

Language planning in Yemen: the Linguists' Viewpoint

تخطيط اللغة في الجمهورية اليمنية من وجهة نظر اللغويين

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Abstract:

The present study tackles language planning, as one of the prominent developmental factors, in the Republic of Yemen in terms of status planning. Therefore, the study aims at identifying the availability of the competent departments specialized in planning the language(s) used in the Yemeni speech community. It also attempts to portray the functions that a language takes in the Yemeni context, comparing between the current process of language planning in Yemen, if any, and the norms followed in this regard worldwide .

Data was collected through an open-ended questionnaire conducted to sixteen linguists; professors specialized in the field of language and linguistics, working in different Yemeni universities. The researcher intended from conducting such a type of questionnaire to give the chance to the

experts to add what they see is necessary to be added. The findings have shown that there is absence of competent bodies pertaining the way language is planned in Yemen. There is also a lack of official decisions made by the government in this regard. However, Yemeni people subconsciously use language whenever and wherever they want. Besides, it has been also discovered that two main languages are available and used with different degrees in the Yemeni speech community. Arabic language, as the mother tongue of the Yemeni people, almost covers all the aspects of life, but not the international affairs, so it is the multi-functional language of the society. On the other hand, English plays a secondary role as it is used for limited purposes such as the international and diplomatic dealings as well as in academic and educational contexts, beside the Arabic language.

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مستخلص

هناك نقصاً في القرارات الرسمية التي تتخذها الحكومة والجهات المختصة في هذا الصدد. ومع ذلك، فإن اليمنيون يستخدمون اللغات السائدة في المجتمع دون وعي وإدراك منهم، متى وأين يجب استخدام كل نوع من تلك اللغات وما هي الأغراض التواصلية التي يجب استخدام لغة ما لها. الأمر الذي أدى إلى خلق نوع من التشابك بين دور اللغة الرسمية الأم ودور اللغات الأخرى المستخدمة في المجتمع في سياقات متعددة. إلى جانب ذلك، توصلت الدراسة إلى أن هناك لغتين رئيسيتين متاحيتين ومستخدمتين بدرجات متفاوتة في مجتمع الكلام اليمني. حيث تغطي اللغة العربية - كلغة أم للأشخاص اليمنيين - تقريباً جميع جوانب الحياة، ولكنها لا تغطي الشؤون الدولية، وبالتالي فهي لغة متعددة الوظائف في المجتمع. من ناحية أخرى، تلعب اللغة الإنجليزية دوراً ثانوياً مهماً حيث يتم استخدامها لأغراض محدودة مثل التعاملات الدولية والدبلوماسية وكذلك في السياقات الأكاديمية والتعليمية، إلى جانب اللغة العربية.

تتناول الدراسة الحالية التخطيط اللغوي كأحد أهم عوامل التنمية عن طريق التطرق لتخطيط الوضع القائم في الجمهورية اليمنية. لذا تهدف الدراسة الحالية إلى التعرف على مدى توفر الإدارات المختصة بالتخطيط للغة أو اللغات المستخدمة في المجتمع الكلامي اليمني، كما تسعى لتصوير الوظائف التي تقوم بها اللغة في السياق اليمني، وإجراء مقارنة بين عملية التخطيط اللغوي الحالية في اليمن - إن وجدت - والمعايير العالمية المتبعة في هذا الصدد.

قام الباحث بجمع البيانات عن طريق استخدام استبانة مفتوحة النهاية تم تطبيقها على عينة مكونة من ستة عشر لغوياً؛ والذين يعملون كأساتذة متخصصين في مجال اللغة واللغويات في جامعات يمنية مختلفة. وقد قصد الباحث من إجراء مثل هذا النوع من الاستبانات إعطاء الفرصة للخبراء لإضافة ما يرون أنه من الضروري إضافته. وقد أظهرت النتائج أن هناك غياباً للجهات المختصة فيما يتعلق بكيفية تخطيط اللغة في اليمن. كما أن

1.1 Introduction

Language planning considers to be one of the crucial processes for any community, that a community which is independent politically, socially, economically and culturally has to have its own planned language to serve the interests and concerns of its people. And surely if the language of such a community is left for the random use of its individuals, the other aspects of life might be affected as a result of that change in language and vice versa.

Language planning in most developed countries has received a great deal of concern as the authorities of such states look at language as one of the constitutional life elements on which the rightness of the other parts rely. Competent authorities in such states believe in the continuous change of language to cope with the changing demands of life.

