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***The Impact of Arabic Diglossia
on Algerian Children's Primary Education***

Dissertation submitted to the Department of English as a partial fulfilment
of the requirements for the degree of **Master in Language Studies**

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DECLARATION OF ORIGINALITY

I hereby declare and certify that this Master's dissertation entitled "**The Impact of the Home Language on Algerian Children's Primary Education**" is original as an outcome of my own work.

The material included has not been previously submitted nor published, in whole or in part, for the qualification of any other degree or diploma of a university or other institution. Except when otherwise acknowledged, quoted or cited as a reference, I certify that the present work the result of my own investigation.

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Dedications

To my precious family members who mean happiness to me including:

My beloved mother, for her support, care, encouragement and prayers.

May Allah protect her and grant her a long life!

*My deceased father Mohamed, I hope this work makes you proud of me even if you
are have long left us ... May God bless you!*

To my beloved grandfather Boualem MELLOUK

*and my sweet grandmother Fatema, who have been a great source of motivation
for they believed in me and supported me*

until I finished this humble work.

To my lovely brother Imrane.

To my lovely uncles Mohamed, Bomedien, Rachid and Abdesselam.

To my sweet aunts Samira and Fairouz

To all of you, I dedicate this humble work!

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Abstract

This extended essay presents an exploratory case study that raises the issue of the impact of the home language on children at the primary education level, mainly first and second graders as they are new to schooling. It seeks to investigate the linguistic difficulties children encounter once they are faced with the school language, Modern Standard Arabic. This study also aims to detect the extent to which kindergartens and preparatory classes familiarize pre-schoolers in a diglossic speech community to the language through which the teaching/learning process takes place. To this end, a questionnaire was administered to a sample of 30 teachers. A classroom observation was used and took place in two different settings: a kindergarten which considers the two languages pervading the Algerian setting, Arabic and French, plus some English; and two primary schools. The data collected were analysed quantitatively and qualitatively through a mixed-methods approach. The results have proved that the learners do suffer from linguistic lexical difficulties when exposed to the school language. It has also been revealed that kindergartens and the preparatory classes do not familiarize children with the language of instruction at school. They therefore do no help to the children in overcoming the linguistic lexical difficulties they encounter once they enter primary school.

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List of Acronyms and Abbreviations

AA= Algerian Arabic

CA= Classical Arabic

DA= Dialectal Arabic

Fr= French

H = High

IEA= International Association for the Evaluation of Education achievement

L= low

MENA = Middle East and North Africa

MSA= Modern Standard Arabic

PIRLS= Progress in International Reading Literacy Study

PSs= Primary Schools

SA= Standard Arabic

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GENERAL INTRODUCTION

GENERAL INTRODUCTION

One of the most problematic issues related to applied linguistics in diglossic speech communities is teaching in the school language to primary education children. The conflict between MSA and Dialectal Arabic is one of the most severe crises that arises from teaching in MSA in Algerian primary school. It is one of the most important issues that raised much controversy because of the repercussions this diglossic phenomenon has on young children and their achievement at primary education level.

This research is an attempt to investigate the impact of the home language on children at primary education level, mainly first and second graders as they are new to the school and to the standard form of the language. The principal aim of the current study is to shed light on the linguistic challenges children experience during their second socialization. The importance of this research also attempts to detect the extent to which kindergartens and preparatory classes can help these new learners in their journey to primary education to overcome the linguistic difficulties they come across. In other words, this research tries to answer the following research questions:

- 1- What kind of linguistic difficulties do Algerian primary education children encounter during their schooling?
- 2- How can kindergartens and preparatory classes help these young learners to face such linguistic difficulties?

These questionings have made us put forward the following hypotheses:

- 1- Because of the structural linguistic gap between the mother tongue they grew up using and the language implemented in school instruction, children are faced with difficulties in acquiring the structures of the standard form, lexical problems in particular.
- 2- Kindergartens and pre-school teaching should provide children with prior knowledge of MSA and help them overcome their linguistic difficulties.

This research consists of three chapters. In chapter one, the relevant literature within the context of diglossia will be reviewed. A critical overview about the research topic will also be given. In chapter two, the research design and methodological choices will also be described and justified for use. In the third chapter, the findings of this will be explained and evaluated.

Chapter 1: The Problematic Issue of Diglossia

1.1 Introduction

Diglossia has always been a topic of interest for many sociolinguists studying language contact. Arabic diglossia is an ancient linguistic phenomenon in which multiple Arabic dialects existed long in the Arabian Peninsula. Today's Arabic dialects, which differ in morphology, grammar and lexis, are an expansion of the ancient dialects our ancestors carried when they spread Islam in the region.

From an educational perspective, Arabic diglossia has a negative impact on Algerian children in primary school for the home language is quite different in many respects and distinct from the one used in the educational process.

1.2 Diglossia

Diglossia as a language phenomenon first introduced, with respect to Arabic, by the French linguist William Marçais (1930) to describe the linguistic situation in the Arabic-speaking countries (*La diglossie Arabe*). However, it is with Ferguson that the term diglossia gained fame in sociolinguistics. In his seminal article 'Diglossia', Ferguson (1959) presented four language cases characterized by diglossia: the Arab world, Greece, German-speaking Switzerland and Haiti. Ferguson defined diglossia as a language situation having two varieties of the same language exhibiting different functions within the speech community, one is the high or a superposed variety (H) and the other is the low variety (L). His definition distinguishes the two varieties according to their functions within the speech community; when one is used, the other is not usually used. In this respect, Ferguson (1959, p.32) argues that "In one set of situations only H is appropriate, and in another only L." The H variety is the official language and is used in formal contexts such as in education, while the L variety is the spoken casual language used in everyday communication and informal contexts. The H variety, as Ferguson

(1959) puts it, is highly privileged by speech communities of diglossic languages, whereas the L variety is stigmatized and considered as a corrupt language form.

1.2.1 Ferguson's conceptualization of diglossia

By the end of his seminal article (1959, p.336), Ferguson defined this linguistic phenomenon 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 of regional standards), there is a very divergent, highly codified (often grammatically more complex) super-posed 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.

This definition of diglossia clearly illustrates the linguistic situation in all the Arabic-speaking countries where the regional dialects are highly used by people in everyday conversation. However, MSA which is the high variety is different in terms of grammar and use and is only learned through formal education and schooling, but is never used in ordinary conversations.

1.2.2 Features of Diglossia

- 1- Function: Among all the criteria that differentiate the discrepant varieties of diglossia, function is the most important one. Normally in school, there is no L, meanwhile in the coffee, there is no H. This means that when one is adequate the other is not; for the reason that if a person gets to coffee using the H variety, then he is going to be mocked at. Like this, the criterion of function is of high importance in diglossia.
- 2- Prestige: In a diglossia speech community, the H enjoys more prestige and value. According to Ferguson (1959, P330), the H is always endowed with a high esteem due to its link to sacred books. For example, the prestige CA enjoys is due to its link to the holy Quran. Ferguson also reported that in Greece (1903), they tried to translate the testament of the Bible from ‘Katharévusa’ into ‘Demotiki’ which is the L variety, however, this

caused the social riots because people had a high esteem to the high variety (Katharévusa). Overall, still the H variety considered as prestigious and high esteemed in spite of the fact that it is not largely used by people in diglossic speech communities.

- 3- Literary heritage: All what is written in art and literature tend to be in the H variety. Some examples include (ʔalmuwaʃʃaħa:t and ʔalmuʃallaqa:t), poems, books, and novels, that is those things, which are very rich and sophisticated in language structure, and even the difficulty and complexity of language vocabularies, lexicon, and organization. However, the exception may include the folk literature; those things that are written in informal or colloquial dialect, but still they hold a meaning of literature. It should be noted that whether it is in L or H variety, they both belong to heritage, however, what is written in the standard language has more estimation than a thing written in a L variety.
- 4- Acquisition: In diglossia speech communities, the L is acquired naturally. People speak the L as a mother tongue. This begins with babies when they listen to their mothers and try to imitate them and speak the way their mothers do; this means that the L is acquired as a mother tongue. However, the H is learned through schooling by knowing new rules in the correct language. Like this, the acquisition of both of the two varieties is distinct; one belongs to primary socialization which is acquired at home, and the second socialization refers to learning the standard language at school with its grammar rules and context use.
- 5- Standardization: Usually in diglossia languages, the H is standardized while the L is not. The H has grammar rules, writing system (alphabets), and dictionaries. In contrast, the L has no established norms, it exists only in oral form and is only used in casual communication. For this, standardization is the central criteria in distinction between the official language and the dialect which is the low variety.
- 6- Stability: Diglossia is a stable language situation. One example may include Arabic diglossia which is not a new issue as it has existed for

centuries. In here, Ferguson (1959, P327) claimed that the phenomenon of Arabic diglossia is not new and it can be traced as back as our knowledge of Arabic goes, and CA has always been relatively stable. Ferguson argues that diglossia will persist for many centuries (stability). However, things may change like what happened in Greece (1976), where the H variety Katharévusa was reduced in use and Demotiki was established as the high variety in the country.

- 7- Grammar: H and L have two different grammar systems. The grammar of H is more sophisticated and is expressed in a very different way from this of L. This may include gender system, tense, syntax and duality. For instance, the standard Arabic duality form of the word ‘chair’ is /kursijja:n/, whereas its duality form in AA is /zu:dʒ kra:sa/.
- 8- Lexicon: In spite the fact that both L and H varieties belong to the same origin, they actually use different lexicon. The H has a large terminology. It also includes a large number of dictionaries, unlike the L variety which has a very limited lexicon. For example, the standard Arabic word form of the word ‘horse’ is /hiʃa:n/, while its AA equivalent is /ʃawd/. Trudgill (1995, p. 97) wrote that “many pairs of words may occur, referring to common objects or concepts where the meaning is roughly the same, but where the usage of an item rather than another immediately indicated high or low variety” The Influence of Arabic Diglossia on teaching and learning Arabic in Algeria -2018). However, there are some lexical items that are shared between H and L varieties, such as the word /Ṭbi:b/ and /xəzəna/ which place differences only at the phonological level. Even so, the vernacular language has very poor vocabulary and sometimes associated with the use of French-based borrowed words.
- 9- Phonology: Phonological elements which exist in L may not be found in H. Referring to AA the phonemes [v], [p], and [g] have nothing to do with the MSA phonological system. One can argue that this is due to the contact of Algerian people with other foreign populations such as the French and the

Spanish, the thing which influenced Algerian speech and its phonological elements (Ali Chaouche 2006).

The term ‘diglossia’, however, was also used to characterize a different type of linguistic setting, though comparable in terms of functional distribution. It was Fishman’s (1967) ‘extended diglossia’

1.2.3 Fishman’s Extention of Diglossia

While traditional Fergusonian diglossia is limited to only two varieties of the same language, Fishman (1967) extended the concept to other situations where “two forms of two genetically unrelated (or at least historically distant) languages occupy the H and L niches” (Schiffman 1998). However, Fishman’s broad diglossia is not bilingualism, because still the two language varieties are used for different purposes within the same speech community. Otherwise, it would be bi-lingual and not diglossia. For this, whenever diglossia is mentioned, the function should be highlighted.

The same thing occurs in Algeria where French is the language of instruction in scientific specialties, whereas Algerian Arabic (AA) is used among teachers and students outside the faculty. It also should be noted that both Ferguson and Fishman keep the H and L assigned for formal and informal contexts. Respectively, Fishman relates the H variety with religion and education and other aspects of the high culture, and the low L variety to home and work. Still the relationship between the two languages is nonconflictual; complementary (Fishman, 1967).

