

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
Abd Elhafid Boussouf Mila University center



Institute of Lettre and Languages
Department of Foreign Languages
Branch: English

Investigating The impact of bilingualism on EFL acquisition

The Case of 3rd Year EFL Students at Mila University

A Dissertation Submitted in Partial Fulfilment for the Requirement of the Master Degree in
Didactics of Foreign Languages

Presented by:

Abir BOUAOUNI

Chaima BOUAFIA

Supervisor:

Dr. Lemya BOUGHOUAS

Board of Examiners:

Chairman: Dr. Djalel MANSOUR

Supervisor: Dr. Lemya BOUGHOUAS

Examiner: Dr. Souad ALLILI

2024

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
Abdelhafid Boussouf Mila University center



Institute of Lettre and Languages
Department of Foreign Languages
Branch: English

Investigating The impact of bilingualism on EFL acquisition

The Case of 3rd Year EFL Students at Mila University center

A Dissertation Submitted in Partial Fulfilment for the Requirement of the Master Degree in
Didactics of Foreign Languages

Presented by:

Abir BOUAOUNI

Chaima BOUAFIA

Supervisor:

Dr. Lemya BOUGHOUAS

Board of Examiners:

Chairman: Dr. Djalel MANSOUR

Supervisor: Dr. Lemya BOUGHOUAS

Examiner: Dr. Souad ALLILI

2024

Dedications

First, praise and thanks to Allah, the Almighty.

My research work is completed successfully, due to his showers of blessings. I dedicate this work to my lovely family, my parents, whose persistent belief in my potential has been my greatest source of strength. Your sacrifices and encouragement have made this achievement possible.

To the strongest woman I know, the sun that lightens my life, my beautiful, beloved mother, 'Aissaoui Zineb'

To my two dear sisters, Ibtissem and Amra, and my brother Mohammed Oussama, thank you for your precious and priceless support.

Especially my sisters, thank you for being there when I needed you and supporting me with all that you have.

To my littles sweet nephews Ryned , Rassim an Layane

To my friends, Radjati Assala and Garbaa Assala, who provided unwavering support, understanding, and the occasional much-needed assistance. Your friendship has made this journey more enjoyable and memorable.

Abir

Praise be to Allah for the joy of accomplishment

Praise be to Allah at the beginning and the end.

*My humble research is dedicated to my dear family, precisely to
my mother "Kendouli Cherifa" my eternal love and the candle
that enlightens my life.*

*This research is as much yours as it is mine. Your sacrifices,
prayers and boundless love have been my way to such success and
honor. Thank you for being there for me when I need you.*

*This work is also dedicated to my sweet and loving father "Laid"
the source of my happiness and my biggest cheerleader.*

I offer it also to my three amazing, precious and beloved brothers:

Bobaker, Abdenour, Mouloud.

To my only beloved friend Nassima

*I dedicate this work to all of you with heartfelt gratitude and
love.*

Chaima

Acknowledgment

First and foremost, we would like to thank Allah for giving us the will and patience to completing and realizing this work.

Special thanks should go to our supervisor, Dr. BOUGHOUAS Lemya. Her guidance and feedback is what makes it possible to finish this research.

Gratefulness should also go to the members of the jury for their time in examining our dissertation.

Also, we want to thank Dr. DJEHIECHE Aissa for allowing us to collect our data during his sessions.

We deeply appreciate the participants who volunteered their time and provided invaluable data for this study. Without their cooperation, this research would not have been possible.

Abstract

Bilingualism has long been considered an important domain in the field of learning languages. The present study aims to explore the students' perceptions on how bilingualism influence their acquisition for language learning. This study is a response to a call for clarity about the way in which bilingualism contributes to the acquisition of English as a foreign language. To give consistency to the present study, a questionnaire has been submitted to a sample composed of 50 third-year students out of 190, which forms the whole population. Another questionnaire was submitted to six teachers from the Department of English at Mila University center. The findings indicate that bilingualism has an impact on EFL acquisition. Although some students agree that they face challenges when learning different aspects of English, they believe that being bilingual helps them overcome these challenges and aids them in acquiring the language. Besides, the teacher's questionnaire analysis shows that bilingualism enhances students' acquisition of English.

Keywords: Bilingualism, EFL acquisition, impact, third-year students, explore, enhance.

List of Abbreviations

TL: Target language

ELT: The English language teaching

EFL: English as a foreign language

LMD: License-Master-Doctorate

L1: First language

L2: Second language

H: Hypothesis

Q: Question

List of Graphs

Graph 01: Fluency Level in English	57
Graph 02: Students' Reasons for Studying English.....	58
Graph 03: The Most Mastered English Language Skills	59
Graph 04: Bilingualism Aid in Mastering Skills.....	60
Graph 05: The Challenges that Learners Face When Learning English Skills.....	61
Graph 06: Overcoming the Challenges in the Four Skills Through Bilingualism	62
Graph 07: The Reliance on Previously Learned Languages when Learning English.....	63
Graph 08: The Most Useful Language.....	64
Graph 09: The Contribution of Bilingualism in the Acquisition of English Vocabulary.....	65
Graph 10: Student's Attitudes Toward the Similarities and Differences Between the First Language and English	66
Graph 11: Bilingual Students	67
Graph 12: The Languages Spoken by Bilinguals	68
Graph 13: The Age of Acquiring The Second Language.....	69
Graph 14: The Environment in Which the Two Languages Took Place	70
Graph 15: Code Switching Between the Languages	71
Graph 16: The Benefits of Code Switching	72
Graph 17: The Way Bilingualism Influence EFL Acquisition.....	73
Graph 18: The Competency of Bilinguals Over Monolinguals.....	74
Graph 19: The Experience of Confusion Among Bilinguals	75
Graph 20: Bilinguals' Confusion with Aspects of English	76
Graph 21: The Role of Bilingualism in Enhancing Cognitive Abilities	77
Graph 22: Teachers' Experience	81
Graph 23: How Beneficial to be Bilingual.....	82

Graph 24: Impact of Mother Tongue on EFL learners.....	83
Graph 25: Impacted Aspects of Language	83
Graph 26: Enhancement Caused by Exposure to Different Languages	84
Graph 27: Understanding Grammar and Vocabulary Caused by Bilingualism	85
Graph 28: Impact of Bilingualism on EFL Speaking.....	85
Graph 29: Easiness of Learning EFL Caused by Bilingualism	86
Graph 30: Language Creativity and Flexibility Promoted by Bilingualism.....	87
Graph 31: Codeswitching by Bilingual Students in Class	88
Graph 32: Codeswitching by Bilingual Students in Class	90
Graph 33: Long-term Academic Performance Affected by Bilingualism.....	91

Table of Contents

Dedications.....	2
Acknowledgment	4
Abstract	5
List of Abbreviations.....	6
List of Graphs.....	7
Table of Contents	9
General Introduction	13
1. Background of the Study.....	13
2. Statement of the Problem	14
3. The Aim of the Study	15
4. Research Questions	15
5. Significance of the Study	16
6. Research Methodology.....	16
7. Structure of the Study.....	16
Chapter One : Theoretical Part.....	18
Section One: Understanding the Scope of Bilingualism	18
Introduction	18
1.1.1. The Description of Bilingualism.....	18
1.1.1.1. Bilingualism	19
1.1.1.2. Bilinguals	20
1.1.2. Types of Bilingualism.....	22
1.1.2.1. Compound Bilingualism.....	22
1.1.2.2. Coordinate Bilingualism	23
1.1.2.3. Subordinate Bilingualism.....	24

1.1.3. Bilingualism Classification	24
1.1.3.1. Classification According to the Age of an Individual	24
1.1.3.1.1. Early Bilingualism	24
1.1.3.1.2. Late Bilingualism.....	25
1.1.3.2. Classification According to Skill	26
1.1.3.2.1. Equilingual Bilingualism	26
1.1.3.2.2. Additive vs. Subtractive Bilingualism	26
1.1.3.2.3. Balanced vs. Unbalanced Bilingualism	27
1.1.3.2.4. Passive vs. Active Bilingualism.....	27
1.1.4. Bilingualism Behaviour	28
1.1.4.1. Code switching.....	28
1.1.4.2. Code Mixing.....	28
1.1.4.3. Interference.....	29
1.1.4.4. Borrowing	30
1.1.5. Bilingualism and Foreign Language Learning.....	31
1.1.6. The Importance andBenefits of Bilingualism	32
Conclusion	34
Section Two : The Effect of Bilingualism on EFL Mastery.....	35
Introduction	35
1.2.1. English as a Foreign Language (EFL)	35
1.2.2. Language Acquisition	36
1.2.3. The Sociolinguistic Status in Algeria.....	36
1.2.3.1. The Status of Non- Native Languages	37
1.2.3.2. Mother Tongue.....	38
1.2.4. The Status of Foreign Languages.....	38

	11
1.2.4.1. Status of English in the Algerian Pedagogical System	39
1.2.4.2. French Language in Algeria	40
1.2.5. The Influence of Previously Learned Languages on English	40
1.2.5.1. The Influence of Arabic on Learning English.....	41
1.2.5.2. The Influence of French on English.....	41
1.2.5.3. The Influence of Mother Tongue in EFL Classroom	42
1.2.6. Positive Effect of Bilingualism on Language Acquisition.....	43
1.2.6.1. The Effect of Bilingualism on the Development of English Reading Skill	44
1.2.6.2. The Effect of Bilingualism on the Learning of English Vocabulary	46
1.2.6.3. The Effect of Bilingualism on Cognitive Development	46
1.2.7. Language Transfer	48
1.2.7.1. Positive Transfer	50
1.2.7.2. Negative Transfer	51
1.2.7.3. The Role of Language Transfer in Learning a Foreign Language	52
Conclusion	52
Chapter Two : Fieldwork	54
Introduction	54
1. Research Means	54
2. Sample and Population	55
3. Students' Questionnaire.....	55
3.1. Administration of the Students' Questionnaire.....	55
3.2. Description of the Students' Questionnaire	55
3.3. Analysis of the Students' Questionnaire	57
3.4. Discussion of the Students' Questionnaire.....	78
4. Teachers' Questionnaire	80

	12
4.1. Administration of the Teacher's Questionnaire.....	80
4.2. Description of the Teachers' Questionnaire.....	80
4.3. Analysis of Teachers' Questionnaire	81
4.4. Discussion of Teachers' Questionnaire.....	91
Conclusion	93
5. Limitation of the Study	93
6. Recommendations.....	94
7. Implication.....	94
General Conclusion	96
List of References.....	97
Appendices	
ملخص	
Résumé	

General Introduction

1. Background of the Study

Learning foreign languages has become one of the most significant aspects of today's globalized and interconnected world. The ability to communicate using more than one language fostered human cognitive abilities at all ages and expanded their knowledge to different life domains. Hence, researchers were intrigued by the topic of bilingualism. As a result, numerous studies have been conducted by them on the latter, particularly on how bilingualism affects English language proficiency.

Speaking more than one language has many practical benefits in today's global culture. While these advantages may appear obvious at first, current research has shown that bilingualism offers far more fundamental and significant benefits than just improving communication skills with a wider range of people. It is now widely acknowledged that being bilingual not only makes a speaker smarter overall but also improves their non-linguistic cognitive talents (Why Bilinguals Are Smarter, 2012).

