

Mother Language and Language Policy Planning

Planification de la langue maternelle et de la politique linguistique

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Abstract: Language is a means of existence, expression and communication, a symbol of individual, social and cultural identity, a code for preserving civilization and the delivery of knowledge, and a basic base upon which to build society in its unity, development, renaissance and leadership. Thinking and striving to preserve the language increased with the end of World War II. Identity, national unity and comprehensive development; which all led to the outbreak of civilized battles taking place on multiple interfaces in order to control the centers of linguistic influence. Language is the mother of references in the construction of the civilized architecture and the building of its cultural edifice. In this research, we work on clarifying the nature of the mother tongue and planning the language policy, and showing successful experiences in this field among civilized peoples who gave all importance to their mother tongue in order to prepare, strengthen, develop and promote it.

Keywords: mother tongue; civilization; language planning; language policy; linguistic preparation.

Résumé: La langue est un moyen d'existence, d'expression et de communication, un symbole d'identité individuelle, sociale et culturelle, un code pour préserver la civilisation et la transmission des connaissances, et une base de base sur laquelle construire la société dans son unité, son développement, sa renaissance et son leadership. . Penser et s'efforcer de préserver la langue a augmenté avec la fin de la Seconde Guerre mondiale. Identité, unité nationale et développement global ; ce qui a conduit à l'éclatement de batailles civilisées se déroulant sur de multiples interfaces afin de contrôler les centres d'influence linguistique. La langue est la mère des références dans la construction de l'architecture civilisée et l'édification de son édifice

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culturel. Dans cette recherche, nous travaillons à clarifier la nature de la langue maternelle et à planifier la politique linguistique, et à montrer les expériences réussies dans ce domaine chez les peuples civilisés qui ont accordé toute l'importance à leur langue maternelle afin de la préparer, de la renforcer, de la développer et de la promouvoir.

Mots clés: langue maternelle; civilisation; planification linguistique; politique linguistique; préparation linguistique.

1- Introduction

With the end of the Second World War, the concept of the mother language arose, as the colonial countries began to gain their independence, while European minorities were calling for the learning of their mother tongues. At that time, there was talk of identity, national and personal unity, comprehensive development and the system of government. The newly independent countries felt the strengthening of language. The mother languages diminished or almost disappeared during the days of colonial rule, through her adoption of the official language of the homeland and the language of learning and education, and in some of them there were conflicts over the demarcation of the mother language in the education system, and they only emerged from that conflict after adopting a foreign language or maintaining a language of the colonizer, and after a period of time they became the mother tongue for later generations. However, it did not write the complete success of all nations that adopted the foreign language, but rather it became suicide for them, and only civil wars resulted from that and there was no final agreement on the term mother tongue, and each definition was accompanied by an ideological point of view. Therefore, it branched out and received great research; Especially among Western researchers, where they conducted important studies in order to identify them after taking the names: **mother tongue/ language of origin/ national language/ official language/ national language/ regional language...** The research problem is based on exploring the depths of the mother language and planning the language policy in specific research elements. The importance of the research and its objectives are summarized as follows:

1. Introduction

2. The mother tongue (the term and concept)
3. The mother tongue of civilized peoples.
 - Mother tongue education goals.
4. Language policy planning
 - Linguistic planning
 - language policy
5. Conclusion.

2- The Mother Tongue (the Term and Concept)

Professor Louise Dabéne says, “It is that language that he receives in the school environment, whatever the legal status of that language, and in which the learner lives.”¹ We see the researcher confirming a prerequisite, which is that she receives the language in the school environment, and it is not sufficient to be oral “the mother tongue is sometimes an Arabic dialect, sometimes an Arabic dialect, and sometimes a Berber dialect, and in both cases, it is an oral language, and the transition to writing was done in the classical language.”² What is meant here by the classical language is the official language through which all other linguistic performances express.

The mother tongue is multi-element and branched, but it means that language that is used naturally by a linguistic group and can be refined in school. It is the language of the country, belonging and identity that can prevent the assimilation and fading of foreign culture. It carries the lingual substrat and ideological concepts. It is the original language before others mix with it, and it is not the language that the immigrant learns after acquiring his first language. There may be more than one mother tongue in the country. The mother tongue is the source, like the first book that its author planned, and it may be visible or hidden. The hidden impact must be shown in teaching. The mother tongue levels that are determined in two directions can be simplified:

1. The general language that the individual learns at home for the purpose of normal communication and it is acquired.

2. The scientific and technological language is learned voluntarily and according to individual and governmental decisions, and it is considered an increase in the human capital of the individual and society.

