Language Management Approach Key Maxims to be Reconsidered in   the Algerian Educational Language Planning Policy

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Abstract:

Within the last few decades, in an attempt to apprehend what underlie language policies, a remarkable shift of interest in the language and its agents to a concern with the beliefs and practices and extend far to encompass the management procedures by which language is impacted has arisen. This relatively new approach is known as 'language management'. To this end, the purpose of this study is twofold: to delineate the boundary markers of the Language Management Approach (LMA) through the viewpoint compiled, and to discover what attitudes actor of the pedagogical movement hold towards a repertoire of languages and what management procedures help to strengthen and maintain these linguistic resources. The obtained results show that the LMA stipulates social ideology and bottom up agency with rational lenses as key maxims to boost up the educational language planning doability.

Keywords: acquisition planning; agency; Language management approach; social ideology.

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1. INTRODUCTION

Humans' ability to coexist in societies, to promote the interchange of ideas, and to spark their capacity for future planning all depend on communication, mostly through language. It is also obvious that education is unquestionably the weaving apparatus through which the fabric of people can be realized. The management of language resources can also benefit the social, economic, and cultural sectors, as modern societies are aware of. As a result, the language management strategy is an intelligent, deliberate, and well-organized operation built on cogent studies and inclusionary mechanisms for transforming society and enhancing education to achieve progress. Furthermore, the study of language ecology, prioritizing the role of social ideology and agency, and articulating the rational frame of decision making are regarded principal tenets of the language management approach.

2. Educational Language Planning Policy:

Prator's concept of language planning argues that a third area of LP, namely acquisition planning, takes into account language education as an object of policy making. Planning that aims to expand a language's uses falls under the category of status planning. However, another sort of LP is explored when it is intended to increase the number of users, speakers, authors, listeners, or readers. As a result, language distribution is related to acquisition planning and may entail offering opportunities to use a specific language to increase the number of users.

Additionally, Djité (1994) noted that "whenever the government of any nation-state makes a decision vis à vis the language of its educational system , this decision may be classified within the realm of language in education planning at the societal level"(77). He asserted that the education system helps to preserve and disseminate

the official language of instruction and the languages that should be taught in schools.

3. Emerging emphasis in the Language management Approach: Beliefs, Practices and Management Decisions:

A language management approach aims to take individual speakers' choices into consideration based on rule-governed patterns that are accepted by the language group (or communities) to which they belong. Some of these choices are the outcome of management, reflecting deliberate and blatant endeavours by language managers to regulate the language assortments. Language management, also known as "behavior toward language" or "metalinguistic behavior," is widely defined as any type of activity directed at language or communication, or, to put it another way, at both language usage and language as a system. These actions can be taken by an organization (such as the ministry of education, which determines whether learning foreign languages is required in a particular nation), as well as by people in specific interactions.

The first assumption is that language policy includes three interconnected but independently constituents: practice, beliefs, and management (Spolsky, 2004). Language practices are the visible actions and decisions that individuals make. They consist of the several languages used and the linguistic features chosen.
Language practices that provide a linguistic context for language learners are also essential to language management. For instance, the exposure of children to various linguistic activities has a significant impact on their ability to learn a language. Beliefs about language— sometimes referred to as an ideology—make up the second crucial part of language policy. They are the values or rankings given to identified languages and varieties. Some languages are likely to have the highest value, whereas others are stigmatized.

The third constituent is language management decisions; that is, the explicit and deliberate effort by someone or some group that has or claims power over the players in a specific context to influence their practices or beliefs.

4. Simple and organized language management:

For Neustupny´, Jernudd, and Nekvapil, language management is not just a question of institutions (the stance of classical language planning), but also a question of the routine linguistic behavior that goes hand in hand with the regular use of language in real interactions. Terminologically, this type of management is known as simple management (also known as discourse-based management or "on-line" management). Conversely, organized management (also known as institutional management or "off-line" management) is the term used to refer to management done by institutions with varied complexity.

Simple management is viewed as a process with multiple phases. The first phase occurs when a person makes a note of anything in his or her own or their interlocutor's speech (Nekvapil [2012]). The process of language management can now either come to an end or move on to a new stage when the speaker assesses the observed phenomenon (e.g. a deviation from a language or communicative norm). This observed phenomenon counts as a "inadequacy" in LMA if it is negatively assessed. The language management process can also come to an end at this point, or it can move on to a new phase in which the speaker considers an adjustment design (such as how to swap out a word or form for another). The procedure can potentially come to an end at this point, but it can also move on to the fourth step, where the speaker can put the adjustment design into practice. A cyclical process may be used for basic management.

