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***A Diachronic Perspective of Pupils' Cognitive, Metacognitive and Psycholinguistic Development at Primary Level***

**Dissertation submitted for the Degree of “Doctorat es-Sciences” in  
Psycholinguistics**

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## **Dedication**

I would like to dedicate my work to my wonderful beloved daughter Imene whose love and affection have been a great inspiration and support in this process.

My deep gratitude goes to my husband Abdelkader for his patience, words of encouragement, understanding and help. He gave me the strength and the self confidence I needed to carry on and never give up.

I am deeply indebted to my parents Leila and Fethi, to whom I owe everything, for their permanent assistance, gentle and wisdom. I will always appreciate all they have done.

To my brothers, sister, brothers –in-law and sisters-in-law.

To all my nieces and nephews.

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## **Abstract**

The purpose of this study is to examine the impact of the primary school in Algeria on the child's cognitive, metacognitive and psycholinguistic development. The investigation starts with a linguistic analysis of the languages used in the country. The aim is to highlight the linguistic background the child possesses when he reaches school. The second and the third chapters show the various stages involved in the development of the child's intellectual capacities and the great role the mother tongue plays in their achievement. In fact, at six the school age in Algeria, the child has already internalized all the systems that generate his mother tongue as well as he socio-cultural norms that shape his personality. When being at school, the pupil is introduced to a language politically defined as official and national whereas sociolinguists consider it as foreign. This same language vehicles all the schooling system; its four skills are introduced, at the first year of the primary level, and at the same time used to teach other topics and fields involved in the curricula. Indeed, a dynamic and synchronic analysis of the primary school syllabus of each field adding to the transversal study of the curricula, the methodology used in the classroom and the results obtained in exams have been achieved. Many drawbacks have been noticed. In sum the schooling system in Algeria does neither develop the cognitive nor the metacognitive capacities of learners since it evaluates knowledge and not competency and focuses on memorization rather than developing a structure, understanding and thinking. Thus, a need for a serious teachers training is urgent to make them aware about all the parameters of developing competency and mental capacities at the primary level: the stepping-stone of the whole schooling system.

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## **List of Abbreviations**

AS: Arabe Scolaire

ASA: Algerian Spoken Arabic

CBA: Competency Based Approach

LAD: Language Acquisition Device

LASS: Language Acquisition Support System

MSA: Mostaganem Spoken Arabic

TSA: Tlemcen Spoken Arabic

ZPD: Zone of Proximal Development

OTI: Terminal Integration Objective

## List of Phonetic Symbols

Phonemes	Words	Gloss
[b]	[baab]	Door
[t]	[tuum]	Garlic
[t]	[tʌb ɪ ɪb]	Doctor
[d]	[d ɪ ll]	Shade
[k]	[kaas]	Glass
[g]	[garaad ʒ]	Garage
[m]	[m ɪ ida]	Table
[n]	[nɪ rf]	Nose
[ə]	[əuum]	Gralic
[d]	[daar]	House
[d]	[d ɪ ll]	Shade
[f]	[far ɪ ina]	Flower
[s]	[suuq]	Market
[ʃ]	[ʃab ɪ j]	Child
[z]	[zawraq]	Boat
[ʃ]	[ʃafra]	Eye-lash
[dʒ]	[dʒamal]	Camel
[x]	[xuux]	Peach
[ɣ]	[ɣaalɪ]	Expensive
[h]	[haram]	Pyramid
[ħ]	[ħaal]	Weather
[ʔ]	[ʔɪmlaaʔ]	Dictation
[ʕ]	[ʕaam]	Year
[l]	[lɪl]	Night
[r]	[rumman]	Padlock
[w]	[waad]	River
[j]	[jadd]	Hand
[ð]	[ðɪraaʕ]	Arm
[q]	[qalam]	Pen

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# **General Introduction**

## General Introduction

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### General Introduction

Education is the stepping-stone of the human destiny. It shapes the future and the social life of any society. It is at the same time the product of Man in his society and preserves his welfare. Education, as defined in Debeauvais (1975), is a social enterprise which shapes human fate and the product of society. In fact, education is a long process that starts in the family and is carried on at school the determinant factor in any social development. School comes to reinforce the social values for it teaches the learner science, history, technology, language and the adequate behaviour in society. Hence, school has a double task; it is an educational and a social institution. Consequently, the social and economic failure of any society stems greatly from a poor educational system that does not fulfill its role at all levels.

Bernstein (1975) underlined the link between the socialization process of the child and the great role school plays in his social insertion besides Pinker (1996) highlighted the social role of the mother tongue as a determinant factor in this process. On the other hand, Bruner (1966) and Vygotsky (1962) agreed that knowledge is constructed for this reason there should be a continuum between home and school. All the data introduced should be linked and based on the one already acquired. In modern education, the child is no more considered as an empty vessel that needs to be filled but as a determinant element in his learning process. In this respect, Vygotsky considered that all the learning process takes place in the zone of proximal development and each piece of information paves the way to the next one. Thus, the main idea introduced by Bruner is to teach culture.

Culture refers to the beliefs and behaviours of a given society and also includes language, customs, social norms and values, as well as organizations and institutions. (Bruner, 1996:3) declared that culture shapes our minds that *“enable people to engage in cultural exchange; they allow us to organize and understand our worlds in communal ways”*. Thus, all our thinking is determined by the culture we are involved in.

Indeed, the way we use language is shaped by our cultural background. The choice of words, the pitch of our voice, the intonation, gestures and face expressions differs from a conversation to another. When using language, the user takes many parameters into account among them the interlocutor, the setting, the channel and the topic. All these elements that shape a successful communication are acquired at a young

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age for the child lives in a micro-society from which he acquires the basic notion of his culture. According to Vygotsky (1962), when the child starts producing language, he uses a socialized speech acquired from the family he is in contact with. The data collected at a very young age vehicles all the sociocultural norms that develop citizenship and make the child ready to be involved in the society he lives in.

In fact, it may seem normal and natural to notice that an infant starts to produce words and make sentences. At a very young age, the child becomes able to utter sentences and communicate with the members of his family. Parents are proud of their child but are not aware that he is realizing the greatest intellectual achievement of his whole life. When acquiring his mother tongue, the child is internalizing the grammatical structure that generates language and at the same he gets in touch with all the socio-cultural norms of the community he lives in.

Through his mother tongue, the child is introduced to his culture, religion, traditions, history...;all these elements are transmitted through one element: language. According to Pinker (1996), at birth the child is able to identify his mother tongue; a language that is never lost even if the user develops illnesses that damage memory. For example, in the case of the Alzheimer's disease, the patient forgets his name, children, parents and every important thing in his life except his mother tongue for he carries on speaking till his death. This behaviour leads psychologists to make more investigations about the role the mother tongue plays in the development of the child.

Research has shown that the intellectual development of the child is directly shaped by his mother tongue. In fact, the cognitive and the metacognitive abilities of the child go through experiments and communication both of them realized thanks to the use of language at a very young age. This same language provides the infant with all the emotions and affection needed to his psychological development; his personality, thought and knowledge are established through communication with the caretaker. Thus, it is impossible to refer to the mental, intellectual, psychological and social development of the child without making reference to the mother tongue. As a result, modern educational psychology among its leaders Bruner focus on teaching culture and the mother tongue is part of culture.

Psychologists linked the acquisition of the mother tongue to the development of confidence, self-esteem and identity for it provides the child with many answers about

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his life and all that surrounds him since culture and traditions go hand in hand with language. Anthropologists agree that the mother tongue is a cultural heritage transmitted from one generation to another through this same language. At school age, the child has already mastered the fundamentals of his mother tongue he uses fluently when communicating ideas, emotions and asks for his needs. Thus, he is in control of its grammatical system that develops his thinking and cognitive capacities.

Indeed, modern investigations have shown if at school the mother tongue is not involved in the educational system, the child may never have the opportunity to develop high abstract thinking. (Skutnabb-Kangas et al 2005: 1) declared that “*any education which imposes a dominant language by ignoring, stigmatizing, and replacing or displacing the mother tongue of minority and Indigenous children is subtractive language education... it subtracts from the children’s linguistic repertoire, instead of adding to it*”. This same idea joins that of Bruner where he declared that knowledge is constructed.

Indeed, when the child reaches school age, he has already internalized the grammar that generates his mother tongue. At six, the scientific conception starts; it does not allow the child to learn in a non real life situation for this reason when he is introduced to numbers he uses tokens when making additions. It is only at twelve that the abstract conception develops and the child becomes able to learn abstract knowledge like foreign languages. The theory of Piaget about the development of conception joined that of Bruner and Vygotsky who believed that the learning is a continuum.

However, in Algeria, the learning process does not seem to take this analysis in consideration for the linguistic situation is more complex and makes teaching culture more or less hard task. This linguistic situation is, as described by Miliani. M. (2001), language schizophrenia. Indeed, two languages are used; the former is Berber, the mother tongue of a high portion of Algerians, a language totally different from Arabic, with various varieties used in different parts of the country. When children belonging to this community go to school, they are introduced to l’Arabe Scolaire a real foreign language for them. Besides, the latter is Algerian Spoken Arabic: a non written variety of Arabic used as means of communication.

It is worth mentioning that Algeria lived under different colonialisms which impact is noticed in language. In addition to this, it is a big country and the varieties of

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Arabic used differ in terms of pronunciation and vocabulary. Besides, French is used in everyday communication, in the mass media and through borrowing, code-switching and mixing makes it part of the linguistic behaviour of Algerians although it is politically classified and officially declared as a foreign language. On the other hand, when the child goes to school, he is introduced to 'l'arabe scolaire' as named by Dourari (1995) and Arabic as officially declared in the Algerian constitution.

Nevertheless, Greffou (1995), Dourari and other Algerian linguists declared that the variety introduced at school is a foreign language so how can culture be taught if the main tool of instruction does not correspond to the socio-cultural background of the child. At school, the teacher code-switches between the local variety and the newly introduced one. This phenomenon is widely noticed in official affairs used by members of parliament, the president when addressing people, journalists, and debates on TV...Taleb-Ibrahimi named this linguistic behaviour language continuum. In fact, in order to bridge the gap between the two varieties and establish communication, language continuum takes place; it does not correspond to diglossia as described in Fergusson(1959).

Indeed, language continuum is an issue at school where the teacher is lost between two main parameters: teaching the language and at the same time using it in teaching other disciplines. Besides, at a young age, learners are involved in a complicated leaning process. On the one hand, the child's conception is not enough developed to foreign language learning yet 'Arabe scolaire' is taught as first language. The learner is required to learn the target language, officially referred to as 'the mother tongue', in order to correct the variety already acquired. On the other hand, he is not given enough time to internalize this language used as a means of instruction during all his learning process.

In the last decade, in order to struggle against school failure, the Algerian Ministry of Education has undertaken a group of reforms like urging non graduated teacher to prepare diplomas in evening classes; however, the feedback was officially good but in reality very bad for teachers where not really involved. Besides, the main reform is the establishment of the Competency Based Approach: based on the sociocognitivist concepts that link the learning process to the sociocultural background of the learner. It is worth mentioning, that the child's culture is transmitted through the

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Algerian Spoken Arabic, a variety different at various linguistic levels from l'arabe scolaire the medium of instruction in the educational system.

However, these last years the Ministry of Education is proclaiming that reforms have succeeded in Algeria and noticed in the high rate of the baccalaureate exam with very high averages: in 2010 the rate was 63, 23% ; 2011 the rate was 68, 45%; 2012 the rate was 58, 48%, as compared to 32, 29% in 2000; 34, 46%; in 2001 and 32, 92% in 2002. It is clearly noticed that the rate of success has considerably increased yet many learners take their baccalaureate exam more than one time in order to be allowed to study the field they want. Linguists link this situation to school failure in Algeria and in order to highlight its causes many studies have been undertaken by many Algerian linguists, educational psychologists, and psychologists. Dourari, Elimane, M. Miliani... agree that language is one of the main reasons that have led to this harmful situation for a large majority of young Algerians is bogged down in a complex linguistic situation, but has the motivation, energy and the willingness to get out of this educational crisis.

What is noticed is that at university students do not succeed in making a synthesis yet they are excellent in rote learning although they are the product of Competency Based Approach. Adding to this, students do not speak French fluently despite the fact that they have learnt it for nine years and most of them belong to literary fields that focus on learning languages. On the other hand, at the first year, in English licence, students always complain about the use of English in the classroom and claim that teachers speak quickly and they do not understand them for they are not accustomed to such a linguistic behaviour. They claim that in the previous classes teachers use frequently the mother tongue when giving instructions and explanations. Nevertheless, it is obvious that students manipulate internet very well yet when they are asked to prepare a work they download information and give it to the teacher. It is worth mentioning that making 'projects' by using the web is part of the new approach aims.

Theses facts, clearly noticed at the university, result from the educational system starting from the primary, going through the middle and reaching the secondary school. Indeed, Competency Based Approach has proved its efficiency in different countries but why not in Algeria. In fact, this approach has been used in different countries but surrounded by parameters that pave the way to good results. According to Algerian educational psychologist, among them M. Miliani, it is not enough to import an



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approach that has succeeded elsewhere if textbooks are not ready and teachers are not trained. However, how is it possible to use it if the language that vehicles the learning process does not correspond to the sociocultural background of the learner.

This investigation aims at analysing schooling problems from a psycholinguistic, cognitive and metacognitive approaches for it is impossible to dissociate the learner from learning since in modern education he is at the centre of this process and an active element that contribute in each of its steps. Six main chapters will constitute the cornerstone of this study and their classification involves teaching language as compared to the sociocultural background of the learner and his cognitive and metacognitive development.

The first chapter gives an overview about the linguistic situation in Algeria introduced in two main parts. The former, with reference to the works of Algerian linguists, is achieved by analysing the use of Arabic in Algeria as compared to the mother tongue at various linguistic levels. Dealing with an analysis at the phonological, morphological, syntactic and semantic levels leads to an over view about the degree of similarity and differences between the two varieties. This analysis sheds light on the linguistic situation and whether l'arabe scolaire corresponds to the child's linguistic repertoire in order to vehicle its culture or not.

Whereas, the latter is a comparative study at various linguistic levels between l'arabe scolaire and Algerian Spoken Arabic used in Mostaganem and Algerian Spoken Arabic and French. The aim is to evaluate the degree of similarity between the two languages at various linguistic levels in order to determine to what extent the mother tongue paves the way to the learning of French. In short, the first chapter highlights the various aspects of the linguistic situation in Algeria except for Berber for we do not have enough information about it in order to be able to analyse it.

In the second chapter a detailed analysis of the role of language in the development of all the mental and intellectual process, is made. Indeed, learning can be achieved through capacities which increase step by step thanks to the social contact and communication right from birth. Cognition, metacognition, socio-cognition, intelligence... are well established natural mental processes which develop each other and shape learning and thinking. It stems at highlighting the role the mother tongue plays in developing all the intellectual and mental processes of the child, each one of

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them is a determinant factor in learning. Adding to this, it is very important to be able to determine what knowledge corresponds to what age because the development of conception is a determinant element in the understanding of knowledge including language learning.

However, the third chapter aims at introducing the basic notions of modern education with reference to Bruner and Vygotsky's approaches to constructivism and the socio-constructivism the stepping stone of Competency Based Approach including the role of motivation in developing mental process involved in the schooling system. The aim is to determine the role of language in the learning process the way its shapes culture and involves the child in the classroom. The mother tongue is that language that may reduce the gap between school and home. Teaching culture is the basic notion developed by constructivism and socio-constructivism themselves, as already mentioned, the stepping stone of Competency Based Approach.

Besides, the fourth chapter involves an analysis of first and the fifth year of the primary school curricula The aim is to study the content of various units and files at the beginning and the end of the first level of the schooling process and see whether they correspond to the norms of the new approach and to what extent the language used supports the learning process. It also studies the methodology used in the classroom by some teachers as well as the linguistic situation at school and in what way it is dealt with in the learning situation that may seem hard to control for teaching a foreign language, units and finishing the syllabus seems to very hard to achieve.

This same chapter aims at evaluating the linguistic behaviour of teachers and learners in the classroom. It, also, sheds light on the status of French in the Algerian sociolinguistic situation and goes through the way French is approached in the Algerian school. The analysis goes through a study of the curricula of French of the third year, when it is taught for the first time and the fifth year when learners leave the primary school as well as the methodology used in the classroom. This analysis studies diachronically and synchronically the primary school curricula, determines its cohesion and whether it corresponds to the learner's capacities and fits his exit profile or not.

Besides, the fifth chapter is focuses on analysing learning outcomes obtained in exams of the various disciplines like Mathematics, History, Geography... at the beginning and the end of the primary school with reference to the questions used and

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the way answers are given. It also analyses the way evaluation takes place in Algeria in relation to Competency Based Approach the aim is to see whether teachers are aware of its basic notions and whether they focus on competency or knowledge. Adding to this, it studies the role of the primary school in developing the cognitive and the metacognitive capacities of the learner and its impact on his whole learning process. The aim is to show whether the Algerian school corresponds to the scientific norms or not and to identify some of other causes of school failure in our country like the lack of sports and preschool classes.

At last, in the last chapter, in an attempt to solve some of the causes of school failure in Algeria some proposals are given. The former is about teachers training who should be aware that their behaviour is determinant in the learning process. They may either motivate the learner and contribute to his success or demotivate him and cause his failure. Teachers need not only to be aware about the way teaching should be achieved but also assessment and evaluation in Competency Based Approach which aim is to develop competency and not knowledge. The latter deals with the basic notion of the syllabus design that should be linked to the needs of learners in the primary school taking into consideration the socio-cultural background in Algeria, the mental capacities of children and their interests.

In the light of this analysis, language seems to be one of the main causes of learning problems in Algeria. The question that raises itself is why introducing a new approach which main objective is to link the schooling system and the data introduced to the cultural background of the child if the main means of instruction does not correspond to the child's social context. On the other hand, if teachers are not aware about this approach, how can they use it? All these questions need to be asked for solutions are urgent to reach social and economic progress in order to keep up with advanced countries in the context of development. Successful schooling systems are not made by developed countries but it is the successful schooling systems that make developed countries.

# Chapter One

## *The Primary School in the Algerian Linguistic Situation*

1.1 Introduction

1.2 Linguistic Perspectives in the Educational System

1.3 Arabic in Algeria

1.3.1 The Mother Tongue (s) in Algeria

1.3.2. Language Dynamics

1.4 Language Continuum/ Diglossia

1.5. The Linguistic Situation in Algeria

1.5.1 A Comparative Study between AS and MSA

1.5.2 A Comparative Study between MSA and French

1.6. The Impact of the Linguistic Gap on the Learning Process

1.7. Conclusion

Chapter Notes

## **Chapter One: The Primary School in the Algerian Linguistic Situation**

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### **1.1. Introduction**

The first chapter of this investigation is devoted to a comparative linguistic analysis of the Algerian spoken Arabic, l'Arabe Scolaire and French. The aim is to shed light on the similarity and diversity between the three varieties involved in the learning process. It also goes through a study of language continuum in Algeria. At the end, this same study is undertaken between Arabe Scolaire and French, the language introduced in the third year of the primary school.

### **1.2 Linguistic Perspectives in the Educational System**

Education is the bridge through which the child reaches his total socialization. According to Bernstein (1970), school is the second important step after the family in this lifelong process. As a consequence, any school failure may entail that of the whole socialization process of people and thus affects the whole country; that is why all countries try to make it a success. In Algeria, when independence was achieved in 1962, school became compulsory for girls and boys at six. On the other hand, the process of Arabization has been undertaken in order to make Arabic, the official language used in all institutions of the country.

Nevertheless, when the child reaches school age, he masters the grammar that generates his mother tongue and is able to use it freely and correctly in expressing himself as it is clearly argued below:

*By the time a child reaches the age of five or six, he has mastered the fundamentals of his native language. He has achieved ability to create and understand, spontaneously and effortlessly an unlimited number of sentences that are completely novel to his experience.*  
(Langacker, 1973:23)

The mother tongue in Algeria is either the local variety of Berber or that of Algerian Spoken Arabic (henceforth ASA), adding French also part at the child's

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linguistic repertoire. However, when the child goes to school he is initiated to AS which is supposed to be his L1. The first step in the process of Arabization was made at primary schools in 1962, under the guidance of President Ben Bella (1); the teaching of AS was seven hours a week. Then, it was raised to ten, two years later, including religious education.

However, middle and secondary schools were still teaching all the topics in French and gave only two hours of AS per week. Afterwards, in 1965, policy makers brought one thousand Syrian and one year later one thousand Egyptian teachers in order to Arabize the scientific fields like mathematics, physics, science...Foreign teachers were required to teach these fields using AS because the aim of this new policy was to spread the use of the target language. However, in the Arab speaking world, AS is not used as a means of communication and is no one's mother tongue.

As a consequence, foreign teachers used most of the time, a mixed language made of both their local variety and AS. As a consequence, the target to reach was to make children understand without giving importance to the language they were spreading. In fact, the varieties of Arabic change according to the geographical areas; one may guess where a person comes from according to the variety used in his speech, It also correlates with political boundaries or economic limits, that is to say, Egyptians talk differently from Algerians who themselves use another variety from Lebanese...

In Fact, language adapts itself to the surrounding and changes with the evolution of cultural and scientific spirit of its users as mentioned in Allen et al, (1980). In this quotation Chejne (1965) stated:

*To be sure that the adulation of Arabic is the result of a number of historical phenomena ... social moves, artistic manifestations, religion, culture... These factors have definitely contributed to the preservation and enhancement of the linguistic tradition*  
(Chejne, 1965 in Taleb Ibrahimi, 1995:105)

In short, all over the world, language is the common denominator for the unity of Arabs, although they are divided politically and geographically. In Algeria, the process of Arabization was achieved in a short period of time since in 1979; primary,

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middle and secondary schools have started using AS in all fields. Indeed, the aims of Arabization are stated in the first year of the primary school book issued by the Ministry of Education (1984) called 'Ways and Times of Teaching' which main points are summarized below:

- To enable the learner to read, count and express himself in order to communicate with the world he lives in.
- To develop the learner's psychology and aptitude to live in a community.
- To develop the child's mind.
- To learn some Koranic verses in order to learn religious ideas since religion is part of the personality of the human being.
- To make him love his country and to contribute in its development and protection.
- To make the child love work.
- To make the learner love music and art.

The language, through which the Algerian school should reach its aims is AS. The policy makers who established Arabization at school consider the mother tongue of learners 'incorrect and impure' while the school's task is to correct the linguistic problems that the child has in his mother tongue. Policy makers are, however, prescriptive since they consider AS as perfect and pure because it is the language of the 'Koran' (the word of God). This has modified the task of using a language that has become as (Cheriet, 1983: 9) (translation is mine) put "*Arabization was no longer considered as a means for the development and the promotion of our society, it was an end in itself*".

As a matter of fact, the role of the process of Arabization is to purify the language used and make people read and write the same way they speak. The aim then was no more to teach AS but to modify the whole linguistic behaviour of the Algerian people; that is to say, to make a general change as described in 1979 by the Ministry of Education and summarized in (Greffou, 1989: 36) (translation is mine)

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*“We will have a double task. We will correct the language used in the family when correcting their children”.*

Besides, politicians believed that for the child learning through AS was supposed to be easier than any other language and the shift from the local variety to AS is as viewed by Turkey (1985), quicker because it is part of his parents' repertoire. Nevertheless, according to the description that will be undertaken afterwards in this same chapter, one notices that the divergence between AS and the mother tongue occurs at different linguistic levels. On the other hand, AS fulfils almost no social function in Algeria that is why Greffou (1989) joined by other Algerian linguists later considered it as a foreign language.

Officially, AS is declared as the medium of education but in schools teachers use ASA in order to give more explanation to children. In Mostaganem, interviewed primary school teachers agree that in the first year, children do not understand AS because it is not used around them. That is why, ASA is used. Accordingly, when the Algerian child moves to school, he is taught a new variety which he does not know. Linguists disagree with this attitude as shown in the next argument:

*In language teaching, however, it is the use of language as an act of communication between people that is central; that is its social function. There would be no point in acquiring what is admittedly a very complex sort of behaviour unless it was useful, to the individual and to the society to which he belongs.*  
(Corder, 1985:24)

According to the quotation above, the sociolinguistic background of the child should support his language teaching. However, the sociolinguistic environment in Algeria does not help the child in his schooling process because AS is not used as a means of communication. The child is, therefore, required to learn AS in its spoken and written form and at the same time to learn many other topics through it. Britton (1970) considered that at school, reading and writing should be added to the previously acquired spoken form.



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As a consequence, the child has, then, to learn a new vocabulary and new grammatical structures as well as new sounds and new sentence structures in order to master AS and be able to use it in his learning process. He is also required to learn a language that does not fit his needs and makes his learning abstract without any use of Zone of Proximal Development described by Vygotsky (1987) as the starting point of any knowledge development. The child is, then, taught a new way of learning although he has developed his own in his mother tongue. In this respect, Corder (1985) argued:

*...what the language teacher is doing is teaching a new way of doing what the learner can already do. He is attempting, therefore, to extend, to a greater or lesser degree, the behavioural repertoire, set of rules or ways of thinking of the learner.*

*(Corder, 1985: 113)*

In short, the pre-acquired knowledge should be the starting point of any school learning. It should be taken into account in order to achieve a successful learning. The child should be taught information and knowledge carried at the school curriculum normally based on his social and cultural life. So how is it possible for a child to develop his metacognitive abilities in his learning process if there is no continuum at school? Besides, even if the introduced data is linked to the socio cultural background of the child and goes hand in hand with his cognitive capacities, it is difficult for him to grasp it for he does not master the tool to reach it 'language'. In Algeria there is a difference between what the child has already acquired and what he is introduced to at school. This break is a real gap with a deep impact on the child's schooling process and later on, on his whole socialization as we will see in the next section.

### **1.3 Arabic in Algeria**

Through time, Algeria has lived under different civilizations; monuments of the Romans, the Zianits and the Turkish still exist and are spread all over the country. Adding to the diversity in traditions customs that change from a place to another, the impact at the linguistic level is also noticed and makes the mother tongue a witness of the history of Algeria where various varieties are used as means of communication.

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### **1.3.1 The Mother Tongue (s) in Algeria**

The Algerian new born acquires the mother tongue used in his region either Berber and/or French if he lives in the Berber community. Whereas if he is born in the rest of the country he acquires ASA and/or French; it depends on whether he lives in the countryside or a city. However, when he goes to school he learns a new variety of Arabic referred to in this work, as already mentioned, as AS.

In fact, Arabization aims at including Algeria in the political and economic life of the Arab world whose common denominator is the Islamic religion and the language used in the Koran, its Holy Book. This language is the symbol of the Islamic culture; yet, it is not used as a means of communication in any Arabic community. However, the Algerian linguistic situation is more or less complex for many languages are in conflict and do not really coexist as argued bellow ( translation is mine):

*Algerian speakers live and develop in a multilingual society where spoken, written and used languages like Arabic dialect, Berber, Standard Arabic and French live a difficult coexistence shaped by competition and conflict between two dominant norms (the official language the declared by the constitution and the other foreign but predominant in the economic life) on the one hand, and on the other hand a constant and stigmatized popular spoken varieties.*

*(Taleb Ibrahimi, 1998: 22)*

This difficult coexistence has lead, as described by (Taleb Ibrahimi, 1998: 22), to “a patch-work language neither Arabic nor French or Berber seems to become that on a high portion of the Algerian youth”. As a result, the spoken variety all over the country is full of borrowings coming from French and other languages, Arabic got in touch with. A rich phonological system, where many sounds are involved developed that facilitates the foreign languages pronunciation. Adding to this, in order to adapt AS to modern life, many borrowings from French have been included in the AS lexical repertoire as it is shown in Table 1.1. From now onwards, all French words are not transcribed.

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Gloss	French	AS
Television	Télévision	/tilifizjuun/
Stage	Plateau	/blaatu/
Studio	Studio	/ustudju/
Demagogy	Démagogie	/dimayuzija
Demography	Démographie	/dimuɣrafija/
Democracy	Démocracie	/dimuqratija/
Telethon	Téléthon	/tilituun/

**Table 1.1**

Adapted French words

On the other hand, many new words are introduced to AS but are never used in the local variety like those introduced in the following table:

Gloss	AS
Satellite dish	/hawaaʔi/
Computer	/haasuub/
Lift	/miɣɣad/
Washing machine	/ɣassaalatun/
Mixer	/xallaatun/

**Table 1.2**

None used Arabic words

Although these words are taught to children they do not use them in ASA. They prefer those widely used which come from French origins as:

French	Gloss
Parabole	Satellite dish
Villa	Villa
Cahier	Copy book

At this moment, our concern is not to study the use of French in ASA for a whole part in this chapter will be devoted to it, yet we are more involved in the analysis of the use of ASA/AS in Algeria. As already mentioned many Algerian linguists identify Arabic as a foreign language in our country and declare that a real linguistic

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gap has developed through time whereas others state that there is a language continuum as it is shown in the next step.

### **1.3.2. Language Dynamics**

In his definition to knowledge development, Bruner (2008a) considered that any learning is a long process based on the previous data already acquired and internalized. He considered that it is in the Zone Proximal Development that everything takes place including the process of acquiring the mother tongue and all its socio-cultural parameters. The mother tongue is a whole system which use varies according to the context, participants and fashion as declared bellow:

*...a number of fashions of speaking... are possible in any given language and ...these fashions of speaking, linguistic forms, or codes, are themselves a function of the form the social relations take. According to this view, the form of the social relation or-more generally- the social structure, generates distinct linguistic forms or codes and these codes essentially transmit the culture and so constrain behaviour.*

*(Bernstein, 2012: 2003)*

The quotation above shows that language is dynamic and is influenced by many parameters including fashion. According to this view, language is in constant change and always influenced by the social needs. As an illustration, invention of new objects and tools bring new words sometimes coined and other times borrowed. In both cases, it makes language at the level of the needs of its users and goes hand in hand with the historical and technological development. For instance, in Algeria words like internet, wifi, zapping, skype, facebook..., newly introduced with the coming of internet and new electronic tools, behave not like foreign items but are very at ease in the host language and are easily and frequently used by all the inhabitants of this country.

Besides, (Bernstein, 1970: 161) linked the choice of the linguistic form to that of fashions of speaking since the speaker is able to relate the situation to objects and persons for language “*is a set of rules to which all speech codes must comply, but which speech codes are generated is a function of a system of social relations*”. The language dynamicity is not considered as a handicap or a difficult task to achieve for the child

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acquires language used around him and is also able to manipulate them in order to make them fit the socio cultural and technological needs of the era the speaker lives in. Otherwise, imagine that the language used in 2010 is the same used during the last centuries in 1600. It would be impossible to communicate through it.

Language development is very important for its users and is a perpetual process vital to its surviving that joins the idea of Chomsky who declares that the child is creative and does not repeat blindly the language used around him. This same idea is described in the following quotation:

*The child knows what language is because he knows what language does. The determining elements in the young child's experience are successful demands on language that he himself has made. He has used language in many ways – for the satisfaction of material and intellectual needs, for the mediation of personal relationships, the expression of feeling and so on...Language in all these uses has come within his own direct experience, and because of this he is subconsciously aware that language has many functions that affect him personally. Language is for the child a rich and adaptable instrument for the realization of his intentions; there is hardly any limit to what he can do with it.*

*(Halliday, 2003:270)*

This investigation claims that for the child, language is a tool used in different ways and context. He masters, enriches and manipulates it as a cultural heritage that he transmits to his children one day. Nevertheless, (Pinker, 1996: 151) declared that around two years the child is able to understand around 200 words and compared the brain of the child to a mental dictionary with a huge capacity of storage where transcribing mechanisms take place that “*we can estimate that an average six-years-old commands about 13000 words*”. Besides (Pinker, 1996: 151) referred to Carely (2) whose work shows that “*if a word like ‘olive’ is used for the first time near a three-years-old child he will remember it about five weeks later*”.

Indeed, the big dictionary the child possesses is in constant development, each new situation and experiment is a way to widen its capacities; even grammatical and phonological modifications are stored and easily combined with the preceding data, although they do not belong to his mother tongue. Hockett (1975), as stated in Stern

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(1969), suggested that these changes are natural phenomena that occur in all the languages; they are continuous and regular despite this linguistic diversity communication is still possible between different generations. This leads to say that this change does not create a new variety but makes a linguistic continuity and regularity within the same language. Hockett (1975) put four criteria for this phenomenon:

- The fundamental speech behaviour is definitely established by the age of puberty for by this age the child has already acquired phonetic inventory and mastered its allophonic distribution, consonant clusters and grammatical patterns as declared in the following statement:

*Countless numbers of individuals, at some point in their lives, have faced the task of accommodating to a totally alien linguistic environment. We know that when this task is confronted during childhood it is usually accomplished more thoroughly than when it comes in later years... Specialists in American dialectology are often able to detect, in the speech of an adult, a childhood core of speech habits even when it is overlaid with several later periods of influence from other dialects.*

*(Hockett, 1975: 68)*

Accordingly, age influence deeply linguistic change, the more the child grows up the more his moral sensibilities become fixed, that is to say, before the age of puberty he is easily manipulated and his conception of good and bad is not as developed and determined as after this period when he becomes a Man.

- The environment the child grows in influences his linguistic modification mainly when he gets in contact with other children of the same age for though interaction he acquires other facet of his culture. According to Hockett (1975), “*the six years- olds – child teach the five years-olds, the huskier children lead the punier, those with more prestige are imitated by those with less. Childhood culture is not necessarily a microcosmic image of the adult culture of the same community*”. Generally, this situation is clearly noticed when the family moves from one region to another, the process of linguistic adaptation is easier for children than for adult.

- Besides, language change is transmitted from one generation to the next. It

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develops a kind of linguistic continuity and generates new traditions involved in the new cultural heritage of the society. This linguistic diversity makes language more at ease in the community where it is used since it becomes able to serve its material needs and communicative tasks. Otherwise, how is it possible that an early used language fits the modern society in all its economic, technological progress, historical and traditional events?

Indeed, the phenomenon of language continuity has elaborated new linguistic systems like the Creole (3) and the Pidgin (4) dialect that Hockett (1975) considered as “*the nearest approach to a ‘revolution’ in linguistic history*”. This illustration is an extreme case of language change, however, in most cases it is a smooth process that develops step by step and generates new linguistic traditions that may not be accepted at the beginning and spread through time among the various groups that constitute a society, as argued in the next statement:

*... this particular continuity is never the only one found in a given society. Anthropologists tell us that the tendency for the members of a community is to fall into various subgroups on the basis of similar age, with differentiation of economic function, ceremonial activity, and so on, is a universal phenomenon; this phenomenon is termed AGE-GRADING.*

(Hockett (1975: 72)

In sum, the continuity of linguistic tradition is a natural phenomenon that may take place in any linguistic situation and each experience is a new change that occurs in the target language and involved in it sociolinguistic behaviour. This phenomenon spreads mainly when the child goes to school. It is the place that gathers children from various social classes and backgrounds considered by Bernstein (1970) as the most important step of the socialization process and any failure at this level entails that of the whole process.

Actually, many investigations focus on the schooling behaviour and the way the child should be introduced to its system. The one that raises our interest is the approach that takes into consideration the knowledge the child possesses that paves the way to the newly introduced data. Moreover, at six the child has already development his autistic conception and starts to be involved in the scientific one, adding to this, he has already

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internalized all the linguistic system that generates his mother tongue including all the linguistic continuity and his socio-cultural heritage that shape his personality.

Language enables the child to speak about his past, his present and future life. Language is the mirror of the society that uses it. It develops in advanced countries like USA, Germany...and dies when it is no more used as means of communication in a living community, like classical English, Latin and Greek. Language is dynamic; that is why there is old, medieval and modern English, classical and modern French. It changes mainly when contact occurs between them.

Hence, as mentioned in Corder (1985), language is stored in the minds of its users and can be studied by analyzing all the world-images of the whole society. As a consequence, language is deeply rooted in the past. All this makes Cheriet (1983) compare language to a group of ideas and feelings established like the geographical formation of earth for man is the product of the past and present. In the Algerian community, for instance, in the same family, most of the times, the three generations co-exist. The child, however, develops his personality by fusing modern life and traditions in order to give birth to his identity in spite of the generation gap. Accordingly, Man reincarnates the past in his current life whereas all people gathered make the culture they carry in each of them, they transmit to the new generation.

Language is at the image of its user. When a person speaks, he gives information about his personality and mind. So it reflects the cultural, emotional, political, geographical state of its speaker being. As a consequence, when studying and analyzing a language, one may gather a great amount of information about the society that uses it. As an illustration, in spite of the fact that the United States of America was a British colony and adopted the language used in that era, there is a difference between American and British English. The two societies do no more share the same history, traditions and geographical boundaries. Linguists like (Sapir, 1921: 214) as mentioned in (Corder, 1985: 68) are aware of this linguistic change as stated bellow:



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*Most of us would readily admit... that the community of language between Great Britain and the United States is far from arguing a like community of culture... a common language ca not indefinitely, set the seal on a common culture when the geographical, political and economic determinants of the culture are no longer the same throughout its areas.*

*(Sapir, 1921: 214)*

Accordingly, this same linguistic situation takes place in the Arabic speaking world whose language is the common denominator for its unity. However, its countries do not share the same history and are geographically situated in different parts of the world. Thus; one variety of Arabic can not reflect all the societies. For example, one may guess the original country of the speaker because Tunisians, Egyptians, Kuwaitis and Iraqis speak in different varieties. Each variety reflects the history and traditions of its users.

Egyptian linguists are aware of this phenomenon, as reported in Giglioli (1982), the variety used in Cairo was about to be standardized variety in Egyptian order to be the medium of instruction. It is worth mentioning that Egyptians are more 'arabized' yet they try to adopt the variety at the image of their culture. A culture different in many parameters from the Algerian one and this for many reasons among them: geography, history and the diversity in its inhabitants. Adding to this, all the world is in a real change in an era of globalization and the wide use of internet allow people to communicate easily, freely and quickly. The impact of all this dynamicity is clearly noticed in the linguistic situation in Algeria where many varieties of the same language co-exist as shown in the next title.

### **1.4. Language Continuum/ Diaglossia**

According to Benramdane (2011a), in Algeria, the linguistic-political situation is paradoxal. On the one hand, a language user in a living society is creative with great linguistic flexibility and an innovative youth including the diversity of its wide language and culture. On the other hand, a society freer with many institutions completely disconnected from its dynamicity. (Benramdane, 2011b:148) pointed out that there are various elements that generate a politic instability mainly about the linguistic policy of the educational system; as he summarized in the following points (translation is mine):

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- With the globalization, the linguistic parameters are disturbed in relation to the development of many countries among them: the emergence of Chinese in Asia and all over the world for it is used in commerce, English is officialized in the USA and the proliferation of Spanish in the same country, the various languages used in Europe, French speaking communities, the coming back to the original idea of multilingualism.

- The deep link between the technological development and that of languages seems to be neglected as compared to the literature or knowledge.

- Multilingualism is no more considered as a threat of the identity and the national solidarity but seen as a new form of freedom that constructs a society which languages differ. Two elements should be put in evidence: the media and the spoken form of youth in the urban area. The former involves internet and the satellite channels either the Arabic or the French ones adding to the great number of internet users. The latter, as described by Miliani. H (2011), concerns the various investigations that (translation is mine):

*...have tried to shed light on the existing link between the linguistic change and the behaviour of generations... Whether we are in Dakar, Algiers, Cairo, Ouagadougou, Hanoi, Port de Prince...or in Paris , Marseille..., the youth linguistic behaviour in urban areas, grouped either with local cultural elements, recent or traditional, occidental or foreign, present real and concrete similarities. This use is largely freed from the institutional monolingual linguistic carcan. They are involved in a complex universe of culture and artistic references.*

*(Benramdane, 2011b:149)*

- After the 11<sup>th</sup> of September a great interest to all dialects of the North African countries has been noticed in order to collect data and struggle against terrorism in this region of the world. It develops translation and dialectology.

As a consequence, the linguistic situation in Algeria is in constant change and sociolinguists are aware of it. Language planning should take all these parameters into consideration in order to find an issue to the language schizophrenia in this country, as named by Miliani. M. (2003). The whole process should start at school and the reforms should not be proposed by politicians but by educational psychologists and linguists.

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In Algeria, this linguistic behaviour is not only noticed among youth or at school but spreads among political leaders and members of parliament, sports journalists... They all use a variety where both AS and the local variety coexist; a variety that seems to be understood by all even children. As a consequence, teachers in Mostagamen use it in the classroom when they address their pupils and avoid using movement at the end of words except when dealing with grammar lessons for example:

Teacher: /xuduu l kutub/

AS: /xuduu al kutuba/

Gloss: Take your books

Teacher: /ðahaba l walad maʕa ʔaxiih ʔila ssuuq/

AS: /ðahaba al waladu maʕa ʔaxiihi ʔila assuuqi/

Gloss: The child is gone with his brother to the market.

In the example above it is noticed that the teacher uses [d] rather than [ð] for this last, as it will be mentioned later (5), is not frequently used in Mostagamen. Adding to this she avoids using movements that are markers of grammatical classes in AS. Even when using AS sentences, the intonation is that of the local variety. Moreover the dual form is deliberately avoided for it is not part of the grammatical system of the learner who does not identify it. Rather than this, the teacher replaces it by using 'two' as it will be described later in this chapter. As far as the negative form is concerned, the teacher most of the time refers to the negative form used Mostaganem Spoken Arabic (henceforth MSA) by using its intonation as it will be described later in this same chapter. Besides, in the classroom the teacher always code mixes between the two varieties generally the names of objects are always in AS like copybook, pen, pencil, schoolbag, blackboard... and the rest of the sentence is in MSA for example:

Teacher: /ʔadwa dʒiibu kurraas l qawaaʕid w ktaab l qiraaʔa/

Gloss: Tomorrow bring the copybook of grammar and the book of reading.

In the example above, the underlined words are in AS they refer to objects, since the lesson taught is initially introduced in the same variety, whereas the rest of the sentence is in MSA. Code switching is also among the linguistic behaviour of both the

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teacher and the learner. It facilitates the communication inside the classroom and makes the learner more familiar with the new environment he is involved in, for example when giving back marks to children one of them got a bad mark, the teacher says:

Teacher: /nuqta sajjifa dziddan ʕalajka bilʕamal ʔakɛar li jahfad jaddi mlih/

Gloss: A very bad mark. You have to work harder, the one who learns his lessons got good marks.

The first part of the sentence, underlined, is in AS and the second one in MSA. In fact, this manner of speech is not particularly noticed in Algeria but spreads among the rest of the Arabic speaking world described as a diglossic situation that leads to the emergence of the ‘middle language’ situation [ʔalluya l wuʕtaa] as argued in the following statement:

*The communicative tensions which arise in the diglossia situation may be solved by the use of relatively, unstable, intermediate forms of the language [ʔalluya l wuʕtaa] and repeated borrowing of vocabulary items from H and L.*

*(Fergusson: 1959: 240)*

On the other hand, When Marçais (1930) described the Arabic language, he divided it in two aspects: The literary language used in the written literature or scientific works, and the spoken form. Meanwhile, when Ferguson (1959) recounted the linguistic situation in the Arabic speaking world, he noticed that people made use of their local variety at home or with friends in non official situations, which he called the low variety and referred to it as "L"; whereas the high variety or "H" is used in formal situations. Their use is in complementary distribution for:

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

*(Ferguson, 1959: 245)*

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Ferguson named this linguistic situation 'diglossia'. This linguistic phenomenon takes place in all the Arabic Speaking World. (Ferguson, 1959: 236) put a listing of possible situation in order to show the different functions of 'H' and 'L'.

	H	L
Sermon in church or mosque:	+	
Instructions to servants, workmen, clerks		+
Personal letter	+	
Speech in parliament, political speech	+	
University lecture	+	
Conversation with family and colleagues		+
News broadcast	+	
Radio' soap opera'		+
Newspapers editorial	+	
Caption on political cartoon		+
Poetry	+	
Fork literature		+

Yet, in Algeria, French is part of the linguistic behaviour of people for it fulfils many social functions like communication among people, administrative tasks and academic needs since all the scientific fields are taught in French. In order to describe this linguistic behaviour at university, reference is made to some situations proposed by Ferguson above and try to use them in the study of the Algerian linguistic situation. The first point introduced by Ferguson is the sermon in the mosque.

- Sermon in mosque: it is made in AS and sometimes ASA words are introduced in order to give more explanations.

- Instruction to servants: it is either given in ASA and/or French never in AS.

- Personal letter: it is sometimes written in French and other times in AS, with the emergence of modern technology of communication like mobile and computers, most of the time ASA is used but written in Latin letters.

- Speech in parliament: it uses both AS and ASA.

- University lecture: depends on the field of study. Scientific fields like medicine, physics, technology, chemistry, biology, mathematics... use French,

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Meanwhile literary fields like law, psychology, sociology, history... make use of AS and ASA.

- Conversation with the family and colleagues: it is made in ASA and/or French but never in AS.

- News broadcast: News broadcast on national channels in 'H', Berber or French but since everybody has the satellite dish at home, people also watch the news in French on the French channels whereas others who use the Nile sat follow Arab channels using either Arabic and/ or English.

- Radio: there is a radio channel in AS/ ASA named "the First Channel" whereas the "The Third Channel" uses only French. "El bahja" channel uses both ASA and French, whereas the 'second channel uses 'H'. With the spread of local radio channels broadcast from many towns of the country, both varieties of Arabic are used as well as French alone or through code switching.

- Newspapers: there are newspapers published in AS and others in French. We went to a bookshop in Mostaganem where all the Algerian newspapers are sold, except those using Berber. We were unable to know circulation of each newspaper, because it varies according to the place where it is sold. For example, in rural areas those which use AS are more sold than in cities where the one using French are more read.

- Cartoons: they are doubled on the Algerian TV in AS and via the satellite dish in French whereas in the Nile sat they are broadcast in AS and English.

- Poetry and prose: those who master AS like Habib Moussini, Moufdi Zakaria, Mamoun Hamdaoui, write in AS, and those who master French like Mouloud Maamri, Mohamed Dib, Amine Zaoui, Assia Djebbar write in French.

- Folk literature: it uses written in ASA and sometimes in both ASA and French.

In the light of what has been said above, we notice that in Algeria, French has many sociolinguistic functions although, for many political reasons, it is officially declared as the first foreign language in our country. Arabization has also reached school, the basic step in the socialization process of the child. In the following dialogue (6) between an 8 year old boy who is in the third year of primary school and his mother about an exercise written in AS.

*Child: /mama tfahmiini hattamriin /*

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*Gloss: mum, would you explain to me an exercise?*

*Mother: /taʃ waaʃ/*

*Gloss: about what?*

*Child: /taʃ la post. galuuna katbu taht kul taʃwiira l ʔism/*

*Gloss: about the post office, we were asked to name each picture.*

*Mother: /ʃawala hada/*

*Gloss: what is this?*

*Child: /brijja/*

*Gloss: a letter (MSA)*

*Mother: /ʃa nakatbu/*

*Gloss: and what should we write?*

*Child: /risaalatun/ (he uses ASA)*

*Gloss: a letter.*

*Mother: /w haadi ttaswiira/*

*Gloss: And this picture?*

*Child: /tilifuun/ (he uses MSA)*

*Gloss: telephone.*

*Mother: /ki jgululah bal ʃarbijja/*

*Gloss: how should we call it in Arabic?*

*Child: /haatifun/ (he uses AS)*

*Gloss: telephone.*

*Mother: /ziid/*

*Gloss: and then.*

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*Child:* /tambar ʔaabiʃ l bari:d/ (MSA/ A.S.)

*Gloss:* a stamp (he uses both varieties)

*Mother:* /fissaʃ duk jruħ ʃliik lħaal/

*Gloss:* hurry up; you are going to be late.

*Child:* /mazaal ħaqaa waah al muʃallima gaalatanna dʒiibu kurraaʃ arrasm/

*Gloss:* no, it is not late by the way, the teacher told us to bring a drawing copybook.

This short dialogue shows that when a communication takes place even if the topic is taught in AS, both ASA and AS are used. The child, often, refers to his mother tongue through which he is accustomed to express himself. On the other hand, AS is used only in the classroom and is referred to as "Arabic" as shown in the dialogue. It is also noticed that the same object is called differently in the two varieties and the underlined words are from a French origin. This linguistic situation is described in the following quotation:

*...in the diglossic situation... Many of the differences are vocabulary differences: many pairs of words may occur, referring to common objects or concepts... where the usage of one item rather than another immediately indicates high or low variety.*

*(Trudgill, 1974:99)*

Indeed, the lexical differences between MSA and AS involve both cognate words and paired items. This linguistic situation reflects a purely diglossic behaviour widely spread in the Arab countries for, as declared by (Trudgill, 1974:100), 'The diglossic differences between the two types of Arabic can thus be seen to involve the use of different words, together with the substitution of some sounds for others'.

However, Taleb Ibrahim (1997) disagreed with Fergusson and his followers. She believed that in Algeria it is no more possible to use the term Diglossia for the use of 'L' and 'H' is not determined the way Fergusson described it. In this country the linguistic situation has changed and given birth to 'language continuum' in which Arabophones are involved. She believed that thanks to the schooling system and the mass media, the speaker is able to move from one register to the other without any



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complex or difficulty that opens horizons and makes a shift from a closed Diglossic situation to an open system among the various registers of Arabic.

Adding to this, she disagreed with the concept of middle language introduced by Fergusson where he described the emergence of a new variety that bridges the gap between 'H' and 'L' and leads to a triglossic situation. She rather believed that the Arabophones are involved in a whole linguistic process where there is a language continuum and not a middle language. In the work of (Geys, 2006: 131), a clear description is made of the various linguistic elements, introduced by Taleb Ibrahimi, involved in the language continuum in Algeria (translation is mine).

1. Classical Arabic (as commonly referred to)
2. Standard Arabic
3. Sub Standard Arabic essentially presented in a standard oral form
4. Educated Spoken Arabic
5. Dialects

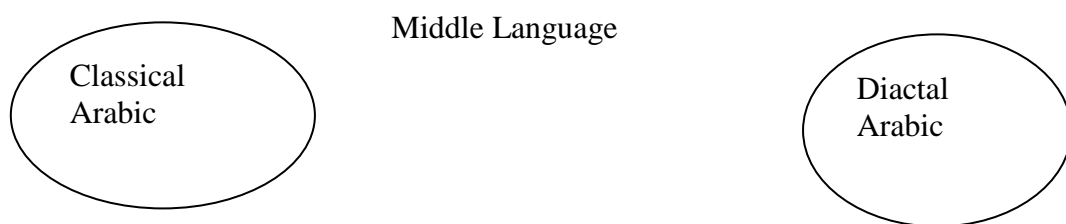
In the light of this classification, it is clearly shown that the linguistic situation is neither diglossic nor triglossic as described in the following diagram elaborated by (Taleb Ibrahimi, 1997: 71) in (Geys, 2006: 132):

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A: Diglossia



B: Triglossia



C: Linguistic continuum

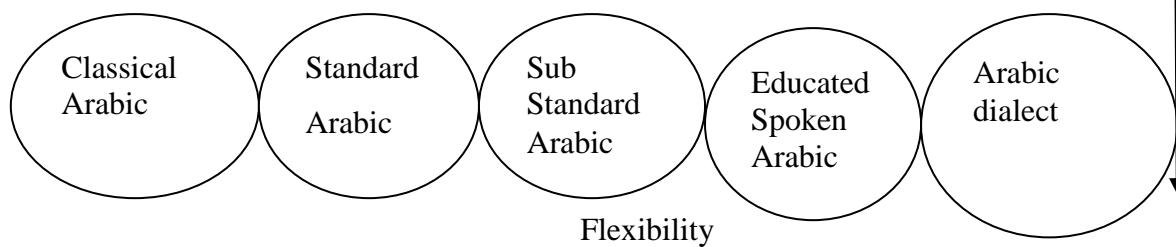


Figure 1.1

Language Continuum

According to Geys (2006) the term rigidity is used only in a diglossic situation for it involves two varieties in complementary distribution without any interference. Indeed, rigid diglossia is opposed to language continuum based on flexible concept. When describing this linguistic situation, Taleb Ibrahim illustrated with a preacher in the mosque who uses the Algerian spoken variety in order to reach the listeners. In this situation, the language used is made of words understood by the audience not beyond their reach. This same situation is noticed when the President is in an official speech addressed to the Algerian people as shown in the following sample taken from the one made on the ninth of February 2012 the eve of elections. In his speech, the president urged people to vote. When starting, the President introduces his speech in a very

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formal way since the message was addressed to the whole nation as shown in the first transcribed paragraph (7) (translation is mine).

/laqad taṣahhadtu fi xiṭabija jawm 15/04/2012 lmaadji bi mubaafarat taṣmiiq lmasaar addimuqraaṭii wa taṣziiz daṣm dawlat lhaq w lqaanuun min xilaal tamkiin hajʔatina lmuntaxaba min attamatuṣ walʔiṣtidaal bimaṣru:ṣija laa nuqṣa fiiha wa tumakkin lmuwaaṭiniin wal lmuwaaṭinaat min lmuṣaahama ṣala ʔawsaṣ maa takuun muṣaahama fii ʔittixaad lqarar allaḏii jatawaaqqafu ʔalajha mustaqbaluhum wa mustaqbal ʔabnaaʔuhum/

Gloss: I have promised in the speech of the last 15<sup>th</sup>/04/2012 to carry on in developing the democratic process and promoting the right of the nation and allow the elected people to help the inhabitants in collaborating totally in decision making that determines the future of our youth.

However, when Bouteflika (8) started speaking to the young generation although they go to school and understand the language used, he modified the semantic and morphological structure of the sentences used that become less formal, full of modern technical words underlined in the next paragraph (translation is mine).

/fi ʔaṭfaal tatkalam mṣaahum majsadquuṣ majfahmuuṣ ʔan maṣandnaaṣ tilifuun ldzawwaal fi djiili makaṣṣ tilifuun ldzawwaal makaṣṣ mawdzuud ḥatta tilifuun makaṣṣ ʔilla ṣand lqalaaʔil mina nnaas gaaluu mahuuṣ maṣquul kifaaṣ kuntu tatkalmuu mṣa baṣdkum baṣd majaṣarfuuṣ ʔan makaṣṣ maṣandna intənet twitə fərsbək/

Gloss: when we speak to children, there are who do not believe; do not understand that we did not have the mobile. When I was young, we did not know the mobile, it did not exist even the telephone was available only in some houses. They said it is unbelievable how did you communicate with each other? They did not know that we did not have internet, twitter, facebook, etc.

In his speech, the president used borrowed words not used in AS like telephone, and pronounced verbs the way it is done in the dialect [gaalu] that stands for ‘they said’. Almost the whole speech takes this form that bridges the gap between the formal Arabic

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and the dialect. In fact, this form is nearer to the Algerian variety than the one used in literature and taught at schools. More investigations should be undertaken in this field in order to reduce the gap between the language taught at school and the one used at home and why not to standardize this variety and use it as the medium of instruction in the whole country. In order to highlight the various aspects of the linguistic situation in Algeria, an analysis is undertaken at different linguistic levels between AS and MSA in the next step.

### **1.5. Linguistic Situation in Algeria**

The linguistic situation in Algeria is different from the rest of the Arabic-speaking world mainly the Middle East. We do neither share the same geographical area nor climate adding to this almost all of these countries were under the British colonialism for this reason English is widely spread among its people. However, Tunisia and Morocco share the same history with Algeria although the attitude of the French colonialism was different in the three countries. At school, the child is confronted to a learning situation where he is introduced a variety full of new words which hardens the task for him.

#### **1.5.1 A Comparative Study between AS and MSA**

In order to highlight this linguistic situation, we introduce below a list of twenty paired items. The child acquires these MSA words before school age, and the newly introduced names in the classroom.

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Gloss	MSA	AS
Barber	/ħasssaan/	/ħallaaq/
Box	/qaabṣa/	/ṣulba/
Fall	/ṭaaħ/	/saqaṭa/
Clothes	/ħwaajadʒ/	/malaabis/
Drawer	/qdʒar/	/durdʒ/
Dress	/lbaas/	/fustaan/
Fork	/farʃiṭa/	/ʃawka/
Go down	/hawwad/	/nazala/
Go up	/ṭlaʕ/	/ṣaʕada/
Knife	/xudmi/	/sikkiiin/
Lunch	/ftuur/	/riḍaaʔ/
Mattress	/maṭraħ/	/sariir/
Nice	/ʃbaab/	/dʒamiil/
Pillow	/mxadda/	/wisaada/
Rain	/naw/	/maṭar/
Room	/biit/	/ṣurfa/
See	/ʃaaf/	/raʔa/
Sit	/gʕad/	/dʒalasa/
Window	/taaqa/	/naafiḍa/
Wood	/luuħ/	/ħaṭab/

Table 1.3

### Lexical Diversity between AS and MSA

It is worth mentioning that in this study, the local variety of ASA spread in Mostaganem is referred to as MSA. The difference between AS and MSA does not concern only paired items, it also involves cognate words which do not share the same meaning in the two varieties as it is shown in Table 1.4.

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MSA	Gloss	AS	English
/baan/	Appear	/baana/	Disappear
/tʃaam/	Couscous (9)	/tʃaʃaam/	Food
/farx/	Bastard	/farx/	Spring chicken
/lbaas/	Dress (noun)	/libaas/	Clothes
/ʃafra/	Eye lash	/ʃafra/	Razor
/maʃdʒuun/	Jam	/maʃdʒuun/	Mixture
/fʃuur/	Lunch	/faʃuur/	Breakfast
/naw/	Rain	/maʃar/	Winter
/ħawd/	Small place to plant(10)	/ħawd/	Swimming pool
/ʁaaja/	Very good	/ʁaaja/	The aim

Table 1.4

### Cognate Words with Different Meaning

There are, however, many words that convey the same meaning in the two varieties, yet some sounds do not occur in MSA like [θ], [d], and [ʃ]. That is why they are replaced by other sounds near to them in terms of pronunciation which are respectively [t], [d] and [d]. For instance, [d] is always replaced in MSA by [d]. As an illustration, in "nail" and "shade" [d] occurs in initial position and is replaced by [d] in MSA:

AS	MSA	Gloss
/dʒifr/	/dafra/	Nail
/dʒillun/	/dall/	Shadow

Whereas in middle position, [d] is realized [d] in MSA, for example:

AS	MSA	Gloss
/ʃadʒmun/	/ʃdam/	Bone
/ʃadʒjimun/	/ʃdiim/	Great

This same phenomenon also occurs in final position where [d] is replaced by [d] as shown in these two examples.

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AS	MSA	Gloss
/faxdun/	/fxad/	Thigh
/ħifdun/	/ħfaada/	Learning

[ə] is also replaced by [t] because the sound [ə] never occurs in MSA except in the far rural places. For example, in initial position, [ə] is not realized in 'revolution' and 'garlic'.

AS	MSA	Gloss
/əawra/	/tawra/	Revolution
/əawm/	[tu:m]	Garlic

[ə] is still replaced by [t] in middle position, for examples:

AS	MSA	Gloss
/ʔaaəaar/	/ʔaataar/	Monument
/kawear/	/kawtar/	Name of a girl

This phonological phenomenon also occurs when [ə] is in final position because it is still replaced by [t] for example:

AS	MSA	Gloss
/ʔirəun/	/wart/	Heritage
/ħarəun/	/ħart/	Ploughing

It is known in Algeria that Tlemcenian (11) people substitute [ʔ] for [q] and Djidjel (12) [k] for [q] in words like:

AS	TSA	DSA	Gloss
/qalbun/	/ʔalb/	/kalb/	Heart
/saqfun/	/sʔaf/	/skaf/	Roof
/ʔazraq/	/zraʔ/	/zrek/	Bleu

Besides, when [ʔ] occurs as a lexical item in middle and a final position in AS it always falls in MSA. This phenomenon always lengthens the preceding vowel. This linguistic phenomenon is called pause form and is not allowed in school since

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children are required to pronounce words as they are written. It occurs in words like ‘well’, ‘mouse’, ‘glass’ in middle and final positions as shown in the following examples:

AS (middle)	MSA	Gloss
/biʔrun/	/biir/	Well
/faʔrun/	/faar/	Mouse
/kaʔsun/	/kaas/	Glass

AS (Final)	MSA	Gloss
/samaʔ/	/samaa/	Sky
/maaʔ/	/lma/	Water
/bukaʔ/	/bka/	Weeping

On the other hand the ‘pause form’ also involves the drop of the last syllable of the word. It occurs frequently in MSA but is not accepted in AS for instance

AS	MSA	Gloss
/kurraasun/	/kurraas/	Copybook
/bintun/	/bant/	Girl

This phenomenon is not really accepted in schools because the last vowel in a word defines its inflectional form and the whole meaning of the sentence. AS uses derivational and inflectional forms all the time, this may confuse the general meaning of the whole sentences. As an illustration, the Koranic verses (Fater, Verses28)

(1) /ʔinnama jaxʃa ʔallaaha min ʃibaadihi lʃulamaaʔu/

Gloss: Those who fear God the most are the bright minded.

This is its real meaning. However if the reader is not aware of the grammatical structure and changes the last vowels it will be read as follows:

(2) /ʔinnama jaxʃa ʔallaahu min ʃibaadihi lʃulamaaʔa/

Gloss: God fears the most the bright minded.

Here the whole meaning changes to a wrong understanding of the sentence.



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Since the subject carries at its end [u] and the complement [a] in AS. It is necessary to pronounce them in order not to miss the meaning and to understand the sentence.

Another example is:

(3) /ʔakalat l bintu samakatan (13)/

Gloss: the girl ate fish.

When the last vowels are modified the meaning will be as follows:

(4) /ʔakalat assamakatu albintu/

Gloss: the fish ate a girl.

In fact, if all last vowels are dropped in pause form we will not understand who eats what. In fact, in MSA 'pause form' is widely used, but the structure of the sentence is not like in AS which are as follows:

AS => S: V+S+C

MSA=> S: S + V+C

That is to say that in MSA sentence (3) is said:

(3) /lbant klaat huuta (14) /

Whereas sentence 4 is realized in MSA:

(4) /huuta klaat lbant/

In MSA, the subject is generally the one who does the action. Sometimes sentences start with a verb, but they may carry a totally different meaning, they do neither use the derivational nor the inflectional form. Meanwhile, the question in AS starts with the interrogative form pronouns as shown in the following table 1.5:

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Gloss	AS	MSA
Do	/hal/	Does not occur
How	/kajfa/	/kifaah/
What	/maaða/	/Waaʃ/ or /ʃa/
When	/mata/	/waqtaaf/
Who	/man/	/ʃkuun/
Why	/limaaða/	/ʃlaah/

**Table 1.5**

### Arabic Interrogative Adverbs

The interrogative pronoun [hall] in AS does not occur in MSA. It is through intonation that the question is asked as shown in the following examples:

AS: /hal dʒaaʔa alwaladu/

MSA: /dʒa lwald/

**Gloss:** Has the boy come?

In short, at school the child is asked to learn the interrogative sentence structure and the question pronouns used in AS because those used in MSA are not accepted. He has also to learn the so-called ‘dual form’ in nouns and verbs. However, in AS, the verb takes three forms the singular, the plural, and the dual form that does not occur at all in MSA verbs. Table 1-6 gives further information about the conjugation of the verb ‘to write’ in both AS and MSA in the past singular.

Gloss	AS	MSA
I wrote	/ʔana katabtu/	/ʔana ktabt/
You wrote (male)	/ʔanta katabta/	/nta ktabt/
You wrote (female)	/ʔanti katabti/	/ntijja ktabti/
He wrote	/huwa kataba/	/huwa ktab/
She wrote	/hija katabat/	/hija katabat/

**Table 1.6**

### Use of Singular in Past Tense

In the table above, one notices that in MSA distinction is made between the

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feminine and masculine through an [i] put at the end of verbs for the pronoun ‘you’ for girls . Yet, in AS [a] is a feminine marker, it also occurs in MSA and many other varieties except for that of Tlemcen where no distinction is made between verbs in the feminine and the masculine forms. The second element is the dual form that is not used in any local variety as mentioned in the next table using verbs.

<b>Gloss</b>	<b>AS</b>	<b>MSA</b>
You wrote (male)	/ʔantumaa katabtumaa/	/ntuma ktabtu/
You wrote (female)	/ʔantumaa katabtumaa/	/ntuma ktabtu/
They wrote (male)	/humaa katabaa/	/huuma katbu/
They wrote (female)	/hamaa katabataa/	/huuma katbu/

Table 1.7

### Dual form in Past Tense

In MSA, this form does not occur at all. However in order to use duality such as two girl or boys, number ‘two’ is written and spoken followed by the plural form of the verb.

MSA: /zuudʒ wlaad/

**Gloss :** Two boys

MSA: /tuuma zuudʒ ktabtu/

**Gloss:** You (two) wrote (in the plural form)

This form neither changes in the masculine nor in the feminine. Besides, this form is used mainly when the addresser blames on the addressee. In MSA the plural form of verbs is used, as it is introduced in the following Table.

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Gloss	AS	TSA
We wrote	/naħnu katabnaa/	/ħna ktabna
They wrote (male)	/hum katabuu/	/huuma katbu/
They wrote (female)	/hunna katabnaa/	/huuma katbu/
You wrote (male)	/ʔantum katabtum/	/ntuuma ktabtu/
You wrote (female)	/ʔantunna katabtunna/	/ntuuma ktabtu/

Table 1.8

### Use of Plural form in Past Tense

The verb in MSA is realized under four forms: the singular and the plural, feminine and masculine. Whereas, in AS, it takes five forms that is to say, the singular; the dual form; the plural form, and distinguishes between the feminine and the masculine in all the situations. The use of the dual form is not limited to verbs, it also involves nouns in AS. However, in MSA, the dual form is used only in nouns that refer to body pairs like:

Gloss	MSA
Two eyes	/ʃajniin/
Two legs	/radzliin/

In expressing time the dual form also occurs. For example

Gloss	MSA
Two days	/juumiin/
Two months	/ʃahriin/
Two years	/ʃaamiin/

It is noticed that /iin/ is the dual form marker in MSA. Meanwhile, in order to express duality in nouns the number ‘two’ /zuudʒ/ is used followed by the plural form. As an illustration ‘two dresses’ is said /zuudʒ lbasaat/. In fact, this work tries to give some details about the use of ASA and AS in Algeria as well as the degree of differences and similarities between the two varieties. However, this linguistic situation is not only diglossic since it involves another language that is part of the child's linguistic behaviour. As already stated, French fulfils sociolinguistic functions by being

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the medium of instruction at university level and people use it in their every day communication as we shall see later on in the next sub-section.

### **1.5.2 A Comparative Study between MSA and French**

In Algeria, French is used as the medium of instruction in all the scientific domains at university; it is also understood and widely used by people in their every day conversation. Although French is officially considered as a foreign language and after 38 years of Arabization, it is still widely used and is part of the linguistic behaviour in Algeria. GrandGuillaume (1983); Taleb Ibrahimi (1995); Greffou (1989); and many other scholars consider Algeria as a bilingual country that makes use of the local variety and French but rarely AS.

When being prescriptive, linguists defined Bilingualism as the perfect mastery of two languages. That is to say, that a bilingual person has the competence of a monolingual speaker in each language. Yet it is very rare if not impossible to find such people, that is why linguists as Haugen (1969); Grosjean (1982), Baetens-Beardsmore (1986), Hakuta (1986), described bilingualism as the ability to use two languages either in their written or spoken form in different situations. As quoted in (Amokrane, 1987:29), (Martinet, 1969: 305) declared that *'Bilingualism and multilingualism concern all linguistic situations that make use of more than one language in their spoken and sometimes written forms....'*

As a matter of fact, bilingualism in Algeria results from the long contact between ASA and French during the colonial period. People at that time were in a daily contact with the French so that they became able to understand some of it even if they were not able to practice it. On the other hand, nowadays, the child is in everyday contact with French mainly through the satellite channels on television. That is to say, the sociolinguistic background in Algeria paves the way for the easy use of French that is introduced in the third year of primary school. Step by step, French has been associated to science and development, knowledge and prestige in Algeria. As a consequence, researchers describe Algeria as a bilingual country. Grosjean (1983)

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considered bilingualism as a natural phenomenon, which develops from the contact between languages.

The phenomenon of using more than one language when speaking is called: "code switching". It is well accepted and widely used. As an illustration, we introduce this short dialogue recorded in a bus between two girls. They were first year university students, the first one was studying "law" in AS and the second one biology in French. They are referred to as A and B.

A : dʒaat la bourse.

Gloss: has the grant come?

B : /maʕlabaaliif ruht lbaarah lal la poste w galuuli viraw/

Gloss : I do not know, I went to the post office and I was told that they sent it.

A : /En principe, raana xlaʃna d'abitude la deuxième: bourse dʒi fi maars/

Gloss: we should have been paid; generally it comes in March.

B : C'est pas grave, duk dʒdʒi

Gloss: do not worry it will come soon.

A : Bon salut ! ʔaana nanzal hna

Gloss : ok bye . I get off here.

B : Bon appétit

Gloss : have a nice meal.

A: Merci, salut

Gloss : thank you, bye.

In order to distinguish the passage above that uses French in the preceding dialogue, only clauses in MSA are transcribed. When people code-switch, they do it subconsciously; it comes spontaneously because they are accustomed to do it. Code-switching is defined in the following statement as:

*...an active, creative process of incorporating material from both of a bilingual's languages into communicative acts. It involves the rapid and momentary shifting from one language into another. This alternation may occur many times within a single conversation and is not uncommon within single sentences.*

(Dulay et al, 1982:263)

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On the other hand, Hymes (1964) defines code switching as a wide spread situation which occurs all over the world in all bilingual communities. The user may introduce only one word as shown in sentence (2) and (1) in the preceding dialogue. We also notice that the word "Virer" 'to transfer money' is realized with the morphology of in MSA verbs, for instance:

<b>French</b>	<b>ASA</b>	<b>Gloss</b>
Virer	/viiraw/	They sent
	/bkaw/	They cried
	/klaw/	They ate
	/fraw/	They bought

In fact ASA has been in contact with many other languages during various colonial periods like that of the Spanish, Turkish, French and Berber. As a consequence, many linguistic elements from those languages have been incorporated in ASA. This linguistic phenomenon is referred to as 'borrowing' by Gumperz (1964); Hudson (1980); April and Mahom (1999), Langacker (1973) and many other linguists as mentioned in the following statement.

*Linguistic borrowing... is something that has happened whenever there have been bilinguals. It is, in fact, unthinkable without the existence of bilinguals and apparently inevitable where there is a considerable group of bilinguals.*

*(Dulay et al, 1982:263)*

Algeria is a bilingual country where French is used frequently in people's everyday communication. Many words are borrowed from French mainly with the adoption of a new object or concept in people's life. It is, however, easier to borrow an existing item from another language than to create a new one. Another reason for borrowing is prestige. French is associated with knowledge; development, science, success and open mindedness that is why people borrow lexical items from it. As an illustration, a list of widely used borrowed words from different languages are introduced and written in their graphic form unless they are adapted phonologically and/or morphologically in MSA, they are transcribed, in the following table:

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Gloss	French	MSA
Armchair	Fauteuil	/fuutaaj/
Bus	Bus	/bus/
Computer	Ordinateur	Ordinateur
Copy book	Cahier	/kaaji/
Doit	Poupée	/puupijja/
Film	Film	/film/
Garage	Garage	/garaadz/
Machine	Machine	/maʃiina/
Pen	Stylo	/stijluu
Pen case	Trousse	/txuus/
Pencil	Crayon	/krijjuun/
Satellite dish	Parabole	parabole
Sauce pan	Casserole	/kaʃruuna/
School	Ecole/Collège	/kuliidz/
School bag	Cartable	/karʃaab/
Television	Télévision	Television
Video	Vidéo	Video
Village	Village	/filaadz/
Zero	Zéro	Zéro

**Table 1.9**

Adapted Loan Words in MSA

These borrowed words may be new for the living generation and are transmitted to the next one as part of the lexical repertoire of its mother tongue. They become so widely used and accepted that the young generation identifies them as items from their linguistic heritage. In this respect, (April et al, 1999:209) considered that “*such adopted loans tend to be seen as foreign for one time but are then accepted subsequently like native elements*”. In Table 1.9, under column ‘MSA’, words are written under two forms. The first one is the graphic form and the rest are transcribed. The French words, that have kept their original realization without any modification in



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MSA, are written in their native language. Besides, French lexical items, that have been adapted in order to be part of the grammatical structure of the host language, are transcribed. This morpho-phonological adaptation occurs frequently whenever borrowing takes place as cited below:

*Words borrowed into a language, maintain the general sound pattern of the original word but modify it to conform with the phonetic and the phonological system of the borrowing language.*

*(Dulay et al, 1982: 114)*

The phonological system of the borrowed words does not always fit that of the host language that is why linguistic modifications are made so that they will be accepted in the host language. AS and French do not belong to the same language family. They do not share the same phonemic system. Many French sounds like [p], [v] ... do not occur in ASA, that is why they are replaced by [b] and [f] respectively for they have the same phonetic characteristics except for the voicing, for example:

<b>French</b>	<b>MSA</b>	<b>Gloss</b>
Village	/filaadz/	Village
Cavé	/kaafi/	Stupid

This does not make [v] a foreign sound in the local variety since it is used in words that have kept their original form, as noticed in the following examples:

<b>French</b>	<b>MSA</b>	<b>Gloss</b>
Villa	Villa	Villa
Voyage	voyage	Trip
Vidange	Vidange	Draining
Voyou	Voyou	Jerk
Volant	Volant	steering wheel

In MSA, the non-Arabic sounds are not limited to the French ones; there is also the sound [tʃ] that occurs everywhere in words like:

<b>MSA</b>	<b>Gloss</b>
[tʃi:næ]	Orange
[tʃitʃwa:n]	Very young children

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[tʃæræk]

Traditional cake

In fact, in order to make the borrowed words part of the morphological structure of the host language; it is necessary to adapt them phonologically as well as morphologically as we shall see in due course. However, the borrowing of words brings up items from one language into another and from one language structure into another. It is, therefore, necessary to adapt the new words to the structure of the new language as stated in the next statement:

*It is obvious what is meant by 'borrowing' when an item is taken over lock, stock and barrel from one variety into another...It is common for items to be assimilated in some degree to the items already in the borrowing variety, with foreign sounds being replaced by native sounds and so on.*

*(Hudson, 1980:58-9)*

In AS and MSA, the definite article is [əl] 'the'. It is added to borrowed words, in order to adapt them to the morphology of the lexical items in MSA, [əl] is added when the speaker wants to refer to a specific place for example

<b>MSA</b>	<b>Gloss</b>
/al villa/	The villa
/al kamijuun/	The lorry
/al film/	The movie

Meanwhile, there is assimilation with the so called /al huruuf affamsijja/ where the first consonant of the word is doubled as shown in the next examples:

<b>MSA</b>	<b>Gloss</b>
/attilifuun/	The phone
/allbaas/	The dress

Whereas, the regular plural form in AS and MSA is the suffix [aat], which is added to borrowed words in order to make plurality. For example:

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<b>MSA</b>	<b>Gloss</b>
/villaat/	Villas
[lutujaat/	Lorries
/futajaat/	Armchairs
/kulidzaat/	Schools

In short, there are many other morphological adaptations that will be dealt with later on. However, borrowing and code switching are two linguistic phenomena taking place at the same time; that is to say AS/ ASA diglossia, as described in Fergusson, and bilingualism both co-exist in Algeria where ASA and/or French are used in every day communication. On the other hand, the use of AS starts at six for it is the medium of education in Algeria since it vehicles learning during all the schooling process that is a very important period in the success of the whole socialization process of the child. Any failure at this level is responsible of that of the child's social life.

When the child reaches school age he has initialized the whole grammar that generates his mother tongue. As it will be shown in the next chapter, linguists agree that the mother tongue is at the basis of any school learning. The child has also acquired the basis of his social and cultural behaviour. He belongs to the group he lives in. How can this mother tongue, which reflects the social and cultural background of the child, be an educational aid in the learning process? That is to say, there are many differences between AS and ASA at various linguistic levels that lead to a linguistic gap in Algeria. Hence, the gap is not only limited in the linguistic level but even at the cultural one. What are the consequences of these gaps on the child's schooling and then socialization process?

The child at school age possesses not only his mother tongue but also socio-cultural notions and a particular behaviour depending on the environment he grows in. The linguistic gap entails a cultural one that may lead to a failure in the schooling as well as the socialization process of the child. The main idea of the next step is to analyze the impact of these gaps on the child's output at school.

### 1.6. The Impact of the Linguistic Gap on the Learning Process

The socialization process shapes the personality and the behaviour of the child. Through language, the child is introduced to his culture. He, therefore, learns to coexist with his friends and family then his society as a whole. The child also learns the adequate attitude that fits his religion and tradition in order to be accepted in his direct environment. Socialization has been defined as:

*...the process whereby a child acquires a specific cultural identity... socialization refers to the process whereby the biological is transformed into a specific cultural being... the process of socialization is a complex process of control, whereby a particular moral, cognitive and affective awareness is evoked in the child and given a specific form and content.*

*(Bernstein, 1970:162)*

The process of socialization starts at home where the child acquires the basics of his thought, identity and existence, and is carried on at school. School is above all a social institution, it is a micro society where the child learns to collaborate with his friends and respect the teacher. In fact, the schooling process starts at six and ends at an old age that is why any school failure entails that of the whole socialization process.

When the child reaches school age, he has already mastered and internalized the linguistic structure of his mother tongue. He has subconsciously acquired the grammar that generates the variety he is able to manipulate and use in communication. This linguistic capacity, according to Piaget, Vygotsky and Bruner, should be the starting point of any school learning. In this respect, (Britton, 1970: 129) considered learning as a lifelong process that starts at home and is carried on at school for “*School learning must both build upon the learning of infancy and Poster something that will continue and evolve throughout adult life*”.

Moreover, Britton considered that in the classroom, the child should learn to read and write the language he has already acquired before the schooling process. Yet, in Algeria, the situation is different for the child is required to forget the entire

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linguistic repertoire he possesses and make a fresh start. The learner should not only be able to read and write but also speak a variety not used in his social context. As a matter of fact, the starting point aims at making the child learn new vocabulary that step-by-step would replace that already acquired at home. The child, also, has to modify the grammatical structures he has acquired in order to learn new ones. In this respect, in the first year for instance, the child is confronted to 97 items that should be learnt by heart and used in the classroom.

However, 63 items are new ones and non-cognate with those used in MSA. As an illustration the table below introduces 10 of these new items.

Gloss	As	MSA
Because	/liʔanna/	/ʕlaxaaʔar/
Between	/bajna/	/binaat/
Come here	/taʕaala/	/ʔarwaah/
Few	/qaliil/	/ʕwijja/
Is not	/lajsa/	/maraahʕ/
In order to	/kaj/	/baaʕ/
Mine	/lii/	/taaʕii/
Now	/alʔaana/	/darwak/
Outside	/xaaridʒ/	/barra/
Since	/munḏu/	/malli/

**Table 1.10**

### New Items at School

The AS items in Table 1.10 are not used in MSA, their use is limited to the classroom situation. As mentioned at the beginning of this chapter, the aim of this new vocabulary is to modify the whole structure of language used in the Algerian society. On the other hand, the local variety is well established and fits the communicative tasks. Linguists consider that language planning should be made according to the socio-linguistic needs of people as stated by Fishman:

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*...native language teaching, second language teaching... language policy decision, and language planning as a whole. In connection with each of these topics, successful 'application' depends not only on competent linguistic analysis of languages being taught, used or developed but also (and, perhaps, even primarily) upon the social circumstances surrounding all applied efforts in connection with these languages.*

*(Fishman, 1969:54-5)*

Indeed, the social background does not support the learning of AS in Algeria. At the lexical level, for instance, even cognate words occur with different structures from the local variety. For example, the table below introduces ten items that the child must learn and use in the classroom.

Gloss	As	MSA
After	/baʕda/	/manbaʕd/
And	/wa/	/w/
Before	/qabla/	/maqbal/
From	/mina/	/man/
Left	/jaʕaar/	/laʕar/
Right	/jamiin/	/liiman/
Tomorrow	/ʕadan/	/ʕadwa/
Under	/tahta/	/taht/
Until	/hatta/	/hatta/

**Table1.11**

Modified New Items

These lexical items occur in MSA in another phonological and morphological structure that is not accepted in the classroom. Right from the start the child is told that MSA is bad and incorrect whereas AS is the perfect form it is 'Arabic'. This statement is repeated so frequently that the child gets lost because the clash starts here. That is to say, the child is told that all the things he knows and believes in are incorrect and not right. As a consequence, the child loses confidence in his parents, environment and the social values he has already acquired. In short, his socialization process is threatened.

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The use of AS in the classroom is very restricted because the child does not use it all the time for he does not master it. He, step by step, acquires enough vocabulary that enables him to make simple sentences. Consequently, if the names of materials the child uses are acquired before school age in MSA, he will not use them in AS. Whereas, if he learns them in AS for the first time, he will use them as shown in examples in table 1.12:

Gloss	As	MSA
Copy book	/kurraas/	/kaaji/
Drawing	/raşm/	/raşm/
Apron	/miʔzar/	/ʔablijja/
Pen	/sijjaala/ /qalam/	/stiilu/
Pen case	/miqlama/	/miqlama/
Pencil	/qalam arraşaas/	/qalam arraşaas/ /krijjuun/
Ruler	/miştara/	/miştara/
School bag	/miħfaqa/	/kartaab/
Sharpener	/mibraat/	/mindzara/

**Table 1. 12**

### None Frequently Used New Items

In the light of what has been said above, the child does not use items in AS when he possesses them in MSA. This all leads us to say, that school has not modified the linguistic repertoire of the child in spite of all efforts made to displace ASA. In an informal communications in the classroom, the child always uses the local variety with some words from AS. As an illustration, this short dialogue is between first year pupils.

(A): /sallaflī qalam arraşaas/

Gloss: Lend me a pencil.

(B): /ħandi ȳir waahad/

Gloss: I have only one.

(A): /juuf fal miqlama, balaak talqa/

Gloss: Look in your pen case, perhaps there is one.

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(B): /ʕandi waaħd ʔaswad, taddiih/

Gloss: I find a black pencil. Do you need it?

(A): /lɪaa lmuʕallima matabyiif/

Gloss: No, the teacher does not agree.

In this short dialogue, only the underlined words are from AS. It shows that MSA is still used in the classroom; this situation does not occur only in primary school classes, it is also noticed all along the learning process of the child. Obviously, Learners neither utter sentences in AS inside nor outside the classroom. It is not enough to learn items, if they are not used in every day communication because linguists agree that language learning needs above all practice. Dulay et al; (1982) considered that learning lexical items develops reading and writing skills but speaking will not progress because it needs practice.

(Perrin, 1999:6) also shared this very idea and considered that (translation is mine) “*If in order to learn a language, that is to say to be able to use some of its cultural aspects with its native speakers, we learn a dictionary and a grammar book... we will all be plurilinguals*”. Perrin considered language learning as a hard task that does not rely on the memorization of lists of words and books of grammar. As a consequence, although, the child learns lists of words, he still does not master the variety that vehicles his schooling process that is why, MSA is always used. Adding to this, the child also uses pause forms and MSA sentence structures like:

Gloss: The boy shoots the ball.

MSA: /lwaladu qaḏafa lkura/

S            V            C

Whereas as mentioned before AS structure is

S: V + S + C

Moreover, from this example, it is clear that [d] is used rather than [ḏ] because this last never occurs in MSA. This phenomenon consists of using some grammatical



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rules from MSA in language learning at school. It is referred to in linguistics as Language transfer (15) also viewed by Corder (1975) as the realization of new tanks in the new language as the child is used to do them in his mother tongue. Meanwhile, Robinett et al, (1991) viewed language transfer as a subconscious interference of sounds from one language to another. It, also, occurs when learners of English from different linguistic backgrounds replace different inter dental fricatives with other sounds. As an illustration, Grosjean (1992) noticed that French speakers substitute [s] and [z] in with [ø] and [ð] respectively. Rather than 'the boy' they say 'z boy' and 'she' is pronounced 'si' when speaking English.

Although language transfer is a universal phenomenon, in our school, the teacher does not accept this linguistic behaviour and the child is corrected if not punished for it. This attitude may constitute a real problem for the child's behaviour in the classroom. That is why; the child may avoid participating in the lesson which reduces his performance at the linguistic level. It also entails a bad assimilation of the rest of the topic because AS is the medium of instruction in Algeria. Indeed, it is introduced through dialogues made of simple sentences as shown in the following example taken from the Child's Book of the first year of the primary school on page 15. In this page the consonant `b' is taught.

(A): /ʔabuu lajlāa quddaama lbaabi/

Gloss: Leila's father is near the door.

(B): /lajlāa maʕa buubii. ʔiðhabii ʔilaa addaari/

Gloss: Leila is with the dog. Go home!

