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Bilingualism in Algeria

Case Of Study :Ould Aoudia and Ibn Batouta Primary schools

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Dedication

I dedicate this work to my family and friends.

Acknowledgments

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Abstract

Bilingualism is an international phenomenon that prevails in different areas of the world, and has an influence on the life and means of communication of people. Its existence in a given society can be detected through different aspects, notably at school. Therefore, this research is an attempt to see whether bilingualism prevails in a given area. To this end, two primary schools namely Ould Aoudia Primary School and Ibn Batouta Primary School. In the district of Raisinville, Mostaganem were selected in order to investigate this issue. Pupils, who studied Arabic and French, with their teachers were the chosen sample for this research. Three hypotheses came into light: bilingualism exists in certain districts, but not in others and the reasons behind are socio-economic, or bilingualism does not exist at all in Mostaganem and the reasons behind are also socio-economic. As far as the methodology is concerned, the qualitative approach was chosen with observation as the main tool applied for collecting data. The results were that the representative sample was not bilingual owing to socio-economic factors given the fact that Raisinville is a popular district.

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General Introduction

Bilingualism is a phenomenon that is found all over the world because of different reasons that differ from one place to another. It has also different forms and aspects that are determined by the areas it is located in. It has varying impacts on those applying or not applying it.

In Algeria, bilingualism prevails in different part of its territory, but the degree of its application varies from one place to another. Its main form is through the use of Arabic and French or Berber and French. The common use of French is due to the period of French colonization that Algeria witnessed from 1830 to 1962. However, with the government policy of Arabization in the post-independence period, bilingualism was threatened and its existence is in peril.

Therefore, the main objective of this work is to evaluate the state of bilingualism in Algeria. For this, a sample of pupils and teachers in the district of Raisinville, Mostaganem is under observation. To this end, the following questions are raised:

- Does bilingualism exist in primary schools in Mostaganem?
If yes, what are its different forms and factors? If no, what are the reasons behind its non-availability?

- On the basis of these questions, the following has been hypothesized:
 1. -Bilingualism exists in all the primary schools in Mostaganem, and has different kinds.
 2. -Bilingualism exists in certain districts, but not in others and the reasons behind are socio-economic.
 3. -Bilingualism does not exist at all in Mostaganem and the reasons behind are socio-economic.

To tackle all this, this work is divided into three chapters. The first chapter entitled "Bilingualism and its Aspects" deals with the concept of bilingualism and the literature

related to it in Algeria. The Second chapter entitled "The Historical Context of Bilingualism in Algeria" concerns a historical background of the emergence and evolution of bilingualism in Algeria to pave the way for the third chapter. The latter, which is entitled "The Methodology of Research and the Main Findings", investigates into the case of study of the primary school pupils and the outcome of the observation process undertaken.

Chapter One

Bilingualism and its Aspects

Introduction:

Bilingualism is one of the most important issues that are dealt with in the field of linguistics with all its fields. Therefore, this chapter is an attempt to discuss a number of issues related to the concept of bilingualism. These aspects include its different definitions, its types and its factors.

I.1.The Definitions of Bilingualism:

The concept of bilingualism has been tackled by different scholars in different fields of linguistics, and therefore, can have different definitions. Following the definitions given in Webster Dictionary of 1961, this concept means the use of two languages fluently as a native speaker or a person who has the capacity to perform two languages orally and daily and with mastery. (Josiane F. Hamers, Michel H.A.Blanc, 2000; p.6)

For Bloomfield, bilingualism is a concept that implies that the speaker speaks two languages perfectly as if he was a native speaker. However, MacNamara, advances the opposite by saying that the concept of bilingualism is that of a person who has acquired “minimal competence” in either reading, writing, speaking or listening, in a language in which he is not native. (Josiane F. Hamers, Michel H.A.Blanc, 2000; p.6)

However, Titone proposes a definition, in the middle between Bloomfield and MacNamara.He notably states that bilingualism is the ability of the speaker to master a second language using its characteristics, rather than those of his mother tongue. (Josiane F. Hamers, Michel H.A.Blanc, 2000; pp.6-7)

Based on these definitions of bilingualism, Josiane F. Hamers and Michel H.A.Blanc speak about difficulties as follows:

