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***Language Use and its Implications on Cognitive Academic***

***Language Proficiency and Academic Achievement***

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as a Partial Fulfilment for the **Doctoral Degree** in Language Studies

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## Dedication

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*My words fail to express my eternal gratitude and special thanks to my husband Omar for his encouragements and efforts which have been a constant source of renewal and strength in all my endeavours.*

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# Abstract

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This research work seeks to discuss a specific issue of second language acquisition by examining the impact of language use on the academic language on the basis of achievements taking students from Tlemcen University as a case in point. The empirical part of this research is based on a mixed method approach through the use of both questionnaire and interview, which allowed for testing the use of language in the oral domain and processing the Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) distinction, suggested by the linguist Jim Cummins (1979, 1981, 2001), which can be applied in an educational context. This distinction helps to understand students' academic language deficiency despite their apparent conversational fluency. The overall results show that students' communicative approach is mainly limited to conversational fluency that is still far from proficiency level and which differs from academic performance where students' will be able to generate increasingly complex oral and written language. The results concerning language proficiency, most participants use high-frequency words and simple grammatical constructions and show lower proficiency in productive skills as compared to receptive skills. In relation to language use, students in many cases switch codes or use only Spoken Arabic to overcome linguistic deficiency. In relation to language attitudes, both teachers and students hold positive attitudes towards the use of academic language and show negative attitudes towards the use of spoken Arabic inside the classroom. Based on the study, it can be concluded that the development of CALP requires extensive reading which will actively engage students to use metacognitive strategies to facilitate academic performance.

**Key-words:** Academic Performance- BICS – CALP – Language Learning Strategies – Attitudes – Reading Instruction.

## Acronyms

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<b>AA</b>	: Algerian Arabic
<b>AL</b>	: Academic Language
<b>ALP</b>	: Academic Language Proficiency
<b>BICS</b>	: Basic Interpersonal Conversational Skills
<b>CA</b>	: Classical Arabic
<b>CALP</b>	: Cognitive Academic Language Proficiency
<b>CS</b>	: Code-switching
<b>CSs</b>	: Communicative Strategies
<b>CUP</b>	: Common Underlying Proficiency
<b>FSL</b>	: French as a Second Language
<b>H</b>	: High Variety
<b>L</b>	: Low Variety
<b>L1</b>	: First Language (mother tongue)
<b>L2</b>	: Second Language
<b>LA</b>	: Language Awareness
<b>LLS</b>	: Language Learning Strategies
<b>LP</b>	: Language Proficiency
<b>LS</b>	: Learning Style
<b>MI</b>	: Medium of Instruction
<b>MSA</b>	: Modern Standard Arabic
<b>SA</b>	: Spoken Arabic
<b>SDT</b>	: Self Determination Theory
<b>SLL</b>	: Second Language Learning
<b>SNSs</b>	: Social Networking Sites
<b>TL</b>	: Target Language
<b>TU</b>	: Tlemcen University
<b>ZPD</b>	: Zone of Proximal Development

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# **General Introduction**

# General Introduction

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In Algeria, university students are exposed to a wide variety of languages. The linguistic landscape becomes more complex when Modern Spoken Arabic (henceforth MSA) as a medium of education co-exists along with Spoken Arabic (hereafter SA) which makes the learning process daunting. The main purpose of this study is to analyse students' language proficiency level in higher education, describing first, students' language use and its effects on the learning language and then describing their attitudes towards language use. This study is an examination that basically focuses on the vital role of the nature of interaction in Algerian universities where students learn through Modern Standard Arabic or through French, the ex-colonial language, which is maintained as a language of instruction in scientific fields.

Research in scientific fields deal with students learn scientific knowledge in French and whose previous education is carried out only in literary Arabic until the end of secondary school years, such a context creates a deeper understanding of students' language proficiency level. This study is an exploration of the use of language in contrast with academic language to show the ways in which this interaction can either have facilitated or prevented both the learning process and language development. Next, we attempt to illustrate how students' verbal performance affects the language of instruction. At the same time, we describe how students' interpersonal communicative speech can affect learner's academic language competency and curriculum content assimilation. Then, we try to concentrate on those characteristics of the personal and social contextual determinants that affect language use and empower language learning development.

Each of these above-mentioned themes come forward at different points throughout the thesis. In particular, we try to exemplify how students construct their talk in order to build up academic performance that is harder to develop than reading,

listening and writing skills. At the same time, learners have to become skilled in aspects of the target language such as syntax, semantics, pragmatics and in order to be competent to cope with educational and professional demands.

Academic performance becomes important in present time, but realizing a successful level of verbal competency in L2, appears really far from straightforward since there are lower training opportunities to deal with academic language mainly in scientific disciplines which favour exchanges and development in the globalised educational world.

Algerian students show different levels of language proficiency and attitudes towards their language use and academic language. We will attempt to exemplify that by choosing different disciplines which correspond to a vital phase in upgrading the cognitive academic language proficiency. The main aim is to do an analysis on students' drawback in oral performance after successive years at institution of higher education. It is rational to enquire: what variety of language proficiency do learners require to succeed academic studies?

Pedagogical scholars state that a learning-acquisition continuum is fundamental for communicative competence and more accurate in explaining how language proficiency and skills are raised. Researchers have been moving attention to language learning strategies which are valuable to gain language skills and improve any element of the learning-acquisition continuum. They found out that students have employed language strategies starting from natural language practice methods to analytic, rule-based strategies (Oxford, Rebecca. 1990).

In this respect the university student's acquisition of L2 seems to include a range of factors like, gender, learning style, proficiency level, motivation, attitudes, and so on. These variables manipulate the improvement of an interlanguage (the student's gradual mastery of an intermediate language which lies between his L1 and the L2) and the L2 outcome appears to proceed along language learning –acquisition continuum starting from his native language towards the second language.

This study examines the two different varieties of language use which are brought into play in a linguistically varied milieu. Cummins (1979) put forwards two levels of communicative proficiency: first, learners acquire the Basic Interpersonal Communication Skills (BICS) or conversational fluency which is achieved from two to three years. The second one is Cognitive Academic Language Proficiency (CALP) acquired from seven to ten years and then introduces learners to acquire academic literacy, being comprised of language knowledge, content knowledge, and involves advanced order thinking skills like analysis and synthesis (Cummins 2001:58). More particularly, Cognitive academic language proficiency is needed in an attempt to be successful in professional life (Cummins 2001:58). You cannot grow to be a physician, linguist, chemist without the instruction you can merely achieve through CALP.

The aim of this research is to focus on the learning of the standard languages at university by students who feel more comfortable with a dialectal Algerian Arabic (henceforth, AA), following Cummins' hypothetical theories. These principles were based on examinations conducted at the University of Tlemcen, taking into consideration students' academic achievements in various fields of study. This research seeks to deal with some questions relevant to follow a line of investigation:

- Q1:** How do the social and cognitive determinants of language use and learning interact?
- Q2:** What are the current communicative strategies used by students to overcome difficulties they experience in learning?
- Q3:** What is the significance of personal and socio-contextual factors in the development of communicative proficiency and academic achievement?
- Q4:** What are the students' attitudes towards language use and the language of instruction?



One of the educational replies to the above questions is that students must use cognitive academic language proficiency within the classroom, by integrating learning instructional strategies to improve their own learning process. Language learning strategies may be beneficial for low proficient students as they are means for dynamic and self-directed engagement, which is vital for improving communicative competence and paramount self-confidence.

On the basis of these issues, to extend the researcher's vision more and proficient strategies, this work seeks to find the subsequent predicted responses that shape the hypotheses in an attempt to clarify researcher's goals.

**H1:** Research hypothesises that actual students' language use operates as an obstacle to attain academic success and entails negative consequences for the overall academic and cognitive growth, and communicative competence in social interaction does not guarantee communicative competence in an academic milieu.

**H2:** It is also hypothesized that students' talk is limited mostly to conversational fluency (BICS) which negatively influences academic performance and thus obliterating students' ALP. Both high and low proficient students switch code to other languages or insert spoken Arabic to compensate for insufficient linguistic resources.

**H3:** Personal and socio-contextual factors such as motivation and proficiency level were found to influence the relationship between the learner's strategy use and the development of academic proficiency.

**H4:** Students disclose negative attitudes towards the use of SA in educational settings. They need to reinforce metacognitive strategy by implementing reading instruction so as to enhance the development of critical thinking and problem solving abilities.

The present study is divided into four chapters. The first chapter reveals the related literature about the implications of language use on standard language and academic achievement. It consists of sociocognitive perspectives both theoretically and in relation to the existing theories in second language acquisition. This research investigates how social interaction influences input, interaction, and output.

In general, this chapter problematizes the theoretical constructs that have emphasized the variables affecting language and variation in language learning strategies that enhance communicative competence, as well as learners' motivational attitudes towards learning the standard language.

Chapter two provides an insight into the current language practices and policy in Algeria. It focuses on the history of French in Algeria and its current status and place in higher education. This research not only supplies evidence for the interplay between cognitive, cultural, and social aspects of language development but also demonstrates how students' previous experiences, comprising native language, oral interactions, educational instruction, have an influence on standard language.

The third chapter describes the methodological considerations of data collection used to conduct this research, presents the sample population, and exposes different methods and tools for getting reliable data. The data collection analyses the results both quantitatively and qualitatively to answer the research questions mentioned above.

The data collection was realised over a period of three years in Tlemcen University. During these observation periods we took field notes relating to students' verbal repertoire and we described the language learning strategies undertaken by students during formal lectures. Moreover, to reach our aim, we also conducted ten interviews with university teachers.

Data Analysis and interpretation of the result discussed the issue of second language proficiency level among students in higher education. Through classroom and medical visits observations and a questionnaire and interviews, we examined

university teachers and students' opinions and attitudes towards language use and its influence on their academic performance. As a final research step, we explored teachers' position on instructional strategies that are effective in enabling students to catch up academically.

To elucidate more, we have not only explored teachers' attitudes towards students' language use in formal settings but also presented real examples where students used SA in different fields of study. The aim is to demonstrate teachers' different points of view on the use of dialectal Arabic in the classroom and to look at what actually happens in the scientific streams with regard to the use of a vernacular variety.

For that reason, in the fourth chapter, the research suggests strategies to open up new students' world of learning through extensive reading which is designed to be used in order to reinforce their communication approach. The study clearly points out that the systematic use of students' reading instruction has not only positive effects on their language skills but also empowering academic demand. Integrating metacognitive strategy can contribute greatly to the development of learner' reading skills and thinking skills and increased their language proficiency.

# **Chapter One**

## **Theoretical Status of Cognitive and Sociocultural Perspectives on Language Use and Language Learning**

# Chapter One

---

## Theoretical Status of Cognitive and Sociocultural Perspectives on Language Use and Language Learning

### 1.1 Introduction

Therefore, if one has succeeded in gaining the interpersonal language proficiency, they consider the student to be good at handling academic purposes and competent to write scientific/academic discourse. These assumptions are inaccurate because the main difference in discerning the problem is that between two distinct types of language proficiency. Gamaroff (2010:2) mentions that: “The “functions” of language is “one of the major dimensions of language study” (Kinneavy, 1983:131) because the functions of language tell us why we use it. The why is connected to the what (content), the where (context) and the how or how well (accuracy) of language use”.

Language use is the most significant instrument for the transfer of cultural knowledge, and the prime vehicle to succeed socially, academically and professionally. Language is implicated in most of the phenomena that can be placed at the heart of social psychology: motivational attitude change, social perception, social interaction, and so on. The constituents of social life are an essential part of the way language is used. Any communicative exchange exists in a social situation restricts linguistic forms used by speakers. Communicators portray the social situation; their opinions of what other people know, experience, think and believe will influence the way and content of their interactions.

The present chapter provides a brief review of the literature related to cognitive and sociocultural perspectives on language use and language learning. The purpose of this study is to treat theoretical construct of language acquisition that requires implications of both cognitive and social aspects in order to reach comprehensive language development and academic achievements.

This study also focuses on language learning strategies used by students who find difficulties in academic performance. It is also based on the framework of language acquisition and learning and describes language related variables that affect academic performance. We also shed light on attitudes towards language use and language learning.

## **1.2 Language Proficiency**

With growing emphasis on communicative proficiency, acquiring cognitive academic language is crucial to employ language correctly in different situations. Proficiency, therefore, refers to the degree where learners have control over academic registers. Register is described as “a set of features of speech or writing characteristic of a particular type of linguistic activity or a particular group when engaging in it” (Cummins 2001:67).

A framework of Language proficiency has emerged with the aim of measuring learners’ ability to use the language correctly and appropriately in educational settings. It requires the receptive and productive skills that are strongly linked, although they can progress separately from each other with different command of acquisition, especially in L2 learning. Receptive skills will be developed earlier than expressive ones because obtaining knowledge is not more complicated than providing it (Cummins 2003:15).

It is possible to acquire L2 foreign language conversational fluency outside university settings. From this respect, immigrants acquire basic interpersonal communicative skills in social environments. Cummins (2009:7) states that:

Immigrant students can quickly acquire considerable fluency in the target language when they are exposed to it in the environment and at school but despite this rapid growth in conversational fluency, it generally takes a minimum of about five years (and frequently much longer) for them to catch up to native-speakers in academic aspects of the language.

The researcher Jim Cummins (1979b) constructs a difference between basic interpersonal communicative skills (hereafter BICS) and cognitive academic

language proficiency (hereafter CALP) or just Academic Proficiency (hereafter AP). According to him, “Not all aspects of language use or performance could be incorporated into one dimension of general or global language proficiency” (2001:59).

In the Algerian scientific branches, the students are supposed to grasp Academic Proficiency of the French language with the purpose of dealing with educational demands and acquire CALP which may take six to seven years. Cummins and Chris Davison (2007:266) say that:

BICS was defined in terms of “the manifestation of language proficiency in everyday communicative contexts” whereas CALP was conceptualized in terms of the manipulation of language in decontextualized academic situations.

BICS may be straightforward to understand rather than CALP where the abstract content knowledge operates in more complex academic areas. Krashen and Brown (2007:1) mention that:

We want our students to be able to use their second language for demanding tasks, for business, science, politics, etc. beyond carrying out daily conversation.

Investigations on reading process also indicate that learners must spend a long time in reading to ensure higher-order thinking processes (e.g. examination, evaluation, and synthesis). Cummins (2009:19) mentions that:

In the first place, as Stephen Krashen (1993) has repeatedly emphasized, extensive reading is crucial for academic development since academic language is found primarily in written text. If bilingual students are not reading extensively, they are not getting access to the language of academic success.

Krashen (2004) says that: “Reading is a powerful form of comprehensible input for the development of academic language, whether ‘heavy’ or ‘light’ reading”. According to him (2007:391):

Pedagogy in developing academic proficiency has been dominated by the assumption that academic linguistic proficiency and knowledge of academic

content can be described and taught directly. My goal is to reduce this axiom to the status of hypothesis: There is strong evidence that academic language proficiency is acquired through reading, and that knowledge of content is developed through problem solving.

In accordance with Krashen's definition, Academic language (AL) was initiated in education as the second stage of communicative competence and can be examined as composed of two elements:

- ❖ *Knowledge of Academic language*: It is the aptitude to formulate complex senses explicit in either spoken or written skills; it is described by:
  - ✓ Higher-order thinking abilities like examining and synthesis. Cummins (2009:19) states that:

Cognitive-instruction should be cognitively challenging and require students to use higher-order thinking abilities rather than the low-level memorization and application skills.
  - ✓ Academic proficiency generates complex expressions, sentence structure and discourse style and a complex verbal and written speech.
  - ✓ Abstract terminologies that are definitely not seen in daily interactions.
  
- ❖ *Knowledge of specialized subject matter*: this consists of specialized content area under discussion like science, mathematics, literature, etc. Cummins (2009:19) states that: "Academic content ... should be integrated with language instruction so that students acquire the specific language of these academic registers".

Academic language proficiency involves competence in employing strategies that helps in the acquisition of academic language and enhances the learning of content knowledge of subject-matter. Using strategies does not ensure academic achievement, but they can have an effective impact on both language and knowledge of specialised subject-matter. This aspect of academic proficiency is illustrated in Figure 1.1.



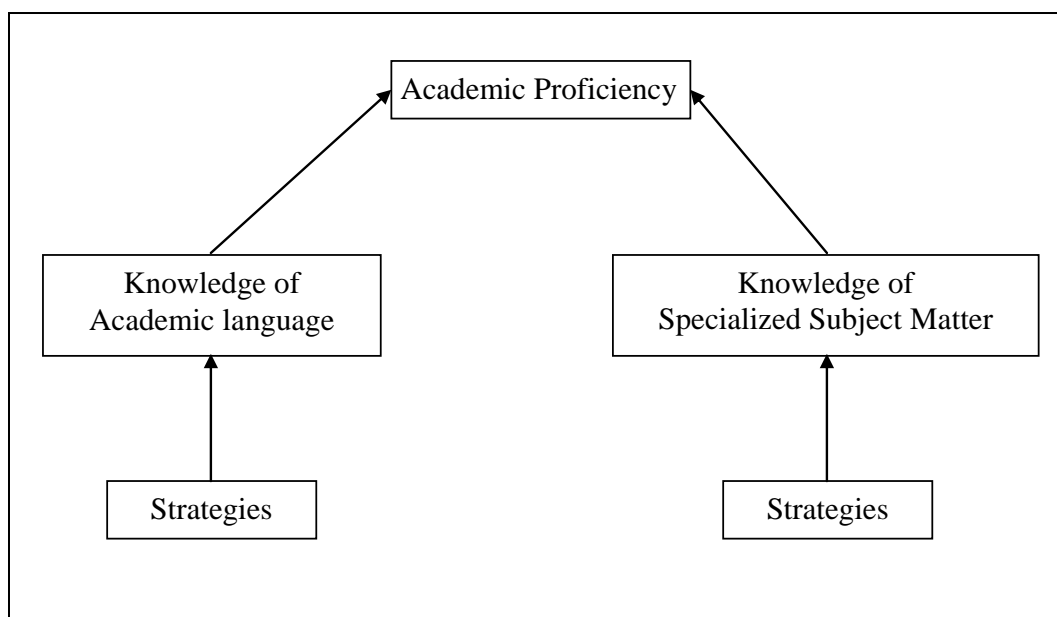


Figure 1.1: Educational Skill (Krashen, Brown, 2007).

The acquisition of academic language progresses by understanding the content knowledge of the subject-matter that help learners gain more meaningful input, that is, make academic language more understandable. Learners build their knowledge of academic language and content knowledge, through ‘heavy’ or ‘light’ reading (Krashen, 2004). Those who read more have greater vocabularies and complex grammatical structures, read fluently, improve their writing style and deepen their knowledge. Reading strategies help the acquirers obtain more new knowledge, and thus are essential tools for solving problems which are the main objective of education.

### 1.3 Second Language Acquisition and Language Development

In this chapter, a glance has been shed on the views in correlation to the theories of L2 acquisition and learning continuum related to adult education, approached by Krashen’s 1999; 2000 & Cummins’ 2000; 2004, for instance, Krashen (1999, 2000) makes a distinction between acquisition (including perception and communication) and learning (meta-cognition); Krashen (2000:132) argues that acquisition operations are more important than learning processes.

### 1.3.1 Krashen's Approaches on SLA: Understanding the Construct

Recent debate in SLA has focused on L2 development. Krashen involved two processes in L2 development which is basically an unconscious process of acquisition and a conscious process of learning. According to Krashen (1989:9):

The cornerstone in current theory is the distinction between acquisition and learning, the idea that we have two independent means of gaining ability in second languages. Acquisition is a subconscious process that is identical to the process used in first language acquisition in all important ways. While acquisition is taking place, the acquirer is not always aware of it, and he or she is not usually aware of its results.

Krashen states that acquisition is an internal unconscious process which is responsible for language output, whereas, learning is adjusting conscious rules and their application. Krashen (1982:19) declares that: "The learning system is activated when the learner is conscious of the language and is focused on the form and rules of the language". In his regard, learners have to be exposed to understandable input focussing on the form and consciously detect characteristics of the L2 they are learning. These features are prerequisites for L2 development.

The researcher Stephen Krashen (1976, 1982) has made a distinction between language acquisition and language learning. Language acquisition as an unconscious process involves different features as a set grammatical roles, complex lexical words, fluency, sociolinguistic and pragmatic competence. These attributes play a significant role in second language performance. According to Byrnes (2004:37):

Language acquisition is essentially described as "more" and "better" incorporation of various separate attributes that make up language performance. Those attributes include, most particularly, grammatical and lexical accuracy, fluency, and also complexity, as well as sociolinguistic and pragmatic competence within a cultural context.

This research work seeks to analyse the two language learning and acquisition theories: Krashen's theories (1982) and Cummins' theories (1979, 2001). Krashen investigates the linguistic features of second language acquisition via comprehensible

input to achieve the ability to produce language through listening comprehension and reading in order to gain cognitive academic language proficiency.

### **1.3.1.1 The Acquisition-Learning Hypothesis**

The acquisition-learning hypothesis mentions that individuals have two different and independent systems for improving ability in a second language production. Escamilla & Grassi (2000:10) state that: "Krashen believes that in order to fully use language in a communicative setting, the second language student must first acquire the language before learning is introduced".

Acquisition is a process where learners develop L2 knowledge subconsciously resulting from the exposure to the language, close to L1 acquisition and not affected by correcting errors. Krashen (1982:10) says that:

The first way is language acquisition, a process similar, if not identical, to the way children develop ability in their first language. Language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication. The result of language acquisition, acquired competence, is also subconscious. We are generally not consciously aware of the rules of the languages we have acquired. Instead, we have a "feel" for correctness. Grammatical sentences "sound" right, or "feel" right, and errors feel wrong, even if we do not consciously know what rule was violated.

Learning refers to the conscious knowledge about second language. Error correction and order are intended on learning. In everyday language, acquisition is capturing a language, whereas learning is described as a set of rules and correct sentence structure which are referred to grammar. Krashen (1982:10) claims that:

The second way to develop competence in a second language is by language learning. We will use the term "learning" henceforth to refer to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. In non-technical terms, learning is "knowing about" a language, known to most people as "grammar", or "rules". Some synonyms include formal knowledge of a language, or explicit learning.

The acquisition process takes place when an individual obtains sufficient comprehensible input, with a primary focus on interaction and significant use of the language. The evidence for this distinction confirms that error correction has slight impact on unconscious acquisition, but is assumed to be convenient for conscious learning where the learner becomes aware of the “rules” of L2.

### 1.3.1.2 The Natural Order Hypothesis

The natural order hypothesis indicates that learners acquire grammatical rules of the second language in a predictable order. This theory shows that certain grammatical structures tend to be previously acquired than others. Krashen (1983:13) mentions that “The order of acquisition for second language is not the same as the order of acquisition for first language, but there are some similarities”. Students of English as a second language tend to acquire the third personal pronouns ‘s’ (S/he speaks") before the possessive ‘s’ ("Tom 's house"), normally acquired later.

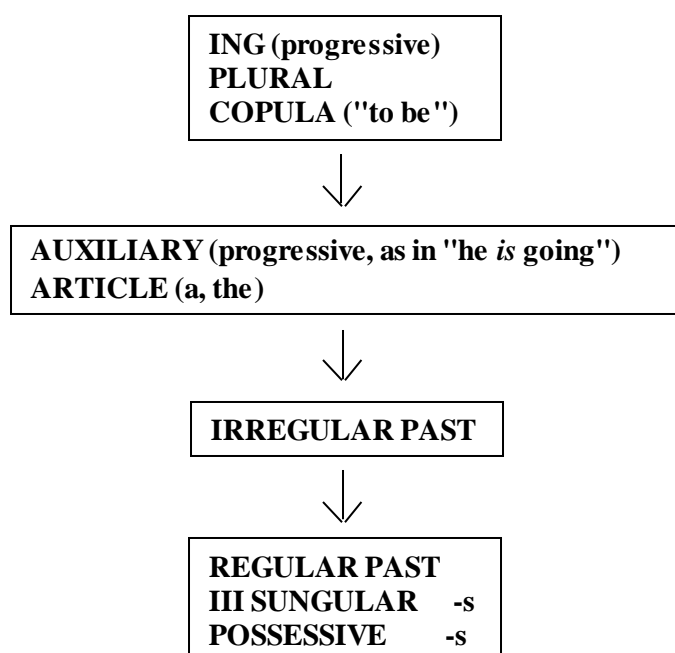


Table 1.1: Average Order of Acquisition of Grammatical Morphemes for English as a L2 (Krashen, 1982)

Generally, learners of English tend to acquire the bound morphemes that have the same relative order for L1 and L2 acquisition, while AUXILIARY and COPULA are predisposed to be acquired later. This order is initiated from an examination of experimental studies of second language acquisition. The majority of studies illustrate important connections with the average order.

### 1.3.1.3 The Monitor Hypothesis

The acquisition-learning hypothesis claims that L2 learners possess two different systems for developing L2 fluency. The first subconscious process is acquisition, which initiates utterances in L2. Learning, has one process, is to operate as a monitor or editor. Learning rectifies and correct the form of utterances that the acquired system has produced. Krashen (1982:15) says that:

The Monitor hypothesis posits that acquisition and learning are used in very specific ways. Normally, acquisition "initiates" our utterances in a second language and is responsible for our fluency. Learning has only one function, and that is as a Monitor, or editor. Learning comes into play only to make changes in the form of our utterance, after it has been "produced" by the acquired system.

Krashen considers that 'fluency' in L2 is due to 'what we have acquired with the intention of achieving communicative fluency. Adults learn the language when they obtain understandable 'input' of L2. Figure 1.2 illustrates this procedure :

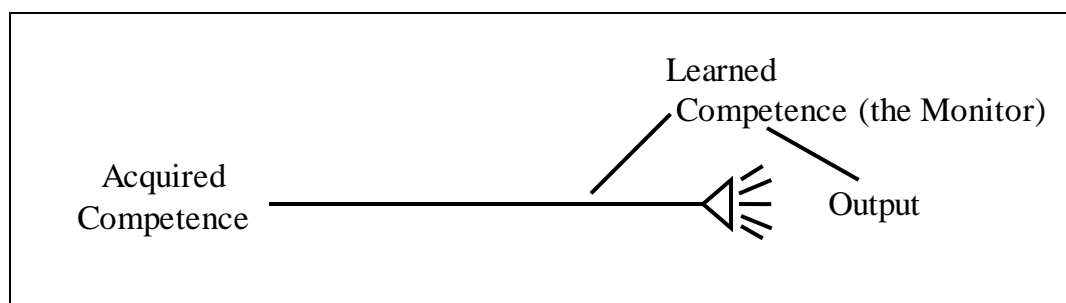


Figure 1.2: L2 Acquisition and Learning Outcome (Krashen1982)

Conscious learning is accessible just as a "Monitor", which can change the output of the acquired system before generating spoken or written statement. It is

the acquired system which activates normal fluent language. Krashen (1982:16) classifies monitor users into three groups:

- **Over-monitor users**, i.e. performers always use their conscious grammar rules to correct and develop formal knowledge in second language
- **Under-monitor users**, i.e. talkative learners who are generally extroverts. Performers do not employ the monitor to correct errors. They use subconsciously acquired linguistic knowledge rather than conscious grammar in second language performance.
- **Optimal monitor users**, i.e. the performers do not use the monitor in ordinary conversation. They are able to use their conscious grammar successfully and can complete second language gap with conscious learning.

#### **1.3.1.4 The Input Hypothesis**

This hypothesis correlates to acquisition, not to learning. Krashen states that learners outstandingly acquire language by comprehending input that is a slightly beyond their current level of proficiency which allows them to acquire knowledge to construct linguistic knowledge. According to him (1982:22):

When communication is successful, when the input is understood and there is enough of it,  $i + 1$  will be provided automatically. The final part of the input hypothesis states that speaking fluency cannot be taught directly. Rather, it "emerges" over time, on its own.

Krashen (1981:100) considers that 'comprehensible input' should focus on meaning. Students acquire by understanding the second language, learning structures are beyond their level of competence and they need to practice using these structures in communication. This is the way fluency is developed.

### 1.3.1.5 The Affective Filter Hypothesis

The affective filter theory indicates how affective variables correlate to the second language acquisition process. Research has revealed that a wide range of affective factors relate to success in second language acquisition (Krashen, 1981). Krashen states that the affective factors such as: high motivation, self-confidence and low anxiety tend to perform better in second language acquisition and learning and demonstrate powerful link to second language achievement. Escamilla & Grassi (2000:10) mention that:

Krashen claims that all people possess a “filter” which moves into one of two positions, low or high. A low position allows language to enter the person’s LAD and be acquired. A high position prohibits language from entering the LAD thereby restricting acquisition. A low affective filter exists when the student feels comfortable and non-threatened in the learning environment. A high affective filter exists when a person is too pressured by outside factors to relax and allow the acquisition process to occur.

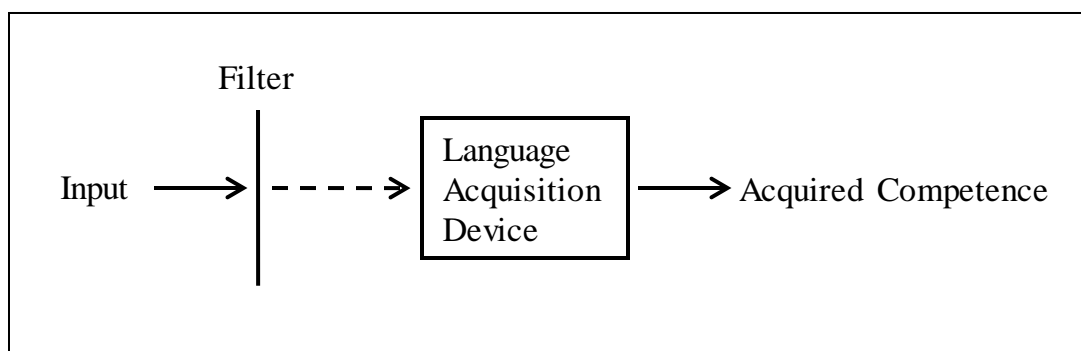


Figure 1.3: Procedure of the "Affective Filter" (Krashen 1982:32).

Krashen (1981) reveals that more successful learners with optimal attitudes possess a low filter. Normally, acquisition initiates our utterances in second language when learner receives plenty of comprehensible input (meaningful language) with low affective filter, in other words, when learners engage in learning with high motivation, self-confidence and low anxiety. If these criteria are met, the language enters the learner’s LAD and is acquired into the mind which is totally unconscious process. When the acquired knowledge has been produced by the

acquired system, the conscious learning plays a role as a monitor to make changes of learnt knowledge. Accordingly, monitoring is responsible for our performance or output.

### **1.3.2 Cummins' Theoretical Framework for Proficiency Dimension**

During the beginning of the twentieth century, scholars commonly recognized that learner's linguistic deficiency generates due to the substitution of L2 by mother tongue. Cummins (2002:23) puts forward some hypotheses in relation with SLA so as to solve some of the language issues relevant to education.

#### **1.3.2.1 Additive / Subtractive Bilinguals**

The concept *subtractive bilingualism* Lambert (1975:69) means the gradual substitution of L1 by L2 in social and educational environments. Students are less likely to develop better proficiency in both languages as compared to native speakers whereas the term "additive bilingualism refers to the form of bilingualism that occurs when students add a L2 to their intellect while continuing to develop their L1 conceptually and academically" (Cummins 2000:45). In this regard, learning additional languages promotes high levels of proficiency in both languages and boosts learners' cognitive and academic development.

The social background has a significant role in the improvement of language. Lambert (1975) mentions that additive bilingualism has positive impact in learning additional L2 without replacing L1. The negative outcomes are caused by subtractive bilingualism when L1 is replaced by L2. Lambert states that lack of competence in either of these languages causes a delay that affects cognition development (Quoted in Sampath, 2005).

#### **1.3.2.2 Threshold Hypothesis**

The threshold theory shows the cognitive and intellectual products of distinct models of bilingual abilities (Cummins, 1979b). This theory, according to Cummins (1986) suggests that the favourable cognitive impact of bilingualism is maintained



by the linguistic proficiency in both languages. This theory also holds up that bilinguals develop metalinguistic competency and increase their language awareness, these arguments have advantages in learning an extra language. Cummins (2001: 37) reports that:

The most consistent findings among these research studies are that bilinguals show more developed awareness of language (metalinguistic abilities) and that they have advantages in learning additional languages.

Cummins states that the negative impact of bilingualism may generate due to linguistic incompetence in both languages (Cummins, 1979b), although the socio-cultural factors and motivation play significant roles to overcome the gap of performance and cognitive development. Cummins suggests a minimum threshold of L1 cognitive/academic growth as crucial for L2 learning cognitive operations and the new input of L2 which is linked to a minimum level of language and abstract knowledge in L1 in order to progress bilingually. In this regard, He (2001:99) puts forwards two thresholds:

- ❖ At the higher level threshold is compulsory to get positive advantages of bilingualism. Thus, additive bilingualism takes places when balanced bilinguals have an age appropriate proficiency in L1 and L2 that increase cognitive development (Cummins, 1979).
- ❖ At the lower level threshold is unable to keep away from the negative impact of bilingualism. Students will be exposed to negative cognitive impacts due to low level of L1 and L2 competence.

Learners who have low proficiency in bilingualism will demonstrate a comparatively low level of ability in both languages as a result; those learners may encounter poor cognitive impacts. They can achieve the cognitive grow by promoting age-appropriate skill in either their L1 or L2. At this stage, learners can stay away from the negative impacts of bilingualism but it is incredible to get any cognitive benefit in excess of monolingual learners. The positive impacts of

bilingualism can be attained through reaching the age-appropriate competence in both languages.

Cummins hypothesis as that the threshold of cognitive development is not achieved when learners encounter complexities to reach bilingual aptitude. For instance, if L2 learners do not keep on to upgrade both their languages, negative effects are expected to be countered by subtractive bilingualism. The threshold level is determined by a range of social factors (Cummins, 1976), such as interaction. In education, students with high proficiency in L1 will achieve high cognitive development and succeed in learning a L2 at a later stage. In the Threshold Hypothesis Cummins (1987, as cited in Lyon, 1996) has shown three types of bilingualism:

- Proficient Bilingualism; learner’s age-appropriate competence in both languages
- Partial Bilingualism; cognitive proficiency in one of the languages
- Limited Bilingualism: Linguistic deficiency in both languages.

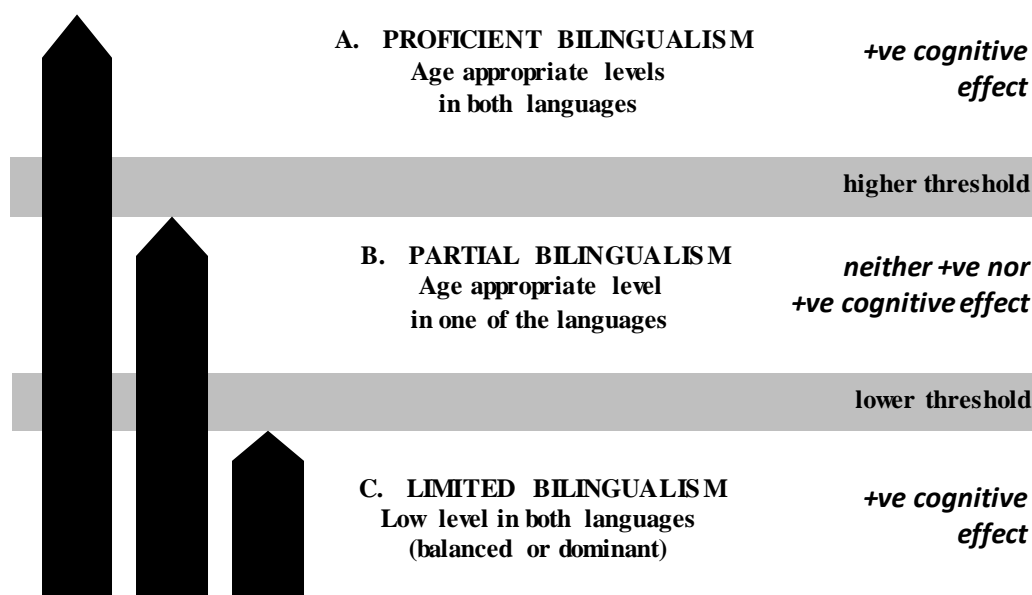


Figure 1.4: Threshold Theory: The cognitive impacts of distinct types of bilingualism (from Cummins, 1987, as cited in Lyon, 1996, p.58)

### 1.3.2.3 The BICS and CALP Distinction

The distinction between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) was primarily initiated by Cummins (1979a). Cummins (2013:65) states that: ‘BICS refers to conversational fluency in a language while CALP refers to students’ ability to understand and express, in both oral and written modes, concepts and ideas that are relevant to success in school’. This difference mainly set an awareness about the delay of academic success of learners.

Both BICS and CALP are shaped by their contexts of acquisition and use. Consistent with a Vygotskian perspective on cognitive and language development, BICS and CALP both develop within a matrix of social interaction.

