

**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**Ibn Khaldoun University –Tiaret**  
**Faculty of Literature and Languages**  
**Department of letters and Foreign Languages**  
**English section**



An Investigation of the Developmental benefits of  
learning two languages at once as a child:  
Private schools from 05-12 years in Tiaret

**A Dissertation Submitted**  
**In Partial Fulfillment for the Requirements of the Master Degree in**  
**Linguistics**

**Submitted by :**

Miss BOUDALI ISMAHANE

Miss MERABET CHAIMA

**Supervised by:**

Dr.BELARBI KHALED

**Board of Examiners**

Chairman :	Dr.HEMAIDIA MOHAMED	Université de Tiaret
Supervisor:	Dr.BELARBI KHALED	Université de Tiaret
Examiner :	Dr.BENABED AMMAR	Université de Tiaret

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# *D*edication

*To my beloved family. To my best friends with whom I spent the best moments at university.*

*Chaimaa*

## *D*edication

*I dedicate this work to my family for their support and encouragement, especially my wonderful father and my gorgeous aunt.*

*To my closest friends, who have supported and encouraged me throughout this process.*

*We owe a debt of appreciation to Open mind, Rihl and Edraak private schools .*

*Ismahane*

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## **List of Abbreviations and Acronyms**

<b>CIA:</b>	Central Intelligence Agency
<b>CPH:</b>	Critical Period Hypothesis
<b>L1:</b>	First Language Acquisition
<b>OLP:</b>	One Language Person
<b>OPAL:</b>	One Person Artificial Language
<b>SLA:</b>	Second Language Acquisition
<b>US:</b>	United States
<b>ZPD:</b>	Zone of Proximal Development

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## **Abstract**

In this research we seek to understand the concept of bilingualism in early childhood, and the developmental benefits of learning two languages at once as a child in private schools in Tiaret from 05 to 12 years old. While doing our research we faced some problems especially when recording data such as parents background and languages they spoke could not be controlled, children did not read independently during recording as well as they were too shy to provide the assistance that we required. During this research work we observed that early bilingualism is common and happen in many parts in the world. we hypothesized that learning two languages will not confuse or distract a bilingual child because their brain is flexible , it does not matter how much your child loves languages; learning a few at once can be tricky, foreign languages can enrich the child curiosity and increase their creativity. Two main methods are used in our descriptive work; qualitative and quantitative to reach a valuable research with the aid of ten teachers for the interview, sixty parents for the questionnaire and a small group of children for recording. After the analysis of these three research tools that it used we found that learning a second language in early childhood is beneficial and it is the ideal age to provide a child with a new language because of their fresh memory.

**Key words:** Bilingualism, early childhood, language acquisition, private schools.



## *General Introduction*

### General Introduction

In today's world, bilingualism in early childhood has picqued the interest of both children and parents. Because it involves taking into consideration many social aspects and factors that influence a bilingual child's life. Bilingualism is closely related to how children acquire language and how their language develops over time. Learning a foreign language has become a requirement in Algeria, for example, in language and foreign situations, and in English situations. French is the second most widely spoken language in the country, with English ranking third. Acquired, not only in public schools, but also in private schools that help to develop bilingual proficiency in learning a second language. When it comes to learning a second language at a young age in private schools, parents can raise a bilingual child from the ages of 5 to 12 years old. In recent decades, there has been increased interest in bilingualism and bilingual education, as well as research in foreign language learning and bilingualism. Foreign language learning stems from sociolinguistics.

There is a growing interest in children who learn languages in a variety of contexts and under a variety of circumstances. Parents seek better educational benefits for their bilingual children and some of them are hesitant to add a second language to their young children's educational repertoire. Some families see learning a foreign language as a big advantage at a young age, whereas others see learning a new language as a disadvantage for their mother tongue, which may cause confusion.

In this research, we seek to understand the concept of bilingualism in early childhood, its effects on the bilingual education of children who learn a second language, and what the influence of second language acquisition is on the child's brain, as well as the advantages and disadvantages that may occur, and the best time to learn a foreign language at an early age.

Bilingualism is widespread and occurs in many parts of the world. With perhaps one in three people being bilingual or multilingual (Wei, 2000). Dealing with this concept created many other sub questions that could intervene in this work, as the following:

1. Does speaking two languages by children make them confused?
2. Why would we want young children to learn a second language while they are focused on learning their first one?
3. How does bilingualism affect a child's cognitive development?

We hypothesized that:

1. Learning two languages will not confuse or distract a bilingual child because their brain is flexible.

2. The second hypothesis proposes that it does not matter how much your child loves languages. Learning a few at once can be tricky, as it develops their cognitive skills.
3. Foreign languages can enrich curiosity and increase their creativity.

This research will be followed by three chapters of details and explanations. The first chapter, which is the descriptive one, highlights some steps concerning learning a foreign language at an early age in Albania, especially in private schools. The chapter also describes language acquisition and learning, including the various stages.

The second chapter, the theoretical one, will introduce the bilingualism concept definition, with its types aiming to show its impact on bilingual children, understanding its importance and its cognitive and social emotional development.

The third chapter contains a questionnaire which seeks to find out why parents want to raise their bilingual children at an early age, whether they are interested in learning a foreign language, and if learning a new language makes them confused or not. The questionnaire takes place in different private schools. Teachers conducted the interview to learn about the benefits and challenges that bilingual children face when learning foreign languages at their age. The study focuses on quantitative and qualitative methods for data collection and data analysis.



## *Chapter One*

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### Theoretical review

## Introduction

Language is the ability to communicate with others. There are significant differences between the understanding of language and speech. Language includes all forms of communication, whether expressed orally, writing, signs, gestures, or facial expressions. While speech is the spoken language, it is the most effective form of communication and is considered the most important and most widely used. Language development increases through the growth of children. Parents should always be aware of these developments because they will influence the learning process. This can be done by giving a good example to motivate children to learn and so on. Parents are greatly responsible for the success of children's learning and should always strive to improve their potential in order to develop optimally. Language is any form of communication in which a person's thoughts and feelings are symbolized in order to convey meaning to others. Further, language development starts from the first cry until a child is able to speak a word. Children's language development is divided into three stages: prelingual (0 to 1 year), early lingual (1 to 3 years), and differentiation (3 to 12 years).

In this study, we are concerned more with the differentiation period of the child. In this period, children's skills in organizing the differentiation of words and sentences are more appropriate. Parents notice the general characteristics of language development during this period, which is followed by phonological development, and we will deal with the interest in learning a new (foreign) language in this chapter.

The upcoming chapter sheds light on how children begin to learn a foreign language at an early age, from 4 to 12 years old, while mentioning the developmental benefits of learning a foreign language in early childhood. We will begin with an overview of the languages, focusing on the situation and usage of French and English in Algeria, and then move on to early childhood, including developmental stages, learning acquisition stages, and the best time to learn a second language.

### I.1. Language

Language is a means of communication. We use language to communicate ideas, the speaker encodes the meaning into sound (speech), and the listener decodes the speech into meaning. The standard definition of an introductory textbook: « Language is an arbitrary system of sounds, writing, or gestures that allow members of a particular community to communicate with each other in an understandable way. You may also mention (a) the creativity of language (b) Assume that speech takes precedence over writing, and (c) the universality of human language. According to Aristotle, language is a kind of speech



produced by humans to express their ideas, emotions, thoughts, desires and feelings. We can also say it is any set or system of such symbols as applied in a more or less consistent way by a group of persons, who are thus able to communicate intelligibly with one another. Furthermore, Bloomfield's concept of language emphasizes the utterances made by all members of community ignoring writing». The language of a speech community is the sum total of the utterances that can be made in that speech community». Arbitrariness, vocal sounds, humans, and communication are all important aspects of Wardhaug's definition of language. «A language is a set of arbitrary vocal sounds used to communicate between people».

## **I.2. Language Acquisition**

Language is extremely complex, yet children already know most of the grammar of their native language before they are five years old. Children acquire language without being taught the rules of grammar by their parents; in part, parents do not consciously know the many of the rules of grammar. What is learned, what is not? An argument for the innateness hypothesis is the observation that we end up knowing more about language than we hear around us. This argument is known as the poverty of the stimulus.

Children are exposed to slips of the tongue, false starts, ungrammatical and incomplete sentences. Language acquisition is based on the neuro-psychological processes (Malso, 2007:41). Language acquisition is opposed to learning and is a subconscious process similar to that by which children acquire their first language (Kramina, 2000:27). Hence, language acquisition is an integral part of the unity of all language (Robbins, 2007:49).

### **I.2.1. Stages in Language Acquisition**

Children acquire language in similar stages across the world. When children are acquiring language, they do not speak a degenerate form of adult language. Anyone who has been around children who are learning to talk knows that the process happens in stages:

#### **a. Reproduction (from 0 to 6 months)**

Questions that need a one-word response, such as yes or no are acceptable. Also asking students questions that require a phrase or short sentence. The student in this stage has minimal comprehension, does not verbalize, draws and points.

**b. Early production (6months to1year):**

The student has limited comprehension, when the teacher ask a yes/no question the student reply or produce one or two word responses, he uses key words and familiar phrases.

**c. Speech Emergence (1 to 3years)**

The student in this stage has a good comprehension, he can produce simple sentences and answer questions requiring phrase or short sentence answers, with making some of grammar and pronunciation errors.

**d. Intermediate Fluency (3 to 5 years)**

The student has an excellent comprehension, and makes few grammatical errors when answering to questions that require more than a sentence response.

**e. Advanced Fluency ( UP to7 years)**

The learner in this stage is more advanced, he starts to produce sentences; the student has a near-native level of speech.

**I.2.2. Second Language Acquisition**

Is the process by which people learn a second language a scientific discipline devoted to studying the process? The idea that the language learners use is not simply the result of differences between the language that they are learning; but a complete language system in its own right; with its own systematic rules. This interlanguage gradually develops as learners are exposed to the targeted language; the order in which learners acquire features of their new language stay remarkably constant even for learners with different native languages and regardless of whether they have had language instruction. However, languages that learners already know can have a significant influence on the process of learning a new one. This influence is known as language transfer.

The primary factor driving SLA appears to be the language input that learners receive. Learners become more advanced the longer they are immersed in the language they are learning and the more time they spend voluntarily reading. Linguist Stephen Krashen proposed the input hypothesis, which states that understandable input is all that is required for second language acquisition. Krashen makes a distinction between language acquisition and language learning (the acquisition-learning distinction), claiming that acquisition is a subconscious process, whereas learning is a conscious one. According to this hypothesis, the acquisition process in L2 (language 2)is the same as L1(language1)acquisition. Learning, on the other hand, refers to conscious learning and analysis of the language being learned.

Krashen contends that consciously learned language rules have a limited role in language use, acting only as a monitor for checking second language output for form—assuming the learner has the time, expertise, and motivation to do so. (The monitor hypothesis).subsequent work, by other researchers, on the interaction hypothesis and the comprehensible output hypothesis, has suggested that opportunities for output and interaction may also be necessary for learners to reach more advanced levels.

Research on how exactly learners acquire a new language spans several different areas. Focus is directed towards providing proof of whether basic linguistic skills are innate (nature),acquired(nurture),or a combination of the two attributes. cognitive approaches to SLA research deal with the processes in the brain that underpin language acquisition ,for example how paying attention to language affects the ability to learn it, or how language acquisition is related to short term and long term memory. Sociocultural approaches reject the notion that SLA are the level of immersion, connection to the L2 community, and gender. Linguistic approaches consider language separately from other kinds of knowledge and attempt to use findings from the wider study of linguistics to explain SLA. There is also a considerable body of research about how SLA can be effected by individual factors such as age and learning strategies .a commonly discussed topic regarding age in SLA is the critical period hypothesis, this shows that after a certain age in childhood, people lose their ability to fully learn a language.