“On the one hand, they lack precision and operationalism: they do not specify what is meant by native like competence, which varies considerably within a unilingual population, nor by minimal proficiency in a second language, nor by obeying the concepts and structures of that second language. Can we exclude from definitions of bilingual someone who possesses a very high competence in a second language without necessarily being perceived as a native speaker on account of a foreign accent? Can a person who has followed one or two courses in a foreign language without being able to use it in communication situations, or again someone who has studied Latin for six years, legitimately be called bilingual? Unless we are dealing with two structurally different languages, how do we know whether or not a speaker is paraphrasing the structures of his mother tongue when speaking the other language? (Josiane F. Hamers, Michel H.A.Blanc, 2000; p.7)”

Others have also defined bilingualism such as Paradis and Mohanty, Grosjean and Ludi. Concerning Paradis, he proposed that bilingualism is a “multidimensional continuum”, and at the same time, is an issue of “linguistic structure and language skill”. As for Mohanty, bilingualism is related to a social-communicative sphere. He notably states: “bilingual persons or communities are those with an ability to meet the communicative demands of the self and the society in their normal functioning in two or more languages in their interaction with the other speakers of any or all of these languages.” (Josiane F. Hamers, Michel H.A.Blanc, 2000, p.7) In his turn, Grosjean, goes beyond the definition of a bilingual mastering two languages, to say that he can form a “unique language behavior”. (Josiane F. Hamers, Michel H.A.Blanc, 2000, p.7) Ludi refers to the same idea, by associating bilingualism to an “extreme form of polylectality. (Josiane F. Hamers, Michel H.A.Blanc, 2000; p.7)

Both of Weinreich and Haugen also provide their definition of bilingualism. Weinreich, for instance, refers to bilingualism as the daily practice of two languages, and to alternate between them. For Haugen, it is the ability of the speaker to make meaningful sentences using the second language. (Fatima Zahra Boubekour, Soumia Benmokrane, 2017; p.16)

For Carol Meyers-Scotton, the definition of bilingualism goes to the capacity of a person to use two or more languages with enough mastery to maintain a “limited casual conversation”. (Carol Meyers-Scotton, 2007, p.44). For her, going to a restaurant, reading the menu and ordering, or even borrowing some words and using them with the mother tongues

does not mean that the person is bilingual, but to be bilingual means to be able to hold a short conversation. She carries on by referring to the factors helping establish bilingualism such as close proximity and displacement which will be discussed in the third section (Carol Meyers-Scotton, 2007; pp.44-53)

2.The Types of Bilingualism:

Bilingualism, as referred to by scholars, has different types. For instance, Lambert *et al* refer to the “balanced bilingual” who is taught to master both languages and to be proficient in them. Other similar terms were used such as Ambilingual, Equilingual, or Dominant Bilingual, but according to scholars, these cases are rare. These bilinguals can be opposed to those ‘receptive’ or passive bilinguals who speak one language perfectly, but do not express themselves fluently in another one. (Farah Hassaine, 2014; pp.12-13)

There is also the difference between “additive” and “subtractive” bilinguals and “primary” and “secondary” bilinguals. The “additive” bilingual uses both languages perfectly and the subtractive one uses one language that dominates the other. As far as the primary bilingual is concerned, he learns his mother tongue naturally whereas the secondary bilingual is when he acquires a foreign language through formal education. (Farah Hassaine, 2014; pp.12-13)

Another distinction, set by Weinreich was between ‘coordinate’ and ‘compound’ bilingualism. The coordinate bilingual learns a language at home and another at school with different objectives in his life. The compound bilingual is the one who learns two languages perfectly at any situation from childhood, generally because the parents who speak two languages use it. (Farah Hassaine, 2014; pp.12-13)

The following table shows the psychological dimensions of bilingualism:

