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**ARABIC AND THE PRIMARY SCHOOL IN ALGERIA
FROM MOTHER TONGUE TO SCHOOL TONGUE**

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Table of contents

Dedication.....	
Acknowledgements.....	
Abstract.....	
List of abbreviations.....	
General Introduction.....	1

Chapter One

1. Pre-school Education and the Socialization Process

1.1 Introduction.....	4
1.2 The Mother Tongue Acquisition	5
1.3 The Language Acquisition Stages.....	9
1.3.1 The Holophrastic Stage	
1.3.2 The Syntactic Stage.....	9
1.3.3 The Phrastic Stage.....	10
1.4 The Sociocultural Aspect.....	11
1.5 The Structural View: Chomsky.....	12
1.6 The Importance of the Mother Tongue.....	14
1.7 Socialization: Building a Vocabulary.....	19
1.8 The Dominant Agents of Socialization.....	21
1.8.1 The Impact of Cultural Means	22
1.8.2 The Preschool Phase.....	23
1.9 Languages in Algeria	25
1.9.1 Classical Arabic versus Standard Arabic.....	25
1.9.2 The Linguistic Profile within the Algerian Family.....	27
1.9.3 Algerian Arabic versus French.....	28
1.9.4 Borrowing.....	32
1.9.5 Algerian Arabic versus Standard Arabic: a Diglossic Situation.....	35
1.10 Conclusion.....	38

Chapter Two

2. The School Tongue: Language Learning and Classroom Motivation

2.1 Introduction.....	39
2.2 The Corpus.....	39
2.3 The Child at School.....	40
2.3.1 Language Learning.....	41
2.3.2 Mother Tongue and School Learning.....	42
2.3.3 The Relevance of Algerian Arabic inside the Classroom.....	42
2.3.4 The Classroom: a linguistic contact situation.....	43
2.4 The Teacher Talk: The relevance of Code switching.....	45
2.5 The Learner Talk.....	48
2.6 French and its Relevance.....	49
2.6.1 The Teachers' use of French.....	50
2.6.2 The Learners' use of French.....	51
2.7 Conclusion.....	52

Chapter Three

3. The Questionnaire.....	53
3.1 Introduction.....	53
3.2 The Objectives of the Questionnaire.....	53
3.3 The Respondents.....	54
3.4 The Relevance of the Questions.....	54
3.5 Berber in Algeria.....	71
3.6 Section2: Learner Language Use	77
3.7 Conclusion.....	90
General Conclusion.....	91
Appendix.....	92
Bibliography.....	101

Dedication

*In loving memory of
my father*

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Abstract

This work is primarily concerned with the sociolinguistic situation of the Algerian child in two different backgrounds; before entering school and also when reaching school age.

In other terms; the present research work is an attempt at analysing the Child's linguistic behaviour before and after he enters school.

In the first chapter, we try to consider the importance of the Mother Tongue and the role it plays in the development of Algerian child's language acquisition process. The first part of the first chapter shows the linguistic situation of the Algerian child within his immediate environment i.e., his family that is, the language acquisition stages he goes through. The second part is about the pre-school phase which is considered as part and parcel of the linguistic development of the child. The final part of the first chapter involves the linguistic situation in Algeria as a whole; for; it is also part of his language development.

The second chapter is devoted to the linguistic behaviour of the Algerian child inside school i.e., within the classroom. We speak about the Arabic language which is considered as the language of instruction as compared to the language(s) that is used in the formal setting; namely, the classroom. We try to give some illustrations to demonstrate this fact.

The third chapter presents a questionnaire addressed to teachers at the primary school. The aim is to show their attitudes towards language usage(s) inside the classroom.

The analysis of the questionnaire allows for a better understanding of the linguistic behaviour of the teachers as well as the learners under the formal setting which is the classroom.

List of Abbreviation

AA: Algerian Arabic

AS: ArabeScolaire

Br: Berber

CA: Classical Arabic

Fr: French

SA: Standard Arabic

General Introduction

Education is the most significant part of the individual's life. It goes through the family first and then the school which is a determining factor in any social process.

The main goal of primary education is to teach children how to “practise, research, observe, and discover, as well as how to depend on themselves in acquiring knowledge and accomplishing their work in general, and learning the language in particular”. In Algeria, Arabic is the language of instruction. When we say Arabic we refer to the standard variety.

Within the Algerian context, the child is confronted to various linguistic repertoires that are part and parcel of his sociocultural identity.

In the first chapter we try to shed some light on the child's linguistic behavior within his sociocultural background, that is to say, the Mother Tongue Acquisition, before entering school and the relevance of the latter even in various linguistic settings i.e., outside home, with relatives, with friends, etc.

We try to expose the linguistic acquisition stages of the child. We analyze both L. Vygotsky's (1962) and N. Chomsky's perception on the mother tongue acquisition (1968).

Furthermore, the mother tongue the Algerian child has acquired serves as a tool for later learning. We take for instance, the preschool phase. Children in preschool institution receive a basic instruction regarding nutrition, health care, and education. There is no standardized curriculum. Each institution decides on the activities in its program. The child is then likely to consider, that school is such a nice new environment in which he discovers how to color pictures, how to sing, to learn new words in a new language he is not accustomed to. Introducing words such as mi ðfaêa¹, sabi ra², FaDa/³

¹ mi ðfaêa: school bag

² sabi ra: snack

³ FaDa/: lunch

A year or two after, the child reaches school and finds himself confronted to a new language that is said to be the medium of instruction of the educational system.

On the other hand, Elimam (2004) considers the non-use of the mother tongue within the classroom especially in the early stages, as a handicap for the learner, he suggests in this respect:

“ Nier la langue maternelle dans l’enseignement des langues, c’est instaurer, dans la relation pédagogique, à la fois un handicap pour l’élève et une hypocrisie pour tous les deux !..... l’apprenant consacre une bonne partie de son énergie à traduire dans sa tête... ”⁴

Elimam (2004:192)

He focuses on the fact that both of the child and his teacher, are in need to use the mother tongue, and denying it in classroom would be misleading.

This work aims at analyzing the linguistic situation before and within school age, involving the process of Arabization, and its consequences on the Algerian child’s language acquisition process at primary school, and the problems that derive and could be considered therefore as sources of resulting in in school failure.

⁴Elimam (2004) “langues maternelles et citoyenneté en Algérie”

“Denying the mother tongue in language teaching, is to impose, in the pedagogical relationship, a handicap for the learner and hypocrisy at the same time...the learner devote a great part of his energy to translate...”

In the second chapter we try to shed light on the linguistic situation of the Algerian primary school involving teachers as well as learners. The aim is to show the role that the mother tongue plays within the classroom.

We will focus on the Algerian Arabic, henceforth, AA, relevance and use within the teacher's language use as well as the learner's language use.

Then, we will analyse some of the illustrations registered in the classroom by teachers toward their learners and vice versa.

Moreover, French is considered as part of the linguistic component of the Algerian society, and therefore used by teachers as well as learners.

The second chapter demonstrates also the use of the French language within the classroom and outside class especially by teachers.

Last but not least, the third chapter presents a questionnaire, which we consider as a very significant research tool that helps us reinforcing the arguments about the use or non-use of other than the Standard Variety within a classroom setting.

This questionnaire aims at showing the different attitudes of the teachers toward the questions given or in other terms toward the real situation of the classroom setting as far as language is concerned.

The present dissertation is composed of three main chapters. Their distribution involves the child's language acquisition and the schooling process followed by the Algerian teachers' attitudes about the questions asked. The aim is to show the impact of the linguistic and cultural gap.

Chapter One

1. Pre-school Education and the Socialization Process

1.1 Introduction

The present work is the result of the interaction with pupils from our surroundings and contacts with some primary schools.

In the first chapter, we introduce the important role of the mother tongue in the development of the child's language acquisition process. It includes the social background of the Algerian child before entering school in terms of language behaviour. It includes the dominant factors of socialization as well as the cultural means that have an impact on the child's language behaviour.

In addition, we may consider the pre-school phase as a very important factor. It is another setting where the child develops his/her lingual and mental capacities.

Last but not least, this chapter studies the linguistic situation in Algeria, Bilingualism, Code switching, and Borrowing. Moreover, it attempts to shed some light on the relationship between the two varieties of Arabic, namely Standard Arabic henceforth (SA) and (AA). This relationship can be treated, on the one hand, sociolinguistically; that is to say in a wider environment of the child; and on the other, inside the classroom in which the child finds himself confronted to a new surrounding. This is due to the fact that this environment is viewed as a contact situation between the teacher and the learner as far as language is concerned.

Our main concern in this chapter is to try to highlight the most important steps that help the child acquire language, and it focuses on the socialization process of the Algerian child before entering school.

1.2 Mother Tongue Acquisition

In a child's early childhood, he starts to utter some words, his first utterances, which become through time the language he uses mainly in his life. He begins to merge language with thought, and begins to frame questions such as "what is it?", and "why?". The increase in a child's power is spectacularly swift. The language the child uses is that of his mother. It forms part of the family language environment, it is called the Mother Tongue.

G. Grandguillaume says in this respect:

*“ La langue maternelle, quelle soit Arabe ou Berbère, est la langue de l'enracinement premier...C'est dans cette langue que s'opère la socialisation progressive de l'individu, qui l'insère peu à peu dans ses communautés emboîtées que sont la famille, le clan, le village ou la ville, la province, la nation ”*⁵

(1983:26) see page. 6

Translated as:

[The Mother Tongue, Arabic or Berber, is the language of fixation.

.....This language shapes the progressive socialization of the individual, who identifies him in his family, the village or the city, the province ...the nation]

On the other hand, Bentahilla and Davis say that one acquires the mother tongue when he is a child

“Mother's language will be the one the individual hears most in infancy and thus the one acquired first”

They further add:

“.....the language used by the mother is likely to be the same used by the father and indeed the rest of the family”

(1988: 272)

However, this statement can be applied to people who have parents speaking the same language/variety of language i.e., both the father and the mother use the same variety.

However, when the father's variety is different from the mother's one, the child will have two different varieties and/or languages at his disposal. We take the case of Algeria for instance:

The father is from Oran and he speaks the local variety AA unlike the mother who is Berber. She speaks Kabyle and AA. It is obvious that their child will have two distinct languages at his disposal, or, in other terms, he will master both languages; hence he'll be a bilingual native speaker.

Elimam (2004) argues in this vein:

«...comment qualifier la langue d'un enfant Grec mais dont la mère est chinoise : sa langue maternelle sera-t-elle celle de la patrie, la Grèce en l'occurrence, ou bien sera-t-elle le chinois ?"»⁶

(2004:313)

[Translated as:....how to name the language of a Greek child whose mother is Chinese: his mother tongue will be the one of the nation, i.e. Greece, or will it be the Chinese?]

In this case, we understand that if the child's mother talks to him in Chinese, his mother tongue will be Chinese, even if Greek is his language of social integration. However, this cannot be applied to all cases; it is not a general truth.

It is true, that the mother tongue plays an important role in constructing one's personality. It is the language the child acquires first, that forms every single part in his personality, and the language(s) he will learn later on, can serve as a framework for his success in improving and developing his cognitive capacities.

^{5,6}Elimam (2004) "langues maternelles et citoyenneté en Algérie"

The term “Mother tongue” means the language or variety used by the mother at first i.e., the language used inside one’s family.

Elimam gives this example that ends with a question mark (?) to clarify that, even if the child’s mother tongue is Chinese, the language he uses most probably is the one of the community.

He continues :

“... on désigne par la langue maternelle le langage produit par l’enfant dans l’environnement maternel. On accède à la parole via la langue de « sa mère », en somme. On accède donc à la parole via la « langue national » ⁷

(2004:313)

[Translated: We indicate by the mother tongue the language produced by the child in his maternal environment. We reach the parole via the language of “his mother”, in short. We reach the parole via the “national language”]

Elimam, shows here the fact that, the mother tongue the child acquires first is the one acquired in the environment of the mother.

The label “Mother tongue” means the language that a child acquires at home, i.e. with parents (the family); this label is among many others. One can refer to as *first language*, *Native language* or *own language*⁸

“*Mother Tongue*” is the label mostly used by linguists. First language is said to be the language of infancy.

“*Native language*” is the language used by the individual regarding the country in which he/she lives i.e. the native speaker’s mother tongue is his native language.

⁷Elimam (2004) “langues maternelles et citoyenneté en Algérie”

⁸ see Bentahilla and Davis (1988 :272)

April and Mahon (1999) justify the fact that children,acquire a language successively in what could be called their linguistic environment as the case may be for members of their family and/or relatives .April and Mahon suggest:

“Children succeed in acquiring their native language so quickly from the data, the language used around them”.

April and Mahon (1999:109)

Another concept is “*First Language*” the one encountered first by a person. “*Own language*”, refers to the mother tongue.

The mother tongue can be defined on the basis of various criteria such as:

- a) - **Origin:** the language(s)one learns first.
- b) - **Identification:** the language(s) one is identified with or is identified as a native speaker of others.
- c) - **Competence:** the language(s) one knows best.
- d) - **Function:** the language(s) one uses most.

These criteria, when detailed, explain the fact that one’s mother tongue is the language of his origins first. It gives a sense of identity and belonging. We identify ourselves to this language, which in one way or another, needs proficiency.

The mother tongue, which the Algerian child uses, canalso be found outside the family as the case may befor caretakers, neighbours, friends, and teachers. AA is also used on T.V, the radio, public places etc. This allows the child to be fully adapted to it. It is the language used in his social environment.

Moreover, the Algerian child increases his repertoire by imitating what others around him say, by asking questions and wondering about the world around him. This can be referred toas the different acquisition stages that a child goes through during his acquisition process.

1.3 The Language Acquisition Stages

It is often agreed that the language acquisition stages can be seen as composed of three major stages that are outlined below:

1.3.1 The Holophrastic Stage

The expression holophrastic stage is used to refer to the fact that at this stage children use a single word to express one sentence that bears meaning.

Basically, the idea is that they are making one- word sentences i.e. (one object, one word) making sentences and not just naming things i.e., using sentence intonation as they are asking questions or expressing a surprise as in the examples below:

It can be either;

An agent action [bebedodo?] taken from the French language (baby sleep?)

An action+ agent [ÿAð boliya!] (fall ball) i.e. the ball has fallen down.

An action+ locative [Z«mmað kursi] (sit chair) i.e. sit down on the chair.

A possessor+ possession [mAmA ktaab] (mummy book) i.e. Mum give me the book.

On the basis of detailed studies of thousands of toddlers, we know enough about the sequence of verbal skills in the first two years of life.

In other terms, children do not have the exact intonational patterns as those of an adult, but they do often seem to be expressing or attempting to convey sentence type meaning in their one words.

1.3.2 The Syntactic Stage

The syntactic stage can be defined as the second stage in the child's language acquisition process. It is the recognition of syntactic elements such as the distinction between pronouns (he/she) and/or (him/her), a noun and a verb etc. It begins around eighteen to twenty months as the child's vocabulary moves beyond fifty distinct words.

Syntactic categories:

- verbs/tenses (simple ones)
- nouns
- adjectives
- pronouns, adverbs etc.

Examples:

- a pronoun(third person singular) +verb (simple present)

[hijja Zaat] (she came)

- the distinction between a verb and a noun

[rað papa] (daddy goes) i.e. Dad has gone

1.3.3 The Phrastic Stage

At this stage, children seem to master the syntax. They can then construct whole simple, declarative or interrogative sentences. At this stage, the child produces a large number of utterances which may be classified as multiple-word utterances. He can consequently order the forms correctly.

Examples:

- SVO i.e. subject+verb+complement(declarative sentence)

[g«ÿÿA t«Srob ðliib] i.e. The cat drinks milk.

- Interrogative Pronoun + verb + noun (interrogative sentence)

[wi n rað papa ?] i.e Where does Dad go?

The child's language acquisition goes through stages. Indeed, the social and the socio-cultural background of the child are of a great relevance of any language acquisition. Acquisition is always bound to socialisation; these two processes cannot be separated. In other terms there is a tough relationship between the language acquisition process and the social environment, as far as the child is concerned.

1.4 The Sociocultural Aspect

The child grows up through various stages of development: this is how he increases his knowledge and becomes more and more able to understand the world around him and to learn language which serves as a tool for later learning.

Vygotsky (1962) refers to the internalization of language. He considers the child's language acquisition as being influenced by the cultural background in which the child is enmeshed.

Vygotsky further stresses on this assumption by claiming that it is when interacting with others that the child improves his learning capacities and linguistic competencies.

Thus, it is agreed among many researchers that the social interaction leads to cognitive development.

According to him culture makes two sorts of contributions to the child's intellectual development:

- First, the child's knowledge expands through culture.
- Second, the culture that surrounds him/her provides intellectual adaptation.

Culture teaches children both what to think and how to think. That is to say, culture contributes to the child's intellectual development, he increases his knowledge, develops his mental capacities through cultural means, for instance, the story telling T.V, reading, games etc. (see p. 22)

Another important point on which Vygotsky focuses, is what he calls "*the zone of proximal development*"; it is in fact, the distance between overcoming a problem alone or with assistance. The former is referred to as actual development level and the latter as level of potential development.

What can be understood from this theory is that it bridges the gap between what is known and what can be known. This theory can only be helpful in the sense that it helps the learner find solutions to a problem either when he/she is guided or alone.

Moreover, when the child produces a wrong sentence, without being aware that it is not the right one, he perfectly knows that with the help of his/her father, for instance, it will change into a correct sentence, i.e., the wrong sentence the child produced

changes into an appropriate one with the correction and/or the help of the mother, the father, the elder sister, etc.

The gap found in Vygotsky's theory and which if applied to the case of the Algerian child, highlights the prerequisite linguistic behaviour before and after reaching school age. In other words, the Algerian child is exposed to a variety of experiences during his language acquisition processes, not only the language, but also the other social and cultural processes. These steps the child goes through are to some extent important if not complicated and he consequently needs to be assisted to understand life better.

Vygotsky's theory was however contrasted by Hymes (1964) and Chomsky (1968) for, they claim that the mother tongue children use, is unconsciously acquired and without any assistance.

1.5 The Structural view

Chomsky (1968) considers the child's acquisition of language as being a subconscious process that develops by the time and becomes what could be called mother tongue. In this respect he says:

*"An infant is born with the rudiments of language and the will to talk"*⁹

Quoted in Berger (1988:136)

He emphasises on the fact that children have an innate predisposition to learn language at a certain age. He believes that the language which is acquired is the knowledge of a particular combination of sounds; that is to say one's own language i.e., the mother tongue.

He suggests that children are born with language acquisition device that allows them to produce language once they have learned the necessary vocabulary.

By the time the child grows up, a preschool aged child, for instance, knows the differences between Arabic words that have the same trilateral root i.e. three consonants, that is to say:

⁹ Chomsky Noam (1968) "Language and Mind" see Stassen Berger (1988:136)

Words deriving from the same root but having different meanings for example:

√ RSM is the source of many derived words, and the child knows the meaning of each.

[rasama] (he drew)(a picture)

[rassaḥ] (drawer or artist)

[rasm] (drawing)

M. Suleiman says in this respect:

“Like other Semitic languages, the bulk of its vocabulary consists of words formed by the application of templates (vowel pattern and affixes) to trilateral (three consonants) roots”

(1994:114, 202)

The trilateral root √ktb has the kernel meaning of [kataba] ”he wrote” which derives into various words as shown in the table below:

SA	Gloss
/kataba/	he wrote (verb)
/kaatib/(bun)	writer
/kitab /(bun)	book
/kitaaba/(tun)	handwriting
/kuttaab/(bun)	writers
/kutub/ (bun)	books
/maktab/(bun)	a desk
/maktaba/ tun)	a library or a bookshop

Table. 3

In the above table we try to show the pause form of the trilateral root /ktb

We may also find some other examples, produced by children aged between 4 to 6 years old. These children can make the distinction between the meanings of words that derive from the same root.

The child, in fact, can clearly distinguish what a statement is, and what a verb is, etc. spontaneously, and effortlessly.

Chomsky (1968) considers that children, wherever they come from, learn the surface structure of their own language, because they already understand the deep structure; i.e. the meaning for the latter has to do with, syntax and vocabulary. They reinforce their linguistic ability by understanding the surface structure. This leads us to insist on the fact that language develops through learning.

It is through language that culture, social entertainment and knowledge are transmitted from one generation to another.

1.6 The importance of the Mother Tongue

It is acknowledged that mother tongue has a great importance, as far as, the language behaviour of the person is concerned. In this respect, Bentahila and Davies (1988:281) consider these factors as truly relevant:

a)-source of the language: the language used by the mother, other caretakers, within the family, and in the larger community to which an individual belongs or by earlier generations of this family or community.

b)-proficiency: the language one is able to use with ease and confidence, one has greatest command of.

c)-emotional attachment: the language that corresponds to one's personality, and for which one feels greatest affection and loyalty.

d)-symbolic value: the language of identity, it links the individual with a particular or cultural heritage."

(1988:281)

The factors stated above are interrelated to show the relevance of the mother tongue. In other words, the mother tongue an individual uses is his/her native language; that is the language he/she encounters first when coming to life. This individual uses it with such easiness that he/she considers it as his/her own language.

Bentahila and Davis (1988) focus on the close links of cause and effect between these factors. They give the example of emotional attachment which may be related to proficiency, for instance, one's intimate feeling for his/her own language may be a cause of proficiency.

Moreover, the mother tongue the child acquires will certainly help the child to learn another new language. In this respect Gee James, suggests:

*“A person/ learner/’s primary discourse (Mother Tongue)
serves as a frame work or “base” for his/her later
acquisition and learning of other discourses later in life”¹⁰*

(1996:141)

This statement acknowledges the fact that the mother tongue has a great impact on the new language the child is going to learn at school.

If we take the case of Algeria, The standard Arabic variety, henceforth SA, is introduced first at primary school. The use of AA does not lie only on one's outside environment but also on the school which is considered as the first background where a child learns a new language other than the one he was familiar with i.e., the language of education with grammatical rules and so on. An account is given to consider if the Algerian child will be adapted with this variety SA more or less inside the classroom.

¹⁰ Gee James P. (1996:141) “Social Linguistics and Literacies” see Stassen Berger (1988:136)

Nevertheless, there is a minority of people with whom we were in contact during our research work and who make use of SA during their daily conversations. These people, for instance, introduce some Standard Arabic items when speaking to each other. As an illustration, we have this conversation that took place between a 4th year girl and her mother who is a teacher of Arabic in an intermediate school. We refer to the daughter as **G** and the mother as **M**.

