

People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research



University of Tlemcen  
Faculty of Letters and Languages  
Department of English

**Teachers' and Learners' Attitudes Towards  
Dialectal Arabic Use in an ESP Context : Case  
Study of Radiography Students at INFSSF  
Tlemcen**

Dissertation submitted to the Department of English as a partial  
fulfilment of the requirements for the degree of Master in Language  
Sciences (LS)

**PRESENTED BY :**  
Mrs. Amira Zohra KORSO

**SUPERVISED BY :**  
Dr. Khadidja HAMMOUDI

**BOARD OF EXAMINERS**

Pr. Rahmouna ZIDANE	Examiner
Pr. Zoubir DENDANE	Examiner
<i>Dr. Khadidja HAMMOUDI</i>	<i>Supervisor</i>

**Academic Year: 2021-2022**

## DECLARATION OF ORIGINALITY

I hereby declare that this submission is my own work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution. I also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise stated.

Name of the candidate:

Mrs.KORSO Amira Zohra

Date 25/06/2022

Signature:

## **Acknowledgments**

I would like to wholeheartedly express my most sincere appreciations to those who made the present thesis possible.

First and foremost, I am immensely indebted to my supervisor Dr. Khadidja HAMMOUDI for her continuous guidance, constant support, helpful comments and interminable encouragement.

Special praise goes to the broad of examiners Pr, Rahmouna ZIDANE and Pr. Zoubir DENDANE for devoting their efforts and precious time to evaluate and criticize the present research work.

I would express my special thanks to the midwifery institute ( INFSSF) and its staff especially second year radiography students and their teacher who give without hesitation the required help for the fulfillment of the current investigation.

## **Dedication**

This humble work is sincerely dedicated to all who contributed in the achievement of this research.

To my beloved aunt, for her patience, unconditional love and care , thanks for being by my side.

To my aunt's husband for his continuous encouragements and supports, thanks for being as a father to me.

To my wonderful cousins: Asma, Hocine, Hicham ,Nesrine and Nassim who believed in my abilities.

To my father in law, my mother in law and my brothers and sister in law who gave me strength to finish this study.

To my nieces and nephews: Romaissa, Rachad, Ben Ali and Ines who made me laugh when everything felt difficult.

To my dear husband who continuously provide his moral, emotional support. Thank you for believing in my abilities.

To my deceased parents and sister, I hope I make you all proud.

Lastly , to my dear son who gave me strength to fulfill this work.

## **ABSTRACT**

To make use of learners' L1 or to avoid its use in foreign language (FL) classes is a controversial issue, especially in teaching English in general (GE) and English for specific purposes (ESP) in particular. Accordingly, the divergence regarding the attitudes towards this linguistic practice has drawn much attention to raise questions for the current study to be conducted. Hence, this research work was an attempt to reveal ESP learners and teachers' attitudes towards the use of L1 in the ESP context, as well as to figure out the extent to which ESP teachers and learners use L1 in the ESP context, also to disclose the way in which the L1 is implemented in ESP situation. For the present research work, the investigator opted for an exploratory case study in midwifery institute (INFSSF) at Tlemcen in which second year radiography learners were chosen as a sample alongside their teacher. Data were gathered via the use of three research instruments including semi-structured interview for the teacher, learners' questionnaire and classroom observations. The quantitative and qualitative analysis of the obtained findings uncover that most of learners have positive attitudes towards the use of L1, being dialect in the studied case, in the EMP course since they use it to avoid the interruption in the process of communication to bridge the gap in their English linguistic competence and to comprehend lectures' content. Also, the ESP teacher has negative attitude towards such a practice because it is an ineffective way for learners first for learning a foreign language in general and ESP in particular, then ineffective for communicating and discussing in their studies and their future professions as radiographers. Moreover, learners use their L1 in ESP session frequently and subconsciously because their L1 represents their mother tongue through which they substitute the missing vocabulary, whereas the teacher uses L1 consciously and occasionally for creating good classroom atmosphere hence reinforces his relation with his learners also for clarifying ambiguous meanings as a last solution after many trials to do in English. By the end of this research, the researcher suggests some recommendations to prevent the exaggerated use of L1 in ESP context based on the teacher's attitude and to enhance the teaching process in the tackled field.

## TABLE OF CONTENT

**Declaration of Originality**

**Acknowledgments**

**Dedication**

**Abstract**

**Table of Content**

**List of Tables**

**List of Figures**

**List of Abbreviation**

## GENERAL INTRODUCTION

### CHAPTER ONE AN OVER VIEW OF THE MAIN CONCEPTS

1.1	Introduction .....	8
1.2	Attitudes .....	8
1.2.1	Definition of attitude .....	8
1.2.2	Components of attitude .....	11
1.2.3	Measures of Attitudes .....	13
1.2.4	Definition of Language Attitude .....	16
1.2.5	Attitudes and language use.....	17
1.2.6	Research Approaches to the study of Language Attitudes: .....	18
1.3	Language and dialect.....	20
1.3.1	Definition of language .....	20
1.3.2	Definition of dialect .....	22
1.3.3	Language VS Dialect .....	23
1.4	Code Switching .....	24
1.4.1	Definition of Code Switching.....	24

1.4.2	Types of code switching.....	26
1.4.3	Functions of code switching.....	28
1.5	The interference of L1 in Foreign Language Classroom.....	30
1.6	Attitudes towards Code Switching in Foreign Language classroom .....	30
1.7	The linguistic situation in Algeria .....	31
1.8	Attitudes towards code switching in Algeria .....	32
1.9	English for Specific Purposes (ESP) .....	34
1.10	ESP Situation in Algeria .....	35
1.11	English for Medical Purposes(EMP).....	36
1.12	English for Radiographers.....	36
1.13	Paramedical vocations in Algeria .....	37
1.14	Institute Nationale de Formation Supérieur des Sages Femmes in Tlemcen .....	38
1.15	INFSSF Radiography students as a sample: .....	39
1.16	Conclusion:.....	39
<b>Chapter Two Data Collection And Analysis, Main Results And Recommendations</b>		
2.1	Introduction.....	42
2.2	Methodology.....	43
2.2.2	Research Approach .....	45
2.3	Data Collection.....	46
2.3.1	Setting .....	47
2.3.2	Sampling.....	47
2.4	Research Instruments .....	48
2.4.1	Classroom Observation.....	48
2.4.2	Semi-Structured Interview.....	49
2.4.3	Questionnaire.....	53
2.5	Data Analysis.....	53
2.5.1	The Analysis of the Students' Questionnaire.....	53
2.5.2	The Analysis of the Teacher's Interview.....	63
2.5.3	The Analysis of the Classroom Observation.....	65
2.6	The Interpretation and discussion of the main results.....	71
2.7	Suggestions and Recommendations.....	76

2.8	Conclusion.....	78
	GENERAL CONCLUSION	
	REFERENCES	
	APPENDICES	



## LIST OF TABLES

**Table 1.1** students' checklist

**Table 1.2** teacher's checklist

## LIST OF FIGURES

**Figure 1** The Multi Component Model of Attitude

**Figure 2.1** Learners' attitudes towards English

**Figure 2.2** The English level of second year Radiography students

**Figure 2.3** Learners' Interaction during the ESP Sessions

**Figure 2.4** The Frequently Used Languages besides English by Teacher

**Figure 2.5** The frequency of the switch between English and the Algerian Arabic by the ESP teacher

**Figure 2.6** The Preferred Language for the Explanation of Scientific Terms related to Radiography

**Figure 2.7** The Language that is preferred by Students during the ESP class interactions

**Figure 2.8** learner's opinions about the use of dialect in class

**Figure 2.9** Students' Attitudes towards the Implementation of Dialect in the EMP Course

**Figure 2.10** Student's Opinions about the way in which code switching affect their Intention

## **LIST OF ABBREVIATIONS**

**L1:** First language / Mother tongue

**FL:** Foreign Language

**ESP:** English for Specific Purposes

**EMP:** English for medical purposes

**ERP:** English for radiography

**CHU:** Centre Hospitalier Universitaire

**EHS:** Etablissement Hospitalier Universitaire

**EPH:** Etablissement Public Hospitalier

**INFSSF:** Institut National de Formation Supérieur des Sages-Femmes

**LSP:** Language for Specific Purposes

# **GENERAL INTRODUCTION**

**General introduction:**

Nowadays, the study of language attitudes is considered as one of the most significant linguistic phenomena that attracts the attention of the current sociolinguistic studies. In fact, language attitude is regarded as a criterion that determines which language is used in bilingual or multilingual communities all over the world, for instance, a bilingual or multilingual individual with negative attitude towards French language he won't use it even if he well-master it.

Generally speaking, within one nation, there may exist minimum two languages or varieties of a language spoken by a considerable part of the population in various situations and contexts. Algeria, for instance, is described as being a diglossic and also a multilingual country for the simple reason that it is distinguished by the richness of its language repertoire which is related to the linguistic diversity and language varieties used by its people including Standard Arabic, Algerian Arabic(Algerian's mother tongue), Berber and French.

In the Algerian context, the sociolinguistic situation has its distinctiveness regarding the existence of innumerable sociolinguistic phenomena such as language attitudes which is considered as an essential factor that determines which language is going to be used. More precisely, besides the mastery of more than one language or language variety, the individuals' preference or aversion of a particular language or language variety determines which language is going to be used or switched to in order to attain specific communicative objectives and to meet their several internal needs. In Algeria, as a case in point, almost all of its populations master more than one language, yet they prefer to use the Algerian dialect being their mother tongue to fulfill their various needs. Therefore, language attitudes can be extended to take place even with the educational context including teaching foreign languages which is the basic concern of the current research paper.

Within the area of language use, the implementation of Algerian dialect in classrooms has lately been a subject of significant debate for all educators in present education practice, particularly in the processes of teaching and learning foreign languages. Usually, the transfer and integration of the first language is obviously one of the certain strategies which learners can indirectly use to comprehend the foreign language that they are learning, and it is an efficacious technique used by teachers for the sake of facilitating the process of teaching and creating interaction inside the classroom and maintain its continuity especially in foreign language environment. Accordingly, in Algeria, teaching a foreign language is not a facile task because of the complexity of the sociolinguistic situation that has a considerable impact on the way in which English being a foreign language is taught and learnt particularly at the tertiary level.

Furthermore, English is also learnt as English for specific purposes (ESP) in which the main interest is on the learners' special needs of English within a specific field such as English for Business, English for Tourism and English for Medical purposes and the like. Put it differently, in spite of the fact that ESP learners have previous knowledge of the English language, the process of teaching and learning ESP for them usually requires the use or the switch to their L1 which is dialectal Arabic in order to reach specific educational and communicative purposes. Therefore, exploring the different attitudes of both teachers and learners about the use of dialect in ESP teaching situation mainly with radiography students at INFSSF *Institut Nationale de Formation Supérieure de Sages-Femmes* ( National Institute for Higher Training of Midwives) represents the principal interest of this research.

In pursue of that aim, this research is an attempt to explore attitudes towards the implementation of dialect in ESP classroom. First, it aims at finding out the different attitudes of ESP teachers and learners at INFSSF towards the use of dialectal Arabic in ESP classroom as it is widely observed in many ESP classrooms across the country. Then, it seeks to investigate the extent to which dialectal Arabic is used by teachers and learners in the ESP context under investigation. Additionally, it endeavors to discover the way in which dialectal Arabic is implemented by ESP teachers and

learners at INFSSF. More to the point, it attempts to highlight the linguistic aspects that are mainly used in dialectal Arabic in the ESP context under study.

The result of the current study can be significant for further studies to investigate the far-reaching influence of the use of learners' L1 in teaching on the radiographers' language performance at their place of work. Moreover, this analysis may add more information about the use of the learners' L1 (mother tongue) as a strategy in teaching English within ESP classrooms which reinforce and support the advancement of linguistic knowledge in the sociolinguistic domain.

Consequently, the current research work seeks to answer the following questions:

1. What are ESP learners' and teachers' attitudes towards the use of dialect in ESP courses?
2. To what extent do ESP teachers and learners use Dialectal Arabic in ESP classes (for both explanation and interaction)?
3. How is the dialect implemented in the ESP classroom? And which linguistic aspects are mainly used?

The above-mentioned questions led to formulate the following hypotheses:

1. ESP teachers at INFSSF institute have a negative attitude toward the use of dialectal Arabic in ESP sessions whereas learners have a positive attitude towards the use of their mother tongue in ESP sessions.
2. ESP teachers at INFSSF use occasionally Dialectal Arabic at their sessions while ESP learners use frequently Dialectal Arabic during their interaction in ESP class.
3. The dialect is implemented in ESP classroom at the INFSSF institute:
  - Consciously by the teacher when explaining difficult concepts.
  - Subconsciously by the learners while interacting in class.

- Vocabulary is the main linguistic aspect where the use of Dialectal Arabic is prominent.

In order to support the above hypotheses, the researcher opted for an exploratory case study research dealing with second year radiography students at INFSSF. This case study will collect quantitative and qualitative data from different sources relying on the use of three research tools. First, questionnaire (for the students) is used because it helps to collect both qualitative and quantitative data in order to know about their distinct views. Second, classroom observations are used so as to examine the current situation in the natural setting for it is helpful to getting a deeper understanding of the phenomenon of attitudes towards Algerian Arabic Dialect use in ESP class. Third, semi-structured interview with teacher is opted for; this serves for knowing more about the teacher's opinions about the studied phenomenon. As a consequence, the use of various research tools will ensure more validity to this research work.

The current study is structured into two chapters. The first one is assigned for the theoretical framework; it deals with the concept of attitude as a social psychological phenomenon and language attitudes as a sociolinguistic phenomenon. Concerning attitudes, the investigator provides its definition, components and its measures. Then, the investigator provides clarifications about different concepts that are related to this research work among them language attitudes, attitudes and language use, language, dialect and code switching. Additionally, this chapter sheds light on the interference of L1 in foreign language classroom. Moreover, this chapter provides an exploration of the studied situation, and spot light on English for radiographers' course at INFSSF Tlemcen. The second chapter is assigned to research methodology design including the selection of the method, the setting, the participants, and the choice of the suitable research tools. This chapter deals also with the analysis and interpretation of the collected data. Moreover, it concludes with the results, and gives some recommendations and suggestions.





# **Chapter One**

## **An Overview of the Main Concepts**

## **Chapter One: An Over View of the Main Concepts**

### **1.1 Introduction:**

In the present era, the necessity for English as a professional language in medical and health care domains is growing so fast Teaching ESP in non-native settings makes the learners facing obstacles in the process of comprehending the lectures' content. Hence, the use of learners L1 is used in the ESP courses for the aim of surpassing the linguistic barriers that prevent teachers and learners from maintaining a good communication process. Simply put, the use of L1 in ESP classes facilitates the communication process between teachers and learners.

The current chapter is divided into two sections. The first section is devoted to present different definitions of the concepts that are related to this research work, including the definition of attitude, its components and different types and measurements. Additionally, it gives more details about this concept by defining it with relation to language and language use. Moreover, this section gives crucial information about language and dialect and the distinction between them. At the end of this part, definitions of code switching are presented besides its types and functions as well as the linguistic situation in Algeria.

In the second section of this chapter, the investigator presented a brief description of the studied situation where emphasis is put on presentation of the institute and the selected sample.

### **Section one: The Definition of Key Concepts**

#### **1.2 Attitudes:**

##### **1.2.1 Definition of attitude:**

Psychologists and educationalists dealt with the term attitude differently each one of them define it from a specific angle, and there is no clear agreement about a single definition which deals with all types of attitudes, since a concept may

## Chapter One: An Over View of the Main Concepts

coincide with other psychological concepts. Hence, the term attitude has been defined depending on the contexts in which it is being used and is limited to its own domain.

Gardner (1980:267) defined attitude as “the sum total of a man’s instincts and feelings, prejudice or bias, perceived notions, fears, threats and convictions about any specific topic”. Another definition which is often cited in literature is the one of Allport (1935) which sees attitude as “a mental or neural state of readiness, organized through experience, exerting a directive or a dynamic influence on the individual’s response to all objects and situations with which it is related” (Banaji & Heiphetz, 2010: 356). In the same vein, Eagly and Chaiken (1993, 1998) provided a simple definition which views attitude as “a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor” (1993, p.1). Other psychologists have agreed that evaluation is a fundamental concept to which the definition of attitude should relate to, stating that “[a]ttitudes have been defined in a variety of ways, but at the core is the notion of evaluation” (Petty, Wegener, & Fabrigar, 1997, p. 611). Thus, for the mentalist tradition of cognitive psychology an attitude is a mental condition that cannot be seen, rather, it must be understood from the subject’s introspect.

On the other hand, the behaviourists agreed on the idea that an attitude can be inferred from the responses of individuals in a specific situation, which means that the attitude of a person is strongly referred to his overt actual behaviours.

Moreover, Crano and Prislín (2006) brought different characterizations of attitudes by defining it as “the evaluative judgments that integrate and summarize... cognitive/affective reactions” (p.347).

Eagly and Chaiken’s definition, according to Gawronsky (2007:575), is an inclusive one to attitude, it should be adapted to any metaphor that defines the inner tendency which an attitude is made up of. That definition can be utilized for different issues; essentially: attitude expression, attitude construction and the differentiation between the implicit and explicit attitude.

## Chapter One: An Over View of the Main Concepts

Gawronsky(2007) draws a particular analogy between evaluation and attitude, they form a single entity. Later on, Chaiken went back and adopted the same definition clarifying that the “entity” can characterize anything in “a person’s internal or external social environment” (Chaiken, 2001:899-900).In the same light of what has been said, Rhine (1958) stated that attitude is more than a mental contrast, rather it is an evaluative dimension that has an impact on the individuals’ behaviour, i.e., an attitude may involve knowledge, feelings and experience.

Regarding knowledge, the person has an attitude needed to have information about the person or thing on which the attitude is held. Furthermore, feelings are when the person may like or dislike, enjoy, hate and experience as a crucial part of forming an attitude about a person or thing is when the person may have done something or had something done before. In spite of that, what is important here, is to take into consideration the evaluation made by the person about another person, event or thing; this evaluation may affect the actual behaviour.

Simply put, attitude is the composite of thoughts, feelings and actions. It indicates someone’s position about someone else or something else, that position, being positive or negative, is shown in a person’s actions which are based on his thoughts and feelings. For instance, a language learner favors learning English whereas he disfavors learning Spanish; firstly, his feelings towards those two languages (favoring/disfavoring) are based on his opinion about them, English is powerful nowadays than Spanish because English is considered as a Lingua Franca and with Spanish he cannot thrive in this world; thus, this opinion represent his thoughts about those languages and lately, actions are depicted in his actual behaviour which is in this case taking English course instead of Spanish. So, attitude is a concept which is composed of three fundamental elements.

As it has been shown in the definitions, attitude as a concept has a complex and long history in social psychology which describes attitude as a cognitive readiness followed by experience, and then with the rise of educational psychology in educational settings (schools and universities), teachers started being more aware about their learner’s attitudes towards their learning, and more conscious about the

## **Chapter One: An Over View of the Main Concepts**

effects of their attitudes on their performances. Years before, at schools and universities, attitudes were ignored and the focus was on skills of recall, understanding and thinking.