Dimension	Type of Bilingualism
1-According to competence in both languages	(a)Balanced Bilinguality (b)Dominant Bilinguality
2-According to cognitive organization	(a)Compound Bilinguality (b)Coordinate Bilinguality
3-According to the Age of Acquisition	(a) Childhood bilinguality i.simultaneous ii.consecutive (b) Adolescent bilinguality (c) Adult bilinguality
4-According to presence of L2 community in Environment	(a) Endogenous bilinguality (b) Exogenous bilinguality
5-According to the relative status of the two languages	(a) Additive bilinguality (b) Subtractive bilinguality
6-According to group membership and cultural identity	(a) Bicultural bilinguality (b) L1 monocultural bilinguality (c) L2 acculturated bilinguality (d) Deculturated bilinguality

I.1.Table 1: A Summary of Psychological Dimension ((Fatima Zahra Boubekeur, Soumia Benmokrane, 2017; p.10)

3. Factors of Bilingualism:

As it has been mentioned earlier, Carol Meyers-Scotton refers to the factors namely close proximity and displacement that help bilingualism to exist and to prevail. She notably states:

“...bilingualism **is the result of contact between speakers** speaking different languages, especially different L1s. If we look at bilingualism when it is a group phenomenon, bilingualism often results under two main sets of conditions. (1) Close proximity. That is, the ordinary conditions of life in their ethnic group regularly put speakers in **close proximity** to speakers of another language. Further, if learning the other group’s language is not a reciprocal matter then **the group of less power and prestige makes the effort** to learn the other group’s language. (2) **Displacement**. Conditions of displacement promote the need or desire to learn another language. Displacement can mean either physical movement or a change in psychological outlook. (Carol Meyers-Scotton, 2007; p.45)

Meyers-Scotton details the conditions of close proximity in bilingualism in the following headings:

- “-Living in a bilingual nation, especially as a minority group member.
- Living in border areas between ethnic groups or nations.
- Living in a multi-ethnic urban area.
- Engaging in an occupation that involves many contacts with out-group members.
- Marrying outside one’s ethnic group
- Having a parent or grandparent outside one’s ethnic group. “

(Carol Meyers-Scotton, 2007; p.46)

As far as the conditions of displacement are concerned, Meyers-Scotton refers to migration, Wars and subsequent colonialism, changes of borders, bilingualism for national integration, socio-economic mobility, the psychological attractiveness of the other, the quest for education. (Carol Meyers-Scotton, Multipal, 2007; p.46)

Conclusion

To conclude, one can say that even though scholars agree on the definition that bilingualism must include L1 and L2 for its realization, they differ on the degree of the mastery of these languages, and therefore they disagree on one and uniform definition of bilingualism. Scholars also refer to the fact that Bilingualism has types and factors that help it take place. The issue of bilingualism is of great concern for Algeria, and its history of languages which is the concern of the second chapter.

Chapter Two

The Historical Context of Bilingualism in Algeria

1. The Development of Language Issue in the Pre-Colonial Period:

Algerian geographical location always attracted foreigners such as the Spanish, Italian, British, Turkish and Levantine traders. Some of them even got into the Algerian territory and attempted to settle down. This was notably the case of the Spanish and the Turkish people who remained there for a specific period. This naturally led to the resistance of the Algerians towards the Spanish, but the case of the Turks was different since they could remain for a period of time which had lasted up to 1830.

Such a settlement had the impact of influencing the linguistic aspects of the Algerian language. In fact, nowadays, we can notice the existence and use of words that have either Spanish or Turkish origins. But, their languages never became importantly established to lead to bilingualism in Algeria. This bilingual situation was to take place following the colonization of Algeria by the French in 1830.

In 1830, Arabic was the most dominant language in the area. Its strong position was related to the influence of the prevailing religion namely, Islam. Therefore, Algerians learnt classical Arabic to be able to read the Koran, and to master the subtleties of the Islamic religion. In this sense, Granguillaume referred to this issue in the following quotation:

“En ce qui concerne le Maghreb, il est certain que la langue arabe coranique est transmettrice de mythes. On peut meme dire qu'elle est le recit de la legimite radicale pour la majeure partie de l'opinion.” (Farah Hassaine, 2014; p.9)

They generally attended educational institutions such as “zawiyats” and “medaris”. However, the majority did not have access to this educational level which made them master the spoken rather than the written form. The reasons behind, as listed by Zoulikha Bensaf were “the small number of Koranic schools, the high rate of illiteracy restricted recourse to Classical

