

**Democratic and Popular Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**Ahmed Salhi University Centre - Naama**  
**Faculty of Letters and Languages**  
**Department of Foreign languages**  
**Section of English**

**Linguistic Form of Arabic Language**  
**Teachers in Ain sefra Primary Schools :**  
***-Reasons and Effects-***

*Dissertation Submitted to the Department of Foreign languages as a Partial  
fulfillment of the Requirements for the Degree of “Master” in Linguistics*

**Presented by:**  
Mrs.Nawel ACHOUR

**Supervised by:**  
Dr. Hayat BAGUI

**BOARD OF EXAMINERS**

Dr.	President	Naama University
Dr. Hayat BAGUI	Supervisor	Naama University
Dr.	Enternal Examiner	Naama University

**Academic Year :2018/2019**

## *Dedication*

I dedicate this humble work

To my parents, for their invaluable Prayers.

To my husband: Abdelkader, for his care, understanding, and patience.

To my lovely sons: Adam and Wassem .

To my dear brothers: Zoubir, abed Arrahmane, Kamel

To my lovely sisters: Leila, Hadjira, Sabrina, Hanane and my wonderful nephews: Ishak, Lina, Soundous, Amira, Aya, Razan, Baraa and Rim.

## *Acknowledgements*

I should first address praise to Almighty **ALLAH** who helps me to accomplish this modest work.

From the formative stages of this research work to the final draft, I am deeply grateful to my supervisor: Miss. BAGUI HAYAT, for her invaluable guidance, encouragement and patience for the realization of this work.

My sincere thanks should go to the honourable board of examiners: Drs..... who have kindly accepted to review and evaluate my work. I am thankful that in the heart of all their preoccupations, they accepted to be members of the reading committee.

Great thanks go to whom I owe my deepest gratitude, to Mrs. EL Hadj Said Nabila who has helped me with her extremely constant encouragement and precious advice especially when I felt despair and failure, and to all my teachers in the English department who played a significant role in my studies.

I also extend my gratitude to all my best friends, especially SOUIAH Aicha, DAHNOUNE Zahra, SABER IKRAM, KIHAL HOURIA, and HENINE Fadjr ElAmel.

We would also like to thank all teachers of primary schools who help us collect the data to be analyzed. Special thanks go to all those who helped me to achieve this work.

## *Abstract*

The present study attempts to investigate the impact of diglossia in teaching and learning the Arabic language in Ain sefra Primary Schools. In Algeria, Modern Standard Arabic (MSA hereafter) is the solely language used in classroom settings. However, it is generally agreed among educationists that the achievements of low levels are mainly linked to teachers' linguistic behaviour in classroom interaction. The study significance lies in investigating the actual variety used in classroom interaction and in investigating the reasons that stand behind the inclusion of dialectal Arabic Algerian(AA, henceforth) in Arabic sessions. Through collecting and analyzing data by means of a number of sociolinguistic tools which are: questionnaire, recording, observation, and test of language proficiency, it has been hypothesized that teachers mix between MSA and AA in classroom interaction in order to enhance pupils' assimilation. Moreover, the investigation denotes that there is strong relation between the use of AA form in teaching process and pupil's poor proficiency.

## *List of Acronyms*

**MSA:** Modern Standard Arabic

**AA :**Algerian Arabic

**CA:** Classical Arabic

**H:** High variety

**L:** Low variety

**CS:** Code Switching

**CM:** Code Mixing

**ML:** Matrix Language

**EL:** Embedded Language

**OED:** Old English Dictionaries

## *List of phonetic symbols*

### ➤ Vowels

Short vowels	Long vowels
a	a:
i	i:
u	u:

### ➤ Consonants:

Consonants	Symbols	Consonants	Symbols
أ	ʔ	ض	d
ب	b	ط	t
ت	t	ظ	ð.
ث	θ	ع	ʕ
ج	ʒ	غ	ɣ
ح	ħ	ف	f
خ	χ	ق	q
د	d	ك	k
ذ	ð	ل	l
ر	r	م	m
ز	z	ن	n
س	s	ه	h
ش	ʃ	و	w
ص	s	ي	j

## *List of Figures*

<b>Figure 2.1:</b> Teachers' Frequency MSA use in class.....	22
<b>Figure 2.3:</b> The Effects of AAuse in daily life on teaching MSA.....	23
<b>Figure 2.4:</b> Teachers' Linguistic Change from MSA to AA.....	24
<b>Figure 2.5:</b> Teachers' Linguistic form in Relation to Pupils Level of Education.	24
<b>Figure 2.6:</b> Teachers' Reasons behind their Linguistic Behaviour.....	25

## *List of tables*

<b>Table 2.1.</b> The Gender Variable Rates of Teachers ( respondents ).....	14
<b>Table 2.2.</b> The Gender Variable Rates of Pupils.....	15
<b>Table. 2.3.</b> Informants According to their Gender.....	27
<b>Table 2.4.</b> Pupils' MSA understanding.....	27
<b>Table 2.5.</b> Pupils' Competence in MSA.....	28



## *Table of contents*

<b>Dedication.....</b>	<b>i</b>
<b>Acknowledgements .....</b>	<b>ii</b>
<b>Abstract.....</b>	<b>iii</b>
<b>Table of content.....</b>	<b>iv</b>
<b>List of Tables.....</b>	<b>v</b>
<b>List of Figures .....</b>	<b>vi</b>
<b>List of Acronym.....</b>	<b>vii</b>
<b>List of phonetic symbols.....</b>	<b>viii</b>
<b>GENERAL INTRODUCTION.....</b>	<b>1</b>
<b>Chapter One : Language Penetration In The Algerian Context</b>	
1.1.Introduction .....	3
1.2.Language And Dialect Definition.....	3
1.3.Diglossia.....	4
1.3.1. Ferguson’s Diglossia.....	4
1.3.2. Fishman’s Extended Diglossia.....	6
1.3.3.Diglossia And Education.....	7
1.4.Code Switching.....	7
1.5.Classroom Interaction.....	8
1.5.1. The Teacher.....	8
1.5.2 .The Learner.....	8
1.6. The Algerian Sociolinguistic Profile.....	9
1.6.1 Classical Arabic.....	9
1.6.2modern Standard Arabic.....	9
<b>Chapter Two: Teachers’ Linguistic Form In Classroom Interaction</b>	
2.1. Introduction .....	13
2.2. Geographical Location Of Ain Sefra.....	13

2.3. The Sample Population.....	13
2.3.1 Teachers’ Profile.....	14
2.3.2Pupils’ Profile.....	14
2.4. The Research Instruments.....	15
2.4.1.Recording Observation Classroom .....	15
2.4.2. Questionnaire.....	15
2.4.3. Test Of Language Proficiency.....	16
2.5. Data Analysis.....	16
2.5.1. Recording Observation Results .....	16
2.5.2. Questionnaire Results.....	21
2.5.3. Test Language Proficiency Results.....	26
2.6. Data Interpretation.....	29
2.6.1. Recording Results Interpretation .....	29
2.6.2. Results Interpretation Of The Teachers’ Questionnaire.....	30
2.6.3. Results Interpretation Of Test Proficiency.....	30
2.7 General Results And Interpretation .....	31
2.8. Conclusion.....	32
<b>2.9 General Conclusion.....</b>	<b>32</b>
<b>Bibliography.....</b>	<b>38</b>
<b>Appendices.....</b>	<b>40</b>

## General Introduction

---

One of the main remarkable facts about the linguistic situation in all Arabic-speaking societies in general, and Algeria in particular, the co-existence of two varieties of the same language, each one used for specific purposes with clearly defined roles. All Arab countries are characterized with diglossia, but the Algerian case is particular since the low variety is not close to the Standard form of Arabic. The code used in informal contexts, for example, at home, among friends, is local form of Arabic(AA), whereas, Modern Standard Arabic(MSA) is the code utilized openly in formal situations, such as, public meetings, scientific conferences and in education. This variety takes its normative rules from Classical Arabic of the Qur'an. Our aim in this research work is to investigate Arabic-diglossia among teachers in Ain sefra primary schools, focusing on the extent to which Arabic diglossia affects the teaching/learning process. In this light, the problem statement of this research work could be structured in the form of the following research questions:

1/ What linguistic form of Arabic is actually used in Ain sefra primary schools classroom interaction.

2/Why do teachers tend to include AA in classroom interaction. ?

3/ In what way does the use of AA affect pupil's linguistic proficiency?

To tackle these questions ,the following hypothesis are advocated:

1/Teachers tend to use a mixture of MSA and AA.

2/Teachers tend to include AA in classroom may enhance pupils assimilation

3/There is strong relation between the use of AA form in teaching process and pupil's poor proficiency.

The current work is divided into two chapters .The first chapter provides a general literature review around the sociolinguistic situation in Algeria. It attempts to define

Some basic concepts including the definition of both language and dialect, in addition to the history of the Arabic language in Algeria .This chapter also gives a general review about some language contact phenomenon like diglossia and code

## **General Introduction**

---

switching .Also this chapter presents a brief definition about Arabic language with its two varieties, the high and Low.