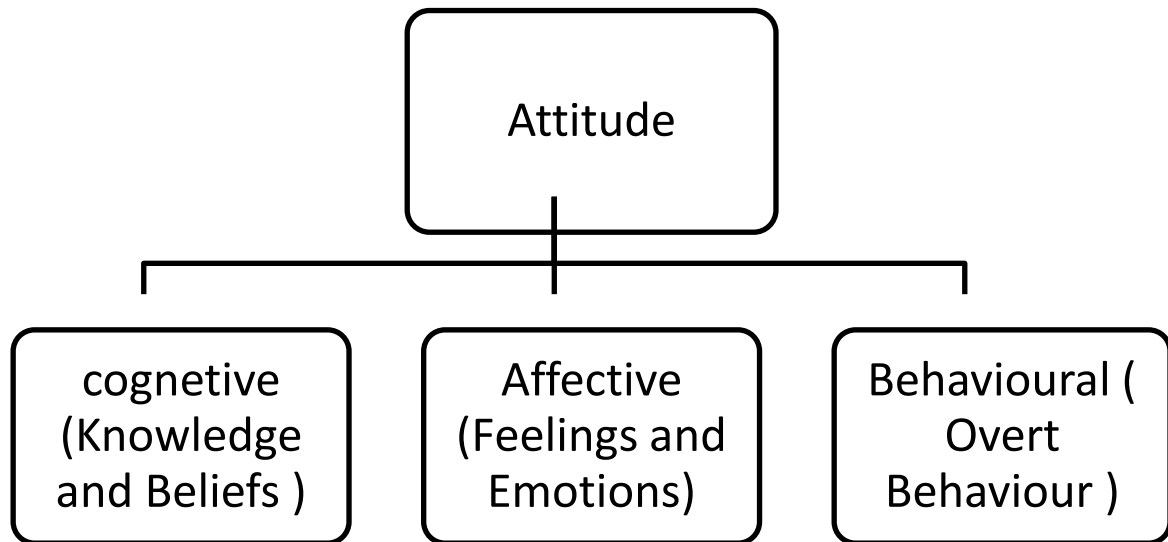
Years ago, scholars were thinking of science and noted that the student's attitudes towards science are more important than his understanding of science, because the way in which he will use his knowledge is depended on his attitudes. Adding to this, Gardner (1985) stated that the reason through which the language learner will be motivated or demotivated to learn a language is his attitude towards it

### **1.2.2 Components of attitude:**

The concept of attitude has been defined differently by different authors, yet, all those definitions turn around the idea of the positive or the negative evaluation of everything. Researchers in this domain proposed many models of attitude, such as Expectancy-Value Model which is suggested by Rosenberg (1956), The Multi Attribute Measurement by Calder and Leetz (1972), the Technology Acceptance Model(TAM) offered by Davis (1989, 1993).The model that is often cited in literature is the ABC Model (Eagly& Chaiken 1998) (Venden Berget et al 2006).Attitude, as a concept, was viewed by this model from three various dimensions, the affective, the behavioral and the cognitive, they were proposed by Triandis(1971).The affective components signify the individual's emotional feeling which is related to an attitude object. The behavioral component signifies the individual's attention to behave in a certain way toward the target object and the cognitive one signifies the individual's belief about an attitude object.

What has been said can be summarized as follows:

## Chapter One: An Over View of the Main Concepts



**Figure 1** The Multi Component Model of Attitude (Eagly & Chaiken, 1993; Zanna & Rempel, 1988).

On the other hand, Schiffman and Kanuk (2004) share the same conception that is suggested by Triandis(1971) by proposing the CAC Model that is composed of three elements: the cognitive(beliefs), the affective(feelings)and the conative (behaviour).

According to Winden's definition of attitude (1991), the concept of attitude is composed of three components that are: the affective, the cognitive and the behavioural .Besides this, McGuire (1996:157) noted that the three components of attitude maybe interrelated, that theorist who insist on differentiating between them should take into consideration that the difference is worthwhile. In addition to this, Van Els et al (1984:116) suggested that

it does not really matter whether all or only one of the three components are measured, the relationship between the components is so close that sufficient information on an attitude can be obtained by measuring only one component, no matter which.

In short, it could be said that attitude is a multi-dimensional concept that has attracted the interest of many scholars and authors who have suggested various definitions and various models, among them the ABC Model of attitude which is

## **Chapter One: An Over View of the Main Concepts**

based on the correlations between the three components: affect (feeling), cognition (meaning) and behaviour (dealing).

In the sake of forming an overall attitude, being positive or negative, towards an object, the combination of the three dimensions should be taken into consideration.

### **1.2.3 Measures of Attitudes:**

Attitudes can be measured in various manners. The measures of attitudes differ from each other on the basis of whether they are direct or indirect (explicit or implicit). Additionally, the direct measures ask directly the respondent to think about and report an attitude whereas the indirect measures of attitude assess attitudes without by avoiding the direct asking for the respondents to report verbally their attitudes. Therefore, both types of measures are crucial in the way in which they help in understanding and predicting the human behaviours.

#### **a. Explicit measures of attitudes:**

The majority of attitudes measures that have been developed can be viewed as explicit indicators. These measures often have been questionnaires in which the informants were asked to answer questions about their opinions and views towards a specific object or subject. For instance, if a group of investigators was interested in knowing respondent's attitudes towards secularism, they might ask the question: "what is your attitude towards secularism?" In fact, there are two distinctive explicit measures of attitudes: Likert scales and the semantic differential.

- **Likert scales:**

In 1932, Likert introduced a measure of attitude based on summated ratings. In this approach, statements are written in the way in which responses demonstrate either favorable or unfavorable attitude. In this case researchers create items that are worded in opposite directions in order to avoid response sets, in other words, the tendency for an informant to agree or disagree with all elements on the scale.

## Chapter One: An Over View of the Main Concepts

Thus, this technique allows the participant to make a range of possible responses, generally, in form of five-point scale, ranging from strongly agree, agree, to disagree and strongly disagree. In this method, there is no need for the experts to categorize each statement because the categorization is built into the scale. Allocating the score from 1 to 5 to each of the responses scores the Likert scales, and when the calculating of the score is done, the final measure of the individual's attitude could be given.

- **Semantic differential scale:**

The famous American psychologist Charles Osgood came up with the differential scale in 1979. In 1957, he suggested that people evaluate attitudes along three dimensions : evaluative ( good /bad), potency ( strong/weak), and active or passive. In order to measure these three dimensions, researchers in this domain developed the semantic differential scale which consist various dimensions against which the attitude object could be evaluated. Typically, the dimensions would be as follows : pleasant/unpleasant, strong/weak, fast/slow, active/passive, hard/soft, good / bad.

Thus, the attitude object is evaluated along each of these dimensions, and the results can differentiate among the three dimensions of attitude, i.e., evaluative (pleasant/unpleasant, good/bad), potency(strong/weak, hard/soft), activity (fast/slow, active/passive).

This method is used not only to determine whether the attitudes objects are regarded as favourable or unfavourable, but also to determine why that might be the case in terms of the three dimensions.

In sum, in this method, the participants are given a set of bipolar adjective scales each of which is separated into a set of categories (bipolar adjectives include general evaluative terms such as good and bad). The participants are asked to judge the attitude object by pointing out the response which represent their opinions.

### **b. Implicit measures of attitudes:**



## **Chapter One: An Over View of the Main Concepts**

Social psychologists have developed indirect measures of attitudes: the evaluative priming technique and the implicit association test (IAT) are the most common implicit measures.

- **The evaluative priming technique:**

The evaluative or effective or sequential priming technique was firstly introduced by Fazio and colleagues. This technique of measurement of attitude relies on spontaneous responses to attitude objects to assess attitude. Moreover, this procedure involves multiple trials in which the respondents briefly see the name of an attitude object (like: crocodile) followed by a positive or negative adjective (like: scary). On each trial, the respondent must categorize the adjective term as negative or positive as rapidly as possible. If responses to negative adjectives are faster than the ones of positive adjectives, then the attitude object is said to facilitate negative responding and this facilitation is taken as evidence of negative associations with the attitude object and therefore evidence of a negative attitude towards the object.

- **The Implicit Association Test:**

The IAT as an indirect measure of attitude was firstly introduced by Greenwald et al in 1998. It presents participants with brief images of stimuli to be organized as fast as possible over many trials. The stimuli composed of two sets of stimuli that serve as attitude objects and positive and negative adjectives. Then, the two groups of attitude object stimuli are paired with either the positive or the negative adjective, and in each trial the participants are asked to press the one key on the computer if one type of attitude object or one type of adjective is noticed, and to press another distinct key on the computer if the other type of attitude object or other type of adjective is noticed. Furthermore, this indirect measure requires that stimuli from two attitude object categories be placed into opposition because the main measurement result is a difference score, i.e., the average response time when one set of attitude-object stimuli is paired with positive terms and the other set of attitude-object stimuli is paired with negative terms minus the average response time when the pairings are reversed.

## Chapter One: An Over View of the Main Concepts

### 1.2.4 Definition of Language Attitude:

It was claimed by Smith (1996) that providing a clear definition of language attitudes is not an easy task, because of the complex combination between many concepts such as: attitude, language, language attitude, and their relation with society. In addition, the two distinct paradigms: Mentalism and Behaviourism, that study language attitude from two different perspectives, this is another reason for the difficulty of providing a unique definition.

Crystal(1997) defines language attitudes as the feelings that people possess about their mother tongue and others mother tongue. In other hand, Myers Scotten (2006) relates the concept of language attitudes to those assessments made by speakers about the relative values of a specific language.

Researchers proved that language attitude is not only concerned with language itself, but it can include other related subjects. Schimied(1991:164) characterizes three types of language attitudes: attitudes towards a particular language (stereotypes), attitudes towards varieties of the same language (standard language vs. non-standard varieties) and attitudes towards sociolinguistics topics. Besides this, other researchers distinguish other three types of attitudes in language learning: attitude toward the community and its people who share the same language, attitudes towards learning the language in question and attitudes towards language and learning language as whole.

In the same respect, Schiffman(1997) provides a more detailed summary of different types of language attitudes that involves: attitudes towards the status of a language, the status of its speakers or the status of a given form of the language (high and low), or its use in particular domains, attitudes towards loyalty to own language and attitudes of a minority class towards its own non-standard variety. In sum, language attitudes refer to the evaluations (positive/ negative) made by foreign language learners about other languages.

Through time, scholars have been providing various definitions for the sake of clarifying as much as possible the ambiguity that is found in understanding the concepts: attitudes and language attitudes. Though, no unique interpretation of

## **Chapter One: An Over View of the Main Concepts**

attitude and language attitude can be found among different researchers, Kashru and Weiss (1973:761) stated that

The community among the various definitions is illustrated by noting that attitudes are selectively acquired and integrated through learning and experience; that they are enduring dispositions indicating response consistency; and that positive or negative affect towards a social or psychological object represents the salient characteristics of an attitude.

### **1.2.5 Attitudes and language use:**

Language attitudes is a term that is used in sociolinguistics for the feelings that people have towards their own language (their native language) or the languages of others (foreign languages); these may be positive or negative, for instance, someone may particularly favor a foreign language (e.g., because of its status in the world), or think that a language is particularly difficult to be learned (e.g., because of the complexity of its pronunciation).

The work of Allport (1935, qtd. in Garrett 2010: 19) noted that the concept of attitude was considered as an essential constituent in the domain of social psychology, he further claimed that this concept has been also crucial in the field of sociolinguistics since Labov's (1966) influential work on the social stratification of speech communities whose languages might be driven to change because of prestige and stigma as effective factors towards some linguistic features that exist in the speech of these communities.

Since Labov's work, attitudes have become prominent in understanding social behaviour and thought (Garrett, 2010). Thus, attitudes are learned through human socialization and are less influenced and more persistent, such as language attitudes that are acquired in early life and do not change in later life (Sears, 1903, qtd. in Garrett, 2007: 116).

The parent discipline of language attitude research is the social psychology of attitudes. It seeks to bring together: a record of overt [and covert] attitudes towards language, linguistic features and linguistic stereotypes (Labov (1984: 33). Language attitude studies have varied from each other in terms of the subject under study.

## **Chapter One: An Over View of the Main Concepts**

Fasold (ibid: 148) summarizes three trends in language attitudes study. The first trend includes studies that emphasize on attitudes towards language itself where the investigator may ask questions about whether a language or a language variety sounds nice or harsh, poor, ugly, rich, beautiful, old-fashioned, or modern. The other trend includes studies that go beyond this level of language attitudes investigation and ask questions about the speakers of a language or a language variety: Some groups are believed to be ordinary, honest, hard-working, and intelligent: some groups are believed to be lazy, insolent (Preston and Robinson: 2005). The third trend focuses on the importance of language attitudes towards language maintenance and language planning (Ryan, Giles and Sebastian: 1982).

Furthermore, attitudes as a concept comprise three components, and the best illustration for those three components in relation to language use is the use of the Queen's English in Britain. Firstly, to think that the 'Queen's English is the only correct language variety, for instance, would be considered as an expression of the cognitive component. Secondly, the affective component of a positive attitude towards the Queen's English as a linguistic variety could be expressed verbally with a positive and favorable evaluation. Thirdly, the behavioural component of a positive attitude towards the attitude object, in this case the Queen's English, could be realized in the acquisition of this variety.

### **1.2.6 Research Approaches to the study of Language Attitudes:**

There are three main approaches to the study of language attitudes, these are: the direct approach, the indirect approach and the societal treatment approach.

#### **a. The direct approach:**

The direct method is overt and includes the use of direct and explicit questions that are organized in form of questionnaires or interviews which are directed to large groups of people. An example of its application is MacKinnon's (1981) study of the attitudes of Scottish people towards Gaelic. The Use of a questionnaire with questions targeting the explicit opinions of Scottish people towards Gaelic and its use illustrates this Direct Approach, which is often

## **Chapter One: An Over View of the Main Concepts**

considered to be intrusive and thus could lead to biased and distorted responses (Garrett, 2004, p. 1252).

### **b. The indirect approach:**

Based on the use of complimentary, less direct and to some extent misleading techniques, the indirect approach intends to obtain language attitudes in a distinct manner. In contrast to the direct approach, the explicit questions are avoided since the validity of language attitudes gathered by the application of direct methods has been questioned. Moreover, the use of the indirect method enables the researcher to obtain sensitive data like the attitudes of people towards foreign accents which, if they were directly asked for, they could answer in a manner where they would consider being socially appropriate.

Based on being covert, and looks for exploring the respondent's attitudes without informing them that they are being investigated, the researcher in this case relies on the use of the matched guise technique, first introduced by Lambert and his colleagues in the 1960s where he makes the respondents in the research listen to audio recordings, usually a passage read in distinct languages or language varieties by bilingual speakers, Then, they are asked to describe the individuals reading the same passage, while in fact, it is only one person who performs the readings.

### **c. The Societal Treatment Approach**

This approach is a content analysis of already existing data (Garrett, 2010, pp. 46–48). In this approach attitudes are inferred by the researcher by examining already existing attitudinal expressions (McKenzie, 2010, p. 41). The data can, for example, be arranged by newspaper letters-to-the-editor expressing the reader's views on language (Schmied, 1991; Lukač, 2016) or speech behaviour exhibited in literature or films (Walshe, 2009), by choosing texts as a data source, this approach can be qualitative and quantitative and seems to provide enormous possibilities to study language attitudes. Despite the huge amount of already existing data, the Societal Treatment Approach has been frequently overlooked in the past (McKenzie, 2010, p. 41), which could be due to particular research topics and questions, as well as to the perceived danger of inferring attitudes from the data

## **Chapter One: An Over View of the Main Concepts**

resulting in subjective interpretations by the researcher. The researcher's individual disposition to the texts and experience with the subject matter, therefore, can influence his or her perception of the data, which may ultimately result in the researcher's own personal attitude being reflected in the results.

### **1.3 Language and dialect**

#### **1.3.1 The definition of language:**

It is universally acknowledged that language is a means of communication, through which human beings can exchange their opinions and knowledge, also to express ideas and feelings. In order to give an exact definition of language was not an easy task for linguists because of its complexity, so each of them defines it from his point of view.

The dictionary definition of language differs from the linguistic definition. For instance, Cambridge Advanced Learners Dictionary defines language as “a system of communication consisting of sounds, words and grammar, or the system of communication, used by people in particular country”. In addition to this, language in Oxford Dictionary refers to “the method of human communication either spoken or written consisting of the use of words in a structured and conventional way”.

Linguistically speaking, language is a complex system of rules; it is god's gift that is particularly specific to human beings. In fact, linguists do not agree on one definition as they view it from distinct perspectives.

According to Edward Sapir “language is purely human activity and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols” (1978, p.8). Therefore, Sapir emphasizes on the idea language is specific for human, he adds that it is acquired. Moreover, this linguists mention the fact that language is a system which rely on the use of symbols, i.e., sounds; Sapir believes that language is universal and its universality means that all human beings use language to express their minds.

## **Chapter One: An Over View of the Main Concepts**

In the other hand, Ferdinand De Saussure views that “language exists in the form of a sum of impressions deposited in the brain of each member of a community”. For him, language is related to cognitive processes, also there is a close relationship between language and thoughts because language is a tool through which the individuals express ideas. Furthermore, for De Saussure language is a social phenomenon as it is a way of communication used by group of individuals living in a particular society. Besides this, for De Saussure language is a structure that can be studied independently from other aspects of human behaviour, and language is an organized system endowed by social functions.

In the same line of thoughts, Noam Chomsky argued that language is considered as a group of sentences composed of set of elements. Also, he adds that language has two forms: speech and writings as a result some linguists focus on the spoken form while others put emphasis on the spoken and written forms as both of them are considered as a means of communication. Moreover, according to Chomsky(1957) language is a group of sentences, he adds that humans have an innate capacity for understanding the structures of language and using these rules for generating an infinite number of sentences. Additionally, he says that this innate capacity explains how children can understand the speech of adults and is able to use the grammatical rules to produce sentences; For him, all languages possess rules that refer to cognitive and mental structures. Thus, Chomsky believes that language is a system that has properties.

According to Lampacker(1972:3), language is “series of correlations between the sounds and meanings achieved through a networking of rules and structures”. For him, language is a set of associations between words and meanings that are reached through the application of the grammatical rules and the structure of those words.

In short, language sets humans apart from all other creatures as it is purely a human activity through which they can speak up their minds either by speaking or writing. As it is shown in the previous lines, many researchers that are interested in the domain of linguistics (the scientific study of language) bring different

## Chapter One: An Over View of the Main Concepts

definitions and explanations each from a specific angle, one of them focuses on the structure, the other one its function, others how it is produced in a given society, but there is no clear unified definition that describe language because it is complex.

### 1.3.2 Definition of dialect:

Generally speaking, all languages are characterized by the feature of “variation” within the speech communities that use it. In this respect, dialect refers to the subdivision of a language, in other words, dialects refer to the varieties of a language, for example, Algerian Arabic is a dialect of Standard Arabic.

Moreover, dialect is characterized by differences at the different levels of linguistic analysis(phonology and syntax).For instance, at the semantic level in which one word may express different meanings like “شايب” / shayeb/ in the Algerian Dialect which may refer to a person with fully white hair as it may refer to in some Algerian regions like Maghnia to the father.

There are two distinctive types of dialects. The first type is regional dialect, which refers to the variety that is associated with a particular geographical area like Bavarian Dialect in Germany. The other type is social dialect, which refers to the variety that is associated with a given social class or static group, it includes a class dialect, ethnic dialect gender dialect. Thus, the variety that is used by the individual may tell where he/she comes from geographically and socially.

Although, different dialects expose differences that are slightly significant. In the first hand, geographical dialect continuum refers to a chain of mutually intelligible (shared understanding) dialect in a given geographical area, as the further a person move from the starting point (place) the larger differences he finds, therefore, mutual intelligibility decreases depending on proximity. For instance, the Arabic Dialect Continuum stretches on a large area, starting from Morocco until Iraq .While dialects of Maghreb are perfectly intelligible to their users , however, users of other dialects like the Gulf may find themselves struggling in finding a way to understand .Moreover, generally Arabic speakers of different dialects rely on the use of Standard Arabic when they face challenges in understanding one another , in this case Standard Arabic is said to play the role of lingua franca.



## **Chapter One: An Over View of the Main Concepts**

In order to best understand the social dialect continuum, the example of Jamaica is often cited in literature. In the past the high class (British Colonial masters) spoke English and the low class which are the American slaves spoke a deep English based creole, this creates a context in which no mutual intelligibility exists, through time, the gap between English and the deep creole was bridged by an intermediate variety, thus, giving birth to social dialect continuum.

### **1.3.3 Language VS Dialect:**

According to Trudgill (1983) “The scientific study of language has convinced scholars that all languages and correspondingly all dialects are equally good as linguistic system. All varieties of language are structured, complex, rule governed system which are socially adequate for their speakers”. The idea that Trudgill wants to convey through the quote is that scholars are convinced that all languages and dialects are equally good linguistically speaking, they are both structured, complex and rule governed, so they are completely adequate.

