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Investigating the Connection between the Native and Foreign Languages in a Bilingual Mind

Case Study: Master Students in the Department of English at Tiaret University

A Dissertation Submitted to the Department of English in Candidacy
for the Degree of Master in Linguistics

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Dedication

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Dedication

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Abstract

The present work intends to shed light on bilingualism and investigate the connection between the two languages by a bilingual mind and how the language interferes among master students of English at Tiaret University. It also seeks the ability of the bilingual mind to transfer or interfere the two languages and how they are connected in the bilingual student's mind. It aims at examining the sociolinguistic situation in Algeria which is well known by its diversity that gives birth to many linguistic outcomes such as bilingualism, diagglossia, borrowing, code mixing, and code switching...etc The study investigates how the bilingual thinks in the native language and produces in another language due to the influence of the European culture and the universal technologies such as the internet. This context is ideal for looking into the meaning and the social significance of bilingualism, and how this linguistic style contributes to language change. Even when you are fluent in two languages, it can be a challenge to switch back and forth smoothly between them. A series of discoveries in the last two decades have changed the way we think that bilingualism and its implications for language and cognition. First, both languages are always active. The parallel activation of the two languages is thought to give rise to competition that imposes demands on the bilingual to control the language not in use to achieve fluency in the target language. Second is that there are consequences of bilingualism that affect the native as well as the second language. Bilingualism is not limited to languages but appear to reflect a reorganisation of brain network that holds implications for the ways in which bilingual negotiates competition more generally. In order to examine this linguistic phenomenon, a questionnaire will be used in the present study for data collection. The results of such questionnaire will be analysed.

Keywords:

Bilingualism, bilingual mind, brain , language, native, foreign, students, Tiaret ,master students

List of abbreviation and acronymes

AA : Algerian Arabic.

CA : Classical Arabic.

MSA : Modern Standard Arabic.

BR : Berber.

FR : French.

ENG: English.

Br: Borrowing.

CS: Code Switching.

CM: Code Mixing.

L1: First language.

L2: Second language.

MT: Mother tongue.

NL: Native language.

FL: Foreign language.

BM: Bilingual mind.

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General Introduction

General Introduction

Acquiring and using a language other than the mother tongue is a case of a great number of people all around the world. The Algerian people are exposed to a wide variety of the interaction patterns in all spheres. The sociolinguistic situation in Algeria is a complex domain of research because of the coexistence of many languages: Modern Standard Arabic (MSA), Algerian Arabic (AA), Classical Arabic (CA), French and English, and Berber in a number of areas in Algeria. The linguistic picture of Algeria becomes more complex, because of the impact of foreign languages; this has resulted in various sociolinguistic phenomena that occur when two or more languages are in contact such as bilingualism which has been an interesting subject among linguists, psychologists, anthropologists, dialectologists, and later sociolinguists, bilingualism with its different outcomes namely, Code switching, Code mixing, borrowing, in addition to the well-established phenomenon diagglossia.

The present work investigates the connection between two languages in bilingual mind, among master English students in Ibn Khaldoun University of Tiaret, therefore our fundamental aim is to shed light on the phenomenon of bilingualism and to explore the bilingual situation of the country, it also seeks the ability of bilingual student to transfer or interfere the two languages in his mind.

We have chosen this topic because there are different attitudes about bilingualism in Algeria. Hence, our stimulus in choosing English master students is their significant lack of mastery of English, even though they are considered as bilinguals, they have many difficulties in the modules or subjects given in English, and some barriers make them stagnate in this language because of different social factors and social motivations behind this lack. However, it is not easy to account for student's attitudes and feelings toward the English language.

Fundamentally, the problem statement of this research work could be structured in the form of the following questions:

- Do bilingual students control language processing in his mind?
- How are the first and the second languages in bilingual's mind connected?
- Which foreign language do students use more during their daily conversation?

In an attempt to answer the aforementioned research questions, three major hypotheses are proposed in order to be either confirmed or rejected. These are as follows:

- The bilingual students think in a language and produce in another language.
- Bilingualism affect the brain.
- A linguistic conflict occur in Algerian universities about the dominance of English of French language in the future of Algeria.

This dissertation consists of three chapters:

The first chapter gives a brief description of the sociolinguistic situation of Algeria, begins with a brief historical background, then languages used in Algeria, it also deals with bilingualism and its outcomes; later, it gives a brief description of the sociolinguistic situation in Tiaret.

The second chapter is devoted to the literature review which provides a macro view about language, language contact , interference and transfer. It also tries to explain the bilingual mind and how it handles languages, how the bilingual think in a language and produce in another language, and the connection between these two languages in bilingual's brain; then explaining how languages stored, and how can these languages boost brain power, it also seeks the ability of the bilingual student in keeping separate their languages. Finally the coexistence and the use of English and French in Algeria universities, gives a birth to a sociolinguistic conflict between these two languages, we also tries to give a brief explanation of language conflict, and the conflict between first and second language in bilingual brain.

The third and the final chapter deals with the empirical work about the data collection and analysis. It lists and describes the research instrument utilized in gathering data. Our two major research tools consists of the questionnaire and the interview, it also gives a description of the sample population. We devote the last part for the interpretation of the data and summarize the major findings obtained from the investigation related to our objective. Thus, this chapter is intended to answer the research questions raised above, and to prove or invalidate the hypotheses put forward, results are presented and analyzed in the general conclusion.

Chapter One

The Sociolinguistic Situation in Algeria

1.1 Introduction

This chapter discusses briefly the sociolinguistic situation in Algeria, which is very complex, a complexity that lies in the coexistence of several languages and language varieties, each language or variety is linked to its social, cultural, and political reality, language exists only when a community uses it; when it is not used by any living community.

At the same time it sheds light on the languages that occur in Algeria, Algeria is known by its diversity and different languages, thus; people have always been in contact with other foreign populations. The sociolinguistic situation in Algeria is particular it is the products of history, the history of languages and their development, the presence of many languages created a particular sociolinguistic situation which characterized by the presence of three languages Arabic with its different varieties , AA, CA, MSA, than Berber, French and English. Classical Arabic (CA) has been given the status of national and official language of the country after the independence from the French (FR) colonies, whereas AA and BR have been neglected during that period. In addition to that, we dealt with many linguistic outcomes, such as, borrowing, diglossia, code switching, and code mixing. We shall also shed light on the most important phenomenon which characterize the linguistic situation in Algeria, which is bilingualism by providing examples from the case of the department of English at Tiaret University in order to show the present sociolinguistic situation in this university where we are currently studying.

1.2. Historical Background of Languages in Algeria

The histories of languages in Algeria, as stated in the recorded history of languages, the early inhabitants of North Africa were the Imazighen who spoke varieties of Tamazight. Those people had contact for a long time with the various conquerors and traders who successively settled in North Africa, and who left different extent influences in the region, including the Phoenicians, the Romans, the Byzantines, the Arabs, the Turk, the Spanish and the French.

It is worthwhile to note before the Arabs conquest the Tamazight speaking population put up resistance to adopt the invaders languages and religious and managed to preserve their linguistic heritage and cultural identity. The new faith permitted the Arabic language to infiltrate pervasively into the different speakers of the society through conversion to islam and the practice of the religion yet BR continued to be spoken in some mountainous regions.

The spread of Arabic, particularly in its written form is arguably one of the factors that prevented the BR language from developing form. For many years Tamazight, the oral indigenous language remained spoken and transmitted generation after generation. People in marriage between Berbers and Arabs world adopt either language or both depending on the social and regional of the family.

Between 1830 and 1962, Algeria was well known to the world as being one of the French colonies. During this period, the French wanted to put an end to use the Arabic. The colonial authorities had therefore implemented firms and continuous language policies to the determinant of Arabic language in administration and instruction. Its use reached into practically every filed in the Algerian society. Algeria is a great country but most Algerian people can't speak English properly because of the government wanted them to learn the old colonial French. Consequently, this will hinder them from taking part and making their voice heard in a global world which uses English as the international language for communicating.

1.3. Languages Used in Algeria

Algeria is known by its diversity, and different languages; thus, people have always been in contact with each other all over Algeria. The sociolinguistic situation in Algeria is particular, it is the products of history, the history of languages and their development , the presence of many languages created a particular sociolinguistic situation which characterized by the presence of three languages; Arabic with its different varieties, the native language of the majority, classical or conventional Arabic (CA) for the official use, Algerian Arabic (AA),and modern standard Arabic (MSA), then Berber (BR), and French for the teaching of science and knowledge. Among all varieties, the Kabyle, the Chaouia, the Tamacheq and Mozabi are the most used; they are the principle varieties of BR.

Algerian Arabic represents one variety of the one spoken in Algeria, it is divided in different regional varieties allowing inter comprehension but each region has a specific dialect and accent, French is used as a language of everyday life interactions, it is a technical language for development, it has a strategic place and it fulfils many social functions and the English language is taught from the first year at middle school, it is spoken by a small number of Algerian, especially the young generation.

Finally, CA, the official language of Algeria which is used only in courts, in most of the media, in mosques, schools, universities, and in many publications, thus, they use CA in

official settings, AA/BR in informal situations such as with friends, at home, and in daily life in general.

1.3.1. Algerian Arabic (AA)

Algerian Arabic, the Arabic is derived from the form of Arabic spoken in Northern Africa; it is a vernacular form derived from CA, it is known as 'EL-DARIJA', it is the mother tongue of the majority of the Algerian people who used it in their daily life and in oral communication, it is a colloquial Arabic used in everyday life situations and all intrapersonal interactions, Algeria has a mostly Semitic vocabulary. It is unwritten language since it is a mixture of various languages which have existed on the Algerian community through its history, one might encounter an informal written text in the Arabic script, coming back to the 80's and 90's when Algerian Arabic was written down now extent, satirical newspapers such as : El- Munchar , El Quardash , and SahAfa .

Algerian Arabic is the native language of 75 to 80 of Algerians, and it is mastered to 85 to 100 of them, it is a spoken language used in daily communication and entertainment, it is pervaded by the French language from which it has take large amounts of borrowed words and expressions. BEDOUI Bi Shai states that: "desirous of reaching the general public and perhaps also because they hand out fully mastered CA the speakers of revolutions have often used colloquial expressions in their formal speech". AA is still written in many newspapers today, such as: El Haddaf and EchChabka are striking examples.

The Salient Characteristics of AA

Algerian Arabic is different from Classical Arabic and Modern Standard Arabic on the phonological, morphological, syntactical, and lexical levels. Phonologically, most MSA vowels are deleted or reduced to schwa in AA.

1.3.2. Classical Arabic (CA)

It is essentially the form of the language found in the holy Qur'an, it is used in the mosque for religious ceremonies, and at home for worship, CA also used for prayers by Muslims all over the world whatever their mother tongue, it was simplified to MSA for the medium of instruction and for some conversation with the Arabic world. Haughton and Miflin (1994.412) CA is codified and is the vehicle of a huge body of classical literature, it has a great literacy tradition encompassed in ancient poetry, religious and grammar books, Classical Arabic enjoys the prestige of a written language, but is no one's mother tongue, it is used by a group

of scholars who have always taken great pride in their ability to speak flawless Arabic, and therefore always looked down upon any colloquial interference within the classical forms. In addition to that, we can say that the Arabization process aimed at eliminating the French language which has pervaded all domains in the country, Belarbi Khaled (2012).

Meanwhile, Arabic is becoming the dominant language at the written as well as the oral level, CA is said to be the language of formal discourse, lectures, news, broadcasts, speeches, it has a prestigious place since it is the language of the Holy Qur'an, with some modifications necessary for its use in modern times, it is uniform throughout the Arabic world, colloquial Arabic includes numerous spoken dialects, some of which are mutually unintelligible. Mohamed Ibrahim (1983) reminds us that the Arabic language was chosen by god for carrying out the great divine message to the humanity in general and the Islamic nation in particular. Thus, Arabic is regarded as one of the most beautiful and important languages in the world (as cited in Yacoub, 2011:11), also al-seyyuti (1998) mentions that: "Arabs used to make pilgrimage to Mecca in the pre-Islamic times every year. The Quaranish tribes listen to their dialects, tribes to select what is appropriate for their usage, and avoids some vocabulary, which is considered to be rude." (175)

1.3.3. Modern Standard Arabic (MSA)

MSA is a term used mostly by western linguistics to refer to the variety of a modern literacy form derived from it to meet social and linguistic needs, this contemporary variety of Arabic which is definitely less formal than CA, huge number of foreign words and expression was introduced into Arabic in the late 19th and early 20th centuries. Hence, they give birth to MSA, it has been applied to the written language of contemporary literature, MSA has evolved over time and dropped some of the more archaic words and phrases has added new scholarly vocabulary as the time have changed. Said² states that MSA is: 'that variety of Arabic that is found in contemporary books, newspapers, and magazines, and that is used orally in formal speeches, public lectures, and television', MSA has no native speakers of its own, and most educated Arabs can speak, read, and understand MSA.

Modern standard Arabic is the official language in Algeria, it is also known as 'al-fusha', it is considered as one of the main varieties of Arabic language, Al-Ani (1971; 18) defined MSA as a modernized version of CA, "it is a language used mainly in formal education, media, administration and international conferences", thus, it is the language uniting the Arab countries

(Al sayegh 1990-20) (cited in Zeinab Ibrahim 2009, 09). MSA is acquired from learning it at schools, it is the written language, used for all Arabic books, newspapers, street signs, magazines, official documents, and business because most Algerian people have exposure to MSA through media, thus, MSA is the language of education as it is taught in our Algerian schools (Maden 2011,29).

MSA has been constituted since 1976 constitution in article 3 *“Arabic is the international and official language”*. In addition to that, Modern standard literacy Arabic (MSLA) is used in media such as television and radio channels, conferences, socio-economic or political meetings, Hence; there are two varieties of MSA, the first is the written MSA which is largely the same through the Arab world, while the second is the spoken MSA can vary based on geographical location, usage, context, and regional dialect, it should be noted that spoken MSA has more grammatical licence than written MSA. Habesh! (2010) states that: **MSA is the official** language of the Arab world, and “MSA” is syntactically, morphologically, and phonologically based on CA, the language of the Holy Qur’an (Islam’s Holy Book), (my emphasis,12).

1.3.4. Berber (BR)

The origin of the name Berber was given to North Africa people by the Greeks, it is derived from the Latin word “Barbarian”; it is also known from the ancient times in the Libyan language in the 4th C BC, it is also retained by the Romans and the Arabs, the Berber are the earliest inhabitants of Algeria, before the arrival of Arabic, before it was the language of the indigenous population; ancient Berbers used Tifinagh as a writing system for their language.

In Algeria 29% of pure Berbers concentrated mainly in Kabylie, in Aures, and in the Sahara (by Tuareg), furthermore, BR has been recognized as a “national language” by constitutional amendment since 8 May 2002. Berber are recognized in Algeria, but the majority are the Kabyles of the Kabylie-mountains, East of Algiers, in Tizi-Ouzou and Bejaia, it is used in two distinct scripts, Latin and Tifinagh, and the Chaouia of the Aures. There are also isolated communities of Berber speakers that are existed in the southern part of Algeria, so the Mozabite, Ouargla, Touggourt, and Gourara have been treated as isolated dialects with a clear relationship to each other but with their status as languages not clearly defined. Furthermore BR is represented by various dialect such as Chaouia, Mozabite, and Kabyle, there is actually a great deal of variation in the way these speakers speak and use Berber, there many local and

regional dialects, Chenoa, or Chinwiya, belongs to the phonological and lexical variations of Kabyle. It is spoken around amount Chenoua, near Cherchell and Tipaza, Rifi or Tharifit is spoken near the Moroccan, borders, and Mozabi which is basically spoken in Ghardaya.

1.3.5. French (FR)

It is the second most commonly spoken language in Algeria; it is used by the majority of the population as a result to colonization which lasted more than 130 years. During this period, the invaders imposed their language on the Algerian inhabitants, and make it the official language of the country. It occupies an important place and fulfils many social activities, it is one of the daily communication besides AA and BR, since it is used everywhere, in street, administration, and it is taught from the 3rd year at primary school, it is used also in mass media, and even in political and official meetings; Algeria is the second country in the world to speak French, because French intended to assimilate the Algerians by bringing them to their culture and language.

