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Department of English

Attitudes towards French and English among University Students and Teachers

Case of 1st Year Biology Students and Teachers at the University of Tlemcen

Extended Essay Submitted to the Department of English as a partial fulfilment for the requirements of the Master Degree in Language Sciences

Presented by: **Supervised by:**

Mr. Merwan CHALABI   Dr. Nassim NEGADI

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Declaration

I hereby declare that the substance of this dissertation is entirely the result of my investigation and that the reference or acknowledgment is made, whenever necessary to the work of other researchers.

Date   **Signature**

07 September 2018

Dedication

To my beloved parents and family for their love, patience and unhesitating support.

To the future EFL teachers and students.

Acknowledgments

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Abstract

This work focuses on the attitudes of university teachers and students towards foreign languages in Algeria. French and English represent a very important and interesting factor that makes Algeria open to the world, a fact that led to focus on their use in education. A particular interest is reserved to the University of Tlemcen which is the case study in this research. The research work investigates the theories surrounding bilingualism, multilingualism, and language attitudes, in addition to the sociolinguistic situation of Algeria and the language policy that have an influence on the languages used in education. Data for this study came from two questionnaires and classroom observation distributed in a period of three months to sixty students and ten teachers from the Department of Biology at the University of Tlemcen. The results obtained from this work indicated that the majority of students are semilinguals. It also revealed students' attitudes towards both French and English. Through the research investigation, it is concluded that French is necessary in teaching as well as in learning. It is also essential in making academic proficiency more effective. At the end, the research gives surprising results about the future of English language in the Algerian educational system according to both teachers' and students' views.

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Key to Abbreviations and Acronyms

Ar: Arabic

CA: Classical Arabic

Fr: French

L1: First Language

L2: Second Language

MSA: Modern Standard Arabic

CALP: Cognitive Academic Language Proficiency

BISC: Basic Interpersonal Conversational Skills

General Introduction

General Introduction

Language is one of the most marked, conspicuous, as well as the fundamental characteristic of the faculties of man. The importance of language for man and society cannot be minimised or ignored. It is not only a mode of communication between individuals but also a way for the expression of their personality and feelings, and each language is linked to its social, cultural and political reality.

The field of sociolinguistics tries to explain language in relation to society, focusing on its use and function in the socio-cultural context. It tries to disclose language and education as closely interrelated since the context of education is passed through the medium of language.

Many countries around the world have several languages spoken in their territories due to different experiences, and Algeria no doubt is one of them. It was a place of invasion that made the linguistic diversity rules among its speakers since ancient times, and the first inhabitants of Algeria are thought to be the Berbers or "Numidians" as they were called by the Romans. The Arabs who came to the region for ideological process of Islam brought with them their language after they succeeded and the Berber queen Dihya was defeated, Islam was adopted by most Berbers and classical Arabic was introduced as miraculous language of the holy Qoran. When the French settled in Algeria (starting from 1830 to 1962), their language and educational system were introduced as a way to set up their domination. During French colonization, English was introduced as the first foreign language in French schools.

French and English had a deep influence on Algerians. In spite of the Arabization process that took place after the end of the colonial period, both languages have been present in the Algerian repertoire as the first and second foreign languages, respectively. It is worthy to observe that both French and English have become more and more a requirement in many domains of the individual's life.

After the implementation of the Arabization process which started in all domains, French was taught as a foreign language starting from the fourth year of the primary level, education has known many reforms from the academic year 2003-2004. The government elaborated a new policy. In the primary school, French is taught from the third year instead of the fourth. The teaching of French in middle and secondary schools has received some reforms as well. English has become the most dominant and useful language in the world; many governments have adopted various policies that promote English teaching and Algeria is no exception. At present, English is considered as a foreign language that is a mandatory subject taught from the first year in the middle school.

Although all the efforts made by authorities to arabize the whole educational system, some fields like medicine, biology, applied sciences, etc. are still taught in French only. English is taught as a compulsory subject (General English for 1st, 2nd and 3rd, and masters) in all fields. The students who have carried out their primary and secondary studies in Arabic are confronted to French when arriving at university; they face many difficulties in understanding their subjects given in French or English. These languages which are taught as foreign languages in primary, middle and secondary levels became the languages of instruction and learning too.

The Aims of the Study

This study attempts to explain attitudes of first year students of biology in Tlemcen towards French and English as medium of instruction. It also tries to explain the use of both languages in their studies, particularly in first year. The lack of competences and problems in their mastery of languages have opened a real field of investigation. To approach this problematic issue, the focus is first on bilingualism, languages policies in Algeria, and language attitudes.

Learning science through French and English has produced a deep understanding of students' achievement gap that will be an obstacle of their academic success. Accordingly, this research is guided by three questions, mentioned below:

1) What are students' and teachers attitudes towards French and English?

2) What are the reasons behind students' low performance when learning through French and English which have been taught for many years?

3) According to students' and teachers' views, should English be introduced as a 'must have' in Algerian universities and replace French?

On the basis of the above mentioned research questions, the following hypotheses are put forward:

1) The majority of students develop positive attitudes towards both languages.

2) First year students of biology are not ready to deal with the lectures which are all given in French. Their lack of knowledge in French and their lack of interest in English result from their attitudes towards these languages as well as the system of education which was and still is not efficient.

3) English should be introduced as mandatory in Algerian universities for all specialities, but not to the extent that it replaces French.

In order to find satisfactory answers to the raised questions, the research builds on a case study using two data collection tools. Two questionnaires are used in this research: one designed for students and another for teachers, whereas the classroom observation is conducted in the class during a lesson in order to verify the data received from the two questionnaires. The data are analyzed both qualitatively and quantitatively.

3

In terms of structure, the present research work includes two chapters. The first one constitutes the literature background upon which the field work will build. It reviews some basic concepts, such as language policy. It also reports information about the site of research. The second chapter begins with the methodology opted for in the realization of the field work. It also provides analysis of the data with a discussion of the results.

Chapter One

Theoretical Background

Chapter One: **Theoretical Background**

1.1 Introduction

The following chapter seeks at presenting the main framework to be used in this study. It is divided into two parts: the first part provides insights on bilingualism and multilingualism as being an interesting social phenomenon governed by the needs of globalization that will be helpful to look for language attitudes. It will then try to highlight the relationship between bilingualism and students' academic success. The second part describes the sociolinguistic situation of Algeria after its independence. It provides insights into language policy[1] and language attitudes that have a direct influence on students' performance when dealing with foreign languages.

1.2 Multilingualism

The meaning of the terms multilingualism and bilingualism can be understood from the prefixes (bi, and multi), both are devoted to the study of production, processing, and comprehension of two and more languages. Some researchers, such as Weinreich, who study bilingual and multilingual communities around the world use the term 'bilingualism' as a cover term to refer to both bilingualism and multilingualism.

According to Hall (2001), the terms of multilingualism or plurilingualism are currently used to describe people who live in two or need two or more languages in which they are not supposed to be competent or literate. Thus, Algeria is a multilingual country because there are at least four spoken languages: Algerian Arabic, Tamazight, Literary Arabic, and French, in addition to English in some domains.

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[1] Language policy is what a government does either officially through legislation, court decisions or policy to determine how languages are used. (Wikipedia)

1.3 Bilingualism

Bilingualism is a complex phenomenon that is almost present in every country of the world; those who can speak two languages are called bilinguals according to Diebold (1964: 496). He states:

> "Contact and convergence between two different languages or cultures results in a sociological situation where in the same individual learns elements from a linguistic or cultural system other than his native system. Linguists refer to this learning situation as language contact and to the particular learning process as bilingualization. The individuals so involved are called bilinguals… when languages come into contact, speakers of either language may learn elements of the other language. This acquisition of non-native language produces bilingualism."

<div align="right">Diebold (1964: 496)</div>

The term has been defined in many ways by different researchers. For some, it means an equal ability to communicate in two languages. For others, it simply means to communicate in two languages, but with greater skills in one language. Generally, two types of bilingualism are distinguished: societal bilinguals and individual bilingualism (Bell, 1976). The former refers to a situation where in a given society two different languages are spoken, whereas the latter refers to the way where two languages are used by the same person, taking into account many factors, including their level of education and their socio-economic background. Individuals' bilingualism depends upon many factors, including competence within both receptive and productive skills.

As it is shown, bilingualism can be discussed as an individual or societal phenomenon. Hamers and Blanc (1989 , 2000) use the term bilinguality to denote an individual's command of two languages. According to them, bilinguality is:

"the psychological state of an individual who has access to more than one linguistic code as a means of social communication : the degree of access will vary along a number of dimension which are psychological, cognitive, psycholinguistic, sociological, sociolinguistic, sociocultural and linguistic… "

It is difficult for a bilingual to be proficient in the four skills in both languages. Actually, this is rare; various cases of bilingual proficiency which fit the Algerian society in general can be identified. Grosjean (2008: 13) views a bilingual speaker as follows: "the bilingual is not the sum of two complete or incomplete monolinguals; rather, he or she has a unique and specific linguistic configuration". A bilingual speaker can be proficient in L2 more than their native language (Cummins 2001: 36).

'Balanced bilingualism' is a term that refers to someone whose two languages, rather with high or low status, are equal in terms of proficiency. Their level in both languages is almost equal, the speaker can use one language in specific domains and the other one in other domains, whereas 'dominant bilingualism' describes a person who dominates one language over the other, in most cases, their first languages (L1) is dominant.