Language planning demands a change either in the functions and roles a language plays in community, or a change in its internal structure such as lexis, grammar, system of orthography, ect.

Language in Yemen, which is part of the Arab World countries, is to some extent neglected. This negligence belongs to the political and economic situation the country suffers as well as the general status quo of the Arab states. Therefore, the researcher intends to shed light on this subject as it seems raw and has not been tackled by researchers in the country.

1.2 Objectives of the Research

It is expected from the present study to meet the following objectives:

1. Identifying the competent departments responsible of language planning in Yemen.
2. Portraying the *status planning* of language in terms of functions/roles the language takes in the Yemeni society, based on the Yemeni linguists' viewpoint, and
3. Finding out whether language planning in Yemen meets the international norms applied in this regard.

1.3 Questions of the Research

The present study is expected to provide answers for the following questions:

1. Are there any competent departments responsible of language planning in Yemen?
2. What are the functions that language takes in the Yemeni speech community?
3. Does the process of language planning in Yemen meet the norms applied worldwide in this regard?

1.4 Limitations of the Research

The findings of the present study are limited and confined to the process of language planning in Yemen for the year of 2018 – 2019. The paper highlights language planning in terms of status planning, which includes the policies and decisions made by the Yemeni government pertaining the language or languages used in the society as well as the functions allocated to such language(s).

1.5 Research Methodology

1.5.1 Type of Research

This study is descriptive analytical since data about language planning in Yemen is going to be collected through a questionnaire and analyzed respectively.

1.5.2 Population & Sample of the Research

There is no population in the present study as far as it investigates a theoretical concept of language called '*language planning*'. The instrument used for collecting data is conducted to sixteen (16) linguists (professors, specialized in Arabic and English language, who work at some public and private universities in Yemen).

1.5.3 Data Collecting Instrument

The instrument used to collect the opinions of the participants (linguists) is an open-ended questionnaire. The items of the questionnaire are developed in a way that makes them represent the following aspects, included under the *term status planning*:

- The official departments concerned about the process of planning language in Yemen.
- Official actions/decisions taken by the Yemeni government in the regard of planning the use of language.
- The functions of language (Arabic and English) in the Yemeni societies.
- Whether language planning followed in Yemen, if available, meets the norms or standards used worldwide.

2. Theoretical Background of the Research

2.1 Definitions of the Research Terms

Language policy: this term is sometimes used as a synonym for language planning. However, language policy refers to the more general linguistic, political and social goals underlying the actual language planning process (Wardhaug & Fuller, 2015).

Language Planning: is a deliberate language change. This change can be both in the form and function of a language (Mesthrie et al, 2004). An example about language planning can be seen in the Basque language which was banned by the Spain government to be used even by the minority of the society. It was also neglected in French. This neglect leads to its death as a minority language.

2.2 The Relationship Between Language Planning and Policy

Fishman,(1983), cited in Hornberger (2006), points out that the relationship between policy and planning is complex that planning does not always lead to policy and vice versa, rather they are intertwined processes. Many inquiries have been laid down about whether a language can be planned. Although nowadays linguists accept that deliberate language change is possible, this does not mean that they consider language planning advisable: *It can be done, but it should not be done* remains a common attitude.

2.3 Dimensions of Language Planning

As language is an autonomous system and a social institutions. Kloss (1967 - 1969), distinguished two main types of language planning: *status planning* and *corpus planning*. Mesthrie et al (2004) have added two other dimensions for language planning which are *prestige planning* and *acquisition planning*.

Status Planning: this refers to all efforts undertaken to change the use and function of a language (or language variety) within a given society. In other words, status planning refers to the process of the allocation of new functions to a language (Mesthrie et al 2004).

Aspects of status planning are like the use of a language as a medium of instruction or as an official language. A real example of that can be seen in the decision which has been made by Israeli government to use Hebrew language as a medium of instruction at Jewish schools in Palestine starting from the end of the nineteenth century. The introduction of Hebrew-medium schools created the conditions for the revival of Hebrew as a common language used in everyday communication. Some other functions of a language are presented below.