Arabic, the high form of the language, to religious settings and functions”. (Zoulikha Bensafi, 2011; p.834)

Learning Arabic for religious purposes was so strong that even the Berbers, who spoke their own dialects, had to learn it and to be proficient in it. In Zoulikha Bensafi’s words: “Even the Berber populations who strongly maintained Tamazight and other varieties of it as their exclusive means of communication among themselves, did not show much reluctance to send their offspring to those Koranic schools the Berber populations had been Islamized for a long time and for their great majority. (Zoulikha Bensafi, 2011; p.834)

2.The French Colonization of Algeria and the Linguistic Situation:

With the coming of the French and their settlement in Algeria the linguistic context was to change. The French decided to introduce the French language in parallel to the Arabic one. For this, it closed the places where Arabic was taught such as Mosques, Zawiya and Madrassa and replaced them by French schools. They also limited their access to only a small portion of Algerians, generally Algerians who had financial means. This was notably the case of Napoleon III who set up mixed schools which sought to prepare Algerians for the use of French and Arabic in co-existence. He had in mind the policy of assimilation through the application of the idea of “complementarity” between the languages more than domination or “bilingual education”. (Zoulikha Bensafi, 2011; p.834)

As a result, imperial schools were founded for the purpose of teaching French and Arabic in parallel. The outcome of these schools was the creation of the first bilingual elite in Algeria. They were notably administrators, and were known as “qadis” and who tackled issues related to Muslim law and civil code. (Zoulikha Bensafi, 2011; p.835)

These assimilationist schools paved the way for the opening of other schools which were named “Collège Franco-Musulmans”. This helped the status of the Madras, the Arabic school of the period, to develop into the continuation school of the “ecole arabe-francaise”. This also helped the development of bilingualism in Algeria. Zoulikha Bensafi notably stated:

“It seems necessary at this stage of our paper to argue that bilingualism in this case is a salient characteristic of these first schools and reflected the intentions the French had about the training of a bilingual élite which they believed could be used as intermediary between them and the most reluctant natives. It is the same élite wrought in the ‘laïque’ education system that expanded later over the century, that forged the prototype of the natives who

were to become the decision makers of independent Algeria". (Zoulikha Bensafi, 2011; p.835)

From 1944 to 1946, this policy was further carried on with the French government plan to train natives to help them become teachers in schools known as "Ecoles Normales". It also established other schools such as the "ecoles indigenes" and "ecole gourbis". It also brought reforms to teaching materials and programmes. All these decisions were meant to establish a bilingual kind of education. In Zoulikha Safia's view, it was the final step of the fusion between the French and Algerian educational systems, and therefore, of bilingualism. (Zoulikha Bensafi, 2011; p.835)

However, this bilingual policy of assimilation posed a problem for the Algerian resistance. This can be explained by the fact that the French language started to become superior to that of the Arabic one. Indeed, in 1938, the French colonial government decided to establish French as the official language of Algeria and Arabic as a foreign language. According to the dialectologist and colonial administrator, William Marçais, there were characteristics that made a language superior to another and are listed as follows: "language of the rulers, opening access to a great modern civilization, a clear language whose written form and oral expression are very close to it." (Farah Hassaine, 2014; p.7). W. Marçais notably states that:

Quand l'une des langues est celle des dirigeants, qu'elle ouvre l'accès d'une grande civilisation moderne, qu'elle est claire, que l'expression écrite et l'expression parlée de la pensée s'y rapprochent au maximum, que l'autre est la langue des dirigés, qu'elle exprime dans ses meilleurs écrits un idéal médiéval, qu'elle est ambiguë, qu'elle revêt quand on l'écrit un autre aspect que quand on la parle, la partie est vraiment inégale : la première doit fatalement faire reculer la seconde. (Farah Hassaine, 2014; p.8)

Therefore, the language issue became a sensible matter for the fight against the French colonizer. Arabic against French, which had operated in parallel before, became the core of the Algerians' fight against the French. At the same time, the bilingual issue became a weapon to be used in order to fight colonialism because both languages were used to convey their nationalist messages. (Zoulikha Bensafi, 2011; p.836) This was to carry on until the independence of Algeria in 1962.