Among various types of bilingualism which can go with the Algerian students, two types are distinguished: coordinate and compound bilingualism (Evin and Osgood, 1954). According to them, coordinate bilingual designates a person who develops and learns the two languages in different contexts, whereas a compound bilingual is a person who learns the second language while constantly relying on his first language i.e. translating.

On the other hand, Cummins (1994) invokes two other types of bilingualism: additive and semilingualism. The first one refers to a situation where having high level in both languages contrarily; the latter is related to a low level in both languages. Another distinction, furthermore, is between passive bilingualism and active bilingualism. Passive bilinguals possess only receptive skills in a second

language, which is the case of most students who are only able to understand, while active bilinguals have an active ability in both productive and receptive skills.

Students in biological and technical fields, as a linguistic sample, do not have the same level of proficiency in French and English. Effectively, different bilingual cases are noted with students who may be able to master the French language or rather have an appropriate knowledge of it, and the same goes with English.

1.4   Bilingualism and Academic Success

Academic success is conceptually defined as the fulfilment of all course requirements in the projected time by utilizing specialized cognitive and linguistic abilities required to perform the academic-related tasks (Haim, 2014). First Year Biology students may still not have the language abilities to communicate the necessary information to be academically successful.

1.4.1   Cummins Theory

Researchers claim that learners may have academic difficulties when their first language is replaced by L2. In other words, bilingualism has a negative effect on the learning development. Cummins (2002: 23) has developed a number of hypotheses in order to clarify the relationship between bilingualism proficiency and academic success of failure.

1.4.1.1 Additive / Subtractive Bilingualism

The term additive bilingualism refers to the situation where a person has acquired the two languages in a balanced manner, whereas subtractive bilingualism refers to a situation where a person develops their L2 at the expansion of L1. In other words, L1 is replaced by L2. Some researchers suggest that high level of profeciency attained in both languages have a positive effect on learners' cognitive and academic development. The social environment plays a relevant role in the development of language. Bilingualism can have positive influence when a second language is relevant in society, it will be learned in supplement to the first language.

1.4.1.2 The Threshold Hypothesis

It assumes that learners need to achieve a certain level of proficiency or competence in the first and second language to take advantage of the benefits of bilingualism ; in a minimum level of linguistic and conceptual knowledge in the first language is needed to successfully add a second. In other words, learning additional language has positive influence on learners' verbal cognitive operations. Cummins (2001: 94) suggests two types of thresholds:

- At the higher level, threshold additive bilingualism occurs when balanced bilinguals have appropriate competence in both L1 and L2 that accelerate cognitive growth (Cummins, 1979).

- At the lower level, threshold learners would experience negative cognitive effects if there is a low level of competence in both L1 and L2.

Students must achieve proficiency of L1 during their education in order to avoid cognitive deficit and to come up with difficulties in learning an L2 in later stage.

1.4.1.3 BICS / CALP

Cummins differentiates between social and academic language acquisition. Basic Interpersonal Communication Skills (BICS) are language skills needed in social situation. It is the daily language people use to interact with other people in society. Social interactions are very important, they occur in a meaningful context; they are not very demanding cognitively.

Cognitive Academic Language Proficiency (CALP) on the other hand refers to formal academic learning. The level of language learning is essential for students to succeed in school. In our case, having a good level in language instruction is highly needed.

If this framework is applied to Algerian bilingual students in scientific fields, it will turn out that those students would be more comfortable in BICS rather than CALP. BICS cannot be used to measure the academic performance without evaluating one's cognitive academic language proficiency. Conversational fluency and academic progress in French language are achieved by time. For instance, if

first-year LMD students are compared with masters' students, big differences will be found in their abilities to speak French at the levels of vocabulary, phonology and fluency. Thus, every year, students gain more knowledge in the language and use it more appropriately. This observation will be discussed in the second chapter.

1.4.1.4 Common Underlying Proficiency

Students in scientific fields have developed a deeper conceptual and linguistic competence in Arabic as their L1 is strongly related to the development of French. This competence is defined by Cummins as 'the conceptual knowledge developed in one language which helps to make input in the other language comprehensible.' (2000: 39). In other words, regardless of the differences between French and Arabic (pronunciation, fluency), there is an underlying cognitive/academic proficiency that is common across the two languages. Cummins (1992: 22) states that:

> "This common underlying proficiency makes possible the transfer of cognitive/ academic or literacy related skills across languages. Transfer is more likely to occur from minority to majority language because of the greater exposure to literacy in the majority language and the strong pressure to learn it."
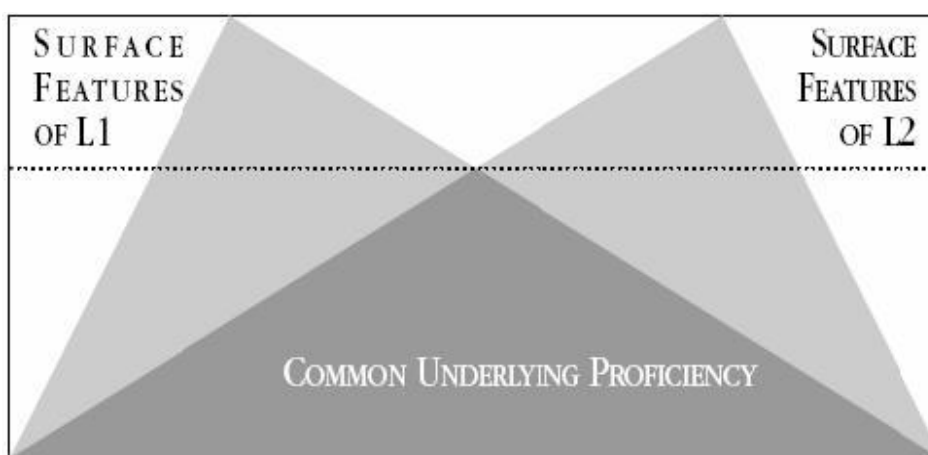
Figure 1.1: The Dual Icebergs Representation of Bilingual Proficiency (Cummins, 1992)

Cummins presents two Icebergs representing both L1 and L2 which share a common underlying proficiency.

1.5. Language Attitudes

Language attitude is a central concept in sociolinguistics that helps us to learn more about a given society's language profile. It is defined differently by many researchers. It is defined by Crystal (1997: 215) as 'the feeling people have about their own language or the language of others'. Research on language attitudes began in the 1930's by Thomas Hatherley Pear (Pear, 1931).

Two relevant theories on language study are the behaviourist and mentalist theories. According to behaviourists, attitudes are responses to a given situation. It is composed of one component: the affective. The mentalists, on the other hand, claim that language cannot be observed directly since it is mental.

Recent studies on language attitudes have proved that these favourable or unfavourable feelings students have towards a language affects second language learning that may impact language proficiency and achievement. Social psychologists have seen attitudes as having three components: cognitive, affective, and behavioural.

a- Affective component: involves a student feeling/emotion about language.

b- Behavioural component: the way the attitude students have towards language influences on how they act while learning, speaking or listening to it.

c- Cognitive component: involves students' beliefs about the language itself, its speakers and uses.

According to Kalaya (1999), from 1960's studies on language, attitudes are carried out in accordance with a mentalist view of attitudes. This view is composed of some definitions about how these feelings are located in the mind in which a mental condition will be activated when certain stimulus is present. As Barker (1992: 13) mentions that attitudes can be divided into three main components:
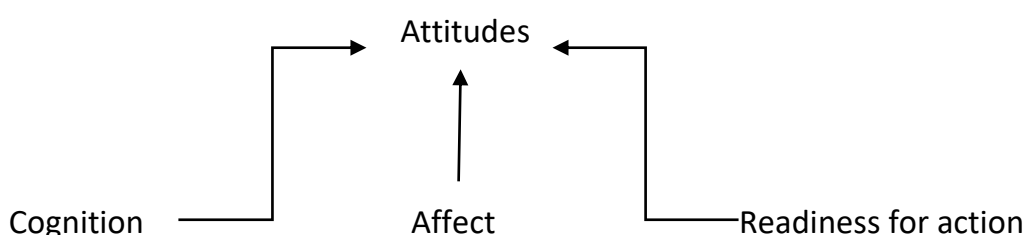
Figure 1.2: A Three Component Model of Attitude (Baker, 1992)

The cognition component includes what people think, for example, when a student possesses a favourable attitude towards French, he might believe that French is very important to get a better job. The affective component consists of feelings towards the attitude object; in this case, if a student has a passion for French football, songs or films, he obviously loves the language.

Some Algerian students have positive attitudes towards French; they had a desire to speak fluent and accurate French. They consider it as an easier learning medium than Arabic, especially for scientific subjects. Meanwhile, other students have negative attitudes towards it, their feelings are considered as an obstacle which makes learning difficult. Richards *et al* (1992: 199) say that:

> "The attitudes which speakers of different languages or language varieties have towards each other's language or to their own language. Expressions of positive or negative feelings towards a language may reflect impression of linguistic difficulty of simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language."

Students' conscious and unconscious feelings play a crucial role in language's "growth or decay, restoration or destruction" (Baker, 1988: 112). French is not only the language of instruction in Algeria; therefore, examining attitudes of students towards French is appropriate to determine the effects of these feelings on learners' academic achievement.

Benrabah's study (2009, 2013) presented an interesting analysis that illustrates language attitudes Algerians hold towards foreign languages in Algeria. According to him, French as well as English are giving more positive attitudes than the local languages. His study indicates that Algerian students wish to use English and not French as a second foreign language in education due to the fact that English nowadays is the dominated language in science and technology besides it being the language that enables them to communicate with the world.

