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**Students' Attitudes towards Arabic-French  
Bilingualism in different Educational Environments:  
The Preparatory school and the Department of  
Social Sciences Tlemcen University.**

Extended Essay Submitted to the Department of English as a partial fulfillment of the requirements of  
the master's degree

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## **Dedications**

I dedicate this work to my mother and my friend Kandsi Rawya.

Khalfaoui Sidi Mohamed.

I dedicate this work to all my family members and my friends.

Kandsi Rawya.

## **The abstract**

People living in the globalisation era, tend to use more than one language to communicate with each other. Multilingualism is widely spread in the world as many languages are spoken and used in many countries. The sociolinguistic situation in Algeria is a complex one because of the coexistence of many languages: modern standard Arabic, Algerian codes, French and Berber in some regions. The purpose of this work is to understand students' attitudes towards the French language and the level of their proficiency in it. To reach this end, a case study was conducted at Tlemcen University consisting of social sciences and preparatory school students. By means of a questionnaire and participant observation, the data collected were analyzed qualitatively and quantitatively. The results revealed that, unlike students of social sciences department, preparatory school students show more positive attitudes to the French language. This is due to the educational system mainly, and for setting reasons also, since we found that students who are originally from the Algerian east have received a bilingual education from an earlier age in kindergardens. Girls also showed more competence in the mastery of French than boys. They consider it as a prestigious language and a means to show their femininity. It is true that the French oral practice is low among them. But this cannot be the only reason behind their deficiency in French.

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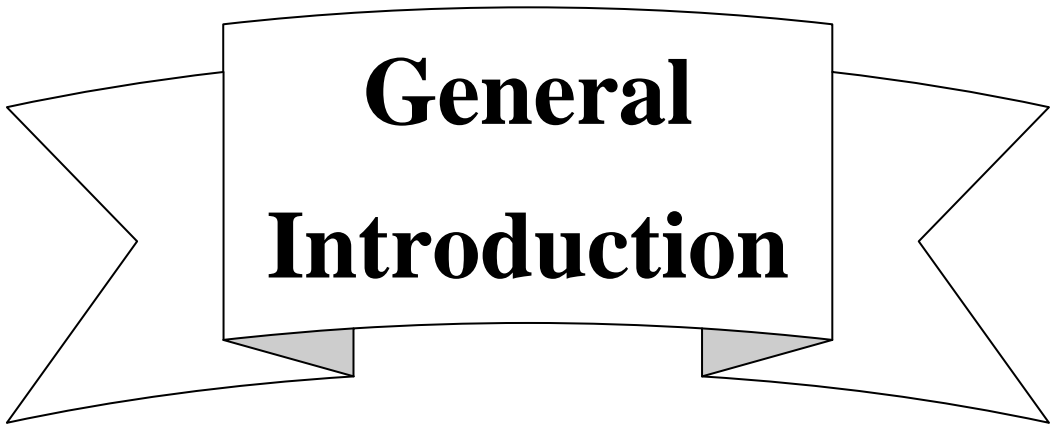
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## **List of acronyms.**

- MSA: modern standard Arabic.
- AA: Algerian Arabic.
- CS: code switching.
- CM: code mixing.
- MLF: matrix language framework.
- PS: preparatory school.
- SSD: social sciences department.



**General  
Introduction**

## **General introduction**

Over centuries, language has been a core of study in any linguistic work. It is used to transmit ideas and emotions. Sociolinguists have long tried to answer the question of: “why do people use different languages?” One of the most controversial concepts in sociolinguistics is bilingualism. In this respect, many researchers have contributed to analyse the sociolinguistic situation and language change throughout history.

Algeria has a very complex sociolinguistic situation. It is due to the coexistence of several languages, modern standard Arabic and French. In addition to this, Algeria has witnessed different civilisations and cultures which have maintained their influence. However, it is noticeable that people in Algeria use different languages, furthermore, though students at Tlemcen university tend to use two languages; mainly French and Arabic, the amount of using these two languages varies from one department to another.

This research is an attempt to study bilingualism among students in Abu-Bakr Belkaid university. First it aims at investigating students’ attitudes towards French, in addition to analyse the use of French outside the university. On the basis of this investigation, a comparison has been made between students from different fields, Preparatory school and social sciences students are taken as a case study.

This research work will try to answer the following questions:

1. To what extent do preparatory school and social sciences students use French?
2. How are speakers of Arabic and/or French considered among their surroundings?
3. What are the main factors affecting the use of French?

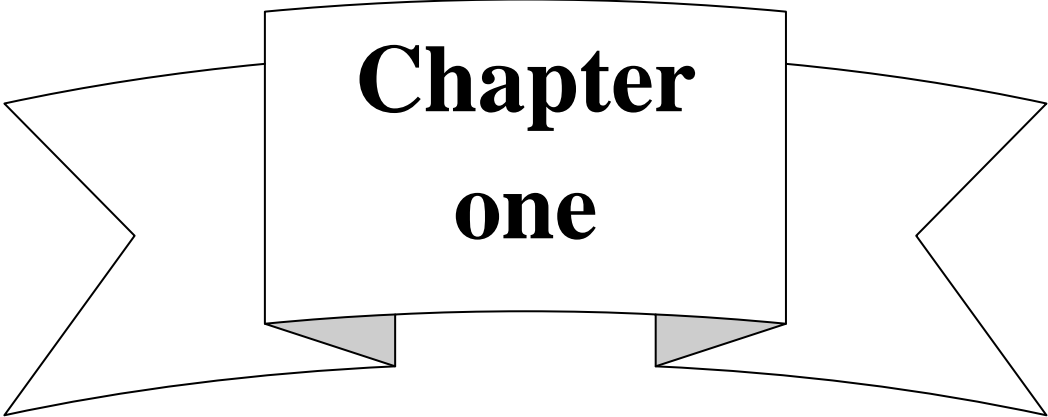
Trying to answer these questions, the following hypotheses were put forward:

1. The preparatory school students use French more than students of social sciences department.
2. Students speaking French are socially valued.

3. Setting, gender, age and educational system are all effective factors that may affect the use of French.

In fact, the seek to reach the previously set objectives required selecting an exploratory case study chosen from two distinct university contexts in Tlemcen, the preparatory school and the Department of social Sciences. This case study will lead to collect qualitative and quantitative data from different sources relying on a set of research tools such as students' questionnaire and participants' observation.

This research work is divided into three chapters. The first one provides an overview about language in contact in general with its outcomes, In addition to a theoretical background about the linguistic situation in Algeria. The second chapter gives a clear description of bilingualism in general with an emphasis on the Algerian bilingual situation. The third chapter consists of the research design and procedures in addition to a detailed description of the data collecting and the research instruments. It also provides an analysis and interpretation of data. Furthermore, this practical part will confirm or refute the hypotheses put forward.



**Chapter  
one**

## **I.1. Introduction**

Many people living in multilingual communities tend to use different languages in their daily life for different purposes. Algeria has developed a very complex linguistic profile. In fact, Arabic and its regional varieties in most of the country, Berber in specific areas and French as the first foreign language. This complex linguistic situation gives birth to a sociolinguistic phenomenon called Bilingualism. Bilingualism has attracted the attention of psycholinguists, anthropologists, dialectologists and later on sociolinguists. Moreover, sociolinguists define the term bilingualism and its outcomes.

In order to understand bilingualism as the most prominent linguistic behaviour in Algeria, it is important to know the Algerian linguistic profile starting from its historical background.

In Algeria, Arabic was declared constitutionally as the official and the national language since, May, 2006. Therefore, it is the language of teaching at all levels of education in the primary, middle and secondary school. It is the official language of the government and all sorts of administrative documents. However, French is widely used in the government, the media and education system, but it has no official status, most Algerians are bilinguals, in 2008, 11.2 million Algerian could read and write in French. (Moussadek. I, 2013) Berber or Tamazight is also spoken in some regions of the country and taught in schools of great and small Kabylie.

## **I.2. Historical background**

Algeria was originally populated by Berber. By the beginnings of the first century B.C, Romans conquered it, the country became a Christianized nation around the second and the third centuries. As a result of the Arab conquest during the seventh century, Algeria gradually became an Islamized country. After that it witnessed different Berber empires. In the early of the seventh century, the Spanish invasion began in North Africa, several towns were occupied: Oran (1509), Algiers (1501) and other outposts, the Spanish left Algeria but they returned in 1732, after the victory of Aïn Turk. (Johathan. O, 2008) Besides, Ottomans established Algeria for 300 years, they



had Algiers as the capital and it became a part of the Ottoman Empire. They had an effective influence in all sorts of life, Turkish as the official language, Arabic and Berber were excluded from the government. So Ottomans took Algeria as an autonomous region of their empire until 1830; France invaded Algeria and occupied many regions. One decade after, French conquest occupied and controlled all of northern Algeria which was integrated as a part of a French republic, in addition to Oran, Algiers and Constantine which were organized as French units. In the uprising of 1954, Algerians witnessed a military war, in the first of July 1962, France declared Algeria independent.<sup>1</sup>

### **I.3. Multilingual situation**

As it is mentioned above, several civilizations co-existed in Algeria, each one had specific characteristics, but it is clearly noticed that the historical background of Algeria had an effective and a direct influence on its linguistic situations. Four main languages co-exist in the country; each language has different status either political or social. These varieties fall into four categories:

1/ Classical Arabic as the official language.

2/French as the first foreign language, functional and language of scientific teaching.

3/ Algerian Arabic as the mother tongue and the language of daily use (informal situations).

4/Tamazight with its different varieties in the east of Algiers, great and small Kabylie and parts in the Sahara.

#### **I.3.1 Berber**

The original inhabitants of north Africa are Berbers. The term Berber was coined first by Greeks; they called people living in north Africa “ Barbarians». Historians argued that Berbers descended from the Neolithic people who occupied Algeria in the uprising of 1700 ago, whereas others state that the ancestors of Berbers

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<sup>1</sup> <http://en.wikipedia.org/wiki/history-of-algeria>. (November 2014)

came from the remnant of the great empire of Garmation Empire which flourished in the south of Libya, exactly in Fezza region. The oldest writing system was called “Tifinagh. Tamazight as they prefer to be called means the noble or the free. They concentrate in the north of Algeria i.e. the great kabylie, east of Algiers and Bejaia ; in these regions the kabyle speakers are found, in addition there are isolated tribe of Berbers speakers, Mozabit, Ourgla, Tougourt. Actually, Tamazight is taught at schools and universities, in small and great kabylie . News are broadcasted in Berber on television twice a day in addition to Tamazight programs are presented. Besides, cultural centers are established to help speakers to enhance their language and Berber culture.

