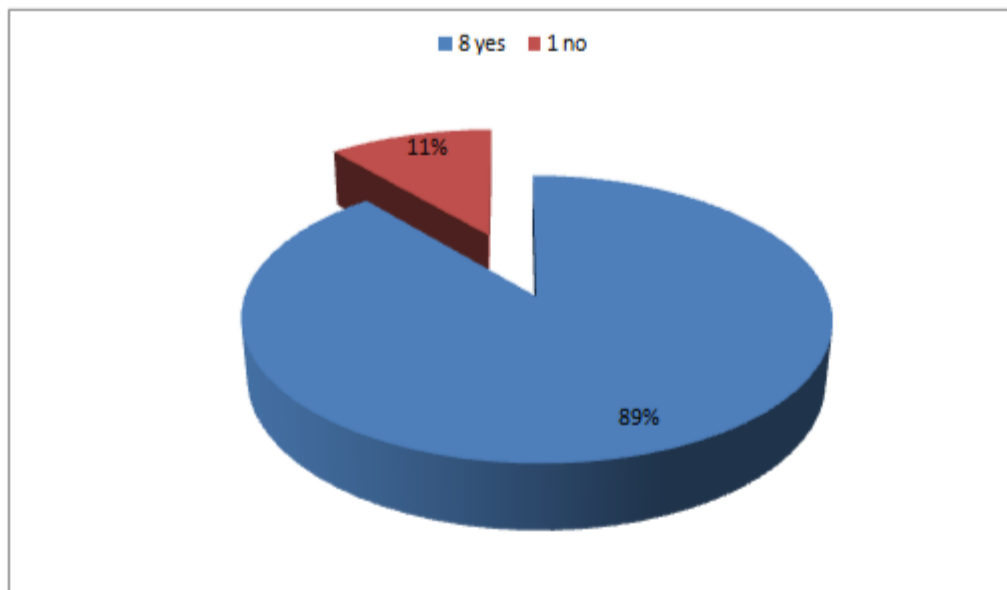


Figure 3.6. The Possibility of Tamazight Language Globalization in Other Academic Settings.

As far as the twelfth question is concerned; according to the experience of the teachers held in their years in teaching the Tamazight language in Ain Temouchent community; they 89% (8 teachers) argue that the language have a great chance to be globalized in others academic levels. This is could be noted due to its success in the primary school. And yet, 18% of the participants (1 teacher) argue that it could not be globalized in the future to other educational levels and that because of the lack of a strong national policy towards the language; as it is still considered as a secondary language.

Q13: the thirteen's question was cited to see the factors that help in increasing learner's acceptance of Tamazight.

This open ended question gives the chance to the participants to give there opinions and possibilities or even to certain extent their suggestions about the factors that work in increasing the learner's acceptance of Tamazight language. Among the proposed factors:

- Encouraging cultural production of the language and its use in other fields besides education.

- The learner's knowledge of the structure of the language.
- Deepen the understanding of the language structure and culture.
- Motivate the student's to learn and acquire the language by simplifying it.
- Adjusting the elements of the educational situation and determining it appropriately in form of units according to the level of the students; in addition to repetition and exercise.
- Also the use of educational and recreational activities.

Q14: the last question in this section has attract the attention of the informers to know their view if the introducing of the language in non kabylian regions will or will not fostering the cultural barriers between the communities.

