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ASPECTS OF BILINGUALISM IN AN ALGERIAN EDUCATIONAL:

Case of Third -Year Biology Students at Naama University Centre

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Dedications

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Abstract

Bilingualism is a pervading sociolinguistic phenomenon that has characterized Algeria for many decades , it has been studied from different perspectives by different scholars because of its complexity and because of its important role in the determination of variations and changes in the language system . The study attempts to explain how students in Naama Centre University use the French language as well as their mother tongue, Algerian Arabic, in the context of their studies. Therefore, through gathering and analyzing data by means of a questionnaire addressed to the target students , researcher attempts to discuss the Lack of competence and problems in their mastery of French which have opened a real field of investigation to approach this problematic issue in relation to many social factors.

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List of Acronyms and Abbreviations:

AA: Algerian Arabic

CA: classical Arabic

CM: code mixing

CS: code switching

H: high

L: low

MSA:Moderen Standard Arabic

General Introduction

General Introduction

Algeria , a country that was colonized for many centuries , predominately by the French colonialisim which imposed their language on the Algerian peoples . where the spoken language in Algeria was greatly influenced . As a result, the linguistic situation is quiet complex, which makes it an interesting domain of research for sociolinguistic studies. The coexistence of many languages such as standard Arabic, the Algerian Arabic called “Darja,” and Berber, which is spoken in some areas of Algeria and French, created a phenomenon of a mixture between these languages which is the reason that many Algerians are diglossic, bilingual, and even multilingual.

Bilingualism is an international phenomenon that prevails in different parts of the world and has an influence on people's lives and means of communication. Its existence in a given society can be detected through different aspects, especially in educational domains .

The present research work discusses the status of the different languages or language varieties used in Algeria . Therefore, the main objective of the present study is to explore the bilingual situation of the country, in an attempt to know more about the amount of both Arabic and French used by Biology students studying At Naama, University Centre. In order to discover the status of French in the educational domain, particularly in higher education and gathering valid information from the students .

Following this view, the following research questions are put forward :

1- What are the main reasons that stand behind the use of french as a second language ?
2- How we can evaluate the students language proficiency in French ?
3- does the use of french affect the linguistic performance of students in their social environment ?

Trying to answer these questions, researcher put forward the following hypotheses:

1- The scientific branchs such as medicine , engineering and biology in the algerian universities recquire the use of French as a target language .

2- It depends on the students level of education , because Students of bilingual education master French more than students who grow up in a rather monolingual milieu.

3- The ability of students to master French as a second language that contribute and motivate them to use it within their social enviments (daily live conversation) .

This dissertation is divided into two chapters. The first chapter is devoted to the literature review. It deals with some key-concepts concerning bilingualism and diglosia , and its inevitable outcomes, namely, code switching, code mixing and borrowing. And It includes a very brief overview of the history of Algeria and its linguistic repertoire , with some focus on the status of French and how Algerian Arabic and French coexist in bilingual situation . finally, describing the educational system in algeria .

The second chapter presented the objectives of the research , the participants' profile and the limitations of the research .

Chapter one

Aspects of Bilingualism and resulting phenomena

1.1 Introduction :

Acquiring and using a language other than the mother tongue is the case of a great number of people all over the world. Bilingualism has always been an interesting subject among linguists, psychologists, anthropologists, dialectologists and, later on, sociolinguists. in fact , the complexity of the coexistence of two different languages in a society leads to another common phenomena such as diglossia , code switching , code mixing and borrowing .

First, this chapter deals with the phenomenon of diglossia, then it discusses bilingualism, which is the main concern of our study with its different types, along with its major outcomes such as: code mixing, code-switching and borrowings.

1.2 Diglossia:

Diglossia is one of the most important linguistic characteristics of the Arabic-speaking world. This phenomenais a situation in which two distinct vareties of language are spoken within the same speech community. Bilingual Diglossiais a type of diglossia in which one language variety is used for writing and another for speech. When people are bidialectal, they can use two dialects of the same language, based on their surroundings or different contexts where they use one or the other language variety. The term diglossia (from the Greek for "speaking two languages") was first used in English by linguist Charles Ferguson in 1959 :

[…] a relatively stable language situation in which, in addition to the primary dialects of the language (which may include a standard or regional standards), there is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation.1 Ferguson(1959) .

