Faculty of Letters and Languages

Department of English

Section of English

Bilingualism among Algerian Children in Rural and Urban Societies: The Case of Primary School Children from Tlemcen City and Marsa Ben Mhidi

Extended Essay submitted to the department of English as a partial fulfilment of the requirements for Master's Degree in Language Studies

Presented by: **Supervised by:**

Ms. Asma BELLALA   Dr. Fatima Zohra ADDER

Board of Examiners:

Prof. M. Nassim NEGADI	Professor	President
Dr. Fatima Zohra ADDER	MCA	Supervisor
Mrs. Lamia BENADLA	MAA	Examiner

Academic Year: 2021-2022

DECLARATION OF ORIGINALITY

I hereby declare that this present extended essay is entirely my pure work and that all sources that have been used or quoted from have been fully acknowledged by means of complete references whenever necessary.

Date: 20/06/ 2022

Signature

Ms. BELLALA Asma

I

ACKNOWLEDGMENTS

DEDICATIONS

This work is wholeheartedly dedicated

To my beloved Family

To my dear parents and friends

ABSTRACT

This research work is dedicated to study bilingualism among Algerian rural and urban children from both Tlemcen town and Marsa Ben Mhidi primary schools. It seeks to know whether they use more languages in addition to their local variety, i.e. the Algerian Arabic dialect. It aims to classify the types of bilingualism that exist among them according to their age and skill. To achieve these objectives, the current study is intended to be grounded on a mixed-method research. It adopts both quantitative and qualitative research approaches. In doing so, three questionnaires have been used to gather the quantitative data. They have been designed to address 20 children, 20 parents, and 20 teachers from both Tlemcen town and Marsa Ben Mhidi primary schools. On the other hand, it uses an interview that is carried out with the participation of parents and teachers from the same schools in order to collect the qualitative data. The findings have revealed that children's bilingualism in rural areas is not the same as in urban areas. Rural children are late passive bilinguals who have acquired L1 and L2 in a coordinate process. However, those urban children in Tlemcen town are early active bilinguals and their type of bilingualism is compound due to the fact that they have acquired L1 and L2 in the same environment and context.

TABLE OF CONTENT

List of abbreviations

AA: Algerian Arabic

CS: Code switching

CM: code mixing

H: high variety

L: Low variety

L1: First language

L2: second language

TLM: Tlemcen

MARSA: Marsa Ben Mhidi

LIST OF TABLES

LIST OF FIGURES

GENERAL INTRODUCTION

GENERAL INTRODUCTION

Children speaking two or more language is a phenomenon that has been studied from various linguistic aspects. This phenomenon is regarded as a specific linguistic behaviour. Thus, many theories and models have been introduced by many sociolinguists to focus on bilingualism and multilingualism. Many scholars have used the word bilingualism as an umbrella term conveying the alternate use between two or more languages (Lanza, 1997; Hamers & Blanc, 2000;and Scotton, 2006). From a linguistic perspective, bilingualism is investigated from the structure of each language and its interaction. However, the sociolinguistic approach insists on the social functions of each linguistic variety and the factors affecting bilinguals.

In fact, bilingualism is the use of two linguistic varieties. However, multilingualism is the actual use of more than two languages. Whereas, the researcher in this study considers bilingualism and multilingualism as one phenomenon resulting from language contact. It does not matter if a child speaks two or three languages. The interests is on speaking a foreign language besides the mother tongue.

In the study field of bilingualism, there are many aspects that have to be investigated namely code switching and code mixing which are tightly attached to bilingualism as bilingual children tend to use an alternate between two languages in their interactions. This research aims at investigating the classification of children's bilingualism in rural and urban

areas according to the age and skill. In addition, it involves the types of bilingualism among these children. In other words, the objectives of this work are as follows:

- Identifying which of urban or rural area that is characterised by more bilingual children.

- Determining which area is characterised by early bilingual children and which one is characterised by late bilingual ones.

- Selecting which children are the addictive bilinguals and which of them are passive ones.

- Finding the predominant type of bilingualism among children in both rural and urban areas.

In this research, the case of study entails children between 6 and 9 years old in both Tlemcen and Marsa Ben Mhidi towns in the wilaya of Tlemcen. On the basis of the fact that people in Tlemcen City do not speak the same way as other rural areas do, this research put forward the following research problematic:

➢ Is Tlemcenian children's bilingualism in urban areas as the same as in rural regions?

To provide this research problematic with answers, it has been split into three research questions as follows:

1. To what extent do Tlemcen's children ,of both rural and urban areas, use foreign languages along with their mother tongue (Arabic dialect)?

2. How are bilingual children in Tlemcen classified in terms of age and skills in both rural and urban settings?

3. What type of bilingualism is mostly identified among Tlemcen's children in rural and urban areas?

Accordingly, three hypotheses are formulated in accordance with the research questions:

1.Acknowledging the fact that bilingualism is an urban phenomenon, children in Tlemcen town are supposed to frequently use foreign languages along with their mother tongue, whereas children in Marsa Ben Mhidi rarely tend to do so.

2.Tlemcen town children tend to develop an early additive bilinguals, while those in Marsa Ben Mhidi are late passive bilinguals.

3.Bilingualism of children in urban areas tend to be compound, while in rural areas it is a coordinate one.

To examine the truth or falsity of these hypotheses, different research instruments are used namely: questionnaires and interview addressing children, 40 parents and 40 teachers. The gathered data are analysed quantitatively and qualitatively.

GENERAL INTRODUCION

This extended essay consists of two chapters; it starts with a general introduction and ends with a general conclusion. The first one deals with the theoretical framework of the study where it introduces and defines the key concepts that will frame this research work like arabisation, bilingualism and code switching in addition to their types and markedness. The second chapter focuses mainly on the research methodology where it presents the methodology chosen, the sampling, data analysis, and collection procedures .Furthermore , this chapter is intended to present, analyse, and discuss the results gained from the collected data, both from the questionnaires and the interview. Finally, the work ends with a general conclusion that summarises the whole study, provides answers to the research questions, proves the truth or falsity of the hypotheses, draws conclusions on the findings, and then, provides the study's limitations, implications and lastly, the recommendations for further research works.

CHAPTER ONE

1.1. Introduction

Bilingualism is a complex linguistic phenomenon that has gained the interest of many sociolinguists and linguists as well. The most fascinating aspect in bilingualism is that of children bilingualism. Hence, this chapter deals with the theoretical framework that is going on which this study is grounded. It is devoted to present and define the main key-concepts that would backbone this research.

1.2. Bilingualism

Bilingualism is the ability to understand and produce complete meaningful utterances in more than one language. Having equal proficiency in two languages is the very restrictive view of only "perfect bilinguals". In that stage, Broomfield (1935) defines bilingualism as "the native-like control of two languages" (p.56). Simply put, it is the ability of the speaker to produce utterances exactly like native speakers. The degree of proficiency in the two languages determines bilingualism.

Mackey (1968) defines it in a simple way saying that it is "the alternative use of two languages". On the other hand, McNamara (1967) considers a bilingual as any person who possesses a minimal competence of only one of the four language skills, namely listening, speaking, writing, or reading in a language rather than his mother tongue. Here, he facilitates the term bilingualism and he considers any person who has one company of a foreign language as a bilingual.

Concerning the difference between bilingualism and bilinguality, bilingualism according to Hamers and Blanc (2000), refers to the state of a linguistic community in which two languages are in contact with the result that two codes can be used in the same interaction and that a number of individuals are bilingual that is called societal

bilingualism). However, it also includes concept of bilinguality with refers to individual bilingualism. The former is the psychological state of an individual who has access to more than one linguistic code as a means of social communication. The degree of access will vary along a number of dimensions, which are psychological, cognitive, psycholinguist, to name just a few (Harmers, 1981). This paper will focus on bilingualism among children, specifically on analysis bilingualism in rural and urban societies, as the main reasons leading children to be bilinguals.

Many linguists introduce various definitions of bilingualism. According to Totone (1990), he considers a bilingual person as the person who can make utterances correctly in two languages without interfering. Other linguists claim that a bilingual is a person who has a minimal competence in the second language. For such reasons, bilingualism is deemed as a general and wide term with many implications within it since it must be distinguished between its various kinds and degrees.

1.2.1. Types of Bilingualism

Since there are multiple ways of acquiring two languages, linguists distinguish three types of bilingualism that are compound, coordinate, and sub-coordinate.

1.2.1.1. Compound Bilingualism

It refers to the person who acquires two languages in the same environment and has the ability to represent one notion with two expressions in different languages. In other words, the two languages, in this type of bilingualism, are learned in parallel.This type describes the situation where a person acquires both L1 and L2 in the same environment, in which he/she learns the same notion with two verbal expressions. That is to say, a compound bilingualism is the process of acquiring the

second language the same way as the L1, that means, the same place, the same environment, and the most important is to learn L2 with the same passion and fluency as L1. In compound bilingualism, a learner can adopt two signifiers for the same signified. As an illustration, a child who grows up with bilingual parents speaking to him both languages will be a compound bilingual ;in which he will be able to master two languages with equal capacities.(K Byers-Heinlein.2013)

1.2.1.2. Coordinate Bilingualism

It is when acquiring two languages in separate environments and different contexts like at school and home.This type of bilingualism leads the child to construct two separate and different linguistic systems, that is to say, for a single idea, the learner has two signifiers. That means, the child uses two languages learnt independently in separate contexts and environments .e.g, home and school. As an illustration, a child whose parents speak different languages to him, this situation allows the child to acquire two separate linguistic systems of two different languages.

1.2.1.3. Sub-coordinate Bilingualism

This type refers to the situation where one language dominates the others .Subordinate bilingualism means the perception of L2 to the detriment of the individual's L1. This means that the L1 is replaced by L2 because of the frequent use of L2. That is to say, a subordinate bilingualism is the individual's proficiency in one of the two languages. In this type, the mother tongue is considered as the stronger language; however, the L2 is the weaker one. Like the compound bilingual, the subordinate bilingual has only one set of meaning units and two sets of sound images

(Paradis, 1978). Furthermore, unlike the compound bilingual, the subordinate bilingual draws from only the mother tongue units and has the sound images of the second language as rough translation quasi-equivalent of the mother tongue units (Paradis, 1978, Weinreich, 1953)

1.2.2. Classification of **Bilingualism**

Bilingualism is classified as follows:

1.2.2.1. According to the **Age** of an Individual

These two terms refer to the time or period of acquiring the second language. Age plays a very important role during the language acquisition process. (Hoffmann 1987: 34)

a. Early Bilingualism

This means the child learns two languages as a mother tongue in early time, not just one language. In this case, and as (Meisel,1989;De Hower, 1990, 2009)claimed:"children are going through a process of bilingual first language acquisition or BFLA. These children have two languages and both are useful in the dailylife. In this case, there is a distinction between infant bilingualism and child bilingualism. The former means acquiring the second language besides the mother tongue from birth till the age of three years. The latter refers to the acquisition of the second language after the age of puberty (03years). (Hoffmann (1997:18) in Anika

Kehl, 2010)The early bilinguals acquire the two languages naturally, especially in the period of pre-school child.