Algerians acquired French and become as proficient as the French but they knew that FR was their L1 rather than their mother tongue L2; However FR language still plays an important role in the community in different domains, and it still regarded as the language of modernity and development. Algerian people alternate between Arabic and French unconsciously; they live in a constant contact of the two languages, Bencherfa makes a similar observation when saying that:

By examining closely the different types of speech such as: political speech, the conversation on official or scientific subjects, the plays personal letters from one person to another, courses given at university, at the college or at school, and finally the conversation within the family, we notice in the majority of cases the alternative of passages in Algerian Arabic, passages in modern Arabic and in French..

(Bencherfa, 1987; 123)

1.3.6. English (Eng)

Although English is the official language in the world, Algerian people can't speak it properly, because the government wants them to learn the old colonial French, compared to some African countries, Algeria is far left behind in English speaking ability because French

is imposed on Algeria due to the colonization, Algeria is governed by the old colonial France who can't imagine an Algerian that speaks English.

Nowadays, the authorities are conscious of the importance of English in the country, and how it can participate to the development of Algeria, English is considered as the second foreign language in Algeria, it is taught in the first year at middle school; it is conceived as the lingua franca¹⁵ around the world, around 700 million people speak it, which represents one sixth (1/6) of the world's population. It is the dominant language in many domains such as medicine, electronics, technology, and film industry. Burshfeild says *“Any literature, educated person on the face of the globe is deprived, if he does not know English”*.

1.4. Some grammatical aspects of language

1.4.1. Borrowing

Borrowing is one the most important outcomes of sociolinguistic studies, the term refers specifically to the 'speakers' adoption of foreign features into their mother tongue. The notion of borrowing is differently defined in the linguistic literature; Sapir states that “of the linguistic changes due to the more obvious types of contacts the one which seems to have played the most important part in the history of language is ‘BR’ of the words across linguistic frontiers” Sapir (1921:198)

He speaks about borrowing as a linguistic change each code influences the other variety, he adds “the simplest kind of influence that one language may exert on another is ‘ BR’ of words , when the like hood that the associated words may be borrowed too ...” Sapir (1921:193).

Another attempt to define borrowing is pointed out by Corder (1992:26), Borrowing *is* “a performance phenomenon not learning process, a feature, therefore, of the language use and not of language structure”, this means that borrowing is communication strategy which tends to replace the missing knowledge in one's language with items from another language during conversational speech production (Ibid:27),or simply borrowing is “the attempted reproduction in one language of the patterns previously found in another”, Haugen (1956) classifies three types of borrowing; one is 'loan words' which are adopted phonologically and morphologically ,the second type is 'loan blends' in the Algerian dialectal Arabic the same noun phrase contains two partes : one is in AR and the other in FR ,the third type is “loan shift” is refers to the process of taking a word from the native language and extended its

meaning into the other, in this case Romaine claims that loan shift occurs when there is greater similarities between languages at the levels of semantic and phonetics.

1.4.2. Diglossia

Diglossia is one of the most important linguistic characteristics of the Arabic speaking world, it is considered to be an important sociolinguistic phenomenon that attracted researcher's attention, it is defined as the use of two different varieties of the same language for two different sets of functions; Diglossia was first introduced by Ferguson (1959:336), called the father of diglossia, in his well-known article 'diglossia' in word- diglossia is stated by Ferguson as a relatively stable language situation in which, in addition to the primary dialects of the language (which may include a standard or regional standards), there is a very divergent, highly codified (often grammatically more complex), supposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation.

Ferguson (1959, p.336)

He showed that in the Arabic speaking countries, there is a high variety (H) and a low one (L) of the same language filling different functions in society; The high variety (H) is used in formal situations and for the medium of instruction, while, the low variety (L), the colloquial form of Arabic is used in everyday speech context and at home likewise, Fasold (1984:40) explains that "diglossia refers to the distribution of more than one language variety to serve different communicational tasks in society".

1.4.3. Code Switching

When two populations come into contact, their social and cultural activities will certainly influenced each other, one of the major results of language contact phenomenon is code switching, it is a direct result of bilingualism, where bilingual speakers switch between languages or language varieties; Code switching has attracted the attention of many scholars, this outcome is defined as the practice of shifting between two or more languages; There is a general disagreement among linguists and sociolinguists about an exact definition concerning CS and each scholar defined it differently. Holme (2001) affirmed that CS occur within

speech events or social situations whereas, Hymes (1974) defines it as the term which is used to indicate exchange of two or more languages, varieties of language, and can be also an exchange in style (cited in Anyemomni (2006:91); Poplack (1980:224) defines it as “the alternation of two languages within a single discourse, sentence or constituent, which is in balanced bilinguals is governed by both extralinguistic and linguistic factors”; According to Milroy and Muiyken (1995:07) CS is “ the alternative use by bilinguals of two or more languages in the same conversation”, they state that sometimes CS occurs between turns of different speakers in the conversation, or sometimes between utterances within a single turn, they remind us that CS is “ a cover term that includes different forms of bilingual behaviour”.

1.4.4. Code mixing

Code mixing is a branch of sociolinguistic, it is a branch of linguistic that studies variation of language based on relationship in society. CM usually appears in bilingual and/or multilingual society, the ability of speaking in two language make code mixing occurs when bilingual society mixed words (s) phrase (s) and clause (s) together from one language to another in one sentences. Hudson (1996:51) refers to “CM as a sort of linguistic cocktail”, he states that ... “a few words of one language then a few words of the others, then back to first few more words on so on”

Bokombe (1989), states that “The act of embedding various linguistic units, such as affixes (Bound morphemes) words (Unbound morpheme) phrases and clauses from another language in CM”.

1.4.5. Bilingualism

One of the most difficult problems in doing research is how to define bilingualism, it is a widespread phenomenon in the world, it has always been an interesting subject among linguists, psychologists, anthropologists, dialectologists, and later on, sociolinguists; more than half of the world population practices two languages in different context, indeed sociolinguists were not content only to define bilingualism, they raised questions about the use of two sets of languages by a single individual. Others have dealt with it from an educational perspective because it allows access to two different cultures; moreover, the complexity of coexistence of two different languages in a society leads anthropologists and sociolinguists to establish a nuance, because attitudes and norms are linked with language and have a direct impact on it as a part of culture and society. Bilingualism is the capability of making alternative use of two languages; yet, it is not an easy task to give a generally

accepted definition of the term because for some linguists, the term bilingualism refers to the equal ability to communicate in two languages; Hence, it seems to be no clear agreement among sociolinguists about fixed characteristics for being a bilingual person, or to classify a community as a bilingual one. In the popular view, being a bilingual equals being able to speak two languages perfectly, Bloomfield claims that: “The native _ like control of two languages” (1935:56).

Bilingualism is so much more than speaking a language, it is understanding and being a part of an entire culture, it is an international phenomenon that prevails in different parts of the world, and has an influence on people’s lives and means of communication.

1.4.5.1. Bilingualism in sociolinguistics

Bilingualism means different things to different people, the concept of bilingualism seems easy to define but it is the most difficult outcome in sociolinguistic, one can refer to bilingualism as the standard term to illustrate the situation where two languages are used by a person or a group of people. The prefix “Bi-” in bilingualism suggests only two languages, as well as in the case of multilingualism where there are more than two languages, sociolinguists were not content only to define bilingualism; they went further and strived to analyse the outcome where two languages are in contact in real situations, through the history of linguistics, bilingualism was regarded as the degree of equality, many contradictory definitions were given by many scholars.

Weinreich (1953:1) defines it as “The practice of using alternately two languages”. For Bloomfield (1933:65) being bilingual equals being able to speak two languages. He suggests defining a bilingual as someone who has “*The native-like control of two languages*”. Bilingualism is considered with at least two-languages, when a speaker comes in contact with people speaking another language, he/she faces a situation of language shift and bilingualism represents one case. The extent of bilingual competency differs from one person to another; the degree of fluency is not the same for all bilinguals according to Mackey (1968:555), Bilingualism consists in “The alternate use of two or more languages by the same individual”.

Sayad declares:

The concept of bilingualism, in its wide acceptance, covers multi form linguistic realities, starting from a light sabir, less respectful of the grammar and the morphology of the borrowed vocabulary, to the most accomplished

bilingualism which supposes according to the necessities of discourse, a self-confident, content and distinct practice of two languages.

Sayad (1984, p.215)

1.4.5.2. Bilingualism in Algeria

Bilingualism exists almost everywhere in Algeria, but differs from one region to another, there are more bilinguals in Algeria, Oran and Constantine than in other cities, and the degree of proficiency is different from one person to another. Algeria bilingualism can take different forms which are CA/FR bilingualism or CA/ENG bilingualism; AA/FR bilingualism or AA/ENG bilingualism; And MSA/FR bilingualism or MSA/ENG bilingualism in such situation the varieties are in parallel distribution which means that they are used for the same purpose.

Moreover the existence of foreign languages (English and French) in Algerian universities give birth to bilingualism in Algeria, bilingualism with its different types; Furthermore active bilingual refers to the speaker who has an ability in productive and receptive skills even if he does not read or write, this is the case of the speakers who could understand and speak the foreign language (English/French), while passive bilingual refers to the speaker who has a passive ability i.e.; He understands the foreign language (Eng/Fr) but he does not speak it, for instance Algerian immigrants in Europe, they master the Foreign language of the country that they are living in, but they have not the ability to neither speaker nor write their mother tongue. On the other hand, there are other speakers who have the ability in both receptive and productive skills which allows them to use the four skills. This is the case of English department in Tiaret University; Master students of English are the best example of the case of bilingualism so that they alternatively use Arabic with English or Arabic with French.

1.4.5.3. Definition of bilingualism

The concept of bilingualism has been studied from different perspectives by different scholars, because of its complexity and because of its important role in sociolinguistic, it is not an easy task to give a generally accepted definition of the term, it is the capability of making alternative use of two languages, for some linguists bilingualism refers to the equal ability to communicate in two languages, while for others, it simply means the ability to communicate in two languages but with greater skills in one language. Beardsmore (1986) also argues that bilingualism is a term has open-ended semantics. (p.01)

Bilingualism is the standard term for the use of two languages by an individual speaker or a group of people, it was long regarded as the equal mastery of two languages, we can a person is bilingual when he speaks two languages no matter to what degree; Thus, linguist's definition of bilingualism are divergent to the question of degree; Weinreich (1953) defines bilingualism as "The practice of alternatively use of two languages, similarly Mackey (1962:52) defines bilingualism as " The ability to use more than one language", in construct Bloomfeild (1933:55) defines bilingualism as "a native-like control of two languages"; In this sense Richards/ Schmidt (2002) defines bilingualism "as the ability to use two languages perfectly, either by individual or by group of speakers such as inhabitants of a particular region" .Hwerr, Haugen (1967 as cited in Machora (2015) added that a bilingual person is anyone who possesses a minimal competence in only one of the four languages other than his mother tongue; In fact, bilingualism is used interchangeably with multilingualism, in this sense, Baker (2001) states that "Bilingualism is considered as a broader term which includes multilingualism".

From the above definitions, we can define Bilingualism as to understand and/or use two languages by means of writing or speaking. Moreover bilingualism does not require an equal fluency in both languages.

1.4.5.4. Types of Bilingualism

The distinction between the different kinds of bilingualism refers essentially to the importance of identifying different groups of bilingualism, we start with the first description of bilingualism that is " Balanced bilingual" is a term used to refer to a person , who can function that a speaker who is fully competent in both languages, balanced bilingual was first used by Lambert et al (1956) in Canada but this term was very rare, depending on linguists, other terms have been used for this type, "Ambilingual" , "Equilingual", or "Dominant bilingual". The second set of description may refer to such bilinguals 'receptive' or (passive/bilingual) as opposed to 'productive' or (active bilingual), the difference here is between those who understand a language but cannot express it, and those who can do both, another important distinction is between 'additive' and 'subtractive' bilingualism, the first use both languages in an equal useful value in a prestigious sense, whereas the second occurs when one language dominates the other.

Primary and secondary bilingualism are also terms which can be encountered as sociolinguistic concepts, bilingual student naturally acquire his mother tongue, whereas

secondary bilingualism is when we acquire a foreign language systematically and through formal instruction. In all cases of bilingualism types, competence is the rule, as Hamers and Blanc (1983:27) explain, “The dimension of competence enables us to take into account the relative nature of bilingualism, since it focuses on relationship between two linguistic competences, one in each language”.

Furthermore, Weinreich (1968) distinguishes three types of bilingualism according to the way languages are stored in the brain.

-Coordinate bilingualism: occurs when the person acquires language into different contexts and the words are stored separately.

-Compound bilingualism: occurs when the person learns both languages in the context.

-Subordinate bilingualism occurs when the person has acquired the first language, then the other one is acquired by interpretation by dominant language.

1.5. The Sociolinguistic Situation in Tiaret

Tiaret is known by its multiplicity and different dialects due to the different regions such as Frenda, Takhmert, who are characterized by special words in different pronunciations such as: Ya 3ayyi, Yames, chawart,...etc, and Kassar El Challala with Zemallet Al Emir AEK (Taguin), Yawayli, 9abayt, Ain Dhehab and Sougeur have also special words such as : ntikhayti, hawji, they differ with comparison to other region such as Hamadia, Mahdia, Sebain, Damouni...etc.

We back to Tiaret, the native speakers of the city who use these words: Hawechta, kidayra, ghaya, wah, chahi, hnaya, ghadikina, hawji, malk,..., that may be repeated everyday in their daily life; In addition to that, they use some FR words such as: D'accord, jamais, toujours, c bn, malgre, normalment, pas encore, oui, alors, as it is appeared the CS occurs frequently in different situations, when the bilingual speakers mix between Ar and FR or Ar and Eng in their speech , such as : salut, kirakidayra cv (hi, how are you fine?) or hi, kirakimabentich I miss you (hi, where have you been I miss you) that exist most in English department they prefer to switch Eng with AR , since they are studying English .

MalikaRebahi Maameri, another of “The syndrome” of the FR language in Algeria” said: “the language spoken at home and in the street remains a mixture of Algerian dialect and FR words”.

1.6. Conclusion

A conclusion to this chapter, we have dealt with the socio linguistic situation in Algeria including the historical background of languages in Algeria, we found that there are three Algerian Arabic languages concerning AA the mother tongue of the vast majority of the Algerian people; the classical Arabic which is the language of the holly Qu'ran , MSA (alfusha), is official language in Algeria, in addition to BR and some foreign languages such as Eng and Fr ;then , we have defined some grammatical aspects of language. We start with the first which is borrowing due to the historical reasons, a great number of loanwords from different languages in AA, the second is diglossia that is one of the most important linguistic characteristics of the Arabic spoken world, CS and CM that rise a disagreement between the researchers of the definition of each phenomenon, then, we moved to the most important phenomenon which was bilingualism that attracted the linguist's attention, because of its complexity and because of its important role in our society and bilingualism with its types. Later, we talked about the sociolinguistic situation in Tiaret, since this work aims to investigate bilingualism in its university, it would be appropriate to present this community to the reader with some information.

Finally, we can conclude that the sociolinguistic situation in Algeria is characterized by its complexity and diversity due to the coexistence of different languages through its territory.

Chapter two

The Literature Review

2.1 Introduction

The current chapter deals with the review of the literature; it is designed to examine the connection between the two languages. Thus, when a word is transferred from one language to another or even within the same language and then integrated in the new one, many aspects in the field of sociolinguistic are involved, where each phenomenon in the consequences of the previous one.

The chapter begins with the definition of language, including the first and the second language. Then, it introduces language contact phenomenon, which in turn leads to language interference, and as a result language transfer.

This chapter is mainly concerned with the bilingual mind, examining how the bilingual mind handles languages, and how the bilingual think in a language and produce in another language, and how these two languages connected in bilingual mind. Hence, it explains how languages stored and how these language can boost the brain power, from the steps above we dealt with how separate bilingual keep their languages. Then, we introduce the factors which affect bilingual thinking. In addition, these languages produce a conflict in the bilingual brain. All these notions are explained in details in this chapter.

2.2 Language Definition

The capacity to acquire and use language is a key aspect that distinguishes humans from other beings, language is basically a means for communicating with others, but a good language user is not only the one who knows and can understand a large number of words, not the one that masters grammatical rules; language is more than lexis and syntax, it involves an addition to knowing what to say, knowing when, where, how and why to say.

