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Specialty: **Linguistics**

The effect of multilingualism in acquiring EFL

Case of third year middle school pupils at Korichi
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Dedication

I dedicate this humble work to my beloved father who is my hero.

To the candle of my life, my adorable mother who supported me a lot through my journey, thank you for your prayers, your help and support,

To my dear brother: Moh, Azi and Amer.

To my dear sisters specially Arwa and Hanin.

Special thanks go to my dear friends specially Nadjjet, Nesrine, Maroua, Nadjelaa, Zahraa, Noor and Ameer who supported me all along my studies and encouraged me to accomplish this work, thank you for always being here.

Suz

I dedicate my graduation and the harvest of what I have sown over many years in the pursuit of knowledge to my wonderful parents. To my late father, who worked tirelessly and put in all the effort to ensure that I could continue my educational journey until I reached this precious moment. And to my mother, who has always been my pillar of support . You have my deepest love, respect, and reverence.

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Abstract

English as a Foreign Language (EFL) is a term used to describe the study of the English language by non-native speakers in countries where it is not the first language. Learners of this language may use one or more other national languages in addition to the main languages they have studied in school. These learners are called multilingual and this may have an impact on them while learning EFL. Therefore, the researcher chose the effect of multilingualism in acquiring English as a foreign language, specifically studying the case of third-year students in middle school, with the aim of understanding the different problems and difficulties learners face. Additionally, the main objective of this study is to investigate the impact of multilingualism in acquiring the English language. Specifically, we attempted to check whether there is an influence on third-year students in middle school who are proficient in more than one language while attending English language classes, and what are the difficulties and the level of difficulty in learning English compared to learning other languages such as Arabic and French, in addition to the opinions and attitudes of teachers and students towards the challenges they face in learning and acquiring the English language. In this regard, we assume in this research study that there are challenges facing learners, and they should be provided with activities to overcome these challenges, with a focus on effectiveness and efficiency. Methodologically, the study was conducted using a descriptive quantitative and qualitative approach to verify the hypotheses, where interviews and questionnaires were distributed to teachers (3 teachers) and third-year students (40 students) in middle school. Furthermore, the study confirms the research hypotheses and indicates that teachers and students expressed positive and negative opinions and attitudes towards the English language and faced challenges in multilingualism during the learning process.

Keywords: EFL, multilingual, multilingualism

Abstract in Arabic ملخص

اللغة الإنجليزية كلغة أجنبية هو مصطلح يستخدم لوصف دراسة اللغة الإنجليزية من قبل الناطقين في البلدان التي ليست اللغة الأولى فيها. يمكن أن يستخدم متعلمو هذه اللغة لغة واحدة أو أكثر من اللغات الأخرى الرئيسية التي درسوها في المدرسة. ويطلق على هؤلاء المتعلمين لقب متعددي اللغات والذين قد يؤثر ذلك عليهم أثناء تعلم اللغة الإنجليزية. لذلك، اختار الباحث تأثير التعدد اللغوي في اكتساب اللغة الإنجليزية كحالة طلاب السنة الثالثة متوسط. من أجل اختبار الفرضية و بهدف فهم المشكلات والصعوبات المختلفة التي يواجهها المتعلمون. كما أن الهدف الرئيسي للدراسة الحالية هو التحقق في تأثير التعدد اللغوي في اكتساب اللغة الإنجليزية. تحديداً، حاولنا التحقق مما إذا كان للغة الأم تأثيراً في تعلمهم للغة الإنجليزية. كما نريد التوصل أيضاً ما إذا كانت تؤثر على حفظ الكلمات، نطقهم وفهم القواعد. علاوة على ذلك، ما هي العقبات ومدى صعوبة تعلمها أثناء تعلم لغات أخرى مثل العربية والفرنسية، بالإضافة إلى آراء واتجاهات المعلمين والطلاب تجاه التحديات التي يواجهونها في تعلم واكتساب اللغة الإنجليزية. في هذا الصدد، نفترض خلال هذه الدراسة البحثية أن هناك تحديات تواجه المتعلمين ونريد أن نسعى إلى معرفة مدى تأثير تعدد اللغات وكيف يمكنها أن تفيد تلاميذ الثالثة متوسط خلال تعلم اللغة الإنجليزية. من الناحية المنهجية، تم إجراء دراسة وصفية نوعية وكمية للتحقق من صحة الفرضيات، حيث تم توزيع مقابلة واستبيان، المقابلة كانت موجهة للمعلمين (3 معلمين) والاستبيان كان موجه لطلاب السنة الثالثة (40 طالباً) في المدرسة المتوسطة. بالإضافة إلى ذلك، تؤكد نتائج الدراسة حقيقة الفرضيات البحثية، وأشارت إلى أن المعلمين والطلاب عبروا عن آراء واتجاهات إيجابية وسلبية تجاه اللغة الإنجليزية وواجهوا أيضاً مشاكل في التعدد اللغوي أثناء عملية التعلم.

الكلمات المفتاحية اللغة الإنجليزية كلغة أجنبية، متعددي اللغات، تعدد اللغات.

List of abbreviations and Acronyms

EFL: English as a foreign language.

SLA: Second language acquisition.

CBI: Content based approach.

ESL: English as a second language.

CAL: Computer assisted language learning.

CBI: Content based instruction.

SL: Second language.

TL: Target language.

SFL: Second foreign language.

FFL: First foreign language.

FL1: First foreign language.

SPSS: Social science software.

FRE: Frequency.

PER (%): Percentage.

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General Introduction

1. Background of the study

English language is considered as an international communicative language. Learning English as a foreign language is the use of English by students whose native language is not English and are learning to speak and write. Nowadays, English is compulsorily taught throughout the Algerian Middle schools that make learners multilingual, which is the use of more than one language, and perhaps have several difficulties. Additionally, these difficulties may occur due to the lack of ideas, grammar and vocabulary on one hand, and in other hand, having other languages to learn at the same time.

2. Statement of the problem

It is recognized that multilingualism effects EFL students. It is considered as a complex and challenging task for third year students at middle school, Ouargla. Thus, our research attempts to discover the effectiveness of multilingualism in acquiring students EFL.

3. Research Questions

This research seeks to answer the following research questions:

1. What is the impact of multilingualism in acquiring English as a foreign language?
2. At what level does multilingualism effect Third Year Middle School EFL students?
3. How can multilingualism benefits third year middle school pupils in learning EFL?

4. Research Hypothesis

We hypothesize that multilingual students taught throughout the Algerian Middle schools that make learners multilingual, which is the use of more than one language, and perhaps have several difficulties. Additionally, these difficulties may occur due to grammar and vocabulary on one hand, and in other hand, having other languages to learn at the same time.

5. Aim of the study

This study aims to:

- a. Determine how multilingualism effect third year EFL students.
- b. Identify the major difficulties that face multilingual students while acquiring English.

6. Research Methodology

The present study aims to investigate the effectiveness of multilingualism in students' process of learning. We adopt qualitative descriptive method to collect and analyze data, since allows the researcher to obtain honest and creative answers that would assist him/her in writing a valid research paper. Also, it is more appropriate due to the nature of our research study.

Data Collection Methods / Tools

The researcher used teachers' questionnaire and students' questionnaire as tools for gathering data. Teachers' questionnaire will be distributed to English teachers to know their opinions towards multilingual students. The second questionnaire is dedicated to students to highlight their opinions and attitudes towards their process of learning English language. In order to test the validity of the above stated hypothesis.

Population and Sample

The population of this study directs third year EFL students at Korichi Ahmed Allal Middle School of Ouargla. The present population is selected by the researcher due to the fact that third year students have already studied more than one major languages. The sample of our study is constituted of forty (40) students that have been chosen randomly, and three (03) teachers of English from the same school.

7. Significant of the study

The current study seeks to highlight the significant role of multilingualism in effecting EFL learners while obtaining the language. Hence, this investigation gives several concepts to explore research hypotheses and its existence in multilingual schools.

8. Provisional Structure of the Dissertation

The present study consisted of two main parts, a theoretical part that is divided into two chapters and fieldwork that is devoted for the practical. The first part of the two chapters is devoted for an overview about English as a foreign language. In addition,

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the second part highlights the definition of multilingualism and clarify the topic of language variation with the causes of multilingualism in Algeria so that effects the process of learning of the students. Finally, the practical part is concerned with analyzing, interpreting the data acquired from both teachers' and students' questionnaire.



Chapter -I. Multilingualism

Introduction

Multilingualism is the practice of learning two or more languages by an individual or a society. It is essential in our modern environment and is studied in linguistics, sociolinguistics, psycholinguistics, and education. On the one hand, some multilingual speakers learned their mother tongue first, followed by additional foreign languages through mechanisms such as school or self-teaching. On the other hand, people who are referred to as simultaneous multilinguals have learned two or three languages at the same time. This chapter will introduce keywords and definitions related to multilingualism, adding to those reasons of it in Algeria context and schools.

I.1. Definitions of sociolinguistic

Sociolinguistics is a discipline that bridges sociology and sociolinguistics, with various definitions. The study focuses on language usage, as each society has unique linguistic codes for interaction. Hudson (1996.p, 4) defined sociology as the study of the link between language and social characteristics including class, age, gender, and ethnicity. It implies that sociolinguistics examines how groups in a particular society differ and are split by social circumstances such as ethnicity, religion, degree of education, gender, age, and position. Trudgill (2000.p, 7) defined it as the study of how all factors of society, including cultural norms, expectations, and context, influence how language is used. At the same time, Van Dijk (2009) claims to be examining language in its socio-cultural context.

Moreover, Wardhaugh (2010, p. 12) defines sociolinguistics as the study of how language and society interact to better understand communication patterns. However, Sociolinguistics explores the relationship between language and society to get a deeper understanding of its functions. All experts agreed on defining sociolinguistics as the study of the link between languages and societies

As an example, sociolinguistic profile of Algerians appears to be complex. Despite having only governed Algeria for 132 year a relatively small time compared to the other invaders France had a significant impact on Algerian language and culture. During the French colonial era, the Algerian people managed to successfully adopt the French

language and culture. For this reason, once Algeria gained its independence in 1962, French became widely used in addition to Algerian Arabic and the language of the native population, Berber. The effects of French colonization persisted after independence, even after the Arabization program was put into practice.

Furthermore, four languages are spoken and/or written in Algeria. The spoken languages include Algerian Arabic, French, the different dialects of Berber (Kabyle, Mozabite, and Touaregs' mother tongue "Tamashekt", etc.), in addition to English that is spoken by a very small group of Algerians; the majority of them are youngsters. The written languages are Modern Standard Arabic and French (in education and administrations) and English (in education).

I.2. Bilingualism

Definitions of bilingualism range from a basic degree of proficiency in two languages up to an advanced degree of proficiency that enables the speaker to perform and seem like a native speaker of both languages. Hence, Bilingualism is studied from several perspectives, including applied linguistics, sociolinguistics, and psycholinguistics. This study focuses on the sociolinguistic aspects of code switching among EFL learners in the classroom.

(Haugen, 1956 as cited in Salah M. Suleiman. 1985, p. 3) argued that acquiring two distinct dialects of the same language, yet mutually intelligible, is also a form of bilingualism. With this variation in definitions, it seems that the most crucial fact to notice is that bilingualism is a relative rather than an absolute phenomenon. (Suleiman. 1985, p.

It is difficult to come up with a generally agreed definition of bilingualism as different people define it differently; bilingualism is one of the factors that lead to language change. Most of sociolinguists agreed on the view that bilingualism is a worldwide phenomenon. Hundreds of million people around the world routinely use two or three and even four languages in their daily life as the occasion demands. Moreover, bilingualism has an important role in the determination of variation and language change. When two speakers from different linguistic background came into contact for a certain period, significant changes may occur in one or both languages.

I.3. Multilingualism

Multilingualism is a complicated phenomenon that has been investigated in several domains, including linguistics, sociolinguistics, psycholinguistics, and education. McArthur (Bakhyt & Mandel, 2019) said that it is the ability to use three or more languages, either separately or using code mixing, and Bisseth (Bakhyt & Mandel, 2019) said that multilingualism is the usage of two or more languages by individuals or societies and being able to speak in various contexts.

There are researchers view this Phenomenon in different ways, some believe that a person or culture that can speak more than one language is bilingual or multilingual (the words are used interchangeably), while others believe they are multilingual beginning with three languages or more.

