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***ASPECTS OF BILINGUALISM IN AN ALGERIAN  
CONTEXT:  
Case of First-Year Students at Ibn Khaldoun University of Tiaret***

*Extended Essay Submitted in Partial Fulfilment of the Requirements for a  
Master's Degree in  
Advanced Studies in Contemporary Linguistics*

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## Dedications

First and foremost praise be to Allah, as many as He has created, as large as the expansion, and as varied his blessings have been.

My deep appreciation goes to my "**parents**" who are grateful to seeing me here.

A very loving thank to my "**husband**" for loving and supporting me from the beginning of this work.

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## **Abstract**

Bilingualism is a pervading sociolinguistic phenomenon that has characterized Algeria for many decades. Indeed, along with Arabic, French continues to be used in various domains such as administration, education and particularly in some streams of higher education. In Ibnkhaldoun University of Tiaret , researcher aimed at investigating such phenomenon among students studying in the department of Arabic . Therefore, through gathering and analyzing data by means of a questionnaire, we attempted in this study, to show the extent to which Standard Arabic and French are used in the university context first, by exploring the main reasons that stand behind students' linguistic low achievement and second, by detecting whether their different attitudes towards French affect their linguistic performance in the context of their studies.

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## **List of Acronyms and Abbreviations**

AA: Algerian Arabic

CA: classical Arabic

CM: code mixing

CS: code switching

FLN: front de libération nationale

Fr: French

H: high

L: low

MSA: modern standard Arabic



## General Introduction

Trying to answer these questions, the following hypotheses have been set up:

1. Poor exposure towards French is considered as one of the major reasons behind this linguistic handicap.<sup>1</sup>
2. It is assumed that because students display negative attitudes towards French, they show a kind of linguistic deficiency.<sup>1</sup>

There are three chapters in this research paper. The literature review takes up the first chapter. It covers some essential topics related to bilingualism and its unavoidable consequences, such as code switching, code mixing, and borrowing.

The second chapter examines Algeria's current sociolinguistic condition. It contains a summary of the most important sociolinguistic phenomena that characterise Algerian society. It also gives an outline of the Algerian speech. Algeria's sociolinguistic situation is complicated due to the country's multilingual populace. In fact, a wide range of languages and dialects are involved, including Arabic, which has two unique varieties: Standard Arabic and Algerian Arabic (AA), as well as Berber and French. On the one hand, the Algerian community's sociolinguistic and sociocultural facts completely refute the notion of Arabization, while on the other hand, the French language and culture continue to have an impact. As a result, many sociolinguistic phenomena such as bilingualism and its inevitable outcomes namely code switching, code mixing and borrowings, in addition to the well-established phenomenon of diglossia, have emerged when two or more languages come into touch.

The current study project examines the state of Algeria's several languages or dialects, as well as the disputes that exist between them. As a result, the primary goal of this study is to investigate the country's multilingual situation in order to learn more about the amount of Arabic and French utilised by Biology students at Ibnkhalidoun University of Tiaret, having a particular focus on the situation of French in the educational sphere, notably in higher education, and collecting accurate information from students about their experiences. the amount of French people that utilise it and how they feel about it The following research questions are proposed in light of this viewpoint:

1. What are the primary causes of students' low linguistic achievement in the French language?

2. How does a student's attitude toward French affect his or her linguistic performance?

community's linguistic environment by focusing on the country's history as well as current challenges. Finally, the chapter discusses some flaws that have emerged from the Arabisation policy. 2

The third chapter is devoted to both quantitative and qualitative analysis in addition to the interpretation of the data we have collected from our major and unique research instrument namely the questionnaire. 2

## **1.1 Introduction**

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A huge percentage of the world's population speaks and understands multiple languages. Someone speaking a specific language can be identified as a member of the group to which he or she belongs. Bilingualism has always been a fascinating topic for linguists, psychologists, anthropologists, dialectologists, and sociolinguists as a global phenomena. In fact, more than half of the world's population speaks two or more languages in various situations. Indeed, sociolinguists did not stop at defining the term bilingualism; they also sought to understand the consequences that result from the interaction of two languages in real-life settings.

This chapter begins by discussing the phenomenon of diglossia, and then moves on to bilingualism, which is the focus of our research, and its various kinds, as well as important results such as code mixing, code switching, and borrowings.

## 1.2 Diglossia:

One of the social elements that influences language change is diglossia. It is described as the use of two separate dialects of the same language for two distinct sets of tasks. Ferguson (1959:336), described as the "Father of Diglossia," originally introduced diglossia in the English literature of sociolinguistics in his well-known article "Diglossia" in 1959. Diglossia is stated by Ferguson as:

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

**Ferguson (1959:336)**

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Ferguson identifies the two varieties as compartmentalised when he first uses the phrase in 1959, since they are held in different venues and for different purposes. The superimposed or formal variation is referred to as H, whilst the spoken dialect or less formal variety is referred to as L. In some instances, only H is appropriate, whereas in others, L is more appropriate.

Table.1.1 Situations for H and L in Diglossic Communities. (Adapted from Ferguson, 1959:236)

TypesOfDiscourse	HighVariety	LowVariety
Sermonin churchor mosque	X	
Instructionstoservants, waiters, workmen, clerks		X
Personalletter	X	
Speechinparliament, politicalspeech	X	
Universitylecture	X	
Conversationwithfamily, friends, colleagues		X
Newsbroadcast	X	
Radio		X
Newspapereditorial, newsstory, captiononpicture	X	
Captiononpoliticalcartoon		X
Poetry	X	
Folkliterature		X

Function, prestige, literary history, acquisition, standardisation, stability, grammar, lexicon, and phonology are among the nine main categories through which the high and low varieties become distinguishable..these rubrics serve as the foundation for establishing disparities between H and L in diglossic cultures.

This phenomenon allows us to consider another sociolinguistic phenomenon, worthy of consideration, called 'bilingualism'.

### 1.3 Definition of Bilingualism

The concept of bilingualism has been studied from different perspectives by different scholars because of its complexity and because of its important role in the determination of variations and changes in the language system. Therefore, definitions of bilingualism vary widely depending on the angle they are approached.

When trying to answer the question 'What is bilingualism?' Baetens-Beardsmore's, (1982:1) argues that "Bilingualism as a term, has open-ended semantics". Bilingualism has long been viewed as the equal mastery of two languages. Thus linguists' definitions of bilingualism are divergent and since the beginning of its study in the 20<sup>th</sup> century, subject specialists did not agree on a single definition of bilingualism.

Some scholars like Bloomfield and Grosjean state that a bilingual person is the one who has the ability to speak two languages fluently, that a bilingual person should master the two languages in possession, Bloomfield (1935:56) considers a bilingual as someone having a "native-like control of two languages." In other words, a bilingual speaker has not only to master his two languages but also to use them almost like a native speaker. In this respect Grosjean (2008:10-11) states:

**The "real" bilingual has long been seen as the one who is equally and fully fluent in two languages. He or she is the "ideal", the "true", the "balanced", the "perfect" bilingual. All the other (in fact, the vast majority of people who use two languages in their everyday life) are "not really" bilingual or are "special types" of bilinguals; hence the numerous qualifiers found in the literature: "dominant", "unbalanced", "semilingual", "alingual", etc.**

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However Some sociolinguists disagree with this definition and refuse to use the term "native like control" to describe bilingualism because they believe it only requires a basic understanding of one of the four language skills (listening comprehension, speaking, reading, or writing) in addition to the mother tongue. For example Myers-Scotton (2006: 3) says that "Being bilingual' doesn't imply complete mastery of two languages." She adds that "speakers are rarely equally fluent in two languages." (ibid).<sup>6</sup> This indicates that even if people are equally proficient in both languages, they choose to utilise one. Other linguists, such as Mohanty (1994a), were also interested in the individual level. He believes that a bilingual's competence should be assessed within a specific community and context. Mohanty (ibid: 132) claims that:

<sup>2</sup> Quoted in Hamers and Blanc (2000:7)



## 1.4 Kindsof bilingualism

A bilingual or multilingual individual is someone who can communicate in more than one language. Because there are several types of bilingualism, a brief description of each is provided below.

### 1.4.1. Coordinate vs. Compound Bilingualism

Two semantic systems and two linguistic codes make up a Coordinate bilingual. This sort of bilingualism usually refers to someone who has learned two languages in different situations.

A compound bilingual, on the other hand, has one semantic system but two language codes. It usually refers to someone who is learning two languages at the same time.

### 1.4.2 Early bilingualism vs. late bilingualism

An early bilingual is a person who learned two languages as a youngster and who typically receives systematic training/learning of a second language before the age of six. This sort of bilingualism is further divided into two types: simultaneous early bilingualism, which entails learning two languages as a "first language," and concurrent late bilingualism, which entails learning two languages as a "second language. «Consecutive or successive early bilingualism means learning one language after having already acquired his/her mother tongue.<sup>7</sup>

Late bilingualism refers to bilingualism in which the second language is learned after the age of six or seven, particularly during adolescence or adulthood. Late bilingualism is a type of sequential bilingualism that develops after the learning of the first language, or after the time of language development in childhood.

This is also what sets it apart from early bilingualism. A late bilingual uses his/her experience to learn a second language after mastering the first

### 1.4.3 Passive vs. Active Bilingual

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Certain modalities, particularly in respect to the two basic abilities, might be used to classify a bilingual person as passive or active (Listening and speaking). It's possible that a multilingual person understands a second language but lacks the ability to use it productively. A passive bilingual is someone who can understand but not speak a second language, whereas an active bilingual is someone who can communicate successfully in the other language and has receptive skills even if he or she cannot read or write.

### **1.4.4 Subtractivevs. AdditiveBilingualism**

When learning a second language interferes with learning a first language, it is referred to as subtractive bilingualism. It occurs when the second language takes the place of the first, as it does in the case of immigrants. As a bilingual person learns his or her second language,

His or her first language fades away. Learning a second language does not interfere with learning a first language in additive bilingualism. Both languages have a good level of development. Bilingual people continue to develop cognitively in their first language while they learn their second language.

### **1.4.5 Balancedvs. UnbalancedBilingualism**

Balanced bilingualism refers to someone who is more or less equally proficient in both languages, but who is not automatically regarded a native speaker in both languages in that domain. Unbalanced or dominant bilingualism, on the other hand, is defined by a dominance of skill in language use; this refers to someone who favors one language over the other in a certain subject.