Negadi's 2015 study at Tlemcen University demonstrated that the learners' prior linguistic experience in L2 may be a factor in learning a new language. This would mean that the learners' previous linguistic experience was taken into account during their language learning. He affirmed that the learning process can be impacted by the proximity of languages, particularly if the learner already has experience with French as a second language. In this way, he or she is able to utilize the knowledge and abilities acquired from their previously learned language. Take into account the similarities that exist between his or her past language and the language he or she is currently learning (as cited in Oumeddah & Oultache, 2019).

Accordingly, several studies agreed on the fact that fluency in two languages can influence the process of learning English.

Learning a third language (English) requires the same process as learning a second language for a bilingual person. So, by learning the second language, he would have a better comprehension of the process, which would make learning a third language easier for him. Therefore, being bilingual would give the individual the ability to understand two different types of sound speech, which would enhance their ability to express messages that they already have to learn. Thus, it is important to distinguish between the two types of speech streams when you are managing the second language. Overall, bilingualism has a significant impact on the acquisition of English in several aspects of language use.

2. Statement of the Problem

Researchers and educators in the areas of language acquisition and education are constantly interested in the connection between bilingualism and learning English as a foreign language (EFL). Although there have been many studies on bilingualism in different linguistic contexts, there is still a significant gap in understanding the exclusive influence of bilingualism on the process of learning English as a foreign language. Contradictory and conflicting findings in current research make it unclear what impacts bilingualism has on the acquisition of English as a third language by third-year students. To enhance the learning experiences of third-year students in bilingual settings and unravel the nuanced dynamics at play, further exploration is necessary to address this knowledge gap and provide valuable insights. This knowledge gap prevents educators and policymakers from developing curriculum. Implement effective teaching methods or create language education laws that will enhance EFL learning outcomes for diverse student groups. This topic needs to be explored further through empirical research, which is desperately needed to acquire a comprehensive understanding of how bilingualism influences the learning of English as a foreign language among third-year students.

3. The aim of the study

The current paper aims at exploring the impact of bilingualism on third-year students' acquisition of English as a Foreign Language (EFL). Precisely, our research seeks to analyze whether students' bilingual experiences have a positive or negative impact on students' learning of English as a foreign language through gathering data on their linguistic backgrounds, language learning experiences, and points of view of both teachers and students.

4. Research questions

In this study, we aim to find answers to the following questions:

Q1: How do students perceive the impact of bilingualism on their ability to learn English Language?

Q1: How does bilingualism affect students' Grammar and vocabulary in learning of English as a foreign language?

Q2: what are the benefits of bilingualism?

5. Significance of the Study

This work needs to be directed because it tackles an important issue in the learning process. It is a widespread phenomenon among foreign-language learners. Accordingly, this study specifically addresses the influence of bilingualism on students' experiences of learning English as a foreign language and seeks to investigate the teachers and students' perceptions toward the influence of bilingualism on English as a foreign language learning.

6. Research Methodology

This study is exploratory research that utilizes a single-method approach. The quantitative approach aligns with the study's objectives, which seek to explore the relationship between bilingualism and EFL acquisition. Third-year LMD students of English at Mila University center are a total of 190 students in the academic year 2023-2024. Fifty (50) students are randomly selected as a sample. Second, the study involves six EFL teachers at Mila University center as the second sample. These participants were selected through a purposive sampling method, ensuring a representative sample of EFL students and teachers within the university setting. The quantitative methods allow for a standardized and systematic collection of data from participants, facilitating analysis and drawing objective conclusions. This choice is further justified by the practical limitations of conducting a larger-scale study within the Algerian EFL context, where access to a diverse population of bilingual EFL learners can be challenging.

7. Structure of the Study

This current study is divided into two main chapters. The first chapter is divided into two sections that represent the theoretical part. The first section provides a comprehensive overview of bilingualism, encompassing its definition, classifications, types, behaviours, and importance. In the second section, the focus shifts towards understanding the influence of bilingualism on the acquisition of English as a foreign language. Additionally, the second chapter will focus on the methodology employed in the study and the findings obtained. This

chapter will detail the research design, data collection methods, and data analysis procedures used to investigate the impact of bilingualism on EFL mastery among third-year students. It will also present the findings derived from the analysis of questionnaire responses from both

teachers and students, shedding light on the relationship between bilingualism and EFL acquisition.

Chapter One: Bilingualism and EFL acquisition

Section One: Understanding the Scope of Bilingualism

Introduction

Bilingualism is an exceptional part of an individual's life that shows the human ability to communicate in two languages proficiently. In today's society, bilingualism has become a fact of life and a normal human condition since almost half of the world's population has the capacity to communicate using more than one language. However, it is still one of the most essential issues that is dealt with in the field of linguistics due to its multidimensional and complex nature.

In an attempt to provide a clear view of the term bilingualism, researchers have examined multiple aspects of bilingualism. Accordingly, this chapter provides a comprehensive insight into the scope of bilingualism, including its nature, types, classification based on age and skill, and bilingual behaviours while using both languages. Moreover, this chapter shows the importance of bilingualism and how being bilingual facilitates learning other languages. It is crucial to have an idea about all of these aspects of bilingualism in order to understand the nature of bilingualism, how bilinguals acquire and use two different languages, and how it affects the acquisition and development of language.

1.1.1. The Description of Bilingualism

Bilingualism is a complicated concept that varies greatly based on a number of factors, including the age at which a person learns a second language, how he or she spends time using their first language, the context in which they are used, and the level of proficiency in both languages (Gottardo & Grant, 2008). Accordingly, it has been analysed from various angles by different scholars making it difficult to provide a single and exact definition. Thus, the terms

bilingualism and bilinguals have multiple definitions that have been proposed by different researchers.

1.1.1.1. Bilingualism

There are several definitions for the term "bilingualism," as it means different things to different people. These definitions may contradict each other at times since Bilingualism has always been a matter of debate. Starting with Bloomfield (1935), who sees bilingualism simply as "a native like control of two languages" (as cited in Hamers & Blanc, 2000, p.6). Bloomfield meant by this definition that in order to be considered bilingual, one must have a high level of proficiency in two languages, essentially speaking them fluently as a native speaker would. Another meaning for bilingualism that supports Bloomfield's notion is that bilinguals are those who have the ability to speak two languages fluently (Hamers & Blanc, 2000).

In contradiction to these two definitions, which take into account only perfect bilingualism while excluding the other types of bilinguals .Macnamara (1967) shows that " a bilingual person is anyone who possesses a minimal competence in one of the four language skills: listening comprehension, speaking, reading, and writing in a language other than his mother tongue "(as cited in Hamers & Blanc, 2000, p.6). Having knowledge of one of the four skills in another language makes anyone bilingual.

. Moreover, Haugen (1953) says that bilingualism begins when "the speaker of one language can produce complete meaningful utterances in the second language"(p.7). Meaning that L2 production should be applied correctly and in a meaningful sentence so that an individual could be considered bilingual. However, Grosjean (1982) sees bilingualism as the frequent use of two languages and bilinguals as individuals who need to practice the two languages regularly. Besides, Weinreich (1953) defines bilingualism as "the practice of using alternately two languages"(as cited in Cherif, 2020, p.14). The main idea of Grosjean and

Weinreich's opinion is the need for individuals to use their targeted languages frequently in order to develop their skills and be able to sound like natives. Overall, bilingualism can be considered a broad term since it has two different concepts. One is the concept given by researchers who view bilingualism as the perfect use of two languages while the other is about researchers who claim that having knowledge of one of the four skills in L2 enables people to be bilingual.

1.1.1.2. Bilinguals

According to common belief, being bilingual means having the ability to use two languages fluently. As Wei (2007) states, "the term bilingual primarily describes someone with the possession of two languages "(p.7). This would suggest that bilinguals are only people who have competency in two languages. However, for certain linguists, determining who is bilingual and who is not is not an easy task. The level of proficiency in languages may vary based on various factors. "A bilingual person's competence in a language may vary over time and according to changing circumstances"(Baker & Jones, 1998, p.3). The language system can be exposed to different factors, which may cause some changes in the level of competence.

So, the fact that there are so many individuals who speak multiple languages but are not proficient in both of them begs the question of who should be called bilingual and what level of proficiency is required to be considered bilingual (Liddicoat, 1991). For Haugen (1953) "bilingualism begins at the point where a speaker of one language can produce complete meaningful utterances in the other language"(p.7). A person can be considered bilingual only when he or she can speak using another language correctly rather than his or her native language. While for Diebold (1961) "bilingualism has commenced when a person begins to understand utterances in a second language, but is unable to produce utterances"(as cited in Liddicoat, 1991, p.2). Diebold believes that being able to understand what is spoken in another

language is the road to bilingualism. These are two contradictory views about when a person can enter the world of bilingualism. The first view indicates that being bilingual means speaking another language correctly and effectively, while for the Diebold view, he simply sees bilinguals as people who can understand L2 utterances without being able to use this understanding and translate it to statements.

Grosjean, in an article from his website, explains the fact that there are various Kinds of bilinguals. He says that:

Bilinguals know their languages to the level that they need them. Some bilinguals are dominant in one language, other do not know how to read and write one of their languages, others have only passive knowledge of a language and finally, a small minority have equal and, perfect fluency in their languages. What is important to keep in mind is that bilinguals are very diverse, as are monolinguals." (as cited in Bilingual Kidspot, 2017).

Simply put, bilinguals have different levels; some of them possess complete proficiency in two languages, while others are just starting to learn a second language, or maybe they have one language more dominant over the other. Thus, to determine someone's bilinguality, you need to assess the person's ability to speak, read, and write in both languages (Liddicoat, 1991).

Grosjean and Li (2013) point out that "bilinguals use their languages for different Purposes, in different domains of life to accomplish different things .Their level of fluency in a language depends on their need for that language"(p.7). The reason behind learning a language determines a bilingual individual's level of competency. However, For D'acierno (1990) individuals who have a specific target in learning a second language and they do not care about the language itself, cannot be considered bilinguals because they belong only to the field of second language learning but not to the area of bilingualism. Hence, people who can

be considered bilinguals in his view are the ones who have acquired a second language and culture in a young age with the capacity to deal with the four abilities and switch between languages according to the people they are talking too and the specific context in which the conversation takes place .

1.1.2. Types of Bilingualism

Three types of bilingualism are distinguished by the literary works: compound, Coordinate, and subordinate bilingualism.

1.1.2.1. Compound Bilingualism

Compound bilingualism refers to an individual who acquires two languages at the same time, in the same environment, and has the same level of proficiency in both languages. "It tends to be developed through contexts such as formal language learning in school or continual switching from one language to another"(Liddicoat, 1991, p .6). Compound bilinguals can develop two languages in the same context, either in school or by using both languages interchangeably. Hence, "compound bilingual is the one who learns two languages perfectly in any situation from childhood, generally because the parents who speak two languages use it"(Hassain, 2014, as cited in Benzina, 2019, p.13). Compound bilingualism indicates only those who were surrounded by two languages early in Childhood, and as a result, they acquire two languages proficiently. Moreover, D' acierno (1990) suggests that:

"A compound bilingual is that person who learns two languages in the same environment so that he acquires one notion with two verbal expression; in the brain there is a fused representation of two languages which are interdependent .for instance the child acquires simultaneously the concept of "eyes" and he answers in both languages according to the system in which it has been uttered The question. At least there might be a fused syntactical system at the beginning and the child might say "I

eyes" when answering in English or "uccelli there" when answering in Italian. The two languages are learned in parallel and the child knows that to one notion correspond two phonological realizations "(p.12).

