Faculty of Letters and Languages
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MSA Learning / Teaching Processes in Algeria: The Case of Primary School

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Dedications

- ➢ I dedicate this work which I achieved with the help of Allah to my   beloved parents who enlightened my life.

- ➢ A special thank goes to the friends who helped me and encouraged me to achieve this work.

- ➢ To my dearest brothers, sisters and to all my family members

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<div align="right">May Allah bless you all</div>

Abstract

There is much concern regarding linguistic distance between the home language and the school tongue of the Algerian pupil. However, this concern does not appear to filter down into in-service teacher training and so this apparent lack of training may result in a lack of awareness with regard to representing bi-dialecticism within classroom displays. The paper tries to describe the various teaching activities we observed during fall semester 2022 in two different classrooms with two teachers (respectively T1 and T2). The intention is to show how the three learning areas that are covered in grade 1, namely, Numeracy, Literacy and Life Skills are approached and taught on a daily basis in these classrooms with specific reference to the various language activities we observed. The research has shown that monolingualism causes problems on two different levels, on the educational level and also on the government level. On one hand, the educational issues have to do with the difficulties that AA-speaking pupils have in learning and that include reading and writing in MSA. On the other hand, the language policy adopted by the government is what makes the learning process challenging for both the teachers and the learners.

Keywords: MSA – classroom – AA- bidialectalism-teaching

Acronyms and abbreviations

MSA: Modern Standard Arabic

AA   : Algerian Arabic

T1   : Teacher One

T1   : Teacher Two

Obs1: Observation 1

Obs2: Observation 2

C1   : Classe 1

C2   : Classe 1

LP: Language Policy

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Chapter One: DEFINITION OF THE BASIC CONCEPTS

General Introduction

This research work is set to figure out the reasons that make the primary school pupils struggle to speak MSA correctly. The aim of this study is to help the teachers spot the problems faced by the pupils when using MSA and to attempt to find strategies to improve the teaching of Modern Standard Arabic in primary schools.

Next, we'll try to show how this discourse between the teacher and the student represents the pupil's everyday language as well as the school language that they must learn to navigate through MSA. Simultaneously, describe how interactions between teachers and pupils can help students improve their language skills.

It is commonly known that pupils in Algeria come from various language backgrounds different to MSA that is used in schools as a learning medium. We believe that by understanding the importance of dialect relevance in MSA learning and communication, the reader will gain a better comprehension of the process of AA interference in MSA.

The study shows that when pupils use their mother language in the classroom it has a good impact on their linguistic ability. Several investigations in this dissertation adequately refer to issues of language-in-education policy and planning in relation to Algeria; yet, it is highly recommended to review language policy in our system. Therefore, this research work is guided by the following questions:

1. Is it recommended to have support in Algerian schools when learning MSA?

2. How can we investigate MSA learning and development in the classroom?

The hypotheses which are suggested are as follows:

1-In Algerian schools, MSA support is needed at least three years far beyond the early period of arrival or the first years of schooling.

2- In order to do so, we shall inquire about the kinds of knowledge that might be useful in order to investigate classroom second language development.

One pedagogical response to the situation above is for a teacher to simplify or modify the language of the classroom, by, for example: attempting to avoid a complex vocabulary or arduous grammatical structures. While this strategy may help, in our view, to make language comprehensible to learners in the short term, it does not take into account how the learner grasps new and necessary linguistic knowledge. Moreover, as it was affirmed by many experts in the field, linguistically simplified curriculum is also likely to create lower academic expectations for both teachers and learners.

To argue that, we need to consider how the ongoing of the classroom programmes is done in the day-to-day interactions.

For all Algerian pupils who are unfamiliar with MSA which constructs the school curriculum, this teaching-and-learning medium of instruction must facilitate and not inhibit the transition from the learners' acquired language and the newly introduced code.

The first chapter provides a detailed account of the language practiced in Algerian schools and analyses the way teachers deal with the dialect in relation to education throughout the years. We have attempted to demonstrate that in the domains of language and education a contact between these two codes may occur.

Next we have made an attempt to describe the role and the use of the Algerian dialect in the classroom. Also, we have stated that the teachers' attitudes are expected to support the aforementioned idea when they do not characterize it as mistake the use of learner's home language.

We carry on stating that both teachers and learners are generally expected to use MSA in the classroom. The use of AA is also legitimate, accordingly when learners face difficulties in oral discussion, especially in first grade levels of primary school. Finally, we tried to provide the reader with a description of the basic differences between the dialect and the standard varieties through this chapter.

The second chapter contains the methodological considerations of data collection. It focuses on the different ways and tools for getting reliable data. Moreover, it attempts to ascertain the way by which the data obtained will be fairly analyzed. It describes the research design and methodology used in this study. Multiple methods of data collection are discussed.

The data collection was undertaken over a period of three years,during which we observed many full school days in "IBN KHAMISS " primary school located in Maghnia , the researchers' county. During these observation periods we made field notes relating to teacher's behavior and we described the classrooms in detail.

The study clearly points out that the systematic use of children's mother tongue in education has effects on their linguistic performance. Several investigations in this dissertation appropriately refer to MSA learning and teaching in Algeria in the case of primary school .

Chapter one:

Theoretical Framework

1 Chapter One

1.1 Introduction

In Arabic-speaking countries, it is common that pupils are both learning MSA and learning in it as well. In Algeria, approximately, all school-aged pupils come from a language background other than MSA. They are highly performed in their first language, with cognitive and conceptual development appropriate to the first grade.

For all of these learners who are in MSA medium schools, MSA is both an aim and the medium of education; that is, they are not only learning MSA as a school curriculum subject and as a target language, but they are learning in it and through it as well. Without explicit support, however, these same learners may not be able to control the academic register even after five years in primary school (Azzoug, 2008). For while European or American learners are building on the foundations of their mother tongue to develop the registers associated with academic learning, Algerian or Arab learners in MSA medium schools are not. And ironically, the conversational fluency in MSA of many Algerian students actually serves to mask their real language needs

The pedagogical aim of the current study offers an opportunity to integrate methods and domains of language teaching and get insights into the discourse of language classrooms. The description of classroom practices throughout the study combines the psycholinguistic processes of learning in a bidialectal setting. Given the complexities of teaching and learning in the classroom, this multidisciplinary

perspective is especially relevant to a study which attempts to demonstrate how theory and practice in dual education can inform each other.

1.2. Structure of weekly teaching activities

Regularly, a day would start with revision of the previous day's work, either phonics or maths. For example, during my first observation session T1 did the sound 'طائرة/ ط' (T1: Obs 1: 11/12/22) and T2 revised the sound 'الة/ ا' (T2: Obs 1: 12/12/22).

During our second session, T1 went over the letter 'ka' explaining all the different sounds it makes, for example in: 'كلب/ ك/ ك/ ك/ ك' , 'كلاب' and so on and then explained that that day they were going to do the phonic sound 'ك ملك' (/ك/ at the end position) (T1: Obs 2: 27/1/22) and T2 went over the difference between the ' و ولد 'and 'اولاد ا' sound (T2: Obs 2: 18/1/22).

Both teachers' primary method of teaching a phonic sound is through words like those provided, which the learners first write out in their phonics books and then they learn the phonic sounds by heart. Later in the week the teachers will give the learners a spelling test consisting predominantly of the words taught.

After revision, T1 and T2 set work for the whole class, normally maths cards or writing practice. While all the learners are working on their maths cards, the teachers select the different maths and reading groups and work with them separately. Group teaching for maths consists of various mathematics games and flashcards that focus on developing mental arithmetic. Group teaching for reading generally involves letting each learner read a section of the selected text aloud and then using flashcards with

individual words, to develop word recognition skills. In T1's classroom the learners occasionally critique each other, according to whether they paused at commas, raised their intonation at exclamations and generally read with varying tone (T1: Obs 2: 27/1/22). Both T1 and T2 sometimes take learners individually for reading at this point. On the whole, maths is done before the 'lunch' break at ten o'clock and reading and language is after the break. The school day morning officially ends for the grade 1 at 11:30. Afternoon programe is interspersed with Religious Instruction lessons, language performance and speaking skills.

Teachers occasionally organize different activities that relate to the syllabus in some way. For example, during my third observation session, the class made a kind of a play performed by children in which they learn how they should deal with pets mainly dogs because of the 'k' sound they were learning at the time. Each learner performs his role and tries to narrate his experience with his favourite animal using of course MSA. (T2: Obs 3: 20/4/22).

