

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
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UNIVERSITY OF TIARET
FACULTY OF LETTERS AND LANGUAGES
SECTION OF ENGLISH



**The Status of Teaching and Learning the Second Language in Algerian
Schools.**

Case study: 3rd year secondary school students at Saida.

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The requirements for the 'Master' Degree in Applied Linguistics.

Presented by:

- BENYAMINA LIELA
- KADOUCHE SALIMA

Supervised by:

- Mrs. CHIKHI LATIFA

Board of examiners:

- | | | |
|-------------------------------|-------------------|-----------------------------|
| - Dr.Amina ABDELHADI | President | University of Tiaret |
| - Mrs. Latifa CHIKHI | Supervisor | University of Tiaret |
| - Miss. Rafika MARHOUM | Examiner | University of Tiaret |

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DEDICATION

To our beloved parents for their understanding and endless love throughout our studies.

To all the members of our families sisters and brothers. To all those who have encouraged us throughout our educational journey.

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Abstract

The present work sheds light on the status of French in Algeria despite an assertive policy of linguistic Arabization designed. The French language has been maintained and the number of its users has increased substantially since independence. The study attempts to explain the status of French in the Algerian schools. The richness of Algeria's linguistic situation makes it a real source of questions and research. Indeed, the Algerian linguistic market has undergone and continues to undergo significant changes which are the result of the coexistence of several languages and varieties of languages, that the Algerians in general and teachers/students in particular should know how to take profit of not only toward the today's context of globalization world, but also towards the multilingualism that has always been part of the Algerian speech community. By means of a questionnaire and a semi-structured interview addressed to both students and teachers, the data collected are analyzed by contribution of the students' attitudes and feelings towards the French language and teachers' points of view about teaching French. Last but not least the researcher will suggest some methods and strategies for the exploitation of second language use for developing learners' skills.

Key Words: Arabization policy, Second language, Multilingualism, Attitudes.

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LIST OF ABBREVIATIONS AND ACRONYMS

LT: Language Teaching

L1: First Language (Mother tongue)

L2: Second Language

SLA: Second Language Acquisition

MSA: Modern Standard Arabic

AA: Algerian Arabic

AMBT: Attitude /Motivation Test Battery

ICT: Information and Communications Technology

C-BI: Concept-Based Instructions

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GENERAL

INTRODUCTION

General Introduction

In a country with two official languages and in a society that is increasingly connected and opens to the world, language is now part of the daily life of a large number of students, thus learning and knowledge of a second language is an asset for everyone. The most interesting thing about second language teaching and learning is the potential effect it has on students. The future of the country depends on the school of today. The school is the place where the child learns and receives learning in different fields, especially in languages. The mastery of one or more languages allows him to carry out oral and written exchanges with other individuals of different origins and to deal at the same time with different civilizational and cultural areas. For many if not most Algerian L2 learners, the classroom is the most important context for practicing the languages they are taught. Outside the school, students have limited possibilities and opportunities to practice the language, unless they do their best to establish personal relationships and try to connect with targeted language speakers. Learners need to experience what it is to converse in language to be able to communicate each other.

The Significance of the Study

This work sheds light on the status of Teaching and Learning the Second language in Algerian schools, the research aims at:

- Describing and analyzing the second language use of teachers and learners; and how they both react to it inside and outside the classroom;
- Exploring the role of the second language in enhancing the the learning among learners and the current status of teaching and learning the second language French in Algerian classes;

The objectives of this study are:

- Describing and analyzing patterns of teacher and learner's second language use;
- Providing the possible methods for the exploitation of second language use for developing learners' skills.

For this, the following **Questions** have been raised:

- 1- What is the status of the second language in Algerian schools?
- 2- Are there any beneficial strategies in second language teaching?
- 3- What are students' attitudes and motivation towards second language learning?

For the sake of delivering answers to the abovementioned questions, the following

Hypotheses have been put forward:

- 1- Algeria is a country that testifies to the existence of several local but also foreign languages or linguistic varieties, each of which occupies a specific place ;
- 2- Teachers rely on different procedures in second language teaching;
- 3- Learner's attitudes towards L2 could be positive and could be negative;

Research Process

The present research is divided into two chapters; the first chapter deals with the literature review of second language learning and teaching. Then, it shifts to shed light on the Algerian setting to discuss the French language situation. Finally, it deals with motivation and learners' attitudes toward L2.

The second chapter is the practical part of this survey. It is divided into two phases: the first phase provides information about the state of French in Saida and the sample population in addition to that a brief description of students and teachers' profiles and finally the instruments used to collect the data. The second phase is the data analysis and data interpretation of the research result.

The third chapter will provide some recommendations and perspectives about teaching/learning the French as second language in Algerian schools.

Methodology

In this study, a mixed-method approach of qualitative and quantitative data collection tools has been adopted including a questionnaire and unstructured interview. First, the questionnaire tends to elicit more detailed responses and explanations from learners. Second, the interview into develop enough understanding with teacher's experiences. The data gathered from learners and teachers' are then analyzed and discussed to answer the research questions to confirm or contradict the hypotheses.

CHAPTER ONE

LITERATURE REVIEW

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1.1 Introduction

This chapter gives an outlook about the linguistic situation in Algeria. More importance is given to the status of teaching and learning French as second language in Algeria. Moreover, the chapter sheds the light on the attitudes and motivation toward French language.

1.2 Concepts and Definitions

1.2.1 Learning a Second Language

Second language learning is a conscious or intentional process where a second language is introduced in parallel with the mother tongue. Having said that, Second language learning could also refer to the third, fourth, or fifth language the learner is currently learning. That means any language acquired after the mother tongue is considered as a second language even if the number of languages acquired is more than two.

Cook (2002) states that "L2 users are not necessarily the same as L2 learners. Language users are exploiting what have for real-life purposes Language learners are acquiring a system for later use" (p.02).

By learning another language, the learner advances in his language experiences and according to an internalization both conscious and unconscious of the rules of L2, he manages to develop his system called "interlanguage". This is: "the language which is formed in a learner of a foreign language as he or she is confronted with elements of the target language, but which does not entirely coincide with that target language....."¹(Castelloti & Moore, 1999, pp. 9-21)

1.2.2 Teaching a Second Language

Language teaching is a work that requires the flexibility of teachers in the application of curricula and methods to meet the educational needs and educational objectives of learners. An understanding of second language methods can improve the ability of teachers to serve

culturally and linguistically diverse students in their classrooms. The main objective of teaching languages in general is to enable communication in all its forms by developing learners' competencies and skills of listening, speaking, reading and writing. For this reason, many methods and approaches have been adopted to put at ease the two main poles engaged in the teaching and learning process: the teacher and the learner.

The teaching and learning of any language is based on interaction and communication. Since communication is derived from interaction (Hudson, 1980, p. 81), it follows that learning a language necessitates acquiring knowledge and skills which enable learners to interact and communicate by providing them with a "natural context for language use" (Larsen-Freeman, 2000, p. 144)

1.2.3 Languages in Algeria

Algeria is a country known for its diversity of languages. Indeed, if we come to talk about the sociolinguistic situation of our country, we will say that the Algerian is evolving in a multilingual society, a society where several languages or varieties of languages coexist. This is what K. Taleb IBRAHIMI points out:

Algerian speakers live and evolve in a multilingual society where the languages spoken, written and used, in this case Arabic dialect, Berber, Standard Arabic and French, live a difficult cohabitation marked by the relationship of competition and conflict between the two dominant norms (one by the constitutionality of its status as an official language, the other foreign but legitimized by its pre-eminence in economic life) on the one hand, and on the other hand, the constant and stubborn stigmatization of the people's talks. (Amara, 2010, pp. 121-125)

This co-existence gives rise to competition, from the quote of Ibrahimi, we note that in the Algerian educational system there is a contradiction in the use of languages. The school curriculum, from primary to high school is done in classical Arabic at all levels, while the

university curriculum insists on the French language as the language of instruction for the scientific fields.

1.3 Status of French in Algeria

The French language has the status of a second language in Algeria, yet during the hundred and thirty-two years that the colonization lasted, the French language was the only official language and was recognized by the colonial state for the establishment of all its institutions. In order to understand Algerians' relationship with this language, we propose to briefly retrace the two stages that seem to correspond to the two great moments of the evolution of the French language in the social and cultural history of Algerian society: the French language during colonization and the French language after independence, i.e. after 1962.

During Colonization

French was established in Algeria from 1832, following French colonization, and was used as an official language for 132 years, that is, during the entire colonial period:

The French language was introduced by colonization. Although it was the language of the colonists, of the acculturated Algerians, of the educated minority, it was especially important as an official language, a language of the administration and management of the country, in the perspective of a French Algeria.

It should be noted that during this period, Algerians were not entitled to attend school and that it was the mosques, Zaouïas and Medersas that provided religious instruction entirely in the Arabic language. The latter had a graphic and rich literature, and yet the colonial state spared no effort to destroy the remaining school structures, it spared only a few Zaouias who remained as centers of collaboration while limiting the teaching of the reading of the Koran. Thus, the Arabic language was reduced to its simplest expression and this was in accordance with the military directives, as General DUCROT affirmed:” Let us obstruct as much as

possible the development of Muslim schools, the Medersas... In a word, let us strive for the moral and material disarmament of the indigenous people.”(1895)

The Arabic language had to give way to the French language, despite the resistance of the Algerians. A law of 1938 even declared Arabic as a "foreign language in Algeria"

After Independence

The status of the language changed from "official" to "foreign". We find this in T.ZABBOT's comments : "the French language has undergone a change of status and as a result has lost some ground in some of the sectors where it was used alone, excluding other languages present in the country, including the Arabic language, in its codified variety”(1989).

Although the status of French has changed, it still occupies a prominent place in Algerian society at all economic, social and educational levels. The French language still maintains its prestige in the Algerian reality; it is part of everyday life, whether in the workplace, at school, in the media, in families or even on the streets.