Cummins (2008) observed that learners were fluent in social conversations but found difficulties to cope with academic language. In fact, the BICS and CALP distinction considers the time required for accomplishing them. It was observed that BICS increased speedily within about two years, and about 5 to 7 years are required to cope with academic language required in educational context. Cummins (1979) mentions that the BICS/CALP difference is “a very specific conceptual distinction that has important implications for policy and practice”.

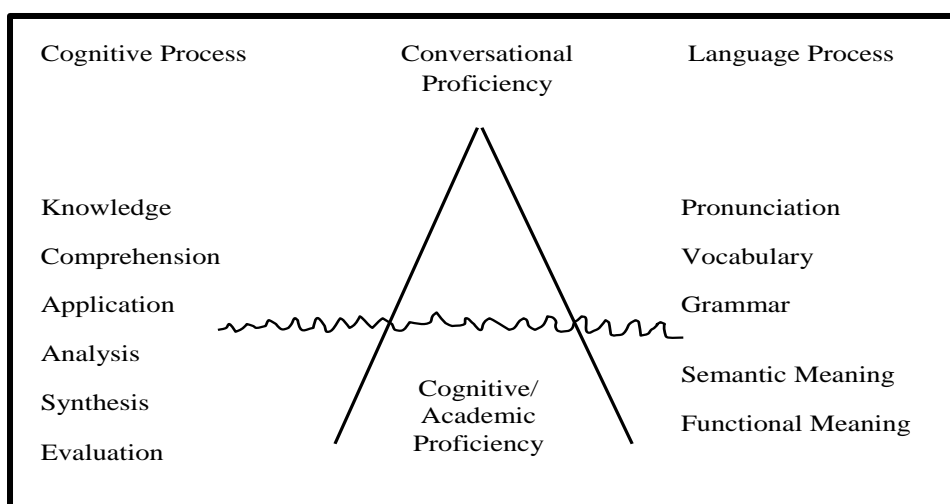


Figure 1.5: Outer Surface and Profound degrees of Language competency (Cummins, 1979).

The BICS/CALP distinction was elaborated into two continua (Cummins 1981b) that highlighted a variety of contextual and cognitive demands engaged in definite language activities specifically context-embedded / context-reduced, cognitively undemanding / cognitively demanding (Cummins 1992). From this perspective, Cummins (2000b) puts forward the four-quadrant model.

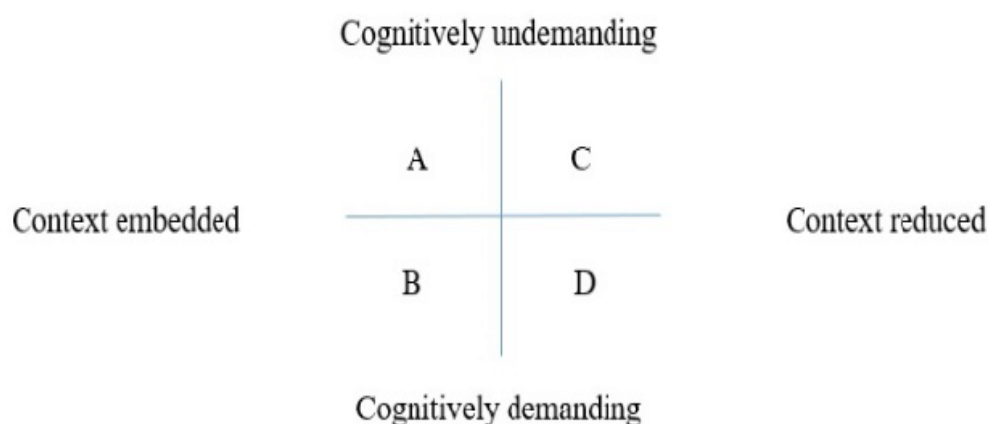


Figure 1.6: Variety of Contextual Support and level of Cognitive contribution in language tasks

The concept refers to two distinct varieties of language proficiency: BICS is embedded in a framework where understanding the language is sustained by interpersonal signs (like gestures, facial expressions, and face-to-face interaction) that significantly facilitate the transmission of the meaning communicated. CALP is ‘disembedded’ and is regularly employed for reasons that are cognitively more demanding. (2011)<sup>1</sup> clarifies the BICS/CALP matrix as follows:

The horizontal axis of the BICS/CALP matrix represents a continuum from 'context-embedded' to 'context-reduced', ranging from the situation in which the learner uses external clues and information, such as facial gestures, real objects and pictorial representation to enable understanding, to the other extreme where the learner must rely on linguistic cues, and knowledge about language and text to understand meanings. The vertical axis relates to the degree of cognitive involvement in a task, and moves from tasks that are not very demanding to increasing challenging activities.

<sup>1</sup> On line edition from: <http://www.naldic.org.uk/eal-initial-teacher-education/resources/ite-archive-bilingualism> accessed on July 29<sup>th</sup> 2013

This matrix is applicable with bilingual students in scientific streams; learners feel more comfortable in conversational fluency rather than academic performance. The difference between the matrix lies in grade levels and the duration of the required time to catch up academically.

#### **1.3.2.4 Common Underlying Proficiency**

This Common Underlying Proficiency (hereafter CUP) has been hypothesised by the researcher to designate considerable associations between L1 and L2 skills (Cummins, 2005). The Interdependence Hypothesis development “addresses the functional interdependence between the development of L1 and L2 skills” (ibid.1979b:227). This assumption “proposes that the development of competence in a second language (L2) is partially a function of the type of competence already developed in L1 at the time when intensive exposure to L2 begins” (p. 222). In other words, the more learners improve their L1, the undemanding effort need to increase L2 proficiency. Cummins (1983:4) states that:

This Common underlying proficiency makes possible the transfer of cognitive/academic or literacy-related skills across languages. Transfer is much more likely to occur from minority to majority language because of the greater exposure to literacy in the majority language and strong pressure to learn it.

The Interdependence Theory claims that transfer of cognitive and academic competency through languages is possible. He used the Dual Iceberg theory to clarify the occurrence of the transfer from minority to majority language due to the high exposure to literacy-related skills. The following figure gives an explanation of bilingual proficiency (Cummins, 2005).

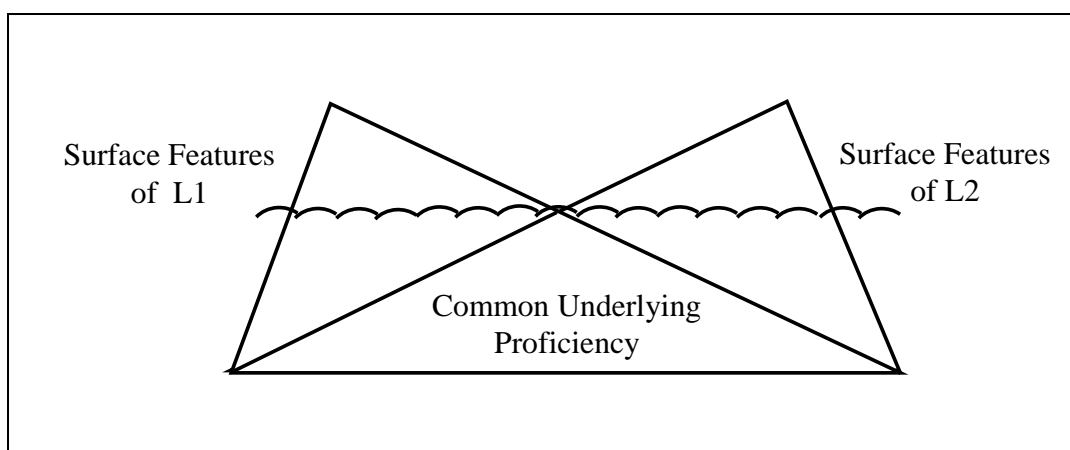


Figure 1.7: The twofold-Iceberg demonstration (Cummins, 2005)

Cummins (1984, 2000) mentions that cognitive/academic proficiency is correlated to linguistic knowledge and concepts which are found in the central processing system. He (2000:59) also states that there is an interdependent correlation between L1 and L2 competency that holds up additive bilingual program so as to improve language proficiency by using progressively more complex statements and grammatical structures.

**THE COMMON  
UNDERLYING PROFICIENCY  
(CUP) MODEL OF  
BILINGUAL PROFICIENCY**

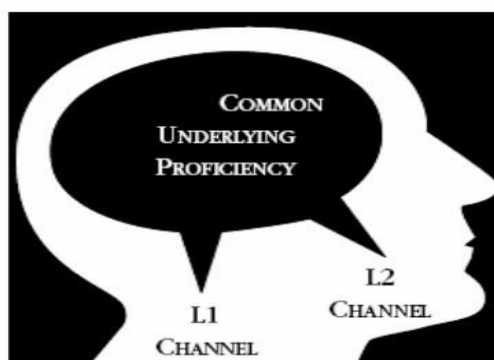


Figure 1.8: The common underlying proficiency model (from Cummins, 2005)

## THE SEPARATE UNDERLYING PROFICIENCY (SUP) MODEL OF BILINGUAL PROFICIENCY



Figure 1.9: The separate underlying proficiency model (Cummins, 2005)

Cummins' representation (2005) of the separate underlying proficiency model shows how working memory in the brain stores language knowledge such as pronunciation, vocabulary and grammar in long-term memory. A Bilingual speaker possesses detached stored skills in each tongue. In other words, the use of the L1 or L2 is updated by the working memory, but the ideas are stocked as underlying proficiency (Franson, 2011)

### 1.3.3 Vygotskian Sociocultural Perspectives on Language Development

In higher education, students' language use is affecting language instruction indicating that this linguistic issue requires an understanding of intercultural communication. Therefore, language development is a social process which relates between interaction as a means of L2 learning and the ability to negotiate within a range of sociocultural context. Social constructivists like Vygotsky (1978), state that students are actually learning through collaboration from different social and cultural settings by using different communicative patterns which greatly contribute to the development of higher cognitive functions. The engagement of students in interacting with others is important to ensure the gradual development of communicative competence.

Sociocultural approaches involve the Zone of Proximal Development (hereafter ZPD) as an essential element of language developmental processes (Lantolf, 2000). Research demonstrates that learners improve their performance through collaborative activities in group work to build up grammatical and lexical knowledge in order to promote language development. According to Vygotsky (1978:86), ZPD is:

The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers

Sociocultural perspectives attempt to study the ZPD assistance directed by the adult by involving interactive material both indoors and outdoors of the classroom. In this context, one person provides assistance to another person and that assisted learner is able to do task that s/he might not have been able to perform alone. This investigation reveals that SLA is realized via a collaborative process whereby learners' language of the interaction with different ways of thinking builds expressive and cultural competence through suitable assistance that facilitate performance in the ZPD.

Vygotsky's (1978, 1986) sociocultural approaches focus on the personal and of social interrelated processes in the production of knowledge. In other words, he considered that children's thinking is influenced by knowledge acquired from the social settings, and language is used as a medium for 'self-reflection' and 'regulation' of thought to obtain social knowledge (Vygotsky 1978). According to him, cognitive, social/cultural beliefs, attitudes and motivation are interconnected variables which affect language development. Likewise, the linguist Gee (1989:20) states that "discourses are intimately related to the distribution of social power and hierarchical structure in society". A learner language behaviour is influenced by various cultural patterns which arise from the society. This approach has been constructive in conceptualizing the distinction between the BICS and CALP. In



other words, this theory shows the divergence between scientific discourse, CALP, and everyday language, BICS. According to Vygotsky (1986: 157):

We believe that the two processes -- the development of spontaneous and of non-spontaneous concepts -- are related and constantly influence each other. They are parts of a single process: the development of concept formation which is affected by varying external and internal conditions but is essentially a unitary process, not a conflict of antagonistic, mutually exclusive forms of thinking

Vygotsky's investigations on spontaneous or "everyday" concepts and non-spontaneous or scientific concepts presents a basis for understanding students' pre-school language and how this everyday language is relating to one learned in the educational environment. He also found that this everyday language knowledge is used to facilitate school material and classroom activities and to assist students to understand the social reality. In fact, Vygotsky talks about the spontaneous and scientific notions by emphasizing on their interdependence.

In the educational context, we attempt to take into consideration the extent to which such interdependence between spontaneous and non-spontaneous concepts are applicable to BICS/CALP in Cummins' terms, (1979).

## **1.4 Language Learning Strategies**

The relationship between strategy use and academic proficiency has been the issue of research over the last twenty years. In investigations of students at different levels at university in Puerto Rico, Green and Oxford (1995) realized that there was a positive association between strategy use and academic proficiency with the more academically advanced students (p.275). "By far the commonest type of significant variation across course levels was positive variation, indicating greater strategy use by more proficient, more successful learners" (p.278). Moreover, their analysed data showed that the elementary and intermediate learners used LLS less frequently. The six categories of direct and indirect strategies are correlated to each other and their relationships are shown in Figure 1.10 below.

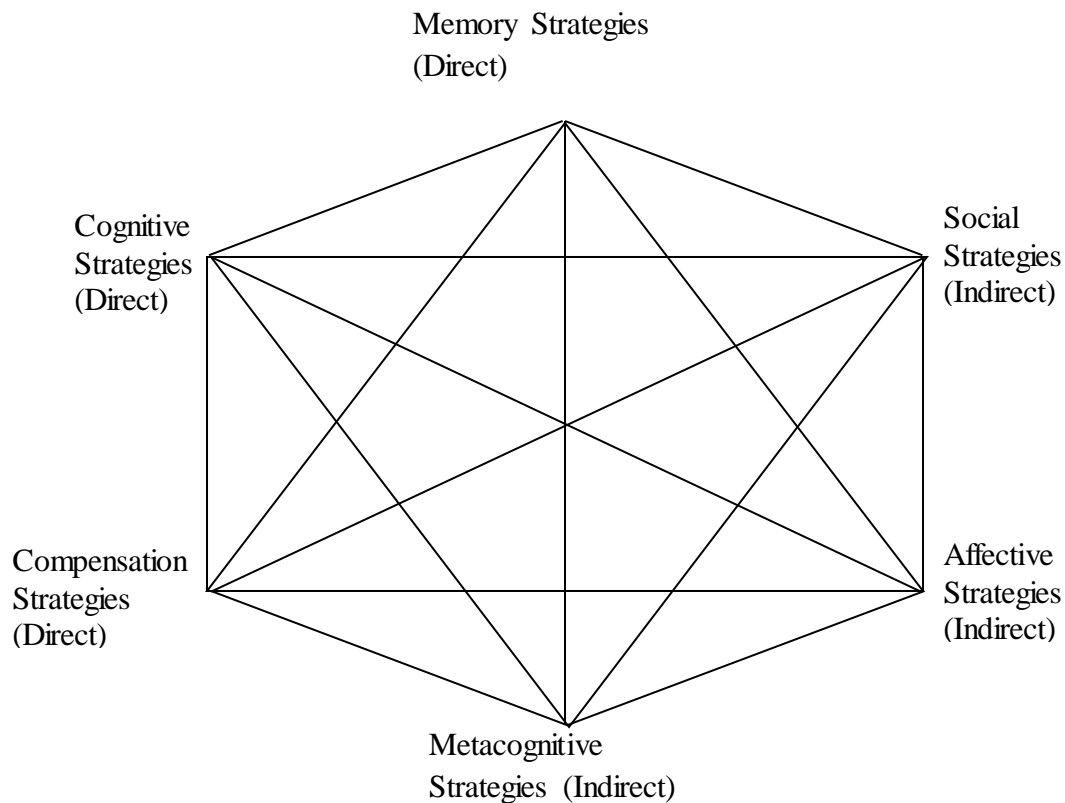


Figure 1.10: Inter-relationships between direct and indirect strategies among the six strategy groups (Oxford 1990: 15)

The research has shown that proficiency in language skills is improved by the use of these strategies. In some investigations, it was found that compensation strategies had a positive relationship with academic achievement whereas affective strategies were negatively related. Learners who used affective strategies were less successful than others.

In a study at a private language school in Auckland, Griffiths (2004:82) found that “there was a significant relationship between strategy use and language proficiency”. The study showed that “Advanced students reported a higher average frequency of use of each strategy than did elementary students” (p.78). However, it can be plausibly concluded that there are important correlations between the two.

Awareness of LLS was first supported by Rubin (1975) and Stern (1975) followed by O’Malley et al (1985a) and Ellis (1994). Oxford (2003) pointed out that language learning strategies assist learners with "perception, reception, storage,

retention, and retrieval" stages of language learning (P. 274). O'Malley and Chamot (1990) defined language learning strategies as "the special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information" (P.1) while Skehan (1989, p.285, cited in Griffiths, 2004) has named them an "explosion of activity".

Cohen (1996) claims that "the definition of LLSs. . . encompasses those actions that are clearly intended for language learning, as well as those that may well lead to learning but which do not ostensibly have learning as their primary goal." Oxford (1990, p.8) provides one of the most inclusive definitions, as follows:

[Language learning strategies are] operations employed by the learner to aid the acquisition, storage, retrieval, and use of information...; specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

Oxford defines language learning strategies as specific techniques used by the learner to improve their acquisition, to facilitate storage, or to use a new language in developing L2 skills. These strategies are employed by learners as tools for the self-directed for developing communicative ability.

#### **1.4.1 Characteristics of Language Learning Strategies**

The features of language learning strategies cover many problems, for instance; Language learning strategies make language learning easier, promote language acquisition (competence and performance) and contribute directly and indirectly on interlanguage development.

The concept 'interlanguage' (Selinker, 1972) was defined by Koike (1996:257) as "a system that represents dynamic stages in the learning process". It is an intermediate linguistic form where the learners' output is the outcome of the interaction between L1 and L2. In this respect, the Algerian student's acquisition of L2 seems to progress along a continuum between L1 and L2. Though, Littlewood (1989:33) declares: "The learner's language system is neither that of the mother

tongue, nor that of the second language, but contains elements from both". This relevant explanation of the interlanguage shaped by Littlewood portrays the form of language displayed in the classroom. Students' interlanguage leads to identify those strategies that direct the learner of L2 to demonstrate a certain linguistic behaviour that will in turn reflect the presence of L1 as a linguistic reference in the process of learning L2.

Language learning strategies are what students can use consciously according to the need; some of them are behavioural (observable) while other are mental. Language learners will be successful in undertaking tasks such as reading and writing, due to the use of several and suitable language learning strategies (Richard, 1994). Oxford (1990: 9) claims that language learning strategies have the following features as shown in Table 1.2

<b>Language Learning Strategies</b>
1. Contribute to the main goal, communicative competence.
2. Allow learners to become more self-directed.
3. Expand the role of teachers.
4. Are problem-Oriented.
5. Are specific actions taken by the learner.
6. Involve many aspects of the learner, not just the cognitive.
7. Support learning both directly and indirectly.
8. Are not always observable.
9. Are often conscious.
10. Can be taught.
11. Are flexible.
12. Are influenced by a variety of factors.

Table 1.2 : Aspects of Language Learning Strategies (R. L. Oxford, 1990:9)

Language learning strategies vary as a consequence of learner's internal variables (sex, age, belief, aptitude, motivation, personality, learning experience, proficiency, cognitive/learning style, learning purpose, learning stage, cultural background, intelligence, etc.) and external ones (target language, task, environment, etc.).

### **1.4.2 Classification of Language Learning Strategies**

Oxford (1990) proposed six groups in the examination of LLS and has been regarded the most comprehensive. Oxford's classification has been used by many researchers (Ellis, 1994) and it is regarded as the most influential area that involves both direct and indirect strategies specifically: memory, cognitive, compensation, metacognitive, affective, and social strategies. The first three are grouped as direct strategies and used in the direct learning of the target language while the three indirect strategies help learners to administer and maintain their learning without including the target language directly. Direct strategies are defined as “strategies involving mental process and directly influencing the target language, while indirect strategies are those supporting and managing language without directly involving the target language” (Oxford 1990: 14).

A number of researchers have introduced lists of strategies and have constructed different definitions and classifications of LLSs based on the performance of good language learners. Two famous classifications have been developed by O'Malley, Chamot and Walker (1987) and Oxford (1990). Based on earlier research into learning strategies, Oxford (1990) draws upon and develops previous models into a new language learning strategy system, which includes two main classifications: Like Rubin (1987), she splits LLSs into two major categories of direct strategies and indirect strategies.

Direct strategies are specific ways that involve use of language which is implicated in conscious mental processes, sub-divided into memory, cognitive and compensation strategies while Indirect strategies do not directly involve using the language are not consciously functional but they support language learning (Ehrman

& Oxford, 1990), and are divided into metacognitive, affective, and social strategies. She also alters O'Mally et al.'s (1985b) classification by adding two strategy categories, namely, memory and compensation, and by submitting social and affective strategies as different.

### 1.4.2.1 Direct Strategies

The direct class is composed of Memory Strategies, Cognitive Strategies, and Compensation Strategies.

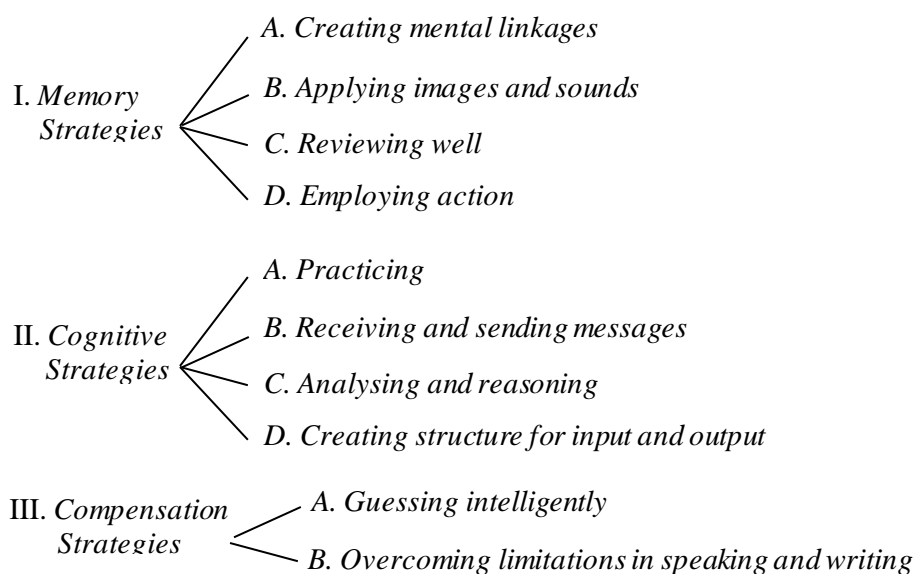


Figure 1.11: Diagram of the Direct Strategies (Oxford, L. R., 1990)

#### 1.4.2.1.1 Memory Strategies

Techniques that help learners to learn store and retrieve information of a new language for future use, e.g., grouping, using imagery, and rhyming reviewing and employing action.

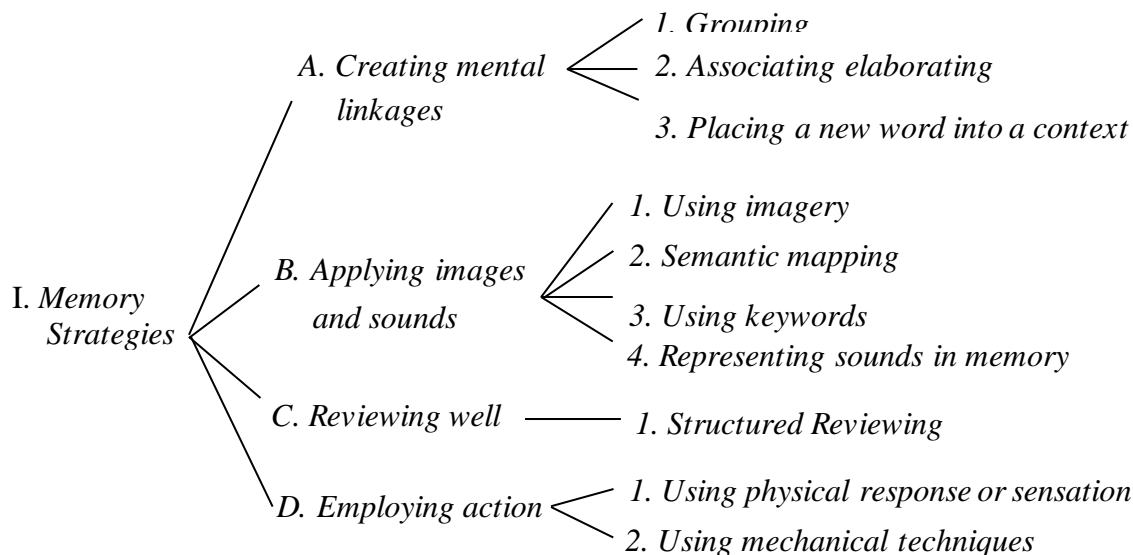


Figure 1.12: Diagram of the Memory Strategies (Oxford, L. R., 1990)

### 1.4.2.1.2 Cognitive Strategies

Procedures and activities that facilitate processing knowledge or skill which enable learners to construct new language interact in the target language, e.g., reasoning, analysing, summarizing, and generally practising.

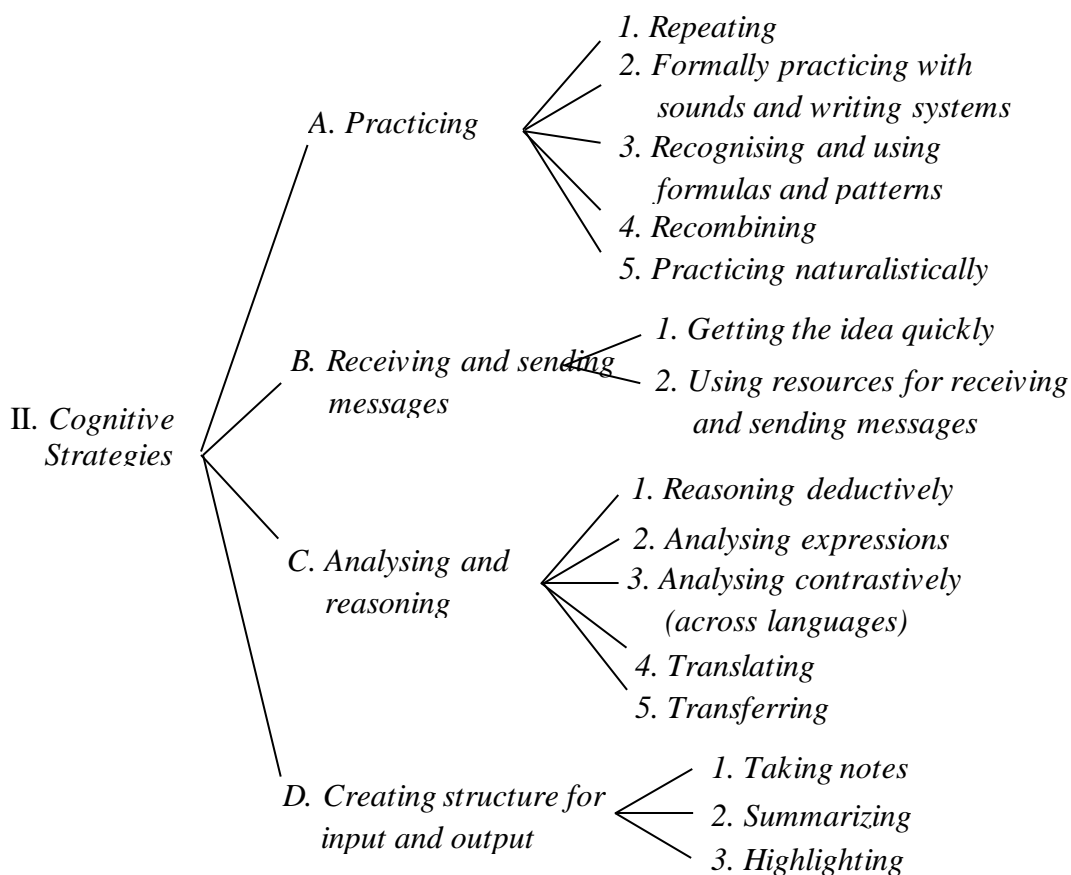


Figure 1.13: Diagram of the Cognitive Strategies (Oxford, L. R., 1990)

### 1.4.2.1.3 Compensation Strategies

Allow learners to use new information and other compensatory methods despite a gap in their linguistic knowledge,

E.g.: guessing meaning in context, rephrasing, and using body gestures and synonyms, switching to their native language

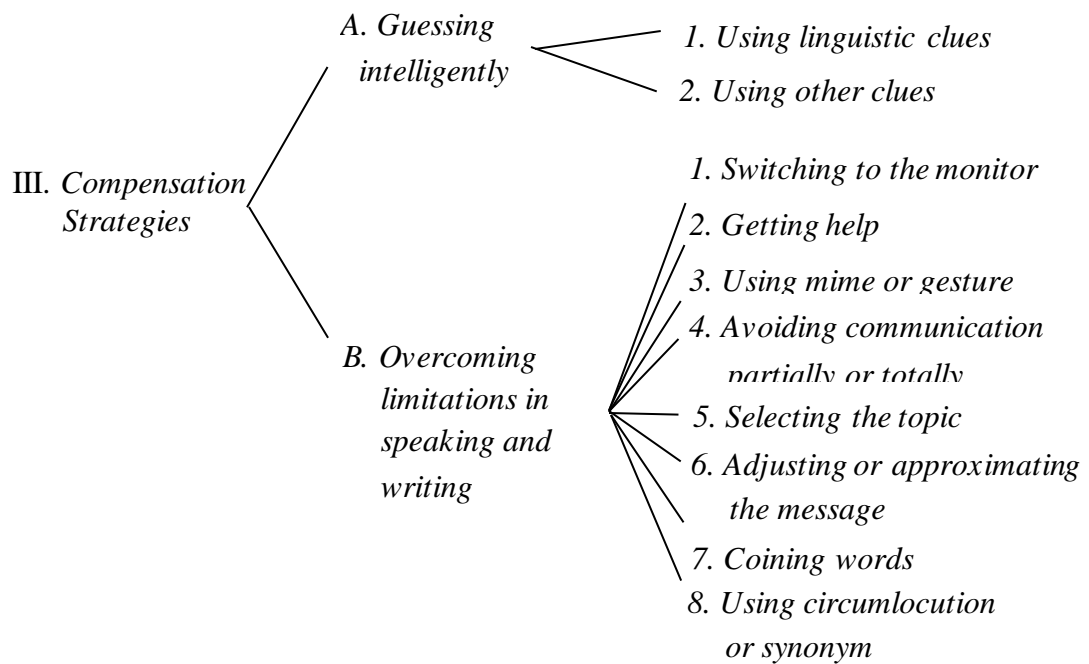


Figure 1.14: Diagram of the Compensation Strategies (Oxford, L. R., 1990)

### 1.4.2.2 Indirect Strategies

Indirect strategies work in couple with the direct strategies. The indirect class is comprised of Metacognitive Strategies, Affective Strategies, and Social Strategies.



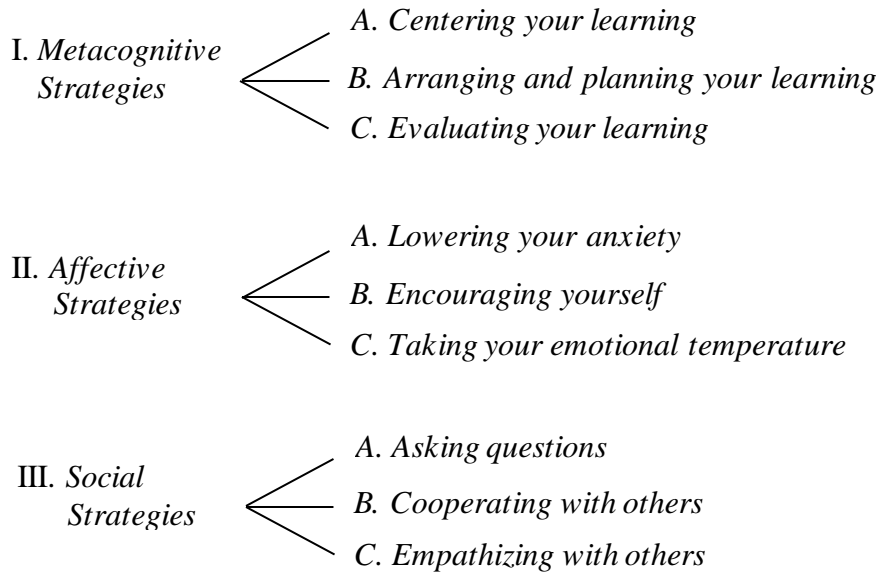


Figure 1.15: Diagram of the Indirect Strategies (Oxford, L. R., 1990)

#### 1.4.2.2.1 Metacognitive Strategies

Allow learners to manage, take control and evaluate their own language learning pattern and coordinate the learning process

E.g.: paying attention, planning for the task, setting goals, self-monitoring and self-evaluation

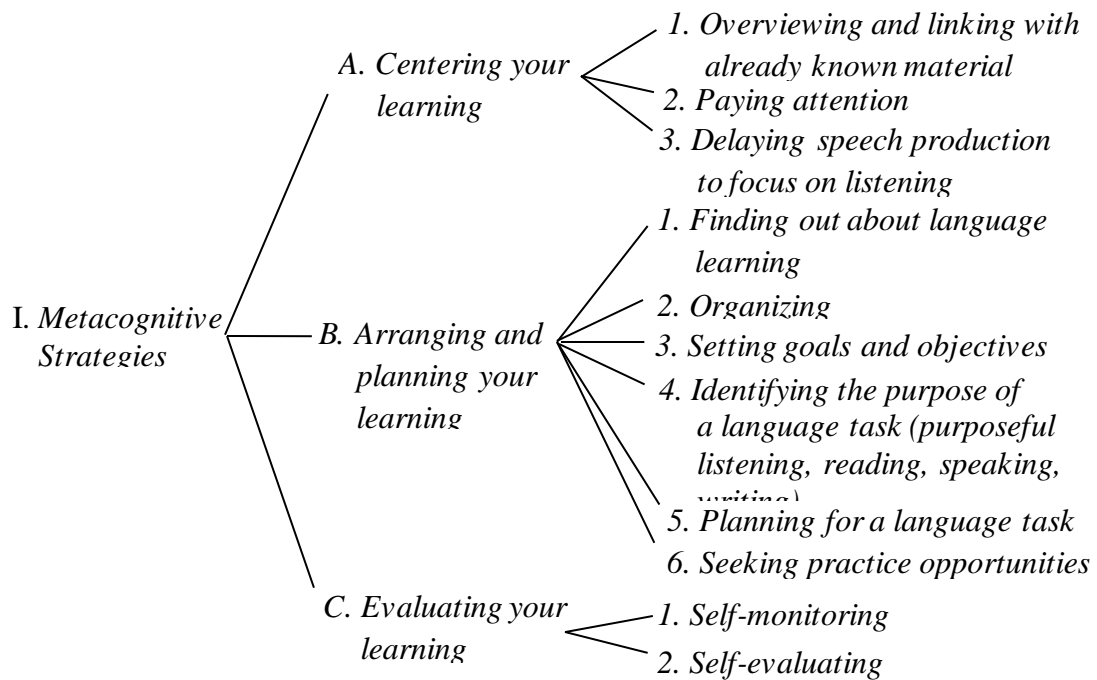


Figure 1.16: Diagram of the Metacognitive Strategies (Oxford, L. R., 1990)

### 1.4.2.2.2 Affective Strategies

Assist learners to gain control over their personal emotions, attitudes, motivations and values while in the process of language learning

E.g.: Anxiety reduction, self-encouragement, and self-reward.

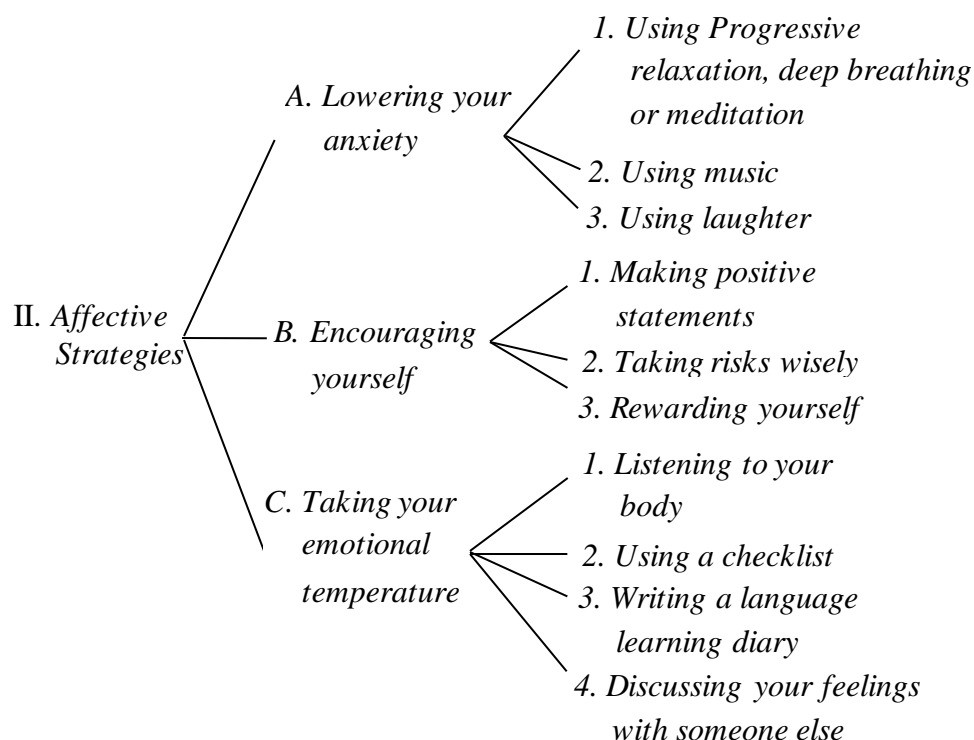


Figure 1.17: Diagram of the Affective Strategies (Oxford, L. R., 1990)

### 1.4.2.2.3 Social Strategies

Social strategies promote and smooth the progress of learning process through interaction with the speakers of the target language by working together.