### **I.3.2 Classical Arabic**

Classical Arabic has existed from the pre-Islamic era. It has a complex grammar rules and high and very contextualized vocabulary. Classical Arabic, also called “Quranic Arabic” is the language used in literary texts of the seventh and the ninth century i.e. During Umayyad and Abassid periods. The Arab settled Algeria during two periods; the first Arab settlement took place in the 7<sup>th</sup> century, the second conquest began from the 11<sup>th</sup> century with the migration of a great number of Arab nomads. This second incursion of Bannu Hillel was considered as the most important expansion.<sup>2</sup> It resulted in linguistic, sociological and political transformations. Granguillaume (1979:13) stated :

‘‘En ce qui concerne le Maghreb, il est certain que la langue Arabe coranique est trasmettrice de mythes. On peu même dire qu’elle transmet le récit de la lègitimité radical pour la majeure partie de l’opinion.’’ According to him, Classical Arabic is the language of prestige it is the language of Islam and the holy Quoran. Being the language of religious texts and before all, it is a symbol of an Arab-Muslim identity. Algeria is an Arabic country where Arabic is the official language, due to the fact of being the functional language of religion, the language used in education and administration. It is learnt at schools and used in particular formal contexts such as in political speeches. However, Algerians, don’t use Classical Arabic in their daily

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<sup>2</sup> <http://languages.com/2013/02/19/the-difference-between-modern-and-classical-arabic-language>

conversation. In addition, Classical Arabic is not widely used, but Modern Standard Arabic, which is used in the media it is regarded as the language of formality in official occasions. Modern Standard Arabic is a form that has been set to modernize Classical Arabic, it is grammatically and phonologically based on Classical Arabic with less complexity concerning the vocabulary, it contains many loans words from French and English, as the case of technical and scientific terms, like Internet, computer...ect. (Robert, K & Richard, B. 2007)

### **I.3.3 Algerian Arabic**

In any diglossic situation, the high variety differs from the low variety. Algerian Arabic consists of a vocabulary inspired from Arabic, but the original words are from Berber and a mixture of terms, borrowed and adopted phonologically from Turkish, Spanish and Italian, in addition French borrowing is the common feature of the spoken varieties. It is used in informal contexts, it is the mother tongue of 83% of the inhabitants, as a language of daily use and a real tool of communication between them. These dialects are more likely to be heard in songs, not only in Algerian homes or on the streets, it is not used in schools, newspapers or televisions, which usually use French or Modern Standard Arabic. Algerian Arabic is a part of the Maghreb dialects, some of these varieties are similar to Tunisians especially in the east of the country, while in the west, speakers use a dialect that is closely similar to that of Morrocans. Example of the well-known differences can be observed in the wilaya of Jijel, where the phoneme /q/ is replaced by /k/, in Tlemcen, /q/ is produced a glottal stop /ʔ/ whereas in Oran /q/ is replaced by /g/. Each Variety is divided into urban and rural dialects, Algerian Arabic is not able to convey the complexities of scientific fields or even to be taught at schools. (Meftouh, K. 2009) Another example from Algerian songs in which bilingualism appears clearly;

/Jamais la nensa lpassé/      /algerie ya lemima ya mon amour/

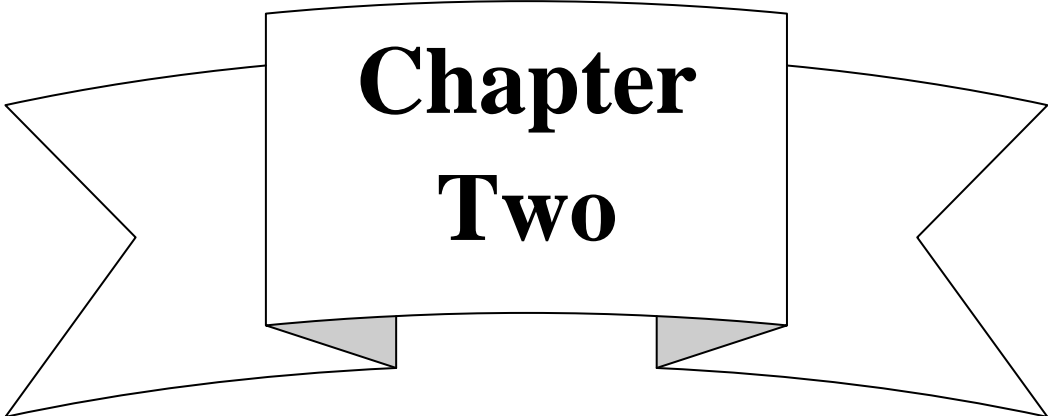
I'll never forget the past      Algeria my mother, my love

### **I.3.4. French**

The French occupied Algeria in 1830. They imposed their language on the population. At independence, while Arabic was declared as the national and the official language, in Algeria, French is learnt only at schools. It is the suitable language for scientific and technical fields in higher education. Recently French has been expanded through the large number of private schools where it is used as the medium of instructions. Whereas in public schools, it is taught only as a subject with limited number of hours. However, French has an important status at all levels and in various domains, within the Algerian society at the economic, social and educational levels. Taleb Ibrahimi (1995:108) says that **“the language of modernity, techniques the language of social promotion , the language of opening on the world.”** Although, after fifty years of independence, French has kept its prestige in Algeria, especially in intellectual fields, people speak French in different domains and in their daily life, for some student, trader or politician, it is still present in the Algerian society French news papers, as “ le soir d’Algerie” and others. To sum, French language has no official status in Algeria, but it is widely used in the government, the media and the education system. Algeria in the second largest Francophone country in the world in term of speakers. (Hassaine Benyelles, F. 2007)

### **I.4. Conclusion**

As mentioned above, for the Algerian sociolinguistic profile, Arabic is the national and official language, it appears into two forms, classical Arabic and dialectal Arabic. French as the first foreign language, Berber or Tamazight variety is used only in Kabylie mountains, east of Algiers and other small groups.



**Chapter  
Two**

### **II.1. Introduction:**

Being able to use two or more languages by individuals, or speech communities has become the norm in many countries all over the world. In Algeria for instance, the coexistence of more than two codes, indicates its bilingual situation.

### **II.2. Bilingualism defined :**

The term bilingualism generally refers to the ability to communicate in two languages. Multilingualism is generally the use of three and/or more languages by individuals, groups or regions.

Scholars have been always interested in bilingualism, this subject was defined from many perspectives .

Bloomfeild (1933); defined bilingualism as “native-like control of two languages”. That is to say, a bilingual person must master the two languages perfectly almost like a native speaker. This type of bilinguals can be found in a limited group of people, mainly, foreign languages teachers and highly educated people. Weinreich (1953) on the other hand, defined bilingualism as the alternate use of two languages ;

Haugen’s definition of bilingualism agrees to some extent to Bloomfeild’s. He claimed that bilingualism begins with the ability to produce complete and meaningful utterances in the second language (1953 : 7);

Unlike the other scholars, Macnamara (1967a) considers the minimal competence in using a foreign language (the mastery of only one skill) as bilingualism. This definition reflects the Algerian population who tend to use French (one skill at least).

Myers-Scotton (2006 :3) says that the complete mastery of two languages is not mandatory for being bilingual. She illustrates that most children who were exposed, at a very young age, to two languages seem to speak them equally well, but do not maintain that equality in the two languages later on.

There are few speakers who have equal proficiency in the two languages. These were previously called Balanced bilinguals, and have what is called ‘native-like control’ of two or more languages. However, there are other bilinguals who are more fluent in one language more than the other. In this case, these bilinguals represent individuals who do not have the opportunity to use a language for particular purposes, and hence may not develop full proficiency in it. On the other hand, passive bilinguals may be able to understand another language without being able to speak it well or even at all. ( Dendane, M. 2010)

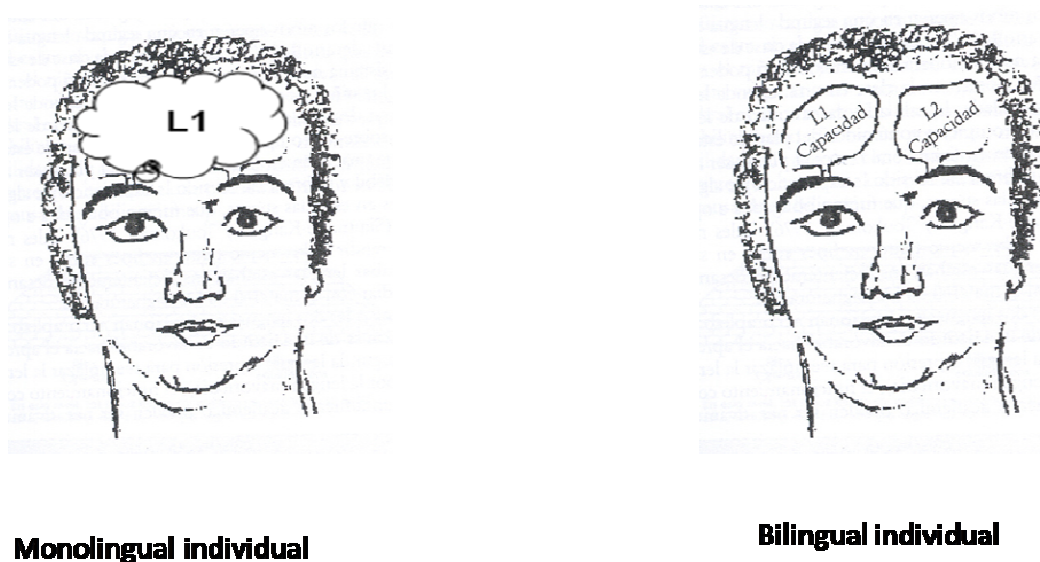
### **II.3. Theories on Bilingualism :**

Bilingualism differs from one speech community to another, and moreover, from one individual to another. Scholars have distinguished a set of theories on bilingualism which are classified as follows;

#### **1. Balance theory**

It represents two languages coexisting in equilibrium, the second language increases at expense of the first. This theory is represented with an image of two linguistic balloons inside the head of the learner; the monolingual individual has one large balloon whereas the bilingual individual has two smaller ones.

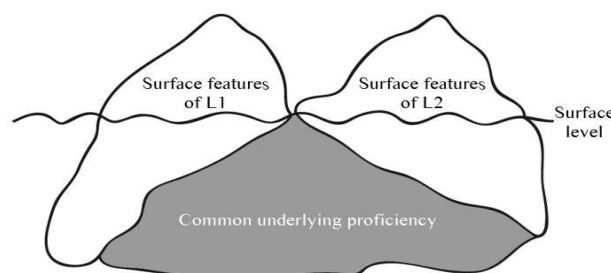
Cummins (1980, 1981): separates underlying model of bilingualism with the two languages operating in isolation. This idea has been rejected by research studies: linguistic competence is transferred ad interactive.



**Figure 01: Language representation in a mono/bilingual brain**

## 2. Common underlying proficiency

Cummins (1980, 1981) illustrates it with an image of two separate icebergs which are joined at the base:



**Figure 02: Cummins representation of language**

When using two or more languages, ideas come from a common source. Individuals can function with two or more languages with relative ease and cognitive functioning may be fed by monolingual or multilingual channels. The language used by the learner must be developed to process the classroom cognitive challenges. On that base, it can be said that listening, speaking, reading and writing in the L1 or L2



help the development of the cognitive system as a whole and L2 negative attitudes and a limited competence level affects academic performance negatively.