The aim is to show that there are some people who use some SA words within their conversation especially when talking about a topic originated in Standard Arabic.

SA items are underlined

G: /ummi, /ummi!

Lit: mother, mother!

M: na0am binti

Lit: (yes daughter)

G: win rah /abi baFjia nru0 m0Qh

Lit: Where is daddy? I want to go with him.

M: mazal ma ja\$. S0a# Rahi ssa0a ?

0alliti lwaZibat lmanziljia nta0ak walla mazal?

Lit: he has not yet come. What time is it? Have you done your homework yet or not?

G: mazal, 0andna zuZ tamari#. rijja#dijja# w tarbija 0i l mi j j a.

Lit: (not yet Mum, we have two exercises:arithmetics and natural sciences)

M: bisur0a dirihum w ru0i t«l0bi

Lit: (so hurry up do them and go playing)

G: na0am /ummi Lit: (yes mother)

Despite the occurrence of some Standard Arabic words in this conversation, the variety used is AA. Even if the mother, as well as her daughter, use some standard Arabic words, the majority of words are in AA.

The aim behind this conversation is to show that there is, in fact, a minority of Algerian families who have the ability of using SA words within some of

conversations addressed to their children, to teach them the Standard variety even at home. However, this is very rare and cannot be applied to all the Algerian families.

Accordingly, what can be noticed is that this can be for the reason of the degree of the Parents' intellectuality and linguistic competencies, and because of the diversity of each one's socio-linguistic and socio-cultural background.

Another concern related to the conversation above; is to show to what extent are AA and SA different and/or similar.

As an illustration, we have taken the example of a group of pupils especially the sixth level with whom we maintained a conversation during our recordings. The questions were about what each of the two varieties represented to them. Their arguments were:

a)- Algerian Arabic:

[maDa tumaTTi l bi nni sbati l akum l ōami j j a?]

Translation: what does colloquial Arabic represent for you?

1- [hi j a l l uFa l l i nahdar bi i ha mŌa Őaabi w fi darna]

Translation: It is the language I use when speaking to my friends and at home

2- [naŌr «fha mel l i kunt ŐFi i r w mwal «fha bezza f]

Translation: I know it since I was a child I am used to it.

3- [al l uFa ntŌŌ « dda f]

Translation: The language of home

4- [al l uFa sahl a bezza f mŌs] ki ma fra Őe]

Translation: it's a very easy language not like French

5- [l uFa ōta sFaar j ahhadru bi i ha]

Translation: language even children speak it.

6- [mlli z «dt waana nahdar biha]

Translation: I speak this language since I was born

b) -Standard Arabic:

[maDa tumaTTi l u bi nni sbati l akum al l uFa lÖarabi j j a l fu\$ha?]

Translation: What does Standard Arabic language represent for you?

1- [hi j a l uFatu l madrasa wa l muÖal l i ma]

Translation: (it is the language of the school and the teacher)

2- [hi j a l uFatu l Öarab]

Translation:(It is the language of the Arabs)

3- [hi j a l l uFatu l l ati naftaXi r bi ha]

Translation: (we are proud of this language)

4- [bi ha nataÖal l am]

Translation: (We learn with SA)

5- [aÖtaaZuha fi l madrasa kaTi ran]

Translation:(I need it much in school)

7- [jamaisma nahhadru biha f« ddar]

Translation: I never speak this language at home.

The underlined word is in a foreign language namely French, henceforth, Fr.

The contrast that we found between learners' attitudes toward AA and SA, shows that the former i.e., AA was an easy variety and that they were accustomed to speak this variety, whereas the latter SA is the language of school and nowhere else. They claimed that they never use it at home and even if there are some people who make use of SA, they are incapable of maintaining the whole conversation using this variety. The learners suggested also that AA is very important in their socialisation process in terms of their language behaviour and that, in one way or another, it serves much for their later learning.

One of them said:

[mi n n«bFi n«kt«b taÖbi r nXammam fi h b« dda#Za m«n bQÖd
n«kk«tbah b«l fuŞöa]

Translation: When I want to write a paragraph, I think about in Algerian Arabic and then in Standard Arabic.

What is noticed in the learner's speech is that he thinks in the low variety first and then he writes the high variety.

1.7 Socialisation: building a vocabulary

If we have to define the term "to socialise" we may say that it is the interaction with others. Leslie, Larson & Benjamin (1976) claim that a person's social background is very important:

"Society and the person have no separate existence"

Children first control their behaviour in response to other people's attitudes toward that behaviour. As Mead puts it:

"The child learns to take the role of the other.He internalizes the attitudes of specific people toward him or her"

Mead, G.H (1967: 151)

Leslie, Larson & Benjamin (1976) adds:

".....Children at first have no conception of the world as being separate from themselves and that this understanding is linked to the acquisition of language"

(1976: 117)

This statement acknowledges two concepts that can never be separated: Language and society. Leslie, Larson & Benjamin try to shed some light on the fact that as a child, one does not know how to make the distinction between this thing or that

thing. It is through language that he realises that he is separate.i.e., different, and language shows him some unclear things that he'll learn in his life, and it's when interacting with the othersthat he/she becomes more sociable and communicative.

The child develops the image of himself from judgements of his parents, what they see in him, what he is capable of saying or doing. If it is a good judgement, the child can be poised and confident and if it is a bad judgment he tries to change it.

Children's social lives do not wait until their communication skills develop. They develop regardless of their skills levels.

Social communication skills, perhaps more than any other domain, integrate the contributions of cognitive development and language skills. That is to say, being sociable and communicative, the child shows that he is linguistically better involved with the exterior world.

Children acquire the language as naturally as possible from the social context in which they live.

In this respect, François, Hudelot, Sabeau-Jouannet acknowledge that:

*“L’entrée de l’enfant dans le circuit interactif
est source d’acquisitions linguistiques qui, à leur tour,
vont donner à l’enfant la possibilité d’accéder
à de nouveaux circuits communicatifs qui permettront l’acquisition de nouvelles
capacités lexico syntaxiques”¹¹*

François, Hudelot, Sabeau-Jouannet

(1984:118)see p. 21

Translated as:

[The entering of the child in the interactive circuit is a source of linguistic acquisitions, which will give the child the possibility to reach new communicative circuits that allow the acquisition of new syntactic and lexical capacities]

This statement highlights the child's ability to acquire a language through his/her interaction with others. This is a source for him to acquire and improve his lexical and syntactic capacities.

The child is sometimes so involved in the conversation that he misses it. As the child's ability to use correct sentences grows more quickly, parents help by following two rules, as claimed in Chamberlain, Morris & Marcovitch:

“Never show boredom with his chatter (the child), however careless; it is all important to him as he explores the new world of language. Always answer his questions, no matter how many he asks”¹²

(1986:124)

1.8 The Dominant Agents of Socialisation

Agents of socialization are believed to provide the critical information needed for children to function successfully as a member of society.

The major dominant agents of socialisation are:

- 1-The family
- 2- Peer groups (friends, neighbours, teachers, administrators, managers, etc.)
- 3- Mass media: Television; radio, internet
- 4- Pre-school.
- 5- The school which is considered as a very important agent of socialisation; the child is confronted to new repertoires and to another linguistic environment.

Each agent of socialization is linked to another.

Indeed, these major agents affect the child through all stages of development; the family carries out most of a child's initial socialisation; and its influence on the child's socialisation process. The similarity between parents and children especially, contributes to order and stability in the society, while the difference indicates how imperfect socialization contributes to social change.

The acquisition of language cannot lie only on the environment level or in other terms what surrounds the child, it also lies on the linguistic level, for, the first utterances of the child start within his/her family, that is considered as the most responsible factor in the child's developing capacities. Kaye, A.S. states the following :

¹¹François, Hudelot, Sabeau-Jouanet (1984:118)

¹²See Gorman, B.L & Larson, F.R & Leslie, G.R (1976: 130)

*“language....could not emerge in any species,
and would not develop in any individual,
without a special kind of fit between adult behaviour and infant behaviour”*¹³

A.S.Kaye (1982)

As the primary agent of socialization and the first "educator," the family, plays an essential role in the transmission of the fundamental values that encourage and nurture learning in a young child. It has almost exclusive control of the person during the first years of life and preeminent control during the childhood and adolescent years.

The Algerian family generally includes the parents, the grand parents, brothers and sisters, and other relatives such as the caretaker with whom the infant spends a time when parents are not there. The family remains first and foremost a powerful agency of the socialisation process of the child.

1.8.1 The Impact of Cultural Means on the Child's Socialization Process

The Algerian child as any infant interacts inside and outside his family with diverse means and behaviours. In fact, it is through stories and games, and different coloured images that he develops, and his thought develops with him, for, at this particular stage he starts to acquire cultural and linguistic behaviours that in one way or another help him to develop his mental capacities and psychological cognition.

The story telling is very important as well. It increases the child's imagination and through this imagination, his capacities in language expand.

Repeating what the father and/or mother, or the grandparents tell i.e., narrate, is also an important act; for, children have retention memories for stories, and can remember word for word what is being said to them in story form¹⁴. This leads to motivation and confidence as far as language is concerned.

¹³ K. Stassen Berger (1988:142) "The Developing Person through the Life Span"

¹⁴ See Tazrouiti, H (2003, 31) "the Algerian child's acquisition of Arabic"

In addition, Television offers a variety of carefully structured and well-presented programmes that can be designed to help the mother in the social and educational rearing of an energetic child.

Constant development and reinforcement of spoken language will give the child the incentive to start associating in the written symbolic forms with the sounds he has grown to know.

Reading is also of great help in building the vocabulary of the child. Every child should be surrounded by colourful and attractive books at home; the child at this moment can take them without asking, and study them as often as he wishes.

This may lead to a mastery of language either in vocabulary, grammar, the function of nouns, verbs and the like.

1.8.2 The pre-school phase

The average age that is adequate for any child to enter school is about six, because it is seen as the best age for the best adaptation to the learning process. Meanwhile, the child goes to school for the first time he is obliged to wake up at an early hour in the morning every day. In fact, these first days are for him probably the most difficult, it is a great change in his life. Hence, this can take a long time for adaptation to this new setting mentally, physically and/or psychologically.

Indeed the most unknown thing which is going to happen to the child is the learning of a new language other than the one he was accustomed to speak. The child's behaviour toward this new language in particular will be, in one way or another, new and different compared to L1 i.e., the Mother Tongue.

In Algeria, the pre-school phase takes place few years before the schooling process. Children reach the preschool phase at the age of five, for; at this stage they are ready to be involved in such new surroundings.

It is a time of immense growth in language for pre-schoolers. Vocabulary is expanding, and the semantic and syntactic structure of their language is becoming more complex. This change in language represents the development of cognitive abilities. Children are becoming more complex thinkers and, as they grow, these changes are reflected in their language. Three-, four-, and five-year-olds are curious

about language and increasingly rely on language to make their wants and needs known.

Accordingly, in Algeria there are some institutions we call (*ōadaḥna*) s¹⁵, children aged between two to four, can play and feel at ease and do not claim the presence of their parents. What is very interesting for parents is to register their children earlier than the age of five, since from three to six, the child learns many things such as drawings, colours, pasting papers, how to colour images, to draw circles, straight lines, curved lines etc. This has an impact on the learning of new words in AS¹⁶

Moreover, the dominant language used inside this setting is AA; the local variety of Algerians except Berbers. However, some children use the Standard variety of Arabic (SA) because of Quranic verses¹⁷, and God worship. Caretakers often tend to use a mixed variety SA and AA in the aim of making them love this language through these respectable verses and worships.

The relationship between the caretaker and the child is important in the sense that the child either loves the place in which he spends some time, or absolutely refuses it. In fact, whenever the interaction exists, the relationship is better and the child's linguistic background develops.

The role that is played by these caretakers is to know first everything about the child; where he comes from? What is the occupation of the father and/or the mother? Where he lives? etc. This is certainly done with the aim of being very close to the child and to build strong affinities.

Furthermore, this permits the caretaker, to prevent some linguistic problems that may emerge in the schooling process, that is to say, if the child is affected by a particular disease or a psychological problem such as Dyslexia¹⁸ for example. This can sometimes lead to difficulties in reading and pronunciation.

¹⁵ Kindergarten: a place where parents leave their children for few hours when they are absent for work.

¹⁶ School Arabic

¹⁷ Verses of the Holy Book, the Quran

¹⁸ a learning disability that impairs a person's fluency or comprehension accuracy in being able to read

The aim of the pre-schooling process is to reduce the occurrence of such problems by treating them through psycho-pedagogical therapy.

As a matter of fact, there are in Algeria some dysfunctions because of public or private preschool. These dysfunctions can be defined in the structural, material organizational and educational domains. In 2003 the educational reform's aim is to develop the child's competencies in preschool and to prepare them for succeeding in primary school. In this vein, S.Cherni & M. R, Ben Maadsay:

“It should be noted here that the pedagogical conception is academically-oriented due to social pressure to prepare children for ‘better’ future education. Such effort may greatly appropriate the pre-school education system in order to resemble the basic school format at the expense of the play and socialization characteristics”

(2010:98)

The linguistic repertoire(s) used within Algerian preschools is relevant since it is an introductory phase to the primary education. To know about what repertoires to be used within kindergartens and preschool institutions we have to relate this to the linguistic profile in Algeria.

1.9 Languages in Algeria

1.9.1 Classical Arabic versus Standard Arabic

For the Algerian linguistic profile, the Arabic language is the national and official language. Classical Arabic is the language of the *Quran*, the Holy Book, is generally replaced by Standard Arabic, which is simpler and therefore more appropriate for educational purposes.

SA as mentioned before is the variety of Arabic most used in print media, official document, correspondence, and education. It is essentially a modern variant of Classical Arabic, the language of the *Quran*.

SA is not acquired as mother tongue, but rather it is learned as a second language at school and through exposure to formal broadcast programs (such as daily news).

Accordingly, a considerable amount of the linguistic research has concluded that Arabic speakers of different dialects rely primarily on CA, which is replaced by SA, the written language of contemporary literature and journalism-, when they converse with one another. SA is simpler and therefore more appropriate for educational purposes. Kenneth Katzner states (1986:159-9)

“... When educated Arabs from different countries meet, they generally converse in Classical Arabic”

Quoted in A.AbuMelhim (1989:231)

Here, the statement explains the fact that educated people from different Arabic countries converse with each other in CA, in no way they can do it in their mother tongues. The reason why they (Arabic people) prefer using the high variety is simply because their Mother tongues differ from one another. That is to say they can't converse using their first languages. An Algerian speaker, for instance, doesn't use his mother tongue which is AA when talking to an Egyptian. However, if the speaker has no Classical Arabic background, he/she will use French or English.

Mary Catherine Bateson (1967:82) writes:

“Arabs who cannot use Arabic to some degree may have to fall back on English or French (if they know these languages)...if they come from separated regions. Therefore CA still possesses that vital element which was the basis for its adoption as the language of the Islamic Umma”¹⁸ ¹⁹

Quoted in A.AbuMelhim (1989:232)

The two statements above show that Arabs from different countries either use CA and/or SA in a conversation. However, in fact, we don't agree with these linguists, except, if it is in the case of formal settings, i.e. if the subject is political the discourse will be in the standard variety of the Arabic language. Neither CA nor SA are in fact spoken languages.

¹⁸ Umma: The Community

¹⁹ Bateson, M. C. (1967). “Arabic Language Handbook”.

AA is a variety that is not understood by people from the Middle-East. However, we, as Algerians, understand them because they have a closer variety of spoken language to CA.

These countries, for instance, use to converge first and for most to Egyptian Spoken Arabic, since this dialect is prevalent throughout the Arabic speaking world and is considered as the most prestigious dialect.

1.9.2 The linguistic profile within the Algerian family

The language behaviour of the Algerian family is dominated by Algerian Arabic which is the local variety of Algerians. “*Maghribi*” as called by A. Elimam

« *Maghribi véhiculaire à très large diffusion/circulation, est communément appelée “dialectale” sinon populaire*”

(2004: 20,21)

Translated as:

[The Maghrebivehicularat a very large circulation, is commonly called “dialectal” otherwise popular]

In Algeria, as elsewhere, spoken Arabic differs very substantially from written Arabic; Algerian Arabic has a much-simplified vowel system, comparing to the written language

Within AA itself we find there are significant local variations, for instance regions like Oran, Tlemcen, and jijel etc. each of these dialects is different from the other.

Berber language (s) is spoken in many parts of Algeria, but mainly in Kabylia, in the Aurès, and in the Sahara (by Tuaregs)

In addition, these two varieties are both accompanied with the French language.

French is widely used and spoken in everyday life in Algeria's larger cities, in diglossic combination with Algerian Arabic.

This linguistic situation touches the entire Arabic speaking world. In fact, even Morocco and Tunisia have their local varieties with Berber and the French language. Algerian Arabic is pretty much similar throughout Algeria, although Easterners (from the East Algeria) sound like Tunisians and westerners (from the west of Algeria) sound like Moroccans.

1.9.3 Algerian Arabic versus French

The linguistic situation in Algeria is characterized by the co-existence of Arabic and French:

- The Arabic language belongs to the Semitic Family
- The French belongs to the Indo-European family and then the Diglossic situation as a typical characteristic of the Arabic speaking world in general and Algeria in particular. The French language continues to play an important role in the spoken as well as the written domains.

We may try to consider that our country is in one way or another, a bilingual if not a multilingual community.

If we attempt to define Bilingualism in its real meaning, we should mainly say that it has several definitions. One of these is the ability to use two different languages, in this respect H.Ghouali says:

*“ Chaque individu qui se débrouille convenablement
dans une deuxième langue serait bilingue ”*

P.7 19th June 2004

Translated as:

[Everyone who manages speaking so well a second language, would be a bilingual]

Bilingualism appeared in Algeria during the French colonial period. In fact, the linguistic policy used at that time was the teaching of French in primary schools and no other language.

The Algerian population was so deeply influenced linguistically during the French occupation that even old people used to speak and/or understand it though they could not write it.

Bilingualism obtains everywhere in Algeria: on TV, outside, universities, even in schools we find French. In fact, in the Algerian primary education French has always been introduced at the 4th year of primary school. However, in 2003 the authorities gave permission, (with the reform), to introduce the French language at the 2nd year of primary education with a new program and a new teaching approach: “The Competency Based Approach”.

The reform planned for 2004, 2005 signalled a return to the previous system: Primary education (lasting five years instead of six) intermediate education (four years) and the secondary education (three years).

In January 3rd, 2009 Abdelhamid Benzerari argues:

*“les méthodes d’éducation nouvelle sont le résultat de recherches à la fois scientifiques et empiriques, visant à obtenir systématiquement l’adhésion volontaire de l’enfant à l’œuvre de l’éducation”*²⁰

Translated as:

[The methods of the new education are the result of scientific and empiric researches at the same time. Aiming to obtain systematically the child’s deliberate joining to education]

French is a part of the standard school curriculums. It obtains also in administrations and higher education especially in medical studies. It is spoken and written as well.

²⁰ Abdelhamid Benzerari El Watan : 03-01-2009 L’ “ approche par compétences”, ses fondements et les moyens de la rendre féconde

A. Moatassimesays in this respect:

“ Il apparaît à tous les niveaux, non seulement dans les administrations publiques ou privées, mais aussi dans la correspondance administrative, les imprimés,..... le français semble toutefois plus accentué en Algérie qu'en Tunisie ou au Maroc”

A. Moatassime (1992:36)

Translated as: [it appears at all levels, not only in public or private administrations, but also in official information,prints..... French seems,however, more pronounced in Algeria than in Tunisia or Morocco].

This statement shows that French obtains everywhere, and seems to be a foreign language more pronounced in Algeria than in Tunisia and Morocco.

The child is thus born in a bilingual and a bicultural community. Jean Duverger argues then:

*“Parler la langue de l'autre, c'est déjà l'accepter avec ses différences, caractéristiques, de comprendre ses valeurs intellectuelles et relations avec les autres”*²¹

(2004: 7)

[To speak the language of the other is already to accept the other with his differences, characteristics, to understand his intellectual values and relationships with others]

He furtheradds:

“Le bilinguisme n'est pas une pathologie, et l'individu peut construire une identité avec deux langues et cette identité se développe en fonction d'expériences vécues dans l'une ou l'autre langue.”

Jean Duverger in le quotidien d'Oran June19th (2004: 7)

²¹Jean DuvergerLe quotidien d'Oran, June19th (2004: 7)

Translated as:

[Bilingualism is not pathology, and the individual can be identified with two languages and this identity develops by experiences within one or both languages]

Moreover, in Algeria one can find people who make use of more than one language. That is to say, multilingual speakers. For instance, Berbers living in Oran can master Berber since it's their Mother Tongue and AA with the addition of French.

A bilingual has to be perfect in the languages he uses and not to paraphrase or translate every single word. An ideal the bilingual speaker has to have the same linguistic competence in the second as he has in the first language.

As Halliday, M.A.K puts it:

“.....a speaker who has complete mastery of two languages and makes use of both in all uses to which he puts either.”

(1968:141)

The bilingualism in Algeria is the result of a long occupation of the whole country by the French, with more concentration on the northern part. In fact, bilingualism in Algeria is not homogeneous because it cannot be applied on all the population. In many parts of the country we can find monolinguals.

Accordingly, this phenomenon is always linked to other phenomena such as Diglossia and Borrowing.

It is widely agreed that Algeria is among those countries that are characterised by the diversity of languages, a situation of Bilingualism and multilingualism.

This diversity is characterised by four main registers of communication according to Saliha Aissani²²:

²²Aissani, S (1985:24)

“-The Classical Arabic (CA) or literary variety qualified as a national prestigious language the language of the *Quran*its Holly Book.

-Dialectal Arabic i.e. Algerian Arabic.

-Berber which includes many varieties such as Mosabite, Takbailit, Shawit.

-French.”

This four main registers justify the linguistic situation in Algeria.

1.9.4 Borrowing

It is widely agreed among many linguists that French is the most commonly used language from which Algerians use to take some words and use them in their daily speechwith the aim of producing them in an easy manner to obtain French loan words. This phenomenon, i.e. borrowing, was noticed in old illiterate people that could not pronounce the terms correctly and effectively used to transmit them to their children. In fact, a great number of French loan words that have slipped into the local Algerian Arabic; being adopted phonologically, and to a lesser extent semantically. This bilingual or rather bicultural situation has a great impact on language acquisition and the socialisation of the child.