Many definitions of language have been proposed by different scholars, as well as, the main common concept can be taken from these various definitions, is that language can be said to be the basic medium of communication and expression of human thoughts, feelings, and emotions and to establish rules and maintain their culture, thus, it can be said to be an ideal means in shaping identity of individuals.

In this respect, Edward Sapir (1939) states:

Speech is so familiar a feature of daily life that we rarely pause to define it. It seems as natural to man as walking, and only less, so as breathing. Yet, it needs but a moment's reflection to convince us that this naturalness of speech is but an illusory feeling.

On the other hand, behaviorists often define language as a learned behavior involving a stimulus and a response (Ormord, 1995). They often refer to language as verbal behavior, which is language that includes gestures and body movements, as well as spoken word.

(Pierce and Eplin, 1999)

In addition to that, the English phonetician and language scholar, Henry Sweet, define language as the expression of ideas by means of speech sounds combined into words, words are combined into sentences. According to him, this combination explains the expression of ideas belonging to the thoughts.

Any act of verbal communication has a number of purposes for which it is used, Jacobson (1960), proposed nine elements or factors which are necessary for communication, which are:

- Descriptive: to describe factual information.
- Evaluate: to make a value judgment, the theory of evaluation provides the best account of the origin of biological species.
- Emotive: to express emotions.
- Evocative: to evoke emotional response in an audience.
- Persuasive: to persuade someone to accept something, as in an argument, or to act in a certain way:
 - Interrogative: to elicit information.
 - Directive: to tell someone to do something.
 - Performative: an utterance that constitute an action.
 - Recreational: when language is used for fun or enjoyment, such as in telling of a joke.

Language varies to different dialects from one speech community to another; these dialects are considered as low varieties of language and are not used in official, formal or academic speech situations. Language is the most significant aspect which makes us different from all other species. Accordingly, language acquisition is the most impressive aspect of human development both in psychological and cognitive perspective. However, all the normal human beings acquire the language they first encounter as children. Then they might learn multiple languages but those languages will always be different from the first language they acquired by being exposed to. So it is evident that there are a lot of differences and similarities between the first and the second language of a person. Language acquisition is the manner of learning a language by immersion. It provides the student with practical knowledge of the language whereas language learning focuses on providing theoretical knowledge of a language.

2.2-1- The First Language (Mother tongue/ Native language)

The first language an individual learns as a child by observing the mother is known as mother tongue. The first language is the mother tongue of a person, it is like an instinct which is triggered by birth, it is a language that a person has been exposed to from birth, it is learnt from birth by listening to parents conversing it, it is not complex because it is acquired naturally and effort easily. One masters grammar rules from an early age. Although it may be learned furthermore in classroom for mastery purposes, the term native language or mother tongue refers to the language of one’s ethnic group rather than one’s first language.

2.2-2- The Second Language (Foreign language)

The language which belongs to others is a second language. Mostly any language other than one’s mother tongue is known as second language, it refers to any language learned in addition to a person’s first language; the second language or foreign language is a language learned at a later stage after a mother tongue. It is languages often learned in the classrooms, online tutorials, listening to others speak in a different linguistic environment or foreign country. There is no limit of second language; it is a language that plays important social and institutional function in a country although it may not be the native language.

2.2-3 How does the first language differ to the second language?

We know that humans acquire their first language based on the instinct of needing to communicate with others. Conversely, human acquire a second language through a conscious effort to learn. This basic differences lead to other differences between the two processes, let’s look at differences first, and then move on the similarities:

The first language	The second language
-Is a natural part of daily life.	-Is a new aspect in the learner’s life.
-Is based in universal grammar by itself.	-Has a basis in first language grammar.
-Does not require conscious effort.	-Require conscious effort.
-Is based in listening as a first resource.	-It based in content that involves technical knowledge of the language.
-Does not require introducer.	-Require instructions.
-Begins with telegraphic speech.	-Can begin with full sentences.

Table 01: The Difference between the first and the second language
2.2-4- How is the first language similar to the second language?

In both first and second language acquisition universal grammar may influence learning. In second language learning universal grammar may influence learning either independently or through the first language.

In both first and second language acquisition there are predictable stages and particular structure are acquired in a set order. But they cannot skip ahead. In both first and second language acquisition, making errors is part of learning. Learners need to make and test hypotheses about language to build an internal representation of the language. In the initial stages of learning, learners may use chunks of language without breaking them down of processing them as independent units. In later stages they may make new errors as they begin to process the parts of each chunk according to the rules of their language system. Also age is an important variable affecting proficiency in both first and second language acquisition; learners may over generalize vocabulary or rules using them in context broader than those in which they should be used.

In both first and second language acquisition learners can often comprehend more complex language than they are able to produce. In both initial stages of learning, learners go through a silent period.

2.3-Language Contact

Language contact has attracted the interest of many scholars, who describe it as any situation where speakers within the same speech community interact using two or more distinct languages. According to Weinreich (1974:01), “Two or more languages are said to be in contact if they are used alternatively by the same person.” On the other hand, Yusuf (1999) argues that: “many situations of language contact can be described as interactions of two cultures, resulting from several constituents like colonization, migration and wars”. The phenomenon of language contact has led to a wide spread of bilingualism; Most languages have influenced each other by the phenomenon of contact, resulting in varying degrees of transfer from one language to another. It is a major factor in language change, as well as, a source of alternative pronunciations, grammatical structure and vocabulary.

In the situation of language contact and language change, the changes that can be seen in the linguistic system of a given are because of the “encroaching” of one language on the other. This contact, in the long term generally leads to bilingualism as Dieblod (1964:496) said:

“When two languages come into contact, speakers of either language may learn elements of the other language”. He goes further to describe the situation as:

Contact and convergence between two different languages or cultures results in a sociological situation wherein the same individual learns elements from a linguistic or cultural system other than his native system. Linguistics refer to this learning situation as language contact and to the particular learning process bilingualization. The individuals so involved are called bilinguals... when two languages come into contact, speakers of either language may learn elements of the other language. This acquisition of non-native language produces bilingualism.

2.4- Interference

Interference is a very common phenomenon resulting from the contact between languages. The concern here is with an inappropriate transfer of words from the first language to the second one. The term interference was first introduced by Weinreich (1953), for whom it is a general linguistic change that occurs very frequently in language contact in the native language of a bilingual speaker due to pressures or influences from the foreign language.

Weinreich defined interference as: “deviation from the norms of either language resulting in a rearrangement of patterns in the structure of linguistic system. It is not a kin to a case of borrowing a word in a language, because lexical borrowing is simply an addition to “the loosely patterned domains of language” (1953:01) He also adds: “those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language, as a result of language contact”.

This deviation is due to a bad perception of the second language from the part of people who hardly know the target language. This is generally shaped by environmental, social and personal influence including language and educational background. Therefore, the new words become part of the second language, that few people recognize that these new elements are foreign.

Interference of L1 and L2 actually occurs at three linguistic levels like phonological, lexical and grammatical. (Berthold Et Al 1997).Tabouret-Keller (1979:150) says in this respect:

To learn a second language it is to conform to new phonological, syntactical, morphological rules () that the second language is either in the stage of acquisition or it is already well mastered, the bilingual always tends to use units, rules belonging to the mother tongue, that is to produce interference.

Weinreich mentioned three types of grammatical interference that are possible between the two languages in contact. On the other hand, there can be a direct transfer of morphemes or words from the source language to the recipient language; for example, the use of American Yiddish/ niterbvtix) not Weinreich (1953:30). On the other hand, there are cases where a language adopts the patterns of another language such as word order, the sentence he comes tomorrow home is an example of this type of interference where the word order of German is applied to the morpheme of English Weinreich (1953:30). The third type includes instances where there is a change in function of “indigenous” morphemes by extension of the function of equivalent morphemes in the source language or loss of distinction in the function of morphemes in the source language. For example, the word ministro ‘cabinet official’ in Colorado Spanish acquired the new meaning of ‘protestant ecclesiastic’ on the model of English word minister Weinreich (1953:48;64).

2.5-Tranfer

Transfer is a term originally borrowed into second language acquisition studied from the behaviorist psychology. Hence, language transfer refers to speakers or writers applying knowledge from one language to another; in applied linguistic the study of language transfer seems essential for its importance in language pedagogy and its influence on learning multilingual or additional languages.

A number of researchers have provided different definitions for the term transfer. Starting by Oldin (1989:27) who stated that transfer is: “The influence ensuring from similarities and difference between the target language and any other language that has been antecedently (and maybe imperfectly) acquired”. As we notice in this definition that Oldin mentions positive and negative together. Another definition provided by Gass (1996:27) who defines transfer as: “The use of the native language (or other language) data on the acquisition of and L2 (or an additional language)”. Here Gass confines the term transfer to positive transfer only: The contribution of interference as the main source of difficulty was criticized by many scholars. Dulay and Burt (1972) demonstrate the L1, L2 hypothesis, it throws- out the theory of transfer and insists that language learning has to do with the strategies used by the learner. Furthermore, it says that interference is not the only source of errors; errors are caused due to other sources (intralingual and developmental errors).

2.5.1 Types of transfer

In the following sections, many types of transfer will be listed in detail.

2.5.1-1 Positive Transfer

It is a process in which learners transfer features from the target language that is similar to their mother tongue that facilitates the acquisition of FL learning. In order to learn specific patterns in the target language, learners tend to use their knowledge about the L1; this situation is called positive transfer. It occurs when two languages are similar, in this case learning process is facilitated (Elisse, 2008:355)

In other words, learning the target language relies on the previous knowledge of L1 that the learners have will be easy since the L1 and L2 are alike. Dulay et al (1982:97) declare that "...positive transfer is the automatic use of L1 structure in L2 performance when the structure in both languages is the same resulting in correct utterance". However, similarities are sometimes descriptive as in the case of 'false cognate' or what is called 'Les faux aims' in French. Here Ellis (2008:355) declared that: "similarities reduce the number of errors".

2.5.1-2 Negative Transfer

Negative transfer is negative if a language structure from L1 does not exist in the L2, and the structure transferred is leading to the production of incorrect language. Negative transfer is also called interference which is faulty application of one's language structure in an FL (Trauth & Kazzazik, 2006)

Osgood (1949) cited in (Ellis, 1997:15) defines negative transfer as "the effect of a specifiable interpolated activity upon the retention of previously learned activity". It is called as well interference or retro-active transfer. As we have seen previously that positive transfer facilitates that learning procedure due to the similarities between L1 and L2, yet this types blocks the learning procedure because of the differences existed in the target language and native language. This type we guess is likely to be the reason of the confusion between Arabic and English prepositions.

The consequences of negative transfer on learning process, according to Oldin (1989:30), can be summarized in two concepts: Avoidance (underproduction) and overuse (overproduction).

2.5.2 Factors affecting language transfer

According to Weinreich (1979:64,65) there are many factors that cause interference which are:

1/ Speaker bilingual background: The main reason of interference is bilingualism. Since the speaker is influenced by both languages (NL and TL).

2/ Disloyalty to target language: It causes negative attitude, it leads to disrespect the structure of TL and therefore force the bilingual to set unplanned patterns of his first language elements.

When learners tend to have limited background of TL, they put words in sentence or orally in the structures and sense of the NL.

3 The limited vocabularies of TL mastered by a learner: when the learner is willing to master another language, he will face new words that are different from his native words. Vocabularies play a big role when the person wants to speak as a target language natives. The more vocabulary someone possesses the better he masters the TL.

4/ Needs of synonyms: people use synonyms in order to avoid redundancy. Implementing synonym in a language contact will contribute to interference in the form of adoption and borrowings of new words from SL to TL.

5 Prestige and style: Usually when people communicate, they tend to use foreign words. The main aim of using those unfamiliar words is to get pride. So when the receiver cannot catch the real meaning of the speech, interference appears.

2.6-The Bilingual Mind

The use of two or more languages is common in most of the world. Yet, until recently, bilingualism was considered to be a complicating factor for language processing, cognition, and the brain. The past 20 years have witnessed an upsurge of research on bilingualism to examine language acquisition and processing, their cognitive and neural bases, and the consequences that bilingualism holds for cognition and the brain over the life span. All of the languages that are known and used become part of the same language system. The interactions that arise when two languages are in play have consequences for the mind and the brain and, indeed, for language processing itself. Cognitive processes that are being activated when second language learners of bilinguals prepare to speak, that's what called psycholinguistics which is what happens in our minds when we use language, it is the psychological processing of the language, it is a part of cognitive science, it refers mainly to the mental abilities which are involved in the perception and acquisition of language as it could stand for the psychological or neurobiological factors, that enables human to acquire, use and understand the language.

When describing the process of becoming bilingual and how it affects identity formation, the concept of the bilingual mind and thought is an integral part of the study of bilingualism. Recent studies investigate English speakers of Japanese and conclude that L2 speakers do not demonstrate the same cognition as monolingual speakers. Bilingual minds are less likely to resemble those of monolinguals and the length of exposure of the target language country affect L2 users conceptual restricting (Cook et al, 2006; Pavlenko, 2012)

Another theoretical perspective, the Sapir-Wolf hypothesis, also referred to as linguistic relativity, implies that language determines thought, ‘the independence of language and thought’ (Kramsch, 1998:11). “Bilinguals think and feel differently when using two languages even through the language per se may not cause the thinking differences”. (Matsumoto and Juang, 2003:273). Nevertheless, it is certainly possible that language may cause differences in thinking and behavior, either directly or indirectly (Ibid:274) Having discussed and analyzed linguistic relativity in the relevant literature, Pavlenko (2011:252) offers a new perspective on the relationship between language and thought: “The time has come..., to discard the narrow search for evidence for or against linguistic relativity and to engage in broad explorations of thinking and speaking in two or more languages”. She underlines the importance of the study of inner speech, which is one method of investigating the bilingual mind. Inner speech includes ‘talking to oneself out loud, inner mental conversation, writing a note to oneself, counting, praying, and dreaming’ (Larsenetal,2002:46).

Bilinguals choose language depending on their surrounding and needs, their inner speech, however, might suffer from less usage of their L1 and L2. The author of *Lost in Translation*, Eva Hoffman (1989:107) provides a good example of an immigrant who experienced a loss of inner speech.

I wait for that spontaneous flow of inner language which used to be my night-time talk with myself...Nothing comes.

Struggling with her MT, Polish, and her L2, English, she noticed that L2 learning or becoming bilingual and affected her inner speech. Larsen et al (2002:53) examining a Polish-Danish-Cross-cultural study concludes that: “from the viewpoint of memory research we might ask: does thought covary with languages? The answer, we suggest, is that it does”. They explain that adult immigrants, who migrated after acquiring L1, will potentially show more evidence of inner speech in L1 while young immigrants will potentially show more evidence of inner speech in L2 (Ibid). Keysar, Hayakawa, and An (2012), indicate that using a

foreign language may reduce a decision bias because a foreign language provides a greater emotional distance. Pavlenko (2012:405) responds to their speech:

The differences in L1 and L2 affective processing suggests that in some bilingual speakers, in particular late bilinguals and foreign language users, respective language may be differentially embodied, with the later learned language processed semantically but not affectively. The loss of inner speech or identity crisis might come from this emotional distance when using a second or foreign language.

With regard to the bilingual mind, more extensive research needs to be undertaken on the impact of identity issue of sequential bilingualism. (Baker, 2011; Pavlenko, 2011) Researching how bilingualism affects cognitive function has not only practical, but also theoretical implications. A better understanding of how bilingualism influences cognitive function can result in important insights regarding how the brain functions. Loveday (1982) argues that:

It is practically impossible to achieve or maintain an absolutely equal level of competence in two languages simultaneously, and says that almost all bilinguals feel that they can express themselves in certain situations and at certain periods better in on particular language than the other. More affirmatively picking up this point”,

Matsumoto and Juang (2003:274) propose that: “Many bilinguals are more proficient or fluent in one language or the other... differences between languages may actually reflect differences in degree of proficiency rather than linguistic relativity” Pavlenko (2011) unlocks the mysteries surrounding thinking and speaking in people who speak more than one language. She explores the bilingual mind in order to reverse the monolingual trend of the debates of language and thought into a more bilingualistic viewpoint. Pavlenko (2007:5). Also contexts: “Bilingualism has been studied less expressively than monolingualism”.

