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Dialect Use in Classroom Interaction: The Case of Ain-Sefra Primary School Pupils

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بسم الله الرحمن الرحيم

بسم الله الرحمن الرحيم



DEDICATION

Dedication Dedicated first to my dear parents, may god protects them and keeps them the candle that alights my life.

To my sweet heart sisters ***: Sarita****,* ***Fatouma*** *and her children* ***Yahia****,* ***Mouna*** *and* ***Taha****, to my* ***grandmother*** *god protects her.*

To my friends ***Semsouma*** *and* ***Jiji****.*

To the best friend in the world ***Fatouma****.*

To all my ***teachers*** *and* ***friends*** *of the master degree.*

Gessoum

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This work would not exist without the bless of ***"ALLAH".*** *Immense thanks to "ALLAH" for helping me achieving this work.*

I would like to express my truthful respect and thanks to my supervisor ***Miss Bagui Hayet*** *who gives me her time, guides me and as a subject. specialist introduced me into the world of sociolinguistics.*

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ABSTRACT

The present study attempts at examining an educational setting in a situation of diglossia (Ferguson,1991), a linguistic phenomenon that characterizes Algeria and all Arabic-speaking countries with the co-existence of two varieties of the same language: the High variety, Modern Standard Arabic (MSA), the official language of the state, is specialized for formal domains such as: educational settings while Algerian Arabic (AA), the Low variety, is the medium of interaction in everyday conversations. MSA, therefore, is the language of education. However, this is not always the case in real classroom interaction. Teachers and learners often switch from H to L during their classroom talk.

Through the use of different methods for data collection and elicitation techniques, this empirical work, indeed, attempts to shed light on diglossic code switching phenomenon among first year pupils in Ain-Sefra primary schools. It endeavours to investigate the social forces that stand behind their switch from H to L when interacting in the classroom.

LIST OF PHONETIC SYMBOLS

Arabic Letters	IPA
ء, أ, إ, ؤ, ئ	ʔ
ع	ʕ
ب	b
د (ذ)	d
ض (ظ)	dˤ
ج	dʒ
ذ	ð
ظ	zˤ
ظ	ðˤ
ف	f
ق	g
ق	q
هـ	h
ح	ħ
ي	j
ك	k
ل	l
ل	ɬ
م	m
ن	n
ث	θ
ر	r
س	s
ص	sˤ
ش	ʃ
ت	t
ط	tˤ
و	w
خ	x
غ	ɣ
ز	z

2) **Non-Native Consonants**

Arabic Letters	IPA
پ	p
ڤ	v
تش	tʃ

https://en.wikipedia.org/wiki/Help_:IPA_for_Hejazi_Arabic March 2nd ,2016

LIST OF ACRONYMS AND ABBRIVIATIONS

AA: Algerian Arabic

CA: Classical Arabic

CS: Code Switching

H: High variety

L: Low variety

LA: Language Attitude

MSA: Modern Standard Arabic

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General Introduction

1. GENERAL INTRODUCTION

Diglossia is a sociolinguistic phenomenon that characterizes the Arab world in general and Algeria in particular. This phenomenon refers to the use of two varieties of the same language within the same speech community (Ferguson, 1991); one is used as the high variety and the other as the low one. H and L are said to be used for complementary functions, i.e. each serves its special functions. Modern Standard Arabic (MSA) is considered as the high variety that is used in formal contexts like education, television, administration, radio, newspaper and literature purposes whereas the Algerian Arabic (AA) is regarded as a low non-standard variety which has no official status and used in daily conversation. The two varieties may, however, overlap; speakers may switch from one variety to another, as we shall see in this dissertation.

As a matter of fact, the present study aims at classifying the phenomenon in terms of 'internal' code switching (hereafter CS) which is of a diglossic nation. More precisely, it attempts at diagnosing the reasons behind the pupils' use of AA in a formal setting and their rejection of MSA, the school language. Pupils at Ain-Sefra Primary schools have been chosen as a sample population to restrict the fieldwork.

In an attempt to understand pupils' linguistic behaviour and to treat the issue, the following overall question is raised: What are the reasons that stand behind the use of colloquial Arabic in classroom interaction in Ain Sefra primary schools?

In order to answer this main question, some sub-questions are asked:

1-What are the pupils' attitudes towards MSA?

2-What is the teachers' reaction towards using AA inside the educational setting?

3- Do the pupils switch to AA because of their weakness in MSA?

To answer these questions, the following hypotheses are advocated:

1-Most of primary school pupils might have negative attitudes towards MSA.

2-Probably, the majority of teachers have a positive reaction when a pupil uses AA because they consider him/her as a child who has no background in MSA.

3-It could be also hypothesized that the pupils lack the necessary fluency to communicate effectively in classroom oral wok

The study is divided into three chapters; the first chapter contains the literature review of the research by introducing sociolinguistics and its relation to language, the relationship between language and dialect and it also presents the sociolinguistic phenomenon: "diglossia" in addition to code switching. The second chapter relates these concepts to the concrete linguistic situation in Algeria. The last chapter demonstrates the methods and research instruments employed in the fieldwork; mainly questionnaires, interviews, and classroom observation, in order to come, eventually, to a set of data which are analyzed and interpreted in the third chapter.

Chapter One

1. 1. INTRODUCTION

Many investigators have tried to distinguish between macro-sociolinguistics and micro-sociolinguistics. The first one refers to the sociology of language which is the effect of language on society; we study language of a specific community with the aim of learning, investigating, and understanding the use of language structures and the way people of this community use them in order to communicate properly, how can these language structures influence the way people talk. Whereas micro-sociolinguistics refers to sociolinguistics a sub-field of linguistics which studies the effect of society on language or in another word how can social variables such as age, gender, level of education influence the way people speak. This leads the researcher to highlights that sociolinguistics studies how social situations require a change in the way we talk as there is a difference between 'formal' and 'informal' speeches, requests, demands or order (Goulmas, 1997 in Wardhaugh,R.2006 :10).

1.2. SOCIOLINGUISTICS

Sociolinguistics is the study of the relationship between language and society. Wardhaugh (2006) has mentioned four possible relationships between language and society. The first one, is that social structure such age, gender, ethnicity may influence the linguistic structure. He takes age as an example when he talks about young children when speaking differently from older children and adults. Hence, age can be considered as a social variable that can influence the way people speak.

Yet, considering the second relationship between language and society, he states that **"linguistic structure and/or behaviour may either influence or determine social structure"**[1] This means that linguistic structure can control the social one.

In the third possible relationship, Wardhaugh (2006:10) says **"language and society may influence each other".** In the same veine, Dittmar (1976: 238) argues that **"speech behaviour and social behaviour are in a state of constant interaction".** Both linguists agree that language may influence social variables or the vice

[1] Quoted in Wardhaugh,R.(2006 :10)

versa. The last fourth possibility is that there is no relationship at all between linguistic structure and the social structure and that each one is independent of the other .Wardhaugh (2006).

Gumperz (1971) has observed that sociolinguistics is an effort to find correlations between social structure and linguistic structure and to witness any changes that occur.

Many sociolinguists try to give a definition for the notion of Sociolinguistics; Chambers (2002:3) declares that:

> **Sociolinguistics is the study of the social uses of language, and the most productive studies in the four decades of sociolinguistic research have emanated from determining the social evaluation of linguistic variants. These are also the areas most susceptible to scientific methods such as hypothesis-formation, logical inference, and statistical testing.[2]**

Sociolinguistics is something more than just a simple collaborating of linguistics and sociology which takes thoughts and findings from the two disciplines and relate them in simple ways.

Holmes (1992: 16) in his turn, points out that:

> **The sociolinguist's aim is to move towards a theory which provides a motivated account of the way language is used in a community, and of the choices people make when they use language.[3]**

This means that sociolinguistics aims not only in the relationship between language and society, however, which kind variety do people use inside their environment. However, Critics such as Cameron (1997) claim that **"these studies do not provide very satisfactory explanations for linguistic behavior because of lacks with social theory"**.

Cameron (62) argues that:

> **Sociolinguistics would deal with such matters as the production and reproduction of linguistic norms by institutions and socializing practices; how these norms are apprehended, accepted, resisted and subverted by individual actors and what their relation is to the construction of identity.**

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[2] Quoted inWardhaugh,R.(2006:10)

[3] Quoted in Wardhaugh,R.(2006 :11)

Sociolinguistics as a field of study takes into account how linguistics items can be produced, reproduced, organized and recognized by speakers in the appropriate way and how these norms influence the way individuals speak.

1.3. LANGUAGE and DIALECT

Many people face difficulties in distinguishing whether the variety they speak is a language or a dialect of language. Hence, at what criteria can we possibly use to determine if it is a language or a dialect? And what are the main differences between the two terms?

Hudson (1996:32) distinguishes between language and dialect in terms of size. He says that**: "a variety called language contains more items than one called a dialect"**. From Hudson's point of view, it is clear that language is larger than dialect in words and items.

Haugen (1966) argues that, language is more prestigious and formal than dialect; people use language in more formal situations in contrast with dialect that is used only in informal occasions.

1.3.1. Language Definition

The origin of language was from the French word "langage" which is derived from Latin lingua. Language has several definitions, a set of arbitrary vocal symbols by means a member of society interacts terms of their total culture. A system of words and signs, that people use to express their needs or feelings or ideas. Language is the only mean of people communication; it consists of four main skills which are the listening comprehension, speaking, reading and writing. According to Sapir (1921:8)[4] , language is **"a purely human and non-ideas, emotions and desires by means of voluntary produced symbols"** in the same vein Hall (1968:158)[5] , declares language **is "the institution whereby humans communicated and interact with each other by means of habitually used-oral auditory arbitrary symbols".**

Both linguists' views insist on the notion that language is a purely human being and it is a tool of communication. Hall uses the concept institution to refer

[4] Quoted in Lyons, J. (1981:3)
[5] Quoted in Lyons,J.(1981:4)

to culture which means that when people are interacting with each other they are representing not only ideas and thoughts but also their different cultures.

1.3.2. Dialect Definition

A dialect is considered as a subordinate non- standard variety of a language, Haugen (1966a) has pointed out that language and dialect are unclear terms to define. Ordinary people use both terms in speech; for them a dialect is no more than a local non-prestigious variety of a real language. In contrast, many scholars often face problems in deciding in which situation should the terms used. As it is stated by Haugen, the terms **"represent a simple dichotomy in a situation that is almost infinitely complex."**[6] He points out that the confusion goes back to the Ancient Greeks.

The free online dictionary defines the term dialect as follows:

> **A regional or a social variety of a language distinguished by pronunciation, grammar or vocabulary, especially a variety of speech differing from the standard literary language or speech pattern of the culture in which it exists: cockney is a dialect of English**[7]

1.3.2.1. Regional Dialect

In Sociolinguistic, regional dialect is a form of language that is spoken in a specific geographical area. The study of this type of dialects gained a major role in historical linguistics. Dialectology which is the scientific study of linguistic dialect, a sub-field of sociolinguistics, tries to study variations in language based primarily on geographic boundaries which called "ISOGLOSS". These ISOGLOSS can be either rivers or mountains may change pronunciations or meaning of the same word. For example in the Algerian speech community the word "said" in Arabic has different pronunciations /kall/, / qall/, /gall/ or / ʔall/.