E.g.: working with peers, cooperation and communication with and among people.

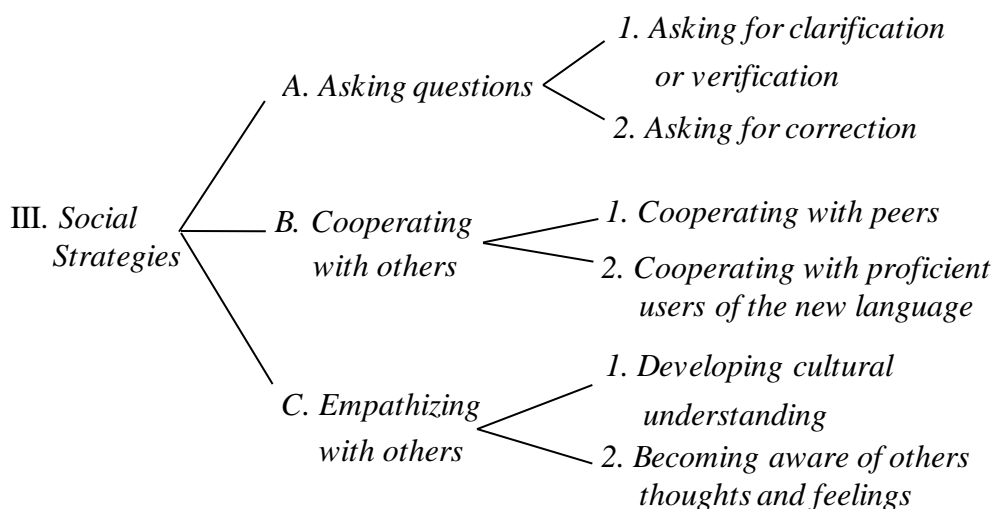


Figure 1.18: Diagram of the Affective Strategies (Oxford, L. R., 1990)

## 1.5 Factors Affecting Students' Communicative Strategies

The literature on communicative strategies show that some factors influence learners' language use in formal contexts where academic language is used. Students' level of language proficiency, learning style, motivation and gender differences have been demonstrated to have a powerful impact on students' language use. YANG Dong and GAI Fangpeng (2010:58) mention that:

It seems evident that no individual's linguistic repertoire or control of language is perfect. Both non-native and native speakers of a given language sometimes struggle to find the appropriate expression or grammatical construction when attempting to communicate their meaning. The ways in which an individual speaker manages to compensate for the gap between what he/she wishes to communicate and his/her immediately available linguistic resources are known as communication strategies.

Communicative language strategies are used by learners to communicate and to convey their meaning appropriately. According to Cohen (1998:2): "focus primarily on employing the language that the learners have in their current interlanguage". Therefore, the ultimate purpose for using communicative strategies is conveying meaningful information in creative ways such as paraphrasing or using gestures by spending more time for thinking and avoid abandoning the topic.

By emphasising on how to transmit a meaningful message, for instance, students make use of a new vocabulary words acquired during lesson to

communicate an idea, without any objective of learning the word and negotiating the meaning of the subject matter, students use strategies to overcome their limited knowledge. Moreover, students may use communicative strategies to compensate for the gaps by switching to the mother tongue or to another language.

### **1.5.1 Learning Style**

The present study seeks to analyse the learning style preferences that may affect learners' language use and academic performance. The concept of Learning styles (hereafter LS) has been described by many researchers. Pritchard (2009:18) said that it is "an individual's preferred means of acquiring knowledge and skills". It is "a person's typical approach to learning activities and problem solving". Liu, H (2008:87) described it as "approaches to learning which refer to information processed in a preferred way in accordance to learner's habitual characteristics". Sarasin, L. (2006:27) explained it as "a certain specified pattern of behaviour and/or performance according to which the individual approaches a learning experience". It is therefore the students preferred way of gaining content knowledge and abilities. It is a student's distinctive process to understand, analyse, and solve problem for holding back new knowledge.

Learning style preferences are described as the natural method learners absorb and grasp content knowledge of the subject matter and promote language skills. These are distinctive patterns- for instance- visual, auditory and kinaesthetic that provides styles of learning process. The language learning style is regarded as a useful learning process adopted by learners to promote effective learning.

Based on the preferred way of learning, learners strengthen their language skills and widen their knowledge. Understanding learning style preference facilitates to select successful learning strategies that will improve memory and ability to retrieve information. Learners' preferred learning style help learners to receive and process new knowledge where learning can take place more efficiently.

*Visual learners* are enhanced through observing and have a preference towards visual information presented in the form of images, charts, graphic representation, movie.... etc. Students do not operate successfully merely from hearing information during lectures. Al-Hebaishi (2012:512) states that:

They learn best through seeing and prefer information to be presented visually in the form of pictures, posters, maps, diagrams, film.... etc. Lectures do not work well for them. They get nothing from merely hearing information.

Learners generally take notes to organize their ideas and observe teacher's body language facial expressions to fully comprehend. They prefer to sit alone when reading or studying because they are easily disturbed by noise. They frequently take notes and use lists card to systematize their ideas.

*Auditory learners* prefer to learn by listening and discussing ideas. They favour to gain knowledge verbally by listening to others discussing information about subject matters they are studying. Auditory learners are active learners and like to talk and pay attention as they learn. They frequently get engaged with discussions and learn by elucidating ideas, expressing their knowledge comprehension and judgments, and supplying comments to other speakers. Al-Hebaishi (2012:512) says that:

They prefer to collect and confirm information via listening. Some of these students learn best when the teacher explains orally, others when participating in speaking activities. The classroom activities they like to participate in are discussion, debates, role play and problem solving. They read and talk to self-aloud, discuss ideas verbally with others and recite information over and over to better realize the learning material. They benefit from formal lectures, repetition, questions and sequential presentation. The majority of auditory learners are talkative, conceptual, perceptual, reflective and memory-oriented.

Auditory learners favour to gather and validate instructional knowledge through hearing. Learners are communicative and memory-oriented. They learn and acquire best when the teacher gives details and explanations verbally. They involve themselves in oral activities in order to gain benefit from formal lectures by negotiating meaning, analysing, debating and problem solving with their peers to enhance their learning.

*Kinaesthetic Learners* gain knowledge when vigorously engaged in undertaking an action. They take pleasure by operating physical activities, dealing with things and applying experiments. These learners require collaboration with educational materials. They engage in thinking about questions, thoughts and solving problems while they practice. All Kinaesthetic learners have to act together with learning materials and resources. Al-Hebaishi (2012:512) describes them that:

They are the movers of the educational world. They learn best when actively engaged in doing or touching something. They need to walk around or stand up while working. They enjoy physical activities, field trips, manipulating objects and hands-on experiences.

### **1.5.2 Proficiency Level**

Learners' level of language efficiency has been demonstrated to possess a powerful effect on learners' use of different types of strategies. A high level of proficiency has been linked with an increase practice of both direct and indirect strategies (Chang, 1990; Green and Oxford, 1995). Cognitive and metacognitive language learning strategies display high relationships with high linguistic proficiency. O'Malley et al. (1985b), for example, deliberate the range, type and rate of reappearance of language learning strategies employed by high school L2 learners. Their findings show that learners submitted an application more on metacognitive rather than on cognitive strategies.

An investigation on low proficiency level of L2 learners, Chen (1990) discovered that low-proficiency learners made use of more communication strategies than high-proficiency ones. The findings show that high-proficiency students mostly used linguistic strategies more frequently than weak students who employed communicative strategies. In addition, the results of the study demonstrated both high- and low-proficiency students used Compensation strategies, (Chen, 2002).

### 1.5.3 Motivation

Learners' motivational differences have been studied with respect to its relationship with language learning. Dörnyei (2003) highlighted the significance of motivation by focusing not only on it as an active act that starts language learning and amplifies the opportunities to uphold the irruption process of learning, but it can also recover learners' linguistic gap. Within the framework of Self Determination Theory (hereafter SDT), Richard M. Ryan and Edward L. Deci (2017: 3) state that

Self-determination theory (SDT) is an empirically based, organismic theory of human behaviour and personality development. SDT's analysis is focused primarily at the psychological level, and it differentiates types of motivation along a continuum from controlled to autonomous. The theory is particularly concerned with how social-contextual factors support or thwart people's thriving through the satisfaction of their basic psychological needs for competence, relatedness, and autonomy. Although the theory is psychological, research has also given attention to biological underpinnings of these psychological processes and places them in an evolutionary perspective.

This assumption is concerned with distinction in type. Richard M. Ryan and Edward L. Deci (2000) divided motivation into intrinsic and extrinsic, and the latter into four classes depending on autonomy and self-determination. On the one hand, intrinsic motivation is extremely high independent kind of motivation that originates from one's innate attention and corresponds with the learner's sense of self-enjoyment. On the other hand, extrinsic motivation is something done for rewards outside of oneself and classified into four types:

1. ***Integrated Regulation*** that is the mainly self-governed, self-organised, internalized and less controlled genre of extrinsic motivation, and explains carrying out behaviours that are independently esteemed
2. ***Identified Regulation*** which represents those types of motivation in which students have recognized the importance of certain behaviours; ;

3. ***Interjected Regulation*** that portrays students' doing a kind of behaviour for keeping away from an emotional stress or commit an error and achieving self-confidence.
4. ***External Regulation*** this forms of motivation validates that learners' undertaking certain behaviours just for suiting external requirements.

In relationship to motivation, Yang (1999) gives explanation about how learners' language use changed learners' trusts and has favourable impacts on learners' motivation by means of rising self-esteem which promotes learners' independence. Motivation is generally described as the progression whereby objectives are expressed. Along with a number of motivational constructs, goal direction, self-efficiency, and task value have constantly demonstrated powerful links to achieve associated behaviours in learning setting. If learners are demotivated they will destroy their learning process. For that reason, we focus on the importance of high motivation that helps learners achieve successful achievement.

#### **1.5.4 Gender Differences**

Females frequently undertake dissimilar communicative ways in comparison to male who govern social conversational frameworks (Oxford 1992). Gender differences take on unlike interactive behaviour (Oxford 1992). Females' interactive way concentrate on looking for regularity of social interpersonal correlation, sustaining other's thoughts and beliefs, clarifying alternative discourse and sustaining interactional discourse, whereas the male talkative form emphasis on debating, challenging, refusing, and disregarding others' thoughts and opinions. Tannen (1990) describes male's conversation way as conflictive and female verbal communication as mutual and collaborative. Female learners are more vigorous in listening and proficient to converse in a consistent way.

Many researchers have examined the relationship between LLSs and gender differences, for example, Green and Oxford (1995) found that females use more Social and Affective Strategies. The end results of several researches were not



constantly reliable. For that reason, there is a need to promote an exploratory study to show the association between the variant of LLSs and gender.

## 1.6 Language Attitudes

Language and society are directly linked and one manipulates the other. For that reason, the relationship among these two inter-reliant has long been documented as an essential feature of sociolinguistics. As said by Trudgill (2000:8), varied vernaculars and accents are measured in various methods for the reason that language as a phenomenon is strongly related to the structural framework of society. Trudgill says, all tongues are 'good' since "all varieties of a language are structured, rule-governed systems which are wholly adequate for the needs of their speakers." so, taking Trudgill's opinion about the idea of language, would be basically social more willingly than scientific.

Language attitude can be defined as either favourable or unfavourable feelings of individuals related with a given language. The investigation about language attitudes has provided evidence to be vital to expect person's reactions towards the target languages and its impact on speakers' linguistic performance. Richards and Schmidt (2010: 314) describe language attitudes as:

attitudes which speakers of different languages or language varieties have towards each other's languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or 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. Language attitudes may have an effect on second language or foreign language learning. The measurement of language attitudes provides information which is useful in language teaching and language planning.

Language attitudes have a favourable effect on language learning which in turn may enhance language proficiency and academic achievement. Social psychologists have observed attitudes as containing three mechanisms: cognitive, emotional, and behavioural. In accordance with Halliday, cited in Brown (2007:224):

language has an 'interactional' function which permits learners to set up social connect and to keep means of communication open. In addition, there is the 'personal' function which enables speakers to express feelings, emotions, personality. In this function, language, cognition, affect, and culture all interact

Saracaloğlu (2010)<sup>2</sup> says that examinations on the issue of students' language learning, attitude are a crucial constituent for elucidating learners' achievement in the learning situation. Student dissimilarities also present a vital position in learning such as age, parental language involvement, language socio-economic situation, influence language acquisition and motivational attitudes to learn the language:

- Motivational attitudes toward learning manipulate learners' behaviour in deciding on the preferred language for reading, speaking and writing.
- Attitudes foster academic success, more willingly than achievement persuading motivational attitudes towards languages.

Literature review indicates that learning a target language relies on a positive attitude towards the language which includes features like:

- Attitudes towards communicative approach
- Attitudes towards fluent speakers, responses to its sound or statements structure
- Attitudes towards its culture.

Students in higher education favour to learn CALP and all of them want to communicate with and to be fluent on it, while students who have negative attitudes towards the language of learning may harm their L2 learning process. In scientific streams, students find academic performance as an obstacle due to their low academic inability. These students were more often exposed to L2 at university milieu rather than social surroundings, they have only a little favourable attitude; principally towards BICS. They identified the value of the target language in

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<sup>2</sup> Quoted in Syed K. S., 2014.

education but did not expose high level direction towards learning the target language.

Many scholars have perceived that language learning strategies have been considered as important elements in determining the natural world of language use. The most prominent strategy that learners employed is switching to the L1 or to other languages which is also measured to describe learners' linguistic behaviour.

Investigation focuses on positive attitudes to predict competency in L2 learning because it reflects a dynamic and encouraging engagement from the part of the students. Learners' positive attitudes engage them in recreation a vital position in language "growth or decay, restoration or destruction" (Baker, 1988). For that reason, investigation on students' attitudes of any target language is fitting to find out its impacts on learners' academic success, predominantly their positive attitudes to preferred language study. Therefore, no considerable gender differences exist in their attitudes towards L2 that initiate more time and efforts in interacting.

## **1.7 Conclusion**

A description of Academic proficiency in educational milieu obviously signifies that there are different linguistic aptitudes among students. This comprises skills, motivational attitudes and language learning strategies. Investigation on strategies shows that learners' verbal communication could be recovered by pursuing some strategies but the outcomes are extremely reliant on the kind of the task. Subsequently, it is significant to indicate that the social and cultural background also has a great effect on L2 learning.

The next chapter reflects on the impact of language use on language education in Algeria, focusing mainly on diglossia and its implication on education. In addition to the condition of language of instruction in science education and the revival of the foreign languages in the country and it deals with new educational reorganizations.

## **Chapter Two**

### **Contrastive Perspectives: Language Use as Opposed to Academic Language in Algeria**

## Chapter Two

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### **Contrastive Perspectives: Social Language as opposed to Academic Languages in Algeria**

#### **2.1 Introduction**

This chapter is an attempt to show language contact in general and multilingualism in particular with the presentation of Arabic varieties (MSA and SA), French and English, their status, functions and domains of use, all having some impact on language attitudes and language policies. We will try to have a glance on the Algerian linguistic issues in educational environment, to shed some light on their historical background, dealing with different periods of language evolution and the implication of diglossia on the quality of language of education so as to explain the causes that led to this sociolinguistic situation.

Algeria is the largest country in Africa, almost five times the size of France belongs to the Arab-Islamic world and it is characterized by its long colonial history with France. From the historical point of view, we shall say that Algeria and the other Maghrebian countries share linguistic and cultural components. Algeria's linguistic landscape highlights the power of colonialism in shaping post-colonial language policy. As a multilingual society, Algeria can serve as a focal point for competition between languages – namely Arabic, English as an international language despite the maintenance of French as the ex- colonial language. The sociolinguistic picture of Algeria shapes the tension between the Arabic varieties, and competition between international languages particularly, French, English in education. On the other hand, lifestyle, language use and culture determine individuals' language behaviour that affects language choice and language learning in education.

Most Algerian populations are Arabophones and speak a vernacular variety of Arabic, and a smaller percentage of inhabitants speak Berber but many of them also

use dialectal Arabic when they are in contact with Arabic speakers. Algeria has thus been home of the three main languages literary Arabic, dialectal Arabic, Berber and French. The survival of Algerian Arabic with the standard language in higher education leads to linguistic issues in education. To investigate this co-existence, this chapter provides an overview on the position of both academic language and dialectal Arabic in the learning framework, and then consider some of the implications of students' language use on academic language. These considerations are examined in terms of initiatives in language learning, the integration of language strategies in the classroom, and assessment of students' communicative competence in educational settings.

## **2.2 Historical Heritage of the Arabic Language**

The Algerian linguistic profile is the outcome of a number of historical and political events that have great significance to depict the progress that led to the recent complex linguistic situation in the country. Formerly, Algeria was initially occupied by Phoenicians who implemented their Carthaginian power for roughly seven centuries. It turned out to be a Romans region in 46 BC for about six centuries and a division of the Vandals and the Romanized the Byzantine kingdom in 395 AD; nevertheless, these invasions had no factual linguistic contact on the Berbers. Algeria witnessed consecutive invasions by the Arab people. In the middle of the seventh century, the Berbers absorb the Arabic language, but preserved their vernaculars in many regions. Dendane (2007:77) declares that:

Arabic, the language of the new religion succeeded in displacing, or rather in absorbing, most indigenous Berber varieties, to the exception of a few isolated mountainous areas and remote Sahara spots where the autochthons strongly resisted Islamisation, and therefore rejected Arabisation. Elsewhere, the reason for the acceptance of Arabic was its association with Islam, the new religion that most natives soon adhered to, and the need for a common language they would learn to use in addition to theirs.

Owens (2006:2) writes that: "Beginning with the Arabic-Islamic expansion of the seventh century, Arabs and Arabic spread with great speed throughout the

middle East and North Africa". These Islamic expansions led to severe linguistic transformation and a complete loss of the Berber language in many regions of the Algerian territory to support the Arabic language in a number of areas. Forstag (2008:85) states that "During the Arab conquest of the 8th century, the Berbers adopted Islam en-masse", though, Tamazight persisted to be expressed in some provinces like Tizi-Ouzou, the Mزاب, the Chaouia and the Touareg in the Sahara. Syed (2007:198) says that:

Before the arrival of Arabic speaking invaders, Berber was the language of the indigenous population. Arabic encroached gradually; spreading through the area's most accessible to migrants and conquerors. Berber remained the mother tongue in many rural areas

In the eleventh century, the Banu Hilal and Banu Salim tribes had the intention to occupy the Maghreb in order to broaden their Arabic- Islam culture. Ham (2007:26) says that:

The Bani Hilal and Bani Salim (also known as the Bani Sulaiman) tribes of Upper Egypt and the Arabian Peninsula were encouraged to invade the Maghreb, and over the following century North Africa was slowly reduced to ruins. The Zirids managed to hang on few coastal cities until 1148, while the Hamadids retreated to the coastal town of Bejaia, but northern Algeria had effectively been Arabised.

The Ottomans governed from 1518 to 1830. Through the French domination, from 1830 to 1962, Algeria was affected by the French language and culture. France persisted more than 130 years in the country and this was one of the important reasons for influencing the Algerian society. As Syed (2007:145) states "French tradition long dominated the cultural life of the country". Dendane (2007:68) says that:

[...] the impact of the French language and its culture was so powerful that it started to reflect in many Algerians' speech and soon led to a sort of dual identity. The influence resulted in the usual linguistic phenomena that occur when two or more languages get in contact: the use of bilingualism and consequent code switching, code mixing and borrowing pervading the mother tongue in addition to the well-established phenomenon of diglossia.

Overall, the Algerian linguistic situation remains as a vital experience of making two competing languages in contact, Arabic and French, these two co-existing languages have reflected in many Algerians' speech which is different from literary Arabic, ensuing bilingualism as well which can easily be attested in Algerians' speech.

Language in Algeria has given rise to contradictory views of the Algerian speech community. Algerians make use of different colloquial speech and encompass different behaviours and attitudes towards languages which they consider as features of Algerians' identity and fundamental constituents of its culture.

### **2.3 Complex Interaction between Languages and Educational Demands**

Language competitions in Algeria were formerly in a position during the post-independence period. There was a multilingual presence which often generates language contact situations and linguistic competition. This current linguistic situation overlapped with the most important issues of the post-colonial era alongside with problems related to power, domination and identification with regard to the issues of property. The most important feature that is essential for understanding language competition in Algeria is related to Algerian attitudes towards the French language that deeply influenced the Algerian society and impacted the cultural and linguistic profile.

The Algerian society needs to catch up with the developed countries by concentrating on the linguistic framework. The Algerian linguistic situation indicates that the Arabisation policy is not convenient for science in order to catch up with the western world and would be a real obstacle to such progress whereas the French language is being considered as the language of access to the globalised world.



Language competition in Algeria faces a post-colonial transition that requires language alliance against a multilingual background, on the one hand, and the requirements of globalization with a number of languages of the world on the other. The starting point and the origin of the conflict in Algeria are as follow:

- ✓ Arabic is in conflict with SA, Berber and with the French ex-colonial language which persists by the educated elites.
- ✓ The future of the French language remains in doubt, mainly with English the language of science and technology, market Economy and globalized world.

There are also pressures between Literary Arabic and English, which is the most competitive foreign language today due to its international prominence.

### **2.3.1 Language Obstacles in the Path of Arabic**

The co-existence of various languages in Algeria may generate the loss of one language despite the inclusion of another language. Language failure and language dominance rely on some aspects:

- ✓ Lack of language exposure from parents to children.
- ✓ Maintaining or overpowering of the main functions of a language due to socio-economic status within a community.

Algeria as a multilingual community compromises the exceeding mentioned societal features which are at play. They can be summarized in accordance with:

- Algeria as a diglossic community has led to the preservation of SA and Berber as native languages used in everyday communication; therefore, language transfer between generations is achieved through Arabic or Berber.

- MSA as a high variety is related to cultural perspectives whereas French has been maintained by its economic power. It is employed as a medium of instruction predominantly in the fields of science and technology in higher education, tourism, international business and the social media. In addition, French is actually the most important language of marketing and advertisement. MSA and French are indeed in complementary distribution, each language holding distinct functions within one community.

The linguistic situation in Algeria is moderately rich and at the same time complex. It is prosperous due to the impressive nature of the functional distribution by using different languages. The majority of Algerian planners expected favourable outcome and success for the Arabised educational system and a definite rejection of the French language. All these provisions were wrong. The failure of Arabisation is the consequence of the preservation of French which demonstrates a strong and dynamic vital force in the Algerian society; the preservation of Berber has experienced unexpected growth from the part of Berberist movement; Forstag (2008:96) states that:

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

This inequality between the functions of languages encounters the required demands of the modern community which maintain diglossia, strengthens both French and Berber. These varieties survive as the native codes of socialisation in areas related to relatives and emotional life (sensitivities, faith, etc.), business transactions and to communicate with the administrations. These trends illustrate that the policy of Arabisation has failed in moving the French language. However, the strong point of this language has been greater than before as a result of the language transfer between generations.

Policy makers do not succeed to assign MSA spheres which is dominated by French in scientific fields. Algerian university students show that they would neither support nor undertake education through the Arabic language alone because the claim for foreign languages in science education will increase. Indeed, Standard Arabic has not been given any legitimate standing to make uncommon technical terms in practice in the educational frame.

Algeria's linguistic issues cannot ignore these unexpected consequences, and any consideration that is rewarded for future visions must be addressed with vigilance. The future of standard Arabic-diglossia or MSA-French bilingualism depends on the prospected status of the English language and the conflict between the two International Languages, French and English.

### **2.3.2 International Languages of Market Economy and Globalisation**

In 1962, Algeria generated the problem of identity related to language crisis, socialisation and social transformation. The Algerian authorities wanted to open up new world of scientific and technological renovation intended for social transformation. Nevertheless, the Algerian population and institutions were not prepared and equipped to meet these great challenges, exactly the Arabisation policy. Syed (2007:189) says that:

Algeria has been producing students without any, or with meager, research skills, even though the country remains in dire need of academic, empirical and scientific experimentation to revitalise its weak domestic industry, improve productivity, and match its strong economic performance of the 1970s.

Language involved in recreations an essential site for social communication and it is a major mediator in transmitting the cultural, educational and social aspects. The strategy of development in Algeria has validated the presence of French in the scientific fields particularly in higher education, as a working tool of government and economic sectors which absorb about two-thirds of the labour force with the aim of

promoting socio-economic development through opening up to the international market, the creation of private companies, globalization communication via foreign languages, especially French and English which represent economic power (Benrabah, 2007), for instance, a telecom company, commercial and industrial companies require excellent command of international languages such as French and English in order to be more economically powerful. This strategy requires more energy and expertise to master foreign languages.

Regrettably, the Arabic language has become less powerful due to the rise of the French language which no longer holds reference of colonial language, but rather a language of globalization. This transitional progression has been sustained by the educational policy with the aim of providing progress in industry, business and sustaining economy growth. Hammond (2005:71) says that:

Egyptian novelist Sonallah Ibrahim echoes this sentiment: “There is always movement toward the stronger economic center, and this center imposes its music, its ideas, its language, by force of its economic strength. The Arabic language is not protected by an economic power [...] because it (the Arab Region) was exposed to continuous invasions and continuous sapping of its ability to accumulate knowledge and wealth – from the Turks, the French, the English, [and]the Italians. So you get to a situation where the language has no one to protect it. The language is under threat, of course, but I think threat won’t succeed. Algeria eager to catch up with the western countries and do not take into account the linguistic agenda. This reasoning indicates that Arabisation process would indeed be an obstacle to such improvement. So, why is it intricate for Arabic technical terms to confront the western world?

At the beginning of the twenty-first century, Algeria became the focus of rivalry between four languages Arabic, Chinese, English, and French (Benrabah, 2014). This study looks at the present-day linguistic situation in Algeria how and why each of these languages was introduced in Algeria. A historical and sociolinguistic approach is used to account for present Arabic–French and French–English competencies and describe the dramatic invasion of the Chinese in the Algerian linguistic landscape of the 2000s.

Globalization depends on the disciplines that participate in its study such as economics. “Whatever else globalization is”, Réaume and Pinto (2012, 38) wrote, “It involves a vast increase in the amount and intensity of interaction amongst peoples all around the globe including contact between speakers of different languages”. English ranks a linguistic place in the world due to its status, cultural, political and economic power. This linguistic position involves the function of the language that encourages people to learn it. Nowadays, the presence of china in Algeria confirms that the Chinese language and its linguistic patterns rise as a result of a well-established dominant language of economy and the growth of its power in the globalised world. Mohamed Benrabah (2014:54) states that:

China’s increasing economic influence in the modern world transpires in its evolving status as Algeria’s imports partner since the beginning of the millennium. The data in shows that China was not ranked among the top six partners of Algeria in 2001. Five years later, it stood at sixth position, then it moved to the second place in 2011. In December 2012, the French media reported that France was (about to be) superseded by China as Algeria’s first imports partner, a position held by the ex-colonial power since Algerian independence in 1962 (Aït-Aoudia 2012, 53; Lamriben 2013, 8; Maussion 2012, 3).

The Chinese–French competition for economic pre-eminence can be established in the Algerian linguistic landscape. Two images presented in Figure 2. Both photographs were taken in June 2010 on the construction site of a motorway built by a Chinese company in the outskirts of the city of Tlemcen. In the forefront of the picture on the left, we have a public road sign written in Arabic and in French, whereas the billboard in the image on the right is written only in Chinese and French and does not include Arabic. However, in the case, the Chinese learn their clients’ language of economic strength. The presence of the Chinese language in Algeria seems very helpful in accepting the rising demand for learning this target language. By contrast, Algeria has not yet established any institute in Algerian universities.



Figure 2.1: New Chinese language in Algeria (Benrabah, 2014)

Language conflict in Algeria is limited between a post-colonial change against a multilingual environment, on the one side, and the needs of pluralism in the globalized world, on the other. The basis of the conflict in Algeria is raised due to the tensions between dialectal Arabic and Literary Arabic which is inflicted by the government as a means of educational planning in Algeria “Arabisation policy”. Arabic is also in struggle with French, the language of colonizer. The policy makers try to use the English language instead of the French language which may lead to conflictual relationship between these two languages. The Algerian linguistic experiences may be helpful for better understanding the complex interaction between native tongues and most important languages of post-colonial era and globalized world.

## 2.4 Current Linguistic Issues in Education

In Algeria, the three codes Arabic, Berber, and French are used for communication in scattered parts of the country, MSA is regarded as the national and official language and has been assigned a considerable function in Algerian language policy with honour of the Arab-Islamic identity, although Berber was assigned as a national and official language in May 2002 while the French language

continues to exist as the most important second language used in different domains particularly education.

Language-in-education planning in Algeria focuses on the use of academic language as language practices in educational classes. By reason of the gaps between academic language and the spoken varieties used outside university classes, in other words, there is a necessity to take into account language discontinuity between students' SA and the language of instruction to apply the pedagogical instructions that correspond to the students' academic requirements. Students need to cope with academic demands by including language learning strategies in the classroom with the aim of enhancing the learning process and reducing the linguistic insecurity encountered by them. Moreover, student self-regulation enhances them to be engaged in the learning of language and to become more independent learners in improving their critical reasoning which activate their own learning process

There is growing language awareness among some Algerian educational experts that the low levels of CALP and academic achievements are linked to the complexities of the academic language used in education. Academic language complications lead students to use AA to express themselves. However, these language difficulties have a serious negative impact on the quality of education and on the learning outcomes. The Algerian state cannot ignore the educational problem that AA raises in the educational environment that leads to linguistic insecurity.

At the university, it is observed that some teachers control the classroom; they perform most of the discussion and also decide, direct and manage the subject matters. Consequently, only their own messages are extended and initiated in the talks. This signifies that negotiation of meanings is frequently missing in formal lectures. If education in Algeria carries on in the same mode and with the same low-quality outcomes, the diglossic situation in Algeria continues to generate linguistic gap between AA and MSA which will have implications in the field of education. One of these effects could be the growing use of AA in education. However, L2 performance is slowly diminishing during the formal lectures. The linguistic

deficiency, educational crisis, Arabic diglossia are obviously intensive agents in the low education outcomes and informal instruction.

In Algeria, science education is taught in a complex multilingual environment. This complexity is generated from the Arabic diglossia, where different national dialects work for casual purposes alongside the literary Arabic, and from the predominant use of French, reflecting the country's ex-colonial history, the rising control of this language in the areas of scientific fields at the level of university. The linguistic reality is controversial; the students' language issues become complicated because students encounter language difficulties in studying in French. Maïz & Rouadjia (2005: 13) write down that:

The majority of the student population who enrol in higher education have been schooled through Literary/ Classical Arabic only and are hence weak in French, the language of instruction in scientific disciplines.

This linguistic situation raises several inquiries about Algerian educational planning and policy and the language of teaching, especially in the scientific fields. The language peculiarities of teaching and learning science education can address specific issues such as: what language of instruction in science education should be implemented? Should science be learned in Arabic, if so, what are the implications of the Arabic diglossia?

The Arabisation policy taught in higher education since 1971 and different disciplines have been completely Arabised like social sciences, law, politics and economics up to 1986 (Grandguillaume 2004). The intention was to provide students with practical scientific knowledge in Arabic so as to improve the quality of science education. According to Benmoussat (2003:106):

From 1971 onwards Arabic replaced French as the medium of instruction in primary schools; by 1976 all Middle-school education was conducted in Arabic; by 1984 all secondary education, and by 1986 most university education, at least in the humanities and social sciences, had undergone this change.



Following a line of investigation, the majority of researchers hold up the view that an educational approach in the native language is preferred. With regard to the Arabic language, scientific knowledge should be taught in Arabic, revealing the tension between the pragmatism in the recognition of the requirements to access science in an Arabized scientific discipline.

Educational reform and appropriate language policy and planning revolutionize better language of instruction that can achieve high-quality education. If the Algerian state wants to face the new challenges of the globalized world of the 21st century, it is obvious that the initial reform should concentrate to achieve the necessary changes in attitudes. These changes would have the effect of interfering with their language in order to achieve higher levels of linguistic, self-confidence and beneficial language change.

#### **2.4.1 The Implication of Diglossia on the quality of education: Awareness Approach**

Diglossia stands for a significant sociolinguistic and educational issue that Arabic-Speaking communities are confronted with, particularly in the Maghreb countries. As a matter of fact, Algeria has been portrayed as a diglossic society. Algerian governments are conscious of the function of Arabisation strategy and are not capable of determining the barriers offered by diglossia and to overpass the gap between MSA and dialectal Arabic. The main purpose of this study is to deal with the following line of investigation on: what are educational implications of diglossia on students' learning experience?

Ferguson's frame on diglossia (1959, revisited in 1991) recognized four languages, Arabic, Greek, Haitian Creole, and Swiss German as being major instances of diglossic languages by indicating the survival of a high variety (H) and a low variety (L) with interdependent distribution. Ferguson (1959:435) definition is as follows:

Diglossia is a relatively stable language situation in which, in addition to the primary dialects of the language (which may include a standard or regional

standards), there is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation.

The long-established explanation of the notion of diglossia has transferred back to the metaphor of Arabic continuum construct (Bergman, 2010) as a reply to Ferguson's classification of Arabic diglossia. Bergman regard Arabic as a metaphor of continuum from colloquial speech to the standard language more willingly than two different and disconnected varieties. Arabic diglossia is composed of two varieties:

The standard and non-standard varieties of Arabic have been classified by many researchers in terms of the functions given to each form. A number of expressions have been put forward to decide the language of instruction, specifically Classical Arabic (CA) and Modern Standard Arabic (MSA). All these terms of Arabic refer to the formal variety of Arabic which is not grasped by students since it is not exercised in their everyday life communications.

Classical Arabic is mainly linked to the language of the Holy Koran and therefore, MSA like Literary Arabic (LA), Standard Arabic (SA) is generated from CA with less complicated features, used as rich and logical language to achieve students' linguistic demands. Dendane (2007:100) states that:

Classical Arabic has always been revered first for its association with the Qur'an, regarded as the actual Word of God by Muslims, and with the language of the Prophet's oral tradition recorded during the first period of Islam and transmitted from generation to generation through the centuries. Besides, because of its long-standing status as the language of prestige oral and written poetry (before and after the revelation) and literature as a whole, Classical Arabic is regarded as a beautiful, logical and rich language.

Arabic diglossia consists of two varieties: Modern Standard Arabic (MSA) the new adaptation of Classical Arabic (CA) and dialectal Arabic. The H variety (CA or MSA) is used merely in formal situations whereas the low variety (L) is practised in

daily communication and is different from MSA but shares a number of characteristics.

There is a significant misunderstanding about the H variety *fusha* and extents of *fusha fluency*. A negative assessment of fusha fluency gives the impression to survive even among students. Students do not master the language adequately to the extent that they can professionally communicate the content subject matter in formal lectures. The student's low performance in MSA will have a negative effect on the acquisition of additional languages in school.

Algerian dialectal Arabic is regarded as being the informal and downgraded variety in comparison to the formal one MSA. This linguistic awareness is implying that AA is used in daily social life and is characterised by extensive borrowing from the French language. However, the linguistic patterns of AA do not have grammatical rules, phonological, morphological only but also the sentence structure is inaccurate compared to MSA. Benmoussat (2003:108) states that:

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

A significant area of research is being conducted at the university to contribute an investigation about students' language proficiency and the issue of diglossia and its effect on their learning process in order to examine the relationship between students' L2 achievements and their awareness of the issue of diglossia.