Generally, learning two languages in parallel means having one meaning in the brain but two different ways of expressing the idea or using the appropriate verbal expression.

So, a compound bilingual had the opportunity to develop the two languages at a young age. This chance offers compound bilingual equal knowledge in both L1 and L2, and as a result, he or she can use them interchangeably in different contexts.

1.1.2.2. Coordinate Bilingualism

Unlike compound bilingualism, coordinate bilingualism usually evolves when individuals are exposed to diverse environments and situations where the two languages are rarely used interchangeably (Liddicoat, 1991). "The two languages work independently as two separate systems of both, expression and meaning "(Harding-Esch & Riley, 2003, as cited in Rajnochová, 2022, p.17). Learning two languages separately is the usual cause of this. For instance, learning Arabic as the first language at home and English or French as the second language later at school. Each language's usage is related to a distinct context, and one word in both languages is seen as having two different notions in the speaker's brain (Romaine, 1995, as cited in Rajnochová, 2022).

Accordingly, a coordinate bilingual is someone who has been exposed to two languages in different settings. He or She may learn one language at home and another at school. Meaning that the words from each language belong to separate systems that are independent of each other. Each word has its specific meaning and concept. Initially, the child develops one system and then gradually builds up a second system, and eventually, they can use both systems simultaneously (D'acierno, 1990).

1.1.2.3. Subordinate Bilingualism

Subordinate bilingualism refers to the person whose one language dominates the other. The bilinguals who belong to this type are able to understand the second language by means of their first language. Hence, subordinate bilinguals have two linguistic codes but one meaning unit, which can only be approached through their L2 (Paradis, 1978, as cited in Mabuto, n.d.). In this situation, the individual translates words from their less proficient language using words from their more proficient language (D'acerno, 1990). So, "the meaning system is equal for both languages, but there is one dominant and one subordinate system of expression. In other words, the use of one language dominates the speaker's daily life, and the other language is used frequently" (Harding -Esch & Riley, 2003, as cited in Rajnochová, 2022, p.218). Subordinate bilinguals do not have equal proficiency in both languages; as a result, they use their less proficient language frequently and their most dominant language profusely.

1.1.3. Bilingualism Classification

Bilingualism can be classified into several types based on two different Categories: age of acquisition and skill level (language proficiency).

1.1.3.1. Classification According to the Age of an Individual

Bilinguals are classified based on the age at which they acquire their second language. Thus, bilingualism is categorized into early and late bilinguals.

1.1.3.1.1. Early Bilingualism

According to Hamers and Blanc (1989), early bilingualism means the acquisition of more than one language during childhood (as cited in Cherief, 2020). Hence, early bilinguals learn both languages before reaching the adolescent phase. Thus, "early bilingualism manifests bilingualism as a native language"(Swain, 1972, as cited in Moradi, 2014, p.108). In other

words, bilinguals who acquire L2 early in childhood can be considered native speakers of the language. This kind of bilingualism is further divided into two additional types. The first one is simultaneous early bilingualism, which means acquiring two languages early in childhood together at the same time. As McLaughlin (1984) explains, "When a child learns two languages simultaneously, it is inappropriate to talk about the child's first and second languages. Both languages are in effect first languages, although one may dominate in certain situations or with certain people"(as cited in Liddicoat, 1991, p.6). Learning two languages in parallel means having equal knowledge in both of them as if you were learning one language. The second one is successive early bilingualism, which also means acquiring two languages in early childhood; however, the first language is acquired before the second language (Moradi, 2014). This can occur due to changes in circumstances, like living abroad. For instance, consider a child born in Italy who speaks the Italian language, then moves to England at the age of three. So, in Italy, the child acquires Italian first, and when he goes to England, he starts learning the English language as a second language, acquiring it alongside Italian. Hence, we call this kind of bilingualism, successive bilingualism since bilinguals acquire the two languages in succession.

1.1.3.1.2. Late Bilingualism

Late bilingualism refers to individuals who learn their second language during adolescence or adulthood. It occurs after learning their first language. Accordingly, bilingual individuals learn their L2 based on previous experience in acquiring L1 (Moradi, 2014). In other words, late bilingualism refers to bilinguals who learn their second language later in life. They acquire L1 first, then they start learning L2 after childhood, using their first language acquisition experience to learn the second language. In fact, late bilingualism is successive bilingualism; the only difference is that late bilinguals begin learning the second language as adults rather than as children. Late bilingualism can occur for various reasons, depending on individual circumstances and reasons for learning the second language. For example, consider

an adult who moved abroad for educational reasons and was put in an almost new environment under different circumstances with different people who speak different languages. This can lead to the need to learn a second language in order to communicate effectively and get used to the new environment.

1.1.3.2. Classification According to Skill

Skill-based classification categorizes bilinguals based on their level of proficiency in each language, distinguishing between various categories of bilingualism.

1.1.3.2.1. *Equilingual Bilingualism*

This type of bilingualism is known as "perfect bilingualism". Thus, equilingual bilinguals are considered very special language speakers. So, when we say that someone is equilingual, this means that he or she has equal knowledge in each language, and those are basically perfect and distinguishable speakers of the language. This is seen as the most precise form of bilingualism since equilingual bilinguals, if they exist, are equally proficient in two languages in a way that they sound like native speakers in both (Cherif, 2020).

1.1.3.2.2. *Additive vs. Subtractive Bilingualism*

Additive bilingualism is a strong form of bilingualism where an individual bilingual acquires two languages equally (Lambert, 1962, as cited in Cherief, 2020). A bilingual who is additive tends to be proficient in both languages since he has already developed them together without losing their first language. However, subtractive bilingualism indicates the inability of bilinguals to avoid the interference of L1 with L2. This can happen when L2 replaces L1, especially in the case of immigrants. So, the use of L2 more than L1 results in decreasing proficiency in the first language, while mastery of the second language becomes more dominant (Lambert, 1974, as cited in Moradi, 2014). In this context, being additively bilingual

means learning a second language with the ability to maintain the first language. In contrast, subtractive bilinguals cannot maintain their first language; they lose proficiency in one language as a result of learning another.

1.1.3.2.3. Balanced vs. Unbalanced Bilingualism

Balanced bilingualism refers to individuals who have equal knowledge in both languages. Grosjean (1982) says that "balanced bilinguals, those who are equally fluent in both languages are probably the exception and not the norm which should be considered as something special and out of the norm"(p.234). This would mean that someone who belongs to this category of bilingualism can speak, read, understand, and write with a similar level of skill in each language. In contrast, unbalanced bilingualism is known as dominant bilingualism. It refers to bilinguals who exhibit a higher level of proficiency in one language compared to their proficiency in another language (Pearl & Lambert, 1962, as cited in Cherief, 2020). Hence, unbalanced bilinguals have different abilities in two different languages, they cannot read, write, speak, and understand with the same level of skill in both languages.

1.1.3.2.4. Passive vs. Active Bilingualism

These two kinds of bilingualism can be classified based on bilingual abilities in listening and speaking. Passive bilingualism refers to bilinguals who are considered natives in one language and have the ability to understand the second language. However, passive bilinguals are unable to produce utterances in it. Meaning their speaking skill is almost non-existent. In contrast, active bilingualism involves those who have the ability to communicate or use two languages efficiently (Cherif, 2020). Thus, being active bilingual means having developed productive skills in both languages.

1.1.4. Bilingualism Behaviour

Bilingual use of two languages can manifest through various behaviours, including code switching, code mixing, interference, and borrowing.

1.1.4.1. Code Switching

Researchers in the field of linguistics consider code switching to be one of the most crucial aspects of bilingualism because it is one of the results of being bilingual. Simply put, being bilingual means mastering two languages, and the normal thing a bilingual can do to use both languages is to switch between them. Code switching refers to the practice of interchanging between two languages within the same speech context. It can manifest in bilingual speech through a single word, a complete sentence, several sentences, or a specific phrase (Grosjean, 1982). Besides, Bokamba (1989) suggests that "code switching is the switching of words, phrases, and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event" (as cited in Waris, 2012, p.125). People who are able to speak two languages can switch between them in the same speech context or conversation. For example, yesterday, je suis allé au magasin to buy des vêtements. This sentence shows that the person switches between English (yesterday) and French (je suis allé au magasin) within the same sentence. Although code switching is a common phenomenon among bilinguals, it occurs due to various factors. As an example, Cook (2003) suggests that the use of a second language can be due to the speaker's inability to convey information or ideas in his first language. So, the person in this case switches to the second language to express his thoughts effectively (as cited in Hughs et al., 2006).

1.1.4.2. Code Mixing

Another common phenomenon in the world of bilingualism is code mixing. Grosjean (1982) explains that "code mixing transfers elements of all linguistic levels and units ranging

from a lexical item to a sentence, so that it is not easy to always distinguish between code switching and code mixing" (as cited in Kim, 2006, p.45). It involves mixing aspects of both languages in one sentence, including lexical and grammatical elements (Muysken, 2000). "Code switching occurs on the sentential level, unlike code mixing, which operates with the use of a word or two and does not alternate whole sentences" (Meyerhof, 2006, as cited in Ezech et al., 2022, p.109). Code mixing occurs when interlocutors of two languages use both of them by switching from one language to another within the same statement without changing the topic, taking into account the different aspects of language, such as phonology, morphology, grammar, and vocabulary (Waris, 2012). For Bhatia and Ritchie (2004), the combination of different linguistic elements from two distinct grammatical systems in a single sentence has a direct relation to the term code mixing. This phenomenon is known as intrasentential code mixing which, is controlled by grammar rules (as cited in Kim, 2006). Hence, bilinguals cannot avoid the effect of L1 on L2. "Most of the people in society mix their language with other language by borrowing or using pieces of foreign languages even some times they are still influenced by first language" (Waris, 2012, p.127). Moreover, code mixing can occur for certain reasons, depending on the bilingual situation. For instance, bilingual individuals sometimes blend two languages together when they cannot find the right words or expressions or where there is no suitable translation available. Also, it can occur due to their circumstances, interlocutors, emotions, motivation etc. (Grosjean, 1982).

1.1.4.3. Interference

Language interference is known as L1 interference or cross-linguistic interference. It's a phenomenon that occurs when bilinguals utilize their competence in L1 and apply it to L2. Due to the similarities and differences that exist between languages, the native language affects the production of the target language (Ocline, 1989). Moreover, language interference occurs when one language unconsciously affects another (Grosjean, 1982). For many researchers, the

impact of one language on the other can take place at different levels of language, including phonological, morphological, semantic, syntactic, and lexical levels. The linguist Weinreich (1968) describes interference as "those instances of deviation from the norms of either language that occur in the speech of bilinguals as a result of their familiarity with more than one language" (as cited in Grosjean, 1982, p.299).