> ➤ **Simultaneous Early Bilingualism**

This refers to the situation where a child learns two languages in a parallel way in the same place, time, and context from birth.

> ➤ **Successive Early Bilingualism**

It means acquiring the first language by the child from his or her environment then hearing a second language early in his childhood. For instance, a boy was born in Algeria, he or she automatically speaks Algerian Arabic at the age of 3 or 4 years. He or she moves to France where the dominating language is not his mother tongue.

  b. Late Bilingualism

It is the process of acquiring a second language after the age of 6-7 after the childhood language development period. In this case, the child uses his L1 capacities to learn the L2.In this case, children tend to use their first language as a foundation for the second language. That is to say, in most of times, learning L2 vocabulary occurs via the translation of L1 vocabulary with long practice. Late bilinguals are said to be skilful in their L1 more than in the L2. Learners favouring a late start might be concerned that L2 may become confused with their L1.(Elcanor Carson,2019)

1.2.2.2. According to Skills

Here, sociolinguistics distinguishes two levels, the addictive bilingual and the subtractive bilingual. These terms are created by Wallace Lambert(1967), the father of bilingualism research.

a. Addictive Bilingualism

It refers to the strong bilingualism where a person has equal capacities in the two languages, that is, he or she has learnt two languages in a balanced manner. This type describes the children who acquire a second language an existing language repertoire and not a replacement language. It occurs without treating the linguistic systems of the first language. Additive bilingualism occurs when one is highly proficient in both the cognitive - academic aspects and communication in both their L1 and L2 (Landry & Allard, 1993). It is also said to be achieved when one is consistently able to hold onto, and remain positive, in their L1 culture whilst processing the same attitudes towards their L2 (Landry & Allard,1993)

b. Subtractive Bilingualism

In this case, the bilingual person learns the L2 to the detriment of the L1. The dominating language dominates over the minority language. Passive bilinguals are those people who learn a second language but they cannot speak it without the access of their L1, they tend to use translation in most of times. In this case, the learner has a mastery of his mother tongue, but it is not the same for the L2 as he has not the fluency of responding and speaking. Most of individuals may perceive themselves as

passive language learners or monolinguals because of their poor gaps and commands of the second language, when, in fact, real balanced bilinguals are very rare.(Françoi Grosjean, 2010)

C. Negative or Positive Bilingualism

It involves a person who is a native speaker of one language, and he or she is capable to understand, but not to speak the other language.

1.3. Bilingualism in Algeria

The French colonialism in Algeria (1830-1962) is said to be the first justification of certain linguistic phenomena in Algeria. Along this period, French language has become popular in the Algerian society. It is widely used in different aspects of life. This fact is greatly seen in recent days among the Algerian speakers in which the Algerian Arabic, Berber varieties, and French are mastered in their daily life conversations.

The bilingualism of Algerians can be defined in terms of two different levels: the macro-sociolinguistic and the micro-sociolinguistic levels. The former considers Algerian as a bilingual country since it recognises Arab and Berbers as the natural and official languages. In the constitution of Algeria, the third article has been amended to integrate Tamazight along with Arabic as a national and official language of the state after its recognition as a national language since April 10th, 2002.

However, French is potentially as a foreign language though it is widely associated with the social use. That is to say, Algeria is "de jure" since it considers Arabic and Berber as official languages. Whereas, it is also "defacto" since there are two totally different languages used along with the official one the Algerian community.

1.3.1. At the Micro Level

It is divided into individual, societal, ethnic, urban and rural bilingualism.

1.3.1.1. Individual Bilingualism

The micro-sociolinguistic level classifies the Algerian bilingualism according to a set of dimensions related to the degree of bilingualism. Therefore, individual bilingualism is classified in terms of competence into balanced vs. unbalanced and active vs. passive. To begin with, balanced and unbalanced bilingualism depends on the individual competences in both languages. The equal and perfect use of these languages is said to be a balanced bilingualism. However, unbalanced bilingualism refers to the individuals who have a high degree of competence in a language than the other.(N,.Sam M.S.2013).

Concerning active and passive bilingualism, the term active bilingualism refers to individuals' situations of understanding and speaking a second language. It is also called 'productive bilingualism'. Bilinguals with no capacities of producing and speaking the second language are considered as passive or receptive bilinguals. For instance, Algerian immigrants to France who have been there since their childhood can understand Arabic easily, but they cannot speak it. Hence, these children are passive bilinguals. (Ardila, A. 2012)

1.3.1.2. Societal Bilingualism

It is related to the expanded social relations. It is the linguistic diversity found in a country or community (John, n.d, p.61). It depends on particular bilingual groups extending along specific geographical distribution.

1.3.1.3. Urban and Rural Bilingualism

Concerning urban and rural bilingualism in Algeria, the researcher has noticed that urban areas are characterised by Algerian Arabic - French bilingualism because of the existence of Frenchified administration and universities.

1.3.1.4. Ethnic Bilingualism

In Algeria, there are two famous ethnic groups that are Arabs and Berbers. This fact makes the Algerian population deal with two different languages. Besides, language contact between the Algerians and French during the colonial period have led to the emergence of other forms of bilingualism namely Arabic-French and Berber-French bilingualism (Hadri, 2018, p.36-38).

1.4. Advantages and Disadvantages of Bilingualism

Bilingualism had negative implications and deleterious effects on the bilingual's intellectual and spiritual growth until the 1960s, according to early studies and research. As a result, "delayed development" (Myers-Scotton, 2000) occurs and mental illness. This pessimistic outlook was the most prevalent. One, not just among

parents who were told they should not raise their children bilingually, but also among psychologists, speech therapists, teachers, and other professionals (Baker, 2001).

The findings from verbal IQ tests, which were used to compare bilinguals and monolinguals, supported the widely held belief, particularly in strictly monolingual societies, such as the United States and the United Kingdom in the late 18th and early 19th centuries. The most influential early study of the cognitive effects of bilingualism was probably conducted by the Welsh scholar D.J. Saer (1923), who compared IQ scores of 1400 bilingual and monolingual children aged seven to fourteen in rural Wales. The findings revealed that monolingual children outperformed bilinguals, proving that bilingualism is mentally detrimental rather than advantageous (Baker, 2001, p. 136).

Saer et al. (1924) expanded on their findings by investigating the impact of bilingualism on university students. On those IQ tests, monolingual students once again outperformed bilinguals. Another notable study is Macnamara's 77 studies published between 1918 and 1962 in which she compared bilinguals and monolinguals in terms of vocabulary, reading, and grammar in both languages. Surprisingly, Macnamara (1966) concluded that bilinguals have lower perceptual language skills than monoglott (Myers-Scotton, ibid, p. 338).

On the contrary, recent research has shifted focus away from IQ testing and towards a variety of tests that account for the bilingual's thinking styles, strategies, and skills. The seminal study conducted by Peal and Lambert in 1962 is regarded as a watershed moment in bilingual research. The researchers discovered that bilinguals had greater mental flexibility and were intellectually superior to monolinguals.

People's negative attitudes towards bilingualism have changed as a result of positive findings about the benefits of bilingualism.

There has recently been no single empirical study that indicates any kind of negative effects of bilingualism on an individual's cognition, but some people still believe that learning or using a second language will reduce a person's ability to speak his or her native language. Others argue that speaking two languages fluently and effectively can have a negative impact on thinking by reducing the amount of storage space available in the bilingual's brain for other forms of information. (Ardila,A., 2012)

In reality, a person's perspective of bilingualism is heavily influenced by his or her nationality and the location where he or she lives. Some researchers, despite claiming neutrality in their research, base their findings on their own experiences and the environment in which they live. Bilingualism is still seen as a threat in some societies, with some describing it as a "Trojan horse" that appears to be beautiful at first but eventually leads to disaster (Wardhaugh, 2006, p. 101).

Peal and Lambert (1962) further demonstrated that the bilingual child's social and cultural surroundings has a significant impact on his or her experience. A multilingual child with a higher IQ is more likely to be born to a household that appreciates both languages and supports their use than a child born to a family that promotes only one language. Nonetheless, the majority of current evidence suggests that early bilingualism provides numerous benefits and advantages for both linguistic majorities and minorities.

According to Bialystok (2001), simultaneous bilingual experience is preferable to sequential bilingual exposure. Bilingualism, in reality, provides cognitive, social, and psychological benefits. In this sense, Garca (2009) claims that bilingual and biliterate kids exhibit "more diverse and creative thinking" (Hudson, 2009), improved communicative sensitivity and higher metalinguistic awareness and cognitive regulation of linguistic processes (Bialystok, 1987; Galambos and Hakuta, 1988, p. 409).

Bilinguals have higher mental capacity and are better communicators than monolinguals, according to one study. In terms of the social benefits of bilingualism, it aids in the development of mutual understanding among different language groups and promotes knowledge of one another. In this way, bilingual education can be used as a tool to combat prejudice and injustice (ibid).

In addition to the cognitive and social benefits of bilingualism, psychological benefits have been documented among language minority who frequently experience feelings of inferiority, which contributes to scholastic failure (Cummins, 1981, as cited in Garca, 2009, p 409). As a result, including their native language and culture into the classroom is essential will certainly have positive psychological effects on them.

The linguistic situation of Algeria which is characterised by the existence of different languages and varieties has contributed to the emergence of another sociolinguistic phenomenon, namely code switching.

1.5. Linguistic Situation in Algeria

Algeria is known by its complex linguistic situation and this is attributed to some historical and colonial reasons. Algeria is firstly characterised by diglossiain which Classical Arabic fills more formal and official purposes and the dialectal variety of Arabic is the one mostly used in daily informal language use. Berber and its varieties are used in Berber communities besides French. The latter is the result of colonialism and because of the fact that it is the first foreign language. Nowadays, it has become widely used by the Algerians. This sociolinguistic situation is the consequence of globalisation. The existence of all these has led to the emergence of a new linguistic phenomenon that is the so-called "language mixing" or "code switching".

As a result of many sociolinguistic researches on the linguistic situation of Algeria, it is commonly noticed that diglossia is related to both bilingualism and code switching. The way Algerians speak is categorised by the use of both varieties of Standard Arabic (High and Low varieties) and French. This move between different varieties of the same language of different languages is under the umbrella of "language variation". These linguistic practices lead to another phenomenon that is language creativity and the appearance of new Algerian words such as "bipili" and "Flixili".

1.6. Diglossia and Bilingualism

The sociolinguistic concept "diglossia is now more familiar thanks to the linguist Ferguson (1959) who widespreads the concept in his seminal article. He has

used this term to describe the situation where two varieties of a language exist side by side in the community and each variety has a role. Thus, in this definition, Ferguson splits the high variety from the low one of the same language.

According to him, diglossia is conditioned by nine rubrics as follows: function, prestige, literary heritage, acquisition, standardisation, stability, grammar, lexicon and phonology. These rubrics do not reach all diglossic speech communities, and it is not necessary to find all of them in one diglossic speech community.