It is acknowledged that each researcher has their own definition of multilingualism, and they all debated on the number of languages it implements such as:

Aronin & Brita (Bakhyt & Mendel, 2019) said that multilingualism is the ability of societies and individuals to use more than one language in their everyday life (Bakhyt & Mandel, 2019). In contrast, Bloomfield (Bakhyt & Mendel, 2019) argued that a multilingual is the one who uses more than two languages in a native level, and here he put emphasis on “proficiency”. They said that the main goal of multilingualism is not having native-like skills, but having proficiency in choosing the skills they need in order to reach a particular aim; other researchers said it as Cenoz.

This researcher highlights the fact multilingualism is not “a simple addition of languages but a phenomenon with its own characteristics”. (Cenoz (2013, p.14). Therefore, Multilingualism is an interdisciplinary phenomenon that may be examined from both individual and social perspectives, which are not entirely distinct. However, several researchers believed that multilingualism and bilingualism are very complex and need to be separated. Grosjean (Bakhyt & Mendel, 2019) stated that a bilingual person is the one who uses two or more languages or dialects daily. Though, Valdes and Figueroa (Bakhyt & Mendel, 2019) identified it as the competence of possessing more than one language. Moreover, the word multilingual generally is for the individual who speaks more than two languages, but Kang E (Bakhyt & Mendel, 2019) insisted that the languages should be mastered with a good level of proficiency.

According to Sridhar (1996, p.50), multilingualism requires a balanced command of all languages, similar to a native speaker. Language disparities can vary from basic lexical knowledge and conversational abilities to advanced grammar, vocabulary, and specialized registers. According to Herdina and Gessner (2000, p.93), multilingualism involves reconciling communication needs with available linguistic resources. Polyglots, or multilinguals, can speak many languages, while monolinguals for the person who can only speak one language.

Individual multilingualism refers to the acquisition and usage of multiple languages. It is concerned with a person's ability to learn and use two or more languages fluently. While social multilingualism refers to the order, technique, and routines of language usage in various communities, organizations, and groups.

I.3.1. Language Alternation in Multilingualism

Language or code alternation implies the grammatical manipulation of two or more languages. Code alternation is very common in bilingual settings; nevertheless, each speaker has a specific way of using it. (Wloswicz, 2012).

The differences found in the usage of code alternation can result from the organization of languages in the brain, which deals with psycholinguistics and the context of speech, and speakers' roles that deals with sociolinguistics (Wloswicz, 2012).

Linguists identified three main forms of alternation: code switching, code mixing, and borrowing.

I.3.1.1. Code-switching

It is a conscious process of alternating languages depending on the context. Annick De Houwer (Limatcher, n.d.) stated that bilinguals switch languages in order to accommodate the language spoken by their conversational partners. Quay and Montanari (Limatcher, n.d.) stated that code switching is a natural phenomenon in multilingual societies; it is used for stylistic reasons such as quoting, interjecting, reiterate and explaining a message.

Language gives individuals opportunities to express their feelings and thoughts and shape their identity. It also helps them to satisfy their social needs in the different contexts of the language used. Bilingualism is one of the opportunities for speakers to use two or more languages in their daily lives. It offers the ability to choose between the two spoken languages as the situations demand.

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Some researchers used the term code switching to refer to language switching rather than to registers or dialects. For instance, Hudson (1996, p.52) wrote that "the term code-switching is preferred to language-switching in order to accommodate other kinds of variety: dialects and registers", for example, switching between English and Algerian dialect, two Algerian friends' speakers saying, "امتحان ناع اليوم easy".

Hudson added there is a very important thing that should be taken into account, which is that the addressee can understand language. The choice of languages in bilingual communities is controlled by social rules because the different languages are used in different situations. One is typically used at home whereas the other is used outside (working or shopping).

In Multilingual communities, speakers have the opportunity to choose one from the existed languages. The choice of language depends on situations and circumstances. Moreover, the language used is based on social rules that have been learnt from daily life experience. Each of these languages has distinct functions. For example, Arabic language each of its varieties serves different functions; the high variety is used in religious rituals such as prayers in addition to the readings of the Holy Quran, whereas the low variety is used in daily life conversations.

Code switching happened when more than one language is used in the same conversations. It is used to serve different functions especially the communicative ones as similar to language, which is used for specific functions for instance; people use language to establish social relationships or to exchange information.

From this overview of code switching, it is clear that different researchers use different definitions of the term. The above definitions show that many of them have a common point; almost of them stated that code switching occurs in bilingual or multilingual communities and it is the use of the existing varieties within the same conversation

I.3.1.1.1. Types of code switching

There are three forms of code switching

Tag or Extra-sentential Switching happens when the switch occurs at the end of a sentence,

Example- "He speaks English very well, صح؟"

Inter-sentential Switching, this type of code switching occurs between at least two complete sentences or clauses.

Example- "I enjoy reading novels. وأكثرهم اللاتي باللغة العربية".

Intra-sentential Switching takes place within a single sentence or a clause.

Example- "الجاي weekend إذا حاب تجي plan عندنا"

I.3.1.2. Code-Mixing

It is the use of one or more languages for consistent transfer of linguistic units from one language into another. Meyerhoff (2006 as cited in Limatcher, n.d.) referred to it as alternations between varieties within the same phrase Multilingual people mix languages without even realizing. They use the word that first comes to their mind. This is not a sign of non-proficiency in any possessed language, but rather evidence of how languages are acquired systematically (Limatcher, n.d.).

Changes in the participants, setting, and topic are the basis for code switching. In a bilingual or multilingual community, some members speak two languages fluently while others do not. "Code mixing" is the term for when two proficient bilinguals converse with one another in the same environment but alternate between their two master languages.

Several linguists attempted to define the concept of code switching and code mixing, one of them is Ahmed Sid (2008, p.60) quoted McClure (1978) who defines code mixing as:

[...] the individual's use of opposite language elements which cannot be considered to be borrowed by the community. It occurs when a person is shortly unable to access a term for a concept in the language, which is using but access it in another code or when he lacks a term in the code, he is using which exactly expresses the concept he wishes to convey.

I.3.1.2.1. Levels of code-mixing

Researchers divide code mixing into 3 levels lexical, phonological, and morphological.

Lexical level, when a speaker uses words from two languages in one sentence while speaking is called code mixing at Lexical level, For example- “عجيني outfit”

Phonological level, when a speaker speaks one language but pronounces the words in another language is called code mixing at the phonological level.

Morphological level, when people use parts of words from different languages together, for example- “I need to bring three فرعات”.

I.3.1.3. Borrowing

There is also another method of language switching: borrowing. In contrast to code switching and code mixing, which require combining languages at the speech level, it entails combining languages at the level of language systems. In ordinary speech, people describe, clarify, and communicate a certain concept or item using words from a different language. These terms do not have counterparts in their home tongue. We refer this phenomenon of switching is known as ‘borrowing’.

A word from one language is adapted for use in another by the process. Tadmor (Manfredi, Senelle & Tosco°, 2017) said that borrowing is the process of importing linguistic items from one linguistic system into another. Lexical borrowing can also be called loanwords. For example, in kabyle, the verb *ruh* (leave) is borrowed from Arabic. “It is largely used by monolingual speakers and has the same paradigm as any Berber verb” (Manfredi, Senelle & Tosco°, 2017:288).

I.3.1.3.1. Types of borrowing

There are two types of borrowing as the following

Loan word, when a word is taken directly from another language without changing,

For example- Yogurt (Turkish) => Yogurt (English)

Loan translation, when the elements of the word are taken directly from another language but translated into its own language, for example

Camel (English) => جمل (Arabic).

Urbmensch (German) => Superman (English).

I.4. The Effect of background Knowledge on Learning a Foreign Language

Learner at various levels employ varying amounts of background information. The latter can be characterized as the student's social class, family position, education level, type of education, training and a previous experience or work. All humans have acquired knowledge of their surroundings. For example, babies discover their world under their caregivers through playing (informal learning), and their learning will develop through the social situation, a classroom (formal learning) and this is what is called background knowledge.

Whenever a student wants to expand his linguistic background, he must do it in the same social setting in which he gained experience, because learning a foreign language is heavily influenced by the social context. Furthermore, a youngster who lives with multilingual parents is more likely to adopt foreign language learning skills in the future.

The Algerian society is the convenient example, due to its sociolinguistic diversity. French is first foreign language in Algeria as a remain of colonization, where the Algerian 'Derja' has great deal with French vocabulary items, so the effect of linguistic background knowledge is manifested.

The degree of difference between the target language culture and learner's native culture is considered as a norm and a basic factor that determine the success of foreign language learning process. Thus, the importance of how SL learner conceives the TL culture cannot be underestimated in the SL acquisition process.

Cultural background information is an important component of language acquisition; it has a lot to offer in terms of developing communicative competence while learning any language. Thus, past information has an equally large impact on students' capacity to learn without prior knowledge; the student cannot determine what type of material will be used during language acquisition.

I.4.1. The Effect of Mother Tongue on Learning a Foreign Language

Mother tongue seems as a useful and comfortable tool for foreign language learner inside and outside classroom. Whenever foreign language learner faces a problem in target language vocabulary, he tries as much as he can to loan words from his mother tongue for more understanding. However, in French, the reverse is true. Notable syllables are typically found near the conclusion of words. In this aspect Ash and Warth (1992) point that the mother tongue or native language is: "The language which the person acquires in early years and which naturally becomes his natural instrument of thought and communication on online, untitled 'mother tongue.'" (Ash & Warth, 1992: 05).

These researchers conclude that native French speakers, including those who reside in the US, retain their French intonation when speaking in other languages. Nonetheless, it is thought to be worse when they use symbols from their own tongue.

I.4.2. The Effect of First Foreign Language on Second Foreign language

Nowadays, there are 7000 languages, which are spoken in 149 countries. Studies have shown that FLL is different from SFL since FLL is considered as (FL1). Learning a second language embarrasses some challenges to cognitive performance, since:" The picture emerging from these studies is a complex portrait of interactions between bilingualism and skill acquisition in which there are sometimes benefits for bilingual children, sometimes no consequence at all." (Ellen Bialystok & Xiaoja, 2011: 21), which means that learning number of languages either through exposure or through educational intervention, can affect positively on the one's cognition.

However, Street (1976) has a different perspective, proposing that the simultaneous acquisition of two languages exceed the capacity of the children to learn better, i.e., that development can have negative consequences for children, and makes them in confusing.

I.5. Causes of Multilingualism in Algeria

Algeria is a Mediterranean country located in the Maghreb region of North Africa. It is bordered in the Northeast by Tunisia, in the Southwest by Western Sahara, Mauritania

and Mali, in the East by Libya, in the West by Morocco. This strategic location made of Algeria a target for several colonizers (Embassy of Algeria in New Delhi, n.d.).

Historians agree that Berbers were the first people who lived in North Africa, including Algeria. “The Berbers, apparently, are one of the oldest races in the world; no one seems able to trace their origins”. (Djabri, 1981).

Several civilizations occupied Algeria throughout history, and different populations displaced one another to colonize the country, resulting in the formation of various languages, including standard, modern, and Algerian Arabic, Berber, and French.

French has an important impact in the Algerian society; it is spoken alongside with Arabic and Berber (Labeled, 2015). The French colonization, which lasted 172 years, is significant for its influence. Throughout these years, French superseded Arabic and was utilized in all fields (school, business, government organizations, etc.). This language is still widely spoken in Algeria, and many people believe it to be their first tongue. Indeed, parents are raising their children in French solely, which will encourage future generations to formalize the language in all sectors.

Even if French is considered a very important and useful language in the society, we cannot deny the fact that English is gaining more and more ground especially among young people. English was a language only spoken in Britain before this latter colonized the quarter of the globe, and by doing business with Asia and Africa, it is natural that the language spreads rapidly (Buchanan, 2017). English is an international language and everybody wants to learn it effectively. In Algeria, English is taught in private and public schools, and it is given a great importance, it even became a vehicle of communication especially on social media.

I.6. The implication of Multilingualism

In both personal and professional spheres, multilingualism helps society and individuals, but to differing degrees depending on the individual. In this respect, Bialystok & Hakuta (1994, as cited in Smith, 2017) claimed that the knowledge of more than one language makes the individual sensitive to linguistic, social, cognitive, and communicative elements that he might be aware of. Moreover, multilingual individuals can improve their social interactions, communicate with a wider audience and increase

their work and trade options. Diamond (2010) endorsed this favorable assessment of bilingualism, stating that bilingualism has several benefits.

As a result, learning and using various languages may help you become more creative, critical thinker, appreciate literature in its native language, interact with people from different cultures, and much more.

Smith (2017) categories the benefits of multilingualism in four distinct parts: Personal benefits, Cognitive benefit, Career benefits, Communicative and cultural benefits.

