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**Linguistic Attrition among Retired French Language
Teachers of Bensekrane's Middle Schools**

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Dedication

To my grandmother Fatna

To my amazing parents, Nasereedine and Fatna

To my sisters Latifa, Chaimae , Hiba and my brother-in-law Nadir

To my best friends Fatima, kawther and Hidayette

To the family Ibrir

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I also would like to express my gratitude to the sample population for their help and patience.

Abstract

The phenomenon of language attrition refers to the erosion of any portion of previously acquired or learned languages by healthy individual. This research paper aims at presenting an in-depth overview about the process, manifestations and causes of language attrition. Furthermore, it also aims to find whether the target sample in this research are suffering from language attrition and which linguistic level is most subjected to attrition. At this juncture, via using the mixed method approach, a questionnaire and a language proficiency test were administered to seven (7) retired French language teachers. After analyzing and interpreting the collected data, the researcher reached to the conclusion that retired language French teachers are subjected to attrition but only few of them portrayed sever attrition signs. In addition to this, the analyzed data also shows that the linguistic level that is most subjected to attrition is the grammatical level.

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List of Abbreviations

FL: Foreign language

LMT: Long term memory

L1: The mother tongue

L2: The second learned language

L3: The third learned language

L4: The fourth learned language

SLA: Second language acquisition

TV: Television

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GENERAL
INTRODUCTION

General Introduction

Around the 1950s, the so-called 'language acquisition' notion was recognized and studied by psycholinguists scientifically due to the birth of cognitive sciences. Many theories and hypotheses were thus proposed, especially those presented by the two main figures in the field of psycholinguistics: Noam Chomsky and F. B Skinner. Their contributions were successful as they were able to account for the explanation of the process of acquiring and learning languages. The opposite of such a phenomenon which is 'language attrition' however did not polarize the attention of scholars since it wasn't considered as part of language acquisition. In addition, it was only viewed as a rare mental problem that occurs to 1 out of 1000 people. Yet, the fact that any healthy individual being multilingual or bilingual can suffer from severe language loss led this controversial phenomenon to have its right in interest by researchers as well (Köpke&Schmid, 2004,). It was consequently considered to be a matter of bilingualism, language acquisition and applied linguistics. The scientific studies that were conducted presented various hypotheses of how such a phenomenon occurs and how it can be treated. These hypotheses enabled researchers to reveal all the layers in the attrition process.

At this juncture, it was noticed that the perfect example of healthy individuals that experienced language attrition of the languages they once mastered are retired foreign language teachers. In the Algerian teaching context, some retired French teachers are observed to have a decrease in their linguistic skills since they are not exposed to the French language, nor do they use it in the Algerian society. This decrease, however, can be at any linguistic level. As for the direct catalyst of the loss, it may differ from one teacher to another.

Hence, this research will attempt to investigate about whether Algerian French foreign language teachers suffer from attrition after retirement since they are considered to be fluent and are perfect French language holders and since the French language is common in Algeria, the exposure to it will not be totally cutoff and hence forgetting the language is

questionable. Moreover, this research also seeks to find which linguistic level is more subject to damage and loss.

Therefore, the researcher tries to answer the following questions.

1. Are the French language teachers going to suffer from attrition after retiring from teaching?
2. Which linguistic level is more subjected to attrition?

As an attempt to answer these research questions, several hypotheses have been proposed:

1. French language teachers do suffer from French language attrition after retiring even though they are considered to be perfect language holders.
2. It is usually the lexical level that is more subjected to attrition.

To find whether these hypotheses are valid or not, the researcher decided to opt for a case study dealing with retired middle school teachers of French to explore the reasons behind it. Various instruments are used to collect both quantitative and qualitative data such as a questionnaire and a language proficiency test. These instruments are devised and administrated to the teachers. The collected data are analyzed based on a mixed method approach.

This research work is divided into two chapters for the purpose of enlightening the readers about the issue of this investigation. The first chapter presents the notions of language acquisition and attrition (definitions, characteristics, hypothesis, theories). Moreover, this chapter also provides a view of the relationship between memory science and language attrition. As for the last part of the first chapter, areas of language attrition will be presented in addition to some possible variables and circumstances that lead to attrition. Furthermore, this chapter also includes a background study about the Linguistic situation of the French language in Algeria since it is the language studied in this research. It is then important to mention its status in the Algerian speaking community, for the sample of this investigation are part of this speaking community.

The second chapter presents the research methodology; a description of the procedures and the instruments used to search for data. This chapter also accounts for an explanation of the procedure of the analysis of the collected data .Moreover, the last title of the second chapter deals with the actual interpretation of the data. The research results are then discussed to prove whether the hypotheses are valid or not.

CHAPTER ONE

LITERATURE

REVIEW

1.1 Introduction

The first chapter is concerned with the theoretical part of this research. It presents an in-depth overview about language attrition. It begins by providing a historical view of how such a phenomenon was studied. It also aims at providing an explicit definition of the studied phenomenon and its types. The chapter then outlines various hypotheses and theories that are related to the attrition process and explore all the areas of attrition. Finally, this chapter also presents a background study which deals with the linguistic situation of the French language in Algeria since it's the language studied in this research.

1.2 Language Acquisition

The process of acquiring language is one that all human beings experience naturally. It is the process by which people acquire and develop the ability to understand and use language. Early childhood is typically the beginning of this process, which continues through adolescence and adulthood. The fact that this process comprises various stages and incorporates numerous aspects to ensure a successful acquisition makes it difficult and multifaceted. The acquisition process, however, applies to any second or third language that may be learned later in life.

1.2.1 First Language Acquisition

It is the process by which children acquire their mother tongue. It has six stages, which are the pre-linguistic stage, the babbling stage, the first word and two-word stages, the telegraphic stage, and the beyond telegraphic stage (Crowley&Hout-smith, 2010). It is during these stages that the child is able to move from recognizing distinguishing sounds to producing fully comprehended sentences.

1.2.2 Second Language Acquisition

The process by which people pick up a second language after mastering their first is known as second language acquisition. It can happen in a range of contexts, such as self-study, immersion environments, and classroom education. It is, however, argued that it is different from the first language acquisition process. Researchers such as Stephen Krashen

(1988) argued that while the acquisition of the mother tongue happens subconsciously, the second language is acquired both consciously (learning) and subconsciously (acquisition) since elements like conditioning and reinforcement are present during the second language acquisition process (E.Schütz, 1998).

During these processes, however, the results are nothing but similar; languages are acquired and learned. The person is perfectly going to be able to master more than one language, probably being fluent in both the languages she or he holds. Nonetheless, there is no doubt that just as a person can acquire a language, he can also forget it. All the language skills and knowledge that the person previously picked up are somehow lost, or worse, erased. This undesirable process is known as language attrition. Several questions are raised as to how attrition can occur, whether it is the reverse of language acquisition, or whether it is simply a matter of healthy aging. These intricate questions however, will be answered explicitly in the next few titles.

1.3 Language Attrition

Language attrition is believed to be simply the process where healthy individuals forget their language. It's however a more complex phenomenon, hence the next few titles will present an in-depth explanation of what is really language attrition

1.3.1 A Historical View of Language Attrition

The study of language acquisition and learning led to the celebration of a new field named language attrition. After it was noticed that healthy individuals, mainly bilinguals or multi-linguals, suffer from a decrease in their linguistic competence and performance when the acquisition or the learning process is completed, scholars became interested in discovering the quality, the modality, and the factors leading to language loss(Weltens&Cohen1989, p.127). Efforts from numerous fields such as sociolinguistics, psycholinguists, applied linguistics, and cognitive sciences were united in an attempt to understand the mind of the attriter and to present valid theories and hypotheses. These efforts succeeded in drawing a blueprint of research (Köpke&Schmid, 2004). The actual

beginning of such a study can be traced back to the 1980s. In this vein, Bert Weltens, one of the main figures in the language attrition field, mentioned that it was the conference held in Pennsylvania in 1981 by Lagert & Freed, titled "Loss of language skills", that gave "the major impetus for language attrition research" (Weltens, 1987, p.22). It is still as important and significant as current research, for it gave insights about first and second language attrition and dealt with several methodological issues on how such a phenomenon should be studied. This historical conference led to series of workshops, projects, meetings, and conferences, mainly in Europe, which significantly contributed in developing and establishing this relatively new field. Researchers were able to draw several conclusions from the study of attrition. Köpke and Schmid (2004) summarized the most important findings of the aforementioned series of investigations concerning the treatment of language loss as follows:

- a) Language attrition must be studied and viewed as a cognitive and psychological process and not only as a matter of linguistics.
- b) The social context is a must when studying attrition.

Köpke and Schmid (2004) asserted the fact that language attrition research has some sort of pace that has changed through the decades. They pointed out that before the 1990s, published papers were mainly theoretical, attempting to find easy answers to interesting questions about foreign or second language attrition. After the 1990s, however, the fact that language attrition research has had some sort of pace that has changed through the decades. They pointed out that before the 1990s, published papers were mainly theoretical, attempting to find easy answers to interesting questions about foreign or second language attrition.

After the 1990s, however, at the beginning of the millennium, researches, published papers, and conferences became more applied than theoretical. Various testable hypotheses and theories were provided, mainly about first language attrition, and valid results were then reached. New aspects of language attrition were studied, such as the neuro-linguistic

aspect, including brain mechanisms and cognitive processes, which was first initiated by Köpke in 2004. Language attrition was studied from different backgrounds, which made it "a vibrant subfield of applied linguistics" (Ecke, 2004, p. 321), with roots in psycholinguistics, sociolinguistics, cognitive sciences, and theoretical linguistics.

1.3.2 The Definition of Language Attrition

Alexander McCall Smith(2004), in his book *The Full Cupboard of Life*, mentioned that losing our language was like losing our own mother, or even worse, it was like "losing parts of one's soul" (McCall, p. 163). This dreadful phenomenon is referred to as language loss or erosion. Nevertheless, such a phenomenon is celebrated in various ways, such as language death, dialect loss, language shift, language attrition, and pathological situations such as dementia. Scholars from various fields then agreed that some differentiation must be provided. Among them was Köpke (2004b) who presented certain characteristics to structure an original definition of the language attrition process that healthy individuals suffer from. (Frontier,2021)

- a) Attrition cannot be a pathological phenomenon since the neurological system and the memory processes are not subjected to any kind of damage, like in the situation of aphasia or dementia. Whereas natural attrition, as Bert Weltens referred to it in his book (attrition of French as a foreign language), is "a much more gradual and frequently occurring phenomenon." (1989, p.3)
- b) It is an intergenerational process since it's not a rare situation and any healthy individual can suffer from. Whereas intergenerational attrition occurs only within societies, such as language shift. (Bert Weltens,1989)

Köpke and Schmid (2004) then presented one of the most comprehensive and reliable definitions of the current time. According to them, attrition is "the non-pathological decrease in a language that had previously been acquired by an individual" (ibid,2004,p4). Schmid asserted on the idea that speakers can no longer use their L1 or L2 proficiently as in the past because of a change in their linguistic behavior "due to a severance of the contact

with the community in which the language is spoken" (2008, p. 10); hence, such a loss is not because of a memory deficiency or brain injury but rather ruled by several extra-linguistic factors such as lack of exposure, education, age, motivation, and attitudes toward the attrited language and the dominant language. She exemplified her explanation by giving some scenarios where attrition is predicted to occur. For instance, the scenario where there is rivalry from another linguistic system which can lead to native language attrition is in the case of emigrants where L2 is the dominant spoken language and L1 use has ceased, it is then hypothesized that L1 will be attrited (schmid, 2008).