1.3.1 Bilingualism and learning French in Algeria

The term bilingualism in sociolinguistics illustrates the position where two languages are used by a person or group.

Bloomfield (1953) suggests defining a bilingual as someone who has “ the native-like control of two languages. In our case, we are talking about Arabic and French as French/Arabic bilingualism (p.06).

Cherrad (1987) In his work showed that “by examining closely the various types of discourse such as political speeches, conversations on an official or scientific subject, plays, personal letters from individual to individual, lessons given to the university, to the high school, and the elementary school and finally debate within the family, we note in almost all

cases an alternation of passages in Arabic-Algerian, passages in modern Arabic and sometimes passages in French'' (p.198).

That is why, we should consider French as a language to be preserved and not reject it. In this concern, Caubet says

French as the language of the last colonizer has an ambiguous statute; in one hand, it attracts the official contempt (it is considered officially as a foreign language as English), in the other hand, it is the synonym of the social success and the access to the culture and modernism.

(Caubet, 1986, p. 122)

As a colonial heritage, French is very present in Algerian society. Its early introduction into Algerian school from the 3rd grade (whereas it has already been so since the 2nd year of primary school for the 2004-2005 school years) makes the school the fertile place for bilingualism, bilingualism qualified as the school where the contact between the two languages is not only oral but also written.

However, starting learning at a young age in this language from the age of eight does not mean he is a novice starting from scratch, but he already has a previous culture and linguistic knowledge that comes to him from his mother tongue, naturally acquired and thus is better known and perfectly elaborate. The Classical language is the first language taught at school from the age of six (06).Although this learner is accompanied by this language throughout his schooling (primary to the middle, secondary and higher) "he always feels the need" to use his source language during these interactions in French, hence the observation that the major obstacle, for this learner, lies above all in the expression and verbalization of his message. The education/learning languages of the foreign languages which are made for a

long time by conversational approach try hard to bring a solution from it by the development of conversational competence.

1.3.2 The place of French in school

Since independence (1962), it was decided to make education more accessible (Arabizing education), but this could not be accomplished overnight:

"The introduction of the Arabic language in primary education is an achievement of independence. However, Arabization remains a very long work and a difficult task, as it requires modern cultural means and cannot be hastened." (charte d'Alger, 1964)

For this reason, during the two decades following independence, the French language was maintained in the school setting as a second language, that is to say "a foreign language that is endowed, as a result of particular historical circumstances and the related sociolinguistic situation, with a privileged status, and that participates, as a language of instruction, in the psychological and cognitive development of the child, and then, in a privileged, with the information capacities of adults (media, professional and administrative documentation...)" (DABENE, 1994, p. 107)

It was in the mid-1980s that French completed its transformation from a second language to a "foreign language". All schooling is now conducted in Arabic, which has become the language of reference, i.e. "the language which, inculcated by the school in its most normalized form, i.e. the written, constitutes the vehicle for transmitting most knowledge". (DABENE, 1994, p. 21)

In the 1990s, the aim was to replace the French language with the English language, and this began in the 4th grade of primary school. It was possible for students (or their parents more accurately) to make a choice, to study English or French as their first foreign language. We can say that this experience, if one can describe it as such, showed the orientation of the parents towards French, this preference is largely dominated by the Algerian sociolinguistic

landscape because the English language did not enjoy (and still does not enjoy) a great place in this said landscape. One study showed that in 1996, in the wilaya of Constantine, 5609 pupils learned English compared to 121 420 pupils who learned French. This number has been steadily declining, as parents who had chosen to enroll their children in English wanted to change it to French. Several surveys indicate that parents considered French to be an essential language for children's professional success. SEBAA, R (2002).

The reform launched in 2001 and implemented in 2003 focused on the early teaching of foreign languages. The educational authorities introduced French as early as the 2nd primary year and then delayed it to the 3rd primary year as early as the beginning of 2006. English is taught in the 1st average year. This reform was based largely on globalization, the discovery of the other in all its diversity and above all the strengthening of national identity. This is how the leaders wanted to educate the learner about tolerance, which is necessary for the good development of society, as ZARATE (1995) says: "the solidarity of interests between the national culture and the taught culture guarantees a positive view of it" (p.25).

1.3.3 The linguistic policy in Algeria

- *The Arabization policy in Algeria*

Arabization was seen as a sign of unity and solidarity. By using one language, Algerians could return to their culture. In this concern, the president Boumediene (1968) noted that:

Without the recuperation of this essential and important element which is the national language, our efforts will remain useless, our personality incomplete and our entity a body without soul.

The whole country was working in French: education, administration, environment, economic sectors... The classical Arabic language is known only by a minority who learned it in Koranic schools, it had lost its place as a written language in society because of the

colonization "the Algerian government wanted to realize the cultural side of independence by putting in place the Arabic language, not the spoken language, but the standard Arabic language from the Koranic Arabic language, this was the subject of the Arabization policy."¹

The Arabization policy has two components, one explicit and the other is implicit. The first was to replace the French language with Arabic language in all its uses in Algeria, and the second was to make classical Arabic the place of multiple Arabic and especially Berber languages. These two dimensions express the essence of the tensions around Arabization.

This policy is implemented from the day after independence to the present day not only in education, but it also concerns administration and the environment. Below are the main dates of the promotion of this policy drawn mainly from the work of KT- IBRAHIMI²

- 1963: teaching Arabic in all primary schools, due to 10 hours of Arabic in 30 hours in French.
- 1964:- the total Arabization of the 1st primary year, for this purpose the authorities brought in 1000 Egyptian teachers.
 - At the University of Algiers an Islamic institute is created and the old Arabic bachelor's degree is transformed into a monolingual degree on the oriental model.
- 1967:- Arabization of the 2nd primary year.
 - Establishment of an Arabic section in the Faculty of Law.
- 1968:- creation of a history license in Arabic.
 - Public servants must be familiar with the national language.
 - Arabization of the civil service.
- 1970: full Arabization of primary and secondary education.

¹G. GRANGUILLEAUME, *La francophonie en Algérie*, école des grandes études en sciences sociales, paris, 09-04-2008 <http://sinistri.canalblog.com/archives/2008/04/09/8718521.html>, pages consultées le 15-03-2009

²K.T.IBRAHIMI, *Les Algériens et leur (s) langue(s)*, Elhikma, Alger, 1995.

- 1973: the establishment of a national arabization commission to promote and implement the arabization policy.
- 1975: first conference on arabization.
- 1976: - Arabization of civil status, street names, license plates and signs.
 - Friday is declared a weekly rest day, instead of Sunday.
- 1979: the Arab student strike demanding the Arabization of the civil service.
- 1980: national plan for the Arabization of Administration, Economic Sector and Scientific Research.
- 1989: A total Arabization of primary and secondary education, French is no longer a language of learning for any subject other than French itself.
- 1990: law on the generalization of the Arabic language, making the use of that language compulsory in all written documents.
- 1991: the minister of higher education announces the arabization of the university.
- 2006: introduction of the French language in the third primary year.
- ***The political conflict between Arabic and French***

Arabic and French are largely used side by side in Algeria, According to Weinreich (1953), two or more languages are said to be in contact alternately by the same person (quoted by Ditmar, 1976).Algeria is the only country among the Maghreban ones which has not joined the ‘francophonie institutionelle’, though it is the second francophone country over the world (SafiaRahal, 2001).

This disguised conflict of French in Algeria arose many sociolinguists’ interest, and is still unclear in the Algerians’ mind. When explaining political conflict between two languages, Boyer in his definition (1996) insists on the fact that there is linguistic conflict when one language is politically dominant and the other politically dominated:

« The linguistic conflict occurs when two clearly differentiated languages clash; one as politically dominant (official employment, publically employment) and the other as politically dominant. Forms of domination range from those which are politically tolerant and those repressive force is essentially ideological... a linguistic conflict may be slow or acute, depending on the social, cultural and political conditions of the society in which it occurs ». ³(p.120)

From Boyer's explanation we can say that in Algeria the linguistic conflict between French and Arabic is ideological. While all Algerians use AA, in its different forms and MSA is the linguistic norm of formal speech and the medium of instruction (diglossic situation), French is a social praxis used by Algerians in many required situations such as functional communication (at university, administration and governmental fields). Thus, the political conflict between French and Arabic in Algeria is still ambiguous, because even if French plays an important role in Algeria and is used in many domains, it is not recognized as a second language and thus politically dominated by MSA.

1.4 Motivation and attitudes

1.4.1 Motivation and attitudes toward learning second language

○ *Motivation*

Crookes and Schmidt (1991) define motivation as the learner's orientation regarding the goal of learning a second language.

According to Brown (2000) and Gardner (1985), there are two basic types of motivation: integrative and instrumental. Integrative motivation refers to language learning for personal growth and cultural enrichment; that is, the learner likes to learn a language to

³My translation of the original French text : « Il y a conflit linguistique quand deux langues clairement différenciées s'affrontent, l'une comme politiquement dominante (emploi officiel, emploi public) et l'autre comme politiquement dominée. Les formes de la domination vont de celles qui sont tolérantes sur le plan politique et dont la force répressive est essentiellement idéologique [...]. Un conflit linguistique peut être latent ou aigu, suivant les conditions sociales, culturelles et politiques de la société dans la quelle il se présente ».

enter successfully into the target language society. They continued that instrumental motivation arises out of a need to learn the L2 for functional or external reasons. They involve the attainment of aims, functional aims for learning like passing exams and financial rewards.

Dörnyei (1998) expressed that a motivational construct involves both instrumental and integrative motivation. Most situations in learning language include a mixture of each type of motivation. It is impossible to attribute language learning success to certain integrative or instrumental causes. It is stated that the significance of integrative and instrumental motivation depends on situations or contexts whether learning language functions as a foreign language or as a second language.