I.7 Advantages of Multilingualism on Education

Research indicates that acquiring two languages at a young age might negatively affect children's development. Indeed, Smith (1923) mentioned multilingual acquisition as ' the problem of the bilingual child'. Scholars as Yoshioka also argued that ' bilingualism in young children is a hardship and devoid of apparent advantage ' (1923, p. 479). Other study, on the other hand, found that bilingualism was beneficial. Research by Peal and Lambert (quoted in Antoniou 2019) indicated that bilingual children outperformed monolinguals in both nonverbal and verbal intelligence tests.

First, parents encouraging their children acquiring two languages by constantly speaking different languages at home gives them the opportunity to be fluent in two home languages with the ability to learn a third or fourth language (Okal, 2014). Furthermore, being a bilingual means that languages are always activated to a certain degree, are constantly interacting and influencing each other managing different linguistic repertoires will lead to a cognitive benefits, meta-linguistic awareness and creative thinking (Antoniou, 2019).

Conclusion

This chapter allowed us to discover different aspects of multilingualism and helped us elaborate understanding of this phenomenon in order to carry a complete and correct research work. First, it deduced that language is complex and requires several of information to be understood, grasped the meaning of multilingualism and how it took place in the world alongside with the meaning of multilingualism and discovered its types and how it affected communication by instilling code switching, code mixing and borrowing and their types. Finally, it searched for the causes of multilingualism in Algeria in order to trace the origin of language diversity that currently exists in the country. Furthermore, it discussed Multilingualism in Algeria schools and its advantages.



Chapter-II. English as a foreign language

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Introduction

English as a Foreign Language (EFL) learning has become increasingly significant nowadays. Where English serves as a lingua franca for communication across cultures and boundaries. Within multilingual contexts, where individuals bring diverse linguistic backgrounds and experiences to the learning process, among this environment, the study of English as a foreign language EFL emerges as a significant component of language education in schools. Moreover, Algeria presents a unique linguistic landscape characterized by diversity and complexity. This chapter deals with the dynamic EFL education in Algeria with multilingualism, focusing on key aspects and examining the definition of language, its various dimensions including dialectal variation, and linguistic registers, classical language, lingua franca, diglossia and pidgin. Moreover, we set the foundation for understanding the complexities of language learning within the Algerian environment after defining Second Language Acquisition and Content Based Instruction method with the perceptions of vocabulary, grammar and pronunciation.

II.1 Definition of language

It seems sense to think that language is the most important tool for communication. However, no one definition of language can account for the phenomenon in its entirety, as linguists and academics have been unable to pinpoint the precise term. Therefore, according to the Cambridge Dictionary, language is the ability of humans to learn and use sophisticated communication systems made up of words, sounds, and grammar among members of a certain nation.

Chomsky (2000) defined language as "the inherent capability of native speakers to understand and form grammatical sentences". According to him, sentences are the basic building blocks of a language and may be either restricted or endless, consisting solely of small parts. He sees language as being made up of a sequence of (finite or infinite) sentences, each of finite length made up of a limited collection of constituents.

Bloomfield (1914) stated that "the totality of the utterances that can be made in a speech community is the language of that speech community" He skips writing in

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favour of listening to everyone in the community speak. Moreover, he stresses the foundation of language being form rather than meaning.

Saussure was the first to distinguish between "language" and "langue". By "langue", He means a set of signs used by a community to communicate: French, English or Polish, to name just a few examples; According to Saussure, human beings develop a language and express themselves according to that language through communication (oral or written), but the very ability to develop language cannot be acquired or developed: it is inherent in every human being. Language can, in fact, be objectified and studied as a structure, because it is dependent on several variables. "Language is a vast set of communicative and expressive resources from which everyone draws according to their needs, thanks to this faculty of language These communicative and expressive resources, namely syntax, morphology, semantics, phonology, phonetics and pragmatics, help to define and distinguish a language from other languages. (Jacques, 1989:15)

All of these experts define language as the use of words and sounds to communicate one's thinking. It is used for communication between persons. This is the finest definition anybody could provide because no one succeeded in providing more information about the subject.

I I.1.1. Dialect

Dialect is a variety of a language that signals where a person comes from. This notion is usually interpreted geographically (regional dialect) and plays a significant role in understanding language variation within the context of EFL. The word "dialect" comes from the Ancient Greek "dialektos," meaning "discourse, language, dialect," which is derived from "dialegethai," meaning, "to discourse, talk".

Linguists such as William Labov and Peter Trudgill have conducted extensive research on dialectology and its effects on language teaching. Labov (1972) defines dialects as varieties of a language that differ in pronunciation, vocabulary, and grammar, often associated with specific regional or social groups, For example:

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Southern Dialect (U.S.): Characterized by features such as "y'all" for "you all" and distinctive vowel sounds.

New York City Dialect: May feature pronunciations like "dawg" for "dog" (Labov, 2010).

These dialectal differences reflect historical, cultural, and social factors within specific communities. Peter Trudgill (1986) further emphasizes the social aspects of dialect variation, noting that dialects can be symbols of identity and social status. In many cases, speakers may consciously or unconsciously modify their speech to align with or differentiate themselves from particular dialects or social groups. This phenomenon, known as code switching, empathize the dynamic nature of language use and social interaction.

Understanding dialect variations is crucial for EFL learners as it helps them develop proficiency in comprehending and producing English in diverse contexts. Here are some key points to consider:

Linguistic Flexibility: experience the dialects enables learners to understand a broader range of English varieties, enhancing their ability to communicate with speakers from various regions.

Cultural Awareness: Learning about dialectal differences reinforce cultural awareness and sensitivity, helping learners appreciate the rich linguistic diversity within English-speaking communities.

Authentic Communication: Familiarity with dialects prepares learners for real-world communication, where they might encounter various regional accents and colloquial expressions.

Provide insight: Introduce students to various English dialects through multimedia resources such as audio recordings, videos, and online platforms that feature speakers from different regions.

To effectively incorporate dialect understanding into EFL instruction, educators can:

Provide insight: Introduce students to various English dialects through multimedia resources such as audio recordings, videos, and online platforms that feature speakers from different regions.

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Practice Activities: Design activities that allow students to practice listening to and imitating different dialects. Role-playing exercises, dialect quizzes, and interactive discussions can be beneficial.

Highlight Sociolinguistic Contexts: Teach students about the sociolinguistic contexts in which different dialects are used. This can include discussions on regional history, social identity, and cultural norms associated with specific dialects.

Encourage Code-Switching Awareness: Help students understand the concept of code switching and its role in social interactions. This can improve them to adjust their language use appropriately in various settings.

In conclusion, dialects are an essential part of linguistic variation and play a significant role in language learning. By understanding and appreciating dialect differences, EFL learners can enhance their communicative competence, cultural awareness, and overall linguistic flexibility. Teachers play a crucial role in facilitating this understanding by incorporating diverse dialects into their teaching practices and creating opportunities for authentic language use.

II.1.2. Register

Register in language and communication refers to the conveyed formality of speech as determined by the social context of an exchange, it is a crucial aspect in language learning, especially in the context of English as a Foreign Language. Scholars such as Douglas Biber and Ronald Wardhaugh have extensively researched register variation and its impact on communication.

Douglas Biber (1988) argues that registers are varieties of language distinguished by factors such as vocabulary, grammar, and discourse structure, which are used in different social contexts or for different purposes. Registers can vary significantly depending on the situation, audience, and purpose of communication. For instance, in formal academic environments, a scholarly register is often employed.

This register is characterized by complex vocabulary, formal syntax, and extensive use of citations and references (Biber, 1995). The scholarly register is commonly found in academic journals, research papers, and conference presentations. It is designed to convey information precisely and strictly. Ensuring clarity and credibility in academic discourse. In contrast, a casual register is used in everyday conversations and informal

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writing. This register features simpler vocabulary, colloquial expressions, and lenient grammar rules (Wardhaugh, 2006). The casual register is typical in interactions among friends, family members, and peers. It prioritizes ease of communication and social connection over formal correctness.

In the EFL context, teaching register variation is essential for learners to manage different communication situations effectively. Learners need to be aware of how to adjust their language use according to the social context, audience, and purpose of communication. For example, a student should be able to switch from the casual register they use with friends to the formal register required in a job interview or academic presentation.

Through introducing learners to various registers and providing opportunities for practice, teachers can help students develop communicative competence across a range of social contexts that involves:

Explicit Instruction: Teaching the features of different registers, including appropriate vocabulary, syntax, and discourse markers.

Contextual Practice: Engaging students in role-playing activities, simulations, and real-life scenarios that require the use of different registers.

Awareness Raising: Helping learners understand the sociolinguistic reasons behind register variation and the importance of context-appropriate language use.

II.1.3. Classical Language

Classical language is a language that has a historical significance and cultural prestige, often serving as a foundation for literature, philosophy, and intellectual discourse. In environments where learners learn English as a Foreign Language, classical languages play an essential role in understanding the dynamic nature of English and offer valuable insights into its historical and cultural foundations. Scholars such as Michael Weiss and Eleanor Dickey have deeply studied classical languages and their influence on the development of English.

Classical languages such as Latin and Ancient Greek, have significantly contributed to the formation of English vocabulary, grammar, and literary traditions. For example, many English words have roots in Latin or Greek, particularly in scientific and medical terminology (Dickey, 2010). Understanding classical languages

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can provide to learners a deeper appreciation of the etymology and meanings of English words, enhancing their vocabulary acquisition and linguistic proficiency.

Additionally, classical literature, including works such as Virgil's "Aeneid" and Homer's "Iliad" and "Odyssey," has had a profound impact on English literature and culture. English writers and poets have drawn inspiration from classical themes, characters, and storytelling techniques, integrating them into their own works (Weiss, 2009). By studying classical literature, learners gain understanding influence of classical languages on English literature and Western civilization as a whole.

Studying classical languages can enhance learners' language acquisition by connecting English to its rich historical and cultural background. Through the study of classical texts, students not only improve their language skills but also gain an understanding of cultural context in which English has evolved. Engaging with classical literature provides learners with opportunities to analyze complex language structures, expand their vocabulary, and develop critical thinking skills.

Incorporating classical languages into EFL instruction can be beneficial in several ways:

Etymological Awareness: Helping students recognize the origins of English words can deepen their understanding of vocabulary and improve their ability to infer meanings from context.

Cultural Enrichment: Exploring classical literature exposes students to timeless themes and ideas that have shaped Western civilization, reinforcing cultural awareness and appreciation.

Literary Analysis: Studying classical texts provides opportunities for close reading, literary analysis, and discussion, allowing students to develop higher-level language skills and literary appreciation.

In conclusion, classical languages offer opportunities for improving EFL learning. By integrate the study of Latin, Ancient Greek, and classical literature to EFL instruction, teachers can provide to students the understanding of English language and culture. Through engagement with classical languages and texts, learners not only

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improve their language proficiency but also develop a deeper appreciation for the history.

I I.1.4. Lingua Franca

Lingua Franca" refers to a common language used for communication between people who do not share a native language. It represents a fascinating phenomenon in the history of language contact and communication. Linguists such as Peter Mühlhäusler and Nicholas Ostler have explored the notion of Lingua Franca and its implication on language teaching and learning.

The original Lingua Franca, also known as the "Language of the Franks" (i.e., Western Europeans), was a Mediterranean-based pidgin language used primarily for trade. This trade language flourished from the 1000s to the 1800s AD. Over time, the term "Lingua Franca" was generalized to include any widely used language for communication between speakers of different linguistic backgrounds (Ostler, 2005)

In modern contexts, English often serves as a global Lingua Franca, facilitating international communication in various domains such as business, science, and tourism. This widespread use of English as a Lingua Franca spotlights its role in connecting people across different linguistic and cultural backgrounds.

Peter Mühlhäusler (1990) asserted the pragmatic aspects of Lingua Franca, focusing on its role in facilitating practical communication and overcoming language barriers. He notes that Lingua Franca languages are typically characterized by simplified grammar and a vocabulary adapted to the needs of the users, making them highly functional for specific purposes.

Understanding the concept of Lingua Franca can greatly benefit learners of English as a Foreign Language (EFL). It can help them develop proficiency in using English as a means of global communication, focusing on functional language skills rather than native-like fluency. This approach can include:

Introduction to Varieties of English: Introducing learners to diverse varieties of English, including regional accents and dialects, helps them become more adaptable and effective communicators in international settings.

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Practical Communication Strategies: Teaching communication strategies used in Lingua Franca contexts, such as paraphrasing, clarifying, and negotiating meaning, equips students with tools to handle real-world interactions.

