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Thème:

**INVESTIGATING STUDENTS' PERSPECTIVES TOWARDS USING FRENCH AS A
MIDIUM OF INSTRUCTION IN SCIENTIFIC FIELDS
THE CASE OF FIRST YEAR STUDENTS OF BIOLOGY DEPARTMENT AT MOHAMED
EL BACHIR EL IBRAHIMI UNIVERSITY. BBA**

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Nabila, Ratiba et Ahlem.

Abstract

The present study investigates students' attitudes towards using French as a medium of instruction in scientific fields. Besides , it is intended to identify the origin of the failure of students of Biology department and causes of deficiencies, and to determine their real needs in order to help them to overcome this problem.

To achieve our objective, first year students of Biology department of Mohamed El Bachir El Ibrahimi, have been taken as a sample. For the sake of this investigation, we adopted the descriptive method to gather the data through administering an online questionnaire to 44 students and the data were analyzed by Excel. The results reached in this study demonstrate that the majority of the students did not use the French language in their daily lives and they did not attempt to improve their French skills and master it by taking courses which led to the difficulties that they encounter especially in their learning process, some of those difficulties concerns the vocabulary, pronunciation ...etc.

Key words: French language in scientific fields, French language as a medium of instruction, biology students learning difficulties, 1st year biology students.

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List of abbreviations:

1st: first
LMD : Licence, Master, Doctorate
HCA: High commission for Amazighity
FUO: French on university objective
CIA: Central Intelligence Agency
Q: Question
STD : Standard deviation

1. Chapter One

1.1 Research background

With a globalization of economic and cultural exchanges, as well as, the appearance of new communication needs, learning a foreign language is becoming a necessity, At the time, some believed that learning a foreign language was only used for exams at school. Today with the development of relations between countries, many have become aware of the many possibilities offered by learning the languages of other countries and their cultures. Algeria, given a multilingual country, the speakers build conceptions often diverse and motley regarding the different languages that form the fabric language of the country, namely Tamazight, Arabic and French which are the main communication languages. Indeed, although French is a second language in Algeria, it has a great impact on our professional life and even our future. How many students have given up on their childhood dreams because of their deficiencies in French. How many candidates have failed in a recruitment interview for the same reason. But as it is a factor of failure for the latter, it is a factor of success for those who master it. Previous research and studies confirm that at university, Algerian students in scientific and technical fields experience face enormous difficulties because of their rudimentary level in French, which teachers face and complain about every day.

The linguistic situation in Algeria is particular and complex. French is one language among others in Algeria, it occupies an important place and it is one of the daily languages of communication besides Arabic and Tamazight. Although, still some people especially students face difficulties while using it as a medium of learning. Therefore, we are going to conduct this research which aims to shed light on the attitudes of students towards using French as a medium of instruction and teaching in scientific fields. Also, to describe and

analyze the Algerian linguistic situation, some scientific students have difficulties in building solid disciplinary knowledge. Perhaps, because all subjects were taught in high school only through Arabic language.

Two major reasons prompted us to initiate a study on teaching French at university in its scientific context. On the one hand, we often meet students who have trouble understanding their lessons even though they were very good in high school. Between high school and university, Students learned a mathematical equation written from right to left, from the Arabic alphabet to the Latin alphabet. It was necessary to learn a quantity of technical vocabulary and specific terms, so they got used to learn only in Arabic language. On the other hand, the lack of references that address the difficulties of students in French language as a mean of transferring knowledge. Indeed, our object of study lies in the correlation between two approaches: "communicative and socio terminology", in which we are interested in studying French from a good precise: Investigating students' perspectives towards using French as a medium of instruction in biology field. From this observation, we will highlight the various difficulties encountered by students on the level of comprehension.

In the first year of higher education in biology, the students' knowledge of the French language is very limited in terms of vocabulary. The transition to a men education occurs suddenly. They have not been sufficiently developed, so we sought to find out the reasons behind these difficulties faced by students and teachers.

1.2 Research questions

The fundamental purpose of this study is to answer the following questions:

1- What is the place of the French language in the daily lives of students of 1st year biology?

2- What are the first year students of biology attitudes toward the use of French as a medium of instruction?

3- What are the first year students of biology difficulties encountered when studying in French?

1.3 Research aims

In general, our research aims to shed light on the attitudes of students towards using French as a medium of instruction in biology field. There are some other specific aims of this research as follows: give an outlook of the language policy in Algeria, recognizing the place of French language in Algeria, analyzing the attitudes of students towards studying in French at universities, determine the origin of the failure of students' Algerian academics in biology field and the causes of deficiencies in French also identifying their real needs in order to help them to overcome this problem.

1.4 Literature review

Education in Algeria is conducted in Arabic. As for French, it is included in the primary school curriculum, starting from the third year, and this language is considered the language of science. As for academic disciplines such as social, economic, commercial and other sciences, they have been Arabized. As for scientific disciplines such as medicine, veterinary sciences and architecture, they are taught in French. This means that the university education system in Algeria depends on two languages for teaching which are Arabic and French.

Despite the reform (LMD: License, Master, Doctorate) which affected the Algerian superior education in 2004, this situation has not prevented the French language from being

given a dual status which logically leads to two types of courses: French courses implemented to improve the linguistic skills of students, courses using French which concern their success in the chosen discipline.

French language has a status of "foreign language". It is recognized as a second language in education, and after several years of independence, it has not experienced a definitive break, between its period colonial and independence, for various reasons: technical, sociolinguistic and political. It is reinforced in the Algerian school and in daily activities and despite all that, students from scientific disciplines still may find difficulty accessing texts in their area of specialization written in French. Al status which logically leads to two types of courses: French courses implemented to improve the linguistic skills of students and courses using French which concern their success in the chosen discipline.

1.5 Research methodology

The challenge of this thesis is to understand what type of difficulties the students face in using French as a medium of instruction of teaching in studying biology. the function of this collection of initial data is to identify a situation, to answer the research questions since we are conducting exploratory research. It is a questionnaire that is retained and used mainly according to a quantitative study to analyze behaviors, opinions of students. In the case of this work research tool-, a questionnaire consisted of fourteen questions for first year biology students. The advantage of this questionnaire is that it allows responses to be quickly gathered from all the students. Another advantage is the speed of analysis of the results.

2. Chapter Two: the literature review

2.1 Background

The French occupation of Algeria, the most horrific war, was launched under the pretext of slapping the Consul of Paris. A story of resistance that lasted 132 years. In the year 1830, France invaded Algeria, thus becoming the first French colony in North Africa. This colonization came after Europe's increased need for raw materials, commercial markets and areas of capital exploitation in addition to several other reasons. France had indeed succeeded in occupying Algeria. It also tried to impose its French culture in Algerian society more than its focus on education. Algerians had resisted the French invasions in their own civilization and did not surrender to it, and chose to fight in fields other than those of soldiers or politics (A. heggoy ,1973 p 571).

With regard to education in Algeria under French colonialism, it has gone through several stages that control it. The first stage lasted from the early sixteenth century to the end of the Napoleonic wars in 1815. The second one lasted from 1830 (the conquest of Algiers) to 1870 (the fall of the Second Empire). The last one was the period of imperialist expansion under the third Republic from 1875 to the culmination of the decolonization process with Algerian independence in 1962 (A.Majumdar , 2007,p 29).

The European community was divided into supporters and opponents of spreading education in Algeria. This affected the situation of education, but the goal was clear from the beginning and did not change. France sought by all means to eliminate the Arab-Islamic education that was widespread before its entry and to replace it with French culture (Assia belhossein Rahoui, 2011p58,59). France had waged a fierce war against mosques and Quranic

schools, and built the first school to preach Christianity, in 1836. It worked to spread illiteracy by fighting mosques and schools, assassinating or displacing the sheikhs and teachers of the Qur'an, given that religious institutions were the basis of the educational system in Algeria, whose official and colloquial language was Arabic (Abdel Hafeez Sajal ,2021). It is certain that France tried at the beginning of its occupation of Algeria to erase the country's culture and turn it into a culture of dependency, applying a policy of committing crimes and genocide (the Palestinian Majd Abu Raya,2020).

The authors of the book "The Crimes of the French Occupation in Algeria" said, according to a French officer: "Our campaign was an organized destruction rather than a military action. We spend our time burning villages and huts." He said: Oh, war, how many women and children gathered in the Atlas Mountains. the snow-covered high places, and they died there of cold and starvation."

2.2 The sociolinguistic situation in Algeria

Algeria, this geographical area has witnessed many invasions (Roman, Turkish, Phoenician and French) due to its strategic location. The passage of all these populations must certainly have influenced the cultural and linguistic face of this country. In this regard, "C. Y. Benmayouf adds": We can say that whatever the historical version of the events that Algeria has known throughout its history, a fact is undeniable each time that two peoples and therefore two languages come into contact, whether this contact is superficial or deep, long or short, there is an exchange even if only on the lexical level, in the form of borrowing. Obligatorily, necessarily thus, the traces of the passage of the Phoenicians, Carthaginians, Romans, Vandals, Byzantines, Europeans of all nationalities confused of the northern bank of the Mediterranean exist in the Berber, as well as, in Algerian Arabic even if the traces are

hardly perceptible and detectable even for the experts that are the linguists. (BENMAYOUF C.-Y., 2010 p17).