Theoretical models of bilingual development, competence, performance, and processing have not been sufficiently elaborated and conceptual notions and definitions show a great deal of variability. Thus, in Slobin’s thinking for speaking theory (TFS), it is in preparing to speak (write or translate), that a language can influence thought processes: “a language user selects those characteristics of the object or event s/he needs to describe which are readily encodable in his/her language”. (Slobin 1987:435) According to Lucy (1996. language and thought interact with each other at three different levels.), cited in (Pavlenko 2005:434

First and foremost, language impacts cognitions at the semiotic level, which refers to the general impact of the use of any natural language on cognition. Thus, for example, natural

languages use discrete color terms to refer to continuous spectrum of colors in the rainbow, but each language has its own set of terms and thus carves up reality in this domain in different ways. Second, at the structural level the focus is on the role of specific morph syntactic and lexical categories in shaping cognition. Third, at the functional or discursive level, attention is paid to the ways in which social communicative practices influence habitual behavior in verbal interactions. Bilingual education has been used as a cover term for a variety of education provisions, including those using a single language. In this study, however, bilingual education is defined as the use of two languages to teach subjects other than languages themselves (Hornberger, 1991; Garcia1997) this narrow definition of bilingual education has the advantage of setting restrictive criteria for qualifying an education program as bilingual, the use of two languages as media of instruction. It exclude, therefore, various forms of monolingual education provision such as the so-called submersion programs and monolingual dominant-language medium programs with a low-status language as a subject, which in some typologies have been classified as bilingual just because they serve pupils whose home language are different from that of school,(e.g Mackey,1972). In other typologies, although such monolingual programs are presented and discussed, authors are careful to indicate that these are not forms of bilingual education (e.g Baker, 2006; SkutnabbKangas and MC Carty, 2008)

2.6.1 How does the brain handle language?

Hemispheres, the hemispheres are connected to the spinal cord by the brain stem, which consists of the mid-brain, the pons, and the medulla oblongata, at the back of the pons is the cerebellum, which is responsible for the maintenance of body posture and the smooth coordination of all movements. Most research has focused on the structure and function of the cerebrum, especially on its surface layer of grey matter (nerve cells), the cerebral cortex, which is the area primarily involved in the control of voluntary movement and intellectual functions, and in the decoding of information from the senses, Beneath the cortex is a body of white matter (fiber tracts), which transmits signals between the different part of each hemisphere, and between the cortex and the brain stem. A notable feature is that the surface of the cortex is not smooth, but has folded in on itself to produce a series of convolutions, or gyri, which are separated by fissures, or sulci.

Seen from above, the main feature of the brain is the median longitudinal fissure separating the hemispheres. It does not extend the whole way through the cerebrum: lower

down, the hemispheres are joined by a thick bundle of nerve fibres, the corpus callosum, this is the means whereby information can be transmitted from one hemisphere to other.

Language is all around us, but where does it sit inside. Language pervades our brains and our lives no other skill.

For more than a century, it's been established that our capacity to use language is usually located in the left hemisphere of the brain, specifically in two areas: Broca's area (associated with speech production and articulation), and Wernicke's area (associated with comprehension). Damage to either of these by a stroke or other injury can lead to language and speech problems of aphasia, a loss of language. In the past decade, however, neurologist have discovered it's not that simple: language is not restricted to two areas of the brain or even just to one side, and the brain itself can grow when we learn new languages, the professor of psychology and linguistic at Pennsylvania state university Dr. Ping li explains that full knowledge of a language includes remembering the words (lexicon) learning it's around system orthography, getting familiar with the grammar (syntax) and picking up the subtle ways to express oneself (pragmatics).

These distinct linguistic elements require the brain to activate different parts, including the frontal and parietal cortical regions, the frontal and temporal regions, the occipital and temporal-parietal regions and the frontal and sub cortical regions. Also involved in the process is the corpus callosum a white matter pathway that connects the left and the right hemispheres. Enabling the transfer and integration of information between them, but the complexity doesn't stop here. The part of the brain where humans store a second language varies according to the age they acquire it. A study conducted at the memorial Sloan-kettering cancer center in New York with the help of bilingual volunteers revealed that children who learn a second language early on store it together with their native language. While in adult learners it is saved in a different area in the brain, this suggests that the brain accommodates language separately at different points of the subject's life span, which means the structure involved in language acquisition and processing are not fixed, but change undergoing cortical adaptation when a new language is added.

2.6.-2 BM: How can the bilingual think in a language and produce in another language?

Moral judgments made in foreign language are less laden with the emotional reactions that surface when we use a language learned in childhood. Language learning boasts brain plasticity and ability to code new information: researchers have found that language

acquisition enhances brain plasticity and capacity for learning. In particular, they note that early language learning plays a significant role in the rapid formation of memory circuits for coding new information; the first language you learn changes how you hear all other languages after words, an experiment shows brain.

The bilingual brain is a sharper and more focused study says: the ability to speak two languages can make bilingual people better able to pay attention than those who can only speak one language, a new study suggest: bilingual speakers can speak languages seamlessly, likely developing a higher level of mental flexibility than monolingual's, according to penn state linguistic researcher : "in the past bilinguals were looked down upon" said Judith F Krill, distinguished professor of psychology linguistic and women's studies. Not only in bilingualism not bad for you, may it be really good. When you switching languages all the time it strengths your mental muscle and your executive function becomes enhanced. Fluent bilinguals seem to have both languages active at all times, whether both languages are consciously being used or not, the researcher report in recent issue of *frontiers in psychology*. Both languages are active whether either was used only seconds earlier or several days earlier. Bilinguals rarely say a word in the unintended language which suggests that they have the ability to control the parallel activity of both languages and ultimately select the intended language without needing to consciously think about it. Although there is a debate about the means by which bilinguals control the use of each language, for a recent review of this debate in the speech production, there is evidence in both comprehension and production that the activation of the language not in use must be reduced and that, at least under some circumstances, there is active suppression of the dominant language to enable the processing of the less dominant language (e.g., Kroll et al, 2008). The practice of resolving competition between both languages has been hypothesized to depend on domain-general cognitive skills that are honed over time with daily language use. When we think of bilingual L2 learning, we immediately think of the difficulty of the process, and how the L1 phonology or syntactic structure leave their mark on the L2 in the form of an accent or incomprehensible sentence. What may be surprising for some is that it is not only the L2 that changes during learning.

The language system is permeable in both directions so that L2 learning comes to affect the L1, especially when the learner achieves L2 proficiency. Dussias and Sagarra (2007), investigated sentence parsing preferences of Spanish-English speakers while reading Spanish complex sentences. Given the sentence "El policíaarresto a la hermana del criadoqueestabanenfermadesdehaciat tiempo", it means "The police arrested the sister of young

man who was ill for sometimes”, a native Spanish speaker would say that it was the sister who been ill. In English, however, the sentence would indicate that the young man had been ill. Dussias and Sagara found that bilingual Spanish-English speaker adopted a parsing strategy in L1 Spanish that was consistent with L2 English (e.g., that the young man had been ill), but only after being immersed in an English environment for a long time. These native language changed in response to L2 use these results strongly suggests that the newly learned lexicon of words and its syntactic structure are not built up in isolation, but interact with the existing language in a dynamic way to change the language system as a whole. A common finding is that the two languages being to converge with changes to the L1 as well as L2 (e.g., Ameer, Storms, Malt, & Sloman, 2005) In effect, each language begins to resemble the other, with bilinguals looking less like monolinguals in either language as cross-language contact proficiency increase.

2.6.-3 BM: Connection between two languages in bilingual mind and bilingual modes

The issue of connection between the minds and the modes in a bilingual mind will be referred to in the following sections.

2.6-3-1 Connection between two languages in bilingual mind

Another method of investigating the bilingual mind is through code switching, which is one of the distinctive processes that bilingual speakers employ. The term ‘C-S’ in studies of bilingualism and SLA is used to describe bilingual’s or L2 speakers, cognitive linguistic ability to switch between multiple languages (Romaine, 1989; Cenoz and Genesee, 2001; Fotos, 2001), “The term CS shows the intricate links between the two languages system in multicompetence in the mind”; the L1 is not insulated from the L2 (Cook, 1999:193). Grosjean (2001:2) undercores the unequal activation of the two languages and explains that CS and borrowings, or what has been called loanwords, occur due to bilingual’s dominant language activation. In the bilingual mode, the bilingual speaker chooses a base language, activates the other language and calls on it from time to time in the form of code switches and borrowings. However it is empirically and theoretically challenging to observe directly the psychological reasons for CS and how bilinguals choose codes or language activation (Nilep, 2006) Furthermore, bilinguals do code switch between languages depending on the specific role they have to fulfill according to the situational salient aspect of their identity (Riley, 2007:89). Finally, Fotos (2001:330) emphasis CS as a process of L2 learning and identity formation:

“CS can serve a dual function promoting SLA through negotiation of meaning and focus on form, and fostering student’s sense of their bilingual identity.

A widely replicated finding is that a bilingual’s two languages are simultaneously active during language use (e.g., Kroll & Dussias 2013). Intuitively, the native and more dominant language, L1 remains active when using the less dominant second language, L2. However, the converse is also true, such that bilinguals using their L1 also demonstrate concurrent L2 activation. Furthermore, this parallel activation, or cross-language activation, appears to be present in all bilinguals regardless of languages they speak, including bilinguals whose languages use different written scripts, as with Chinese and English (Thierry & Wu 2007), or different modalities, as with American sign language (ASL) and English (Morford et al 2011) studies have reported that a bilingual’s non-target language is active in a range of tasks that require only one of the two languages to be used. Cognate facilitation has been found for isolated word reading in both the L1 (Van Hell & Dijkstra, 2002) and the L2 (e.g., Dijkstra, 2005), as well as for sentence reading in the L1 and L2 (e.g., Schwads & Kroll, 2006; Libben & Titon, 2009) Bilinguals also demonstrate parallel activation of the two languages while listening to speech in either language (e.g., Marian & Spivey, 2003; Lagrou et al, 2011). Most surprisingly, both languages appear to be active when bilinguals plan to speak in one language alone, even through initiation of speech planning lies within the control of the speaker for reviews in bilingual language production. The pervasive presence of parallel action at all levels of language processing is further confirmed by the diversity of bilinguals for whom these findings hold true.

Parallel activation appears to be a product of knowing two languages, independent of what those languages are, or how they are used. The fact that cross-language activation is found in language comprehension and production, and for both written and spoken or signed language, suggests that L1 and L2 are interconnected. The fact that it is found in bilinguals that differ so widely in their two languages suggested that there are at least some common, shared language storage or processing mechanisms that support both languages regardless of what they are. Critically, the parallel activation of the two languages has consequences, both for language use and for cognition in general. It is also important to note that the pervasive parallel activation of the bilingual’s two languages is likely to be a primary mechanism that contributes to language change and that differentiates bilingual and monolingual language use. When a bilingual is using the less dominant L2, the concurrent L1 activation is pervasive. Given the choice between using two words or two structures, one of which shares overlap

with the L1, the simultaneous L1 activation will promote that alternative over a word or structure that appears in the L2 only. Choosing common structures across languages when using the L2 is not that surprising, however, the same process applies to a bilingual using his or her L1, although processing in the L1 may be sufficiently skilled and automatic as to mask the influence of the L2. These small incremental changes accumulate with increasing L2 proficiency and with time; continuing to select language-similar structures over language-dissimilar structures changes the way both languages are used.

2.6-3-2 Bilingual Modes

Researchers in learning process have identified two modes of bilingual (complementarily and the connection mode) these two versions of the bilingual mode emerged in a preliminary study (Kuzu&Prediger, 2017), starting with the first face of the bilingual mode which is the complementarily mode, it is used to enrich the conversation for complementary purpose. In mathematics education, this could appear when students combine language-related conceptualizations, each in their original language; beyond this bilingual complementary mode, a second face of the bilingual mode, which is called the connection mode: trans language, for synthesizing new aspect into an internally shared, mentally integrated system. In mathematics education, this could appear when individuals refer to language-related nuance of conceptualization in all languages and when they combine aspects of different nuances. This mode of bilingual has increasingly been discussed and referred to as: “Translanguaging practices”, (Garcia & Wei, 2014) in linguistic discourse:

Translanguaging differs from the notion of code-switching in that it refers not simply to a shift or shuttle between two languages, but to the speaker’s construction and use of original and complex interrelated discursive practices that cannot be easily assigned to one or another traditional definition of language, but that make up the speaker’s complete language repertoire. (Garcia & Wei, 2014:22)

Lewis, Jones and Baker (2012) also describe translanguaging as: “Both languages are used in a dynamic and functionally integrated manner to organize and mediate mental processes in understanding, speaking, literacy and not least, learning”. (Lewis et al, 2012:641)

2.7- How do languages store?

Speaking multiple languages is shown to thicken frontal lobes, as well as increase of white matter with as a result a higher level of planning and decision making. When an experiment on seniors was performed, those who were bilingual required less energy in the frontal cortex to

be used when switching between ideas resulting them in being much faster than those who only spoke one language.

Similar to Julia Alvarez's "Names/Nombres", Kluger discusses how people who are bilingual often use different words to describe something and how this CS often occurs amongst bilinguals in order to allow them to decide how to express something best in different situations. This is called dog-chien dilemma. In contrast to Kluger, Alvarez justifies this dog-chien dilemma as a form of self-expression and identity as they associated the language they use to their origin they feel most comfortable to in that particular situation.

Neuro linguistic (the study of language and brain), this has a physical dimension to it and is the domain of neurologists concerned with impairment of language due to brain lesions, tumors, injuries or strokes. It also has an observational domain which is the concern of linguists. Here certain phenomena like slips of the tongue, various performance errors (due to nervousness, tiredness for instance), are examined for the insights which they might offer about the structure of the language faculty in the human brain.

More research needs to be done since the answer isn't clear yet. It's a priority research area for many neurologists. But to keep it short, we learn words and store long term memory. Future studies or even one's that I'm not familiar with and something or change the whole idea.

Languages are stored differently, all depending on when you learn them. If you learn since infancy (MT for example), be stored differently. Most of the languages processing functions happen in the cerebral cortex, for example, the auditory cortex is a part of the cerebral cortex that's responsible for hearing. Broca's area related to the production of our speech...and Wernick's area is related to the involvement of the speech (as well as speech) in both written and spoken way. Language start in the ear, the auditory cortex gets electrical signals from our ears. Neurons extract objects from the signal and analyze them, this signal after being analyzed are classified to words and whatever the subject they belong to by the temporalfrontal networks. This is in the left hemisphere, in the right one (well supported by the right one), sentences are being analyzed.

The superior temporal gyrus, in native speakers, is responsible for building sentences structure and retrieval of words, for non-native ones, this region is less active, that is why it's easier to speak in your native language.

When words are being repeated enough, those words get stored in the long term memory.

2.8- How can the language boost the brain?

Learning a new language have many benefits, languages are windows to different cultures allowing us to connect with others from around the world, but learning a new language extends past just having a simple conversation or having access to different words, concepts, and metaphors, “When you learn many languages you will be more smarter”, from this quotation we can say that languages learning helps improve people’s thinking skill and memory abilities. Bilingual student concentrate better, ignoring distraction more effectively than those who only spoke one language, because the language centers in the brain are so flexible, learning a second language can develop new areas of your mind and strength your brain’s natural ability to focus.

There is a study conducted in Sweden which helped visualize the benefits of learning a new language have on the brain. The researchers conducted the study on two groups of scholars: one that studied proportionately rigorous non-linguistic subjects the MRI scans showed that the brain of the participants studying languages increased in size, while the brain size of the other group remained the same. As a language learner, you will not only become a more conscious thinker and listener who can communicate clearly and think creatively, but you will also again the most significant benefits of multilingualism: a broader more global perspective, when you are fluent in two languages, it can be a challenge to switch back and forth smoothly between them.

Being bilingual boosts brain power: scientists believe that learning a second language can boost brain power. The bilingual brain is sharper and more focused, study says: “The ability to speak two languages can make bilingual people better able to pay attention than those who only speak one language”.

2.8-1- Ways in which languages boost brain power:

- Language learning boosts brain plasticity and ability to code new information, researchers have found that language acquisition enhances brain plasticity and capacity for learning. In particular, they not that early language learning plays a significant role in the rapid formation of memory circuits for coding new information.

- The first language you learn changes how you hear all other languages after wards: An MRI experiment shows that the language you hear as a baby makes a permanent imprint on your brain.

- People who learn foreign languages have bigger brain: according to recent research, learning another language causes a measurable increase in the size of your brain.