- *Attitudes*

Language attitudes are opinions, ideas and prejudices that learners have with respect to the language being learnt. Adult learners returning to study many regard language learning as a hobby or cultural pursuit worthy of the educated person, or may have pressing reasons for wishing to communicate in other languages.

Gardner and Smyth's (1981) attitude/motivation test Battery (AMTB) usefully shows the complex of area under investigation by that time. There are four main categories. The first is motivation, which involves desire to learn a language. Intensity of effort to achieve this, and attitudes towards learning the language. The Second is to integrativeness, which involves attitudes toward the target language group and which touches on the affective factor of ethnocentricity. The third involves attitudes toward the language teacher and language course. The fourth concerns measures of anxiety in classroom situations and in using the language. It is clear now that motivation is a highly complex phenomenon consisting of number of variables. Perhaps the most useful perspective for the teacher is to take in consideration what aspects of motivation can be changed and to focus on creating successful experiences which will enhance motivation. (Ellis R. , 1993), for example, has made the point that we need to

explore more fully the factors involved in motivating students to do tasks as this is something over which the teacher has some control. Teacher should create checklist of ways to motivate learners in the classroom. It might begin like this:

- Give some time to considering group dynamic and to how to build cohesiveness within the class;

- Make sure that there is sufficient variety of input (listening, reading), of pace and intensity.

- Show awareness of differences in motivation, in emotional responses, in strategies, etc. and encourage learners to build awareness of their own preferences.

- Acknowledge that language learning is serious endeavor requiring perseverance and involving anxiety, and be sure to give reassurance.

Attitudes while learning a second language Ellis (1994) claims that learner' attitudes have been identified as one set of variables of major importance. The attitudes are shaped by the social factors mentioned, which, in turn, influence learner outcome. There are both negative and positive attitudes towards the L2 being learnt. The positive attitudes are typically connected to the speakers of the language in question and the culture represented by its speakers. Such positive attitudes can be expected to enhance learning, since learners can be expected to want to be able to communicate with native speakers of the language they are learning. In other words, if students are interested in the countries where the languages are spoken, they may be more motivated to learn the language (Noels, Pelletier, & J, 2003, p. 36). Negative attitudes, on the other hand, can impede language learning, since you usually get those attitudes when you are not interested or have difficulties with the teacher. Those attitudes usually have a negative effect on learners, but this is not always the case. Negative attitudes may also have a positive effect on L2 learning, if the learners have a strong will to learn a language (HEDGE, 2006, p. 21). Sometimes students who are struggling with their

attitudes are true fighters. They work so hard in the end because they want a good grade and they have a strong will to learn. Furthermore, students' attitudes can change. They may have negative attitudes at the beginning of learning a language but then they realize what a good advantage it is to know this language and their attitudes change.

1.4.2 Representation of French language learners

Despite the contact between the Algerian learner and French language (from the age of 7/8) and the strong presence of this code in Algerian society, it is very discouraging to note that a large number of pupils in a school, or a place to take advantage of these conditions favorable to their acquisition, fail in their schooling because of it. One of the reasons for this failure could be related to the learner's representation of this language. (F, Hacini, 2006, p.220)

If French is associated with France, Algeria's former colonizer, a distrust of that language can be expressed in a learner leading to its total rejection.

If French is strongly conditioned by a "utilitarian concern" (the pursuit of higher education) or it is the language of parents trained at the old school), the student is prepared psychologically, and consequently, he quickly became familiar with this language.

1.5 Conclusion

The sociolinguistic situation of Algeria is very delicate and complex. There are many languages or many linguistic varieties. Each language is the reflection of a specific origin (Arabic, Berber or French) testifying thus one period of the history. As long as the society is diverse and every human being belongs to this community, the state should respect and accept multilingualism. Mother tongues are the real and natural languages of everyday life interaction in the Algerian society.

Classical Arabic, Algerian Arabic (including all its regional dialects), French and Berber (with its different varieties); all these languages constitute an inseparable part of the Algerian linguistic patrimony. Algeria is thus a multilingual country where many languages or varieties are used together or in distinct places.

Although the Algerian authorities established the process of Arabization in almost all domains by imposing the exclusive use of Arabic and excluding French, the language of the colonizer, the language of the oppression and suffering, French is still used in many domains and in life in general.

French has an important place in Algeria. It is the vehicle of knowledge, the instrument for modernity, a means of communication. It is the language of cultivated and educated people. The language of industry and international trade. It is a privileged tool integrated in a complex sociolinguistic dynamics.

French language has a complex status in Algeria, some people accept it and adopt it, and others reject it and consider it as a bad effect of the colonization. But in reality we know that French is a part of the Algerian patrimony and it allows the opening to the world as far as they have distinct functions but can achieve coherence side by side, and can be used in a complementary distribution.

As a matter of result, this chapter was in parallel a descriptive analysis of the situation of French language and their representatives in Algerian educational system .

CHAPTER TWO

Methods and Data Analysis

2.1 Introduction

2.2 French Language Use in Saida Overview

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2.1 Introduction

In the first part of this research, we theoretically studied the problem raised; we presented the sociolinguistic situation in Algeria and the place of French in schools. The purpose of this chapter is to discuss the status of teaching and learning French as second language. The data of this research were collected from a questionnaire administered to 3rd year secondary students and from an interview made to French language teachers in Saida. This chapter consists of two phases; phase one is a description of the situation under study. Moreover, it provides a description of both teachers and students' profile and provides information about the research instruments. Phase two deals with the data analysis and interpretations of the results obtained from the teachers' interview and students' questionnaire.

Finally, the gathered results were discussed in a final step in order to assess the status of French language in Algerian schools.

2.2 French Language Use in Saida Overview

The languages spoken in Saïda are mainly Algerian Arabic and French. French is spoken by certain sections of the population: teachers, journalists, artists or the administrative ones. In general, the sociolinguistic context of this region is not different from that of the other northwestern cities in Algeria.

2.3 The Sample Population

The survey is conducted to different populations: classes of foreign languages, experimental science, and some teachers in order to examine and to gather as much as possible amount of useful information. Both students and teachers were solicited to participate during the process of data collection.

In order to conduct the survey, several methods are possible. As for our research, we chose questionnaire for the students and the semi-structured interview for teachers.

2.4 The Research Tools

The Research Instruments used to collect, measure, and analyze the data related to our research interests are: the semi-structured interview and the questionnaire. The semi-structured interview was intended to analyze teachers' views about the status and utility of French in Algerian schools and the questionnaire was directed to students to bring their attitudes and motivation in concerns of French language use and usage.

2.4.1 Students' Questionnaire

For the questionnaire, we personally took care of the distribution of copies to the 3rd year learners of Abdelmoumen secondary school. A French teacher came to our help during the survey, since he works there. He received us and helped distribute copies of the questionnaire to his learners. But before we distributed the questionnaire, we attempted to take a few steps:

1. Explain to learners the purpose of this questionnaire and declare to them that the information they provide will not be disclosed to anyone;
2. Investigators may not respond to questions that annoy or intimidate them,
3. We do not insist on the learner, who does not wish to participate,
4. Explain questions to respondents without affecting their answers. They are free to respond by choosing the answers they want.

The participants are all secondary school students. We chose 02 classes, a total of 21 students (06boys and 15girls) divided as follows:

- Eleven students from the Foreign Languages class
- Ten students from the Experimental Sciences class

The questionnaire we distributed to learners includes 15 questions. Some are closed, in which case the learner should choose an answer from the ones we have proposed to him, and

others are half-open, where the learner would have the opportunity to respond by justifying his choice. Questions are organized according to the following criteria:

- General Information
- Social-family relations with the French language (questions 01,02)
- The motivations of learning French language(questions 06,09,11 ,15)
- The usage of the French language(questions 03,04,05,07,08 ,10,12,13,14)

2.4.2 Teachers' Semi-Structured Interview

For the interview, we were able to meet a good number of French-language teachers in secondary school. These teachers welcomed us and agreed to answer the interview questions. There are 10 of them.

Before interviewing the teachers, we first explained the purpose of our survey. Then we contacted them and this allowed us to have some information such as: the name, age, number of years of experience and the quality of the diploma acquired. Then we asked them seven (07) questions.

To conclude, the objectives beyond this first part of the second chapter were to provide information about the two sample populations, and the research instruments used for data collection. In the second part of this chapter, these collected data will be analyzed and interpreted.

2.5 Data Analysis /Data Interpretation

In this phase of this chapter, we will explain the learners' answers to the questions we asked them using the questionnaire and the teachers' answers during the semi-structured interview. Learner responses will be represented by histograms or tables, and interpreted and analyzed.

2.5.1 Results and analysis of the questionnaire

Representations of the French language:

Social-family relations with the French language

It is clear that the family and the social environment influence the child in general and the learner in particular. The learner develops multiple representations of the languages he or she encounters, particularly within the family and generally in society. The linguistic repertoire of the family and the environment may give the learner certain favorable or unfavorable representations for learning a language, even if it does not exist in his social and/or family environment.