From a linguistic point of view, the decision about whether language and dialect are different is difficult to be made, as whatever linguistic variety is used, it will fulfill the function of communication.

Hogan (1966) notices that the two terms are ambiguous, he says that they “represent a simple dichotomy in a situation that is almost infinitely complex” (p.922) However, Bell (1976) suggest few criteria to distinguish between language and dialect, among them standardization, vitality, historicity (language that has got history) and autonomy (independence).

In fact, the existence of the two labels “language” and “dialect” as distinct concepts implies that they are enough different from each other. However, there are no conventional criteria for distinguishing languages from dialects, although, a number of paradigms exist, which render sometimes contradictory.

Linguists usually acknowledged that mutual intelligibility is the best criterion which is the most objective one to make a distinction between language and dialect. It works on the basis that if speakers of different varieties can

## **Chapter One: An Over View of the Main Concepts**

communicate and understand each other, such varieties are dialects of the same language. And if there is no mutual understanding or difficult to be reached, they are considered as distinct languages. For instance, Algerian Arabic, Moroccan Arabic, Egyptian Arabic, are all dialects of the same language which is Arabic because speakers of those dialects are able to comprehend each other. On the other side, a monolingual Arabophone Algerian and a monolingual Berberophone Algerian cannot communicate and are not able to understand each other, so, Arabic and Berber are said to be different languages as they share no mutual intelligibility.

To add to what has been said, the mutual intelligibility as a criterion cannot be always valid in real life situations when distinguishing between dialect and language. For example in the case of Bosnian, Serbian and Croatian varieties are considered distinct languages, but in fact they are essentially varieties of the same language which was called Serbo-Croatian during the communist rule, so, for sociopolitical reasons they are regarded as distinct languages. In this respect, Trudgill (1983) sees that the criterion of mutual intelligibility is less important sometimes in making a difference between language and dialect because there are other factors that can interfere in that process like the cultural and political factors.

To sum up, from a linguistic basis, it is not true to think that language is superior than dialect or vice versa, linguistically they are both equally good as communication systems. From a societal basis, dialects are deemed to be less prestigious than the main language, also dialect is considered as a substandard, low status and rustic form of language. In contrast, languages are hold in high esteem, as they are considered as high prestigious and a standardized variety. To conclude, no one speaks a “language” but every one speaks a dialect of a language, it is due to the process of standardization that a particular dialect is turned into a variety called (standard) language.

### **1.4 Code Switching:**

#### **1.4.1 Definition of Code Switching:**

One of the inevitable and natural outcomes of communication and the contact between different varieties or different languages is code switching. In

## Chapter One: An Over View of the Main Concepts

bilingual and multilingual communities, speakers are able to mix or shift from one code (variety) to another during the communication process. For the reason that many researchers have established numerous definitions for the concept of code switching, there is no exact definition for this linguistic phenomenon. Thus, some definitions will be presented in the following sentences.

According to Gumperz (1982:59) “the juxtaposition within the same speech exchange of passages of speech belonging to two different systems or subsystems”. In other words, Gumperz identifies code switching as the process of alternating between two or more languages or language varieties within the same speech in communication. In the same vein, Cook (2000:83) regards the process of code switching as “going from one language to the other mid-speech when both speakers knew the same two languages”. Consequently, code switching is considered as a linguistic behaviour which characterizes bilingual and multilingual speakers, who possess a certain degree of control and flexibility between languages. Moreover, Myers-Scotton (2006) gives a general definition of code switching by saying that code switching “is the use of two languages in the same conversation” that is code switching is the process of using two codes or varieties in the single interaction.

In the same respect, (Paradis, Genesee, & Carago, 2011:88) define Code Switching as: “the use of elements from two languages in the same utterance or in the same stretch of conversation”. Mostly, bilingual (or multilingual) speaker switches codes within the same stretch of interaction, discourse or sentence according to the situation he encounters in addition to his needs. Furthermore, according to Hudson (1980) code switching happens when “the speaker’s use of different varieties of the same language at different times and different situations which seems to refer more to diglossic situation”.

However, Diglossia and Code Switching are distinctive concepts. In this line of thought, Wardhaugh (2006:104) says that diglossia reinforces differences, whereas code-switching tends to reduce them. In diglossia too people are quite aware that they have switched from H to L or L to H. Code-switching, on the other hand, is often quite subconscious: people may not be aware that they have switched or be

## **Chapter One: An Over View of the Main Concepts**

able to report, following a conversation, which code they used for a particular topic”.

According to Eldridge (1996) code switching is” the natural purposeful phenomenon which facilitates both communication and learning”. Besides this, Lin(2013:195) describes ‘classroom Code switching’ as the alternating use of more than one linguistic code(language) in the classroom by any of the classroom participants. i.e., in a bilingual or multilingual classroom Code Switching is used by teachers and learners whether spontaneously (unconsciously) or deliberately(on purpose) in order to achieve different goals.

### **1.4.2 Types of code switching:**

Code switching is one of the most significant results of contact between different languages. It is a conversational natural and spontaneous phenomenon that occurs among bilinguals and multilingual communities. In general, code switching is characterized with the existence of two or more distinct languages or distinct language varieties within the same interaction or the same utterance. Thus, researchers in the domain of languages in contact distinguish different types of code switching.

In 1972, Bloom and Gumperz identify two types of code switching: Situational Code Switching and Metaphorical code switching. The first type being Situational Code Switching refers to the use of different languages or language varieties relying on the change in the sociolinguistic situation in which bilingual or multilingual speakers are involved in. In addition, the situational switching implies that the selected language is controlled by the change in: topic, setting, the addressee, in other words the change in the constituents of speech events. In the same line of thoughts, Bloom and Gumperz (1972:349) define situational Code Switching as “distinct codes are employed in particular setting and speech activities and with different categories of interlocutor, i.e., there is a direct relationship between code use and observable features of the situation”. Thus, the selection of language depends on the social factors

## Chapter One: An Over View of the Main Concepts

Moreover, when the speaker defines the choice of languages and not the situation that determines the selection of codes, here it is called metaphorical code switching. It refers to the case where the process of switching between different codes is done for the purpose of reaching a particular communicative impact. Hence, this distinct type of code switching occurs in order to show the speaker's ability to apply a given codes in the sake of conveying social meaning which goes beyond the literal meaning of the words, for instance the use of figures of speech. In this vein, Wardhaugh (2006:104) explains: "when a change of topic requires a change in the language used we have metaphorical code-switching". So metaphorical code switching is concerned with the change in the topics of the conversation.

Later on, Gumperz (1982) developed metaphorical code switching and he introduced another kind which is called Conversational Code Switching. According to Hudson (1999), conversational code switching refers to the case where the bilinguals are talking to each other, without the change in the situation, but they opt for changing the language. Additionally, Gumperz adds that conversational code switching may cover some discourse functions such as quotations and interjections.

Besides all what has been said previously, code switching may not only occur in a conversation, but it can also occur within sentences. Therefore, Poplack (1980) identifies three types of grammatical code switching: Intra-Sentential Code Switching, Inter-Sentential Code Switching and Tag- Switching.

Intra-sentential code switching took place within a sentence or clause boundary. It indicates the case where a speaker switches from one language to another within the same sentence (or clause), i.e., it occurs in the middle of the sentence. It is also called "Code Mixing".

Example: *klit/sandwich/fel ftour* (I ate sandwich at lunch).

Inter-sentential code switching took place at sentence boundaries, where each sentence is in distinct language. In other words, if one sentence is in one code, the other sentence is automatically in another code. The best example that might be cited here is the one of Poplack when he says "Sometimes I will start a sentence in

## **Chapter One: An Over View of the Main Concepts**

English y termino en espagnol”(sometimes I will start a sentence in English, and finish it in Spanish).

Tag-switching is another distinctive kind of grammatical code switching. In this type there is an interjection or a tag that is introduced in another code. For example, in this sentence (Nesennak ghedda f dar, D'accord?) (i will be waiting for you at home tomorrow, ok?), the speaker here was speaking in Dialectal Arabic(Algerian Dialect),then he finishes it with a tag by using another language which is French.

### **1.4.3 Functions of code switching:**

Code Switching as a spontaneous phenomenon, which is resulted from the contact of different languages, is particularly used during the processes of teaching and learning a foreign language in a non native environment, as it might be used by teachers or learners in a discourse

#### **a. Teacher's Functions of code Switching:**

In a foreign language teaching classroom, teachers may code switch unconsciously; In fact, this natural behaviour serves some fundamental functions that may be beneficial or may not be beneficial in a language learning and teaching environment. Mattson and Burenhult (1999:61) listed these functions in this way: topic switch, affective functions, and repetitive functions.

First of all, topic switch refers to the case where teachers switch from one their language (code) to another relying on the topic which is under discussion. This means that this operation occurs when the teachers change between the foreign language (FL) that the learners are expected to gain competence in and their mother tongue (L1).In such case, for the aim of transferring the new meaning in a clear manner, it may be suggested that a bridge is constructed from the mother tongue and the foreign language contents.

Additionally, code switching adopts also affective functions which are used for expressing the emotions. In other words, teachers switch between languages for

## **Chapter One: An Over View of the Main Concepts**

the aim of building solidarity and intimate relationship with their learners, and this if fact may help in raising the learner's motivation.

Furthermore, the repetitive function is another crucial function that code switching adopts. In such case the teacher changes the code for the aim of clarifying meanings, thus, in this way he will emphasises on the foreign language content for a better and effective comprehension.

### **b. Student's Functions of Code Switching:**

In a foreign language learning environment, Learners are not always aware of the reasons that motivate their language switch besides its functions and results. Thus, students' functions Eldridge (cited by Sert, 2006) proposes a set of students' functions which are: equivalence, reiteration, floor-holding, and conflict control.

Firstly, equivalence occurs in cases when the learner lacks linguistic competence in expressing particular lexical items in the target language (the foreign language),thus, he code-switches using the equivalent lexical item in his native language (L1).So, equivalence helps the learners in keeping the communication going by filling the gap that is resulted from the lack in the foreign language.

Secondly, reiteration refers to cases where the learners repeat the message of the target language in their native language, in order to clarify and better understand its meaning. Therefore, this function helps in enhancing the learner's competence in the language that he is trying to learn.

Thirdly, floor holding function is used when the learner cannot remember a word in the target language (foreign language),then, he use his native language for the aim of avoiding the interruption of the communication. In fact, this happens due to the lack of fluency in the foreign language.

Finally, conflict control is another remarkable function among student's functions of code switching. It is concerned with the learner's intention, and used by learners in order to avoid misunderstanding, particularly when the learner the correct meaning in a given discussion. This happens due to the lack of knowledge of the foreign language culture.

## **Chapter One: An Over View of the Main Concepts**

### **1.5 The interference of L1 in Foreign Language Classroom:**

It is commonly known that in the process of teaching and learning a foreign language, the L1 is obviously used. For this reason, certain scholars believe that switching from the target language (Foreign Language) to the L1 can be regarded as an effective strategy for the enhancement of learners' proficiency level in the language that they try to achieve a certain competence in. In the same respect, Cole (Offiong, 2013:900) suggests that "a teacher can exploit students' previous L1 learning experiences to increase their understanding of L2". Also, Brooks and Donato (1994) support Cole idea by stating that the use of L1 in accordance with the target language helps the learners in negotiating and communicating effectively in the classroom. Simply put, the use of learners' L1 helps the learners to raise their comprehension and to enhance their native-like mastery of the target language.

Furthermore, other scholars have different perspective than the one stated in the previous lines. For instance, Cook (2001) was against the exaggerated use of L1, yet he advocates using it in particular occasions such in giving instructions. In other words, the use of L1 in accordance with the target language, can be intentionally done for some pedagogical reasons that fit the learner's needs. Though, the random use of L1 may influence negatively the learners' communicative competence and their academic performance.

### **1.6 Attitudes towards Code Switching in Foreign Language classroom:**

Recently, code switching, as a crucial phenomenon, has been the issues of significant debates, mainly, about its occurrence in a foreign language classroom. In this regard, researches on the efficiency of this phenomenon in the foreign class shows different views that have been put forward by researchers in this domain. Thus, there is two contradictory opinions concerning the use of code switching in teaching and learning foreign languages; These two visions are splitted into positive and negative ones.

In the first side, the ones who have positive attitudes argue that code switching is a natural and spontaneous linguistic phenomenon which is used as a means of communication in order to transmit a message or to avoid the interruption



## **Chapter One: An Over View of the Main Concepts**

of the speech. Usually, for the sake of achieving a successful learning and teaching processes, the use of code switching in a foreign language classroom seems to be an effective technique for that. Accordingly, Cook (2001) supports that idea by arguing that learners' L1 deserves a place in foreign language classroom. In the same line of thoughts, Cook (2001) regards the use of code switching in the classroom setting as a natural behaviour in a bilingual situation, for him (2001:242) the fact of using learners' L1 is a "learner preferred strategy" that permit him to express his mind (thoughts), feelings and desires with freedom and ease. Therefore, the L1 in this case should be regarded as a resource for an effective learning process and not an obstacle.

On the other side, the ones who have negative attitudes towards the use of code switching in foreign language classroom believes that it is a strategy, which is adopted by the less competent language users for the aim of compensating the lack in their linguistic competency. In this regard, researchers give nearly similar opinions. As Elridge (1996:303) who sees that it is "a failure to use the mother tongue and learn the target language or unwillingness to do so". In addition to this, Sridhar (1996:59) describes the use of CS in FL classrooms as "a sign of laziness or mental sloppiness and inadequate command of the language". Furthermore, Cummins and Swain (1986:105) state that "the progress in the second language is facilitated if only one code is used in the classroom".

### **1.7 The linguistic situation in Algeria:**

Algeria is a multilingual community. It is characterized by the existence of different languages, those languages are: Standard Arabic (SA), Algerian Arabic, Berber, French and other foreign languages like Spanish and English.

Standard Arabic is constitutionally recognized as the official language in Algeria. It is the language that is used in formal settings like: education, delivering the news, reciting the Quran, delivering political speeches.

Algerian Arabic is the dialect that is used for daily communication. It is characterized by having different accents that is defined as the phonological variation which differs in Algeria from region to region. The realisation of /q/ sound

## **Chapter One: An Over View of the Main Concepts**

is the best example where the phonological variation can be clearly seen, because in Tlemcen it is realised as /ʔ/ whereas in Oran as /g/ and in other regions it can be realised as /k/ or as /ts/.it is also characterized by borrowings from other languages like Spanish and French , for example: /faliza/ valise in French (bag) , /cozina/ cocina in Spanish (kitchen).

French is considered as the first foreign language in Algeria. Because of the fact that Algeria was colonized by France for about one hundred and thirty-two years, the colonizer imposed on Algerians to learn only French. Thus, the Algerians spoke French with high fluency.

Berber is now considered as the second official language in Algeria, which is recognized by the constitution. It is a distinct language from Arabic as they share no mutual intelligibility. It has many dialects among them: Kabylie and chawia.

English is regarded as a crucial foreign language in Algeria. It is taught starting from middle schools to high education. Because of the fact that it is the language of the world Algerians are becoming more interested in learning it, also, there are some crucial debates about its implementation in primary schools.

### **1.8 Attitudes towards code switching in Algeria:**

Algeria is regarded as a multilingual community due to the existence of various languages including Standard Arabic, Algerian Arabic, Berber, French and English (especially in educational and occupational domains).Thus, different sociolinguistic phenomena occur , among them code switching. This later is generally defined as the alternation between two or more languages or language varieties within the same conversation.

In Algeria, code switching is widely noticed because people there often switch between languages in their daily life interactions. Further, the Algerian shifting is usually concerned with the combination of Arabic and French languages, since French is spoken by a considerable portion of the Algerian population as a result of the French colonialism.

## Chapter One: An Over View of the Main Concepts

In the Algerian context, all types of code switching are employed: Inter-sentential, intra-sentential, and tag switching and this maybe clarified through the following examples from the Algerians daily speech:

- L'costume hada qdim ?( is it an old suit?)
- Rah aendi dérangement f dar ( i have troubles at home)
- Mchit lel port b jemaat ( I went to the port on Friday)
- Reha mweliya f train ( she is coming back by train)
- Nemchiw maa baad, d'accord? ( we go together, ok ?)

Moreover, code switching is also found in foreign language teaching and learning classrooms. In Algeria, English can be considered as the commonly learned and taught foreign language because of its important place in the world, then, in the English Language classrooms teachers and learners usually switches between English and French, English and Arabic and even between English and Algerian Arabic in order to achieve a fruitful learning process also to fulfill the needs of the learners which might be gaining a certain level of proficiency in English. In fact, Algerians have contradictory attitudes about the switching between the different existing languages in the English classrooms.

In one hand, teachers and learners with positive attitudes towards code switching in English classrooms observed that it can be beneficial and effective, they believed that switching to the native language, that is in the case of Algerians “the Algerian Arabic”, can help in conceptualizing meanings of words, thus, it helps in enhancing the learner's competency as well as their performance. In the other hand, for the ones with negative attitudes towards the issue, they believe that it is not the best strategy that enables the learners to develop their English proficiency, for the simple reason that each language has its own culture and own system.

Simply put, Algeria is a multilingual country, where the use of many languages is found there, due to many reasons among them historical ones like the case of French, also reasons that the world imposes on people like globalization such as the case of English. Thus, to mention that, there is no sufficient amount of data about the attitudes towards code switching (Standard Arabic, Algerian Arabic

## **Chapter One: An Over View of the Main Concepts**

and French)in foreign language classrooms(English), for this reason, this present work may contribute in the collection of information about teachers' and learners' attitudes towards the use of Algerian Arabic in English sessions specifically English for Specific Purpose classes.

### **Section Two: Description of the studied situation**

The description of the studied situation is an essential part of this research work, for this reason details on the institute and the chosen sample are going to be presented below.

#### **1.9 English for Specific Purposes (ESP):**

“Providing a simple definition of ESP is not an easy task” Stevens (1987:109). In this respect, many definitions were provided for the aim of clarifying ESP. According to Hutchinson (1987): “ESP is an approach of teaching a language having proper command on syllabus, methods and activities used for learning a language on the basis of the needs of the learners and for the antecedent of their learning.” In other words, Hutchinson believes that ESP is an approach to teaching in which all decisions as to content and method are based on the learner's needs.

Additionally, Basturkmen (2006) states that “In ESP language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry a greater linguistic efficiency in Academic, Professional or workplace environment.” Basturkmen wants to say that ESP means teaching and learning English for restricted goals rather than broad purposed, also it focuses on developing communicative skills in specific disciplines such as English for Academic purposes (scientific conferences), English for Vocational Purposes (business).

Moreover, ESP is regarded as a learner-centered approach to teaching English, accordingly, ESP learners are generally aware of the particular purpose that they need English for, so they will focus on learning a specific terminology and the language skills that are required for their future studies or profession. Thus, ESP

## **Chapter One: An Over View of the Main Concepts**

courses are introduced in order to familiarize learners with the specific ways English is used in functions that they will need in a specific field of interest.

### **1.10 ESP Situation in Algeria:**

Algerian university students, particularly first year students, who received seven years of formal English teaching in the middle and the secondary schools, find themselves incapable of using the English language in their field of study. In the field of higher education, English is studied in different curricula and at the different departments. A part from the English department where it is the central subject, English is presented in other departments as a compulsory module. Also, the students from these departments are required to attend ESP sessions depending on their research area as well as their needs. The Algerian ESP practitioners mostly undertake various roles and tasks, as they are always engaged in practices that involve designing courses, developing and evaluating materials.

Usually, teaching ESP is claimed to be taught by an ESP field-specialist, and not an English teacher. Unfortunately, this is not the case in most Algerian high educational institutions including the university and institutes, where the most of ESP teachers are mainly English teachers who are recruited to teach ESP. The reason behind this fact is that Algerian English teachers most often are not trained to become ESP teachers. In fact, an ESP teacher is supposed to hold a certain linguistic competence degree as well as sufficient amount of knowledge about the field that they deal with.