In this regard Wardhaugh (2006:43) defines social dialect as follows:

> **As you travel throughout a wide geographical area in which a language is spoken, and particularly if that**

[6] Wardhaugh,R.(2006)

[7] http://www.thefreedictionary.com/ accessed to on January 15th ,2016 at 00:51

> **language has been spoken in that area for many hundreds of years, you are almost certain to notice differences in pronunciation, in the choices and forms of words, and in syntax.[8]**

1.3.2.2. Social Dialect

Social dialect is another type of dialects; it has a relation with social factors such as: place of residence, occupation, education, cultural background, ethnic origin and religion, in contrast with the regional one that has a relation with geographical areas in this regard Romaine (2000:2) points **out "social dialects say who we are, and regional dialects where we come from".**

Wardhaugh 2006:49,differentiates between the two social and regional dialect stating that:

> **Regional dialects are geographically based, social dialects originate among social groups and are related to a variety of factors, the principal ones apparently being social class, religion, and ethnicity**

This means that the difference between regional and social dialects is that regional dialect relies on geographical areas whereas social dialects as a relation with social variables such as age, ethnic group, gender or level of education.

Consequently, it can be said that dialect is a sub division of a language and it is regarded only to informal situations, language on the other hand gains status and used in more formal occasions. For example, in Algeria MSA is considered as the H variety that used in education, however, AA for the informal context. This means that the Algerian speech community uses two varieties of the same language that refers to the internal diglossic situation.

1.4. DIGLOSSIA

Diglossia is one of the most important sociolinguistic phenomena; the pioneer of diglossia was the German linguist Karl Krumbacher (1902). He introduced this phenomenon in his book 'Das problem der Modern Geriechischen Schriftsprache (1902) in which he explained the nature, origin and development of diglossia and he took into consideration the Greek and Arabic situations as an

[8] Wardhaugh,R.(2006:43)

example. According to Zughoul (1980), in (1928)[9] Psichari considered the Greek situation as diaglossic because Dimotiki is used in daily conversation, while Kathrervousa is regarded for writing purposes.

1.4.1. Ferguson's Diglossia

The term diglossia was introduced in English literature by the linguist Ferguson in 1959 in an article called "word" to describe sociolinguistic situation of the use of two coexist varieties of the same language within the same speech community in two different set of situations. He said that: **"in many speech communities two or more varieties of the same language are used by some speakers under different conditions."[10]**

Ferguson (1959: 336) has defined diglossia as follows:

> **Diglossia is 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.[11]**

Diglossia is a sociolinguistic phenomenon refers to the situation where two codes of the same language are used side by side one for formal context and the second for the informal one.

In the same article he identifies four language situations which show the major characteristics of the diglossic phenomenon: Arabic, Swiss German, Haitian (French and Creole), and Greek. In each situation there is a 'high' variety of language and a 'low' one. Each variety has its particular functions. In the Arabic situation the two varieties are Classical Arabic (H) and the various regional colloquial varieties (L). In Switzerland they are Standard German (H) and Swiss German (L). In Haiti the varieties are Standard French (H) and Haitian

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[9] Mentioned in Muhammad Umer Azin.(2007) "Multiple Nested Triglossia in Triglossia in Pakistan

[10] Ferguson(1959:232)

[11] Quoted in wardhaugh,R. (2006:89)

Creole (L) and finally in Greece they are the Katharévousa (H) and Dhimotiki, or Demotic (L), varieties of Greek. [12]

Ferguson (1959) has distinguished between high and low variety in nine separate areas:

1. Function: in diglossia, every variety has its function, high variety is regarded only in literature texts, poetry parliament proverbs and it can be used to express politeness. However, the low one is used most of the time in daily conversation. Ferguson means in this case by the word function that every variety must be used in a specific context and has its own domain of use.

2. Prestige: H is seen as a superior in comparing with L, some speakers feel that H is real and L is reported "not exist" because it is derived from H. Ferguson considered the high variety as beautiful, logic and a stable one but the low one as a non-prestigious variety.

3. Standardization: all grammar's books, dictionaries, books and treatises of pronunciation are written in H not in L, hence, only the high variety can be standard and gain status.

4. Stability: diglossia is considered as a stable phenomenon because it last a long time may be for centuries. As the Arabic diglossia which has existed since the old time till the current days.

5. Acquisition: L is acquired by children at home as a mother tongue, however, H is learnt in formal education.

6. Literary heritage: only H can be codified which means that it can be used in books and dictionaries. When looking to educational document and dictionaries we will find that they are written only in the H variety.

7. Grammar: H has grammatical rules not presented in L; it also contains inflectional system of nouns and verbs that L lacks it as the example of the case endings.

8. Lexicon: generally speaking, the quantity of both H and L is equal, the same words but different in meaning and forms like the word /fadi3/ in H variety

[12] Mentioned in Wardhaugh,R.(2006:89)

means not perfect or a bad thing in contrast with its meaning in L variety which refers to something perfect and beautiful.

9. Phonology: the phonological of both H and L is somehow different; there are some words absent in H presented only in L and vice versa. As the example of Arabic language, the phoneme / q / is pronounced/g/, /ʔ/ or /k/ according to the dialect.

After a period of time and more precisely in 1991 Ferguson considered his first definition of diglossia as a classical one that lacks for clarity. In fact, Ferguson, himself, has acknowledged his weak points in a more recent article which he entitled "Revisited Diglossia" (1991) where he gave a new support to his original one. Ferguson said that **"his first definition of diglossia was putative"** (Freeman, 1996).

1.4.2. Fishman's Extended Diglossia

Many scholars try to extend the term diglossia which was defined first by the sociolinguists Ferguson. Ferguson (1959) stated that diglossia refers to the situation where two varieties of the same language are using for two separate functions. Later on Fishman (1967) gave another definition to the term diglossia extended the term to cover even situations where two (or more) unrelated languages are used within the same speech community, one is used as H and the other is regarded as a L one. He refers to the example of Paraguay where Spanish and Guaraní are found in which Spanish is used as H variety whereas Guaraní as L one. Spanish is the language used in formal occasions; government, parliament and in conversation with strangers who are well based in this language, with foreigners, education and in most business transactions. But Guaraní, is regarded as language that is used only with friends and strangers who are not dressed, Spanish is the most useful language in cities, but Guaraní is preferred in the countryside.

As it is mentioned above that Guarani is a language that's used only in informal contexts. However, Spanish is regarded only for formal contexts such as education.

1.5. DIGLOSSIA and EDUCATION

Arabic language is one from the most languages around the world that represents this sociolinguistic phenomenon. Modern Standard Arabic (MSA) that is shared in the entire Arabic-speaking world is considered as a prestigious formal variety, while colloquial spoken dialect which is used for communication is considered as a low non-standard one.

The difference between MSA and AA prevents pupils to learn MSA easily because they face new words totally different from their mother tongue. Thus, this modern standard Arabic is considered for them as a foreign language, they feel insecure and the only solution to understand these new hard words is to look for their interpretation and meaning in their native language. In this sense, Maaouri (1998:40) **says "this lack of security comes from general feeling of low understanding in fusha and low identification of its norms"**, the reason why most of Arabic language teachers' need to switch from MSA to AA, in order to make their pupils understanding some difficult concepts. This shift from one variety to another leads directly for Ferguson's diglossia in which he says that diglossia is the use of two varieties of the same language within the same speech community, so diglossia has a great effect on the domain of education in Algeria speech community because MSA is used as high variety and AA is regarded as a low one.

Pupils face difficulties not only in meaning of words which are totally different from their native language such as the word (go) in MSA means / ðahaba/ but in AA becomes /mʃa/ or /r ɑː ħ/. Another example the word table in MSA refers to / tawila/ but in AA becomes /tabla/ this is concerning the different between MSA and AA but in words meaning. Another difference but in sounds such as the sound /θ/ becomes /t/ in AA for example the word(heavy) in MSA is / θaqıl/ but in AA becomes /taqıl/, another sound /ð/ in MSA becomes /d/ for example the word(man) in English is /ðakar/ in MSA but becomes /Dakar/. It is clear that modern standard Arabic is differentiated from AA not only in level

in words meaning but also in some sounds and in this case they need to switch from one variety to another in order to understand.

1.6. CODE SWITCHING

Coode switching CS is defined as **"the alternation of languages within a single discourse, sentence or constituent"**.(Poplack, 1980:583)

According to Milroy and Muysken (1995:7), code-switching is **"the alternative use by bilinguals of two or more languages in the same conversation"**. In CS There is two important terms intra-sentential that is used to refer to switching within the sentence, for example: / l'course nta ʕ l joum kan treè dèficille/ in this sentence there is a kind of switch between two languages Arabic and French within the same sentence. The second term is inter-sentential switching that used for switches between sentences for instance //o mj gad! a: ju: kraIzI? ma ʃI gotlak matgarabʃ nar dork teħrag jedIk/ in this example there are two sentences from two different languages.

From this brief overview of the term code-switching, it is clear that different researchers use different definitions of the same term. Bentahila and Davies (1983:302)

> **We shall henceforth use the tem code-switching to refer to the use of two languages within a single conversation, exchange or utterance. The result is an utterance or interaction of which some parts are clearly in one of the bilingual's languages and other parts in the other language.**

1.6.1. Reasons of Code- Switching

According to (Gumperz 1967, 1982, Grosjean 1982, Lipsky 1985, Poulisse and Bongaerts 1994, Hakuta 1986) **"bilingual speakers use two languages within one conversational contextas individual behavioral norms."** This means that bilinguals switch between languages for several reasons and situations. Some speakers using CS because they are unable to find words to express oneself, as (Poulisse and Bongaerts 1994:1) argue that bilinguals switch in order **"to fill a linguistic need"**. Using CS refers also to psychological factors**. "It marks a change of subjects, to express certain emotions as an indication of anger, annoyance and authority reinforcement"** (Gumperz 1970). It has social functions: "it emphasizes self-identity, and marks group member ship, solidarity or social status or class" (Grosjean 1982:149-157, Gumperz 1982:75-83).

1.6.2. Types of Code- Switching

Many researchers have classified CS into different types, but for Gumperz CS is divided into two main types conversational CS and situational CS.

1.6.2.1. Situational vs Metaphorical Code-Switching

Many factors are concerns with this type such as: the listener, and speech event trigger code-switching. In this regard(Baker 1980:3) says **that "the marking of status and role of speaker and listener, and the indication of informal or formal topic, situation, or event"** Heller points out that situational code-switching is **"rooted in a social separation of activities (I associated role relationships), each of which is conventionally linked to the use of one of the languages or varieties in the community linguistic repertoire"** (Heller 1988:5) .Thus in situational code-switching alternation between varieties represents a situation where the speaker is.:409). That means that in situational CS the speaker alternate between languages according to the situation. In another hand, metaphorical code-switching, the bilingual switch from one a language to another according to the topic which is the driving factor in determining which language will be used. For

example, the speaker will use a language for a topic and another one for another topic.

1.6.2.2. Conversational Code-Switching

For Gumpers, Conversational code-switching is defined as follow:

> **As the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems. Most frequently the alternation takes the form of two subsequent sentences, as when a speaker uses a second language either to reiterate his message or to reply to someone else's statement (Gumperz 1982:59) .**

Gumpers observes conversational CS as **"direct quotes, reported speech, a method of directing a message to a particular addressee, a marker of an interjection or sentence filler"** (Gumperz 1982:63-79).

Gumperz observed **"conversational code switching as a sociolinguistic phenomenon"** (1982). This means that every person is belonging to such a linguistic group who speaks the same. CS functions as **"communicative conventions of closed network situations"** (Gumperz 1982:72) where **"switching strategies serve to probe for shared background knowledge"** (1982:72), cultural values of the particular speech community. Alternation of language functions as a pass word for ethnic-identity and solidarity of the community. Code-switching is most frequently found in the informal speech of members of **"cohesive minority groups . . . who speak the native tongue at home, while using the majority language at work and when dealing with members of groups other than their own"** (1982:64).According to Gumperz the minority language tends to be "we" code as the language of ethnic identification, and the majority language, "they" code (1982:83).

1.6.3. Myers- Scotton the Markedness Model

Myers Scotton (1993b), proposed another model for the study of code-switching known as the Markedness Model in which she notes that a bilingual speaker has a sense of markedness, in concerning the relationship with the converser who the one choosing the code in such a conversation. The speaker seems as a rational performer who can make either the marked or the unmarked choice.