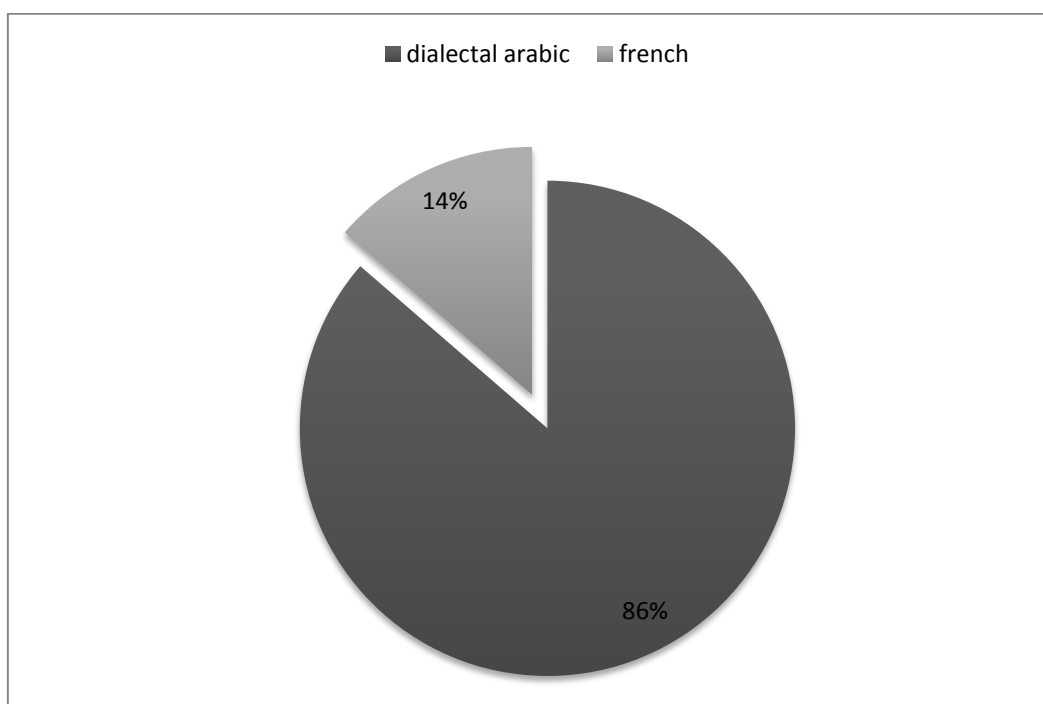
We asked questions (1 and 2) to the learners in order to know the family and social relations with regard to French and to identify the collective representations with regard to this language; thus, to find out if French exists in the family and social repertoire of the learners. The results of these questions will be shown in Figures 1 and 2 respectively.

Languages spoken within the family

Question n°01: The first question asked to learners is to find out which language(s) they speak at home. It was found that:

- ❖ 14 % of students speak French language
- ❖ 86% of students speak dialectal Arabic

The following chart will explain the results:



Pie Chart 01: Languages spoken at home

Comment:

There is no significant difference between the learners, all from the same city, and the majority speaks Arabic at home, some speak French. These numbers allow us to say that learners speak more than one language.

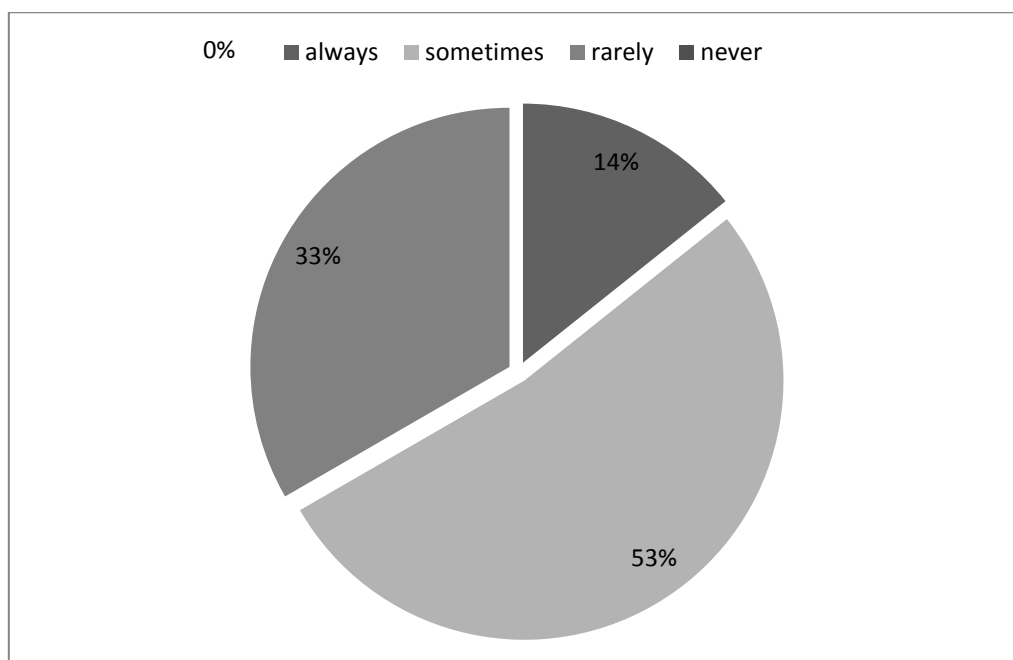
The presence of the French language at home

Question n°02: We asked learners to inform us about the frequency of use of the French language at home. It was found that:

- ❖ 53% of the students sometimes use French at home
- ❖ 33% of the students rarely use French at home

- ❖ 14% of the students always use French.

The following chart will explain the findings:



Pie Chart 02: The frequency of using French at home

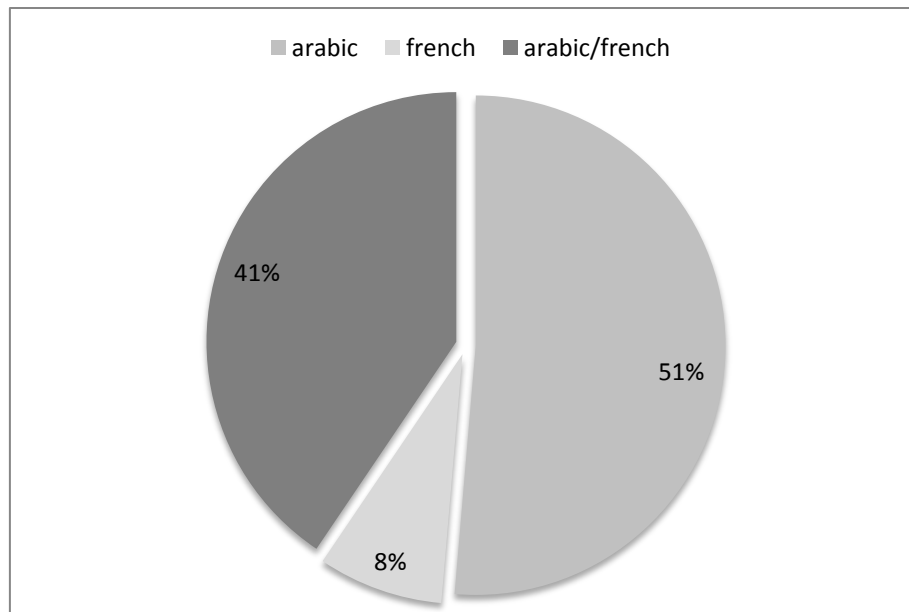
Comment:

According to the results of this question, most learners have stated that they sometimes use French at home; this may have an impact not only on French language learning, but also on its teaching. So learners find where they can reinvest what they learn in school, but if the language is no longer used, it will lose its status.

The usage of French language

Question n°03 was planned to know the language(s) of learning in the three levels of education. Results show that:

- ❖ 51% of students Arabic is their language of learning
- ❖ 41% of students both Arabic and French are their language of learning
- ❖ 08% of students French is their language of learning



Pie Chart 03: Language(s) of study

Comment:

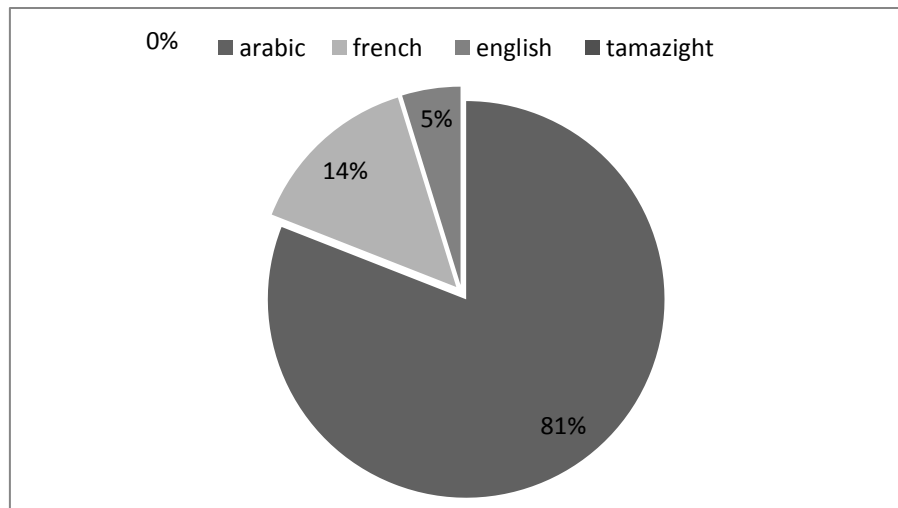
We find that the languages most studied in the three levels of education (primary, middle, secondary) are Arabic and French. This result shows that the French language alongside Arabic occupies an important place in Algerian education.

Usage of languages

Question n°4 was planned to know the language(s) used in participants' daily lives. Results show that:

- ❖ 81% use Arabic (Algerian Arabic)
- ❖ 14% use French
- ❖ 05% use English

The following chart will explain the results as follows:



Pie Chart 04: Language(s) used in students' daily lives

Comment:

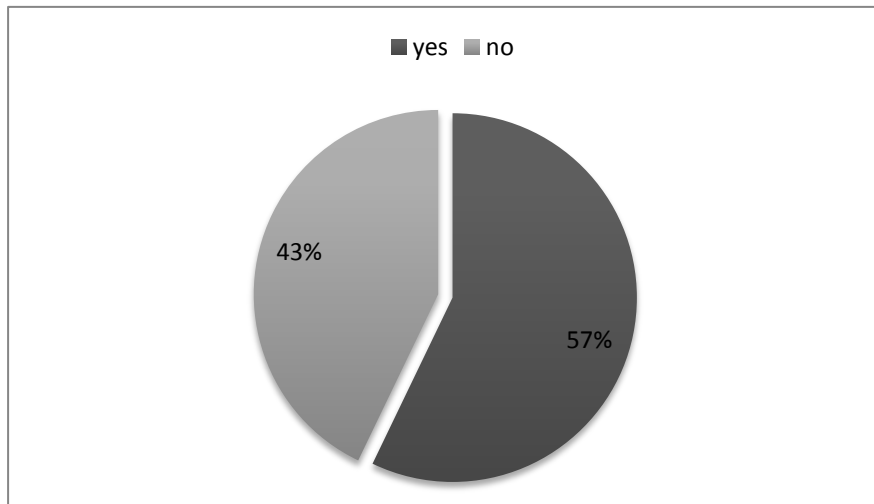
The use of the French language in the daily lives of learners is relatively low compared to Arabic. This is against the result of the first chart, which shows the importance of the French language in the country's education system. In this sense, we can conjecture that the promotion of the French language in schools has not encouraged its use in the daily lives of individuals.