However, other definitions by other scholars are still considered significant, such as those of Freed and Lambert (1982). According to them Language attrition is a term used when a person or speech community loses all or portions of a language.. Others, such as Flege&Efteing (1987), Sancier& Fowler (1997), and Kupske (2016), combined their findings and referred to attrition as a protracted process as opposed to ‘momentous’, which are typically caused by a drop in input or use.

Felipe Kupske (2019) clearly distinguished three areas where attrition is predicted to occur.

- a) Mother tongue loss in L2 settings in migration cases, as mentioned above.
- b) Mother tongue loss in an L1 dominant community (environment, workplace) if highly skilled bilinguals constantly interact with L2 speakers, like foreign language instructors or in the case of healthy aging.
- c)When speakers of a second language or L1-migrant returnees cut off interaction with the L2, this is known as L2 loss in L1 contexts.

This radically indicates that the notions of bilingualism and attrition are linked in intricate ways. So, comprehending the connections between these two closely connected concepts would undoubtedly aid in resolving the remaining mysteries surrounding language attrition and exposing the layers that lie beneath this phenomenon.

1.3.3 Bilingualism and Attrition

To a certain extent, it is quite impossible to investigate language attrition without referring to bilingualism since all the attriters are bilinguals or multi-linguals. The fact that bilinguals hold multi-competence linguistic knowledge, as referred to by Cook in 2003, denotes that interference from the two linguistic systems must occur. The way languages are processed and developed in the bilingual's brain is different than that of the monolingual, yet in both cases, the acquisition of the first language has a special status in the human mind (Schmid&Köpke 2007). Areas of research demonstrated that the second language is subjected to influence from a mature, dominant L1 in the acquisition or learning process, and the influence possesses all the different linguistic levels as shown in the following figure (1.1).

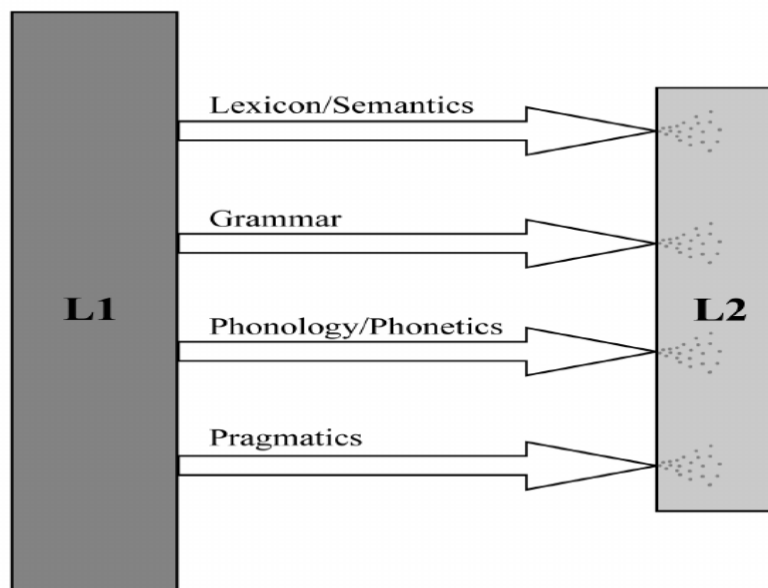


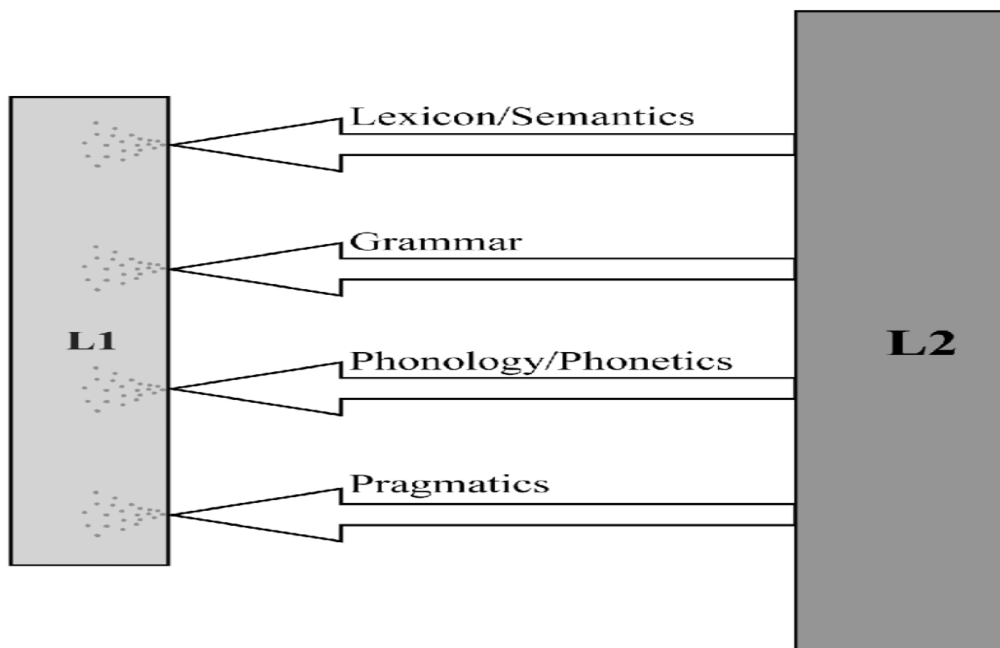
Figure 1.1. L1 Influence on L2 in SLA. (Source: Monica Schmid& Barbara köpke, 2007)

This occurs in various scenarios when, for instance, an Arab speaker who lives in an Arab-speaking community acquires French as a second language. The transfer and the influence from his L1 (Arabic) are rather visible. It might be noticed that the speaker or the learner carries the rules of his L1 when using L2 such as phonological rules. A trivial example of how the Arabic phonology(L1) may influence the L2's is when the French

sounds are not pronounced properly, as in /p/, which in some cases is pronounced as /b/, since the Arabic phonology doesn't possess the sound /p/. Moreover, if the L1 is the dominant language in the bilingual's speech community, his L2 is going to be less used, and exposure to the second language will be ceased, hence his linguistic competence will be decreased. Here, it can be said that the phenomenon of attrition is celebrated. In most cases, the bilingual will forget his or her second language or the foreign language he or she learned. This indeed declares that the influence of a mature, dominant L1 is radical. Nonetheless, the influence does shift in another direction; L2 also has an impact on L1, and the influence pertains all the linguistic levels as shown in the following figure.

Figure 1.2. L2 Influence on L2 in SLA. (Source: Monica Schmid& Barbara köpke, 2007)

If the L2 is the dominant language in the speech community, the native language



of the bilingual is more likely to be vulnerable to attrition; the bilingual's competence and performance are going to be damaged and affected. This is noticed in various scenarios, such as adaptation or migration. For instance, in the case of an Algerian Arab migrant in France, it is noticed that most of them pronounce the Algerian dialect with a French accent; the pronunciation of some sounds is altered due to the influence of the French language. It is noticed that the more the migrant spends time in his L2 community, the more vocabulary

is lost, grammar rules are forgotten, and hence competence is damaged. This is due to the effect of a dominant L2 and a lack of exposure to the mother tongue. This deterioration process is recognized as the attrition phenomenon. As a result, Schmid and Köpke (2007) argued that attrition is just a trait of bilingualism. Or perhaps a result of bilingualism that fits the regular spectrum of behaviors that bilinguals typically display as a result of their linguistic environment.

1.3.4 Types of Language Attrition

The attrition can happen to any language that the bilingual holds. Hence, it can be said that there are two types of language attrition which are native language attrition and the attrition of languages acquired later in life.

1.3.4.1 First Language Attrition

According to Köpke et al. (2019), native language attrition is the overtime loss in a bilingual's proficiency and performance in their mother tongue. This is thought to be brought on by either a rise in the usage of L2 or a decline in the use of L1. It can happen to both adults and children. Hence, it is necessary to make a distinction.

a) Early Attriters

In a scenario where children suffer from L1 attrition as such in migration or adaptation cases, researchers such as Schmid and Karalaya (2019) presented an explanation, mentioning that children before puberty do not have a fully developed acquisition of and fixation on their first language. Children will therefore most likely experience severe attrition if they are forced to give up their native language before reaching puberty. Psycholinguists like Ventureyra (2005), Lanneberg (1967), Penfield & Robert (1959), and Kuhl et al. (2005) explained such a phenomenon by referring to a brain mechanism called brain plasticity, which predicts that the adaptation of a second language will be quicker and easier for children since their mother tongue is not yet mature; if this is accompanied by a decrease or non-use of L1, the native language of children shall be lost..After series of investigations on adopted children by Ventureyra et al (2004), Isurin

(2009), and Palliet et al. (2003), they proved that adopted children are subjected to a severe and fast language loss. It was argued then that children's language attrition is rather because their first language is not fully acquired. (Bolonyai, 2007)

b) Late Attriters

In contrast to the scenario mentioned above, adult subjects can also be attriters. Late attriters suffer from not only native language loss but also second and foreign language attrition (Schmid & Köpke, 2011). Here, age (post-puberty) is not the only indicator of attrition. Researchers were able to provide several other factors and theories that may account for language attrition in general and first language attrition specifically.

Psycholinguists such as Noam Chomsky reached to the conclusion that adults have a mature mother tongue; the acquisition process is complete. Hence, it is quite difficult for them to lose their language. It is proven, however, that in certain situations and due to certain factors, first language attrition is a must as in scenarios that are related to migration cases.

At this juncture, both memory science researchers and psycholinguists attempted to explain how certain factors like less exposure and non-use of the native language are important sociolinguistic factors in predicting attrition. Here, researchers declared that it is not only the frequency of use, exposure to the mother tongue and the influence of an L2 that determines its attrition and retention future. Other sociolinguistic factors may also lead to attrition. One of these factors is the bilingual's attitude and motivation towards the languages they hold. In explaining how negative and positive attitudes towards the native language can contribute in determining its status in the brain, series of investigations have been conducted. One outstanding instance is the research conducted by Schmid (2002) where she investigated about German Jewish refugees who fled to English nations before World War II. She noticed that they regarded the German language (their native language) to be the **oppressors'** language because of the poor treatment they received back in Germany during the Nazi regime. She then asserted that the subjects' negative attitude

towards German was the most significant factor behind their severe attrition of their mother tongue.

Moreover, researchers also attempted to explain the process of language attrition. In doing so, researchers, and most specifically Köpke (2014), pointed out in her articles certain **brain mechanisms** and **cognitive processes** to explain the attrition process.

- **Brain Mechanism**

There are two different kinds of mechanisms: the activation and inhibition mechanism .

a/ Activation Mechanism

According to Köpke (2014), frequency of use leads to activation of any item of the language that is previously stored in the brain. Therefore, the less the first language is used, the less it is activated and hence it is forgotten.

b/ The Inhibition Mechanism

It is referred to by Berg and Scahde (1992, p.406) as "The negative effect that the processing of a given item has upon the activation value of another ". When an item from one linguistic system is selected and hence activated, the inhibitory neural cells stop the activation of the opposing items that belong to another stored linguistic system by sending **electric impulses** to prevent and control the rivalry and interference between the stored languages and to make the representation of the selected linguistic system easy and stable when speaking (Köpke, 2014). Hence, it is said that the more the bilingual's use of his second language increases, the more the native language is prevented and deactivated by the inhibitory neural cells. Therefore, forgetting it is a matter of time. According to Köpke (2014), this may occur to immigrants that don't use L1 nor interact with other immigrants holding the same native language as theirs.