According to ferguson 1959 definition, He indicated two important varieties of diglossia . In which, The high variety is a dialect that is used for more formal and professional situiations, and it's generally learned in school. Whereas ,The low variety is a dialect that could be more spontaneously and used in informal ways such as giving instructions to servants, waiters, workers and clerks ; in conversations with family or friends.

He also listed nine specific charactrestics of a diglossic language situation , involving the functions , prestige , literary , heritage , acquisition , standardization , morghology , syntax , lexicon and phonology that defines the difference between both the High and the Low varities .

Moreover, Joshua Fishman presented a modification of Ferguson's (1959) original concept and rather strict definition of diglossia in 1967. He proposed that Diglossia could be extended to any situation where two language varities , genetically and historically unrelated are used in functionally distinct ways.

Table 1.1 Function of Diglossia(Adopted from ferguson ,1959 ; 236)

Standard (H)	Non-Standard (L)
Sermon in crush or mosque	Instruction of Servants
Speech of Parliament	Conversation with Friends
University Lecture	Conversation in tea-stall
Newspapers Editorial	Conversation with Children
Personal Letter	Folk Literature

1-3 Causes of Bilingualism :

Before any research analysis about bilingualism, we have to understand the concept and try to know the causes of its genesis. The phenomenon of bilingualism has different origins among which history, education and economy are perhaps the most important. A brief explanation can be given for each cause.

1.3.1 History :

Bilingualism is often associated with the movement of people. As a consequence, it emerges from the fact that two different groups of people speaking different languages are in contact. Such contact may occur as a result of trade,occupation, traveling, or migration… Nowadays, many people have to be bilingual to be able to communicate like immigrants who have to learn another language in order to work in the country they live in. Another prominent cause of bilingualism is colonisation whose effect might be the most lasting if it last long and if the colonizer's policy is impose their language on the colonized people. This is the case of the French long-term colonialism in Algeria which has resulted today in a persistent type of bilingualism.

The French invaders in Algeria harshly imposed the French language and culture in spite of all the varieties that existed in Algeria at that period. The French authorities succeeded a total domination, blanking out the indigenous language, by enforcing laws and intensive instruction to introduce French everywhere. In doing this, France aimed at breaking the Arabo-Islamic identity and at changing it radically.

1.3.2 Education:

Education is one of the most important factors leading to bilingualism. The child acquires the vernacular language which he receives and develops at home, and then school helps the child to acquire a foreign language and to perform both languages (first language L1 and second language L2) during the schooling period from primary to higher education. For example in Algeria, children acquire Algerian Arabic (their

mother tongue) at home, then they learn Modern Standard Arabic (hereafter MSA) in the first years of the schooling and later on, along with Arabic they learn French as a foreign language.

1.3.3 Economy:

Trade and commerce are other causes of bilingualism because they lead to the movement of people from rural areas where only one language or dialect is spoken to cities where another language is used. People from rural areas are attracted more and more by big cities because of better conditions of life. Therefore, the linguistic outcome is an increase in bilingualism, particularly if all business is conducted in the 'other' language.

1. 4 Definition Of Bilingualism :

Bilingualisim is one of the most important issues that are dealt with the field of linguistcs in all is aspects . In Sociolinguistic ,Bilingualisim is the standard term of illustrate the situation where two languages are used by a person or a group of people . Many definitions were given to this phenomenon .

Weinreich (1953) defines bilingualism simply as 'the practice of alternately using two languages'. Similarly, Mackey (1962:52) defines bilingualism as "The ability to use more than one language".

In contrast, Bloomfield (1933:55) and Haugen(1953:7) proposed respectively the following definitions: bilingualism is the ''native-like control of two languages'' and ''the point where a speaker can first produce complete and meaningful utterances in the other language''. In other words, a bilingual speaker has not only to master his two languages but also to use them almost like a native speaker.

However , some other sociolinguists do not agree with such a definition and refuse the idea of native like control for the description of bilingualism because they believe that it requires just a minimal competence in only one of the four language skills, i.e.,

listening comprehension, speaking, reading or writing in addition to the mother tongue.