According to Myers Scotton, the marked model is unexpected in interaction. However, the unmarked choice is the more expected and used often by the speakers. In contrast with Gomperz's view who claim that a bilingual speaker is most often not aware when they code switch.

1.7. DIGLOSSIC CODE-SWITCHING

According to Ferguson (1959), diglossia is the use of two varieties of the same language within the same speech community; one is used as H and the other as L. However, in 1991he revised his theory. As it mentioned above that diglossia refers to the situation where one variety is used for H and the second as L (Ferguson 1959).

In the Algerian speech community, more precisely in education MSA is used in classroom interaction, whereas AA is regarded as a low non-prestigious variety that used only in daily conversation. However, in particular situation some Arabic teachers use AA inside the educational setting.

When asking some Arabic teachers about their reasons behind using AA instead MSA within the course, most of them claim that young pupils comes from their houses where AA is the only variety that used. However, after being reading to joining the schools they learn MSA for their first time in which they face problems when learning new words, the reason why teachers need to switch

from MSA to AA in order to facilitate the task of education and to push them having a positive attitude toward MSA.

1.8. LANGUAGE ATTITUDE

A language attitude (LA) refers to people's feeling, beliefs about either their mother tongue or other's language. The study of language attitude was limited to sociolinguistics in the mid-1960s. This terms can be either positive or negative evaluation of ideas, in this sense, Sarnoff (1970:279)[13] said **that "a disposition to react favorably or unfavorably to a class of objects"**. in order to study (LA) There are three main techniques to follow, the first one is called the *societal treatment method* which is most of the time based on observation rather than asking people directly about their attitude toward language or varieties of language. The second type is the *Direct* method that needs asking people about their attitude toward language. The last one is *Indirect* one which is It is a technique called "the Matched Guise Technique" that suggested by Lambert and his colleagues (Lambert et al. 1960), and then established later on in Lambert 1967, Gardner and Lambert 1972 [14] .this method occurs when researchers investigate a person's attitude but this person does not know that his attitude is being investigating.[15].

1.9. CONCLUSION

This chapter has presented with sociolinguistics as a field of study, the difference between language and dialect and it mentioned the types of dialect. It has also emphasized the necessity to describe the phenomenon of both diglossia and code-switching, the effect of diglossia on the field of education; finally it highlights the concept of language attitudes.

[13] Quoted in Edwards,J(1982:20)
[14]Quoted in Edward, J (1982 :22)
[15] Quoted in Edward,j.1982:20)

The next chapter will provide a thought about the Algerian linguistic history, the linguistic repertoire in the Algerian speech community. It also highlights diglossia as a sociolinguistic phenomenon digloosia in Algeria.

Chapter two

2.1. INTRODUCTION

Algeria is one of the Maghreb countries which is located in North Africa; most of these countries use Arabic as an official language in addition to other languages. The present chapter, in fact, is going to present the linguistic history of Algeria, its system of education and introducing the different language repertoires that Algerian people use, in addition to the effect of diaglossia on pupil's proficiency.

2.2. ALGERIAN LINGUISTIC HISTORY

Algeria, in fact, witnessed a number of conquests that affected the culture and the language of the country. The most effective attack is the French colonialism that divided Algerian history into three prominent eras: Algeria in the pre-colonial era, Algeria during and after the French occupation.

2.2.1. Algeria in the Pre-colonial Era

Algeria was a place of invasion and a crossroad of civilizations. The First inhabitants of Algeria were the Tamazight, who spoke the Libyc[16] language. According to Elimam (2004: 32) **"during the Neolithic era, the principal elements of the Berber culture were already in place: a Libyc language, means of communication."[17]** After that, Chaker Salem (19980:31) reported that**: "the modern name given by the Tuareg to the Tamazight alphabet called "Tefinagh" derived from the root "Fnq /Fnqh"which means "Punic"**.[18]

The history of "tefinagh" was unclear because of the lack of written forms as a reference.in this regard Mercier (1888:310) says:

> **Unfortunately, almost all the past of this Berber language, or, if one wants, Libyc entirely escapes to us. A few hundreds of inscriptions known as Libyc, which date from the time of the Numidia kings and, precisely, the Roman domination. They are written**

[16] Libyc : It is mostly an oral language written in the alphabet of the Phoenician conquerors.
[17] Quoted in Chami,A.(2009 :387)
[18] Qouted in Chami,A.(2009 :387)

> **in an alphabet that presents a narrow resemblance with that of the Tuareg.[19]**

Berber ground was annexed to the Roman Empire in A.D. 24. Increases in development and in the area under cultivation during Roman rule caused wholesale displacements of Berber society, and Berber disagreement to the Roman presence was nearly constant. The prosperity of most towns depended on agriculture, and the region was known as the "granary of the empire". Christianity arrived in the second century. By the end of the fourth century, the settled areas had become Christianized, and some Berber tribes had converted en masse. Vandals occupation which coincided by the fall of the Romans was not sufficiently long (455-533). Even though they used their Germanic language and the Gothic script as well as Latin in the fields of legislation and diplomacy, they were disappeared by leaving practically any influence in the language of the Mountainous Berbers, "Latin was established as the official language of the elite living in urban cities, while Berber was spoken by peasants in the countryside". (Mostari, 2005:38)[20]

> **North Africa, the first lands occupied (as Latin colonies), the notable of the cities received with recognition the right of the city; their children took Roman names, accepted a Roman education; employment and the honors opened in front of them.[21]**

Arabs arrived in the 7th century, in which they introduced both Islam and the Arabic language. The new religion and language introduced changes in social and economic relations between the North African countries. After the coming of the Arab attacks of the 7th and 8th centuries, the Berber of the cities started to accept Arabic gradually while the Berber of the mountains stick to their languages. The influence of the Arabic culture on Berber came until the 11th

[19] Quoted in Chami,A.(2009 :387)
[20] Quoted in Chami,A(2009:387)
[21] Quoted in chami,A.(2009:389)

century with the coming of the tribes of "Banu Hillal" when Arabic became deeply rooted in Algeria**.**

For three hundred years, Algeria was an area of the Ottoman Empire and was controlled by a leader called "Dey", "the Turkish language influenced, cities, the native language especially the Dialectal Arabic" (Ghalem, 2000:32) which means that Turkish was the official language and Arabs and Berbers were excluded. The Turks rejected any mixing with the Arab-Berber population and they were living in distinct community. However, in commerce, the Turks, the Algerians and Europeans used a variety as a Lingua Franca[22] to communicate, which includes Spanish lexis, elements of Turkish and of the syntactic shapes inspired from Arabic; the fact that explains the existence of many Greek words in the Algerian speech community today.

The existence of The Spanish in Algeria was a way of counteracting the Turkish piracy protected by the North African seaside housings. When the Spanish came to the Algerian speech community, the Algerian people use some borrowing words from the Spanish language. What complicates the situation more and more is the French occupation in 1830 which makes the linguistic situation in Algeria more complicated.

2.2.2. Algeria during the French Occupation

French colonization continued in Algeria for a long period of time more than 130 years. Its goal was to spread the French language and culture, replacing Islam by Christianity in addition to take all the Algerian wealth.

The Arabic language was the first object that was influenced by the French people because they were communicating directly with them, in this line of thought; Taleb Ibrahimi (2000: 66) says about the French language that it was

> **The only language among the other languages which lasted and influenced the users. It has gained a**

[22] A language used for communication between people who speak different languages for example a speaker from China and the second from Algeria, they use French in order to communicate because the Algerian speaker does not understand china and the chains one does not understand Arabic but both of them can speak the French language which is consider as a lingua franca.

> **particular statue in the Algerian society. The French language which was imposed on the Algerian by fire and blood, constituted a fundamental element in the French policy of depriving people from their identity and the deculturation.**

It is clear that the French language was introduced to the Algerian speech community by using force, because French people wanted to drop both Islam as a religious and Arabic as a language.

July 1830, was the beginning of French colonization in Algeria. Their first goal was the spread of their language as (Turin1983:40) **says "the most effective means to make [their] progress and domination in this country"[23].** The Algerian people in fact, refused the teaching curriculum which was suggested by the new government. As a reaction to this new law, the Algerian people in 1830 preferred using Zaouias and Mederssas, with the purpose of protecting both the Arabic language and religion in addition to teaching their children the Arabic language with Quran and, therefore, preserving their language.

There was a great change from 1830 to 1880, when the French had introduced Arabic schools in which both Arabic and French were taught simultaneously to some of the French and Algerian children. However, after 1880, the French administration closed all these schools and changed them into French ones. The Algerian families consequently started preventing their children from going to such schools which are considered as French ones.

2.2.3. Algeria after the French Conquest

After a long time of suffering, Algeria became an independent state and tried to erase all what has a relation with the French culture. French colonization used all the ways in order to remove the Islamic religion in general and Algerian culture in particular. They change all the Arabic school into French one and even changing mosques into churches. Yet on 5th July 1962 and after getting independence, French language has been replaced by the Arabic one and Algeria's first president was the FLN leader "Ahmed Ben Bella" who announced

[23] Quoted in Chami,A.(2009 :339)

that **"Arabic is the national language of independent Algeria"** (in his famous speech on October 5th, 1962. This means that the only language which is allowed is the language of Quran.

Therefore, today the Algerian speech community is characterized by a linguistic variety, MSA as an official language and Islam as a religion, however, French reserved only for education and administration and in some places in daily conversation in addition to AA.

Hence, policy maker decided to return Arabic as a language of Algeria, a process which is referred to in literature as « Arabization » or « re-Arabization».

Algerian policy makers decided to support MSA as an official language of the state in many areas, particularly that of education through acquisition planning. Such policy was named as the "Arabization policy". This term is stating to the process of returning MSA as a language of used for, administration, formal written form media and education.

2.4. EDUCATION IN ALGERIA

Education in Algeria is free of any charge, except private schools. The academic year starts in September and ends in June, with two short holidays of fifteen days one is in December and the second is in March. The educational system in Algeria is divided into five stages which include both sexes; the pre-school or we can call it the infant school, the primary school, the middle school, the secondary school and the last level is the university one.

At five years old, the Algerian children go to the infant school. At the age of six, comes the primary education which is compulsory in which they stay there five years learn only the Arabic language at the two first years, then learn both Arabic and French language at the fourth, fifth and the sixth which is the last year in the primary school where pupils should take a final exam to be able

to move to the middle school, where they achieve their four years of study and learn the English language, in addition to the Arabic and the French one. Late on, they should take another exam called the "BEM" that they must pass to go to secondary education that contains two different streams the literature and the scientific one, in which they spend three years. In the last year they pass the last exam which is the baccalaureate examination before they continue to one of the universities where they chose their specialty to learn. State technical institutes or vocational training centers which fall under the responsibility of the Ministry of Higher Education and Scientific Research.

The Ministry of Higher Education approves the curriculum, which is standardized for each field of study. Algerian institutions also award graduate degrees in most fields in which a Licence or DES is awarded, and then going and looking for a job.

2.5. THE ALGERIAN LINGUISTIC REPERTOIR

Since Algeria is a multilingual speech community, its linguistic situation is somehow complex.as it contains more than one language of different varieties la such as Arabic which contains MSA and AA, French and Berber (Tamazight). Thus what is the Algerian linguistic repertoire and is there any conflict between these different linguistic varieties?

2.5.1. Arabic

Since Algeria is a Muslim and an Arabic stat, hence, the most used language is the Arabic one. Arabic in the Algerian speech community appears under two main forms the Classical Arabic (CA) /Modern Standard Arabic (MSA) and Dialectal or Algerian spoken Arabic (AA).