Corpus Planning: it is concerned with the change / modification of the internal structure (form) of a language. *'When corpus is conducted, it seeks to develop a variety of a language, usually to standardize it, that is, to provide it with the means for serving every possible language function'* (Wardhaug & Fuller, 2015, p. 369). The central aspect of corpus planning *language standardization*, which refers to the process of the creation and establishment of a uniform linguistic norm. That not all languages show the same degree of standardization, and different types or stages of standardization have been distinguished. An example about standardization is seen in the Arabic language, it is used in education and some administrative and legal documents, but it does not fit for the use of science and technology as it lacks scientific terminology. And most of the scientific researchers are conducted in other languages such as English, French etc and then they are being translated into Arabic. In this way, the challenge is still there facing linguists and translators that they have to look for the Arabic counterpart terms.

Some other examples of *corpus planning* are like the way spoken language is devised into a writing system. initiating spelling reforms, inventing/creating new terms and publishing grammar books.

Prestige Planning: this type of planning is directed towards creating a favorable psychological background which is crucial for the long-term success of language planning activities (Mesthrie et al 2004). Prestige is vital when the promoted language has previously been limited to low-culture functions in order to make the promoted status changes socially acceptable, it is necessary to improve the prestige of the respective language.

Acquisition Planning: in this respect, governments support some cultural institutions to promote the learning of, for example, English and French as a second language in the other countries. Some of these institutions are like *British Council* and *Goethe Institute*.

2.4 Interaction of Language Planning Dimensions

Although language planners separate corpus and status planning conceptually, it is necessary to understand that the two dimensions interact closely with each other. The allocation of new language functions (status planning) often requires changes in the linguistic system (corpus planning) such as the development of new styles and lexical items Cobarrubias (1983).

A good example of the interaction takes place between status planning and corpus planning is that found in Hebrew language after being adopted as a medium of instruction. The change of Hebrew status made it necessary to expand the vocabulary of classical Hebrew in order to teach terms of modern school subjects such as chemistry, physics, biology ..etc.

2.5 Multi-functions of Status Planning of Language

According to status planning, language functions in the society vary, and more than a function can be allocated by the official authorities of a country to one language. This is what we regard as language planning. This change in the use of a language for meeting different purposes in the society is seen in various types of functions, which are:

Official: which refers to the use of a language for all legal, official, political and cultural purposes on a nationwide basis.

Provincial: the use of a language as a provincial or regional official language. In this case, the official function of the language is not nationwide, but is limited to a smaller geographic area (Stewart 1968). For example, in the Canadian province Quebec, people use French as the only official language while in the other Canadian provinces English and French have both official status. Mesthrie et al (2004, pp. 373-374) mentions the following functions for the language:

Wider communication: the use of a language as a medium of communication across language boundaries within the nation (*lingua franca*). For example, Swahili in Kenya and Tanzania, Hindi and English in India.

International: the use of a language as a major medium of communication which is international in scope for diplomatic relations, foreign trade, tourism, etc, for instance, in medieval Europe, Latin was the major medium of international communication. Today it is English.

Capital: the use of a language as a major medium of communication in the vicinity of the national capital where political power, social prestige, and economic activity is centered in the capital.

Group: the use of a language primarily as the normal medium for communication among the members of a single group, such as a tribe, settled group of foreign immigrants, etc. An example about that is seen in Jamaican Creole functions that it used as a group language among Afro-Caribbean immigrants in British.

Educational: the use of a language as a medium of primary or secondary education, either regionally or nationally. In Norway, for instance, the local dialects are widely used in primary education.

School subject: the language 'is commonly taught as a subject in secondary and/or higher education. For example, English 101 is taught as a school subject in most Yemeni universities.

Literary: The use of a language primarily for literary or scholarly purposes. For example, Latin was used as the main language of literary and particularly scientific writing in Europe until the early eighteenth century.

Religious: The use of a language primarily in connection with the ritual of a particular religion. Religions such as Islam and Judaism require the use of a sacred language (Arabic and Hebrew respectively) for the recitation of religious texts and prayers.

Mass media: the use of a language in the print media and on radio and television. For example: in Israel, the government determines how many hours should be broadcast in Hebrew, Arabic and foreign languages.

Work place: the use of a language as a medium of communication in the workplace. For example, German is the main language used in German factories. (Mesthrie et al, pp. 373-374).