For example Myers-Scotton (2006: 3) says that "'Being bilingual' doesn't imply complete mastery of two languages." She adds that "speakers are rarely equally fluent in two languages." (ibid). This means that even if people master the two languages equally they have a preference to use one.

Similarly, Macnamara (1996) focuses the need to discuss the competence of bilingualism not as a social unity but as a single degree of a person taking into account the four skills (listening, speaking, reading and writing). Competence is seen as a continuum at the individual level, the bilingual who undertakes different degrees of competence in each of the four skills.

In spite all of this , Bilingualism considered as the ability of an individual or the members of a community to use two languages effectively .

1.5 Kinds of bilingualism:

The person who can speak more than one language is considered as a bilingual or multilingual. There are different kinds of bilingualism, and thus, a brief explanation of each kind is provided below.

1.5.1Coordinate vs. Compound Bilingualism

A compound bilingual is an individual who learns two languages in the same environment so that he/she acquires one notion with two verbal expressions. On the other hand, A coordinate bilingual acquires the two languages in different contexts (e.g., home and school), so the words of the two languages belong to separate and independent systems.

1.5.2 Early bilingualism vs. late bilingualism :

Early bilingualism arises when young children start to regularly hear two languages instead of just one. Children may hear these languages from birth, or they may start to hear a second language at a somewhat later age. this is usually occurs when a child is from a mixed lingual family.which is namely called simultaneous early bilingualism . While, Consecutive childhood bilinguality refers to a child who acquires his second language after he achieved the basic linguistic competence of his first language or the mother tongue.

Late bilingualism refers to bilingualism when the second language is learned after the age of 6 or 7, especially when it is learned in adolescence or adulthood. Late bilingualism is a consecutive bilingualism which occurs after the acquisition of the first language (after the childhood language development period). they use their first exprience in acquiring the firt language in order to learn a second language.

1.5.3 Passive vs. Active Bilingual :

Its important to describe the bilingual person as a active or passive according to the four language abilities, which are listening, reading, speaking and writing .The term « active » imples a person's ability to successfully use and perform on four major language skills, in other word the one who communicates effectively in the other language . wheras, A passive bilingual or a receptive bilingual , is a category of speaker who has had enough exposure to a language in childhood to have a native-like comprehension of it, but has little or no active command of it. It means the one who understands a second language without being able to speak it.

1.5.4 Subtractive vs. Additive Bilingualism :

The two main views towards bilingualism are, specifically, subtractive bilingualism and additive bilingualism. Subtractive bilingualism implies when a student learns a second language at the expense of their first language.In this case, the learner will

usually lose the ability to speak their first language over time. Persons who develop subtractive bilingualism may not have opportunities to practice their first language and may even feel like their first language or culture is unwelcome in class. Wheras, Additive bilingualism is when a student's first language continues to be developed while they're learning their second language. These students often have opportunities to use both languages inside and outside of school, and they have a desire to maintain both. Additionally, if a student is from another culture, their first culture is also valued and respected in the classroom .

1.5.5 Balanced vs. Unbalanced Bilingualism :

Dementionsof bilinguality are diffrent factors that have infleunce on determining if someone is bilingual. The first set of description refers to the way in which we may describe bilingual proficiency. 'Balanced' bilingual is a term refers to a person whose competence in both languages is well developed . This term of individual has the capacity for using two languages for different aims ,diffrent contexts and multi kinds of interlocutors . While, unbalanced or dominant bilingualism simply implies when an individual prefers to master only one language over the other in a certain domain.

1.5.6 Equilingual vs. Subordinate bilinguals :

Native speakers of two languages are sometimes called equilingual, or ambilingual, if their mastery of both languages is equal. Wheras, Subordinate Bilinguals are those people who have learnt a second language and cannot understand it without the help of their first language. Such people will translate the words of second language in their mother tongue, then they would be able to understandthem .

However, most scholars would agree that a bilingual need not have perfect command of both languages but can rather be defined as an individual who has learned some of the elements of the second language or dialect3. (Rubin 1968:18). This is an extremely useful definition because it allows us to understand the process of

becoming a bilingual and focus on the ability to communicate instead of the perfection of the linguistic skill.