1.2.1   Phonics

Both teachers follow a phonics approach, which is based on the sounds in MSA, to teach reading and spelling. The learners practice how to break down and build up words based on these sounds, which they then learnt by heart. Both teachers introduce a new sound with a 'story' and use these stories to help the learners remember the sound and to learn to recognize and spell a number of words with that sound in them.

The 'story' method is used because, according to T1, it helps with sentence construction and gives the learners some practice with full stops, punctuation and so on, while at the same time encouraging more creativity than just a list of words (T1: Obs 2: 27/4/22). What is interesting about these 'stories' is that often they have very little meaning as stories. Also, they are often not really stories, but rather a group of sentences.

The other point worth noting is that often the vocabulary, style and context used in the stories is very complex and strange for the learner. For example, the ' غزو الكمبيوتر'؛ 'المجرة' and '؟ مكوك', 'قرصان الفضاء', 'الفضاء؟' story has an arduous style with is very particular, something most children would be unfamiliar with; 'تبان' is a kind of short for kids no longer worn or very common and also have a strange feel; 'وصيدة', 'دعسوقة', 'كبسولة' are also all words that are not commonly used in the Algerian community.

Generally, the 'stories' do not flow easily and often use words or portray concepts that most learners would not have encountered outside of the classroom. This could possibly be a reason why T1 finds that the learners struggle with phonics (T1). The words through which the sounds are taught are perhaps far removed from anything these learners have experienced or are likely to experience.

As they are invented, these stories present an ideal opportunity for bidialectalism to come through in the lesson content. They can still be written in MSA but involve more Algerian ideas and concepts, and should be discussed in AA which may make

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them easier to understand and learn at this fundamental stage in the learners' development.

1.2.2 Vocabulary skills

In T1's class, teaching vocabulary consist of three learning activities. Firstly, each learner has a small notebook, their personal 'dictionary', with vocabulary lists, assembled by T1, which they can refer to when trying to spell and explain certain words. Every time they ask T1 how to spell and what is the meaning of a word that is not in their lists, they take their 'dictionary' with them and T1 writes the word down for them. Secondly, each child has a seventeen-page activity book called "Dictionary Skills". The book consists of sections related to the alphabet, putting words in their functional order, finding words in the dictionary and the definitions of words and each section is made up of appropriate activities (T1: Obs 4: 13/02/22).

In T2's classroom, the main vocabulary skills activity that we observed involves the activity book called "Dictionary Skills". T2 often relates the activities to a particular theme such as transport and the learners have to think of words related to transport that begin with various letters of the alphabet, for example, قطار, سيارة, طائرة and so forth (T2: Obs 2: 18/02/22)

1.2.3 Grammar worksheets

In both classes most of these activities involve language cards, similar to the maths cards, and worksheets. gives a typical example of the language cards that the learners complete. This sample is for verbs, but there are also cards for nouns and adjectives (T1: Obs 4: 20/2/22). The learners also have worksheets that involve filling

in the missing letters and full stops (T1: Obs 5: 14/2/22). Also, T1 and T2 occasionally use stories: for example, during my second observation session.

T1 used a story titled "طريق السلامة", which was about riding a bicycle safely (T1: Obs 2: 27/02/22). He read the story aloud without any adjectives and then gave copies to the learners, who then had to fill in suitable adjectives for the nouns and the missing letters. During my fifth observation session in T2's classroom, he used a story titled "صباح العيد". T2 also read the story aloud and then gave copies to the learners, who then had to add "ن- & ا" and sometimes only "ا" to the words in the story to express duality in MSA. (T2: Obs 5:20/02/22).

1.2.4   Writing

In both classrooms, writing is not taught as such but rather practiced. All the learners can basically write and what we observed was practice. They are, however, learning the cursive style or small dashes in their possible positions but are not actually writing words or sentences in it yet. The learners are still at the letter stage and make patterns in their workbooks that look like the cursive letter.

For example, T1 instructed the learners on a new writing pattern: the cursive 'ب' and described it as 'small boxes without cover or a top' (T1: Obs 2: 27/3/22). 'Writing' in this way, consists of the learners making a cursive pattern in their books and then practicing letters in the print style. So, for example, they would do a cursive pattern and then write "ب با ب با ب با ب با" and occasionally a sentence like " باب وراء الباب " across the line (T2: Obs 1: 4/3/22) or " ليلى في الدار" 'as practice (T1: Obs 2: 7/3/22).

As can be seen, there are numerous language activities that the learners participate in and whilst a number of them appear to purely involve grammar or language structure, there are still opportunities for teachers to make use of AA dialect to portray these concepts even though they need to concentrate on MSA.

1.2.5   Numeracy

Both teachers commented on the difficulties they experienced on a day-to-day basis in these environments. These related to the language difficulties that they experienced, the need to relate all their examples to relevant real-world contexts, the use of a

variety of visual aids needed to allow access to the ideas, and the tension between what they perceived as "talking about mathematics in MSA" and precise mathematical language, for example, using "big" and "big up" for tall and taller, and the need to ensure that children had the opportunity to communicate in "proper mathematical language".

They perceived that teaching in these classrooms required a high use of oral language, hands on experiences, a range of representations and an ability to continually adapt and ease the way to the learner's access to the mathematical concepts. The data reported in this study is one excerpt from the first-grade classroom and one short excerpt chosen from the second-grade classroom.

The first illustrates the use of different representations and contexts to assist learners solve a problem involving comparing the heights of two children, (T1: Obs 2: 10/3/22). and the second illustrates learners and teachers "codeswitching" as they engage in an activity involving calculating volumes of a variety of shapes made from blocks, (T2: Obs 2: 11/3/22).

1.2.6 Reading

One of the purposes of reading is to expose learners to new, interesting and exciting concepts existing in the world, in the early stages of schooling, it is also important to provide a platform for learners and this is most effectively achieved through familiar concepts and the representation of day-to-day events in an Algerian context. Mainly, these texts will now be briefly discussed in order to illustrate further

how a language can be acquired and reinforced by reading. With regard to " غزو الفضاء؟" "and ''بدلة رجل الفضاء؟''

The first thing that caught our attention is the fact that it is very complex, as it is beyond the scope of knowledge of the Algerian child. The text consists of information, mostly about the man who first walks on the moon, reinforced with a picture and names of things overtly strange and seem bizarre to the young Algerian child.

The second text "portrait" the non-evident thing is that both the word "portrait" and the letter "p" do exist neither in MSA nor in AA. On the other hand we notice that the majority of the stories like 'في المتجر الكبير' Gr 1 and 'المحلات الكبرى' Gr 2 are translated and are firmly rooted in a Western ideology.

Furthermore, some texts imply certain things about a typical family. A family should consist of a father, who paints patios and takes his son fishing, a mother, who wears an apron, helps the children get ready for school and makes sure they have raincoats and umbrellas, a boy, who plays practical jokes and plays with a dog, and a girl, who wears pretty dresses, gets excited about a new umbrella and has a cat. All of these assumptions are strongly reinforced in the pictures that illustrate the text. However, one can ask is it really the type of an Algerian Muslim family?

The most interesting thing about these texts is that the vocabulary and stories are very clearly non-Algerian and contain many concepts and ideas that most Algerian learners would not be familiar with.

There are a number of factors that contribute to the current situation. For example, there is a lack of suitable Algerian texts for grade 1, 2 learners to actually use, also the process of replacing the entire books including style and content is a very time-consuming and expensive endeavour that involves more than simply buying a set of books and lastly, difficult decisions have to be made regarding which kind of books are eventually chosen and how they are distributed. These factors must be taken into consideration and it is important to realize that these teachers are doing a hard job under what must be difficult and challenging circumstances.

1.3 Excerpt from the 1ˢᵗYear Classroom

The expert was chosen as it demonstrates learners and teachers "codeswitching" as they interacted in the classroom context. The lesson began with a general discussion about what we mean by the term volume, how it differs from capacity, and the processes commonly used to calculate the volume of a three-dimensional cuboids. The learners were then split into six groups. The following except is from a conversation between two pupils with the interference of the teacher T1

C1: ما هاد معلم

What is this teacher?

C2: لعبة ما راكش تشوف

A game don't you see

T1: لا انه شكل هندسي كالمربع والمستطيل

No, it is a geometrical shape as a square and rectangle.

C2:معلم فيما نستعمله

Teacher, what do we do with?