### **I.3. Language Learning**

Language learning is a conscious process, is the product of their formal learning situation or a self-study programme (Kramina,2000 :27). Hence, language learning is an integral part of the unity of all language (Robbins, 2007:49).

### **I.4. The Synergy between Language Acquisition and Language Learning**

Vygotsky(vigostky,2002 :275) points out the scientific concept and professional concept (Mylett,Gluck,2005 :6) learning differs from spontaneous concept acquiring as foreign and professional (Mylett,Gluck,2005 :6) language learning differs from the native language acquiring that is why Vygotsky points out the types of relationships:

- ▀ Between spontaneous concept and mother tongue.
- ▀ Between scientific concept and foreign language.
- ▀ Between spontaneous and scientific concepts and mother tongue and foreign language.

The synergy between language acquisition and language learning for the proper use of languages form varied cooperation networks for the creation of new knowledge is efficient. If language learners gradually move from the external perspective, namely foreign language

learning to the internal perspective namely language acquisition through foreign language for professional purposes peer learning.

### **I.5. The French language in Algeria**

French is a lingua franca of Algeria according to the CIA world. Algeria is the second largest francophone country in the world in terms of speakers. In 2008 with 11.2 million Algerians (33%) could read and write in French. Despite the intermittent attempts to eradicate French from public life, by the 2000 the proportion of French speakers in Algeria was much higher than the eve of independence in 1962. Despite government efforts to remove French, it never stopped being the lingua franca. The choice of language of Algerian leaders in public reflects their language policy: Houari Boumediene, the second president of Algeria from 1965 to 1978 was strongly against French and never used it publicly. Chadli Bendjedid, the third president of the country, used only classical Arabic in his speeches, as did Liamine Zaruol and Abdel Aziz Bouteflika, had more favourable attitude towards French. Bouteflika in particular believed that the francophone dimension of Algeria was evident in the impact of parallels between the French and Algerian revolution.

#### **I.5.1. Usage**

As of 2009, some two-thirds of Algerians have a «fairly broad» grasp of French, and half speak it as a second language. Ethnologue's estimates indicate that 10,200 people in Algeria speak it as their native language. Malika Maammri, author of «the syndrome of the French language in Algeria», said «French continues to be the dominant language in business and professional circles» and that «certain aspects of formal education and research are still carried in the French language and a great part of the economic and industrial sectors and press still use French extensively. French and Berber are the two languages commonly used in the kabylie region.

According to Mohamed Benrabah, the attitude of Algerians towards the French language is a complex one mainly because of recent history. In Algeria Arabo-Islamists are supportive of monolingual Arabic while «modernists» which mostly consist of Francophone and secular members of the general population favor bilingualism and French.

### **I.6. English Language in Algeria**

English is widespread lingua franca of Algeria according to the CIA World Facebook. According to the Euro monitor International site, the English language was spoken in 2012 by 7% of Algerians, and learning this language is explained by the fact that many Algerians have emigrated to the United Kingdom and other English-speaking countries. Since the

independence of Algeria in 1962, the English language has been taught to the majority of students from the middle level.

There is no English-speaking Algeria television channel and just as no radio channel broadcasts in English. Even the radio Algeria international channel only produces a few minutes of English-language programs a day, which are broadcasts on the air from 8 p.m.

No English daily or periodical newspaper that is published in Algeria. It was only the Arabic-speaking newspaper Echourouk El Yawmi that tried in collaboration with the British Council to popularize the English language in Algeria by devoting one to two pages per week for initiation into this language.

### **I.7. Childhood**

Biologically, a child is a human being who is between the ages of birth and puberty, or between infancy and puberty in terms of development. The legal definition of a child generally refers to a minor otherwise known as a person younger than the age of majority. Children generally have fewer rights and less responsibility than adult. They are classified as incapable of making major decisions and must be cared for by their parents or another responsible caregiver under the law. A child can also refer to a relationship with one's parents (such as sons and daughters of any age), a metaphor for an authority figure, or group membership in a clan, tribe, or religion. It can also refer to being profoundly affected by a particular time, place, or circumstance, as in « a child of nature or a child of sixties ».

### **I.8. Developmental Stages of Childhood**

This section will be devoted to examine the different stage that every child passes through.

#### **I.8.1. Early Childhood**

The infancy stage begins with toddlerhood when the child begins speaking or taking steps independently. While toddlerhood ends around age three years when it becomes less dependent on parental assistance for basic needs, an early childhood continues approximately until the age of seven years. Early childhood, however, it encompasses infancy, according to the national organization for the education of young children. During this period, toddlers learn by observing, exploring, and interacting with others. Adults supervise and support the child's development, which leads to autonomy. A deep emotional relationship is formed between the child and the caregivers throughout this stage as well. Children also start preschool and kindergarten at this age and hence their social lives.

### **I.8.2. Middle Childhood**

It begins at around age seven years approximately primary school age. It ends with puberty (around age twelve or thirteen years) which typically marks the beginning of adolescence. In this period children develop socially and mentally. They are at a stage where they make new friends and gain new skills, which will enable them to become more independent and enhance their individuality. During middle childhood, children enter the school years, where they are presented with a different setting than they are used to. This new setting creates new challenges and faces for children. Upon the entrance of school, mental disorders that would normally not be noticed become known. Many of these disorders include autism, dyslexia, dyscalculia... « special education, least restrictive environment, response to intervention, and individualized education plans are all specialized plans to help children with disabilities. Middle childhood is the time when children begin to understand responsibility and are beginning to be shaped by their peers and parents. Chores and decisions that are more responsible come at this time, social comparison is also relevant. Social play goes hand in hand with social comparison. Learning and teaching go hand in hand with social play. Children learn from and teach each other during social play, which is generally done through observation.

### **I.8.3. Adolescence**

It is usually determined to be between the onset of puberty and legal adulthood, mostly corresponding to the teenage years (13-19). However, puberty usually begins before the teenage years. Although biologically a child is a human being between the stages of birth and puberty, adolescence is accepted by some cultures as a part of social childhood, because most adolescents are considered minors under the law. The onset of adolescence brings about various physical, psychological and behavioral changes. The end of adolescence and the beginning of adulthood varies by country and the function, and even within a single nation-state or culture. There are many ages at which an individual is considered mature enough to be entrusted with particular tasks by society.

### **I.8.4. Education**

Education in the general sense refers to the act or process of acquiring knowledge, developing the powers of reasoning and judgment, and preparing intellectually for mature life. Formal education most often takes place through « schooling ». A right of education has been recognized by some governments. Education is compulsory in most places up to a certain age, but attendance at school may not be with alternative options such as home schooling or e-

learning being recognized as valid forms of education. Children in some countries especially in parts of Africa and Asia are often kept out of school, or attend only for short periods.

### **I.9. The Age of Learning a Second Language**

Is your child learning a second language too soon? When is the right time to learn it? Until the 1990s, many parents refrained from teaching their young children a second language for fear of confusing them. Indeed, experts published studies as recently as 1999, stating that teaching your child a second language before mastering a first language could result in double semi-lingualism, in which the youngster does not gain complete proficiency in either of the two languages. This school of thinking about the optimal age to learn a second language holds that children should not be exposed to a second language until they are between the ages of 11 and 13. However, most recent research reveals that this concern is unjustified, and some data suggests that if we begin learning a second language after the age of ten, we may never be able to become bilingual. Being said, it is far from impossible to learn a language as an adult. While children have some advantages over adults when it comes to language learning, "adults are better adapted to studying a second language than children" in other ways.

All that is to say that « children can learn two languages at once »and there are many benefits to learning a second language as soon as possible.

### **I.10. Being Bilingual vs being Fluent**

Being bilingual and being fluent in a second language are not quite the same thing. Anyone who has taken the time to become fluent in a second language can tell you that becoming fluent in a second language is almost like memorizing your times tables. It can feel like second nature, but almost everyone has blanked once at once or twice.

Learning a new language is and always will be much more difficult than memorizing your timetables, or even memorizing thousands of new words. Because of challenges like proper pronunciation and understanding a completely different grammar structure, it is important to start as early as possible.

### **I.11. Language and the Child's Brain**

Clearly, if your goal is to have your child learn a second language, it would be preferable for your child to be bilingual as opposed to fluent. Your child will have a much easier time speaking two languages if his or her brain learns both languages structures at the same time. Some of the developmental changes that occur in the brain of babies and children when it comes to language acquisition. This data can assist us in making well-informed judgments on how to guide learning.



The first months: Newborn babies develop new synaptic connections at the rate up to three billion per second (Koutulak, 1996). Everything that a baby hears, sees, feels, tastes, and touches is absorbed by the brain.

One to six months: in this period, babies are capable of making sounds used in all the languages in the world. However, a child will learn to talk using only the sounds and words in their environment.

Six to eight months: the baby's brain has about 1.000 trillion synaptic connections. The number of connections begins to dwindle at this age. The brain begins to weaken connections that are not used as often and to strengthen those that are.

Around half of the connections of the average youngster have died off by the age of ten. The average adult has around 500 trillion connections, indicating that the number has reached a plateau.

Age 12: prior to about this age, the brain has been a sponge for language. It is during this period that the foundations for thinking, language, vision, attitudes, aptitudes, and other characteristics are laid down.

### **I.12. The Best Age to Learn a Second Language**

It is clear why some believed it was best to start teaching a second language at the age of 11-13. The youngster would be able to grasp the lesson more easily and appear to advance more swiftly than a younger child. However, a child who is first exposed to a second language at this later age will not intrinsically learn it in the same way a baby or a toddler (especially when it comes to pronunciation and particular puns). According to other academics, the window for language development closes even sooner, around the age of 6 to 7. Therefore, the best age to learn a second language is essentially from birth, or as early as possible. There is not a fully complete answer to this question, but most linguists now agree: the sooner you get started, the better.

### **I.13. Early Childhood Development and Education Benefits**

Early childhood education has been shown to be one of the most effective strategies to help your kid develop the social, emotional, and cognitive abilities needed to succeed in elementary school and beyond. Here are some ways that child development and early childhood education can benefit your child now and in the future.

#### **a. They will develop good habits**

Daily routine help children feel safe and secure. They are also great way to each children healthy habits, like brushing their brushing their teeth or washing their hands. When children know what to expect and each day, they are more likely to be calm, settled and get



into good sleeping habits. Overtime this early childhood development and education will help them start taking charge of daily activities, like getting dressed and packing their bag.

**b. They will develop literacy and numeracy skills**

Literacy and numeracy skills from a foundation for child education, but it is more than just reading, writing and counting. Children learn literacy skills by listening to stories, talking about pictures and drawing shapes on paper, they learn numeracy skills by singing and playing music, or pouring sand into containers of different sizes.

**c. They will enjoy a successful future :**

In the United States, a 30 years survey revealed that adults who had a high- quality early childhood education from 0-5 years were more likely to be continuously employed and to graduate from university.

The skills that your child learns in the early years of their life are crucial for their social, emotional and academic performance. Research actually reveals that children who do not attend nursery or early child education are 50% more likely to start school with developmental vulnerability.