Cultural Sensitivity: Encouraging cultural sensitivity and awareness in communication can help learners manage cross-cultural interactions more successfully.

To incorporate Lingua Franca concepts into EFL instruction, teachers can:

Use Authentic Materials: Integrate materials that reflect the use of English in international contexts, such as news articles, business communications, and scientific publications.

Role-Playing Activities: Create role-playing scenarios that simulate real-world interactions where English serves as a Lingua Franca, allowing students to practice functional language skills.

Collaborative Projects: Encourage collaborative projects with students from different linguistic backgrounds, cultivating an environment where English is used as a common language for communication.

To Sum up, Lingua Franca is a crucial concept in understanding global communication and language learning. By incorporating the principles of Lingua Franca into EFL instruction, teachers can help learners develop the skills necessary to engage in effective and meaningful communication across linguistic and cultural boundaries. This approach not only enhances language proficiency but also prepares students for the realities of a globalized world.

II.1.5. Diglossia

From the Viewpoint of sociolinguistic, Diglossia refers to the coexistence of two distinct varieties of a language within a society or speech community, each with its own functions and domains of use. In the context of EFL, diglossia often involves the coexistence of a formal variety of English, used in education, literature, and official contexts, alongside an informal variety or dialect used in everyday communication. Scholars such as Ferguson (1959) and Fishman (1967) have thoroughly studied diglossia and its implications for language learning and sociolinguistic dynamics. They

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argue that diglossia reflects social, cultural, and historical factors within a society, and it can influence language attitudes, language use patterns, and language policies.

For example, in countries where English is taught as a foreign language, learners may encounter both Standard English and local varieties or dialects in their linguistic environments. This encounter with multiple varieties of English can present challenges for language learners as they navigate between formal instruction and informal communication.

Academic study conducted by scholars like Hudson (1966) emphasize the impact of diglossia on language attitudes and language preservation efforts. Hudson argues that diglossia can lead to language shift, where the formal variety of the language is preferred in certain domains, while the informal variety is placed in a lower position less prestigious context.

In summary, diglossia plays a significant role in forming language use and language learning in EFL contexts. By understanding the sociolinguistic dynamics of diglossia, educators and researchers can develop more effective language teaching approaches and encourage linguistic diversity in language education.

I I.1.6. Pidgin

Pidgin languages are simplified means of communication that arise in situations where speakers of different native languages need to interact but lack a common language. These languages serve as a practical solution to overcome linguistic barriers and facilitate basic communication between individuals for trade, administration, or other purposes.

Pidgin languages typically incorporate syntax and vocabulary from the native languages of the speakers involved, alongside new vocabulary that emerges specifically for the pidgin. They are characterized by simplified grammar, limited vocabulary, and a blend of linguistic elements from multiple source languages.

According to scholars such as John Holm (2000) and Sarah Roberts (2015), pidgins emerge when speakers of different native languages come into contact, often for trade or other interactions. The necessity to communicate leads to the development of a simplified and adaptable form of language that allows for basic understanding despite linguistic diversity.

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An illustrative example is Tok Pisin in Papua New Guinea, which has emerged as a widely spoken pidgin language among speakers of diverse native languages (Holm 1988). Tok Pisin showcases typical features of pidgins, such as simplified grammar and vocabulary derived from multiple source languages, including English, German, and native languages.

In the context of learning English as a Foreign Language, studying pidgin languages provides valuable knowledge of language variation, adaptation, and the dynamic nature of communication. By examining the linguistic features and pragmatic use of pidgins, learners gain a deeper comprehension of how languages evolve and adapt to meet specific communication needs in real-world scenarios.

Understanding pidgin languages can enhance EFL education by emphasizing the diversity and flexibility of language. Using examples of pidgin languages to illustrate linguistic concepts and promote cultural awareness among learners. Additionally, studying pidgins enhances student understanding of language contact and variation, which enhances learners' linguistic competence and intercultural communication skills.

In summary, exploring pidgin languages within the context of EFL learning offers valuable understanding of language dynamics and adaptation. By studying pidgins, learners gain a deeper appreciation for language variation and develop skills that are essential for effective communication in diverse linguistic contexts.

1.1.2. Definition of English as a Foreign Language

English as a Foreign Language (EFL) refers to the teaching and learning of the English language in a non-English-speaking country where English is not the primary language of communication. In EFL contexts, English is typically taught as a subject in schools or language institutes, and learners use English primarily for academic purposes or to communicate with speakers of other languages. EFL education focuses on developing proficiency in listening, speaking, reading, and writing skills, with the goal of enabling learners to communicate effectively in English in various social, academic, and professional environments.

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Furthermore, Cambridge Dictionary defines EFL as the teaching of English to students whose first language is not English. Also, according to Richard, J.C. & Renandya, “ EFL stands for English as a Foreign Language, which refers to the teaching learning of English in a non-English speaking country where English is not the primary language. This term is commonly used in educational contexts to distinguish it from English as a Second Language (ESL), which is taught in countries where English is the dominant language. (Richard, J.C. & Renandya, 2002).

English as a Foreign language refers to the use and study of the English language by non-native speakers in countries where English is not the main language. English as a foreign language typically occurs in the learners’ home country, through formal education environment such as schools, language institutes, or private schools. The goal of EFL is often to develop proficiency in English for purposes such as further education, travel, business, or communication with English speakers internationally. EFL differs from ESL (English as a Second Language), where learners study English in a country where English is the dominant language. Access to English outside the classroom is generally limited, and learners may rely more heavily on structured lessons and educational materials to acquire language skills. Effective EFL teaching includes a variety of methods, including communicative language teaching, task-based learning, and the use of multimedia resources to enhance engagement and understanding.

I I.2.1. The importance of learning EFL

Exploring aspects such as pidgin languages, register variation, dialects, classical languages, and Lingua Franca alongside benefits for learners professional live and their career within (EFL) English as a Foreign Language instruction is crucial for several reasons.

To begin with, understanding these language features provides learners with a broader perspective on language and its evolution. By investigating pidgin languages, for example, students can grasp the idea of how language adapts and evolves in multicultural contexts, reinforcing a deeper recognition for linguistic diversity.

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Next, exploring register language and dialects provide learners with the necessary skills to manage different social and cultural contexts. Mastery of formal and informal registers, as well as experience with diverse dialects, enables students to communicate effectively in a variety of situations, from academic environments to casual conversation.

Following that, studying classical languages offers a window into the historical and cultural foundations of English and Western civilization. By engaging with classical texts and linguistic elements, learners can obtain a deeper understanding of the roots of English vocabulary, grammar, and literary traditions.

In addition, recognizing English as a Lingua Franca highlight the global significance of the language and its role in facilitating international communication and collaboration. In an increasingly interconnected world, proficiency in English as a Lingua Franca enable individuals to participate in global conversations, exchange ideas, and create connections across linguistic and cultural boundaries.

Finally, Proficiency in English is essential for students to compete in the globalized world. Learning English as a foreign language (EFL) enable students to access higher education opportunities for both domestically and internationally, in addition students can pursue their academic. Furthermore, English is the language of international business, finance, and technology, and many multinational companies require employees who can communicate effectively in English, thus EFL play a significant role in the Improvement of education quality in the country.

I I.2.2. Challenges of learning EFL

Algerian learners encounter several obstacles in their progress to achieve fluency in English as a Foreign Language EFL; significant challenge derives from the fundamental differences between English and Arabic, particularly in grammar, vocabulary, and pronunciation. These differences can cause considerable difficulties for learners, requiring them to manage unfamiliar linguistic structures and norms.

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11.3. Second Language Acquisition

Second language acquisition is a multifaceted field that studies how individuals learn and acquire a second language, especially when that language is not commonly spoken in their immediate environment. This field encompasses various theories and approaches that aim to understand the processes involved in learning a new language.

One distinguished theory in SLA is the Input Hypothesis proposed by Stephen Krashen in the 1980s. Krashen posited that language acquisition occurs when learners are exposed to comprehensible input, which is language that they can understand, but that is slightly beyond their current proficiency level. This concept is often summarized as "i+1," where "i" represents the learner's current level, and "+1" represents the next stage of language complexity. The idea is that learners make the most progress when they can understand the gist of what they are hearing or reading, but still encounter new vocabulary and grammatical structures that challenge them to expand their knowledge.

Another influential theory is the Interaction Hypothesis developed by Michael Long in the 1980s. This hypothesis suggests that language acquisition is facilitated through meaningful interaction with proficient speakers of the target language. During these interactions, learners have the opportunity to discuss meanings, negotiate understanding, and receive corrective feedback. This process helps them develop their communicative competence, which is the ability to use the language effectively and appropriately in real-life situations.

Challenges for EFL Learners of English as a Foreign Language (EFL) often face unique challenges compared to those learning a second language in an environment where the language is widely spoken. For instance, EFL learners may have limited experience to authentic language use outside the classroom, which can hinder their language development. Additionally, cultural factors may affect learners' motivation and willingness to engage with the target language. For example, if the learners' culture places a low value on English proficiency, they might be less motivated to practice and improve their skills.

Research conducted by scholars such as Rod Ellis and Diane Larsen-Freeman has emphasized the importance of incorporating communicative and task-based

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approaches in EFL instruction to enhance language acquisition. These approaches focus on meaningful communication and the practical use of language in real-world contexts, rather than just the memorization of grammar rules and vocabulary lists. Communicative approaches encourage students to use the language in interactive activities, while task-based learning involves completing tasks that require using the language purposefully.

Moreover, studies have shown that integrating technology, such as computer-assisted language learning (CALL) programs and online resources, can significantly enhance EFL instruction. These technological tools provide to learners' additional opportunities for practice and experience to authentic language materials. For instance, language learning apps, online conversation partners, and interactive language games can make learning more engaging and accessible.

Understanding the principles of second language acquisition and applying them within the context of EFL instruction is crucial for teachers to effectively support their students. By utilizing theories like the Input Hypothesis and the Interaction Hypothesis, and by adopting communicative and task-based teaching methods, teachers can create a more effective and motivating learning environment. Additionally, the use of technology can further improve the learning experience, which help learners to practice and improve their language skills more efficiently.

11.4. Content Based Instruction

CBI is a pedagogical approach within EFL education that emphasizes the integration of language learning with subject matter content. Unlike traditional language instruction methods that focus solely on language structures and vocabulary, CBI completely involved learners in authentic, content-rich contexts, enabling them to develop language skills while engaging with academic material relevant to their interests or academic goals.

Scholars such as Nunan (2004), and Richards (2001), and Rodgers have extensively explored the theoretical foundations and practical applications of CBI in EFL settings. They utilize the works of language acquisition theorists like Krashen, who proposed the importance of providing learners with comprehensible input and opportunities for meaningful interaction in the language learning process. CBI

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matches with these principles by offering learners chances to engage with authentic texts, tasks, and activities that are contextually rich and intellectually stimulating.

Research conducted by Genesee (1987), Cummins (1981), and others has demonstrated the effectiveness of CBI in encourage both language proficiency and content knowledge acquisition among EFL learners. By integrating language instruction with subject matter content, CBI not only enhances learners' linguistic competence but also deepens their understanding of academic concepts and disciplinary content. For example, in a CBI classroom, learners might explore topics such as history, science, or literature in English, consequently gaining experience to specialized vocabulary, academic language role, and critical thinking skills in the target language simultaneously.

Moreover, scholars like Brinton, snow (1989), and others have identified various language support strategies that are essential in enhancing the CBI experience for EFL learners. These strategies include scaffolding, which is a widely used instructional technique that provides temporary support to learners as they work on tasks that are initially beyond their ability level. It involves breaking down complex tasks into smaller, more manageable steps,

Provide guidance and assistance along the way. The goal of scaffolding is to gradually remove support as learners develop the skills and confidence to complete tasks independently.

In addition, involves providing structured support and guidance to help learners navigate complex texts or tasks; explicit language instruction, which involves teaching language forms and functions explicitly within the context of content learning; and language-focused activities, which provide opportunities for learners to practice and apply language skills in meaningful contexts.

In conclusion, incorporating CBI into EFL instruction offers a multifaceted approach that not only enhances language proficiency but also content learning and academic achievement. By providing learners the opportunities to engage with meaningful content in the target language, CBI facilitates the development of language skills, critical thinking abilities, and disciplinary knowledge, thereby learners will be

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motivated to succeed in academic, professional, and social contexts where English is used as a medium of communication.

