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**Diglossia and its Effects on Tebessian Pupils' Written Performance
and Diction**

The Case of Fifth Grade Pupils at Hati Djamel Eddine and Ziani Elwardi
Primary Schools - Tebessa

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Diglossia and its Effects on Tebessian Pupils' Written Performance and Diction

The Case of Fifth Grade Pupils at Hati Djamel Eddine and Ziani Elwardi Primary Schools -

Tebessa

المستوى : السنة ثانية ماستر تخصص : علوم اللغة

بأنني منحت الممتحنين الإذن بطبع المذكرة وإيداعها لدى المصالح المعنية .

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Abstract

The present dissertation examines the effect of Arabic Diglossia on the pupil's linguistic performance, particularly in the primary level – fifth grade in Tebessa's schools. It attempts to focus attention on the sociolinguistic phenomenon of "Diglossia" and its impact on pupils' formal education, specifically in terms of diction. Latterly, an obvious linguistic shortage sounded to have been observed in pupils' writings in Algerian Schools because most of them have little knowledge about the official language: Modern Standard Arabic. It is a high variety in the Algerian policy, but children acquire Tebessi dialect as a mother tongue. In this case, these educational defects lead the pupils to feel linguistically insecure, and this made them fall into a linguistic conflict. As to the knowledge of the researcher, this study is the first of its kind among researchers who are interested in studying diglossia in a simple descriptive method. In order to verify our assumptions, mainly whether the pupil's level of exposure to colloquial Arabic has a positive relationship with the inclusion of colloquial diction in their written performance, the study utilized a mixed method based on a concurrent nested design in which we mixed a quantitative correlational study with a qualitative descriptive method. The gathering and analysis of the data, collected from 55 pupils and 23 teachers, happened by virtue of and assorted sociolinguistic method using an interview and a performative task for the pupils in addition to a questionnaire and a checklist observation for teachers. We have endeavored in this dissertation to reconnoiter the extent to which diglossia influences the learning and teaching operation. Subsequently, the results reflect that there is a moderate relationship between the level of exposure and word selection. These findings seem interesting to draw the parents' and teachers' attention to their speech and to raise children's awareness towards the gap between the standard and the low-level Arabic language.

Key words: Arabic Diglossia, MSA, QA, Algerian policy, word selection, writing

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Dedication

- * To Allah, The Almighty, who inspired me to choose this topic
- * To my mother...not only because she is the reason of my existence, but because she has given me the values of chivalry and nobility
- * To the soul of my father from whom I inherited patience and kindness
- * To the one who suffered along these years in order to see me graduating, my beloved Yacine, from being a father, a brother, and a husband
- * To all my family, in particular my younger brother Hadjar Ammar, my guardian Angel, who made everything easy for me

Dedication

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List of Abbreviations and Acronyms

AA: Algerian Arabic

CA: Classical Arabic

CS: Code Switching

DGLAI: Dictionnaire Général de la Langue Amazigh Informatisée

ESA: Educated Spoken Arabic

H: High Variety of Language

L: Low Variety of Language

MSA: Modern Standard Arabic

PCA: Palestinian Colloquial Arabic

QA: Colloquial Arabic

r: Pearson Correlation Coefficient

SA: Standard Arabic

SVO: Subject-Verb-Object

TA: Tebessi Arabic

VSO: Verb-Subject-Object

WWI: The First World War

List of Figures

Figure 1: Levelt's Model of Language Production (1993, p.2).....	35
Figure 2: Dell's Spreading Activation Model (1986).....	36
Figure 3: The Homogeneity of the Sample Age.....	47
Figure 4: Degree of Linguistic Exposure to SA & TA in Both Primary Schools.....	49
Figure 5: Sources of Vocabularies According to Pupils.....	50
Figure 6: Pupils' Attitudes Towards MSA & QA	51
Figure 7: Pupils' Preferences.....	51
Figure 8: Pupils' Pre-Writing Techniques.....	52
Figure 9: Teaching Experience.....	55
Figure 10: The Language Used Inside the Classroom.....	56
Figure 11: Teachers' Attitudes Towards Both Varieties.....	57
Figure 12: Relationship Between the Degree of Exposure and Pupils' Diction.....	59

List of Tables

Table 1: Some Loanwords in Algerian Arabic From Different Languages.....	8
Table 2: Functions of the H and L Varieties of the Arabic Language.....	23
Table 3: Kinds of Extended Diglossia (Fishman, 1967).....	28
Table 4: Ratio of Exposure to SA & TA in Both Schools.....	49
Table 5: Frequency of Colloquial Words Integrated in Pupils' Written Texts.....	55
Table 6: Illustrations of Some Colloquial Vocabulary in Pupils' Texts.....	56

Table of Contents

Abstract.....	ii
Acknowledgement.....	iii
Dedication.....	iv
Dedication.....	v
List of Abbreviations and Acronyms.....	vi
List of Figures.....	vii
List of Tables.....	viii
Table of Contents.....	ix
General Introduction.....	1
1. Background	1
2. Significance.....	2
3. Statement of the Problem.....	2
4. Aim of the Study.....	3
5. Research Questions and Assumptions.....	3
6. Population and Sampling.....	4
7. Mrthodology and Reseach Tools.....	4
8. Structure of the Thesis.....	5
Chapter One: The Theoretical Visualisation of Diglossia.....	6
1.1 Section One: The Sociolinguistic Situation in Algeria.....	6
1.1.1. Historical Background of Algeria.....	7
1.1.1.1. The Pre-Colonial Period (From Antiquity to the Ottoman Empire).....	7
1.1.1.2. The Colonial Period (From 1830-1962).....	9
1.1.1.3. The Post-Colonial Period (From 1962 to Present).....	10
1.1.2. Language Planning and Language Standardization.....	11

1.1.2.1.	Language Planning in Algeria.....	11
1.1.2.1.1.	Status Planning.....	12
1.1.2.1.2.	Education and Corpus Planning.....	12
1.1.2.1.3.	Acquisition Planning.....	13
1.1.2.2.	Language Standardization.....	13
1.1.3.	Comparison Between MSA and QA.....	15
1.1.3.1.	Linguistic Criteria.....	16
1.1.3.1.1.	Mutual Intelligibility.....	16
1.1.3.1.2.	Possession of Literature.....	17
1.1.3.1.3.	Language Prestige.....	18
1.1.3.2.	Non-Linguistic Criteria.....	18
1.1.4.	Overview of the Tebessi Context.....	19
1.2	Section Two: Diglossia.....	20
1.2.1.	Definition of Diglossia.....	21
1.2.2.	Theoretical Assumptions About Diglossia.....	21
1.2.2.1.	Marçais' Diglossia.....	22
1.2.2.2.	Ferguson' Diglossia.....	22
1.2.2.2.1.	The Fergusonian Conceptualization of Diglossia.....	24
1.2.2.2.2.	Features of Fergusonian Diglossia.....	25
1.2.2.3.	Fishman's Extended Diglossia.....	26
1.2.2.4.	Diglossia in Relation to Bilingualism.....	27
1.2.3.	Outcomes of Language Contact.....	28
1.2.3.1.	Diglossia and Code Switching.....	28
1.2.3.2.	Diglossia and Code Mixing.....	29
1.2.4.	Typology of Diglossia	29

1.2.5. The Theory of Third Language.....	30
1.3. Section Three: The Writing Skill in Education.....	33
1.3.1. Major Theories of Language Acquisition.....	33
1.3.1.1. The Behaviorist Theory.....	33
1.3.1.2. The Innateness / Nativist Theory.....	34
1.3.1.3. The Cognitivist Theory.....	34
1.3.1.4. The Social Interactionist Theory.....	35
1.3.2. Famous Models of Language Production.....	35
1.3.2.1. Levelt' s Speaking Model (1989).....	36
1.3.2.2. Dell' s Interactive Model (1986).....	37
1.3.3. Second Language Production.....	39
1.3.4. Steps of Written Language Production.....	39
1.3.5. Typology of Misuse of MSA in Writing.....	40
1.3.5.1. Mistakes Related to Grammar.....	40
1.3.5.2. Mistakes Related to Spelling.....	40
1.3.5.3. Mistakes Related to Style.....	40
1.3.6. Aspects of Diglossic Arabic in Writing.....	41
Chapter Two: Research Design and Data Analysis.....	42
2.1 Section One: Research Design and Methodology.....	42
2.1.1. Research Design.....	42
2.1.2. Population and Sampling.....	43
2.1.3. Instrumentation.....	44
2.1.3.1. Pupils' Interview.....	44
2.1.3.2. Content Analysis.....	46
2.1.3.3. Teachers' Questionnaire.....	46

2.1.3.4. Checklist Observation.....	47
2.2. Section Two: Results and Data Analysis.....	47
2.2.1. Results of the Pupils' Interview.....	48
2.2.1.1. Degree of Exposure to Both Standard Arabic & Tebessi Arabic.....	49
2.2.1.2. Sources of Vocabularies According to Pupils.....	50
2.2.1.3. Pupils' Attitudes Towards MSA & TA.....	51
2.2.1.4. Pupils' Preferences.....	52
2.2.1.5. Pupils' Pre-Writing Techniques.....	53
2.2.2. Results of Content Analysis (Written Text).....	54
2.2.3. Results of Teachers' Questionnaire	56
2.2.3.1. Demographic Findings.....	56
2.2.3.2. The Use of MSA and QA by Teachers Inside Classrooms.....	57
2.2.3.3. Teachers' Attitudes Towards Both Varieties.....	58
2.2.3.4. Reasons Behind Committing Mistakes.....	59
2.2.4. Results of the Checklist Observation.....	59
2.2.5. Relationship Between the Degree of Exposure and Pupils Diction.....	60
2.3 Section Three: Discussion and Results Interpretation	61
2.3.1. Summary and Interpretation of the Results.....	61
2.3.1.1. Discussion of Results Related to the First Research Question.....	61
2.3.1.2. Discussion of Results Related to the Second Research Question.....	62
2.3.1.3. Discussion of Results Related to the Third Research Question.....	63
2.3.1.4. Discussion of Results Related to the Fourth Research Question.....	64
2.3.2. Limitations.....	65
2.3.3. Recommendation and Pedagogical Implications.....	66
2.3.3.1. Strategies for Parents.....	66

2.3.3.2. Strategies for Teachers and School Staff.....	67
2.3.3.3. Strategies for Decision Makers.....	67
General Conclusion.....	68
References.....	70
Appendices	
Résumé	
ملخص	

General Introduction

1. Background of the study

Language is an important and vital element in social life because it is a means of expression and communication and a symbol of individual social and cultural identity. In particular, society is preoccupied with the preservation and promotion of Arabic. Algeria, as the rest of the Arab states, is striving to promote this language, but at the same time suffers from linguistic phenomena that require taking deep and rational thinking to get rid of them. One of these linguistic phenomena is *Diglossia*, which is a problem for adults and young people, especially in the writing skill at the primary level (Bani Khalid, 2014). Abdul-Aziz (1986) explained the tragedy of the situation by recapitulating the reasons in one major cause that is the gap between the colloquial forms, which are in the true mother tongue of the speakers, and Modern Standard Arabic (MSA); this gap causes many obstacles for educationalists and writers. Although it is assumed that in the educational system only the standard form would be used, the fact is that it is used only for writing that displays a mixture of linguistic codes. The language of instruction in schools is the colloquial in its various forms. Students are therefore faced with the problems of receiving their instruction in one form and reading and writing in the other (Bani Khaled, 2014). We focused on the Tebessi dialect, which is the spoken Arabic of our province (Tebessa, East of Algeria); this choice is justified by the fact that this dialect is the one we know best and practice since we are native speakers of this dialect.

2. Significance of the Study

The main reason for choosing this subject is to unveil the threat on the Arabic language, Hamito-Semitic languages (El rabeh, 2017), and the Islamic identity of its speakers in all Arab countries via pointing the eminent causes behind this mysterious phenomenon of diglossia that spread over all the Arabic-speaking communities. The Standard form of the

Arabic language is unfortunately rarely used as it conflicts with foreign languages and slang varieties. The grievousness of this phenomenon, which has kept linguists awake for decades, compelled us to go further in order to find adequate answers to questions that have remained uncertain for a long time. The current issue offers light on the important factors behind primary school pupils' extensive use of colloquial Arabic.

3. Statement of the Problem

Standard Arabic teachers have been complaining about the students' weakness in the language usage at all levels. Instructors struggled with texts full of spelling mistakes, wrong punctuation, and informal colloquial vocabulary that resulted from the diglossic situation of the Arabic language in the province of Tebessa as a part of the Arabic-speaking world, that witnesses the coexistence of two varieties of Arabic: Modern Standard Arabic (MSA) and Colloquial Arabic (QA) (Albirini, 2016). The core of the problem was that some of these pupils are not aware of the existence of the appropriate Standard Arabic vocabulary and the majority of them claim that they have never been exposed to such standard form of vocabulary.

4. Aim of the study

The primary aim of the present study is to highlight the relationship between Diglossia and language production in fifth grade pupils' written productions and more specifically the diction. This study explores the language used at homes and inside classrooms (the input) and its influence on pupils' writing skill (the output). It also aims at discovering the attitudes of both teachers and pupils towards the two varieties of the Arabic language. Moreover, it scrutinizes the major reasons that lie behind the feeble situation of the Arabic language as pictured in pupils' written production.

5. Research Questions and Assumptions

Resulting from the aim of our study, the following questions have been formulated:

- 1) To what extent does diglossia affect the word choice process for primary school pupils?
- 2) Is there a relationship between the phenomenon of diglossic Arabic and pupil's written production?
- 3) What are pupils' and teachers' attitudes towards Modern Standard Arabic (MSA) and Colloquial Arabic (QA)?
- 4) What is the real situation of MSA inside primary schools of the province of Tebessa?

To answer the previous questions, we suggested the following assumptions:

- 1) Pupils who are more exposed to MSA in their environment are more likely to use Standard and formal vocabulary in their written production in comparison with pupils who are exposed more to a colloquial variety of Arabic.
- 2) The pupil's level of exposure to Colloquial Arabic has a positive relationship with the inclusion of colloquial diction in their written performance.
- 3) There are variations in pupils' and teachers' attitudes towards MSA and QA which make the phenomenon of Diglossia more problematic.
- 4) The function of MSA is very restricted inside the primary schools in the province of Tebessa in comparison to the Tebessi vernacular that becomes the code of instruction, expression, and even the language of explanation.

6. Population and Sampling

The target population of the present study consists of the fifth-grade pupils in Hati Djamel Eddine and Ziani Elwardi Primary Schools in the district of Tebessa. The sample encompasses 55 participants who were available during the period of our field work. To serve the objectivity purposes and the nature of diglossic Arabic, the study was conducted during ordinary sessions without previous knowledge from the target population. Purposive Sampling was the most adequate procedure as it may help us reach a higher-level of

representativeness of the whole population. Pandey (2015) explains: “The controls in this type of sampling are usually identified as representative characteristics (age, socio-economic status) shared by a group of individuals (administrator, counselors, teachers, students etc.)” (Pandey, 2015).

7. Methodology and Research Tools

In order to yield results that are as objective as possible, and to achieve the aforesaid goals, this study is based on a mixed method following a triangulation design also called “*Concurrent nested Design*” (Creswell, Plano Clark, et al., 2003). For the sake of better understanding the research problem, we involved four research tools in one phase (i.e. all the data collection tools are utilised together in the same session as each concurs with the other) in a way that a questionnaire has been controlled by a checklist observation for the teachers and a interview has been concurred by a content analysis for the pupils. Moreover, in order to analyse the collected data, we applied the essence of the concurrent model based on quantifying the qualitative data on one hand, and qualifying the quantitative on the other. In the prementioned model, we followed the essence of the correlational design since it could be integrated with the descriptive qualitative method at the analytical stage. Also, the correlational method is the most appropriate among many to test the relationship between the degree of exposure to one specific linguistic code -as the independent variable- and the existence of colloquial vocabularies –as the dependent variable- in pupil’s written productions.

8. Structure of the Thesis

In terms of the structure of this study, it is divided into two primary chapters. Initially, the first chapter reviews the theoretical considerations about the important concept upon which our research is based. This chapter consists of three sections, namely the sociolinguistic situation in Algeria, which sheds light on the historical and linguistic background in the

Algerian territory, moving into a detailed comparison between the varieties of the Arabic language, taking into consideration the process of language planning and language policy as well as language standardization of Arabic in Algeria. The second section includes the definition of the sociolinguistic phenomenon of 'diglossia' based on different assumptions, its types, its relationship with code-switching and bilingualism while the final part in this section is devoted to unveil the situation of diglossia in education. The third section comprises language acquisition and language production by listing the main theories of both processes as well as the typology of standard Arabic misuse in writing that leads to the inclusion of vernacular vocabularies in learners' written expression.

The second chapter presents the research design and data analysis. This analytical part exhibits in three successive sections all the details about the approaches and procedures utilized in the analysis of the data we have collected. The first section reviews the research design and methodology whereby we list with justification the chosen research design, method and sampling strategy. In the second section we will study statistically the data collected from the four research tools using the concurrent design that is based on contrast/comparison technique. The third section comes as usual in a form of a detailed discussion that encompasses the summary and the interpretation of the obtained data. Finally, the study closes with some recommendations to protect the Arabic language because it seems clearly affected.