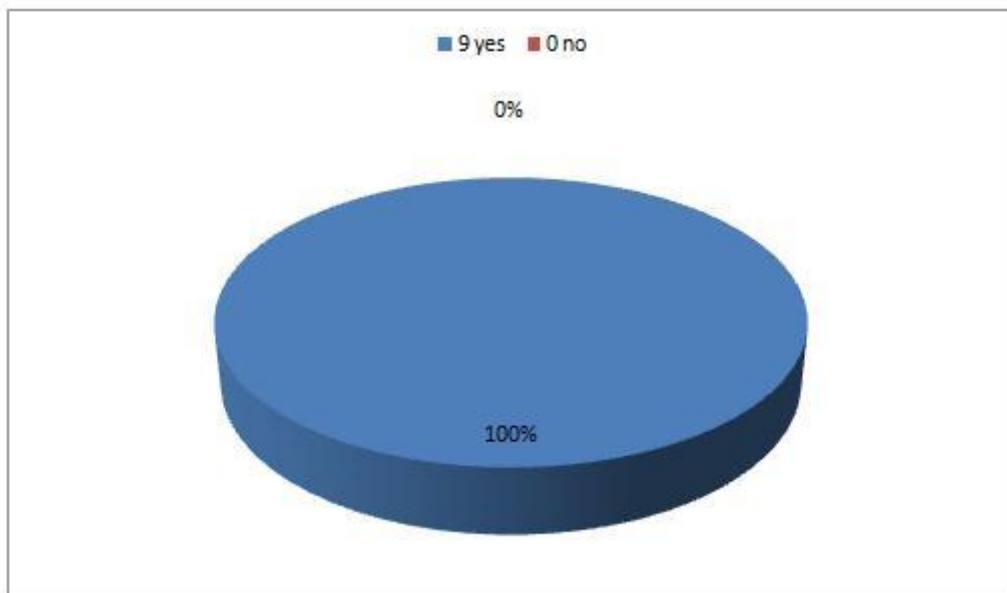


Figure 3.7. Learning Tamazight Language Help Fostering the Cultural Barriers.

As it was illustrated in the chart the informant's answers were a general agreement on one opinion that is learning Tamazight language contributes on removing the cultural barriers between the Arab and the Amazigh alike.

**Section Three: Suggestions and Recommendations*

In this last section of the interview the teachers were asked to give their suggestions and recommendations to create positive attitudes of the language. This last open ended question gives the freedom to the teacher to put forward his suggestions for the development of language learning.

Q15: The last question permits the teachers to give their suggested recommendations towards a better attitude and motivation to learn the Tamazight language. The suggestions were as followed:

- on the pedagogical and academic side, the textbook should be improved to cope with the student's level.
- the government has to support the language by making it compulsory and not optional
- Modify the curricula of the language.
- Generalizing the language and creating job opportunities as long-term goals.
- As for the entertainment and cultural aspect, the language can be supported more by carrying out activities to introduce more to the language; such as educational trips and cultural exhibitions; which contributes in one way or another in motivating the student's to learn the language.
- As for the social aspects, raise the awareness of the need to learn the language because it is one of the foundations of Algerian identity. Because the parent's rejection of the language reflected their children's willingness to learn it.

3.2.2. Summary of the Main Results

The data collection from the structured interview showed that besides the challenges that face both teachers and learners of the language in Ain Temouchent community; they show a positive attitude towards the teaching/learning process.

The findings from the seventh and ninth question show the positive attitude of teachers and students towards the language. The first question has affirmed that the teachers stated that introducing Tamazight language in the Algerian schools contributes in creating a positive attitude and behaviour towards it. While the ninth question came to confirm that the students show a positive attitude towards it and that by their level in the school subject. Accordingly, these results reveal the success of the government's implementation of the Tamazight language in the primary schools and if these results continue to evolve in the future years; it may even make the government think of generalizing it.

The outcomes have also showed that positive attitude and a strong motivation have a great impact on the teaching learning process of any language. It gives the learner a push to learn all the aspect of the target language. And the positive attitude of the learners towards the language also influences the way teachers transmit the information; this sort of attitude as well affects the atmosphere of the classroom.

In this situation before any implementation stage the ministry of education has to foster the attitudes of the community whether on the part of students or even their parents; because the latter have a role in influencing the extent to which their children accept and embrace the language or the opposite.

Furthermore, the following results of the classroom observation will show better the attitudes of the learners during Tamazight language sessions. How they grasp the information and how they react towards the teaching process of the language.

3.3. Classroom Observation

The main objective behind using the classroom observation as a second instrument is to collect data in this thesis is to observe the learner's attitudes towards the teaching process of the Tamazight language during the subject matter lectures. Besides that, this research technique is also used to recognize and observe student's interaction with the teacher. Motivation and their understanding to the language aspects; in addition to detect their attitudes towards the cultural side learned from the language.