**I.14. Nature versus Nurture**

Genetic inheritance or the information encoded in a person's genes that a kid receives from both parents at conception and carries throughout life, can be characterized as natural. It also refers to biologically hereditary traits and skills that people possess, which may become apparent, as they get older. Nurture, on the other hand, can be described as the various environmental factors to which a person is exposed from birth to death. Physical environments, such as parental nutrition, and social settings, such as neighborhood, media, and peer pressure, are examples of environmental influences. Furthermore, environmental factors influence human development on multiple levels because they include various strata of action, ranging from the most immediate to larger societal contexts such as school systems and local nature (genes) and nurture (environmental factors), both of which are important for language acquisition. Thus, children's intrinsic language capacity is insufficient for language acquisition unless they get input from the outside world. As a result, it is easy to see the significance of both natural and nurture output in language acquisition.

**Conclusion**

In this chapter, the study was focused on the bilingual child, the foreign language situation in Algeria, as well as families who have different backgrounds and different mother tongues. The focus of the study was on parents who had children between grades 4 to 12 years. It is aimed to find out what makes a child wants to acquire a new language in his early

age, how do parents discover that their child is curious to learn another language while he is more interested in learning his primary one, and how families support and assist children in home and outside or in private schools in order to develop the second language.

The chapter also intended to discover what are the developmental benefits of learning a foreign language and what kind of language support parents provide at home and outside in the two languages, as well as it focused on the best /age for child to learn a second language.

*Chapter Two*

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Bilingualism in Early Childhood

## Introduction

A lot of people in the world are bilingual. People in Africa and Asia frequently speak both their community language and an official language, such as English or French. It is not surprising when you consider that there are approximately 6500-7000 languages in the world, according to Prof. Dr. Martin Haspelmath of the Max-Planck-Institute of Anthropology in Leipzig, and that 193 countries have an average of 35 languages per country, according to [www.welt-in-zahlen.de](http://www.welt-in-zahlen.de).

Despite the fact that bilingualism is widespread, there are a lot of negative opinions in the minds of people. People say things like, "Your child is going to get all these languages mixed up."

This study will focus on bilingualism, more specifically on bilingualism in early childhood. For that, we quoted some definitions of bilingualism from experts by doing some research and defined the one we had worked on by introducing some data and analysis that we had already done on the topic. Concluded our research by giving us valuable results.

Bilingualism is a huge topic and, to look at it more deeply, we decided to consider families who raise their children bilingually in the English and French languages in private schools, and to get in contact with parents and teachers to answer some interesting questions about bilingual children.

## II.1 Bilingualism

Language is a part of our lives. The majority of our activities revolve around communication. People have been communicating since they were infants. The setting in which a kid is born has an impact on the language she or he will speak later in life. For the first time, the baby acquires his/her mother's tongue. Later on, she/he learns another language. Some people find learning a new language easier than others, but the majority of us can accomplish it. Bilingual people are those who can communicate in two languages.

Bilingualism is the ability to communicate in two languages on a daily basis. It is quite common and occurs in many parts of the world, with approximately one in every three people being bilingual or multilingual (Wei, 2000). It may be learned by children at a young age in regions where most adults speak two languages (for example, French and dialectal German in Asia). Children can also become bilingual by learning languages in two different social contexts British children in British India, for example, learned Indian through their nurses and household employees. A second language can be learned in school as well. Bilingualism also refers to using two languages in the classroom, particularly to assist students in learning a new language. Bilingual education advocates in the United States claim that it accelerates learning

in all disciplines for children who speak a foreign language at home and keeps them out of English-language schools.

The definition seems to be easy at first sight, but when we take a closer look, it quickly becomes clear that defining bilingualism is significantly more difficult and complicated. The first answer to this question would be that a child has been brought up in two languages in which he is equally competent and that the use of both languages is perfect. Yet, the ability to communicate in two languages is individually different. Bilingualism entails, first and foremost, the ability to communicate in both languages and to use code switching in appropriate situations, which include speaking, and understanding, as well as reading and writing. This is defined as the ability to articulate correctly, the use of adequate words in number and meaning and knowledge of building correct words and phrases. The second level entails the proper use of languages as a means of communication, as well as the ability to determine which language is appropriate in which situation. Language-cognitive competence is the third level, which entails, first and foremost, the ability to comprehend the meaning of language in terms of words and meanings. These three levels combined are called illiteracy (Kupelikilinc, Nicola/Ringel, Maria, 2007, p.29). Only a few speakers can become true balanced bilinguals, and a youngster will never achieve the same skills in both languages. There will always be a stronger and a weaker language. This brings up the question of how competent the speaker should be when it comes to communicating in more than one language.

Researchers have different answers to this question because their definitions differ. For example, if a child is raised in a bilingual family and receives a bilingual education, he or she will learn the language in a controlled manner. On the other hand, there are, for example, migrants whose children grow up in a bilingual environment, but their bilingual education is much less controlled. We speak of double first language acquisition if a child is exposed to two languages at the same time within the first two years (Dittmann, Jurgen, 2002, p.92).

## **II.2 Types of Bilingualism**

There are three types of bilingualism: compound, coordinate, and sub-coordinate, according to a discussion of bilingualism and second language learning. A compound bilingual is a person who learns two languages in the same setting, resulting in one concept with two linguistic expressions.

The vocabulary in the two languages belong to separate and independent systems since a coordinate bilingual learns the two languages in different circumstances (for example, at home and at school).

One language dominates in a subordinate bilingual. Language development is examined in the case studies of the following Italian/English bilinguals as an example. Children in Italy (1) a two years-old whose Italian father uses both languages and whose English mother uses mostly English (2) sisters aged five and nine whose parents are Italian but who have always attended English-language school (3) two Italian teenage boys whose mother has always spoken English to them and who have always attended English-language school. The advantages and disadvantages of bilingualism development for children and their parents are highlighted. Motivation and circumstance, in addition to biological predisposition, play major roles in multilingual development, and the bilingual experience is generally enriching.

### **II.3. Raising a Bilingual Child**

The most common reason why a child is raised bilingual is that the parents have two different native languages. They can act according to the partner principle, which means that each parent speaks to the child in his or her own language. This is a possibility for each parent to keep his or her own linguistic identity while communicating with the child. This is also helpful in making it easier for a child to keep in contact with their grandparents and other relatives who may live abroad. Sometimes, problems can arise when one parent is not familiar with the language of the other (Ebd, p.93).

Not only is the dissociation of the mother's and father's languages important for a child's language acquisition, but some other functional language separations occur as well. The importance of family language, for example, cannot be overstated. is the language that is spoken in the family. Also, the language that is used between the siblings has a significant role and the third factor is the playing language. This is the language that a child uses when playing and studying mythology, and it is made up of their other frequent playmates. The fourth aspect is environmental language, which refers to the language of the country in which the child resides. The last one is becoming more and more important to a child because of the growing influence of educational institutions, playmates, etc. In most cases, this will eventually become a strong language because it is more than the sum of two monolinguals. At the same time, speech systems rely on and influence one another. This raises a number of issues that extend beyond the acquisition of the first language, such as strong and weak languages. The distinction between strong and weak languages demonstrates that there is always a disparity in proficiency in both languages. But this imbalance can shift and turn around (Harding-Esch/Riley, 2003, p.23).

## II.4. Methods

When parents decide to raise a bilingual child they have to consider the method they can apply. It will depend on the ability of speaking the partner's language which method parents choose. In this we will explain three often used methods of raising children bilingually.

### II.4.1. One Person one Language

In her book "Observations sur le langage des enfants," French linguist Maurice Grammont coined the phrase "une personne, une langue" in 1902. The idea behind his term is that by keeping the two languages separate from the start, the child will be able to learn both languages easily and without too much confusion or language mixing. OLP is typically used by parents who speak different languages. They begin talking on a regular basis shortly after the child is born. « Before the child begins to speak, the speaker makes eye contact with the appropriate listener. »Cunningham-Andrsson, Andersson 1999, 31, in italics.

The child will then be able to connect one language with one parent (English with the father and French with the mother). This will help the child to distinguish the two vocabulary and grammar systems he is acquiring.

The advantage of a constant reference person can become challenging for a parent. When, for example, the mother is speaking a minority language with the child, she has to do it in all circumstances when the child is with her. For instance, in the supermarket or when friends are visiting her. Speaking in a foreign language to a child in public can cause embarrassment for the mother or disrespect from members of the community. Person speaking for the minority to the child has to be aware of such occurrences and has to build a high sense of self-assurance.

### II.4.2. Minority Language at Home

Considering the fact that both parents speak the minority language as a native language or they are both non-native speakers of the majority language. The minority language at home method is the most applicable. In this method both parents speak the minority language at home and the majority language is spoken in the community. The child gets in the majority of cases exposed to the community language the first time when it goes to a playgroup, in kindergarten, to the playground or in pre-school, thus when it comes in contact with the community. When the family has more than one child it can occur that the children talk in the minority language to the parents. This is nothing disturbing to do with the parents.

### II.4.3. Artificial Bilingualism

If none of the parents have a different native language or they do not live in a foreign country but they want their child to grow up bilingually, artificial bilingualism is a method to apply. There are several approaches to raising a child to be artificially bilingual. One option is to hire a nanny or an assistant who speaks the preferred language. Method is that relatives and friends (e.g grandparents) in another native language, talk to the child if they feel competent and comfortable enough to do so. This can be accomplished using the OPAL method, or by sending the child to a kindergarten or school where the preferred native language is spoken. There are international schools and kindergartens in almost every major city. Minority languages are supported in some schools and kindergartens.

#### **II.4.4. Conditions for Bilingualism**

Before focusing on the conditions leading to bilingualism, It is necessary to give a short overview of the language acquisition of the child. This helps to understand the language acquisition process of the second language as well. The intensity with which a child is exposed to a second language determines his or her proficiency in that language. We look at bilingual language acquisition, the basic language acquisition conditions of the child will be described in the following.

##### **II.4.4.1. Language Acquisition of the Child**

Language acquisition theory proposes an important concept of time frame for optimal acquisition of any language: critical period hypothesis (Henceforth CPH). The idea of CPH was first stated in 1961 by Eric Lenneberg. A German linguist who pioneered ideas especially about the biological foundation of language on language acquisition and cognitive psychology. According to Lenneberg, this critical time period starts with an onset of 2 years of age and ends with a closure at around puberty. In relating with the CPH, it is assumed that the described language acquisition process is mainly completed before puberty, regardless if it is monolingual or multilingual. Studies indicates that there is a maturational constraint on L2. That is why, the earlier the learners are exposed to a second language, the more likely they are to gain native like command of the language. Yet this does not mean that from this age on it is not possible to learn a new language .still, the purpose takes the place; the acquisition process will be different though. Scientists think that the neuronal network that is responsible for the language acquisition process is not as fast and flexible any more (Ebd. p, 36). Besides that, the process goes on in a different ways.

#### **II.5. Second Language Acquisition as the Basis of Bilingualism**

Some children are exposed to a second language from birth on or within the first two years, this is called double language acquisition and it can often be found when the parents



speak two different native languages. when a child is intensively exposed to a second language in an age of two to four years we speak of infantile second language in acquisition of the second language is not replacing the first language, but both languages have the chance to develop, this is called additive multilingualism.