Chapter one: The Theoretical Visualisation of Diglossia

Introduction

For more than twenty centuries, the Maghreb territory witnessed various invasions that shaped, with time, its socio-cultural situation and gave emergence to new linguistic codes spotted by many linguists in all North African countries, including Algeria, where the linguists' work gave rise to an eternal debate about the factors responsible of its socio-linguistic complexity (Chachou, 2013). The Algerian society has acquired a distinctive identity that can clearly be attested in the way(s) people speak in comparison with the two neighboring countries, Tunisia and Morocco, that are said to share the same history and the same sociolinguistic profile (Dendane, 2007). This linguistic diversity resulted from a variety of historical and socio-political factors that will be reviewed concisely in this chapter.

1.1 Section One: The Sociolinguistic Situation in Algeria

The Algerian sociolinguistic situation is characterised by its variety and its complexity in the sense that several linguistic codes are coexisting side by side in the Algerian territory and used by the population. Algeria is the only nation that has experienced many civilizations and cultures, where its language has blended with several languages that led to a linguistic mixture.

1.1.1. Historical Background of Algeria

The multilingual character of the Maghreb is a product of its particular geography and history that we will summarize in three major periods.

1.1.1.1 The Pre-Colonial Period (From Antiquity to the Ottoman Empire). For centuries, Algeria has been a prized possession for all previous civilisations that had settled on its land. The Phoenician, the Carthaginian, The Byzantine and the Roman from one hand, and Islamic Conquest then Ottoman Empire from the other, all those consecutive civilisations had

left their print on the Algerian lands and on the Algerian culture. Thus, language in particular was the target, throughout history of systematic or unintentional changes. The most influential among the invaders were those called the Carthaginians, who settled in North Africa for more than seven centuries. With the coming of Phoenician traders, who arrived to the North African coast and established their capital “Carthage” around 800 B.C., the Carthaginian Phoenicians did really mark their existence in Algeria with their Punic civilisation and their Punic language, a Hamito-Semitic language that was at the origin of the Arabic language (Ali Chaouch, 2006).

After the Carthaginians, Rome conquered Carthage and took control over certain areas after collaboration with Numidians, Berberian local tribes. The Romans’ control lasted more than six centuries during which they named almost all Algerian cities with such nomenclatures as “Calama” for Guelma, “Hippone” for Annaba, and “Thevest” for Tebessa, many of which are still know/used by the populace. Then came The Vandals, Germanic tribes, who escaped in 429 A.D the church execution to the safest and most prosper place at that time – Carthage (Walter, 2014).

After the Byzantine Empire collapsed, Algeria was conquered and ruled by Muslims: from the Umayyads to Almohads (Elen et al., 2017). At that period, the Arabic language spread ~~out~~ all over the Algerian territory in which it was used by the majority of the local population except some Tamazight tribes who lived in the mountains. After the period of the conquests, Old and Modern Arabic have coexisted in a sociolinguistic relationship that is usually called ‘diglossia’ (Kees, 2014). From 1516 until the French King Charles X intended to gain control of Algeria, it was ruled by the Ottoman Empire. However, the effect of the Ottoman language was not as negative as that of the French language.

In the following table we will list some vocabularies said to be taken from Ottoman Turkish, Spanish, and Berber languages:

Table 1

Some Loanwords Integrated in the Algerian Arabic From Different Languages

The term as pronounced in AA	The language of origin	English synonym	The source
Bàqlawa/بقلاوة	Turkish	Dessert	Bencheneb, 1922
Burek / بوراك	Turkish	Roll stuffed with minced meat	Bencheneb, 1922
Barania/برانية	Turkish	Lamb meat cooked with eggs and white sauce	Bencheneb, 1922
Telwa/تلوة	Turkish	Leftover coffee	Bencheneb, 1922
Zarda/زرده	Turkish	Rice with Safran	Bencheneb, 1922
Bekkoosh/بكوش	Turkish	Muet	Bencheneb, 1922
Kheesha/خيشة	Turkish	Canvas	Bencheneb, 1922
Beshmaq/بشماق	Turkish	Slipper	Bencheneb, 1922
Zawalli/زوالي	Turkish	Poor	Bencheneb, 1922
Tshina/تشينة	Spanish	Orange	Djelfa forum
Duro/دورو	Spanish	Coin	Djelfa forum
Fishta/فيشتا	Spanish	Party	Djelfa forum
Ejra/Ejru(plr) اجرانة	Berber	Frog	DGLAI, 2018
Afillus/Iflales(plr)/ فلالس	Berber	Little chicks	Delheure, 1984

1.1.1.2. The Colonial Period (From 1830-1962). Algeria is known as the last one of the Maghreb states to gain independence from colonial rule that extended for 132 years of occupation during which the French colonizers practiced torture, brutality and extermination against every Arab and everything related to Arabic. Moreover, French was the only language allowed to be spoken and written in the colonial schools of colonized Algeria. According to the Duke Rovigo, as cited in Chitour (1999) Arabic has been replaced by French and the

culture has been indirectly transformed through several strategies and procedures that targeted the alienation of spiritual sites of knowledge (Chitour, 1999).

In turn, the armed struggle against the French occupation profoundly shaped the Algerian society and culture. The War of Independence, beginning in 1954 and ending in 1962, brought the independence and revived the Arabic belongingness of Algerians. As a result, many soldiers and fighters were released from colonial prisons and exile. Among them was Ahmed Ben Bella, imprisoned since 1956, who declared immediately after his release: “Nous sommes des Arabes!” (“We are Arabs”) (Dendane, 2007). Since then, Algerian authorities, who could not deny the massive integration of French words into Arabic, started the process of “Arabisation” in order to revive the use of MSA (Chachou, 2013).

1.1.1.3. The Post-Colonial Period (From 1962 to Present). Right after the independence, Algeria was typically confronted to the crucial dilemma concerning the situation of French that was imposed during the colonial period. The French language has been surprisingly spread out to a large segment of the Algerian populace, a policy that was compelled by the Algerian government's willingness to put forth all efforts for education (Grandguillaume, 1983, as cited in Dendane, 2007).

Dendane (2007) emphasized the Algerian desire for a formal education in Algerian schools. This caused the decision-makers to recruit teachers from abroad (the Middle East) to re-establish the status and the corpus of MSA that was studied as a separate subject for no more than two hours a week. Despite the massive efforts to Arabize Algeria, French maintained its superior standing; it could no longer be considered a foreign language, but rather a familiar linguistic code that conveyed prestige even to illiterate people as it was and remains very customary to hear people say: “*wash rak ç-a-va bien?*” [How are you; is everything alright?] (Dandane, 2007).

In addition to French, globalization brought to the Algerian speech community a long list of languages that were gradually integrated in the Algerian linguistic profile; languages such as English, Turkish, Spanish, Italian, and Korean are taking much ground and are playing a key role in the educational sphere, the media and other vital sectors. This makes Algerians switch their speech to fulfill a given function or to show a certain level of prestige or to express the notion of belongingness to a specific speech community. The heart of the problem is that these genetically unrelated languages are tolerated by the Algerian vernacular that reflects the real cultural identity and the exact national personality of its users. Therefore, the Algerian linguistic profile is said to be a diglossic, multilingual profile.

The aforementioned details make us inquire about the aspects that legitimize a specific linguistic code to be the official language in a diglossic society like Algeria, in addition to the different criteria based on which decision-makers select the High variety (H) and the Low one (L).

1.1.2. Language Planning and Language Standardisation in Algeria

1.1.2.1 Language Planning in Algeria. The process of the Algerian language planning started immediately after the independence (1962). It was a fast response to the radical French strategy towards Arabic during the colonial period. Unlike many independent countries that selected the language of the colonizer as official, Algeria rejected any consent to French. Algerian leaders declare each time that they are Muslims and Arabs, as in Cheikh Abdelhamid Ben Badis's (1889-1940) famous saying, "Islam is our religion, Algeria is our mother country, Arabic is our language. Further, the president Houari Boumediene delivered a speech in the 70's in which he pointed the Algerian policy towards Arabic. We attempted to translate the speech as follows: "We have an ambition not only to restore our language, but also to develop it so that it does not remain the language of poetry and love stories, we don't

have time for poetry. we want that Arabic becomes the language of instruction and conversation inside the factories of Skikda and Annaba”.

Haouari Boumediene’s announcement defended the Arabian belongingness of Algerians when he corrected his speech referring to a restoration of our Arabic language rather than the Arabisation of the language which means the introduction of Arabic as a national language to replace other language varieties in various situations within the same country. Despite the fact that Boumediene did not mention which variety of Arabic he targeted, it was clear that he meant MSA to be the elaborated one.

Before Boumediene, the president Ben Bella was the first who announced the necessity of teaching Arabic side by side with French in elementary schools. After the independence, the Algerian Policy towards using Arabic in all the domains was clearly sincere as it followed a serious process of Arabization. Cubertafond (2014, as cited in Ben Rabeah, 2007) noted that Algeria has a serious legitimacy problem. It is the most important issue facing the country that has been defined as a multi-ethno-linguistic one where political leaders have used a number of instruments to legitimize the Arabization of Arabic in the post-colonial era.

The planning policy is an exhaustive operation for many nations as it is based on linguistic and non-linguistic criteria. Linguistically speaking, there are three areas where language planning can be dealt with: status, corpus, and acquisition. Any debate about Language Planning should include these aspects precisely because they are widely intertwined (Kloss, 1967).

1.1.2.1.1. Status Planning. It is a level of language planning in which decisions reflect key societal decisions made by governments, who typically favor linguistic uniformity policies as a necessary adjunct to centralization, political control, and possibly economic development coordination. Most standard languages are just the dialects of a capital city or a

royal court that have been raised to special (standard) use, such as the bible, education, law, royal courts, religious brotherhood, and so on. An example is that of French that was the dialect of Paris. The spread of a standardized code through education promotes not just linguistic but also cultural and ideological uniformity. This level of language planning does not immediately change the number of the users of a language, but rather changes the environment in which the language will be used, by either encouraging or discouraging its use (Milligan, 2007).

1.1.2.1.2. Education and Corpus Planning. This level is defined by Spolsky (2012, p.91) as “a conscious and part of the growing desire to achieve and maintain linguistic cohesion within the state”. Language planning seeks to develop a variety of a language or a language, usually to standardize it by providing it with the means and tools for serving as many functions as possible in society. It refers to changing the intrinsic properties of a language to influence its use by editing the orthography and the pronunciation, including design, harmonization, change of script, and spelling reform (dictionaries), and by changing language structure, vocabulary expansion and modernization (coining new words). This also happens by simplifying the registers and styles, and finally, by preparing for language material (Spolsky, 2012). An example to illustrate Arabic corpus planning at the level of vocabulary was in 2019 when the Emir of the Holy City of Makkah issued an urgent order to all government agencies in Saudi Arabia regarding the translation of the term "Allah" into English. The order prohibits the use of the word "God" as a translation for "Allah"; the word "Allah" must be preserved in its original form and transliterated into the English alphabet (Al zumor, 2017).

1.1.2.1.3. Acquisition Planning. This level of language planning and policy is usually done by government officials or private organizations that control textbooks, dictionaries etc. Acquisition planning is a field that gathers both statuses of language and analyzed corpora to

be introduced to a national/local level through educational systems. Hence, dealing with educational systems can include changes in textbooks, methods of teaching, curricula etc. For example, Irish officials ordered that Irish Gaelic must be taught or used at least one hour at school every day (Mac Giolla Christ, 2008).

1.1.2.2. Language standardization. Language Standardization is a socio-political process that deals not only with language but also with politics and identity. Although the standardization of Arabic began in the 8th and 9th centuries AD, it is still facing issues of cultural and political identity that were (and remain) central to public debates around language policies. Through standardization the language becomes codified, implemented and elaborated through different steps as was stated by Haugen (1972, p. 252):

1) The step of *acceptance* is actually embedded within the "stage of implementation."

This diversity of language must be approved by members of the speech community, through the promotion, spread, establishment, and enforcement of the norm. This is done by institutions, agencies, authorities such as schools, ministers, and media. In the case of Algeria, the body responsible of this step is the National Institution of Standardization.

2) The step of *selection* refers to the choice of a language variety to fulfill certain functions in a given society. The easiest solution seems to be choosing (not arbitrarily) one of the existing varieties to be elevated to the status of a standard. In Algeria, Arabic was selected for being the language of Qur'an its richness and beauty as well as the number of its speakers were also taken into consideration.

3) *Codification* is the creation of a linguistic standard or norm for a selected linguistic code, which governed the variety and how it can be formulated through dictionaries, spellers, manuals of style, texts etc. This stage is also divided into three levels:

a. Graphitization by developing a writing system, such as the Arabic alphabet

- b. Grammaticalization such VSO in Arabic vs SVO in English
- c. Lexicalization

4) The step of *implementation* makes the language better known in the society. This is usually done by the government through textbooks, newspapers, education, administrations, and parliament.

Under this step, some educational reforms have been applied by the National Committee for Educational Reform founded by Taleb Al Ibrahimy to serve the following objectives. In the first place comes the integration of the Arabic language at all levels of primary, intermediate and secondary education with a certain number of hours ranging from seven hours for the primary stage, to five hours for intermediate stages and secondary school. In the second place, they increased the number of Arabic teachers. As a result, in the period between 1964 and 1967, 3,452 teachers were employed in the primary stage, and were assigned the task of teaching the Arabic language. Therefore, in the year 1968, the first and second year of primary school were Arabized. Also, the number of teachers of the Arabic language exceeded the number of teachers of the French language by 51.5 % in all educational levels (primary, intermediate and secondary education). Then, there was the establishment of three secondary schools in 1963/64, which were fully Arabized (Derar, 1972). Starting from 1970, the Ministry of National Education and the Direction of Planning adopted several educational reforms that, according to Ben Rabah (2007), had three objectives: the democratization of education to enforce universal schooling, the promotion of science and technology, and the implementation of Arabization. In administration, all official documents such as birth, marriage, death, and nationality certificates, or identity cards have been Arabized since 1983 (Boukli-Hacene, 2006) while passports are provided in the three languages: SA, French and English, in

addition to the 91-05 January 16, 1991 law stipulating the exclusive use of Arabic in the different institutions.

- 5) The step of *elaboration* is considered as the last stage, where a stylistic development of a codified language is needed to meet the communicative demands of modern life and technology, i.e. the selected variety should have a maximal variation in function, but minimal variation in form (Haugen, 1972).

1.1.3. Comparison between MSA/QA

Haugen (1966a, as cited in Wardhaugh, 2005) declared that language and dialect are ambiguous terms. For some people, a dialect is almost certainly no more than a local non-prestigious variety of a real language, but for others like the Yiddish linguist Max Weinreich (1959) that language is a dialect with an army and a navy. In the aim of comparing between a language and a dialect, linguists listed some linguistic and non-linguistic criteria:

1.1.3.1. Linguistic Criteria

1.1.3.1.1. Mutual Intelligibility. This is known as the relationship between languages or varieties of languages in which speakers can readily understand each other without prior familiarity or special effort. It is sometimes used as an important criterion for distinguishing languages from dialects (Al-khresheh, 2015).

Dialects are the spoken varieties of a written language; the reason that they are not scripted and they don't rely on pre-established rules makes them accept many orthographic and phonological forms for the same word; "ضرك", "تو", "دوك", "درک", "الآن" [Now] are all understood and have a certain degree of mutual intelligibility, although they seem totally different to foreigners. On the other side, standard languages are controlled by a grammar system as well as specific and agreed upon orthographic forms, which makes them mutually unintelligible. Besides the fact that these Arabic dialects are different from MSA, they are also different from each other under the concept of continuum; the farther is dialect one from

dialect two, the greater is the difference between them. For instance, dialects of the Maghreb in which the word “مغرفة” [spoon] is called “خاشوقة” in Emirates, differ from those of the Middle-East in which the same word is called “معلقة”, which means a different thing in the Maghreb countries (Abu kwaik, 2018). Another characteristic is that vernaculars are flexible in their grammatical and lexical levels despite their belonging to the Arabic language. They may differ from each other because they are widely influenced by other languages such as French, English, Spanish, Turkish and Berber. The users of each dialect would integrate vocabularies from the language they have been more exposed to. Another paradox that confuses sociolinguists is the example of the Maltese language, which has a certain level of mutual intelligibility with Tunisian and Libyan dialects (Slavomir, 2015).

1.1.3.1.2 Possession of Literature. According to Tamer (2014), the literary heritage is an important criterion despite its relativity in differentiating between languages and dialects. The Arabic language is known for its richness poetry was used to describe all the topics in a creative way; satire, praise and lament have been flourished in all topics for instance, El Gahtani wrote a long poem about Shariàa Law also, billions of literary texts have been written in Arabic to cover many scientific subjects especially in the era of Islamic Golden Ages as mentioned by Menocal (1990):

The situation was such that the man who at the millenium was to be Pope Sylvester II, an Aquitainian named Gerbert of Aurillac, had come to Spain in his formative years in quest of knowledge. Gerbert stayed three years in Catalonia studying mathematics and astronomy from the collection at Ripoll, which partook of the riches of Andalusian writings on these subjects, and it is reputed that he managed a visit to the great library of Cordoba itself. (p. 29)

Alternatively, some sociolinguistic scholars claim that dialects are used in everyday conversations. However, with the advent of the internet they are increasingly used in social

networks and forums now. They have emerged on the web as a real communication language due to the ease to communicate in dialect, especially for people with a lower educational level. For that reason, social media could be referred to as a numeric library of spoken dialects. Also, there was an attempt to compile an English/Tunisian Arabic dictionary that was developed by the US Peace Corps in the late 1970s (Ben Abdelkader et al. 1977). The dictionary translates words from English to Tunisian Arabic an example from the translated words was the word “binoculars” for which there were two options: /mukabbra:t/ and /mraya:t al hind/, both of which are more used than the Arabic standard word /Nadhara:t/.