The two sentences above are short and easy. They also approach so much the general grammatical structure of simple sentences in MSA. When using his mother tongue, the child is able to make more complex sentences and manipulate the grammar that generates them. Whereas, when he goes to school, he is required to use simple sentences although he has, already, developed more complex structures in his linguistic competence in his mother tongue. As a consequence, this leads according, to Greffou

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(1989), to school failure since it reduces the child's abilities in expressing his ideas. According to (Greffou, 1989: 117) Stated (translation is mine): *“For the Algerian classroom... the failure in the proclamation of objectives 'simple sentence' `short sentence' are the criteria of the child's failure from 6 to 9 because at 10, the child has definitely built his language system”*.

In the light of what has been said above, a clash is noticed between what the child is able to do with his mother tongue and what he is learning. Thus, rather than progressing in his learning process he is blocked. This drawback limits the child's abilities in expressing himself in AS and may have bad consequences on the organization of ideas in his mind even when using MSA. Moreover, these short sentences do not reflect the mental aptitudes of the child, that is to say, his mind and thought are enough developed to understand new things. In such a situation, the child and his parent are in a big dilemma for school is important but generates an ambiguous situation. For instance, a five years old girl refuses after two months to go back to school in the pre-schooling class for according to her “school is stupid”. She added “the teacher shows us the door and says this is a door, I am not stupid I know that this is a door and not a window”. As a result, the child is in a constant conflict between what he can do in MSA and what he is required to do through AS.

It is worth mentioning that the child is required to learn through AS although he is not ready because he has not yet mastered its grammar; he is, therefore, not given what Krashen (1982) named 'The silent period'. Some may say that this concerns foreign language learning, however, in Algeria, AS has no available environment to be practiced. Primary school teachers agree that when the child goes to school for the first time, he is neither able to understand nor use AS. According to Tomioka (2012), Krashen (1985) considered the silent period as a natural stage essential in language acquisition before its production and also includes language learning as argued in Tomioka (16) (2007):

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*A baby spends many months listening to the people around it long before it ever says a word. Since comprehension always comes before production in a natural process of language acquisition, a number of ESL/EFL methodologists and teachers are beginning to pay attention to this phenomenon. They hypothesize that the existence of a 'silent period' in ESL (17)/EFL (18) classrooms should be of great benefit in facilitating the acquisition of L2, in listening comprehension and also in other skills such as speaking, writing and reading.*

(Tomioka ,2007: 1)

Moreover, in his investigation, Tomioka (2007) referred to Natural approach elaborated by Krashen et al, (1983), where he suggested specific teaching techniques and divided language acquisition process into three main stages: comprehension/reproduction, early speech production, and speech emergence. Tomioka (2007) declared '*Krashen claims that that the classroom should be devoted to activities which foster acquisition and that providing comprehensible input is of the utmost importance throughout the process*'. Krashen believed that at the comprehension stage the learner is not required to speak unless he answers the teacher's questions physically and/or through pictures or by using objects or the mother tongue for as Tomioka (2007) claimed:

*At the early speech production stage, the students still answer in single words. Teachers speak as caretakers do in natural settings and utilize context, gestures and objects available around the students to make the input comprehensible. Terrell says that if students can successfully pass the first two stages, speech ability will emerge.*

(Tomioka ,2007: 1)

However, Krashen (1983) believed that, in the classroom, it is essential to allow learners to respond in their mother tongue in order to involve them in their learning process. Adding to this, the teacher is allowed to use the mother tongue although the target language is stressed. The situation in the Algerian school contradicts Krashen's approach for right from the start he is asked to participate since he is supposed to know the language taught. Using AS goes beyond the learner's capacities. In order to shape language learning, Wilson (2010) summarized the five

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hypotheses elaborated by Krashen (1981). Adding to the Natural hypothesis, Krashen made a difference between language acquisition and learning. He defined language acquisition as a subconscious process, the way children achieve their mother tongue, where the acquirer is not aware about the grammatical rules but develops a feel for correctness. According to (Krashen, 1981: 202), "*In non-technical language, acquisition is 'picking-up' a language.*"

Meanwhile, language learning is a conscious internalization of knowledge and knowing the rules that generate it. The learner should not only be aware of them but also able to talk about them and use them at the same time. According to (Krashen, 1981/ 202), learning a language is '*learning about a language*'. The acquisition/ learning hypotheses, as named by Krashen, claims that:

*...adults do not lose the ability to acquire languages the way that children do. Just as research shows that error correction has little effect on children learning a first language, so too error correction has little affect on language acquisition... Adults have two different ways to develop competence in a language: language acquisition and language learning.*

(Krashen, 1981: 202)

In order to give more details about this hypothesis and its various implications, the following dialogue give a clear distinction between learning and acquisition.

Acquisition	Learning
implicit, subconscious	explicit, conscious
informal situations	formal situations
uses grammatical 'feel'	uses grammatical rules
depends on attitude	depends on aptitude
stable order of acquisition	simple to complex order of learning

Table 1. 13

### Combined Model of Acquisition and Production (19)

(Krashen, 1981: 202)

Moreover, the third Krashen's Monitor Hypothesis is clearly described in

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Schütz (2014). Krashen believed that every human being possesses an editing device in the brain named 'monitor' that works as a grammar, pronunciation, spell and syntax check. This well established system is based on three parameters where the learner should know the correct use of language, focus on the form of the target language and given enough time to so it as Schütz (2014) argued bellow:

*The Monitor hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar. According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function when three specific conditions are met: that is, the second language learner has sufficient time at his/her disposal, he/she focuses on form or thinks about correctness, and he/she knows the rule. It appears that the role of conscious learning is somewhat limited in second language performance. According to Krashen, the role of the monitor is - or should be - minor, being used only to correct deviations from 'normal' speech and to give speech a more 'polished' appearance.*

(Schütz, 2014:1)

Indeed, Krashen believed that the use of the motor is individual since it is used to correct speech. Besides, Wilson (2010) described krashen's difference between the over-user and under-user of their monitor. The former is so concerned with the correctness of his language that can not speak fluently, as opposed to the latter who does not use his conscious knowledge of language that may lead to a 'feel' for correctness and allow to a self-correctness although others error correction have no influence on the learner. Hence, Krashen believed that teachers should produce Optimal Monitor users in order to develop a correct language as declared in the nrxt quotation:

*Teachers should aim to produce Optimal Monitor users, who "use the Monitor when it is appropriate and when it does not interfere with communication." They do not use their conscious knowledge of grammar in normal conversation, but will use it in writing and planned speech. "Optimal Monitor users can therefore use their learned competence as a supplement to their acquired competence."*

(Wilson, 2010:1)

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Nevertheless, using Optimal Monitor needs above all a knowledge used in communication. In any learning situation, the learner is confronted to a data beyond his reach, named the input hypothesis. Krashen pointed out that a language learner must be given a comprehensible input at 'level i+1' when he is at 'level i' that is to say, knowledge a little beyond the one possessed. However, Krashen argued that, when teaching language, the role of the teacher is not to teach a grammatical structure at i+1 level but to focus on understandable communication that leads to a real production ability as it is the case in a mother tongue acquisition. Yet, the learner should be given a silent period before producing it.

On the other hand, Krashen believed that each time the learner tries to better his language performance by using new grammatical structures, he uses the rules that generates his first language. As a consequence, the learner is able to communicate but not progress in his language learning. Krashen (1983), did not neglect one of the most important parameters of learning, he named the Affective Filter hypothesis. Affective filter involves all the emotional state that shape learning, including motivation, anxiety and self-confidence; it influences the understanding and the response towards learning. In short, these five hypotheses involve the main determinant factors of language learning as shown in the following Figure.

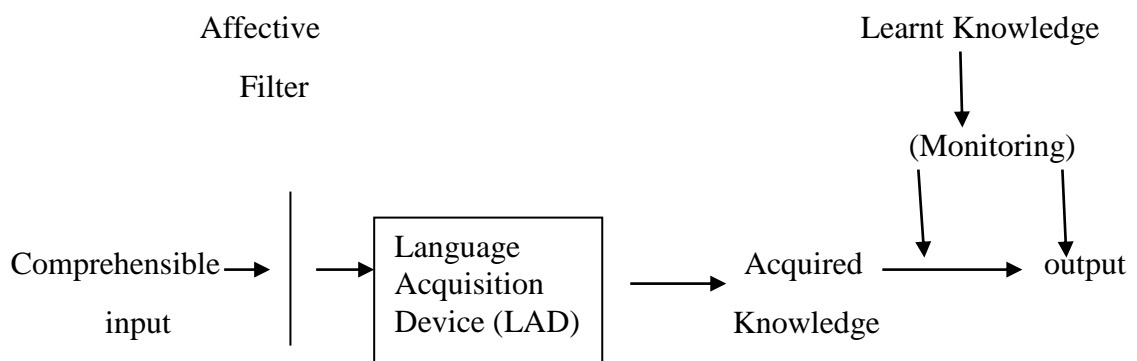


Figure 1.2

The input Hypothesis Mode of L2 Learning and Production

(Krashen, 1982: 16)

In the light of Krashen's hypotheses, it is noticed that a whole process takes place before language production, yet in Algeria they are not respected for AS is, politically, said to be the first language; as it will be shown in the definition given by

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the Ministry of Education. On the other hand, AS is introduced through short dialogues and long texts as it will be shown in the next chapter whereas in Algeria there seems to be an oral tradition since most of the time grandparents, parents and their children live under the same roof.

Children are told stories about their family tree, history of their country and environments. There are, also, many famous stories like 'Ali Baba and the forty thieves' and the fairy tales like 'Snow White and the Seven Dwarfs', 'Loundja'... In addition the child watches stories on television through films and cartoons even if he does not understand the language used, he is helped with the pictures he sees. Narration is not only a story; it is a sequence of ideas and events organized in a logical and chronological order. Through narration the child acquires gestures, intonation, vocabulary, and the like. In short, he acquires many aspects of his linguistic behaviour.

The child is taught for a long time through dialogues that take place between the main characters of the book for more than two years. He misses one of the most important factors in language learning; he is unable to describe or summarize any event. However, by the end of the third year, the child is taught how to link sentences and write paragraph. By the end of each file, with the help of his teacher, the pupil tries to gather his ideas and make meaningful sentences that summarize the topic dealt with during the class.

Thus, limitations of the child's linguistic repertoire in the AS variety he uses in learning other topics, is a real handicap. When the child is unable to master AS, he does not understand the content of the topics he is taught and thus fails at school. For example, if the child does not understand the question during a test, he may fail in giving a correct answer and does not succeed in all the exams. As the child progresses in his schooling process, the gap at the linguistic level gets bigger every day. This makes us wonder about the output of the rest of his fields of learning. That is why, the child is more involved in learning other topics rather than variety language which vehicles them.

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On the other hand, the lack of practice inside and outside school reduces the child's abilities in AS while he develops day after day his linguistic competence in MSA used, however, for all comments, requests and further explanations in the classroom. Besides, AS is used only in introducing the lesson and not the rest of the time; this linguistic behaviour is contested by linguists like Hudelson (1991) who disagrees with the non-use of the target language in the classroom. The gap in school learning is not limited to language which may lead to school failure. It also involves many other aspects of language learning like topics given to the child in the classroom. The whole next chapter is devoted to the role language plays in the cognitive, metacognitive and psycholinguistic development of the child and the way it shapes his thinking.

### **1.7. Conclusion**

In the light of this analysis it is clearly noticed that in order to bridge the gap between the AS and ASA a linguistic phenomenon is taking place that of language continuum. Although, it occurs frequently if not all the time at school, it is officially not accepted. As a conclusion, the linguistic gap between the mother tongue and the official language of the country makes learner lost for it is impossible to learn to read, write and speak a language and use it in learning other topics as it will be seen in the next chapter.



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### Chapter Notes

1- Ahmed Ben Bella (1916 - 2012) was the [first President of Algeria](#) of the post independence era from 1962 to 1965.

2- Susan E. Carey (born 1942) is an American psychologist. She is an expert in [language acquisition](#) and children's development of [biological concepts](#) and is known for introducing the concept of [fast mapping](#), whereby [children](#) learn the meanings of words after a single exposure. ([http://en.wikipedia.org/wiki/Susan\\_Carey](http://en.wikipedia.org/wiki/Susan_Carey))

3- Creole (orig. person of European descent born and raised in a tropical colony) is a language that was originally a pidgin but has become nativized, i.e. a community of speakers claims it as their first language. Next used to designate the language(s) of people of Caribbean and African descent in colonial and ex-colonial countries (Jamaica, Haiti, Mauritius, Réunion, Hawaii...) (<http://ccat.sas.upenn.edu/~haroldfs/messeas/handouts/pjcreol/node1.html>)

4- Pidgin language (origin in Engl. word 'business?') is nobody's native language; may arise when two speakers of different languages with no common language try to have a makeshift conversation. Lexicon usually comes from one language, structure often from the other. Because of colonialism, slavery etc. the prestige of Pidgin languages is very low. Many pidgins are 'contact vernaculars', may only exist for one speech event. (<http://ccat.sas.upenn.edu/~haroldfs/messeas/handouts/pjcreol/node1.html>)

5- When dealing with the phonological analysis, more details will be given about this situation in the next step.

6- The dialogue was recorded at home between a mother and her child.

7- The speech is available on you tube. (<http://www.youtube.com/rayyisse>)

8- Bouteflika Abdelaziz, born in March 2, 1937, is an [Algerian](#) politician who currently serves as the [fifth President of Algeria](#) since 1999.<sup>[1]</sup> He presided over the end

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of the bloody [Algerian Civil War](#) in 2002, and he ended [emergency rule](#) in February 2011 amidst [regional unrest](#). He has also served as president of the [United Nations General Assembly](#). ([http://en.wikipedia.org/wiki/Abdelaziz\\_Bouteflika](http://en.wikipedia.org/wiki/Abdelaziz_Bouteflika))

9- Couscous is a traditional meal prepared all over the country.

10- [ħawd] is a small space in houses used for planting flowers and trees.

11- Tlemcen is the unique town in Algeria where the [q] is substituted by [ʔ]. We refer to it Tlemcen Spoken Arabic TSA.

12- Djidjel and Ghazaouet are the unique towns in Algeria where the [q] is substituted by [k]. We refer to it Djidjel Spoken Arabic DSA.

13- When a word ends with [an], [un] or [in], this means gemination on the last vowel i.e., to double it.

14- [a] at the end of this word is a feminine marker.

15- In chapter five a whole part is devoted to the study of language transfer, its causes, consequences and usefulness.

16- Tomioka (2007) available in <http://homepage3.nifty.com/park/silent.htm> has been read in 10-10 -2007

17- ESL: English as second language.

18- EFL: English as a foreign language.

19- Combined model of acquisition and production is available in <http://www.sdkrashen.com>

## **Chapter Two**

### ***The Role of Language in the Cognitive and the Metacognitive development of the Child***

#### 2.1 Introduction

#### 2.2 The Cognitive Development of the Child

##### 2.2.1 Development of Thinking

##### 2.2.2 Development of Conception

##### 2.2.3 The Cognitive Development of Language

#### 2.3 The Cognitive Socialization

##### 2.3.1 Language and Socialization

##### 2.3.2 Cognition and Socialization

#### 2.4. The Socio-cognitive Development

##### 2.4.1 Language as a Social Behaviour

##### 2.4.2. Language and the Psychological Development

#### 2.5. The Metacognitive Development of the Child

##### 2.5.1 Language and Metacognition

##### 2.5.2 The Role of Metacognition in Learning

#### 2.6 Conclusion

#### Chapter Notes

## **Chapter Two: The Role of Language in Cognitive and the Metacognitive Development of the Child**

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### **2.1 Introduction**

The learning process is mainly shaped by the mental capacities of the learner. This chapter sheds light on the cognitive and metacognitive development of the child and the role they have in the development of thinking and learning. Adding to this, it deals with the various steps the mental capacities go through and the elements that surround its elaboration.

### **2.2 The Cognitive Development of the Child**

The mother tongue is the first language the child gets in touch with. It is the language through which emotions, moral and social values, cultural and traditional norms are conveyed. When the child pronounces his first words, he starts communicating his emotions feelings, and learns to use this same language to get his needs. Investigations have shown that the mother tongue shapes thinking and contributes in its development as well as to that of the cognitive and metacognitive capacities.

#### **2.2.1. Development of Thinking**

When being in contact with his social background, the child is confronted to different situations. Each day, using toys or playing games is a real challenge that needs an adequate behaviour in order to solve the problem. Nevertheless, all children do not react the same way to the same situation even if they are of the same age and come from the same background. As a consequence, parents and relatives link this attitude to the degree of intelligence of their children; but is solving a problem enough to declare that this child is more intelligent than the one who fails?

Many researchers have tried to shed light on the way thought develops among them Vygotsky (1997). He refers to Piaget when he uses Rousseau's definition that does not consider the child as a young adult whose intelligence is not a small intelligence of an adult. Indeed, thought develops through time; it progresses from childhood to adulthood for the more the child gets older the more his thought becomes more structured and logical.

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Besides, in their investigations, Mallet, et al (2007) illustrated with the example given by Piaget of his three months old daughter who cried each time her mother puts a table napkin around her throat. According to Piaget, she linked the object to the bad taste of the syrup for during this period of life the child does not distinguish between the various tools and situations. That is to say, (Vygotsky, 1967:56) considered that at this age “...*perception, for example, was always connected in an identical way with attention, memory with perception, thought with memory*”.

This difficulty in distinguishing between objects is according to Bruner, as described in Britton (1970), due to the non development of conception. In fact, Bruner divided the development of thought into two main periods; the former is from 0 to 2 years named the period of perception whereas the latter starts at 2 and named the period of conception. Bruner considered that during the first period, the child identifies and discovers the world he lives in through his five senses and added that it is the sensory motor development phase as argued in the following statement:

*Bruner makes a further distinction within this sensori-motor period since he sees it as the establishment of two systems of representation: the first, the action-cum-perception, which he calls “erractive system” and then the action –free-perception, which he calls “the iconic system”.*

*(Britton, 1970: 192)*

During the first year of life, the child is unable to use language correctly, to communicate with the external environment and thus he explores his world through his five senses by performing his own repertoire. (Britton, 1970: 192) described this period as an “*internalized movement patterns-schemas of movement may develop from simple isolated patterns into more complex and more connected patterns, but it is difficult to imagine that they could ever wholly escape from the limitations of their serial nature*” and named it the erractive system. On the other hand, in the second year of life, during the iconic system comes a great gain in the representation of the world to the infant. The child becomes more active and is more able to communicate through words, gestures and some short and meaningful utterances. Hence, it is easier for him to identify and get in touch with the world around him:

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*A child learns to speak at about two years of age, but it is many years before his use of language enables him to exploit to the full the peculiar virtues of the linguistic mode of representation. His first uses of speech serve to regulate, organize, and extend his representation made in the erractive and iconic modes.*

*(Britton, 1970:193)*

Meanwhile, Mallet et al, (2007) referred to the work of Piaget that described the sensori-motor phase and indicated that the infant uses gestures, movement and sounds in order to develop his perception which gives a sense to his environment and involves him in it. Piaget considered this phase as a long process that lasts for two years and goes through six main steps. During his first month of life, the child has nothing developed yet except his reflexes genetically transmitted like crying a natural response of the nervous system to the new environment. Adding to sucking, the infant is able to perform correctly at birth, in sum this period is considered as that of reflexes.

However, at the beginning of the second month the behaviour of the infant changes and starts to be more significant. Piaget named the period between 1 and 4 months the phase primary circular reaction since the child is in a period of adaptation and is no more under the control of his reflexes. He starts taking objects with his hands and put them in his mouth and also spends long time watching his fingers and hands. What is noticed is that at the end of the fourth month a great change starts to take place.

During this period that lasts from the 4<sup>th</sup> to the 8<sup>th</sup> month, the child widens his primary circular reaction to the external world; for instance, moving his legs and drawing toys to him. Piaget made an experiment where he put a thread around a bottle and threw it two meters far from his daughter. The little girl noticed that each time the thread was shaken the bottle is nearer. As a result, she started to pull it in order to get her toy. This experiment shows that at this age the child develops his observation and is eager to discover the environment he lives in.

The more the child gets older the more his capacities get bigger. When he reaches the age of nine months till one year, the coordination between secondary gestures develops. Piaget declared that it is only at this age that some intelligence starts to be noticed for this reason another experiment was undertaken on his son this time. He took a white paper and put it a little bit higher than the infant when lying in his bed, it was noticed that the child started shaking his body in order to make the paper falls down

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and at one year the child started using tools for his own experiment for instance getting on a chair to reach something on the table.

However, at one year and half comes the result of all the previous stages since the child starts to use new mental combinations by analyzing the situation before attempting to solve it. Piaget noticed when observing his daughter who wanted to open a match box that she took her time and turns the box in all sides. She also shook it and then tried to open it that made him declare that at this stage the mental image starts to be established and the child starts thinking.

In short, during the first two years of his life, the child acquires almost every thing including thinking. This idea is not stated only by Piaget, it is also shared by many other researchers among them Dodson (2009) who believed that the action of thinking starts by some known and felt difficulties for we do not think if we are not confronted to a problem or a situation that needs solution and reflection. Moreover, Dodson (2009) described the work of Bruner who considered that thinking is made of two main aspects: the left-hand thinking and the right-hand thinking. Bruner names “left-hand thinking” all the logical, rational and analytic mental operations; a conscious process that develops step by step till it reaches a logical conclusion and solution.

Accordingly, this thinking is established when the child gets in touch and explores the world around him and learns how to appreciate the beauty and values of the environment he lives in. Meanwhile, the left-hand thinking is intuitive and imaginative and opens the field to new discoveries, innovations and creativity. This thinking gives the opportunity to the child to give a body his mental image and a shape to his imagination; for example he uses different colours to paint a picture or various kinds of tissue to make a cloth; in other words, the child uses meaningless tools to make meaningful things.

Both left and right-hand thinking develop at the same time for the more the child grows up the more he becomes able to analyse the situation he faces and solve problems he is confronted to. As matter of fact, the development of thinking in both of his aspects is strongly influenced by external factors like the social context the child lives in, education given to him and the behaviour of his parents. That is why, when analysing the child’s thinking evolution; Piaget (1994) took another issue and focused on the

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psychological development of the child since it influences and shapes his thinking process.

Piaget (1994) considered the first thinking the child develops as the autistic and results from a subconscious behaviour. This thinking does not really concern real life situations or concrete problems for during this period he is not completely involved in his society. He lives in the realm of childhood that deals mainly with expressing in a non logical way feelings, desires, emotions and imagination through games and stories. This thinking is a natural one, as seen by Piaget, the child during his first years of life has an egocentric behaviour that makes him feel that he is the centre of the world he lives in and everything turns around him as it will be dealt with in details in when speaking about the development of speech later.

Besides, in the same context, Mallet et al (2007) described Piaget's work where he linked the development of thinking to age. According to Piaget, there is a difference in thinking when the child is from (2-4) years old and (4-6). During the former period, at the beginning the child bases his thinking on images since he still lacks the ability of generalizing ideas. The more he grows up the more he widens his conception and thus his thinking at the same time. At four, the child uses more correct sentences and thus is able to communicate and that develops his mental capacities.

On the other hand, when the child is born his family represents a micro society and through time he gets in touch with the external world that constitutes the real society. The child is obliged to be involved in the environment he lives in and respect its rules and values in order to be part of it. This new behaviour gives birth to a new kind of thinking named by Piaget "social thinking" or "intelligent thinking" as described by Vygotsky (1997). The social thinking is a subconscious process that deals with the goals fixed in the child's mind and interests that concern his real life and concrete situations. Moreover, Piaget believed that this logical thinking starts to develop around 7-8 years old and concerns all the kinds of behaviour of the socialized child.

In short, Vygotsky (1997) referred to Piaget who considered that an adult thinks socially even when being alone, but the child under seven does not and use an egocentric thinking even when being with others. Adding to this, Piaget believed that it is impossible to link the child's thinking only to innate psychological factors or only to



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the physical environment. He considered that thinking is deeply tied to the relationship that emerges between the child and the social environment he belongs to and thus is influenced by the social behaviour, the moral values, tradition, and historical events. All these elements contribute in shaping the child's behaviour and personality.

In the light of what has been said above, the child's development of thinking is linked to many factors, some are psychological others intellectual and social. All of them are clearly reflected in language for when analysing it; one is able to identify the various elements already acquired. However before dealing with the strong relationship between the development of thought and language it is very urgent to study one of the most important aspects of thinking that is conceptualization which constitutes the main interest of the following part.

### **2.2.2. Development of Conception**

When analysing the development of thinking it is impossible not to refer to that of conception since both are parts of a whole process that takes place in the child's mind at the same time. Bruner, as already seen in Britton (1970), considered that the development of thought goes through two main periods: perception and conception. The former takes place in the first two years of the child's life and the latter develops from two onwards. According to Vygotsky (1997), a concept is not a group of already assimilated and memorized ideas; it is rather a real complex act of thinking that cannot be learnt. Accordingly, Vygotsky believed that when thinking develops, it leads to generalizations referred to as concepts.

In his investigations Vygotsky (1997) referred to Ach's works (1925) where he did not focus on the study of concepts that already existed but on the formation of the concept at the beginning. Ach used the Synthetic- genetic method that consists in introducing new artificial meaningless words to the child and that have never been linked to any experiment before. He noticed that at the end of the experiment new concepts were formed. As an illustration, "gazum" was conceptualized as something big and heavy whereas the word "fat" started to mean small and light. Ach considered the development of a new concept not necessarily linked to the previously acquired one and the child is neither supposed to solve a problem nor to make an experiment. This method was used on five year old children as well as adults and the results have always

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been the same. Ach deduced that a concept is not isolated and its formation is not fixed, on the contrary, it is a living process more complex than thinking since it always has a function like communication, giving meaning, comprehension or solving a problem.

Moreover, Vygotsky (1997) also referred to the results obtained by Rimat (1925) when using Ach's synthetic genetic. Rimat concluded that at the end of the twelfth year the child shows a real progress in the spontaneous representation of objects except for some cases. He declared that the conceptual thinking is beyond the intellectual capacities of children before twelve. Besides, Rimat believed that at three the child controls many intellectual capacities that pave the way to thinking of teen ageing. It is only at the end of the primary school that starts to develop the conceptualization process of abstract thinking.

A concept, therefore, develops through time and influences thinking. In an attempt to shed more light on this phenomenon, Ouznadzé (1966), as referred in Vygotsky (1997), focused on the role of communication when analysing conceptualization. He considered that the mutual interaction and comprehension among people is the most important element for the development of any concept. This mutual influence results from the ability of using grammar in all its aspects as it is declared in the following statement:

*Grammar is conceptualization ...., the core area of study to date within the field of cognitive linguistics is semantics and morpho-semantics and the way these two components of language determine syntax (the way words are put together to create grammatically acceptable phrases and sentences).  
(JohnQPublik, 2007:1)*

Ouznadzé (1966) believed that the "word" is a means of communication that plays a great role in the elaboration of any concept. However, the "word" is a group of sounds that are combined together and carry a meaning understood in certain contexts that lead to the development of a concept. In short, the more the child is involved in the society he lives in the more the concepts he develops are socialized that leads him to the socialized thinking that progresses through time. But how do people conceive the word's meaning? When answering this question Jackendoff (1992) argued:

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*The only responsible way anyone has been able to conceive of a word meaning within a cognitive theory is in terms of states of a combinational system, instantiated either in a system of symbols, or in a system of neurones, or in a system of neuronesque elements such as a connective network. Furthermore, the combination of word meanings into phrase and sentence meanings has to be governed by a combinational system that some way more or less parallels the combinational properties of syntax in which the phrases and sentences are expressed.*

(Jackendoff, 1992:54)

Jackendoff, in this quotation, showed the way the word's meaning develops and combined in order to convey an understood idea. (Jackendoff, 1992: 54) also put a figure to give more details about this phenomenon.

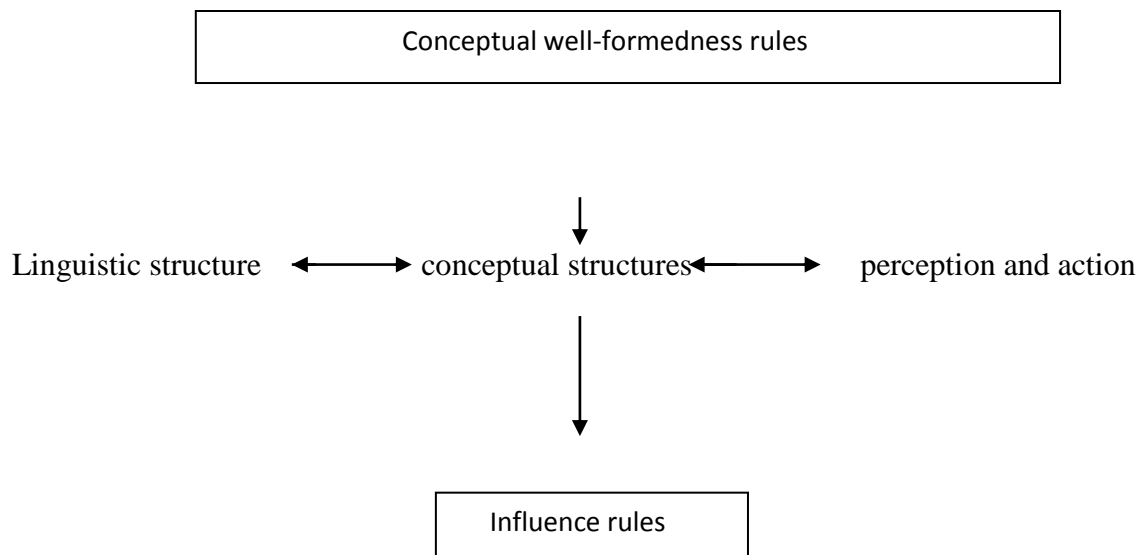


Figure 2.1.

Development of Word Meaning

(Jackendoff, 1992: 54)

According to Jackendoff, there is a natural combinational system that allows the user not only to combine sounds to make words but also link words to make semantically and socially meaningful sentences. He is deeply convinced that this process is neither psychological nor acquired, but that there are formal relations of constraints that exist right from the beginning among different combinational structures that are all organized by conceptual well-formedness rules. Indeed, Jackendoff believes that the conceptual formedness rules are innate natural resources that are available in the brain and used for forming concepts. He declared that:

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*Conceptual structures of course have to be linked by principled set of correspondence rules to the mental representations in which the meanings of linguistic expressions must be touched internally. Finally, conceptual structures have to be linked by a different set of correspondence rules to the representation for perception, and action, so that perceptual experience can be encoded in a form suitable for linguistic expression. I should also point that a combinational form like conceptual structure is necessary even for non linguistic cognition.*

*(Jackendoff, 1992:55)*

In short, the process of making a coherent, meaningful, grammatically and correct sentence needs conceptual structures from a combinational space, which are determined by well formedness rules. Unfortunately, Jackendoff believed that at the moment there is not enough information for the understanding of this issue that needs more technological and medical material. Meanwhile, making language and selecting the right word in the appropriate situation may seem a very easy task since it is done spontaneously at a very young age. Using two different words that carry almost the same meaning like “ask” and “demand” may change the whole sentence that is why Jackendoff defines word’s meaning as follows:

*.....a word meaning is a fragment of conceptual structure that is linked in long term memory with a phonological structure( its pronunciation) and syntactic structure (its part of speech) and other syntactic properties such as grammatical gender and making properties, that is , the word one knows consist of..... concepts linked with stored elements of his expression.*

*(Jackendoff, 1992:55)*

In this same context, (Jackendoff, 1992:56) put four parameters used in selecting words and making their meanings:

- 1- First connection: if a word names an object, the connection links the word to the object, its perception, the sound and function.
- 2- Second connection: it is the link between words that carry the same meaning. The example (Jackendoff, 1992:56) proposed is the difference between “to reach” and “to approach” and states “*If you approach an object, you are going toward it but do not necessarily reach it. If you reach it, it entails that to go toward it and you reach it*”.

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- 3- Third connection: contributing to a word's meaning is its relationship to the rest of the lexicon, (Jackendoff, 1992:56) illustrated: "*all dogs are animals but not all animals are dogs*".
- 4- Fourth connection: The word meaning concerns the interaction of the word with the grammatical pattern as (Jackendoff, 1992:56) argued: "*if I load a truck with furniture*" this means that the truck is full. But if "*loading furniture onto the truck*" this means the truck is not full.

The four parameters cited above show that there is a close relation between the development of conceptualization and that of language. This idea is also shared by Bruner who considered that there is no conception without language as described in Britton (1970). On the other hand, in his investigation, (Britton, 1970:41) described the opinion of Vygotsky who believes that in the first two years of the child's life, the word is "*an integral part of the object it denotes*". Yet the child does not distinguish between the different classes of the same object in this period of perception. However, after two, the child starts to widen the use of a name that is the beginning of conception as described by vygotsky in Britton (1970:41) who declared that "*After a name has ceased to act as though it were an attribute, a property of a particular object, it may still have the relationship of attribute to a class of objects*".

The period of conception starts at two and is referred to by Piaget as spontaneous concept. Nevertheless, when the child goes to school he is confronted to a new environment that provides him with data not necessarily concrete but most of the time abstract like geography, history, mathematics ... During this new phase, the child develops, according to Piaget, a scientific conception that is totally different from the previous one. This diversity is linked with the new learning processes in a non real life situation that is not similar to the one where data is collected from the personal experience of the child. Piaget as quoted by Tolstoi in (Vygotsky, 1997:297) stated that the "*scientific concept that emerges from the learning process is clearly distinguished from the spontaneous concept of the personal experience of the child by new targets and new methods that will definitely established*".

Accordingly, Piaget stated that it is easy for the child to grasp the meaning of a word from the general context of the sentence it is used in and thus conceptualizes it in

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order to use it in his every day communication. This leads him to the conclusion that language is an important parameter in the development of conceptualization and thought, in other words of the cognitive capacities of the child. This link between the organization of speech and that of thought is that once the child has taken in hand the right tool, he is in position to learn how to use it. That is to say, he verbalizes what happens the way he perceives the world since verbalization is opened to his imagination.

The mutual influence between language and thought, evoked above, raised the interest of Bruner (1966) who divided it in four main stages and linked them to age. The first stage concerns the first period of the child's life where his linguistic repertoire is more developed than his thought; in other words he uses a language that embodies powers of organization that are beyond his reach in thought. Adding to this, the infant spends most of his time observing the world around him and manipulating objects and toys. He places them sometimes on each other and some other time near each other or inside one another; this behaviour enables him to understand how the world works at the physical level. Through manipulation the child pulls, pushes, drops, hits and throws objects that allow him to observe the properties of his toys since some can be broken whereas others not as argued below:

*These spatial relationships and concepts of motion, along with sensory input become well-understood even before the infant is able to use words to describe them. This sensorimotor knowledge is so cognitively fundamental that human beings naturally use space, motion, and the senses as domains for conceptually structuring less concrete, even entirely abstract aspects of our experience.*

(JohnQPublick, 2007: 1)

The more the child grows up the more his conception develops and makes him achieve the ability to organize in thought what is organized in speech. Meanwhile, the third stage is always linked to age for being older entails more specific and spontaneous conception that makes the child extend the range of his powers of organization in thought by verbalizing more complex experiences and contemplating these verbalizations.

However, at the last stage, the child's power of organization of thought go beyond that of speech and thus thinking is more abstract and imagination more

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developed. At this level the child is able to manipulate the use of the metaphor in various contexts it is clearly stated by JohnQPublik (2007) who considered that “*Human abstract thought is founded upon, and carried out by means of metaphor, operating on both sub-conscious and semi-conscious levels*”. He added that the metaphor is the basic element that shaped the abstract thinking as stated bellow:

*Metaphor, far from its long-assumed “Para-linguistic” role as simply a rhetorical device, is in fact fundamental to human abstract conceptualization. Essentially, if a concept or thought is based on something more complex than direct input from the five senses or basic bodily proprioception (pain, heat, cold, illness, physical well-being), it is conceived, thought about, and understood in metaphorical terms.*

(JohnQPublik, 2007: 1)

The use of metaphor shows that the child is in complete mastery of the language he uses. In fact, he has developed the ability to express freely his mental images that are not necessarily linked to his perception. At this level, thought is so developed, wide and well structured that the child may fail in expressing his ideas. Bruner, quoted in (Britton, 1970: 206), summarizes these four steps in a very simple way in the following quotation:

*Language comes from the same basic root out of symbolically organized experience grows. I tend to think of symbolic activity of the same basic or primitive type that finds its fullest expression in language, then in tool-using, and finally in the organization of experience. It is by interaction of language and barely symbolically organized experience of the child of two or three that language gradually finds its way into the realm of experience.*

(Bruner, 1966:44)

All along this investigation, the aim is to highlight the cognitive development of the child, thought and conception are the two parameters dealt with for it has been noticed that they do not develop separately but tied to each other. Yet, a third element contributes to their development and needs to be involved in this investigation: language. Many studies have proved that language and thought go hand in hand; they develop each other and progress together. Adding to this, all the social values are transmitted through the mother tongue. The main concern in the next title is to show the way language is acquired and develops.

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### **2.2.3. Cognitive Development of Language**

What is widely noticed around us is that people use different languages, expressions, dialects intonations... in their every day speech. They are able to make sentences and utterances taking into consideration the context, the interlocutors and even the channel. In short, they master the use of language and this at a very young age. What is more obvious is that not only intelligent people speak but even mentally-ill children, unless they have a big damage in their brain. Mongoloids, too, are able to use language. People do not all make grammatically complex sentences yet they are able to communicate their ideas and convey messages even when they are not very old.

Language acquisition is a process that raises the interest of many researchers who try to understand language acquisition that they consider as the greatest intellectual achievement of a human being during all his life. It may seem, when observing a young child speaking that acquiring a language is an easy task. The infant, who at birth is not able to speak, develops in a short period of time his linguistic capacities and starts to use language to communicate and explore his environment.

The process of acquiring the mother tongue is a spontaneous and subconscious process that makes the child at the age of six in complete mastery of his mother tongue as described by Britton (1970). Meanwhile, learning a foreign language takes more time and is more difficult although the learner is aware of what he is doing and makes lots of efforts to master the target language. Bruner (1983) is among researchers who investigated the process of the child's language acquisition. He shaped the cognitive factors that pave the way to the child's mother tongue acquisition during the pre-linguistic phase. He considered that the first cognitive capacity the child possesses is his predisposition and readiness used in reaching things around him. He added that the child at birth is active and illustrates this with "sucking" for he fulfils this ability not only to get milk but he sucks his fingers even before birth.

In fact, at birth the child is conditioned by some biological processes that make him dependent of his environment and the more he grows up, the more he develops new behaviours that make him independent. For example, he uses the cry not only to express his pain but to get his needs when being hungry, dirty or lonely. This attitude is,



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according to Bruner (1983), a natural capacity of reaching goals the child develops at a very early age.

On the other hand, Bruner considered that the second cognitive capacity is transactionality and that it is evident that during the first and half year of the child's life all his attitudes are based mainly on communication that makes him very social. Bower (1973), as stated by Bruner (1983), noticed that a social reaction to a child's action is the best support for his learning activities and on the contrary any negative reaction is bad for his development. An illustration is given when describing the works of Meltzoff (1) (1997) who declared that when sucking milk if the infant notices that his mother is crying or sad he also does whereas if she smiles he does so even in the first weeks of his life.

As far as the third aspect is concerned, Bruner named it systematisation. Right from the early days of the child's life, it is noticed that the infant spends long time in watching his hands and then tries to get objects and throws them on the floor; a gesture that he repeats many times a day and tastes anything he finds at hand. Moreover, Bruner considered that the most noticed phenomenon is the social interaction that goes beyond all the other signs. Finally, Bruner declared that this last phenomenon is very important and referred to it as Abstraction. Abstraction is related to the innate cognitive capacities the child possesses right from his early age that develops abstract elements through time. In order to explain his statement, Bruner gave the following example where he declared that the child identifies things when touching them and then through vision. This entails that the child starts his contact with the external world through perception and then explores it through conception. This process concerns all the fields including language since there is a strong mutual influence between language development and that of the cognitive capacities as it will be seen later.

In short, Bruner referred to the cognitive capacities and believed that they are not acquired but born with the child and added that they are the fundamental processes that help the child to acquire language. In fact, language acquisition is not an easy task; it involves the internalization of semantic, phonological and syntactic rules even before producing it. Yet, the child succeeds in using his mother tongue at a very young age and in a very short period of time although he is not aware that he is internalizing a whole

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system for he achieves it effortlessly and in a subconscious way. Indeed, the idea that the child is born with natural capacities is also shared by Chomsky (1971) who has elaborated his own theory.

Chomsky considered that the child is born with innate capacities to acquire language for this process starts at a very early age when the child is not aware of what he is doing. The child becomes able to communicate with his environment through pre-linguistic communication and then words start to be produced, step by step combined to make sentences that carry meaning. According to Chomsky, the child is predisposed at birth to acquire language and relies mainly on what he named language acquisition device (henceforth L.A.D), a natural capacity that exists in every human being at birth. The L.A.D. is mainly based on the Universal Grammar that is the deep linguistic structure as Chomsky:

*...believes the structure of language is determined by an innate, autonomous formal system of rules. This formal system of rules, called universal grammar (UG), is inherent within the human brain at birth and is largely devoid of any association with meaning. This UG is also independent of other human cognitive faculties, i.e., it operates on its own within the brain, independent of any other non-linguistic cognitive processes.*

(JohnQPublik, 2007: 1)

In this respect, Bruner joined Chomsky's idea and considered that the grammar of each different language is based on the Universal Grammar and it is the L.A.D that makes the child not only able to recognize the grammatical rules of the target language but also to use them correctly in the appropriate situation. He added that the L.A.D is localized in the innate structure of the mind which function is to pave the way to any language acquisition. Chomsky (1977), as described in Bruner (2004), believed that the linguistic competence, the child possesses, is present right from the start and ready to be used when the performance abilities are not enough to interfere in the active life of the child. In other words, when the child acquires language syntax, phonetics and semantics, they are internalized and used in a communicative situation in various contexts. The more the child grows up the more his cognitive abilities and linguistic

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capacities develop that makes him mastering his language as it is clearly explained in the following statement:

*The cognitivists believe that the grammatical structures of language are directly associated with the way people conceptualize (i.e., think about and understand) any given situation in the world. Syntax, morphology, even phonology are conceptual in nature, i.e., they are merely input and output of those cognitive processes within the human mind that govern speaking and understanding. This idea is generally encapsulated in a phrase coined by Ronald Langacker and often repeated by cognitive linguists: grammar is conceptualization.*

(JohnQPublik, 2007: 1)

Thus, all these cognitive capacities are involved when using language; however, this is not enough because for the success of any communication the child does not only need to know the grammatical rules but also how and when to use them. That is to say, both competence and performance are needed. In this respect, the contact the child has with his mother and family develops his cognitive capacities that entail his linguistic ones. Bruner (2004) described the works of Snow and Ferguson (1977) who agreed about the great active role the parents play in their child's language acquisition since they provide him with the data exploited by the L.A.D. Through communication the child gets in touch with various language structures and the way they are used in different contexts.

On the other hand, Brown (1973), in Bruner (2004), considered that the more parents communicate with their child, even after having progressed in his abilities in using language correctly, he carries on developing his mastery of the linguistic structure of his mother tongue. Chomsky considers that the L.A.D is not enough, it needs a support that provides with data, he names the language acquisition support system (henceforth L.A.S.S).

According to Bruner (2004), Chomsky (1977) declared that elements that surround the child provide him with data and the willingness to communicate either with another child or an adult; this activates the language system and makes it functional. He also considers that the interaction between L.A.D and L.A.S.S enables the child to be part of a linguistic community as well as the culture this same language

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vehicle. On the other hand, Chomsky deeply believed that both L.A.D and L.A.S.S are not enough for language acquisition for the child needs two main structures that are universal grammar and data as explained in the following statement:

*The ease and the uniformity, with which children acquire the ambient language in spite of the fact that they are exposed to qualitatively and quantitatively uneven input, motivated the research program focused on the child's innate language-specific predispositions or universal grammar (U.G).*

(Sorace et al, 1999:2)

Besides, according to JohnQPublik (2007), Chomsky believed that the structure of language is determined by an innate autonomous formal system of rules found in the human brain at birth and is devoid of any association with meaning. In fact universal grammar (henceforth U.G.) is not linked with any cognitive capacity since even mentally ill children use language unless the damage in their brain is big or certain severe types of autism (2). Universal grammar operates on its own in the brain and is functional at birth. According to Chomsky, thanks to U.G, the infant is able to put language component together to convey a meaning for it is not enough to listen to people speaking around him as described in the following argument:

*Chomsky believes evidence exists to support this notion in his famous "poverty of the stimulus" argument..., saying that children in general are "too good" at learning language so quickly, i.e., they don't get exposed to a sufficiently large corpus of language stimuli/data to work with to figure out so quickly how their native language works, therefore they must have an innate faculty (the UG) to subconsciously tell them about things like syntactic relations (e.g., case morphology), tenses, aspect, clause structure, grammatical transformations such as active-into-passive voice, etc.*

(JohnQPublik, 2007: 1)

The quotation above shows the position of Chomsky and the cognitivists concerning the different mental parameters interfering in language acquisition. They believe that the child starts his language production around two, which reveals that he has already internalized his mother tongue's linguistic structure on the one hand, and that his L.A.D, L.A.S.S and universal grammar are all functional. Moreover, the process of language acquisition is subconscious for before two, the child is not aware that he has

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to collect data and analyze it in order to understand its structure to use them in real life communication. Sorace, et al (1999) shed light on the works of Hoekstra et al, Jusczyk, Pinker, Radford, Tesar et al, exhibit a consensus for the first language acquisition as summarized in (Sorace, et al, 1999:7) in the following issues:

- Language acquisition is a tightly constrained process that is biologically predisposed to follow certain paths; it is, in fact, even more constrained than was previously thought.

- Basic knowledge of language is acquired very early, in the first two years of life, much of it probably before the emergence of production.

- Much acquisition is perceptual, and not dependent on direct negative evidence.

Adding to this, when analyzing the process of language acquisition, it is noticed that there are children who have two mother tongues that they acquire simultaneously at a very young age. In this respect, as described in (Sorace, et al, 1999: 8) another generalization for *'non-native grammars may be non-convergent with respect to the target grammar, but are UG-constrained'*.

Indeed, Chomsky and his followers do not believe that everything is acquired through experiments and repetitions; they rather focus on the innate capacities the child possesses at birth and on the creativity he develops. Indeed, the child does not repeat what his parents say but make his own sentences thanks to the data collected from his social background. When Chomsky declared that the child is born with an innate ability to acquire language since the L.A.D, the L.A.S.S, and the universal grammar are natural systems that exist in his brain and constitute a mental organ that makes the child able to achieve this great intellectual achievement. It was a very new idea.

According to Elimam (2006) it is only in the 21<sup>st</sup> century with the emergence of the bio-linguistics that it was proved that between 0 and 18 month, the child's nervous system is very active even more than that of an adult. It was noticed that synapses (3) are very active during this period of life and this is caused by chemical or electric activities. Thanks to this activity, blood vessels develop to make connections with different parts of the brain like, memory and sight. Elimam (2006) considered that these biological needs stimulate the activity of synapses, elaborate nervous connections, form a net and

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allow the establishment of the “language organ” situated in the left hemisphere of the brain. It also links the Broca (4) and Werneick (5) areas to the various parts of the brain each one responsible for the functioning of a particular organ or function of the body including those of language (sight, working memory (6), long term memory (7)..) and thus all these neurological activities give the child a natural ability to acquire his mother tongue in an easy and subconscious way.

Moreover, it was also noticed, according to Elimam, that this great nervous system activity is also noticed when the child is around four that facilitates the acquisition of other language at the same time. The more the language system is established the more this ability is lost and around 14 years old introducing other languages becomes a less easy task. As a result, Elimam believes in the idea that the mother tongue is a very important element in second language learning. In this respect, Pinker (1996) described an experiment realised in a French hospital by Mehler (8) who put a switch in a rubber nipple in order to analyse the sucking rate of one month French new borns, the aim was:

*to hear French than Russian, and pick up their sucking more when a tape changes from Russian to French than from Russian to French,.....the babies still prefer French when the speech is electronically filtered so that the consonant and vowel sounds are muffed and only the melody comes through....Non-French infants do not prefer French, and French infants do not distinguish Italian from English. The infants must have learned something about the prosody of French (its melody, stress and timing in the womb, or in their first days out of it.*

*(Pinker, 1996:264)*

Pinker here raised a very new idea that during his first days of life, the child is able to identify his mother tongue even before he starts to babble. Thus, the mother tongue is present right from the start since it is part of his being. For this reason, according to Pinker, some cognitive scientists have described language as: a psychological faculty, a mental organ and many other names while he preferred the term instinct. (Pinker, 1996:18) believed that for the child language is an instinct since “people know how to talk in more or less the sense that spiders know how to spin webs”.

Pinker agreed with Chomsky in considering the child creative for he considered that if the child is only able to repeat his parents’ words normally the language used

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nowadays would be the same used centuries before. Moreover, it is noticed that when speaking to a child adults modify their language and adapt it to him that is called 'motherese'. (Pinker, 2005: 8) defined motherese as the speech to the child that is "slower, shorter, in the same ways (but not all) simpler, higher-pitched in content to the present situation, compared to speech among adults". The motherese may seem easy to understand and easy at the first glance, in fact, it is this data that makes the linguistic background of the child. Meanwhile, Piaget considered that when speaking to children adults imitate them, as described by Britton (1970), he names this process 'expansion' as defined follows:

*The mother's utterance is an imitation of the child's in the obvious sense. What she says is based closely on what the child said.....she consistently uses short and simple sentences, unlike conversational style of adults. Language is in fact rather like the speech of child, but a child a little more grown up in speech.*

(Britton, 1970: 45)

On the other hand, the child imitates his parents' speech too. This phenomenon is named 'reduction' by Piaget and defined as a linguistic improvisation that makes the child imitate not what is said around him but the way it is said. Adding to this, it is the ability to shorten sentences by using only key words in order to convey a message. For instance, these are recordings of a 18 months and 27 days girl made by Brown and Bellugi (1964) as referred to in (Britton, 1970:43):

Mother's utterance	Child's utterance
"Baby is in the high chair"	"Baby high chair"
"Eve is having lunch"	"Eve lunch"
"He sat on the wall"	"Sat wall"

In the utterances above, it is noticed that the mother's speech is simple and correct whereas that of the child is shorter, and unclear. Besides, when speaking to her child, the mother uses a lot of questions and repetitions. Thus, she is teaching grammar in an indirect way, and at the same time correcting her child's mistakes through repetitions. This subconscious process has according to Elimam (2006) two main steps that of coding and decoding data. That is to say, the input is decoded in what he named "the black box" in order to be understood and an output is shaped as a response of the

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stimulus. This process is clearly demonstrated in this figure elaborated by (Elimam, 2006: 29):

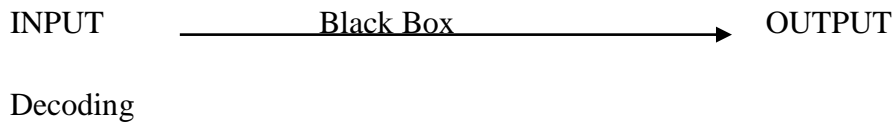


Figure 2.2

### Language Acquisition

Elimam believed that the Black Box is an invisible behaviour that takes place in our brain and allows both of the speaker and the listener to understand and produce language for the linguistic heritage is stored there. Adding to this, he declared that around 18 months the child is largely able to convey a message, i.e. to communicate even though he does master the syntax used by adults in their sentences. In fact, his utterances are supported by gestures and face expressions used to clarify more the message that makes Elimam concluding that the child uses both a visible and an invisible grammar at the same time. These two forms are also referred to as internal and external grammar.

Elimam considered that the production of a meaning is at first shaped in a process of internal language and then given an accepted morphosyntactic form understood by the community he lives in. Internal grammar is part of the black box and is responsible for materializing language before its production. Meanwhile the external grammar shapes the speech in its form by using different supports like gestures, sounds, symbols, pitch, and intonation as (Elimam, 2006: 32) showed below:

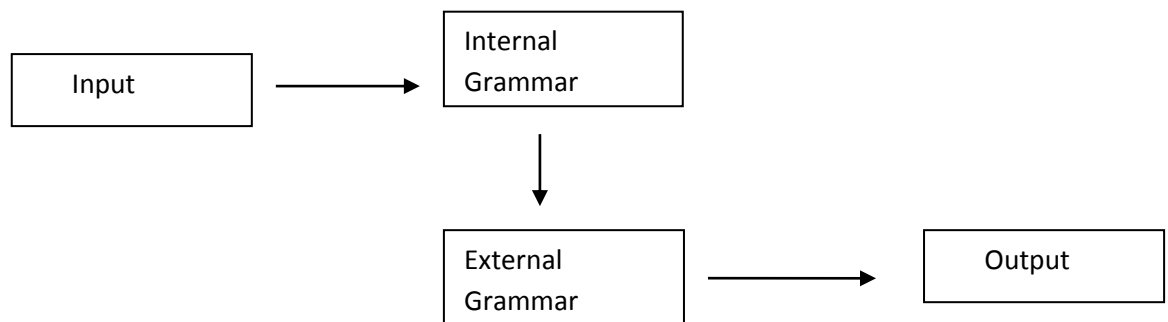


Figure2.3.

### Internal and External Grammar



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The figure above illustrates the different steps the brain data goes through in order to be understood and used in other contexts; that is to say before language production many things happen quickly and unconsciously. When describing this phenomenon, Pinker (1996) named the ‘mentalese’, he declared that the mental image in ones’ mind is shaped in words when speaking as it is stated bellow:

*Many contemporary novelists, like Joan Didon, report that their acts of creation begin not with any notion of a character or a plot but with vivid mental pictures that dictate their choice of words..... People do not think in English or Chinese or Apache; they think in language of thought. This language of thought probably looks a bit like all these languages; presumably it has symbols for concepts, and arrangements of symbols that correspond to who did what to whom,...*

(Pinker, 1996: 70-81)

Indeed, Pinker considered that as compared to other languages, the mentalese is richer for it contains all the concepts, ideas, meanings and all the knowledge acquired stored in pure meaning; and simpler for it may be shaped by words that differ from a situation to another. Indeed, Pinker over-generalised the mental language. (Pinker, 1996: 82) defined the mentalese as “*knowing a language is knowing how to translate mentalese into strings of words and vice versa*”. As an illustration, if babies have no mentalese to translate to and from English, it would neither possible to learn English nor to produce it. In order to give more details about this capacity that determines our language understanding and production, (Pinker, 1996: 82) proposed the following explanations:

- 1-Since mental life goes on independently of particular languages, concepts of freedom and equality will be thinkable even if they are nameless.
- 2-Since there are far more concepts than there are words, and listeners must always charitably fill what the speaker leaves unsaid, existing words will quickly gain new senses, perhaps even regain their original senses.
- 3-Since children are not content to reproduce any old input from adults but create a complex grammar that can go beyond it.

These arguments focus on the existence and the great function mentalese plays in language acquisition since the child is able, at an early age, to express the same idea in

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different ways by using different words. Pinker illustrated with an example about the number of words the child possesses at six, he states:

*....we can estimate that in average six year old commands about 13,000 words..... The brain seems to be reserving an especially capacious storage space and especially rigid transcribing mechanism for the mental dictionary. Indeed, naturalistic studies by the psychologist Susan Carey have shown that if you casually slip a new colour word like 'olive' into a conversation with three year old, the child will probably remember something about it five weeks later.*

(Pinker, 1996: 151)

In the light of all arguments given above, it is clear that mentalese is not a language made of words and grammar; it is a pure thinking that is given a shape through words stored in the brain. In addition to this, the combination of these words is achieved thanks to the grammar previously acquired from the social background and used to fit an appropriate social behaviour. This same idea is shared with Vygotsky who defined inner speech as thinking in pure meaning as it will be described later on.

In short, all along this investigation, it has been noticed that even if all the referred researchers, among them Chomsky, Pinker, Piaget and Vygotsky, diverge when dealing with language acquisition process but agree that it is above all a cognitive phenomenon and a natural capacity the human being is born with. Besides, the social background provides with data analysed and used by the brain when producing and understanding language. However, what raises the interest of researchers is that every human being uses language either in its oral and/or written form, or through body language used by deaf and mute unless severe brain damages occur. This evidence leads to various investigations in order to analyze to what extent the mental capacities influence language acquisition. Experiments were done on animals and children with mental deficiencies and compared to the ones made on normal children.

As declared in Jay (2002), another attempt to analyse the subconscious process of language acquisition concerned experiment undertaken on chimpanzee to which language was taught since the I.Q (9) of an adult chimpanzee equals that of a three-year normal child. The first attempt to teach non verbal coding of a natural language was undertaken by Gardner and Gardner (1969). The two scientists brought up a one year

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old female chimpanzee Washoe in an American Sign Language speakers community. This signing system relies mainly on word sign rather than a sign alphabet. Washoe was treated like a child and was surrounded by human being who used signs to communicate with each other and with the animal as it is summarized (Jay, 2002: 431) when quoting the Gardeners:

*Washoe has been exposed to a wide variety of activities and objects together with their appropriate signs, in the hope that she would come to associate the signs with their referents and later make the signs herself.*

*(Gardner et al, 1969:667)*

By the age of three, Washoe was in complete control of 35 signs. She was not only able to understand them but also to use them spontaneously in appropriate circumstances. It was also noticed that the animal was able to use a name correctly and associates it to the different class of the same objects it represents. As an illustration, Jay described the behaviour of Washoe that used the word 'flower' to refer to various kinds of flowers in real life situation as well as in a picture. It was noticed too that by the age of two years and half, the animal's language was enough developed since it became more than able to use separate words when communicating through sign sequences. For instance "please give food" or "hurry open". This does not mean that it has acquired the capacity of making sentences that are syntactically and semantically correct (10).

The experiment above shows that the chimpanzee reached a certain level of abilities in using language but it is not the way human beings do. On the other hand, another experiment was undertaken by Presmark (1983) used another method in teaching language to a female chimpanzee named Sara, as described in Jay (2002), and opposed the way followed by the Gardner's. Presmark's used the behaviourist (11) approach based on the stimulus, response, reinforcement when teaching Sara language. After a period of time, it was noticed that the animal became able to use language but, it was impossible to state that Sara had the capacity to use syntax the way human beings do. It was able to distinguish in use between: "Randy gives Sara an apple" and "Sara gives Randy an apple" and was even able to substitute apple to banana. Yet, her linguistic use remained very limited at least not the way the child does.

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In short, both experiences that concern Washoe and Sara show that chimpanzees are intelligent animals but none of them mastered a productive syntactic system. Jay added that learning a language system is not a natural and spontaneous accomplishment for chimpanzees the way it is for human beings. This leads Lorenz (1965), as declared in Jay (2002), to state that learning a language system is a species-specificity for human beings and added that linguistic information is innate for Man since it is represented in the gene code.

Moreover, Lorenz considered that human beings learn their language by exploiting their genetic endowment specific to each race for this reason, animals do not have the same capacities we have. Besides, the lack of motivation when acquiring language for animals stops its development and being exposed to language for a long period of time is not enough and does not give the same results for chimpanzees and children. For, when acquiring the mother tongue, the child is exploiting his genetic endowment that other types of organisms do not have. It is to the character of this endowment rather than their general intelligence that the human capacity for language is attributed.

Many other linguists have tried to deal with the phenomenon of language acquisition and the experiments of Washoe and Sara show that there are many factors that pave the way to the success of this great intellectual achievement. In order to give more information about the specific genetic endowment, Jay described the work of Lenneberg et al, (1964) who tried to explain why mentally-ill children and Mongoloids acquire language although they have mental deficiencies.

Lenneberg et al, (1964) examined 84 mongoloids and feeble minded children and tried to compare their language development to that of normal children. It was noticed that the results of the sentence test repetition of (24-30) months of normal children was similar to that of the mongoloids of the same age. That is to say, the sort of correlation between motor and linguistic development is almost the same for both normal children and mongoloids and the difference between their linguistic performances were noticed at a more advanced age as it was explained in the following statement quoted in (Jay, 2002: 442):

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*When very young children (24 to 30 months) are compared with the mongoloids in terms of their respective performance on the sentence repetition test, we are impressed with the similarity. Unfortunately, there is no reliable method available at the present to qualify this impression, but the inaccuracies, mistakes, and occasional forays into parroting-strategies appear to be strikingly alike. Thus the intellectual limitations do not produce bizarre language behaviour; it merely results in arrest at primitive, but "normal", stages of development.*

(Lenneberg, 1967:319-20)

In this same field, Jay described an experiment undertaken by Lackner (1968) who investigated the linguistic capacities of 5 retarded mental children, whose age varied between 2 years and 8 years, and compared them to the ones obtained with normal children of the same age. This comparison showed that the grammatical structures mastered by the brain damaged children were also available for normal children. However, the grammatical structures mastered by more advanced mentally ill children were not understood by younger sane ones. As quoted in (Jay, 2002:20), (Lackner, 1968: 309) defined that "*these results are noteworthy in that an ordering is maintained between the complexity of the grammars and the mental ages of the retarded children and the chronological ages of normal children*" and added:

*This result should be interpreted as meaning that the age behaviour of a retarded child of a given mental age is equivalent to that of a normal child of a particular chronological age. Rather, these findings suggest that the language behaviours of normal and retarded children are not qualitatively different, that both groups follow similar developmental trends, but that the most severely retarded children become arrested in their development and remain at a lower level of normal language acquisition.*

(Lackner, 1968: 309)

From these two studies, Jay deduced that both Lenneberg and Lackner noted that acquiring language structure develops till onset of puberty where no more elaboration of language skills takes place. Although retarded children have the ability to learn new linguistic items yet no grammatical structures developed. Indeed, Chomsky, Pinker, Jay, Lenneberg, Lackner and many other linguists have elaborated their own approach towards language acquisition. Each one of them has shown the major elements that contribute and pave the way to this achievement. Despite the fact that many views have been given, they all agree on one major element that is the importance of data. The

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data collection is provided by the environment the child lives in; the social background plays a very great role in developing language structure and also feelings, emotions as well as the personality of the child himself.

Thus, it is possible to conclude that the mother tongue is not only an acquired language. It is the language that shapes the child's thinking and personality. Moreover, when acquiring his mother tongue, the child is internalizing a whole social and cultural process at the same time. This new idea gives birth to the socio-cognitive sciences which studies deal with great role the social context plays on the cognitive development of the child as it will be detailed in the following step.

### **2.3 The Cognitive Socialization**

The cognitive development of the child goes through the everyday communication. Day by day the child acquires his mother tongue that shapes all the socio-cultural norms of the community he lives in. In short, it is through this same language that the whole socialization process of the child is achieved.

#### **2.3.1. Language and Socialization**

The socialization process starts at birth and is ever lasting; it teaches the child all what concerns his being through his mother tongue that contains many parameters like origins, culture, religion and social values. That is to say, this linguistic system is more than a group of rules and words as explained by Bernstein who considers these special linguistic rules as part of the cultural heritage of the child; and language as a set of rules that shape speech codes realized according to a situation in a particular socio-cultural context. Moreover, language enables the child to speak about his past, history, science and economy at the present time, and his predictions for the future. When dealing with the works of Berman et al (1994); Nino et al (1996); Pine (1994a), (1994b) and Tomasello et al (1990), (1994), Hall (2002) showed that the link between the development of language and children's participation to their socio cultural communicative activities with the caregivers and family was demonstrated as he stated:

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*It has been shown that children acquire both the forms and meanings of their linguistic resources from repeated experiences in regularly occurring communicative activities with their primary caregivers. In their joint interactions, the children are provided with a substantial amount of input in which the care givers make silent the more important cues to the children. Children's attention is drawn to these cues through socio pragmatic actions including non verbal cue such as gazing gestures, and verbal cues such as cue repetition and tone and pitch changes. They are also provided with verbal instructions that direct them to perceive or notice these cues and make connections between them and their contexts.*

(Hall, 2002:57)

Hall also referred to Tomasello (2000) whose work showed that children play an active role in interacting with adult and trying to understand them in order to reach the goal of communication. Meanwhile, Hall also cited Elman (1999) who considered that activities facilitates the children growing competence for when taking part in them it contribute to increasing the capacity of their working memory and attention span.

Moreover, he believed that initial actions are the stepping stone of more complex ones that serves as building blocks upon which subsequent communicative development is based. As a consequence, the more the child is involved in his activities the more he shapes and develops his language use in different contexts. Adding to this, the diversity in activities leads to that of language and makes their linguistic abilities develop through time and space.

### **2.3.2. Cognition and Socialization**

In the previous sections an attempt was done to show the role language plays in the development of thinking and conception as well as the elaboration of the emotional behaviour and identity. Adding to this, language is the basic element that involves the child in his society, that is to say, it contributes in his socialization process. Nevertheless, the socialization process is not only the process of acquiring cultural and historical value for all these elements contribute in shaping the personality of the child but in developing his thinking and psychological behaviour. Indeed, the process of establishing all these parameters that is achieved through the mother tongue. That is called cognitive socialization as it is defined bellow in this approach.

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*Correct speech means the correct pronunciation. It means the properly selective use of many full units. One cannot speak language until one has formed the governing non linguistic concepts. First language learning, then, is more than an acquisition of a motor skill. It is a process of cognitive socialization...Cognitive socialization means the taking on of culture. Because speech is so important in the process we are prepared to find some intimate relation between the structure of language and the structure of non linguistic culture.*

(Brown, 2003:248)

In the quotation above a clear definition of cognitive socialization is given; it shows the strong link between the socialization process and the cognitive development of the child. Bruner (1985) also focussed on this phenomenon that cannot be isolated since all these processes converge and contribute in establishing intellectual and social capacities. He considered that it was not enough to have capacities it is also necessary to know how the child is aided in expressing himself in the medium of culture. (Bruner, 1985:23-4) stated that “*the two questions of course are inseparable signs human intellectual capacities necessarily involved to fit man for using the very prothetic device that a culture develops and accumulate for the enablement of its members*”.

Bruner dug more in this process and considered that it was necessary to shed light on this situation since the requirement of dealing with culture and society urges the child to use and master language. He, also, believed that the social contact and stimulation motivate the child for communication and makes him ready for language acquisition undertaken at this stage. In adding to that, Bruner (2004) argued that after one year and half of life the child is very involved in the social life and focuses mainly on communication and agreed with (Ellis, 1975: 318) when using the following quotation:

*Different social structures will emphasize or stress different aspect of language potential and this in turn will create for the individual particular dimension of relevance. As the child learns his speech, so he will learn his social structure, and the latter will become the sub-stream of his innermost experience through the effect of language processing.*

(Bernstein, 1961:322-3)

Many investigations have shown the social influence on the development of language. They mainly focus on the decisive function the mother tongue has in this



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process for the first input the child acquires is given by his caretaker among these investigations that of Pine (1994) as referred to in Hall (2002) who analyzed the caretaker's language used with children. It was noticed that in the caretaker's talk, verbs and nouns are frequently used adding to constant attention and focus of interest which creates a particular language use. As a result the child starts by using the same language and the same patterns his mother does as declared below:

*The different communicative actions taken by the children in response to each parent non-acknowledgement arose from their different communicative experiences with each parent. Because mothers usually followed upon their children's utterance a break in communication occurred, the children learned to interpret their mother lack of initial acknowledgement as need for more information and so learnt operate.*

(Hall, 2002:9)

By the same token, the same linguist tried to shed light on this phenomenon by making reference to Snow (1991) and Wu (1994), but this time the attention was focussed on the relationship between the communicative activities and the learning of other languages. The first result was given by Snow, in (Hall, 2002:59), that showed that “*school aged children's abilities the procedure formal definition in both English and French were linked to their environment in activities in which lexical, syntactic and discourse structures typical of such a definition were frequently and regularly used*”.

The first conclusion is that the mother tongue is an important element that plays a great role in the whole future of language learning process as it is stated by (Hall, 2002: 59) “*the development of linguistic skills in an additional language, if not first acquired in the first language, is strongly related to children's engagement activities employing these skills in the target language rather than to access to decontextualized linguistic structure associated with the target language*”.

The second result was given by Wu (1994) who noticed that in foreign language learning classes, the experience concerned a classroom where French was taught as a foreign language; children were doing better in writing test as compared to oral performance. This was due, according to Wu, to the lack of real life situation. That leads to the basic idea about the importance of both society and mother tongue that involves more interest among scientists, as described in Hall (2002), Bowerman et al, (2001),

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Hickmann (2001) and Slobin (1997) whose work focused on the cognitive patterns acquired through the mother tongue at an early age. Investigations lead to the claim that language development plays a very important role in the construction of non-linguistic concepts like, space, time and objects classification. As quoted in (Hall 2002:61):

*the mother tongue shapes the cognitive organization and perception by making children filtering incoming information, leading children to, pay more or less attention to different aspects of reality, which therefore become more or less silent and available in every day functioning.*

(Hickmann, 2001: 113)

Adding to this, when describing the role language plays in the cognitive development, (Hall, 2002:61) referred to (Slobin, 1997:91) who noted that the language or “*languages that we learn in childhood are more mental coding systems of an objective reality. Rather, each one is a subjective orientation to the world of human experience*”. Meanwhile, Bruner (1980) mentioned to the role parents play in language acquisition and considered it as very important and not as it was defined as providing the child with data and thus joins all the ideas talked above. In short, investigations dealt with are so numerous that it is impossible to refer to them all but it is worth mentioning to that the famous cognitivists Vygotsky has elaborated his own approach when dealing with the cognitive socialization whereas Flavel detailed the metacognitive development of the child and its role in the acquisition and learning processes which is the main concern of the following study.

### 2.4. The Socio-Cognitive Development

Chomsky (1971) and Saussure (1995) are the first linguists who defined grammar as made of competence and performance, Langue and Parole respectively. They considered that learning a language is not limited in internalizing rules that allow the user to speak about the present and the past but also to know how, when and with whom to use them. Chomsky divided grammar in competence and performance whereas De Saussure in langue and parole: rules and their correct realization in real life situation. In short, they have included the social function of language.

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### 2.4.1. Language as a Social Behaviour

In the XVIII century, Frederick II King of Prussia (12) tried to identify the original language. He thought that if the child was not provided with language at birth, he would produce the original one used as means of communication on earth that is according to him neither Hebrew nor Latin. The king ordered to take new born infants in both sexes, to prepare a nice room for them , to feed them when being needed, to clean them regularly but to neither speak to them nor to show them any affective behaviour like a kiss, a hug or a smile.

As a result, all infants died one after one even before reaching speech age. According to Dodson (2009), children died for they lacked language not as a group of words but all the warm, affection and love words carry. Dodson also described the works of Hallow (1960) who declared that the child needs affection through physical contact. He believes that the baby is unable to understand that his parents love him but hugs, kisses, songs a feeling of security is given. The child does no more feel that he is alone and all this is transmitted through the mother tongue.

Dodson showed that Hallow focused his works on observing baby monkeys fed by dolls equipped with nipples and bottles of milk. Despite the fact that these monkeys were very well fed and cleaned, they lacked the warm of a physical contact since their mothers were absents. The result was that those monkeys grew up but were not adapted to the social life among the members of their community, developed autism, had no interest in sex and their behaviour was strange and violent similar to that of human beings who suffer from madness.

However, Dodson made the same observations among abandoned children brought up in orphanages or other institutions where parents are absent. In short, those children do not lack food or materialistic needs but since workers do not have enough time to take care of them correctly and communicate with each one of them, the consequence is that all of them suffer to some extent from psychological disorders and troubles. On the other hand, Dodson made reference to Piaget who considered that the more the child hears and sees the more he is eager to see and hear and also shed light on the works of Dennis (1960) undertaken in three different orphanages in Tehran.

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Dennis noticed that in the first institution most of the infants came before one month and spent almost all the day in sleeping in their beds that may seem to be a natural thing for new born infants (13). When they reached three, they were transferred to another institution similar to the first one. Dennis noticed that less than half of children were not able to sit alone till between one and two years old, whereas no one walks on his own before three although, normally, children sit around nine months and walk around fifteen months. On the other hand, in the same orphanage half of two years old children were not able to relay on a chair or a table to stand up and less than 10% were able to walk alone.

Dennis carried on his investigations and went to an orphanage in Bayreuth where he took a group of children aged between seven months and one year in both sexes. No one of them was able to sit. Dennis started to stimulate their sensori- motor system (14). As a result, despite the fact that the new situation took only one hour each day, which seems a very short period, the progress was very well noticed; children started to sit alone even in their beds without any help. They also started to be very enthusiastic to use toys in various activities things they were not able to do before.

In this respect, Dodson considered that there were some similarities thanks to observations made about children whose parents belong to very poor families and those of low social classes as compared to middle and upper classes children. It was noticed that middle class children are more intelligent; their intellectual capacities are more developed and possess more knowledge when they are three or four as compared to lower social classes' children. Dodson linked this to the fact that the intellectual and the sensorial stimulus is more developed even at a very early age in middle and upper class children for they have more toys and different materials at hand. Moreover, parents provide children with more information since they went to school and were eager to communicate and play with them.

In short, the more stimulation is higher and communication bigger the better the child develops his cognitive capacities and becomes more intelligent. According to Dodson, the scientific investigation shows that each child is born with a maximal potential of intelligence that he is able to reach. However, this maximal potential is determined by the genetic heritage and its achievement is reached through affection,

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toys and different materials, communication and mainly language. In the light of what has been said above, the mother tongue enables the child to get his needs since it contributes to his sensory-motor and intellectual development as well as his intelligence. Moreover, the socio cultural and moral values are all introduced and acquired through this language that becomes the element through which the personality and the behaviour is shaped.

Among the scientists who tried to analyze language acquisition is Piaget, a psychologist who associated this process to the emotional and the psychological development of the child. Piaget believed that language acquisition goes through two main steps: The former is the “egocentric speech” also named “running communication”. Piaget considered that under the age of six the child thinks that he is the centre of the world and that everything turns around him. He speaks according to his own point of view and is incapable of taking any other’s opinion. In fact, it is the parents’ role to understand and interpret his more or less distorted speech and guess what he needs. According to Piaget, this perpetual surrounding makes the child feel that his thought can be read by people around him and mainly his family (15).

Egocentric feeling provides the child with a strong feeling of superiority clearly expressed in the language he uses; Piaget named the egocentric speech. This egocentric speech is not used only for communicative purposes but according to Piaget, the child uses it to comment his own actions or to congratulate himself widely used when he plays alone or with his friends. This egocentric speech is also noticed when the child speaks to himself when being alone that is what Piaget calls the monologue which objective is to reinforce and help the realization of the actions achieved.

On the other hand, the more the child grows up the more his egocentric speech tends to disappear and is step by step replaced by a socialized one for he is more involved in his social life that makes him acquire social values clearly reflected in his speech. As a matter of fact, the child becomes aware that he belongs to a group; he has to respect its rules in order to be part of it. This is what Piaget called socialized speech as stated in the following quotation:

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*Piaget regards the gradual disappearance of the running commentary as a gradual consequence of a child's involved ability to internalize his listener, to escape from the limitation of his own point of view; egocentric speech, is according to Piaget, gradually replaced by a more natural form, socialized speech.*

*(Britton, 1970:59)*

It is noticed that children are very curious and want to explore the world they live in. As described in Britton, according to Piaget (1978), the child learns through hands on experience in order to discover his environment. The child learns from real life situations which enable him to communicate with the society he lives in. Piaget (1978) considered that language for the child is not a means of communication but has a semiotic function considered as a support of his thought. This approach is not limited to language acquisition; Piaget widened it to the schooling process where he proposed learning through experience and manipulation of materials.

Piaget's approach raised many interest and contradictions and among those who criticized it is Vygotsky. The Russian psychologist born in 1896 investigated the child's language acquisition and his learning process. In Britton (1970), Vygotsky reacted against Piaget's egocentric speech that disappears though time in order to be replaced by a socialized speech. He, rather, considered that even if the child ceased to count with his fingers he carried on doing it by adding in his head. On the contrary, this approach suggests that the child learns from his social context, from the group he is growing in and acquires the language used around him. He asserts that it is the social speech which develops in monologue and assists the organisation of the child's experience.

Obviously, the child often speaks alone when playing games or imitating others mainly his parents and teachers. This linguistic behaviour was named the monologue. Vygotsky believed that this monologue does not disappear when the child grows up, rather than this it is internalized and transformed into inner speech. The latter carries on supporting the child's activities in accordance with certain logic since even an old person may talk alone with a very low voice. Inner speech is thinking words rather than verbalizing them as stated by Vygotsky (1962) and quoted in (Britton, 1970: 64) argued that '*Inner speech is to large extent thinking in pure meaning. It is a*

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*dynamic, shifting, unstable thing, fluting between word and thought, the two more or less stable, more or less firmly delineated components of verbal thought’.*

In short, Vygotsky considered the family, the social background, as being the basic support for any language acquisition. According to Oacks (1988), Vygotsky disagreed with Piaget who considered that the child at a young age uses egocentric speech. However, he considered that the child starts using, right from the beginning, a socialized speech although he is egocentric. In fact, the child develops in a social group, acquires a socialized behaviour essential for his integration and uses the language used around him; for this reason despite his egocentric attitude he uses a socialized language.

Adding to this, Klein (1996) agreed with Vygotsky and asserted that language acquisition accesses through everyday communication with the environment and that the sounds of the language are embedded in correct situation and context. Indeed, linguistic structures and rules are meaningless without a social context where they are used. What is noticed from these two approaches is that even if they disagree on the steps the child follows to acquire the mother tongue, they at least agree on one important parameter: the use of the socialized speech.

On the other hand, Halliday (1975) joined Vygotsky and many others who linked the process of acquiring language to acquiring culture since according to them both are mutually constitutive. Moreover, Halliday considered language to be a quite important cultural tool, an embodiment of the social system of meanings that allows knowledge, practice, beliefs and values of their culture. In short, language is culture before being grammar as defined bellow:

*In learning language the child’s task is to construct the system of meanings that represents his own model of social reality. This process takes place inside his own head; it is a cognitive process. But it takes place in contexts of social interaction, and there is no way it can take place except in these contexts. As well as being a cognitive process, the learning of the mother tongue is also an interactive process...The social context is therefore not so much an external condition of the learning of meanings as a generator of the meanings that are learnt.*

*(Halliday,1975:140)*

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In this respect, Ochs (1996), as described in Hall (2002), asserted that the acquisition of language and that of social and cultural competence were not developmentally independent processes as quoted in (Hall, 2002: 55):

*rather the two processes are intertwined from the moment the child enters socially (at birth, in the womb, or at whatever point local philosophy defines as 'entering society')...each process paves the way to the others so that the child acquires how to live in the society through understanding signs that are parts of his social experience*

(Ochs, 1996: 407)

The acquisition of these norms shows the importance the mother tongue has in the socialization of the child. Our main concern in the following step is to show how when acquiring language the child acquires social and cultural norms. Indeed, when the child acquires his mother tongue, he is, in fact, learning the social elements that make him part of the society he lives in. Hall described the works of Wittgenstein (1963), Edwards (1995), Luckmann (1995) and Shotter (1996) where they all agree that through communicative activities and games (16), the child develops his own experience of the world and thus constitutes a dynamic and vital form of life. This leads to the idea that contact and the social insertion are very important in the cognitive development of the child as its referred to in (Hall, 2002: 9) when quoting (Halliday, 1973:49) who defined "*language as social action, language is considered to be first and foremost a socio-cultural resource constituted by a 'range possibilities, and a pen ended set of options in behaviour that are available to the individual in the existence as social man'*".

Accordingly, language is a social element that plays a great role in shaping the behaviour and thinking of people, whereas the grammar furnishes socio-cultural elements that permit the integration of the child in his environment. Corder (1985) referred to the work of Chomsky (1976) who divided language acquisition and mainly grammar into two main parameters. He considers that the constant exposure to the mother tongue makes the child acquiring a language system that allows him to combine words in order to make semantically and syntactically correct sentences Chomsky names competence.



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However, being able to make semantically correct sentences does not mean that the communication is correct. Thus it is very important for a native speaker to know where, how and when to use the appropriate form that he refers to as performance. That is to say, competence is not enough. In this respect, Hall links understanding language to that of social norms. On the other hand, in order to succeed in a communication it is important to know which form to use to convey a message in the appropriate socio-cultural situation.

Moreover, Allen and Corder (1985) believed that if the child acquires his mother tongue, in fact, he internalizes a system of rules that related sounds and meanings in a particular way, and this process generates language in its abstract sense that is not enough. By the same token, Allen and Corder referred to Jakobson (1953) who put six criteria for the success of any communication that are as follows: 1 participants, 2 channels, 3 code, 4 setting, 5 message, 6 topic. These six criteria are called communicative events known by native speakers and transmitted from one generation to another. This cultural heritage is typical to each society and is widely used when communicating as declared in (Hall, 2002:12) the following statement.

*There are no 'neutral' words and forms- words and forms that belong to no one; language has been completely taken over, shot through with intentions and accents. For any individual consciousness living in it, language is not an abstract system of normative forms but rather a concrete heteroglot conception of the world. All words have the 'taste' of profession, a genre, a tendency, a party, a particular work, a particular person, a generation, an age group, the day and hour. Each word tastes of the context and contexts in which it has lived its socially charged life; all words and forms are populated by intention.*

(Bakhtin, 1981: 293)

In the light of what has been said above, it is widely noticed that the first language acquisition is a very basic element of his cognitive development. It is not enough to produce a grammatical utterance if it could not decide which utterance should be connected to such a context otherwise, it would remain speechless. In fact, in order to respect all these parameters, the child acquires his culture and identity through his mother tongue. Indeed, when the child is born, he lives in a family that may be rich or poor, from low, middle or high class, Muslim, Christian or Jews, in Africa or

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America and each society has its own cultural characteristics including moral, traditional, geographical and linguistic parameters. When they are all gathered they shape the identity of the human being transmitted through the mother tongue as stated in (Hall, 2002:46)

*In this view, while language is a socio-historical product, language is also an instrument for forming and transforming social order. Interlocutors actively use language as semiotic tool (Vygotsky, 1978) to either reproduce social forms and meanings or produce novel ones. In reproducing historically accomplished structures. Interlocutors may use conversational forms in conversational ways to constitute the local social situation.*

(Ochs, 1996:416)

As an illustration, Ochs considered that conventional forms are part of the cultural background and the identity of interlocutors. Besides, speakers do not necessarily repeat the language they have internalized, they very often create new words and communicate with existing forms in innovative ways. (Ochs, 1996:416) declared that when innovating “*interlocutors wield language to (re) constitute their interlocutory environment. Every social interaction in this sense has the potential for both cultural persistence and change, and past and future are manifest in the interactional present*”.

Ochs and her followers as well as Hymes, Hall and many other researchers linked language to the social context that starts at home with the family and when the infant grows up; it widens to the society as a whole for through time the child is more involved in the social activities. Yet, the family is the first child’s contact, thanks to the caretaker who introduces not only the moral values but also gives him the needed love and affection necessary to his development. When communicating, there is a physical interaction through a smile, cry, laugh...and each one of them expresses an emotional behaviour. According to Mallet et al, (2003), the family is the main element that shapes the psychological development of the child and any troubles at school age is always linked to home and the socio- affective development as declared in what follows:

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*A main concern ... is the emotional and behavioural underpinning of language....speech is more than saying words, it expresses and represents emotional states, and it manipulates listeners. Emotional aspects of speech are represented as psychological correlates meaning. Activating word's meaning activates its behavioural and emotional components.*

*(Jay, 2002:398)*

In the light of this quotation, Jay showed that when interacting, words do not convey only a meaning but give information about the emotional state of the speaker; he also declared that the emotional behaviour is a very important element in the socio-cognitive development of the child for it is through language that the psychological state is achieved.

### 2.4.2 Language and the Psychological Development

The emotional development of the child is deeply linked to that of language, both essential to the progression of his cognitive abilities. According to the works of Lautrey (1980), as described in Mallet et al, (2007) children who belong to families that use flexible rule adapted to the context, have a more and more accelerated cognitive development as compared to the rigid or neglectful systems. That is to say the emotional aspect plays a great role for the future life of the child. In order to understand the way the emotional aspect develops through language, (Jay, 2002: 399) put that this process moves through three main steps.

- Embodiment: developmentally pre-linguistic children cannot represent the world abstractly; they rely on gestual behaviour representations. Lexical development allows the child to store experiences in the world in the form of verbal symbols. From childhood through adulthood, embodiment is ongoing as new learning creates memories of experience on daily basis.
- Emergence: view of language development (Mac wHinney, 1999). According to the emergence view of language, the social and physical interactions generate the comprehension and the creation of speech related to the objects and actions as well as social roles. That is to say, the child produces his own language since its structures emerge and are embodied through words in different kinds of communication.