- **Cognitive process**

Memory as a cognitive process plays an important role in explaining how attrition occurs. In this vein, Köpke (2014) denoted that the long-term memory (LTM) where knowledge is stored for a long period of time, including the linguistic knowledge, is subjected to damage if the stored information are not frequently triggered. This may explain that the acquired languages stored in the LTM, if not used regularly they are going to be forgotten or lost. It is important however, to assert on the idea that both the brain mechanisms and cognitive process can also account for the explanation of how the second language of the bilingual (acquired early in life or simultaneously with the native language) can be lost in an L1 dominant environment.

According to what is mentioned above, it is worth mentioning that the length of time is also responsible for language loss; the more the time of non-use of L1 increases, the more deactivation of the language happens and hence attrition is the outcome.

1.3.4.2 The Attrition of Languages Acquired Later in Life

It is generally accepted that languages acquired later in life by bilinguals are also at risk of being lost if there is lack of practice or no exposure (schmid,2006). This common phenomenon can be referred to as a second language (L2) or foreign language(FL) attrition. Despite the fact that both (L2 /FL) are acquired after the mother tongue, it has been argued that they are actually quite different since they were acquired in different environments. It is therefore important to distinguish between the above types of attrition.

According to Schmid and Mehotcheva (2012), an L2 is acquired naturally, they mostly acquire it at a young age even if instructions at schools are given. Most of the times, bilinguals develop high proficiency in both languages if interactions with both L1, L2 users are not absent. The bilingual's L2 however can be forgotten such in the case of immigrant returnees in an L1 environment where they are obligated to switch back to, utilize and depend more on their L1(paradis,2004)

On the other hand, the FL is a second or a third language learned through an explicit process that is primarily input-focused, rarely used to communicate with and hence fluency will not be achieved (Wei,2014). Forgetting the foreign language is only a matter of time. This is mostly recognized in the case of foreign language learners at schools or universities. This distinction however differentiates from one case to another. Therefore, the severity of attrition will be different between bilinguals, since the environment where the languages were carried and the proficiency levels are different. However, based on the concept that any language learned after the native one is a second language, it was argued that the loss of a second language in an L1, L2 environments and the loss of a foreign language learned at school later in life in an L1 environment, are both referred to as second language attrition (Wei, 2014).

It is however important to mention the factors that affect and alter the degree of the attrition phenomenon from one bilingual to the other and might contribute in the retention of these languages. These factors were referred to as Extra-linguistic factors (Schmid& Mehotcheva ,2006, 20012b).

One of the most important factors that can predict attrition is the bilinguals' attitudes and motivations towards their L2s. Schmid (2006) believed that just how a positive attitude towards learning a language can contribute in a successful L2 acquisition process and hence retention when instructions, use, exposure is cut off, a negative attitude towards the L2 may also condition attrition. It is however rarely investigated about, since attitudes are prone frequently to drastic shifts (Schmid,2006). Moreover, age is also an indicator of attrition, studies taking both younger (from 8 to 10) and older subjects to investigate L2 attrition, documented that children are fast attriters since they show a sever decrease in their L2 proficiency, unlike adults who show a startling level of their linguistics ability for a long time after exposure, use or instructions are cut off. Schmid (2004) however mentioned that the debate on whether this stabilization is caused by brain maturation processes or literacy, is only recently raised and still unclear. Level of proficiency and length of exposure to L2 are also considered to be important predictors of attrition. The

more the exposure and the use of the L2 increases the more the proficiency level is high, which is regarded as "a good safeguard against attrition " (Schmid, 2006.p 6). In this vein, Bahrick and Weltens' series of investigations (1984, 1988) documented that both L2 learners with different proficiency levels witness the loss of a fixed amount of knowledge usually within 3 to 6 years after the exposure, use and instruction are ceased.

It was however argued that the degree of the severity of attrition for learners with low level of proficiency is much higher than proficient bilingual. Schmid in 2006 presented further explanation asserting on the idea that the percentage of knowledge of a high proficient L2 learner is different than that of a low proficient one , both l2 learners however lose the same amount in absolute terms but the severity is different since both speakers lose a smaller percentage of their entire knowledge at the beginning of attrition. A lower proficiency learner then will suffer from a sever attrition of a greater portion of his knowledge in a short amount of time with a low degree of retention, as opposed to the learner with a high proficiency level whom according to Bahrick (1984),their linguistic knowledge has a very extended shelf life , portion of this knowledge will be durable for about 25 years where another sizable portion is said to be immune to linguistic attrition.

Moreover, several theories, hypotheses and models were presented to treat and understand how this complex phenomenon occurs, and how it is triggered. Both FL and SL were analyzed from the same lenses, most of the theories and hypotheses then were to refer to both types of attrition.

1.3.4.2.1 Retrieval Fail Hypothesis

According to Wei(2014), this theory explained attrition to be a process where information are inaccessible and not lost . Loftus believed that " forgetting occurs because the information we seek is temporarily inaccessible; if only we had the right retrieval cue, the information we seek could be successfully retrieved"(1976, p 78). Dr Saul McLeod(2008) believed that the storage of the information in the long-term memory (LTM) occurs alongside with external and internal contexts (the physical and psychological

states) when the learning process takes place. Tulving (1974) said that these contexts are the retrieval cues that motivate the memory to activate and access the stored information (linguistic item). Therefore, if the cues are absent, the learner will fail to retrieve the stored linguistic items when speaking since there is not enough cues to help him to remember, eventually linguistic components will be forgotten (Ecke&Peter, 2004).

1.3.4.2.2. Regression Hypothesis

This hypothesis suggests that the attrition of a language is "the mirror of language acquisition" (Weltens and Cohen 1989, p.130). As argued by Schmid and Weltens (2004), language is acquired through stages where language proficiency typically manifests in layers, language attrition as the mirror image of acquisition will therefore occur from the top layer to the bottom; languages are lost in the opposite order of how they were acquired (Hansen, 2001). In the second language attrition contexts, this hypothesis then suggests that the last learned linguistic item would be the first forgotten since they are not used or repeated frequently, as opposed to the first learned linguistic items which would be last forgotten (Freed,1980). This hypothesis was supported by Cohen (1975) after his investigation on Spanish as a second language among young American students during the summer vacation (after the instructions and exposure to the Spanish language was cut-off). The outcomes of the investigation backed up the notion that the linguistic items that are learned last are first forgotten when input is no longer received, he then asserted on the idea that " forgetting entails unlearning in reverse order from the original learning process" (Cohen,1975,p.128).

Conversely, the proficiency level also plays an important role in such a case. It is argued that the more the bilingual is proficient, the strongest his linguistic knowledge is and hence the more it will be immune to attrition for a long term. This is called the best learned -last forgotten theory which denotes that linguistic items will stick with learners longer if they learned it well (Schöpfer-Grabe,1998). Such linguistic items that are usually not vulnerable to attrition are simple sentences or simple grammatical rules; learning these

linguistic elements very well before the exposure and use is ceased, enhances the likelihood that it will stick in the memory. (Schöpfer-Grabe ,1998: 241. Schmid,2006).

1.3.4.2.3 The Linguistic Feature Hypothesis

Anderson (1982) contends that the second acquired or learned languages that are different than the first language are more likely to be forgotten unlike the languages that share similarities to the L1.

1.3.4.2.4 The Markedness Theory

It was developed by Mayer Scotten, originally used in sociolinguistics yet it was later utilized in studying attrition. According to Wei (2014), this theory denotes that the unmarked linguistic formula; a fundamental or basic form, is believed to be less subjected to attrition as in simple grammar rules and simple words. Unlike the marked form (a less natural form) like complex grammatical rules, they are described to be more subjected to attrition since they are hard to master and hence challenging to sustain(Schmid , 2006 ; Anderson, 1982 ; Gürel,2004; Hanson & Chen, 2001).These hypotheses and theories answer the question of how a second or a foreign language is forgotten when exposure, instructions and use of the languages are absent.

1.3.5 Areas of Attrition

Losing the linguistic knowledge implies losing the knowledge of the lexical, grammatical, phonological and morphological rules of the acquired or learned languages. At this juncture, scholars identified 5 areas of language attrition: Lexical attrition, grammatical attrition, phonological, pragmatic and morphological attrition

1.3.5.1 Lexical Attrition

In both L1 and L2 attrition, it is recognized that one of the language domains most vulnerable to attrition is the lexicon (e.g., Schmid, 2011; de Bot and Weltens; 1995;köpke, 2003). This fact however may differentiate according to the proficiency level of the bilingual or the multilingual. Gardner and Moorcroft (1987), asserted on the idea

that learners with high proficiency level possess more vocabulary at their disposal and generally stable grammars, therefore their Lexical knowledge is more susceptible. On the other hand, low proficiency level learners have an unstable grammar yet to a certain extent a good vocabulary, and thus in this case, grammar is more likely vulnerable to attrition (Ulrike Jessner, Kathrin Oberhofer & Manon Mehrens. 2021).

Moreover, it is crucial to note that there are 2 types of vocabulary; receptive (recognition of the lexis while listening) and recall vocabulary (production of the lexical item when speaking). Several studies of lexical attrition (Bahrick, 1985; Grendel, 1993; Weltens 1989) reached to the conclusion that " attrition affected smaller portions of recognition vocabulary than of recall vocabulary " (Bahrick, 1984a, p.116). Paradis (2004) explained this by mentioning that the production of the vocabulary in any type of a conversation necessitates an **impulse** from within, so can the bilingual recall and activate the lexical item stored in the memory. Whereas the reception or the recognition of the lexical item is based on stimulus from the outside so can the bilingual perform tasks such as reading. This fact implies that the production and the recall of the stored words are complex processes, hence the recall skill is more subjected to attrition than the recognition skills (Cambridge University press).

In most cases, lexical attrition is celebrated in the form of a frequently halt speech and a reduced fluency. Attriters usually have troubles finding the correct words that express their semantic intended meaning or understand the words, or the meaning behind the sentence that is directed to them. They often repeat words and sentences and rely on borrowing and on code switching to either an L1 or an L2 when failing to recall a specific word or to avoid mistakes (Schmid, 2011; Montrul & Yoon, 2019). In this vein, it is believed that a portion of the lexical attrition is considered to be semantic attrition. It simply refers to the forgetting of the meaning of words as a result of linguistic or cultural changes, lack of use or both. It can happen in the first or the later acquired languages that are not frequently used, this can be noticed in the case of migrant especially when there is a reduced exposure to their native language. In most cases, if they remember a word in their

L1, they forget its meaning. They also have a reduced ability to express oneself in their first language.

1.3.5.2 Grammatical Attrition

It refers to the degradation or the gradual loss of the grammatical competence in a person's native or second language (even an L3, L4). This is triggered by several factors such as modifications in language use patterns, nonuse and limited exposure. As mentioned before, usually low proficiency level bilinguals or learners (L2, L3, L4) mostly show strong grammar attrition. It is generally accepted that in L2 attrition, the more the complex the grammatical structure is, the more likely it is going to be forgotten, simply because they are difficult to learn and less preferable to use and hence easy to be forgotten. Wei (2014) investigated about Chinese EFL learners, his data implied that the learners in most cases use sentences with simple grammatical rules when conversing, whereas the complex structures such as the 4th type of condition, subjunctive mood and ambiguous sentences are rarely used. He then asserted on the fact that when attrition occurs, the complicated grammatical structures **would be the first forgotten portions of grammar**(Wei, 2014). The attrition of grammar can be exhibited in the form of changes in the word order, errors when it comes to verb conjugation in the right tense and sentences construction (Perpiñán, 2013). An instance of grammatical attrition is the one that occurs due to the influence of the L2 which was reported by several studies especially that of Bylund(2009). His data showed that L1 Spanish speakers living in Sweden who were experiencing L1 attrition, exhibited changes in the articulation of motive events in Spanish. These changes are mainly because the speakers are influenced by the way the same events are syntactically expressed in Swedish; they did not describe these events like a native speaker of Spanish would do, they used different grammatical structures and verbalized end points in Spanish similar to that of the Swedish language .He then reached to the conclusion that these results are kinds or portions of the grammatical attrition.