C1: نلعبوا بيه

We Play with

T1: اسمعوا جيدا هدا مكعب وله

Listen carefully, this is the cuboids and it has…

C1: اسم!

What!

T1: انه مكعب وله حجم اللي درناه في الدرس المادي

It is the cuboids and it has a capacity we did it in the previous lesson.

C2: بيه معلم الحجم هو السعة

Yes, sir a cuboids has a capacity

T1:احسبوا شحال عندو من ادلاع

Count how many sides has it?

C1: 1, 2, 3, 4, 5, 6, 7, 8   عشرة نعم عشرة

تمانية بيه غيل تمانية

Ten yes ten 1, 2,3,4,5,6,7,8 eight! Only eight.

This short extract illustrates a typical conversation that occurred in the classroom. As the learners worked and conversed with each other they use AA, but when it came to discussing mathematical concepts, they expressed their ideas using a language in which they continually switched between AA and MSA. It is conjectured that a possible reason for this is that their own language lacks the specific vocabulary needed to describe these mathematical situations.

1.4 Conclusions

This chapter describes the classroom of Grades (1, 2, 3, 4, and 5) classrooms at the primary school. The study considers teachers/learners and their interactions. Then, it describes the research design and methodology adopted. The research is qualitative and quantitative. Multiple methods of data collection are utilized, namely observations, interviews as well as the analysis of physical objects.

Having outlined the methodological design, we now turn to the actual data that are produced through these methods.

Chapter two

Practical Framework

Chapter Two : Practical Framework

2.1 Introduction

This study follows a qualitative and quantitative mode of enquiry as it measures and explores the behaviour and attitudes of both teachers and students. It tries to mention and interpret the practices and experiences involved in the acquisition process of MSA in a specific institutional setting (in this instance, the classroom).

Besides research tools (questionnaires, interviews, observation) used in the study a case study design was considered most appropriate to support the research tools. It focused on the atmosphere and environment of the classroom; nevertheless, it is a case study which involves two teachers in one school in the first part of this research.

The researcher's attention was directed towards certain aspects of situations and certain kinds of research questions. Also, each situation and action done during the research work must be understood from the perspective of the participants in that situation.

Our analysis is based on both frameworks in that we make use of our own interpretations and impressions of the classrooms under study but at the same time we do bring forth and take into consideration the participants' comments and interpretations of their classroom events and attempt as objectively as possible to present these points.

2.2 Findings and Data Analysis

We collected copies of various activities done in the learners' work books and copies of their assignment. We attempted to collect samples of the work we

observed them using. In case studies, physical objects are useful because they help the researcher develop a broader perspective ofthe context under study beyond that which could be directly observed in a period space of time (Yin, 1994), Actually, this case study is almost descriptive and explanatory; itaims at describing the classroom environment and then answering the questions relating to the way both teachers and learners construct their classroom environments and why they do it in such ways.

In general in case studies, the researcher relies on interviews, observations and physical objects. All these sources are available in the school environment and indeed help to construct the classroom environment.

2.3   The participants

The first part of the research focuses on two primary school teachers and their respective classrooms in a primary school named "Ibn Badiss" situated in Maghnia . The school's policy clearly states that the institution's aim is to develop the child's abilities through MSA as a medium of instruction. In Algerian schools, no other language besides MSA is used except French in French classes, and learners are discouraged from speaking any other language other than MSA in the classroom. The two teachers are simply referred to as T1 and T2, for the sake of anonymity.

The total number of learners is 79 learners in two classes respectively. The learners come from nearly the same linguistic backgrounds. As explained above, our primary reason for focusing on teachers is that in our view the teacher's role in education is seen crucial. Primary schools register children from pre-schooling to year

five (5). All children entered kindergarten with little or no knowledge of MSA. As pointed out in Chapter One, Algerian children are fluent only in their AA . Most children at school seem had any exposure to MSA.

At the time of the study, all teachers based their instructional teaching on a common curriculum in terms of content which was taught through the medium of MSA. The school also had a special kindergarten teacher for preschool-aged children. Few teachers have received training in primary school education. When the researcher exposed the issue to the teachers and explained in details his objectives, Algerian teachers showed real interest and held high expectations about what children could achieve if they were given the appropriate teaching/learning support according to researcher' aims.

2.4 The Teachers

T1 (classroom 1) has been a teacher of Arabic for many years; she has experience in teaching MSA. T2 (classroom 2) has been teaching in the school for twenty years. After being informed by the researcher, both teachers are aware of the linguistic issue and recognize the misuse and the malfunctioning of language matters in Algerian schools

T1 has a two-year secondary studies level, which he received in 1980. He then completed a diploma in education (ITE) in 1983. He first was a teacher in middle school but he sooner shifted to the primary level. He has also been on a number of recent short training courses that covered various topics such as computerising.

All teachers were aware about the fact that we seek to investigatethe role

of the classroom discourse in MSA development, with a particular emphasis on the role of the spoken language in the development of language school.

2.5   The Children

The school children, aged between 9 and10 years, in their fifth year of schooling. In T1's class there were 40 children. Most children's MSA background knowledge was good in formal setting, with more linguistically demanding-tasks when it comes to classroom activities. On the other hand, the 39 children in T2's classroom were described by their teacher as typically second language learners. Put otherwise, those pupils clearly expressed full competence in their mother tongue AA but were much less able to communicate in MSA in the classroom's context.

A remainder of the researcher aim is to find out what really can help these learners to become competent and effective users of MSA.

All teaching programmes at school are extremely detailed. As it was dictated by the Ministry of education, in general, programmes include a general overview under the four heading topics, concepts and understandings, skills as defined in functional terms (generalizing, classifying, predicting) as well as values and attitudes. We tried to definethe programme adeptness in terms of these three objectives: Knowledge presentation, brainstorm their acquired knowledge then to predict the results.

During our data-collection phase, teachers followed the usual course of their programmes. The teaching programme is composed of a series of learning activities

directed by teachers.

The ongoing of the teaching unit usually incorporates a number of actions, first the learners are gathered and put in groups, then teachers guide them by in most of the time explaining and directing when necessary. Then, learners reported on what they had learned, and finally they normally completed some written work based on these discussions. This sequence meant that learners were required to use overly the classroom language whatever the subject is.

The sequence comprises mainly four phases: orientation, elicitation, restructuring, application, and review. As Driver (1994) points out

"Understandings and explanations do not necessarily spring clearly from children's data alone". The author states that " teacher's guidance is needed to help children assimilate what is new for them".

2.6 The Classroom: the Milieu of the Study

As stated above, we observed the classroom in order to apprehend the ongoing and roles played by teachers and learners as well as to understand the co constructed interactions teachers and learners together undertook.

Classroom observations took place over along and continuous period of time in which the researcher acted as a free auditor who attended lessons. In sum, the observation of an entire unit of work from the opening to closure, has allowed specific items of data to be recorded and interpreted. Christie (1995:19) arguably advocates this point as in what follows:

In order to demonstrate how a pedagogic discourse works, it is necessary to study quite long sequences of lessons. This is because the various practices involved in the

very complex process by which learners enter into shared knowledge and understandings, as well as demonstrate capacity to manipulate these things in reasonably independent ways, involve considerable time.

2.7 Questionnaire

To keep the same vein of thought, below, we display the most important findings that result from the investigation handled with a group of primary school teachers.

a) to examine their opinions on the learners' use of AA in the classroom and whether or not this usage has any effects on learners' literacy acquisition i.e. linguistic performance, educational attainment and psychological well-being.

b) Examine teachers' views on the adequacy of AA as a linguistic system of communication and the factor that shaped their attitudes toward AA.

c) Explore the role that teachers should play in language policy matters.

Following the Likert scale Statements the data and their analysis were reported bellow:

The completed parts of the questionnaire were tabulated and analyzed statistically. The study has revealed several interesting findings:

a) Teachers consider it their duty to correct pupils when they use the dialect in class (more so in writing than in speaking). Because of repeated corrections, children are often made to feel, perhaps unintentionally, that their own way of speaking is erroneous or impolite. This is evident for the fact that children appear to be uneasy

when using their native code and gradually come to believe that this code is incorrect, unintelligent and improper; in other words, they speak 'daridja' road-like talk.

b) Teachers appear to be less strict over the use of the dialect in class in certain domains such as when it is used for being humorous, or funny, or for complaining or chatting on every day issues. On the other hand, teachers prefer to use AA when warning learners, as this is the code that represents officialdom and authority.

c) Teachers find the use of the dialect more appropriate when it serves such purposes as joking, advising a learner; using humorous expressions and when they are to provide explanations for concepts that are difficult for children to understand.

d) While AA predominates in class, the vast majority of teachers confess that they often use AA with colleagues outside the classroom. Apparently, feelings and intentions are normally perceived as more sincere and honest when expressed in dialect.