Do learners like to read in French?

Question n°5 was planned to know if learners are committed to reading in French or not.

- ❖ 57 % of students are committed to reading in French language
- ❖ 43 % of students do not like to read in French

The following chart will explain the results:



Pie Chart 05: Reading in French Language

Comment:

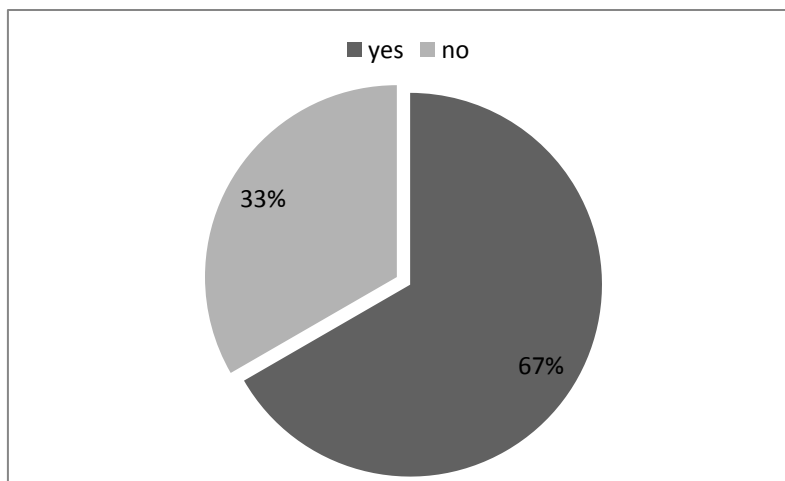
We can note that the great half 57% of learners, in both classes, responded with "yes," i.e. they like to read in French. On the other hand, those who do not like to read in this language account for only 43% and they're the majority male, they find it boring and time-consuming according to their answers.

Do you like French?

Question n° 06 was to know if students like French Language or not.

- ❖ 67 % of students claim that they do like French.
- ❖ 33 % of students claim that they do not.

The following chart will explain the above results:



Pie Chart06: students love of French language

Comment:

Through these results, we find that a large half of learners love the French language. According to them, this love is due to several reasons. They see French as an important language in society.

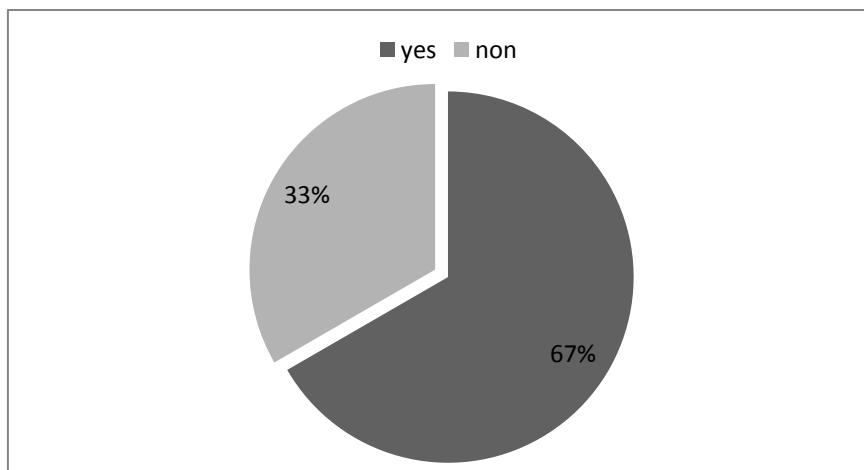
As for the negative representations of other learners, who have no love for the French language, their answers varies between "difficult language," "difficult language to understand and read", and some answers say that society forces us to learn it.

Difficulties in speaking French

Question n°07 was asked to know if students find difficulties in speaking French. The following results show that:

- ❖ 67 % of students find difficulties in speaking French
- ❖ 33 % of students do not face problems in speaking the language

The following chart will explain the results:



Pie Chart 07: students' difficulties in speaking French Language

Comment:

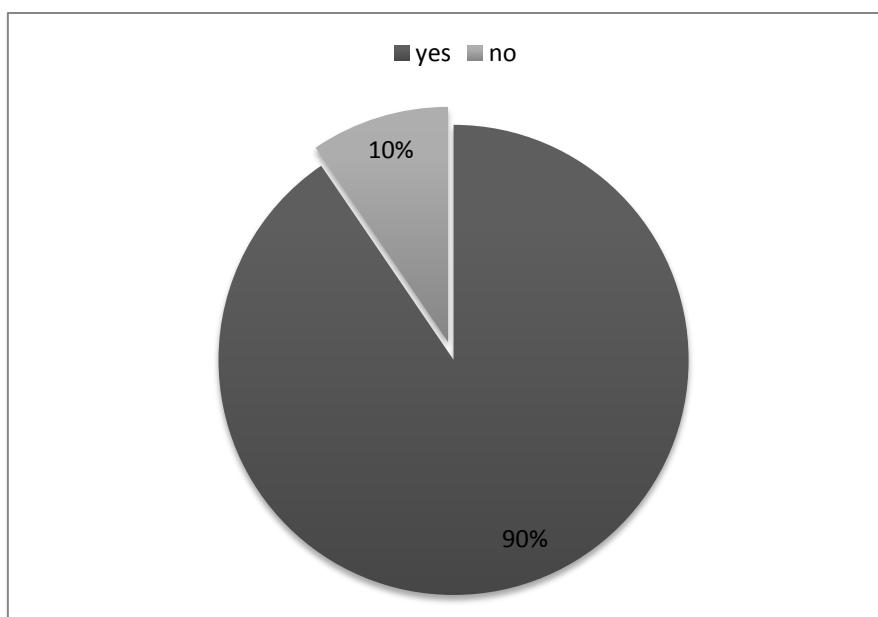
In conducting this survey, several learners marked the "no" box just to avoid writing a sentence to cite the kind of difficulties they find in speaking. This behavior is due to their inability to write this sentence. Many learners claim that the reason for their low proficiency in the French language is due to social constraints that prevent them from freely practicing and learning the French language. Other learners declare that they don't have enough vocabulary or they forget some words which derive them to code mix and code switch by using Arabic words.

Would you like your children to speak the French language?

Question n°08 we would like to know if the learner accepts the French language to the point where he wishes his children to speak it. Findings reveal that:

- ❖ 90 % students answered positively. They do like their children to speak and learn French language
- ❖ 10 % of students answered negatively. They do not accept the use of French language.

The following chart will explain the findings:



Pie Chart 08: Students' point of view about accepting French being spoken by their children

Comment:

Learning foreign languages is becoming a major issue for learners who are becoming increasingly aware of their interests. It's the reason why, these learners want their children to speak the French language by rectifying what they currently cannot do.

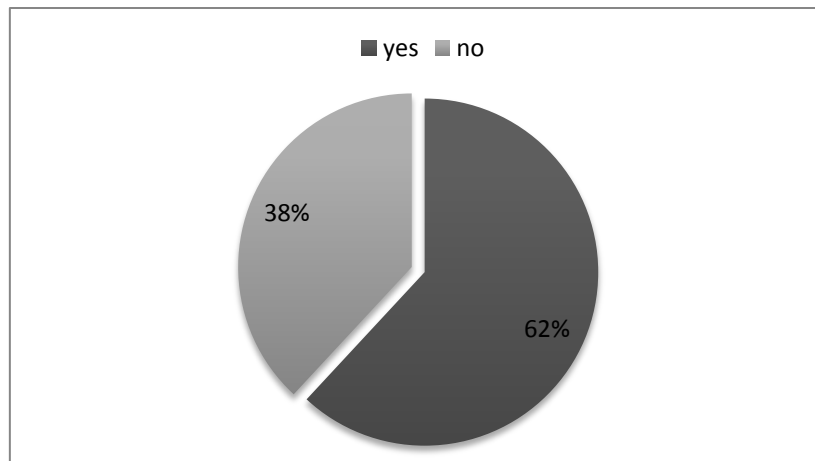
These learners (the majority) have no resistance, if one of their relatives (the children) speaks the French language, rather they want it. Despite these results, some learners have shown negative perceptions of the existence and the historical conflict between Algeria and France.

Writing in French

Question n°09: We would like to draw up learners' reports on writing in French. It was found that:

- ❖ 62 % of students do like writing in French
- ❖ 38 % of students do not.

The following chart will explain the results:



Pie Chart 09: writing in French

Comment:

It is on writing that teachers of French must base themselves, since most learners like writing in French. We see learners' statements as an asset to learning French.

This interest in writing, which is perhaps only in the classroom, would depend on a desire to write other languages different from the Arabic language (Medium Language) in order to be entertained during the hours of learning French, as we find that learners write in all subjects in the Arabic language.

