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**The Spread of French Language in the Algerian  
Administrations: the Case Study of Ain Sefra  
Taxation Center**

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For the Requirement of the "Master Degree" in Linguistics.

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# Dedication

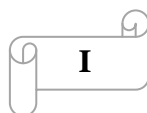
First of all, thanks to ALLAH, lord of the world who has guided and helped us, and to whom we owe everything.

I consider this work as the fruit of my efforts and I dedicate it to the symbol of life, and the light of my eyes, my mother, who has given me love, courage, and help every time, and I want to tell her you are the best one in my life.

To my beloved sister Aicha.

A great respect and love to my teachers through my study life.

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# Abstract

The present work is set to shed light on the huge use of French language in the Algerian administration. The French language, in fact, has played significant role in altering the linguistic profile in the Algerian administration during the colonization and afterwards. Indeed, the status of the French language is far from that of a “foreign language”. Accordingly, this research paper aims at showing the major factors to the French massive use in spite of the Arabization policy. A particular immersion is reserved to Ain Sefra Taxation speech community to relate the use of French language by its old and young employees with different levels. Using various research instruments: questionnaire, test of proficiency and recording. This work is based on presenting the wide spread of French language in Ain Sefra taxation. Its employees use largely French language because its heavy colonial impact. For some of them French language was their language of instruction the reason why they are more proficient than the other employees. French language is considered the language of openness, development, and it is imposed by the government.

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# List of Abbreviation and Acronyms

AA: Algerian Arabic.

AL: Arabic Language.

CA: Clasical Arabic.

FL: French Language.

MSA: Modern Standard Arabic.

AAP: Algerian Arabization Policy.

## GENERAL INTRODUCTION

The importance of language is developed increasingly in the new societies of the last centuries namely with the globalization accompanied with the openness of work. In addition, the technological revolution makes the mastering of other languages besides the mother tongue indispensable.

Today, to access to the world of work, it is necessary to have abilities in foreign languages. It is the case of many workplaces specially, in the Algerian administration where the French language, despite its ambiguous status between reject and the reality of its Algerian speakers, plays a primary role in the management of many vital sectors and institutions of the state. Thus, our research work attempts to check the actual wide use of the French in the administration of Ain Sefra taxation. It also aims to explain the reasons that lead to this language use. More precisely, it raises the following question:

To what extent is the French language used at administration of taxation in Ain Sefra speech community?. This requires answers to the following sub questions:

- 1- What are the main reasons that lead Ain Sefra employees to include French language in the administration of taxation?
- 2- What is Ain Sefra taxation employees' proficiency level in the French language?
- 3- Is age an effective parameter that affects the level of French use in this setting?

Therefore, the next hypotheses have been put forward:

1-The main reasons that may lead Ain Sefra taxation to include French language in this administration are: the heavy French colonial impact which helps French to become the language of openness, development and progress. The use of French language by the old employees who have been studied in this language helps to transmit it to the young ones. Moreover, French language is imposed by the Algerian government.

2-Ain Sefra taxation employees who taught before the spread of Algerian Arabization policy may be more proficient in French language from the others who studied in Arabic language.

3-The age may affect the level of French use in Ain Sefra administration of taxation. Old employees whose schooling was received in French language are Francophone employees. Whereas, young employees whose schooling was affected by Arabization policy are Arabophone employees.

The present research paper is divided into two chapters. The first chapter is devoted to the theoretical guiding principles. It mentions the notion of sociolinguistics, the sociolinguistic Algerian situation namely the French status before the colonization until today. It explores Arabization policy and the current Algerian varieties. It ends with an analysis of nowadays use of French in distinct context such as: school, mass media and administration. The second chapter, however, is a practical inform. It is concerned with research methodology. It summarizes all the research tools used: questionnaire, test of proficiency, and recording in order to get valid data. The obtained findings are analysed and interpreted on both quantitative and qualitative sides.

# *Chapter One*

# Background and Significance



# **CHAPTER ONE : Background and Significance**

## **1-1 Introduction**

## **1-2 Sociolinguistics : An Overview**

## **1-3 French language Status in Algeria**

### **1-3-1 Pre-colonialism era**

### **1-3-2 The Algerian French province: French linguistic policy**

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### **1-6-4 In Administration**

## **1-7 Conclusion**

### 1-1 Introduction

The present chapter introduces a theoretical insight of this research work. It is divided into two parts. The first part mentions the notion of Sociolinguistics. It focuses on the French status in Algeria before, during and, after the colonial era. It highlights the Algerian Arabization policy. Then it sheds light on today's Algerian linguistic repertoire through introducing various varieties: Modern Standard Arabic, Algerian Arabic, Berber and French. The second part deals with the present widespread of French language in several contexts mainly in administration.

### 1-2 Sociolinguistics: an overview

Sociolinguistics is a branch of Linguistics which deals with language and society. Spolsky (1998:3) points out that **“Sociolinguistics is the field that studies the relation between language and society”**. Society is a grouping of individuals sharing the same interests and may have distinct cultures. Linguistics, however, refers to a science of language which is a means of communication, establishment, and maintenance of relationships between people. Hudson (1996:4) asserts that Sociolinguistics focus is **“the study of language in relation to society »**. It focuses on the study of language in relation to different social factors such as : age, gender and social class. The Algerian society is, in fact, remarkable by a very complex linguistic situation due to its linguistic diversity as well as to its socio-cultural, ideological, and political situation.

### 1-3 French Language Status in Algeria

Linguistically speaking, the language of the French colonizer is the most effective language in the linguistic history of Algeria. France had planned to occupy the country using the language as a means of invasion by including new French school system to replace the Arabic language (AL henceforth), aiming to dearabising the Algerian population and imposing the French language (FL henceforth).

### 1-3-1 Pre- Colonialism Era

Before the French invaded Algeria in 1830. The Algerian education system was in AL. The AL and Islam had come to present the strongest means of unifying the Algerian population. Important Algerian educational institutions were developed; the mosques, koranic schools, medersa and Zaouias. It appears that Algeria has preserved Arabo -Islamic culture and gave loyalty to the AL for many centuries.

Before the coming of the French to Algeria in 1830. Two main varieties were spoken AL by the majority of the population and Tamazight as a spoken variety by Berber groups who had a limited contact with the AL language. They lived in the more rugged regions of Algeria, mostly in mountains and some rural areas.

### 1-3-2 The Algerian French Province: French linguistic policy

The French colonization in 1830 to 1962 was the greatest event in Algeria and the changing point of its linguistic history. France had planned to occupy Algeria and to destroy its Islamo-Arabic identity by closing the coranic schools and building French ones to acculturate the Algerian population. France considered Algeria as a French department « l'Algérie Francaise ». It adopted a strong and violent policy to establish its own identity namely the FL<sup>1</sup>. French presence meant in principle to put an end to the Arabic culture and to break the Algerians from their past. They focussed on separating the Berbers linguistically and socially from the rest of the Algerians.

The FL and Berber dialects were allowed and encouraged between berbers but speaking the AL was prohibited. FL was considered as an official language whereas AL as a foreign one. FL was strongly imposed to Algerian Population.

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<sup>1</sup> France used -as pretext- the idea of civilizing Algeria with a new language and culture and considered AL the language of old poetry and underdevelopment.

In this concern, Rachid Boudjedra (1995:63) argues that **“Pour moi, une personne Algérienne, je n’ai pas choisis la langue Française. Plutôt elle m’a choisi. Elle s’est imposée sur moi à travers des siècles de larmes et de sang<sup>2</sup>”**.

The generation of colonization was handicapped by not being instructed in the AL, and even after the independence, the FL is still used by many Algerians.

### **1-3-3 Post - colonialism era**

A deep influence of French civilization, culture, and language after the independence is remarkable since the FL was the first language of school. It acquired a high prestige, language of technology, modernism, success and progress<sup>3</sup>. The AL was considered as a foreign language<sup>4</sup>. Therefore an immediate intervention to unify Algerians via using the AL in all the domains was necessary. Thanks to this intervention of Algerian Arabization policy, the FL was used as a second official language while the Arabic one was the first official, social, and national language. After that, the FL has the status of a foreign language but its influence is still very great in spite of the efforts made by Arabisation policy makers to reduce and displace the coloniser language. In this regard, Calvet (1974:219) states that Algeria **“is statistically the most francophone of the ancient colonies”**.

### **1-4 Algerian Arabization Policy**

Algerian Arabization policy (AAP henceforth) is an indispensable and immediate process which sought to discard from the French imperialism and re-introduce the AL.

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<sup>2</sup> Personal translation “for me, an Algerian person, I did not choose the French language. It rather chose me. It has imposed its self to me throughout centuries of tears and blood”.

<sup>3</sup> The FL became the key factor of access to the Banks, in industry and the administration

<sup>4</sup> By the French law of 1938 « Arabic is a foreign language in Algeria ».