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-Perspective taking: the listeners understand the sentence taking the speaker's perspective of the scene to make sense of what is happening in the utterance. Language comprehension and production are embodied processes which purpose is to convey embodied meaning. Whereas the extent to which a sentence is understood is a function of our ability to assume a perspective from which the action is achieved.

The three steps cited above are the basic elements that contribute to the elaboration of emotional components. What is clearly shown is that there is a strong and obvious mutual link between the cognitive development and the emotional one, for each one develops the other. Moreover, Lehall and Mellier, (2007) argued that the emotional experiment started as a reaction to the nervous system and its process is a response to a stimulus. Besides, Lehall and Mellier, (2007) described the work of Denham (1998) who divided the emotional development of the child in two main parts. The former, is that for the child emotions precedes cognition, since from the early childhood his responses are emotional and step by step they start to be under the cognitive control. The latter, is that cognitive behaviour precedes the emotional expression. This attitude starts when the child becomes able to shape the experiment he acquires from his environment and analyses them.

Denham bases his description on the works of the neurophysiologist Ledoux (1993) who demonstrated that in our brain there are two zones responsible of emotions. Both of them are present right from birth, yet the cognitive-emotional system starts to be functional after six months whereas the automatic treatment system under cortex (17) is functional from the start.

Adding to all this, Lehall and Mellier(2005) carried on their investigations and referred this time to the works of Fridja (1993) who stated that the cognitive abilities of the child were the major elements that shaped the emotional experiment. In other words, emotional experiments are mainly elaborated by cognition like the way the environment is perceived. The cognitive behaviour, according to Fridja, is the main cause that generates the emotional response. The generative element and the reason are not always the same for the reason does not necessarily correspond to the conscious evolution of the situation.

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Accordingly Jay (2002), referred to the work of Damasio (1994) who focused on the fact that speech can not be de-emotionalized and de-contextualized for both the social milieu and emotions are essential to language acquisition. Damasio shares this idea with Pinker and both agree that it is impossible to separate between the intellectual abilities and the emotional ones since speech causes emotional reactions and allows us to give a body to our feelings and emotions as well as desires and hopes as argued below:

*Emotional aspects of sentence production, such as stress, intensity, intonation and rhythm are not considered part of the paradigm. These feature express emotions without being verbally coded. Linguists considered suprasegmental aspects of speaking as the 'music' that comes without words. Following on this figure, the music, the stress, the rhythm, the pitch and the loudness of language are all embodied representations that create emotional meaning. These aspects of the message, when we comprehend what people say, we comprehend how they say it.*

(Jay, 2002: 408)

Jay, in his quotation, showed the mutual influence between language and emotions and illustrated with the example given by Pallio (1974) who used the word 'communism'. This word evokes bad emotions and is generally linked to bad ideas, for this reason people react negatively when hearing it. The same reaction is noticed with words like 'pain', and 'disease' whereas positive connotative meaning is expressed with words like 'love', 'nice' and 'sweet'. From these two examples, it is noticed that emotions guide cognition and cognition guides emotions. Thus, these two parameters can never be dissociated from each other because each of them generates language.

In order to summarize all the ideas cited above, Jay divided this process into two main steps. First of all, the verbal code that he considered dominant in our conscious state in controlling our behaviour and attitude. It also has the ability to activate imaginary, emotions and actions, and has various kinds of representations of the body. Meanwhile, the non verbal system has symbolic representations, that is to say images are very important in the current discussion because the hearer may guess the meaning. Adding to this, symbolic representations are also a means of expressing oneself like dancing, playing sports, jumping when being happy..., that help to

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distinguish when changes in facial expressions and body movements like ‘V’ with two fingers that means freedom and victory.

In fact, both verbal and non verbal codes are means of communication that links language to emotions as already described. According to Pinker (1996), intelligent behaviour and successful communication are guided by emotions since they shape decision making. However, language expresses both positive and negative emotions as argued below:

*Emotions play two roles in the theory of language. On the other hand, they are an aspect of a world’s meaning; on the other hand, they are important in the achievement of pragmatic goals of speech we use language to manipulate others. The manipulative intentions are what Pinker would describe as communication goals and sub goals, which always include an emotional component.*

*(Jay, 2002:419)*

In the light of what has been said above, cognitivists and psychologists agree that language acquisition is a whole process easy and difficult at the same time. Easy for it is subconscious process achieved effortlessly and difficult for it is a matter of learning syntax and semantics; it is rather the process of internalizing a linguistic system and the social, historical and moral norms at the same time. Moreover, when acquiring his mother tongue the child develops his cognitive capacities thanks to the linguistic and the emotional stimulus that he uses to generate language.

In short, language production involves all the parameters given in details above, the child has to use and respect the forms for the success of his communications. Thus, one may say that the mother tongue has a decisive role in the child’s development; it shapes his thought and personality, teaches him his origins, moral values and contributes to his psychological behaviour. In sum, it vehicles the socialization process and cognitive development that cannot be achieved without metacognitive capacities defined as being different from intelligence.

### 2.5. Metacognitive Development of the Child

Modern psychology deeply believes that the learning process, whether inside or outside the classroom, reaches its goal and be successful only if the child is involved in

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its development. He is considered to be the principle actor of his own metacognitive development that plays an important role in all his future mental and intellectual abilities by making connections between what he knows and what he is going to learn as well as the use of the different data he has in solving a situation.

### 2.5.1 Language and Metacognition

Metacognition is the analysis made by the learner of his own intellectual activities. For instance, as described by Larkin (2010), at the beginning when the child starts to read he focuses on linking sounds to make words and words to make sentences. He also tries to respect the correct grammatical structure in order to keep the real meaning of the sentence. However, this situation is reduced through time for the process becomes more systematic and spontaneous. Generating language is a process that needs a whole linguistic ability as described by (Larkin, 2010: 7) who considered that: “ *In order to model metacognition we need a language which involves what are called mental state words, e.g. “know”, “think”, “guess”, “remember”*”. On the other hand, the investigations of Lockl et al, (2006), as shown in (Larkin, 2010: 8), described the progressive process of metacognition that links different mental abilities developed through time as argued below:

*Metacognitive knowledge is described as the stored knowledge about one’s own cognitive states, about others’ cognitive states or about the nature of cognition in general. Metacognitive knowledge also refers to an understanding of how different factors may interact to influence our thinking.*

*(Larkin, 2010: 8)*

Accordingly, among the most famous scientists who focused his investigation on metacognition is Flavel (1979) who described the process of reflecting our thinking and how thinking enables us to reach goals and solve problems. Flavel and his colleague Brown (1970) named this mental state metacognition. In their approach, they raised the interest of many researchers and opened the view to further investigations and results are clearly noticed in the educational reforms and classrooms all over the world as quoted in (Larkin, 1970:3)

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*It is at least conceivable that the ideas currently brewing in this area could someday be parlayed into a method of teaching children (and adults) to make wise and thoughtful life decisions as well as to comprehend and learn better in formal educational settings.*

*(Flavel, 1979: 910)*

Flavel deeply believed that it is very important to understand the way cognitive abilities function separately and/or together in order to know how to make a human being learn. Moreover, he considered that metacognition makes human beings able to take wise and thoughtful life decisions for they will be more conscious of how making decisions and do not focus only on the result. Adding to this, Flavel considered that human beings are different physically and conditioned by the social background they come from; these differences in their socialization and cognitive socialization make people different in all the aspects.

As a consequence, Flavel elaborated a model that categorizes these different factors into person, task and strategy groups. In her book, (Larkin, 2010: 8-9) gave details about these various groups: the former concerns the person model categories that consist of “*our knowledge of ourselves and others as thinking beings*” for people think differently and do not share the same beliefs about thinking. Adding to this, (Larkin, 2010: 8-9) added that people have different competence since some of them are good in some tasks whereas others are not for “*an understanding of how cognitive processes such as attention, concentration and remembering affect performance*”.

However, person groups are not the unique parameter that should be explored since the second model is as important as the first one. On the other hand, the tasks categories concerns our knowledge about the task whether it has already been performed or not, if information about similar situation or the task itself is available or not that will determine the degree of ability to succeed in doing it. In this respect Flavel (1979) made a distinction between:

*cognitive strategies which are directly related to doing the task itself and metacognitive strategies which are geared towards monitoring progress on the task and providing new strategies or new ways of thinking about the task in order to make progress.*

*(Larkin, 2010: 9)*



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In order to shed more light on this situation, Flavel illustrated with a learner preparing for an exam. He considered that these metacognitive strategies may be developed when the learner tests the information he possesses on his own before being in the exam. The learner may also take notes and make a dissertation where he gathers the data he collects throughout lectures that makes his cognitive abilities develop since he does not only rely on rote learning. In fact, the learner develops his strategies that focus more on analysis and synthesis rather than on memorizing.

Accordingly, all these metacognitive strategies are described by Flavel as a conscious process that developed through time and generated an ability to solve new situations thanks to the stored metacognitive knowledge that had already been developed when being confronted to a similar situation for example, as stated in (Larkin, 2009: 9), “*remembering a strategy you used to solve a similar problem or they may be more emotional, for instance a feeling that you are stuck on a part of the problem*”. Nevertheless, a new experience does not necessarily concern a learning situation; it may spread to various ones in different contexts as argued bellow:

*in situations that stimulate a lot of careful, highly conscious thinking; in a job or school task that expressly demands that kind of thinking; in novel roles or situations, where every major step you take requires planning beforehand and evaluation afterwards, where decisions and actions are at once weighty and risky; where high affective arousal or other inhibitors of reflective thinking are absent.*

*Flavel (1979: 908)*

Besides, investigations undertaken by Borkowski (1996) showed that metacognitive knowledge had an impact on self-esteem and motivation. He believed that when the child develops his metacognitive strategies, he acquired metacognitive knowledge at the same time. As a result, he becomes not only able to solve situations he was confronted to but also to think correctly and thus his motivation got higher and faith in his abilities too.

Moreover, Borkowski considered that a successful learning was mainly based on the metacognitive capacities of the learner. He considered that at the beginning, the child is not really aware of the learning strategies to develop, however, through practice in different situations; he learns how to deal with different experiences he is confronted

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to. Then, step by step, the child becomes aware of the learning strategies that he starts to use in various settings which enable him to build a metacognitive knowledge about himself as a learner that widens each day.

On the other hand, in his work, Borkowski showed a reciprocal relationship between the child's ability to use these strategies in successful learning and the development of his self-esteem. In short, this investigation showed the great role the metacognitive development has in the building of the personality of the child as well as that of his intellectual and mental capacities. This field of studies raises the interest of many investigators who try to dig more in it in order to have a better understanding of the way the human mind functions.

By the same token, metacognitive sciences are used mainly in the learning process for a good understanding of the child's abilities and given a better chance to identify the best way to teach the learner no matter his age, knowledge, since each topic has its own approach. As an illustration, learning reading comprehension is different from that of oral expression that is not like mathematics and natural sciences that is why each one of them is concerned with its own metacognitive parameters that should be involved in the learning situations.

### **2.5.2 The Role of Metacognition in Learning**

The main concern of this study is to identify the various metacognitive strategies used in the learning of different topics. However, this work focuses on the learning process at the primary school in Algeria that is why it is more concerned with the metacognition of language skills as well as some other topics introduced at this level. At six, the child starts to go to the first year of the primary school that makes the starting point of a whole process. Indeed, the main concern of teachers in this first year is to make the child able to identify consonants and vowels, combine them into words and read them correctly that is why teachers focus on teaching language skills (18). The child is, then, introduced to short texts through which the target language is taught.

Reading a text involves many processes at the same time for the child should identify the sounds that make words and themselves form sentences in order to understand the meaning of the text. All these steps are realized at the same time, for this

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reason children have difficulties in identifying letters at the beginning and step by step through practice they develop reading as well as metacognitive strategies that enable them to perform this task correctly.

On the other hand, teachers assist learners in this process by giving explanations and illustrations about the text. Teachers play a great role for they make dialogues with their learners about the text that raise their interest and motivate them in giving opinions and being part of their learning process. Palinscar et al, (1984) considered that the contribution of teachers in reading, through questioning and monitoring, makes it a constructive process that develops metacognition as a whole.

As a result, this reciprocal reading makes the learners aware that reading is a whole process which uses strategies competent readers possess and through contact young readers make them all in practice. However, in order to achieve such a goal the child needs first to be able to understand and manipulate the main tool of his schooling process identified as language that is why there should be language continuum. In other words, the child should be taught how to read and write what he already speaks. Yet, this is not the case in Algeria where the language used at school as named by Dourari (1995) l'arabe scolaire (henceforth A. S.) is different at different levels from the local variety used at home.

Nevertheless, it is worth mentioning that the local variety of almost one third of Algerians is Berber; a language that differs totally from Arabic. The preceding chapter was devoted this linguistic situation that may be one of the main causes of school failure in our country. The newly introduced variety is used in the classroom not only for reading but also for writing and the child is asked to make sentences orally and to write them later that may seem very hard task for him.

Indeed, introducing a young child to the written form of a language is not an easy task. This process makes the child in touch with the various consonants and vowels as well as the phonological system of the language taught. In the case of the Algerian school, the situation is difficult to some extent for the Berber community does not speak the Algerian Spoken Arabic (henceforth ASA) at home, whereas in the rural areas, it is the unique language used unlike in cities its use is associated to that of French. On the other hand, as already mentioned the linguistic gap between ASA and AS is widely

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noticed, for this reason when the child goes to school he finds difficulties in understanding and dealing with the new variety.

As a consequence, the whole learning process is affected, since learning to write is one of the basic four skills that are necessary for any language learning, and its learning is linked to the others as declared in the following quotation:

*Writing is closely allied with reading. Reading provides us with models for writing and writers need to read their work with a regard to audience, genre, meaning, grammatical errors etc. However, writing also includes the difficult motor skills of being able to hold a pencil; to write in the appropriate direction for reading; to be able to stay on the lines or to produce text with some semblance of a straight line; to be able to judge space and how much text will fit on a line.*

*(Larkin, 2010: 74)*

Accordingly, this process involves a mental and physical coordination that makes the task more complicated even for an adult who has already mastered all the language system he uses in its both spoken and the written forms. So, what about children? In an attempt to shed light and to understand this phenomenon, researchers among them Yaden et al, (1984) focused their investigations on the first year of the primary school where the child was taught the written form of the language for the first time. As a result, they noticed that it is impossible to make a distinction between reading and writing for they are two complementary tasks that go hand in hand and develop each other.

Accordingly, Yaden et al, considered that around five and six years old the child saw no difference in writing and drawing and associates the forms of consonants to the different shapes he knows. On the other hand, when Yaden et al, asked questions about an adult's notion of writing a text; the child most of the time answered by making reference to drawing. At this age, the child does not make the difference between writing a text and a letter as well as writing numbers even if they are able to identify them and between writing and other activities where a pencil is used. Being confused at this age is very normal for the metacognitive development is at the beginning for this reason the more the child grows up the more his capacities are better that makes his performances higher. Meanwhile, more practice makes the child develop the

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metalinguistic knowledge that is very important in the development of language as argued in the next statement:

*In writing, as in reading, children need to develop metalinguistic knowledge, that is, knowledge of how language works; knowledge of sentence structure; grammar, punctuation, spelling; and knowledge of different written forms. As Gombert (1993) suggests, metalinguistic knowledge is different from other kinds of metacognition because its object is not another cognitive activity, such as memory or attention, but language itself.*

*(Larkin, 2010:77)*

In this respect, metalinguistic knowledge helps in developing writing skills yet it is not enough for the metacognitive development is necessary for any learning process including that of language. (Larkin, 2010: 76) described the theory of Representational Redescription elaborated by Karmiloff-Smith (1992) where she explained how knowledge was represented at different metacognitive levels and how it become more specific the more the child grows up his abilities progresses. That is to say, this process goes through two main axes: diachronic that goes through time and synchronic for each step is an important element in this development.

For this reason Karmiloff-Smith, in (Larkin, 2010:76), considered that the evolution of knowledge goes through three main levels: the initial phase is that “*of data driven learning leads to a “behavioural mastery” in a particular domain*”; the second phase “*which is internally driven, involves a “redescription” of the initial representations*”; meanwhile, the third phase “*is a connection between the internal representations and external data again*”. This theory, according to metacognitivists, is very important for it sheds light on the development of metacognition and at the same time on understanding that of writing since it considers that it is only at the second and third levels that the mental representations are available to consciousness.

In short, in her investigation, (Larkin, 2010:76) showed the distinction made between ‘*what can be verbally reported, i.e. knowledge at the third level, and knowledge which may be available to consciousness but cannot be verbally stated, i.e. knowledge at the second level*’. In reading and writing, young children may possess specific knowledge that allows them to produce language yet they can give neither an

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oral body nor written one to it. It is only when knowledge reaches the third level that such an achievement will be possible as noted in the next quotation:

*Only when the knowledge is “redescribed” at the third level are children both conscious of this knowledge and able to describe it. It is this third level that we refer to as metacognitive, but Karmiloff-Smith is also saying that level two representations are available to consciousness so that the reliance on verbal reports for metacognition may be underestimating children’s metacognitive awareness.*

*(Larkin, 2010:76)*

In other terms, expressing oneself is not limited to words, it may be realized through drawings and music; yet the most common means of communication is language used most of the time in its oral form. On the other hand, in order to be able to write, the child needs certain metacognitive awareness that enables him to make a bridge between the knowledge he does not verbalize and be able to verbalize it. This makes reference to the theory of Vygotsky where he considers that inner speech is thinking in pure meaning and the speaker gives it a body through words taking into consideration many socio-cultural parameters.

Accordingly, Pinker, as already mentioned, also raised the idea of the mentalese that is verbalized by the speaker in order to communicate his ideas. However, in order to reach such ability, the child needs his metacognitive abilities that enable him to gather his ideas and make coherent speech. Before going to school a normal child is able to speak correctly his mother tongue. He uses it to describe a situation, to communicate his opinions and ideas, to tell a story “narration” as well as to tell a lie and sometimes to invent his own story. In short, before six the child has already developed his metacognitive strategies in the oral form of his mother tongue.

In Algeria, when the child goes to school, he is introduced to variety of language that differs to a large extent from his mother tongue so how is it possible for him to use his metacognitive abilities to learn other topics like arithmetics and history if he does not possess the available data ‘language’ to organize his thought and answer a question he generally does not understand? Adding to this, when language, the means of instruction, becomes itself problematic for the child it reduces his motivation at an age

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where he is eager to learn and ready to make experiences and any loss at this age will never be regained after.

Moreover, in our schools the linguistic handicap influences not only the learning process but also the outcome of a whole life. In this respect, Bruer (1997) believed that the early childhood is a great opportunity for educators to provide children with big rate of knowledge including a wide range of subjects from music to science, language, history, mathematics...In his work, he showed that if educators miss opportunities to teach children at an early age this will affect their cognitive development and thus their intellectual abilities in the future life.

As a consequence, when the schooling process is affected by an inability to master the linguistic tool through which the whole data collection is achieved; it leads to problems of understanding and thus to a school failure. This last is always linked to intelligence and parent always complain by saying that their children are intelligent but lazy. However, if there are problems at the metacognitive level, it affects that of intelligence for as declared by (Larkin, 2010:160) *“The development of the conceptualization of metacognition is connected to developments in theories of intelligence”*.

In short, the mental development includes many parameters that have a mutual influence. The cognitive and the metacognitive development as well as that of conception and intelligence all go hand in hand and the main element that contributes directly to their prosperity is school. It is not only an educational institution but above all a social one that plays a great role, to the socialization process of the child as declared bellow:

*In addition, other studies have shown that environmental conditions are crucial for the development of sensory systems, motor skills and language and also that the plasticity of the brain means that it can overcome some environmental or biological disadvantage. The conditions needed for children to develop these faculties are present in normal social environments and not dependent on particular teaching and learning materials or practices. Only if children are subject to sustained abuse is this development likely to be affected*

*(Larkin, 2010:159)*

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In sum, school is the common place where all children go at a certain age and where they spend many years; they start at six and leave at eighteen for in Algeria it is compulsory till the final exam of the secondary school. However, during this long period, many things take place that is why sociologists consider it as the most important phase of the socialization process whereas psycholinguists believe that it contribute to a large extent in shaping and developing thought as well as conceptualization that is why many scientists among them Bruner investigated in this field, as already described in chapter one, and developed his theory of the ways a successful learning process is achieved,

As already mentioned in Algeria, the process of Arabization has been undertaken for political reasons even at school. Besides, the linguistic situation in our country also involves the Berber community whose mother tongue is one of the several of Berber varieties. However, the learning process that starts at six is undertaken in AS that does not correspond to the sociocultural background of the child. The aim of the next chapter is to highlight the psycholinguistic development and the role the mother tongue plays in the success of the learning process.

### **2.6. Conclusion**

This chapter has been devoted to the analysis of the intellectual and mental development of the child. It aims at studying the cognitive, socio-cognitive as well as metacognitive capacities, thought and intelligence the way they evolve in order to reach high levels and contribute in the socialization and learning processes. Besides, the study highlights the role the socio-cultural background, emotions and language play in the development of the child's learning process that should not be dissociated from his social background for school is an important step in the socialization process. When the child reaches school age he has already internalized the socio-cultural parameters that shape his personality; this should be the starting point of any academic learning as it will be defined in the chapter three.



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### Chapter NOTES

1- Dr. Andrew N. Meltzoff is an internationally renowned expert on infant and child development. His discoveries about infant imitation have revolutionized our understanding of early cognition, personality, and brain development. His research on social-emotional development and children's understanding of other people has helped shape policy and practice. He is the co-author of two books about early learning and the brain: *The Scientist in the Crib: What Early Learning Tells Us about the Mind* (Morrow Press, 2000) and *Words, Thoughts and Theories* (MIT Press, 1997). He is also co-editor of *The Imitative Mind: Development, Evolution and Brain Bases* (Cambridge University Press, 2002), a unique, multidisciplinary volume combining brain science, evolutionary theory, and developmental psychology. (<http://ilabs.uw.edu/institute-faculty/bio/i-labs-andrew-n-meltzoff-phd>)

2- Autism is a developmental disorder that appears in the first 3 years of life, and affects the brain's normal development of social and communication skills. Autism is a physical condition linked to abnormal biology and chemistry in the brain. The exact causes of these abnormalities remain unknown, but this is a very active area of research. There are probably a combination of factors that lead to autism. Genetic factors seem to be important. For example, identical twins are much more likely than fraternal twins or siblings to both have autism. Similarly, language abnormalities are more common in relatives of autistic children. Chromosomal abnormalities and other nervous system (neurological) problems are also more common in families with autism.

3- Synapse is the point where conjunction is made between two neurones. (Elimam, 2006: 26).

4- Broca area is found in the left hemisphere and responsible of language production. (Elimam, 2006: 24).

5- Werneick area is found in the left hemisphere and responsible of language coherence. (Elimam, 2006: 24).

6- Working memory (short term memory) is a system for temporarily storing and managing the information required to carry out complex cognitive tasks such as

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learning, reasoning, and comprehension. Working memory is involved in the selection, initiation, and termination of information-processing functions such as encoding, storing, and retrieving data. One test of working memory is memory span, the number of items, usually words or numbers that a person can hold onto and recall. In a typical test of memory span, an examiner reads a list of random numbers aloud at about the rate of one number per second. At the end of a sequence, the person being tested is asked to recall the items in order. The average memory's span for normal adults is 7 items. (<http://www.medterms.com/script/main/art.asp?articlekey=7143>)

7- Long-term memory: A system for permanently storing, managing, and retrieving information for later use. Items of information stored as long-term memory may be available for a lifetime. (<http://www.medterms.com/script/main/art.asp?articlekey=15299>)

8- Born in Barcelona (Spain) in 1936, Jacques Mehler is an influential cognitive psychologist specializing in language acquisition. Mehler studied in the 1960s at Harvard University, at the time of the *cognitive revolution*, where he worked with George A. Miller. Emeritus at the École des Hautes Études en Sciences Sociales, where he directed the Laboratoire de Sciences Cognitives et Psycholinguistique (LSCP) he is currently the head of the *Language, Cognition and Development lab* at the International School for Advanced Studies (SISSA) in Trieste (Italy). He was editor in chief of the journal *Cognition* until 2007. In 2001, Mehler was elected a foreign honorary member of the American Academy of Arts and Sciences, and in 2003, he was elected a Fellow of the American Association for the Advancement of Science. ([http://en.wikipedia.org/wiki/Jacques\\_Mehler](http://en.wikipedia.org/wiki/Jacques_Mehler))

9- IQ is a measure of relative intelligence determined by a standardized test. The first intelligence test was created in 1905 by Alfred Binet and Théophile Simon to determine which French school children were too “slow” to benefit from regular instruction. Binet came up with the idea of mental age when he noticed that children are increasingly able to learn difficult concepts and perform difficult tasks as they get older. Most children reach the same level of complexity at about the same time, but some children are slower reaching those levels. A 6-year-old child who can do no more than a 3-year-old has a mental age of 3. Wilhelm Stern divided the mental age by the

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chronological age to get a “Mental Quotient.” I.Q is the intelligence coefficient calculated after series of tests elaborated Alfred Binet (1905) and developed by William Stern (1912), made on the target person and the results are compared with that based on international norms. (<http://giftedkids.about.com/od/glossary/g/iq.htm>)

10- Washoe has learned a relatively large number of signs which may or may not relate to their significates in the way that some human words relate their referents. Her patterns of generalization of signs, her employment of semantic relations like actor-action- object of action suggests that she sees the world in categories rather than like human categories: there are events , objects , properties, actions, etc...in Washoe ‘s ontology as in ours. But there is no evidence that there is epistemological similarity between her language and ours. (Jay, 2002:669)

11- The aim was to use a magnet-blacked plastic counter of a variety of shapes and colours on which both the animal and the trainer could fix to the board. The training begun by establishing reference relations between each word and the non linguistic object it refers to. In order to get food, Sara had to place the counter on the board as described in Jay (2002).

12- Frederick II (1712 - 1786), from the Hohenzollern dynasty, is best known as a brilliant military campaigner and organizer of Prussian armies. He became known as Frederick the Great, interested primarily in music and philosophy and not the arts of war during his youth. He modernized the Prussian bureaucracy and civil service and promoted religious tolerance throughout his realm and patronized the arts and philosophers, and wrote flute music. ([wikipedia.org/wiki/Frederick\\_the\\_Great](http://wikipedia.org/wiki/Frederick_the_Great))

13- Infants were neither returned nor taken but cleaned each time it was needed and given a bath each two days. Even when taking milk, the bottles were leaned on their beds and from time to time when being older the caretakers gave them some other different things to eat. It was worth mentioning that they did not have toys and the environment they were living in contains no sensory-motor stimulus.

14- For an hour each day, children taken from their beds and puts in another room where each on had his own chair and were given various objects to see and manipulate. For instance, flowers, paper bags, plastic bottles, and many non dangerous

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ones from different materials. It is worth mentioning that before this experiment no one tried to play or communicate with them.

15- In order to show this egocentric attitude, Piaget (1959), as referred to in Britton (1970), gave the following example and declared that a six to seven years old child is ready to declare that he has a brother and that his brother has no brother.

16- The term social game: it is attributed to Wittgenstein (1963). He considers that language games are established conventionalized elements of communicative action. These elements are shared by members belonging to the same community and culture that embody particular definitions and meanings of possible statements, beliefs, traditions and behaviour.

17- The cerebral cortex is divided into right and left hemispheres. It encompasses about two-thirds of the brain mass and lies over and around most of the structures of the brain. It is the most highly developed part of the human brain and is responsible for thinking, perceiving, producing and understanding language. It is also the most recent structure in the history of brain evolution. Most of the actual information processing in the brain takes place in the cerebral cortex. The cerebral cortex is divided into lobes that each has a specific function. For example, there are specific areas involved in vision, hearing, touch, movement, and smell. Other areas are critical for thinking and reasoning. Although many functions, such as touch, are found in both the right and left cerebral hemispheres, some functions are found in only one cerebral hemisphere. For example, in most people, language abilities are found in the left hemisphere: [www.About.Com. Biology. Cerebral cortex](http://www.About.Com/Biology/Cerebral%20cortex)

18- Language skills are the four basic elements that should be taught to the child and that he should master; they consist of speaking, writing, listening, and reading.

## **Chapter Three**

### ***A Psycholinguistic Approach to Learning***

3.1 Introduction

3.2 Learning Language as Sociocultural Behaviour

3.3 Bruner's Learning Theory

3.4. Developing a Structure in Learning

3.5. The Constructivist Approach

3.6 Vygotsky's Approach to Socio-constructivism

3.7. Competency Based Approach in the Primary School

3.8. Importance of Motivation in the Classroom

3.9. Conclusion

Chapter Notes

## **Chapter Three: A Psycholinguistic Approach to Learning**

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### **3.1. Introduction**

The third chapter of this investigation introduces the important role school pays in the socialization process of the child. It, then, studies the various elements that contribute in a successful learning including the mother tongue, the cultural background and motivation. The next step shows how these elements influence the development of the metacognitive abilities of the child in order to be involved in the classroom. At the end, light is shed on the various approaches: structuralism and cognitivism that shape a successful learning process.

### **3.2. Learning Language as Sociocultural Behaviour**

Education is the bridge through which the child reaches his total socialization and the process whereby the child acquires the cultural elements and values that contribute to the elaboration and development of his personality that makes him part of the society he lives in. Bernstein (1970) considered this process long and develops step by step; each new situation or experience the child is confronted to enriches his knowledge and widens his scope of behaviour. He also believes that the most important element of the child's life after the family is school since it is during this period that all the physical, mental and emotional transformations are achieved.

In this respect, the sociologist Durkheim (1) (2006) believed that Man is made of two main elements totally different but deeply tied. The former, named the individual being, shaped by all the mental states linked with the events of one's personal life. Whereas, the latter holds a system of ideas, feelings and habits that generates our religious and moral beliefs as well as traditions, culture and professional behaviour that make our social being. In sum, ones' personality is determined by these two parameters and the aim of education is to develop them in order to make a normal human being. Durkheim added that the social being is not determined by a biological or genetic heritage but is elaborated by the background he lives in, starting from the close family and step by step reaches the whole society. Yet, he considered school as the most important period of this whole process.

In Algeria, the child reaches school age at six, spends a long time studying and leaves it when being adult for the last exam that allows him to go to university named the baccalaureate (2) exam is taken around eighteen. He undertakes his learning process

## Chapter Three: A Psycholinguistic Approach to Learning

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at an age where he has acquired 2500 to 3000 words that allow him to generate an infinite number of sentences and make him in complete mastery of its grammar as argued in the next statement:

*By the time a child reaches the age of five or six, he has mastered the fundamentals of his native language. He has achieved ability to create and understand, spontaneously and effortlessly an unlimited number of sentences that are completely novel to his experience.*  
(Langacker, 1973: 23)

At school, the child is not only taught how to read and write but also geography, Arithmetics (3), history, moral values, culture; thus all this data contributes in the development of his knowledge and enriches his experience; for this reason, Bernstein believed that any failure of the schooling process entails that of the whole society. For this reason, it is impossible to dissociate what the child already knows from what he is going to learn at school since his socialization process is a continuum.

School is above all a social institution. It is a micro society where the child learns to collaborate with his friends and respect the teacher. He is no more the centre of interest but is part of a group with which he has to coexist in order to be part of it. As a result, his egocentric feeling is reduced and replaced by a more socialized feeling. Thus, school is a new experiment that involves more the child in the society he lives in and makes him learn more about it. Piaget (2005) considered that the background the child and the knowledge acquired before reaching school age should to be the starting point of any newly introduced data. In this respect (Britton, 1970: 130) considered that “*school learning must both build upon the learning of infancy and faster sometimes that will continue and evolve throughout adult life*”.

The classroom is a small community where the teacher and his pupils share the same goal identified as learning. When the child goes to school for the first time it is a new experiment for him, step by step he becomes accustomed to the new situation and learns the adequate behaviour as declared next:

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*In their classrooms, teachers and students together create communities based on shared goals, shared resources and shared patterns and norms for participating as legitimate members of the communities. In their interactions with each other, teachers and students assume particular identities and roles, and together they develop understandings of what constitutes not only the substance of what is to be learned, but also the very process of learning itself.*  
(Hall, 2002: 85)

In short, in the classroom, a social behaviour is established and develops through time that makes the child at ease and motivates him to learn the different topics the teacher deals with every day. Besides, in traditional approaches to teaching, the learner was not involved in this process, he was considered as empty vessels to be filled with information. In fact, the process of teaching and that of learning were dissociated since only the teacher was active in the classroom and no interaction existed with his pupils.

Moreover, (Hall, 2002: 71) considered that the leaning is viewed as a purely cognitive process achieved through internal mechanisms and innate capacities, yet “*learner’s experiences in their socio cultural worlds were not considered significant to the process*” and any problem in the learning process is always linked to a deficiency of the cognitive system. Meanwhile, the inability of learning a foreign language is also associated to problems in both the cognitive and linguistic parameters even if the child has already internalized the whole system that generates his mother tongue.

As a consequence, modern applied linguistics disagrees with this view and takes in consideration not only the cognitive capacities of the child but also his socio cultural involvement that raises his interest and develops his motivation. Many investigations define the cultural background as a determinant factor in the assimilation of knowledge. Hall (2002) described Heath (1983)’s comparative study between Trackton’s rural black community and Roadville’s white one and an urban middle-class black and white families. The results show that the socialization of each sample differs from the other one.

In fact, Trackton’s children tend to exaggerate when telling stories whereas Roadville’s ones were asked to stick to fact and not lie. It was also noticed that children from both rural communities had difficulty in succeeding academically than the urban ones whose home practice is closer to that of school that is to say that the social



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background paves the way to the learning process. In this respect, (Hall, 2002:74) focused on the investigations of McCarty and Watahomigie (1998) as well as the works of Martin –Jones and Bhatt (1998) whose conclusions converge as argued bellow:

*Children whose home activities reflect the dominant practices of school are likely to have more opportunities for success since they only need to build on and extend what they have learned at home. On the other hand, children whose home practices differ from those of their school are likely to have more difficulty since they will need to add additional repertoires of learning practices to those they already know.*

*(Hall, 2002:74)*

As a consequence, the classroom should not be dissociated from the external environment of the child otherwise the result would be a lack of motivation that leads to problems in learning. In fact, any gap at this level automatically leads to school failure thus, before the elaboration of any syllabus a deep socio cultural study should be undertaken in order to evaluate the different parameters that involve the child in his learning process. Besides, the syllabus should also correspond to the intellectual capacities of the child and his age. In short, the learner is an important element in this process. Through motivation, he should be totally part of his learning.

### 3.3. Bruner’s learning theory

In Algeria, the child starts his schooling process when the scientific conception starts at six. At this age, the child undertakes a decisive step in his future life since it modifies his thinking and personality, beliefs and behaviour. As result, school is not a place where the child learns only knowledge but it is where he learns how to co-exist with others for at six he is still egocentric. However, when being with others who share the same age and feeling, he becomes aware that he has to respect his friends in order to be accepted among them. Adding to this, the teacher has the same consideration for all pupils that reduces their egocentric feeling and replaces it by a more socialized one more adequate for any social insertion.

In short, school is above all a social institution. It shapes the basic elements that elaborate a good citizen who is the stepping stone of the society he lives in. School, as already defined by Bernstein (1970), is the most important step in the socialization process of the child for according to (Bruner, 2008a: 31) (translation is mine) “any

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*official educative enterprise teaches many beliefs and behaviours and shows how the natural interpretation of the universe should be done". Moreover, (Bruner, 2008a: 33) believed that the sociocultural behaviour always shapes our opinions, for instance (my translation), "Euclid (4) was able to modify the vision people had about the whole universe although these concepts were shared by the whole world and even Einstein (5) did so thanks to all his works and experiments".*

All these new concepts, discoveries and inventions modify the whole notions widely spread among people and are the result of school learning. Consequently, Bruner (2008a) considered that the role of school is not limited to a model of learner or teacher rather it is to develop the competence and the abilities to communicate knowledge made of facts and theories. It also makes the comprehension of beliefs and opinions better. This view gives a new vision of education totally different from the traditional school where the learner is passive and the teacher the source of knowledge. Nowadays, and thanks to the new technologies, internet, used at a very young age, becomes the most used source of data where all kinds of information are available at any time.

Consequently, the role of school is not the way it is used to be in the previous centuries it is a more sociocultural institution where the future of a whole society is elaborated. In this respect, Bruner (2008a: 106) stated that the aim of school is not to teach languages, mathematics and sciences but to develop a mind, a whole culture that makes people able not only to be the leaders of the world in science as it is the case in the U.S.A but to know how to stay leaders and how to solve the socio-economic problems of their countries as declared bellow:

*...schools must also contribute to the social and emotional development of the child if they are to fulfil their function of education for life in a democratic community and for fruitful family life.*

*(Bruner, 1960:9)*

Besides, in his work, Bruner (2008a) argued that children living in miserable places are deprived from many things and show a real delay as compared to the rest of the children when being at school. They lack many things like medicine, food and vitamins that are essential for their natural development. Adding to this, he described the works of the prime minister of Norway who wanted to struggle against violence in

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his country, using schools and raising debates in classrooms. It was noticed that when the teacher dealt with this topic, children were very interested and a whole debate was raised including parents. In short, the debate about violence at school led to a whole discussion debate about violence in the society even outside school.

Consequently, such a debate started in the classroom spreads in homes and reached the street. It was no more a topic learnt at school but became an issue dealt with in the society, and involved all its members who tried to understand the causes and the consequences of such a phenomenon. Many problems may be solved this way for making aware children about various problems involves them in the real life and makes them more responsible. Adding to this, when the child goes home he raises these problems and includes his family in solving them. This attitude should not start in the middle school, for according to Bruner, early human interaction that started at school at a young age is very important since it involves the child in a debate and makes him aware about the socio- cultural elements that shape his personality. As a consequence, Bruner believed that the primary school plays a very great role in the society that and the content of its lessons should be deeply studied and well elaborated for at this level a whole schooling culture that involves the child in his social life and initiates him in problem solving.

Accordingly, the abilities acquired in the classroom do not concern only the primary school but develop a whole conception that spreads among all the members of the community. Thus, the mutual work and a culture of mutuality develop through time in small groups and reach the society as a whole. The feeling of being part of the society and being aware of its problems develops the socialization process. It does not concern individuals but the prosperity of the society that makes school not only an educational institution but also a social one for this reason (Bruner, 2008a: 116-7) believed that four main notions should developed at school “*the ability to act, thinking, collaboration and culture*”.

The first notion is thinking. It is related to “meta” that makes the child wonder about what he has already learnt and realized in order use it in the future life. Bruner declared that it is not enough to use theories in order to explain events that are not always possible mainly in human sciences. He defined thinking as the result of a whole

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labor that starts with interpretation of events and texts which aim is not to explain but to understand through analysis. Comprehension, then, is analyzing a contextualized event with no attempt to explain it. It is very important to teach children how to make a literary interpretation of a text of history or psychology. Thus, thinking rigorously and respecting different ‘histories’ show how things are and how they used to be, is also a scientific attitude that gives logical and pragmatic arguments.

The second notion that should be developed, according to Bruner (2008a) is the ability to act and collaboration. He described the work of Brown (1994) where she linked the ability to act to that of collaboration mainly when she dealt with culture in the classroom. She noticed that children proposed their own hypothesis that they negotiated with their friends and teachers for instance they dealt with saving animals from oil flooding in oceans. Children elaborated their own critics and proposals about the topics discussed and analyzed. The role of the child was no more to repeat the teacher’s speech but to think and elaborate his own theories that made him part of the society he lived in.

On the other hand, Bruner considered that competence is the main instrument of the ability to act and use what have already been acquired through collaboration for without competence there would be no ability in all the domains. Bruner thought that Competence is acquired and developed thanks to the mutual collaboration and help between the teacher and his pupils as well as among children themselves. This mutual work and culture of mutuality provide the child with the self confidence needed in order to express his ideas and opinions as well as the ability to analyze the situation to make his own proposals.

On the other hand, the third notion on which Bruner and other anthropologists agreed was culture. Bruner referred to culture as a fixed strongly established element that allows us to think, believe and act. Such behaviour is in constant change and development influenced by all mutations that take place all over the world thanks to immigration and the mass media. In fact, through texts and literature, the past and the present is taught through a logical interpretation and analysis of events that make the child wonder about what is possible. The aim of teaching culture, according to Bruner, is the three “P” past, present, possible of the human condition.

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In sum, when dealing with culture the teacher can not avoid the past since all the present events result from what happened before. In fact, the past is not gone but is still part of the present, itself part of the future. Moreover, the end of each event is the beginning of a new one and by referring to what is possible many proposals may be done and many mistakes may be avoided in the future. It is said that history is repeating itself but why not learning from it in order to have a better life. Bruner (1960) considered that teaching culture is essential at school through which thinking and other intellectual and psychological abilities develop as clearly described in the following statement:

*The first object of any act of learning, over and beyond the pleasure it may give, is that it should serve us in the future. Learning should not only take us somewhere; it should allow us later to go further more easily. One is through its specific applicability to tasks that are highly similar to those we originally learned to perform.*

(Bruner, 1960: 17)

In this respect, this phenomenon is commonly described by psychologists as specific transfer of training, whereas Bruner named it the extension of habits or associations, which makes learning useful and motivates the child by making him eager to widen his knowledge. Adding to this, Bruner believed that the utility of such learning develops the acquisition of skills that are needed outside the classroom in real life situations. (Bruner, 1960: 17) illustrated that “*having learned how to hammer nails, we are better able later to learn how to hammer tacks or chip wood*” and added that “*Learning in school undoubtedly creates skills of a kind that transfers to activities encountered later, either in school or after*”. On the other hand, Bruner (1960) elaborated another theory about a useful learning that develops efficient performance; he named nonspecific transfer or the transfer of principles and attitudes that according to him:

*... consists of learning initially not a skill but a general idea, which can then be used as a basis for recognizing subsequent problems as special cases of the idea originally mastered. This type of transfer is at the heart of the educational process-the continual broadening and deepening of knowledge in terms of basic and general ideas. ...in order for a person to be able to recognize the applicability or inapplicability of an idea to a new situation and to broaden his learning thereby, he must have clearly in mind the general nature of the phenomenon with which he is dealing.*

(Bruner, 1960: 17)

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In his definition, Bruner has not shaped learning in repeating blindly the teacher's speech and memorizing it but has widened its horizons to an idea that may be used in various situation to solve many problems. The same idea may be developed and adapted to a more or less similar situation where the learner may improvise a solution thanks to what is stored in his mind. This process enables the child to develop skills in many domains that makes school a social institution. He also defined the good learning as the one achieved through the elaboration of structures that result from various ideas used to solve problems in previous situations. This process goes under a whole approach named structuralism.

### **3.4. Developing a Structure in Learning**

Structuralist approach considers that the learning process goes through various steps each one of them paves the way to the next that itself precedes another one. According to Bruner, the best illustration of such learning is the first language acquisition that starts at a very young age, this subconscious process, is achieved effortlessly and in a short period of time the child starts making sentences and communicating. The child does not repeat the sentences used around him but is able to use his own words in order to communicate.

Moreover, the child, according to Piaget as described in Britton (1970), does not imitate his parents' language but imitates the way they use it. In short, the child internalizes the structure of his mother tongue and uses it to generate his own sentences. Obviously, when the child reaches the age of six he is in total mastery of all the linguistic structures of his mother tongues that enable him to manipulate language freely and correctly to express his ideas and emotions, needs and opinions in all the fields and situations.

However, the same process undertaken in a more advanced age seems to be a more difficult task. While learning a foreign language, the learner is more conscious about the goals he wants to reach and makes great efforts to internalize the new structure yet he does not obtain their total mastery. The learner is unable, then to have

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the same results, for this reason Bruner (1960) illustrated with the first language acquisition:

*The often unconscious nature of learning structures is perhaps best illustrated in learning one's native language. Having grasped the subtle structure of a sentence, the child very rapidly learns to generate many other sentences based on this model though different in content from the original sentence learned. And having mastered the rules for transforming sentences without altering their meaning-" The dog bit the man" and "The man was bitten by the dog"-the child is able to vary his sentences much more widely . Yet, while young children are able to use the structural rules of English, they are certainly notable to say what the rules are.*

*(Bruner, 1960: 8)*

In this respect, (Bruner, 1960 : 20) deeply believed that the mastery of basic ideas does not rely on “*the general principles the grasping of general principles, but also the development of an attitude toward learning and inquiry, toward guessing and hunches, toward the possibility of solving problems on one's own*”. Such behaviour makes the learner not a passive element waiting for the data the teacher provides him with but to be active and analyse the situation in order to learn how to use it in the appropriate situation.

As a consequence, the learner should involve all his cognitive capacities to grasp general principles in order to be in a total mastery of their use. He should think, analyze and understand the data and makes a synthesis of all his knowledge and develops a critical mind that allows him to give arguments and make selection between the various elements he is confronted to. Learning is devoted to store data in the brain but to learn how to use it entails one important parameter, the teacher should keep in mind, is that the child should be ready to undertake such an achievement.

In short the cognitive capacities of the child are very important for the learning process yet they are not enough. All over the world, people are born with these capacities but do not understand the same way, do not react the same way and think in different manners because they belong to different cultures and do not share the same schooling systems. As matter of fact, teaching is not a simple task for the teacher needs to find the adequate way to convey a message that enables the child to develop a structure. (Bruner, 1960:20) believed that “*in order to teach any topic it is important to*

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*refer to the already acquired knowledge and teach the fundamentals of each science that will be used in paving the way to the newly introduced data”.*

In fact, Bruner agreed with Vygotsky’s theory about Zone of Proximal Development (henceforth Z.P.D.) who believed that any learning should pave the way to the coming data. In this respect, Bruner considered that for a successful learning that generates a structure four main parameters are to be taken into consideration: the first one is that in order to make a subject more comprehensible it was necessary that fundamentals should be understood. This first idea does not concern only sciences like mathematics and physics where concrete experiments may be done in laboratories but includes even social studies and literature as declared in the following statement:

*This is true not only in physics and mathematics, where we have principally illustrated the point, but equally in the social studies and literature. Once one has grasped the fundamental idea that a nation must trade in order to live, then such a presumably special phenomenon as the Triangular Trade of the American colonies becomes altogether simpler to understand as something more than commerce in molasses, sugar cane, rum, and slaves in an atmosphere of violation of British trade regulations.*

*(Bruner, 1960: 23)*

Adding to this, such behaviour should not start at an advanced age, on the contrary the earlier it develops the better it will be. On the other hand, the second point should not be neglected; it concerns the ‘human memory’. He argued that more than one century of research has shown that unless knowledge is structured, it was quickly forgotten and the best illustration was rote learning. It is obvious that when the learner learns by heart lectures, generally forgets them just after exams. Yet, if their fundamentals are not understood and structured they will be lost as mentioned bellow: declares:



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*Detailed material is conserved in memory by the use of simplified ways of representing it. These simplified representations have what may be called a "regenerative" character. A good example of this regenerative property of long-term memory can be found in science. A scientist does not try to remember the distances traversed by falling bodies in different gravitational fields over different periods of time. What he carries in memory instead is a formula that permits him with varying degrees of accuracy to regenerate the details on which the more easily remembered formula is based. So he commits to memory the formula  $s = \frac{1}{2}gt^2$  and not a handbook of distances, times, and gravitational constants.*

(Bruner, 1960: 24)

Accordingly, the same process is used for any learning where the child is neither supposed to remember all the concepts and rules nor needs to memorize the whole lecture but should understand how, where and when to use it. Moreover, when the learner understands the fundamental principles and remembers general concepts, he is able to deduce a rule from the various examples he is accustomed to use. Even if there is a loss, it is not total for the learner will always remember enough that allows him to construct the details when needed. In this respect, (Bruner, 1960: 25) considered that “*a good theory is the vehicle not only for understanding a phenomenon now but also for remembering it tomorrow*”.

On the other hand, the third parameter results from the two previous ones. If the learner has achieved the correct comprehension of fundamentals which enables him to understand the subject and the memorization of concepts, he will widen the scope of using them in various situation including new ones as declared in the following statement:

*...an understanding of fundamental principles and ideas, as noted earlier, appears to be the main road to adequate "transfer of training." To understand something as a specific instance of a more general case-which is what understanding a more fundamental principle or structure means-is to have learned not only a specific thing but also a model for understanding other things like it that one may encounter...The idea of "principles" and "concepts" as a basis for transfer is hardly new. It is much in need of more research of a specific kind that would provide detailed knowledge of how best to proceed in the teaching of different subjects in different grades.*

(Bruner, 1960: 25)

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In short, learning transfer is achieved only when the learner conceptualises learning. As already mentioned conceptualization starts at two and varies according to the age of the child; it is autistic from two to six, scientific from six to twelve and only at this age the abstract one starts. Consequently, as already mentioned in the previous chapter, understanding varies according the development of thinking but no matters when learning takes place, the most important element is that the two first parameters are achieved and lead to learning transfer that may develop at an early age even before going to school.

The learning process is a long endless process carried on even after leaving school and university. It starts at home but is very developed at school where the child is in an artificial situation and asked to learn many things at the same time. In Algeria the schooling process starts at six and ends at eighteen for those who leave at the end of the secondary level, whereas for learners who go to university it finishes at an advanced age. The same situation is, also, noticed all over the world where learning goes step by step from concrete to abstract and from easy to less easy subjects that allows the development of a structure. Such learning should link the previously developed ideas to the newly introduced ones and makes a bridge between the various levels of this long process as clearly described by (Bruner, 1960: 26) who considered that the fourth parameter for making structures is to constantly examine and link the primary to the secondary levels as declared in the following quotation:

*The fourth claim for emphasis on structure and principles in teaching is that by constantly re-examining material taught in elementary and secondary schools for its fundamental character, one is able to narrow the gap between "advanced" knowledge and "elementary" knowledge. Part of the difficulty now found in the progression from primary school through high school to college is that material learned earlier is either out of date or misleading by virtue of its lagging too far behind developments in a field. This gap can be reduced by the kind of emphasis set forth in the preceding discussion.*

*(Bruner, 1960: 26)*

In this respect, the link between what is known and what is going to be learnt is very important for the fulfilment of a successful learning even if through time, the materiel used develops, concepts and opinions change; they are still useful. For instance, history is always repeating itself to some extent, so if one knows about others'

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opinions he may surely avoid doing the same mistakes although the past is gone and things changed the human nature remains the same for this reason learning always goes through four main elements that can not dissociated from each other. When speaking about the importance of the four elements, mentioned above, (Bruner, 1960: 26) declared that *“If in one subject one has learned them well and generally, that achievement should make the task of learning them again in different form elsewhere in science much easier”*. These four elements should be taken into consideration in any learning situation no matter what are the subjects taught and the age of the learner. However, in order to develop structures other elements should be taken into consideration among them the subjects themselves.

As already mentioned it is very important that topics dealt with in the classroom should raise the interest of the child and motivate him in order to contribute in the development of structures. (Bruner, 1960: 31) considered that *“the curriculum of a subject should be determined by the most fundamental understanding that can be achieved of the underlying principles that give structure to that subject”* and believed that the selection of topics was very important since *“teaching specific topics or skills without making clear their context in the broader fundamental structure of a field of knowledge is uneconomical in several deep senses”*.

Such criteria should be determined before any learning otherwise the learner will memorize the lecture without being able to make a link with the knowledge previously internalized and may be even with what is going to be learnt that leads to an unsuccessful learning. (Bruner, 1960: 31) defined learning situations as a teaching that *“makes it exceedingly difficult for the student to generalize from what he has learned to what he will encounter later”*. Besides, for the learner, being confronted to a learning that seems difficult makes the task more complicated for he does not grasp easily and correctly the idea for this reason (Bruner, 1960: 26) considered that this learning *“has fallen short of a grasp of general principles has little reward in terms of intellectual excitement”*.

This intellectual excitement entails a lack of motivation and interest in the classroom and makes the teacher’s job complicated and the learning not fruitful since it may never serve the learner in his life. For this reason the choice of topics should raise

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the interest of the learner, according to Bruner (1960 : 31-2) “*the best way to create interest in a subject is to render it worth knowing, which means to make the knowledge gained usable in one's thinking beyond the situation in which the learning has occurred*”.

However, not all teachers and syllabus designers may not be aware of all these elements that explains the frequent loss of data. Thus, students as well as pupils develop a short term goal, that of having the average in order to go to the next step for in our schools rote learning is very spread and the main means of education. In the approach, newly introduced in the Algerian School, Competency Based Approach (6) (henceforth C.B.A.) aims at developing competence, although in exams, exercises in the various topics dealt with based on rote learning remains widely used all the year where the child has to come and to recite the lecture as it is dictated by the teacher. Hence, the child memorizes words and does neither conceptualize knowledge nor develop a structure for this reason it is lost quickly as argued bellows:

*...knowledge one has acquired without sufficient structure to tie it together is knowledge that is likely to be forgotten. An unconnected set of facts has a pitifully short half-life in memory. Organizing facts in terms of principles and ideas from which they may be inferred is the only known way of reducing the quick rate of loss of human memory.*

*(Bruner, 1960: 32)*

In his quotation Bruner focused mainly on the function of memory essential for any learning and the part of the brain where all our life and knowledge is stored. If the learner does not know how to keep stored knowledge, it will be quickly lost and his learning no more useful. Besides, among researchers, who devoted his investigations to structuralism, is Piaget who focused on the child's intellectual development; he divided into three main successive systems: actions, representations and operations.

The former, as described in Lehalle and Mellier, (2007), concerned the sensory motor phase a progressive organization of systems of action that leads to symbolic representations. That is to say, all these actions developed are internalized and used correctly. Whereas, the second phase concerns all the representations gathered and organized through a long period of time and enhance concrete operations the child

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would develop and master. In fact, the last phase results from the second one for the structuring of these operations will develop logic.

Lehalle and Mellier, (2007) considered that this mere description shows clearly how behaviour is organized and progressively structured in order to be used in various contexts through time for it shows the three main steps for the construction of a structure. Modern psychology (7) believes that each structure is useful for the organization of actions, representations and operations. As a consequence, the elaboration of structures is essential for an effective learning is a long process constructed through concepts and structures. This behaviour makes the learner able to use his knowledge in different situation when solving various problems through improvisation. The child is not obliged to remember the whole experiment but to use the concept or the structure developed in an appropriate situation. In this respect, investigations lead to a new approach that focuses on the construction of learning, referred to as constructivism that deeply agrees with structuralism at the basis of modern education as detailed in the next step.

### 3.5. Constructivist approach

Modern education, as opposed to the traditional (8) one, does not separate the school learning from the knowledge the child already possesses. Thus, learning is a long process where structures are developed and ideas are conceptualized. Each new learning is based on the preceding one and paves the way to what is coming otherwise it becomes useless and not efficient. In his investigations, Bruner (2008a) focused on the idea that modern teaching should be based on some basic ideas taking into account the learner's mind, the beliefs and all theories of education either inside or outside school. Indeed, the constructivist approach views education. In an interview broadcast on the net, Bruner declared that:

*We never know how the world is. We always have to construct what we think the world is. We do it in describing the human situation by telling stories; we do it in science ...my passion has basically got to do with how the human mind makes this sort of reality. Understanding is like discovering...*

*(www. You tube. Jeromebruner.flv)*

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In other words, Bruner considers that it is more important to know what the child thinks he is doing than what he is doing. The aim is to involve the child in his learning process through various responsibilities and make him think about what he thinks. Gardner (1991), as described in Bruner (2008a), believed that it is important to put in the child's mind elements that would make him wonder about the origins and the force of his own conception. This is referred to as the intelligence at school.

Thus, the basic idea raised by Bruner was that the learner is always involved in his learning since he has constructed it. This view was also shared by Goodman (9) (1996), as declared in Bruner (2008a), who considered that the reality is constructed and not discovered. This construction of reality results from that of the signification shaped by tradition, thinking and culture. The role of education, then, is to help young people in learning how to use the means of elaborating meanings and to construct a reality adapted to the one they live.

As a consequence, Bruner considered that transmitting knowledge entails a reciprocal relationship with two parameters: teacher/ learner. Nowadays, the teacher is not necessarily human, it may be a computer, a documentary...an important element in this situation is interaction through which the child discovers the different aspects of culture; he internalizes and develops. In this respect, Bruner (2008a) described the investigations of Tomasello et al, (1993), where it is declared that the teacher's role is no more possessing knowledge, but to guide the learner considered as an important element in the learning process where he learns how to make experiments, think and cooperates with others. Meanwhile, one important element should not be neglected; it is the readiness for learning that plays a great role in any learning process inside and outside school.

In order to learn, the intellectual capacities of the child should be at the level of his learning otherwise it will be difficult for him to grasp the content. In the light of the investigations that concerned the development of conception, Piaget and his followers described ,as already mentioned, three main forms: autistic conception from two till six, scientific conception from six to twelve when the abstract one starts to progress. These three steps influence deeply the comprehension of the child and his interest in various fields, for this reason learning should go hand in hand with his cognitive and metacognitive capacities. Indeed, before elaborating a syllabus, the designers should

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take into account not only the needs of the learner but also his capacities of understanding and developing structures. These capacities are shaped by all these abilities that progress constantly. In this respect, Bruner (2006) agreed with his colleague and pointed:

*Research on the intellectual development of the child highlights the fact that at each stage of development the child has a characteristic way of viewing the world and explaining it to himself. The task of teaching a subject to a child at any particular age is one of representing the structure of that subject in terms of the child's way of viewing things. The task can be thought of as one of translation.*  
(Bruner, 1960:33)

In his opinion, (Bruner, 1960:33) considered that the child does not learn the same way adults do; yet he believed that there is no reason to limit the topics introduced to the child for the more he grows the more “ *these first representations can later be made more powerful and precise the more easily by virtue of this early learning*”. In order to go deeper in his arguments, Bruner (1960) illustrated with the works undertaken by Piaget where he gives a detailed description of the intellectual development of the child that he links to teaching at various stages.

According to Piaget, The first stage goes till six years, during this period the child's conception is autistic that makes the child deeply influenced by his egocentric feeling and makes all his idea and judgment subjective. During this period of time, the child believes that everything turns around him since he is the most important element in the world. Adding to this, as quoted in (Bruner, 1960:34), Piaget declared that during the preschool period “*the child's mental work consists principally in establishing relationships between experience and action; his concern is with manipulating the world through action*”.

Indeed, one of the greatest achievements of the child is language acquisition. He acquires his mother tongue in a very easy and a natural way through communication and experience. At the age of six, he becomes in perfect mastery of the mother tongue and all its systems. Thus, he has learnt to manipulate symbols in order to get his needs and to express himself. Piaget names this first period the preoperational stage that Bruner (1960) defines as follows:

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*In this so-called preoperational stage, the principal symbolic achievement is that the child learns how to represent the external world through symbols established by simple generalization; things are represented as equivalent in terms of sharing some common property. But the child's symbolic world does not make a clear separation between internal motives and feelings on the one hand and external reality on the other.*

*(Bruner, 1960:34)*

During this period everything is preserved through the child's own approach of the environment around him and everything is related to his egocentric feeling. In order to shed light on such behaviour, (Bruner, 1960:34) illustrated with the attitude of a child when explaining the day and the night for example “*the sun moves because God pushes it, and the stars, like him, have to go to bed*”. Such behaviour makes the child not really able to deal with things from a correct point of view that is what is lacking at this age. Besides, in his works Bruner (1960) referred to the Geneva school (10) named this attitude ‘the concept of reversibility’ in other words the child is not able to dissociate his feelings, being and interest for this reason in this period learning is not complete. Whereas Bruner (1960) believed that during this period:

*the child is little able to separate his own goals from the means for achieving them, and when he has to make corrections in his activity after unsuccessful attempts at manipulating reality, he does so by what are called intuitive regulations rather than by symbolic operations, the former being of a crude trial-and-error nature rather than the result of taking thought.*

*(Bruner, 1960:34)*

In sum, the intellectual development of the learner plays a great role in the learning process and age is an important factor in making the child ready to learn. Age determines the conception of the child thus it is important link, what is taught to the interests of the learner. Modern studies show that each stage of development determines the manner the child approaches learning and the way he internalizes it, for instance the three levels of conception influence deeply the child's thinking and thus understanding.

Meanwhile, Bruner (1960) did always link learning to age. The child is in constant contact with various types and levels of learning situation that might rather correspond to his capacities or not for according to (Bruner, 1960:34) “*any idea can be represented honestly and usefully in the thought forms of children of school age, and that these first representations can later be made more powerful and precise the more*



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*easily by virtue of this early learning*". The more he grows up the more things get clearer for him.

Thanks to modern technology, knowledge is at hand for everything is available through internet and television; the child gets in touch with these means at an early age for this reason understanding is easier since it is supported with images and sounds. This phenomenon helps in the development of conceptualization and widens the data collection at an early age. This same potential is found in each child and used it each time he is confronted to a learning situation.

In Algeria, the same situation takes place; yet, the child has difficulties in understanding and assimilating knowledge that seems at hand besides the linguistic diversity complicates the learning process. In this respect, research undertaken by Bruner (2008) showed the great importance language played in the learning process for it vehicles all information transmitted for years. Bruner (2008b) referred to the investigations made in Vygotsky's approach to learning. According to Vygotsky, in order to solve any situation, the child uses language, his eyes and hands to communicate that generates a real coordination between perception, language and action. This is the basic analysis of the specificity of the human behaviour.

Accordingly, both Vygotsky et al, (1987) agreed that language organizes our ideas and thinking whereas thought our perception and actions. Thus, language and thought are the two main tools that determine the good achievement of an action. They believed that ideas are transmitted through generations, within the same society, influenced by all the parameters including the behaviour of people. The entire cultural heritage is shared and transmitted through language either written or spoken as well as through science, technology and literature.

Bruner agreed totally with Vygotsky and believed that the most important zone in any learning process is Zone of Proximal Development (henceforth ZPD) (11). On the other hand, he believed that the innate capacities the child possesses at birth are not enough and the social background is very important. Language Acquisition Support System (henceforth L.A.S.S) is the system that helps the child in making investigations in his ZPD until he masters completely the linguistic system.

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Bruner's view of education is that its aim is not to involve learners in culture through learning. On the contrary, education should make learners participate in culture as well as to negotiate and react to its meaning that is a total contradiction of the traditional education which role is limited at transmitting knowledge and values and considers the one who knows more teaches those who know less through various techniques and mainly through language.

Besides, language plays a very great role in the learning process. Bruner (2008b) described the works of Halliday that he considered as the most complete one. Halliday (1975) argues that the function of language goes through two major classes: pragmatics and mathematics. The former involves all the instrumental, interactional and personal functions. In short, this class gathers all that enables the learner to distinguish himself from others and also to use language in order to obtain his needs by influencing others opinions and attitudes.

On the other hand, the latter gathers imaginative and informative functions. Accordingly, thanks to deduction the learner obtains from others' corrections and information data, whereas the imaginative function enables us to go beyond the actual parameters in order to create new things and new worlds; the last function shows that not all people share the same opinions and possess the same data yet they are able to transmit it through communication or narration.

On the other hand, Bruner believes that a fourth function elaborated by Jakobson (1981) is metalinguistic. It consists of thinking about one language the way it is used and developed in order to be functional at different levels of communication and sciences as well as literature and history. Nevertheless, functions proposed by Halliday serve the great role language plays in general and particularly in the educational system. He considers that using language involves all the lexical and the grammatical parameters that function at the same time in order to enable the learner to grasp the learning process and strategies he is in contact with.

On the other hand, through questions and dialogues, the teacher raises the interest of the learner and makes him part of his learning process. This motivation makes the child eager to learn and to give his opinion. As a result, the child shares the data he possesses with other members of his community that develops a social feeling

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of belonging to a group and intellectual abilities like negotiation, discovery, creativity and communication as mentioned in Bruner (2008b).

Moreover, according to Bruner, language used in education must be an invitation to thinking and creation of culture and should not be abstract and objective dealing only with facts for it should involve the learner in his learning by initiating him to argumentation and developing his metacognition. Indeed, Bruner (2008b) views language with two ‘facettes’, the former is the means of communication and the latter a means to represent the world we live in and to describe it. That is to say, the way we speak tell a lot about what we think and the way we represent the topic we are dealing with whereas our attitude as well as negotiations are typical characteristics of our behaviour in the world we live in.

In short, Bruner considers that the role of language is not to transmit information; it rather creates knowledge and reality on the one hand, and is part of this reality on the other hand. As a consequence, the attitude one develops towards knowledge defines the personality and the self for if the learner is able to develop what Bruner names the reflexive intervention of knowledge, he will be able to use it in order to give an opinion or an argument. On the other hand, if the learner does not develop the reflexive intervention of the knowledge he is confronted to, he will not be able to act from an external point of view and thus, he will be controlled by all the data he collects through time.

As already mentioned, Bruner (2008a) declared that for the success of any learning, four main notions should be developed at school: the ability to act, thinking, collaboration and culture and added that developing knowledge entails that of ‘to know how to do and how to be’ both of them very important for the success of the whole learning process in the whole life of the child. Bruner considered that When an adult demonstrates an action that requires any competence based implicitly on a knowledge he possesses: a) the child does not know how to do; b) the child believes that he is able to learn if he is shown how to fulfill the task; c) the child wants to do; d) he may try to do it.

In fact, when the learner develops all these abilities; he will succeed in his learning process; will use his knowledge and competence during all his life that makes

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school very important. Adding to this, another element should not be neglected during learning is the crucial role language plays in learning culture and developing useful attitudes. However, one of the great problems of the Algerian school is language for what is taught is so different from the reality of the child which creates a real linguistic, cultural gap and schooling problems.

### 3.6. Vygotsky's Approach to Socio-constructivism

Vygotsky is among the investigators whose work concentrated on socio-cognitivism. What raises his interest is the great role the social context plays in language acquisition that develops the cognitive abilities of the child. Ratner (1991) argued that Vygotsky considers the psychological phenomena as social in two aspects. The former, deals with the behaviour which originates from a social experience and treatment, whereas the latter remains in the embodiment of the cultural artifacts.

As a consequence, the social experience is determined by the model of behaviour that corresponds to the situation and includes the body movements, intonation, dressing... However, the cultural artifacts, involve other parameters such as linguistic terms, instruments (chairs, tables computer, books...) and signs like giving a present at birthday. The first illustration given by (Ratner, 1991: 55-6) was about parents who tried to control how, where and when their child should respond to an insult either by encouraging him or discouraging him that determined the "*kinds of intensity of emotion the child develops*".

Meanwhile, the second illustration concerns babies since when restricting their movements, parents were inculcating passivity whereas giving them free expression developed active personalities. Adding to this, (Ratner, 1991:173-4) declared that "*holding babies so that they face toward other people or toward individual caretaker similarly inculcates collective or individualistic self-concepts, respectively*". Accordingly, our attitude in different situations is shaped by our emotional reaction for we become angry when a deliberate harm is felt for example. Hence all our actions and behaviours are activated by a stimulus and conditioned by our socio-cultural background.

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In short, culture, in all its parameters including tools, promotes the cognitive schemata either in a direct way (written or oral instructions) or indirect way (religious values already acquired). The cognitive schemata in question, is directly conditioned by sensations, emotions, motives, needs and perception that shape the action in relation with the socio-cultural context as stated bellow:

*Ultimately, for man the environment is a social environment because even where it appears to be natural environment, nevertheless, in relation to man there are always definite social elements present...in this interaction with the environment man always makes use of his social experience.*

*(Vygotsky, 1997: 53-4)*

Moreover, Vygotsky considered that every gesture used by the infant is meaningless at the beginning until it is given a sense through communication. Mann (2009) described (Vygotsky, 1978: 56) when he uses his finger pointing which reflected nothing to the learner until other people reacted to the gesture for it provides with a cultural connection between individuals. The example used by Vygotsky shows that the cognitive development results from child's problem solving experience achieved with another human being like his mother or caretaker. Hence, the role of the adult is to transmit culture to the child through his mother tongue. That is to say culture is an important element that shapes the child's socialization as it is clearly classified by (Doolittle, 1997: 83-103) when pointing out the works of Vygotsky.

- Culture makes two sorts of contributions to a child's intellectual development. *First*, through culture children acquire much of the content of their thinking; their knowledge. *Second*, the surrounding culture provides a child with the processes or means of their thinking, what Vygotskians call the tools of intellectual adaptation. In short, according to the social cognition learning model, culture teaches children both what to think and how to think.
- Cognitive development results from a dialectical process whereby a child learns through problem-solving experiences shared with someone else, usually a parent or teacher but sometimes a sibling or peer.

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- Initially, the person interacting with child assumes most of the responsibility for guiding the problem solving, but gradually this responsibility transfers to the child.
- Language is a primary form of interaction through which adults transmit to the child the rich body of knowledge that exists in the culture.
- As learning progresses, the child's own language comes to serve as her primary tool of intellectual adaptation. Eventually, children can use internal language to direct their own behaviour.
- Internalization refers to the process of learning--and thereby internalizing--a rich body of knowledge and tools of thought that first exist outside the child. This happens primarily through language.
- Interactions with surrounding culture and social agents, such as parents and more competent peers, contribute significantly to a child's intellectual development.”
- A difference exists between what child can do alone and what the child can do with help. Vygotskians call this difference the zone of proximal development.
- Since much of what a child learns comes from the culture around him and much of the child's problem solving is mediated through an adult's help, it is wrong to focus on a child in isolation. Such focus does not reveal the processes by which children acquire new skills.

In the light of has been said above, Doolittle summarises vygotsky’s approach of the socio-cognition. He argues that when acquiring culture; it develops and shapes the process of thinking. The child needs to be more involved in his social behaviour. This social insertion is achieved through interaction with others that starts at a very early age and confronts the child to different situation he is supposed to adapt himself in and various experiences he is asked to solve. Hence, all these processes are taking place at the same time and are vehicled by the mother tongue.

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At this same view, Hall (2002) referred in her book to the works of Vygotsky (1978; 1986) and those of Wertsch (1991; 1994). Both of them agree that knowledge, acquired from culture, assists the fulfilment of the different skills that make the child a more capable element in his society. The knowledge acquired is clearly defined by (Bruner, 1983:109) who did not consider it as thinking or as the outcome of the intellectual activities and experiments but as *"internalizing of tools that are used within the child's culture"*. Besides, he also considered language as the key of knowledge for it is through words and symbols that what is felt and known is conveyed. Adding to this, (Burner, 1983:110) stated that language *"is the primary way that concepts can be taught and questioned. It is also the increasing ability to deal with a variety of activities simultaneously and sequentially"*.

In his definition to that, Bruner showed the importance of language in the development of knowledge considered as a whole process that starts at birth and goes step by step till it reaches a high levels and degrees with the help of members of the family and peers as it is stated Doolittle (1997: 83-103) when describing the works of Vygotsky. Moreover, Vygotsky makes a difference between what the child knows and is able to do on his own and with the help of others. All the interferences including what the child knows and what he is about to know, takes places in as named by Vygotsky (1978) as quoted in (Hall, 2002:49) Zone of Proximal Development (henceforth ZPD) defined as *'the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers'*.

When quoting Vygotsky, Hall (2002) raised an important element in the socio-cognitive development since she refers to the zone of the mind where all the connections are made. This zone is the place where the already acquired experiment paves the way to the new ones for what the child is unable to realise today; he will be able to do it tomorrow. (Tharp and Gallimore,1988: 185) elaborated a diagram where all these processes involving the various parameters are mentioned.

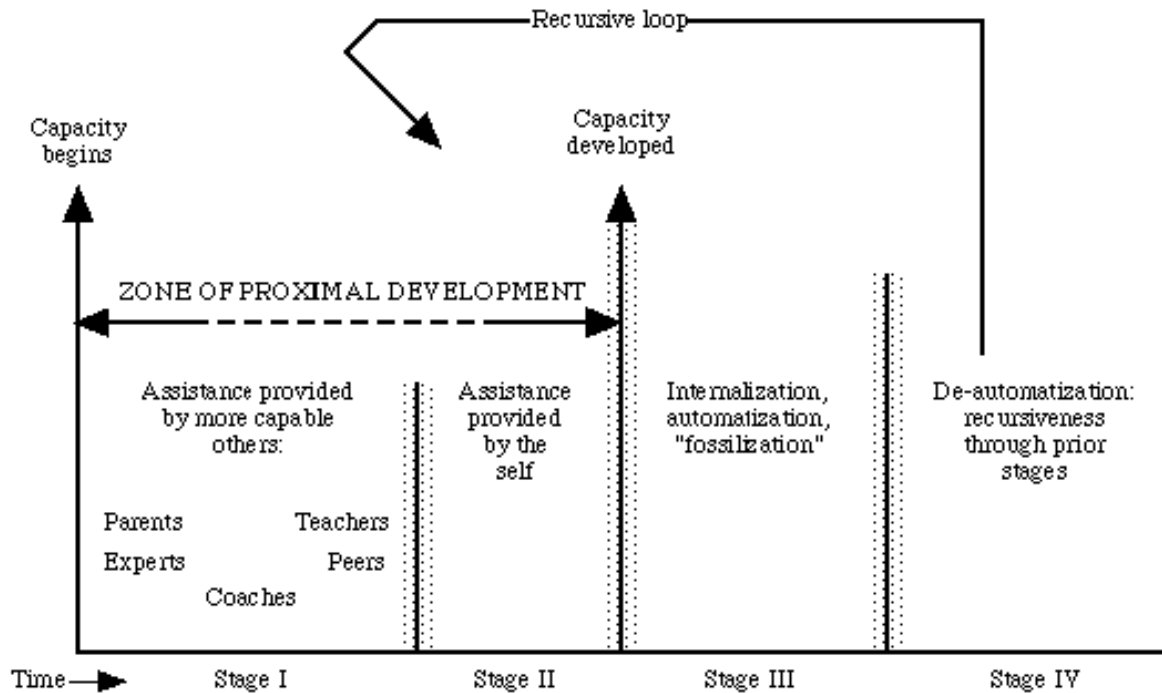


Figure 3.1

Genesis of Performance Capacity: Progression through the  
ZPD and beyond

(Tharp and Gallimore, 1988: 185)

In analyzing the diagram above, Ab Jalil et al, (2008) declared that in Stage I the role of a more qualified assistance, including parents, peers, teachers, experts and coaches, is clearly shown. The contribution either through questions or explanations may provide the learner with more data that facilitates his understanding of the activity and the meaning of performance that develops thinking as described in the work of (Tharp and Gallimore, 1988)

*Ordinarily, the understanding develops through conversations during the task performance. When some conception of the overall performance has been acquired (through language or other semiotic processes), the students may be assisted through other means – questions, feedback, and further cognitive structuring. The task of Stage I is accomplished when the responsibility for tailoring assistance, tailoring the transfer, and performing the task has been effectively handed over to the learner.*

*(Ab Jalil et al, 2008: 231)*

However, in Stage II, the learner is able to carry out his learning without any assistance yet the performance is not necessarily developed or automatized. As



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described in (Ab Jalil et al, 2008: 232), Tharp and Gallimore, (1988) believed that during this Stage ‘*During this stage, the relationship among language, thought, and action in general undergo profound rearrangements ‘ontogenetically’*’. Adding to this, the tutor does no more control the learner who gets more security and independence in behaviour as declared by Tharp and Gallimore, (1988) in the following statement:

*During this stage, participants post their concerns and thoughts by posting messages in the manner that others have done. Participants’ own reflection of their understanding or thought might benefit the other readers; even though there is no intention to teach, the posting may help others’ learning. The transfer from external to internal control is accomplished by transferring the manipulation of the sign from others to self. The phenomenon of ‘self-directed speech’ reflects a development of the most profound significance. As the participants begin to direct or guide their own behaviour with their own speech, an important stage has been reached in the transition of a skill through the ZPD.*

*(Ab Jalil et al, 2008: 232)*

Indeed, the more the learner gets older the more self-directed speech develops through a lifelong learning, this is clearly noticed in adults who constantly use the monologue during this stage. According to Tharp and Gallimore, (1988:36), adults assist themselves in all ways possible through self-reflective posting. When being confronted to a situation, the participant posts his thinking through language that may be used by others when accomplishing other performance.

On the other hand, in Stage III, Tharp and Gallimore, (1988) believed that performance is developed, automatized and fossilized and the learner moves from ZPD to the developmental stage when self-regulation has vanished as declared in the next quotation:

*Once all evidence of self-regulation has vanished, the learner has emerged from the ZPD into the developmental stage for that task. Assistance from a more capable person or ‘the self’ at this point is no longer needed and assistance then can be disruptive and irritating. Some participants may already have a ‘comfortable’ and ‘non-conflict’ position and ‘leave’ the forum and no longer post anything, as responses from others are perceived as unnecessary to them. For others, they take on the role to assist other members, by explicitly responding to the others’ postings.*

*(Ab Jalil et al, 2008: 232)*

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However, the last step is Stage IV leads back to ZPD for the participant's understanding of an event is confronted to others' opinion and view point that creates a kind of resistance and assistance at the same time. At this Stage, Tharp and Gallimore, (1988), believed that de-automatisation and recursion are two processes that occur regularly for, as declared by (Ab Jalil et al, 2008: 232), '*after de-automatisation, for whatever reason, if capacity is to be restored, then the developmental process must become recursive*'. Indeed, learning is a lifelong process that goes through all these Stages and develops thinking, argumentation as well as new capacities as pointed bellow:

*...the lifelong learning of any individual is made up of these same regulated ZPD sequences – from other assistance to self-assistance – recurring over and over again for the development of new capacities. It is a mix of other-regulation, self-regulation and automatised processes. Enhancement, improvement, and maintenance of performance are a recurrent cycle of self-assistance to other-assistance. It is at this Stage that we know why participants in 'Forum' were forming arguments, reflecting on queries and so on. . Much of the behaviour in the Stages...are observable and they becomes useful evidence of learning development in an online context.*

*(Ab Jalil et al, 2008: 232)*

In short, in the diagram above, Tharp and Gallimore, (1988) explained the child's development including the cultural influence and tools as well as the peers. The basic parameter in ZPD is collaboration. According to Vygotsky (1978), each time the child is confronted to new learning situations, collaboration is needed for the distance between the actual development and the problem solving level is shaped by adult and/or peers. Adding to this, the diagram refers to internalization: the second important point raised by Vygotsky. Acquiring knowledge entails the combination of socio-cultural heritage as well as the contribution of peers or technology. All these processes are combined and automatically used to the identification and understanding of the new data that is internalized in order to be at hand when needed in another process. In fact, every new data paves the way to the next one.

With reference to the diagram, Vygotsky believed that acquiring knowledge goes through four stages. The first and the second ones take place in the zone of proximal development for when the child is in contact with new data his social

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environment including his parents; peers ... assist him by giving him explanations for example. This takes place in the first stage whereas in the second one the child understands and starts to participate in the analysis by giving his own contribution to the situation. Nevertheless the process changes in the two last stages, it is no more a matter of assimilation but rather that of internalization. At the third stage the child internalizes what he has understood so that its meaning and use will be automatic and well established in his brain. Meanwhile the last step is when the knowledge acquired becomes so clear and obvious for him that he uses it freely in a natural way. Thus what was the end of a whole process is transformed to the starting point of a new one.

Hence, acquiring knowledge is a natural process that starts at a very young age. It involves many parameters like language, family and peers, socio- cultural elements... It also needs a whole mental process that allows its internalization and allows its use in solving other experiments. Thus, it is an unlimited process that shapes thought and develops the cognitive and intellectual abilities. It does not concern the child only before school age but also when reaching it since the same process mental behaviour is used in the education learning process.

Psychologists and educational psychologists are aware about the importance of teaching culture in the classroom for it includes the child in a real life environment and motivates him in his learning process. Adding to this, in the light of constructivism and socio-constructivism, the learner is no more passive but active and is no more asked to learn by heart but to think, conceptualize and develop a structure as it is the case in Competency Based Approach (henceforth CBA) recently introduced in Algeria.

### **3.7. Competency Based Approach in Algeria**

The schooling system in Algeria has witnessed many reforms. The first attempt, undertaken after independence was achieved, was the process of Arabization at school which aimed at widening the use of Arabic (12) as means of instruction at all levels. This process was not limited to the schooling process but even the environment; all the names of the streets and the official documents were translated to Arabic. Yet, this was not enough and the ministry of education considered that more reforms were needed.

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By the end of the twentieth century, the world has been involved in an area of globalization that simplifies the communication and leads to the use of the Competency Based Approach (henceforth CBA) recently introduced starting from the primary school till the secondary level. In this respect, it is no more possible to speak about the educational system without making reference to competency, how to develop it, assess it and acquire it. For this reason, CBA has been adopted in various developed countries of the world among them USA, Canada, France, and Holland, Switzerland...

What characterizes CBA is that teaching is no more based on the transfer of knowledge but on making the learner develop his own competency. Learning is no more limited in gathering data but a behaviour to develop in any given situation. A competence is, as defined by Bosman et al (2000) and referred to in Hirtt (2009: 33) (translation is mine), '*a correct and original answer when facing a given situation or a category of situations that needs mobilization and the integration of knowledge, how to do, how to be*'.

Moreover, the aim of learning process is to make a link between the very need of the learner and the ability to use the knowledge acquired in real life situation. Hirtt (2009) believed that CBA results from the urgent need of the enterprise of competent workers in each domain respectively and not only the one who possess theory. In fact, the stepping stone of this approach is the constructivism which aims at using school in promoting the economic life. According to (Hirtt, 2009: 6) (translation is mine) this approach is '*a conception of education totally devoted to make school a simple instrument at the service of economy and profit*'.

Adding to this, CBA has three targets to reach summarized as follows by (Hirtt, 2009:11) (my translation):

- To link teaching and business
- To reshape learning from the kitten garden to university according to the primary needs of the market by developing the mobility of workers.
- To solve the contradiction that exists between a largely common teaching system (from the kitten garden till 12, 14, 16years, according to the country), and the needs of a market in constant change.

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Besides, (Hirtt, 2009:13) summarized the aim of using CBA in making learners able to fulfill various competency among them:

- The capacity to communicate in the mother tongue
- The capacity to communicate in various foreign languages
- Scientific, technologic, mathematic culture
- Using computers
- Flexibility and adaptability

In fact, C.B.A. relies on developing competency through learning and focuses on teaching conception based mainly on cognitivism and socio-constructivism. Thus, its aim is to create a link between the different aspects of learning acquired at school and the contexts use outside the classroom. This approach allows the learner to learn how to share, exchange knowledge, and cooperate with others. It is supported by a philosophy based on learning but in no way aims to reduce the teacher's role. It sets out to help teachers to become autonomous and so to free them from the constraint of using teaching prompts, which in fact, do not take into account the pupils' specificity as individuals.

On the basis of the principle that learning is a constructive process, pupils are no longer restricted to applying a model they will have practiced beforehand: they learn because they do things, and through the nature of the things they do. As their motivation is raised, they learn problem-solving skills, increase their intellectual potential and improve their memory. In Algeria, using CBA goes hand in hand with school reforms undertaken all over the world. According to Roegiers (2006), the basic aims of using CBA in Algeria aims at developing the school system by making it at the level of the needs of the actual era. Adding to this, its target is to make learners more involved in their learning process and acquire more competence. In the following points, (Roegiers, 2006:52) summarized the main target of using CBA in Algeria (translation is mine):

- To introduce at school the various changes that take place in the country at the institutional, economic, social and cultural levels, in order to vehicle tolerance and dialogue to pave the way for a democratic behaviour of citizens.
- To allow school to fulfill its real tasks: socialization, qualification and education.

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- To widen learning at school to all the social classes in order to give equal changes to all citizens.
- To be at the level of globalization of economy that requires more qualified abilities and fit the professional mobility. Adding to this, using new technology of communication and information (henceforth NTIC (13)) at school and be able to use them in the everyday life.

Moreover, (Roegiers, 2006:52) believed that CBA is defined as '*making learning more active*' as declared in the following quotation (my translation):

*Adopting competency based approach was synonymous of 'making learning more active'. In this respect, the focus is made essentially on developing learning situations that replaces lectures of teachers made of long discourses. The aim is 'to make the learner at the center of his learning' rather than a teacher at the center of the learning process.*

*(Roegiers, 2006:52)*

In the quotation above, it is clear that in CBA the learner is more involved in his learning process and the source of his data is no more the teacher whose major task is to develop competence. In her investigation about the use and the perspective of CBA in Algeria, (Chelli, 2010:4) believed that adding to its educational task, this approach fulfils a social one too since it aims at developing the socialization process of the child as mentioned in the following points:

- development of intelligence,
- development of positive thinking, positive attitude,
- development of autonomy, responsibility,
- development of motivation leading to self-development, self-realization

In fact, the major target of CBA is to develop competency and not to acquire data to get good marks. It enables the learner to reach many perspectives that gather the intellectual, social and economic levels. (Chelli, 2010:4) used the definition given by (Hedge, 1996: 4) when explaining what is competency: a '*superior performance*' and '*a skill or characteristic of a person which enables him or her to carry out specific or superior actions at a superior level of performance*'. Adding to this, Chelli (2010) declared that competency differs from performance yet it is what enables performance to take place.