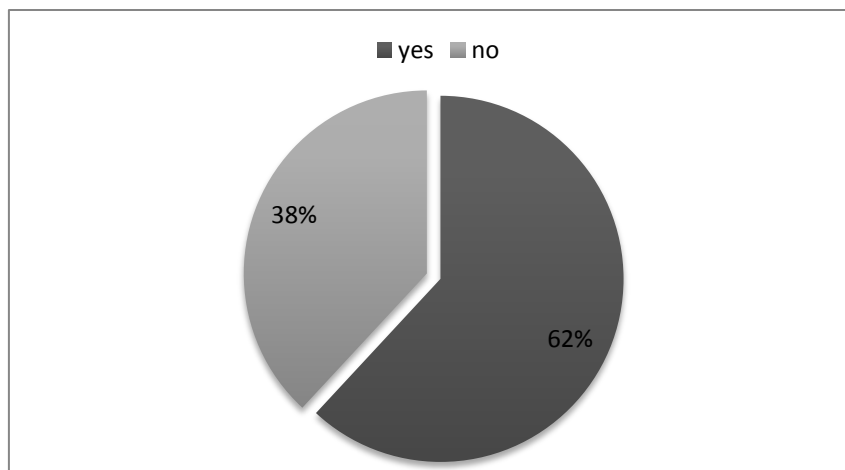
For learners who responded with "no," they expressed negative representations about the difficulty of understanding and language difficulties (spelling, syntax) in French.

language mastery

Question n°10 was planned to know whether students master the language or not. Results show that:

- ❖ 62 % of participants master the language
- ❖ 38 % of participants do not.

The following chart will explain the results:



Pie Chart 10: Students' mastery of French Language

Comment:

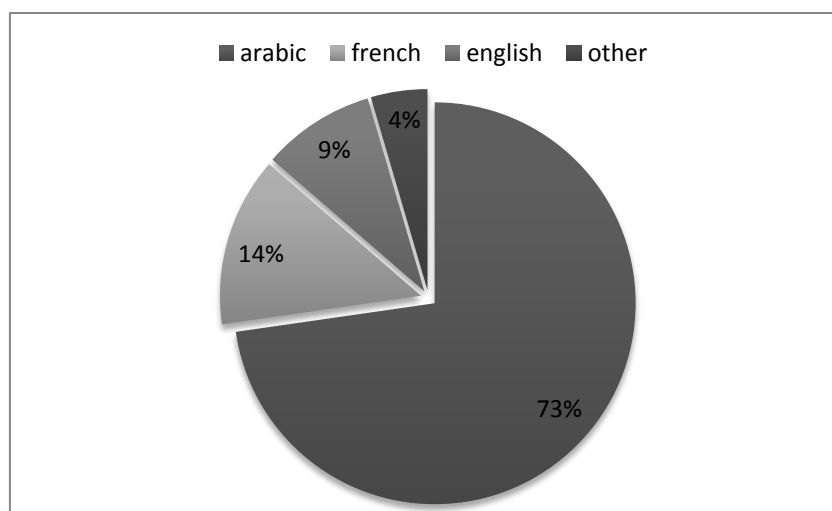
We see that the majority of students of the scientific class say that they are proficient in the French language, while in the languages class they say that they mastered it orally, but in writing it is difficult to reach the degree of perfection because its rules are difficult. The explanation we suggest in this case is one that our investigators did not fully understand the notion of "mastering".

Favorite languages

Question n°11 was asked to know students' favorite language (s). The following results show that:

- ❖ 73 % of students prefer Arabic
- ❖ 14 % of students prefer French
- ❖ 09 % of students prefer English
- ❖ 04 % of students prefer other languages

The following chart will explain the results:



Pie Chart11: students' favorite language (s).

Comment:

These results can be tailored to the data collected in charts 3 and 4. This indicates that the preferred and most used languages are Arabic, while the French language is the second most widely used.

The motivations for learning French

Instrumental motivations

This part of the study will help us figure out whether learners learn French as a module in school or whether it has a place and status inside and outside the school.

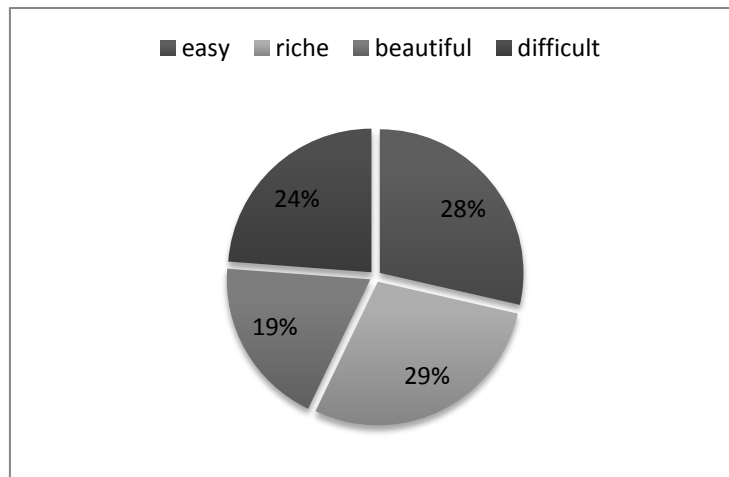
According to you, learning the French language is:

Question n°12 was asked to get students' point of view towards learning French language.

The following results show that:

- ❖ Most of the students answered positively, they find French language easy, rich and beautiful.
- ❖ 24 % of the students find it difficult.

The following chart will explain the results:



Pie Chart12: Students' point of view toward French language

Comment:

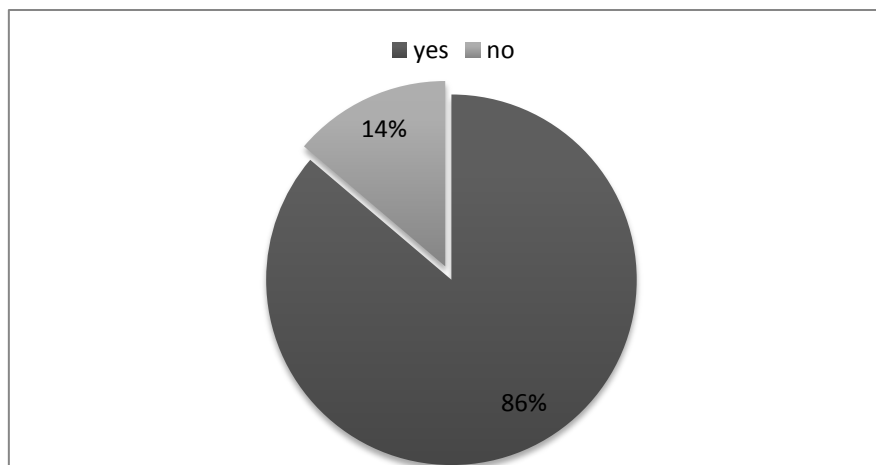
The majority of our respondents say that the French language is a beautiful and rich language, but still difficult to learn which is what we found during the survey. Several learners claim that they are attracted to people who master and speak French despite having a low level of understanding of the French language.

Do you learn French because it will be necessary during the university course?

Question n°13 will allow us to know whether it is the desire to conduct a university course without obstacles that motivate learners to acquire this language. It was found that:

- ❖ 86 % of students answered with yes
- ❖ 14 % of students answered with no

The following chart will explain the results:



Pie Chart13: Students motivation to acquire French Language

Comment:

The need to acquire a university degree makes the main concern for learners is to obtain a bachelor's degree and conduct a university course without difficulties.

The interviewed learners are aware of the importance of acquiring French language skills whose objective is to overcome any unexpected hazards during their university career especially those who are interested in scientific fields. This allows us to conclude that learners use language as a means to face the obstacles they might encounter in their learning journey.

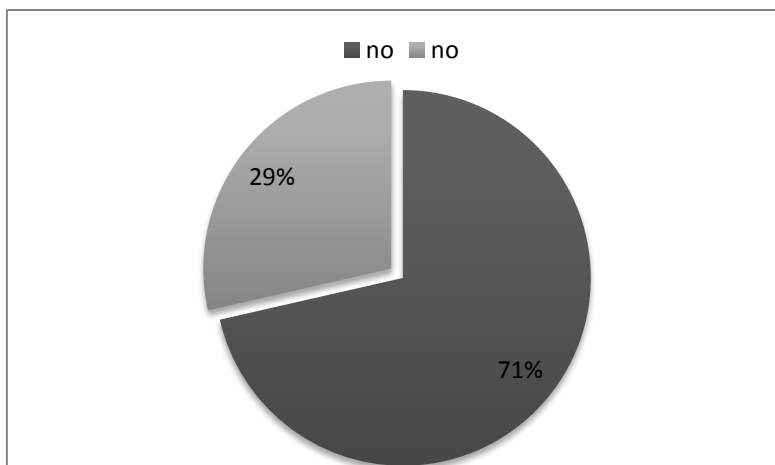
For this, we note that the vast majority of learners answered our question with "yes." This motivation must be an opportunity for teachers to take advantage of it during their teaching activities. If the motivation of these learners, in this case, is not adequately taken care of, we consider it a great loss for teaching/learning French.

Do you learn French because it's a matter of prestige?

Question n°14 was asked to know if students learn French just for prestige. The results reveal what follows:

- ❖ 71 % of students answered with no.
- ❖ 29 % of students answered with yes.

The following chart will explain the above results:



Pie Chart14: Learning French for a matter of prestige

Comment:

The question of prestige does not seem to us to be the reason why learners learn the French language, given the high rate of learners who answered "no" to the asked question.