### 1-4-1 Language Policy

Language policy and language planning are two terms for two distinct notions according to some scholars. Language policy is completely a political issue that involves all the rules, decisions, laws, and principles made by the government in order to determine which language variety is used in a speech community. However, language planning, the entirely linguistic issue, is the implementation of these decisions and principles in concrete situations. Language policy differs from one country to another. Algeria is the country which faced different language policies; the French policy imposed by the French colonial to impose the FL in Algeria and the AAP to displace the FL and restore AL.

### 1-4-2 Arabization Policy

In a broad sense, AAP means the replacement of FL by AL. Its urgent and main objectives are to start the process of Arabization in education, to make Arabic the official language in all social, cultural and economic activities and to regain its legal position which it lost for many years during the French colonialism. The President of Algeria, **Ahmed- Ben-Bella**, declared and promised in 1962 that AL is the national and official language of Algeria « **Arabic will gain its rank** ». All the Algerian National Constitutions after the independence (from 1963 to 2016) stipulate that AL is the official language of the nation, which is supposedly used by all members of the speech community. The constitution of 1963 claims that « **La langue arabe est la langue nationale et officielle de l'État** ». The constitution of 1996 advocates that « **L'arabe est la langue nationale et officielle** ». While the constitution of 2016 affirms that « **L'arabe est la langue nationale et officielle. L'arabe demeure la langue officielle de l'État** »<sup>5</sup>. Undisputably, thanks to the efforts made by AAP, AL regains its status as an official and national language, the language of instruction and Arabo-Islamic identity. Officially, FL is regarded as a foreign language but the Algerian linguistic reality denies the Algerian Arabic identity and the Algerian

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<sup>5</sup> Personal translation « AL is the national and official language of the state », « AL is the national and official language », « AL is the national and official language and is still the official language of the state ».

constitutions as well. FL is widely spread in the Algerian society; in public and private sectors .It is the mother tongue of some Algerians. It is the language of instruction of many fields, the language of economic and administration. Thus, AAP, in the realization of its objectives, faced critical issues and witnessed a great lack because of its disagreeable and inappropriate application in addition to the strong impact of FL on the Algerian people.<sup>6</sup> Obviously, AAP would have to pass through long period of AL / FL as far as some establishments were concerned particularly education and administration .To retain French, at least for some time as the medium of instruction in certain branches of education and as a means of access to modern scientific progress is needed. But linguistically speaking, FL is widely still used today in the Algerian society besides AL and Berber.

### **1-5 Contemporain Language varieties in Algeria**

Algeria is a multilingual speech community. A mixture of varieties co-exist; AL with its different varieties « Classical Arabic, Modern Standard Arabic and Algerian Arabic », Berber and French.

#### **1-5-1 Arabic Language:**

AL is the national and official language of Algeria .The language of the Holy Qur'an. AL has three varieties which are Classical Arabic (CA), Modern Standard Arabic (MSA)), and Algerian Arabic (AA).

#### **-Classical Arabic:**

This variety has limited specific domains .It is the written language of the Qur'an and poetry. It is used by a number of literate people in restricted contexts.

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<sup>6</sup> For example; the use of both languages AL and FL in the curriculum entails the persistence of FL between the Algerians .In addition to the time and subjects provided at that time in Arabic were unsatisfactory in comparison to the FL.

**-Modern Standard Arabic:**

It is a simplified version of CA. It is called "AL Fusha ". In Algeria, MSA is used in formal and official domains such as government, institutions, media, education, written communication, and for religious and literary purposes.

**-Algerian Arabic:**

It is known as dialectal Arabic or 'E-Daridja. It is used every day by the majority of Algerians in all informal contexts<sup>7</sup>. Algerian Arabic has much simplified vowel system, a significantly changed vocabulary and does not have the case ending of the written Arabic. It is divided into different regional varieties; each region has a specific dialect and accent.

**1-5-2 Berber**

Berbers were the first inhabitants of Algeria. The term Berber is derived from the Greeks, who used it to refer to people of North Africa. Berbers speak Tamazight Language. Now, different Berber varieties co-exist in Algeria; Kabilyan Tamazight especially in Kabylie Mountains, Chaouia of the Aures, and Targui in the Sahara like Ahaggar. ...etc. In addition to local and regional Berber dialects as Chenoa or Chenwiya spoken around mountain Chenoua, near Cherchell, Tipaza, and Mozaby which is basically spoken in Ghardaia.

Berber has recently recognized as a national language in Algeria after the constitutional amendment of May 8th, 2002 and it is taught in most schools in Berberophone cities today<sup>8</sup>.

**1-5-3 French Language**

The FL has assumed different statuses; an official language during colonialism, then, a foreign language lately. In this sense Algeria is considered to be the second largest francophone country in the world. Thus, a large number of old generation

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<sup>7</sup> It is the mother tongue of most Algerians except Berber speakers.

<sup>8</sup> Idea mentioned in Hassaine (2010: 13).

had been taught in FL and use it in their occupations rather than the young one due to the attempts of Arabization policy. Now, the FL is a foreign language. However, it is present in a variety of prestigious domains like health, finance, administration, and education as well as it is pointed out by Caubet (1986:122):

**French as the language of the last colonizer has an ambiguous status. In one hand, it attracts the official contempt (it is considered officially as a foreign language as English). In the other hand, it is the synonym of the social success and the access to the culture and modernism.**

### **1-6 Nowadays French language Use in Algeria**

The FL is omnipresent in the daily life of most Algerians. It is strongly used in the most important public and private sectors, especially in education, administration, finance, mass media, and the written tools in general, as well as in some linguistic practices of the nation. Accordingly, Malika Rebai Mammri

(2005: 349) cited that:

**French continues to be the dominant language in Business and professional circles.... .Certain aspects of formal education and research are still carried in the French language and a great part of the economic and industrial sectors and press still use French extensively.**

#### **1-6-1 In school**

After the implementation of the process of Arabization which started by the field of education and particularly at the primary level, the FL was taught as a foreign language starting from the fourth year. Education knew many reforms from the academic years 2003-2004. The Algerian government elaborated a new programme in which, French, at the primary school, is taught from the second year instead of

the fourth. The teaching of French in the middle and secondary schools has received some reforms as well. In spite of the efforts made by AAP to arabize all the educational system from the primary level to the university, some fields are still taught in French like in medicine, technology, biology, chemistry or mathematics.

### 1-6-2 In social context

FL is largely used in everyday life interactions by Algerians everywhere: in the street, in school, at home, the shop signs, restaurants where the menus are written in FL<sup>9</sup>. For some Algerian people FL is the native language. It is widely used in particular areas in Algeria: Kabily and the north of Algeria particularly in the centre. It is considered as the language of prestige and modernity.

### 1-6-3 In mass media

The majority of Algerian programmes in the local channel are presented in AL: the foreign documentaries and films that are not in FL are subtitled in French and recently in AL. Some Algerian programmes are only in FL<sup>10</sup>. Some radio channels<sup>11</sup> use only FL for distinct programmes like health care, cooking, social problems...etc and they are the favourite programmes of many Algerians. In this vein, Sebaa (2002) explains this phenomenon by saying: **“It is like this that some hours of programme received by the satellite, give benefit to French that all the laws of Arabization cannot do it for Arabic”**.

Some publication, books, magazines, and newspapers are written in FL<sup>12</sup>. Concerning the internet, FL is the preferable medium of interaction between the Algerians or Algerians and foreigners.

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<sup>9</sup> Many French words are modified and used to be suitable to A.L (/tabla/ for la table, /dažadarmi/ for le gendarme, « les entrées: chaudes et froides, plat de résistance, les desserts » are written in FL for the restaurant's menu....

<sup>10</sup> As the channel of « canal Algerie »

<sup>11</sup> Like « Alger chaine trois ».

<sup>12</sup> Newspapers as « le Quotidien, El Wattan, la Liberté ». They know an important print.

### 1-6-4 In Administration

In independent Algeria, the Islam-Arabic country, the language normally and officially used for the administration is AL<sup>13</sup>. Actually not all the administrations are arabized<sup>14</sup>. The language used in administration differs from one sector to another. The sectors are divided into three types; sectors with totally economic character like Banks, Insurance, Sonelgaz..., totally public sectors like health, education, local communities, municipal institutions.....and mixed sectors (public sectors with economic character) like taxation, treasure, land-agency.....

In some of these sectors, the FL is broadly kept and employed in almost of its aspects<sup>15</sup> like taxation, treasure, insurance, banks, and generally in the sectors which deal with finance. Many studies conducted show the massive presence of FL in competition with AL in different situations of communication within the administration. No one can deny its various uses in distinct workplaces. Its mastering is required in the Algerian administration. Many officials are, in fact, obliged to take French lessons to improve their language skills so that they are able to accomplish their tasks.

Obviously, The totality of the documents used are written in FL except some of them are in both languages FL /MSA<sup>16</sup>; official documents sent from the high ministry, documents used between administrations and documents that are sent to citizens. Concerning the language spoken, its use depends on the situation and other parameters as well.