Recent research proves that this is very beneficial condition for the lingual and cognitive development of the child (Kupelikilinc, Nicola/Ringel, Maria, 2007, p.31). Further language acquisition in later years will also benefit from this as well the linguistic growth of the child. If the first language is mostly displaced by the second language, this is called subtractive multilingualism. This can cause disadvantages in the child's linguistic and development. Experts assume that in this case important lingual-overlapping knowledge concerning linguistic structure and logic from the first language gets lost and cannot be activated and used for the development of similar structures in the second language.

### **II.6. The Bilingual Brain and the Benefits of Bilingualism**

Due to modern scientific knowledge, people's perceptions of bilingualism have shifted. For a long period second language was seen by researchers and educators as an interference that is more like a hindrance for the academic and intellectual development of a child. Even when just one language is employed, both language systems are engaged in the bilingual brain. This can cause situation in which one system restrains the other one. Now the question is whether this can be seen as a benefit or not.

In fact, the interference is more a benefit than a handicap. It is accepted as some kind of training for the brain. The brain is constantly in war with itself, and it is difficult to reconcile this internal conflict. This mind-workout strengthens the cognitive muscles of the brain significantly (Chilla and Al, 2010, p.51)). Parallel to this, bilinguals appear to be better at solving specific types of mental challenges than monolinguals. This is what psychologists Ellen and Bialystok and Michelle Martin-Rhee proved in a survey, they asked bilingual and monolingual preschoolers to sort objects of different shapes and colours. The first task was comparatively easy, but when the task got more challenging, the bilinguals were significantly quicker.

### **II.7. Problems of Bilingualism and Influential Factors**

Most people are exposed to foreign languages on a daily basis. Bilingual children, on the other hand, have a distinct blend of languages. First the so called semi-lingualism should be mentioned. This means that when the first language is not yet fully learnt, the second language acquisition can be problematic. This assumption is based on the interdependency hypothesis which claims that the second language can only be learnt in an optional way when

the first language is proficient. According to the threshold idea, the second language can only thrive if the original language's basis is strong enough. However, these hypotheses are unable to resist linguistic scrutiny. The outcomes are the display of a special bilingual identity and the mixing of languages is not a sign for deficiency but multilingual competence (Cilla and Al.p.55).

The mixing languages contains code-switching, borrowing, and transfer. It is a symptom of the dominant language hypothesis or gap filling when it is used. They can be caused by linguistic factors or by social or psychological factors. For examples, certain youth slangs are influenced by the use of a mix of different languages. Different studies imply that this language is designed by specific communication patterns of youth culture and in groups. It is the result of the difficult social circumstances that young people growing up in a bilingual world face (Ebd. p.62).

### **II.8. Code Switching**

The term "code-switching" refers to when a speaker switches from one language to another in specific settings. It follows certain rules and is defined by social functions. Kaplan (2002) claims that in many societies where more than one language is being used, code-switching is the normal way of expressing oneself. Studies pertaining to code-switching can help us understand how languages can interact in language processing and, in this way, the cognition of bilingualism can be better understood (p.288). Code switching can occur as a result of new conversation patterns, changes in the topic or location, or other factors. It is referred to as an internship when it occurs in complete silence. (Chilla and Al.p.63).

Simultaneous bilinguals are people who have grown up speaking two languages as their first language (Hamers and Blanc, 2005, p.28). Some of them learn those two languages simultaneously because they grow up in a mixed-lingual family. The fact that these bilinguals develop two languages at the same time has piqued the interest of researchers, who have begun to investigate their linguistic systems as well as their linguistic behavior (Genesee, 2000; Genesee, Nicoladis, Paradis, Issel, 2001).

Code switching is not just a linguistic behaviour of bilingual children that occurs in interaction, but it is also a phenomenon that represents their development of bilingual cognition, memory and linguistic systems. Hence, there are several issues that researchers are keen on providing evidence to prove the hypothesis of whether bilingual children's behaviour of code switching occurs because they have a unitary linguistic system or a dual linguistic system. They conducted research to determine whether a bilingual child has one or two linguistic systems (Meisel, 2001). In addition, another major issue related to these bilingual

phenomena is whether they are going through a phase of confusion when they simultaneously acquire two grammatical systems or not. Evidence is needed to prove that bilingual children do not confuse and mix the grammatical rules of both languages. This begs the question of whether code mixing occurs because the children are unable to tell the difference between the two languages. Because children develop their mother tongues in infancy, their pragmatic competence, as well as mental awareness of using both languages appropriately and separately, is questionable. As a result, linguistic experts conducted research to address this issue (Heredia and Altarriba, 2001).

Code switching is more than just a sign of bilingual inability to separate the linguistic systems of both languages (Genesee, 2000, p.9). It is because they can use different languages appropriately with different people. Code switching occurs due to language accessibility factors such as failure to retrieve correct words, frequency of language use, grammatical features, and sociolinguistics. Code switching occurs due to a failure to retrieve data rather than a lack of efficiency (Altarriba and Palomo, 1999, p.3; Genesee, 2001, p.157). Bilingual children cannot retrieve the words that are suitable to express their ideas in their second language, it is more accessible to use words in their first language. Furthermore, their ability to make speech in their second language is determined by how often they use it. If they only use a few terms or words in their second language on a regular basis, it is easier for them to use their first language. Bilinguals code as well, but not due to a lack of competence in their second language, but due to pragmatic competence. According to the instructors, they can switch languages.

Children can choose a language based on sociolinguistic requirements at a young age (Meisel, 2006, p.9). Interlocutors is one of the requirements, and it has been discovered that bilingual children can choose and use a language based on their address. When they speak to people who speak the same or a similar language, they can abruptly switch from a first to a second language. Furthermore, they rarely violate the grammatical rules of both languages, allowing them to separate the grammar of both (see, 2001, p.155, 2006)

### **II.9. Borrowing**

In this case, the speaker employs single lexemes from one language in sentences that are essentially made up of other languages. How, then, does borrowing differ from code switching? The question is notoriously difficult to answer, not in the least because of the variety of conflicting theories and definitions which abound. One significant difference is that borrowing is one word in and of itself, and code switching is often associated with longer usage, which is not always the case--code switching can occur with just one word as well.

Two natural phenomena occur as a result of its uniqueness to the lexical inventory of a given language community.

Firstly, this aspect of borrowing has given rise to a number of different types, as well as different linguistic behaviours surrounding borrowing. In certain communities, whether a word is regarded as a borrowing may simply lie in how it has been established in the target language, and therefore, whether it is recognised as a foreign word (i.e., it is a case of integration: it may be that the borrowed word has replaced a word in the matrix lexicon entirely, in which case it may no longer be recognized as a borrowed word). In others, especially in multilingual communities such as French-speaking communities.

Integration is not an absolute parameter for borrowing. However, it is very possible that the pronunciation of a lexical item taken from another language may vary, yet its status as a borrowing or as a code switch item does not change. There are numerous factors governing this, as code switching is nuanced and innately socially motivated. It may depend on the availability of an alternative phrase in the target language, or the register or familiarity the speaker maintains with the interlocutor.

### **II.10. Transfer**

There is another form of language mixing, which can happen from the first to the second language as well as the other way round. It is unclear whether the language mixing is a manifestation of the so-called interlanguage. Interlanguage is founded upon the assumption that an L2 learner, at any particular moment in his learning sequence, is using a language system which is either the first language or the second. It is the third language with its own grammar and its own lexicon.

### **II.11. Bilingual Education**

Even so, there are still voices that claim that multilingualism could be a hindrance rather than a benefit. It is now widely accepted that bilingual education can be extremely beneficial to a child, as the benefits far outweigh the disadvantages. As previously stated, there are numerous factors and circumstances that influence or force parents to make the decision to raise a child in more than one language. Bilingualism exhibits extremely varied patterns throughout the world and bilingual individuals live in an equal variety of linguistic situations (Harding\_Esch, p.77. This is not limited to familiar or private circumstances; educational institutions should also be taken into account. We focus on bilingual educational institutions, it is recommended to take a look at the familiar conditions and surroundings concerning bilingualism.

### **II.12. The Bilingual Family**

The most important factors that are involved in determine whether or not a child should be educated bilingual are many. First of all, a family should look at its personal language background and history, this can bring a decision for or against bilingualism. Also it is important to analyse which language is used mainly between the parents and if it is easy to teach it to the child. « if the parents were ,previously in the habit of talking to each other in the language of the outside community, then the parent who wishes to pass on his or her other language to the child will clearly have to put a lot of time and effort into the child's language education »(Ebd.,p.78). If the parents use another language, they should accept that they will have a foreign home, when speaking to their child. The next question is how the perspective languages should be used. Most parents commonly stick to one language. However, deciding how to employ which language in which situation can be a difficult task at this point. It's also worth thinking about who will look after the tiny child and what language will be spoken. Another important issue is the parent's attitude towards their own languages. Other family members, as well as the amount of contact the child will have with them, play a role. These factors may be even more crucial than the language's objective condition in a foreign society. Nonetheless, the prestige of a language cannot be overlooked. Some golden principles for bilingual families include making decisions independently and not allowing others to influence them. They have to be very strong and determined and always consider the social benefit of bilingualism, instead of being afraid of the alleged intellectual harm. If a bilingual education causes misery or frustration, parents should bear in mind that the happiness of the child should always come first, but they should also make every effort to encourage and maintain bilingualism.

### **II.12.1. Bilingual Education in Preschool and School**

Not only the families but also educational institutions should take part in the bilingual education. This should take place before starting school, and a kindergarten is an important part of that. This is important because the child has contact to the second language for three more years and this ways s/he gets enough time to develop a certain degree of competence to maintain later in school. Also the time before the six year of age is very fertile for language acquisition and prosperous foundation for the learning process in school is built up this way. The preschool education has a very positive impact on the bilingual development of a child. So the passive lexicon is benefiting very much these are very good conditions for the start of school.

According to (Wode, Henning, 2009, p.74) the language should be used in a way that children are able to comprehend the linguistic structures without further explanations from the

educators. The new language should be incorporated into daily activities so that youngsters do not encounter wholly unfamiliar settings.

The problem is that bilingual preschool institutions should not be the same for all children but be chosen according to the specific group they belong to.

Within the pedagogic setting of the school, bilingual education should also include bilingual lessons in various topics. The second language should be the language used in class. Bilingual teaching should involve an improvement in the language as well as competence and knowledge in the subject itself. This is what intercultural learning is about and it brings a lot of new perspective and chances for teachers and learners as well as concerning the language and the specific subject knowledge (Otten, Edgar/Wildhage, Manfred, 2003, p.24).

### **II.13. Private Schools Education**

Parents are in position where they should teach their children the necessary skills for learning their second language, and choose the right school for them. Lot of parents are choosing private school education for many reasons, and for the most important reason is to give them the unique experience and education of private school.

#### **II.13.1. The Benefits of Private School Education**

Families choose to teach their bilingual child in private school for several reasons and due to its benefits:

#### **II.13.2. Enriched Academic Opportunity**

One of the important benefits in private school is that they provide a challenging education and exceptional experiences. Students in private school score best marks on their tests and exams.

#### **II.13.3. Small Classes**

Bruce Bidder and David Berliner in 2002 made a study on class size, and showed that the smaller classes' size, the better average students performs on the academic achievement tests. Private schools vary in size, but it depends on their teaching method and style. Almost, it focus on the importance of small sizes to individually help's student weak areas and advance their strengths.

#### **II.13.4. A Safe Environment**

Private schools provide high standards for discipline and respect, and control of school grounds. In the Fraser Institute study, around 27% of parents surveyed with children in the private school system strongly agreed that their school was safe, which improves the quality of the educational experience of the child.