The second chapter deals with the empirical work about the data collection and analysis. It lists and describes the research instruments utilized for gathering data. The research tools are used consists of questionnaire to teachers, recording observation classroom and test of language proficiency to pupils .It also gives a description of the sample population .We will devote the last part for interpretation of the data and summarize the major findings obtained from the investigation related to our objective. Thus , this chapter intended to answer the research questions raised above, and to prove or invalidate the hypotheses put forward.

# **Chapter One : Language Penetration In The Algerian Context**

---

## **1.1. Introduction:**

This current chapter tends to clarify some sociolinguistic key-concepts that are important to our research work. It is divided into two parts. In the first part, a distinction is drawn between language and dialect, in addition to a brief discussion about

diglossia and education . The second part deals with the Algerian sociolinguistic profile notably; MSA, AA, Berber, French, Arabization process, diglossia and code switching

## **1.2. Language vs. Dialect**

One of the biggest problems in linguistics is how to make the distinction between ‘dialect’ and ‘language.’ According to some scholars, the difference between the two varieties is not clear-cut, but rather depends on several factors: mutual intelligibility, social cultural opinions of the speakers, political (language political status) and even historical.

The term ‘language ’comes from the French word ‘**langage**’. While dialect derives from the Greek word ‘**dialektos**’ that means manner of speaking. A dialect, is described as a form of language which has a grammar, vocabulary and a phonological system. According to Trudgill(1992 :23), a dialect is a “**variety of language which differs grammatically, phonologically and lexically from other varieties and which is associated with particular social class or status group**”. This means that the main characteristics of dialect lie in these three linguistic levels.

Furthermore, a dialect is a non- standard form of language, which has no written form. Whereas, a language is the powerful medium of communication in any speech community; it is more prestigious than a dialect. Trudgill(2004 :3) defines it as “

## **Chapter One : Language Penetration In The Algerian Context**

---

a collection of mutually intelligible dialects'. That is, several scholars count on the linguistic criterion of mutual intelligibility to distinguish a language from dialect. If we take the Scandinavian languages as an example, one can notice that Norwegian, Swedish and Danish are distinct languages and mutually intelligible and many speakers of these languages can easily understand and interact with each other. It is important to mention that there are different dialects of the same language which mutually intelligible like the two dialects of Chinese Mandarin and Cantonese though they have a cohesive cultural history, the same way of writing, and they have the same tradition.

According to Duranti(1997:70:71),for avoiding all bias and prejudice insociolinguistics studies,it is better to use of the neutral term 'variety' since "... for avoiding all bias and prejudice in sociolinguistics studies,sociolinguistics proposed the use of the neutral term 'variety' for "...it does not carry the usual implications associated with words like 'language' and 'dialect' and covers the most diverse situations...".

The interplay between language and dialect in the same speech community, generally gives birth to the sociolinguistic phenomenon diglossia

### **1.2. Diglossia definition**

The phenomenon of diglossia has attracted special attention as well as unabated interest since 1959 due to the fact that it constitutes a controversial sociolinguistic issue as far as its meaning is concerned .(Paulston and tucker 2003).

#### **1.3.1.Ferguson's Diglossia :**

The notion of diglossia denotes the existence of two varieties of the same language used under distinct conditions.The term was first used by the French linguist and anthropologist William Marçais in 1930 to characterize the position of the Arab world Later on, the American linguist Charles Ferguson(1959) developed it further into English literature on sociolinguistics. Ferguson defines diglossia as the use of two distinct varieties of the same language: high(H) or standard variety

## **Chapter One : Language Penetration In The Algerian Context**

---

and low (L) or vernacular variety, each one has a definite role to play, i.e., the former is used in formal contexts and public occasions, whereas the latter is used in informal situations. He introduces the notion of diglossia with reference to four settings: the Arabic speaking world, the Island of Haiti, Switzerland, and Greece. Ferguson describes diglossia as follows:

**Diglossia is a relatively stable language situation in which, in addition to the primary dialects of the language (which may include standard or regional standards), there is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of large and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation.**

This means that diglossic speech communities have a low (L) variety that has no official status and is non-prestigious and a high (H) variety which is prestigious. These two varieties belong to the same language which are in a complementary distribution, i.e., the high variety is taught, used in formal texts and settings, for instance, articles, books, news, etc..., while the low variety is unwritten and acquired at home as a mother tongue and used in everyday life. According to Romaine (1994:46), there are differences between H and L varieties are:

- ❖ **Function:** Each variety has its special function because of the different specific domains where (H) or (L) varieties are used.
- ❖ **Prestige:** High variety is more prestigious than the low variety. (H) is more sophisticated.
- ❖ **Literary heritage:** All the literature is written in high variety.
- ❖ **Acquisition:** The low variety is the mother tongue; therefore, it is acquired before the high variety. The latter comes after as it is learned at school.
- ❖ **Standardization:** (H) variety is standardized because it has grammar and dictionaries, whereas the (L) is not standardized.

## **Chapter One : Language Penetration In The Algerian Context**

---

- ❖ **Grammar:** The grammar of H variety is more complex than the one of the L variety.
- ❖ **Lexicon:** The lexicon of both varieties is somehow different though it is generally shared.
- ❖ **Phonology:** The phonological systems of the two varieties cannot be separated from the other, might be some sounds present in H and totally absent in L and vice versa.
- ❖ **Stability :**It means that diglossia does not change through history. Thus, it is relatively stable.

The explanation of the term diglossia which was given by Ferguson, otherwise, seems to be a natural proposition that has afterward a missed detachment and obviousness. This is why, Ferguson himself has declared the weak points of his article in his recent one, “**Diglossia Revisited**” (1991). Though he gave new relief to his article, he specified that “his definition for diglossia was putative” (Freeman, 1996)

### **1.3.2. Fishman’s Diglossia :**

Moreover, later on the term diglossia has been extended to cover situations which do not count as diglossic according to Ferguson’s definition. The linguist J.A,

Fishman (1967: PN) proposed an extended version of diglossia. He claims that “**diglossia has been extended to cover situations where forms of two genetically unrelated or at least historically distant languages occupy the H and L varieties**”. Fishman refers to Paraguay as an example of a diglossic community where H and L are respectively Spanish and Guarani, an Indian language totally unrelated to Spanish.

In other words, Spanish is the H variety used in education and government, and Guarani is the vernacular used in cities. Myers-Scotton (1986) proposed to label Fishman’s concept as “Extended Diglossia” to differentiate it from “Narrow



## **Chapter One : Language Penetration In The Algerian Context**

---

Diglossia'. Similarly, Kloss(1996: 138) terms the former as **“out-Diglossia”** in contrast with the latter **“ in- diglossia”**

### **1.3.3. Diglossia and Education:**

The diglossic situation in Arab-speaking countries causes serious problems at the educational level. The first problem appears mainly in the primary level which requires learning MSA by children who have probably never used it before schooling. Fathi Talmoudi(1984:32) describes the training given in CA as being: **“neither systematic nor directed towards terms and concepts from various activities”**; thus the pupils in the Arab countries will neither increase their vocabulary nor will they strengthen and improve the formation of CA concepts. As a result, these pupils will face many psychological, social, and socio-emotional obstacles.

Generally speaking, MSA should be the only instrument for school interaction because using various dialects, in fact, has bad impacts on learners language proficiency in addition to other social problems. The situation of MSA in the Arabic course is, consequently, very intricate due to the integration of different dialectal forms. (Bagui, 2017)

### **1.4. Code-switching**

One of the major results of language contact phenomena is code-switching (CS henceforth). CS is a sociolinguistic phenomenon which is widespread in bilingual<sup>1</sup> and multilingual societies). Gumperz(1982:89) refers to the term as: **“the juxtaposition within the same speech belonging to two different grammatical systems or subsystems”**. He simplified this by saying that code switching is alternating between two or more languages within the same interaction.

Moreover, Hudson (1956:33) makes a relation between bilingualism and CS in which the latter is inherited within bilingualism, according to him it is the **“[...] inevitable consequence of bilingualism, as anyone who speaks more than one**

---

<sup>1</sup>A bilingual person can be viewed as someone who has the ability to use two languages almost like native speakers.

## **Chapter One : Language Penetration In The Algerian Context**

---

language chooses between them according to circumstances”.(p.33).Simply put , CS is the move of bilingual speaker between two or more languages or dialects within the same speech in a single interaction .

### **1.5.Classroom interaction**

Generally, interaction is the collaborative exchange of thoughts, feelings or ideas between two or more people, resulting in reciprocal effect on each other. However, interaction in classroom is somehow different. Malamah Thomas(1987 :8) pointed out that **“every interaction situation has the potential for co-operation conflict”**. Simply put, classroom interaction is regarded as an important element in enhancing teaching and learning processes since it occurs between two agents who are the teacher and the learner.

#### **1.5.1. The teacher**

The teacher is considered as a central part in classroom interaction. He is the one who talks a lot, chooses the topic, and decides everything in the classroom. The teacher should play various roles as; a controller, facilitator, observer, or a prompter He should applied certain strategies to improve interaction in the classroom in order to help students to communicate in beneficial way through asking questions and selecting interesting topics. However, without the learner existence, this positive atmosphere cannot completed

#### **1.5.2. The learner**

In order to facilitate the learning task, teachers should know the “differentiation strategies” because learners come from different social,psychological, and cultural backgrounds. Moreover,each learner have specific way of learning; some of them learn through listening, whereas others through reading or writing. However, others prefer visual learning.