Regarding their students' proficiency level, these ESP teachers are considered more as translators in class rather than ESP practitioners because of the use of French, Arabic and English in their classrooms. The use of those three languages can be explained by the fact that students with a certain competency lack in the target language (English, especially ESP in this case), oblige in a way the ESP teacher to switch between languages in order to fit their students' needs. Additionally, in Algeria, it should be mentioned that policy makers and curriculum designers are not taken ESP teachers seriously although the demand for ESP courses is growing so fast.

## **Chapter One: An Over View of the Main Concepts**

### **1.11 English for Medical Purposes(EMP):**

EMP is a branch of ESP that is emerged due to the dominance of English as a professional language in the medical field. In this respect, Maher (1986) defines EMP as “the teaching of English for doctors, nurses and other personal in medical profession”. According to this, the EMP as a distinguished type of ESP can be divided to sub branches by taking into consideration the domain of specialty in the medical sphere such as English for Medical Doctors, English for Laboratorians, English for Nurses and English for Radiographers. Generally, EMP refers to the ESP course type which is introduced for medical professionals in order to meet their needs in different medical circumstances like to perform effectively at work, to carry medical research, to be well trained in the medical domain and to develop language competence concerning the different language skills that are required for the medical field. Hence, this research paper will focus on more specific sub-branch of EMP called “English for Radiographers”.

### **1.12 English for Radiographers:**

In the medical field, as any other scientific filed, the need of the mastery of English is obviously required, and by taking into account radiography profession part from it, a new subclass emerged to meet this need, which is known as English for Radiographers(English for Radiological Technologist). Therefore, English for radiographers focuses on helping the radiographers to use English effectively in order to communicate with different people, from all over the world, as they are supposed to deal with patients and other medical professionals (like doctors) from different nationalities.

For the reason that English is regarded as the lingua-franca of today’s world, radiographers are obliged to use it with foreigner patients in order to give them instructions in the rooms where the X-Rays and RMI as well as Scanners took place. Additionally, when the radiographer is equipped with the English for radiology, he will be able to explain diagnosis to those patients. In general terms, English for radiographers course emphasizes on the way in which radiological technologist in both occupational and academic field.

## **Chapter One: An Over View of the Main Concepts**

Moreover, radiographers may also use English in other aspects. Besides communication with foreign patients, he may read research papers and medical articles, also he can contact foreign radiographers in order to exchange knowledge related to their field (radiology). Hence, the way in which English is being taught for radiographers, especially when other languages besides English are used in teaching English as a foreign language in an ESP context represents the area of concern of this research work.

### **1.13 Paramedical vocations in Algeria:**

Paramedical vocations in general and specifically radiography, represents the largest qualified professional group among occupations within the medical sector representing  $\frac{3}{4}$  of the workforce in Algeria. Therefore, paramedical practitioners in Algeria work at different sectors, such as in hospitals and clinics. Furthermore, paramedical professionals include health professionals, such as nurses, radiographers and medical assistants, that are trained distinctly from the doctors and pharmacists. In this way, it could be said that paramedical professionals like radiographers can act only if doctors make prescriptions allowing them to expose the patients to X-Ray or RMI.

In this regard, radiographers are defined by ISSRT (2011) as

medical imaging and radiotherapy healthcare professionals who play a vital part of the multidisciplinary healthcare team. These professionals play a critical role in the delivery of health services to patients for diagnostic, therapeutic and research purposes and those who support the delivery of these services using ionizing radiation (x-ray), sound waves, magnetically induced radio signals, or radioactive materials to produce a diagnostic image or treat a patient. Radiographers/radiological technologists are educationally prepared and clinically competent with legal authorization to perform imaging or therapeutic procedures. Where permissible by regulation or law, radiographers/radiological technologists are fully accountable autonomous practitioners.

More to the point, the ISSRT characterizes some specialties for the radiographer among them: Bone Densitometry, Magnetic Resonance, Mammography, Sonography.

## **Chapter One: An Over View of the Main Concepts**

### **1.14 Institute Nationale de Formation Supérieure des Sages Femmes in**

#### **Tlemcen :**

INFSSF is a public institution that is placed under the ministry of health 's control; There are three institutes which are specialized in midwifery training, these later are situated in Tizi Ouzou, Annaba and Tlemcen. Thus, the current research is mainly concerned with INFSSF at Tlemcen in particular.

INFSSF at Tlemcen is specialized in training generally paramedical professionals and midwives in particular. Besides the midwifery, there are other specialties that can be found there, among them: radiographers, nurses, pharmaceutical assistants. Unlike the midwifery students who require five years of study scheduled between theoretical and practical training, the students from the earlier mention specialties require only to go through a curriculum of three years (theoretical and practical trainings are required).

Moreover, this institutes holds a variety of highly qualified teachers for each specialty including: 7 paramedical teachers, 3 pedagogical inspectors, 4midwives, doctors from CHU (Centre Hospitalier Universitaire) and from EHS (Etablissement Hospitalier spécialisé), also from EPH (Etablissement Publique Hospitalier),and other teachers from different department of Tlemcen University. Unquestionably, the institute includes six classrooms, one amphitheatre, a TD room, a computer lab and a library.

In fact, all the graduate students in the INFSSF, get their professions directly, so after finishing their studies, they are going to sign a commitment of seven years between them and the public service.

Speaking about English at that institute, it is considered as a secondary module that is taught only for one year. For midwives, they study English at their first year whereas for radiographers in their second year. Another essential point that should be mention, is that there is no clear syllabus nor an official curriculum to rely on in teaching English. Hence, teachers are free to teach whatever they consider pertinent to the field of specialty; also, they rely on the appropriate syllabus and methodology that are used in ESP teaching process.



## **Chapter One: An Over View of the Main Concepts**

### **1.15 INFSSF Radiography students as a sample:**

The selection of second year of MIMPS (Manipulateur en Imagerie Medicale de Santé Publique) as they are called at the institute, or radiographers as they generally known, was done for the simple reason that they take English courses only at their second year. In addition to this, radiography is one of the paramedical professions that are mostly needed abroad where English is undoubtedly used requires a specific Medical English course. So, it is important to spot light on how English is being taught with much emphasis on the teachers' and learners' attitudes towards the use of code switching (the alternation between English and Algerian Arabic in the case of the present study)in ESP courses, particularly, Medical English in this case.to do so, giving a brief description of the studied situation is required.

INFSSF at Tlemcen generally holds students from scientific stream who gets their Baccalaureate exam with high grades to be specialized in radiography and Medical Imagery. These students go through a curriculum of three years scheduled between theory and practice. Specifically, at their first year the majority of their courses are theoretical with few days devoted to observational training in order to explore their specialty in relation to practice. However, in their second and third year, they start employing what they have learnt till they get their diplomas and became directly radiological technologists or radiographers.

Concerning the subjects taught to MIMSP, they differ from one level to another; the teaching mode is mainly modular because of the considerable number of modules need to be taught in only three years. Hence, the coefficient of Medical English is considered to be the lowest one among the coefficients that are related to radiography, it equals one.

### **1.16 Conclusion:**

To sum up, the first chapter of the current investigation involves descriptions of the main key notions and elements related to Attitudes towards Code switching. It consists of two sections. The first one, aims at clarifying the notion of attitude through definitions, kinds and the characterization of its constituents. Besides this,

## **Chapter One: An Over View of the Main Concepts**

the notion of code switching is more detailed in that section because the main interest of the current research work is the attitudes towards the alternation between English and Algerian Arabic. Also, the linguistic situation in Algeria is presented because it helps in describing the studied context. In the other section, is mainly devoted for analyzing the situation of the present research work.

## **Chapter Two**

# **DATA COLLECTION AND ANALYSIS, RESULTS & RECOMMENDATIONS**

### **2.1 Introduction:**

In Algeria, the dialectal Arabic is deemed as the first language, i.e., Algerians' mother tongue (L1); it serves as a means through which they express their daily needs and communicate, yet, this is not the case of English which is considered as a foreign language even though it is used in many scientific and technological fields including educational one.

Due to globalization which imposed on the non-native speakers of English including Algerians to learn it, since there is no way to circumvent its use especially in education, the process of learning English in Algeria became a necessity and English for Specific purposes is an essential part and parcel of this process.

Regarding the status of ESP and Dialectal Arabic in Algeria besides their importance, people there have different attitudes towards their use principally in educational areas. As the subject matter of implementing dialectal Arabic within the process of teaching and learning English become a debatable phenomenon, the researcher seeks to devote this chapter to explain all what was applied during the investigative process.

In fact, the principle aim of this practical part is to explore learners' and teachers' attitudes towards the implementation of Dialectal Arabic in ESP courses, more precisely English for Medical Purposes (EMP) at "Institut National De Formation Superieure Des sages Femmes". Additionally, another purpose for this chapter is to examine the extent to which EMP teachers and learners use the dialectal Arabic within EMP sessions. Furthermore, this chapter is devoted to figure out the way in which the dialect is implemented in EMP sessions and to find out the main linguistic aspect where the use of dialect is detected.

Moreover, this chapter gives details concerning the different methodological steps involved in this research, also about the research design which involves the effective use of the qualitative and quantitative research approaches. Furthermore, this

## Chapter Two: Data Collection and Analysis, Results and Recommendations

chapter spotlights on the sample and the setting that are selected for the aim of collecting enough data for the conducted research work. Adding to this, it looks for analyzing the research findings as well as providing suggestions and recommendations. In this light, two classroom observations were organized for radiography class, then, a semi-structured interview was conducted with the ESP teacher. Later on, a questionnaire was addressed to second year radiography students (MIMSP). All the mentioned steps were undertaken in the INFSSF institute.

Thus, at the end of this chapter, suggestions and recommendations are going to be set out for the sake of improving the process of teaching and learning ESP as an inseparable branch of English language teaching and learning.

### **2.2 Methodology:**

#### **2.2.1 Research Design:**

It is universally acknowledged that in the domain of scientific research there should be a useful methodology to be followed and the scientific study domain of language is not an exception. The methodology including the research instruments and the steps followed by the researcher to collect the needed data, thus, the research work would be more organized, the findings would be more reliable and the result would be more valid.

Firstly, research was defined in The Advanced Learner's Dictionary of Current English as "a careful investigation or inquiry especially through search for new facts in any branch of knowledge". In this respect, research refers to the scientific investigation which is done systematically, for the sake of contributing in adding knowledge to the existing one, through exploring facts about a particular topic. Secondly, while the research methodology refers to the set of techniques, procedures and tools that are adopted by the investigator in the process of scientific searching, the research method is seen as a specific manner of studying a research topic, thus, "Research methods may be understood as all those methods techniques that are used for the conduction of research" (Kothari, 2004, 7)

## Chapter Two: Data Collection and Analysis, Results and Recommendations

In this respect, for this research the investigator relied on the case study as a research method in order to gather realistic, authentic and accurate data. i.e., this research method was selected because it focused on understanding all the internal and external features of the studied phenomenon.

The case study is a crucial research method in the domain of social sciences. It is defined by Kothari (2004) as “a very popular form of qualitative analysis, and involves careful and complete observation of a social unit, be that unit a person, a family, an institution, a cultural group, or even the entire community”, in short, it describes and analyses the studied object as it deals with one entity.

As mentioned above, this study shows that the researcher opted for the case study method to undertake the research carefully by choosing the suitable sample of the medical course. The selected sample involves thirty radiography students in addition to their ESP teacher.

Additionally, the present study is an exploratory research which is based on the use of the case study method with the purpose of gathering considerable amount of accurate data, by making use of various research instruments including questionnaires, semi structured interviews and classroom observations.

The case study has three fundamental elements. Starting with the research questions which are prepared appropriately by the investigator, in order to limit the scope of the investigation, i.e., the research questions determine the intention of the study which can be: describing, explaining or exploring the studied issue. Then, the hypotheses that are a sort of speculations in form of primary answers, for the research questions proposed by the researcher in order to provide evidence for the stated objectives. Later on, the choice of the ideal sample is another element that must be taken into consideration in the process of conducting the research.

It is said that where there is light, there must be shadow. In this vein, the case study method has positive aspects and negative ones, in this sense it may fit the researcher's needs in some cases as it may not in others. In the first hand, the case

## Chapter Two: Data Collection and Analysis, Results and Recommendations

study method is beneficial because it studies one single unit as it allows the researcher to investigate this unit in a detailed manner. Moreover, it studies the object directly, so it will give a rich amount of information about that studied object. In addition to this, this method involves the use of various research methodologies and instruments, this will reflect on the quality of the research which is going to be filled with remarkable amount of data. In the other hand, unlike other research method, the case study consumes a lot of time in the process of data collection and analysis. Furthermore, it could be ineffective regarding the researcher's weaknesses in certain language skills besides some problems that may face him /her from the part of the sample which cannot be collaborative.

In spite of the fact that the case study method has some shortcomings, the researcher opted for this method in the current study with the awareness of organizing the procedures of the investigation, thus, saving time and efforts, in addition to selecting the appropriate sample.

### **2.2.2 Research Approach:**

In the domain of applied linguistics research, researchers were confronted with a situation in which they have to select one of the two basic research approaches, one being the quantitative approach and the other being the qualitative approach. The qualitative approach is concerned with the subjective evaluation of opinions, attitudes and behaviours, so, in such case research is a function of researcher's insight, whereas, the quantitative approach is based on numerical form of data such as statistics, this will be reflected in the accuracy in the data analysis, thus, the accuracy of the findings which will help in making generalizations. For this reason, the investigators relied on the integration of the two approaches in order to get rigorous, reliable and valid information.

In this respect, the integration of the qualitative approach and quantitative approach gives what is called the mixed method approach. Tashakori and Creswell in 2007 define the mixed method research as "research in which the investigator collects

## Chapter Two: Data Collection and Analysis, Results and Recommendations

and analyses data, integrates the findings and draw inferences using both qualitative and quantitative approaches” (2007,3).

In the current investigation, the researcher adopted the Mixed-Methods Research; as the representation of the studied phenomenon requires the combination between the qualitative and quantitative approaches, besides the fact that the research questions require the use of two types of data: qualitative and quantitative data.

The qualitative approach to research has both goals and limitations. Firstly, it helps in identifying new phenomenon as well as providing deep understanding of some processes. Secondly, it may not lead to generalization and its effectiveness depends on the researcher’s skills in collecting and analyzing qualitative data.

The quantitative approach to research has both aims and limitations. In one hand, it is concerned with gathering information from a larger sample population, thus, it may lead to generalizing the findings. In the other hand, it may be limited in case where the researcher lacks proficiency in analyzing numerical statistics.

Basically, the use of the Mixed-Methods Approach will serve in reaching the main purposes of the research. In one side, the quantitative approach is meant to describe and sum up the gathered data which take the form of percentages and frequencies regarding the use of Dialectal Arabic and English by EMP learners and teachers during the EMP sessions, for the aim of knowing about their attitudes and preferences towards the implementation of Dialectal Arabic in EMP sessions. Thus, it is concerned with the process of collecting enough data about their agreement or disagreement about the implementation of dialect within the ESP course, so, this will lead to suggest practical solutions and recommendations. In the other side, the qualitative approach is supposed to describe the learning and teaching atmosphere as well as reflecting the teachers’ and learners’ language behaviour during English Medical course regarding the use of Dialectal Arabic in ESP class and the way is used, this in parallel, will help in reaching the main purposes in the sense that the researcher will know more about that sample’s attitudes and opinions about the studied situation and understand this phenomenon deeply.



### **2.3 Data Collection:**

Data collection is a fundamental process in the domain of scientific research. This process is generally defined as the use of a single or various research tools in order to gather systematically pertinent data from different sources. Moreover, it plays an important role in research as it provides facts, opinions and gives evidence as well as provide arguments which are going to be analyzed and used to answer the research questions.

The process of data collection has to be based on certain characteristics including validity, reliability and accuracy. Also, the use of the suitable research instruments and the researcher's skills, regarding the setting of clear objectives and defining the sample. This process represents an essential step that leads the researcher to provide knowledge and supply details about the studied situation.

In this research, both quantitative and qualitative data were gathered with the use of three research instruments: observation, a semi-structured interview and a questionnaire.

#### **2.3.1 Setting:**

The present research has been conducted in INFSSF at Tlemcen. The intended purpose behind this investigation is to explore the EMP learners and teachers' attitudes towards the implementation of Dialectal Arabic within the ESP lectures, in order to find out whether their attitudes towards their mother tongue being Dialectal Arabic interfere in their attitudes towards its implementation within the process of learning EMP, also to check if their attitudes towards English as a global language will affect their attitudes towards the use of their mother tongue in the process of learning EMP. Additionally, another aim is to discover in which sense this implementation will serve those future radiographers, nurses, midwives in their occupational careers.

#### **2.3.2 Sampling:**

The choice of a convenient sample whose characteristics are appropriate for the overall aim of the investigation is crucial for collecting valid data about the research context. In this regard, the sample is defined by Kothari (1990) as "a smaller group of

## Chapter Two: Data Collection and Analysis, Results and Recommendations

subjects drawn from the population in which the researcher is interested in gaining information and drawing conclusion about the universe if randomly selected”, and the population according to Dornyei (2007) refers to “ the group of people whom the study is about”. Therefore, the selection of a sample can be done through two distinct methods, probability and non-probability methods. In this case, the investigator opted for the non- probability convenience (haphazard) sampling method. i.e., the researcher chose a case from the sampling frame and selects a required number of persons to take a part in this study and be representative for the target population based on convenience and accessibility.

### **2.3.2.1 Sample’s Profile:**

The chosen sample from INFSSF consists of students and a teacher. Concerning students, the whole class was selected as it consists of only thirty (30) second year radiography learners (they were randomly selected to participate in this research), moreover, it is the only radiographers’ class available for this academic year.

In addition, the teacher is a non-subject specialist teacher in charge of teaching Medical English for radiographers, nurses, midwives, and laboratory assistants at that institute. This participant is a secondary school teacher holding classical license degree and a master one.

## **2.4 Research Instruments:**

In order to obtain relevant information, the investigator followed a methodology that relies on the collection of both qualitative and quantitative data. Therefore, three different instruments were used: Observations of the teaching and learning environment at INFSSF’s English for Medical purposes course, a questionnaire for the students and interviews with the EMP teachers there. Thus, to ensure more reliability and validity the investigator opted for the triangulation of data method that depend on the collection of data from various resources.

### **2.4.1 Classroom Observation:**

Observation is a crucial research tool. It allows the researcher to gather data about people’s natural attitudes and behaviours. The classroom observation helps the

## Chapter Two: Data Collection and Analysis, Results and Recommendations

researcher to examine the realistic behaviour of the informants be it teachers, or learners in their natural situations of explanations and interactions.

### **a. Objectives:**

The main objective behind the use of observation as a research tool is first , to measure the learner's and teacher's behaviours towards the use of dialect while learning and teaching ESP ( in this case EMP) by observing their in-class behaviours, then, to examine whether their attitudes about this studied issue which are collected by the questionnaires and interviews match with their actual behaviours, and to explore the main linguistic aspects that are mainly used from the Algerian Dialect in an ESP course .

### **b. Design:**

In this investigation, the data were collected through the use of non-participant, structured, uncontrolled and overt observation. First, the researcher asks for the consent of the teachers, then, the researcher observed the teachers and learners without any kind of interference or interaction. The observations took place at INFSSF during two sessions of English for Medical Purposes class, both of the observations were done with second year radiography students; The observer made use of checklists one for learners and the other for the teacher besides taking notes during the sessions.

### **2.4.2 Semi-structured Interview:**

In this study, the researcher used the interview as another research instrument to collect sufficient data. The interview is a conversation between the researcher and the respondents, its main purpose is to collect various opinions and attitudes regarding the research topic. Besides this, the interview allows the researcher to know more about how the respondents think about the studied issue .i.e., their point of view and their position of agreement or disagreement.

The interview has three types structured, semi-structured and unstructured. The researcher uses the suitable type of the interview according to the subject of the research, the respondents and the interview questions. According to this, the researcher chooses the semi-structured interview that was addressed to the ESP teacher that is in

## Chapter Two: Data Collection and Analysis, Results and Recommendations

charge of the English medical course at INFSSF. The reason behind which the investigator decided to select this type of interview is that it focuses on the main points of the questions and to guarantee the obtaining of the accurate information from the respondent.