Accordingly, bilinguals tend to use language in a way that is out of the norm by incorporating words or phrases from one language into another. An example of the interference that can occur between languages is the use of the grammar structure of the first language while speaking in the second language. So, being familiar with more than one language results in interference between them.

1.1.4.4. Borrowing

Borrowing, on the other hand, generally occurs when speakers of one language integrate words or expressions from another language into their utterances. This phenomenon is common in bilingual settings, and it becomes a natural part of the language used by multiple language speakers. In fact, "borrowing...refers to interference after it has become accepted as a community norm" (Poplack, 1983, p.114). Once a word or expression is incorporated into the language of society, it becomes part of the language system and can influence the structure of the language that borrows words from other languages. Thomas and Kaufman (1989) give a clear view of the phenomenon of borrowing. They define it as follows: "Borrowing is the incorporation of foreign features into a group's native language by speakers of that language. The native language is maintained but is changed by the addition of the incorporated features" (as cited in Treffers-Daller, 2010, p.4). This would suggest that borrowing exists between bilinguals and manifests through the integration of features of both languages.

The language that borrows words or phrases is called the recipient language, while the other language that takes the word from the recipient language is called the donor language (yattara, 2018). The incorporation of words into another language makes them part of that language. However, borrowing can only be considered when an item is integrated by means of phonology, morphology and syntax (Matras & Adamou, 2020). Hudson (1996) confirms that "borrowing involves mixing the systems themselves because an item is borrowed from a language to become part of another language "(as cited in yattara, 2018, p26).

1.1.5. Bilingualism and Foreign Language Learning

Many researchers believe that bilinguals are successful language learners. Background knowledge about different languages results in the development of this ability in bilingual individuals. This would simply mean that having knowledge of more than one language can have a positive impact while leaning another language (Rothman et al., 2019). Herdina and Jessner (2002) discover that bilinguals can learn other languages better than monolinguals because they gain experience from learning L1 and L2, and as a result, they improve their language learning skills (as cited in Nishiwi, 2021) .Therefore, "foreign language learners can benefit from their previously learned foreign language skills and ability to understand or learn an additional language” (Jessner, 1998; Hufeisen, 2003, as cited in Nishiwi, 2021, p.1).The fact that languages reinforce each other helps language learners learn additional languages through their experience with the first and second languages. Creating a bridge from one language to another through the process of connecting languages together referred to as metalinguistic awareness (Ottow, 2022). Metalinguistic awareness is the ability of language speakers to analyze and understand the structure of the language and its linguistic patterns, in addition to their ability to speak and understand utterances in that language. This ability is developed through being aware of language's characteristics (Malakoff, 1999, as cited in Alipour, 2014). So, being conscious and aware about different aspects in the language you already know

enables you to develop a great knowledge about the nature of the language, which in turn helps in learning additional languages. Moreover, the study of Gibson and Hufeisen (2003) confirms that having previous Knowledge about foreign languages can make it easier to learn additional languages they mention that:

"Knowing more foreign languages, especially similar one like English and German, facilitates the learning, especially the reception and perception, of yet further languages in general, because learners tend to use among other conscious and subconscious strategies-transfer techniques which make use of their different (foreign) languages in order to understand or produce the target language item (s)" (p.87).

Generally, one can say that languages reinforce each other when one learns more than one language. For instance, for people who are proficient in English, acquiring German should not be too difficult since German and English are both Germanic languages, share many similarities in vocabulary and grammar, and share linguistic roots (Devi, 2023). Hence, bilingualism is the step that facilitates the journey of bilinguals to learn as many languages as they can.

1.1.6. The Importance and Benefits of Bilingualism

Learning more than one language has become a necessity in the modern era with this development and the openness of people's world to each other. Accordingly, researchers believe that bilingualism plays a crucial role in today's interconnected world. Therefore, bilingualism has various advantages in different aspects of human life.

First of all, bilingualism proves that it can enhance individual's cognition. Studies have demonstrated that being bilingual results in cognitive benefits, which could be linked to the increased utilization of the brain. This develops mental flexibility, which has the ability to stimulate creativity (March et al., 2020). It also enhances individual's problem-solving skills

and critical thinking abilities, which makes bilinguals more creative than monolinguals (Bamford & Mizokowa, 1991). Ricciardelli states in his report that "results of comparison of performance on the measures of cognitive development indicate that students who demonstrated high proficiency in both English and Italian achieved higher scores on the creativity, metalinguistic awareness, and reading achievement tests"(as cited in Chibaka, 2018, pp.18-19). Ricciardelli proves that there is a positive relationship between being bilingual and cognitive development. Thus, fluent language speakers have greater skills in divergent thinking and figural creativity (Landry, 1973). In addition, a bilingual person can develop metalinguistic skills. Knowing more than one language enables bilinguals to gain a critical understanding of language and communication through multiple systems, unlike a monolingual person who has only one system of language (March et al., 2020). Moreover, "the positive impact of cultural information is significantly enhanced when that information is experienced through a foreign language and accompanied by experiences in culturally authentic situations "(Curtain & Dahlberg, 2004, as cited in NEA Research, 2007, p.5). This statement suggests that the learning experience can be more beneficial when people learn about other cultures through their foreign language. Essentially, learning a foreign language with its culture enriches the learning process and the understanding of both culture and language.

Furthermore, the effect of bilingualism extends to academic performance and achievement. Swanson (2006) states that "children who are bilingual may have some benefits in learning to read due to stronger working memory" (as cited in Nunley, 1998). Learning different vocabularies in an additional language fosters students understanding of various subjects and enhances their reading and writing skills (Saville -Troike, 1984, as cited in NEA Research, 2007). In addition to the fact that bilingualism enhances human thinking and awareness in several aspects of life, Grisfield (2021) examines bilingualism through the lens of employment and asserts that being bilingual is advantageous in the job market, especially

when seeking employment and a high salary or promotion. He believes that bilingualism is valuable in various fields, not limited only to language and linguistics (as cited in Rajnochová, 2022).

To sum up, researchers confirmed that bilingualism plays a major role in different aspects of people's life despite the fact that bilingualism is multifaceted and it can have other unwanted impacts.

Conclusion

In daily lives, people frequently move between one language and another unconsciously. So the fact that they use another language beside their native language makes the term bilingualism to be considered an integral part of a human's life. Researchers confirm that bilingualism is one of the most important and complex areas of research because it opens doors to different cultures and perspectives. Hence, this chapter provides several studies about the conceptualization of bilingualism and its different aspects and features. Then, it shed light on the benefits that bilingualism provides to language learners and how it affects the learning of additional languages. Hence, this chapter aims to clarify ambiguity concerning bilingualism and give clear insights about it.

Section Two : The Effect of Bilingualism on EFL Mastery

Introduction

The acquisition of foreign language differs from person to the other that is influenced by many factors such as linguistic ability that can either aid or hinder language acquisition. The number of languages previously learned can also impact language learning. This chapter discusses the effect of bilingualism in English as a foreign language acquisition. However, the correlation between bilingualism and second language learning is a contradictory subject, with various theories that attempt to confirm it.

1.2.1. English as a Foreign Language (EFL)

Learning English as a second language or a foreign language is conducted by individuals who are not native English speakers. This process take place in countries where English is not widely spoken (Boukerour, 2016). Gebhard (2006) stated that EFL refers to the exploration of the English language by individuals that stay in regions where English is not primarily used for native communication (as cited in Oumeddah & Oultache, 2019). Additionally, it is mentioned that in such an environment, students have limited opportunities to interact in English communication over the boundaries of the classroom. Same definition is expressed by Harmer, who defines EFL as the tool of English to students who are either learning the language in their home country or engage in courses delivered in English-speaking nations like the United States, Britain, Australia, Canada, Ireland, or New Zealand. A third definition is suggested by (Camenson, 2007, as cited in Oumeddah & Oultache, 2019), who indicates that EFL learners might live in a nation where their native language is mainly used for communication, necessitating them to acquire English for academic goals, travel to English-speaking regions, or professional efforts.

1.2.2. *Language Acquisition*

Learning a language allows individuals to comprehend its structure, acquiring a language is essential to effectively use it (Krasen, 1981, as cited in). The process of acquiring a language is then known as language acquisition. (Wilson, 2000, as cited in Marzuki, 2012, p. 1) states that: "Language acquisition is a subconscious process to acquire a language. In this process, language acquirers are not consciously aware of the grammatical rules of the language but rather develop a "feel" for correctness."

Krashen (1981) states that language acquisition is described as the act of 'picking up' a language (as cited in, Marzuki, 2012). In simpler words, language acquisition is the process by which individuals acquire knowledge of a language. It focuses mainly on its productive use for meaningful communication without precise on the grammatical aspects. There are two categories of distinguished types of language acquisition, each with different features, depends on the learners and the environment in which they learn the language. These two types are first- and second-language acquisitions. First language acquisition refers to a process of acquiring one's native language, which usually takes place at early childhood or at a tender age. Second language acquisition is the additional language and it is also called the target language

1.2.3. *The Sociolinguistic Status in Algeria*

Algeria is recognized for its bilingualism, with various dialects spoken across the nation. Arabic (dialectal) serves as the mother tongue, while French is the first foreign language and English is the second. As a result, Algerian students study all subjects in Arabic, from primary school to the baccalaureate exam. When entering higher education, Algerian students switch to studying in French besides English, which is introduced as an obligatory course in the first year of middle school. This sociolinguistic journey in Algeria is considered to be highly diverse and complex. Algeria used to rule other places and it made many languages in Algeria,

with four languages spoken: Algerian Arabic, Modern Standard Arabic, Berber (Kabyle, Shawia, Mozabite, and Tamashekt), and French, while Modern Standard Arabic and Tamazight are the official languages as per the rules, French still gets used a lot in government, culture, media, and education because of Algeria's old times when it was a colony. The effect of the French language has made Algerians able to speak two languages, switch between them, mix them, take words from each other, and have two types of the same language, and shaped a double identity for many people a dual identity for many (Benhabib, 2019).

1.2.3.1. The Status of Non- Native Languages

Each state encourages education in order to raise society to a higher standard by offering quality programs for its citizens. These curriculums are set in light of different conditions, for example, the quantity of demand and needs of the people, with the help of appropriate curriculums and textbooks from certified language professionals so that the state gets the highest quality of education. The selection of foreign language to be taught depends on the political and economic position of the state, the person who speaks more than one language has a good chance to communicate with the people around the world and open doors for new opportunities, in order to be successful. (Boukallel, 2022).

Negative judgments of accented speech expand beyond native varieties of English. Several researches, like Johnson and Jenks (1994), Podberesky et al (1990), and Giles et al. (1995), explains that non-native accents are identified more negatively than "standard" speech in terms of social status, intelligence, and education. Lindemann (2003) made a study investigating native speakers' reactions to Korean-accented speech without revealing the speakers' ethnicity. In this study, the native speaker evaluators were asked to determine the speaker's origin and classify them. The evaluators classified Korean-accented speech as "Indian," "Latino ", "Japanese, " "Korean, " "Chinese, "or "Asian, "even though these

categories were not provided by the researcher. It is notable that speakers identified as "Asian" were rated much more in terms of education than speakers classified as "Indian, " "Latino, " "Japanese, " "Korean, " or "Chinese." Note that previous research on non-native speaker positions towards non-native accents was conducted in an EFL setting. (*Native and Non-Native Speakers' Perceptions of Non-Native Accents, LL Journal, n.d.*).