Today's Sociolinguistic Situation of Algeria

For many centuries, Algeria passed through extremely stimulating historical facts which have led today to a very intricate linguistic situation. As a matter of fact, it is a very productive field that is opened to studies of different kinds, and that may cause very significant discoveries. Linguists, sociolinguists and educationists could come across so much to do in analysing the dynamics of a multilingual background where, along with CA and/or MSA, the literary forms of Arabic, not merely multiple varieties of the Arabic language are used in various districts, but also languages that are not genetically related.

1.6 The Status of Languages

The linguistic landscape of Algeria is a product of its history and geography. It is characterized by the coexistence of several linguistic varieties which are Tamazight (indigenous language of the country), Arabic (vector of the islamization and arabization), French (language of colonization), and English (language of globalization).

1.6.1 Tmazight Language

Tamazight belongs to the Hamito-Semitic group of language family. In the form of its different varieties, it remains a living and vigorous language. In some regions, monolingualism predominates among women and children of pre-school age. It is true, that this language has lost its importance, but the awareness of the identity of Amazigh speakers gives a new "breath of life" to it. Therefore, Berber is taught in Kabylia and many other departments. Also, there exist many channels and radio stations that use Berber daily.

1.6.2 Arabic

According to Rouadja (1991), the roots of the Arabic language are linked to the Qoran and to the prophet Mohammed. The author states that:

> "The Arabic language and Islam are inseparable; Arabic has privileged position as it is the language of Koran and the prophet

and shared language of all Muslims in the world, language of science, and language of culture."

<div align="right">Rouadja (1991), quoted in Benrabah (2007: 67)</div>

Therefore, the Arabic language, which is the central Semitic language, and Islam go together. Literary Arabic is given a special position as the first official language of the country. It is used in teaching at levels of education, written and oral press, and in administrative documents.

Algerian Arabic is the low variety, it can be considered the mother tongue of Algerians who do not speak Tamazight and its varieties, and it is used for informal daily communication.

1.6.3 French

The use of French was widely extended after independence, but due to the policy of Arabization, it acquires the status of foreign language. It is used in various sectors as economic life, industry and commerce, high education, and media, etc. As it is explained by Sebaa (2002: 88):

> "Without being the official language, the French language is considered as an official status. Without being the language of instruction, it remains the language of identity, it continues to shape the collective cultural imagination of different forms and different channels. And without being the language of university, it is the language of the university. In almost a official management, administration and research structures, work is still mainly done in French."

Its presence in these different sectors makes Algeria one of the main French speaking countries in the world. It is regarded as the language of modernity, advancement and intellectual distinction, gaining gradually a prestigious status among Algerian people who develop a clear and particular preference to learn it.

Today, the French language is highly presented in Algerian schools. It is taugh from primary school to secondary school. It is considered necessary to pursue higher education since it is the language of learning and teaching at this level.

1.6.4 English

Algerians are now aware that, in the current context of golobalization, exchanges and communication are almost all in English. It is given a positive modern image, which makes it taught as a second foreign language from the first year of middle school. However, globalization has allowed English to gain a prominent place in debates on the linguistic dimension of teaching, this economic and political orientation made it possible to teach English as a first foreign language at primary level.

It is clear from this brief description that Algeria has been a multilingual country for centuries, with many Algerians being bilinguals. After independence, however, the government decided to implement a language policy which ignored this linguistic reality, focusing instead on an ideological goal of a linguistically united country.

1.7 Language Policies of Algeria

We distinguish two main language policies in Algeria. The first one is the policy of Arabization between 1962 and 1999. The second policy concerns the educational reform since 2000.

1.7.1 Arabization

By 1962, the Algerian government implemented a language reform which aims to reintroduce Literary Arabic in education and public administration. This Arabization policy is motivated by three elements. First, the Arabic language represents the cultural side of independence: French is the language imposed by the colonizer. Secondly, Arabic is the language of Islam: Islam was a shelter during colonization when Algeria had not an identity. Finally, Arabic is the language of the Arab nation (McDougall, 2006: 338).

The Arabization policy has been weakened by its link with the Islamist movement. The majority of the Egyptian and Syrian teachers recruited since 1964 by Algeria to ensure the teaching of Arabic language were members of the Muslim Brotherhood who were more interested in the ideological indoctrination of the students than the teachings (Saad, 1992: 60). These teachers proved to be major channels for importing Islamist ideology into the Algerian public life (Abu-Haidar, 2000: 161; Mostari, 2004: 38; Roberts, 2003: 12; Thomas, 1999: 27).

However, we cannot only understand this policy in negative terms but the main purpose of Arabization was to turn the Arabic language as a true instrument of thought and work to reach the requirements of time and to overcome the prejudice of language literature and poetry (Benmayouf, 2010: 56-57).

1.7.2 Educational System Policy

Using one language as the medium of instruction seems to be a bit successful in some countries. However, in multilingual societies like Algeria, basing on only one language in education results in the failure of the whole educational system.

The period from 1962 to 1975 witnessed a fully arabization of education. Starting from primary school, where all the subjects were in Arabic, with French being taught at the third level going up to middle school. In secondary education, the humanities section was totally arabized in addition to French. In the next period from 1976 to 2002, this policy increased at some universities, only Medicine and Engineering were taught in French.

Arabization as a system applied on all levels of education was a failure. According to Grandguillaume, 2002: lack of means of documentation in Arabic language, lack of qualified teachers, and total arabization contributed to the collapse of arabized education. Taleb-Ibrahimi K. (1997:50) adds that: "The Algerian school does not produce bilinguals but semilinguals without a good command of either language".

With the arrival of the president Abdelaziz Bouteflika on 27 April 1999, language policy is taking a historical turn for the first time in favour of the compromise. Reforms in the education system show openness to foreign languages,

especially French and English. In 2002, the Algerian parliament declared Tamazight a national language. President Bouteflika declared at the 9th summit of *la Francophonie in Beirut* (18-20 October 2002)[2] that:

> "Today, we have to know how to get rid of the nostalgic titillation, which is expressed in withdrawal, and open our minds without complex to the culture of the other in order to better face the challenge of modernity and development [...]. The use of the French language is a bond that ensures our unity."

From 2002 to 2016, Education has known many reforms: French is taught from the third year instead of the fourth. Tamazight is recognized as a language being taught in many other wilayas.

1.8 Conclusion

This chapter was divided into two parts. The first part dealt with the issue of bilingualism in Algerian universities. A description of the level of students in higher educational environment indicates that there are different linguistic abilities among learners which may refer indirectly to the feelings they hold towards the languages of instruction. The second part dealt with the policies and reforms that established Standard Arabic as first language. Furthermore, it tries to explain the impact of these laws on students' linguistic performance.

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[2] In French: Aujourd'hui, nous devons savoir nous départir de la nostalgie chatouilleuse, qui s'exprime en repli sur soi, et nous ouvrir sans complexe à la culture de l'autre, afin de mieux affronter le défi de la modernité et du développement, par nous-mêmes et dans nous-mêmes [...]. L'usage de la langue française est un lien qui assure notre unité.

Chapter Two

Data Analysis and Discussion

Chapter Two: **Data Analysis and Discussion**

2.1 Introduction

This chapter presents the methodology of the practical part of the present study. It sheds light on the procedures used and provides a detailed description of the techniques and methods adapted to carrying out the collection of data for this study.

2.2 Part I: Methodology Considerations

In measuring language attitudes, two main techniques are believed to be appropriate: direct and indirect. Both techniques are designed to measure language attitudes from the point of view of individuals since language attitudes have tended to make more use of questionnaires than other methods, as declared by Agheysi & Fishman (1970). This study is based on the questionnaire as the main instrument for gathering both quantitative and qualitative data. It focuses on the questionnaire as the main tool because: first, it allows collecting data on a large group of people (60 students and 10 teachers) in a short time. Second, it is a suitable method used in attitudinal researches. In addition to that, the observation method, which is used to clarify and to fill in possible gaps to complete the questionnaires and make them more valid.

2.2.1 Research Design

It is very important for each researcher to adopt a research methodology to carry on his work in order to collect available and relevant data and to use techniques for the analyses (Kothari, 1990). Hence, a research is a kind of a process that produces several questions, problems or hypotheses, which help to collect reliable data through these questions, and then to analyze the results related to these questions (Nunan, 1992). The research methodology chosen for the present investigation was a case study. According to Yin (1984: 23), the case study is "an empirical inquiry that investigates contemporary phenomena within it real-life context; when the boundaries between phenomenon and context are not clearly evident, and in which multiple sources of evidence are used". The author notes

three categories of the case study, namely exploratory, descriptive and explanatory case studies. The current research work is an explanatory descriptive case study. It includes a full description about a specific phenomenon in which the researcher tends to report and describe the data as they occur.

2.2.2 Participants

Among higher disciplines in Algeria there are studies in biological and technical sciences which are conducted in French. First year students in these fields find themselves in a continuous maze of decline. It is difficult for them to deal with the subjects that are taught in French. The participants of this study consisted of both teachers and first year students from the department of biology at Tlemcen University. The sample consists of 60 students and 10 teachers observed over two months, from the end of March to May. They offered the opportunity to gather their views about language practices, attitudes and their academic success.

2.2.3 Data Collection Tools

In the current study the researcher used two main research instruments to collect his data, which are the classroom observation and the questionnaire. This could allow us to collect both quantitative and qualitative data, as discussed below.