This vast country, which can be compared to a continent where several languages (Arabic, Berber and French) and languages have coexisted for a long time, has experienced a linguistic situation that is both interesting and complex. In fact, this linguistic diversification is an undeniable, real fact that is currently manifested through regional languages, as C.A. Julien said: "the diversity of languages was almost as great as that of the races". The diversity of the Algerian linguistic market is translated by the presence of several languages: Berber, language practiced by a particular region, Arabic, mother tongue of the majority of Algerians and French, language imposed by the colonizer. This is what RAHAL.S confirms by saying that the sociolinguistic situation in Algeria is always problematic, it can be qualified nevertheless of true laboratory in the study of the multilingualism since it is characterized by several languages which are the modern or standard Arabic, the Algerian Arabic, the Tamazight and the French.

2.2.1 The languages present in the Algerian linguistic reality

-In society

The Algerian linguistic landscape continues to undergo significant changes. Arabic and French are the main languages of the war. It is therefore a question of language corresponding to one's own identity and the essential motivation is the search for a different personality, to which we are attached such as history, culture and religion and perceived as the opposite of Western personality. After independence, the Algerian State defines itself as Arab-Muslim. Therefore, Arabization has become synonymous with resourcing, return to authenticity, and recovery of Arabic identity attributes that can only be achieved by restoring

Arabic that is a recovery of dignity abused by colonizers and condition basic to reconcile with oneself. There are two varieties of Arabic in Algeria: classical Arabic and dialectal Arabic.

-Dialectal Arabic

According to Taleb Ibrahim Khaoula Contrary to the classical language, Dialectal or Algerian Arabic represents the vernacular language of the Algerian population. It is used in informal situations; it is considered as the mother tongue of the majority of the Algerian people. (at least for the original Arabic speakers), the language of the first socialization of the basic community. It is through it that the imaginary of the individual is built, its emotional universe. Dialect Arabic is considered as a Language of everyday life, its written use is condemned by the Arab States, It is different regions. Its use and acquisition is spontaneous, what we call dialects that are distributed in all countries in local and regional. This distribution makes it possible to distinguish, in Algeria, rural and citizens (especially those of Algiers, Constantine, Jijel, Tlemcen) and see four major dialectal regions emerging: the east around Constantine, Algiers and its hinterland, the Oranie then the south, from the Saharian Atlas to the borders of the Hoggar, knows itself a great dialectal diversity from east to west.

-Classical Arabic

"Taleb.I.Brahimi" affirms that Classical or literal Arabic is a Shamitic-Semitic language born in the Middle East and the Persian Gulf. This language was restricted in this geographical area, but with the advent of the Koran written in Arabic and Islam, it has expanded enough to reach the Maghreb. After the accession of Algeria to its independence in 1962 and having suffered a period of colonization during which the Algerian personality was denied; the leaders took the decision to restore a language corresponding to their true identity and use it as a symbol and cement of the national unity. That is why the classical Arabic language was decreed official and national language. Its use was generalized to all the sectors

of the political life (-administrative, economic, social, cultural). The notion expressed by literal Arabic is specified by opposition to dialectal Arabic. It covers the classical language, literary language or learned language which are restrictive.

-Berber

Also known as Tamazight, etymologically. The name "Berber" dates back to a the Berber term derived from barbaric, this name is foreign to the communities that use this language, it is the product of Greco-Roman ethnocentrism which called every people, culture and civilization marked with the seal of the difference. (Boukous, 1995: 29). By its pejorative connotation, the Berbers prefer to use the name derived from their own language "Imazighen", plural «of Amazigh»; which means the free man. It is an ancestral language with tradition it covered a vast territory from Egypt to the Atlantic, through the Mediterranean to the Niger River. This territorial vastness has fostered the breakup of this language in several dialects far from each other. Currently, Tamazight language is an essentially linguistic concept, it does not correspond to a reality sociolinguistic homogeneity in the consciousness of speakers. Some Algerian linguists speak rather Tamazight language in the plural, since each dialect evolves separately, sometimes leading to misunderstanding inter-dialectal. These dialects are the result of a historical process of fragmentation of a Berberophonie.

-Kabyle

In Berber, is the most Algerian dialect the number of speakers, as well as, the abundance and quality of the documentation gathered for almost a century and a half. Kabyle, is also at the forefront of the Berber claim and it also exist in the Kabyles departments (Tizi Ouzou and Béjaïa) and partially Kabyles (Bouira, Boumerdes, Sétif). The kabyle is traditionally divided into two main groups of speakers: the Great Kabylia (old name in

French: zouaoua) which brings together the talks of the departments of Tizi Ouzou, Bouira and, and the talk of little Kabylie with the talk of Béjaïa and Sétif departments.

-Chaoui

In Berber The name of Chaouia, for characterizing the Berber dialect of the Aures (north-east of Algeria) covers, as almost everywhere, a mosaic of spoken words. The Chaoui, is subdivided in various words that seem to correspond to tribal entities traditional. These words are very close to those of the rest of Northern Algeria, particularly those of Kabylia and Chenoua, with intercomprehension which is immediate. The Chaoui, is a spirant dialect like all the Berber dialects of the Middle Atlas in Tunisia. It is a part of the group of dialects known as «Zenete» which he shares certain numbers of phonetic traits and morphological characteristics in addition to a large lexical stock.

-Mozabite

in Berber «tumzabt, tamzabit». The name mozabite brings together the seven cities of the Mzab valley (southern Algeria) .Ghardaïa, considered the capital of the ensemble, Melika, Beni Isguen, Bou-Noura, El Atteuf, inside the valley, and outside, Berriane and furthest, Guerrara, 100 km from Ghardaïa. The Mozabites have the specificity of belonging, like the Nefousi, to the rite Ibadite, born of kharidjisme, the schism that ignited the Maghreb centuries and that remains today only in the Mzab, in the Djebel Nefousa and Djerba.

-The Tuareg

The area of the Tuareg is very vast: it covers thousands and spans several countries: Algeria, Libya, Niger, Mali, Upper Volta, Nigeria but the number of speakers is very high would not exceed, according to estimates, one million people (S.CHAKER, 1989-90, p. 10). Since is isolated from others dialects, therefore, less affected by the Arabic borrowing, the

Touareg, is often considered the purest dialect of the Berber. In fact, he possesses a stock of clean words that distance him from other apart.

-French

Mahtout.M.Gaudin attest that if the first years of colonization were characterized by military inquisitions aimed at subjecting the various regions of the country to the colonial administration, the years which follow will be marked by the diffusion of the French language. In this way, the school played a preponderant role in the diffusion of French within the various of the Algerian society. The introduction of French in administration and the Algerian school changed deeply the socio-cultural landscape of the country. In this regard, Mahtout and Gaudin affirmed: «The arrival of the French in 1830 changes the deal. Algiers ceases to belong to the Ottoman empire and the French language becomes official language of the newborn colony. The French language becomes preeminent, language of the army but also instrument for the functioning of the colonial institutions and means of communication imposed between colonizers and natives. As a result, the other languages sharing the same space are relegated to the background. After independence, things took a different turn. With the imperatives of a policy of Arabization, all subjects were taught in Arabic, which led to the almost total degradation of the French language, a situation that was not always easy to resolve, a degradation which lasts until today. French is only taught as a foreign language paradoxically, but it remains very present in the school system, especially in the university system; currently, except for the human sciences which are Arabized, the university teaching is still in French " medical sciences and engineering sciences". A large part of the media is in French (radios, dailies, weekly newspapers, etc.), half of the Algerian press still appears in French and even has a much larger circulation than the Arabic-speaking press. The geographical proximity that favors the movement of Algerians to France, destination counted

as the first country visited by the Algerians, whether for studies, family visits or tourism. The impact of linguistic colonization has made French, after independence, the first foreign language to enjoy a status of lingua franca. On the formally, it is defined as the first foreign language, but it remains dominant in the administrative and economic institutions. The French language still exists and still keeps its prestige in the Algerian reality and in particular in the intellectual environment. A good number of Algerian speakers use French in different domains and more precisely in their daily lives. French, retains a privileged role as a first foreign language and occupies a very important place in education, politics and administration. This is why teaching and learning of French is compulsory in schools from the third year of primary school.

-In educational system

-Arabic

During the first three years of independence, while maintaining the way of structuring the school inherited from the colonial era, decisions are taken to restore the Arabic language to its rightful place, enshrined in the constitution as the country's only national and official language. It is now taught at school, but it is not the language of schooling in primary school, middle and high school. It was not possible to cover the need for teachers who were able not only to teach the language but also to teach the other disciplines in that language. With this lack of supervision, it was necessary to call on both the former colonial power and brother Arab countries to send cooperating teachers. Hundreds of French, Egyptian, Syrian and Iraqi teachers have supported Algeria's enormous effort to provide schooling. This double cooperation will help to establish in the opinion a contrasted image of the two categories of cooperators from France and Arab countries, thus, also the duality of the representations opposing the two cultural formations, Arabic and French until today. This

duality has prevented the creation of a national intelligentsia and has permanently fragmented the country's cultural space. This fragmentation is linked to the contrasting representations of the two languages in society. At that time, the various French educational institutions were maintained in the big cities, welcoming children of all nationalities. In addition, some Christian religious institutions continue to have educational institutions open to Algerian children without distinction of denomination. But the process of Arabization understood as the recovery by the Arabic language of its entire place in the State. The school and society will intensify and accelerate with the advent of Houari Boumediene in 1965 and durably change the scholar configuration. The Arabization policy affected several sectors of the state, the administration and the school. Without going into the details of this legal arsenal (Taleb Ibrahimi, 1995), we will limit ourselves to mention a few emblematic decisions:

The opening of an Arabic language course in the Faculty of Law in 1967; the promulgation of the 1968 ordinance making knowledge of Arabic compulsory for all civil servants. In 1971, the history and philosophy courses in the literary streams in high school were completely Arabized.