Students find it hard to use L2 spontaneously, even MSA, without referring to a prepared passage which is then to some extent entirely read. However, we can say that the interference of AA is becoming increasingly frequent in these conditions for purpose of improving communication. Algerian students are demotivated because they do not use MSA in everyday communication and they are aware of the

interference of AA as an intralingual variety in university classes. There is a vital relationship to draw between levels of awareness of the reality of Arabic diglossic and its implication on learning and on the quality of education as a whole. This study attempts to identify and analyse students' language experience and their motivational attitudes towards the language of instruction. However, there were some trends concerning their awareness of Arabic diglossia:

- ✓ Regarding language proficiency, the initial prominent determination was the liaison linking learners' proficiency level and their consciousness of diglossia. This issue may continue to affect students' levels of interaction. This comes naturally after, as they lack the suitable skills of using L2 within the classroom.
- ✓ Concerning motivation, it was worth mentioning that the advanced students were motivated to learn the target language because they are more aware of their personal goals and in appreciating the linguistic reality of the language. The majority of university students acknowledged the importance of usefulness of L2 in formal situations.

The use of AA with second language within university classes generates negative views towards the insertion of AA in the language of learning. In fact, the idea of interference of MSA with AA in the classroom is a very significant issue that merits more consideration. Our study takes a qualitative and quantitative form of investigation. Thus, we have employed questionnaires and interviews administered to university professors and students, medical visits, classroom observation as well examination of the concern in a form of a case study of different disciplines at the level of university.

## **2.4.2 Reflections on the Language of Instruction in Scientific Studies**

Teaching science and technology in a second language helps learners increase the demand for BICS and reinforce CALP. At universities, students often delay in achieving academic success due to the gap which is often attributed to an interruption in improving Cognitive Academic Language Proficiency (CALP) (Cummins, 1979b, 2000). The survey on the language of learning in science education has generated a more specific consideration of this linguistic gap.

In scientific streams, students attend their first year studies in French and they clearly need to interact or exchange knowledge using L2. The issue of learning challenges that Algerian students face is related to the content knowledge of the subject matter and knowledge of the language as well; students encounter difficulties when their native language is not the language of instruction. Students need to think critically to approach problem-solving and to communicate effectively in order to acquire scientific knowledge. Students use only conversational fluency (BICS) that is in harmony with their thinking when speaking by employing meaningful resources to deliver scientific knowledge in formal lectures. A number of students are notable to grasp the content knowledge of the language and switch from French to AA in many formal contexts; they do so deliberately and decisively in order to sound more 'intelligent and 'modernized'. The desire to undertake scientific knowledge in the Arabic language is a required by the educational systems in the Arab world.

The classroom management is a technical process including teachers' savoir-faire, soft skills and pedagogical competencies will certainly improve the learning process. In fact, students' low academic performance led them to include AA in their speech, regardless of this, very small number of students can speak in French and the majority of them cannot generate a complete sentence in their speech. In actual fact, Algerian students' bilinguality varies from a small number of adapted and modified expressions to complete talk in French. Actually, in big cities like Tlemcen, Oran and Algiers students use more French compared with those living in

small towns, this language behaviour is linked with many variables related with students' educational background, socio-economic status and gender.

Research-based principles on multilingual policy and practice are implemented predominantly in Canada and the USA by taking into consideration the academic achievement of students in bilingual situations. At the present time, French has gained a site in education at the level of university which is used as the means of language of instruction in science education. Policy-makers declare that the Arabisation agenda in the Algerian educational policy is responsible for the failure of the bilinguality among students in scientific disciplines. Benmoussat (2003:106) states that:

It is a common perception among some Algerians that the substitution of the French language by Arabic as the medium of instruction has led to falling educational standards. Actually, language-wise, a high percentage of students and graduates have developed a low level of language proficiency, which generated into what Brann (1990) has termed 'semilingualism', i.e. the inability to use fluently two different languages one is supposed to master

This study provides an analysis of students' language use which is relatively distinct from scientific discourse, used as a useful source for self-reflection and language practices to suggest significant information about their scientific proficiency levels. In the early 2000s, educational reforms endorse multilingualism to assist students' academic exchange, recognise Algerian diploma internationally, and train them for globalized world to promote scientific progress. So, to what degree are students competent to survive with scientific educational requirements?

### **2.4.3 The effect of Networking Sites in Constructing or Impeding language learning**

Social media can be employed as a social learning platform that would require a combined mutual effort among experts, teachers and students in order to create a space for online language practices. The total of social network site (hereafter SNSs) users has risen massively in the past four years, particularly among students (Aydin, 2012). Aydin Seiami states that (2012, p 1094):

A social networking site is an online site that presents a platform used by individuals; it focuses on building and reflecting social relations in accordance with interests and/or activities. Some popular examples of social networking sites include Twitter, Facebook, MySpace, Badoo and Google+.

Online language contacts cooperate as a vital role in sharing information and promoting collaboration among learners. The application of technological contributions in the educational field and the appearance of language learning through SNSs thus combine two main advantageous of Computer Assisted Language Learning: instruction and contact. Some research works have found relationship between SNSs use and improvement of reading and writing and language skills as well. Lee (2006) mentioned that the regular participation of L2 learners' on SNSs emerged to have a positive effect on their language fluency, linguistic accuracy, vocabulary acquisition, and syntactic complexity. Some research on language learning on social-network sites indicate that online learners have more possibilities to control their language output than traditional learners do. So, what effect have they experienced on learning?

Therefore, learning sessions should change and vary their instructional teaching techniques by integrating social media that could make language of instruction agreeable. However, time is required to have fluent students in language who are eager to exchange their knowledge on social networking sites, for instance, programs like Facebook improve interpersonal interaction and can possibly be used to learn the language. The appropriate environment for language learning are fundamental features in learning languages which can be affected by variables such as motivation, attitudes.

As claimed by Aydin (2012), surveys focus on the educational benefits of social media, especially Facebook which is as an effective means to gain academic language proficiency and improve students' language skills. Some investigations have revealed that Facebook and Twitter affects the entire academic world by opening new horizon for effective learning for both teachers and learners.

Scholars have argued that learners felt more comfortable talking online with other speakers because it reduces anxiety than face to face communication. In online environments, students are motivated to learn L2 on the site where they may experience less pressure because they can review their language output before transferring it to native speakers. Moreover, students participate on social networking sites to maintain social interaction with friends and family members that help promote socialization and pragmatics competence. Furthermore, conversations on Facebook are seen as online exchange knowledge formulated by interpersonal interactions and acts as a medium of network and assist academic purposes that may improve students' language awareness.

Language mastery is essential in all areas, particularly education and professional life. It is vital for learners to seize an international language that is almost extensively used in worldwide communication in order to become proficient in the language by doing preferred activities on the net. It is definitely a learning process when they check emails, news or announcements while browsing the websites. Thus, the learners also proved that they acquire new knowledge and vocabulary words when reviewing their mates' activities. In this study, it has been revealed that the students are highly vulnerable to use social media to maintain activities, improve discussions and to learn the language efficiently.

In the educational context, low proficient students have poor language commands due to inappropriate application of uncontrolled language in communication. In online environments, a number of students have made internet slang to exchange and convey their thinking and reasoning, this pushes users to create new expressions and formulate new phrases, icons and use the shortcut language so as to save time to send messages. This linguistic issue seems to cause a significant deterioration in the language proficiency of users. Online language use is frequently criticized as being less accurate and less consistent than other types of language use. Further research is required to examine why language accuracy of learners decrease over time.



Linguistic issues occur when students are not qualified to distinguish formal language from informal language; the users tend to use inappropriate formats, phrases and ungrammatical language and this may limit academic language improvement. Those who lack academic language may be affected as they tend to copy the language incorrectly and this situation may, in the long term, have a negative effect on their professional carrier. However, the lack of academic language prevents many students from interacting during the lecture.

The online communication style of users is seen as relatively similar. This study examines how the internet jargon differs from the academic language and the reasons behind its use in these social stands. The main purpose is to study the factors affecting academic language among students in Algerian universities. This research has the following intentions:

- ❖ To find out the relationship between language preference and language proficiency
- ❖ To examine how shortcut forms and communication style relate to language proficiency; and
- ❖ To distinguish between the use of net slang and academic proficiency on the site.

The SNSs' writing also provides an opportunity to explore the extent to which a language is changed and transformed, how the standard language practiced in these settings, whether its regular practice can either improve or deteriorate language proficiency. The outcomes of the current study will improve the work being done on the impact of the language of social network sites on the academic one.

This study should initiate a line of investigation on how traditional L2 classrooms should increase learners' motivation and self-confidence to learn the target language by integrating SNSs as a powerful learning material which may offer valuable opportunities for L2 from both realistic socialization contexts and long-term conversational engagement. Moreover, online educational environment plays

positive role in initiating autonomous learning which may encourage learners adjust input and output, monitor academic learning development and improve metacognitive abilities. Learners will need support, guidance, and well-structured activities to ensure communicative competence.

Highly experienced and qualified people from distinct backgrounds could cooperate, collaborate and challenging openly with each other, via scientific and high-technological innovations which let exertion to be shaped and sent around the world. In this respect, Wilson perceives “technology as offering endless possibilities to enhance educational experiences expand academic opportunities, and develop critical employment skills” (Wilson, 2002:7). Moreover, Agyei & Voogt (2012) put forward some parameters for educators to increase a more proficient approach to incorporate ICT in the educational classes. These plan rules comprise:

- Creating collaborative design teams where teachers can work with peers to formulate ICT lessons and solve ICT related problems they are faced with on a daily basis;
- Creating an exemplary ICT curriculum material for teachers, to inspire them to learn;
- Orientation programs which may be in the form of in-service training and other professional development program have to be put in place to prepare teachers by training them with both theoretical, pedagogical coupled with the specific technological knowledge in their subject area;
- Putting in place a user-friendly technology for easy adaptation for the students for teachers to quickly design student-centered pedagogical activities hence creating a scenario where teachers easily integrate ICT into their typical traditional classroom practices (Agyei & Voogt, 2012, pp.561-562).

To appreciate the present educational and linguistic issues in Algeria, it is compulsory to have a look at the position and the achievement of languages in the educational milieu. Higher education (hereafter HE) contributes greatly to the improvement of a range of 'abilities', which affect and reinforce the following:

- The stock of human resources
- Reach economic prosperity
- Train students for the 21st century so as to be sufficiently ready for job in real life.

The most important research inquiry that we have to explore is how our students absorb the academic language. When evolving a learning path from scratch, what are the factors to incorporate in the learning process that guide to a successful education? How do we employ "Computer-Assisted Language Learning (hereafter CALL) equipment's to improve students' learning? Levy (1997:1) insists that:

Computer-Assisted Language Learning (CALL) is often perceived, somewhat narrowly, as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element.

As said by Dina & Ciornei (2012: 251) CALL demonstrate several benefits while learning a new foreign tongue, these are scheduled in the following:

- The computer can promote language interaction between teacher and learners;
- It offers the possibility to simulate some processes and phenomena in motion through animation, and thus some experimental demos;
- Methods and manners of systematising efficiently the educational / learning process;

- Getting used to computer technology from an early age influences students' intellectual development;
- It offers the possibility of realising a chain of didactic operations which are very important for evaluation, and also for developing students' creativity.

In the 2000s, higher educational ministry put forward some reforms that sustain bilingualism and multilingualism by incorporating digital authentic information with the expectation to smooth the progress of students' and researchers' academic interchange and the identification of Algerian grades internationally.

Curriculum needs to be rescued from traditional behaviourist approach domination and cognitive-constructivist approach should be introduced to the system, which is today internationally accepted and fast growing model in education systems" (Usun, 2009:334).

Actually, services on the internet have facilitated for students' language acquisition by including:

- ✓ flexible tasks arrangements in learning,
- ✓ Creating new modern method and techniques of language learning.
- ✓ Learner will be engaged to negotiate meaning features

the use of ICTs in education help students to be self-confident users of computers in the classroom and display strategic way to retain knowledge and to be grow mindset; "Not only has it been found to facilitate student learning, but it has also been found to develop students' ability to learn independently, analyse information, think critically, and solve problems". (Goldman et al 1999; Smith, 2008 cited in Nedal A. Bani Hani 2014, 1601). ICTs can increase the development of language learning. Students can extend soft abilities related to the world of learning such as critical thinking and problem solving and synthesis; by enhancing access to a wider range of self-access task.

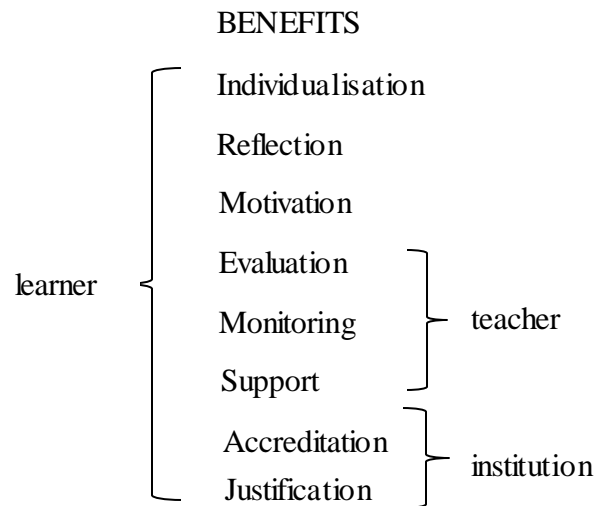


Figure 2.2: The benefits of self-assessment. (Gardner D., 2000:51)

Consistent with O'Farrell (2001:3) evaluation is employed for the subsequent causes:

- ❖ To determine that the intended learning outcomes of the course are being achieved.
- ❖ To provide feedback to students on their learning, enabling them to improve their performance
- ❖ To motivate students undertaking appropriate work
- ❖ To support and guide learning
- ❖ To describe student attainment, informing decisions on progression and awards
- ❖ To demonstrate that appropriate standards are being maintained
- ❖ To evaluate the effectiveness of teaching

With the purpose of constructing a valuable estimation, Brown put forward a synopsis of evaluations techniques; a practical foundation to reflect on the range of measurement; Developing students' educational skills is significant in promoting growth by serving technological materials that construct powerful and an excellent command of language learning that is crucial for the advancement of academic knowledge skills which students will need. The objective from this research work is to analyse the issues of language of education in Algeria along with an investigation

of language use or social language and its implications on academic language proficiency.

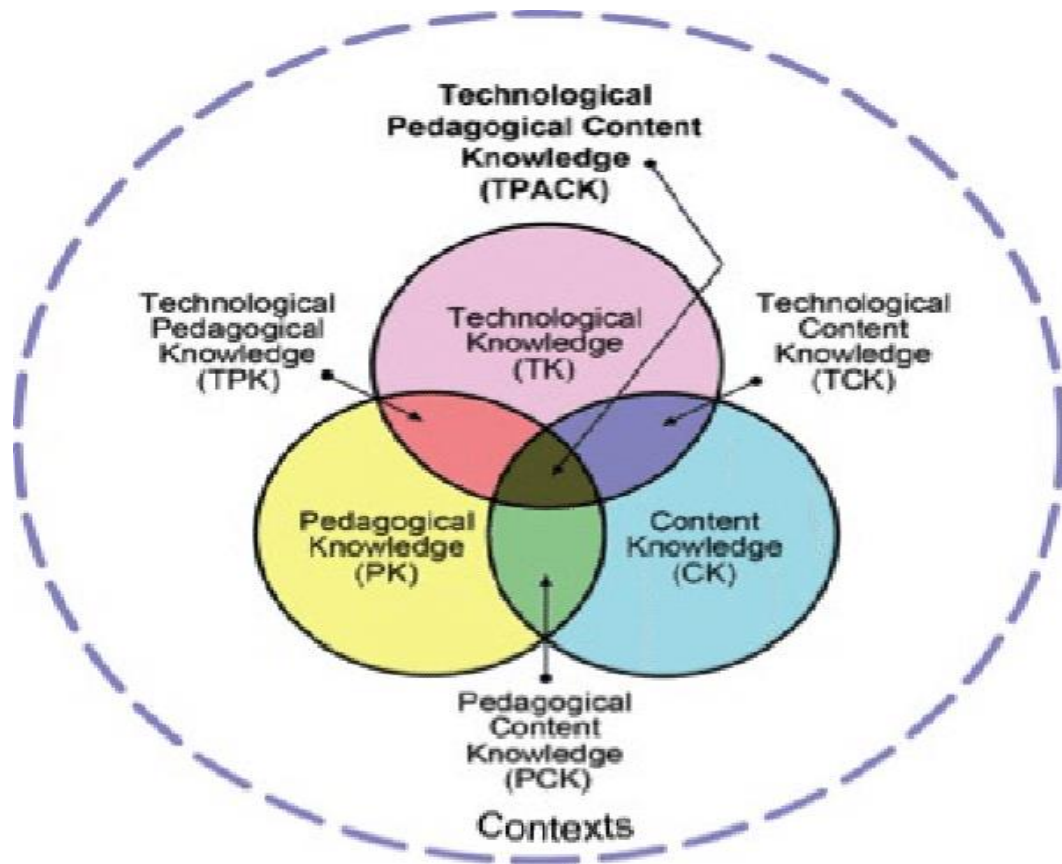


Figure 2.3: Technological, Pedagogical and content knowledge (Keengwe, J. and Onchwari G. 2015)

Highly qualified students operate efficiently and successfully in the world of research. Higher education supplies a set of highly in-demand cognitive and metacognitive skills with a powerful groundwork across all educational areas. However, The Benton Foundation Communications Policy Program (2002, cited in Noeth, 2004:3) puts forward that five features must be prepared for technologies to hold up authentic yields in educational results:

- ❖ Sustained and intensive professional development that takes place in the service of the core vision, not simply around technology.

- ❖ Leadership around technology use, anchored in solid educational objectives
- ❖ Adequate technology resources in the schools.
- ❖ Recognition that real change and lasting results take time.
- ❖ The evaluation that enables school leaders and teachers to determine whether they are realising their goals and to help them adjusting their practice to better meet those goals.

Algeria requires to reach the stage of maturity by improving the quality of education, and encouraging students to cross the threshold and open the way for scientific research, innovative practices and world competitiveness. With the access to social networking sites and the contact with globalised world, the sphere of language learning via long-conventional skills by means of chalk and talk in providing courses come out to be frosty. Taking into consideration students' competency level and variation in a language learning background, let's scrutinize how a based- language lab exploitation for learning L2 can set up to be flourishing and embedded in the students' cognitive academic learning methods; it can be divided into three clusters: Visual, Auditory, Kinaesthetic.

Intelligence, speed of language knowledge and content knowledge acquisition fluctuate from one student to the other. Language lab delivers a range of opportunities to make available all kinds of requirements of learners. Students look for visual instructional knowledge which approves an excellent maintenance of gained language proficiency elements. Learners have a powerful tendency headed for improving visual capacity. The investigator perceived that learners' need exposure to complex task which lead to originality in creation, innovation and excellent command of educational knowledge. Higher educational systems require to intensify language efficiency to improve high quality of education.

Learners who build up a range of in-demand skills, i.e., the capability to think critically about knowledge, analysis, resolve problems, and syntheses will be at an

even greater advantage in developing cognitive academic language in order to cope with true-life challenges, instead of just “replicate” the knowledge on tests. Higher education must take into consideration some criteria in order to progress:

- Promote the learning products that students require.
- Improve planned affiliations for Research and Development.
- Integrate ICT's in teaching /learning.

The implementation of ICT's has supplied chances for innovative methods and techniques of teaching, and for systematizing and standardizing language learning. ICT also go ahead to develop students high-competencies and expertise of the students. Furthermore, ICT capacities can be observed as ‘access-skills’ which can also provide student's new learning profile. Obviously we all require taking a new plan for inspiring our assignment ‘the power of change’. In Algeria, in all educational establishments, L2 foreign language is taught since the beginning of primary schooling like the French language. Although the English language is taught as one of the required and essential subjects of the curriculum during the middle school, students' L2 proficiency is extremely weak particularly in productive and communicative features such as writing, listening and speaking skills. Educators should teach everything in accordance with predetermined syllabus, but practical aspect must be taken into account the achievement of the fruitful results.

## **2.5 Rethinking Language Planning and Policy for Literacy: Issues and Implications**

Language planning exclusively generalized the implementation and the adaptation of MSA in schools. Follow a line of investigation on the impacts of language attitudes on language planning and policy are extremely restricted in the Algerian educational framework. However, teachers and even students in the matter are conscious of the language struggle within university classes. Mohamed Benrabah (2013, 11) said that:



Language planning or language management involves both the choice of one or more language forms among alternatives and some kind of organized body, such as government authorities, to take charge of such a planning change. It requires the achievement of linguistic, political and social goals by means of a body of ideas, laws and regulations called language policy – both aspects of language intervention are known as language policy and language planning.

Actually, these regulations do not take into account the sociolinguistic reality of language use in the country. MSA is the official language although no one really uses it in his daily life. Evidently, the linguistic reality of language use in Algeria indicates the failure of MSA manipulation within and outdoor of the schools. Our purpose is to be aware of the Algerian linguistic issues and to put forward a resolution to promote MSA position. These Sociolinguistic issues may lead the researcher to put investigations about the public viewpoints. To reach our intention, we made a survey on both university teachers and students' attitudes towards language use and its implications on CALP in educational milieu.

The only use of academic language to discuss in the classroom is beneficial for learners' academic studies; but, simultaneously, they disallow the use of the AA in the classroom because of its negative effects on the quality of education as a whole. They prefer to introduce language strategies instruction in education as a system to restore the linguistic gap.

To understand the current reality of linguistic issues in Algeria, we require shedding light on the different stages of language growth. We have to focus on the occurrence of the French language in the various public sectors mainly education. We can make a distinction between two language policies; the former is the Arabisation Policy between 1962 and 1999 then the most recent language policy since 2000.

### **2.5.1 Tensions between Literary Arabic and ex-colonial Language**

Since 1830, the Algerian Community had been ruled by France. During that period, The French civilizing mission was purely to deface and eliminate the national Arab-Islamic identity. Naylor (2000:16) says that:

Besides a civilizing mission linked to France's prestige, there was a corresponding Christianizing one. During the celebration of the first Mass after the conquest of Algiers, the Comte de Bourmont declared that the French had come "to reopen [...] the door of Christianity in Africa."

The French colonial regimes regarded the French language to be the most effective means for restoring French power and influencing the Arabic and Berber languages. More than a hundred years ago, the French empire succeeded in applying the French language as the most official language predominantly in education and as a symbol of development. Naylor (2000:5) states that:

A consideration of the colonial period is indispensable for understanding the postcolonial relationship. French colonialism imposed itself throughout Algerian life, transforming matter and mind while instituting a coercive system that ultimately impelled violent revolution. It offered protective myths and mentalities to the colonialists while obliterating the collective properties as well as personalities of the colonized.

The French colonial epoch was known by social changes, primarily by denying Algerian's linguistic inheritance and depriving the inhabitants from the Islamic schools known as 'Medersa' or 'Zaouia', where they well-learned literary Arabic and the holy coran. Ennaji (2005:56) notes down that:

Before independence, classical Arabic was used to sensitive the population in the fight for independence, being the language of Islam and Arab nationalism. Classical Arabic and religion had a great place as instruments in the struggle for independence.

The French politics had generated the future Franco- Algerian élite those who will be able to control and reinforce the existence of the French language and culture. The French educational framework consisted of two types of organizations:

- The French schools held for the coloniser and some Algerian pupils.
- The Franco-Islamic educational institutions recognised as "Colleges Franco-Musulmans" where French functions as a medium of education while Arabic

is taught as a foreign and non-native language. Syed (2007:176) mentions that:

The French colonial education imposed on Algeria was designed primarily to meet the needs of the European population and to perpetuate the European cultural pattern. A large majority of the students were children of the colonists. French was the language of instruction, and Arabic, when taught, was offered as an optional foreign language.

Whereas in the 1950s, most Algerian's Francophone writers like Mohammed Dib, Mouloud Feraoun, and Kateb Yacine used the French language as a tool against colonialism. Naylor (2000:9) says that:

Mouloud Feraoun, a good friend of Nobel literary laureate Albert Camus, criticized the noted pied-noir for ignoring Muslims in his description of Oran in *The Plague*. Kateb Yacine criticized also Camus's "surface" portrayals of Algeria and his "exoticism" in *The Stranger* and other works.

Before independence, 90% of the inhabitants were uneducated, intellectual citizens had been cultured in French and the minority of Algerians have learned classical Arabic from reading and reciting the Holy Quran. In post-independence period, the Algerian francophones ruled the community for defending and maintaining the French language. The social revolution led the Algerian states to fight against ignorance and provide Arabization which have been influenced by the existence of the French language in their educational structures (M. Maamouri, 1998). For this reason, we will be able to realize why language has been detected as a fundamental issue that Algeria has experienced.

### **2.5.2 Arabization policy: Linguistic Enquiry and Social Change**

In this search, we shed some glances on the Arabization policy, the Algerian ministry of education reintroduced and strengthened MSA learning through language educational planning in 1962 (Grandguillaume, 2004). In fact, Algeria absorbed a deep colonial culture and language due to its linguistic status and it was not prepared for the policy of Arabisation, Mohamed Maamouri (1998:22) says that "Arabization relates directly to the symbolic significance, status, roles, and

functions of the Arabic language. It relates to the attitudes of Arabs and non-Arabs towards the Arabic language and their valuation of its importance for and influence on the changing Arab societies". The outcomes of colonialization have divided the Algeria's political community into two trends:

- Arabophones preferred Arabisation and declared that CA is an essential component of the Algerian identity and Arab-Islamic cultures Grandguillaume, (1983).
- Francophones and Berberophones supported bilingualism without ignoring the Arabic language and perceived that the French language is used as a medium of modernity and development.
- Educational Planners and policy makers did not search for a solution to the critical linguistic situation in Algeria, they have integrated the H variety and rejected the L varieties (the L1 of socialisation) and have also neglected the need for opening up new world for western language learning. Moreover, Arabization has not supported the standardization of Arabic technical terms that correspond to scientific terminologies in other foreign languages.

There is no doubt that the decision to endorse standard Arabic as the official and national language depends on the situation it may have such as unifying the Algerian population within one cultural and one religion. Unfortunately, Arabisation policy has not succeeded in achieving its intend at the communicative level, its effect was almost non-surviving language since Algerian does not use it in their daily life because they are mostly bilinguals. This policy generated a distinction between strategy and performance, with more reality; the economic and governmental sectors continue to operate by using the French language. Hammond (2005:67) says that:

Arabization in administration and education in Algeria has faced strong opposition from ruling elites and bureaucracies, as well as from Kabyle Berbers.

There is still no complete enforcement of a 1991 law stating that virtually all official contacts and documents in public life should be in Arabic.

Despite the endeavours demonstrated by the Algerian government in the field of education, French remains the dominant language particularly in scientific disciplines at the level of university. These reasons put an end to Arabisation policy to be absolutely successful and symbolize the era of independence. Unfortunately, this transitional period is reflected in the rejection of Arabisation policy and the acceptance of multilingualism.

Algerian government has the tendency to preserve the foreign languages for the sake of modernity and to revitalize MSA through Arabisation Policy with the purpose of protecting the historical, religious and literary heritage, to realize mutual intelligibility with the Arab states and to establish Berberism as a national and official language in education and put French as the language of economic market in Algeria. Generally speaking, the current linguistic improvements can be deliberated as indicators for development of linguistic competency and openness to the whole world. Mohamed Benrabah states that (2014, 476):

The vitality of Algerian Arabic is further boosted by demands of democratisation which is likely to reinforce its status. This author believes that, in the mid-term period at least, a more open and democratic Algeria will move towards a community with different languages occupying different functions: Standard Arabic will remain the language of Arab-Islamic values, French for openings to the outside world (with the support of English for certain registers), and first languages (Algerian Arabic and Tamazight) for Algerian's and national identity.

From 1964, the majority of instructors were from the Arab world, the authorities intend to guarantee the improvement of literary Arabic as a proper tool of thought for instruction. The majority of investigators declare the malfunction of Arabisation as a policy was not only in education but in all spheres as well. So, is Arabisation convenient for scientific knowledge and technological modernity? Can we at least assume what was called Arabisation as an effective source for reviving practical Arabic technical scientific terms or exchanging them to other foreign languages?

Arabicization is originated from the term Arabic, and to Arabicize denotes “transmit into Arabic.”. In Amman, Arabicization has achieved its executive position by the organization of the Arabic Academy. The main objectives of this committee are to harmonize with all Arab endeavours to standardize unfamiliar and unknown terminologies and interpret scientific researches of the western world. In this respect, the word “Arabicization” is used to obtain corresponding technical terms by using loanwords, acronyms. Al-Asal Mahmoud Sabri, Oqlah Mahmoud Smadi (2012:22) mention that:

the term “Arabicization” is used to refer to the process of transliterating a foreign term according to Arabic phonological and morphological rules. To this effect, when a certain technical term is Arabicized, it means that it is linguistically borrowed from English and used in Arabic with some modification, e.g., “filtration” (faltarah) or without modification, e.g., “filter” (filar). In this regard, the term “Arabicization” is used to refer to the process of finding an equivalent for the scientific terms by means of the use of loan forms, acronyms, abbreviations, derivations from foreign roots, and eponyms.

The scientific and technological undertaking has been followed by specialized Arab academies to ensure this important responsibility. The main purpose of Arabic language institutions was the reformation of fusha, while simultaneously saving and protecting it from the risk of the infiltration of informal borrowings and loan words from the external world. The importance of Arabicizing the scientific disciplines may assist learners to be creative and broaden their knowledge by providing them with references in the Arabic language. Arabic linguist should communicate exchange and coordinate their efforts to unify the exploitation of Arabic technical terminologies in all domains, predominantly the scientific and technological ones.

The process of Arabization with its deficiency had led to a new kind of isolation of the Algerian on the one hand, and created a deep linguistic crisis on the other. The Algerian policy maker has stated that the opportunity had come to put forward a serious evaluation and reforms in education. In this current time, they consider Algeria as a multilingual and as a kind of linguistic wealth that should be exploited rather than eliminated.

### **2.5.3 Effect of Language Policy and Educational Reform: Evolution or Crisis**

Actually, the centre issue of the discussion is the result of the current complex Algerian linguistic situation which is complicated to picture the gap between educational policy and realism with reference to the level of student's academic language ineptitude. What implications does language policy have on the quality of education?

Educational reorganizations are related at all educational grades. Language teaching and learning should be planned to meet the requirements of all segments of population efficiently and justifiably. Political authorities maintain multilingualism to reach successful linguistic prospects and abandon the policy of Arabisation for its malfunction. In March 2000, in favour of linguistic pluralism, President Bouteflika authorized the exertion of the CNRSE (national commission on reforming the education system) which is composed of 160 instructors and academic researchers to improve and renovate the whole educational system.

In various announcements made by the President was calling for an Opening up to a new world of languages. Actually, the English language is used by more than one billion speakers and about a one/ third uses it as their mother tongue. For that reason, the authorities consider that preserving international languages with literary Arabic would be beneficial to direct other prominent foreign languages and other cultures in order to discover new spheres and perspectives to enhance the Algerian linguistic prospect. As Benmoussat (2003:100) elucidates:

The English language is undisputedly the world's prime international language. It is the language of international diplomacy and business negotiations, of academic conferences and scientific research. Global air traffic and maritime control is carried out in English. This worldwide recognition could also be explained in terms of overall balance of world power and the extent to which the language is found outside its original setting.

It is crucial for students to talk at least three or four tongues, if they deserve to be successful in their studies and professional life (Benrabah, 1999). The Algerian government announced that the Arabic language is an educational medium at all tertiary level that offers a total of 12 years of schooling while French as a second foreign language started as a third- grade subject in elementary school, a total of 10 years of education. The conditions in higher education are constant where Arabic functions as the language of education in the faculties of Humanities and social sciences while French manifests as the language of science education. The 2004 improvement seeks to preserve multilingual mainly English. Mohamed Benrabah (2005:379) stated that

Language policy and planning, described in the fourth part, considers, first, the unilingual demand of the nationalist period (in favour of Arabisation), then, the new language policy which promotes multilingualism within a democratising structure.

Regarding the English language, it is taught in the first-grade of middle school. English is absolutely the language of market economy and business used in higher education. Remarkably, Algerian students are less successful in learning through foreign language this is due to the restricted language contact and experience in the social environment.

## **2.6 Language Proficiency and Language Attitudes among Students**

In social life, Language is considered as the principal vehicle for the transmission of cultural knowledge, and the primary means by which we gain access to the contents of others' minds. This research work focused on language use and language attitudes among Algerian students from different disciplines at the level of University. A deeper survey is required to find out the factors that explain students' inconsistency between their level of language proficiency and language attitudes towards language use.

In Algeria, MSA as an official language of the community is introduced as a written language alongside AA which is generally used for daily communication



due to its social position as a mother tongue. MSA is used as a medium of instruction, benefiting from teaching such as moving away from grammar and vocabulary-based methods towards communication and from achievement-testing toward proficiency assessment. Using MSA as such does not replicate the reality of Algerian students since MSA is not used in daily communication. This linguistic situation seems to provide an adequate answer to the question of how to deal with Arabic diglossia in the educational setting? And how does it reflect on the students' academic language proficiency and achievements?

In the educational environment, academic performance and communicative skills cannot be achieved through the MSA core curriculum. Such a challenge brings the diglossic nature of Arabic to the forefront. The involvement of AA in teaching leads to miscommunication, embarrassment and frustration that learners face because these spoken dialects are not written. For that reason, students mix elements from the high and low varieties (MSA and AA) in certain contexts. The existence of intermediate level of Arabic language (al- lughah al wusta) has been suggested as an alternative model of diglossia, although, we focus on language use, rather than language structure. This linguistic situation shows the actual reality of Algerian students 'language use and the main reasons behind their academic incompetence, here are some of them:

- Students develop BICS but not CALP
- Discontinuity between BICS/CALP
- BICS has a negative effect on the learning process
- Students' lack of reading and writing
- Deep rooted attitudes towards code-switching
- "Work-readiness" of graduates still a weakness
- Overburdened syllabus that leaves no time for creative pursuits.

Research identifies some of the factors that contribute to students' low academic performance and determine the different learning strategies they use to compensate their language gap. In fact, Language deficiency is basically deficient

as a result of factors such as motivation, anxiety and students' attitude towards language use and language learning. However, these might be one of the major causes that lead students to perform poorly in lectures.

In education, students have positive attitudes towards MSA as compared to French in terms of better understanding in higher grades. Nevertheless, they do not favour it in scientific disciplines due to the lack of written scientific references in MSA and it is time to start replacing the French language with English in scientific fields. In addition, students prefer mainly to use AA in classroom as a secondary means of instruction to improve their understanding of the subject content knowledge.

Differences in the level of language proficiency of students at university help in addressing the research area requirements. The efficiency and effectiveness of motivational attitudes to learn the target language that result in better performance during formal courses by concentrating on assimilating content knowledge of the topic and acquiring sufficient academic language and avoiding study habits which depends on the rote learning.

The issue that pertains university classrooms is the integration of MSA and AA by students during the lesson. These issues will have a huge impact on the curriculum and will determine whether the syllabus should contain only MSA or MSA and AA, this case will raise the problem of assessing cognitive Academic language proficiency. This language crisis is absolutely felt in the Algerian classrooms; it takes an important dimension in introducing MSA as a foreign language in our country.

## **2.7 Conclusion**

Education plays a significant role in the professional life of Algerian students. At the present time, most of them master language proficiency with different levels caused by BICS which does not fit students' academic demands. We consider that this view into the abovementioned issues will help the reader understand the

implications of the language use on language learning and students' perceived communicative strategies to an understanding of its interference in MSA communication of content knowledge.

For that reason, we basically reinforce the hypothesis that the influence of AA on the student attempts to perform in MSA is a systematic one. Students using AA as a communicative strategy tend to control their use of L2 to facilitate the output that they communicate with, significantly, with a new set of regulations which are adapted to the interlanguage framework. To go over the main points, the importance of language communicative strategies as shown through the language assessment of the students' interlanguage can, therefore, allow for viewing:

- The effect that L1 can hold on the students' academic discourse.
- The alternative methods through what the student experiences to convey what he ignores.
- The degree to which the student is ready to make the formal language more comprehensible by using simple lexicon,

In higher education, the scientific disciplines tend to improve students' scientific discourse even if their level of language proficiency can be described to some degree as restricted to conversational fluency.

French as a medium of scientific instruction is strongly adapted by teachers and students. No one expects MSA to survive as the medium for scientific studies, for the reason, there are several stagnant Arabic scientific terms that cannot be applied as equivalent to scientific terminologies in French or English. Definitely, the success of MSA relies on the standardization of scientific technical terms to reach a good language policy and to uphold collaboration with the Arab nations. In actual fact, as Al-Asal & Smadi (2012) put forward that there is a vital need to:

[...] coordinate with all Arab efforts to standardize the scientific and technical terminology of the language to maintain Arabic up to date, to translate the scientific works of the developed nations, and to continue cooperation with the Arab countries in order to have a good policy to Arabicize foreign terms.

We can draw attention to some evidence that show the substitution of French by English when we embark upon the investigation of the opening up new students' world of learning in the globalised world. The Algerian linguistic scene may be ready to lend a hand for realizing the complex interaction between AA and the most important world languages.