1.1.3.1.3. Language Prestige. Language prestige plays a great role in multilingual situations it was considered by many scholars as one of the five sociocultural features to describe diglossia (discussed in the next section). Mackey’s framework (1989) discussed the “language vitality” by including the relationship between prestige, function, and status as the same between past, present and future. Prestige depends on its record, or what people think its record to have been. In some cases, this is largely symbolic. Function is what people can actually do with the language. Status is the potential for people to do something with the language, e.g. legally, culturally, economically, politically and demographically. Trudgill (1972) mentioned two types of prestige: the first is overt prestige that is usually enjoyed by a standard which is explicitly codified, e.g., in grammars, usage manuals and dictionaries. The second covert prestige that is a characteristic of vernaculars speakers do not openly praise them, but their local identity function means that they favor them over more standard varieties in community internal communication.

1.1.3.2. Non-Linguistic Criteria (Socio-Political and Cultural Criteria). The Arabic language confronted a miserable situation during the colonial period, but after independence local governments started restoring their multilingual freed nations; therefore, authorities took into consideration political, sociological, ethnic and religious belonging in selecting the future

standard language. For Algerian authorities, three ideologies can be cited: Islam, nationalism, and socialism.

- Islam was and remains the most legitimizing aspect to differ between the standard variety and the vernacular. Since the Arabic language was the language of Prophet Mohammad (Peace Be Upon Him) and that in which the Qur'an was revealed, it becomes closely related to Islam and its believers who gain level of prestige inside their speech community.
- Nationalism has been the most significant motive for the Algerian community mainly after the independence where the Algerian authorities could not restore the national identity without a language policy. Algerians had been asking for the officialization of the language that unifies them as a result, Arabic was chosen unanimously.
- Socialism was also a major aspect in selecting Arabic as it unifies the Algerian society despite its linguistic diversity. During the colonial period, French was implemented as the unique official language of Algeria. As a reaction to the colonial legislators who declared Classical Arabic as a “foreign language”, Algerian authorities declared MSA as the language of the Algerian society.

1.1.4. Overview of the Tebessi Context

Tebessa is a multilingual province that witnessed the migration of Fatimids (Idris, nd) revised by (El yaalaoui, 1985) that participated in shaping the Berber, Tebessi spoken dialect as it is known nowadays. In Tebessa, as in any other speech community, language variation happens at all levels of language; that is why sociolinguistics distinguishes between different types of variants, namely phonetic, phonological, morphological, lexical, and syntactic variants.

- 1) The phonetic variant takes place when the same phonological pattern has different phonetic realizations, for example the Arabic phoneme /q/ or /ق/ has two variants: a

uvular voiceless [q] in words like in “قلم” /qalam/ [pen], and a voiced velar plosive [g] like in “Gamra” [moon].

- 2) The phonological variant takes place when the same lexical unit has alternate phonological structures. For example, lexical items like the verb “came” can be pronounced with or without a suffix in the third person singular masculine as follows “جيت” or “جيت” [you came].
- 3) The morphological variant appears when the same word has alternate morphological structures. For example, in the district of Chreaa, people use the imperative verb forms with females interchangeably such as: “جيب” or “جيب” [bring].
- 4) The lexical variant is noticed when the same meaning is expressed in two different lexical items or when two lexical items are partial synonyms. The Algerian currency has been influenced by the diglossic situation as it has different nomenclatures in both varieties, for example “عشرة آلاف دينار” as standard vocabulary versus “حجرة”, “بريكة”, or “مليون” as vernacular vocabularies equivalent to the monetary amount *one million*.
- 5) The syntactic variant occurs when the same meaning is expressed by different syntactic structures examples of this kind are observed in of the following utterances: “راح يقرأ” as vernaculars and “ذهب إلى المدرسة” that means “He went to school”.

As Haugen (1966) asserted, the terms “language” and “dialect” represent a simple dichotomy in a situation that is almost infinitely complex. The second section will describe better the relationship between the language and the dialect under the concept of diglossia.

1.2 Section two: Diglossia

The first problem in any study of Arabic is for one to point what is meant by “a mother tongue”: Is it MSA or QA? The Arabic linguists and researchers have enticed the attention to the field of sociolinguistics as much as the western world did. Newly, linguists have begun

scrutinizing the outcomes of some sociolinguistic phenomena such as diglossia, bilingualism, code-switching etc. as well as their effects on the educational side. Diglossia is the most revealing social features that impact the language.

1.2. 1. Definition of Diglossia

Sociolinguistics has arisen as a reaction against the shortcoming of asocial linguistics, which is interested in the exclusion of the social function of language and concerned only with the internal structure. One of the important topics of sociolinguistics is language contact. Among its effects is the phenomenon of “Diglossia”. According to Zughoul (1980), the term “diglossia” was first utilized by the German linguist Karl Krumbacher in 1902, and then by the French orientalist William Marçais (1930), who defines it as a competition between the written language and the spoken vernacular. However, the American Charles A. Ferguson (1959) discussed widely this linguistic situation through approaching the interconnection between the SA and QA in his article, entitled *Diglossia* (1959), where he dealt with four linguistic situations: the Arab World Classical Arabic [Al Lughà Alfushà] versus Colloquial [Addarija], Modern Greek Katharevousa versus Dimotiki, High German versus Swiss German in Switzerland, and French versus Haitian Creole in Haiti. Ferguson named the superposed variety “High” (for instance: MSA) and lower variety “Low” (for example: Tebessi dialect). According to him, diglossia is a situation where two varieties of languages coexist in a given community; each of them has a given role.

1.2.2. Theoretical Assumptions About Diglossia

Diglossia, in simple terms, refers to the use of two varieties in the same society for complementary purposes. There are three assumptions of diglossia: one is provided by Marçais, and the others by Ferguson and Fishman.

1.2.2.1. Marçais’ Diglossia. The most common opinion is that the word diglossia first appeared in 1930 in an article written by the French dialectologist William Marçais to

describe the linguistic situation in Arabic speaking countries when he accounted for the linguistic situation in Algeria. In fact, he is considered as the first one who described this situation in Arabic as a conflict between the written literary language and the vernacular. Marçais used the French word “Diglossie” to describe two distinctive aspects of a language, but he did not explicitly mention their particular function.

1.2.2.2. Fergusonian Diglossia. The term “diglossia”, first used in the French language as “Diglossie”, was first inserted into the English sociolinguistic literature by Albert Ferguson (1959) in his known article “Diglossia”. For him, it’s a situation “where two varieties of a language exist side by side throughout the community, with each having a definite role to play” (p. 325). Actually, the real debate about diglossia started with his famous article in which he considered the four linguistic situations (mentioned blow). He proposed that these languages have upper varieties and lower ones used in special, definite, social functions. Ferguson’s definition of the concept is quite specific in that the important component of a same language is the two varieties: the H variety (the official language) and the L variety (the incorrect usage of the H variety).

Ferguson also emphasized the necessity of the usage of the right variety in the right situation. He divided these varieties according to formality (Fergusson, 1972, p. 236). These are the situations for which H and L varieties are appropriate:

Table 2

Functions of the H and L Varieties of the Arabic Language

Superposed Variety	Primary Variety
-Sermon in Masjid or Church	-Family, Friends, and colleagues’ conversation
-Personal letters	-Radio Soap Opera
-Poetry	-Folk literature
-News paper	-Instruction to servants, workmen, waiters,
-University lecturer	

-Political speech	or clerks.
-New broadcast	

As shown in the table, for each context, different variants are used. Regardless of whether it is a formal official environment, the superior variety will be used, but if it is informal social, the low variety will be used. In detailing the functions of each species, Ferguson believes that the sermon in a Masjid or a church takes place in the high variety because it is a sacred, holly place, so people must speak formally. When it comes to parliament, the setting is formal; however, the Algerian president for example uses a mixture of MSA and QA. Concerning this idea, Ferguson (1959) asserts that Diglossia occurs when the speech community has the following situations:

- a) The presence of the low and high varieties
- b) Constant coexistence of both varieties
- c) H is a cognate variety of the primary variety, but structurally distant from it.
- d) The high variety is codified and standardized.
- e) H is used in formal written and spoken situations.
- f) H is learned from school through formal education.
- g) H is prestigious and official.

1.2.2.2.1. The Fergusonian Conceptualization of Diglossia. Ferguson (1959) used the term “Diglossia” to describe a linguistic situation where two varieties of the same language are used for different purposes. According to him, there is a low variety and a high one. The former is used in informal spheres while the latter is used in formal settings. He described diglossia as follows:

Diglossia is a relatively stable language situation in which, in addition to the primary dialects of the language (which may include a standard or regional standards), there is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a 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 section of the community for ordinary conversation. (p. 326)

In his words, Ferguson used the term “primary” for the low variety and “superposed” for the very divergent, highly codified variety. According to him, each variety is used in a specific situation (See Table 2).

1.2.2.2. Features of Fergusonian Diglossia. Ferguson (1959, pp. 328-335) proceeded to explain diglossia under nine rubrics:

- **Function:** both varieties are different but several types are used in their special domains. H used for formal speeches, writing, and high function. L used for conversation and low functions.
- **Prestige:** the high is the most prestigious than the low. The first is used in religion, literature, education; the second is used in daily conversation.
- **Patrimony of literature:** The low variety is not written, while both prose and poetry in diglossic languages are in H variety.
- **Acquisition:** the first variety which is acquired is low as it is the mother tongue. The high variety is learned at school.
- **Standardization:** one of the major characteristics of H variety is a grammar system. Ferguson (1959, p. 435) observed that H is grammatically more complex. In other words, Standard Arabic (SA) marks several categories of grammar such as the

normative, generative, accusative, duality in pronoun, verb and adjective. None of the Arabic dialects has retained these grammatical categories.

- **Stability:** diglossia is a stable phenomenon; it does not change for centuries.
- **Grammar:** as mentioned above, H has grammatical categories not present in low variety and vice versa.
- **Lexicon:** an explicit feature of diglossia is the existence of paired lexical items, where L and H varieties have different terms for the same object. For instance, the SA word for knife is “سكين”, /sikkin/, whereas its dialectal equivalent is “موس”, /moos/. In this context, Ferguson (1959) said that: “a striking feature of diglossia is the existence of many paired items”, as for “أنف” /ʔnfun/ (the high Arabic word for *nose*) and “مناخير” /manaxir/ (the high Arabic word for *nose*), where /ʔnfun/ “never occurs in ordinary conversation” and /manxir/ “is not used in normal written Arabic” (p. 334).
- **Phonology:** the phonological systems of H and L cannot be easily separated from each other because they are not known. With reference to the Algerian dialectal that includes sounds like /p/ and /v/, which are actually absent in the SA, the existence of such foreign sounds is a result of the contact with other languages such as: French and English.

Ferguson’s definition of diglossia has been criticized and studied extensively even by himself, when he acknowledged some weaknesses in his article “Diglossia Revisited (1991)”. According to Bassiouney (2009, p. 11), a number of questions arise from Ferguson’s definition:

- Is there only one H variety?
- What happens when countries have more than one language used in everyday use, such as Algeria where some persons are also fluent in the French language?

1.2.2.3 Fishman's Extended Diglossia. Fishman (1967) has suggested another viewpoint concerning the phenomenon of diglossia, which he called "extended diglossia" in which he explicated that a diglossic condition may exist even in bilingual and multilingual cases, where the two sorts are genetically unrelated. Fishman has implicitly dismissed the degree of structural proximity between codes as irrelevant to the definition of diglossia, asserting that "diglossia exists not only in multilingual societies which officially recognize several 'languages' but, also, in societies which are multilingual in the sense that they employ separate dialects, registers or functionally differentiated language varieties of whatever kind" (1967, p. 30). Fishman indicated that diglossia has been extended to cover situations where forms of two historically distant and genetically separated languages establish the H and L varieties. For example, he spoke about Standard English and Caribbean Creole, Spanish and Guarani in Paraguay.

1.2.2.4. Diglossia in Relation to Bilingualism. In Fishman's assumption, this phenomenon differs from bilingualism. The diglossic communities have the knowledge of varieties of the same language, such as Tebessi dialect and SA, while bilingual communities have the knowledge of two different languages, such as SA and Italian. In this regard, Fishman (1971) has proposed four scenarios in which he showed:

- a) **Diglossia Without Bilingualism:** This is the situation of speech communities sharing the same political, economic, and religious status but they differ in their socio-cultural affiliation. This possibility happens in a situation where the social groups lack interaction between them, i.e. their intercommunications have been depending on translators and interpreters. Fishman (1971) exemplified the situation by Danish, Salish, Provençal and Russian Societies in Pre-World War I Europe.
- b) **Diglossia and Bilingualism:** Fishman (1971) represented this case with Paraguay's situation where half of its population uses both Guarani and Spanish.

c) Bilingualism without Diglossia: This scenario occurs when the individuals of a given society do not adhere by the social norms governing where, when, and with whom certain codes would be preferable.

d) Neither Bilingualism nor Diglossia: According to Fishman (1971), this type is rare and hard to find, only in small, isolated and undifferentiated speech (Some examples are mentioned in Table 3).

Fishman's quadruple social model covering bilingual societies and structurally unrelated languages and greatly expanding the Fergusonian approach is summarized in the following table:

Table 3

Kinds of Extended Diglossia. Fishman (1967)

<p>Type 1: both Diglossia and Bilingualism</p> <p>Description: The community describes both H&L fluently</p> <p>Example: German Swiss, Spanish & Guarani in Paraguay</p>	<p>Type 2: Diglossia without Bilingualism</p> <p>Description: H&L are two segregated groups living in the same area.</p> <p>Example: Tsarist Russia before the WW (the nobles speak FR; the masses speak Russian)</p>
<p>Type 3: Bilingualism without Diglossia</p> <p>Description: H &L have been merged in a language can be used for any purpose.</p> <p>Example: industrialized countries western world, westernizes countries in Africa & Asia</p>	<p>Type 4: neither Diglossia nor Bilingualism</p> <p>Description: completely single language. A society without diversity.</p> <p>Example: isolated tribes, gang or clan (imaginary)</p>

1.2.3. Outcomes of Language Contact

1.2.3.1. Diglossia and Code Switching (CS). Code switching is a linguistic situation that occurs as a normal result of language contact and bilingualism. Code switching is the daily reality of using more than one language in daily life conversations. Trudgill (1992) defined code-switching as “the process whereby bilingual or bidialectal speakers switch back and forth between one language or dialect and another within the same conversation”. In the same way, Hudson (1996) stated that bilingual or multilingual speakers choose between the languages that they master according many circumstances. The first is which language could be understood better by their addressees.

Hudson’s definition was not far from Trudgill’s. Both definitions described the process of CS in bilingual societies as well as bidialectal speech communities in which people switch as a communicative tool, or to exclude someone or to show prestige expertness. Code switching serves different functions that can be social, stylistic, communicative or linguistic. Mejdell (1999) stated that there is a lot of similarity between the factors that control the linguistic choices among different interacting codes whether these codes are languages, dialects or registers. Therefore, a number of linguists prefer to study diglossia as a part of code switching (Bassiouny, 2006). An example of this study deals with the alternation or the switch between SA and AA that researchers call “diglossic switch”.

1.2.3.1. Diglossia and Code Mixing (CM). For many researchers like Hassaine (2011) and Elawadi (2018), it is a dilemma to make the comparison between code-switching, code mixing and borrowing, especially in a diglossic society like Algeria where Classical Arabic, Algerian Arabic, Berber and French coexist. Code mixing is the change of one language to another within the same utterance or in the same oral or written text. With its three types -insertion, alteration or congruent lexicalization- code mixing becomes a common phenomenon in multi-linguistic societies. In Algeria, similarly to other Arab countries, people

interact with one another using mixed utterances whereby they use some vocabularies from one specific code and modify it based on the grammatical rules that are the easiest and the most fluent from any other linguistic code. An example of that is when people use the verb *download* then add the prefix /ih/ from Arabic to form the imperative /downloadih/. For the same purpose, people apply Arabic affixation to use French verbs in their daily life such as /telechargihouli/, /enregistriha/, /supprimitou/ /n'ajoutihalek /.

1.2.4. Typology of Diglossia

Fasold (1984) made a comparison between Ferguson's and Fishman's conceptualization that focused on different points, which are:

- Restricted versus extended diglossia
- Endoglossia versus exoglossia
- Genetic versus non-genetic diglossia
- Narrow versus broad diglossia

Intralinguage versus Interlanguage. Fasold (1984) stated another type called "triglossia" involving three rather than two levels: basilect (L), mesolect (M), and acrolect (H). he mentioned the example of Sawahili in Tanzania that is use with two other languages: English and the local vernacular. In the same wave Ennaji and Sadiqi (1994) discuss the "quadriglossia" existing in the Maghreb and the Arab world in general, where Classical Arabic occurs in religion, official speeches and poetry; Standard Arabic in scientific, political and administrative discourse; and Vernacular Arabic in informal settings, in addition to an elevated colloquial or "Educated Spoken Arabic" that is used for mediated spoken interaction.