2.2.3.1 The Questionnaire

Two questionnaires were used in this research: one was designed for students, and the other was designed to teachers. Both questionnaires contain close as well as open-ended questions, so that subjects express themselves freely.

a. Students' questionnaire: it provides information on student's linguistic competences, and language qualifications; language choice and attitudes towards French and English. It is directed to students in order to evaluate their language experiences: the frequency of using French in daily speech; language use and preferences: exposure to languages, self-evaluated proficiency in the four skills (reading, writing, listening, speaking); French and English as languages of instruction.

b. Teachers' questionnaire: it is dealing with their students' competences in French and English; language use and attitudes in education.

2.2.3.2 The Classroom Observation

The class observation was conducted in order to verify the data received from students' and teachers' questionnaires by allowing to see the languages used in classroom. According to Edwards and Talbot (1994), the use of class observation emerged from the fact that it might lead to new results that back up the study. This semi structured-observation included both predetermined checklist table and written notes; this combination facilitated the organization of my observations. The observation gave me the opportunity to check:

a. The language used by both students and teachers;
b. Students' level (from the language they use);
c. Language difficulties and its impact on students' participation.

The observation was based on the following checklist table in both classes (French/English) :

Teachers	Students
-What is the language used by teachers? -Do they oblige students to participate during lectures using French/English?	-Do students participate? -Which languages do they use? -Do students find difficulties in using French? Do they participate when they are asked to give answers in Arabic? Why?

Table 1.1: Classroom Observation Checklist Table

2.3 Data Collection Procedure

It took about two months of the second semester (March to May) to carry out the procedure of data collection, which consisted of both questionnaires and class observation. All the participants were encouraged to answer the questionnaire with the presence of the researcher who gave a few students some clarifications and

explanations about some questions that they didn't understand. However, before the subjects were asked to write their answers, a short introductory presentation was given to them. Teachers' questionnaire was distributed in the staff room. All the questionnaires were answered and returned in about 20 minutes. The majority of students took more time (about 30-40 minutes) to complete their answers.

The questions were clear, however, some of the participants found some open-ended questions quite difficult to answer; these questions were perceived as more time-consuming than close-ended questions. The participants then were asked to answer these questions in any language they desire (mainly Arabic). This attempt was made in order to make the results of the present study more reliable.

Additionally, some questions were not included in the evaluation since they did not produce any valid information. Classroom observation was conducted with the same groups who answered the questionnaires. The table checklists were filled and prepared for the analysis.

2.4 Part II: Data Analysis and Interpretations

This part is a space for exposing our data. The results will be sorted according to the research instrument used. The data obtained from both teachers' and students' questionnaires (close-ended questions) were first registered as frequency that shows the number of respondents of each answer. Then, the percentage of the same answers had been established, for example, the number of students who master French/Arabic as it is shown in table 2.2 and graph 2.1 (p. 27). The results obtained from open-ended questions were more complicated to analyse since all participants gave different justifications using more than one word. The grouping of these different answers into groups with similar meanings was necessary; some of these answers were given directly as it is summarized in teachers' questionnaires question number five.

2.4.1 The Questionnaire Results

Both Students' and Teachers' questionnaires are analyzed separately from each other.

2.4.1.1 Students' Questionnaire

❖ 1st Part: personal information

First part deals with student's identity (personal information).The investigation shows that a large number of respondents are females (85%) while the rest (15%) are males. The majority of them are between 17 to 24 years old.

❖ 2nd Part: linguistic knowledge

In this part, students are first asked to evaluate how good their French is in each of the four skills.

Q1: How do you consider you French language skills?

Language skills	Speaking	Writing	Reading	Listening	Total
French	16%	24%	26%	34%	100%

Table 2.1: Linguistic Competence

Arabic is the medium of instruction in students' 5 years primary school, 4 years at middle school, in addition to 3 years at secondary school. Students see that their spoken French 16% is not satisfying, compared to 24% in writing, 26% in reading and 34% in listening which are better since students can understand and read it well.

Q2: Which language do you master?

LANGUAGE	MSA	FRENCH	ENGLISH
Total : 60 (100%)	36 (60%)	20 (33%)	4 (7%)

Table 2.2: Language Mastering
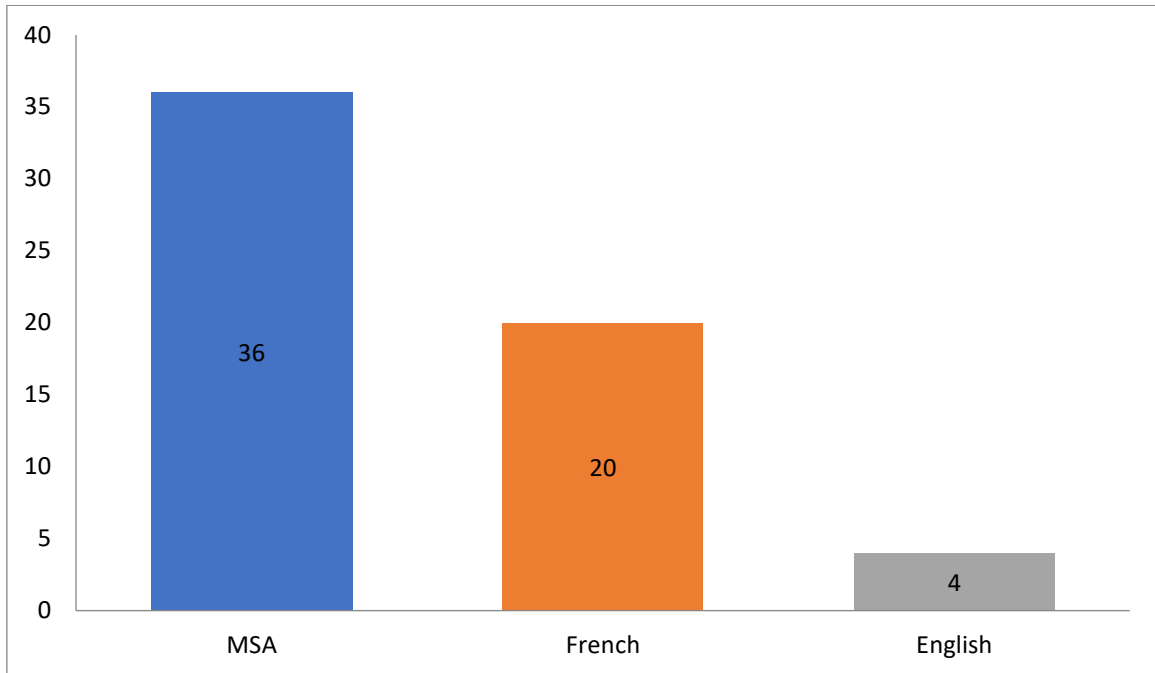
Figure 2.1: Language Mastering among First Year Students of Biology

As it is shown above, the majority of students (56) show a low level in English in comparison to Arabic and French. MSA is the language most students (60%) master better than any other language, while French is second and English last. It is clear that the reason behind this result is the fact that Standard Arabic is the medium of instruction in Algeria at all levels until university while French and English are learned as a second and third language respectively. Results show that 33% of the students who master French better told us that MSA is hard and it does not help them in their scientific studies the same thing with students who think that English is easier, most of those are willing to carry on their studies abroad where the mastery of French and English are essential. In general, students are less proficient in French and English compared to MSA.

Q3: Which language do your parents use daily?

In the third question, the informants were asked what language their parents use in their daily life. The aim was to know the extent to which they are exposed to French in their daily life.

Language	Algerian Arabic	French	Other
Total : 60 (100%)	50 (83,33%)	9 (15%)	1 (1.66%)

Table 2.3: Parents' French Language Use in Everyday Speech

From these results, it is noticed that Algerian Arabic is regularly used by parents in a normal conversation; some informants said that their parents use some French words and expressions. In other words, they code switch between Arabic and French at home. Students whose parents use French extensively are doing well at university. Their capacities in understanding and speaking the lectures presented in French help them to do well in classroom.

Q4: Select below the learning environment(s) that contributed to your acquisition of the French language?

In question number four, students were asked about the learning environment contributing effectively to the attainment of second language proficiency.

Environment	Family	TV	School	Other (internet, etc.)
No. of students	16 (26%)	22 (36%)	47 (78%)	24 (41%)