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In order to give more details about the definition of competency, (Chelli, 2010: 4) quoted (Armstrong, 1995: 45) who considered competency ‘*as a fully human attribute has been reduced to competencies – a series of discrete activities that people possess, the necessary skills, knowledge and understanding to engage in effectively*’. Besides the role CBA is to develop this competence as clearly argued below:

*The competency-based approach has become a privileged topic in curriculum discourses as it claims that learners should mobilize their values, knowledge, skills, attitudes and behaviours in a personal, independent way, to address challenges successfully. Challenges are present everywhere and they can be academic, but also practical and life-oriented. This new approach in education and learning requires a focus not only in input, but also on outcomes or results. Such results, however, do not pertain only to the academic knowledge, as in traditional testing where rote memorization of pre-fabricated knowledge is required. Competencies are not just skills as opposed to knowledge, but represent a complex articulation of knowledge, attitudes and skills that learners can use whenever they are needed not just in examination.*

(Chelli, 2010: 11-2)

As a result, this learning process is no more based on memorization but on the development of intellectual, communicative, social and emotional skills. CBA focuses more on the outcome of learning as described by Richards et al, (2001) in the investigation of Chelli in the following statement:

*Competency-based education focuses on outcomes of learning. It addresses what the learners are expected to do rather than on what they are expected to learn about. It refers to an educational movement that advocates defining educational goals in terms of precise measurable descriptions of knowledge, skills and behaviours students should possess at the end of a course of study.*

(Chelli, 2010: 12)

As already mentioned, CBA is based on constructivism and socio-constructivism where it is clearly believed, as already mentioned, that knowledge is constructed and all the data collected goes through the ZPD in order to be fossilized. The role of the teacher then is to be involved in this process and be aware of the way to deal with it. Accordingly, (Brooks et al, 1993: 25) proposed some of the characteristics that the teacher of this new approach should possess:

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- Become one of the many sources that the student may learn from, not the primary source of information.
- Engage students in experiences that challenge previous conception of their existing knowledge.
- Allow students to respond to drive lessons and see elaboration of student's initial responses. Allow learners some thinking after posing questions.
- Encourage the spirit of questioning by asking thoughtful, open-ended questions. Encourage thoughtful discussion among students.
- Use cognitive terminology such as classify, analyze, and create when framing tasks.
- Encourage and accept student autonomy and initiative. Be willing to let go of classroom control.
- Use raw data and primary sources, along with manipulative, interactive physical materials.
- Do not separate knowing from the process of finding out.
- Insist on clear expression from students, when they can communicate their understanding, then they have truly learned.

The characteristics stated above are essential in the development of competency that, as stated by (Martinet et al, 2001: 49), *'can be situated at the same level of simplicity as a skill, just as a skill can be situated at a high level of complexity and require lower-level skills for its application'*. However, competency and skill may seem similar yet a clear distinction between them is given in the following statement:

*The distinction between competency and skill appears to lie more in the presence or absence of a real context that involves all the variables of the professional activity. From this standpoint, the argument to the effect that competencies are a priori complex and skills simple is hardly a sufficient basis for distinguishing between the two. However, in the case of initial teacher training competencies, an intermediate level would appear to be needed, in order to avoid long lists of competencies or competency statements that are so general as to be of no use in guiding action.*

(Martinet, et al, 2001: 49)

As far as developing competency is concerned, Martinet, et al (2001) considered that this process entails that of a potential in solving problems in various situations and



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contexts including the everyday life. In short, competency allows successful, effective and efficient attitude to any situation for this reason it may seem very useful to develop it. All these arguments lead to the importance of adopting CBA in Algeria; yet, Algerian scientists seem to be less enthusiastic to the idea.

Introducing CBA in the Algerian school comes in a period where the whole world has been in change and when internet linked all the inhabitant of earth and facilitates communication among them. In a period of globalization, Algeria has adopted a schooling system that aims, as already mentioned, at paving the way and making learners ready to be involved in the socio economic life of the country. Yet, CBA has been implemented in an environment that is not adequate as stated in the next quotation:

*What I dispute most is that Algeria uses here another 'fad' to turn upside down an education system that needs stability. Besides, I always question any 'imported' theory for its 'implementability' and lack of concern for its ecological validity, not its own coherence. The CBA created in another cultural area needed some epistemological caution before its implementation in a totally alien context. This new development at school level has generated uneasiness of teachers who are supposed to teach through it but know nearly nothing about it. Furthermore, the textbooks that have been designed along CBA characteristics are posing problems to the teachers who return systematically to their old ways and practices.*

*Miliani. M. (2010:71)*

In the quotation above, Miliani has linked the use of CBA as it has been elaborated in other countries and adopted without being adapted to the Algerian sociolinguistic and sociocultural contexts. Many factors may seem to be a real handicap in the success of such an approach. The former seems to be teachers who have not been really introduced CBA and who have been given new manuals they used the way they taught the preceding ones as it should be shown in the next chapters. The latter is the linguistic situation in Algeria, more or less complicated as compared to other countries. As a result, when being in the classroom, the learner may be lost and does not give enough importance to the process he is undertaking that reduces his motivation. Motivation is one of the most important parameters that determine the issue of the learning process as it will be described in the next step.

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### 3.8 Importance of Motivation in the Classroom

When the child reaches school age, he has already elaborated his fields of interests. He is eager to know about animals, the way and how long they live for instance. This curiosity extends to seas and oceans, fish and whales, these are topics that raise the interest of the child and motivate him when being dealt with in the classroom. (Storck, 1986: 33) noticed that observations of living animals raise interesting debates among children, and comparative analysis with their personal ways of life.

Many other topics attract children mainly with the modern technological development. The play-station (14), X box (15), I phone (16), I pod (17), I pad (18), internet, and computers, the new technology and the various channels of the satellite dish widen the horizons of the child and make him in contact with different themes, tools, languages and games. All these elements are used before school that make the child able to manipulate them easily that is why they should not be neglected in the leaning process.

In an attempt to solve this problem, two pedagogical innovations in teaching language and culture are proposed where home's life and that of the classroom are related. In the first parameter, Hall (2002) proposed that the classroom curriculum should be based on the activities, knowledge and skills, beliefs and values the child possesses before coming to school. Whereas, the second parameter consisted of involving the child in the learning process in order to make him more active and part of the classroom activities. This makes learning culturally meaningful to the learner for (Hall, 2002: 76) considered "*learners' experiences as important sources of knowledge, these approaches call for using the socio-cultural worlds that students bring with them to school to create culturally relevant and meaningful curricula and instructional practices in the classroom*".

Moreover, in the classroom the child is introduced to many topics at the same time at different levels that raise the interest of investigators who try to find the way to link home to the learning situation. Corder (1993) considered that the child had to be taught topics that go hand in hand with his age and needs. So it is important to know what the child needs before selecting any topic in order to make learning easier as cited bellow:

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*If learning is being driven by feelings of desire to learn or enjoyment of the process of learning, then there must be some sense of reflection on oneself; and knowledge about oneself as a learner. This is the metacognitive knowledge aspect of developing metacognition. In addition, if enjoyment and excitement is being felt from the process of learning then there is more likelihood that the learner will be aware of or be actively seeking out different ways of learning. So children, who have a sense of excitement about learning, as most do in the early years, are already primed for developing metacognition.*  
(Larkin, 2010: 28)

Hence, the child is a thinking person full of imagination and energy. He is able to tell his own stories by using his own ideas and sentences. Thus, the child learns to communicate and communicates to learn. As a consequence, even if the child has no coherent speech and contains contrasting arguments, it is important to allow him to express his ideas to learn. As mentioned in François et al. (1984), contrastive arguments do not result from an inability in thinking but the child is so involved in the conversation that he misses it.

Besides, François et al. (1984) agreed that interaction is one aspect of language acquisition for it allows the child to develop his linguistic repertoire and practice his semantic and syntactic rules that give him more experience and trust in his capacities. Moreover, Storck (1986) went even further; she believed that a good practice of the oral form of language entails a readiness to the written one. The child is, therefore, motivated in learning the written form for he develops a new way to express his needs.

Thus, the learner is an important element in the learning process. His attitude is a decisive element in his success or failure, the more he is involved the more he is active and eager to know as described by Larkin (2010) who considered that adding to the intrinsic motivation, like love to a parent he wanted to imitate, develops a strong willingness that urges the child to study and reach his goals. Meanwhile, the external motivation is shaped by a present or a trip at the end of the year, the interest of the child in learning is raised when a target is clearly determined. Accordingly, Larkin added that there are three other kinds that shaped the behaviour of the child. The former, named by Diener et al. (1978) 'learned helplessness', was defined in the next statement as:

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*This style of motivation is said to be independent of ability, so that children may be perfectly able in a subject but their own perception of their ability and their view of ability as fixed, negatively impacts on their performance. This can lead to a cycle of failure followed by avoidance of future challenges and more failure, so that a self concept of "I'm no good at X" is created and perpetuated.*

*(Larkin, 2010: 27)*

Unfortunately, this kind of motivation has a negative impact on the child who starts to give up easily each time he is confronted to an obstacle or to fulfill only the part of the task he is able to achieve without any attempt to solve the rest of the problem. Moreover, it has also a negative impact on the school results and diminishes the self-esteem that entails a weak personality and a feeling of inability that develops through time. On the other hand, as described in Larkin, Covington (1984) described another kind of motivation totally different from the first.

Self-worth motivation is a motivational style where the child does all his best to succeed in solving problems without giving importance to the degree of difficulty as shown in the following definition:

*Children demonstrating this motivational style are often concerned with their success on a task in terms of their own self esteem rather than with successful completion of the task itself. These children are likely to ascribe to a fixed view of ability and believe that if they do badly on a task this is because they are of low ability. For children exhibiting this style of motivation, tasks perceived as difficult are likely to cause a high degree of anxiety and stress, because as the chance of failure is heightened so is a threat to their self concept and self esteem. It is likely that they will try to avoid these threats by suggesting that the task is not worth doing or does not interest them.*

*(Larkin, 2010: 27)*

As a consequence, stress and anxiety have negative impact on the child behaviour and make him avoid doing things in order not to fail in solving the problem that makes his experience reduced and diminishes his self-esteem. Thus, this kind of motivation is a real handicap in the learning process since the lack of participation and involvement in the classroom may entail a school failure as well as a social one for the child may have problems in the insertion within a group.

On the other hand, the third motivational style, described as that of 'mastery oriented', may seem the most adequate model. When using this type of motivation, the child focuses on the task oriented strategies not on people's attitude toward his

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achievement. This leads to less stress and anxiety that facilitates the success in solving children's problems as declared:

*... understand that ability is not fixed, that learning involves failure and mistakes and consequently they are more likely to think about how they have solved a task. Thus they build a base of Metacognitive knowledge about themselves in relation to tasks, which has the benefit of enabling them to transfer their learning from one situation to another.*

*(Larkin, 2010: 27)*

Mastery oriented motivation enables the child to concentrate on the situation by using the data he possesses as well as the result of his previous experience. In short, motivation is a determinant element that widens the horizons of knowledge of the child, stimulates his curiosity and develops his eagerness to succeed. Adding to this, it elaborates a bridge between what the child is able to succeed in and what he is about to do. It develops his metacognitive abilities necessary in the classroom and in his social life.

Indeed, motivation is a determinant factor in the learning process. According to (McInerney et al, 2008: 11), in order to elaborate a successful educational system it is important to remember: *"the first one is motivation. The second one is motivation. The third one is motivation"*. The educational process involves the consciousness of active learners who do not share necessarily the same interests but have many needs in common that should be exploited. (McInerney et al 2008: 11) considered that motivation was characterized by four qualities: Choice, Energy, Standards and Continuing motivation and defined them as follows

- Choice, we choose to do some things rather than others. Why do we choose to do the things we do academically, socially, and physically? In a very real sense motivation is therefore a personal investment through choice.
- Energy, activities in which we are motivated are usually characterized by high energy, involvement, enthusiasm, and interest.
- Standards, we usually seek high personal standards in activities in which we are motivated, we don't settle for second best or substandard performance. We try to better our own performance, and, at times, try to beat the performance of others.
- Continuing motivation, when we are motivated we return to the activity voluntarily, time and again, because we enjoy it and feel rewarded through it. So

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in our classrooms we want our students to: choose to do the subject and invest their energy, enthusiasm and interest in it.

Besides, when being involved in a learning situation, it is important for the learner to feel that he is able to succeed in achieving his goal otherwise he is demoralized and thus less motivated. Reaching goals may be the best way to make the learner eager to develop his knowledge; yet it may be the cause of failure. The goal should correspond to the age of the learner and his needs; it should never be beyond his reach as described in the following statement:

*Goal setting involves establishing quantitative and qualitative standards or objectives to serve as the aim of one's actions. Setting appropriately challenging levels of goals, divided according to different phases of attainment, is crucial in motivating students to engage in learning and make them self-regulated learners. These goals help give structure to student learning, and a set of benchmarks by which students and teachers can evaluate progression. Knowledge that progress is being made towards desired goals is very motivational, enhances students' self-efficacy, and leads students to select new, challenging goals.*

*(McInerney et al, 2008: 11)*

As an illustration, when the teacher asks his pupils about the job they want to do when being old, every one of them gives an answer. In fact, each child has a dream about his future life, there are who want to be teachers, others doctors or policeman. In their investigation, Mcinerney et al, referred to the work of Schunk (1995) where he declared that there are three aspects of goals: short-term, medium-term and long-term goals. The former is the most accessible to learners since, according to McInerney et al (2008: 16), short-term goals '*can raise self-efficacy simply by making a task appear more manageable, and they can also enhance perceptions of competence by giving continual feedback that conveys a sense of mastery*' adding to the fact that '*goal setting is more effective when goals are proximal (short-term)*'.

Besides, medium-term and long-term goals may reduce the motivation of learner. It is important to involve learner in determining each goal as shown in the work of Schunk (1995) described in McInerney:

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*Facilitating students to set their own goals will produce high goal Commitment. This is particularly crucial because not only are students expected to show a high self-set goal commitment, they will also need this skill to be life-long learners and when their achievement pursuit is not monitored on a day-to-day basis.*

*(McInerney et al, 2008: 16)*

It is worth mentioning that goals are determined by various parameters among them social, emotional and cognitive ones that make the focus of attention intrinsic value of learning. In order to develop such an interest in learners, the teacher should create meaningful academic activities that develop challenge in the pupil's mind. McInerney et al, (2008) believed that the learner should be encouraged to learn and to use this knowledge in skills to achieve his goals. However, the role of the teacher determines the success of learning and the correct use of motivation, for this reason it is important to make him aware of various parameters.

According to (McInerney et al, 2008: 26), a successful learning relies on motivation determined by the self it '*plays an essential role in motivation*' and defined as made of four parameters: self-efficacy, self-regulation, self-determination, and self-concept. The former, is seen as the belief the person has about one's own capacities to organize thinking and use of the knowledge acquired in order to solve a given situation. In his investigation McInerney et al, (2008) referred to the investigations of Bandura (2006), where he dealt with the concept of the learner's self-efficacy defined as follows:

*...self-efficacy refers to their perceptions or beliefs of capability to learn and perform particular academic tasks at particular levels at a particular point in time. Bandura (1997, 2006) believes that efficacy beliefs influence how people feel, think, motivate themselves, behave, and overall achievement.*

*(McInerney et al, 2008:22)*

The same investigation shows that if a learner undertakes a learning situation with high self-efficacy, he will believe that he is able to do it and thus succeed in doing it yet, a reduced self-efficacy makes the pupil doubt about his capacities and fails. In order to promote this feeling, as proposed by Schunk *et al*, (2008) in (McInerney et al, 2008: 23), the teacher should encourage the learner to believe that he can fulfill the task through statements like "Work hard", "Keep trying", or "Don't give up". Nothing is more demoralizing a learner than a teacher who is constantly discouraging him.

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On the other hand, Self-regulation is defined by Zimmerman (19) et al. (2006) in McInerney et al. (2008) as a process that involved thought, feelings and actions for reaching academic goals. Besides, a Self-regulation views learning as an automatic and controllable process. The learner is more responsible as far as his learning process is concerned; more confidence is established and elaborates his searching for data when needed. The learner becomes active and eager to learn that develops his metacognition, intrinsic interest in the task and responsibility for success or failure.

The third determinant factor in the establishment of motivation is self-determination. Self-determination makes the learner aware of his needs and the goals he wants to reach that modifies his behaviour, attitude and engagement in learning. In short, it develops the intrinsic motivation that results from autonomy and competence unlike the external motives may result from the need to have a certificate at the end of the year. On the other hand, self-esteem and self-concept are often used interchangeably with a slight difference:

*The notions of self-concept and self-esteem are often used interchangeably. Researchers, however, argue that self-concept refers to descriptive information about oneself such as height, hair, colour, ability in academic, sports, and so on, whereas self-esteem is the evaluative component of self-concept, which refers to how one feels about these objective qualities of self-description. Thus, in this regard, self-esteem reflects the components of self-concept judged to be important by a particular individual.*

*(McInerney et al, 2008: 27)*

Self-concept generates from social interaction. Thanks to everyday communication with parents and peers, teachers and other members of the environment. Self-concept indicates the image one has about the capacities and qualities in various situations. The social contact develops a certain confidence since the child is confronted, everyday, to various situations that he is obliged to deal with. The socialized behaviour develops the child's trust in his capacities that makes his intrinsic motivation stronger. Kaufman et al, (2008) referred to intrinsic motivation as an internal feelings, states or conditions that generate certain behaviour.



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Kaufman et al. (2008) agreed with their collaborator, and believed that intrinsic motivation plays a great role in the success of learning process. When the child goes to school, many factors around him urge the learner to work and develop motivation. According to (Kaufman et al, 2008: 101-2) learners '*are often driven by external reasons to do schoolwork, there are characteristics of the school environment that can facilitate internalization or integration of extrinsic rewards*'. Indeed, self confidence develops motivation as well as autonomy; itself a determinant element in school setting as shown in the studies of Vansanteenkiste et al. (2005) and described in the following quotation:

*...autonomy as a factor critical for success in the academic setting. Autonomy refers to a person's desire to feel choiceful in their actions and to be the locus of initiation of those actions. Students who characterize their teachers as autonomy supportive are more likely to be intrinsically motivated than students who do not characterize their teachers this way... autonomy is positively associated with task interest, conceptual understanding, grades, and psychological well-being. Autonomy is likely to play an important role in facilitating feelings of relatedness and value in the classroom setting.*

*(Kaufman et al. 2008: 102)*

In the light of what has been said above, intrinsic motivation and autonomy make the learner eager to learn and reach his goals for, as described in the investigation of Kaufman et al, (2008), Elliot (1999) believed that the achievement of goals shape the way the learner approaches the achievement of settings and experience solving in the classroom. Adding to this, the child considers learning as a challenge and a way to improve performance. Even if there is a failure at a certain point in time, the learner uses it to develop his abilities and skills. However, when the learner is often confronted to negative comments, attitude about his capacities and behaviour reduces his self-esteem and confidence that leads to that of motivation. The emotional state of the learner modifies his feedback and even the development of his thought and cognition. As it will be detailed in the next chapter, many parameters are involved in the mental development of the child including the socio-cultural background and genetic factors.

### 3.8. Conclusion

Teaching culture is essential to the success of the learning process as clearly demonstrated in various investigations. Developing knowledge in a long process that starts at birth and each new data paves the way to the next one. This idea has given birth

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to constructivism and socio-constructivism themselves the stepping stone of CBA. This approach, newly introduced in the Algerian school, focuses mainly on developing competency and motivation in order to make learners ready to live in the modern world for this reason all the textbooks have been changed. In the next chapter, an analysis of the curricula of the primary school will be undertaken through its manuals the aim is to make a study in the light of CBA in Algeria.

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### Chapter Notes

1-David Émile Durkheim (1858 – 1917), a French sociologist, considered as the principal architect of modern social science and father of sociology. Durkheim was a major proponent of many theories, presented numerous lectures and published works on a variety of topics, including the sociology of knowledge, morality, social stratification, religion, law, education, and deviance.

2-The baccalaureate is the final exam taken at the end of the schooling process in the third year of the secondary school. It determines whether or not the learner is allowed to go to university.

3- In Algeria, with the introduction of the fundamental system the syllabus was changed and children were no more taught arithmetics, as it used to be, but mathematics as it was mentioned in the official documents and the books given to children. Up to know, the book given right from the primary school is named 'book of mathematics'.

4-Euclid, 300 BC, also known as Euclid of Alexandria, was a Greek mathematician, often referred to as the "Father of Geometry". His *Elements* is one of the most influential works in the history of mathematics, serving as the main textbook for teaching mathematics (especially geometry) from the time of its publication until the late 19th or early 20th century. In the *Elements*, Euclid deduced the principles of what is now called Euclidean geometry from a small set of axioms. Euclid also wrote works on perspective, conic sections, spherical geometry, number theory and rigor. (<http://en.wikipedia.org/wiki/Euclid>)

5- Albert Einstein (1879 – 1955) was a German-born theoretical physicist who developed the general theory of relativity, effecting a revolution in physics. For this achievement, Einstein is often regarded as the father of modern physics and the most influential physicist of the 20th century. While best known for his mass–energy equivalence formula  $E = mc^2$  (which has been dubbed "the world's most famous equation"), he received the 1921 Nobel Prize in Physics "for his services to theoretical physics, and especially for his discovery of the law of the photoelectric effect". The latter was pivotal in establishing quantum theory within physics. ([http://en.wikipedia.org/wiki/Albert Einstein](http://en.wikipedia.org/wiki/Albert_Einstein))

6- In this chapter a whole part will be devoted to the study of C.B.A.

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7- Modern psychology is divided into several subdisciplines, each based on differing models of behaviour and mental processes. Psychologists work in a number of different settings, including universities and colleges, primary and secondary schools, government agencies, private industry, hospitals, clinics, and private practices. Recent years have seen a rise in the significance of applied psychology-as can be seen from the areas contemporary psychologists concern themselves with-with an attendant decline in the importance of psychology in academia. In the United States, clinical psychology has become a significant focus of the discipline, largely separate from psychological research. Clinical psychologists are responsible for the diagnosis and treatment of various psychological problems. (<http://www.infoplease.com/ce6/sci/A0860568.html>)

8- Traditional education or back-to-basics refers to long-established customs found in schools that society has traditionally deemed appropriate. Some forms of education reform promote the adoption of progressive education practices, a more holistic approach which focuses on individual students' needs and self-expression. In the eyes of reformers, traditional teacher-centered methods focused on rote learning and memorization must be abandoned in favor of student-centered and task-based approaches to learning. Traditional education is associated with much stronger elements of coercion than seems acceptable now in most cultures it has sometimes included: the use of corporal punishment to maintain classroom discipline or punish errors; inculcating the dominant religion and language; separating students according to gender, race, and social class, as well as teaching different subjects to girls and boys. In terms of curriculum there was and still is a high level of attention paid to time-honored academic knowledge. [http://en.wikipedia.org/wiki/Traditional\\_education](http://en.wikipedia.org/wiki/Traditional_education). (03-10-2012)

9- Nelson Goodman (1906–1998) has certainly been one of the most influential figures in contemporary aesthetics and analytic philosophy in general (in addition to aesthetics, his contributions cover the areas of applied logic, metaphysics, epistemology, and philosophy of science). His unorthodox approach to art is part of a general approach to knowledge and reality, and is always pervasively informed by his cognitivism, nominalism, relativism, and constructivism. From *Languages of Art* and subsequent works, a general view of the arts as contributing to the understanding and indeed to the building of the realities we live in emerges. Ultimately, in Goodman's view, art is not sharply divided, in goals and means, from science and ordinary experience. Paintings, musical sonatas, dances, etc. all are symbols that classify parts of reality for us, as do such things as scientific theories and what makes up common,

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ordinary knowledge. (<http://plato.stanford.edu/entries/goodman-aesthetics>). (03-10-2012).

10- In the Algerian constitution it is declared that Arabic is the official and national language of the country; it is not mentioned whether it is the classical, modern or modern standard.

11- A school of structural linguistics based directly on the teachings of F. de Saussure's *Course in General Linguistics*. During the early years of the Geneva school, which first emerged in 1927, its leading spokesmen were the Swiss scholars C. Bally and A. Sechehaye, who had collaborated with Saussure and published his *Course*. Second-generation members of the school were the Swiss scholars S. Kartsevskii, H. Frei, and R. Godel. Among the basic questions with which almost all the representatives of the Geneva school were concerned was the problem of linguistic signs in relation to Saussure's views on the role of identity and distinctness in a language system. The problems of language and speech (*langue and parole*) and of the virtual and actual in human speech were also studied by the Geneva school. Saussure's disciples were also concerned with problems of individual stylistics and the interrelationship between psychology, logic, and linguistics. Since 1941 the *Cahiers F. de Saussure (Notebooks of F. de Saussure)* have been issued nonperiodically by the Geneva school. (<http://encyclopedia2.thefreedictionary.com/Geneva+School>)

12- This chapter goes through a detailed definition of ZPD where all the Stages are described clearly.

13- NTIC refers to 'nouvelles technologies de l'information et de la communication'.

14- The play station is an electronic game widely used among children.

15- X box is an electronic game, more developed than the play station, with three dimensions image and internet included that allow the child to play online.

16- The iPhone is a mobile made of five generations each of them more elaborated than the preceding one. It includes internet from which everything may be downloaded.

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17- The iPod is a combination portable digital media player and hard drive from Apple Computer used for music downloading and storing.

(<http://searchmobilecomputing.techtarget.com/definition/iPod>)

18- A new handheld computing device launched by Apple Inc. in January 2010. The iPad is designed for consumers who want a mobile device that is bigger than a smartphone but smaller than a laptop for entertainment multimedia. The iPad device is roughly the size of a sheet of paper and weighs 1.5 pounds.

(<http://www.webopedia.com/TERM/I/iPad.html>)

19- Zimmerman and Martinez-Pons (1990) identified 10 strategies typically adopted by self-regulated learners: *self-evaluation* (“I check over my work to make sure I did it right”); *organization and transformation* (“I make an outline before I write a paper”); *goal setting and planning* (“I commence revision a number of weeks before the test”); *information seeking* (“I read the subject as widely as possible”); *record keeping and self-monitoring* (“I pick out the unknown words and make cards”); *environmental structuring* (“I make my desk clean and tidy and put all the books I need nearby”); *giving self-consequence* (“I give myself rewards during study breaks, such as watching TV”); *rehearsing and memorising* (“I write out all the important points many times so that I can remember them”); *seeking social assistance from peers, teachers, and other adults* (“I discuss the assignment with my friend on the way home in the train”); and *reviewing notes, books, or tests* (“I go over my notes on the topic”). (McInerney et al., 2008:25)

## **Chapter Four**

### **A Diachronic Perspective of the Primary School Curriculum**

4.1. Introduction

4.2. Perspectives of the Primary School

4.3. First Year Curricula

4.3.1 Learning Arabic

4.3.2. The Medium of Instruction

4.3.3. Developing Citizenship and Faith

4.3.4. Learning through Practice

4.4. Reaching Exit Profile and Curricula

4.4.1 Linguistic Capacities

4.4.1.1. Performance in Arabe Scolaire

a) Reading Texts

b) Identifying Grammatical Structures of Arabe  
Scolaire

4.4.1.2. Learning Foreign Language

a) Perspectives of the Ministry of Education

b) Methodology in Developing Competency

4.4.2. Achieving Algerian Identity

4.4.3. Being a Good Muslim

4.4.4 Reaching Logical and Scientific Thinking

4.5 Synchronic and Diachronic Analysis of Primary School Curricula

4.5.1 The Learner's Profile

4.5.2. Coherence in the Primary School Learning

4.6. Conclusion

Chapter Notes

## Chapter Four: A Diachronic Perspective of the Primary School Curriculum

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### 4.1. Introduction

This chapter highlights the various aspects of the primary school curriculum in Algeria. It studies the syllabus of each field of the first and the fifth year of the primary school and the methodology used to introduce it in the classroom. The aim, then, is to show to what extent the linguistic gap influences the learning process at the beginning of the learning process and the end of the primary level and whether CBA's concepts are respected or not.

### 4.2 Perspectives of the Primary School

All over the world, the various steps of the schooling systems are determined by the Ministry of Education. In Algeria, aims and targets are clearly mentioned in the book entitled 'el manahidge' elaborated by the ministry which varies according to each level; it is given to all teachers all over the country and deals with all each file separately. It should be blindly followed by teachers. The book of the first year of the primary school, is divided into 9 parts one concerns a general introduction to the whole syllabus whereas each one of the eight others is devoted to a particular topic. In fact, in the first year of the primary school the child is introduced to eight different topics: Arabic language, Islamic education, civic education, mathematics, scientific and technological education, music, painting and sports.

It is worth mentioning, that in our country, most of children go to the first year of the primary school at six for the preschool class is optional and not available everywhere. On the other hand, all the topics are taught, as already mentioned in the previous chapters, in l'arabe scolaire as referred to in the official book 'the Arabic language' where it is described in a very subjective way with reference to the linguistic diversity in our country.

Indeed, (Ministry of Education, 2003: 13) ( translation is mine) declared that in our schooling system "*the Arabic language is a means of learning, communication and transmitting knowledge*" and the real objective to be reached is to deeply root this language in learners in order to make it "*the basic element of their thinking and their means of expressing themselves*" for this is the national and official language as well as



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one of the basic “*spiritual link among people of this country and the essential constituent of the Algerian personality*”.

Adding to this, (Ministry of Education, 2003: 13) focused on teaching the four skills essential for learning Arabic language that can not be dissociated from all the other aspects taught since it shapes the whole schooling process till the last year of the secondary school. As a consequence, learning Arabic is a determinant factor to the success at school and thus, as stated in by (Ministry of Education, 2003: 13) (translation is mine), “*the aim of learning Arabic is not limited at learning a language but ...to make the learner in mastery of a modern Arabic language through communication and expressing the self...that may be achieved only through training*”.

In the first year of the primary school, teaching Arabic takes 14 hours each week through various activities as it is clearly shown in the following table elaborated by the (Ministry of Education, 2003: 14)

Activities	Timing	Number of sessions	Total timing
Oral/ Written expression/ Reading comprehension	1:30	4	6 hours
Written Expression/ Reading Comprehension	1hour	3	3 hours
Rote Learning (poems)	30 minutes	2	1hour
Reading and Written games	1:30 1 hour	1 1	2:30
Extra Activities	1:30	1	1:30
Total		12	14 hours

Table 4.1

### Timing Devoted to Learning at the First Year Level

Table 4.1 shows that teaching Arabic in our school relays mainly on reading comprehension and written expression since it takes 11:30 whereas oral expression is involved with the rest of the activities in 6h yet no reference is given to listening comprehension although it is as important as the other skills in early language learning.

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This makes us wonder, how is it possible for a child to learn a language which he does not have the opportunity to practice orally frequently and has no listening comprehension?

When trying to explain this situation, teachers are asked about oral expression. They all agree that the time devoted to oral expression is reduced as compared to other skills this is due to the fact that Arabic vehicles all the school learning, thus the child practices his repertoire when studying other topics. However, as far as listening comprehension is concerned, teachers consider that the child is constantly exposed to this language during the time spent at school for this reason no need to lose time with such skill.

On the other hand, teachers use most of the time the local variety in the classroom for they claim that children do not understand the Arabic language for it is the unique way to teach the rest of the topics. Moreover, they use the local variety even to explain the text they are reading. In short, the situation in the real classroom does not correspond to the perspectives of (Ministry of Education, 2003:16) (translation is mine) which aims are given in details:

- ***Aims of Oral Expression***
  - Using the already mastered language as the starting point in acquiring the ability of expressing oneself in a correct 'pure' language.
  - Enriching, correcting and organizing the child's language.
  - Being able to determine things in real time and place.
  - Making meaningful short and correct sentences.
  - Describing real life situations.
  - Using various styles.
  - Being able to organize in his mind what is found in language.
  - Being able to describe a picture.
  
- ***Aims of Reading Comprehension***
  - To be able to read correctly.
  - To pronounce correctly sounds and words.

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- To identify words and sentences.
  - To identify the correct sentences to describe a picture.
  - To identify the form of letters and pronounce it correctly according to its place in the word.
  - To link sounds then making consonants clusters.
  - To make the child able to identify consonants and link them to movements (1) in order to make words.
  - To be able to identify consonants which graphic form is more or less similar.
  - To read correctly short texts.
  - To respect punctuation.
  - To understand the text.
  - To be able to answer questions about the text.
- ***Aims of Written Expression***
    - Being able to use a pen correctly.
    - Drawing consonants.
    - Writing consonants.
    - Linking consonants to make words.
    - Making simple sentences.
    - Being able to shape in words what is seen in pictures.

In the light of that (Ministry of Education, 2003: 10) shaped clearly the perspectives of teaching the Arabic language in the first year of the primary school yet this learning does not take place in isolation. During his first year at school, the child spends 27 hours, among which 14h are devoted to language learning and the rest is used in teaching other topics as shown in the following Table:

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<b>Fields Taught</b>	<b>Timing</b>
Arabic language	14h
Mathematics	5h
Scientific and Technological Education	2h
Religious Education	1h30
Civic Education	1h
Music	1h
Arts ( drawing and/or painting)	1h
Sports	1:30
Total	27h

Table 4.2

Timing Devoted to Each Field each Week

In fact, the 27 hours the child spends at school are spread as shown in the following time table followed in all the first year of the primary school.

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	8.00 – 8.45	8.45 – 9.30	9.30 – 9.45	9.45 - 10.30	10.30 – 11.15		13.00 – 13.45	13.45 – 14.30	14.30 – 15.30
Sunday	Religious Education	Mathematics	<b>B R E A K</b>	Oral expression, reading, writing activities (copying)		<b>M A K E  U P</b>	Written expression, Song, poem		
Monday	Civic Education	Mathematics		Oral expression, reading, writing activities (copying)			Mathematics	Scientific and Technological Education	
Tuesday	Religious Education	Mathematics		Oral expression, reading, writing activities (copying)			Extra activities		
Wednesday	Oral expression, reading, writing activities (copying)			Mathematics	Written expression, songs, poem		Reading , Dictating	Sports	
Thursday	Mathematics	Scientific and Technological Education		Written expression, songs, poem	Mathematics		Reading and written games		

Table 4. 3  
First Year Time Table

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Table 4.3 highlights the organization of the syllabus in the classroom. It also shows that the child goes four day week from 8h to 11h15 and from 13h to 14h30 except for learners who have more difficulties leave at 15h30 whereas on Tuesday the child studies only in the morning and is free in the afternoon. Besides, the weekend in Algeria for school lasts for two days Friday and Saturday. In short, the child studies for four days and half each week. During this period, he learns many topics and language at the same time, a situation totally not accepted by educationalists who consider that at school the child should learn to read and writes what he already speaks since his abstract conception has not developed yet. However, the Ministry of Education deeply believes that the need of a transition between school and home is essential and goes through a preschool stage that lacks in most of the cases and very great rate of children go directly to the first year as it is shown which may lead to great problems as it will be shown at the end of this chapter.

As a matter of fact, the ministry of education is aware of this situation, for this reason it declares that the first and the second terms of the first year of the primary school are a preparatory stage which paves the way to the concrete learning that starts at the third term. It is worth mentioning that during these two terms the learning process starts and children are introduced in the realm of knowledge. The first exam takes place only at the end of the second term and no importance is given to the classification of pupils with reference to their averages.

In fact, the same Ministry focuses on the role of the teacher in taking into consideration the psychological and the emotional state of the child. It makes teachers aware that the child before coming to school is the center of interest of his family who takes care of him and loves him for this reason coming to school for the first time is very difficult. The child is afraid. Most of children cry and do not accept the new situation. The role of the teacher, then, should be to take care of each pupil, be patient and lovely in order to provide him with the confidence needed that is necessary for his learning and attention.

However, in some classes the number of pupils reaches 35 or may be more which hardens the teacher's task who is asked to teach language skills, at the same time

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all topics through it and be patient and enough competent to convey the message. Accordingly, the teacher is aware about this hard task for this reason he always refers to the mother tongue. At this level, all teachers agree that pupils do not understand the new variety. In fact, the (Ministry of Education, 2003: 21) agreed to some extent with teachers for it considered that (translation is mine):

*Keeping thinking that the teacher can start with a pure language free from any “pollution”, which is the Arabic language without taking into consideration other linguistic steps may make the child develop a negative attitude towards learning at an early age at school... Such a level is impossible to reach with learners who come at school with a mother tongue unless we go through various steps ‘sertsiger sel’ near to the local variety.*

(Ministry of Education, 2003: 21)

In the light of all what has been said above, it is clearly noticed that the policy makers deeply believe that the linguistic behaviour of the child should be modified in order to make the new language very well performed in its written and oral forms at the same time. The aim, then, is to make learners able to interact through language, but what is worth mentioning is that this language is no one means of communication. Thus, even if learners develop their written form through practice where and how can they perform the oral one since they do neither use it at home nor in the street and school?

Accordingly, from the examples previously given in chapter one, interaction inside the classroom is made in the local variety and even the teacher uses it most of the time in order to explain lessons and deal with learners. Since, there is a lack of practice and no available background, the possibility is not really afforded to develop linguistic performance. Adding to this, among pupils, a noticeable lack of motivation in learning the new language spreads because it does not represent development and knowledge as it is the case of French and English.

### 4.3. First Year Curricula

Teaching a new variety of Arabic in Algeria is not as easy as it may seem for the lack of practice in the classroom situation is spread all over the country and

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problems children live in their schooling process is almost the same. However, the task is even harder when learners belong to the Berber community which uses one of the varieties of Berber: another language totally different from ASA/or French. Hence, even though, the Ministry of Education is aware of the ‘linguistic diversity’ and tries to pave the way for language learning, it is not enough for learners are still lost.

### 4.3.1 Learning Arabic

Linguistic problems are very noticed right from the first year of the primary school. Children do not understand the text supposed to be the support of language learning. As an illustration, the first text on page 8 is transcribed bellow:

Arabe Scolaire

/ʔanaa ʔismii riɖaa wa ʕomri sittu sanawaat ʔuhibbu alhajawanaat wa  
rokooba addaraadza ʔabii mohandison wa ʔommii moʕallima Wa lii  
ʔoxton ʕayiratun ʔismohaa monaa wa ʔaskunu qariban mina lmadrasa/

MSA

/sammoni riɖaa w ʕandi sitasniin nabii lhajawanaat lizanimo wal  
bisaklii t papa bba dʒanjʊur wamma maama mamun moʕallima waxtii  
wasamhaa monaa w noskun goddaam likool/

Gloss

My name is Reda. I am six years old. I love animals and riding bicycle.  
My father is an engineer and my mother a teacher. I have a sister called  
Mouna and I live near school.

The text above is a small paragraph where the main characters of the whole syllabus are introduced. Right from the start, the learner is confronted to new words and sentence structures for this reason the teacher uses mimics and gestures to facilitates the learning process. From the translation, it is noticed that in MSA many words have different forms like the word ‘father and mother’ that differ according to the social background, intellectual level of parents and religious tendencies.



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On the other hand, on page 8 of the same book and before the text the title of the activity is 'I see and I listen'. In fact, the child is asked to listen to the teacher who reads the text many times in order to memorize it and repeat it after her. This process is used all the year, since it is noticed that even if pupils use either their fingers or rulers to follow the text with the teacher, still they are pretending to read. Learners rely mainly on rote learning and not on the identification of words for they do neither know letters nor some words themselves. Adding to this, the semantic diversity hardens this process in both understanding and even memorizing.

The first year of the primary school book of 'Arabic' is made of 30 files, each one of them is tackled within one week among. The last 10 ones are devoted to the revision of the whole consonants of the language taught. As an illustration, on page 13, the text is made of a dialogue full of pictures of all the members of the family (the mother, father, grand mother, grand father, Reda and Mouna). On this page, the writer tries to represent the main members of the Algerian family. The text describes a conversation between the two children as translated bellow:

Arabe scolaire

/kaanat monaa talʕabo maʕa dzaddihaa wa dzaddahaa ʕindamaa daxala riɖa

maʕa ʔummihɪ wa ʔabihɪ fa raʔat miħfadatihɪ lɖadɪda faqaalat

miħfadatoka ʕaxɪraton wa miħfadatɔ maamaa kæbɪraton/

faqaala riɖaa

liʔanna ʔummɪɪ muʕallimatun

bal ʔanta ʕaxɪɪɪ

laa ʔanti ʕaxɪɪraton laqad ʔiʕtaraa ʔabɪɪ lakɪɪ domjatan talʕabɪna bihaa

sa ʔalʕabo maʕa dzaddɪɪ wa dzaddatɪɪ

MSA

miɪn dxal riɖa mʕa buh w mah kaanat mona talʕab mʕa dzaddha wa dzaddatha  
w kɪ ʕaafat lkartaab dzɪɪda w gaalat

kartaabak ʕaxɪɪɪɪ w kartaab maama kbɪɪɪɪ

riɖa gaal

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xaṭar mma/ maama/ maman moṭallīma

baṣṣaḥ nta ṣṣiḥjar

Ila ntijja ṣṣiḥjra w papa/ bba fraalek popijja baj ṭallaṣbi bīha

dok nalṣab mṣa dzaddi w dzaddaati

Gloss

Mouna was playing with her grandmother and grandfather when Reda entered with his father and mother, Mouna sees the new schoolbag and said:

Your school bag is small, and the school bag of mum is big.

Reda said:

Because, mum is a teacher.

But you are young.

No, you are young; daddy has bought a doll for you to play with.

I am going to play with my grandmother and grandfather.

From the example above, it is clearly noticed that AS is introduced through dialogues made of simple sentences. However, in MSA, the child is able to make more complex sentences and manipulate correctly the grammar that generates them. Whereas, when he goes to school; he is required to modify his linguistic competence in the mother tongue. According to Greffou (1989), this leads to school failure since it reduces the child's abilities in expressing his ideas (translation is mine):

*For the Algerian classroom... the failure in the proclamation of objectives 'simple sentences', 'short sentences' are the criteria of the child's failure from 6 to 9 because at 10, the child has definitely built his language system.*

*(Greffou, 1989: 117)*

In the light of what has been said above, a clash is noticed between what the child is able to do with his mother tongue and what he is learning. Thus, rather than progressing in his learning process he is blocked. This drawback limits the child's abilities in expressing himself in AS and may have bad consequences on the conceptualization process for his thought and mind go beyond the language introduced in the classroom. The child is in constant struggle between what he can do in MSA and what is required to do in AS.

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Indeed, the child is required to learn through AS although he is not ready because he has not yet mastered its grammar. He is, therefore, not given what Krashen names 'the silent period'. Some may say that this concept concerns only foreign language learning, however, in Algeria AS has no available environment to be practiced. Besides, as already mentioned, AS is introduced through dialogues and not complete texts with stories that takes the child far from his cultural background where an oral tradition is deeply rooted.

In fact, Parents and grandparents tell and / or read stories for their children. A story is a sequence of ideas and events organized in a chronological order. It has a morality. For instance, a four year old girl was required to tell a famous story of children; she was able to do it and improvises when she forgot something. In short, she uses her imagination to fill the gaps using the correct intonation, face expression and gesture. However, we required from a second year pupils who were around seven to describe a day spent at the seaside, they were unable to do it in AS, whereas they did it easily in MSA. Children were not able to combine their ideas in order to make a paragraph. In fact, at school the child is taught only dialogues as declared in the teacher's book and described in the following statement (translation is mine):

*The language used in dialogues must be taught and not the language of description or narration. The language of dialogues is exclusively used whereas that of description and narration is voluntarily avoided.*

*(Greffou, 1989:31-2)*

It is only at the third year level that the child is introduced to paragraph writing and shown how to link sentences in order to make a paragraph. Accordingly, until the age of eight the child is unable to organize his thought in AS yet he uses it in his learning process. This restriction may entail a linguistic as well as a social handicap as described by (Corder, 1985: 64) when quoting Labov (1966) who believed that "limitation on our linguistic repertoire may produce a social insecurity in just the same way as limitations in other aspects of our social skills."

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Limitation of the child's linguistic repertoire in AS has negative consequences on the learning process as a whole and mainly when doing various activities for AS is not understood. Language activities try to reduce the gap and focus on the process of memorization and not understanding. For instance, on the second page, the text is longer and once again pupils are asked to memorize it. Teachers deeply believe that through the process of rote learning the child enriches his linguistic repertoire and develops his ability in generating sentences.

In fact, all the first year syllabus relays on the identification of words, learners are given many exercises for example page 15 concerns three activities. The first one is 'oral expression' a picture of 'Mouna' and her father. The pupil is asked to make sentences according to the example given. Whereas, the second activity is called 'remember'. It aims at linking the various part of the sentence correctly and reading it: Mouna said:

Your schoolbag is	big
And that of mum is	small

In the last exercise, the pupil should choose among the various parts of sentences and combine them to 'make' correct and meaningful sentences:

Mouna is playing with	small
Reda's schoolbag	grandmother and grandfather
Mum's schoolbag	big

In the examples above the child should observe the words in order to identify them although he has not started reading yet, and then link them to make meaningful sentences. In fact, the texts of the whole book are like the two previously described and focus on the process of identification of letters and words. Meanwhile in the activity book of language, the pupil is introduced to the various shapes of lines and geographic forms like rectangular, circle, square...this situation paves the way to writing and again their names are new for him. On page 2, the activities deal mainly with coloration of various shapes; the aim is to make the learner able to respect the limits.

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The second kind of exercises is to draw lines. The pupil is asked to link the various dots in order to realize one straight line or a combination of two a broken and a curved ones. It is only after much practice that the child is introduced step by step to writing letters by using movements. He gets in touch with their pronunciation and identification. Each week a new letter is taught and the combination of two or more start to be dealt with. In this classroom situation, the teacher again gives all instruction in MSA. What should not be forgotten is that almost all children go to school for the first time at six since as already mentioned the preschool classes are not available in all schools.

In fact, what is noticed in the classroom does not show another aspect of the learning process that does not correspond to the expectations of the Ministry of Education. When teachers ask the question about the text they use MSA and pupils who are able to answer are only those who have learnt it by heart for they are not able to make their own sentences in AS although they know the answer. It is also clearly noticed that the main problem is not in copying letters from the board but in identifying them mainly with movements especially for the ones with similar graphic (2) form like /h/, /dʒ/, /x/. This phenomenon, also, concerns /n/, /b/, /t/, /j/ and /θ/ as well as in the case of /f/ and /s/ adding to many other consonants.

Another widely noticed problem also raised by teachers is the use of the dual form. This grammatical structure neither used in French nor in the local variety all over Algeria, is part of the semantic system of AS for this reason it is often used in the texts used by learners but not identified by them. In order to solve the problem, teachers use a disguised way of the form and introduce the number 'two' for example.

AS: xʊdʊʊ kʊrɾaasajɾɪ

Teacher's form: xʊdʊʊ zʊdʊʊ kʊrɾaasajɾɪ

Gloss: take two copybooks.

In fact, by using this form the teacher makes a bridge between what learners know and what they are learning. This simplifies the structure and understanding. As a consequence, when children are in the first year of the primary school they do not know

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the language taught but are also not able to use a pen that hardens the role of the teacher who always complains about this situation for the number of pupils in each classroom goes beyond 35. The teacher has to control each one of them.

According to Messaoudi (3) (2010), among the main reasons of school failure is the great number of pupils in each classroom. He declared that a trip in the rural regions in our country shows that there is a serious lack of primary, middle and secondary schools which results in overcrowded classrooms that may go beyond 40 pupils in each one of them. The teacher's role is to take the hand of each child and show him how to use a pen and at the same time fulfill all the other tasks like teaching reading, speaking listening ASA and at the same time many other topics among them religious education, arithmetics and civic education.

### 4.3.2. The Medium of Instruction

Teaching mathematics may seem an easy task, yet according to (Bryant and Nuñez, 2011: 549) a whole cognitive process starts at an early age where the child is not really aware of it for it is *“the study of quantitative relations... can be expressed numerically, and numbers make it possible for people to understand and manipulate relations between quantities in powerful and precise ways”*

Mathematics is a field of study considered as difficult almost by all. If one is good in mathematics he is qualified as 'intelligent' whereas if the learner obtains bad marks he is considered as 'bad' and 'stupid'. These are the common ideas spread among people. Mathematics is a science taught all over the world right from the first year of the primary school. In Algeria, the timing devoted to this field is 5h 15 a week, taught in 45mn sometimes once or twice a day and also dealt with very often during the make up sessions from 14h30 to 15h30. This 'help' concerns pupils who have difficulties to assimilate the lessons with the rest of the group.

All these instructions are given by the (Ministry of Education, 2003: 80) (translation is mine) where mathematics is defined as a way *“to shape thinking and acquiring knowledge since it develops the cognitive capacities of the learner as well as his personality”*. It also considers Mathematics as very present in the sociocultural

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background including economy, computing... The everyday use of the calculator, the computer and the electronic games like X Box (4), Wii (5) and P.S.P (6) make the learner familiar with some concepts even before school age for this reason the calculator is introduced right from the first year. In fact, although the child is familiar with numbers, understanding their functioning may take time as described bellow:

*At school, children's first formal mathematical experiences tend to be about counting and numbers. However, knowing how to count is of little intellectual value to them unless they also grasp how numbers are connected to quantities and quantitative relations. Numbers have no genuine mathematical meaning for children who do not realize that each child can have one book when there are 20 pupils and 20 exercise books in a classroom, and that there would not be enough books to go round if there were 15 books there.*

(Bryant and Nuñez, 2011: 549)

As clearly noticed in the classroom, pupils participate and like learning mathematics as compared to language. For example, in the first lesson, the first page is full of pictures. The first one represents a bird outside the house, the second inside the house whereas the third in a birdcage. The instruction given to the learner is to put a cross on the picture where the bird is inside the house and then outside while the third one concerns the last picture.

In fact, the first lesson focuses on position and all activities deal with: inside, outside, on, in, under, near, far, in front of, behind, left, right... These activities make the child aware that he is part of a whole environment and then he is introduced to numbers. Being aware of these positions allow the pupil to understand the notion of bigger and smaller very useful in his future leaning in more advanced lessons in mathematics. He learns counting and then making additions. In short, the learning process goes slowly step by step in order to make the learner familiar with the basic notions of arithmetics then in the future levels geometry and more abstract notions.

In this respect, the learning of mathematics is more or less special for the child's cognition and metacognition needs to develop and correspond to new concepts. In their work, Bryant, and Nuñez (2011) referred to the investigations of Piaget where they described the various steps that pave the way to the understanding of mathematics as stated in the following quotation:

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*For Piaget, young children's counting was a clear instance of children using words without understanding what they mean. They learn to count objects and actions, and yet for several years they do not have the slightest idea of the meaning of number words. In order to grasp these meanings, Piaget argued, children must understand the cardinal and the ordinal properties of number. He based his striking conclusion that at first children count without understanding counting on evidence from his well – known conservation, transitivity, and seriation experiments.*

*(Bryant and Nuñez, 2011: 555)*

Moreover, in the same study, it is clearly shown that Piaget believed that before school age, the child can not grasp the cardinality as well as seriation and transitivity for according to (Bryant and Nuñez, 2011: 555) *“they are perfectly capable of understanding that A is more than B at one time and at another that B is more than C, but they cannot coordinate these two pieces of information to reach the conclusion that A is more than C”*. This inability is due according to Piaget to the non understanding of the number sequence as a sequence of ascending magnitude. In order to solve this problem the learner is not really asked to count but to develop a logical thinking that allows him to analyze the situation to understand it that implies cognitive and metacognitive capacities. This whole process starts at an early age and is included among other topics in the Algerian school where all the instructions are given in A.S. In the classroom, when teaching mathematics, the teacher reads the exercises and explains them in the mother tongue.

As a consequence, here again, the use of the new variety is a handicap for the realization of activities inside the classroom. Although, pupils are able to understand the exercise; they can not answer for they lack the linguistic tool to do it. In this respect, by the end of February, in an activity, pupils were asked to classify the following numbers starting from the smallest: 29, 35, 22, 13, 33, 41, and 12. The answer is as follows: 12, 13, 22, 29, 33, 35, and 41. The rate of success was:

Number of pupils	Success	Failure
44	40	4
100%	90,90%	09,09%

Table 4.4

Classifying Numbers



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Meanwhile, in the whole first year and the beginning of the second, teaching mathematics and mainly numbers, addition...goes through the use of tokens and fingers. The pupil is asked to use his fingers in order to make an addition and putting tokens together in order to make groups of ten and then twenty... The learner also uses them in making various kinds of activities and exercises found on his book; yet the teacher always uses to MSA in order to explain to the class instructions of the exercise.

In the light of the first year of the primary school syllabus analysis, it is noticed that it is at the level of the learner since it raises his interest and corresponds to his needs. Nevertheless, the real problem that hardens the task of both the teacher and his pupils is language. As a consequence, MSA is widely used in the classroom for explanation, asking questions, making a comment...which does not correspond to the real objective of the Ministry of Education that aims at teaching AS in order to correct the child's mother tongue.

However, where should the child practice this language if the teacher always refers to the local variety, on the other hand if he does not does so, he will never finish the rest of the syllabus. In such unstable situation, as described by Miliani. M. (2009), the learner is disoriented for the new language is not involved in his representation of his world since it is not used around him. He is torn between the 'school languages' as referred to by a six years old child 'the language of the teacher' and the language of his mother or as defined by a six years old child 'the language I know very well'.

As a result, when being involved in this ambiguous linguistic situation as described in (Miliani. M, 2003:9) (translation is mine) "*it seems that their representations are the same, the learner is in an informal exchange situation (where the interlocutor controls, and creates from his knowledge of the language) or in a normal exchange context (where the forbidden reigns: we do not say...)*". This behaviour results from a schooling system that bases all its policy on the process of Arabization undertaken when independence was achieved which aimed at widening the use of the national language. In fact, linguists do not consider that this policy succeeded in our country.

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In this respect, Sebane and Miliani. M (2009) believed that the process of Arabization has most of the time been assimilated to a kind of reislamization that leads to the regain of Arab originality. It has not succeeded because of the non continuity and tensions for it never goes back to the users of this language mainly youngsters. As far as foreign languages are concerned, they are linked to modernism in order to allow the opening to other countries and technology and science. On the other hand, the school curriculum includes other activities that are parts of the schooling process among them Civic and Religious Education.

### 4.3.3. Developing Citizenship and Faith

Civic education' aims at teaching a social behaviour based on collaboration inside and outside the classroom. The pupil is introduced to the correct attitudes that should develop his individual and group responsibility, at the same time he learns the correct linguistic forms useful in his every day communication. The first's year syllabus of the primary school teaches another topic called 'civic education'. As mentioned in the teacher's guide realized by (Ministry of Education, 2003: 67), the curricula is achieved in order to widen the knowledge of the learner and make him identify the environment he lives in through his five senses and the experiments made in the classroom. Besides, dealing with the everyday activities of the child, the games he practices, the time in which he goes and comes from school and sleeps... makes him aware of notion of time and place and thus paves the way to the learning of history and geography next years. (Ministry of Education, 2003: 69) shaped the goals to reach through these topics (translation is mine):

- To teach the child the basic rules of the social life inside and outside the classroom.
- To discover the individual and group responsibility in the new environment (school).
- To accustom pupils to use words and expressions linked to time and place in order to determine the place of objects and people in their environment.

On the same page, a summary of the determinant four main steps teacher should follow to train his pupils are:

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- To learn the basic social behaviour at school through his participation and communication in the new environment through:
  - To listen to the teacher and others.
  - To be able to justify his opinion when giving it.
  - To follow the instructions.
  - To organize his thought and activities.
  
- To be responsible in the classroom and school.
  - To respect himself and the others.
  - To take care of the material used by all the pupils.
  
- To be in control of the basic concepts of time and place with reference to the learner's direct environment and the organization of his learning process.
  - To understand and know the various aspects of time.
  - To link between events and the time where events take place.
  - To be able to make a simple representation of the place he is accustomed to live in.
  
- To enable him to use the basic concepts about environment, nature and the behaviour of the human being in each place (rural area, village, town, mountain, lake, street, air, water...)

In the light of all what has been said above, the whole syllabus highlights the continuum of the socialization process of the child that starts at home. This goes hand in hand with Bernstein's (1970) investigations who considered that school is an important step of a whole process and any failure at this level leads to that of the whole society. Adding to this, the topics taught come to reinforce the social insertion of the child by reducing his egocentric feeling and shaping his thought as clearly described above by Piaget and thus develops his scientific conception very needed in the learning process classroom.

In sum, all these topics, dealt with through the year, teaches mainly the social and the correct behaviour the child should adopt in various situations. The first chapter 'me and others' aims, on page 5, at:

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- Being able to state the place and date of birth.
- Identifying the elements of the identity in order to be able to present oneself.
- Learning how to communicate and behave with others.

The first lesson aims at teaching the place of birth of a child, a cat and a bird respectively born at the hospital, nature and the nest. In fact, the lesson starts with a question on page 6 ‘what do you see on the three pictures?’ and the second one is ‘where have they been born?’ Under each of the pictures a sentence that describes it:

- Picture one “a new born in the hospital”.
- Picture two “an animal and its babies in a natural environment”.
- Picture three “a birth of a bird in a nest”.

Once again the child is asked to memorize the conclusion and the role of the teacher is reach it through repetition and revision. The same situation takes place since all the explanations are given in MSA. When the teacher asked where are babies born? They all answer:

MSA	l’arabe scolaire	Gloss
faṣḥṭaar	fii al mostaffaa	the hospital

As an illustration, on (Civic Education, 2007: 7), the activity consists of linking one picture to one among the three others. The first represents a new born sleeping in his bed whereas three others show respectively a center, a school and nature; on each one of them the name of the institution it represents. The aim is to make the child able to identify the answer through the image and not the name for they are totally different from MSA since they are borrowed from French except for the last one.

MSA	l’Arabe scolaire	Gloss
aṣṣontr	alṣijaada	the center
lɪkool	almadrasa	school
barra	əttabnṣa	nature

In short the learner is introduced to three new names and has to memorize a short conclusion where a new synonym of the word child is introduced /aṣṣabijɔ/. It is worth mentioning that all the pictures of the child’s books are very well illustrated yet,

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although the learner is able to describe, answer all the questions and succeeds in understanding and realizing the activities; he has a real handicap in language for he misses the available linguistic repertoire to express his ideas. The same situation takes place when learning religious education which focuses on teaching the Koran and the adequate behaviour a Muslim should adopt in his everyday life. It is introduced at the first year and is carried on till the end of the secondary school.

Teaching religious education, Algeria is based on introducing the basic ideas of Islam adding to some short and easy passages from the Koran always explained in the local variety. Yet, in the book, elaborated by (Ministry of Education, 2003:65), is devoted to giving instructions to the first year of the primary schools all over the country, many instructions concerning the material normally used are summarized below:

- The black board
- Pictures of various places (mosques, holy places, nature...)
- Audio visual Technologies
- Audio visual Recordings
- Use of CD
- Recordings
- Computers
- The Koran
- Stories about traditions and other situations
- Other methods like, visits

When reading these instructions teachers are very astonished and surprised at the same time because in almost all the Algerian schools no computers and tape recorders are available. Moreover, teachers wonder why such proposals are made since the Ministry of Education does not afford such a 'prestige' unless may be in some very rare schools. In our field work we visited many primary schools and in no one of them they were available unless rarely where computers are found but provided by the parents of pupils and not the government.

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As a consequence, in the twenty first century, Algeria is a country where computers are found in almost all the houses and where the use of internet is spread among people except, may be, for the very far rural areas. Even if the internet is not available at home, cyber cafés are found everywhere all over the country and are still open at night. It is noticed that even children spend many time in these places mainly because pupils are given research papers to do at home. This homework encourages youngsters to get in touch with computers. Adding to this, it is clearly noticed that children under six are in complete mastery of using the modern technology, and able to use easily the web either to play games or coloration of pictures of famous cartoons like ‘Dora the explorer’.

In short, using computers and electronic games are part of the universe of children for they shape their needs, thinking and influence their language. What seems new for old generations are the everyday use of the young one. Yet, the classroom does not really correspond to the perspectives of learners. In fact, in each of them, only tables, chairs, a black board are found. Teachers use pictures to illustrate the needs of learners on walls in order to decorate their classrooms and write with colored chalk.

In Algeria, the classroom corresponds to the traditional model and no use of modern technology takes place that hardens the task of teachers. This last gives supports to the learning process. Meanwhile, the child’s book is full of colors and pictures that illustrate the written texts including the textbook of religious education where the first lessons deal with the use of ‘by the name of God the merciful the most merciful all’. The four situations presented are:

Arabe scolaire

- qabla ?an ?abda?a fii qiraa?at lqur?aan lkarim
- qabla l?akli
- qabla ?an ?abda?a fii ?ajji samalim
- qabla ?an ?abda?a fii lwodu?i

MSA

- qbal maa naqraa lqur?aan

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- qbal Imaakla
- qbal maandir haadza
- qbal maa nabdaa lwd

### Gloss

- Before starting reading the koran.
- Before starting eating.
- Before starting doing anything.
- Before starting ablution.

It is worth mentioning that in order to fulfill the activity above, instructions are given in the local variety and the child uses the pictures in order to answer. At the beginning, the learner gives the answer in MSA and the teacher reformulates it in the new variety. In the next page, the child is given another lesson but this time it is for 'thanks to God'. The same process is used and at the end a conclusion is followed in (Ministry of education, 2005: 9) ( translation is mine) where the final conclusion states: *'I am a muslim pupil, I start doing my work with: by the name of God and ends it with: thanks to God'*.

The teacher's task is to make pupils learn the conclusion by heart through repetition in the classroom. The same process is used to teach the whole syllabus made of 13 chapters including six short Sourats (7) adding to some easy to understand Ayats (8) and Hadith (9) used from time to time as conclusion of lessons. All these conclusions are memorized and revised regularly orally every day since Islamic Education is taught every morning whereas, Science and Technology is dealt with once a week.

### 4.3.4. Learning through Practice

Learning Science and Technology is introduced at the first year level and aims at developing logic and making the child aware of the various phenomena that shape and control his everyday life. This is one of the most favorite topics of the child for it deals with concrete situations and experiments relying on thinking and analysis. Teaching science and technology is a field that raises the interest of all children for all the topics deal with the direct environment of the learner. In fact, according to (Ministry of

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Education, 2003: 101) this field of study takes into consideration four essential parameters necessary for the understanding of science and technology:

- Physical and chemical parameters allow the discovery of the various aspects of the matter either liquid or solid in a natural environment.
- Biological parameters make the child in touch with nature and the various life forms.
- Technological parameters aim at making the child aware of the great capacities he possesses used to enable the human being to achieve such development.
- Computing parameters: step by step the learner is taught the basics of using a computer which this should be achieved through practice.

The fourth parameter seems to correspond to the needs of an era where the use of computers is very spread and essential in the actual life. Yet, it may seem ambitious when the Ministry of Education speaks about practice. The policy makers are totally aware that using computers at schools is impossible for they are not available. As a consequence, this parameter is achieved with children using computers at home and not for the rest mainly who come from the far rural areas or very poor families. On the other hand, the syllabus of science and technology goes through topics that raise the interest of the learner among them:

- The five senses
- Feeding
- Breathing and heart beating
- Solid and liquid matters
- Transformation of solids
- Animals in their environment
- Plants in their environment

This field of learning is described by the Ministry of Education (2003) as a coherent and well organized syllabus, since it aims at developing the scientific and the technological behaviour at the primary school. This attitude is linked to the great role science and technology plays in the actual world even at an early age. Moreover, it develops a logical and scientific thinking based on objectivity, argumentation, proof and



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logic that serve the needs of the learner in the modern world. It, also, paves the way to a thinking that contributes in the social insertion of the learner in an environment in which technology and computers are used everywhere. (The Ministry of Education, 2003: 100) and syllabus makers are aware of the importance of technology in the modern world and considered that all the reforms of the schooling system are necessary as stated below (translation is mine):

*The need to make our schooling system at the level of the fast development at the scientific and the technological fields includes them in the learning process. This should raise the interest of learners and make them aware of a basic scientific culture through a process of acquiring knowledge, discovering and developing attitudes that enable them to understand and be in control of some concepts about a world in constant change and progress.*

*(Ministry of Education, 2003: 100)*

In sum, the whole syllabus is devoted to make pupils aware of the change and the modern needs of the world he lives in for this reason each lesson takes into consideration the sociocultural background of the learner. It also highlights some aspects of the child's life that may seem common to him but difficult at the same time. For instance the first lesson of Unit one starts with five pictures on the same page, each one of them represents one of our five senses. Pupils are asked to describe the content of each picture in order to identify the sense. As a result, although the learner is able to speak about the picture and the organ used with each sense in the mother tongue; he is blocked in AS. Adding to this, the learner is asked to memorize the name of the five senses and make sentences when making his exercises.

When asking pupils about the lessons they are learning in Scientific and Technological Education, they answer that they are very interested in them. This is clearly noticed in their behaviour for their enthusiasm as shown when the teacher asks the following question:

Question: do you like the lessons?

Answer: 100% of pupils say yes.

Question: why?

Answer: we like them because:

- We have been burnt.

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- We love flowers.
- We love listening to music.
- Sweet is nice.

On page 10, the organs of feeling are shown like: hand, ear, eyes, nose, and mouth and on each picture a circle of a different colour. Instructions are as follow (translation is mine):

Instruction number one in AS:

- To distinguish between the different organs and identify each of them.
- To link each organ with the feeling that corresponds to it.

Instruction number two in AS:

- Look at the pictures above with various colours.
- Identify each organ of feeling.
- Show through sentences each organ that corresponds to a particular feeling.

This is a nice song.

This is a nice picture.

This is a smooth tissue.

What a nice smell.

What an acid taste.

The exercise above is an easy one at the level of learners who are all able to identify an eye to see and an ear to hear, yet when they do not understand the instruction they can not answer. Besides, since, at this level, they are unable to read and write everything is based on oral expression; i.e. the teacher reads for them. In short, the unique handicap in the learning of an interesting topic is that learners are unable to deal with it for they do not master the language in which it is taught. In order to solve this problem, the teacher uses MSA and accepts all the answers in AS or at least mixed with MSA and links this situation to various parameters among them the syllabus and lack of preschool classes.

### 4.4. Reaching Exit Profile and Curricula

Learning at primary school lasts for five year. It starts at six and finishes at twelve after taking a final exam based only on AS and Mathematics both with coefficient two and French with a lower coefficient. In this examination, the grade for

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each subject is multiplied by the coefficient determined by the Ministry of Education before making the average. In order to obtain the best rates, teachers focus on teaching AS for its coefficient reaches five in the middle school.

### 4.4.1 Linguistic Capacities

In order to develop the linguistic capacities of learners, teachers focus on teaching AS through its grammar. The child is obliged to memorize all the rules conjugation, grammar and semantics however paragraph writing remains their big problem.

#### 4.4.1.1. Performance in Arabe Scolaire

As already mentioned, teaching language goes through the four skills and grammar. For the fifth year, two textbooks have been elaborated one for reading comprehension and the other for language practice. Through the organization of the textbook of reading comprehension all the grammatical structures are involved in 10 units each one of them divided in different texts dealing with various topics taken from the everyday life of learners. Adding to this, texts are analyzed through conjugation, vocabulary, semantics and lexical parameters. However, at the beginning of each unit competency to be developed are determined. As an illustration, unit one is devoted to make learners able to read a complete text, to identify different kinds of sentences, to use gemination (10) and to identify different language structures. In fact, achieving competence goes through different steps shown in language textbook elaborated by (Ministry of Education, 2007:11-3) (translation is mine) (see appendix 1, p 389-91).

1- Discussing the text.

- I identify different meanings.
- I understand the text.
- I express myself: learners are given statements to discuss either orally or through paragraph writing.

2- Identifying elements of the text.

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- I notice: Learners are given more details about the initial text in a more or less long paragraph that may be described as a continuity of the story given before.
- I remember: it aims at giving details about different concept for example, on page 12, a text and a paragraph.
- I practice: comes to reinforce the preceding understanding for example, on page 12, the learner is asked to classify the paragraphs proposed in order to make a meaningful and coherent text.

3- Identifying word's structure.

- I notice: different word structures are introduced
- I remember: the example given on page 13 is about the various structures of the verb.
- I practice: the aim is to put in practice what has been introduced in section 'I remember'.

4- I develop my language: the learner is given new items and asked to use them in sentences and identify their meaning in the dictionary.

In order to teach reading comprehension, some teachers have bought from libraries a C.D. where units' plans, elaborated by a group of teachers that correspond to C.B.A, are available. norms. However, their use is not very wide spread for they are not official documents and in at the same school not all teachers use them (see appendix 2, p 392).

### a) Reading Texts

**Unit:** The Socio Cultural Life

**Lesson plan:** 22

**Topic:** Flowers

**Competency:** Reading fluently and correctly using punctuation

Explain words and expressions

Extract the hidden meaning as well the morality of the text

Steps	Learning activities	Competence marker
The stating	What spreads in spring?	...different answers

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activity		
Instructions	Look at the pictures of the text.	
Silent reading	Raising a short debate about the topic. What are the followers named in the text?	The learner answers with reference of the data collected from the text.
Teacher's reading	Teacher's reading should be clear with respect to punctuation, intonation, pitch...	
Individual reading	<ul style="list-style-type: none"> <li>✓ What makes a garden full of flowers?</li> <li>✓ How were the inhabitants the day of the festival?</li> <li>✓ How were the leaves of the Lilac (11)?</li> </ul>	Answers should correspond to the text.
Explaining statements (words, expressions)	<ul style="list-style-type: none"> <li>✓ What impressed spectators?</li> <li>✓ What was the most beautiful flower of the festival? Why?</li> </ul> <p style="text-align: center;"><u>Understand statements</u></p>	Identify meanings and use them in meaningful answers
Extracting ideas	<ul style="list-style-type: none"> <li>✓ Establishing a committee, ...</li> </ul>	✓ Identify some ideas developed in the text.
Using competence	<ul style="list-style-type: none"> <li>✓ What is the extracted idea form paragraph 1 and 2?</li> <li>✓ What is the extracted idea form paragraph 3 and 4?</li> <li>✓ What is the extracted idea form the last paragraph?</li> <li>✓ What is the morality of the text?</li> </ul>	✓ Identify the main idea of the text.

Table 4. 5

Reading Comprehension

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However, in order to develop language use the Ministry of Education has elaborated another textbook for language practice made of 14 units each one of them is achieved in two weeks for instance in unit one entitled 'National Identity' goes through two lessons the former on page 1 and 2 'The Capital of Algeria' and the latter on page 6 and 7 'Figures from the Sahara'. As shown in (Ministry of Education, 2010:6-7) each one of them goes through the following steps:

### 1- Syntactic rules

- I remember: in this section, the learner is given some questions about structures already dealt with.
- Activities: four exercises are proposed dealing with the lesson actually taught.

### 2- Conjugation rules

- I remember: in this section, the learner is given some questions about structures already dealt with.
- Activities: four exercises are proposed dealing with the lesson actually taught

3- Oral expression: a statement is given and learners are asked to speak about it.

4- Written expression: a statement is given and learners are asked to write a paragraph of 8 or 10 lines about it.

Indeed, the child is given exercises about the various grammatical rules introduced in the lesson. The grammatical rule is first given then used later. It aims at internalizing the grammar coupled with the exercise of linguistic skills in motor-perceptive manipulation and affords the most effective preparation for the reality of communicative encounters. This way of dealing with grammar does not correspond to the basic concepts of CBA which focuses on the functionality of the rule in a conversation and not on the rule itself. Besides, each week, learners are asked to write a paragraph about different topics and deal with final exam taken in the previous years. In fact, grammar is taught by some teachers through the following methodology (see appendix 3, p.393) (translation is mine).

### **b) Identifying Grammatical Structures of Arabe Scolaire**

**Topic:** Grammar

**Unit:** travelling and trips

**Competence:** Identifying the five verbs (imperfect tense) and using them correctly

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Steps	Teacher's activities	Learner's activities
The starting activity	<ul style="list-style-type: none"> <li>✓ What is a verbal sentence? Show its elements?</li> <li>✓ Conjugate the verb 'go' with all the pronouns.</li> </ul>	Subject and verb and complement...
Giving instructions	<p>The learner is given a paragraph, is asked to identify verbs and describe their form.</p> <ul style="list-style-type: none"> <li>✓ Write the text on the board</li> <li>✓ The teacher reads the text</li> <li>✓ Some learners read the text</li> <li>✓ Ask some questions about the content of the text and then its grammatical structure including its verbs.</li> <li>✓ Identify rules and write them on the board.</li> <li>✓ <u>Deduction:</u></li> <li>✓ All the exceptions are listed and illustrated.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Answering the questions</li> <li>✓ Showing the grammatical rules</li> <li>✓ Giving examples</li> </ul>
Using competence	<ul style="list-style-type: none"> <li>✓ Going back to the book.</li> <li>✓ Reading the rule.</li> <li>✓ Doing the exercises of the book.</li> <li>✓ <b><u>Practice</u></b></li> <li>✓ Identify the verbs concerned with the rules of the lesson in the following paragraph.</li> <li>✓ The learner is given a short text that deal with learning and success.</li> </ul>	Using the rules freely and easily in a conversation and in writing.

Table 4.6  
Teaching Grammar

### 4.4.1.2. Learning Foreign Language

French, officially considered as the first foreign language, is introduced at third year of the primary school. In the preceding year an attempt was done to replace it by

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English in the primary school after a certain period of time the experience was stopped for it was a total failure. According to Algerian sociolinguists, French is the second language of the country and teaching it at this level seems to be the adequate decision.

### a) Perspectives of the Ministry of Education

When the process of Arabization was achieved, French has been described in the introduction as 'new language'. Indeed, the (Ministry of Education, 1998: 6-7) declared that on the 16th of April three main objectives concerning teaching French as a foreign language have been stated:

- 1- To make the learner able to use the bibliography of various data base in the target language.
- 2- To discover foreign civilization.
- 3- To develop the mutual communication between civilizations.

On the same book, the syllabus is defined as being pragmatic for its aims at developing a general competence which paves the way to other ones and results in the acquisition of high linguistic levels in the target language. Such a linguistic performance should be achieved when a real competence in oral and written expression will be reached. This learning process should go through the following steps:

- 1- To make the learner able to listen carefully in the target language, identify and memorize data.
- 2- To be able to understand totally and in details information stated orally.
  - a- in an informative context either real or imaginary ones.
  - b- in an adapted linguistic context that correspond to the level of the learner.
  - c- in a program that includes rhythm and pitch.
- 3- To communicate and be understood by others in all situations.
- 4- To express oneself orally and spontaneously.

According to the Ministry of Education these perspectives should be reached easily for the target language is taught through two main elements: written and oral. The former, as mentioned on p7, should be achieved when the pupil will be able to:



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- 1- Read texts fluently in the target language.
- 2- Be able to understand the texts by making the learner familiar with new vocabulary and topics not common to him.
- 3- To communicate in the target language and write correctly.
- 4- To be able to shape his thinking in a correct and respectful language by being able to select the appropriate words and forms.

On the other hand, developing oral expression in the target language is a main objective of the ministry of education. Teaching French aims at developing the capacity of making grammatically correct and meaningful sentences, spontaneously and easily in various situations. Adding to this, the learner should be able to express his feelings and emotions as well as ideas in the target language. For this reason, the learner is involved in more or less 'real' situations that raise his 'natural' communicative capacities. In the third year of the primary school where French is taught for the first time, the child's book is very attractive and very well illustrated. Adding to this, the language used in the first lessons is very familiar to the learner. As an illustration, in (Ministry of Education, 2007: 8) the following dialogue takes place between a boy and a girl near school.

The girl: Bonjour! Je suis Amina, et toi?

Gloss: Good morning! I am Amina and you?

The boy: Salut! Moi, je m'appelle Manil.

Gloss: Hi! my name is Manil.

The boy: Regarde Amina! C'est notre nouvelle école.

Gloss: Look Amina! this is our new school.

The girl: Oui! Comme elle est belle.

Gloss: Yes! It is very nice.

Then, on the bottom of the page, the pupil is asked to repeat the underlined expressions very spread and commonly used in our community. Moreover, they are not even identified as French. Expressions underlined in the dialogue above are used easily and memorized quickly. All repetitions go through interaction among pupils that according to (François et al, 1984:118), facilitates learning since “*interaction is a great*

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*source of linguistic acquisition... It gives the opportunity to the child to acquire new lexical and semantic capacities through communication with other people”.*

Moreover, Storck (1986) went even farther; she believes that a good practice of the spoken form of language makes the child ready to the written form. The child is, therefore, motivated in his learning process because he becomes able to use the linguistic tool in expressing himself through language. As matter of fact, language is acquired through practice; yet as already mentioned, most of the time Algerian classrooms are overcrowded and time limited. The teacher is obliged to follow the syllabus and all the instructions given by the ministry of education and the inspector who visits schools regularly.

Teachers of French are always complaining about the lack of time. They consider that 3 hours a week in the third year and 6 in the fourth and five are not enough for teaching this language. It is worth mentioning that the timing was 4h 45mn for the fourth and fifth year and it is only in 2011-2012 that it reached 6h. Thus teachers have no time for more practice, games or any activity that may contribute to learning. According to many investigations, learning through games develops the need to win and be the best for this reason the child is more involved in his learning process in the classroom. All these arguments have been described in the works of (Baker, 1975: 170) who pointed out that (translation is mine) ‘*when girls and boys practice games, the lessons are automatically stored in their minds...this process occurs mainly in the subconscious, and is very efficient*’.

Accordingly, inspectors of education of French are aware that the time devoted to teaching this language is not enough mainly because at the university level and except for the literary fields all the scientific, medical and technological studies are achieved in this language. Indeed, teaching French starts at the third year and is carried on at the fifth level; it is well illustrated through pictures and colors according to the pedagogic guide of textbook of French elaborated by Ministry of Education (2012) where it is clearly declared that the teacher is given a total freedom in adapting the syllabus to the level and the needs of learners. Adding to this, (Ministry of Education,

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2012: 6) shapes the exit profile of third year learners in the following table (my translation):

Oral/ Comprehension (listening)	Oral/ expression (spoken)	Written/ comprehension (reading)	Written/ expression (writing)
To develop meaning from a received oral message	To be able to interact correctly in a given situation	Reading and understanding a text made of around thirty words	In a response to a statement being able to write a dialogue made of two sentences

Table 4.7

### Competency and Learning Objectives

According to Ministry of Education (2012) these competencies involve four skills: Oral/ understanding, Oral/ production, Written/ production, Written/ understanding. In fact, (Ministry of Education, 2012: 6- 8) declared that the first year of learning French focuses on teaching Terminal Integration Objective (henceforth OTI) or the defined as “*at the end of the third year of the primary school, when involved in a communication the learner should be able to produce either orally or in writing in a correct language*” as described in table 4.8.

	Competence at the end of the year	Component of competency	Learning objectives
Oral/ Comprehe nsion (listening)	To develop a meaning from a received oral message	Mastery of the phonological system. C1-1	-Difference between phonemes. OBJ -1 -Difference between various meanings. OBJ-2
		Mastery of the prosodic system. C1-2	-Identify different intonations. OBJ-1 -Identify rhythm of different productions. OBJ-2
		Mastery of parole	-Identify parole acts. OBJ-1

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		acts. C1-3	-Memorizing lexicon used in parole acts. OBJ-2
		Giving a meaning to the oral message. C1-4	-Identifying interlocutors and their status. OBJ-1 -Identify the general theme. OBJ-2 -Identify the spatiotemporal parameters. OBJ-3 -Avoid using emotions and feelings in intonation. OBJ-4 -Interpret the non-verbal. OBJ-5
Oral/ expression (spoken)	To be able to interact correctly in a given situation	Speaking to master the language. C2-1	-Reproduce statements correctly. OBJ-1 -Reformulate the statements correctly. OBJ-2 -Be able to use the verbal and the non verbal in interaction. OBJ-3 -Reproduce a message. OBJ-4
		Speak about one's life. C2-2	-The teacher should be able to introduce himself, his environment (family, school, hobbies...) OBJ-1 -Situate himself in space and time. OBJ-2 -Express feelings, preferences, and tastes. OBJ-3
		Be involved in the interaction. C2-3	-Response to any request in a verbal or non verbal way. OBJ-1 -Make a correct question. OBJ-2
Written/ comprehension	Reading and understanding	The mastery of the graphic	-Identify the representation of the text. OBJ-1

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nsion (reading)	a text made of around thirty words. C3	system of French. C3-1	-Identify the graphic form. Obj-2 -making a link between the graphic and the phonic forms. OBJ-3
		Identify the continuum in reading. C3-2	-Identify punctuation that determines meaning. OBJ-1 -Identify punctuation used in sentences. OBJ-2
		Making meaning. C3-3	-Develop reading hypothesis. OBJ- 1 -Use illustrations in reading (place, theme, participants...). OBJ-2 -Identify themes by using key words. OBJ-3
		Reading loudly. C3-4	Pronounce and articulate correctly. OBJ-1 -Use prosody correctly (rhythm, pause, intonation...). OBJ-2 - Read fluently. OBJ-3
Written/ expressio n (writing)	In a response to a statement being able to write a dialogue made of two sentences. C4	Master the motor-graphic of French. C4-1	-Reproduce consonants and vowels correctly. Their form, proportions, shape...OBJ-1 -reproduce the graphic form. OBJ-2
		Activate the graphic phonic correspondence. C4-2	-Associate different graphic forms to one phoneme. OBJ-1 -Use punctuation. OBJ-2
		Be able to respond to a statement when	-Rewrite words, sentences, statements. OBJ-1 -Use linguistic sources to write.

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		writing. C4-3	OBJ-2 -Produce statements for request, present, narrate, describe...OBJ-3
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Table 4.8

### Integration Terminal Objectives

The table above determines clearly the objectives to reach and competence to develop; the teacher should follow the steps correctly. The manual is composed of four main units: the former aims at realizing pictures about school to make it part of an interclass competition. The second concerns the elaboration of pictures illustrating the road security whereas the third prepares specification product of a fruit tree to be presented in the international day of the tree the 21<sup>st</sup> of March. At last, the fourth unit deals with the elaboration of a brochure for preserving the environment and exposing it in the classroom. This same manual is defined as (translation is mine):

*...very structured where the learner develops easily, identifies what is expected from him and realizes his activities. Didactics, this manual aims at mastering competency, in oral and writing, both necessary for the success of communication in various situations. Units vary and are followed by four 'stories to be heard'. At the end of the manual, useful pages are proposed to the learner and the teacher.*

(Ministry of Education, 2012: 11)

On the other hand, the manual of the fifth year is the last one at the primary school used adding to another one devoted for activities. According to the Ministry of Education, (2009), the content of the manual is addressed to the teacher:

- Proposes a methodology of work.
- Summarizes principal elements that shape the choice of the methodology used in the elaboration of the syllabus.
- Explains the process of the elaboration of the syllabus.

Besides, the manual has been elaborated to be used by children; it is very well illustrated through pictures and colors, texts are more or less long and correspond to the everyday life of the learner. It includes activities about the four skills in order to develop knowledge and the knowhow. Adding to this, the pupil is initiated to reading long stories made of twelve parts with which he deals each two weeks. However,

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Ministry of Education ( 2009) considered learning French at the third year as the steppingstone of the coming step and the Integration Terminal Objective 's of the third and the fourth years described as intermediate with regard to that of the fifth year as declared in the next argument ( translation is mine):

*At the end of the third year, when involved in a significant learning situation, the learner should be able to produce statements either orally or through writing... At the end of the fourth year, the learner should be able to insert his own oral or written production and respect the parameters of communication in a given situation.*

*(Ministry of Education al, 2009: 68)*

Besides, the fifth year's textbook is made of long texts well illustrated through pictures and full of activities. In fact, as declared in (Ministry of Education, 2009: 68), the syllabus is divided into projects each one focuses on developing written expression and combining it with the oral one for at the end of the year "*the learner should be able to produce, from an oral or visual support (text, picture), statements either orally or through writing needed in the given situation*". It also aims at developing the following competence:

- Oral expression:
  - ✓ The learner should be able to generate an oral message through listening; the child is involved in the communication which takes place around him.
  - ✓ To take part in a conversation. The learner should be able to give an opinion, to ask a question, to make a request, to answer the teacher...
  
- Written expression should not be dissociated from Oral performance :
  - ✓ The learner should develop autonomy when reading a text made of one hundred words and understand.
  - ✓ Generating a paragraph made of thirty words either under the form of a dialogue, story, inform, describe or advice. The learner should restructure and re-read his production if needed.

### **b) Methodology in Developing Competency**

In order to develop competency the Ministry of Education proposes methodology that corresponds to CBA not always respected. Some teachers follow

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instructions given in non official lesson plans organized as shown in the next tables. The illustration is about project 3 (see appendix 4, p. 394).