1.1.4. The perceptions of vocabulary, grammar and pronunciation in Algeria

Algeria reflects multilingual setting, consequently the perception of each the above-mentioned notions seems to have specific differences use.

Vocabulary

Arabic, French, and English highlight distinct lexical systems influenced by their linguistic and cultural backgrounds. For instance, Arabic vocabulary has a rich word derived from Semitic roots, while French derives from Latin and other Romance languages. English, with its diverse vocabulary come from Germanic, Latin, and French origins, presents a unique challenge for learners. According to language acquisition expert Vivian Cook, vocabulary acquisition in a second or foreign language is influenced by various factors such as how learners experience it, contextual usage, and learners' individual strategies (Cook, 2001). For instance, the word "house" in Arabic is "بيت" "in French it is "maison" and in English it is "house".

Grammar

The variety of languages that exist in Algeria have a distinct grammatical structures and rules. Arabic is known for its complex verb conjugation and noun morphology, while French grammar includes features like grammatical gender and verb agreement. English grammar, with dependence on word order and auxiliary verbs, presents a set of challenges for learners. Linguist Diane Larsen-Freeman suggests that grammar acquisition in a second or foreign language involves both implicit and explicit learning processes, influenced by interaction with input and opportunities for practice (Larsen-Freeman, 2003). For instance, In Arabic, verbs are conjugated based on root letters and patterns, while in French, verbs have different endings depending on the subject pronoun. In English, verb tenses are formed using auxiliary verbs like "to be" or "to have."

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Pronunciation

Each of these languages has specific phonetic features and pronunciation challenges for foreign language learners. Arabic pronunciation includes sounds like the guttural "kh" and articulated consonants, which may be difficult for French and English speakers. Learners of Arabic and English can encounter French pronunciation, with its nasal vowels and correlation phenomena. Research by John Archibald and Beverly Fox suggests that pronunciation instruction in second language acquisition should focus on both segmental (individual sounds) and suprasegmental (stress, rhythm, intonation) aspects, taking into account learners' first language backgrounds (Archibald & Fox, 2004). For example pronouncing the French word "bonjour" with the correct nasal vowel sounds can be challenging for Arabic and English speakers.

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Conclusion

In conclusion, exploring aspects such as, languages register variation, dialects, classical languages, and Lingua Franca, CBI and SLA within the context of English as a Foreign Language can provide useful information alongside comprehension the complexity of language learning. Investigating these linguistic phenomena, educators can enhance students' language proficiency, cultural awareness, and communicative competence. Including diverse perspectives and approaches into EFL instruction not only reinforce a deeper understanding of language but also prepares learners to manage the diverse linguistic landscape of our interconnected world. Through thoughtful engagement with these elements, both educators and students can begin an adventure of exploration the dynamic of language.



Chapter -III. Research methodology

Data analysis

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Introduction

The present chapter is devoted to the fieldwork that aims to investigate practically the effect of multilingualism in acquiring EFL. The current chapter tackles the analysis of the research findings elaborated in this study, followed by a detailed discussion of the findings in an attempt to prove the research hypothesis and give evidence about what have been said before in the theoretical part. It is divided into three sections; the first section will present a description of the research method and design used in this study. The second section will be devoted to the analysis and discussion of the findings, which is a qualitative and quantitative descriptive study as it, is the suitable for our research. Lastly, the third section will contain the conclusion with some pieces of advice for future researchers in case they reproduce a similar work.

III.1. Section One: Method and design

III.1.1. Research method and design

III.1.1.1. Design

Our study is descriptive and is designed to investigate the effect of multilingualism in acquiring EFL on third year pupils at Korichi Ahmed Allal middle school, Ouargla. In this research work, we have observed, described and analyzed the behavior of the subject without manipulating it; thus, descriptive study reports the way things are. Accordingly, Marquee (2011, as cited in Zidani, 2018) says that "the descriptive method involves the collection of data in order to test the hypothesis or to answer questions concerning the current status of the subject". Our investigation takes place at middle school Ouargla, specifically at Korichi Ahmed Allal middle school. The purpose of this study is to show whether multiple languages affect third year pupils while learning EFL in addition to exploring which level it affects and how it can benefit them.

III.1.1.2. Method

We chose a mixed method that uses questionnaires and interviews in addition to qualitative and quantitative data collecting techniques. We can work with both a big and a small sample using the mixed approach, which also helps us to explain

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some aspects of the phenomena that one of the two techniques has not been able to describe. This enables us to finish our investigation and obtain more reliable information about our subject. Malina, Norreklit & Selto (2011) assert that "mixed method research employs both approaches iteratively (it means involving repetition of steps) or simultaneously to create a research outcome stronger than either method individually. Overall, combined quantitative and qualitative methods enable exploring more complex aspects and relations of the human and social world" (p.61).

III.1.1.2.1. The quantitative method

To accomplish the goal of this study, we chose a quantitative approach utilizing questionnaires. Sinks (n.d.) asserts that the goal of quantitative approaches is to create and apply mathematical theories, models, and hypotheses related to natural events. Put another way, the goal of the quantitative approach is to observe, understand, and manage quantifiable events with numbers (statistics). Additionally, Babbie (1989, as cited in Siti, 2001) explained that this type of research is more concerned with the objectivity and the validity of what has been observed and the sample size involved is usually large. This method allows obtaining data from large samples, conversely to the qualitative method, which relies on small sample and in-depth analysis of the gathered data.

III.1.1.2.2. The qualitative method

We also employ interviews to acquire qualitative data. As discussed above, the qualitative approach is used to analyse data in a thorough and in-depth manner utilizing a small sample size. As a result, the qualitative technique is most suited for investigating attitudes, behaviors, and experiences by eliciting in-depth perspectives from study participants (Dowson, 2002, pp. 14-15). In reality, we chose this strategy to contact the participants individually and ask them specific questions about their ideas, followed by descriptions of their actions and attitudes.

III.1.2. Research site

The research is conducted in Korichi Ahmed Allal Middle School in Ouargla. This school consists of 03 teachers. All of them are full time teachers. Two of them hold a master's degree while the last one holds a license. For the third-year pupils, in which the whole number is 125 but our sample is restricted to only 40 pupils.

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III.1.3. The sample population

The research work will be tackled on a number of people chosen for specific research purpose. The objective behind using the sample population is to gather results about a specific topic. For accomplishing this work, the collaboration of teachers and pupils has incredible significance to this work. Both of them are from the same middle school in Ouargla.

III.1.4. Research Tools

The collection of data requires a set of tools. Among these tools; teacher's interviews and students' questionnaire. These tools are seen as efficient methods to conduct and facilitate the work, and also in order to reach the objective of this study and ensure the findings. Indeed, we opted for a questionnaire directed to our participants to get quantitative data, and an interview to obtain qualitative data. The aim of using two different instruments is to get more valid and reliable data in order to strengthen the validity of the results.

III.1.4.1. Teachers' Interview

The interview is used to acquire qualitative data by communicating directly with people. In this regard, Cannell and Khan (1968) described the research interview as "a two-person conversation initiated by the interviewer for the specific purpose of obtaining relevant information." It emphasizes on the substance defined by the research objectives, as well as direct verbal interaction between the researcher and the informant" (Siti, 2001, p. 127). Additionally, interviews are useful to discover and gain insight into the subject, they can also help in getting into the right, precise data since it is a face-to-face interaction, and the interviewee cannot provide false information especially concerning the gender, the age, etc.

In the present study, the interview was also directed to English teachers who teach third year at Korichi Ahmed Allal middle school in Ouargla. in order to get more valid, reliable and precise answers. It was carried out with three teachers. In fact, the interview consists of 13 questions which are directed to the participants to obtain reliable information. Therefore, the series questions included gender, their

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teaching qualification and the field of study, whether they are full time or substitute teachers and other several questions. Moreover, the teachers were asked about the language they use while teaching, etc.

The interviews were held in April (2019), spread out over two days and lasted 15 to 20 minutes each.

III.1.4.2. Students' Questionnaire

The questionnaire is an excellent tool that best matches the quantitative technique; it allows us to obtain rapid replies since participants are asked to answer questions anonymously or select an answer from a list of suggestions. Richard (2005, p.60) claims that:

Questionnaires are one of the most common instruments used. They are relatively easy to prepare, they can be used with large numbers of subjects and they obtain information that is relatively easy to tabulate and analyze. They can also be used to illicit information about many different kinds of issues, such as language use, communication difficulties, preferred learning styles, preferred classroom activities and attitudes and beliefs.

This study questionnaire was administered to our sample. The questionnaire consists of ten questions. The questionnaires have been distributed on the 25 of April and returned back the same day. Actually, we have designed 50 questionnaires but we have administered only 40, which were all returned back, and this is due to the absence rate of the students of the sample.

III.1.5. Data analysis procedures

For the sake of collecting valid data on the effect of multilingualism on EFL learners, we made use of a descriptive design based on a mixed method to gather qualitative and quantitative data. Yet, the data gathered needs to be summarized, organized and analyzed. In fact, the quantitative data gathered by means of the questionnaires was analyzed using the computer program called "the Statistical Package for Social Science software (SPSS)". Our data was displayed, relying on descriptive statistics, embracing frequency (FRE) and percentage (PER), and then interpreted. We also used interviews, which are considered to be the key qualitative

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data collection tool. We have interviewed three teachers to investigate their points of view about questions related to our study. Then, we analyzed, interpreted with a descriptive method, we further discussed the obtained data and the findings in order to answer our research questions and draw up conclusions.

III.2. Section two: Results and discussion

III.2.1. Results

III.2.1.1. Analysis of teachers' interview

This interview was carried out at Korichi Ahmed Allal Middle School of Ouargla. The data analysis was collected through administered to 3 teachers belong to the same school. In order to gather information and incorporate them in our research findings, the teacher interviews serve to investigate the effects of multilingual context in acquiring English language as a foreign language.

Question one: Are you an appointed teacher or unassigned teacher? And how long have you been teaching English?

This question was asked to them to determine the participant's employment status as a teacher. As our expectation all the teacher said "they are full-time appointed teacher. About the experience timeframe teaching, the first one said that " he has been teaching for 5 years “. While the second teacher said "he has been teaching for 2 years, and third teacher said "he has been teaching for 10 years. That indicate they are experienced with teaching English.

Question two: To what extant do you use your native language while teaching in English?

The goal of this question was asked to understand the participant's language use in the classroom, we expected that majority of teacher use their native language more than English due to learners' proficiency level. However, two teachers said that "they use less then (30%) native language and more than (60%) of English language, whereas only one teacher and according to our expectations, he uses approximately

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(60%) native language and (40%) of English. This data indicates that the majority of teachers use English more than native language in the classroom.

Question three: What is the effect of speaking in English while teaching on student learning process?

The aim of this question is to explore the implication of using English language on student learning process. According to the three teachers' answers, they State that using English during teaching process is helpful, this evident from their following answers. The first teacher said, "Teaching in English rather than using mother tongue or second language acquisition is important which make learners curious toward learning English language". In addition, the second teacher said, "it encourages students to be more familiar with the language especially when it come to the repeated words, they will automatically memorize them. Likewise, the third teacher declared that "student will strength their vocabulary and learn new ones while listening. Moreover, students will improve their pronunciation and will be able to improve the four skills that are speaking, listening, writing and reading. Based on the the data provided, the teachers' answers illustrate that using English play a significant role on teaching and learning process.

Question four: When do you use your mother tongue or French language in the classroom?

This question was asked in order to know when teachers utilize native language or French as a means of explanation or clarification in an English learning environment. These answers provided by the teachers was as follows. The first teacher said " I use mother tongue or French during the teaching process when I obstacle detected by Learners which contribute to facilitate and understand English language. In addition, the second teacher said that «When the vocabulary is not clear for them even if showing them flashcards or during teaching grammar, here I need to explain it by using them". The last teacher declared that «I use mother tongue or French when the vocabulary is hard to explain via picture and gestures and when explaining the structure of the sentence for example the English structure of the sentence (subject + verb + object) => (subject +v+ object) and (فعل + فاعل + مفعول به)

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These answers give a notion when the teachers adopt their mother tongue or second language during teaching.

Question five: Do your student understand you when teaching in English?

For the aim to assess the teacher's perception of student comprehension during English instruction, this question was asked. Moreover, comparing to their proficiency level, the expected answer was "no"; however, two teachers said "yes" except one teacher respond with "No". This indicate that students have learnability of acquiring English language.

Question six: Which language they use more, Standard Arabic or English language?

In order to determine the predominant language used more, two teachers said that learners use "English language", only one teacher use "Standard Arabic". According to teacher answers it appears that, English is more used by teachers.