1.3 Diglossia in the Arab World

The Arab world uses CA for religious purposes. It is the ancient and pure variety considered as highly privileged and important as it represents part of the Arabs’ culture and religion (Al-Sobh, Abu-melhin, Bani-Hani, 2015). Modern Standard Arabic as Dakwar (2005) puts it, is a modern version of CA which unifies all the Arab World as it is learned through formal education. In contrast with MSA and CA, Dialectal Arabic, also called the colloquial or the spoken variety of Arabic,

has no written form and is only spoken. It exists in a long chain of more or less mutually intelligible dialects which were hardly understood from one country to another, though today, with easier ways of communication and the media, Arabic dialects are much more mutually intelligible. From the viewpoint of east-west dichotomy, Arabic dialects are divided into:

- Middle east dialects: This includes the spoken Arabic of Arabian Peninsula, Levantine dialects, Iraqi dialects, Egyptian, and Sudan dialects.
- Maghreb dialects: They are found mostly in Algeria, Tunisia, Morocco, Libya and Mauritania. (Havat, Meftouh, Abbas, Hindouci and Smaïli, 2017).

William Marçais (1930:401) described the linguistic situation in the Arab world saying:

The Arabic language appears to us under two perceptibly different aspects: 1) a literary language so-called written Arabic or regular or literal or classical, the only one that had always and everywhere been written in the past, the only one in which still today are written judiciary acts, private letters, in a word, everything that is written, but which, exactly as it appears to us, has perhaps never been spoken anywhere, and which in any case is not spoken today anywhere; 2) spoken idioms, patois, [...] none of which has ever been written [...], which, everywhere, and perhaps for a long time, is the only language of conversation in all circles, popular or cultivated. ¹

Marçais views the Arabic language as having two forms; the classical or literal one used for literature and has only the written form, but is never spoken by anyone today anywhere, and the spoken language which has no written form and always used conversations. But it is obvious that such a statement does not describe the reality as we know it today. The literal form of Arabic, referred to as CA or MSA, is

¹¹ My translation of the original French text, using 'Google translate': "La langue arabe se présente à nous sous deux aspects sensiblement différents: 1) une langue littéraire dite arabe écrit ou régulier, ou littéral, ou classique, qui seule a été partout et toujours écrite dans le passé, dans laquelle seule aujourd'hui encore sont rédigés les actes judiciaires, les lettres privées, bref tout ce qui est écrit, mais qui, exactement telle qu'elle se présente à nous n'a peut-être jamais été parlée nulle part, et qui dans tous les cas ne se parle aujourd'hui nulle part; 2) des idiomes parlés, des patois [...], dont aucun n'a jamais été écrit, [...], mais qui, partout, et peut-être depuis longtemps, est la seule langue de conversation dans tous les milieux, populaires ou cultivés. »

not only written; it is indeed spoken in many formal contexts, including education, mosque, political speech, etc.

1.4 Arabic Varieties

Therefore, the Arabic language consists of two varieties referred to as ‘fuṣḥa’ and ‘ʿa:mmijja’, meaning respectively ‘eloquent’ and ‘popular’. However, Western linguists went one step further to divide the ‘fuṣḥa’ into two groups, namely Classical Arabic (or Quranic Arabic), and Modern Standard Arabic (MSA).

1.4.1 Classical Arabic

This type of Arabic is conventionally considered the highest form of Arabic and the most eloquent. It is preserved notably in the Holy Quran, but also in pre-Islamic epic poems by known poets. This type of Arabic is widely used for religious purposes particularly, and most importantly, the Holy Quran is written in Classical Arabic which is thought not to be an easy language to understand and to analyze for many, except, of course, for scholars who have studied CA in Islamic universities. However, this is true for those who do not try to understand that CA and MSA are in fact the same language with the same linguistic structures, except for what is specific to the Holy Book at the level of style and some lexis. We may consider the following verses to show that anyone having minimum knowledge of MSA (*al fuṣḥa*;) easily grasps the meanings, even illiterate people who use them in their prayers: {قُلْ هُوَ اللَّهُ أَحَدٌ} “Say (that) God is One”; {إِنَّ مَعَ الْعُسْرِ يُسْرًا} “With hardship come ease”. In fact, the language in these verses is not hard to understand and even elders and children can easily understand the meanings.

In the couple of centuries that followed the revelation of the Quran, philologists sought to systematize Arabic, and due to its importance, they used it as their guide reference. Writing that form of Arabic or speaking it correctly and fluently, necessitates more reading, language training, through oral conversations. The same can be said for what we call MSA. In fact, in Arabic there is only one term, *al fuṣḥā*: العربية الفصحى to refer to both CA and MSA!

1.4.2 Modern Standard Arabic (MSA): To encompass modern uses, this form of Arabic has been simplified to a certain extent, particularly at the level of stylistics and lexis, and therefore, widely understandable sometimes even to illiterate individuals. But we must acknowledge that it has preserved the same structures in phonology, morphology and syntax. This is what is found in the news broadcasts of Arabic countries, in newspapers, as well as in modern literature and poetry. It is worth mentioning that MSA has, on the basis of derivation, coined a lot of words of Arabic roots such as the word /sija:ra/ (car) or /ba:χira/ (ship), or loan translations from European languages such as /warʃat ʃamal/ which comes from the English term ‘workshop’ or borrowings from English like the words ‘internet’, ‘video’ and ‘computer’ or from French like ‘accessoire’ and ‘téléphone’ and so many other borrowing of necessity to describe the industrial and post-industrial life.

MSA is the current standardized form of Arabic we are taught in schools and is used in official statements, etc...

1.4.3 Colloquial Arabic: This is also called /alʃa:mmIjja/ and used only in conversations. Contrasted to MSA, Colloquial Arabic is understood to be acquired as a mother tongue and used widely by Arabs (de facto language). It has simplified or reduced grammar rules, no difficult vocabulary, and possesses easy linguistic structures.

1.5 Algerian Primary Education System

At the age of six, Algerian children enroll in primary education. The primary education system in Algeria is structured so that it lasts five years; children spend this stage striving to learn reading, writing, and arithmetic as a primary knowledge skill (literary skill). The language of instruction is MSA, a language which they know almost nothing about, except for some words they hear here and there. According to ‘My Algerian School Website’ (the first site to study in Algeria), the general framework of the primary education curriculum includes the following

subjects: Arabic, Mathematics, Islamic sciences, Science and Technology, Civics, Music, Drawing, Sport, and lastly, History and Geography.

1.6 The impact of Diglossia on Algerian children in primary education

Children in Algeria, before six, which is the age of school, acquire AA or the vernacular as a mother tongue from their surroundings. Yet soon, by entering primary school, they are faced with another reality as they find themselves forced to replace many vocabulary items they grew up on with others they know almost nothing about, the thing which may limit their interaction process in the classroom and affects their academia attainment and skills, and the creativity inside them. According to the National Educational Profile (2018), “Of the 5 grades in primary education in Algeria, students are likely to repeat grade 2. The repetition rate in grade 2 is 8.27%, which is 2.3 points higher than the average repetition rate across primary grades of 5.9%”. Absolutely, these high repetition rates at the very early grade of the primary education stage reflect the linguistic challenges Algerian pupils encounter once they enter primary school. Out of 50 countries participated in the PIRLS tests, prepared by IEA, Arab countries come at the bottom of the rankings and showed so weak performance in reading comprehension skills. The student’s inability to read does not only affect their ability to learn in the Arabic language class, but also their academic attainment and their understanding of the other subjects taught in Arabic (Hanada Toha Thomure, Rana M. Tamim, Mark Griffiths). Researchers like El Maamouri (1998) and Al Ayari (1996) attribute the reasons of the high rates of illiteracy and low educational attainment in the Arab World to Arabic diglossia which is claimed to make reading in Arabic a tough task. El Maamouri (1998) asserts that, due to their limited knowledge of MSA, children make use of the local colloquial forms, especially in the Maghreb countries where children are likely to use French-based borrowings. This is a fact that can be observed in Algeria, since it is a former French colony. The French language is strongly present among the Algerian people where children know the term “robini” (robinet) and not /hanafijja/ and ‘ordinateur’ instead of /ha:su:b/. For this,

researchers compare the process of learning MSA for a child who has already mastered his mother tongue (the vernacular), to the process of learning a second language, and this is due to the gap at all linguistic levels between MSA and the mother tongue. (Gherwash, 2017 from Ayari, 1996, and Ibrahim, 1982).

1.7 Conclusion

As a linguistic phenomenon, diglossia is common in many countries in the world, not only in the Arab World. However, it should be a topic of interest to those in charge of the educational system as it has negative impact on the educational attainment of children at primary school, except for those who have been exposed to MSA in pre-schooling, watch cartoons in MSA, without forgetting the role that parents can play in developing their children's school language, vocabulary by including MSA words in their speech. In this way, their children become accustomed to the language in which they will be taught at school.

Chapter 2: Methodology Design

2.1 Introduction

This chapter explores and structures the methodology of the research dissertation. It details all of the research design choices I have made and explains why I made them. Before this, it is worth mentioning and reminding the readers of my aim and focus which is investigating the linguistic difficulties Algerian children encounter at primary school. At the same time, I will try to provide solutions in order to help these children overcome these difficulties caused by their home language. In this methodological chapter, I will highlight the type of research philosophy, the research approach, type, strategy, time horizon sampling strategy, and the data collection methods.

2.2 Research Philosophy (paradigm)

Research philosophy has a substantial impact on all the research design choices. It refers to the underlying beliefs regarding how data about a phenomenon should be gathered, analyzed and used. It actually underpins all of the other research design choices. So, it is essential for the researcher to understand which philosophy to adopt and how a given choice is made.

Research philosophy is the basis of the research design because if the starting point is wrong, the reliability of the data gathered and methodology will also be wrong. There are several types in research philosophy: positivism, interpretivism, pragmatism, transformative and the complexity theory paradigm.

- **Positivism:** This is the underlying research philosophy in quantitative studies. It implies that the researcher can observe reality and objectively and there is only one reality which exists independently. It relies on the use of statistical methods of analysis. It includes the experiment and the survey.

- **Interpretivism:** Contrasted with positivism, which is often the research philosophy in quantitative studies, interpretivism philosophy is common in quantitative studies and assumes that the researcher plays a role in observing the world around him. It is based on subjectivism and includes the following research methods: phenomenology, ethnography, case study, and the historical method.
- **Pragmatism:** Later on, in order to solve the problem and the shortcomings of both positivism and interpretivism, a new paradigm, which mixes the two was introduced. Using this research philosophy allows the researcher to be both subjective and objective in his point of view.
- **2.2.4 Transformative philosophy:** It gives data about the causes and problems to make the necessary changes. It is based on the critical and the feminist theories.
- **2.2.5 Complexity Theory paradigm:** This type of research philosophy uses both quantitative and qualitative. It is also called complexity science. It relies on various methodologies (pluralistic).

As for the present research, I chose to work with pragmatism paradigm for I can be both subjective and objective when analyzing the situation under investigation, the thing that makes my research more valuable.

2.3 Research approach

The researcher can conduct a study using both inductive and deductive approaches. When the researcher is doing research, he will have two things: data (what is collected from the research), and theories (what has been already mentioned in the literature review).

Inductive approach: With inductive research, the researcher moves from data to theory; that is theories are generated from the ground and therefore these studies tend to be exploratory in terms of their approach.

Deductive approach: This approach on the other hand, is exactly the other way around, and goes from theories to data, and try to apply them on a specific phenomenon and the data will either approve or disapprove these theories. People think that deductive approach cannot provide anything new, but actually even when the researcher takes theories first and then moves to data, he can come up with something new and valuable.

This is a deductive research in the sense that there was an existing search theory, I formed the hypotheses, collected data in a form of a survey administered to educators in primary schools and kindergartens, and the observation within the classroom, and then I used these data to analyze and test the hypotheses I made and then update the existing social theory.

The current research questions are deductive in nature because the hypothesis can be formulated from the research questions; they are sort of drawing from an existing social theory which is the bad impact home language has on primary education children, and then I suggest hypotheses which at the end of my investigation, the data I will gather, will either confirm or disconfirm these hypotheses.

2.4 Research Types (Methodology)

There are three types of research: qualitative, quantitative and mixed method research. Yet, choosing the research method depends on the nature of the research, aims and questions.

2.4.1 Qualitative Research Design

This type of research utilizes data that is not members based. In other words, qualitative research focuses on words, concepts, perceptions and ideas. In contrast with quantitative, qualitative makes use of numbers and statistics. This is often used to investigate the softer side of things. Therefore, it is more subjective in nature.