Thus, we find definitions of the mother tongue multiple and sometimes conflicting, and each definition has a special view.³ We note that all definitions confirm the following:

- To be a natural speaking language,
- To trade in the family environment, the environment or the school,
- That the country's constitution provides for its demarcation or nationalization,
- To have a linear system,
- To be studied at school

3. The Mother Tongue of Civilized Peoples

UNESCO has established an International Mother Language Day since the year 2000 AD. All peoples have enhanced the status of their official language,⁴ and placed it in the highest position between national and foreign languages; we find Vietnam, Finland, Hungary, Malta, Greece, and Korea... They have strengthened their national languages, and made education in them in all its stages, and in Korea now education is conducted in Korean, and in it more than 100 channels are pumped in the fluent Korean language, and the law of preserving the Korean language and working to promote it, and Korea now. It achieved the twenty-seventh rank (27) in the human development ladder, compared to 127 that not all Arab countries reached, and the amount was not in foreign languages at all. Pakistan, which uses the Urdu language, as a nuclear industrialized country, counts a thousand accounts in the nuclear club. It is advanced in its language, not in English; the language of the ancient colonizer. For the Germans, the most terrible crime is for the German to abandon his language, and that the German language coefficient is higher than the coefficient of all subjects, and the learner / student who did not succeed in the German language subject repeats the year, and the academic certificate is not granted. The Indonesians did a successful deed when they excluded the colonial language (Dutch) from circulation, and returned to the language of their gathering, which is (Bahasa) the language of the people of the country, and they succeeded with great success in human development and their official language, which is now one of the giant

tigers of Asia. Let us have a lesson in France; The French consider their language the cement that unites them and their diaspora; French is the language of France alone, without other local dialects, nor is it one of the international languages that are sanctified and preserved, and no language is above it. And from that, they only put in the French University laws so strict that they imposed penalties on everyone who begged himself to harm them, and there is even a penalty that leads to imprisonment, and this is the result of their great passion for the love of French “The historical dimension in the language has a special number for the French; they are known for their passion for everything concerning language and its things”⁵ and what is known about the French that they are Jacobites who are utilitarian towards their supposedly imposed French, the language of the island of France. They imposed it for the purpose of excluding all Latin and local dialects, and their slogan is linked to the exclusion of the Church for science and the exclusion of Latin and dialects for promotion and use. We do not miss the funny incident recorded by Jacques Chirac at a European conference by leaving the conference denouncing the speech of the representative of France or his prime minister, which he gave in English, and President Chirac, who is known for his love of French. This overwhelming love for French is not new, and it was like that of President Mitterrand who was defending the usage de la French language throughout the world, that is, the use of French, and Chirac defended the good and the best usage use the French language. Sarkozy combined (singular, plural in grammar) the word “Banal” on “Banaux” and the press launched a campaign against it that is an insult to the French people. And in the country of (Paradise Lost), which gives us an important lesson in paying attention to the Castilian language (Spanish language) only, despite the recognition of local languages, we see that the local languages are not given the lowest position in the formalities, and in a meeting of members of the Spanish Parliament after the election of (José Luis Zapatero) as head of the Spanish government On March 14, 2004 under the dome of Parliament, representatives of the Catalonia region tried to use the local language, but they were surprised by the strong refusal of (Manuel Marin), the Speaker of Parliament, who prevented them from using the local language because of the danger it posed that would

threaten the official Spanish language, and the Speaker of Parliament was cited in Article 3 of the Spanish Constitution, which states that the Spanish language is the official language that all the people should use.⁶ “We have a blatant example in Japan, which is moaning with all its wounds, but it did not accept any prejudice to what is related to the language, so it accepted all the conditions of surrender, such as “changing the constitution, disbanding the army, disarming...etc. All of these conditions were accepted, except for one condition which it did not accept, which is to abandon its national language in education, so the Japanese language was the starting point for its scientific and industrial renaissance.⁷ Reliable books also remind us that when the Emperor of Japan surrendered, a document of surrender was brought to him to sign, and he saw it was written in English, and he said: You take our wealth, yes, you remain in our land, yes, we are overpowered. Only the Japanese can do that, and they don't. I do not sign the document of surrender, even if it costs me to present my neck. He only signed it after a bilingual blog was brought in Japanese first, then English. We can also consider the sanctity that the Macedonians give to their very simple language, spoken by some of the minority, but they cherish it with great pride, as we have the living example of the Turks who revere their language with great reverence, and do not care about foreign languages, it is difficult to find an interpreter who masters languages even in places of Tourists whose presence is supposed to be by force, and they do not attach any value to foreign languages, but rather let the tourist learn their language, and this is embodied in their community, which is approximately three (3) million Turks, as they do not master German strongly, and study their language in the diaspora. Teachers of the Turkish language, and their concern in all this is the issue of the supremacy of the Turkish language among their children while they are in the diaspora, which is their means of integrating into Turkish society in later life is their country (Turkey) and their home in the diaspora, and it seems to me that they embody Vossler's saying: He who deprives his homeland on earth has in his national language a spiritual homeland that shelters him. Also, the Turks acknowledge that the language of a people is the language in which they think, so they do not think in the mother