On the other hand, the use of the standard form immediately establishes a certain distance between speakers. Overall, these results suggest implications and some influence on literacy. When teachers hold negative attitudes toward the dialect, they certainly create an unfavorable environment which restrains learners from expressing themselves freely in their native code, especially those who feel much more comfortable in the mother tongue. This, unfriendly environment consequently affects learners' communicative abilities since it discourage them from speaking and practicing their language skills freely, and from participating in

unrestricted activities that are active and creative. Such mental hindrance is logically not conductive to the enhancement of literacy nor is it a very effective method.

The results reported in this study are represented in three different sections. For statistical purposes, the responses for "strongly agree" and "agree" for all parts of the questionnaire are presented as combined value labelled "agree", and both "strongly disagree" and "disagree" are labelled "disagree". The value "uncertain" remains unchanged.

2.8 Teachers' Evaluation of Learners' Use of AA in Class

The first part of the questionnaire examines the teachers' opinions on the learners' use of AA and how this usage affects learners' literacy acquisition. Graph 1 shows the teachers' opinions on eight issues related to the effects of AA usage on the mastery and use of AA, how correcting and reprimanding learners' AA usage affects their self-confidence and finally whether users' place of residence (rural vs. urban) and family environment have any adverse effects on school achievement.

As can be seen, the majority of teachers 75,8% agree that the learners feel discouraged when repeatedly corrected for using AA in class and 73,7% agree that learners who do not attend the pre schooling year encounter far more serious problems when expressing themselves than learners who underwent pre schooling. Furthermore, a large number of teachers 71, 7 % acknowledge that learners feel much more comfortable when using AA rather than MSA in class and 69,9% agree that these learners encounter serious problems when expressing themselves exclusively

in MSA. 64, 4 % concur that learners' self-confidence is negatively affected when reprimanded for using AA in class. On the other hand, almost half of the teachers 49, 2 % disagree that when learners express themselves in AA, they are considered to be using unsophisticated and unrefined language. Furthermore, 39, 4 % of the teachers disagree that the encouragement of AA usage in class and another 30, 8% in the family environment leads to lower levels of scholastic achievement.

2.9 Teachers Assessment of learner's use of MSA

In short, a global look at the results of the figure (1) reveals that teachers:

a) recognize the detrimental effects that repeated corrections have on learners' linguistic behaviour.

b) are also aware that the learners' place of residence plays a major role in mastering a standard language.

c) teachers appear to be familiar with the fact that learners experience difficulties in expressing themselves in MSA, that they feel much more comfortable when using AA and that their self-confidence is affected by reprehension for using it in class.

d) teachers do not seem to concede that AA is an unsophisticated language.

e) teachers do not accept the idea that the use of AA in class and with family members adversely affects learners' scholastic achievement. Consider the following figure:
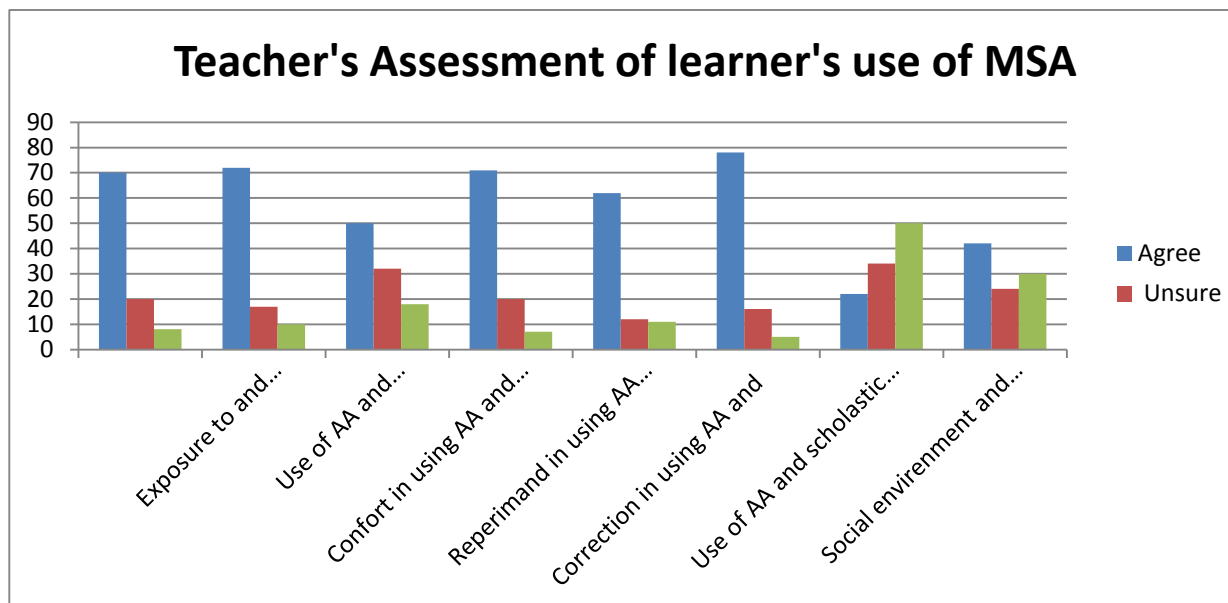
Figure 1 : Teachre's Assessment of Learners' Use of MSA

If a wider definition of literacy is adopted, that is, one goes beyond the ability to read and write and includes a person's capability of accessing and using information, the results of this section imply that the learners' literacy abilities are not up to standard because they are evaluated, by teachers and by the educational system itself, according to the linguistic standards of MSA and not AA. If learners were allowed to express themselves in whatever code they felt most comfortable in, and without the fear of being repeatedly reprimanded, they would most likely have much more to say and would do it in a more heart-felt way. Their verbal abilities would consequently be judged to be more elaborated, in Labov's terms.

2.10 Teachers' Evaluation and Attitudes towards AA

The second part of the questionnaire investigates teachers' opinions and attitudes towards AA. The results are shown in graph 2, which also includes the results of teachers' opinions on the adequacy of AA as a linguistic system compared to MSA.

Figure (2) shows that 68,1% of the teachers believe that AA is equally effective as MSA as A means of communication and almost equal number 65,7% consider AA to be an autonomous and fully-fledged system of communication. The number of teachers who disagree on the two issues is rather low 17,4% and 21,3% respectively; even so, this result does show that almost a third of the teachers surveyed do question the dialect's status as a

fully-fledged language. In addition, 64, 8% of the teachers disagree that AA is less expressive than MSA and more than half 56,9% do not admit that the lexicon of AA is limited and insufficient for accurate, effective and thorough communicative. However, once again, it cannot be ignored that the third of the teachers do have reservations about the dialect's potential to meet speakers' expressive needs and to provide them with requisite vocabulary for thorough communication.