### **Teacher's interview:**

#### **a. Objectives:**

The semi-structured interview was addressed to the only teacher who is responsible for teaching Medical English at INFSSF, in order to determine his attitudes towards the implementation of Algerian Dialect in ESP course .Additionally, to know about his students interactions in class i.e., his students behaviour concerning the use of Algerian dialect in EMP sessions .Then, to explore to what extent the Algerian Dialect is implemented in the EMP classes for both explanations and interactions, in other words, by the teachers and learners.

#### **b. Design:**

For the sake of obtaining more accurate information, the investigator selected the semi-structured interview which is considered as a crucial research tool that enrich the study with different views of the teacher concerning the implementation of Algerian Dialect in ESP classroom.

The questions of the semi-structured interview involved questions related to the teacher 's backgrounds and qualifications, also questions about the language that he uses during his EMP courses and questions through which the investigator seek for getting the teacher different views ,opinions and attitudes towards the implementation of the Algerian Dialect in an ESP course. In addition to questions related to the students linguistic behaviour in the EMP class, in other words ,the language used during the EMP class by the students and how do teacher see it from his own prospective.

## Chapter Two: Data Collection and Analysis, Results and Recommendations

The semi-structured interview that was addressed to the ESP teacher encompasses seven principle questions and seven additional questions were added during the interviewing process.

The two first questions of the interview, the teacher was asked about the job position held at INFSSF ,in addition to years of experience as English teacher and ESP (and EMP) teacher as well. Then, the next question turns around the language that he uses during the deliverance of his lectures and the basis on which he performs that. Later on ,the remaining questions gives further information about the teacher's attitudes towards the use of Dialect in ESP courses including additional questions that gives more details about the effect of the use of dialect and code switching between Dialectal Arabic and English on the learners needs and objectives . Also, the teacher was asked to give his opinion about the implementation of Algerian Dialect in teaching in general and in ESP in particular. At the end two questions were added for the aim of knowing about the preparation of the courses, and the teachers was asked about the influence of the use of Dialect on the learners' concentration in class.

### **c. Procedure:**

The interview was held with the ESP teacher at INFSS. The teacher is in charge of teaching medical English for various specialties including nursing, radiography and midwifery. The interviewee is a teacher at INFSSF, he has been teaching EMP at INFSSF for two years besides his long experience about ten years in teaching English at Remchi secondary school.

The respondent was interviewed nearly for twenty minutes, also, some questions and clarifications were added during the interview in order to make sure that the interviewee understand the questions, thus, the investigator will be able to get the required and needed answers.

The interview involved two types of questions, open and close ended questions, and for the answers that were taken by voice recording with the teachers' permission and by taking notes.

### **2.4.3 Questionnaire**

The questionnaire is a research instruments which allows the researcher to gather qualitative and quantitative data as it is used to know about people's opinions and attitudes. Accordingly, the questionnaire involved the use of different types of questions including close ended questions, multiple choice questions and close ended questions. Additionally, the questionnaire's form is crucial since it encourage the informants to answer. Hence, in the current study the questionnaire consists of the three types of the questions that are easy and convenient for the learners.

#### **The student's questionnaire:**

##### **a. Objectives:**

The questionnaire was submitted to thirty (30) second year radiography students who were randomly picked up in order to infer the learners' attitudes towards the alternation between Algerian Arabic and English during the English sessions for Radiographers. It should be noted that the questionnaire was prepared in English, then at the delivery session they were translated orally to Algerian Dialect and some questions to French; this step supports the process of communication with the informants and helps them in expressing their opinions and thoughts with ease for the sake of getting more reliable and relevant answers.

##### **b. Design:**

In this research, the questionnaire consists of open-ended, close-ended and multiple-choice questions distributed on twelve questions. The first question was asked in order to explore the learner's attitudes towards English. The second one was asked in order to give the learners the opportunity to assess their English level. The next question aims at discovering the student's needs of English. The fourth question was asked in order to know about the learners' interaction in the EMP class. The next question was asked in order to reveal the languages that are mostly used by the ESP teacher while delivering his course. The reason behind the sixth question is to discover the frequency of the alternation between English and Algerian Arabic by the teacher. The question number seven (7) was asked to uncover the learners' opinions about the

## Chapter Two: Data Collection and Analysis, Results and Recommendations

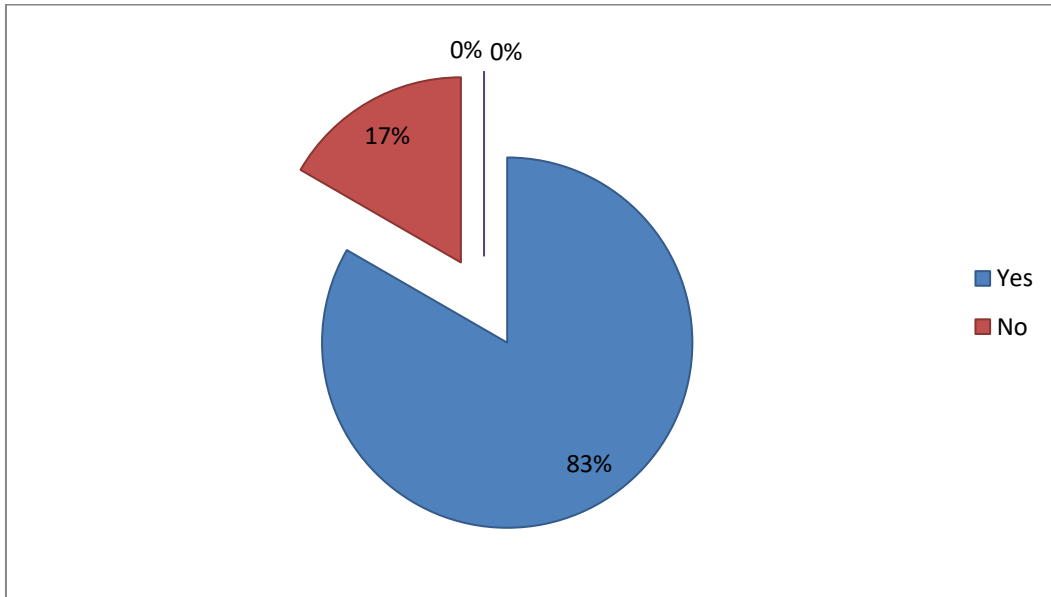
use of Algerian Arabic and English by their EMP teacher in the process of explaining scientific terms. The eighth question aims at exploring the languages that are mostly preferred by the learners in their interactions during EMP sessions. The two next questions turn around the learners' attitudes towards the use of dialect in class and its implementation in ESP courses. The question number eleven (11) was asked to figure out the effect of code switching between English and Algerian Arabic on the learners' concentration. The last question aims to determine the effect of the use of the dialect in ESP sessions on learners' conceptualization of meanings related to their area of interest.

### **2.5 Data analysis:**

#### **2.5.1 The analysis of students' questionnaire:**

In the current study, the principal goal is getting authentic findings regarding the learners' and teachers' attitudes about the implementation of Algerian Arabic Dialect within ESP courses, and to find out the extent of using this dialect during ESP class interactions and discussions. Also, to explore the way in which the Algerian dialect is used in ESP context besides the detection of the linguistic aspects that are principally used. Thus, this questionnaire contributes to a great extent in answering the investigator's research questions.

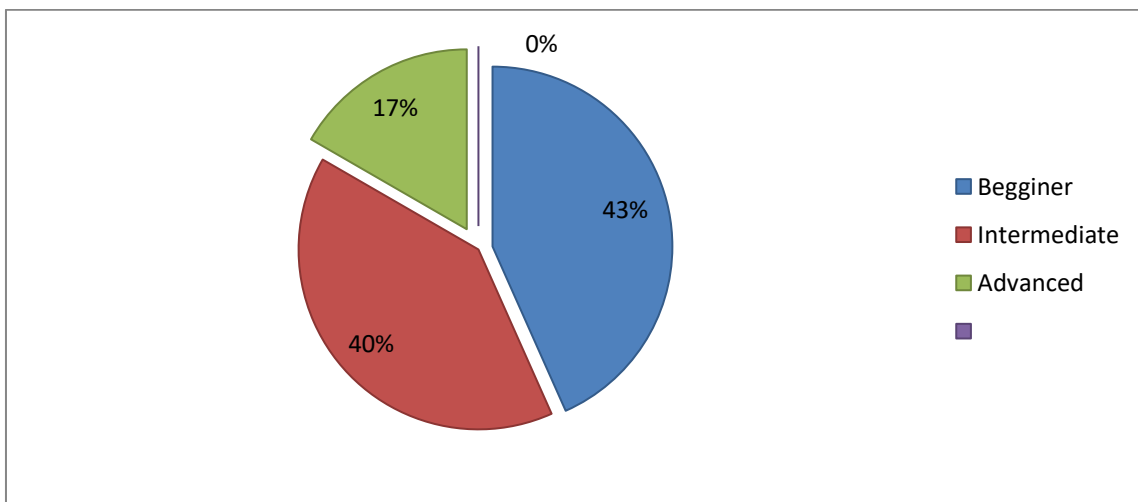
**Question 01:** Student's attitudes towards English



**Figure 2.1** Learners' attitudes towards English

As represented in figure (N 2.1), the majority of students (83%) like English, whereas 17% of them do not. For the ones who have positive attitudes towards English (like) most of their justifications turns around the idea that English is a global language and the language of science, yet for the ones who have negative attitudes towards English consider English as a complex language.

**Question 02:** students' level of English



**Figure 2.2** The English level of second year Radiography students



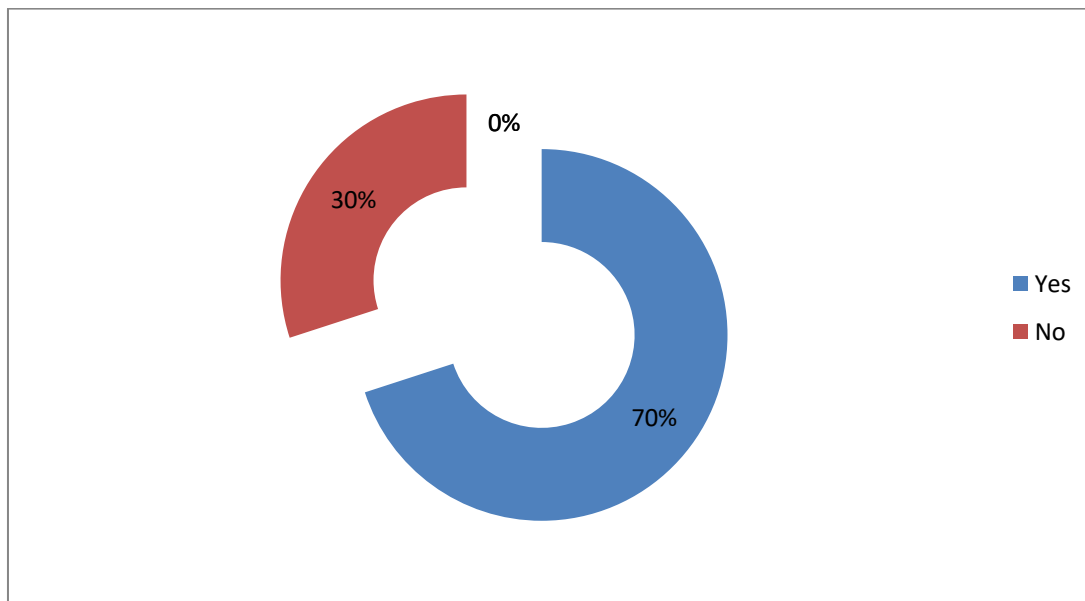
## Chapter Two: Data Collection and Analysis, Results and Recommendations

Regarding the English level of the second-year radiography students, (43%) of the learners evaluate their level in English as beginners, and (40%) of them evaluate it as intermediates. 17% of the learners regard their level in English as being advanced.

### **Question 03:** The need of English for the second-year radiography students

All the participants (100%) declare that they need English in their studies, and they need it in their future profession as radiographers. Besides this, some informants add other personal purpose which is travelling abroad.

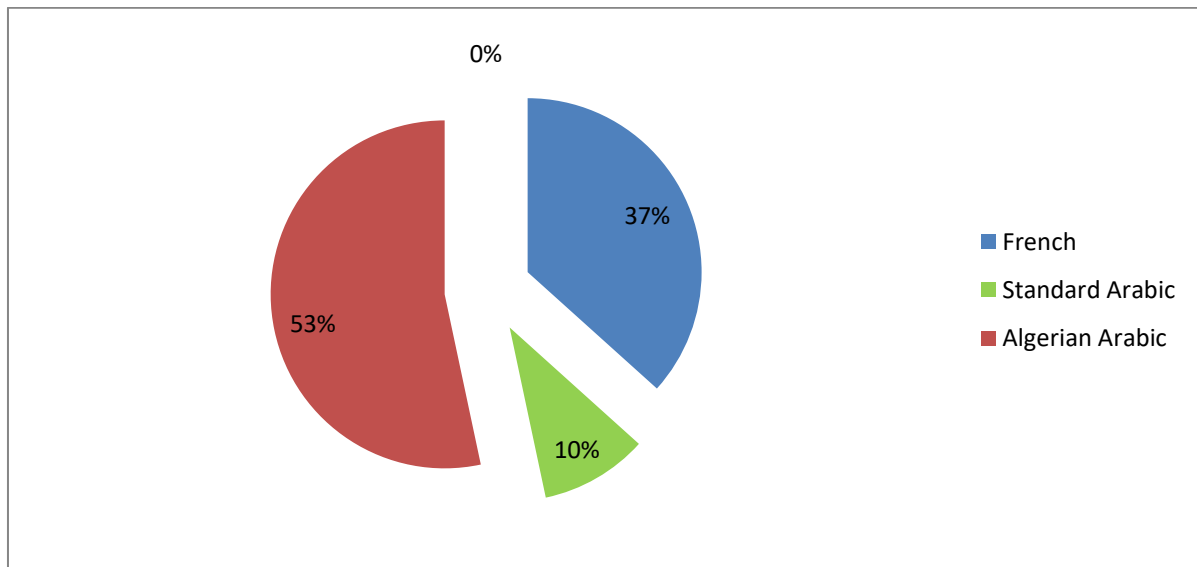
### **Question 04:** Second year Radiography students' interaction during the ESP courses



**Figure 2.3** Learners' Interaction during the ESP Sessions

Regarding the ESP classroom interaction, the figure (N 2.3) shows that the majority (70%) of the second year radiography students interact. when questioned about the reasons behind their interaction some of them say that they are obliged to do so in order to augment their grade in EMP module, for other participants because they want to practice the language as they will inevitably need it for manipulating the materials related to radiography such as scanner. Also, 30% of the learners claim that they do not interact in ESP class, some of them justify this choice by stating that they have a negative attitude towards English ,others say that they do not have a high level of proficiency in English and others add personal reason which is shyness

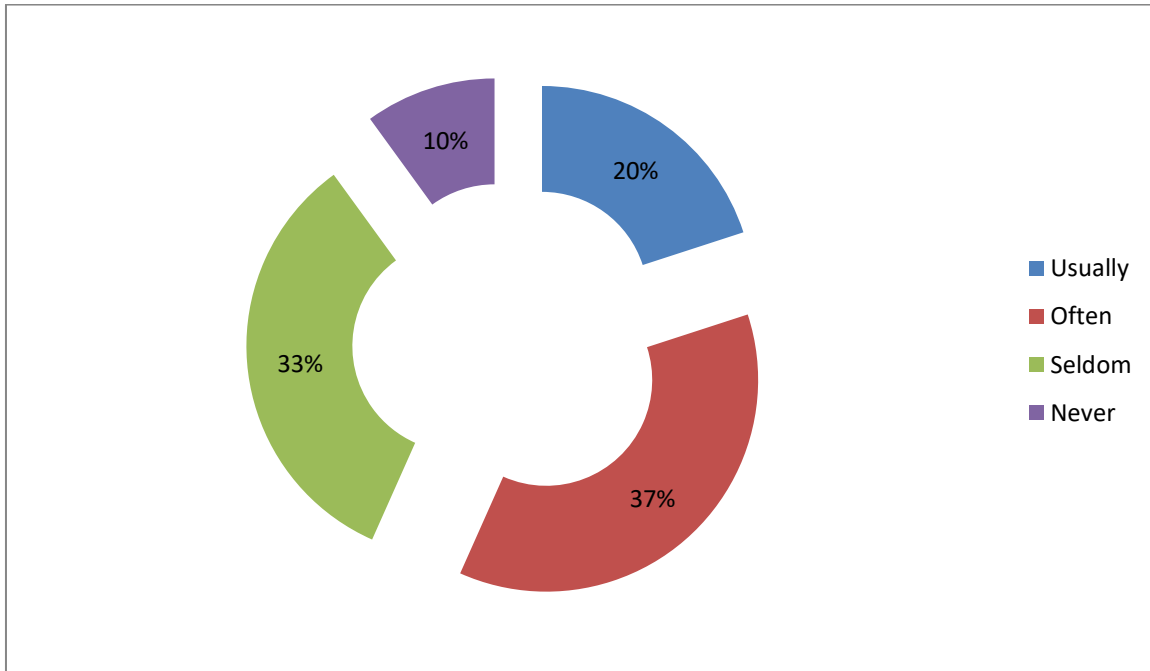
**Question 05:** The languages that are frequently used besides English by the teacher while delivering his ESP course



**Figure 2.4** The Frequently Used Languages besides English by Teacher

The figure (N 2.4) shows that, 53% of the learners notice that Algerian Arabic is the most frequently used language besides English by their ESP teacher, and 37% of them observe that the French language is the most frequently one whereas 10% of the students see that Standard Arabic is the most frequently used language besides English. Hence, the results that can be retrieved from the figure is that the language that is most frequently utilized by the ESP teacher besides English in the second year radiography students' classroom is Algerian Arabic then French and then Standard Arabic.

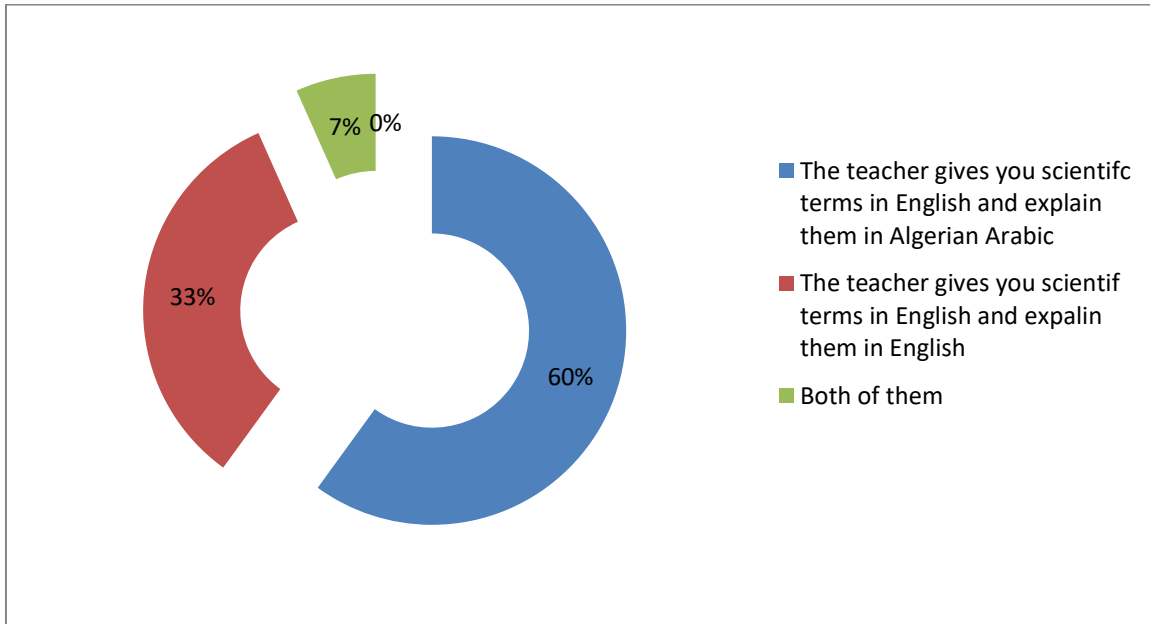
**Question 06:** The frequency number of code switching between English and Algerian Arabic by the ESP teacher



**Figure 2.5**The frequency of the switch between English and the Algerian Arabic by the ESP teacher

Regarding code switching between English and Algerian Arabic dialect within ESP courses, (20%) of the second year radiography students claim that their teacher usually code switch between English and Algerian Arabic, and (37%) of them noticed that he often code switch . 33% of the students say that he seldom ( rarely) code switch between English and Algerian Arabic and 10% of them state that he never switch from English to Algerian Arabic during his ESP sessions.