It is well known that institutions and organizations of varying levels of complexity pay attention to language and its use as well as individuals in daily interactions (the traditional topic of LPP).

Although this "organized management" shares some structural traits with simple management, its fundamental characteristics come from the fact that it develops through several contacts rather than occurring in a single concrete contact (in this sense, it is "transinteractional"). In summary, the following characteristics distinguish structured management from simple management (Nekvapil 2012: 167):

1. Management actions involve multiple interactions.
2. Involvement of a social network or perhaps an institution (organization) with the requisite power.
3. Management-related communication takes place.
4. Ideologies and theorizing are more overtly and significantly at work.
5. In addition to language as discourse, language as system is the subject of management.

One of LMA strengths is its ongoing interest in how structured and simple management interact. In this regard, Neustupn's (1994) claim that any act of language planning should begin with the consideration of language problems as they appear in discourse and that the planning process should not be considered complete until the implementation of the problems' removal in discourse . Neustupný (1994: 50).

5. Methodology:

To address the practical issues raised above, the current study relies on a research methodology that emphasizes the use of a questionnaire and an interview as primary data collection instruments. In this vein, research methodology is "a way of thinking about and studying social reality" (Strauss, 1998, p.3). It is used to find answers to research questions and includes a method, which is a collection of procedures and techniques for gathering and analyzing data.

The researcher employs an exploratory sequential mixed method design during the investigation process, which denotes collecting, scrutinizing, and integrating both quantitative and qualitative paradigms in a single study to comprehend a specific problem (Creswell, 2012). In addition, mixed method research entails merging, integrating, linking, or embedding the two research strands. Within this framework, the researcher begins with qualitative data and then collects quantitative data.

In order to delineate the boundary markers of the LMA, it was necessary to talk and listen to academics involved in and affected by the process.. The interview protocol includes a number of questions. These questions are generally open-ended. It serves to evince opinions about the role of agency, the study of language ecology, prioritizing the inclusion of social ideology, and articulating the rational frame of decision making.

Additionally, the questionnaire is separated into two primary sections: views toward the variety of languages that can be learned in schools, and the successful route to language learning. Students at the University of Tahar Moulay in Saida who were enrolled in the master's program were given the questionnaire. Non-probability purposive sampling was used as the sample strategy.

6. Data analysis: Interviews

In order to define the boundaries of language management and determine the extent to which unfailing SP, CP, and AP may support language management decisions in Algeria, it is essential to examine people's perceptions of social ideology, agency, language ecology, and the rational frame of ELPP.

6.1 Agency as a critical component of LMA:

Statement : What role does the agency play in language management?

Regarding the function of agency in LM, there is almost complete agreement. The participants could not have failed to be aware that bottom-up agency is an important driving force for language management. According to teachers, inspectors, and academics, nothing will be viable or realistic without the presence of agency or practitioners. They consider it to be a crucial practical aspect.

All informants acknowledge that LM is conceptualized and carried out at both the macro and the micro level within the four-fold facets: problem-identification, evaluation (positive or negative), adjustment plan and implementation they emphasize that:

Language management in the educational sector requires the participation of many players, including: economics, historians, educators, teachers, parents, learners, inspectors, school masters, language experts, psychologists, political scientists, administratives, and language activists. Everyone is viewed as a participant and a collaborator in the educational project.

Nearly all of the participants agree that the existence of micro-planning players is a necessary and crucial addition to the official macro-planning.

Interestingly, they add, the participation of teachers, students, and parents is crucial; as a result, it is an unacceptable error to exclude them from language concerns, especially in the formation, interpretation, and appropriation of educational language policy issues. A teacher asserts:

These engaged participants have information and experience that they have acquired through their homes, their schools, and their classroom environments. We are, in my opinion, the best source of knowledge on the applicability, viability, and resolution of any linguistic issue. It's simply absurd to think of ourselves as mere command-obedient or order-recipients.

6.2 Social ideology is significant and important:

Statement: Does social ideology have a significant role in language management?