In 1976, the promulgation of the National Charter consecrated the three principles of Algerian policy in all fields: democratization, Arabization, and Algerianization. They constitute the basis of the Fundamental School which was to be set up at the beginning of the 1976 school year.

In primary school, the first three years were completely Arabized (Arabic is taught as a language and it is also the language of instruction and teaching of another knowledge). The next three years were distributed according to the two languages of instruction (French was introduced as a language of instruction in the third year of primary school) according to the following pattern: one third of the classes were completely Arabized and the remaining

two thirds were bilingual, i.e, all scientific subjects were taught in French. In high school, Arabization followed the same pattern, with two completely Arabized curricula, with the exception of mathematics and geography in the literary streams, the two-thirds pattern in the scientific streams. However, this "two-thirds" scheme could not be maintained as it was, influenced as it was by the fluctuations in Franco-Algerian relations and increasingly limited by the inadequacy of Algerian French-speaking staff, while the training of the teaching staff in Arabic was strengthened by the creation of technological institutes of education. The ministry has, therefore, proceeded to a wider Arabization exceeding the third initially planned. Several years of efforts to disseminate the use of Arabic, This Act, "Act No. 91-05 of 30 Jumada II of 1411 of 16 January 1991", containing the use of Arabic, is enacted in its articles (01-02) of chapter I, which stipulates that: ' this Act establishes the general rules for the use, promotion and protection of Arabic language in various fields of national life'. Article 02: "The Arabic language is one of the well-established elements of the national personality and a constant of the nation". Article 1 and 2 (01, 02) of Chapter 1 of the Act "No. 91-05 of 30 Jumada II of 1411 of 16 January 1991" on the use of Arabic."This law defines the general rules for the use, promotion and protection of Arabic in various fields of national life." In his second article: "Arabic is one of the pillars of a well-established national personality and a constant of the nation". The reality of Arabic continued on until today after a long course of struggle.

-Berber

The recognition of Tamazight and its introduction was the result of educational system of school and university demands during the year 1994-1995, in Kabylia (the school boycott). This movement provoked reactions from the authorities in place. Thus, in April 2.1995, they committed themselves towards a recognition of the language in the official

discourse by considering the Tamazight language, the language of all Algerians. A state institution, the High Commissariat à l'Amazighité (HCA) is created and is in charge of, among other things of its introduction in the teaching and the communication. To this end, the Algerian State was led to recognize the national character of the Tamazight language in April 2002 and that of national and official language in February 2016. The first experience of teaching the Tamazight language dates back to the end of the 19th century under the French colonial empire. This is what S.chemakh points out: "The first written and explicit attestation of the existence of courses of Berber and precisely of Kabyle dates the end of the XIX century"12 Indeed, from the beginning of 1880 there was the creation of the Teaching of Tamazight in the faculty of letters of Algiers. A course ensured by Masquray, then by R.Basset in 1884.there is also the training of the teachers in the normal school of Bouzareah in Algiers.

The Berber language was taught, at first, in Berber-majority regions such as Tizi Ouzou, Bejaia, Bouira, Batna and Boumerdes, then gradually expanded to 11 wilaya a few years ago, before that Nouria bin Ghabrit generalized her teaching in 21 out of 48 wilaya. Algeria currently has institutes specialized in tamazight language and culture affiliated to the Ministry of Higher Education and Scientific Research in Tizi Ouzou, Bejaia and Bouira, in addition to the tamazight Institute in the eastern province of Batna, which was inaugurated in 2013. Hundreds of holders in the Tamazight language and culture graduate annually from these institutes. Algeria is betting on these people in order to teach the Tamazight language and cover the needs of educational institutions from teachers. During the past few years, a textbook in the Tamazight language has been adopted for each stage of teaching and the number of teachers has involved after new batches of specialized institutes have graduated, which makes the hypothesis of language teaching likely to be generalized soon in all Algerian territory in the medium and long term. Since 2005, the Ministry of Education decided to include the Berber language in the curricula of primary schools, as it is taught starting from

the fourth year. Abdel Nour, a Berber language teacher in a secondary school in Bouira , believes that there is a response and demand from students to study Tamazight, and we seek to create a generation that can be creative in its mother tongue and other languages.

-French

After the implementation of the Arabization process which started by education and especially the primary level, French was taught as a foreign language starting from the fourth year. Education has known many reforms from the academic year 2003-2004. The government elaborated a new program. In the primary school, French is taught from the second year instead of the fourth. The teaching of French in the middle and secondary school has received some reforms as well. Concerning the middle school, an additional year was added and the teaching of English changed from the eighth to the seventh or as called also “the first year of the Middle school”. Although all the efforts made by the authorities to Arabize all the educational system, starting from the primary level to the university, some fields are still taught in French only. Fields like medicine, physics, technology, biology, chemistry, mathematics, applied sciences, petro-chemistry, etc. The students who have carried their primary and secondary studies in Arabic are confronted to French when arriving at university. Indeed, the French language has been rooted in the life of Algerians through the school where not only the language but obviously the culture with a total neglect to the Algerian heritage. In this regard, L. RIGHAUD quoted by S. IDOUGHI (2010), notes that "(...) this is how the students of Algeria have learned to know on the fingertips their ancestors the Gauls, even if they were not of French origin, Vercingetorix and Julius Caesar, Clovis (...), the Sun King, (...) the Loire and its tributaries, the Alps and Mont Blanc, the Massif Central and the Pyrenees (...) But one did not learn anything about the history and geography of Algeria".

-2.3 French influence in Algeria in different areas after the independence

By attempting to distort Arab culture and to create conflict and differentiation between members of the people, France's colonial policy aimed to annihilate Algerian personality, identity and culture, as well as, to dismantle the cohesion of its components, which were previously harmonious as a nation. All of this reverberated after independence on Algerian society and left negative and dangerous cultural effects that threaten Algerian identity. The French colonial policy in Algeria had a number of ramifications that had a significant impact on Algerian society's structure. We can see that in the models, forms and Western practices that did not exist before and they emerged after the French colonization. The impact of colonial policy may be seen in the domain of culture, which prior to the French occupation was marked by diversity and integration. The emergence of foreign behaviors in Algerian society, especially in urban areas, due to the influence of French cultural values and direct contact with the colonizer, including urban planning, literature, antiquities, the arts, consumption behaviors such as food, clothing, urbanization, agriculture and even management, and some transactions.

Furthermore, the rise of elites, the educated class who grew up in French schools and inspired by French values and culture, and who later became a cultural apparatus in the service of France and to disseminate its culture, particularly its language, literature, arts, habits and lives. Ignorance spread as a result of colonial policy and the severe conditions imposed on the inhabitants. As a result, the state allows foreigners to work in a variety of industries, particularly construction, where international businesses have taken on numerous projects such as homes, bridges, roads and other infrastructure and rely on the labor of foreign

workers. While just a few Algerians are employed, this is due to their lack of construction qualifications on the one hand, and their refusal to work in workshops on the other.

Moreover, there were no essentially no large manufacturers in Algeria, most investors choose to import the varied necessities of Algerians, such as: food, clothing, medications and everything else necessary and even luxuries for life, in order to generate significant financial rewards in a short period of time.

As a result, many Algerians particularly young ones, rush to work as security agents or as drivers, preferring positions that do not involve much effort and do not generate riches. All of this, has resulted in Algeria being a rentier country that exclusively exports hydrocarbons and imports everything its people require. It has also rendered our economy dependent on the price of a barrel of oil, which has been steadily declining for years.

2.4 The policy of Arabization

The period of Algerian independence, which began on July 5, 1962 was regarded as one of the most perilous periods in Algerian education, with various issues plaguing the country's educational system. A situation in which Algeria has adopted Arabization as a national strategy and initiative in order to establish Arabic as a language of science, education and administration by establishing a set of educational policies overcoming the harsh circumstances that have arisen after independence.

The government attempted to restore Algerian identity shortly after independence. Classical Arabic was chosen as the state's official language by the politicians. They intended to give it a legitimate status. Algeria required a language that represented it and allowed for national unification, according to them. The authorities also intended to restore the state's national character and personality by declaring Classical Arabic, the Algerian national language. The Algerian administration aimed to Arabize the entire Algerian linguistic

community and bring them together by utilizing a single language. They hoped to do this by implementing a process known as "Arabization", which is the official term for the introduction of Classical Arabic at various levels throughout Algeria. Their goal was to reclaim the pre-colonial history and use it alongside Arabic to help the new state and populace reclaim a national identity and personality.

On October 15th, 1962, the President Ben Bella declared Classical Arabic to be Algeria's national and official language. He promised: "Arabic will regain its rank". Arabization was viewed as a show of solidarity and unity. Algerians might reclaim their culture by speaking only one language. In response to this worry, President Boumediene (1968) stated: "without the recuperation of this essential and important element which is the national language, our efforts will remain useless, our personality incomplete and our entity a body without soul". He was the most ardent supporter of the policy of Arabization, and he was determined to revive Classical Arabic at all costs.