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<sup>13</sup> By many laws, decrees and orders; the decree of 1968, 1969, the order of 1979, and the important law of 1991 in the process of AAP in the administration.

<sup>14</sup> Some sectors are approximately arabized especially the public ones as justice, municipal sectors .....etc.

<sup>15</sup> All what concern the language; writing, speaking, reading, hearing.....etc.

<sup>16</sup> MSA is exclusively used in written documents.

**1-7 Conclusion**

Algeria is characterized by its linguistic diversity and complexity because of the different varieties present in its territory as; the AL, Berber, and French. Despite the efforts made by AAP, the FL is massively used by many Algerians in all domains. The FL enjoys a privilege status in particular sectors, namely in administration. The next chapter, then, aims to check the FL use in the administration of taxation and the different factors that may affect its use as well.

# **Chapter Two**

## **French Language in Ain Sefra Taxation**



## **CHAPTER TWO: French Language in Ain Sefra Taxation**

### **2-1 Introduction**

### **2-2 Description of the Administration of Ain Sefra Taxation**

### **2-3 Sampling and Stratification**

### **2-4 Research Instruments**

#### **2-4-1 Questionnaire**

#### **2-4-2 Test of Proficiency**

#### **2-4-3 Recording**

### **2-5 Research Results Analysis and Interpretation**

#### **2-5-1 Questionnaire Results and Interpretation**

##### **2-5-1-1 Quantitative Analysis**

##### **2-5-1-2 Qualitative Analysis**

#### **2-5-2 Test of Proficiency Results and Interpretation**

#### **2-5-3 Recording Results and Interpretation**

### **2-6 General Results and Interpretation**

### **2-7 Conclusion**

### **1-1 Introduction**

This chapter is the practical part and the concrete situation to the mentioned theories in the first chapter. Procedures and instruments are used to collect data that shed the light on a questionnaire, test of proficiency and recording to Ain Sefra taxation employees. Data, then, are analyzed and interpreted.

### **2-2 Description of the Administration of Ain Sefra Taxation**

The Algerian financial policy namely the public income or public revenue is based on energetic sectors; hydrocarbon, essence (petrol) and tax revenue. A tax is a compulsory contribution to state revenue levied by the government on workers, income and business profits or added to the cost of some goods, services and transactions. Each year, the general direction of taxation (DGI) updates its financial system and publishes information that can be consulted freely. Ain Sefra centre of taxation is an Algerian public administration with an economic character. It is situated in front of a high school of Imam malek. It is governed by the decision of the official journal of financial law, the general status of public function and it obeys to the regulation in vigor enacted by financial ministry and Algerian government. As the other administrations of taxation, Ain Sefra taxation load by many functions; the imposition and collection of diverse taxes, the well reception, orientation of taxpayers and the exchange with other administrations.

### **2-3 Sampling and Stratification**

The present research work has been conducted in the administration of Ain Sefra taxation. The total number of the sampling population is 40 employees including both sexes with different ages.

The table below indicates the sampling gender and age:

**Table 2.1 Sampling and Stratification**

Age	Female	Male	Total	%
20-33	14	04	18	45%
34-47	06	08	14	35%
48-60	04	04	08	20%
<b>Total</b>	<b>24</b>	<b>16</b>	<b>40</b>	<b>100%</b>

The sample population is composed of forty (40) employees. They are consisted of 24 females and 16 males. They are divided into three groups from 20 to 33, from 34 to 47 and from 48 to 60 years old.

## 2-4 Research Instruments

The present research work encloses three main research instruments: questionnaire, test of language proficiency, and recording which will provide us valid and objective data.

### 2-4-1 Questionnaire

The questionnaire is used to get great amount of information in a short period of time. It is a good way to confirm or refute the previous hypotheses cited in the beginning of this research. The questionnaire is written in both languages FL and AL. It contains two rubrics in addition to factual questions. Factual questions are related to the participant's information concerning their gender and age.

The first rubric includes four questions devoted to support the main hypothesis which is related to the wide spread of FL in Taxation administration. The second rubric contains six questions which are associated to the first sub hypothesis that test the hypothesized believes, reasons, and factors that lead Ain Sefra taxation employees to use French language in their placework.

### **2-4-2 Test of Proficiency**

Test of language proficiency is defined as the degree of competence or capability in a given language. Adelaida Parento (1965: 11) argues that it: “**measures the general language skills or expertness of the learner**”. Accordingly, this test must be based on the four basic skills of language which are listening, speaking, reading, and writing. The conducted test aims to measure Ain Sefra Taxation employees mastering FL in the four skills to test partially the second sub hypothesis which is related to different levels of proficiency of FL.

### **2-4-3 Recording**

Recording, the third research instrument, is used to gather authentic and pure data. It tests the validity of the third hypothesis. To achieve this goal, two conversations had been recorded using a hidden Mobile (condor C7) in the same context which is the administration of Ain Sefra taxation. The first conversation is directed by an old mastering FL employee from the participants to another old employee. Whereas, the second conversation is directed by the researcher who is one of the employees.

## **2-5 Research Results Analysis and Interpretation**

The researcher tried to analyze and interpret the sample population responses as authentic as possible. Therefore, data analysis maintains the employees' responses analysis and interpretation for each research instrument apart.

### **2-5-1 Questionnaire Results and Interpretation**

The questionnaire that has been distributed will be analyzed from both sides qualitative and quantitative.

#### **2-5-1-1 Quantitative analysis**

**First Rubric: The amount of Using French language.**

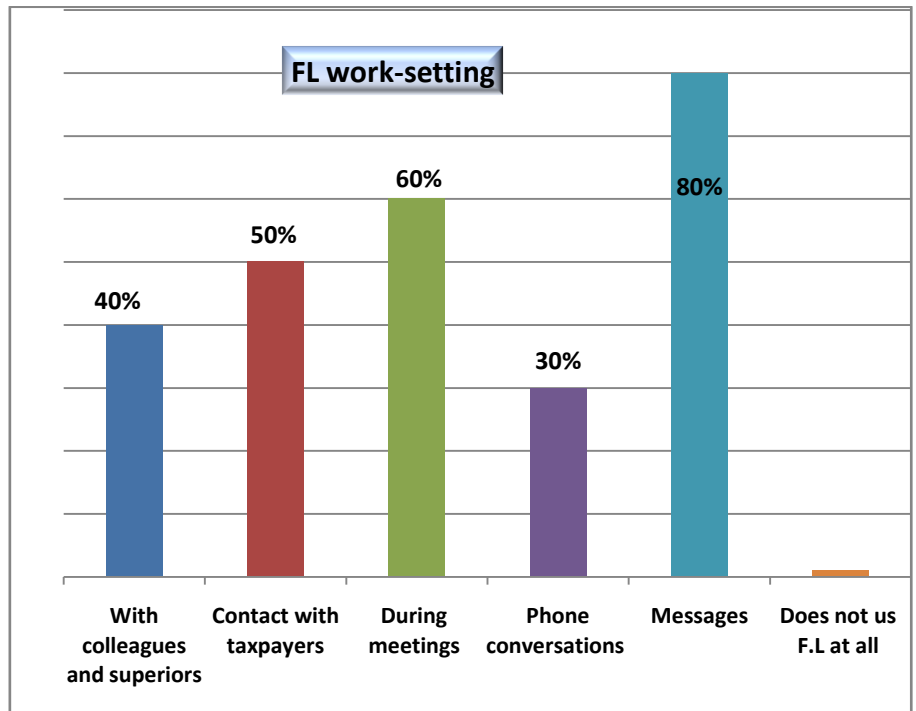
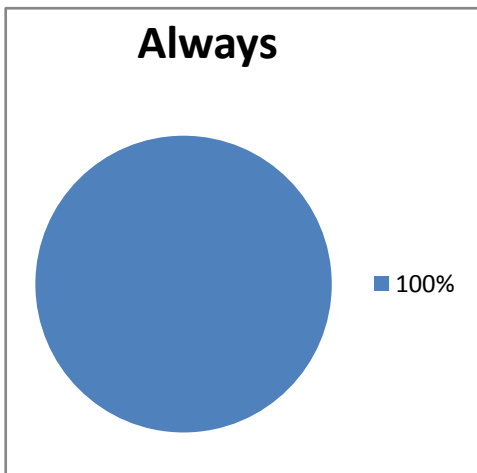
**Question N 01: Do you use French language at work?**

**Question N02: If you use French language, when do you use it?**

The data analysis shows: All of them answered by “always” as it is illustrated in the chart bellow in figure 2.1.

The graph below in figure 2.2 shows that;

With colleagues and superiors FL is used by 40 % of the employees. The contact with taxpayers, 50% of the employees use FL. During the meetings, 60 % of the employees deal with FL. During phone conversations, 30% of the employees use FL. Whereas, 80% of the messages are in FL, and no one does not use FL at all.