1.3.5.3 Pragmatic Attrition

This area of attrition is relatively less investigated and studied comparing to the lexical and grammatical attrition. It refers to the reduction of the pragmatic competence as a result of a decreased exposure and ceased use of a language or changes in the social or cultural context where the language is mainly spoken. The pragmatic knowledge is going to lead the speakers to communicate effectively in specific social situations. The speaker if suffering from pragmatic attrition, will be unable to fit his language or produce sentences that are appropriate for the context, the addressee, the intentions and expectations. Instances of pragmatic attrition can be shown in the form of inability to use appropriate politeness strategies, adjust and interpret speech registers and styles such as implicatures, this is mostly found in the case of migrant returnees (Seiji Fukazawa & Shusaku Kida, 2019).

1.3.5.4 Morphological Attrition

It refers to the process of the gradual loss of the knowledge and expertise in utilizing the morphological elements that belongs to the language that is being forgotten due to reduced practice, exposure and use. In most cases, the bilingual or the learner with low level of proficiency suffer from this kind of attrition early and severely than high level proficiency bilinguals or learners; they generally lose their knowledge of how to structure words and mix morphemes. This is noticeable in young migrant who are noticed to suffer from a severe L1 morphological attrition, and also in the case of L2 learners. (Montrul & Yoon, 2019). It is however believed that adults that are experiencing L1 attrition do not lose the ability to play with their L1 morphological features such as conjugation verbs or creating adjectives and nouns (Keizer, 2007). According to Wei (2014), the morphological elements with higher textual frequency; usually the elements that are acquired first and that are easy to use, and those that are **marked** in both L1 and L2 will be better maintained during the attrition process. Instances of morphological attrition contain verbal morphological attrition. In this area for instance, it is proved that the morphological features expressing the future tense are more subjected to attrition than those of the present and the past (Montrul & Yoon, 2019). The condition and subjunctive

morphological features are also often first forgotten and replaced by the indicative features (ibid,2019). Another instance of morphological attrition is the nominal morphological attrition which can be in a form of the regularization of irregular plural forms.

1.3.5.5 Phonological Attrition

This can occur in both the native language and the later acquired languages, where the bilingual may lose the ability to produce or perceive certain sounds and phonemes. The attrition of the native language phonological system is found in both language production and comprehension, where the speaker has a non -native -like pronunciation and also develop a foreign accent (Schmid, 2002; De Leeuw et al., 2010,2018), or fails to decoding the L1 phonemes (ventureyra et al., 2004;celata and Cancila, 2010). When it comes to second language phonological attrition, it is documented that if the phonological system of both L1 and L2 are different, then the phonological L2 attrition is sever. (Anderson,1982; Dorian ,1973; and Manessey 1977) &(Schmid, 2002; De Leeuw et al., 2010,2018).

Background of the Study:

1. The Linguistic Situation in Algeria

Algeria, a nation that underwent colonization, Arabization movements, and experienced numerous civilizations, developed a multilingual culture(James McDougall, 2011)). This fact led to a highly diverse and complex linguistic situation where several languages are used and even mixed. The languages however are classified according to the specific roles they play in the Algerian society. These languages are the Arabic language, the Berber languages and the French language, their classification is as follows:

a) The Arabic Language

The official language of Algeria is Arabic, which is also the language of education, administration and the media. In this respect, the diglossic classification of the Arabic language considers it to be the high variety, whereas the Algerian Arabic dialect—despite

being the mother tongue of the majority of Algerians—is relegated to primarily informal situations and is, therefore, the low variety.

b) The French Language

It is considered to be the first foreign language in Algeria. It is, in fact, the second language of most Algerians which qualifies it to also be the language of education, business, culture, government and most importantly it is recognized as the language of science and technology (Bouhadiba, 2010).

c) The Berber Language

The Berber language is spoken nearly by 20 % of the Algerian population mostly in the north and east parts of Algeria. This fact qualified the Berber language to be recognized as a national language rather than just a dialect spoken by a minority. The Berber language however has several dialects, the most widely spoken ones in Algeria are the Kabyle dialect spoken mainly in the north in areas such as Tizi Ouzou and Bèjaia, Chawia spoken in areas like Batna, Touareg and Mozabite in the Algerian Sahara (fezzioui, 2013).

2. The Linguistic Situation of the French Language in Algeria

The French language, which was introduced by the French colonialism, became the second language in Algeria and was recognized as an official language during the colonialism (Sharkey, H.J. 2014). It was however then devalued as a foreign tongue as a result of initiatives to make Arabic the country's official language after independence in 1962. Nonetheless, the French is still widely used and prevalent in Algeria. In fact, most Algerians tend to use the French language either alone or they code switch from the Algerian dialect to the French language in their everyday life speech. It can be noticed then that the French language indeed has a special status in the Algerian speech community.

2.1. The Diglossic Classification of the French Language

Fishman in 1967 elaborated the concept of Extended Diglossia, which indicates that there might be genetically unrelated languages functioning differently in the same speech

community; one of the languages occupies the role of the high variety, while the other takes the role of the low variety (McWhorter,2020). This classification, however, is built on several factors, such as whether the languages are used in formal or informal situations, which language is used most by society, and how these languages are regarded by the speech community. At this juncture, the French language in Algeria is considered to be the second-highest variety next to the Arabic language, despite the fact that it is just a foreign language (Belarbi, 2018). This is mainly because it is spoken by the elite of the society and is regarded as the language of modernity and science, as well as because it is mainly used in formal situations such as education and administration. On the other hand, the Algerian dialect, which is a variety of the Arabic language and the mother tongue of most Algerians, occupies the low variety since its use is restricted to informal purposes only (everyday life situations).

2.2. The Implementation of the French Language in the Algerian Schools

This implementation started under the French colonialism as a trial to erase the Arabic language and the Islamic identity (Boumaza&Haddouch,2022). These trials are considered successful since it can be said that, to this day, the French language is one of the most spoken languages in Algeria. The old generation that witnessed such an implementation is generally fluent in the French language, as they acquired it at a very young age since it was the most used language at that time (ibid,2022). They are more competent in French than the Arabic language. It is, however, noticed that in recent years, the Arabic implementation in schools and the degradation of the French language have had successful results since the new generation has low proficiency in the French language compared to the old generation.

Conclusion

This first chapter dealt with answering all the questions regarding the complexity of language attrition. The chapter presented definitions and in-depth views about all the areas concerning language attrition. It also provided various theories and hypothesis about how such a phenomenon can occur. It was concluded then that language attrition is the erosion

of any portion of a language that was previously acquired. Also, this phenomenon is found to occur to both young and adult subjects. In addition to this, it can be said that the attrition may possess all the linguistic levels. Finally, the background study in this chapter revealed that the French language is considered to be a high variety in the Algerian speaking community and that the old generation are considered to be perfect French language holders.

The next chapter will cover the practical part of this research. It will tackle the data collection, analysis and interpretation processes. Moreover, it will provide answers to the research questions.

CHAPTER TWO

RESEARCH

METHODOLOGY

AND DATA

INTERPRETATION

2.2. Introduction

The second chapter covered the practical part of this research paper. The chapter begins by explaining the research methodology used in this investigation. It then identifies the sample population that is chosen for this research. In addition to this, it presents the instruments used in this research and outlines the analysis of the collected data. Finally, the collected data are interpreted to confirm or reject the suggested hypotheses.

2.2 Research Design

Research design is a roadmap that outlines all the investigation procedures (Kothari, 2004). It is regarded as the foundation for organizing and carrying out any inquiry because of how significant it is. With the help of the research design, the researcher can have a clear vision as to how the data can be collected and analyzed. High chances of reliability and validity of the results are then easily guaranteed.

One of the first steps in designing a study is choosing the suitable method. In this investigation, the researcher opted for a case study. This method is used to investigate about and analyze the development of a specific situation of one person, a group of people or different groups (McCombes,2019). Precisely, in investigating about language attrition of one group, the researcher adopted an intrinsic single case study which is usually employed to gain insights and a deeper understanding about a particularly intriguing and new phenomenon. A complicated and a multidimensional phenomenon like language attrition is best identified and analyzed through the use of an intrinsic case study since the researcher would be able to have a thorough investigation, identify the reasons behind language attrition, highlight its distinctive features and provide new theories and hypotheses. This case study was specifically designed to gather data about French foreign language teachers that suffer from Language attrition.

Moreover, the researcher selected the mixed method approach for it suits the research objectives. This approach employs both qualitative and quantitative data collection and analysis techniques, which allows the investigator to have a variety of

reliable data and reach generalization. Hence, an in-depth understanding of the process of language loss and its consequences on people can only be achieved by combining both the quantitative and the qualitative study approach.

Furthermore, the researcher used two instruments to collect different types of data. These instruments are a language proficiency test, observation and a questionnaire. First, the observation tool is generally used to collect data and gain insights about a certain phenomenon or group of people by observing them in natural settings(Kumar,2022). In this research however, it was used only at the very beginning as the researcher utilized the observation to notice the occurrence of language attrition of foreign language teachers, from which, the researcher obtained the idea of this research topic. Secondly, a questionnaire was also used. It is a list of questions that was directed to a group of French teachers to gather information about their French language usage, attitude and level of proficiency. At last, a language proficiency test was handed to the sample in order to test their competence at the French language as a means to notice if there is any attrition.

2.3 Sample Population

The Sampling process is as important as choosing the suitable research method for it is what enables the researcher to have a successful investigation (McCombs, 2019). In this research, the researcher opted for a purposive sampling paradigm. This paradigm allows the investigator to choose participants who share the same characteristics, fit certain requirements and are pertinent to the study issue (Nikolopoulou, 2022). With the use of this paradigm, the researcher chose 7 French language teachers from which were 4 males and 3 females, to investigate if they are suffering from language attrition. The informants were retired middle school teachers with different years of experience; ranging from 25 to 30 years. 5 of the teachers used to teach in the Amirat Tayeb middle school, and 2 of them were former teachers in the Abdennour middle school. However, they all had the same French language background; all the informants were exposed to the French language from a very young age, starting from the primary school until graduating high-school, and they all have either bachelor or masters degrees in the French language

2.4 Data Collection Tools

In this investigation, the researcher used two instruments to collect data.

2.4.1 The Questionnaire

The questionnaire is a research instrument used to collect information about a specific topic. It is a set of different types of questions that are used according to the research objectives (Bhandari,2019). In investigating language attrition, the questionnaire can be useful as it helps the researcher to gather information about what may lead to attrition. In addition to that, it is the easiest way to gather a large amount of data as it can be distributed to a vast audience. Therefore, in this research, the questionnaire is indeed the suitable instrument.

In this specific case study, the researcher conducted and distributed the questionnaire to former middle school French language teachers at Amirat Tayeb and Abdennour Middle Schools. The questionnaire aimed to investigate about the teachers' French language usage, their sociolinguistic environment and their attitude towards the French language. This instrument contained 19 questions including multiple choice questions, close-ended and open-ended questions as well.