Since Algeria's independence in 1962, neither Benbella nor Boumediene, nor any government, has taken into account Algerians' native languages. After 1962, the government enacted a series of Arabization legislation that covered practically every aspect of life. They began by promoting Arabic in government and education. Arabization began in primary schools and progressed through middle and secondary schools. They raised the number of hours spent in teaching Arabic while reducing the number of hours spent in teaching French. At the university level, they also attempted to Arabize various fields. Qualified Arabic teachers, were in short supply. As a result, the administration turned to Arab professors, particularly those from Syria and Egypt. Fathi Baha and Sihame Achour stated that: "The main objective of the Arabization process is generally embodied in the determination of the content of the components of national identity. This content aims to reconcile society with its values and its historical civilizational depth, thus, dismantling the contradiction that followed

the independence by establishing a dynamic that provides an appropriate framework for the masses to express their symbolic aspirations and demands within the framework of the restoration and recovery of the elements Character and its basic components, of which language is among the most important". It is exactly what the President Boumediene tried to do. He emphasized the necessity of maintaining the country's identity. In a speech to secondary school pupils, he declared: "what we can suggest is that you preserve the Algerian identity. True, Algeria is sandwiched between two continents. It belongs to the African continent, yet it is on the verge of entering the Occident". As a result, we are members of a developing continent with distinct characteristics and personalities. As much as we are open to science and advancement brought to us by countries that came before us in this field, we must be mindful to protect our identity and values and we must endeavor to safeguard and strengthen our country's foundations. The President attempted to sway the students by emphasizing their nationality and "Algerianness". He emphasized the significance of preserving Algerian identity. It is critical, he believes, to be open to science and technology while maintaining our beliefs and personalities. The policy of Arabization also attempted to Arabize the environment. A concerted attempt was also made to popularize literary Arabic through radio and television. As a result, the media, including television, radio, and the press, were at the mercy of the Pan Arabists. They gave Arab names to the streets and switched the public weekly holiday from Sunday to Friday, which corresponds to the Muslim holiday.

2.5The debate over Algerian identity after independence:

The debate on the issue of identity in Algeria remains - at all faults - vacillating between the hypothesis of the establishment of an Algerian identity and the influence of the culture of the colonizer, as the French have, throughout 130 years of their occupation, obliterated the Algerian identity and distorted it culturally, linguistically, ethnically and historically. Algeria had begun What is known as the policy of Arabization first in the

country. Then issued a decision that all the official messages be political, economic, cultural, ...etc., which were opposed by the Berbers. Which led to the exacerbation of the Algerian identity crisis. The constitution stipulated on February 7, 2016 Tamazight be considered the "national and official language" in the country, while the Arabic language is the "national and official language".(A.Yasser)

2.6 French language in Algerian universities

Social and human sciences courses in Algeria are offered in Arabic, in addition to Arab culture that is promoted in the same language. But that changed with the adoption of a new system, which is the system of large middle schools. The Arabic language was replaced by French and the latter was considered the language of instruction for the elite. The establishment of the French selective system of higher education has led to the re-spread of the French language in all educational systems (higher, private, as well as training for professionals). These two languages have known a tacit settlement that lasted for years. Arabic language, considered as the language of ideology, culture and rootedness basic education, social and administrative communication, cultural and ideological training. The French language, considered the language of science, technology and openness to the universal and has supported higher scientific education and technique, development and management of the planned and administered economy. There has been a long dispute over the years. The modes of functioning of the state and society are subject to a central and directed logic, capable of managing opposition and maintaining an overall coherence of authorities. The destabilization of economic and cultural power is expressed by globalization.

This continuation of the colonial policy that was chosen from the bourgeoisie classes to form the elite of the French, who will be the foundation and mainstay of the state after independence. This was embodied in 2009 when Algeria implemented the French

system for all schools to train the Algerian elites that the country will need to support all the different changes that the world is going through. French is the only language of instruction in these schools. But the level of students holding a baccalaureate degree who enroll in these schools is noticeably weak. The dividing line lies between high school and university. As all subjects in high school were taught in Arabic, including science, mathematics and physics. French was taught as a foreign language from the third grade of primary school. In addition to an average of two hours a week. And unlike the language that is taught in the curricula only as a second foreign language, and it is taught as a subject about itself and is not used to learn other subjects. At the university it is used in scientific and technical courses and is also used in higher schools. That is to say that the French language in education goes from status of “subject to be taught” to the status of a “language of instruction”. Which means that students find it difficult to follow their studies in French in particular in science and technology. Knowing that these are taught exclusively in French and no establishment under the Ministry of higher Education and Scientific Research for Arabic, does not exempt science courses and technologies in a language other than French in Algeria.

Learning and mastering the French language in Algeria is in constant decline and does not bode well (Michel.G). Algeria is in dire-need of education reform. This is due to the shortcomings observed in the performance of the old system and the changes that the world has undergone at various levels, including: social, economic and technological. And thus affects our educational system. It is, therefore, important to review the contents to teach and the quality of French teaching at all levels. These are in fact the objectives targeted by the new reform that has affected the different levels of our education system and even higher education in recent years. Indeed, the French language is one of the languages used in the world of the internet, it also plays a big role in the evolution of the technique, of science, economic, social and cultural life. (Safia .R).

2.7 French for scientific purposes

On the other hand, it is necessary to speak about French in scientific fields in Algeria. Most disciplines are using in French, including the experimental science, medicine, engineering..., etc. However, this language is not supported in all sections. A foreign language French is taught as a module in a few flows, but the highest English teaching rate. Here we wonder about the use of French as a first language in teaching in Algeria, while English is only a second language, although it ranks first globally. And most scientific and technical sectors such as medicine, veterinary sciences, architecture ... teach in French. French becomes a language of access to scientific training.

This means that at the Algerian university, there is therefore an Arabic teaching and French-speaking education. This state of affairs is often problematic for newcomers to the university who find themselves forced to pursue complex studies in a language that very often they do not master enough. It is obviously a French teaching (presented in the form of language courses) beyond French education (which concerns the prices of the discipline). The setting up of the palliative for linguistic training is part of the FUO (French on University Objective). The fact remains that many students attend French departments "by default only". This explains their failure in the first year or abandoned. In fact, many are those who, when they formulated

and registering at the university, they choose the courses they consider more famous, such as science Medical (Medicine, Pharmacy, Dental Surgery), Architecture or Information Technology. These students begin to take training courses to master the French language, which do not require conditions for attendance other than obtaining a baccalaureate degree. There is no minimum and no entry test. Without a motive, they often fail due to

difficulties that often relate to use language knowledge more than the same knowledge, but the application and implementation is weak and minus.

2.8 The new reform of the Algerian education system

In recent years, the reform included enhancing the capabilities of children to prepare them for civil life. These educational reforms also tend to open up to foreign languages, sciences and other cultures, while preserving the main components of national identity. They began in 2003. Of course, the French had the goodness of these reforms. A distinction has been made for foreign languages and especially French. This year, new programs were introduced in the first year of elementary and middle school. The Intermediate Course has also seen another change during this year, which is the addition of an academic year, i.e., 4 years instead of 3 years in the old system. With regard to the English language, it is taught from the first-year average. Among the measures that have been taken, which aim to develop and strengthen the teaching of foreign languages, a new sector (foreign languages) has been opened at the secondary level. This branch allows the student to study a third foreign language in addition to the two languages, French and English, which their teaching began before moving to the secondary stage. During the beginning of the 2004/2005 school year, the teaching of the French language was introduced to the primary stage. This decision was accompanied by a reorganization of the content to be taught. In short, this discipline has undergone a complete overhaul of the teaching programs and this change is aimed more at a sufficiently high mastery of the French language. And in order to keep pace with the world and knowledge and considered as a tool for acquiring knowledge related to some specializations, streams and specializations of higher education. The decision to teach the French language from the second year of primary school resulted in several problems (including a significant increase in the need for teachers of this foreign language and the inability of training institutes, master's improvement, and higher regular schools to train the

necessary staff to cover the requirements of education in the medium term. So, officials decided to teach it from the third year instead of the second year, the beginning of the academic year 2006-2007. This decision has been well studied and implemented at the beginning of the 2007.2008 school year, with the necessity of teaching the Arabic language, which comes before foreign languages. French is part of the Algerian polyglot and is developing in its own way through contact with Arabic and Berber, especially, since most of the higher education majors are taught in French. Therefore, it is necessary to improve the level of students in this language. Mastering the French language makes it easier to master other languages. During the first four years of education, UNESCO recommended the practice of the child's mother tongue. Once the child's personality is formed and strengthened, language contact becomes a necessity even rather than a danger of alienation. The purpose of this is to give languages their status. The foregoing leads us to the conclusion that teaching French in the Algerian education system faces two main problems. The first is related to the lack of cadres to teach this foreign language. This situation led to the fact that many of the "pedagogical departments" located in the hinterland of the high plateaus and south, did not have the opportunity to obtain a regular education in the French language. The second problem is "the quality of French language teachers, so there are few professors suitable for this reform. (Madeleine Rolle Baumelick).

2.9 Problems that first year biology students face with the French language:

They are the difficulties that hinder the learning process. They are related to the student himself, whether social, economic or psychological issues. It may be related to the learning process itself, such as teaching methods, the personality of the teacher, or the prevailing climate within the university. It can be described in the weak level of mastery of

specific skills or information as revealed by the student's behavior in his interactions with his teachers and colleagues and is reflected in his results. These difficulties also appear in the slow process of acquiring the various aspects of learning, disruption in the learning process and poor performance.

