

## LINGUISTIC BEHAVIOUR OF ARABIC LANGUAGE TEACHERS IN DAILY LIFE CONVERSATION: REASONS AND ATTITUDES

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### ABSTRACT

Based on the Revisited version (1991) of Ferguson's classical diglossia, the present research work aims fundamentally at examining the phenomenon of diglossic code switching by Arabic language teachers from Algerian Arabic to Modern Standard Arabic in daily life conversation. Accordingly, individuals interact in informal situations using the L variety; however, this seems not to be always the case; mainly with those Arabic language teachers who often switch from L to H, the language of instruction, during their informal talk when interacting out of a classroom context, i.e., with colleagues, friends, or within family members. Hence, the present research work includes a classification of the phenomenon in terms of 'internal' code switching which is of a diglossic nation, i.e. switching back and forth between the H and L varieties. More precisely, our concern, here, is about code switching as a 'process' rather than 'a product'. This does not attempt at describing all the possible switches from L to H but rather to diagnose the reasons that stand behind the Arabic language teachers' use of MSA, to which they stick even within an informal linguistic situation.

**Keywords:** attitudes, code switching, diglossia, teaching experience, topic.