Project: 3

Entitled: The elephant

Activity: Oral Expression

Timing 45mn


	Competence to develop	Learning objectives
Oral: reception	-Identify a communicative situation. <u>Learning activities:</u> -Listen to an oral text and identify the message (what).	❖ Identify the general theme. ❖ Identify space-temporal elements. ❖ Identify interlocutors.
Oral: production	- Listen to an oral text and identify names, place, date (where, when, how, who).	❖ Identify elements of the message. ❖ Deduce from the oral message implicit and explicit elements.

Table 4.9

### Competency in Oral Expression

Oral Expression

Material: text book – page: 78 – An illustration

Didactic Moments	Instructions	Activities
Exploring 1st rubric  	Learner should read the text silently.  • <u>Control questions:</u> - What does this image represent? - where do elephants live?  ❖ The teacher reads the text clearly and loudly.  ❖ Through individual reading the learner should understand the meaning of the text.	Learners listen to the text carefully.  - This picture represents an elephant. - Elephants live in Asia and Africa. - Formulate one or two hypothesis using the title in order to involve learners in the text. They listen carefully to the correct reading of the teacher and acquire a general idea about the text.
Exploring 2nd rubric	- What does the elephant eat? Questions that help in understanding:  1. Where do elephants live?	- They are fed with fruits,



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Exploring 3rd rubric	<p>2. What do they eat?</p> <p>3. What is the name of animals which do not eat grass?</p> <p>4. How many teeth do elephants have?</p> <p>-How many liters do they drink each day?</p> <ul style="list-style-type: none"> <li>• Time for individual formulation ( using his own words)</li> </ul> <p>5. Now, you have information about elephants give them to your friends.</p>	<p>grass and plants that they bring with their trunks.</p> <ul style="list-style-type: none"> <li>- Their home lands are Asia and Africa.</li> <li>- They eat fruits and plants and roots.</li> <li>- The animal that eats only plants and vegetables is a vegetarian.</li> <li>- The giraffe, cow, goat...</li> <li>- The elephant has four teeth.</li> <li>- It can drink 80l of water each day.</li> <li>- Elephants live in Asia and Africa. It eats plants. It is a vegetarian. It has four teeth to chew.</li> </ul>
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Evaluation: read the last paragraph more than one time and ask some learners to repeat it again.

Table 4.10

### Sequence of Oral Expression Lesson

The second activity is Reading Comprehension taught through the following methodology ( see appendix 5 , p 395).

Activity: Reading Comprehension    Title: The Pollution of Oceans    Time: 45mn

	Competence to Develop	Learning Objectives
	<ul style="list-style-type: none"> <li>- Make a sense based on elements of the para-text (figures, illustrations).</li> <li>- Make a sense from textual indexes.</li> <li>- read in an expressive way.</li> </ul>	<ul style="list-style-type: none"> <li>•Developing hypothesis from clear elements of the text.</li> <li>•From textual indexes: title, beginning of paragraphs (colors, form of words).</li> <li>•Identify the act of speech that informs.</li> </ul>

Table 4.11

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### Reading Comprehension

Matériel: Manuel scolaire- Page: 79

Sequence of the lesson

Didactic Moments	Instructions	Activities
Exploring 1st rubric	<p>a- Discovery( have contact with the written text)</p> <ul style="list-style-type: none"> <li>- The teacher makes his learners in touch with the text about M.S. page : 79</li> <li>-follow the text and answer the next questions:</li> <li>- What is noticed in this picture?</li> <li>- Who is able to read the title of the text?</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils observe and guess what the text speaks about?</li> <li>- Pupils listen carefully.</li> <li>- Pollution of oceans.</li> <li>- Pupils read the entire text or at least one paragraph.</li> </ul>
Exploring 2nd rubric	<p>b- <u>Methodical observations</u> (analysis of the written text):</p> <ul style="list-style-type: none"> <li>✓ Learners are asked to read the text silently.</li> <li>• Questions:</li> <li>✓ Observe the text. Is it presented like the texts we have already seen?</li> <li>✓ With what Does Man pollute oceans?</li> <li>✓ <b>Teacher's reading:</b> The teacher reads the text loudly and should articulate correctly.</li> <li>✓ Individual reading: Most of pupils should read the text.</li> </ul>	<ul style="list-style-type: none"> <li>- The next is not presented like others.</li> <li>- Oceans are polluted with sewage, oil and factories' wastes.</li> <li>- The teacher provides them with a model of reading.</li> <li>- Pupils read the text loudly.</li> </ul>
Exploring 3rd rubric		<p><b><u>Wished answers:</u></b></p>

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	<p><b><u>Question for comprehension:</u></b></p> <p>1- What is found in this presentation?</p> <p>2- What does the text speak about?</p> <p>3- Justify your answer with a sentence from the first paragraph.</p> <p>4- Where does this pollution come from?</p> <p>5- What happens when seas and oceans are polluted?</p> <p>6- This text gives:</p> <ul style="list-style-type: none"> <li>- Imaginary information</li> <li>- Real information</li> </ul> <p>Chose the correct answer.</p> <p>7- How is named this kind of text?</p>	<p>1- In this presentation, information is found.</p> <p>2- The text deals with oceans' pollution.</p> <p>3- People pollute oceans with sewage.</p> <p>4- This pollution comes from sewage and oil slick.</p> <p>5- When seas and oceans are polluted, they kill thousands of fish and mammals.</p> <p>5-The text gives correct information.</p> <p>6- The text is a documentary.</p>
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Evaluation: pupils should read the text, one by one or by pair, loudly and clearly with respect to the punctuation, intonation and the pitch.

Table 4.12.

### Sequence of Reading Comprehension Lesson

( see appendix 6, p 396)

Theme: Definition of words (Using the dictionary)

Activity: Lexicon

Time: 45mn

	Competence to Develop	Learning Objectives
	<ul style="list-style-type: none"> <li>- Identify the lexical field and look for words in the dictionary.</li> </ul> <p><u>Learning activities:</u></p> <ul style="list-style-type: none"> <li>- Identify the meaning of words in the dictionary.</li> <li>- Use correctly the dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>- Developing the lexical knowledge of pupils.</li> <li>- Understand words correctly.</li> <li>- Fixe their graphic form.</li> </ul>

Table 4.13.

### Lexicon

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Material: the board, class-copybook- M.S. (p: 80) - raff copybook.

Sequence of the lesson

Didactic Moments	Instructions	Activities
Exploring 1st rubric	<p>1- <u>Pre-acquired</u>: Affixation</p> <ul style="list-style-type: none"> <li>- The form of nouns to which a prefix is added to the root.</li> </ul> <p>Teach, wash and repair.</p> <p>a- Involved in a situation</p> <p>The learner gets in touch with sentences from the text.</p> <ul style="list-style-type: none"> <li>- With what does Man pollute oceans?</li> </ul> <p>Do you know what the word ocean means?</p> <p>The teacher asks learners to observe and read sentences on the board.</p>	<ul style="list-style-type: none"> <li>- Learners answer to the statement.</li> <li>- Learners observe and make sentences.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ul style="list-style-type: none"> <li>- Man pollutes oceans with sewage, oil and wastes of factories.</li> </ul> </div> <ul style="list-style-type: none"> <li>- Learners answer one by one.</li> <li>- The teacher asks learners to find the word 'ocean' in the dictionary.</li> <li>- In the dictionary, words are classified in alphabetic order.</li> <li>- <b>Ocean:</b> noun. The entire body of salt water that covers more than 70 percent of the earth's surface.</li> <li>- Learners try to make a synthesis.</li> </ul> <p>Exercises for evaluation:</p> <p>Using the following definition, identify the correct word.</p> <ul style="list-style-type: none"> <li>- A container where flowers are put. (vase)</li> <li>- A person who runs a football match. (arbitrator)</li> <li>- Count the number of mistakes in a text. (correct)</li> <li>- The teacher presents the</li> </ul>
Exploring 2 <sup>nd</sup> rubric	<p>b- Observation and analysis (instruction to identify the corpus dealt with)</p> <ul style="list-style-type: none"> <li>- How are words classified in a dictionary?</li> <li>- What does the word ocean mean?</li> <li>- Look for this word in the dictionary.</li> <li>- Identify and write the meaning of the word on the board.</li> <li>- Write all the results on the board.</li> <li>- Use the adequate questions to make learners guess the rule.</li> </ul>	<ul style="list-style-type: none"> <li>- Learners try to make a synthesis.</li> <li>- A container where flowers are put. (vase)</li> <li>- A person who runs a football match. (arbitrator)</li> <li>- Count the number of mistakes in a text. (correct)</li> <li>- The teacher presents the</li> </ul>

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Exploring 3 <sup>rd</sup> rubric	<p>I remember: the dictionary shows the nature and the meaning of words. It explains the meaning of the word. We use:</p> <ul style="list-style-type: none"> <li>- The spelling and the nature of the word. In a dictionary words are classified in <u>alphabetic order</u>. When two words start with the same letter look at the second and then the third... one.</li> </ul> <p>Example: expend      extend                   exp            ext</p> <p>c- I practice: an oral exercise is achieved on the board.</p> <p>d- exercise for practice: (optional)</p> <ul style="list-style-type: none"> <li>- Circle the first letter of each word and classify them in alphabetic order: suitcase, pan, fire, zebra, nut, tree, chocolate, present, shoe, plane, man, truck.</li> <li>- Use the dictionary and find the meaning of the following words: pollute wastes, spread, and cask.</li> </ul>	<p>exercises on the board.</p> <ul style="list-style-type: none"> <li>• Observation, reflection...</li> <li>• Make the exercise on the copybook.</li> <li>• Collective correction</li> <li>• Individual correction.</li> <li>• Make an individual evaluation.</li> </ul>
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Table 4.14.

Sequence of Lexicon Lesson

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(see appendix 7, p 397).

Activity: Grammar

Theme: The verbal group

Time: 45mn

	Competence to develop	Learning objectives
	<ul style="list-style-type: none"> <li>- Identify a verbal group (v+d.o - v+i.o)</li> </ul> <p><u>Learning activities:</u></p> <ul style="list-style-type: none"> <li>- Identify a verbal group</li> <li>- Identify the complements (d.o / i.o)</li> </ul>	<ul style="list-style-type: none"> <li>- Be aware of the function of language.</li> <li>- Identify the different verbal groups (v+ d.o - v+ i.o)</li> <li>- Reinforce the acquisition of the verbal group notions.</li> </ul>

Table 4.15.

### Methodology in Teaching Grammar

Material: Board, classroom copybook-M.S (p: 81) – slade.

Sequence of the lesson

Didactic moments	Instructions	Activities
Exploring 1st rubric	<p>1- pre-acquired: Adjectives</p> <p>Write the sentence where adjectives are used on the board.</p> <ul style="list-style-type: none"> <li>- ‘This boy is not kind’ – ‘this young boy cries’.</li> </ul> <p>a- <u>Involved in the situation</u></p> <p>Learners get in touch with sentences on the board.</p> <p>The teacher asks learners to observe and read sentences.</p>	<ul style="list-style-type: none"> <li>- Learners answer orally to the statement.</li> <li>- Learners observe and re-read sentences.</li> </ul> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-top: 10px;"> <ul style="list-style-type: none"> <li>- Oceans shelter many mammals and species of fish.</li> <li>- People throw their wastes.</li> </ul> </div>
Exploring 2nd rubric	<p>How many sentences are there?</p> <p><u>b- observation and analysis:</u> (instructions to identify the</p>	<ul style="list-style-type: none"> <li>- There are two sentences.</li> <li>- Pupils try to make a synthesis.</li> </ul>

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<p>corpus)</p> <ul style="list-style-type: none"> <li>- Identify adjectives in sentences through questions.</li> <li>- Write answers on the board.</li> <li>- Underline the verbal group G.V. in each sentence.</li> <li>- What is the function of oceans? Or – who live in oceans?</li> </ul> <p>I remember: the verbal group is made of a verb and a group of words.</p> <p>This group of words can be:</p> <ul style="list-style-type: none"> <li>• <u>Direct object</u>: It answers to the following questions: what, who situated immediately after the verb. <u>The pupil writes a paragraph.</u> N.G. V D.O.</li> <li>• <u>Indirect Object</u>: It answers the following questions: to whom? To what? Of what? Of whom? put after the verb and separated with a preposition like ( to, from, about) <u>The pupil thinks about exams.</u> N.G V I. O</li> </ul>	<ul style="list-style-type: none"> <li>- Learners answer.</li> <li>- Oceans shelter many mammals and species of fish.</li> <li>- The group of words next to the verb is a direct object. It answers to the question ‘what’? The verb and the group of words (direct object) that follow constitute the verbal group.</li> <li>- People throw their wastes.</li> <li>- It joins the verb and answer the question ‘what’. The verb and the indirect object constitute a verbal group.</li> </ul> <p style="text-align: center;">✓ Exercise for evaluation:</p> <p>Complete the following table:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">D.O.</td> <td style="padding: 5px;">I.O.</td> </tr> </table> <ul style="list-style-type: none"> <li>- The learner answers the teacher.</li> <li>- We have learnt a nice poem.</li> <li>- The cat takes care of its kitten.</li> <li>- The elephant eats plants.</li> </ul>	D.O.	I.O.	<ul style="list-style-type: none"> <li>- Observing, thinking, identifying sentence elements.</li> <li>- Doing exercises on the copybook.</li> <li>- Verifying whether they have all finished doing</li> </ul>
D.O.	I.O.			

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	c- I practice: an exercise should be done orally on the board.	them. ✚ Pupils correct on their copybooks after doing it on the board. ✚ Auto critic.
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Table 4.16

### Sequence of Grammar Lesson

In fact, this methodology is rarely followed for these are non official documents not used by all teachers who still use the traditional method when assessing all exams and tests either based on rote learning and rarely on logical thinking. It is worth mentioning that starting from the third year, adding to all the fields taught, history and geography are added.

#### 4.4.2. Achieving Algerian Identity

Through History, the learner should know about his past in order to progress in the present and prosper in the future. In order to elaborate the fifth year's syllabus of History, introduced for the first time at the third year, Ministry of Education (2007) has asked the collaboration of a university teacher and two secondary school teachers to elaborate that thanks to the textbook. The syllabus is simplified and well illustrated through maps and pictures to serve the needs of the learner. The syllabus deals with three main topics. The former is 'the policy followed by the French during the colonial era'; the second is 'the national resistance to get independence' and the latter is 'to regain the national citizenship and the rebuilt of Algeria'. Indeed, according to the (Ministry of Education, 2007: 3), each lesson should be introduced through the following methodology:

- ✓ I notice and deduce: at this level the learner is introduced to a problematic that should raise his interest and make him wonder and think about it.
- ✓ I read and notice: it concerns the analysis of data collected from maps, texts, pictures, drawings...
- ✓ I deduce: through analysis the learner should deduce the various events that have taken place at this given moment.



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- ✓ I develop my knowledge: at this level the learner should understand, internalize the new data and develop his knowledge.
- ✓ I use my knowledge: at this level, the learner should use the knowledge he has acquired in conversation and debates.
- ✓ Practice: at the end of each unit, the learner should master and use effectively his knowledge in the fulfillment of the various activities achieved in the classroom.

According to (Ministry of Education, 2007: 3) when addressing the learner in history classes, the methodology followed aims at (translation is mine) “*making you a better citizen*” where learning has an everlasting impact and “*enables him to adapt himself with the various problem’s of life*”. In order to reach a successful learning, (Ministry of Education, 2007: 3) declared that the learner should be aware of his role inside an outside the classroom in order to fulfill it with efficiency. Besides, page 4 and 5 are entitled ‘how to use the book’. Both pages are full of pictures where the various aspects of the syllabus are introduced like, self assessment through exercises, making a revision, using knowledge and three pictures about the first three lessons. However, pages 6, 7, 8, 9, 10, and 11 entitled self assessments are devoted to a whole revision of the syllabus of history taught in the two previous years. The syllabus of the fifth year is made of four units each one of them deals with a particular events of an era shown below (see appendix 8, p 398).

- ❖ Unit One: French Colonialism and its Policy in Algeria
  - The relation, in the pre-colonial period, between Algeria and French
  - The French perspectives when colonizing Algeria
  - The French policy in Algeria
- ❖ Unit two: The Algerian resistance to get independence
  - The popular resistance
  - The political struggle
  - The movement of reform
  - The Algerian revolution
- ❖ Unit three: Getting independence and regaining freedom
  - Algeria in the down of independence

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- Internal political principles
- Developmental projects
- External political principles

It is worth mentioning that after the units on page 91 a long list of famous figures during the colonial period are introduced. Whereas, pages 92-3 introduce ‘the official appeal’ of the National Liberation Front (12). At the end, the three last pages deal with some basic historical concepts that the child should keep in mind. However, learners clearly declare that ‘they hate history’ claiming that ‘it is boring’. When asking teachers about such an attitude they claim that history is important and learners ‘are obliged’ to ‘memorize’ it.

On the other hand, when taking the summaries given during lessons, it is noticed that they are too long and contain many dates including the day, the month and the year that seems to be very hard to memorize. As an illustration, the ‘popular resistance’ is a lesson made in three parts; ‘Amir Abdelkader’(13), ‘Ahmed Bey’(14) and ‘Lala Fatima Nsoumer’(15), each part includes many details about their lives and achievements in a chronological order organized through diagrams given to children.

The syllabus of History summarizes the most important eras of revolution and the most famous personalities of the history of Algeria. The role of the teacher is to explain the historical development of the Algerian revolution yet many among them want their pupils to memorize each detail which seems very hard. Is a 10 years old child able to member all these dates when he is more preoccupied by playing? The result is that they start cheating in exams either by writing on tables or hands. So rather than urging pupils to learning and developing knowledge they declare that they ‘hate history’. Indeed the following pedagogical paper illustrates the methodology followed by some teachers (see appendix 9, p 399).

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**Unit:** The Algerian resistance to get independence

**Pedagogical Paper:** 04

**Topic:** Political struggle

**Competency:** Using the acquired knowledge in solving the problems of p 48

Lesson	Learning objectives	Activities	Evaluation
Getting back Knowledge	Revising the already acquired data in order to develop competency.  Using the acquired knowledge when needed	<p style="text-align: center;"><b><u>I develop my knowledge</u></b></p> <p>1- The main points raised by the National Liberation Front</p> <ul style="list-style-type: none"> <li>✓ Make a national independent government</li> <li>✓ Make an Algerian parliament</li> <li>✓ Respect the Algerian people</li> <li>✓ Respect Arabic and Islam</li> </ul> <p>2- The Association of Algerian Muslim Ulema (16) aimed at developing the faith in Islam, establishing the Arabic language, the Algerian identity and get rid of superstition and ignorance.</p>	To focus on the use of the acquired knowledge in communication and debate
	<p style="text-align: center;"><b><u>I use my knowledge</u></b></p> <p>Using data in practice</p> <p>Using in analysis</p>	<p>1- What are the aim demands of the following parties:</p> <ul style="list-style-type: none"> <li>a- National Liberation Front</li> <li>b- Association of Algerian Muslim Ulema</li> <li>c- Movement of Abd al-Qadir</li> </ul> <p>2- what are the main political events of the following dates: 1926, 1931,</p>	To notice to what extent learners developed competency

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	Show your competency	<p>1937, 1945</p> <p>3- Filling the gaps: the learner is given a text to fill with dates and various information about the Algerian struggle.</p> <p>4- identify and give details about the some historical personalities.</p>
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Table 4. 17  
Teaching History

Teaching History is always associated to Geography both directly linked to memorization and rote learning. As a result, pupils develop negative attitudes towards them despite the great role they have in the development of knowledge about the world they live in. Besides, Geography is introduced in the third year and taught once in each two weeks. It tries to introduce the child to the geographical parameters of Algeria. In order to elaborate the syllabus, the ministry of education appealed a university teacher and two secondary school teachers. The syllabus is divided in three main units each one of them with three lessons as shown in (Ministry of Education, 2007: 2). (see appendix 10, p 400).

- ❖ Unit one: Geographical Position of Algeria
  - Local Position
  - Position in Continent
  - Position in the World
- ❖ Unit two: Geography of Algeria
  - Geographical Areas of Algeria
  - Climate and Plants
  - Natural Resources
- ❖ Unit three: Inhabitants in Algeria
  - Population Density in Algeria
  - Population Density and its Elements
  - Economic Activities

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- ❖ At the end of the textbook starting from page 105- 11 a list of many geographical concepts are introduced and illustrated with pictures classified in an alphabetic order.

On the other hand, when introducing the various parameters of the syllabus, the designers show the methodology to be followed when teaching (see appendix 11, p 401).

- ✓ I remember: in the first step, the teacher should introduce the lesson through the data previously collected considered as the starting point.
- ✓ I notice and discover: (Ministry of Education, 2007: 3) declare that the second step should (my translation) “*develop in you initiative, scientific curiosity and urges you to make research and progress with critical thinking*”.
- ✓ I deduce: you should make scientific conclusions by yourself.
- ✓ Develop your knowledge: the newly introduced knowledge comes to reinforce the data already acquired, paves the way to future learning and develops better competence.
- ✓ I learn: it summarizes the knowledge collected in the preceding steps.
- ✓ I use my knowledge: is a way of evaluating the competence developed through data collection.

In fact, the text book is full of picture and maps that illustrate learning, pupils, yet pupils do not really like it. As an illustration, when learning about the geographical position of Algeria they have to memorize the following text (my translation) page 22 ‘*Algeria is situated between longitude 12° east and 9° west and between latitude 19° and 37° north. Greenwich meridian 0°west crosses Mostaganem and Tropic of Cancer 27.23°north crosses the north of Tamenrasset*’ adding to the countries that surround it adding to the difference between Plateau, hill, mountain...This may seem full of details for a young child.

### 4.4.3. Being a Good Muslim

In primary school, the syllabus of religious education of the fifth year has been elaborated by two university teachers, an inspector of education, a secondary and primary school teacher. As it is declared in the child’s book, the syllabus contains the

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fundamental concepts and the basic knowledge of religious education including the Koran, Sunnah (17), beliefs, preaches stories and behaviour. It is, also, stated that the content aims at developing the Islamic values in learners' heart in order to modify the learner's behaviour and use it in their everyday life. All these elements are introduced through (the translation is mine) "*a selected language and where data is strongly linked to the external world of the learner*" as declared in (Ministry of Education, 2007: 3).

The syllabus involves of four units, each of them is made of a group of lessons dealing with various topics (see appendix 12, p 4012-5):

- ❖ Unit one entitled 'I obey God' aims at making learners obey God and believe in the doomsday and destiny. Adding to this, at the end of this unit, the learner should have acquired some of the concepts of pilgrimage (18), influenced by some of the behaviour of the prophet Noah and learned correctly 'Sourt l Balad' made of 20 verses. All these concepts should be achieved through the following lessons:
  - Luckmann (19) advise his son
  - To believe in the Doomsday
  - Pilgrimage
  - Believe in destiny
  - Some of Noah's life
  - 'Sourt l Balad'
  
- ❖ Unit two is entitled 'From my duties'. In the textbook, it is clearly declared that at the end of this project the learner should be able to identify and fulfill the duties towards himself and family. The learner is also introduced to some facilities when praying, correct behaviour and learning correctly 'Sourat l Fadjer' made of 30 verses. This unit is elaborated through seven lessons.
  - The believers' behaviour
  - I love my family
  - I use correctly my money
  - From the facility of Islam
  - Zakat (20) l Fiter

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- Obey God and the Messenger
  - Sourat I Fadjer
  - ‘From my Behaviour’ is the third unit made of six lessons that aims to make learners adopting correct behaviour and attitude and develop faith adapted from the messenger’s life. It ends with Sourat I Rachiya made of 26 verses. The lessons in question are:
    - I do the right thing
    - I preserve nature
    - The Muslim does not cheat
    - I collaborate with others
    - My relation with another Muslim
    - Sourat I Rachiya
- ❖ ‘From the Messenger’s Life’ is unit four. At the end of this unit, the learner should know the various steps of the Messenger’s life as well as his personality and followers. The pupils is also asked to learn by heart Sourat ‘I Aallaq’ made of 19 verses.
- The Messenger in Medina (21)
  - Asmma Dat An-Nitaqayn (22)
  - The Messenger makes peace with Quraish(23)
  - Uthman ibn Affan (24)
  - Liberation of Mecca (25)
  - The farewell pilgrimage
  - Surat I Aalaq

It is noticed that each lesson starts with a long text full of Koranic verses and Prophet’s tells. The lesson goes through five main steps. ‘I discover’ is the first one where some expressions and new words are explained. Whereas, in ‘I understand’, the learner is asked some W.H. questions about the text, the aim is to understand the content and involve the whole classroom in the debate. The third step is ‘I learn’. At this level some of statements about how should Muslims behave and attitude to adopt in order to be loved by God are introduced. The learner is supposed to know and never forget them since they should be part of his everyday behaviour.

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The next step is ‘I remember’ where the elements that should be memorized are summarized. The learner is obliged to rote learn and recite the next week otherwise he will be punished either physically or asked to rewrite it many times. In fact, the learner does not focus on the content and the morality of the lesson but is more afraid of the teacher and his parents since the mark obtained is shown to them. It is worth mentioning that the paragraph reported on the copybook is long. Pupils have difficulties in learning it and remember each word that may be new.

The final step is achieved through an exercise where the learner is asked to answer some questions and summarize the main statements of the lesson. Adding to this, it is clear that the personalities introduced through the syllabus are famous in the history of Islam but these pupils are neither theologians nor historians. It is clearly noticed that teachers do neither focus on the morality and the achievements of these personalities nor on their contribution in the spread of Islam, but give more importance to their affiliation which is very hard to remember since the names used at that time are very different from the nowadays used; as shown in the following pedagogical paper (see appendix 13, P 406).

**Unit:** From my Behaviour

**Pedagogical Paper:** 20

**Topic:** Sourat I Rachiya

**Competency:** the ability to understand and explain the Sourat

**Time:** 45mn

Steps	Intermediate goals	Learning activities	competency
The starting activity	Identify essourat	The learner introduces the Sourat either orally or using a recording	The learner identifies essourat
Developing learning	reading essourat and identify its meaning	<ul style="list-style-type: none"> <li>✓ The teacher writes clearly the Sourat.</li> <li>✓ The teacher reads the Sourat clearly and correctly.</li> <li>✓ The teacher asks learners to read it individually</li> <li>✓ Raising a debate about the Sourat</li> </ul>	<ul style="list-style-type: none"> <li>✓ Seeing the Sourat</li> <li>✓ Listening to the Sourat</li> <li>✓ The pupils reads the Sourat</li> <li>✓ Raising a conversation</li> </ul>



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		<ul style="list-style-type: none"> <li>✓ This Sourat deals with two main ideas:</li> <li>• It describes the doomsday with all its characteristics for good and bad behaviours.</li> <li>• The proof of the uniqueness God and his capacity to create beautiful things like the sky, animals...</li> </ul>	<ul style="list-style-type: none"> <li>✓ The learner concentrates on the meaning and morality of the Sourat.</li> </ul>
Using competence	Presenting the Sourat	<ul style="list-style-type: none"> <li>• Filling the gaps of the Sourat</li> <li>• The teacher identifies the non memorized ayats.</li> </ul>	The learner memorizes perfectly and correctly the entire Sourat.

Table 4.18

### Teaching Religious Education

Besides, the four Sourats introduced are too long and so difficult for the Quran uses the classical Arabic not understood by learners adding to the rhyme and intonation. All these elements harden the task for learners who have to memorize what they do not understand. When asking university learners whether they remember the Quran memorized at school they almost all say no except some who read it regularly. Primary school learners pretend to be lucky for religious education is not included in the final exam not like the middle and secondary school final exams where very long Sourats are included in the exam of religious education adding to all the lessons of the other topics.

On the other hand, to be a good muslim needs many parameters among them: to love and protect the country one belongs to for this reason teaching civic education is carried on till the fifth year. The syllabus of has been elaborated by an inspector of primary school education and an inspector of middle school education. It is stated that the syllabus is a continuum of that of the preceding years and goes through six units each one of them made of three lessons dealing with everyday life of the learner (see appendix 14, p 407).

- ✓ Citizenship

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- ❖ Belonging to my country
  - National anthem ‘kasaman’
- ❖ Internal Rules in lives of citizens
- ❖ The relationship among citizens
  - Practice
  - Song ‘chabu l dajzairi muslimun’
- ✓ Rights and Duties
  - ❖ The right in medical assistance
    - Song ‘djazairuna’
  - ❖ The right in learning
    - Song ‘nahnu tullabu l djazair’
  - ❖ The right in child benefit
    - Practice
- ✓ Democracy
  - ❖ Elected assemblies
    - Song ‘Mawtini’
  - ❖ Rules of communication
  - ❖ Freedom of speech
    - Practice
- ✓ Practical life
  - ❖ Family budget
  - ❖ Trade rules
  - ❖ Economy and waste
    - Practice
- ✓ Cultural life
  - ❖ Learning for prosperity
  - ❖ Celebrating ‘yawm l ilm (26)’
  - ❖ Aspects of our culture
    - Practice
    - Song ‘Ichtahidi ya asmaa’
- ✓ Aspects from life in cities
  - ❖ Life in rural areas

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- ❖ Life in cities
  - Song ‘Achahid’
- ❖ Learning culture and fun

The whole syllabus deals with the various aspects of the social life and the everyday situation the child is confronted to. However, all the songs are long and patriotic written either during or in the post colonial period. They all turn around the revolutionary war and martyrs which may be boring, as declared by learners, who are more interested in funny topics and songs parts of their sociocultural background. For exams, teachers do not ask pupils to memorize them all but only, in the case of the classes involved in this investigation; it was ‘kasaman’ in the first one and ‘Mawtini’ in the second. Besides in the textbook, from page 4 to 7, the methodology of teaching is introduced step by step using as an example the first unit.

At the beginning, as shown in (Ministry of Education, 2005: 4-7) the unit is introduced through its different lessons and determines the basic competency to develop. For example in unit one, the first lesson’ competence to be developed is being aware and proud of the importance of belonging to our country. The second competence is being aware of the importance of organizing citizens’ life and keeping using it. Whereas the third one is doing one’s best in gaining other’s trust thanks to a correct and good behaviour. After defining competence, the textbook goes in details through the process that should be followed when teaching any lesson for example that of citizenship (see appendix 15, p 408-10).

- ✓ Step one: at this level, the teacher should introduce the lesson through questions and exercises that evokes the acquired knowledge in order to pave the way for the new data. For example, on page 8, the child is given a table where he is asked to classify the following statements concerning rights and duties in developing citizenship: health, work, protection and defense, freedom in expressing oneself and choice, collaboration, respect, learning...He is also asked to classify the border countries of Algeria from the east to the west: Niger, Mali, Libya, Morocco, Western Sahara, Tunisia, Mauritania. In short, the learner is given 5 exercises.

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- ✓ Step two: ‘I notice and feel the gaps’: at this level a map of Mediterranean countries including South of Europe and North Africa is introduced and the learner is given questions to answer and classifications to make.
- ✓ Step three: ‘I read’: on page 10, learners are asked to read and memorize a statement from the Algerian constitution for it is declared that the basic constituents of the Algerian identity are Islam, Arab origins and Amazigh origins since Islam is the religion of the country and Arabic Language is the national and the official language of Algeria.
- ✓ Step four: ‘I deduce’: at this level, a summary of the main elements is introduced of the lesson that the teacher modifies or keeps. Learners rote learn it.
- ✓ Step five: practice: the learner is asked to answer or classify information about the lesson.

The methodology followed seems to go hand in hand with CBA yet all the steps are not followed for, according to teachers, they do not have enough time to go through them all. School curriculum involves many topics and lessons adding to the fact that at the end of the year a decisive exam is taken that determines whether learners are allowed to go to middle school or not. As a consequence, teachers focus on teaching Arabic, Mathematics and French only the three of them taken at the final exam named ‘sixième’ which means ‘the sixth’ yet it is taken at the end of the fifth year since. After reforms, pupils go to the primary school for five years as opposed to six as it used to be ten years before.

### 4.4.4 Reaching Logical and Scientific Thinking

Teaching mathematics at the fifth year is a continuum of what has already been introduced in the preceding years. The syllabus has been elaborated by seven participants; four of them are teachers of mathematics and were in charge of the content where the rest made all the diagrams and the drawings. As mentioned in (Ministry of Education, 2007: 3-4), the exit profile of the primary school pupil in mathematics should involve five competencies (see appendix 16, p 411-12).

- Numbers: at this level the child should be in complete mastery of the natural (27) and Irrational (28) Numbers when using them in different domains.

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- Arithmetic: when leaving the primary school level the child should be in complete mastery of the arithmetic and the mental operations when being confronted to various situations.
- Organization and relativity: the learner should develop capacities in problem solving situations through analysis and deducing logical issues by using tables and rule of three (29), diagrams...
- Geometry: the pupil should know how to compare between the parallel, perpendicular and straight lengths as well as being able to use them in problem solving in physics, geometry and making bigger various shapes.
- The child should master the various means of measuring liquids, weights and different shapes of surfaces either it is triangle or square...

The syllabus goes through 50 lessons divided into four main units. The first unit is made of 09 lessons, the second of 07; the third of 17 and the fourth of 17. Each unit ends with a group of exercises that deal with the various lessons and then a summary is introduced through some practice. However, each lesson is introduced on one page whereas the next one is devoted to exercises. Adding to this, another textbook for exercises is available and used in the classroom, both are organized in a way that the lesson and the exercises go hand in hand. The unit study should go through the following methodology as declared in (Ministry of Education, 2010: 4) (see appendix 16, p 411-12).

- Mental arithmetic: at the beginning of each lesson the learner is given series of problem solving situation through mental operation proposed either orally or by using the slate.
- Introducing the lesson: the teacher should introduce the lesson in an indirect way basing his illustrations on the data already acquired and the well established knowledge internalized earlier.
- Discovering: through the problem solving situation the learner should be able to develop new knowledge through the pre-acquired one.
- The result: after each step, series of exercises are given for it is through practice that data is developed.

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In order to reach such competence some teachers use the following methodology clearly shown on the next pedagogical paper (translation is mine) (see appendix 17, p 413):

**Level:** fifth year

**Topic:** Mathematics

**Pedagogical Paper:** 36

**File:** Numbers and counting

**Basic competency:** practicing calculation under all its forms (mental arithmetic, mental calculation, using a calculator).

**Competency to reach:** the learner should calculate correctly a division.

Activities	Practice	Results
<ul style="list-style-type: none"> <li>• Mental calculation</li> <li>• Introducing the statement</li> <li>• Thinking situation</li> <li>• Raising a debate</li> <li>• The result</li> <li>• Period of training and practice</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce division What is the number that if multiplied to 9 gives 54?</li> <li>• <u>The problem</u> The mother prepares cakes, for her daughter's birthday, made of 185 pieces. Knowing that 15 guests attended the party and were given the same number of cakes. How many pieces were given to each guest? <math>185: 15= 12</math></li> <li>• <u>Do the following operations</u> <math>122: 11=...</math> <math>245: 22=...</math> <math>2548: 12= ...</math></li> <li>• Some problems are</li> </ul>	<ul style="list-style-type: none"> <li>• Guiding learners when making the division.</li> <li>• Training develops abilities in doing operation.</li> <li>• Exercises</li> </ul>

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	introduced were division is the main operation.	
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Table 4. 19  
Teaching Mathematics

The logical thinking achieved through learning mathematics, it is essential too when dealing with Science and Technology which seems to be more attractive and interesting from pupils' viewpoints who are taught practical topics and part of their everyday life. The syllabus has been elaborated by an inspector of physics, a teacher of physics and a teacher of natural sciences; it goes through eight units each one made of two main chapters as shown in (Ministry of Education, 2007: 4-5-6) (see appendix 18, p 414-6).

Unit one: The matter

- ❖ The mass of matter when melting in water
  - Preparing liquids
  - Identifying the mass
  - Regaining the mass
  - Exercises
- ❖ Air is a mixture of Gases
  - Is air the same everywhere?
  - Is gas essential for burning?
  - Constituents of air
  - Dangers of gas leak in houses
  - Exercises

Unit two: Green plant's adaptation nourishment in different environment

- ❖ Plants living in poor water areas
  - Places with different climates in Algeria
  - Plant's adaptation in dry places
  - Green plants in different climates
  - Exercises
- ❖ Changes in the need of minerals as compared to the geographical areas

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- Are minerals essential from the development of plants?
- The influence of minerals on the growth of plants
- Exercises

### Unit three: Man and environment

#### ❖ Man and energy

- Definition of energy
- Development of energy
- Techniques in transforming energy
- Making a toy
- Exercises

#### ❖ The quality of air and water

- Air pollution
- Water pollution
- Ozone layer
- Exercises

#### ❖ Throwing wastes

- Definition of wastes
- Ways getting rid of wastes  
Making a visit to a factory that recycles paper
- Exercises

### Unit Four: Physical activities

#### ❖ Coordination when moving

- Types of movement
- Organs involves in joints
- The coordination between muscles
- Exercises

#### ❖ The reaction of the body to the use of muscles

- Aspects of muscle activities
- Changing the diet in relation to muscle activities
- Breathing and heart beating rate in relation to physical activity
- The relation between muscles activity and food



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- Exercises

### Unit Five: Science in space and time

- ❖ Earth turns around the sun- seasons
  - Visible movement of the Sun
  - What does makes seasons?
  - Difference in climate between seasons
  - Exercises
- ❖ Development of time calculators: from mechanic to electric watches
  - What is a watch?
  - Solar watch
  - Water and send watch
  - Mechanic watch
  - Quartz watch
  - Exercises

### Unit Six: Animal's reproduction in different environments

- ❖ Fertilization in different environments
  - What is fertilization?
  - Fertilization in relation to environment
  - Exercises
- ❖ Protecting embryo and animal 's foetus in different environments
  - Different animal's egg in various environments
  - Introducing constituents of chicken's egg
  - Exercises
  - Project: starting snails breeding

### Unit seven: Raw materials

- ❖ oil properties
  - Reaching for oil
  - How crude oil formed
  - Oil properties
  - Product derived from oil
  - Exercises

### Unit Eight: The world of objects

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- ❖ Using electric equipment safely
  - Supplying with electric power
  - Introducing dry battery
  - Defining a plug
  - Danger of electricity
  - Using electricity safely
  - Exercises
- ❖ The elevators
  - The role of fulcrum
  - Defining the fulcrum to have an equilibrium
  - Types of elevators
  - Exercises
- ❖ Project of elaborating an elevator
- ❖ Project of elaborating a desalination system

When exploring the various pages of the textbook, it is noticed that it is full of pictures and experiments that should be realized in the classroom which is not always possible. Teachers clearly declared that despite the fact that pupils love the topics and possess a great knowledge about them, material is not available. Adding to this, during these lessons, pupils ask questions, make comments and are very active as opposed to history. Besides, each lesson is introduced in four main steps (see appendix 19, p 417).

1- Make the experiment and explore: at this first level the pupil gets in touch with the topic taught through the pictures where the various step to be followed are shown. The aim is to make the learner involve in the process that should be realized in the classroom.

2- What do you notice: the pupil is asked to describe clearly the process and the results which involve him in his learning process thus he develops his oral expression and knowledge.

3- What do you deduce? At this level, the learner describes the results and uses his background in making conclusions.

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4- What should be kept: in the fourth step the learner is given a conclusion to keep in mind for it summarizes the whole process. Adding to this, definitions of new terms are given and written in green. (see appendix 20, p 418).

**Unit:** Using electric equipment safely

**Time:** 45mn

**Topic:** Supplying with electric power

**Pages:** 125, 126, 127, 128

**Competency:** being able to select the electric source to supply a machine safely.

Steps	Intermediate objective	Teaching and learning situations		competency
Introduction	The first step relies on a group work	Observe the documents	Showing documents on page 125 <ul style="list-style-type: none"> <li>• What do pictures represent</li> </ul>	The learner describes pictures orally
		Wonderings	<ul style="list-style-type: none"> <li>• How are electric machines supplied?</li> <li>• Do batteries pollute the environment?</li> </ul>	The learner answers questions
Developing learning	Investigating the problem	First activity	<ul style="list-style-type: none"> <li>• The teacher asks the following questions:</li> <li>✓ Does the electronic watch stop?</li> <li>✓ And the electric on at home?</li> <li>✓ Why all electric machines sometimes stop?</li> <li>✓ What do you notice on page 126?</li> <li>✓ Do you know other sources of energy?</li> </ul>	The learner uses the data already acquired in providing his answers with elements that allow the understanding of the lesson.
		Second activity	What do you notice on the following picture?	The learner answers all the

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			<p>After reading the text on page 127 ask them:</p> <ul style="list-style-type: none"> <li>• What is the smallest battery you have ever seen?</li> <li>• Where does it happen?</li> <li>• What do you do with a bad battery?</li> <li>• Many other questions are asked.</li> </ul>	<p>questions easily and quickly.</p>
		Activity three	The teacher asks questions about picture introduced to children.	The learner identifies the various elements that constitute a battery.
		Activity four	There two sources of electricity: the plug and the battery that contains poisoned elements.	The learner contribute in writing a conclusion of the lesson.

Table 4.20

### Methodology in Science and Technology

It is worth mentioning that although the methodology above fits CBA it is not always used for its is a non official document and teachers do not accept to change the way they are accustomed to do things. Besides adopting a new method implies lots of work at home in preparing lessons and no way to use the documents already achieved.

#### 4.5 Diachronic and Synchronic Analysis of Primary School Curricula

School learning lasts for twelve years in Algeria and more for learners who do not succeed each year or go to university. This learning is shaped through curricula issued by the Ministry of Education with the collaboration of teachers and inspectors of education who make sure that teachers follow correctly each instruction. Adding to this,

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the same ministry has shaped the methodology followed through textbooks where details are given. In the classroom, the role of the teacher is limited in the total application of all the elements of the syllabus proposed. This attitude does not lead to a correct learning as declared in the next statement quoted in (Nunan, 1988: 6):

*... the syllabus is simply a framework within which activities can be carried out: a teaching device to facilitate learning. It only becomes a threat to pedagogy when it is regarded as absolute rules for determining what is to be learned rather than points of reference from which bearings can be taken.*

(Widdowson 1984: 26)

According to (Nunan, 1988: 9), the syllabus is used as a guide line to progress in learning for according to (Breen 1984: 49) it expresses “*certain assumptions about language, about the psychological process of learning, and about the pedagogic and social processes within a classroom*”. Breen agreed that it is through the syllabus that the basic elements of the learning process at various levels are introduced starting from the personal level and ending with the social one at short and long term; for this reason it is important to make a distinction between the syllabus and the curriculum as shown in the following statement used in (Nunan, 1988: 9):

*... curriculum is a very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning of an educational program. Syllabus, on the other hand, refers to that subpart of curriculum which is concerned with a specification of what units will be taught (as distinct from how they will be taught, which is a matter for methodology).*

(Allen 1984: 61)

Accordingly, in the Algerian school, no distinction is made between the role of the teacher in using textbooks and that of the Ministry of Education when elaborating them. In fact, when CBA has been adopted, all the manuals have been changed but what is noticed is that the designers have not defined the learner's profile with an object attitude in relation to CBA.

### 4.5.1 The Learner's Profile

Before elaborating the curriculum, the designers need to determine the profile at the cognitive, metacognitive and socio-cultural levels of the learner including the knowledge he has developed through years. The aim is to shape his capacities and needs

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in order to reach objectives and competency, in other words, the exit profile that goes through two steps: at each level and the end of the primary, middle and secondary schools.

At the beginning of the chapter, it is shown that by introducing AS the Ministry of Education aims at purifying and modifying the linguistic repertoire of the learner that does not correspond to the basic concepts of CBA. Thus the first clash between the ways CBA approaches education and the way it is transcribed through the curricula appears at a very early stage. This attitude shows that the designers ignored that it is through language that knowledge is structured and developed so if a psycholinguistic problem is evident but neglected so how does learning take place since even the cognitive abilities of the child are disregarded. On the other hand, this same language is the means of instruction so where is coherence between CBA and the classroom.

At the end of the primary school, the learner's exit profile is determined by a good mastery of AS, the ability of making mental operations and solving problems in arithmetics and geometry, holding the basic concepts of citizenship and a religious behaviour and developing scientific and analytic thinking. This level of competency is achieved through a methodology and curricula which involve all these parameters.

### **4.5.2. Coherence in the Primary School Learning**

In the light of the study of first year level's syllabus of various topics, it is noticed that in religious and civic education the lessons are easy and correspond to the level of the learner yet what raises interest is science and technology for some experiments are made in the classroom with collaboration of all the pupils. But what seems to be hard is that at a young age the learner is introduced to many topics at the same time that complicates the task for him since he has to memorize correctly the summaries given by the teacher, adding to learning mathematics and language.

Again, what hardens the task for the learner is the five fields introduced at this level mainly when almost all learners have not made the preschool class. In fact, the child learns the basic elements a new language AS: phonology, morphology, semantics, syntax and new items ...at the same time using a pen to write and be able to read and understand new words. At this level, the child learns how to write, read and use

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numbers and step by step he becomes able make additions ad multiplication...However, in the first year, religious education is introduced in a simple way through some concepts of Islam and with very short commonly used Ayats to memorize adding to a summary each week.

Pupils are, also, introduced to civic education which shows the various institutions parts in the everyday life of the child and here again they are given summaries to memorize the way it is done with science and technology the most favorite field of learners. Since learners are not able to decode the summaries, the teacher is asked to write them on the board and make them repeat again and again till they keep everything in mind. Sometimes, when the summary is long learners memorize some of it one day then revise it before carrying on doing it another day. In short, each day after leaving school, the six years old child is given exercises on language and mathematic textbooks and is asked to revise the summaries already memorized in the classroom which seems to be tiring him.

Through years, the more the child moves from one level to the other the more the syllabus of each field becomes more and more elaborated. In the second year, most of the syllabus of AS is devoted to a revision of its graphic form and the different ways of writing consonants. It is only in the second term that the learner starts to be introduced to the grammar of AS besides the same topics are taught but the teacher is no more asked to make learners memorize in the classroom.

Things get complicated starting from the third year, history and geography are added. The learner leaves school at 5h30 and is given more summaries to learn adding to exercises of language and mathematics adding to this, French is introduced. It is worth mentioning that French is a language that uses Latin alphabet totally different from Semitic one and is written from right to left as opposed to AS. Adding to this, the linguistic system of the French language uses vowels and not movements. As a consequence, the learner should learn 8 fields at the same time which seems to be so much.

It is also noticed that very often the same topic is dealt with many times in religious and civic education like the environment, tidiness, collaboration...The question that raises itself is why teaching the same thing twice and giving two lessons to

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memorize? It should be better if civic and religious educations are grouped in one lesson thus teaching the social function of religion. On the other hand, the more the child progresses in his learning process the more the Koranic verses become longer and longer. When reaching the fourth year, the pupil is taught very boring lessons in history dealing with Algeria in the prehistorically area and give summaries full of dates and difficult names to remember which make them proclaim that they hate history.

At last, in fifth year, the learner reaches the last year of the primary school which ends with a final exam with common topics to the whole learners in Algeria which raises anxiety among them and their parents. Indeed, when going home at 16h15 twice a week and at 15h30 the other time except on Tuesday where no class is programmed in the afternoon yet at this level teachers give extra lessons from 13h to 14h30 and starting from the third term lessons end at 16h. With this behaviour, teachers do their best to make their learners get the best marks.

Through the analysis above, it is noticed that the learner is taught many topics at the same time and given lots of home work. Adding to this, the syllabus of geography is almost the same taught the preceding year like, the climate, protecting environment, various geographical areas in Algeria... Adding to this, in civic education, all the topics taught are not necessarily new for here again many topics are shared with religious education like people's rights, democracy, freedom... the topics in question have been dealt with the preceding years. Besides, the learner is asked to learn very patriotic songs defined as too long boring and not nice. As opposed to civic education, teaching science and technology seems to be the most interesting among all the topics. From the learner's point of view, the lessons are nice for they give details and explanations about phenomena part of the real life like electricity, the matter...but the experiments are not always realized in the classroom.

Teaching religious education is given vary great importance, many famous figures in Islam are introduced through long summarizes full of Koranic versus adding to long Sourat to be memorized and recited without any mistake. The figures in question are introduced through a whole biography: full name, date and place of birth, name of parents then comes their achievements. The same biography is given in history when introducing well known people of the Algerian past era. History is also essential in



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learning and for according to the teacher, it is through it that the child learns about his country yet it is very badly taught. Paragraphs given to children are too long full of dates and details to remember, as a consequence learners have developed very negative attitude towards it declaring that they ‘hate’ it.

At last, teaching language goes through the same process; the learner is introduced to rules and asked to use its exercises in textbooks devoted for practice which prevent the pupils from practicing writing, since everything is printed and exercises consist of writing only elements of the answer through filling the gaps. He is neither given the opportunity to express his ideas and opinions in the oral form nor through writing since paragraph writing is rarely done in both languages and all the summaries of lessons are dictated by the teacher but not achieved in collaboration.

In short, it seems that when elaborating the curriculum of the primary school, the designers have not worked in collaboration for many repetition takes place and learners have to learn many elements again and again. So why not grouping for example religious and civic education in one field, In fact, religion is above all a social project where individuals are taught the basic element for making a good society and being good citizens. As an illustration, the human rights, freedom, democracy... all these concepts exist in Islam and are parts of the constitution. Adding to this, the child is involved at a very young age in a learning process full of details that do not raise his interest and define them as boring since when going home and after a long day in the classroom he is given home work.

Accordingly, teachers are aware of all these phenomena yet they pretend that they can not change anything for they have to follow the instructions of the inspector who himself follows the one given by the Ministry of Education. What seems obvious is that teachers do neither know CBA and their role in its use nor the way to use it. Thus if the curriculum neglects some concepts of this approach and the teacher does not know the adequate methodology to use this curricula, we wonder how is it possible for a learner to find a way in learning? Should he memorize everything to be ‘a good learner’ or to try to understand and develop thinking and be ‘less good’ if not ‘bad’? In order to shed light on this situation the next chapter is devoted to an analysis of learning outcomes of the first and the fifth year of the primary school.

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### 4.6. Conclusion

All the fields taught at the primary school are inspired from the everyday life of the child. It also introduces the learner to some aspects real life situations as well as the various parts of his body, the way they are used and function. Besides, when he reaches the third year level he is taught French socio-linguistically classified the second language in Algeria and politically defined as a foreign language. All the studies undertaken show that learner has different attitudes towards this language and the impact is clearly noticed on the language output of children. The next chapter is devoted to the analysis of learning outcomes of the various topics taught at the beginning and the end of the primary school.

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### Chapter Notes

1- In the phonological system of Arabic language, vowels as known in English and French do not exist, rather than this; they take the form of movements put either on or under words. Movements are very important in Arabic for they determine the grammatical class of words and change the meaning of the sentence as already seen in the preceding chapter.

2- Arabic alphabet shows the various similarities in the graphic form of different groups of consonants. (<http://www.arabic-keyboard.org/arabic/arabic-alphabet.php>)

bā' ب	ب	Like B in Baby	ب	b
tā' تاء	ت	Like T in Tree	ت	t
thā' ثاء	ث	Like the Th in Theory	ث	th
yā' ياء	ي	Like the Y in you	ي	Y (ay, ai, ī)
Nun نُون	ن	Like the N in Noon	ن	n
Jim جيم	ج	Sometimes like the G in Girl or like the J in Jar	ج	j
hā' حاء	ح	Like the h in he yet light in pronunciation	ح	h
khā' خاء	خ	Like the Ch in the name Bach	خ	kh
Dāl دال	د	Like the D in Dad	د	d
Zāl ذال	ذ	Like the Th in The	ذ	z
rā' راء	ر	Like the R in Ram	ر	r
Zāy زاي	ز	Like the Z in zoo	ز	z
Sin سين	س	Like the S in See	س	s
shin شين	ش	Like the Sh in She	ش	sh
Sād صاد	ص	Like the S in Sad yet heavy in pronunciation	ص	s
dād ضاد	ض	Like the D in Dead yet heavy in pronunciation	ض	d
tā' طاء	ط	Like the T in Table yet heavy in pronunciation	ط	t
zā' ظاء	ظ	Like the Z in Zorro yet heavy in pronunciation	ظ	z
ain عين	ع	Has no real equivalent sometimes they replace its sound with the A sound like for example the name Ali for علي/عali/	ع	gh
ghain غين	غ	Like the Gh in Ghandi	غ	gh
fā' فاء	ف	Like the F in Fool	ف	f

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قَاف Qāf	ق	ق	Like the Q in Queen yet heavy velar sound in pronunciation	ق ق ق	q
كَاف Kāf	ك	ك	Like the K in Kate	ك ك ك	k
لَام Lām	ل	ل	Like the L in Love	ل ل ل	l
مِيم mim	م	م	Like the M in Moon	م م م	m
هَاء hā	ه	ه	Like the H in He	ه ه ه	h
			Like the W in the reaction of astonishment saying: WAW!		
وَآو wāw	و	و		و --- و	W(aw, au, u)

3- Messaoudi in an article published in El Watan (27-09-2010), one of the most read newspapers in our country

4- Xbox : A very popular video game console from Microsoft. Introduced in 2001 with a Pentium III CPU, 5x DVD, 20GB hard disk and custom graphics processor, the Xbox was designed to compete with Sony's PlayStation and Nintendo's GameCube. It includes game controller ports, Ethernet networking and Internet connectivity. (<http://encyclopedia2.thefreedictionary.com/Xbox>)

5- A popular video game console from Nintendo ([www.nintendo.com](http://www.nintendo.com)) introduced in 2006. It runs Wii and GameCube software and features a wireless motion sensing controller that looks like a TV remote rather than a game controller. After a sensor bar is placed in front of the screen to orient the Bluetooth-based remote via infrared signals, the unit is strapped to the wrist and swung like a tennis racket, golf club or other sports equipment. Dubbed the "Wiimote," its internal accelerometers sense the motion on three axes, and up to four players can have their own controller. The speaker built into the device sounds a "thwack" when hitting the ball. ([http://www.pcmag.com/encyclopedia\\_term/0,1237,t=Wii&i=57388,00.asp](http://www.pcmag.com/encyclopedia_term/0,1237,t=Wii&i=57388,00.asp))

6- The PSP, or PlayStation Portable, is a handheld gaming console made by Sony. The original PSP was released in 2004 in Japan, and in 2005 in Europe and North America. The PSP is primarily a game console (PSP games come in UMD, or Universal Media Disc, format), but it can also play UMD-format movies. Using a memory stick, the PSP can play music and video files, and display picture files such as photos. This

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portable console can also connect to the internet via a web browser (not included in early firmware releases) and built-in wi-fi. (<http://psp.about.com/od/pspglossary/g/pspdef.htm>)

7- The Quran is composed of verses (Ayat) that make up 114 chapters (suras) of unequal length which are classified either as Meccan (المكية) or Medinan (المدينية) depending upon the place and time of their claimed revelation. (<http://en.wikipedia.org/wiki/Quran>)

8- Ayats are Quran verses that make Sourats.

9- Hadiths are quotes of the prophet used as such and not modified.

10- In phonetics, gemination or consonant elongation happens when a spoken consonant is pronounced for an audibly longer period of time than a short consonant. Gemination is distinct from stress and may appear independently of it. Gemination literally means "twinning", and is from the same Latin root as "Gemini". Consonant length is distinctive in some languages, for instance Arabic, Danish, Estonian, Finnish, Classical Hebrew, Hungarian, Catalan, Italian, Japanese, Latin, Russian and Slovak. Most languages (including English) do not have distinctive long consonants. Vowel length is distinctive in more languages than consonant length, although several languages feature both independently (as in Japanese, Finnish, and Estonian), or have interdependent vowel and consonant length (as in Norwegian and Swedish). <http://en.wikipedia.org/wiki/Gemination>

11- *Syringa* (Lilac) is a genus of about 20–25 species of flowering woody plants in the olive family (Oleaceae), native to woodland and scrub from southeastern Europe to eastern Asia, and widely and commonly cultivated in temperate areas elsewhere. <http://en.wikipedia.org/wiki/Syringa>

12- National Liberation Front, French Front de Libération Nationale (FLN), the only constitutionally legal party in Algeria from 1962 to 1989. The party was a continuation of the revolutionary body that directed the Algerian war of independence against France (1954–62). The FLN was created by the Revolutionary Committee of Unity and Action (Comité Révolutionnaire d'Unité et d'Action [CRUA]), a group of

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young Algerian militants, organized in March 1954. The CRUA sought to reconcile the warring factions of the nationalist movement and to wage war against the French colonial presence in Algeria.

[http://en.wikipedia.org/wiki/National\\_Liberation\\_Front\\_%28Algeria%29](http://en.wikipedia.org/wiki/National_Liberation_Front_%28Algeria%29)

13- Abd al-Qadir ibn Muhieddine (6 September 1808 near Mascara – 26 May 1883 Damascus), was an Algerian Islamic scholar, Sufi, political and military leader who led a struggle against the French colonial invasion in the mid-19th century, for which he is seen by some Algerians as the "modern Jugurtha"<sup>[1]</sup> and a national hero. In France, after having been considered as an enemy during the first half of the 19th century, he became considered as a "friend of France" after having intervened in favor of persecuted Christians in Syria during the 1860 Druze-Christian conflict in Lebanon and Syria, saving many Christian lives from the massacres. [http://en.wikipedia.org/wiki/Abdelkader\\_El\\_Djazairi](http://en.wikipedia.org/wiki/Abdelkader_El_Djazairi)

14- Ahmed Bey ben Mohamed Chérif, also known as Ahmed Bey or Hadj Ahmed Bey (c. 1784 - c. 1850) was the last Bey of Constantine, Algeria, ruling from 1826 to 1848.<sup>[1]</sup> He was the successor of Mohamed Menamenni Bey ben Khan. As head of state, he led the local population in a fierce resistance to the French occupation forces.<sup>[2]</sup> In 1837 the territory was conquered by the French, who reinstated the Bey as ruler of the region. He remained in this position until 1848, when the region became a part of the colony of Algiers and the Bey was deposed. [http://en.wikipedia.org/wiki/Ahmed\\_Bey\\_ben\\_Mohamed\\_Ch%C3%A9rif](http://en.wikipedia.org/wiki/Ahmed_Bey_ben_Mohamed_Ch%C3%A9rif)

15- Lalla Fadhma n'Soumer, *Lalla Faḍma n Sumer* in Kabyle (born Fadhma Nat Si Hmed in Abi Youcef, Algeria c.1830) was an important figure of the Algerian resistance movement during the first years of the French colonial conquest of Algeria. The impact of her involvement was such that she has been seen as the embodiment of the struggle. [http://en.wikipedia.org/wiki/Lalla\\_Fatma\\_N%27Soumer](http://en.wikipedia.org/wiki/Lalla_Fatma_N%27Soumer)

16- The Association of Algerian Muslim Ulema, which was a national grouping of many Islamic scholars in Algeria from many different and sometimes opposing perspectives and viewpoints. The Association would have later a great influence on Algerian Muslim politics up to the Algerian War of Independence. In the same period, it

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set up many institutions where thousands of Algerian children of Muslim parents were educated.

17- Sunnah is the way of life prescribed as normative for Muslims on the basis of the teachings and practices of Muhammad and interpretations of the Quran. The word literally means a clear and well trodden path. In the discussion of the sources of religion, Sunnah denotes the practices of Prophet Muhammad . The sunnah of Muhammad includes his specific words, habits, practices, and silent approvals:<sup>[2]</sup> it is significant because it addresses ways of life dealing with friends, family and government.<sup>[2]</sup> Recording *sunnah* was an Arabian tradition and, once people converted to Islam, they brought this custom to their religion.<sup>[3]</sup> The *sunnah* is consulted after referring to the Qur'an, if the issue is not addressed there. The term "Sunni" denotes those who claim to practice these usages, as part of the Ummah. <http://en.wikipedia.org/wiki/Sunnah>

18- Pilgrimage is the fifth principle of Islam undertaken each year in Arabia Saoudia. People are not obliged to do it unless they have the capacity to do it (health and money).

19- Luckmann is a prophet famous for his wisdom.

20- Zakat is one of the five pillars of Islam, the literal translation meaning “to cleanse” or “purify”. Paying zakat on your wealth purifies and increases the remainder of it, also serving as a reminder that everything we own belongs to Allah. Islamic regulations outline that zakat is 2.5% of one’s wealth which is distributed to the poor. Ibn Abbas (ra) reported that the Prophet (saw) made the Zakat al-Fitr obligatory for the purpose of: purifying our fasting from vain talk and shameful mistakes, to make arrangements for the poor and the needy for food and clothing (for the festival of Eid). (Hadith: Abu Dawud, Ibn Maja). <http://www.muslimaid.org/ramadan-2012/category/zakat?gclid=COmekIinobUCFYe9zAodsQMAmw>

21- Medina (/me'di:nə/; Arabic: الْمَدِينَةُ الْمُنَوَّرَةُ, *al-Madīnah al-Munawwarah*, “the radiant city” (officially), or الْمَدِينَةُ *al-Madīnah*), also officially transliterated as Madinah on Saudi maps and in modern Islamic literature generally, is a modern city in the Hejaz region of western Saudi Arabia, and serves as the capital of Al Madinah Province. Medina is home to the three oldest mosques in Islam, namely Al-Masjid an-Nabawi (*The Prophet's Mosque*), Quba Mosque (the first mosque in Islam's history),<sup>[1]</sup> and

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Masjid al-Qiblatain (*The Mosque of the Two Qiblahs* - the mosque where the direction of Muslim prayer, or qiblah, was switched from Jerusalem to Mecca).  
<http://en.wikipedia.org/wiki/Medina>

22- Asma' was born twenty-seven years before the migration of the Prophet (peace and blessings be upon him) to Al-Madinah. Her mother's name was Qatilah bint 'Uza and her father, Abu Bakr, married her before the advent of Islam; Asma' was born when he was only twenty-one years old. Asma' and 'Abdullah were born of this marriage. Asma' came to be known by the title Dhat An-Nitaqayn. There is an interesting little episode about how she got this name. In Arabic the belt, or girdle worn by women around the waist is called a Nitaq. When the Prophet (peace and blessings be upon him) and Abu Bakr As-Siddiq prepared to set off for Al-Madinah, Asma' packed the eatables into a leather bag, but there was no rope with which she could tie up the mouth of the bag. So she divided her girdle into two and used one part to tie up the leather bag. The Prophet (peace and blessings be upon him) blessed her and said that in place of this one girdle that she sacrificed, she would get two in Paradise. So, he implied that she would go to Paradise. In this manner the Prophet (peace and blessings be upon him) gave the news of a glorious Hereafter to his faithful Companions.  
[http://www.islamswomen.com/articles/asma\\_bint\\_abu\\_bakr.php](http://www.islamswomen.com/articles/asma_bint_abu_bakr.php)

23- *Quraish* was the name of our Holy Prophet's tribe. As they were the guardians of the Ka'bah they were treated with great respect by all Arabia. Looting and killing and fighting raged in all parts of the country but Makkah enjoyed complete peace because of people's reverence for the Ka'bah. So great was the deference shown to the Makkans that when they left their homes on trading expeditions no one hindered them but instead people considered it an honour to serve them just because they were the protectors of the Ka'bah and this reverential treatment is still accorded to any Arab who comes from Makkah or Madinah.  
<http://www.muslim.org/islam/anwarqur/ch106.htm>

24- Uthman ibn Affan (577 – 20 June 656) was one of the companions of Islamic prophet, Muhammad. He played a major role in early Islamic history as the third of the Sunni Rashidun or Rightly Guided Caliphs. Uthman was born into the Umayyad clan of Mecca, a powerful family of the Quraish tribe. He was a companion



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of Muhammad who assumed the role of leader (caliph) of the Muslim Empire at the age of 65 following Umar ibn al-Khattab. Under his leadership, the empire expanded into Fars in 650 (present-day Iran), some areas of Khorasan (present-day Afghanistan) in 651 and the conquest of Armenia was begun in the 640s.<sup>[2]</sup> Some of Uthman's notable achievements were the economic reforms he introduced, and the compilation of the Qur'an into the unified, authoritative text that is known today.  
[http://en.wikipedia.org/wiki/Uthman\\_ibn\\_Affan](http://en.wikipedia.org/wiki/Uthman_ibn_Affan)

25- Mecca (also transliterated as Makkah, is a city in the Hejaz and the capital of Makkah Province in Saudi Arabia. The city is located 70 km (43 mi) inland from Jeddah in a narrow valley at a height of 277 m (909 ft) above sea level. Its resident population in 2012 was 2 million, although visitors more than triple this number every year during Hajj period held in the twelfth Muslim lunar month of Dhu al-Hijjah.  
<http://en.wikipedia.org/wiki/Mecca>

26- Every year, on April 16th, Algeria celebrates the day of knowledge. The founder of the Algerian Islahist movement, Abdelhamid Ben Badis having prematurely died on that day.

27- Natural numbers are what you use when you are counting one to one objects. You may be counting pennies or buttons or cookies. When you start using 1,2,3,4 and so on, you are using the counting numbers or to give them a proper title, you are using the natural numbers. <http://math.about.com/od/mathhelpandtutorials/a/Understanding-Classification-Of-Numbers.htm>

28- Irrational numbers don't include integers OR fractions. However, irrational numbers can have a decimal value that continues forever WITHOUT a pattern, unlike the example above. An example of a well known irrational number is pi which as we all know is 3.14 but if we look deeper at it, it is actually 3.14159265358979323846264338327950288419.....and this goes on for somewhere around 5 trillion digits!  
<http://math.about.com/od/mathhelpandtutorials/a/Understanding-Classification-Of-Numbers.htm>

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29- Rule of three is a mathematical rule asserting that the value of one unknown quantity in a proportion is found by multiplying the denominator of each ratio by the numerator of the other. <http://www.thefreedictionary.com/rule+of+three>

## **Chapter Five**

### ***Learning Outcomes and Cognitive Drawbacks***

5.1. Introduction

5.2. Learning Outcomes

5.2.1. The Linguistic Achievement

5.2.1.1. Performance in Arabe Scolaire

a) First Year Results

b) The Exit Profile in Arabe Scolaire

5.2.2 Competency in French

5.3 Assessing Logical Thinking

5.3.1. Outcomes of Mathematic exams

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5.4 Memorization and Rote Learning Outcomes

5.4.1. Being Good Muslims

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5.5 Developing Cognition and Metacognition in Primary School

5.5.1 Cognition at the Primary School

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5.6 Elements of School Failure

5.6.1 Preschool Stage

5.6.2. Practicing Sports

5.7. Conclusion

Chapter Notes

## **Chapter Five: Learning Outcomes and Cognitive Drawbacks**

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### **5.1. Introduction**

Every year, learners take tests at the middle of each term and final exams at the end of each one of them; their average gives the final mark that determines the ability to be in the following level. Statements proposed differ in relation to topics and levels yet assessment remains the same during all the learning process. In order to identify the drawbacks of the schooling system, this chapter is devoted to the analysis of learning outcomes including a study of the statements used in exams. It also goes through the role of the primary school in developing cognition and metacognition of learners. Finally, this chapter sheds light on some elements that contribute in school failure in Algeria.

### **5.2. Learning Outcomes**

In Algeria, the unique way to evaluate the learner's level and his aptitude to learning goes through exams. The average made at the end of each year determines the future of learners. At the primary school, three main fields are important and involved in the final exam taken at the end of the fifth year: Arabic, Mathematics and French, this does not exclude the other ones from the curriculum and evaluation of the primary school.

#### **5.2.1. The Linguistic Achievement**

In Algeria, when the child reaches the first year of the primary school, he is introduced to AS officially declared as the first language of the country it is only at the third year that French, the 'first foreign language' of the country is taught. Each year the child takes six tests and three exams. Results obtained are very important however on what basis is the whole future of a learner linked to a mark?

##### **5.2.1.1. Performance in Arabe Scolaire**

The first exam of the primary school is made at the end of the second term around the beginning of March; it involves all the topics taught. Since in Algeria Competency Based Approach is established, officially exams do not focus on rote learning as it used to be for years where except for language and mathematics, pupils had to recite blindly the whole lessons and where any missing word was sanctioned. The old method did allow the learner to build a structure and understand the data

## Chapter Five: Learning Outcomes and Cognitive Drawbacks

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collected in the classroom since pupils were not considered as thinking person but as tape recorders who have to learn by heart everything. In fact, the learner was passive and not involved in his learning process.

As a consequence, the learner does neither develop his critical thinking nor other cognitive capacities in his learning process. What is noticed, for instance at the university level, is that in exams, when the teacher asks his students to explain some parameters or to discuss a quotation they do not succeed. They do not dare to give their opinion since they are not accustomed to do so. Right from the beginning of their schooling system, they have been asked to give back word by word all what the teacher has already dictated so it seems obvious if they do the same thing at university.

With the new approach, the child is part of his learning process. According to the constructivist view, all the school data is a continuum of what the child has already internalized at home. It is not based on rote learning but aims at developing useful competency, the child uses in his everyday life. He is asked to analyze, not answer to direct questions and think about the data taught. The following study highlights the rate of success of each field starting from that of language exam.

### a) First Year Results

The exam of AS is made of four main exercises each of them with different activities. In the first exercise, the child is asked to complete four words with the one among the two consonants / ð/ and /θ/. The words in question have already been dealt with in the classroom and are different from MSA (see appendix 21, p 419).

<b>AS</b>	<b>Gloss</b>
[eʊʃba:n]	Snake
[ ðʊba:bæ]	Fly
[mʊθællæθ]	Triangle
[ðaɪl]	Tail

## Chapter Five: Learning Outcomes and Cognitive Drawbacks

	Number of pupils	Percentage
Number of pupils	50	100%
Right	34	68%
Wrong	16	32%

Table 5.1

### AS: First Activity Results

Besides, in the second exercise the learner is asked to link between consonants in order to make words. Yet, in both cases the learner is not asked to rearrange consonants in order to make words but just link between them although the question is ‘ I make a word from these consonants’:

AS	Gloss								
<table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; margin: 2px;">fʊ</td> <td style="border: 1px solid black; padding: 5px; margin: 2px;">l</td> <td style="border: 1px solid black; padding: 5px; margin: 2px;">fʊ</td> <td style="border: 1px solid black; padding: 5px; margin: 2px;">l</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; margin: 2px;">bɪ</td> <td style="border: 1px solid black; padding: 5px; margin: 2px;">Ta:</td> <td style="border: 1px solid black; padding: 5px; margin: 2px;">qæ</td> <td style="border: 1px solid black; padding: 5px; margin: 2px;">tɒn</td> </tr> </table>	fʊ	l	fʊ	l	bɪ	Ta:	qæ	tɒn	Peper   Card
fʊ	l	fʊ	l						
bɪ	Ta:	qæ	tɒn						

In the activity above, the learner is not given the opportunity to wonder about the answer or to try different combinations of consonants in order to make the word as it is given in the statement. Adding to this, what is noticed is that the real aim is to copy the different consonants in the order given and that all. The result of this exercise is as follows:

	Number of pupils	Percentage
Number of pupils	50	100%
Wrong	34	68%
Right	16	32%

Table 5.2

### AS: Second Exercise Results

On the other hand, the second activity is different from the preceding ones for the learner has to chose between the two forms of ‘who’ one for the masculine and the other for, the feminine because in Arabic, a clear distinction is made between the two respectively [əllæə:i:] and [əllæti:]. The pupil is given four sentences and the result is as shown bellow:

## Chapter Five: Learning Outcomes and Cognitive Drawbacks

	Number of pupils	Percentage
Number of pupils	50	100%
Right	32	64%
Wrong	18	36%

Table 5.3

### AS: Third Exercise Results

As far as the fourth activity is concerned, the child is given a descrambled sentence and asked to rearrange it to make it meaningful, yet the sentence has already been dealt with in the classroom in reading comprehension. Once again, although the task of the exercise is to use the cognitive abilities the learner possesses; it still relays on memorization and not thinking. The rate of success is as shown Table5.4

	Number of pupils	Percentage
Number of pupils	50	100%
Right	18	36%
Wrong	32	64%

Table5. 4

### AS: Fourth Exercise Results

Adding to this, the fifth activity is written expression. The teacher gives a mark to the learner relying on answers of the exam but the last mark is attributed after dictating some words to pupils. However, although the activity is mentioned on the exam copybook; the teacher avoids doing it on purpose for according to her, the exam is so long for a six years old child who has many other exams to do every day like that of religious and civic educations. In this respect, the results of the AS exam is shown in details in Table 5.5

	Number of pupils	Percentage
Number of pupils	50	100%
Marks from 0 to 5/10	8	16%
Marks from 6 to 8/10	16	32%
Marks from 9 to 10/10	16	32%

Table 5.5

### Final Language Results

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At the fourth year level, AS has been dealt with for four years. The learner becomes able to make meaningful sentences and write short paragraphs. Using the target language, many topics are taught like: mathematics, civic education, scientific education, geography, religious education and history. However, the use of AS is not as spread as it is declared by the Ministry of Education which intended to correct the linguistic abilities of the learner. As already mentioned, in the teacher's guide, it is stated that the aim to reach is to make AS a means of communication inside and outside the classroom which is not the case at all.

What is noticed is that after four years almost all interactions inside the classroom are achieved through MSA. Even more, at this level, all the explanations are supported with more details in MSA and a real code switching takes place between AS and MSA as it has been shown in the preceding chapters. Accordingly, teachers consider that this is the longest and the most difficult level of the primary school since it paves the way the final exam taken at the fifth year and determines the shift to the middle school.

Teachers agree that the syllabus of AS goes in details with its grammar yet it is still taught in the traditional way: the learner has to keep in mind the rule and applies it in the exercises given to him. Adding to this, the whole grammar is based on [l?ɪmla:ʔ] (1) 'dictation' and [lɪʔra:b] (2) 'semantics' which consists of the identification of elements of the sentence whether the word is a subject, verb, adjective, noun... and [nahw] 'conjugation'. Nevertheless, in AS, it is not enough to master the grammatical system for when writing the learner does not put movements, which may correspond to vowels in English, that determine the grammatical class of words and modify the meaning of the sentence.

The fourth year language exam is divided in three main parts. The learner is given a text and asked questions about it. The aim is to see whether the pupil has understood the text in question or not. The second part concerns grammar and turns around [l ɪʔra:b]. Whereas the last step is paragraph writing. The whole exam is evaluated on ten points. In the first exercise the learner is asked to give a title and identify synonyms and opposites of some words from the text. Answering correctly gives 3 points and the results are shown in Table 5.6 (see appendix 22, p 420).



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	Number of pupils	Percentage
Number of pupils	54	100%
Marks less than 1.5	3	6%
Marks from 1.5 to almost 3	51	94%
The complete mark	0	0%

Table 5.6

### Results of Fourth Year AS: First Exercise

Besides, the second exercise is practice of grammar and is divided in two main parts. The former is an activity where the learner is asked to put the words in the feminine and masculine plural forms. The latter is to give the grammatical class of the words of a sentence proposed by the teacher from the text and the results are evaluated on 5 points as noticed in Table 5.7:

	Number of pupils	Percentage
Number of pupils	54	100%
Marks less than 2.5	27	50%
Marks from 2.5 to almost 5	24	44,44%
The complete mark	3	5,55%

Table 5.7

### Results of Fourth Year AS: the Second Exercise

The paragraph writing is the last exercise of the exam and takes 2 points. The learner is asked to write a paragraph where he describes the behaviour and the attitude that a human being should have in order to be accepted among his society. It is worth mentioning that the topic has already been dealt with in the classroom for each week the pupil is asked to write a paragraph about a particular topic taken from his everyday life of the child like, computing, environment, cars, internet... The teacher has evaluated the writing as described in Table 5.8

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	Number of pupils	Percentage
Number of pupils	54	100%
Marks less than 1	6	11,11%
Marks from 1 to almost 2	33	61,11%
The complete mark	15	27,77%

Table 5.8

### Results of Fourth Year AS: Last Exercise

At last, the AS exam takes into consideration three parameters: understanding, grammatical system and written expressing. Yet, in the last step, the learner is not asked to write a paragraph about a new topic but rewrite about a subject already dealt with and corrected in the classroom. The final marks that do not involve oral expression that is the real practice of grammar, syntax and semantics, are as shown bellow:

	Number of pupils	Percentage
Number of pupils	54	100%
Marks less than 5	15	27,77%
Marks from 5 to almost 10	39	72,22%
The complete mark	0	0%

Table 5.9

### Final Results of Fourth Year AS

In fact, the evaluation of AS is a transversal one for it is involved in the rest of exams. So rather than going in details with each one of them, it is preferable to summarize the similarities and difference identified among subjects and results of exams. Benramdane (2011) declared that AS is a communicative transversal competence and involves all the kinds of communication either written or oral. According to the Algerian referential (translation is mine):

*languages – Arabic language, Tamazight(3), foreign languages- and different conventional languages are considered as pedagogical support for the development of competence of communication. Arabic language is the first 'key' the learner should possess in order to reach other learning domains. It is not only a teaching field that vehicles other learning but also a means to develop and maintain harmonious relationship with his environment for this reason its mastery is a transversal competence at first.*

*(Berramdane, 2011a:78)*

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As described in the exams of the first and fourth years, the whole examination process relies on memorization process. Although the pupil is not given a direct question the answer is always rote learning. In all the exams, the learner is asked to complete a passage, filling the gaps or define a concept but always refers to what has been learnt in order to answer. However, in geography, the teacher asks once the following question: ‘what is the difference between the climate and the weather?’ In four years only one time, such a question has been asked and pupils who have been able to answer are not those who have learnt by heart but only whose mothers asked them the same question at home when revising for the exam as shown in table 5.10:

	Number of pupils	Percentage
Number of pupils	50	100%
success	10	20%
Failure	40	80%

Table 5.10

### Comparative Learning Results in Geography

In this question, the learner is asked to make a distinction between the ‘climate’ and the ‘weather’, two elements that may seem similar but totally different. The three answers are the same since both definitions are given and no modification occurred. In order to have more details about the situation in the classroom we asked the teacher the following questions:

Question one: In paragraph writing, why do you always ask pupils to write about topics already dealt with in the classroom?

The answer: pupils do not have enough linguistic baggage to write freely and spontaneously in AS. So, when using topics that are familiar to them, the task is easier and results are better.

Question two: why don’t you include oral expression in the exam?

The answer: instructions concerning exams do not include oral expression and the teacher is not allowed to change anything.

Question three: why does your evaluation give the great rate to [1 ifra:b] ‘semantics’?

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The answer: [lɪfrɑ:b] is the stepping stone of AS. The learner has to know the rules by heart and is obliged to be able to identify the grammatical class of each element of the sentence. They added that this is the unique way to master the language and other kinds of exercise will not make the learner use the rules he should know by heart.

Question four: do you think that the formulation of exams in the other fields corresponds to CBA?

Answer: (after hesitation) this approach is new, we prefer the old one; we have been using it for years and can not change. No training has been organized to make teachers familiar with CBA we heard about it but do not know what it is.

Question five: who is a good pupil?

Answer: a good pupil is the one who gets good marks.

Question six: do you mean who memorizes everything?

Answer: yes, rote learning provides the learner with knowledge and language.

Question seven: what about the research paper learners should give at the end of each unit?

Answer: they are optional for not all pupils are able to do it and no need for 'copy paste'.

Question eight: have you shown your pupils how to do it?

Answer: no time is devoted for such an activity (some of them do not know how to use a computer).

Question nine: what about developing competence?

Answer: at school the child acquires knowledge, if he is enough intelligent he will be able to develop competence.

Question ten: do you know what dyslexia is?

Answer: no, I have never heard about this.

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Question eleven: if in your class a pupil does not distinguish between consonant, what will you do? Is he stupid or intelligent?

Answer: I explain to him and if the child does not assimilate the lesson it is not my fault if he is stupid.

In the light of this questionnaire, teachers are not really aware about the reforms undertaken by the Ministry of Education for two main reasons. The former is that almost all teachers of the primary school in Algeria have never gone to university. More than this, all teachers who joined the primary school after independence was achieved and even years after have never gone to the secondary school. As a consequence, except for a minority, primary school teachers have not enough studied and do not possess enough knowledge that allow them to adopt CBA.

As far as the research papers are concerned, teachers who have never been initiated to research are unable to teach it to pupils. A five year level teacher asked her pupils to prepare a research paper; there are who tried to it on their own using computers, some have not presented the work whereas a group downloaded everything and gave it to the teacher. She brought the research downloaded and was proud for according to her; it is very well done and well presented. the claim was that this was not their and that she should be proud of the pupils who did the work alone even if it was not well presented as it was the case of a younger one who uses internet at home.

From the example given, it is clear that since teachers do not use computers and not know how to make research, they are unable to show pupils how to perform it. Besides, what is spread among learners from the primary to the secondary moving by the middle school is a harmful situation in cybercafés all over the country where the research papers are sold to learners. The owner downloads the data for each topic and sells it to pupils. However, if teachers were enough conscious about the importance of research in the twenty first century in CBA they would struggle against such a phenomenon.

As a consequence, how is it possible for learners to develop competency if they are not shown how to do it? For learners whose parents are enough aware to initiate their children to the way internet should be used encourage them to acquire knowledge but this is not the case of all pupils in Algeria. Besides, when a teacher does not have

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some notions about psychology of the child and does not know what dyslexia is, Dysgraphia and dyscalculia are; how is possible to distinguish between a child who has not internalized knowledge and the one who has a problem.

In fact, the role of the teacher is to identify the problem and ask for help when needed. As stated in the teacher's guide the role of the teacher is not to teach but to help the child in his learning process. Thus, when a learner has difficulties in the classroom, the role of the teacher is to guide and orient him or to ask him to see a psychologist rather than giving make up lessons. However, when the teacher is not aware about all these difficulties, he may contribute in the failure of the learner for extra lessons are not the unique solution for learning problems.

### b) The Exit Profile in AS

In the exam of A.S. the learner was given a textual analysis that went on four main activities. The first one was about giving a title to the text the aim was to identify whether learners have understood the support or not. The question was on half a point and the results are on table 5.11 (see appendix 23, p 421- 3):

	Number of pupils	Percentage
Number of pupils	57	100%
Number of pupils	57	100%
Wrong answer	2	03, 50%
Correct answer	55	86, 850%

Table 5.11

#### Fifth Year AS First Activity: Giving a Title

Indeed, the second activity concerned the understanding of the text, learners were asked to give the definition of 'mercy' introduced by the writer. Some learners have used their own words when giving the answer and although their definition was right, the teacher did not accept it. Learners were, also, asked to give synonym and opposite of some words used in the text and the result are on table 5.12:

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	Number of pupils	Percentage
Number of pupils	57	100%
Marks from 0 to 1	8	14, 03%
Marks from 1 to 2	49	85, 96%

Table 5.12

### Fifth Year AS Second Activity: Understanding the Text

On the other hand, the third activity is the longest and the one assessed on 4, 5 which represents the hardest task for it deals with grammar. The learner is asked to change the sentence from the singular to the plural and identify its elements by justifying the answer.

	Number of pupils	Percentage
Number of pupils	57	100%
Marks from 0 to 2	18	31, 57%
Marks from 3 to 4	19	33,33%
The complete mark 4, 5	10	17, 54%

Table 5.13

### Fifth Year AS Third Activity: Grammar

The last activity was written expression on three points. The child was asked to write a paragraph and was free to use statements learnt in all rest of the lessons. The pupil was allowed to improvise and express himself. The results are on table 5.14

	Number of pupils	Percentage
Number of pupils	57	100%
The mark 1	18	31, 57%
The mark 1,5	12	21, 05%
The mark 2	13	22, 80%
The mark 2, 5	14	24, 56%

Table5.14

### Fifth Year AS Fourth Activity: Written Expression

In sum the final marks are:

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	Number of pupils	Percentage
Number of pupils	57	100%
The mark 0 to 5	11	19, 29%
The mark 5 to 8	29	50, 87%
The mark 8 to 10	17	29, 82%

Table 5.15

### Fifth Year AS Final Marks

In the light of this analysis, it is worth mentioning that one the teachers of Arabic has a ‘licence’ in this language that she studied for four years at university, this makes her in a good mastery of its grammar on which she focuses so much during lessons. Adding to this, almost all answers are found in the text except for the grammar thus the results obtained do not really reflect the level of mastery of language. Comparing results obtained in AS where 57, 90% of learners got more than 8/10 but in Arabic 29, 82% which represents more than the half.

However, it is noticed that in language exam, when the learner does not give the correct answers that provides him with a good mark, the teacher includes dictation and writing in the evaluation. This attitude does not involve all the learners but is typical to ‘bad ‘ones. This attitude makes us wonder why such a behaviour is adopted this means that ‘good’ pupils are evaluated on 10 whereas the others on 14. Such behaviour is not fair and threatens the trust established between the teacher and the learner. Adding to this, although sports is not practiced; it is evaluated as well as drawing. The former consists of organizing a race in the yard and almost all pupils got 7 whereas drawing is made at home and the average varies between 6 and 7. In fact, the concept of CBA does not correspond at all to these attitudes for its objective is to make the child able to use what he learnt in the classroom outside it and not giving good marks that do not correspond to his real capacities.