Table 2.4: Learning Environment Affecting French Use
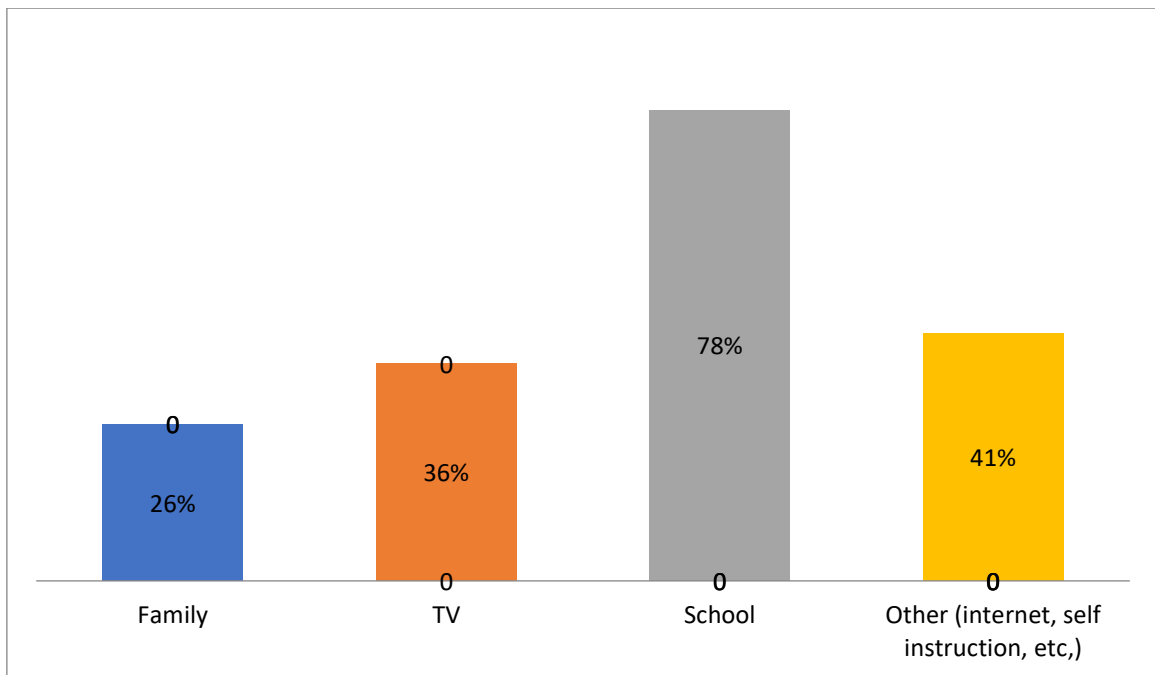
Figure 2.2: Learning Environment Affecting French Use

The table and the graph above show how proficiency in French is attained and the way vocabulary is learned from different sources. They show how exposure to a second language is considered to be an important factor that affects L2 attainment.

The main results indicate that 78% of the students agree that school is the first place where they learn a language (from primary school to university). In addition, studies at the level of the university contribute to better language proficiency, especially in scientific fields where the language of instruction is French. Results also show that 41% of them consider the internet and self instruction as two important factors that facilitate the development of French as a second language, while 36% of the main effect is obtained from TV programs which play a relevant role in picking up language. Finally, 26% said that they started to learn French from their parents at home at an early age. This may helped them to acquire it very quickly and efficiently. At university level, they feel very comfortable in studying in French.

Q5: What is your language of schooling?

In the 5th question, students are asked in which language they have been taught in from primary school to university. It is well-known that the reforms applied at the Algerian educational system affect the use of French. On the other hand, Arabic operates as a medium of instruction from the first year of studying (primary school), whereas French manifests as an auxiliary language in pre-university level, and once at university, French is the language of teaching and learning. English is taught from middle school and is studied as one module in scientific fields for 3 years at university.
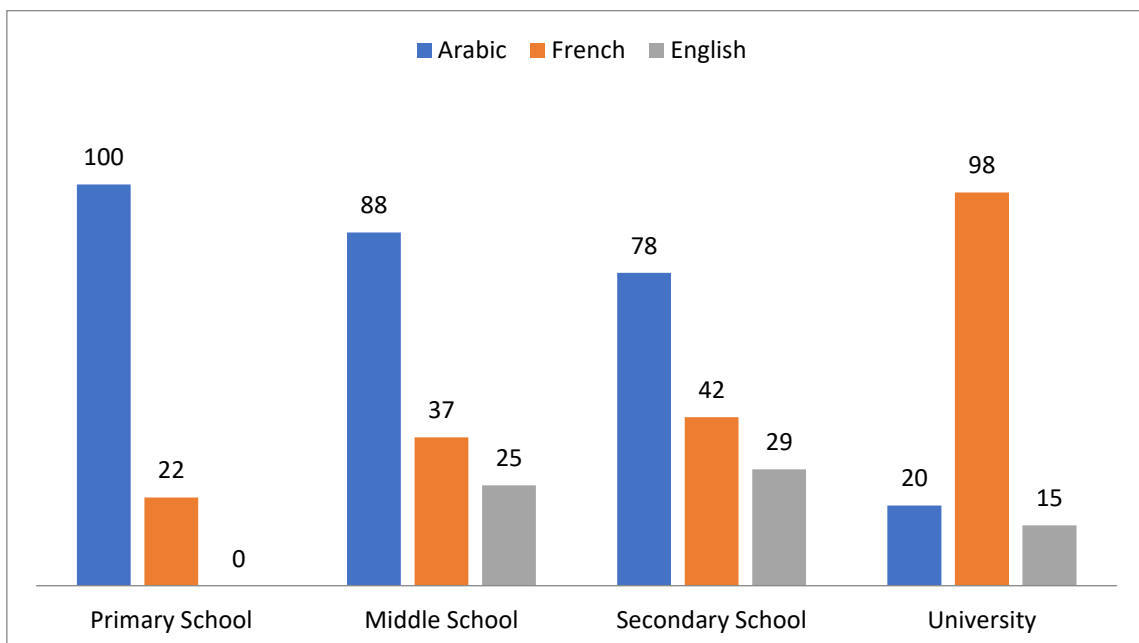
Figure 2.3: French and English use in the Algerian Educational System (%)

Q6: Do you find any difficulties in class (content understanding)?

The 6th question attempted to find out if the informants find any difficulties in pursuing their studies in French and English, and whether they are capable of at least understand their lectures or not. The students are asked if they find any difficulties in understanding the content during their lectures.

	Yes	No	No answer
Total: 60	26 (43%)	30 (50%)	4 (7%)

Table 2.5: Students' Language Perception in Terms of Difficulty
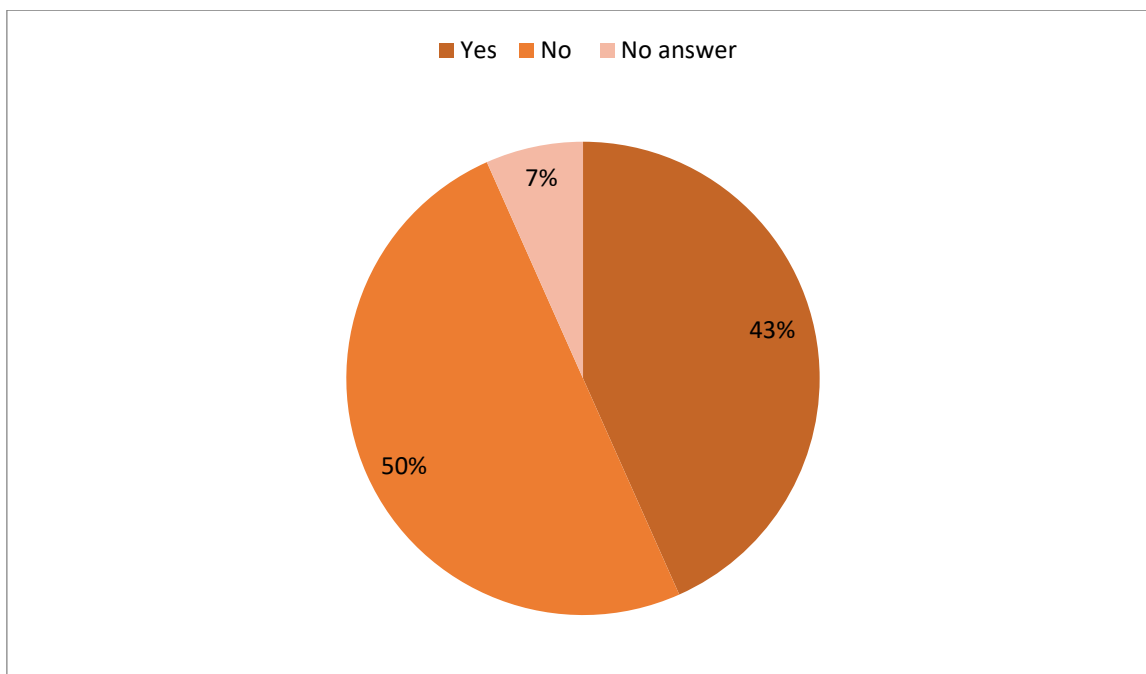
Figure 2.4: Students' Language Perception in Terms of Difficulty (%)

50% of the students expressed some difficulties in understanding the content. According to them, it is mostly due to their weakness in French.

Q7: Are you capable to understand and participate in class (both in French and English)?

	French Only	English Only	Both languages	No answer
Capable	25	4	28	3

Table 2.6: Students' Ability to Understand the Lectures

The findings show that a large number of students of biology face language problems in their studies. Results confirm the low language level of students and that is because of their pre-university schooling in MSA with French being taught as a second language (about 3-5 hours a week). This mismatch (12 years of study in Arabic, then switching to French at university) affects students' linguistic abilities in scientific fields.

Some information are easier to be understood by students (according to the table 2.6, only 25 students can understand French), and this is not enough because they always find it difficult to cope with abstract information and scientific concepts that are associated with higher level in French. Thus, average proficiency in the four language skills is needed.

❖ <u>3rd part:</u> language choice and attitudes

In part three, questions are asked to know which language students prefer to use in their studies. In the first question, for example, students are asked which language their prefer continuing their studies between MSA, French and English. The question is as follows:

Q8: In which language do you prefer studying?

Language	MSA	French	Other (English)
Total : **60**	12	37	11

Table 2.7: Preferred Language of Instruction

In spite of the average level of Algerian proficiency in French which can be described as limited, their attitudes towards French as a medium of scientific instruction are positive. 62% of the students wanted to carry on their studies in French; according to them, Arabic cannot replace French, which they considered the language of sciences and technology. 11 of the 60 students prefer English because it is the most appropriate language to study sciences and it is the language of modern world according to those students. Most of those students who prefer English fall at almost the same answer: 'It is the language of science'. While 20% consider Arabic as being easier since they have been using it for 13 academic years.