1.2.3.2. Mother Tongue

Different terms are used to refer to every one's mother tongue, including native language, first language, and primary language. It's important to point out that the term doesn't always refer to the language spoken by a child's mother, as some people mistakenly think. In this context, "mother" signifies the root and beginning. Ashworth (1992) views the mother tongue as “the language which a person acquires in early years and which normally becomes their natural instrument of thought and communication” (p.5).

In other words, this is the first language that children need to acquire and use to express their opinions, so this foundational language not only allows children to properly integrate socially and culturally but also plays a crucial role in educational success (as cited in Thileli & Dyhia, 2017).

1.2.4. The Status of Foreign Languages

The main factor to consider in foreign language teaching is that the language being learned is not the native tongue of the community or country. Rivers (1981) explains: “The learning of a foreign language contributes to the education of the individual by giving him access to the culture of a group of people with whom he does not have daily contact”. The quote explains the educational advantage of learning a foreign or second language; it highlights that by acquiring a new language, individuals gain access to the values and traditions of other groups.

The overall goals of language teaching, whether it is a second or foreign language, are established by the government. In Algeria, the materials and educational plans for teaching English are ruled by the state. As a result, the English Language Teaching (ELT) methods are reviewed and modified to fit with the needs of Algerian schools and meet the educational preferences of the students. This shows the importance that the Ministry of Education, beside the expertise of the language experts on textbook committees, gives to foreign language education, especially English (as cited in Arab, 2015, p. 9).

1.2.4.1. Status of English in the Algerian Pedagogical System

There has been a particular improvement in the teaching of the English language in Algeria. To meet the needs of the globalized world, the country has made an effort to improve its pedagogic system (Boukerkour, 2016). A new higher education system called the “LMD” system has been accomplished in Algeria as part of this, and it has led to significant changes in the teaching of the English language. The focus of this section is on the English language situation at the three levels of education in Algeria, while also providing a general overview of the educational system under the LMD reform.

In 2001, the Ministry of Education made an announcement about educational reform, which brought about several changes in the teaching of English. Despite the fact that English is the second foreign language in the Algerian educational system, following French, it has gained significant attention through this reform. English was a subject that was introduced during the first year of middle school, usually when students were around 11 years old. Teaching is done for seven years, with four years in middle school and three years in secondary school. Although Circular No. 151 3 of September 19, 2023, has introduced a new rule that comprises English language teaching in the primary education stage, as it was mentioned before, English is a compulsory course that is introduced during the first year of primary school.

Despite its status as a secondary foreign language, it holds great importance in the educational system (Othmane & Bouyakoub, 2020).

1.2.4.2. French Language in Algeria

French is considered as the second most spoken language in Algeria because of the French invaders. The latter used their language forcibly on the Algerian people during those periods. French was used as the official language of the nation, it plays a major role in various activities in the society as well as it is a medium of communication, alongside Arabic and Berber. It is used in the street, in the administrations, and is taught starting from the 3rd year in primary school. It is used in the mass media, political meetings, and official negotiations. Furthermore, the French language remain important role in our society. The Algerians, therefore, use Arabic and French interchangeably in their lives, thus the two languages have been in touch permanently. Bencherfa observed that Algerian Arabic, modern Arabic, and French are used in multiple forms from political speeches to personal conversations and the academic field. . (Bencherfa, 1987, as cited in Dalaa & Houachine, 2020)

1.2.5. The Influence of Previously Learned Languages on English

Rivers and Golonka (2009), believe that language learners link the previously learned language with the target language in order to find the similarities between them. This means that gaining knowledge and skills from previous learned language experience can be very helpful and supportive in the process of English learning. The previously acquired languages allows experienced language learners to have an idea of efficient strategies for language learning process. Additionally, students depend on their previous experiences in order to become more secure and confident while learning. Otherwise, it should be mentioned that previously learned languages can also have a negative effect upon the language being learned (as cited in Oumeddah & Oultache, 2019).

1.2.5.1. The Influence of Arabic on Learning English

Arabic is a language evolved from Semitic languages whereas English is the one that comes from the Indo-European language family. For this, Ali (2001) illustrates "There are distinctive differences between Arabic and English in almost all syntactical, morphological, phonological, lexical, semantic, rhetorical, and orthographical aspects." (p.3). Learning of English as a foreign language may result in several difficulties on the part of the students. Of course, it is ordinary that learners make mistakes because of prior experience. This is mainly because they used to rely on their previously learned languages while learning a new foreign language. In addition, the differences between the Arabic language and English lead to mistakes by English learners. In simple terms, since these two languages do not share many similarities, errors may arise while learning the English language (as cited in Oumeddah & Oultache, 2019).

1.2.5.2. The Influence of French on English

The use of French in Algeria is increasing and playing a vital role among its community. It can be described as the language with co-official status and also as the most widely studied foreign language. French has influenced English in many different ways. There is no doubt that the English vocabulary has been enriched by borrowing many of its words from French. The most remarkable influence would be the inclusion of many French words in the English language. McMahon (1994) states:

"The unifying factor underlying all borrowings is probably that projected gain; the borrower must stand to benefit in some way from the transfer or linguistic material this gain may be social, since speakers often borrow material from a prestigious group or it may be more centrally linguistics, in that a speaker may find a replacement in her. A second language for a word that has become obsolete or lost its expressive force.

However, the most common and obvious motive for borrowing is sheer necessity. Speakers may have to refer to some unfamiliar object or concept for which they have no word in their own language" (p.201).

This quote shows why people borrow other speakers's words or expressions. It clarifies the gains that speakers receive from the elements of borrowing within their language.

The main reason for borrowing is for a gain, which may come in a number of ways. One of them is the social gain, in which speakers borrow from prestigious groups or languages that boost their social status in one's native language group. Another crucial factor is the linguistic gain: the borrowing replaces old or less expressive words in one's own language. Notably, the quote states that necessity is a common motive for borrowing, whereby speakers will often face unknown objects or concepts without names in the native language. This needs to borrow words to communicate such ideas. Another way the pronunciation of English changes is that the French do not pronounce the letter /h/ at the beginning of a word. Therefore, when speaking English, words starting with the sound /h/ are either pronounced with or without /h/.

Also, the influence of French grammar came in with the inclusion of large quantities of French affixes in the English language. These affixes have become part of the English language. Some French idioms have been adopted into English and still remain in their original French forms. For example, *force majeure*, *Vis a Vis*, *vice versa*, among others (Oumeddah & Oultache, 2019).

1.2.5.3. The Influence of Mother Tongue in EFL Classroom

The English language has effectively been accepted worldwide as a media of communication across borders. However, it is a common phenomenon to return to the native language in the process of learning a foreign language. Indeed, the use of the mother tongue can have beneficial effects on the process of language acquisition in learning environments.

However, an over-reliance on the mother tongue can be detrimental and result in an unwanted reliance. As such, Tang (2002) states that careful and wise use of the mother tongue is beneficial and can be helpful during the process of learning and teaching a target language. According to Schweers (1999) “starting with the L1 provides a sense of security and validates the learners’ lived experiences, allowing them to express themselves. The learner is then willing to experiment and take risks with English starting with the L1 provides a sense of security and validates the learners’ lived experiences, allowing them to express themselves. The learner is then willing to experiment and take risks with English ”(p.112). The quote shed light on the importance of using learners' first language (L1) in the first stages of learning English. It makes them able to express themselves freely when feeling more comfortable, and by incorporating the learners' native language, they can create a more supportive learning environment.

In several studies communicate their ideas through writing and speaking, and translate the reading texts (Patel & Jain, 2008; Nation, 2003). Besides, it is used for giving a definition of an unknown word (Çelik, 2003; Cenel, 2010).

However, L1 should not be used too much, since students benefit more from the input in the target language. Atkinson points out the danger of over-reliance on the mother tongue that may result in translation of items to be learnt into the L1 in language instruction. Nation warns that teachers using L1 in class reduce input and practice. Besides, Cook (2001) highlights the importance of modelling in the target language and encouraging students to use L2 (as cited in Paker & Karaağaç, 2015).

1.2.6. Positive Effect of Bilingualism on Language Acquisition

Different studies are made on the effects of bilingualism on third language acquisition show essential variation concerning the objects of study, the languages involved, and the level

of linguistic competence in each language. Some of the research has focused on the impact of bilingualism on the general level of competence in the third language (Cenoz, 1991; Sanz, 2000, as cited in Cenoz, 2003)

Some programs have a wider range, while others concentrate on more narrow aspects of proficiency or language processing. (Gibson et al, 2001; Klein, 1995, as cited in Cenoz, 2003) Researchers in the sixties and seventies also supported the notion that bilingual individuals have an easier time acquiring a third language compared to those who only speak one language (Albert & Obler, 1978; Jacobsen & Imhoof, 1974; Lerea & Kohut, 1961; Saif & Sheldon, 1969; Vildomec, 1963).

Several approaches can be taken in the analysis of the effect of bilingualism on third language acquisition. This section deal with more general studies on the effects of bilingualism on third language acquisition, apart from the studies which have focused on specific extents of language proficiency. This distinction in approach is important for the interpretations because bilingualism may not have equal effects on all dimensions of proficiency in a third language. Depending on the extents of language proficiency occurred, different conclusions can be reached (as cited in Cenoz 2003).

Thomas pointed out that individuals who could read and write in two languages developed a higher level of proficiency in a third language in comparison with students who had only one language literacy. Moreover, the beneficial effect of bilingual proficiency on a third language acquisition has been mentioned by (Bild and Swain 1989) as well as (Rothman, Alonso & Puig-Mayenco 2019).

1.2.6.1. The Effect of Bilingualism on the Development of English Reading Skill

In many parts of the world, the number of people who are able to speak many languages has extremely increased. According to Trask (1999) about 70% of the world's population are

bilingual. Therefore, it is in this light that studying the effect of bilingualism on foreign language learning and acquisition needs to be explored; reading is the most important component for learning and comprehending materials among the four skills. In an EFL environment where learners do not have a chance to practice speaking and interacting with native speakers, reading becomes a tool for learning (as cited in Yeganeh & Malekzadeh, 2015). Therefore, in such environments, the proper choice of materials for reading would improve learners' language ability and use significantly, (Yeganeh & Malekzadeh, 2015). Recently, scholars have aimed to investigate the effect of intensive and extensive reading on (SLA). Palmer, 1964 (as cited in Yeganeh & Malekzadeh, 2015) states that in extensive reading, learners read rapidly to get information and pleasure, not paying attention to meaning or language elements. Such reading Palmer call as "supplementary reading" (Palmer, 1921), further argues that in intensive reading, learners make a careful study of the passage and pay attention to the text's grammatical features.

According to Carrell et.al (as cited in Yeganeh & Malekzadeh, 2015) Extensive reading refers to students reading longer texts where they get the general ideas and main elements without paying attention to the structure. According to (Paran, 2003, as cited in Yeganeh & Malekzadeh, 2015.) intensive reading is not enough to influence the process of reading abilities. A more focused, such as with explicit teaching is needed. The latter concerns more detailed comprehension and has a fundamental role in teaching reading strategies.