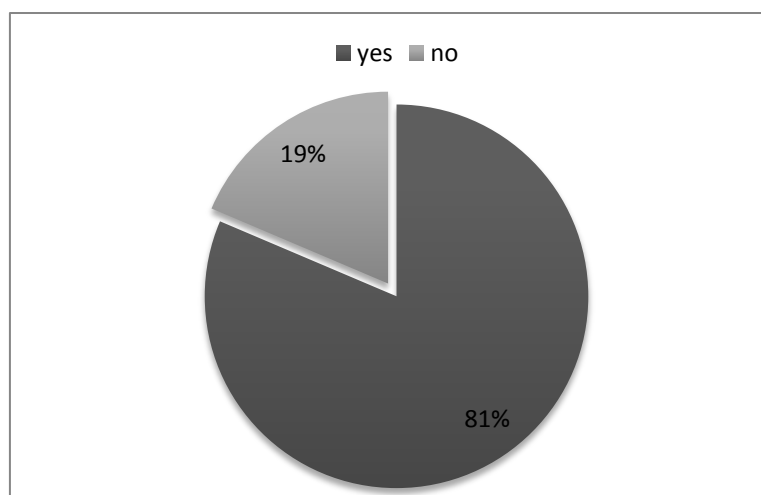
However, the main concern of learners is their future. They are therefore not interested in the French language as an instrument that would give them prestige.

Do you learn the French language to find a good job later?

Question n°15 is used to confirm learners' statements regarding motivations for learning the language is related to the professional field. It was found that:

- ❖ 81% of students confirm that learning the language is related to the professional field
- ❖ 19% of students answered negatively they do not .

The following chart will explain the above results:



Pie Chart15: learning the language is related to the professional field.

Comment:

These findings confirm that learners care more about their future. Therefore, they learn French given the role that this language plays in Algerian administrations. For them, French is the key that allows them to access to a better professional world.

2.5.2 Results and analysis of semi-structured interview

As mentioned earlier, the semi-structured interview for French language teachers in various secondary schools across the city of Saida. We will present the results of each question, followed by interpretation and analysis of the answers. It should be recalled that teachers' responses are reported as written on the copies of the interview.

Reasons for different interest in French among learners

We asked the teachers the first question to introduce the topic of the interview implicitly. We have noted that the answers pointed out by teachers, regarding the different interests of learners in learning French, are varied. And the question of language representations of learners is addressed implicitly, only by 05 teachers:

Teacher 02:”... Some find it the language of France (enemy)”

Teacher 04:”... those who are not interested believe that it is a very feminine language...”

Teacher 07: “French insecurity complex (pronunciation...)”.

Teacher 09: “When they have no knowledge, they prefer to escape with contempt for this language...”

Teacher 10: “They don't like it because they don't understand it”

However, half of the teachers did not think of learners' portrayals of French as a factor that could negatively influence the learning of French.

It is necessary that the concept of linguistic representation has a prominent place in teachers' learning outcomes. However, those with the most experience did not mention it as one of the reasons for learning. They limited themselves to mentioning reasons related to the learners' environment, teachers, and teaching programs in primary and middle school, which failed to establish a language base among learners, and to the importance of French as an essential subject for literary learners.

2. Academic and/or vocational training of teachers

Even if a teacher is perfectly proficient in the language he teaches, university and vocational training provide him with a didactic basis on which he will base his classroom practices with the aim of developing successful teaching strategies. Let us look at the results obtained, presented in Table 1, to see if the notion of linguistic representation has been included in the training of French teachers.

	Academic training		Vocational training	
	Yes	No	yes	No
Teacher 01		X		X
Teacher 02		X		X
Teacher 03		X		X
Teacher 04	X		X	
Teacher 05		X		X
Teacher 06	X		X	
Teacher 07		X		X
Teacher 08		X		X
Teacher 09	X		X	
Teacher 10		X		X
Total	03	07	03	07
Percentages	30%	70%	30%	70%

Table01: Academic and/or vocational training of teachers

Comment:

These results show that most of the teachers interviewed did not have the notion of linguistic representation during their university education (70%) and professional training (70%). This, in our opinion, depends on university teachers, responsible for teaching the modules of psycholinguistics, didactics, psycho pedagogy, or others, who perhaps did not see the interest in discussing with students, future teachers of French, this notion of representation or they were concerned with acquiring them other skills more helpful during their professional careers.

Vocational training, for its part, is also insufficient, where support for linguistic representations vis-à-vis French remains important. Teachers who have received training including the notion of representation, (Teacher 04, Teacher 06, Teacher 09), acknowledge that they use it as support in the classroom:

Teacher 04: “They tell me that we must consider the psychological aspect and use it as a didactic tool...”

Teacher 06: “The training I had, allowed me to be more positive and to have strategies to fight these issues”

Teacher 09: “I even tried to find solutions. But ... you are faced with a concrete situation that requires a great deal of patience, relevance and goodwill”

Comment:

We believe that academic training and continuing vocational training of recruited teachers would be the only way to enable both teaching poles, (teachers and learners), to go beyond traditional patterns of language teaching/learning, taking into account all the psycholinguistic factors of learners that could negatively influence teaching practices which, in turn, would influence the learning process of learners.

What conception (s) do teachers have of the influence of linguistic representations?

We asked teachers whether they are aware of the influence language representations can have on learning. We assumed two likely answers: yes or no. The results are presented in Table 02.

	Yes	No
Teacher 01		X
Teacher 02	X	
Teacher 03		X
Teacher 04		X
Teacher 05	X	
Teacher 06	X	
Teacher 07	X	
Teacher 08	X	
Teacher 09		X
Teacher 10	X	
Total	06	04
Percentages	60%	40%

Table02: influence of linguistic representations

Comment:

According to the results, 04 teachers do not realize those language representations of learners can hinder the learning process. However, Teacher 01 and Teacher 02 consider the representations as “pretexts made by the learner to conceal his learning difficulties”. As for Teacher 09, he says that "all that is foreign and difficult to learn”.

This leads us to say that it is not only the linguistic representations of learners that should be taken care of but also the representations of teachers regarding the teaching/learning of French. It would be desirable to work, during a training course for teachers, on their representations, since; apparently, they regard learners' judgments as illegitimate pretexts for breaking their didactic and pedagogical responsibility towards them.

Other teachers agree on the influence of representations on learning. Here are some quotations from their remarks:

Teacher 02:”Fortunately this does not block all learners”

Teacher 05: “they (the learners) already have a negative representation of the language”

Teacher 06: “These prejudices can change and be modified...”

Teacher 07: “In my personal experience, I believe that prejudice... blocks his learning”

Teacher 08: “Yes, but above all learning this language...”

Teacher 10: “Yes, especially in the southern region”

Comment:

Admittedly, representations of French do not trample on learning among all learners, because there are those who are motivated in the classroom. But we believe that those who experience negative representations should be taken care of during class practices. This requires a huge amount of work on the part of the teacher. However, if the university and vocational training set targets for dealing with linguistic representations about French, academic performance will be better.

4. Didactic support for linguistic representations

The answers of the teachers interviewed to the question put to them, concerning their didactic and pedagogical approaches in order to combat negative representations towards French, are limited, for the most part, to a simple awareness of the importance of French, in order to encourage learners to learn it. Indeed, they are very rare teachers who rely on implicit pedagogical approaches to deal with them.

Teacher 01: “make the student aware of the usefulness and importance of the latter (the French language) in the form of verbal advice”.

Teacher 02: “Simplifying activities is my only principle... give advice, use more effective teaching tools... play comedy, theatre...”.

Teacher 04: “Use new technologies... Search for materials that affect students' interests...”.

Teacher 06: “... adapts a positive face to all the representations that learners have”

Teacher 07: “I encourage students to familiarize with the French language through arguments in form of verbal advice...”

Teacher 08: “Reformulation of questions, use of materials accessible to understanding, Use of a simple language, use of visual audio media to motivate them.”

Teacher 09 :”...explains to them that they will certainly need the French language...”

Teacher 10: “I always repeat that" French is a spoil of war... "and I raise their awareness by talking about their future”

Comment:

The comments of the teachers who spoke of their pedagogical approaches to dealing with the negative representations of learners towards French seem to us in their insufficient majorities. MOORE(2006)stresses that “The study of representations, and especially the reflective work on them, gives rise to the consideration of the views of the interlocutors, on their learning projects in the situation, and on the focal points of the differences felt, which are analyzed here as likely to promote learning dysfunctions”(p.06).

However, some teachers have mentioned, implicitly or explicitly, the question of motivation by using ICT in French courses. It is accepted that motivation has a share of effectiveness in the classroom, but it is necessary to rely on the quality and content of the activities proposed to cope with negative representations. In other words, for learners who describe French as a difficult language to learn, we believe that simplifying activities, especially grammatical ones, can change their vision of the French language when they manage to solve tasks on their halves.

5. The didactic approaches proposed by the teachers

The teachers, for a better handling of the linguistic representations of the learners, they proposed some ideas. Here are a few:

Teacher 01: “Strengthen teacher training ... Increase the rate of cultural activities (theater, song) ...”

Teacher 03: “If we manage to motivate learners, that's already a lot ...”

Teacher 04: “Development of programs that focus on audiovisual ...”

Teacher 05: “... valuing the French language among learners is motivation in class”

Teacher 06: “The teacher would know how to arouse the interest of his pupils by the choice of subjects, supports ... as well as the objectives of his lessons”

Teacher 07: “Choose materials appropriate to the level and ambitions of the learner ... use a simplified lexicon ... use audio-visual aids ...”

Teacher 08: “... encourage learners to read”

Teacher 09: “You have to work on the fundamental basis”

Comment:

Teacher training is an ongoing and essential process. It supports the teaching of French in general, especially in this period marked by an excessive speed of technological development.

6. the arabization process in Algeria

Teacher 01: “Arabization begins to lose its status as the language of society; its process is in flagrant degradation. Society is a victim of these social networks and I think that all academic languages will lose their status”

Teacher 02: “.....Arabization cannot be achieved because the essential studies are done in French such as medicine, pharmacy, architecture”

Teacher 03: “.... the situation of Arabic is like the French language, we can consider it as a second language its place narrows only in mosque and its use through the media but in everyday life the people use and mix between dialect Arabic and the French..”

Teacher 04:”... it is very difficult to transform from one language to another especially in the administration because what carried out the Arabization they are the francophones themselves”.