2.6 Stages of Language Planning

According to Wardhaug & Fuller (2015), there are four stages/processes of language planning:

1. **Selection**: this term is used to refer to the choice of a language or language variety to fulfill certain functions in a given society.
2. **Codification** refers to the creation of a linguistic standard / norm for a selected linguistic code and is commonly divided into three stages: *graphisation* (developing a writing system), that involves many important decisions regarding the selection of a writing system for a previous oral language; *grammatication* (deciding on the rules/norms of grammar); and *lexicalization* (identifying the vocabulary to be added to such a language). Codification is usually administered by language academies and the competent authorities.
3. **Implementation**: the sociopolitical realization of the decisions made in the stages of selection and codification is called *implementation* (Mesthrie et al, 2004). This includes the production of books, pamphlets, newspapers and textbooks in the newly codified standard as well as its introduction into new domains, especially the education system. The implementation of a new standard variety or language can involve marketing techniques to promote its use, including awards for authors who publish texts in the new standard.
4. **Elaboration**: refers to the process of modernization which is involved in the terminological and stylistic development of a codified language to meet the continuing communicative demands of modern life and technology (Wardhaug & Fuller, 2015)

2.7 Language planning & Policy (LPP) in some Countries

The first person used the term Language Planning was Haugen in 1961 to plan language standardization in Norwegian. He described planning as concerning matters such as orthography, grammar, lexicon, and both prescriptive and descriptive material. The researcher tries to mention below some examples about language planning in some countries.

LPP in Turkey appeared when Kemal Atatürk (*ata* 'father') established the modern republic of Turkey, he was confronted by modernizing Turkish language. The traditional Turkish language had no vocabulary for the modern science; and its orthography was Arabic and influenced by Persian. Atatürk deliberately adopted the Roman script for his modern language instead of Arabic. This decision made Turkish people cut their Islamic past to pay much more attention to the roots of Turkish and its future. In addition, '*Sun Language Theory*' appeared in Turkey as a result to the new language planning led by Atatürk. This theory suggests that Turkish language is the mother language of all the world languages; and when Turkish borrowed from the other languages, it was really taking back what had been Turkey anyway. Minority languages in Turkey has been neglected like Kudish language. Because of

the ideology of the Turkish government, Kurdish language was not allowed to be spoken by Kurdish children at schools, however, Turkish was the educational language of all minor groups living in Turkey (Wardhaugu, 2006)

In former **Soviet Union**, about 100 different linguistic varieties were used over the union. This was totally against the Russification plan taken by the Central Government of the union. Many actions were taken to implement the concept of Russification which resulted in many strategies such as the strategy of '*divide and rule*' which aimed at banning the formation of language blocks and enforcing the use of the Russian language as a *lingua franca*. Moreover, planning can be seen in the extension of *Cyrillic script* to nearly all the languages of Soviet Union. Russian also was promoted as a universal second language and as a language of instruction in the schools. Local languages were also enforced to take some words from Russian, Wardhaugu & Fuller (2015).

In Kenya, a decree had been issued by the president *Kenyatta* in 1974 that Swahili had to become the second language of the country. The action was taken to reduce the discrimination and ethnic of the tribes in the country. The consequences of that decree make the Swahili language now used much more than it was (Wardhaugu, 2006).

In India, the country which contains more than a billion of citizens, it was very difficult to find a *lingua franca*. Therefore, Hindi was promoted to be in the *Devanagari script* as the official language that unites the states but English may also be used for official purposes and in parliament. Twenty-one other languages, including Sanskrit, are recognized as official languages in the nation's constitution (Mohanty 2006). The policy recommends that the mother tongue be the first language taught, but if children do not speak the regional language as their mother tongue, they may not be educated in their mother tongue. The second language should be either Hindi or English (Wardhaugu, 2006).

3. Data Analysis, Interpretation and Discussion

3.1 Answer of Question One

Three questions are expected to be answered through this research paper. The first question is '*Are there any competent departments in Yemen responsible of language planning?*' To answer this question, the collected data of the first three items of the questionnaire have to be presented below, followed by logical interpretation and discussion.

Table (1), availability of the competent departments specialized in language planning in Yemen

Item One	Choice	Frequency	Percent	Rank
There are some competent departments in Yemen specialized in the process of planning the language used in the society.	Yes	2	12.5	2
	No	12	75.0	1
	I don't know	2	12.5	2
	Total	16	100.0	

As noticed from the data presented in table (1) above, 12.5% respondents out of sixteen agreed that there is a competent department specialized in language planning in Yemen. And 12 respondents, forming 75% of the total number, disagreed with the statement that there is not any specialized department in language planning, however 12.5% of the respondents are not sure about that.