Here is a table summarizing the different types of bilinguals in relation to different psychological and social dimensions of bilinguality proposed by Hamers and Blanc (1983:26):

Dimension	Type of bilinguality
1. according to competence in both languages	(a) balanced bilinguality (b) dominant bilinguality
2. according to cognitive organization	(a) compound bilinguality (b) coordinate bilinguality
3. according to age of acquisition	(a) childhood bilinguality : i. simultaneous ii. consecutive (b) adolescent bilinguality (c) adult bilinguality
4. according to presence of L2 community in environment	(a) endogenous bilinguality (b) exogenous bilinguality
5. according to the relative status of the two languages	(a) additive bilinguality (b) substractivebilinguality
6. according to group membership and cultural identity	(a) bicultural bilinguality (b) L1 monoculturalbilinguality (c) L2 acculturated bilinguality (d) deculturatedbilinguality

Table 1.2 : Summary table of psychological dimensions of bilinguality (Hamers& Blanc, 1989)

1.6Outecomes of bilingualism :

Bilingualism is that sociolinguistic phenomenon which is considered as the major outcome of language contact. This later has several outcomes which are characterized in what is known as code- switching, code mixing and borrowing.

1.6.1 Code Switching :

code Switching can be defined as the alternate use of two or more languages within the same conversation. This process is very common in bilingual situations involving bilinguals who switch between two or more distinct languages or varieties of a language at some place in their interactions.This phenomenon has become a very broad object for research thanks to the development of languague skills of peopled around the world .

Scholars have provided various definitions concerning code switching, which is one of bilingualism outcomes such as ,Gumperz (1982:59) who defined the term as "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems" . In this definition ,Gumperz emphasis on the fact that Code Switching occurs in two grammatical systems of one language ,not only between two languages .

1.6.1.1 Types of Codeswitiching :

Several researchers have attempted to provide a typological framework that accounts for the phenomenon of Code Switching .Poplack (1980) proposed a well-known framework that identifies three different types of switching which are tag-switching, inter-sentential a tag-Switching and intra-sentential

1.6.1.1.1 Extra- Sentential Or Tag-Switching :

Tag-switching involves inserting a tag or short phrase in one language into an utterance that is otherwise entirely in another language. This type of Code Switching

occurs the most easily for the reason being that tags typically contain minimal syntactic restrictions .

1.6.1.1.2 Inter-Sentential Switching :

Inter-sentential Code Switching involves switching at sentential boundaries where one clause or sentence is in one language and the next clause or sentence is in the other.Eldin (2014) and MacSwan (1999) state that since inter-sentential CS takes place within the same sentence or between speaker turns, it entails fluency in both languages such that a speaker is able to follow the rules of the two languages.

1.6.1.1.3 Intra-Sentential Switching :

Intra-sentential Code Switching, according to Poplack (1980), is possibly the most complex type among the three, as it can occur at clausal, sentential or even word level.which means that the shift is done in the middle of a sentence, with no interruptions, hesitations, or pauses to indicate a shift. The speaker is usually unaware of the shift.

1.6.2 Patterns Of Code Switching :

Bloom and Gumperz 1972 distinguished two patterns of code switching namely, Situational and Metaphorical code switching. The First pattern refers to the tendency in a speech community to use different languages or language varities in different social situations, it occurs when information is being exchanged, replicated, emphasized or the speaker wants an intended reaction , and it may be based on the topic, on the addressee, the institution, or on any combination of situational factors. Where as the second pattern refers to the tendency in a bilingual or multilingual community to switch codes (language or language varity) in conversation in order to discuss a topic that would normally fall into another conversational domain. It occurs when a change of the topic of the discourse requires a change in the language used. Moreover, Myers-Scotton (1993b:53) also develops Gumperz's situational or metaphorical dichotomy and presents the "Markedness Model" from the point of view

of social motivations. According to Myers-Scotton, language choice indexes an identity. If a speaker's language choice is unexpected or 'marked' in the given situation, it redefines the role relations and situations.