### 5.2.2 Competency in French

As mentioned in the preceding chapter, French is introduced at the third year level. Its graphic form differs from that of Arabic for it uses Latin alphabet and is written from left to right. During this first year, the learner takes two exams and two tests. In January, at the beginning of the second term the learner takes his first test made of three activities: writing, dictation and recitation. In the first activity the pupil is asked



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to copy from the board four words and a complete sentence. Whereas, in the second one, the teacher dictates five words already introduced and dealt with in the classroom. The last activity is a recitation of a nursery rhyme. After having finished the test, the teacher makes the average.

After two months, the second term exam starts and this time four activities take place. The former is reading. The learner is asked to read one among the texts already dealt with in the classroom. It is worth mentioning that the child has memorized the text and even if he is not able to read it, he is able to recite it and the results obtained are given bellow in Table 5.16

	Number of pupils	Percentage
Number of pupils	57	100%
Marks less than 5	6	10,52%
Marks from 5 to almost 10	51	89,49
The complete mark	0	0%

Table 5.16

### French Third Year Reading Comprehension Results

The second activity is dictation and this time the learner is asked to write a long sentence. The teacher evaluates each activity on ten and the results are in Table 5.17. (see appendix 24, p 424-6).

	Number of pupils	Percentage
Number of pupils	57	100%
Marks less than 5	12	21,05%
Marks from 5 to almost 10	27	43,36%
The complete mark	18	31,57%

Table 5.17

### French Third Year Dictation Results

The third activity is to copy from the blackboard on copybooks a long sentence. The learner has to respect punctuation, capitalization and all the norms of the writing skills. The marks obtained are given are in Table 5. 18:

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	Number of pupils	Percentage
Number of pupils	57	100%
Marks less than 5	9	15,78%
Marks from 5 to almost 10	48	84,21%
The complete mark	0	0%

Table 5.18

### French Third Year Writing Skills Results

However, the fourth activity differs from the preceding ones. It is made of three different exercises. The former gives the pupil a list of names of foods and is asked to group them either with fruits or vegetables. In this activity the child is not given a picture to help him in identifying the name of food. He has to understand, think and then write. The second exercise is about articles. The learner is asked to put rather 'le' or 'l' both 'the' in English. Whereas, the last exercise is made of two parts: one about the plural form and the second filling the gaps with 'gu' or 'g'. At last the pupil is asked to write his full name.

In fact, in this activity, the three exercises involve all the lessons dealt with right from the beginning of the year. The learner has to think before answering and results are given in Table 5.19. (see appendix 24, p 424-6).

	Number of pupils	Percentage
Number of pupils	57	100%
Marks less than 5	18	31,57%
Marks from 5 to almost 10	39	68,42%
The complete mark	00	0%

Table 5.19

### French Third Year Filling the Gaps Results

However, here again, oral expression is not included in the exam and all the evaluation concerns written activities. Listening comprehension is not involved too and according to the teacher dictation is part of this skill for the learner is supposed to write what he hears. The teacher considered that the exam does not rely at all on the process of memorization but on thinking. She added that the activity about the 'g' and 'gu' as well as 'l', 'le', 'la' involve oral activity for the learner has to read and pronounce the

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word correctly in order to be able to fill the gap. Thus, the full skills and the cognitive capacities are needed to succeed and get good marks as shown in Table 5.20.

	Number of pupils	Percentage
Number of pupils	57	100%
Marks less than 5	9	15,78
Marks from 5 to almost 10	48	84,21%
The complete mark	0	0%

Table 5.20  
French Third Year Final Results

On the other hand, in the fifth year, French, officially classified as a foreign language assessed through a test and a final exam, organized at the end of each term is under the form of a textual analysis. The first activity is a group of questions about the comprehension of the text. The learner is asked to give a title, identify synonyms and opposites of some words and answer two questions about the text. The results obtained are listed in table5.21. (see appendix 25, p 427-8).

	57 pupils	100%
Marks between 00 - 03	27	43, 37%
Mark between 03 – 05	13	22, 80%
The complete mark 06	17	29, 82%

Table 5.21  
Fifth Year French: Comprehension of the Text

The second exercise concerns grammar. At first the learner is given a sentence and asked you identify its nominal and verbal group, then to change its tense and put it in the past. It is noticed that pupils succeed better in giving the right answer as compared to the first activity based on understanding and not on memorization. Identifying the various parts of a sentence seems easy for learners who are practicing the activity very often in the classroom just like tenses. Learners are always asked to memorize perfectly well tenses. The results are:

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	57 pupils	100%
Marks between 00 - 0,5	24	42.10%
Mark between 1 – 2	19	33.33%
The complete mark 2.5	14	24.56%

Table 5.22

### Fifth Year French: Grammar

The last and the final activity is written expression, learners are asked to make a paragraph about the way we should protect the environment a topic already dealt with in the classroom. The teacher assesses it on 4 points and the results are on table 5.23.

	57 pupils	100%
Marks between 00 - 01	30	52.63%
Mark between 1 – 3	6	10.52%
The complete mark 4	21	36.82%

Table 5.23

### Fifth Year French: Paragraph Writing

In short, final marks are divided in two groups those who got more than 8, the others are less than 5 and only some are in between. It is worth mentioning that pupils who obtain good marks in French have intellectual parents, watch cartoons using this language and some of them speak it fluently. On the other hand, learners whose marks are 'bad' come from backgrounds that follow 'Nil sate's' programs using either Syrian or Egyptian language or English. The results obtained are:

	57 pupils	100%
Marks between 00 – 05	31	54.38%
Mark between 05 - less than 8	5	08.75%
Mark between 08 – 10	21	36.84%

Table 5.24

### Fifth Year Final Mark of French

It is very important to mention that the teacher in question was registered for a diploma in chemistry and left for personal reasons. Adding to this, she claimed that the inspector of education is aware that the timing devoted to learning French qualified as insufficient and that the teachers have difficulties if finishing the syllabus. Moreover,

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teachers of French all agree that they have not been formed to CBA, no seminars and no special trainings have been organized. Besides, the lack of computers at schools does not motivate them to learn the use of this useful technology. As a consequence, initiating learners to the use of internet is impossible and showing to pupils how to prepare a research paper is a task beyond their reach.

As a consequence, all these elements are a handicap for the good application of CBA in Algeria. In fact, using a successful approach in a given country does not imply to obtain good results as in other places. There are many determinant factors that influence the results obtained among them how, when and by whom it is used. In Algeria, CBA has been introduced recently in order to make reforms of an unsuccessful schooling system that does not correspond to the world of globalization and progress where developing competences is the target to be reached.

School reforms in Algeria involve the implementation of CBA but what should be mentioned is that all the parameters that surround it are the same of the ancient system. Except for the secondary school where the inspectors of education have organized seminars in order to form teachers to CBA, no change has occurred in the primary school. At the first step considered as the stepping stone of the schooling system, the same teachers with the same formation and training has been organized to make teachers in touch with CBA.

On the other hand, the main idea of CBA is to use the socio cultural background of the child as the starting point of all his learning what Vygotsky names ZPD. Adding to this, Bruner believes, as already mentioned that if knowledge is not useful it is a loss of time for the learner needs to develop a structure and be able to use it in his very day life. Yet, how can all these targets be reached if in Algeria the basic idea of CBA is omitted and the language used in the whole schooling system is a foreign language and does not correspond to the cultural background of the learner.

The use of AS at school has politically been decided and has entailed many problems mainly at the educational system. Teachers are in a real dilemma. They are involved in a two processes at the same time: that of finishing a syllabus and that of teaching a foreign language. In order to solve the situation, teachers use ASA in the classroom and code switch with AS; the unique way to do their job whereas learners always use language transfer, in order to express their ideas, considered as a natural

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phenomenon in language learning. Besides, teachers need to be familiar with the new approach and be aware of many parameters that shape learning and determine its success as it will be shown in the next step.

### 5.3 Assessing Logical Thinking

Developing logical thinking and the critical mind seems to be the goal of every schooling process for this reason fields like mathematics as well as science and technology are taught. The exam of mathematics is the unique one based on analysis and thinking where the learner is given exercises to do. Its teaching goes through exercises using tokens and sticks and step by step time their use is reduced and replaced by mental processes that go through exercises as used in exams.

#### 5.3.1. Outcomes of Mathematic Exams

The third exam of the first year of the primary school is that of mathematics where the learner is given five exercises with different activities that relay mainly on understanding, thinking and analysis. When doing them, the pupil uses and develops his cognitive abilities without using rote learning and the results are given in Table5.25. (see appendix 26, p 429).

	Number of pupils	Percentage
Number of pupils	50	100%
Marks from 0 to 5	4	8%
Marks from 6 to 8	6	12%
Marks from 9 to 10	40	80%

Table 5.25

#### First Year: Mathematics Results

In order to make pupils ready to the fifth year final exam scheduled the 28<sup>th</sup> of May, teachers brought its official sheets of paper and programmed the three compositions the way it is done the decisive day: Arabic from 8h to 9h30, Mathematics from 9h45 to 11h15 and French in the afternoon from 13h to 14h30. Adding to this, they have managed the classroom so that each learner stays alone at a table. According

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to teachers, such an organization prepares pupils to the final exam a source of great anxiety.

At the fifth year, the exam of mathematics is composed of four exercises of arithmetics among them three problem solving which includes a logical thinking and metacognitive capacities they include division, addition, multiplication and subtraction. Whereas, the fifth activity concerns geometry; the activity in which pupils succeed more for they had to follow the instructions in order to identify the final drawing under the form of an angle. The whole activity was assessed on 1.5. The results obtained are listed in table5.26. (see appendix 27, p 430-2).

	Number of pupils	Percentage
Number of pupils	57	100%
Marks less than 1	2	3, 50%
Marks: 1	8	14, 03%
Marks: 1.5	47	82, 45%

Table5.26

### Fifth Year: Geometry Results

On the other hand, in the activities of arithmetics learners got more difficulties in solving the problem. Each time they were confronted to questions in any activity, they had to write correctly the rule that they had to rote learn. Some learners have not written the rules that were listed to them but through thinking and analysis they have deduced them; they have lost half of the mark. Teachers declared that this is the way learners will be evaluated in the final exam. A long list of rules was given to learners to memorize who are not allowed to guess the answer through analysis this leads us to wonder about the competence to be developed for example:

The distance = the speed x time

There is no need to learn three rules one about the distance, the speed and time, structuring one is enough and through analysis the rest is deduced. The same process may be followed with all the rules so what is the need to rote learn rules without identifying the link between them. The results obtained in arithmetics are as shown in table 5.27:

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	Number of pupils	Percentage
Number of pupils	57	100%
Marks from 0 to 5	20	35, 08%
Marks from 5 to 8	14	24, 56%
The complete mark 8, 5	23	40, 35%

Table5.27

### Fifth Year: Results of Arithmetic

Besides the final results obtained in mathematics are listed on the table 5.28

	Number of pupils	Percentage
Number of pupils	57	100%
Marks from 0 to 5	13	22, 80%
Marks from 5 to 8	11	19, 30%
Mark from 8 to 10	33	57, 90%

Table 5.28

### Fifth Year Final Results of Mathematics

After having finished the three exams, the child has that of civic education and scientific and technological one. In both of these fields, the entire lessons taught are directly linked to the environment he lives in. However, the second field is based on practice and analysis of situations the learner faces in his everyday life.

#### 5.3.2 Developing Analysis in Science and Technology

The last written exam was of science and technological education made of four exercises and each one of them had a different request. The request of the first activity is to put a cross near the elements among the six proposed that melt with heat. Elements in question were: 'butter, bread, ice, chocolate, apple and ice-cream'. In this activity, the question does not support the learner in his answer and results are given in the table below (see appendix 28, p 433):



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	Number of pupils	Percentage
Number of pupils	50	100%
Success	50	100%
Failure	0	0%

Table 5.29

### First Year Results: Science and Technology First Exercise

Meanwhile, in the second exercise, the learner was asked to identify between solid and liquid. In the question, the teacher mentions the two words that the learner were asked to put near each item. The elements in question were: ‘ruler, water, stone, chalk and vinegar’. Whereas, in the third exercise, the learner is given the list of the five senses, and asked to put each one in order to complete the sentence. The pupil was neither asked to guess nor to remember words. His task was limited in identifying the various function of each sense and make ‘copy paste’.

Exercise of three and four were almost the same since the learner is given the answer in the question, he is not involved in the answer as opposed to the first activity. Besides, in the last exercise, the pupil is given four pictures that describe the various steps of the ‘story of bread’. He is asked to classify them in order to describe the process of baking bread. This activity involves knowledge and analysis as well as observation and logic thus it fits CBA’s Philosophy and the result as described on Table 5.30.

	Number of pupils	Percentage
Number of pupils	50	100%
Success in the last exercise	20	40%
Failure in the last exercise	30	60%

Table 5.30

### First Year Results: Science and Technology Third Exercise

In the light of these results, it is noticed that the success in the last exercise is reduced as compared to the other ones. In fact the learner relies mainly on rote learning and succeeds in giving the correct answer each time he is given elements that guide him in his answer. Yet, whenever he is supposed; as it is the case of this exercise; to identify

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the various steps ‘a process’ that goes in a logical and chronological order, the learner is lost. In fact, the learner needs an analysis of the situation, yet he is not accustomed to such experience and fails. This does not affect the results obtained as seen bellow:

	Number of pupils	Percentage
Number of pupils	50	100%
Marks of exam from 0 to 5	8	16%
Marks from of exam 6 to 8	18	36%
Marks from of exam9 to 10	34	68%

Table.5.31

### First Year Final Results: Science and Technology

What should be mentioned is that the last exercise is evaluated on 2 points, so even pupils who failed in giving the right answer got good marks and are qualified as having succeeded in the exam. As a conclusion, the form of exercises given does not correspond at all to CBA and the way teachers correct too. The question that should be asked is how can learners develop competence if they are not allowed to use their cognitive and metagonitive abilities? Adding to this, as far as oral expression is concerned, the learner is not evaluated in this sense and only the written form is taken into consideration.

In elaborating exams, the teacher has followed the same process and expected the same kind of answers all based on rote learning although they take the form of non direct question even when being asked to make a comparison the learner is supposed to give the definition of both concepts and use [amaa] ‘whereas’ to show the difference. The exam is made of four exercises and the results obtained are on table 5.32. (see appendix 29, p 434-5).

	Number of pupils	Percentage
Number of pupils	57	100%
Marks less than 5	00	00%
Marks from 5 to 8	06	10,52%
Marks more than 8 to 10	51	89, 48%

Table 5.32

### Fifth Year Results: Science and Technology

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### 5.4 Memorization and Rote Learning Outcomes

As opposed to the main concept of CBA, the whole Algerian schooling system is based on two processes rote learning and memorization. Learners learn for the exam and not to develop their knowledge their unique goal is to get good marks. Teachers do not focus on competency but on knowledge. As a result, the whole learning process turns around marks and not reasoning and competency as shown in analysis of learning outcomes.

#### 5.4.1. Being Good Muslims

Learning Religious Education is based mainly on memorization of long paragraph and Koranic verses that may seem to be hard for learners who do not master the language that vehicles its teaching. The exam of religious education is made in two different forms and periods. The former is the oral one, when the teacher asks pupils one by one to come and recite one of the various Sourats learnt in the classroom. The latter is the written part made of one and unique activity where the learner is asked to put [s] for [ʃæhi:h] ‘right’ a [x] for [xæ tæʔ] ‘wrong’ near each one of the five sentences proposed. The results are as follow (see appendix 30, p 436).

Number of pupils	Number of pupils		Percentage	
	Success	Failure	Success	Failure
Oral form	40	10	80%	20%
Written form	40	10	80%	20%
Marks of exam from 0 to 5	2		4%	
Marks from of exam 6 to 8	4		8%	
Marks from of exam9 to 10	44		88%	

Table 5.33

#### First Year: Religious Education Final Mark

The fifth year second term exam of religious education is made of four exercises with different forms. In the first activity, the learner is given three statements to finish. In the second one, the learner is asked to give three elements that result from collaboration of people in a given society. Whereas, in the third activity, the learner is given the reference of a Koranic verse (Sourat Alimrane, ayats 31) and asked to write

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the ayats. In the fourth exercise, the learner is asked to fill a table using ‘Sourat Irachiya’ as a reference (see appendix 31, p 437-8).

It is worth mentioning, that there are two fifth year classes with two different teachers. Although the main tool of answer is memorization and rote learning, one of the two teachers considers an answer correct when the learner improvises. She declares that children should have the right to use their own words when answering in order to use their thinking and develop their linguistic performance. The results obtained in each exercise and the exam are classified in the table below:

	Number of pupils	Percentage
Number of pupils	57	100%
Marks less than 5	06	10, 52%
Marks from 5 to 8	06	10, 52%
Marks more than 8 to 10	45	79%

Table 5.34

### Fifth Year: Religious Education Final Mark

In the light of these results it is clearly noticed that children memorize in a good way although they most of the time not understand the Koranic verses they forget through time. The same process takes place when learning civic education

#### 5.4.2. Learning Outcomes in Civic Education

The exam of civic education is mainly based on rote learning. Even if the pupil is given exercises, he is still asked to memorize every detail and give it back when answering. In the exam of civic education, the child is given three exercises each one with different requests. The former consists of putting [ʃ] for [ʃæhi:h] ‘right’ a [x] for [xæʔæʔ] ‘wrong’ near each one of the four sentences proposed. Sentences given turn around the various attitudes the learner should have in different occasions except for the fourth one that concerns the name of the seller of fruits and vegetables.

On the other hand, the second and the third exercises are different since the learner is asked to fill the gaps by choosing the adequate word for each sentence. In fact each one of them is made of three sentences one deals with institutions and the third

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with danger. What is noticed; is that again the learner is not given the opportunity to think and answer on his own using the data collect during the first two terms. In CBA, the learner should develop competency, so how this is possible if he is not allowed to think and analyze the situation in order to find the correct answer. Hence, the teacher considers that when the learner succeeds in putting the correct word in each sentence, he is a good one. The results are clearly given in figure nine (see appendix 32, p 439):

	Number of pupils	Percentage
Number of pupils	50	100%
Marks from 0 to 5	4	8%
Marks from 6 to 8	25	50%
Marks from 9 to 10	21	42%

Table 5.35

### First Year Final Results Civic Education Exams

Through years, when elaborating exams, the teacher has followed the same process and expected the same kind of answers all based on rote learning although they take the form of non direct question even when being asked to make a comparison the learner is supposed to give the definition of both concepts and use [amaa] ‘whereas’ to show the difference. The exam is made of four exercises and the results obtained are (see appendix 33, p 440).

	Number of pupils	Percentage
Number of pupils	57	100%
Marks less than 5	00	00%
Marks from 5 to 8	06	10,52%
Marks more than 8 to 10	51	89, 48%

Table 5.36

### Fifth Year Final Results Civic Education Exams

Indeed the same techniques in elaborating exams and assessment are used in teaching history and geography where everything is based on rote learning. Even if questions and teachers pretend that they follow CBA they still focus on memorization and learners are asked to give back what they have already learnt in the classroom. No improvisation is allowed except with some open minded teachers.

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### 5.4.3 Memorization in History and Geography

The exam of History is based on memorization and elaborated through five exercises with different forms but all based on giving back the data dealt with in the classroom. The teacher accepts improvisation when learners use their own words in giving the answer which is not the case of others who refuse totally such behaviour mainly in exams. The results obtained are in the next table (see appendix 34, p 441).

	Number of pupils	Percentage
Number of pupils	57	100%
Marks less than 5	03	05, 25%
Marks from 5 to 8	06	10, 52%
Marks more than 8 to 10	48	84, 21%

Table5.37

#### History Results

Besides, the exam of geography is made of four exercises; two of them concern 'the climate' and the two others 'population density'. The same kind of exercises is given to learners who are asked to base their answers on memorization and the results are listed on table5.38 (see appendix 35, p 442).

	Number of pupils	Percentage
Number of pupils	57	100%
Marks less than 5	00	00%
Marks from 5 to 8	18	31, 57%
Marks more than 8 to 10	39	68, 42%

Table .5.38

#### Geography results

In the light of the analysis above, it clearly noticed that the learning outcomes do not reflect the mental and the cognitive capacities of learners but only knowledge. In fact, the primary school is the stepping stone of the whole learning process and shapes its success or failure. The next point goes through the determinant role the primary school has in developing cognition and metacognition of learners.

### 5.5 Developing Cognition and Metacognition at the Primary School

When the child goes to school, in Algeria he is six years old. Although he has already internalized the system that generates his mother tongue and acquired an adequate sociocultural behaviour he is still developing his mental capacities and socialization process. The learner develops reasoning and metacognition used in learning.

#### 5.5.1 Cognition at the Primary School

In the light of the learning outcomes it is clearly noticed that starting from the first year of his learning process, the pupil is accustomed to memorize. He is never given the opportunity to make his own sentences and use his own words when giving an answer ie: to think. Besides, even if teachers pretend that their exams statements correspond to CBA, reality is that even in mathematics where problem solving is based on a purely logic analysis the learner is obliged to mention the rule the way it is given to him, for example:

$$\text{Surface} = \text{long} \times \text{Large}$$

$$\text{Long} = \text{Surface} / \text{Large}$$

$$\text{Large} = \text{Surface} / \text{Long}$$

When using Bruner's theory in developing structure, he considers that it is enough for a learner to memorize one of the rules in order to deduce the two others. So rather than showing to learners the appropriate way to find the other formulas through analysis and deduction by using only one of them, the teacher prefers memorization. As a consequence, how does metacognition develop if all the cognitive capacities are limited in use?

The same situation takes place when teaching language. It is clearly noticed that at the fourth and the fifth year no movement are used in texts, the learner has to identify the grammatical structure of the word in order to guess whether it is a verb or a noun and at the same time understand the meaning of the sentence. As an illustration, from 'Snow White and the Seven Dwarves' (3) is it possible to understand the following passage in English without vowels. What should be mentioned is that movements in Arabic play the role of vowels in English and French.

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With vowels:

Once upon a time, long, long ago a king and queen ruled over a distant land. The queen was kind and lovely and all the people of the realm adored her. The only sadness in the queen's life was that she wished for a child but did not have one.

One winter day, the queen was doing needle work while gazing out her ebony window at the new fallen snow. A bird flew by the window startling the queen and she pricked her finger. A single drop of blood fell on the snow outside her window. As she looked at the blood on the snow she said to herself, "Oh, how I wish that I had a daughter that had skin as white as snow, lips as red as blood, and hair as black as ebony."

Without Vowels:

Onc pn tm, lng, lng g kng nd qun rld vr dstnt lnd. Th qun ws knd nd lvly nd ll th ppl f th rlm drd hr. Th nly sdnss n th qun's lf ws tht sh wshd fr chld bt dd nt hv n.

n wntr d, th qun ws dng ndl wrk whl gzng t hr bn wndw t th n fln sn. brd flw b th wnd strtlng th qun nd sh prekd hr fngr. snl drp f bld fill n th sn tsd hr wnd. s sh lkd t th bld n th snw sh sd t hrslf, "h, hw wsh tht hd dgthr tht hd skn s wht s sn, lps s rd s bld, nd hr s blk s bn."

As a matter of fact, even if the text is taken from a very famous fairy tale addressed to young children, it is meaningless without vowels. In exams all texts lack movement including that of language so the learner has first to identify the grammatical class of each word in order to understand the meaning and then answer the questions before moving to grammar exercises. According to Bruner, the best example of language acquisition is the mother tongue when the child, at a very young age, becomes able to use language spontaneously. This is achieved when the child develops structures in language, yet in the case of the Algerian school how can this take place if the text itself is not clear. Indeed, this is the case of all the texts in all the textbooks and even in fairy tales and stories sold in libraries.

In his investigation, (Belmekki, 2008:50-1) has elaborated table where he differentiates between the traditional and new definitions of reading the one that should be used in CBA.



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	Traditional Views	New Definition of Reading
Research Base	Behaviourism	Cognitive Science
Goals of Reading	Mastery of isolated facts and skills.	Constructing meaning and self-regulated learning.
Reading as a Process	Mechanically decoding words, memorizing by rote.	An interaction between the reader, the text, and the context.
Learner Role/ Metaphor	Passive, vessel receiving knowledge from external sources.	Active strategic reader, good strategy user, cognitive apprentice

Table 5. 39

### Old and New Definitions of Reading

Characteristics of Successful Readers	Characteristics of Unsuccessful Readers
Understand that they must take responsibility for meaning constructing using their own prior knowledge.	Think understanding occurs from “getting the words right” re-reading.
Develop repertoire of reading strategies, organizational or patterns, and genres.	Use strategies such as rote memorization, rehearsal, simple categorization.
Are good strategy users: - They think strategically, plan, monitor their comprehension, and revise their strategies. - They have strategies for what to do when they do not know.	Are poor strategy users: - They do not think strategically about how to read something or solve a problem. – They do not have an accurate sense of when they have good comprehension readiness for assessment.
Have self-confidence that they are effective learners; see themselves as agents able to actualize their potential.	Have relatively low self-esteem.
See success as the result of hard work and efficient thinking.	See success and failure as the result of luck or teacher’s bias.
Keep meaning in mind while reading.	Read word by word.

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Skip unnecessary words for details.	Rarely skip unnecessary words.
Guess from context the meaning of unknown words.	Overuse the dictionary.
Infer meaning from titles illustrations.	

Table 5.40

### Characteristics of Successful and Unsuccessful Readers

In chapter two, it has been clearly described that reading a text involves many cognitive and metacognitive process. The reader needs to combine information from the print with the data he possesses in order to contrast a meaning of the text, this process gets more complicated in the Algerian school where no vowels are available at a very advanced period in learning. Researchers among them Widdowson (1980) described reading as an interaction between the reader's capacities to encode thought as language and language as thought. The reader constructs a meaning using the ZPD.

These metacognitive processes develop through reading. The more the learner reads the more he performs strategies. According to (Brakni, 2005: 285), the learner needs to know 'what to read', 'why reading' and 'how to read'. Yet, it is noticed that pupils are never asked to read books or stories and if yes the texts given are not clear even if they raise the interest of the learner. The lack of movement is a real handicap for reading. Besides, reading is also one element of the writing process. In an exam before giving the answer the learner should understand the question, text and statements first. Adding to this, when writing the learner always reads his answer to be sure that no mistakes are done.

In the light of the analysis above, it is clear that learners are not asked to write a paragraph till the fourth year however at this level they rarely do it since they are always given exercises based on memorization. Even in language exams, the learner is given statements most of the time already dealt with in the classroom. In sum, the learner is not given the opportunity to use his knowledge and develop his metacognition in writing particularly and learning in general.

### 5.5.2 Developing Metacognition

Educationalists define the primary school education as the most important step of the schooling process for it is at this level that all learning strategies are established and metacognition achieved. In the investigation made by (Simatwa, 2010: 368), based on the studies of Piaget where he considered that at the primary school *“the child should be able to learn fundamental skills in reading, writing and calculating arithmetic problems”* and at the same time *“should be able to accept his own aptitude for school”*.

Moreover, Piaget believed that from 7-11, which corresponds to the primary school in Algeria, the child is more concerned with the concept of numbers and developing conversational strategies. Adding to this, at this age the concept of right and wrong start to develop for this reason grasping and generalizing these facts needs the collaboration of the teacher as declared bellow:

*To help children at a broader understanding of ethics, the teacher should discuss acts as they occur. He should do this by encouraging the pupils to think about why an act is good or bad. Children at this level are still moral realists, having difficulty comprehending the subtleties involved in various situations. If some pupils seem to be upset about what appears to be an inconsistency, the teacher might try to point out the circumstances which made necessary an adjustment in rules. Since the child sees rules as absolute, good judgment must be exercised by the teacher to prevent manipulation of the child’s literal interpretation of rules.*

(Simatwa, 2010: 369)

In fact, the teacher should provide the adequate climate for a social interaction and allow learners to take part in the conversation as declared in (Simatwa, 2010: 369) *“advanced thinkers should be mixed with less mature thinkers, rather than using homogeneous grouping... the planned learning experiences should take into account the level of thinking attained by an individual or group”*. In this respect, in his investigation Piaget (1994) declared that notions like ‘democracy’ should be taught after eleven which corresponds to the middle school in Algeria. In this study, Piaget showed that the school curriculum should correspond to the child’s capacities.

However, it is clearly noticed that the curriculum taught in the primary school in Algeria does not coincide with the statements above. The learner before eleven is taught about the various political institutions of the country like: the parliament, the willaya (5)

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... He is also taught concepts in civic and religious education like ‘democracy’, yet according to Piaget in order to teach such a behaviour the learner needs to be open minded and accepts the ideas given to him. Furthermore, he declared that the teacher should accept that his learners may know more than him and deal with this situation in a democratic way in order to make them structure knowledge as argued bellow:

*Acquisition of a new structure of material operations (real learning) results from the equilibration process. Piaget demonstrates that this type of learning is the only stable and permanent one. It is only when the child has acquired the mental structure to assimilate new experiences that true learning takes place. It is only when the true learning has taken place that the child is able to generalize to novel situations. When the child has acquired the essential cognitive structures (schemas), he can begin to understand reality; but when the child does not have the schemas; new experiences have only a superficial effect.*

(Simatwa, 2010: 370)

Moreover, Piaget disagrees with Bruner and believed that development does not result from learning but it is learning that results from development. However, all studies lead to the conclusion that knowledge develops mental processes themselves important in understanding and structuring knowledge the same way intelligence and metacognitive capacities develop learning. In his investigation, (Woldehanna, 2011:4) made reference to the process of developing self-progressivity and complementarity, the former means that the data internalized at a given stage becomes an input into the learning process and the latter means that productivity “*with which investments at one stage of education are transformed into valuable skills is positively affected by the level of skills that a person has already obtained in the previous stages, implying that skills produced at one stage raise the productivity of investment at subsequent stages*”.

From the learning outcomes analysis, it is clearly noticed that no productivity takes place, the learner is always asked to give back what he has internalized. Thus, how does self-progressivity and complementarity be achieved if the learner is not allowed to use his met-cognitive capacities in learning since he is neither asked to use his own words in answering questions, interpreting and analyzing statements? By the same token, Woldehanna (2011) used the studies of Cunah et al, (2006) and Woessmann (2006) where they declared that human beings possess many cognitive and non-cognitive skills. Focusing on the cognitive aspects, they considered that there are

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sensitive and particular periods in the circle of our life that should not be neglected for as declared bellow:

*...inadequate early investments are difficult and costly to remedy later on (Cunah et al, 2006; Woessmann, 2006). This signifies that investment on education is better to those who start at their early stage of development than later years as young children's cognitive ability and behavior are more malleable compared to adults (Connelly, 2008). By the same token, Heckman and Masterov (2007) also provide productivity argument for investing over young children ascertaining the importance of early education by their maxim...*

(Woldehanna, 2011:4)

Further more, Heckman et al, (2007) , as declared in (Woldehanna, 2011:4), considered that “*Skill begets skill; learning begets learning*” and added “*Early disadvantage, if left untreated, leads to academic and social difficulties in later years... advantages accumulate; so does disadvantage*”. So, developing competency is essential in the schooling process for learning is dynamic. In the Algerian school, the teacher focuses on the internalizing knowledge and not showing to pupils how and when to use it in short developing competency. In the same study, Heckman et al, (2007) added that “*a large body of evidence shows that postschool remediation programs like public job training and General Educational Development (GED) certification cannot compensate for a childhood of neglect for most people*” as shown in the curve elaborated by Cunha et al.(2006), and referred to in (Woldehanna, 2011:5).

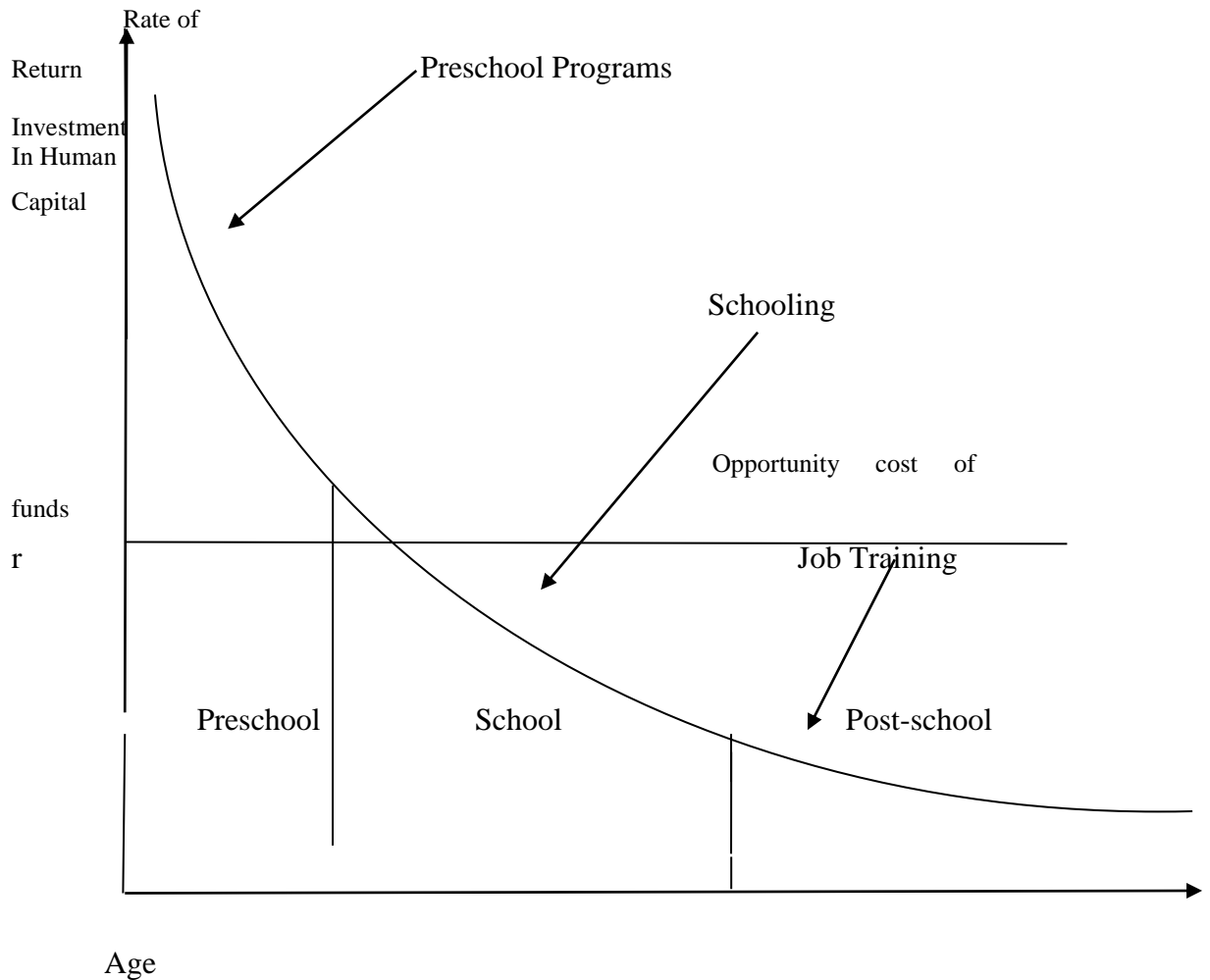


Figure 5.1

Rate of return to human capital investment (Source: Cunha et al.(2006))

The horizontal axis of the curve above represents age of a human being in his life's cycle of formation whereas the vertical one shows the rate of return to investment assuming the same amount of investment is made at each age. According to (Woldehanna, 2011:4), the figure demonstrates that "*there is a higher rate of return at younger ages for equal amount of investment across the individual's years of life*" for learning is easier at a young age and the cognitive stimulation in childhood is critical for the development of skills through time and dynamic complementarities can not be achieved in adulthood if they are not developed earlier. This same idea is developed in the study undertaken by (Myers et al., 1989: 7) where they declared that the primary school education paves the way is the basis of the learning process as a whole and "*the participation in well-implemented early childhood education programmes can have significant long-term effects on school progress as measured by increased promotion,*

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*decreased need for special education, and completion of high school*". In this respect Simatwa (2010) argued that:

*Piaget believes that the equilibration process is the driving force in influencing the person to move from one level to a higher level of cognitive development. Social and physical environments can be modified to influence equilibration. A stimulating environment plays an important role in the manifestation of cognitive ability because it will provide disequilibrium, thus forcing the mind to assimilate new information and formulate new schemes. Understanding of the equilibration process will guide curriculum developers and instructional managers in their interaction with children. Teachers should not provide children with information and expect an immediate response or change in behavior.*

(Simatwa, 2010: 370-1)

Piaget's work has shown that the process of assimilation and accommodation takes time for this reason the learner should be given enough time to deal with the new information that changes his schemes when he will be involved in future experiences which provide more explanations and clarifications. (Simatwa, 2010: 371) believed that the theory elaborated by Piaget is important in evaluating curriculum and "*teachers should understand that each individual child's cognitive development does not occur quickly and little, if any progress, may be assessed on a weekly or even monthly basis*". Teachers may think that as far as data is introduced it better is learnt which is not right. According to Piaget, children need time to 'incubate ideas' before using them. (Simatwa, 2010: 371) used Piaget's investigation where he believed that children "*should be given time to understand the school world which is different from the home world*".

By the same token, Piaget (1994) joined Bruner's theory of developing structure and declared that memorizing a rule does mean that the learner is able to generalize and use it in different contexts although he is able to use it in a particular situation. As a consequence, when using metacognition and structuring knowledge leads to a long learning as declared in the next quotation:

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*Piaget demonstrates that this type of learning is the only stable and permanent one. It is only when the child has acquired the mental structure to assimilate new experiences that true learning takes place. It is only when the true learning has taken place that the child is able to generalize to novel situations. When the child has acquired the essential cognitive structures (schemas), he can begin to understand reality; but when the child does not have the schemas; new experiences have only a superficial effect. Therefore, unlike Bruner, Piaget feels that development does not occur as a result of learning, but true learning occurs primarily as a result of development. Thus, the curriculum developer should strive to present those experiences and materials that are relevant to what the child knows and then expose him gradually to novel situations.*  
(Simatwa, 2010: 371)

In the light of Piaget's work, it is noticed that a successful learning is based on a cognitive and metacognitive processes with a mutual influence. In fact, the mental processes develop through time; the more the learner is introduced to data and shown how to deal with using his capacities the more his schema gets bigger. This last paves the way to a better understanding of the information introduced through the ZPD thus develops metacognition. What is noticed in the Algeria is that the whole learning process is based on a blind memorization which is neither successful nor useful for it does not develop reasoning.

### 5.5.3 Reasoning in Learning

Each time the child is introduced to a topic, he is taught first rules. In mathematics, he is shown the rule and how to use it the same way language grammar is taught. It is noticed that when asking master two students in the department of English, whose learning process from the first year of the primary school till the end of the secondary level was made in AS and where most of them come from literary field, whether they are in complete mastery of the grammar of AS most of them declared no. In fact, teaching language in Algeria is based on deductive learning. This approach moves from the rule to its various applications as declared:



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*The deductive approach of teaching... refers to the style of teaching... by introducing the grammatical rules first, and then applying them by the students. This means that a teacher works from the more general to the more specific in a deductive approach called informally a "top down" approach. Decoo (1996) understands education as a process that goes from the general to the specific.*

(Azmi, 2008: 2)

This approach is used in all the educational system including university. In his investigation, Younie (1974) agreed with the use of this approach since he considered that it allows the teacher to select the information and the sequences of presentation. Whereas, Azmi (2008) made reference to Shaffer (1989) who disagreed with his colleagues and declared that in this approach even if learners succeed in applying the rule they do not necessarily understand concepts for it focuses on the grammar at the expense of meaning and makes pupils passive and not involved in their learning process through participation. Meanwhile, Goner et al (1978) considered this approach as effective only with high level learners who have already internalized basic structures of language. Whereas Adamson (2003) considered that deductive method is criticized for three main reasons:

- it teaches grammar in an isolated way
- little attention is paid to meaning
- practice is often mechanical

However, Adamson (2003) joined his colleagues when declaring that this approach is more successful with highly motivated learners or when teaching difficult concepts otherwise they will be lost. As opposed to this method, inductive learning is more successful for the learner is more involved in his learning process and more active. The teacher makes learners noticing. Rather than explaining concepts, he presents many examples showing how concepts are used as declared in the next quotation:

*The inductive approach refers to the style of introducing language context containing the target rules where students can induce such rules through the context and practical examples. In other words, the sequence in this approach goes from creating a situation and giving examples to the generalization where students should discover such generalization by themselves or with the teacher's help.*

(Azmi, 2008: 3)

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Indeed, this approach has shown its success in reaching a good memorization and a deep understanding for the learner is more engaged in the meaning of forms than in the form itself. In his investigation, (Azmi, 2008: 3) declared that through inductive learning “*students should depend upon their mental ability and prior information as this approach may sometimes represent a kind of challenge for learners*”. However, according to Rivers (1975), age is an important element that should be taken into consideration in learning for inductive approach is more appropriate and more adequate to young learners since it involves cognition and develops metacognition as opposed to the deductive one which fits better old, mature and well motivated learners. Using Azmis’s work, the following table summarizes the differences between inductive and deductive learning:

Deductive Learning	Inductive Learning
<ul style="list-style-type: none"> <li>• Introducing the rule to be used in examples.</li> <li>• Explicit explanations: the rule is viewed as the starting point of language use and then put in practice through language in different situations.</li> <li>• Age: old, mature and high motivated passive learners.</li> <li>• More efficient: it goes straight to the point and saves time.</li> <li>• Less interaction and more practice.</li> <li>• The teachers speak more. The learner is passive, empty recipient.</li> <li>• Used to teach grammar because it is easy to control, and efficient, but it becomes boring when used repeatedly.</li> <li>• If the foreign language grammar rules are of equal or greater complexity than the native</li> </ul>	<ul style="list-style-type: none"> <li>• Examples should be observed to find the rule.</li> <li>• Implicit explanations; the rule is regarded as a summary of behaviour introduced after language and used later on.</li> <li>• Age: young, active and less motivated learners.</li> <li>• Takes more time: The learner finds the way and then uses it.</li> <li>• More interaction in the classroom.</li> <li>• The learner speaks more. He is active and involved in his learning.</li> <li>• Inductive approach, on the other hand, is rather demanding and rewarding, but it needs more time and more effort to control.</li> <li>• If the foreign language grammar rule are simpler than the native language rules.</li> </ul>

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language rules.	
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Table 5.41

### Comparison between Deductive and Inductive Learning

In the light of this analysis, it is shown that using inductive learning is more appropriate to learners at the primary school for age is determinant. Adding to this, it makes him active and involved in his learning process. This approach is based on noticing, understanding, analyzing and develops a reasoning shaped by argumentation as declared in Hayes (2010):

*...induction is involved in a range of cognitive activities such as categorization, probability judgment, analogical reasoning, scientific inference, and decision making. The pervasive nature of induction is one of the reasons why it has become an important area of study for cognitive scientists. Another reason is that inductive reasoning seems to address one of the core questions of cognitive science, namely how knowledge is generalized from known to unknown cases.*

(Hayes, 2010: 278)

Inductive reasoning is based on using the preceding knowledge and observations in predicting new data whereas the deductive one is characterized by applying general principals to specific examples. Hayes (2010) linked this reasoning to the process of generalization from the known to the unknown though an analogical thinking which corresponds to the basic notions of CBA where the learner needs to use the already acquired knowledge when dealing with the new concepts.

When analyzing situation in the Algerian classroom, it is noticed that deductive learning is used. Learners are introduced to the rules and asked to apply them in different examples. The way this same approach is used in exams where learners are asked to write the rule before using it and thus only deductive reasoning develops however in (Sloan Communication Program, 2012: 3) it is declared that “*using deductive reasoning can be tricky since in reality we can examine only a few instances in any given situation, and, therefore, it is usually difficult to make a generalization that applies to all cases*”.

Thus, developing this reasoning seems to be not enough at the primary school since it does not provide the learner with logical thinking and pragmatic analysis using correct argumentation as declared in the next statement:

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*In order to make a persuasive argument, facts need to be related to one another in a logical manner. A logical statement is a conclusion based on reasoning. Logical statements depend on inferences drawn from facts, but are not necessarily facts themselves. If the conclusion (or recommendation) is to be valid, the reasoning pattern must follow certain commonly accepted rules.*

(Sloan Communication Program, 2012: 2)

In order to reach such thinking the learner should be allowed to make his own experiences using his cognition and developing his metacognition which can not be achieved through the way learning is approached in the Algerian classroom. The child should develop his inductive reasoning that involves him in his learning process that allows him to observe, think, understand, develop structures, analysis and make a synthesis of his ideas to make generalizations. In fact, the learner develops a whole thinking that results from pragmatic and logic and uses it during all his future life for a successful learning process is based on metacognitive capacities developed step by step mainly at the primary level.

The primary school is the first step of the learning process. During this period all the parameters are established and all later achievements at school and life are built upon for this reason investment at this level is very fruitful. The primary education contributes in the development of the cognition and metacognition of learners that influences their socio-economic situation in the future and entails that of the whole country as argued next:

*Investing in young children is one of the wisest investments a nation can make. The reviewed literatures indicate that countries that invest in early childhood education do so not because they have surplus resources; they do so because they appreciate the advantages for children, families, communities and ultimately entire nations. So, the government needs to look at the existing preschool system with new eyes. Government instead of spending huge amount on capacity building of old people it is better to invest on kids who will be more able in the future.*

(Woldehanna, 2011:27)

In fact, when metacognition develops and shapes logic reasoning, the learner becomes able to deal with information and distinguish between good and bad. With the wide use of the satellite dish channels and websites, the child is confronted to all kinds of data in all the fields that makes him lost. As an illustration, most Algerians think using the Nile sat is better than introducing their children to foreign cultures yet what

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they forget is that not all Arabs are Muslims. In this satellite, there are extremist channels where Islam is approached from a very narrow view point whereas others broadcast movies and video clips that do not correspond to our culture that make the child lost and unable to find a way who is right. Moreover channels using Arabic broadcast Christianity and Judaism.

Indeed, inductive reasoning develops metacognition. Through analysis the learner approaches learning from an active scientific view rather than a passive non objective one the way it takes place in the classroom where everything is taken for granted. As an illustration, in the light of curriculum analysis of religious education, it is noticed that learners are taught notions of Islam through memorization and not understanding. As a result learners do not use these notions in their everyday situation for example, the notion of tidiness is introduced yet they all throw rubbish on the floor inside and outside the classroom; the way they tell lie, cheat and some of them steal; a behaviour in total contradiction with the notions taught. In fact, teaching religious education is essential in the educational system as declared in Haynes (2010):

*Because religion plays a significant role in history and society, study about religion is essential to understanding both the nation and the world. Omission of facts about religion can give students a false impression that the religious life of the human kind is insignificant and unimportant. Failure to understand even the basic symbols, practices and concepts of the various religions makes much history, literature, art and contemporary life unintelligible.*

(Haynes, 2010: 2)

In this respect, (Haynes, 2010: 2) believed that the curriculum should teach knowledge about religion and not of religion for “*knowledge about religion is not only characteristic of an educated person, but it is also absolutely necessary for understanding and living in a world of diversity*”. Through learning, according to Haynes, (2010) the learner should be introduced to personal and civic virtues necessary in the establishment of a society like honesty, carrying, fairness, integrity...

In the Algerian school where logic reasoning is not developed learners and teachers do not approach religious education from its wide sense but through threat. Each time a statement is introduced no arguments are given to justify the prohibition but only one word is used ‘it is a sin’. Learners are not allowed to understand why? This attitude makes them passive and afraid so rather than being Muslims by conviction and

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practice Islam through respect, forgiveness and tolerance as it is in fact, they use arguments beyond their reach that they do not use and practice in their everyday life. Moreover, the next title sheds light on some other elements school failure in our country.

### **5.6 Elements of School Failure**

In Algeria, the idea of school failure is wide spread not only among people but also among teachers who link it to various parameters. The first one is the syllabus of each field. Teachers and parents do believe that it is difficult, too long and full of useless information. However, when these arguments were reported to Dr Berramdane a syllabus designer in the Ministry of Education, he answered that it goes hand in hand with the international norms and corresponds to what is taught in Europe and the countries of the Maghreb. He added that the syllabus is very badly taught and teachers are not enough formed to do their job correctly.

It is worth mentioning that almost primary school teachers have never gone to university and may be not even gone to the secondary school. This situation may seem harmful, but what should be kept in mind is that after independence was achieved, all school became empty and the need for teachers was urgent. As a consequence, all schools were full of teachers who were neither formed for their task nor carried diplomas to do it. Teaching in the primary school has always been considered as an easy task for according to people it focuses only on learning numbers, letters and elementary data.

Indeed, what has been forgotten is that the primary school is the stepping stone of the whole learning process so any failure at this level entails a failure of the whole educational system. Besides, the Ministry of Education considers that a high rate of success at the baccalaureate exam reflect a good educational system, an idea not shared by investigators who notice a big problem even for those who reach university. In fact, statistics show that there are many ambiguous situations spread all over the country that shed light on the consequences of the schooling system in Algeria.

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Miliani.M. (2003), in one of his studies, highlights many real situations noticed not only with pupils but also with students who succeeded and go to university as summarized in the following points:

-1 Despite the fact that school is compulsory till 16 in Algeria 500 000 child leaves it very year.

-2 Each year 43% of pupils who register at the baccalaureate exam do it for the second time and more.

-3 Pupils take their baccalaureate many times even if they succeed in getting the diploma that opens the door of university but not necessarily the access to the studies they have selected.

-4 Students do not always succeed during their studies and spend many years at university for 60% do not get their first choice and study what they do not necessarily like.

In the light of has been said above, these are among the results of school failure in Algeria and in reality that of the whole schooling process for even those who 'succeeded' and got diplomas live many problems. In fact, the result is not school failure but a failure of the whole educational system in our country. However, the ministry of education does not share this opinion; moreover, it does not consider language as a determinant factor of this harmful situation which consequences are easily noticed in our society.

Accordingly, the Ministry of Education recognizes that the Algerian educational system lives a real school failure for this reason they have adopted many reforms among them the Competency Based Approach as it has been clearly described and analyzed in the preceding chapters. It also declares that the reforms are successful and the result is the huge rate of success in the baccalaureate exam with high averages. Yet, it is not enough to choose the field the students want to study; everything is determined by the Ministry of Education and the orientation system does not correspond to the expectations of learners. The next title highlights the role of the preschool class as an element of school problems.

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### 5.6.1 Preschool Stage

When the child goes to school for the first time, he is about six. The first days, in the classroom, are a great change in his life style. He wakes up early in the morning and feels lost, alone. This emotional state takes a long time before the child be at ease. Psychologically, he is not ready to learn. He is introduced to various topics at the same time with a non understood language and this makes things more complicated for him. In Algeria, only in few primary schools one class is available for the preschool where children go at five and prepared to tackle the first year.

This step in the schooling process is not taken into consideration although the child gets in touch with AS through songs and Koranic verses as well as Prophet Hadiths (6) and games.... Adding to this, the child learns to count with his fingers in AS. Besides, although private nurseries are found everywhere all over the country, not all children go there for most women in Algeria do not work thus, they keep them at home. On the other hand, those institutions pretend to have a preschool class, they do not follow a common curriculum and people who work there are not qualified to teach.

Unfortunately, the unique role of these nurseries is to keep children when mothers are at work. Children learn songs, watch cartoons in Arabic and French most of the time, play games and use colors and paintings. That seems not enough mainly for children who are around five for not all of them go to preschool classes for the simple reason that they not found everywhere and even if they are available, they are not enough. According to the Ministry of Education (1966) this lack is due to three main factors:

- 1- The great number of children who go school each year.
- 2- Schools are not equipped with these types of classes.
- 3- Teachers are not trained correctly.

Besides, in many schools there are more classes than classrooms. That is why there is a system used in many schools called 'la double vacation' which means that two classes share the same classroom using a complementary time table. So, rather than having classrooms for the preschool, the ministry of education prefers keeping them for



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the compulsory learning in the various levels. When being at school, all the parameters that shape thought, personality, social values, cognition and metacognition are very well established as clearly pointed out (my translation):

*When the child reaches school age he has already acquired his affective and cognitive experiment. He has learnt the organization of his environment. He knows how to identify information given to him ... and is able to think.*

*(Ministry of Education, 1996: 2)*

The aim of the preschool is to raise the child's curiosity thanks to the classroom collaboration. For instance, the unit 'the market' consists in taking children to a real market with real vegetables and food that should be introduced to him in AS. yet, this is not the case because everything is abstract. Nevertheless, the child is a person living in a certain environment influenced by many factors. There are children whose parents are literate and who assist them in their learning process. Others may come from a well off background, which enables the parents to pay for particular lessons to their children.

There are, in fact, many other emotional and psychological factors, as it is the case of orphans who lack one parent or both or may live in orphanages. Thus they lack affection, need more attention and they should find it in their teacher. Moreover, there are some children who are not able to follow at school due to their mental problems, whereas others suffer from physical handicap and their friends laugh at them. All these problems may be a real obstacle in the child's learning process. As an illustration, in a school in Mostagamen four children suffered from ill-nutrition whereas two are homeless.

When a child does not pay attention in the learning situation this does not mean that he is unable to learn but most of the time there are many factors that lead to this situation. In a preschool class, these problems may be detected and solved either through psychological or material help. The child may be assisted and this may prevent him from any future school failure. Unfortunately, these problems do not come in an advanced stage of the schooling process but start very early and their consequences may appear later on. That is why; preschool is the first chance where it is easy to detect to solve such problems. According to (Perron, 1989:26) states (my translation) '*We think that the preschool is the most adequate place where many*

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*handicaps that lead to school failure may be mended. It is the place where the child is given his first chance'.*

On the other hand, teachers are complaining about the restlessness in the classroom, in fact, it is part of the child's nature to be active rather than passive. This energy may be used to develop the child's skills. According to Perrin (1999), it is through games and jumping that the child acquires the control of his body and through painting the manipulation of the pen. Thus, the preschool class should be full of songs, drawing and paintings as well as practicing sports as it will be seen later on. In short, the child should be attracted and motivated by the things he loves such as animals and the activities he prefers are games. This stage is very important in the child's life for all his social behaviour changes at school and also his affective one. Shyness will disappear progressively. The child will also learn to live with other people rather than his family. He also learns to control his emotions and starts keeping things for him, for example he does no more cry near his friends in order not to be laugh at. In short, the child undertakes the second important step of his socialization process that starts in the first year of the schooling process.

In Algeria, a very important step is omitted in almost all our schools and the first step is the first year of the primary school. At this level, the child is taught many fields and AS at the same time. In fact, the class that should pave the way to a whole process does not take place. As a consequence, in his first year at school, the child is in an ambiguous situation and has many difficulties in learning AS as it has already been seen in the previous chapters.

### **5.6.2. Practicing Sports**

Practicing sports is involved in the school curriculum. Normally, the time devoted to this activity is 45mn each week; but it does rarely if not never take place. It is worth mentioning that an exam should be done and its make is added to the others in order to make the average of pupils. Teachers justify this negative attitude towards sports as follow:

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- The need of a specialized teacher is very important for they are not able to teach sports.
- The lack of a particular place to practice sports for the yard is not covered and not sweetable to such an activity: children may be injured.
- The school curriculum is full of lessons and practicing sports is a loss of time so giving other lessons is better.
- Teachers are very tired and do not like practicing sports.

What should be mentioned about the primary school teachers in our country is that the highest portion is made of women who are mothers and pretend not to have the energy to sports as opposed to man whose pupils practice football or other activities. Indeed, through sports the child acquires the cooperation and develops collective spirit, which makes him work with his friends for it is the group who wins and the reward is for all the members. That is to say, the child loses his egocentric behaviour replaced by a feeling to belong to a group. In fact, sports has a social function with positive influences on the social attitude of the child inside and outside school since he becomes more involved in his social life rather than thinking about his own interest.

When the child practices sports he uses in MSA and not in AS and so he acquires social functions. He also acquires the group spirit and the team work through the mother tongue. The role of sports goes beyond all what has been said, since through practice, the child is motivated to win. This motivation spreads to all the other fields so that he wants to be the best in the classroom and elsewhere. All these arguments have been described in the works of Baker (1975) who believed that through sports a whole subconscious process takes place.

Accordingly, sports helps the child in acquiring his lessons easily because he has subconsciously developed the need to win. This attitude spreads to real life situations since the child starts giving more importance to all the things he undertakes. In addition to this, Storcks (1986) considered that the child acquires the control of his body, the coordination of his gestures and movements through jumping and running.

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In short, the child acquires his motivation through sports and his mother tongue. Obviously, AS does not shape the child's thinking; when practicing sports and being at school he carries on doing it in MSA in his mind, but the teacher gives instructions in AS. The child is addressed in a variety that is not his and is involved in an artificial environment that is very different from the reality he lives in. In sum, sports plays a great role in developing learning and making the child eager to develop his knowledge and succeed in being among the first. In this respect, practicing sports is an important element in the learning process not only during the first year at school but also plays a great role in the child's future life including in developing his academic achievements.

In this respect, Stead et al, (2010) declared that many studies clearly show that practicing sports raises the feedback at school and referred to Hollar et al, (2010) whose work shows that children's mathematics outcomes improve significantly after two years of sports and Lidner (2002) who declared that a clear positive link is noticed between physical activity and academic performance. Moreover, (Stead et al, 2010: 8) used investigation of Shephard et al, (1994) and declared that *“Academic achievement of children in a case study group (who received extra physical education) was significantly higher than children who were in a control group (who did not receive extra physical education) in a second year follow-up”* for *“Higher physical fitness, physical capacity and physical activity were associated with higher rating of scholastic ability”*.

In this same analysis, Stead et al, (2010) considered that even if learners spend less time in academic learning when practicing sports during the school day; this does not affect their academic success or progress. They also made reference to the experiment made by Shephard et al, (1994) a primary school where an experimental group was subjected to an additional hour each day with a specialist educator which reduced academic learning with 14% as compared the rest of learners. As a result, learners in the experimental group obtained higher academic performance in French, English, mathematics, science, and overall conduct.

Adding to this, as shown in (Stead et al, 2010: 15) used the work of Sibley et al, (2003) where they declared that a clear link between cognition and physical activity is identified in middle and primary school as shown in the experiments undertaken in 546

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Canadian primary school children who practiced one hour more than others have “*accelerated development of various psychomotor skills such as perception, though control students caught up later into the study*” and:

*Most recently, a comprehensive review by Tomporowski et al. (2008) was conducted regarding exercise and cognition in youth, finding that systematic exercise programmes may enhance the development of specific types of mental processing which are considered important for both academic achievement and for cognitive function across an individual's entire lifespan.*

(Stead et al, 2010: 15)

Besides, concentration and attention are enhanced through acute bouts of moderately-intense aerobic exercise like walking. In short, as declared in (Stead et al, 2010: 19), through experiments the relation between the cognitive amelioration and sports are summarized in the next points:

- A positive relationship exists between physical activity and cognition with primary and middle-school age children gaining the most benefit in terms of enhanced cognitive function
- Perceptual skills, attention and concentration are all improved by a bout of physical activity, but perceptual skills seem to benefit the most from prior exercise
- There are no differences between the acute and chronic effects of physical activity on cognition so it is unclear if there are any additional benefits of a longitudinal programme or whether children simply benefit from each bout of exercise undertaken
- Prior exercise may be beneficial for cognitive function in both the morning and the afternoon as studies have shown an improvement in adolescents’ performance on visual search and attention tests in the morning and on children’s performance in mathematics after an afternoon walk

On the other hand, in addition to the cognitive and the academic amelioration, physical activities influence the behaviour in the classroom. (Stead et al, 2010: 20)

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believed that additional time devoted for sports in a school day increases “*brain function, improved self-esteem and better behaviour*” as argued in the following statement:

*Three longitudinal intervention studies from France (Fourestier et al, 1996), Australia (Dwyer et al., 1983) and Canada (Shephard & Lavalee, 1994) on schoolchildren were consistent in showing that when the amount of time dedicated to physical activity was increased, the teachers reported better behaviour and higher motivation in pupils towards their academic work.*

(Stead et al, 2010: 20)

In fact, ten minutes each day improves classroom behaviour and provides with self-esteem, emotive well being, reduces anxiety, avoids depression and influences the mood; all are components of mental health. In sum, physical activities modify the psychological aspect of the human being and the learning process for, as shown in Shephard (1996) and declared in (Stead et al, 2010: 24), “*physical activity is significantly related to increased self-esteem and speculate knock-on effects of this are benefits in all aspects of school life, including improved classroom behaviour and academic performance ...the influence of physical activity on self-esteem may be influenced by the activity mode undertaken, although positive cognitive behavioural modifications have been observed across aerobics*”.

In the light of what has been said above, sports develops the socialization process of the child since it makes him aware that collaboration and respect are essential in his social insertion and acceptance. It also influences the psychological equilibrium and ameliorates the academic performance but is not practiced in most of primary schools in Algeria. Teachers are not aware of all these benefits and neglect it for they consider it as a loss of time although it is a real gain for the learner.

Besides, teaching arts is almost avoided although once again a mark is given for a drawing made at home and included in the average the exam. Teachers claim that they are unable to teach it for the simple reason that they do neither draw nor paint. So rather, they prefer teaching other topics considered as important as compared to sports and arts. This attitude is shared among all the primary school classes.

### 5.7 Conclusion

The schooling system, in Algeria, has witnessed many reforms yet problems and failures persist. Despite the high rate obtained in official exams learning outcomes show that knowledge is assessed and no importance is given to competency as it should be in CBA. Adding to this it seems obvious that the primary school does not fulfill its tasks correctly for it does neither develop cognition and metacognition nor reasoning and competency. Modern research has shown that the best investment for developing a country at the economic and social level goes through the primary school whereas in Algeria this step of the schooling system is not given enough importance.

### Chapter Notes

1- [l ʔɪmla:ʔ] is the name given to the process of using the various grammatical aspects like, feminine, masculine, singular, plural, dual form, the feminine singular dual and plural form? Masculine singular dual and plural form, tenses...

2- [l ɪʁa:b] is the name given to this process by which grammatical states are reflected on the last letter of words by change in vowel lengthening or lettering, either explicitly or assumed. It is made of rules essential for the elaboration of correct sentences.

3- Tamazight or Kabyle (/kə'baɪl/ or /kə'baɪliən/) (Kabyle: *Taqbaylit*, [ˈtəqβæjliθ] is a Berber language spoken by the Kabyle people in the north and northeast of Algeria. It is spoken primarily in Kabylie, east of Algiers, but also by various groups near Blida, such as the Beni Salah and Beni Bou Yaqob. Estimates about the number of speakers range from 5 million to about 7 million speakers (INALCO) worldwide, the majority in Algeria. President Bouteflika has frequently stated that "Amazigh (the Berber language) will never be an official language, and if it has to be a national language, it must be submitted to a referendum";<sup>[2]</sup> In 2005, President Bouteflika, stated that "there is no country in the world with two official languages" and "this will never be the case of Algeria".<sup>[3]</sup> President Bouteflika and his government stepped back and submitted to the Kabylie pressure and ended recognizing the Amazigh (the Berber) as a "national language"...([http://en.wikipedia.org/wiki/Kabyle\\_language](http://en.wikipedia.org/wiki/Kabyle_language))

4- Grimm's Fairy Tale version - translated by Margaret Hunt - language modernized a bit by Leanne Guenther. <http://www.dltk-teach.com/rhymes/snowwhite/story.htm>

5- A **wilayah** is an administrative division, usually translated as "province", rarely as "governorate". The word comes from the Arabic "w-l-y", "to govern": a wāli — "governor" — governs a wilayah, "that which is governed". Under the Caliphate, the term referred to any constituent near-sovereign state. <https://en.wikipedia.org/wiki/Wilayah>

6 - Hadiths are quotes of the prophet used as such and not modified.



## **Chapter Six**

### ***Suggestions and Proposals***

6.1 Introduction

6.2 The Role of the Teacher in Learning

6.2.1 Affect Determines Learning

6.2.2 The Role Teacher in the Classroom

6.2.2.1 Developing Autonomy in Learning

6.2.2.2 Developing Cooperative Learning

6.2.2.3. The Teacher in Competency Based Approach

6.3 Assessment in Competency Based Approach

6.3.1 Evaluation and Assessment

6.3.2 Competency Assessment

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6.3.3.1 Formative Assessment

6.3.3.2 Summative Assessment

6.4 The Syllabus Design

6.5 Conclusion

Chapter Notes

## **Chapter Six: Teaching as a Determinant Element**

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### **6.1 Introduction**

The Algerian school has witnessed many reforms starting with the process of Arabization, establishment of the fundamental school then its abolition and recently the introduction of CBA. Competency Based Approach has shown its efficiency in many countries of the world with different backgrounds. In Algeria, it is not enough to import CBA and use it the way it is done elsewhere, rather it is essential to contextualize it and pave the way to its establishment before being adopted. The first important element that should be taken into consideration is teachers training. They should be aware of various parameters that may shape the child's whole schooling output.

### **6.2 The Role of the Teacher in Learning**

Learning at school is a long process that starts at an early age and ends at almost adulthood whereas the second step starts for many youth who undertake their university studies. Such an achievement involves many elements considered as determinants factors such as: pedagogy, syllabus, teachers and mainly learners. In fact, when reaching school age the child has already developed his cognitive capacities and personality. His psychological development is also established since, as already mentioned, everything is determined before six including the affective parameters.

#### **6.2.1 Affect in School Learning**

The behaviour of the child is shaped by an egocentric feeling that influences his conception. The abstract conception, as already described by Piaget makes the child learn only in real life situation and influences his understanding. In this respect, it is impossible to dissociate learning from cognition and the emotional state of the learner. Stevick (1999), in her investigations shed light on this strong link and described the work of other colleagues who also devoted their investigations in analyzing the situation. She considered that affect is a determinant factor in learning for the emotional state influences directly the state of the mind of the learner and thus shapes his understanding and the way he approaches data collected as described in the following definition:

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*The word 'affect' has been used in a number of overlapping but slightly different ways in the literature. Here, I shall follow Dulay, Burt and Krashen (1982) in saying that one's affect towards a particular thing or action or situation or experience is how that thing or that action or that situation or that experience fits in one's needs or purposes, and its resulting effect on one's emotions. The inclusion of emotion along with needs and purposes is not surprising when we consider that emotions are commonly responses to how various needs and purposes are not being met.*

Stevick (1999: 44)

Accordingly, emotions are part of every human being and are present in every moment in our life including our childhood. The child when he goes to school faces a new situation to which he is not accustomed for this reason he is afraid and anxious. On the one hand, parents are always asking whether he has done well and the teacher is always trying to make him go beyond his reach in order to understand and progress. Besides, the young child is torn in a new environment where he is introduced to new language and new data. He is asked to do many things at the same time that may seem hard for him for this reason he becomes anxious. This anxiety has a negative impact on the learning process as it will be clearly shown later on.

Stevick, in her investigation made reference to learning that she considered as the modifications brought to the data already stored in the brain whereas teaching is the help needed to achieve this change. That is to say, through teaching the child is introduced to a simplified knowledge that the teacher explains in order to be understood, internalized and stored. Adding to this, the investigations of Stevick highlighted the link between learning and memory when describing the way changes are brought to the already possessed data:

*...these internal resources, then, are lasting but changeable- they're changeable but lasting. When we are thinking about the changeable aspect of these inner resources, we talk about 'learning'. When we're focusing on their lasting aspect, on the other hand, we use a different terminology, and we talk about 'memory'. Each new experience strengthens or weakens connections among many pairs of items in these networks. So when we 'remember' something, we're not so much 'retrieving' whole images from an archive as we're 'reconstructing' new images from those networks.*

Stevick (1999: 46)

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In the light of this quotation, the link between learning and memory is very clear and strong and all the modifications take place in the ZPD as described by Vygotsky. As previously shown Vygotsky considered that any newly internalized data paves the way to the next one since knowledge is constructed and interlinked. According in (Damasio, 1994:100) as quoted by (Stevick, 1995: 46), “ *The brain does not file Polaroid pictures... or audiotapes...There seem to be no permanently held pictures of anything, even miniaturized, no microfilms, no hard copies...*”. This makes linguists consider that all the elements stored in the brain are not unchangeable and stable and each time a new data is introduced the stored one changes as Damasio added “... *whenever we call a given a given object [or whatever], we [are getting] a newly reconstructed version of the original*”.

This very idea of Damasio converged with Bruner and Vygotsky since knowledge is constructed and all the modifications take place in the ZPD, yet they have not referred to the role of affect in this process. However, thanks to Magnetic Resonance Imaging (1), exploring the human brain becomes easier than it used to be and more details about its functioning are revealed. Among these elements is affect that modifies not only our behaviour and attitude, our thinking and understanding but also our learning and cognition. The impact may be clearly noticed through physiological responses. Bandura (1977) believed that affect influences the heart rate, breathing, sweating as well as the brain activity.

As a matter of fact, affect is a determinant factor in the learning process for its impact is not limited at the physiological level but also at the level of memory and cognition; as a consequence, it may either lead to the a total internalization of knowledge or failure in this learning. Stevick tried to shape the various ways in which affect operates on the process of change. According to him, emotions themselves are determined by the five senses and other feelings all stored in the brain with the innate abilities we are born with and the data collected and internalized through years. On the other hand, Stevick referred to the work of (Hamilton, 1983:77) where he declares that affect is part of the cognitive schemata of memory that is way the impact is direct and clearly noticed. In this respect, in her investigation (Stevick, 1999: 47) quoted Damasio who remarked that:

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*Because the brain is the captive audience of the body, feelings, are winners among equals. And since what comes first constitutes a frame of reference for what comes after, feelings have a say on the brain and cognition go about their business. Their influence is immense.*

(Damasio 1994: 159-160)

As a consequence, the role of affect reaches data processing that modifies our understanding and the development of our concept. It is a long process that Stevick described through various steps. When data is introduced for the first time it activates the corresponding items established in the memory (2). In his works, Anderson (1984), as mentioned in (Stevick, 1995:47), considered that “*this activation spreads through the networks, and as it spreads, it produces various pictures or words or mental images*”. These mental images or concepts are modified and stored in the working memory (3) for no more than 20 seconds and then transferred in the long term memory.

This subconscious process is the same for data is either brought through the five senses or from other sources since it opens the view to imagination as shown by (Stevick, 1995: 49) when dealing with the work of (Damasio, 1994:97) who considered “*Images of what has not yet happened and may not in fact ever come to pass are no different in nature from the ones you hold of something that has already happened*”. All these newly introduced images are used in thinking, understanding and learning and thus have an impact on our decision making and our whole life. In fact one may wonder about the link between role of affect in the learning process and the future of a child. (Stevick, 1999: 49) agreed with Hamilton and quoted him for he believed that:

*What dominates the mind landscape once you are faced with decision is the rich, board display of knowledge about the situation that is being generated by its consideration. Images corresponding to myriad options for action and myriad possible outcomes are activated and keep being brought into focus.*

(Hamilton, 1983:52)

Moreover, the development of mental images create connections between the short and the long term memory<sup>2</sup> not limited to concepts in one language but spreads even among different languages that develop feelings and the behaviour of the learner. Adding to this, these connections make the child able to use the data collected in one

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language to understand the ideas developed in the other one for this reason the knowledge gets wider everyday and influences the personality of the learner.

(Stevick, 1999: 50) considered that “*These feelings may in turn bring back with them all sorts of pictures and personalities and assorted tricks for defending oneself...*” In his study, Stevick illustrated with learning Spanish and Portuguese and the way learning interferes. These interferences take place in the brain and precisely in the networks of the long term memory and are shaped by affect through the feedback the learner receives. This feedback is divided into cognitive and affective ones as described by (Stevick, 1995: 51):

- Cognitive feedback answers questions like ‘How satisfactory did I get my message across?’ Affective feedback, on the other hand, answers questions like ‘what kind of feeling did I come away with?’
- The source of the feedback may be either external (from people) or internal (from how one sound to oneself).
- Feedbacks may either be positive or negative.

Stevick believed that the external feedback results from the learner’s desire to exchange ideas and views communication if it is accurate the feedback will be positive; if not it will be negative as declared bellow:

*External affective feedback derives its effectiveness from a quite different source: from the learner’s desire to identify with a particular group of people, or possibly to dissociated from some group. If the other person – that is, the person the learner is talking with- seems to be attentive, interested and enjoying the exchange then external affective feedback will be positive. To the extent that the other person seems different, bored, critical or annoyed external affective feedback will be negative. External affective feedback influences the learner’s willingness to keep on trying to communicate in spite of occasional negative feedback of the external cognitive variety.*

(Stevick, 1999: 51)

On the other hand, internal cognitive feedback is achieved only by the relation between the working and the long term memory thanks to the comparison and analysis that take place at that level. In short, all the modifications are achieved in the brain, the organ that controls all our body and mind. Besides, feelings are not always positive and

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motivate the child in his learning process. Anxiety is an emotional state that (Prince, 2002: 1) defines as “*a feeling unlike any other signals of distress... a feeling something like...dread or horror or loathing, but it can't be managed like other pain*”.

By the same token, in an interview made by Coutu (2002), (Schein, 2002: 100) declared that this feeling originates from a fear of failure or of looking stupid when making mistakes and occurs frequently in the classroom where the learner is asked to perform near his friends and teachers. Anxiety, in the learning process, includes even language learning that makes us wonder about the state of mind of the child at the primary school where he is asked to speak read and write a foreign language and learn through it. This ambiguous situation develops anxiety in the classroom and hardens the learner's task. As referred by Oxford (1999) in her investigation devoted to anxiety, language learner links anxiety to:

*Language anxiety is fear or apprehension occurring when a learner is expected to perform in the second or foreign language (Gardner and MacIntyre 1993). Language anxiety ranks high among factors influencing language learning, regardless of whether the setting is informal (learning language on the street) or formal (in the language classroom).*

*(Oxford1999: 59)*

Oxford focused her analysis on language learning anxiety. Since this research aims to show the drawbacks of the schooling system in Algeria from a cognitivist and psycholinguistic approach, this study seems to be very adequate. As already mentioned AS, the variety through which the whole schooling system is achieved, is a foreign language in our country. Adding to this, the linguistic diversity makes anxiety higher in the classroom for the child is neither able to use the target language nor to understand it and at the same time he is taught other topics through it. According to (Oxford, 1999: 58), language anxiety begins as: “*transitory episodes of fear in a situation in which the student has to perform in language; at this time, anxiety is simply a passing state*”.

In fact, the more the learner is involved in his schooling process and his mastery of language gets bigger, the more his anxiety diminishes. If not, it becomes a trait of the behaviour of the pupils and affects negatively language performance. Moreover, Oxford considered that there are various kinds of anxiety. She defined harmful anxiety as a

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behaviour that influences directly language performance by avoiding using language and participation in the classroom. Whereas, the indirect influence makes the learner not self-confident and heart beating gets higher... However, helpful anxiety develops self-confidence and language performance since the learner makes more efforts in being better. Accordingly, developing self-confidence depends mainly on self-esteem. Considered as the vision of the human being to himself as stated in the following argument:

*...by self-esteem we refer to the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself.*

(Andrés, 1999: 87)

Self confidence may be threatened when the child does not identify himself among the group he belongs to. He may get lost with a language that does not correspond to his cultural background that may lead to an identity and cultural shock as defined by Oxford in the next statement:

*...identification with a language group or target culture implies that the learner is an insider, Young (1992) suggest that anxiety is lower... and, anxiety is higher if the student does not identify with language group...Anxiety about losing one's own identity can be part of culture shock. Culture shock is defined as a 'form of anxiety that results from the loss of commonly perceived and understood signs and symbols of social intercourse' (Adler 1987: 25). Culture shock can involve some of these symptoms: emotional regression, physical illness, panic, anger, hopelessness, self-pity, lack of confidence, indecision, sadness, alienation, a sense of deception of 'reduced personality' and glorification of one's own native culture.*

(Oxford: 1999, 64-5)

In the light of this quotation, a cultural shock leads to anxiety with very bad consequences on the learning process. Moreover, it also leads to a psychological state that influences the personality of the learner: anger, deception, sadness, lack of confidence...the question that should be raised at this level is what about young Algerian pupil who is introduced to AS that is supposed to be his mother tongue and the language of his culture, religion and identity whereas linguists classify it as foreign in



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Algeria. What happens in the child's mind in this situation when all his socialization process was supposed to be undertaken in a wrong language?

Adding to this, Oxford noticed that in language class, learners get lost and do not make distinction between meaning and / or pronunciation of words mainly that are more or less similar that she named tolerance of ambiguity. All this makes the learner anxious for making mistakes in front of his friends is unacceptable mainly when the teacher punishes him. Adding to this, being qualified as stupid, fool, bad learner or not at the level disturb him and affect his attitude, self-confidence and feedback.

According to Harsen (1999), anxiety leads automatically to defensive reactions that make the pupil sleepy and daydreaming in the classroom as well as a negative attitude towards his friends and the teacher. On the opposite, feeling at ease develops positive attitude to learning. The learner is not aggressive, concentrated and open minded in the classroom. (Harsen, 1999: 214) described emotions at the mirror of the situation the learner is facing in the classroom where *"it may appear in intellectual form , as for example ' I don't understand'...A psychological point of view does not take verbal messages literary, but evaluates them as manifestations of emotional process"*.

For this reason the role of the teacher is very important in solving such a situation. If the learner is treated as an empty state that needs to be full with various kinds of input without taking into consideration the previously acquired knowledge, anxiety develops. In fact, the cultural background of the child can not be neglected for the cognitive and the metacognitive developments have already started at home. Thus, (Harsen, 1999: 215) believed that the most important element that should be avoided in a classroom is *"producing fear, which may trigger the primitive panic reactions"*. She adds that:

*When learning fails, teachers must scrutinize their own practice rather than blaming the students. The teacher is always in control of the environment, whether he or she admits it or not, since environment includes methodological procedure; Lozanov teachers acknowledge and accept this responsibility.*

(Harsen, 1999: 218)

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Besides, Stevick (1999) declared that the learning process does not depend on materials or the syllabus used but above all a social process that relays mainly on relationship between human beings with different roles. In fact, the teacher is one of the most important elements in the whole learning process. For this reason, in this investigation, the role of the teacher is not neglected and dealt with in the next title.

### **6.2.2. The Teacher's Role in the Classroom**

The schooling process involves many parameters: syllabus, learner and the teacher. The teacher is the one who transmits and guides the learning process. He plays a great role since he takes in charge young people whose personality is in the making and whose psychological aptitudes are developing. Any bad behaviour or incapacity in communicating with learners may be at the origin of a whole process of failure. Adding to this, the role of the teacher is not only to full learner with didactic input but above all to develop the socialization process for at school he loses his egocentric feeling and becomes more socialized. All these arguments make pedagogues aware that providing teachers with the adequate training seems the best way to school success. The teacher should be aware about the learning strategies and techniques to involve learners in this process like developing autonomy.

#### **6.2.2.1 Developing Autonomy in Learning**

As an illustration, in Algeria, C.B.A. has been introduced recently but the behaviour of teachers in the classroom does not correspond to the norms established in this approach where the learner is the principle element in his learning process. Adding to this, in the light of the analysis made in the preceding chapters it is clearly shown that teachers in Algeria are not ready to such an approach. Even more, at the primary school almost all teachers have never gone to university for this reason it is very hard for them to develop competencies if they do not possess them. For this reason, it is urgent to make teachers aware of this harmful situation and given enough data about ways of solving the problem.

Investigations undertaken by Aoki (1999) believed that the first task of a teacher is to develop the learner's autonomy for at the twenty first century, the teacher is no more the unique source of knowledge thus the learner should be introduced to the way

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internet may be used in learning for example. In developing learner's autonomy Aoki states:

*...learner autonomy as a capacity to take the control of one's own learning in the service of one's perceived needs and aspiration. ... Learner's autonomy as a capacity refers to the domain- specific knowledge and skills necessary (1) to make choices concerning what, why and how to learn, (2) to implement the plan (3) to evaluate the outcome of learning.*

(Aoki, 1999: 144)

In his quotation, Aoki believed in initiating the learner right from the beginning of his learning process to make choices and be responsible of his behaviour. In our university, each time students complain when obtaining a bad mark in an exam, they use the following sentence "you have given me a bad mark" and never, "I got a bad mark". However, they claim "I got a good mark". The two opposite sentences show that students are proud of themselves when getting good marks yet they are not responsible of their bad marks but it is the fault of the teacher. In fact, such an attitude demonstrates that learners do not feel involved in their learning process and blame teachers for their failure. Thus, they are not autonomous in their learning. When complaining about bad mark they claim 'I have learnt everything for you' or 'I have written everything for you'.

Such an involvement should be developed at the beginning of this process for the stepping stone is the primary school and not university. In order to make learners contribute in learning, Aoki (1999) believed that the teacher should make him wonder about how, why and what is expected from the data he is introduced to. For example, arithmetic is important to count money and be able to buy thing alone. (Aoki, 1999: 144) proposed that learners should be aware of the following statement:

- In what order these elements could be learned?
- How these elements could be learned?
- How much time it would normally take to learn a particular element?
- How objectives can be set and study plans made?
- What the necessary sources are and where they are available?
- What kind of language learner one is and how one learns?
- How the learning of a particular item can be evaluated as one learns and after one has learned?

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Moreover, according to (Aoki, 1999: 147), the teacher's role goes through social relationships for he is no more the instructor but the "*facilitator and the counselors or resource*". As a consequence, thanks to this attitude, the teacher provides the child with psychological and technical supports as defined in the following quotation:

*Psycho-social support refers to carrying and to motivating learners, as well as to raising learners' awareness. Technical support refers to helping learners to plan and carry out their learning, to evaluate themselves, and to acquire the skills and the knowledge needed to plan, implement and evaluate their learning. The difference between the two being that the former mostly works with groups and the latter in one-to-one situation.*  
(Aoki, 1999: 147)

Indeed, increasing motivation and the learner's awareness shapes not only the learning process but entails that of the personality as a whole. When the learner learns how to carry out his learning; it spreads to his everyday life. In fact, he learns how to construct knowledge and develops his metacognitive abilities: the one who speaks well is the reporter, who writes correctly is the recorder and the third one the reader. Besides, being autonomous in learning does not mean learning alone for being involved in a group where pupils work together and each one of them has his own role according to the capacities he masters more and develops social behaviour.

This support makes the learner aware about his capacities and develops his autonomy that motivates him so much. (Aoki, 1999: 42) believed that the learner's autonomy is "*a capacity to take the control of one's own learning in the service of one's perceived needs and aspiration*". The learner takes control of the whole process undertaken at school and be able to evaluate his outcome. Adding to this, developing autonomy leads to that of self-confidence.

This last is an essential element not only in the learning process but also in the establishment of a successful personality. In fact, it can be developed through various activities in the classroom among them the group work and cooperative learning. This attitude involves the learner in a social group that requires social interaction and negotiation. As a result, the learner become aware that all the members of the group need to cooperate in order solve a problem and the success is not individual but common.

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### 6.2.2.2 Developing Cooperative Learning

The group work, referred to by Crandall (1999) as collective learning, contributes in the socialization process of the child. In this process, the learner is involved in interaction with the group to which he belongs and which success depends on all its elements. Adding to this, since learners do not share the same social background and cognitive capacities, they learn from each other and learn to respect each other as well as the teacher whose task is to guide and not to control. Crandall (1999) considered cooperative learning as very benefit and brings a lot of advantages to learners.

School is above all a social institution where the learner develops his socialization process and acquires knowledge. The teacher is an important element in the learning process; he organizes the classroom and determines the rules to be followed and the behaviour to be adopted in the classroom. Some teachers are qualified to be good others not, some kind and others severe. This description does not refer to the professional capacities but to the human values for this reason being a teacher is a social behaviour before being an educational one whose role is determinant in the child's development and attitude towards learning.

Cooperative learning, according to Crandall (1999), is successful at various levels. It develops collaboration between the members of the group, increases motivation and self confidence. Adding to this, it promotes self esteem and competition spirit as argued bellow:

*Cooperative learning has been shown to encourage and support most of the affective factors which correlate positively with language learning; i.e. reducing (negative or debilitating) anxiety increasing motivation, facilitating the development of positive attitudes towards learning and language learning, promoting self-esteem, as well as supporting different learning styles and encouraging perseverance in the difficult and confusing process of learning.*

(Crandall, 1999: 227)

When using cooperative learning, the teacher involves learners in a socialization process which results are noticed in the classroom as well as on the whole learning process. Adding to this, (Crandall, 1999:227- 9) believed that cooperative learning develops many other parameters among them:

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1- Positive interdependence: every member should have his own role in the group.

2- Face to face group interaction: *“who likes to speak may be assigned the role of Reporter, while one who prefers to write may be named the Recorder... who is good reader might be assigned the role of the Reader, while one who is more comfortable speaking and leading can be the Facilitator”*.