- The biological base of learning a language is a single symbolic processing system: the fundamental procedure by which we learn to decode letters, numbers, and signs, and to derive meaning from these symbols.

- Read a book in a second language to avoid emotion, read in your native tongue to improve empathy: the way readers react to fictional emotions depends on the language they read it in.

- Switch your languages, change your perspective: how the language you speak changes your view of the world.

- Boys and girls learn language differently: research show that: “girls are more likely to remember whole words like ‘walked’ compared to boys who tend to compose ‘walked’ from ‘walk’ and-ed. These findings align with previous research that has shown females are better than males at memorizing facts and events.

- Music moves our bodies and minds: the periodic beat included by musical rhythms engages our attention, which stimulates our brain’s responses,neuronet’s classroom enrichment programs include rhythms sequential exercises that incorporate literacy and mathematical skills.

- After learning new words, brain sees them as pictures: when we look at a known word, our brain sees it like a picture, not a group of letters needing to be processed. That’s the finding from a Georgetown University Medical Center (GUMC) study published in the journal of neuroscience, which shows the brain learns words quickly by tuning neurons to respond to a complete word, not parts of it.

- Does bilingualism change native-language reading?, becoming a bilingual can change a person’s cognitive functioning and language processing in a number of ways. How knowledge of a second language influences how people read sentences written in their native language.

- How does our language shape the way we think? When the viaduct de Millau opened in the south of France in 2004, the tallest bridge, in the world own worldwide, accolades. German’s news papers described how it “floated above the clouds” with “elegance and lightness” and “breath taking beauty”. In France, papers praised the “immense”, “concrete giant”. Was it mere coincidence that the German’s saw beauty where the French saw half and power?

- What happens in the brain when you learn a language? Tools like magnetic resonance imaging (MRI) and electrophysiology can reveal what is happening in our brains when we hear, understand and produce second language.

- Research shows language requires both storing words in our brains and real-time composition: A new study has discovered a difference between how boys and girls store and retrieve words.

- Relatively speaking: do our words influence how we think? Linguistic relationship can tell us about our perceptions of reality and the relationship between language and the way we think.

- People make decisions differently on whether they are operating in a first or second language, a team from Barcelona's Universidad Pompeu Fabra has found. "When people used their native language, their choices tended to be more affected by emotional factors, but we found the study participants tended to be more rational and 'colder' in their problem-solving when using their second language-in the case English.

- How bilinguals switch between languages: Individuals who learn two languages at an early age seems to switch back and forth between separate "sounds systems" for each language, according to new research conducted at the University of Arizona.

2.9- How separate do bilinguals keep their languages?

What it aims to express is that there is no such thing as perfect fluency. Very few possess such a mastery of one language, let alone two. Moreover, bilinguals tend to be dominant in one language over another, though there are always the exceptions to the rule. According to Crystal: "The vast majority of bilinguals do not have an equal command of their two languages: one language is more fluent than the other, interference with the other, imposes its accent on the other, or simply is the preferred language in certain situations". Once more, I have plenty of experience in this area. Because I lacked the intense, long-term exposure needed throughout my childhood for my Italian to mature to that ideal level of native-like fluency, eventually my English started to interfere. There are times when I speak completely without accent in Italian and others when my American accent slips through the cracks. I've noticed that this occurs most often when I'm hesitant or unsure about what to say. This could easily be fixed. I think by strengthening my Italian skills and gaining the confidence needed to overcome that. This goes right along with this idea of the continuum in that if you change the dominance of one language over another, you change the bilingual's position on it.

How the brain organizes languages in bilingual individuals has been an intensely investigated question in the last years. Is each language located in separate areas of the brain or in overlapping regions? Studies of whole-brain functional neuroimaging show that highly proficient bilinguals activate the same brain regions when they use any of their two languages

(Kim et al, 1997; Perani et al 1998). Hernandez et al (2001), run an FMRI study of six Spanish/English early bilinguals, all of whom had acquired both languages before the age of five, and found that the two languages were represented in overlapping regions of the brain.

That is given the degree of detail that current neuroimaging techniques allow for, it emerges that early and proficient bilinguals use the same neural circuits for the two languages they know.

However, when a bilingual has learned the second language later in life, linguistic tasks involving this second language activate broader areas of the brain, partially overlapping but distinct from the native language. Kim et al (1997), run an FMRI study comparing early and late bilinguals while processing their two languages. Results revealed distinct physical loci for native and non-native languages in the case of languages those languages along the periphery of Broca's and Wernicke's regions in the case of late learners, but not in the case of early learners.

Dendan et al (1997), run a study of FR-ENG bilinguals, all of whom had acquired the second language after the age of seven. In listening tests, an FMRI revealed common areas of activation in the left temporal lobe for all subjects when the native language was used. When the non-native language was used in testing, researchers found highly variable areas of activation in both hemispheres. Several studies also find that Broca's area is generally more activated when listening to the native language than the other lesser known languages (Mazoyer et al, 1993; Perani et al, 1996). Some of these FMRI studies have suggested that there may be smaller-scale circuits specialized for each language (Dahaene et al, 1997; Kim et al 1997; Halsband et al 2002), for instance, studies ten finish English adult bilinguals, all of whom had acquired the second language after the age of 10, using pet scan. They found differential areas of activation for the two languages in both Broca's area and Wernick's areas.

2.10- Factors affecting bilingual thinking for speaking patterns

As some studies in this issue find evidence for transfer from the L1 but others do not, further research could focus on the factors which influence learner's ability to restructure their interlanguage grammars with respect to motion event construal or discursive perspectives taken by learners. Athanasopoulos (2011:37) lists following linguistic and socio-cultural variable that may affect bilingual thinking for speaking patterns, several of which are also discussed by the authors in this special issue:

- a) Specific language proficiency: knowledge of the specific linguistic property under

investigation.

b) General language proficiency :(ideally measured by independent language tests)

c) Age of language acquisition.

d) Amount of language use.

e) International setting (whether or not bilinguals were in a monolingual or bilingual mode when carrying out their task, Grosjean, 2008)

f) Length of stay in L-X speaking community.

While it is clear that studying all these background variable is hardly possible in one study, it is crucially important to provide as much information as possible about them in a study as their careful measurement allows for correlation studies between cognition performance and these socio-cultural variables. (Athnasopolous, 2011:32)

Conflicting evidence between studies can sometimes be explained on the basis of methodological differences, as Grosjean (2008) explains. It becomes difficult to compare the results of one study with another if we do not have basic information about the variables mentioned above. Preferably in an agree format. Although the data presented in this issue were very well controlled, for example with respect to the most important variables, one further step forward would be to measure participant's ability in both languages using an independent language test, as Athnasopoulos (2011) proposes. In the current volume, Lakovelva illustrates how learners can be split into two groups with different English competence levels using the Oxford quick placement test. The problem is, of course, that such tests do not exists for the majority of languages. An alternative for researchers working on languages for which standardized tests are not available is to use a story telling task: language ability can then be measured in the transcript of the story with the help of measures of lexical richness (Daller 2011). Further advantages of this approach are that measure of lexical richness can be obtained for both languages of the learner or the bilingual, that the measures can be obtained on written or oral samples (as appropriate for the information), and that the task is ecologically valid in that it represents a task most informants would also carry out outside the context of the study. An additional advantage is that these measures are variable free of change.

As far as the other variables on Athanasopoulos's list are concerned, age of acquisition of the two languages and length of residence in the countries where L1 and L2 are spoken are often relatively easy to measure. Quantifying language use is much more difficult; however, as the amount of use a speaker makes of each language will differ per domain. It would be

extremely useful for the research community if a questionnaire of language use domains could be developed and be available for all researchers in the field to use/ adopt for their own purposes. Finally there is evidence that the interactional setting in which the data are collected has a subtle but measurable influence on data collection, as Grosjean (2008) points out. This aspect is often neglected in studies of bilinguals and L2 learners and the field of bilingual cognition is no exception.

2.11. Language Conflict in the Bilingual Mind

The subject of bilingual conflict at the level of his or her mind is also very significant and need to be discussed in the following point.

2.11-1 Language Conflict

The co-existence of two or more languages in the same area causes conflict and competition. Language conflict arises from the confrontation of different values and attitude structures of two or more groups which are in contact within the same society.

Language conflict is a state of opposition between two or more social groups.

Conflict is present when two or more parties perceive that their interests are incompatible, express hostile attitudes, or... pursue their interests through actions that damage the other parties... interests can diverge in many ways: over resources, over power, over identity, over status and over values. CAII (1997: 2-3)

Language conflict appears when two or more languages that are clearly different confront each other in the social and political field. Language competition is then, driven by individuals organized as groups of language speakers who start having agreements by adopting certain language and rejecting another. Two types of language conflict are generally distinguishable.

Moreover, according to Krebs (1985), language conflict can operate in two main ways; exploitation conflict and interference conflict. The former refers to an indirect interaction between different groups involved in the conflict. This conflict is characterized by an unstable tension between the conflicting parties without having resource to violence. The linguistic conflict exists between FR and ENG in Algerian Universities. While the latter refers to a direct interaction also called a violent conflict in which the conflicting parties are in a perpetual state of armed confrontation. (CAII, 1997)

2.11.2 Language Conflict in Bilingual Mind

Despite the presence of two languages in memory, two positions of bilingual person is able to speak in one language, to accomplish this, his/her language system must select words from

the target language, whereas those from the non-target language should be ignored. In most situations, bilinguals are successful in selecting the intended language, but sometimes a word of the non-target language intrudes and cross-language speech errors arise. This common observation indicates that in the bilingual brain words from the different languages compete with each other, such interference between languages can be characterized as language conflict.

Bilinguals could handle a potential language conflict in two ways, first, words of both languages become activated, and an effective mechanism then selects words from the target language out of the set of activated target and non-target language representations. Second, there might be a mechanism that blocks the non-target language completely such that normally non-target language representations do not become activated.

Activation of the L1 and L2 languages in bilinguals and the occurrence of language conflict might depend on specific language combinations, proficiency of the bilinguals, the language context (Purely L1 or L2 or mixed) input/output modality, task demands, and/or instructions. For example, in language switching tasks language interference does occur (Hernandez et al, 2000-2001) because both languages are required for the task.

The occurrence of language conflict is predicted by models of word processing that assume parallel activation of words from different languages in an integrated lexicon that contains words from all these languages (Van Heuven et al,1989; Dijkstra and Van Heuven, 2002), according to one such model (Dijkstra and Van Heuven, 2002) a distinction should be made between word identification system with access to a fully integrated multilingual lexicon and a decision system that regulates control and the selection for action. According to this model in bilingual person a visual letter string activates semantic, orthographic, and phonological representations of both languages in parallel, and these representations compete with each another in the word identification system. Accordingly, stimulus-based language conflict can arise in the word identification system, because of competition between activated representations from the two languages.

2.12Conclusion

As a conclusion of what has been written before, it can be said that the capacity to use language is usually located in the hemisphere of the brain. As a result of that, the bilingual brain is a bigger area where languages occur. According to a recent research, learning another language causes a measurable increase in the size of the brain.

The chapter was mainly concerned with the bilingual mind, and how it handles languages. It focused on how the bilingual thinks in a language and produces in another language, and how these languages are stored. Then, the focus was more on the connection between two languages in the bilingual mind, and how languages boost the brain as well as the factors which affect the bilingual thinking.

Finally, we found that the use of bilingualism (two languages) causes a conflict in the bilingual brain in spite of the presence of two languages in memory; two positions of bilingual person are able to speak in one language. We examined this conflict and the language that will be dominant in the end.

Chapter Three

Data Treatment and Analysis

Introduction:

The concept of bilingualism has been studied from different perspective by scholars because of its complexity, and of its important role in the determination of variation and changes in the language system.

The bilingual person is the one who has the ability to speak two languages fluently.

The third chapter is concerned with the practical part of this research work. It describes the two selected instrument and the sample population it also contains the explanation of data analysis procedures. Furthermore, the results will be interpreted by means of tables, graphics and figures.

3.2 The research tools:

In order to collect the necessary data and achieve a reliable results we used a primary sources which are in the form of research instrument . Therefore, the research instrument used is questionnaire addressed to master student both levels from Tiaret University English department and interview for teachers at the same department.

3.2.1 The questionnaire:

In this present work the first instrument used is the questionnaire which is a tool of investigation. It contains a set of typed written questions used to collect data. Hence it can helps the researcher to limit the field of the study and also it aims gathering data about the research question which is the connection of the native and the foreign languages by bilingual's mind among master student at English department of Tiaret University. In this respect, **Seliger and shohamy(1989 :172)** see questionnaire as **``printed forms for data collection. Which include questions or statements to which the subject is expected respond, anonymously``**

In this work, the questionnaire contains three types of questions : close-ended, multiple choice and open-ended questions , i.e. they move from the general question to the specific one. The close ended question just need a one word answer. Like ``yes `` or ``No`` we use it for finding out some quick information. In multiple choices questions, it provides respondent with multiple answers options , it requires respondent to select only correct

answers from the choice option , It helps to save time because they are easy to answer and analyze . So both of these two types provide quantitative data whereas open-ended question requires a long answer and are thus more difficult to analyze as they rely on qualitative data.

However, there are many advantages of this type including freedom and spontaneity. Since the participants are from the English department of Tiaret University the questionnaire is written in English addressed to master students both levels Master one and master two.

3.2.2 interview:

The interview is another oral tool to gather information; it is a discussion that the researcher undertakes by asking specific question. Also it has been used extensively for data collection across all the disciplines of the social sciences and in educational research. **Cohen et al .(2007:267)** argue that interviewers are asked " **to discuss their interpretations of the world in which they live, and to express how they regard situations from their own points of view**" like the other instruments , the interview can be of three types : structured , semi structured and unstructured. (**Corbetta and Patrik ,2003**).

The structured interview requires from all the informants to answer the same question which have the same wording (the way we write the questions). While the semi structured interview includes a number of planned questions but the interviewer has the freedom to modify and change the wording and order of questions. The unstructured, on the other hand, does not follow a system of pre-determined questions of recording informants collaboration. (**C.R.MOTHARI, May , 1990:97,98**).

In general, the structured interview is used for collecting quantitative and qualitative data however the semi -structured and unstructured interviews need qualitative data. Hence, the interview relies more an open -ended questions that are in the form of "wh" questions and this is what we refers to as the loose- question strategy or broad question strategy. Other questions need form of yes/no, like /dislike or multiple choice opinions; also ,it is called tight -question strategy , while some questions which are called converging questions strategy rely on combining between tight and loose approaches to show their opinions about some issue related to the opening questions , in addition to the written questions presented to English Master students At Tiaret University , we have interviewed three teachers , two male and one female with variants teaching experience for the purpose of collecting data , the three interviewers were recorded the questions focused on getting information about the connection

between the native and foreign languages by bilingual's mind . The semi structured interview consist of five questions , some of them are open -ended and the other are close - ended.

3.2.3 Observation of questionnaire :

Observation has been used as a tool for collection data in quantitative and qualitative research. **Marshall and Rossman(1989)** define observation as `` **the systematic description of event , behaviors, and artifacts in the social setting chosen for study** ``(**p.79**). **Moson (1996 :60)** declares that observation `` are methods of generating data Wich involve the researcher immersing himself or herself in a research setting, and systematically observing dimensions of that setting , interaction, relationships, event and so on with In our research the observation belong master student of English department at Tiaret University the majority of both levels consider themselves bilingual because they master more than one language. Due to the findings of the questionnaire the majority of the respondent said that Algeria is a bilingual country that's what helps them to become bilingual.

3.3 The sample population :

The sample population is very important element that should be included in any research in social and linguistic sciences .

In order to collect the necessary data and achieve the reliable results about the connection of the native and foreign languages by bilingual mind . In this field work , the case study is concerned random sampling 62 master students From the English department Ibn khaldoun University of Tiaret . Including 52 female and 12 males. Therefore, the sample population includes master student ,the total number of the target population was 62students , 42 master one and 22 master two to generalize and to gather as much amount of useful information as possible.

3.4 Data Analysis:

The data of this study is taken from the questionnaire answered by 62 master student from English department at Tiaret University were distributed randomly. Data analysis which is a crucial step in reporting the research findings. Thus, our main concern in this section will be the analysis of the results obtained from the responses of the participants. Therefore, we will try to generalize and analyze to give a description for the studied phenomenon by providing evidence for the hypothesis and exploring the similarities and differences.