2.4.2 Quantitative Research Design

Contrasted to qualitative, quantitative research focuses on the hard numbers, it is used to measure differences between groups and/or relationships between variables, and this is the most important feature of quantitative design.

2.4.3 Mixed method Research Design

This is a combination of both quantitative and qualitative research designs, quite often-mixed method, based studies, use qualitative research to explore a situation and develop a set of hypotheses, and then, once those hypotheses are established, they use quantitative methods to test them.

Conducting this research, the mixed methods-based studies were used. In order to explore and understand the situation in hand, the qualitative method was used. The quantitative method on the other hand, was used in order to test and measure what has been hypothesized and observed within the PS classrooms and kindergartens interested in teaching Arabic language, though some also teach French and even English. Unfortunately, many kindergartens have no clearly-set programmes of standard Arabic use with the objective of leading little children to get used to the language of school. In fact, the kindergartens I came across do not have such goal in general, and thus interact with the children using their dialects often mixed with French, the usual thing that is specific to Algerian Arabic. However, we know that some kindergartens have been observed (Dendane 2013, 2019) to have such objective and the educators use some simple forms of MSA to make the children accustomed. Dendane (2013) showed that a number of primary school pupils, who had practiced speech interaction in MSA for two or three years in a kindergarten before they started school, had reached a high level of attainment and cognitive development in primary school, where in fact they were the best pupils, thanks to their fluency and better proficiency in the standard form of Arabic.

2.5 Research Methods

In the mixed methods research design, the qualitative method was used in order to gain a better understanding of the issue and potentially developing a theory

or a set of hypotheses regarding it. The quantitative method on the other hand was used to test, measure and confirm what has been hypothesized and observed within PS classrooms and kindergartens, by testing them empirically using the surveys as an instrument.

Description: It is the heart of qualitative research as it conveys information with detail and necessary specificities.

Interpretation: It strives to produce meaningful interpretation of events and phenomena.

Qualitative method will also help in describing, interpreting and making sense of what goes on and reaching for understanding and explanation of the situation within the kindergarten and the PS classrooms.

2.6 Research strategy (case study)

Research strategy is actually the research action plan. It provides the researcher with interesting data and even more important results. Many research strategies exist from which there is case study, experiment, ethnography, and phenomenology.

Case study:

A case study provides an in-depth study of a person, group, or event. It can be used in a variety of fields including psychology, medicine, education, anthropology, political sciences, and social fields. In a case study, the researcher selects a case as a phenomenon, and studies its relationships with the context and other cases under the same context. A case study can provide the researcher with interesting data. It also gives the researchers the chance to collect information on rare or unusual cases. It should be noted that case study combines any numbers of quantitative and qualitative techniques. There are types of case study according to the purpose to the number of cases, and finally, according to units of analysis.

a. Types of case study according to the purpose:

*Descriptive case study: when the researcher is interested in describing a phenomenon in real life context, if he wants to provide a complete description of the phenomenon within the context in which it is occurred, then the research design must be a description case study. It tries to answer the “what” question.

*Exploratory case study: This type of case study is used when the researcher wants to dig down the facts deep. This is used to collect further more in-depth research. It mainly answers questions 'what' and 'how'.

*Explanatory case study: This is almost used when the researcher want to investigate casual relationships in real life situations or to explain how things happen, by collecting data based on cause and effect relationships. This type of case study answers the question 'why'.

b. Types of case study according to the number of cases :

* Single case study: the researcher may choose to perform a single intrinsic case study if he is interested in a unique rare, or a recently discovered phenomenon.

* Multiple case study (also called collective) : The researcher selects more than one case be them similar or different, to check similarities or differences. A multiple case study enables the researcher to deeply understand a research topic.

c. Types of case study according to units of analysis:

* Holistic case study: This type of case study has one unit of analysis. It aims at studying the case as a whole entity. If the researcher chose too go for a holistic case, he is most likely going to end up with a single case study.

* Embedded case study:

This is an exploratory case study as I need in-depth knowledge and deep data that enable me to bring to surface the answers to my research, ‘what’ and ‘how’ questions. With this in mind, I was not satisfied with the external description of the

situation , but I also identified various problems affecting the studied phenomenon by performing a multiple case study in which I studied and compared multiple cases: (children’s exposure to Arabic language as one case, and those exposed to the French and the English language in Kindergartens as another case), and related those two cases to my initial case where I compared and observed the variety used mostly by those children who have studied Arabic in a kindergarten and those who were not exposed to it until the age of school. These multiple cases are to be analyzed separately and compared for differences in an embedded case study in order to come out at the end with a general result about the research topic.

The reason I adopted for case study as a research strategy, is because it provides me with a combination of both qualitative and quantitative techniques in order to meet the specific needs of my research aims. It also helps my research aim as I am investigating both a social and an educational problem.

2.7 Time Horizon

Before engaging in this study, time horizon is the duration this study will last for, was of the main points to think about. However, this research as a part of a master degree, the time pressure of the degree program forces the hands to adopt a cross-sectional and not a longitudinal time horizon. The data for my study were all collected in one point in time.

2.8 Sampling strategy

There are two categories of sampling: the probability and the non-probability. Probability sampling represents a random and therefore a representative selection of participants from a population, whereas non-probability sampling entails selecting participants in a non-randomized and therefore a non-representative manner. As far as the present study is concerned, the probability random sampling was opted for; the population have been stratified into different groups and strata. So, children in the kindergartens were divided into those studying Arabic language as a stratum, those studying French language as another stratum, and those concerned with English as an additional language. The same strategy applied on first and second

grades, classrooms where I have stratified pupils into those having been exposed to Arabic as a school language in kindergartens, and those who have not. Consequently, the stratified random sampling was opted for.

2.9 Data collection Methods (Research Instruments)

A researcher conducting a study relies on various tools in order to gather reliable data. Generally, data collection methods are of two types:

***Primary Data**

The researcher makes an effort in collecting data using different instruments such as the survey, the interview, focused groups, observation.

***Secondary data**

This reflects to data collected by other researchers. However, the researcher must carefully think about the right tool to opt for in order to collect data to serve the research aims and objectives. Conducting the present study, two primary data collection methods were used: the survey as a quantitative method, and the observation as a qualitative one. The aim of including the observation in the current study is to have a general and a comprehensive overview of the core of the research. With classroom observation, We can carefully notice and gather data that are naturally occurring in the scenes. In order to make my observation more scientifically, two important points were taken into account: 1) I related the research objectives to the use of the observation as a tool of gathering data. 2) In order to minimize bias and avoid my subjective curiosity when digging into my research, I have planned my observation in the form of the following questions:

Observation

The linguistic behaviour of the 1st and 2nd grades in PS. Besides, I am interested in the observation of the children in Arabic, French, and English in kindergartens; to observed how the kindergartens contribute in preparing children of a diglossic situation, for primary schools and how they contribute in developing

young children's level in MSA in order to help them overcome the linguistic difficulties.

The participants

The target population are first and second grades in PS, and children in kindergarten (mainly those studying Arabic). The reason this category of pupils were involved in this study is because they are new to the primary education and have almost no knowledge of MSA.

Timing

The observation in the Arabic language in kindergarten and PS was in the morning period, while the afternoon period was devoted to the observation in the French and the English languages.

The survey on the other hand, was administered to 30 teachers working in different primary schools in Tlemcen. The questionnaires were written in MSA as this is the language most teachers understand. Regarding the structure of the questionnaires, I have divided the questionnaire into two main parts: the first set of questions is under the title 'The impact of home language on 1st and 2nd grade children'. Actually, these questions are tightly linked to the first research questions and hypotheses. The second group of questions was carefully made to answer the second research question and either confirm or disconfirm the second hypothesis which was under the title 'The importance of kindergartens and the preparatory classes in preparing children for primary school'. Like this, the questionnaire was carefully designed to answer the research questions and objectives.

Settings

The two PSs the observation took place are 'Abdesslam KHELIL and 'Tebessi EL ARABI in the city centre of Tlemcen. As for the kindergarten, it is a private kindergarten 'Petite Enfance' and is also located in city centre of Tlemcen. The

reason of choosing this kindergarten is because it fits the multiple case study as it provides Arabic, French and English languages.

Conclusion

This chapter discussed the step by step the researcher went through to collect the data necessary to address the research aims. It was written in order to justify the methodological choices the researcher came across in doing the current investigation.

Chapter Three: Data Analysis and Discussion

3.1 Introduction

After discussing and justifying the methodological choices of the current research work, we come up now to the most interesting chapter of the dissertation where we will connect the dots between the analysis findings and the research aims and questions. In other words, I will explain how the current study' results help answer the research questions and objectives.

I will detect what kinds of linguistic difficulties, why and how young learners come across when implementing the school language. As a result of this, we will also figure out whether Kindergartens and the preparatory classes help these learners overcome these linguistic difficulties. As for the structure of this chapter, two main parts build up its body: The results and the discussion part. In the results part, we will present, describe and report the quantitative and the qualitative findings that are tightly linked and relevant to our RQs and aims.

While in the discussion part on the other hand we'll analyse and interpret the broader meaning of those findings.

3.2 Data Results

Both numerical and thematic data will be used as we are covering both quantitative and qualitative methods; the mixed methods research design.

3.2.1 The Questionnaire

Q1: To deliver the lessons, what language variety do you use?

Table 3.1: Teachers variety use in delivering lessons

| Varieties | MSA | DA | A mixture of the two varieties |
|------------|---------|------------|--------------------------------|
| Repetition | 12=40 % | 2 = 6.66 % | 16 = 53.33 % |