3- Individual (and group) accountability: Individual accountability is encouraged through the assignment of specific role tasks, and individuals are held accountable for the success of each of the other members. Accountability is also developed through activities which ask learners to engage in self-evaluation concerning their participation in the group, the value of their contribution and their attitudes and actions towards the other members.

4- Development of small social skills: For cooperative groups to succeed, individual members need to develop not only linguistic but also social skills which facilitate teamwork,

5- Group processing: Through these processing, learners acquire or refine metacognitive and socio-affective strategies of monitoring, learning from each others, and sharing ideas and turns. In that reflection they also engage in language use that is not typically available or fostered in traditional language classroom or activities.

In fact, in the Algeria, the organization of the classroom does not allow group work; tables are lined one behind the other in front of the desk of the teacher and the blackboard. However, some teachers try to innovate and group each four tables together that make groups of around eight pupils yet the work is individual and no collaboration is accepted. What is noticed is that the teacher most of the time put two ‘good’ pupils at the same table in order to prevent ‘bad’ ones from cheating.

This attitude does not allow collaboration among learners that raises a debate and gives them the opportunity to understand more the request and the topic dealt with. Each one of them may give suggestions and negotiate the what is given by others. In this respect, Crandall (1999) referred to the work of Krashen (1982) who believed that group work assists learners in achieving more comprehensible input and allows them to simplify it in order to make more accessible for others. Moreover, group work allows

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learners to express themselves, motivates them and develops their linguistic repertoire and self-confidence as argued below:

*Peer support can be a powerful motivator for shy, insecure or even uninterested students ... in cooperative groups; individuals know that they can get feedback and assistance in making their contributions as clear, relevant and appropriate as possible. This turn can motivate them to continue to try, especially when peers encourage and support their contributions... Shy language learners acquire the confidence to participate in small groups, where they can share ideas, receive feedback and rehearse potential contributions to the larger group.*

*(Crandall, 1999: 235)*

Such cooperation has very positive impact on learners for it influences various parameters since it develops motivation, self confidence, linguistic repertoire, comprehension as well as metacognition. As referred by Crandall (1999), in traditional classrooms, teachers speak for almost 60 to 70% of the time and pupils are allowed to do it only when answering questions or during the time devoted to oral expression. In the Algerian school, the child remains in the classroom, for 5 hours and the question that deserve to be asked is how is it possible to concentrate for all these hours if he is not allowed to speak.

On the other hand, cooperative learning develops a particular behaviour. Learners need to organize themselves for any activity, agree about answers, take common decisions in order to solve problems and defend their positions. As described by (Crandall, 1999: 239), this attitude involves “*a number of higher order thinking skills and cognitive and metacognitive strategies which may be less available in whole group activities*”. These mental activities are essential in the learning process and more elaborated in group work, for according to Vygotsky (1978) as quoted in (Crandall, 1999: 239), “*learners are able to function in a role more typically restricted to the teacher, providing ‘scaffolding’ to assist others in the group. Instead of one expert helping learners through the ‘ZPD... because cooperative groups are heterogeneous, there are several experts*”.

Besides, before adopting cooperative learning and benefiting from all its positives, it is important to train teachers in using such a technique. They need to know how to use it and in what way the class and classroom should be organized in order to reach the cognitive and socialized development. According to Crandall (1999), teachers

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should be prepared to give opportunities to learners to practice various skills like turn-taking, active listening, giving opinions and respecting the group they belong to. In fact, the aim is to make the child able to collaborate.

In order to succeed in such an approach, the teacher should be aware that the topics taught should correspond to the needs and the perspectives of learners. Texts should also be enough interesting to raise the interest of the readers, their thinking process and make comment on them. In short, they should motivate them and develop their knowledge and involve them in investigating various levels. On the other hand, the teacher needs to make learners aware about the social aspect of such an approach by explaining that the behaviour adopted in this approach is to be spread even outside the classroom.

On the other hand, this approach aims at promoting the linguistic development since all the interaction should be achieved in the target language. The raise of communication may be achieved thanks to the use of children literature. As described in Andrés (1999), the use of such a literature has two main purposes: the former is to develop the language skills and provide learners with a linguistic repertoire and the latter is to encourage self understanding since all these stories deal with the child's feelings and states of mind. As consequence, the child identifies himself in the various characters and reacts to the situations. Such a reaction involves the learner in a real life situation and creates an atmosphere that corresponds to that of home. In order to give more details about this situation (Andrés, 1999: 106) quoted Vygotsky who considered that such a learning:

*..awakens and rouses to life those functions which are in a stage of maturing, which lie in the Zone of proximal development. In other words, in the area just beyond the learner's current stage of competence, the teacher provides them with assistance so they may become progressively more autonomous and in control. In neo-Vygotskian theory one of the principle means of providing this assistance to learners is modeling defined as 'the process of offering behaviour for imitation'.*

*(Vygotsky, 1956: 278)*

Adding to this, based her on the investigations about Vygotsky, Andres declared that the process of imitation makes the learner more involved in the learning process and mainly in education where:



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*... modeling is generally applied in a cognitive context, but it is no less effective on the affective plane. Cognitively, we are good models when we provide examples of appropriate use of the language to be learned in a way which can be assimilated well.*

*(Andrés, 1999: 106)*

In the light of what has been said above, the role of the teacher is primordial in the learning process since its impact is on the cognitive, metacognitive and social development of the learner for this reason a good training is very important. The first parameter is the teacher who should be aware of the pupils' reactions. The emotional state of the teacher shapes that of learners if he is anxious it will contaminate the whole atmosphere of the classroom and if it is cool pupils will feel at ease and no exited. Adding to this, a good teacher is the one who is able to raise the interest of his learners and interest them in the learning process by developing confidence and trust in the classroom.

### **6.2.2.3. The Teacher in Competency Based Approach**

The behaviour of the teacher in the classroom is a determinant factor in the learning process. When adopting CBA in Algeria, it is not enough to prepare manuals if teacher use old methods to teach them. It is very important to introduce the new approach to them and make them aware about the parameters involved in CBA in order to reach the goals determined by the syllabus designers. According to (Martinet et al, 2001: 55) CBA teachers should adopt new elements when teaching summarized in the following statement:

1. To act as a professional inheritor, critic and interpreter of knowledge or culture when teaching students.
2. To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.
3. To develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.

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4. To pilot teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study.

5. To evaluate student progress in learning the subject content and mastering the related competencies.

6. To plan, organize and supervise a class in such a way as to promote students' learning and social development.

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7. To adapt his or her teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps.

8. To integrate information and communications technologies (ICT) in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes.

9. To cooperate with school staff, parents, partners in the community and students in pursuing the educational objectives of the school.

10. To cooperate with members of the teaching team in carrying out tasks involving the development and evaluation of the competencies targeted in the programs of study, taking into account the students concerned. Social and educational canteen act

11. To engage in professional development individually and with others.

12. To demonstrate ethical and responsible professional behaviour in the performance of his or her duties.

It is worth mentioning that the teacher influences the motivation of his learners. McInerney et al, (2008) showed that the teacher brings his own attribute, either positive or negative, the general atmosphere of the classroom. When being *'enthusiastic, warm, humorous, fair, caring, supportive, and trustworthy as well as having optimal*

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*expectations from student, having high teaching efficacy and pursuing adaptive achievement goals'*, as declared in (McInerney et al, 2008:13), make learners at ease and more relaxed and thus reduces anxiety in the classroom. They added that being '*too bureaucratic, too authoritarian (4), too controlling, and a lack of teaching confidence'* reduces motivation since learners are put under stress and thus concentrate less in the classroom.

Moreover, McInerney et al, (2008) viewed a successful language learning conditioned by other external factors, for example, having a well managed classroom that go hand in hand with the age and needs of learners in order to make them more relaxed. The teacher should not follow the program imposed on him blindly but adopt it to the needs of the learner by giving short, concise and precise summary to learn and not a whole text with complicated grammatical structures beyond his reach. On the other hand, learners may contribute to the elaboration of the summary of the lesson thanks to the help of their teachers through questions and communication. Such a behaviour may be supported with a variety of resources and rewards that motivate learners and raises the feedback in the classroom.

According to (Dunbar, 2004: 3), Jones (2001) highlighted some of the main elements of the classroom management; the teacher should take into account "*a good classroom seating arrangement is the cheapest form of classroom management...it's discipline for free.*" As declared in (Dunbar, 2004: 3), Jones (2001) put five main points essential for learning success:

- Students should be seated where their attention is directed toward the teacher.
- High traffic areas should be free from congestion.
- Students should be able to clearly see chalk board, screens, and teacher.
- Students should be seated facing the front of the room and away from the windows.
- Classroom arrangements should be flexible to accommodate a variety of teaching activities.

In his investigation, Jones (2001) believed that it is easier for children to respect the code of conduct of the classroom when they are involved in its elaboration. The

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proposed guides lines should be discussed before being adopted as argued in the following statement:

*Children have a tendency to recommend a laundry list of rules. Teachers, however, should provide limited structural input so that rules are direct, clear, and consistent, and encourage positive behaviour. In addition, teachers must make sure that rules are designed to support a concept of consequences for inappropriate behaviour rather than punishment*

*(Dunbar, 2004: 3)*

On the other hand, a very wide spread phenomenon noticed in our school is physical punishment. Each time the teacher makes use of a wooden ruler to hit learner when they do not learn, make a mistake or do not behave correctly. When asking teachers about their attitude saying that you are not allowed to do it; they answer that this is the unique way to control the classroom. In Algeria, such behaviour is forbidden by the Law that may lead the teacher to jail. Besides, punishment does not really serve learning but rather has negative consequences on the whole process. The learner may memorize a lecture, recite it and then forget it because he is afraid of the teacher.

Moreover, Dunbar (2004) considered making mistakes, either academic or social, as essential in the learning process and qualified 'absurd' punishing the learner for a spelling mistakes. Rather, the learner should be taught how to learn from his mistakes for:

*Emerging research suggests that inappropriate behaviour should be followed by consequences rather than punishment. Consequences are viewed as an end result of a child's inappropriate act. That is, they should not be viewed as something imposed, such as sanctioning, but rather as an appropriate outcome for an inappropriate act. A consequence should make sense, be a logical ending for an action. It should be the effect of behaving inappropriately.*

*(Dunbar, 2004: 4)*

In short, using mistakes positively without punishment serves positively the learning development whereas, using violence has a negative impact on the feedback and behaviour of children. The classroom management, according to (Dunbar, 2004: 5), should involve the following elements:

- Hold and communicate high behavioural expectations.

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- Establish clear rules and procedures, and instruct students in how to follow them; give primary-level children and those with low socioeconomic status, in particular, a great deal of instruction, practice, and reminding.

- Make clear to students the consequences of misbehaviour.

- Enforce classroom rules promptly, consistently, and equitably from the very first day of school.

- Work to instill a sense of self-discipline in students; devote time to teaching self-monitoring skills.

- Maintain a brisk instructional pace and make smooth transitions between activities.

- Monitor classroom activities; give students feedback and reinforcement regarding their behaviour.

- Create opportunities for students (particularly those with behavioural problems) to experience success in their learning and social behaviour.

- Identify students who seem to lack a sense of personal efficacy and work to help them achieve an internal locus of control.

- Make use of cooperative learning groups, as appropriate.

- Make use of humor, when suitable, to stimulate student interest or reduce classroom tensions.

- Remove distracting materials (athletic equipment, art materials, etc.) from view when instruction is in progress.

Besides, in order to develop communication and participation in the classroom, the teacher needs to be aware of the psychological management; in other words, he

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should identify the various causes of certain behaviours mainly with children qualified as not educated and nervous. Children do not come from the same background for this reason it is important to take the psychological aspect into account. The teacher should wonder about the most obvious practical factors like whether the child is hungry, bored or tired? If he is much excited what is behind this behaviour? and whether he suffers from physical and/or mental, disabilities or not.

In order to detect these problems, the teacher should be aware of them. As an illustration, in our schools, teachers do not know what Dyslexia<sup>5</sup>, Dysgraphia<sup>6</sup> and Dyscalculia<sup>7</sup> and a child who has an inability to identify consonants and vowel is qualified as being stupid and is punished. In this case, the problem is deeper than a spelling mistake since the child needs serious help and to identify first the cause and then try to solve the problem. Many other problems may reduce attention in the classroom like social factors e.g. divorce, drugs, violence... and the role of the teacher is to detect them and send them to see either psychologists or doctors.

In sum the role of the teacher is predominant in the learning process. In his work, (Dunbar, 2004: 10) summarized in few tips useful elements that may help in a successful learning:

- Get to know the child. Solicit support from family members. Uncover the child's likes and dislikes.
  
- Never publicly humiliate a child. You can't imagine how this can adversely impact this child.
  
- Yelling at children all day is ineffective. Try lowering your voice.
  
- Tell children something about you, perhaps a funny story. Children want to know that you are human too!
  
- Remember what it was like being a child.
  
- Acknowledge good behaviour.

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- Learn from family members, other teachers, or any available resource what works with the child.
- Give students choices. Repeated choice opportunities allow students to build a sense of competence and may prevent challenging behaviours.
- Help students celebrate their successes, however small. This will help them open up to more positive thoughts and actions about themselves.

Adding to all what has been said above, the teacher needs to be aware that some linguistic behaviour are natural and can not be considered as mistakes. In fact, the teacher should distinguish between an error and a mistake. Bhela (1999: 23)'s investigation referred to the work of Ellis (1997) where a clear distinction is made between an error and a mistake. Ellis (1997) defined an error as a gap in the learner's knowledge and occurs for the learner does not know whether it is correct or not. Whereas, a mistake reflects lapses in performance and occasionally occurs when the learner is unable to perform what he knows.

Yet, when producing language, sometimes, the learner makes errors and some other times mistakes. However, most of the time refers to the mother tongue, as it has been clearly shown in chapter three and four. The learner either uses L1 grammatical structure, code switch with L1 and most of the time borrows from it and adapts the loan words to the phonological and the morphological structure of L1. This linguistic behaviour may seem wrong but for linguists, is named language transfer as defined by Ellis (1997) and shown in the next argument:

*Ellis (1997: 51) refers to interference as 'transfer', which he says is 'the influence that the learner's L1 exerts over the acquisition of an L2'. He argues that transfer is governed by learners' perceptions about what is transferable and by their stage of development in L2 learning. In learning a target language, learners construct their own interim rules with the use of their L1 knowledge, but only when they believe it will help them in the learning task or when they have become sufficiently proficient in the L2 for transfer to be possible.*

*Bhela (1999: 23)*

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Bhela (1999) declared that linguists among them Carroll (1964); Albert et al, (1978); Beebe (1988) and Larson-Freeman et al, (1991) agreed that in language learning L1 responses and sentences are most of the time grafted on those produced in the target language. Adding to this, since the learner is less fluent in the target language than his mother tongue, all the responses, comments and requests carry traces of L1 as pointed out in the next quotation:

*The linguistic usage of advanced second language learners is influenced by their mother tongue in a much more stable fashion than the frequency of erroneous usages clearly traceable to their native language might suggest. Native language conceptual patterns appear to be powerful determinants of the meaning ascribed to L2 words, and they seem to be very rigid and difficult to permeate.*

(Jiang, 2004: 419)

On the other hand, Ringbom (2007) described language transfer as a universal phenomenon that facilitates the learning process since it allows learners to use the prior linguistic knowledge they possess. (Ringbom, 2007:3) argued that language transfer is ‘particularly important at early stages of learning, when linguistic knowledge other than the L1 is very limited’. Moreover, (Ringbom, 2007:3) added that ‘Transfer can be described as a process making use of perceived and/or assumed cross-linguistic similarities, and its effects may be either positive or negative’ as defined below:

*Negative transfer either inhibits the learner from learning how to use new words appropriately or, more conspicuously, leads to inappropriate use of L1-based items and structures. Positive, or facilitative, transfer, on the other hand, is the application of at least partially correct perceptions or assumptions of cross-linguistic similarity. The positive effects, which are hard to notice for an outsider, clearly dominate, and a good strategy for teachers would be to encourage learners to make use of any cross-linguistic similarities as much as possible.*

(Ringbom, 2007:3, 4)

In the light of the description above, the language behaviour of learners in the Algerian class seems to be a natural linguistic attitude. The use of MSA structures either semantic and/or syntactic level when using AS is, as opposed to the teacher’s reaction, natural response and behaviour that takes place all over the world in any language



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learning class. Besides, Krashen (1982) declared that in language learning, error correction class should be minimized. He summarized the main function of a language class in some main points. The former concerns the language input that must be comprehensible and clear. It should correspond to the needs, age and perspectives of the learner. Such an input raises the interest of the learner and motivates him in participating in the classroom.

On the other hand, relaxed atmosphere reduces anxiety and the raises motivation. However, Krashen focused on the fact that the learner should never be asked to produce language unless he feels ready to do it. In this respect, Terrel (1977) believed that the more the learner internalizes vocabulary the more his understanding develops as well as his oral production even if the mastery of grammar is reduced. Besides, Terrel (1977) and Krashen (1982) agreed about the great role the teacher plays in the learning process in general and that of language particularly; whose task is to provide learners with a natural environment that reduces anxiety and encourages participation in the classroom. Terrel considered that when teaching language, all the instructions given should focus on developing grammar rather than basing language experience on one grammar rule.

Terrel carried on his investigation through years. In (1982), he argued that language learning goes through three main steps. The former is comprehension (preproduction) stage based on listening comprehension activities assisted with gestures, visual aids and face expressions. At this level, the learner bases his learning on conceptualization. The next step is early speech production that occurs when the learner is in control for almost 500 words through answers made of single words or in the form of a choice. Through time and practice, the learner reaches speech emergence encouraged through the use of learning activities like games, humanistic-affective activities: dialogues – short and useful - 'open' dialogues

- interviews – pair work on personal information
- personal charts and tables
- preference ranking – opinion polls on favourite activities etc
- revealing information about yourself – e.g. what I had for breakfast

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- activating the imagination – e.g. give Napoleon advice about his Russian campaign

Adding to humanistic affective activities, Terrel (1982) proposed another type of activities, in order to develop speech emergence, named problem-solving activities:

- task and series – e.g. components of an activity such as washing the car
- charts, graphs, maps – e.g. busfares, finding the way
- developing speech for particular occasions – e.g. What do you say if ...
- advertisements

In the light of has been said above, the teacher is a determinant element in the learning process whose role is not transmit information for teaching is, above all, an educational task and a social behaviour. For a child, the teacher is a model to follow; he represents knowledge and wisdom for this reason his behaviour should be correct. Adding to this, the same lesson can be realized in different ways by different teachers; it depends on their background, education and competence. When the teacher is aware about all the parameters cited above, affect, CBA, language learning and class managements, he will be ready to be a good teacher who develops knowledge and competence not the one whose main concern is rote learning. As a consequence, in order to distinguish between pupils whose cognitive capacities and competency are developed it is urgent to modify the way leaning is assessed. It is high time to assess competency and not knowledge.

### 6.3. Assessment in Competency Based Approach

Each year, at school, many exams are taken at various levels. The decisive ones are taken at the end of the primary, middle and secondary school; whereas others, all over the year, go through tests and final exams at all levels. Results obtained determine the future perspectives of learners and their learning process.

#### 6.3.1 Evaluation and Assessment

In the light of the evaluation of outcomes at the primary school, it is noticed that teachers still focus on rote learning; who memorizes more is the best as opposed to the one who does not; even if he has more capacities and understands better. The unique

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exam that relays on understanding is mathematics. As illustrated in the preceding chapter, even when asking an indirect question where pupils are asked to make a comparison between two elements, they just give both definition and never explain and thus obtain good marks no matter if they have not grasped the meaning. The question that raises itself is when does the structure develop and in what why is knowledge constructed?

(Gerard, 2006: 85) puts evaluation at the center of any reform of the educational system and described it in two elements: the former is (my translation) “*Tell me how you evaluate, I will tell you how to form*” the latter is that it influences teaching process “*you will form the same way pupils are evaluated*”. Any successful educative reform is not allowed to neglect evaluation for if it does not fit its objectives the whole reform fails. Gerard believed that any teacher should be aware of this phenomenon and needs a serious training. It is also very important to make him aware of the difference between evaluation and assessment clearly defined bellow:

*Evaluation is the analysis and use of data by faculty to make judgments about student performance. Evaluation includes the determination of a grade or a decision regarding pass/fail for an individual assignment or for a course.*

(Goldman et al, 2009: 9)

Meanwhile, (Woolfolk, 2005: 504) defined assessment as “*decision making about student performance and about appropriate teaching strategies*”. It is the process of data analysis collected through observations and tests in order to improve learning. Assessment is a term used, as described in (Nelson et al, 2007: 65), to “*describe the process of trying to determine what students already know about a topic before instruction, whereas the term evaluation refers to the process of monitoring progress during and after instruction*”. Indeed, both assessment and evaluation are complementary and aim at improving learning as described in the next quotation:

*Assessment is defined as the gathering and synthesizing of information concerning students' learning, while evaluation is making judgments about students' learning. The processes of assessment and evaluation can be viewed as progressive: first assessment; then evaluation.*

(Echevarria, et al, 2004: 148)

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In fact, the two processes are progressive while assessment allows the analysis of outcomes; evaluation comes to make judgments about the learning process as a whole. Teachers in our schools are not aware about this difference and do not distinguish between the two. Moreover, test and exams are done to make judgments about the learner's capacity in learning and no attempt is made to make it better. According to (Ontario, 2010: 32) the aim of assessment is to highlight many parameters that contribute in developing learning, among them:

- Establishing where the learners are going in their learning;
- Establishing where they are in their learning;
- Establishing what needs to be done to get them to where they are going.
- Identifying and clarifying learning goals and success criteria.
- Engineering effective classroom discussions and other learning tasks that elicit information about student learning.
- Providing feedback that helps learners move forward.
- Through targeted instruction and guidance, engaging students as learning resources for one another.
- Through targeted instruction and guidance, helping students understand what it means to “own” their own learning, and empowering them to do so.

An assessor should be aware of the level and the capacities of learners. He should be aware of what learners know, what they can do and the way they understand. Adding to this, it is important that the teacher knows what he wants his learners learn, the objectives to reach and the way to do it. The teacher needs to use teaching strategies, organize the classroom and provide the adequate environment for learning in order to achieve it before assessment. In fact, through this process, the teacher does not assess learning but also assessment for learning. He involves pupils in their learning process through questionnaires, comments and communication that motivates them and develops self-esteem as declared in the next statement:

*Through assessment for learning, the teacher will gather extensive, continuous information about a child's progress and attainment*

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*through observing his/her performance in and engagement with the day-to-day learning activities in the classroom. In evaluating the child's response to the teachers' questions, the quality of his/her involvement in class and group activities, and the questions he/she poses in the learning situation, the teacher can obtain a wealth of information in relation to the minutiae of individual children's learning. Tasks and tests undertaken both in the classroom and at home will be directly related to particular learning objectives, and will add a further dimension to the picture the teacher constructs of the progress of the individual children.*

*(National Council for Curriculum and Assessment, 2004: 24)*

In the light of this quotation, involving the learner in his learning process develops the trust that makes the teacher aware about the capacities of pupils. Moreover, through contact, the teacher gets in touch with the needs and the perspectives of his learners that make him able to develop teaching strategies which correspond to the classroom.

### 6.3.2 Competency Assessment

Indeed, the approach that corresponds to the statement above is CBA which main concern is to make the learner part of his learning process in order to develop competency. As already mentioned CBA focuses mainly on developing competency and needs an assessment that fits its policy as described in the following statement:

*Competence-based assessment is a form of assessment that is derived from a specification of a set of outcomes; that so clearly states both the outcomes-general and specific-that assessors, students and interested third parties can all make reasonably objective ; and that certifies student progress on the basis of demonstrated achievement of these outcomes. Assessments are not tied to time served in formal educational settings.*

*(Wolf, 2001: 2)*

Besides, (Witty et al, 2008: 1) described assessment as a process where “an assessor works with a trainee to collect evidence of competence, using the benchmarks provided by the unit standards that comprise the national qualifications”. Assessment goes through various tests, projects and exams and aims at determining the degree of learners' competency. Thanks to the results obtained, the success or failure of the learning process is declared for according to (Witty et al, 2008: 1) “The unit of progression in a competency based training system, is mastery of knowledge and skills and is learner focused” and relay on two main components:

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- Skill – a task or group of tasks performed to a specified level of proficiency which typically involves the manipulation of tools and equipment, or expertise that is knowledge or attitude-based.
- Competency – a skill performed to a specified standard under specific conditions.

Adding to this, (Witty et al, 2008: 1) viewed assessment as a means of identifying gaps and not failures in the learning process in order to develop skills for “*in the setting of a training provider, trainees can be given many opportunities to demonstrate skill and the assessment process should allow for the capturing and recording of these demonstrations*”. On the other hand, in her investigation, (Wolf, 2001: 2) gathered the main components that determine Competency Based Assessment in the following points:

- The emphasis on outcomes; specifically, multiple outcomes, each distinctive and separately considered.
- The belief that these outcomes can and should be specified to the point where they are clear and "transparent". Assessors, assesses, and "third parties" should be able to understand what is being assessed and what should be achieved.
- The decoupling of assessment from particular institutions or learning programs.

In this respect, a clear distinction is made between CBA and the traditional methods of teaching that leads to a great difference between competency-based assessment and the traditional one as shown clearly exposed in the table bellow elaborated by the (Organization of American States, 2006: 13):

	Competency Based Assessment System	Traditional Assessment System
Concept	Assessment of actual performance in a work role. Competency statements describe outcomes expected from performance of professionally expected functions are the knowledge and attitudes related to those functions.	Assessment is based on learning ability to achievement. Assessment is confined theoretically stated outcomes.

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Foundation	Explicit standards of required performance are required by industry or by research.	Curricular outcomes are defined by teaching staff/ school board or government.
Assessment Requirement	Assessment is independent of the learning program. Prior learning is recognized.	Assessment is an integral part of the learning program.
Evidence	Assessment evidence is a criterion-referenced individualized and determined by demonstration.	Assessment of norm-referenced and predetermined by course syllabus.

Table 6.1  
Competency Based Approach vs Traditional Assessment System

On the other hand, in their investigation, (Pitman et al, 2000:3) referred to the distinction made by Hayton et al, (1998) where they defined Competency Based Assessment as “ *a system in which a number of assessment techniques can be used, of which performance assessment is just one technique*” as opposed to performance assessment seen as:

*a technique that ‘is likely to be used in a competency-based system because both the system and the technique have a focus on criterion activities or outcomes’. Performance assessment has as its ‘key characteristic’ the ‘requirement that students be assessed on performance of a practical activity which is the criterion activity (e.g. performance of a job task at the workplace), or which is a simulation of the criterion activity’.*

*(Pitman et al, 2000:3)*

Performance assessment, according to Brualdi (2013), in order to achieve good assessment purposes, the teacher should clearly identify the following questions and find issues through some proposals.

- What concept, skill, or knowledge is about to be assess?
- What should students know?
- At what level should my students be performing?
- What kind of knowledge is being assessed: reasoning, memory or process?

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- Identify the overall performance or task to be assessed...imagine yourself performing it.
- List the important aspects of the performance product.
- Try to limit the number of performance criteria, so they can all be observed during pupil's performance.
- If possible, have groups of teachers think through the important behaviours or product characteristics.
- Do not use ambiguous words that cloud the meaning of performance criteria.
- Arrange performance criteria in the order in which they are likely to be observed.

Indeed, such an assessment provides the assessor with information about how the learner understands and uses the knowledge he collects. This technique is not very spread for according to (Brualdi, 2013:1) "*some teachers are hesitant to implement them in their classrooms...this is because these teachers feel they don't know enough about how to fairly assess a student's performance*". In order to highlight this situation, (Bashook, 2005: 19) referred to the diagram elaborated by Miller (1999) where he classified the development of competence and performance in a triangle.



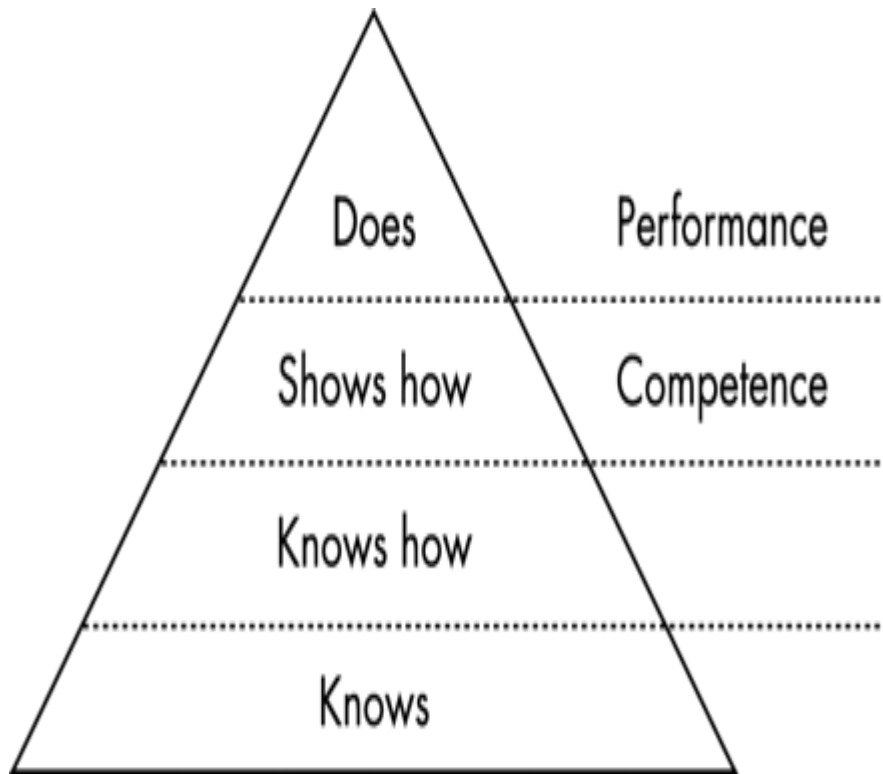


Figure 6.1

### Miller's Triangle of Competence Assessment

Miller's Triangle describes the process through which assessment goes in CBA which aims at integrating theory and practice in one process that develops the learner's competency and enables him to use it in everyday life. Harris et al, (2008) summarized the process of building competency in five main points. It starts with capacities and potentials the learner possesses that should be stimulated and developed in order to be used when solving problems in various situations. Adding to this, the learner should be able to shape his tasks and identify what the problem is and how to use it which develops self-confidence and motivation: the tools needed to find issues in his learning process inside and outside the classroom. Reaching competency makes learners develop self-esteem, sense of leadership and be good communicators. These non cognitive elements are of most importance since they are linked to the learner's personality

Harris et al, (2008) considered that each concept means that the learner 'knows something'. Thanks to all knowledge collected, the conceptualization process progresses and develops to various procedures that makes the learner know 'how to do something' and leads him to a new step that of to know 'how to be something'. In

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order to reach such a level the learner develops attitude to learning and problem solving as (Harris et al, 2008: 5) declared “*This approach established the focus of curricular materials which translated into related processes and combined to develop the learning of practices, concepts, procedures and attitudes, with the objective to solve simple and complex problems in daily life*”. In order to reach such a level of the competency (Harris et al, 2008: 6) referred to the instructions given to teachers by the ministry of education of El Salvador ( 2007) summarized in the following diagram:

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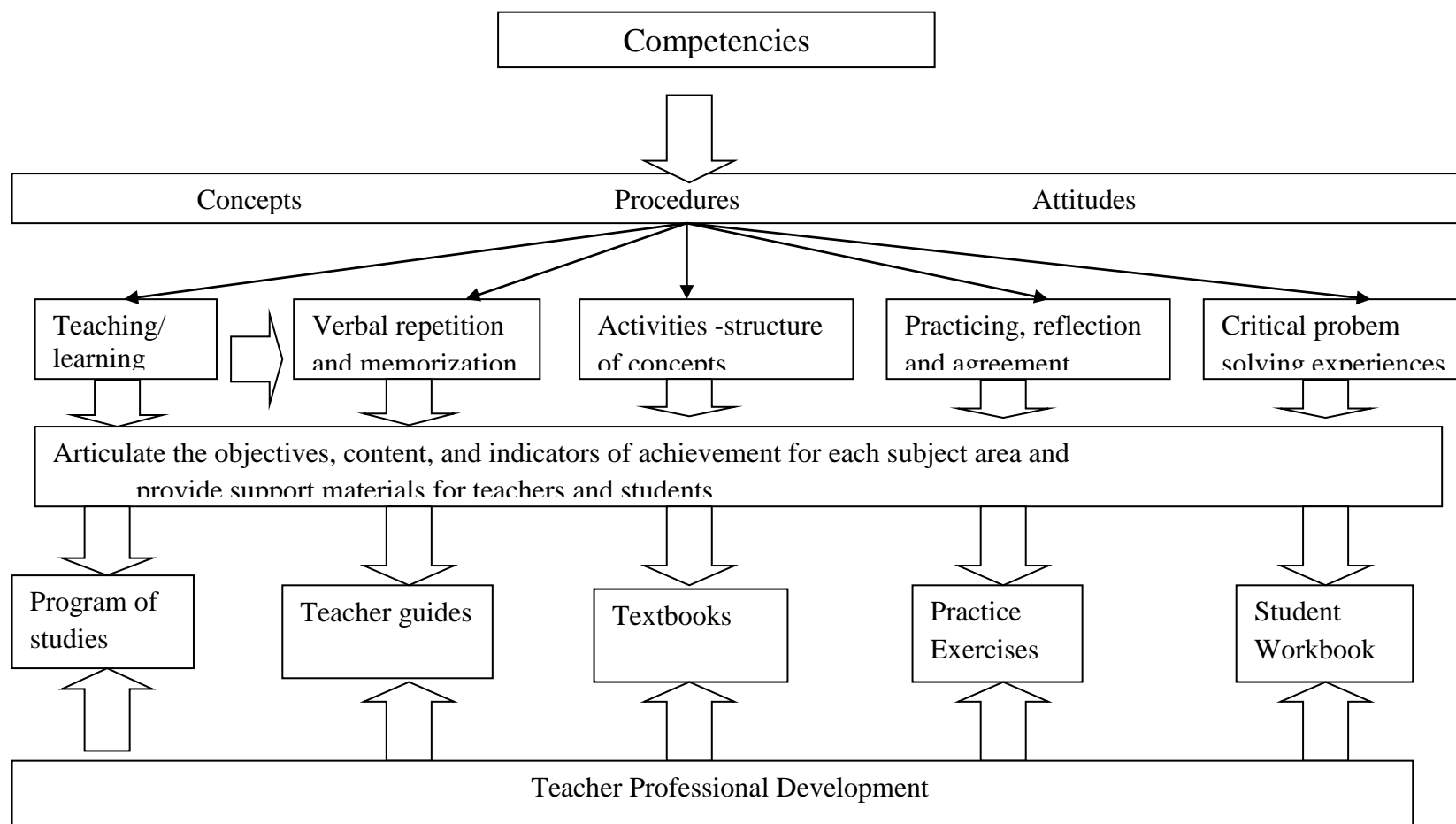


Figure 6.2

Ministry of Education, Curriculum and Learning Service

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The diagram above demonstrates that developing competency is not an isolated task but involves many components among them the program of study, teachers' guides, student activities, professional developments as declared in (Harris et al, 2008: 7) "*articulation of the tools necessary to improve the quality of learning is occurring institutionally rather than in isolation*". Adding to this, the role of the teacher is very important for: he transmits knowledge, manages the classroom and assesses learners for as shown in (Harris et al, 2008: 7) "*...the teachers and educational community are understanding competencies and the importance of life-long learning*".

### 6.3.3 Continuous Assessment

In CBA assessment goes through steps, in short it is a continuous process of collecting information about the way learners' progress in their learning and the way they use it in solving problems as described in the next statement:

*...teachers may use continuous assessment diagnostically before beginning a new lesson to identify whether students have mastered prerequisite skills needed for the lesson. Following a lesson or unit, teachers may use it to identify those students who need extra support or remediation. Typically, continuous assessment is used over time for monitoring student learning growth. Results are useful in the classroom and can also be used for evaluating the impact of an educational program.*

*(Harris et al, 2008: 7)*

Indeed, as already mentioned, when CBA has been introduced in the Algerian school, at the end of each unit, learners are asked to prepare projects or research papers. These works are supposed to provide the teacher with information and allow him to make continuous assessment but they are either not done or downloaded and the teacher does not react. Indeed, assessors should be aware of the various parameters of assessment and the great contribution of the continuous one:

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*For continuous assessment to be most effective there must be a direct link between curricular goals, the instructional process and the assessment process. The expected learning objectives or skills must be identified and sequenced so as to permit meaningful assessment and decision making. This curricular “road map” (often referred to as the “Scope and Sequence” or “Curriculum Standards”) provides a coherent progression of student performance expectations within a grade level and from one grade level to the next. By articulating the sequence of learning steps along the way to the curricular goal, teachers can plan their instruction more effectively and monitor each student’s progress towards this goal.*

*(Harris et al, 2008: 7)*

On the contrary, in the Algerian school, teachers assess memorization but not competency. The same situation has been noticed in 2007 in Uganda where, as declared in Godfrey (2010), assessors focused on what is taught and learners interested only on memorizing lessons for examinations and do not want to do practical work since its mark is not involved in the final exam. This leads him to conclude that when assessing, teachers did not focus on the cognitive domain and thus it was impossible to assess competency as declared in the following quotation:

*The concept of continuous assessment is not clearly understood by both the teachers and tutors. Most of them perceive CA as regular administration of tests and examinations in order to accumulate scores from which to get an average... Assessment is mainly used for grading and classification. This practice makes assessment to be perceived as a threatening activity that causes panic, pressure and restlessness amongst learners and teacher trainees.*

*(Godfrey, 2010: 12)*

Besides, the purpose of a successful continuous assessment is to encourage its users for according to Harris et al, (2008), it may be real source of motivation for learners and teachers at the same time since it helps in identifying the gaps in the teaching learning process and reveals readiness for progression. Thanks to the information gathered through this process, teachers are more aware of the instruction materials that enable them to guide grading and classification. In sort, continuous assessment acts as a teaching and learning activity.

Nevertheless, Harris et al, (2008) declared that in order to reach a successful continuous assessment some guidelines should be followed. At first, assessment should be based on what has already been learnt and all the observations as well as notes of

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learners' achievements should be taken on a daily basis in order to enable teachers to identify progress and problems at the same time. All this investigation should be included within a whole process undertaken at all primary schools and which results studied in common in order to identify the gaps and solve the problems. Indeed, the results obtained should not be used at the local level but be given to the ministry of education in order to be studied and generate issues and solutions to be wide spread in the whole country.

Indeed, in order to improve learning and reform the schooling system, the contribution of everybody is needed mainly teachers. Teachers are the one who put in practice instructions given by the Ministry of Education and shape their feedback for this reason, before using continuous assessment, it is urgent to make them aware of its two main types as clearly shown in the next step of this investigation.

### 6.3.3.1 Formative Assessment

Formative assessment is defined as being integrated within the teaching learning process achieved through exercises, paragraph writing, recitation and home works. Surgenor (2010) viewed this assessment as very important for it is not included in the final grade and thus is not determinant in the final mark or average that determine learner's level as declared in the following statement:

*The rationale is that students learn effectively by making and learning from mistakes which is difficult to do if their academic performance/final grade may be adversely affected. Since there are no marks at risk students can be more experimental, challenging preconceived ideas and developing more desirable higher cognitive skills.*

(Surgenor, 2010: 2)

Moreover, in his work, Surgenor (2010) made reference to the investigation of Brown and Knight (1994) where they suggested that this type of assessment should be the norm, for no mark is decisive. Learners are encouraged in working and motivated to improve their grade and perform better. Indeed, in exams the anxiety is high and learners do not always succeed in giving the right answer, however this assessment eliminates the feeling that handicaps the assesses and shows their real level for, as declared in (Surgenor, 2010: 1), learners “*will be motivated if they clearly see the point of their work; how it relates to the course, the module, and their career goals; if it is*

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*inherently rewarding or interesting; or if they can see their skills and expertise advancing”.*

According to (Looney, 2011: 5), in recent years many countries have adopted continuous assessment and included formative assessment in their schooling systems since it has an increasing role education policy for “*engaging students in their own learning processes, resonates with countries’ goals for the development of students’ higher-order thinking skills and skills for learning-to-learn*”. Through this assessment the teaching learning process actively develops as stated in the following statement:

*Formative assessment refers to the frequent, interactive assessment of student progress to identify learning needs and shape teaching. Black and Wiliam’s 1998 review of rigorous quantitative studies established that formative assessment methods and techniques produce significant learning gains – according to their analysis, among the largest ever identified for educational interventions. Moreover, a few studies have shown the largest gains for students who had previously been classified as low achievers. It also fits well with countries’ emphases on the use of assessment and evaluation data to shape improvements in teaching and learning.*

*(Looney, 2011: 5)*

In his investigation Looney (2011) made reference to the works of Allal (1979); Audibert (1980); Perrenoud (1998) where formative assessment goes through encompasses classroom interaction, questioning, structured classroom activities, which feedback aims at helping students to close learning gaps. (Looney, 2011: 5) took in to account the declarations made by Sadler (1989) where he considered information collected from several tests or school inspections “*be used formatively to identify learning needs and adjust teaching strategies*”.

Indeed, in order to achieve successful formative assessment it is important to use effective questions. Yes or no questions do not raise several levels of understanding and thinking that allows the identification of misconceptions and gaps to be solved. Direct questions stress on recall and memorization rather than reasoning processes for according to (Looney, 2011: 9) questions should “*explore students’ understanding regarding the direction of causality in a process they are just learning about, or “why” questions, will help to reveal possible misconceptions*”. Through dialogues based on series of questions and debates, teachers may guide learners to a better understanding of

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the topic and through answers they deepen their knowledge by generating their own lines of questions.

As an illustration, Looney (2011) referred to the analysis, made by Rupp and Lesaux (2006), of the relationship between learners' performance in reading comprehension as compared to questions used when assessing. It is worth mentioning, that the learner's were followed from preschool stage to the fourth year level of the primary school. It was noticed that:

*The standards based assessment provided only weak diagnostic information, and masked significant heterogeneity in the causes of poor performance. In order to identify the cause of poor performance and develop an appropriate instructional intervention, teachers needed to administer additional assessments with greater diagnostic precision.*

*(Looney, 2011: 16-7)*

Similarly, Looney (2011) used the study of fourth year learners of the primary level, undertaken in the US state of Washington by Buly and Valencia (2002) where teachers try to develop remediation for poor readers. They tried to provide learners with phonic instructions but unfortunately it was not fruitful for all. These two illustrations correspond to our investigation for the three of them take place at the primary school and the results obtained are almost the same for even Algerian learners are poor readers for this reason it is high time to adopt a new way of assessing them. In table 6.2 (Harris, 2008:9) proposed an illustrative skill sequence for developing reading comprehension.



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Pre-literacy	Early Emergent Literacy	Advanced emergent Literacy	Early Fluency and Reading Comprehension	Advanced Fluency and Reading Comprehension	Competencies for Life: Reading Comprehension
<p>Listens to a short story and retells parts of it</p> <p style="text-align: center;">→</p> <p>Matches simple symbols or letters</p> <p style="text-align: center;">→</p>	<p>Recognizes own name in print</p> <p style="text-align: center;">→</p> <p>Uses some initial letters to predict words</p> <p style="text-align: center;">→</p>	<p>Recognizes high frequency words</p> <p style="text-align: center;">→</p> <p>Uses letters and context to predict words</p> <p style="text-align: center;">→</p>	<p>Recognizes many words automatically (without need to decode)</p> <p style="text-align: center;">→</p> <p>Self monitors and corrects based on meaning</p> <p style="text-align: center;">→</p>	<p>Reads and accurately summarizes stories, articles or reports</p> <p style="text-align: center;">→</p> <p>Reads as a basis for making inferences or drawing logical conclusions</p> <p style="text-align: center;">→</p>	<p>Reads for work, pleasure, etc.</p>

Table 6.2

Illustrative Skill Sequence for Developing Reading Comprehension

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In the table above, Harris shows the way assessment of reading comprehension should be achieved which focuses on developing skills and competency. It relies on continuous assessment that goes not only through formative but also summative one as it is shown in the next step.

### 6.3.3.2 Summative Assessment

This type of assessment is the one usually conducted in the last weeks of each term. Its aim is to show whether learners have achieved what they are supposed to learn and its results are decisive as declared bellow:

*The results from these assessments are aggregated and used to determine whether a student has fulfilled the specified learning outcomes and may achieve some kind of accreditation. This usually causes a degree of anxiety since the grades received in summative assessments are final and can affect their future prospects. In summative assessments, therefore, students are less keen to experiment with ideas and concepts, preferring to 'play it safe', giving the answers they believe are expected of them, and banking the marks provided.*

(Surgenor, 2010: 1)

Indeed, summative assessment has one main objective is to assign the learner a grade that determines his 'level' used in order to make an average decisive shift from one level to the other. Its role is not to improve the learning process or the program. However, there are two forms of assessments: the objective and the subjective one. The former goes through a form of questioning which has one single answer and includes:

- Yes or no questions
- True or false
- Multiple choices
- Matching exercises
- Fill the gaps
- Selected choices

However, subjective assessment requires the teacher to take into account all the errors and mistakes, sentence structure, coherence and cohesion...Its questions may have:

- More than one answer

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- Includes extended response
- Essays
- Giving opinion
- Observations
- Oral

*Subjective assessment refers to judgmental and interpretive opinions based on the assessor. Such assessment is biased and prejudice in nature. It involves using previous records and experiences. For example, a teacher may award marks to a learner depending on gender, relationship, compensation, or position.*

*(Godfrey, 2010: 12)*

Subjective assessment involves the cognitive abilities of learners and allows the teachers to be ‘cool’ with learners who attend regularly as opposed to those who are very often absent. In short, assessment shapes the future of learners and teachers should be aware of it. Adding to this, in Algeria, teachers and parents complain about the time table and the syllabus. They all agree that the learner is given lots of data and is tired with a very heavy bag. However, the syllabus corresponds to the sociocultural background of the child yet it is too long.

### 6.4 The syllabus Design

As described in chapter four, the syllabus adopted in the primary school in Algeria corresponds to the sociocultural background of the child and to the basic notion of CBA and constructivism. In 2009, the National Committee of Programs under the leadership of the ministry of education has elaborated the ‘General Referential Programs’ (8) that highlighted all the purposes and the aims of the Algerian school achieved through its curriculum. It declared that the main vocation is to transmit the values of a whole society. Values common to all its members including political and social norms, cultural and spiritual spirit, strengthens the unity of the nation.

Besides, the school program is devoted to the development of the Algerian personality in order to preserve the Islamic, Arabic, Tamazight identity and inculcating the motion of democracy and promoting the human sources. Learning reading and writing is no more enough; the means of communications are so numerous and different that the whole world becomes similar to a big village where inhabitants share

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information easily. As a consequence, the schooling system tries to develop learners' competencies in order to enable them to live in modern societies. Government of Ireland (1999) and his colleagues believed that the primary role of the school curriculum:

*... celebrates the uniqueness of the child, as it is expressed in each child's personality, intelligence and potential for development. It is designed to nurture the child in all dimensions of his or her life—spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical... recognises the integrity of the child's life as a child and aims to cater for his or her needs and potential as they evolve day by day. By meeting these needs, the curriculum enriches the child's life and the foundations are laid for happiness and fulfilment in later education and in adult life.*

*(Government of Ireland, 1999: 6)*

Indeed, the main objectives of the curriculum in the primary school is to develop the intellectual and cognitive abilities of the child in order to make him ready for his future life with enough competencies to serve his country. In this respect, (Government of Ireland, 1999: 34-6) have summarized these objective sin the following points:

- To enable children to come to an understanding of the world through the acquisition of knowledge, concepts, skills and attitudes and the ability to think critically
- To enable children to apply what they learn to new contexts in order to respond creatively to the variety of challenges they encounter in life
- To enable children to become lifelong learners through developing positive attitudes to learning and the ability to learn independently
- To enable children to develop spiritual, moral and religious values
- To enable children to develop literacy skills, comprehension skills and expressive skills in language and to appreciate the power and beauty of language
- To enable children to develop numeracy and problem-solving skills and an understanding of mathematical concepts

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- To enable children to develop a respect for cultural difference, an appreciation of civic responsibility, and an understanding of the social dimension of life, past and present
- To enable children to develop skills and understanding in order to study their world and its inhabitants and appreciate the interrelationships between them
- To enable children to develop their creative and imaginative capacities through artistic expression and response
- To enable children to develop and express themselves physically through the acquisition of a range of movement skills and to appreciate the potential and importance of health and well-being
- To enable children to develop personally and socially and to relate to others with understanding and respect.
- In achieving these specific aims, further, more detailed objectives can be identified. These delineate particular skills, aspects of knowledge and facets of development that are relevant to the child's educational needs. The general objectives articulate learning outcomes and learning experiences that will facilitate the attainment of the aims of the curriculum. In engaging with the curriculum, the child should be enabled to communicate clearly and confidently using a range of linguistic, symbolic, representational and physical expression
- Explore and develop ideas through language
- Develop an appropriate range of comprehension strategies and problem-solving skills
- Understand and apply the vocabulary and phraseology particular to the different subjects in the curriculum

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- Locate, extract, record and interpret information from various sources
- Use information and communication technologies to enhance learning
- Listen attentively and with understanding
- Read fluently and with understanding
- Develop a love of and an interest in reading
- Write fluently and legibly and acquire an appropriate standard of spelling, grammar, syntax, and punctuation
- Develop a competence in a second, and perhaps a third, language at a level appropriate to his or her ability and cultural and linguistic background
- Understand computational skills and apply them with accuracy and speed
- Understand and apply mathematical concepts
- Extend his or her knowledge and understanding of, and develop a range of skills and interest in, the cultural, historical, geographical and scientific dimensions of the world
- Develop and apply basic scientific and technological skills and knowledge
- extend his or her knowledge and understanding of, and develop curiosity about, the characteristics of living and non-living things, objects, processes, and events
- Develop an appreciation and enjoyment of aesthetic activities, including music, visual arts, dance, drama and language

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- Develop the skills and knowledge necessary to express himself or herself through various aesthetic activities, including music, visual arts, dance, drama and language
- Acquire a knowledge and understanding of the body and movement, and develop agility and physical co-ordination
- Develop a positive awareness of self, a sensitivity towards other people, and a respect for the rights, views and feelings of others
- Develop a foundation for healthy living and a sense of responsibility for his or her own health
- Develop self-discipline, a sense of personal and social responsibility, and an awareness of socially and morally acceptable behaviour
- Acquire sensitivity to the spiritual dimension of life
- Develop the capacity to make ethical judgments informed by the tradition and ethos of the school
- Develop a knowledge and understanding of his or her own religious traditions and beliefs, with respect for the religious traditions and beliefs of others.

The statements cited above seem to be similar to those involved in the Algerian school, yet the results obtained are not. Adding to the linguistic problem and even if the objectives of the curriculum correspond CBA perspectives, learner do not have the expected feedback as described in chapter four and the beginning of the five. Nevertheless, it seems to be obvious that the child is taught many files. For example, in the first year, eight different fields are dealt with: Arabic Language, Mathematics, Scientific and Technological Education, Religious Education, Civic Education, Music, Arts (drawing and/or painting) and Sports are taught. Whereas, in the third, fourth and five year, the number raises to 10, Arabic Language, Religious education, History,

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Geography, Scientific and Technological education, Civic education, Music, Arts (drawing and/or painting) and Sports in addition to French.

In short, the child spends six hours and half in the classroom which seems too much for such a young age. When he leaves in the afternoon, learning does not stop for at home he is given home works made of exercises and rote learning. According to the Programs' General Referential, the timing at school is linked to the age of learners' capacity of concentration, attention and assimilation limited by international norms. This last considered that the timing should be progressive and equally divided between the various domains of activities. It is also declared that international norms include external supervision to the timing devoted to learning thanks to internet, libraries at schools, cybercafé, available computers. Neither school nor the family can afford these elements for children for this reason the ministry of education keep children at schools for a long time in order to make them in contact with educators as long as possible.

As a consequence, through the child gets tired and may be de-motivated for parents are always complaining and asking him to go and do homework whereas teachers punish him if he fails or forget doing it. Furthermore, some parents oblige their children to take private lesson after leaving school but they forget that this child needs rest, playing and freedom. For this reason, it is urgent to reduce the timing devoted to learning at school and diminish the curriculum either by omitting lessons or by grouping them in one if possible.

As far as Arabe Scolaire is concerned, it is urgent to allow sociolinguists and language planners to solve the linguistic situation in our country. It is high time, to make a language planning based on scientific and sociolinguistic studies for politicians are not specialized in this field of research. Indeed, it is useless to borrow from English when French is already established in Algeria. As an illustration, before going to school, the computer is introduced for the first time to the child under the name of 'ordinateur' when he goes to school it becomes [lkampjuutr] and [lhasuub]. when he reaches the third year level and studies French it is named 'ordinateur' and then when he starts learning English the word 'computer' is introduced again that makes the child lost.



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In fact, this situation may be avoided if the borrowings are made from French it will be easier for learner to memorize names since they occur frequently in the mother tongue. It may seem obvious to standardize a variety that fits the needs of the learner and bridges the gap between his mother tongue and AS nevertheless; this last may be introduced when the study of Arabic literature starts.

### **6.6. Conclusion**

In the light of this analysis, it is noticed that school problems in Algeria may be solved starting by making teachers ready and able to deal with the new approach and curriculum. In addition to this, the teacher should know his role and its impact not only on the learning process but on the child's psychological, social, cognitive and metacognitive development. Thus, more training is needed, adding to some political willingness the schooling system in Algeria will be better.

### Chapter Notes

1- Magnetic resonance imaging (MRI) is the newest, and perhaps most versatile, medical imaging technology available. Doctors can get highly refined images of the body's interior without surgery, using MRI. By using strong magnets and pulses of radio waves to manipulate the natural magnetic properties in the body, this technique makes better images of organs and soft tissues than those of other scanning technologies. MRI is particularly useful for imaging the brain and spine, as well as the soft tissues of joints and the interior structure of bones. The entire body is visible to the technique, which poses few known health risks. (<http://medical-dictionary.thefreedictionary.com/magnetic+resonance+imaging>)

2- Long-term memory refers to the continuing storage of information. In Freudian psychology, long-term memory would be called the preconscious and unconscious. This information is largely outside of our awareness, but can be called into working memory to be used when needed. Some of this information is fairly easy to recall, while other memories are much more difficult to access. Through the process of association and rehearsal, the content of short-term memory can become long-term memory. While long-term memory is also susceptible to the forgetting process, long-term memories can last for a matter of days to as long as many decades. Long-term memory is usually divided into two types - declarative (explicit) memory and procedural (implicit) memory.

- **Declarative** includes all of the memories that are available in consciousness. Declarative memory can be further divided into episodic memory (specific events) and semantic memory (knowledge about the world).
- Procedural memory involves memories of body movement and how to use objects in the environment. How to drive a car or use a computer are examples of procedural memories. (<http://psychology.about.com/od/memory/f/long-term-memory.htm>)

3- Working memory is a system for temporarily storing and managing the information required to carry out complex cognitive tasks such as learning, reasoning, and comprehension. Working memory is involved in the selection, initiation, and

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termination of information-processing functions such as encoding, storing, and retrieving data.

One test of working memory is memory span, the number of items, usually words or numbers that a person can hold onto and recall. In a typical test of memory span, an examiner reads a list of random numbers aloud at about the rate of one number per second. At the end of a sequence, the person being tested is asked to recall the items in order. The average memory span for normal adults is 7 items. (<http://www.medterms.com/script/main/art.asp?articlekey=7143>)

4- Authoritarian teacher places firm limits and controls on the students. Students will often have assigned seats for the entire term. The desks are usually in straight rows and there are no deviations. Students must be in their seats at the beginning of class and they frequently remain there throughout the period. This teacher rarely gives hall passes or recognizes excused absences. Often, it is quiet. Students know they should not interrupt the teacher. Since verbal exchange and discussion are discouraged, the authoritarian's students do not have the opportunity to learn and/or practice communication skills. (Dunbar, 2004:9)

5- Dyslexia: Dyslexia, also known as reading disorder or alexia, is a learning disability characterised by trouble reading despite a normal intelligence. Different people are affected to different degrees. Problems may include sounding out words, spelling words, reading quickly, writing words, pronouncing words when reading aloud, and understanding what was read. Often these difficulties are first noticed at school. The difficulties are not voluntary and people with this disorder have a normal desire to learn. Retrived from <https://www.google.dz/#q=Dyslexia>

6 Dysgraphia: inability to write properly; it may be part of a language disorder due to disturbance of the parietal lobe or of the motor system. It is a deficit in writing ability, regardless of ability to read, without impairment of intellect. There are three forms: dyslexic, spatial, and motor. Retrived from <http://medical-dictionary.thefreedictionary.com/dysgraphia>

7 Dyscalculia: Dyscalculia is usually perceived of as a specific learning difficulty for mathematics, or, more appropriately, arithmetic. Retrived from <http://www.bdadyslexia.org.uk/dyslexic/dyscalculia>

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8- General Referential Programs' (the translation is mine): is entitled, 'Référentiel general des programmes' officially published under the law N° 08.04 of the 23<sup>rd</sup> of January 2008.

## **General Conclusion**

## General Conclusion

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### General Conclusion

The socialization process of the child goes through steps; it starts at home where he acquires his mother tongue and masters its grammar. In a short period of time, the child becomes a competent speaker since he knows how, where and when to use a given structure. Through his mother tongue, the child develops all his mental and intellectual processes and at the same time develops his thinking. Through the mother tongue, the child shapes his cognitive and metacognitive abilities and reaches his emotional and psychological equilibrium. Moreover, thanks to this same language, the child gets in touch with his traditions, history and all the social norms; in short, culture. In fact, he develops his personality, acquires the adequate behaviour in any given situation and becomes more involved in his social life.

However, when the child goes to school, he undertakes the second most important period of his socialization process. The schooling process, in Algeria, lasts for twelve years or thirteen for those who go to preschool classes. Modern education believes that learning is a continuum and school comes to reinforce and develop the knowledge already acquired at home. This notion is the basic idea of constructivism and socio-constructivism both of them the stepping stone of CBA recently introduced in Algeria. Indeed, this approach focuses on teaching culture since the whole socialization process starts at home and is carried on at school.

In Algeria, the child reaches school age at six. At this age, he has already internalized the grammar that generates his mother tongue through which all his needs are expressed and the basis of his social and cultural behaviour. He uses it in narration, description, when giving justification or analyzing a situation or congratulating oneself and even in expressing his imagination and lying. In fact, he has been introduced to his culture through this same language. However, at school, he is introduced to AS the variety used during all his schooling process. The child is told that his mother tongue is incorrect and that AS is the one to be adopted. In the teacher's book, it is clearly mentioned that the role of school is to correct and purify the linguistic behaviour of the child and his family at the same time.

As a consequence, the child is confused because he is required to forget the principal aspects of his being in order to learn new ones. Moreover, the mother tongue is transmitted at home and it is through it that the founder elements of his personality

## **General Conclusion**

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and identity are achieved. Claiming that the mother tongue is incorrect reduces trust in the family, threatens all the socio-cultural notions he possesses thus the whole socialization process of the child. On the other hand, how can culture be taught without making reference to the language that vehicles it and through which it is acquired. The difference between ASA and AS is not limited to the lexical level it also involves the phonological and the morphological ones and even at the sentence level. Meanwhile, ASA/ French bilingualism is also part of the child's linguistic repertoire or a little amount of it, all these factors widens the linguistic gap in which the child is involved.

Besides, all teachers of the primary school agree that when the child comes to school for the first time, he does not really understand AS for this reason they always go back to the mother tongue. Language continuum is a wide spread phenomenon that takes place in almost all 'official' situation at all levels. However, the linguistic situation is a real drawback, because the child is introduced to short and simple sentences although he is accustomed to use more complex ones. The learner is introduced to paragraph writing only at the third year, a performance he is able to perform orally in his mother tongue through narration. As a consequence, this linguistic gap does not only limit the child's abilities of expressing himself; it also affects his thought and leads him to school problems and thus to social failure.

On the other hand, in order to learn AS, the child learns all his lessons by heart and answers are introduced in the questions. That is to say, he is not allowed to express his ideas freely. He does neither think nor develop structures but always repeats and learns by heart. The child, therefore, does not develop his thought and conception for he does not involve his metacognitive abilities and does not refer to ZPD in learning. The result is that as declared in Bruner all the non structured knowledge is forgotten. Thus, the learner is not accustomed to use all his mental processes in learning and neither analyzes the situation he is confronted to nor develops his knowledge. He becomes accustomed to repeat others opinions through imitation without being able to develop his own convictions thanks to a logical and pragmatic thinking. In short, he will not shape his own personality and knowledge that is why he imitates films stars that represent industrial development and social emancipation or develop extremist behaviour and attitude.

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The schooling process of the child is made through AS. It introduces various topics like religious education that teaches the social aspects of religion as well as some Koranic verses. Religion carries many philosophical and abstract concepts and ideas that are sometimes beyond the child's reach. Meanwhile, he is taught religion through punishment and hell but never reward, heaven and love. Unfortunately, these ideas become so deeply rooted in his mind that justifies all that happens around him with 'God punishment'. Rather than trying to understand the scientific explanation and wondering about the causes, he prefers referring to a non logic explanation. For example, people rarely go to psychologists and most of the time link their harm to witchcraft and prefer to see fortune tellers and wizards or an exorcist named [arraaqi:]. Unfortunately, most of them are opportunists since they use the ignorance of people to get money.

However, school is above all a social institution; it teaches the child his social and cultural values. The child not only learns to read and write but also to think logically and classify his ideas in order to be able to organize his future. This achievement is reached thanks to the cognition and metacognition that should be developed at school and mainly at the primary level for the future of the whole learning process is determined at this period. Moreover, research has shown that investment at the primary school shapes the whole economic and social future of countries where enough awareness and importance is given.

In Algeria, things are not like this because the child gets mixed when he is required to forget all that he knows in order to learn new things. He does not learn to think because he repeats all the time and is passive in the classroom. Hence, he is not involved in his learning process although he is a determinant element in its success. It is worth mentioning that the main idea of CBA is to consider the learner at the center of his learning as officially stated by the National Committee of Programs.

As a matter of fact, the real situation of the classroom does not correspond to the declarations made by the Ministry of Education. At first the preschool classes are not available in every school, if yes they are not enough. Classrooms are overcrowded and the number in each of them may reach forty even in the first year of the primary school. Besides, CBA focuses on the personal investigation of the learner achieved through research and participation. Yet, the great number of learners in each classroom, the non



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mastery of AS added to along syllabus in each files and units, hardens the teacher's job. He has to teach language to a great number of pupils and at the same time to finish the syllabus.

On the other hand, for the primary school teachers, CBA has been introduced but the inspectors of education have not explained really its tasks, use and targets. Thus even though all manuals and text books have been changed, they are still taught in the traditional way. Teachers proclaim that the old method is better but agree that they do not know CBA. So how is it possible to develop skills when using CBA if all that surrounds the new approach does not take place: teachers are not ready, classrooms overcrowded, neither computers nor internet are available at schools. This is beyond the fact that most of primary school teachers have never gone to university and do not know how to manipulate the web mainly the old ones.

It is not enough to import an approach that has succeeded in different parts of the world and use it as such in Algeria to solve school problems. In order to make CBA successful in our country, it is important to make all the parameters that surround it ready to its establishment, starting from teachers and language. At first, teachers should be aware about their role in the classroom and be conscious that they are one of the most important elements of a successful learning. As an illustration, when the President Bouteflika addressed for the first time the Algerian people, by using formal Arabic through grammatically and semantically correct sentences; he was criticized in newspaper which considered that the speech was for Middle East inhabitants and not for Algerians.

In Algeria the mother tongue is either ASA and/ or Berber, and French is used frequently; whereas, AS does not fit the everyday communication of people. It is high time to look at the problem from a scientific rather than a political view point. Indeed, for a long period of time, the process of Arabization has aimed at changing the linguistic behaviour and make people use AS. It was a total failure for it is Man who uses language and adopts it to his time and need. The Koran is the holy book and not the language through which it is written otherwise why not considering the languages of the other holy books as sacred too. Language is a means of communication and a symbol of identity. Yet, in Algeria, ASA reflects all our culture and history and not AS.

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Researchers like Maamouri (1973) in Tunisia, Benali (1993) and Taleb Ibrahim (1997), Miliani. M. (1997) witnessed the emergence of a variety that gathers both AS and ASA named 'the middle language' by some linguists and 'language continuum' by Taleb Ibrahim. That is why, more investigation may be useful in this field in order to try to describe and standardize it. It is high time that politicians give the ground to linguists to do their job in order to bridge the gap between what is acquired at home and taught at school. Sociolinguists are aware of the situation and should be able find issues. It is not enough to establish CBA for school failure in Algeria is still noticed even after the establishment of the new approach and the high rate of success in the baccalaureate exam; students take more than one time in order to be able to choose the field they want to study.

On the other hand, in the primary school CBA is not applied although textbooks have been changed yet the curricula is too long even if some of it seems to be interesting. At the first year, the learner is introduced to mathematics, religious education, science and technology and civic education through a new language not mastered at all but does not practice sports. The learner gets bored and anxious for he is asked to concentrate for a very long period of time. Modern investigations have proved that devoting 45 mm to physical activity develops cognition and metacognition since results are better even if time for learning is reduced, raises concentration in the classroom, reduces anxiety and collaboration in the classroom.

Indeed, through years, more fields of study are added like history, geography and French; starting from the third year 8 different topics are taught till the end of the fifth year the pupil is asked learn long paragraphs in each one of them mainly history to which he develops a negative attitude. The fifth year is determinant in the primary school which average is added to that of the final exam taken at it end. Teachers make great efforts in the three fields concerned by the exam yet the learner is always asked to memorize history, geography, science and technology and civic and religious education where very long Sourats are taught. Besides, curricula are also too long where lessons taught the preceding year are repeated. Is it is clearly noticed that there is no uniformity in the methodology followed in the classroom, some teachers use a C.D. sold in libraries where pedagogical papers are introduced dealing with each field whereas the rest do not. The C.D. in question has been elaborated by a group of teachers who tried to respect CBA concepts and has no official existence in the Ministry of Education.

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In the light of this investigation and in an attempt to take part in finding issues to some of the school problems in Algeria, some proposals which may contribute in the elaboration of reforms, are given. Adding to the linguistic reforms, it is urgent to make teachers aware about the great role they have in the learning process. The teacher is a determinant elements; he is the model that symbolizes knowledge and the correct behaviour to be followed. In fact, the way the teacher manages the class and the classroom influences the feedback of learners and either reduces or raises anxiety. The atmosphere of the classroom shapes the learner's attitude and influences the rate of motivation in learning. Accordingly, assessment should not be neglected for it either motivate or destroy the learner.

On the other hand, teachers should be aware about CBA's concepts, notions and goals. It is not enough to use text books but what is important is to know how to use them in order to develop competencies. The success of CBA in Algeria is deeply linked to all the parameters that surround its application starting from the sociocultural background that should be linked to the classroom including language, cognitive and metacognitive abilities of the child, the behaviour of the teacher, the timing at school... each of them has a direct impact on the learning process, the use CBA and the result obtained.

Learning outcomes has shown that nothing has changed in our schools except the name of the approach. The exams took another form but all answers are based on rote learning even when a comparison is asked. Teachers do not focus on understanding and analyzing the data but only on memorization and the one who is able to remember everything gets the best marks no matter if he has not grasped the meaning. Moreover, even in mathematics were logical thinking dominates, the learner is given long lists of rules that he should mention in the same way otherwise he loses points even if he is able to deduce them.

Indeed, teachers do not encourage competency and structures in learning but only memorization that seems to be a very hard task for learners who at a very early age start using techniques for cheating by using modern technology to 'succeed'. This phenomenon is very wide spread among learners at all levels including university and the unique manner to struggle against it is to avoid memorization and to focus on structuralizing knowledge and developing competence. In the light of the analysis, it is

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obvious that some good marks are given the learners whose cognitive capacities are limited and the real good thinkers are not the best for this reason an urgent need for training teachers is noticed, they should be aware that CBA focuses on continuous assessment which determines the degree of competency developed.

Moreover, it is clearly noticed that the primary school in Algeria does not fulfill its task which may seem to be able to read, write and use numbers; this is wrong. The real task of the primary school is to develop a logical and pragmatic reasoning thanks to analysis and synthesis which may be achieved thanks to the development of cognition and metacognition. The learner should acquire capacities in using knowledge inside and outside the classroom and not to learn to get the average than forget everything. This behaviour threatens the whole schooling process which impact is spread to the future of the whole country at various levels.

Among the proposals given deal with the syllabus, the more the child moves to next levels the more he is introduced to longer lessons that he has to learn by heart. So, where is developing competence if the learner is not allowed to think, guess, wonder, and give arguments...? How is it possible for learners to know how to make research and develop competence when acquiring knowledge in order to develop 'how to be' and 'when to be' if they are neither allowed nor taught how to do it.

It is worth mentioning that when the child undertakes his schooling process, he moves from a well-established way of life to new one without any period of adaptation. So there is a break at various levels between what he used to do and his new life. The child is, in fact, neither prepared morally nor physically to this new process for this reason a preschool class is needed to prepare the field for the schooling process. This pre-school class should accept each child about to undertake his academic learning.

The socialization process of the child is carried on at school. Any school failure entails that of the whole socialization process. School is, therefore a determinant factor because it gives the child the knowledge and the basis of his cultural and social life he needs to shape his mind and personality. It is the input. If the input corresponds to the intellectual, social and cultural needs of the learner, if it is well transmitted and structured, the output will be good and the learner will develop competence. On the other hand, if the learning is based on rote learning it will be forgotten and lost. If there

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is a gap, the child will not identify his mind and social life in this input. Thus he is lost and fails.

In Algeria, parents always complain and consider that all the youngsters are the same in their mind, needs and behaviour. The obvious explanation is that they have followed the same schooling process. To save our youth from this process of failure, and solve the problems, it is important to be aware that school shapes thought and mind; it develops thinking and social behaviour. Evaluating school failure can not be limited to statistics given by the Ministry of Education concerning the rate of success at the baccalaureate exam for everything takes place at the mental level.

In our country, many bright minds, linguists, educational psychologists... are aware of this situation; many investigations have been undertaken, mainly at university, in order to highlight the causes and consequences of this school failure. Their attempt is also to find issues in order to solve this harmful situation. Recently the Minister of Education who lasted from 1997 till 2012 had been changed; it is urgent for the new one to allow educational psychologists to do their job. A real collaboration between scientists is needed for it is easy to find solutions for economic crisis but not for social ones. Urgent and efficient issues are needed in order to save all the coming generation and the future of this country.

# **Appendices**

# Appendices

## Appendix 1

التعائش<sup>4</sup> مع الإنسان غير ممكن» وقالت السَّمَانَةُ<sup>5</sup>: «ويصنع البنادق والبارود ليصطادني». وقالت التَّمَلَةُ: «إنه يدمر بيوتنا».

فجأة نطق الحصان: «يبدو أنكم لا تعرفون الإنسان، ولكنني أعرفه جيداً. أنا شاهدت الإنسان يبكي لموت كلبٍ ولموت خروفٍ صغير. يجب أن تعيش مع الإنسان لتعرفه جيداً وتحبّه وتحسّ حنان صوته. أنا الذي حملته في رحلاته<sup>6</sup> الطويلة، وسمعتُه يبكي ويعني ويضحك وأعرف كل ما يحمله في قلبه، وأعرف أنه سيفرح كثيراً عندما تصله رسالتنا للسلام.

وافق الثور الحصان على كلامه قائلاً: «عندك كل الحق، يجب أن نرسل إلى الإنسان رسالة للسلام».

خافيري فيفياني  
ترجمة طلعت شاهين

### أتحاور مع النص

#### أتعرف على معاني المفردات

1. توقيع : إمضاء .
2. بثّرثرته : بكثرة كلامه .
3. استأذن : طلب الأذن .
4. التعائش : العيش في سلام .
5. السَّمَانَةُ : طائرٌ صغير .
6. رحلاته : أسفاره .

#### أفهم النص

- \* لماذا شكّت الحيوانات في دعوة الثعلب ؟
- \* ما الذي جعلها تقبل ؟
- \* ماذا طلب الثعلب من الحيوانات ؟
- \* ما اقتراح النمر على الحيوانات حتى تعيش في سلام ؟
- \* ما الحيوانات المُخلصة للإنسان ؟ وما العبارات التي تدل على ذلك ؟
- \* علام اتفقت الحيوانات في نهاية الاجتماع ؟

#### أعبر

- \* تخيل ماذا تقول الحيوانات للإنسان في رسالة السلام التي ترسلها إليه .
- \* كونوا مجموعاتٍ من أربعة تلاميذ، وتكتب كل مجموعة رسالة إلى أطفال العالم تدعوهم فيها إلى السلام . قارنوا بعد ذلك بين الرسائل واصنعوا منها رسالةً جماعيةً ؟

# Appendices

## أتعرف على النص

### ألاحظ



اصطحب ثعلبان واتفقا على أن يبحثا عن الرزق، فأقبل عليهما أسد يزأر، فتقدما بين يديه خاضعين وقال أحدهما: "أيها الأسد، وجدنا أغناما واختلنا في قسمتها، فجنناك لتقسم بيننا بالعدل" فقال الأسد: "ليذهب أحدكما فيأتي بهذه الأغنام ذهب أحدهما مسرعا، ولجأ إلى كروم العنب واختفى فيها، ولم يعد فقال الآخر: "لقد غاب الخائن ليأخذ الأغنام" أمره الأسد بإحضاره مع الأغنام فانصرف وتسلق حائطاً ولم يعد هو الآخر.

ذهب الأسد في طلبهما فرأى الثعلب الثاني فوق الحائط فسأله عن صاحبه وأمره بالنزول ليحكم بينهما، فقال الثعلب: "قد اصطلحنا فاذهب حيث شئت". وهكذا عرفا كيف ينجوان بحسن حيلتهما.

### أتذكر

- يتكلم النص دائما عن موضوع واحد.
- يتكون النص من فقرة أو عدة فقرات.

### أتدرب

1 أعد ترتيب الفقرات الآتية لتحصل على نص:

فتح الثعلب فمه، وتكلم فسقط الديك وأخذ يجري نحو القرية فأسف الثعلب لضياح فريسته وقال: "لعن الله الفم المفتوح في غير وقته" وقال الديك: "لعن الله العين المغمضة في غير وقتها".

أغمض الديك عينيه وصفق بجناحيه وصاح فوثب الثعلب عليه، لكن كلاب القرية أحست به فجرت وراءه ففر مدعورا فقال له الديك: "إذا أردت أن تتخلص من هذه الكلاب فقل لها: "إن هذا الديك من قرية أخرى".

مر ثعلب بإحدى القرى بعد الغروب، فرأى خارج القرية ديكاً يبحث عن الحب، فتقدم إليه وقال له: "لقد كان لأبيك صوت جميل، وكنت حين أسمع صياحه أعود إلى بيتي مسرورا". قال الديك: "إن صوتي أيضا جميل".



# Appendices

## أَتَعْرِفُ عَلَى صِيغَةِ الْكَلِمَةِ

### أَلَا حِظْ

- عَرَفَ الثَّعْلَبُ أَنَّ الْحَيَوَانَاتِ تَشْكُ فِيهِ .
- كَانَتِ الْحَيَوَانَاتُ تَعْرِفُ أَنَّ الثَّعْلَبَ مَا كَرِهَ .
- الثَّوْرُ مَعْرُوفٌ بِطَبِيبَةِ قَلْبِهِ .
- قَالَ الْحِصَانُ لِلنَّمِرِ أَنَا عَارِفٌ مَا تُفَكِّرُ فِيهِ .
- وَلَكِنْ اعْرِفْ جَيِّدًا الْإِنْسَانَ لِتَحْكُمَ عَلَيْهِ .

### أَتَذَكَّرُ

صِيغَةُ الْكَلِمَةِ هِيَ الشَّكْلُ الَّذِي تَظْهَرُ بِهِ الْكَلِمَةُ مِثْلُ : عَرَفَ ← فَعَلَ

• كُلَّمَا تَغَيَّرَتِ الصِّيغَةُ تَغَيَّرَ مَعْنَى الْكَلِمَةِ مِثْلُ :

عَرَفَ	يَعْرِفُ	اعْرِفْ	عارِفٌ	مَعْرُوفٌ
فَعَلَ	يَفْعَلُ	افْعَلْ	فَاعِلٌ	مَفْعُولٌ

• صِيغَةُ فَعَلَ هِيَ أَصْلُ الْكَلِمَاتِ مِنَ الْأَفْعَالِ وَالْأَسْمَاءِ :

عَرَفَ ← يَعْرِفُ      فَعَلَ ← يَفْعَلُ

### أَتَدْرِبُ

- حَوَّلِ الْكَلِمَاتِ الْآتِيَةَ حَسَبِ النَّمُودَجِ الْآتِي : سَمِعَ - كَتَبَ - فَتَحَ - نَطَقَ .

عَلِمَ      يَعْلَمُ      اعْلَمْ      عَالِمٌ      مَعْلُومٌ

## أَثَرِي لِعَتِي

- 1 رَتَّبْ فِي كُرَّاسِكَ هَذِهِ الْأَحْرُفَ الْهَجَائِيَّةَ تَرْتِيبًا صَحِيحًا ثُمَّ احْفَظْهَا عَنْ ظَهْرِ قَلْبٍ :  
ث - ر - س - ه - ع - ف - ك - ن - م - ب - ز - ش - و - ل - ظ  
ت - غ - أ - ي - ج - د - ص - خ - ض - ذ - ق - ح - ط .
  - 2 عَجَزَ صَدِيقُكَ عَنْ اسْتِعْمَالِ الْقَامُوسِ، اِشْرَحْ لَهُ بِالتَّرْتِيبِ الْخَطَوَاتِ الَّتِي يَجِبُ أَنْ يَتَّبِعَهَا .
  - 3 اِبْحَثْ فِي الْقَامُوسِ عَنِ الْكَلِمَاتِ الَّتِي تَحْتَهَا خَطٌّ :
- الثَّعْلَبُ مَعْرُوفٌ بِثَرْتَرَتِهِ .
  - الْإِنْسَانُ سَيِّدُ الْمَخْلُوقَاتِ .
  - الثَّوْرُ طَيِّبٌ وَمُحِبٌّ لِلْعَدْلِ .
  - أَمَرَ الْأَسَدُ الثَّعْلَبَ بِالنُّزُولِ مِنَ الشَّجَرَةِ .

# Appendices

## Appendix 2 Reading Comprehension

المستوى: الخامسة ابتدائي  
المادة: قراءة + أداء + فهم + هيكل النص  
المحور: الحياة الثقافية والفنية  
الموضوع: في مهرجان الزهور  
الأهداف والكفاءات:

- القراءة المسترسلة مع احترام علامات الوقف
- شرح الكلمات والمفردات
- استنتاج المعاني الظاهرة والكامنة

المراحل	الوضعية التعليمية/التعليمية	مؤشر الكفاءة
وضعية الانطلاق	ماذا يكثر في فصل الربيع ؟	.....إجابات مختلفة
بناء التعلمات	فتح الكتب وتأمل الصورة إثارة نقاش قصير حول الموضوع	
القراءة الصامتة	ما هي الأزهار التي ذكرت في النص ؟	يجيب عن السؤال حسب ما فهمه من النص
القراءة النموذجية	القراءة التمثيلية - القراءة النموذجية - ماذا اقامت ضاحية الحدائق؟ - كيف كان سكان الضاحية يوم المهرجان ؟ - كيف كانت أوراق ليك الماء ؟ - ماهو المشهد الذي جمّد المشاهدين وألهب أكفهم بالتصفيق ؟ - ما أجمل زهرة في هذا المهرجان ؟ ولماذا ؟	يجيب عن الأسئلة حسب ما فهمه من النص
شرح المفردات	يتعرف على معاني الكلمات - شككت لجنة - صدحت الموسيقى- على صفحة الماء - بهرم - الفرح العارم - الحشود	يتعرف معاني الكلمات و يوظفها في جمل مفيدة
استخراج الأفكار	- مالفكرة التي نستخرجها من الفقرة 1 و2 ؟ - ما الفكرة التي نستخرجها من الفقرة 3 و4؟ - مالفكرة التي نستخرجها من الفقرة الاخيرة؟ - مالفكرة أو العبرة المستخلصة من النص ؟	يستخرج الأفكار الجزئية لنص  يستخرج الفكرة العامة للنص
و استثمار المكتسبات		

# Appendices

## Appendix 3

### Teaching Arabic Grammar Methodology

المادة: قواعد نحوية  
المحور: الأسفار والرحلات  
الموضوع: التعرف على الأفعال الخمسة  
الأهداف والكفاءات: - اكتشاف الظاهرة النحوية  
- القدرة على تعيين الأفعال الخمسة وتوظيفها.

المراحل:	نشاطات المعلم:	نشاطات المتعلم:
<b>وضعية الانطلاق:</b>	- أذكر جملة فعلية وبين أجزاءها؟ - صرفوا الفعل "يذهب" مع هذه الضمائر: أنت ، أنتما ، هم	- ...فعل و فاعل ومفعول... - ...
<b>بناء التعلمات:</b>	- <b>السند:</b> اجتمع أهالي البحارة <b>يودعون</b> أقاربهم. ولكن غيب نير وظول المسافة <b>يقلان</b> من ثقة البحارة . فعرف كولومبس أن البحارة أرادوا أن <b>يخلصوا</b> منه ، فقال لهم : <b>لن تجبوا</b> من يعيدكم إلى البر . ولما ظهر لهم البر لم <b>يصدقوا</b> ذلك .  - كتابة النص على السبورة مسبقا - قراءة نموذجية للنص - قراءة النص من طرف بعض التلاميذ - طرح بعض الأسئلة لاستخراج الظاهرة النحوية و تدوينها ثم تلويحها وهكذا مع باقي الظواهر المراد دراستها في النص. - استنتاج القاعدة وكتابتها على السبورة و على الكراريس. - <b>الاستنتاج:</b> - الأفعال الخمسة : هي كل فعل مضارع اتصلت به : - ألف الاثنين مثل: يستعدان للامتحان ، - واو الجماعة . مثل : يذهبون إلى الريف . - ياء المخاطبة . مثل : تبحثن عن الجمل . - ترفع الأفعال الخمسة ، بثبوت النون مثل : يقرآن ، يجلسون ، تشجعين - تنصب الأفعال الخمسة ، وتجرم بحذف النون مثل : لن تجدوا من يعود بكم ← في حالة النصب لم ترجعوا لوحدكم ← في حالة الجزم	- الإجابة عن الأسئلة - تدوين الظواهر النحوية - الإتيان بمثلة على الظاهرة المدروسة.
<b>استثمار المكتسبات:</b>	- العودة إلى الكتاب - قراءة القاعدة - انجاز تطبيق من التطبيقات الموجودة في الكتاب. - <b>تطبيق:</b> ضع سطرا تحت الأفعال الخمسة المرفوعة و سطرين تحت الأفعال المنصوبة والمجزومة : - اعلما أيها الأبناء إنكم لن تنتقلوا إلى المتوسط إذا لم تحسموا أموركم في الامتحان الذي يجري في أواخر شهر ماي . فلا قدر الله ، في حالة الرسوب تندمون ولا ينفع الندم ويسخرون منكم كما ستفعلون انتم ، في يوم الامتحان بكرم المرء أو يهان .	- المضارع المرفوع - تندمون ، يسخرون ، تتعلمون . المضارع المنصوب : - تنتقلوا ، المضارع المجزوم : تحسموا

# Appendices

## Appendix 4

### Teaching French Oral Expression

Projet : 3 intitulé : Lire et -écrire un texte documentaire. Niveau : 5<sup>ème</sup> A.P

Séquence : 1 intitulé : Identifier le thème d'un texte documentaire. Durée : 45mn


Activité : Acte de parole (Donner des informations. Expliquer)

Titre : L'éléphant.

	Compétence à installer	Objectifs d'apprentissage
<u>Oral</u> <u>réception</u>	-Identifier la situation de communication. <u>Activités d'apprentissage</u> :	*Repérer le thème général. *Retrouver le cadre spatio-temporel.
<u>Oral</u> <u>production</u>	- Ecoute d'un oral pour retrouver l'essentiel du message (quoi ?). - Ecoute d'un support oral pour relever un nom, un lieu, une date (qui ? où ? quand ?).	*Repérer les interlocuteurs. * Repérer l'objet du message. *Déduire du message oral des informations explicites et implicites.