As an illustration, these are some examples mostly used in the Algerian local variety, taken from either French or Spanish languages:

AA	Spanish	English gloss
liXia	Ligia (a trade mark)	Strong detergent
bogado	Avocado	Lawyer
ru:Xu:	Rojo	Red
kwadro	Cuadro	picture

Table.4

AA	French	English gloss
ti l fi uun	téléphone	Telephone
furSi i ya	fourchette	Fork
basi i na	bassine	Pan
kuzi ña	cuisine	Kitchen
yaabl a	table	Table
sbardi i na	espadrilles	shoes
kaaj i i	cahier	Copybook
truusa	trousse	pen case
l oto	automobile	Automobile
vi sta	veste	Jacket
sakuSa	sacoché	Bag
marÿo	marteau	Hammer
mayrah	Matelas	Mattress
buSun	bouchon	Cork
tri si nti	electricité	Electricity
kul i i Z	collège	College
bal a	pelle	Shovel
roppa	robe	Dress
l amba	lampe	Lamp
kusti i m	costume	Suit
maSi i na	machine	Machine
fonaara	foulard	Scarf

Table. 5

This is a list of some borrowed words from the French language. They are not replaced by words from our mother tongue. However, they are transmitted from one generation to another until they have become Arabic items.

“Such adopted loans tend to be seen as foreign for one time but are then accepted subsequently like native elements”

April Mahon (1999.209)

The statement above shows that this situation is due especially to the French colonisation. At that time, Algerians were illiterate and the only way they found is to take from the French language, for, they were easy concepts they needed in their everyday communication.

These two different languages namely SA and Fr are not family languages, they do not share the same phonemic and phonological systems; for instance, we have the /p/ and /v/ so they are replaced by other phonemes as /b/ and /f/ this is for the case of SA. As an illustration we have chosen these three examples used at the primary school by a fifth year pupil. The examples were written on the board in Table.6

SA	French	Gloss.
/ burtFaal /	portugal	(portugal)
/ fitaminaat/	yitamines	(vitamines)
/ orobba/	europe	(europe)

Table.6

However, things are different when talking about AA, that is to say, this variety may accept the use of certain phonemes i.e., one can pronounce [p] and [v]

spontaneously and effortlessly since the local variety used by Algerians is mixed up with Fr. Or it is simply French loan words

Example:

AA	Gloss
[pupijja]	a doll
[valiza]	A suitcase
[viista]	Jacket

Table.7

1.9.5 Algerian Arabic versus Standard Arabic: a Diglossic Situation

Within the Algerian language situation, it is assumed that Arabic is divided into two main varieties; one which is Standard, the other one is non standard.

Certainly the uses of these two varieties especially in Algeria are varied, and any study that aims to treat the relationship between these two varieties, and argues that the Algerian Arabic is always a bound variety to its standard one is Standard Arabic may not always be true.

The two varieties form a dichotomy and may be treated as very separate as well as similar. This depends on the different arguments put forward by many linguists, who, tried to enlighten the issue.

Arabic language is a language divided into two aspects. The formal literary one is used for scientific research and for written literature whereas the other variety is the spoken form of this language or, in other terms, the one we use only for speaking and for no other tasks. Such a view was known later on as Diglossia.

Diglossia by definition is:

“ La diglossie est cette coexistence de deux formes d’une même langue: l’Arabe Classique d’une part et l’Arabe Dialectal d’autre part”

A. Moatassime (1992:42)

Translated as: [Diglossia is this coexistence of two forms of the same language: Classical Arabic on one hand and dialectal Arabic on the other]

Ferguson (1959) pointed out that this linguistic phenomenon is a situation whereby two varieties are “*distinct but genetically related*”, as far as the Arabic language is concerned.

According to him, these two distinct varieties are “*highly divergent*”, for instance, the speech of an Imam i.e. the variety he uses is strictly standard, and the audience in front of him will slightly understand a word of it. He is obliged to mix up with the non Standard i.e. AA to make as explicit as he can his religious speech.

Moreover, this phenomenon “Diglossia” refers to the existence of: a High i.e., Classical Arabic used in formal situations such as mosques since it is the language of the *Quran* its Holy book, schools, administrations etc. and a Low variety used in informal situations such as at home, with friends outside .

He claimed that their use is in complementary distribution, and we mean by this term that the High variety isn’t, if not “never” used in contexts where the Low variety appears and vice versa. Each variety is used for fulfilling particular purposes.

Peter Trudgill says that there are some phonemes that can stand for others concerning the question as far as the two varieties the “H” and “L” are concerned. He claims:

“ The diglossic differences between the two types of Arabic can thus be seen to involve the use of different words together with the substitution of some words for others”

(1974:120)

For instance, the region of Oran the sound they produce is [g] in the place of the letter “qaf” in Classical Arabic and essentially [/] in the region of Tlemcen.

Algeria is actually facing a complex linguistic situation such as phenomenon. This linguistic phenomenon has been put forward by several researchers and socio linguists. The divergence mentioned above is characterised in its real meaning by the structural change that Classical Arabic encounters when going down the street. Such an idea was claimed by L. Koloughli in the statement below:

*“Once a language /Arabic/ goes down the street
will not degenerate but rather it will undergo
the necessary linguistic evolution”*

(1977:90.91)

His statement highlights that the very first form of Arabic which is in fact (Classical Arabic) underwent a great structural change especially in Algeria. This important change applied to the Classical variety which evolved gradually for the task of facilitating people’s everyday interactions (*communication*).

This gradual evolution of language leads to say that Algerian Arabic is in fact an extension of the first form of Arabic, namely Classical Arabic. It was illustrated further that the Arabic language is divided into the Standard variety and the non Standard one. In this respect, William Downes claims:

*“It is important to be aware that the non-standard variants
follow regular grammatical rules, just like standard variants;
to any people the non-standard just sound wrong
that is one result of standardisation.”*

(1998:33,34)

According to him AA is considered as a language on its own. That is to say, with grammatical structures, etc. He further focuses on the fact that Classical Arabic, for instance, as “super ordinate” and the nonstandard language as AA sub ordinate.

This can be noticed especially in the classroom setting, for, the relation that coexists between the two varieties of the Arabic language AA and SA is not an easy one, as far as, the teachers and learners are concerned.

1.10 Conclusion

In this chapter we have attempted to highlight the importance of the Mother the Tongue in the child's linguistic development, which has a certain goal to achieve when entering school. It is to learn a new language other than the one with which he/she was accustomed to speak.

This importance is characterised in the sociolinguistic and the cultural background of the Algerian child. Another concern in this chapter has been to insist on the relevance of the socialisation process in the child's language development; what agents, what factors that help him/her in developing his/her future linguistic behaviour.

We also tried to shed some light on the linguistic situation in Algeria.

Our main concern, is to show to what extent is the mother tongue i.e., Algerian Arabic present in the child's learning process, which is at this stage considered as the second dominant factor of the child's socialisation process.

It is through our research work; attending primary classrooms; that we have noticed its presence in the learner's talk as well as the teacher's talk. More illustrations can show this fact in chapters two and three.

In short, we may say that the Algerian child's language acquisition is part and parcel of his socialisation process.

Chapter Two

2. The School Tongue: Language Learning and Classroom Motivation

2.1 Introduction

In this chapter, we try to develop some of the changes that happen to the child at school in terms of language behaviour and motivation. These changes are characterized inside the classroom as well as outside the classroom i.e. the rest of the time.

We will shed some light on the language learning including SA the new variety that the child is meant to learn.

We will analyse some sentences, i.e., structures produced by pupils inside as well as outside the classroom. These structures are produced by learners in:

-The Fourth and the Fifth levels of primary school

We will also focus on the use of the French language in class which is first and foremost considered as a contact situation. We also give some illustrations showing its use in the rest of the time as in the school yard, etc.

2.2 The corpus

The corpus provided for our study has been collected first through sessions of classroom observations in fourteen primary schools in Oran, a department called moqata'at ²³ El Emir Oran.

²³moqata'a: sector

These observations have been through tape reordering, and taking notes at the same time. We used to hide the tape recorder in order to get natural conversations between teachers and their learners, and between the learners themselves.

The rest of the time was, in fact, of a great help. We tried to ask some indirect questions to the teachers about how things were going for them, what constraints they had when teaching, etc.

Teachers used to come from time to time to talk to us during the session about their learners' motivation inside the classroom.

Taking notes during the session was also of a great help.

Indeed, break time is when children are most likely to be unsupervised and thus this leads to a complete freedom of children to use the low variety as much as they want to.

Children, who are at school, have no longer the same attitude as younger children, as far as language is concerned, not only because of the mastery of grammar for instance, but also all the other new repertoires they will learn later on.

2.3 The Child at School

When the child is at school, he grows and his behaviour changes with him, in terms of cognitive development.

Languages differ in how they represent experience, so the language the child learns will affect how he talks about objects and events. Some languages offer more terms than others for particular domains.

First Language, the child uses at home, is different from the one he learns at school i.e. SA. However, it always has a great influence on any future learning processes. In this respect Kramsch says:

“Teachers should recognise the important influence of their own language learning experience on their learning behaviour in general and also remain aware of the effect that their student’s previous language learning experience will have on their views of language learning.”

Kramsch, C (2000:11)

Kramsch shows that teachers and learners, being in a formal setting which is the classroom, and recognise how influential they can be on the teaching process as far as language is concerned. She also focuses on the fact that, the learners' first language remains very important in their social as well as linguistic behaviour.

2.3.1 Language learning

Learning a language has to do with society, for we use a language according to the society in which we live. In this respect Kramsch says:

“Learning a language is learning how to exercise both a process of social and a personal voice into a given speech community and the acquisition of literacy as a means of expressing personal meanings that may put in question those of the speech community”

Kramsch, C (2000:233)

The purpose of classroom interaction is to favour conditions for learning, and learning a language is just like the learning of anything else. It is something that is achieved through different steps. It takes place in the public context of the classroom. This is the unique setting where teachers as well as learners form an interlocking unit.

In fact, the interest in the role of interaction in the context of learning became an important issue for the researchers of this field, because it creates opportunities for the classroom community to develop knowledge and skills.

The teacher determines his/her role of teaching; what the learner needs inside the classroom, and the learner is an important member of the classroom.

The learning objective is to develop the skills of speaking and writing alone without assistance. The pupils in the fourth and the fifth years of the Algerian primary school have already learned the basic rules i.e., grammar, syntax etc. So in their position it

will be easy for them to write a paragraph without complete assistance of their teacher. Whenever problems arise here the assistance is needed.

2.3.2 Mother Tongue and School Learning

When the child reaches school age, he has already mastered and internalized the linguistic structures of his mother tongue. He acquired the grammar of the variety he is able to use in communicating with others. According to Piaget(1975) this should be the starting point of any school learning. However, this cannot be applied to the Algerian context; for the two varieties AA and SA are different.

The aim of the Arabic instruction is to replace the spoken languages with the standard form i.e. SA. In this respect, M. Boudia Greffou says (1989):

“Our job will be two fold. We must use the child to correct the language of his family this will be possible only when we have closed the gap between written grammatical language and anarchic spoken language..... We shall express ourselves in writing as we speak orally, and we shall speak orally as we write”

(1989: 35) Teacher handbook

This quotation leads us to insist on the fact that the spoken language and the written one are completely different. Greffou explains that the high variety, which is SA; is a written grammatical language, and the low variety i.e., AA, as an anarchic spoken language.

2.3.3 The Relevance of Algerian Arabic inside the Classroom

The classroom is such a linguistic, for, when the child comes to it for the first time, he has already acquired a certain repertoire that allows him to communicate. Meanwhile, the classroom in which he finds himself is considered as a new linguistic environment. Thus, the child will find himself surrounded by such a new language and his first major aim is to try to learn it.

The child should accustom his ear to the new sounds, develop listening strategies and be discouraged from translating.

However, AA is the L1 of the Algerian learner, it has an inestimable influence on the process of learning; indeed, it will contribute to his new linguistic environment.

Our main interest is to show to what extent is Algerian Arabic present in Algerian primary schools and how can teachers just like learners find themselves in a situation where omitting this variety inside the classroom is unavoidable or even impossible.

Although AA (L1) has to be avoided during the whole lesson, this reality seems to be incorrect or even impossible, for we can never change a pattern of a pupil's mother tongue suddenly so that he will speak directly the other standard form, namely L2.

The child's language, before he or she reaches school, is very important and remains powerful and certainly serves for his later learning. This can be applied especially to the first years of the pupils' education.

The child, in class, wants to express himself towards his teacher or even towards his classmates, he always refers to AA his L1. We may, as a result, consider that the prevailing variety in the linguistic behaviour of the Algerian child inside the classroom is AA, unfortunately this will lead and favour a differing linguistic situation that will later on be known as school failure.

We have chosen the fourth and the fifth years (the two years before the child reaches the junior school i.e., "enseignement moyen"; (elementary education), to demonstrate the big linguistic gap.

2.3.4 The classroom: a Linguistic Contact Situation

"The natural habitat of the teacher is the classroom. The language classroom is the primary source of information out of which teachers will develop their own personal philosophy of what makes effective teaching and learning."

R. Wajnryb (1992:13)

This statement highlights the efficiency of the classroom in the teaching process. It is considered as the cornerstone of any educational process. In fact, it is important in the sense that it provides a contact situation as far as language is concerned, in the

first place, and then the participants; namely the teacher and his learners and what is to be learned as well.

In the Algerian context, the linguistic contact situation is interpreted by the presence of two distinct varieties SA and AA. The former should mainly be introduced in class and the latter should eventually be used outside class. In other words, the child is about to learn the standard Arabic variety in class and his teacher does not allow him to use any other variety. His reaction in terms of language behaviour will be either positive or negative i.e., this can lead to a successful learning or to a fruitless one.

The context of interaction inside the classroom is based on the participants i.e., the teachers and the learners, and especially language behaviour.

Another reason that can certainly favour the absence of motivation in the child's linguistic behaviour inside the classroom is the teacher's use of language.

This being so because, the teacher represents the authority, and she/he is very privileged in classroom interactions. He is considered as more conversational than the child does, because of his position in the classroom.

The teacher's language use inside the classroom remains very important; we have noticed during our classroom observation, that whenever the teacher uses AA when asking a question about a specific topic, the answer expected from learners was confidently the same i.e. in AA.

The teacher's talk reflects classroom language use; the questions asked were either instructional or personal, i.e. (they had no relation to the lesson)

Such a view was put forward by Willis (1981:57) who suggests that the classroom language use is divided into two categories:

- 1- Language for social, personal, and organisational uses.
- 2- Language for instructional uses.

As an illustration, we have chosen the example of a fourth year pupil who was sick, and the teacher asks him about his illness:

[ba\$ kunt mri d l ba#ah fari d ?]

Translation from what did you suffer last night farid?

This was a personal language use (personal question) interpreted by the teacher in AA. This illustration means that the teacher prefers to use L1 in such situations. The language use in the social environment reflects the linguistic behaviour of the Algerian learner inside classroom.

2.4 Teacher Talk: The Relevance of Code Switching

Code switching is the use of two or more varieties within the same sentence:

“The alternating use of two or more codes within one conversational episode”

P.Auer (1998: 1)

The following illustrations are examples uttered by some teachers inside the classroom:

Example one:

[ah waḥ ntuma gaθ ma rakumS baFjiḥ taqruu, nantabi h i l a d d
ars l /aan!]

Translation: (oh no! you all don't want to study. Pay attention to the lesson now!)

The linguistic units (terms):

Algerian Arabic units:

{ah} interjection (ah!)

{ waḥ} noun (yes)

{ntuma} pronoun (you second person plural)

{gaθ} indefinite pronoun (all)

{ma +S}[S]it goes with the negative adverb (not)

{rakum} verb to be (are)

{baFjiḥ} second verb (want)

{taqru} third verb of the sentence (to learn)

The Standard Arabic units:

{nantabi h} present simple verb

{i l a}preposition (to)

{ddars} object of the preposition (to) (the lesson)

{l /aan} SA adverb of time (now)

In the first example, the presence of AA items is noticeable; eight items are in AA and three in SA, this means that AA is important compared to the use of the SA variety. Items were underlined on purpose to differentiate the linguistic parts.

The code switching used in this example is intersentential i.e., it occurs between a different number of sentences.

This utterance is represented as a comment unrelated to the lesson,for, the teacher was in a bad mood, because of the noise made by pupils inside the classroom; we noticed that when there was noise inside classrooms the teacher always used AA words, it is related to a personal remark i.e., it cannot be in a variety other than the learners' mother tongue.

This remark was done for personal purposes not for instructional ones, code switching in this example is a turn final one the teacher starts with AA items and finishes her sentence with SA

Example two:

[naððasbu mÖa baÖd, maDa tuÖtiha TalaTa fi /rabaÖ a Öla
ÖaSra nufakkir Zajjidan]

Translation: (We compute together, what we get: three times four per ten, we think

The SA units:

{maaTa}(WH) word used to ask questions (what)

{tuÖ tii+na} present s verb & /na/ (us) personal pronoun

{talaTa} three (number)
{fi} times (multiplication)
{/arbaÖa}(Four)
{nufakkir} present simple verb (we think)
{Zajjidan}expression of manner (very well)

The AA units:

{naöðasbuu}verb (we calculate)
{mÖa} preposition (with)
{baÖd} together
{Öla} preposition (per)
{ÖaSra} number (ten)

In the second example, however, there is a difference characterised mainly by the number of SA items and AA items. There are more SA items than AA ones.

The teacher here seems to be in a complete interaction with her pupils and the message she wants to give is purely instructional i.e., it corresponds to the lesson she was giving them, that's why there are more SA items than AA ones.

[Öla ÖaSra] is noticeable because she (the teacher) was uttering SA items i.e. the whole clause in SA and directly moved to the dependent AA clause. It seems that she said it spontaneously, without thinking that she had to say it in the Standard Variety.

Example three:

[Skuun l/aan! ya/tini bi Zumla fi#ha mada min fiÖl jamdi !]

Translation: (Now who! brings me a sentence that contains “went” from the verb to go)

This sentences contains only one AA word, it is underlined even in the translation

The linguistic units:

AA Units:

{Skuḥ}(who)

SA Units:

{«l/Qḥ}(now)

{ja/ti +ni }(brings + me)

{bi} (with)

{Zumla}(sentence)

{fi + ha}(in + it)

{maDa}(went)

{min}(from)

{fiÖl }(verb)

{jamDi} (togo) (the infinitive)

The main words in this example are in SA (the standard variety) since the sentence itself is inflectional we have noticed that in grammatical lessons the most items uttered by teachers are in SA. We notice that the teacher started the sentence in AA.

2.5 The Learner Talk

The child inside classroom is exposed to a variety of events in terms of classroom interaction and linguistic behaviour.

This indicates the possible advantages as well as the disadvantages of group interaction.

One consequence of group interaction is that learners believe themselves to be equal to their teachers. Thus, when differences arise, students view it as merely a different opinion. For example:

Example four:

[muÖl l i ma: ndi #u SSarö taöä m«nbaÖd ntabÖuu ?]

Translation: (teacher: we do its explanation and then we go ahead?)

The linguistic units:

SA units:

{muÖl l i ma} teacher

{SSarh} explanation

AA units:

{ndi #u} we do

{taöä} which is in fact: /taÖ+ ha / of + it

{m«nbaÖd}and then

{ntaabÖuu}we go ahead

The above example can only show the pupils' code switching from SA to AA when talking to their teachers. In fact, the majority of learners' code switching is intrasentential i.e., within one sentence. We notice the use of an intermediate verb: (we go ahead)

[ntabÖu] originally this SA verb is [nutaabi Ö] so when mixing it to the local variety; the verb in AA is [nt«bbaÖuu] it gives us what could be called: alluFa elwesta ²⁴.

2.6 French and its Relevance

French is very important in the speech of the Algerians. It is part of their linguistic repertoire. Indeed, when the Algerian child goes to school, he already possesses a linguistic repertoire that facilitates the learning of French at school. As mentioned earlier French is very important in the Algerian speaking community.

²⁴alluFa elwesta : intermediate language

However, a foreign language is not necessarily a language that is practised by all the Algerian people and does neither have a political, social, nor an educational role in the society like English for instance. Nevertheless, it is not the case in Algeria; everyone can understand and use it.

French is used as a means of communication. It is not only used under the form of borrowed words, but also on its own or switched to the local variety, but not always to the Standard one.

Accordingly, when the child is introduced to French at school, which is currently introduced in the third year of primary education, he has already possessed many lexical items he has been accustomed to during his childhood. Here are some examples that show its existence in the speech of Algerian teachers as well as their learners. The French items have been kept in their graphic form

2.6.1 Teachers' use of French

Exemple 5:

[Ça y est bkatli la dernière opération w nk«mm«l, à quelle heure and«k rendez-vous? Tum'attends nZi mÖak]

Translation : (that's It I still have only the last operation and I finish, at what time do you have an appointment? You wait for me I come with you)

Gloss: (it's alright. I have the last operation and I finish, at what time do you have an appointment? You wait for me I come with you)

In this example, the Arabic teacher is speaking to her colleague in front of pupils. She (the teacher) doesn't use any Standard Arabic word. The use of French here in this example was clearly more than the use of SA i.e., more French items than SA items within the same sentence. While giving the learners some work to do, she came to see us and said:

Example6:

[J'ai presque fini le programme] «ma hadi Fi révision rani ndirPlhum fiha.
Comment ilssont? jakfi waliid duk njik!]

Translation: (I have almost finished the programme, so this is just a revision I do for them. How are they? StopitWalid (proper name) I'm Coming!

The teacher uses one word in SA [jakfi]even though she represents the model of teacher of Arabic teacher and she does it in a formal setting which is the classroom,she doesn't mind talking in French.

2.6.2 Learners' use of French

In the illustrations below, the learners use some French items within conversation
When talking to their teachers:

Examples:

1- [muÖal l i ma ca y est«mm«lt]

Translation: Teacher that's it I finished

Lit: Teacher I have finished

2- [muÖal l i ma n«SSarðu direct lZumla ?]

Translation:Teacher: we explain the sentence straight away.

3- [muÖal l i ma: hadPl fawDa rahum dajrinha les émigrés]

Translation: Teacher this noise is caused by the emigrants

The three examples show the occurrence of French items in the speech of learners addressed to their teacher within a contact situation, namely, the classroom.

The first example the learner used a common word used in AA speaking instead of using the word [Xlaa§] in AA or definitely [Xalaa§] in SA. These French items such as ca y est are used in the daily conversations of the Algerian speech community in general.