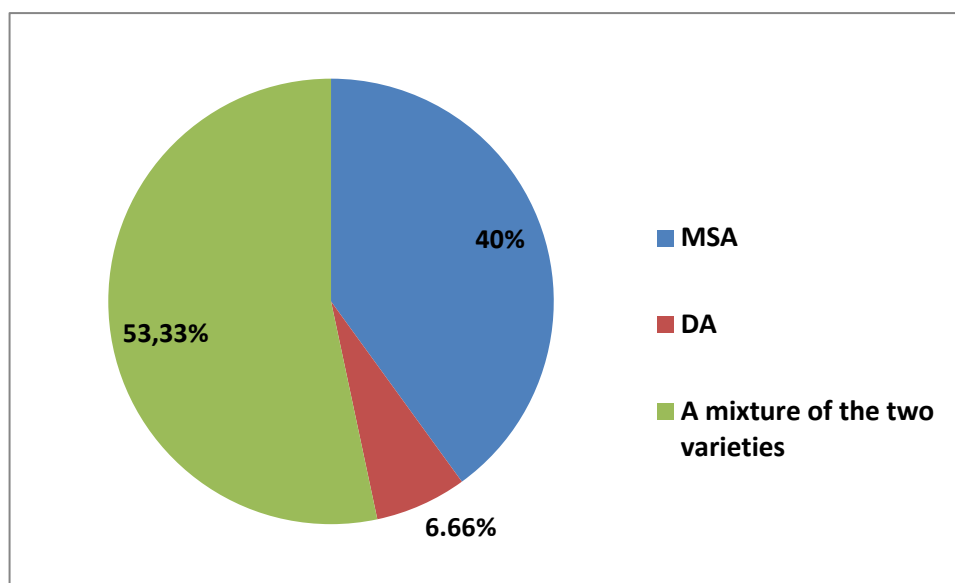


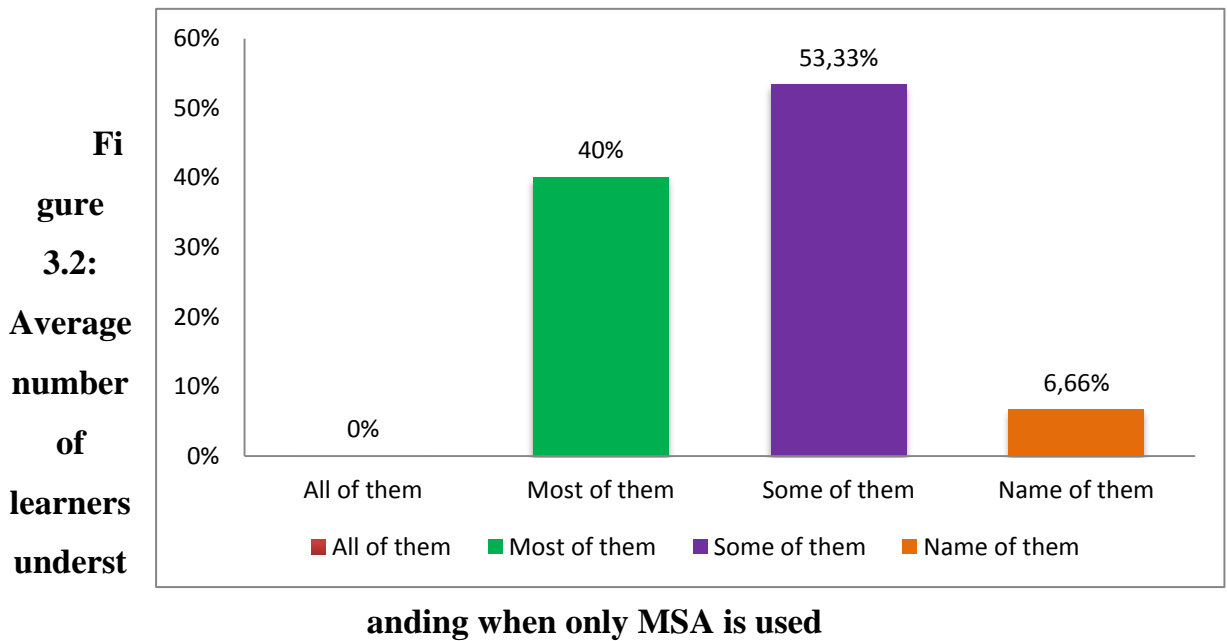
Figure 3.1: Teachers' language use in delivering lessons

When asked about the language they use to deliver their lessons, the majority of teachers (16) with a rate of 53.33% said that they use a mixture of the two varieties; they diglossically switch between SA and DA, while 40% claimed that they use MSA, and only 2 participants with a rate of 6.66% said that they rely on DA when explaining the lessons.

Q2: When using MSA, how many students understand the lessons?

Table 3.2: Average number of learners understanding when only MSA is used

| Quantifiers | All of them | Most of them | Some of them | Name of them |
|-------------|-------------|--------------|--------------|--------------|
| Percentage | 0 % | 12 = 40 % | 16 = 53.33 % | 2 = 6.66 % |



Question two shows an interesting fact concerning the number of the learners who understand the lectures delivered in MSA. The table and the graph above show that the majority of the teachers 53.33% declared that only some of the learners understand the lectures when delivered in MSA, 40% claimed that most of them understand, and only 6.66% said that none of the learners grasp the lectures. However, the astonishing fact observed in the data provided by the teachers is that no one admits that all the learners understand when the lectures are explained in SA and this clearly confirms the lexical gap between the home and the school language.

Q3: When the learners do not understand in MSA, what linguistic variety you clarify with?

Table 3.3: Teacher’s variety use for clarification

| Varieties | MSA | DA | A mixture of the two varieties |
|------------|----------|-------------|--------------------------------|
| Repetition | 3 = 10 % | 7 = 23.33 % | 19 = 63.33 % |

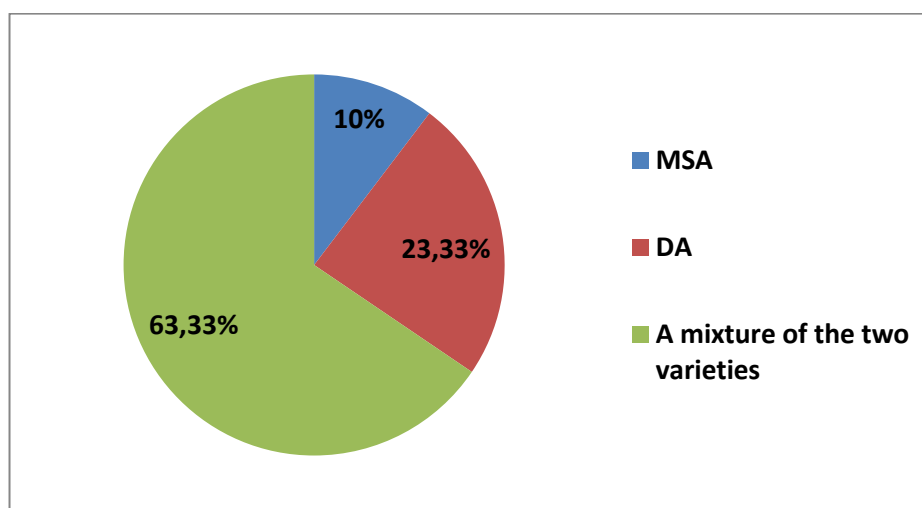


Figure 3.3: Teachers variety use for clarification

When required to mention the variety they use to clarify the lectures for the learners who do not understand in MSA, the vast majority with a rate of 63.33% said that they use a mixture of both SA and DA 23,33% selected DA, and only 10% opted for DA.

However, one participant did not answer this question.

Q4: How often do you find yourself compelled to use the vernacular.

Table 3.4 Frequency of teachers who need to use the vernacular / DA

| Quantifiers | Always | Usually | Sometimes | Rarely | News |
|-------------|---------------|---------|-----------------|----------------|------|
| Repetition | 2 = 6.66 % | 0 % | 20 = 66.66 % | 8 = 26.66 % | 0 % |

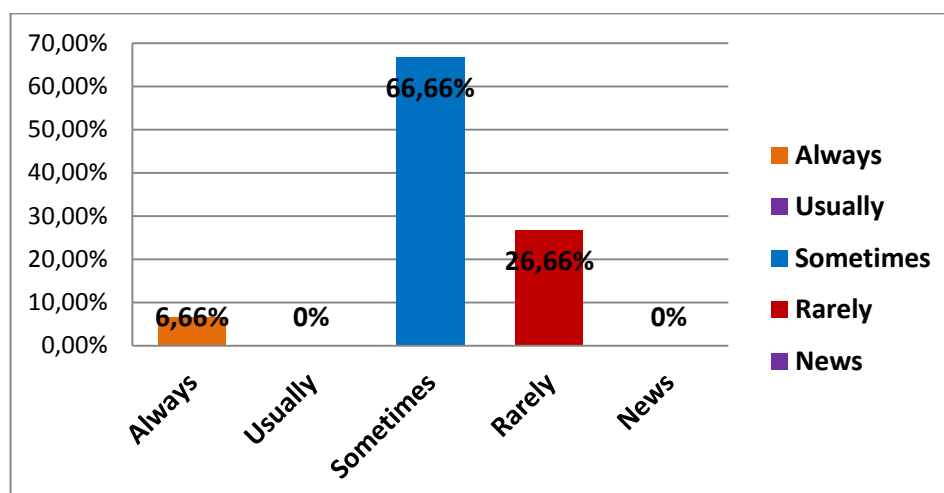


Figure 3.4: Frequency of the teachers who need to use the vernacular/DA

Item 4 was meant to figure out the frequency the teachers find themselves compelled to use the dialectal. The majority of the participants (20) with a rate of 66.66% said that they sometimes find themselves compelled to use DA, 26.66% selected rarely and only 6,66% with a number of 2 two teachers claimed that they always find themselves in need to use DA.

Q5: How do you evaluate the learner's standard Arabic?

Table 3.5: Teachers' evaluation of learners' level in Standard Arabic

| Level | Good | Average | Weak | So weak |
|-------------------|-------------------|----------------|----------------|-------------------|
| Repetition | 2 = 6.66 % | 73.33 % | 13.33 % | 2 = 6.66 % |

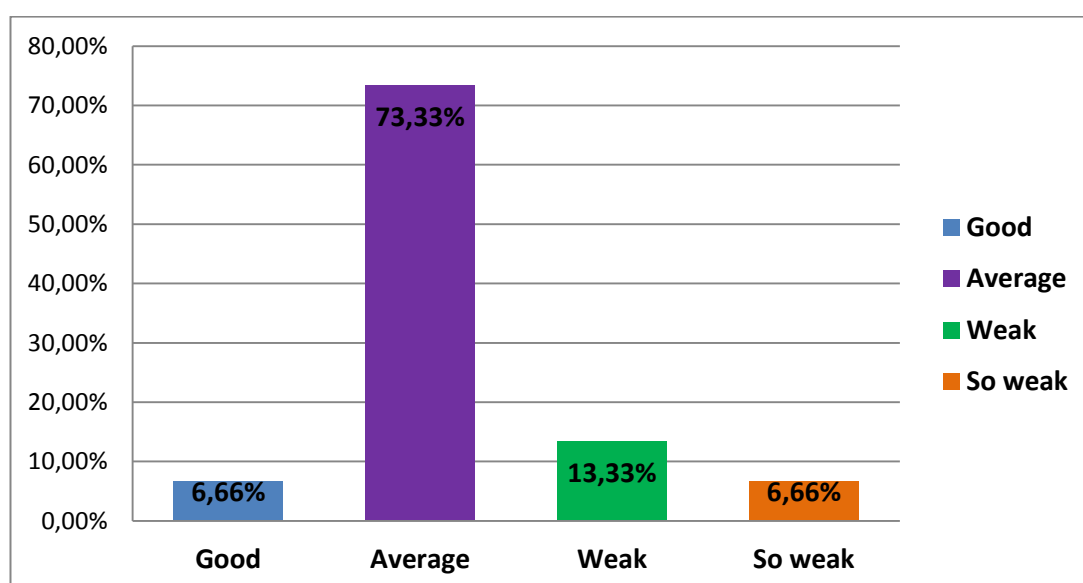


Figure 3.5: Teachers' evaluation of learners' level in Standard Arabic

Question 5 seeks to figure out the learner's SA level. It revealed that the majority of the teachers 73.33% evaluate it as average, 13.33% admit that it is weak, only 6.66% evaluate it as good and the other 6.66% said that the learner's standard Arabic level is so weak.

Q6: Do you notice the learner's use of colloquial and French borrowed words when participating ?

Table 3.6: Frequency of learners' use of colloquial and French borrowed words

| Frequency | Always | Usually | Sometimes | Rarely | News |
|------------|--------------|---------|-----------|------------|------|
| Repetition | 25 = 83.33 % | 0 % | 3 = 10 % | 2 = 6.66 % | 0 % |

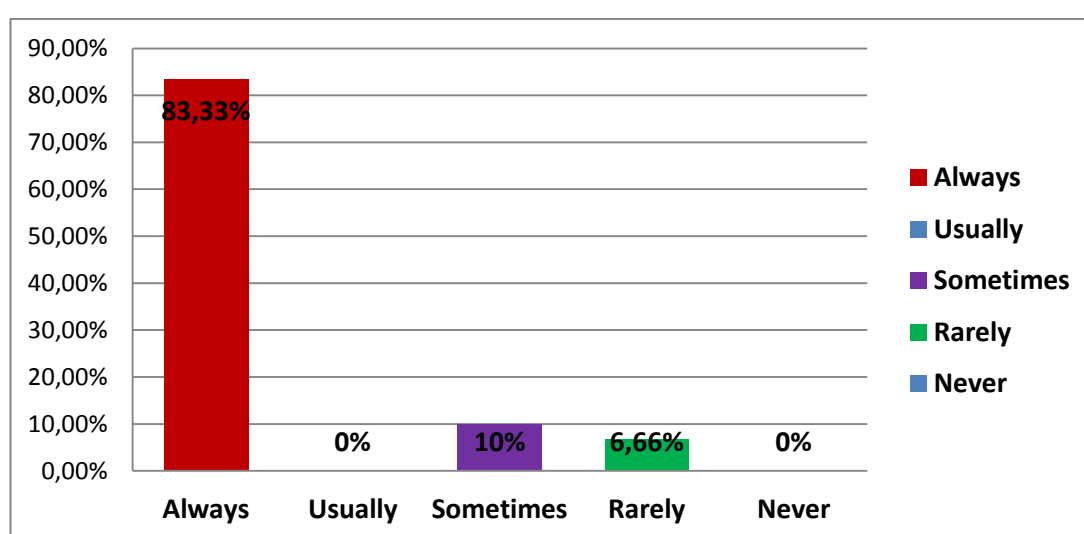


Figure 3.6: Frequency of learner's use of colloquial and French borrowed words

This item reveals an interesting fact for it relates to our research aim and indirectly relates to our first research question and hypothesis. It revolves around the frequency the learners make use of colloquial and French borrowed words. The data gathered show that out of the 30 participants, 25 teachers with a rate of 83.33% reported that they always notice the pupils' use of colloquial and French borrowed words, 3 teachers with a rate of 10% opted for sometimes and minority of the teachers with a rate of 6.66% is attributed to those who rarely notice the use of colloquial and French borrowed words from the part of the young learners.

