

## LINGUISTIC DUALITY IN THE EDUCATIONAL INSTITUTION

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### Abstract

Language is the substantive provisions, of means of communication, although and above all this it is one of the basic elements of national identity. faced by many countries, especially those that have suffered and still suffer from the scourge of social underdevelopment caused by either colonialism or lack of growth resources or causes leading to the evolution, we find that the attention to the fundamental principles are between flux and ebb when some of them lose their importance while others take more importance, while the opinion makers are trance.

We want to refer what when notice on the level of educational institutions, we get that the education language in educational institutions takes a common non-uniform or symmetries far from what we see, it varies from professor to another and from one educational institution to another, then it oscillating between vernacular and classical, national and foreign language, the matter is not concern by which language we teach or by which language can trend us to the universality, it concern by the way which contributes to the production of generation capable to realize and propose ideas capable to form them fully formation qualified them to scientific levels elegant.

In this study, we are trying to point out a linguistic problem encountered the educational institutions, and it is about the linguistic duality at the level of educational institutions as the first basic regulatory framework which includes children after their general formation inside the family.

**Keywords:** Linguistic Duality; Educational Institutions; National Identity.

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### 1. Introduction

The educational establishment considered as the first and the only responsible for creating a cultivated generation that is full of national soul, and this through programmers and educational curriculum inside laws that is recognized patriotically and inter nationally – every country has the goal to educate their children of what is related with the heritages and the cultural acquisition, than multiple sciences and knowledge which guaranteed the technological and scientific advance, all of these for protecting its stability and its sovereign entity among the other countries.

Inside the cultural heritage acquisition, we find language which has great importance in the advance level as tool for development, and the other countries consider it as tool for expansion and globalization.

Language seems as vital element that presents the national personality in the advanced sense –It contributes in building nations and civilizations, this is why it is considered as the main element of personality.

One of the basic things, that we spot the light on, is the neglecting of this language and the weakness of people to protect it, it becomes without sense, it is only as tool for communicating between elements of society and also characterized with some disadvantages as missing fluency and force between other languages, This study is presented as push to build and recognize the consideration of Arabic language which suffers of retreating in its nation.

In this study, we use critical and descriptive analyses methodology of some legislation and features of bilingualism among the educational establishment.

## **2. Identity definition**

The identity has a lot of definitions but we can pose this definition for this study, nation was defined as “a named human population sharing an historic territory, common myths and historical memories, a mass, public culture, a common economy and common legal rights and duties for all members”,. National identity therefore refers to positive, subjectively important emotional bonds with a nation, In brief, a national identity is understood as the status quo in the process of individuals’ identifying with a nation, Over the years, in one’s life, the discourse of national identity is constantly maintained, deconstructed and reconstructed in the form of text presentation, symbolization and theatrical manifestations as well as in objects and materials, To native citizens, the construction of national identity builds on the emphasis on a common history, and history always has to do with remembrance and memory. (Wang, 2016, p. 04). The identity in Algeria has computes we can paste religion is Islam, nation language is Arabic, Algeria is our nation.

## **2. The importance of correct words:**

The word in Webster’s Unabridged Dictionary (1989) defines a word as the smallest independent unit of language, or one that can be separated from other such units in an utterance. . (ralph, 2006, p. 56)

By this word we can build a sentence to help people or child to have a baggage in language and exchange conversations with others especially in their nation language.

The words of one’s language make up its lexicon. One might think of the lexicon as a kind of mental dictionary where words are stored. Our knowledge of each word, like the lexical entries in a dictionary, includes several kinds of information. (ralph, 2006, p. 58)

But when child learn this word in incorrect form it will be with him for long time maybe forever, and it make his conversations false and non complete.

## **3. Gathering data on language acquisition:**

In society there are a lot of ways help people to learn second language, they can acquisition and gathering data on language easily, using means of communication, courses, ...ex. But what about children and their nation language, how can they gather data? And how can they acquisition language in life?

There is a study speaks about how children gathering data on language acquisition it started by a question that (Ralph, 2006, p. 206):

How can we best study how children learn to use language?