### 3. Threshold theory

Cummins (1976) and Skutnabb-Kangas(1979) describe the relationship between cognition and the level of bilingualism. The closer the students are to being bilingual, the greater the chance they have of obtaining cognitive advantages. This theory has been represented as a house with three floors and two linguistic ladders (L1 and L2) on each side (Baker 1993:194):

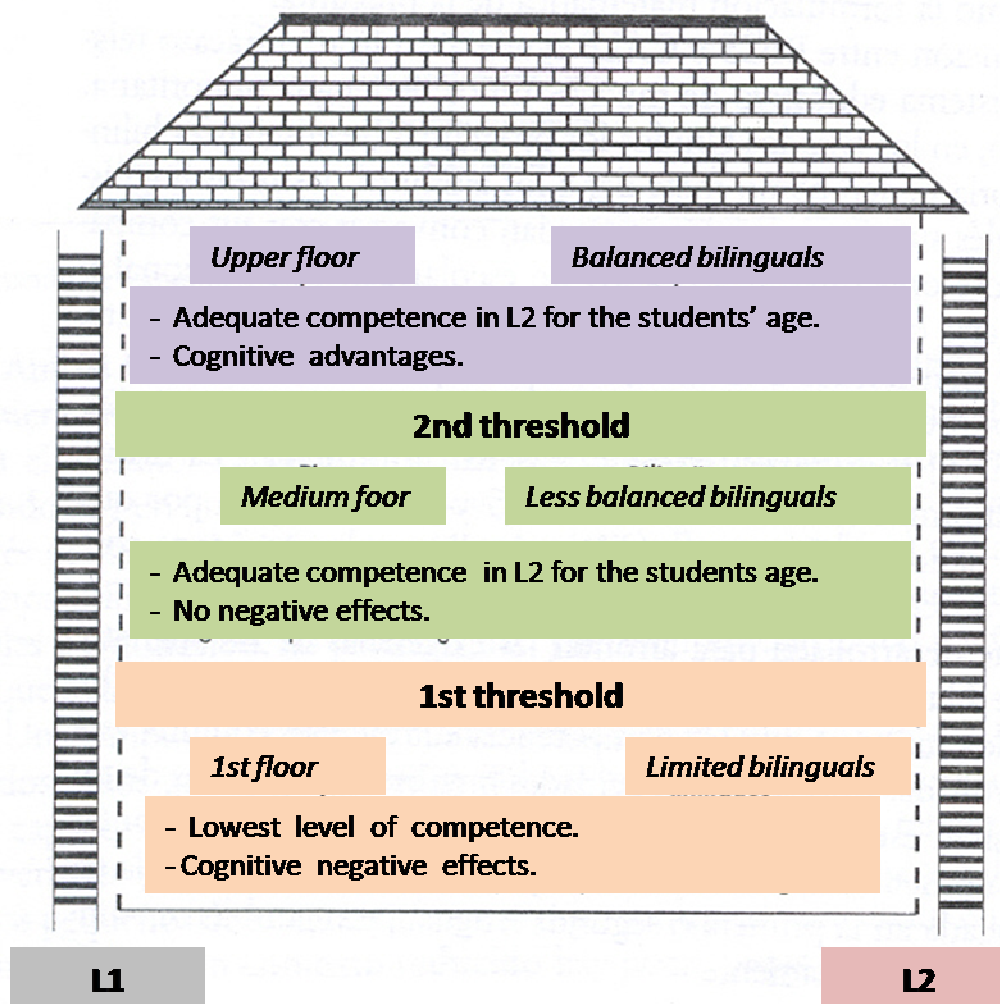


Figure 03: the relationship between cognition and the level of bilingualism.

#### 4. Linguistic interdependence hypothesis

This hypothesis is based on the relationship between the development of L1 and L2, it was proposed by Vygotsky (1934, 1986) and Cummins (1978). Competence in L2 depends in part on the level of competence already acquired in L1. In other words, the higher the level of development in L1 the easier it will be to develop the L2.

#### II.4. The different types of Bilingualism :

There are many different types of bilingualism classified by sociolinguists. It can be said as far as the Algerian situation is concerned that bilingualism exists with all its types depending to many factors such as setting, educational background, age, gender...etc

1. **Early bilingualism** - there are two types: simultaneous early bilingualism and consecutive (or successive) early bilingualism.

- Simultaneous early bilingualism refers to a child who learns two languages at the same time, from birth. This generally produces a strong bilingualism, called additive bilingualism. This also implies that the child's language development is bilingual.

For example, a child whose father is Algerian and mother is French find himself automatically acquiring the two languages simultaneously.

- Successive early bilingualism refers to a child who has already partially acquired a first language and then learns a second language early in childhood.

For example, when a child moves to an environment where the dominant language is not his native language. This generally produces a strong bilingualism (or additive bilingualism), but the child must be given time to learn the second language, because the second language is learned at the same time as the child learns to speak. This implies that the language development of the child is partly bilingual.

2. **Late bilingualism** – refers to bilingualism when the second language is learned after the age of 6 or 7; especially when it is learned in adolescence or adulthood. Late bilingualism is a consecutive bilingualism which occurs after the acquisition of the first language (after the childhood language development period). This is what also distinguishes it from early bilingualism. With the first language already acquired, the late bilingual uses their experience to learn the second language.
3. **Additive bilingualism and subtractive bilingualism** – The term additive bilingualism refers to the situation where a person who has already acquired the two languages in a balanced manner. It is a strong bilingualism. Subtractive bilingualism refers to the situation where a person learns the second language to the detriment of the first language, especially if the first language is a minority language. In this case, mastery of the first language decreases, while mastery of the other language (usually the dominant language) increases. These expressions and their associated concepts were created by Lambert, the Canadian researcher who has been given the title of “the father of bilingualism research”.
4. **Passive bilingualism** - refers to being able to understand a second language without being able to speak it. Children who respond in a relevant way in English when they are addressed in French could become passive bilinguals, as their mastery of oral expression in French decreases. ( Moussadak, I. 2013)

For example, many social sciences students are able to understand French, but they cannot respond, it seems that they have some oral issues.

## II.5. Bilingualism typology in Algeria

In studying multilingual speech communities, the speaker is the central figures in any sociolinguistic research. Algeria is regarded as a bilingual country, since most of Algerian people use both French and Arabic languages. The degree of mastery of the two languages varies from one person to another due to several factors. From this

stand point we can mention a set of different bilinguals in the Algerian linguistic profile.

Bilingualism in Algeria is considered as the result of the French occupation in Algeria. We cannot talk about the bilingual situation in Algeria as homogenous since not all the population is bilingual, monolinguals exist in many parts of the country. During and after the colonial era, most of the Algeria population were bilinguals although they had limited cultural and educational levels. Today, due to the arabization system, bilingualism exists commonly among literate people who went to school and were in contact with the French language.

Nowadays, the Arabic language is approved in many domains: education, politics and administration. On the other hand, French is taught in parallel with Arabic from the primary school. In this case we are talking about late bilingualism, that is French is learnt right after Arabic in schools.

Two important periods are worth being mentioned in the bilingual history of Algeria. The pre-independence period in which some Algerians were familiar with the French language and more proficient in it, in other words, they were qualified as balanced bilinguals. However, the newest generations are regarded as being unbalanced bilinguals, that is, their competence is higher in one language than the other. This generation might seem less competent in French than the pre-independence generation. (Mouhadjer 2010)

Sociolinguists consider Code Mixing and Code Switching as the by-products of bilingualism. In Code-Mixing, a fluent bilingual changes the language by using words from other language without any change at all in situation, whereas in Code Switching, anyone who speaks more than one language chooses between them according to circumstances and according to the language comprehensive to the persons addressed, the purpose is to get the right effect of communication.

## II.6. Code mixing and code switching

### II.6.1. Definition of code mixing

For Hudson (1996:53), code mixing takes place ‘where a fluent bilingual talking to another fluent bilingual changes the language without any change at all in the situation.’ The purpose of code mixing seems to be to symbolize an ambiguous situation for which neither language on its own would be quite right. To get the right effect, the speakers balance the two languages against each other as a kind of linguistic cocktail, a few words of one language, then a few words of the other, then back to the first for a few more words and so on. The changes generally take place more or less randomly as far as subject matter is concerned, but they seem to be limited at structural level.

For example, at the pharmacy, a client might say:

[3téni kech haja lla gripe, madabik tkoun efficace]

Give something for flu, it should be efficient please

### II.6.2. Definition of code switching

Hudson (1996:53) discusses code switching as the ‘inevitable consequences of bilingualism, as anyone who speaks more than one language chooses between them according to circumstances.’

Crystal (1995) states, ‘Code or language switching occurs when an individual, who is bilingual, alternates between two languages during his or her speech with another bilingual person.’

Gardner Chloros (2009) is of the opinion that code switching may be used as ‘a general term covering all outcomes of contact between two varieties whether or not there is evidence of conversions.’ For her, Code Switching refers to the use of several languages or dialects in the same conversation or sentence by the bilingual people.

### Various types of code switching

Poplack distinguished three types of code switching, intersentential, intrasentential and tag code switching. According to Poplack(1980), when a person shifts from one language to another, the switching can take different types, mainly intersentential code switching, when one sentence is in language A and the other sentence is in language B. in our society we often hear people say

( il est pas serieux ma3andehch lkelma).

” He is not serious he does not keep his promise”.

On the other hand, intrasentential code switching , occurs when the speaker switches in different points in a sentence or clause as in

( hadik la chemise lui ya plai ,washa tadiha gheda).

‘She likes this skirts she will buy it tomorrow’.

According to poplack, code switching can be intrasentential or intersentential , or may occur freely in a sentence. Intrasentential code switching is generally used by bilinguals who are competent in both languages, they are able to switch correctly in a sentence or a clause. we illustrate this by this example:

(mon facbook rah desactivé)                      (bon, rani mashi)

My facebook is disactivted                      I’m leaving

### Code Mixing, Code Switching and Borrowing

Code mixing and code switching are further compared by linguists with Borrowing. Borrowing is maintained as related to code mixing and code switching, but also different from them. Hudson (1996) differentiates Borrowing from code mixing/code switching on the basis of speech and language systems. He notes, ‘Whereas Code Switching and Code Mixing involved mixing language in speech, Borrowing involves mixing the systems themselves because an item is borrowed from one language to

become part of other language. For example - words for foods, plants, instructions, music and so on which most people can recognize as borrowings (or Loan –Words).’

For example: words such as, (fast food – flixy – taxi – sandwich).

## II.7. Different aspects of code switching:

### II.7.1. Grammatical Aspect:

Poplack (1980) started to differentiate between three types of Code Switching; Intra-sentential, intersentential and tag switching. She put forward different grammatical models;

- The linear approach which exists into two principles; the free morpheme and the equivalent morpheme.
  - a) The free morpheme entailed the inhibition of code switching between a bound morpheme and a lexical form unless the later has been integrated into the language of the bound morpheme.

Eg; [faliz/at]

bound free

In the linear approach, the switch can be either possible or not in some cases.

- b) The equivalent morpheme: it does not correspond to each other, the switch is impossible, i.e. if we have noun + adjective / adjective + noun , the switch cannot occur because the surface structures of the two sentences is different.

Eg; [une grande maison]

adj                      noun

Kbira dare

noun      adj

A big house

Since systems have not the same structure, the switch is impossible.