tongue and then carry out the process of mental translation into the employed language. On the pretext that it is the language of science, why all this trouble and my language could do this if I tried to do it “The great Western scholars and those who master foreign languages do not write in them, but write in their mother tongues. They want to move to those languages, but rather transfer knowledge to their languages, and this is their year since they understood the role of the national language in human development.”⁸

Regarding the nature of the relationship between the national language and the official language, we find that Switzerland is a country whose constitution stipulates the existence of four national languages: Italian, French, and Roman and German, while the three official languages are: Italian, French and German, while Romansh is considered a national language, and that Since 1938, it has the legal right to be in the place in which it is spoken, and thus enjoys regional financial support, but it is not recognized as an official language, and therefore has no place in the Confederation bodies, so it is in constant decline in front of the advance of the German language. Whatever the case, the optimal form remains for the national language to be the official one, because it is thus the first means of thinking, expression and address, in all aspects of life, and it also works to support national unity and unify communication and thinking among the people. The example of Switzerland is the biggest evidence that Multilingualism leads to weakness, as it is, as previously mentioned, a trilingual, with mixed races, each one is fanatical in preserving his nationality and language, so Switzerland, despite its smallness, was not able to have an independent personality in its culture, but even in its political and economic entity, so it lives on the cultural mix between the three languages, and the diversity of affiliation between the four neighboring countries (France, Italy, Germany, Austria), an artificial economy by investing other people's money, and a negative neutrality in politics.⁹

As for the group of countries whose strength is linguistic unity, let us consider the United States of America, where the races are very many, and this means the abundance of languages, but this was not a cause for conflict and rupture, but rather everyone left these ideas aside, and adopted the English language, then they went to the development

of their country, so they established this in the economic and military power that the whole world reckons with a thousand accounts for, and this matter was realized by some thinking minds - in Europe, and in this Claude Hagege says, "Many thinking minds in Europe are longing for a common language, European being able to satisfy everyone despite the barriers. Which the language raises in the sense that the use of the language goes beyond national borders because it will be a common language for all Europeans."¹⁰ The hope that these people live on is to see Europe standing as one block in the face of America, and the first step to achieving this goal is to unify the language.

3.1. The Objectives of Teaching the Mother Tongue

Scientific research confirms that the learner is more comprehensible in his own language than any other language, and that all understanding is preferable to be done in his own language, not in a foreign language. It should also be done in other languages if they have been learned well. However, learning the mother tongue is sufficient to achieve the goals of accessing information in another language, given that languages are governed by one logic, and there is an opinion among applied linguists saying that learning a second language is not fundamentally different from learning a first language, because it has embodied a primary system, and with it the second language can be learned, and in order to succeed in a good way, it is necessary to emphasize linguistic immersion in the home, kindergarten or school, for the medium is based on partners in communication, and therefore psychologists stress the need to teach the mother language first and to realize its systemic structure that improves Investing it to control the linguistic logic, then comes the learning of foreign languages. Thus, all nations work to learn the mother tongue, whether official or unofficial, because it holds a record preserved in memory, and this record contains the agreed upon words in the environment, the common phrases, and the codified structures controlled by each member of the group speaking the same language. This preserved record is an acquired heritage. After birth, it is taken by the person who has custody of the child and who has remained with him for the first three years of his life, whether the custodian is a mother or another person from the same

group in which the child was born or from any other human group. Thus, this stock should not have been lost, but the school works to sharpen it with educational mechanisms by which the learner acquires new vocabulary, and it also works to determine the relationship between the development of thought and linguistic development.¹¹ The school gives the greatest mental, material and communicative chances for the success of acquiring the mother tongue, by adopting the factors that help spread it, namely:

- Religious factors
- Cultural factors
- Mandatory factors
- A large number of speakers¹²

Learning the mother tongue is a social necessity and necessity, and it is one of its elements, and an effective tool for its development and advancement, through which the dynamics of linguistic achievement will be achieved, as identified by Professor Abbas al-Suri as follows:

- The principle of expansion
- The principle of reduction
- The principle of interference
- The principle of hybridization.¹³

Hence, he is not deceived that the national language does not develop, and the learner does not benefit from it, knowing that language acquisition is linked to the mental development of the child, and the mind develops in the mother tongue more than other languages, and it is that which provides him with the first keys that enable him to respond to all changes and to all new. Thus, the mother tongue rests on the basis of acquiring knowledge, as well as fortifying identity and belonging. Language learning takes place from the middle and in an automated manner; where the learner takes simple linguistic words and structures spontaneously before adjusting the precise concepts or perceptions, which made some reconsider the term “mother language” in the sense of the language he hears from his mother. The Dictionary of Educational Sciences and Didactic Terminology call it: the language of origin - the language of motherhood, and defines it as follows: “The linguistic system that the child acquires in his linguistic group, internalizes its rules, and employs it to produce sentences thanks to his

linguistic abilities. The child, through his interaction with his linguistic group, builds an abstract system (towards) enables him to process and produce vocabularies... This data is useful on a didactic level. Teaching the mother tongue is based on the learner's acquired abilities in order for him to discover new data, which means that the construction of the didactic of the mother tongue is based on linguistic and psychological data... and is based on the following components:

1. Linking the use of linguistic forms to communicative intentions instead of limiting them to fragmented sentences that are automatically repeated.

2. Observing how the child communicates with his surroundings.¹⁴

Thus, the child is self-made in his first acquisition of the language; because he has the energy, accuracy of observation, and love of imitation that suffices him from indoctrination through his mother or a direct teacher. Psychologists agree that the child, as soon as he enters his third year, does not have knowledge of the characteristics of the first language, its basic structures, and the exits of its letters without external indoctrination, and thus the stock continues to meet his immediate needs. Simple, then this balance is removed from its larger environment, which is employed in the home, the street, and the school.

4. Planning Language Policy

4. 1. Linguistic Planning

The people least interested in sociolinguistic studies inevitably realize that language planning (linguistic planning), language policy (linguistic policy) or language preparation (linguistic management) are in all cases directed and systematic institutional activities in order to reorganize elements of the linguistic system in a particular linguistic community, and in a specific period of time, to achieve comprehensive goals prepared in advance according to a plan with clear parameters.¹⁵

The term linguistic planning first appeared by Einer Haugen¹⁶ in 1959 in an article on linguistic standardization in Norway Norway¹⁷ (Planning a standard language in modern Norway). The origin of the term (linguistic planning) in the English language: Language planning, then translated into French with the equivalent: Linguistique Planification, which was meant at the time: the method of intervention

in the organization and standardization of the linguistic structure (Linguistic Structure).

The concept expanded at the end of the sixties and took another direction to include every systematic intervention that allows finding effective solutions to the problems resulting from the Socio-linguistic situation of a particular linguistic community.

This new and expanded concept was defined by: Junudd. Fishman, Rebin. Das Gupta, the same group of researchers who used the term: linguistic politic.

The two terms, linguistic planning and language policy, remained prevalent and common among specialists, but in the seventies another term appeared in Canada in the Quebec region, which is the term: linguistic management. This new term was inspired by - Jean Claude Corbeil¹⁸ during his participation in the drafting of the Charter of the French Language in Quebec (Canada) Canada in 1977.¹⁹ All these terms are related to comprehensive development with all its economic, social and cultural levels in a multicultural and multilingual society in particular, in order to find effective means for the transfer of knowledge and information transfer, and great care to constantly update, update, and activate these media to enhance the communicative system among members of society.²⁰

Linguistic policies have become a mainstay in international systems. All countries of the world adopt language policies according to the local peculiarities of the sociolinguistic situation of the societies. These policies may be declared or not, as we find that in America, it does not announce its language policy based mainly on a preference for language. The majority, it is the official local state language that is used in official institutions and public administrations.

There are two factors of language policy in relation to the multilingual and multicultural social situation:

The First Factor: The Place Factor

The language policy is based on the relationship of language with the place and its distribution according to the regions that make up the geography of the state. Canada and Belgium.