The majority of respondents agree that language ideology is significant, necessary, and not optional. It is a critical criterion that shapes the beliefs that define the speech community's approval on what status, corpus, and acquisition attribute to the varieties that make up the Algerian linguistic repertoire. The participants focus upon the fact that actors: teachers, learners and parents have to verbalize their language ideologies by opting for languages that suit them, and discussing the ways to enrich and enlarge their domain of use; thus, produce a practical and evocative behaviour.

6.3 Investigating the language ecology:

The majority of the respondents agree that the study of the language ecosystem should be a basic tenet for language management. According to them, language managers should thrash out the sociolinguistic situation, the local and global inputs that potentially affect ELPP. In other words, to examine the interactions, language practices in a given environment. One informant confirms:

Language management techniques should include the study of language ecology. Language managers should look into the ways that language is used in a specific environment. By doing this, the information acquired will guarantee the course of language policy and be used to inform decision-making.

6.4 Language management has a strategic and systematic frame:

The participants are almost unanimous in their opinion that one of the language management strategies is to work out a rational decision or a proactive approach that begins with problem-identification, data collection, and the correlation of vision with mission. This strategy is completed by implementing and evaluating it. It is systematic in the sense that it is carried out in a methodical, step-by-step manner.

ELPP should be embedded in a rational frame, in the sense of a thoroughly reasonable and coherent game, that is based on a clear and logical vision, balanced and cogent mission, and significant revision with the presence of agency or players for reaching a very advantageous outcome. This is a central tenet of the participants' conceptions. Participants like teachers give language choices a positive spin. One teacher claims that " ELPP is a game with perfectly capable players who are just concerned with winning. The foundational principles for achieving sound results are reason and logic".

7. Data Analysis: Questionnaires

7.1 Attitudes towards acquisition planning:

An overwhelming majority of respondents (MSA 44.10 percent, MTs 32.40 percent, and FLs 23.50 percent) agreed that learning Modern Standard Arabic, mother tongues, and foreign languages should be prioritized from the primary through the secondary levels. The following bar-graph shows the answers:

**Fig.1.** Attitudes towards the acquisition of MSA,FLs, and mother tongues in schools
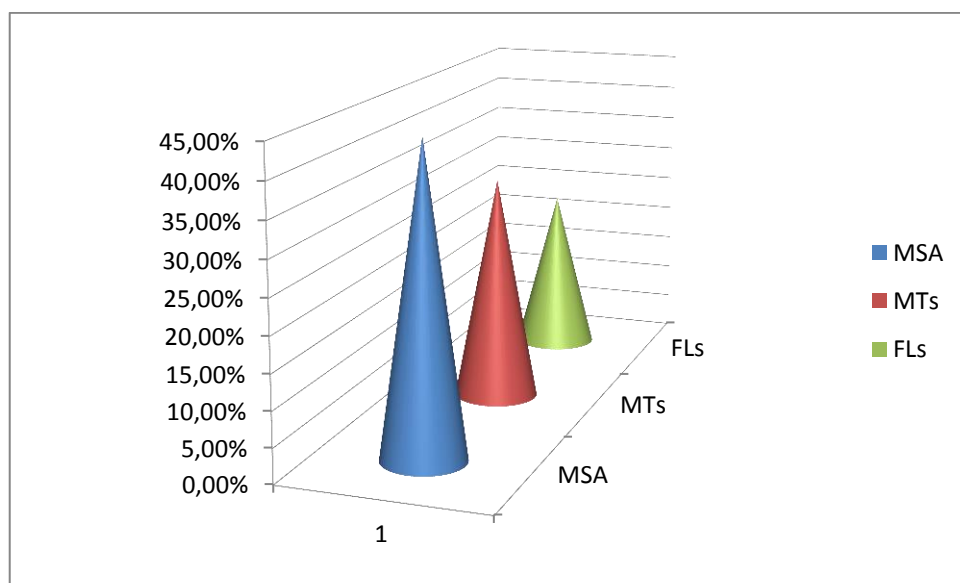
The participants show clear consensus in their opinions regarding the MSA, MTs, and FLs three-language formula, which is the best response to the local, national, and global language ecologies, being taught in Algerian schools. In this regard, Hornberger emphasizes how important and significant language choice is, saying that "for language planners and policy makers in multilingual situations, the question is not so much how to develop languages as it is which languages to develop and for what objectives" (2006, p. 27).