- The second one is the government approach: The switch between the two constituents (governing and governed) does not occur if they lexically depend one on the other. And if there is no neutralizing element, the switch is not possible.<sup>3</sup>

Eg; [3abi el kamira]

governing neutr governed

### **The Matrix Language Framework**

Myers Scotton (1993) claims that code switching and Borrowing are ‘universally related process.’ According to her Matrix Language Frame (MLF) Model, code switching occurs everywhere within a frame which is set by the matrix language. The term matrix refers to the language in which the majority of morphemes in a given conversation occur. The languages from which material enters a matrix language are referred to as embedded. according to MLF theory, the idea that content (often nouns, verbs, etc.) and system (articles, inflections etc), morphemes in the embedded language are put differently by the matrix language. Myers Scotton is concerned with finding out which singly occurring embedded language lexemes are borrowings and which are code-switches, in light of the fact that both borrowed and code-switched forms behave the same way morphosyntactically in the matrix language. Her MLF model posits structural constraints which account for both borrowings and code switches. She uses data from Kenya and Zimbabwe to explain her model. Swahili is the matrix language of Kenya and Shona is the matrix language of Zimbabwe. Her Matrix Language Frame Model provides a principled basis for considering both Borrowing and Code Switching processes to be a part of a single continuum. She explores four hypotheses:

1. Matrix language + embedded language [EL] constituents conform to the morpheme order of the matrix language and in ML+EL constituents articles and inflections (System morphemes with non- lexical information) come from matrix language.

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<sup>3</sup> Poplack, S. 1980. “Sometimes I’ll start a sentence in English y termino on espanol: toward a typology of codeswitching”.P 67.



2. The EL content morphemes that are not congruent with stored lemmas (lexical information in a mental lexicon) are blocked from appearing in ML+EL constituents. (This is called Blocking Hypothesis)
3. Embedded language forms which cannot be accounted for by the blocking hypothesis are subject to an embedded language trigger hypothesis.
4. The peripheral and formulaic embedded language constituents may occur with relative freedom in a matrix language. (This is called EL Hierarchy Hypothesis) On the continuum, the forms range from abrupt loans (e.g. the term school fees as used in Shona language) to core borrowings (e.g. the term weekend in Swahili language), to actual instances of CODE SWITCHING. According to Myers-Scotton, frequency is the best criterion to use to link borrowings to the mental lexicon in contrast to single form code switches. Yet, there is little reason to make a distinction between the processes. Neither morphosyntactic nor phonological integration criteria remain viable ways to decide whether embedded language material is the result of borrowing or code switching. For example the word *shule* (school) is a long established borrowing into Swahili (originally from German); however, the verb stem-visit and the noun difference are considered code switching forms, largely because they show no frequency of occurrence and occur only in one conversation in a set of 40 of the data. The MLF model of CODE SWITCHING which can account for single form code switches also accounts for borrowed lexical items. Single or multi-word code switches are retained in the mental lexicon of the embedded language, are lemma entries there, while borrowings continue to remain matrix language lexical items. All code switches structurally represent material embedded into a matrix language while all borrowings are matrix language material par excellence. In accordance with this model, the English preposition *at*, for example, is blocked from appearing in the Swahili sentence *nilikuwa nataka kumpata stadium* which translates as « I wanted to find him stadium » rather than « I wanted to find him at the stadium ». *At* (or for that matter *the* as well) has no counterpart in Swahili, so *stadium* ‘occurs as a bare form’ making it look as much like a borrowing as a code-switch. In contrast, other English prepositions do

have congruent forms in Swahili and may occur themselves as single code-switched forms (kati ya and between so match).

5. The island of the embedded language: If one element from the embedded language is activated in the structure of the matrix language, while it is not allowed to occur, the occurrence of constituents belonging to the matrix language is blocked and the element is completed by a constituent from the embedded language to form an island of the embedded language. For example; 'le stylo', the speaker thinks about 'stylo' (male) that's why (la) is blocked. The constituent of Arabic is blocked and the element of the embedded language is activated. (Myers, S. 1993)

### **II.7.2. Social aspect:**

Code switching is one of the outcomes of language contact in multilingual communities. Blom and Gumperz (1972) have proposed two types of code switching they called, situational and metaphorical.

In the same situation, Gumperz (1982) refers to the two varieties involved in code switching as 'we code' and 'they code'. According to him, 'we code' refers to the corresponding language used in family domain when it functions as a sign of reality or intimacy; whereas 'they code' corresponds more with the formal language used in public domains, and when communicating with outsiders.

One of the more complete theories of code switching is the markedness model which tries to provide a systematic and generalizable account of the process of code switching.

#### **a. The markedness model**

it is a model which deals with the functional model of code switching, it considers code switching as a cognitive and socio-psychological process of negotiation of the identity capable of revealing the real motivation of the interlocutors to use the various present codes in their verbal repertoire.(choose a code that make their needs and feelings with certain context. The main idea of the markedness model is that there is a marked and unmarked language choice in

different situations i.e, each language in a multilingual community has a particular social roles which Scotton calls, right and obligations. According to her, the indexicality of rights and obligations is derived from an important situational factors that affect a speech( status of the participants, topic or settings. the markedness model, however is fundamentally based on a principle which states that code switching occurs whenever speakers are motivated to do so, especially when the situation requires the use of more than one language.

For example; when a mother walking with her boy on the street and meet her friend, she starts speaking Arabic with her. Then she switches to French in the purpose of excluding the child from the conversation.

This model provides a detailed explanation for many cases of speech situations where switching occurs.

#### **b. Maxim of the markedness model**

Myers Scotton put forwards three maxims in relation to the markedness criterion:

##### 1/ Unmarked code switching:

An unmarked choice maxim occurs when a speaker switches from one code to another in a situation where the switch follows the norms and rules of communication, in other words an unmarked choice is accepted and considered as being normal because it is argued between the members of the bilingual community, that their speech repertoire is determined by particular conversation is held in a given language and the speaker follows the change of the context to another variety which is appropriate to the new situation.<sup>4</sup>

Eg: A:haka tfarejt la serie ?

By the way, did you watch the series?

B: walah makan lwakt I was busy analyzing my second chapter I should give it to my supervisor this morning.

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<sup>4</sup> Benguedda, A. 2010. Algerian arabic / french code switching : the case of two districts in tlemcen. (magister thesis). University of tlemcen, Tlemcen.

Actually, I had no time; I was busy analyzing my second chapter I should give it to my supervisor this morning.

The above example is a conversation held between two classmates; they were talking about a Turkish movie but as soon as the conversation shifted to studies and linguistics the speaker b, switched to English because English is appropriate in such a context.

2/ marked choice maxim

Differently from the unmarked choice maxim, which is governed by the rules of rights and obligations, the marked code switching occurs in situation where it is not suppose to emerge .it is the speaker who imposes his code regardless of the social norms concerning the interaction.( Dendane. A, 2010).

Eg: A : kont absente la semaine passé j avais un dècè

I was absent last week; I had a death.

B: ohhh lbaraka f rosskom.

Oh! I'm sorry for your loss, may he rest in peace.

A: mais mohal nji gheda

But, I might not come tomorrow.

B: no you should come we will deal with a new theory attendance is compulsory.

The above example is a conversation held between a teacher and a student. The student started speaking in Arabic, the teacher in return replied in the same verity a s a sign of understanding and closeness. As soon as the student asked for an illegal favor, the teacher switches to English to express his authority and mark distance, with her interlocutor, here the Arabic language which is supposed to be an intimate is replaced by English which is a formal language which puts distance between interlocutors.

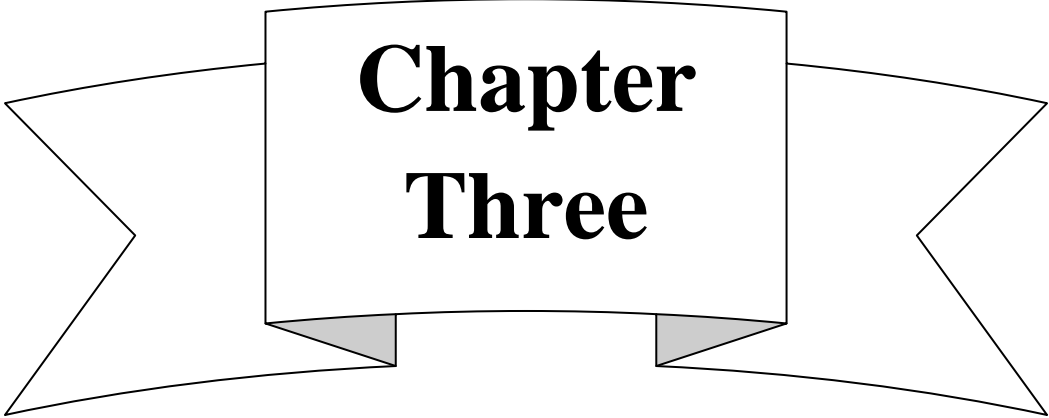
3/ exploratory code choice

This makes the place when the situation is not clear and the interlocutor is confused about the appropriate language that fits the given situation. For

example: when you meet someone for the first one and you are confused whether you talk with him in French or in Arabic.

### **II.8. Conclusion:**

In this chapter has dealt with the conceptualization of bilingualism, for what it has of an important relation with what the study is about. As it is mentioned above, bilingualism was studied from different perspectives, in addition to its different types. What was found, is that bilingualism is tightly related to the Algerian linguistic situation, which, itself due to several languages and cultures which maintained their influence on it.



**Chapter  
Three**

### **III.1. Introduction**

This chapter is an attempt to describe the research design, learners' profile and data collection instruments to provide the rationale behind choosing the case study and the objectives. Then an overview of the qualitative and quantitative methods used in this work, to analyse the data collection which were collected from different sources. The questionnaire and observation, in addition to learner's profile which gives an overview about the sample being studied.

### **III.2. Sampling and research informants**

A sample of participants was chosen from a larger population by using a set of sampling techniques.

#### **III.2.1. Sampling techniques**

Informants were students at Tlemcen university , who were addressed to respond the research instruments. However, from this larger population, we have chosen a sample of 25 students from the department of Social Sciences and 25 students from preparatory school (economic sciences) which makes a sample of 50 student to represent the target population. In fact, the informants were selected randomly, there were no specific features from which the 50 students have been selected, among the whole population, in order to make data more valid and reliable.

#### **III.2.2. Learners 'profile**

Participants in this study were third year literary and scientific students, who were completed 3 years at university ( male/ female).

- **Learners of Social Sciences Department**

The Social Sciences Department consists of several fields such as Psychology, Philosophy, Sociology. A sample of 25 students was chosen randomly from all the fields in order to make the result more valid.

- **Learners of Preparatory School**

The preparatory school consists of several scientific fields such as economic sciences, management. A sample of 25 students was chosen randomly from all the fields in order to make the result more valid.

### **III.3. Data collection instruments**

As it is mentioned above, our objective is to determine the students' respective skills in both languages and their attitudes towards these languages. The data of this study is taken from the questionnaire answered by 50 students from Tlemcen university, to investigate bilingualism in both departments. Many parameters such as, gender, education and place are taken into account. Additional data were taken from observation, to reveal the differences in using French and Arabic within the two departments, as a medium of expression and instruction. Besides, both qualitative and quantitative methods were adopted in this work, to confirm the validity and generalisability of the findings, to be more effective as far as the data collected from different research tools.