1.6.2 Code Mixing :

The term code-mixing is variously defined in different subfields of linguistics. Many studies of morphology or syntax use the term as a synonym for code-switching . According to Wardhaugh (1986 :103), He stated that « Code Mixing occurs when conversants use both languages together to the exent that they change from one language to other in the course of a single utterance ». It means that conversants just change some of the elements in their utterance . The concept of code mixing takes place without a change of topic wihichemphasizes various levels of language such as the lexical items .

It is important to make a distinction between Code Switching and Code Mixing in orther to understand better what each one of them means exactly .Generally , Code mixing is mixing of mostly words, but also phrases, clauses or even complete sentences of two languages or varieties. While ,Code Switching is nothing but switching from one language to another to create a special effect.

1.6.3Borrowing :

It has been defined that Code switching is strickly speaking a characteristic feature of the linguistic behavior of bilingual speakers . Also, in terms of function ,generally speakers use Borrowing to fill lexical gaps in their languages. However, The concept of Borrowing has been defined from many sociolinguists . Among them Gumperz (1976) who states that :

« Borrowing can be defined as the introduction of single word or short, frozen, idiomatic phrases from one variety (i.e. language), into the grammatical system of the borrowing language and they are treated as if they are part of lexicon of that language and share the morphological and phonological system of the language »

According to Gumperz definition, he defined borrowing as the process of the integration of new words into the phonetic and grammatical system of the recipient language. And he does not specify the degree to which the borrowed temes are integrated into the borrowing language.

While, Haugen(1989), he defines that borrowing Involves adopting aspects of one language into another. This can include adding new words to a language. He states that :

« If he [the speaker] reproduces the new linguistic pattern, NOT IN THE CONTEXT OF THE LANGUAGE INWHICH HE LEARNED THEM, but in the context of another, he may be said to have 'borrowed' them from one language to another. The heart of our definition is then THE ATTEMPTED REPRODUCTION IN ONE LANGUAGE OF PATTERNS PREVIOUSLY FOUND IN ANOTHER. »

However, the previous definitions allows the researcher to distinguish the differences between both code switching and borrowing. Generally,Code switching happens when a speaker is bilingual and is able to speak with two different languages in a conversation . for example, the speaker have the knowldge of French and English . He could say ''Please give me une chat s'ilvois plait". This is basically code-switching, moving from one language into another during a conversation. Borrowing on the other hand occurs with both monolingual and bilingual speakers , is when a language borrows words from another language. For instance,French borrowing in Algeria .In Algeria, the coexistence of Arabic and French for a certain period of time has led to the emergence of language phenomena such borrowing .forexample,Thealgerian dialect word « cuzina » or « familya », its originally from the french word « cuisine » and « famille » .

1.7 History of Algeria :

According to Queffélec et al. (2002: 11 - 13) Algeria was invaded by many countries and it was deeply influenced by their civilizations (Phoenicians, Romans, Byzantines Arabs, Turkish and French) .

It was first invaded by Phoenicians, then by Romans in 46 BC. In 395 AD, it became a part of the Byzantine Empire. In the seventh century, The Arabs conquered Algeria for nine centuries, after that it was ruled by Ottomans in 1518. The Turkish rule persisted in Algeria until the French conquest in 1830. The French forces governed the country until 1962 when Algeria gained its independence.

1.8 The Linguistic Repertoire in Algeria:

The linguistic picture of Algeria is a one of a multilingual country that is highly heterogeneous. It is characterized by the coexistence of different language varieties. These include namely standard Arabic ,AlgerianArabic, Berber and French .

Berber :

Berber or Amazighs, is one of the official languages of Algeria. It is the mother tongue of approximately 30% of the population. The Berber speaking areas do not make up a linguistic or a geographical continuum as they are often separated by large Arabic speaking areas. They are also separated by natural barriers such as mountains and deserts. For instance, the following statements include the distribution of the different berbervarities used in Algeria.

- Takbaylit:

It is the variety used in the central north of the country (approximately 100kms east of Algiers). This variety is quite important in the sense that two quarters of the total number of Berber speakers in Algeria are Kabyle. The Kabyle community is also important in the sense that its members have been the leaders in the continuous demands for the official recognition of Berber as an official language in Algeria. This

community is made up of speakers living in the cities of TiziOuzou, BejaiaBoumerdes, and Bouira .