## **Chapter One : Language Penetration In The Algerian Context**

---

### **1.6. The Algerian Sociolinguistic Profile**

In order to give a broad picture of the linguistic profile in Algeria, it is necessary to talk about the various language phenomena that co-exist in the community. Thus, there is common consensus among linguists and even non-linguists that the Algerian linguistic figure is colourful.

#### **1.6.1. Classical Arabic**

Arabic a Semitic language, is spoken all over the Arab world countries. Classical Arabic(CA) is the language of the Qur'an, and the language used in pre-Islamic poetry. It is used in specific domains and for specific purposes such as religious sermons as prayers or reading the Qur'an.

#### **1.6.2. Modern Standard Arabic**

Modern Standard Arabic (MSA), also known as Al Fusha simply is the modern version of CA. It is the most dominant language in media, news reporting, administration international conferences, and education. Moreover, Arab linguists agree that written Arabic is identical among all Arab speakers from all over the world. Thus, is "it is the language uniting the Arab countries" (Al-Sayegh 1990 :20). It is the language of education as it is taught in our Algerian school ( Maden, 2011 :29).

#### **1.6.3. Algerian Arabic**

Algerian Arabic (AA), also known as 'al-darija' or 'al-ammiya', meaning 'habitual.' AA is a form of Arabic that native speakers acquire naturally from birth, and it is used at home when interacting with family and friends. This variety is characterized by the co-existence of borrowed words from different languages such as Spanish, French, and Turkish.

## **Chapter One : Language Penetration In The Algerian Context**

---

### **1.6.4. Berber**

In addition to AA, Berber( BR )( also called Tamazight) is the mother tongue of many Algerians. It has got four major dialects: Kabyle, Shawiya, Mozabite and Tamashekt. Under the law of 10<sup>th</sup> April 2002, Berber has become an official language in Algeria and is being taught in schools.

### **1.6.5. French**

French is one of the languages that exist and is widely spoken in Algeria. It takes an important place and fulfils many social activities. Nowadays, French has a higher position among Algerian population because they consider it as the language of prestige and it is used as a mother tongue by some Algerian families.

### **1.7. The Arabization Process**

After a long and brutal war (1954-1962), Algeria was declared as an independent nation. Therefore, it was necessary to confront the effects of French colonists who tried to impose their language and culture. This confrontation was introduced by the insertion of the Arabic language gradually in all educational spheres and the increasing use of MSA in other domains as well .In other words, it aimed at replacing the French language by MSA in many fields such as: administration and schools with the aim of returning to the Arab civilization.

Indeed, the Arabization policy touched many field: media, administration, education, and other economic spheres. By the 1980's, MSA started to be presented as the language of instruction in primary school in some grades. It is the article 15of the law N 91-05 of January 16<sup>th</sup>, 1991 which impulses the exclusive use of the Arabic language:

#### **Article 15 :**

**Teaching, education and training in all sectors, in all levels and in all specialities are delivered in Arabic, taking account of foreign languages teaching methodologies.**

## **Chapter One : Language Penetration In The Algerian Context**

---

### **1.8. Diglossia in Algeria**

Algeria is one of the Arab-speaking countries which is characterized as a diglossic speech community. Diglossia in Algeria exists thanks to the existence of various languages or language varieties which are: MSA which is through existence of the MSA, which is considered as a high variety which is mainly used in formal contexts such as media and education. And AA or colloquial varieties which considered as low variety used in everyday conversation.

In Algeria the L variety is not very close to the H variety not like other Arab countries where the two varieties are so closed. In fact there many reasons that caused this diglossic situation in Algeria such as illiteracy and various invasions as: the French, Turkish, and Spanish ones .In this respect, French is also a medium of instruction in many scientific fields in the Algerian university such as medicine, biology, and physics. It takes higher status in Algeria than AA. Hence, teachers within the classroom may switch to colloquial forms in order to facilitate pupils' understanding.

### **1.9. Code switching in Algeria**

The linguistic situation in Algeria is so complex because of the coexistence struggle of many varieties: Standard Arabic, Algerian Arabic, Berber and French. Thus, people tend to mix the various varieties within the same speech. This struggle is a remnant of French colonization which has worked hard to marginalize and replace Standard Arabic with French. .Therefore, code switching is deeply rooted in the Algerian society that cannot be erased between overnight and that is a fact that no one can neglect.

Moreover, the Algerian child acquired Algerian Arabic from childhood then, goes to school where findings a different language than the one he acquired at home. In this respect, Professor Abullah Aldenan(2007:11) points out that:

## **Chapter One : Language Penetration In The Algerian Context**

---

**The Arab student enters school at the age of six. he mastered the dialect prior to his age, when the brain's tremendous linguistic ability of acquiring languages was at its peak, means that he is provided with the language in which he is supposed to acquire the different information, and that's by his nature and formation, but he is surprised that the language of knowledge is not the language to which he is provided with, but is another language that must be learned and mastered.**

Therefore, there is a clash between the MSA and AA in real life. For instance, the Algerian child at home is confronted with a mixture of French and AA or Berber, and then he goes to school to find a new language, which is Standard Arabic. The teacher, in fact, may also employ AA to simplify his lessons in various domains. Thus, CS will be automatic.

### **1. 10. Conclusion**

This chapter covered a general definition about language and dialect dichotomy in order to get deep in studying the rich history of Arabic language in Algeria. In addition it shed light on some aspects of language contact phenomena such as diglossia and code –switching in order to show the switching between the L and H in the Algerian speech community mainly; in education. This switch and its reasons will be analyzed in the next chapter.

### **Introduction:**

The second chapter is concerned with the practical part of this extended essay. It aims at relating the theories mentioned in the preceding chapter to a concrete situation. Therefore, a set of research instruments is used to provide answers to the questions asked in this piece of work. It also depicts and explains data analysis procedures. In addition, the results will be interpreted by means of tables, graphs and figures.

### **2.2. Geographical location of Ain Sefra**

Ain sefra region is considered as the opening door over the Sahara from wilaya of Naama. It is situated the heart of Ksour mountains inside the occidental Saharian Atlas of the Algerian South west. Ain Sefra is limited from the south by Mograr, from the north by wilaya of Naama. And from the east by Sfisifa, And the west by Tiout.

Ain Sefra has a mixture of various races and ethnic groups are; Alamour, Wled sidi Boutkhil, Alksor, Awled Sidi El-Taj.

### **2.3. The sample population**

Such sample was to generalize and to gather as much The sample population is very important element that should be included in any research in social and linguistic science. In this respect, Babbie(2009:199) says that “**population is the theoretically specified aggregation of study elements....a study population is that aggregation of elements from which the sample is actually selected**”. And the sample is the source of information required to test hypothesis and answer the research questions. (Perry,2005).

In this fieldwork, the sample population includes teachers of Arabic language and pupils from the first year primary schools. The total number of the target population was 20 pupils and 16 teachers. Moreover, the choice of amount of useful information as possible.

### **2.3.1. Teachers' Profile**

The present research work attempts to examine teachers' linguistic form of Arabic is actually used in our primary schools classroom interaction and its impact on pupil's language proficiency. Therefore, to restrict the field work teachers at Ain sefra primary schools were chosen as a sample population.

The researcher has selected eight primary schools namely; Galos Mohammed Mohammed Bouqtab, Ahmed zayed, Dohaji Boupalja, Badawi Abdel Salam, Alwani Mohammed , Mohamed Ould Ali, Mohammed Ben Wiss. Each school of them consist two teachers teaching first year grade.

The teachers sample is composed of 16 teachers. Nine of them females with a rate of 56,25% and seven are males with rate of 43,75%. Their experience in teaching Arabic varies between 5 to 30 years. Only three teachers were concerned with recording classroom observation and the others were questioned.

**Table 2.1 The Gender Variable Rates of teachers(respondents)**

Gender	Frequency	Rate
Male	7	43,75%
Female	9	56,25%
Total	16	100%

### **2.3.2. Pupils' Profile**

The learners sample consists of 20 pupils.13 girls, rating 65% and 7 boys rating 35% studying at the same level which is first year.Those pupils were chosen from different schools.



**Table 2.2**the Gender Variable Rates of pupils (respondents)

Gender	Frequency	Rate
Male	7	35%
Female	13	65%
Total	20	100%

### 2.4. Research Instruments

The data needed in this field work are mainly obtained by means of recording classroom observation, questionnaire and test of proficiency. The three tools may lead to yield more valid and authentic data

#### 2.4.1 Recording Classroom Observation

Observation involves the direct control of teachers' linguistic form of Arabic is used in classroom interaction and their reasons for using AA in classroom interaction in natural setting. For getting pure, authentic and valid data for the present research work, all observed conversations have been recorded by the use of a hidden mobile in different primary schools at the same educational level. All conversations have been recorded in three different Arabic language sessions in order to test the first hypothesis validity. Also it helps at identifying easily teachers' codes in classroom interaction.