#### **III.3.1. Students' questionnaire**

It is obvious that in any sociolinguistic work, the speaker or the learner is the central figure, especially in bilingualism. Indeed, students' point of view and attitudes are important in this research. By choosing bilingualism as a core subject in this study, our aim is to explain this sociolinguistic phenomenon in Tlemcen university, how do Social Sciences Department students and Preparatory School students in Tlemcen, use French and Arabic in the context of their studies and in their daily life. We will also try shed the light on the difference between the two departments, those who use French in the context of their studies and others who use only Arabic during lectures. Our aim is to explain students' attitudes toward the French language, by adopting qualitative and quantitative methods to know to what extent students use French outside the



classroom, and share their behaviours and attitudes in social contexts. Students from the two departments were addressed to answer a closed ended questionnaire.

The 50 students, who answered the questionnaire, were aged between 22 and 25 years old. In fact, there are two categories of informants: 25 students specialized in Social Sciences and 25 students, studying in the preparatory school. Two versions of questionnaire were given to students, one in Arabic and the other one in French, to choose which one they prefer to answer. At the same time we have taken notes by using a brief conversation with each student, and the result of all these findings will be explained in data analysis.

- **Questionnaire in Social Sciences Department**

As it is mentioned earlier, we have two categories in this research work, the first group consists of those who use only Arabic during lectures, and they have only one module in French or English as a foreign language. Place of birth, gender and education are taken into account, most of them were from Tlemcen and its regions. Among 15 females answered the questionnaire, 10 of them have chosen the Arabic version of the questionnaire while the rest (5) of them have chosen the French version. The questionnaire was also addressed to 10 males, who live in the city town, all of them asked for the Arabic version.

This seems that the majority of students of social sciences are more competent in Arabic. They find it more appropriate for expressing themselves.

- **Questionnaire in preparatory school**

The second category who answered the questionnaire study in the Preparatory School of Tlemcen. 25 students were asked to fill the questionnaire, 13 females and 12 males, they have completed 3 years of study in this school. Most of them were aged between 22 and 25 years old, some of them were from the Algerian east. They use French as the medium of instruction, and study English as a foreign language, all of them preferred to answer the French version, except one student who preferred to

take the Arabic version. We tried to build a small conversation with each one and emphasized more on the one who preferred to use Arabic.

### III.3.2. Observation

Observation is a very important research instrument, because it helped us a lot in confirming the answers that were collected from the questionnaire. In any sociolinguistic investigation, observation is the central figure in describing and analyzing the use of language in social context. During our investigation in both departments, we observed many interesting language behaviours.

- **The social sciences department**

The first remarkable thing we observed when we distributed the questionnaire to the Social Sciences students, is that 80% of them asked for the Arabic version. We noticed also inside the department that most students use Modern standard Arabic (MSA) with their teachers. They also use terms such as (مقالة، بحث، أستاذ). They have issues with the French language, most of them do not master it except for some greeting expression such as (ça va! – bonjour). Another noticeable remark, is that in the Social Sciences department, we hear very often Arabic proverbs and idioms such as (القطرة التي أسالت الفنجان) or (القشة التي قصمت ظهر الحمار) and many other similar expressions.

It seems that students of social sciences use Arabic proverbs in their daily conversations to express themselves and reinforce their ideas. This may be because they read more in Arabic.

- **The Preparatory School**

Among 96% of preparatory school students asked for the French version of the questionnaire. We noticed then that, even in the coffee-shop, French is used very often. Code-switching (with its two types, inter-sentential and intra-sentential) is commonly used, for example;

- Désolé! Lbarah j'ai pas trouvé le temps bech n3ayetlek.

Sorry! I had no time to call yesterday

- Hada win khrejt, on se vois dans quelques minutes.

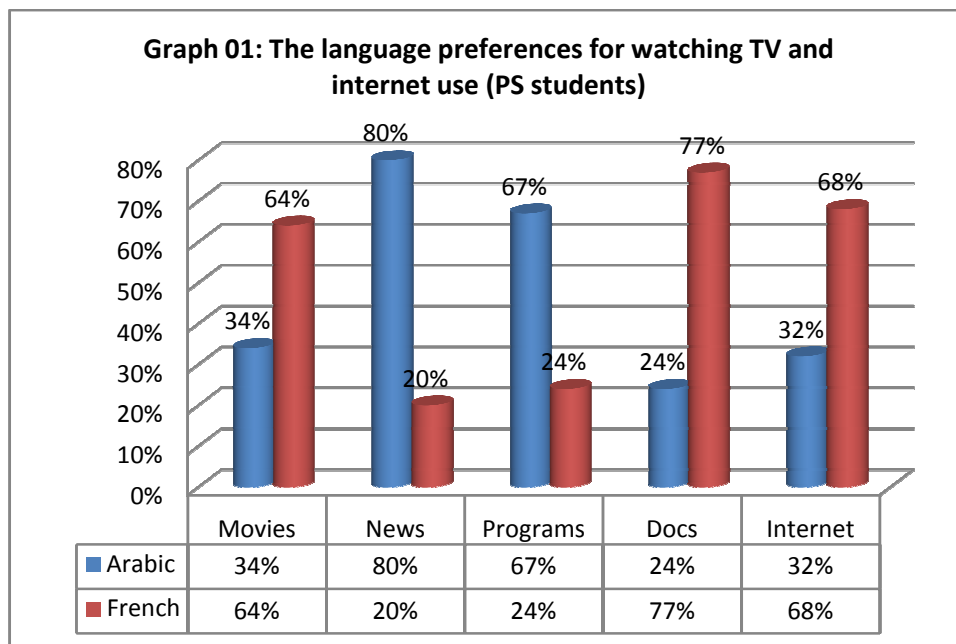
I have just walked out, I'll see you in few minutes

#### **III.4. Observation and interpretation of the results.**

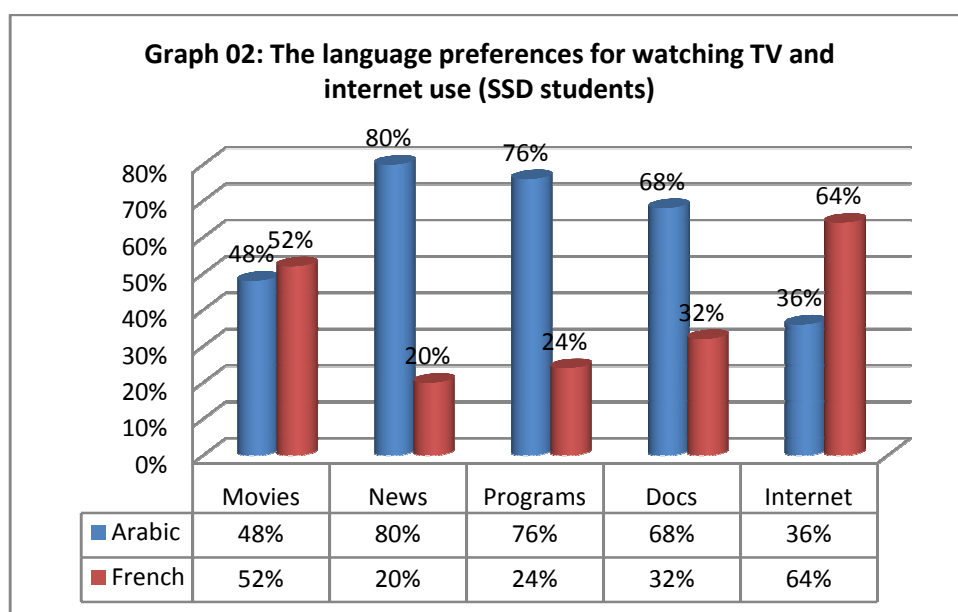
The questionnaire was designed for preparatory school and social department students. The objective of this questionnaire is to determine their respective skills in both languages and the attitudes towards these languages. It consisted of 11 questions, each having a choice to make among a number of propositions. The questionnaire was distributed to the two groups of informants constituted as follows: 25 students from the preparatory school (hereafter PS) and 25 from the Social Sciences Department (hereafter SSD).

We have considered the respondents' gender in our analysis, but we did not deal with age as a social variable. The questionnaire was designed to determine the students' respective skills and competences in understanding, speaking and reading the two investigated languages, the hypothesis being that (PS) should have greater skills in French than in Modern Standard Arabic. This is partly due to the educational system in Algeria which had to keep the use of French as a medium of instruction in most scientific fields, and the use of MSA in all other fields except of course in foreign language studies.

- Q1: In which language do you prefer watching TV programs and Internet use?



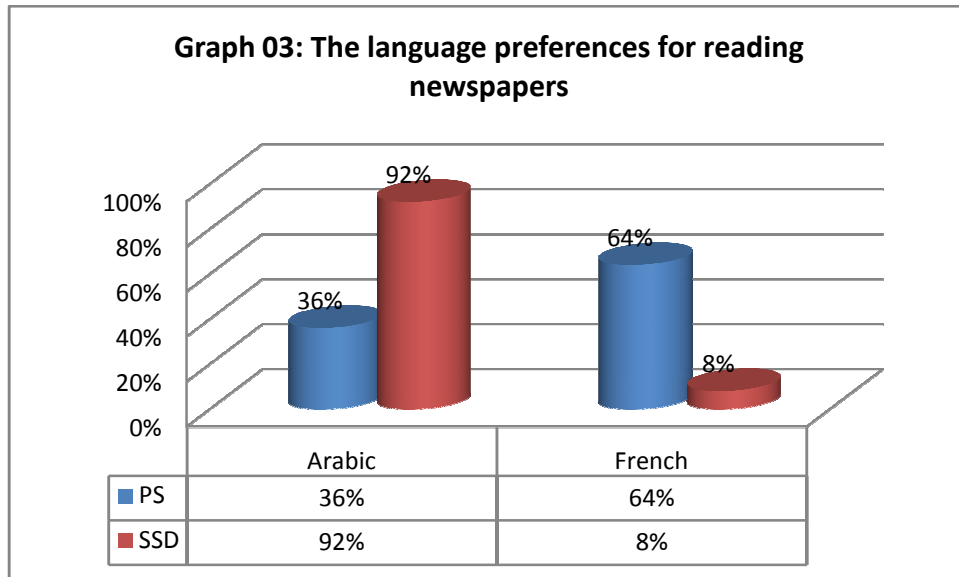
The graph shows that students of Preparatory school use the French language for educational purposes more than Arabic, and on the other hand, they prefer to watch news and TV programs in Arabic. From this result, we can clearly see the link between the French language and the educational system in the Preparatory school. They stated that from their early age they took the habit of watching news in Arabic.