2.7 Conclusion

In this chapter, we tried to shed light on the behaviour of the Algerian child at school i.e., inside the classroom, which is considered as a relevant setting where he develops his intellectual and linguistic capacities in two ways; namely in writing and speaking. The teacher talk as well as the learner talk within the classroom is significantly considerable. The learners follow the linguistic behaviour of their teacher within the classroom.

We noticed that the teachers as well as the learners use more than the standard variety in class, that is to say, code switch in their utterances. In fact, the code switching they used was different each time.

The illustrations given in chapter two, highlight linguistic reality of these two participants namely; the teachers and the learners.

Moreover, we tried to shed light on the French language use within Algerian classroom interaction we found that this foreign language is present in the speech of the Algerian primary teachers especially daily speaking.

Last but not least, what could be understood and caught is that the results obtained from all the illustrations mentioned in the previous chapter show the educational gap that the Algerian primary schools are facing.

3. Chapter Three: The Questionnaire

3.1 Introduction

This chapter allows us to see the different evidences of teachers on how is the language they use inside the classroom.

The questionnaire helps us to provide reinforcing arguments, of the state of affairs prevailing of the linguistic situations happening inside classroom.

As far as language use is concerned, we will develop the different arguments the Algerian primary school teachers give concerning their linguistic behaviour and the one of their learners inside and outside the classroom i.e. the rest of the time.

The linguistic situations of teachers as well as the one of the learners either leads to a situation of understanding interaction i.e., a successful learning and or a situation of conflict, thus, unsuccessful learning.

3.2 The Objectives of the Questionnaire

This questionnaire seeks to give some tentative answers to the following questions:

- What is the relevance of teacher's language use in the classroom setting?
- To what extent AA is or is not important for the teachers as well as for the learners language use inside and outside the classroom?
- What is the situation of French within the classroom?
- What are the teachers' attitudes toward their language use as well as their learners' language use inside classroom?
- What are the teachers' attitudes toward the introduction of Berber in primary school?

3.3 The Respondents

This questionnaire was addressed to teachers of the primary school from different schools all over the “El Amir district, teaching the fourth, and the fifth pupils of primary education. This was done deliberately in order to clarify what linguistic background the learners had got during the three first years at school.

The exact number of respondents we obtained was over than 100 teachers who were from different establishments i.e. from different primary schools.

The exact number is 103

The fourth year52

The fifth year.....51.....

The experience the teachers had was of a variable percentage this means that we have gathered a variety of teacher experiences.

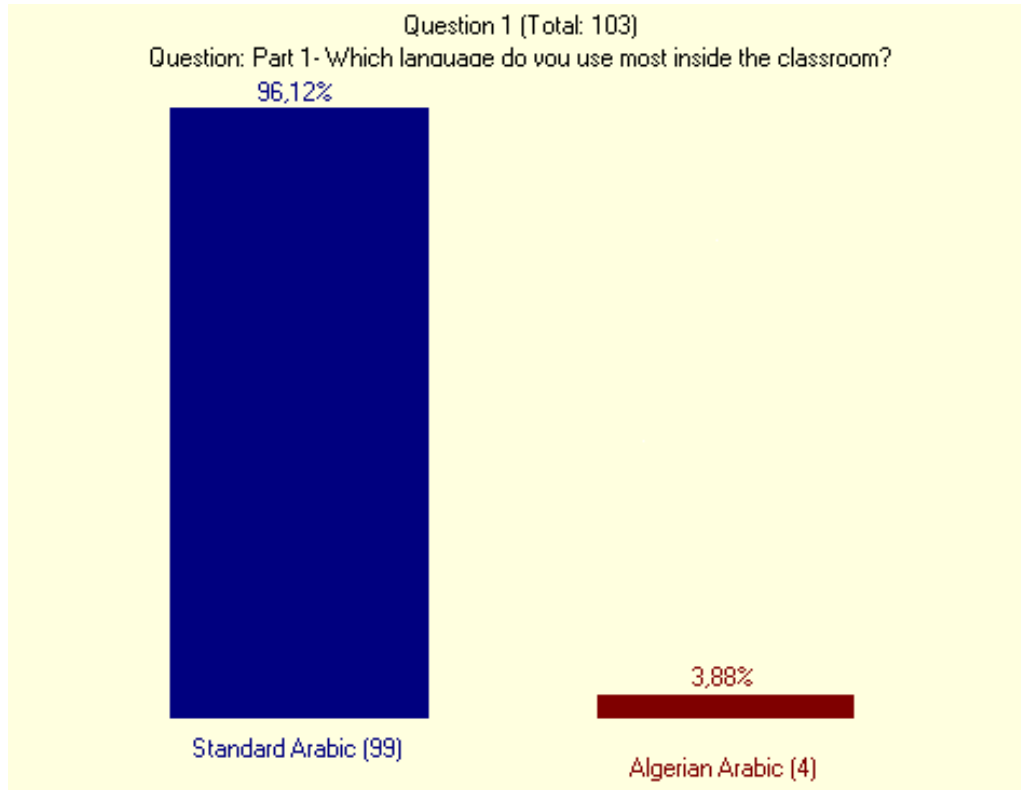
3.4 The relevance of the questions

This questionnaire’s objective is to show the teachers’ attitudes towards their learners as well as the learners’ reaction toward their teachers in terms of language behaviour and motivation.

It is divided into two sections. Section one is devoted to teacher talk and attitudes of teachers within classroom setting. Section two is on the learner talk and the attitudes of their teachers toward their linguistic behaviour.

We have devoted a part of questionnaire to the French’s use inside classroom either by teacher and/or learners. The questions we chose were addressed to Arabic teachers particularly.

Question (1): Which language do you use the most inside classroom?

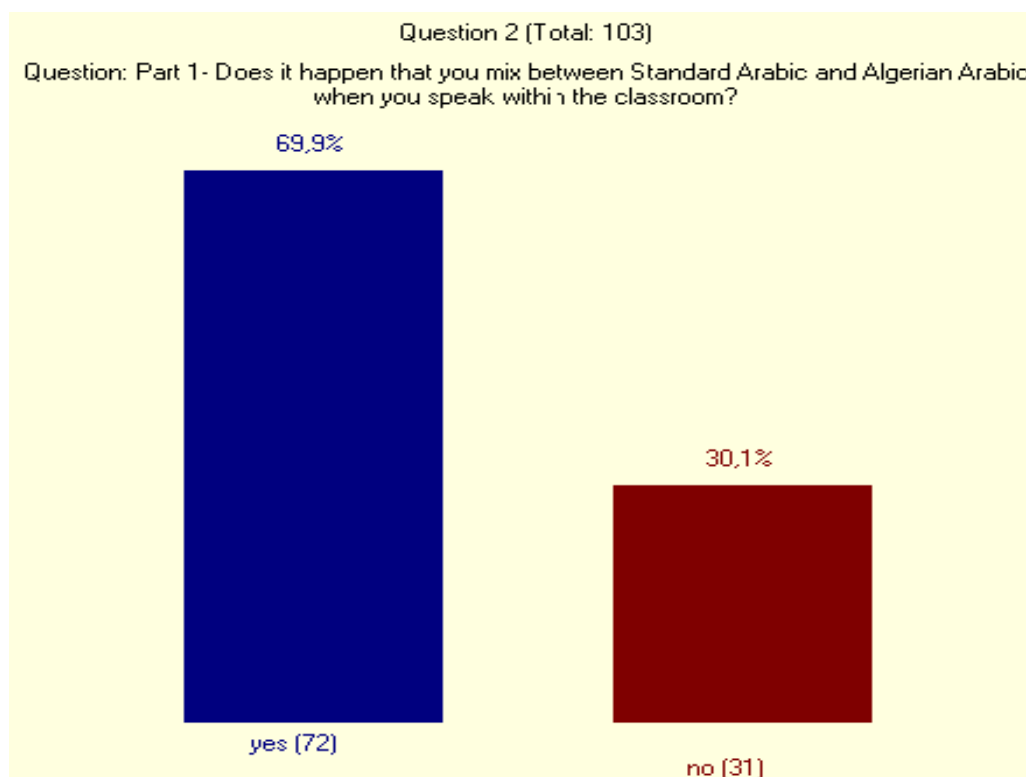


Graph.1

(Question 1) is to define which language do teachers use most inside classroom. The setting is very important, in determining the languages to be used inside classroom.

A very significant rate of respondents say that the language used inside classroom is the high variety not the low one 96,12%. This refers to its dominance in the linguistic behaviour of the teachers within the classroom setting. 3,88% of them use AA inside classroom.

Question (2):
Does it happen that you mix between Standard Arabic
and Algerian Arabic when you speak within the
classroom?



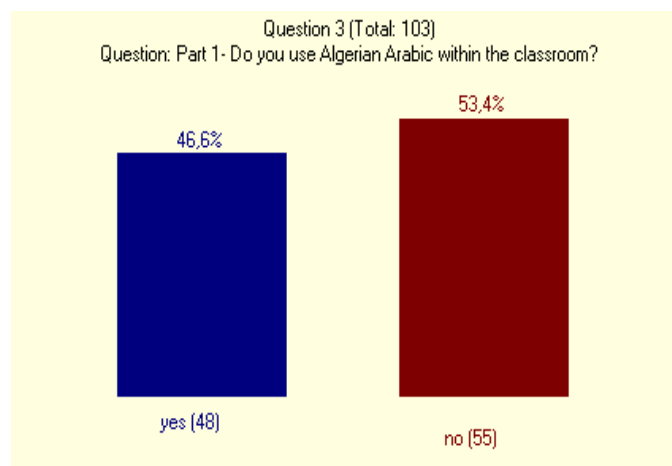
Graph.2

In this question we want to know if teachers use AA within classroom or not, i.e. maintaining the whole utterances using SA and from time to other AA. This is important in determining the languages to be used inside classroom.

(Question 2) is asked in general not specifically i.e. either when addressing their pupils or within the explanation of a topic for instance .

The results obtained in question three are related to the first question, since this latter treats which languages the teacher use inside classroom? Almost all teachers answer ; 46, 6% of the answers are affirmative whereas 53, 4% of them deny AA's use and, they don't permit themselves to use this variety within the classroom.

Question (3): Do you use Algerian Arabic within classroom?



Graph. 3

The results obtained for (Question 3), appear to confirm the fact that teachers use more than one variety of Arabic language inside classroom.

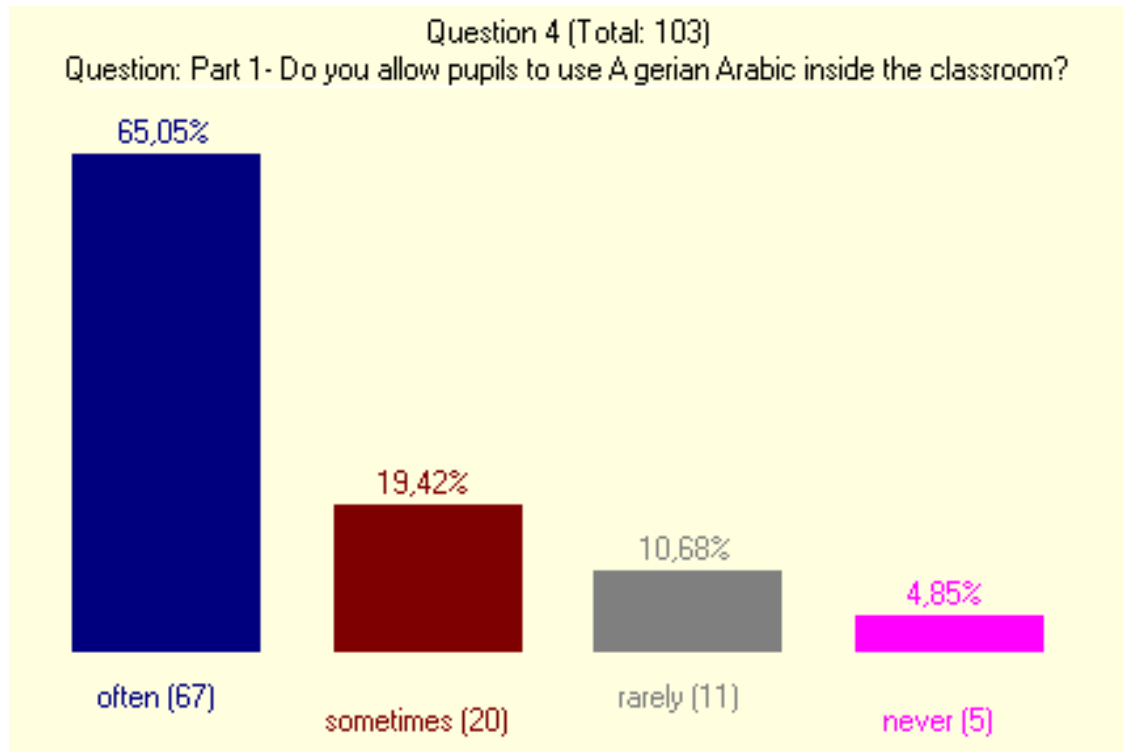
A very high score of 69,9% of the answers were affirmative, comparing to the difference 30,1% given by teachers toward the non-possibility to mix the high variety with the low one. Such teachers see that using other than the standard variety can affect negatively their status being teachers of that language.

We asked this question to insist on the fact that this variety i.e. AA is used in our speech community, and because it is the language used by teachers as well as the learner (outside school).

This question is meant to reinforce the argument related to the extent to which the teachers perceive the influence of AA as important.

The aim behind this question is to see whether AA is important as a variety to which a teacher switches to the language he is supposed to use under this formal setting.

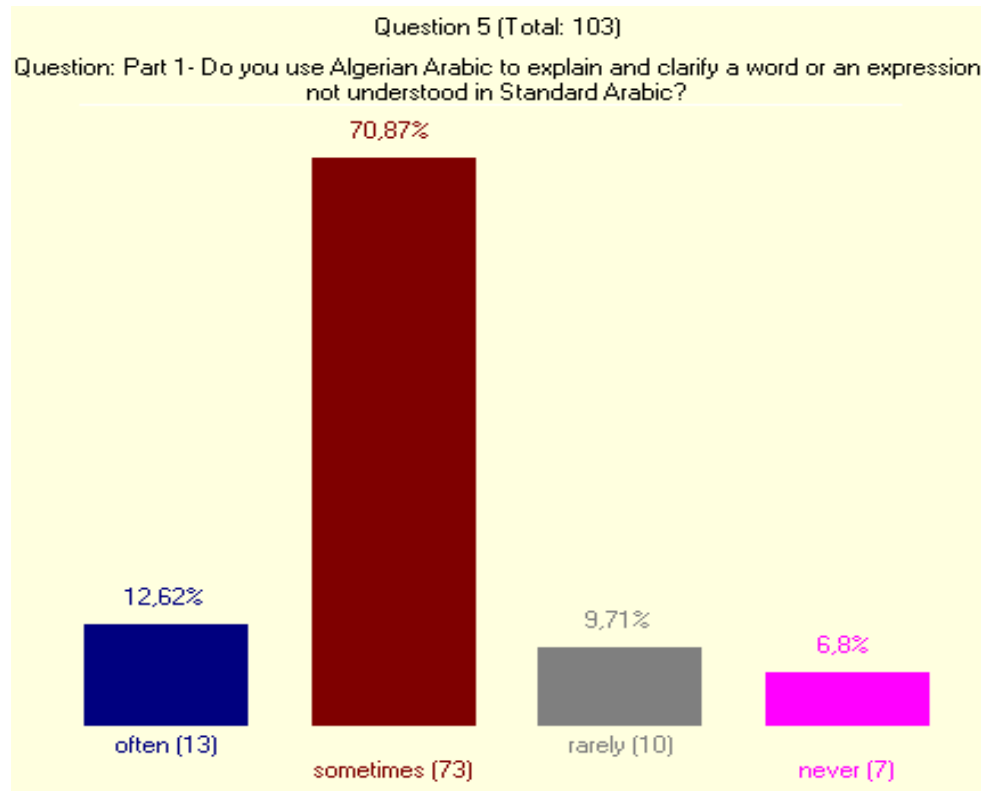
Question (4): Do you allow pupils to use Algerian Arabic inside the classroom?



Graph.4

(Question 4), deals with the teachers' permission for using AA inside classroom. This establishes the fact that whether they allow their learners to use it or not. We obtained 65,05% of teachers that often allow their pupils to use AA inside classroom, 19,42% of them sometimes, 10,68%, 4,85% rarely and never permit their pupils to use the local variety of Arabic inside classroom. The weakest score goes for the non permission of using AA within classroom however the majority of teachers confirm its use. Indeed, AA being the primary linguistic means through which pupils communicate outside classroom and even at home makes the teachers believe that they may allow their pupils to use it under classroom setting.

Question (5): Do you use Algerian Arabic to explain and clarify a word or an expression not understood in Standard Arabic?



Graph. 5

The results obtained for (question 5) show that, teachers, when explaining a word in SA, refer to the local variety i.e. they translate.

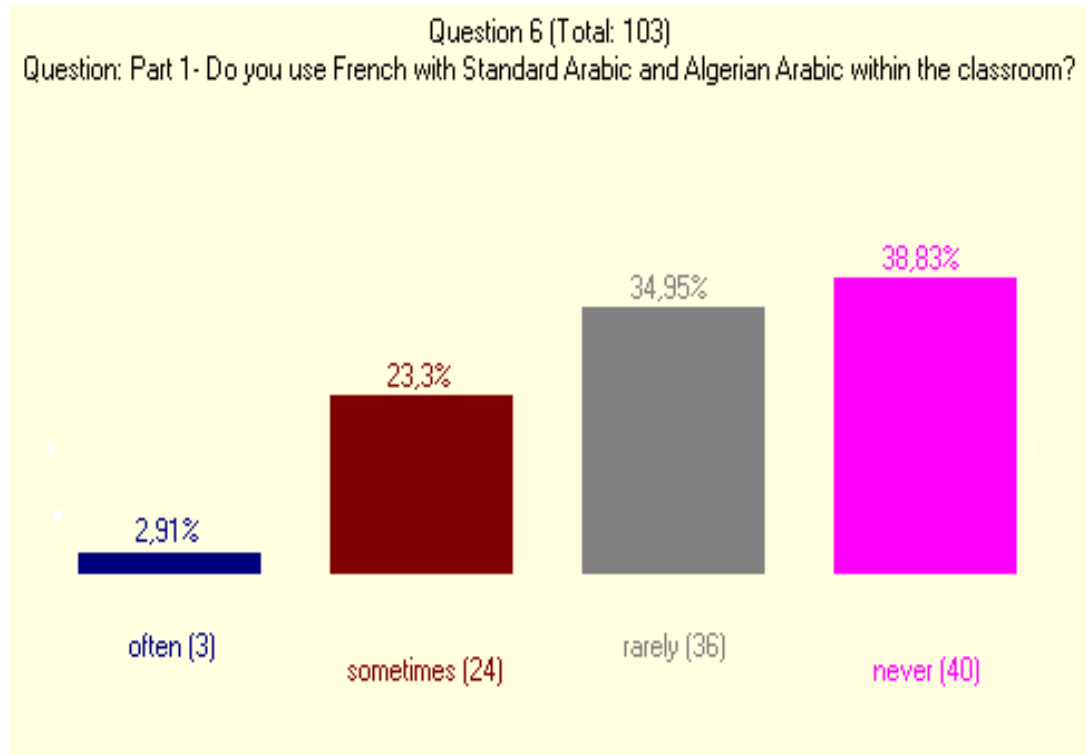
Some of the teachers confirm the frequency of the use of AA. They explain that AA is needed when communication breaks down.

We obtained 70,87% of them sometimes use AA. 12,62% often, 9,71%, never for the non-use. The reference to the local variety occurred as many times as possible during our attending sessions.

The teachers of primary school find themselves obliged to use the local variety from time to other to clarify the meaning of a word that pupils did not understand.

Then, giving pupils immediate translation is seen as one of the failure, as the immediate translation tends to create a dependency for the students

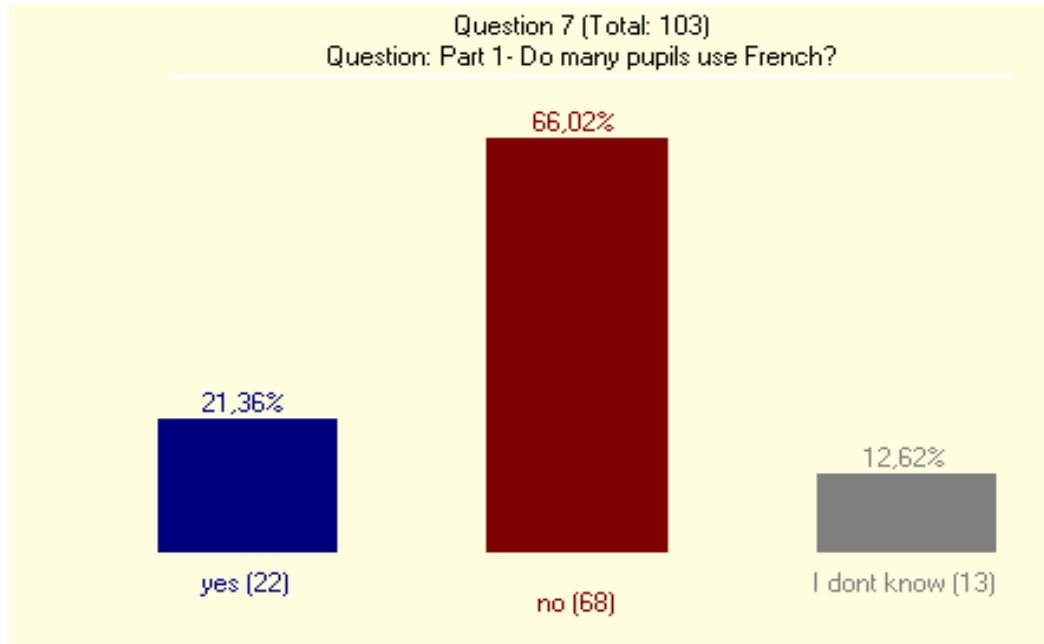
Question (6): Do you use French with Standard Arabic and Algerian Arabic within The classroom?