Years later, the amount sociolinguist Fishman (1967) has developed Ferguson's concept. He has claimed that diglossia could be extended to mean even the speech communities where two or more different and /or unrelated varieties or languages are existing. Here, Fishman has made a distinction between diglossia and Bilingualism in which the former is more broader in a way of dealing with society and later is narrowed as it deals with individual's ability to move between two different unrelated languages.

Thus, Fishman has given a new definition to diglossia that it is known as the extended diglossia. Hence, diglossia and bilingualism are not the same. In Algeria, both of diglossia and bilingualism have increased as a result of modernization and growing social complexity that appeared within the French colonialism and has developed right after the war.

1.7. Code Switching

The term code switching and code mixing are two famous terms that represent a linguistic phenomenon that has widely spread in bilingual and multilingual speech

communities. The two names have a common word "code". The former covers all of languages, dialects, styles, accents to name just few. However, the word "switch" and "mix" refer to the language use by people.

The act of switching from and into languages by using different terms from different languages by the same speaker within the same context is a linguistic phenomenon that takes the interest of many sociolinguists. In a speech community, people use a variety of distinct languages to produce certain utterances to achieve several goals. For Gumperz (1982), code switching of speech "belongs to two different grammatical systems or subsystems" (p.59).

Bilinguals go back and forth between languages or codes during the production of their utterances to fill in the gaps to reach the real meaning they intend to convey through their expression process. The act of code switching should contain certain elements that make the communication successful. This process relies on felicity conditions to be interpreted. Such conditions include the mutually shared background information between the speaker and the listener to get the truest meaning from the utterances. Furthermore, the addressee should be able to make inferences and should be aware of the languages used by the addresser in order to not fall in misunderstandings

To sum up, code switching is a linguistic term that refers to the mixing of languages by bilinguals or multilingual of two or more languages in a discourse. In other words, it is the practice of moving back and forth between two codes, be they languages, or dialects, accents, registers of the same language or whatever. It occurs more frequently in spoken conversation than in writing it is also called style shifting.

Linguists focus on the task of code switching to examine when people switch codes. More clearly, they examine the set of circumstances that lead bilinguals to switch from one language to another during the conversation. From the other side, sociolinguists tend to determine why people change languages alternatively in their talks.

Milroy and Myshkan (1995) confirm that some who are interested in the field of code switching research have encountered some difficulties since the field is replete with a confusing range of descriptive of various aspects of the phenomenon. Sometimes, "the referential scope of a set of these terms overlaps" and sometimes "particular terms are used in different ways by different writers" (Gardner &Chloros, 2009, p.12).

1.8. Types of Code Switching

According to Poplack (January 2004), there are three types of code switching as the following illustration shows from the Algerian context:

1.8.1. Inter-sentential Switching

This type occurs outside the sentence or the clause level. For example:

A: /ʕ□e:nistilu/ that stands for "give me a pen".

B: *pas de problem* that stands for "no problem ".

1.8.2. Intra-sentential Switching

It occurs within a sentence structure, for instance:

A: /sa'llafli 'lo:□ɒ, *S'ilvousplaît*/ that means "loan me your car, please".

B: (*pas de probléme*, here you go).

1.8.3. Extra-sensential Switching

It refers to the switching in a tag phrase or a word or both. For example;

A: /məmʃitʃlapla:j, ma:ﬡliʃ/ that means "I did not go to the beach, all right!.

1.9. The Functions of Code Switching according to the Bilinguals

Bilinguals code switch to reach many different functions such as:

- In order to show identity with a group; to stress the fact that they all belong to this group.

- To convey a meaning that they cannot express it properly as they could not find the exact words in their mother tongue (lack of facility).

- When the speakers are not equally competent in the two languages; thus, they choose different codes of different languages (lack of register).

- To attract the attention as speaking the expected language is habitual to the listeners; however, switching to other languages or codes is attractive. This is mostly regarded as advertisements. To illustrate, most advertisers use more than one language on purpose for the growth of their products. For example, "Mabru:k La 4G Mobilis lΞϴt rapide a la tout de suite" (Congratulations! You won 4G Mobilis, a rapid line than anything ever).(Boukeriris, E. &Bouchegra, A., 2016)

1.10. Markedness Model

Gumpers' analysis of code switching has been further developed by Myers Scotton (1993) in her Markedness Model. This model considers the use of code switching asa cognitive socio-psychological process of "negotiation of identity". For her, code choices are determined by the negotiations of rights and obligations between the interlocutors, and not as a static behaviour. "One of the promises of this model is that humans are innately predisposed to exploit code choices as negotiations of "position" (Luna &Peracchio, 2005, p.2).

Simply, code switchers use a set of choices to express rights and obligations. The choice of these codes indicates the speaker's social identity and his belonging to a specific community. On the other hand, this choice depends on the speech event, mutual norms in the community, and the socio-psychological features related to the speech event.

As Myers Scotton(1993) points out, code switching has no single motivation. It can be unmarked, marked or exploratory. In Algeria, the use of French is mostly associated with some factors or features, namely high level of education, wealth, or prestige. Therefore, the expected use of French choices in this situation is unmarked. Otherwise, the unexpected use of a certain language choice for the listeners is considered marked. Grosjean (2000) claims that the markedness theory is related to certain characteristics as the speaker code switches in a specific situation to communicate a specific intended meaning, and to show his in-group membership as well.

1.11.Arabisation

In Algeria, the problem of arabisation is still making conflicts in the interne politics of the country. After the independence in 1962, the government had turned to eliminate the use of the colonial language by applying the Arab system in Algerian schools. The government has introduced a new curriculum that has included seven hours in a week to teach Arabic,then, it has been developed to ten hours in a week in 1964. (Kalvy Jane, L. 2009: 129)

This is due to the lack of qualified teachers, unqualified teachers, people graduated from quranic schools and teachers from other Arab countries like Egypt and Syria have been given the chance to teach in primary schools. However, it has not been the same concerning students in universities, as they preferred to study in French. They have refused the Arabisation system. More than that, the government has decided to arabise all the sectors by promising the level of the Arabic language that workers should have.(Kalvy Jane, L. 2009: 130)This decision has been rejected by many employers specifically those who have been afraid of dismissal and denial of graduation.

Later on, the process has been developed to have an impact on cinema and the administration sector as well. The process has been a failure because of three main reasons. The colonial is widely used in Algeria in all domains. The population has found it too hard to speak Arabic rather than the colonial. The second problem is the Berbers. The formers have refused the Arabisation as they are still doing. They think that this system fights their language and culture.(Kalvy Jane, L. 2009: 131) Hence,

they resist this through the call for the use of French along with their language. The third problem is the wide use of French among the population and this has been the result of the French policy applied by the colonial. Lastly, many criticisers claim that due to this policy, a generation of illiterates has born in Arabic and French.

1.12. Related Studies

A research study is provided by Charlotte Hoffmann, 2014. It is programmed to achieve the comprehension of the most important aspects of the individual and societal bilingualism. It is aimed at finding the relationship between bilingualism and the child's cognitive, psychological and social development. However, at the individual level it examined the difference between monolingual and bilingual children and the patterns of bilingual language acquisition.

Other research studies on childhood bilingualism 2014 made by Jim Cummins. His subject is "metalinguistic development", in which he focuses on the development of children's awareness of certain properties of language and their ability to analyze linguistic inputs. In his view, being bilingual makes the child aware of many linguistic operations. Thus, Cummins, tried to prove the truth of the hypotheses that acquiring two languages by a child affects his metalinguistic skills development.

Another research is related to the current study. This research discusses three types of bilingualism namely, compound, coordinate, and subordinate. This study is examined in the following case studies: firstly, a two year old boy who his father is Italian and he uses both English and Italian languages, more than that, his mother is

English, she uses mostly English language. Secondly, two sisters of nine and five years old, their parents are Italian, but they attend English language school. Thirdly, two Italian teenage boys their mother speaks to them English language and they attend English school. The main finding of this research is that beside to the biological predisposition, motivation and context play a significant role in bilingual development.

1.13. Conclusion

This chapter has presented the theoretical background of the study. It has introduced and defined the theoretical key concepts on which this study is framed around namely arabisation, bilingualism, code switching and the markedness model.

CHAPTER TWO

CHAPTER TWO: Results' Analysis and Discussion

2.1 Introduction.

The purpose of this chapter is to present the research methodology and design . It starts with an introduction to the research techniques used in this study, It also includes a detailed account about the characteristics of the participants of the study, besides the sampling process used to select and frame them. It, then, presents an explanation about the method and techniques used to gather and analyse the collected research data in order to determine the validity and falsity of the hypotheses mentioned above.

2.2. Research Methodology Choice

The current study is a case study research that aims to investigate bilinguality among the Algerian rural and urban children. Accordingly, a mixed methodology is adopted to combine both quantitative and qualitative approaches. In doing so, three questionnaires have been designed to address children, their parents, and teachers. The former would provide the quantitative data which would be statistically grounded data as the percentages of these findings would be presented in tables and figures.

On the other hand, the quantitative data are aimed to be gathered from the interview that is carried out with the participation of parents and teachers of both Tlemcen City and Marsa Ben Mhidi. It is framed around open-ended questions in order to catch more detailed data. Briefly, the current study seeks to use the questionnaires to collect the quantitative data, while the interview is used to collect the qualitative data that would add more information and assist in discussing and

interpreting the questionnaires' results on the sake of providing answers to the suggested research questions.

2.3. Participants and Sampling

According to Bijeikiene and Tamosivnaite (2013), " before we start collecting the data, we have to decide whom we would like to research" (p.46-47). That is to say, in sociolinguistic research, selecting the target population and identifying the appropriate sample is an important step in research methodology. To reach the aims of this research, a specific sample has been identified from the target population that of children in Tlemcen town and Marsa.

This research deals with a sample that is randomly selected. It involves the selection of twenty children from each of a primary school 'El ARBI ETBESSI' in Tlemcen and Marsa Ben Mhidi primary school ' LEHBEB MOHAMMED'. The former is taken as an urban setting, and the latter is taken as a rural society. Furthermore, these children would be questioned besides their parents and teachers. Concerning teachers and parents, their number is as that of children. It is also important to mention that the participants are of both genders, males and females, and the age of children is from 6 to 9 years old. Thus, the research is going to be both descriptive and comparative.

2.4. Data Collection Procedures

Concerning the quantitative data, it is going to be collected through questionnaires to address 20 children from each primary school. The questionnaire

consists of 9 questions. The first 3 questions are considered as an introduction to the subject for the children. The questions are mainly framed around *Dora the Explorer Cartoon*. Since children are unable to understand what bilingualism is, it is preferable to ask simple questions using this character as it simply represents the topic, on the contrary to adults, on one hand.

On the other hand, using *Dora character* as a tool to facilitate the process to easily collect data from the children with no hesitations , as most of them have watched or have an idea about multilingualism features found in *Dora cartoon*. Asking children "do you speak many languages like Dora?" is a hard question .using this character would direct and simplify the topic to them in way that they would answer with no confusion or hesitation. Additionally, for the sake of gathering reliable data, two questionnaires, written in Standard Arabic, are designed to address the parents of those children and their teachers.