-Figure 2.1 Employees'

-Figure 2.2 Situation of Employees FL Use.

**Frequency of FL**

**Use in the Workplace.**

**Question N 03: As a tax employee, in your own office doing your daily tasks, do you use French?**

The figure below demonstrates that;

When taking notes FL is used by 50% of the employees.-When organizing works 60% of the employees use FL. Whereas when working on the taxpayers' documents the majority (90%) of the employees are using FL.

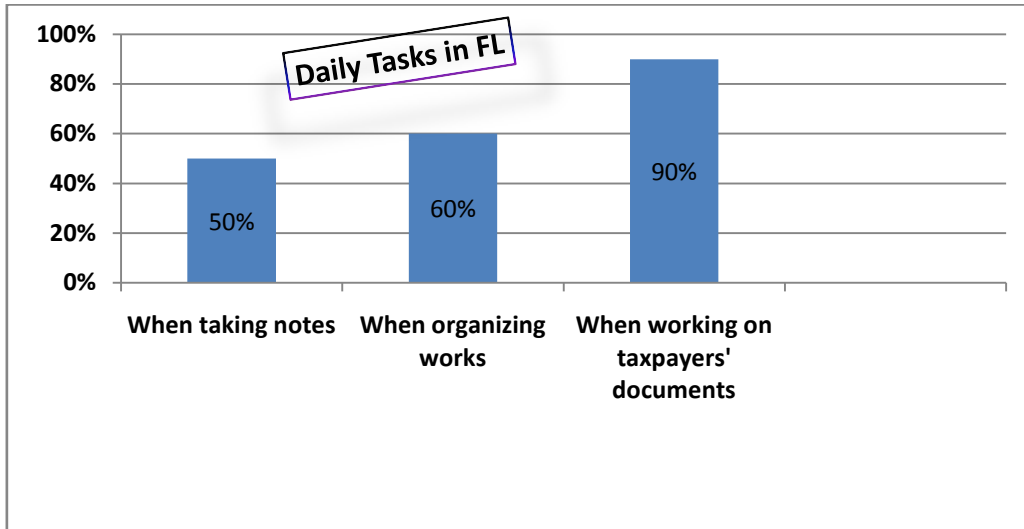


Figure 2.3 FL Use in Daily Tasks

**Question N 04: The language of administrative documents Arabic, French, or both?**

The diagram bellow points out that the language of official documents (codes-notes-circular- Staff documents- accounting pieces and documents.....) are totally in FL. Both FL and AL are the languages of the documents sent to taxpayers and correspondences between administrations.

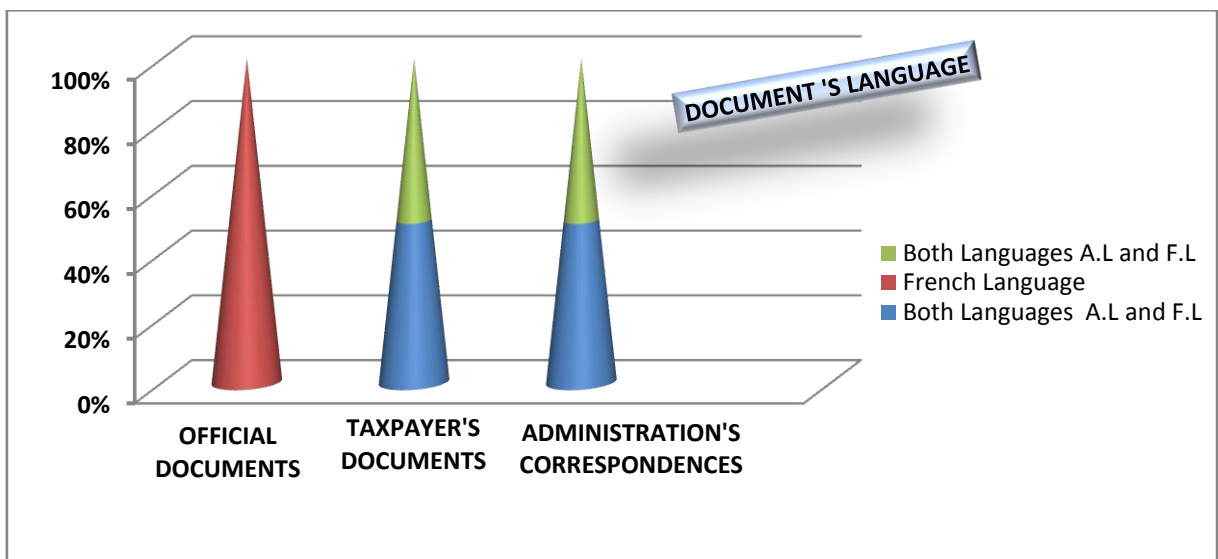


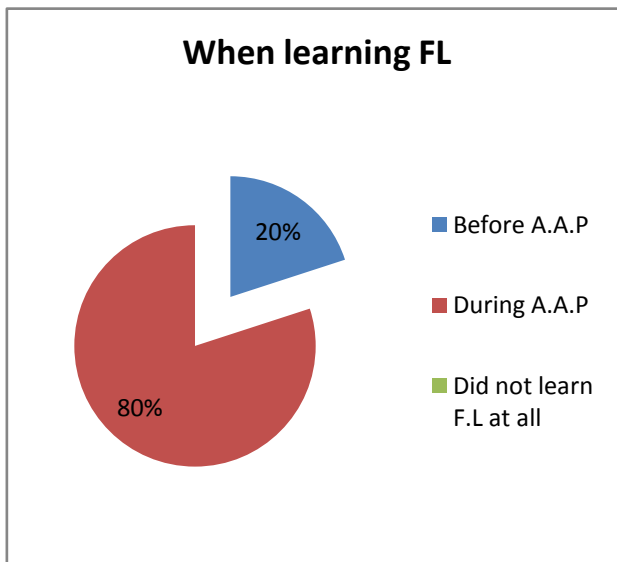
Figure 2-4 The Language of Administrative Documents.

**Second Rubric: The reasons and believes of employees about French language and Arabization**

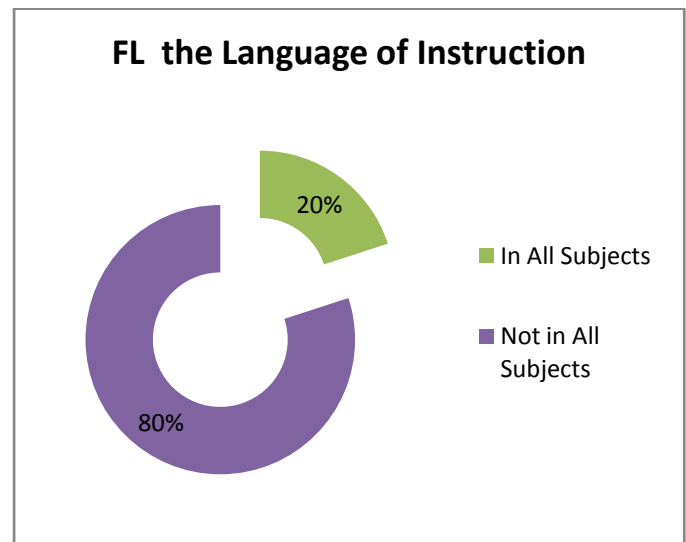
**Question N 01: When have you started learning French?**

**Question N 02: Did French language was your language of insrtuction?**

Both of the two figures bellow show that 20% of the employees have started learning FL before the spread of AAP and FL was their language of instruction in all subjects. Whereas 80% of them have started learning FL during AAP and it was not their language of instruction in all subjects, and no one did not learn FL at all.