CA is recognized as the language of the Koran and Quraish who was tribe and used this kind of language in the past, this kind of language is considered as a tough language because it contains some hard words. Quraish

used this kind of language in order to communicate between each other. Then, comes Modern standard Arabic or MSA which takes its normative rules from CA is considered as the official language of Algeria, it is used in most formal contexts such as education, government, news reporting, media, newspaper, written forms and communication within the Arabic-speaking world. MSA is similar to CA in many words and both of them are used in formal contexts.

MSA and CA are often used in most literature purposes. The similarities between the two are on in phonology and syntax, MSA is similar to CA except for the lack of inflectional systems in nouns and verbs which makes a difference in pronouncing the end of words or we can called it the case ending "Al harakat" but in MSA we find "al iʕrab" . In lexis, MSA is approximates to CA, and for others a more restricted vocabulary and a separate style are approximately used for religious, educational and administrative purposes.

AA, "El-Amia" or "E-Darija", which derived from MSA is a spoken form of language that used in most informal contexts. This kind of oral form can be divided into many kinds of dialects, according to either regional or social factors. The Algerian people use this kind of variety just in oral communication. In Algeria we have many different varieties for example speakers of Anaba are different form the one who live in Algers and telemcen dialect is totally different from Namaa's dialect.

AA is divided as Sedentary Vs Bedouin dialect. The Algerian sedentary dialects are divided into two inter –linked types: the mountain or the village dialects and the urban ones. The village dialects as Anaba, Bigjaia and Collo in the east in addition to Ghazaouet speech community and Swahlia in the west. Whereas the urban dialects are fixed in the long established cities of: Tlemcen, Nedroma, Algiers, Cherchell, Meliana , Medea and Dellys.

On the other hand, Bedouin are spoken everywhere in the Algerian speech community accept in regions. This kind of dialect is sharing some characteristics,

according to many sociolinguists; the most difference between Bedouin and sedentary Algerian dialects is on the pronunciation of the Arabic morpheme /q/. Thus, the uvular /q/ is pronounced either as a velar [k]in Ghazaouet and Djidjelli, as a glottal stop [ʔ] as in Tlemcen or [q] as Algiers and Nedroma as the different realizations of the word /qal/ meaning "say": [kal], [ʔal], or [qal].Another example for the word "three" in the Algerian speech community has two different pronunciations, either / θlata/ or /tlata/.

2.5.2. French

French as a language has been introduced in the Algerian speech community as a result of the French colonization for more than 130 years. Even if the French people left Algeria a long time ago, but their language is still existed either in the Algerian daily conversation or in some administrations.

In 1969, 81.5% of the population had been arabized; 17.9% from them were Berber; but only 0.4% French and the rest of 0.2% were from other nationalities. Of these, 74.6% of populations were illiterate; 5.5% of them were educated in Arabic language; and 8.9% were educated in French; 10.6% were educated in both languages French and Arabic, only 0.4%was educated in other languages. Thus in a country where approximately three quarters of Algerians were illiterate, 20% of the population could write and read French in 1969.

After forty eight years of independence, the French language is still existed in the written and oral forms. The most people considered the French culture of high quality. It is spoken by many students and French educated adults as a habit, especially in the cities. Emigration also has a great role of spread the French language.

Considering the range of the Algerian languages, it would be interesting to ask such a question: what is the mother tongue of Algerians? Most of student was wondered about this question because in some families French is the most used language. So that children acquire this kind of language as a mother tong. Other

student were answered that their mother tong is AA because they use only few French words inside their houses.

2.5.3. Berber

The Algerian history stated that the origin population of the stat was Berber because Tamazight is recognized as having existed for more than 5,000 years. Generally speaking, the Berber people are located in mountainous areas of Kabylia, Aures, the Mzab and Sahara which means that Berber has many different varieties.

In October 2001, the Algerian government decided to make 'Tamazight' as national language but not an official one which make the Berber people angry because Arabic as language considered more important in contrast with their language because Berber appears only in some restricted topics such as in delivering daily news on TV one or twice a day.

In education, Berber has been introduced as a free subject to choose, which make Berber as individuals feel unfair and they always ask to be an official language thought in schools like other languages, that means that Algeria is a diglossic speech community that use MAS in more prestigious context however AA or Berber in the informal one.

2.6. DIGLOSSIA IN ALGERIA

Algeria is one of the Arabic-speaking world, hence, there is no exception that it is a diglossic community which consists of two main types intra-lingual which refers to Ferguson's diglossia and inter-lingual one that refers to Fishman's diglossia. According to Ferguson classical diglossia he considered Standard Arabic, MSA as a high variety which has H function, whereas Algerian Arabic AA, a number of mutually intelligible regional dialects represents the L variety.

MSA recognized as the sole official language of the State, which is used in more formal usage. It is engaged in literacy and for literary purposes, sending religious preaches, broadcasting news and education. However, AA is qualified to informality, usually used in casual conversations and daily interaction. It is also used in folk literature, informal TV and radio programmes (soaps), in captions and caricature on political cartoons in newspapers, and also in advertising. Yet, MSA and AA are used in a complementary distribution not always kept separate. For example, in an informal context such as a family meeting, though AA is certainly the most used variety, but if the family numbers are discussing a certain scientific topic, in this case, they have use the tow verities together AA because it is an informal context and MSA in order to convince others since AA lucks scientific terms.

MSA is more prestigious and beautiful language because it is more formal and it has a direct relation with Quran (Muslims Holy book). It was also the only language that was used in the most traditional pre-Islamic poetry to the very modern writings. However; AA is the common spoken form of language at home between friends or in streets, it is often signified to as dialect, colloquial or vernacular and it is less worthy, simply a deviation of the norm. Consequently, Ferguson's diglossia in Algeria speech community is characterized on the use of two different varieties, one as h prestigious formal variety which is MSA and the other as a spoken informal one which refers to AA.

The second type of Algerian diglossia is known as the inter lingual which refers to the use of two varieties of two different languages one is reserved as H and the other as L according to the situation. Inter lingual diglossia in Algeria contains French, MSA, Berber and AA. The inter-lingual diglosssia is similar to Fishman's extended diglossia. The following diagram provides a simple characterization of this phenomenon:

High: French **Low:** AA

High: French Vs **Low:** Berber

High: MSA **Low:** Berber

Figure 1: characterization of inter lingual diglossia in Algeria.

As it mentioned above that French, MSA are regarded as H in contrast with AA and Berber that used only in the informal one. For example in education only MSA is used neither AA nor Berber in which makes problems for both young pupils and the Tamazight ones**.**

2.7. CHILD'S LINGUISTIC'S PROBLEMS

When child learn a new language it seems difficult because of new words or new meanings. In Algeria children and for their first time tern and face their mother tong in which they acquire words and sentences, all this comes before entering the educational setting or in another word school. Children face many problems when they face new words for example the word room in AA means "bait" but in MSA refers to" ghorfa" this different my complicate learning the MSA. But there are many other ways which can help children to be more familiar with MSA.

2.7.1. The Role of Family

Home is the most places where the children stay in; children acquire their native language at home which is a kind of informal language. After a period of time they go to school in which they learn a new language that is totally different from their mother tongue either in meaning or facing new words. But how can family help their children to be familiar with MSA?

We all know that the most nearest person with the child is his or her mother, so, the mother plays a great role in house. She is not only cleaning or

cooking but she can be also a good teacher if she tries to replace terms of AA into MSA in order to make the child be familiar with them.

2.7.2. The Role of Mass Media

All children around the world like watching Television especially cartoon. Hence, T.V is considered as an important factor of helping children acquiring any language. However, in the Algerian mass media, the most used language is MSA. After asking some parents if their children use some MSA words, the answer was yes, they reported that they noticed some changing in their children language, for instance, instead of saying /sāħbI/ they say /sadIkI/. Thus, in addition to enjoying program they acquire some new concepts in MSA. Consequently, it can be said that mass media especially T.V plays an integral role in acquiring such a language.

2.7.3. The Role of School

School plays a great role in making children more aware with their formal language which is MSA, in contrast with their houses in which AA is available. The first level of education in Algeria is the primary where children learn MSA. The first two years, children learn only MSA then the French language which started till the third year. The time devoted to Arabic instruction seems to be sensible to make the children more capable in writing, reading, and speaking MSA because at the first time, children face some problems with new norms and meaning.

Therefore, after a period of time after the child entering the school, parents can notice that this child replace some words by new ones which he or she is learning at school for example instead of saying /tabla/ he or she will say a /tawıla/ from many examples it can be said that after entering the school the child can be able to replace some formal words into formal one.

2.8. CHILD'S ATTITUDE TOWARD MSA

After six years of listening and speaking only the informal variety the child will face some problems when he entering the school because he would hear new words and dealing with new meaning may be for the same object. In schools, children learn how to read, write, speak and use language, for them the first time of doing all these things is very hard it likes when you speak a target language for your first time.

MSA is the official language of Algeria; it is a prestigious language that is used in formal contexts such as parliament, mass media, literary purposes and education.

Education is a set of processes of communicating or acquiring general knowledge, about certain thing or object in a formal way. In Algeria, education starts at the age of six year old, when children entering the schools they learn new things in a formal way in which they may face some problems. Some children say that MSA is a beautiful language because they learn some new words and for them it is an interesting thing of discovering their official language. On the other hand, for other is a hard experience to deal with because of new words and meaning thus they always need to replace words from MSA by AA.

2.9. CHILD'S ATTITUDE TOWARD AA

AA is known as the Algerian Arabic which is an informal language that used most of the time in daily communication. AA has many different varieties and its origin is from MSA which is a formal language.

If we speak in education in Algeria we will find that the language which used in education is MSA. Imagine a child for his or her first time joining the educational setting and learning new norms for their first time of course they will

face some problems either in listening, speaking or reading the MSA because they were use only the informal forms.

AA which has many different varieties is used in daily conversation; its origin comes from MSA the informal language. If we ask pupils about their attitudes towards AA they will say that it is a simple easy variety because they always used it and in any topic.

In Algeria MSA is the language that used in the educational setting because it is a prestigious and gain status, but for pupils that join schools for their first time it seems complicated because it has some different norms and meaning from AA.

Most of pupils hope if AA can be used in learning because for them is less difficult then MSA. So after asking some pupils of primary schools about which language you hope to use inside your school most of them said AA because they believe that if they learn in an informal way they will succeed because they will understand everything.

2.10. CONCLUION

Since Algeria is one of the Arab Muslim countries, the most used language is the Arabic one. Although, Algeria was colonized under the French; but the population refuse the French language being used as an official language of the state. The same view was about Berber and AA, the first one lucks written form and the second is informal and used only in daily conversation.

Education is an important thing for developing such a community. Education in Algeria starts by primary schools in which children stayed there six years. At the first two years, children learn only MSA which has a great relation with the CA is often used in education.

when children joining school for their first time they may face some problems of understanding some new words because they were use different

words at home in which only AA exist, this phenomenon of acquiring AA at home and learning MSA at schools is called diglossia but in the view of Ferguson who described diglossia as the use of two verities of the same language within the same speech community one is used as a high whereas the other as low (classical diglossia). So in algeria MSA is used as a high but AA as a low nonstandard variety. The following chapter will deal with the practical part of the study.

Chapter Three

3.1. INTRODUCTION

The present chapter is devoted to represent the practical part of the study, it based upon collecting, analyzing and interpreting the data collecting through the use of different research instruments such as questionnaires, interviews, and classroom based observation in addition to test of proficiency for pupils by means of figures and pie- charts. It will also investigate the sociolinguistic phenomenon "diglossia" but in Ferguson's view and shows both teacher's and pupils' attitude toward "MSA" and "AA", because in the Algerian education system and more precisely in the first year in primary schools,children face for their first time MSA.