Q7: When the learner reaches the fourth grade, will he be able to very well read, comprehend, analyse the texts, and even fluently communicate in MSA?

Table 3.7: Fourth Graders Proficiency in MSA

| | Definitely agree | Partly agree | Definitely agree | Partly agree |
|--|-------------------------|---------------------|-------------------------|---------------------|
| | 7 = 23.33 % | 0 % | 7 = 23.33 % | 16 = 53.33 % |

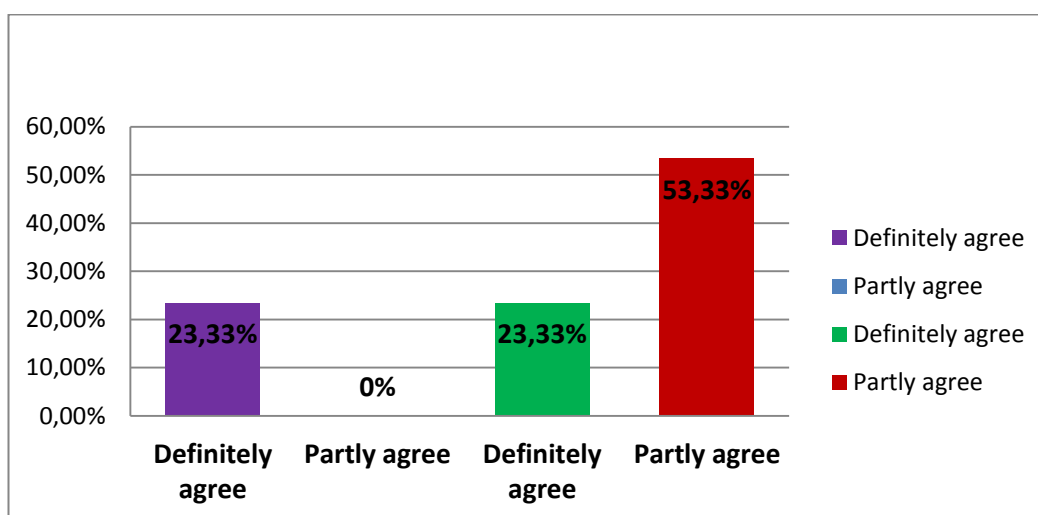


Figure 3.7: Fourth graders' proficiency in MSA

The striking fact noticed in this question which revolves around the impact of Arabic diaglossia on children at the primary education level, is that the vast majority of the teachers either definitely 20% or partly 53.33% disagree on the fact that the learners when reaching the fourth grade, they will be able and fluent in modern standard Arabic, whereas the minority of the respondents with a rate of 23.33% show their agreement on the later fact.

Q8: Arabic diglossia between the home and the school language has a negative impact on the young learners at the primary Education

Table 3.8: The Impact of home language on children in primary Education

| | Yes | No |
|--|--------------|--------------|
| | 19 = 63.33 % | 11 = 33.66 % |

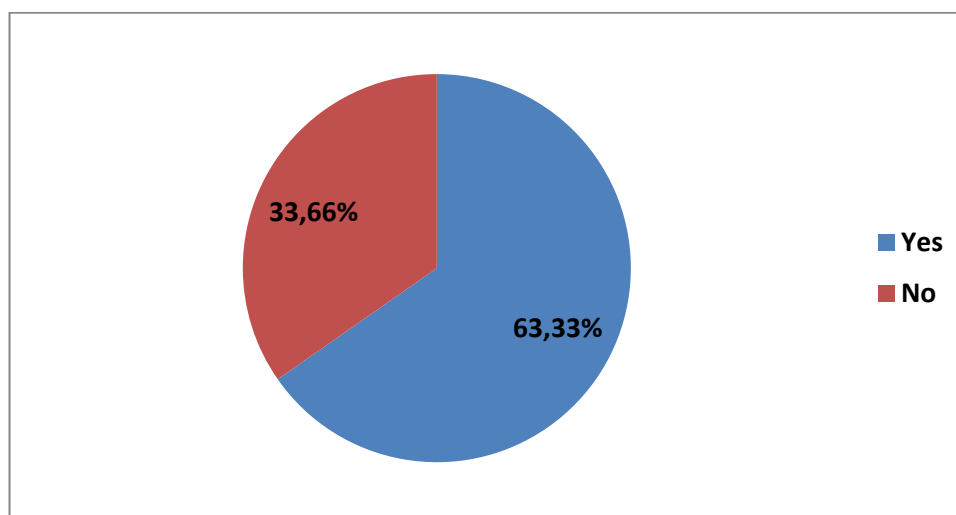


Figure 3.8: The impact of the home language on children in primary education

This question is of a high importance as it relates to the research objective and topic. It seeks to figure out whether Arabic diglossia has a negative impact on children at the primary Education level. The table and the pie chart above clearly demonstrate that the majority of the teachers admit that Arabic diglossia negatively affects children at the primary education, whereas the minority of the teachers with a rate of 36.66% admit that it does not.

In question 9, the teachers who answered with “Yes” in the previous question were required to mention and clarify how does the diglossic situation affects children at the primary education level. In what follows, we list some of the statements provided by the teachers:

- “Poor oral production and therefore they cannot produce a simple sentence in SA”.
- “An abusive use of the dialect to express and transmit the ideas to the teacher and to the colleagues as well”.
- “The learners cannot write or make a sentence that explains what they want to say about a given topic”.
- “So poor and incapable in written expression”.
- “It is difficult for children to understand the sophisticated terms of the standard Arabic for once I said “alqarnabi:t” and no one understands me until I was obliged to say it in French “choufleur”.
- “It is difficult for the learners to form sentences in on oral expression session”.
- “Sometimes the learners have great and intelligent ideas, but they cannot translate or say them in SA because of the lack of the lexical bagage which does not enable them to do so.
- “Inability to understand the lectures delivered in MSA.
- “The lack of SA use when interacting in the classroom”.

Q10: Do you have learners who have been exposed to MSA in the kindergartens and the preparatory classes?

Table 3.9: The number of teachers that have learners who have been in the kindergartens and the preparatory classes

| | Yes | No |
|--|--------------|------------|
| | 28 = 93.33 % | 2 = 6.66 % |

This question will be represented in absolute values.

When asked whether they have learners that have been exposed to SA in the kindergartens and the preparatory classes, 28 teachers rating 93.33% answered with yes; they do have learners who been exposed to MSA in the kindergarten and then preparatory classes, whereas only 2 teachers rating 6.66% said that they do not.

Q11: If, yes, how is their standard Arabic linguistic performance in comparison to those who have not been exposed to MSA before the age of school?

Table 3.10: Linguistic performance for pupils who have been in the kindergartens and the preparatory classes compared to those who have not

| | Better | Equal | Worse |
|--|-------------|--------------|------------|
| | 7 = 23.33 % | 21 = 69.99 % | 2 = 6.66 % |

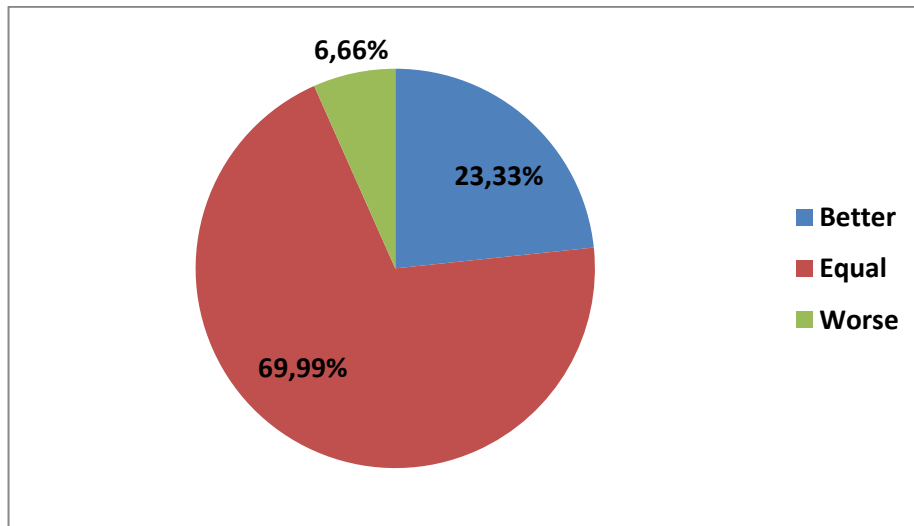


Figure 3.10: Standard Arabic Linguistic performance for learners who have been in kindergartens and preparatory classes compared to those who have not

Item 11 is the core of this study as it directly relates to our second research question and hypothesis. It seeks to detect and compare the standard Arabic linguistic performance for children who have been in the kindergartens and the preparatory classes, to those who have not. The data gathered from the table and the qi chart above reveal an interesting fact for the majority of the teachers with a rate of 69.99% affirm that both groups of learners have equal Arabic linguistic performance, a modest rate of 23.33% said that those who were in the kinder show superiority, and 2 teachers with a rate of 6.66% see that pupils who were in the kindergartens and the preparatory classes is worse than the pupils of the group of children who have never been is the kindergartens .

Q12: How do you find children’s early exposure to MSA before the age of school?

Table 3.11: Teachers’ attitude towards children’s early exposure to MSA before the age of school

| | Important | Not important |
|--|---------------------|----------------------|
| | 27 = 96.66 % | 0 % |

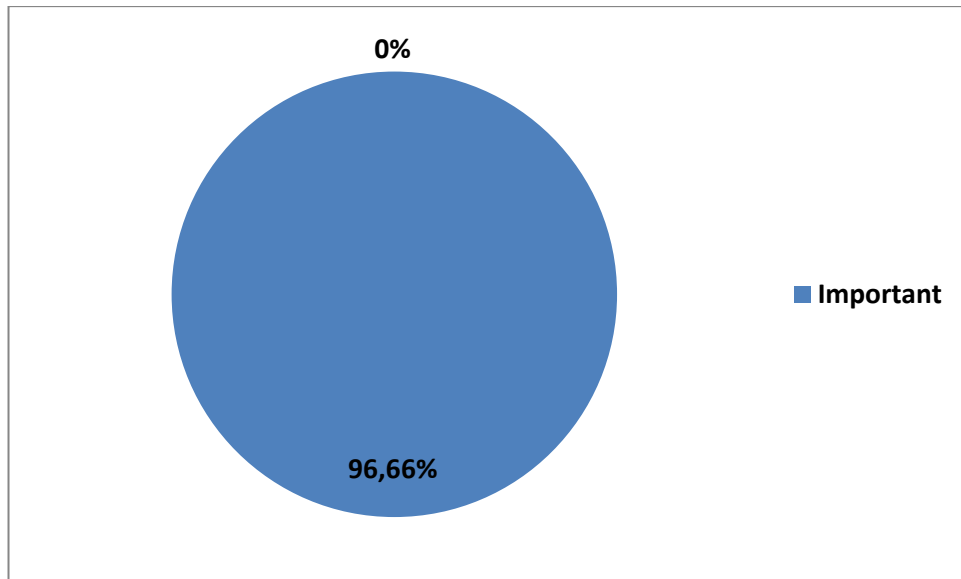


Figure 3.11: Teacher’s attitude towards children’s early exposure to MSA before the age of school

When asked about their opinions concerning familiarizing young children to standard Arabic before the age school, out of the 30 participants who represent the sample, 29 teacher rating 96.66% welcomed the idea and found it an important thing, and one participant did not answer this question. However, no one opted for not important.