3.The Bilingual Context after the Algerian Independence:

Following the independence of Algeria, a policy of Arabization was launched by the Algerian President Houari Boumedienne in 1968. In this sense, he notably stated:

Without the recuperation of this essential and important element, which is the national language, our efforts will remain useless, our personality incomplete and our entity a body without soul. (Lamia Ali Chaouche, 2006; p.18)

As far as its definition is concerned, Ahmed Djabri defines Arabization as follows:

Arabisation means the replacement of French by Arabic; that means making Arabic the official language in all social, cultural and economic activities. In a wider sense, it means teaching the new Algerian generation Arabo-Islamic culture and values, and it means also that Arabic would gain its legal position which it lost to the French language for many years. (Ahmed Djabri, 1981; p.9)

In Zoulikha Bensafi's words: "Arabization was thought of as the legitimate choice to repossess the fundamentals of the original culture and identity. Any counter attitude was de facto to be regarded as an anti-nationalistic, anti-patriotic attitude." (Zoulikha Bensafi, 2011; p.837) In an attempt to show its deficiency, she carries on by saying that: "Unfortunately, though valid and called for, such a restrictive policy did not tally with the ethnic, social and linguistic vitality and diversity of the situation. Nor did it gain the votes of the Berber communities who have always felt that their appartenance to the motherland should account for their specificities." (Zoulikha Bensafi, 2011; p.837)

As a result of all this, the Algerian society was divided into two groups, the Arabophones who saw in Arabization a good reform and the Francophones who criticized it believing that bilingualism was important for Algeria; given the fact that French was the language of access to modernity. (Fatima Zohra Boubekour, Soumia Benmokrane, 2017; p.24-25). Another result was that the position of French to Arabic declined, which had an impact on its use in Algeria. Indeed, French started to be associated with the language of the ex-colonizer and also a means to be in contact with the western world. Its position was also threatened by the growing position of English in the world, and the necessity for Algeria to adapt itself for it. In this respect, Benmoussat states that:

The English language is undisputedly the world's prime international language. It is the language of inter-national diplomacy and business negotiations, of academic conferences and scientific research. Global air-traffic and maritime control is carried out in English. This worldwide recognition could also be explained in terms of overall balance of world power and the extent to which language is found outside its original setting. (Farah Hassaine, 2014; p.9)

This was explained by the fact that English became the language of schooling, research, science and technology. Hence, new educational programmes favoring English were introduced in the Algerian schools, which reduced the influence of the French language. As a result, Arabic and English threatened the established bilingual system of French-Arabic that had been strongly established by the French during the colonial period. However, this threat was not that important since the Algerian panorama is characterized with the presence of French in different settings, notably with radio and newspapers or the use of French channels. Zoulikha Bensafi illustrates it with the following quotation:

“For younger generations, educated in the Algerian school system, French was not so foreign a language, as it was part and parcel of the linguistic environment. Radios and the press made ample room for the use of French. And this was unavoidable, since Arabic could not overnight replace completely French. The latter was spoken in homes and its presence and impact witnessed in the vernacular through heavy lexical borrowing. Complete linguistic and cultural replacement could only therefore, be more of a mental, collective idea, than a concrete policy.” (Zoulikha Bensafi, 2014; p.838)

Another threat to bilingualism in Algeria was the Civil War in Algeria, or as it was known at that time as the Black Decade. In fact with the rise of the Islamist group FIS in Algeria, bilingualism was threatened because this political party which had the support of the Algerian population went beyond what the Arabophones claimed, since they glorified Arabic as the language of religion, and called for the eradication of the French language. The period that followed was marked by the persecution of Francophones, among whom the intellectuals. In Amir Aziz's words:

The rise of the FIS and other radical groups triggered a particularly violent civil war between radical Islamists and government forces that was completely unprecedented; the assassination of the Algerian president Mohamed Boudiaf was but one of the many casualties. The Algerian civil war was at its core a conflict between radical Islamists, who wanted to glorify the Arabic language, eliminate French and adopt a fundamentalist version of Islamic law as basis for governance, and a secular government struggling to find a balance between its secular Arabization policies and Francophone linguistic roots. The resulting political vacuum plunged Algeria into chaos, leaving up to 100,000 dead, ravaging infrastructure and completely destroying public trust in both governmental and religious institutions. (Amir Aziz, 2015; pp.40-41)

The call for Berbers for the recognition of their different dialects as a national language, and the Algerian government move towards such a call was another source of threat towards bilingualism. Indeed, in the 2000s, the Algerian government of President Bouteflika recognized Tamazight as one of the two official languages in Algeria. This would

put Arabic and Tamazight in the same position, and which would lower the position of French and English.