Algerian Children in their normal life speak AA which is a form of spoken language non-standard one. AA usually used only in daily conversation, after six years of speaking only the AA children after being ready to entering schools they will face MSA which a formal standard Arabic in which they face new names for some objects for example the word window means in MSA /nafida/ but in AA means /ta9a/ so, this changing of names makes some difficulties to children. The present chapter is going to investigate the sociolinguistic phenomenon "diglossic code switching in Ain Sefras' primary schools, shows teachers' attitudes towards using AA inside the classroom as well as pupils' reactions' towards MSA.

3.2. OBJECTIVES OF THE RESEARCH

The aim of the present study is to investigate the reasons of the Arabic language teachers behind the use of AA inside the classroom in addition to examine pupils' proficiency and attitudes towards MSA as well as teachers' reaction when pupils use AA.

3.3. AIN SEFRA SPEECH COMMUNITY

Ain Sefra is a city in Naâma Area. It is the district seat of Aïn Séfra District and it has a population of 34.962, which gives it 11 seats in the PMA. Its postal code is 45200 and its public code is 4503. Ain Sefra is considering as the second most populated municipality in the province after Mécheria.[24]

3.4. SAMPLE OF POPULATION

The sample of population includes both sixes boys and girls in addition to teachers of Arabic language. The sample of population of this study has been selected randomly from two schools "Al Ikhoua Bougarne" and "Mbarek Ben Yahia" in Ain Sefra as a sample of the research community; it consists of 40students and 15teachers. The Table below shows the whole respondents.

Primary schools	Teachers	Pupils
Al Ikhoua Bougarne	6	9
Mbarek Ben Yahia	20	20

Table 3.1. The sampling of the whole research.

3.5. RESEARCH INSTRUMENTS

Different research tools have been used in collecting data about this work, classroom based observation teacher's questionnaires in addition to test of proficiency and interview for pupils.

3.5.1. Questionnaires

According to Seliger & Shohami (1989:22) questionnaires are **"printed forms for data collection, which include questions or statements to which the subject is expected to respond, often anonymously".** This means that questionnaires are a written form of a set of questions that submitted to a number of people in order to collect data, information, facts or opinions about such a topic or a problem.

[24] https://fr.wikipedia.org/wiki/ accessed to on May 16th ,2016 at 00:22

3.5.2. Interview

Contrary to questionnaires, interviews are, in Seliger & Shohami's terms (1989:166), 'time consuming' since they are oral. They are often held in combination with questionnaires to reach more reliable results (ibid: 172).The current study, when checking pupils' attitudes, rely on a kind of interview as they are too young and cannot read a questionnaire in MSA. Even if, they cannot understand its content. This is why, it is necessary for the researcher to explain to each pupil the questions for getting objective data.

3.5.3. Classroom Based-Observation

Classroom based-observation is another tool of research it based on writing a report on the researcher observation in the classroom. We use this kind of instrument in to order to observe and tike notes about such a problem to find solutions. In researchers look at the content, presentation and how the reporter will be marked and during each class period, the researcher should write everything about what he observes.

3.5.4. Test of Proficiency

A proficiency test measures a learner's level of language and evaluates their understanding of specific material.

3.6.TEACHERS'QUESTIONNAIRE ANALYSES AND INTERPRETATION

There are 15 questionnaires that were handed to teachers of Arabic language in, "Al Ikhoua Bougarne" and "Mbarek Ben Yahia" primary schools, first level.

3.6.1 Quantitative Analyses and Interpretation

The following tables and their corresponding diagrams summarize the teachers' quantitative questionnaire and interpretation.

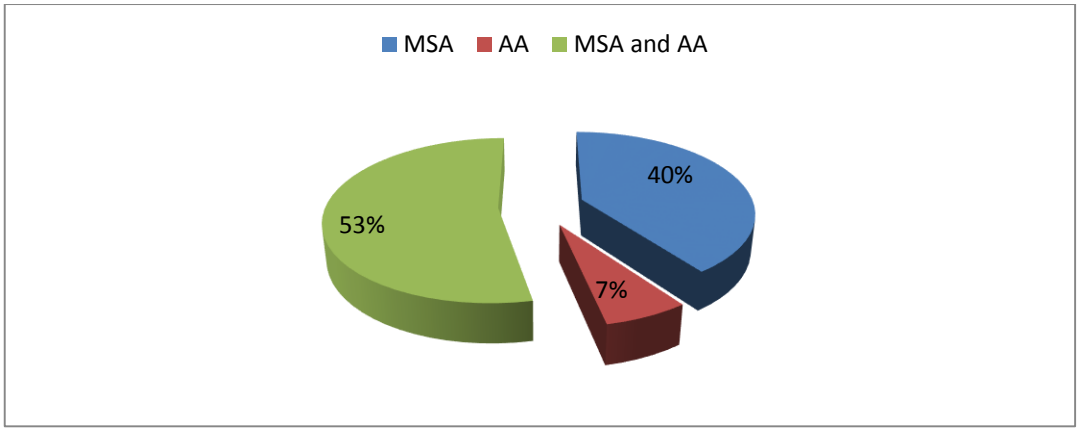


Figure 3.1. MSA vs AA use by Arabic language teachers in classroom.

In the first question, the teachers were asked about which variety they prefer to use inside the classroom interaction, 53% of them prefer using MSA, 7% are using AA and 40% using both codes.

When asking the majority of them who answers that MSA is the most used variety, they say that: since MSA it is the variety that used in education we have to use it. However the others who use AA or both MSA and their reason was that AA is easier than MSA for pupils.

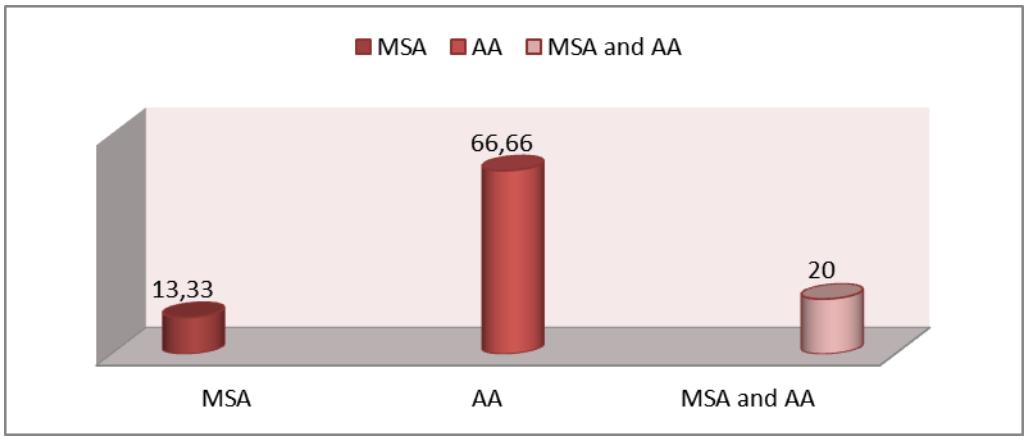


Figure 3.2. MSA Vs AA use by teachers when they interact to each other.

The second question asking teachers about the most used variety when they interact to each other, twelve from fifteen answers that they prefer using AA.

Most teachers prefer using AA when they interacting to each other because it is the most used variety in informal context in contrast with the formal one in which MSA is used.

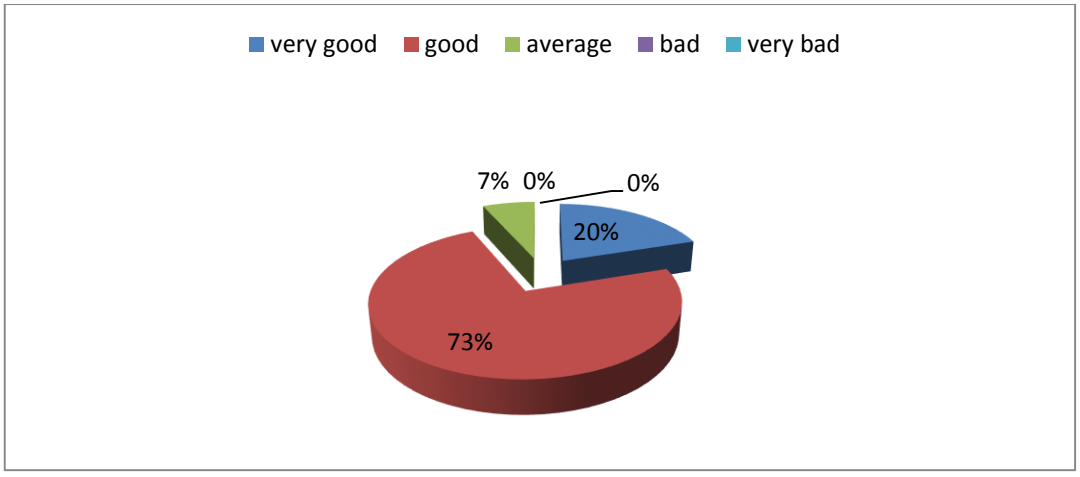


Figure 3.3. Teachers' proficiency in MSA.

The figure above analyzed teachers' ability in MSA, 80% are good in using it, 13% are average, and only 7% are very good.

Most of teachers consider themselves that they are good in MSA, because they appreciate it as a language and they are teachers of Arabic language. The others who are very good are expert. Only one of them says that he is not good in MSA since he is a beginner one.

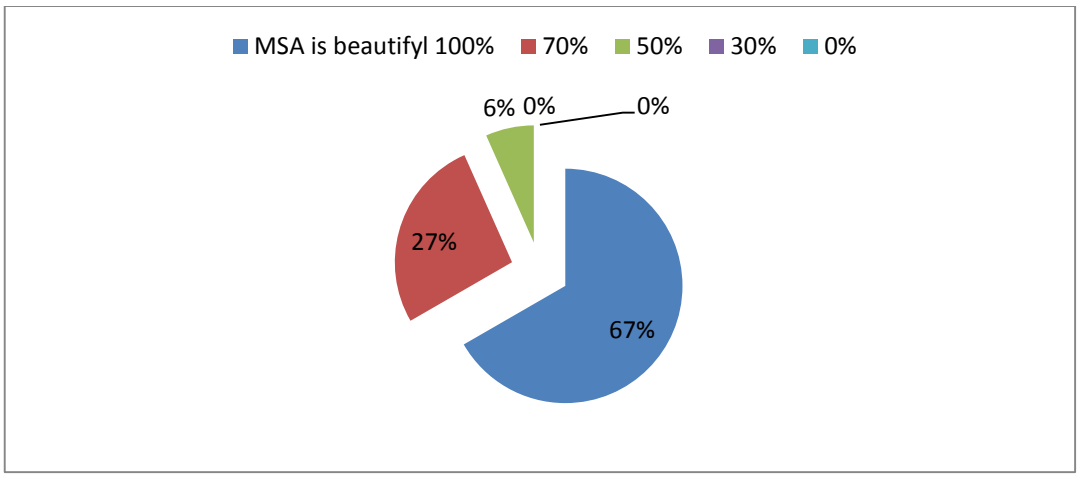


Figure 3.4. Teacher's attitudes towards MSA.

The forth question was about the teachers' attitudes towards MSA. the majority of are with the idea that MSA is 100% beautiful, the others are agree that it is beautiful only 67% and the rest say that MSA is beautiful only 50%.

When asking teachers about their attitudes towards MSA, the majority agree that MSA is a very good language simply, because it is the language of Quran. (see section 1.8.)