Q13: what is your attitude towards children exposure to foreign language at the expense of Arabic in the kindergartens?

Table 3.12: Teacher’s attitude towards learning foreign languages at the expense of MSA before the age of school

| | Positive | Neutral | Negative |
|--|----------|--------------|--------------|
| | 0 % | 11 = 36.66 % | 19 = 63.33 % |

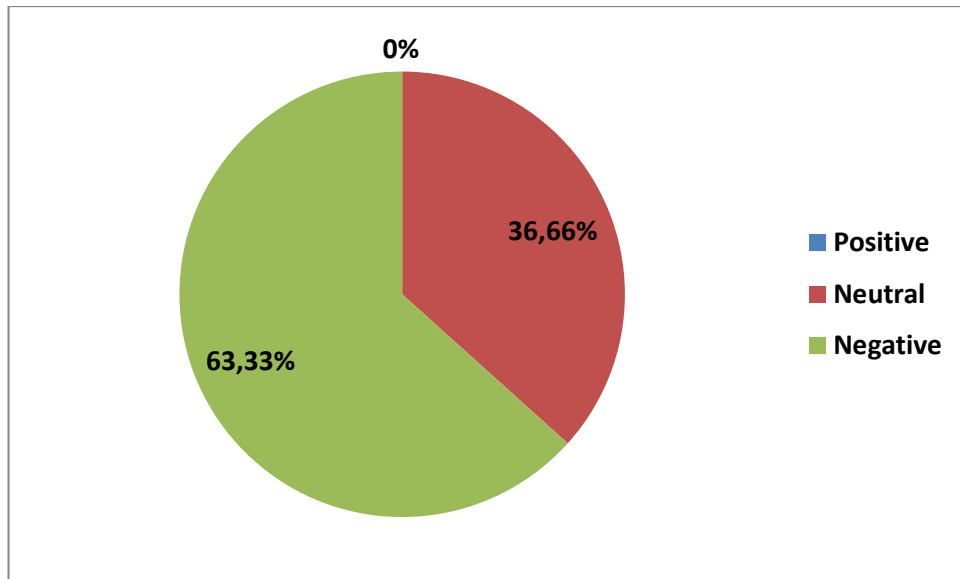


Figure 3.12: Teacher’s attitude Towards Studying Learning of foreign languages at the expense of Arabic in the kindergartens

Again, question 13 is the core of this case study as it seeks to demonstrate the teachers’ attitude towards children’s learning of foreign language at the expense of Arabic. The astonishing fact observed in the teacher’s answers, is that the majority 63.33% show a negative attitude towards pre-schoolers exposure to foreign languages at the expense of Arabic, while the minority with a rate of 36.66% had a neutral attitude; they show neither positiveness, nor negativeness towards this later. Yet, out the (30) participants, no one show a positive attitude 0%.

Q14: Based on your experiences in the domain, what are the solutions that can helps children to overcome the linguistic difficulties caused by the lexical gap between the home and the school language?

It what in sues, we list the solutions suggested by the teachers in order to help the children overcome the linguistic lexical difficulties caused by the diglossic linguistic issue:

- 1- “Enrolling children in Quranic schools and the mosques”.
- 2- “Reading/recitating and memorizing the Noble Qur’an helps enriching the children’s linguistic baggage and vocabularies and facilitates the process of communication in SA”.

- 3- “Watching cartoons and documentaries in SA such as animal documentaries”.
- 4- “Talking to children in SA at home”.
- 5- Parents have an important role in the development of the children’s Arabic language for example, they can read stories in SA to their children every night before bedtime, and explain the sophisticated lexis.
- 6- “Parents should not be proud of speaking in English or in French. They should focus on the language of the Quran which unfortunately they consider as “the language of the stone age “and the language of backwardness”.
- 7- “I wish from parents as they care about the high marks their children must achieve, to insist instead on teaching their children the principles of the Arabic language”.
- 8- “Parents should speak in SA at home”.
- 9- “The child belongs to his environment and primarily responsible on the development or the deterioration of their child’s SA language”.

3.2.2 Setting Observation

Based on what has been observed, the researcher describes the children’s linguistic behaviour of both the educator and the children and interaction with the educator in the three languages kindergarten.

Results from Arabic Language kindergartens.

- **Example 1:**

When trying to recap what has already been covered during the semester: /ʃku:n jʔu:lli mahu:ma ʔaʃhur ssana/ (Who tells me what the months of the year are?). The children started numbering the month and said /fivri/ which is a French borrowed word, then the educator said :/ʔulna ma:nu:lu: ʃ Fivri balʔarbijja nʔu:lu:lu: fibra:jar/ (In Arabic we say fibra:jar)

- **Example 2:**

During a dictation session, the educator asked the children to write the word / 9irfun/ (a shark). When the little girl heard the word, she shrugged her shoulders as if she is afraid.

- **Example 3:**

In the same dictation session, the educator asked the children to write the word /Sundu: qun/ (a box). A child asked the educator saying:

/ta:ta /S/ ta? /Su :Sun/ ?/ (chicks). The child before writing the word, he raised a question to the educator saying :

/ta:ta:/S/ta?/Su :Sun/ ?/ (Nany ! you mean the /S/ of the word chicks ?)

- **Example 4:**

In the directions lecture, the educator drew a car on the board and said / wasəm hadi lli rsamtha fə sabbu:ra/ A little girl replied : / lu:tu/ . The educator /lla: ʔulna bəl ʔarbijja/ “No!, I said in Arabic”. Then all children corrected to their friend and said /sajja:ratun/ (a car).

- **Example 5:**

The educator brainstorming the children’s memories saying:

/ma:hijja ʔasma: ʔalhajawa:na:t lli ʃəfnahum/”

The children started mentioning: / ʔalʔasadu/ / ʔallabu:ʔatu/ ,

/ʔaððiʔbu/ , /ʔaddajsamu/ , /ʔa|ʔara:ni9u/” , “/ʔanna9atu/”, “/ʔaSSi: ʃa:nu/”

.When children finished listing the animals they have seen, the educator raised a question:

/man huwa ddaisam/

All children replied in a loud voice: /ʔibnu ddub/

- The educator again: /wa man humu |ʔara:ni9/
- The young boy replied: /wladhum/
- The educator again /wlad man/
- Then all children said /lʔara:nib/
- The educator one more time did it on purpose and said: /ʃaha WSSi:ʃa:n ʃkun hu:man/

- The children: /ʔawladu ddaɖɖadɖ/

• **Example 6:**

The educator: /ma: hiɖa ssifa:t alhasana llatI ʔamarana biha rrasu:lu Sallal la:hu ʕalajhi wasallam/, /ʔal birru blwa:lidajn/ , /ʔaSSulhu/ , /ʔarrifqu bilhajawa:n/ , /ʔal ʔama:natu/

• **Example 7:**

The educator says to the little girl: /farja:l ʔafbi:k ri:k tsi:ɣ, ru:h ɣasal wəɖɖhak/ “What happened to you, you’re sleepy. Go and wash your face!”

Few minutes after that, another girl asked the teacher’s permission to go out: /taɖa nəmfɪ/ “Can I go out aunt!”

The educator: /fa:jən təmfɪ əgʔud hatta dɖi luɣra w ruh ttina/ “No, stay here until the other one comes and then you will go.”

When Ferial came, the educator tried to verbally punish her for her being late:

/ɣaɖra ɣra tʕa:wət tuɣrudɖ mfɪ:t mawal lit/ (I will not let you go out next time for you spent a lot time outside) Kamilia ! /ruh w ʔandək ʔa:wəd tugʔud ki:fha/ (Kamilia ! go and don’t be late like your friend)

• **Example 8:**

The educator trying to motivate the children to do better in order to give them good marks: /ʔijja ɣaffu: kəmmɪlu baɖ nməɖɖəlkum les notes/

A girl did not understand the word “les notes” raised the question to the educator: “/ taɖa wa:səm hadi les notes/.

Table 3.13 shows the activities and situations in which MSA is used in the Arabic language kindergarten.

Table 3.13: Classroom observation in the Arabic language kindergarten

| Elements of observational | Practical observation |
|---|---|
| Number of the children | 38 |
| Cases in which MSA is used by the pre-schoolers | <ul style="list-style-type: none"> - Morning and evening remembrances. - Entry and exit supplication. - Recitation and memorizing the Holly Quran. - National and religious songs. - Learning about the bibliography of the prophet. |

Results from the French Language Kindergarten

- **Example 1:**

The educator to the little girl : “C’etait just pourquoi tu effaces encore ?” (It was right, why are you still erasing?).

- **Example2:**

“Tasmime s’il te plait /ru:h mənənək wχalliha hijja mənənəna/”(Tasmime please go there and let her come here).

- **Example 3:**

The child asked the educator to erase what she has already written on the copybook: /ʔaʔa nəmhi/ “Can we erase, aunt!”

The educator: “Non, on efface pas, on écrit, même /ʕanna just w nəkkətbu:/ No! we don’t even if we are right , we write).

- **Example 4:**

The little girl trying to tell the educator she has finished her exercise: “/ʔaʔa/ ça y est/”

- **Example 5:**

The educator: “Reda! Tu sais écrire ? , T’es sûr ? (Reda ! Do you know how to write /ʃu:/ Are you sure?, ok, go to the table.”

His friend intervened: /ʔaʔa ana naʃrəf/

- **Example 6:**

The educator trying to explain to children how we obtain the sound /ʃ/:

“ Le ‘h’ est muet ; il n’a pas de son, il a besoin d’un C devant pour qu’il se prononce /ʔaʃ/

- **Example 7 :**

The educator : « la lettre ‘c’ a deux sons |k| et |s| »

The child : « |k| comme coton » (/k/ like cotton)

- **Example 8:**

The educator talking to the child to come next to her using French and the child did not understand what she asked him to do, he showed no reaction and stood looking at her until she used (DA) .

The educator: “Viens par là ! par là, manna.” (come here).

- **Example 9:**

The educator asked the children about their, colleague Samar, she used only French: “Samar est venu le matin ou non?” (Did Samar come this morning?)

The enfants : “oui” (yes)

The educator again: “Elle va venir maintenant?” (Will she come now?)

Les enfants: “Non mʃa:t” . (No, she left)

- **Example 10:**

The educator gave orders to children using only French language:

“On s’assoit et croisez les bras sur la table”. (You sit and cross your arms on the table.

Results from the English Language kindergarten

- **Example 1:**

The educator trying to explain the vocabularies to the little children using a mixture of both Fr and DA: “I walk, I run, I sit down, I stand up (I run ça veut dire je cours /nadzri:/ , I walk ça veut dire je marche/ ki nʔul je marche ça veut dire nətmaʃfa/ .

- **Example 2:**

The educator asked the little boy (Mehdi) to go back to his place.

Using only English: “Good, go to your place Mehdi”.

The child did not understand what the educator actually said and he remained in his place without making a movement. Here, the educator felt the necessity to repeat in DA and French so that the boy understands her: “/ru:h tugʔud/, Va à ta place!”.

- **Example 3:**

The educator to the little children: “I wake up wasəm hijja ?” (I wake up; what does it mean?)

The kindergartens replied: /mana ʔarfu:ʃ/ (we do not know) .

The educator again gave them the equivalent in DA /naftan/.

- **Example 4:**

To give children the types of sport there are, the educator said: /kima Racha taʃməl/ swimming/.

Racha herself and her classmates did not know the meaning of the word swimming and raised the question: /ʔaʔa wasəm hadi swimming?/

The teacher answered in French: ʔiwa la natation.

- Results of learners who have been in the kindergartens and the preparatory classes.