## **Chapter Three**

### **Methodological and Analytical Perspectives on Linguistic Issues in Algeria**

# Chapter Three

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## **Methodological and Analytical Perspectives on Linguistic Issues in Algeria**

### **3.1 Introduction**

This chapter is devoted to the description of the methodological and analytical procedures allocated to obtain the data needed. This study explains linguistic issues in Algerian universities, particularly the implications of language use on students' proficiency level, 100 participants were taken as a sample in different streams from Tlemcen University.

This research work is based on a qualitative and quantitative method to measure and explore students' verbal behaviour and attitudes towards language use. It attempts to expose students' academic performance and interpret language experiences which are implicated in the acquisition process of cognitive academic language proficiency in higher educational environment (in this practical example, University classrooms and medical visits in Tlemcen Hospital are taken as a case in point). The investigation attempts to search, describe and elucidate results achieved in the study with the aim of finding some responses to the suggested hypothesis.

### **3.2 Research Design and Methodology**

This study provides an investigation of the effect of mother tongue on language learning and academic achievements as well. This research was conducted in many Departments of Tlemcen University (Economics, law, foreign languages, medicine and mathematics) to find out the level of academic competence and achievements in the 2014/2018 academic years.

This investigation describes the data and findings of the questionnaire, interviews, classroom observations and about students' oral performance, which permitted for examining language along with the constructs of BICS and CALP.

As previously mentioned, we focus mainly on the students' academic performance and perceptions towards the impact of social language on cognitive academic language which is used as a tool of instruction in those streams. The study sample were observed over a period of six months (starting in January 2014). They offered us with the opportunity to collect their opinions about language proficiency and their academic achievements. The samples were selected in harmony with the following norms:

- Good results in the Baccalaureate exam
- High number of participants from Licence, master, PhD students from different departments and Medical residents from the Faculty of Medicine were chosen for the following reasons:
  - These advanced students are in a vital phase which needs more openness to L2 learning so as to foster and increase the mastery of Cognitive Academic Language Proficiency (Cummins 2003).
  - In these classes, students have had sufficient contact with both language knowledge and content knowledge of the speciality.

### **3.2.1 Case Study**

Within the framework of research design, the researcher's investigation is based on interviews, observations. All these data sources are accessible in the university environment and CHU Tlemcen which definitely facilitate the interpretation of the data obtained from the classroom and medical visits in the hospital. In this study, we try to analyse the rate of second language acquisition, paying more attention to the main obstacles they face and strategies they use or simply adopt to overcome language gap.

One goal of sociolinguistic research is to guide the investigator to scrutinize the public beliefs and attitudes towards the use of language. To achieve our objective, we attempt to perceive the opinions of both teachers and students and their attitudes towards integrating AA in classrooms, and then, we describe the

classroom environment to answer enquiries about the way teachers and learners interact with each other and how do they build their oral discourse.

### **3.2.1.1 Participant Observation**

The researcher exploits classroom observation of different departments during a number of visits to University and Hospital Centre situated in Tlemcen. The data was collected to gather reliable data about students' level of academic language proficiency. In medical sciences, the data related to language use has been collected through medical visits' observation, whether attending a medical diagnosis or interviewing participants. These data provided an illustration of the strategies used by learners. Classrooms and medical visits' observation was completed by measuring:

- ✓ The target language being used in the study environment (AA, MSA or French).
- ✓ Duration of students' talk engagement.
- ✓ Learners' level of communicative competence and language learning strategies used in L1, L2.
- ✓ Assessment of students' academic performance (fluency, accuracy, Lexical, Structural, critical thinking, language problem solving).
- ✓ Determine students' language problems.

In scientific streams, some students fluently communicate in formal courses and others use only French even if their level of academic language is low. Although, this does not happen in all conditions, because, we have noticed that students' verbal performance is deeply impacted by AA and they frequently mix codes mostly because scientific terms are accessible only in L2. The students' main reason for code switching observed in the classroom is related to teachers and students' interactions that can be listed as follows:

- ✓ Using French terminology that has no corresponding concept in the Arabic language



- ✓ Strengthening or clarifying a point by using compensatory strategies.
- ✓ Compensating the gap by inserting AA with the intention of relieving stress and maintaining fluency of the discussion

It is noticed that the majority of students do not speak efficiently and successfully by employing scientific discourse in formal lectures though they demonstrate favourable attitudes towards the language of instruction. This has been regularly held from the start to the end of the data.

### 3.2.1.2 The Classroom and the Medical Visit: The Study Area

Medical visits and classrooms' observation conducted over a period of time where the researcher works as an examiner with the purpose to explain students' critical thinking ability to solve problems and to determine how scientific discourse works to share their knowledge. Overall, the observation of a whole part of work from the beginning to the end has let particular points of data to be registered and explained. Christie (1995) states that:

In order to demonstrate how a pedagogic discourse works, it is necessary to study quite long sequences of lessons. This is because the various practices involved in the very complex process by which learners enter into shared knowledge and understandings, as well as demonstrate capacity to manipulate these things in reasonably independent ways, involve considerable time.

	<b>Classrooms Observations</b>	<b>Medical Visits Observations</b>
<b>Number of Visits Audio Recordings of Student's Speech</b>	Licence / Master Student Six visites	Resident Student (CHU Tlemcen) Five Visites
<b>Field notes Student's Academic Performance</b>	Several Registrations in the Sphere	Some Elaborated Registrations
<b>Sample of Student Writing via Social Networking Sites</b>	Viewer's Remark 40 pieces ( Student's Internet Slang)	Observer's 30 pieces (extracted form Doctors facebook )

Table 3.1: Origins of information-collected works in the research

Students' verbal performance was registered. During the observation phases, we have obtained considerable notes describing students' academic performance and behaviour within classrooms. Observations and data collected related to learning style, problem-solving ability, motivational attitudes towards the language of instruction may help to understand the delay of student's cognitive academic language proficiency and language strategies used.

### **3.2.2 The Interviews**

University students from different fields who answered interview enquiries were randomly selected. 10 university teachers and 10 students were interviewed between March and late June 2014. The interviews were gathered everywhere that the researcher could find students either inside or outside university classes.

Depending on the circumstances, interviewee answers were either handwritten or oral. Interviewees responded enquiries in AA or code switch between AA and French, if they were unable of using only MSA, French. The discussion generally lasted between 10-15 minutes. A number of participants answered supplementary questions that largely added additional information to the study. In addition, these interviews provided extra data related to teachers and students' attitudes towards languages (AA, MSA, French).

#### **3.2.2.1 Teachers' Interview**

The researcher carried out interview with lecturers among them Medical professors and other teachers from different fields, focusing mainly on their previous teaching experiences in order to identify the main problems they confronted with in teaching. They were interviewed to express their opinions about students' critical thinking, problem-solving abilities, strategies used in learning. They were also questioned about their attitudes towards students' academic language proficiency and achievements.

Medical professors share the same view that students' academic language proficiency was very low especially those who have received skilled in MSA, for

that reason, they face difficulties and obstacles to survive with academic demands in L2. The majority of teachers assumed that students have a weak command of the academic language and they are not capable of interacting in an efficient and successful way during formal lectures. They also mentioned that girls are more fluent than boys and some of them are only qualified of introducing new vocabulary words and expressions in their speech; but unfortunately, they used to repeat the same terms and phrases. Resident students are eligible to provide the appropriate and correct register in academic lectures. The new students in the speciality face some difficulties in dealing with academic requirements and communication in the French language.

In medical sciences, teachers assess and measures their abilities and progress by making their diagnostic process reliable and efficient in L2 through their critical thinking and problem-solving abilities because diagnostic is reasonably the most complex cognitive challenge that exists because every diagnostic error increased the risk of harm. Teachers also said that identifying clinical errors seem much easier when students find difficulties to achieve clinical outcomes or when a correct diagnosis was missed or delayed. Misdiagnosis can be recognised when students lack knowledge, experience and poor clinical reasoning skills or when they encounter communication barriers.

Teachers stated that learners in different department face problems in acquiring the language of instruction. Some teachers said that when students make mistakes, they do not correct them by using the academic language; instead, they code switch in order to be understood and to get their message across. Low proficient learners stay away from taking part and debating within the classroom talk since they grasp neither the language nor the content knowledge of the language.

Students do not really develop academic language proficiency in an adequate manner to reach successful achievements and are not effectively prepared for real-world work. They encounter difficulties accessing critical reasoning and language

problem-solving abilities in order to discuss and interpret, negotiate and comment. The challenges that students face in learning are communication barriers that is why students use compensation strategies to overcome linguistic deficiencies such as code switching which seem deep enough to justify their language lack and also impedes effective language learning processes.

### **3.2.2.2 Student s' Interview**

The researcher intended to find out the students' academic performance level and determine their attitudes towards the use of language and its impact on the learning language. Although, language proficiency could be analysed in terms of students' oral performance by interviewing them on whether they are competent to use a correct and appropriate language once speaking to:

- ❖ make accurate use of scientific technical terms
- ❖ display a rational flow of content knowledge
- ❖ provide exact and correct responses

The collected data show that students cannot interact only in more formal language but they often apply other strategies mostly code switching. They state that they insert AA instead of formal language (MSA or French) to avoid misunderstanding and to not abandon communication; when they make mistakes, they eventually ask for help from their teachers or classmates. It is interesting to note that most interviewees use colloquial language rather than any other language of instruction, but they perform better in MSA compared to French.

Students are usually encouraged to participate in classroom discussions and to share knowledge with their teachers and peers because they do not possess self-confidence to communicate the content knowledge of the specialization; therefore, they are unable to conduct academic discussions within university classes. The students showed negative attitudes towards the use of language employed in the classrooms during formal lectures; this indicated that such behaviour was due to their insecurity and lack of words in the target language.

### 3.3 The Description of the Questionnaire: Aims and Procedures

One hundred (100) students were randomly selected from different departments of Tlemcen University to fill out the questionnaire devised for the aims of this investigation. The participants were asked to answer a series of questions in the form of selection or a statement.

The questionnaire comprises a relevant investigation to look at students' attitudes about the use of the mother tongue in the educational system. The questions explore the views held towards conversational fluency and academic language of instruction inside university classes.

Tertiary education in Algeria is carried out in MSA. For further information in our research, it is crucial to examine students' language attitudes in accepting or rejecting AA as a language of instruction. Then they were asked to specify their opinions concerning the outcomes that might arise from the use of such variety on language learning. In addition, they were asked to consider the differential language learning strategies and learning styles that may have a positive impact on their learning process.

Replies to the questionnaire were classified, put into tables, explored statistically and the results are discussed to assess the following:

- ✓ *Students' previous language knowledge related with language learning acquisition:* the environment greatly contributed to a great extent to language acquisition-learning continuum (relatives, instruction, others), taking into consideration the rate of language proficiency practices in daily communication and in the educational background.
- ✓ *Language use and preferences:* such as students use of the preferred language via social network sites. Self-evaluated academic performance is typically exploited to profile the association between students' speech and language accuracy. They were also asked their preferred learning styles that may improve their language learning process.

- ✓ *Learning Strategies Perfection*: students' examination of strategy use and its effect on the learning process according to learning variables and factors affecting learners' language proficiency
- ✓ *Language studies*: students were also asked over language of instruction they favour for learning. The intention is to show differences in terms of students' attitudes towards academic language and dialectal Arabic. These differences may clarify students' attitudes towards the language that may shape their linguistic behaviour.

The questionnaire was established with the aim of assessing students' language proficiency and evaluating their academic performance. The questionnaire includes relevant investigation to consider previous Language experiences, language preferences, learning styles, language learning strategies and language studies conducted on 100 participants; the age group ranges between 19 and 37 years old were chosen from four different fields of study: two in Scientific Sciences (medicine and mathematics) and two in Social Sciences (economics and law). This investigation attempts to show that there is a wide variety of language use among undergraduate, graduate, medical students and residents.

Therefore, scrutinizing the classroom assignments helps to model students' language performance that facilitates the realization on what was going on during the lessons. Thus, the focal point was to focus on describing students' language behaviour.

Quantitative and qualitative processes are relevant in this research. The aim is to analyse students' cognitive academic language proficiency improvements and to obtain accurate details about their critical thinking and problem-solving abilities. Dörnyei (2003:14) states that:

The typical questionnaire is a highly structured data collection instrument, with most items either asking about very specific pieces of information [...] This makes questionnaire data particularly suited for quantitative, statistical

analysis. After all, the essential characteristic of quantitative research is that it employs categories, viewpoints, and models that have been precisely defined by the researcher in advance, and numerical or directly quantifiable data are collected to determine the relationship between these categories and to test the research hypotheses.

For that reason, the questionnaire as a quantitative means and statistical analysis that allow us to discover extra information to conduct our fieldwork to explore the data and to test the research hypothesis. The participants were asked to answer close-ended questions such as making a choice between some suggestions without explanations and other open-ended questions. Dörnyei (2003:14) says that:

It would be possible to devise a questionnaire that is entirely made up of truly open-ended items (e. g., "Describe your dreams for the future... "). Such an instrument would provide data that are qualitative and exploratory in nature.

The purpose from such investigation is to confirm what types of language proficiency are employed among learners in university classes and their motivational attitudes towards BICS and CALP.

### **3.3.1 Previous Linguistic Practices**

The opening three questions attempt to verify students' language previous experiences about their level of academic language proficiency, MSA, French. In these questions the learners were asked about second language acquisition. 79% of students say that they are more proficient in MSA than in French, whereas 21% of students say that they communicate better in French.

#### **3.3.1.1 Students' Language Proficiency (MSA vs. Fr)**

The table and the graph below reveal the students' degree in mastering academic language.

Qu.1: Which language do you think you master better MSA or French?

		MSA	French
Males	N=50	43	7
Females	N=50	36	13

Table 3.2 : Linguistic Mastering (MSA vs Fr)

The graph below presents gender-related results in different disciplines; it illustrates the differences in terms of the level of language proficiency. MSA dominates and is held with high esteem by the two genders, girls and boys, whereas French is mastered better and appreciated by girls rather than boys who demonstrate an advanced level in MSA but a lower level in French compared to girls. (Dendane, 2007) says that Algerian women, especially in urban areas, are more proficient in the French language because they believe that this linguistic behaviour gives them more social status and progress.

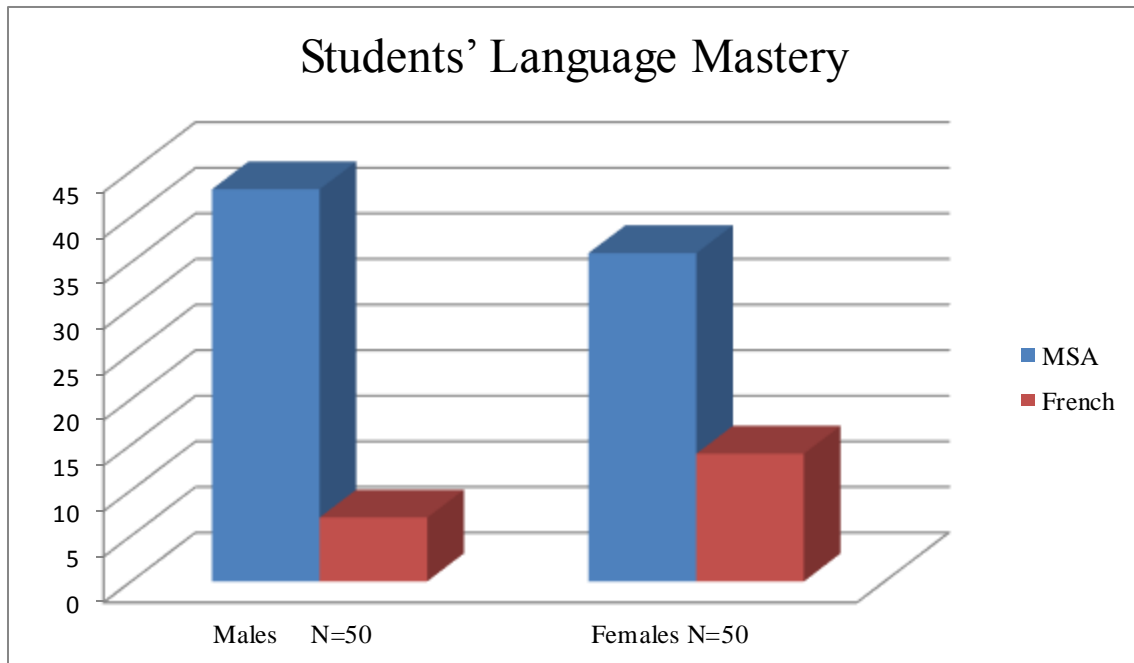


Figure 3.1: Students' Language Proficiency



As expected, every Algerian student is better in MSA than any other standard language, when we take into consideration the answers of 100 respondents, to be exact 79%. This is clearly due to the fact that literary Arabic is the national and official means of education, while French is taught as a second language. In scientific fields, 21% of students said that they are more proficient in French than in MSA, since their verbal repertoire is related to the language of scientific instruction which is associated with modernity and globalization. Accordingly, their positive motivational attitudes towards French make them intend to continue their studies or to conduct training overseas. Generally, students are more fluent in MSA than in French.

### **3.3.1.2 Parental Language Use**

In the following question, the informants were asked about their parents' verbal communication in their daily life, the purpose is to determine parental language use and the degree of mixing languages in their verbal repertoire. Obviously, AA is the variety used in their daily communication, but let us notice the extent of the French language use in their speech.

Qu. 2: Which language do your parents use in their daily communication?

To know parents' language use in their everyday speech, we asked a similar question: what language do your parents use in their daily communication? In fact, all students' responses revealed identical results because people in Algeria use AA in their daily interaction.

An important feature to talk about here is that in urban areas, most parents either use AA or switch from AA to French when communicating or simply use French, hence, their children get a fairly fluent French conversation (BICS) without difficulty. In rural areas, by contrast, parents' language use is limited to AA, as a result, their children are only familiar with few words in French just for holding out simple conversation and they find complications when dealing with CALP in higher

education. In other words, when the response is negative, the result concerning parents' French use is 'absolutely not' and 'almost never'.

	Algerian Arabic	French	Mix
Parents N=100	70	7	23

Table 3.3 : Parents' daily Language Use

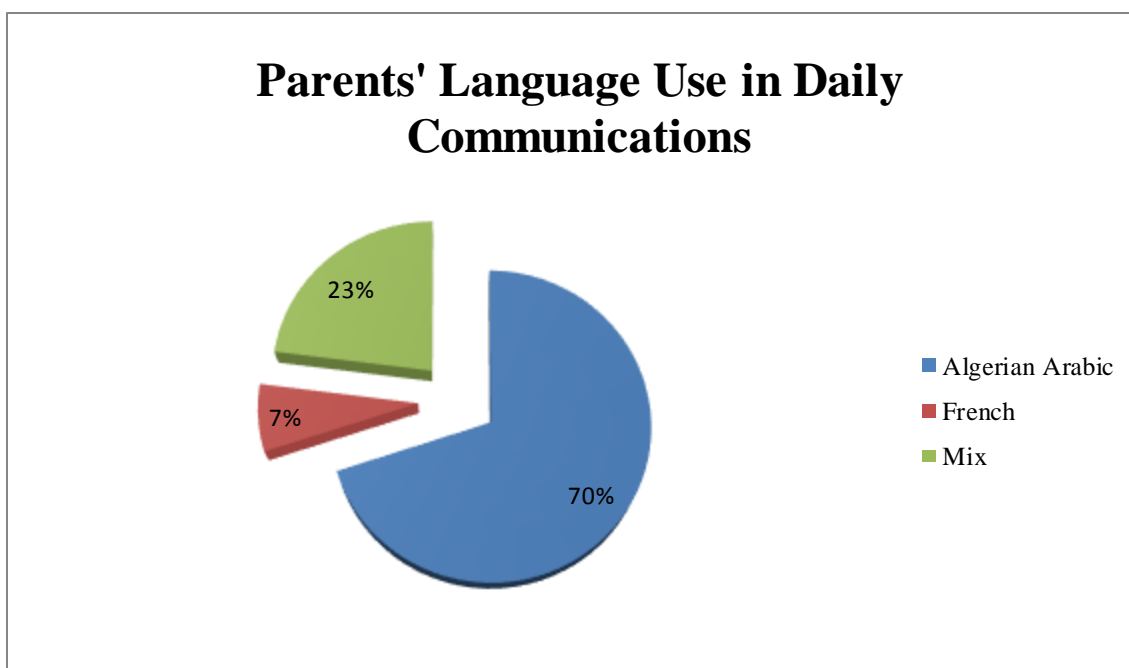


Figure 3.2: Parents' daily verbal communication

We can conclude that 70% of parents use AA in an ordinary conversation, but informants also said that 23% of their parents' verbal repertoire is full of French expressions and they generally code switch from AA to French. It should be noted that in the Algerian society the French language is implemented into two different ways:

- Be in the form of borrowings/loans with AA, which does not necessary require a full proficiency in the French language;
- Having a form of complete sentences mixed with AA and French.

The differences in parental language use can inform us about the distinction between fluent users of French compared to those who switch codes between AA and French. In fact, only 7% of participants said that their parents use French in their everyday speech. The results indicate that student develop L2 as a result of their exposure to parental language use.

In fact, students who pursue their studies in the French language may first acquire BICS before learning to achieve the CALP. Ultimately, different variants are combined to influence students' L2 proficiency to improve CALP, integrating socio-economic and political aspects, linguistic exposure, social enclosure, parental contribution, motivation, attitudes and age that have a significant impact on learning process.

### 3.3.1.3 Students' Learning Environment

In question number five, students were asked about the learning environments that actively take part in achieving academic language proficiency and achievements. We emphasized on those interests in order to measure the development of linguistic knowledge and language skills.

Qu.3: Please select the most effective learning environment that has greatly improved your academic language proficiency through your choice of one answer?

	Family	University	Reading	Internet	Self-tutorial
Academic Language	3	75	2	12	8

Table 3.4 : Effective Learning Environment

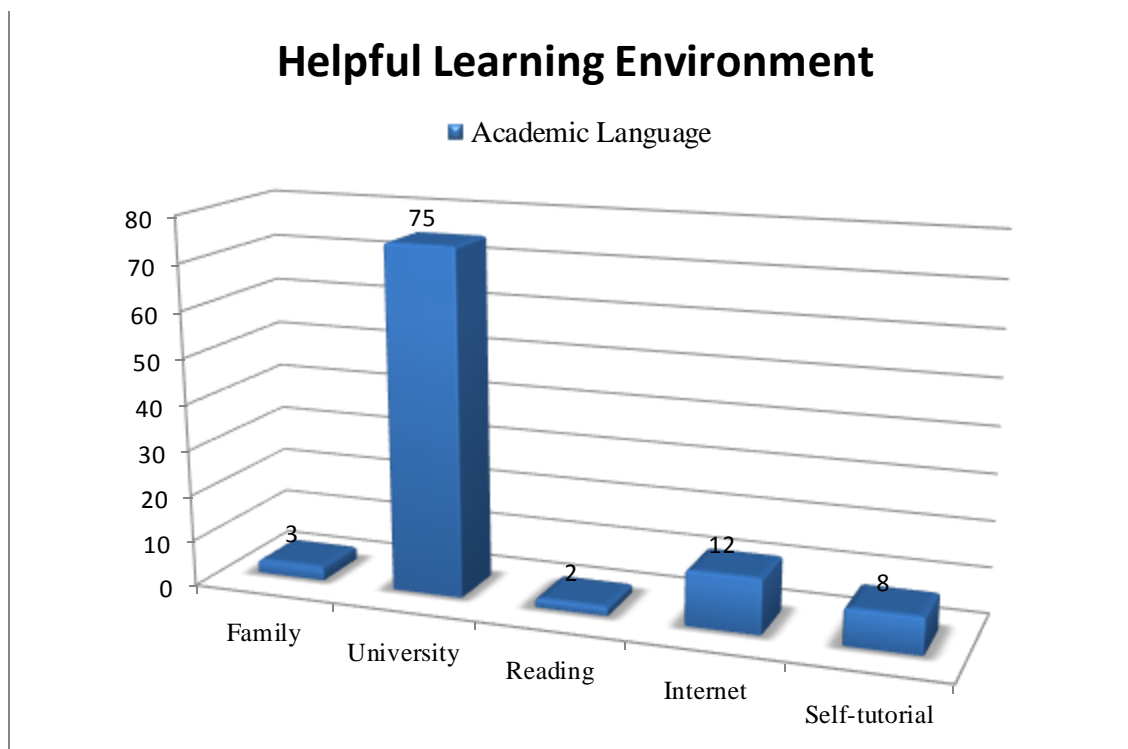


Figure 3.3: Learning Environment Affecting Academic Competence

The data in the above graph shows that 75% of participants hold the same opinion that studies at university have developed their academic language; while 18% of them consider that the internet helps in the progress of their language. The results also show that 2% of students learn the most important words from reading. However, self-tutorial (8%) and family (3%) have not succeeded to have a significant impact on the acquisition and learning of Academic language. These results assessed the acquisition of language skills and vocabulary-based learning from different learning environments.

Learners differ in the acquisition of academic language. These differences can be linked to inefficiencies in enhancing the learning of language. The purpose is to assess the most appropriate learning environments mainly the reading skills where students can absorb a huge amount of vocabulary words that play a significant role in the development of language learning. There are different answers resulting from a range of variables influencing academic language achievement and knowledge which play a vital role in language learning-acquisition continuum.

### 3.3.2 Language Usage and Preferences

After examining student's language experience, now, we consider student's degree of language formality during lectures in order to assess their level of communicative competence. We have also focused on learning styles that add to the success of CALP and learning environments that help them to improve their learning.

The results of the questions about students' language use are important to find out the types of language proficiency they use, BICS vs. CALP. The researcher also attempts to find out students' attitudes on the insertion of AA in the class. They were asked to rate its use from 100% to 0%.

#### 3.3.2.1 Proficiency in the four skills (MSA and French)

This part shows the results regarding students' self-assessment on their own proficiency levels in both languages, MSA and French. To evaluate participants' language level of proficiency in MSA, the following question was asked to determine students' levels in the four skills in MSA and French, from good to poor.

Qu.4: Please evaluate your proficiency level in MSA?

#### - Students' Proficiency Level in MSA

	Speaking	Listening	Reading	Writing
Poor	8	0	0	3
Average	44	8	2	24
Good	48	92	98	73

Table 3.5 : Students' Proficiency Level in MSA

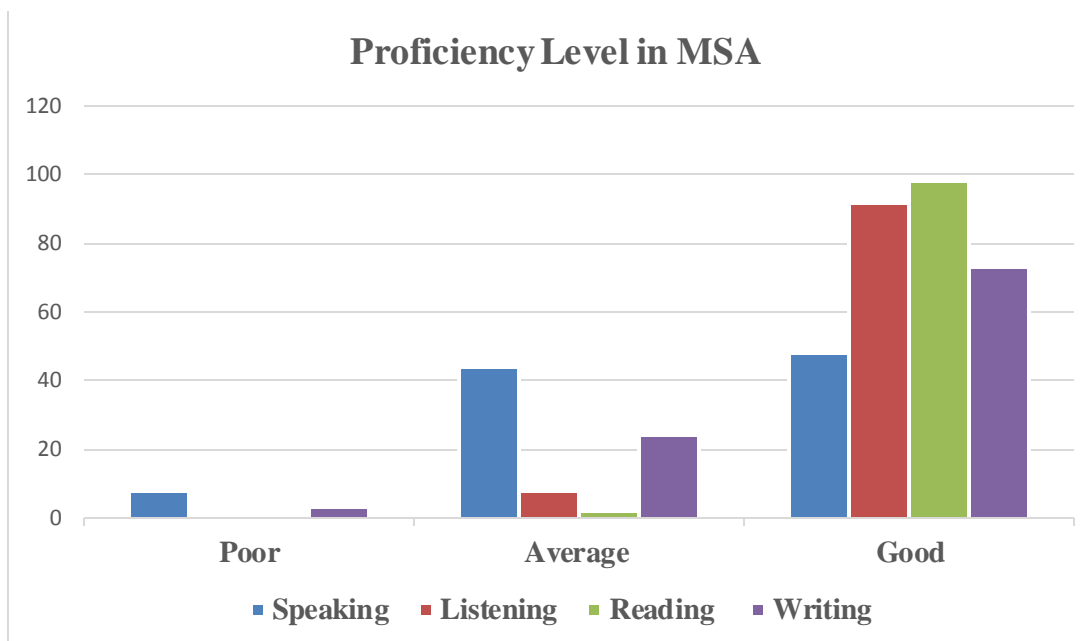


Figure 3.4: Students Proficiency Level in MSA

The results describe students' levels of language proficiency in MSA. The results reveal that the participants have a good level of language proficiency in MSA. The table shows that the informants are 'good' and more proficient in their receptive skills listening (92%) and reading (98%) as compared to their productive skills speaking (48%) and writing (73%).

Qu.5: Please evaluate your proficiency level in French?

**- Students' Proficiency Level in French**

	Speaking	Listening	Reading	Writing
Poor	44	0	4	25
Average	33	17	46	55
Good	23	83	50	20

Table 3.6 : Students' Proficiency Level in French

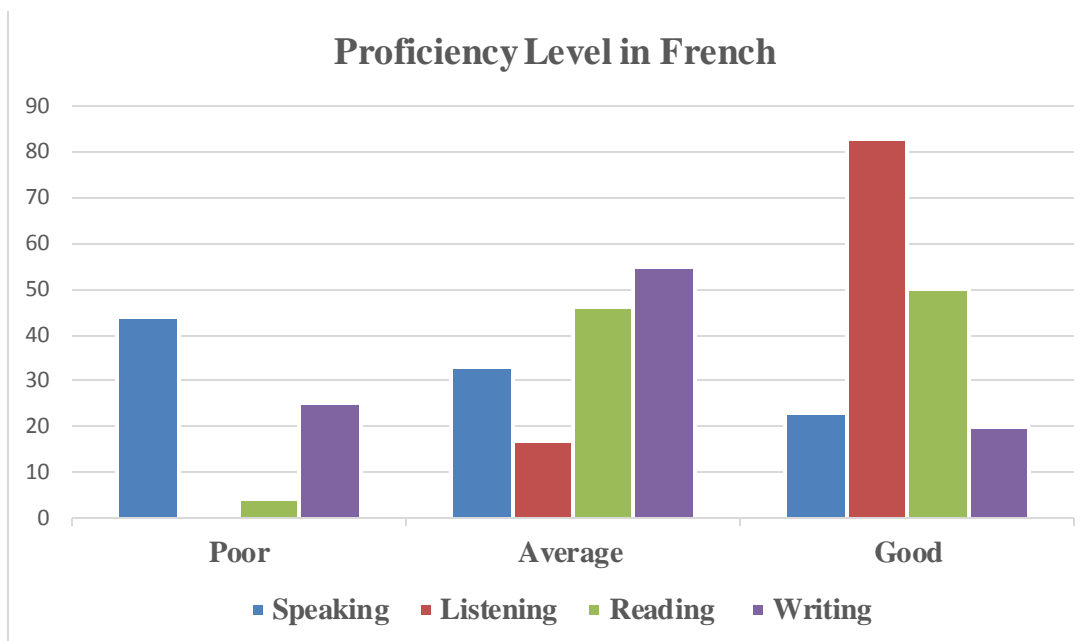


Figure 3.5: Students Proficiency Level in French

The results indicate that the participants' self-assessment of the level in French showed lower proficiency in productive skills: speaking (23%) and writing (20%) as compared to listening (83%) and reading (50%). The results confirm our hypothesis that the vast majority of participants in medical sciences show little confidence conducting oral presentation in the French language though they are quite proficient in productive skills particularly speaking that is why they have difficulty confronting with the academic language demands in lectures

Furthermore, additional qualitative data was obtained from interviewees about the level of difficulty in language proficiency in MSA and French.

- Do you face difficulties in speaking and/or writing in MSA?
- Do you have difficulty in speaking and/or writing in French?

Ten (10) students contributed in an interview from the four different departments previously mentioned. The results concerning language proficiency in MSA are identical to the questionnaire findings. Most of interviewees reveal that they had poor mastery of the productive skills. Moreover, during classroom

discussions, they avoid verbal interaction because they are worried about making grammatical errors which lead them to insert AA.

In general, the results show that informants encounter linguistic difficulty in the four modalities and especially when expressing themselves either verbally or in writing.

### 3.3.2.2 Students' Language Usage in SNs:

In the fourth question, the informants were asked in which language they prefer sending messages via social network sites. We choose these activities because they are closely related to determine types of language proficiency they use BICS vs. ALP with the purpose of examining students' language behaviour which mostly reflects their attitudes towards the target language.

Qu.6: In what language do you send a message via social network sites?

Social Network Sites	
AA	58
MSA	8
French	18
Code-switching AA/Fr	24

Table 3.7 : Language Choice in Sending Messages

The graph below clearly shows the results obtained about language use in sending messages:



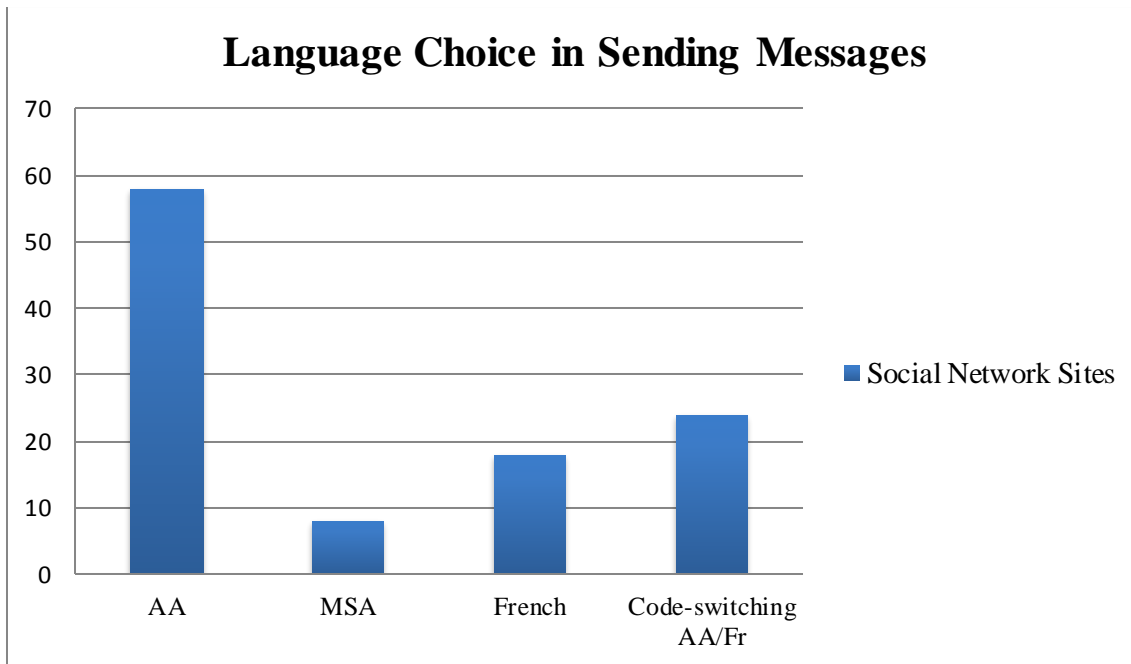


Figure 3.6: Language Preference in Sending Messages

In this question, the researcher examines students' preferred language for sending messages in order to explore the current variety of the language used. This study proved that 58 % of students often used AA to send text messages through SNs due to formal language restrictions. The results also show that 8% of students use MSA via SNs all the time for religion discussions. Whereas, 18% of advanced students particularly from scientific fields those educated in the French language use nothing other than French especially in formal writings. In fact, what can be detected in the graph is the excessive presence of code mixing of the two languages (Fr/AA) among students in sending a text message via SNs 24%. Students prefer to use AA rather than any other language, when we observe the extent of its use among students. The data at hand prove students' favourable attitudes towards the French language when we observe the extent to which French is used among students in their informal writings. But more significantly, as already mentioned, there are different cultural and educational backgrounds and motivational attitudes which obviously have an effect on their language preference in sending text messages.

In fact, students' language use and preferences do not really show evidence for their mastery of academic language. We may well consider that our students use their own internet slang full of short expressions and familiar words.

The threshold of cognitive proficiency (Cummins 1979) has not been achieved and students may experience problems in reaching a certain degree of academic aptitude; this is due to the lack of reading (Krashen 2009) from the part of our students which may lead to negative and no-constructive academic competence. On the basis of these results, it is clear that our students with imperfect and deficient language acquisition and learning have delayed their higher affective filters (Krashen 1982), as previously mentioned, there are many factors such as culture, learning environment, motivation and attitudes that obviously influence language use and preference.

### 3.3.2.3 Learning Style Preferences

The purpose from the current question is to identify learners' preferred learning styles that affect the learning process. Furthermore, we classify students according to their learning preferences: visual, auditory, kinaesthetic, this perspective describes the way learners absorb new academic knowledge and skills.

Qu. 6: What learning style do you prefer to use in learning?