#### 2.4.2 The Questionnaire

The questionnaire is a set of typed written questions used to collect data. It is an essential tool to get specific information about the participants because it gives them time to answer carefully the questions. Sliger& Shohamy(1989:172)define questionnaires as “ **printed forms for data collection, which include questions or statements to which the subject is expected to respond, often anonymously**”.

In the current work, the questionnaire is related to the second hypothesis. It is used to collect data about the second research question which consists of exploring the reasons behind using AA by teachers in classroom interaction. Since, our participants

are Arabic language teachers, the questionnaire is written in the Modern Standard Arabic. It consists two sections. The first section is related to the participant's information concerning their gender and teaching experience. The second section contains eight questions devoted to support the second hypothesis which is related to teacher's reasons behind the use of AA in classroom interaction.

### **2.4.3 Test of proficiency**

Test of language proficiency is defined as the degree of competence or capability in a given language. Adelaida Parento(1965:11) argues that: “ **measure the general language skills or expertness of the learner**”. Since our research is concerned with the first grade in primary schools, this test aims at measuring the pupil's Arabic language proficiency to test partially the third hypothesis.

## **2.5. Data Analysis**

Our main concern in this section will be the analysis and interpretation of the results obtained from the responses of the participants. In this chapter we will attempt to analyze quantitatively and qualitatively the data which are presented in the following section.

### **2.5.1 Recording Observation Results**

With distinct teachers, the conversations were handled in different primary schools. To get fruitful data, the researcher gathered the data from three primary schools mainly; Galos Mohammed, Alwani Mohammed, and Zayed Ahmed primary school. Three sessions have been recorded in the three schools. More precisely within each school, one session has been recorded. The sessions were selected randomly since our main goal is to observe the linguistic form of Arabic is actually used in classroom interaction. The observed conversations were expressed as follows:

- **Alwani Mohammed Primary school**
  - **The first session recording**

## **Chapter Two: Teachers' Linguistic Form in Classroom Interaction**

---

A teacher who has 8 years of experience conducts this session which was titled “ من لنا”.

The teacher started writing the date and the title on the board.

The teacher, **afathu: l kta:b şafha mja w sabataŋ** (open the book page117.) After few seconds, the teacher started reading the text loudly two times. When she finished, started explaining the text word by word.

The teacher: **/ziħħa:zun samŋijun başarijun, ziħaz nismaŋ minah wnŋu:f fi:h**(is an audio-visual device, a device I can watch on it)

The teacher: **/jiħki:li:kum qişaş ħa:d l qişaş wi:n taqħarfil afla:m w ru:su:m, şaji:wla:di: ?/**(it tells you stories,where we can see stories!in films, in cartoons its clear my children.

The Pupils: **/wa:ħ/** (yes)

The teacher: **/ħa:ð lziħa: z tismaŋ minahşwalaħ ja:bi:n /** (this device gives you the nicest voices).

The Pupil: **/mrajħi:n wnisimŋu:ja: k /**

The teacher: **/naŋam, ŋaħsantu:m/**(yes ,good)

Here the teacher continues her reading, and explains with **AA,/tŋu:fu: fi:ħ tşawir ja:bi:n /**. The teacher felt that Ali was out of the session, therefore, she asked him **fħamt Ali? (I show you the most beautiful pictures)**

The teacher: **/taqraŋuŋala alziri waf maŋnaħa?/** (press the button)

Pupils: **/nudu:rku ŋla lbu:ŋuna/**

## **Chapter Two: Teachers' Linguistic Form in Classroom Interaction**

---

The teacher: yes Soumia, / nudu:rku ħija naḍraʔu/

Teacher asked about the meaning of (we watch pets) and the pupils answers were all in AA , without understanding the sentence .

Pupils:/ja niitfaraʒ rusu:m ,...../

The teacher: how canTV distracts you from studying?

Pupils: majχali:na:ʃ naqraw.

Teacher: /aħ nitlaħa:w fi ti:li w manaqru:

The teacher: Hadeelʔsukti(Hadeel stop talking)

The teacher: /man huwa haḍa alziha:z?/ (what is the name of this device

Pupils :/muʕali:ma,muʕali: ma, muʕali: ma, ʔaltifa:z/.(teacher,teacher, teacher, is theTV)

### ➤ **The second session recording**

#### **Galos Mohammed school**

This session was held by female teacher with 5 years of teaching experience (here the researchers' friend recorded the conversation) .The text was entitled “**الغذاء الصحي**”.

The teacher carried a piece of candy in her hand and asked the pupils, what is it?

The pupil: /tu:ta/( blueberry)

The teacher:/waʃ:ta:ni/?(what else)

The pupil:/ħaqu:ma/ , here the teacher repeated the word /ħalqu:ma/ and asked

Omaima, /wa:ʃħadi ?/. Omaima, / ħalwa/( candy)

## **Chapter Two: Teachers' Linguistic Form in Classroom Interaction**

---

The teacher: / naʔam/ (yes), **ħna lbaraka:yin liqu:lli:ħa:/ ħaqu:ma/,:/tu:ta/ w nsamuħa /qitʔatuħalwa/.**

Teacher: / **ta:klu: biza:f lhalwa/?**( do you eat too much candy)

The pupil: / la:/ (no)

The teacher in sentence, yes Soumia

**/ la:uktiru mina alħalawijja:ti/**,the teacher asked some pupils to repeate the sentence

The teacher: /**lima:ðla:taʔkulu:naalkaθi:ramina alħalwa/?**  
(why you do not eat too much candy?)

Pupils: teacher ,teacher, teacher/ **laχaʔirtdi:rɔfru:s/**

Another pupil :/**wtdi:rasu:sa/**

teacher /**a tabʕu:ki tqu:luasu:sa maʕnithatdi:rina aɔfra:r/**

She asked them /**tkaθru minħa?/**

Pupils: /la:/(no)

Teacher: / **aʕtu:ni:zumla:fi:ħala:/** ( give me sentence with no)

Pupil: / la:ukθiru:minaʃukula:ʔa. another pupil answered /**la:tatruku:ni:waħdi:/**

Teacher: / **ʒajjidja:aʔfa:li:/** ( good my kids .)

### **➤ The third session recording**

A female teacher, who has more 17 years experience, started the session with greetings purely MSA ; she began reading the text .

## Chapter Two: Teachers' Linguistic Form in Classroom Interaction

The teacher : open your books page 117, /ma:q̄a: tula:ħiq̄u:n! , naʕam, Abdel Wahabazib.

The pupil:/tilfa:z, wAhmed/

Another pupils teacher, teacher, teacher

Teacher walid/ ma:θa:tula:ħiq̄ufi:aʕsu:ra/

The pupil did not understand the question.

The teacher:/wa:ʃra:k tʃu:f/

The pupil: /nʃu:f na:fiðatun, lawħa, ʃa:w:la, tilfa:z/the teacher ʒajjid,Asma  
m:ða:tula:ħiq̄i:n aʒq̄an!

The pupil: /ʕu:ra,ʃa:w:ila, na:fiða,aðlmʕab/

The teacher: / ma:ða:jaħmilu: ahmed fijadiħi/

The pupils: /ziħa:ztaħakumaltilfa:z/

The teacher:/ħaltatafarʒu:nada:imanfi:altilfa:z?/

The pupils /naʕam/

The teache:/ ma:ðatatafarʒu:na?/ /qifwʒa:wib/

Pupils: /rusu:m .teacher aʒq̄an,ʃatitfarʒ:~/wa:ʃ ra:ktʃu:f fiti:li/Soufian?

Soufian: mbc w space toon. Teacher,wa:ʃ θa:ni ,ʃku:n maʕandaʃ tili fa:z jarfaʕ  
ʕubʕaħ

Teacher: /walakin ma:ħijafa:ʔidatualtilfa:z?/

## **Chapter Two: Teachers' Linguistic Form in Classroom Interaction**

---

Pupil:/ şawt w ş:u:ra/

Teacher: / walakin mimma jatakawwan/

Pupil:/ şaşa/

Teacher: /zajjidwaj tani:/

Pupil /lawħa,ʃa:wila/ the teacher surprised / lawħa,ʃa:wila,/

Teacher after reading a sentence in MSA she explained it in AA again

/altilfa:zʒiħa:znismʃaħbilʔuðunwnla:ħdaħbilʃajn/

Pupil:/kimanaħa:r muʃallima/

Teacher: /wa:ʃthibu:ʃtilfa:z/

Pupils: /kanalalzi:ri, mbc three/

Teacher /walakinla:tudajjiʃu:waqtakumkuluħufi:muʃaħadatiialtilfazi /

Pupils: /naʃam/.