- ✓ **Example 1:**

In a reading comprehension of a text intituled / ma: ʔaʔdzab alha:sub/. ‘The computer, what a wonderful thing!’ The teacher asked the learners whether or not they have a computer at home: /man ʔinda hu hasu:b fil bajt/

A boy replied: “/muʔalli:ma a:na: lbarah gu:lt l papa ki:nakbar jməddli: dra:ham nʔri:wahəd/”

✓ **Example 2:**

The girl trying to repeat what the teacher said when she explained the lecture of “ʔal ʔaʔfa msija and ʔal qamarija” : (the Definite and the indefinite article) “/ki jkun fi:ha: ʃʃakl, ddi ʔadda:mha manaʃʃamlu:ʃ fihaʃʃa dda /” (when it has a vowel, we don’t put the gemination on the consonant next to it) .

✓ **Example 3:**

The teacher asked the little child to read the text intituled /ʔuħa: fiðu ʃala: ʔas na:ni:/

The teacher: /ʃa:wa ha:di?/

The little boy did not answer for he did know the answer.

The teacher again: “/ha:di: |q| |q| hadi |q| nsitha wəlla/ (this is |q| |q| the |q| consonant, have you forgotten it or what?)

/ma tʃu:fʃ fijja ma:tu:fʃ fijja ʃu:f fəl kəlma/ (Don’t look at me ! Look at the word.)

/wi:rra:ha ʔaraqat ʃu: wal harf ha:da wi:rra /q/ /” (where is the word “knock” look very well, what is this consonant, where is the consonant |q| ?)

✓ **Example 4:**

The teacher asking the group of children to follow in the text:

“/gutəlkum matʃu fu: ʃ fijja ʃu:fu fənnəʃ ra:ha: fʃʔarʔ zawaz tabbʔu: gutalkum tabbʔu:/”

✓ **Example 5:**

The learner: /muʃallima ʃaʃara nəktəbħa b sijja:la kahla !, maʔəndi:ʃ ʔadra / . (miss, can I write with the black pen! I don’t have a green one).

✓ **Example 6:**

In a lecture of “ʃaʃb and sahl” , (difficult and easy), the teacher asked children to from sentences with these two words: she said: /manjukawwinli: dzumla fiha: ʃaʔb wa sahl/

After a long time he spent in thinking, Badis gave this sentence: /qira:ʔatu ʔahmad ʂaʔb/

✓ **Example 7 :**

The same in example, whenever he finishes writing a word in the dictation session, he repeats the following sentence:

/c'est bon kəmməlt, ʔijja: w darwaʔ ʔasəm nəkkətbu/” (I have finished, and now, what shall we write?)

He also said: /ça y'est ʔana ʕməlt ʔal ɣubzu ʕawddarwaʔ nəkkətbu ʔasəm? /” (I have finished writing the word “bread” and now what shall we write?)

- Results of the learners who have not been exposed to MSA neither in the kindergartens nor in the preparatory classes

✓ **Example 1:**

The teacher asking the learner to form a sentence in MSA:

/hamala man hamala kawwinli: dʒumla! ʔaʕid minal ʔawwal ma:ða: qulna: hamala ʔahmadu .../

The child still silent and did not interact with the teacher until he teacher herself provided the answer and completed the meaning of the sentence.

✓ **Example 2:**

In a dictation session the teacher asked the children to write the word /ʔal qamaru/. She passes to check what the children wrote and whether or not they wrote the words in the right way. A little boy did not write the word correctly, the teacher told him:

/ʃarakkətəb ʃahadi ʔalfamalu! ma:ra:kʃ tfarraʒ bi:nl |q| wal |f|!, ʔal qamarub |r| maʃi |l|/

✓ **Example 3:**

During an arithmetic operation in mathematics, the little child found that the teacher gave them a tricky question and said: /mu:ʕallima rik ʕa:mlətəna piège lləhna/”

✓ **Example 4:**

The teacher wrote a sentence on the board, and discussed its meaning in relation to the text, and then she erased all the words and let only one and asked the learners: “What did I do?”

Murtada answered: /msaḥti ga:ʕ lkalma:t w ʒalliti yi wa:həd/

Part two: Discussion and analysis of the classroom observation

Results

In this part, we'll analyse, interpret the meaning, and identify the data presented in the results part so far. In other words, we'll answer the research questions and aims.

3.3 Discussion of the questionnaire

The questionnaire was distributed on a sample of (30) teaches In order to answer the research questions and objectives merely to detect the impact the lexical gap between the language

Children are accustomed to at home and the language they find in the school. It was also designed to answer the second research question concerning the help kindergartens provide to the young learners In order to overcome the lexical linguistic difficulties. The data gathered from the first part of the questionnaire indicate that the majority of the teachers switch back and forth between DA and MSA;

They cannot rely only on MSA alone neither when explaining the lectures nor when clarifying them for the learner who do not understand in MSA because most of the teachers claim, when MSA is used alone, only some of the learners understand. However, the striking fact here is that out of the 30 respondents, no one declared that all the learners understand when MSA alone is employed.

The answers the questionnaire come with also show that only a few and a modest rate of the teachers 6,66% evaluate the learners SA as good, whereas, the majority of the teachers see it as average. For this, most of the time the teachers find themselves compelled to defacto use AA in order to transmit the message to the

learners, though it is not the de jure language to be implemented in the school. Another interesting point the questionnaire findings presented is that nearly all the teachers, the vast majority with a rate of 83,33% reported that they always notice the learners use of the vernacular and the French borrowed words. This is not astonishing beside that the dialectal and the official language display differences at all levels of analysis, the Algerian children grew up using, is full of French borrowed words. In order to figure out whether the linguistic diglossic issue can easily be solved and overcome by the young learners of diglossic speech communities, we asked the teachers whether or not the learner when reaching the fourth grade they will be able to read very well, comprehend, analyse the texts, and fluently communicate in SA, the vast majority of the teachers either partly 53.33% or definitely 23.33% disagreed, and only 23.33% agreed on the later fact. Actually this question clearly emphasizes and confirms the fact that the Arab world fourth grade learners always took the bottom of the ranking in the PIRLS test. A high rate of 63.33% of the teachers agreed on the fact that Arabic diglossia and the lexical gap between the home and the school language negatively affect the young learners of the PE. In order to collect more data about this, we asked the teachers to mention and explain how does this later happen; how does the diglossic situation affect those young learners, and the majority of the teachers quotes report that children show weaknesses mainly in oral production and cannot form a simple sentence that expresses what they want to say about a given topic. Like this, the first part of the questionnaire clearly answers the first RQ and absolutely confirms the first hypothesis concerning the lexical challenges children of the PE come across once they enter the primary schools.

The core and the most precious data the questionnaire revealed, is that the majority of the teachers with a rate of 69,99% affirm that the standard Arabic linguistic performance of the learners who have been in the kindergartens and the preparatory classes in comparison with those who have not, is equal. The teachers also showed a negative attitude, and have a bad impression about exposing young pupils to foreign language at the expense of Arabic. However, they welcomed the idea of exposing children to MSA before the age of school.

At the end of the questionnaire, we can notice that most of the suggestions and the solutions presented by the teachers, which would help children in dealing with the linguistic lexical difficulties, emphasis enrolling children in Qu'ranic schools because, as they claimed, the Qu'ran gives them the fluency in the tongue and they will thus be exposed to the Arabic language from its original source. The teachers also invited parents to read stories in SA to their children before bed time, and explain the difficult vocabularies. They also advice children to watch programs and animation that present a meaningful content. It is interesting to note that among all the teachers representing the sample, no one suggested the idea of enrolling children in the kindergartens or the preparatory classes to develop their SA language and to prepare them for the school language. A very important point observed in the teachers answers is that among the thirty teachers, no one suggest the idea of enrolling children in the kindergartens or the prepare classes, while hardly a paper was divided of a proposal of enrolling children in Quranic schools and the stress of the idea that parents play an important role in the development of the children's MSA language.

If we compare the teacher's answers to question 11, and how they equate the standard Arabic linguistic performance of the learners who have been in the kindergartens and the preparatory classes with those who have never been exposed to it until the age of school, with the suggestions they suggested and their emphasis on enrolling children in Quranic schools, it becomes clear that the children who were in Quranic schools show a high performance in SA.

3.4 Discussion and Analysis of the observation findings

3.4.1 Discussion and Analysis of the Results obtained from the Arabic Language Kindergarten

The observation obtained from the Arabic language kindergarten drew the researcher's attention to the crucial role it plays in adjusting and correcting the colloquial and the French borrowed words children are accustomed to, and

replacing them with totally SA ones. Furthermore, Arabic language kindergartens are aware of what they write and are familiar with the terminology of SA; they do not just write but they also master what they hear, and this is clearly shown in the gesture movement the little girl made when she heard the word 'shark' in example (2). Kindergartens are aware of the phonemes and the allophones of SA. They develop abilities that enables them realize that |S| and |s| are different phonemes and if one takes the place of the others the meaning changes. This means that Arabic language kindergartens develop children's language skills and abilities in the morphological level of MSA. Otherwise, the little girl was able to write the sound as she heard without fooling the necessity to ask about the nature of the phoneme. In addition to their knowledge and awareness of the morphological level, kindergartens are also familiar with the grammar rules of SA and differentiate between plural and singular, and this appears when all children in example (5) answered the educator saying /wla:dhum/.

However, with all these advantages that the Arabic language kindergartens provide to children, still, children are unable to form a meaningful sentence in SA, express themselves or inform the educator about their needs using MSA. Educators from their parts, they develop spontaneous use of AA when talking to the children. They also use French words. They do not train the little children or even raise their awareness to the necessity of using MSA in the classroom.

3.4.2 Discussion of the observation from the French and the English Languages kindergarten

The observation from the French and the English languages kindergartens shows that most of the time the educators give orders, ask questions, and talk to children, using only pure French and English language.

Children in this case do not understand what the educator says and do not show any reaction; they do not respond until their educator finds herself forced to repeat in the vernacular. Many times the teacher make use of vocabularies which re not understand and bloomy for kindergartens, and when they do not understand,

they ask in AA and the teacher give the equivalent in French and DA. This indicates that the teaching and learning process in the French and the English kindergartens is done through the intervention of the colloquial language. In oral expression, kindergartens are asked to express themselves and describe things using only and truly French and English language. They are also asked to write and provide examples in the French and the English languages. No MSA is used at all and only Fr, Eng, and DA or AA which are used. This shows that the English and the French languages kindergartens are not beneficial for the little children and provide no addition to help them for PS. They enrich language skills and vocabularies in languages that have nothing to do with the language the schooling process is done.

3.4.3 Comparing the Differences between the three language kindergartens

Differing from Arabic language kindergarten, in the French and the English languages kindergartens the teaching and the learning process is done through the intervention of AA. This reveals that no MSA is used and therefore, there is no contribution to the children's MSA language. They introduce pre-schoolers to the sounds, alphabets, vowels, and vocabularies of the language which has nothing to do with the language the subjects will be taught in the school. Like this learning for languages kindergartens provide no help to the learners standard Arabic and do not prepare them to the primary schools.

3.5 Results from classroom Observation

The results obtained from the classroom observation demonstrate that no difference is there between the two groups of the learners. Both kindergarteners and those who have never been exposed to MSA before the age of school, confront lexical difficulties. In spite of their exposure to MSA before the age of six, still children are prone to lexical difficulties in the same way those who had no prior knowledge of MSA before entering to the primary school do. This appears mainly in the children's oral expressions. In their interaction and communication with the teacher when she asks questions, most of the time the learners use their dialectal

mixed with items from MSA; they diglossically switch between the two varieties. Yet, their SA use is restricted to only these lexis that exist in their dialectal and which only show difference at the morphological level of the language. There are among these learners who depend to a large extent on their dialectal without inserting even a word from MSA as there are who extensively use French borrowing. This demonstrates that children have limited knowledge of MSA. Code switching between French and DA is also common among such young learners. The sentence the teacher required the child in example (6) to form, beside that it contains easy vocabularies, not well structured, not grammatically conjugated, the end of the words are not put in the right place, it actually represents a good illustration of the lexical difficulties young learners encounter with MSA, and it also reflects what the child really thinks of reading in Arabic. It should be noted that the child in example (6) has been exposed to MSA in the kindergarten for three successive years; from the age of three till the age of six. However, he is influenced with the language parents use in their daily contact with him as they are doctors and French is highly used in this domain. For this reason, we can deduce that kindergartens alone are enough and do not alone familiarize young learners with MSA for school, especially if the children's family and environment he lives with develops a frequent use of French and DA.