### II.13.5. Development for Today's and Tomorrow's World

Private schools aim to offer to learners a range of specializations including arts programs, athletics, math, science. They are responsible for producing many leaders in politics, business and society.

### II.14. Advantages and Disadvantages of Bilingualism

#### a. Are bilingual children confused?

One of the biggest concerns that parents have about raising children in a bilingual household is that it will cause confusion. But is there any scientific evidence that young bilinguals are confused? The first question to ask is what confusion would look like, except the case of neurological disorders (Paradis, 2004), fluently bilingual adults can speak whatever language they choose in the moment, and are clearly not confused. But what about bilingual children and infants?

One misunderstood behaviour, which is often taken as evidence for confusion, is when bilingual children mix words from two languages in the same sentence. This is known as code mixing. In fact, code mixing is a normal part of bilingual development, and bilingual child is actually having good reasons to code mix (Pearson, 2008). One reason some children code mix is that it happens frequently in their language communities. Children are just doing what they hear adults around them do (Comeau, Genese, and Lapaquette, 2003). A second reason is that just like young monolinguals, young bilinguals are sometimes limited in their linguistic resources. Similarly to how a monolingual 1 year old might initially use the word « dog » to refer to any four-legged creature, bilingual children also use their limited vocabularies resourcefully. If a bilingual child does not or cannot quickly retrieve the appropriate word in one language, she/he might borrow the word from the other language (Lanza, 2004). Rather than being a sign of confusion, code mixing can be seen as a path of least resistance: a sign of bilingual children's ingenuity. Further, bilingual children do not seem to use their two languages haphazardly. Even the 2 year olds show some ability to modulate their language according to the language used by conversational partner.

#### b. Does Bilingualism make Children Smarter?

Popular books such as *The bilingual Edge* (King and Makey, 2009), and articles such as *The Power of the Bilingual Brain* (Time Magazine, Kluger, 2013) have touted the potential benefits of early bilingualism. One of the most important benefits of early bilingualism is often taken for granted: bilingual children will know multiple languages, which is important



for travel, employment, speaking with members of one's extended family, maintaining a connection to family culture and history, and making friends from different backgrounds, however, beyond obvious linguistic benefits, researchers have investigated whether bilingualism confers other non-linguistic advantages (Akhtar and Menjivar, 2012).

Several studies have suggested that bilinguals show certain advantages when it comes to social understanding. In some ways, this is not surprising, as bilinguals must navigate complex social worlds where different people have different language knowledge.

Bilinguals also show some cognitive advantages. In particular bilinguals appear to perform a little bit better than monolinguals on tasks that involves switching between activities and inhibiting previously learned responses (Bialystok, Craik, and Luk, 2012). Although these advantages have been mostly studied in bilingual adults and children, new evidence suggests that even bilingual infants are advantaged in certain aspects of memory.

### **c. Should Parents avoid Mixing Languages together?**

Many parents of bilingual children are bilingual themselves (Byers-Heinlein, 2013). Code mixing is the use of elements from two different languages in the same sentence or conversation, is a normal part of being a bilingual and interacting with other bilingual speakers (Poplack, 1980). Code mixing is relatively frequent among bilingual parents as well, and even parents who have chosen a one-parent one-language strategy still code mix from time to time, but what effects does hearing code mixing have on the development of bilingual children?

Research on the impact of code mixing on bilingual children's development is still limited. One study of 18- and 24-month-olds found that high amounts of code mixing by parents was related to smaller vocabulary sizes, however other studies have found no relationship between code mixing language and early language development (Hoff, Place, 2011).

## **II.15. The Importance of Bilingualism in early Childhood Education**

Parents often seek advice from pediatricians and early education professionals on what their children should be learning. By now it is pretty much common knowledge that reading too young one is a fundamental tool, as is having frequent conversation with them. These key components teach children the basics for language and communication foundation that will stay with them for the rest of their lives

If communication and language development is such a critical part of a learning foundation, then many have considered expanding that learning base by adding additional



languages. Bilingual education is the act of learning two or more languages simultaneously, is growing in popularity across the globe in recent decades because of this theory.

Considering the fact that 21 percent of young children are already immersed in a second language at home (Hanan.org), it is easy to understand why multiple languages are being introduced earlier and earlier in schools. In addition, a growing number of general populations speak a language other than English, so learning to be bilingual is becoming more of the « norm » today than ever before.

While some have been hesitant to add a second language to their young child's educational repertoire, others are discovering how highly beneficial it can be. According to US Department of Education, « learning more than one language is an asset to individuals, families and our entire society. » In fact, many researchers are encouraging parents to consider adding a bilingual approach to their child's education for numerous reasons.

When it comes considering a second language, one misconception is that it may confuse a growing child during the early education stage. It is easy to understand the basis of these concerns, but researchers have now been able to prove they are not only incorrect, but the exact opposite is true: bilingual children learn better and faster than other children (the Hanen Center).

« Bilingual children are better able to focus their attention on relevant information and ignore distractions »-Hanan.org.

The U.S Department of Education notes several key benefits to teaching children multiple languages during early childhood. To understand the benefits easier, they broke them down into four basic categories; cognitive development, social-emotional development, learning and long-term success, all of which, contain major benefits for bilingual children.

#### **a. Cognitive Development**

Perhaps the greatest and most immediate benefit parents can witness in children learning a second language involves cognitive development. In fact, the Department of Education states children who begin learning second languages before the age of six will « have an easier time understanding math concepts and solving word problems ; developing strong thinking skills ;using logic ;focusing, remembering ;and learning other languages ».

According to their research, becoming bilingual serves as a means to sharpen (not confuse) young minds. Essentially, it helps children from the basis for processing throughout the rest of their life. Bilingualism build a solid and organized foundation of cognitive development when introduced during early childhood education.

#### **b. Social-Emotional Development**

Since over one-fifth of the population in the United States consists of multilingual families already, brooding this language experience during school hours only serves to enrich family and community ties. By enveloping the multilingual and multicultural approach outside of family doors, communities grow tighter bonds and understanding with one another.

Being bilingual supports children in maintaining strong ties with their family, culture, and community. Bilingual children are also able to make new friends and create strong relationships using their second language, by bridging the communication gap between languages, bilingual children are able to understand and connect with more individuals, building even stronger friendships within their schools and communities.

In addition to building community relations research has also shown that bilingual children learn better focus and self-controlled critical development stages. This crucial skill plays out with overall improved communication experiences with others and again, allows them to build better relationships than students who learn a single language.

### **c. Bilingualism and Learning**

The most obvious and immediate benefit that parents can see from their children learning a second language is cognitive development. In fact, the Department of Education states that children who begin learning second languages before the age of six will have an easier time understanding math concepts and solving problems strong thinking skills logic, learning other languages.

According to their findings, becoming bilingual helps to sharpen (rather than confuse) young minds. Essentially, it provides a foundation for children to process information for the rest of their lives. Bilingualism builds a solid and organized foundation of cognitive development when introduced during early childhood education.

### **d. Long term success**

If you want to grasp the kind of impact a bilingual education will have on your child, look at current demographics. According to statistics, 50-65 percent of all adults across the globe now speak a language other than English. By those statistics alone, those who only English are already in the minority.

What does this mean for your child? Well, being in the language –minority will most certainly limit the opportunities available to your child as they rich adulthood. By limiting their ability to communicate on a multilingual basis, it is simultaneously limiting their qualification for future success.

Overall, more and more researchers are proving that introducing additional languages at an early age has an immensely positive impact on children. In addition to an increase in their

ability to focus, higher cognitive function, and improved social and cultural relations, bilingualism has also be linked to several other benefits. Some of which include staving off degenerative cognitive diseases such as Alzheimer's and dementia, and a higher annual salary bracket as a result of superior career qualification.

Recent brain studies have shown that bilingual people's brain function better and for longer after developing Alzheimer's on average, the disease is delayed by four years compared to monolinguals ».Michigan State University News. This cognitive advantage as well as the rest of them mentioned above all boil down to the flexibility and focus that is generated when individuals are immersed in the bilingual world. When bilingual learning begins during the early education years, it has the added benefit of improving their learning potential in different ways. While adults will still see many of these benefits if picking up a second language later in life, research has shown children stand to benefit the most by becoming bilingual.

#### **e. Zone of Proximal Development**

The ZPD concept can be considered in terms of the distance between the actual level of development as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers. ZPD was first introduced in the works of Vygotsky, at a relatively late period from 1932 to 1934. Various definition of the concept given in a series of lectures during this period. Vygotsky used the ZPD to characterize the learner's current or real degree of development, as well as the next level that can be reached through the use of mediating semiotic and environmental tools, as well as skilled adult or peer facilitation. The idea is that individuals learn best when working together with others during joint collaboration, and it is through such collaborative endeavors with more skilled persons that learners learn and internalize new concepts, psychological tools, That is slightly more difficult than what they can do alone, so they will need to collaborate to complete the task, either with another, more competent peer or with a teacher or adult. and skills, Roosevelt(2008) holds that the main goal of education from Vygotsky perspective is to keep learners in their own ZPD as often as possible by giving them interesting and culturally meaningful learning and problem solving task The idea is that after completing the task jointly, the learner's ZPD for that particular task will have been raised. This process is then repeated at the higher level of task difficulty that the learner's new ZPD requires.

The assigned to the learners sometimes fall outside the ZPD that the learner can already do, or tasks that the learner would not be able to do even with help, for example trying to

teach the average 10 years old to solve quadratic equations. As a result, the focus of education is on tasks within the ZPD that the learner cannot complete on his or her own, but can do them with the help of others. As the learner accomplishes the task, his or he ZPD gap between what he or she can only accomplish with assistance shrinks.

#### **f. Collaboration in ZPD Assessment**

The learner's ZPD is assessed through interaction or collaboration with a learner because it provides an opportunity for imitation, which is the way for identifying maturing psychological functions that are still inadequate for independent performance. By applying the principal of cooperation for establishing the zone of proximal development, we make it possible to study directly what determines most precisely the mental maturation that must be realized in the proximal and subsequent periods of his stage of development. (Vygotsky, 1998, p.203).

#### **g. ZPD and Scaffolding**

It is widely believed that socio-cultural theory of mind and the concept of ZPD from the basis of the notion of scaffolding (Berk, 2001; Daniels, 2001; Well, 2001). However, the interpretations and explanations of the exact ways that scaffolding relates to it have been different. These range from understanding scaffolding as a direct application and operationalization of Vygotsky's concept of teaching in the zone of proximal development (Well, 1999), to the view that the notion of scaffolding only partially reflects the richness of Vygotsky's zone of proximal development. In addition, the limitations of the metaphor of scaffolding in interpreting the zone of proximal development have been revealed.

Wells (1999) defined scaffolding as a « way of operationalizing Vygotsky's (1987) concept of working in the ZPD ». He organized three key features that give educational scaffolding its particular character: 1.the essentially dialogic nature of the discourse in which knowledge is co-constructed.2. The significance of the kind of activity in which knowing is embedded.3. The role of artifacts that mediate knowing (Well, 1999, p.127).

The major goal of scaffolding in teaching represents view the ZPD characteristic of transfer of responsibility for the task to the student (Mercer and Fisher, 1993). They emphasize the collaboration between the teacher and the learner in constructing knowledge and skill. Other authors see the metaphor of scaffolding as limited compared to the notion of ZPD.