It should be noted that such encouraging behaviors reflect an intriguing interest in, awareness of, and respect for the language in Algeria. The power of these attitudes is astounding and demonstrated the importance of the multilingual approach, which includes making MSA the curriculum's dominant language, FLs the means to be integrated and not eliminated in the globalized era; valuing mother tongues as the primary source of Algeria's ecolinguistic diversity.

7.2 Attitudes towards Fruitful path of language acquisition:

Fig.2. Attitudes towards the eight criteria for successful language acquisition in schools
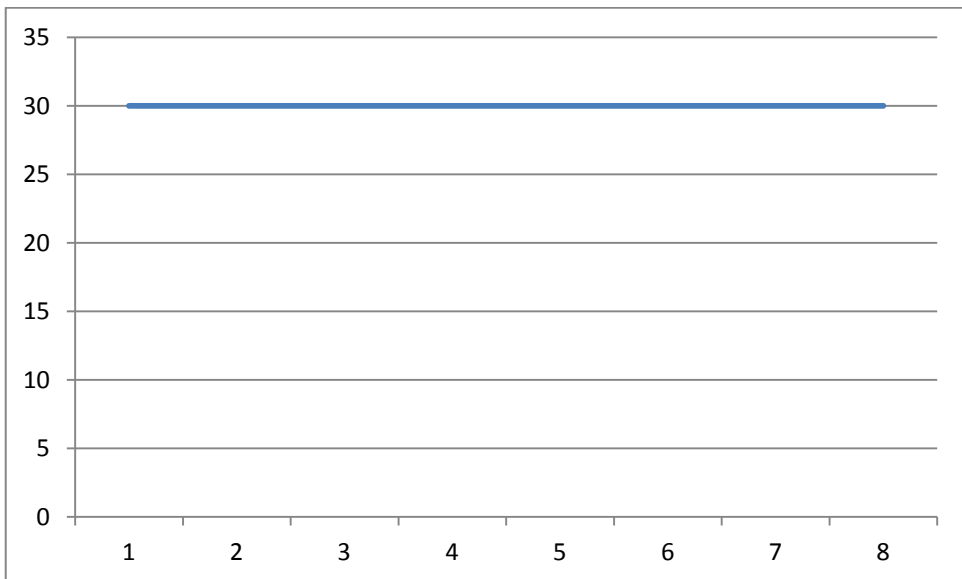
This item has the highest rating in terms of successful language acquisition (100%). The respondents absolutely agree that, in order to obtain the best language acquisition, attention must be given to the reliability and applicability of the eight criteria as a catalyst for progress in education:

Furthermore, the respondents (inspectors and teachers) ensure that successful language acquisition necessitates a rethinking of areas that are all critical, such as: first, mentioning the type of language proficiency (i.e., formal accuracy and communicative fluency and in which languages) that is required to meet societal requirements. Second, consider who will teach the language included in the curriculum, by naming qualified teachers and empowering them through the pre-service and in-service training that will be required to produce competent teachers, as well as rewarding them for their efforts. Third, it is critical to refer to the students who will be exposed to language education, because not all students deserve to be in schools. Fourth, any educational decision will have the support of the community. Fifth, it will need to determine what methodology (or ies), that is, what to teach and how to teach, will be implemented in the system, as well as the materials to support those methodologies. Sixth, it must specify how students, teachers, and the system as a whole will be evaluated. Last but not least, it will need to mention how to financially sustain schools, such as the teaching equipment.

8. Synthesis of Findings:

Through the previous study of the participants' attitudes toward languages in Algeria in various peripheral areas, The respondents strengthen the impregnability of linguistic diversity by expressing strong support for our cultural wealth, which they see as a valuable resource (i.e., MSA, MTs, and FLs) from which the Algerian nation can benefit in numerous ways, including social, cultural, and economic gains, . The idea of using language as a resource in the

study of ELPP was in fact established by Ruiz. It is founded on the idea that languages, specifically minority and ethnic languages, should be viewed as resources rather than deficiencies (1984).