Fasold's classification of diglossia sheds light on new types of diglossia. First, "polyglossia", coined by Platt (1977), is a type of diglossia that contains one or more acrolects, one or more mesolects, and one or more basilects (Platt, 1977). Second,

“Schizoglossia” used by Haugen (1962) to describe the linguistic insecure in the diglossic countries in general and the Arabic linguistic situation in specific.

1.2.5. The Theory of Third Language

Any linguistic conflict leads to the flourishing of one specific code and the disappearance of the other, but in the case of the Arabic conflict, a new code emerged as a bridge between the colloquial informal variety and the standard prestigious one (Chachou, 2013). The motive to search for a mediator between classical and colloquial Arabic is to find a middle ground between classical Arabic, which some claim as far from the actual public life, difficult to be mastered, or even impossible to be mastered as well as its rules, and the vernacular, which some others claim to have vitality, effectiveness, and proximity to the general reality, and enhances its position, and leads to its superiority over the classical one.

While Ferguson’s conceptualization was based on the linguistic stability of diglossia, other scholars claimed the dynamic of the phenomenon by suggesting different models. Studies that posit intermediate varieties between SA and QA have followed two approaches to critique the contextual polarization of SA and QA.

The first approach explains the discrete varieties between SA and QA. Researchers came with different views. Albirini (2006) has mentioned the researchers’ suggestions. The first was Blanc (1960) who came with a suggestion based on five levels of varieties: classical, modified classical, elevated colloquial, koineised colloquial, and plain colloquial. Others like Cadora (1992) suggested three spoken varieties: Modern Standard Arabic, intercommon spoken Arabic, and dialectal Arabic. In the same way, El Maatouk (2005) suggested the idea of “third language” or “the middle language” or “Educated Spoken Arabic (ESA)” that he considered as the adequate solution to the linguistic gap between SA and QA when he focuses mainly on one intermediate variety. Ryding (1991, as cited in Albirini, 2006) defines ESA as a supra-regional prestige form of spoken Arabic practical as a means of communication

throughout the Arabic-speaking world. ESA is characterized by its mixed corpus, its nature as a lingua franca used in intercommunications among Arabs from various countries, and its standard/formal status.

Despite acknowledging the fluidity of the concept of ESA, Ryding (1991, as cited in Albirini, 2006) gives a number of specific aspects of this variety in terms of phonology, morphology, and syntax that distinguish it from the standard form of language. Khamis-Dakwar and Froud (2007) did the same thing, when she has proved neurolinguistic differentiation between the two varieties of Arabic language, her study has been conducted particularly on MSA and Palestinian Colloquial Arabic (PCA).

The second approach for combining SA and QA proposes a range of levels with variable degrees of interconnection between both SA and QA. Badawi (1973) in his book *Mustawayat Al-lughā Al-arabiyya Al-mu‘asira fi Misr* takes a similar technique according to, which represents the most comprehensive work on intermediary levels of Arabic. Badawi (1973) identifies and describes in detail five levels of Arabic mentioning the idea of continuum between these levels:

- 1- fuṣḥa t-turaath “inherited Classical Arabic,”
- 2- fuṣḥa l-aasr “modern Classical Arabic,”
- 3- aamiyyat l-muthaqqafiin “colloquial of the educated,”
- 4- aamiyyat l-mutanawwiriin “colloquial of the literate/enlightened,”
- 5- aamiyyat l-oumiyyiin “colloquial of the illiterate.”

Badawi builds his taxonomy on the analysis of Egyptian social media; he has described the events, context, format, and the speakers of each of his levels unlike Ferguson, whose description of SA and QA focuses mainly on the situational factors governing their use.

According to Amara (1995), the proponents of ESA have been attacked by classicists who defended the Islamic identity for Muslims and the Arabic unity for non-Muslims. The

Classical Arabic devotees were successful in preserving the language's status although their success has been restricted for writing. In the other side ESA was gaining size and strength even in formal domains.

Although diglossia was a debatable subject for many scholars, it remains incompletely understood. The majority of studies dealt with the spoken aspect of diglossic languages, but we think that the writing aspect is so important especially in the domain of education.

1.3 Section Three: The Writing Skill in Education

For a long time, teachers underestimated the value of writing despite all its benefits in developing learners' mastery of language. They claim that the listening and speaking skills are much more important than reading and writing. After the World War II, linguists such as Pulgram (1951) and Berry (1958) started to study written language as it played a significant social and educational role. In diglossic societies, writing proficiency becomes more tiring for learners exposed to two different linguistic varieties. The formation of single, isolated utterances has been the focus of psycholinguistic investigations of language production. Writing is the final step in the process of language production that starts in the mind and ends on the paper. Scholars such as Krashen and Terrell (1983) hypothesised that the second language must be acquired in order to be produced; therefore, the acquisition operation has been a controversial topic.

1.3.1. Major Theories of Language Acquisition

1.3.1.1. The Behaviorist Theory. Skinner (1957) examined language behavior in terms of its natural occurrence in response to environmental circumstances and its impact on human relationships. The components of classical conditioning, which include unconditioned and conditioned stimuli, as well as operant conditioning, are used in Skinner's behavior learning technique. Language learning, according to the behaviorist idea, is a habit-formation

process that entails a time of trial and error in which the infant attempts and fails to use accurate language until it succeeds.

In addition to the stimuli and rewards required for operant conditioning, infants have human role models in their environment. If a youngster begins to babble in a way that approaches suitable words, a parent or a care giver will praise him or her with positive reinforcement such as a grin or clap. Because, the babblings were rewarded, future articulations of the same sort into groups of syllables and words in a similar scenario are reinforced.

Rajagopal (1976) stated that students who were weak in English were found to be those who were hampered by their surroundings. They were given less encouragement to speak English at home. Even their contacts outside the family did not provide them with opportunities to hone their language skills. His findings are backed by the theory that Malay students aren't getting enough English exposure. In the same way, Magin (2010) claimed that adult populations in Arab countries have illiteracy rates ranging from 10% to 60%. As a result, illiterate persons are unable to communicate in Standard Arabic, which is not utilized in everyday interactions and is mostly relegated in the classroom.

1.3.1.2. The Innateness/Nativist Theory. According to Noam Chomsky's innateness theory, children have a biologically-determined, inborn or innate aptitude for language acquisition. Language, according to Goodluck (1991), is a fundamental element of the human genome, a feature that distinguishes humans, and its learning is a normal element of puberty. Chomsky discovered that a child's Language Acquisition Device (LAD), which serves as a mechanism for working out language norms, is naturally primed to learn language regardless of the setting. Chomsky thought that all human languages are based on the same fundamental principles. According to him, infants learn grammar because it is a universal property of

language and an inborn development. He termed these basic grammatical principles as Universal Grammar.

Lenneberg (1964) proposed that the key period of language learning ended around the age of twelve. He believed that if no language had been learnt before that time, it could never be learnt in a normal and functioning way.

1.3.1.3. The Cognitive Theory. Piaget (1990) hypothesized a “four stage theory of cognitive development” (p. 2) that encompasses language development. In his theory, Piaget stated that children do not think like adults. They must first actively establish their own understanding of the world through their interactions with their surroundings before they can begin to create language i.e., before a youngster can learn the language that conveys a notion, they must first understand the notion. According to Goodluck (1991), when language develops, it usually happens in stages, and children go through these phases in a predictable order that is the same for all children. These stages are: 1) the sensory-motor stage, 2) the pre-operational stage, 3) egocentrism, and 4) the operational stage. In the last one, language indicates the progression of children’s thinking from immature to mature, and from irrational to logical, at this time. They can also "de-center" or see things from a different perspective than their own. Children's language becomes "socialized" at this phase, and includes things like questions, replies, instructions, and criticisms (Piaget, 1990)

1.3.1.4. The Social Interactionist Theory. Children can be influenced by their environment as well as the language input they receive from their caregivers, according to Vygotsky's (1978) social interaction theory. Although Skinner's, Chomsky's, and Piaget's theories are all extremely diverse and significant in their own ways, they don't always account for the reality that youngsters don't come into contact with languages. According to the interaction hypothesis, language exists for the purpose of communication and can only be taught through interaction with adults and older children. Vygotsky (1978) also coined the

terms: "private speech," which refers to when children must speak to themselves in a self-guiding and directing manner, initially out loud and then internally, and "zone of proximal development," which refers to tasks that a child cannot complete alone but can complete with the scaffolding of an adult.

1.3.2. Famous Models of Language Production

In the recent decades, the fascination with language production has spawned a slew of psycholinguistic theories that attempt to explain how language moves from the mind to the mouth. Psycholinguistic theories of language creation, in particular, have attempted to explain the system's efficiency and correctness. The considerable debate has been observed between modular and non-modular models of language production. Researchers like Levelt, Garrett, and Laver (1989) adopted the modular model, unlike Dell and Mackay (1986) who defended the non-modular model.

1.3.2.1. Levelt's Speaking Model (1989). This model has been widely accepted and selected as the most famous. The concept is built on decades of research in the field of psycholinguistics as well as a large amount of empirical data. Levelt (1989, 1993) proposed a speech production system that "consists of a number of autonomous components that are responsible for various aspects" of speech creation (p. 2). The model is shown in Figure 1, and its components are:

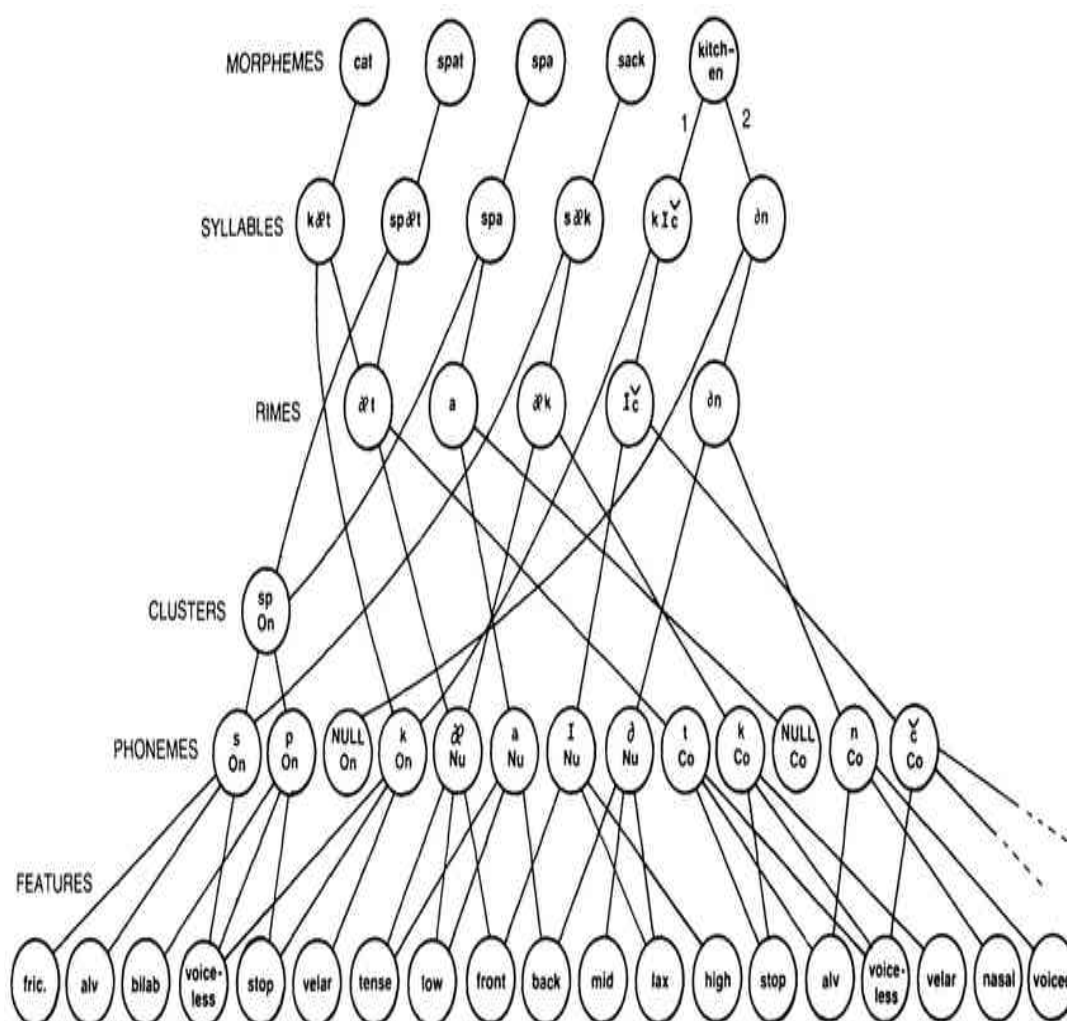
- **The Conceptualizer:** it is one of these components, and it is in charge of creating and monitoring messages. This component is in charge of generating the communication content, intention, as well as ~~for~~ putting it into a logical conceptual strategy. In addition, the conceptualizer keeps an eye on what is about to be said as well as what has already been stated, what has been stated and how it has been said. Declarative knowledge is required to generate a message. Levelt divides message planning into two stages: macroplanning and microplanning. Macroplanning entails obtaining information in order

Levelt (1989) states: “Human controlled processing tends to be serial in nature, and is therefore slow” (p.21). In opposition to the serial model, a computational interactive non-modular model has been suggested by Dell (1986).

1.3.2.2. Dell’s Interactive Model (1986). This model follows the connectionist theory of language production. It is described as interactive because information flows upwards as well as downwards. It is also called “the cascading model”, in which processing at lower levels can start early; this means that the nodes in all levels (conceptualization, formulation, and articulation) are activated at the same time; the information moves back and forth between them. The following figure explains the idea of interactivity between stages:

Figure 2

Dell’s Spreading Activation Model (1986)



Activation spreads throughout the network without constraints; there is full cascading. It is always the most highly activated word or lemma node that gets selected. The moment of selection is determined externally, by the developing syntactic frame of the utterance. Upon selection, the node receives an extra jolt of activation, which triggers its phonological encoding.

1.3.3. Second Language (L2) Production

Similarly, to the production of First Language (L1), L2 is produced through three major steps: First, deciding what to say (conceptualization), then how to say it (formulation), and finally articulating it (articulation) (Levelt, 1989, p.2). Despite all the similarities between L1 and L2 production, some notions remain difficult to explain for L2 speakers because they cannot find the correct words to express them. Furthermore, the semantic, syntactic, morphological, and phonological information for some lexical items in the lexicon is not fully stated, which frequently leads to errors

1.3.4. Steps of Written Language Production

Many of the procedures in the production of written language are similar to those in the production of spoken language. The main distinction is that once a lemma and its morphological representation have been accessible, the orthographic form must be retrieved and generated rather than the phonological form. In a research work, French speakers were shown illustrations of items such as a *seal* (phoque) and a *pipe* (pipe) and were asked to write their names as rapidly as they could, for which the initial phoneme has an unusual spelling (/f/ is usually spelled as f in French), than for items such as pipe, for which the initial phoneme is spelled in the typical manner. Thus, even when a to-be-spelled word is not presented orally, its phonological form appears to be involved in the selection of the spelling (Bonin, Peereman, & Fayol, 2011).

When it comes to conceptual preparation and planning, writing varies from speaking as writers often need more time. They may have a greater effort to do so as well, because the intended reader of a written document is frequently separated from the author in time and space. This may lead to several types of writing misuse in all languages.

1.3.5. Typology of the Misuse of MSA in Writing

The issue of error in language is very old and is caused, according to Tantawi (2005), by several factors including historical, psychological, educational, social, and mental issues; therefore, the MSA misuse represents a massive concern for language teachers in regards of the educational process and its written aspect. Specifically, Arabic teachers complain about the students' weaknesses in the Arabic language at all levels: grammatical, morphological, spelling, stylistic and syntactic.

1.3.5.1. Mistakes related to grammar. In the Arabic language, two sub-categories of grammar are created and developed by Abu Aswad Aduali to protect the Arabic language from any distorting shift. He called them: Al nahw and Al sarf, the former focuses on definition of speech, types of speech, character definition, syntax and construction, the latter focuses on the morphology of words, and this is what differentiates it from Nahw. The science of Nahw concerns only the endings of words while the science of Sarf concerns the word itself, its base, and its morphology. Previous research has illustrated a lot of examples of grammar mistakes such as: "قمرن" instead of "قمر", "بلمسجد" instead of "بالمسجد", "أطفل" instead of "الطفل", and "رأيت رجل" instead of "رأيت رجلا" (Al awadi, 2018)

1.3.5.2. Mistakes Related to Spelling. Medah (2020) defined spelling mistakes as errors represented in converting understandable and audible sounds into written symbols, i.e. into letters that are placed in their correct positions in the word, the straightness of pronunciation and the emergence of the intended meaning. Examples of that are the following: "ذالك" instead of "ذلك" or "ذهبة" instead of "ذهبت".

1.3.5.3. Mistakes Related to Style. These errors are related to the expressions used in sentences and phrases and their formulation templates and meaning. In other words, stylistic errors lie in the way learners formulate their expressions using sentences and clauses that do not agree with the meaning and thus fall into what is called the *Thinness of Style*. A major type of stylistic mistakes in written expression is the one caused by diglossic Arabic as mentioned under the next title.