Question seven: Do they respect grammar structure while using English in the classroom? If yes explain.

To assess the students' adherence to grammar rules during English usage. The two teachers said that their pupils respect the grammar structure except one teacher said, "No, they didn't ". For the one who answered with "yes", he said, «After my pupils make a mistake, I correct it then I ask them to repeat it more than once". This data indicates a focus on correction and reinforcement rather than just assessing adherence.

Question eight: Do other languages, such as Arabic or French affect their process of learning English?

The aim of this question is to explore the influence of other languages on the students' English learning process. We inquired this question. to understand if process of learning English affected by native language and second language or not, all the teachers respond with "yes, it effects their process of learning" this means that the

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native language and the second language have an impact on learning as foreign language such as EFL.

Question nine: To what extent learners use code switching?

The goal of inquiring this question is to understand the frequency of language switching among students. The teacher's response was different from one another, the first participants said that his learners always code switch while the second participant said, "Sometimes they use it", and the last one said "they often code switch". Through the answers provided, it is clear to us that the use of code switching varies from one student to another.

Question ten: Do you think that code switching enhances your teaching of the English language? Explain your choice.

We seek to understand if the adopt of code switching has a positive impact in enhancing learning English or not and to confirm or disconfirm that code switching can enhance pupils. The three teachers respond with it "yes, it enhances", they give reasons as following

- The first teacher said, "of course, it does. Sometimes the pupil does not guess the meaning of something, or they cannot engage more with the teacher since they have a limited vocabulary knowledge".
- The second teacher said "yes, it does because occurs during EFL class in which the pupils can simultaneously vary the switch between the use of mother tongue and the English language. Also, the main reason of utilizing code-switch is that they have a limited vocabulary".
- About the third teacher, he replied, "Code-switching helps pupils understand difficult aspects of the lesson and enables them to participate orally without the fear of being stuck in speech".

Question eleven: According to your point of view, is it important to alternate code appropriately in order for the message to be clearly understood? and why?

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The aim of this inquiry question is to assess the importance of appropriately alternating code for clearly understand the message. The data collected represents the following answers by teachers listed below

- The first teacher said "yes, it is important because using code-switching appropriately ensures clarity in communication and facilitates better understanding of the message".
- The second teacher replied by "yes, it is important because it makes it easier for people to understand and work with code switching, especially for those who are learning new language".
- The third teacher said, "Yes, code switching help the learner to understand clearly because there are some difficult words where they need alternate it".

III.2.1.2. Analysis of students' questionnaire

This study's questionnaire begins with a brief explanation of the study's objectives.

Question One: What is your mother tongue?

<i>Choices</i>	<i>Arabic</i>	<i>Tamazight</i>	<i>Mzabi</i>	<i>Chaoui</i>	<i>Total</i>
<i>Answers</i>	<i>34</i>	<i>2</i>	<i>1</i>	<i>3</i>	<i>40</i>
<i>Percentage</i>	<i>85%</i>	<i>5%</i>	<i>2.5%</i>	<i>7.5%</i>	<i>100%</i>

Table 1 III.2.1.2.1.the students' mother tongue

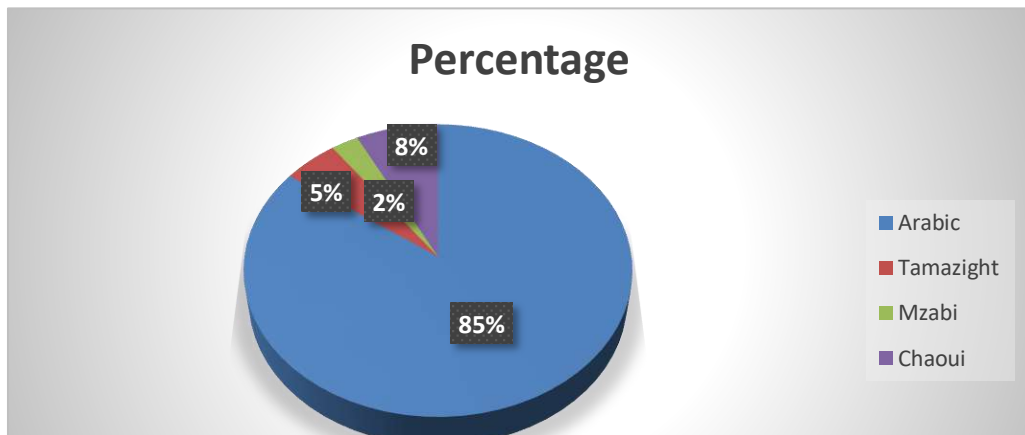


Figure 1 III.2.1.2.1.the students' mother tongue

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Concerning Ouargla community's linguistic diversity, the majority of the population (85%) speaks Arabic as their mother tongue. According to the table two participants (5%) choose tamazight as their mother tongue, one (2.5%) only who speaks Mzabi and three informants (7.5%) choose Chaoui.

Question two: Do you think that the English language is important? How?

<i>Choices</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
<i>Answers</i>	40	0	40
<i>Percentage</i>	100%	00%	100%

Table 2 III.2.1.2.2. the importance of English language.



Figure 2 III.2.1.2.2. the importance of English language.

Both the table and the figure above indicate that 100% of the informants responded by yes. The answer clearly shows the students' awareness of the importance of learning English language. Some of them wrote the following reasons:

- The language of the word

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- Easy for learning for some of the pupils
- The teacher who made it important for them.

**Question three: Which one of the following is more difficult while learning English?
How?**

<i>Choices</i>	<i>Pronunciation</i>	<i>Grammar</i>	<i>Vocabulary</i>	<i>Total</i>
<i>Answers</i>	11	14	23	48
<i>Percentage</i>	22,9%	29,16%	47,91%	100%

Table 3 III.2.1.2.3 The difficult sub-skills of main skill for language learning

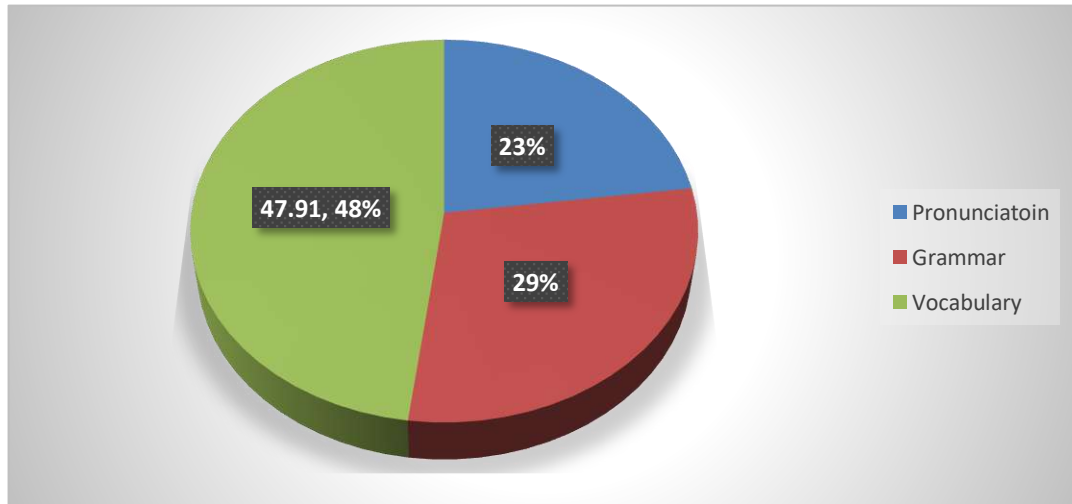


Figure 3 III.2.1.2.3 The difficult sub-skills of main skill for language learning

The result shown in the table presents students' thinking about what is difficult for them while having English class. About (47,91%) of the participants choose remembering vocabulary is the difficult part while learning English; whereas the rest choose grammar with (29,16%) and about (22,9%) pointed out that pronunciation is the difficult aspect in learning.

Most of the pupils who chose pronunciation level justified their answer by:

- Similar words between English and French.
- They do not read because it is hard for them

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While the ones who chose grammar, only three of them answered by:

- Lack of experience of grammar learning.
- It has many complex rules and irregular verbs.
- Fear of mistake

For vocabulary,

- Confusing the meaning of the words.
- Using new words

Question four: Does the Arab and French languages affect your process of learning the English language? Justify your answer.

<i>Choices</i>	<i>Yes</i>	<i>No</i>	<i>A little</i>	<i>Total</i>
<i>Answers</i>	21	11	8	40
<i>Percentage</i>	52,5%	27,5%	20%	100%

Table 4 III.2.1.2.4. The effect of Arab and French in learning English

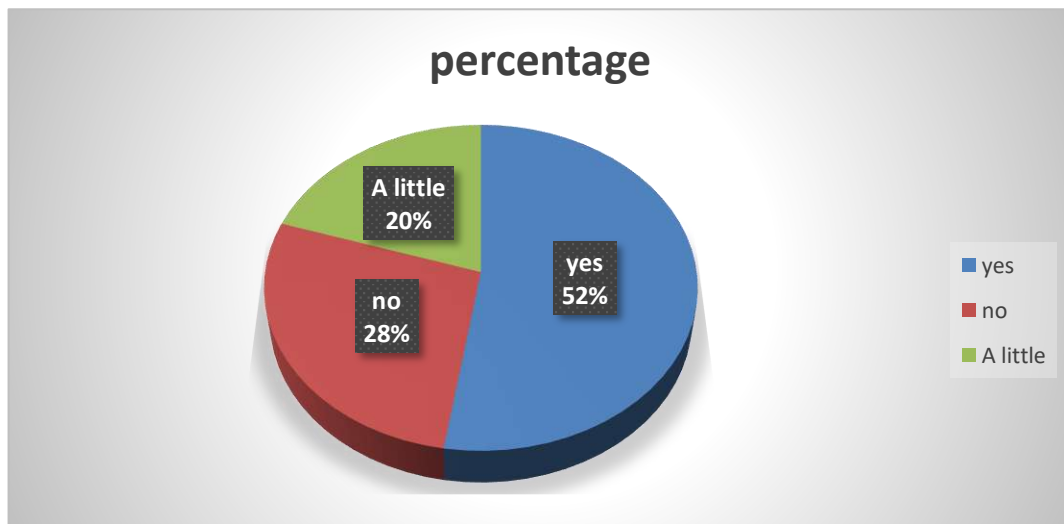


Figure 4 III.2.1.2.4. The effect of Arab and French in learning English

This question was simply included to see if the Arab and French languages effect the students' process of learning English or not, it has been noted that the

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majority of students (52%) pointed out with yes, while (27,5%) state that these languages do not affect their process. However, the rest of students (20%) answered with a little. The majority of the learners who justified their answer wrote the same reason, which is the similarity between English and French language, whereas there other had another issue with Arabic language which is thinking with it then translating to English so that most of the time they get confused.

Question five: Do you have any strategies you use to enhance your English language learning?

<i>Choices</i>	<i>Listening to English music and watching films</i>	<i>reading books and songs</i>	<i>Speaking with native English</i>	<i>Other options</i>	<i>Total</i>
<i>Answers</i>	21	9	16	5	51
<i>Percentage</i>	41,17%	17,65%	31,37%	9,80%	100%

Table 5 III.2.1.2.5. Strategies for enhancing English language

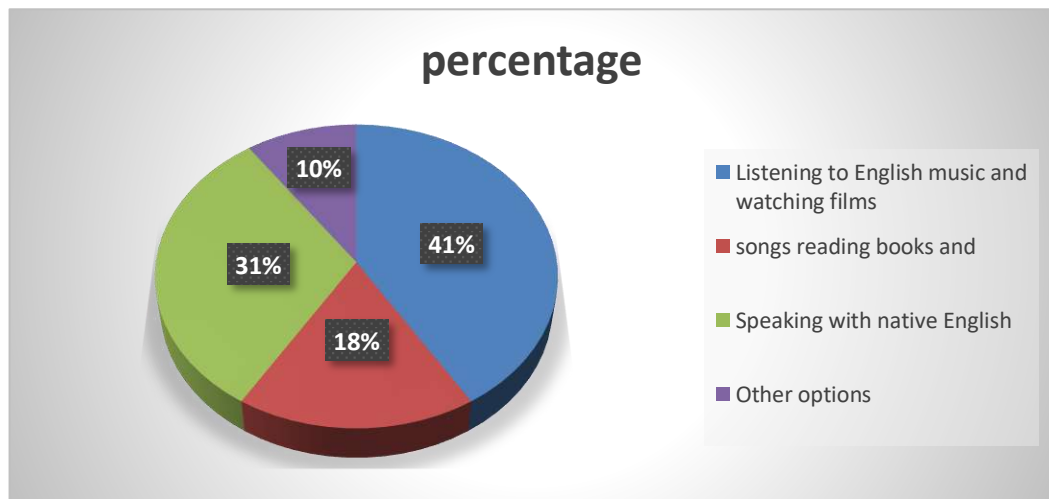


Figure 5 III.2.1.2.5. Strategies for enhancing English language

The table and the figure above expose that (41,17%) of students which consist of 21 students are interested in listening to music. As for reading books and novels, it was about (17,65%). However, (31,37%) of students do prefer speaking

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with native English while five (5) students (9,80%) is interested in other strategies such as playing games.