	Visual	Auditory	Kinaesthetic
Students	66	33	11

Table 3.8: Student Choice of Learning Style

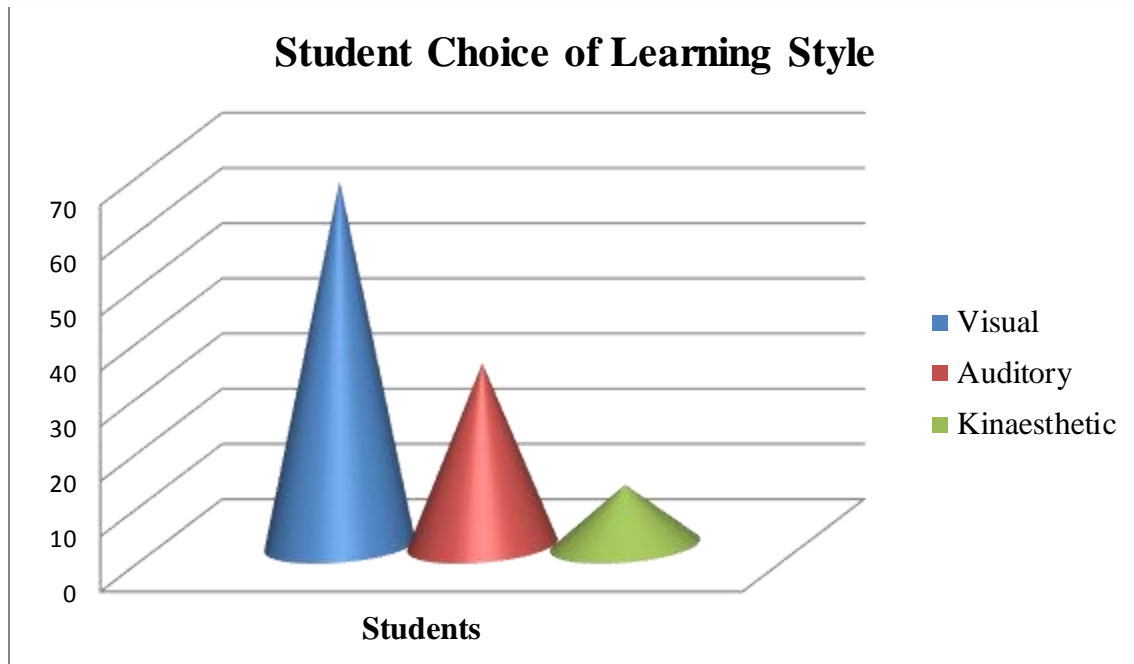


Figure 3.7: Student Choice of Learning Style

Analysing the findings of the learning style question, 66 % were visual learners, 33% were auditory learners, whereas only 11 % were kinaesthetic learners. Table displays the students’ learning style preferences. Visual learning is favoured by a large percentage of learners. They like better to see how to perform things rather than have just a discussion about them. According to Oxford, R. (1990) the most suitable instructions for visual learners include visual designs, demons and computer-assisted tasks.

This investigation entails that visual learners favoured using a wide variety of memory strategies for example, creating mental connection, applying pictures and sounds, reconsidering and using acts. This category facilitated for them the storage of the input they understand. Visual learners use memory strategies successfully to connect the visual with the spoken, which is practical for the following causes: the mind’s ability for storage space of visual images that might be successful tool to help evoke verbal performance.

### 3.3.2.4 Students' Use of AA in Class

In question number three, the students were asked about the rate of using AA expressions when interacting in university classes. We have highlighted the use of AA in educational setting which is used as a tool to facilitate the task of understanding. The results of this enquiry are very important to test the research hypotheses.

Qu. 3: can you evaluate your frequent use of Spoken Arabic expressions when discussing in university classes?

	always	Often	Rarely	No
Frequency	46	37	12	7

Table 3.9 : Degree of AA usage in the classroom

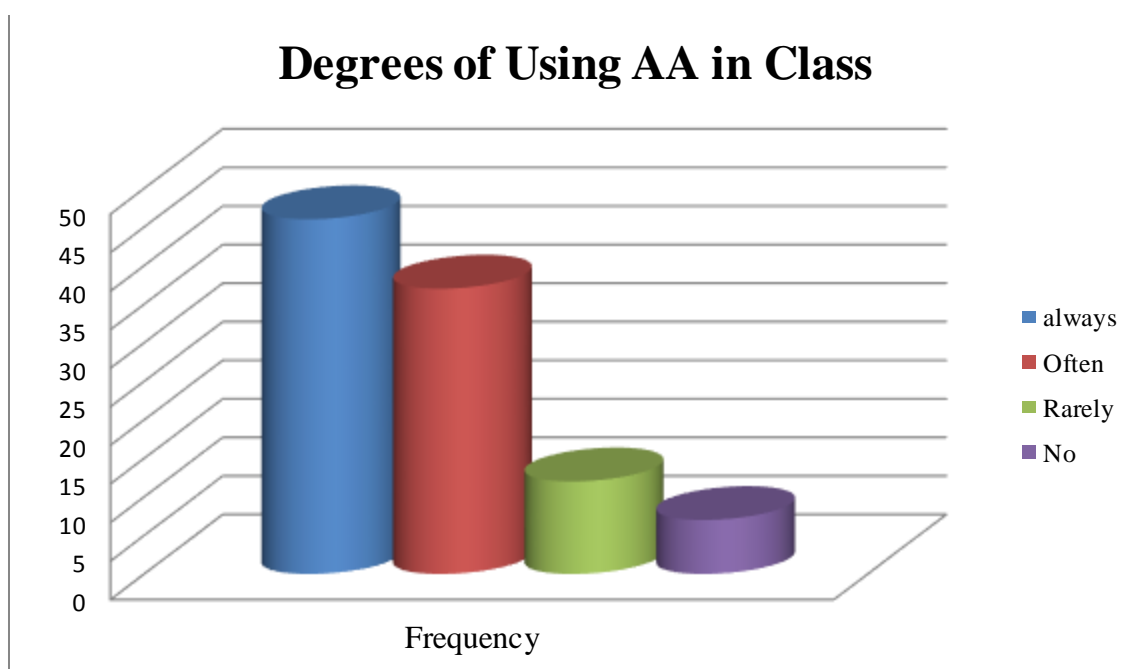


Figure 3.8: Degrees of Using AA in Class

The graph shows that the extensive use of AA from the part of our students in different disciplines may lead to poor language performance during formal lectures;

this is definitely due to students' low levels of academic language and their attitudes towards the target language.

The results show that only 7% of students use standard language when participating in lectures and this indicates the level of students' communicative competence. The difference lies between students' verbal communicative competence from rural and urban areas, specifically, students who live in rural areas use only AA when participating in the classroom, and 49% students said that their language proficiency level is far from the average, while 32 % of the respondents said they often use AA due to their poor language structures caused by their lack of vocabulary words. As expected, these students have problems in dealing with CALP once at university, due to their lack of linguistic resources that led them to communicate in AA.

In the scientific fields, the results confirm that students have mastered BICS and their registers are full of words in French when interacting in a normal discussion at university. The structure of academic language is very complex and we have realized that students are practically limited to AA within the classroom even if their language potential in L2 is extremely high.

To determine the extent to which academic language practiced in students' lives, we want to know what language they use in SNs and Mobile Phone when communicating with others.

### **3.3.3 Students' Language Use**

Following Krashen (1989), Cummins (2001) and Oxford (1990) language difficulties may lead learners to substitute their L2 by L1 with the intention of covering their linguistic deficiency and this is mainly due to the lack of basic rules for language learning and acquisition. In this context, communicative strategies, as demonstrated in students' speech, are often used due to their language gap and also

a lack of interest from the part of our learners to use academic language since they use AA as an alternative variety.

### 3.3.3.1 Strategy Use According to Learner Variables

In question number eight, students were asked about factors affecting perceived strategy use to determine the effect of contributing variables such as learning style, proficiency level, gender and motivation on the learning language.

Qu.8: Which of the following factors affects your communicative strategies?

Learning Style	Proficiency Level	Gender	Motivation
2	98	5	60

Table 3.10: Degree of relationship between CSs and variables

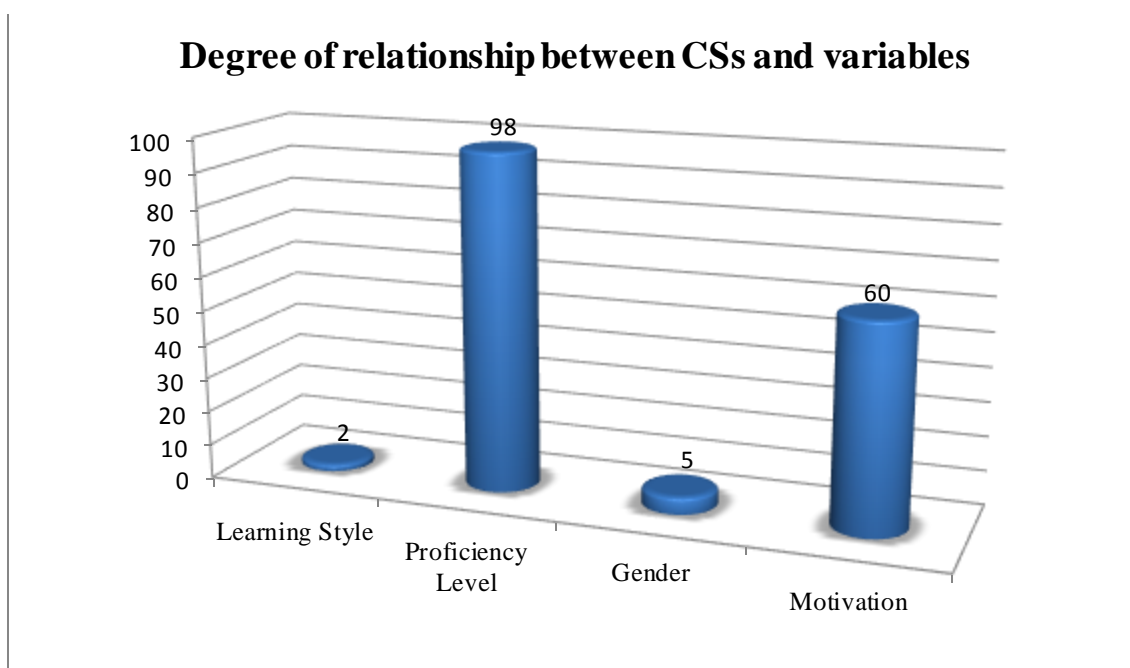


Figure 3.9: Degree of relationship between CSs and variables

Data Analysis was used to classify the factors that predicted the use of CSs. In this investigation, we are taking into consideration the learners' learning style, proficiency level, motivation, gender. The results of the study point the proficiency

level as 98% and motivation 60% as most important predictors of the use of language strategies among students. Gender 5% is not found to have any outcome while learning style 2% appear negatively to predict strategy use.

### 3.3.3.2 Factors Affecting Learners’ Perceived Strategy Use

In question number nine, students were asked about the factors affecting learners’ perceived strategy use that contributes effectively to achieve language learning.

Qu.9: What effect have these factors had?

Positive	Negative
45	55

Table 3.11: Factors affecting Learners’ Perceived Strategy Use

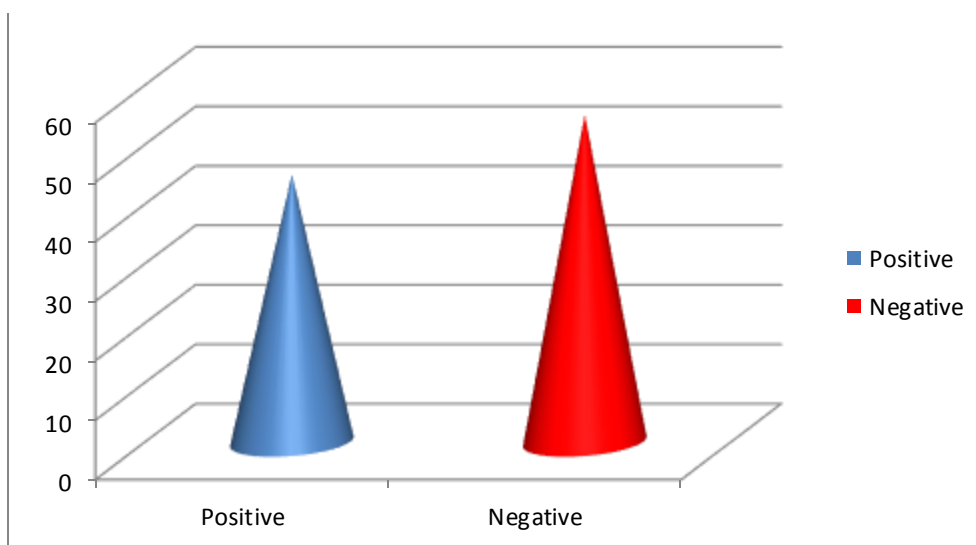


Figure 3.10: Factors affecting Learners’ Perceived Strategy Use

This study determines the effect of variables such as language proficiency level, motivation, learning style, gender on learners' language use. 45% of respondents show positive effect of these factors on language learning and academic success. Obviously, a significant correlation has clearly been found between informants’ use of communicative strategies and their academic performance. In

contrast, 55% of students' answers determine that each variable has a negative impact on the use of learners' strategy. The results revealed that students' strategies prevent language learning and academic development.

### 3.3.4 Study the Language of Instruction

As a matter of fact, investigation in SLA has made known that academic performance is generally difficult to improve in comparison to the receptive skills. According to Krashen (1983: 27):

The child is building up competence in the second language via listening, by understanding the language around him. In accordance with the input hypothesis, speaking ability emerges on its own after enough competence has been developed by listening and understanding.

#### 3.3.4.1 Dialect as a Language of Instruction

To go deeper, we asked students about their opinion concerning the integration of SA as a useful language of instruction.

Qu.10. Do you find Spoken Arabic as useful, dynamic and important university language?

	Yes	No
AA as University Language	4	96

Table 3.12: For or against studies in SA



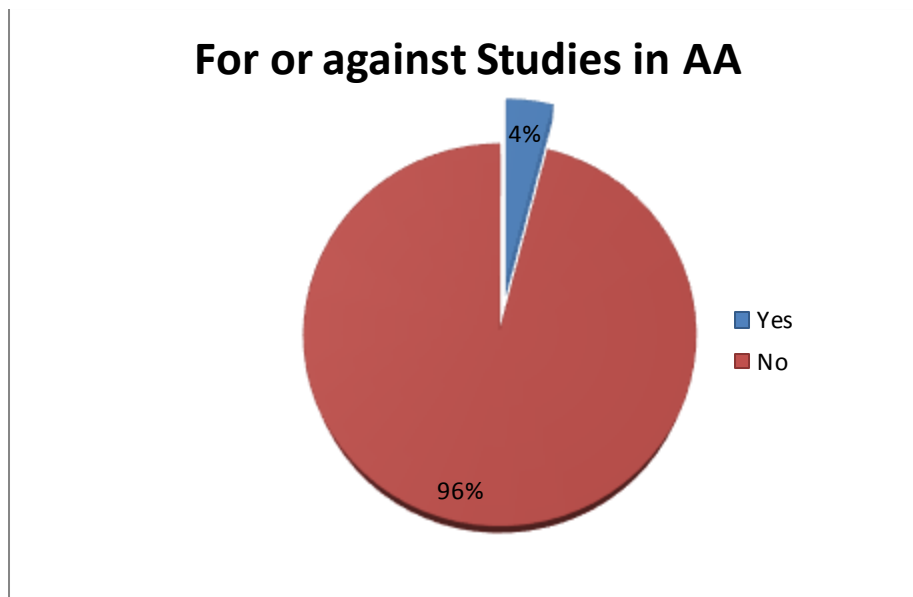


Figure 3.11: For or against Studies in AA

The table above shows students' opinions about AA as a language of teaching. As we expected, 96% of students opposed including AA as the language of instruction because they considered AA as a downgraded variety which led to lower level of academic achievements. By contrast, 4% of students accepted to include AA as alternative variety for education alongside the standard language of instruction because they better absorbed the lecture if it was delivered in AA and this was due to their poor academic language proficiency.

Teachers and students' opinions about teaching and learning in AA were negative. The informants said that they encountered serious language problems when participating during lectures and had a poor academic language proficient, but they felt frustrated when using SA in the classroom.

### 3.3.4.2 Language of Scientific Instruction

In this question, the researcher seeks to find out and to know more about the perception that students have about the preferred language for science education; we asked them to provide us with their opinions about the appropriate language for scientific instruction.

Qu.11. In which language would you prefer to continue your scientific studies?

	MSA	French
Scientific Instruction	11	89

Table 3.13: Students' Preferred Language for Scientific Studies

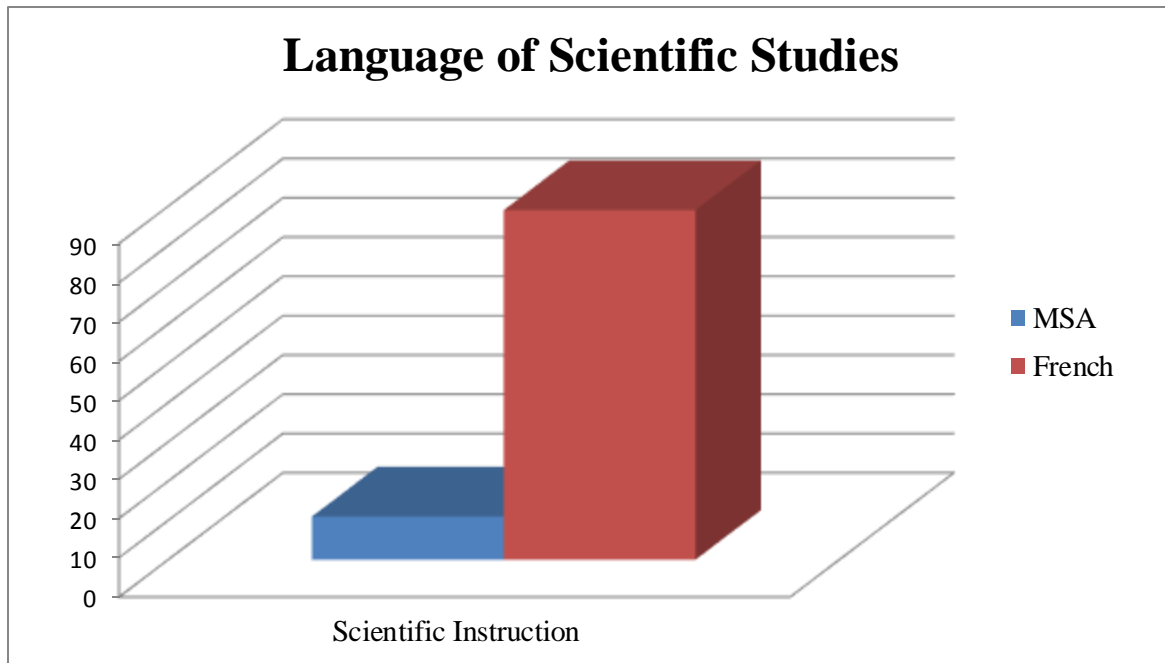


Figure 3.12: Language of Instruction in Science Education

As we expected, 89% of the participants stated that they prefer French to pursue their scientific instruction because it closely related to the world of scientific and technological innovations. They also favoured French for science education because scientific terminologies and concepts were only available in this target language. It was shown that others have completely different opinions about the language of instruction in scientific fields. There are 11% of students who supported MSA. Interestingly, these students described MSA as being able to keep up with developed countries, and was able to be used as a vehicle for scientific instruction.

In scientific fields, some teachers' had negative attitudes towards MSA as language of instruction while others had positive and optimistic attitudes towards Arabisation but only if they translated scientific technical terms into Arabic or by

teaching scientific content knowledge in Arabic and preserving terminologies in French. It is difficult to assess students and teachers' points of view on the language of instruction in science education.

### 3.3.4.3 Students' Perceptions on Fluent Students in Academic Language

The last question is open-ended enquiry, where students are permitted to state their own attitudes towards students who communicate effectively in educational environment.

Qu.12. How do you consider students who are fluent and proficient in academic Language?

	Positive	Negative	No Answer
Students	96	-	4

Table 3.14: Students' Views on Fluency in Academic Language

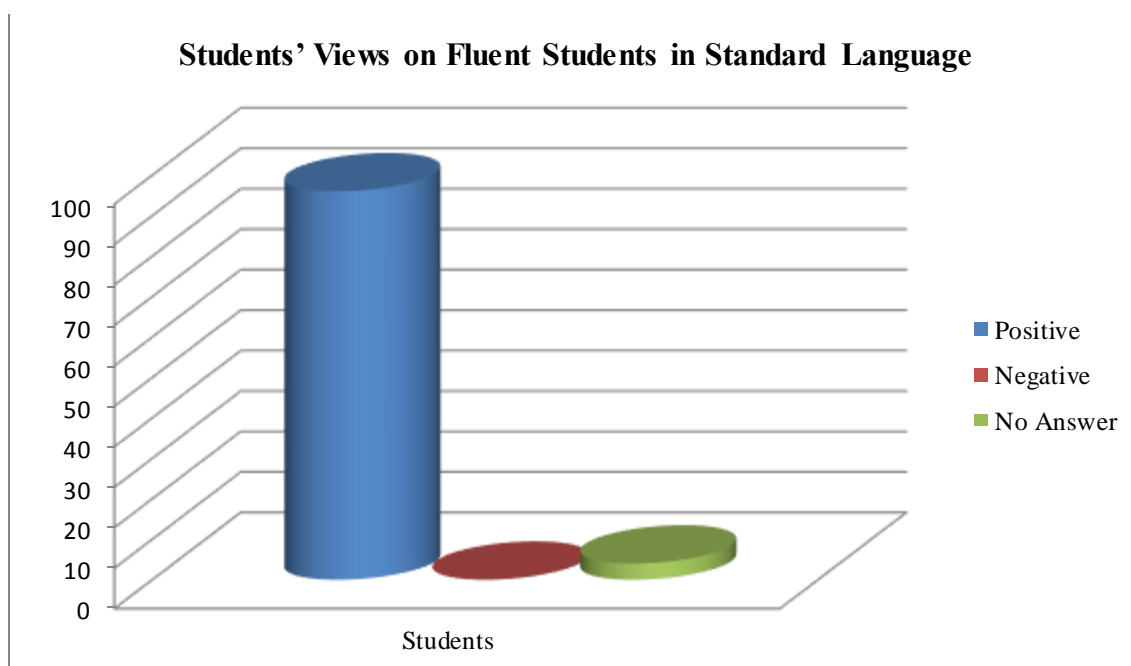


Figure 3.13: Students' Views on Fluent Students

This issue was introduced to examine students' perceptions about those who are fluent and proficient in the standard language. Answers to this issue are obtained

from qualitative results, 96% of students felt proud when mastering the language and shown positive points of view about students who perfectly spoke the academic language. The results shown that students held positive attitudes towards using academic language instead of any other variety such as SA because it was more functional and necessary for further education and for a better professional career.

### **3.4 Measuring Language Attitudes and Language Use**

This investigation focused on the participants' attitudes and language use to draw on the objectives of the present study. This difference was made to show the causes behind the students' low academic language proficiency which has negative impacts on their cognitive achievement. This study was largely done to draw attention to the reasons behind students' less competencies in their L2 and unequal achievements of students in terms of their BICS and their CALP.

Based on this investigation, we found out that the participants hold negative attitudes towards their use of the learning language and their academic achievement. It was noticed that the students hold a simple conversation with insufficient language competency required for academic demands and they used uncomplicated communicative skills which led them to delay their academic performance. We also analysed the different factors that may lead to low level of language proficiency and low cognitive achievement. The data were gathered with the intention of examining students' awareness about language use and its consequences on conversational fluency and academic language proficiency. Some procedures have been used in our fieldwork to determine students' level of L2 proficiency. There are three areas of concern in this study:

- Attitudes towards AA as the language of instruction
- Attitudes towards Language of instruction in scientific sciences (MSA vs. FL)
- The students' perceptions on fluent students in the academic language.

These areas of investigation intend at revealing the participants' attitudes towards language of instruction MSA vs. French. Since Algeria is a diglossic community, there was a need to examine the participants' attitudes towards the insertion of SA as the language of instruction in different fields of study. At last, it was necessary to know the participants' attitudes towards fluent students in academic milieu. In fact, students' language previous learning experiences, parental language use and language contact via SNSs and gender differences play a significant role in influencing students' attitudes towards the study language.

This investigation gives explanation for the distinction between BICS and CALP. Cummins (2013, p. 65) says that, "BICS refers to conversational fluency in a language while CALP refers to students' ability to understand and express, in both oral and written modes, concepts and ideas that are relevant to success in school". On the whole, there were enormous lexical differences between students' conversational fluency and academic language use, for instance, students' face-to-face conversation were differing from oral and written mode. In higher education, students require to progress increasingly through grades, to develop their critical thinking and problem solving abilities based on the use of cognitive academic language proficiency.

This study is examining the type of attitudes students have towards the use of AA in different domains. The participants stated that they extensively use AA in the social domains and in sending messages via SNSs, as compared to other varieties. The participants shown their positive attitudes about their ability to express themselves without difficulty in their own mother tongue. In education, almost 4% of the participants held positive attitudes towards the use of AA as the language of instruction in classroom, to facilitate the task of understanding the lectures. In addition, they wished to be authorized to speak in AA during classroom discussion despite its low level. These conclusions shown that students were aware of the status of the SA as a downgraded variety in the Algerian society.

*Doha: the implementation of SA as the language of instruction will pose problems in Education and will widen the gap between the Algerian people as a whole. (TU Interviewee).*

*Ismail: when we discuss using AA during lecture it facilitates the understanding of the content knowledge of the subject matter, particularly in scientific streams. (TU interviewee)*

However, 96% of participants hold negative attitudes towards the use of SA varieties inside university classes. Students from Tlemcen University disagreed with the idea of the insertion of the mother tongue during class discussion and explanation of the lecture although they asserted that their academic performance and the learning process as a whole were affected. In fact, students whose language of instruction differed from their language use generally displayed less language proficiency.

The main factor that led the participants to refuse the insertion of SA within the classroom discourse was the powerlessness of this low variety to include scientific terminologies, reducing the value of the subject matter, as opposed to the use of academic language, which added more significance to the framework of the study. In other words, the students rejected the idea of integrating SA as the language of instruction due to its low status and failure to stand for scientific education. The participants' responds pointed out that using AA in class delayed language learning, and this language interruption often affected their communicative proficiency.

Therefore, the participants shown self-confident when using AA in social contexts, but they felt uncomfortable to speak facing their teachers and classmates. students' conversational fluency was probably low due to the integration SA when discussing during lectures. This is an important view issue in relation to students' in scientific fields, we found that the participants were not able to use appropriate terminologies, abstract concepts and formulate correct statements especially medical diagnosis, and this linguistic deficiency might negatively affect their attitudes towards their language use.

This study also shows the participants Attitudes towards the most suitable language of instruction in scientific fields (MSA vs. FL). Results reveal that 11% participants' hold positive attitudes towards the use of MSA as the medium of instruction in scientific streams due to the richness and complexity of the language. In fact, the participants state that literary Arabic will increase their knowledge in the study of subject matter and improve their levels of language proficiency.

University students were interviewed about language aptitude as indices for their language proficiency level. The results show that students lack knowledge of vocabulary words and sentence structure due to their lack of ability to assimilate grammatical rules of L2. The findings also show that learning content knowledge through an unfamiliar language will generate academic failure. Moreover, students denote lack of self-confidence to interact appropriately using scientific discourse during lectures.

*Houria: I believe that Standard Arabic is the appropriate language for science education at university because it is easier to understand the scientific material and to communicate effectively when initiating a discussion.*

Participants' responses about teaching science through MSA show that it has a favourable effect on facilitating the acquisition of abstract concepts and scientific content knowledge which may improve their academic performance and success. A student revealed that the linguistic gap was due to insufficient exposure to the academic language. The findings mirror the students' awareness toward the function of the language that engages on the development of language learning.

In scientific fields, the majority of participants hold negative attitudes about teaching and learning in Standard Arabic. However, the participants reveal that the translation of the scientific terminologies into Arabic would inhibit their understanding. Moreover, they assert that they will meet obstacle if they want to do their training or to pursue their education outside the country.

*Amina: I think that the French language is suitable to learn science because the scientific concepts are available only in French.*

It is vital to suggest that the MSA can be employed as a medium of instruction in science education and can accomplish the needs of scientific discourse and standardization of technical terms. However, the lacks of investigations and interest have imperative challenges of scientific instruction in MSA.

As far as the interview results are concerned in relation to gender differences in language use, noticeably females use more prestigious varieties that sound more attractive, while males are restricted more to use SA. The results also show that gender differences have an important impact on students' attitudes towards the study language; definitely, we have found that female students have more favourable attitudes towards L2 use inside and outside university classes. The participants respond negatively towards the insertion of SA in the learning language.

However, the majority of participants shown positive attitudes towards fluent language users and consider them as intellectuals and held negative attitudes towards those who switched codes as a strategy to compensate linguistic deficiencies due to their low level of language mastery. Code switching has become a deep rooted behaviour that our students found difficulties to change. Communicative strategies were regarded as the most useful sense-making strategies which helped them to understand the communicative and metalinguistic goals to overcome language incompetence, to maintain a conversation and to eliminate any misunderstanding in communication.



### **3.5 Results and Discussions**

This investigation seeks to answer the research questions and test the research hypotheses of the study. It starts with illustrating the results of experienced language knowledge, students' level of language proficiency, attitudes towards language use then shifts to analyse the data through mixed method, quantitative and qualitative. The results obtained in this study describe students' language use and its impact on cognitive academic language proficiency. Moreover, it discloses what communicative strategies students hold to overcome linguistic limitations in university classes.

In relation to language use, all participants' responses revealed identical results about the use of SA in their daily interaction. In fact, the differences in parental language use can tell us about the difference between fluent students in French as compared to those who use SA or switch to other languages. 7% of participants disclosed that their parents use French in their daily communication. The results show that students improve L2 due to their parental language exposure. We can conclude that 70% of participants whose parents' language use is restricted to AA are merely familiar with few words in French just for holding out simple conversation and may face difficulties to cope with academic demands in higher education. By contrast, those parents whose verbal repertoire are full of French expressions or switch from SA to French, their children get a fairly fluent in French without difficulty.

These results considered that the participants differ in development of L2 skills and these differences can be linked to different learning environments. 75% of participants hold the same view that studies at university play a significant role in improving their language learning; while 18% of them consider that the internet has assisted their language progress, 2% of participants learnt more from reading, 8% from self-tutorial and 3% from family which have not succeeded to have a significant impact on the development of academic language.

After examining student's language experience, now, we consider participants' preferred language use via social network sites to realise the types of language proficiency they use, BICS vs. CALP. In addition, we attempted to find out their preferred learning style (visual, auditory, kinaesthetic) that have an effect on their learning process, describing the way they absorb new academic knowledge and language skills. Self-evaluated language preferences are typically analysed to show the variety used by learners and to profile the association between students' language accuracy and their level of communicative proficiency. The outcomes also exposed an important association by linking the visual learning style and memory strategies. The results revealed that there is a deficient relation between language learning styles and academic verbal performance.

The results revealed that 58 % of participants often used SA to send text messages via SNs rather than any other language due to their limited language knowledge and they use their own internet slang full of short expressions and familiar words. whereas 8% of participants use MSA via SNs all the time for religion discussions, 18% of them, particularly from scientific fields, use French especially in formal writings and 24% of participants mixed French with SA to send a text message via SNs. In fact, the results also indicate that participants' preferences do not really show evidence for their mastery of academic language.

The results concerning language proficiency in MSA are identical to the questionnaire findings. The results disclose that the informants have a good proficiency level in MSA. But they are more proficient in receptive skills listening (92%) and reading (98%) as compared to their productive skills speaking (48%) and writing (73%). Moreover, during classroom discussions, they avoid to engage in classroom talks due to their limited linguistic knowledge because they are worried about making grammatical errors which lead them to switch to AA.

In scientific fields, the results indicate that the participants' self-assessment of the proficiency level in French showed lower proficiency in productive skills: speaking (23%) and writing (20%) as compared to listening (83%) and reading

(50%). The findings disclose clear linguistic deficiency in the French language use from the part of our participants in both receptive and productive skills. In most cases, the participants have the same opinion that their mastery of French is weak as compared to their level in Standard Arabic. Female students were more fluent in using French to express her selves in social life and in academic context as well.

In relation to communicative proficiency, the participants were asked about the rate of using SA expressions in the educational setting. 49% of participants revealed their extensive use of AA as a means to smooth the progress of understanding and to discuss in university classes, this is definitely due to their low levels of academic language and they state that their level is far away from the average, while 32 % of the participants said they often use AA due to their poor grammatical rules and their lack of vocabulary words. The structure of academic language is very complex and we have realized that students are practically limited to AA within the classroom even if their language potential in L2 is extremely high. 12% of participants rarely use SA and 7% of them never use AA.

The participants were also asked about the factors that contribute effectively on communicative proficiency and academic achievement. 98% of participants' reveal that high proficiency level contributed greatly to reach academic success, 60% of them disclose that high motivation is also the most important factor of language learning development. 5% Gender and 2% learning style outcome show negatively impact on language proficiency.

This study also determines that the low language proficiency level and demotivation had negative effect on language learning. Obviously, a significant correlation has clearly been found between these variables and informants' use of communicative strategies. 55% of students' responds that these variables have an impact on participants' communicative strategy use which prevents language learning and academic development.

In relation to language of instruction, 69% of participants show negative attitudes towards the use of AA as a medium of instruction because they consider AA as a downgraded variety which leads to lower level of language proficiency. By contrast, 4% of participants favour to insert AA as alternative variety of instruction alongside the standard language because it helps them to better understand the lecture and absorb the new knowledge. The teachers and students' attitudes towards teaching and learning in SA were negative. Most of participants revealed that said that they face difficulties during lecture discussions due to their weak academic performance and but they felt disturbed when using AA to communicate in formal settings.

As we expected, 89% of the participants disclosed positive attitudes towards the French language in scientific fields because they believe that it is the language of science and technology and all scientific terminologies and concepts are only available in French. 96% of participants felt overconfident when mastering the language and shown positive attitudes towards students who are fluent the academic language. 11% of participants supported MSA as a language of scientific instruction. In addition to that, the results also shown that some teachers' do not favour the use of MSA as medium of instruction while others have favourable attitudes towards Arabisation but only if they translate scientific terminologies into Arabic or by teaching scientific content knowledge in Arabic and preserving technical terms in French. It is difficult to evaluate participants and teachers' viewpoints on the language of instruction in scientific fields.

The teachers who were interviewed described the academic requirements of the students in their university classes. teachers revealed that students face difficulties to understand the content knowledge of the subject matter and they also mentioned that lack of grammar rules and vocabulary words is due to their low reading comprehension is one illustration of how conversational skills in a L2 do not transform into cognitive academic language proficiency. In addition to that, teachers said that students' language use is shifting more towards SA and they differ in their abilities to switch to other languages to communicate.

*One teacher stated that, “I notice that students have a hard time with grammar and parts of speech. They were not able to read, encoding the words but then the comprehension of the content knowledge area is where they struggle the most.”*

*Another teacher mentioned that “even if They understand language, they are not able to interact and write the language correctly.”*

The investigation proves that student’s limitations of complex cognitive academic performance are fundamental in considering the interruption in academic success. The obtained results from the interview and the questionnaire from the four different fields of study revealed that students had a high level mastery of MSA; but they disclosed less command in the productive skills as compared to the receptive skills. The participants indicated that their academic performance is low in MSA, because they communicated using AA which affects students’ level of fluency. The most important understanding from the examination obtained in this chapter concerns academic linguistic deficiency that derived the students to employ other compensatory communicative strategies. This investigation measured students’ verbal complicatedness, i.e., determining strong and weak points of academic performance.

A fundamental issue to evoke is that all students have carried out their previous education in MSA with French only as a subject matter. These university students have mastered the French language as a L2 only at school with varying degrees. However, in higher education, the informants from scientific streams encountered difficulties in understanding the subject matter in French. The collected statistical data revealed that most students arrived with an idea that undertaking academic discussions in class is a complicated skill. This linguistic issue can be assessed with the assumptions considered in the literary review, to expose the causes of this linguistic deficiency.

Cummins 'hypothesis put forward BICS or conversational fluency which are rapidly gained as compared to CALP or academic language which stands for a greatly decontextualized, conceptual language proficiency that are to a great extent harder to manage. This theory is highly significant when dealing with low communicative proficiency. The statistical data illustrated that students felt uncomfortable when undertaking classroom discussions due to the lack of content knowledge of the subject and the knowledge of the language.

The insertion of SA in formal instruction destroys the process of learning. This implication of language use on the learning language has provided the foundation for understanding why students often stay behind in academic performance and had problem in confronting the educational demands in spite of their apparent language fluency. The results disclosed that most of students' communicative proficiency is limited mostly to conversational fluency which negatively influences academic performance and thus obliterating students CALP. This study also makes known that both high and low efficient students bring into play compensation strategies more regularly than other kinds of strategies.