Students of the first year of biology face several problems in the French language (Wahiba.B,2015). Including difficulties in the form, for example, they find difficulties in conjugating verbs with pronouns, and they also suffer from the use of words that carry several meanings. Because they are related to the knowledge of the student. It also appears in their inability to balance the congruence of the verb with the subject. There are also some spelling problems that result from usage, and they are the most complex and often come from linguistic sources other than French. In addition, they were converted into French by usage. According to "Manar Abdel Moneim Fawzi A.-A"(2011) these students suffer from the problems of phonetic dictation, as they confuse letters and their use. It emanates from several laws according to the given language sect. They also face difficulties in phonetics, as language gives importance to the pronunciation because it presents the first social identity to the speaker and the individual, is classified socially according to the way of his pronunciation. From understanding vocabulary, especially since the meaning changes from the context in which it is present. These students also suffer from grammar, due to their lack of knowledge and their confusion between Arabic and French grammar. On the other hand, the cultural and social difficulties, it is not possible to separate culture from language and our students' lack of comprehensive culture affects them and affects language communication. Concerning writing, noticeable problems have emerged, including the chaotic and unorganized style and their lack of appropriate scientific words. While oral expression, their level is very weak and is considered the weakest point, especially that students who have a high level dominate the

class, in addition, teacher puts the students in a state of producing the sentences he wants and he expects it, and the students do not have enough freedom of expression....., etc.

2.10 Some pedagogical problems raised by first year biology students:

There are several problems that students suffer from, including the lack of educational support: “It is the reception of first-year students after official teaching hours Measured by the administration with the aim of providing educational assistance regarding their lectures, practical work or in their individual work that they have. It also aims to indoctrinate information and knowledge and to sensitize students in various fields, including languages, media Technology and others”. (Ben Zamouch, Amrouni, 2013, p 460. Algeria implemented the LMD system as a new university education system which contains various new concepts and terms. One of these concepts is "pedagogical support" or "supervision", which has not gained traction as the other LMD system terms. Support is regarded as one of the most important innovations within the LMD system, which aims to improve the quality of the student' training by informing and guiding his/him in order to improve his/him abilities and the possibility of his/him participation in the construction of his/him training course until his/him integration into market of work.

Furthermore, curricula no longer focus solely on the quantity and quality of material delivered to pupils, but also on the teacher's strategies for obtaining information from various sources for his students. Teaching methods include all means and materials to work with students to help them learn and master the material in different ways. It depends on the nature of the teacher's comprehension of scientific facts, as well as, his capacity to apply and practice these facts in accordance with his own ideas and understanding of the techniques of application.

Moreover, teaching methods in Algerian institutions are outdated, to the point where they no longer serve university students and are also quite uninteresting. It lacks the variety and suspense, and as a result, the student becomes bored. We also find the problem of breaks between modules, the library and its many problems, the lack of an atmosphere conducive to study, the long program, which extends to eleven units. Study on Saturday. In addition to the intensive examination schedules, they also complain about units that have nothing to do with their sector and their professional future and the lack of focus due to the large number of students in the classroom.

3.Chapter Three: methodology chapter

This chapter describes the research methodology we have chosen for the purpose of this study and the reasons for our choice. The procedures that were followed to carry out this study are included and explained. We also discussed the research methods. As well as, an outline of procedures used to collect data as it provides information about participants who were sampled. In addition, it presents the techniques used to analyze data without forgetting to talk about challenges we faced when collecting data.

3.1 Research approach

The choice of an approach in a research work, is determined according to the nature of the problem posed. Our work is concerned with the problems that 1sr year biology students face when studying their lectures in French and we conclude that quantitative research is the appropriate choice for our research.

Quantitative research approach is a technic of collecting data. It helps researchers to analyze behaviors, opinions, experiences, representations and attitudes. The results are expressed in numbers, statistics, and graphs. It is used to establish generalizable facts about a topic. Geordano and Jolibert confirmed that and they stated: “Quantitative research allows better testing of theories or hypothesis. It is appropriate when there is an already well-recognized theoretical framework. Quantitative research only very rarely converges on a single framework, it often offers several. They must then be compared and combined.” (Yvonne Giordano, Alain Jolibert 2016).

Quantitative research has different types of research designs with different characteristics. In our research we chose surveys research design. According to Ahmina Ferdous Tanny Jan,08, 2018, Survey research design are: “procedures in quantitative research

in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. In these procedures, survey researcher collects quantitative, numbered data using questionnaires (e.g., mailed questionnaires) or interviews (e.g., One-on-one interviews) and statistically analyze the data to describe trends about responses to questions and to test research questions or hypothesis". We used questionnaires in order to provide our research with a numerical description of biology students attitudes, list their felt needs, and their problems in French. Leedy and Ormrod (2001) alleged that "quantitative research is specific in its surveying and experimentation, as it builds upon existing theories." So, we followed quantitative research approach because it made it easier for us and it will help us to collect the problems of 1st year biology students and to know their attitude towards studying in French.

3.2 Research method

Selecting the best research method for our proposal were not easy. According to Dawson, C. (2019), there are several questions to ask ourselves when determining the best research method for your project. These questions are "Are you good with numbers and mathematics? Would you be interested in conducting interviews with human subjects? Would you enjoy creating a questionnaire for participants to complete? Do you prefer written communication or face-to-face interaction? What skills or experiences do you have that might help you with your research? Do you have any experiences from past research projects that can help with this one? How much time do you have to complete the research? Some methods take longer to collect data than others. What is your budget? Do you have adequate funding to conduct the research in the method you want? How much data do you need? Some research topics need only a small amount of data while others may need significantly larger amounts. What is the purpose of your research?". This can provide a good indicator as to what research method will be most appropriate. Research methodology is defined by Leedy & Ormrod

(2001) as “the general approach the researcher takes in carrying out the research project” (p. 14). It is the way in which we collect data for our research project by taking into account the topic, the type of data we will need, and the people or items from which we will be collecting data. For our case study the best method to follow is the quantitative research method. We preferred to use closed-ended questions. This style of question is similar to "multiple choice" tests, in which participants must choose the most agreeable response from a list of pre-made answers. This approach is the simplest form of quantitative research because the data is easy to combine and quantify.

When we started conducting our questions for the questionnaire, we took numerous steps to verify that our questions were factual and simple to comprehend. At the start of the questionnaire, we assured our participants that their information will be kept private. We tried to maintain brevity and simplicity in our questions and we ensured that our enquiries are free of any potential bias. Then, we made our questionnaire as brief as possible in order not to become too fatigued to provide honest answers. Moreover, we used closed-end questions and we made an effort to include every possible response that a participant could give.

3.3 Participants

In our research work, which consists of determining the French language needs of first biology students, we designed a questionnaire addressed to first year biology students at the university of Mohamed Al Bachir Al Ibrahimi for the academic year 2021-2022. We have chosen those participants because they are among those who have gone from teaching French as a living language (language object of instruction), to teaching in French (language as a teaching tool).”French is a lingua franca of Algeria according to the CIA World Factbook. Algeria is the second largest francophone country in the world in terms of speakers. In 2008.11.2 million Algerians (33%) could read and write in French. Despite intermittent

attempts to eradicate French from public life, by the 2000s the proportion of French speakers in Algeria was much higher than on the eve of independence in 1962". (Wikipedia, French language in Algeria p 01). While the most scientific and technical courses in Algerian universities are taught in French therefore this language becomes the language of access to scientific training this state of affairs is often make problems for newcomers to university who find themselves obliged to pursue complex studies in a language that they very often do not master sufficiently. (Boukhannouche,2016) This means that Algerian people use French language in their daily life, they can speak it and write as they can write in that language. They had French as a language taught from the second year of primary school around the age of 7 or 8 years old. Providing education in French to students from an Arabic education system is problematic for them. Indeed, the students arrive at the university with a deficit in the French language to follow a formation (in our cases it is biology) provided only in that language. Those students enrolled at the university arrive with a certain linguistic base that is supposedly sufficient. However, they have difficulty in building solid disciplinary knowledge insofar as all scientific subjects were taught in " high school and college " only in Arabic.

3.4 Data collection

To collect data and get answers to our questions we used Facebook. In our days Facebook has really become an excellent pedagogical space that represents a fertile ground for research and pedagogical investigation. Already, it inspires many researchers and is the subject of studies by a large number of scientific studies (Ben Ramdane, El Baki,2021). Our survey was based on the questionnaire as an investigative tool that consists of closed ended questions. Thanks to the admins of the first-year biology groups on Facebook, we managed to publish the questionnaire on the groups. To make this questionnaire accessible to all members we sent it to more than 20 members of the group to collect as many responses as possible.

3.5 Procedures of data analysis

This section presents the quantitative method adopted to analyze and interpret the collected data gathered through the questionnaire. It deals with the statistical methods. Quantitative method, is a method used to present statistical data obtained from the close-ended questions of the questionnaire. Thus, for the sake of these data, we opted for Microsoft Excel. It is one of the most popular applications for data analysis. Equipped with built-in pivot tables, they are without a doubt the most sought-after analytic tool available. It is an all-in-one data management software that allows you to easily import, explore, clean, analyze, and visualize your data. This program is a spreadsheet program from Microsoft and a component of its Office product group for business applications. Microsoft Excel enables users to format, organize and calculate data in a spreadsheet. For our analysis, the data are presented in form of tables.