The classroom observation was held in one of the primary schools of Beni Saf in located the willaya of Ain Temouchent. Where the language was introduced in the community in the past few years; it was used as sample by the researcher to observe a group of fifth grade students to see their attitudes towards the integration of the language. Additionally, the classroom observation was made through six lectures.

The observation consists of three main parts. At first the researcher has tried to observe the interaction between the students and their teachers of the Tamazight language. How they receive, transmit and transfer the information. From this point we can notice the first sign of their attitude towards the language. The second part is to know, describe and observe the difficulties and the challenges that face the learners of the language. While the last part is allocated to figure out how the unit development fits with the student's need, likewise the motivation of the latter inside the classroom.

3.3.1. Classroom Observation Analysis

The investigator has attended six sessions (three weeks time of observation) with a group of pupils of fifth grade within the lectures of Tamazight language; where their interaction and attitudes towards the language was observed. The teacher started his lecture with a recapitulation of the preceding lesson this process aims to remind the learner about the previous knowledge. Then the teacher moved to introduce the new lecture by describing it and by asking some questions related to the topic and this method has been marked by the presence of translation of some words or expressions that are new in both languages (Arabic and Tamazight). This is to ensure the degree of understanding of the recipient.

During the observation period, the teacher used multiple method and techniques to ease the transmission of the information. He was explaining the lesson with simplicity and clarity by using signs, pictures and translation to deliver the information to the student. Pronunciation and grammatical mistakes were immediately corrected and he helped his students in the case of difficult or unfamiliar pronounced sound which the student cannot pronounce, through repeating it for several times.

***Interaction with Teacher**

From the observation period of the researcher, the observer has noticed a very good interaction during the whole lecture in both the explanation of the lesson and during the whole lecture. But despite all that, there still some challenges that student's were facing. The level of interaction gets higher rate during lessons that contain map words games, pictures, projects or tasks that require expressions of the similarities and differences between cultural aspects of both regions (ain Temouchent and kabylie). From the observed results the researcher can insure that the students have a positive attitude towards Tamazight language teaching.

***Difficulties and Challenges of the Language**

- *Grammar:* difficulties in some grammatical aspects are noticed. For instance, in the case of feminine and masculine; plural and singular and related pronouns.

Feminine and masculine

- Aqcict= boy
- Taqcict=girl
- * Argaz = man
- * Tamllut = woman

Plural and singular

- Taqcict =girl
- Tiqcicin = girls
- * Tasawent = obstacle
- *Tisawnin = obstacles

Related pronouns

Yid-i mine

- *Pronunciation:* some difficulties in some letters that are not in the same pronunciation as the French sounds among them the following examples

K is pronounced / sh /

Eg: Akal /asha:l/ = dust

G is pronounced / y/

Eg: Agma /eiymah/ = brother

- *Writing:* the major issue noticed in the writing assignment of the students is the problem of adding “e” at the end of the words like in French and actually there are no words ending in “e” in Tamazight language. In addition to spelling mistakes.

***The Unit Development and the Content of the Curriculum**

At this point the unit development was designed to cover the four skills from listening, speaking to writing and reading.

Table 3.1. Unit Development Based on the Four Skills

Listening	<ol style="list-style-type: none"> 1. Alphabets 2. Listening to texts and dialogues 3. Listening to music (poems) 4. Listening to short stories
Speaking	<ol style="list-style-type: none"> 1. Repeating words, phrases and passages 2. Answering the question of the text orally
Writing	<ol style="list-style-type: none"> 1. Summary of the text 2. Writing a paragraph with the help of the words and expression given to them.
Reading	<ol style="list-style-type: none"> 1. Reading text from their text book or their task

As it is showed in the previous table there is a diversity of tasks and activities that cover the basic needs of the students regarding to their skills. And also from that the observer notice a good motivation concerning the tasks especially the active ones.

3.3.2. Teaching Materials

The teaching materials that were used during the lectures were texts from the textbook and exercises that were done either orally as discussions or in written form as paragraphs.