The Second Factor: The Individual Freedom Factor

The language policy depends on the principle of individual freedoms, as the state recognizes the multiplicity of official languages that are used equally in state institutions, and the citizen has the right to use the language that suits him, for linguistic use in this case is a free choice from several available language formats resorting to the speaker.²¹ Linguistic planning manifests in several manifestations and procedures, including:

1. Language Purification:

It refers to the purification of the linguistic system from extraneous linguistic elements. We find this procedure in the Turkish experience when Mustafa Kemal Atatürk (1881-1938, 1927), in the context of Turkic policy²², changed the writing system in the Turkish language. And the transition from Arabic writing to Latin writing and the liquidation of the Turkish lexical balance from the Arabic and Persian linguistic entrances, as planning here is a linguistic procedure by a political decision.

2. Language reform or language reform

One example of this procedure is the upgrading of a language in its own right from among the hundreds of dialects or languages used in a particular society, as happened in Tanzania with the promotion of the Swahili language to become a national language, and the same situation is observed in upgrading the Malay language to replace the language of the colonizer in the archipelago of Indonesia, a language that was chosen from among the 200 dialects used in the islands of Indonesia.

3. Language Revival:

The best example of this measure is the revival of the Hebrew language, which was an abandoned language within the framework of a civilizational project. My tongue is a political decision reinforced by institutional planning led by the Hebrew Academy, aimed at standardizing and modernizing the Hebrew language.

4. Replacing National Languages with Foreign Languages in Education:

This is the predominant procedure, especially for countries that have been liberated from foreign domination, including Algeria's experience in Arabization.

5. Lexical Modernization:

This procedure was adopted in Switzerland within the framework of language development under the supervision of an academic institution in the Technical Terminology Center. This procedure aims to build a linguistic repertoire, constantly update, publish and generalize its use.

6. Defending the Status of a Language:

This procedure takes place in the context of competition between languages, if not conflict, and this is the current situation in which the dominant global languages are living due to economic power such as English, French and other European languages or the number of speakers such as Spanish, Portuguese, Chinese and Arabic.²³

4. 2- Language Policy and Linguistic Preparation:

Linguistic politic or linguistic management is any policy adopted by the national state, any regional or international organization regarding a particular language, or a group of used languages subject to its policy in order to change a linguistic situation for the better, or in order to achieve certain political goals. The language policy is based on the following procedures:

1. Carrying out surveying diagnostic studies of the linguistic situation in the particular society.

2. Develop concepts and principles of language preparation based on the data of the diagnostic study.

3. Decision making (the legislative and executive institutions of the state, or a regional or international organization).

4. Executing the language preparation plan by adopting the available and prepared means.

5. Continuous evaluation of the achieved achievements.²⁴

The language policy at that time is a set of decisions taken at the level of a local authority, or a regional or international organization,

based on a specific linguistic status in order to maintain it, or change it in line with the renaissance project of society.

We point out here that the terms language policy and linguistic planning may sometimes overlap with some researchers in the field of sociolinguistic studies, to the point of illusion that they are synonymous. Politics is the sum total of conscious choices made in the field of relations between language and social life and specifically between language and life at home.

As for planning, it is the practical and operational aspect of language policy. Lewis Calvey²⁵ alluded to this: "Language planning is the search for the necessary means to implement a linguistic policy, and for putting these means into practice, given that planning in its general idiomatic connotation is a cornerstone of the institution and the making of ideas in its implementation procedures, good forecasting to reduce errors, and setting time and budget. So, it is an institutional measure resulting from the existence of a linguistic problem related to the sociolinguistic or cultural situation in the particular society."²⁶

Based on this perception, any language policy can only achieve its goals through strategic planning, which is intended to provide the means to implement and implement this or that policy.²⁷ So linguistic planning is a structured and systematic answer based both on a political perception and on a scientific theoretical framework.²⁸

In all cases, language policy as a comprehensive conception of a specific linguistic situation and language planning as an implementation procedure for political perception in actual linguistic reality, reflect in their purest form the human intervention in directing and managing language systems, according to an established plan with clear parameters.²⁹ This interference has been common since ancient times. We refer here to the work of Charles Quint (1558-Charles Quint1500) who decided in 1550 to replace Amerindian language with Spanish by conceiving a series of distinct stages of this type of intervention.³⁰ The stages as envisioned by the Charles Quint project:

1. The stage of thinking about the linguistic problem and analyzing the situation: This matter was limited to a religious issue: Can

the teachings of the Christian religion be taught in the Aymara³¹ language or the Quechua language?³²

2. The decision-making stage in this example: the use of the Spanish language to anoint the Indians.

3. The stage of implementation, or putting into practice the decisions that supposedly required teaching the Spanish language before teaching the Christian religion in this language.