Conclusion

To sum it up, one can say that Algeria has been through different periods and events which made its linguistic aspects change and adapt from one period to another. One common feature, especially from the period of colonization, was the establishment of bilingualism, mainly dominated by French-Arabic, Arabic-French, and later on Arabic-Tamazight. At the same time, it had to face threats, notably through the introduction of English. Now, what is the state of this bilingualism in our primary schools, in particular with Arabic-French? This is the main concern of the following chapters.

Chapter Three

Methodology of Research and the Main Findings

Introduction

The following chapter is an attempt to explain the methodological part of this dissertation. This implies the purpose of this research, the problem statement and the research questions and hypotheses. Then, it will tackle the issues related to the data collection, research design, the settings, the collection of the sample, the data collection tools and strategies, data analysis procedures and the limitations.

This chapter also deals with the analysis and discussion of the observation that was held during attendances at two primary schools namely: Ibn Batouta Primary School and Ouled Aoudia Primary School in Raisinville, Mostaganem, and the gathered data was analysed following the mixed methodologies. This is followed by the results, the summary of the main findings, and the research recommendations.

1.The Research Methodology:

In this section, we are going to deal with the following point: the research purposes, the statement of purpose, with the research questions and the research hypothesis, the data collection strategies, the research design, the settings, the collection of the sample with pupils and teachers, the data collection tools with the application of observation, and the description of the observation and the data collection strategies, and finally the data analysis procedures.

1.1-The Research Purposes:

The purpose of this research is to find out whether bilingualism exists or not in primary schools in the area of Mostaganem, in particular, the district of Raisinville. In case they exist, the objective is to set the different kinds of bilingualism available, and the factors of their prevalence, and in case it does not, the objective would be to explain the reasons why.

1.2-The Statement of the Problem:

This research is arranged around a set of research questions and research hypotheses in relation with the issue of bilingualism in primary schools in Mostaganem.

1.2.1.The Research questions:

- 1.Does bilingualism exist in primary schools in Mostaganem?
- 2.If yes, what are its different forms and factors?
- 3.If no, what are the reasons behind its non-availability?

1.2.2.The Reseach Hypotheses:

-Bilingualism exists in all the primary schools in Mostaganem, and has different kinds.

-Bilingualism exists in certain districts, but not in others and the reasons behind are socio-economic.

-Bilingualism does not exist at all in Mostaganem primary schools and the reasons behind are socio-economic.

1.3.Date Collection Strategies:

The methodological approach which is used in this research is the mixed approach to collect the data to be analyzed. It is a mixture between the qualitative and quantitative approaches. According to some scholars, the “Mixed methods studies can be considered simultaneous when both quantitative and qualitative data are collected at the same time, or can be considered sequential, where one type of data are collected at the same time “ (Creswell, 2014, Steven R. Terrell, p 197).

This mixed approach is characterized by advantages and drawbacks. As far as the advantages are concerned, they include the fact that both the quantitative and the qualitative data complement each other. If one is deficient, the other can make it up and vice versa. Concerning the drawbacks, they comprise the fact that it is complex and its use is time consuming.

1.4.Research Design:

As far as the research design is concerned, it is one of the most important parts in methodology. According to Mc Millan & Schumacher, research design is “...the procedures for conducting the study, including when, from whom and under what conditions data were obtained. Its purpose is to provide the most valid, accurate answers as possible to research questions.” (1993; p31)

Therefore, this research is conducted in the context of a primary school by using the mixed methodology. It comprises the observation of the classroom management and interaction between the teachers and the pupils.