3.3.3. Summary of the Main Results

The observation helped the researcher to clear the idea about the attitudes of the student's towards Tamazight language teaching. Where the attitude, motivation and interaction of the students was closely observed, tested and described. The investigator managed to collect data needed from six sessions of observation of a group of fifth year students in primary school. Although the challenges facing the language and the students in Ain Temouchent community, the latter show positive attitudes to learn the language and even engage to know more about the target language culture.

The positive attitude and motivation towards a new language may ease and facilitate the learning process. Attitude plays an essential role in language learning. The student's motivation and the desire to learn a language will defiantly increase the percentage of their success. So those results show a promising sign towards generalizing the Tamazight language in other academic levels.

3.4. Discussion of the Results

The purpose of this study is to evaluate the attitudes of the Tamazight language learners and teachers in Ain Temouchent speech community as well as to test the effectiveness of positive attitude and motivation in the success of the teaching and learning process. The findings from the interview that was designed to address the teachers of Tamazight language helped to disconfirm the first hypothesis. The results showed that despite of the challenges and the difficulties that the language has faced from the first moments of its integration in the Algerian primary schools; both of learners and teachers have shown positive attitudes towards it. In addition to that Tamazight learners did not hesitate in accepting and learning the language unlike what it was expected. Rather the biggest challenge was persuading the student's parents.

Additionally, as for the second hypothesis the results from the classroom observation came to confirm this hypothesis. The positive attitude facilitates for both teachers and learners the teaching/ learning process. It has been shown that in the field of education attitude require motivation. Thus, it is essential to be aware of the student's need and to develop the suitable motivation strategies and procedures for a better grasping of the language.

Despite the results obtained from this study, the researcher must note the existence of some challenges that face the language related to the consideration given to this language since, it is viewed as an optional language which has short-term goals, as it is limited in raising the student's degrees in the year. The language role ends in the primary school; which leads to a multitude towards it by both parents and teachers. This multitude may occur due to the marginalization and the ignorance of the language which in turn may lead to a direct rejection of it; as this was not a part of the investigation.

3.5. Pedagogical Implications

The collected data and the research results of this study made a clear vision of some necessary points to a better attitude towards Tamazight language learning and teaching. These points could reinforce the teaching of the language; and change the stereotype idea about the Tamazight language. Despite the recorded difficulties that the language had and still facing in non Amazigh educational community; a number of noticeable acceptance has been remarked, according to the research results, in Ain Temouchent community. A sign of positive attitudes have been observed, from learner's and teacher's side, through this study; which led to the first aspects to language success and that due to many factors including:

- The change in people's perspective towards the learning of new languages.
- The openness to all what is new to keep up with requirements of time.
- The cultural openness to the different cultures.

Additionally, the acceptance and the motivation to learn Tamazight language may lead to positive points that the learner could gain among them the following points:

- The linguistic enrichment, learning the language can permit the students to obtain a large linguistic dictionary that will help him linguistically communicating in the future with others and developing his/her competence.
- Promoting culture, Learning languages allow the individual to learn about new cultures, and enables him to exchange experiences and knowledge between him and others; which promotes cultural awareness, and makes him more open to know foreign cultures.
- Enhancing communication with others, it gives the learner the opportunity to speak the language and communicate and to deliver his message effectively.
- Eliminate the cultural barriers between members of society and working on uniting the national identity.
- Sharpen the mind and make the person more creative. According to many studies the ability to switch and think in different languages effect the mental skills; as well as enhancing the ability to become a multilingual.
- Moreover learning a second language may improve the first language by make the person more conscious about the nuts and the beauty of his/her native language. In addition it increases the child's intelligence and improves the oral speech.
- Last but not least, it raises the self confidence.

3.6. Conclusion

This chapter was devoted to the practical phase of this research. The gathered data from the teacher's structured interview and the student's classroom observation were analyzed to reach the results and conclusion to validate or disapprove the hypotheses. The data were analyzed to see the attitudes of learners and teachers towards the implementation of the Tamazight language in the Algerian primary schools; more precisely in Ain Temouchent community, and notice that enhancing their positive attitude and motivation will ease and facilitate their learning process of the target language.