Since teachers do not question the dialect's effectiveness as a means of communication and further admit that it is not less expressive that MSA, it is difficult to understand why at the political sphere the issue of languages in instruction is not problematic. Becomes obvious that language policies and issues on literacy tend to be considered and judged on a more political and ideological basis than linguistic.
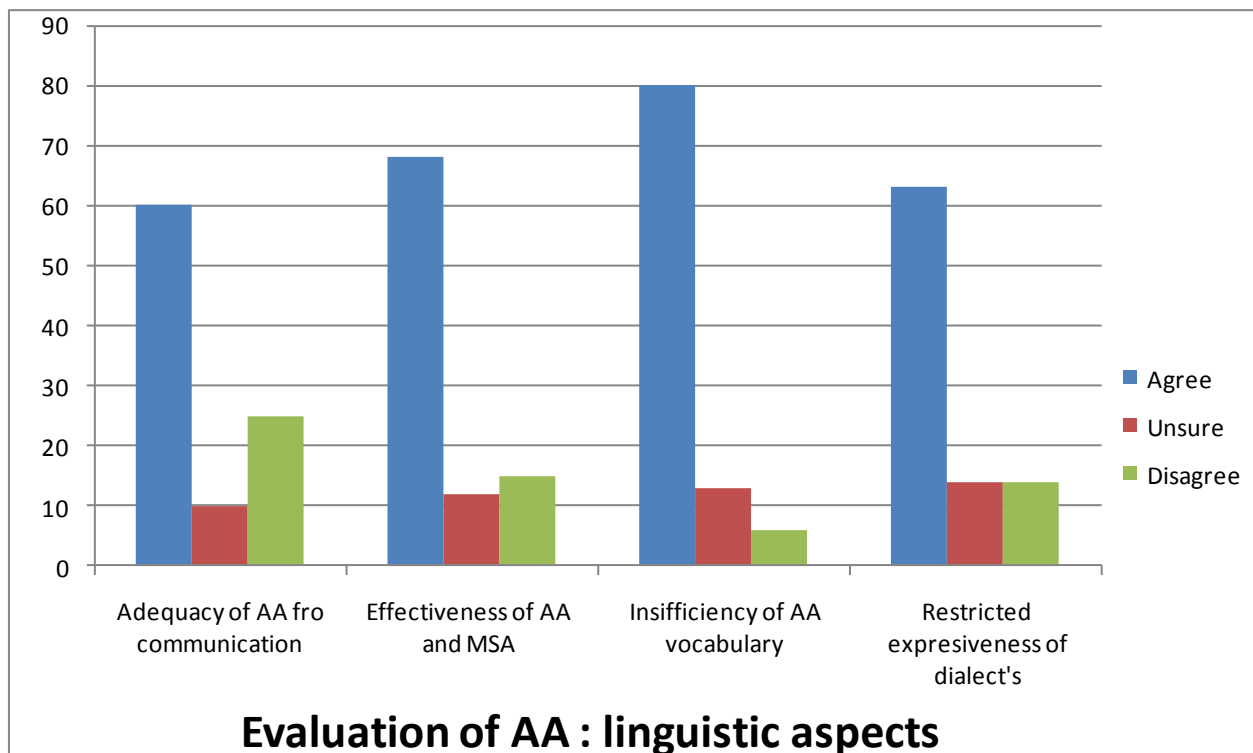
Figure 2 : Evaluation of AA : Linguistic aspects

As can be seen in figure (3), a large number of teachers 60, 9% do not agree that their attitudes towards the use of AA in class are directly related to their ideological orientation. About half of the teachers 48, 9% reject the suggestion that their own social standing and 45,4% that their family background have shaped their attitudes towards the use of AA in class. More evenly balanced, 40, 9% of teachers agree and 40,2% disagree that their attitudes towards the use of AA in class are directly related to the training they received as university students. From these results it can be deduced that teachers' ideological orientation, social standing or family background may not play a direct role in the shaping of their attitudes towards the use of AA in class but it seems possible that their training may have had some bearing on their attitudes. The training impact result is rather unsurprising since

teachers are trained to use MSA and are also expected to impart feelings of patriotism and national pride for Arab and Islam trough this medium.
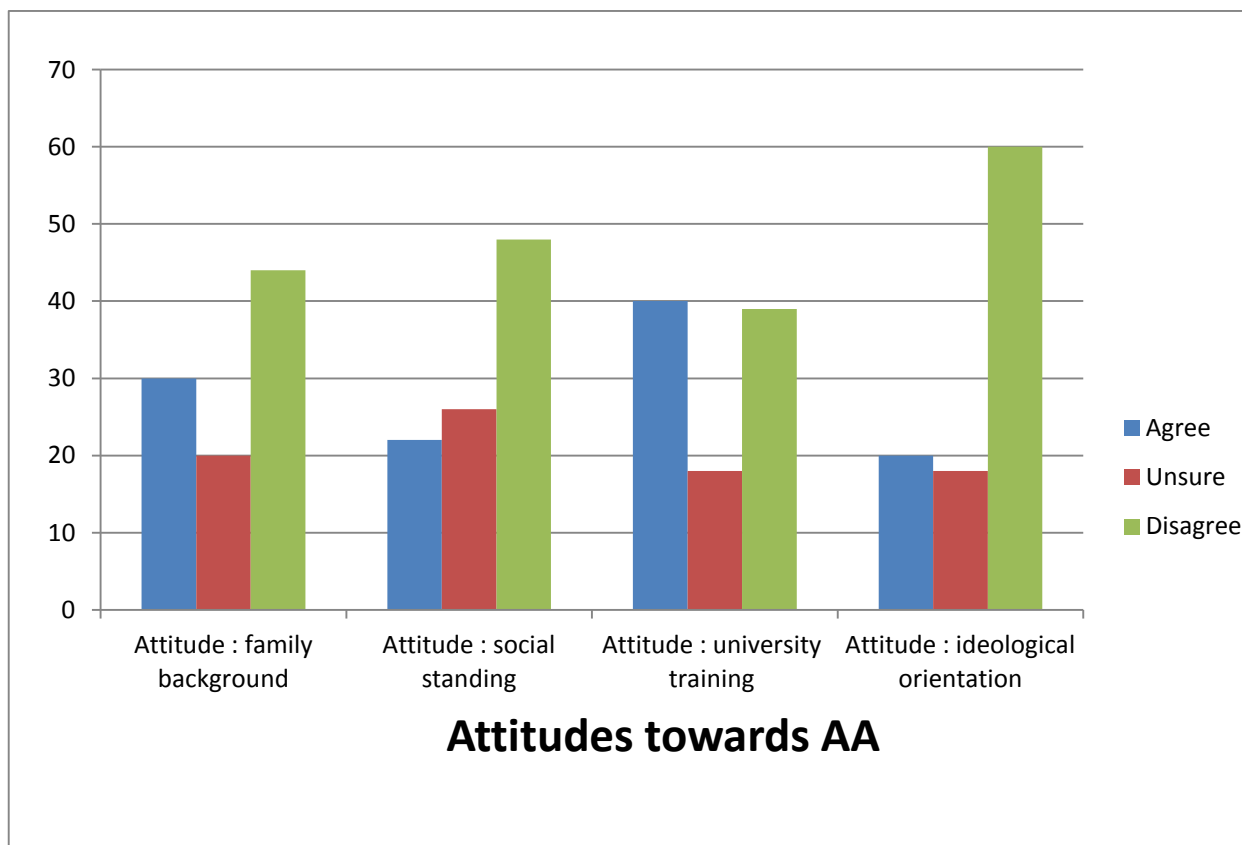
Figure 3 : Attitudes towards AA

The third part of the questionnaire focuses on teachers' understanding of the relationship between MSA or AA views on language policy matters Figure (4) shows that 73,5 % agree that the use of dialect contributes in culture conservation. 55,4 % believe that the encouragement of AA in class leads to the reinforcement of MSA, and a considerable number 72,5% reject the idea that promoting the Algerian culture through dialect use may distance Algerians from his Arabism and religion.

2..11 Teachers' Views on Identity and Language Policy Matters
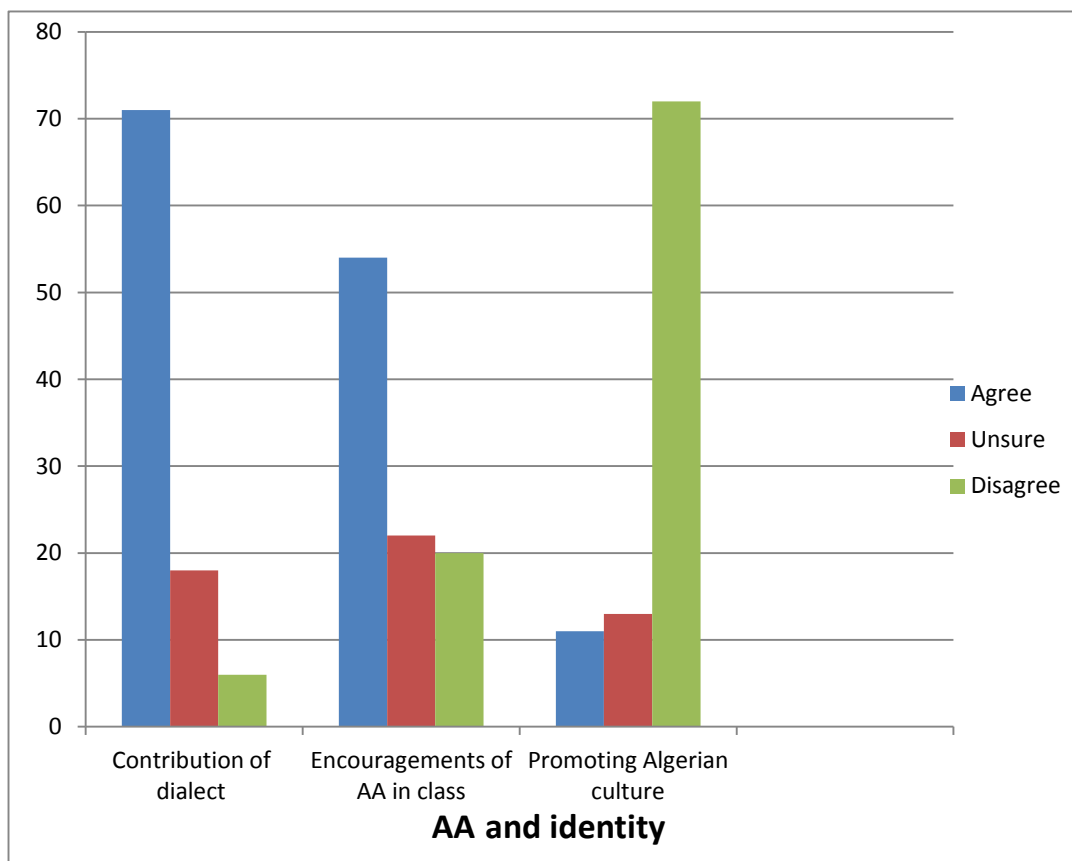
The third part of the questionnaire focuses on teachers' understanding of the relationship between MSA or AA use and identity, as well as their views on language policy matters;