The answer of this question can't be in some sentences but because of the answer need more studies to get more information about it we can here past what the study we speak about say in its consequences as well as (Ralph, 2006, pp. 206-210):

Because our research subjects are so young, traditional means of data collection are often inadequate. We cannot, for instance, ask a one-year-old to judge the grammaticality of a sentence. Children's language comprehension skills generally outpace their production abilities, so relying on children's verbal output alone provides only a partial picture of the acquisition process. Furthermore, recent research suggests that language learning begins even before birth: for instance, infants show a preference for the sounds of their mother's native language just days after being born, thus indicating that some kind of language learning has taken place in utero, long before subjects can serve as research participants in most studies.

In collecting and analyzing child language, researchers often strive for naturalness and representativeness in their data. Natural data are similar to the language children use in everyday life with familiar conversational partners (like the child's parents) in familiar contexts (like the home) doing routine activities (like playing). Representativeness refers to two goals: first, the language data collected from a particular child should be representative of the language used by that child every day. Thus, if a bilingual child normally speaks mostly Spanish with his/her mother, a sample of English conversation between the mother and child would not be representative of their everyday interactional patterns. Second, the children studied should be representative of the general population under investigation – for example, Spanish–English bilingual four-year olds. Below, three approaches to collecting child language data are briefly described and critiqued in terms of naturalness and representativeness. By three Parental diaries, Observational studies, Experimental studies. The data: milestones in child language development.

All normally developing children, acquiring any of the world's spoken or signed languages, follow a similar path of language development and

Reach the major milestones in the same order. However, there is significant variability in the age at which these milestones are reached.

## **2. Native Language Magnet Model:**

In this study we can see the second face of acquisition language in society, exactly in the first three approaches to collecting child language data what the first theory speak about it is the: « Parental diaries», it is so different than the foreign language at all we can paste the theory and its consequences below (<http://en.wikiversity>, pp. 6-7):

Young children learn their mother tongue rapidly and effortlessly, following similar developmental paths regardless of culture. How infants accomplish this task has become the focus of debate especially for Patricia Kuhl who has developed the Native Language Magnet Model to help explain

how infants at birth can hear all the phonetic distinctions used in the world's languages. According to Kuhl and colleagues (2005), to acquire a language, infants have to discover which phonetic distinctions will be utilized in the language of their culture and do so by discriminating among virtually all the phonetic units of the world's languages. During the first year of life, prior to the acquisition of word meaning, infants begin to perceive speech by forming perceptual maps of the speech they hear in their environment. Kuhl's (2005) research focused on the mechanism underlying the development transition from an infants' universal phonetic capacity to native phonetic discrimination. They used ERP brain measure of infants' native and non-native speech perception in infancy to predict language in 2nd and 3rd years of life. Although we still remain capable of discriminating non native phonetic contrasts as we age, it is at a reduced level when compared with native contrasts. The idea that more than selection is involved in development phonetic perception has been clearly demonstrated by experimental findings showing that native language phonetic perception shows a significant improvement between 6 and 12 months of age. Previous studies had shown native language improvement after 12 months of age and before adulthood but newer studies such as Kuhl's and colleagues has gone beyond selection in explaining developmental change in infants' perception of speech. The Native Language Magnet Model (NLM) proposed by Kuhl (1994, 2000) focuses on infants' native phonetic categories and how they could be structured through ambient language experience. The NLM specified three phases in development:

- 2.1.** Phase 1- infants are capable of differentiating all the sounds of human speech and abilities are derived from their general auditory processing mechanisms rather than from a speech-specific mechanism.
- 2.2.** Phase 2- infants' sensitivity to the distributional properties of linguistic input produces phonetic representations. Experience accumulates and the representations most often activated begin to function as perceptual magnets for other members of the category.
- 2.3.** Phase 3- The perception termed perceptual magnet effect produces facilitation in native and a reduction in foreign language phonetic abilities.

Recently Kuhl's research has initiated the revision of the NLM and expanded the model to include native language neural commitment, which explains effects of language experience on the brain. Native language neural commitment describes the brain's early coding of language and how it affects our subsequent abilities to learn the phonetic scheme of a new language. This is due to the fact that initial language exposure causes physical changes in neural tissue that reflects the statistical perceptual properties of language input (Kuhl 2005). The neural networks then become committed to the patterns of native language speech. Another finding by Kuhl (2008) that has expanded the Native Language Magnet Model has been the research indicating that both native and non-native performances at 7 months of age predicted future language abilities but in opposite directions. Better native phonetic perception at 7 months of age predicted accelerated language development at between 14 and 30 months whereas better non-native performance at 7 months predicted slower language development at 14 and 30 months. Results supported the view that the ability to discriminate non-native phonetic contrasts reflects the degree to which the brain remains in the initial state, open and uncommitted to native language speech patterns.

