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Attitudes Towards The Overuse of French in Everyday Speech:

Case of Tlemcen University Students

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Dedications

I dedicate this dissertation to:

My loving Father and my Mother for their care and affection

To my brother and sisters

To all my friends and classmates for their kindness and support

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Abstract

The Algerian linguistic situation is complex because of a number of factors, namely historical, political, and socio-cultural ones. The country had long been a meeting ground for a number of invasions, conquests, cultures, etc, and hence languages. Among the most significant historical events that have resulted in prolonged linguistic effects is the French occupation which lasted for more than one century and thirty years. The French imposed their language during the colonial rule. After regaining independence, French continued to play an important role in all domains, ranging from activities of the government to everyday communication among the Algerians. This has resulted in a bilingual speech community. The current research circled students' attitudes towards the French language. It was also meant to examine their daily linguistic behaviour and the extent to which French is used. It took place at the University of Tlemcen where students from different departments were subject to investigation. It is built on a mixed questionnaire and a semi-structured interview to collect data. The results demonstrated that students have positive attitudes when it comes to learning and speaking French, on the other hand, negative attitudes reflected the overuse of the language. The results also revealed that learners' attitudes are strongly associated with the influence of the element of prestige in the French language, and its impact on the Algerian society.

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General introduction

Language is a system that allows people to interact and communicate with each other in order to convey meaning and maintain social relationships. Interaction between people of one speech community is guaranteed via language. However, social mobility is a verity, and it as people of different languages move from one place to another, it is normal that their languages also travel with them. Social interaction generally includes a linguistic dimension in the sense that contact between different cultural/linguistic groups often results in sociolinguistic phenomena, such as bilingualism, borrowing, code switching, language death, etc. The study of such phenomena is the domain of sociolinguistics, or more precisely contact linguistics.

As far as Algeria is concerned, historical events have made the country a meeting ground of a variety of languages. At the present time, Algeria is characterized as a multilingual speech community where three main languages coexist together, namely Arabic, Tamazight and French. Tamazight and Arabic are considered official languages. French is politically regarded as a foreign language. However, it is a language with a strong presence in the Algerian scene. French is actually a colonial legacy inherited as a result of a long-lasting French occupation.

The present research aims at investigating the social status of French in the Algerian speech community. Therefore, the research revolves around attitudes towards this language, especially among university students. This includes their views whether French should be maintained and given much support or it should be banned and probably replaced by, for example, English. The research is also concerned with the extent to which French is used among learners in their everyday spontaneous interaction.

Therefore, the present research attempts to provide adequate answers to the following questions:

1. What attitudes do university students have towards French?

2. What are the reasons that condition students' attitudes towards French?

The following hypotheses are put forward:

1. University learners have positive attitudes towards French which is a largely used language in the community

2. Students' positive attitudes towards French are the outcome of the value attributed to it, being a prestigious language associated with modernity and advancement.

As for the organization, this research work is divided into two chapters. The first one constitutes the theoretical background of the study. It is a space to provide essential information upon which the study builds. This includes, for example, a brief description of the sociolinguistic situation in Algeria besides an overview of language planning and policy in the country. The second part is meant to analyze and discuss the quantitative and qualitative data collected through the research instruments. It goes without saying that this chapter is intended to answer the research questions raised above, and to validate, or nullify, the associated hypotheses that have been put forward.

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Chapter One

The Sociolinguistic Situation in Algeria

1.1 Introduction

Algeria succumbed for many invasions of different civilizations and various cultures, in several periods of time throughout the diachronic history of the country. Algeria had a harsh and bloody history that significantly affected its people and influenced their interior principles and changed their culture, life and identity. These cultural, social and political influences are the basic tools that shaped the sociolinguistic situation of Algeria. This sociolinguistic situation is characterized by the presence of different languages within the same country, giving rise to a number of phenomena, such as bilingualism, code-switching, borrowing, etc.

One of the most significant factors which have had an influential impact on the linguistic situation relates to the French colonization which lasted for132 years. The French succeeded in implementing their language in the Algerian society during the colonial era, and this strong presence could survive even after independence. This is a reason that pushed the Algerian government to regain the Algerian identity through imposing a new linguistic policy called Arabization.

This chapter will provide a general outline about languages of Algeria and the related history. Focus will be put on the important features during the French colonization, its outcomes, present Algeria, and the current status of French.

1.2 Algeria through History

Long before the French colonization, Algeria was always a precious land to conquer. Therefore, the area knew various invasions, which brought different cultures and civilizations each with an influence of the local culture. One of the most significant civilizations related to Carthaginian[1] who settled in Algeria for more than seven centuries (Elimam, 2004:298). Truth be told, the primary local settlers of the Maghreb (North Africa) were called Berbers, referred at that time by the "Numidians".

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[1] Numidians were called Carthaginian by Romans and Greeks

They extremely marked their presence in Algeria with their Punic civilization; they utilized Punic language, a Hamito-Semitic language (Wukitsch, 2009:24).

Then, Rome conquered and took control over specific zones and made a conclusion to the Carthaginian rule in the area. They kept going over six centuries. The expansion in urbanization and 'Romanization' encouraged most of the Berber individuals to learn Latin. The regions under the roman domination especially fertile lands, caused expansive separations of the Berber society. Nomadic clans were compelled to settle or move from conventional rangelands. Inactive clans lost their independence and association with their lands, and the Berber conflict with the Roman was almost constant (Lagaard, 2008:15).

Next, it was the Vandals attack which finished the presence of Rome. However, the Vandals' occupation was too short and weak. The Byzantines annihilated the Vandal control in 534 A.C. after a settlement of over one century. The resulting decrease in exchange paralyzed the Roman control in the area. Independent kingdoms emerged in mountainous as well as in desert areas (Tilley, 2001:12).

The Byzantine domination ended up by the arrival of the Muslims, and hence Arabic civilization. This started since the 7th century. Later on, Algeria was subject to a Spanish expansion, especially along the coastal front in the name of their crusades in the late 15th century. The Spanish presence came to an end after the intervention of the Ottoman Empire which subsumed Algeria under its control. This also ended up with the advent of the French in 1830.

1.2.1 Berber

The Berbers, or Amazigh, are generally thought to be the first inhabitants in the Maghreb long before any invasion took place. They were referred to by different names, such as Berbers and Numidians by the Romans and the Greek. The Berber language (different varieties) was widespread throughout their lands. This Berber language is known as 'Libyc'. In this vein, Elimam (2004: 32) writes that "During the Neolithic era, the principal elements of the Berber culture were already in place: a Libyc language, means of communication." This is mostly an oral language written in the Phoenician alphabet. Chaker (1980:31) observes that the script that was developed

from ancient Lybico-Berber is "Certainly of Phoenician origin in its essence and structure". Tuareg use a different label for their alphabet, known as 'Tifinagh'.

Varieties of Berber are dispatched across different areas of North Africa. In Algeria, such varieties are known according to their geographical location. The main spoken variety in the north is Kabylian. This variety represents the tongue of the departments of Tizi Ouzou, Bejaia, Bouira, Boumerdes, besides some parts of Jijel, Setif, Bourj Bouarreridj and Mssila. The other significant variety is Chawi, spoken in the Aures region, including Batna, Khenchla, Biskra, Souk Ahras and Tbessa. In addition to thses two major varieties, we also find Tamzabit in Ghardia, Targui in the extreme south, Chenwi in Tipaza and Ain Defla, Tachelhit in Bechar, etc.