1.3.6. Aspects of diglossic Arabic in writing

It is one of the stylistic mistakes that learners make as they adjust and change their style believing that it may lead to the intended meaning. Moreover, pupils ignore the existence of vernacular vocabularies inside their texts believing that they convey the same meaning as the standard ones (Medah, 2020). Previous studies show that this kind of mistakes could be observed at different levels of speech

- At the noun level: pupils used “الغنى” instead of “الغناء” referring to *singing*.
- At the verb level: pupils used “لابسين” instead of “يلبسن” to describe women’s clothing in a wedding.
- At the adjective level: pupils in the same study used “قلقان” instead of “قلقى” and “فرحانة” instead of “فرحة”.
- At the preposition level: pupils used “إذهب عليا” instead of “إذهب عني” (Elawadi, 2018).

Despite all the above-mentioned obstacles, written expression remains of great importance as it improves students’ linguistic ability through editing and creation. For that reason, teachers’ feedback is mandatory to reduce linguistic errors and to provide the learners with correct and formal language.

Conclusion

Because of historical, political, and sociological causes, Algeria has had a conflictive sociolinguistic condition from antiquity to the current day. The complication of the circumstance has raised a slew of educational issues. In the next chapter we will shed some light on such linguistic paradox in the district of Tebessa in which we have focalized our interest on primary school pupils.

Chapter Two: Research Design and Data Analysis

Introduction

This chapter outlines the general methodological rationale behind the present study. It will review the different procedures and methods that underpin our dissertation. Therefore, it will explain our context of investigation, which is the effect of diglossia on the writing performances of pupils, as well as the sample and population from whom the data was obtained, and a description of the research instruments that were used (the interview, the questionnaire, the classroom observation and the written test). After that, this chapter will include the type of data required (qualitative and quantitative) and the site in which the research was conducted.

2.1 Section One: Research Design and Methodology

2.1.1. Research Design

According to Goddard & Melvill (2001, p.1), “a research goes beyond the process of gathering information, as it is sometimes suggested: rather it is answering unanswered questions as a part of discovering or creating a new knowledge”. In our dissertation, we were interested in the combination of the qualitative and quantitative approaches in order to obtain thorough, complementary, and authentic data. The qualitative research design is also known as the “Socio-Anthropological” research paradigm as it is interpretive and ethnographic in nature (Ochieng, 2009) and is conducted for the sake of obtaining the rich knowledge of respondents’ experience. In this regard, we have adopted in this research a descriptive qualitative method. The quantitative research paradigm, however, is known as the scientific research paradigm, and provides validity by a process of thorough clarification, definition, or the use of pilot studies, as well as simulation research methodologies (Ochieng, 2009). Thus, our research is based on a mixed-method concurrent design known as the “nested (embedded)

design”. It usually entails collecting and analyzing quantitative and qualitative data at the same time, but in different ways, so that the researcher may fully comprehend the research problem (Creswell, Plano Clark, et al., 2003). Accordingly, we gathered information by means of a questionnaire for teachers, an interview for pupils, a written task for students who were asked to “Describe a place they have visited and their feeling during the journey”, and a classroom observation as an additional tool

Our research is not based on the controlling of variables; it measures the relationship between two variables: the independent variable (the degree of pupils’ exposure to vernacular), and the dependent variable (the existence of colloquial vocabularies in pupils’ written texts); thus, a correlational design has been selected and carefully integrated with the qualitative design at the stage of data analysis (Creswell, Plano Clark, et al., 2003). The correlational design has been chosen as it is the most adequate to measure such relationship.

2.1.2. Population and Sampling

Free writing comes at the last stages of primary education, and it is the task in which the students have a certain level of freedom to choose their ideas and vocabularies (Al khouli, 1998). Based on this, final grade primary pupils were chosen for the present research. The reason behind this choice is that it is evident that the majority of participants are able to write paragraphs from their own ideas, unlike pupils in lower levels who should have extra scaffold from their teachers. As the principal objective of this dissertation is investigating the effects of Arabic diglossia on fifth grade pupils’ linguistic performance, the sample has been chosen purposefully from two distinct primary schools (Hati Djamel Eddine and Ziani Elawrdi). Purposive sampling has been chosen as it is the most appropriate in the current research where we seek a certain level of representativeness (Pandey, 2015).

The sample in this research entails 55 pupils enrolled in both primary schools, and 23 teachers. The restricted size of the sample does not affect the representativeness since we

reached saturation. Creswell (1998) does not take sample size as an issue in qualitative researches for which he advocated interviews with up to ten people in phenomenological research, while in grounded theory, interviews with 20-30 persons are accepted.

The sample is mixed in term of gender, but homogeneous in term of age (see figure 3). All pupils are originated from Tebessa province, so we assume that they use the Algerian Tebessi (AT) as vernacular in addition to SA as the formal level of language. Teachers' sample is also mixed, but in terms of experience; some teachers have been teaching for 28 years, while others have only a six-year experience.

2.1.3. Instrumentation

This research aims to answer the following research questions:

- 1) To what extent does diglossia affect the word choice process for primary school pupils?
- 2) Is there a relationship between the phenomenon of diglossic Arabic and pupil's written production?
- 3) What are pupils' and teachers' attitudes towards Modern Standard Arabic (MSA) and Colloquial Arabic (QA)?
- 4) What is the real situation of MSA inside primary schools of the province of Tebessa?

This encouraged us to take on the challenge of using four data collection tools each of which answers one specific research question. To gather more accurate and reliable information, we adopted a concurrent model suggested by Creswell (2006) as one type of mixed method models.

2.1.3.1. Pupils' Interview. In this research, a structured interview was used to collect data. Using the aforementioned tool denotes that the questions had been prepared and organised before they were given to the participants. The interview was tested in a pilot study with a sample sharing the same characteristics of the target sample. The pilot study was of

great benefits as it helped us reformulate, add, and omit some entries. The interview is divided into two sections; each section had its own questions and its specific theme. In addition to what has been previously mentioned, the respondents in the sample were asked to answer every single question (none of them has been skipped). However, some questions, during the time of the interview, were reformulated. Thus, truthful answers were provided by the interviewees, who were enthusiastic towards the research. Furthermore, some points were debated to get the required answers.

The interview was used in this research for several reasons. First of all, the participants were few as their original groups have been divided into halves in a preventive strategy against covid-19. Therefore, it was easy to interview them one by one. In addition to that, using an interview enabled us to reformulate the questions to the interviewees since they have different educational levels and they come from different backgrounds. Therefore, the questions were simple and clear to match the participants' ages as well as their educational level. Moreover, the participants could express opinions and ideas freely even though, sometimes, the ideas were wrong. In a similar vein, this data collection tool was also more important than any other tool because it discovered data in depth. Furthermore, Block (2000) claims that the purpose of interviews in linguistic research is to take the participants' words (as cited in Alshenqeeti, 2014, p.42), which is why this research aimed to examine the language used in specific contexts (home, school and street).

Additionally, Bloom and Crabtree (2006) noted that “the interviewer may take the opportunity to clarify certain points and the interviewee may correct the interviewer as they both make sense together of the interviewee's world” (p.317). As an illustration, using an interview for discussion and correction of specific advice is effective because the interviewer may overlook important details especially when it is combined with a content analysis

2.1.3.2. Content analysis. The major obstacle in analysing participants' texts was that of how to distinguish between the standard form of Arabic and its vernacular. MSA and its varieties share a lot of cognates, words used differently in both varieties but have different meaning, and the relationship becomes opaque once vowelization is eliminated (Maamour, 1998). In the same subject Saiegh-Haddad (2017), noted the difficulty of drawing clear distinctions between spoken and written norms. Despite its difficult procedure, content analysis is described as a typical method for examining written texts; it is an approach that requires researchers to establish a convincing case for the reliability of their data (Potter & Levine-Donnerstein, 1999; Sandelowski, 1995a)

2.1.3.3. Teachers' Questionnaire. The questionnaire is an important, useful instrument for collecting and recording data about a particular issue of interest. It supplies information about people's beliefs, attitudes, motivation and preferences. The design of a good questionnaire's items is important since the quality of data is affected by each item. Kumar (2011) explained the effect of the well-structured questionnaire that takes extra care from the researcher, on the understanding of participants, who might respond without asking for explanation.

As far as the present research is concerned, the questionnaire was administered to 23 teachers in Hati Djamel Eeddine and Ziani Elwardi primary schools. It was a semi-structured questionnaire mixed of closed-ended as well as open-ended items. The aforementioned tool was divided into two parts: the first contains one demographic question that investigates teachers' educational experience; the second part is formed of 13 questions that investigate teachers' attitudes towards SA and QA. The items vary between unipolar and bipolar rating scales; the former consists of a continuum from a low to a high level as follows: دائما-غالبًا- أحيانا-نادرا-أبدا, while the latter type comprises two opposite continua, for example نعم/لا. Saris

and Gallhofer (2007) noted that for characteristics like frequency, unipolar rating scales should be utilized, while bipolar rating scales should be used for satisfaction and happiness.

2.1.3.4. Check List Observation. This type of observation is a very useful one in which the focus is invariably on behaviors or skills that are easily noticed in daily routines and activities. The researcher could easily observe the target participant then record all the events and behaviours as they naturally occur (Burns, 1999). In the current research, we have compiled a checklist to challenge the trustworthiness of the distributed questionnaire. The process of observation was organized as follows: first, we focused on the classroom ethics, being punctual and respecting the class period ended so that we do not alter the harmony between the teachers and their pupils during the sessions. In fact, it was impossible for us to observe every single teacher inside both schools, so we focalized our attention on fifth grade teachers only. The pre-structured checklist was really helpful as it points the same items investigated through the questionnaire. Moreover, the recording was easier and less expensive than other types of observation requiring the use of advanced technologies.

2.2. Section Two: Results and Data Analysis

For the sake of testing the aforementioned four hypotheses, we have taken the challenge to apply four different research tools, unlike what was initially decided in conducting this kind of study. The huge amount of reviewed literature suggested a descriptive research based on a matched-guise technique to investigate pupil's attitudes descriptively without looking for reasons. In the current investigation, we attempted to use different but related research tools, each of which brings a type of data that could be compared and contrasted with another so that the final findings may cover the diglossic phenomenon from different angles.

2.2.1. Results of the Pupils' Interview

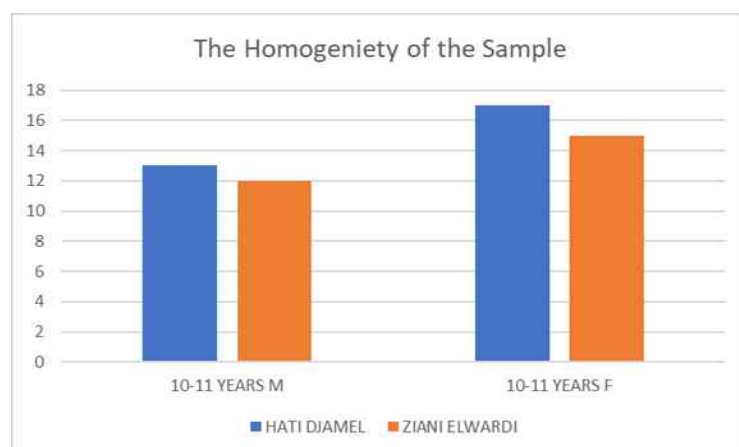
During the analysis of pupils' answers, we attempted to categorize four main themes instead of two as previously planned before starting the research. The codification of these themes was based on the similarities and/or the differences of collected data (Taylor, 2010). The interview results are congruent with the first and the second research questions, which are:

- 1) To what extent does diglossia affect the word choice process for primary school pupils?
- 2) Is there a relationship between the phenomenon of diglossic Arabic and pupil's written production?

Before beginning the presentation and analysis of the results, we decided to clarify the importance of the homogeneity of the purposive sample in gathering neither identical nor strange data. In both schools, the target sample shows a high degree of homogeneity (Figure 1); the majority of participants share the same characteristics (age, socio-economic status, etc.). Also, the sample is devoid of individuals with abnormal characteristics (i.e. pupils with mental disabilities, or pupils repeating the same year).

Figure 3

The Homogeneity of the Sample Age



2.2.1.1 Degree of Exposure to Both Standard Arabic and Tebessi Arabic. To calculate the findings of this theme, we adopted the ordinary calculation method by counting

and summing up all the similar answers then calculating their ratio. Table 4 reflects pupils' degree of exposure towards both varieties based on pupils' answers; the ratios of 'Yes' answers in school A & B vary between 0% & 4% for questions like Question 9 (Do you use SA to interact with your friends?) and Question 10 (Do you use library resources? Or are you subscribed in the library of your city?). Question 5 (Do you revise your curriculum books?) has been answered, surprisingly, with 'No' with high scores in both schools.

Table 4

Ratio of Exposure to SA and TA in both Schools

Question number	Hati Djamel Eddine school		Ziani Elwardi school	
	Yes (%)	No (%)	Yes (%)	No (%)
1	15 50	15 50	17 68	8 32
2	12 40	18 60	18 72	7 28
3	7 23.33	23 76.66	19 76	6 24
4	19 63.33	11 36.66	21 84	4 16
5	8 26.66	22 73.33	4 16	21 84
6	4 13.33	26 86.66	2 8	23 92
9	0 0	30 100	1 4	24 96
10	0 0	30 100	1 4	24 96

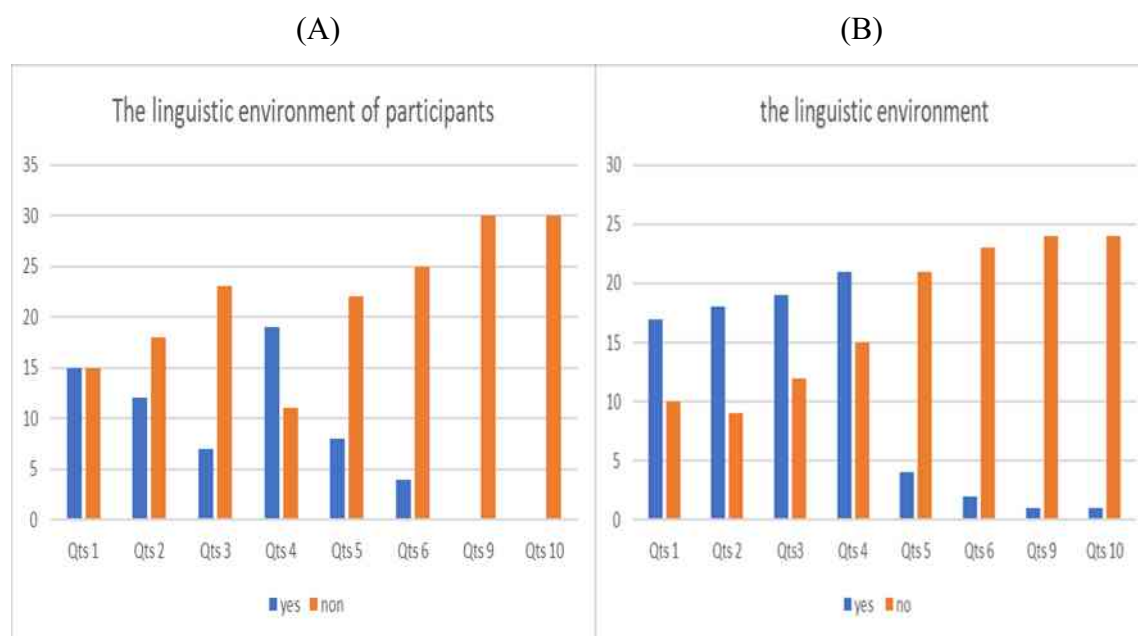
Note: the frequencies in this table are used in calculating the correlational coefficient.

Additionally, Figure 4 explains the differences of exposure between pupils in both schools. The chart A refers to participants' answers about their linguistic environment in Hati Djamel school. It shows convergence in the rates of answers with a slight difference, pupils' answers to Questions 3, 5, 9, and 10 (see Appendix B) are really attractive as they got a big difference in rates of "No" and "Yes" scores. Also, none of the participants (0/30) answered with "Yes" to the last two questions in which pupils denied the use of SA with each other

outside the classroom as they ignored the existence of libraries in their cities. Chart B illustrates Ziani Elwardi school participants' answers. We observe that there are no nullified answers concerning Q 9 & 10 , and Question 3: Does your family watch programs in MSA? Where pupils agreed on watching series like: "المؤسس [Resurrection Ertugrul] "قيامه أرطغل" [Resurrection Ertugrul] "عثمان [the founder Othman]which are Turkish series translated into SA. Also, some pupils mentioned "يوسف الصديق" Persian series. For the same question, other pupils have mentioned News as the only program in MSA. Although pupils' answers' rates where different, they mentioned the same programs in both schools, but we have got more programs' names in school B like: Cartoons in SA, " كان يا مكان " [once upon time] and documentaries, some responds refer to Turkish series subtitled in Arabic . This illustrates the differences between participants' linguistic environment in both schools as well as between pupils in each school.