### **2.5.2 Questionnaire results**

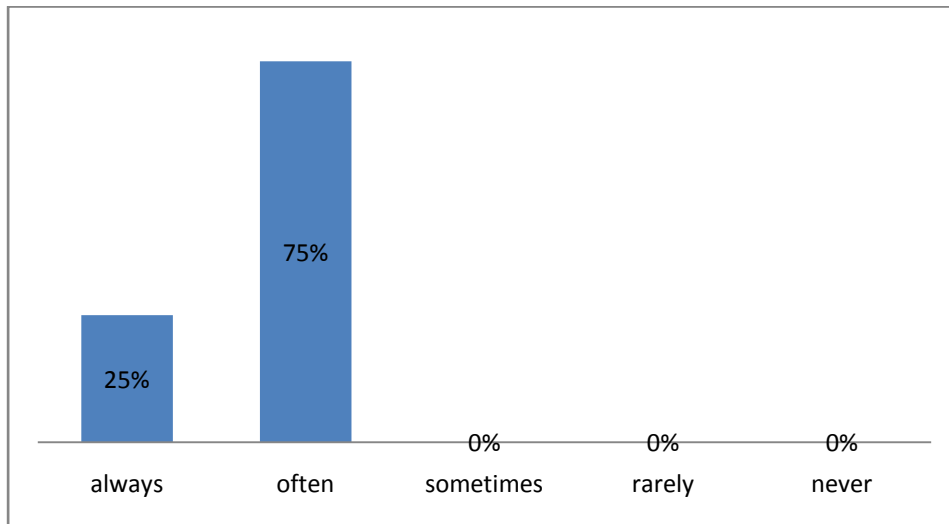
The questionnaire that has been distributed will be analyzed from both sides quantitative and qualitative.

Concerning the first question, teachers were asked if they use the MSA in classroom; always, often, sometimes, rarely or never.

The graph below shows clearly the use of MSA by teachers from the eight primary schools when explaining the lesson in classroom. From the graph we can notice that the teachers provided different answers.75% often

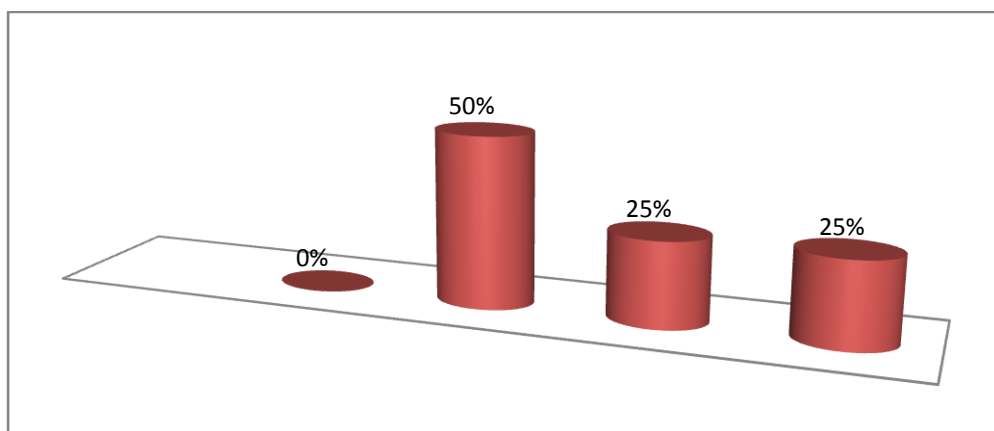
## Chapter Two: Teachers' Linguistic Form in Classroom Interaction

use MSA in class, while a rate of 25% relates to the fact that teachers always use MSA in class. Whereas, no one sometimes, rarely or never use MSA.



**Figure .2.1. Teachers' Frequency MSA use in class**

The diagram below denotes the results of the second question where the teachers were asked about their use of AA in class in the eight schools. Half of the sample population rate of 50% never uses AA in class while one respondent with a rate of 25% rarely uses it. The same rate is attributed to those who claimed that they never use it, while a rate of 0% relates to the fact that no one reported to always or often use AA in class.

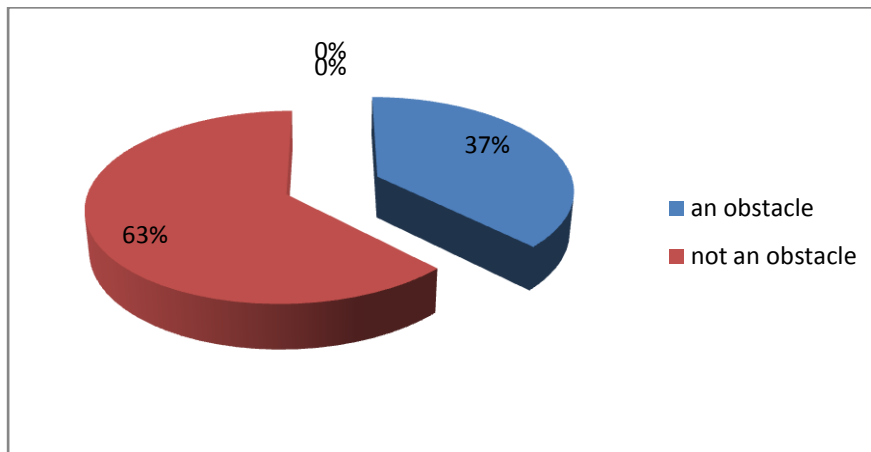


**-Figure. 2.2 Frequency of teachers' use of AA in the classroom**



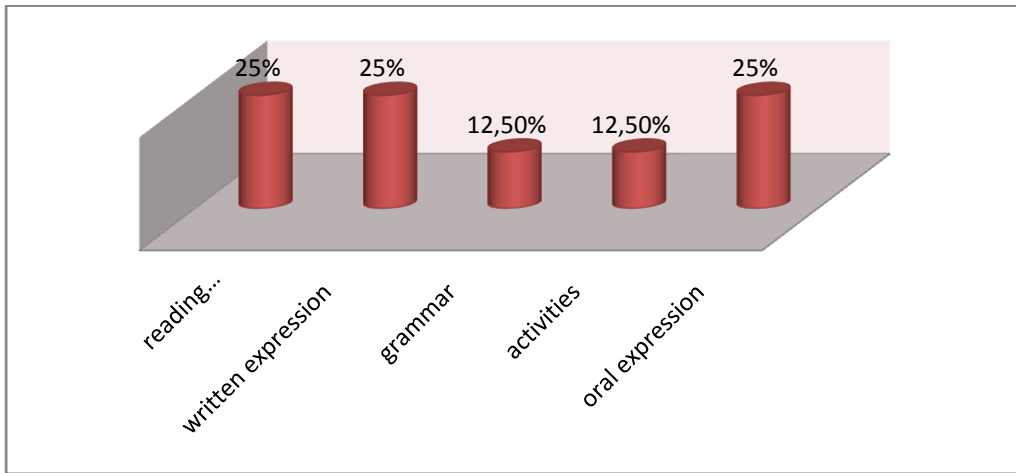
## Chapter Two: Teachers' Linguistic Form in Classroom Interaction

The following question is about the use of AA by pupils in their daily life and its impact on teaching MSA. The diagram below points that 62.5% of the teachers answered that there is no real obstacle on using AA by the pupils in their daily life speeches and teaching MSA. Whereas, 37,5% answered the pupils daily life variety is real obstacle for them to teach MSA. The teachers who answered there in no real obstacle according to them the childrens have great potentials to speak and to understand MSA thanks to TV cartoons and Arabic programs. Whereas, the other respondents stress that the influence of the mother tongue is a real obstacle in teaching MSA because the family environment in our society does not give great importance to MSA so that it does not help the pupils to practice Arabic in their daily life and this leads to difficulty in understanding.



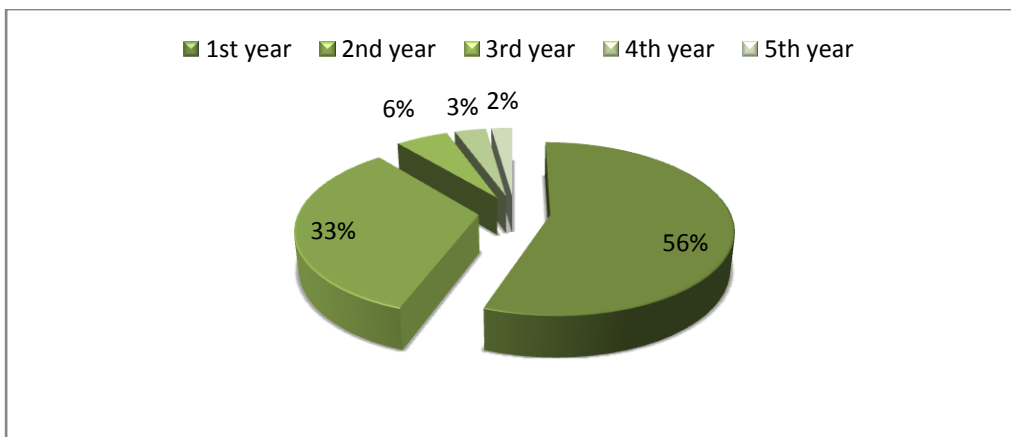
**Figure 2.3 3 The Effect of AA Use in Daily Life on teaching MSA**

In the question four, teachers were asked about the sessions that can affect more on their linguistic behaviour from using MSA to AA in comparison with other one. the data obtained is clearly shown in the following figure .