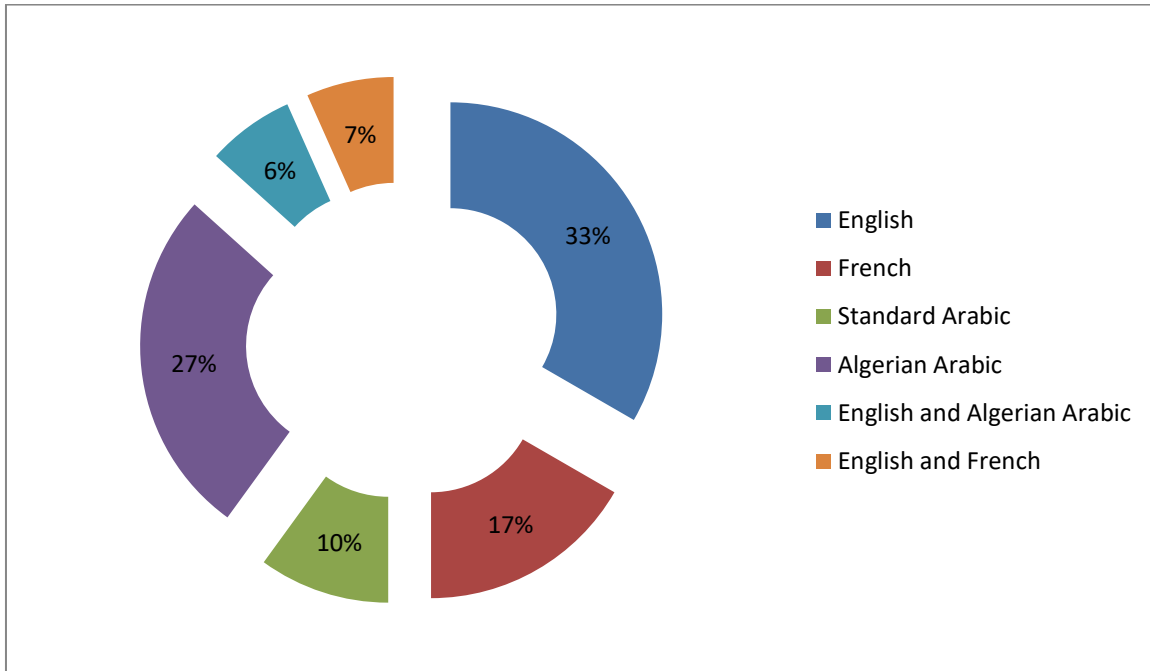
**Question 07:**students' preferences about the language through which the scientific terms related to their field of interest are going to be given and explained by their ESP teacher



**Figure 2.6** The Preferred Language for the Explanation of Scientific Terms related to Radiography

As it is shown in figure (N 2.6), the majorities (60%) of the second year radiography students prefer to be given scientific terms related to their specialty in English and explained them in Algerian Arabic. Some of those students with such preference give justifications including the fact that this act will reinforce their understanding of the technical words and it will help in improving their level of proficiency in English. Also, 33% of those students claim that they prefer to be given scientific terms in English and explain them in English. Some of them justify it by the fact that this act will help them in enriching their English language repertoire and they declare that there are technical words that cannot be translated to Algerian Dialect nor to any other language, but they can be only understood in English. Then, the minorities (2%) of the learners claim that they prefer the two options because for them each option will help in a way to develop their English language proficiency.

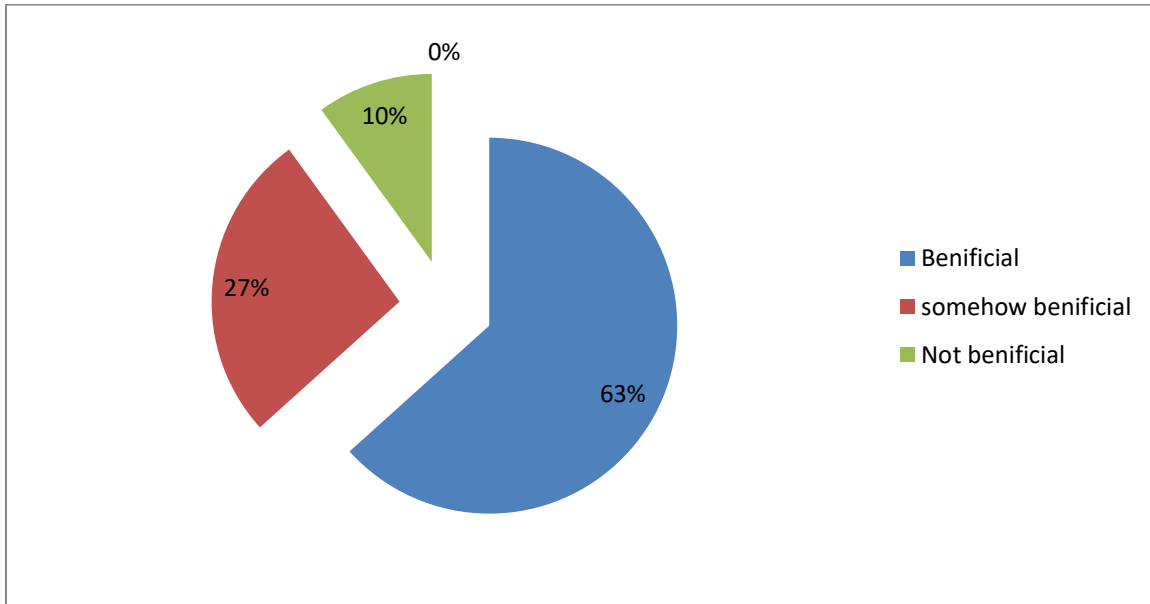
**Question 08:**The preferred language by second year radiography students for their ESP class's interaction



**Figure 2.7** The Language that is preferred by Students during the ESP class interactions

According to the figure ( N 2.7), 33% of the second year radiography learners claim that they prefer to use English in their interactions during the ESP courses whereas 27 % of claim that they prefer to use Algerian Arabic. Furthermore, 17% of the informants' state that they prefer to interact in ESP session through the use of French and 10% of them through the use of Standard Arabic. Moreover, 7% of the participants say that they prefer to use both English and French during their interactions, and the rest of the learners 6% claim that they prefer using both English and Algerian Arabic while interacting in ESP sessions.

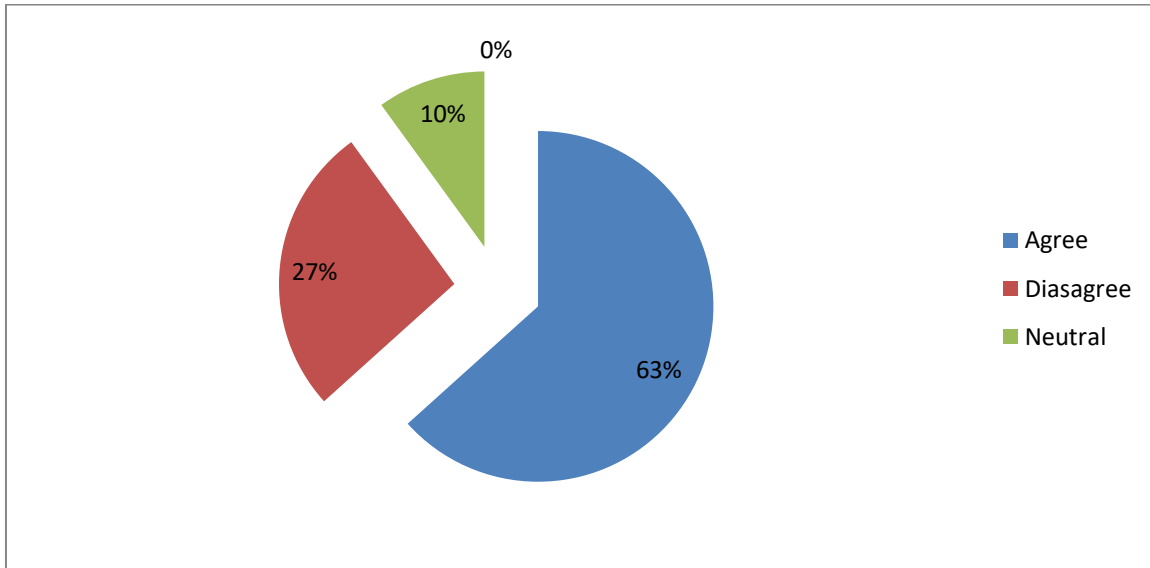
**Question 09:** second year radiography learners' consideration about the use of dialect in class



**Figure 2.8** learner's opinions about the use of dialect in class

When asking the second year radiography students about their opinions regarding the use of dialect in class, a significant percentage of them (63%) declare that the use of dialect in class is beneficial. For some of them it is beneficial because it helps in improving their linguistic competence as it contributes in the process of understanding, also it is needed in the interaction with their classmates. Moreover, 27% of the informants regard the use of dialect in class somehow beneficial as some of them justify this answer by saying that it can be beneficial for creating a good classroom atmosphere and it cannot be as such for the process of learning since the majority part of their knowledge concerning radiography requires scientific terminology which is usually expressed through English or French. The remaining 10% claim that the use of dialect in class is not beneficial, this was justified by two respondents of them by the fact that the use of dialect in class does not help in their learning and understanding processes.

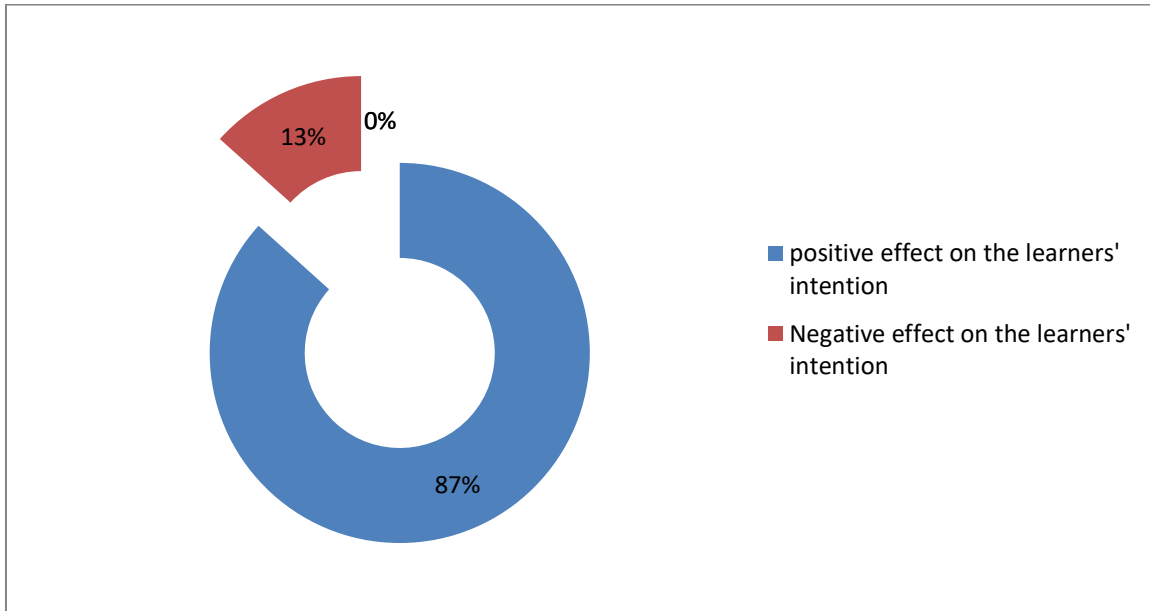
**Question 10:** Attitudes of second year radiography students about the implementation of Algerian Dialect in EMP courses



**Figure 2.9** Students' Attitudes towards the Implementation of Dialect in the EMP Course

The collected data show that the majority (63%) of learners revealed that they have positive attitudes towards the implementation of dialect in EMP course as they agree on it. A considerable part of those informants justify their evaluation by saying that they consider the Algerian Dialect as their mother tongue through which they can express easily and freely their thoughts and feelings and as a result it helps them to comprehend difficult concept including the ones related to radiography. Additionally, 27% of the informants show that they disagree on the implementation of dialect in EMP courses. According to some of those part of the informants, they disagree because the technical terms cannot be explained through the use of dialect , so they consider the implementation of dialect as ineffective way regarding the field of radiography. The last 10% of the students claim that their position towards this implementation is neutral because they are not language specialists.

**Question 11:** Learners' opinions about the way in which the switch between English and Algerian Arabic influence their attention during ESP session



**Figure2.10** Student’s Opinions about the way in which code switching affect their Intention

The figure (N 2.10) shows that the majority (87%) of the participants claim that the process of code switching between English and Algerian Dialect have a positive effect on their intention and concentration in class. Accordingly, they report that the alternation between Algerian Arabic and English enables them to maintain the continuance in the processes of communication and discussion, hence this act will reinforce their intention during the ESP session. Besides this, some of them declare that this alternation if it is used by the teacher, the students will focus more than teacher enhance the students’ concentration by switching from English to Algerian Arabic. Furthermore, 13% of the informants reveal that the code switch between English and Algerian Arabic have a negative effect on their intention in ESP session, because for them it interrupt the conceptualization process of the essential terms that are related to radiography.

Question 12: students’ opinions about the help of the use of Algerian Arabic in conceptualizing meanings regarding radiography

Almost all of the second year radiography students claim that the use of Algerian Arabic dialect helps, them in very limited way, in conceptualizing meanings



## Chapter Two: Data Collection and Analysis, Results and Recommendations

about topics that are related to radiography. Accordingly, the informants reported that by using the Algerian Arabic the mental representations of some radiography' concepts and terms can be easily drawn. The rest of the students (3 of them) say that the use of Algerian Arabic dialect in conceptualizing meanings related to their field of interest is not helpful, they explain this by saying that the radiography studies are mainly done in French and almost all the technical terms are in English , so if they want to better conceptualize meanings related to radiography they will opt for French and English and not the Algerian Arabic.

### **2.5.2 The analysis of the teacher's interview:**

In the present study, the researcher opted for the interview in order to explore the teacher's attitudes towards the use of Algerian Arabic dialect in ESP context, and to know about the extent of using this dialect in the ESP classroom' interactions and discussions. Additionally, to discover the way in which this dialect is used within ESP contexts, also to detect the commonly used linguistic aspects. Hence, this interview helps in providing original data that contributes in answering the researcher research questions.

The first and second questions of the interview are devoted to present the teacher's profile and his background in the teaching profession. The answers of the interviewee shows that he is a General English teacher at the INFSSF institute as he is the only English teacher there. This teacher takes the charge of teaching Medical English for the radiographers, nurses, laboratory assistants and midwives. Moreover, the teacher has thirteen years of experience in teaching: eleven years in teaching at the secondary school and two years of teaching at the middle school. Regarding teaching Medical English for radiographers, it is his third year without previous training, he design his Medical English courses by relying on his own researches mainly extracted from the internet and by questioning different medical employees including doctors.

In the third question, the teacher is asked about the language that he frequently uses in his medical English sessions. Accordingly, he claims that he uses only English and he tries to do his best in order to avoid the use of other languages like the learners'

## Chapter Two: Data Collection and Analysis, Results and Recommendations

mother tongue which is Algerian Arabic dialect. Furthermore, the respondent explain that he stick only to the use of English , firstly to respect the module that he is teaching , then to give the opportunity for his learners ( second year radiography students in this case) to improve their English language competence. Additionally, he sees that the use of English develops the communication process for the learners during the medical English courses , he adds that if he allows learners to interact in class by using their mother tongue or French, they will be accustomed to that, thus they won't learn anything at all, whereas by obliging them to use just English "no matter if it is full of mistakes , what matters is the message , the communication " they will learn the language including Medical terms related to radiographers.

In the fourth question, the interviewee is asked about his attitudes towards the use of dialect in the ESP context, according to him it can be used in so limited context, Also, he claims that he thought many times before using dialect in class, but rarely, he finds himself obliged to use it for the sake of creating a good classroom mood atmosphere. Besides this, the teacher is questioned about the usefulness of the dialect regarding his students' needs, in this vein he reported that the use of dialect is not useful for the fulfillment of his students' special needs. Moreover, the respondent states that he avoid the switch from English to dialect, this can be done by urging his students to try to guess the meaning, if they do not he describe, or gives the context where it is used or give synonyms, illustrations, and examples, and if they cannot get it he will use their mother tongue (Algerian Arabic) as a last solution.

Regarding the question five, when the informant is asked about the effect of code switching between English and Algerian Arabic dialect on his learner's intention, he states that this act have a negative impact on the learners' intention because for him, they will lose vocabulary (medical knowledge) and they will have a lack in their linguistic competence. The teacher adds that this alternation between English and the learners' mother tongue can be considered beneficial only for increasing the comprehension and facilitating the process of English learning, however, it is considered as disadvantageous as it has a negative impact on the future radiographers' professional careers where they are going to use English for communication.

## Chapter Two: Data Collection and Analysis, Results and Recommendations

In question number six (06), the informant is interviewed about the language that is mainly used by his second-year radiography students while interacting and discussing during the ESP lecture, he states that they are obliged to use only English, he adds that they switch from time to time to Algerian Arabic but he stops them and order them to stick only to English. He justifies this by saying that “they are in the case of learning new language, new technical terms and so forth, and making mistakes is a part of their learning process.”

In the seventh question, the teacher is asked about his opinion concerning the implementation of dialect in teaching in general and in ESP in particular. His answer reveal that he is against this implementation because the dialect can be used only in special cases like creating a good mood for learning, but it should not be used in the learning and teaching processes. Moreover, he adds that he will complain if this implementation is required in ESP courses because ESP is about specific vocabulary and specific context, “it is all about specific English.”

At the end of the interview, the interviewee concludes by stating that “I do not deny the fact that I use occasionally Algerian Arabic during my EMP sessions in order to change the mood of the class and then, attract my student’s attention, also to clarify abstract concepts for them, yet I’m against implement it in the EMP sessions because it may help in the comprehension process as it may obstruct the communication process”. His declaration shows that he has a negative attitude towards the use of Algerian dialect in class, but he uses it in a so limited context.

### **2.5.3 The analysis of the classroom observations:**

In the current research, the researcher relies on the use of observation as a third research instrument. It allows the researcher to measure the learner’s and teacher’s behaviours towards the use of dialect within ESP teaching and learning processes (in this case EMP) through the observation of their in-class behaviour. Also, it helps the researcher to examine whether their attitudes about this studied issue which is collected by the questionnaires and interviews match with their actual behaviours. Furthermore, it allows him to explore the main linguistic aspects that are mainly used

## Chapter Two: Data Collection and Analysis, Results and Recommendations

from the Algerian Arabic Dialect in an ESP course. Thus, the researcher relied on learners' and teacher's checklist in the first observation session whereas in the second one she relied only on note taking technique.

### a. The learners' checklist

The table( 1.1 ) represents the results of the data gathered from learner's observations including their classroom linguistic behaviour.