Figure 4 : AA and identity

these results are shown in figures (4) and (5). Figure (4) reveals teachers' opinions on the impact of dialect use on local culture and identity. It shows that three out four teachers 73,5% agree that the use of dialect contributes in the enrichment of the local culture. A little over a half of the teachers 55,4% believe that the encouragement of AA in class leads to the reinforcement of Arab identity, and a

much greater number 72,5% reject the idea that promoting the Algerian identity through dialect use may distance Algerians from a broader Arab Islamic identity. Since it is well known that language and identity are mutually influential (Edwards, 1985), it is not unreasonable then, to conclude that language planning is currently having an effect on language identity in Algeria. If people want to influence identity, (Pool, 1979) suggests, they might "consider language planning as a means to do so".

Figure (5) shows that three out of four teachers 74,7 % declare that a language policy should be based on linguistic criteria rather than on ideological considerations. Also, a large number of teachers 63, 6% believe that the language variety to be used for instruction should be explicitly stated in future language policies.
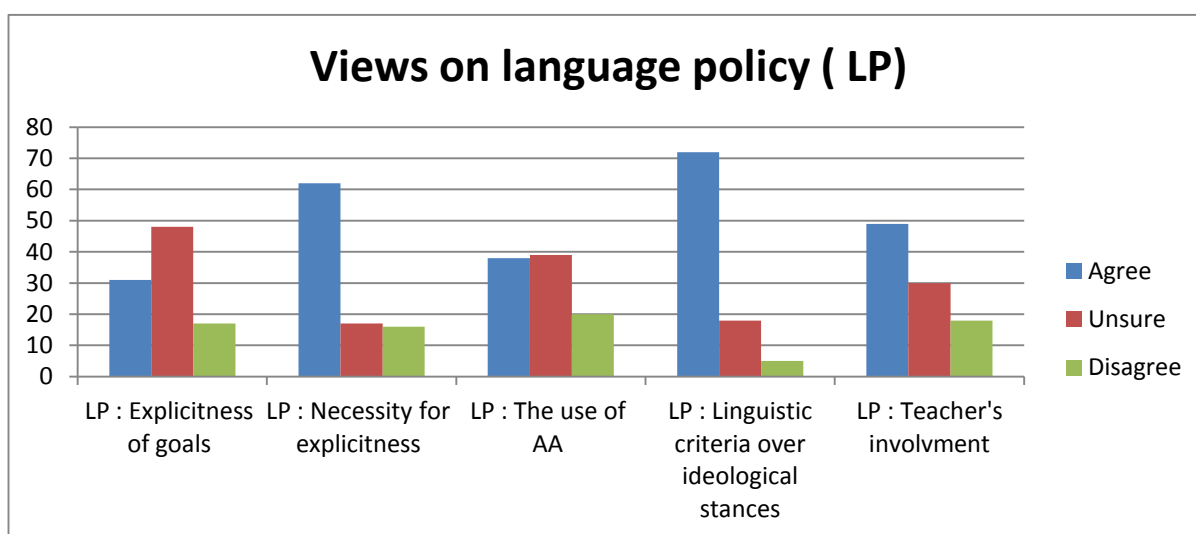
Figure 5 : Views on language policy (LP)

On the other hand, only 37, 7% of the teachers agree that the language of instruction should be the learners' mother tongue; that is, the Algerian dialect, while 40 % of the teachers are unsure about the issue, and 22, 3% disagree. Finally, only

39, 8% believe that teachers should be consulted in choosing the language variety to be used for classroom instruction, whereas 31, 3% are unsure about this issue, and 19,1% disagree.

2.12 Results and discussion

Apparently, our primary school teachers in relation to their linguistic feeling, qualified their everyday language as insufficient, or deficient and not unified. The majority of these teachers are ready to put aside AA on the basis of its consideration as a non-rule governed variety whose taking into account is not necessary.

When Algerian Arabic is rejected, this is done following grounds that AA has linguistic deficiencies, this variety is not a language but a dialect, and further it has no written form. It seems that even if the value of AA is recognized as the variety switched to most of the time (observation….) and its influence apparent, the teachers are rather reserved as to attributing it some role in teaching and learning MSA.

We may suggest that the involvement of the pupil's mother tongue in the process of interaction inside the classroom is valuable outcomes in reducing the uneasiness settled on the pupils who are expected to be able to master and converse in the target language. Thus, in our case, the teachers' recourse to AA will contribute, to a large measure, in the creation of a rather confortable non-threatening classroom atmosphere.

It is important to notice that even if the teachers refuse to consider the relevance of AA to MSA teaching, they continuously involve this variety through their

switching to it. The fact that code switching to AA is generally recognized and accepted. In some instances, its occurrence is justified.

The teachers' explicit recognition of their code switching to AA within the classroom suggests the influence that AA has on their language use to the extent of making them use it most of the time unconsciously (observation).

The teachers' patterns of language use are specifically characterized. It is worth noticing that the teachers recognized the emergence of an interlanguage between MSA and AA.

This confirms the teachers' awareness of their code switching. As such, the outcome of code switching occurrence will affect many aspects of the classroom situation. Tsui (1995:7) notices that several studies in first language classroom have demonstrated that the kind of language used by the teachers has an impact on the language produced by the learners, and thus the interaction that will take place.

The frequent occurrence of code switching in the teachers' talk may lead to the learnability of code switching and persistence of its use. This suggests the long-term effects of the occurrence of code switching in the teachers' speech.

We suggest that the teachers' will to regulate or control the pupils' language behavior or not is influenced in turn by their awareness of the general linguistic habitus of the pupils. For instance, the use of AA in their peer interactions inside the classroom and in addressing their teachers outside the classroom. As such, the

teachers do not allow the use of AA in the classroom in an attempt to reduce its influence and omnipresence in the pupils' language behavior.

The teachers, very apparently, do not allow the pupils' use of AA in the classroom in parallel with their insistence on the exclusive use of MSA. This appears to be motivated by norms of linguistic appropriateness. As such when the teachers take account of the inappropriateness of using AA within the classroom, they express indirectly a sort of stigmatization vis-à-vis this variety. Indeed, actions as demanding the pupils to replace their first language by that of the target language in the classroom are performed mainly in an attempt to distinguish the classroom setting from other types of settings where AA use constitutes a salient feature. The teachers aim at achieving a dual target, namely to reduce the pupils' use of AA and, in parallel, fix a unique occasion of MSA use i.e. the classroom.

2.13 Conclusion

This chapter has painted a picture of the classrooms under study. we looked at the classroom in detail with a specific linguistic focus. The structure of teaching activities. Various language activities were considered such as, phonics, vocabulary, numeracy, writing and reading. The texts in particular were discussed in detail, because language skills are very easily transmitted through stories. Various language problems within the classrooms, Arabization policy that influence the role of the teachers in the classrooms, other factors that the teachers felt contributed to learners, the treatment of the children in the school.

General Conclusion

The results reveal that obligatory monolingualism causes educational problems for the Algerian children and for government on different scale. Related educational problems are concerned with the difficulties that AA speaking school-aged children have in learning to read and write MSA.