Figure 4

Degree of Linguistic Exposure to SA &TA in both Primary schools

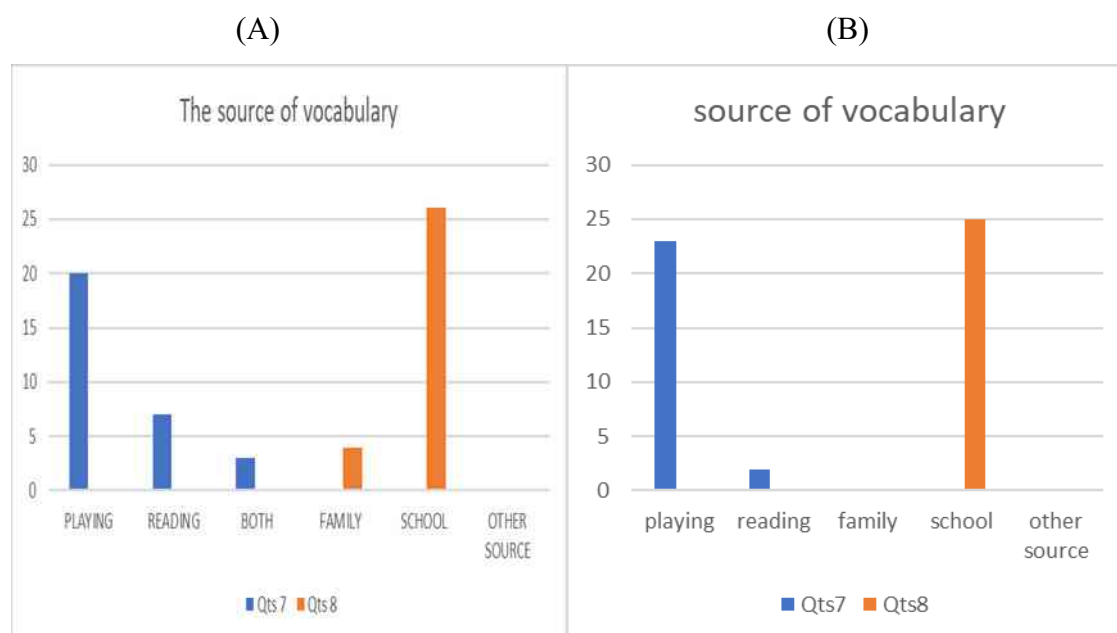


2.2.1.2. The Source of Vocabularies for pupils in both Schools. The following bar charts, in Figure 5, display answers to Questions 7 & 8 from both schools, represented by (A) and (B) in the same respective order as in the previous findings. They depict pupils' sources

of vocabulary. Both charts show high scores for *playing* as 20/30 participants in school A chose *playing* as a means of entertainment. The score is higher in school B where 23/25 voted for *playing*, 3/30 voted for both choices in school A. Respondents gave reading more voices in school A, with 7 voices in comparison to 2 voices only in school B. In both charts, the choice *school* takes most pupils' votes as a source of vocabulary with a little reference to *family* in school A while there is total ignorance for the family's role in SA acquisition among pupils in school B.

Figure 5

Sources of Vocabularies According to Pupils

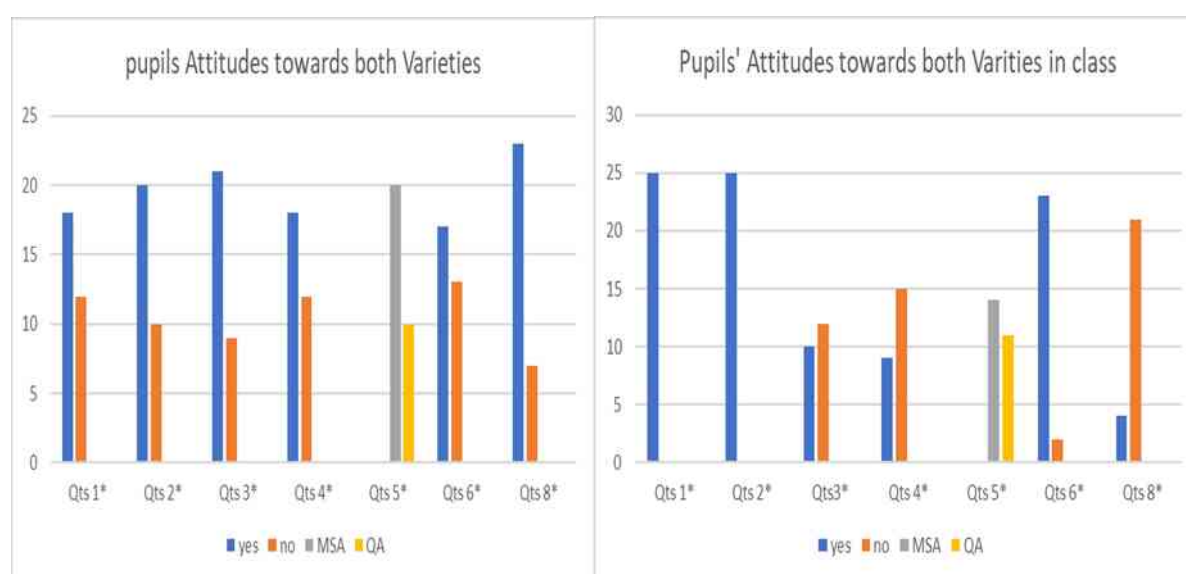


2.2.1.3. Pupils' Attitudes Towards MSA & TA. Both charts in Figure 6 illustrate pupils' struggle in dealing with SA material, especially in writing, depicted in the answers of Questions 1, 2, 3, 4, 6, and 8, where they gave high scores showing negative attitudes towards MSA versus positive attitudes towards TA. For example, some pupils' responses have taken a long time thinking about answers to Question 1 (Do you find difficulties when answering in MSA?) where the majority of answers ended by 'Yes'. In other cases such as Question 4 (DO you prefer answer the teacher' questions in MSA?), some of them answered by saying:

“Honestly I prefer QA”. The exception was in Question 5 where pupils preferred that lesson explanation be in MSA rather than TA.

Figure 6

Pupils' Attitudes Towards MSA & TA



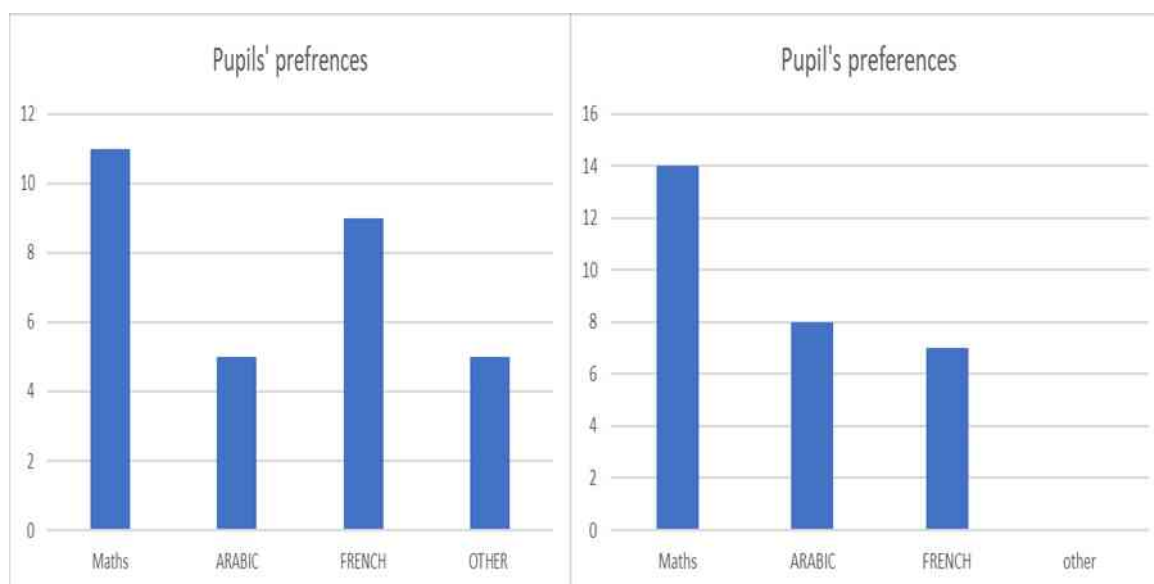
2.2.1.4. Pupils' Preferences. The following charts (Figure 7) denote pupils' preferred material, where *Maths* takes the highest score followed by *French* then *Arabic*, and some voices were given to other material like *Religious Sciences* and *History* for school A. the same is for school (B) where *Maths* comes first followed by *Arabic* & *French* in similar scores.

Figure 7

Pupils' Preferences

(A)

(B)



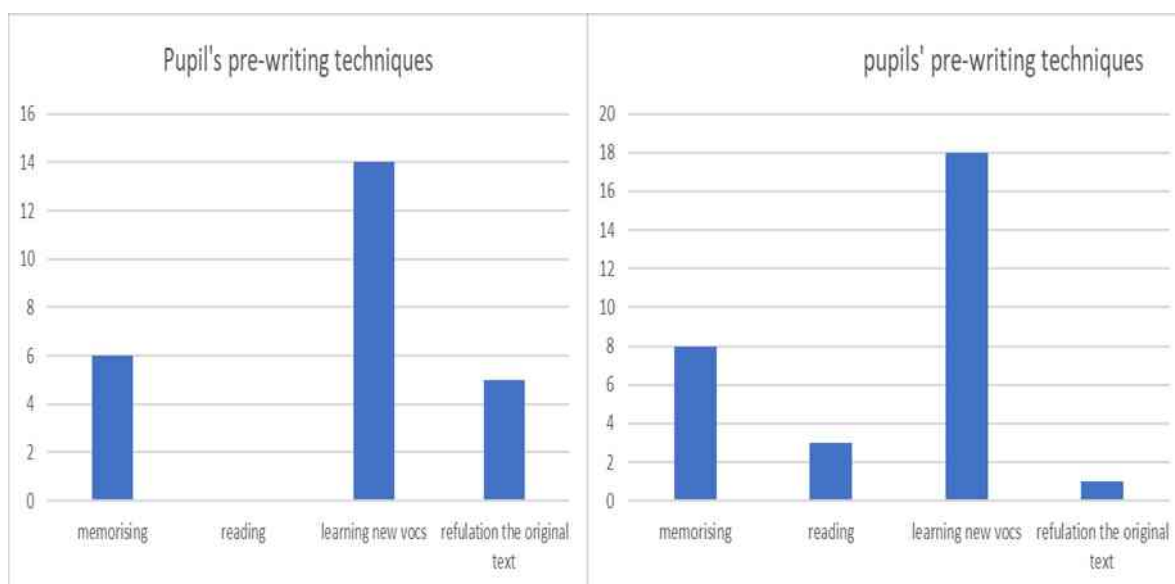
2.2.1.5 Pupils' Pre-Writing Techniques. The last charts point some techniques used by pupils as a preparatory step before writing a paragraph during assessments and exams. The highest score goes to *learning new vocabularies* in different domains, and *memorization of previous texts* comes second in similar proportions in both schools; then comes the technique of *reformulating the initial text* given in the exam paper. *Reading*, as a technique, was totally ignored in school A in comparison with school B where *reading* was selected by 3 pupils from the whole sample.

Figure 8

Pupils' Pre-Writing Techniques

(A)

(B)



The final results of the interview reflect the variations between pupils' linguistic environment in relation to their attitudes and preferences as well as the technique they use before writing any piece of text. Some student claim that they prefer using SA rather than QA, but others found it difficult to keep using SA along the class time. Concerning styles and preferences, the participants show different points of view, but the highest scores of responses went to *Maths* and *French*. Also, pupils used different techniques to express their ideas in written products.

2.2.2. Results of Content Analysis (Written Text)

In the analysis for pupils' written texts, we used content analysis quantitatively, according to Kondracki and Wellman (2002), who have distinguished between the qualitative and the quantitative aim of content analysis, where the latter aims to count the frequency of words by exploring their usage, without inference to meaning. In this process, we used several steps. First, we counted all the words integrated from TA then we classified them into four categories: verbs, nouns, adjectives, and prepositions. In the last step, we have calculated the total number of TA words in pupils' texts in order to calculate the ratio of frequency of each word. Table 5 contains the frequency of each word and its ratio.

Table 5

Frequency of Colloquial Words Integrated in Pupil's Written Texts

Type of colloquial word	Frequency	Percentage
Verbs	23	47.90 %
Nouns	11	22.90 %
Adjectives	9	18.80 %
Prepositions	5	10.40 %
Total	48	100

The table reflects the excessive amount of colloquial vocabulary integration. Scores are highly condensed mainly for verbs, with 47.9 %; then nouns, with 22.9 %, and adjectives come in third position with 18.8 %. Prepositions come last, with 10.4%.

Examples of TA words Found in Pupils' Written Texts. This step spots the colloquial words codified as *wrong* by teachers in both schools, compared to the accurate and appropriate form, as illustrated in Table 6. A brief look at the table indicates the typology of MSA misuse and the huge effect of TA on students' diction. Adjectives like "غامق" and "عنده" "القوة" are used only in Tebessi vernacular and never used in SA; the verb "زُحِتْ" [meaning *I went*] has a cognate in SA "زُحِتْ" [which indicates another type of movement: *I came back after sunset* or *I moved after sunset*] (Al maani, nd). The table also indicates that children mix codes by selecting a word from SA lexicon and use a colloquial affixation to form a new mixed word like "يحبّوه" instead of "يحبّه" [*They love him*]. Concerning the word / البذاء / [Pizza], the lemma was selected from the mental lexicon of TA, its phonological form appears to be involved in the selection of the spelling in a standard like-form (Bonin, Peereman, & Fayol, in press).

Table 6*Illustration of Some Colloquial Vocabulary in Pupils' Texts*

Category	Word as written in the text	The correct form
Verbs	يَصْرَفُ عَلَيْهِم	يَنْفِقُ عَلَيْهِم / يَعْوَلُهُم
	يَتَحَوُّوا الْعِلْمَ	يُحَيِّونَ الْعِلْمَ
	رُحِبْتُ	ذَهَبْتُ
	يَجْرِي لَكَ	يَحْدُثُ مَعَكَ
	يُحِبُّهُ النَّاسُ	يُحِبُّهُ النَّاسُ
	قَعْدَ يَتِيمًا	بَقِيَ يَتِيمًا
Nouns	الدَّرْجَاةُ	الأَرْجُوحةُ
	المدرجة	الأَرْجُوحةُ
	الخُضْرَةُ	الخضار
	البِذْءَاءُ	البيئزا (Agreed upon)
	على الحيوطي	على الجدران
Adjectives	غامقا	داكنا
	عنده القوة	قوي
Prepositions	مع الهواء نقي	والهواء نقي
	لن يتركك أن تعيش	لن يتركك تعيش

Note. Some examples are taken from the copybooks of absent pupils see Appendix A

2.2.3. Results of Teacher's Questionnaire

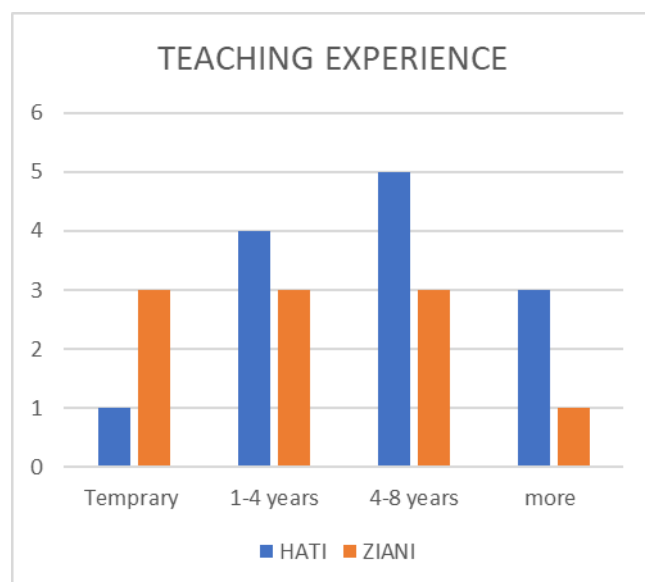
The analysis of the questionnaire findings has been conducted through codification, thematisation and calculation of teachers' answers that show a level of heterogeneity concerning the teaching experience. The next bar chart would explain more.

2.2.3.1 Demographic Findings. Figure 9 shows the length of the teaching career in both schools, where the highest score goes to Hati Djamel teachers with a period of time reaching 28 years. Concerning Zian Elwardi teachers, the scores are with moderate

proportions, so we could assume that teachers in Ziani Elwardi have lesser teaching experiences.