The above results prove the absence of a governmental department concerned with the way language in Yemen, either English or Arabic, is being planned. For those two 'Yes' respondents, the official body, based on their field experience in working with such governmental bodies, is not concerned with process of language planning in general, but it is concerned with the way English language is taught at schools, and what type of syllabus should be taught. This result, according to the general concept of language planning, does not indicate a real existence of official centers or institutions of language planning as the only concern is completely educational. The table below adds more details in this regard.

Table (2), availability of governmental decisions about language planning in Yemen

Item Two	Choice	Frequency	Percent	Rank
Have you ever heard, during your academic career, about (an) official decision(s) issued by the Yemeni official authorities regarding language planning whatever the content of that decision was?	Yes, I have	2	12.5	3
	No, I have not	10	62.5	1
	I have no idea	4	25.0	2
	Total	16	100.0	

In table (2) above, 2 of the respondents (linguists) have agreed about the availability of decisions about language use in the Yemeni speech community, 10 respondents out of sixteen claimed that they have not heard or known any kind of such decisions, and 4 respondents have no idea or are not sure about that. This result proves, to some extent, the result of the first item mentioned discussed above which states the unavailability of the governmental departments which are in charge of planning the use and functions of language in the Yemeni society. Consequently,

decisions will be absent too. For those two respondents who confirmed the availability of governmental decision, they justify their yes-response by mentioning an article in the Yemeni Constitution, for the year 1991, which states that Arabic language is and must be the official language of the state. Otherwise, there is no other clear distinct decision made in this regard.

Table (3), availability of any governmental actions about the nature of language used in Yemen

Item Three - As a linguist and a Yemeni citizen, Yemeni official authorities, (you can tick more than a choice):			
Alternatives	Frequency	Percent %	Rank
a. Officially enforce the use of Arabic language in all aspects of life.	6	37.5	1
d. Yemeni people subconsciously (by themselves) use their own mother tongue (Arabic).	6	37.5	1
e. People are allowed to speak Arabic and/or English language whenever and wherever they want.	4	25.0	2
Total	16	100.0	

In table (3) above, the answer of the respondents was focused on three alternatives only, while the other choices were left unselected. The first selection received 37.5% of the total responses which indicates that a small number of linguists (6) agree that it is the government which enforces people to use only Arabic language in all aspects of life, but they have not supported their response with actual evidence. Their suggestion is built on the fact that Arabic language is the mother tongue of Yemeni people, and the society by nature is monolingual, so people naturally speak Arabic language even though they is no enforcement made by the official authorities.

On the other hand, 37.5% of respondents have suggested that Yemeni people subconsciously use their mother tongue (Arabic) and there is no role for the official authorities in that; while 25% of the respondents have neither agreed with the first selection nor with the second. However, they suggest that Yemeni people are allowed to speak any language they want (Arabic and /or English). And the official authorities have no interference by any means in the subject that the government does not prevent nor enforce the people on the use of any language in the society. It is clear that the second and third selections made by Yemeni linguists indicate that language planning in Yemen is loose and does not follow an officially plan.

3.2 Answer of Question Two

The second question supposed to be attained through this paper is 'What are the functions that language takes in the Yemeni speech community, based on the Yemeni linguists' view?' Before going to the core answer of this question, it was very important for the researcher to identify the languages used in the Yemeni context, so that the functions of such languages can be explored easily. The following tables clarify the languages available and used in the Yemeni context, and the ones available but not used as well as the functions of each language available and used by the Yemeni citizens.

Table (4), Languages available and used in the Yemeni Context

Item Four- Languages available in the Yemeni speech community and used (spoken) by people are: (you can tick more than a choice)				
Language	Response	Frequency	Percent %	Rank
Arabic	Yes	16	100	1
	No	0	00	
English	Yes	8	50	2
	No	8	50	
French	Yes	2	12.5	3
	No	14	87.5	
Chinese	Yes	0	00	0
	No	16	100	
German	Yes	0	00	0
	No	16	100	
Japanese	Yes	0	00	0
	No	16	00	
Korean	Yes	0	00	0
	No	16	100	
Turkish	Yes	0	00	0
	No	0	00	
Others	Yes	0	00	0
	No	16	00	

The results in table (4) show that three main languages are available and used in the Yemeni context, with relatively different degrees of use. Arabic language, as the mother tongue, received all the responses, 100%. This means that all the linguists have agreed upon the use of Arabic as a native language in most of life aspects. Moreover, English, which comes in the second rank, received a percentage value of 50%. This indicates that English, as a foreign language, is available but used by Yemeni people in certain situations such as education; and foreign diplomatic places and facilities such as ports, airports, customs, etc. On the other hand, 12.5% of the total responses confirms the availability of French language with a very limited use. And because of this very low value, French cannot be considered as one of the living

languages in the Yemeni speech community. This is said because the availability and use of French are confined to specific educational places where students majoring in such a field study it as a foreign language. The list of the other languages mentioned in table (4) received 0% value which refers to the total absence of such languages.