## **2. Characteristics of the Arabic language:**

The Arabic language has several characteristics that distinguish it from other languages; We mention from them what Jerji Zaidan identified in his book *The History of Language Arts* as follows (zaidan, 2012, pp. 57-59):

**2.1.** The syntax: is the changing the end of words with the change of the factors involved in the nominative, accusative, accusative, and sukoon.

Only Arabic, Abyssinian and German are Arab zed languages.

**2.2.** Accuracy of expression: Arabic is characterized by accuracy of expression, for example, every hour of the day has its own name, The first hour is the climax, then the dawn, then the forenoon, then the deer, then the migratory...etc

And name for every night of the moon.

**2.3.** Mercilessness and brevity: it means that a small word indicates a lot of meaning and vice versa.

**2.4.** Synonyms and antonyms: The word has several names, for example, the lion has 350 names, and the reasons for that are that many of the animal names are originally adjectives, then they became names, and some of them were taken from another language.

**2.5.** Assonance and the tale of sounds

### **3. The educational Establishment.... Where?**

The educational establishment (school) known as the social environment through which we transfer child from small circumstances, it means family to the openness to the others and to the wide society, and also brought to encourage a lot of believes, orientations and good values that are associated to child at home, and give him the ability to learn way of positive reacting of their generation and educational environment and train him to practice the humanities relations with others. (Mesbah, 2003, p. 112)

Through this, we can say that school is responsible for producing generation that leads to the social, economic, political development because the graduates of this establishment are leaders in future some of them will be a president, minister, teacher, accouter and judge...etc.

To make this process succeeds of education inside this establishment, we find that one of these principles is to insert the educational program by national language, and it is difficult to some countries since have troubles between languages, which one is good for the teaching and which one leads to the development, while others wait for the solutions, we find others suffer from dissociation of language into two languages used in the same time, and all of these expression, it means with different model, as bilingualism.

## **2. What is Linguistic Duality? And what are its causes?**

### **2.1. Definition:**

Linguistics duality achieved by Ferguson which was officially introduced into sociolinguistic literature (1959) known as diglossia.

The term is used to describe a special type of bilingualism in which two co-existing linguistic codes of different status compete with one another, speakers can use several language varieties, basing their decision on the circumstances.

A standard language fulfils the so-called “high” functions that are appropriate to formal contexts, while the “low” functions are ascribed to dialectal forms employed in the privacy of one’s home.

Hence, we speak about high (h) and low (l) varieties.

Lis typically is used in familial interactions, whereas His is acquired later at school.

Moreover, Ferguson set out to expand the concept of diglossia by establishing nine categories which are prioritized according to functions, prestige, literary heritage, acquisition, standardization, stability, grammar, lexicon, and phonology. (stepkowska, 2012, p. 201)

Ferguson gives the following examples for the use of high and low varieties in the distinction mentioned above:

**Table 01:**

**Table title: Ferguson examples for the use of high and low varieties**

Case	High	Low
Preaching in mosque or church	X	
Instructions for slaves- labors, and library		X
Personal letters	X	
Speech in parliament, political speech	X	
University lectures	X	
Speech with friends, and members of family		X
Radio news	X	
Social acting in radio		X
The opening of journals, journals news and titles	X	
Comment in caricature		X
Poetry	X	
Popular literary		X

Source: (stepkowska, 2012, p. 201)

**2.1. Causes:**

One of the main causes of the existence of bilingualism in educational establishment is that we found the philosophy of society life that is one of the important sources of building educational goals.

The philosophy of society consists or establishes through channels of events known as the history of society.

In addition to that, we found that bilingualism is consisted through the social delay and this is signed by (Salama, 2012, pp. 38-39) who sees that the delay of language is one of the great causes of social delay, the contract language effects with society which finished when the society collapsed and it flourished when the society developed, so, it is developed and when it is developed, it establishes connection between language and society physiology and membership functions.

### **3. What about the bilingualism in the educational Establishment?**

Educational establishment is characterized in countries which are none developed as a foreign example.

The only obstacle that hinders the beginner child inside the education establishment is in learning reading and writing by the mother language which is the language of speech offers from the language of writing.