In this chapter we will attempt to analyze quantitatively and qualitatively the data which are presented in the following section. The first question was about the gender and the level of students.

According to the table we have 52 out from 62 represent 83.9% female while 10 represent 16.1% male including both level master one and master two .

Gender:

Male	10	16.1%
Female	52	83.9%

Level:

M1	40
M2	22

Item 01 : Do you consider yourself bilingual ?

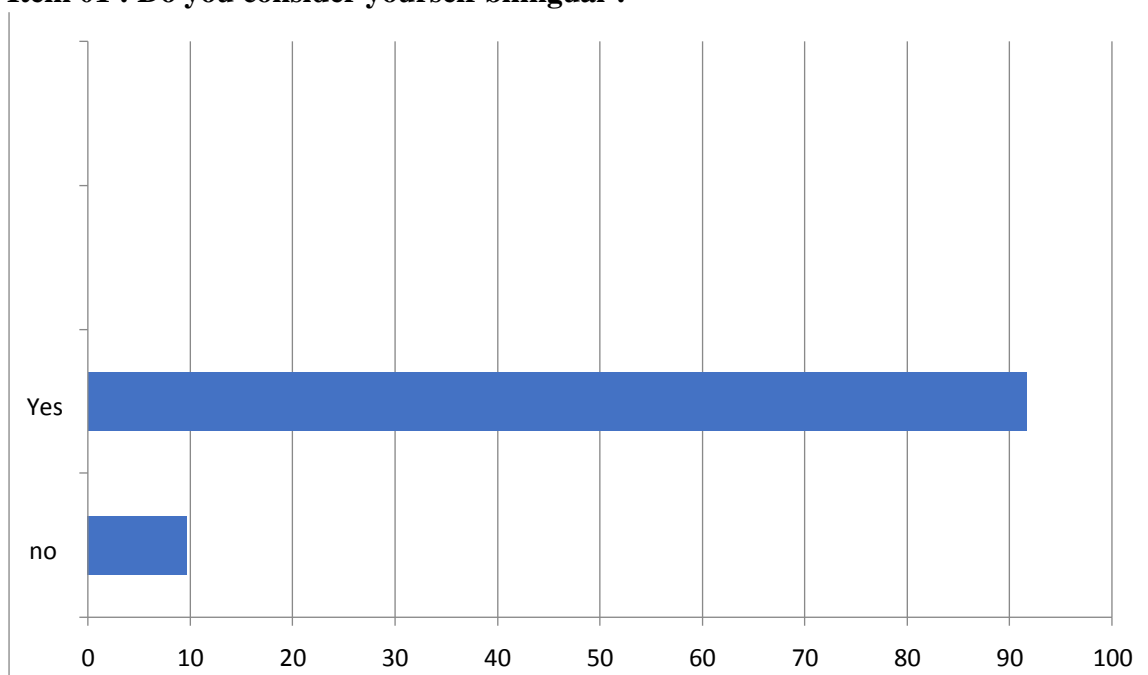


Figure01 : Frequency of Students who consider themselves bilingual

From the above table and graph we notice that the majority of master student of English department at Tiaret University consider themselves bilingual we have 57 out from 62 represent 91% said yes because they master more than one language and for being English

student that's what help them, while 6 out 62 represent 9.7% said no they don't consider themselves bilingual.

Item 02: What made you a bilingual?

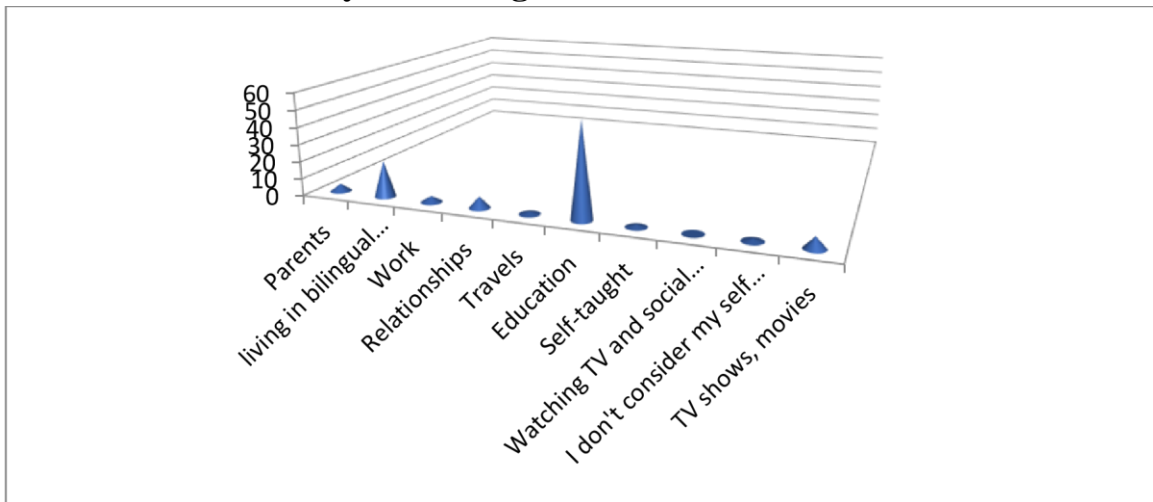


Figure 02: The factors that's made English master students bilingual

According to the findings and results the majority of English master student consider themselves bilingual, therefore many factors help for that .

So the results illustrated in the above figure we notice that half of respondents represent 54.8% said education the major factor which made them bilingual while 21% think that they live in bilingual community that's what help them to become bilingual .whereas, 6.5% see that relationships is one of the main factors and 1.6% they don't consider themselves bilingual,also the same percentage go for the internet and movies ,TV shows.

Item 03: Which language or language variety do you master better?

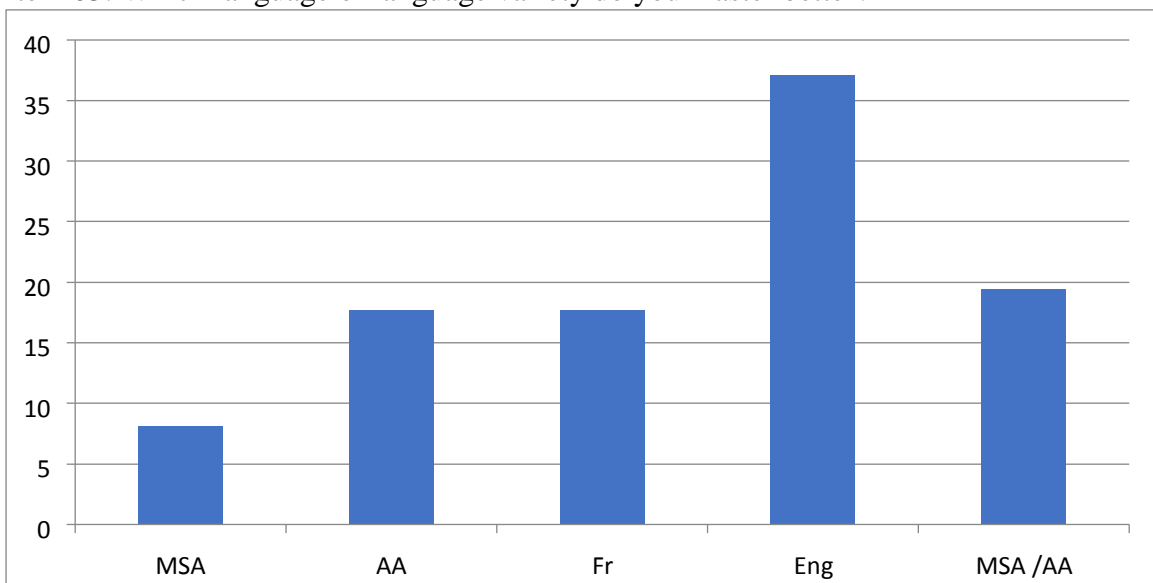


Figure 03: Students degree of mastering languages

In the third question we have ask the English master student which language or language variety they master better .

As the figure shows, we have a convergent results 37% said that they master English language and this returns to their field study . While, 19.4% said MSA/ AA because it is our mother language. Whereas, the same results in AA/Fr 17.7% and 8.1% said only MSA.

Item 04: Which language or language variety do your parents use in their daily speech ?

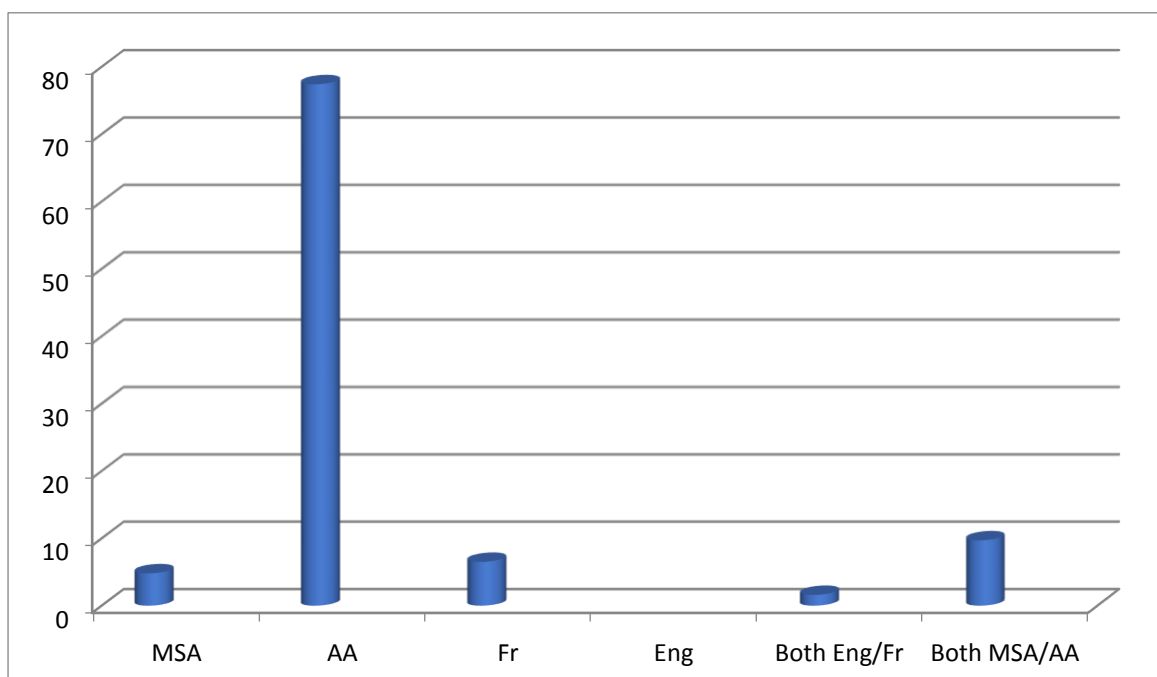


Figure 04: languages or language variety used in daily speech by parents

In the fourth question , the participants were asked about the language that their parents use in everyday speech . It has been shown from the results that AA is the variety mostly used in daily interaction (rating 77%) since it is their mother tongue and rarely to the dialectical environment ,. While 9.7% used the MSA and this because we are Arabic community and refers to our mother language. Whereas , the English and Fr 1.6%

Item 05: Do you consider Algeria is a bilingual country?

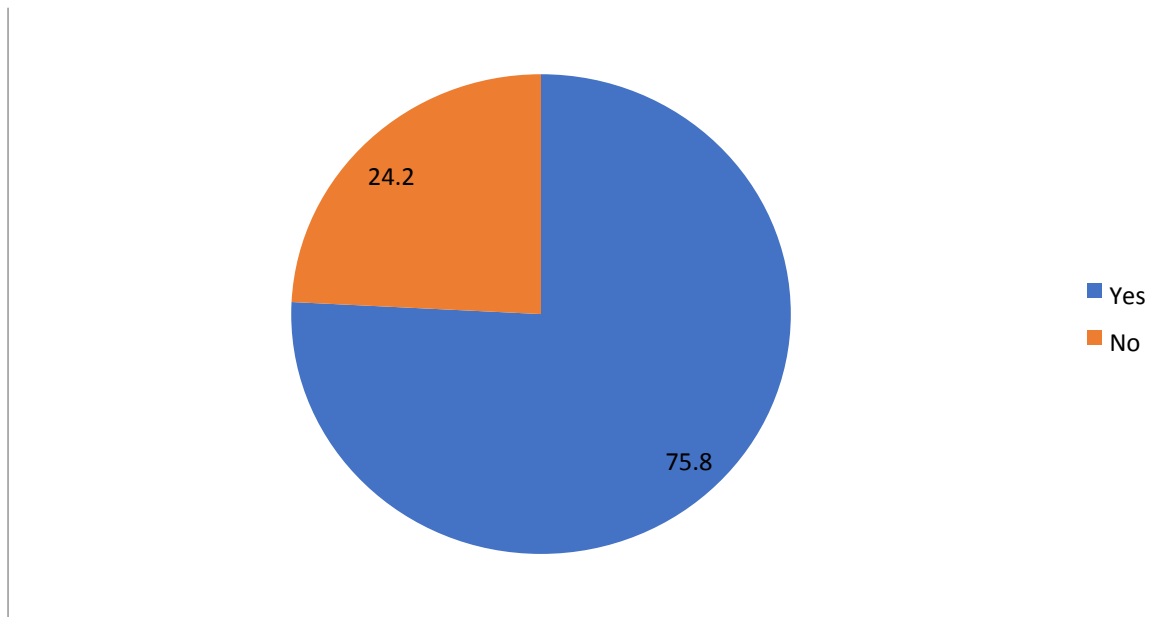


Figure 05: frequency of students who consider Algeria a bilingual country

The results shows that 47 out of 62 representing 78% said yes that Algeria is a bilingual country, while 15 out of 62 said no.

Item 06: to what extent do you use English in your daily?

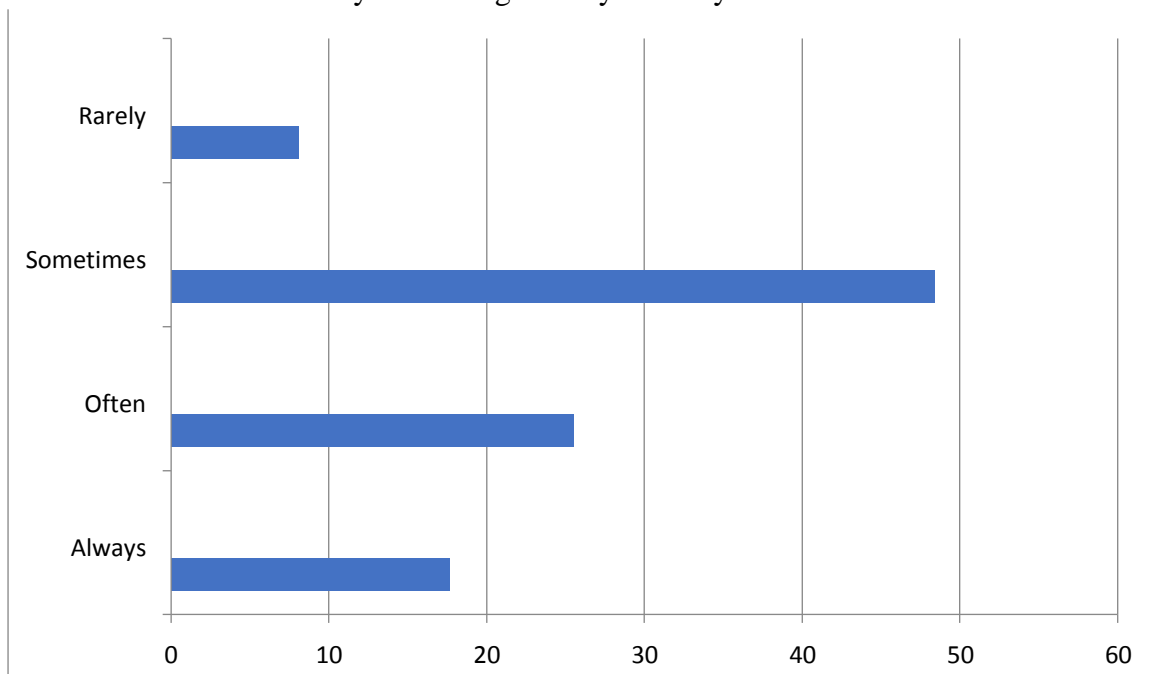


Figure 06: using English language in daily speech

According to the results for question six , 48.4% of English master student said that they sometimes use English language in their daily speech while 25.4% said often . The results

shows also that 17.7% using English always in their daily speech however the fewest percentage said rarely when they use English language in their daily speech.