1.5.The Settings:

The observation takes place in Ibn Batouta Primary School in Raisinville, Mostaganem, and in Ouled Aoudia Primary School in Raisinville, Mostaganem. Both of them are located in Boukhadmi Sid Ahmed Street, Raisinville, Mostaganem, and comprise 5 years, with French being taught and studied from the third year until the fifth year.

1.6.The Collection of the Sample:

The collection of the sample is an important step in the data collection process because it helps the researcher find valid data to use as evidence. Indeed, thanks to this process, we can find relevant details we do not find in books or articles, details which are individual and personal, and based on the reality of the topic one researcher deals with, generally the context of the research. Such details include points of views, opinions, suggestions and recommendations. It also eases the work of the research since he/she will work on a limited number of populations, and then will generalize the findings to the whole population. In this case, the population is composed of pupils and teachers.

1.6.1.Pupils:

The pupils, who are going to be one of the samples of this research comprise 32 in Ould Aoudia Primary School, and 25 in Ibn Batouta Primary School for the academic year 2018-2019. The participants are selected randomly, and the age and gender are not taken into account. However, their level in Arabic and French is of great significance for the research about bilingualism. They generally study French in the third, fourth and fifth levels of the primary educational level, which represents their first experience as bilinguals.

1.6.2.Teachers:

In the primary schools under study in this research there are 3 French teachers, one male and two females. In Ibn Batouta Primary School, there is one female teacher male, and in Ould Aoudia Primary School, there are two teachers, one male and one female. They teach in the fourth and fifth levels, and they teach French, and therefore, contribute to the creation

of bilingualism within their respective schools. These teachers will be questioned about the state of bilingualism, being based on their own experience, to collect the needed data.

1.7.Data Collection Tools:

This research is based on both qualitative and quantitative approaches to collect information. The former stipulates that the data which collected is not numeral, but natural, in the form of information to be jotted down as notes. The latter means that the data which is extracted is numeral, and is generally presented in tables and charts. And the combination of both of approaches is beneficial to the study itself and provides us with insightful results.

All this implies that the researcher has recourse to the observation of the phenomenon of bilingualism in the classroom through the speech of the teacher and the pupils, and the interview, and naturally the writing of a questionnaire for the interview. The resulting data, which is based on notes and figures, is analyzed.

1.7.1.The Application of Observation:

For Hallowell et al, observation research can be done into two ways: either being an isolated observer or participant observer. However, it is problematic because the presence of the observer in itself might affect the group. (Blaxter, 2008; pp.197-98) For Wilkinson and Birmingham, observation helps understand what is taking place in our surrounding world, better than asking questions. (Blaxter, 2008; p.198) Therefore, observation, in this research, will be of great utility because it will provide us with what is not available in books or articles, that is to say, what is perceived and heard in relationship with bilingualism in primary schools.

1.7.2.The Description of the Observation and the Data Collection Strategies:

The observation is done by the researcher in both Ibn Batouta and Ouled Aoudia Primary Schools. The researcher observes the different spoken interventions of the pupils and the teachers during the classes of French in the third, fourth and fifth levels, and evaluate whether bilingualism exists among the pupils.

1.8.Data Analysis procedures:

The analysis process is one of the most important steps in research. Naturally, it has to follow a number of issues: the selection of the appropriate kind of analysis, the selection of

information that one needs to analyze from the amount of information collected before, the analysis and summary of the results, and the discussion of what the researcher has found.

2.Data Analysis and Interpretation

This section deals with a set of sections related to data analysis and interpretation. They include data collection from the results of the observation process, the summary of the main findings and the research recommendations.

2.1.Data Collection:

The collection of data in this research was based on the observations held during attendances at primary schools, which are Ibn Batouta Primary School in Raisinville, Mostaganem, and in Ouled Aoudia Primary School in the district of Raisin Ville in Mostaganem. The attendances were sporadic and held during the last term of the academic year 2018-2019. These attendances helped observe a set of results that are going to be discussed in the following section.

2.2.Results of the Observation Process

The results found in the observation process are that the majority of the pupils were not bilingual. Some of them, who represented the majority, learnt by heart what the teachers asked them to say and write, without the conviction of understanding what they were doing. Others gave the impression they did not understand anything of what the teacher was telling them or asking them to do. They sometimes attempted to talk to each other by using the Arabic language or slept because of boredom. Even the teachers attempted to work with those who were motivated and participated to the detriment of those who showed no interest or boredom. They made no effort in trying to motivate them or try to attract their attention to take part in the process of learning.