1.2.2 The Arabic Spread in Algeria

Islam spread quickly from the Arabic Peninsula to various parts of the world, reaching North Africa in the west. Bringing a radical new faith and culture, additionally guidelines and laws directed from the instructing of the prophet that leads directly toward the straightway of Islam from the Holly Quran. A greater part of this new faith was presented in another language called "Arabic". This sudden break of an outside culture and confidence was respected abnormally at first, and promptly considered as a danger by the local Berbers in Algeria

Uqbah Ibn Nafi led the campaign of spreading Islam westward. The fact that spreading Islam was based on laws and regulations which insisted on teaching people about the religion in a peaceful way made the locals accept Islam. As a side effect, learning the new religion meant learning the language through which it is delivered, i.e., Arabic. The time-depth factor made the locals bilinguals. As an outcome of bilingualism, Berber lost ground in favour of Arabic.

Arabic has in fact a religious value, being the language of the Quran and many other religious practices. The advent of Arabic meant the introduction of new aspects related not only to culture, but also to language, such as philosophy, poetry and science. Arabic was associated with a strong rising empire. It was, therefore, for the locals the language of sciences and a key element to social advancement.

Although the variety of cultures and ethnicities that coexisted, Algerians were tied together by Islam and its principles, and Arabic was the lingua franca used for communication, especially among the urban population. This advantage fell in favour of Arabic due to, as previously mentioned, its religious status but also its value at the international level. Arabic was the language that rapidly united the people in Algeria as one nation, and generated a great value to the intellectual process of the Algerian people. Education took an important role, which was illustrated in different schools and institutions that existed. Students' practices in sciences were conducted through Arabic. Mosques played an important part in teaching people about Islam values and principles. These important values that were thought and practised in Arabic, played a great part in changing and influencing people's beliefs, culture, traditions, and their way of life and also their identity. The Algerians embraced Islam and its language, and they identified themselves within the big Islamic nation but also within '*alumma alaarabya*' (the Arabic nation).

Nowadays, Standard Arabic is considered as an official language by the constitution and the government in all its public spheres, including administration, education, mass media, etc. Along Standard Arabic the country counts a number of mutually intelligible dialects scattered across the national territory. Such dialects, collectively called Algerian Arabic, represent the mother tongue of most Algerians. Algerian Arabic displays noticeable differences with other national dialects of Arabic, especially those spoken in the Middle East and the Arab Gulf.

1.3 The French Colonization

After a long period of peaceful and prosperous era of a rich and powerful country in the Mediterranean, Algeria fell down under the occupation of the French. France's breach in the Algerian territory continued vastly from one area to another. The French noticed the various and different cultures and the religious unity, and that was shaped within large families and different tribes and also cities across Algeria. This created a strong resistance and a defence wall against the French spread into their lands. Many battles were fought between the colonizers and the local resistance.

France succeeded in crushing any resistance facing its expansion, until they declared the whole territory under control. France made use of different means and strategies to strengthen its position. One of the strategies was to launch a campaign with the aim to eradicate the Algerian identity, culture, religion, and other standards. To do so, it was necessary to target the language, i.e., Arabic, and replace it by French. Algeria became seen as part of France under the colonial name "French Algeria".

1.3.1 France Efforts to Destroy the Algerian Identity

The French colonization to Algeria built on a number of reasons, such as fortune and wealth. Algeria also represented a strategic position in Africa. In general it was always considered a settling place and a base for future expansion deeper in the continent. During the colonial era, France controlled politics, economy and government and imposed an educational system which goes with France's standards and culture. France led the acculturation policy under the umbrella of civilizing and modernizing the local inhabitants (mission civilisatrice). The imposition of French on the locals constituted an element of prime importance within the acculturation policy, guided by the slogan 'one nation, one language':

> "Every colonized people- In other words, every people in whose soul an inferiority complex has been created by the death and burial of his local cultural originality- finds himself face to face with the language of the civilizing nation, that is with the culture of the mother country"

> (Fanon, 1967:08)

For France, the Algerians were considered as savages and barbarians. They claimed to come to the country with the aim of making advancement and modernizing the indigenous population. In order to eradicate the local culture and languages, they led a thirsty campaign on mosques, Quranic schools and all institutions which furnished any type of literacy to the local inhabitants. Many religious institutions were turned into churches.

This aggressive colonial policy resulted in the spread of illiteracy. The aim was to arrive to a community easy to manipulate, also to avoid future conflict and

resistance. French schools were established, but anything related to Islamic principles or local languages (Arabic and Berber) did not take share in the curriculum.

Such state of affairs pushed the locale elites to react against the colonial policy. Ibn Badis, in addition to other influential figures, constituted the '*Association of Muslim Scholars*', which aimed to preserve the Arabic language and the Islamic values. This association worked hard to establish socio-political awareness among the local inhabitants. After a long peaceful struggle against the colonist and its destructive policy, a new generation of enthusiastic young adults succeeded to launch the famous Algerian revolutionary war in November 1954 which allowed Algeria to regain its independence in 1962.

1.3.2 French Algeria

The created image of the so called 'modern' and 'civilized' life that the French claimed to provide drove a number of Algerian, say, intellectuals to believe in this ideology through total imitation in a desperate need to get recognition from the French in order to adapt and survive in that harsh period. In this respect, Fanon (1967:17) observes that the colonised man as "elevated above his jungle status in proportion to his adoption of the mother's cultural standards". Fanon's analysis defines the desire to be identified among the civilized. This ultimately proves the success of the French plans to split the Algerians identity by pushing the people to rely on one of their strategies which is the mimic drive to be a Frenchman.

By accepting and learning the French language, the Algerians had been more deeply confirmed in their original feelings and prejudices, and more thoroughly kept under the influence and direction of the French coloniser. This imitation of the French had not only moved them away from their cultural traditions, but had also effectively split their identity (Maamri, 2009:05). The colonized man found himself as Fanon (1967:21) says "Forever in combat with his own image".

The French strategies like the mimic drive succeeded in brainwashing the people and stripping their cultural heritage and splitting the Algerian identity, also destroying their ego defence in a reason for them to escape the stereotype of the uneducated people. These desperate Algerians embraced the French doctrine and made

a call for "French Algeria" and not independent Algeria. However, other Algerians did not accept the assimilation policy followed by the colonizer; the opposition took place in different directions, basically politics, where political parties made a pledge to fight and resist those dangerous ideals and to guide the Algerians into preserving their own identity.

1.4 The Status of the French Language in the Early Years of Independence

In 1962, the Algerians celebrated their independence that they long fought for. The French left Algeria, but their language did not leave with them. Examples that show the strong impact of the French and their linguistic legacy in Algeria are ample. Addressing an audience in Beirut in 1961, as Algeria's war for independence was ending, the Algerian essayist and revolutionary activist Malek Haddad[2] apologized for his lack of Arabic proficiency by explaining that 'the French language is my exile' (Benrabah, 2012:137)

Under these circumstances Algeria was left illiterate with an almost extinct culture and education. Algeria carried on to solve the damage after regaining independence, but unfortunately by relying and using on what was once imposed on its people, i.e., French. The French language was used in different structures and institutions of independent Algeria. It was largely spoken and used in politics, administration, education, etc.

1.4.1 The French Language Influence over the School

The Algerian government clearly had no choice but to rely on the French language to engage and solve quickly the matter of illiteracy which was inherited from the heavy colonial rule. The issue was tackled though obligation of the French language as a language of instruction for the younger generations in schools. "The acquisition of the French language was widened to more important number of citizens after the independence with the including of its learning since primary school"

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[2] Malek Haddad, a renowned novelist and Algerian Minister of culture since 1968, had to abandon writing because he did not have a good mastery of the Arabic language.

(Benrabah, 2012:137). That sudden urge for education pushed the parents to enlist their children in schools. Most subjects were delivered in French.

Local instructors were not enough to accommodate the increasing number of learners throughout the country. The government was obliged to make a call for the former French teachers to join Algerian schools. Algerian education system then went in lines with that of France. The Arabic language was no other than a subject of instruction. Consequently, the use of French spread rapidly in the Algerian society, with the help of the new breed of graduates from these French instructing schools. Within this system, French was considered as a first language. French was seen prestige language, and students regarded it as the language of science dragging towards it as the only way of modernism and advancement.