Item 07 : Do you mix AR with ENG when you speak?

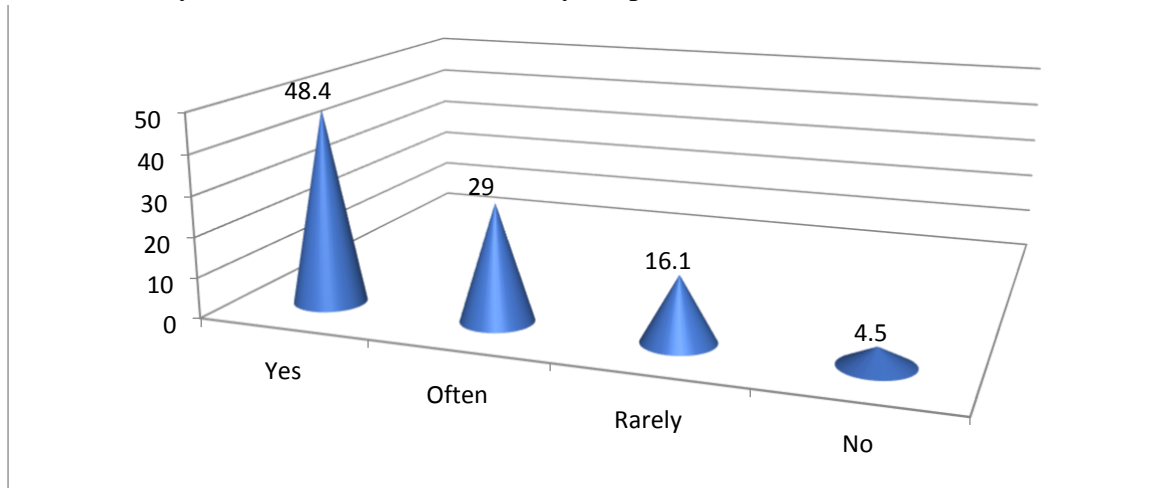


Figure 07: Students degree in mixing English language with Arabic

According to the results for question six , 48.4% of English master student said that they sometimes use English language in their daily speech while 25.4% said often . The results shows also that 17.7% using English always in their daily speech however the fewest percentage said rarely when they use English language in their daily speech.

Item 08: In which language or language variety do you prefer to watch movies, listening music, and using the internet?

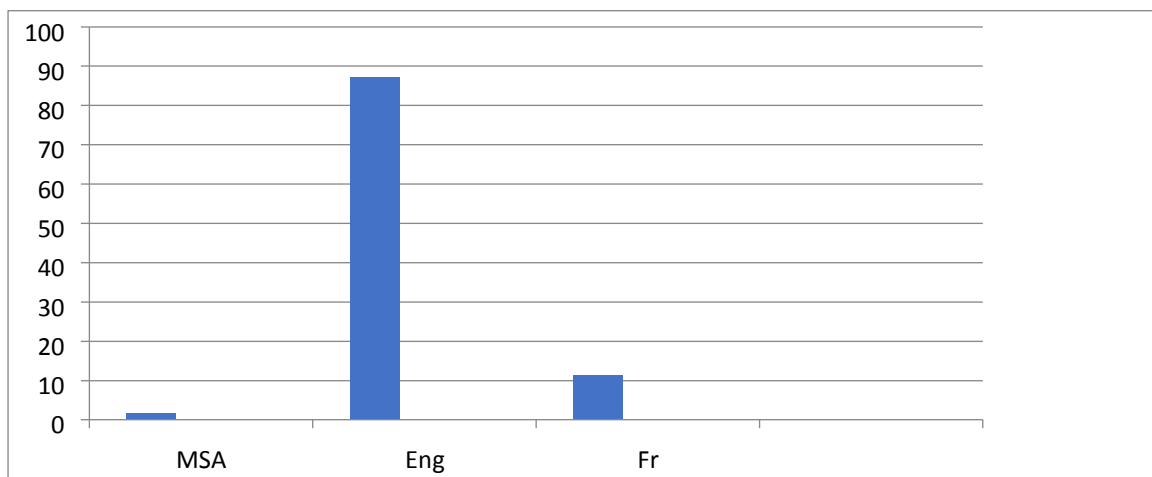


Figure 08: Language choice in daily activities

In this question we notice that the majority of master English student 87% said they watching movies , listening music, to do activities in English while 11.3% said they prefer to

do activities in French and the fewest percentage 1.6% said MSA. In this question , we have provided students with some daily activities, and we asked them to choose in which language or language variety they prefer to accomplish them . In this question we notice that the majority of master English student 87% said they watching movies , listening music, to do activities in English while 11.3% said they prefer to do activities in French and the fewest percentage 1.6% said MSA

Item 09: Please, Select the context that suits you better to learn English

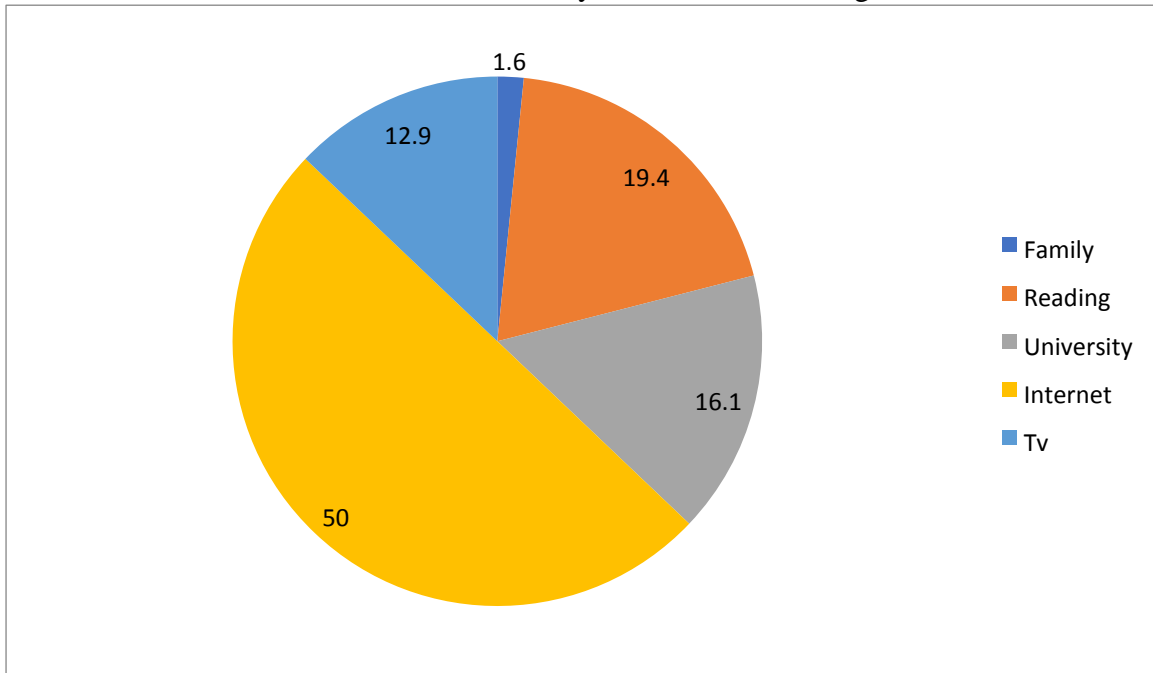


Figure 09 : The helpful context in learning English

From the above graph we observe that we have a convergent results, according to our respondents Master students of English department at Tiaret University, half of them 50% said that the Internet was the context that's help them to suits better learning English while 19.4% said reading books , some others select University, 12.9% said the TV which helped them to master English better .

Item10: Please, self evaluate your competency in English language in: speaking/ reading/ understanding/writing

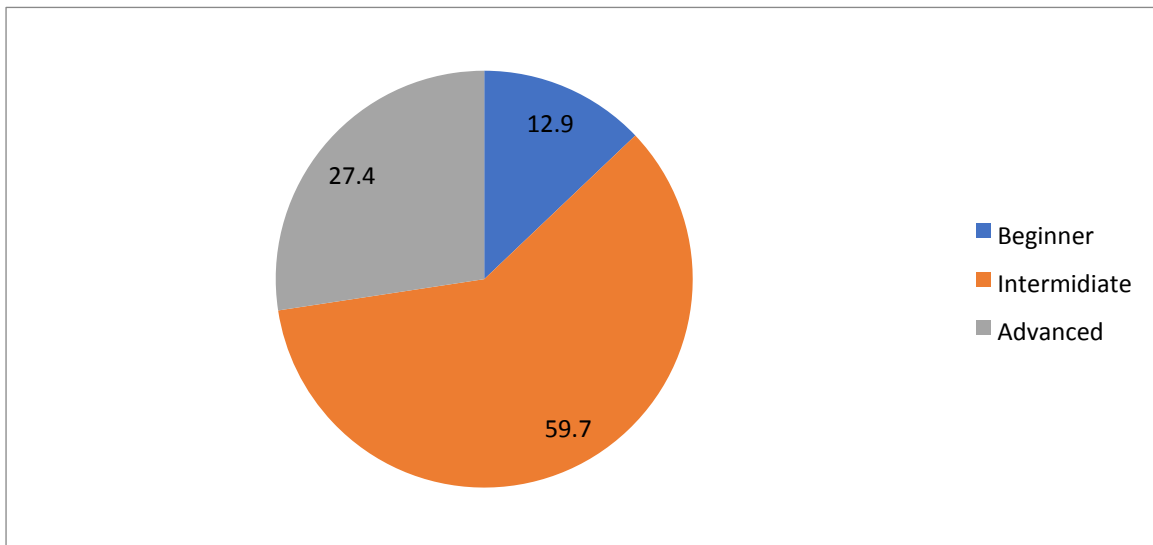


Figure 10: Evaluation English students competency in four skills

In question ten we asked Master English student at Tiaret University to evaluate themselves, and their competency in the four skills (reading and writing, listening and speaking).

From the above graph , we observe that the majority of respondents 59.7% consider themselves intermediate , while 27.4% think that they are advanced , however 12.9% said they are beginner .

Item 11: For you which status assigned to English?

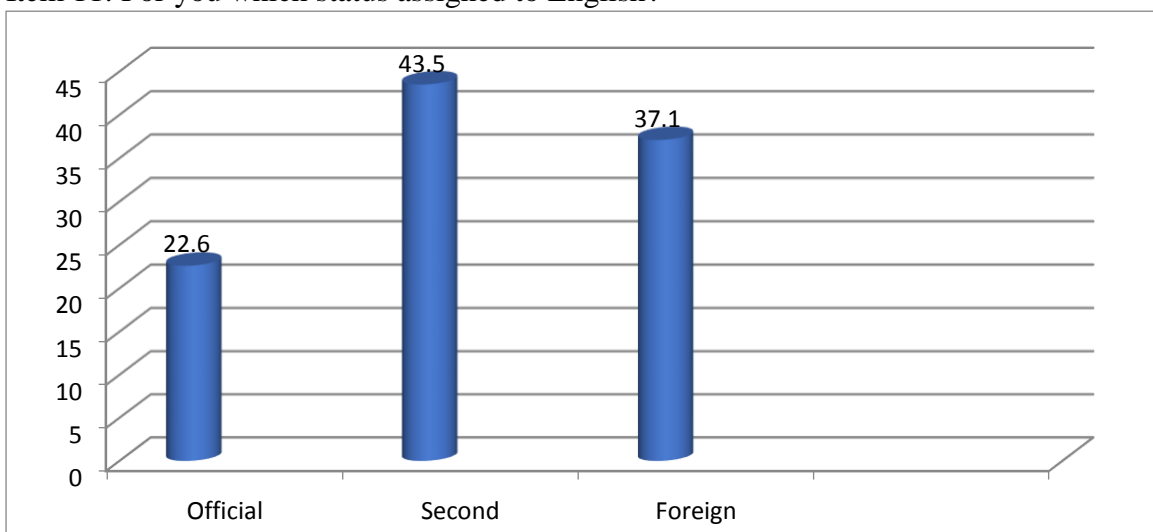


Figure 11: The status assigned to English students

From the above graph , we notice that English master students see the English language as a second language 27 out from 62 representing 43.5%. While, 23 out from 62 representing

37.1% said English is a foreign language .whereas, 14 out from 62 representing 22.6% said English is an official language.

Item 12:How do you judge someone who use a lot of English words in his / her Arabic ?

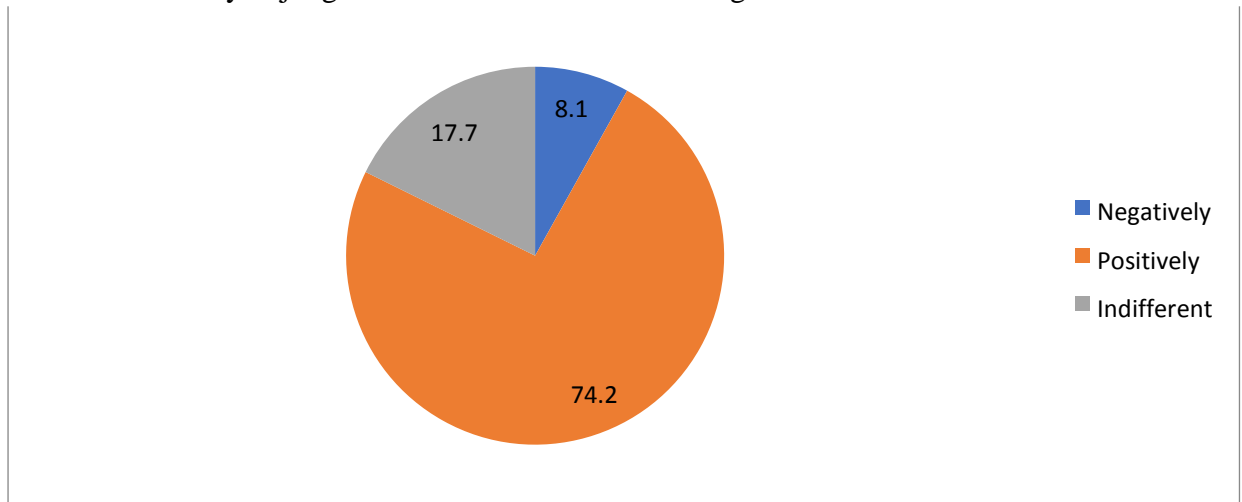


Figure 12 : Students opinion’s about using English words in their Arabic

From the above results , we can deduce that the majority of respondent 74.2% they judge positively who mix between the Arabic and the English language . While, 17.7% said indifferent , and the fewest category 8.1% said negatively.

Item 13: Do you think in language and produce another language?

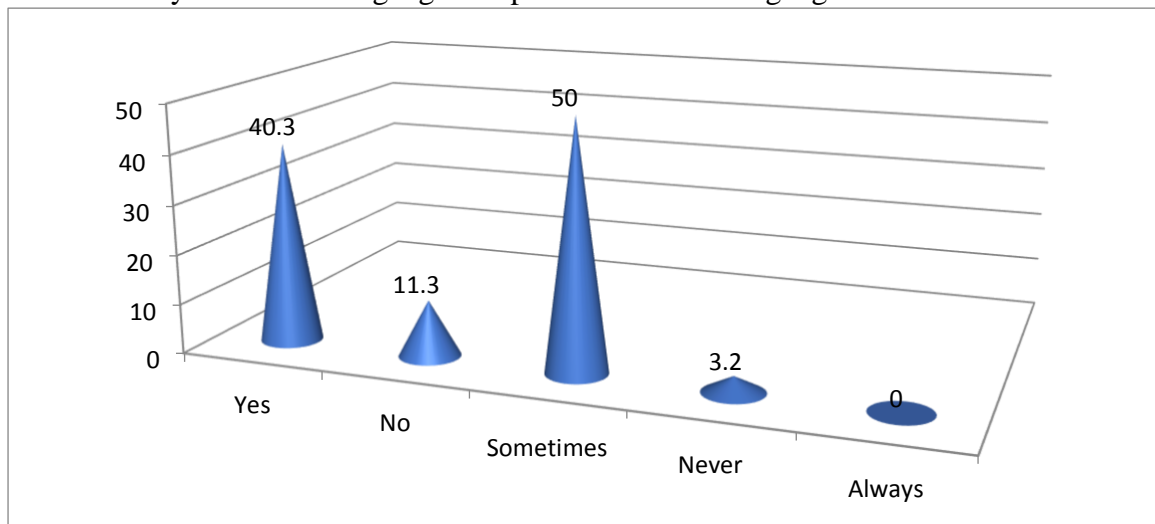


Figure 13: Thinking in Language and producing in another language among the master students

In this question we can conclude from the results, that 50% they sometimes think in a language and produce another one , while 40,3% said yes they think in a language and

produce another one, however some respondents 11.3% said no they did not and 3.2 % said never .