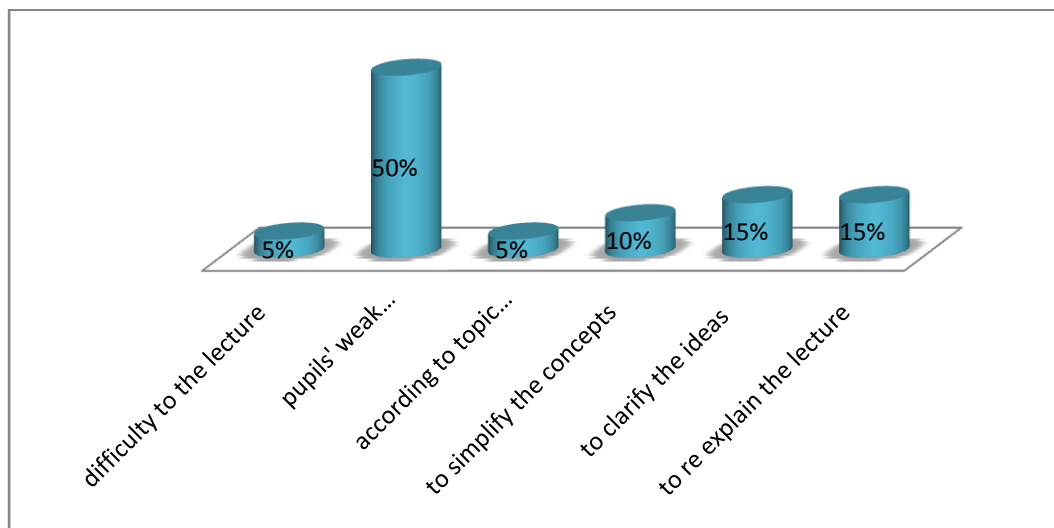
**Figure2.4. Teachers' linguistic change from MSA to AA**

Regarding the results of question five when Arabic language teachers asked with whom use more AA (first year, second year, third year ,fourth year or fifth year ), the results found are clearly exposed in the following graph:



**Figure 2.5. Teachers' Linguistic Form in relation with pupils' level of Education**

The informants were asked in the next question to determine which reasons can affect their linguistic behaviour and push them via switching, the results in the following graph:



**Figure 2.6. Teachers' Reasons behind their Linguistic Behaviour**

In question seven ,We asked our informants to cite some AA expressions, they use it in the class . The most common examples are:

**/Fhamtu:/** have you understood

- **/kamaltu :/** have you finish
- **/şaji:/** stop
- **/ brak/** sitdown
- **/tabaʔ/** follow
- **/ftaħ/** open
- **/saʔar/** make a line
- **/ju:fhna/** look here
- **/msaħşabu:ra/** clean the board

In the last question, when we ask teachers about their pupils' linguistic difficulties in class, when they use MSA. Teachers answers are :

- The lack vocabulary in MSA and do not pronounce correctly some words, especially those phonemes which appear to be the same as /t/

and/θ/,/q/ and/k/,/s/ and/ʒ/,/d/ and /ð/.For example words like/θala:θa/,/ʒa:ra/ are realized by the majority of pupils like/tala:ta/,or /sa:ra/.

- Difficulties in spelling some words
- Problems in getting and giving the information in MSA
- Understanding difficulties.
- lexical as well as phonological difficulties
- Mixing between MSA and AA, when they failed to carry out their conversations or writings only in MSA, they used to swish between AA and MSA.
- Reading in MSA is quite a hard task.

### 2.5.3 Test Proficiency results

For the sake of discovering the pupils' linguistic proficiency in MSA, the researcher ought to measure her participants linguistic levels in Arabic language in order to access their degree of using AA .Because AA is their mother tongue and Arabic is their school language. In this respect,test of proficiency is used as third instrument in the present work. It contains three sections, the first section indicates the pupilsage, gender and their level of studying. The second section includes pupils' MSA understanding and their opinion about it. The third section contains four Algerian words and sentences for purpose of translation intoArabic(MSA ), these sentences are from the first year primary school book.

**Section 1**

**Table 2.3. informants according to their gender**

Gender	Pupils' number
Male	8
Female	12

**Section 2**

The table below demonstrates that 96% of the pupils like the Arabic language. 4% they do not like it . And 40% of them understand MSA. Whereas, 60% of pupils answered no.

**Table. 2.4 Pupils' MSA understanding**

Pupils' MSA acceptance	Yes	No
Do you like Arabic	96%	4%
Do you understand it	40%	60%

**Section 3**

The researcher aimed to count how many pupils are able to translate both words and sentences. The findings are illustrated in the table below.

**Table 2.5. Pupils' Competence in MSA**

Words and sentences	Translated		Non-translated		Glossary
	N	P	N	P	
ta:qa	17	85%	3	15%	The window
ħanna	05	25%	15	75%	My grand mother
furma:ʒ	11	55%	9	45%	cheese
muʃa	20	100%	0	0%	The cat
sti:lu:	09	45%	11	55%	The pen
ku:zi:na	09	45%	11	55%	The kitchen
-nibri: lbalu:	10	50%	10	50%	I love football
- nibri:ma w ba	9	%45	11	55%	I love my mom and dad

The first word is translated by 85% of pupils. Whereas, only 15% of them did not translate them. It has been translated to MSA as /**na:fiðatun**/.

The second simple word is translated by only 25% of the pupils. While 75% did not give any answer. Their translation is /**zaddati**: /.

Regarding the third word, 55% of the pupils translate it. 45% of pupils did not. The translation to MSA is /**alzubnu**/.

The table above illustrated that 100% of the pupils translated the word /**alqitu**/ correctly.

## **Chapter Two: Teachers' Linguistic Form in Classroom Interaction**

---

Both last words /**alqalam** /, /**almaqab**/ , rating 45% translated and 55% did not. In the first sentence was translated 50% and did not translate by 50% of pupils. Whereas , the second sentence translated by 45%.and 55% of pupils did not translated.

In order to measure the pupils' level of proficiency other question was rized : circle the words containing the letter T. The words are: /**manzilun,θama:nijatun,baqartun,tufa:ħun,θla:θatunn**/. As result most of the pupils mixed and confused between the two letters; / n,b/ and / t ,θ/.

From the results above, which gave usa general outlook about the pupil's linguistic proficiency in MSA. We noticed that, the minority of them answered and translated correctly . Contrarily the majority of pupils did not answered, because of their lack of vocabulary. Therefore, they had less capacity in MSA than AA. According to Maamouri (1998) , if the Arabic language teachers show an acceptably high fluency in the Standard language, they will motivate and help the learners to learn MSA easily and drive them towards fostering the belief that Arabic is a hard code to be learnt.

### **2.6 Data Interpretation**

In this part of the present research, the data gathered from the three instruments will be discussed, interpreted and summarized in the following sections:

#### **2.6.1 Recording Results Interpretation**

When recording conversations the most salient fact can be drawn is that class is a space where various forms of Arabic are clearly observed. In reading the text, we observed that the teacher used only MSA .But when he started explaining the lecture unconsciously used AA. Such as the following example: /**ziħaznismaħminah wñju:ffi:h**/

/ **lziħa: z tismaħ minah ġwalaħ ja:bi:n**/

All teachers without any exception (experienced, beginner ones) do switch consciously and unconsciously when interacted with their pupils. Even the pupils can be reason for teacher's switching, when they make mistakes, the teacher spontaneously used AA. That is to mean the situation determines language choice. Moreover, the topic discussed can affect on teachers' linguistic behaviour, this is what it was explained by Blom and Gumperz 'metaphorical switches'.

### **2.6.2 Results Interpretation of the teachers' questionnaire**

The majority of informants in all the eight schools claimed that the linguistic code used in class is MSA. However, no one recognized that he/she used AA variety in the class. The results are, in fact, contracted with what have been noticed in actual classroom .That is to mean, the AA variety used spontaneously. Moreover, when the researcher asked the teachers about pupils' mother tongue and its impact on understanding and teaching MSA.

The majority answered as is not a real obstacle, but what the researcher observed inside the classroom is totally false. There are many reasons behind using AA in classroom interaction such as to enhance pupils' assimilation.

### **2.6.3 Results Interpretation of Test Proficiency**

From the results of test of language proficiency we noticed that when respondents were asked to transform words and sentences from AA to MSA most pupils showed a kind of frustration as well as, a feeling of linguistic insecurity, which confirmed their linguistic poor proficiency in MSA. The main reason is the use of AA in classroom interaction. Another important reason relates to the fact that some pupils did not have the privilege to benefit from pre-schooling , which is considered as a significant initial step before moving to the first grade. In this respect, Abu-Rabia (2000:149) argues that **“ reading skills in the early years of child's life are essential for the acquisition of knowledge in later schooling”**.



### 2.7 General Results and Interpretation

This empirical research work provided us a closer picture about the actual linguistic form of Arabic teachers in classroom interaction where only MSA must be used in formal context. It also unveils the reasons behind teachers' use of AA in class.

Regarding the first hypothesis, the recorded data display that all Arabic language teachers from the three primary schools indicate a diglossic switching toward AA.

Many expressions are used unconsciously such as, / **brak** / : sitdown , /**tabaʔ**/:follow, /**ftaħ**/: open /**saṭar**/: make a line, /**ʃu:fna**/: look her , /**msaḥṣabu:ra**/: clean the board

These expressions are spontaneously done either, to clarify and re-explain the lesson or as a reaction to pupils' bad behaviours. In addition, the different session can lead to various linguistic forms for example, in reading the teachers use MSA form but when began explaining and for the sake of simplifying concepts, and to enhance pupils assimilation, the teacher switch to AA . Wahba (2006) states that **“both varieties of the language should be taught together, as occurs in natural speech context ”**In this respect, Bagui(2017) indicates that the use of the AA in Algerian schools is a common phenomenon shared among teachers for the sake of facilitating the teaching and learning processes and helping their pupils to understand more and more.