This graph shows that Arabic is preferred to be used in news, Tv program, documents, and even movies. Except for the use of internet, it is found that the

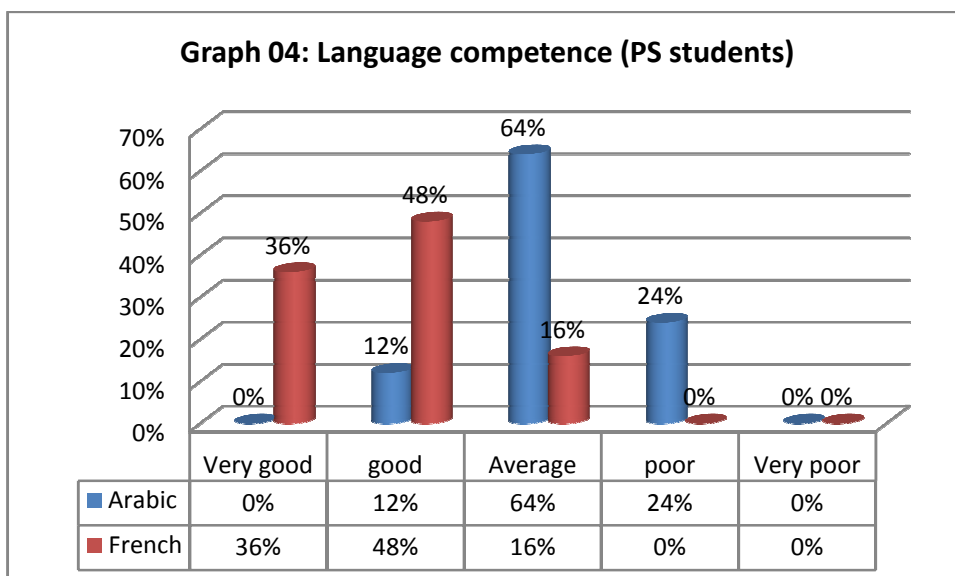
majority of students prefer using internet in French. When they were asked for the reason why they prefer the French language, they said that it is more practical than Arabic.

- Q2: In which language do you prefer reading (newspapers, books, etc.)?

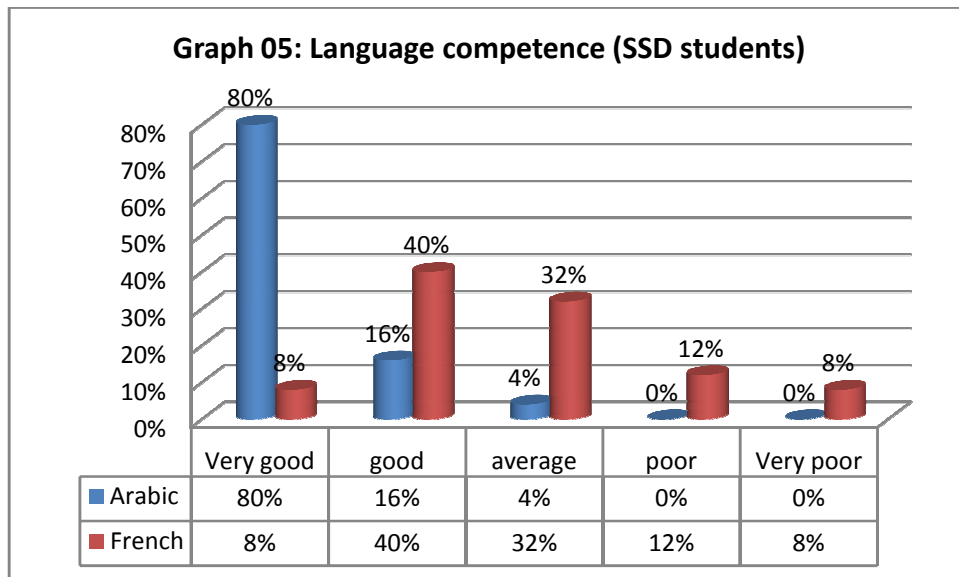


The results of the second question show clearly how students of Social Sciences Department are tightly close to the Arabic language and far from French. On the other hand, we see that although the majority of Preparatory school students read in French (64%), 36% of them read in Arabic.

- Q3: How do you consider your competence in Arabic and French?

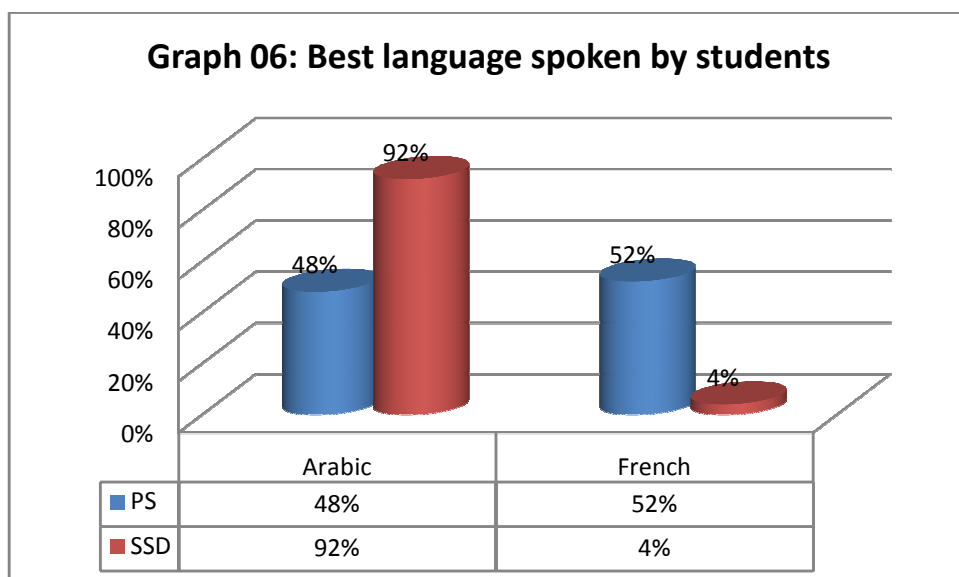


Most of the preparatory school students consider that they have a good level in French and an average level in Arabic. When asked, they said that they have to be competent in French because it is the medium of instruction in their studies, and since they did not use Arabic all the time, their level decreased in it.



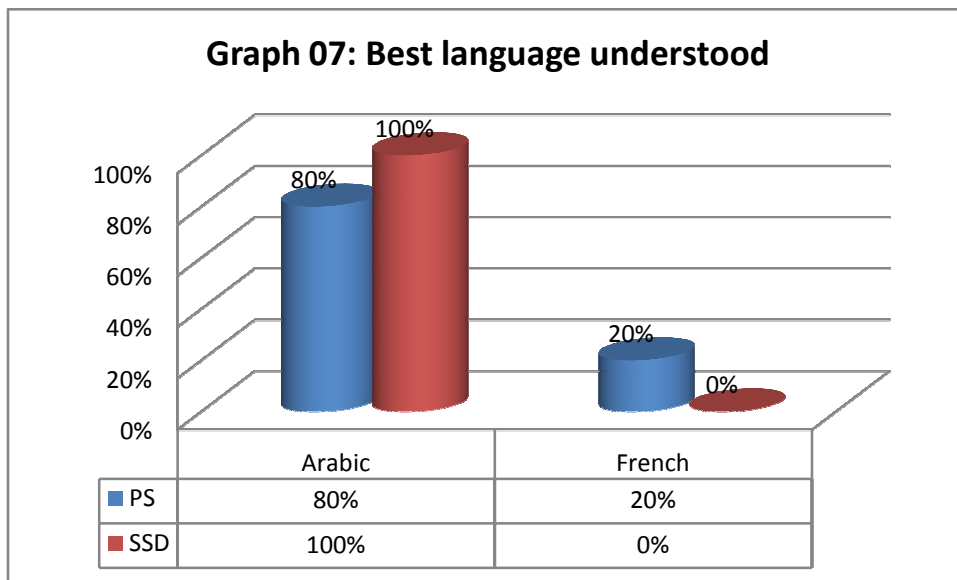
The results show that almost all students of the social sciences department have a very good level in Arabic, and most of them are good or average in French. They said that it is the internet that helped them be more opened to the French language.

- Q4: Which language do you speak better?



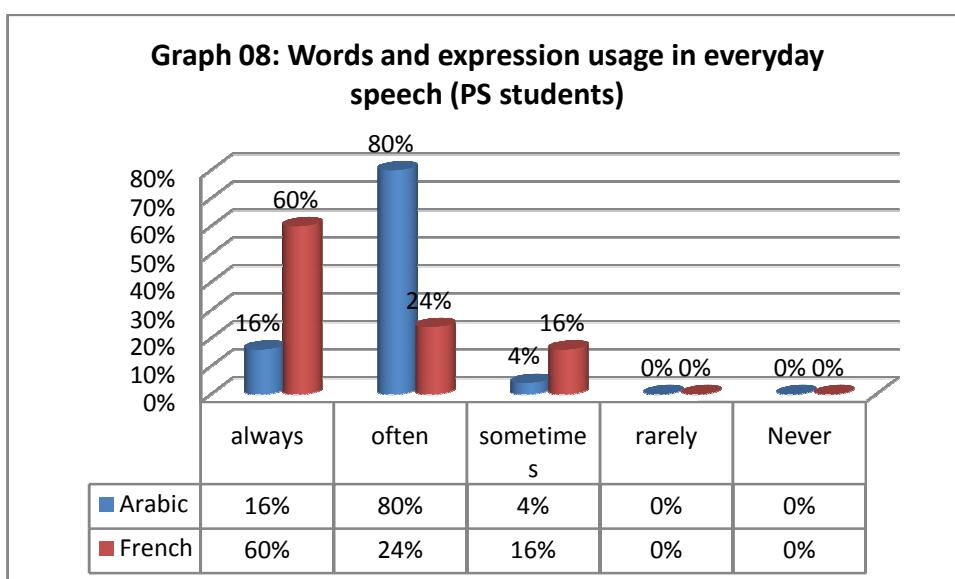
The results of the fourth question show that almost half of the preparatory school students master French and the other half master Arabic. Unlike the preparatory school students, the majority of social sciences students master only Arabic.

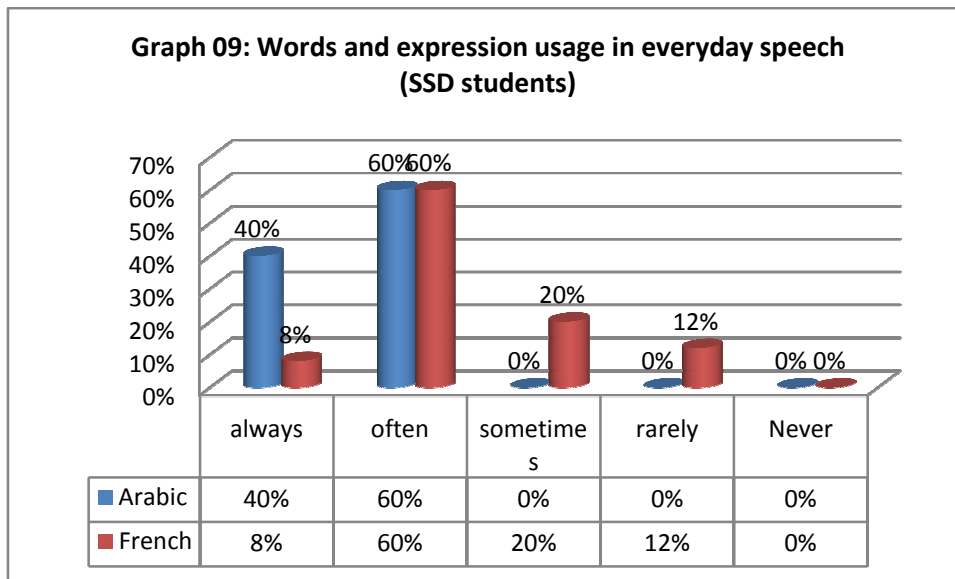
- Q5: Which language do you understand better?