Table (5), Languages available in the Yemeni Context but not used

Item Five - Languages available in the Yemeni speech community and not practically used by people are: (you can tick more than a choice)				
Language	Response	Frequency	Percent %	Rank
Arabic	Yes	0	00	0
	No	16	100	
English	Yes	12	75	1
	No	4	25	
French	Yes	10	62.5	2
	No	6	37.5	
Chinese	Yes	6	37.5	4
	No	10	62.5	
German	Yes	8	50	3
	No	8	50	
Japanese	Yes	0	00	0
	No	16	100	
Korean	Yes	0	00	0
	No	16	00	
Turkish	Yes	8	50	3
	No	8	50	
Others	Yes	0	00	0
	No	16	00	

From the results seen in table (5) above, five languages have been proved by the Yemeni linguists available but not practically used by the Yemeni people. These languages are *English*, *French*, *German*, *Turkish*, and *Chinese*, that they respectively received the following percent values: 75%, 62.5%, 50%, 50%, 37.5% . According to such results, English received the first rank among the other five selected languages, with a percentage value of 75% followed by French 62.5%. This indicates that most of the linguists agree upon the availability of the two languages, but the use of the two languages as a means of communication is to some extent limited. The other three languages have received poor percentage values (50%, 50%, 37.5%) which shows a controversial decision among the Yemeni linguists. The ones who have chosen '**Yes**' consider the availability of such languages in the way they are educationally taught to students as foreign languages and their limited use in the certain diplomatic places; whereas the linguists who have chosen '**No**' justify their answer by the fact that these three languages cannot be seen in some aspects of life

in the society, and their being taught at Yemeni faculties of languages does not rationalize their availability.

Table (6), Functions of Arabic Language in the Yemeni Context

Item Six - For you, <i>Arabic Language</i> in the Yemeni society takes the following functions: (you can tick more than a choice)				
Item	Response	Fr.	%	Rank
a. As an official language (used officially, legally, politically and culturally by the people)	Yes	16	100	1
	No	0	0	
b. As a provincial language (restricted to a small geographical area/province)	Yes	2	12.5	5
	No	14	87.5	
c. As a means of wider communication language (lingua franca)	Yes	4	25	4
	No	12	75	
d. For international affairs (diplomatic and commercial affairs, and tourism)	Yes	4	25	4
	No	12	75	
e. As the language of the capital (where the official authorities dwell)	Yes	2	12.5	5
	No	14	87.5	
f. Among members of a single group.	Yes	4	25	4
	No	12	75	
g. In teaching school subjects	Yes	14	87.5	2
	No	2	12.5	
h. For religious purposes	Yes	14	87.5	2
	No	2	12.5	
i. For academic purposes	Yes	8	50	3
	No	8	50	
j. As the language of literature	Yes	8	50	3
	No	8	50	
k. As the language of Mass Media	Yes	14	87.5	2
	No	2	12.5	
l. As the language of work place (among members of workers in a factory, company, ...etc)	Yes	8	50	3
	No	8	50	
m. Others .	Yes	0	0	0
	No	16	100	

As noticed in the results presented in table (6) above, there are many functions given to Arabic, as the mother tongue language of the Yemeni people. All the respondents (linguists) agree that Arabic is the official language of the Yemeni society; while 87.5% of the total responses has been received by the function that states Arabic language is the language of media, education and religious beliefs. This leads us say that there are some other languages used in the field of education, media and religion in Yemen such as English which is used as means of teaching in some Yemeni private schools and in some local radio channels. As for religious purposes, there are some races in the Yemeni society who perform their religious beliefs using some other languages such as Hebrew language used by Yemeni Jews who dwell Raida'a district and Ethiopian language used Christian Ethiopians in different places of Yemen. Therefore, these three functions are not always confined to Arabic.