The first question was about the retirement duration of the teachers. The second and the third questions were asked to investigate about the level of the teacher's French language proficiency before and after their retirement. The fourth question was about their knowledge of the French language and whether it is restricted or not. The fifth, the sixth and the seventh questions were about the teachers' French language use. The eighth and the ninth questions asked the participants about their level of exposure to the French language after retirement. The tenth question was about their attitude towards the French language. The eleventh question was asked to discover which language (Arabic and French) that the teachers master the most. Question n12 was about the degree of frequency of the teachers' code switching to the French language and to inquire the reason behind their switching. The thirteenth question was asked to investigate the French language use

by the environment of the participants. The fourteenth question was asked to enquire about the reason that leads some of the participant to use the French language instead of the Algerian dialect. The fifteenth question aimed at finding which from the French/ Arabic languages and Algerian dialects are used the most in formal and informal situations. The sixteenth and the seventeenth questions were about the teachers' language retention and attrition. The eighteenth question asked the teachers about which language they are more comfortable using. The nineteenth last questions was directed to teachers to find whether their retirement was a reason to retain, develop their capacities and enrich their French knowledge, or lose and forget different portions of the French language.

2.4.2 The Language Proficiency Test

The language proficiency test is used to examine competence and performance of a specific language of individuals (Gupta,2023). It is used as an instrument of data collection when investigating about language attrition by comparing a person's current level of language proficiency to their former level of ability. In this case, language proficiency tests can be used to measure the degree of language attrition (Ibid,2023).

In this research, a specific language proficiency test was designed by 2 French language teachers and handed to retired French language teachers to assess their current linguistic competence. The test contained a total of 11 exercises, four grammar exercises, three morphology exercises and four others are related to vocabulary. The test was administrated to find whether the teachers witnessed any kind of forgetting and to find which linguistic level is more subject to loss. Therefore, the test was graded, all the three tests (vocabulary, grammar, morphology) were graded on 15. If the teacher scores a total of 15 points in each of the tests, this then refers to a high language proficiency level and thus the French language is best retained. However, if the teachers score less than 15, the result refers to a decrease in their linguistic competence which, in return, is a sign of language loss.

The test included three categories. The first category contained the morphological test, the second and the third categories included the grammatical and the lexical test. The grammatical test contained 4 exercises; the first exercise was about filling in the gaps of the sentences with the correct relative nouns. The second exercise was about the passive and active voice. The third exercise asked to transform the sentences so they express the consequence. The last exercise was about transforming the sentences from indirect to direct speech. Moreover, the morphological test contained 3 exercises. The first exercise asked the participants to fill-in the blanks in the sentences with the correct conjugated verb from the suggested set of verbs. The second exercise was about the conjugation of the verbs to the subjunctive and the indicative tenses. The third exercise asked the participants to modify the adjectives according to the given scenarios or sentence. The lexical test contained 3 exercises. The first exercise asked the teachers to fill-in the gaps with the suitable word according to the meaning of the sentence. The second exercise was about replacing the words that are underlined with their synonyms in the presented quotes. The last exercise was divided into 2 parts. The first part asked the teachers to find the antonyms of 9 words. The second part however asked them to complete some sentences using the words suggested to them before.

2.5. Data Analysis and Interpretation

After the process of collecting data via the questionnaire and the language proficiency test , various data were available and hence ready to analyze.

2.5.1 The Questionnaire Analysis

This instrument was handed and answered by seven retired French language teachers. The results are as follows.

Question 1: How many years have passed since you stopped teaching?.

- More than 5 years

- Less than 5 years

The results show that five of the teachers retired from teaching for more than 5 years ago. While only two of the teachers stopped teaching in recent years; less than 5 years.

Table 2.1: The Duration of Retirement of the Participants

Period of retirement	More than five years	Less than five years
Number of participants	5	2

Question 2: How do you describe your level of proficiency of the French language before retiring?

- Good
- average
- excellent

The results revealed that six of teachers said that they have an excellent and a good level of proficiency of the French language before retiring. However, only one participant said that he had an average level at the French language even before retiring.

Question 3: How do you describe your level of proficiency of the French language after retiring?

- Good,
- average,
- excellent

The results revealed that five of teachers said that their level of proficiency of the French language after retiring is average. Except two teachers which expressed that they still have an excellent level.

Question 4: Is your knowledge of the French language limited to what you used to teach (the curriculum) only?

- Yes
- No

All the teachers opted for the answer **no**

Question 5: Are you still using the French language in your daily life?

- Yes
- No

The participants' answers didn't match. Five of the participants said that they still use the French language in their daily lives. However, only two teachers expressed that they do not use the French language.

Question 6: how frequent do you use the French language?

- Rarely,
- Frequently
- Sometimes

The results revealed that three of the teachers use the French language frequently. The other two participants said that they sometimes use it depending on the situation. While just two participants said that they rarely use the French language.

Question 7: If you still use the French language, can you give examples about where and in which situations do you use the language?

Only few participants answered this question, and their answers are as follows:

Participant n1: I mostly use the French language when reading or when talking with my surroundings.

Participant n3: I usually use it in social media when chatting with my friends or when commenting and expressing my opinion on certain videos.

Participant n4: most often, I use the French language when communicating with my friends and cousins who live in France and do not master the Algerian dialect very well.

Participant n6: I sometimes use the language when talking with my friends about political or scientific topics.

Question 8: Now after you retired, do you read books, listen to music or watch TV programs in the French language?

- Yes
- No

The answers revealed that four of the teachers said that they are exposed to the French language as they do listen to music in the French language and read books. The other three participants however have a limited exposure of the French language since they do not read books or watch TV programs in the French language.

Question 9: If you answer by yes, do you think that being exposed to the French language when for instance reading books or watching French TV programs helped you to retain or develop your level at the French language?

- Yes
- No

The results revealed that three out of the four participants that are according to the previous question exposed to the French language in various ways, believe that being exposed to the French language indeed helped them in developing and retaining a good level at their language.

Question 10: Do you think that retaining your second language, the French language, is important? Or you are indifferent if you lose your second language?

- Yes

- No

The results showed that four of the participants believe that it is important to retain their second language. Three of them however show that they are indifferent about retaining their second language (the French language).

Question 11: Do you think you master the French language better than the Classical Arabic language?

- Yes
- No

All the teachers believe that they master the French language better than the Classical Arabic language.

Question 12: When speaking the Algerian dialect, how often do you switch to the French language?

- Rarely
- Frequently
- Sometimes

The results revealed that two of the participants said that they sometimes code switch to the French language. On the other hand, five of the participants said that they frequently code switch to the French language.

Question 13: Do your surroundings use the French language?

- Yes
- No

Only three participants said that their surroundings often use the French language. The other four participants however said that their environment don't use the French language.

Question 14: Is there any reasons that push you to use the French language instead of the Algerian dialect?

Few participants answered this question and they presented the following answers:

Participant n1: I use the French language instead of the Algerian dialect in administrations so I can be easily served and given the respect I deserve.

Participant n4: I am forced to choose the French language when communicating with my family and friends that live in France since they do not know the Algerian dialect very well.

Participant n6: I use the French language in formal settings instead of the Algerian dialect since it's more suitable and it's the language of speech.

Question 15: Where do you use the following languages in the following situations?

Table 2.2: Language Use in Formal and Informal Situations

	The French language	The Algerian dialect	the Arabic language
Formal situations	2	1	3
Informal situations	2	5	

In formal situations, one of the participants said that they use the Arabic language, other four participants said that they use the French language while only two teacher uses the Algerian dialect in formal situations.

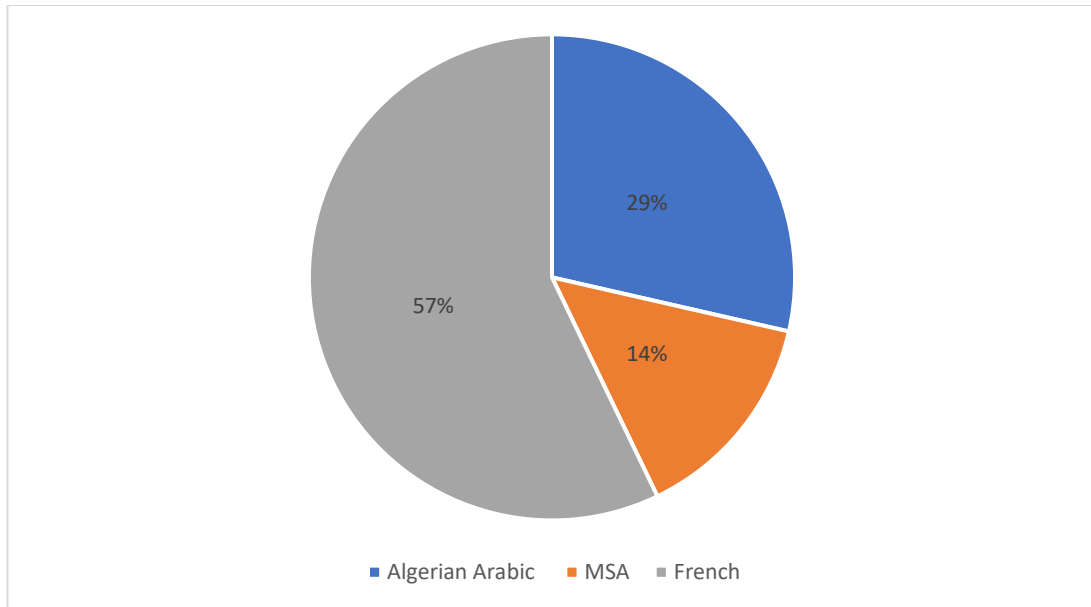


Figure 2.1: Answers about the Languages Used in Formal Contexts.

In informal situations, five of the teachers said that they use the Algerian dialect to communicate. However, only two participants said that they use the French language when speaking.

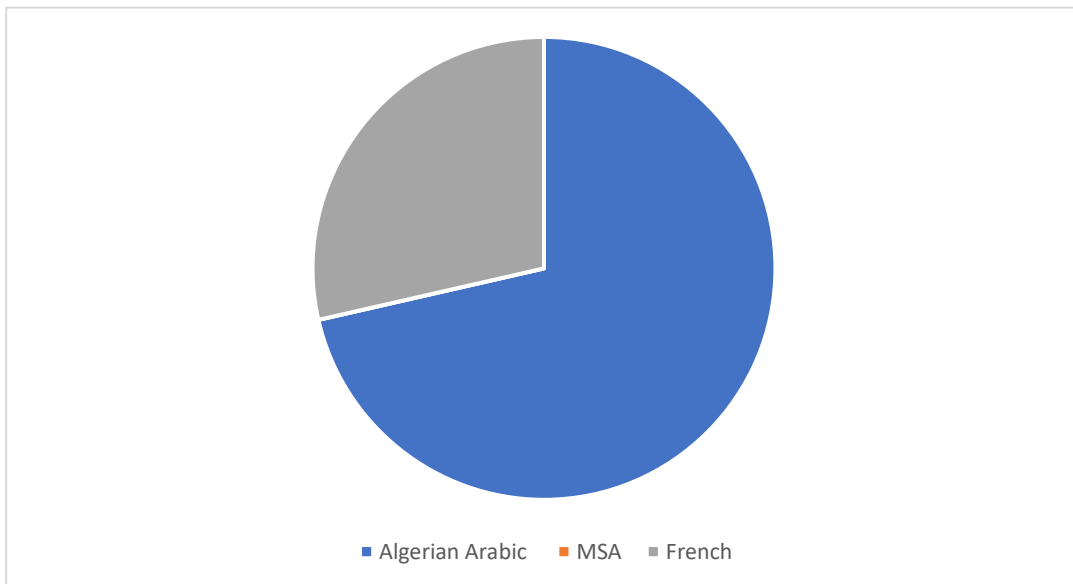


Figure 2.2: Answers about the Languages Used in Informal Contexts.