Graph.6

(Question 6) is about the use of the French language inside classroom.it changes from the other previous questions. Here we want to know if teachers authorise themselves to use this foreign language inside classroom and precisely to use it within an Arabic lesson(i.e. this questionnaire is addressed to teachers of Arabic not French). We obtained 38,83% who never use it within classroom, 34,95% of the respondents rarely. 23,3% answered sometimes and 2,91% often use it when they teach in classroom.

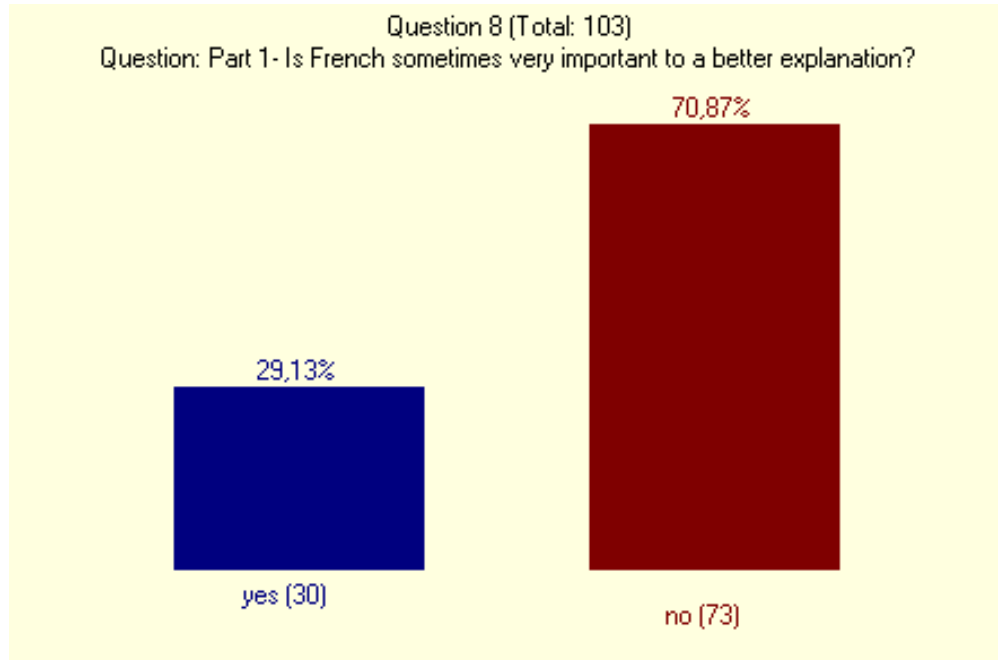
Question (7): Do many pupils use French?



Graph.7

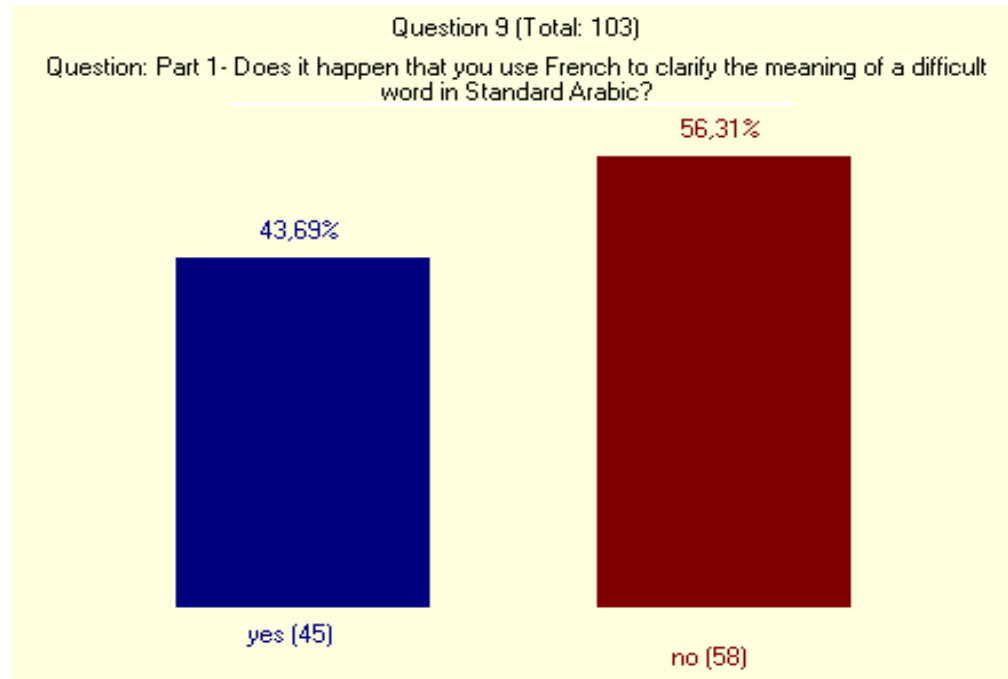
The consideration of the graph for (Question 7) shows that 66,02% of pupils do not use French within classroom. Baring in mind that French language is part of the Algerian speech community, the teachers inform the French language use by their learners. However, 21,36% of the respondents answered yes. They confirm that this language is used by pupils i.e. its use inside classroom exists in some classes. We obtained 12,62% who answered (I don't know)

Question (8): Is French sometimes very important for a better explanation?



The results for (question 8) tell that French is not the language used in classroom. The scores are significantly high for the non-use of French language as the language used for a better explanation; we obtained 70,87% of the teachers who see French as not necessary when they are asked to explain a difficult word comparing with SA and AA respectively. 29,13% support the opposite view and see it as important to understand more.

Question (9) Does it happen that you use French to clarify the meaning of a difficult word in Standard Arabic?



Graph. 9

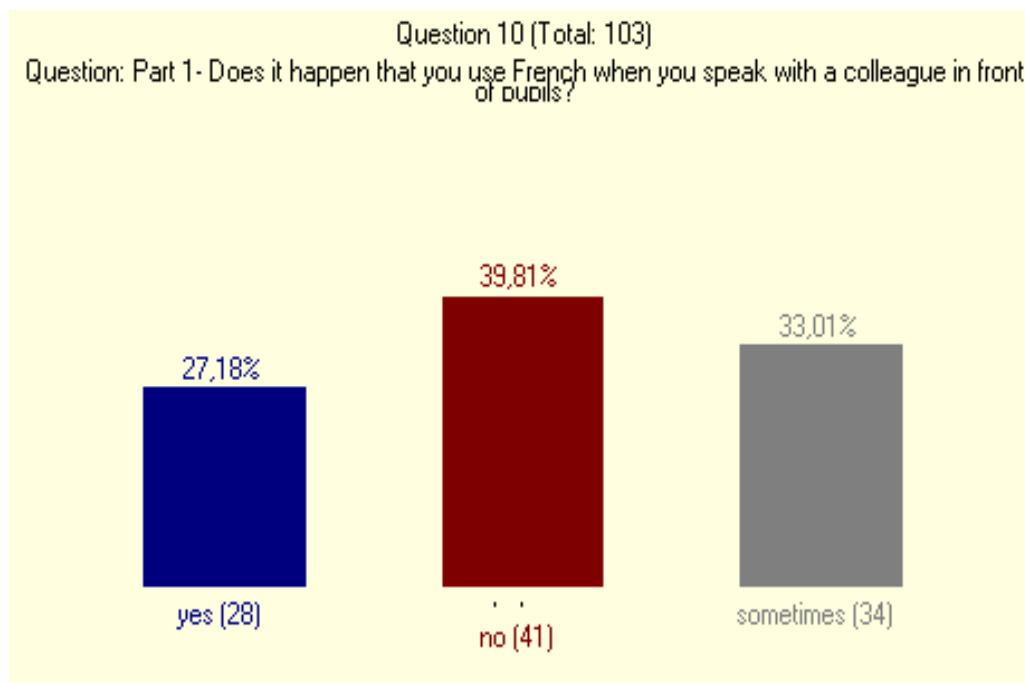
The consideration of the graph for (question 9) lets us relate it to the precedent question. Does it happen that teachers use Fr to clarify a difficult SA word?

The results appear to confirm that the high scores 56,31% go for the negative view, that is to say, it does not happen that teachers use Fr to explain better.

This implies that these teachers consider Fr as a foreign language and has no place in their linguistic behaviours far as classroom setting is concerned.

We obtained however 43,69% of the respondents that consider the use of Fr in their speaking with learners as possible, because of the fact that this language figures among the linguistic behaviour of the Algerian speech community.

Question (10): Does it happen that you use French with a colleague in front of pupils?



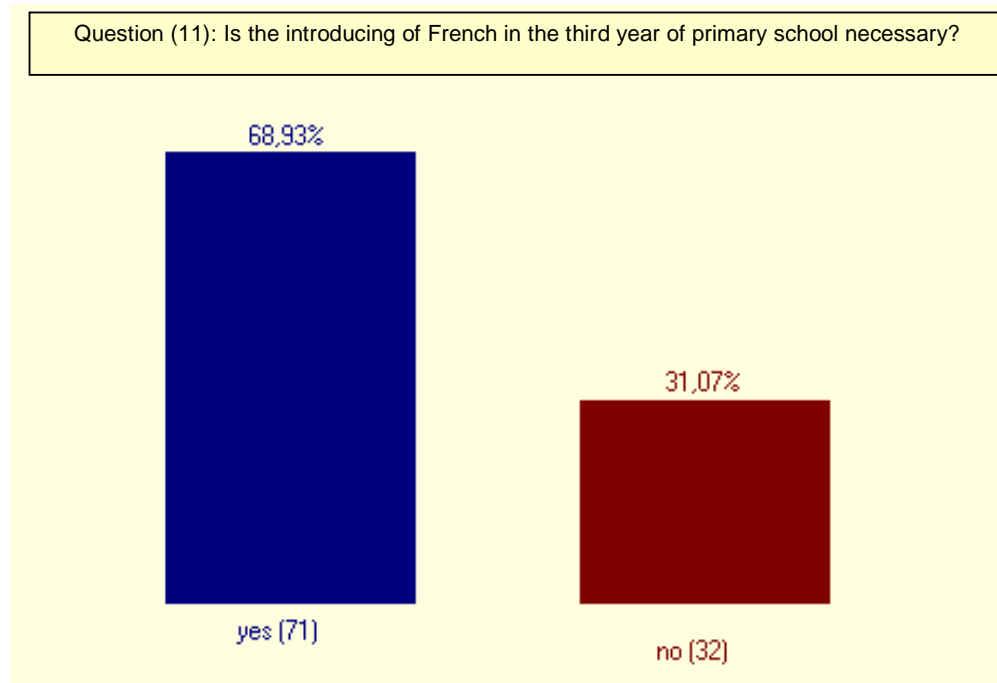
Graph.10

In this question, we obtained 39,81% of teachers that do not use French with their colleagues when they are inside classroom with learners. 33,01% of them sometimes do it whereas only 27,18% use it when they talk with their colleagues.

We wanted to ask this question on purpose to see to what extent does this language occur in the speech of the Algerian teachers whenever the lesson is not concerned

In reality and through recordings, this fact is so frequent, and because of teachers' loyalty to the principle of the non use of other language than the SA inside classroom, that pushes them to infirm its use within the talk with their colleagues

Question (11): Is the introducing of French in the third year of primary school necessary?



Graph.11

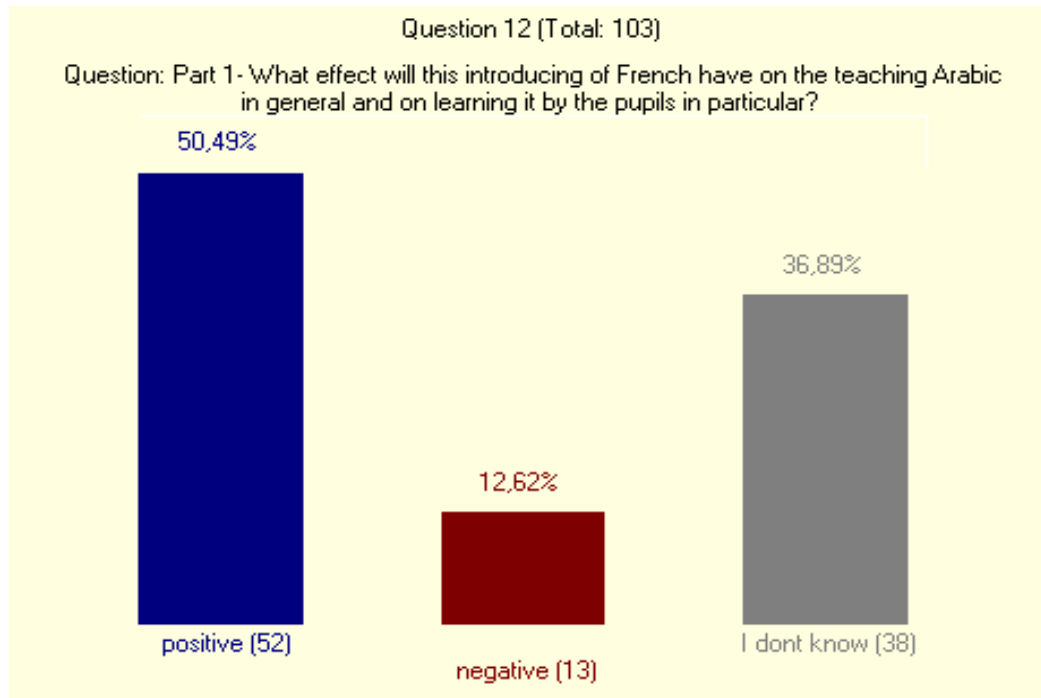
This question makes us return to the new reform which was introduced officially during the academic year 2003-2004. the authorities give order to apply them during year 2005-2006.

The conclusion of the aimed at starting the French language in the second year of primary education instead of the fourth year

Our question is about the attitudes of those teachers toward the introducing of French language as soon as the second year of primary school.

We obtained 68,93% of them that see this new reform as very relevant and beneficial as far as the learner success is concerned whereas a rate of 31,07% find this procedure unnecessary.

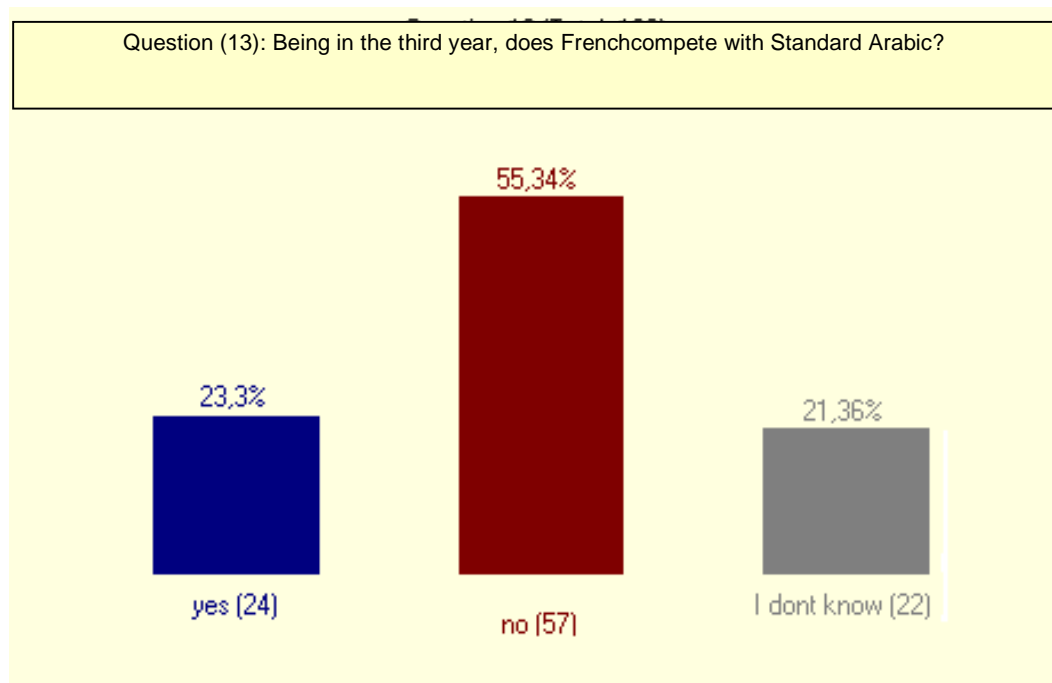
Question (12): What effect does this introducing of French have on the teaching of Arabic in general and learning it by pupils in particular?



Graph.12

In this question, which evokes the effect this introducing has on the teaching of Arabic in general and the learning process in particular, we obtained significantly high i.e. the scores 50,49% for the positive view. The majority see this introducing as efficient in the learning process of the Algerian child. As compared to the negative one 12,62% of the teachers see it as not so important in the progress of the learner's learning process. 36,89% opted for the proposition (I don't know).

Question (13): Being in the third year, does French compete with Standard Arabic?

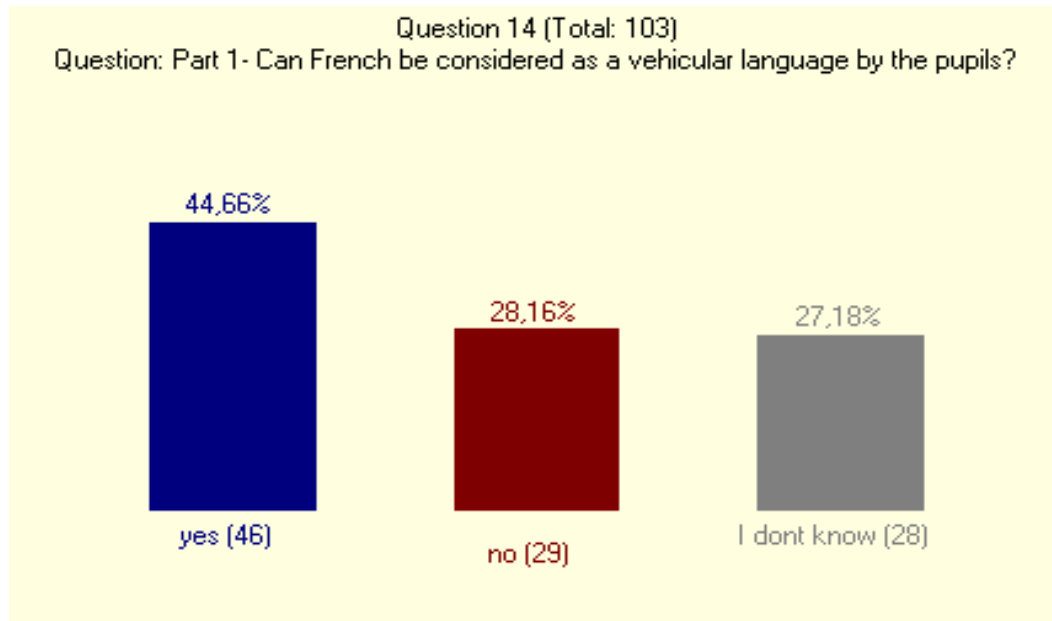


Graph.13

The graph for this question shows that 23,3% respond positively i.e. 'yes', whereas 55,34% choose the negative alternative. 21,36% didn't know.

The highest scores we obtained, are for the non possibility for French to be a language that can compete with SA. Teachers don't permit themselves to say that French is among the languages to be used within their classrooms, this appears to go against their convictions as language teachers. They always consider this language s foreign and do not have the right to have place within their classrooms.

Question (14): Can French be considered as a vehicular language by the pupils?

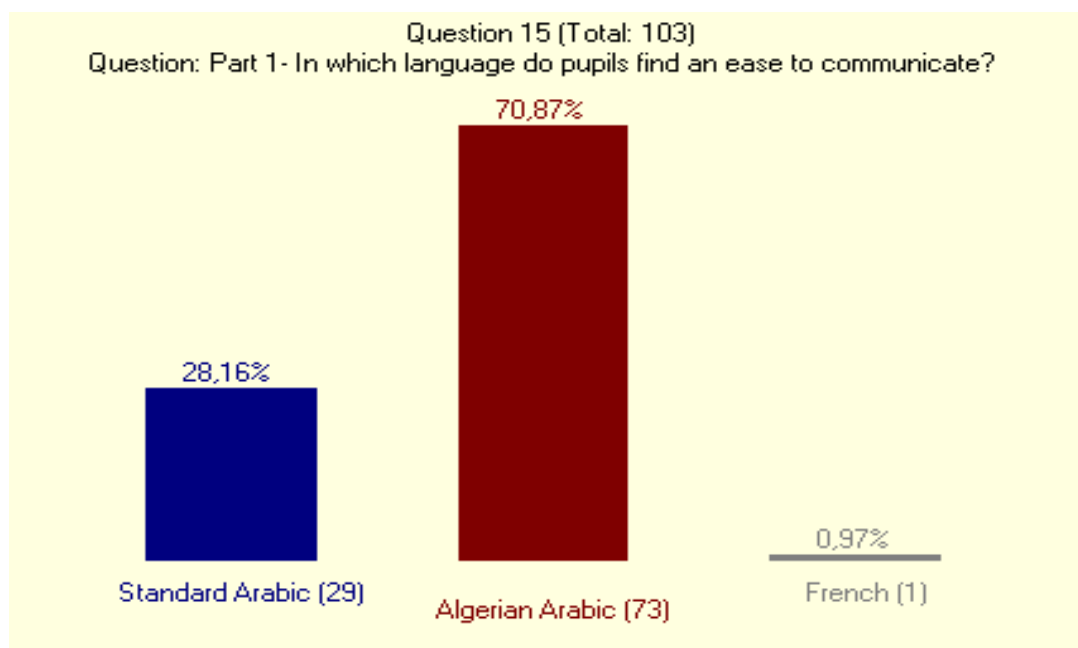


Graph.14

This question is meant to reinforce the efficiency of the Fr language in the speech of the learners.

The teachers here are asked to reveal their attitudes toward the consideration of Fr as being a vehicular language by the pupils; 44,56% of them accept the positive view whereas 28,16% take the negative alternative. 27,18% preferred not to give their opinions b responding I don't know

Question (15): In which language do pupils find an ease to communicate?