Concerning the qualitative data, they are gained using the interview technique. In doing so, the interview is to be carried out with the participation of 20 volunteers from each of the children's parents and teachers from both Tlemcen and Marsa Ben Mhidi. This is because they are too close to their children and know more about that especially about their linguistic behaviour.

2.5. Data Analysis Procedures

After having the data ordered, the findings are statistically presented using figures, pie-charts and column-charts following the questionnaires' organisation. Each question is analysed in details followed with the frequencies of the respondents'

answers. These are accompanied with descriptive paragraphs. However, the qualitative data gathered from the interview is qualitatively analysed by reporting and transcribing the tape recordings.

As this chapter ,is a practical part ,it is devoted to present, analyse, and discuss the data collected from the questionnaires and interview, it is purposively divided into two parts. The first part deals with the presentation and analysis of the data gathered from the questionnaires and interview, whereas the second part deals with the discussion of the analysed findings of both research instruments.

2.5.1. Part one: The Questionnaire and Interview Findings Presentation and Analysis

The data gathered throughout the questionnaire has been analysed by SPSS version 26. The analysis process is divided into three steps. Firstly, the questionnaire has been divided into two sections: teachers' and children's questionnaires, then the parents' one. Each section displays the results in figures which are showing the study between Marsa Ben Mhidi and Tlemcen City. The second step shows the correlation coefficient when dealing with the numerical treatment of the questionnaires' answers. The third step contains greater obtained results where they are compared to give the results of the study.

2.5.1.1. The Questionnaires' Analysis

Nine questions are dedicated to children in both Marsa Ben Mhidi and Tlemcen.

a. The Analysis of Children's Questionnaire

The gathered data from 20 children from each Marsa Ben Mhidi and Tlemcen town, so the total is 40 children, are presented using both figures and tables to facilitate the comparison .The current analysis deals with nine questions (only the important ones have been chosen). Each question is analysed using figures and tables in order to exhibit the results in numbers. Besides, the overall analysis of the question is given in a descriptive paragraph where the difference in results among children of Marsa Ben Mhidi and Tlemcen is shown.

Q1. Do you watch cartoons?

Table 2.1.*Children's percentages of watching cartoons*

		Frequency	*Percentage*
CHILDREN MARSA	Yes	13	65%
	No	07	35%
	Total	20	100%
CHILDREN TLEMCEN	Yes	18	90%
	No	02	10%
	Total	20	100%
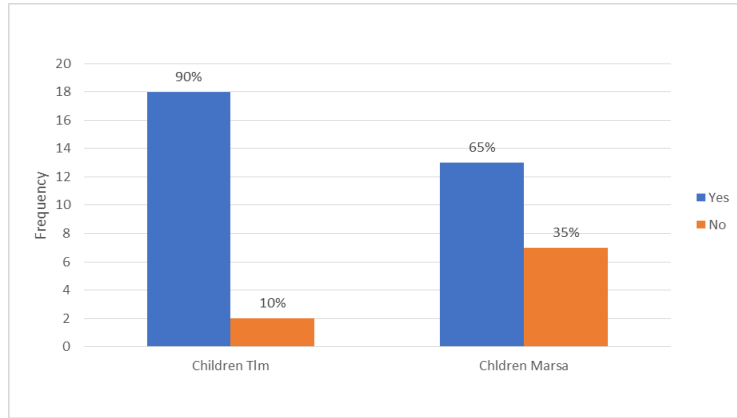
Figure 2.1: Percentages of Children Watching Cartoons

According to the test Fisher (khi 2), there is no significant difference between children of Marsa Ben Mhidi and Tlemcen city in watching cartoons as statistically shown (p= 0.067).

- Tlemcen:

The figure 3.1 shows that 18 children out of 20 watch cartoons with a percent of 90%. However, there are only 2 children who are not interested in cartoons.

- Marsa Ben Mhidi:

From the same figure, 13 children out of 20 are attached with cartoons with a percentage of 65%, and the rest of children (07) with a percentage of 35% are not fans of cartoons.
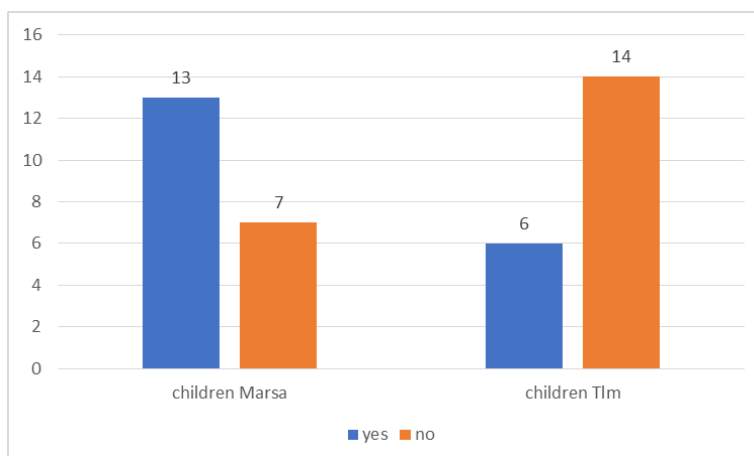
Q2. Do you watch *Dora the Explorer Cartoon*?

Table 2.2.*Percentages of Watching Dora Cartoon by Children*

		Frequency	Percentage
	Yes	13	65%
CHILDREN	No	07	35%
MARSA	Total	20	100%

	Yes	06	30%
CHILDREN	No	14	70%
TLEMCEN	Total	20	100%

Figure 2.2: Percentages ofWatching Dora Cartoon by Children

- Tlemcen:

It can be seen from figure 3.2 that 13 out of 20 children in Tlemcen say that they watch *Dora cartoon* with a percentage of 65%, whereas, the rest do not, with a percentage of 35%.

- Marsa Ben Mhidi:

Only 6 children from Marsa Ben Mhidi watch *Dora* with a percentage of 30%, in contrast with the rest of children with a percentage of 70%.

Q3. How many languages does Dora speak?

Table 2.3: *Percentages of How Many Languages Dora Speaks*

	Frequency	Percentage
One	04	20%
Two	15	75%

CHILDREN	**Three**	**01**	**5%**
MARSA	**Total**	**20**	**100%**
	One	**07**	**35%**
CHILDREN	**Two**	**05**	**25%**
TLEMCEN	**Three**	**08**	**40%**
	Total	**20**	**100%**
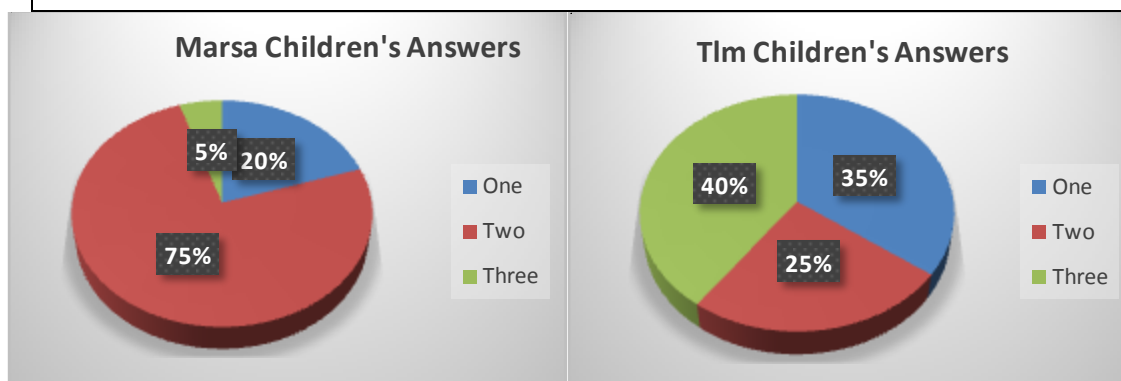
Figure 2.3: Percentage of How Many Languages Dora Speaks

- Tlemcen:

Only 7 children state that Dora speaks one language in the cartoon that means that 35% of them watch Dora with one language. The rest argue that she speaks two languages with a percentage of 25%, and some say that she speaks three languages with a percentage of 40%.

- Marsa Ben Mhidi:

The majority of children (15 with a percentage of 75%) answer that Dora speaks two languages. Besides, only 4 children claim that she speaks one language, and only one child answers that she speaks three languages.

The above questions are designed to be just an introduction to the topic for those little children. Asking adults questions like, "are you bilingual or multilingual?" or "Do you speak one language?" would be clear and simple for them on the contrary to children who would not understand such questions or their concepts.

Hence, asking simple questions using *Dora cartoon* makes the research easy and fun as she speaks different languages and children know that even if they do not watch it, but they have an idea about her language use. This makes them answer questions without finding them mysterious or hard.

Q4. Do you speak more than one language like Dora?

Table 2.4: Percentages of Whether Children Speak More Than one Language like Dora

		Frequency	*Percentage*
CHILDREN ***MARSA***	Yes	06	30%
	No	14	70%
	Total	20	100%
CHILDREN ***TLEMCEN***	Yes	15	75%
	No	05	25%
	Total	20	100%
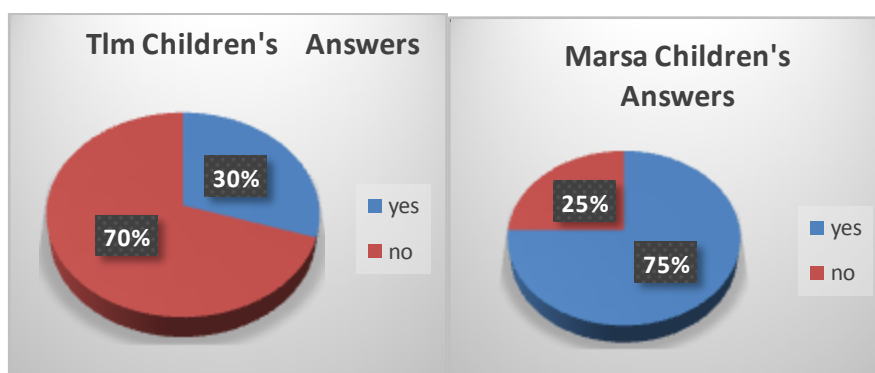
Figure 2.4: Percentages of Whether Children Speak More Than one Language like

Dora

- Tlemcen:

From figure 2.4, it is noticed that the majority of children in Tlemcen speak

more than one language with a rate of 15 out of 20, i.e. with a percentage of 75%.

However, the rest of them speak only one language with a percentage of 25%.

-Marsa Ben Mhidi:

It is obviously seen from the same figure that children of Marsa speak only one language with a high rate.

Q5. What are the languages that you speak in addition to your mother tongue?