Q9: Are you for or against French being the language of instruction at the university level?

Although it is quite difficult to measure respondents' attitudes towards a language, in question 9 students are asked about how they felt about French and its use in education:
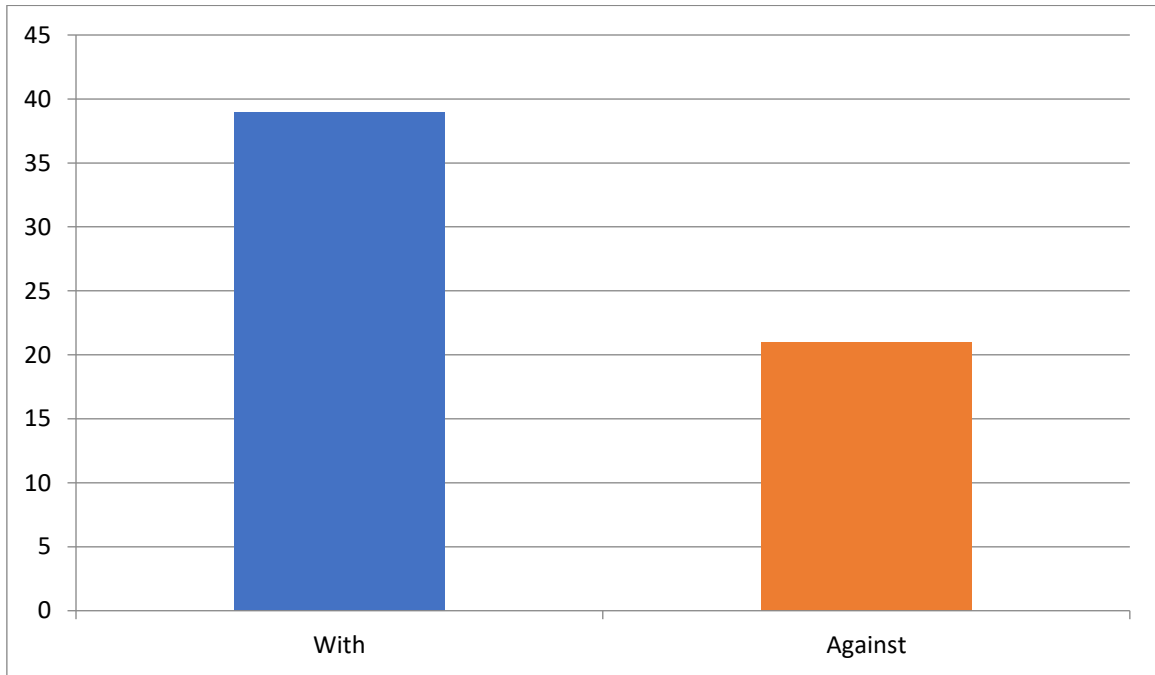
Figure 2.5: Students' Attitudes towards French as the Language of Instruction

The results obtained show that the majority of students (38) prefer French as a medium of instruction (regardless of the low level of some of them). This is mainly because they believe that Arabic is not the language of science, in addition to the fact that it is more difficult than French.

In question 10 of students' questionnaire, how English is perceived by students and its future in higher education were investigated. Students are asked if they prefer to continue their higher studies using English as a language of instruction. The majority, as expected, are against. The question is as follows:

Q10: Do you prefer to continue your studies in English?

	Yes	**No**	**No answer**
Total : 60	26	30	04

Table 2.8: English for Higher Education

As it is shown in the table above, half of the students (30) have a negative attitude, 50% have a positive attitude while the rest 4% gave no answer. For the second question, the majority of the subjects gave a negative answer, as expected.
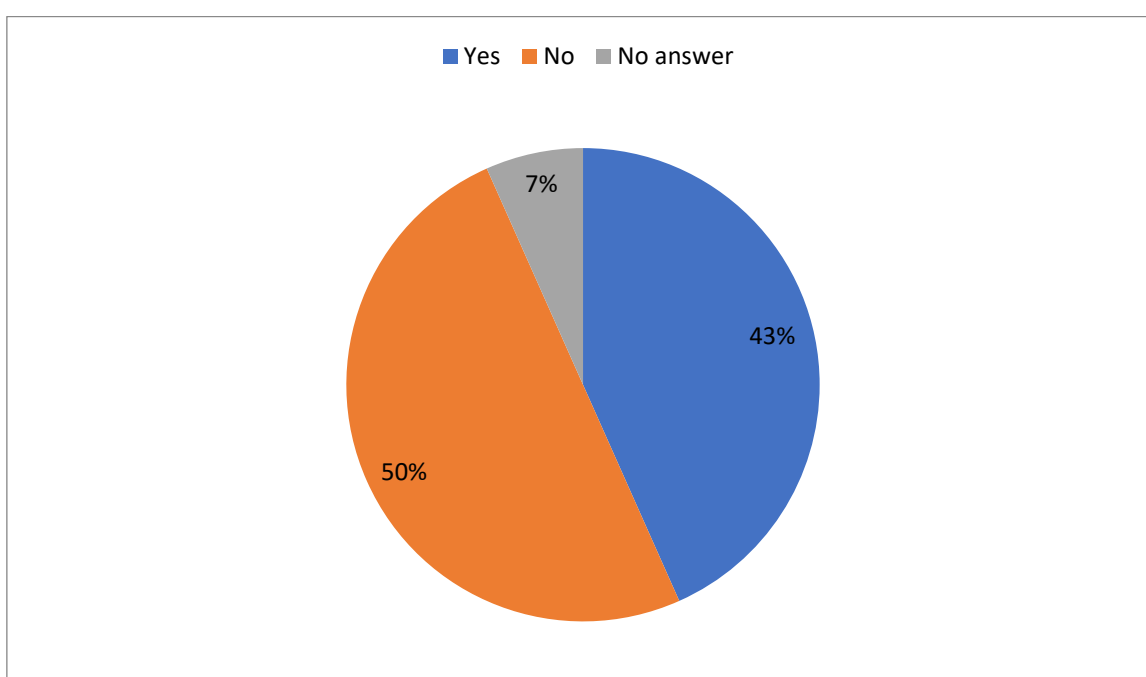
Figure 2.6: English for Higher Education

Both the table and the graph point out that a big percentage of first year biology students (43%) prefer to carry on their studies in English at the expense of both French and Arabic. However, they do not want English to completely replace French as the main language for instruction, because according to them, they need all three languages for their academic success.

In the last question, students were asked whether they think English will be the language of the future in higher education in Algeria and if it should replace French as the main language of instruction. The answers were as follow:

Q11: Should English become the language of instruction in higher education in Algeria? In other words, should English replace French?

	Yes	No	No answer
N : 60	20	29	11

Table 2.9: Students' Attitudes towards English as the Future Language of Education in Algeria
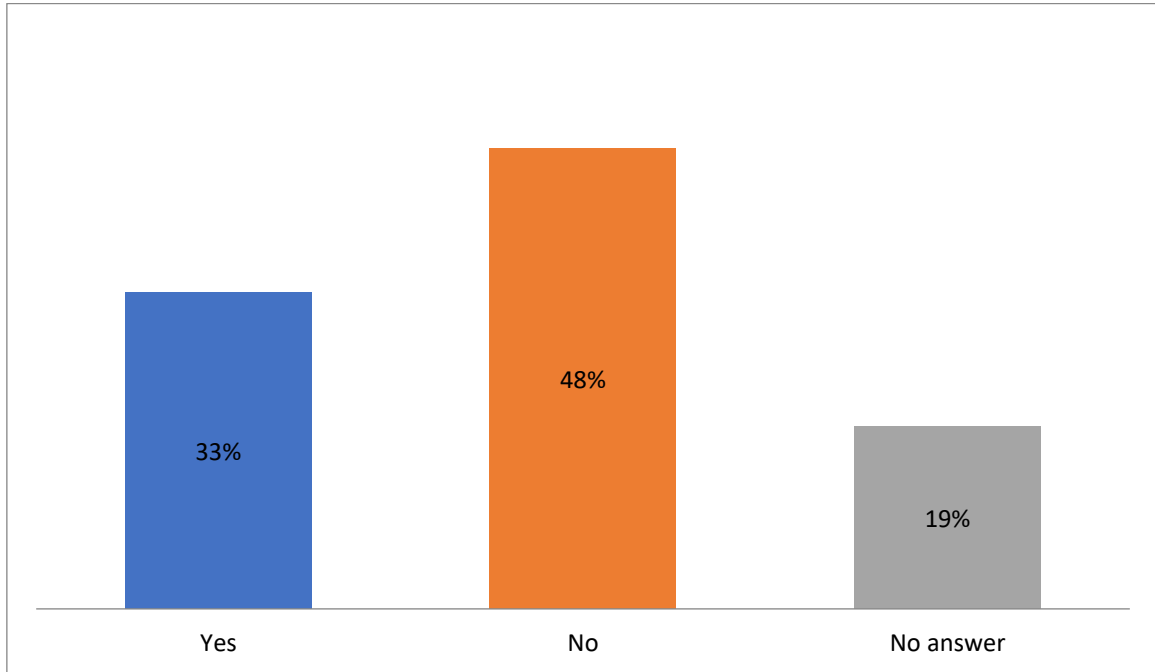
Figure 2.7: Students' Attitudes towards English as the Future Language of Education in Algeria

The table and the graph indicate that 33% (20) of the respondents want English to replace French. A considerable number of students (11) did not give an answer, while 29 of the students gave a negative answer. The majority think that English is more difficult than French when it comes to scientific concepts, and that they will need to start learning all over again which will take a lot time.