### **1.4.6 Equilingual VS Subordinatebilinguals**

If such a person exists, the perfect or Equilingual bilingual masters both languages equally well and is comparable to a native speaker of each. This is considered the most restricted kind of bilingualism. Subordinate bilinguals, on the other hand, are persons who have learnt a second language but cannot understand it without the support of their first. Such people will translate the words coming from the second language into their native tongue and then they should be able to understand them.

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Table 1.2 A Summary of psychological dimensions of bilinguality (Adapted from Hamers & Blanc, 1983:26)

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

## 1.5 Outcomesof Bilingualism

Bilingualism is a sociolinguistic phenomena that is seen to be the most significant result of language communication. This has a number of results, which are classified as code-switching, code-mixing, and code-borrowing.

### 1.5.1 Code-switching10:

Scholars have offered a variety of definitions for code switching, which is one of the results of bilingualism and occurs when a bilingual individual can switch between languages or language variations. CS has piqued the interest of many academics, and as a result, it has been researched from various angles. The act of switching between two or more languages is described as this phenomena. The word refers to the simultaneous employment of two separate languages or codes in a discourse in sociolinguistics.

There is a general disagreement among linguists and sociolinguists about an exact definition concerning CS and each scholar defined it differently. Poplack (1980:224), for example, defines CS as “The alternation of two languages within a single discourse, sentence or constituent, which in balanced bilinguals is governed by both extra linguistic and linguistic factors”.

Gumperz (1982:59) another prominent sociolinguist refers to the term as «the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems”. In this definition, Gumperz (ibid) insists on the fact that CS occurs, not only between languages, but also 10between dialects of the same language. In this line of thought, Myers Scotton (1993: vii) uses CS as a cover term and says that CS refers to “alternations of linguistic varieties within the same conversation”. She also maintains that “...all code choices can ultimately be explained in terms of such speaker motivations.” (ibid: 113).

According to Milroy and Muiyken (1995:07) code-switching is “the alternative use by bilinguals of two or more languages in the same conversation”, they state that sometimes CS

Occurs between turns of different speakers in the conversation, or sometimes between utterances within a single turn. CS can even occur within a single utterance Milroy and Muiyken (ibid) remind us that CS is “a cover term that includes different form of bilingual behavior”.

Hudson (1996: 52) says that “The switches between languages always coincide with changes from one external situation to another”. He (ibid: 51) adds that CS is:11

**Anyonewhospeaksmore thanonelanguagechooses between them according to circumstances, the first considerations; of course, is which language will be comprehensible to the person addressed; generally speaking, speakers choose a language which the other person can understand.**

Romaine (1995:121) says “I will use the term ‘code’ here in a general sense to refer not only to different language, but also to varieties of the same language as well as styles within a language”.<sup>11</sup>As a result, this phenomenon can apply to a range of scenarios in which a bilingual person uses more than one language or language variant in addition to his home tongue.

### **1.5.1.1 Types of code-switching**

Within one discourse, according to Romaine (1995), there are three patterns of code switching: situational, metaphorical, and conversational. There are several theories about the different types of CS. The first is intersentential switching, which occurs between sentences and involves a switch between two separate sentences with no conjoining. This type may also occur between the speakers’ turn. Myers Scotton (1997:03) says that: “Intersentential CS switches involve switches from one language to another between sentences: a whole sentence (or more than one sentence)”.<sup>11</sup>

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Switching of phrase, noun, or adjective within a clause or sentence border is an example of this sort of CS. Poplack (1980) divides CS into four categories: between verb and adverb, Noun and adjective, complete sentence An auxiliary and a verb, as well as a single noun and an interjection. The second type of switching is intra-sentential switching, which occurs within a clause or sentence and is considered the most difficult type of switching. It occurs inside the same sentence, for example, in complement clauses and coordinating sentences. Myers Scotton (1997:04) states that: “intra-sentential switches occur within the same sentence or sentence fragment”.

The last one is tag-switching, which has to do with a tag's inclusion. It refers to the transition from a second to a first language of a tag phrase, a word, or both. This form of code flipping is fairly straightforward and does not necessitate a thorough understanding of both languages.

Tag switching means: “[...] the insertion of a tag in one language into an utterance which [...] is in the other language” (Romaine, 1995: 22).<sup>12</sup>This type of CS is considered as the most useful. Tag switching also involves discourse markers such as: “well, ok, right” and interjections.<sup>12</sup>

### **1.5.1.2 Patterns of Code Switching**

Blom and Gumperz (1972) define two types of code switching patterns: situational and metaphorical code switching. The first pattern happens when the language spoken varies depending on the situation in which the conversants are. In other words, they speak one language in one context and another in another. It also refers to the employment of distinct codes in different scenarios, such as when one code is used in one situation and another in another reason, as Hudson (1996: 52) says, “The switches between languages always coincide with changes from one external situation to another”.<sup>12</sup>As a result, situational CS entails both changing the topic and changing the context of the interaction. Another type of CS is metaphorical code-switching, which is based on the employment of two languages in a single social situation and participants' decision to code switch at a specified point during a conversation. Hudson (1996: 23) says in this respect: “it is the choice of language that determines the situation. In fact, metaphorical CS is used to emphasize a point or to draw

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someone's attention because the speaker switches to achieve a special communicative effect.

Later on, Gumperz (1982) develops the concept of metaphorical CS and introduces another term, " conversational CS". According to him ( 1982 : 75- 84 ) , conversational CS has various features like : quotations , addressee specification , interjections , reiteration , message qualification and personalization versus objectivization ( Yleyinen , 2004 : 17 ) . In fact, conversational CS is not guided by a change in the context or situation; it is rapid, and used for communicative purposes.

## 1.5.2 Code mixing

Several linguists have attempted to describe code mixing, which occurs when the conversant uses both languages to the point where they switch from one to the other during a conversation. Kachru (1978:28) defines CM as: "the use of one or more languages for consistent transfer of linguistic units from one language into another and by such language mixture developing a new restricted and not restricted code of language interaction."

Furthermore, some linguists claim that there is no distinction between code switching and code mixing (Eastman, 1992). As a result, CS and CM are seen as bi-products of bilingualism. Other scholars, on the other hand, disagree with this viewpoint. For example, McClure (1978:7) defines CM as follows:

**The individual's use of opposite language element by community. It occurs when a person is momentarily unable to access a term for a concept in the language which he is using but accesses it in another code or when he locked a term in the code he is using which exactly express the concept he wishes to convey.**

It's vital to distinguish between CS and CM because the latter addresses grammar-related concerns, whilst CS does not.<sup>14</sup> Crystal (1997: 66) views that code – mixing «involves the transfer of linguistic elements from one language into another»<sup>3</sup>. Therefore, CM is the change from one code to another by using one language or more in the same conversation,<sup>14</sup> Algerian students in the French department, for example, frequently blend French and Arabic in their interactions with their classmates.

<sup>3</sup>Quoted in Walwadkar, 2013:45



## 1.5.3 Borrowings

As previously stated, CS and CM both involve mixing languages in speech, whereas borrowing includes mixing systems. Borrowing is the process of incorporating an item from one language into another.

Borrowing is distinguished from code-switching by several sociolinguists. Gumperz (1982), for example, claims that CS contains sentence fragments from one language, whereas borrowing entails following another language's morphological and syntactic standards. Gumperz (ibid: 66) states that:

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

Borrowed items may occur in children's speech as well as adults' speech. Borrowed items can also be considered as a consequence of laziness, fatigue, or emotional stress, a fact which leads to forgetting the correct term. However, borrowing does not always play a negative role in that, borrowers sometimes choose items from another language because they are more appropriate (Hoffmann, 1991).

In general, people borrow items to express notions or ideas for which there are no equivalent terms in their native tongue. According to Hornby (2005: 69) borrowing is: "a word, a phrase, or an idea that sb [some body] has taken from another person's work or from another language and is used in their own". Rajend et al. (2009: 270) views borrowing as: "a technical term for the incorporation of an item from one language into another. These items could be words, grammatical elements or sounds". Borrowing also involves the adoption of individual words or even large sets of vocabulary items from another language or dialect (Appel Muysken, 1987).

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Borrowing is defined by Haugen as a circumstance in which people accept new elements into a language or dialect by transferring them from another language or dialect. In this regard, he asserts (1989: 22):

**If he [the speaker] reproduces the new linguistic pattern, NOT IN THE CONTEXT OF THE LANGUAGE IN WHICH HE LEARNED THEM, but in the context of another, he may be said to have 'borrowed' them from one language to another. The heart of our definition is then THE ATTEMPTED REPRODUCTION IN ONE LANGUAGE OF PATTERNS PREVIOUSLY FOUND IN ANOTHER.<sup>4</sup>**

The borrowing language is the recipient language, while the foreign language is the source language, as in the Arabic term algebra, which is borrowed into English. Arabic is the donor language, and English is the recipient language, according to Winford. The most prevalent and obvious reason for borrowing is a financial emergency. Speakers may be required to relate to unknown concepts for which their language provides no equivalent.

<sup>4</sup>Capitalization in the original text.

## 1.6 Languageattitudes

The word attitude comes from the Latin word aptitude, which meaning action-based aptitude. One of the most important aspects of language engagement is the concept of language attitudes. In truth, the importance of a language in a society and within an individual is decided by the attitudes of its speakers. However, attitude is an essential concept in the explanation of social behaviour.

Broadly speaking, an attitude is an opinion or a general feeling about someone or something. Traindis (1971) defines it as: "a manner of consistency toward an object."

Depending on the sociocultural behaviours of males and females, attitudes about a language may change. Another important influence is the educational environment in which linguistic attitudes are formed.

The study of language attitudes is complicated since it is based on ideas that are divided into two categories: behaviourist and mentalist. According to the behaviourist viewpoint, an attitude must be investigated by analysing a person's reaction to specific language. Crystal (1997:215) states that attitudes are: "the feelings people have about their own language or the languages of others."17In this line of thought, attitudes represent feelings and tendencies in behaviour across a variety of contexts.