- Tashawit:

This variety is used by a group of speakers who Dwell In the Aures mountains area in the eastern south of Algeria(Souk Ahras, Batna, and khenchla) this is again another important group in terms ofthe number of speakers.

- Tamzabit:

It is the variety of Berber used In the Mzab valley which is situated in the centre of Algeria. This variety is also of an importance because of its high Ethno linguistic vitality and because of its speakers who may be regarded as a leading group in the trade life of the country. Members of This group settled in many big urban centres of the country. They seem to have managed to establish minorities and to maintain their mother tongue as a minority variety.

- There are other small Berber speaking populations of a lesser importance because of their small numbers. These include the Berber populations living in Ouargla, (the Touat' Ksour), Bechar, AinSefra, The Gourrara' Ksour in Timimoun, JbelBissa (in the Area of tenes).

Arabic :

After the independence ofthe country in 1962, the arabic language regained its place in the algerian society and became the first official language that represents the Muslim identity. Arabic was aimed to replace the French language which was considred as the oficiallanguague in algeria during the colonisation period. In which, Algerian nationalists launched various Arabization campaigns in all areas, starting with Education for administration, media and economics.

Nowadays, Arabic is classified into three main categories represents its linguistic varieties in algeria, which are : Classical Arabic, Modern Standard Arabic and Algerian Arabic.

Classical Arabic :

It is the official language of all Arab countries where it is used in the oral and written form on formal setting and official circles .However, One of the important point in defining CA is that , despite the prestigious place it occupies in the hearts and minds of all the Arabs since it is the language of the Holy Quran, it lacks vitality and no one in the Arab world is brought up speaking Standard Arabic as his mother tongue.

Algerian Arabic :

known as Darja or Daridja in Algeria is a dialect derived from classical Arabic; it represents the mother tongue of the majority of the Algerians who use it in their daily life interactions.it includes vareious regional dialects spoken in most parts of the Algerian territory,which are more of diffrent accents than diffrent dialects (Benali 2007) . AA stands as the major element of identify from region to region.It changes from place to place and from town to town.Even two towns or two villages near one another may not speak the same accent. It's also called the vernacular or the Algerian Colloquial Arabic,it has no written form and status because it was and it stellnegleted by algerian authorities. Today, this language is prevaded by the French language from which it has taken large amounts of borrowed words and expressions and use it as it own words. that's why the phenomenon of borrowing in algerian societies it become widspread.

Modern Standard Arabic :

Is a modern literary form derived from Classical Arabic ; though the phonological, morphological and syntactic rules are nearly the same.This contemporary variety of Arabic, which is demnitely less formal than Classical Arabic, it includes a huge number of foreign words and expressions that was introduced into Arabic during the 19th century are equivalent to the scientific needs and technological advancement .In

Algeria, MSA generally used for public speeches, formal meetings, mass media. It is also the medium of instruction, literature and science. It is never used in an ordinary everyday conversation among Algerians people .

French :

The presence of the French language in Algeria was due to the colonisation era which lasted more than 130 years. During that period, French was considered as the official languague in Algeria , in orther to eliminate the Arabic language through the declaration of many laws and rules by the government. This language was spoken fluently by the majority of the population especially before and just the independence. Today, the French language is considred as a forienglanguagueand no official status is given to it in Algeria , but it is widely used in many sectors including education, administration, media and economy.

1.9 The Status Of French Languague in Algeria :

The French colonisation (1830-1962) has deeply affected the linguistic and cultural aspects of the country. The contact between Arabic† and the French language and culture has resulted in bilingualism. The language contact may occur at different periods of the life of the speakers and may concern different degrees of competence in one of the four language skills, listening comprehension, speaking, reading or writing. In Algeria, for example, French, a socially-valued language, is often associated with modernity and technological advancement and it is still taught today as a second language at different levels, while at the university, it remains the language used for instruction in a number of streams, scientific, medical and technological, in particular. In their daily conversations, most Algerians code switch between Arabic and French.