Not only do they have to learn the mechanics of reading and writing, they also have to learn the language (MSA). Therefore, dialectal differences constitute an educational problem. Following our research questions: should we continue to teach and reward the use of MSA in schools, and attempt to solve the difficulties caused by AA as best we can? Or should we allow children to speak and write those grammatical forms which come most naturally to them and thereby give importance to AA to elevate the MSA? As a result, the most traditional approach (the elimination of AA: compensatory programme), which argues that non-standard dialects are incorrect or bad and that the best way to solve the dialect conflict is simply to eliminate them, implying that children suffer just because they do not speak the standard, is a negative approach psychologically, socially and practically.

Firstly, it is wrong psychologically because language is not only a means of communication but also a symbol of identity and even to produce linguistic insecurity in children. Secondly, it is socially wrong because it can lead to the social stigmatization of non-standard language, leaving an incorrect or inferior variety. Finally, it is wrong practically because it can never work; nobody wants to change his or her native variety because communicative advantages are not gained.

In the same way as in multilingual contexts, bidialectal programmes have been applied in education in Great Britain. These recognize the linguistic validity and correctness of both standard and non-standard dialects, and treat the two as separate varieties with a definite social function assigned to each.

In some ways Algeria and the Arab world in the whole are diglossic situations where speakers are able to use the mechanism of code switching, and in turn, respect for the speakers' feelings regarding their own native language are shown. The most recent programme aiming for the eradication of prejudices and an appreciation of dialect differences is based on the concept that the solution is not to change the language but the attitudes to language.

What has to be done is to help the Algerian child so they are able to read standard Arabic. And what is more important, to educate our society to an understanding, appreciation and tolerance of Algerian dialect as complex valid and adequate linguistic system. The university students that partially represent the public opinion confess that the best solution to the problem at stake is undoubtedly, combining the two last approaches: bidialetalism and dialect appreciation of dialect differences. That is, to teach the standard (MSA) in schools by means of the bidialectalism method, and at the same time, to cultivate dialect tolerance, this would probably be simpler than changing the linguistic habits of the majority of the population.

مَشْرُوعِي **1**

أَحْتَاجُ إِلَى

قَلَمُ الرَّصَاصِ

مِقَصٌّ

مِسْطَرَة

عُلْبَةُ أَلْوَان

مِمْحَاة

أَوْرَاقُ الرَّسْمِ

مَرَاحِلُ الْإِنْجَازِ

أَتَعَرَّفُ عَلَى الْغُرَفِ وَأُسَمِّيهَا.

غُرْفَةُ النَّوْمِ

حَمَّامٌ

غُرْفَةُ الِاسْتِقْبَالِ

مَطْبَخٌ

أَرْسُمُ هَيْكَلَ الْمَنْزِلِ عَلَى وَرَقَةٍ بَيْضَاء.

أُلَوِّنُ مَنْزِلِي.

أُظْهِرُ مَنْزِلَنَا

أَصِفُ مَنْزِلَنَا.
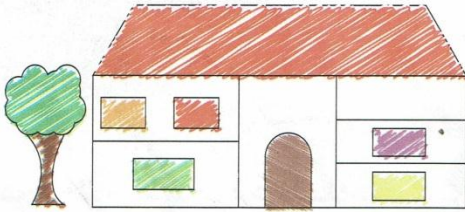
التَّحِيَّةُ وَرَدُّهَا

ألَاحِظُ وَأُعَبِّرُ

السَّلَامُ عَلَيْكُم يَا صَدِيقِي !

وَعَلَيْكُمُ السَّلَامُ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ !

مَسَاءُ الْخَيْرِ يَا سَيِّدِي !

مَسَاءُ الْخَيْرِ يَا بُنَيَّ !

صَبَاحُ الْخَيْرِ يَا جَدِّي !

صَبَاحُ الْخَيْرِ يَا بُنَيَّ !

مَرْحَبًا بِكَ يَا أَيْمَن !

مَرْحَبًا بِكَ يَا مُنْصِف !

أَفْهَمُ

التَّحِيَّةُ سُلُوكٌ لَطِيفٌ يَدُلُّ عَلَى حُسْنِ التَّرْبِيَّةِ .

أُحَيِّي أَصْدِقَائِي عِنْدَمَا أَلْتَقِي بِهِمْ .

أَحْفَظُ

عِنْدَ التَّحِيَّةِ أَقُولُ : السَّلَامُ عَلَيْكُمْ .

وَعِنْدَ الرَّدِّ أَقُولُ : وَعَلَيْكُمُ السَّلَامُ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ .

جَوْلَةٌ مُمْتِعَةٌ ❀2

① أُثَبِّتُ (1) عمل ممتار

■ أَذْكُرُ الْحَرْفَ النَّاقِصَ وَأَكْتُبُهُ.

زَيْتُون   مِنْجَلٌ   نَمْلَةٌ

حَلَزُون   تَنُّورَةٌ   مَنَارَةٌ

② أُثَبِّتُ (2) عمل حُبّ

■ أَرْسُمُ دَائِرَةً حَوْلَ الْكَلِمَاتِ الَّتِي فِيهَا حَرْفُ الزَّايِ (z) ، وَأَكْتُبُهُ.

زُرْبِيَّةٌ   مَوْزٌ   أَزْهَارٌ

مَزْرَعَةٌ   الْجَزَائِرُ   غَزَالٌ
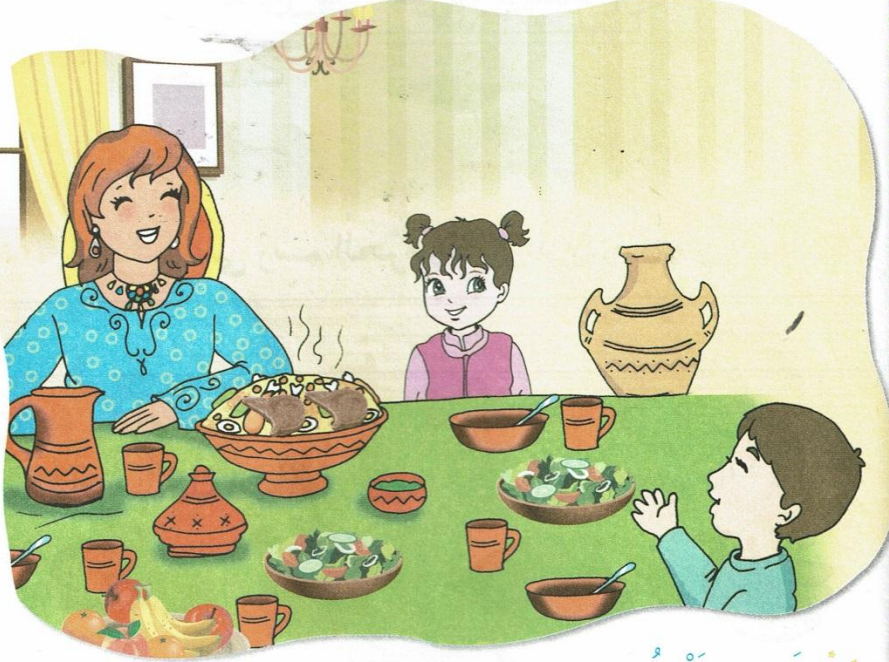
زَيْنَةٌ   زَرَافَةٌ   مَنْزِلٌ   شَجَرَةٌ

40

✿ أُلاحِظُ وَأُعَبِّرُ

✿ أَبْني وَأَقْرَأُ

عُـدْتُ إِلَـى الْبَيْتِ، فَوَجَدْتُ فَـوْقَ الطَّاوِلَةِ كُسْكُسًـا بِالْخُضَـرِ وَاللَّحْـمِ وَسَـلَاطَةً وَفَوَاكِهَ مُتَنَوِّعَـةً، فَعَرَفْتُ أَنَّ ضَيْفًا سَـيَزُورُنَا اللَّيْلَةَ.

✿ أَسْتَعْمِلُ : كَانَ، صَارَ.

صَارَ الْبَيْتُ نَظِيفًا وَمُرَتَّبًا.

كَانَتِ الْوَجْبَةُ لَذِيذَةً.