2.4.1.2 Teachers' Questionnaire

In order to gather the respondents' information, a questionnaire was held with 10 teachers from the same department, with an experience ranging from 2 to 15 years of teaching. The questionnaire deals with their first-year students' competences, language use and attitudes in education.

❖ <u>1ˢᵗ part</u>: students' competences according to their teachers

Teachers were first asked to evaluate their students' competences in the four skills according to their participation in the classroom. Then, they were asked to justify the students' low level in French.

Q1: How do you consider the language skills of your students?

Skills	Speaking	Listening	Reading	Writing
N :10	1	4	3	2

Table 2.10: Teachers' Judgments about Students' Language Competences
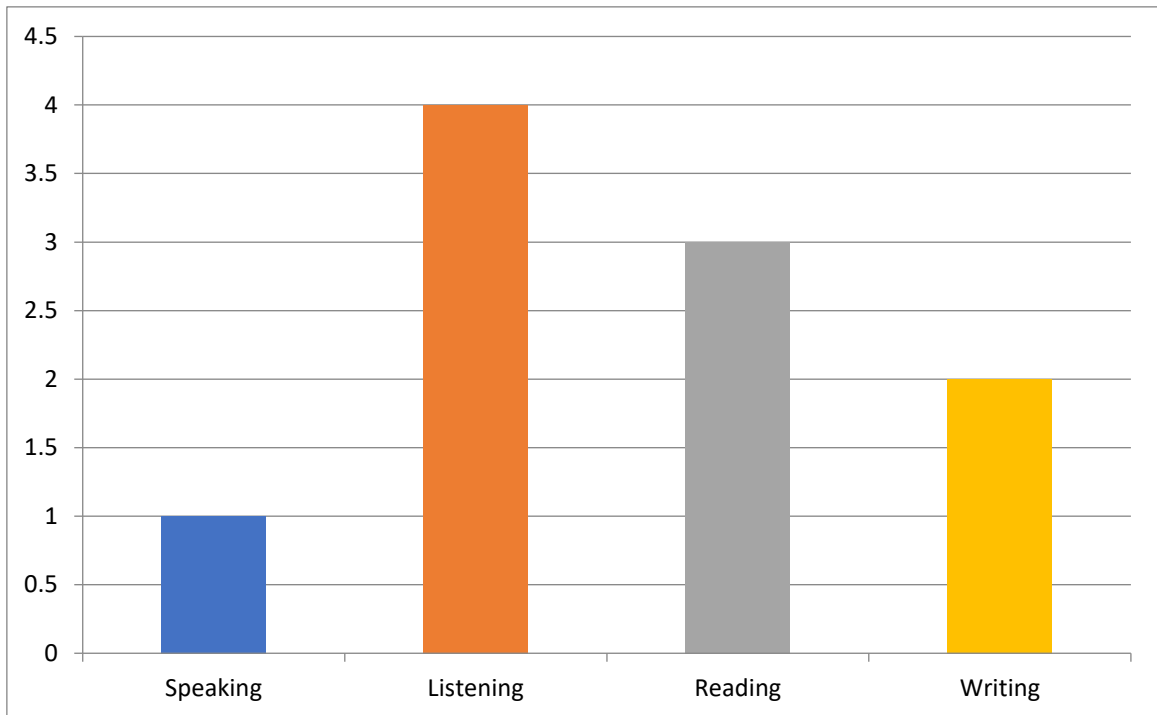
Figure 2.8: Teachers' Judgments about Students' Language Competences

Teachers were asked to evaluate the language skills of their students to see which one they think their students are better at than the rest. Most teachers agree that listening and reading are their students' strongest points.

Q2: Do students participate during the lectures?

Classroom participation	Yes	No
Number of teachers	4	6

Table 2.11: Students' Participation in Class According to their Teachers

Four teachers declared that students are active whereas the other 6 teachers said that students are passive and do not participate in class. Teachers then were asked to justify students' low level in foreign languages. According to some of their answers, students suffer from low level in foreign languages because of students' indifference. For instance, one teacher said: 'Students do not care; they do not make any efforts to learn effectively'. Another teacher claimed that the Algerian government does not supply the university with the necessary tools and technology, in addition to Arabization policy which makes the practice of foreign language not often used: 'The wider use of Arabic in mainly all domains, students are not exposed to foreign languages because of Arabic language that is imposed by the government in many fields'.

❖ <u>2nd part</u>: language choice and attitudes

Q3: Which language do you use when speaking to your students?

Language use	Arabic (only)	French (only)	Both	Total
In classroom	0	6	4	10

Table 2.12 : Teachers' Language Use in Classroom
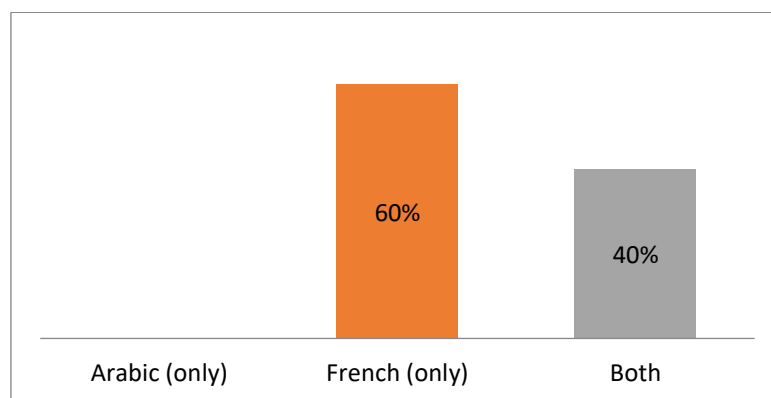
Figure 2.9: Teachers' Language Use in Classroom

According to the table and the graph, French is the only language for teaching scientific sciences, although there is a considerable number of teachers (4) who use both French and Arabic in code switching and code mixing situations. It is remarkable that no teacher uses just Arabic (Classical or Algerian Arabic) in classroom. This is mainly due to the fact that most of these teachers, if not all, were taught in French so they find it easier to use this language instead of Arabic.

Q4: How do you rate the frequency of your use of French in the classroom?

Frequency	Always	Often	Sometimes	Rarely
N : 20	5	4	1	0

Table 2.13: Degree of Using French by Teachers

From the table above it is concluded that teachers exclusively use French because they consider it as indispensable to increase students' language practice.

Q5: Do you think that the knowledge of French plays an important role in order to succeed in studies?

All teachers gave a positive answer. They consider French an important language in all kinds of academic and professional goals, as it has a large presence in all parts of Algeria.

Q6: What do you say about the educational system in Algeria?

Teachers were asked to give their opinion about the Algerian Educational System. Some of them said that the educational system is not stable. This instability may have a negative impact on students' achievements. Others claim that the reason behind the poor performance of students goes back to their indifference and carelessness and not the educational system which is seen according to them as good. One teacher said[3] that the Educational System itself is not badly done, but the problem comes from the people behind it. One teacher added that the language of

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[3] Original text: 'Le système en lui-même n'est pas mal fait, mais le problème provient des personnes qui le pratiquent.'

instruction, teaching programs, syllabus, etc. must be modified to cope with students' needs.

Q7: What is the effect of mastering the French language on university success**?**

According to the respondents' answers, they are very conscious of the fact that language is necessary and prerequisite for students to succeed. One of them said[4] that language is a precondition for academic success because it facilitates understanding and communication.

Teachers' attitudes towards English were studied through their answers on the following three questions:

Q8: Would it possible to improve the teaching of sciences using the English language?

	Yes	No
Total: 10	4	6

Table 2.14: Teachers' Views on English as the Appropriate Language for Teaching Science

The table shows that 40% of teachers agree on the fact that it is possible to improve teaching if English is used as a medium of instruction. They consider English as the language of science and the language of business. They said that if students' want to excel in Science and in their studies; they have to know English well.

Q9: What is do you think of making English the first language of teaching at university?

	With	Against
Total: 10	4	6

Table 2.15: Teachers' Attitudes towards English as the First Language Taught at University

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[4] Original text : 'La langue est une condition prêtable à la réussite universitaire car elle facilite la compréhension et la communication.'

According to the table, four of the teachers are with the idea of making English the first language of teaching at university instead of French. This view refers according to them to the fact that English is the most popular language in the world, the dominant business language, and most of the scientific documentation researches are in English. Thus, knowing English will allow students access to an incredible amount of information, etc. Others (60%) are against this idea because, for them, the importance of French cannot be ignored since Algerians are still very close to the French culture. Most of those teachers had received a French education and it will be difficult for them to teach in English.

Q10: Do you think English will replace French in 10 years' time?

	Yes	No
Total: 10	3	7

Table 2.16: English as First Foreign Language at University in 10 Years

The table shows that 7 out of 10 teachers do not see English as the first language of instruction and learning at university level in Algeria. Whereas, 3 of them see it as feasible and it depends on whether teachers want to improve their English level.

2.4.2 The Classroom Observation Results

A. French

During the attended lecture, it was noticed that the lecture was given in French. Few students were able to answer the questions asked by their teacher in French language. Only one student questioned their teacher during the lecture and interacted with them easily. The teacher sometimes used Ar/Fr where they employed both French and Arabic in order to clarify the vague items or the scientific terms to their students.