The outcomes of this research showed that with a strong political will, the help of government and mostly the society; we can predict a promising future of language spread in different academic settings; it will for sure inspire the new generation to learn it.; which it may cause a better version of educational system not only in term of primary school but rather in all levels.

General Conclusion

General Conclusion

Language attitude is one of the prominent, basic and important features in language teaching and learning alike; especially when it the case of learning a new language as in the case of Tamazight language (new, co official language). The latter is still stereotyped in Algeria especially in the non kabylian community where a multitude reaction about the language teaching/ learning is recognised in the Algerian society among the population.

This research study discussed the status of Tamazight language in the Algerian educational system in the eyes of learners and teachers of the language in addition to their attitudes towards the implementation of the language in the Algerian primary schools. In this critical situation that the language face in non Tamazightophone speech community, and with the ministerial decision to include the language in the primary schools in all the Algerian territory. It is important to evaluate and test the keys for the success of the failure of such decision. Thus, in this research paper the researcher direct the issue of Tamazight language teaching for both learners and teachers in Ain Temouchent community.

The results have showed that the learners have interfered in good way during Tamazight language classes, with mentioning their admiration towards studying the language and the curve that the lectures take. Hence, despite the challenges that the teachers face by the Ain Temouchent community especially parents' rejection of the language teaching; but by time the stereotype behind introducing the Tamazight language starts to change which led to a better environment for the teacher to deliver their message. According to the findings of this paper, the researcher can disconfirm the first hypothesis because although of the challenges that face the language in the Algerian schools most learners and teachers show positive attitudes towards teaching and learning the language.

General Conclusion

As for the second hypothesis and according to results obtained, the researcher can confirm that motivation and positive attitude ease the teaching/ learning process and make it more effective and fruitful process.

The obtained findings show also the possibility of generalizing the language in other academic levels. This will happen with governmental measures, such as the political will to generalize the language and make it compulsory rather than optional.

The remarkable limitations that had faced the researcher throughout the whole research study were finding the location of all the primary schools where the language is taught in the willaya of Ain Temouchent. Additionally, fixing the appropriate time to interview the language teacher's and to conduct the observation was a definite challenge. Also, one of the noticeable challenges was the lack and limitation of the Tamazight language literature in English. On the personal side, the researcher's knowledge lack of the language and its structure was one of the difficulties that face the researcher during the observation process. It is important to mention that in light of the current, critical, situation that country is witnessing (Covid 19); its impact in one way or another in the conduction of the research.

To conclude, this research tried to shed light on the multiple attitudes of both students and teachers towards Tamazight language teaching in the Algerian primary schools. In addition to that, the study was conducted to know the implications of this inclusion among the members of the Algerian society. Thus, one can say that improving public opinions towards Tamazight language teaching will work on the emergence of this language in the Algerian educational field which will create positive attitudes towards it for the future generation.

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Appendices

Appendix A

Teacher's Interview

Dear teachers;

This interview is a part of master degree project designed to get information about the attitudes of teachers towards teaching the Tamazight language in the Algerian primary schools. I would be grateful if you could answer these following questions.

Section 1: General Information

1- What is your degree?

License master

2- For How many years have you been studying the Tamazight language?

.....
3- For how many years have you been teaching the Tamazight language?
.....

Section 2: Needs for Learning and Challenges

4-Do you think that the inclusion of Tamazight language in the Algerian educational system is beneficial?

- To a great extent
- To some extent
- Not at all

5- What level you think is ideal for the integration of Tamazight language?

- Primary school
- Middle school
- Secondary school
- Higher education
- Why?

.....
.....

6- Do you speak in Tamazight language with your pupils outside the classroom?

- Yes
- No

_If no, in which language do you interact with them outside the classroom?

- Modern Standard Arabic (MSA)
- Algerian Arabic
- French
- English

Others.....

7- Do you think that teaching Tamazight language contributes in creating a positive attitude towards it? Explain

- Yes
- No

Explain.....
.....