17The mentalist view, on the other hand, sees attitude as an internal state that can lead to specific types of behaviour. Williams (1974:21) defines the term attitude as: "an internal state aroused by stimulation of some types and which may mediate the organism's subsequent response."17However, there are a number of other factors that might influence linguistic attitudes, including a person's competence, language history, and cultural background. Baker (1992:11) defines attitude as "external behaviourinferred." He claims that: "attitude often manage to summarize, explain and predict behaviour." Similarly, Baker (1992) makes a connection between attitude components that are presented in the following figure

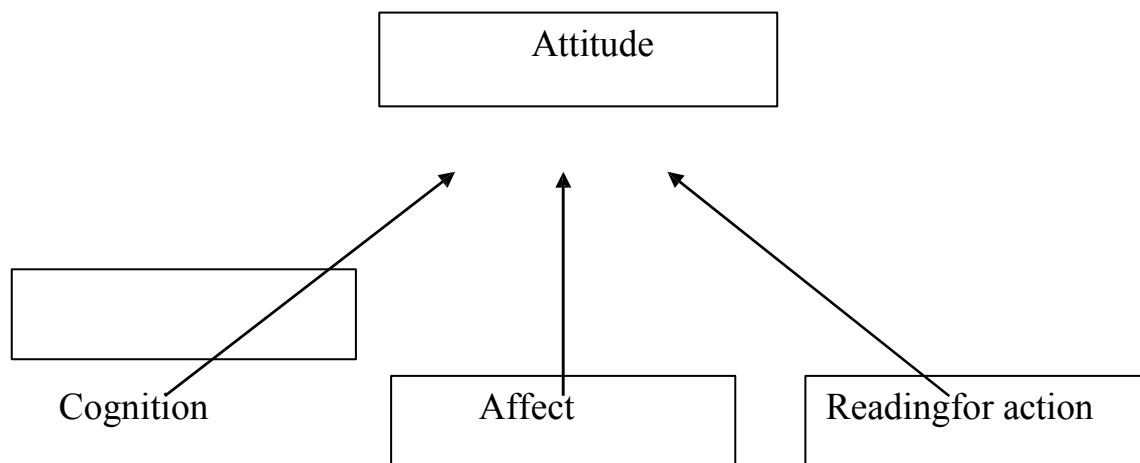


Figure 1.1 the hierarchy of attitude and its components (Adapted from Baker, 1992).

## 1.7 Conclusion

Language divergence appears to be dependent on language use in all societies. We've tried to describe several sociolinguistic phenomena including diglossia, bilingualism, code switching, and code mixing in this chapter. The goal is to determine how language or language varieties are blended in a particular speech group.

18 The phenomena of bilingualism, as well as its unavoidable consequences, have been discussed in this chapter. Bilingualism is significantly more complicated than simply comparing the vocabulary or grammar of two languages. In terms of bilingualism's consequences, this chapter has discussed the definitions of key terms such as code switching, code mixing, and borrowing. The former relates to a person's ability to switch

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from one code to another, whilst the latter refers to the mixing of systems itself. Finally, the next chapter will focus on Algeria's sociolinguistic status.



### 2.1 Introduction

Algeria's contemporary sociolinguistic situation is marked by its complication, with three languages coexisting: French, Arabic, and Berber. Languages have a variety of origins, but they are all considered to be part of the Algerian culture. This section of the Algerian chapter focuses on the Algerian educational system today. Because Algerians speak a variety of languages, sociolinguistic phenomena such as diglossia, bilingualism, and code switching may be visible in the diverse Algerian linguistic environment. As a result, Algeria might be termed an bilingual and diglossic society, with individuals speaking both Arabic and French, and due to the coexistence of several dialects. Individuals speaking both Arabic and French and dialects coexisting. This chapter delves into Algeria's history, as well as the impact of . It also includes a brief overview of Algeria's current linguistic situation, including the Algerian language repertory, French, and bilingualism French colonization, the Arabisation process, and the Algerian educational system. . It also includes a brief overview of Algeria's current linguistic situation, including the Algerian language repertoire, French, and bilingualism .

### 2.2 The French colonialism and its impact

When the French colonized Algeria in 1830, they tried to destroy the personality of Algerians including their culture and language. Algerians were at that time proud of their language, Arabic, the language of Islam which was taught in many places like Mosques, medersas and zaouiya. The French attempted to eliminate this patrimony and to abolish the Arabo-Islamic culture completely. In this respect Queffélec *et al.* (2002) admits that the educational system of Algeria which is based on Islam religious, was the fast target that the French colonialism decided to destroy.

**The educational system of pre-colonial Algeria based on Religious principles of Islam constituted the foundation of the An Algerian society whose religious aspects he regulated, Cultural, social, economic and political. His importance was such that in the proper functioning of society it was the first target of the colonial army which eliminated almost all Schools (Qur'anic schools, medersas) and Religious buildings (zaouia, mosques)<sup>5</sup>(Our translation).**

22The French authorities portrayed themselves to the native people as bearers of science and progress in order to gain control of the country, and this control was most obvious in the sphere of education. During the early years of colonization, France had two main goals: first, to eradicate the Arabic language, and second, to bring French culture into the society. As a result, French colonization closed mosques since the vast majority of them taught citizens Arabic, and then they introduced Arabic as a second language. Then they introduced Arabic schools, where both Arabic and French were taught at the same time, effectively combining the two languages. This was one of the first stages in French policy, namely, the establishment of traditional Medersas, an Arabo-French school. As a result, after 1880, the French government closed all of these schools and replaced them with French schools. Algerian families saw this as a direct attack on their faith, and they stopped sending their children to these colonial schools. Algerians were proud of their Arabic language, but others were forced to send their children to French schools in order to study the enemy's language and use it against them. Since 1938, French has been the official language of colonial Algeria, and Arabic has been a foreign language, but the illiteracy rate has been above 90% since the country's independence in 1962. In addition, some Algerians improved their French skills.

Algeria had to deal with a slew of cultural issues after independence as a result of those historical events, including the country's language choice. Because Algeria is a country with multiple languages, including Berber, Arabic, and French, it is necessary to reconstitute the national identity. The Algerian government had to decide on a single national language. As a result, the Algerian government argued that MSA would benefit those with a French



education, and the idea of adopting Berber as the official language was rejected on the basis that it does not have the same cultural prestige as Arabic. As a result, the Algerian government argued that MSA would benefit those with a French education. MSA must be adopted since it connects the society to its glorious history as well as other Arabic-speaking communities, and it is also the language of the Qur'an. However, because many educated elements were taught in French, the French language continues to be employed in numerous fields such as education and administration.

### **2.3 The Arabisation process**

Algeria was subjected to a one hundred and thirty-two-year period of colonisation. During this time, colonialism did everything it could to eliminate Arabic as a working language in Algeria and replace it with French. Algeria experienced a significant linguistic difficulty following independence and as a result of French rule, where different languages and dialects coexisted for many years. Algeria was a multilingual country with four official languages: Classical Arabic, Arabic, French, and English. It is mostly regarded as the language of Islam. The French language that was the dominant language and the main language taught in schools, Dialectal Arabic, was the mother tongue of most of the population, used in everyday life and which differs from one region to another, and finally The Berber language that was the mother tongue of a sizeable minority of the population, used principally in Kabylia, Aures and Mزاب regions. 23

After independence, one of the most important goals of the Algerian government was to return to Algerian culture, including the national language, and in order to reclaim its Arabo-Islamic cultural identity and national personality, Algeria needed a language that represented it and allowed it to be united. Moreover, Algerians desired to reclaim the Arabic language even before independence, as evidenced by Ben Badis' famous quote, "Islam is our religion, Arabic is our language, Algeria is our country." We will see that Algeria is only regarded an independent country if it has its own currency. These are the circumstances. To attain this purpose, the government uses a process known as "Arabisation," which is the official term for the introduction of standard Arabic at various levels throughout Algeria.

## Chapter two: The Linguistic Profile of Algeria

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The Algerian speech community had to go through a process to reclaim its identity, and it served numerous reasons. One of them was to get rid of anything that had anything to do with French imperialism and to restore the language that advocate MSA as the state's official language. In fact The political goal would be to replace French with MSA and to bring the Algerian people together after 132 years of instability, war, and identity loss.

Due to the long-term coexistence of different languages and dialects in Algeria, having a single acceptable language would be beneficial. This method was required after independence, but it was not an easy task to complete and was not as straightforward as it initially appeared due to two key factors: the first one is the powerful impact that French had left among the Algerian people i.e. the colonial cultural impact, the second factor is related to teaching in Algeria where more than 80% of the population were illiterate and in the initial implementation of the Arabisation process, teachers were not qualified enough to teach Arabic and it took time to train them.

This policy has gone through several stages of implementation. Algeria's first president, Ben Bella, initiated the policy of linguistic Arabisation in primary schools in order to reintroduce standard Arabic in education and public administration, stating that the national language would be taught in parallel with the French language at the start of the school year (1963). The Front of National Liberation Congress (FLN) assists in speeding up the Arabisation process at school in June 1964, mostly with the help of Middle Eastern teaching staff and educated persons who acquired their education in Qour'anic schools.

Since 1964, the majority of teachers have been from Egypt and Syria. The government wants to make sure that Arabic is taught as a literary and poetic language, as well as a proper tool for thinking. Since it became the medium of instruction for the first years of primary school in the school years 1964-1965, MSA has gained a significant status, but French has continued to be used in a wide range of language functions, including government, administration, law, education, science, technology, journalism, and many other functions. French was considered as a necessary tool for the acquisition and comprehension of modern technique.

In 1968, President Houari Boumediene imposed Arabisation on the civil service ordering all civil servants to learn and then to work in MSA.<sup>24</sup> By the end of 1968, the third, fourth,

and fifth grades in primary schools, as well as law schools, had been largely Arabized, while literature and history had been completely Arabized. However, Algeria's political society has been divided as a result of the colonial past and the Arabisation agenda. As a result, two intellectual groups have emerged in Algeria:

First, Arabophones, gave priority to Arabisation as they learned Arabic in Qur'anic schools which was called 'Medersas',<sup>25</sup> Because of their pure Arabic education, they are more devoted to Islam and less open to the modern world. The 'Arabisants,' as they were known in French, had a negative attitude toward the French language, but they could understand many French words and expressions. However, they could neither speak nor read French.

Francophones,<sup>25</sup> This second group reflects persons who learnt French under colonialism and were dubbed "Francisants" or "Froncophones" as a result of their French education. These individuals had superior French control and were regarded ideal bilinguals since they could read and write in French.

### **2.4 Today's linguistics situation in Algeria**

Algeria is still characterised by the coexistence of various languages that are completely different, Arabic and French, fifty-five years after winning independence. The Arabic language has several different variations, including Algerian mother tongues and French.

Algerians have always had contact with other foreign populations at various times throughout their history. The Algerian language was affected by European languages. Since Oran was controlled by Spanish invaders for three centuries, this has been the case in the west of the country. In Algeria, however, the French had the most impact.

For the past hundred years, three languages (French, Arabic, and Berber) have coexisted in Algeria, and they continue to do so. All three languages have distinct origins and little historical in common. Despite the fact that they are expressions of opposing movements within the socio-cultural heritage, they are all part of Algerian culture.