It is noticed that when it comes to understanding, the majority of students understand Arabic better than French, except some students from Tizi-Ouzou and Bejaia, because their mother language is Tamazight.

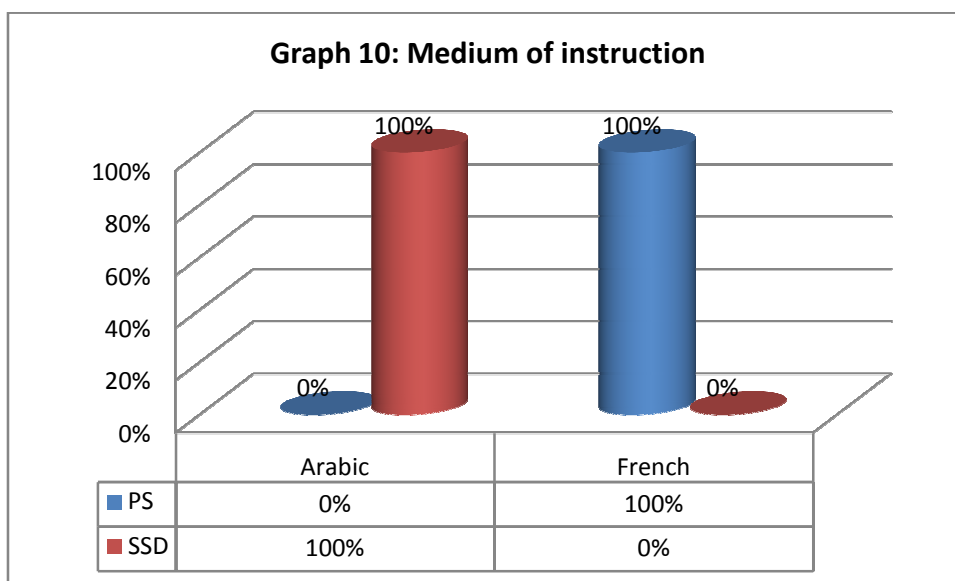
- Q6: Do you use words or expression from Arabic/French in your everyday speech?





We can clearly see from the two graphs that preparatory school students tend to use French expressions more than students of social sciences department. This is due to the use of French in the preparatory school more than Arabic.

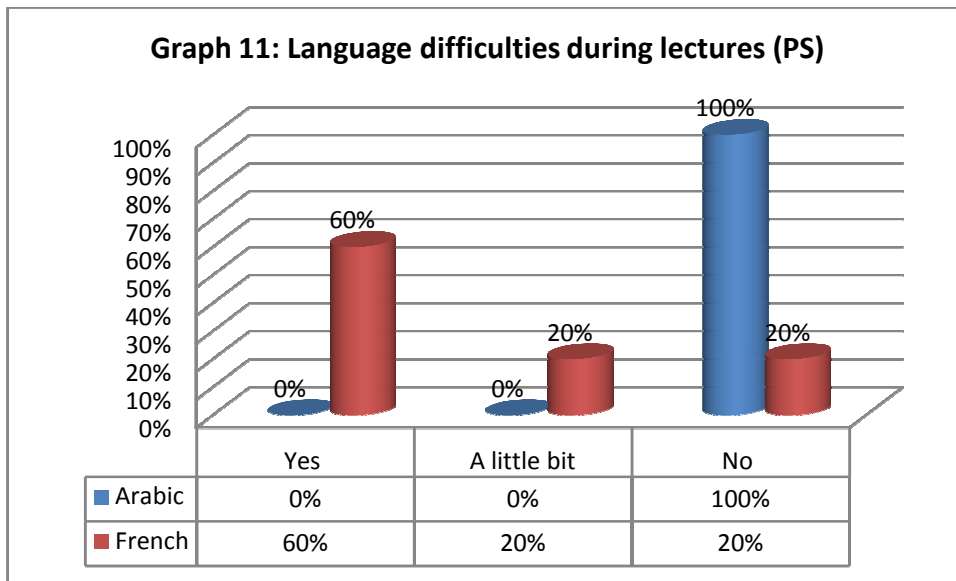
Q7: Which language is used during lectures?



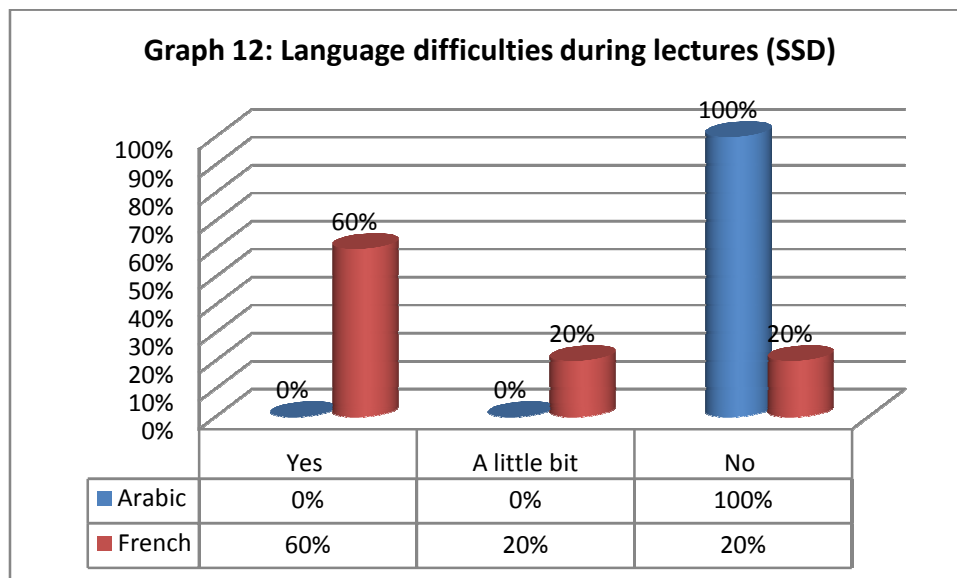
The graph clearly shows that Arabic is used as a medium of instruction in the social sciences department, and French at the preparatory school. The two categories of students are satisfied with this language choice.



Q8: Do you find difficulties in the language used during lectures?

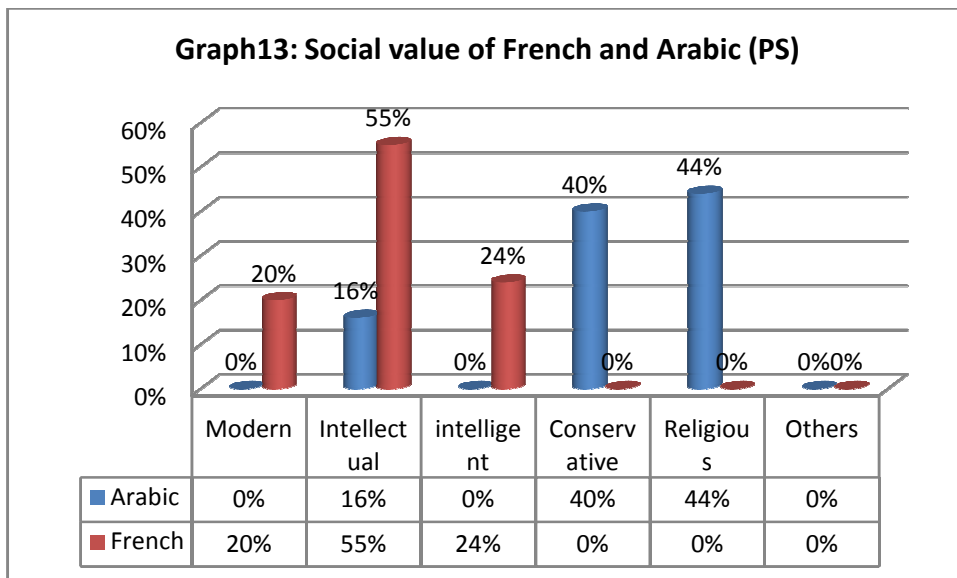


The majority of preparatory school students master French, so they do not have difficulties in the language during lectures delivered in French. They say they understand almost everything.

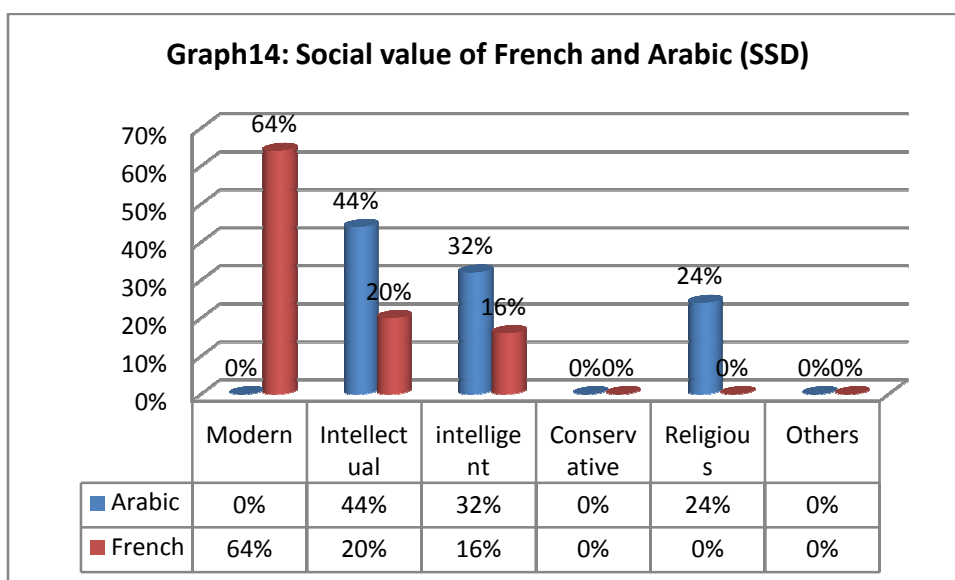


Students of social sciences department have no problem with Arabic during lectures, but most of them find difficulties in the modules of French. This may be due to the negligence of French in the curriculum of social sciences field.

Q9: How do you consider the student who speaks Arabic (el-fuṣḥā) or French very well?



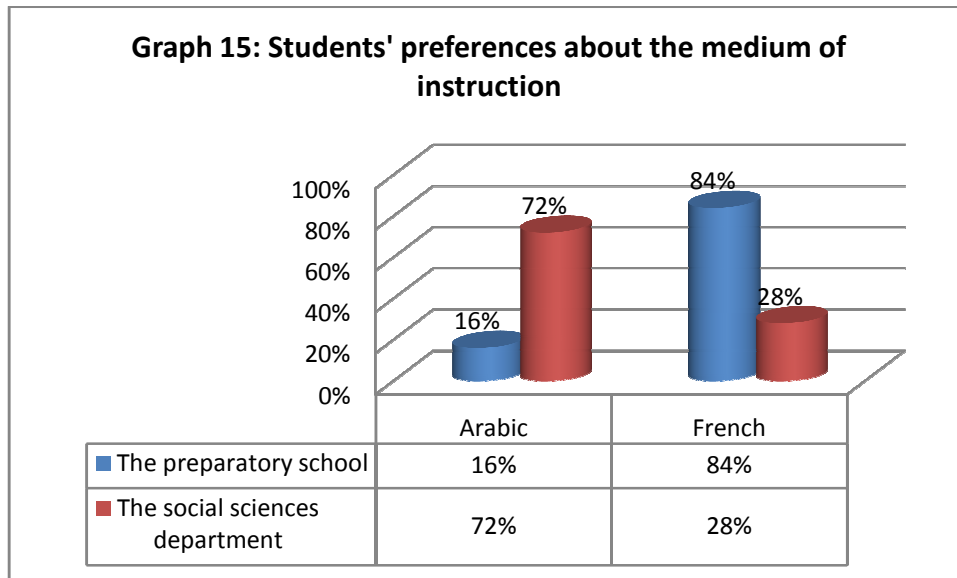
In the preparatory school, students consider Arabic as a sign of conservativeness and religion. On the other hand, they believe that French is the language of modernity, intelligence and intellectual people. It seems that the general atmosphere in the preparatory school imposes this rationale view of French as a more prestigious variety and highly socially valued.