3.6 Discussion of the Main Findings

The present study dealt with the impact of the home language on children at the primary education level mainly first and second graders. We wanted to investigate the linguistic difficulties those young learners come across when dealing with the school language which is a different language from their mother tongue AA. This study was also conducted with the aim to explore the extent to which kindergartens linguistically prepare those learners to SA; the language of school.

From the quantitative and the qualitative analysis of the findings, it can be concluded that the lexical gap between the home and the school language negatively affect of the primary education children. The learners in this stage confront lexical difficulties and this is due to the huge differences between the two language

varieties at all language levels of analysis, grammar, vocabularies, and pronunciation.

The present study also proved that kindergartens alone do not provide the pre-schoolers with the basic knowledge of MSA, and therefore, it does not prepare them to the primary schools.

First of all, kindergartens interested in foreign languages like French and English provide nothing to the learners SA language balance for these languages have nothing to do with the language the teaching and the learning process is done. Second, in spite that the teaching and the learning process in the Arabic language kindergarten is done through SA; the language of school, they do not actually familiarize the children with SA because the vocabularies they introduce to children there are limited to those easy lexis which do not even enable children to read a sentence in SA, form or express themselves in SA or to understand someone speaking in SA.

3.7 Conclusion

The present chapter has provided a deep analysis and discussion of the main findings this study came with. We have analysed the questionnaire and the observation in relation to the literature review and the research questions. It is worth to remand the readers with the research topic which is the impact of home language on children of the primary education level.

General conclusion

This research aimed to study the phenomenon that is so common in diglossic speech communities, where the mother tongue; the home language differs from the school language. That's why children in such countries when reaching the school age, they will experience linguistic challenges mainly the lexical ones, because the lexis of the school language is different from those of the mother tongue. It is like a second language for them. For this, we also explored whether or not the kindergartens do prepare those children to the language of school help them overcome these lexical linguistic difficulties.

In order to achieve the above- mentioned objectives and answer the research questions, two data collection methods were used: the questionnaire and the classroom observation. The questionnaire was distributed on a sample of (30) teachers working in (8) primary schools, and the classroom observation in the kindergartens and the primary schools in order to observe the standard Arabic linguistic behaviour of the children. The data gathered from the above, mentioned research tools were analysed both quantitative and qualitatively.

The conclusions we can draw from this study clearly illustrates the linguistic lexical difficulties primary education children face when they experience the school language. Further findings also proved that kindergartens and the preschooling do not familiarize the young learners to the school language, especially those interested in foreign languages. Being a bilingual or a multilingual is good, however, this should not be at the expense of the child's benefit. Kindergartens and the preparatory classes interested in teaching Arabic do not provide any help to such learners and still they are prone to lexical difficulties because the lexis and the vocabularies they introduce to such learners are limited to easy ones. They also do not train the children to fluently read, form a sentence or express themselves in MSA.

The current research suffers from some limitations. The data gathered from the small sample size are not enough and affect the generalizability ability of the findings of this research .

Based on these conclusions, we call for an overall and homogenised program from the high government and the ministry of education to all kindergarten institutions and preparatory classes.

This program should set rules and consider the content to be taught, the pedagogical means, and the curriculum practises. The aim of this program is to familiarize children with the language of school including useful practises such as story reading, and raising the awareness of children to use MSA in participating and interacting with the educator.

When considering the solutions the teacher's provided as to reduce the children's suffering with the lexical difficulties, we notice that most of the answers emphasized the idea that children should enrol in the mosques and the Qu'ranic schools to be exposed to Arabic from its original source. In fact, this is what we observed in the linguistic behaviour of this category of learners. This seems an interesting fact and based on these conclusions, we raise the awareness of parents to consider such an important fact, This also can be a crucial area for further research.

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Appendices

A questionnaire directed to the teachers

of the first and second graders

Of primary schools

- This questionnaire is part of a Master's thesis.

- It aims to collect data about the impact of the mother tongue on children in the primary education level, mainly the first and second graders.

- "Your answer will be used in the context of scientific research and will not go to any other party, So it would be kind of you to answer it".

Group 1: The Impact of home on children at primary education.

1- Do explain the lectures, what language variety do you use?

- MSA
- DA
- A mixture of the two

2- When using MSA, what is the average number of the learners who understand?

- All of them
- Most of them
- Some them
- None of them

3- When the learners do not understand in MSA, what linguistic variety you clarify with?

- MSA
- DA

- A mixture of the two

4- How often do you find yourself compelled to use DA?

- Always
- Usually
- Sometimes
- Rarely
- Never

5- How do you evaluate the learner's standard Arabic?

- Good
- Average
- Weak
- So weak

6- Do you notice the learner's use of colloquial and French borrowed words?

- Always
- Usually
- Sometimes
- Rarely
- Never

7- When the learners reach the fourth grade, they will be able to read well, comprehend, analyse the texts, and fluently communicate in MSA?

- Definitely agree
- Partly agree
- Definitely disagree
- Portly disagree

8- Do you think that Arabic diglossia and the lexical gap between the home and the school language negatively affect the children of the primary education level?

- Yes
- No

9- If yes, would you mention how can this happen?.....

10- Do you have learners who have been exposed to MSA in the kindergartens and the preparatory classes?

- Yes
- No

11- How do you evaluate their linguistic performance in comparison to those who have never been exposed to MSA before the age of six ?

.....

12- How do you find the learner's exposure to SA before the age of school?

- Important
- Not important

13- What is your attitude towards the children's exposure to foreign language at the expense of Arabic?

- Positive
- Neutral
- Negative

14- Based on your experience in the domain, what are the solutions that you see would help children overcome these language difficulties that result from the lexical gap between the language of the home and the language of the school?

.....

استبيان موجه لمعلمي ومعلمات

السنة الأولى والثانية ابتدائي

- هذا الاستبيان هو جزء من مذكرة ماستر لغة إنجليزية.

- يهدف هذا الاستبيان إلى جمع المعلومات حول تأثير اللغة الأم على الأطفال في التعليم

الابتدائي بالأخص السنة "الأولى والثانية".

"سيكون لطفًا منكم الإجابة عليه"

المجموعة الأولى:

(1) ماهي اللغة التي تستعملها لشرح الدرس؟

- الفصحى
- العامية
- مزيج بينهما

(2) عند استعمال الفصحى فقط، ما متوسط عدد التلاميذ الذين يفهمون؟

- جلهم
- معظمهم
- بعضهم
- ولا واحد منهم

(3) عندما لا يفهم التلاميذ بالفصحى ماهي اللغة التي تستعملها لإعادة شرح الدرس؟

- الفصحى
- العامية
- مزيج بينهما

(4) كم عدد المرات التي تجد نفسك فيها مضطرا لاستعمال العامية؟

- دائما

- غالبا
- أحيانا
- نادرا
- أبدا

(5) كيف تقيّم لغة التلاميذ الفصحى؟

- جيدة
- متوسطة
- ضعيفة
- ضعيفة جدا

(6) هل عادة تلاحظ استعمال التلاميذ لكلمات من العامية والفرنسية المستعارة؟

- دائما
- غالبا
- أحيانا
- نادرا
- أبدا

(7) عندما يصل التلميذ للصف الرابع سيكون قادرا على القراءة الجيدة، الفهم، تحليل النصوص والتواصل بالفصحى؟

- أوافق كليا
- أوافق جزئيا
- أعارض كليا
- أعارض جزئيا

(8) هل تظن أن الازدواجية اللغوية بين لغة المنزل ولغة المدرسة لها تأثير سلبي على أطفال التعليم الابتدائي؟

- نعم

• لا

(9) إن نعم، وضح كيف يمكن الازدواجية اللغوية التأثير على أطفال التعليم الابتدائي.....

(10) هل لديك تلاميذ سبق وتعرضوا للغة الفصحى في رياض الأطفال والمدارس التحضيرية قبل سن المدرسة؟

• نعم

• لا

(11) إن نعم، كيف هو أداؤهم اللغوي باللغة الفصحى مقارنة بأولئك الذين لم يعترضوا اللغة العربية حتى سن السادسة؟

• أحسن

• متساو

• سيء

(12) تعرض الأطفال للفصحى قبل سن المدرسة هو أمر

• مهم

• غير مهم

(13) ما موقفك تجاه تعرض الأطفال للغات الأجنبية على حساب اللغة العربية؟

• إيجابي

• حيادي

• سلبي

(14) في الأخير، بناء على خبرتكم في المجال و معاشتكم لل صعوبات اللغوية التي يواجهها الأطفال، ماهي الحلول التي ترون أن من شأنها أن تساعد الأطفال على تخطي هذه الصعوبات اللغوية الناتجة عن الفراغ اللغوي بين لغة المنزل ولغة المدرسة؟

الملخص:

الغرض من هذه الدراسة هو معالجة تأثير ازدواج اللغة العربية على الأطفال في التعليم الابتدائي من خلال فحص الصعوبات اللغوية التي يواجهونها في المرحلة الأولى من المرحلة الابتدائية. ولتحقيق هذا الهدف، تم توجيه استبيان إلى ثلاثين معلماً في المرحلة الابتدائية، بالإضافة إلى الملاحظة في رياض الأطفال المتخصصة في تعليم اللغات، العربية، الفرنسية ولكن أيضاً الإنجليزية، والمدارس الابتدائية. أظهرت النتائج أن نسبة عالية من الأطفال في هذه المرحلة يواجهون صعوبات على المستوى المعجمي للشكل المعياري للغة (MSA)، حيث تبين أن رياض الأطفال والمدارس الإعدادية لا تساهم إلى حد كبير في إعداد الأطفال للغة لغة المدرسة. في الواقع، نجد أن غالبية الأطفال الذين تلقوا بعض اللغة القياسية في البيئة المذكورة أعلاه يواجهون نفس الصعوبات اللغوية مثل أولئك الذين لم تتطور مهاراتهم اللغوية في سن ما قبل المدرسة.

Summary

The purpose of this study is to address the impact of Arabic diglossia on children in primary education by examining the language difficulties that they face in the first phase of the primary stage. In order to achieve this goal, a questionnaire was directed to thirty primary school teachers, as well as observation in kindergartens specialized in teaching languages, Arabic, French but also English, and primary schools. The results showed that a high percentage of the children at this stage face difficulties at the lexical level of the standard form of the language (MSA), as it was found that kindergartens and preparatory schools do not contribute to a large extent in preparing children for the school language. In fact, we find that the majority of children who received some the standard language in the aforementioned environment face the same language difficulties as those whose language skills were not developed in pre-school age.

Résumé

Le but de cette étude est d'aborder l'impact de la diglossie arabe sur les enfants de l'enseignement primaire en examinant les difficultés langagières auxquelles ils sont confrontés dans la première phase du cycle primaire. Pour atteindre cet objectif, un questionnaire a été adressé à une trentaine d'enseignants du primaire, ainsi qu'une observation dans des écoles maternelles spécialisées dans l'enseignement des langues, arabe, français mais aussi anglais, et dans des écoles primaires. Les résultats ont montré qu'un pourcentage élevé d'enfants à ce stade rencontrent des difficultés au niveau lexical de la forme standard de la langue (MSA), car il a été constaté que les crèches et les écoles préparatoires ne contribuent pas dans une large mesure à préparer les enfants à la langue de l'école. En fait, nous constatons que la majorité des enfants qui ont reçu une partie de la langue standard dans le milieu susmentionné font face aux mêmes difficultés langagières que ceux dont les compétences langagières n'ont pas été développées à l'âge préscolaire.