Regarding the second hypothesis, the teachers answers assume that there are two forms of Arabic are used by teachers in classroom which are MSA, AA. However, many teachers declared that they do not include AA forms. In fact all teachers tend to use a mixture of MSA and AA. Their sessions are full of colloquial forms, which unconsciously done. This linguistic switching depends on the notion that AA is the teachers' mother tongue. In fact, this sense of unwarenes among teachers in which the switch is marked (unexpected). Teachers' frequency use of AA for many reasons for instance to re-explain the lecture, to clarify some concepts and for enhancing pupils' assimilation.

Dealing with the third hypothesis, test of language proficiency is devoted to check its validity. The first result denoted that the pupils like Arabic language but most of them do not understand it. In the practical section where the majority of pupils translated only few words and sentences. These results pushed the researcher to hypothesize that there is strong relation between the use of AA form in teaching process and pupils' poor proficiency.

### **2.8 Conclusion**

The analysis and interpretations of the data obtained in the present study using different instruments and techniques point out that the alternation between Modern standard Arabic and Algerian Arabic is used by teachers in classroom interaction.

It is also attempts at exploring the reasons behind teachers' use of AA. This linguistic form (AA), sometimes done on purpose such as, for more explaining to pupils or in spontaneous way. This two distinct linguistic forms affect negatively on pupils' poor linguistic proficiency.

### **2.9 General conclusion**

The current study aimed at examining the phenomenon of Arabic-diglossia among teachers in the primary schools at Ain sefra schools. More precisely, this phenomenon has attracted our attention to focus our interest on the diglossic speech among this category of teachers. It attempts to investigate the causes that stand behind this linguistic behaviour.

In this respect, the present study aims at finding out answers to three main research questions. The first one checks the teacher's answers toward their linguistic form used in classroom interaction. The second one explains the reasons behind using AA in classroom interaction. Moreover, the third one examine the pupils' linguistic proficiency in MSA therefore, three hypotheses have been formed. At first, majority of Arabic teachers may have negative answers toward using AA in classroom interaction. Moreover, the teacher probably switch to AA due to educational reasons and the impact of his mother tongue. As well as, teachers tend to use AA form for

more explaining, pupils' needs and the topic of discussion. Furthermore, it could be hypothesized that teachers mix between MSA and AA in classroom interaction.

The research work consists of two chapters. The first one is a theoretical and deals with some sociolinguistic concepts and the language situation in Algeria .the second chapter, is practical; in order to collect data ; recording observation, the questionnaire, and test of language proficiency are selected. Then the obtained data are analyzed and interpreted.

The analysis of the data has shown that the majority of the teachers tend to mix between AA and MSA to facilitate the lecture and for many other reasons. This co-existence between both forms caused low linguistic attainment from the part of pupils. Therefore, this study suggests that should be further researches investigating this phenomenon on the linguistic proficiency in the first three grades of basic education and determining which variety should be used with pupils in this stage of schooling.

In conclusion, teaching pupils a pure form of Arabic and developing their linguistic behaviour is shared responsibilities between all parties involved in education starting from the Ministry of education to the pupils' social context.

## ***Bibliography***

### **List of books**

- \***Fishman, J.**(1971). Sociolinguistics-rolway, laury house
- \***Taleb Ibrahimi, K.**(1997). “Les Algeriens et leur(s) langue(s)”. Algeirs,Algeria:El-Hikma editions.
- \***Cheyne, A.G.**(1969). “ The Arabic language”. Minneapolis:University of Minnesota press
- \***Charles Ferguson.**1996. “Sociolinguistic Perspectives. Paper on language in society, 1959-1994”. Oxford University press
- \***Collinge, N.E.**1990. “An encyclopedia of language”. Routledge.
- \***Halliday, M.A.K.**2007 “ Language and Education.” Volume 9. British library.
- \***Hudson, Alan.** 2002. “Outline theory of Diglossia” University on New Mexico.
- \***Akmajian, A.**(2001) (5th edition). Linguistics: An Introduction to Language and Communication.USA. Library of Congress Catalogue.

### **List of articles and journals**

- \***Benrabah, M**(2007) “The Language Planning Situation in Algeria” language planning. V6.Issue4.379.
- \***Ferguson, C.A.**(1959). Diglossia. Word,15, 325-340.
- \***Abu-Rabia, S** (2000). Effects of exposure to Literary Arabic on Reading comprehension in Diglossic Situation. Journal of writing and reading 13: 147-157.

**\*Aramouni, EVA, H(2011).** The impact of Diglossia on Arabic language Instruction in Higher Education: Attitudes and Experiences of Students and Instructors in the US.

**\*Hamzaqui, c(2019).** Attitudes towards Diglossia in an Algerian Educational Context: An Investigation of the primary level in Tlemcen Arab World English Journal,10(1) 314-323

**\*Raji, Zughoul Muhammad.1980.** “Diglossia in Arabic: Investigation Solutions”.Anthropological Linguistics, Vol.22, No. 5, pp.201-217

### **List of Thesis**

**\*Bagui,H.(2011/2012).**Aspects of Modern Standard Arabic Use in Everyday Conversation: The case of school Teachers of Arabic in Telemcen. Unpublished Doctoral Thesis. Telemcem University.

**\*Chami, A.A.** Historical Background of the Linguistic Situation in Algeria, University of Mascara, Algeria. Unpublished Magister thesis.

**\*Mouili,Fatiha.** 2011. “Aspects of sociolinguistic Variation in Iqli Speech. University of Tlemcen, Algeria. Unpublished Magister Thesis.

**\*Chahrazed Hamzaqui( 2012-2013)** “ The impact of Arabic Diglossia on children’s school experience: An Investigation of the primary level in Tlemcen.Unpublished Magister thesis.

**\*Ibrahim Hashim.(2011-2012).** “The Impact of Diglossia in teaching and learning the Arabic course in Sana’s Secondary Schools” Unpublished Magister thesis.

## Appendix A

### Recording Observation

- : Alwani Mohammed Primary school

- The first session recording

A teacher who has 8 years of experience conducts this session which was titled “ من لنا”.

The teacher started writing the date and the title on the board.

The teacher, **afathu: l kta:b şafha mja w sabataŋŋ** (open the book page117.)

After few seconds, the teacher started reading the text loudly two times. When she finished, started explaining the text word by word.

The teacher: /**ziħħa:zunsamŋijunbaşarijun, ziħaznismaŋminah wnŋu:ffi:h**(isan audio-visual device, a device I can watch on it)

The teacher:/ **jiħki:li:kumqişaşħa:d l qişaş wi:n taqħarfil afla:m w ru:su:m, şaji:wla:di: ?**/(it tells you stories,where we can see stories!in films, in cartoons its clear my children.

The Pupils: /**wa:ħ**/ (yes)

The teacher:/ **ħa:ð lziħa: z tismaŋ minahşwalaħ ja:bi:n** / (this device gives you the nicest voices).

The Pupil: /**mrajħi:n wnisimŋu:ja: k** /

The teacher:/ **naŋam, ŋaħsantu:m**/(yes ,good)

Here the teacher continues her reading, and explains with AA, /tʃu:fu:fi:ħtʃawir ja:bi:n /. The teacher felt that Ali was out of the session, therefore, she asked him fħamt Ali? (I show you the most beautiful pictures)

The teacher: /taɖraʦuʃala alziri waʃ maʃnaħa?/ (press the button)

Pupils: / nuɖu:rkuʃla lbu:ʦuna/

The teacher: yes Soumia, / nuɖu:rku ħija naɖraʦu/

Teacher asked about the meaning of (we watch pets) and the pupils answers were all in AA, without understanding the sentence.

Pupils: /ja niitfaraʒ rusu:m ,...../

The teacher: how can TV distracts you from studying?

Pupils: majħali:na:ʃ naqraw.

Teacher: /aħ nitlaħa:w fi ti:li w manaqru:

The teacher: Hadeel Hadeel stop talking)

The teacher: /man huwa haða alziha:z?/ (what is the name of this device)

Pupils :/muʃali:ma, muʃali: ma, muʃali: ma, ʔaltilfa:z/. (teacher, teacher, teacher, is the TV)

### ➤ The second session recording

#### **Galos Mohammed school**

This session was held by female teacher with 5 years of teaching experience ( here the researchers' friend recorded the conversation). The text was entitled "الغذاء الصحي".

The teacher carried a piece of candy in her hand and asked the pupils, what is it?

The pupil: /tu:ta/( blueberry)

The teacher:/waf:ta:ni/?(what else)

The pupil:/ħaqu:ma/ , here the teacher repeated the word /ħalqu:ma/ and asked Omaina, /wa:fħadi ?/. Omaina, / ħalwa/( candy)

The teacher:/ naʔam/ (yes), ħna lbara ka:yin li qu:lli:ħa:/ ħaqu:ma/,:/tu:ta/ w nsamuħa /qitʔatuħalwa/.