**-Figure 2-5 Period of Starting Learning FL**



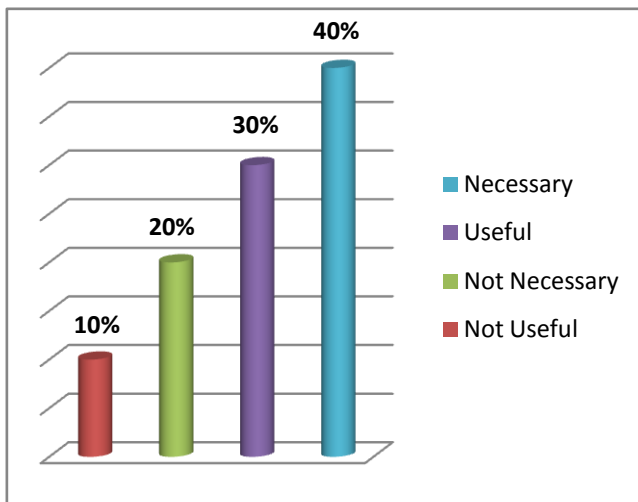
**-Figure 2-6 FL as the language of instruction in correlation to different subjects**

Figure 2.7 denotes the results of question three from the second Rubric where the employees were asked about the necessity and usefulness of FL in the workplace. The results illustrate that 40% of the employees see that the use of FL is necessary in the workplace. 30% of them see it as useful language of the Workplace. 20% of them see it as not necessary. Whereas 10% of them consider FL unuseful language in the workplace. On the other hand, the question four from the second rubric, was set to discover whether The total Arabization will block the

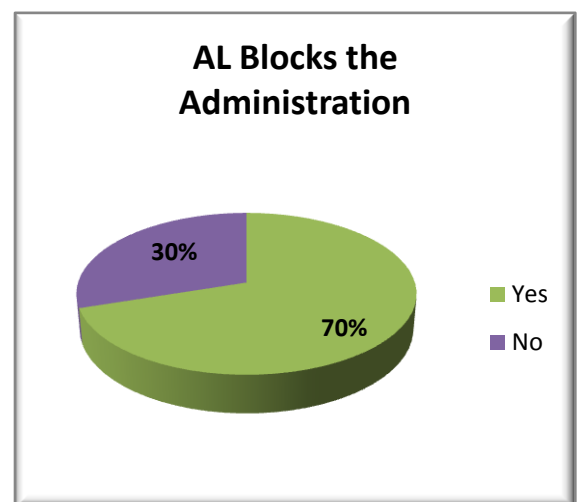
Administration’s development and progress or not. The results in figure 2.8 illustrate that 70% of the employees admit that the total AL will block the administration’s development and progress. While 30% deny this idea. In addition, the employees were asked to justify their answers for both; the third and fourth questions.

**Question N 03: How do you find the use of French at the work?**

**Question N 04: The total Arabization will block the Administration’s development and progress?**



**Figure 2.7 The Necessity and Usefulness of FL in the Workplace.**



**Figure 2.8 The effect of Algerian Administration by the total Use of AL.**

The employees justifications about how they find the use of FL at the work are:

‘Parceque la langue Française est la langue de developement et de progrès’.

‘Grace à la langue Française l’administration Algerienne peut s’évouluer’.

‘La langue Française est la langue de travail et d’ouverture au monde notamment les payés européens développés’.

However,

‘La langue Arabe n’est pas la langue adequate pour l’administration, déjà

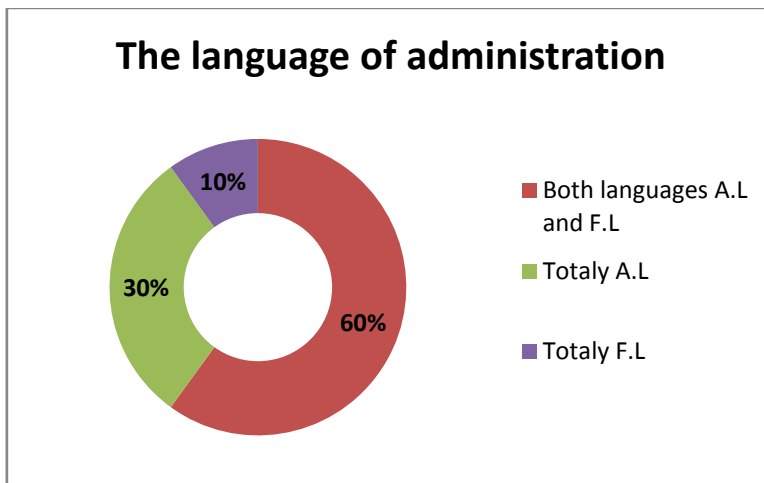


la langue de la documentation administrative n'est pas la langue Arabe'. 'On trouve rarement des documents en Arabe. 'La langue Arabe n'est pas la langue de developement et de progrès de l'administration puisqu'elle n'est pas la langue des payés developés'. 'La majority des Fonctionnaires n'utilisent pas totalement la langue Arabe dans leurs fonctions et si la langue Arabe doit etre utilisée totalement dans l'administration, la fonction de l'dministration devra etre bloquée'.

The question number five from the second rubric is asked, as a result to the two previous questions (three and four):

**Question N 05: So, administrations in Algeria particularly Taxation should use? Arabic, French, or both?**

The figure bellow illustrates that 60% are with the use of both languages (FL and AL) in the administration. 10% are with total use of FL as the language of the administartion. 30% are with total use of AL as the language of administration.



**Figure 2-9 Employees' Preferences about the Language Used in the Administration.**

**2-5-1-2 Qualitative Analysis**

In the last question **Question N 06: What is your point of view towards French language as the language of Algerian Administration especially Taxation?**

The employees are divided into three categories. The first category represents 60% of the employees is with FL in the Algerian administration especially taxation but in competition with AL. The second category represents 30% of the employees denies FL as the language of administration even in competition with AL and they are totally agreed with the unique use of AL as the language of administration. The third category represents 10% of the employees who prefer the total use of FL as the language of administration particularly taxation. When the employees are asked about their points of view towards French language as the language of Algerian Administration especially Taxation. The following answers are:

**The first category:**

L'utilisation totale de la langue Arabe va détruire l'administration Algérienne. Certes, la langue Arabe est notre langue maternelle et la langue de la religion, mais la langue Française est la langue de développement et de progrès. L'Algérie dépend de la France dans plusieurs domaines comme le domaine des Impôts, d'ailleurs, le régime des impôts Algérien est un régime Français. Donc C'est mieux de préserver notre langue Arabe et utiliser la langue Française dans le domaine de travail et notamment les impôts.

**The second category:**

- اللغة الفرنسية هي لغة المستعمر . المستعمر الذي دمر الجزائر و الشعب الجزائري في كل الميادين : الانسانية، الاجتماعية، الاقتصادية، الشخصية العربية والاسلامية {اللغة، الدين، الثقافة، العادات والتقاليد ...} كيف يمكن ان تكون اللغة الفرنسية لغة قطاعات عديدة و خاصة الحساسة منها مثل الادارة . اللغة الوحيدة التي يجب ان تكون لغة الجزائر العربية المسلمة في جميع الميادين بما في ذلك الادارة هي اللغة العربية . اللغة الفرنسية في الادارة الجزائرية مفروضة علينا لاسباب وزارية و سياسية .

**The third category:**

Le Français est considéré comme étant un héritage linguistique. La langue Française est la langue adéquate de l'administration Algérienne. Elle est langue de modernisation, progrès et prestige sans laquelle l'administration Algérienne va s'effondrer. Nous dépendons au régime Français dans plusieurs domaines et les impôts fait partie de ces domaines. Il aura une contradiction par la traduction des

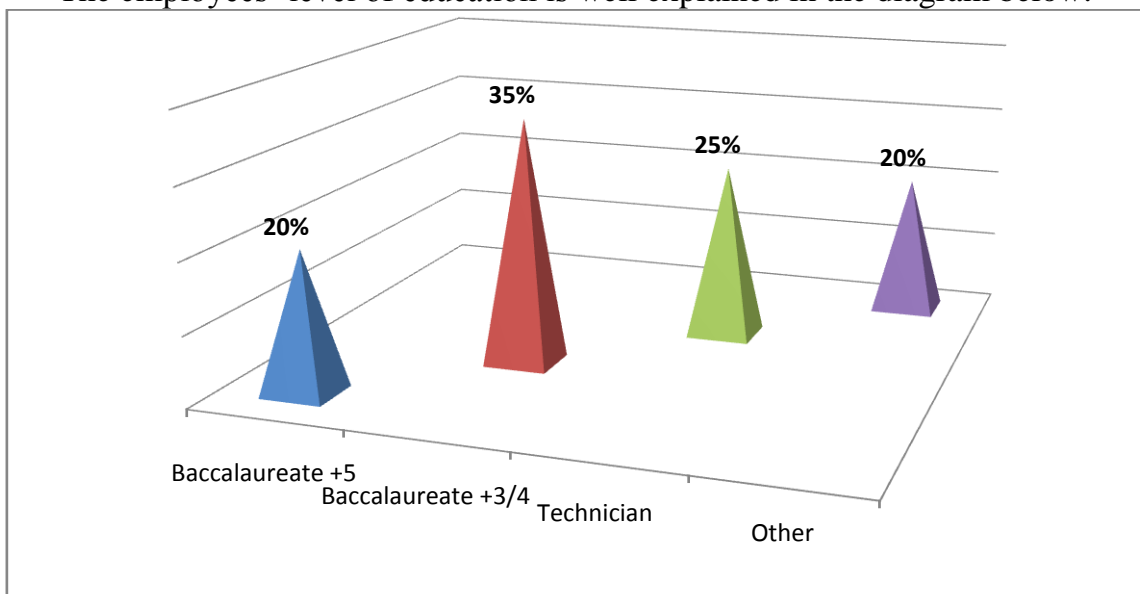
documents Français à la langue arabe et d'utiliser la langue Arabe dans l'administration et notamment les impôts.