Question 16: Ever since you stopped teaching the language, do you think you lost and forgot portions of the French language?

- Yes
- No

The majority of them; five teachers said that they didn't forget any part of the French language. However, only two of them said that they indeed experienced attrition.

Question 17: If you answered the previous question with yes, can you provide us with examples of what parts of the French language you think you lost?

One of the participants said that he often finds himself forgetting scientific terms and some adjectives. The other participant however said that she often forgets some grammatical rules.

Question 18: Do you think you retiring from teaching the French language is a reason to:

- Develop your proficiency level of the French language
- Forget the French language

The results show that only three of teachers believed that it is a chance to develop their second language. However, four participants said that retiring from teaching the French language might be a chance to forget it..

Question 19: Which language you are most comfortable when using?

- The Arabic language
- The French language
- The Algerian dialect

The results revealed that three of the participants said that they are more comfortable using the French language while four of them said that they prefer using the Algerian dialect.

2.5.2 The Analysis of the Language Proficiency Test

The examination of the morphology test results reveals that the participants scored a total of 5.33 out of 15. On the other hand, the results of the test of grammar show that the group scored the mean value average 5.0 out of 15. The results of the vocabulary test, however, portray that the group scored an average of 5.6 out of 15.

Breaking down the test results, each participant was graded individually. All the participants had different grades and portrayed different levels in vocabulary, grammar and conjugation as shown in the following table:

Table 2.3: The Grades of Participants at the Language Proficiency Test.

Participants	The lexical test	The morphological test	The Grammatical test
Participant n1	15 out of 15	14 out of 15	15 out of 15
Participant n2	11 out of 15	6 out of 15	4 out of 15
Participant n3	13 out of 15	15 out of 15	15 out of 15
Participant n4	15 out of 15	15 out of 15	14 out of 15
Participant n5	7 out of 15	7 out of 15	5 out of 15
Participant n6	14 out of 15	15 out of 15	15 out of 15
Participant n7	9 out of 15	8 out of 15	7 out of 15

The participants that are noticed to have excellent grades at the test are participant n1, n3, n4 and Participant n6. They were able to answer most of the questions that dealt with finding the synonyms and opposites in the lexical test, they also correctly filled in the gaps in all the incomplete sentences that were presented to them. Furthermore, in the grammar and the conjugation tests, these participants were noticed to correctly transform sentences in different situations. They were able to put the verbs in their correct tenses with correct endings according to the situation of the sentences, and also play with different morphological rules.

On the other hand, the participants that scored low grades in the test are participant n2, n5 and n7. These 3 participants portrayed various problems when answering. In the grammatical and the morphological test, all 3 of the participants were not able to produce correct answers.

First, in the grammatical test, the three participants mostly found it difficult to transform sentences from one situation to another since many rules and exceptions were a must to take into consideration when solving. For instance, in the exercise number 3, the participants were asked to transform the sentences to express the consequence. Here, it was a must to include terms like (donc, sibienque, etc) and invert the subordinate sentence with the dependent sentence so the sentence is transformed to its consequence condition. The participants however, did not invert the sentences and did not include the correct linguistic items to transform the sentence; the sentence ‘Comme elle était en retard dans son travail, Laurent n’a pas pu prendre des vacances’ becomes ‘ Laurent était en retard dans son travail **donc** elle n’a pas pu prendre des vacances’ when expressing the consequence, the 3 participants however did not include the correct linguistic item that expresses the consequence nor did they invert the sentences. An instance of their incorrect answers is the following sentence ‘Laurent n’a pas pu prendre des vacances **car** elle était en retard dans son travail’, the participant chose the wrong linguistic item and so the sentence expressed the cause instead of the consequence.

In addition to this, in the exercise number 4, teachers were asked to transform sentences from the indirect speech to the direct speech setting. They however failed in giving correct answers for they faced problems in conjugating the verbs to fit the direct speech. For example, the sentence ‘Ronaldo a déclaré qu’il quitterait le réal madrid’ becomes , Ronaldo a déclaré: “ je quitterai le réal Madrid ” in the reported speech . In this situation, the colons must be added, and the pronouns must be changed. However, one of the participants didn’t change the personal pronoun nor did he add the colons to express the direct speech, the others also failed in giving the correct answer as they used the wrong tense. An instance of their answers is ‘Ronaldo déclare qu’il va quitté le réal Madrid’. The

participant here did not change the tense from the present conditional test (conditionnel) to the reported future tense (future simple). He also didn't add the colons nor change the personal pronoun. Another instance of their answers is : Ronaldo a declare :” je quitte le real Madrid” , here the participant is directly stating the action of the subject in the present tense instead of the reported future tense.

In the first exercise however, which was about choosing the correct relative nouns according to the sentences, they were able to give some correct sentences. Moreover, in the second exercise which was about transforming the sentences to their active voice, the 3 participants failed severely in giving correct answers. In the sentence ‘Tu **seras attrapé** par les gendarmes’, the participant needed to change the sentence structure, the tense and remove some linguistic items. The correct answer is then ‘les gendarmes **t’attraperont**’, here the police (les gendarmes) are the one holding the action and hence the verb ending must match with the personal pronoun they (Ils). The participants however, gave incorrect answers such as ‘Les gendarmes **t’attraperas**’, here the verb ending matches the subject (tu) and does not agree with the direct object. Furthermore, in the sentence ‘Il **était dévore** par les renards’, the participants were not able to transform it correctly as they did not change the tense of the verb. Here the verb must be in the imperfect tense to indicate a repeated action in the past and hence the correct answer is as follows:’ Les renards le **dévoraint**’. One of the participants however, transformed the sentence as follows ‘ Les renards **l’étaient dévorés** par lui’, this transformation is still in its passive voice setting as the past tense is still maintained and hence the active voice is not reflected.

In morphology, the 3 participants were not able to give correct endings of regular verbs nor those that were exceptions to the grammatical rules. They also found problems in filling the gaps in the sentences with the correct conjugated verbs according to the sentence meaning. For instance, in the exercise number 2, the participants were asked to conjugate the verbs to the subjunctive and the indicative tenses; here the choice of the tense depends on the certainty of the actions in the sentence, the participants however were not able to detect which tense is suitable for the actions portrayed by the sentence. For example,

in the sentence ‘j’espère que ma sœur pourra m’emmener avec elle puisque je ne partirai en vacances qu’à condition qu’elle(pouvoir) m’emmener’, here the verb (pouvoir) must be conjugated in the subjunctive (puisse) as the participants must reason at the level of meaning and not at the level of rules since the action is not yet done. However, all of them chose to conjugate the verb in the present indicative.

Furthermore, they also conjugated some verbs with incorrect spelling. For example, participant number 5 conjugated the verb (confier) in the indicative as (confez) in the sentence ‘il est dommage que vous (confier) ce project à une personne irresponsable’. This verb when conjugated in the indicative must be added to it2 vowels before adding the verb ending, hence the correct conjugation is (confiiez). In the exercise number 1, all 3 of the participants did not choose the correct conjugated verbs according to the sentences. For instance, in the sentence ‘ Une fois que le chercheur.....des échantillons variés, il en fera un corpus pour son travail’, the participants were given 3 conjugated verbs which are ‘**à récolte, aura récolté, aurait récolté**’, which from these verbs they had to choose the correct verb for the sentence. Here, the verb (**récolter**) must be conjugated in the near future (futur antérieur) and its correct conjugation is ‘ **aurait récolté** ‘ so it can fit the meaning of the sentence that once the researcher **has collected** various samples, he will make a corpus for his work.

Moreover, in the exercise number 3, participants also found difficulties in forming the superlative form of some adjectives or modifying them by changing their gender and number, yet they still gave some correct answers. For example, in the scenario number 2, the participants were asked to change the adjective * bon* (good) to its comparative form and make it agree with the noun ‘chocolat’. The participants gave answers such as ‘ beau’ and ‘bonne’. However, the correct answer is simply * meilleur chocolat *. In the first scenario, they were asked to modify the adjective * fou* (crazy) in the masculine plural form and make it agree with the noun *amis* (friends). Here, the adjective is already in its masculine form, they needed to only add the ‘s’ to indicate the plural. The participants however left the adjective as it is.

In the lexical test, the participants were able to give correct synonyms and antonyms to few of the words, such as the exercise number 3. Such words are '**résistible**', '**légal**' and '**mobilise**'. Yet, in the second exercise, they failed drastically in providing correct answers. They were not able to replace some words with their synonyms in the presented quotes such as the word '**lanuée**' meaning the swarm in the first quote, the word '**exténuée**' meaning drained and the word '**blasphèmes**' meaning disrespectful actions or sayings against religions in the second quote. However, they were able to fill in the gaps of some of the sentence correctly in both the first and the third exercise. Over all, the 3 participants portrayed an average or a moderate level of the lexical knowledge.

2.6 Data Interpretation

After analyzing the data that were collected via the questionnaire and the language proficiency test, the results were interpreted in reference to the hypotheses of the researcher. Therefore, the test's results were projected on the questionnaire's results to answer the research questions and check the validity of the suggested hypotheses. This cross referencing revealed the following findings.

According to the questionnaire's results, participants who use the French language in formal and informal settings and are exposed to the French language in various ways, are according to the test's results found to have an excellent level in vocabulary. On the other hand, those who according to the questionnaire did not use or were not exposed to the French language as much, were found to have either average or low grades at the lexical test ranging from 7 to 11 points on 15. The three participants that scored low grades at the vocabulary test had an excellent level at the French language proficiency before retiring, this is according to their questionnaire's answers. Hence this indicates that these participants witnessed a decrease in their lexical knowledge after retirement. It can be noticed however, that the other four participants did not showcase signs of attrition at the lexical level as they demonstrated a good level at the lexical knowledge.

Moreover, the participant's test results in grammar and conjugation varied greatly. Only four participants that are according to the questionnaire exposed to the French language in various ways, scored high grades in both tests and therefore they have no signs of attrition. On the other hand, the other three participants, who according to the questionnaire are rarely exposed to their second language, do not use or code switch to the French language, scored low grades in both grammar and the conjugation test and hence it can be noticed that they are suffering from attrition. At this juncture, it can be said that there is a relationship between the level of exposure and the degree of retaining or losing a specific language. It can be concluded that the less the exposure to the French language is after retiring from teaching it, the more the possibility of losing the language is high.

Therefore, concerning the first hypothesis which suggests that French language teachers after retiring suffer from attrition, it is revealed to be valid and is confirmed by the language proficiency test's results which demonstrated that teachers indeed suffered and portrayed signs of attrition at different levels of the French language. It is however proved that teachers that are not exposed to the French language as much after retiring, are the only participants that showcased signs of severe attrition.

As for the second hypothesis, which assumes that the lexical level is the most attrited part of the French language, is revealed to be invalid as the average of the grammar test was the lowest (5.0 out of 15); the participants that have signs of attrition failed in scoring high grades in the grammatical test, which signals a sever degree of attrition and hence the grammatical level is the most attrited part of the French language in the case of retired French language teachers. In other words, the participants show that they do not have a deep understanding of the grammatical rules, sentence structure and rules of transformation. It was found however that Morphology is the second most forgotten portion of knowledge as its test's grades were the second lowest. The participants specifically failed in answering the questions that dealt with conjugating the verbs in different tenses.