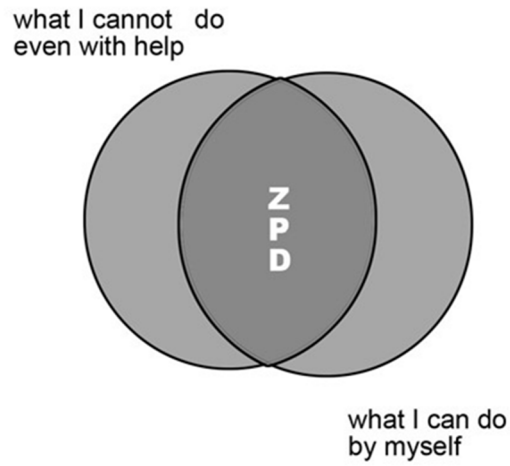


Figure 1. The Zone of Proximal Development

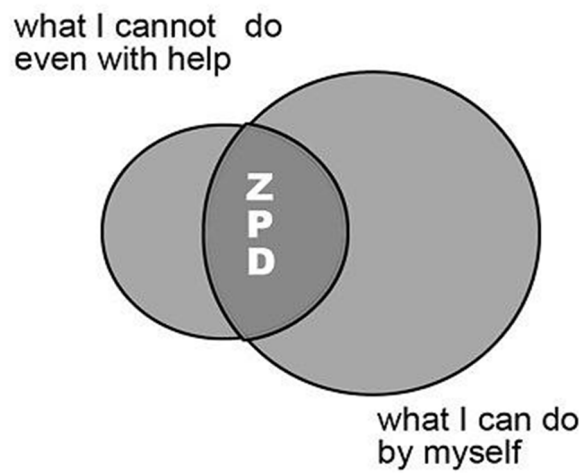


Figure 2. The ZPD after Teaching Has Occurred

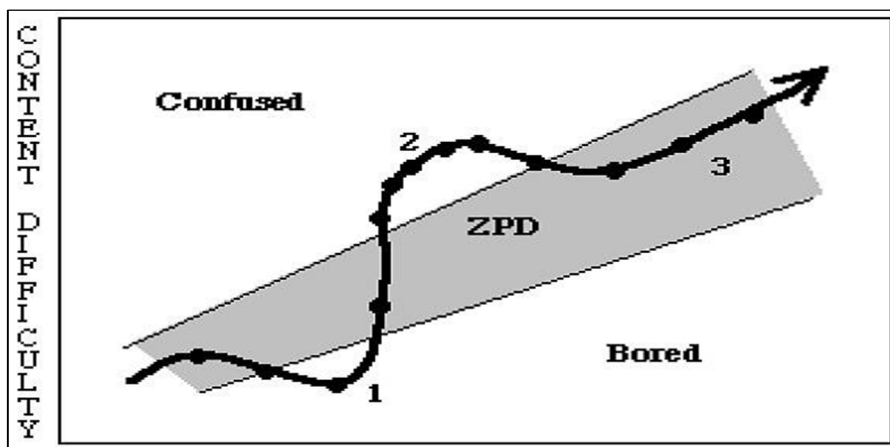


Figure 3. STUDENT SKILL LEVEL

**Conclusion**

Bilingualism basically defined as having been brought up with two languages and being more or less equally competent in using both languages is a significant phenomenon. This study aims to identify the bilingualism phenomenon focusing on some of its components. First of all, it is not easy to make clear cut definitions regarding the term bilingualism, what the term stands for and which basic constellations can be associated with this term will be explained in the study in a detailed way. Following the definition of bilingualism, some conditions such as a second language acquisition which proposes a basis for bilingualism, the effect of bilingualism on the brain and certain individual factors affecting bilingualism are going to be dealt with. An important component of bilingualism, bilingual education, will be analyzed within the perspective of the importance of bilingual family in raising bilingual children and bilingual education especially in preschools and private school with its benefits. Finally, it is interesting to look at the very essence of bilingualism and what the common denominator is for the bilingual child.

## *Chapter Three*

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Field work

## **Introduction**

A research field is required for any study, in addition to what was revealed in the preceding chapter. This chapter focused on the developmental benefits of learning two languages at the same time as a youngster. For data collection, we use a combination of quantitative and qualitative methodologies. This chapter also explains the analysis used in the discussion of the results. We adopted a questionnaire for this purpose, which aims to reveal the benefits of bilingualism in early childhood. Our goal is to shed light on how children aged five to twelve learn a second language in private schools, as well as how parents support their bilingual children's language acquisition. The second method was conducting an interview with teachers to determine whether bilingualism has benefits or drawbacks, such as children being confused while learning a new language. To highlight trends in the data, these replies were grouped and assigned a numerical value. The third one was recording to assist the linguistic competence of children learners.

### **III.1. Research Methods and Design**

Any research needs to be well planned in order to achieve valuable results. The present research work is a case study which contains sixty (60) participants, "parents" and ten (10) participants, "teachers" in different private schools and a group of children chosen randomly. This study employs descriptive mixed methods in order to determine the benefits of bilingualism at a young age. It also aims to find out how parents raise their bilingual children and if they are interested in different languages and how they motivate their kids.

### **III.2. Sampling and Participants**

The target population of this research consists of 10 teachers of English and French from 3 private schools, and 60 parents of children who study in these private schools, namely: RIHI international institute, Edraak Foundation for Language Teaching and School Support and Open Mind School. Then, a group of children spelling words were recorded.

### **III.3. Research Tools**

#### **III.3.1. Description of the Questionnaire, Interview and Recording**

To conduct the current study, two different research tools have been chosen, via a questionnaire directed to parents, an interview for teachers in both English and French and a recording for children. The main goal behind such a choice is to ensure scientific validity and reliability.



For this study, we conducted a questionnaire, an interview, and a recording with a list of questions and words to help with data analysis and discussion. These tools are designed to collect information from parents, children, and teachers.

#### **III.3.1.1. Parents' Questionnaire**

It is devoted into three sections, the first part includes personal information about parents, the second one and the third contain questions that search information from parents about the investigated subject. These sections are composed of ten (10) questions with different options to answer with.

#### **III.3.1.2. Teachers' Interview**

Teachers' interview it aims at describing teachers opinions and seeks information about the ability of children to learn a foreign language. This interview is composed of sixteen (16) questions and extra lines for adding anything about the child language development.

#### **III.3.1.3. Children Recording**

This research tool is devoted to children aged 5 to 12 years old, with the goal of determining the level of linguistic competence of children in the French and English languages through the use of 30 words chosen at random.

### **III.4. Data analysis**

This part analyzed the collected data from the questionnaire, the interview and recording. The analysis of the data were made manually, the research performed content analysis that categorizing verbal and behavioural data to classify.

The results are illustrated as follows:

III.4.1. Parents Questionnaire Analysis

Question 01: salary?

Weak       Limited       Good

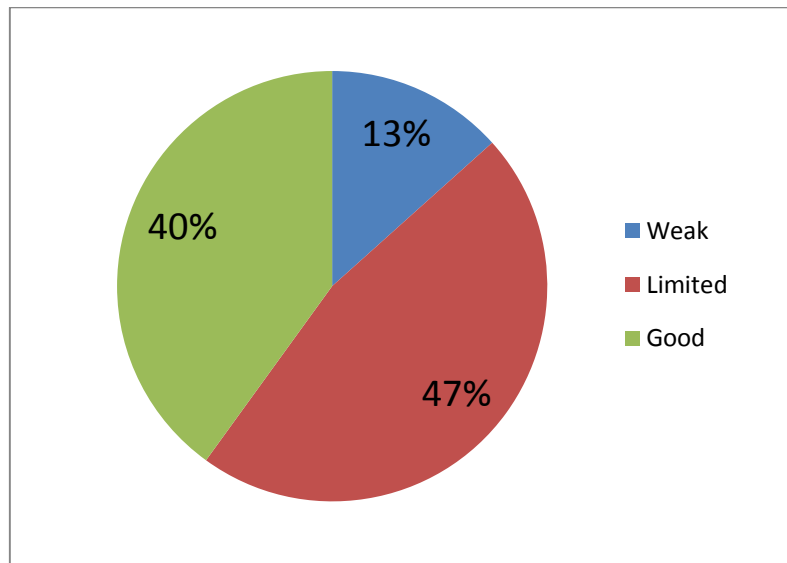


Figure 04: parents' salary

Concerning this question analysis above, it seems that (47%) of the participants' salaries were limited, whereas, (40%) of the participants' salaries were good, while (13%) of them were weak.

Question 02: at home, which language do you speak?

- Arabic       - English  
 - French       - Kabyle

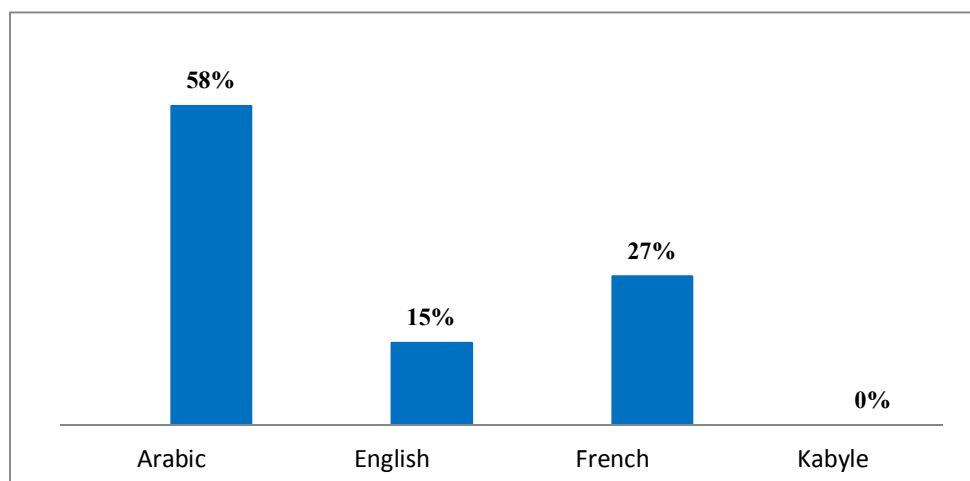


Figure 05: Language use at home

According to the graph above, the majority of parents (58%) speak Arabic at home, while some (27%) speak French and 15% speak English.

**Question 03: how do you consider foreign language?**

- Essential     - Optional     - Useless

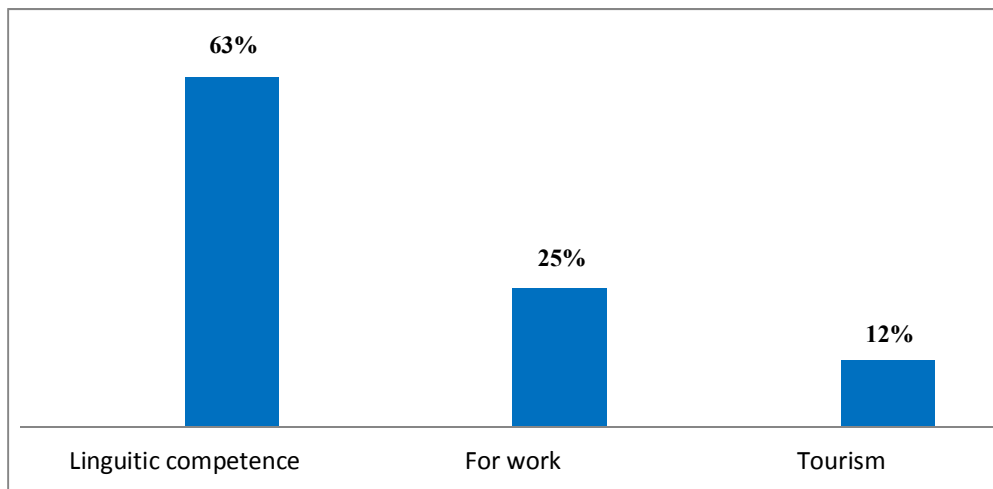
Suggestions	Participants	Percentage
<b>Essential</b>	52	87%
<b>optional</b>	8	13%
<b>useless</b>	0	0%

**Table 01:** parent’s opinions about foreign language

According to parents' answers in the table above, question three analyses the opinion of parents about foreign languages. (87%) considered foreign languages as an essential part, unlike a few respondents (13%) who see that learning a new language is optional. None of the parents think that it is useless.