Most of social sciences students consider Arabic speakers as intellectuals, intelligent and some of them also say that it is related with religious domains; Whereas

French is still viewed as sign of modernity, intellectuality and intelligence. It appears clearly that even if Arabic is highly valued in the social sciences department, French still remains the most prestigious and high class language.

Q10 : Do you prefer using Arabic or French as a medium of instruction ?



The results show clearly that Arabic is more functional for social sciences students, and French is more practical according to preparatory school students.

Q11: What are the words and expressions that you usually use in your everyday speech?

PS :

Arabic		Dialect		French	
امتحانات	0%	Les intéro	0%	Examens	100%
تسجيلات	0%	Lmark	0%	Inscriptions	100%
سجلت نفسي	0%	Inscrit\inscrivit	100%	Je me suis inscrit	0%
سيارة	0%	Loto	88%	Voiture	12%
غير ممكن	0%	Mohal	60%	C'est impossible	40%
أعبى	0%	Neflixy	100%	Je recharge	0%
أسبوع	0%	Simana	48%	Semaine	52%
الدراسات	0%	Laqraya	44%	les études	56%
الملل	0%	Digoutage	28%	Le dégoût	72%
البطاقة	0%	Lcarta	0%	La carte	100%
الهاتف	0%	tirifoun	32%	Téléphone	68%

- Table 01: words and expressions used in preparatory school students' everyday speech.

**SSD :**

Arabic		Dialect		French	
امتحانات	3%	Les intéro	36%	Examens	40%
تسجيلات	0%	Lmark	0%	Inscriptions	100%
سجلت نفسي	0%	Inscrit\inscrivit	100%	Je me suis inscrit	0%
سيارة	0%	Loto	88%	Voiture	12%
غير ممكن	0%	Mohal	68%	C'est impossible	32%
أعبئ	0%	Neflixy	100%	Je recharge	0%
أسبوع	0%	Simana	64%	Semaine	36%
الدراسات	0%	Laqraya	52%	les études	48%
الملل	0%	Digoutage	76%	Le dégoût	24%
البطاقة	0%	Lcarta	0%	La carte	100%
الهاتف	0%	tirifoun	56%	Téléphone	44%

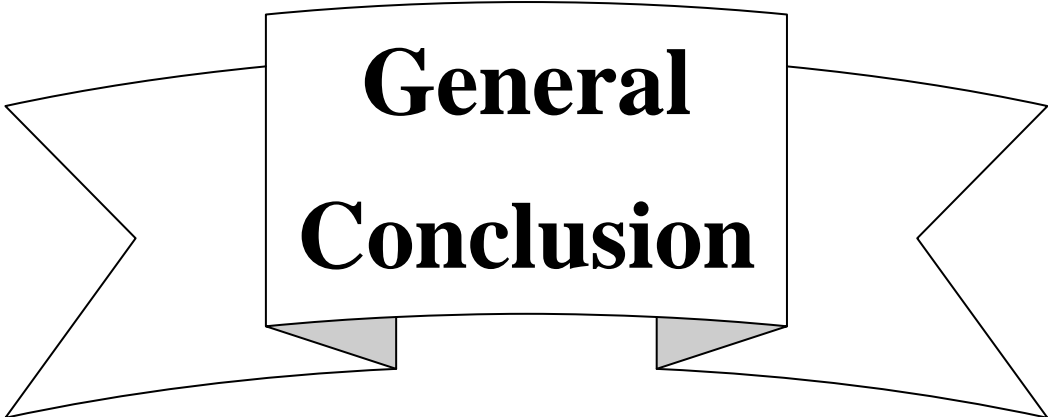
- Table 02: words and expressions used in social sciences students' everyday speech.

As we can see from the two tables below, no Arabic words are used from the list, except 3% (6persons) from the social sciences department. Those six cases were religious persons. Students from the two fields tend to use French terms and some dialectal terms which are taken from French also such as 'digoutage,simana, tirifoun,inscrit'. When we asked them about the reason why they don't use Arabic terms, they said that nobody uses them, it sounds weird.

**III.5. Conclusion:**

The third chapter is based mainly on the research methodology which concludes the students' questionnaire in which participants' observation was integrated.

The study revealed that the Preparatory school students tend to use the French language very often in their daily life in contrast with those of the social sciences department who have serious issues with the French language, they use it just for greetings mainly. On the other hand, they master Arabic, and value it.



**General  
Conclusion**

## **General Conclusion**

This study has tried to highlight the Algerian linguistic situation. A situation which has attracted many sociolinguists' interest. Due to its rich linguistic historical background, Algerian linguistic profile is considered to be one of the most complex subjects in sociolinguistics, psycholinguistics and many other different disciplines. Since it has witnessed several invasions from many different civilisations over centuries; Algeria is regarded as a multilingual country.

Though Algeria is viewed as a multi-lingual country from many respects, but yet, bilingualism (Arabic/French) is the most prominent phenomenon in most if not all Algerian speech communities. Despite all the Algerian attempts to impose the 'Arabization laws', French remains as the second, functional, and the language of scientific research. From this respect, it is important to understand peoples' attitudes towards the French language, especially educated persons. For this sake, we have focused our study on Preparatory school students' competence in both Arabic and French in comparison with those of social sciences department.

In this research work we have attempted to shed the light on students' attitudes towards the French language and the level of their proficiency in it.

The results of the research work revealed that, unlike students of social sciences department, students of preparatory school have no difficulties in using the French language. This is due to the educational system mainly, and for setting reasons also, since we found that students who are originally from the Algerian east had contact with French from an earlier age. They acquire it in kindergartens. Girls also show more competence in the mastery of French than boys. They consider it as a prestigious language and a means to show their femininity. Generally, students' attitudes towards the French language are positive. Although students of social sciences department have shown this positive attitudes, even if most of them lack competence in using French. They are embarrassed from this weakness since they are considered as conservative and less prestigious. It is true that the French oral practice is low among them. But this cannot be the only reason behind their deficiency in French. Many other



factors have led to this low competence such as the educational system, social norms and settings. Investigating all those factors takes more time and larger sample population.

Hoping to pave the way to farther studies on this topic, we might say that the main factor governing the mastery of French among students of the two departments is the educational system which focuses on the French language within the scientific fields and neglects its importance in the literary disciplines.



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**Appendices**

**Questionnaire to Students**

This research work is in sociolinguistics, and it is about the use of Arabic and French in the preparatory school and the social sciences department. You are kindly required to fill in this questionnaire. Thank you.

- Gender:    - male                              -female
- Place of birth :.....

**1. In which language do you prefer watching TV programmes and Internet?**

	Movies	News	Programmes	Docs	Internet
Arabic					
French					

**2. In which language do you prefer reading (newspapers, books, etc.)**

- Arabic                       - French                       -Both

**3. How do you consider your competence in Arabic and French?**

	Very good	Good	Average	Poor	Very poor
Arabic					
French					

**4. Which language do you speak better?**    - Arabic  French

**5. Which language do you understand better?**    - Arabic  French

**6. Do you use words or expressions from Arabic / French in your everyday speech?**

Arabic		Always		Often		Sometimes		Rarely		Never	
French		Always		Often		Sometimes		Rarely		Never	

7. Which language is used during lectures?

- Arabic  - French

8. Do you find difficulties in the language used during lectures?

	Yes	A little bit	No
Arabic			
French			

9. How do you consider the student who speaks Arabic (el-fuṣḥā) or French very well?

	Modern	Intellectual	intelligent	Conservative	Religious	Others
Arabic						
French						

10. Do you prefer using Arabic or French as a medium of instruction?

	Arabic	French
The preparatory school		
The social sciences department		

11. What are the words and expressions that you usually use in your everyday speech?

Arabic		Dialect		Frensh	
امتحانات		Les intéro		Examens	
تسجيلات		Lmark		Inscriptions	
سجلات نفسي		Inscrit\inscrivit		Je me suis inscrit	
سيارة		Loto		Voiture	
غير ممكن		Mohal		C'est impossible	

أعبئ		Neflixxy		Je recharge	
أسبوع		Simana		Semaine	
الدراسات		Laqraya		les études	
الملل		Digoutage		Le dégout	
البطاقة		Lcarta		La carte	
الهاتف		tirifoun		Téléphone	



## Summary

This work is a sociolinguistic study of bilingualism in Algeria, taking students of Tlemcen University, preparatory school and department of social sciences, as a case in point. Students' attitudes towards French opened a real field of research. By giving a questionnaire to a random sample in Aboubekr Belkaid university, among 50 informants (girls and boys) express their attitudes towards French. The findings show that the use of French depends on many factors; mainly, gender, setting and education. Scientific students use the French language and value it more than literary students.

## Résumé

Ce travail est une étude sociolinguistique sur le bilinguisme en Algérie, prenant les étudiants de l'université de Tlemcen, école préparatoire et département des sciences sociales comme échantillon d'étude. La question de l'attitude des étudiants vers la langue française nous a ouvert un champ de recherche. Un questionnaire a été donné à un échantillon aléatoire de 50 étudiants (fille, garçons) de l'université d'Aboubekr Belkaid pour investiguer leurs attitudes envers la langue française. Les résultats obtenus montrent que l'utilisation du français dépend principalement des facteurs come: le sexe et l'éducation. Les étudiants scientifiques utilisent le Français dans leurs vies quotidiennes beaucoup plus que les étudiants littéraires.

## الملخص

تناولت هذه الدراسة في اللسانيات الاجتماعية موضوع ازدواجية اللغة في الجزائر. تم اختيار طلبة جامعة أبو بكر بلقايد من المدرسة التحضيرية و قسم العلوم الاجتماعية كعينة البحث من أجل معرفة مواقفهم تجاه اللغة الفرنسية. أثناء عملية البحث تم توزيع استبيان على عينة عشوائية متكونة من 50 طالب (ذكور و إناث) للوقوف على مواقفهم تجاه اللغة الفرنسية. أظهرت نتائج البحث أن استعمال الفرنسية يعتمد على عدة عوامل منها: الجنس و مكان السكن و الخلفية الدراسية. يختلف الطلبة العلميون في استعمال اللغة الفرنسية و النتائج توحي بأن الطلبة الأدبيين أقل استعمالا للفرنسية من الطلبة العلميين.