41

المِحْوَرُ : التَّغْذِيَةُ وَالصِّحَّةُ

1   الفَحْصُ الطِّبِّيُّ

1

يَوْمَ الثلاثاء 12 أبريل 2022م

أُثَبِّتُ (1)

- أَرْسُمُ دَائِرَةً حَوْلَ حَرْفِ الفَاءِ (ف) ، وَأَكْتُبُهُ.

فَحْصٌ	شِفَاءٌ	فُرْشَاةٌ	وَصْفَةٌ
فْ	قَا	فُ	ـفَ

وَرَقَةٌ	فِيلٌ	فَاكِهَةٌ	مِفْتَاحٌ
ف	فِي	قَا	ـفْ

2

يَوْمَ الثلاثاء 12 أبريل 2022م

أُثَبِّتُ (2)

- أُلَوِّنُ كُلَّ كَلِمَةٍ تَشْتَمِلُ عَلَى حَرْفِ الثَّاءِ (ث) ، وَأَكْتُبُهُ.

كَوْثَرٌ	ثَلَّاجَةٌ	ثِمَارٌ	ثَلَاثُونَ
ثَ	ثَ	ثِ	ثَو

ثِيَابٌ	ثُعْبَانٌ	لِثَامٌ	تُفَّاحٌ
ثِيَ	ثُ	ثَا	

46

3

أُنْتِجُ

■ أُكَوِّنُ مِنَ الْحُرُوفِ التَّالِيَةِ كَلِمَاتٍ .

ضَ	يَا
رِ	دُ

فَا	كِ
ذَ	فِ
هَ	ةٌ

| نَا | ةٌ |
| ذَ | فِ |

| كَ | كَ |
| ةٌ | عْ |

رِيَاضَةٌ   فَاكِهَةٌ   نَافِذَةٌ   كَعْكَةٌ

■ أُرَتِّبُ الْكَلِمَاتِ لِأُكَوِّنَ جُمَلًا .

الطَّبِيبُ - أَحْمَدَ - فَحَصَ

فَحَصَ الطَّبِيبُ أَحْمَدَ

فُرْشَاةً - بِلَالٌ - بِالدَّنَانِيرِ - اشْتَرَى

اِشْتَرَى بِلَالٌ فُرْشَاةً بِالدَّنَانِيرِ

الثِّيَابَ - طَاهِرٌ - الْمُسْلِمُ

الْمُسْلِمُ طَاهِرُ الثِّيَابِ

47

■ أَكْتُبُ الْكَلِمَةَ الْمُنَاسِبَةَ لِلرَّسْمِ :

زِرٌّ – سَنَابِلُ – نَعَامَةٌ – أَزْهَارٌ – سِنْجَابٌ – مِزْمَارٌ – عَنْكَبُوتٌ

X مِزْمَارٌ عَنْكَبُوتٌ زِرٌّ

X نَعَامَةٌ سَنَابِلُ

أَزْهَارٌ سِنْجَابٌ

■ أَضَعُ كُلَّ كَلِمَةٍ فِي مَكَانِهَا الْمُنَاسِبِ : الْمَاءَ – الْخَشَبَ – الثَّمَارَ – الْجَوَّ

لِلشَّجَرَةِ فَوَائِدُ كَثِيرَةٌ : تُعْطِينَا الْخَشَبَ لِصُنْعِ الْأَثَاثِ،

تُلَطِّفُ الْجَوَّ ، نَقْطِفُ مِنْهَا الثَّمَارَ X

وَنَسْقِيهَا بِ الْمَاءِ

أُنْتِجُ

■ أُلَوِّنُ كُلَّ كَلِمَةٍ تَشْتَمِلُ عَلَى (الـ) الْقَمَرِيَّةِ .

الْعِنَبُ   لَوْحَةٌ   الْحَدِيقَةُ   الْقَمَرُ

الرِّسَالَةُ   الْوَاحَةُ   الْبُرْتُقَالَةُ   الْجَبَلُ

■ أَتَعَرَّفُ عَلَى أَجْزَاءِ الْحَاسُوبِ ، وَأُكْمِلُ .

يَتَكَوَّنُ الْحَاسُوبُ مِنْ : الشَّاشَة ، الْفَأْرَة ، لَوْحَة

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Teacher's Questionnaire

Gender: Mal☐   ☐
Female

1. Pupils encounter serious problems when speaking MSA?

   ☐ Yes   ☐   No

2. Encouraging the use of AA in the classroom lowers the academic level?

   Yes   ☐   ☐No

3. Do pupils have difficulties in understanding lessons in MSA?

   Y☐   ☐   No

4. When using AA, pupils are regarded as?

   ☐es   ☐   No

5. AA is a personal and integrated communications system?

☐ Yes   ☐   No

6. AA as any other dialect is less expressed than MSA?

☐   ☐   No

7. Do animated cartoons affect the pupil's language (MSA)?

☐ Yes   ☐   No

8. My attitude towards the use of AA in the classroom is related to my ideology?

☐ Yes   ☐   No

9. Pupils get tired of the frequent remarks and corrections when using AA?

☐ Yes   ☐   No

10. Schooling pupils over the use of AA in the classroom has a negative impact on their psyche?

☐ Yes   ☐   No

11. Using AA at home have a negative impact on academic achievements?

☐ Yes   ☐   No

12. Are pupils able to express their feelings more eloquently when using AA?

☐ Yes   ☐   No

13. Pupils feel more comfortable using AA in comparison to MSA?

☐ Yes   ☐   No

14. Pupils in rural areas face more problems in the use of MSA in comparison with pupils in urban areas?

Yes ☐   ☐   No

15. If AA was implemented as the language for education. Will, it has a benefit for pupils?

Y☐   ☐   No

Résumé

La distance linguistique entre la langue maternelle et la langue scolaire de l'élève algérien est très préoccupante. Toutefois, cette préoccupation ne semble pas se répercuter sur la formation continue des enseignants, de sorte que ce manque apparent de formation peut entraîner un manque de sensibilisation à l'égard de la représentation du bi-dialectalisme dans les expositions en classe. Le document tente de décrire les différentes activités d'enseignement que nous avons observées au cours du semestre 2022 dans deux classes différentes avec deux enseignants (respectivement Pr1 et Pr2). Le but est de montrer comment les trois domaines d'apprentissage qui sont couverts en 1re année, à savoir la numératie, la littératie et les compétences de vie, sont abordés et enseignés quotidiennement dans ces classes en faisant référence aux diverses activités linguistiques que nous avons observées. La recherche a montré que le monolinguisme cause des problèmes à deux niveaux différents, au niveau éducatif et aussi au niveau gouvernemental. D'une part, les problèmes éducatifs ont à voir avec les difficultés que les élèves de langue Algérie arabe ont dans l'apprentissage et qui comprennent la lecture et l'écriture en la langues standard arabe . En revanche, la politique linguistique adoptée par le gouvernement est ce qui rend le processus d'apprentissage difficile pour les enseignants et les apprenants .

Mots clées : Pr 1 – Pr2

التلخيص

هناك قلق كبير فيما يتعلق بالمسافة اللغوية بين اللغة الأم واللغة المدرسية للتلميذ الجزائري. ومع ذلك، لا يبدو أن هذا القلق ينتقل إلى تدريب المعلمين أثناء الخدمة، وبالتالي فإن هذا النقص الواضح في التدريب قد يؤدي إلى نقص الوعي فيما يتعلق بتمثيل الجدلية الثنائية داخل الفصول الدراسية. تحاول الورقة وصف الأنشطة التعليمية المختلفة التي لاحظناها خلال فصل 2022 في فصلين دراسيين مختلفين مع مدرسين مختلفين (الأستاذ 1 و الأستاذ 2)

و الهدف من ذلك هو اظهار كيفية التعامل مع مجالات التعلم الثلاثة التي يشملها الصف 1، وهي الحساب ومحو الأمية والمهارات اليومية ، وتدريسها بشكل يومي في هذه الفصول الدراسية مع الإشارة بشكل خاص إلى الأنشطة اللغوية المختلفة التي لاحظناها. أظهر البحث أن اللغة الأحادية تسبب مشاكل على مستويين مختلفين، على المستوى التعليمي وكذلك على المستوى الحكومي. من ناحية، تتعلق القضايا التعليمية بالصعوبات التي يواجهها التلاميذ الناطقون بلغة الدارجة في التعلم والتي تشمل القراءة والكتابة في بدل الإقامة المقرر. من ناحية أخرى، فإن سياسة اللغة التي اعتمدتها الحكومة هي التي تجعل عملية التعلم صعبة لكل من المعلمين والمتعلمين .