**Question 04: why is it important to teach language to your child?**

-linguistic competence     -for work     -tourism

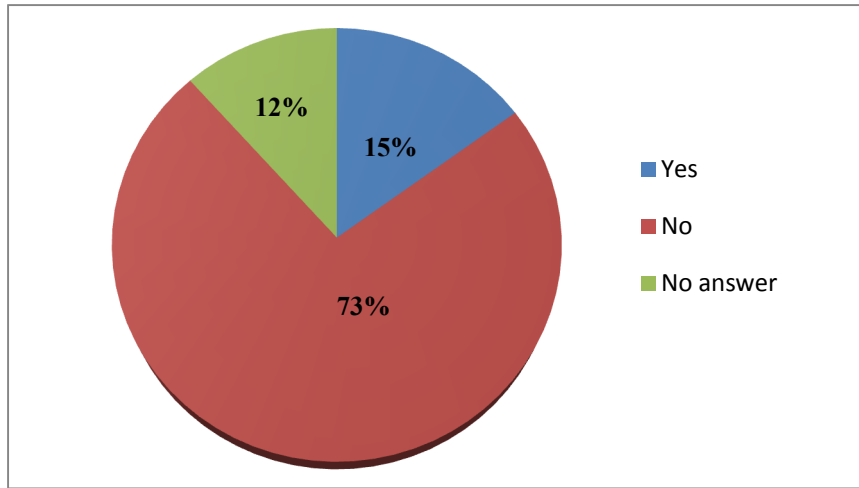


**Figure 06:** parent’s opinion about the importance of teaching a second language

From this question, we have noticed different opinions about the importance of teaching a second language. (63%) of parents see that their children must learn a foreign language for linguistic competence, while,(25%) respond that learning a new language is needed for work, and just 12% see that a bilingual child requires learning a new language for tourism.

**Question 05: will your child be confused if he/she mixing languages using words from both languages?**

-yes       -no



**Figure 07:** the influence of learning two languages at once on the child’s brain.

The data in the pie chart above indicates that (73%) of the participants agree that children do not get confused when they mix words in both languages. Then just (15%) said yes, they were confused and (12%) they did not answer the question.

**Question 06: will raising your child in a bilingual home lead him to talk early or to language delay?**

-yes       -no

-Why?

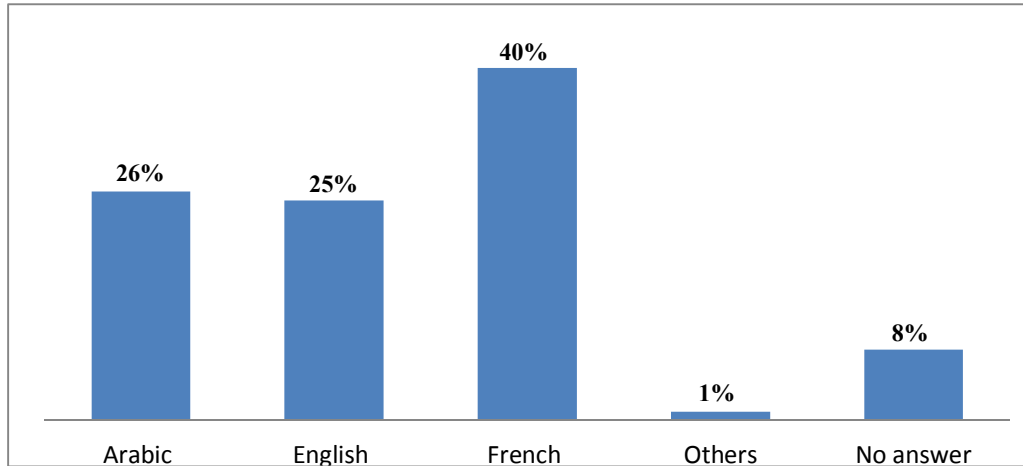
**Table 02: The impact of language use at home**

Suggestions	Participants		Percentage
Yes		30	50%
No		20	33%
No answer		10	17%

According to the response to question 6, half (50%) of the surveyed parents believe that raising a child in a bilingual home causes him to speak too early. Only (33%) said no, and (17%) did not respond to the question.

**Question 07: In which language do you help your child?**

- Arabic                       -English
- French                       -Others

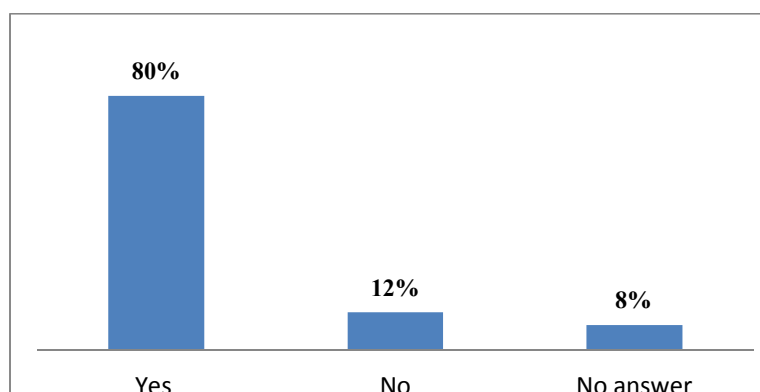


**Figure 08:** The assistance of parents

The answers to this question demonstrate that the majority (40%) of parents help their children with the French language. Then, in the Arabic and English languages, they are approximately similar to the Arabic language (26%) and the English language (25%). whereas the other modules only account for (1%).and (8%), they did not respond to us.

**Question 08: Do you think that your child is interested in learning French and English?**

- Yes                       -No

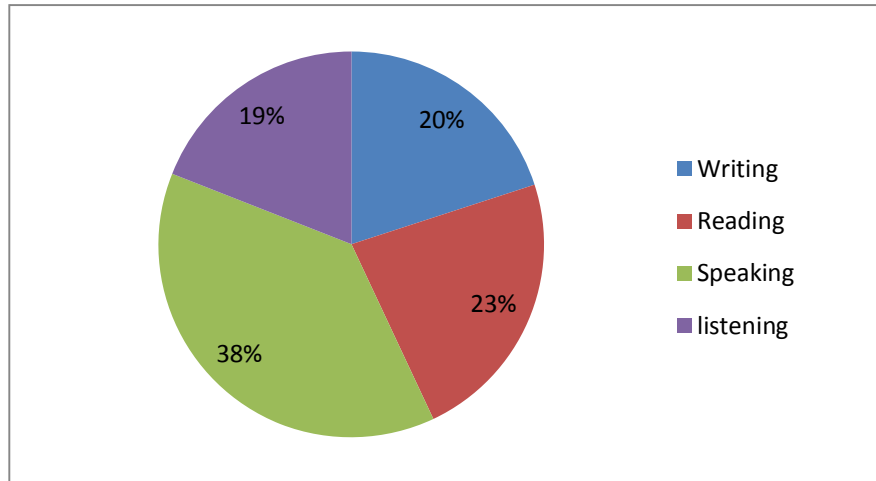


**Figure 09:** Parent’s opinion about their children’s interest in languages.

On this question the majority (80%) of responses were “yes” their children are interested on learning languages. Just (12%) answered with “no”, and the rest (8%) do not fill in this field.

**Question 09: your support based on?**

- Writing       -Speaking  
 -Reading       -Listening



**Figure 10:** parent's support.

The statistics in figure 07 show that (38%) of parents have their support based on "speaking skills", and then (23%) of their support is based on reading. Only 20% of the evaluation was based on writing. The minority (19%) their support based on listening.

**Question 10: parents help is essential for their children's foreign language learning?**

- Strongly agree     -Rather agree     -Agree  
 -Disagree       -Strongly disagree

Suggestions	Participants	Percentage
Strongly agree	40	66%
Rather agree	3	5%
Agree	13	22%
Disagree	0	0%
strongly disagree	4	7%

**Table 03 :** Parental perspectives on the necessity of assisting children in acquiring a foreign language.

The statistical data, inserted in the table above, (66%) of the answers strongly agreed with the idea that parents are essential to helping their kids' foreign language learning. Whereas the mere minority (5%) of responders they were strongly disagree to this idea, while (22%) they were agree and just (5%) of them were rather agree.

#### III.4.2. Teachers' Interview Analysis

The second pole of our investigation will be graded by an interview. So, in order to analyse the results .we are going to introduce different answers of the interviewers.

**Q1.** Do you prefer teaching with individuals or in groups?

In this question, the majority of interviewers prefer teaching in groups because it is very practical to motivate them to learn better by exchanging ideas and interests. Furthermore, it is similar to competitions in that it encourages them to do their best in order to obtain more information and feedback.

On the other hand, two (02) responders prefer working with individuals because they can transmit the information quickly, reach the background and it saves them time.

**Q2.** Do children produce sounds correctly?

The majority of responders answered with "some sounds" or "few sounds". It depends on the language. Whereas two (02) teachers answered with "most sounds", and just one (01) responded with "all sounds". Which means it depends on the level of the children and the language (**French and English**).

**Q3.** What are the activities that help children to learn a second language?

All the interviewers answered that all the activities are helpful and practical, but the best one, especially for children, is "songs and videos", because nowadays, most children use their phones to watch on YouTube different videos and songs in foreign languages.

**Q4.** Do children listen to your talk?

In response to this question, four (04) participants said "always," four (04) said "sometimes," and two (02) said "often» And they all agree that it depends on the behaviour of the child.

**Q5.** Do children answer you through?

All of the interviewers' responses were nearly identical; learners responded through "gestures" and "one word," then by training and teaching them how to use words to form a correct and meaningful sentence. They will respond to them with a simple, correct sentence or at least a phrase.

**Q6.** Do you think that children can learn a second language at an early age?

All of the interviewers said "yes," and they all agreed that children can learn a second language at a young age. Because they say that it is the ideal age to provide them with a new language because of their fresh memory and also by learning it in the funniest and most enjoyable ways.

**Q7.** Do learning two languages at once as a child confuse them?

The majority of the interviewer's responses were "no." Children do not get confused, especially if teachers understand how to use appropriate strategies to help a child learn languages in an easy way, because young learners can learn/reacquire a large number of words and expressions.

There is one exception: it can be "yes" in terms of vocabulary and pronunciation when they want to say something in English that is similar to French.

**Q8.** How do you motivate children?

All respondents responded by motivating children based on their interests through games, competitions, the use of visual aids, and the awarding of prizes and gifts.

**Q9.** Parents are often consider as their children's second teacher



All of the interviewers said they "strongly agree" because when parents are interested in languages and motivate their children, it helps a lot of teachers, and children learn faster when there is a follow-up at home.