Comment:

We notice from the professors' answers that the policy of Arabization has not succeeded in erasing the presence of the French language since independence. It still exists in media, administrations alongside Arabic.

7. What do you think of the widespread use of English in social media? Will this affect the use of French in the daily life of students?

One of the teachers that was interviewed claimed: "it's hard to understand this situation, let's say it's political. English and French are two foreign languages but social policy encourages French by ignoring English (no TV channel in English, no research in English, not even a daily newspaper published in English in Algeria) is a little unfair"

These were most of the teachers' answers that the French language was not affected by the presence of the English language on social networking sites because the reality is something else and the use of French still exists in Algerian society despite the development that English has reached in the world

2.6 Conclusion

In this chapter, the results of our survey allowed us to identify the linguistic representations made by learners regarding the French language and the motivations for learning the French language. Indeed, we found that the French language has a place in the linguistic representations of learners. The representations pointed out the difficulty of this language, especially when it comes to learning it. This leads these learners to set goals that trigger multiple motivations related in particular to the learners' background and working life.

Of course, as most teachers suggest, motivation could stimulate the desire to learn French, by implementing high-performance teaching tools such as ICT. But linguistic representations deserve reflexive work. They should be integrated even into the objectives and taken into account in the learning activities they propose.

CHAPTER THREE

Recommendations and Perspectives

3.1 Introduction

3.2 Language Learning and Teaching

3.3 Applications in Teaching

3.4 Conclusion

3.1. Introduction

This chapter is essentially concerned with exposing and discussing the necessary aspects to reinforce and support the use of a second language. It therefore, attempts to provide some recommendations which the researcher consider as quite useful to support our problematic.

In Algeria, French has the status of second language. This language has been maintained and the number of its users has increased substantially since independence. Despite the Arabisation that has been going on for several decades, the use of French is still relevant and fulfils a privileged function in higher and technical education where courses are mainly taught in French. This fact is often problematic for newcomers to the university who are forced to pursue complex studies in a language they often have insufficient knowledge. For this reason, this paper aims at providing some methods and recommendations to take advantage of French as a language and not because it was related to the oppressors.

3.2 Language Learning and Teaching

The acquisition of a second language, however, may be neither necessary nor inevitable. Those for whom a second language may be necessary or highly desired for normal social functioning may benefit from practicing the strategies and skills developed by children learning their native language. One of these skills that children develop that coincides with the development of their language skills is the skill of perspective taking. The benefits of developing and using perspective taking skills are many, as are the reasons for using perspective taking in learning and teaching a language. People learning a second language go through many of the same stages and have a similar goal: effective social interaction with people who use the target language. Social functioning is enhanced, social skills, empathy, ethics, conflict management, and ethnocultural understanding.

3.3 Applications in Teaching

Several researchers and educators have recommendations for activities in class or training that promote perspective taking. Three general advantages to using perspective taking exercises with students are: increased awareness and deeper intellectual understanding of others' situations, experiencing the same reactions and feelings as others, and developing the ability to analyze situations and put them in a more universal context. Most of these activities and suggestions are not designed specifically for use in language teaching; however, many ways for adapting them are presented.

To begin with, Mertz and Lieber recommend using the "Believing Game" in class, which they claim "invites us to be more flexible, to recognize that everyone has 'a piece of truth.' Believing helps us move beyond 'black and white' absolutes to more tentative opinions, more original interpretations, and solutions that truly consider all points of view". In the Believing Game, students are asked to listen to or read one person's point of view while keeping their minds open to believing and accepting those ideas as truth. They then discuss and ask questions in order to more fully understand and accept that point of view. Only after they summarize the main tenets of the position can they start doubting and critically analyzing the position. Several more perspectives can be presented after that and the same process can be followed. At the end of the activity, students can report what they learned, if they were surprised by any of the information presented, and whether they found certain values or concerns common to all perspectives. This process includes many opportunities for language teaching and practicing. Initially, there are opportunities to have students read, listen to, or even present a point of view on a topic. During this process, teachers can introduce or explain unfamiliar vocabulary and expressions. The ensuing discussion gives students a chance to use new words and expressions, to practice various discussion skills, to learn ways of asking and expressing their ideas, and, perhaps most importantly, to deepen their understanding of a

certain point of view and the way of thinking that led to that point of view. Teachers can assess students' understanding by having them write a summary of the arguments supporting that point of view and then allow them time to practice their critical thinking skills by analyzing the position. This can be done individually, in groups, with partners, orally or in writing. Other perspectives can also be presented.

Some other suggestions for using perspective taking include having students watch a video or listen to a tape and report how the person in the video or on the audio tape feels.

Students could also be asked to write about a typical day in the life of someone in a photograph, story or video.

These activities give students practice with language and also practice in thinking about the way other people may feel or live their lives. Another type of activity involving perspective taking is watching someone think aloud in order to observe the thought process. Additional activities that can be done in class are role playing about a single topic from various points of view or analyzing news stories from different perspectives. Either of these can be done orally or in writing and can give students the chance to see other sides of issues that may usually be presented from an accepted or mainstream point of view.

All of the above mentioned activities and exercises can be adapted to fit the needs and levels of the particular language learning group being taught. They all require language and communication skills in their performance in addition to offering glimpses into the minds of others.

Concept-based instruction: It has been shown to be an effective means of enabling learners to use language effectively and creatively (Lantolf&Poehner, 2014). What is needed, however, is for teacher education programs to prepare teachers to implement instructional programs that take account of C-BI principles in their language classroom.

We recommend that teacher preparation for C-BI requires extensive and intensive preparation through activities that first challenge teachers' current beliefs about language and about how they carry out language instruction before they engage in actual classroom practice.

3.4. Conclusion

Learning to communicate meaningfully and successfully in a language other than our own is not an easy task. As learners, we need to try to understand the way people who use the target language think and see the world. As teachers, we need to give our students encouragement and opportunities to explore other perspectives. As administrators, we need to espouse the benefits of perspective taking and implement programs that include such goals and activities. Ultimately, being able to see the world through someone else's eyes provides advantages ranging from better social functioning to better corporate decision making. If all people practiced seeing themselves, other people, the world around them and the relationships among these from a variety of perspectives, perhaps we would find a more tolerant, respectful, compassionate, and peaceful society

**GENERAL
CONCLUSION**

General Conclusion

In the opening of this research, we said that the work on the status of second language is numerous, which is why we paid special attention to the notion of motivation in learning a languages. From a theoretical point of view, the conceptual tools requested are those provided by sociolinguists and didacticists.

Many studies have indicated learning language helps enhance the cognitive abilities of humans, that way the concept learning is an important step in learning second language. Learning it is an effective strategy for motivation of learners toward second language in Algeria. To answer our problem, we developed a questionnaire for the third year learners of Abdelmoumen secondary school in Saida. We distribute copies to learners. All of them are participants. To have the second language on the development of learners attitude and reasons of learning language. We would like to recall our hypothesis as provisional answers to our problem. Learners show that learning second language is beneficial and helpful. The research tries to show and describe pattern of teachers and learners second language use in Algeria. In this aspect, the pivotal questions that through this study were about the Algerian linguistic situation. Namely the use of French language in Algerian school, and even the culture aspects with regard to where this language coverage the Algerian society. And also in learners attitudes and motivation toward second language learning.

The research put forward a number of hypotheses under describing and analyzing. It examined the influence of French colonialism on the Algerian education system and assessed to what degree of French language used by learners.

The framework of this study considered on three chapters. The first chapter was a description of the sociolinguistic situation in Algeria in general and the status of learning and teaching French as a second language in particular. The second chapter dealt with the data analysis and data interpretation that were collected through two main tools : the questionnaire

and the semi-structured interview. This data collection was followed to provide an in-depth insight into the problematic being examined. In order to address the research questions in this work, during data collection process taking 21 students of secondary school as case of study and a good number of their teachers (10 teachers) at Abdelmoumen secondary school in Saïda.

In the third chapter of this study, some recommendations and methods were suggested in order for teachers and learners to be able to benefit from learning languages especially the case of French in Algeria.

The assumptions we made in the introduction section are validated by the answers we obtained. Indeed, the results of the survey revealed to us a part of the reality of teaching and learning the French language in Saïda, particularly as regards to the representations of the French language among secondary school students in that region and their motivations. and how these multiple influences can be beneficial for an effective and efficient teaching-learning process in Algerian classrooms taking into account, the status of French not only in schools but also to the Algerian speech community.

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APPENDICES

Appendix I
Student's questionnaire

The aim of this study is to investigate Students' attitudes towards French language. We would be very grateful if you answer the following questions as your answers may help teachers and educators to understand your needs and to overcome any difficulty in learning languages.

Age.....

Gender:

Male Female...

1- What language(s) do you speak at home?

.....

2- Do you speak French at home?

Always Sometimes Rarely Never

3- What is your language of study?

Elementary Arabic French Arabic/French English

Middle Arabic French Arabic/French English

Secondary Arabic French Arabic/French English

4- How do you use these languages?

French Always Sometimes Rarely Never

Arabic Always Sometimes Rarely Never

Tamazight Always Sometimes Rarely Never

5- Do you like reading in French (novels, newspapers, magazines...)?

Yes No

If no, why ?.....

6- According to you, learning the French language is :

Easy Medium Difficult Very difficult

Appendix II
Questions of the interview with teachers

Age

Years of experience.....

The quality of the diplomas acquired

- 1- Why do you think there are students who are interested in the French language in the classroom, while others do not care about it?
- 2- Do you think that the prejudices of the learners with regard to the French language "language of the colonizer, language difficult to learn" negatively affect the teaching/learning of French?
- 3- How do you deal with negative representations about the French language?
- 4- During your training (university and/or professional), did you receive guidance from the trainers to combat certain negative stereotypes regarding the French language?
- 5- What do you propose to make French more valuable to learners?
- 6- According to you, what are the advantages of teaching French to our children?
- 7- What do you think about the future of the teaching of French in Algeria?