### 2.5 The language repertoires of Algeria

Algeria was heavily impacted by the French, according to Queffélec et al. (2002: 11-13), since it was originally attacked by the Phoenicians, certain countries' civilizations The Romans were followed by the Byzantines, Arabs, Turks, and lastly the French.

#### 2.5.1 Arabic

Arabic is a Semitic language can be classified into four categories: classical Arabic, Modern Arabic, educated spoken Arabic and Algerian Arabic.

Because it is the language of Islam and the sacred Qur'an, CA is a true religious emblem. MSA, on the other hand, is a modernised form of Classical Arabic, with essentially identical phonological, morphological, and syntactic norms.

Furthermore, AA is also known as vernacular Arabic or colloquial Arabic; it is the mother tongue of the Arabic people. The majority of Algerians speak this language. This range reflects the folklore. Popular music, storytelling, and other forms of popular culture According to Taleb Ibrahim (1995:33), respect:

**These Arabic dialects constitute the mother tongue of the majority of the Algerian people (at least for those who are originally Arabic speakers), the language of the first socialisation, of the basic community. It is through it that the imaginary and the affective universe of the individual is built up.<sup>7</sup>**

#### 2.5.2 French

During the colonial period, French was the official language. However, in Algeria, it is regarded as the first foreign language. The bulk of the populace spoke this language fluently, especially prior to and shortly after independence. Furthermore, the French language had

## Chapter two: The Linguistic Profile of Algeria

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and continues to have a significant impact on Algerian linguistics. Dendane (2007:133) claims that :

<sup>7</sup>The original text reads as follows: « (ces dialectes arabes constituent la langue maternelle de la majorité du peuple algérien (du moins pour les arabophones d'origine), la première langue de la première socialisation, de la communauté de base. C'est à travers elle que se construit l'imaginaire et l'univers affectif de l'individu.

**The most salient feature in AA resulting from contact with French is reflected in a kind of continuum with borrowings at one end and codeswitching at the other.**

From this, we may deduce that French is part of the Algerian sociolinguistic landscape.

### 2.5.3 Berber

It is also known as Tamazight, and it is the official language of the Berber people of North Africa. Algeria has lately awarded Berber the status of both national and official language. According to Forstag (2008:96):

**Relations between Berbers and Arabs will probably perpetuate as a low-intensity political conflict. Berbers will continue to demand equal cultural status in Algerian society and politics, while Arabs will view any substantive concession as the devolution of state progress.**

In other hand, Since ancient times, Berber has been regarded Algeria's native language. In addition to Mzabi dialect, various Berber dialects are spoken in Algeria, such as kabylia, the Auras, and the Sahara (Tuaregs). Ennaji (2005:96) states the following in this regard:

**In Algeria, there exist four major Berber dialects. First, there is 'kabyle', which is spoken in the area of kabylie, near Algiers and Bougie. Second, there is the Shawi dialect by the population of Aures, north of Constantine. Third, there is a Tuareg dialect, which is a variety that is largely used in the extreme south of Algeria. Fourth, there is the Mzabi dialect in Ibadhits, notably in Ghardaia.**

Though Berber has been reorganized as a national and 'joint' official language alongside Arabic in the Algerian state, it is spoken by a minority population.

### 2.6 Arabic and the Algerian mother tongues

In Algeria, there are three major languages: Arabic with its different varieties: CA, MSA, AA, French, and Berber representing the native language of 20 percent of the population in Algeria. For instance, an accent refers to phonological variation from region to region like in the pronunciation of /q/ which realised /q/ in Algiers, /g/ in Aïntemouchent /ʔ/ in Tlemcen, /k/ in Jijel and /ts/ in Ghazaout.

As previously mentioned the Arabic language consists of Classical Arabic, the language of the Qur'an, Modern Standard Arabic, a modernised version of CA, it is the language of literacy of Islam and of Arabic nationalism. Colloquial Arabic has developed in all Arab countries; this has led to a situation of diglossia in the whole Arab world.

In fact, a minority of the Arab population is able to handle the standard form of Arabic comfortably. This has a great impact on the educational sphere and on literacy in general.

Meanwhile, Arabic is becoming the dominant language at the written as well as the oral level. However, AA consists of a large number of dialects. It was influenced by a lot of languages such as Turkish, Spanish, and especially French. Benmoussat (2003:108) claims that:

**In comparison with Arabic, Algerian dialectal Arabic demonstrates large-scale borrowing from the French language and reduction in the sense that the grammar, phonology, and lexis contain a small number of items and processes that those found in Arabic. However, in some instances, the patterns of disjunction between Arabic and Algerian dialectal Arabic go far beyond the levels of phonology, morphology, word order and phrase structure.**

Algerian Arabic represents the mother tongue of the majority of the Algerian people. However, Algeria consists of a national language, the French, as forcing



## Chapter two: The Linguistic Profile of Algeria

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language and Algerian dialects, each having different functions that related to the social context.

### 2.7 French and bilingualism

Algerian bilingualism denotes particular linguistic characteristics. It is practised in different ways by the majority of Algerians, by intellectuals as well as illiterate people. A further aspect of Algerian multilingualism is observed in a lot of daily conversations among youngsters. Very often, elements from Arabic or French, Berber/French, or MSA/ French are mixed in a conversation to such an extent that it is impossible for either an Arab hearer or a French listener to identify the spoken language. At present, bilingualism in Algeria is viewed as an unstable situation. It is a temporary state because of the promotion of MSA by the mass media and the Arabisation programme, i.e., Arabic is substituting French in almost all domains, especially the scientific domains like medicine and technical streams. Such a process has been described as subtractive bilingualism by Lambert (1978).

Algerian Arabic–French bilingualism emerged during the French colonial period in Algeria. As previously stated, Algerians were exposed to French language and culture. French colonisation aimed to combat Arabic education. They had complete control over the teaching of Arabic and encouraged the public to learn the language. French is the language of culture and knowledge.

As a result of being sent to French schools with French people, bilingualism began when Algerians came into touch with the French language at school. Algerians, on the other hand, learned French and were fluent in it, but they were aware that it was their second language rather than their native tongue. Bilingualism has become the rule rather than the exception in Algeria, and it is found practically everywhere, but it varies by location. Furthermore, we may conclude that practically all Algerians are bilingual to some extent.

### 2.8 Arabisation and the Algerian educational system

Algeria absorbed the most colonial impact since the colonisers dominated numerous spheres such as education, administration, and business, and they aimed to destroy Algerian cultural identity and remould the country along French lines through a programme of cultural imperialism.

Following independence, the government set out to re-establish Algerian identity. MSA has been designated as the state's official language by policymakers. Algeria needs a language that reflected it and allowed for national unification. By designating MSA as Algeria's official language, the authorities hoped to restore the country's national character and personality. The Algerian administration aimed to arabize the entire Algerian linguistic community and bring them together by utilising a single language.

In the late 1960s, the government of President Houari Boumediene decided upon complete Arabization as a national goal, and began the first steps to promote Arabic in the administration and at schools. Arabisation was introduced progressively in schools starting with the primary school and in social science and humanities subjects it was only in the 1980s that Arabic began to be introduced as the language of instruction in some grades and some subjects at the secondary level. 33

Qualified Arabic teachers were nearly non-existent. Other roadblocks included the pervasive use of French in state-run media and the government's and urban society's persistent preference for French as the working language. Students who received an education in Arabic quickly realised that their chances of finding work were slim without proficiency in French, contributing to widespread public mistrust of the curriculum.

As important as these conflicts were, the true opposition came from two groups: bureaucrats, technocrats, and Berbers, or, more precisely, the Kabyles. French was the medium of modernisation and technology for the urban elite. Their grasp of the language ensured their sustained social and political significance by facilitating access to Western commerce and economic development theory and culture.

Arabisation primarily affected primary and secondary education in 2007, although French maintained a greater social status in university education and is the language utilised in scientific studies. From the fourth year of primary school until the last year of secondary school, French was taught as a foreign language in 2002. In high school, French is still employed in exact sciences, medical sciences, and technical subjects. Some specialist fields provide French courses, while others offer Arabic ones. Almost all students in certain disciplines prefer French classes. In Algeria, about 60% of university students are educated in French.

Some politicians believe that Algeria's educational system's Arabisation agenda is to blame for the reduction in bilingualism and the resultant semi-bilingualism among students, notably in scientific fields. Benmoussat (2003:106) explains:

The Arabisation programme has succeeded in achieving one of its goals at the educational level, but not at the social level, because French is still used and exists in various fields like as science, business, and tourism.

### 2.9 Conclusion 34:

When considering Algeria's language situation, we can see that it is a very complex domain. Algeria has a diverse linguistic landscape due to its multiple languages. It is also called a bilingual and diglossic community because residents communicate in a variety of Arabic dialects. Because of its great influence, the French language has a significant presence in Algeria, resulting in code switching, which has become a common occurrence in Algerian society. However, just because Algerians use some French words in their everyday speech does not indicate they are multilingual. These bilinguals may have a strong or weak command of the French language, depending on a variety of social factors in Algerian culture.

The main languages spoken in Algeria are Arabic, French, and Berber, which we have discussed in this chapter.

To conclude, in this chapter we have also discussed Algeria's sociolinguistic situation, which is marked by a variety of sociolinguistic phenomena such as diglossia, bilingualism, and code switching.



### 3.1 Introduction

This chapter is concerned with the description of the methodological procedures. First, it presents the sample population that has been chosen for the present research. After that, it deals with the research tool, the questionnaire used to collect our data. Furthermore, it analyses and interprets the learners' proficiency level in French. Furthermore, the data collected were analyzed both qualitatively and quantitatively. In other words, the present chapter seeks to answer the research questions by confirming or disconfirming the research hypotheses.

### 3.2 Research objectives

The purpose of this chapter is to discuss the data that were gathered from the questionnaire selected as a sociolinguistic research instrument. This research paper aims at finding out some reasons that stand behind Biology students' educational low achievement, to check the amount of French use from the part of these students and whether their attitude towards French affects their linguistic performance.