The previous research proved that the bilingual student portrayed a greater fluency as far as assessing the grammaticality of sentences as compared to monolingual students. (Yeganeh & Malekzadeh, 2015).

1.2.6.2. The Effect of Bilingualism on the Learning of English Vocabulary

It is a fundamental basis of vocabulary that both educators and learners should recognize it as a key element of any language teaching course. According to (Vermeer 2001), vocabularies are the key to meaning. Due to this core role that vocabularies play, there has been an extreme increase in the number of instructional materials designed at speeding the vocabulary acquisition process (Zare & Mobarakeh, 2013).

Thomas (1988), bilinguals who are literate in both L1 and L2 perform better on tests of language manipulation. (As cited in, Zarghami et al, 2014). Another finding of the study suggests that bilingualism has more positive effects on the third language lexicon when L1 and L2 are taught in a formal environment. These findings emphasize the fact that bilingualism impacts the cognitive and mental development of the child. Recent studies suggest that the positive effects of bilingualism can be experienced only after a threshold is reached in both the languages. (Chipongian, 2000, as cited in Zarghami et al, 2014). The threshold is again decided upon by various factors in the environment. (Cummins, 1976, as cited in Zarghami et al, 2014). Bilingual lexicons also have issues with lexical access. Studies show that bilinguals have a larger lexicon than monolinguals, which provides a bilingual with more options of words to express a particular concept or situation. This competition at the time of lexical access creates difficulties for the bilinguals. In fact, learning vocabulary in multiple languages becomes a challenge due to this reason specifically.

1.2.6.3. The Effect of Bilingualism on Cognitive Development

Before the 1960s, few researchers concluded from their studies that bilingualism adversely affects cognitive capacities, such as for instance (Saer, 1923; Pitner, 1932; Jones and Stewart 1951; and Levingston, 1959). Contrary to earlier findings, bilingual children produced impressive performance, when compared to monolinguals, on both verbal and nonverbal tests.

To interpret their findings, (Paul & Lambert, 1992) suggest that bilinguals "Have a language asset, are more facile at concept formation, and have a greater mental flexibility" (as cited in Caraballo, 1982, p.5). The findings of the study generally show positive results concerning the effects of bilingual education on children's language awareness and cognitive skills (Bekerman, 2005, as cited in Tabatadze, 2014).

The field has moved on by investigating different areas in an effort to understand the effects of bilingualism on development. The first interest in standardized intelligence tests gave way in the 1970s and 1980s to studies on language acquisition and metalinguistic development. Learning two languages in early childhood changes the way children think about and understand language. These metalinguistic insights are important for school achievement, and, much of what schools try to teach. Thus, researchers also turned to investigate how bilingualism impacted on school achievement, especially in literacy and mathematical skills. Researchers also began to investigate the effects of educational programs conducted in a language other than the one spoken at home. Research on immersion education started in the late 1960s, but more targeted studies on literacy and mathematical skills did not become prominent until the 1990s. Since 2000, a considerable amount of research has been devoted to studying the effects of bilingualism on cognitive ability. Specifically, researchers' attention has been focused on executive function, a set of cognitive skills that includes attention, selection, inhibition, shifting, and flexibility

Bilingual children have a better concentration on tasks and can be easily distracted or interrupted compared to monolingual children. The better performance is witnessed in people who learn a second language before the age of five and show exceptional mastery in that language. These results imply that exposure to two languages in earlier years of childhood can affect brain organization. In addition, bilingualism may even be advantageous to children who

are below-average in cognitive abilities. Bilingualism also enhances the flexibility of cognitive mechanisms; it further generalizes to cognitive processes control in social situations.

Bilingual children have various social and emotional advantages when it comes to making new friends and relations. The skill of multiple languages is greatly valued in our increasingly globalizing world and helps children learn and develop respect for multiple cultures. Bilingualism promotes a positive attitude towards other cultures and communities, thus helping bilingual children to make friends with members of other languages and cultures within and outside the school or university. As a result, bilingual children have a more multicultural attitude and more tolerance for people and their varied beliefs. (Dewaele, 2012, as cited in Ali, 2023). Bilingual and multilingual children receive academic benefits due to better problem-solving and elevated levels of abstract thinking. Additionally, it has been established that bilinguals have a better ability to filter out irrelevant information, an ability that can start as early as seven months old. Individuals with the skill of speaking and reading in multiple languages can interact with the international community on a large scale. This helps them learn information from multiple sources and enhance their knowledge and perception of multiple cultures and societies. Recent research has demonstrated that bilingual speakers have better attention control than monolingual learners. This advantage may come from the fact that bilinguals need to constantly control and select from two languages in daily communication. Some researchers believe that the ability of bilinguals to maintain different languages in their mind and selectively concentrate on them can be the reason for their better attention control (Ali, 2023).

1.2.7. Language Transfer

The term of transfer was greatly developed during the nineteenth and twentieth centuries, (Odlin, 1989) provides a definition of the term of language transfer as the influence

which resulted from the similarities and differences between the target language and any other language previously acquired (as cited in Houssos, 2020).

According to Gass and Selinker (as cited in Houssos, 2020) "It is a term that was used extensively in the first half of the century and refers to the psychological process whereby prior learning is carried over into a new learning situation"(p.271).

The quote defines "transfer of learning" as the process studied during the early 20th century. It refers to the effects of prior learning on new situations. The process proves that experience builds upon earlier experiences and affects the way something is learned and applied. It shows the need to develop strategies for teaching where new learning is related to the experiences of the learners.

Ellis (1994) states "it is now widely accepted that the influence of the learner's native language cannot be adequately accounted for in terms of habit formation" (as cited in Houssos 2020, p.271). The quotation suggests that explaining how a learner's native language influences new language acquisition is more involved than just the behaviorist explanation of habit formation. It recognizes that language learning needs complex mental processes and social interactions, hence going beyond simple repetition and reinforcement. (Odlin 1989, as cited in Houssos 2020, p.271) "Transfer is the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired".

The definition explains "transfer" in the process of language learning as having an impact resulting from both similarities and differences between the new language and any previously learned languages, wherever the level of learning was. This influence can either facilitate or hinder the learning of the new language.

Nevertheless, the study of transfer presents several theoretical and practical problems that emerge in an aim to set the elements of language transfer in the process of L2 acquisition. A problem that emerges is the identification of elements that define transfer. Therefore, the identification of such principles becomes significant, and these principles are determined through cross-linguistic comparisons, and why they happen has to be explained. Therefore, contrastive analysis plays a crucial role in the identification of the principles because through it, we are able to understand the conditions that create the transfer. This is significant in the sense that linguists and scholars understand the cognitive mechanisms used by learners when acquiring the L2 (Odlin, 1989, as cited in Houssos 2020).

To understand comprehensively the concept of transfer, it is quintessential to have a comprehensive understanding of all the possible outcomes resulting from cross-linguistic similarities and differences (Odlin, 1989, as cited in Houssos 2020)

1.2.7.1. Positive Transfer

Positive transfer helps the acquisition of a second language. Therefore, the learner's mother tongue can enhance the ease of learning the second language (Ellis, 1994).

The process recommends learners utilizing similarities between their mother tongue and the target language to aid in the acquisition of foreign language skills. When learners rely on their knowledge of their first language to understand specific patterns in the target language, it is known as positive transfer. Positive transfer takes place when there are similarities between the two languages, which eventually simplifies the learning process (Elisse, 2008, as cited in Haouachine & Dalaa, 2020).

In other words, the similarities between L1 and L2 aid in the learning process so acquiring the target language becomes more achievable for learners who have previous knowledge of their first language. (Dulay et al., as cited in Haouachine & Dalaa, 2020) declares that "...positive transfer is the automatic use of L1 structure in L2 performance when the structure in both languages is the same resulting in correct utterance" (p. 25). This quote indicates that positive transfer refers to the use of the same form from the learner's first language into their second language, which leads to correct statements in L2. It facilitates learning a new language by using instant knowledge.

However, similarities are sometimes descriptive as in the case of "false cognate" or what is called "les faux amis" in French, here (Ellis 2008, as cited in Dalaa & Haouachine, 2020, p. 273) declared that: "similarities reduce the number of errors". The quote literally means that the more similarity there is between the native language and the target language, the fewer mistakes occur because familiar structures and rules can be applied correctly.

1.2.7.2. Negative Transfer

The transfer of the native language to the second language, which may be negative because of the differences between the two languages. Negative transfer is when learners transfer elements or structures from the native language that do not occur in the target language. It has been noticed that sometimes students use stylistic devices in the native language, and if the structures are not the same, syntax errors occur. In addition, some language scholars refer to negative transfer as interference (Abdelmalek, 2017). According to (Weinreich, 1953), in the process of second language acquisition, if the linguistic form is similar in the native language, the distribution is considered to help, and thus it is positive transfer. On the contrary, if the linguistic features are different, then it is negative transfer. As a result, the target language

learned is perceived to be distorted by the difference in structure. (Weinreich, 1953) called this phenomenon "interference" (as cited in Abdelmalek, 2017).

1.2.7.3. The Role of Language Transfer in Learning a Foreign Language

The more a language's features resemble those of a language you've previously learned, the shorter the time taken for learners to understand it. The presence of similarities between languages previously learnt provides learners with a basis on which to build the learning of a foreign language. In this way, transfer becomes inevitable as the similarities automatically arise. To sum up, previous linguistic knowledge is a useful tool that can be used to enhance the process of learning a new language. However, if there are no similarities among the previously known language and the new one, the result can be errors. In addition, similarities and differences between the TL and the languages previously learned should be identified for the appropriate decision to be made in respect of the elements that could be transferred. To conclude, the function of language transfer cannot be separated from learning a new language (Oumeddah & Oultache, 2019).

Conclusion

This chapter allowed to review the literature relevant to bilingualism and learning English as a foreign language. This topic has broad implications for language education, as bilingualism has been shown to improve linguistic, cognitive, and academic development, making it a useful area of research as well as enhancing students' motivation to learn the target language. Despite English being a secondary language compared to the mother tongue and French, its acquisition is influenced by previously learned languages such as Arabic and French, also the importance of the mother tongue in English as a Foreign Language (EFL) classrooms is emphasized due to its beneficial impact on language learning. Furthermore, the status of English in Algeria, alongside Arabic and French, is discussed, with particular attention

given to the influence of French on English acquisition due to its colonial history. Bilingualism is also noted for its positive effects on language learning, including improved reading skills, vocabulary acquisition, and cognitive development. Additionally, the concept of language transfer is addressed, acknowledging its role in both facilitating and hindering the learning process of a foreign language. All in all, having covered what has already been mentioned, it is now possible for one to develop an accurate perspective on the definition of EFL and the major effect of bilingualism and related elements on English learning.

Chapter Two : Analysis on the Impact of Bilingualism on EFL Acquisition

Introduction

This chapter is devoted to the description of the methodology adopted for the research. It introduces the research design, presents a detailed description of the research methods and define the study population and sampling. While the previous chapters' attempts to investigate the impact of bilingualism on EFL acquisition. This chapter is designed to validate the hypothesis.

To reach our aim, we administered two questionnaires: One is addressed to third-year students of English in the department of English at the University of Mila, and the other is designed for the English language teachers at the same department. Moreover, throughout this chapter, the analysis of collected data is presented. The chapter further provides a broad discussion of the major findings.