Today,french is a part of the standard school curriculum, and is widelyunderstood 18 million Algerians can write and read French, which is 50% of the population, and the figure is higher if those who can only speak and understand it are included,Approximately the whole people in Algeria speak it as their native language,Some two-thirds of Algerians have a "fairly broad" grasp of French, and half

speak it as a second language. French is widely used in media and commerce. French is widely used and spoken in everyday life in Algeria's larger cities, in diglossic combination with Algerian Arabic.MalikaRebaiMammri, author of "The Syndrome of the French Language in Algeria," said "French continues to be the dominant language in business and professional circles" and that "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.

1.10 Algerian Arabic – French bilingualisim :

The Algerian Arabic –French bilingualism started when Algeria was under the French colonialism. Algerians were exposed to the French language and culture as already mentioned, The French colonisation aimed at fighting Arabic education, they controlled the teaching of Arabic and encouraged the population to acquire French, the language of knowledge and civilization.

So, bilingualisim occurs when the Algerian came in contact with the french people and the french language at the school because they were sent to the french schools with frenchpeople . However, Algerians acquired French and became as proficient as the French but they were conscious that this language was their second language rather than their mother tongue. As a result, bilingualisim exists almost everywhere in Algeria but it differs from one region to another , and differs in the degree of proficiency from one person to another .

1.11 Education System in Algeria Universities :

in Algeria, education is compulsory from the age of six. Education is one of the main priorities of the Algerian government. The Algerian educational system is divided into several levels: preparatory, basic (primary and secondary), secondary, vocational and higher education. Access to higher education is subject to obtaining an A level equivalent or an equivalent foreign qualification.

During the period of French colonization of Algeria, the education system was designed primarily to meet the needs of the European population and to perpetuate the European cultural pattern. A large majority of the students were children of the colonists. French was the language of instruction, and Arabic was offered as an optional foreign language. Currently, the Algerian education system and training is mostly three ministries, those of National Education, Education and Vocational Training and Higher Education and Scientific Research.

The Algerian universities first adopted a system besed on the French model which mean that the university faculties were autonomous even in designing the teaching curricular .however, French used widely in the educational domain from the primiray level until th higher level (university) . The scientific studies is one of the important reasons that were taught in French such as the medical stream, electrical engineering, computing and architecture on one hand and the foreign languages learners on the other.

In 2002, The Ministry of Education announced the educational reform and numerous change have occurred concerning the situation of teaching english. While, English is still considred to be the second foreing language in the Algerian Educational system after french, it has received considerable attention within the educational reform .

Nowaday, Alegeria is distinguished by its multilingualisim, such as the English language, which is taught from the intermediate level to the university level . Where it took a status in Algeria because of the movement of people to study and learn it after French that is considred as a daily language in Algerian societies. As a result of this linguistic diversity, the spread of the phenomenon of ilingualisim is in a remarkable develepment specially in the educational fields .

1.12 Conclusion :

In this chapter I have defined breifly some sociolinguistic phenomena such as diglossia, bilingualism, code switching and code mixing.

I deduced that the Algerian speech community is characterised by three main periods in its linguistic history. Through these periods, a number of languages have been in contact and rendered the linguistic situation so complex , which are Arabic with all its forms (i.e. dialects), Berber, and French. The use of these linguistic codes has yielded some linguistic phenomena like Bilingualisim, code-switching and mixing, borrowing, and diglossia by which an Algerian speaker could be able to communicate in different settings. code switching is one of the phenomenoms which has become a very natural practice in the Algerians society that increase the use of French that takes an important place in Algeria . Finally I described the educational system of Algeria .

Chapter Two

Data Collection and Analysis

2.1.Introduction:

Generally, this chapter concedred with the description of the methodological procedures. In which , it presents the main aim and the sample population of the present research. After that, it deals with the research tool, the questionnaire used to collect data.

2.2 Research objective's:

This research paper aims at finding out some reasons that stand behind Biology students , to figure out the amount of French use from the part of these students and whether their attitudes towards French affect their linguistic performance.

2.3 The participants' profile :

The sample that was supposted to be selected for our purpose are mainly the third year biology students from different gender (males and females) at Centre Naama University . In order to gather sufficient information about the use of both Arabic and French in their study and even in their daily life conversation .