Table 2.5. Percentages of the Languages the Children Speak in Addition to the Mother Tongue

		Frequency	*Percentage*
CHILDREN MARSA	**No language**	18	90%
	Fr	0	0%
	En	02	10%
	Other	0	0%
	Total	20	100%
CHILDREN TLEMCEN	No language	04	20%
	Fr	10	50%
	En	05	25%
	Other	01	05%
	Total	20	100%
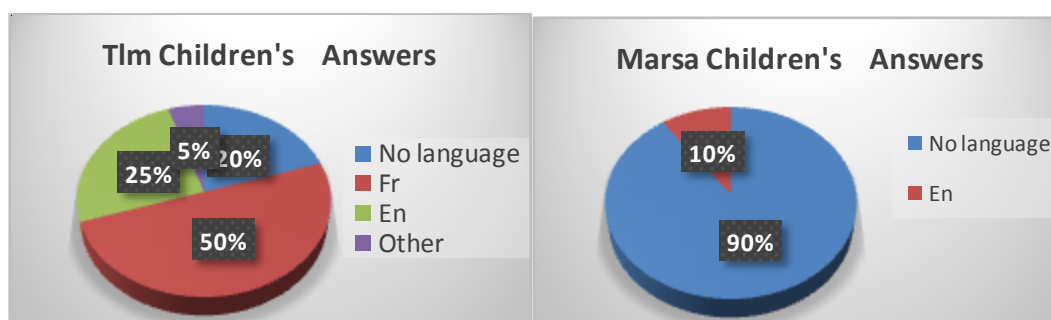
Figure 2.5: Percentages of the Languages the Children Speak In Addition the Mother Tongue

- Tlemcen:

It is seen that a low percentage of 20% has been marked in the option of speaking one language. That is, there are only 4 children who speak Arabic only.

Besides, the option of French, English and Spanish has been highly chosen with a percentage of 50%. French language users, 25% of children are English users, and only 5% of them use Spanish.

- Marsa:

In Marsa Ben Mhidi, the highest percentage of using different languages by children is for "no languages" with 80% as 15 children claimed that they do not speak more than their own variety. On the other hand, two children use English as a second language with 10% and the same percentage has been made by using French in their daily speech.

Q6. Do you know the colours in different languages?

Table 2.6.Percentages of Whether the Children Know the Colours in different languages

		Frequency	*Percentage*
CHILDREN ***MARSA***	Yes	11	55%
	No	09	45%
	Total	20	100%
CHILDREN ***TLEMCEN***	Yes	20	100%
	No	0	0%
	Total	20	100%
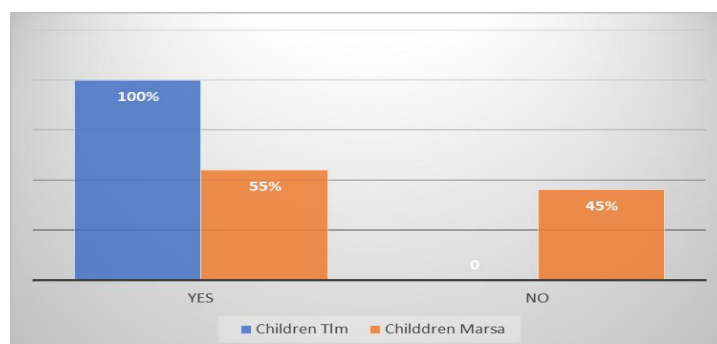
Figure 2.6: Percentages of Whether the Children Know the Colours in different

languages

- Tlemcen:

Figure 2.6 shows that all children with 100% of them know the name of colours

in different languages. To make it valid, a list of colours has been given to them in

order to name them to test their abilities.

- Marsa:

As shown above in the same figure, the percentage of children who know

colours is 50%, and those who do not are estimated with 45%. That is, 11 of children

could name the colours in different languages and only 09 of them could not.

Q7. Do you know the numbers in different languages?

Table 2.7: Percentages of whether the Children Know the Numbers in different

languages

		Frequency	*Percentage*
	Yes	**15**	**75%**
CHILDREN	**No**	**05**	**25%**
MARSA	**Total**	**20**	**100%**

	Yes	**20**	**100%**
CHILDREN	**No**	**0**	**0%**
TLEMCEN	**Total**	**20**	**100%**

Figure 2.7: Percentages of Whether the Children Know the Numbers in different

languages

- Tlemcen:

It has been highly noticed that all of them answered yes. In order to be sure of their answers, a list of numbers has been given to them in order to test them in French and English.

- Marsa:

From figure 2.7, 15 children know numbers in different languages while the rest do not. To confirm their answers, they have also been tested using a list of numbers and asking them to tell the numbers in French and English. However, 25% of them have been unable to do so.

Q8. Where have you learnt your second language from?

Table 2.8: Percentages of the Children's Source to Learn Foreign Languages

		Frequency	*Percentage*
CHILDREN *MARSA*	Technology	06	30%
	Family	04	20%
	School	10	50%
	Total	20	100%
CHILDREN *TLEMCEN*	Technology	07	35%
	Family	08	40%
	School	05	25%
	Total	20	100%
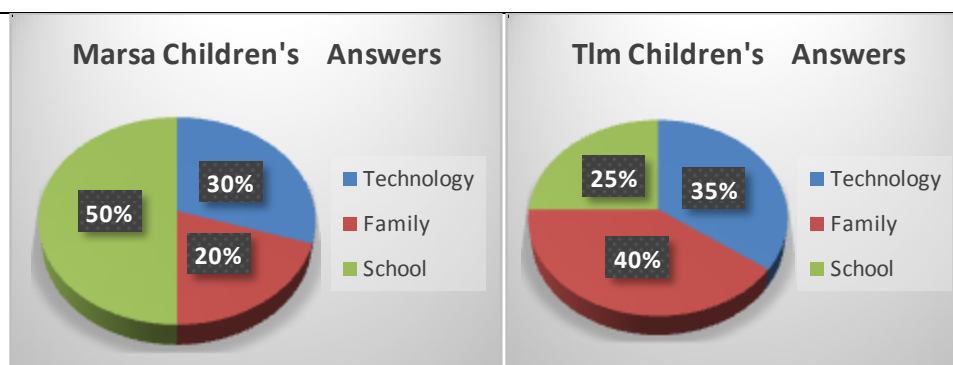
Figure 2.8: Percentages of the Children's Source to Learn Foreign Languages

- Tlemcen:

A percentage of 35% of children have learnt languages throughout media. 40%, as the highest percentage, of children have learnt languages from their environment. However, 25% only of the rest have learnt languages at school.

- Marsa:

The highest percentage has been made for the learning languages at school with 50%. That is, 10 out of 20 children have learnt their language at their school. 30% of

children have learnt them from media, and only 20% of the rest have learnt them at home with family.

Q9. Do you use a second language besides your mother tongue in your daily conversations

Table 2.9: Percentages of Children's Use of a Second Language in Daily Conversations

		Frequency	Percentage
CHILDREN *MARSA*	Yes	05	25%
	No	15	75%
	Total	20	100%
CHILDREN *TLEMCEN*	Yes	13	65%
	No	07	35%
	Total	20	100%
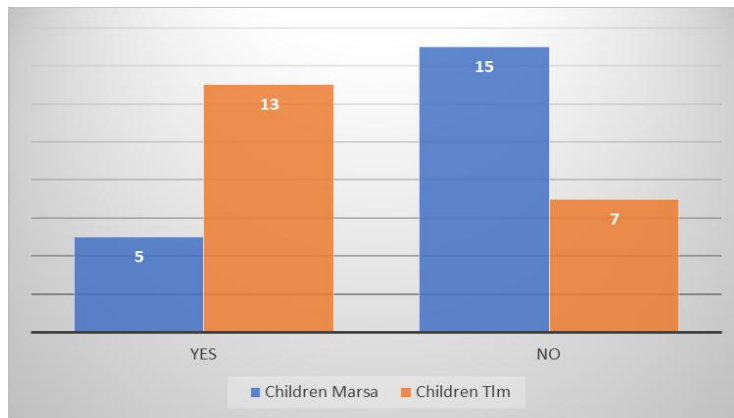
Figure 2.9: Percentages of Children's Use of a Second Language in Daily

Conversations

- Tlemcen:

13 children out of 20 have answered with yes with a percentage of 65%. However, the rest with a percentage of 35% have said no for not using the languages they learnt in their daily interactions, thus, they use their mother tongue only.

- Marsa:

The majority of children (75%) have said that they use any other foreign language besides their mother tongue in their daily conversations. Whereas, the rest (25%) have stated that they do so.

b. The Analysis of Parents' and Teachers' Questionnaire

Five questions are dedicated to both children's parents and teachers in both Marsa and Tlemcen city.

Q1. Do your children/pupils use more than one language?

Table 2.10: Percentages of whether Children Use more than One Language

		Frequency	*Percentage*
PARENTES/TEACHERS MARSA	Yes	12	30%
	No	28	70%
	Total	40	100%
PARENTES/TEACHERS TLEMCEN	Yes	30	75%
	No	10	25%
	Total	40	100%
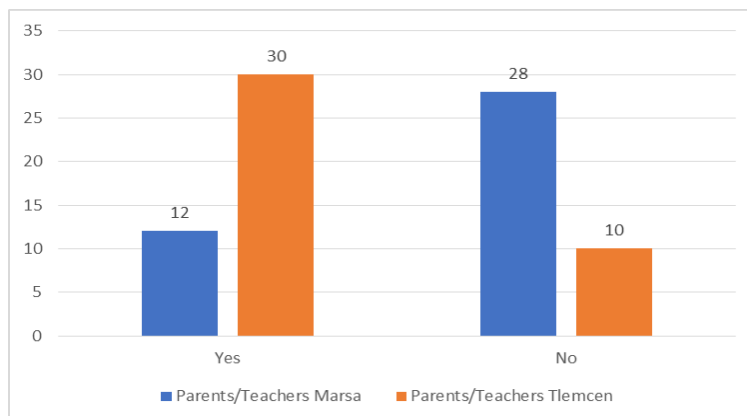
Figure 2.10: Percentages of whether Children Use more than One Language

- Tlemcen:

According to figure 3.10, it is noticed that 30 parents and one teacher out of 40 claimed that their children/pupils are using more than one language. However, few of them argue that the children are not using different languages. So, 75% of children speak more than one language. However, 25% of them do not.

- Marsa:

12 parents and 12 teachers answered 'yes' to this question and only 28 of them answered 'no'. That is, only 30% of children speak different languages and 70% do not speak more than one.

Q2. What is the level of your children/pupils in Arabic?

Table 2.11. The Level of Children/Pupils in Arabic

		Frequency	*Percentage*
PARENTES/TEACHERS MARSA	Weak	0	0%
	Good	12	30%
	Very Good	16	40%
	Excellent	12	30%
	Total	40	100%
PARENTES/TEACHERS TLEMCEN	Weak	06	15%
	Good	10	25%
	Very Good	16	40%
	Excellent	08	20%
	Total	40	100%
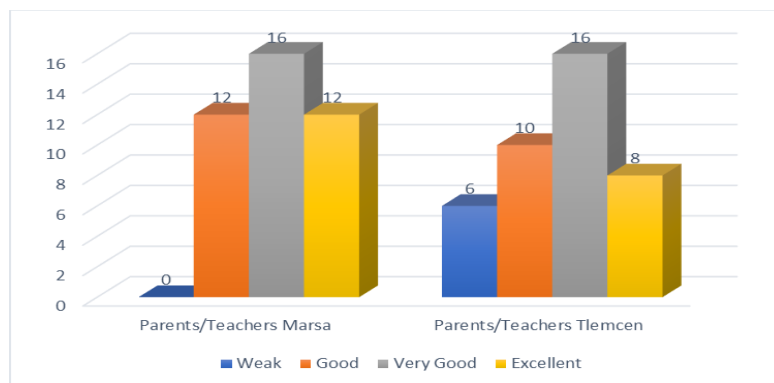
Figure 2.11: The Level of Children/Pupils in Arabic

- Tlemcen:

It is clearly observed from the above figure that 6 of teachers and 6 parents argued that children are weak in Arabic. Besides, 16 parents claimed that the level of children in this language is good. The same number of teachers said that children have a very good level in Arabic. Last, 8 parents and teachers out of 40 see that the children have an excellent level in the Arabic language.