Moreover, the use of French spread to the everyday language where French words and expressions about medical, scientific, technical, cultural, etc, were became largely used. Obviously, the (Dialectal) Arabic and Berber languages were influenced by such increased spread of French in the society. Borrowings have become integral parts of colloquial speech.

1.4.2 Language Planning

There is a general disagreement upon to what term should be utilized to refer to the policy of language planning, in the sense that some scholars have proposed the term language engineering, others prefer to use language management to describe the activity, language standardization, language elaboration and language reform (Cooper, 1989). In any given multilingual situation in the world where language problems arise, urgent need for language planning also takes place. As a definition of language planning, Eastman (1983), for example, states that it includes an organized activity which attempts to solve language problems within a given context.

Linguistic policy is concerned with choices and decisions in relation between the language and social life, while language planning is the practical side of the linguistic policy. These two main aspects provide a clear distinction of two levels of actions, the policy on the used languages in a particular society, and then language planning is reflected due to the concrete actions through juridical and administrative

process. Among the most important objectives of language planning is national unification and mutual political and diplomatic understanding between nations, and also an economic orientation toward a new national benefit. However, language planning can trigger an open conflict. The identification of what may cause conflict is important in the formulation of linguistic policies.

1.4.3 The Policy of Arabization in Algeria

After independence in 1962, the Algerian government considered Arabization as a key element to restore the raped national identity and break the historical link with the French. Arabization was also seen as an inevitable procedure to unify the whole population, regardless of their ethnic/linguistic belonging. However, the purpose was not only a process to manage and fix the inner linguistic situation, but also to adhere to the wider Arabo-Islamic community. It all started when the first Algerian president, Ahmed Ben Bella, stated right after his official release from custody "we are Arabs" (Benrabah, 2007). Such announcement was a stepping stone for initializing the arabization linguistic policy in Algeria.

Therefore, Algerian graduates from Quranic schools or 'Madersas' and also those who received their education in Arabic (for example, in Egypt) actively helped in implementing Arabization. Benrabah (2012) mentions, that this group is enthusiastic about the Arabic language for being the language of the Holy Quran. Algeria's second president, Houari Boumediene, is always presented as the true leader of Arabization, when he enacted laws to strengthen the Arabic language and impose it in all walks of life. In the 1970s Arabization was strongly supported through the help of the ministry of national education, and later the ministry of higher education although this latter did not totally adopted Arabic as the sole medium of instruction in all fields.

In the 1990s, strict legislative procedures to spread Arabic were enacted. Arabic was imposed in education, administration, finance, media and communication. The strict rules were set into motion to prohibit the use a foreign language, namely French, in official meetings. Political parties and associations were obliged to conduct their business in Arabic.

As far as education is concerned, arabizing the school was in the very core of the cultural/linguistic revolution. However, Algeria was faced with a serious problem of qualified teachers who can speak and teach in Arabic. The government was again in urgent need to recruit from other Arab allies, especially Egypt and Syria. The problem is that the allies could not provide the necessary number of teachers. Algeria requested Egypt to send people "even if they were greengrocers" (Benrabah, 2012:56). In response, Egypt took the demands literally and sent Arabic teachers with a limited background regarding teaching in general and the Arabic language in specific. Those imported teachers had then taught Standard Arabic in Algerian schools, and explained the lessons with their own dialects.

The expansion of Arabic in the Algerian school was perceived as a threat to the Berber identity, hence language. Therefore, political parties (e.g. FFS and RCD) were created to support their rights. However, Arabic remained the sole official language of the country. It also gained ground and pre-university education was totally arabized by the end of the 1980s. However, arabization could not totally oust French which remains strongly present in the sociolinguistic profile of Algeria. In fact, French is sometimes the only working language in official spheres. It is also the main language of instruction in scientific fields of higher education.

1.4.4 Francophonie

Although French is considered as a colonial legacy and a tongue of old masters, it also remains the language of great many intellectuals, such as researchers and literary figures. Hagège[3] (2006), confirms that French produces a remarkable impact on the previous colonized countries, arguing what follows:

> "Most of them had, however, fought against colonial France, with the very weapons that the schools of France had given them, that is to say, their language and their culture. But once France, which no longer had the means to have a colonial empire, negotiated the independence of these countries, their elites remained not only passionate about France and its culture, but also became demanding French language. The French gradually understood

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[3] HAGEGE C.: Une autre manière de concevoir et de dire le monde, entretien sur TV5.

that they were the depositories and not the owners. Even today, it is the French-speaking countries that are the spearheads of this movement in favor of French"[4]

The Algerian writer Kateb Yacine argues that "it is in French that we proclaim our belonging to the Algerian community"[5].

Algeria remains theoretically the only North African country that does not belong to the Francophonie Organisation. However, French is still largely used even in the official spheres. Algerians still refuse to adhere to the Francophone World on the basis that France has long attempted to impose its culture and spread its ideological thought in its ex-colonies. In Beirut Summit of 2002, the Algerian diplomatic chief, A. Belkhadem, declared that he is for the teaching of the French language in the first year, provided that French would not be a language of instruction that would stifle the Arabic language (Benazuz, 2011:43). The preservation of the Arabic language for the Algerian government is a duty. French is for (part of) the intellectual community a precious tool to serve the interests of the country[6]. The Algerian president, Abdelaziz Bouteflika, once announced that[7] "Algeria has paid even more heavily for the recovery of its personality that a long colonial domination had seriously endangered" (Benazuz, 2011:44).

1.5 French Use in Algeria

The use of French in Algeria is always in the centre of the debate. The spread of this language in the community is due to the long colonial period. However, there are also other reasons for the continuing existence in Algeria, such as education.

1.5.1 French in the School

After the implementation of the policy of Arabization in education, French has kept a place as a subject of instruction introduced to learners since the fourth grade. With continuing reforms initiated by the ministry of national education, French is now taught since the third grade.

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[4] My own translation of the original words in French
[5] My translation of the original words : « c'est en français que nous proclamons notre appartenance à la communauté algérienne ».
[6] BELKHADEM A., le Quotidien d'Oran, 19 octobre 2002
[7] BOUTEFLIKA A., le Quotidien d'Oran, 19 octobre 2002

French is in fact an obligatory subject in the middle school as it is in the secondary school. As far as higher education is concerned, some fields are totally arabized (e.g. humanities, economy), whereas other disciplines, especially sciences and technology still depend on French as a teaching language. Therefore, the student who passes the Baccalaureate exam and joins the university to continue his education in a scientific or technological field is faced with the necessity to cope with the linguistic change. After long years of studying different subjects in Standard Arabic, learners have no option but to accept French as a medium of instruction. This situation may in fact be very challenging to many learners.

1.5.2 French in Mass Media

French is strongly present in the Algerian media environment. Some printed French-written newspapers are not different from those that were printed in the days of colonial Algeria. Such newspapers have their loyal customers and readers. Among these newspapers, we mention El-Moujahid, Liberté, Le Matin, El-watan, etc.

There is also a renowned broadcast radio channel called the third channel (chaine 3) which broadcasts in French. In addition to the radio and newspapers, the Algerian public television has launched a channel that broadcasts mostly in French (Canal Algerie). Such mass media make the Algerians exposed to significant use of French. This is besides foreign mass media (e.g. French channels) and the internet.

1.5.3 French in the Social Context

French retains a strong physical presence. It appears, together with Arabic, on street names, road directions, shops names, bank notes, and advertisement. French is not restricted to formal use, such as education. It is also omni-present in everyday interactions. It is present in the street, the home, and the market. This is a reason why a lot of French words form now an integral part of Algerian (Dialectal) Arabic. Such loanwords may show partial/total assimilation into Algerian Arabic. Other borrowings are kept as they exist in French, and they are largely and frequently used by the speech community. French has in fact a prestige within the Algerian society; it is often associated with the elite and the well-educated people. This may sometimes urge

educated parents to use it extensively within the family context where the children will be exposed to it at an early age. The result is a bilingual child.