Figures 9

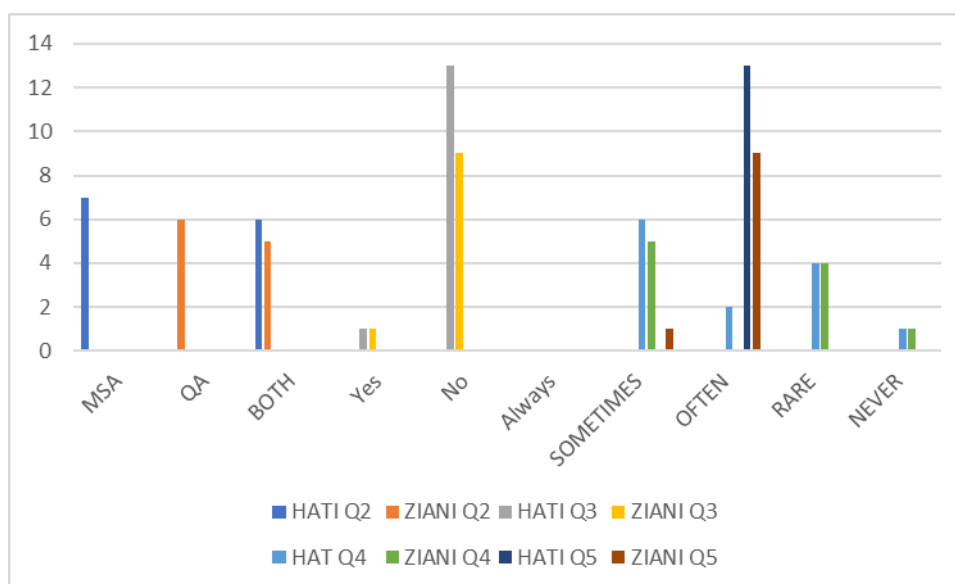
Teaching Experience



2.2.3.2. The Use of MSA and QA by Teachers Inside the Classroom. The chart in Figure 10 spots the use of SA and QA by teachers. Teachers' scores range between using SA and both varieties. Concerning the encouragement of pupils to use SA, this question gets the highest rank in teachers' answers. Concerning the second question of the questionnaire (*Do you agree that your students use the middle variety (the third language) in their writing production?*), the majority of teachers did not answer it. In Question n°4, *Do you use the QA in your class?* the majority of teachers' answer were *sometimes* and *never*. This means that they avoid using it. The last question of this theme is n°5: *Do you encourage your pupils to use MSA?* All teachers answered with *Always*.

Figure 10

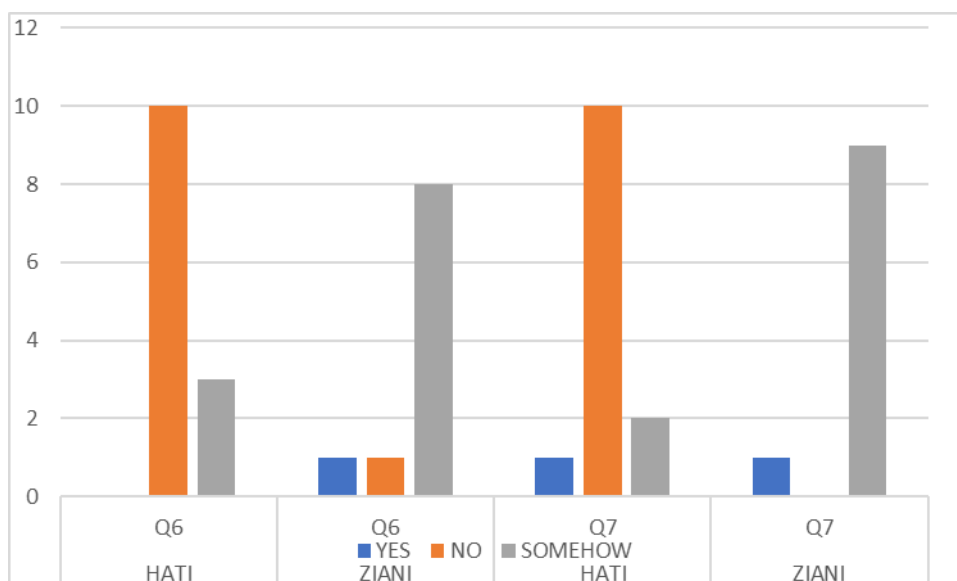
The Language Used Inside the Classroom



2.2.3.3. Teachers' Attitudes Towards Both Varieties. Figure 11 sheds light on the teachers' look at each variety. MSA has a higher status among teachers of Hati Djamel School, who considered using SA an easy task, unlike Ziani Elwardi teachers, who noted that it is difficult to some extent. In Question 7, teachers' scores varied between denying and confirming the involvement of QA during their explanation. Under the same theme, teachers answered Question 8, which is an open-ended question that investigates the cases in which teachers involve QA in class. A variety of answers have been recorded, in which the major obligation is to make their pupils master new, ambiguous information, or a new term. Some of them claimed that the use of QA could be beneficial in explaining some morals and religious subjects to adjust pupils' behaviour.

Figure 11

Teachers' Attitudes Towards both Varieties



2.2.3.4. Reasons Behind Committing Mistakes. Teachers responded differently from each other; since this question is open-ended, it gives freedom to participants to express their points of view. Some of them were in need of extra space to fill in all the reasons that go beyond the three possible answers suggested in this research. All teachers agreed upon the huge spread of QA in all domains. In addition to that, teachers mentioned other reasons, some of which are:

- Not using Fus’ha (MSA) at home
- Lack of interest in the Qur’anic text in terms of memorization and study, which would straighten the tongue and make the learner acquire sufficient linguistic balance
- The use of QA and French at home
- Lack of reading; pupils’ free time is spent on PUBG / Free Fire video games.

2.2.4. Results of the Checklist Observation

This research tool aims to answer the last research question: What is the real situation of MSA in the primary schools of the province of Tebessa?

The checklist findings contradicted in some cases; the teachers claimed being restricted to MSA only, yet they use QA occasionally. In fact, the scores collected through the classroom observation were really astonishing as the use of the vernacular reached high scores by teachers of both schools. During our observation, we noted that teachers shift between the

codes consciously or unconsciously where in some cases they monitor their speech after using QA, but in major cases, they keep using QA to get pupils' attention to important information. Some of them tend to say: "تبع معايا هنا" and "ركزوا معايا", or "شوف معايا". Also, teachers used QA to set some instructions or commands by saying: "جيبيلي المنزر" or "دور شكون في مسح" "السبورة".

2.2.5 Relationship Between the Degree of Exposure and Pupils' Diction

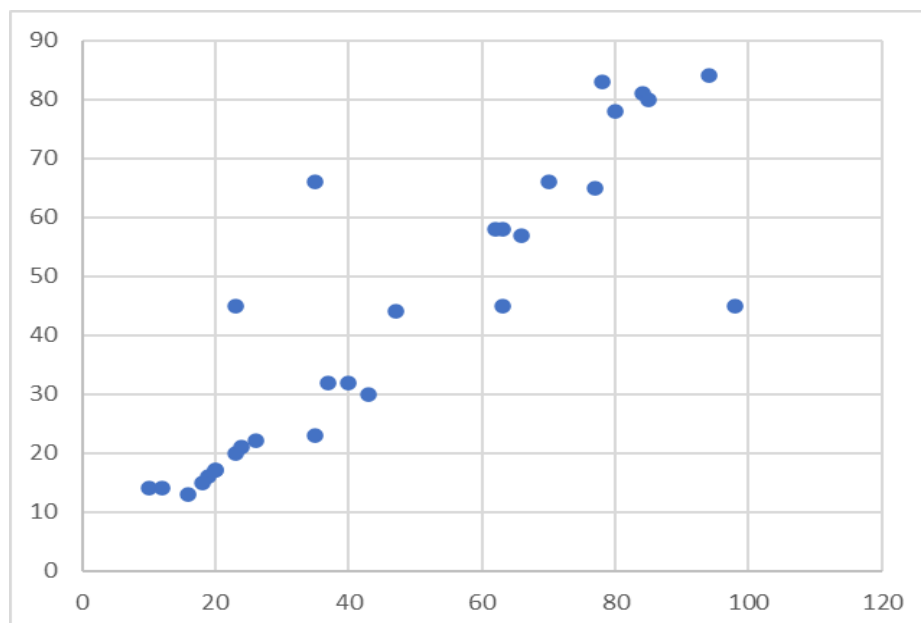
After counting all the answers that refer to a low level of MSA exposure collected with the different research tools and counting each word in pupils' written text, we calculated the ratio of existence of colloquial diction using the following equation:

$$X\% = (\sum \text{frequency of 'each' colloquial word} \times 100) / \sum \text{all the written word}$$

We applied a mixed method in order to compare and contrast between the findings and explore the relationship between MSA and QA inside and outside the school. In an additional step, we adopted a correlational method in which the calculated data about the degree of exposure and the existence of colloquial words have been entered in Excel to calculate the Pearson Correlation Coefficient, r , for the aim of recognizing the direction and the strength of this relationship. Results have shown that the value of r is: 0.5617. This means that the relationship between the degree of exposure and the existence of colloquial vocabularies is a moderate positive correlation, i.e., there is a tendency for high X variable (The degree of exposure to QA) scores to go with high Y variable (the existence of QA in written texts) scores (and vice versa).

Figure 12

Relationship Between the Degree of Exposure and Pupils' Diction



2.3. Section Three: Discussion and Results' Interpretation

2.3.1 Summary and Interpretation of the Results

2.3.1.1 Discussion of Results Related to the First Research Question. To what extent does diglossia affect the word choice process for primary school pupils?

This question is answered using the fourth theme in the teachers' questionnaire in which teachers have agreed that linguistic diglossia has extremely harmful psychological effects on students. This idea was explained in the process of language production (see section three of chapter one) where psycholinguists pointed some difficulties encountered by L2 speakers to which some lexical items are not fully stated that frequently leads to errors. It causes them to be indecisive and hesitant in their understanding of the expressions and sentences that they hear, trapped between two antagonists, unable to decide which direction they want to go and the language they want to use, and unsure of what they say and do. Teachers claim that their evaluation is mandatory for correcting students' mistakes as it gives the student the appropriate feedback on their linguistic behaviour. Also, teachers pointed that the insertion of colloquial vocabularies may decrease pupils' marks as well as their averages. The same thing for the use of Third language, teachers unwelcomed its use because for them it hinders pupil's

comprehension and leads to serious pedagogical problems. Unlike Third language, MSA use was highly welcomed unanimously because of its importance due to its standard status.

A large number of teachers consider using QA in texts as a linguistic misuse that could be corrected with time while others alert the excessive use of QA denoting that it could be fossilized in pupils' mental lexicon. In addition to that, for the majority of instructors, linguistic diglossia leads students' linguistic levels to deteriorate, hence suffocating creativity in all of its manifestations. According to Al-Sharoni (2007) Students with diglossia, who live in a condition of hesitation and uncertainty, will not be creative, because creativity necessitates language control and mastery.

2.3.1.2 Discussion of results related to second research question. Is there a relationship between the phenomenon of diglossic Arabic and pupil's written production? In fact, this question holds the essence of the present research. To answer it, we have taken the risk of two major challenges, which are using a mixed method rather than the matched-guise technique, and to use the concurrent nested (embedded) model that is rarely used by researchers (Ortlieb, 2019).

Analysis of all the collected data reflected a moderate relationship between pupils' exposure to a specific code and the type of vocabularies they use in their paragraphs. The coefficient $r = 0.5617$ refers to a positive relation between both variables already mentioned. In fact, we assume that this moderate "not highly strong" relation is congruent with what we have hypothesised previously when we have predicted a positive relationship between the two variables. This relationship resulted from a collaboration of linguistic, psychological and social factors. In some cases, pupils show a positive attitude towards SA but when they are asked to express their ideas, they unconsciously start with the L variety; this is not due to the pupils' psychological disabilities but much more to what they have been using as a language along six years of education. Other pupils tend to use QA because they are not aware of the

gap between the L level and the H one (Abdul-Aziz, 1986). Another category of pupils, consider Arabic as a subject matter to be revised and memorized, not a language to be used in conversations. This led to the significant use of dialect in their literary texts at the expense of the standard language.

In other cases, some pupils from a low socio-economic status score better in written exams than pupils from a higher one. This could be explained by the significant impact of individual effort of the former category of learners who, despite the lack of educational tools, reach higher educational levels. Such a case has been encountered in Ziani Elwardi School where pupils were entertained by reading books not because they want to, but because they are deprived from any other tool of entertainment.

Another factor leading to this moderate correlation is the role of experienced teachers who may spot all the linguistic deficiencies encountered in their pupils' written production. One of the most noteworthy findings is that novice teachers lack the necessary expertise of classroom procedures to comprehend the intricate interrelationships between management, behavior, and academic assignments. New teachers are unable to focus on student learning due to their lack of understanding; instead, they are obsessed with their own behavior as they attempt to use different workable procedures (Kagan, 1992).

2.3.1.3 Discussion to results related to third research question. What are pupils' and teachers' attitudes towards Modern Standard Arabic (MSA) and Colloquial Arabic (QA)? The answer of this research question is held by a variety of questions from the teachers' questionnaire and the pupils' interview. The analysis shows that the majority of pupils in both schools revealed their considerable awareness and appreciation of the importance of MSA in the learning process, and they felt proud of it because of its standard status and its tight association with the Holy Qur'an. This is clearly highlighted in their responses of the second part of the interview. This positive feeling is mostly related to their motivation and desire to

learn CA, the language of the Qur'an, and it emerges from the Arab society's perspective of MSA and is also due to the important role of exposure to MSA either at home or in class. The rest of the pupils expressed less enthusiasm for the MSA usage and they preferred the QA instead because for them it is clearly easier and more expressive. This is either due to teachers' use of the vernacular in class or to their parents' neglect. Similarly, the teachers' responses revealed their positive attitudes towards both QA and MSA. They believe that it is the most appropriate variety for the teaching and learning process in addition to their linguistic awareness, and most significantly because of it being the language of the Qur'an. All in all, they insisted on enhancing MSA use, as it is the variety used as a medium of instruction, and on decreasing QA use inside the classroom. For the majority of them, this strategy may probably aid in improving the quality of teaching in our institutions.

2.3.1.4 Discussion of results related to fourth research question. What is the real situation of MSA inside primary schools of the province of Tebessa?

To answer this question, we combined the findings gathered from the questionnaire with the ones recorded through the checklist during our fieldwork. The analysis shows that MSA is not the only language variety employed in instruction in both schools (Hati Djamel and Ziani Elwardi). The results of the current study contradict beliefs and assumptions held by many people saying that SA is the only language variety used for education; some teachers are cognizant of this diglossic dilemma, but they do not give language much focus when they encounter a situation of misunderstanding or when the pupils seem to be unable of answering. Some teachers are tolerant to hearing the answer in QA; others go further by encouraging the struggling pupil to answer even in the informal code; for them the information is much more important than the form. Moreover, SA is not confined any more to writing as it was in previous years (Amara, 1995). The fact is, a new language variety called Educational Spoken Arabic (ESA) emerged inside classrooms, which is ideologically refused by teachers, yet

unconsciously or consciously used during the session. This level of mixed Arabic is more used than SA or QA, especially in instructions and direct commands or requests from teachers to pupils. The aforementioned results explain clearly the reluctance of some students to express their feelings and ideas in purely SA. This has been the result of being exposed to the informal variety not only at home but also at school by people considered as “models” for many youngsters.

2.3.2. Limitations

As any researcher, we encountered several difficulties during the preparation of our dissertation. The few numbers of studies about “diglossia” through the world in general, and Algeria in particular, augmented the hardness to find the data and references, which in fact revealed a great shortage. Secondly, the time constraints were handicapping. The short time we had to finish our dissertation led us to put aside some ideas and to summarize some calculations because we have done everything manually as in the traditional methods. Additionally, we confronted other obstacles like the teachers’ strike at school in addition to the absence of pupils, who have been split into groups as a prevention of covid-19 pandemic, and some of which were absent for other reasons. Also, the timing that coincided with the transition to the fieldwork and collection of data was critical; teachers were anxious about the exams’ timetable, and some of them declared that they were obliged to finish the syllabus and not available to deal with us; for them every single minute counted and they were not ready to spare any. During this research, we also encountered bureaucratic obstacles in addition to the lack of technological equipment.

According to its nature, diglossia as a linguistic situation was not easy to be studied statistically; for that reason, we attempted a complicated mixed method that has taken much time and effort for reviewing the literature, searching about authentic sources and reconstructing ideas continuously.

2.3.3. Recommendations and Pedagogical Implications

The results were relatively satisfying because they met our expectations. However, we suggest for future researchers to replicate this study with a larger sample for more possible generalization. Also, this study focused only on “word choice”, and a future research may extend its scope to other linguistic and stylistic features caused by the effect of diglossic Arabic on learners’ written production. In addition, future studies might target higher educational levels such as middle school, high school and universities.

Bandura (1977) stated that children learn through observation by paying attention to some people in their surroundings (models) and encode their behavior, they may later imitate (i.e., copy) the behavior they have already observed. Therefore, educators, families and all community members are responsible for enhancing children’ academic achievement by using the appropriate language in the appropriate context. This does not mean that they will ignore their Algerian identity, but try to be more aware of what they are uttering in front of their children. The following are suggested strategies addressed to families, teachers, school staff and policy makers.

2.3.3.1. Strategy for Parents. Since they are the first models that children see in their first years of observational learning, parents are committed to monitor their linguistic behaviour and to provide their children with extra support in order to acquire a correct and appropriate language. Also, they have to explain to their children the linguistic differences between the dialect and the standard language; naming things in both lexicons, reading stories to them, and encouraging them to dedicate some time to reading would be beneficial for them to understand the linguistic gap. Parents should not wait until their children enter school discover MSA there; they should introduce them to some of its vocabulary even in their first stages of constructing knowledge, and later get involved in their academic achievement for strengthening their weaknesses. Finally, they should encourage their children to recite the

Qur'an from their earlier ages to enrich their MSA diction and help them acquire accurate pronunciation.