- Marsa:

12 of parents and teachers said that children are good in Arabic. 16 of them claimed that their level is very good. Whereas, 12 of the rest claimed that their level is excellent in Arabic.

Q3. What is the level of your children in English?

Table 2.12: The Level of Children/Pupils in English

		Frequency	*Percentage*
PARENTES/TEACHERS MARSA	Weak	32	80%
	Good	8	20%
	Very Good	0	0%
	Excellent	0	0%
	Total	40	100%
PARENTES/TEACHERS TLEMCEN	Weak	12	30%
	Good	10	25%
	Very Good	10	25%
	Excellent	08	20%
	Total	40	100%
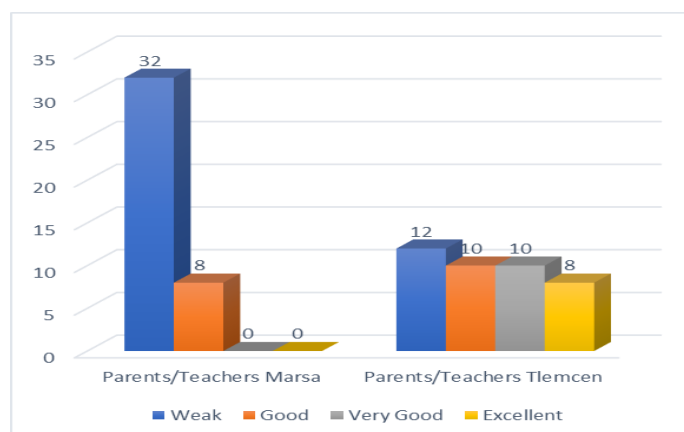
Figure 2.12: The Level of Children/Pupils in English

- Tlemcen:

12 of parents and teachers have said that the level of their kids is weak in English. On the contrary, 10 of them said that the children's level in English is good. The rest of the total has claimed that their level is very good.

- Marsa:

It is shown in the figure that 32 out of 40 of teachers and parents claimed that the level of children in English is weak. 4 of them argue that the children have a good level in it. However, the option 'very good' or 'excellent' have not been chosen at all.

Q4. What is the level of your children in French?

Table 2.13: The Level of Children/Pupils in French

		Frequency	*Percentage*
PARENTES/TEACHERS MARSA	Weak	36	90%
	Good	04	10%
	Very Good	0	0%
	Excellent	0	0%
	Total	40	100%
PARENTES/TEACHERS TLEMCEN	Weak	6	15%
	Good	18	45%
	Very Good	12	30%
	Excellent	04	10%
	Total	40	100%
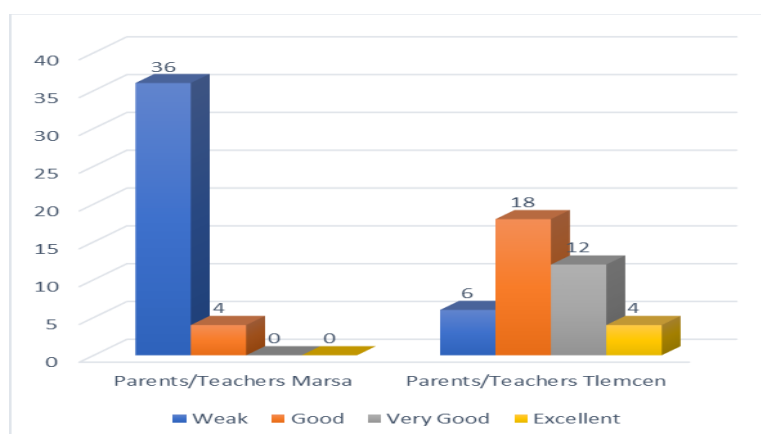
Figure 2.13: The Level of Children/Pupils in French

- Tlemcen:

As shown above, 15 out of the total sample claimed that the children's French level is 'weak'. However, the highest rate has been marked by those who have chosen 'good' option with a percentage of 45%. 30% is for those who said that the children's level in French is 'very good'. Furthermore, 10% of parents and teachers have claimed that their children's level in French if 'excellent'.

- Marsa:

It is seen from the above figure that the majority of parents and teachers see that their children's level in French and few of them say that their level is 'good' while the option 'very good' is not at all selected.

Q5. How do you evaluate the bilingualism or multilingualism of your children?

Table 2.14: The Bilingualism and Multilingualism level of Children/Pupils

		Frequency	*Percentage*
PARENTES/TEACHERS *MARSA*	Low	28	70%
	Medium	12	30%
	High	0	0%
	Total	40	100%

PARENTES/TEACHERS *TLEMCEN*	Low	08	20%
	Medium	12	30%
	High	20	50%
	Total	40	100%
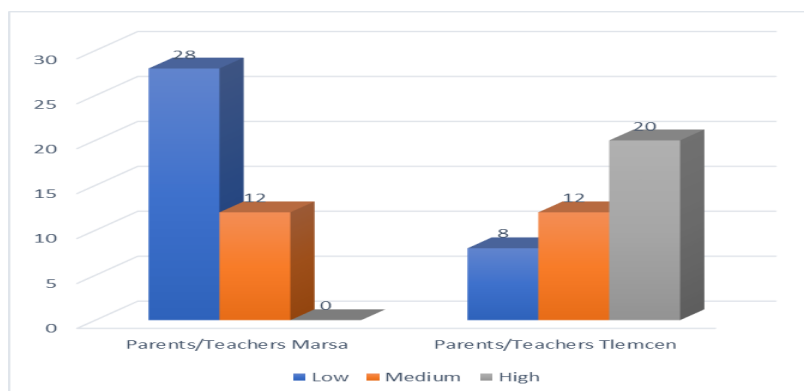
Figure 2.14: The Bilingualism and Multilingualism level of Children/Pupils

- Tlemcen:

20 out of 40 of both parents and teachers have said that the children have a high level of multilingualism and 12 of them claimed that multilingualism is very average. However, the rest of them have said that multilingualism among children is too low.

- Marsa:

70% of parents and teachers have claimed that there is a low level of multilingualism among children as 28 of them have chosen 'low' option. However, 30% of them said that there is an average level of multilingualism, and none of them have chosen 'high' level option.

2.5.1.2. The Interview Analysis

This interview has been designed to address twenty parents from Marsa and Tlemcen . It includes five main questions in form of semi-structured and open-

ended questions . The interview's questions are dedicated to collect qualitative data in orded to capture more details .

a.At Tlemcen Primary School

Q1. What do you say about bilingualism and Multilingualism among your children/pupils?

16 out of 20 Parents have claimed that their kids are bilinguals ,they are capable to speak with people in French and even English they can produce correct utterances in both languages. Some of them are really attached to online video games. They play and chat with foreign people and they could understand them and even speak to them without translation. Some of these parents declared that they learn some words and expressions from their children. Some parents said that they should teach their kids the standard Arabic not foreign languages. They are skilful in French and English. However, in Modern Standard Arabic are in need to it at school.

According to teachers, the majority of them have declared that their pupils can speak French and English besides their mother variety. They claimed that they are influenced by their bilingual parents and their attachments to the Internet. The teachers, additionally, argued that some of their pupils are competent in speaking and understanding French and English languages more than the Modern Standard Arabic. Thus, this makes the Arab language teachers not satisfied.

Q2. What are the words/ expressions in second language that are mostly used by your children/pupils?

CHAPTER TWO: Results' Analysis and Discussion

According to parents, they claimed that their kids use some words and expressions from foreign languages. When the kids are playing together, they have foreign names for them like "Kate, John, Kamilia". Besides, the titles "Mr, Mrs, or Ms" are also used by them. They also use some of the greeting expressions like Hello, Hi, welcome and bye, as well as thanking and apologising expressions. Concerning the use of French, they are widely and fluency used.

According to teachers, most of them have claimed that their pupils are able to produce meaningful expressions in both French and English like numbers, colours and greetings . However , few of them have said that sometimes they need to translate some Arabic expressions into these languages to be understood by their pupils.

Q3. At what age did your children/pupils learn the L2? Explain.

Most of the participant parents claimed that their kids learn foreign languages from their childhood either from the environment or technology. The majority of parents with a score of 15 out of 20 affirmed that their kids are skilful in French and even English language before their school age.

According to the teachers, they have claimed that the majority of their pupils are aware of the use of foreign languages before their school age. Children have started to learn foreign languages before the age of 6. The teachers have justified their answers by confirming that they do not find any difficulties to teach them the basis since they already know to them namely the colours, numbers, greetings, animals and so on.

Q4. Have your children/pupils learned the L2 in parallel with the L1?

14 out of 20 parents have argued that their kids have learnt the L2 with the mother tongue at the same time in the same context and time. However, 6 of the rest said that they mostly speak to their kids in French language rather than in Arabic in contrast to their babysitters who communicate with them using the Algerian variety.

According to teachers, they all confirmed that all children are learning Arabic and French in parallel because both languages are programmed in the school curriculum and all pupils learn both languages in parallel. Besides, they have also learnt English from other sources and they have an acceptable level of English and French and Arabic.

Q5. Are your children/pupils competent in both L1 and L2? Explain.

This question aims at classifying the children as passive or active bilinguals. According to 20 parents, 10 of them have said that their kids are competent in both listening and speaking in both French and Arabic. 06 parents claimed that their children could understand and ever speak French,. These parents argued that their kids are able to understand and speak the foreign people without hesitation. Otherwise, 04 parents out of 20 said that their kids could not produce complete utterances in foreign languages. They can only speak separate sentences or some commonly words in ordinary situations.

According to teachers, 14 out of 20 teachers declared that their pupils are skilful in listening and speaking foreign languages besides Arabic. They are able to understand utterances in French and even English. They can also produce sentences to communicate using foreign languages. However, 06 parents said that their children are not competent in foreign languages. They can only understand and use some daily usual expressions.

c. At Marsa Ben Mhidi Primary School

Five questions have been raised to parents and teachers in Marsa Ben Mhidi.

Q1. What do you say about bilingualism among your children?

According to parents, the majority have claimed that their kids are not bilingual. These children are not able of speaking with foreign people. They cannot produce or understand utterances in foreign languages. They can speak only the

Arabic language to learn their courses or Algerian Arabic in daily life. These children watch just dubbed films and series. They cannot watch French or English films.