### 2.5.2 Test Proficiency Results and Interpretation

For the sake of discovering the participant's proficiency levels in FL, the researcher tried to measure Ain Sefra Taxation employees' competence in the FL in the four skills. Test of language proficiency is used as second instrument. It contains three rubrics; the first rubric indicates the employees' educational level. The second rubric includes how the rate of employees' four skills in FL is. The third rubric contains three Algerian Arabic sentences and one paragraph for the purpose of translation into FL.

#### Rubric One:

-The employees' level of education is well explained in the diagram below:



**Figure 2-10: The employees' Level of Education**

The employees have different level of education: 20% of them have Baccalaureate+ five years. 25% are Technicians. 35% have Baccalaureate+three or five years, and 20% have other level of education.

**Rubric Two:**

The table below demonstrates the employees' FL listening skill. 65% of them have a very good level in the listening skill. 20% of them have a good level. 10% have an average level. 5% of employees have bad level, and no one have very bad level in listening skill.

**Table 2-3: Employees' FL level in listening skill.**

<b>Level</b> <b>Employees</b>	<b>Very well</b>	<b>Well</b>	<b>Average</b>	<b>Bad</b>	<b>Very Bad</b>	<b>Total</b>
<b>Number</b>	26	8	4	2	0	40
<b>Percentage</b>	65%	20%	10%	5%	0%	100%

Concerning the reading skill, the table below indicates that 70% of the employees are very good in reading comprehension. 20% said that they master FL in reading skill to some extent. 5% declared that they are average in this skill. 5% were bad, 0% of students are very bad.

**Table 2-4: Employees' FL level in Reading skill.**

<b>Level</b> <b>Employees</b>	<b>Ver Well</b>	<b>Well</b>	<b>Average</b>	<b>Bad</b>	<b>Very Bad</b>	<b>Total</b>
<b>Number</b>	28	8	2	2	0	40
<b>Percentage</b>	70%	20%	5%	5%	0%	100%

The following table denotes that 20% speak FL very well. 25 % well. 40% said that they speak FL neither good nor bad. 10% bad and 5% speak it in very bad way.

**Table 2-5 Employees' FL level in Speaking Skill.**

<b>Level</b> <b>Employees</b>	<b>Very Well</b>	<b>Well</b>	<b>Average</b>	<b>Bad</b>	<b>Very Bad</b>	<b>Total</b>
<b>Number</b>	8	10	16	4	2	40
<b>Percentage</b>	20%	25%	40%	10%	5%	100%

In the writing skill, the table illustrates that 10% of the employees have a very good level. 22, 5% are good. 37, 5 % have an average level in writing skill.20% bad, and another 10% of the employees are very bad in writing.

**Table 2-6 Employees'FL level in Writing Skill.**

<b>Level</b> <b>Employees</b>	<b>Very Good</b>	<b>Well</b>	<b>Average</b>	<b>Bad</b>	<b>Very Bad</b>	<b>Total</b>
<b>Number</b>	10	10	16	2	2	40
<b>Percentage</b>	25%	25%	40%	5%	5%	100%

**Rubric Three:**

The researcher aimed to count how many employees are able to translate both simple, complex sentences and a paragraph. The findings are illustrated in the table below:

**Table2-7 Employees' Competency in Translation to FL.**

Sentences and Pragraph	Translated		NO Translated		GLOSSARY
	N	P	N	P	
Sala:m Ki:rakum	38	95%	2	5%	Hello,how are you
Hana naxadmu: fi: daraib	32	80%	8	20%	We work in Taxation.
Daraib haya wi:n Jxalsu : lmukalafi :n ma fli:hum min huku:k iti:dʒah adawla	28	70%	12	30%	Taxation is place where taxpayers pay their duties towards the state.
Hana fi ti:sa:l da:yam mʃa lmukalafi :n nabaʃatulhu :m whu:ma yɔʒawbu :na wa hna da:man fi: xadmat lmuwati:n nastakablu:hu :m wa nwaɔʒhuhu:m wanabaynu:lhu:m huku:khu:m wa waɔʒiba:thu:m wa la:zamʃalina natʃamlu mʃahum mli:h wa baʃwiya laxatarʃ hadi: raha huku:khum wa kayan li: maʃandahʃ takafa ntʃ daraib.	18	45%	22	55%	We are in daily contact with taxpayers .We look after them and they response us .We are always in the service of citizens .We receive them , direct and show them their rights and duties .We should treat them smoothly and in a well manner because it is their rights and there is who do not possess the taxation culture.

The first simple sentence is translated by the majority of employees (90%). Whereas 10% of them do not translate it. It has been translated as follows:

‘Salut, comment ça va !’ / ‘Salem ça va bien.’

The second simple sentence is translated by 80% of the employees. 20% of them do not translate it. It has been translated as follow:

‘Nous travaillons pour les impots’ / ‘On travaux dans les impots’

The third sentence is a complex expression. It is translated by 70% of the employees, 30% of them do not translate it .Their translation is as follows:

‘Les impots un lieu les contribuables payent leurs dettes vers l’état’.

‘Les contribuables doivent payer leurs taxes aux niveau des impots’.

The paragraph is translated by 45% of the employees. Whereas 55% of them do not. Here is a paragraph not well translated written by a respondent:

‘Nous sommes dans un contact toujours avec les contribuables. On les envois et ils répondent .Nous sommes toujours dans le service des citoyens .On les reçoit, dirige et les montre leurs droits et obligations .On doit les traiter doucement et avec une bonne manière parceque c’est leurs droits et il ya qui ne pocède pas la culture des impots’.

The scores that are related to the employees’ four skills level demonstrate that their level in listening and writing skills is rated between very good and good. Reading and speaking skills are between well, average and bad. The employees’ level is practiced in the third rubric where the results point that the majority of the employees’ are able to translate both simple and complex sentences. Whereas, the minority are not able to translate them exactly namely their structures. As it is illustrated in the following examples:

‘Nous travaillions pour les impots’ : the adequate preposition should be used with the verb ‘travailler’ is ‘ à ’ not ‘pour’. In the third sentence: ‘Les impots un lieu les contribuables payent leurs dettes vers l’état’.The employees should add some words ‘est’ et ‘où’ ‘Les impots est un lieu où permet aux contribuables de payer leurs impots’.

Concerning the paragraph, more than a half of the employees are not capable to translate it correctly, particularly its structure and meaning. Here is an example: 'Nous sommes dans un contact toujours avec les contribuables. On les envoie et ils répondent. Nous sommes toujours dans le service des citoyens. On les reçoit, dirige et les montre leurs droits et obligations. On doit les traiter doucement et avec une bonne manière parce que c'est leurs droits et il y a qui ne possède pas la culture des impôts'. They should say: Nous sommes en contact quotidien avec les contribuables. Nous les envoyons et ils répondent. Nous sommes quotidiennement au service des citoyens. Nous les recevons, dirigeons et les montrons leurs droits et obligations. Nous devons nous comporter avec eux doucement et dans la meilleure manière car c'est leurs droits comme il y a entre eux qui n'a pas la culture des impôts.

Obviously, most of the employees have a capacity in FL even it is a foreign Language but differently. FL employees' levels vary from one skill to another. Thus, it appeared that, the majority of them understand FL but in some cases they do not realize it in its appropriate structure and meaning. Consequently, they are more competent in receptive skills than productive skills.

### 2.5.3 Recoding Results and Interpretation

In order to test the last hypothesis validity, the researcher organized two conversations recorded in Ain Sefra taxation administration to grasp real daily workplace conversations. The first conversation is recorded by an old employee from the participants. The second conversation is directed by the researcher herself. The recordings had been lasted few minutes for each conversation.

**The first conversation:** between old employees.

- a) Bonjour, comment vas-tu? (Good morning, you are doing well.)
- b) Bonjour, oui ça va, merci. (Good morning, yes I am doing well, thank you.)
- a) Wach, c'est bon le travail d'hier? T'as fini ton boulot ? (Did you finish the work of yesterday.)



- b) Enfin, oui, j'ai réglé le dossier d'hier. Il m'a pris beaucoup de temps et d'efforts. Avant de l'imposer je lui ai envoyé la notification. Heureusement j'ai tous les éléments d'imposition qu'il faut pour l'accomplir. (Finally, I finished working on the document of yesterday. It took for me a lot of time. Before imposing him, I sent to him a notification. Fortunately, I had all the necessary imposition's elements to accomplish it).
- a) T'an mieux, bon courage, à toute. (That is good for you, good luck, see you.)
- b) Merci, à toi aussi bon courage. (Thank you, for you too good luck.)