Question six: Have you encountered any situations where your knowledge of other languages interfered with or helped you to understand or facilitate the understanding of English language?

<i>Choices</i>	<i>Yes</i>	<i>No</i>	<i>A little</i>	<i>Total</i>
<i>Answers</i>	14	9	17	40
<i>Percentage</i>	35%	22,5%	42,5%	100%

Table 6 III.2.1.2.6. The help of previous knowledge to understand English

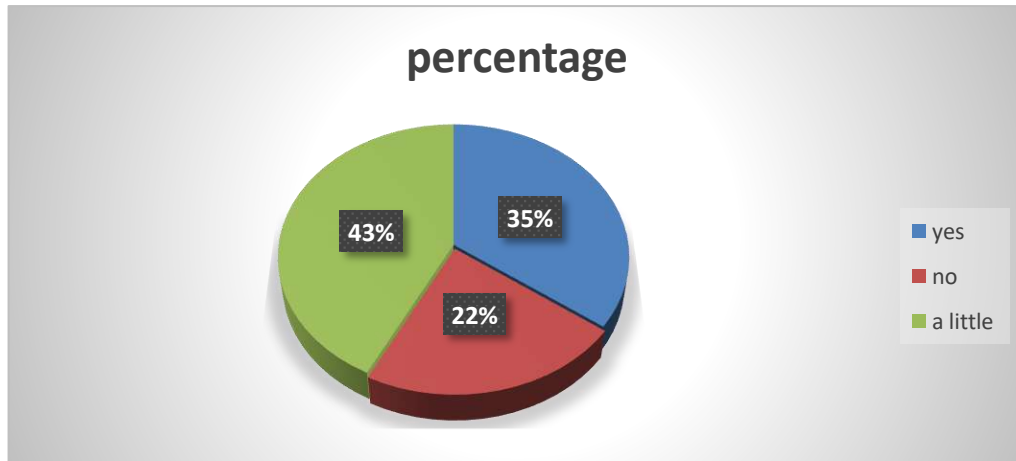


Figure 6 III.2.1.2.6. The help of previous knowledge to understand English

This question is devoted to explore whether the pupils' knowledge of other languages interfered or assisted them to facilitate the understanding of English or not. As statistics have shown 14 of students, (35%) selected the first option in this item that is "yes". Whereas 9 of students (22,5%) opted for the second option which is "no". Although, 17 of students (42%) chose "a little". Consequently, from the respondent's answers, it is observed that having other languages interfere or help the majority of students for understanding the English language.

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Question seven: Did you observe any different strategies between the English and other language while learning?

<i>Choices</i>	<i>Yes</i>	<i>No</i>	<i>Small differences</i>	<i>Total</i>
<i>Answers</i>	20	9	11	40
<i>Percentage</i>	50%	22,5%	27,5%	100%

Table 7 III.2.1.2.7. Different strategies between English and other languages

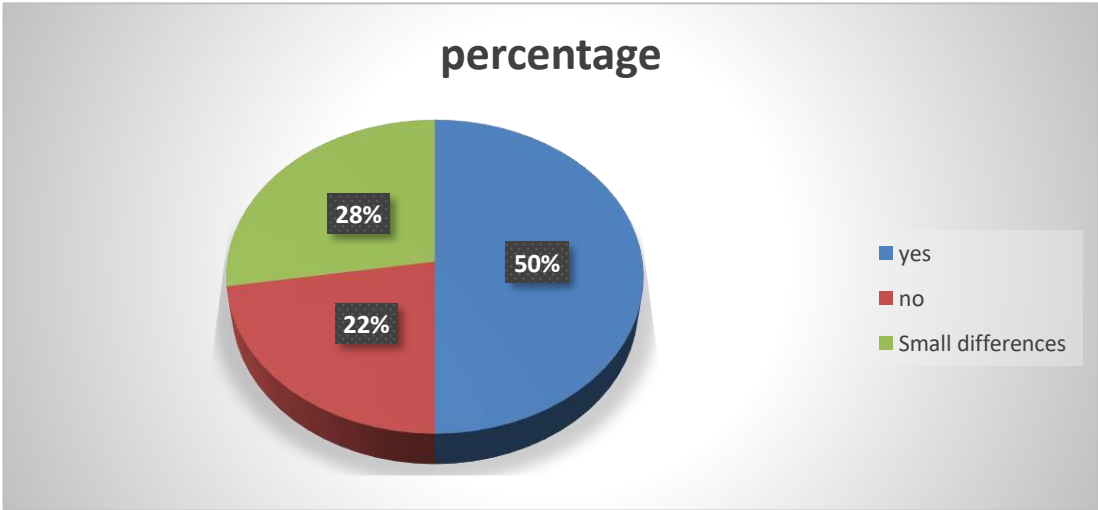


Figure 7 III.2.1.2.7. Different strategies between English and other languages

This question considered the students’ observation about any different strategies while learning English and other languages. A rate of (50%) of respondents affirmed that there are different strategies and (27,5%) observed small differences. On the other hand, (22,5%) of the informants do not observe any differences.

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Question eight: Does multilingualism effect your pronunciation while talking in English?

<i>Choices</i>	<i>Yes</i>	<i>Misleading effect</i>	<i>No effect</i>	<i>Total</i>
<i>Answers</i>	21	11	8	40
<i>Percentage</i>	52,5%	27,5%	20%	100%

Table 8 III.2.1.2.8. The effect of multilingualism while talking in English.

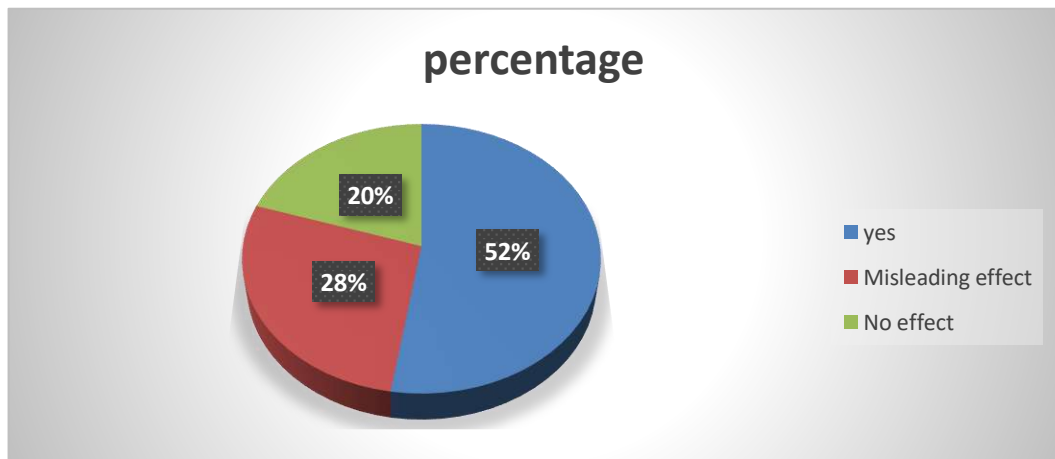


Figure 8 III.2.1.2.8. The effect of multilingualism while talking in English.

The table above shows that most of the respondents answered with yes. It reveals that (52,5%) of pupils their pronunciation was affected while speaking English due to multiple languages and (27,5%) think that there is misleading effect, while (20%) of them see no effect.

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Question nine: How can you maintain multiple languages while focus learning EFL?

<i>Choices</i>	<i>Daily practice</i>	<i>Participation during classrooms</i>	<i>Travelling and communicating</i>	<i>Other answers</i>	<i>Total</i>
<i>Answers</i>	13	22	3	4	42
<i>Percentage</i>	31%	52%	7%	9%	100%

Table 9 III.2.1.2.9. The way of maintaining multiple languages while learning

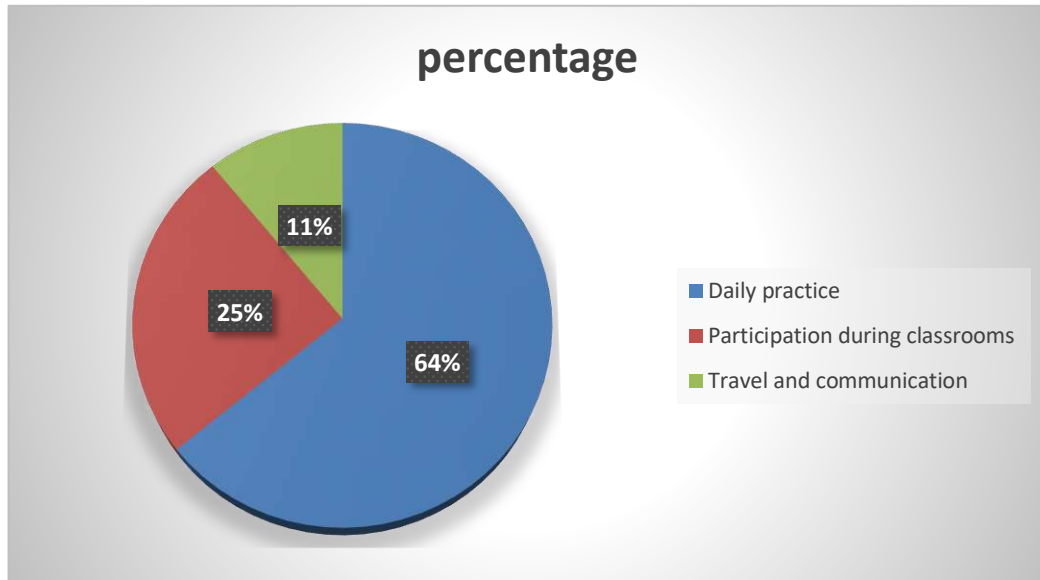


Figure 9 III.2.1.2.9 The way of maintaining multiple languages while learning English.

English.

The majority of the pupils (52%) answered that they maintain multiple languages while focus on learning EFL by the participation during classrooms. However, others (31%) chose daily practice and (7%) opted to travel and communication. Moreover, there are about (9%) who choose other ways for maintaining other languages in learning EFL. The ways are as the following

- Playing online games as PUBG and Free fire.
- Utilising Duolingo and other applications for learning.

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- Speaking with friends who speak more than one language.

Question ten: Do you feel that multilingualism has a positive or negative effect on your process of learning EFL?

<i>Choices</i>	<i>Positive</i>	<i>Negative</i>	<i>Total</i>
<i>Answers</i>	32	8	40
<i>Percentage</i>	80%	20%	100%

Table 10 III.2.1.2.10. The effect of multilingualism on the process of learning EFL

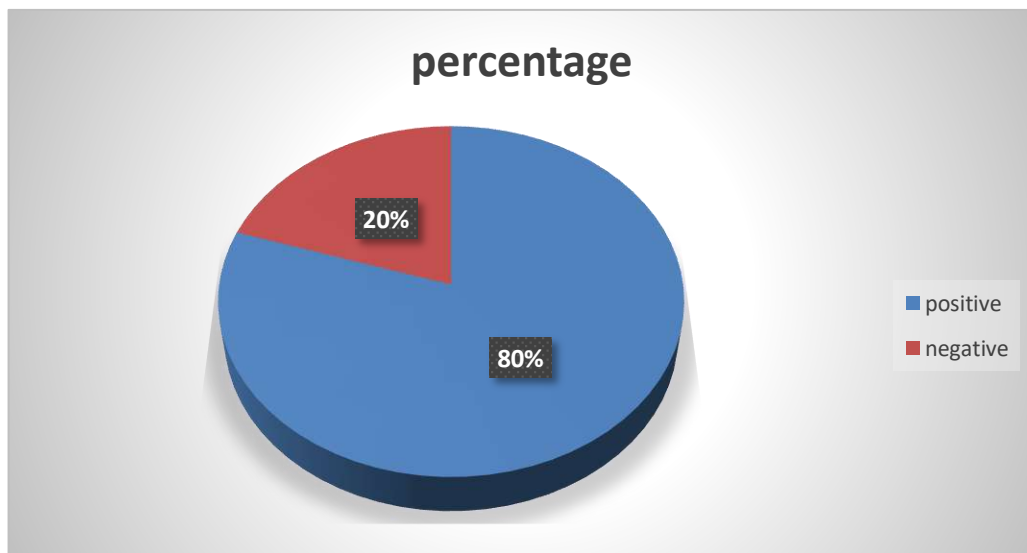


Figure 10 III.2.1.2.10. The effect of multilingualism on the process of learning EFL.