3.6 Limitations of the study

Every study, however it is well conducted and constructed, has limitations. As Price, James H. and Judy Murnan mentioned in the American journal of Health Education: "the limitations of the study are those characteristics of design or methodology that impacted or

influenced the interpretation of the findings from your research... ", in other words, limitations are matters or obstacles that arise in a study which are out of the researcher's control, or restrictions and constraints that limit the extensity to which a study can go, those limitations can appear in the ability to generalize from the results, in the method used to collect data, or in lack of materials... etc. Like any study, our investigation has faced some factors that have limited the research that we had to overcome which are: The sample size was not sufficient, it consisted of all the students of 1st year Biology (70 students). However, not all the section has participated, only 44 from 70, which led to the difficulty of the analysis means that; the small sample size is not sufficient in order to draw valid conclusions.

To collect data we used an online questionnaire. However, not all the participants have answered, and some of the questions were ignored.

Time constraints, the time that was administered for the study is limited, the submission has a deadline. The questionnaire for example is only available during a certain period, so this factor of time has impacted our research. However, it did not prevent us to continue. In addition, the instrument used to analyze data is the Excel, which was stranger to us at first use.

3.7 The questionnaire

In fact, we choose the questionnaire to collect data about the phenomenon being investigated and to have an insight about the student's language needs in the French language. In addition, the questionnaire is considered as an essential tool of gathering and obtaining information about the quality of instruction or phenomenon.

This questionnaire was used as an attempt to discover the needs of first biology students in French language. Is consisted of three sections. The beginning was an introduction which introduced the purpose of the research, claimed that, the answer for the questionnaire

was totally voluntary and would be used for academic purposes. The first section or the first part of the questionnaire was devoted for general information about the student. Two questions were asked, the first question was about gender and the second one was about the age. The second section of the questionnaire was composed of six questions about the topic under investigation (investigating students' perspectives towards using French as a medium of instruction in scientific fields). The questions were close ended. These questions were asked to know to what extent the first biology students know the French language. The third section was about learners' attitudes towards using French in class, six questions were asked. The

first question asked about their register in biology than they were asked if they know about the use of French in this division and whether they prefer to study in French or Arabic language. The last questions were about the students' needs in French language.

4. Chapter Four: analyzing the results

This chapter of our research work involves the analysis of the results of the questionnaire, addressed to first year biology students. The results collected are processed and analyzed to determine the difficulties that students encounter when studying in French. In the following pages, we present the results obtained after submitting the questionnaire to first year biology students. We analyze the results question by question. But before all that, it is necessary to recall that our study is mainly interested in determining the difficulties encountered by biological students with the French language during their first year of university. Students seem suffer from several problems during their studies, especially in the first year, and most of them fail only because they do not master the French language. After changing their learning language (-Arabic) to which they have been accustomed for several years. The student finds him/her self in a whirlwind, even if he/she masters the subjects of their specialization, the language barrier remains behind them. We also tried to find out the reasons for the low level of the students in the French language and the problems they face during the lesson. In order to answer our initial questioning, confirm or invalidate our research hypotheses, we proceeded to the observation and analysis of our data.

The present chapter is empirical, it is devoted to the analysis of the results obtained from the questionnaire administered to students of first year Biology of Mohamed El Bachir El Ibrahimi University. The results of this chapter are presented in percentages and displayed in tables, adding the mean and the standard deviation to some of the tables.

4.1: participants background "personal information"

The first section is about background information of the students. The first and the second question (Q1, Q2) are concerned with the student's age and gender.

4.1.1 Students' age

Table 01: First year biology students' age

Option	Code	Frequency
18	1	11
19	2	12
More than 19 years old	3	21

This table refers to the age of the participants, it is categorized into 03 groups: 18 years old, 19 years old and more than 19 years old. From the outcomes, it has been assessed that the majority of the participants belonged to the age group of more than 19 years old, while 12 respondents belonged to the group of 19 years old, whereas only 11 participants belonged to 18 years old. From the gathered data, we notice that the first-year biology students are more than 19 years old.

4.1.2 The gender of first year Biology students

Table 02: Student's Gender

Option	Code	Frequency
Male	1	08
Female	2	36

The table 02 shows the gender of the participants from the Department of Biology at Mohamed El Bachir El Ibrahimi University. It shows that the majority are females, out of 44 participants, there are 36 females of the whole sample. The remaining are males, they only represent a small minority with a number of 08 students.

4.2 General information about students' familiarity to French language:

In our daily life, we find in various situations of use of the French language such as watching television programs in French, films as well as music, consulting and surfing the internet, reading books and newspapers, discussing with other people in French using Facebook, Instagram or WhatsApp ...etc. So we consider the French language as a mean of communication and transmission of information. Therefore, we asked the first year biology students about the extent to which they use the French language at home and if they use it in their daily lives and whether their level in French is high, good, average or weak .We asked them also if they had made an effort and tried to prove their skills in this language before entering to the University or even try to take a course to improve their level .As for the last question ,we asked the first year biology students if the society does help them in learning the French language.

4.2.1 Daily use of French:

Table 03: Student's Frequency of Speaking / Using French at Home

on	Opti	Cod	Fre	Perc	Mea	Std
	e	quency	entage	n		
ays	Alw	4	4	9.1 %	2.43 1	0.81 8
etimes	Som	3	16	36.4 %		
ly	Rare	2	19	43.2 %		
er	Nev	1	05	11.4 %		

This table represents the results obtained from the following question: how often do you speak/use French at home?

According to the results shown in table three, we notice diversity in students' frequency of using/speaking French at home. We can see that only 9.1 % (04 students) of the participants use/speak always French at home, while we find 43.2 % or 19 students, as the highest percentage representing those who rarely speak / use it, then equal to 36.4 % (16 students) sometimes speak / use it, whereas ,those who never speak / use it, they represent 11.4 % (5 students) from the whole sample. The total mean here is estimated: 2.431 and standard deviation: 0.818. Hence, this shows that the majority of first year biology students of

Mohammed El Bachir El Ibrahimi University, speak/use rarely French at home, means that they use their mother tongue or other languages, which explain their failure and the difficulties they face while studying, as it is mentioned "in French in society's "section 2.1 chapter two ".

4.2.2 Self-evaluation of French level:

Table 04: Student's Own Assessment of Their Level in French

Option	Cod	Fre	Perc	Me	Std
	e	quency	centage	an	
Excellent	4	3	7%	1.8	1.0
Good	3	11	25.6%	60	36
Average/medium	2	6	14%		
Weak	1	23	53.5%		

So, the results collected above revealed that the highest percentage 53.5% or 23 students claim to have a weak level in French, 25.6% (11 students) attest to be good in French language, while 14% (6 students) considered themselves to have an average level, whereas only 7% (3 students) claim to have an excellent level in French language). Mean was estimated: 1.860 and the STD: 1.036. This means that the students did not agree on one option

but rather are varied in their choices. This low level can be summed up in a few reasons: the students do not use the French language daily to communicate for example, for them it is a module like the others, it remains in class. But they communicate with their mother tongue they did not start on a good basis, for example: in primary school, students hate the French language, which they do not attach any importance due to its difficulty in their opinion. We can also designate the parents (even if they are illiterate) as responsible for this, because it is up to them to encourage and help their children to practice this. language that is necessary and indispensable during their lives (study, work) and without forgetting the social aspect because it is the first point which can influence the learning of the French language either positively or negatively, for example: a child who is raised in a culturally rich environment is much more likely to learn the French language and improve it than a child from an uncultivated environment where he encounters difficulties in expression.

4.2.3 Students' daily lives, hobbies and reading in French:

Table 05: Use of French In Daily Life

OPTION	CO	FREQUENCY	PERCENTAGE	MEAN	STD
YES	1	21	50%	1.5	0.50
NO	2	21	50%		6

Among the students surveyed, 21 of them answered that they use French language in their daily lives, while 21 answered that they do not use it. The results indicate that, half of those questioned use the French language

in their daily life. Perhaps, they use it in communication with friends, debates on various subjects like philosophy ...etc. the reading of novels in French like when they lead a discussion around social cultural or political subjects with friends or with their family...etc. The other 21 of students answered by no and this means that they use their mother tongue in their daily lives or languages other than French. This is one of the reasons why they failed to learn French in their first year at university. The test has a mean, or average, standard score of 1.5 and standard deviation of 0.506, this indicates that values are clustered to the mean. Those who use the French language in their daily lives are often more successful in their first-year biology. This is due to their familiarity of using and understanding this language. So, more control over lessons could be sought if learners were to use the French in their daily life. It will be easy for them to take notes and participate in the class. As for those who answered by no, they are not accustomed to use the French language in their daily lives. They often find the French language difficult for them, especially since they are in scientific field. The scientific vocabulary will be difficult, as they are accustomed to study in Arabic and did not use it at home and in their daily lives. As for the French language, in the past school years, they only learned a set of inflectional verbs and some words, perhaps they took them from texts or from their teachers.