**The second conversation:** between young employees

- c) Salem, comment ça va? (Hello, Are you fine?)
- d) Salem, ça va bien hamdoulillah. (Hello, I am fine good thank's.)
- c) Kanch khadma lyoum? (Is there any work today.)
- d) Wah, raha andi lkhadma bezaf. Khasni nkamal dossier ntaa lbarah wa notifer wahd akhor. bessah hada maandi alih walou ni relevé bancaire, ni recouplement la PV. (Yes, I have a lot of work. I have to finish the document of yesterday and notify another one. But, for this, I have nothing, neither bank statement crosscheck nor PV findig.)
- c) Kidiri dorka? (What you have to do now?)
- d) khasni nemchi la banque pour le relevé wa nchouf maa l'intervention ida andhoum p.v wala recouplement bach ndirlah notification, mambaad ad role individuel. (I have to go to the bank for the statement and I will see with the intervention's Service if they have PV or crosscheck to make them in the notification, after that the individuel role will come.)
- c) Ya khti Allah yaawnek. (May Allah help you, my brother.)
- d) Merci, Allah yaawna w yawnek. (Thank you, may Allah help you too.)

The above conversations illustrate that the participants' age plays a great role in mastering FL. In the first conversation, the old employee uses totally FL in a good way without making neither errors nor hesitations with taxation's terms. The young employees' conversation is almost used in AA and FL for solely technical terms.

## 2-6 General Results and Interpretation

Regarding the main hypothesis, employees' answers assume that FL is widely spread in the Algerian administration. It plays a great role in the workplace. It has different uses in the administration. Thus; its status is far from the foreign language. This fact had been noticed in the analysis of the first four questions from the rubric one of the questionnaire. FL is always used in the administration in many workplace settings. It is used by employees in their own offices and it is the language of the majority of documents. From the other hand, it is noticed that FL is not used in some workplace settings and few informants do not use it in their own offices, but no one does not use FL at all.

Regarding the first sub hypothesis, the data analysis revealed that the main reasons of the survival of FL in the administration despite an assertive linguistic policy of Arabisation designed to displace FL are historical and socio-political factors. The last six questions from the first rubric proved these facts.

At the historical level, the heavy French colonialism has a strong impact on the use of FL in Algerian administration. FL is widely used even by the majority of employees whose schooling was in AL during AAP and FL was just the language of instruction in some subjects.

Concerning the socio-political factors, the results illustrated that the majority of the employees consider FL the language of administration, development and progress. FL, the language of colonizer becomes the language of openness and work. They find it a necessary and useful language for the administration. From another side, the minority of employees do not see FL as the language of work, openness and progress. They consider it not useful and essential in the workplace. Thanks to AAP, AL was the language of instruction of many employees after French colonization but it is not the language of administration. The Algerian government uses FL as the language of many administrative documents. Moreover, Employees do not find that AL in the administration is the adequate language. Most of them consider the use of AL totally in the administration as a blockage for the

Algerian administration. Therefore, some of them say that Algerian administration should use totally FL in the administration. Others, are with the use of FL but in competition with A.L. Whereas some employees do not just deny the idea that the total use of AL will block the administration's progress and development, but also they insist on the totality use of AL in the Algerian Arabo- Islamic country.

Regarding the second sub hypothesis, test of FL proficiency is devoted to check its validity. Ain Sefra employees have different level of education and their FL level differs from one employee to another. The results denote that employees' FL level in the comprehension skills is very good to good. Good to average is their FL level in the production skills. The results are confirmed by the practical rubric of translation. The results pushed the researcher to make a link between the employees' level of education and their FL level in the four skills. The variation of employees' FL levels namely the no-total mastery of the productive skills leads to work- difficulties.

Dealing with the third hypothesis, to confirm that the age is an effective parameter for different FL levels, two recorded conversations were directed to two employees. The results illustrate that the old employee is a francophone. In our context, he uses FL perfectly without pauses nor hesitations. Whereas, the young employee is an arabophone. He uses AA. Despite he is less competent in FL but he includes French words to his conversation.

**2-7 Conclusion**

In this chapter, the main focus was to find answers to the asked questions. After collecting, analyzing and interpreting data both quantitatively and qualitatively. It has been found that FL is widely spread in the Algerian administration .It is largely used by the Francophone old employees .The Arabophone young employees also use it in their functions. FL is not only the linguistic result of one hundred and thirty years French colonization but today, it is useful and necessary language in the workplace. It is considered as the language of work, openness, progress and development. Employees use it in the exercise of their daily profesional functions in competition with AL despite of their different French levels of proficiency. It is the preferebale language of the Algerian government who use it as the language of official documents.

## General Conclusion

This research has encountered a different setting from what has been studied in school establishments and classes. We studied FL in one of its social dimensions in Algeria, the country with various varieties. This experience gave us more actual truth about FL uses, users, and the difficulties of its use in Algerian workplace namely in the administration as one of the vital sectors. No one can deny the reality of the presence of FL and its anchorage in the Algerian administrations.

Ain Sefra taxation center is one of these administrations in which FL is an indispensable means of managing and exchanging internal and external communication. Its old and young employees use largely FL in the work. Our study aims to find answers about the extent use of FL in the center of Ain Sefra taxation, the factors and reasons behind this huge use, and the level of proficiency of its old and young employees

Two chapters are devoted to this study; The first one is a theoretical and deals with explaining the language situation in Algeria namely the French one. The AAP to displace FL and introduce AL in Algerian society. The contemporary Algerian varieties and the wide spread of FL in Algeria, Arabo-Islamic country in several contexts among which Administration by its old and young employees. The research instruments; questionnaire, test of proficiency and recording are used to collect data to be analyzed and interpreted after that are the concern of the practical part in the second chapter.

Findings in our analysis demonstrate that the spread of FL is obvious in Ain Sefra administration of taxation and among the employees specifically the old taxstaff members due to the heavy French colonialism. Nowadays FL is regarded as the language of work, success, the modernity and development. The Algerian government utilizes it as the language of administrative documents. Hence the participants, in fact, use it mostly in their various work functions but with different level of proficiency.

Seriously, while waiting for the FL destiny in Algeria, Algerian administration in which FL is considered as an important instrument of communication in diverse domains is invited to think gravely to provide trainings in FL to guarantee a good operation of work in brief delay far from difficulties which are time consuming to be corrected. As well, staff members are required to take initiative and make efforts to develop their French linguistic abilities.

From what has been explored, FL is evidently anchored in the Algerian society specifically in the administration but, does FL, for always, retain this status? or it will be displaced entirely by AL or it will be replaced by another language?

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# APPENDICES

# Appendix A

## Questionnaire:

This questionnaire is a part of research conducted with Ain Sefra Taxation Employees for the sake of obtaining a Master Degree in Sociolinguistics. It is set to investigate the use of French language by Ain Sefra Taxation speech community. Your help is greatly needed to complete the work and will be so much appreciated, and your responses will be treated with absolute privacy.

### Factual questions

A- Gender : M  F

B- Age :

### First Rubric: The amount of Using French language

Put a cross in the box according to your choice:

1- Do you use French language at work?

Always  Often  Sometimes  Rarely  Never

2- If you use French language, when do you use it?

With colleagues and superiors  with taxpayers  Meeting

Phone  Message

3- As a tax employee, in your own office doing your daily tasks, do you use French?

-When taking notes

-When organizing the work

-When working on the taxpayer documents

4- The language of administrative documents;

Arabic      French      Both

-Official documents (codes-notes-circular-

Staff documents- accounting pieces

and documents....)

-Documents sent to the taxpayers

-The correspondences between Taxation and     
other Administrations

**Second Rubric: The reasons and believes of employees about French language  
and Arabization**

1- When have you started learning French?

Before the Spread of Arabisation  During Arabisation

2- Did French language was your language of insrtuction?

In all subjects  Not in all subjects

3- How do you find the use of French at the work?

-Necessary

-Useful

-Not necessary

-Not useful

Why ?

.....

4-The total Arabization will block the Administration's development and  
progress? :

Yes  No

Why?

.....

5- So, administrations in Algeria particularly Taxation should use?

Arabic  French  both

6- What is your point of view towards French language as the language of

Algerian Administration especially Taxation?

.....

**Thank you, once again, for your collaboration .Your responses are so  
important for us.**

## Translation of the Questionnaire in French Lanaguage

### Questionnaire

Ce questionnaire fait partie d'une recherche menée auprès des employés d'Ain Sefra Taxation dans le but d'obtenir un Master en sociolinguistique. Il est prévu d'enquêter sur l'utilisation de la langue française par la communauté des discours d'Ain Sefra Taxation.

Votre aide est indispensable pour mener à bien le travail. Elle sera grandement appréciée et vos réponses seront traitées en toute confidentialité.

#### Questions factuelles:

A- Genre: M  F

B- Age:

#### Première rubrique: L'étendu d'utilisation de la langue française

Mettez une croix dans la boîte selon votre choix:

1- Utilisez-vous le français au travail?

Toujours  Souvent  Parfois  Rarement  Jamais

2- Si vous utilisez la langue Française, Quand l'utilisez-vous?