We have promoted the suggestion that despite the information that the participants selected for examination show an excellent command of the target language, in other words, they are linguistically fluent, not only during the course within the classroom but even in exterior of the university classes. However, they were merely using BICS whereas they do not reach the CALP. On this basis, the suggested hypothesis confirmed that students encountered difficulties to cope with academic demands. According to them academic language operated as an obstacle to attain academic success. Students and teachers confessed the fact that there is a complexity in contracting with cognitive/academic language proficiency.

It has been studied throughout this thesis that participants' language use has a negative effect on language learning on the whole and on academic performance specifically cause students' sense lack of self-confidence due to linguistic unreliability.

### **3.6 Research Findings and Implications**

The broader issues in this study focuses on the theoretical constructs of conversational fluency and academic language proficiency and their junction with research, policy and practice. The BICS/CALP dichotomy can yield some perspectives in the field of education. This theoretical constructs offer features of language development and literacy improvement. Moreover, the educational practices need to develop academic proficiency by focusing more on critical literacy and critical language awareness through the implementation of intensive and extensive reading across curricula which is a central component of a successful learning environment. On the whole, Cummins's theoretical framework has deepened our insight about the way linguistic and cognitive development occurs within a sociocultural context.

Implications concerning relevance to the cross-social and scientific discourse, we found out discontinuity and continuity between every day and scientific discourse. On the basis of this study, the researcher noticed that there were several restrains when acquiring academic language such as personal and socio-contextual factors which played an important role in shaping the rate of language learning and acquisition. These linguistic constraints were seen as valuable for our study, particularly, in scientific fields, because we designed those students who shown an excellent command of the language and participate in scientific discourse and had a sense-making in their discussions, in other words, they were linguistically fluent, not only during the course but even outside university classes. However, the results shown that these students gained and experienced scientific discourse at home, the reason is that they did well in university classes but unfortunately they were just using BICS whereas they had not really reached CALP competencies.

In higher education, students did not connect new information to previous background knowledge; they did not have more cognitive connections to facilitate understanding. Unfortunately, the students approached each new learning task as something to be committing to memory by rote learning. Recall Larsen-Freeman's

(1987:7) stated that “just because students can speak and hear does not mean that they know how to communicate orally or listen effectively”, specifically, students experienced a lack of academic performance which was adequate for CALP. Therefore, we tried to find out some significant learning strategies that are required for the classroom discourse.

The impacts of language use on cognitive academic language proficiency are one of the major language problems in the L2 acquisition and learning and can serve as an adjunct measure for evaluating learners’ proficiency level. It is noticed that language deficiency prevents the flow of knowledge and the improvement of language skills. Many students have achieved neither the required content academic knowledge nor even improved their critical thinking and problem-solving abilities in their second language. Cummins’ theoretical hypotheses show the dissimilarity between conversational language fluency and academic language proficiency which facilitates the illustration why L2 learners are incapable to survive with academic milieu.

The major cause of students’ linguistic deficiency is lack of previous language knowledge which may lead students attributing academic failure in higher education. The insufficient knowledge may lead the learner to hamper his communication and to make use of other linguistic resources so as to ‘get the message across’ he shifts to mother tongue as an equivalent strategy to overcome linguistic issues. Students use compensatory strategies to overcome knowledge limitation and linguistic deficiency. The majority of students are following compensation strategies like code switching, most of them are not able to think critically and to solve problems because they have less control over their academic language. Code Switching become one aspect of student language practices that help them to clarify an idea due their lack of vocabulary resources. Low-proficient students, due to the apparent limitations of resourcing, continued to use compensatory strategies intensely to make the task easier to perform in the intervention and to formulate and express ideas in a given context. The major



implications of the perceived strategy used indicate that students with low-proficiency maintain low conversational fluency by integrating Low variety to negotiate meaning and to solve interactional difficulties. Linguistic limitations and strategy use affects academic performance and achievements.

Implications vis-à-vis consequences on the quality of the standard version, we found Complaints about students' low academic competence and Underachievement in speaking, writing and reading that are often highlighted by parents and teachers alike. The issue of literacy is a problem that often extends beyond the first few years of school and, of course, all the way to university.

Previous empirical studies have shown that there is an association between the quality of the standard version and overall student achievements. We examined the interaction between students' academic performance with dimensions of teaching quality including classroom management, students' orientation, cognitive activation, and classroom assessment.

The results reveal that students have developed conversational fluency which includes the use of familiar words and uncomplicated grammatical constructions. However, little transfer is made to other features of academic performance, such as linguistic concepts, vocabulary knowledge, and word memory. The majority of students who have acquired conversational fluency are still far from acquiring academic language proficiency. In most cases, low-proficiency students acquire literacy-related skills, such as phonological and letter-sound equivalents. Academic language proficiency includes knowledge of less- frequency vocabulary words, complex syntax and abstract terms that are not heard in everyday conversational contexts. Academic language is mostly found in books and novels. Therefore, it is crucial for students to read extensively to improve language proficiency and to comprehend linguistically and conceptually difficult texts in different fields of study.

Students' output is portrayed as a set of symptoms of inconstancy and recession and this situation appeared as a result of linguistic deficiency, which is the effect of unsatisfactory language input from educational institutions. Despite the fact that academic language is administered as L2, skilled at all levels, and taught in schools with any training and use in real-life. For this reason, students do not demonstrate sufficient language proficiency because they communicate using the vernacular. Colloquial language is used alongside with academic language during the lectures. This linguistic behaviour may lead to academic incompetency, in other words, the use of standard language in classrooms was overpowering and this prove unsuccessful educational platform.

Actually, Students' language behaviour impedes the growth of cognitive academic language proficiency in the learning process. In most cases, students were unable to form grammatically accurate statements and were unsuccessful to think creatively when faced with language problems. Students must control or even restrain most of their language habits, to avoid using intra- language classroom interaction, while they attempt to acquire a new linguistic-set of rules. Results indicated that students performed better on AA and depend on dialectical thinking to solve critical thinking problems than academic proficiency thinking style. The findings also show students' critical thinking predicts their academic performance gap and its negative impacts on their intellectual ability.

Algerian language planning and policy have to review their educational approach to keep up with the challenge linked with influences on academic language. It is recommended for implementation new instructional learning strategies and methods such as problem-based learning, critical thinking in an advanced learner-centred pedagogical practice.

### **3.7 Conclusion**

This chapter described various methodological procedures and measured student's language proficiency level, academic performance and their attitudes towards the use of the language and its effects on language of learning at play in Tlemcen University. The researcher used some sociolinguistics research tools in this investigation focusing mainly on observations, questionnaire and interviews, using qualitative and quantitative methods. The results obtained from the research provided clarifications on the heart of the matter and confirmed the fourth hypothesis which revealed insights about students' language use and its effect on language learning, learners' perceptions of language use and awareness of their low academic performance.

# **Chapter Four**

## **Recommendations and Suggestions**

# Chapter Four

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## The Role of Reading Instruction in Promoting Educational Success

### 4.1 Introduction

Algerian investment in education should know-how to increase in human capital rate, which is measured as a basis for achieving national socio-economic prosperity. This consideration provides a prospect that education will endorse learning products to improve learners' cognitive academic language proficiency. Therefore, learning is concerned with how learners use abstract patterns, analyse, evaluate and promote appropriate learning knowledge into realistic educational world. In this regard, we attempt to sketch a way of thinking about opening up new students' world of language learning that invites fresh thinking about teaching / learning materials to design classroom planning and applications to drive students to develop communicative approach and reach linguistic competence with the purpose of facilitating language acquisition and learning.

In this section, the researcher attempts to supply suggestions and recommendations about the reading instruction and shows how an extensive and intensive reading programme can probably assist learners' requirements to cope with academic demands. In fact, the researcher put forwards a set of learning processes that could provide an insight into what can be undertaken in educational planning in order to implement this programme and enhance learners' cognitive academic language proficiency and improve the quality of education. The criteria for professional-oriented cognitive growth are based on reading-based instruction through the use of metacognitive reading strategies to enhance reading skills through the REAP strategy to promote students critical reasoning and problem-solving ability in learning, to build up language skills, to develop language literacy and maintain academic success in changing time.

## **4.2 Recommended Reading Instruction for Developing Language Literacy**

In the 21st century, the requirements for literacy have been growing more rapidly. People obviously read and write to handle the intricate literacy demands of the modern world. The linguistic issue is to realize how to bring students to the higher -grade reading level. This latter is the main path to cure this type of literacy crisis. Language patterns within university classroom leads to serious pedagogical issues and even linguistic insecurity in formal lectures among a high number of students. The insertion of SA with formal language and the lack of definite linguistic barriers worsen the lack of confidence of students who seem confused by what includes academic language forms. Pedagogy in improving academic proficiency has been dominated by a strong evident assumption that academic linguistic proficiency is acquired through reading and knowledge of academic content developed through problem solving abilities.

This study sheds light on the reading skills which is considered as an important element in promoting cognitive academic language proficiency and functions as a fundamental component for enhancing language learning. Based on the findings, students require a great deal of prescribed information about how they acquire content knowledge of the subject matter and the knowledge of the language to develop communicative competence. Indeed, there is powerful correlation between reading skills and academic achievements. Moreover, reading instruction can be seen as a solid foundation for improving the learning process. In other word, reading comprehension is achieved as the reader approaches both linguistic and schematic information (Wallace, 1992).

Definitely, reading is an active process of inputting knowledge and one of the most significant skills that students must learn in order to increase their language acquisition and learning. As stated by Alderson and Urquhart (1984), reading outcomes relates only to what the reader has retain as information from the text, while the understanding process considers how the reader interpret the text. Smith (2004) described reading process like “the reduction of uncertainty”.

In fact, reading can be defined as a process of in taking information where the reader requires to be taught effective reading strategies through skimming, inferring, and guessing so as to discover the meaning from the context. Grabe (1991:377) defined reading as:

Reading can be seen as an active process of comprehending where students need to be taught strategies to read more efficiently, for example, guess from context, define expectations, make inferences about the text, skim ahead to fill in the context, etc.

Reading process improves the development of students' language proficiency and literacy acquisition. Therefore, this impose high requirements on teachers as they are requisite to use metacognitive strategies to provide students with adequate reading instruction by implementing intensive and extensive reading in education. For instance, intensive reading can be applied to facilitate the acquisition of vocabulary and grammar skills, whereas extensive reading is beneficial in developing students' language competency.

Reading has been described as an interactive process between the reader background knowledge and the new information in the text in order to find out meaning, Nunan (1991:70) says that: "Reading is a dynamic process in which the text elements interact with other factors outside the text, in this case most particularly with the reader's knowledge of content of the text". The term reading may have different interpretations, for instance, Urquhart and Weir (1998: 22) state that: "Reading is the process of receiving and interpreting information encoded in language form via the medium of print" and Anderson (1999:1) interprets: "Reading is an active fluent process which involves the reader and the reading materials in building meaning". In this respect, learners need to link their prior knowledge to their content knowledge of the language to guess the meaning of the text in order to achieve appropriate understanding and to discover the goals and attitudes of the authors.

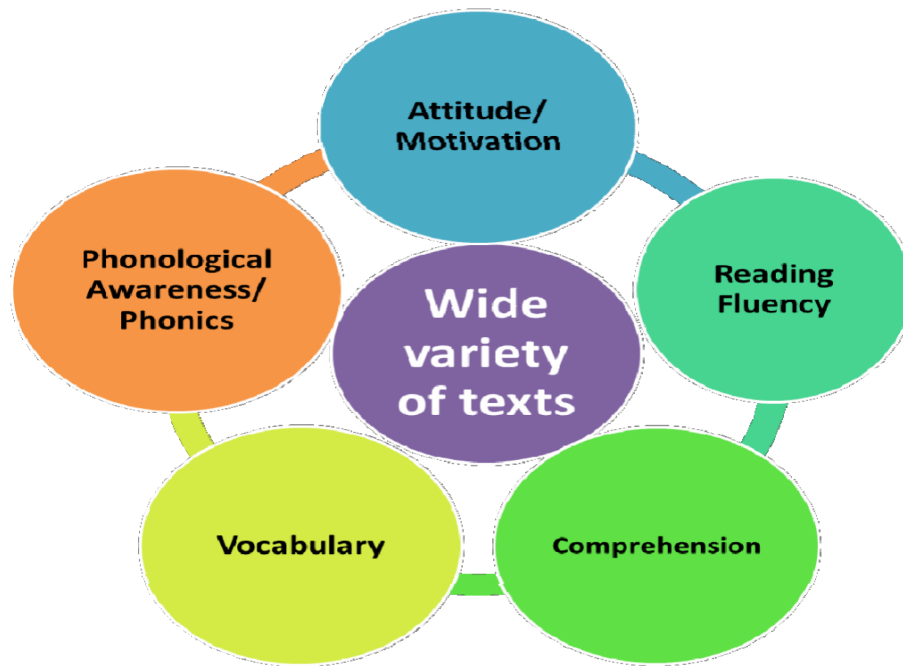


Figure 4.1: Elements of Reading Instruction (NCCA, 2012)

Reading instruction plays an important role in improving listening, speaking and writing skills, expanding knowledge of vocabulary, and standardising grammar mastery. Definitely, this can be demonstrated through intensive exposure to a variety of lexical, syntactic, semantic, and contextual characteristics of the reading materials. In order to recognise the effective power of reading instruction, we must initially take into consideration the distinctions between decoding and comprehension (Cummins, 2011). Lesaux, Koda, Siegel, and Shanahan (2006:99) show the distinctions:

Although readiness skills (e.g., phonological awareness and concepts of print) and word-level skills (e.g., word reading and spelling) are important in the early stages of literacy acquisition, and indeed are requisite for reading comprehension, they are not sufficient as effective text-level skills. At a higher level are reading comprehension and writing of connected text—complex text-level skills that require conceptual processing, such as drawing on prior knowledge, making inferences, and resolving structural and semantic ambiguities.



Reading can be regarded as a bottom-up process, a top-down process, or interactive models that connect bottom-up and top-down components to make meaning. Readers first use bottom-up processes to decode units such as letters, words, vocabulary, phrases and the main ideas of the text, when this is insufficient, they move to top-down process which includes active association of the reader to interact with a text in order to gain meaning through connecting previous knowledge with recent ideas to interpret the author's message of the text. In this regard, Carrell and Eisterhold (1983:557) state that:

Bottom-up processing ensures listeners/readers will be sensitive to information that is novel or does not fit their on-going hypotheses about the content or structure of text; top - down processing helps the listeners / readers to resolve ambiguities or to select between alternative possible interpretations of the incoming data.

Decoding and comprehension are two different components of reading. In the initial phases of literacy acquisition, decoding refers to the process of understanding the sound-symbol relationships between spoken words (phonological awareness) that characterize written language (phonics). These two elements are very important for improving decoding ability, whereas comprehension refers to the degree to which learners identify the meaning of different vocabulary words of the texts and how these words are structured into sentences to form meaning. The development of both decoding and comprehension skills are useful approaches for reading instruction that appeal for conceptual processing such as relying on previous knowledge, making deductions, and identifying structural and semantic confusions.

The main purpose of reading instruction is to help learners to use both decoding skills and background knowledge to comprehend the meaning of the text. Reading for comprehending essential meanings in the texts is a highly interactive process. Reading comprehension facilitates the practice of reading skills, expands vocabulary knowledge, constructs grammatical rules, and stimulates deductive learning and develops speaking and writing abilities. Besides, learners will improve their critical reasoning and activate the working memory.

Low proficiency readers are inclined to process the texts word-by-word, emphasising on the meaning of their lexical elements, for that reason they fail to build up meaning before they reach the top-down processes closed in reading. The learning difficulties faced by learners can be derived from the lack of understanding the content knowledge of the topic, including slow decoding skills, difficulties in monitoring comprehension, insufficient vocabulary and grammatical knowledge. In fact, students face academic language complexities when the conceptual and linguistic load of the educational program becomes seriously more intense than in previous degrees. Learners who encounter problems of decoding and reading comprehension should enhance knowledge of new vocabulary words and should be encouraged to engage vigorously with reading and writing skills. Reading instruction should include effective strategies in order to overcome learners' learning obstacles.

The intensive and extensive reading has powerful effects on language proficiency and academic achievement. In intensive reading tasks, learners need to be exposed relatively to some appropriate short texts, design practical reading strategies in order to be reinforced with a wide range of L2 input. Hafiz and Tudor (1989:5) mention:

In intensive reading activities, learners are, in the main, exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic, or discoursed system of L2, or to provide the bases for targeted reading strategy practice. The goal of extensive reading, on the other hand is to "flood" learners with large quantities of L2 input with few or possibly no specific tasks to perform on this material.

The current study focuses on most important issues, specifically, the extensive reading process that develop communicative competence and widen academic knowledge. Reading instructional strategy can focus on maintaining the link between reading skills with speaking and writing proficiency and also by reinforcing learners' engagement around holding language-based literacy improvement by promoting book reading habits and establishing book-access area

presented to learners in schools and universities to endorse reactive book reading. The power of literacy includes two types of in-school free reading programs: sustained silent reading and self-selected reading each day which are also efficient for productive language abilities.

### **4.3 The Implementation of the Metacognitive Strategy as an effective learning platform**

In the 21st century, information is becoming available to everyone via the internet. For that reason, it is vitally important for anyone to 'know-how' to read critically to administer these sources and assess their reliability. In higher education, there is a growing concern about developing students' abilities to read effectively to promote critical readers. These skills are important educational outcomes and the basis for the development of academic skills. Reading is "a meaning-construction process" (Al-Rubaye, 2012, p. 11) and some fundamental language skills which has a great importance for the academic success.

In the educational program, there is a high priority to equip learners with higher-order thinking skills to enable them to think creatively, critically and resolve problems as they read different reading materials, for example, academic texts, books, research reports. University students require to adopt a reading strategy that could enhance reading skills not only to ensure comprehension but as well as to interact with different texts by rewriting the content in their own words and respond to the ideas presented by approving, rejecting or creating other possibilities. These abilities are important learning products that help to reach academic success.

This investigation has merely focus on the language learning strategies, without neglecting other significant features like learners' attitudes towards self-determination, trusts and prospects about instruction, learners' requirements, goals, language preferences, learning styles and self- assessment. In this respect, learners need to be acquainted to behave as autonomous learners to achieve academic success in learning.

According to Trinh and Rijlaarsdam (2003:25):

“An autonomous language learner is defined as the one who leads positive attitudes to autonomous language learning (i.e., willing and ready to assume her role in success in learning as crucial), is motivated to learn the language (i.e., with a communicative purpose) and is able to take control over her own learning (i.e., planning, monitoring and evaluating their communicative and learning acts) to work independently and in cooperation with others”.

In the framework of SL learning, learners should be exposed to a variety of strategies that permit them to hold different activities with a powerful self-confidence and determination. Sinclair (2000) implies thirteen features of learner independence which “appear to have been recognised and broadly accepted by the language teaching profession” (see Table 4.1).

1	Autonomy is a construct of capacity
2	Autonomy involves a willingness on the part of the learner to take responsibility for their own learning
3	The capacity and willingness of learners to take such responsibility is not necessarily innate
4	Complete autonomy is an idealistic goal
5	There are degrees of autonomy
6	The degrees of autonomy are unstable and variable
7	Autonomy is not simply a matter of placing learners in situations where they have to be independent
8	Developing autonomy requires conscious awareness of the learning process – i.e. conscious reflection and decision-making
9	Promoting autonomy is not simply a matter of teaching strategies
10	Autonomy can take place both inside and outside the classroom
11	Autonomy has a social as well as an individual dimension

12 The promotion of autonomy has a political as well as psychological dimension

13 Autonomy is interpreted differently by different cultures

Table 4.1: Identifying Learning Autonomy (Sinclair cited in Borg, 2012:5)

Schooling do not entertain psychoanalysis about their autonomy in language learning. In order to assess learners to take responsibility over their own learning it is significant to give concern to the students' metacognitive awareness about the strategies they could use. Therefore, learners perceive self-regulation as a set where they can completely extend their language learning process by involving personal learning engagement; "it is a constructive process that involves actively seeking meaning from or even imposing meaning on events" (Candy, 1991:271). Furthermore, Holmes and Ramos (1991) believe that;

in order to help learners to assume greater control over their own learning it is important to help them to become aware of and identify the strategies that they already use or could potentially use. (Holmes & Ramos, 1991, cited in James & Garrett, 1991: 198).

In fact, improving learners' metacognitive knowledge encourages self-autonomy to direct their learning products focus on receptive skills listening and reading, associating new information with previous background knowledge, determining learning goals, practicing the language, assessing, monitoring, evaluating their learning; Oxford (1990).

Proficient learners increase self-confidence about language learning procedures, skills and make use of efficient learning strategies that may compensate knowledge limitations, consecutively, to smooth the progress of their learning process and to expand their favourable attitudes that permits them to assume responsibility of their own learning.

Similarly, learners' metacognitive knowledge demonstrates alternative strategies detected in their academic performance that entails a reduced amount of risk-taking, removes tolerance of doubt, improves more cognitive knowledge, advances level of independence, reducing their reliance on classroom interaction, rising their self- contact with the language, captivating plan in selecting their own materials and, employing more methods for self-evaluation. Students who prefer to exert in an autonomous way, usually achieve three of the concerns measured:

- Increase reliability in language learning practice situations,
- Amplify motivation,
- Enhance confidence as a learner.

A more self-directed process, consecutively, emerges to increase the rate of development of the learning of the language. This approach combines learners' affective factors such as a smaller amount of anxiety, more motivation which recovered self-confidence for endorsing the learning system. In a nutshell, we recognize that metacognition, independence and learning knowledge cooperate with each other. The vitality of this contact can be seriously weakened if metacognition is not reinforced.

Benson mentions in this respect that "Whatever your pupil knows, he should know not because you have told him, but because he has grasped it himself" (Benson, 2001:24). Educators require extending valuable strategies which may assist learners to be autonomous simultaneously. Oxford (1990), Gardner and Miller (1994) and Rubin and Thompson (1994) show how educators could endorse their learners with an independent learning by involving strategy instruction and increasing their awareness of the importance of learning skills in the classroom.

In higher education, students' reading habits reinforce the learning process; in other words, they do not encounter reading difficulties as they are ready to deal with the reading requirements. Thus, the research recommends implementing the use of the metacognitive strategies to solve learners' reading problems and to develop students' metacognitive reasoning. Metacognition denotes "cognition

about cognition or thinking about thinking” (Carrell, 1998, p. 1). It consists of the knowledge, awareness and control of one’s learning processes (Baird, 1990; O’Malley & Chamot, 1990).

The first metacognition dimension is knowledge which represents what learners perceive in relation to cognitive processors, various learning requirements and problem-solving mechanisms (TEAL, 2012). The second element is metacognitive regulation which contains an “executive or regulatory function” (Carrell, 1998, p. 5) as it includes factors of control and regulation. When learners make adjustments to their mental processes, they are controlling their learning, planning, monitoring, understanding and evaluating, revising learning improvement and objectives (TEAL, 2012).

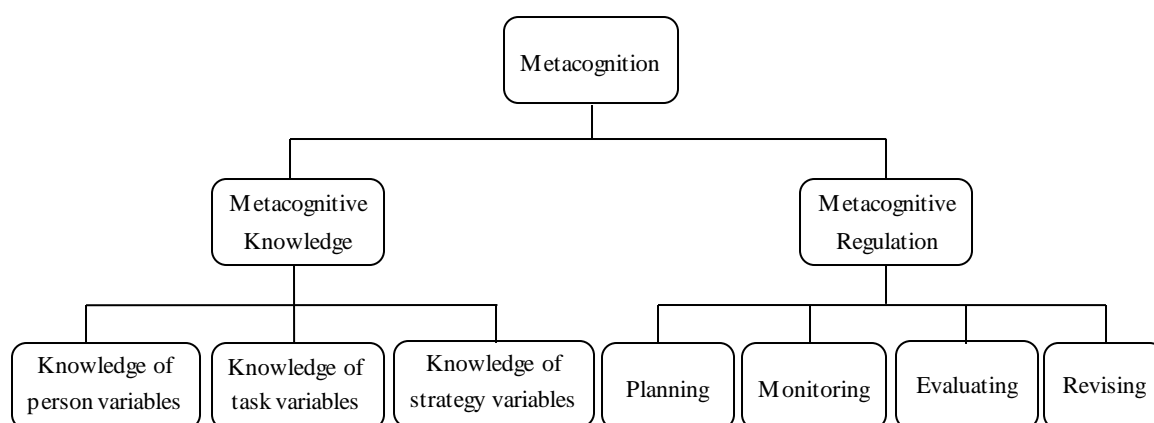


Figure 4.2: Elements of Metacognition (Yun-Jo An and Li Cao, 2014:554)

Reading strategy identified as R.E.A.P was initially put forward by (Eanet, M. & Manzo, A. 1976) and then developed by (Manzo. A & U. Manzo. 1995) REAP is a meta-cognitive strategy which helps readers to think deeply and accurately to improve critical thinking, speaking, writing and reading. This strategy is a variety of techniques that respond to any text as readers deliberately use it for the purpose of formulating meaning. The four-step strategy means:

- **Read** to obtain the author's core message
- **Encode** the message by reformulating it using own expressions
- **Annotate** own interpretation of the message by writing replies from a number of perspectives
- **Ponder** what have been read and put in writing.

There are different kinds of R.E.A.P annotations that range from reconstructive thinking through understanding the meaning of authors' piece of writing to highly demanding constructive thinking which require transcending the meaning of the writer to make personal schema connections and applications that allow them to transfer information and to reproduce ideas including quotations and important words from one context to another. This hierarchy smooths the progress of evaluation and guide readers to achieve higher-order critical analysis and creative reactions.

The development of cognitive academic language proficiency necessitates using meta-cognitive strategies and higher order thinking skills in reading. Learners must be able to distinguish between facts and perspectives on what was being read. For this reason, the REAP reading strategy is viewed as a suitable reading strategy that suits academic demands and help students to read, think critically, respond and evaluate text information.

The REAP strategy would help students to engage actively in learning and to become critical readers. This study emphasizes on the value of training students to read using various tools in order to develop reading skills. In addition, exposing students to the reading assignments at the different stages of REAP reading strategy would supply learners with practical and realistic experience in interacting and obtaining meaningful connection with the texts. In this regard, students will become motivated to read texts and will be able to decipher even difficult texts. REAP strategy can be considered as an effective educational platform that enhance learners reading skills as it engages them to achieve cognitive academic language proficiency.



This study shows the importance of reading instruction in developing literacy. This research offers some recommendations for adequate reading instruction and shows how extensive reading can improve the learning process. Briefly, reading involves different types and levels of cognitive and meta-cognitive procedures that are interlinked and contribute in constructing the reading competencies.

#### **4.4 The Use of REAP Technique to Monitor Reading Comprehension**

University students face difficulties to understand the scientific contents of reading text, to find the main ideas and to comprehend new expressions and concepts to be able to give correct answer to the inquiries related to the text. Therefore, learners have their own techniques to understand the reading material but others are confused on how to comprehend while reading.

The primary goal of this research is to suggest the application of REAP strategies in teaching for the sake of improving learner' four language skills: listening, speaking, reading, and writing. Among those four skills, the reading skills play a significant role in increasing learners' knowledge and promoting language proficiency through the thinking process of the passage being read.

Reading is also constructive as it holds up the learning process and helpful for language acquisition, for that reason, students need to be trained to be critical readers. In teaching texts his section, the REAP strategy helps learners to read and comprehend the author's message and after they have to discuss the concepts with the whole class members then encode to restate the most important ideas of the text in their own words in order to ameliorate their attentiveness and activate reading as a dynamic process. At this stage, the learners are required to begin by highlighting key-terms and statements, taking notes, summarizing ideas, noting important examples and predicting by asking the following questions:

- a. What is the writer's point of view on the topic?
- b. What is the issue being approached in the text? How can this problem be solved?
- c. What is the writer's goal?

Ponder is the last step where the learner need to review and think critically about what they have written. They need to get new information from the text they read in order to be able to analyse, syntheses, make conclusion, discuss with others and answer the questions. The REAP strategy motivates learners to be an active reader. This strategy enhances information processing and develops their ability to write the annotation on the most important information in a passage. In addition, this technique can increase learners' critical reasoning trough the ponder task that can be performed by deep thinking, explaining, interacting, and discussing with their classmates to share their opinions.

It can be concluded that the REAP technique is an effective teaching strategy that need to be applied in the classroom in order to improve learners' reading comprehension and to enhance their learning process as a whole. The strategy becomes more operative when the teachers help, monitor and control the class by using attractive and interesting materials.

#### **4.5 Boosting Students' Critical thinking trough Reading-based Instruction**

Critical thinking skills and language development are strongly linked to reach high levels of language proficiency. Developing students' higher-order thinking abilities can enhance the teaching and learning process. Language teaching should include some selected activities to assist students reflect on their own learning by identifying and realizing the connections between L2 and L1 in expressions, sentence structure, and language rules in order to deduce the meaning of new words; and generating adequate language-learning strategies to use language creatively to express their critical reasoning.

This current study attempts to present a suggestion Reading-based instruction to develop students' critical thinking. Algerian students require higher order thinking about the knowledge they receive, to analyse the thoroughness of new information, to make decision to solve problems. In this sense Shirkhani and Fahim (2011 p. 111) stated that: "Language development and thinking are closely related and the teaching of higher-order thinking skills should be an integral part of an L2 curriculum". Critical thinking is systematic and is very important in teaching and learning processes. Sukartiningsih and Jackey (2019 p.88) state that:

Critical thinking is a form of high-level thinking that involves all thought processes such as how to obtain information, understand information, analyse, correlate, interpret, evaluate, make judgments, and make judgments about good and bad or right and wrong. This is synergistic with discovery learning models.

The present investigation suggests that the teachers act as mentors to guide the learning tasks which could provide opportunities for students to become more independent learner, to explore, discover, and examine so as to build up knowledge structures, exercise problem-solving abilities and to choose the suitable strategies for reaching their learning goals and to touch new horizon. Reading-based instructional approach help student become more self-directed, creative and self-confident as the teacher provide them with problems interconnected with knowledge of a topic to activate their cognitive engagement that improve their critical thinking qualities.

Critical reading skills is linked to critical thinking training by involving the REAP strategy during lecture. Using the four REAP technique engages learners to Read, Encode, Annotate and Ponder to recognise the author's basic message and to determine the most significant details of the text. Moreover, the REAP strategy also permits learners to integrate other critical reading skills like predicting, acknowledging, comparing, evaluating and decision-making (Robb, L. 2003).

In fact, critical reading skills entail linguistic competency so as to discover authors' purposes through the text. In the process of teaching critical reading skills, teachers should avoid stating their own judgements to impose their own view points. In this regard, teachers debate, create groups by inviting them to read, summarise, and comments on the important divergent views. Therefore, students require to associate the information they already possess with the new information they learned. Interestingly, students need to be engaged in deep and critical thinking to build knowledge and reconstruct reasoning to well-understand the topic. In order to build of their own understanding, they need to recall their personal schemata to retrieve their prior background knowledge in order to reflect on the process of making-sense of the text to discover the meanings and the author's attitude; Cook (1989: 69) states that the schematic information in reading is: "...mental representations of typical situations...used in discourse processing to predict the contents of the particular situations which the discourse describes"; to find details linked to the topics discussed; to understand the cause and effect relationship between the events; to activate moral reasoning and make good judgments; and most importantly, to be apt to apply the acquired knowledge in real life. Teaching critical thinking needs to be conducted more systematically and in a clear manner in university classes so that the learners' employability can be improved.

Therefore, the REAP reading strategy is perceived as a suitable reading strategy to be introduced across curriculum for helping learners to read, think and act in response to the reading text. These skills are important learning products among other basic academic skills in ensuring academic success in higher education. Today's appropriate pedagogical methods and techniques help to enhance students' cognitive thinking skills.

## **4.6 The Role of Extensive Reading for Developing Aspects of Language Proficiency**

In higher education, students have to avoid rote learning by using only their memory to recall information instead of thinking, analysing, and evaluating; they need to make decisions to set their own learning objectives. University students require to be well-equipped to overcome the expectations of the academic requirements. In fact, students' lack of contextual knowledge is due to other factors such as lack of motivation, attitudes language proficiency level, represent an obstacle to the learning process. Low proficient learners have a poor levels of academic performance, lack of higher-order thinking skills. Learners need to recall previous knowledge to predict meaning and to identify new ideas relevant to those previously learned.

Reading whether reading for pleasure or for academic content areas is uncommon habit in Algerian culture and one of the most important factor responsible for students' reading deficiency is their attitude towards reading in general. The fundamental school programs include reading-based instruction such as integrating content-reading activities that specified content topics into the language classroom, focussing on language forms, functions, or situations; where learners generate L2 performance by reading, understanding, thinking, debating, and expressing their ideas. Content-based instruction is involved as an important part of content learning with language teaching objectives in L2 curriculum at an early age at schools.

In fact, students need to be equipped with logical reasoning abilities to well-perform in L2, to associate prior knowledge with new knowledge in ways which permit students to look for alternatives, make deductions, ask questions, and solve problems; by this means they demonstrate understanding in a range of complicated ways. They can learn to think through the use of the target language, participate actively and engage to acquire academic language progressively.

One of the reasons for developing content-based language is the hypothesis that language acquisition depends on *input* that is meaningful and comprehensible to the learner to use the language adequately (Krashen, 1985a, and 1985b). Another major objective for the requirement to involve content-based instruction depends on Cummins' (1981) hypothesis of two distinct types of language proficiency: basic interpersonal communication skills (BICS), which are relatively easy language skills that take no more than one year or two to acquire in an informal context, and cognitive academic language proficiency (CALP) is much more complex and is essential to make sense of and make use of academic language in more context-reduced conditions, and needs to be taught in an academic context (Cummins, 1984). Cummins's theories focus more on providing students with more opportunities to learn CALP which has become the main goal in teaching to enhance learning skills and develop academic language. To comprehend models of reading improvement among students, we need to distinguish between three different characteristics of proficiency in a language in which each feature responds differently to specific types of educational practices in university: conversational fluency, and academic language proficiency.

*Conversational fluency* is an essential skill to language proficiency, communication causes a great challenge for students who need to master pronunciation and intonation. Unfortunately, the majority of university students do not participate in the classroom. This aspect of language proficiency represents a willingness to conduct a discussion in face-to-face situations. The majority of students develop fluency in conversation within a year or two of intense language exposure at school.

Communicative proficiency is one of the most significant areas in language proficiency. In fact, it includes the ability to converse correctly with other speakers in real life situations. It consists of a range of aspects such as; linguistic, strategic, pragmatic, intercultural, and discourse competence (Usó-Juan and Martínez-Flor, 2006). The communicative proficiency includes the oral proficiency which is

considered as a complex process that entails both receptive and expressive skills such as listening, speaking, phonology, morphology, vocabulary, grammar, and discourse skills. According to (Canale & Swain, 1980), communicative proficiency involves four constituents:

- *Grammatical Competence*: the accurate and adequate use of the knowledge of the rules of lexical, morphology, semantics, phonology, syntax and the grammatical structures of the target language.
- *Discourse Competence*: the ability produces and interpret text structure in terms of coherence and cohesion, either spoken or written text.
- *Sociolinguistic Competence*: the ability to apply the knowledge of social rules for the use of speech or discourse
- *Strategic Competence*: the ability to use communication strategies to overcome the gap in communication.

Proficiency in communication involves students' aptitudes to use the knowledge about the language in order to cover a discourse competence with meaningful and constructed a full speech in different contact-situations. Jack (2006: 11) describes communicative competence as "mastery of functions needed for communication across a wide range of situations". It includes the use of language appropriately to maintain and understand conversations for different purpose through different communicative strategies in relation to the situation and the participants.

*Discrete language skills* are considered as a complex process that involves listening, speaking, phonology, morphology, vocabulary, grammar, and discourse skills. Students generally need to acquire both receptive and expressive skills, such as phonemic awareness and it connected letter sound, and they can learn these literacy-related skills simultaneously with their improvement of basic vocabulary, grammar and conversational fluency.

Moreover, crucial variables impact the listening process and affect students' spoken language such as the linguistic features, phonology, intonation, discourse structure. Listeners need to gain competence by identifying the topic of the

conversation, listening intensively to details; they need to recognize the elements of sound flow such as phonemes, words, and expressions. Students have to use context to comprehend the new words, understand the most important information, realise speakers' attitudes toward the subject and identify conversation purposes.

University students have limited time and opportunities for oral interaction in the classroom for that reason they face a great challenge for speaking fluently because they have to master pronunciation and intonation. Therefore, a sound problem can be improved through extensive reading to enhance their speaking and listening skills through different communicative drills which provides idiomatic expression and vocabularies of the target language that can be used in different communicative situations and in different contexts. In fact, teachers use different reading materials and motivate students in order to raise classroom discussions for the sake of developing students' communicative proficiency. Classroom reading activities engage students to read in order to discuss. According to Clarke and Silberstein (1977: 51):

Classroom activities should parallel the "real world" as closely as possible. Since language is a tool of communication, methods and materials should concentrate on the message and not the medium. The purposes of reading should be the same in class.