Furthermore, it is important to mention that the degree of attrition from one participant to another varied greatly between the three participants that are found to have

attrition, two of them are found to have a sever degree of attrition at the morphological and the grammatical level, however, only one participant portrayed a sever attrition at all the 3 levels. Moreover, from the questionnaire's results, it is revealed that participants who had a negative attitude towards their second language; the participants are indifferent about retaining their second language, not interested in using the French language or being exposed to it and most importantly who prefer using the Algerian dialect and the Arabic language in both formal and informal settings, are found to be the participants who suffer from French language attrition the most. Another worth standing point is that the years of retirement from teaching are found not to be the crucial factor in determining how well the French language of the participants is retained. This is reinforced by the test's and the questionnaire's results as they show that there are two participants with an excellent level of proficiency of the French language despite the fact that they retired from teaching the language for more than 10 years just like the 3 other participants who portrayed attrition.

2.6 Conclusion

This chapter provided answers to the research questions. The case that was conducted using a questionnaire and a language proficiency test to collect data, enabled the researcher to discover whether the participants suffered from language attrition and which part of the French language is most subjected to attrition.

The interpretation of the collected data revealed that some participants indeed portrayed attrition and that the most attrited part of the French language is the grammatical level.

GENERAL CONCLUSION

General conclusion

Language attrition as a phenomenon is said to be the opposite of language acquisition since it refers to the gradual loss of any language that is already learned or acquired (Park,2018). Any healthy individual can suffer from such a phenomenon especially bilinguals as previous research indicates that the majority of attriters are the holders of more than one language (Köpke&Barbara,2013). The degree of attrition and which portion of the language is severely attrited is different from one attriter to another. For bilinguals that are considered to be perfect language holders, it is difficult to track and detect signs of attrition in their languages (schmid et al, 2002). Therefore, this dissertation aimed to investigate about the French language attrition and retention of retired French language teachers.

The research work was divided into two chapters as an attempt to explain language attrition and to answer the research questions. The first chapter presented an in-depth view on language attrition and its theoretical perspectives. The second chapter dealt with the research design, the data collection process, data analysis and interpretation. A case study was designed to investigate whether the research hypotheses are valid or not. The analysis and the interpretation of the data that were collected through the use of a questionnaire and a language proficiency test have shown that the first hypothesis is valid as the results confirmed that French language teachers do suffer from attrition after retiring. It is however proved that the exposure to the French language after retirement is the only indicator of attrition as the test results revealed that the attriters in this case study are the participants that are not exposed to the French language in any kind after retirement.

The second hypothesis which suggested that the lexical knowledge is the most forgotten part by the participants, is rejected as the language proficiency test results revealed that the grammatical level is the most attrited linguistic level by the participants in the case study. The attriters specifically failed in answering all the questions that were related to changing the sentence structure and verb tenses drastically. They no longer

possess a high-level of linguistic analysis and comprehension. The results however also portrayed that morphology was the second most attrited linguistic level.

This research attempts to explain the phenomenon of language attrition and to investigate about the attrition and the retention of the French language of middle school Algerian French language teachers in Bensekrane, was to some extent successful yet it faced some obstacles and difficulties. The first difficulty was in the data collection process as the researcher did not have enough time to use other research tools such as an interview or an observation test. The second obstacle was about the number of the participants, only seven teachers accepted to be in this case study. It is believed that if the number of participants exceeded 10 participants, the results could have been more generalized. This research can inspire other researchers to investigate about the attrition and the retention of the French language of the older generation in Algeria. The researchers can take it to another spectrum as they can investigate about students' French language attrition.

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APPENDICES

Appendix A

The Teacher's Questionnaire

Dear teachers

This questionnaire belongs to research for a master's degree that investigates the French language attrition among Algerian French language teachers after they stop teaching. Please be informed that your responses will only be used for research purposes and will remain private. It is then important for us if you could answer each of the following questions honestly. Your opinions and responses are essential as they will help us finish the work.

Language attrition:

Language attrition is a phenomenon where the first, the second or the third acquired and learned languages are gradually forgotten and lost.

Question 1: How many years have passed since you stopped teaching?

- More than 5 years
- Less than 5 years

Question 2: How do you describe your level of proficiency of the French language before retiring?

- Good
- Average
- Excellent

Question 3: How do you describe your level of proficiency of the French language after retiring?

- Good,
- average
- excellent

Question 4: Is your knowledge of the French language limited to what you used to teach (the curriculum) only?

- Yes
- No

Question 5: Are you still using the French language in your daily life?

- Yes
- No

Question 6: how frequent do you use the French language?

- Rarely
- Frequently
- Sometimes

Question 7: If you still use the French language, can you give examples about where and in which situations do you use the language?

Question 8: Now after you retired, do you read books, listen to music or watch TV programs in the French language?

- Yes
- No

Question 9: If you answer by yes, do you think that being exposed to the French language when for instance reading books or watching French TV programs help you to retain or develop your level at the French language?

- Yes
- No

Question 10: Do you think that retaining your second language, the French language is important? Or you are indifferent if you lose your second language?

Question 11: Do you think you master the French language better than the Classical Arabic language?

- Yes

- No

Question 12: When speaking the Algerian dialect, how often do you switch to the French language?

- Rarely
- Frequently
- Sometimes

Question 13: Do people in your surroundings use the French language?

- Yes
- No

Question 14: Is there any reason that push you to use the French language instead of the Algerian dialect?

Question 15: Where do you use the following languages in the following situations?

	The French language	The Algerian dialect	The Arabic language
Formal situations			
Informal situations			

Question 16: Ever since you stopped teaching the language, do you think you lost and forgot portions of the French language?

- Yes
- No

Question 17: If you answered the previous question with yes, can you provide us with examples of what parts of the French language you think you lost?

Question 18: Do you think you retiring from teaching the French language was a chance to:

- Develop your proficiency level of the French language

- Forget the French language

Question 19: Which language you are most comfortable when using?

- The Arabic language
- The French language
- The Algerian dialect

الاستبيان

ما مدة تقاعدك : * أكثر من 5 سنوات

* اقل من 5 سنوات

1) كيف تصف مستوى إتقانك و كفاءتك للغة الفرنسية قبل تقاعدك ؟

متوسط () ، جيد () ، ممتاز ()

2) كيف تصف مدى إتقانك و كفاءتك للغة الفرنسية بعد تقاعدك؟

متوسط () ، جيد () ، ممتاز ()

3) هل معرفتك للغة الفرنسية يقتصر فقط على ما كنت تدرسه ؟

نعم () ، لا ()

4) هل لا زلت تستخدم الفرنسية في حياتك اليومية ؟

نادرا () ، غالبا () ، عل حسب ()

5) ان كنت لا زلت تستخدمها ، هل يمكن أن تعطي أمثلة أين و بماذا تستخدمها؟

6) هل لا زلت تذكر الدروس و المصطلحات التي كنت تدرسها ؟

نعم () ، لا ()

7) الآن بعد تقاعدك ، هل تقرأ كتب و تسمع موسيقى او تشاهد برامج باللغة الفرنسية؟

نعم () ، لا ()

ان اجبت بنعم ، فهل تظن ان سماع الموسيقى و مشاهدة برامج باللغة الفرنسية ساعد على تطوير لغتك الفرنسية ؟

نعم () ، لا ()

8) هل تظن انه من المهم الحفاظ على لغتك الثانية ، اللغة الفرنسية ؟ ام لك غير مهتم اذا نسيتهما ؟

نعم () ، لا ()

9) هل تظن ان مستوى إتقانك للغة الفرنسية احسن من اللغة العربية ؟

نعم () ، لا ()

10) عند التحدث باللهجة الجزائرية هل تقوم ب التبديل إلى اللغة الفرنسية ؟

قليلًا () ، غالبًا () ، مرات ()

11) هل تستخدم اللغة الفرنسية في البيت او مع محيطك ؟

قليلًا ، () ، نادرا () ، غالبًا () ، مرات ()

12) هل الناس المحيطة بك تستخدم اللغة الفرنسية في حديثها ؟

نعم () ، لا ()

13) هل هناك سبب يدفعك لاستخدام اللغة الفرنسية بدل الجزائرية ؟

الإجابة:

14) اين تستخدم اللغات التالية : ضع x امام الاجابة الصحيحة

اللغات	اللغة الفرنسية	اللغة العربية	اللهجة الجزائرية
مواقف رسمية			
مواقف غير رسمية			

15) منذ توقفت عن تعليم اللغة الفرنسية, هل تظن انك فقدت او نسيت اجزاء من اللغة الفرنسية؟

نعم () لا ()

16) ان اجبت بنعم, هل يمكنك ان تعطي امثلة على ما نسيت؟

الإجابة:

17) هل تظن ان تقاعدك كان سببا ل :

تطوير لغتك الفرنسية () نسيان لغتك الفرنسية ()

18) اي لغة انت تترتاح او تفضل ان تستخدم في حياتك اليومية :

اللغة العربية () اللهجة الجزائرية () اللغة الفرنسية ()

Appendix B

Test de Compétence Linguistique

Morphologie:

1/ Complete les phrases suivantes:

- Ne t'inquiète pas, je te téléphonerai dès que l'avion (atterrir)

atterrisse aura atterri atterrirait

- Une fois que le chercheurdes échantillons variés, il en fera un corpus pour son travail.

A récolté aura récolté aurait récolté

- Le maire prendra des mesures après que les habitants Leur opinion

Aient exprimé -auraient exprimé auront exprimé.

- Le diabète est une maladie assez répandue, je doute que les médecins

Se sont trompés s'étaient trompés se seraient trompés se soient trompés

- Nous cherchons une forme de tourisme qui plus respectueuse de l'environnement.

Est soit serait toutes les réponses sont correctes

2/ Selon le contexte de la phrase, conjuguez le verbe au subjonctif présent ou à l'indicatif présent.

- Il faut que je (aller) à la librairie.
- Il est dommage que vous (confier) ce projet à une personne irresponsable.
- Je pense que nous (devoir) refaire le décor de notre classe.
- Nous souhaiterions que vous (expédier) la marchandise en Afrique.
- Je suppose que vous (bénéficier) de points de retraite.

- J'espère que ma sœur pourra m'emmener avec elle puisque je ne partirai en vacances qu'à condition qu'elle (pouvoir) m'emmener.

3/ Pour chaque question, vous recevrez un scénario ou une phrase avec un adjectif.

Votre tâche consiste à modifier l'adjectif selon les instructions ou les règles données

Question 1: Réécrivez l'adjectif "beau" au féminin pluriel et faites-le correspondre avec le nom fleurs

Question 2: Changez l'adjectif "bon" à sa forme comparative et faites-le correspondre avec le nom "chocolat"

Question 3: Modifiez l'adjectif "nouveau" au masculin singulier et faites-le correspondre avec le nom "livre"

Question 4: Réécrivez l'adjectif "grand" au féminin singulier et faites-le correspondre avec le nom "maison".

Question 5: Changez l'adjectif "vieux" à sa forme superlative et faites-le correspondre avec le nom "château".

Question 6: Modifiez l'adjectif "fou" au masculin pluriel et faites-le correspondre avec le nom "amis".

Question 7: Réécrivez l'adjectif "petit" au féminin pluriel et faites-le correspondre avec le nom "voiture".

Question 8: Changez l'adjectif "beau" à sa forme comparative et faites-le correspondre avec le nom

Question 9: Modifiez l'adjectif "gros" au féminin singulier et faites-le correspondre avec le nom "valise".

Question 10: Réécrivez l'adjectif "méchant" au masculin pluriel et faites-le correspondre avec le nom "élèves".

Grammaire

1/Choisis puis souligne la bonne réponse.

- La suppression de la viande rouge de nos repas est un sujet..... les désaccords sont nombreux.