Item 14: In your opinion, how does bilingual affect the brain?

In this part we used open-ended question to gather a diverse, and interesting answers above the results. We notice that English master students at Tiaret University confirmed That bilingualism affect the brain, some of them said: the bilingual brain is used to handling two languages at the same time . This develops skills function such as inhibition , switching attention, and working memory. Others said that learning a second language can protect against Alzheimer's as well . They said that there is Studies have shown that blingual people's Brains Function better and longer offer developing the disease , also we have seen who said that being bilingual makes you smarter, it can have a profound effect on your brain . Thus we can conclude by this diffrent answers that the English Master studends at Tiaret University confirmed that bilingualism affect the brain .

Item 15: What language do you expect to be dominant in the future of Algeria?

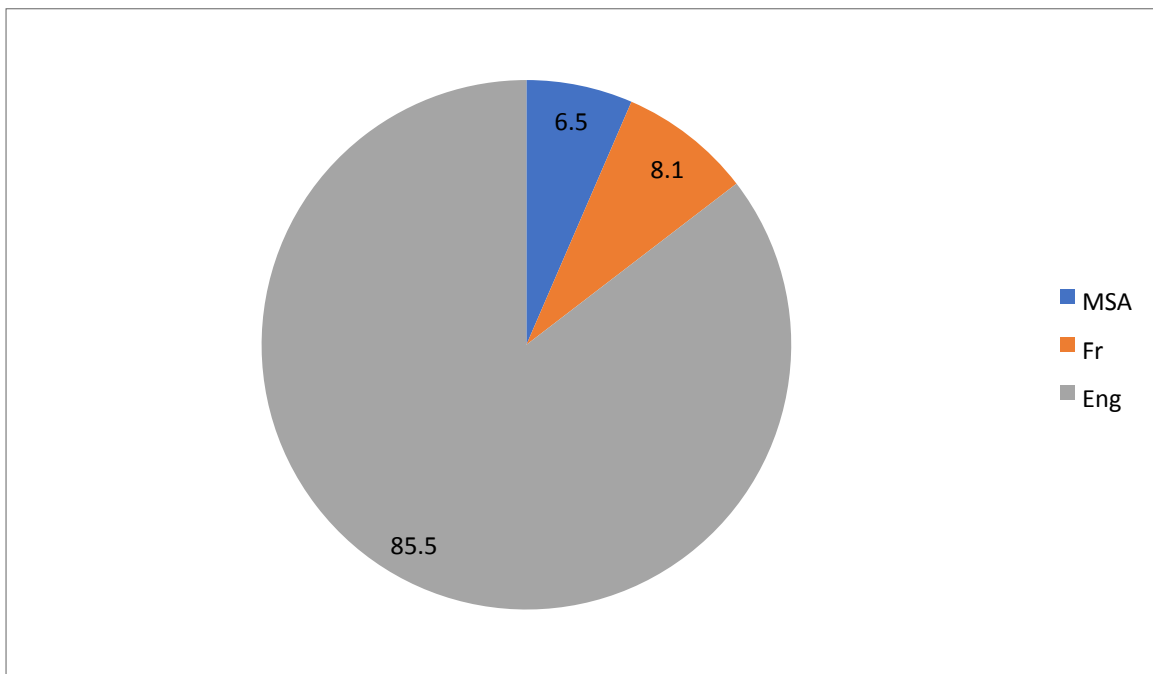


Figure15: Students views in future dominant language in Algeria

This question was given at list to investigate students preferences and awareness about their views of a future language in Algeria .

From the above graph we can notice that the majority of master English students at Tiaret University 85.5% expect that the English language will be dominant in the future of Algeria while 8.1% said French and 6.5% MSA .

3.4.2 Analysis of Interview:

In order to gather reliable data for our research and to confirm our hypothesis, we interviewed just three English teachers from the English department at Tiaret University. The conversation was recorded by means of the smart phone.

The interviews were conducted in English and include five questions . Each interview lasted approximately 5 to 7 minutes when asking the teachers which language they used in classroom, their answers were the same . The three participants 100% insisted that they use the English language in express their ideas and points of view, also we asked them if they use some Arabic words in classes, it is clear that all the respondents affirmed that they use sometimes Arabic words in their English in order to clarify the meaning and make the information easier .

When we asked the teachers about the students competency in English language ,they answer that English master students are not proficient in mastering English language , they clarify that to returns to student level There are those who are advanced , also intermediate even the beginner .

In the fourth question we asked teachers about their opinions in the connection of the native and foreign languages by bilingual mind . So their answer were different , the female said that code switching between two languages is a natural feature of language use , yet the same bilinguals rarely make the error of speaking the unintended language or speaking to a monolingual in a language that they don't understand.

The other teachers said that both languages are active when bilingual's read , hear and speak one language alone . All of this happens even when the bilingual is highly proficient in both languages.

3.5 Data interpretation:

In this part of our research, the data gathered from the instrument will be discussed, interpreted and summarized in the following section:

3.5.1 Results interpretation of the questionnaire:

According to the results of the questionnaire and after analyzing the tables and figures, we notice that the majority of master English student consider themselves bilingual and master more than language, hence many factors help for that one of them is living in bilingual community.

The respondents said that Algeria is a bilingual country. However, they use the Algerian Arabic language in their daily speech , even the most educated Algerian feels the impulse occasionally to express some feeling or thought in his/her own dialect. and if there is some validity in the questionnaire figures indicating the AA is the native tongue of Algerians spoken in different dialect; the questionnaire also show that the English master student mixed the Arabic and the English words in their speech and this returns to their field study. By examing the questionnaire results, we conclude that student prefer to read and to watch, to do activities in English language and this is helpful for them in mastering the English language ,but we should take in consideration that master English student consider themselves intermediate competent in English language in four skills (reading , writing , listening , speaking), and this signifies that English master student are not a full bilingual they are not proficient

As far as the question asked about which status assigning the English language, our respondents said that the English language is a second language for them because it has a priority more than French. while the majority of them said that they judge positively who use a lot English words in his/her Arabic that's what helps them for mastering the English language as a new generation we should acquiring English as a second language.

It was prominent during our data collection that master English students confirmed that bilingualism affects the brain. As we will see there are indeed differences that relate to having more than one language in the brain . Some of these differences involve cognitive abilities that lies outside of the linguistic system proper , such as the capacity to ignore irrelevant information when changing tasks, or a certain degree of resilience towards symptoms of neurodegeneration . So learning a new language have many benefits, it helps improve people's thinking skill and memory abilities.

Learning a second lge can develope new areas of your mind and strength your brain's natural ability to focus. Speakers of the two languages put different emphasis on actions and their consequences.

Also the bilingual mind may get the best of both: world views, as their thinking can be more flexible.

In general the bilingual tend to enjoy far sharper cognitive skills, keeping their brain constantly active and alert even when only one language prevails. Many studies conducted on preschoolers revealed that those capable of speaking multiple languages performed far better on sorting puzzles, both in speed and success. also our respondents see that bilingual people experience nearly twice as many tip of the tongue moments ,when you can't find the exact word you want to describe something than the monolingual peers.

In the final question we asked English Master student about their point if view and which language they expect to be dominant in Algeria the majority of them said English and this returns to importance of English language ,it has a great reach and influence it is thought all over the world. but, most Algerian people can't speak English properly because of the old colonial French , so they limited access to quality English , consequently, this will hinder them from taking part and making their voice heard in a global world which use English as the international language for community.

3.6 conclusion:

As far as this research work is concerned, the following chapter has been devoted to the description of the methodological procedures and the research design adopted to acquire the data required . The aim behind our use of a questionnaire as a research tool was to find answers to our research questions The analyses and interpretations of the data obtained in the present study using different instruments and techniques Point out confirmed that English master students can make a combination or we can say connecting the native and foreign language in the same time. This study also indicates that Master English student think in lge and produce another one, that's boost the brain and make it more flexible. Thus , even if the teachers and learner's had different attitude towards the connection of the native and foreign language can be beneficial to the brain.

General Conclusion

General conclusion

The sociolinguistic situation of Algeria is far more considered to be one of the most complex subjects in sociolinguistics, psycholinguistics, and many other different disciplines, as Algeria is a bilingual community. It is characterized by the existence of different language varieties such as MSA, AA, BR, FR and ENG which has a strong impact on the Algeria linguistic context, the contact between these two foreign languages (ENG/FR) and the different varieties of Arabic has given birth to some sociolinguistics phenomenon like: bilingualism, diaglossia, code switching, code mixing and borrowing.

The overall aim of this research work has been to draw attention to the complexity of Algerian bilingualism. And to examine the linguistic conflict in the bilingual brain, and how these two languages can be connected in one mind.

The present research is divided into three chapters, the first chapter deals with the phenomena of bilingualism among master English student, it has been noticed that such student switch between languages in their communication as they mix languages within one sentence, they have in their speech repertoire at least three codes, AA, FR and ENG. As a consequence, they tend to mix the three codes in their daily conversations inside department, from this respect, it seems to be important to understand the reasons that lead to switch between AR and FR, or AR and ENG, and borrow some words or expressions from FR or ENG in order to fill in their lexical gaps. Its principle aim also lies in investigate students attitudes towards FR/ENG and whether this affects their performance at university level. The purpose of the second chapter, a person who knows more than one language and can use them to communicate efficiently qualifies as a bilingual, even without reaching native-like command in both languages, we will thus adopt the view that “bilingualism is the regular use of two (or more) languages, and bilinguals are those people who need and use two (or more) languages in their everyday lives” (Grosjean 1992).

Neurocognitive studies of language and bilingualism reveal that the patterns of activation related to language processing are consistent across languages and native speakers; research shows that the processing of different languages occur in much of the same brain tissue. It sheds light on the connection between two languages in bilingual’s brain, when the two languages are acquired simultaneously or nearly so, the brain hosts them together in the same

neural tissue. As we learn how the human brain evolved its computational capabilities to beget words, and knit them into sentences of limitless expressive power that allow us to

wonder what it is like to have more than one language in the brain. The third one, named the practical part consists of two research tools in particular the sociolinguistic questionnaire and the interview, including population and sampling data collection tools, and data analysis procedures.

We have been able to collect data that revealed the student's language behavior, aiming at establishing the learner's proficiency and competence in educational context. The main findings of this investigation have shown that the hypothesis we have put forward are confirmed to a large extent.

The analysis and interpretation of the data have indeed allowed us to draw a conclusion as to the limited success of students with bilingual learning. The major findings of this study are that the majority of master English student in Tiaret university think in a language and produce in another language, most of them are an Arabic/English bilinguals, and they expect that the English language will be dominant in the future of Algerian.

To conclude, we may say that due to the long period of colonization FR still used in Algeria, but it is near to disappear in the English department, since English students are replacing it by the English language which they hope and expect to be dominant in the future of Algeria, a linguistic conflict between resulting from the use of these two languages in the Algerian universities.

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Appendix

Appendix

Student's Questionnaire

Dear student,

Thank you for taking part in this study to help us collect the necessary data for our research work dealing with bilingualism, and how two languages are connected in a bilingual mind. We will be grateful if you provide us with precise and honest answers, your responses will be kept confidential.

Please, answer by crossing (×) in the following boxes.

Age:

Gender: Male:Female:

Level:

1 Do you consider yourself bilingual?

Yes: No:

2 What made you a bilingual?

a. Parents b. living in bilingual community c. work

d. relationships e. travels f. Education

Other factors:

3 Which language or language variety do you master better?

a. MSA b. AA c. FR

d. Eng E. MSA/AA. F. Br

4 Which language or language variety do your parents use in their daily speech?

a. MSA. b. AA. c. FR

d. Eng. e. both AR/FR. f. both MSA/AA G. Br

5 Do you consider Algeria a bilingual country?

Yes: No:

6 To what extent, do you use English in your daily speech?

a. always. b. often c. sometimes d. rarely

7 Do you mix AR with ENG when speaking?

- a.yes b.often c.rarely d.no

8 In which language or language variety do you prefer watching movies, listening music, and using the internet?

Languages	Watch movies	Listening music	Using the internet
MSA			
Eng			
Fr			

Please, select the context that suits you better to learn English.

- a. Family b. ReadingC. University
d. internet e.tv

10 Please, self evaluate your competency in English language.

	Beginner	Intermediate	Advanced
Speaking			
Understanding			
Reading			
Writing			

For you which status assigned to English?

- a.official. b.second. c. foreign

11 How do you judge someone who uses a lot of English words in his /her Arabic?

- a. Positively b. negatively c. indifferent

13 Do you think in a language and produce another language?

- a.yes. b. no c.sometimes
d. never e.always

14 In your opinion, how does bilingualism affect the brain?

.....

15 What language do you expect to be dominant in the future of Algeria?

- a. MSA b. Fr c.Eng

Summary

This present work is intended to study bilingualism in Algeria, in the case of English department in Tiaret university. This dissertation aims at exploring the bilingual situation of the country, and to investigate the connection between two languages in bilingual mind. This modest work aims to examine the sociolinguistic situation in Algeria, which is well known by its diversity that's gives birth to many linguistics outcomes: bilingualism, diaglossia, code switching, code mixing, and borrowing. All these notions will be examined briefly in this work, it also gives a brief explanation to the sociolinguistic situation in Tiaret. In order to examine the connection between the two languages in bilingual mind and to explore the bilingual situation of the country, we will use a questionnaire which encompass 15 questions to students and an interview with 5 questions for teachers. The general findings of this sociolinguistic investigation will be given in the general conclusion.

Keywords:

Bilingualism, bilingual mind, brain , language, native, foreign, students, Tiaret ,master students

ملخص:

هذا البحث يهدف الى تحليل ظاهرة "ثنائية اللغة" في الجزائر بقسم اللغة الانجليزية في جامعة تيارت. هذه الأطروحة تهدف الى استكشاف حالة ثنائية اللغة في البلاد، ومحاولة دراسة التواصل بين اللغتين في عقل ثنائي اللغة. هذا البحث يهدف إلى إختبار الوضعية السوسiolسانية في الجزائر، التي تعرف بتنوعها اللساني، اللذي يولد عدة ظواهر لسانية، منها: ثنائية اللغة، إزدواج اللسان، الإبدال اللغوي، المزج اللغوي، والإقتباس اللغوي. كل هذه الظواهر سيتم معالجتها بإختصار في هذا البحث. وإختبار التواصل اللغوي بين اللغتين المستعملتين في عقل ثنائي اللغة، وإستكشاف الحالة ثنائية اللغة في البلاد، لقد قمنا بوضع استبيان يحتوي على 15 س و للتلاميذ ومقابلة تحتوي على خمس أسئلة للأساتذة، النتائج العامة المتوصل إليها من هذا البحث السوسiolساني، موجودة في الخاتمة العامة.

الكلمات المفتاحية: ثنائية اللغة ، ، عقل ثنائي اللغة ، العقل ، اللغة ، اللغة الأمة. اللغة الثانية ، الطالب ، تيارت ، طلاب الماستر

Résumé :

Cette recherche tente d'explorer la phénomène de bilinguisme on Algérie, au sein de la faculté des langues étrangère à l'université de Tiaret, Cette travail essayi d'explorer la bilinguisme situation de la région, et examiner la connexion entre les deux langues dans le bilinguisme cerveaux. Cette recherche tente aussi d'explorer la sociolinguistique situation en Algérie, Elle visse a analyser la phénomène de l'altérante codique/ contact de langue/ bilinguisme/emprunts, elle a aussi examiner la situation linguistique de Tiaret. Pour examiner la connexion entre les deux langues, et pour explorer la bilinguisme situation de la région, le travail se base sur un questionnaire et an interview, les résultats ce trouve dans la conclusion général.

Bilinguisme, blinguisme cerveaux , la langue, , étudiant ,Tiaret, les étudiants de Master

Thank you for your cooperation