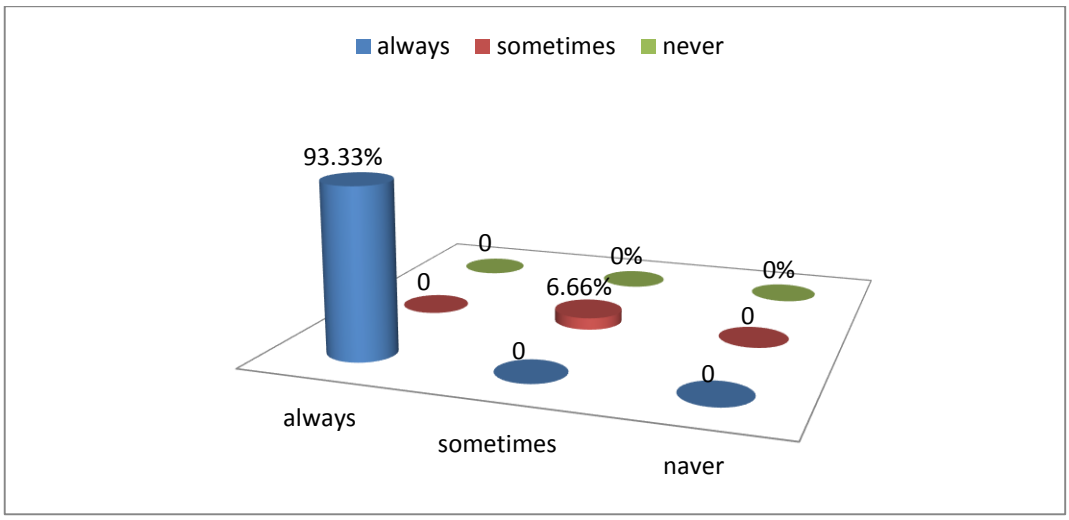


Figure 3.5 pupils' use of AA inside the classroom.

93.33% of the Arabic teachers say that most of pupils use AA inside the classroom, few of them just 6.66% say that their pupils do not use AA. When asking the 93.33% about the reason who makes the pupils using AA they say that when pupils entering schools for their first time, they do not have enough knowledge about MSA the reason why they prefer using AA, this is what teachers propose about why do their pupils use AA instead of MSA.

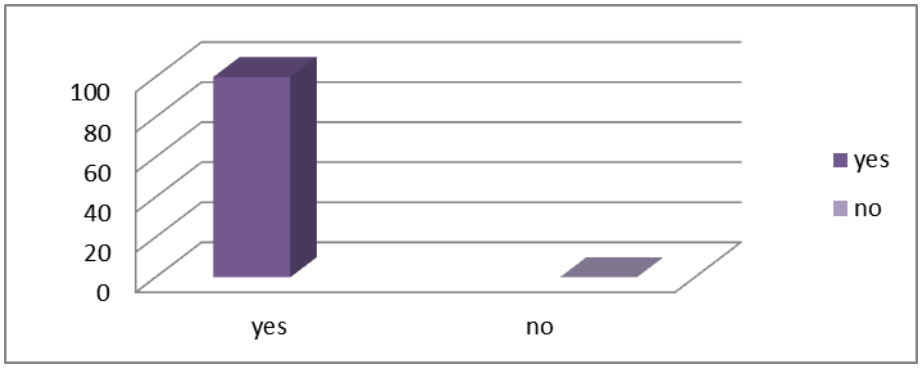


Figure 3.6. teachers' view about if the role of family is important or not in improving pupils' proficiency in MSA.

This question asks the teachers about if family has affect in improving MSA in pupils. 100% agree that family can help pupils learning MSA. Since home is the most places that the child stays in, their parents can teach him.

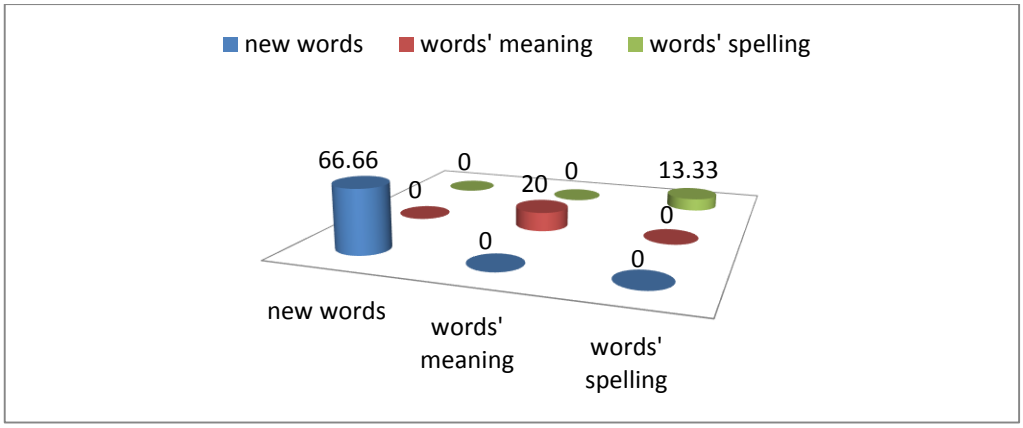


Figure 3.7. The difficulties that pupils face in MSA.

The figure above shoes that 66.66% of teachers say that the most pupils' problems in MSA are in facing new words. 20% answers that: words' meaning can be a big problem for their pupils. Only 13.33 of them consider the words' spelling as the most difficult factor for pupils in MSA.

For pupils, MSA is difficult because of many reasons; they consider it as a foreign language. According to the Arabic language teachers, this foreign language is complicated in spelling, meaning, but the most difficult one is when the pupil face a new word.

3.6.2. Qualitative Teachers' Questionnaires Analyses and Interpretation

The first question was about the most used variety inside the classroom interaction MSA or AA, most of the teachers said that they prefer using MSA; the following answers have been given:

- Because it is the language of Quran.
- MSA is the official language of Algeria as a speech community.

- It is our mother tongue, most beautiful and more formal in comparing with AA.
- MSA is the language of education.
- In order to make the pupils learn new concepts, be familiar with it and use it in their daily life.

However, the ones that they use AA when presenting the course, because of one reason which was that young pupils do not have enough knowledge about MSA, hence, teachers need to switch from MSA to AA in order to facilitate the task of teaching.

The second question was about the reasons behind using MSA or AA with colleagues. Most of teachers often use AA because it is easier and they accustomed using it.

Most of the teachers consider MSA as a good language, because it contains more beautiful concepts and simply it is the language of Quran.

When asking teachers about why do pupils use MSA more than AA or vice versa. All teachers' answers were that most of their pupils use AA more than MSA because they do not have enough concepts in their minds in order to express themselves in MSA, thus, they use AA.

Most of teachers' attitudes towards using AA inside the classroom by the pupils were positive because they consider them as children; they do not have experience in MSA and when they speak in AA the teacher correct them by replacing AA by MSA in order to help them discouver new word and meanings and is some cases, the teacher himself needs to switch from MSA to AA in order to help the pupil more understand some new words in MSA.

The solutions that the teachers propose to improve MSA in pupils were:

- The teacher must use MSA inside the educational setting in order to make the pupil familiar with it.
- When family uses MSA they can help the pupil acquiring MSA.
- Reading as a skill plays a great effecting role because it can help in acquiring reading aloud and avoiding spelling mistakes.
- TV programs can also help pupils, if they are presented in MSA.

- Oral expression and dialogues in classroom also helpful.

All teachers agree that family has a great role in helping the child learning MSA, because they say that the child spends time in his home more than school and if comparing two pupils one his family speaks MSA at home in contrast with the second who their family uses only AA. The result will be that the first one is more fluent speaker than who his family does not use MSA.

The last question was about the teachers' reaction when a child is fluent speaker in MSA.

3.7. PUPILS INTERVIEW ANALYSES AND INTERPRETATION

In this level, 7 questions were given to 40 pupils in order to know their attitudes toward MSA and AA.

3.7.1. Quantitative Analyses and Interpretation

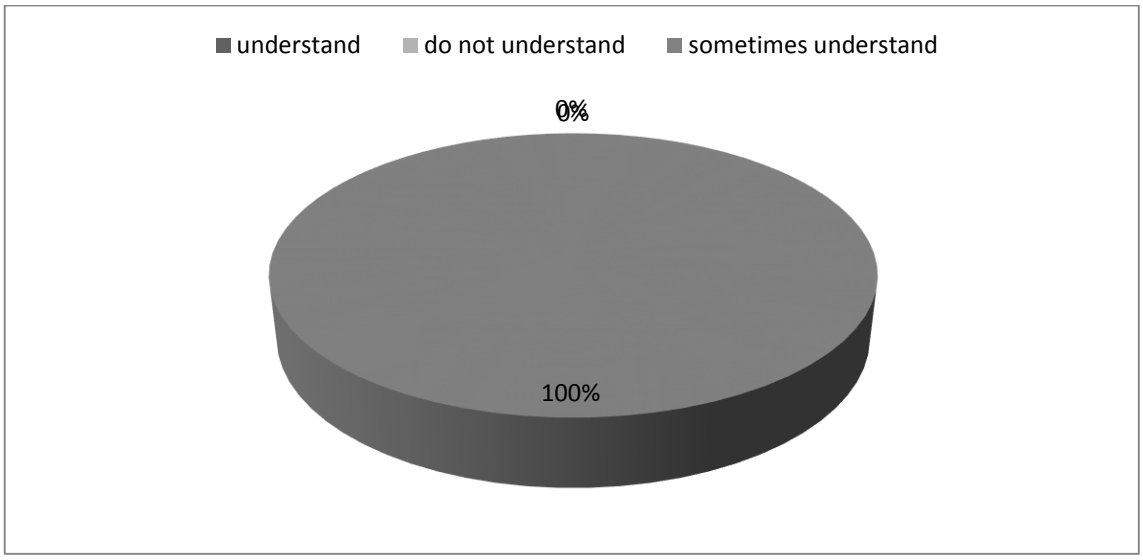


Figure 3.8. the attitudes of pupils about MSA.

The figure above shows that all pupils have negative attitudes towards MSA**.** When asking pupils if they understand when their teachers use MSA, all of them say that they do not comprehend all the MSA words, in some cases they need him to switch to AA in order to understand. (see section 1.8)

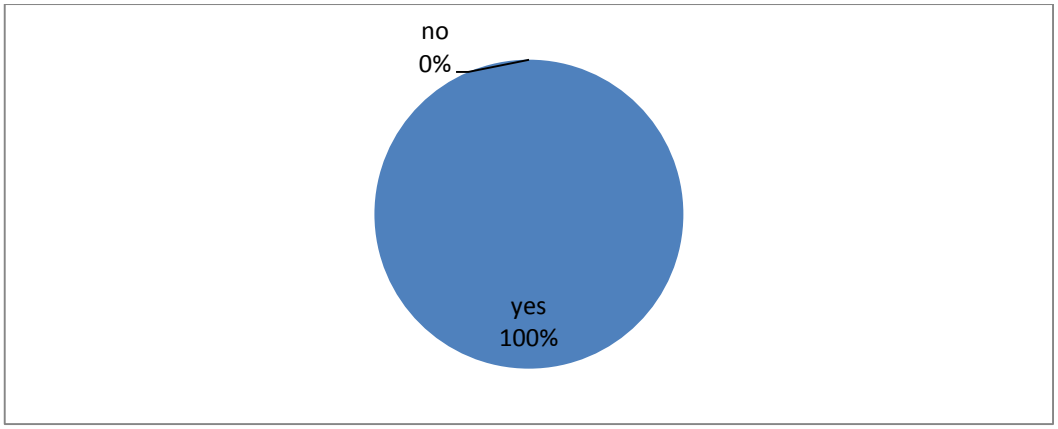


Figure 3.9. Pupils' answers about the use of AA by their teachers.

The pie-chart above, shoes that all pupils answer that all their Arabic teachers use AA inside the educational setting. When asking them about the reason all of them say that the teacher uses AA when they do not understand some words in MSA.