2.3.3.2. Strategies for Teachers and School Staff. Instructors should not use the dialectal version of the language inside the classroom excessively; they should try to explain in many ways without involving vernaculars and encourage pupils to speak SA even outside the classroom or with each other. As positive feedback is very important in any learning process, teachers are advised to praise and reward their pupils after each correct use of SA, correct their mistakes and take the diglossic situation seriously. They, themselves, should use the Arabic language as a code of conversation and not treat it as a simple subject matter.

Involving innovative techniques of teaching the Arabic material in an interactive and creative way (such as role play, writing school magazines, writing stories, or playing educational games) too would be highly beneficial.

2.3.3.3. Strategies for Decision Makers. The ethnic and linguistic diversity of Algeria is an established fact, although the contours of "legitimate" ethnolinguistic categorizations have been disputed in the region from 1962 to present days (Chachou, 2013). During this period, Algerian decision makers have all agreed upon the necessity of using SA as the highest form of language, yet they did not agree on the strategies that really enhance the use of Arabic in the society. In this regard, two major suggestions have been selected among many to activate Arabic usage in different domains:

- Reducing the useless materials from the syllabi of all the grades in which teachers have to focus more on understanding and interaction rather than memorization;
- Seriously taking into account the development of the linguistic attainment of pupils, and creating an authentic, pure linguistic environment in all schools in general and in primary schools in specific.

Conclusion

This chapter tackled two important sections of the research: methodological considerations and data analysis. It first described research methods and data collection instruments employed in the study, namely the mixed method, the questionnaire, the interview, the written task, and the classroom observation. The instruments were administered to primary school teachers, and data collection was conducted in two different primary schools in Tebessa. The final section covered the analysis of the data and discussion of the main research findings.

General Conclusion

We are coming to the end of this research work, in which several important data about the impact of diglossic Arabic on pupils' productive performance, especially diction, have been collected in an attempt to explain thoroughly the relationship between the phenomenon of diglossic Arabic and pupil's written production. Diglossia, as a sociolinguistic situation, affects learners who are unaware of the vast disparity between the high and low levels of its coexisting varieties (Abdu-aziz, 1986) as well as those who are exposed to the low or the intermediate level of Arabic language. As a result, these pupils become unable to communicate in Standard Arabic (Magin, 2010). Many attempts to study this complex unstable phenomenon (Fasold, 1984) have led to several assumptions. One these attempts is the current research built on four main assumptions that each sheds light on the effect of diglossic Arabic on pupils' writing skill in two schools in the district of Tebessa.

First, we predicted the great effect of exposure on pupils writing skills that was mentioned in the two first hypothesis "Pupils who are more exposed to MSA in their environment are more likely to use standard and formal vocabulary in their written production in comparison with pupils who are exposed more to a colloquial variety of Arabic" and "The pupil's level of exposure to Colloquial Arabic has a positive relationship with the inclusion of colloquial diction in their written performance". In fact, this assumption has been confirmed by the findings obtained mainly from teachers' responds who stated that the inclusion of colloquial words in pupils' written texts is strongly related to the excessive use of TA by Tebessian families in all domains. Also, the use of correlational method has facilitated the task to explore the strength and the direction of the prementioned relation, findings has reflected that it is a moderate one since it is influenced by psychological, social and linguistic factors.

Second, the assumption that we have hypothesized saying that "There are variations in pupils' and teachers' attitudes towards MSA and QA which make the phenomenon of Diglossia more problematic" was highly congruent with the findings resulted from the questionnaire and the interview analysis. Teachers have shown positive attitudes towards SA and negative one towards QA, unlike pupils who prefer using QA even inside the classroom.

Finally, the last assumption, "The function of MSA is very restricted inside the primary schools in the province of Tebessa in comparison to the Tebessi vernacular that becomes the code of instruction, expression, and even the language of explanation", has been offended by the observation results, by which we witnessed a real linguistic conflict between SA and TA in the same setting. Teachers shift between the codes sometimes unconsciously and other times purposefully to convey the meaning of new ambiguous words, to simplify a complex information or simply to attain their students' attention.

To put it concisely, the obtained findings are a confirmation of the set hypotheses of the present study. In that, the results are necessary to orient parents' and teachers' focus towards the language in which they want to hear and see the most in their children language production.

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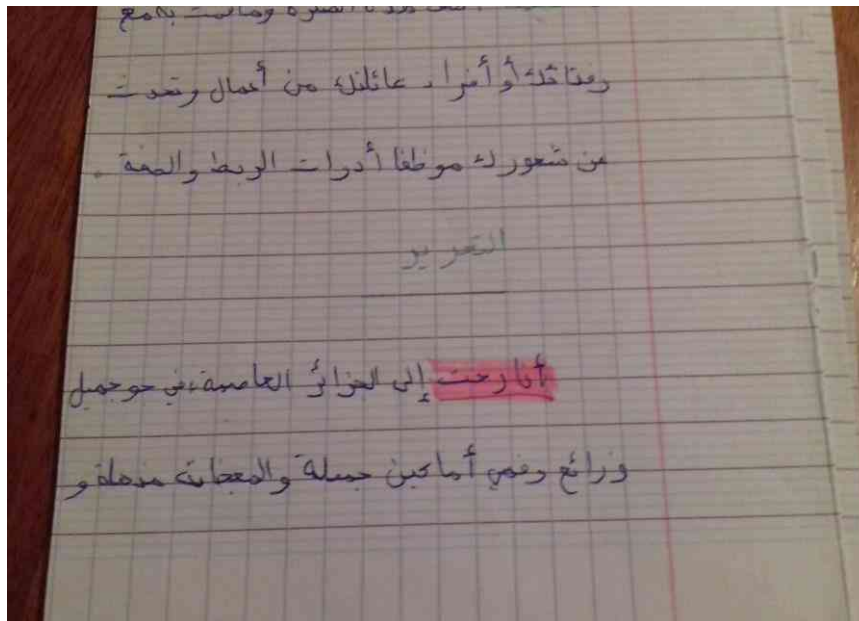
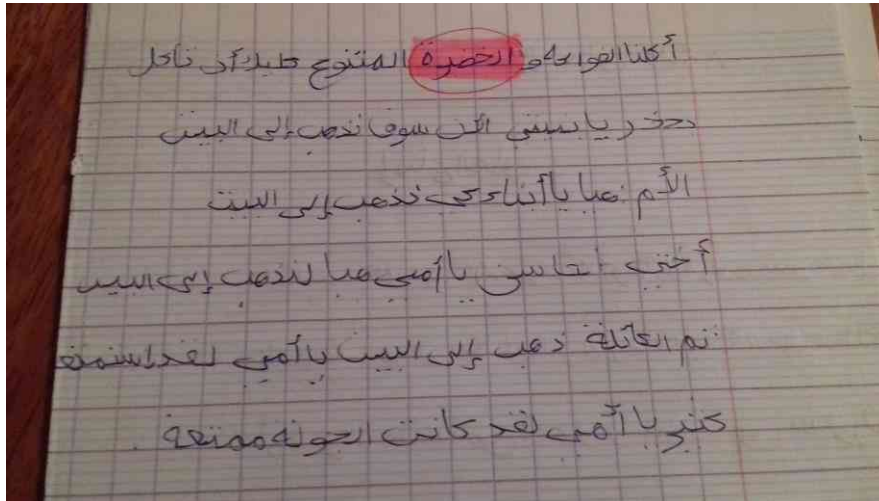
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Appendices

Appendix A (Colloquial Vocabularies in texts)



البحر فوجدنا غراباً لا يسكن شقياً
 فالرعي في بيئتها هي كبيرة و
 فيها جزار كبيراً وبعد ما نرج
 أبي أنا من أفا صحتني هذه
 الرجل الرابع

الليل قصصة لم يحكايات، حكاية جميلة
 دسمها ريبانز في يوم من الأيام كان
 أم ريبانز في تعيش في قرية الشريروهي
 أحد الأيام اشتغها لأم أن تكلم من
 القس في حديقة الشريروهي بعد تسلمها
 رجاها حديقة الشريروهي فوجدت فرجت
 وقالت لي الرجل عندما تولد مرثك
 نعتيني أطلق وعندما ولدت أحدث الشير
 ريبانز. وعندما أتت حدثت القص
 للخرقو بسحور.

ريبانز
 كبر
 الشريروهي
 الأمه
 و
 يوم
 ك
 الوقت
 ل
 ك
 ك
 ك

Appendix B (Pupils' Interview)

استمارة المقابلة الخاصة بالتلاميذ

 أنثى الجنس: ذكر أكثر من 11 سنة 10 أو 11 سنة السن: 8 أو 9 سنوات الخامسة ابتدائي المستوى الدراسي: الرابعة ابتدائي

المحور الاول: المحيط الاجتماعي له تأثير على لغة التفكير والتعبير المستعملة من طرف التلميذ:

1- هل تستعمل أحيانا اللغة الفصحى أثناء المحادثة مع أفراد أسرتك؟ نعم لا2- هل تستعمل اسرتك بعض المصطلحات الفصحى لتسمية الأشياء؟ نعم لا3- هل غالبية البرامج التي تشاهدها عائلتك تكون باللغة العربية الفصحى؟ نعم مثل..... لا4- هل غالبية البرامج التي تشاهدها عائلتك تكون بالعامية؟ نعم مثل..... لا5- هل تطالع في البيت كتباً من المنهاج الدراسي؟ نعم 6- هل تستعمل الهاتف المحمول او الحاسوب في تعلم مفردات بالفصحى؟ لا 7- فيما تقضي وقت فراغك؟ اللعب المطالعة8- ما هو مصدر الكلمات العربية الفصحى التي تعرفها؟ العائلة المدرسة الوسائل التكنولوجية مصادر أخرى.....9- هل تستعمل الفصحى في الحديث مع أصدقائك خارج المدرسة؟ نعم لا

المحور الثاني: استعمال العامية في القسم له تأثير على مهارات الطفل الإنتاجية (اختيار المفردات)

1- هل تجد صعوبة في التعبير بالفصحى؟ اذا كانت الإجابة بنعم فلماذا؟ نعم لا لأن.....

2- هل تجد صعوبة في اختيار المفردات المناسبة أثناء تعبيرك الكتابي؟ نعم لا

3- هل تدرج كلمات من العامية أثناء تعبيرك؟ نعم لا

4- هل تفضل الإجابة عن أسئلة الأستاذ شفويا بالفصحى؟ نعم لا

5- أيهما أسهل؛ شرح الدرس بالعامية أو الفصحى؟ الفصحى العامية

6- هل تفضل الإجابة شفويا بالعامية؟ نعم لا

7- ماهي المادة التي تفضل دراستها؟ الرياضيات اللغة العربية اللغة الفرنسية مادة أخرى

لأنها.....

8- هل تفهم نص الوضعية الإدماجة دون شرح بالعامية؟ نعم لا

9- ماهي الطريقة التي تعتمد عليها للتعبير؟

* حفظ وضعيات قديمة في نفس الموضوع.

* مطالعة الكثير حول موضوع التعبير.

* تنمية مخزوني اللغوي حول مواضيع مختلفة.

* إعادة صياغة النص الأصلي

because.....

2- do you find it difficult to select the appropriate words during written expression ?

yes No

3-do you insert some colloquial words in your written expression ? yes No

4- do you prefer to answer orally in SA ? yes No

5- which one is easier, to explain the lesson in colloquial or standard Arabic ? yes No

6-do you prefer to answer orally in QA ? yes No

7-what is the subject matter that you prefer to study the most ?

Arabic language Maths French language other

8- do you understand the text of inclusion situation without explanation in the vernacular ?

9- what is your pre-writing technique ?

*memorization similar paragraphs in the same topic

*reading a lot about the subject of the topic

*developping my vocabulary about different topics

*reformulation the original text

Appendix C (Teacher' Questionnaire)

We are students in Master Two at Laarbi Tebessi University, English departement, we are in a process of conducting a research about the effect of Diglossia on the written production of fifth grade students. For that, you are respectfully asking you to fill in this questionnaire. We promis to garantee the privacy of your answers.

Please tick in front of the selected answer (X)

1-How long have you been teaching ?.....

2-Which language do you prefer use in class ? SA QA Both

3-Do you accept your pupils to use the Third language in their written paragraphs ?

yes because..... No

4-Do you use QA while teaching ?

always frequently sometimes rarely never

5-Do you encourage your pupils to use SA ?

always frequently sometimes rarely never

6-Do you fin dit difficult to use SA inside classroom ?

Yes No

7-Do you consider using QA beneficial in enhancing pupils' understanding ?

Yes No

8-when should the teacher use QA inside classroom ?.....

9-do pupils insert colloquial vocabularies in their written texts ?

10-Do you consider these inserted vocabularies as errors ?

11-If you consider these terms as errors, what do you classify them ?

Linguistic misuse syntactic errors grammatical errors other

12-Does the insertion of such terms affect students' marks ? yes No

13-What are the reasons behind committing such mistakes ?

*The pupils' are not exposed enough to Fus'ha

*pupils' are not aware of the diglossic threat

*the spread of QA in all domains

* other reasons :.....

Appendix D (Checklist Observation)

Observation	yes	no	Sometimes
The teacher uses MSA			
The teacher uses QA			
The teacher corrects the mistakes made by students			
The teacher corrects himself when he uses extraneous vocabulary			
The teacher tolerates mixed utterances made by his pupils			
The teacher uses QA unconsciously			
The teacher uses QA consciously			
The students use MSA in answering orally			
The students use QA in answering orally			

Appendix E : (Administrative Documents)

Résumé

La présente thèse examine l'effet de la diglossie Arabe sur les performances linguistiques de l'élève, avec une allusion particulière au niveau primaire - cinquième année dans les écoles de Tébessa. Ce travail tente de focaliser l'attention sur le phénomène sociolinguistique 'Diglossia' et son impact sur l'éducation formelle des élèves notamment en termes de diction. Dernièrement, une pénurie linguistique évidente semble avoir été observée dans les écrits des élèves dans les écoles Algériennes car la plupart d'entre eux ont peu de connaissances sur la langue officielle. L'Arabe standard moderne est la langue officielle et une grande variété dans la politique Algérienne, mais les enfants acquièrent le dialecte de Tébessa comme langue maternelle. Dans ce cas, ces défauts pédagogiques conduisent les élèves à se sentir en insécurité linguistique et cela les fait tomber dans un conflit linguistique. En ce qui concerne la connaissance du chercheur, cette étude est la première du genre parmi les chercheurs qui s'intéressent à l'étude de la diglossie dans une méthode descriptive simple, l'étude a utilisé une méthode mixte basée sur un design imbriqué concurrent dans lequel nous avons mélangé une méthode corrélacionnelle quantitative avec une méthode descriptive qualitative. Tout au long de la collecte et de l'analyse des données, recueillies auprès de 59 élèves et de 23 enseignants, grâce à des instruments de méthodes sociolinguistiques assortis que sont : Interview et un exercice performative pour les élèves, questionnaire et grille d'observation pour les enseignants. nous nous sommes efforcés dans cette thèse de reconnaître dans quelle mesure la diglossie influence l'opération d'apprentissage et d'enseignement. Par la suite, les résultats reflètent qu'il existe une relation modérée entre le niveau d'exposition et la sélection de mots. Ces résultats semblent intéressants pour attirer l'attention des parents et des enseignants sur leur discours et pour sensibiliser les enfants à l'écart entre l'arabe standard et l'arabe de bas niveau.

ملخص

تدرس الأطروحة الحالية تأثير ازدواج اللغة العربية على الأداء اللغوي للتلميذ ، مع الإشارة بشكل خاص إلى المستوى الابتدائي - الصف الخامس في مدارس تبسة. يحاول هذا العمل تركيز الانتباه على الظاهرة اللغوية "Diglossia" وتأثيرها على التعليم الرسمي للتلاميذ على وجه التحديد من حيث الإملاء. في الأونة الأخيرة ، ظهر نقص لغوي واضح في كتابات التلاميذ في المدارس الجزائرية لأن معظمهم لديهم القليل من المعرفة حول اللغة الرسمية. حيث تعد اللغة العربية "الفصحى الحديثة" هي اللغة الرسمية ، لكن الأطفال يكتسبون اللهجة التبسية كلغة أم. في هذه الحالة ، تؤدي هذه العيوب التربوية إلى شعور التلاميذ بعدم الأمان اللغوي مما جعلهم يقعون في صراع لغوي. أما فيما يتعلق بمعرفة الباحث ، فهذه الدراسة هي الأولى من نوعها بين الباحثين المهتمين بدراسة ازدواجية اللغة بطريقة وصفية بسيطة ، استخدمت الدراسة طريقة مختلطة تعتمد على تصميم متداخل متزامن مزجنا فيه طريقة الارتباط الكمي مع طريقة وصفية نوعية. من خلال جمع وتحليل البيانات ، التي تم جمعها من 59 تلميذاً و 23 معلماً ، بفضل أدوات الأساليب اللغوية الاجتماعية المتنوعة وهي: المقابلة والنشاط الأدائي للتلاميذ ، الاستبيان وقائمة الملاحظة للمعلمين. لقد سعينا في هذه الرسالة لاستكشاف مدى تأثير ازدواجية اللغة على عملية التعلم والتعليم حيث تعكس النتائج أن هناك علاقة معتدلة بين مستوى التعرض واختيار الكلمات. تبدو هذه النتائج مثيرة للاهتمام لجذب انتباه الأباء والمعلمين إلى كلامهم وزيادة وعي الأطفال تجاه الفجوة بين اللغة العربية القياسية والمنخفضة المستوى.