Matériel : Manuel scolaire – page : 78 – une illustration

#### Déroulement de la séance

Moments didactiques	consignes	Tâches
Exploitation de la 1 <sup>ère</sup> rubrique 	L'enseignant invite ses élèves à lire silencieusement le texte. * <u>Question de contrôle</u> : -Que représente cette image? -Où habite l'éléphant?  ❖ Lecture magistrale L'enseignant lit le texte à haute voix tout en veillant à la bonne articulation.  ❖ Lecture individuelle suivie de questions conduisant l'apprenant à confirmer les premiers indices de compréhension du texte pour en construire le sens. - De quoi se nourrit-il ? <u>Questions orales de compréhension</u> :	Les élèves écoutent attentivement le texte.  -Cette image représente un éléphant. -L'éléphant habite en Afrique et en Asie.  -Formuler une ou deux hypothèses en s'appuyant sur le titre et l'illustration pour anticiper sur le sens du texte. Les élèves écoutent et reçoivent la lecture modèle de l'enseignant Les élèves comprennent le sens général du texte. - Il se nourrit d'herbe, de fruits et de racines qu'il arrache avec sa trompe.
Exploitation de la 2 <sup>ème</sup> rubrique	1-Où vivent les éléphants? 2- De quoi se nourrissent-ils? 3- Comment s'appelle l'animal qui ne mange que des végétaux? - Citez quelques animaux qui mangent que des végétaux. 4- Combien l'éléphant a-t-il de dents? -Combien peut-il boire d'eau par jour ?	-Les éléphants vivent en Afrique et en Asie. - Ils se nourrissent d'herbe, de fruits et de racines. - L'animal qui mange que des végétaux est un végétarien. -la girafe, la vache, la chèvre, ... - L'éléphant a quatre dents. -Il peut boire jusqu'à 80 litres d'eau par jour.
Exploitation de la 3 <sup>ème</sup> rubrique	*Moment de reformulation personnelle (dire avec ses propres mots) 5- Maintenant, tu as des informations sur l'éléphant. Donne-les à tes camarades.	- L'éléphant est un animal qui vit en Afrique et en Asie. Il se nourrit d'herbe. Il est végétarien. Il possède quatre dents pour mâcher.


Evaluation : -Reprise de la phrase qui contient l'acte de parole du jour et la faire répéter par quelques élèves. (Présenter un animal de ton choix)

# Appendices

## Appendix 5


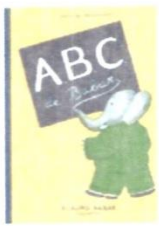
### French Reading Comprehension Methodology

**Projet :3** intitulé : Lire et écrire un texte documentaire. Niveau : 5<sup>ème</sup> A.P.  
**Séquence :1** intitulé : Identifier le thème d'un texte documentaire. Durée : 45mn  
**Activité : Lecture/compréhension** Titre : La pollution des océans.

	Compétences à installer	Objectifs d'apprentissage
	-Construire du sens à partir d'éléments du paratexte (silhouette-illustration) -Construire du sens à partir d'indices textuels. -Lire de manière expressive.  <u>Activités d'apprentissage</u> *Lecture silencieuse du texte pour répondre à des questions. *Identification dans un texte du vocabulaire relatif à un thème. *Lecture expressive à haute voix pour informer. *Identification dans un texte des temps des verbes en relation avec les indicateurs de temps.	* Bâtir des hypothèses de lecture à partir d'éléments visibles du texte (titre-illustrations).  * A partir d'indices textuels visibles : titre, amorce de paragraphe (couleur- mots en gras)  * Identifier l'acte de parole qui informe.

**Matériel :** Manuel scolaire – page : 79

#### Déroulement de la séance

Moments didactiques	consignes	Tâches
Exploitation de la 1 <sup>ère</sup> rubrique  	<b>a- Moment de découverte</b> (Mise en contact avec le texte écrit). L'enseignant invite ses élèves à regarder le texte sur le M.S page:79 -Faire observer le texte suivi des questions suivantes : -Que voyez-vous dans cette gravure? -Qui peut me lire le titre du texte ?  <b>b- Moment d'observation méthodique</b> (analyse du texte écrit): <u>-Lecture silencieuse et contrôlée :</u> L'enseignant invite ses élèves à lire silencieusement le texte. * <b>Questions de contrôle :</b> -Observe le texte. Est-il présenté que les textes que tu as déjà vus? -Avec quoi les hommes polluent-ils les océans? <u>-Lecture magistrale :</u> L'enseignant lit le texte à haute voix tout en veillant à la bonne articulation. <u>-Lecture individuelle :</u> (Faire lire le plus grand nombre possible d'élèves) <u>Questions de compréhension :</u>	-Les élèves observent et devinent de quoi on parle dans ce texte? -Les élèves écoutent attentivement.  - La pollution des océans.  -Les élèves lisent le texte en entier ou un paragraphe du texte.
Exploitation de la 2 <sup>ème</sup> rubrique  	1- Que trouve-t-on dans cette présentation? 2-De quoi on parle dans ce texte? 3-Justifie ta réponse en relevant une phrase du 1 <sup>er</sup> paragraphe 4-D'où vient cette pollution? 5-Que se passe-t-il quand les mers et les océans sont pollués? 6-Ce texte donne : - des informations imaginaires. - des informations vraies. Choisis la bonne réponse. 7- Comment appelle-t-on ce genre de texte ?	- Le texte n'est pas présenté que les textes que j'ai déjà vus. -Ils polluent les océans avec des eaux usées, du pétrole et des déchets d'usines. - Ils reçoivent la lecture modèle de l'enseignant  - Les élèves lisent à haute voix le texte. <u>Réponses souhaitées:</u> - Dans cette présentation, on trouve des informations. -On parle dans ce texte de la pollution des océans. -Les hommes polluent les océans avec les eaux usées. -Cette pollution vient des déchets d'usine et des marées noires. -Quand les mers et les océans sont pollués, ils tuent des milliers de poissons et de mammifères. -Ce texte donne des informations vraies. - C'est un texte documentaire.
Exploitation de la 3 <sup>ème</sup> rubrique		

**Evaluation :** -Faire lire tout le texte par un ou deux élèves à lire le texte de lecture à voix haute en respectant la tonalité et la ponctuation (afin de lui donner son unité).

# Appendices

## Appendix 6

### Teaching French Lexical Items

Projet : 3

Intitulé: Lire et écrire un texte documentaire.

Niveau: 5<sup>ème</sup>A.P


Séquence : 1

Intitulé: Identifier le thème d'un texte documentaire.

Durée : 45mn



Activité : **Vocabulaire**

Thème : La définition d'un mot. (Utilisation du dictionnaire)

	Compétence à installer	Objectifs d'apprentissage
	<ul style="list-style-type: none"> <li>- Reconnaître le champ lexical et savoir rechercher un mot en utilisant un dictionnaire.</li> </ul> <p><u>Activités d'apprentissage :</u></p> <ul style="list-style-type: none"> <li>- Reconnaître la définition d'un mot dans un dictionnaire.</li> <li>- Utiliser correctement un dictionnaire.</li> </ul>	<ul style="list-style-type: none"> <li>- Augmenter le stock lexical de l'apprenant.</li> <li>- Affermir la compréhension des mots.</li> <li>- Fixer leur orthographe.</li> </ul>

Matériel : Tableau. Cahiers de classe – M.S(p :80) – cahier d'essais.

#### Déroulement de la séance

Moments didactiques	consignes	Tâches
Exploitation de la 1 <sup>ère</sup> rubrique  	<p><b>1- Pré requis :</b> <u>lexématique</u> (P.L.M)</p> <p>- <u>Forme des noms en ajoutant à chaque radical un préfixe.</u> enseigner- laver- réparer.</p> <p><b>1- Mise en situation :</b> Mise en contact avec les phrases du texte de lecture.</p> <p>- Avec quoi les hommes polluent-ils les océans? Sais-tu ce que veut dire le mot « océan » ? L'enseignant invite ses élèves à observer et à lire la phrase proposée au tableau.</p>	<ul style="list-style-type: none"> <li>- Les élèves répondent à cette consigne.</li> <li>- Les élèves observent et relisent les phrases.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>- Les hommes polluent les océans avec les eaux usées, du pétrole et des déchets d'usines.</p> </div>
Exploitation de la 2 <sup>ème</sup> rubrique  	<p><b>2- Observation et analyse</b> (consignes pour rechercher le corpus à étudier)</p> <ul style="list-style-type: none"> <li>- Comment sont classés les mots dans un dictionnaire ?</li> <li>- Que veut dire le mot « océan »?</li> <li>- Cherchons la définition de ce mot dans le dictionnaire.</li> <li>- Que signifie « n.m » ?</li> <li>- Faire dégager la définition du mot en l'écrivant au tableau.</li> <li>- Porter le résultat obtenu au tableau.</li> <li>- Faire dégager la règle par les élèves de la classe en leur posant des questions pertinentes.</li> </ul> <p><b>Je retiens :</b> Le dictionnaire donne la nature et la définition d'un mot. Il explique le sens de ce mot. On l'utilise pour connaître :</p> <ul style="list-style-type: none"> <li>- l'orthographe d'un mot, sa nature et son sens.</li> </ul> <p>Dans un dictionnaire, les mots sont classés par <u>ordre alphabétique</u>. Quand deux mots commencent par la même lettre, il faut regarder la deuxième lettre, puis la troisième.....</p> <p><b>Exemples :</b> répandre      répondre                   répa                répo</p>	<ul style="list-style-type: none"> <li>- Les élèves répondent à leur tour.</li> <li>- L'enseignant invite ses apprenants à chercher la définition du mot « océan » dans le dictionnaire.</li> <li>- Dans un dictionnaire, les mots sont classés par <u>ordre alphabétique</u>.</li> <li>- <b>océan</b> : n.m. vaste étendue d'eau salée qui occupe la plus grande partie du globe.</li> <li>- « n.m » signifie : nom masculin(sa nature).</li> <li>- Les élèves travaillent pour faire la synthèse.</li> </ul> <p><u>Exercice d'évaluation :</u> On t'aidant de ces définitions trouve <u>correctement le mot</u> :</p> <ul style="list-style-type: none"> <li>- récipient pour mettre des fleurs.(le vase)</li> <li>- personne chargée de diriger une rencontre sportive.(l'arbitre)</li> <li>- vérifier le nombre de fautes dans un devoir.(corriger)</li> </ul>
Exploitation de la 3 <sup>ème</sup> rubrique	<p><b>3- Je m'exerce :</b> un exercice d'évaluation qui se fait oralement au tableau ou par le PLM.</p> <p><b>4- Exercice d'application</b> (au choix)</p> <p>1- <u>Entoure la première lettre de chaque mot et classe-les par ordre alphabétique</u>: valise- poêle- feu- zèbre- boulon- arbre- chocolat- cadeau- semelle- tracteur- avion- homme.</p> <p>2- <u>Utilise le dictionnaire pour trouver le sens des mots suivants</u> : polluer- déchets-se répandre-fûts.</p>	<ul style="list-style-type: none"> <li>- L'enseignant présentera l'exercice au tableau.</li> <li>* Observation, réflexion, identification du fait de langue.</li> <li>* <u>Contrôle-application</u> : faire l'exercice sur le cahier.</li> <li>* <u>Correction collective</u> : vérifier que tous les élèves ont terminé.</li> <li>* <u>Auto-correction</u> : la faire au fur et à mesure ou une fois la correction collective terminée, la suivre de façon attentive.</li> <li>* <u>Bilan</u> : faire un petit bilan pour juger des résultats.</li> </ul>

# Appendices

## Appendix 7

### Teaching French Grammar

**Projet :** 3

**intitulé :** Lire et écrire un texte documentaire.

**Niveau :** 5<sup>ème</sup> A.S.P


**Séquence :** 1

**intitulé :** Identifier le thème d'un texte documentaire.

**Durée :** 45mn



**Activité :** Grammaire **Thème :** Le groupe verbal. (V + C.O.D - V + C.O.I)



	Compétence à installer	Objectifs d'apprentissage
	- Connaître le groupe verbal (v+c.o.d- v+ c.o.i). <b>Activités d'apprentissage :</b> - Identifier le groupe verbal. - connaître les compléments (C.O.D / C.O.I).	- Prendre conscience du fonctionnement de la langue. - Reconnaître les différentes formes du groupe verbal (v+c.o.d- v+ c.o.i). - Consolider l'acquisition de la notion du G.V.

**Matériel :** Tableau. Cahiers de classe – M.S(p) : (81) – ardoises.

### Déroulement de la séance

Moments didactiques	consignes	Tâches				
Exploitation de la 1 <sup>ère</sup> rubrique 	<b>1- Pré requis :</b> Les adjectifs qualificatifs. <b>Recopie l'adjectif qualificatif dans les phrases et dis si c'est attribut ou épithète.</b> - Cet enfant est méchant. – Ce petit enfant pleure. <b>1- Mise en situation :</b> Mise en contact avec les phrases écrites sur le tableau. L'enseignant invite ses élèves à observer et à lire les phrases. - Combien y a-t-il de phrases?	- Les élèves répondent oralement à cette consigne. - Les élèves observent et relisent les phrases.  - Les océans <u>abritent</u> beaucoup d'espèces de poissons et de mammifères. V C.O.D - Les hommes <u>se débarrassent</u> de leurs déchets. V G.V C.O.I				
Exploitation de la 2 <sup>ème</sup> rubrique 	<b>2- Observation et analyse</b> (consignes pour rechercher le corpus à étudier) - Faire retrouver le c.o.d et le c.o.i dans les phrases en posant des questions. - Porter le résultat obtenu au tableau. - Souligner le G.V dans chaque phrase. - Que font les océans? ou - Les océans abritent quoi? - Le c.o.d répond à quelle question? - Que font les hommes? ou - Les hommes se débarrassent de quoi? - Que remarquez-vous? <b>Je retiens :</b> Le groupe verbal est formé d'un verbe et d'un groupe de mots. Ce groupe de mots peut être : a) un complément d'objet direct(C.O.D). Il répond à la question <i>quoi ?</i> ou <i>qui ?</i> posée après le verbe. Il est placé directement à côté du verbe. <b>Exemple :</b> <u>L'enfant fait son travail.</u> G.N.S V C.O.D b) un complément d'objet indirect(C.O.I). Il répond à la question <i>à quoi ?</i> , <i>à qui ?</i> , <i>de quoi ?</i> , <i>de qui ?</i> posée après le verbe. Il est séparé du verbe par une préposition ( <i>à</i> , <i>de</i> ). <b>Exemple :</b> <u>Il pense à l'examen.</u> G.N.S V C.O.I	- Il y a deux phrases.  - Les élèves travaillent pour faire la synthèse. - Les élèves répondent à leur tour. - Les océans abritent beaucoup d'espèces de poissons et de mammifères. - Le groupe de mots est placé à côté du verbe. (c'est un complément d'objet direct). Il répond à la question <i>quoi ?</i> . - Le verbe + le groupe de mots (c.o.d) forment un groupe verbal (G.V). - Les hommes se débarrassent de leurs déchets. - Il se joint au verbe par une préposition ( <i>de</i> ). Il répond à la question : <i>de quoi ?</i> verbe + c.o.i forment un groupe verbal. <b>Exercice d'évaluation :</b> <b>Complète le tableau suivant :</b> - L'élève répond à la maîtresse. - Nous avons appris une belle récitation. - La chatte s'occupe de ses chatons. - L'éléphant mange des racines. <table border="1" data-bbox="925 1608 1398 1659"> <thead> <tr> <th>C.O.D</th> <th>C.O.I</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	C.O.D	C.O.I		
C.O.D	C.O.I					
	<b>3- Je m'exerce :</b> un exercice d'évaluation qui se fait oralement au tableau ou par le PLM.	- L'enseignant présentera l'exercice au tableau. * <b>Observation, réflexion, identification du fait de langue.</b> * <b>Contrôle-application :</b> faire l'exercice sur le cahier. * <b>Correction collective :</b> vérifier que tous les élèves ont terminé. * <b>Auto-correction :</b> la faire au fur et à mesure ou une fois la correction collective terminée, la suivre de façon attentive. * <b>Bilan :</b> faire un petit bilan pour juger des résultats.				

# Appendices

Appendix 8

Syllabus of History

## فهرس الكتاب

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04	كيف تستعمل كتابك .....
06	تقويم تشخيصي .....
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14	- طبيعة العلاقات الجزائرية الفرنسية قبل الاحتلال .....
19	- مرامي فرنسا مع احتلال الجزائر .....
24	- السياسة الفرنسية بالجزائر ومظاهرها .....
<b>المجال الثاني : المقاومة الوطنية مع أجل تحرير الجزائر</b>	
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## Appendix 9

### Teaching History

#### مذكرة تعليمية

الوحدة التعليمية: 02  
رقم المذكرة: 04

النشاط: تاريخ

الكفاءة المستهدفة: توظيف المعارف المكتسبة

الموضوع: المقاومة الوطنية من أجل تحرير الجزائر

مؤشر الكفاءة: القدرة على انجاز الأنشطة التطبيقية المقترحة في الصفحة 48

#### مراحل سير الحصص

التقويم	الأنشطة المقترحة	الأهداف التعليمية	سيرورة الحصة
التركيز على مؤشر استظهار المعارف المكتسبة بكيفية عملية قابلة للملاحظة والنقاش	<p><b>أثرى معلوماتي :</b></p> <p>1 - أهم نقاط برنامج حزب الشعب الجزائري - إنشاء حكومة وطنية مستقلة عن فرنسا - إنشاء برلمان جزائري - احترام الشعب الجزائري - احترام العربية و الإسلام</p> <p>2 - تهدف جمعية العلماء المسلمين الجزائريين على تطهير العقيدة الإسلامية في الجزائر من الخرافات والبدع وتعمل على إحياء اللغة العربية و تقوية الشعور بالشمسية الوطنية</p>	<p>استرجاع المعارف المكتسبة قصد معرفة مدى تحكم المتعلم في الكفاءة المحددة</p> <p>تجنيد القيم والمعارف المكتسبة عند الحاجة</p>	مرحلة الاسترجاع والتقييم
مراقبة درجة تحكم المتعلمين في توظيف المعارف المكتسبة	<p><b>أوظف معلوماتي :</b></p> <p>1 - أذكر أهم مطالب الأحزاب التالية : أ - حزب الشعب الجزائري يطالب ب ..... ب - جمعية العلماء المسلمين الجزائريين تطالب ب ..... ج - حركة الأمير عبد القادر تطالب ب .....</p> <p>2 - أذكر أهم نشاطات سياسي جزائري وقع في التواريخ التالية: 1926 ، 1931 ، 1937 ، 1945</p> <p>3 - انقل على كراستك ما يلي ، واملأ الفراغات بما يناسب اتخذ النضال السياسي عدة مظاهر منها ..... و..... صدر الجزائريون عدة صحف باللغة العربية والفرنسية منها ..... و..... احتفل العالم يوم 8 ماي 1945 ب ..... فخرج الجزائريون للمشاركة في الاحتفال ، ومطالبة فرنسا ب ..... واجهت فرنسا مظاهرة الجزائريين بالقمع والبطش فسقط ..... شهيدا ، وتم اعتقال .....</p> <p>4 - استعن بالمرجع و عرف الشخصيات التالية : الأمير خالد - مصالي الحاج - ابن باديس</p>	<p>توظيف المعارف المكتسبة وفق أنشطة انجازية</p> <p>استثمار الرصيد المعرفي في وضعيات ذات دلالة</p> <p>إبراز مستوى التحكم في الكفاءة المكتسبة</p>	مرحلة التقييم

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Appendix 10

Syllabus of Geography

## فهرس الكتاب

الصفحة	
03	مقدمة الكتاب .....
04	كيف تستعمل كتابك .....
06	تقويم تشخيصي .....

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## Appendix 11

### Methodology of Teaching Geography



## مقدمة الكتاب

### عزيزي التلميذ

هذا هو الكتاب الثالث في مادة الجغرافيا للمرحلة الابتدائية نضعه بين يديك ليكون عوناً لك في عملية التعليم / التعلم وسندا يساعدك على تنمية القدرات والكفاءات، وتحفيز روح البحث لديك، ودعم واستيعاب مكتسباتك وتقييمها.

وَأَعِينِ بِالْأهمية الكبرى التي يحظى بها الكتاب المدرسي في منظومتنا التربوية كونه الوسيلة الأكثر استعمالاً واعتماداً لدى الغالبية العظمى من التلاميذ والمعلمين.

وقد حاولنا أن يتصف كتابك بمواصفات عديدة منها:

- ترجمة أهداف المنهاج بدقة.
- مراعاة مستوى التلاميذ في هذه السنة.
- تبني طريقة بيداغوجية مثلى.
- قدرة المحتويات على إثارة الروح الإبداعية لدى المتعلمين.

لهذا اعتمدنا على بيداغوجية تقوم على المراحل التالية:

**أ- أتذكر:** عبارة عن استرجاع للمكتسبات القبلية، وأحياناً قد يكون عبارة عن وضعية مشكلة تضعك في قلب مسار التعلم.

**ب- ألاحظ وأكتشف:** يبعث فيك حسن المبادرة، ويثير فضولك العلمي ويحفزك على البحث والمتابعة والتفكير العلمي الناقد.

**ج- استنتج:** عبارة عن حقائق ومعلومات علمية استخلصتها بنفسك.

**د- أثري معلوماتي:** رصيد معرفي يكمل زادك العلمي ويثريه، كما يُعد فضاءات مناسبة جديدة للمتعلم يوظف فيها كفاءاته المختلفة.

**هـ- أتعلم:** هي خلاصة ما توصلت إليه من معلومات وحقائق خلال مرحلة الملاحظة والاكتشاف.

**ي- أوظف معلوماتي:** عبارة عن تقييم لما تم اكتسابه في المراحل السابقة من قدرات وكفاءات.

### عزيزي التلميذ

ستجد أننا حافظنا على المشروع البيداغوجي الذي تعودت عليه في السنة السابقة، حتى لا يحدث لديك أي انقطاع أو تغيير.

أملنا كبير أن تستغل هذا الكتاب أحسن استغلال وتوظفه أحسن توظيف ليساهم في ترقيتك وإعدادك للمستقبل الزاهر إن شاء الله.

والله ولي التوفيق

المؤلفون

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## Appendix 12

### Syllabus of Religious Education

## أَطِيع رَّبِّي

في نهاية هذا المشروع تكون قادرا على:  
طاعة الله من منطلق الإيمان باليوم الآخر والقضاء والقدر  
ومعرفة بعض أحكام الحج والافتداء ببعض أخلاق  
سيدنا نوح عليه السلام وتلاوة سورة البلد تلاوة صحيحة  
واستظهارها

### الوحدات التعليمية

- 1- لقمان يوصي ابنه
- 2- الإيمان باليوم الآخر
- 3- الحج إلى بيت الله الحرام
- 4- الإيمان بالقضاء والقدر
- 5- من حياة سيدنا نوح عليه السلام
- 6- سورة البلد

# Appendices

## من واجباتي

في نهاية هذا المشروع يكون المتعلم قادرا على القيام بالواجب نحو نفسه وأسرته والوقوف على بعض مظاهر اليسر في الصلاة والاعتداء بالأخلاق الفاضلة وتلاوة سورة الفجر تلاوة صحيحة واستظهارها.

### الوحدات التعليمية

- 1- من أفعال المؤمنين
- 2- أحبّ أسرتي
- 3- أحسن التصرف في المال
- 4- من يُسرّ الإسلام
- 5- زكاة الفطر
- 6- طاعة الله والرّسول ﷺ
- 7- سورة الفجر

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## من أخلاقي

في نهاية هذا المشروع يكون المتعلم قادرا على التخلق  
بالأخلاق الحسنة وتجسيد بعض أثار الإيمان في الحياة اقتداء  
بالرسول صلى الله عليه وسلم  
وتلاوة سورة الغاشية تلاوة صحيحة واستظهارها.

### الوحدات التعليمية

- 1- أفعل الخير
- 2- أحافظ على البيئة
- 3- المسلم لا يغش
- 4- أتعاون مع غيري
- 5- علاقتي بأخي المسلم
- 6- سورة الغاشية

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## من حياة الرسول صلى الله عليه وسلم

في نهاية هذا المشروع يكون المتعلم قادرا على الوقوف على محطات من سيرة  
الرسول صلى الله عليه وسلم وأعماله والعبرة منها والتعريف بشخصية  
بعض أصحابه والافتداء بخصالهم  
وتلاوة سورة الأعلى تلاوة صحيحة واستظهارها

### الوحدات التعليمية

- 1- الرسول ﷺ في المدينة
- 2- أسماء ذات النطاقين
- 3- الرسول ﷺ يصلح قريشا
- 4- عثمان بن عفان رضي الله عنه
- 5- فتح مكة المكرمة
- 6- حجة الوداع
- 7- سورة الأعلى

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## Appendix 13 Methodology of Teaching Religious Education

رقم الوحدة ( 20 )  
الوسيلة : كتاب التلميذ , صور , مسجل ..... الخ  
المشروع : من أخلاقي  
رقم المشروع: (3)  
عدد الحصص: ( ) مدة الحصة 45 دقيقة  
الكفاءة المستهدفة : القدرة على استظهار السورة و شرحها

المراحل	الأهداف الوسيطة	الوضعية التعليمية والتعلمية	مؤشر الكفاءة
وضعية الانطلاق	التعرف على السورة	يقوم المعلم بتسميع السورة بواسطة مسجل أو بقراءة جيدة سورة الغاشية	- أن يتعرف المتعلم عن السورة
بناء التعلم	قراءة السورة و التعرف على هديها	يكتب المعلم السورة على السبورة بخط واضح - يقرأ المعلم السورة جيدا - يدعوهم للقراءة الفردية - من خلال قراءة المعلم للسورة يحاول المتعلم أن يحاكيه بعد ذلك يقول المعلم - سورة الغاشية مكية وتناولت موضوعين : * القيامة و أحوالها و أهوالها و ما يلقيه الكافر فيها من عناء و البلاء و ما يلقيه المؤمن من السعادة و الهناء * الأدلة و البراهين على وحدانية الله و قدرته الباهرة في خلق الإبل العجيبة و السماء البديعة و الجبال المرتفعة و الأرض الممتدة الواسعة و كلها شواهد على وحدانية الله و جلال سلطانه و ختمت السورة الكريمة بالتذكير برجوع الناس جميعا إلى الله سبحانه و الحساب و الجزاء	أن يشاهد المتعلم السورة أن يستمع المتعلم لمعلمه أن يقرأ التلميذ السورة أن يحاكي المتعلم المعلم أن يركز التلاميذ في هدي و معاني السورة
استثمار المكتسبات	استظهار السورة	بنشاطات إستظهارية متنوعة ( إكمال الناقص , ملء الفراغات ..... ) يستظهر المتعلم الآيات التي تم حفظها	أن يستظهر شفويا بطريقة صحيحة و سليمة السورة

### بسم الله الرحمن الرحيم

السورة :

هَلْ أَتَاكَ حَدِيثُ الْغَاشِيَةِ وَجُوهُ يُومِنُ غَاشِيَةً عَامِلَةٌ نَاصِيَةٌ تَصَلَّى نَارًا حَامِيَةً تُسْقَى مِنْ عَيْنٍ آتِيَةٍ لَيْسَ لَهُمْ طَعَامٌ إِلَّا مِنْ ضَرِيْعٍ

لَا يُسْبِغُونَ وَا يُغْنِي مِنْ جُوعٍ وَيُؤْمِنُ بِرُؤُوسِهِمْ لَئِيْمَةٌ لَاسِعِيهَا رَاحِيَةٌ فِي جَنَّةٍ عَالِيَةٍ لَّا تَسْمَعُ فِيهَا لَآغِيَةً فِيهَا عَيْنٌ جَارِيَةٌ فِيهَا سُرُرٌ مَرْفُوعَةٌ

وَآكَوَابٌ مُوضُوعَةٌ وَنَمَارِقُ مَصْفُوفَةٌ وَزُرَّابِيٌّ مُبَوَّاتَةٌ أَفَلَا يَنْظُرُونَ إِلَى الْإِبِلِ كَيْفَ خُلِقَتْ وَإِلَى السَّمَاءِ كَيْفَ رُفِعَتْ وَإِلَى الْجِبَالِ كَيْفَ نُصِبَتْ وَإِلَى الْأَرْضِ كَيْفَ سُطِحَتْ فَذَكَرْ إِنَّمَا أَنْتَ مُذَكَّرٌ لَسْتَ عَلَيْهِمْ بِمُضَيِّطٍ إِلَّا مَنْ تَوَلَّى وَكَفَرَ فِعْدَبُهُ اللَّهُ الْعَذَابُ الْأَكْبَرُ

إِنْ إِلَيْنَا إِيَابُهُمْ ثُمَّ إِنْ عَلَيْنَا جِسَابُهُمْ

تربية إسلامية ( قرآن كريم )  
الوحدة : سورة الغاشية



# Appendices

## Appendix 14

### Syllabus of Civic Education

#### فهرس الكتاب

الصفحة	الوحدات	المجالات المفاهيمية
8	1 - الانتماء الوطني .	المواطنة
11	قسما (نشيد)	
12	2 - النظام في حياة المواطن .	
18	3 - المواطن وعلاقته بغيره .	
22	* الوحدة الإدماجية .	
23	شعب الجزائر مسلم (نشيد)	
26	4 - الحق في الرعاية الصحية .	الحقوق والواجبات
29	جزائرننا (نشيد)	
30	5 - الحق في التعلم .	
35	نحن طلاب الجزائر (نشيد)	
36	6 - الحق في المنح العائلية .	
40	* الوحدة الإدماجية .	
44	7 - المجالس المنتخبة .	الحياة الديمقراطية
49	موطني (نشيد)	
50	8 - قواعد المناقشة .	
54	9 - حرية التعبير .	
57	* الوحدة الإدماجية	
60	10 - الميزانية العائلية .	من الحياة العملية
64	11 - قواعد التعامل في البيع والشراء .	
66	12 - التبذير والاقتصاد .	
69	* الوحدة الإدماجية .	
72	13 - العلم سبيل إلى الرقي .	
76	14 - الاحتفال بيوم العلم .	الحياة الثقافية
78	15 - صور من ثقافتنا .	
83	* الوحدة الإدماجية .	
89	إشهدي يا سماء (نشيد)	
86	16 - الحياة في الريف .	
90	17 - الحياة في المدينة .	
93	الشهيد (نشيد)	
94	18 - التثقيف والتسلية .	
96	* الوحدة الإدماجية .	

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## Appendix 15

### Methodology of Teaching Civic Education

## الإنتماء الوطني

### 1 - وقفة تقويمية

■ أُبَيِّنُ مَوْقِعَ وَطَنِي بِالنَّسْبَةِ ل :

(دَوْلِ الْمَغْرِبِ الْعَرَبِيِّ، قَارَةَ إِفْرِيقِيَا، الْبَحْرِ الْأَبْيَضِ الْمُنْتَوَسِّطِ)

■ أَذْكَرُ وَاجِبَاتِ الْمُوَاظَنَةِ نَحْوَ رُمُوزِ السِّيَادَةِ الْوَطَنِيَّةِ التَّالِيَةِ :

(الْعِلْمِ الْوَطَنِيِّ، النِّشِيدِ الْوَطَنِيِّ، الْعَمَلَةِ الْوَطَنِيَّةِ، طَابِعِ الْجُمْهُورِيَّةِ)

■ أَصَنِّفُ الْوَاجِبَاتِ وَالْحُقُوقَ فِي إِطَارِ الْمُوَاظَنَةِ فِي الْجَدُولِ التَّالِي :

الْعِلَاجُ، التَّحِيَّةُ، الْعَمَلُ، الدَّفَاعُ وَالْحِمَايَةُ، التَّعْبِيرُ عَنِ الرَّأْيِ وَالِاخْتِيَارِ، الْإِحْتِرَامُ، عَدَمُ الْإِهَانَةِ، التَّعَاوُنُ، التَّضَامُنُ، إِحْتِرَامُ رَأْيِ الْغَيْرِ، عَدَمُ التَّزْوِيرِ، التَّعَلُّمُ، الرَّعَايَةُ الصَّحِيَّةُ، الْحُصُولُ عَلَى وَثَائِقِ الْهُوِيَّةِ الشَّخْصِيَّةِ، الْمُسَاهَمَةُ فِي التَّنْمِيَةِ الْوَطَنِيَّةِ .

حُقُوقِ الْمُوَاظَنَةِ	وَاجِبَاتِ الْمُوَاظَنَةِ		
	نَحْوَ الْمُوَاظِنِينَ	نَحْوَ رُمُوزِ السِّيَادَةِ	نَحْوَ الْوَطَنِ

■ أَرْتَبُ الْأَوْطَانَ الْمُجَاوِرَةَ لِوَطَنِي ابْتِدَاءً مِنَ الْغَرْبِ إِلَى الشَّرْقِ :

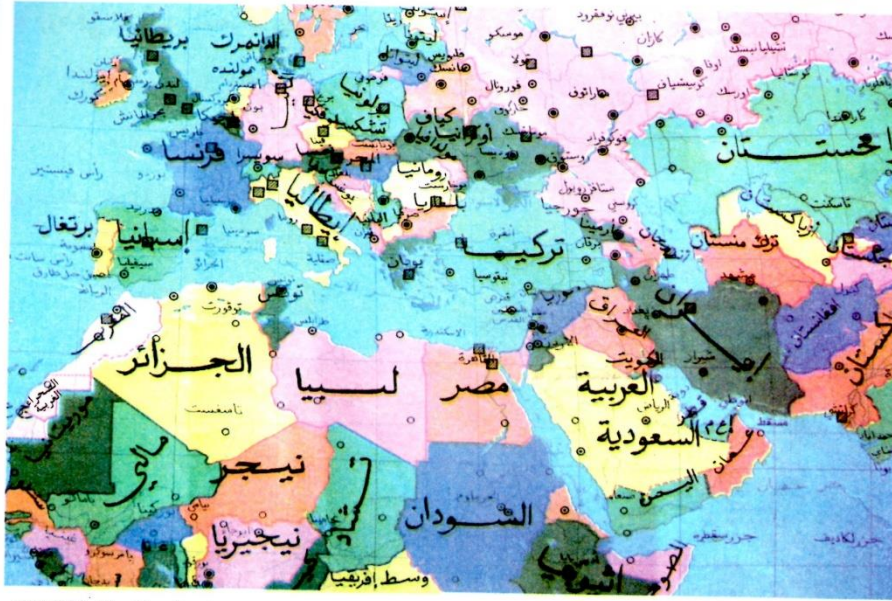
النِّيجِرُ، مَالِي، لِيْبِيَا، الْمَمْلَكَةُ الْمَغْرِبِيَّةُ، الصَّحْرَاءُ الْغَرْبِيَّةُ، تُونِسُ، مَوْرِيْطَانِيَا .

■ أَذْكَرُ وَثِيْقَةَ الْهُوِيَّةِ الشَّخْصِيَّةِ الَّتِي تُثَبِّتُ انْتِمَاءَ الْمُوَاظِنِ لِوَطَنِهِ .

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## 2 - ألاحظ وأكمل الناقص



مقياس الخريطة : 1 / 1000000

□ الوثيقة 1 : مقطع من خريطة العالم سياسياً

■ دَوْلُ حَوْضِ الْبَحْرِ الْأَبْيَضِ الْمُتَوَسِّطِ هِيَ : .....

■ أَصَنَّفُهَا كَمَا يَلِي :

أ - دَوْلُ عَرَبِيَّةٍ إِسْلَامِيَّةٍ هِيَ : .....

ب - دَوْلُ إِسْلَامِيَّةٍ غَيْرِ عَرَبِيَّةٍ هِيَ : .....

ج - دَوْلُ غَيْرِ عَرَبِيَّةٍ وَغَيْرِ إِسْلَامِيَّةٍ هِيَ : .....

د - أَكْتُبُ دَوْلًا عَرَبِيَّةً، وَإِسْلَامِيَّةً خَارِجَ حَوْضِ الْبَحْرِ الْأَبْيَضِ الْمُتَوَسِّطِ : .....

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## الإنتماء الوطني

3 - أقرأ وأكمل

■ وَرَدَ فِي الدُّسْتُورِ الجَزَائِرِيِّ لِسَنَةِ 1996 مَا يَلِي :

« .. المَكُونَاتُ الأَسَاسِيَّةُ لِهَوِيَّةِ الجَزَائِرِ هِيَ : الإِسْلَامُ والعُرُوبَةُ والأَمَازِغِيَّةُ »  
« الإِسْلَامُ دِينُ الدَّوْلَةِ . واللُّغَةُ العَرَبِيَّةُ هِيَ اللُّغَةُ الوَطَنِيَّةُ والرَّسْمِيَّةُ . »

■ عَنَاصِرُ هَوِيَّةِ وَطَنِي هِيَ : .....

4 - أَسْتَنْجِ

- يَنْتَمِي وَطَنِي حَضَارِيًّا إِلَى دَوْلِ حَوْضِ البَحْرِ الأَبْيَضِ المُتَوَسِّطِ ، وَدَوْلِ المَغْرِبِ العَرَبِيِّ ، وَدَوْلِ العَالَمِ العَرَبِيِّ وَالعَالَمِ الإِسْلَامِيِّ .  
- لِلوَطَنِ عَنَاصِرُ هَوِيَّتِهِ ، كَمَا لِلأَشْخَاصِ عَنَاصِرُ هَوِيَّتِهِمْ ، وَعَنَاصِرُ هَوِيَّةِ وَطَنِي هِيَ : العُرُوبَةُ وَالإِسْلَامُ والأَمَازِغِيَّةُ .

5 - أوظف ما تعلمت

■ أَكْمِلِ النَّاقِصَ بِمَا يُنَاسِبُ :

« حَاوَلَ الأَسْتِعْمَارُ الفَرَنْسِيُّ القَضَاءَ عَلَى عَنَاصِرِ هَوِيَّةِ وَطَنِي بـ :

- تَحْوِيلِ المَسَاجِدِ إِلَى .....

- وَمُحَارَبَةِ تَعْلِيمِ .....

و ..... »

الوحدة الأولى

# Appendices

## Appendix 16

### Aims of Teaching Mathematics

#### ما ينتظر مني في نهاية التعليم الابتدائي...

##### ● في ميدان الأعداد

حل مشكلات متعلقة بالأعداد الطبيعية والأعداد العشرية: تعيينها وقراءتها وكتابتها وترتيبها واستعمال العلاقات بينها.

##### ● في ميدان الحساب

حل مشكلات متعلقة بمعنى الجمع والطرح والضرب والقسمة باستعمال إجراءات شخصية، أو الحساب الذهني أو وضع العمليات الأربعة.

##### ● في ميدان تنظيم المعلومات والتناسبية

– استعمال استدلالات شخصية لحل مشكلات متعلقة بالتناسبية والنسبة المئوية والمقياس.

– استخراج معلومات عددية منظمة في قوائم أو جداول أو مخططات واستغلالها لحل مشكلات، استعمال مخططات أو تصميم والتعبير السليم لوصف مسار أو موقع.

##### ● في ميدان الهندسة

استعمال المصطلحات المناسبة ومقارنة الأطوال والاستقامية والتعامد والتوازي والتناظر والمساحات لوصف أو تمثيل أو نقل شكل فيزيائي أو هندسي وتكبير شكل مستوي.

##### ● في ميدان القياس

استعمال الأدوات المناسبة وأجزاء المتر ومضاعفاته والغمم ومضاعفاته واللتر وأجزائه لمقارنة وقياس أطوال، مساحات، كتل وسعات (الحجم).  
تعلم أحداث وحساب مدد.

# Appendices

والتجريب والتبرير والتعميم يستمر طوال المرحلة الإبتدائية لذلك اقترحنا زيادة على المشكلات الموجودة في مختلف فقرات الدروس مشكلات خاصة يمكن للمعلم تخصيص حصص لها أو إدماجها في الدروس حسب مقتضيات الأمر .

## ■ يتكوّن كل درس من الفقرات الآتية :

### الحساب الذهني :

الحساب الذهني هو ذلك النشاط الذي ينجزه التلميذ ذهنيا ويقدم النتيجة فقط ويشرح كيفية الوصول إليها إذا تطلب الأمر ذلك، النتيجة ممكن أن تقدم على الألواح أو شفويا. لذ إرتأينا تقديم محتوى هذا النشاط اليومي في دليل المعلم مرفقا بتوزيعه السنوي ولم توزع على الدروس وللمعلم مطلق الحرية في توزيع هذا النشاط وفق تسلسل الدروس .

### ■ النشاط التحضيري :

هو النشاط الذي يستهل به الدرس للإكتشاف وهو موجود في دليل المعلم وكيفية تسييره.

### ■ الإكتشاف :

يمكن من بناء واسترجاع معارف جديدة وسابقة من خلال حل المشكلات.

### ■ التطبيق والتمارين :

تسمح التطبيقات والتمارين بتوظيف المعارف الجديدة واستثمارها في وضعيات مختلفة ومتنوعة .

### ■ الحصيلة :

في نهاية كل مرحلة خصصنا مجموعة من التمارين والمشكلات يمكن للمعلم تغيير وقت انجازها أو توسيعها حسب متطلبات الأمر .

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## Appendix 17

### Methodology of Teaching Mathematics

رقم المذكرة: 36

المستوى: الخامسة ابتدائي

المادة: رياضيات

المجال: الأعداد و الحساب

الموضوع: القسمة

الكفاءة القاعدية: ممارسة الحساب بكل أنواعه متممًا فيه (ذهني ، لبي ، أداتي)

مؤشر الكفاءة: أن يحسب حاصل و باقي قسمة .

نتائج التعلم	الوضيحات	الأنشطة
<p>- تتبع خطوات إجراء عملية القسمة</p>	<p>*- فقرة القسمة - ما هو العدد الذي أضربه في 9 لاحصل على 54؟ <u>وضعية المشكلة:</u> صنعت الأم بمناسبة عيد ميلاد ابنتها رانيا 185 قطعة حلوى نذيدة . إذا علمت أن عدد المدعوين إلى الحفلة 15 و وزعت عليهم الحلوى بالتساوي . *- ما هو نصيب كل مدعو ؟ تتبع خطوات القسمة مع التلاميذ . <math>185 \div 15 = 12</math></p>	<p>الحساب الذهني *- تقديم النشاط *- البحث *- العرض و المناقشة *- الحوصلة</p>
<p>التدريب على إجراء عملية القسمة</p>	<p>والباقى 5 185 يسمى المقسوم 15 يسمى القاسم 12 يسمى حاصل القسمة 5 يسمى باقي القسمة . <u>وضعية التوظيف:</u> أنجز العمليات التالية عموديا <math>122 \div 11 = \dots\dots\dots</math> <math>245 \div 22 = \dots\dots\dots</math> <math>2548 \div 12 = \dots\dots\dots</math></p>	<p>*- مرحلة الإستثمار و التوظيف .</p>
	<p><u>وضعية التمرين:</u> - عند بائع الأزهار 150 وردة يريد تشكيل باقات في كل باقة 8 وردات . - ما هو أكبر عدد من الباقات يمكن تشكيلها ؟ - سجل كل خطوات الحل . التمارين صفحة 89 -10 :إنجاز عمليات قسمة 3-4-5-6-7 : وضيعات ادماجية</p>	<p>مرحلة التمرن</p>

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## Appendix 18

### Syllabus of Science and Technology

## - الفحص -

- 10 ..... **المجال 1 المادة.**
- 11 ..... **الوحدة 1 مصونية كتلة المادة عند انحلالها في الماء.**
- 12 ..... النشاط 1 : تحضير محلول
- 13 ..... النشاط 2 : مصونية الكتلة
- 14 ..... النشاط 3 : استرجاع كتلة منحلّة
- 15 ..... **تمارين**
- 16 ..... **الوحدة 2 الهواء خليط من الغازات.**
- 17 ..... النشاط 1 : هل الهواء هو نفسه في كل مكان ؟
- 18 ..... النشاط 2 : هل الهواء ضروري للإحترق ؟
- 19 ..... النشاط 3 : مكونات الهواء
- 21 ..... النشاط 4 : أخطار تسرب الغازات في المنازل
- 23 ..... **تمارين**
- 24 ..... **المجال 2 تكيف تغذية النباتات الخضراء مع أوساط عيشها.**
- 25 ..... **الوحدة 1 خصائص النباتات التي تعيش في وسط يفتقر إلى الماء.**
- 26 ..... النشاط 1 : المناطق المناخية الرئيسية في الجزائر
- 27 ..... النشاط 2 : طرق تكيف النباتات في الوسط الجاف
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- 03 ..... الوحدة 1 الإلقاح في مختلف أوساط العيش
- 04 ..... النشاط 1 : ما هو تعريف الإلقاح ؟
- 06 ..... النشاط 2 : الإلقاح حسب وسط العيش
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- ..... الوحدة 2 حماية جنين الحيوانات البيوضة في مختلف أوساط العيش
- ..... النشاط 1 : مظهر وبنية بيوض الحيوانات حسب وسط العيش
- ..... النشاط 2 : إظهار مكونات بيضة الدجاج
- ..... **تمارين**

## مشروع إنجاز تربية حيوان - الحزلون -

## المجال 7 الثروات الطبيعية الباطنية

- ..... الوحدة 1 نشأة وخواص البترول
- ..... النشاط 1 : التنقيب عن البترول
- ..... النشاط 2 : تشكّل البترول
- ..... النشاط 3 : خواص البترول
- ..... النشاط 4 : مشتقات البترول واستعمالاتها
- ..... **تمارين**

## المجال 8 عالم الأشياء

- ..... الوحدة 1 تغذية الأجهزة الكهربائية وقواعد الأمن
- ..... النشاط 1 : التغذية الكهربائية
- ..... النشاط 2 : التعرف على بطارية جافة
- ..... النشاط 3 : التعرف على المآخذ
- ..... النشاط 4 : أخطار الكهرباء
- ..... النشاط 5 : الاستعمال الجيد للبطارية
- ..... **تمارين**

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- ..... الروافع :
- ..... النشاط 1 : دور نقطة الإسناد
- ..... النشاط 2 : حدّد نقطة الإسناد و ابحث عن التوازن
- ..... النشاط 3 : أنواع الروافع
- ..... **تمارين**

## مشروع إنجاز مصعد كهربائي

## مشروع مجسم لتحلية الماء المالح

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## Appendix 19

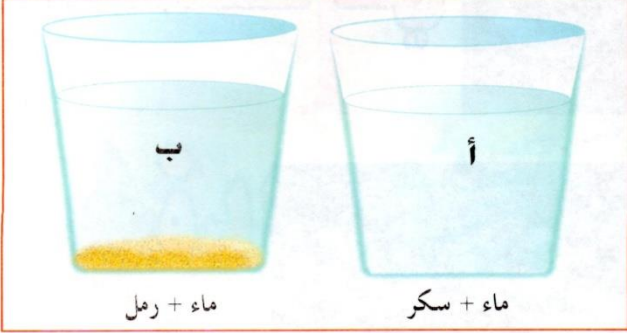
### Steps in Achieving Experiments

**النشاط 1**

**تحضير مطول**

**جرب واكتشف :**

أحضِر كأسين واسكب الماء في كلٍّ منهما ، ضع في الكأس الأول مقدار ملعقة صغيرة من السكر وفي الكأس الثاني مقدار ملعقة صغيرة من الرمل (الوثيقة 1).



أ      ب

ماء + سكر      ماء + رمل

الوثيقة 1

\* ماذا تلاحظ بالنسبة لمحتوى كل من الكأسين؟

- حرك بملعقة محتوى كل كأس.

\* ماذا تلاحظ وماذا تستنتج فيما حدث لمحتوى كل من الكأسين؟


- تذوق محتوى الكأس (أ).

\* ماذا تستنتج؟

بعد تحريك محتوى الكأس الذي يحتوي على الماء و السكر تختفي مادة السكر .  
فنقول : أنّ مادة السكر انحلت في الماء  
وتحصّلنا على محلول مائي سكري.

**مصطلحات جديدة:**  
محلول

**ما يجب الإحتفاظ به**



# Appendices

## Appendix 20

### Methodology of Teaching Science and Technology

140 - 141 - 140 - 143

رقم الوحدة ( 01 )

الوحدة : كيفية تغذية الأجهزة الكهربائية

المعدة : 45 د رقم المجال ( 08 )

المجال : عالم الأشياء

الوسائل : .....

الكفاءة القاعدية : يستطيع اختيار المنبع الكهربائي الملائم لتغذية و استعمال جهاز كهربائي بكل أمان

المراحل	الأهداف الوسيطة	الوضعية التعليمية والتعلمية	مؤشر الكفاءة
التمهيد	وضعية الانطلاق مرحلة جماعية	ملاحظة الوثائق	أن يعبر المتعلم عن الصور موضحا الأجهزة الكهربائية الموجودة في الصور
		التساؤلات	أن يجيب التلميذ عن الأسئلة
البحث و التقصي حول مشكل علمي		النشاط الأول	<ul style="list-style-type: none"> <li>يبرز المعظم الوثائق ص: 125</li> <li>* يطالبهم بالتعبير عن صورتين العمود الكهربائي - الأسلاك الكهربائية - البطارية - المأخذ</li> <li>* ما هي مصادر الخطورة عند تغذية و استخدام الأجهزة الكهربائية ؟</li> <li>* هل تتسبب البطاريات في تلوث المحيط؟</li> <li>- يطرح المعظم التساؤل التالي :</li> <li>* لماذا لا تتوقف الساعة الإلكترونية ؟ و الكهربائية الموجودة في البيت ؟</li> <li>- ولماذا تتوقف كل الأجهزة الكهربائية الأخرى عند انقطاع التيار الكهربائي ؟</li> <li>ماذا تلاحظ في الوثيقة ص 126 ؟</li> <li>- ويأمرهم بتحديد مصدر التغذية لكل جهاز</li> <li>- هل تعرف مصادر أخرى للتغذية الكهربائية غير كهرباء القطاع و البطاريات ؟</li> </ul>
		النشاط الثاني	<ul style="list-style-type: none"> <li>لاحظوا الصورة و عبروا عنها</li> <li>أذكر مم تتكون ؟</li> <li>بعد قراءة الفقرة ص 127 يسألهم قائلا :</li> <li>- ما هي أصغر بطارية شاهدتها ؟</li> <li>- و أين حدث ذلك ؟</li> <li>- ماذا تفعل ببطارية ساعتك بعد انتهاء صلاحيتها ؟</li> <li>- ما الشيء الذي يحيط بقضيب الكربون في البطارية ؟</li> <li>- أين توجد المادة السامة في البطارية ؟</li> </ul>
بناء التعلم		النشاط الثالث	<ul style="list-style-type: none"> <li>أذكر مم يتكون المأخذ</li> <li>- كيف يعاين المعظم المأخذ الأرضي ؟</li> <li>- ماذا تلاحظ ؟ - هل ثقب المأخذ متماثلان ؟ لماذا توجد المادة العازلة بلون مغاير ؟</li> </ul>
		الأثر الكتابي	<ul style="list-style-type: none"> <li>- يوجد نوعان من المنابع الكهربائية لتغذية التجهيز الكهربائي : البطاريات و القطاع الكهربائي و هي تحتوي على مواد سامة</li> </ul>

# Appendices

## Appendix 21

### First Year Language Exam

الإسم: فسور بن شريف <sup>أبنة</sup> اختبار اللغة العربية للفصل الثاني

1- زد الحرف الناقص في الكلمة: «ث أو د»

مَسَلَتْ دُ - بَابَةُ شُعْبَانٌ - ذَنْبِيلٌ <sup>2</sup>

2- أكوّن كلمة من هذه الحروف:

ب ط ف ه

ف ر ق ل

<sup>3</sup>  
2

بِطَاقَةٌ

قَلْفٌ

3) أضع الذي أو التي في مكان المناسب:

- المُعَلِّمُ هُوَ الَّذِي يُعَلِّمُنَا الْقُرْآنَ .
- أُمِّي هِيَ الَّتِي تَسْفِرُ عَلَيَّ رَأْسِي .
- الرَّهْرَهَةُ هِيَ الَّتِي تُعْطِينَا زَوَائِحَ الْعُطْرَةِ .
- الطَّيِّبُ هُوَ الَّذِي يُعَالِجُنِي .

4) رتب الكلمات لتكون جملة صحيحة:

كُتِبَ قَدْرَ الْقَبْدِ رِضًا تَتَلَبَّرُ الْكَهْرِبَاءَ الْحَدُّ رِضًا مِنَ

الكتابة قَدْرَ الْقَبْدِ رِضًا تَتَلَبَّرُ الْكَهْرِبَاءَ

9.17  
10  
جيد جدًا

2  
10  
إملاء

1.10

# Appendices

## Appendix 22

### Fourth Year Arabic Language Exam

المستوى: الصف الرابع

المادة: دراسة نص.

#### خير جليس

عندما يشعر الفرد بالملل يقتل فؤاده، يتناول كتابا و يتصفح ما بين سطوره ، فيشعر بنشوة كبيرة تغمر قلبه ، وهو يقرأ عن أنباء من قبله ، و أفكار من حوله ، دون ملل أو ضجر فالكتاب جليس ليس كبقية الجلساء فهو صامت يبدد الملل عن نفس الفرد ، ويونس وحدته ، ويغذي فكره، كل هذا في جو صامت مهيب.

والكتاب يحوي كنوز المعرفة التي لا تجدها عند جليس سواه. فهو أشبه بالنهر الدافق الذي لا يجف ماؤه، فيغترف منه الظمان بلا حدود دون أن ينضب . والكتاب صديق وفي ، يسدي النصيحة لطالبتها ، ولا يبخل بها إلا على من استثنى عنه ، فهو كالمشكاة تنير الطريق لحاملها .

فاحرص أيها التلميذ النجيب على اختيار جليسك فان لم تجد صديقا مخلصا ، فاحرص على كتاب قيم يفيدك ويغذي فكرك.

#### الاسئلة :

البناء الفكري :

- هات عنواننا آخر مناسباً للنص؟
- بماذا شبه صاحب النص الكتاب؟
- حسب رأي الكاتب: الصديق الوفي هو الجار؟ الكرة أم الكتاب؟

البناء اللغوي :

- أ/ شرح المفردات :

\* اشرح المفردات التالية ووظفها في جمل مفيدة :

الظمان - يسدي- استغنى - فؤاده.

\* اشرح المفردات التي تحتها خط في الجمل التالية :

- أريدك أن تكون قويا كالثيب على الأعداء رحيما كالأم على أبناء وطنك.

- العاقل هو الذي لا يجادل في شيء بدون علم.

ب-/ الإعراب: أعرب ما تحته خط في النص.

ج-/ التحويل : حول العبارة الآتية : من المفرد الغائب إلى : جمع المذكر- جمع المؤنث- المفرد الغائبة:

" يشعر بنشوة كبيرة تغمر قلبه ، وهو يقرأ عن أنباء من قبله ، وأفكار من حوله ، دون ملل أو ضج "

د-/ الشكل : - أشكل الكلمات التالية حسب موقعها في النص : الفرد- سطوره- النصيحة.

الوضعية الإدماجية : اكتب موضوعا تنصح فيه زميلك بمطالعة الكتب المفيدة موظفا:

صفة- حال- فعل أمر - مضاف إليه.

# Appendices

## Appendix 23

### Fifth Year Arabic Language Exam

**الجمهورية الجزائرية الديمقراطية الشعبية**

وزارة التربية الوطنية

الديوان الوطني للإمتحانات و المسابقات

إمتحان: شهادة نهاية منحة التعليم الابتدائي للقب: **بوراس**  
 دورة: **ماي 2013**  
 الشعبة: **اللغة العربية**  
 إختيار مادة: **اللغة العربية**  
 يوم: **10 مارس 2013**  
 إضفاء التوقيع (ة): **بوراس**

رقم التسجيل: **2464**

إسم و توقيع الحراس:

1	2	3

لا يبد من ملء أعلى هذه الوثيقة - يمنع التوقيع في آخر ورقة الإختبار

**9/1/10**

**إختبار مادة اللغة العربية**

**عمل ممتاز**

**1. البناء الفكري**

1. العنوان المناسب للسند: "الأحسان" **أ**

2. في نثر الكاتب الأحسان هدفه تهذيب وخلق تجميل ومنبع العطف **ب**

3. تمهيدية = كتيبة **أ**

العبارة # الأخرى **أ**

**2. البناء الأدبي**

1. استخرج من السند:

اسم موصول	اسم موصول	فعل مجزئ	فعل مزيد
عري <b>أ</b>	الذي <b>أ</b>	نرحم <b>أ</b>	تتمتق = تمتق <b>أ</b>

# Appendices

لا يكتب أي شيء على هذا الجزء

لا يكتب أي شيء على هذا الجزء

## 2- الإعراب :

الكلمة:	إد	راب	ها
تساعد	فعل مضارع منصوب بـ "أن" وعلامة نصب الفتحة الظاهرة على آخره والفاعل ضمير مستتر تقديره "أنت"		
المرهوبين	اسم مجرور بـ "عن" وعلامة مجرور الياء لأنه جمع مذكر سالم		

3- الشبهة: كتبت الهزة للتوسط على السبورة لأنها مفتوحة بخمس.

4- التحويل: وأحسنوا كما أحسن الله إليكم.

3- الوضعية الإيجابية:

التعاون صفة حميدة وخلق نبيل يحثه الله عز وجل ومفهوم عديدة منها: تعاون أصحاب الحق بتفاني في دعوتهم وتثبيته وتحسين أحواله، إزالة الكرب عن المهتدين بظلمة الدين عنهم، والتعاون يكون أيضاً بالمشاركة في المشروعات الخيرية كإياد الأيتام



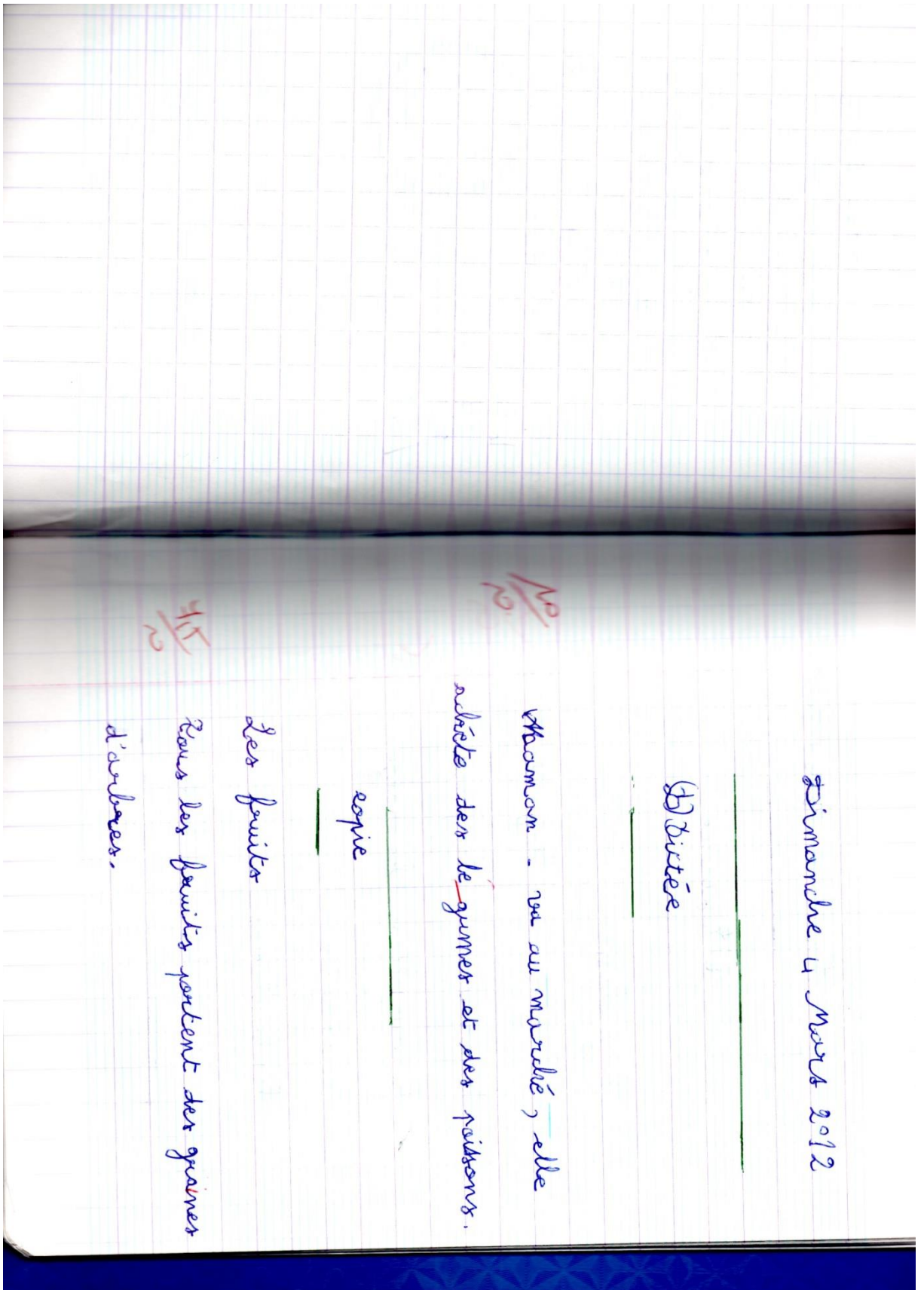
# Appendices

مثلاً وتؤكد أحوال الفقراء والمساكين. لكن يجب علينا  
أن نتعاون على الخير وليس على المنكر لقوله تعالى :  
وتعاونوا على البر والتقوى ولا تعاونوا على الأثم والعدوان  
واتقوا الله إن الله شديد العقاب. سورة المائدة - 2  
وليس ذلك فحسب بل إن التعاون والمسامحة يبشران  
الحبنة والثقة بين الناس ويقويان العلاقات الاجتماعية  
كما أنها تدفعان بالمجتمع نحو التقدم والازدهار

# Appendices

Appendix 24

Third Year French First Exam



# Appendices

Jeudi 5 Mars 2022

## Exercice

1) je classe:

les légumes	les fruits
les carottes	les pommes
les courgettes	les oranges
les tomates	
les haricots	

2) je complète par le. la. l'

l'arbre

le ballon

l'oiseau

la robe

3) j'écris au pluriel

une plante → des plantes

la tomate → les tomates

4) je complète par qu- q

une gazelle - la quinzaine - une langue

la gomme

# Appendices

je m'inscris ; je m'inscris le 10/10/10

Composition n° 1

Devoir 8/10  
Dictée 10/10  
Copie 7,5/10  
Exercices 9,5/10

Moyenne 8,75/10

Observations Résultats satisfaisants

de direction

des parents





10/10

# Appendices

Appendix 25

Fifth Year French Second Exam

## الجمهورية الجزائرية الديمقراطية الشعبية

الديوان الوطني للإمتحانات و المسابقات

وزارة التربية الوطنية

اللقب: .....  
الإسم: *Nazim Bouam*  
تاريخ و مكان الميلاد: *17 Juillet 2013 à Elman*

إمتحان: *Examen du 1<sup>er</sup> trimestre*  
دورة: *Mai 2013*  
الشعبة: .....  
إختبار مادة: *Français*  
يوم: *Dimanche 10 Mars 2013*  
إمضاء المترشح (ة): *و. ب. ن. ز. ب. ا. م.*

رقم التسجيل: *2466*

إسم و توقيع الحراس: .....  
3 ..... 2 ..... 1

لا بد من ملء أعلى هذه الوثيقة - و يمنع التوقيع في آخر ورقة الإختبار

إختبار مادة *Français*

- 1) Pour protéger l'environnement, nous devons prendre soin des jardins publics et participer au reboisement.
- 2) C'est nous qui devons protéger l'environnement.
- 3) Polluer veut dire détruire la nature.
- 4) planter
- 5) Demain, nous éviterons de déposer n'importe où les ordures. Les citoyens respecteront les espaces verts et ils aideront à la plantation des arbres.
- 6) Il faut préserver notre environnement.
- 7) Production écrite:  
L'arbre nous apporte l'ombre et le bois.

ص 1

# Appendices

لا يكتب أي شيء على هذا الجزء

لا يكتب أي شيء على هذا الجزء

Il nous donne des fruits. Il stoppe le désert. Donc, il ne faut pas couper les forêts. Il faut aussi releaser les arbres et les arroser.

4

# Appendices

Appendix 26

First Year Mathematics First Exam

الإسم فدور بن شريف أبنة  
رياضيات  
 الفصل الثاني في

1) أكتب الأعداد الناقصة بحيث يكون العدد ثمانية.

115  
115

3	4	5	5	6	7	8	9	10
---	---	---	---	---	---	---	---	----

2) أربط البطاقة بالعدد المناسب

$2 + 3$	5	$5 + 3$
$4 + 4$	7	$6 + 1$
	8	

2/2

3) أكتب الأعداد من 10 إلى 90

10	20	30	40	50	60	70	80	90
----	----	----	----	----	----	----	----	----

2/2

4) أكمل الجمع:

ع	آ
2	3
1	2
3	5

115  
115

5) أحسب العمليات عمودياً:

$\begin{array}{r} 16 \\ + 42 \\ \hline 58 \end{array}$	$\begin{array}{r} 16 \\ + 70 \\ \hline 86 \end{array}$	$\begin{array}{r} 35 \\ + 54 \\ \hline 89 \end{array}$
--	--	--

3/3

# Appendices

## Appendix 27

### Fifth Year Mathematics Second Exam

#### الجمهورية الجزائرية الديمقراطية الشعبية

الديوان الوطني للإمتحانات و المسابقات

وزارة التربية الوطنية

إمتحان: تتمهنة نهاية مرحلة التعليم الابتدائي  
 دورة: ماي 2013  
 الشعبة: 7<sup>ج</sup> تجريبية 2003  
 تاريخ و مكان الميلاد: 7 جويلية 2003 بئر عيسى  
 إختيار مادة: الرياضيات  
 يوم: الأحد 20 مارس 2013  
 رقم التسجيل: 2466  
 إضفاء المترشح (ة)

إسم و توقيع الحراس:  
 1 ..... 2 ..... 3 .....

10/10

لا بد من ملء أعلى هذه الوثيقة - و يمنع التوقيع في آخر ورقة الإختيار

سنة

إختيار مادة: الرياضيات

$2h\ 45\ min = 165\ min$	$4\ ha = 40000\ m^2$	11
$13,4\ dm = 1340\ mm$	$4\ T = 40\ g$	9
2) العمليات الحسابية		
وقت الوصول - وقت الانطلاق	$5h\ 20\ min$	
وقت التنقل	$+ 2h\ 45\ min$	2
$5h\ 20\ min + 2h\ 45\ min = 8h\ 05\ min$	$7h\ 65\ min$	
وصلت الحافلة على الساعة	$+ 1\ h - 10\ min \rightarrow 1h$	
$8h\ 05\ min$	$8h\ 05\ min$	
عدد القارورات	3	6
النوع DA	135	270
	405	540
نوع المثلث ABC هو مثلث متساوي الأضلاع		
نوع المثلث FKP هو مثلث قائم		
نوع المثلث MNO هو مثلث متساوي الساقين		



# Appendices

لا يكتب أي شيء على هذا الجزء

لا يكتب أي شيء على هذا الجزء

15 العمليات الحسابية

$250 \times 2 = 125$	$250 \times 2 = 125$
عرض الحقل $125m$	$250 \times 2 = 125$
مساحة مستطيل = الطول $\times$ العرض	$250 \times 2 = 125$
$125 \times 250 = 31250$	$250 \times 2 = 125$
مساحة الحقل $31250m^2$	$250 \times 2 = 125$
$31250 \times 8000 = 250000000$	$250 \times 2 = 125$
تضمن شراء الحقل $250000000DA$	$250 \times 2 = 125$

# Appendices

$$(31250 \cdot 4) \times 2 = 15625$$

المساحة المغطاة بالأسفلت  
 15625 م<sup>2</sup> مساحة

$$\begin{array}{r} 31250 \cdot 4 \\ - 128 \\ \hline 032 \\ - 32 \\ \hline 005 \\ - 4 \\ \hline 110 \\ - 10 \\ \hline 020 \\ - 20 \\ \hline 00 \end{array}$$

$$\begin{array}{r} \times \quad \times \\ 7812,5 \\ \times \quad \quad 2 \\ \hline 15625,0 \end{array}$$

$$31250 - 15625 - 15625$$

المساحة المغطاة بالأسفلت  
 15625 م<sup>2</sup>

$$\begin{array}{r} 31250 \\ - 15625 \\ \hline 15625 \end{array}$$

# Appendices

Appendix 28

First Year Science and Technology First Exam

لِلاسْمِ: قسور بن شبيب  
آية  
اختار للفصل الثاني

1) صَعَّ العلامة (+) أمام الأشياء التي تدور بالحرارة:

- الزبدية (-+)  
- الشكولاتة (-+)

- الخبز (-...)  
- التفاحة (-...)

- الثلج (-+)  
- مثلجات (-+)

2) أميز الصلب عن السائل بكتابة صلب أو سائل

مسطرة صلب ماء سائل  
خل صلب  
طباشير صلب  
حجر صلب

3) أضغ كل حاسة في مكانها المناسب:

العين - اليد - الأذن - الأنف - اللسان

- أسمع الأصوات بالأذن  
- أتذوق الطعام باللسان

- ألمس الأشياء باليد  
- أنشاهد المناظر والألوان بالعين

- أشم الرائحة الطيبة بالأفـ

4) رتب بالأرقام قصة الخبز:

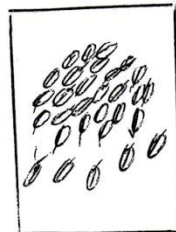
10  
10  
مناورة  
2  
9



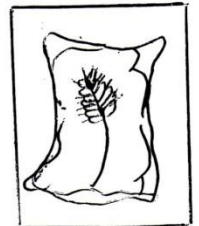
4



4



2

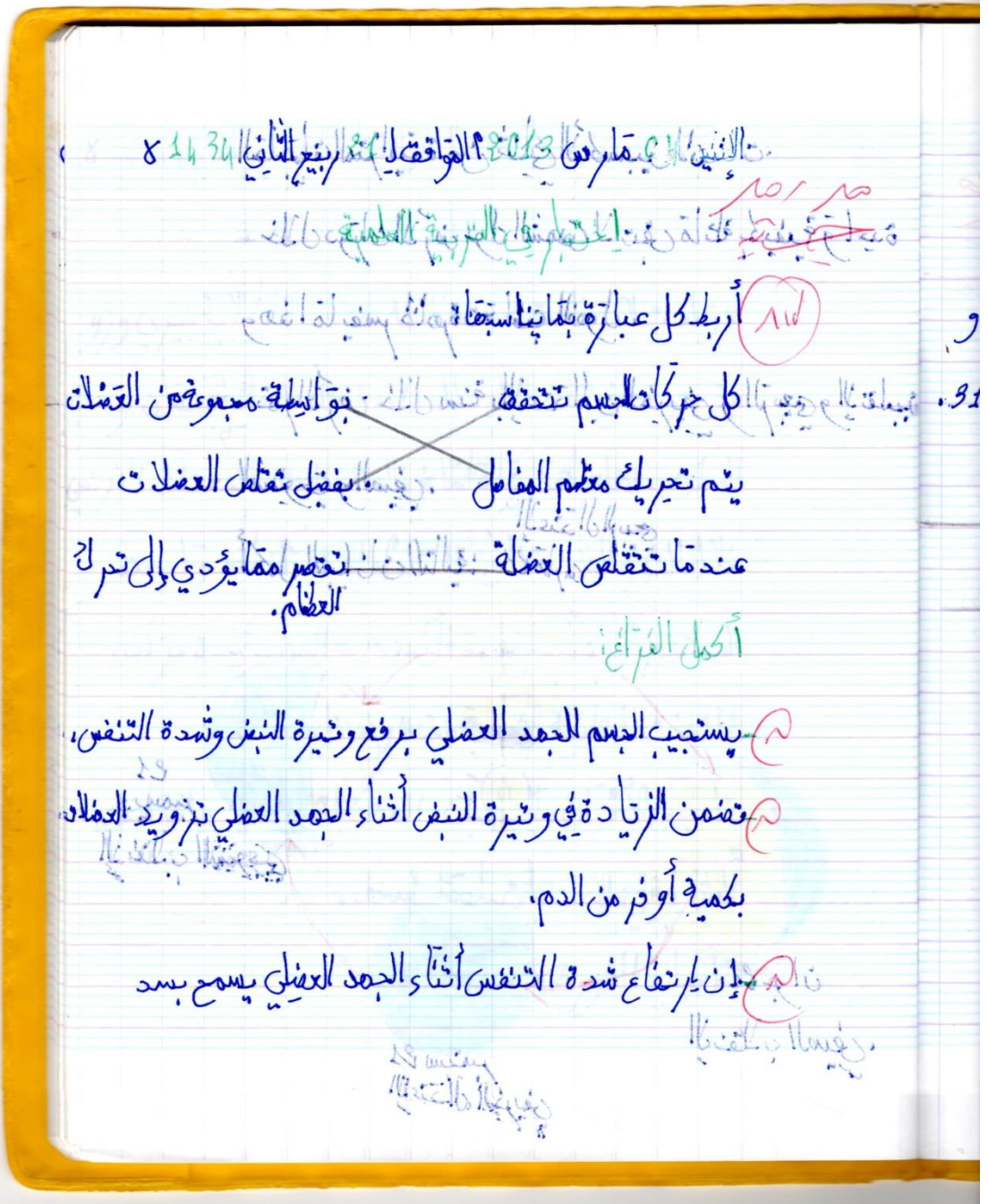


3

# Appendices

## Appendix 29

### Fifth Year Science and Technology Second Exam



# Appendices

العائدين المتزايدة من شتاء الأوسجين للعضلات.

خلال دوران الأرض حول الشمس لا تبقى مائة بكيفية واحدة وهذا ما يفسر ظاهرة تغير الفصول.

تنتقل في وقتها تتغير الأرض خلال سنة بالاعتماد على العرض والارتفاع والانعكاسات الشمالية والجنوبية.

كانت الأرض في فصل الصيف في وقتها.

كانت الأرض في فصل الشتاء في وقتها.

كانت الأرض في فصل الخريف في وقتها.

كانت الأرض في فصل الربيع في وقتها.

الانعكاس الصيفي

الانعكاس الشتوي

الاعتدال الربيعي

الاعتدال الخريفي

# Appendices

Appendix 30

First Year Religious Education First Exam

الإسم: فهمون شريف آية  
اختبار في تربية اسلامية  
الفصل الثاني

- اكتب (ص) أمام السلوك الصحيح و(خ) أمام السلوك الخاطئ:
- أطيع الله لأنه خلقني (ص)
- المسلمون يتعاونون على الشر (خ)
- قبل الأكل أقول بسم الله (ص)
- أدخل بيوت الناس دون استئذان (خ)
- أركان الإسلام خمسة (ص)

5  
5

الشفهي: تحفيظ  
سورة التاس

النقطة:  
منازة

# Appendices

## Appendix 31

### Fifth Year Religious Education Second Exam

الأحد 03 مارس 2013: الموافق لـ 14 ربيع الثاني 1434 هـ

إغتنابنا لأصل اللوحين الإسلاميتين،

10/10  
جدة

علاوة على ذلك، أتمنى أن يكون من بين من يقرأ هذه المقالة:

1. في شأن إيماننا بالإسلام المسلمون على قدر أسمى ذكر الله وعلى التعاون و

التكافل والاجتهاد في طلب العلم. ①

- لقد خذ ربنا الإسلام من الغش لأنه ينتشر العداوة والبغضاء بين

الناس ويؤذيهم الثقة فيما بينهم ②

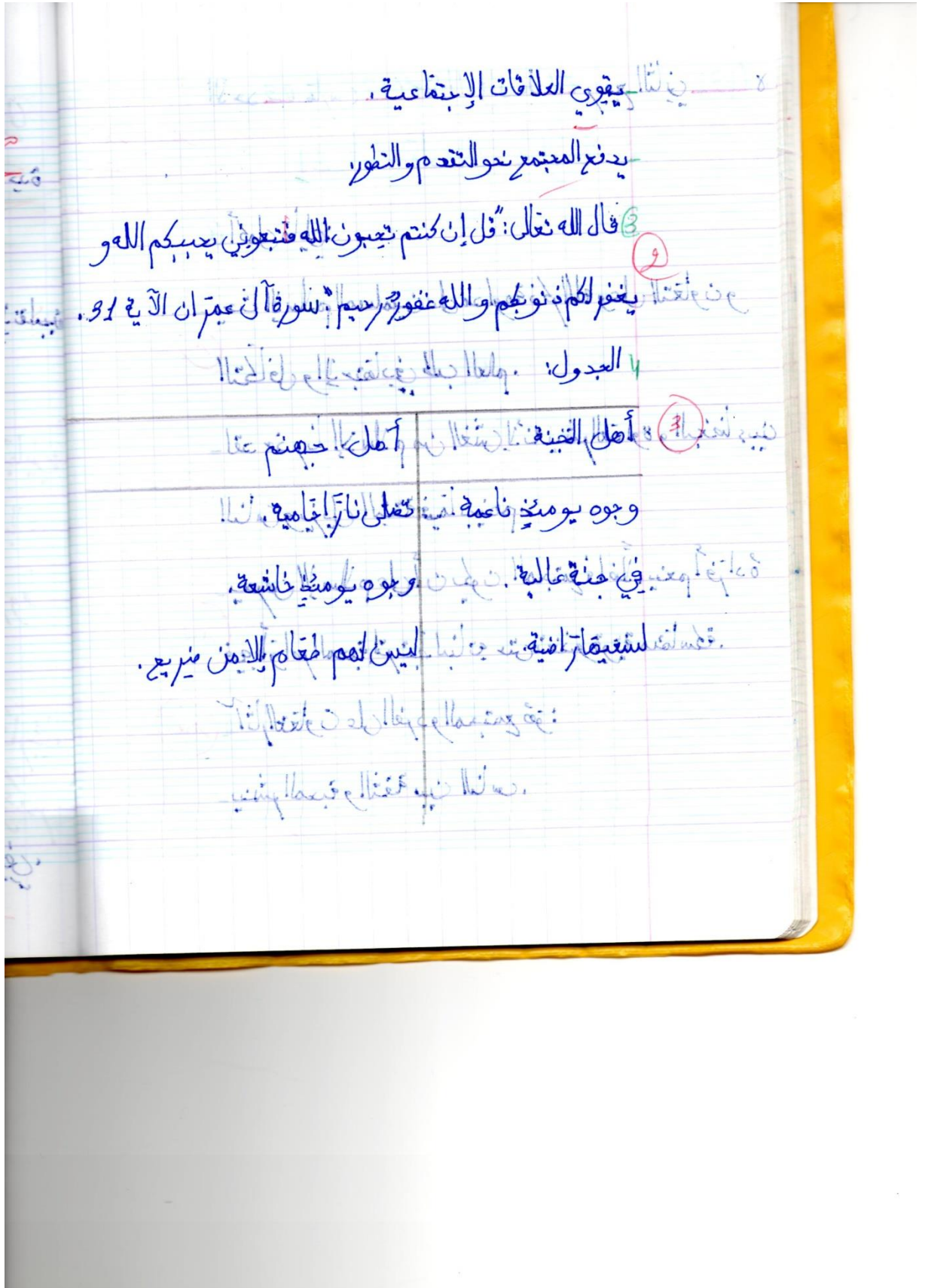
- يعرفون الإسلام على أن يكون المجتمع فاضلاً، ينعم أفرادُه

فيها بأوامر المعبة المترتبة لبناءه عن تغذوه وقوته منقاسه. ③

آثار التعاون على الفرد والمجتمع صق: ④

- ينتشر المحبة والثقة بين الناس.

# Appendices





# Appendices

## Appendix 32

### First Year Civic Education Exam First Exam

اسم: أحمد بن شريف  
آية  
اختبار الفصل الثاني في  
تريكة مدنية

- التمرين الأول:
- اكتب حرفاً واحداً للتصريف الصحيح وحرفاً آخر للتصريف الخاطيء:
- التلميذ المنظم يرتب أدواته (ص) -
  - الصيدلي يبيع الخضراوات والفواكه (خ) - 4
  - أنتبه إلى شرح المعلمة باستمرار (ص) - 4
  - أسبح عند ما يكون البحر هائجاً (خ) -

- التمرين الثاني
- اكتب أمام كل وثيقة مكان استخراجها:
- (المدرسة - البلدية - العيادة)
- الدفاتر الصحي من - العيادة -
  - البطاقة المدرسية من المدرسة -
  - الدفاتر العائلي من البلدية -

3  
3

- التمرين الثالث
- اكتب أمام كل عبارة نوع الخطئ:
- (الخروج - التسمم)
- اللعب بالسيكين (الخروج) -
  - لمس القرن (الخروج) -
  - تناول ماء جافيل (التسمم) -

3  
3  
10  
10  
منها

# Appendices

## Appendix 33

### Fifth Year Civic Education Second Exam

اللاتنين 14 مارس 2013 40% القويان 40% ربيع الثاني 2014 40%

قداسة المجلس الوطني

تنقسم المجالس الشعبية المنتخبة في وطني إلى أربعة أقسام وهي:

المجلس الشعبي الوطني ومجلس الأمة.

قواعد المناقشة التي ينبغي أن يتقيد بها الجميع هي:

المعذ عن استعمال العنف بنوعه، غرس الإصغاء للمتحدث، حسن التخلي لا يتعد عن مقاطعة المتحدث، استعمال العبارات المهدئة في الخطاب، قبول الخيبة دون تعصب ليرأي من الآراء، هناك مختلف مصادر الدخل القومي وهي: الأجر الشعبي أو الممنوع أو الممنوع ذوي الحقوق أو المنشآت الغيرية

الفلاحية، الصناعية، الحرفية أو فنية،

الأكل الناقص،

الكنع في صرطها لمراتية الصاطية يتم اللجوء إلى التخطيط

استعمالنا من خلال ثم تبعد الاستهلاك اليومي للمواد

الغاز والكهرباء والغذاء والوقود،

عندما استهلك الماء والكهرباء والغاز والغذاء أغني

مظهر التمييز والاسراف بالتقيد بقواعد الاقتصاد للمواطنين

على اللاطف والنداء لأن التمييز والاسراف يلحق الضرر بالإنسان

# Appendices

Appendix 34  
Fifth Year History Second Exam

مظاهر السياسة الخارجية التي تجلّت في العهد النعدي

٢١١

التفسير الاتي، الثورة الزراعية، قانون الزراعة، المستعملة، حياث الدلا، عملت الادوة في اهدت ان (التمك في على رفع التعليم وصار الامة والنكوبين المعنى ونشر وسائل التوعية، (المثلث) الا ذاتة المتكافة والكثي

٢١٢

تاريخ

مناحة بسيطة

وجود اربعة

نخلة مرتبطة

ميزان تجاري

مناحة بسيطة

وجود اربعة

نخلة مرتبطة

ميزان تجاري

مناحة بسيطة

وجود اربعة

نخلة مرتبطة

ميزان تجاري



# Résumés

# Résumés

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## Résumé

Dans le processus de socialisation de l'enfant, l'école joue un rôle déterminant dans l'acquisition du savoir et l'insertion sociale de l'apprenant. Dès l'âge de six ans, l'enfant arrive à l'école en parfaite maîtrise de sa langue maternelle, ainsi qu'une connaissance des valeurs socioculturels de la société où il évolue. Cette thèse a pour but d'étudier le rôle de l'école primaire dans l'évolution cognitive, métacognitive et psycholinguistique de l'enfant ainsi qu'identifier les différents paramètres qui handicapent la réussite scolaire. Ce travail multidisciplinaire est réalisé en six parties. Le premier chapitre, dresse un profil d'entrée, sur le plan linguistique, de l'apprenant Algérien, à travers une étude comparative entre la langue maternelle et celle enseignée à l'école, le français. Le but est d'identifier les différents points de similitudes et de diversité entre toutes ses langues ce qui détermine le profil linguistique de l'élève à la première année scolaire. Le deuxième chapitre est une étude diachronique du développement cognitif et métacognitif de l'enfant alors que le troisième est une approche psycholinguistique de l'apprentissage. Les résultats des trois chapitres dressent un profil d'entrée de nos élèves ce qui nous permet, en quatrième chapitre, d'analyser les différents objectifs du ministère de l'éducation nationale ainsi qu'une étude du curriculum scolaire du primaire. Aussi, ce dernier se focalise sur la méthodologie d'enseignement utilisée en classe afin de déterminer à quel point elle correspond aux attentes pédagogiques de l'Approche Par Compétence. Le cinquième chapitre est une analyse des résultats des examens de la première et cinquième année ce qui a pour but de dresser un profil de sortie de nos élèves et d'identifier à quel point l'école primaire contribue au développement cognitif et métacognitif des apprenants. Deux paramètres mentaux qui déterminent tout le processus scolaire futur de ces enfants. Les résultats de cette étude ouvrent des perspectives d'autres recherches ainsi qu'à un sixième chapitre où plusieurs propositions et suggestions sont proposées afin de remédier à un échec scolaire enraciné dans notre école depuis plusieurs décennies.

**Mots Clés:** cognition, métacognition, psycholinguistique, développement, école primaire, profil de sortie.