Teacher: / ta:klu:biza:f lhalwa/?( do you eat too much candy)

The pupil: / la:/ (no)

The teacher in sentence, yes Soumia

/ la: uktiru mina alħalawijja:ti/,the teacher asked some pupils to repeat the sentence

The teacher:/lima:ðla:taʔkulu:naalkaθi:ramina alħalwa/?  
(why you do not eat too much candy?)

Pupils: teacher ,teacher, teacher/ laxaʔirtidi:rɔfru:s/

Another pupil :/wtdi:rasu:sa/

teacher /a tabʔu: ki tqulu asu:sa maʔnitha tdi:rina aɔra:r/

She asked them /tkaθru minħa?/

Pupils: /la:/(no)

Teacher:/ aʔtu:ni:zumla fi:ħala:/ ( give me sentence with no)



Pupil: / la:ukθiru:minaʃukula:ʃa. another pupil answered /la:tatruku:ni:waħdi:/

Teacher:/ ʒajjidja:aʃfa:li:/ ( good my kids .)

### ➤ **The third session recording**

A female teacher, who has more 17 years experience, started the session with greetings purely MSA ; she began reading the text .

The teacher : open your books page 117, /ma:qfa: tula:ħiqʉ:n! , naʃam, Abdel Wahabaʒib.

The pupil: /tilfa:z, w Ahmed/

Another pupils teacher, teacher, teacher

Teacher walid/ ma:θa:tula:ħiqʉfi:alʃu:ra/

The pupil did not understand the question.

The teacher:/wa:ʃ ra:k tʃu:f/

The pupil: /nʃu:f na:fiðatun, lawħa, ʃa:w:la, tilfa:z/ the teacher ʒajjid,Asma  
m:ða:tula:ħiqʉi:n ajqʃan!

The pupil: /ʃu:ra,ʃa:w:la, na:fiða,aðlmʃab/

The teacher: / ma:ða:jaħmilu: ahmed fijadiħi/

The pupils: /ʒiħa:ztaħakumaltilfa:z/

The teacher:/ħaltatafarraʒu:nada:imanfi:altilfa:z?/

The pupils /naʃam/

The teacher: / ma:ḏata tafarzu:na? / **/qifwza:wib/**

Pupils: /rusu:m .teacher ajḏan, **ṣatitfarz:?** / **wa:ṣ ra:ktṣu:ffiti:li/Soufian?**

Soufian: mbc w space toon. Teacher, **wa:ṣ θa:ni ,ṣku:n maṣandaṣ tili fida:r jarfaṣ ṣubṣaḥ**

Teacher: /walakin ma:ḥijafa:ʔidatualtilfa:z?/

Pupil: / ṣawt w ṣ:u:ra/

Teacher: / walakin mimmajatakawwan/

Pupil: / ṣaṣa/

Teacher: /**ṣajjidwaṣtani:**/

Pupil /**lawḥa,ṭa:wila/** the teacher surprised / **lawḥa,ṭa:wila,**

Teacher after reading a sentence in MSA she explained it in AA again  
/altilfa:zṣiḥa:znismṣ aḥbilʔuḏunwnla:ḥḏaḥbilṣ ajn/

Pupil: /**kima naḥa:r muṣallima/**

Teacher: /**wa:ṣ thibu:f tilfa:z/**

Pupils: /**kanalalzi:ri, mbc three/**

Teacher /**walakinla:tudajjiṣ u:waqtakumkuluḥufi:muṣ aḥadatiialtilfazi /**

Pupils: /**naṣam/.**

## Teachers' Questionnaire in Arabic

تهدف هذه الدراسة إلى معرفة مدى إستعمال و مزج اللغة الفصحى مع الدارجة في المدارس الابتدائية في العين الصفراء ، لذلك نرجو منكم الإجابة على الأسئلة المطروحة بوضع علامة زحيطكم علما (x) أمام الإجابة الصحيحة كما يمكنك أن تختار أكثر من إجابة إن لزم الأمر. كما أن إجاباتكم مهما كان نوعها ستكون مهمة بالنسبة لنا في هذا البحث وشكرا على تعاونكم مسبقا.

### الجزء الاول:

الجنس ذكر  انثى

مدة التعليم: .....

مستوى التعليم: .....

### الجزء الثانى:

(1) هل تستعمل اللغة العربية الفصحى في القسم ؟

دائما  غالبا  احيانا  نادرا  ابدا

(2) هل إستعمالكم للدارجة داخل القسم يكون؟

دائما  غالبا  احيانا  نادرا  ابدا

(3) بما أن التلاميذ في المرحلة الابتدائية إعتادوا على التكلم بالدارجة كلغة الأم هل تدريس اللغة العربية الفصحى و فهم التلاميذ لها يشكل ؟

عائقا كبيرا  لا يشكل اي عائق

ولماذا .....

.....

4) ما هي أكثر الحصص التي تفقدك لتغيير لغتك من اللغة العربية الفصحى الى الدارجة أثناء الدرس؟

قراءة ودراسة نص

تعبير كتابي

تعبير شفهي

القواعد النحوية

تمارين

لماذا.....

.....

.....

5) في أي مستوى تستعمل الدارجة أكثر؟

سنة أولى  سنة ثانية  سنة ثالثة  سنة رابعة  سنة خامسة

كيف ولماذا.....

.....

.....

6) ماهي اهم الاسباب التي تدفعك لاستعمال الدارجة اثناء الدرس؟

صعوبة الدرس

عدم استيعاب و فهم التلاميذ للدرس

لتسهيل وتبسيط المفاهيم

لتوضيح الافكار

لشرح الدرس

حسب موضوع الدرس

لضعف المستوى اللغوي للتلاميذ

أسباب أخرى.....

.....

7 ( أذكر بعض المفردات العامية التي تجد نفسك تستعملها أثناء الدرس؟

.....

8) هل تلاميذكم يواجهون صعوبات لغوية عندما يستعملون الفصحى في القسم وإذا كان الأمر كذلك ماهي أنواع الصعوبات اللغوية التي يواجهونها؟

.....

.....

.....

.....

شكرا على تعاونكم\*

## Appendix A

### Teachers Questionnaire

#### Questionnaire to teachers( translated in English)

This study seeks to examine the intervention of dialectal Arabic (AA) with Modern Standard Arabic, in Ain sefra primary schools, therefore, could you please answer the following questions by putting an (x) in front of the appropriate answer as you can choose more than one answer( you can add other answers if necessary).

#### Section 1

Sex :                      **Masculine**                         **Feminine**  

**Educational level:**.....

**Teaching experience:**.....

#### Section 2

1- do you use MSA in the class?

Always       often       sometimes       rarely       never

2- do you use the AA in the class?

Always       often       sometimes       rarely       never

3- pupils are used AA as their mother tongue in everyday conversations. Thus, do you think that teaching them MSA is :

A real obstacle                       not an obstacle

4- what are the main sessions that lead you to change your speech style from MSA to AA in class?

- Reading comprehension

- Oral expression
- Written expression
- Grammar
- Activities

Why?.....  
 .....  
 .....  
 .....

5- In which level do you use AA more?

First year  second year  third year  fourth year  fifth year

Why and how.....  
 .....

6- what are the main reasons which lead you to employ AA during the lecture?

- Difficulty of the lecture
- Pupils' weak understanding and assimilation
- According to topic discussed
- To simplify
- To clarify
- To re-explain

7- Mention some dialectal expressions that you usually use during the lecture?

.....  
.....  
.....  
.....

8-Do your pupils have language difficulties,if yes, what is it?

.....  
.....  
.....  
.....

**Thank you for your collaboration**



## Appendix C

### Test of language proficiency in Arabic :

#### الجزء الاول

<input type="text"/>	السن
<input type="text"/>	الجنس
<input type="text"/>	مستوى التمدرس

#### الجزء الثاني

1) هل تحب اللغة العربية الفصحى؟

<input type="text"/>	لا	<input type="text"/>	نعم
----------------------	----	----------------------	-----

2) هل تفهم المعلم عندما يتكلم بها؟

<input type="text"/>	لا	<input type="text"/>	نعم
----------------------	----	----------------------	-----

#### الجزء الثالث

حول الكلمات والجمل الاتية الى اللغة العربية

الكلمات و الجمل	الترجمة الى اللغة العربية الفصحى
تاقة	
مشة	
كوزينة	
ستيلو	
فرماج	
حنة	
نبغي لبالو	
نبغي ما و با بزاف	

4) ضع دائرة على الكلمات التي تحتوي على حرف (ت)

ثلاثة - تقاح - منزل - ثمانية- بقرة

## Test of proficiency in English

### Section 1

Age

Sex

Learning level

### Section 2

1-Do you like MSA ?

yes  No

2- Do you understand your teacher when speaks MSA ?

Yes  No

### Section 3

3- Translate the following words and sentences to MSA

Words and sentences	Translation to MSA
ta:qa	
ħanna	
furma:ʒ	
muʃa	
sti:lu:	
ku:zi:na	
-nibri lbalu:	
nibri mmawbbabizza:f	

4-put a circle on the words containing the letter (T)

θala:θaʦun, θama:nijatun, tufa:ħun,baqaratun, manzilun.