

Teaching Tamazight in Mostaganem: Challenges and Perspectives

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Abstract

Teachers are crucial agents of any language education planning as they can make it succeed or fail. In this article, we intend to provide state of the art, concerning teaching Tamazight in Algeria through a case study. We conducted research in Mostaganem city where Tamazight is introduced in 9 primary schools. This investigation aims to study the role of Tamazight teachers' entry-profiles and the challenges they are facing. We collect data by employing questionnaires and interviews. These research methods help to give insightful information about the reality, needs, and challenges of Tamazight's instructors. The findings reveal that educators need training, and involvement of specialists to arrange the contexts where Tamazight is being introduced (attitudes). So, more efforts should be spent to improve the situation for achieving the objectives behind the formulation of the Tamazight policy.

Keywords: Education planning, language planning, teachers' training, Tamazight teachers' profiles, challenges

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