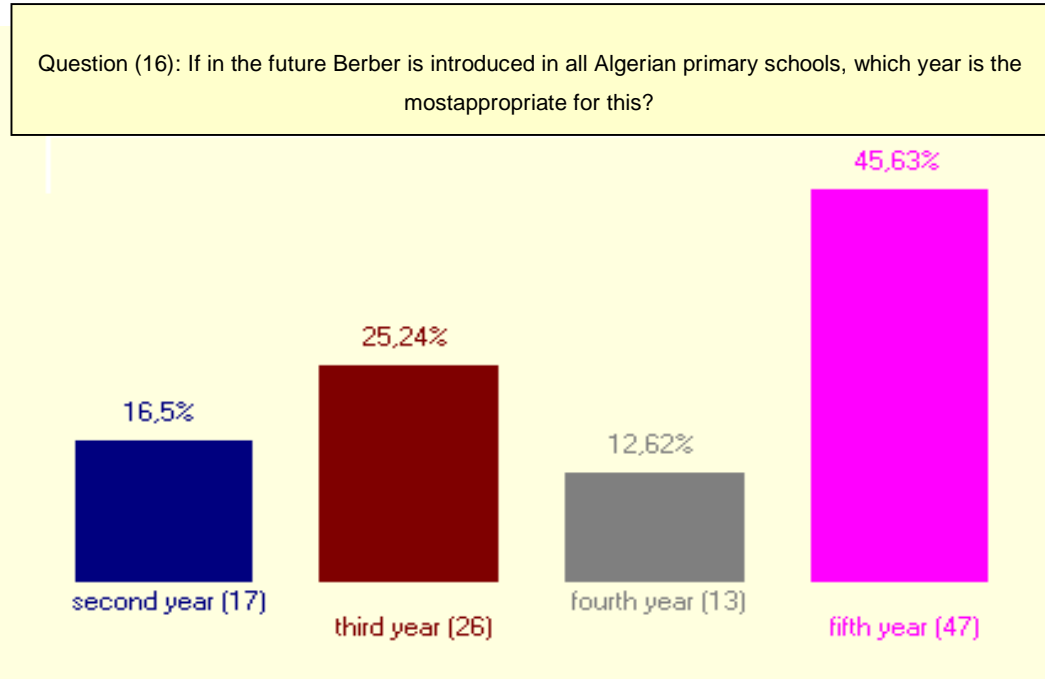
Graph.15

The results for question 15 help us establish an important point related to the competence of the child's linguistic behaviour inside classroom. These results show that 70,87% of the teachers consider the pupils' mother tongue, as being the language in which they develop most of their linguistic competencies. We obtained as a weak average 28,16% of them that see their learners communicate better in SA.

This appears to be not true if we consider this with the highest scores. Even though, some of the learners are able to maintain a whole conversation using exceptionally the standard variety, the majority find some difficulties to do so.

We have added French to see if there are some pupils who use this language to communicate. Almost no answer was given 0,97%.

Question (16): If in the future Berber is introduced in all Algerian primary schools, which year is the most appropriate for this?



Graph.16

(Question 16) is about the introduction of Berber in primary schools. Teachers in this question had to propose their attitudes toward a change that may happen in the schooling process, and which concerns the Berber language. Baring in mind that this language was introduced in education since 1995 but its introduction was applied only on few schools in few wilayas towards the Algerian territory.

An average of 45,63% of the teachers considered that the most suitable year for the introduction of Berber language in Primary education, would be the fifth one 25,24% opt for the third year, whereas 16,5% and 12,62% of them decided about both the second and the fourth year.

Let's relate the interpretation of this graph to the situation of Berber language in Algeria.

3.5 Berber in Algeria

The Berber language or "Tamazight", is part of the Algerian speech community. It is the second mother tongue of the Algerians after AA.

The largest group of the Berber languages is found in Kabylia in Algeria. The principal zones of Berber speakers in Algeria, are in Aures, in Kabylia and in M'zab K, Taleb El Ibrahimi says in this respect:

*“ Les Aures, la Kabylie et le Mzab rassemblent la quasi majorité de la population
Berbérophone”*

(1997:34)

Translation: [The Aures, Kabylia, And M'zab gather the great majority of Berber population]

Most Berber languages have no written language; it is an oral language and is in the process of being codified officially, despite the efforts that have been seen in Algeria, little has been implemented.

However, in the educational system, some experimental use of Berber has been allowed, but in such a way that it is marginalised.

3.5. Berber in the Educational System

“Where is the teaching of Berber language in Algeria?” That was the general question which represented the object of the international conference which opened on December the 6th 2006 in Algiers.

This conference consists of integrating officially the Berber language in the Algerian educational system.

However, it was introduced in 1995; its failure was of an extreme rapidity because of various reasons; namely; then on availability and the non-competence of the teachers

as well as the teaching itself. This led to its non-continuity in certain cities i.e. (cities) such as Oran, El-Bayadh, Tipaza, Illizi and many others.

According to A.Dourari, the Director of the (Centre national pédagogique et linguistique pour l'enseignement de Tamazight)²⁵

*« L'urgence est de doter cette langue d'une académie, d'un organe qui s'occupera en enrichir amont de son enseignement. Autrement dit, de recruter des chercheurs de rang doctoral qui proposeront des normes d'écriture, de syntaxe didactisées pour dépasser le stade de l'oralité. »*²⁶

(2006:3)

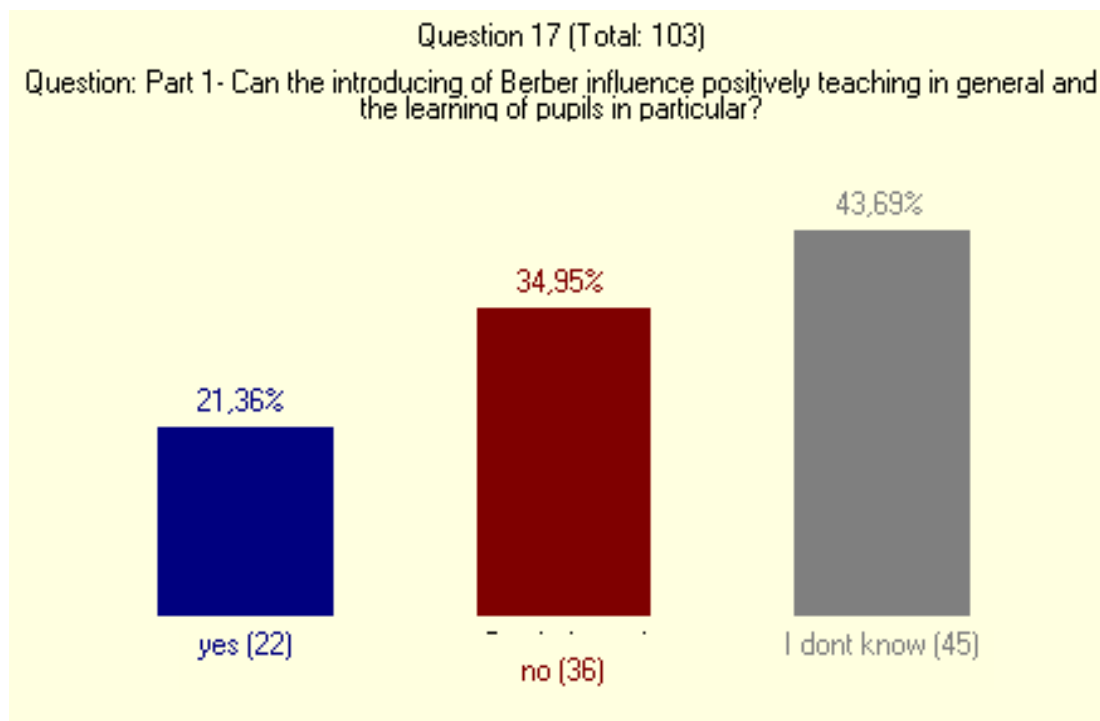
Translation [the emergency is to provide this language with an academy, an organ that will enrich its teaching. That is, to recruit P H D researchers that will propose norms of writing, didactic, syntax in the purpose of written patterns]

This statement highlights the emergence of introducing Berber in primary school with written scripts, syntactic structures

²⁵ National, pedagogical, and linguistic centre of Tamazight Teaching

²⁶ Le Quotidien d' Oran (06/12/2006: 3)

Question (17): Can the introducing of Berber influence positively teaching in general and the learning of pupils in particular?



Graph.17

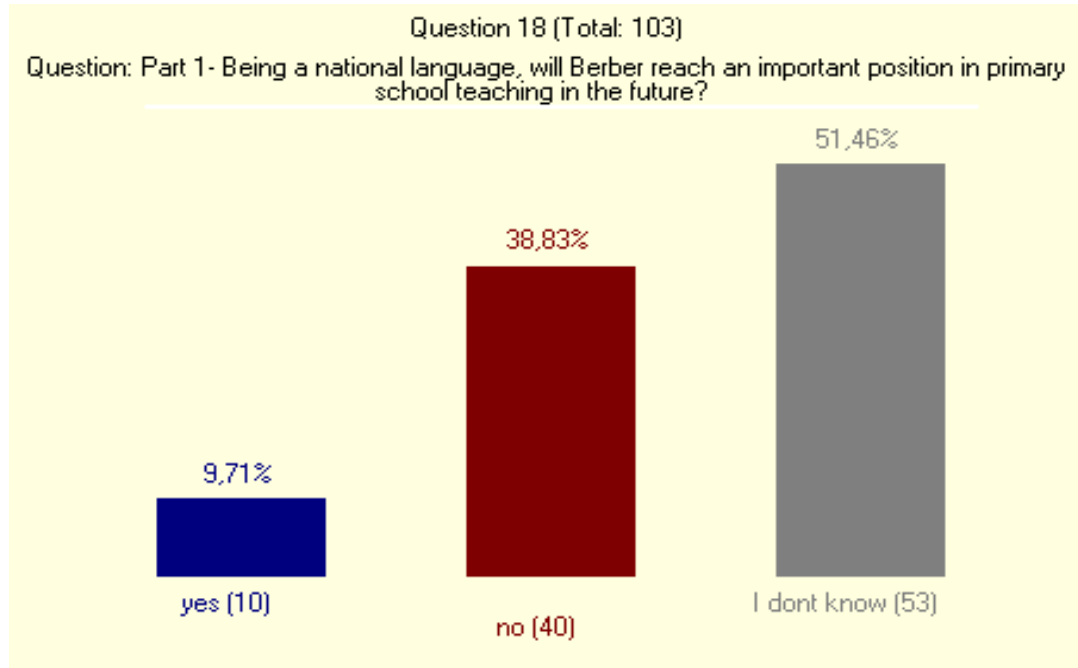
The results of the graph for (question 17) represent the situation in which the teachers find themselves when being faced to the introduction of new language such as Berber

This question appears to be confidential, since we don't know the origins of the respondents there can be some teachers of Berber origins so if the question was asked in kabylia for instance, answers would have different status.

We found 43,69% of teachers didn't want to give their opinion toward this question 34,95 of them approved the negative alternative.

However, 21,36% confirmed then positive view by answering yes for the positive influence of Berber language on the teaching s well s the learning processes

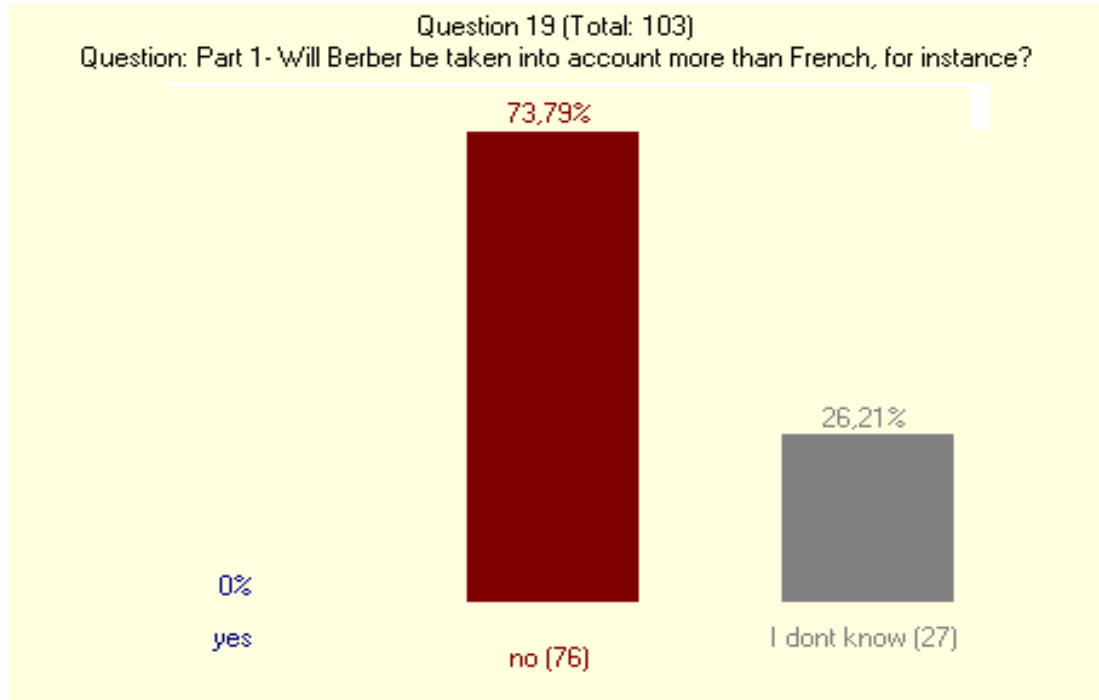
Question (18): Being a national language, will Berber reach an important position in primary school teaching in the future?



Graph.18

The consideration of the graph for (question 18) appears to indicate the position of Berber in primary education. The results we obtained show that more than half of the respondents gave no answer 51,46%. 38,83% of them don't see this probability as reality. Only 9,71% of them agreed with this view and responded yes.

Question (19): Will Berber be taken into account more than French, for instance?



Graph.19

The results we obtained for (question 19) which is about the attitudes of teachers toward the Berber language, and what place will it occupy whenever imposed in schooling process.

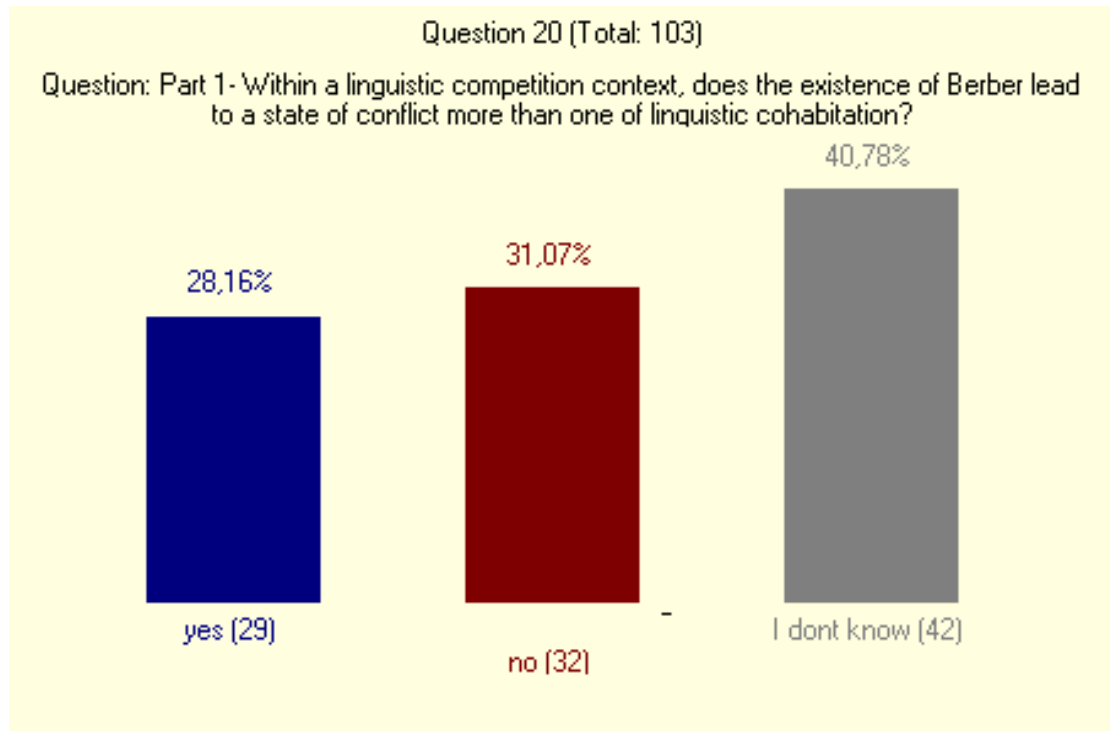
We found 73,79%, which is a considerable score, of the respondents say that Berber is not going to take an important place in primary education. 26,21% didn't want to answer they preferred the indifferent alternative. No results found were found for the positive view.

However, such view was viewed by PrA. Dourari, he says in this respect:

*«ce n'est pas l'arabe scolaire ni le français qui sont les langues maternelles des Algériens, mais ce sont plutôt toutes les variétés de tamazight et l'arabe algérien».*²⁷

²⁷ [it's not school Arabic nor the French which are the Mother tongues of the Algerian People, but rather the varieties of Berber and Algerian Arabic] El Watan 18/04/2012 " PrintempsBerbère: l'aménagement de Tamazight en débat

Question (20): Within a linguistic competition context, does the existence of Berber lead to a state of conflict more than one of linguistic cohabitation?



Graph.20

The consideration for this graph is related to the precedent question. The results obtained, appear to indicate the teachers' reaction toward the situation of Berber within a linguistic competition.

Teachers seemed not involved in this question, for, (40,78%) of them didn't give their point of view they preferred not to answer.

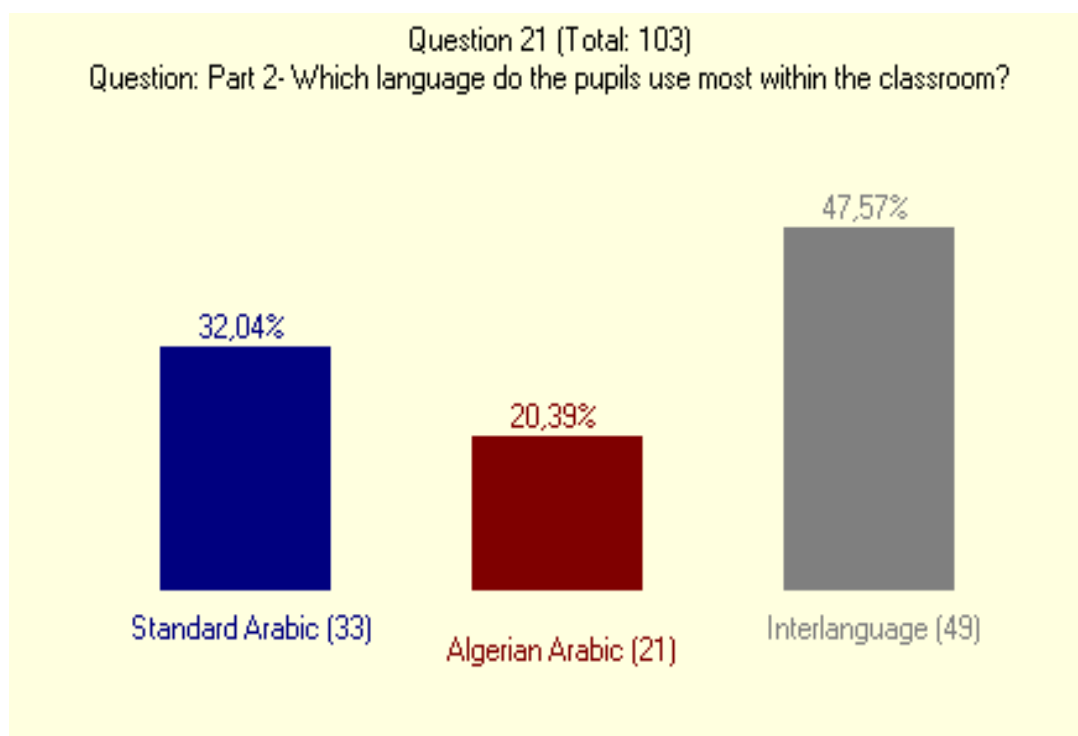
28,16% agreed with the positive view i.e. they pretended that it can only be a conduction to a conflict state, for, it is a language that do not have letters like the Arabic or French for instance, hence, no grammar,...etc.

3.6.Section2:Learner Language use

This section shapes learners' language use.

Interlanguage:means the intermediate variety between SA and AA (Intermediate Arabic)

Question (21): Which language do pupils use most within the classroom?



Graph.21

The consideration of the graph for (question 21) shows us that the scores obtained for question 21 if compared to those for (question 1) are different, for, we have added the “Interlanguage” which means Intermediate Arabic.

The higher scores we obtained 47,57% of the respondents see that this variety is more convenient as far as the learner language use is concerned.

32,04% of them take SA as the language of communication.

Teachers claimed during a conversation held with them during our course attendance that the intermediate Arabic is a variety is more used by learners than by teachers.

One of them states:

/ /alluFa lwusta hia lluF a l/kTar tFalluban Öinda ttilmiid. /aöiaanan ma#

jumziZ baijnal Öamijja wa lfusöa#miTaal :

/ ntabÖou muÖllima wella namurr /ila ssaföa lmuwalija/

Lit: (Interlnuage is the language most used by learners. Sometimes they code switch from AA to SA, example: we go ahead teacheror we go to the following page)

This teacher explains the fact that the intermediate variety is more appropriate to the learner than to his/her teacher, the example gives us a clarification to show this fact.

Teachers avoid using only SA or AA either.