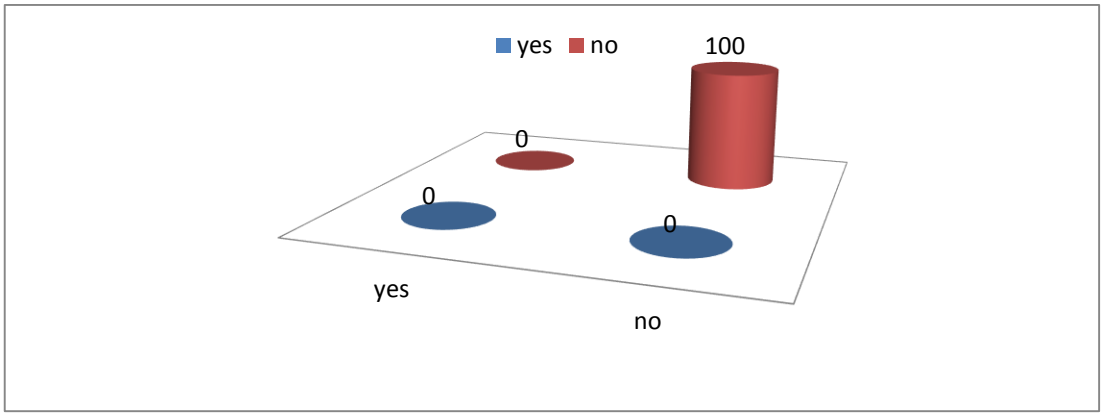


Figure 3.10. Teachers' attitudes toward using AA by pupils.

All Arabic language teachers have a positive attitude when pupils use AA inside the educational setting.

When asking pupils if they use AA inside the classroom, all of them said yes and when asking them about their teachers' attitude, all of them said that it is a positive one since they do not have enough knowledge about MSA.

(see section 1.8).

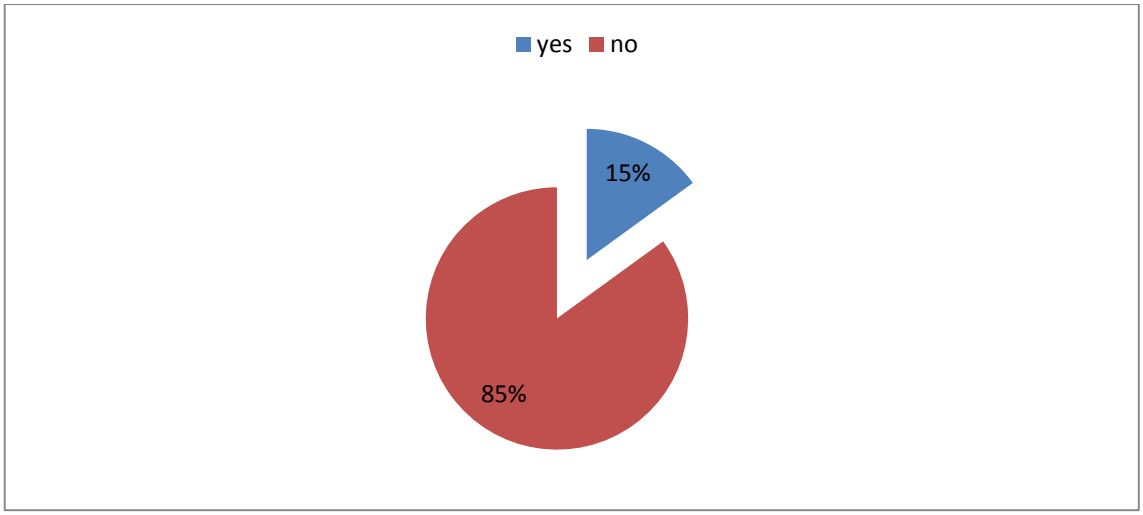


Figure 3.11. the use of MSA by pupils at home.

AA is the most used variety at home by pupils since only 15% use MSA, however, 85% use only AA, because it is the variety that used in daily conversation.

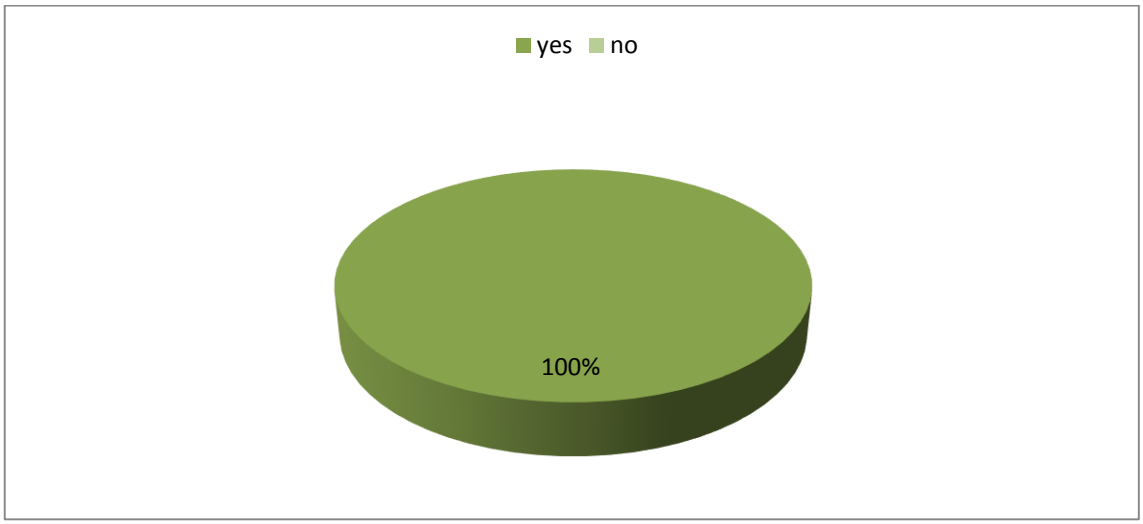


Figure 3.12. The view of pupils about if they want to improve their MSA.

The pie-chart above shows that 100% accept the idea of improving their MSA. Hence, all of them consider themselves as non-fluent speakers in MSA.

3.7.2. Pupils' Interview Qualitative Analyses

The first question in the interview with the pupils was about the difference between MSA and AA. Most of the pupils do not know even what is meant by

MSA and AA but after explaining and giving to them some examples the idea becomes clear that MSA is the language which is used at school, however, AA at home.

When asking pupils about the reason why their teacher use AA at school all of them say that when we do not understand MSA the teacher uses AA in order to make us comprehend.

The eighth question was about the variety preferred by pupils inside the classroom their answers were as follow:

- MSA is difficult in words and meaning and even spelling.
- We love AA since it is easy.
- In our family we use only AA.

The same question was asked the pupils about which variety is preferred to be used but at home, all of them prefer using AA since it is easy in compare with MSA.

The last question asking the pupils about the ways of improving their MSA, they say that watching cartoons can help us since they are presented in MSA in addition to reading books.

3.8. PUPILS' TEST OF FLUENCY ANALYSESA ND INTERPRETATIO

This kind of question is divided into three different levels; the first one is about asking the pupils about their sex, age and their level of education. The second and the third level are about their competency in MSA.

3.8.1. Quantitative Analyses and Interpretation



Figure 3.13. pupils' capacity in the listening skill in MSA.

67.5% from the whole population are good concerning the listening skill, only 27.5% are excellent, however, the rest are average.

Hence, in the listening skill, most of the pupils are good; they can listen when teachers use MSA words.

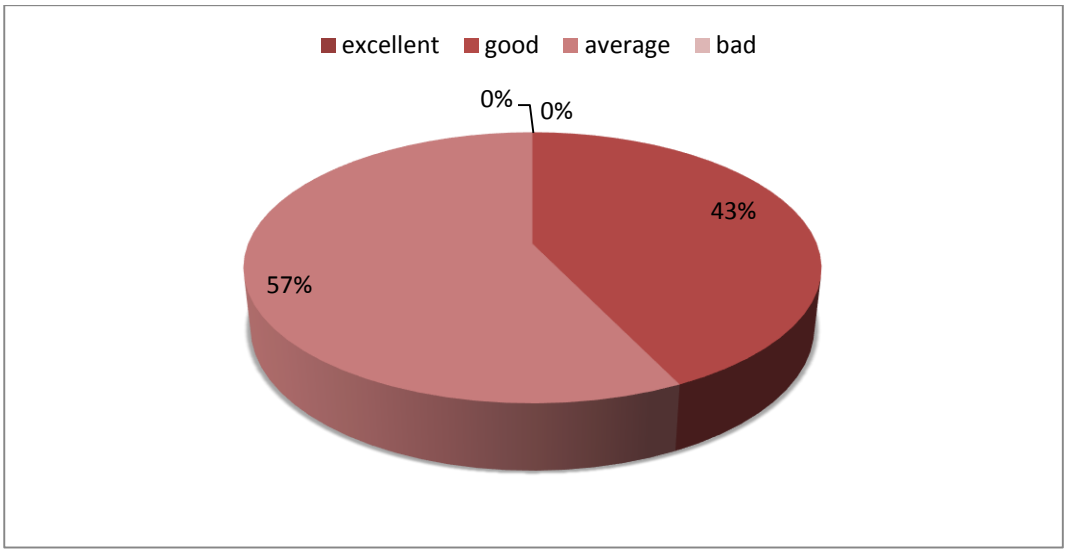


Figure 3.14. The capacity of pupils in understanding texts in MSA.

O% from pupils are not excellent in understanding a text in MSA, only 57% of them can understand and the rest 43% are average.

For pupils, MSA is very hard is some words because when they read a text they cannot understand everything just few words.

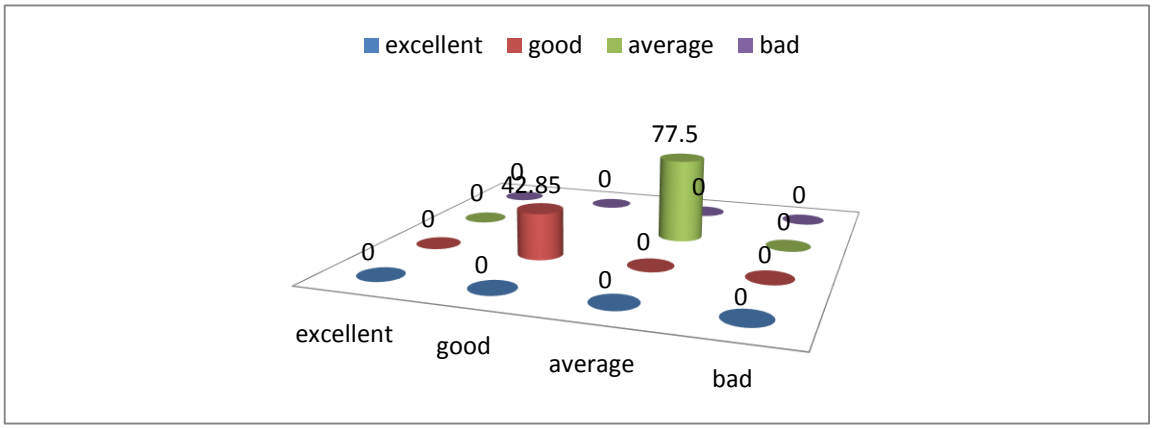


Figure 3.15. Pupil's fluency in speaking MSA.

77.5% from pupils are average in speaking MSA? only 42.85% are good, no one is excellent. For pupils the speaking skill in one for the most complicated issues in MSA because they face problems in pronunciation.