It is obvious that most of the informants (80%) feel that multilingualism has a positive effect on the process of learning EFL. On other hand, only (20%) sense that it has a negative effect on them. Some of them present the Following reasons.

- The majority declare the same reason that it has a positive effect because there are words with a same meaning in both English and French. However, some participants who choose the opposite consider this reason as a negative effect for learning EFL.
- Some of informants affected by it while speaking so they have an issue of pronunciation.

III.2.2. Discussion

In this represent chapter, we deal with the interpretation of the data gathered from the questionnaires and interviews. Moreover, we will also deal with the discussion of the major findings in order to reach the objectives of our study, answer the research questions and test the hypothesis.

The current study investigates the effect of multilingualism in acquiring EFL. Indeed, through the results gathered from the analysis of both qualitative and quantitative data, we have reached fascinating findings. Regarding our first research question (what is the impact of multilingualism in acquiring EFL?), the result acquired from the gathered data show that the informants are awareness about the effect of multiple languages on both teaching and learning EFL concerning teachers and students. In this respect, relying to teachers' responses during the interview, it can be observed that there are several answers share common points. All the interviewees were familiar with the topic and agreed on the fact that their pupils can be affected by multilingualism while acquiring EFL. Moreover, every teacher uses the Arabic language in the classroom differently and it is according to the level of his or her pupils.

Furthermore, the majority of the informants shared similar thoughts about the third question, which was about the effect of using English while teaching on the process of learning of the learners. As they were arguing that it is important since it encourages him to be more familiar with the language as the second teacher said, also the third teacher declared that students will strength their vocabulary and learn new ones while listening sessions.

However, two teachers said that their students use English language in the classroom whereas the third one said that they use standard Arabic. This means that whether the teachers made the pupils use only English and the other teacher accepts using Arabic, or there are different class levels. Also, the next question gave an interesting answer which supports our hypothesis in the term of using grammar. The teacher who declares that his pupils use Arabic, they do not respect grammar structure even when trying to speak in English, while the other teachers share the same answer

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with the same technique which is even when their pupils made a mistake, they correct it through repetition.

Before finishing the interview, we tried to focus on the use of code switching which most of the teachers and pupils use. The three interviewees declare that pupils code-switch but in different stages (always, sometimes and often). Also, all of them think that the use of code-switching enhance their teaching of the language and they gave examples about that such as limited vocabulary and understanding difficult aspects of the lesson. Moreover, they emphasized the important of utilizing code switching in order for the message to be understood.

After the results of the student's questionnaires, we confirmed the validity of the research hypotheses concerning the effect of multilingualism on EFL learners; on what level it affects them and its benefits on them. Initially, the questions aim to investigate students' perceptions, attitudes, and opinions about EFL and the effects of multilingualism on it. The results showed that the students had different mother tongue (Arabic, Tamazight, Chaoui and Mzabi) which indicates the Algerian community's linguistic diversity especially in Ouargla and thus they would have different pronunciation of English language. Moreover, they all consider English as an important language to be taught but according to question three's answer every student have different difficulties in the term of the level of learning as most of the learners (47,91%) find that memorizing vocabulary is the difficult part. This means that multilingualism can affect all the systems of communication.

Regarding student's answers, the majority believe that other languages affect the process of their learning as we expected, the impact can be positively or negatively depending on the student. In fact, after gathering data from the fourth question, we deduce that the Arabic and French languages have a significant impact on students because the majority declare that these languages affect them while learning EFL. They also observe the different strategies used in the classroom between all the languages they taught. In addition, the findings revealed that most of the students enhance the English language by different strategies as they answered. Hence, we can say that multilingualism has both benefits and difficulties on students in acquiring English as a foreign language.

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Nearly all the pupils have a different strategy for maintaining other languages while focusing on learning EFL as practicing every day, having extra courses. This can strongly facilitate the learning of target language by the language learner, also it can benefit their cognitive functions.

III.3. Section three: Limitations and suggestions for further research

III.3.1. Limitations of the study

In the course of our study, we have experienced several limitations. The first limitation we that we have repeated the student's questionnaire twice due to the questions we need to complete our research and to answer the research hypothesis. Moreover, our sample had some difficulties to understand some items in the questionnaire and there were some pupils did not justify their answers; hence, this affects the reliability of this data collection tool. Also, the lack of book on internet as well as in the library of the university. Overall, because of these limitations, many gaps can be revealed in the current study.

III.3.2. Suggestions for further research

Learning English has become one of the most essential languages since it is an engaging language that everyone needs. Mastering a language can offer doors to new experiences and relationships, but it may be impacted by multilingualism. Mastering English is one of the most important abilities for entering any field because it is the language of science, technology, and tourism. Learning English can increase your chances of landing a job in international organizations in your own country or abroad. It is essential for socializing, enjoyment, and work since it is the language used for worldwide communication, media, and the internet. The researcher identified key features in EFL classrooms, but further research is needed to address additional areas and issues. The following recommendations are for people interested in performing future research on this issue. As a result, the following ideas are intended for researchers interested in investigating this area. To investigate the impact of

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multilingualism on EFL acquisition, studies should include multiple levels and a larger sample size to ensure reliable data and generalizability across the population.

Conclusion

Essentially, the current chapter discussed our study's fieldwork. The researcher gathered data by administering questionnaires and interviewing both teachers and pupils. The first questionnaire was intended for third year middle school pupils. Its principal goal was to investigate the impact of multiple languages while learning English, to collect data on their attitudes towards learning EFL, to which level does multilingualism affect them and to specify the strategies used by them while learning EFL. To add more, the interview was distributed to English teachers at Korichi Ahmed Allal Middle School who teach third year. The goal was to explore whether there is an effect on multilingual pupils while learning EFL and to shed a light on their methodology of teaching and the strategies used to express the information



General Conclusion

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Multilingualism is often interpreted to mean having a population who know or use one or more national languages plus one or two major languages learned in school. The provision of multilingual services can often mean use of the national language with English alternatives, on the assumption that most visitors will speak English. On the other hand, in some African countries, children are multilingual before beginning primary school, learning one language at home, one or more in the surrounding community and then a third or even fourth as a school language, a medium of instruction. Hence, this has a significant effect on pupils who learn EFL.

This study aims at shedding light on multilingual students and showing the effect on them while learning English as a foreign language. Therefore, our study is conducted in order to investigate the effect of multilingualism in acquiring EFL on third year middle school pupils at Kori hi Ahmed Allal in Ouargla, as well as to show the difficulties of being multilingual pupils while obtaining EFL.

The present research is divided into three chapters, the first two chapters deal with the theoretical part of our research topic, in which we worked to offer a complete review of the study's different factors. Begin with the first chapter, which describes the language and its varieties, EFL and its importance. In addition, it deals with SLA and its theories, the CBA approach and the perceptions of vocabulary, grammar and pronunciation. Going to the second chapter, which handles with the term sociolinguistic, bilingualism and multilingualism including the alternation of language in multilingualism, which are, code switching, code mixing and borrowing with their types. Furthermore, we attempted to discuss the effect of background knowledge and mother tongue on learning foreign language and thus second foreign language. Adding to that, we mentioned the implication of multilingualism and its advantages on education.

Lastly, the third chapter named Research methodology and data analysis consists of three sections, the first section describes the research method and design used in this work including population and sampling, data collection tools and data analysis procedures. In addition, the second section is dedicated to the analysis, interpretation and discussion of the findings. Eventually, the third section includes the limitation, the suggestions for further research and the conclusion.

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The current study based on a mixed methodology. Thus, to collect valid data, we used two research tools: an interview and questionnaire. The interview was conducted with three teachers, to gather reliable information about their knowledge, teaching techniques and their experiences while teaching third year students. However, the questionnaire provides quantitative data about pupils' awareness about the effect of multilingualism on them while learning English as a foreign language.

The results reveal that multilingualism effected EFL learners, this implication can be positive or negative according to the pupil and the majority of the participants supported this idea. In addition, we found that mother tongue effects the learning of foreign languages in the term of vocabulary, grammar or pronunciation.

Consequently, the data obtained from the research answered the study questions and confirm the hypothesis; that is there are an effect on pupils by multilingualism in acquiring English as a foreign language.



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Appendices

3 Student's questionnaire

عزيزي التلميذ:

هذا الاستبيان جزء من بحث للحصول على شهادة الماستر في اللسانيات. يهدف هذا البحث إلى دراسة أثر تعدد اللغات في تعلم اللغة الإنجليزية كلغة اجنبية من طرف تلاميذ السنة الثالثة متوسط، ويعد رأيك مهماً جداً لتحقيق هذا البحث. تأكد أن اجابتك ستبقى سرية و لن تستعمل إلا للغرض المذكور أعلاه وشكراً على تعاونك.

الرجاء الإجابة عن الأسئلة ووضع علامة (✓)

1. ماهي لغتك الأم؟

.....

2. هل ترى أن حصة اللغة الإنجليزية مهمة؟

نعم

لا
كيف ذلك؟

.....

3. ما الذي تعتقد أنه سيكون أصعب جانب في تعلم اللغة الإنجليزية؟

أ. نطق الكلمات الإنجليزية

ب. فهم قواعد اللغة الإنجليزية

ت. تذكر مفردات اللغة الإنجليزية

- ماهي الأسباب؟

.....

.....

4. هل تؤثر اللغة العربية او الفرنسية في عملية تعلمك للغة الإنجليزية؟

أ. نعم
 ب. لا
 ت. قليلاً

كيف ذلك؟

.....

.....

5. هل لديك أي استراتيجيات خاصة تستخدمها لتعزيز تعلم اللغة الإنجليزية؟

أ. الاستماع إلى الموسيقى الإنجليزية ومشاهدة الأفلام

ب. قراءة الكتب والمقالات باللغة الإنجليزية

ت. ممارسة الحوار مع الناطقين باللغة الإنجليزية.

Appendices

6. هل تعتقد أن مهاراتك في اللغات الأخرى تأثر على قدرتك على تعلم اللغة الإنجليزية؟

- أ. نعم
- ب. لا
- ت. ربما

7. هل واجهت أي مواقف حيث تداخلت أو ساعدت معرفتك باللغات الأخرى في فهم أو تسهيل فهم اللغة الإنجليزية؟

- أ. نعم
- ب. لا
- ت. قليلاً

8. هل لاحظت أي اختلافات في إستراتيجيات تعلم اللغة بين تعلم اللغة الإنجليزية ولغاتك الأخرى؟

- أ. نعم
- ب. لا
- ت. لا تأثير

9. بأي طرق تعتقد أن تعدد اللغات الذي تتحدثها تأثر على نطقك أو لهجتك في اللغة الإنجليزية؟

- أ. تغير في النطق
- ب. تأثير ضئيل
- ت. لا تأثير

10. كيف تحافظ على الاتقان في اللغات المتعددة بينما تركز على تعلم اللغة الإنجليزية؟

- أ. الممارسة اليومية
- ب. المشاركة أثناء الفصول الدراسية
- ت. السفر والتواصل

11. هل تشعر أن تعدد اللغات أثر إيجابياً أو سلبياً على رحلتك في تعلم اللغة الإنجليزية كلغة أجنبية؟

- أ. إيجابي
- ب. سلبي
- أذكر السبب:

.....

.....

4 The questions of teacher's interview

- 1) Are you an appointed teacher or unassigned teacher? And how long have you been teaching English?
- 2) To what extent do you use your native language while teaching in English?
- 3) What is the effect of speaking in English while teaching on student learning process?
- 4) When do you use your mother tongue or French language in the classroom?
- 5) Do your students understand you when teaching in English?
- 6) Which language they use more, Standard Arabic or English language?
- 7) They respect grammar structure while using English in the classroom? If yes explain.
- 8) Do other languages, such as Arabic or French affect their process of learning English?
- 9) To what extent learners use code switching?
- 10) Do you think that code switching enhances your teaching of the English language? Explain your choice.
- 11) According to your point of view, is it important to alternate code appropriately in order for the message to be clearly understood? And why?