1.6 Language attitudes

Attitudes are essential in assessing language development or death, the status and significance of a language in a given society or individuals is received generally from learned or adopted attitudes. Since attitudes turned into an important issue in sociolinguistics. They got ongoing consideration from various researchers and analyzed through various perspectives.

For the most part, the expression "attitude" refers to a sort of behaviour, emotion, and feeling directed to somebody or something. Tradis (1971) says that "it is a manner of consistency toward an object" later on, Gardner (1985:93) claims that "attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's belief of opinions about the referent".

Psychology is one of the basic fields that studied attitudes, followed later by other scientific fields and branches such as sociolinguistics, social psychology, ethnography and education. Two major approaches emerged in analysing of these phenomena that created a various number of theories; these two theories are "behaviourist" and the "mentalist". The behaviourist view, as indicated by which dispositions must be considered by watching the reactions and response to a specific language, i.e. their utilization in a real interaction(Gardner, 1985). On the other hand, the mentalists consider attitudes as an inner, mental state, which may offer emergence to specific types of emotions and behaviours (Williams, 1974: 21). Fasold (1984: 147) described the matter as "an intervening variable between a stimulus affecting a person and that person's response".

It is extremely fundamental to state that when examining language attitudes, there is an idea which plays a crucial part for second language learner/speaker. This idea is raised from motives. Scientists have recognized two essential sorts of motives processes which are called instrumental and integrative motives. In language learning, inspiration (to take in the langue) refers to the mix of endeavours in addition to the desire to accomplish the objective of taking in the language; in addition attraction of attitudes toward learning the language (Gardner, 1985). If a foreign or second

language learner considers second language acquisition as instrumental. This means, that he or she learns a language as a passport to prestige and success. On the other hand, if the learner learns a foreign language and the culture of the speakers of that language in order, perhaps, to be able to become a member of that specific group (Lambert, 1985).

Regardless of what has been mentioned before, the researchers note that there is no definite description of language attitudes. One such contrast of point in view is the behaviourist versus mentalist meanings of attitude.

1.6.1 French and prestige

At any given time in any given place, diverse languages may interact with each other. In such circumstances, one of these languages processes more prestige than the others. In any case, this esteemed language will practice some sort of linguistic influence over the other languages utilized or talked in its region. Accordingly, speakers of the less prestigious language turn out to be extremely interested to show off their proficiency of that prestigious language by receiving some of its words or expressions into their own particular daily conversations, but mostly for personal reasons. For example, during and after the French control of Algeria, French processes naturally more prestige than Arabic. Subsequently, various numbers of French words and expressions have discovered their appearance onto the Algerian speech community.

1.7 Conclusion:

The sociolinguistic circumstance of Algeria is extremely fragile and exceptionally intricate. There are numerous dialects and diverse assortments. Every dialect is the impression of a particular origin, whether it is Arabic, French or Berber, affirming in this manner one time of history. As long as the general public is various and each individual has a place with this group, the state should regard and acknowledge multilingualism. The mother tongues are the genuine and regular dialects of ordinary association inside the Algerian society. And whatever the difference in assortments in French, Arabic or Bereber, propositions dialects constitutes an inseparable part of the Algerian language heritage.

Chapter two:

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2.5 Conclusion

2.1 Introduction

This chapter represents the practical side of this research work. It therefore attempts to answer the research questions and to verify their associated hypotheses. It comprises two parts. The first one is brief review of the methodology framework of the study. The second part deals with data analysis and discussion.

2.2 Part One: Methodology Consideration

This part sketches out a brief introduction about the methodological framework of the study. It therefore includes general information about research methods, the sample population and data collection tools.

2.2.1 Research Design and Methods

Choosing a suitable research strategy is an important procedure in order to construct a research study. The present work is a case study, which is a reliable method in investigating and exploring different aspects of a topic. Schramm (1971:12) argues that the case study "tries to illuminate a decision or set of decisions: why they were taken, how they were implemented, and with what result". A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident (Yin, 2003:13).

Both qualitative and quantitative data were viewed as fitting this investigation. The difference between the quantitative and qualitative methods lies in the methods used to assemble data. Qualitative instruments incorporate interviews, observation, and diaries. Quantitative information gathering, on the other hand, indicates the introduction of information through numbers and statistics (Zohrabi, 2013). In this study the quantitative analysis will include statistics obtained from the questionnaire. The qualitative analysis will include the student's interview as the interview allows more details to surface.

2.2.2 Description of the Sample Population

  The participants in this research are students in the University of Tlemcen. Such students belong to different departments, such as biology, Economy, English, Law, and Social Sciences. Below, the informants are sorted according to the data collection tool that was used.

2.2.2.1 Questionnaire Sample

  The questionnaire covered a sample of fifty (50) students who were randomly selected. Females represent 28 participants; males are 22 participants. Table 2.1 shows the different affiliations of the participants.

Table 2.1 Sample Population sorted according to students' affiliation

Department	Number of students
English	15
Law	08
Economy	11
Biology	07
Social sciences	09

2.2.2.2 The interview Sample

  Just like the questionnaire, the interview sample went through random selection. The interview was conducted with six participants. Two are English students (Master level), one is a student of Physics, and another one is a student of Economy (Master level). The two other interviewees are students of Biology and Social Sciences, respectively. Interviewed females are four; males are two. The purpose of using the random selection for the interview and the questionnaire is that randomization allows generalisibility of the findings. Randomization also helps avoid biasness.

2.2.3 Data Collection Tools

This study relied on two instruments for the sake of data collection: a mixed questionnaire and a semi structured interview. Multiple data collection tools allow getting answers from various points of view. In fact, "the use of multiple research techniques and multiple data sources contribute to the credibility of the investigation" (Mackey & Gass, 2005:164)

2.2.3.1 Questionnaire

The questionnaire is with no doubt one of the widely used instruments for data collection. The basic point is that when planning a questionnaire, the researcher has to be sure that his questionnaire is "valid, reliable and unambiguous" (Richards & Schmidt, 2002: 438). The questionnaire is of three types which are structured (open ended questions), unstructured (closed ended questions) and semi structured (mixed questions). Each kind of questionnaire has its own qualities and weaknesses. Seliger and Shohamy (1989) are of the conclusion that closed-ended questionnaires are more effective as a result of their simplicity of investigation. Then again, Gillham (2000:5) contends that "open questions can lead to a greater level of discovery". He too highlights the trouble of analysing open-ended questions. To avoid weacknesses of any type of questionnaires, it is good to include both closed-ended and open-ended questions to complement each other. Therefore, the present study builds on a mixed questionnaire.

2.2.3.2 Interview

The interview is another instrument for data collection, which basically is a conversation between two persons who are the interviewer and the interviewee (Merriam, 1998:71). In addition, Burns (1999:118) reports that "interviews are a popular and widely used means of collecting qualitative data". To this end, the researcher wants to grab on reliable information straightforward from knowledgeable informants (Zohrabi, 2013:2). Generally, an interview can be directed in two structures: individual-to-individual and group or collective formats (Merriam, 1998).

Burns (1999:119) presents three types of interviews: structured, semi structured and unstructured.

This study is built on a semi structured interview. This kind of interview is adaptable and enables the interviewee to give more data than others. It is a direct form in which an incredible measure of information can be acquired from the interviewee (Zohrabi, 2013:3). The interview was conducted in Arabic as this the language common to the participants. The exception relates to interviews with students of English which were conducted in the English department

2.3 Data Analysis

The data collected by means of the questionnaire and the interview will be analysed separately. In other words, the results will be sorted according to the data collection instrument, as sketched below.