As we know, a lot of Arab countries in Asia and Africa faced colonialism, that resulted the Arabic language wrecks in spite of the lack of protection from the effective elements in society but the society in itself made it divided into two languages one of them is colloquial which is spread in speech and the other one is fluent language is used often in writing and this act leads to multiple troubles and we don't stop on this limit but we are able to sign to the other picture, in the sequence of speech with colloquial language, we found some of foreign items alike in French or English and this other type of bilingualism.

The Algerian follow the politics of Arabizing in educational establishment after the independence and they try to use politics and clear plan target with sociology development, the process of arabizing includes the principal school which is established in 1976, and the Algerian school organization certifies changes in different educational curriculum that paved the way to the student to graduate in his/her level of learning, and the Arabic language was in genuine of these changes of study especially in final years which the educational organization aims to rely on new learning approaches which its objective is to measure the role of learner and teacher through sources and new curriculum relied on the new and modern methods, But these books are full of mistakes of language and some of vibration in the arranging the lectures of students, (Hanni, 2012, p. 75), it seems that the Algerians go through double languages and bilingualism as language in danger.

From all of these, child becomes in family learning colloquial and he/she speaks in age of five or six and when he /she goes to the school he/she found him/herself obliged to use fluent language in speech, reading and writing but also the teacher faced him/her with it, and sometimes, the teacher used colloquial in his speech and fluent language in lectures of reading and here the teacher in some cases face problems as which language he must use.

Concerning the importance of language to the teacher who is responsible of children of different families, the teacher Abed el Ali Ibrahim said: "when the teacher recognizes that he provides

students with socialinstrument which they use it in their lives, surly he changes his traditional methods in order to recognize these goals and he interests to train students to use the correct language.” (Bouanani, 2005, p. 117).

The Arabic language is not only subject for study but in addition to that instruction to study the other subjects or module which is learned in every educational step.

If we can conceptualize thing in the phenomenon of isolation and separation between educational models, we can’t conceptualize this separation of language and other educational subjects if it is scientific or literary and this assumed in the experiment that presents the advance of student in Arabic language, it helps them to develop a lot of other subjects that are based on obtaining reading and understanding. (school, 2011, p. 7)

## 2. What about the bilingualism in Algerian educational establishment?

We can expose some of examples, or illustrations about the bilingualism to show some of statistics which are related with number of students and educational establishment in three phases of education: primary, middle, secondary school, and we try to give a spot on what we want to get, and explain tables as follow:

**Table 01: Explains the students’ number and educational establishment in the three phases**

The whole number of educational establishment			Students
Primary	Middle	Secondary	8.451.370
459	253	147	

Source : <https://www.education.gov.dz/>

We try to insert this table to explain the extension of covering the educational establishment to the student in three phases, and the cast question is the number of this educational establishment warrant students which present approximately 21% from number of society, surely not because there is some establishments which comprehend more that what it is necessary that made it exceeds the limited number of the students number in the classroom which affects to the process of teaching and learning.

**Table 02: Explains primary certificate round 2015**

Round number cycle 2015	Male	Recurrence	335046
		Percentage	51,6
	Female	Recurrence	313526
		Percentage	48,35
Total		Recurrence	648572
		Percentage	100

Source: (Reference of first year at primary school 2011, p7)



				without noise.		
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**Source:** by the authors

## 2. Conclusion:

In conclusion, as what we mentioned above we must approve the necessity of following the correct syllabus to prepare students and repeat our great language to build our identities and nationality, we do not neglect the necessity of learning foreign languages and no desire to speak it but we try to set limitation to these abnormal uses of foreign language and wrong uses of Arabic language-according to Abed Allah “ There is no catabolism in any language or foreign culture in addition to refusing it and minimizing of its value, we can’t do this even when we are able because we are living in world in which principal characteristics is the diversity in everything, that world became unified civilization and we are a part of it without doubt, but not at the expense of us or our language or culture, and identity, and this is the different between us and those who obliged us to expose the differences between identities, or they try to associate people with others under that signal and that.” (Rekibi, 1991, p. 32) We can conclude with some instructions:

- 1- The necessity to using Arabic Language.
- 2- Regulate the ways of teaching in the educational system.
- 3- Trying to orient speech to the parents to preamble their children to make their language fluent.

The objective of this study is not to omit the colloquial language which has also a great role since it is a part of the national identity especially those which are relate with popular heritage which present to the period that Algerian people hires it and in some parts presents popular poetry, idioms, proverbs which are used by forbear but the outlining uses and in educational and reprisal society in behind and it didn’t tread to the front of us.

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