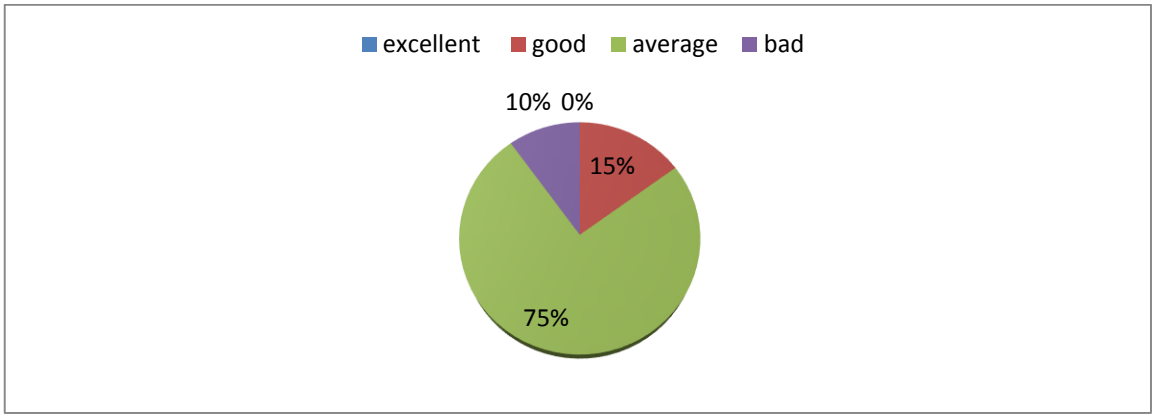


Figure 3.16. Pupils' reading skill in MSA.

In the reading skill, 10% are bad in reading and only 15% are good but only 75% are average. Reading is also the most difficult topic for pupils because the majority cannot differentiate between letters that are using in MSA.

3.8.2. Qualitative Analyses and Interpretation

The first the question was about the pupils' sex, in this level all of them know the meaning of this word which mean in MSA / ʒIns /.the girls say /onθa/ and boys say / ðakar/.

The second question was about their Semester average all of them answer for this question because it was very simple for them, but the problem was in the third question which asked them about their age because they do not know the exact meaning of the word /sɪn /until replace it by its' synonym in AA / ʕ ɑmrek/

When asking the pupils' about the place where they live, all their answers was in AA. For example instead of saying/askono fi al bani al jaded / they say /neskon fi bani jdid/.

The word /mihna/ which means in English Profession another problem because they do not know its' meaning until explained it by using AA/ xedma/. But when asking them about their brothers' number all of them can answer because they know the meaning / ʕadad/ which mean number.

According to pupils, all of them use AA inside the classroom because for them their some words in MSA are difficult; hence, they need to switch from MSA to AA in order to express their idea.

3.9. Classroom Based-Observation Analyses

After attending several courses in the primary school with the first year, the researcher chose one of them in order to analyze. The researcher sat in the back and observed everything, the course was about Mathematics, the teacher wrote the activity on the board and asked his pupils to do the activity and said / ħelɑ tamrIn/ not /anIzɑ tamrin/ because they did not understand the word /ɑnʒizɑ /.

After a period of time, the pupils finished the activity and tried to give their answers to the teacher, in some situations, teacher and pupils switch from MSA to AA in order to facilitate the task of teaching when pupils did not understand some words in MSA, for example instead of saying /nɑdIf/ they said/ nzId/.

Pupils used AA with both, their teacher and with each other, for example some of the students when she finished the activity, she said to her teacher /mɑʕalIm kamelt gaʕ tamIin/ not / anhaIt tamrIn/. Another pupil when he needs a pencile he asked his friend /selefnI 9alam rasas/ in the place of saying /aIʕIrni 9alam rasa/.

3.10. General Results Interpretation

In the present study, many research tools are used in order to collect enough data from both teachers and pupils to discover the most used variety inside the classroom, teachers' attitudes toward AA in the classroom, pupils 'attitudes towards and proficiency in MSA. After asking both teachers and pupils and analyze all their answers, the results were that all Arabic language teachers use AA inside the classroom in order to make their students understand the course and all of them have positive attitudes when pupils use AA but only with the first level because it is heard to them to use MSA.

When asking pupils about their attitudes toward AA, all of them have a positive attitude since it is easy. However, all of them have a negative attitude toward MSA, because it hard is in compare with AA the reason that makes them wish studying by using only AA. When speaking about pupils' proficiency in

MSA, most of them are non-fluent concerning speaking, reading and writing, however they are good in the listening skill.

3.11. CONCLUSION

This chapter has required analyzing the data gathered from different research tools, in addition to classroom based-observation that gives a direct observation to the situation. This work has showed an empirical study to the diglossic code switching on the lower primary level in Ain Sefra in two different primary schools *"Al Ikhoua Bougarne"* and *"Mbarek Ben Yahia".*

General Conclusion

3.12GENERAL CONCLUSION

The present work is based on the revisited version of Fergusons' classical diglossia (1991), in which two varieties of the same language are used side by side within the same speech community; one is considered as high and the second as low. The Algerian speech community is presented this sociolinguistic phenomenon in which MSA is used for the informal contexts, mainly: education

Diglossia as a sociolinguistic phenomenon has a great effect on the field of education, especially on the first grad in primary schools in Algeria. Children before entering schools have no idea or experience about MSA, because they use AA most of the time the reason why they face problems when they being ready to join the educational setting. Pupils face new words and meaning in MSA totally different from AA.

The aim of the present study is to look for the teachers' as well as reason behind the use of colloquial Arabic inside the classroom interaction. The results of this analysis expose that all the Arabic language teachers have positive attitudes towards the use of AA inside classrooms since pupils are young and have no enough knowledge about MSA. Pupils' negative attitudes toward MSA can be interpreted by the fact that those pupils have inefficiency in MSA.

Finally, most of Arabic language teachers agree that the role of family, school and mass media have great effects in improving pupils' proficiency in MSA. Consequently, at last and not the least, the question that remains is that will the Algerian family and primary school Arabic language be aware of such a responsibility? Will they able to encourage and help their pupils to develop their MSA capacities more and more? Or will technology development be an obstacle to extend the use of Arabic language and, thus, will AA be a compulsory variety that must be employed in the field of teaching as Msr. Ben Ghebrit (2016), Minister of the Algerian Education, proposed?

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Appendices

Teachers' questionnaires

Name:…… .family name : …gender: masculine ☐ feminine ☐

Educational level …….

Teaching experience…… Teaching School: primary ☐ middle ☐ secondary ☐

The following questionnaires are needed in a scientific study please try to help us by putting a cross (x) or give your own answers.

1) What is the variety that you use inside the classroom?

MSA ☐ AA ☐

Why?

……
……

2)What is the most used code when you are interacting with your colleagues?

MSA ☐ AA ☐

Why?.....
.....

3)How do you consider your competence in MSA?

Very good ☐ Good ☐ Average ☐ Bed ☐ Very bed ☐

4) How do you consider MSA

Very good ☐ Good ☐ Average ☐ Bed ☐

Why?

……
……

5) What is the most used code inside the classroom by the pupils?

MSA ☐ AA ☐

Why?.....
.....

6)What is your reaction when pupils use AA inside the educational setting?

……

7)The difficulties that prevent pupils from understanding MSA are in learning?

New words ☐ New meanings ☐ Words pronunciation ☐

If there any other problems state them

……

8)What are your solutions in improving MSA for the pupils?

……

9)Is the role of family important to improve the pupil's proficiency in MSA?

Yes ☐ No ☐

How?

……

10) How do you consider the student who speaks MSA very well?

……

Thanks for your collaboration

أسئلة الاساتذة

الاسم:.....اللقب.....الجنس: ذكر أنثى

مستوى التعليم:.....مدة التعليم:.....إسم المؤسسة

نرجو منكم الإجابة عن الأسئلة التالية والمتعلقة برسالة التخرج وهذا بوضع اشارة(×)أمام الاجابة - المناسبة. وشكرا.

ماهي اللغة التي تستعملها بكثرة داخل القسم؟

العربية الفصحى العامية-

لماذا

.....

ماهي اللغة التي تستخدمها بين زملائك في العمل؟

الفصحى ☐ العامية☐

لماذا

.....

كيف تقدر كفاءتك في اللغة العربية الفصحى:

ضعيفة جدا- ☐ ضعيفة ☐ - متوسطة- ☐ جيدة- ☐ جيدة جدا-☐

ما هو رأيك باللغة العربية الفصحى:

جيدة ☐ جيدة جدا ☐ متوسطة ☐ ضعيفة ☐

لماذا

.....

ماهي اللغة الأكثر استعمالا من طرف التلاميذ داخل القسم؟

العربية الفصحى ☐ الدارجة ☐

لماذا

.....

ماهي ردة فعلك أثناء استعمال التلاميذ العامية داخل القسم؟

.....

هي الصعوبات التي يواجهها التلاميذ في العربية الفصحى

كلمات جديدة -☐

معاني الكلمات-☐

نطق الكلمات -☐

إذا كانت هناك أسباب أخرى أذكرها -

.....

ماهي الحلول التي تقترحها لتطوير اللغة العربية الفصحى

.....

هل للعائلة دور في تطوير اللغة العربية للتلميذ؟

نعم ☐ لا ☐

كيف

.....

ما رأيك في التلميذ الّذي يتقن اللّغة العربية الفصحى؟

.....

شكرا لتعاونك

Pupils' Interview

What is the difference between MSA and AA?

……

Does your teacher use AA inside the classroom?

Yes ☐No ☐

When your teacher uses MSA do you understand?

Understand ☐ Do not understand ☐ Sometimes understand ☐

When you use AA inside the classroom does your teacher be angry?

Yes ☐ No ☐

What do you prefer using at school MSA or AA?

MSA ☐ AA ☐

Why?

……

Do you use MSA at home?

Yes ☐ No ☐

Do you want to improve your MSA?

Yes ☐ No ☐

How ?.....

مقابلة التلاميذ

ماهو الفرق بين اللّغة العربية الفصحى و العامية

.....

.

هل يستعمل معلمك العامية داخل القسم؟

نعم☐ لا☐

عندما يستعمل معلمك العربية الفصحى

تفهم ☐ لا تفهم ☐ احيانا ☐

هل يغضب منك المعلم عندما تستعمل العامية داخل القسم

نعم ☐ لا ☐

ماذا تفضل ان تستعمل داخل القسم؟

الفصحى ☐ العامية ☐

لماذا؟.....

هل تستعمل الفصحى في المنزل؟

.....

هل تريد ان تطور لغتك الفصحى؟

.....

كيف؟.....

Pupils'Test of Fluency

<u>Part one :</u>

1. Gender: boy ☐ girl ☐
2. Semester average……
3. Age ……
4. Level of education : first year ☐ second year ☐ third year ☐

<u>Part two:</u>

-how do you evaluate your level in MSA?

a) When you listen: excellent good average bad

b) When you read: excellent good ☐ average ☐ bad ☐

c) Oral expression: excellent good ☐ average ☐ bad ☐

d) Writing a paragraph: excellent good ☐ average ☐ bad ☐

Part three:

Imagine your salve that you are with an Arabic language teacher and answer for the following questions:

Level one: where do you live?

What is your fathers' job?

How many brothers that you have?

Do your friends answers in AA?

Level two: why do your friends answers in AA?

What about you?

الجزء 01:

الجنس: ذكر ☐ أنثى ☐

المعدل الفصلي.....

السن.....

المستوى: أولى ☐ ثانية ☐ ثالثة ☐

الجزء02

:كيف تقييم مستواك في اللغة العربية

عند الاستماع ممتاز ☐ مقبول ☐ متوسط ☐ ضعيفا ☐

عند قراءة نص هل فهمك: ممتاز ☐ مقبول ☐ متوسط ☐ ضعيف ☐

التعبير الشفهي: ممتاز ☐ مقبول ☐ متوسط ☐ ضعيف ☐

كتابة فقرة: ممتاز مقبول متوسط ضعيف

<u>الجزء03</u>

06- تخيل نفسك مع أستاذ اللغة العربية وأجب على الأسئلة الآتية:

مستوى1: - أين تسكن؟

ما مهنة والدك؟ -

ماعدد إخوتك؟ -

هل يجيب زملاءك الأستاذ بالدارجة؟ -

مستوى2

في رأيك لماذا يجيب زملاءك الأستاذ بالدارجة؟ -

وماذا عنك شخصيا؟ -