2.3.1 The Questionnaire Results

This questionnaire is divided into two parts. The first one focuses on knowing the participants' background and proficiency in the French language, whereas the second part is concerned with the participants' attitudes towards learning and using French.

✓ **Question 01**: Where did you learn French?

The results indicated that the majority of the participants (55%) learned French at school, while 35% learned it at home. No more than 10% of participants claimed to have learned it through mass media, including TV (films, music, etc) and the internet (social media), or they underwent French courses in the French institute in Tlemcen city.

✓ **Question 02**:

This question asks learners to provide a self evaluation of their command of French. Figure 2.1 projects the results indicating that 44% of the participants argued to have an average control over this language, and 26% others proclaiming to be competent users. Those who revealed to have weak control of French did not exceed 30%, with 8% of them demonstrating a very weak competence in French.
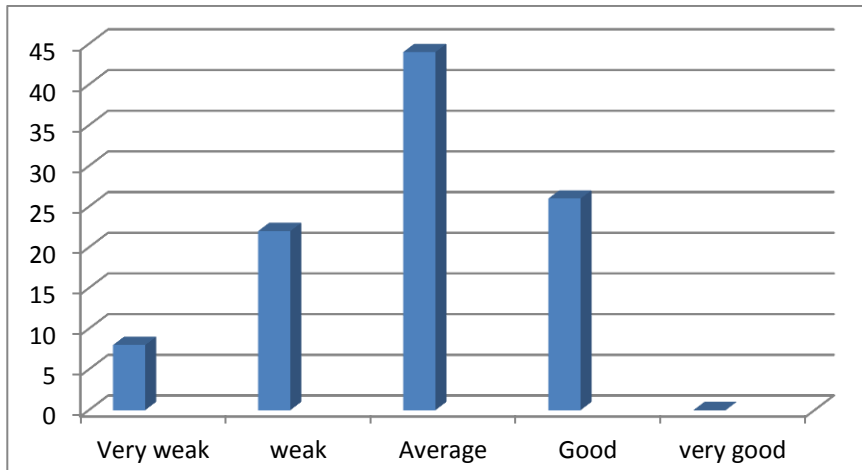
Figure 2.1 Students' self evaluation of their profienciency in French

✓ **Question 03**: Do you like French?

In fact, 2/3 of the informants gave a positive answer claiming to love the French language. Those who opted for the 'no' option formed 1/3 of the informants. The results are graphically presented in figure 2.2, show below.
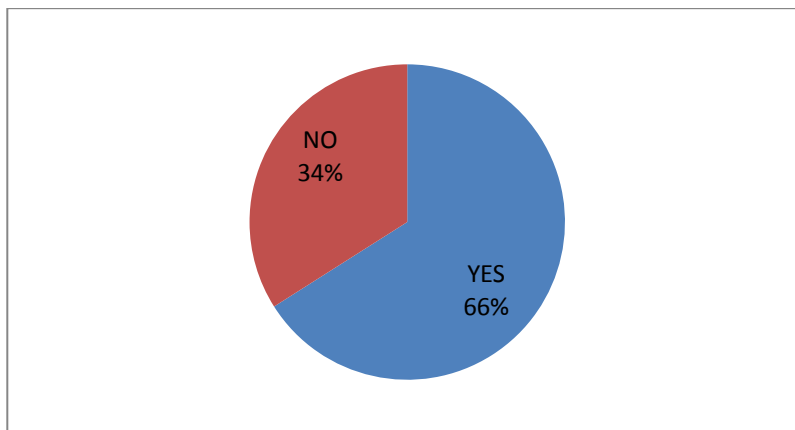
Figure 2.2 Students' Feeling towards French

✓ **Question 04**: Is it important to learn the French language nowadays?

Answers to this question were largely in favour of learning French. In fact, two thirds of the informants are pros. However, still one third of them are cons. The results are graphically shown in figure 2.3
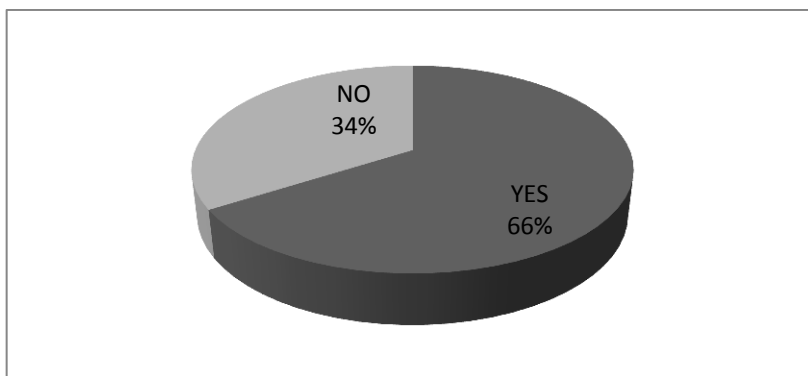
Figure 2.3 Learners' beliefs about the importance of French

✓ **Question 05**:

As for where learners use French mostly, table 2.2 clearly indicates that 45% of the informants claim that French is part of their daily linguistic behaviour. 38% of them use it in the university. In this case, French is part of their studies, i.e., the language of instruction/learning, namely in scientific fields. Those who claimed to use French inside the home did not exceed 16%. It should be noted that the informants were given the opportunity to choose more than one option. For those who claimed to use French in more than one context, the choices went directly to daily communication and university.

Table 2.2 the informants' frequent space of practicing French

I use French mostly in :		
Home	Daily communication	University
16	45	38

✓ **Question 06**: Do you use French constantly in your daily life?

Figure 2.4 tells that 56% of participants claimed to use French constantly in their daily life. However, still a significant number of the participants denied using French frequently.

24
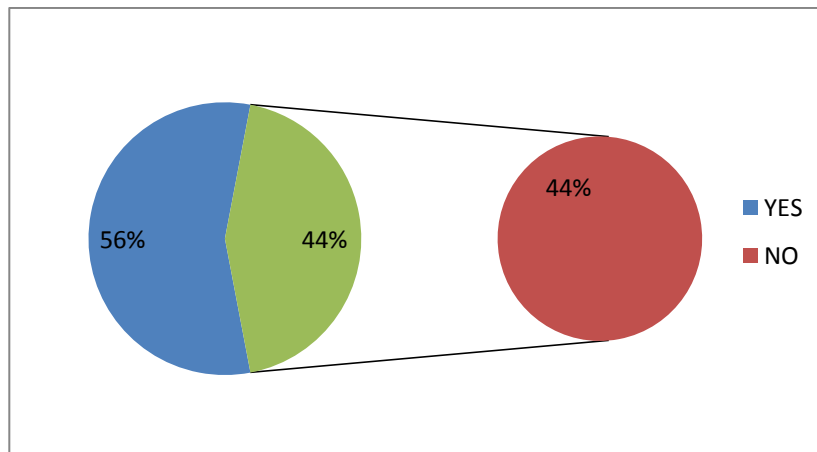
Figure 2.4 Degree of constant use of French

✓ **Question 07**: Do you frequently code-switch between Arabic and French during your conversation?

Almost most participants (90%) admitted that code switching between Arabic and French characterizes their daily verbal production. This allows us to infer that such participants are bilinguals (with varying degrees). The participants justified code switching arguing that it is a habit used to convey a certain message or meaning, or to compensate for the lack of vocabulary in one language or the other.

✓ **Question 08**: Do the media and communication tools help in learning French?

Responses to this question were almost completely positive in the sense that about 93% of the participants approved the significance of media in learning French, or language in general. In fact, the participants gave an intriguing amount of arguments, stating repeatedly that media help them enrich their vocabulary in the first place. Media also allow learners to listen to native speakers. This may make them improve their pronunciation. Social media, for example, are also beneficial as they allow learners to produce the language, either verbally or via writing.