**Table 1.1**

<u>Learners behaviour</u>	<u>Yes</u>	<u>No</u>	<u>Comment</u>
They take the course seriously	<b>X</b>		They are fully concentrated with their ESP teacher
They use Dialectal Arabic in class	<b>X</b>		Students use dialect in order to translate for other students who did not get the teacher's instructions.
They use scientific terms in English	<b>X</b>		They use specific English register that is related to radiography, for instance: electronic cables, bone fractures, X –Rays images.
They interact in class	<b>X</b>		Almost all of them
They interact using their mother tongue	<b>X</b>		Sometimes, the students start answering the teacher's questions by the use of Algerian Arabic, but they are immediately stopped by the teacher who order them to switch to English.
They interact using	<b>X</b>		They generally interact using

## Chapter Two: Data Collection and Analysis, Results and Recommendations

English			English specially when they are asked about the specific terminology which related to radiography: for instance when the teacher asks them to give another synonym for radiographers almost all of them answer by “radiological technologists”.
They interact by using both English and Dialectal Arabic	<u>X</u>		
They use other language than English or Dialectal Arabic	<u>X</u>		Besides English and their mother tongue they use sometimes French( like: le patient) and very rarely Standard Arabic ( الرنين المغناطيسي)
If the teacher ask them to switch to English in their participation they obey /or be silent			They obey. Sometimes they switch directly , and sometimes they remain silent for a moment then they will switch because they have a lack in their linguistic competence regarding English.
Their background knowledge affect the occurrence of code switching (English and Dialect)			Their background knowledge concerning radiography studies affect the occurrence of code switching between English and French and not between English and dialect because their studies are done in French.

## Chapter Two: Data Collection and Analysis, Results and Recommendations

They prefer expressing themselves in English			During the ESP sessions they are obliged to express their minds in English whether orally or in a written form, it is not a matter of preference
They prefer expressing themselves using their Dialect	<u>X</u>		When lacking some English competences they prefer use their dialect in order to avoid the interruption of the communication process and the misunderstanding of the expressed idea
The main linguistic aspect where the use of Dialect is noticeable is : vocabulary	<u>X</u>		the students uses words from their dialect like the word ( la'adem which means in English bone)

### b. The teacher's checklist

The table (1.2) represents the results of the data collected from teacher's observations including his classroom linguistic behaviour.

**Table 1.2**

<u>Teachers'behaviour</u>	<u>Yes</u>	<u>No</u>	<u>Comment</u>
Teacher use dialect in class	X		He use it rarely with the purpose of surpassing the barriers between him and his students , so he creates good mood for teaching and learning processes.
He code switch between dialectal Arabic and English			Rarely

## Chapter Two: Data Collection and Analysis, Results and Recommendations

He code switch consciously (with purpose)	X		He switches to Standard Arabic in order to explain the word tissue for his students a term that is related to their field of specialism( tissueالانسجة) whereas he switches to Standard Arabic in another case to speak about the situation of their institutes( strike الاضراب).
He translate from English to Dialectal Arabic	X		He firstly translate to Standard Arabic , then if the students do not get him he will translate to Algerian Arabic.
He code switch between English and Dialectal Arabic according to his students needs	X		Rarely, in order to facilitate the understanding process for the ones who have a limited level in English .
He code switch to Dialectal Arabic in order to explain difficult concepts.	X		Only for exceptions including abstract concepts and to simplify meanings for the ones who did not well comprehend.
He useDialectal Arabic to attract his students attention	X		sometimes, the teacher uses the Algerian Arabic inorder to ask for the learner's intention. ( he say : انتبه معايا : هنا) or he tell them to concentrate with him by saying (ما تخلّيش عقلك يروح بعيد)
He use Dialect to create a good atmosphere	X		he uses jokes and proverbs in Algerian Arabic.
He allow his students to interact with Dialect		X	They order them to stick only to English
The main linguistic aspect where the use of Dialect is noticeable is : vocabulary	X		

**c. Field notes of the second observation session:**

Field notes refers to the qualitative notes that are recorded by the investigator during the observation process of a behavioural phenomenon which is related to the field of the research. In this vein, the researcher opted for taking notes during the second observation session with the second-year radiographers' class. The notes are as follow:

- The teacher devotes this ESP session for exercises where he trains his second-year radiography students to use English in both their writings and their oral productions.
- Concerning the writings, the teacher asks the students to write medical reports. Those medical reports must include technical terms related to radiography and must be objective. When the teacher checks the students' medical report, he notices that structurally speaking they are well organized, but they lack objectivity as the students use emotional expressions.
- Concerning their oral productions of English, the teacher asks the learners to perform a dialogue. This dialogue should contain: doctor, patient and radiographer. Through this act the teacher is training his student to practice English in relation to their field of interest also he trained them to well perform in their future professions.
- During this session the observer notice that: The second year radiography students have positive attitudes towards English because they are trying to do their best in order to well pronounce words in English, they also use specific lexicon besides this they try to use complex tenses ( grammar).
- Regarding Algerian Arabic dialect, it is used in very limited way by the teacher and his students in discussing topics that are not relevant to the content of the lecture.



## Chapter Two: Data Collection and Analysis, Results and Recommendations

- One student is confusing between the meaning of patient and doctor, in this case the teacher do not switch to any other language but he tries to give her hints, and descriptions about the two persons ( for example he used his body language in order to demonstrate person with injuries which he refers to later on as the patient), then through this the student guess the intended meaning.
- Thus, the second observation session shows that the Algerian Arabic dialect is used by the ESP teacher and second year radiography students only for topics that are not relevant to the ESP context.

### **2.6The interpretation and discussion of the main results:**

Learners' questionnaire, ESP teacher's interview and the classroom observations have contributed in the process of collecting a considerable amount of data regarding the teachers' and learners' attitudes towards the implementation of dialect in ESP courses. The analysis and the interpretation of the data gathered from the three research tools helped the researcher to check the validity or the invalidity of the first, the second and the third research hypotheses suggested at the beginning of the current study.

Regarding the first hypotheses which states that ESP teachers at INFSSF have negative attitudes towards the use of dialectal Arabic in ESP sessions whereas the learners have positive attitudes towards the use of their mother tongue in ESP sessions. The collected data from the students' questionnaire and the learners' checklist revealed that most of the second year radiography learners have positive attitudes and perception towards the implementation of their L01being Algerian Arabic dialect in the process of learning English for medical purposes and this is shown through their answers. First of all, learners prefer to be given scientific terminology related to their specialty in English and explained in Algerian Arabic (question 7) in order to support their comprehension and improve their level of English competency through the use of Algerian Arabic being their mother tongue by which they can understand everything around them. Also, students prefer to interact by using Algerian Arabic because they can communicate and discuss their ideas and thoughts easily by using their mother

## Chapter Two: Data Collection and Analysis, Results and Recommendations

tongue also they can compensate the linguistic gap regarding their English competence as they can avoid the obstruction in process of communication during their interactions, hence they prefer to use the Algerian dialect for the sake of facilitating the interaction process (question 8). Then, they regarded the use of dialect in class as beneficial for the fact that it helps them improving their linguistic proficiency and support their understanding process. Additionally, the majority of students view that the switch between dialect and English during the ESP session affects their intention positively because this switch allow them to maintain continuance in the process of communication and discussion, hence, this act will enhance their intention during ESP session ( question 11). And the results of the tenth question shows that most of the students agree on the issue of implementing dialect within ESP courses as it is beneficial for the comprehension of technical words that are related to radiography. Furthermore, the result obtained through the learners' observation checklist shows that the majority of the learners use frequently dialectal Arabic during the ESP session in order to interact in class and express themselves, so they use it for the sake of establishing a good communication process and to compensate the linguistic gap in their English language competency. Therefore, the students' preference of using dialect to better understand the specific terminology related to radiography, their preference of using the dialect during the ESP sessions' interactions and their consideration of the use of dialect in class as beneficial besides their positive opinion about the effect of the use of dialect on their intention in class and their agreement on the issue of the implementation of dialect within ESP courses, all of this reveal that the majority of second year radiography students have positive attitudes towards the implementation of dialect in the ESP sessions, because of its status which is their mother tongue, and this is overtly shown through the frequent use of it .( table..), hence this implementation will support and enhance their English language level proficiency, as well as improve their comprehension and understanding in addition to help them to maintain the process of communication and discussion during the ESP class. Notwithstanding with that, the minority of students have negative attitudes towards the implementation of dialect in ESP sessions as they do not prefer to use it in their interactions , do not prefer to use it in explaining scientific terminology related to

## Chapter Two: Data Collection and Analysis, Results and Recommendations

their specialty, consider the use of it at somehow beneficial and not beneficial in addition to they claimed that the alternation between dialect and English affects their intention negatively and they do not agree on its implementation within ESP courses.( questions:.....). This negative attitude towards the use of dialect is shown because of the fact that there are technical words that cannot be translated from English to Algerian Arabic and cannot be explained nor understood through the use of dialect. Thus, for the ones who have negative attitude, besides the fact that Algerian Arabic is their mother tongue (L1), it is neither practical nor effective at the level of learning special medical terminology in English.

Concerning the teacher attitudes towards the implementation of the dialect in ESP session, the data gathered revealed fascinating results. Firstly, the teacher prefer to avoid the use of dialect in teaching and learning ESP because the use of it prevents the learners from improving their English level proficiency and impede them from establishing a good communication process, hence, if the teacher used dialect in class he will affect negatively his learners' studies and future occupational careers. Furthermore, the teacher have negative attitude towards the use of dialect in ESP context, also towards the code switching between dialectal Arabic and English and this is related to the fact that this use is not beneficial for the students' special needs fulfillments, yet, he has a positive attitude towards the use of it in so limited context including jokes and proverbs in order to establish a good students- teacher relationship , this in fact will enhance the degree of intimacy between the teacher and his learners then the teaching and learning processes will be easier by the controlled use of dialect.

Moreover, the teacher lets the switch to dialect in his ESP session at last solution for explaining difficult concepts related to radiography, instead he tries to describe, illustrate and exemplify. In the same vein, he thinks that the code switching between dialect and English during ESP course affect the students' intention negatively since when switching they are going to have a lack in their medical English language repertoire, thus they will lack English competence; the teacher has two opposite views concerning this alternation, in the first hand he considered it as advantageous because it helps to facilitate the comprehension of the content of the

## Chapter Two: Data Collection and Analysis, Results and Recommendations

course , in the other hand it is disadvantageous because it has a negative impact on their future use of medical English i.e., communication in their future occupations.

Furthermore, the teacher's answer concerning his opinion regarding the implementation of the learners' L1 being dialect in teaching in general and teaching ESP in particular reveals that he is against for the reasons that the use of learners' L1 may influence negatively the learners' communicative competence and their performance.

Additionally, the results of the teachers observation classroom ( table N2.2) shows that the teacher uses dialect in so limited context including establishing a good relationship with his learners and attract their intention ,also he use it as a last solution to explain very difficult terms related to radiography studies. Thus, the teacher has negative attitude towards the use of dialect in ESP courses because the use of learners' L1 in the process of learning Specific English will prevent them from enriching their specific English vocabulary and this will affect negatively their future communications and discussions.

In regards to the findings achieved through the learners' questionnaire and observation checklist, future radiographers have positive attitudes towards the use of dialect in EMP class because it is their mother tongue through which they can fill in the linguistic gap that they have in English, use it as a medium to keep the process of communication and discussion going, and to well comprehend the content of the EMP lectures. In regards to the findings achieved through the teachers' interview and observation checklist, ESP teacher have negative attitude towards the use of dialect in EMP session because it prevent the learners from the effective learning of the medical English, it will prevent them from discussing communicating effectively in their future studies and future professions , also it will limit their medical English language repertoire. Therefore, the data gathered from the learners' questionnaire, classroom observation and teacher's interview strongly confirm the first hypothesis.

The second hypothesis infers that ESP teacher at INFSSF uses occasionally Dialectal Arabic at his sessions while ESP learners use frequently Dialectal Arabic

## Chapter Two: Data Collection and Analysis, Results and Recommendations

during their interaction in ESP class. Firstly, the data collected from the learner's questionnaire and the observation sessions disclosed that as learners' proficiency level of English increases the complexity in the English language arises and consequently the demand for L1 increases. Thus, students use frequently Dialectal Arabic during their interaction in class because their levels are between beginners and intermediate which means that they are not fully competent in English so they will fill this gap in their English competence by using their mother tongue which is dialectal Arabic, also they use it frequently in their discussions and communications when lacking medical English words.

Furthermore, the collected data from the teacher's interview and observation sessions revealed that ESP teacher uses Dialectal Arabic at his ESP course in some occasions including joking or giving instructions like asking for students intentions because the random use of learners' L1 in the process of teaching and learning foreign language may influence negatively the learners' communicative competence and their academic performance, and this occasionally use of the learners' L1 inject humour in the teaching and learning environment and this improve the level of intimacy between students and teacher and this will affect positively the learning process in the way that the learners are going to be more motivated towards leaning EMP. Therefore, the data gathered from the learners' questionnaire, teacher's interview and the classroom observations strongly confirm the second hypothesis.

Concerning the third hypothesis, which disclose that dialect is implemented in ESP classroom at the INFSSF institute Consciously by the teacher when explaining difficult concepts and Subconsciously by the learners while interacting in class, also Vocabulary is the main linguistic aspect where the use of Dialectal Arabic is prominent. The collected information from the teacher's interview and the classroom observations shows that the teacher have a negative attitude towards the implementation of dialect in ESP sessions, and he use it in so limited context including creating good classroom atmosphere and use it at last solution to explain difficult concepts , this in fact reveals that he knows when to use it and when to avoid it , hence, the teacher awareness of using or not using the dialect in ESP session expresses

## Chapter Two: Data Collection and Analysis, Results and Recommendations

that he use dialect consciously as a last solution especially when it comes to explaining difficult words.

Moreover, students have positive attitudes towards the use of dialect in ESP learning process, and they use it and switch to it in their interactions, as they start answering the teachers' questions directly using dialect, thus their linguistic behaviour regarding the frequent use of dialect in class' interactions shows that they use dialect in their ESP lectures subconsciously. Yet, the second observation classroom, concerning the assignment session, reveals that the students avoid totally the use of dialect because they are obliged to produce in their writings and oral expressions only English, hence they are aware of the avoidance of the use of dialect and this in fact shows that they consciously avoid the use of dialect in ESP session interactions. Additionally, students during their interactions substitute lacking words from English with words from dialectal Arabic, and the teacher uses synonyms of words of the misunderstood ones at last solution from dialectal Arabic, consequently vocabulary is the main linguistic aspect where the use of dialectal Arabic is distinguished. Therefore, the aforementioned discussion confirms the third hypothesis.

The present research explorations and findings delivered deep analysis of the studied phenomenon; learners and teachers attitudes towards the implementation of dialect in ESP context. This leads the researcher to bring forth some suggestions and recommendations for the teachers and the learners in order to guide them using dialect being their L1 in a convenient way and avoid its exaggerated use

### **2.7 Suggestions and Recommendations:**

This part is mainly devoted for providing a set of recommendations and suggestions. These suggestions aim at improving students' achievements and contribute in enhancing the teaching and learning processes in the ESP context under study. In this respect, the main results of this study disclose that learners have positive attitudes towards the use of Dialectal Arabic in ESP context because it compensates their linguistic competence gap in English and enhance their understanding, whereas teacher have negative attitude towards such use because this will have negative impacts on the learners' future professional achievements, make the process of

## Chapter Two: Data Collection and Analysis, Results and Recommendations

learning ESP inefficient and prevent his students from communicating effectively. Besides, the linguistic gaps that have students in the medical English and their level of proficiency of English urge them to subconsciously and frequently use their L1, whereas the teachers use his students' L1 consciously and rarely for the sake of reinforcing the relationship with his learners. Therefore, the researcher suggests some strategies to reduce the use of L1 in teaching and learning English.

### **Learners:**

- Radiography learners should rely on pre-lectures preparations, since it allows them to understand new concepts related to their field in English, and to learn new medical terminologies, this will facilitate the process of discussion and communication in English without the dependency on their L1 being dialectal Arabic.
- The reliance on monolingual LSP dictionaries in general and medical dictionaries in particular enables radiography students to enrich their medical English vocabulary, and it helps them in discovering new meanings related to their field of specialism.
- Radiography learners ought to develop basic language skills out of the EMP session where they are going to focus on their special medical needs.

### **Teachers:**

- EMP teachers should employ authentic audio-visual aids which are considered a supplement for lectures plan; it is used in order to add clarifications and making lectures more understandable; the use of such aids is considered as the best tool through which the EMP teacher can improve the learners English listening and speaking skills that are certainly needed for students' future occupation. Besides, the integration of audio-visual aids facilitate the process of teaching a foreign language, for instance EMP teacher can describe the components of scanner with the help of detailed video and pictures, instead of translating to his students' L1 (dialect in this context).
- EMP teacher can give rewards in form of additional marks for students to encourage them for avoiding the use of their L1 and produce more the target

## Chapter Two: Data Collection and Analysis, Results and Recommendations

language during class, this will motivate the future radiographers because the mark of ESP help them in compensate other marks in this way they will enrich their language repertoire, enhance their communication and their English level proficiency as well as augmenting their grades.

- EMP teacher may rely on the use of interactive activities including oral presentations and dialogues, these kind of activities allows the learners to acquire expressions, words and phrases related to their field of study, and learn how to interact with patients and medical sector employees in their future profession. Thus EMP teachers through the integration of interactive activities he will help radiography students to develop their communicative competence, improve their English proficiency including pronunciation and fluency without switching to their mother tongue.

### **2.8 Conclusion:**

This chapter has been devoted for the practical part in which the researcher put emphasis on the analysis and interpretation of the final research findings obtained from a conducted research in INFSSF institute. The sample studied was second year radiography students and their ESP teacher.

Furthermore, a triangulation was respected for collecting the required data including questionnaire handed out to students, semi-structured interview addressed to the teacher and classroom observation. Later on, the researcher attempts to analyze and interpret the research findings of each research tool with reference to the research questions and hypotheses that are set out at the beginning of the research work.

In sum, the final findings present that the majority of students have positive attitudes towards the use of dialect in ESP course as the dialect being their mother tongue helps them to compensate the linguistic competence gap in English and it enables them to maintain a continuance in the process of communication so that they can speak up their minds without interruption also it helps them in comprehending the lecture's content, whereas the teacher have negative attitude towards such use as the use of learners mother tongue is inefficient for the process of learning foreign language in general and ESP in particular, also this use make the process of negotiating and communicating in their studies and future professional careers



## Chapter Two: Data Collection and Analysis, Results and Recommendations

ineffective. Moreover, the majority of students use frequently dialectal Arabic during ESP sessions as they are not fully competent in English, so they rely on the frequent use of their mother tongue in order to fill in their linguistic lack in English, whereas the teacher uses occasionally the dialect in his ESP sessions since it is not effective for the teaching and learning foreign language, it is only beneficial for creating good classroom atmosphere and helpful as a last solution for explaining difficult words. Furthermore, dialectal Arabic is used subconsciously by students during their ESP classroom interactions as they substitute directly and frequently lacking vocabulary in English by others in dialectal Arabic also they switch back and forth in their discussions from English to their mother tongue, whereas the teachers use consciously dialectal Arabic as he use it occasionally for the sake of reinforcing his relationship with his students and rarely in complicated situations where the meanings are ambiguous even with many clarifications. Then, as it is shown through these findings, vocabulary is the main linguistic aspect that is mainly prominent since the students lack words in English then they will replace it by others in dialectal Arabic and the teacher used synonyms in form of words in dialectal Arabic for the misunderstood words in English for the exceptional cases where he is obliged to use it. Therefore, at the end of this chapter the researcher submitted a set of suggestions and recommendations for the sake of trying to reduce the use of students' L1 being dialectal Arabic in ESP contexts.

## Chapter Two: Data Collection and Analysis, Results and Recommendations

# **GENERAL CONCLUSION**

**General conclusion :**

In the field of sociolinguistics, researchers have touched about the study of attitudes towards the use of L1 in many domains including the learning and teaching processes which is the main concern of the current study. Accordingly, in the Algerian educational situation it is noticeable that dialectal Arabic being L1 is usually present particularly in teaching foreign languages for non-native or and non-competent learners. In such a case, using dialectal Arabic (L1) is considered as a bridge which teachers and learners depend on in order to reach a given communicative and educational aims. In this respect, the occurrence of this linguistic phenomenon also concerns the ESP context. In other words, teaching English for specific purposes is mainly associated with handling with particular terminologies and improving specific language skills which is compatible to learners' needs because of this complication the use of L1 has become unavoidable. Hence, this investigation is an attempt to explore attitudes of both teachers and learners about the use of dialectal Arabic being their L1 in ESP environment.