### 3.3 The participants' profile

## Chapter Three: Data Collection and Analysis

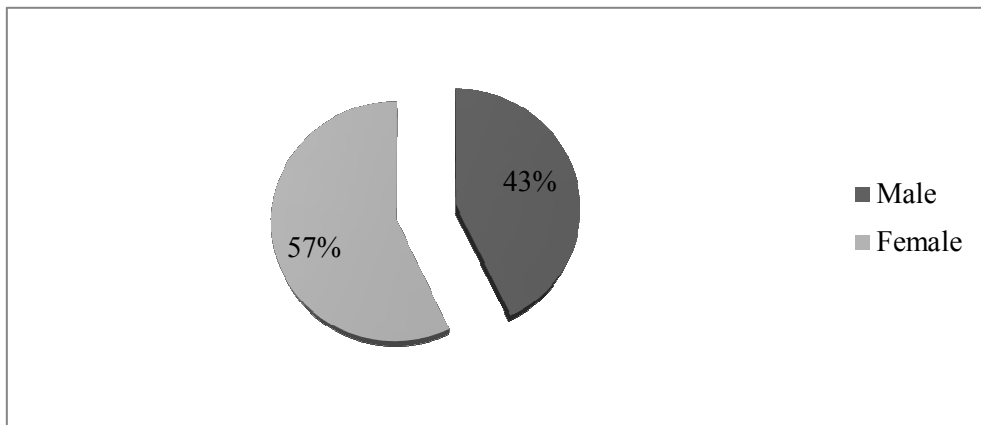
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The informants to whom the questionnaire was addressed were 1st year students from different gender (males and females) at Tiaret university centre, coming from different urban and rural areas. Their age varied between 18 and 23 years old. These students dealt with Arabic and French from the primary school, until the university. In fact, a sample of 40 students were chosen as a sample from the department of English . The informants were selected randomly, i.e., there were no specific features from which the 40 students have been selected. 37 Consider the following table and its corresponding pie-chart

and graph in which the classification of the sample population by gender and age are explained.

Table 3.1 the sample population.

Age group	Male	Female	Total	Percentage
18-19	8	9	17	42.5%
20-21	6	14	20	50%
22-23	3	0	3	7.5%
Total	17	23	40	100%
Percentage	42.5%	57.5%	100%	



Pie-chart 3.1 the sample population by gender

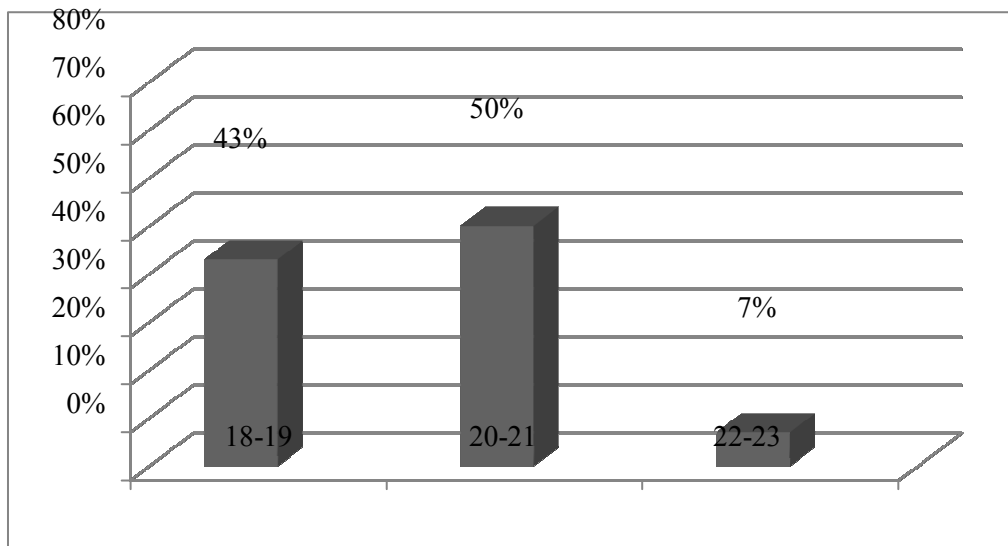


Figure 3.1 the sample population by age.



### 3.4 The questionnaire as a research tool

In order to gather reliable data, the questionnaire has been used as a research instrument in order to gather the maximum information in a short period. The information gathered from this questionnaire will be analysed both quantitatively and qualitatively.

First of all, a questionnaire can be defined as a research instrument that involves a string of questions planned to gather information about a certain topic. For Seliger and Shohamy (1989:172), the questionnaire is considered as: "printed forms for data collection, which include questions or statements to which the subject is expected to respond, often anonymously." The questionnaire may have closed-ended questions including 'yes'/'no' items or open-ended questions like asking about informants' thoughts or viewpoints.

The questionnaire in this research work was written in MS A to avoid any bias and prejudice; it was also divided into two sections: the first section aims at providing general information about the participants including aspects such as: gender, age and place of living. It was also anonymous in order to give the participants a kind of freedom when providing their answers. The second section contains 10 questions that tackle three related criteria in order to answer the main research questions relating to the study.

### 3.5 Data analysis and interpretation

As already stated, the questionnaire used in the current research was divided into two sections. The first section aimed to gather general information about the respondents; their age, gender, and their origin. The second section is composed of 10 questions in order to examine three related criteria: the setting of French language acquisition, the frequency of its use in daily life as well as in the university, and exploring the different attitudes towards it.

**3.5.1 The context of the French language learning**

In order to tackle this point, we have devoted the first three questions of the questionnaire to determining the language that students master better, the language variety used by their parents in everyday speech, then students were asked to select the context that suits them better to learn the French language.

Q1: Which language or language variety do you master better?

Table 3.2 Language mastery (French vs. MSA)

Sex	Females		Males	
Answers	French	MSA	French	MSA
	10	13	3	14
Percentage	25%	32.5%	7.5%	35%

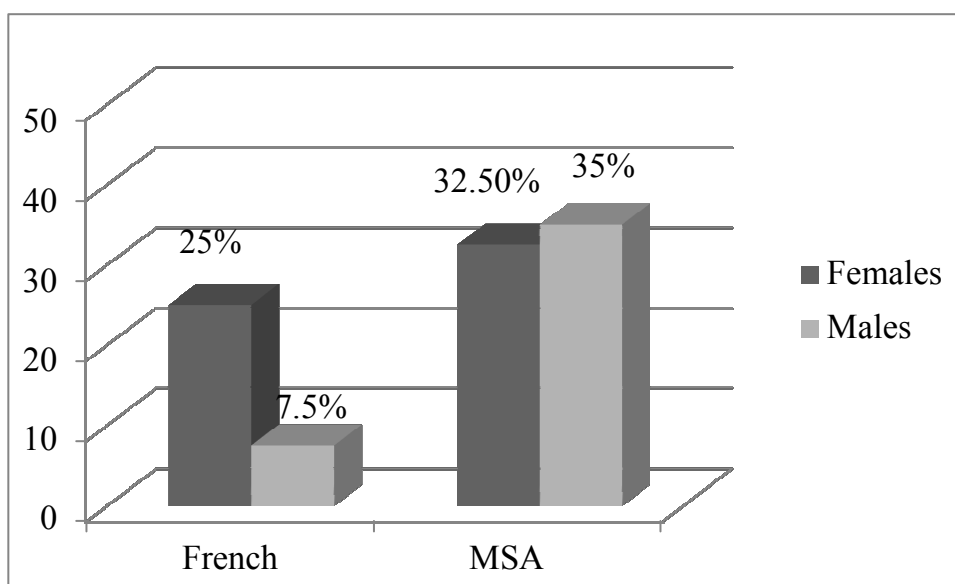


Figure 3.2 Language mastery among biology students.

The table and the graph above represent the students' mastery of the two languages at play taking into consideration their gender. The results show that MSA

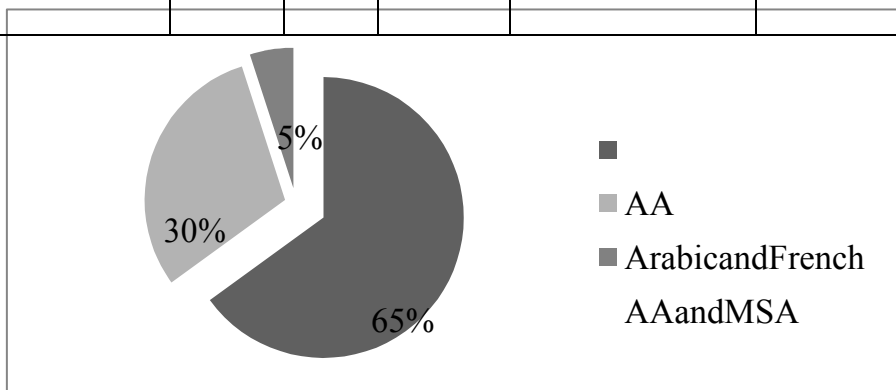
ismore dominated and appreciated by males in comparison with females who show higher level in French. For males, MSA is the language that any educated person has to master, while girls said that MSA is harder than French since it is more used in formal situations, such as administration and universities.

But as expected, the language in which most students show higher mastery is MSA, since it is the language used officially as a medium of instruction during all their previous levels, while French which is considered as the first foreign language, has been learned along with MSA since primary education. However, some of them rating 25% for females and 7.5% for males claimed that they have a good command of French because they like using this language. Therefore, the results confirm, largely your hypothesis which stipulates that students are less proficient in French in comparison with MSA.

Q2: Which language or language variety do your parents use in their everyday speech?

Table 3.3 Parents' language use in daily speech.

Language	MSA	AA	French	Arabic and Fr	AA and MSA
Parents	0	26	0	12	2
percentage	0%	65%	0%	30%	5%



Pie-chart 3.2 Parents' language use in daily conversations.

In the second question, the participants were asked about the language that their parents use in every day speech. It has been shown from the results that AA is the variety mostly used in every day interaction (rating 65%) since it is their mother tongue. 12 informants (rating 30%) said that their parents use a mixture of AA and French. 2 other informants (rating 5%) reported that their parents use both AA and MSA, and no one asserted that their parents use neither French nor MSA. An interesting point that had been highly noticeable is that 10 persons that use both Arabic and French are from urban areas, particularly Ain-Temouchent and Beni Saf, and consequently their children acquire French easily since they are introduced to it more frequently than those who are exposed to French only in the context of their studies. In other words, the majority of those who live in rural areas claim that their parents use either AA or AA and MSA, and as a result, they show higher mastery in MSA than French.

Q3: Please, select the context that suits you better to learn French, by ordering your choices from the most to the less effective one?

Table 3.4 Effective learning context of French.