✓ **Question 09**: Is it important for parents to teach their children the French language?

We can easily notice, from figure 2.5 presented below, a great majority of participants (68%) believe in the role of parents to teach French to their children. They

justified their answers in different ways. Some of them claimed that it is important to make them learn French as this latter is required in the daily life of Algerians, especially in terms of studies and jobs. Those who do not esteem French (32%) argued that although French is a significant language, it remains restricted internationally. Some participants believe that teaching English to their children must take precedence over French.
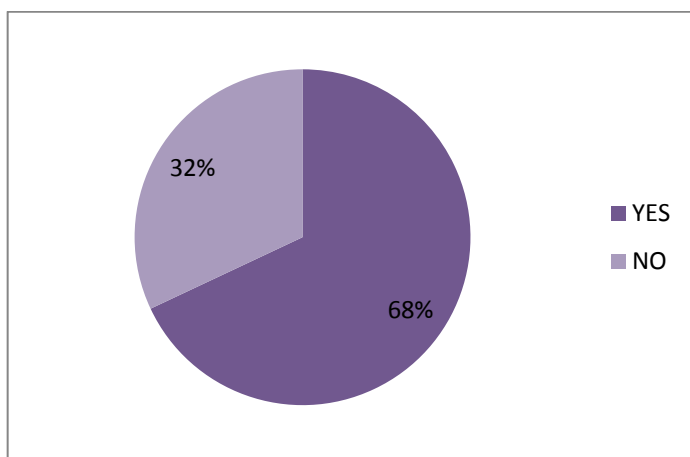
Figure 2.5 Learners' beliefs about the significance of teaching French to children

✓ **Question 10**: Is French a prestigious language?

About 72% of the participants view French a prestige language. In fact, this is a very interesting question which allows gauging learners' attitudes and knowing reasons behind such attitudes. When justifying, learners stated that French is the language of one of the world powers (i.e., France). Learners associate French with power (economic, political, military, scientific, etc). French is also viewed as classy.

✓ **Question 11**:

Table 2.4 clearly reveals equal values for each option. As participants were given the right to pick up more than one choice, most choices went for studies and showing off.

Table 2.3 Reasons for using French

According to you, for what purposes French is used mostly in our society?		
Studies	Communication	Showing off
34%	28%	38%

✓ **Question 12**:

Table 2.5 exposes highly interesting results. Answers to this question are of prime importance as they directly measure the respondent's attitudes. In fact, answers are largely in favour of English. Choices for French and other language remain far away even when they are considered jointly.

The justifications furnished by the participants were all similar indicating that English is the world lingua franca. Some learners raised the point that English is also easier to learn. Those who opted for other languages mentioned Spanish in the first position. They build their answer on the fact that Spanish is a largely used international language. Some participants revealed preference to Spanish on the basis of football in that Spanish football championship attracts huge fans worldwide, especially supporters of the two conflicting clubs 'Real Madrid' and 'FC Barcelona'

Table 2.4 Learners' preference to second/foreign language

What do you like to study as a second/foreign language?		
French	English	Other
18%	68%	14%

✓ **Question 13**: What language do you prefer when reading?

Students were required to choose either English or French. The vast majority of participants (10%) opted for English. Those who favoured French nearly formed 1/3 of the population (30%)

✓ **Question 14**:   Do you think that French is necessary and should be maintained in our society?
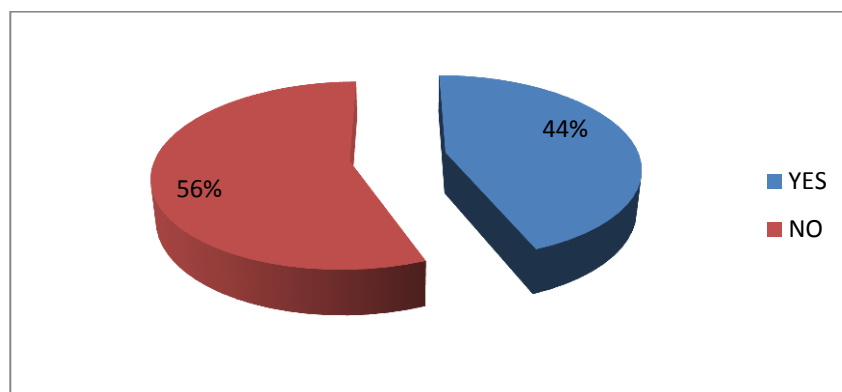
Figure 2.6 Learners' attitudes towards maintaining French in the Algerian society

Figure 2.6 mentioned above shows that more than half of the participants do not support the maintenance of French in the Algerian society. However, still around 44% of them express a positive view towards French. Pros of maintaining French built their answers on the basis that any language is a bonus. An additional language has a communicative value besides other advantages (culture, learning, etc). Those who reject French claimed that it is a colonial language which will always link us with a bloody history. They added that it constitutes a threat to the Algerian identity and culture. It also challenges indigenous tongues (Arabic and Tamazight). Some participants stressed the idea that French should be substituted by English.

2.3.2 The Interview Results

In this section, an investigation was conducted to know students background in French, their level, and their attitudes towards it. The purpose was also to know learners' awareness about the status of French in Algeria, and the reasons that helped the maintenance of this language.

✓ **Question 01**: Do you often speak French?

This question was introduced to acquire information about the participant's background and practice of the French language, the results show that around 50% of the interviewee do actually speak French frequently, arguing that they find themselves comfortable in doing so, and they like to speak French when they get the chance to do it. On the other hand, about 30% of them did not and refused the idea of speaking in French in daily conversation and were against it, also there is who suggested speaking in other foreign language such as English instead of French. Moreover there were participants that who admitted speaking the French language, but only for some rare occasions, these participants present 20% of the sample. There was a case where an interviewee added a comment saying that most of people, students precisely tend to use French in their conversation or at least code-switch with Arabic subconsciously even for those who claim that they refuse to use it, specifically for some words that don't have equivalence in our dialect. Such as sonner, téléphone, frainer, activer, micro, photocopier, soutenance, connecter, département.

✓ **Question 02**: Do you better express yourself in French than in Arabic? or in another language?

In this question a difference was set between Arabic and French, depending on how interviewees choose one of these languages to convey a meaning and express themselves more accurately. Most of the participants about 70% express themselves better in Arabic with reasons of easy and spontaneous command of it, also most of these participants agreed on a certain point relating to the reason on using Arabic naturally which is the influence of the educational process in Arabic since there earlier years, another one mentioned that he prefer to use Arabic since he have been studying English for so long, and that somehow led him to forget or not to rely in French anymore. Whereas 20% tend to mix or to code switch-between Arabic and French, leaving few participants represented by 10% use English for free and better self expression.

✓ **Question 03**: According to you, to what extent do students use French in their conversations, and for what reasons?

The interviewees' answers displayed significant mismatch, and their ideas and arguments differed. The results were analysed individually. While some of them answered by saying that students rely excessively on French in their communication in whatever situation, justifying that it is only for bragging. Another one responded by saying that students use French but not excessively because most of them are not really committed in enhancing their level in this language so gradually their level is reducing slowly suggesting the reasons are lack in reading books. An additional argument of another interviewee who clearly was not studying in French, said that students do not use French excessively in relation to the decrease in it importance and it practice in their studying fields. One last argument coming from an interviewee who states that students tend to use French to whatever degree is, the only reason, it is because that they are not those fluent in Arabic, and also because they want somehow to seek attention and shed the light on themselves.

✓ **Question 04**: Some people overuse French? Why? What about your case?

The participant's answers are presented as follows

- Student 01: I only speak French when I need to. I think that people overuse in French because it is considered a prestigious language in our society, also it makes them feel intelligent somehow.