It appears to us then that the decision of Charles Quint (1558-Charles Quint1500) constitutes a choice in language policy, and the possibility of putting it into practice on the South American arena is a linguistic planning.

5- Conclusion: The matter that cannot be disputed or rejected is that the linguistic components of the nation's entity are a tributary to any renaissance movement in society, whatever the human composition of this society is, and no society can achieve its strategic goals on the social, cultural and economic level in isolation from its language, the mother; because the renaissance of nations throughout the long history of humanity was accompanied by a linguistic renaissance. The rapid changes that the world is witnessing at the linguistic, media and cultural levels in general call for an effective institutional system that can advance the nation's language, and move it from the local to the global, by diagnosing the current linguistic reality with complete objectivity in proportion to the identity of the community, and investing the achievements of the leading linguistic institutions in the field of strategic plans and global language preparation.

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15. Voir, Rakissouilgri Mathieu: Planification et politique linguistique dans certains pays sélectionnés d'Afrique de l'ouest. UNISCO, Addis Abeba, 2002, p4.
 - See: Dr. Ahmed Hassani, Upgrading the Arabic Language between Strategic Planning and Institutional Investment, Publications of the Third International Conference on the Arabic Language entitled: "Investment in the Arabic Language and its National, Arab and International Future, Dubai May 7-10, 2014.
16. Einer Haugen 1906-1994 A sociolinguistic researcher of promotional origins, a professor at Harvard University in the United States interested in the socio-linguistic situation of Norway, is credited with developing the term linguistic planning starting in 1959 in a study of his tagged with: La planification d'une langue standard en Norvège moderne Planning for a Standard Language in Modern Norway.
17. Planning for a Standard Language in Modern Norway". Anthropological Linguistics, 1/3, 8-21.
18. Jean - Claude Corbeil, born in 1932 in Montréal, Canada. Professor and researcher of linguistics in the Quebec region (Canada).



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19. See, LOUBIER, Christiane. L'aménagement linguistique au Québec: enjeux et devenir, Montréal, Office de langue française, coll. « Langues et sociétés » (1994). p 27.
20. See, Louis - Jean Rousseau, Terminologie et aménagement des langues Langages (2005), V39, NO157.p2.
21. Voir, LOUBIER, Christiane, OP CIT p28.
22. Ataturk's changes in Turkish society were a series of several changes in the political, legal, cultural, social and economic fields that Turkish society witnessed during the period of Mustafa Kemal Ataturk's rule from 1923 until his death in 1938. On November 1, 1928, the Turkish alphabet was introduced new by the Language Committee on the initiative of Ataturk, to replace the previously used (Arabic and Persian script), the adoption of the Latin alphabet and the purification of foreign loan words was part of the modernization program carried out by Mustafa Kemal.
23. Dr. Ahmed Hassani, Upgrading the Arabic Language between Strategic Planning and Institutional Investment, Publications of the Third International Conference on the Arabic Language entitled: "Investment in the Arabic Language and its National, Arab and International Future, Dubai May 7-10, 2014.
24. See, Jean-Michel Eloy, Aménagement "ou" Politique linguistique, Mots (1997). V52. No52. P8.
25. Louis-Jean Calvet, born 1942 in Bizerte (Tunisia), interested in social studies. Linguistics, one of his most important books: The War of Languages and Linguistic Politics: La guerre des langues et les politiques linguistiques (2005).
26. Louis Jean Calvi, The Language War and Language Policies: Dr. Hassan Hamza, Center for Arab Unity Studies, Beirut, 2008, p221.
27. Ibid, p221.
28. See: Mohieddin Al-Azhari, Management from the Organization's Point of View, Cairo: Dar Al-Fikr Al-Arabi, 1979, p171.
29. See: The Project of Advancement of the Arabic Language for Orientation towards a Knowledge Society Episode Three: The National Linguistic Policy of the Arabic Language, Arab Organization for Education, Culture and Science, Tunis 2010, p. 25.
30. Lewis Calvey, The Language War and Language Politics, p221.

^{31.} Aymara is a language belonging to the Aymara group of languages, and it is one of the languages of the Native Americans that is still spoken by more than one million people. Some residents of Chile and northwestern Argentina.

^{32.} Qhichwa is a language family that originated in the middle of the Andes Mountains that stretch across the western part of South America.