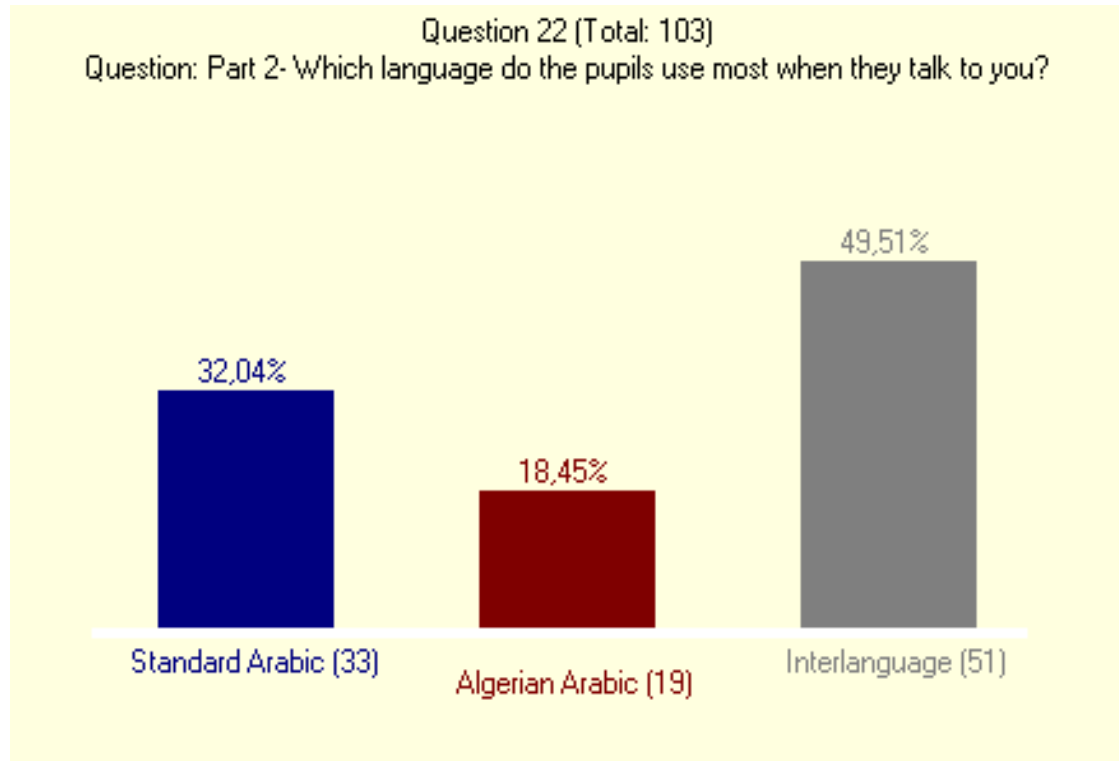
Fergusson (1959) states accordingly:

“ The communicative tensions which arise in the classroom situation may be solved by the use of a relatively, unstable, intermediate form of the language (/alluFa lwusta) and repeated borrowing of vocabulary items from H and L”

(1959:10)

The middle language seems to be the bridge that links between SA to AA. It is considered as a need that helps teachers especially, to remove a variety that should not be used under the formal setting namely, the classroom.

Question (22): Which language do the pupils use most when they talk to you?



Graph.22

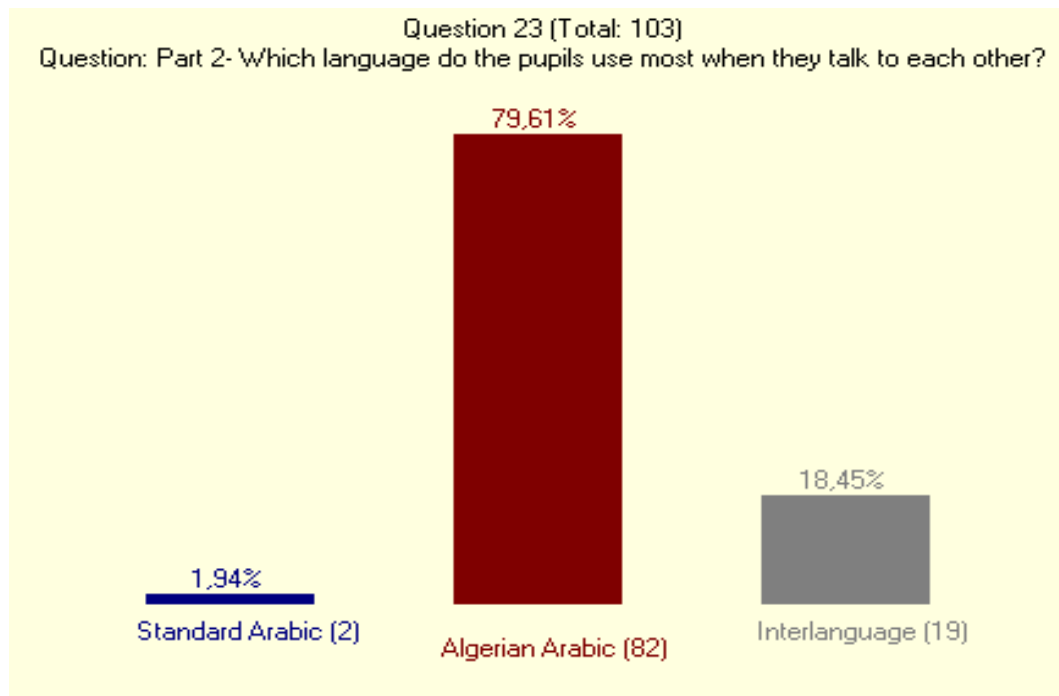
In this question, we want to know which of the three languages, (AA, SA or Interlanguage) pupils use most when they talk to their teachers.

We wanted to know also, if it happens that learners use this variety when they talk to their teachers.

Effectively, the third proposition took the highest scores. 49,51% of teachers preferred to answer the intermediate variety

Whereas 32,04 of them considered Sa as the variety most used by their learners when they are addressed

Questions (23) which language, do the pupils use most when they talk to each other?



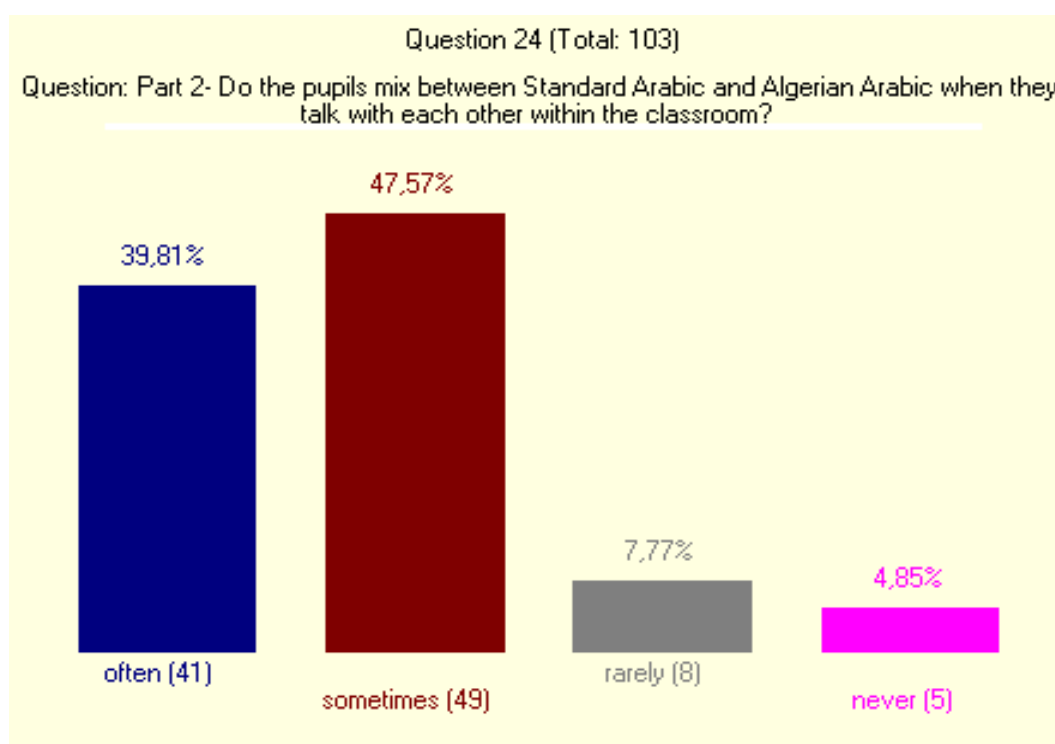
Graph.23

The results obtained in the graph for (Question 23) show the learners' use of AA when the talk is addressed to each other i.e. the learners. We found a significant score of 79,61% of the teachers, who confirmed this use by their pupils.

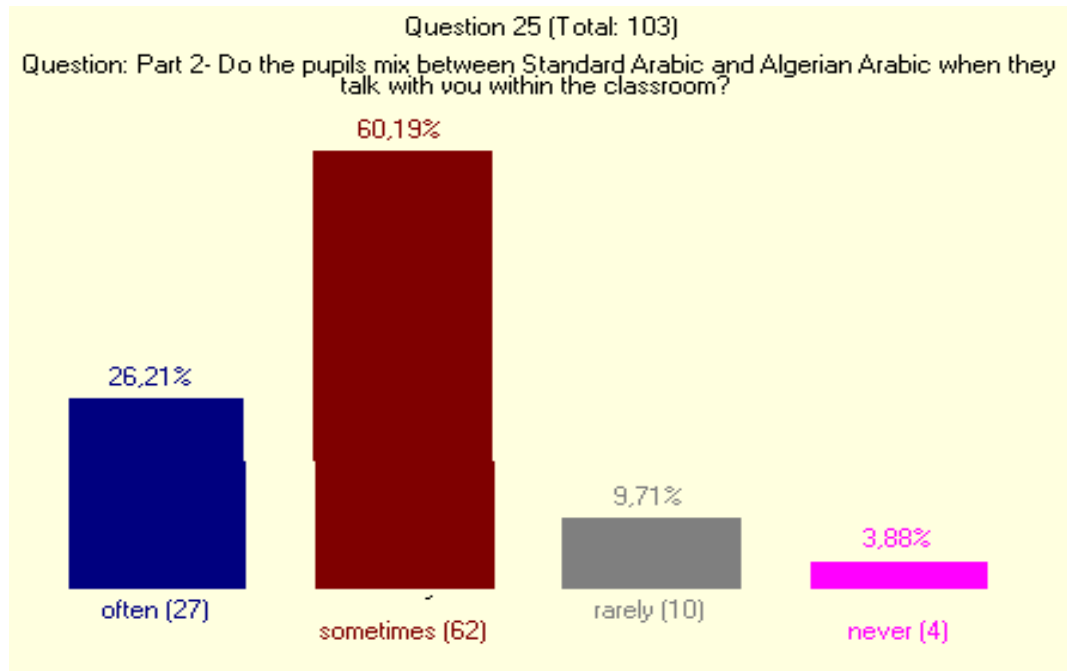
A weak average of 18,45% of teachers prefer the interlanguage as the language used between learners. One of the teachers claimed during course attendance that, the situation is different when they talk to each other in front of their teachers that is to say, they try not to use their mother tongue. This can only lead to the impossible use of SA of pupils when they talk to each other 1,94%.

Question (24): Do the pupils mix between Standard Arabic and Algerian Arabic when they talk to each other within the classroom?

Question (25): Do the pupils mix between standard Arabic and Algerian Arabic when they talk to you within the classroom?



Graph.24



Graph.25

These two questions 24, 25 are related to the precedent one i.e. (Question 23) for, it aims at clarifying how often do the pupils mix between SA and AA when they talk to each other within the formal setting, which is the classroom.

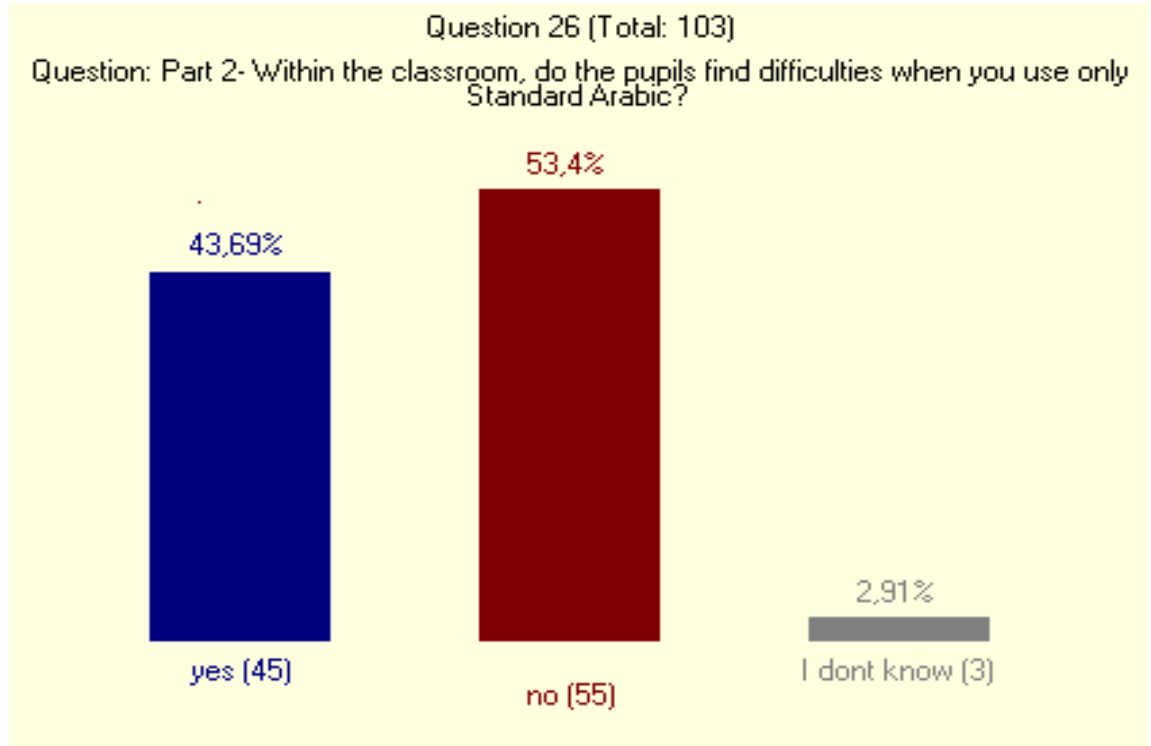
47,57% of the teachers said that, sometimes, their learners tend to mix between the two varieties of Arabic namely SA and AA, whereas 39,81% considered this use as more frequent.

The results obtained in question 23 show the main scores were for the use of the local variety (by the pupils) when they talk to each other. So automatically this variety is the one mixed most when they address each other. The weakest averages were obtained for both the rare if not the complete non use.

Indeed, the results obtained for (Question 25) almost the same results obtained in graph 24 show that similarity with this graph. They are as follow:

60,19% of the respondents opt for the “sometimes” proposition, 26,21% considered the situation as more often. 9,71% for rarely and 3,88%

Question (26): Within the classroom, do pupils find difficulties when you use only Standard Arabic?



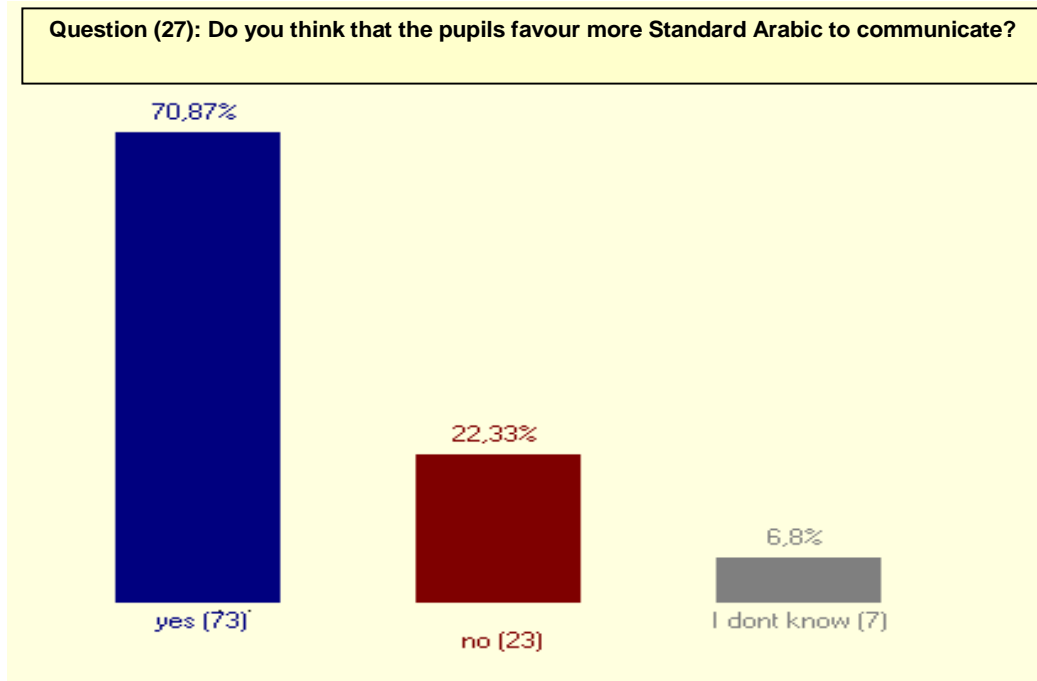
Graph.26

This question appears to show the teachers sure use of AA as an aid, i.e. not to leave their learners in an ambiguity of understanding their talk when it's only depending on only the Standard code.

The results we obtained show that the teachers are not in a deal as far as their talk is cocerned within the classroom. In other terms, we found 53,4% of them who accepted the negative view comparing to the positive one which revealed a slight difference: 43.69%.

This can only explain the fact that teachers don't share the same idea concerning the situation of using only the Standard Arabic.

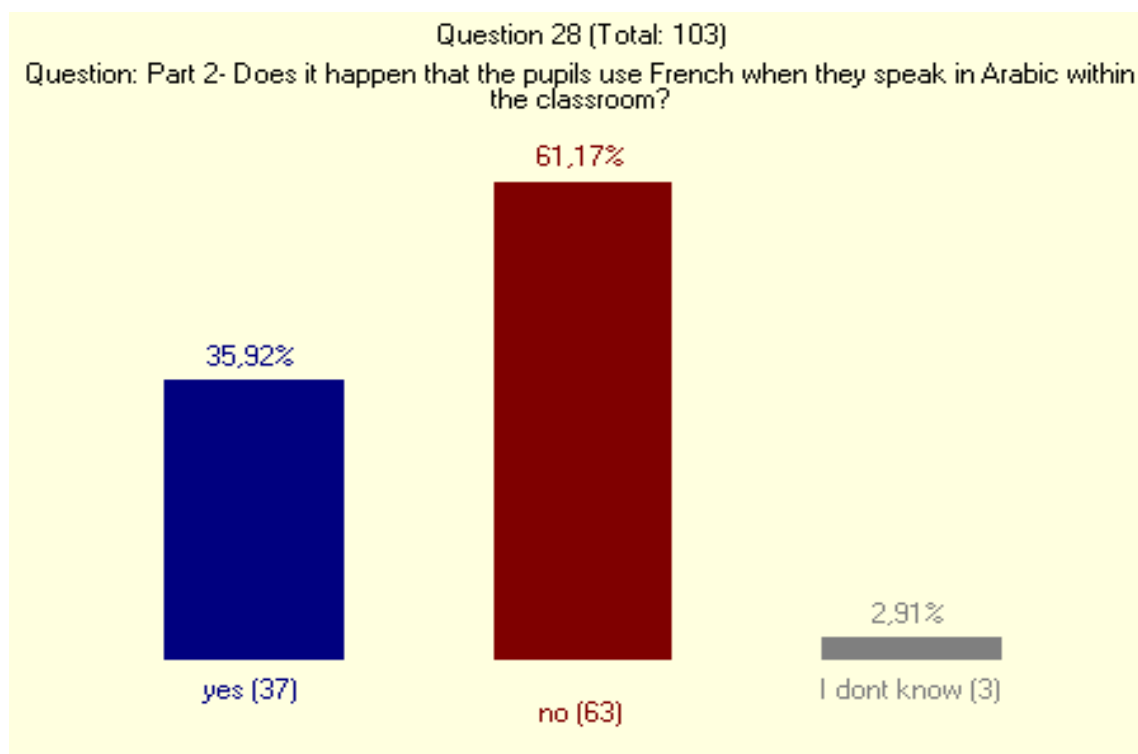
Question (27): Do you think that the pupils favour more Standard Arabic to communicate?



Graph.27

The consideration of the graph for this question explains the fact that teachers when asked a direct question as this one tend to opt for the positive alternative that is to say not to propose probabilities as in the precedent questions (24,25) we found a considerable score of 70,87% who agreed with the use of SA as the language of communication as far as fifth, fourth and fourth year learners are concerned. Only 22.33% answered no

Question (28): Does it happen that the pupils use French when they speak in Arabic within the classroom?



Graph.28

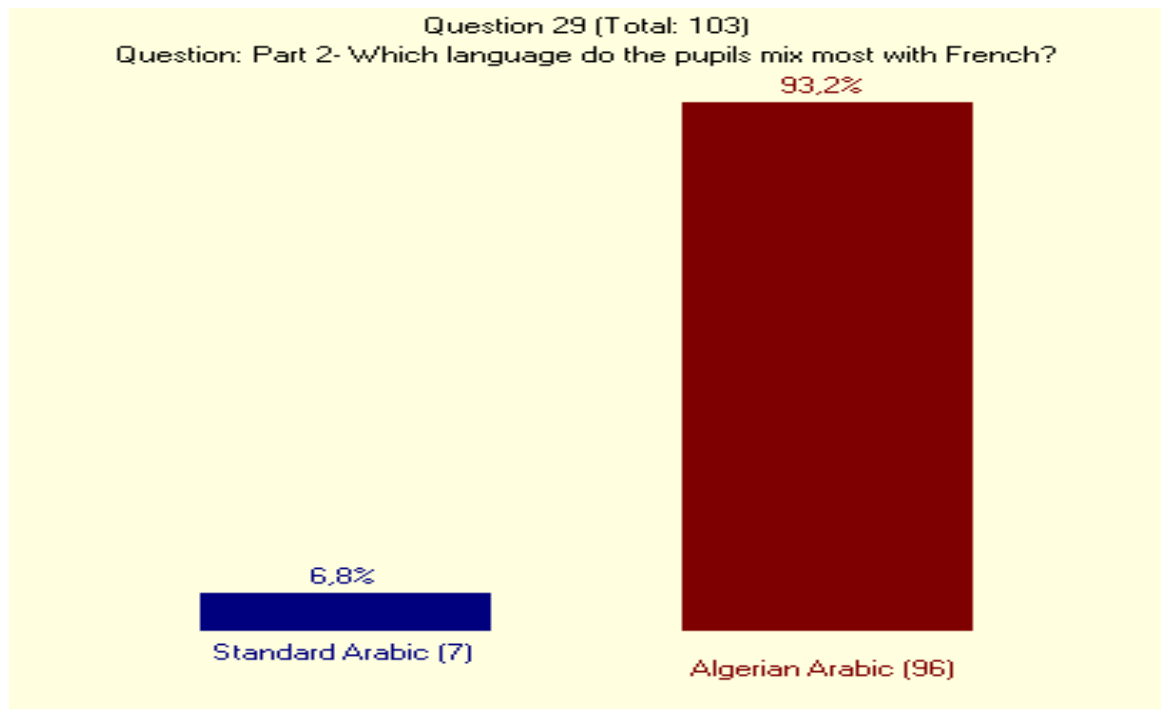
This question aims at showing if there are some pupils that use French i.e some french items, when talking in Standard Arabic inside classroom or not.