1. Research Means

In order to meet our objective, the present study attempts to explore the impact of bilingualism on EFL acquisition. We decided to use two questionnaires that was logically structured, kept short and simple to avoid respondent's exhaustion. With the use of this structured questionnaire, we hope to learn more about their language learning experiences, attitudes toward learning English, and perspectives on how being bilingual affects their EFL learning. Furthermore, there is an additional structured questionnaire for teachers which help us understand their different perspectives toward the impact of bilingualism on the learners'.

This will allow for an in-depth understanding of the complicated interactions between bilingualism and EFL acquisition in the third year's students' classroom.

2. Sample and Population

Two populations are targeted in this research: students and teachers. First, third-year LMD students of English at Mila University center are a total of 190 students in the academic year 2023-2024. Fifty (50) students are randomly selected as a sample. Second, the study involves six EFL teachers at Mila University as the second sample. These participants were selected through a purposive sampling method, ensuring a representative sample of EFL students and teachers within the university setting. The choice of students was as target informants and the choice of teachers was for their direct experience and insights into the relationship between bilingualism and EFL acquisition among their students.

3. Students' Questionnaire:

3.1. Administration of the Students' Questionnaire:

After studying the results of the impact of bilingualism on third-year students, who joined us to share their opinion and answers regarding the topic, 50 students participated in by answering the questionnaire in the classroom through printed copies. The questionnaire was, therefore, meant to establish how important bilingualism regarded English language proficiency, how strongly it affected the language, their academic successes, and how best it could be improved.

3.2. Description of the Students' Questionnaire

In order to meet our objectives, a structured questionnaire is designed for third-year EFL students at Mila University. With the use of this questionnaire, we hope to learn more about their language learning experiences, attitudes toward learning English, and perspectives on how being bilingual affects their EFL learning. It is a valuable research tool for collecting

both quantitative and Qualitative data. The questionnaire consists of 21 items distributed to four sections (see Appendix A). The sections are described as follows:

Section One: General Information: contains two multiple-choice questions; it aims at Investigating personal information about the participants.

Section Two: English as a Foreign Language Acquisition: contains three Yes/No questions and five Multiple-choice questions are about learners' awareness about English, Language learning process in bilingual settings and how the previously learned Languages affect their performance.

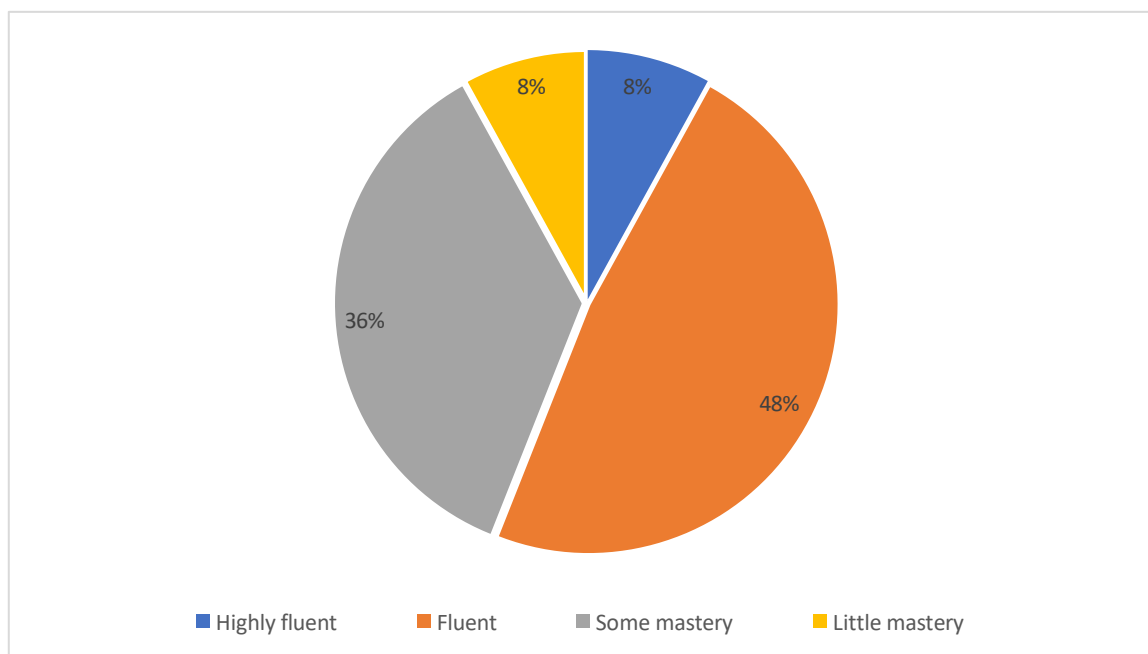
Section Three: Bilingualism Experience: contains two items containing two yes-or-no questions and four multiple-choice questions; it tends to gather the Student's thoughts and experience with bilingualism.

Section Four: Bilingualism and EFL Acquisition: contains four multiple-choice Questions, It discusses the correlation between Bilingualism and EFL acquisition. More precisely, how does bilingualism influence EFL Learners in different aspects of the language.

3.3. Analysis of the Students' Questionnaire

Section One: General Information

Q01. How do you rate your fluency level in the English language?

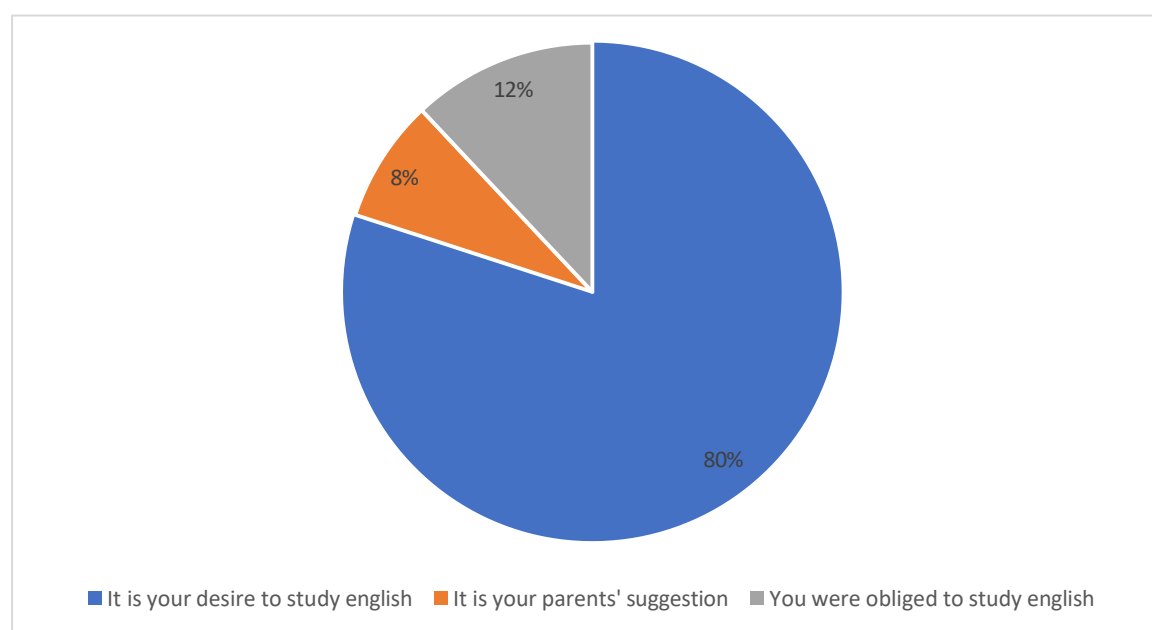


Graph 01: Fluency Level in English

The aim behind this question is to know the proficiency level of English third-year students and how they appraise their level in the English language. The graph above shows that 8% of our participants believe that they are highly fluent in English. These participants are ideal and distinguishable. Accordingly, they master the main four skills brilliantly (speaking, reading, writing, and listening), gain a deeper understanding of language nuances, and deal with complex discussions. Due to their ongoing practice of previously learned languages, we think they have no difficulties in various aspects of English and maintain their proficiency. Whereas the majority of students (48%) declare they have reached a fluent level in English, we assume that these participants are highly motivated and have the ability to use the language effectively in various contexts, but they may still face occasional challenges like complex

vocabulary. 36% of students have some mastery of the language. We suppose that these students have an average level, which means that they have a reasonable ability to deal with the four skills, as they are not fully proficient or experts. But for sure, they can handle and understand common conversions and deal with every-day situations. The last category represents 8% of the participants with little mastery; they have a basic level and very limited abilities in the main skills. Struggling with complex aspects and subjects, we assume that these students are unmotivated toward learning English; maybe they have particular circumstances or it is not their desire to study it.

Q02. You choose to study English because:



Graph 02: Students' Reasons for Studying English

The aim behind this question is to recognize whether it's the participants' desire or whether they are opposed to some circumstances. The results of our sample reveal that the majority (80%) chose studying English as a personal choice. This illustrates that they are highly motivated and willing to learn this language and to succeed since it is a widespread language, which may provide opportunities for academic performance. 8% of our representative sample

chose parents' suggestions as a reason for studying English, so it is not their own decision to learn it.

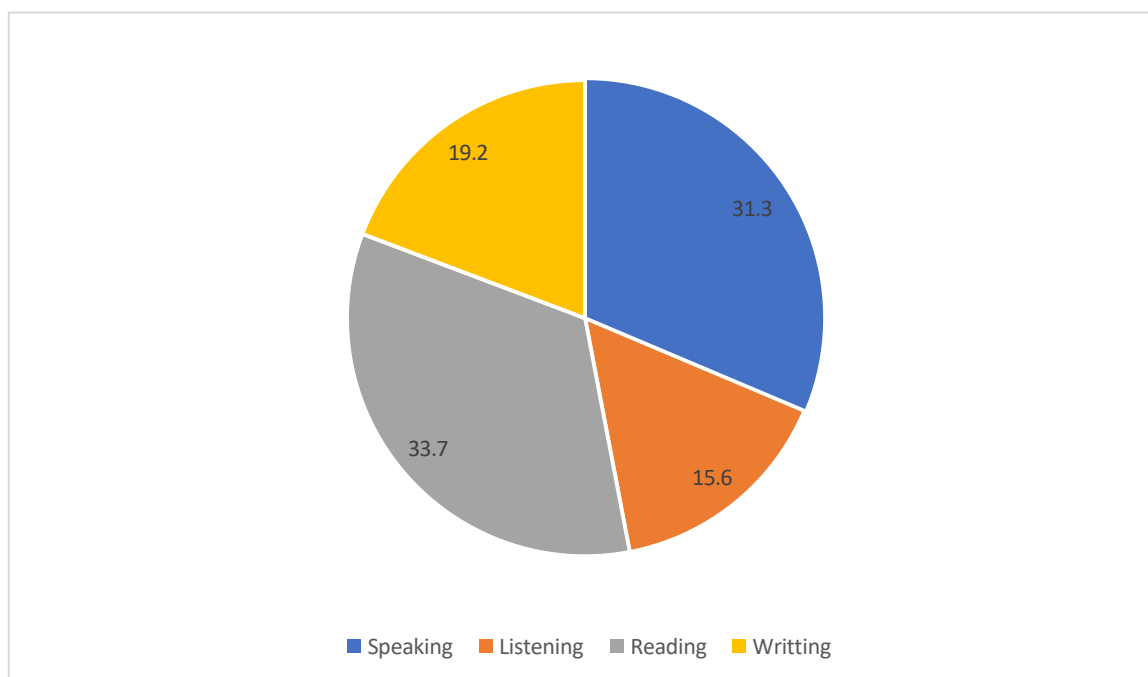
This is maybe because parents believe that they are more aware and able to make suitable decisions for their children; they are conscious of their children's level and capacities.