A qui de quoi sur lequeldont

- J'en suis à la dernière partie de mon mémoire,je vais essayer d'exposer une mesure.....l'efficacité est certaine.
- a- Où / à laquelle.
- b- Au cours de laquelle / dont
- c- Que / laquelle
- d- Enlaquelle / pourquoi

2/ Mettez les phrases à la forme active.

- Tu seras attrapé par les gendarmes
- Il était dévoré par les renards
- Nous étions entouré d'eau
- Vous aviez été conduits par l'instinct
- Tu avais été ridiculisé par tes amis

3/ Dans les phrases suivantes, la cause est mise en évidence dans une subordonnée, Réécrivez les manières à mettre en valeur la conséquence.

- Comme elle était en retard dans son travail, Laurent n'a pas pu prendre des vacances
- Étant donné qu'il ne neige toujours pas les skieurs écoutent leur séjour en montagne
- Delphine n'es pas partie avec ses amis, sous prétexte qu'elle ne se sentait pas bien

4/Mettez les phrases suivantes au discours direct

- Ronaldo a déclaré qu'il quitterait le Réal Madrid
- L'homme explique au mécanicien que sa voiture ne démarré pas
- Le témoin a raconté qu'il avait entendu la victime crier
- Le père recommande à son fils de bien travailler le français
- Le journal rapporta que les prix des produits alimentaires n'augmenteraient pas

Vocabulaire

1/ Complète les phrases suivantes

- Complète avec : au fond- au lieu – au moyen – au profit.

La commission a précisé que les financements culturels européens...des artistes sont liés à leurs compétences et non à leur réputation.

- Allumer – cliquer – insérer – taper.

Une fois votre document sélectionné, vous pouvez... la clé USB sur le port prévu à cet effet afin d'enregistrer votre document.

- Prospérer – fleurir – moissonner – fructifier.

Lors de la dernière édition de la journée éco-citoyenne, on a vu de nouvelles idées en matière de développement durable.

2/ Remplace chaque mot souligné par son synonyme.

- « L'enfant chantait, la mère au lit, exténuée,
Agonissait, beau front dans l'ombre se penchant
La mort au-dessus d'elle criait dans la nuée ;
Et j'écoutais ce râle, et j'entendais ce chant. » Victor Hugo
- « Lorsque, par un décret des puissances suprêmes,
- Le poète apparaît en ce monde ennuyé,
- Sa mère épouvantée et pleine de blasphèmes.. » Charles Baudelaire.

3/ Trouvez le contraire des mots puis complétez les phrases.

Traiter, audible, os, résistible, mobiliser, vent, commander et légal

- Lilaà fait une commande importante de ce magasin. Elle vient de tout.....
- Le boucher..... une épaule de mouton
- Une action contraire à la loi est une action.....
- Cette usine devra fermer si là..... continue.
- Il ne faut pas les animaux leur feu du mal.....
- Il ne peut pas s'empêcher de boire l'alcool, C'est un besoin.....
- On a plâtré sa jambe cassée pour.....

- Peu t'a parler plus fort, Ce que tu dis est..... .

Language Proficiency Test

Morphology

1- Fill in the gap with the correct conjugated verb

- Don't worry, I will call you as soon as the plane (land).

Lands will land will have landed

- Once the researcher (collected) various samples, he will make a corpus out of them for his work.

Would have collected will have collected has collected

- The mayor will take measures after the residents (express) their opinion.

Have expressed would have expressed will have expressed

- Diabetes is a fairly common disease, I doubt that the doctors (mistaken)

They have been wrong they would have been wrong they had been wrong

they were wrong

- We are looking for a form of tourism that (to be) more environmentally friendly.

Is wouldbe

2- Depending on the context of the sentence, conjugate the verb in the present subjunctive or present indicative:

- It is necessary that I go to the bookstore

- It is a shame that you entrust this project to an irresponsible person.

- I think that we have to redo the decoration of our classroom.

- We would like you to ship the goods to Africa.
- I assume that you benefit from retirement points.
- I hope that my sister will be able to take me with her since I will only go on vacation if she can take me.

3/For each question, you will be given a scenario or a sentence with an adjective. Your task is to modify the adjective according to the given instructions or rules. Write down your answers on a separate sheet of paper.

Question 1: Rewrite the adjective "beau" (beautiful) in the feminine plural form and make it agree with the noun "fleurs" (flowers).

Question 2: Change the adjective "bon" (good) to its comparative form and make it agree with the noun "chocolat" (chocolate)

Question3: Modify the adjective "nouveau" (new) in the masculine singular form and make it agree with the noun "livre" (book)

Question4: Rewrite the adjective "grand" (tall) in the feminine singular form and make it agree with the noun "maison" (house)

Question5: Change the adjective "vieux" (old) to its superlative form and make it agree with the noun "château" (castle).

Question6: Modify the adjective "fou" (crazy) in the masculine plural form and make it agree with the noun "amis" (friends).

Question7: Rewrite the adjective "petit" (small) in the feminine plural form and make it agree with the noun "voiture" (car).

Question8: Change the adjective "beau" (beautiful) to its comparative form and make it agree with the noun "tableau" (painting).

Question9: Modify the adjective "gros" (big) in the feminine singular form and make it agree with the noun "valise" (suitcase).

Question10: Rewrite the adjective "méchant" (mean) in the masculine plural form and make it agree with the noun "élèves" (students).

Grammar

1. Choose and underline the correct answer.

- The removal of red meat from our meals is a subject..... disagreements are numerous.

A qui (to whom) de quoi (about what) sur lequel (on which) dont (of which)

- I am at the final part of my thesis, I will try to present a measure.....its effectiveness is certain.

- Où (where) / à laquelle (to which).
- Au cours de laquelle (duringwhich) / dont (of which)
- Que (that) / laquelle (which)
- En laquelle (in which) / pourquoi (why)

2. Putthesentencesintheactiveform.

- The police officers will catch you.
- The foxes were devouring it.
- We were surrounded by water
- You were led by instinct.
- Your friends had ridiculed you.

3. Inthefollowing sentences, the cause is emphasized in a subordinate clause. Rewrite them to highlighttheconsequence.

- Since she was behind in her work, Laurent couldn't take a vacation.
- Given that it still hasn't snowed, the skiers extend their stay in the mountains.
- Delphine didn't go with her friends, pretending that she wasn't feeling well.

4. Put the following sentences in direct speech.

- Ronaldo declared that he would leave Real Madrid.
- The man explains to the mechanic that his car won't start.
- The witness recounted that he had heard the victim scream.
- The father recommends to his son to work hard in French.
- The newspaper reported that the prices of food products would not increase.

Vocabulary

1- Completethefollowingsentences.

- **Completoewith:** au fond (essentially) - au lieu (instead) - au moyen (by means) - au profit (for the benefit).

The commission specified that European cultural funding... of artists are linked to their skills and not to their reputation.

- Allumer (turn on) - cliquer (click) - insérer (insert) - taper (type).

Once your document is selected, you can... the USB key into the designated port to save your document.

- Prospérer (prosper) - fleurir (flourish) - moissonner (harvest) - fructifier (bear fruit).

During the last edition of the eco-citizen day, we saw... new ideas in terms of sustainable development.

2- Replace each underlined word with its synonym.

- "The child sang, the mother in bed, exhausted,

Was agonizing, beautiful forehead leaning in the shadows

Death above her cried in the clouds;

And I listened to that death rattle, and I heard that song." - **Victor Hugo**

- "When, by a decree from supreme powers,

the poet appears in this bored world,

his mother, terrified and full of blasphemies" - **Charles Baudelaire**.

3-Find the opposite of the words then complete the sentences.

- Traitor (to treat), audible (audible), os (bone), resistible (resistible), mobiliser (mobilize), vent (wind), commander (to order), and legal (legal).

- Lila placed a significant order at this store. She just received everything....

- The butcher..... a shoulder of lamb.

- An action contrary to the law is an action....

- This factory will have to close if the..... continues.

- One should not... animals from their evil...

- He cannot resist drinking alcohol. It's an irresistible...

- We plastered his broken leg to...

- Speak a little louder. What you say is...

Summary

The topic of language attrition, which refers to the gradual loss of previously acquired language skills by healthy individuals, is explored in this thesis. The goal of the study is to present a thorough assessment of the causes, symptoms, and processes involved in language loss. It also aims to identify the linguistic levels most vulnerable to attrition and evaluate whether the sample of this research which are retired French language teachers, suffer from French Language attrition or not. The sample were given a questionnaire and a language test in order to gather information. The gathered data underwent careful analysis and interpretation. According to the results, although language attrition is noticeable among retired French instructors, few participants only showed serious evidence and signs of it. Additionally, the data analysis shows that among the participants, the grammatical level is the one that is most susceptible to attrition. By concentrating on retired language teachers explicitly, this study adds to our understanding of language attrition. It also can help academics and language educators create tailored interventions and techniques to reduce language attrition among populations that are comparable.

الملخص

تتناول هذه الرسالة البحثية موضوع فقدان اللغة، الذي يشير الى فقدان التدريجي للمهارات اللغوية المكتسبة سابقا لدى الافراد الاصحاء. يهدف البحث الى تقديم نظرة شاملة حول اسباب و اعراض و عمليات نسيان اللغة. كما يهدف ايضا الى تحديد المستويات اللغوية الاكثر عرضة للنسيان و تقييم ما اذا كانت عينة هذا البحث، و هم مدرسو اللغة الفرنسية المتقاعدين، يعانون من فقدان اللغة الفرنسية ام لا. تم توزيع استبيان و اختبار لغوي على العينة لجمع المعلومات اللازمة. ثم تم تحليل و تفسير البيانات المجمعة بعناية. وفقا للنتائج، فان فقدان اللغوي يلاحظ بين المعلمين المتقاعدين للغة الفرنسية، لكن عدد قليل من المشتركين فقط اظهروا علامات جدية حوا النسيان. بالإضافة الى ذلك ، يوضح تحليل البيانات ان المستوى النحوي هو الأكثر عرضة للنسيان بين المشاركين. من خلال التركيز بشكل صحيح على المعلمين المتقاعدين ، تسهم هذه الدراسة في فهمنا لظاهرة فقدان اللغة. يمكن لهذه الدراسة ايضا ان تساعد الاكاديميين و معلمي اللغة في وضع تدخلات و اساليب متخصصة للحد من فقدان اللغة.

Résumé

Le sujet de l'attrition linguistique, qui fait référence à la perte progressive des compétences linguistiques précédemment acquises chez les individus en bonne santé, est exploré dans cette thèse. L'objectif de l'étude est de présenter une évaluation approfondie des causes, des symptômes

et des processus liés à la perte de langue. Elle vise également à identifier les niveaux linguistiques les plus vulnérables à l'attrition et à évaluer si l'échantillon de cette recherche, composé d'enseignants de français à la retraite, souffre ou non de l'attrition linguistique. L'échantillon a été soumis à un questionnaire et à un test de langue afin de recueillir des informations. Les données recueillies sont fait l'objet d'une analyse et d'une interprétation attentives. Selon les résultats, bien que l'attrition linguistique soit perceptible chez les enseignants français à la retraite, seuls quelques participants présentaient des signes graves. De plus, l'analyse des données montre que, parmi les participants, le niveau grammatical est celui qui est le plus susceptible à l'attrition. En se concentrant explicitement sur les enseignants de langue à la retraite, cette étude contribue à notre compréhension de l'attrition linguistique. Elle peut également aider les universitaires et les éducateurs en langues à créer des interventions et des techniques sur mesure afin de réduire l'attrition linguistique parmi des populations comparables.