The main reason observed for this was the socio-economic background of the pupils. In fact, the majority of the pupils come from a poor and popular background where French has place. Therefore, the issue of learning it is not encouraged, but rather demotivated, which makes the process of being bilingual difficult to prevail in these schools. In addition, French is seen as any other subject to be studied, rather than a language to be learnt and which would open the gate to foreign culture and life style.

2.3.Summary of the Main Findings:

The present study attempts to see whether the pupils of two primary schools were bilingual or not after having started to learn French. Based on the observation of their French classes, one can say that the majority are non-bilingual, given the fact that they master their mother tongue, which is Arabic and that they give little interest to learn French and to practice it in the classroom or in their daily life. The most obvious reason for this is socio-economic since they come from destitute backgrounds and also the lack of the effective role of the teachers in motivating their pupils. On this basis, a set of recommendations can be put forward in order to remedy the situation.

III.2.4.Research Recommendations:

To help primary school pupils become bilingual a number of recommendations can be advanced:

1-The teachers can create a linguistic context that would attract the interests of the pupils through new activities, audios and videos. They can learn to draw and including French words within their drawings, play games where French words are used, listen to French songs and watch cartoons for pupils in French and create discussions afterwards.

2-The teachers have to associate bilingualism with success and therefore self-confidence, which would push the pupils to see learning French differently. Every time a pupil uses a French word or phrase or sentence, this pupil is rewarded, which would create an atmosphere of success, which would lead to self-confidence. The teachers can also help the pupils see the different possibilities in their future for being bilingual, such as studying abroad.

3-The teachers with the administration can also organize activities within the school or outside it in order to motivate pupils to be bilingual by speaking Arabic and French. They can for instance organize extra session to be held on Tuesdays and Saturdays in the afternoon, where they have activities such as play performances, or discussions in French, or outside where they can visit places where bilingualism prevails to see how it is important in our society. They can also organize tournaments and contests in Arabic and French with rewards at the end. All this would take place in the presence of their parents who would see the importance of bilingualism and would encourage their children in this sense.

4-The teachers and the administration can also organize meetings with the parents to make them aware of the importance of bilingualism in the school and even at home. This can be

done through encouraging them to do the homework in French with them or to use French with their children from time to time in order to give them the example.

Conclusion:

To conclude, one can say that this chapter, which is an important one, has permitted to identify the different steps to follow, and to choose among the different options we have in methodology. Therefore, for this research, the mixed methodologies have been chosen with the qualitative and quantitative approaches; this implies the use of the observation method.

After the observation process, one can conclude that bilingualism does not prevail in the sample under study. Even if a minority can be bilingual, the majority did not show any signs of bilingual capacity. The main reasons observed in this issue the socio-economic background and the role of the teachers. For this, the recommendations implied the active role of teachers and parents.

General Conclusion

Bilingualism is an issue that prevails in Algeria, and it has got different aspects and degrees. Its existence is associated with the establishment of colonialism, its end and the application of the Arabization government policy in Algeria. This gave birth to different categories of bilingual people in Algeria: those who mastered both French and Arabic very well, those who mastered one of these languages perfectly and the other in average.

To test this issue of bilingualism in Algeria, a sample of pupils and teachers who study in two primary schools, namely, Ould Aoudia Primary School and Ibn Battouta Primary School in the district of Raisinville, Mostaganem were observed. It was noticed that these pupils, with their teachers were not bilingual, and even if a few of them showed signs of bilingualism, it was low. This was explained by the socio-economic situation of the pupils. In fact, these pupils lived in a popular district, and their parents did not have jobs with high salaries. Their main concern was their survival, and not whether their children were bilingual or not.

To this end, a set of recommendations were enunciated to minimize the extent of the problem. Among these recommendations the active role played by the teacher in stimulating the pupils to become bilingual through new, fresh, stimulating activities and the encouragement of the parents to play their role in this sense, even if they do not have the intellectual and financial means by suggesting less costing and effortful activities at home.

Bibliography