As such MSA, mother tongues (Algerian Arabic and Berber languages) and FLs such as French, English are valuable resources that stipulate systematic organization, cogent protection, and coherent planning. In addition, other recent sociolinguistic studies have focused upon languages as „natural resources‟ upon which nations can draw positively (Kaplan & Baldauf, 2005, p.120). Hence, they deserve expedient and methodical scrutiny for their preservation, development and enrichment through clearly designed, well-structured and sound language policies. Truth be told, it falls within the responsibilities of macro-meso and 150 micro ELPP activities to use systematically and comprehensibly the language resources of the country; in other words, to fulfill the practical essence of language management.

They, therefore, merit prompt and thorough evaluation for their maintenance, growth, and enrichment through thoughtfully created, well-organized, and sound language policies. Indeed, it is the duty of macro, meso, and micro ELPP activities to utilize the national language resources in a systematic and understandable manner; in other words, to carry out the essential functions of language management.

It is crucial that ELPP does not disregard people's ties to their native tongues. A language must be used by speakers in a community and passed on to the next generation in order to survive. Additionally, it is crucial to make ongoing efforts to promote the teaching of regional languages in Algeria and to foster an environment that is conducive to conducting research on these languages in order to increase their status and broaden their sphere of use. Thus, language management is the skilful treatment, relevant contrivance and the insightful control of languages in terms of SP, CP, and AP.

ELPP and its execution have repeatedly sparked heated discussions about the language policy that should be used, including whether to promote the colonial language or give local languages more prominence..The LMA boundary markers are: a thorough examination of the Algerian linguistic scene, the presence of all top-down and bottom-up actors, and the ability to articulate the rational frame of decision-making. Furthermore, language strength is an important aspect of language management in terms of giving all of Algeria's languages a place in a well-established corpus planning and ensuring their use in well-defined acquisition planning.

Moreover, It is consequently critical to study the relationships between language and its social context through the ecological dimension of language education policy (Baldauf, 2006). In this vein, Hornberger and Hult (2008) evaluated the principles pertinent in the study of multilingualism from the standpoint of language ecology:

The ecology of language, or ecolinguistics, now encompasses diverse, though not necessarily mutually exclusive, lines of inquiry such as environmental discourse analysis, language and biocultural diversity, social semiotics, and societal multilingualism. (p.281)

The emphasis of language ecology is on interactions between languages "in the brains of bi- and multilingual speakers..." as well as "its relationship with the society in which it operates as a medium of communication" (Haugen, 1972, p.325). The researchers' goal is to map the language environment in all of its facets.

In addition, Criticality, a crucial requirement expressed by agency, is the need to think differently about language in progressive and dynamic ways. To put it another way, language is much more than a code, words, or couple of phrases. This type of criticality is represented by numerous actors throughout the ELPP process. Taking actions and reactions in the creation, interpretation, and appropriation of language policies is one of them. It is crucial to emphasize that

criticality requires language scholars to expose the hidden objectives and ideologies that influence language policies by making people aware and present in policy debates in order to spark worthwhile discussions and beneficial dialogues. Furthermore, criticality requires the general public, parents, students, and instructors to have an active role in influencing policy by rejecting what is inadequate, useless, and meaningless and providing beneficial and innovative feedback, new options, and fresh alternatives.

What is more, Language policy power is distributed differently among arbiters and implementers. Menken (2008) employs the term "arbiter" to describe teachers' power as the final decision makers in how a policy is executed. Johnson build on this idea, describing language policy arbiters as anyone with potentially significant influence over the language policy process. While language policy power is distributed differently among and within institutions, settings, and layers of language policy activity, and teachers may be the ultimate arbiters in classroom policy implementation.

9. Conclusion:

Since language is used to communicate, all language use is social. Additionally, once language is used, people are able to understand aspects of emotion, identification, provenance, and social status (Blommaert, 2005). Language ideologies that value these activities as desirable, right, and standard, according to Spolsky (2004), are language policies. Language management, on the other hand, aims to change practices through formal education, official selections, and the valuation and construction of status.

The multilayered texts, discourses, and practices that influence language education in schools and communities are the focus of educational language policy study. The findings show that agency; that is teachers, learners; parents wield policymaking authority and are not merely cogs in a machine that blindly reproduces marginalizing patterns of educational and economic opportunity. The approach to

language management is heavily reliant on language ecology, top-down and bottom-up ideology, and agency, and is conditioned by rational status planning, sound corpus planning, and successful acquisition planning.

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