4.2.4 Attempts of first year biology students to prove their performance in French before the beginning of their university career:

Table 06: Student's Attempt in Improving Their French Skills Before Moving to University

Response	Code	Frequency	Percentage	Mean	Std
Yes	1	16	37.2 %	1.627	0.489
No	2	27	62.8 %		

The items in table 04 answers the question whether the students have attempted to improve their French skills before moving to university, the answer is not seemingly the same between participants. The data obtained from this question show that more than half of students (62.8 %) 27 students have not attempted to improve their French skills and competences which may explain their weak level in French language as shown in table 04. Maybe they did not know that higher education would be in French, since from primary to secondary school, they use the Arabic language as a means of instruction, or as French is a secondary subject for the scientific fields in high school, they did not give it importance and time to learn it and master it. However, the remaining percentage (37.2 %) 16 students declare that they have attempted and made efforts to enrich their French skills. Which may have allowed them to have good results in their studies. The standard deviation estimated: 0.489 and the mean: 1.627 which means that data are clustered around the mean.

From this result, we can deduce that first-year biology students are somehow responsible of their bad results in learning process.

4.2.5 Students improvement of their French language level by taking courses:

Table 07: The Number of Respondents Who Have Undergone Training to Improve Their Language Level of French

OPTION	CO DE	FRE QUENCY	PERC ENTAGE	ME AN	STD
YES	1	12	27.9%	1.72	0.45
NO	2	31	72.1%	0	3

For this question, 12 students answered by Yes, an average of 27.9 %, 31 answered by no, in about 72.1%. The scale has a mean of 1.720 and standard deviation of 0.453, this means that the majority of students tend to one side to one option which means that they have never taken a course to improve their level in French. Only 27.9 of them have already taken training to try to improve their level. This is one of the reasons of the failure and low level of first year biology students. The majority of students do not give importance to such courses, which really helps them; It means that those who have already learned French, it will be easy for them to complete their studies at university in this language. Especially, since there is a course dedicated to this category "scientific students" which include "biology students", where they provide support in the French language. In other words, there are many courses

dedicated only to presenting and explaining the lessons of first year biology, and there are courses to improve the level of the French language.

4.2.6 The society’s impact on students’ acquisition of French language:

Table 08: The Influence of Society on Students in Learning the French Language

Opti on	Cod e	Fre quency	Perc entage	Mea n	Std
Yes	1	14	32.6 %	1.67 4	0.47 4
No	2	29	67.4 %		

Nowadays, learning languages is one of the most important tools of excellence and one of the most important skills that open up several fields of work, travel and the acquisition of new experiences. There are several ways and means that can help you master a new language, or at least learn its basics. Among these methods, we find "society", which has a great influence on the individual. That is why we asked the students in the questionnaire if their society helps them to learn the French language, or rather if the society to which they belong uses the French language in their daily lives. We resumed the results in the above table where we chose code 1 for yes and code 2 for No and the majority of students answered by No. The standard deviation estimated: 0.474 and the mean: 1.674. Through students' answers to the questionnaire, 67,4% of them answered "No", meaning that the society to which they belong does not help them to learn the French language, and this may be due to several reasons. Perhaps most of this society does not master this language, or they learned it and mastered it, but they do not use it in their daily lives. Therefore, the students did not find the

opportunity to exchange conversations with others in French. They are deprived of this opportunity, because the way to learn a new language is to speak it. Often, people spend their time learning grammar and memorizing lists of words rather than applying what they have learned by practice. Talking to a real person will help you feel more motivated to learn the language than looking at a book or computer screen. As for the other 14 students which present 32,6%, they answered yes. This means that their community helped them a lot in learning the French language

From here we conclude that a large group of students did not have the urge to be influenced by society and learn a new language from it. Rather, their society does not use the French language and is not influenced by it in most cases.

4.3 learners' attitudes towards the use of French in class:

We have tried to identify the representations and opinions of first year biology students, who we asked on French as a language of instruction. The first question we asked the students, aimed to inform us about their registrations: was it their choice to continue their higher education in biology? Knowing that university studies are done in French, which language they would have preferred for their higher education. We also tried to find out their linguistic needs in the French language, we presented to these students basic and important choices, to know roughly what they need the most. In the next question, we wanted to know what are the difficulties that first year biology students face in the classroom, and to what extent do they understand the lessons given to them in French.

4.3.1 Students' own choice in first year of university:

Table 09: Choice of Biology Option

OPT IONS	CO DE	FRE QUENCY	PERC ENTAGE	ME AN	STD
YES	1	27	64.3%	1.35 7	0.48 4
NO	2	15	35.7%		

The results obtained therefore reveal that the overwhelming majority of students who answer this question in the questionnaire we organized using Google forms in about 27 students, an average of 64.3 %, declare that, their registration in the first year LMD of biology corresponds to their own choice. So, they judge that they will have no problems in their university studies. This is not the case in a real situation, in other words, in the first year of LMD training. As we mentioned before in our study, according to Wahiba.B, first year biology students suffer from linguistic needs in the French language, in addition to other problems (Wahiba.B ,2015). While,15 students or an average of 35.7 % answered by No, this means that these students did not choose to study on their own, It could be the choice of their parents, friends or acquaintances. So, they were probably not aware of the problems they would face. The total mean here is 1.357 and the measure of how dispersed the data in relation to the mean or the standard deviation here is 0.484. The standard deviation means data are clustered around the mean. For more details, the option yes that bears the code 1 was chosen by 27 students, and the option no with the code 2 was chosen by 15 students. This

shows that the majority of students have chosen biology on their own and a minority of them were chosen for them.

4.3.2 Students' familiarity with the education provided in French in Biology field:

Table 10: Students Informed About the Teaching of Biology in French

OPT ION	CO DE	FRE QUENCY	PERC ENTAGE	AN
YES	1	23	76.7%	2

This result indicates that, the majority of students 76.7% are aware that higher education is presented in French at the University of Mohammed Al Bachir Al Ibrahimi at Bordj Bou Arreridj. We presume, logically, that they will not have any difficulty confronted with French, whereas really once students arrive at university, they face enormous difficulties in this area because of their weak level in French language. This is what Michel.G confirmed in his study saying that learning and mastering the French language in Algeria is in constant decline and does not bode well. 23 students answered by yes and 10 with no. The results show a mean of 1.232 and a standard deviation of 0.427 and this indicates that the data points tend to be close to the data set. This explains the following statement, the students suffering from the French language led them to choose Arabic as the language of instruction.

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4.3.3 The language closest to students in learning:

Table 11: Preferred Language of First Year Biology Students for Their University

Career

OPT ION	CO DE	FRE QUENCY	PERC ENTAGE	ME AN	STD
FRE	1	14	32.6	1.67	0.47
NCH				4	4
AR ABIC	2	29	67.4		

So, we can say that students do not accept French as a language of instruction at university, because this cause them problems and difficulties during their studies. A total of 12 years of learning scientific subjects in schools including science, physics and mathematics in Arabic arriving at university and continuing their studies with another language, which is French, it can be attributed as the source of failure, a negative and demotivating indicator to pursue studies. Let us explain more, 14 of biology students preferred the French language, an average of 32.6% and 29 of students preferred the Arabic language. The mean here is in excess of 1.674 with a very low standard deviation which is 0.474. Hence, we conclude that

the majority of students at Mohammad Al-Bashir Al-Ibrahimi University prefer to study in the Arabic language. This confirms what we mentioned in chapter two, regarding students' problems in the French language. It was also confirmed in the pre-study of (wahiba B.2015)

4.3.4 Weaknesses of first year biology students in French:

Table 12: Students Needs in The French Language

OPTION	CODE	FREQUENCY	PERCENTAGE	MEAN	STD
Know how to write essays	1	4	9.3%	2.837	0.784
Know how to take notes	2	5	11.6%		
Understand the technical terms of my course	3	28	65.1%		
Prepare study projects	4	6	14%		

As we can see, a large majority of students (65.1%) have some needs in understand the technical terms of courses, this confirms what ManarA-M F-AKER(2011) mentioned in his study, these students suffer from grammar and phonetics and pronunciation problems including also problems in understanding vocabulary, especially since the meaning changes from the context in which it is presented. (14%) of first year biology students say that they have preparing study project's needs, (11.6) of them state difficulties in taking notes, for (9.3%) of the students, it is a question of knowing how to write essays. The table shows a mean or average of 2.837, and standard deviation of 0.784 which shows how much variation

there is from the average or the mean, here we have low standard deviation, which indicates that the data points tend to be close to the mean.

4.3.5 The reasons behind students' obstacles with French in biology classes:

Table 13: The Cause of Language Difficulties During Lessons

OPTION	CODE	FREQUENCY	PERCENTAGE	MEAN	STD
Poor command of the language (grammar, syntax, conjugation ...etc.)	1	28	62.8%	1.418	0.626
complex terminology (vocabulary) in the field of biology	2	12	27.9%		
Poor pronunciation skills	3	3	9.3%		

The results show a large number of students 62.8 % thinking that their difficulties are due to a bad command of the language, including grammar syntax and conjugation etc. So, not mastering the grammar of the language causes several problems for the majority of biology students, because these rules are very important and basic, and not mastering them may cause them embarrassment while answering exam questions and also, they become unsure of themselves and do not participate in conversations with the professor for fear of making a sentence Invalid or contain grammatical errors. Some complex terms in biology annoy 27.9% of

students. They think that the reason for their failure to study is due to these new and strange terms in the French language, as some of them may forget how to write them or how to pronounce them, or they may find them difficult to memorize. 9.3 % think that they are due to poor pronunciation skills. These students have speech problems. For example, not pronouncing the terms correctly or not memorizing them correctly causes a lot of problems, especially in exams.