- Student 02: People tend to overuse French in their daily conversations just to show off and to feel unique and different from others by knowing a foreign culture.

- Student 03: Sometimes people overuse French just because it is the most frequent used language in Algeria in comparison with other languages.

- Student 04: Because those people feel that they are superior to others and better from them, and that's why I don't use French at all.

- Student 05: I think people use French excessively because they love the language and they express themselves better with it like I do.

- Student 06: French is the language of the colonizer and it is a romance language that is rooted deeply in our society, which is why it used frequently, I like French as I like learning other languages.

✓ **Question 05**: Is French a necessary language for the Algerian student?

For this question the results were surprisingly even, where half of the participants by 50% claimed that French is a necessary language for the Algerian student because some of the studying fields and specialities are taught in French, also because most of the jobs require the language, and it a language that helps the student to acquire more knowledge and link to other developed countries. In the contrary the other half interviewees opposed to the necessity of French for the Algerian student and rejected the idea saying that Arabic is more than enough for the Algerian student, and in addition to it the English language because it is the world language, also the language of science nowadays.

✓ **Question 06**:Why do people use French in situations where there is no need for it?

The majority of the participants agreed on that people use French as a mean to exclude others from their conversations especially the case where the excluded person does not understand French, because also it is offending for some people. Others liked the issue to the historical fact of colonization, while some interviewees insisted on the usual factors such as prestige and showing of.

✓ **Question 07**: In relation to our society, why is French a prestigious language?

Most of the participants by 80% noted that French is a prestigious language because of its historical roots to romance languages in Europe, also it is seen in our society as a door to development into a civilized society that is more intellectual and intelligent. In contrast, 20% mentioned the role of the Algerian government in keeping it this way, through implementation and continuous use by politicians.

✓ **Question 08**: Do you think that people are able to talk with no recourse to French whatever the reasons are?

In relation to this question all of the participants 100%, found a common ground and agreed on that people are able to avoid speaking in French and make conversations that are clear from French what so ever. Interestingly some of them argued that our speech or conversation needs to be cleansed from French to evolve from it, in order to focus more on our mother tongue saying that Arabic is already a very rich and holly language that does not deserve to be hidden by a foreign language especially French.

✓ **Question 09**: Do you support the French language maintenance in Algeria?

Finishing with this interesting question, the results were fascinating; all of the interviewees do not support the continuing existence of French and not even its maintenance in our society. Some of the informants were stuck to the argument of the historical trauma that is left by the French colonizers; others suggested solutions and a replacement to this problem which is the implementation of English as a second language, especially in primary school instead of French. This question could cover the whole problems that this research is based on or for other researches that could pick a larger sample in a bigger part in the Algerian society.

2.4 Discussion of the Main Results

The purpose of this section is to provide a discussion of the main results gathered throughout the different research tools. According to the results, it is clear that the participants like learning French and enjoy using it. It should be stressed that these students converse with one another using technical terms in French that make their field of study or speciality recognisable, also students code-switch between Arabic and French intensely during their daily conversations, to convey a meaning and express themselves better, to make a good use of the words stored in their vocabulary, in contrast the results show that code-switching reflect their weakness generated from a weak command of both French and Arabic language, as they tend to replace and fill that vocabulary gap by switching from one to the other. Hence the participants denied their impression with French and their passion to learn it, and announced their urge for

learning English as their preferable second language, relating to its importance in the world stage nowadays, which is somehow quite deceiving.

Equally important, both of the interview and the questionnaire have brought fascinating results concerning the participant's attitudes towards French. From that point, most of the participants share the point on the issue of overuse of French stating different arguments; an attraction towards the language, and towards the French culture and literature, the users seem somehow pro-French and support the language considering it as a rich and important for the development of the country, also another reason of people's overuse of French is showing off. In that matter, people show off in Algeria only in French, to have a sense of superiority and uniqueness in front of others especially for students who use French as a bragging tool. In addition to these arguments, the participants raised on an important point that projects the status of French in Algeria in general; which is prestige .According to them French is a prestigious language in our society because it is a language of sciences and advancement that is linked to a well known country "France" and it language is considered as a romance language.

Surprisingly, the results show a positive match with both of the hypothesis, the results confirm the first hypothesis, in the matter that, the French language frequent use is implemented by the French colonizer, and that the Algerian speech community genetically and unconsciously use French in different situations, whether through total use or only by code-switching . As for the second hypothesis, the results were confirmed, but also were rejected to a certain degree, the student's attitudes toward French resulted; that the French is undeniably prestigious. The students' perspectives differed in reasons behind the French use in the Algerian society.

Regardless of the precious and important results from the interview and questionnaire, many difficulties and obstacles were faced during the analysis and interpretation of the collected data, few suggestions were set to clarify those issues, starting by shedding the light on some of the participant's answers in which some answers were left blank or avoided just not to waste their time justifying their answers, another issue is the contradiction in participant' answers, this proves their haste and

lack of interest in completing the questionnaire and the interview, or some cases of misunderstanding of the questions, other cases as an example, they are with the learning English as a second language which is more important than French but in another way they don't want to lose French either, and that is genetically rooted in their tongues, pretending that it is a necessary language to have more opportunities and to have a good or higher place within the society.

2.5 Conclusion

This chapter provided the methodology frame that governed the study. The study built on two data collection instruments, namely a mixed questionnaire and a semi structured interview. It is concluded that French has been a language of high esteem for the students. French constitutes a integral part of the students' daily linguistic behaviour. Code switching between Arabic and French is also a marker of their conversations. French is actually highly valued. Learners' positive attitudes towards this language have contributed in the maintenance of French in the Algerian speech community through an overuse in daily communication.

General conclusion:

The French control of Algeria was a defining event in the Algerian linguistic history. Actually, since 1830 the French had always plotted on utilizing the language as a method for conquer and control over the people. They began including another educational system which would continuously replace the previous Algerian one. The apparent motivation behind the French colonist was to get a complete control of the nation by de-arabizing it, and forcing the French tutoring. This approach decreased the quantity of educated individuals and in the long run prompted a quick spread of absence of education the same number of schools and foundations were shut, leading into a dark time of illiteracy. Later, many Algerians turned out to be very much aware of the circumstance and mobilized themselves to eradicate the issue by fighting the colonist not only through weapons but also through the pen, and along these lines began another look to the French instructive framework, trusting that learning French was the best and the only way to advance socially.

Few years after the independence, the French language turned out to be more attached to the Algerian tongues creating a complicated linguistic situation .The Algerian government made sure for its maintenance in a desperate need to feed the urge of the Algerians for education. Individuals being in contact with it for a significantly long time have been affected in a way or another, and entered a linguistic situation where both French and Arabic were utilized. At that point, disregarding the hard endeavours made by the Algerian government which initiated the Arabization strategy as a plan to re-set up the Arabic as the sole national and authority language, as a strategy to split the French dominion definitely from the Algerian society, and for recuperating the Arab-Islamic social characteristics and the national identity, this linguistic policy did not succeed in eradicating French, but helped on it continuing existence. The majority of the Algerians continue in engaging conversations in French every day, for different occasions and for several reasons.

From the political perspective, French is implemented as a second foreign language after Arabic. However sociolinguistically, it ought to be seen as a language that is sided with the mother tongue due to its frequent use or by mixing in it with Arabic in conversation, so basically in a way or the other, French is used constantly

and unconsciously, which makes it technically a part of the Algerian mother tongue, since it is to a great extent viewed as an important step for social communication and advancement. Indeed, the impact of the colonial language had been intense to the point that French did not leave the Algerian society and only kept on to be utilized in many divisions of the government, administration and mass media, particularly in primary school, not only that, but also in everyday communications and interactions especially between youth literate people when discussing scientific, technological or philosophical topics.