It is clearly shown in the above precedent questions in section (1) questions 8&9 that the switch, even learners use it most when the talk is in AA not in SA during the lesson.

A rate of 61,17% of the repondents claimed that the use of Fris not present within a Standard Arabic lesson. 35,92% however, contrasted this view by answering yes.

This shows that there are therefore SA teachers that allow their pupils to pronounce some Fr items.

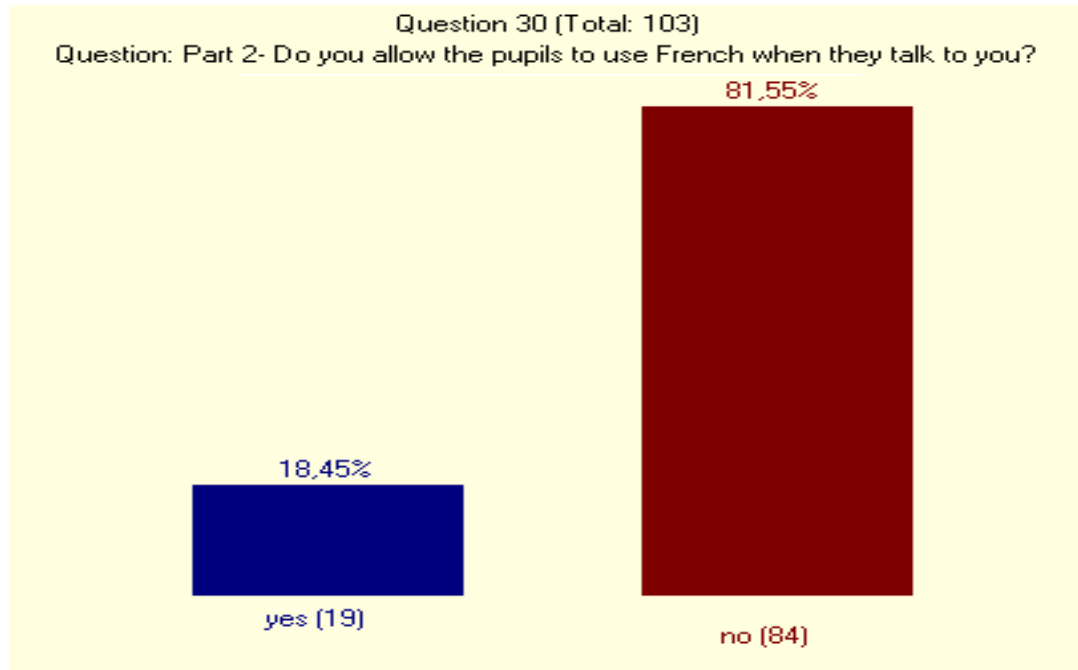
Question (29): Which language do pupils mix most with French?



Graph.29

This question is meant to show which language pupils mix most with French? The results we found, which were extremely significant; 93,2 % of the responses were AA when the talk is addressed either to their teachers or to their classmates. 06,8% of the answers suggest that they mix the foreign variety to SA.

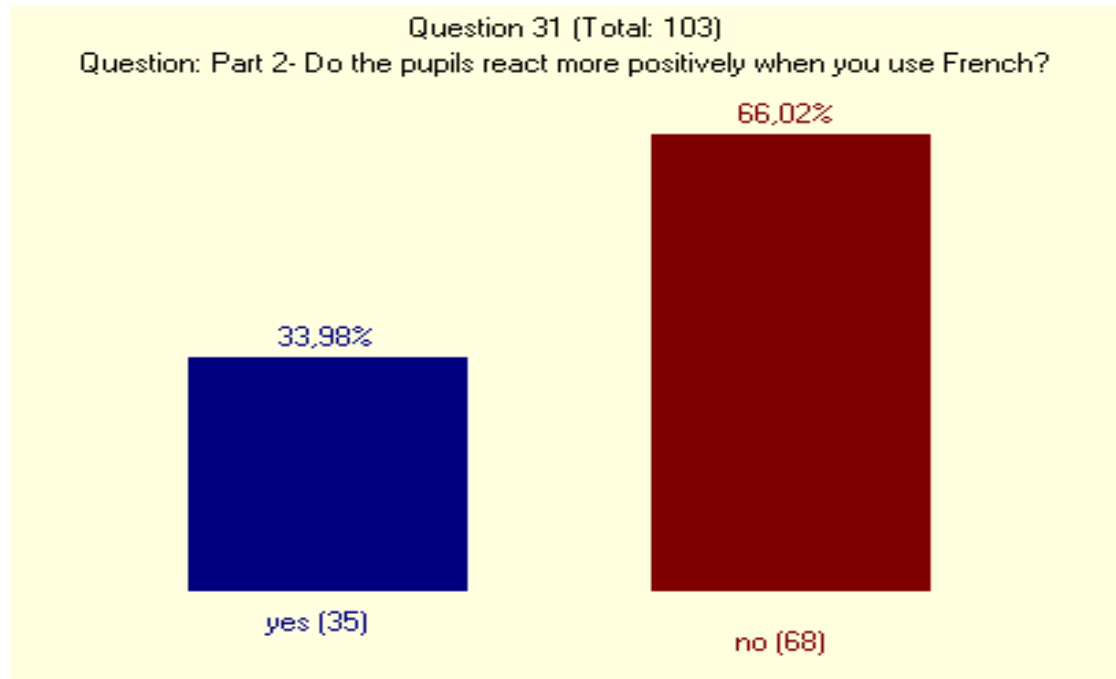
Question (30): Do you Allow pupils to use French when they talk to you?



Graph.30

This question is addressed to Arabic teachers. It is meant to clarify the situation of teachers' reaction toward pupils' use French when they talk to their teachers. The most significant scores 81,55% we obtained, were for the non-tolerance of the teachers for using French when they represent the addressee. Only 18,45% of them allow its use. That explains that it's not really adhered that learners use French when they talk to their teachers.

Question (31): Do the pupils react more positively when you use French?



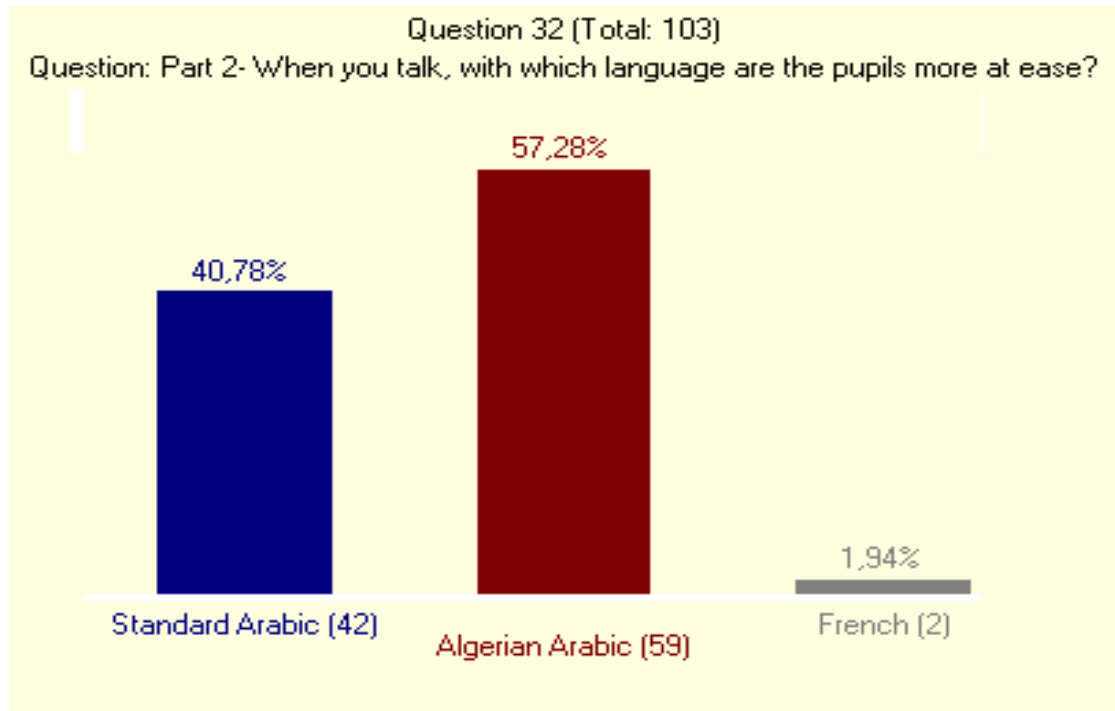
Graph.31

The graph we obtained for question 31, represents the French language and its use inside classroom, more particularly when learners are having Arabic class not French class the learners don't seem to have a need for using French language within their Arabic lessons.

We obtained a significant score of 66,02% for the non-positive reaction of pupils whenever their teacher use French language.

However 33,98% of them i.e. teachers see that their learners react more positively when they use French.

Question (32): When you talk, with which language are the pupils more at ease?



Graph.32

The graph for Question 32 shows that 57,28% of the respondents who agreed that Algerian Arabic is the language that most pupils feel at ease most when their teachers use it i.e. talking within classroom. Whereas, we obtained 40, 78% of the teachers considered that most of time the learners feel comfortable when their teacher speaks in Standard Arabic.

This seems to be a real confusion, regarding the results obtained, for them to really choose between which language makes the two participants of the same classroom setting feel at ease for communicating.

3.7 Conclusion

In the third chapter, we tried to highlight the different attitudes of teachers toward their linguistic behaviour as well as the one of their pupils within classroom especially.

The linguistic reality which is in classroom is by far the one wished by all Arabic teachers. That is to say; teachers' reaction toward the linguistic behaviour, can only be considered in the linguistic behaviour of the teachers themselves within classroom.

The questions asked were not only about SA and AA, but also about the use of French as well as Berber.

The gap between the Arabic language use, that is to be imposed, and the one applied inside Algerian Classrooms, is obviously huge. That's why; using the intermediate Arabic i.e. the third variety was necessary and very relevant.

In short the results given were to a certain extent very relevant in showing the real linguistic situation inside Algerian classrooms.

GENERAL CONCLUSION

The socialization Process of the child goes through two main steps. It starts within his family, which is considered as the first social background, and ends up at school; which is considerably a linguistic contact setting. He acquires his mother tongue, and becomes competent and performs it well, and even masters its grammar. He also acquires a linguistic behaviour and becomes more involved in society. Through his mother tongue, the child acquires the fundamentals of his culture which shape his personality and thought.

In this piece of work we tried to shed light both on the child's socialization process before entering school and also when reaching it.

In the first chapter we highlighted the importance of the Mother Tongue in the child's linguistic development. The relevance of the mother tongue is characterized in the sociolinguistic and the cultural background of the Algerian child. We devoted a part of the chapter on the linguistic situation in Algeria since in a way or another it reflects the child's linguistic repertoire(s).

In the second chapter, we tried to study some of the teacher as well as the learner's linguistic behaviour inside a formal setting which is the classroom, we referred to as the Teacher Talk, and the Learner Talk; the aim was to show the AA's relevance. We included also the French language since the latter is part of the Algerian speech community.

Chapter three focuses on the Algerian teachers' attitudes toward their linguistic behaviour and of the one of the learners as well. The questions we highlighted included AA, SA French and also Berber. The results were extremely significant and important i.e. they permitted us to confirm the real linguistic situation inside Algerian classrooms and what favors the linguistic gap that unfortunately led to school failure.

Appendix

بلد تبیین (بلد نقصاء)

هاللاسد تبیان یذخ - ل فیلط - اربحث لغوی تبا - و سال مآجد تیر .

المدرسة:

معلم معلمة

السنة: الرابعة تدا ئي الخامسة تدا ئي الأخيرة:

• اللغة الوسطی (متوسطة) بلخ لظیر ال عربیة فصحی العربیة العامة .

استع ملال لغتین فی أن واحد .

القسم (أ): المعلمة (ة)

(1) ما هلی لغتین تتعم لهما اکثر فی القسم؟

عربیة فصحی عربیة العامة

(2) هل یحدث أن تخ لظیر ال عربیة فصحی العربیة العامة نللا تحدث لذل القسم؟

عم لا

(3) ما هی الحال ال نتی تعم ل فی هکثیر ال عربیة فصحی؟

.....
.....

(4) ما هی الحال ال نتی تعم ل فی هکثیر ال عربیة العامة؟

.....
.....

(5) هل نتی تعم ل ال عربیة العامة لذل القسم؟

عم لا

6) هل تتدملح للاميلندتعمالالعربية نخلالاقسم؟

ب نأما ر أك للالأديان فأديانا ر ناأرا ر أبدا

7) هل تتدملح للعربية العامية لغض شروخ فهكلم لمةأ وعبارة غير فهموميلة العربية فصحى؟

ب نأما ر أك للالأديان فأديانا ر ناأرا ر أبدا

8) هل تتدملح لفرنسية للعربية فصحى العامية نخلالاقسم؟

ب نأما ر أك للالأديان فأديانا ر ناأرا ر أبدا

9) هل تعتقد أن ألى فرنسية تتدملح من طرف لكثير من اللاميد؟

ب نعم ر لا ر أعرف

10) هل تعتقد أن فرنسية جمه مآديانا لشرع فذل؟

ب نعم ر لا

11) هل ليحدث ألى تتدملح لفرنسية لتوضيح نكي لمتدعبيلة العربية فصحى؟

ب نعم ر لا

12) هل ليحدث ألى تتدملح لفرنسية أمام اللاميد نللتحدث مع أحد زملائك؟

ب نعم ر لا فأديانا

13) هل تعتقد أن إدراخ لغللة فرنسية فليلد نلثة ناللة نأا ئيس ورية أم أنه لصعبة لتقبل؟

ب نعم ر لا

لماذا هذا الخيار؟

.....
.....

14) في ظرك كيف سيكون أثر هذا الإدراج لتي ليلم لغللة عربية تتدملح لأم الذلغمة .نط ر لللاميد ذ خاصة؟

الإيجابي r لبي r لا أعرف

لماذا في ظرك؟

.....
.....

15) فرنسية، ما إن أدرجت فليس ثلاثة ثلاثة مثلنا فسماع عربيله فصحى؟

r نعم r لا r لا أعرف

16) هل ما لممكن أن تأخذ فرنسية لتعود ل من طرفلظ فل في ظرك؟

r نعم r لا r لا أعرف

لماذا هذا الاختيار؟

.....
.....

17) في ظرك، في أي لغة يجنالكلام يذكترسه لولللتواصل؟

r عربيله فصحى r عربيله عامية r الفرنسية

18) لو فلي مستقبل، يتم إدراج لعلماز يغية البربرية) الفتح ليلابتدا ئي، ما هي في ظ الملك - نالكث ر

م ناسبة لهذا؟

r الأ وليلبتدا ئي الثنائية r الثالثة r الرابعة r الخامسة

لماذا؟

.....
.....

19) ملك - لين - ذا (الراج الأملو يغية -) بأن إخراديع للاتعل ب صيم - عفاقو تعال الاقم ي بصد - فة

خاصة؟

r نعم r لا r لا أعرف

20) أماز يغية تكونهالوظ نية الآن، هل ستكون لهم مكانة ما الفتح ليلابتدا ئي مستقبلا؟

r نعم r لا r لا أعرف

21) هل ستؤهل الأمازيغية لغة الاعتراف كثر من اللغتين الفرنسية مثلا ؟

عم لا لا أعرف

22) في إطارنا فليل لغوي، هل وجد الأمازيغية لغة في حالة نازعة (أ) لغويًا أو مخالفة. اشرح لغويًا؟

عم لا لا أعرف

لماذا في ظرك؟

.....
.....

القسم (ب) قلامية - نذ

1) ما هي لغة الأكثر تسمية بالعامية طرف القلامية في القسم؟

عربية فصحية عربية عامية اللغة الوسطى

2) ما هي لغة ليست تسمية لها القلامية الأكثر نطقًا فيك؟

عربية فصحية عربية عامية اللغة الوسطى

3) ما هي لغة ليست تسمية لها القلامية الأكثر نطقًا فيك؟

عربية فصحية عربية عامية اللغة الوسطى

4) هل يوجد القلامية في العربية العامية نطقًا فيك نطقًا فيك بعضهم البعض في القسم؟

نما رة للأديان أديانا ناذرا أبا

5) هل يوجد القلامية في العربية العامية نطقًا فيك نطقًا فيك في القسم؟

نما رة للأديان أديانا ناذرا أبا

6) في القسم، هل يجد القلامية فيك نطقًا فيك نطقًا فيك فيك؟

عم لا لا أعرف

لماذا في ظرك؟

.....
.....

7) في هلا مرحلة ملقحة ليلابدئا ئي(4, اوتدا ئي)، هان عتقد ان عربيلق فصحيد - لكثو و - نط رف
اللاميلدتواصل؟

رعم ر لا ر لا أعرف

8) هل يحدثو لين تعم ل اللاميلق فرنسيق نتحدثهم لعربية لكل القسم؟

رعم ر لا ر لا أعرف

9) ما هلي لغلة التيخ لظها اللاميلق الأكثر مالق فرنسية؟

رعم ر لا ر لا أعرف

10) هل تسلمح للاميلق نعمال فرنسيق نلا تحدثا ليك؟

رعم ر لا ر لا أعرف

11) هل تجد أن اللاميلق نعمال فرنسية لونا كثر ليجابيط ندمتاع مال فرنسية؟

رعم ر لا ر لا أعرف

لماذا في ظرك؟

.....
.....

12) نتحدثك نجاما يلقع ظهرا اللاميلق كثر رخلو تجاب؟

رعم ر لا ر لا أعرف

لماذا في ظرك؟

.....
.....

Appendix

Translation of the questionnaire:

The Teacher:

Question (1): Which language do you use the most inside classroom?

Standard Arabic Algerian Arabic

Question (2): Does it happen that you mix between Standard Arabic and Algerian Arabic when you speak within the classroom?

Yes No

Question (3): Do you use Algerian Arabic within classroom?

Yes No

Question (4): Do you allow pupils to use Algerian Arabic inside the classroom?

Never Rarely Sometimes Often Always

Question (5): Do you use Algerian Arabic to explain and clarify a word or an expression not understood in Standard Arabic?

Yes No

Question (6): Do you use French with Standard Arabic and Algerian Arabic within The classroom?

Never Rarely Sometimes Often Always

Question (7): Do many pupils use French?

Never Rarely Sometimes Often Always

Question (8): Is French sometimes very important for a better explanation?

Yes No

Question (9) Does it happen that you use French to clarify the meaning of a difficult word in Standard Arabic?

Yes No I don't no

Question (10): Does it happen that you use French with a colleague in front of pupils?

- Yes No Sometimes

Question (11): Is the introducing of French in the third year of primary school necessary?

- Yes No

Why?

.....
.....

Question (12): What effect does this introducing of French have on the teaching of Arabic in general and learning it by pupils in particular?

- Positive Negative I don't no

Why?

.....
.....

Question (13): Being in the third year, does French compete with Standard Arabic?

- Yes No I don't no

Question (14): Can French be considered as a vehicular language by the pupils?

- Positive Negative I don't no

Why?

.....
.....

Question (15): In which language do pupils find an ease to communicate?

- Standard Arabic Algerian Arabic French

Question (16): If in the future Berber is introduced in all Algerian primary schools, which year is the most appropriate for this?

- First year Second Third Fourth Fifth

Why?

.....
.....

Question (17): Can the introducing of Berber influence positively teaching in general and the learning of pupils in particular?

- Yes No I don't no

Question (18): Being a national language, will Berber reach an important position in primary school teaching in the future?

- Yes No I don't know

Question (19): Will Berber be taken into account more than French, for instance?

- Yes No I don't no

Question (20): Within a linguistic competition context, does the existence of Berber lead to a state of conflict more than one of linguistic cohabitation?

- Yes No I don't no

Why?

.....
.....

The Learner:

Question (1): Which language do the learners use most within the classroom?

- Standard Arabic Algerian Arabic Interlanguage

Question (2): Which language do the learners use most when they talk to you?

- Standard Arabic Algerian Arabic Interlanguage

Why?

.....
.....

Questions (3) which language, do the learners use most when they talk to each other?

- Standard Arabic Algerian Arabic Interlanguage

Question (4): Do the pupils mix between Standard Arabic and Algerian Arabic when they talk to each other within the classroom?

- never rarely sometimes often always

Question (5): Do the pupils mix between standard Arabic and Algerian Arabic when they talk to you within the classroom?

never rarely sometimes often always

Question (6): Within the classroom, do pupils find difficulties when you use only Standard Arabic?

Yes No I don't no

Question (7): Do you think that the pupils favour more Standard Arabic to communicate?

Yes No I don't no

Question (8): Does it happen that the pupils use French when they speak in Arabic within the classroom?

Yes No I don't no

Question (9): Which language do pupils mix most with French?

Algerian Standard

Question (10): Do you Allow pupils to use French when they talk to you?

Yes No

Question (11): Do the pupils react more positively when you use French?

Yes No

Question (12): When you talk, with which language are the pupils more at ease?

Algerian Standard French

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ABSTRACT

This work is primarily concerned with the sociolinguistic situation of the Algerian child in two different backgrounds; before entering school and also when reaching school age. In other terms; the present research work is an attempt at analyzing the Child's linguistic behavior before and after he enters school. In the first chapter, we try to consider the importance of the Mother Tongue and the role it plays in the development of Algerian child's language acquisition process. The first part of the first chapter shows the linguistic situation of the Algerian child within his immediate environment i.e., his family that is, the language acquisition stages he goes through. The second part is about the pre-school phase which is considered as part and parcel of the linguistic development of the child. The final part of the first chapter involves the linguistic situation in Algeria as a whole; for; it is also part of his language development. The second chapter is devoted to the linguistic behavior of the Algerian child inside school i.e., within the classroom. We speak about the Arabic language which is considered as the language of instruction as compared to the language(s) that is used in the formal setting; namely, the classroom. We try to give some illustrations to demonstrate this fact. The third chapter presents a questionnaire addressed to teachers at the primary school. The aim is to show their attitudes towards language usage(s) inside the classroom. The analysis of the questionnaire allows for a better understanding of the linguistic behavior of the teachers as well as the learners under the formal setting which is the classroom.

Key words

Mother Tongue Acquisition; Mother Tongue; School Tongue; Algerian Arabic; Standard Arabic; French; The child's Linguistic behavior; The Teacher's Linguistic behavior; The Algerian Linguistic Profile; Classroom Motivation.