### III.4.3. Children Recording Analysis

#### 1. Spelling Words

English	French	word transcription
1. Acknowledgment	Reconnoitre	/ək' nɒlɪdʒmənt/
2. Argument.	Argument	/'ɑ:ːgʃmənt/
3. Know	Savoir	/'nəʊ/
4. Business	Business	/'bɪznɪs /
5. Calendar	Calendrier	/'kælɪndəː/
6. Category	Catégorie	/'kætɪgri/
7. Welcome	Bienvenue	/'wɛlkəm/
8. Foreign	Étrangers	/'fɔːrɪn/
9. Culture	Culture	/'kʌltʃəː/
10. Hour	heure	/'aʊəː/
11. Benefit	Benefit	/'benɪfɪt/
12. Learn	Apprendre	/'lɜ:ːn/
13. Children	Les enfants	/'tʃɪldrən/
14. Guess	Deviner	/'gɛs/
15. Company	Entreprise	/'kʌmpəni/
16. Judgment	Jugement	/'dʒʌdʒmənt/
17. Library	Bibliothèque	/'laɪbrəri/
18. Mistake	Faute	/mɪ'steɪk/
19. Misspell	mal écrire	/,mɪs'spɛl/
20. Bathroom	salle de bain	/'bɑ:θru:m/
21. Research	Recherché	/rɪ'sɜ:ːtʃ/
22. methodology	méthode	/,mɛθə'dɒlədʒi/
23. Structure	Structure	/'strʌktʃəː/
24. Necessary	Nécessaire	/'nɛsəsəri/
25. Occasion	Occasion	/ə'keɪʒən/
26. Buy	Acheter	/'baɪ/
27. Development	développement	/dɪ'veləpmənt/
28. Dissertation	Thèse	/,dɪsəː'teɪʃən/
29. Often	Souvent	/'ɒfən/
30. Knee	Le genou	/'ni:/

– Concerning this tool we faced bad results because:

1. We found only children aged between (05 to 10 years old) so most of them cannot read by themselves; so we were obliged to read for them the words in both languages and they just repeat after us.

2. Just few learners they were excellent they read the words correctly without our aid while two of them they were so shy they can't speak in front of strangers so we let them with their teachers to read the words.
3. The time it was not enough to gather enough data because they gave us just 5 minutes at the end of the sessions.
4. Also the teachers said that the words were a little bit difficult.

These are the main obstacles we faced in this research tool.

### **III.5. Discussion of the analysis**

The previous study and the analysis of the three research tools were the most helpful sources. It gave us important and detailed information that helped us to find out the closest answers to the research questions, and to figure out the related information to the hypotheses that were backed up in the questionnaire and the research in general. The results that are extracted from the analysis show the language situation in Algeria, which clearly falls under the terms of bilingualism or multilingualism, as each language is used in different situations. The following discussion shows the advantages of learning two languages at once as a child. First, learning a second language in early childhood is beneficial and it is the ideal age to provide children with a new language because of their fresh memory, especially when teachers know how to use adequate strategies to make a child learn languages by using simple ways. Finally, children develop with the support and motivation of their parents and teachers, because children learn faster when there is a follow-up at home.

### **III.6. Limitations of the study**

It is acknowledged that there are limitations to case studies. The present study suffers from a few limitations that should be taken into consideration when interpreting its findings. Participants in the study were children's parents who had differing views on learning a second language in private schools; thus, their backgrounds and the languages they spoke could not be controlled. Furthermore, due to time constraints and the Corona Virus, both parents were unable to be interviewed. Another minor limitation of this study was the recording of children who did not read independently, as they were too shy to provide the assistance that we required. In addition, this study would be more reliable if these bilingual participants were more interested and highly educated, advanced enough to respond to questions that are included in our research to take into consideration the observations which were noticed while gathering information and data to see what problems children face with learning foreign languages to support our study. Moreover, the theme was selected based on their volunteering and willingness to participate. As a result, most parents are highly educated and earn a good

living, which may have an impact on their bilingual child's education. The study was done with children aged 4 to 12 years old. Despite the fact that this study was small in size, it is still believed that the ten (10) interviewers provided enough information and data about the issues presented and discussed in this study.

### **III.7. Recommendations and suggestions**

Throughout the study conducted to investigate the developmental benefits of learning two languages at once as a child, and the obtained results from the analyzed data, it is worth noting that bilingualism is the way learners learn different languages, and the following factors and tips can be recommended:

- Time management:

Learning any language, in fact, takes time, which necessitates time for organization and increased productivity, so the learner provides each language with its own environment and time to reduce stress and help them achieve their goals. Building time management skills and including them in learning languages can be key benefits to completing more and ensuring efficiently.

- Establishing a supportive environment :

The appropriate atmosphere is one of the most important factors that foster learning in any educational context, and it includes the classroom environment, where the teacher is expected to create a positive environment for a successful instructional process and help learners to enhance their learning and be capable of developing new skills and acquiring new languages. On the other hand, parental support is a crucial dimension that affects learners' performance outside the classroom. It provides greater support. It also improves teacher performance, when parents have better communication with their teachers. Furthermore, it allows teachers to become more acquainted with their students, allowing them to teach them in a more personalized and effective manner.

- Praising and encouraging learners:

Praise is one of the most feasible and effective techniques for engaging and motivating your kids. Praise, when used correctly, can help children overcome behavioural issues and enhance their attitudes toward learning. As a result of their problems, students who learn and think differently frequently receive unfavourable comments.

- Sharing awareness of the importance of bilingualism:

Bilingual people have several advantages, including increased cognitive control, improved metalinguistic awareness, superior memory, visual-spatial skills, and even creativity.

- The use of different materials that suits learners different learning styles:

Everyone processes and learns new knowledge in different ways, depending on their learning preferences. Visual, auditory, and metacognitive learning methods are the three most common cognitive learning styles.

- Motivation :

Motivation fosters determination to complete a task or even achieve one's own personal objectives. It also causes more effort and energy to be expended.

### **Conclusion**

To summarize the main points, this chapter is devoted to the research design methodology, which is based on a quantitative method using a detailed questionnaire for parents from private schools of Tiaret, using random sampling, and a qualitative method of interviewing teachers and recording children's learning from the same private schools. This chapter attempts to analyze and interpret the collected data from an empirical point of view. More to the point, it demonstrates that learning a foreign language at an early age is beneficial, and the main reason behind that is that general findings reveal that raising bilingual children is beneficial, essential, and they can learn dual languages at an early age without confusion.



*General conclusion*

The study dealt with the developmental benefits of learning two languages at once as a child in private schools. As this demonstrates, the French and English situations in Algeria are distinct. It is difficult to define the term bilingualism. There can be different conditions that influence a bilingual speaker. Although, in the past, families believed that bilingualism harmed a child's development when learning a second language. Bilingualism is widely regarded as providing numerous benefits to children. Nowadays, we have noticed that bilingualism has many positive aspects in international business, which can provide us with the ability to communicate with a broader range of people. A bilingual child has the ideal basic conditions to easily learn a new language, because the ability to learn is well trained.

The bilingual brain benefits from these aspects in other ways, in addition to these advantages. This leads to the conclusion that a bilingual child is likely to be more intelligent and is protected from the health of older people, as bilinguals are less likely to suffer from dementia or Alzheimer's disease.

Generally speaking, the thesis analysis focused on the importance of bilingualism at an early age. Parents appear to be very open to their children learning foreign languages, and children raised in a bilingual environment have been found to be more competent than their peers. The discovery implies that being bilingual from an early age significantly alters the structure of children's brains.

Confusion is one of the most common issues that parents face when raising their children in a bilingual environment. Bilingual child mixes words from two languages in the same sentence; it is often taken as evidence of confusion. This is referred to as code mixing. Actually, code mixing is very usual and a normal, natural part of bilingual progress and bilingual children certainly have good motivation to do code mixing. As we have noticed from parents' answers that code mix can be viewed as an indication of bilingual children's creativity in the language.



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## Résumé

Cette recherche, nous cherchons à comprendre le concept de bilinguisme dans la petite enfance, et les avantages développementaux de l'apprentissage de deux langues à la fois comme un enfant dans les écoles privées à Tiaret de 05 à 12 ans. Dans le cadre de nos recherches, nous avons éprouvé certains problèmes, surtout lorsque l'enregistrement de données comme les antécédents des parents et les langues qu'ils parlaient ne pouvait être contrôlé, que les enfants ne lisaient pas de façon indépendante pendant l'enregistrement et qu'ils étaient trop timides pour fournir l'aide dont nous avons besoin. Au cours de ces travaux de recherche, nous avons observé que le bilinguisme précoce est courant dans de nombreuses régions du monde.

Nous avons émis l'hypothèse que l'apprentissage de deux langues ne perturbera pas ou ne distraira pas un enfant bilingue parce que son cerveau est souple, peu importe à quel point votre enfant aime les langues; l'apprentissage de quelques-uns à la fois peut être difficile, les langues étrangères peuvent enrichir la curiosité de l'enfant et accroître sa créativité. Deux méthodes principales sont utilisées dans notre travail descriptif : qualitative et quantitative pour parvenir à une recherche précieuse avec l'aide de dix enseignants pour l'interview, soixante parents pour le questionnaire et un petit groupe d'enfants pour l'enregistrement. Après l'analyse de ces trois outils de recherche que nous avons utilisés, nous avons constaté que l'apprentissage d'une langue seconde dans la petite enfance est bénéfique et que c'est l'âge idéal pour fournir à un enfant une nouvelle langue en raison de sa mémoire fraîche.

**Mots clés :** Bilinguisme, petite enfance, acquisition de la langue, écoles privée

### ملخص

وفي هذا البحث ، نسعى إلى فهم مفهوم الثنائية اللغوية في مرحلة الطفولة المبكرة ، والفوائد الإنمائية لتعلم اللغتين كطفل في المدارس الخاصة في تيارت من 05 إلى 12 سنة. وكجزء من بحثنا ، واجهنا بعض المشاكل ، خاصة عندما لا يمكن التحكم في تسجيل بيانات مثل تاريخ الآباء واللغات التي يتكلمون بها. ولم يكن الأطفال يقرأون بشكل مستقل أثناء التسجيل وكانوا خجولين جدا من تقديم المساعدة التي نحتاجها. وفي سياق هذا البحث، لاحظنا أن الثنائية اللغوية المبكرة شائعة في أجزاء كثيرة من العالم.

ولقد افترضنا أن تعلم لغتين لن يؤدي إلى إزعاج طفل ثنائي اللغة أو إلهاءه لأن دماغها مرن ، بصرف النظر عن مدى حب طفلك للغات ؛ وتعلم القليل منها في وقت واحد قد يكون صعبا ؛ ويمكن للغات الأجنبية أن تثري فضول الطفل وإبداعه. وتستخدم طريقتان رئيسيتان في عملنا الوصفي: النوعية والكمية للتوصل إلى بحوث قيمة بمساعدة عشرة مدرسين لإجراء المقابلة ، وستين من الآباء والأمهات للاستبيان ، ومجموعة صغيرة من الأطفال للتسجيل. وبعد تحليل هذه الأدوات البحثية الثلاث التي استخدمناها، وجدنا أن تعلم لغة ثانية في مرحلة الطفولة المبكرة مفيد وأنه السن المثالي لتزويد الطفل بلغة جديدة بسبب ذاكرته الجديدة.

**الكلمات المفتاحية:** ثنائية اللغة، الطفولة المبكرة، اكتساب اللغة، المدارس الخاصة