8-The Algerian constitution recognized Tamazight (Berber) as official languages do you think

- it should remain only as a national language
- it is the right decision to be an official language status
- it shouldn't have been granted any status

9-How do you evaluate the level of your students in Tamazight?

- very good
- good
- average
- bad
- very bad

10- What are the noticeable challenges that could face the teaching and learning of the Tamazight language?

.....
.....
.....
.....

11- What are the common motivation that drive the students that study the Tamazight language?

.....
.....

12- According to you do you think that the Tamazight language could be globalized in the future in the other academic levels?

- Yes
- No

Why

.....
.....

13. What are the factors that help in increasing learner's acceptance of Tamazight?

.....
.....

14. Did Tamazight language teaching in non kabylian communities helps in fostering the culture barriers?

- _Yes
- _No

Section 3: Suggestions and Recommendations

15. What are the suggestions and recommendations that you can provide in order to get positive motivation towards Tamazight language teaching?

.....
.....
.....

THANK YOU

Appendix B

LESSON OBSERVATION SHEET

Institution _____ Academic Year _____
 Date _____ Number of students present _____
 Observer _____ Aims of the lesson as expressed by the teacher _____
 teacher _____
 Major _____

Teaching time load	Course conduct and content			Students' language lacks			Classroom activities		Teaching materials	
	Units develop	translation	interaction	Phonological	vocabulary	grammar	Grammar activities	Writing exercises	texts	exercises
3 hours (divided into three sessions per week)										
Fifth grade (group 1)										
Six sessions										

Summary

The current research aims to investigate, explore and evaluate the attitude of teachers and learners towards the inclusion of Tamazight language in the Algerian primary schools. The study was conducted in ain Temouchent community; where the attitudes of the population sample was tested. In this work, the researcher intended to investigate the case study, analysing and interpreting the findings to draw conclusion about the reality and the multitudes of the teaching/ learning process of Tamazight language and the effectiveness of positive attitude and motivation in better adapting of the language. Moreover, the study results show that both teachers and learners have positive attitudes towards the language; despite the challenges that the language face in the community.

Keywords: Tamazight language, attitudes, motivation, evaluates effectiveness.

Résumé

La recherche actuelle vise à étudier, explorer et évaluer l'attitude des enseignants et des élèves à l'égard de l'inclusion de la langue tamazight dans les écoles primaires algériennes. L'étude a été menée dans une communauté de Temouchent; où les attitudes de l'échantillon de population ont été testées. Dans ce travail, le chercheur avait l'intention d'étudier l'étude de cas, d'analyser et d'interpréter les résultats pour tirer des conclusions sur la réalité et les multitudes du processus d'enseignement / d'apprentissage de la langue tamazight et l'efficacité d'une attitude positive et de la motivation dans une meilleure adaptation de la langue. . De plus, les résultats de l'étude montrent que les enseignants et les élèves ont une attitude positive envers la langue; malgré les défis auxquels la langue est confrontée dans la communauté.

Mots clés : Langage tamazight, attitudes, motivation, évaluation de l'efficacité

ملخص

يهدف البحث الحالي إلى استكشاف وتقييم موقف المعلمين والتلاميذ نحو إدراج اللغة الأمازيغية في المدارس الابتدائية الجزائرية. أجريت الدراسة في ولاية عين تموشنت. حيث تم اختبار مواقف العينة من هذا القرار ، كان الباحث يهدف للتحقيق في دراسة الحالة وتحليل النتائج وتفسيرها لاستخلاص استنتاجات حول واقع وتعدد عملية التدريس و التعلم للغة الأمازيغية وفعالية الموقف الإيجابي والدافع في التكيف بشكل أفضل مع اللغة . علاوة على ذلك ، تظهر نتائج الدراسة أن لكل من المعلمين والتلاميذ مواقف إيجابية تجاه اللغة ؛ على الرغم من التحديات التي تواجهها في المجتمع. الكلمات المفتاحية اللغة الأمازيغية.المواقف . الدافع . تقييم و الفعالية