According to teachers, all of them said that their pupils cannot speak French and English besides their mother tongue. They added that their pupils can speak only Standard Arabic and the Algerian dialectal variety.

Q2. What are the L2 words that are regularly and mostly used by them?

According to the kids' parents, most of them are said to know some foreign words and expressions, however, they do not use them in their daily interactions. After a few minutes of parents' hesitation and thinking, they could list the frequent words used by the kids like *hi, hello, thanks, Oh my God!, bye...etc,* and *bonjour/bonsoir* in French.

According to the teachers, the majority of them claimed that their pupils are not using foreign language in the classroom. They can only use simple words that have been learnt like *bonjour, bye*, and others words that they have acquired from their teachers of French.

Q3. At what age did your children/pupils learn the L2? Explain?

According to parents, most of them claimed that their kids have learnt the L2 at school (French) after the age of 6 years old. However, few parents claimed that their children have learnt English from the age of 4 years old. According to teachers, they all said that most of their pupils seem to be hesitated and bored in French courses.

Q4. Have your children/pupils learnt the L2 in parallel with L1?

Concerning the parents' answers, they said that their kids acquire their first language from birth with the environment's influence. Then, they learn the L2 at school. However, just few of them claimed that they try to teach their kids French and English throughout the kindergartens in addition to the Algerian variety. However, they fail on doing so as they got used to Algerian Arabic in addition to the influence of the environment where they live.

Concerning the teachers' answers, they claimed that their pupils acquire Standard Arabic and French in separate contexts at school as they acquire Algerian Arabic from their childhood.

2.5.2. Part Two: The Discussion of the Findings and interpretation:

This part is devoted to the discussion of the analysed questionnaires along with the interview that have been done among Tlemcen urban and rural children societies as a sample from the whole Algerian community. The focus in this study is to firstly mark which community is characterised more by a high rate of bilingual children. Secondly, these bilingual children will be classified according to their age and skills. They are also identified in terms of their localization in rural or urban societies.

The discussion, on one hand, starts with discussing the results found after the analysis of the quantitative data that has been gathered throughout the questionnaires that have addressed 20 children, their parents and teachers from both Marsa and Tlemcen. On the other hand, the discussion will go further to discuss the results of the

qualitative data that has been gained from the interview. Finally, the discussion will be organised in accordance with the above-mentioned research questions.

At the beginning, after the analysis of the data collected from the pupils' questionnaire, it has been revealed that Tlemcen City is characterised by a high rate of bilingual children, rather than that in Marsa. The questionnaire's results have classified the children of Marsa as 'weak in foreign language', namely French and English. However, children of Tlemcen are able to understand and produce utterances in foreign languages. On the other hand, the same findings have been shown in the analysis of the focus group interview.

It has concluded that children in Tlemcen are highly motivated to learn and use foreign language like French and English. Furthermore, the parents and teachers in Tlemcen have emphasised that their children and pupils are skilful in listening and speaking English language especially French. They justified this with the fact that the majority of people in Tlemcen City are bilingual and all of them are interested in speaking different languages.

So, the children are influenced mainly by their environment. Parents and teachers have also emphasised the effect of their children's daily attachment with the technology to learn foreign language. They have claimed that the bilingualism among their kids is related to the social influence and the technological advance. Therefore, the above results that have been collected from the questionnaire and interview's findings have concluded that children in Marsa are not bilingual as children in Tlemcen City. That is to say, this result affirmed the first hypothesis.

CHAPTER TWO: Results' Analysis and Discussion

Furthermore, the resulted data of the interview has detected that children in Tlemcen are influenced by multilingualism since their birth. According to the classification of bilingualism, it is widely deduced that children in Tlemcen City are classified as early bilinguals. This classification returns to their early learning of foreign languages. Children in Tlemcen are in touch with foreign languages since their babyhood.

In their parents' and teachers' view, these children are fluent in practicing their oral foreign language because they have maintained contact with their bilingual parents and environment that have started from their first days in life. The participant children have shown more use of various languages.

However, the same questionnaire and interview's results affirmed that children in Marsa are late bilinguals. This classification is due to their late acquisition of the second language. In this case, children have acquired their second language after the age of 6 years (the critical age). Children are not familiar with foreign languages since their babyhood. Additionally, the social atmosphere pushes them to be in touch with different foreign languages as their parents and their environment are not interested in using different languages. That is, these findings confirm that the second hypothesis is true.

Another worth mentioning finding that has been analysed from the questionnaire and interview concerning the children's skill in the foreign language hasmentioned that children in Tlemcen are addictive bilingual. These children are given this description due to their ability to understand and speak foreign languages.

The participant children have achieved a good English language level whereas, children in Marsa are passive bilinguals.

These children have not reached the high capacities in listening and speaking foreign languages. They may understand some expressions in foreign languages or even know the context flow, but they cannot either answer norcan theyspeaka foreign language. Children in Marsa have achieved a good level in Arabic language but not in foreign language. Yet significantly, children in Tlemcen are addictive bilinguals as their parents and teachers have confirmed. However, the children in Marsa are passive bilinguals as they can understand somehow French and English. However, they cannot reply. These findings confirm the validity of the second hypothesis.

Significantly, D'Amacerno, Maria and Rosaria (1990) highlight that the process of acquiring the second language besides to the mother tongue within the same context is classified under the compound type if bilingualism. The case of Tlemcen children are selected as compound bilinguals as they acquire the first tongue Arabic and French language as a second tongue naturally from their Arabic-French environment speakers. The addictive Tlemcen children can easily find the exact meaning of the same word in different languages. In other words, the two languages are learned in parallel and the kid realised that one notion corresponds to two verbal realisations.

Otherwise, the children in Marsa are the case of the coordinate bilinguals, as they have acquired the Arabic tongue at home then the French tongue at third year at the primary school and English throughout the phone. They have not learnt the two

languages in the same context. Teachers have confirmed that their children's level of Arabic is good, but not the same for French.

They are very weak in understanding and speaking the French language. According to these teachers and parents, children in Marsa cannot tie the two concepts of the same word in two languages. In this regard, children in the rural society are considered as passive bilinguals as they learned the first language naturally at home, rather than being forced to learn the second language in schools and English as third language from the media.

2.6. Conclusion

This chapter has been entirely concerned with the description and explanation of the research methodology and tools that have been chosen to carry the present study namely the research methodology choice, approach, the participants' characteristics and the sampling procedures. Also, it has dealt with the findings of the gathered data through both questionnaires and the interview for the sake of answering the research questions and confirming the research hypotheses. Hence, the second chapter has been divided into two parts: one part has been devoted mainly to the analysis. It has first started with the analysis of the questionnaires' findings using tables and column and pie charts to present the data following it by a detailed analysis for each question and finishes with the narrative presentation and analysis of the data gathered from the interview. The second part has been devoted mainly to the discussion and the interpretation of the results gathered from both tools.

GENERAL CONCLUSION

GENERAL CONCLUSION

The present extended essay is an attempt to investigate bilingualism among Algerian children from both Tlemcen, as an urban speech community, and Marsa Ben Mhidi, that is considered as a rural speech community. The study also aims to classify the bilinguality of Algerian children in terms of age and skills. In order words, it intends to determine the existing types of bilingualism.

This study has included two chapters. The first chapter is devoted to the theoretical background about bilingualism whereas the second chapter has covered the research methodology and the research tools that have been adopted to accomplish this study. Furthermore, it has been dedicated to present, analyse, and discuss the gathered data from the questionnaires and the interview.

Concerning the findings, one of the significant results that has been emerged from the current study is that school aged children recently are influenced by the English language mostly since it is the language of media in general. However, it has been particularly affirmed through the questionnaires and the interview that children in Tlemcen mix their Algerian dialect and French more than children of Marsa. This can be related to the environment where they live which affects their language use. In fact, this is a confirmation of the first hypothesis validity that says that urban children are more affected by the bilingual phenomenon rather than those in rural areas who are not influenced by the words' use of French and English besides their Algerian Arabic in their daily speech.

Moreover, the second hypothesis is also validated. Children in urban communities are early active bilinguals, whereas children in rural communities are

41

late passive bilinguals. Additionally, the third hypothesis is validated too as children in urban societies are concerned with the type of compound bilingualism while the rural children are coordinate bilinguals.

Finally, it can be said that the present research has highlighted the significant needed points that are taken into account by sociolinguists when focusing on bilingualism among children in Algeria. Hence, for further investigations, it is important to devote a research investigating bilingualism on children from different points of view.

REFERENCES

REFERENCES

Alaiyed, M.A. (2020). The Functions of Code-switching in the Interaction of the Cartoon Characters in Dora the Explorer. *Arab World English Journal (AWEJ)*, 11(3), pp. 260- 275. DOI: https://dx.doi.org/10.24093/awej/vol11no3.

Appel, R. &Muysken, P. (2006). *Language Contact and Bilingualism.* Amsterdam UniversityPress.

Baker, C. (2001). *Foundations of Bilingual Education and Bilingualism*(3rd ed.). Great Britain: Biddles Ltd.

Barron-Hauwaert, S. (2004). *LanguageStrategies for BilingualFamilies: The One-Parent-One-LanguageApproach.* Great Britain: Cromwell Press Ltd.

Bensafi, Z. (2002). Bilingualism in Algeria and the Making of the Nation. Retrievedfrom :

http://ssl.webs.uvigo.es/actas2002/04/02.%20Zoulikha%20Bensafi.pdf

D'Acierno, M. R. (1990).*Three Types of Bilingualism.* Washington DC : Clearinghouse.

Djennane, T. (2014). Diglossia'sStability in the Arab World: Algeria as an Instance. *IOSR Journal of Humanities and Social Science*, 19 (11), 52-56. Ferguson, C.A. (1959). Diglossia. *Word*, 15, 325-340.

Grosjean, F. (1982). *Life withTwoLanguages: An Introduction to Bilingualism.* Cambridge, Massachusetts: Harvard UniversityPress.

Gumperz, J.J. (1982). *DiscourseStrategies.* Cambridge: Cambridge UniversityPress.

Hamers, J.F. & Blanc, M.H.A. (2000). *Bilinguality and Bilingualism*(2nd ed.). Cambridge: Cambridge UniversityPress.

Hoffmann, C. (1999). *An Introduction to Bilingualism.* London and New York: Longman Linguistics Library.

Myers-Scotton, C. (2002). *Contact Linguistics: BilingualEncounters and Grammatical Outcomes.* England: Oxford UniversityPress.
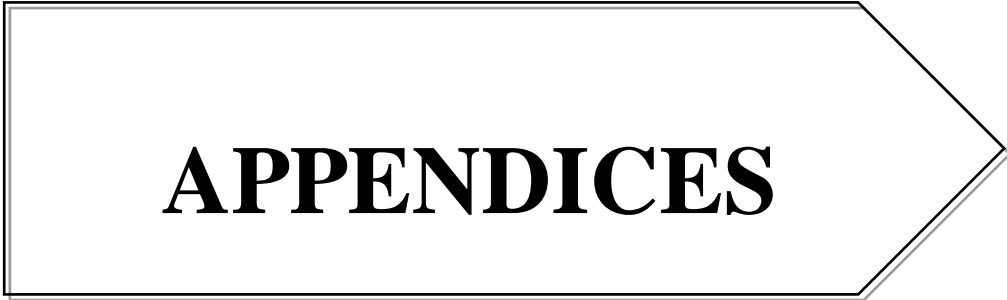
Watson, J.C.E. (2002). *The Phonology and Morphology of Arabic.* New York: Oxford UniversityPress.