This research work has been divided into two chapters. Chapter one involved an overview and identification of the different key concepts that are related to the phenomenon of attitudes towards L1 use and switch to. Then, it briefly reviewed the linguistic situation in Algeria in addition to an exploration of the studied situation at INFSSF at Tlemcen. Regarding chapter two, dealt principally with research methodology in addition to the collected data with its analysis, besides the interpretation and discussion of the obtained results. The second chapter ends by proposing some recommendations and suggestions in order to overcome the shortcomings that are detected during the investigation process.

The carried-out research is an exploratory case study accomplished through the use of three research tools: classroom observation, a questionnaire and a semi-structured interview then analyzed the data collected. In this regard, the three hypotheses put forward were confirmed.

The obtained results revealed that the majority of radiography students have positive attitudes towards the use of dialectal Arabic in their ESP courses on the basis that this language variety is considered as their mother tongue through which allows them to recompense the lack that they have in their English linguistic competence besides it helps them in maintaining the continuity of the communication and discussion in English during their ESP sessions and avoiding its obstruction( the obstruction may be happened due to the linguistic gap), in addition, the teacher have negative attitude towards the use of dialectal Arabic in his ESP session since the use of the learners' L1 is regarded as ineffective strategy for learning a foreign language and it may influence negatively the process of communication and discussion related to their present studies and future occupation.

Moreover, concerning the number of use of dialectal Arabic by radiography students the results shows that they use it frequently on the basis that they have a limited linguistic competence in English and they are fully competent in their L1 being dialectal Arabic besides their positive attitude towards the use of their mother tongue in ESP session , so radiography learners substitute the linguistic gap in English by the frequent use of their L1. Concerning the teacher, his negative attitude towards the use of learners' L1 in foreign language classroom in general and ESP in particular, his considerations about the ineffectiveness of such use in the processes of teaching and learning ESP besides and his excepted use of dialectal Arabic in EMP class for the sake of making the environment of teaching and learning more comfortable for his learners , hence he uses dialectal Arabic occasionally in his EMP class.

Additionally, radiography learners use subconsciously dialectal Arabic whereas their teacher use it consciously; the results revealed that this conscious use of dialectal Arabic by the teacher is resulted from his negative attitude towards such use in addition to his infrequent and purposive use, hence these stated words shows his awareness about the situations that requires inevitably the use of dialectal Arabic in ESP session and the situations which requires the inevitable avoidance, consequently the teacher use learners' L1 consciously. Then, dialectal Arabic is used subconsciously by radiography students during their interactions because they substitute directly and

frequently lacking vocabulary in English by others in dialectal Arabic and they switch back and forth in their discussions from English to their mother tongue besides their positive attitudes towards such use which shape their unconscious use. In addition, as it is shown through these findings vocabulary is the main linguistic aspect that is mainly notable since the students lack words in English, they will replace it by others in dialectal Arabic and the teacher used synonyms in form of words in dialectal Arabic for the misunderstood words in English for the exceptional cases where he is obliged to use it.

The researcher has faced some difficulties when conducting this investigation. The firstly, the limited time which is devoted to ESP courses at INFSSF did not allow the researcher to deeply explore the studied case. Secondly, lack of references concerning the tackled topic. Also, waste time constraints due to the pandemic of COVID 19 that led the researcher to put a side nursing students, laboratory assistants and midwifery students' attitudes towards the use of dialectal Arabic in EMP courses.

This research is a humble attempt to accumulate and highlight the different attitudes regarding the use of dialectal Arabic being the learners' L1 in ESP context. The current study draws a comprehensive conclusion about the teachers' and learners' attitudes and opinions about the use of dialectal Arabic in EMP sessions notably at INFSSF Tlemcen and overall at the Algerian midwifery institutes. Accordingly, learners have positive attitude towards the use of dialectal Arabic in EMP course because it facilitate the understanding of the lectures and to maintain continuity in the process of communication and it reinforce their interactions also this use will compensate their linguistic incompetency, whereas teacher has negative attitude towards this use because it is not an effective strategy for learning a foreign language as it influence negatively their current and future performances although it can be beneficial in special cases including the use of dialect to create good classroom environment and use it very rarely as a last solution for clarifications of complex concepts . In conclusion, in front of these contradictory attitudes, the use of L1 can be considered as an effective strategy which helps in learning foreign language by foreign learners but it is not considered as such by foreign language teachers who see it as an

ineffective, hence the use of L1 in foreign language classroom should neither be exaggerated nor abandoned, but much attention should be drawn on the frequency of its use. Therefore, by taking into account primarily the point where the teacher focuses on the far-reaching negative impact of using the learners' L1 in foreign language classroom on learner's foreign language mastery once the sole use of English is undoubtedly needed in today's globalised world, L1 should be used in an appropriate and optimal way.

In the light of what has been stated throughout this work, for future research, the following question beg to be answered. How balance between using L1 and foreign language in foreign language classroom could be achieved, especially in ESP contexts?

# **BIBLIOGRAPHY**



## Bibliography:

- Altmaan, T. (July-september 2008).Attitude :a concept analysis. Article in Nursing Forum.43(3).144-150.DOI:10.1111/j-1744.6198.2008.0016.x.source:PubMed.
- Santillan,A,G.(October 2012).cognitive, effective and behavioral components that explain attitude toward statistics. Journal of mathematics research. 4(5).8-15.DOI:10.5539/jmr.v4n5p8.
- visahl,J.(march 2014).3DModel of Attitude. International journal of advanced research in management and social sciences. Retrieved from. <http://www.garph.co.uk>.
- Azlan, N & Narasuman, S. (2013). The Role of Code-Switching as a Communicative Tool in an ESL Teacher Education Classroom.*Procedia-Social and Behavioural Sciences*. 90.458-467. Retrieved from [https:// doi.org/10.1016/j.sbspro.2013.07.115](https://doi.org/10.1016/j.sbspro.2013.07.115).
- Alenezi, A. (2010). Students Language Attitudes towards Using Codes- Switching as a Medium of Instruction in the College of Health Sciences: An Exploratory Study. *ARECLS*. 7. 1-22.
- Bouabdallah, N & Bouyacoub, M, C. (2017).The ESP Teaching and Learning Situation in the Algerian Universities with Reference to Psychology Students at Tlemcen University.*International Journal of Curriculum and Instruction*. 9(2), 217-227.
- Henni, A. (2017). *Students' Attitudes towards the Use of Code-Switching in Algerian EFL Classes*. 4. 183-148
- Johnson et al. (2007).Toward a Definition of Mixed Methods Research.*Journal of Mixed Methods Research*.1(2). 112-133. Retrieved from <http://mmr.sagepub.com/cgi/content/abstract/1/2/112>. DOI: 10.1177/15586980628224.

- Munoz, J, E & Mora, F, Y. (2006). Functions of Code-Switching: Tools for Learning and Communicating in English Classes. HOW. 13(1), 31-45. Retrieved from <http://www.redalyc.org/articulo.oa?id=499450712003>.
- Yin, R, K. (1984). Case Study Research: Design and Methods. Beverley Hills, Calif: Sage Publication.
- Yi-Chun, P& Yi-Ching, P. (2010). The Use of L1 in the Foreign Language Classroom. *Colombian Applied Linguistics Journal*. 12(2). 87- 96.
- Maher, J. (1986). English for Medical Purposes. *Language Teaching*. 19(2). 112-145.
- Ladegaard, H. J. 2000 , Language attitudes and sociolinguistic behavior: exploring attitude-behavior relations in language. *Journal of sociolinguistics*, 4(2), 214-233. Retrieved July 07, 2010 from [http:// onlinelibrary .wiley.com/doi/10.1111/1467-481.00112/full](http://onlinelibrary.wiley.com/doi/10.1111/1467-481.00112/full)
- Crystal, D (2008) *A Dictionary of Linguistics and Phonetics*. (6<sup>th</sup> Edition). Blackwell: Blackwell Publishing Ltd.
- -Ebner, C. (2017) *Proper English Usage: a sociolinguistic investigation of attitudes towards usage problems in British English*. LOT: LOT dissertation series
- -Kherbache, F (2017) *A Sociolinguistic Study of Dialect Contact and Accommodation in Beni Snous*. (Doctoral Thesis: University of Tlemcen)
- Gessas. A. S. (2012) *Change of Language Attitudes In Language Conflict; Implications for Language Planning* . Magister Dissertation. University Es-Senia Oran
- ISRRRT. July (2011) Radiographer, radiologist technologist definition retrieved from [https://www.isrrt.org/pdf/ item\\_7\\_ISRRRT\\_radiographer\\_definition\\_2.pdf](https://www.isrrt.org/pdf/item_7_ISRRRT_radiographer_definition_2.pdf)

- Belmihoub, K. (2018) Language attitudes in Algeria . Language problems and Language Planning retrieved from [http://www.academia.edu/38254581/Language\\_Attitudes\\_in\\_Algeria\\_pdf](http://www.academia.edu/38254581/Language_Attitudes_in_Algeria_pdf)  
DOI 10.1075/lplp.00017.bel
- Wondimu, T (2015) The Use of Dialects in Education and Its Impacts on Students' Learning and Achievements retrieved from <http://www.researchgate.net/publication/293042392DOI:10.11648/j.edu.20150405.22>
- William, T (2009) First Language and target language in the foreign language classroom retrieved from <https://www.researchgate.net/publication/240472157DOI10.1017/S0261444809990310>
- Morhan, M. The Use of Students' First Language (L1) in the Second Language (L2) Classroom retrieved from The Use of Students' First Language (L1) in the Classroom (pdx.edu)
- Haugen, E. (1966) Dialect, Language, Nation Harvard University.
- Banaji.M.R & Heiphetz. L. (2010). Attitudes. In S.T. Fiske,D. T, Gilbert & G, Lindzey (eds.). Handbook of Social Psychology. 348-388. New York,NY: JohnWiley & Sons. Basturkmen, H. (20
- Eagly,A.H. & Chaiken,S. (1998). Attitude Structure and Function. New York: McGraw-Hill
- . (1993). The Psychology of Attitudes. London: Harcourt Brace College Publishers.
- Gawronsky,B. (2007). Attitudes Can be Measured!. But What is an Attitude?. Social Cognition.25, 573-580.
- Hutchison, T. & Waters, A. (1987). English for Specific Purposes: a learner-centred approach. England: Cambridge University Press.
- Likert,R. (1932). A Technique for the Measurement of Attitudes. Archives of Psychology. 140, 5-55
- MCGuire, W.J. (1969). The Nature of Attitudes and Attitude Change, In G.
- BOUHAFS & BOUGHARI, (2016/2017). Students' Attitude Towards ESP Course: The case of first year Master Biology Students at Tlemcen University. Master Dissertation , Tlemcen University



# **APPENDICES**

### Appendix 1: Learners' Questionnaire

Dear respondents,

This questionnaire is a part of an MA Dissertation which aims at gathering information about ESP learners' attitudes towards the implementation of Dialectal Arabic in ESP courses at 'Institut National De Formation Superieure De Sage Femme ;Tlemcen.' You are kindly invited to answer the following questions. **(Your identity is not going to be revealed as the answers are going to be used only for scientific purposes).**

#### The participants' Profile

<b>Gender:</b>	<b>Age:</b>	<b>Highest level of education:</b>
----------------	-------------	------------------------------------

1. Do you like English?

Yes                       No

Why?.....

2. How do you evaluate your level in English?

Beginner               Intermediate               Advanced

3. What do you need English for?

Study     Work

Other purposes, please mention them.....

4. Do you interact in ESP sessions with your teacher ?

Yes     No

Why?.....

5. Which language is frequently used besides English by the teacher while delivering ESP course?

- Standard Arabic       Dialectal Arabic       French       English

6. Do your ESP teacher switch between Dialectal Arabic and English during the session?

- Usually       Often       Seldom       Never

7. Do you like your ESP teacher to :

- Give you scientific terms in English and explain them in Dialectal Arabic  
 Give you scientific terms in English and explain them in English

Why?.....

8. Which language do you prefer to use during the class interaction?

- Standard Arabic       Dialectal Arabic       French       English

9. How do you consider the use of dialect in class

- Beneficial       Somehow       Not beneficial

Why?.....

10. What do you think about the implementation of dialect in ESP classes?

- Agree       Disagree       Neutral

Why?.....

11. How does the switch from English to Dialectal Arabic influence your intention (concentration) during the ESP class?

- The switch between English and Algerian dialect affect positively your intention  
 The switch between English and Algerian dialect affect negatively your intention

Please explain briefly how ?

.....  
.....

12. Does the use of dialect help you in conceptualizing meanings about topics related to your field of interest?.

Yes

No

Please explain how ?

.....  
.....

**Thank you for your collaboration.**



**Appendix 2: Observation Report**

**Institut National de Formation Supérieur des Sages-Femmes**

**Classroom Observation Report**

**The setting:**

**The timing:**

**The session of:**

**Number of students:**

**Objectives:** the aim of this research instrument is to measure the learners and teachers attitudes towards observing their 'linguistic' behaviours (whether they use the dialect in ESP class or not).

**a) Learners checklist**

<b><u>Learners behaviour</u></b>	<b><u>Yes</u></b>	<b><u>No</u></b>	<b><u>comment</u></b>
They take the course seriously			
They use Dialectal Arabic in class			
They use scientific terms in English			
They interact in class			
They interact using their mother tongue			
They interact using English			
They interact by using both English and Dialectal Arabic			
They use other language than English or Dialectal Arabic			
If the teacher ask them to switch to English in their participation they obey /or be silent			
Their background knowledge affect the occurrence of code switching (English and Dialect)			

They prefer expressing themselves in English			
They prefer expressing themselves using their Dialect			
The main linguistic aspect where the use of Dialect is noticeable is : vocabulary			

**b) Teachers' checklist**

<b><u>Teachers'behaviour</u></b>	<b><u>Yes</u></b>	<b><u>No</u></b>	<b><u>Comment</u></b>
Teachers use dialect in class			
He code switch between dialectal Arabic and English			
He code switch consciously (with purpose)			
He translate from English to Dialectal Arabic			
He code switch between English and Dialectal Arabic according to his students needs			
He code switch to Dialectal Arabic in order to explain difficult words			
He code switch to clarify ambiguous concepts			
They use Dialectal Arabic to attract their students attention			
He uses Dialect to create a good atmosphere			
He allows their students to interact with Dialect			
The main linguistic aspect where the use of Dialect is noticeable is : vocabulary			

Remarks.....

.....

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

### Appendix 3: Teacher's Interview

This interview aims at gathering ESP teachers' attitudes towards the issue of implementing dialect in ESP sessions in INFSSF .It is a part of an MA dissertation: which aimed at showing the relationship between attitudes towards language use and the ESP course ,since ESP gained an important role in today's world because of globalization and other phenomenon.

Dear sir, you are kindly requested to answer the following questions.

#### Questions :

1. Could you please start by introducing yourself and your line of work?
  - ❖ Your experience in teaching .
  - ❖ Do you teach in national institutes or in public schools ( lycée / middle schools /universities)or both .
  
2. Do you teach General English or ESP or both ?
  - ❖ How long have you been in this field ( in teaching ESP)
3. Which language you frequently use in class ?
  - ❖ English /French /Standard or Dialectal Arabic
  - ❖ Explain briefly on which basis you use that frequently used language
  
4. What do you think about the use of dialect in ESP sessions ?
  - ❖ It is useful to fulfill your students needs or not ? and why ?
5. Do your students interact with you by using the same language used by you ?
  - ❖ Why?
6. In case your students use dialect while participating ,you let them finish their answers , or you tell them to stick only to English while answering ?
  - ❖ Why?
7. Years ago , there was a debate about the implementation of dialect in teaching , what do you think about this ?
  - ❖ If this implementation is required in ESP courses what is your comment?

Thank you for your collaboration!

## ملخص:

في الأونة الأخيرة، احتلت دراسة المواقف حول استعمال اللغة الأم خلال تعلم و تعليم اللغات الأجنبية عامة و تعلم "اللغة الإنجليزية لأغراض خاصة" خاصة مكانة ملحوظة بين الباحثين في مجال الدراسات اللغوية. من هذا السياق، أجريت هذه الدراسة لاكتشاف موقف طلبة السنة الثانية للتصوير الإشعاعي و الأستاذ المكلف بتدريسهم اللغة الإنجليزية لأغراض طبية حول استعمال اللغة الأم (العامية) في حصة اللغة الإنجليزية لأغراض طبية. و عليه، لقد توصلت النتائج المتحصل عليها باستعمال استبيانات الطلبة،مقابلة الأستاذ و ملاحظة سلوكياتهم اللغوية الى ان موقف معظم الطلبة ايجابي حيث يساعدهم استخدام لغتهم الأم في المجال المذكور على فهم مضمون الدرس كما يمكنهم أيضا من المحافظة على استمرارية النقاش و المحادثة و كذلك يمكنهم هذا الاستعمال من تغطية نقائص اللغة الإنجليزية لديهم. أما موقف الأستاذ فقد كان سلبيا و قد بني على أساس أن استعمال اللغة الأم ليست بطريقة فعالة حيث يترتب عنها آثار سلبية على قدرات الطلبة اللغوية في مجالي الدراسة و العمل كمصوري إشعاع. بأخذ بعين الاعتبار موقف الأستاذ فان الحد من الاستخدام العشوائي للغة الام خلال حصص اللغة الإنجليزية. لأغراض خاصة يكون عن طريق عدة أساليب منها: التحضير المسبق للدروس من طرف الطلبة،استعمال المساعدات السمعية البصرية من طرف الأستاذ.

## Résumé :

Récemment, l'étude des attitudes vis-à-vis de l'utilisation de la langue maternelle lors de l'apprentissage et de l'enseignement des langues étrangères en général, et de l'apprentissage d' ESP en particulier, a occupé une place prépondérante parmi les chercheurs dans le domaine des études de langues. Dans ce contexte, cette étude a été menée pour découvrir la position des étudiants de deuxième année en radiographie et du professeur chargé de leur enseigner l'anglais à des fins médicales sur l'utilisation de la langue maternelle dans la classe d'anglais à des fins médicales. constater leur comportement linguistique indique que l'attitude de la plupart des élèves est positive, car l'utilisation de leur langue maternelle dans le domaine susmentionné les aide à comprendre le contenu de la leçon et leur permet également de maintenir la continuité de la discussion et de la conversation, et cette utilisation permet également pour couvrir leurs lacunes en anglais, Quant à l'attitude de l'enseignant, elle était négative Elle a été construite sur la prémisse que l'utilisation de la langue maternelle n'est pas efficace d'une manière qui a des effets négatifs sur les capacités linguistiques des élèves dans les domaines d'étude et travaille(radiologue). Tenant compte de la position du professeur, limiter l'utilisation indiscriminée de la langue maternelle pendant les

cours d'anglais. A des fins particulières, c'est à travers plusieurs méthodes, notamment : la pré-préparation des cours par les étudiants, l'utilisation d'auxiliaires audio-visuels par le professeur.

**Summary :**

Recently, the study of attitudes about the use of learners' mother tongue during the learning and teaching of foreign languages in general, and the learning of "English for special purposes" in particular, has occupied a prominent place among researchers in the field of language studies. From this context, this study was conducted to discover the attitude of the second year students of radiography and the professor assigned to teach them English for medical purposes about the use of the mother tongue( Dialect) in the English language class for medical purposes and noting their linguistic behavior indicates that the attitude of most students is positive, as using their mother tongue in the aforementioned field helps them to understand the content of the lesson and also enables them to maintain the continuity of discussion and conversation, and this use also enables them to cover their English language shortcomings. As for the teacher's attitude, it was negative It was built on the premise that the use of the mother tongue is not effective in a way that has negative effects on the students' linguistic abilities in the fields of study and work as radiographers. By taking into account the teacher's attitude, limiting the random use of the learners' mother tongue during the ESP sessions can be done through several methods, including: pre-preparation of lessons by the students, the use of audio-visual aids by their ESP teacher.