Avec des collègues et des supérieurs  Avec des contribuables  Réunion   
Téléphone  Messagerie

3- En tant qu'employé fiscal, utilisez-vous le français dans votre propre bureau en

faisent les tâches quotidiennes :

-En prenant des notes   
-En organisant le travail   
-En travaillant sur les documents du contribuable

4-La langue des documents administratifs :

	Arabe	Français	Les deux
-Documents officiels (codes, notes, circulaires- documents relatifs aux personnels- documents et pièces de comptabilité..... )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Documents envoyés aux contribuables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Les correspondances entre les impôts et d'autres administrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Seconde Rubrique: Les raisons et les convictions des employés concernant le français et l'arabisation**

1- Quand commencez-vous apprendre la langue Française ?

Avant la prépondérance de l'arabisation  Durant la politique d'Arabisation

2- La langue française était-elle votre langue d'instruction dans toutes les matières?

Oui

Non

3- l'usage du français au travail est-il ?

-Utile

-nécessaire

-Pas nécessaire

-Je ne sais pas

Pourquoi ?

.....

4-L'arabisation totale entravera le développement et les progrès de L'Administration Algerienne?

Oui

Non

je ne sais pas

4- L'administration en Algérie et particulièrement les impôts devrait utiliser ?

Arabe

Français

Pourquoi ?

.....

6-Quel est votre point de vue envers la langue Française comme langue de

L'administration Algerienne notamment les impôts ?

.....

.....

**Merci encore une fois pour votre collaboration. Vos réponses sont si importantes pour nous.**

## Translation of the Questionnaire in Arabic

### استبيان

هذا الاستبيان موضوع بحث موجه لعمال قطاع الضرائب بالعين الصفراء بهدف نيل شهادة الماستار في علم الاجتماع اللغوي. من المنتظر استكشاف استعمال اللغة الفرنسية من طرف مجموعة عمال الضرائب بالعين الصفراء .  
مما لا شك فيه رأيكم ومساعدتكم تكتسي أهمية بالغة لاستكمال هذا البحث. لذا نقدر مساهماتكم وإجاباتكم ستكون في غاية السرية .

#### أسئلة واقعية

الجنس:  ذكر  أنثى

السن :

القسم الأول: مدى استعمال اللغة الفرنسية

ضع علامة في الإطار حسب اختيارك

1- هل تستعمل اللغة الفرنسية في عملك ؟

دائما  غالبا  أحيانا  نادرا  أبدا

2- إذا كنت تستعمل اللغة الفرنسية في عملك متى تستعملها؟

مع الزملاء ورؤساء عملك  مع المكلف بالضريبة  الاجتماع  الهاتف  البريد الإلكتروني

3 - كعامل ضرائب هل تستعمل اللغة الفرنسية في مكتبك الخاص أثناء القيام بالمهام اليومية المعتادة ؟  
عند اخذ رؤوس أقلام  خلال تنظيم العمل  أثناء العمل على وثائق المكلف بالضريبة

4- لغة الوثائق الإدارية

اللغة العربية

كلا اللغتي اللغة الفرنسية

-الوثائق الرسمية ( دليل قرارات- نشرات

وثائق خاصة بالمستخدمين وثائق  
خاصة بالمحاسبة )

- الوثائق المرسلّة إلى المكلف بالضريبة

- المراسلات ما بين الضرائب و إدارات أخرى

القسم الثاني: أسباب و معتقدات المستخدمين فيما يخص اللغة الفرنسية و سياسة التعريب

1- متى بدأت تعلم اللغة العربية

قبل انتشار سياسة التعريب

أثناء انتشار سياسة التعريب

2- هل اللغة الفرنسية هي لغة تعليمكم لكل المواد ؟

لا

نعم

3- استعمال اللغة الفرنسية في العمل هل هو ؟

- نافع

- ضروري

- غير ضروري

- لا أدري

لماذا؟.....

4- هل يعد التعريب الكلي عائقا لتطور و رقي الإدارة الجزائرية ؟

لا أدري

لا

نعم

5- الإدارة الجزائرية خاصة الضرائب هل يجب أن تستعمل اللغة ؟

الفرنسية

العربية

لماذا؟.....



6- ما هي وجهة نظرك اتجاه اللغة الفرنسية كلغة الإدارة الجزائرية خاصة الضرائب

.....  
.....

نشكركم مرة أخرى على مساعدتكم .إجاباتكم مهمة بالنسبة لنا .

## Appendix B

### Test of Language Proficiency

#### Test of language proficiency in French.

##### Premiere rubrique

Age:

Sexe: M  F

Level of Education:

##### Deuxieme rubrique Comment vous mesurez votre niveau dans la langue Française :

1-Quand vous écoutez ?

Très bien  Bien  moyen  Faible  Très faible

2-Quand vous lisez un texte, votre compréhension est ?

Très bien  Bien  Moyen  Faible  Très faible

Comment :

3-Votre expression orale ?

Très bien  Bien  Moyen  Faible  Frès faible

4-Votre expression écrite ?

Très bien  Bien  Moyen  Faible  Très faible

### Troisieme rubrique

Traduire en Français les phrases suivantes:

.....سلام. كيراكم.....  
.....

حنا نخدمو في الضرائب

.....الضرائب هي وين يخلصو المكلفين ما عليهم من حقوق اتجاه الدولة  
.....

حنا في اتصال دائم مع المكلفين نبعثولهم وهو ما يجاوبونا و حنا دائما في خدمة المواطن  
نستقبلوهم, نوجهوهم ونبينولهم حقوقهم وواجباتهم ولازم علينا نتعاملو معاهوم مليح و  
بشوية لاخاطرش هدي راها حقوقهوم وكاين لي ما عندهش ثقافة...نتاع الضرائب.  
.....

....

.....  
.....

..

## The test of language proficiency translated in English

### First Rubric:

Age :

Sex : M  F

Level of Education :

The Period of Schooling:

### Second Rubric:

How do you measure your French language level?

1-In listening:

Very well  Well  Average  Bad  Very bad

2-In reading a text, is your comprehension?

Very well  Well  Average  Bad  Very bad

How is:

3-Your oral expression?

Very well  Well  Average  Bad  Very bad

4-Your written expression?

Very well  Well  Average  Bad  Very bad

### Third Rubric

Translate the following sentences into French language:

..... سلام. كيراكم.  
.....

حنا نخدمو في الضرائب

.....  
الضرائب هي وين يخلصو المكلفين ما عليهم من حقوق اتجاه الدولة

.....

.....  
حنا في اتصال دائم مع المكلفين نبعثولهم و هو ما يجاوبونا و حنا دائما في خدمة المواطن

... نستقبلوهم, نوجهوهم ونبينولهم حقوقهم وواجباتهم ولازم علينا نتعاملو معاهوم مليح و  
بشوية لاخاطرش هدي راها حقوقهوم وكاين لي ما عندهش ثقافة... نتاع الضرائب.

.....

.....

.....

## Appendix C:

### Recording in French Language

First Conversation: between old employees.

- a) Bonjour, comment vas-tu?
- b) Bonjour, oui ça va merci.
- a) Wach, c'est bon le travail d'hier?
- b) Enfin, oui, j'ai réglé le dossier d'hier. Il m'a pris beaucoup de temps et d'efforts. Avant de l'imposer je lui ai envoyé la notification. Heureusement, j'ai tous les éléments d'imposition qu'il faut pour l'accomplir.
- a) T'an mieux, bon courage, à toute.
- b) Merci, à toi aussi bon courage.

Second Conversation: between young employees.

- c) salem, comment ça va?
- d) Salem, ça va bien hamdoulillah.
- c) Kanch khadma lyoum?
- d) Wah, raha andi lkhadma bezaf. Khasni nkamal dossier ntaa lbarah wa notifer wahd akhor. bessah hada maandi alih walou ni relevé bancaire, ni recouplement la p.v.
- c) Kidiri dorka?
- d) khasni nemchi la banque pour le relevé wa nchouf maa l'intervention ida andhoum p.v wala recouplement bach ndirlah notification, mambaad ad role individuel.
- d) Ya khti Allah yaawnek.
- e) Merci, Allah yaawna w yawnek.

## Recording in English Language

First Conversation: between old employees.

- a) Good morning, how are you?
- b) Good morning, yes, I am doing well, thank you.
- a) Did you finish the work of yesterday?
- b) Finally, I finished working on the document of yesterday. It took for me a lot of time. Before imposing him, I sent to him a notification. Fortunately, I had all the necessary imposition's elements to accomplish it.
- a) That is good for you, good luck, see you.
- b) Thank you, for you too good luck.

Second Conversation: between young employees.

- c) Hello, Are you fine?
- d) Hello, I am fine good thank's.
- c) Is there any work today?
- d) Yes, I have a lot of work. I have to finish the document of yesterday and notify another one. But, for this, I have nothing, neither bank statement crosscheck nor PV finding.
- c) What you have to do now?
- d) I have to go to the bank for the statement and I will see with the intervention's Service if they have PV or crosscheck to make them in the notification, after that the individual role will come.
- c) May Allah help you, my brother.

Thank you, may Allah help you too.