- **The conclusion**

At the end of our research conducted on the learning of biology in French in an Algerian context, it is crucial to draw conclusions on the profile of the students, on their difficulties and on the prospects aimed at helping them to master the concepts of their discipline. Knowing the profile of biologist students and their teaching/learning situations is a prerequisite for conducting our research, which questions the language needs ensuring university success. Several questions were asked such as :

- Among the needs stated below, what are your French language needs?
- To what degree do you think you understand the lessons that are delivered in French?
- In your opinion, your language difficulties during class are due to (choices)

To provide some answers, we followed a methodological approach combining surveys with students at the University of Bordj bou arreridj. We sent a questionnaire to a wide audience of biology specialties. This is predominantly female. This is not without effect on the representations towards the language of instruction. Moreover, the questionnaire reveals that biology students really suffer from serious language problems and also face difficulties in understanding scientific words, due to memorization and the lack of time they spend on reading. The resulting results should be raised through the intervention of teachers on the one hand and an increase in independent reading on the other hand.

Also, can we deduce that the shortcomings identified are related to the language and that our hypothesis is confirmed: failure at university is partly caused by the difficulty of understanding written documents, following difficulties at the level of surface, and more particularly at the word level. They reveal, among other things, a failure to use reading strategies based on the linguistic, discursive and typographical characteristics of popular science discourse. Students usually find themselves stuck with unfamiliar or partially known words. Indeed, the analysis of their defining statements reveals first of all that translation is used by some and that it highlights in certain situations misunderstandings which most often relate to common words. Then, it turns out that the immediate context of the word is poorly exploited, even when it is in a rich context. Moreover, the meaning is generally built on the motivation of the components of the lexical unit. Such a strategy is not effective for everyone and in all situations. We recorded unpredictable answers which reveal, among other things, confusions which undoubtedly have repercussions on the construction of knowledge. Finally, we can add that they have difficulty discerning the semantic relationships between lexical units. As a result, the taxonomic hierarchy expressed through the lexical structures at the level of the statements analyzed is erroneous. On the other hand, elaborate para synonyms are misunderstood in some situations.

The conclusion

The replacement of the French language by Arabic in Algerian education, as well as, the Arabization of instruction, which began in 1967 with the support of teachers recruited from Egypt and Syria, resulted in a dramatic drop in student achievement in all subjects, particularly in the French language. The French as a language of instruction in biology field witnesses many crises. However, the latter is assumed to be a language of science and access to several knowledge, in particular scientific and technical fields. This is what prompted us to do this research on the attitude of biology students at the University of Mohamed El Bachir El Ibrahimi towards the French language. In this present research work we are interested in the various difficulties encountered by first-year biology students when studying in French. We tried to shed light on their situation by learning in French. The objective of our modest work was to answer the initial problem which is as follows:

1-What is the place of the French language in the daily lives of students of 1st year students of

biology?

2-What is their attitude towards studying in French at university? 3-What are the difficulties they encounter when studying in French?

Our practical part was based on a survey carried out through a questionnaire which consists of fifteen questions, intended for first year biology students at the University of Mohamed El Bachir Al Ibrahimi. The principle is to know the opinion of biology students on the subject of studying and learning in French at university. In addition, determine the origin of their failure when using and understanding the French language in study time. After analyzing the answers of the questionnaire intended for first-year biology students. Based on our study and also

previous studies, the assumptions we mentioned earlier about the students' suffering from several obstacles that prevent them from improving their level in the French language may be correct. First of all, to address the first research question, we have found out that the language level of most new graduates enrolled in 1st year biology is more than low. Moreover, the French language represents nothing in their daily lives and they rarely use it. Furthermore, it does not interest them much. Most of biology students do not even try to improve their level in French until they get to university and they realize that they could not adapt to this type of learning in French, because their level in French language was not sufficient to face all the difficulties of biology. On top of all this, biology students use the French language very little at home, because the majority of them are not affected by the culture of the French language and do not speak it at home with their families and friends. Also, society in general does not help them in learning this language, since the majority tend to use their mother tongue. Secondly, biology students prefer to study in Arabic and not in French because Arabic is their mother tongue and they are used to it since childhood. They find that using Arabic as a language of instruction makes it easier for them, that they will have no difficulty in understanding biological terms

and they will be able to prepare their research and their courses with ease and this result addresses the second research question. In addition, students find that the change they found at university has not helped them to advance in their university careers. The high rate of their failure is not due to the complexity of the course, but to this low language level. After several years of studying and learning in a single language, which is Arabic, the students found themselves faced with a dilemma and a painful reality, they are forced to study in French, and they do not have other choices. To address the third research question, 1st year biology students at Mohamed El Bachir El Ibrahimi University have always struggled to learn the technical terms of biological lessons, because they had no idea of these words before, neither how to pronounce them nor how to write them in French. In addition, 1st year biology

students find it difficult to prepare their research work because they do not know how to do research in French and all this is due to their insufficient skills of French language and their low level. They also have difficulties to speak and write fluently. In addition, students encounter several problems in French grammar such as conjugation and this is because they do not have a good foundation in French language since their childhood and this certainly bothers them a lot during the lesson. Through all this, we understand that the majority of students suffer at the beginning of their university career solely because of the language in which they study. That is why we decided to do this research and reach an understanding to the problems of first year biology students, and help the professors to know some of the problems that the students suffer from in order to find solutions. Because some people overlook these problems and assert that they are rather not important and that the language problems are simple that can be remedied. However, it must be understood that language is a big obstacle. Even though students might be excellent in the subject they study, if the language they use in class is not familiar to them, they will face many obstacles in their academic career.

Here are some recommendations we suggest regarding this issue:

1. Enrich the program of the French module by offering courses relating to the future of students in biology departments. That is to say, to offer content that meets their needs (understanding the lessons, taking notes, preparing and making presentations, summarizing documents, writing an internship report ...etc.). Since, students need a program that provides the closest link with their professional environment, which helps them to have a perfect command of the French language to achieve the desired results.

2. Schedule more sessions for the French module and offer them focused French training on their different language needs and geared towards a contextualized French program.

3. We must favor their learning styles because the learning/teaching pleasure is not realized if we do not exploit work materials, such as the integration of communication technologies and audio-visual means which facilitate applications and exercises while saving a lot of time and to learn the language more and to make teaching and learning a real pleasure for the student and the teacher who carry out complementary tasks in the classroom to better learn French.

4. For students who still favor Arabic language, the implementation of Arabic should make its way through the teaching programs. Acknowledging the fact that French is disseminated through Algerian universities may suggest some French enhancing programs to make learners more familiar with French language but does not exclude the fact that Arabic should not be neglected.

In terms of new research perspectives, we believe that our work opens some avenues for further research. And if we can offer some perspectives, we will decide for a broad analysis of the weekly French language module supposed to meet the needs of biology students in order to improve their level of language. We have always wanted to analyze the content of the program of this unit to compare it to the needs that we have identified and the linguistic difficulties that we have observed. But time was not enough for us and it was against us.

In addition, we wanted to analyze how the lessons we redelivered and implemented by the teacher responsible for the French language module and we wanted to interview the students to question them, but unfortunately, we only communicated with them online and

there were sending questions that require a limited response, and they were unable to provide explanations for their responses. Moreover, if we had enough time, we would include interviews with the professors to tell them about the subject because they knew the difficulties that the students were facing. Furthermore, if we had more time, we planned to conduct interviews with the professors to tell them about the subject because they knew the difficulties that the students were facing.

We hope that other researchers will continue to research this topic as our research was not

extensive and we did not include some topics that we found important such as French module

analysis and its components. We hope that researchers will continue to study this topic in the

future. Maybe they will find new reasons and new solutions to the problem of the French

language for the first- year students in the Algerian university.

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Appendices

Self-administered questionnaire for first year LMD biology students:

Dear students, this questionnaire will help us to understand your perspectives on using French as a medium of instruction at the university of Mohamed Al Bachir Al Ibrahimi. We are, very much, counting on your cooperation to finalize this study. This will us to better understand the preferences and tendencies and students toward using French and suggest alternatives if possible.

This questionnaire will take 10 minutes to finish. Please select the appropriate choice that best describes you.

Section one: background information

Gender: Male

Female

Age: 18 19 20 21 more than 21

Section two: general information about students' familiarity to French language

1- How often do you speak/use French at home? Always

Sometimes

Rarely

Never

2-How do you judge your level in French?

Good

Weak

Average/Medium

Excellent

3-Do you use French in your daily life in general?

Yes

No

4-Have you attempted to improve your French skills before moving to university?

Yes

No

5-Have you ever taken a course to improve your level of French?

Yes

No

6- Does the society you will in helped to you acquire French? Yes

No

Section three: learners' attitudes towards the use of French in class

1- Does your registration in the first year LMD of biology correspond to your own choice? Yes

No

2- Did you know beforehand that the studies in the first year of biology will be in French? Yes

No

3- In which language do you prefer to study? French

Arabic

4-Among the needs stated below, what are your French language needs?

Know how to write essays

Know how to take notes

Understand the technical terms of my course

Prepare study projects

5-In your opinion, your language difficulties during class are due to

Poor command of the language (grammar, syntax, conjugation ...etc.)

complex terminology (vocabulary) in the field of biology

Poor pronunciation skills

6-To what degree do you think you understand the lessons that are delivered in French?

Very good understanding

Good understanding

Average understanding

Poor understanding

No understanding at all