The majority of students answered, only when the teacher asked them, using Arabic. This indicated that they understand the content by they are unable to produce language, because they cannot and they do not even try to. An exceptional

remark is that a few students who use appropriate French in daily life are not active in class participation (their parents use French in everyday life communication). This may refer to the fact that scientific language differs from everyday language use in certain linguistic features.

B. English

The first remark that was observed when entering the classroom was that no more than 10 students attended English classes in comparison to other lectures. It shows that students do not take English seriously since it is not the language of instruction and is taught as a single module, once a week. During the lecture, it was noticed that only a couple of students were able to participate easily, the others were passive. In fact, English classroom participation depends on the topic they deal with. If the topic rings a bell and sparks students' attention, students would try to answer. Teachers sometimes provide their students with opportunities to practise and allow them to answer in English mixed with Arabic/French words. It is also observed that some teachers of English focus their attention only on English grammar, students need to develop their vocabulary, especially the one related to their field of study.

2.5. Discussion of the Results

The department of biology is an appropriate environment for such investigation where French is introduced as the language of instruction. The analysis in this section is based on answers provided by sixty students and ten teachers. This discussion was developed around three areas : language use, language proficiency, and language attitudes which are believed to affect the academic achievements of students.

According to the analysis, more than half of first year students in biology department are not good in French. Regarding French competence, the investigation shows that the students in general have a low level in French, although they consider it as essential in their scientific studies. The students' responses describing their linguistic competences demonstrate that the majority have difficulties in

productive skills ; speaking and writing. The reason behind the poor language skills of first year students according to their teachers goes back to the Arabization policy. They think that French is ill-mastered because it is not practised enough before arriving to university.

Two languages (French and Arabic) are dominant in educational areas, in addition to code-switching between Algerian Arabic and French when some students talk to their teachers. Students' level and their degree of mastery of French differ from one student to another. As it was noticed during the lectures, some students do not participate because of their low level sometimes in French, especially when dealing with new terminology. Thus, students need to practise this language as often as possible to increase their opportunity of participating in classroom by using translation strategies, bilingual dictionaries, etc. This would help them to integrate in the scientific environment.

Students of biology are very conscious of the fact that French and English are essential in their life in general, and their studies in particular. The majority think that these languages are very important in their higher studies; their views are related to pedagogical reasons, job opportunities in which French and English are a must, international communication needs, etc. Few students were against French being the language of instruction for some reasons such as French being the language of colonization and that we have to minimize its use. Meanwhile, Arabic is the language of the Qoran and it should be protected by imposing it in all domains, in addition to other reasons.

In spite of students' different views, all teachers participating in the survey hold a positive attitude towards French and English as being international languages of science and technology which facilitate the access to knowledge, technical terminology, authentic sources, and an effective teaching methodology.

The results revealed that the majority of students have positive attitudes towards English as a medium of instruction, as opposed to Arabic and this is due to the fact that English is regarded as the language for better employment, technology and scientific research. Teachers, on the other hand, they prefer French to remain as the language of instruction despite the positive attitudes they hold towards English

and prestige ascribed to the language of globalization. It is far from being the first language of instruction in at least the next ten years.

2.6. Conclusion

This chapter constitutes the cornerstone of this research. It represents the field work conducted to answer the research questions. It attempted to deal with the methodology used to measure language proficiency, language use and attitudes of first year biology students. The population of this research is divided to two : the first included first year biology students, while the second comprises ten teachers from the department of biology.

Two research instruments were used in the investigation focusing on two questionnaires and classroom observation (in a period of two months) which helped me to demonstrate the attitudes and the perception of the use of both French and English as mediums of instruction. This research has shown that the results are close to Benrabah's results on some points: students' awareness of the importance of both French and English as global languages and their interests towards the increase of these two languages (languages of business, key languages in Europe and the West as mentioned by some respondents). Despite the fact that MSA has no future as some respondents mentioned, students still possess positive attitudes towards it. However, when it comes to French replacing English in the future, the results obtained from this research did not match those of Benrabah's.

General Conclusion

General Conclusion

Scientific studies in Algeria are conducted in a complex multilingual environment, the major problem in studying science is learning the language of science (French or English); in other words, language is very important that all students have to improve in order to succeed especially in scientific studies. The issue of language instruction of science created a pressure between the importance of learning a foreign language and academic success of failure.

The aim of this research was to answer the research questions given in the general introduction. In dealing with the first research question: what are students and teachers' feelings towards French and English? Regarding French, the results indicated that the majority of participants hold positive attitudes towards it, the same as English which is seen in a positive way in general.

In dealing with the second research question: what are the reasons behind students' poor performance when dealing with French and English which have been taught for many years according to both students and teachers? The main findings of this investigation have shown that the hypothesis that was put forward is confirmed to a large extent. The analysis allows us to conclude that most first year students in biology are not proficient in L2, which is the language of instruction. They are unable to function in academic context using this language due to many factors, and these factors according to teachers are:

- From the part of students: self-motivation, indifference, both negative and positive feelings about the language.
- From the part of government: arabization process, instability in the educational system, lack of materials, etc.
- Small number of hours devoted to French and English.

In dealing with the third research question: should English be introduced as a 'must have' in Algerian universities and replace French (according to both students' and teachers' views)? It is noticed from the results of the data analysis that English, same as French, plays an indisputable role that helps students to succeed, especially

in a world where this language is used the most. Thus, according to teachers and students' views, English must be introduced obligatory in all educational levels but not to the extent where it replaces French. Although Algerian students are aware of the fact that English has a unique global position, the expectation that it would replace French is far from real. Thus, there are no indications about the future suppression of French by English, at least not in 10 years from now.

The results indicate that Algerian students in general live a paradoxical situation. In spite of the fact that most of Algerian students have become fully aware that both French and English are essential tools for everyone's career, they will still make no significant efforts to improve their level. However, Algerians' interest towards languages is increasing and this might be a good sign.

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Appendices

Appendix A : Students' Questionnaire

Students' Questionnaire

Dear student,

The present questionnaire is a part of a research work conducted for the sake of information about both students' and teachers' attitudes towards French and English. Your contribution will be a great help to make the research work achieve its objectives. You are kindly requested to answer the following questions. Thanks for your collaboration and for the time devoted to answer the questionnaire.

1st part: personal information

Age: ....

Sex: female [　]　　male [　]

2nd part: linguistic knowledge

1) How do you consider you French language skills?

a-Speaking:　Good [　]　Medium [　]　Weak [　]

b-Writing:　Good [　]　Medium [　]　Weak [　]

c-Reading:　Good [　]　Medium [　]　Weak [　]

d-Listening:　Good [　]　Medium [　]　Weak [　]

2) Which language do you master?　Arabic [　] French [　] Other [　]

Specify?....................

3) Which language do your parents use often?

Arabic [　] french [　] Other [　]　Specify?...................

4) Select below the learning environment(s) that contributed to your acquisition of the French language :

Family [　] TV [　] School [　] Other [　] Specify? ....

5) What is your language of schooling?

Primary school: French ☐   Arabic ☐   Both ☐

Middle school: French ☐   Arabic ☐   Both ☐

Secondary school: French ☐   Arabic ☐   Both ☐

University: French ☐   Arabic ☐   Both ☐

6) Do you find any difficulties in class (content understanding)?   Yes ☐   No ☐

Why?...
....

7) How do you feel when in the classroom?

Able to understand the lecture presented in French ☐

Unable to understand the lecture presented in French ☐

Able to understand the lecture presented in English ☐

Unable to understand the lecture presented in English ☐

Why in your opinion?...

3rd **part** : language choice and attitudes

9) In which language do you prefer studying?

Arabic ☐   French ☐   Other ☐

Specify?...

10) Are you for or against French being the language of instruction at the university level?

For ☐   Against ☐   Not decided ☐

Why?...
....

-2-

55

11) Do you prefer to continue your studies in English?   Yes ☐   No ☐

   Why?...

12) Should English become the language of instruction in higher education in Algeria? In other words, should English replace French?
   ....
   ....

Thanks for your contribution

Appendix B : Teachers' Questionnaire

Teacher's Questionnaire

Dear teacher,

The present questionnaire is a part of a research work conducted for the sake of information about both students' and teachers' attitudes towards French and English. Your contribution will be a great help to make the research work achieve its objectives. You are kindly requested to answer the following questions. Thanks for your collaboration and for the time devoted to answer the questionnaire.

1st part: professional experience

How long have you been a teacher at university?.........................

2nd part: students' competences according to their teachers

1) How do you consider the French language skills of your students?

    a- Speaking: Good ☐   Medium ☐   Weak ☐

    b- Writing: Good ☐   Medium ☐   Weak ☐

    c- Reading: Good ☐   Medium ☐   Weak ☐

    d- Listening: Good ☐   Medium ☐   Weak ☐

2) Do students participate during the lectures?   Yes ☐   No ☐

Which language do they use? ....

3rd part: language choice and attitudes

4) Which language do you use when speaking to your students?

    French only ☐   Arabic ☐   Both ☐   Other ☐

5) How do you rate the frequency of your use of French in the classroom?

    Always ☐   Often ☐   Sometimes ☐   Rarely ☐

-1-

6) Do you think that knowledge of French plays an important role in order to succeed in studies?

   Yes ▢   No ▢

   Explain?...

7) What do you say about the educational system in Algeria?
   ....
   ....

8) What is the effect of mastering the French language on university success?
   ....
   ....

9) Would it be possible to improve the teaching of sciences using the English language?
   ....
   ....

10) What do you think of making English the first language of teaching at university?
   ....
   ....

11) Do you think English will replace French in 10 years' time? ....
   ....
   ....

Thank you for your kind cooperation