Context	Family	Reading	University	Internet	TV
Frequency	32	32	40	36	14
percentage	80%	80%	100%	90%	35%

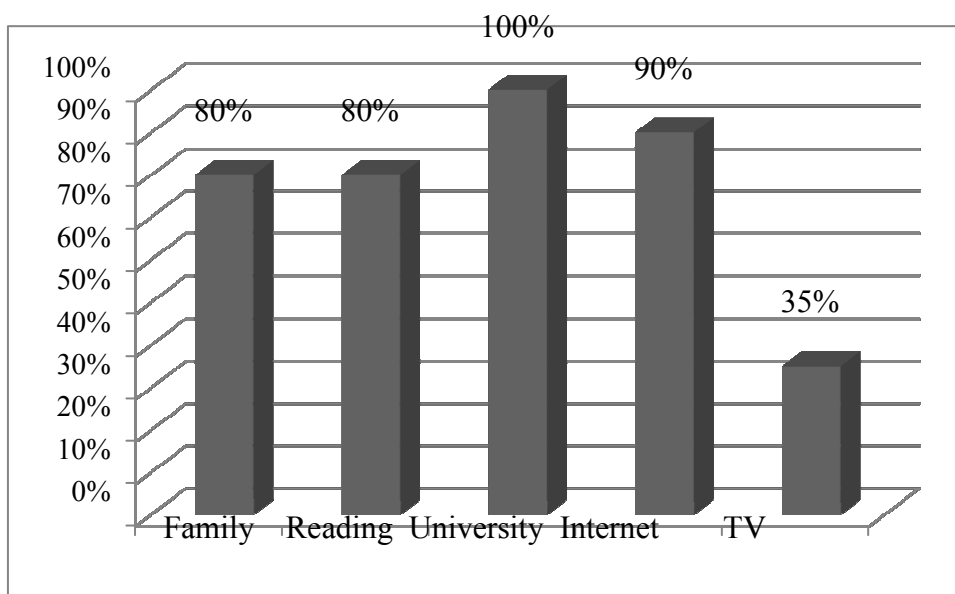


Figure 3.3 Effective learning context of the French language.

In this question, we have provided students with some environments where the French language learning could take place; we also asked them to choose the context that suits them, ordering their choices from the most to the least effective one.

The data presented in the table above and its corresponding graph show that there is a general agreement about the fact that French could be learned at the university level; a great number (rating 90%) confirmed that the internet is an effective context to learn this language. Reading and the family contexts come at the third place in terms of suitability, while just a few of them (35%) considered TV programmes as an effective context.

### 3.5.2 The context of the French language use

In this section, we have tried to measure the students' frequency of use of French in daily speech as well as in university classes. We have also included a self-evaluation using the following questions.

Q4: How would you rate your frequency use of French in your daily speech as well as university classes?

Table 3.5 French language use in daily speech

	Always	Often	Sometimes	Rarely
Answers	4	12	16	8
Percentage	10%	30%	40%	20%

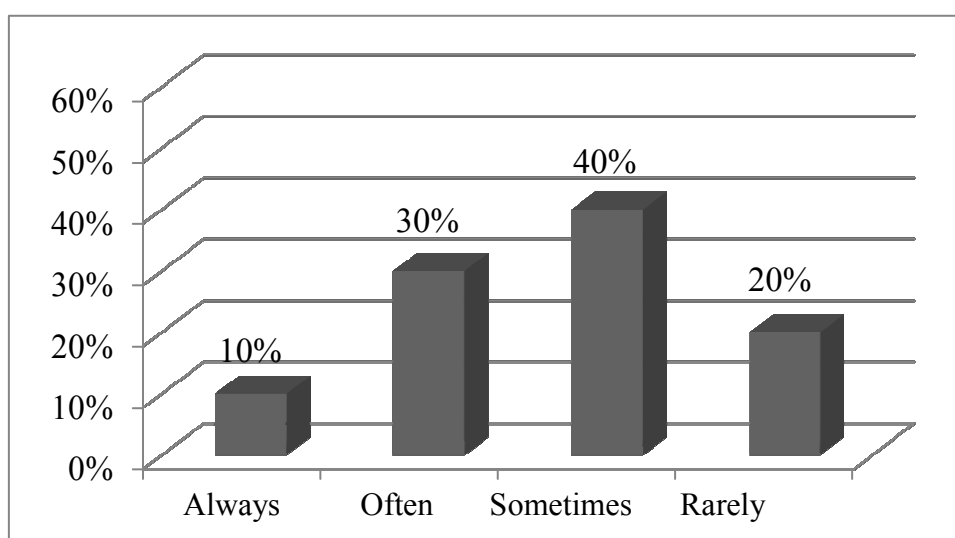


Figure 3.4 Students' French language use in daily speech

Table 3.6 French language use at university classes

	Always	Often	Sometimes	Rarely
Answers	18	12	6	4
Percentage	45%	30%	15%	10%

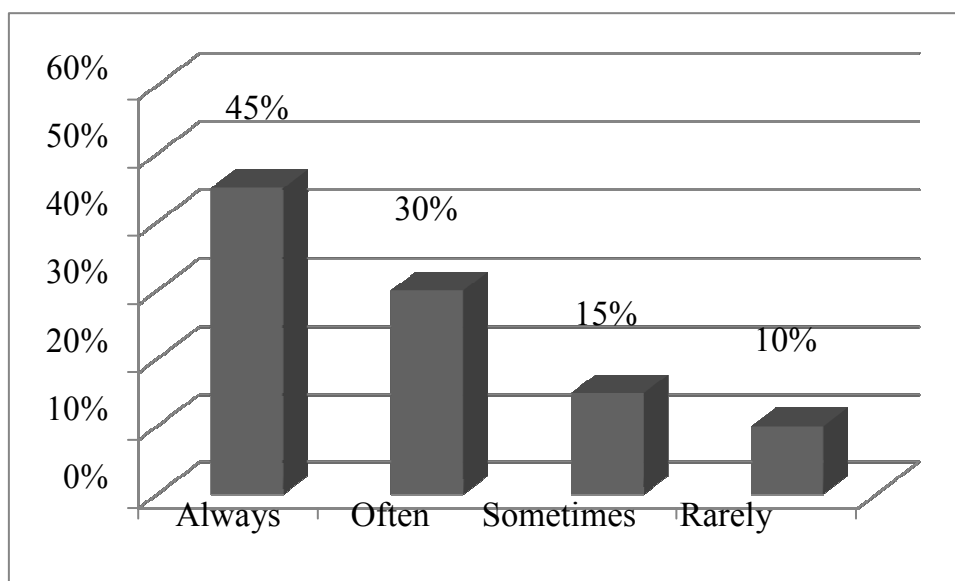


Figure 3.5 Students' French language use at university classes.

In the fourth question, students were asked to rate their French frequency use in both daily life and university classes. Therefore, the results show that in daily speech, 40% of the students sometimes use French, 30% claimed that they often use it, while 20% said that they rarely use it, and just 4 of them (rating 10%) reported that they always use French in everyday speech. On the other hand, and in the context of the university classes most students (45%) said that they always use French. This could be explained by the fact that these informants show better proficiency in French and that they display positive attitudes towards it.

Q5: Do you incorporate some Arabic expressions when conversing in French?

Table 3.7 Arabic frequency use in a French conversation

	Yes	Often	Rarely	No
Arabic use	14	12	8	6
Percentage	35%	30%	20%	15%



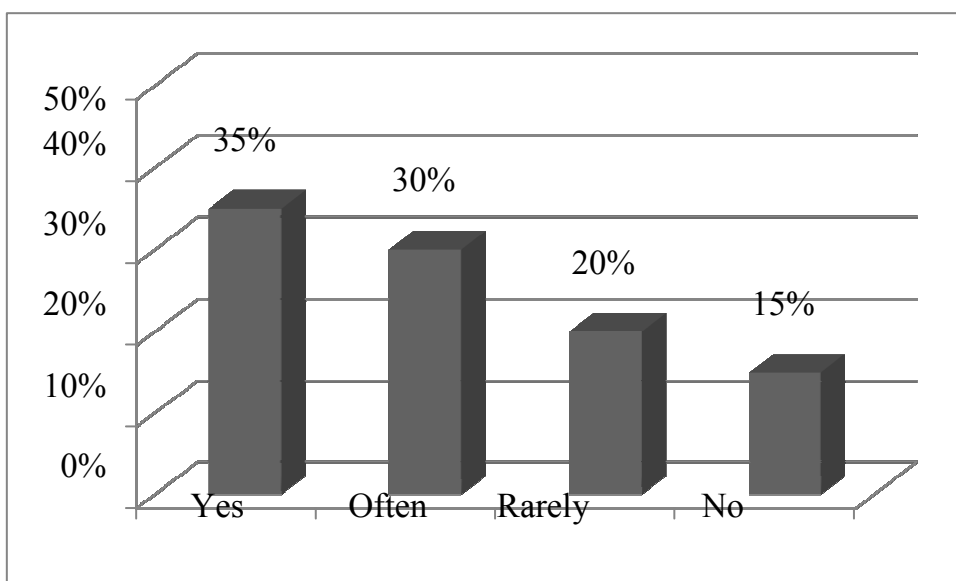


Figure 3.6 Frequency of Arabic use in a French conversation.

In fact, the results obtained from this question have confirmed our hypothesis suggesting that students really exhibit linguistic problems in French. Only 15% claimed that they do not use Arabic expressions while conversing in French. However, 20% said that they rarely use it, while the majority incorporates Arabic expression when conversing in French especially boys. According to the results obtained, girls integrate less Arabic expressions when they are involved in a French conversation than boys.

Q6: In which language or language variety do you prefer watching movies, listening to music and using the internet?

Table 3.8 language choice in watching movies, listening to music and internet use

	Watching movies		Listening music		Internet	
	answers	percentage	answers	percentage	answers	percentage
MSA	10	25%	2	5%	4	10%
AA	6	15%	18	45%	4	10%
French	24	60%	20	50%	32	80%

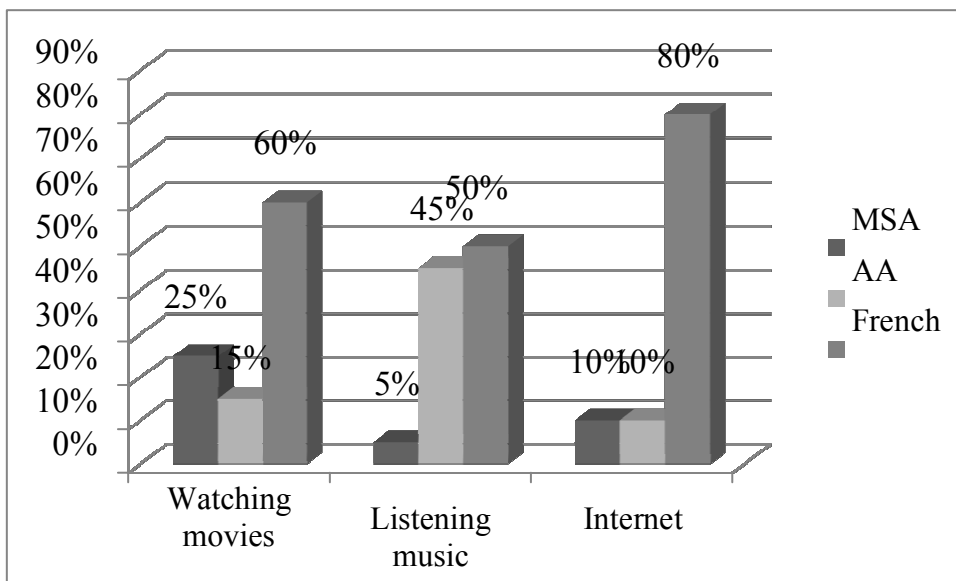


Figure 3.7 Language choice in daily activities.