In such manner, student's use of the French language is the centre of what this research is based on. Results show that students have positive views when it comes to using the French language in their daily conversation in different fields and for several occasions, not to mention their strong attraction toward the language for several reasons. The most important reason is the necessity of the language in order to achieve higher value within the Algerian society, which is considered as a personal and individual perspective. While some students use the French language, they surprisingly reject the idea for the others generally in using it.

On the other hand, the students showed negative attitudes toward French overuse within the university, also for the entire Algerian speech community, argument stated that it is the essential generator of negative attitudes such a overestimation of one self and bragging and sense of superiority and showing off. The appropriate suggested solution for this issue is an appropriate control and use of the language when it is needed in the right situation. Unfortunately for some students overusing French or showing off using it constantly will identify their level and only bring out their mistakes and weaknesses.

It is agreeable that French is a prestigious language in general, especially in the Algerian society. Its impact is inevitable wherever it settles, that is due to its historical background, also because of its linguistic structure, relating a country "France" that helped in its spread intentionally across different locations, the same country that is known with its world capital of romance, that same title that was earned by French renowned as a romance language itself.

There is no doubt that languages are not just methods of communication, but are conveying societies, development, and human relation. At the point when a language vanishes, it is a piece of the most priceless qualities of mankind which will pass away with it.

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Appendices

Appendix A: the questionnaire in English

Questionnaire

This questionnaire aims at knowing people's attitudes and opinions about the French language. Therefore, you are kindly requested to tick where appropriate, and to mention your standpoint when required.

Biodata

Gender: Male   ☐   Female   ☐

Speciality:

Level :

Rubric one:

1- Where did you learn French (you can choose more than one option)?
- Home   ☐
- School   ☐
- Elsewhere   ☐   (...)

2- My command of French is:
- very weak   ☐
- weak   ☐
- Average   ☐
- Good   ☐
- Very good   ☐
                ☐

3- Do you like French?
Yes ☐   No ☐

4- Is it important to learn the French language nowadays?
Yes ☐   No ☐

Rubric two:

5- I use French mostly in (possible to choose more than one option)

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- Home ☐
- daily communication ☐
- University ☐

6- Do you use French constantly in your daily life?

Yes ☐   No ☐

7- Do you frequently code-switch between Arabic and French during your conversation?

Yes ☐   No ☐

- If yes, please specify why?

....
....
....

8- Do the media and communication tools help in learning French?

Yes ☐   No ☐

- How?

....
....

9- Is it important for parents to teach their children the French language?

Yes ☐   No ☐

- Why?

....
....

10- Is French a prestigious language?

Yes ☐   No ☐

- If yes, say why?

....
....

11- According to you, for what purpose(s) French language is used mostly in our society:

- Studies ☐
- Communication ☐
- Showing off ☐

12-What do you like to study as a second/foreign language?

French ☐   English ☐   Other ☐

- Why?

....

....

13- What language do you prefer to use when reading?

- French ☐   English ☐

14- Do you think that French is necessary and should be maintained in our society?

Yes ☐   No ☐

- Why?

....

....

....

....

Thank you

Appendix B: The Interview

Dear student,

Would you give me the honor to take part in my dissertation and share your expertise and knowledge by answering this interview, which is about attitudes towards the French language. Answering this interview will give a clear ideas and perspectives and results in order to complete this research.

1- Do you often speak French?
2- Do you better express yourself in French than in Arabic or another language? Why?
3- According to you, to what extent do students use French in their conversations, and for what reasons?
4- Some people overuse French? Why? What about your case?
5- Is French a necessary language for the Algerian student?
6- Why do people use French in situations where there is no need for it?
7- In relation to our society, why is French a prestigious language?
8- Do you think that people are able to talk with no recourse to French whatever the reasons are?
9- Do you support the French language maintenance in Algeria? Why?

Appendix C: The questionnaire in Arabic

استبيان

يهدف هذا الاستبيان إلى معرفة مواقف الناس وآرائهم حول اللغة الفرنسية. لذلك، يرجى منك وضع علامة عند الاقتضاء، وذكر وجهة نظرك عند الحاجة.

المعلومات الأساسية:

الجنس : ذكر ☐ أنثى ☐

الشعبة :

التخصص:

الجزء الأول:

1-أين تعلمت اللغة الفرنسية (بإمكانك اختيار أكثر من خيار واحد)

في المنزل ☐

في المدرسة ☐

في مكان آخر ☐ (......................................)

2-مدى تحكمي في اللغة الفرنسية:

ضعيف جدا ☐

ضعيف ☐

مقبول ☐

جيد ☐

جيد جدا ☐

3-هل تحب الفرنسية؟

نعم ☐ لا ☐

4-هل من المهم تعلم اللغة الفرنسية في وقتنا الحالي؟

نعم ☐ لا ☐

الجزء الثاني :

5-أستخدم اللغة الفرنسية غالبا في: (من الممكن اختيار أكثر من خيار واحد)

المنزل ☐

التواصل اليومي ☐

الجامعة ☐

6-هل تستخدم اللغة الفرنسية باستمرار في حياتك اليومية؟

نعم ☐   لا ☐

7-هل تقوم بالتبديل بين اللغة العربية والفرنسية أثناء محادثتك ؟

نعم ☐   لا ☐

إذا كانت الإجابة بنعم ، يرجى تحديد السبب

....

....

8-هل تساعد وسائل الإعلام والاتصال في تعلم اللغة الفرنسية؟

نعم ☐   لا ☐

كيف؟

....

....

9-هل من المهم أن يقوم الوالدين بتعليم أطفالهم اللغة الفرنسية؟

نعم ☐   لا ☐

لماذا؟

....

....

10-هل الفرنسية لغة مرموقة؟

نعم ☐   لا ☐

إذا كانت الإجابة بنعم ، يرجى تحديد السبب

....

....

11-بالنسبة إليك لأي غرض يتم استخدام اللغة الفرنسية في مجتمعنا:

الدراسة ☐

التواصل ☐

التفاخر ☐

12-ما هي اللغة الاجنبية التي تفضل تعلمها:

الفرنسية ☐   الإنجليزية ☐   أخرى ☐

لماذا؟

....

....

13-ما هي اللغة التي تفضل استخدامها عند القراءة؟

الفرنسية ☐   الإنجليزية ☐

142-هل تعتقد أن الفرنسية ضرورية ويجب الحفاظ عليها في مجتمعنا؟

نعم ☐   لا ☐

لماذا؟

....

....

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Appendix D :The Interview in Arabic

المقابلة

هل يمكنني أن تمنحني شرف المشاركة في مذكرتي ومشاركة خبرتك ومعرفتك من خلال الإجابة على هذه المقابلة، والتي تدور حول المواقف تجاه اللغة الفرنسية. سيعطي الرد على هذه المقابلة أفكارًا وأوجه نظر, ونتائج واضحة لإكمال هذا البحث.

1-هل تتحدث الفرنسية غالبا؟

2-هل تعبر عن نفسك أفضل باللغة الفرنسية أم باللغة العربية أو بلغة أخرى ؟ لماذا ؟

3-حسب رأيك، إلى أي مدى يستخدم الطلاب اللغة الفرنسية في محادثتاهم ولأي سبب؟

4-بعض الناس يفرطون في استخدام الفرنسية ؟ لماذا ا؟ ماذا عن حالتك؟

5-هل الفرنسية لغة ضرورية للطالب الجزائري؟

6-لماذا يستخدم الناس اللغة الفرنسية في الحالات التي لا يتطلب استعمالها؟

7-فيما يتعلق بمجتمعنا، لماذا تعد اللغة الفرنسية لغة مرموقة؟

8-هل تعتقد أن الناس قادرون على التحدث دون اللجوء إلى الفرنسية مهما كانت الأسباب؟

9-هل انت مع اللغة الفرنسية في الجزائر لماذا ا؟