Besides, half of the respondents (50%) agree that Arabic language is used for academic and literary purposes, that not all of academic affairs are achieved by Arabic. For them, it is sometimes the language of workers at factories, companies and other work places. This can be justified by the fact that some factories and companies are foreign and involve workers to speak other languages. Another justification comes up from the fact that the diversity of work speech communities demands from employees to change the use of their mother language and substitute it with a language full of technical terms of the job they perform, therefore, the language of an engineer is to some extent different than that used by a waiter at restaurant.

On the other hand, Arabic is rarely used as the language of wider communication and international diplomatic affairs that it use in this concern is limited to the diplomatic relationships with the other regional states whose mother tongue is Arabic. It is not also the language of members of single group in the community. This is clear from the percentage value (25%) received by the functions of rank four. The reason behind that belongs to the dominance of English, French, Russian, ...etc. on the international affairs as the dominance of such languages is derived from the power of their nations. Moreover, Arabic is neither the provincial language nor the language used only in the capital of the country where the official authorities dwells. This is noticed from the percentage value (12.5%) received by the functions of rank five.

Table (7), Functions of English Language in the Yemeni Context

Item Seven - As a linguist, <i>English Language</i> in the Yemeni society takes the following functions: (you can tick more than a choice)				
Item	Response	Fr.	%	Rank
a. As an official language (used officially, legally, politically and culturally by the people)	Yes	0	00	0
	No	16	100	
b. As a provincial language (restricted to a small geographical area/province)	Yes	0	00	0
	No	16	100	
c. As a means of wider communication language (lingua franca)	Yes	0	00	0
	No	16	100	
d. For international affairs (diplomatic and commercial affairs, and tourism)	Yes	16	100	1
	No	0	00	
e. As the language of the capital (where the official authorities dwell)	Yes	0	00	0
	No	16	100	
f. Among members of a single group.	Yes	4	25	0
	No	12	75	
g. In teaching school subjects	Yes	8	50	3
	No	8	50	
h. For religious purposes	Yes	0	00	0
	No	16	100	
i. For academic purposes	Yes	12	75	2
	No	4	25	
j. As the language of literature	Yes	0	00	0
	No	16	100	
k. As the language of Mass Media	Yes	0	00	0
	No	16	100	
l. As the language of work place (among members of workers in a factory, company, etc)	Yes	8	50	3
	No	8	50	
m. Others	Yes	0	00	0
	No	16	100	

The results of table (7) above, show that English takes four functions in the Yemeni speech community. It is the language of international and diplomatic affairs which appears from the percentage value (100%) received that all linguists have agreed about this. It is often used for some academic purposes at educational institutions beside the Arabic one. This appears from the percentage value received by the second rank function (75%). Finally, half of the respondents (50%) agree that English language is used in some places or situations as a means of instructions in

some private schools and at universities. It is also the language of communication between members or employees of workplace.

3.3 Answer of Question Three

The third question of this paper is *"Does language planning in Yemen meet the norms applied worldwide in this regard?"*. The answer of this question has been mentioned in the theoretical background of the paper. To give a brief summary of what has been mentioned earlier, it is very important to admit that the process of language planning in Yemen is totally absent. The absence of specialized centers, experts, budgets, basic facilities, etc leads us to say that the lowest level of the norms in this regard has not been met; regardless of the other detailed norms concerning the status planning and corpus planning (internal linguistic changes of language), acquisition planning and prestige planning that there no way of drawing a comparison as language planning in Yemen lacks basic underlying factors.

3.4 The Conclusion

From the analysis of the above data, some findings can be summed up in the following points:

1. There is a complete absence of any official body or department specialized in planning the language in the Yemeni society. This has negatively affected the way language operates in the community and the way it takes multi-functions.
2. The Yemeni official authorities has not taken any action towards the use and functions of languages available in the Yemeni speech community as a step of reserving identity and coping with the latest developments in all aspects of life.
3. Two main languages are available in the Yemeni speech community. One of which is the mother tongue, Arabic, which is always used by people for different purposes and in different aspects of life, while the other language, English, is the language of international and diplomatic affairs. Besides, it is used, beside Arabic, for limited purposes such as academic and educational concerns.
4. Language planning in Yemen generally lacks the fundamental principles. This makes the task very difficult for the one intends to compare it with the norms used internationally.

3.5 Recommendations

The researcher recommends further studies to deeply investigate language planning in Yemen over a period of time no less than thirty years, finding out all the official actions which have been made in terms of status planning as well as corpus planning.

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