In this question, we have provided students with some daily activities, and we asked them to choose in which language/or language variety they prefer to accomplish them. The data presented above show the positive attitudes that students have towards French in the three activities suggested. Students, indeed, claimed that they favour French either when watching films, listening to music or chatting on the internet.

Q7: Would you like to self-evaluate your competence in the French language, especially when considering the four skills?

Table 3.9 Students' competence in French

	Very good		Good		Average		Weak	
	answers	percentage	answers	percentage	answers	percentage	answers	percentage
Speaking	2	5%	8	20%	28	70%	2	5%
listening	10	25%	14	35%	13	30%	4	10%
Reading	14	35%	21	50%	6	15%	0	0%
Writing	14	35%	14	35%	12	30%	0	0%

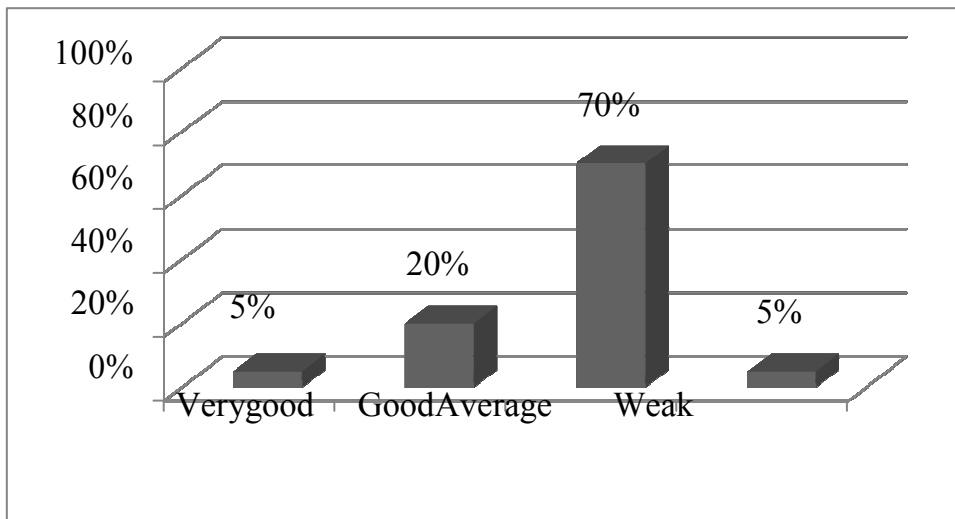


Figure 3.8 Students' competence in speaking French

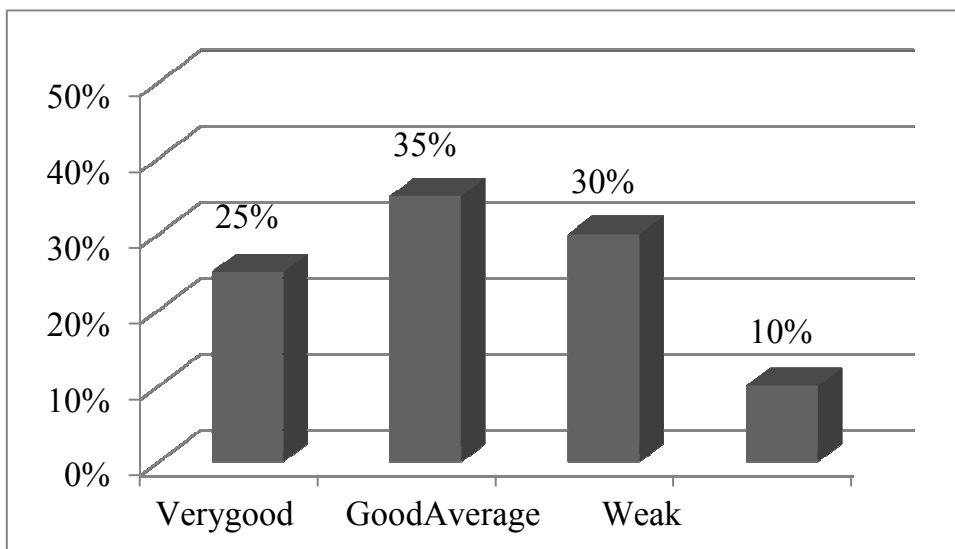


Figure 3.9 Students' competence in understanding French

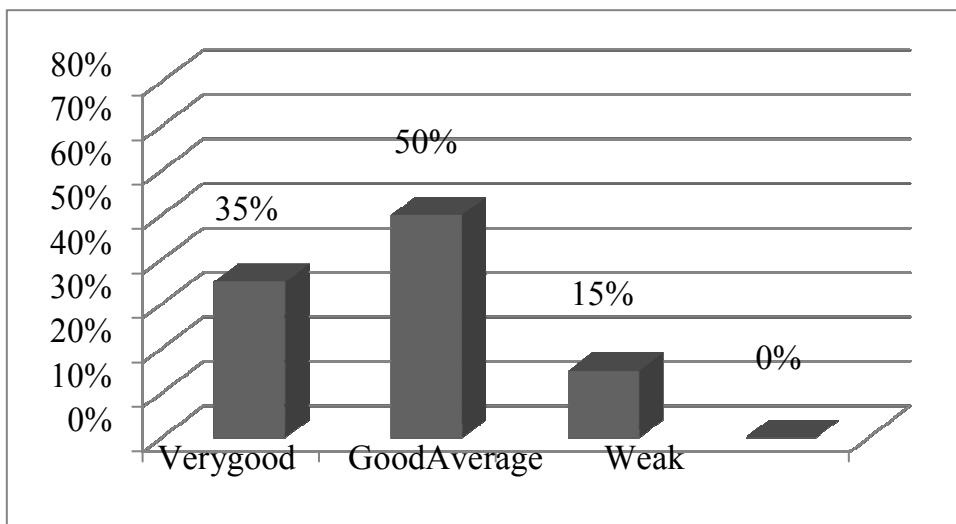


Figure 3.10 Students' competence in reading French

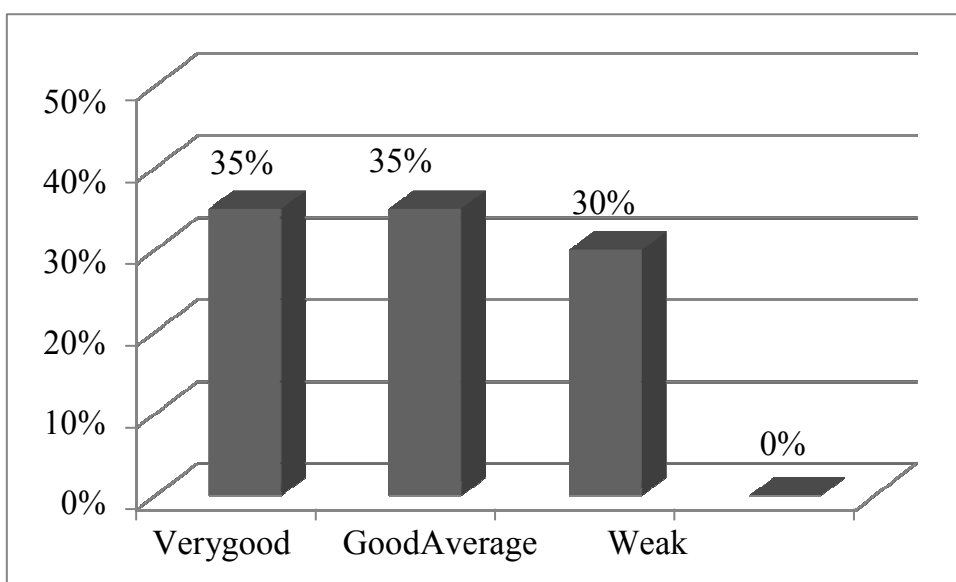


Figure 3.11 Students' competence in writing French

From the graphs above, we can notice that most students are either good or very good in both reading and writing skills. Their level in understanding is quite good while in the speaking skill 28 of them (rating 70%) reported that they have an average level. These results correspond to the practice of each skill; students have difficulties to formulate a complete and correct sentence because they lack the

accurate words to express themselves. However, the respondents show higher proficiency in listening and writing skills and a kind of deficiency in speaking; that is why they have recourse to AAuse in order to fill in their lexical gap.

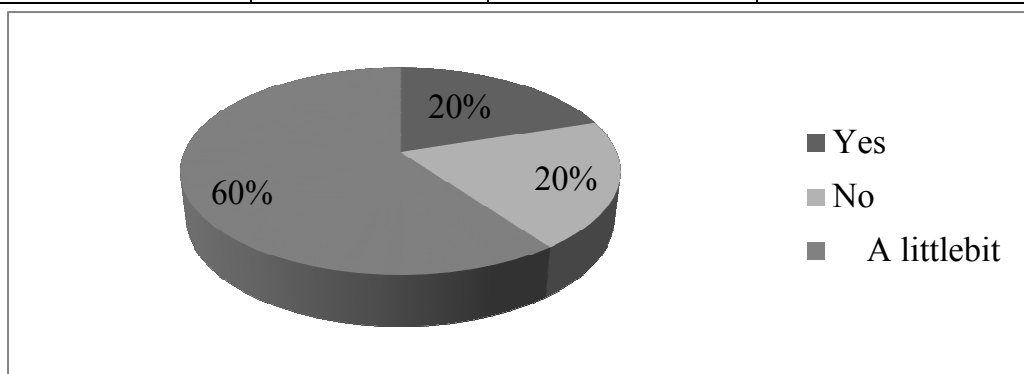
**3.5.3 Attitude towards the French language**

Here, our interest was mainly about the students' attitude towards French taking into account the context of their studies, in addition to their perceptions and feelings.

Q8: Do you find difficulties in pursuing your studies in French at the university level?

Table 3.10 Students' perception about French.