2.4 The questionnaire as a research tool :

In this field work, the unique instrument thatsupposted to be used is the questionnaire . In fact, this method can be defined as a research instrument that involves a string of questions planned to gather information about a certain topic. For Seliger and shohamy (1989: 172), the questionnaire is considered as: "printed forms for data collection, which include questions or statements to which the subject is expected to respond, often anonymously." The questionnaire may have closed ended questions including 'yes' 'no' items or open ended questions like asking about informants' thoughts or viewpoints. The questionnaire in our research was written in

English to be submitted to biology students . While giving them the apportiounity to ask questions if they find something difficult .

2.5 Data analysis and interpretation :

Generally, this part it was supposted to gather general information about the respondents . where the instrument of this part include of 7 questions in order to examine three related criteria: the setting of French language acquisition, the frequency of its use in daily life as well as in the university, and exploring the different attitudes towards it.

2.6 Limitations of the research :

Unfortunately, I was unable to finich the second part of the research (data analysis) due to the social and health conditions that the country was exposed to . Corona Virus is the main reason that prompted the educational ministry to suspend studies in all levels (primary, intermediate, secondary and university) for more than a month . Which made it difficult for me to distribute the questionnaire to the targeted students .although i tried to reach them through social networking sites such as Facebook , but it didn't help because of the lack of interaction from the students on facebook where the number of students who responded on this sites wasn't sufficient to complete this part .

General Conclusion

Many linguists, psychologists and sociolinguists find that the Algerian linguistic situation extremely complex. This situation encourages them to wonder abut the linguistic repertoire which has undergone many important changes throughout time. Algeria has always been a multilingual country, and its linguistic history confirms that, because of the succession of several civilizations which have left linguistic traces, mainly the French language which remains a linguistic legacy in Algeria after more than 50 years of independence.

From the previous definitions , I concluded that even if Algeria has been the object of many conquests, the biggest infelunce is the French one. The French colonization was responsible of different phenomena linked to the language contacts of two or more languages in interpersonal and intergroup realations and especially Arabic and French . people being in contact with the French for a long period of time have been influenced in a way or another and entered a linguistic situation where both of French and arabic were used .

People live in bilingualism, code-switching and many other phenomena resulting from the Arabic – French contact .and this is the main aim of our research .

As French is a language used in some higher studies in Algeria, students are Motivated to learn it , but it is clear that many students do not master it once at the university. They only have some poor knowledge and utilise some words or phrases that they acquired in their childhood . According to their proficiency, students' motivation and attitude differ , those who were interested in that language during their earlier studies, French is no longer a difficult language and they have no problems, whereas those who were not motivated and gave no importance to this second language, find difficulties and perhaps keep negative attitudes towards it.

The expected result and the definitions of the previous contents of this work has revealed that the hypotheses I have put forward are confirmed, which mean that the scientific branches such as medicine, technology or biology in the universities of Algeria depends on the use of French as a second language of teaching

As a conclusion , The linguistic reality shows that French has not lost its prestige because it used in the social life and it used as a means of communication . It has an important place in the Algerian society at different levels : economic,social and educational due to the long period of colonisation .

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Questionnaire :

The questionnaire in front of you is a part of a research for a Master degree. We Would be so grateful if you could answer the following questions for the sake of gathering information about: French and Arabic in a bilingual situation in one of the contexts of Algeria.

Part 1:

Sex

Age

Part 2:

1- Which language do you prefer , apart from your mother tongue ?

MSA ☐ French ☐ both ☐

2- which language do you use when talking to your family members , friends?

Algerian Arabic ☐ French ☐ Mix ☐

3- which is the most difficult language ?

MSA ☐ French ☐ Neither ☐

4- Please, select the context that suits you better to learn French, by ordering your choices from the most effective one.

University ☐ Family ☐ Internet ☐ Tv ☐

5- Do you find difficulties in pursuing your studies in French at the university Level ?

Yes ☐ No ☐

6- Do you find that the French language dominates your daily linguistic performance ?

Yes ☐ No ☐

7- According to you , why do people switch between these languages when they speak ?

- To fill in the lexical graph. ☐
- For matter of prestige. ☐
- Other reasons ☐

Please state them if they are available……