



People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
Abdelhamid Ibn Badis University of Mostaganem  
Faculty of Foreign Languages



**French Departement**

**In partenership with Center of Maghreb studies**



**National conference**

**On April 30<sup>th</sup>, 2023**

## **The Plurality of Linguistic Uses in Algeria: *Survey Results and Critical Reflections***

The scientific literature on languages in Algeria is very prolific. The many aspects that have been evoked in these works describe a significant linguistic diversity that goes back to antiquity. This plurality has been accentuated diachronically by the numerous occupations that North Africa, and more particularly the central Maghreb, present-day Algeria, has undergone over several millennia.

Algeria's linguistic situation is the result of its thousand-year-old history, where political instability did not favour the emergence and the use of a common variety of language, as was the case in other countries where political centralisation played a significant role in the officialisation of the language of the reigning kingdoms, as in Europe. Moreover, in the 18<sup>th</sup> century, nation-states were built around unilingualism and Algeria was inspired by this after its independence.

The diachrony is important for understanding the formation of languages in the Maghreb and their evolution. After independence, Algeria opted for institutional Arabic as the national and official language. Tamazight was recognised as a national language in 2002 and then promoted to an official language in 2016. The other languages, Algerian Arabic and Berber are still used informally. As for French, its use is maintained in specific sectors without a defined status.

Nowadays, English is the solution for teaching scientific subjects at universities. Debates that have sometimes turned controversial have followed certain political decisions such as the project to introduce Algerian Arabic in schools, the project to generalise Tamazight and the introduction of English in universities to replace French, and more recently, the teaching of English from the third year of primary school. To face these numerous controversies, linguists have been invited to react to certain decisions, particularly in the press. As the time for research and reflection is longer than that of current events, we

propose in the context of this national colloquium to return to the linguistic question in Algeria with a certain distance in relation to the treatment of events by the press and the socio-numerical networks in order to think about these questions with the objectivity and rigour imposed by the scientific spirit.

In addition to the reflections and the macro-sociolinguistic analysis of the language situation in Algeria, field surveys are requested to better define the reality of linguistic practices in different domains, formal and informal.

Integrated plurilingualism is appropriate in a world that is becoming increasingly complex where plurilingualism is recommended by both academics and international bodies such as UNESCO, which warns against the danger of languages disappearing and the need to resort to plurilingual teaching in order to train speakers whose linguistic skills are capable of maximising their chances of success at school, university and work.

Indeed, plurilingualism is seen as a factor of peace which, if supported by institutions, would promote living together and the development of a spirit of tolerance. Numerous areas are being considered: school, university, family and social environment, socio-economic sectors, the media and the field of artistic creation. Each of these sectors in question is crossed by the linguistic plurality that characterises the Algerian context.

Speakers are invited to reflect on the key and sometimes problematic issues that characterise the field of Language Sciences and language didactics at all levels. The aim is to make recommendations likely to improve the handling of Algeria's linguistic plurality in various fields, particularly those of schools and universities.

### **Axes of the Conference:**

- Languages in/school: Practices and representations
  - Linguistic variation in the classroom.
  - Languages of socialisation vs languages of schooling
  - The treatment of variation in the school context.
- Languages at the University: Fieldwork
  - The linguistic needs expressed by the university community, teachers and students, particularly in the scientific fields.
  - The languages actually used in the teaching of technical subjects.
  - Languages used in post-graduate scientific research.
  - The linguistic needs expressed by students on mobility.
  - The linguistic integration of students on mobility.
- Languages and the socio-economic sectors: Surveys and interventions by representatives of the socio-economic sector

- Language skills required in the socio-economic sector.
  - Languages in families: micro-sociolinguistic surveys
- Transmission of languages to children.
- Family language policies.
- - Children learning new languages (Korean, Turkish, etc.)
  - Languages in the media
- Languages in use in the audio-visual media.
  - Languages in artistic creation
- Languages in cultural production: literature, theatre, song, film, graffiti, etc.
  - Languages in social networks
- The characteristics (linguistic and iconic) of digital discourse.
- Languages in use in interactions via social networks.

## **Organisers:**

Farida TILIKETE- Hafida BENBOUZIANE - Amine BENHALLOU

## **Guest speakers**

Prof Zakaria Ali-Bencherif (University of Tlemcen)

Prof Benchehida Mansour (University of Mostaganem)

Prof Kridèche Abdelhamid (University of Mostaganem)

## **Scientific Committee**

Hamerlain Souad (University of Mostaganem)

Ali-Bencherif Zakaria (University Abou-bekrBlekaid of Tlemcen)

Ouaras Karim (University of Oran2)

Ouaras Maria (University of Oran 2)

Bengoua Soufiane (Abdelhamid Ibn Badis University of Mostaganem)

Aci Ouardia (Blida 2 University)

Belkacem Hind (University Abdelhamid Ibn Badis of Mostaganem)

Krideche Abdelhamid (University Abdelhamid Ibn Badis of Mostaganem)

Oulebsir Kamila (ENS de Bouzeréah- Algiers)

Menguellat Hakim (University of Blida 2)  
Grine Nadia (University of Adrar Ahmed Draya)  
Mohammed Miliani (University of Oran 2)  
Ibtissem Chachou (University of Mostaganem)  
Houari Bellatrèche (University of Mostaganem)  
Nadia Bentaïfour (University of Mostaganem)  
Amina Taïbi-Maghraoui (University of Mostaganem)

### **Organising Committee**

Tilikete Farida -Benbouziane Hafida -Benhallou Amine- Chachou Ibtissem- Maghraoui-Taïbi  
Amina-Bellatreche Houari- Bengoua Soufiane- Belkacem Hind- Bengueddache Kheira-  
Bentaïfour Nadia-Berber Hafida- Nehari-RoubaiNadjia - Embarek Louisa.

#### **Scientific coordinators :**

Hafida BENBOUZIANE  
Farida TILIKETE  
Amine BENHALLOU