	Yes	No	A little bit
Students' answers	8	8	24
Percentage	20%	20%	60%



Pie chart 3.3 Students' French language perception

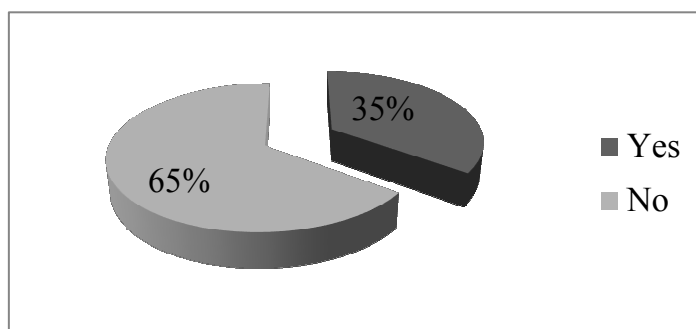
In this question, we attempted to see at which level the students find difficulties in pursuing their studies in French. Indeed, (20%) provided a positive response and the same percentage is attributed to those who said 'no' while the rest, that is (60%) said a 'little'. These results are related to the various capacities that the students possess in terms of French use. This is mainly due to their pre-university instruction where French is learned as a foreign language. In order to have clearer

and more accurate data, we decided to continue by asking them the following question:

Q9: Do you rather prefer pursuing your studies in Arabic?

Table 3.11 MSA preference in pursuing studies

	Yes	No
Students' answers	14	26
Percentage	35%	65%



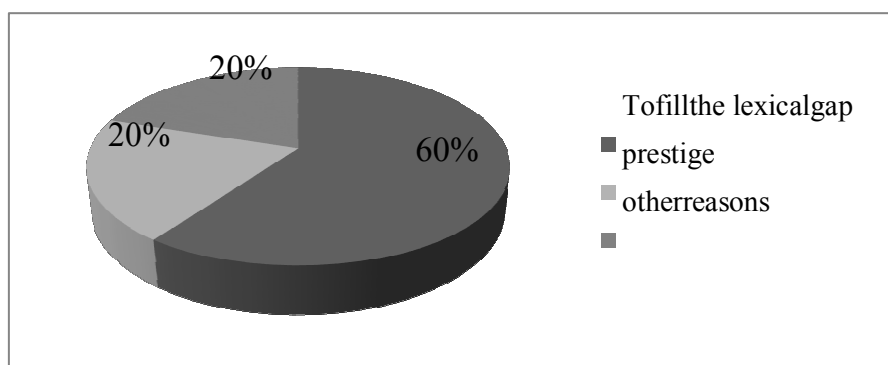
Pie-chart 3.4 MSA preference in pursuing studies

More than half of the sample population (60%) said that they prefer continuing their studies in French. Despite the fact that the majority shows some linguistic difficulties, they favour French and the minority who have serious problems with French favour MSA use when studying at the university.

Q10: According to you, why do people borrow words from other languages?

Table 3.12 Students' opinion about borrowing

	To fill in the lexical gap	Prestige	Other reasons
Students' answers	24	8	8
Percentage	60%	20%	20%



Pie-chart 3.5 Students' opinion about borrowing

In the last question, we asked students about their opinion about people who borrow words from other languages. (60%). They said that such strategy might help them filling their lexical gap, (20%) representing boys said that it is a matter of prestige, and the rest mentioned other reasons such as:

*-Historical reasons, because of the French colonialism.*

*-We favour the French language.*

*-It has become a habit; it is an unconscious act.*

### 3.6 General interpretation of the findings

The purpose of this study is to explore the sociolinguistic phenomenon bilingualism in the Algerian society, and to describe students' linguistic ability in French use and the reasons behind their linguistic inadequacy, as well as their attitudes towards the French language and whether such feelings affect their academic achievement. Thus, we have attempted at investigating differences in students' attitudes by focusing on gender, language experience, and language use among students studying English at Ibn Khaldoun University of Tiaret .

The findings reveal that the French language learning and use play an important role in shaping students' linguistic performance which is, to a large

extent, inferior in comparison to MSA. This fact could relate to various factors like students' motivations, educational background and the different attitudes they



display towards French in addition to their degree of exposure to this language, parental involvement, anxiety, age and even gender, indeed, we have found that female students show more positive attitudes towards French than males.

Moreover, the results show that the majority of students have little confidence when performing in French, though they are quite proficient in all the other skills. This lack could be explained by the pre-university instruction that is mainly conducted in MSA and French is limited to its teaching as a foreign language. The collected data clearly show that most students encounter some difficulties when dealing with French in the context of university courses and their flaws are mainly detected in the speaking skill.

A feature that has been consistently supported through data is that students strongly prefer French as a medium of instruction even if they confront some dilemmas. French is esteemed by a large proportion of the students and still has a prestigious status in formal situations.

### 3.7 Conclusion

As far as this research work is concerned, the following chapter has been devoted to the methodology adopted that is the explanation of the practical part concerning our investigation. The aim behind our use of a questionnaire as a research tool, was to measure students' language proficiency in French and explore the reasons that stand behind their linguistic deficiency in that language, in addition to whether their attitudes towards French affect their academic achievement in general. The chapter has also presented an overview concerning the participants' profile, in addition to the results obtained from our data. Indeed the data gathered have been analysed through a mixed-method approach, that is, quantitative and qualitative approaches.

## General conclusion

Algeria's sociolinguistic situation is significantly more linguistically complex, as the country has a bilingual/multilingual society. It is distinguished by the presence of various language types such as MSA, AA, Berber, and French, all of which have a significant impact on the Algerian linguistic setting, as well as the interaction between French and the Algerian people. Various dialects of Arabic have given rise to sociolinguistic phenomena such as: Bilingualism, diglossia, code switching, code mixing, and borrowing are all examples of multilingualism.

The phenomenon of bilingualism among first-year biology students is investigated in this study. Such students have been observed to flip between languages in their speech, mixing languages within one sentence and borrowing some phrases or sentences from French to fill in the gaps in their lexicon. Its main goal is to look into students' views toward French and see if this has an impact on their language performance at university.

The findings revealed that student use of French is on the rise. They were already exposed to it, as is customary. The findings show that the informants have generally positive attitudes toward French, but that those with higher proficiency have more favourable attitudes than those who are less proficient, who have negative attitudes toward French and have real problems using it both inside and outside the university. We discovered in our study that such kids frequently move between languages within a single statement. In fact, kids swap from one code to the next depending on who they are with, the person you're speaking with, the topic, the setting, and the scenario. They communicate in French on a daily basis conversations. They employ a lot of French terms and expressions, especially when the comparable word in Algerian Arabic isn't available. Students' attitudes toward learning are also influenced by their social backgrounds. For example, they used to speak French in places other than universities. The majority of them belong to urban families who live in cities.

Fortunately, the aim of this investigation has shown that the hypotheses we have put forward are confirmed. 56

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Because we had numerous challenges and limits while conducting this research, and because the number of participants was small, they did not provide appropriate responses to some of the questionnaire's questions, particularly when they were asked to do so. They were asked to provide feedback on the previous question (Q10).

To make general conclusions about the phenomenon of bilingualism, it was difficult focus to evaluate the degree of French competence among our informants. Furthermore, the short period of time allowed to complete this study led the researcher to put some important points of bilingualism.

To conclude, We might claim that the Algerian society has been characterised by several phenomena such as code switching, code mixing, and borrowing as a result of linguistic contact due to the long period of colonisation. The French language is seen as an open door to science and technology, and it has maintained its reputation to this day since it is employed in everyday life. Arabic and English continue to coexist.

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## Appendices

### Questionnaire(Originalversion)

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

#### Part1:

Sex

Age

Place of living

#### Part2:

1. Which language or language variety do you master better?

MSA  AA  French

2. Which language or language variety do your parents use in their everyday speech?

MSA  AA  French  both Arabic and French   
both AA and MSA

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

Family  reading  university  internet   
TV

4. Rate your frequency use of French in your daily speech as well as university classes.



	Always	Often	Sometimes	Rarely
Dailyspeech				
University classes				

5. DoyouincorporatesomeArabicexpressionwhenconversingin French?

Yes  Often  Rarely  No

6. In whichlanguageor languagevarietydoyoupreferwatchingmovies, listeningto music,andusingtheinternet?

	Watching movies	Listening music	internet
MSA			
AA			
French			

7. Wouldyouliketo selfevaluateyourcompetencyin theFrenchlanguage, especiallywhenconsideringthefourskills?

	Verygood	Good	Average	Weak
Speaking				
Understanding				
Reading				
Writing				

8. Doyoufinddifficultiesin pursuingyourstudiesin Frenchat theuniversity level?

Yes  No  Alittlebit

9. Doyouratherpreferpursuingyourstudiesin Arabic?

Yes  No

10. According to you, why do people borrow words from other languages?

To fill in the lexical gap.

For a matter of prestige.

Other reasons

Please state them if they are available.....

استبيان  
(The questionnaire translated into Arabic)

الجزء الاول

العمر  
الجنس  
مكان الإقامة البلدية

الجزء الثاني

1. ما هي اللغة التي تتمكن منها اكثر

الفرنسية اللغة العربية الفصحى

2. أي لغة يستعملها والديك في حديثهما اليومي

الفصحى و العامية مع العامية و الفرنسية الفرنسية نسبية العامية الفصحى

3. اختر المجالات التي تساعدك اكثر في تعلم اللغة الفرنسية.

العائلة  المطالعة  التلفاز

الانترنت الجامعة

4. قيم استعمالك للغة الفرنسية في كل من حديثك اليومي و في الجامعة

نادرا	احيانا	غالبا	دائما	
				الحديث اليومي
				الجامعة

5. ما هي اللغة التي تفضلها في كل من :

استعمال الانترنت	الاستماع للموسيقى	مشاهدة الافلام	
			الفصحى
			العامية
			الفرنسية

6. هل تستعمل بعض العبارات اللعربية خلال تحدثك بالفرنسية

لاناارا   غالبانعم

7. كيف تقيم مستواك في اللغة الفرنسية في كل من:

ضعيف	متوسط	جيد	جيد جدا	
				المحادثة
				الفهم
				القراءة
				الكتابة

هل تجد صعوبات في مواصلة دراستك باللغة العربية  
8. الفصحى

لاقليلانعم

9. هل تفضل مواصلة دراستك باللغة العربية الفصحى

لانعم

10. لما نلجا الى استعارة بعض الكلمات من لغات اخرى

نقص المفردات في اللهجة الجزائرية

من اجل التباهي

اسباب اخرى

-اكرها ان امكن

.....