During reading activities, teachers give their students time to read silently the text to provide students with more comprehensible input, and then they need to read aloud in order to improve their pronunciation and intonation. After, students need to be involved for classroom debate to stimulate their critical thinking, to give them the opportunity to defend their opinions and share knowledge with their classmates as they are in real life.

*Academic Language Proficiency* is found mainly in books, journal articles, etc. for that reason; learners who read extensively will acquire academic language. Active readers have many constructive outcomes, mostly for gaining reading fluency, building language skills and acquiring academic knowledge. In fact, there



are a strong link between reading processes and academic achievements, at all ages and levels. If students' reading skills are well-developed in the language, certainly, they will achieve intellectual success by developing the higher order thinking, reading comprehension skills, gaining new knowledge and developing abstract concepts across a range of subject matters through extensive reading. Maley (2005: 354) define extensive reading as: "the single most effective way to improve language proficiency". Educational researchers have consistently found that reading is the key of academic success in the areas of listening, speaking, reading, writing and language proficiency.

Extensive reading can be used to improve writing skills because the two proficiencies have the same cognitive process of meaning construction and they collaborate with each other. Good readers can generate their own writing style and literacy through sufficient exposure to written texts which may lead to the acquisition of new text ideas, information and new vocabulary words and new grammatical structure. In fact, reading to write improve readers' cognitive academic language proficiency and develop writing schemata. Academic language is one aspect of language proficiency which includes knowledge of difficult syntax and abstract terms that are never used in every day speech. In Algerian universities, students have to comprehend linguistically and conceptually difficult texts and to use academic language in a correct and systematic way in their own writing.

Reading is considered as a complex activity and the most essential channel through which students can develop their language literacy and proficiency by engaging two interconnected multifaceted processes, perception and thought. There are two types of skills in reading: the first category is decoding process, in which written words are linked to sounds which enables students to "learn to read", and comprehension which enable readers to understand new information from the texts they decode in other words, proficient readers are skilled to "read to learn" (Pretorius, 2000, p. 34). The second category is the use of cognitive strategies such as using background knowledge, previewing information, analysing, generating

questions, synthesizing and drawing conclusions to monitor understanding and to derive meaning. In this respect, reading instructional strategies help students upgrade their metacognitive awareness and develop their reading proficiencies.

Academic practices include certain tasks to reconstruct complex academic language such as analysing, commenting, paraphrasing, answering questions, and summarising key ideas during the classroom lectures. This strategy improves students' aptitude to use textual information to write with their own words by preserving the authentic meaning of the reading text by using complex terminologies, low-frequent vocabulary that are never used in daily communication and complicated grammatical constructions.

Understanding the content language knowledge, in turn, generates meaningful learning (Krashen, 1985a, 1985b) and improved the students' academic language proficiency (Cummins, 1981, 1984). These activities are designed to encourage students to enhance learning and higher-order thinking skills and meet learners' professional and personal objectives. The L2 is used to learn new content knowledge that is adequate to the cognitive and affective requirements of the learners. Reading literary texts enhance students' critical thinking to connect between the events and multiple perspectives, identify details linked to the issues discussed. Interestingly, reading process engages students to think and to generate new ideas and apply what they have learned in the real world.

In relation to the interactive components of intellectual development, this study attempts to focus on the reading instructional strategies that boost the acquisition of cognitive academic language in the Algerian educational system and concentrate on most important issues, specifically, the impact of reading process on the productive modalities, speaking and Reading habit or free voluntary reading (Krashen, 1982), is an activity that is uncommon habit in the lives of many students. Self-selected reading offers the basis of the intellectual ability for the conception of academic prose and writing skills. Reading exposure has a strong implication on the improvement of both language aptitude and academic achievement:

- Students ‘reading comprehension will progress, and will understand academic-style passages easily as they read.
- Their writing style will develop, and they will be proficient to write in an academic style that is required for academic demands.
- They will improve their vocabulary, spelling and grammatical rules.

When students or start reading for pleasure, however, they can gain the following benefits elements of reading instruction that come into view in the following figure:

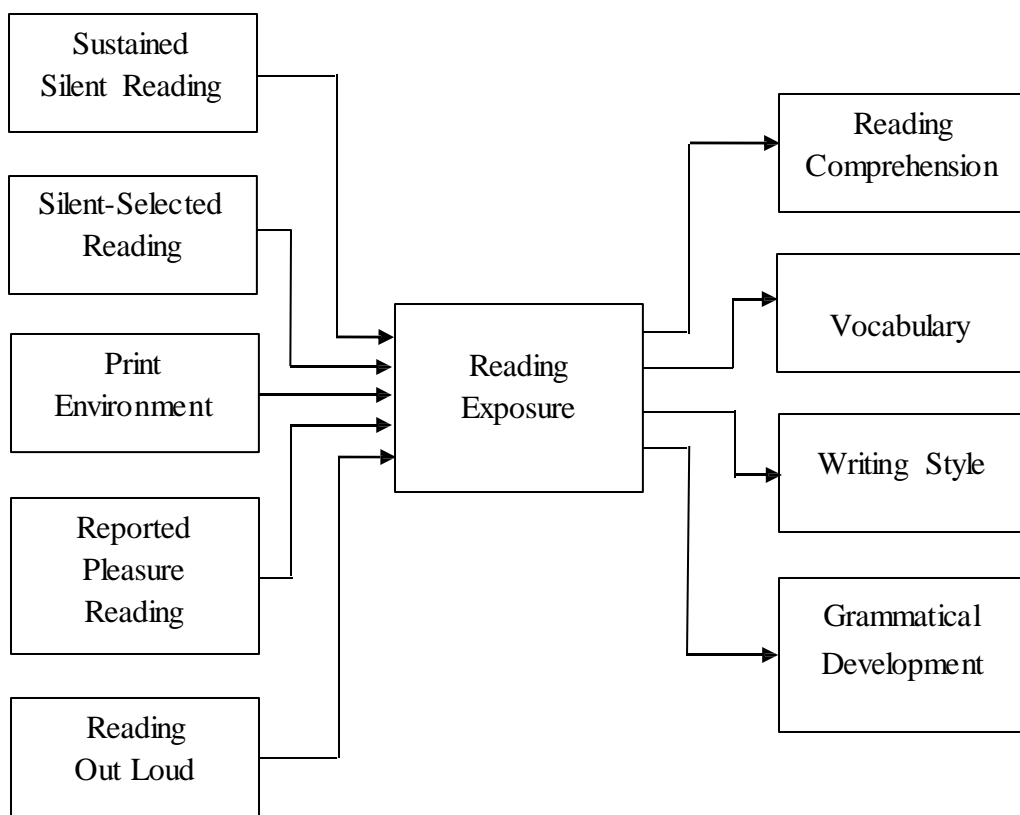


Figure 4.3: The Power of Reading (Krashen, 2004:105)

This figure shows that reading exposure as marked by sustained silent reading programs, self-selected reading, living in a print environment, pleasure for reading results in increasing several features of the language skills: reading comprehension, vocabulary, writing style and grammatical development. Reading exposure is

crucial to develop language proficiency and achievements. The following elements can maintain the reading outcomes like to:

- Reinforce parents 'engagement around holding language-based literacy improvement by promoting book reading habits.
- Establish book-access area presented to learners in schools to endorse reactive book reading on a daily basis.
- The power of literacy should include three types of in-school free reading programs: sustained silent reading, self-selected reading each day which are also efficient for productive language abilities (Krashen, 1989).

These findings are reliable with the result of theoretical study. We have taken Krashen (1982) hypotheses that learners acquire language in merely one manner, by comprehending messages or by receiving comprehensible input. We are assisted in comprehension by contextual understanding: our information of the world, additional language knowledge, and formerly gained language. The best condition for a successful acquisition is that the reader be open to the input. When the Affective Filter is "up" the acquirer is mentally blocked, uninterested, and anxious and these factors prevent them from entirely using the comprehensible input they obtained from language acquisition. The filter is "down" when the acquirer wants to succeed in language acquisition as potential members among L2 speakers (Krashen, 1984). Krashen's hypothesis is reliable with The Comprehension assumption which entails that input be understandable, and the affective filter theory needs and necessitates that anxiety be low. The acquirer should centre all attention not at the language but at a message so that reflections of anxiety do not arise.

- ❖ Language acquisition takes place most powerfully when we are so engaged in the meaning of the message that we "disregard" it is in a different language that we have not yet acquired and achieved.

- ❖ For reading to most excellent stimulate linguistic growth, it should emerge to be effortless and unforced (krashen,1982).
- ❖ Readers obtain best when they are unconscious that they are getting better and progressing. They are merely conscious of the content knowledge of what they have read.

Linguistic incompetency is simultaneously linked to the four skills listening, speaking, reading and writing insufficiency, and this has severe effect on learners' academic achievements. Actually, absence of reading may have negative influence on their intellectual development. Emotional constituents that manipulate broad-spectrum language learning, verbal academic performance such self-determination and attitudes.

University students who have gained BICS, but find difficulties to deal with CALP while reading may experience confusion or aggravation by their powerlessness to get closer to fluent students in oral-reading. The affective elements can enhance in general academic achievement as well. In this respect, we can say that high-minded levels of worry are connected with small ranks of academic success in language learning. This research endeavours to discern which affective ingredients enhance and facilitate reading. So, why is verbal fluency significant to university student for reading success? And which affection constituents are current over verbal reading and which variables are determined by students. Evidently, this is a crucial area for investigation that holds up the emergency to focus on recovering verbal reading mastery to develop language skills and to understand more content knowledge.

This study suggests that the oral-reading plays a major role in affecting the attitude of the language learner. Moreover, motivation emerges from the desire to realize a good task within the classroom but it is not stable and regular. The research suggests that motivation plays a significant role in reading. Students hold intrinsic and extrinsic motivations, connected to verbal reading.

- Intrinsic motivation emerges from the desire to suit more self-assured and senses in a good condition. Dickinson (1995:5) mentions that;

An effective learning is achieved both through learners being intrinsically motivated and through the learners operating in autonomy supporting and informal conditions, and that these conditions will themselves enhance intrinsic motivation.

- Extrinsic motivations come up from the longing to progress and to be more successful in verbal reading and language learning as a whole.

Students who are demotivated to take part in classroom discussion and are not willing to engage in reading aloud. This rejection from the part of our students is correlated to avoidance and anxiety as well. This is more indicative when they experience loud out reading where visual and verbal signs subsist linked to anxiety in the classroom. These students avoid eye contact, stop irregularly and laugh at unsuitable moments as being viewed in this investigation. In this situation, advanced students did not suffer from anxiety concerning reading itself, but are worried about the pronunciation when reading. In fact, self-confidence affect students' motivational attitudes influence reading skills. These affective features change as students grow to be more skilled in language learning.

## **4.7 Conclusion**

In Algeria, the current linguistic situation is hard to predict and this is due to the gap between educational policy and realism. Education lacks a line of investigation based on language learning/acquisition process. This study made a preliminary endeavour to stimulate pragmatic explorations that, if implemented, would embark on to renovate teaching and learning process and to improve the quality of education.

This study provides some suggestions and recommendations about reading instruction and focused on the importance of the inclusion of an extensive reading program in the core curriculum required for our learners. Indeed, this study

introduces effective metacognitive strategies that play a significant role in improving reading fluency, building language skills, and promoting academic language proficiency that enhance critical thinking and problem solving ability. In sum, the main goal of an extensive reading programme is to motivate learners to be active readers through free reading to establish a reading habit.

# **General Conclusion**



## General Conclusion

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The overall purpose of the study is to draw a distinction between BICS (Basic Interpersonal Communicative Skills) and CALP (Cognitive Academic Language Proficiency). According to Cummins (2013, p. 65), “BICS refers to conversational fluency in a language while CALP refers to students’ ability to understand and express, in both oral and written modes, concepts and ideas that are relevant to success in school”. This dissimilarity was mainly made to draw attention to the reasons behind the delay of cognitive academic language proficiency and low academic achievements.

The research-based theoretical principle is to evaluate students’ levels of language proficiency in both languages, MSA and French. The informants were participating in quantitative (questionnaire) and qualitative (interview) research procedures. 100 participants were chosen from four different fields of study: two in Scientific Sciences (Biology and Medicine) and two in Social Sciences (economics and law). This study is conducted to maintain a pedagogical organization that put more importance on context-embedded and cognitively demanding tasks for learners and for understandings second language acquisition and learning. Research tools were used in our exploration, chiefly, questionnaires, regular CHU Tlemcen and classrooms attendance and interviews; concentrating on students’ academic performance and understanding at what level can a learner be ready to think critically, to hypothesis, negotiate, analyse and comments. This study showed that those hypotheses we have made are validated.

The first hypothesis, that the students’ actual language use entails negative consequences for the overall academic and cognitive growth of students and communicative strategy does not guarantee academic communicative competency. Language proficiency is an indicator of academic achievement. Students require to identify how to go beyond basic conversational skills in order to gain CALP and to achieve academic success. The results revealed that the participants are more

proficient in receptive skills listening and reading as compared to their productive skills speaking and writing. Moreover, during classroom discussion, they avoid talk during lectures due to their limited language knowledge which lead them to insert SA or to switch to other codes.

In terms of students' cognitive complications in the education domain, misconceptions and gaps of content knowledge is one of the greatest challenges students encounter in learning and also their previous knowledge did not always uphold academic discourse. Without adequate and suitable prior knowledge, students were incompetent to make effective links between previous and new knowledge. In light of this range of students' problems with scientific concepts, it is comprehensible that inappropriate learning generates a range of cognitive and affective reactions that can saturate thinking, reduce concentration and inhibit the process of intake of the working memory in which learners' endeavours can become ineffective due to discomfort in learning. Students attributed their language obstacles to the lack of cognitive ability to justify the cause for learning disengagement.

The second hypothesize, that students' language use is limited mostly to conversational fluency (BICS) which negatively influences academic performance and thus reducing the development of students' cognitive academic language proficiency. Both high and low proficient students switch to SA or other languages to compensate linguistic deficiency. As far as level of proficiency is concerned, results show that participants show differences in terms of level of language proficiency in both languages MSA and French. In other words, participants with high proficiency level use academic language more than the low proficient participants. Competent participants might be more self-confident when communicating in formal settings, while participants with low proficiency are not able to use academic language appropriately. The results confirm our hypothesis that the vast majority of students show little confidence conducting oral presentation in the French language though they are quite proficient in productive skills particularly

speaking and writing that is why they have difficulty confronting with the academic language demands. For that reason, students do not develop an adequate academic language proficiency to function successfully with high cognitive linguistic demands that's why students use compensatory strategies to overcome academic language problems. The main objective here was to clarify that in different departments, with a particular orientation towards the faculty of medicine, it is straightforward to describe students' L2 conversational fluency which is far away from academic language proficiency. This linguistic behaviour frequently ends with the use of SA or a mixture between AA and the French language which is developed to be an ingredient of students' verbal repertoire.

The third hypothesis, that students who pursue their studies in the French language may first acquire BICS before learning to obtain the CALP. Ultimately, different variants are combined to influence students' L2 proficiency to improve CALP, integrating linguistic exposure, parental contribution, language proficiency level, learning style preferences, age, motivation, attitudes have a significant impact on learning process. In fact, the personal and contextual factors such as motivation and proficiency level were found to impact the relationship between the participants' communicative strategy use and the development of academic performance. The results indicate that language inaptitude lay behind students' low academic performance that lead them to use communicative strategies to overcome linguistic deficiency. In fact, this research concludes that students overall use of AA is also based on the students' field of study, for instance, the French language is considerably used by medical sciences students, especially resident students, which may show the function of the speciality in determining the degree of use of language proficiency. Moreover, the obtained results confirm that students prefer to study using academic language without integrating AA because they believe that it help them improving their academic language proficiency and achieving academic success. In fact, proficiency level as a factor indicates statistically significant differences in terms of the participants' level of standard language competence.

The final hypothesis: Students disclose negative attitudes towards the use of SA in the classroom. In other words, majority of the participants from TU university do not seem satisfied with the use of the AA during class discussions, although they confirm that their oral performance and comprehension of the lecture will be improved. A major reason behind the students' disagreement to use AA within the university classes was the incapability of AA to include scientific terminologies, devaluating the quality of the subject of study when explained with this downgraded variety, by contrast, the use of formal varieties MSA and French add more significance to the framework of the learning. Therefore, the majority of participants refuse the idea of inserting the SA as a medium of instruction for many reasons among them its low status and restriction to symbolise scientific contexts. Despite the challenges that students meet in their learning process via academic languages MSA and French but they believe that these formal languages could improve their level of academic achievement, the majority of students favour the use of French as a language of instruction in scientific fields. In fact, students' achievement has often been measured by their willingness to reconstruct their own learning to progress towards improvement in academic knowledge and language practice and to better suit their academic requirements. Research focuses on students-centred learning as they become active participants in their own learning, enhance self-discovery and improve skills to develop metacognitive dimensions of learning. learning strategies instruction improve better experience and proficiency in the learning process and when the "know-how" is reinforced, the quality of learning will tend to accelerate the percentage of progress. The following is brief summary of each finding in points.

- The students' language use operates as an obstacle to attain academic success
- Students' talk is limited mostly to conversational fluency (BICS) which negatively influences academic performance and thus destroy the process of learning.
- Both high and low proficient students use compensation strategies such as inserting which is considered as sense-making resources in the classroom.

- students reject the idea that SA used as a means of instruction in educational settings.

The current study provides the most important recommendations for students to enhance their academic performance through reading instruction. The first look focuses on the reading process and its connection to the speaking and writing system. University students do not seem to pursue a transition from ‘learning to read’ to ‘reading to learn’ that most learners throughout the world experience. Academic demands require an understanding of the language as a precondition for the acquisition of skills. Students need to read in order to comprehend the scientific content knowledge which is beneficial in every subject matter. Reading promotes students’ engagement, share ideas, think critically and improve skills. Reading is an essential component for academic success because students with higher-level vocabulary have an advanced ability to use academic language. Learners in the acquisition of academic language. These differences can be linked to inefficiencies in enhancing Language learning. The purpose is to assess the most appropriate learning environments mainly the reading skills which are a rich activity where students can absorb a huge amount of vocabulary words that play a significant role in the development of language learning. There are different answers resulting from a range of variables influencing academic language achievement and knowledge which play a vital role in language learning-acquisition continuum. Reading instructional strategies engage students to be more active and creative learners. Reading offers an instructive variety that increase and deepens academic abstract understanding, high-quality of learning and smooth the progress of students’ learning efforts.

Today’s Technology is changing our minds and the devices we employ construct and develop our critical thinking and problem solving that can supply the student with the knowledge required to be connected in this digital age. With the growing improvement of new technologies, the professional education is focussing

on learner-centered in interactive learning situations with the intention to be more engaged in the learning process.

In scientific streams, it can be upholding that second foreign language with higher cognitive demands involved CALP which makes mastering it more complicated vis-a-vis BICS, the dimensions of language transfer in language learning, which is apparently complex rather dealt with differently in dynamic multilingual context by employing these two proficiencies. Students' interactions have affected their scientific discourse, therefore, students' lower command of CALP is due to the lower degrees of reading instruction.

In terms of pedagogical perspective, meta-cognitive and metalinguistic skills have a significant value in language learning and academic achievement. Our research should not be used on making an effort to sustain the notion that all students have the similar potential for highly developed intellectual processing but reasonably detecting the relevant cognitive restraints, where considerable learners' dissimilarities are to be viewed.

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# Appendices

## Appendix A: Questionnaire about Language Proficiency

### Questionnaire about Language Proficiency

*We are deeply grateful for your help in this project.*

**Age** : ..... years      **Gender:**      Male       Female

**Residence** : .....

**Speciality** : .....

**Degree of Education:** .....

**Academic Year** : .....

1. Which language do you think you master better? MSA or French?

Arabic       French

2. Which language do your parents use in their daily communication?

Algerian Arabic       French       Mix

3. Please choose the successful learning settings that supplied significantly your language learning ordering your selections from the most efficient one?

Family       University       Reading   
Self-tutoring       Internet

4. Please evaluate your proficiency level in Arabic?

Poor       Average       Good

5. Please evaluate your proficiency level in French?

Poor       Average       Good

6. Rate your frequent use of Spoken Arabic expressions when discussing in university classes?

Yes       Often       Rarely       No

7. In what language do you send a message via social network sites

	Social Network Sites
Algerian Arabic	
Literary Arabic	
French	
Code switch dialectal Arabic /French	

8. What learning style do you prefer to use in learning?

Visual  Auditory  Kinaesthetic

9. Which of the following factors affects your communicative strategies?

Learning Style   
Proficiency Level   
Gender   
Motivation

10. If so, what is the effect of this factor?

Positive  Negative

11. Do you find Spoken Arabic a useful, dynamic and important university language?

Yes  No

12. In which language would you prefer to continue your scientific studies?

Arabic  French

13. How do you consider students who are eloquent in the standard languages?

.....

*Thank you for your kind cooperation*

## Questionnaire sur la maîtrise de la langue

*Nous sommes reconnaissants pour votre aide dans ce Projet*

Age : ..... ans    Sexe :    Masculin     Féminin

Résidence : .....

Domaine d'Etude : .....

Niveau d'Etude : .....

Année Académique : .....

1. Quelle langue maîtrisez-vous mieux l'arabe standard ou le français?

Arabe Standard     Français

2. Quelle langue utilisent vos parents dans leur communication quotidienne?

Arabe Algérien     Français     Les deux

3. Veuillez choisir l'environnement d'apprentissage réussi qui a grandement amélioré votre langue académique grâce à votre sélection d'une réponse?

Famille     Université     Lecture   
Auto-formation     Internet

4. Veuillez évaluer votre niveau de compétence en MSA?

Médiocre     Moyen     Bon

5. Veuillez évaluer votre niveau de compétence en français?

Médiocre     Moyen     Bon

6. Évaluez votre utilisation fréquente des expressions arabes parlées lorsque vous discutez dans les cours universitaires?

Toujours     Souvent     Rarement     Non



7. Dans quelle langue envoyez-vous un message sur votre téléphone portable et sur vos sites des réseaux sociaux?

	Sites des Réseaux Sociaux
Dialecte Arabe	
Arabe Standard	
Français	
Code-switch Dialecte Arabe/Français	

8. Quel style d'apprentissage les élèves préfèrent-ils utiliser pour apprendre?

Visuel       Auditif       Kinesthésique

9. Pensez-Lequel des facteurs suivants affectent vos stratégies de communication?

Style d'apprentissage   
 Niveau de compétence   
 Genre   
 Motivation

10. Si oui, quel est l'effet de ce facteur?

Positif       Négatif

11. Trouvez-vous l'arabe parlé comme une langue d'étude universitaire utile, dynamique et importante?

Oui       Non

12. Dans quelle langue préférez-vous poursuivre vos études scientifiques?

Arabe Standard       Français

13. Comment considérez-vous les étudiants qui parlent couramment la langue académique?

.....  
*Merci pour votre aimable coopération*

## استبيان حول إجادة اللغة

نشعر بامتنان عميق لمساعدتكم في هذا المشروع

- العمر: ..... سنة      الجنس:      ذكر       أنثى
- الإقامة : .....
- مجال الدراسة : .....
- درجة التعليم: .....
- السنة الدراسية: .....

1. ما هي اللغة التي تتقنها أفضل، العربية الفصحى أو الفرنسية؟

- العربية الفصحى       الفرنسية

2. ما هي اللغة التي يستخدمها والداك في تواصلهما اليومي؟

- اللهجة الجزائرية       الفرنسية       الإثنين معا

3. الرجاء اختيار بيئة التعلم الناجحة التي حسنت لغتك الأكاديمية بشكل كبير من خلال اختيارك لإجابة واحدة؟

- العائلة       الجامعة       القراءة
- تعلم ذاتي       الانترنت

4. الرجاء تقييم مستوى إجادتك للعربية الفصحى؟

ضعيف  متوسط  جيد

5. الرجاء تقييم مستوى إجادتك للفرنسية؟

ضعيف  متوسط  جيد

6. قيم استخدامك المتكرر للتعبير العربية المنطوقة عند المناقشة في الفصول الجامعية؟

دائما  غالبا  أحيانا  نادرا

7. بأي لغة ترسل رسالة عبر مواقع التواصل الاجتماعي؟

مواقع الشبكة الاجتماعية	
	اللهجة الجزائرية
	العربية الفصحى
	الفرنسية
	تناوب لغوي اللهجة الجزائرية / الفرنسية

8. ما هو أسلوب التعلم الذي تفضل استخدامه في دراستك؟

البصري  السمعي  الحركي

9. أي من العوامل التالية يؤثر على استراتيجيات الاتصال الخاصة بك؟

أسلوب التعلم   
مستوى الاتقان   
الجنس   
الدافع

10. إذا كان الأمر كذلك، فما هو تأثير هذا العامل؟

إيجابي  سلبي

11. هل تجد اللغة العربية المنطوقة لغة جامعية مفيدة وديناميكية وهامة؟

نعم  لا

12. بأي لغة تفضل أن تواصل دراستك العلمية؟

العربية الفصحى  الفرنسية

13. كيف تنتظر إلى الطلاب الذين يجيدون اللغة الأكاديمية؟

.....  
.....

**شكرا جزيلاً لتعاونكم**

## Appendix B: The Teachers' Interview

### The Teachers' Interview

*We are deeply grateful for your help in this project.*

1. Do you think that students develop their academic language proficiency level in an adequate manner through grades, to reach successful achievements?
2. Do you think in oral academic performance, students all they care about is the solution to the language problem at hand?
3. What are the common sets of strategies that students use to overcome their language lack?
4. Do you agree to use Spoken Arabic as the language of interaction in lectures?
5. Concerning raising awareness of learning problems, what can you recommend as effective strategy to deal with language learning difficulties?
6. At what level can a student be ready to develop Critical thinking and Problem Solving Abilities?
7. What instructional strategies are effective in enabling students to their communicative competence and writing?
8. Do you think that reading instructional strategies are important for education?
9. What type of teaching materials you recommend for successful reading instruction?
10. How would you monitor your students to become critical readers?
11. According to you, what is the typical model of the ideal graduate?
12. Are students being adequately prepared for real world work?

*Thank you for your kind cooperation*

## **Interview sur la maîtrise de la langue des Enseignants**

***Nous sommes profondément reconnaissants pour  
votre aide dans ce Projet***

1. Pensez-vous que les élèves développent leur niveau de compétence linguistique académique de manière adéquate par le biais des notes, pour atteindre des résultats positifs ?
2. Pensez-vous que dans la performance académique orale, les étudiants ne se soucient que de la solution au problème de langue en question ?
3. Quels sont les ensembles communs de stratégies que les élèves utilisent pour surmonter leur manque de langage ?
4. Acceptez-vous d'utiliser l'arabe parlé comme langue d'interaction dans les conférences?
5. Concernant la sensibilisation aux problèmes d'apprentissage, que pouvez-vous recommander comme stratégie efficace pour faire face aux difficultés d'apprentissage des langues ?
6. À quel niveau un élève peut-il être prêt à développer une pensée critique et des capacités de résolution de problèmes ?
7. Quelles stratégies pédagogiques sont efficaces pour permettre aux élèves de développer leurs compétences en communication et en écriture ?
8. Pensez-vous que les stratégies d'enseignement de la lecture sont importantes pour l'éducation ?
9. Quel type de matériel didactique recommandez-vous pour un enseignement de la lecture réussi ?
10. Comment surveilleriez-vous vos élèves pour qu'ils deviennent des lecteurs critiques ?
11. Selon vous, quel est le modèle type du diplômé idéal ?
12. Les élèves sont-ils suffisamment préparés pour le travail dans le monde réel ?

***Merci pour votre aimable coopération***

## مقابلة إتقان اللغة مع الأساتذة

### نشعر بامتنان عميق لمساعدتكم في هذا المشروع

1. هل تعتقد أن الطلاب يطورون مستوى كفاءتهم الأكاديمية اللغوية بشكل كافٍ من خلال النقاط، لتحقيق نتائج إيجابية؟
2. هل تعتقد أنه في الأداء الأكاديمي الشفوي، كل ما يهتم به الطلاب هو حل مشكلة اللغة المطروحة؟
3. ما هي مجموعة الاستراتيجيات الشائعة التي يستخدمها الطلاب للتغلب على افتقارهم إلى اللغة؟
4. هل توافق على استخدام اللغة العربية المنطوقة كلغة للتفاعل في المحاضرات؟
5. فيما يتعلق بالوعي بمشكلات التعلم، ما الذي يمكن أن توصي به كاستراتيجية فعالة للتعامل مع صعوبات تعلم اللغة؟
6. في أي مستوى يمكن للطلاب أن يكون مستعداً لتطوير التفكير النقدي وقدرات حل المشكلات؟
7. ما هي الاستراتيجيات التعليمية الفعالة في تمكين الطلاب من مهارات التواصل والكتابة؟
8. هل تعتقد أن قراءة الاستراتيجيات التعليمية مهمة للتعليم؟
9. ما نوع المواد التعليمية التي توصي بها لتعليم القراءة الناجح؟
10. كيف يمكنك مراقبة طلابك ليصبحوا قراء ناقدين؟
11. ما هو النموذج النموذجي للخريج المثالي حسب رأيك؟
12. هل يتم إعداد الطلاب بشكل كافٍ للعمل في العالم الحقيقي؟

شكراً جزيلاً لتعاونكم

## Appendix C: The Students' Interview

### The Students' Interview

*We are deeply grateful for your help in this project.*

1. Does your proficiency level in MSA and French allow you to communicate orally in academic environment?
2. What are the actual challenges that you are exposed to in MSA and French in spoken and/ or written?
3. In your opinion, which language can make it easier for your understanding lectures?
4. What communicative strategies do you use to overcome your linguistic gap and limited knowledge?
5. Are you satisfied with the use of Spoken Arabic as the language of discussion during lectures?
6. Do you conceive that the overwhelming use of Spoken Arabic affects your academic literacy skills?
7. What language do you employ in sending messages via networks?
8. Do you think that spoken Arabic is useful medium for instruction?
9. Do you think that it is essential to promote the use of MSA in the scientific fields? If no, what are causes for not employing MSA in science education?
10. What do you think of those who are fluent in MSA or French?
11. As a student, do you think that reading instruction can develop your proficiency skills and language learning achievements?

*Thank you for your kind cooperation*



## Interview des Etudiants

*Nous sommes profondément reconnaissants pour  
votre aide dans ce Projet*

1. Votre niveau de maîtrise en MSA et en français vous permet-il de communiquer oralement en milieu académique ?
2. Quels sont les défis réels auxquels vous êtes confronté en MSA et en français à l'oral et / ou à l'écrit ?
3. A votre avis, quelle langue peut vous faciliter la compréhension des cours magistraux ?
4. Quelles stratégies de communication utilisez-vous pour surmonter votre lacune linguistique et vos connaissances limitées ?
5. Etes-vous satisfait de l'utilisation de l'arabe parlé comme langue de discussion pendant les conférences ?
6. Pensez-vous que l'utilisation écrasante de l'arabe parlé affecte vos compétences en littérature académique ?
7. Quelle langue utilisez-vous pour envoyer des messages via les réseaux ?
8. Pensez-vous que l'arabe parlé est un moyen d'enseignement utile ?
9. Pensez-vous qu'il est essentiel de promouvoir l'utilisation du MSA dans les domaines scientifiques ? Si non, quelles sont les raisons de ne pas utiliser MSA dans l'enseignement des sciences ?
10. Que pensez-vous de ceux qui parlent couramment MSA ou français ?
11. En tant qu'étudiant, pensez-vous que l'enseignement de la lecture peut développer vos compétences et vos acquis d'apprentissage des langues ?

*Merci pour votre aimable coopération*

## مقابلة مع الطلبة

### نشعر بامتنان عميق لمساعدتكم في هذا المشروع

1. هل يسمح لك مستوى إجادتك للغة العربية واللغة الفرنسية بالتواصل الشفهي في الوسط الأكاديمي؟
2. ما هي التحديات الفعلية التي تتعرض لها في الفصحى واللغة الفرنسية في التحدث و / أو الكتابة؟
3. ما هي اللغة برأيك التي تسهل عليك فهم المحاضرات؟
4. ما هي استراتيجيات التواصل التي تستخدمها للتغلب على الفجوة اللغوية والمعرفة المحدودة؟
5. هل أنت راضٍ عن استخدام اللغة العربية المنطوقة كلغة للنقاش أثناء المحاضرات؟
6. هل تعتقد أن الاستخدام المفرط للغة العربية المنطوقة يؤثر على مهارات القراءة والكتابة الأكاديمية لديك؟
7. ما هي اللغة التي تستخدمها في إرسال الرسائل عبر الشبكات؟
8. هل تعتقد أن اللغة العربية المنطوقة وسيلة مفيدة للتعليم؟
9. هل تعتقد أنه من الضروري تعزيز استخدام العربية الفصحى في المجالات العلمية؟ إذا كانت الإجابة "لا"، فما أسباب عدم استخدام العربية الفصحى في تعليم العلوم؟
10. ما رأيك في أولئك الذين يجيدون الفصحى أو الفرنسية بطلاقة؟
11. كطالب، هل تعتقد أن تعليم القراءة يمكن أن يطور مهاراتك في إتقان اللغة وإنجازتك في تعلم اللغة؟

شكرا جزيلاً لتعاونكم

## *Language Use and its Implications on Cognitive Academic Language Proficiency and Academic Achievement*

### المخلص

تبحث هذه الدراسة في آثار استخدام اللغة على إتقان اللغة الأكاديمية المعرفية مع الانتباه إلى تحديد مستوى الأداء الأكاديمي للطلاب وإنجازاتهم. علاوة على ذلك، فإنه يميل إلى الكشف عن العقبات التي تسبب الكفاءة الأكاديمية المنخفضة والتي تمنع كلاً من عملية التعلم وتطوير اللغة الأكاديمية من خلال أخذ جامعة تلمسان كمثال على ذلك. استناداً إلى النتائج المعتمدة من عدد قليل من أدوات البحث اللغوي الاجتماعي، كشفت هذه الدراسة أن الأداء الأكاديمي المنخفض للطلاب ينتج عن تعقيد اكتساب اللغة الثانية والتأخير في تطوير CALP على الرغم من طاقاتهم الواضحة في المحادثة والتي تقسر نجاحهم في التواصل في BICS. كان الهدف الآخر المهم في هذا البحث هو تحليل آثار مواقف الطلاب تجاه استخدام اللغة ولغة التعلم. جادل هذا التحقيق في أن تعليم القراءة إلزامي للطلاب لأنه يؤدي إلى مكاسب لغوية تعليمية فعالة.

**الكلمات المفتاحية:** الإتقان الشفوي - مهارات التواصل الشخصية الأساسية - إتقان اللغة الأكاديمية المعرفية - استراتيجيات تعلم اللغة - المواقف تجاه اللغات - تعليم القراءة

### Summary

This study examines the implications of language use on cognitive academic language proficiency with the attention to determine the level of students' academic performance and achievements. Besides, it tends to reveal the obstacles that cause low academic proficiency that prevent both the learning process and the development of academic language by taking Tlemcen University as a case in point. Based on the findings adopted from few sociolinguistic research tools, this study revealed that students' low academic performance results from the complexity of second language acquisition and the delay in the development of CALP despite their apparent fluency in conversation which interprets their communicative success in BICS. Another important aim in this research was to analyse the effects of students' attitudes towards language use and the learning language. This investigation argued that reading instruction is compulsory for students as it leads to an effective learning language gains.

**Key-words:** Academic performance - BICS - CALP - Language Learning Strategies – Attitudes - reading instruction.

### Résumé

Cette étude examine les implications de l'utilisation de la langue sur les compétences linguistiques cognitives académiques en veillant à déterminer le niveau de performance et de réussite académiques des élèves. En outre, il tend à révéler les obstacles qui causent une faible maîtrise académique qui empêchent à la fois le processus d'apprentissage et le développement de la langue académique en prenant l'Université de Tlemcen comme exemple. Sur la base des résultats adoptés à partir de quelques outils de recherche sociolinguistique, cette étude a révélé que les faibles performances scolaires des étudiants résultent de la complexité de l'acquisition de la langue seconde et du retard dans le développement du CALP malgré leur apparente aisance dans la conversation qui interprète leur réussite communicative en BICS. Un autre objectif important de cette recherche était d'analyser les effets des attitudes des étudiants envers l'utilisation de la langue et la langue d'apprentissage. Cette enquête a fait valoir que l'enseignement de la lecture est obligatoire pour les étudiants car il conduit à un apprentissage efficace des gains linguistiques.

**Mots-clés :** Performance académique - BICS - CALP - Stratégies d'apprentissage des langues - Attitudes - enseignement de la lecture