-Boukreris L. , Bouchegra A.(2016).The language of advertising : the case study of code switching and code mixing in the Algerian advertising scenery . university of oran 2 algeria .

-ARDILA, ALFREDO . Advantages and disadvantages of bilingualism .2012

-N.,Sam M.S.,'BALANCED BILINGUAL",in Psychology Dictionary ,April 7,2013 http://psychologydictionary.org/balancedbilingual/

السياسات اللغوية , لويس جان كالفي2009.ترجمة محمد يحياتن ص129، 130، 131

APPENDICES
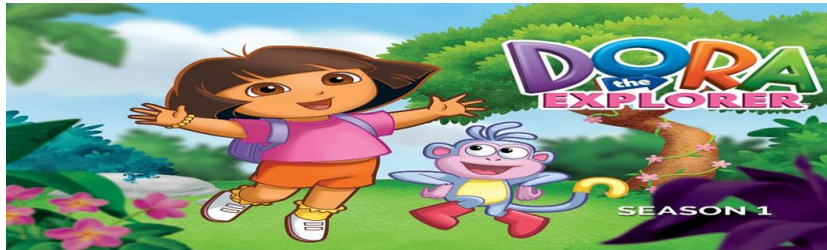
Appendix 1: Children's Questionnaire

Q1. Do you watch cartoons?

Q2. Do you watch Dora the explorer cartoon?

Q3. How many languages does Dora speak?

Q4. Do you speak more than more language like Dora?

Q5. What are the languages that you speak in addition to your mother tongue?

Q6. Do you know the colours used by Dora in different languages?

Q7. Do you know the numbers in different languages?

Q8. Where have you learnt your second language from?

Q9. Do you use a second language besides your mother tongue in your daily conversations?

Appendix 2: Parents and Teachers' Questionnaire

Q1. Do your children/pupils use more than one language?

Q2. What is the level of your children/pupils in Arabic?

Q3. What is the level of your children in English?

Q4. What is the level of your children in French?

Q5. How do you evaluate the bilingualism or multilingualism level of your children?

Appendix 3: Interview's Questions

Q1. What do you say about the bilingualism and multilingualism level among your children/pupils?

Q2. What are the words/ expressions in second language that are mostly used by your children/pupils?

Q3. At what age did your children/pupils learn the L2? Explain.

Q4. Have your children/pupils learned the L2 in parallel with the L1?

Q5. Are your children/pupils competent in both L1 and L2? Explain.

Q6. At what age did your children/pupils learn the L2? Explain?

Appendix 4: The Questionnaires in Arabic Version

استبيان خاص بالأساتذة

س1:أي سنة تُدَرِّس؟

س2:هل يشاهد تلاميذك الأفلام الكارتونية؟

□نعم   □لا

س3:هل يشاهد تلاميذك الرسوما لمتحركة دورا(Dora the explorer)؟

□ نعم□ لا

س4:هل ترى أنلاميذك متأثرون بدورا (Dora the explorer)؟

□ نعم   □لا

س5:هل يحاول تلاميذك انتحال شخصية دورا (Dora the explorer)؟

□نعم   □لا

س6:هل يحاول تلاميذك تقليد طريقة كلام دورا(Dora the explorer)فيالقسم؟

□نعم   □ لا

س7:هللاحظتأنتلاميذكيمزجونبينالعربيةوالإنجليزيةفيكلامهمفيالقسم؟

☐نعم   ☐لا

س8: مامستوى معرفة تلاميذك للغةالعربية؟

....

س9:مامستوى معرفة تلاميذك للغةالإنجليزية؟

....
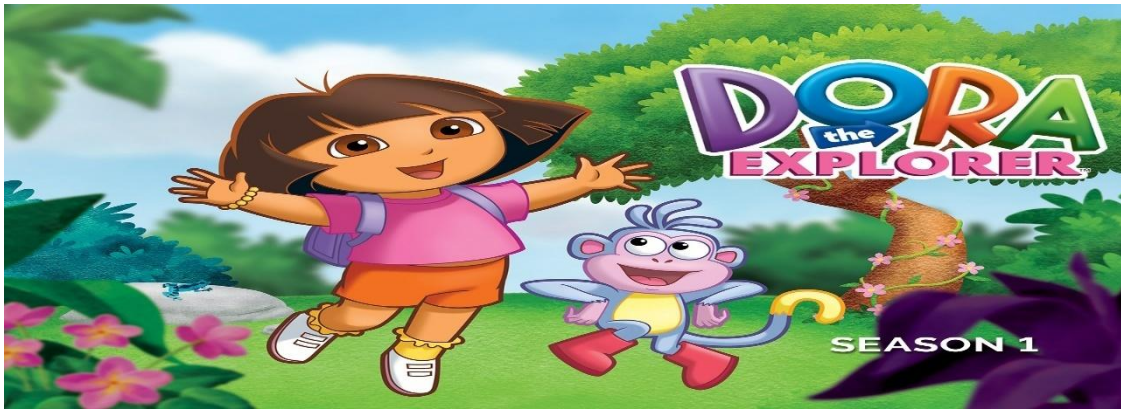
س10:هل دمجهم للغتين:

☐عفوي ☐متعمّد

س11:هل لدورا(Dora the explorer)تأثيرواضح على الأطفال في دمج اللغات؟

☐نعم   ☐لا

س12:ماتعليقك حول تأثيردورا (Dora the explorer)على الأطفال في دمج اللغات؟

استبيانخاصبالأطفال

س1:كم عمرك؟ ....

س2:في أي سنة تَدرس؟.................

س3:هل تشاهد الأفلام الكارتونية؟ □نعم □لا

س4:هل تشاهد دوراrDora the explorer؟□نعم □لا

س5:كم تتكلم من لغة؟.........

س6:أي لغة تفضل؟□ العربية □ الإنجليزية □الاثنين معا

س7:هل تحب أنت تعلمها؟□نعم □لا

س8:هل تقوم بتكرار ماتقوله دورا باللغة العربية؟□نعم □لا

س9:هل تكرر ما تقوله دورا باللغة الإنجليزية؟□نعم □لا

س10:هل تتكلم العربية مثل دورا؟□نعم □لا

س11:هل تتكلمالإنجليزية مثل دورا؟□نعم □لا

س12:هل تعلمت من دور االأرقام بالإنجليزية؟□نعم □لا

س13:هل تعلمت من دورا الأرقام بالإنجليزية؟□نعم □لا

س14:ماهي الأشياءالأخرى التي تعلمتها بالإنجليزية من دورا؟.................

س15:هل تستعمل ماتعلمته من دورا في حياتك اليومية؟□نعم □لا

س16:هل تدمج اللغة العربية و الإنجليزية مثل دورا؟☐نعم   ☐لا

س17:ماهورأيك في دوراا لتي تتحدث اللغتين ؟

....

س16:هل تدمج اللغة العربية و الإنجليزية مثل دورا؟☐نعم

استبيان خاص بأولياء التلاميذ

س1:كم لديك من طفل؟.....................

س2:هل يشاهد أطفالك الرسومات المتحركة؟

☐نعم   ☐لا

س3: هل يشاهدأطفالك رسوم دوراDora the explorer؟

☐نعم   ☐لا

س4:كم تستعمل شخصية دورا من لغة في حديثها؟

☐لغة☐لغتان☐3 لغات

أذكرها؟ ....

س5:هل تستعمل دورا أكثر من لغة ؟

☐نعم   ☐لا

س6: هل يحاول أطفالك تقليد دورا من حيث طريقة كلامها؟

☐نعم   ☐لا

س7:هل يدمج أطفالك اللغةا لعربية والإنجليزية معا أثناء حديثهم في البيت؟

□نعم   □لا

س8:ما مستوى دمج اللغتين عند اطفالك؟

□قليل□متوسط   □كثير

س9:هل يردد أطفالك كلمات عربية تعلموها من دورا؟

□نعم   □لا

س10:هل يرددأطفالك الأشياءالتالية باللغةالإنجليزية من خلال تعلمهم من دورا:

□الحروف□   الأرقام□الألوان □الكلمات

س11:هل أنت مع أوضد دمج اللغتين من قبل أطفالك أثناء حديثهمف ياليت أوالشارع؟

□نعم   □لا

س12:هل نقوم بتشجيعهم على دمج اللغتين في سياق واحد؟

□نعم   □لا

شكرا   على تعاونكم

ملخص:

تم تخصيص هذا البحث لتحديد نوع وتصنيف ثنائي اللغة لدى الأطفال في المجتمعات الحضرية والريفية.
تم معالجة الموضوع مع أطفال المدارس من سن 6 إلى 9 سنوات في مدينة تلمسان ومرسى بن مهيدي. بعد
استخدام أدوات بحث مختلفة ، أكدت البيانات التي تم الحصول عليها الفرضيات المقترحة ، والتي تفيد بأن
الأطفال في المناطق الريفية يتأخرون في التحدث بلغتين. علاوة على ذلك ، اكتس اب أطفال الريف لغتين بشكل
منفصل حتى طوروا ثنائية اللغة المنسقة. ومع ذلك، فإن أولئك الذين يعيشون في المناطق الحضرية يتبنون ثنائية
اللغة المركبة ويعتبرون ثنائيي اللغة متمكنين في وقت مبكر حيث يتمتعون بمستوى جيد في كلتا اللغتين ويمكنهم
استخدامها تلقائيا.

Résumé:

Cette recherche a été consacrée à fournir le type et la classification du bilinguisme des enfants dans les sociétés urbaines et rurales. Elle est traité avec des écoliers de 6 à 9 ans de la ville de TLemcen et deMarsa Ben Mhidi. Après avoir utilisé différents outils de recherche, les données obtenues ont confirmé les hypothèses suggérées, selon lesquelles les enfants au milieu rural sont des bilingues passifs tardifs. De plus, les enfants ruraux ont acquis deux langues séparémment afin de développer un bilinguisme coordonné. Cependant, ceux des zones urbaines adoptent un bilinguisme composé et ils sont considérés comme des bilingues additifs précoces car ils ont eu un bon niveau dans les deux langues et ils peuvent les utiliser alternativement.

Summary:

This research has been dedicated to provide the type and classification of child bilingualism in urban and rural societies. It is carried out with school children of 6 to 9 years old in TLemcen city and Marsa Ben Mhidi. After using different research tools, the obtained data have confirmed the suggested hypotheses, in which children in rural areas are late passive bilinguals. Furthermore, rural children acquired two languages separately so that they developed a coordinated bilingualism. However, those living in urban areas adopted a compound bilingualism and they are considered as early additive bilinguals as they have a good level in both languages and they can use them alternatively.