We assume that students in this case are not passionate about a particular specialty, so they rely on their parent's suggestions to select what to pick as a subject to learn.

The remain participants (12%) were obliged to study English because this specialty is available in their state meanwhile their desirable specialty is far from their homes. In addition, to their baccalaureate average.

As we can observe most of the participants are studying English because it their first and wanted choice which is an advantageous matter. Since, it is an important language in the world and Algeria recently.

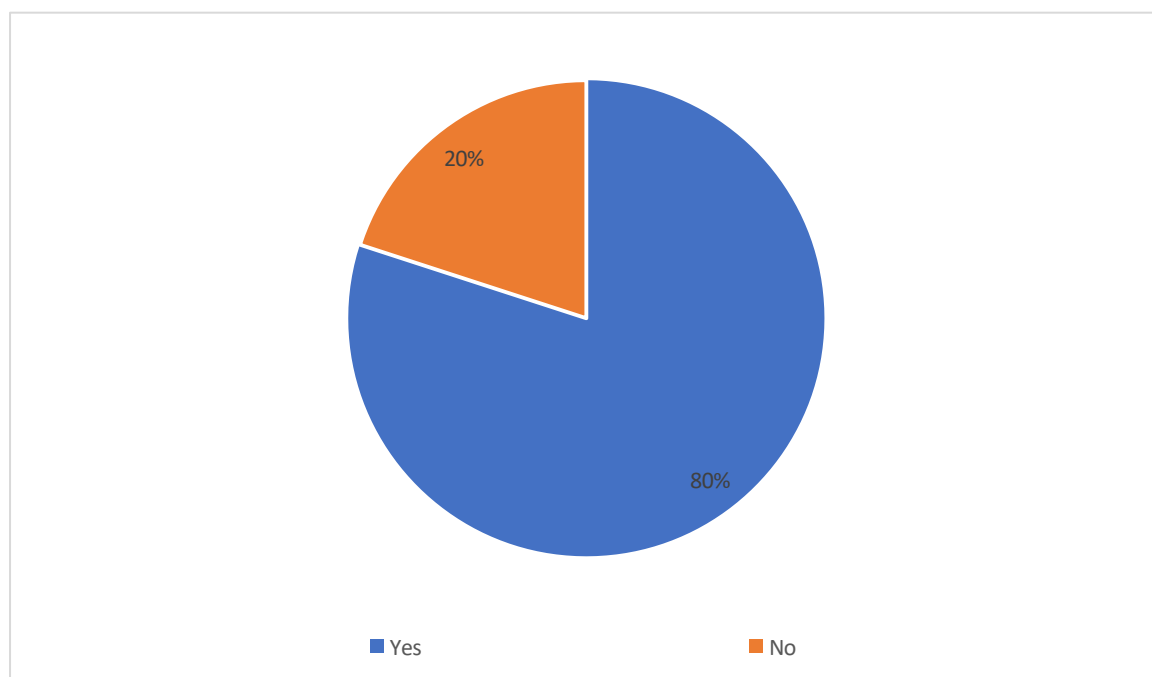
Q03. Which language skills do you master the most in English?



Graph 03: The Most Mastered English Language Skills

The aim behind this question is to know students' capacity in terms of which skill they master the most. The graph shows that 31.1% of the participants believe that they are proficient in the speaking skill and this revise that most of the student are motivated to practice the language due to the progressed means that facilitate the process of practicing the language. The next participants (15.6%) chose listening skill, we think it is the less mastered skill beyond other skills because it is a skill that it is less practiced also, the quality of university equipment is not the best. 33.7 % of the participant's chose reading skill thus we observe that it is the most mastered skill beyond the other four skills because of a daily practice of the language and the affordable mediums of using the skill. The remaining participants 19.2 % select the writing skill as the skill they mostly acquire we assume that these participants are less motivated.

Q04. Does bilingualism help you to master these skills?

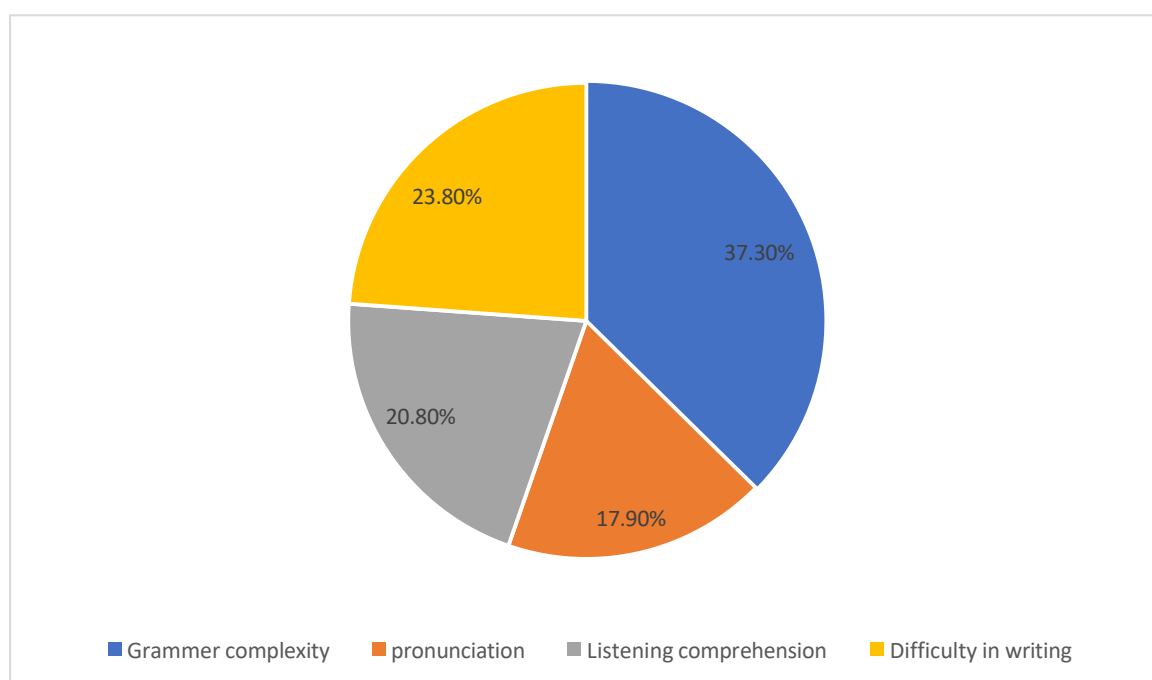


Graph 04: *Bilingualism Aid in Mastering Skills*

The question above focuses to know the informant's opinion about whether or not bilingualism help them to master English skills. The graphs demonstrate that the majority of

the students (80%) consider that bilingualism contribute in the skills mastery. We suppose that the vocabulary and grammar of previously learned languages will expand their learning English experience. The remaining participants 20% do not regard bilingualism as a subject that helps them during their English learning journey. We think that these participants are not aware of the important role that bilingualism plays and regardless of their crucial impact in language skills.

Q05. What are the challenges you faced while learning these English skills?

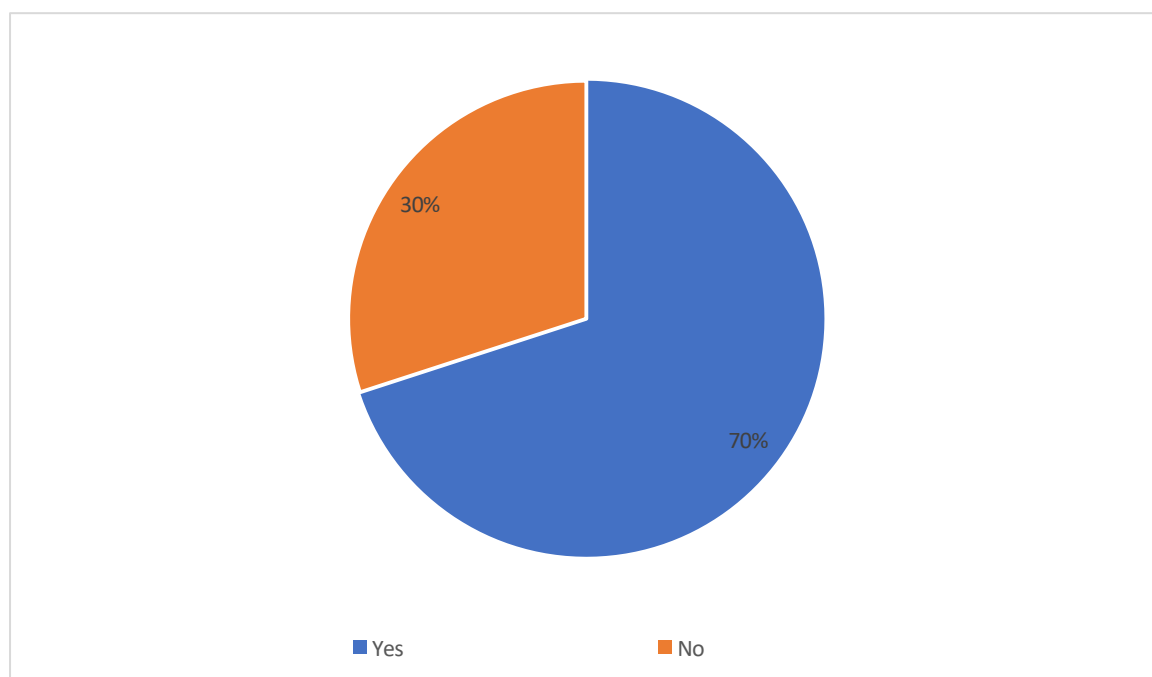


Graph 05: *The Challenges that Learners Face When Learning English Skills*

When we asked this question, we gave our participants the ease to opt more than one of the options that represent the main challenges that the students face when learning English. The question aims at discovering the student challenges while learning these English skills. The results shows that 37.3 % of the informants were struggling with grammar complexity we think it is due to low writing skill as we mentioned in the previous question thus students often will struggle with grammar complexity due to limited vocabulary and very low exposure to well-

structured sentences while, 23.8% participants for the writing difficulties we suppose that it a result of difficulties in expressing ideas clearly and inadequate writing practice including coherence. The graph also shows that 20.8% of the participants were for listening comprehension so based on the answers obtained in the general information section concerning which skills do student master the most and the current response we observe that listening skill it is the least skill mastered between students due to the disinterest and unwise of the students for this skill despite its importance. Only 17.9% of the answers were for pronunciation. We believe that they face challenges in pronunciation due to limited exposure to the English language and the impact of their mother tongue on the target language.

Q06. Did bilingualism help you overcome challenges in the four skills?

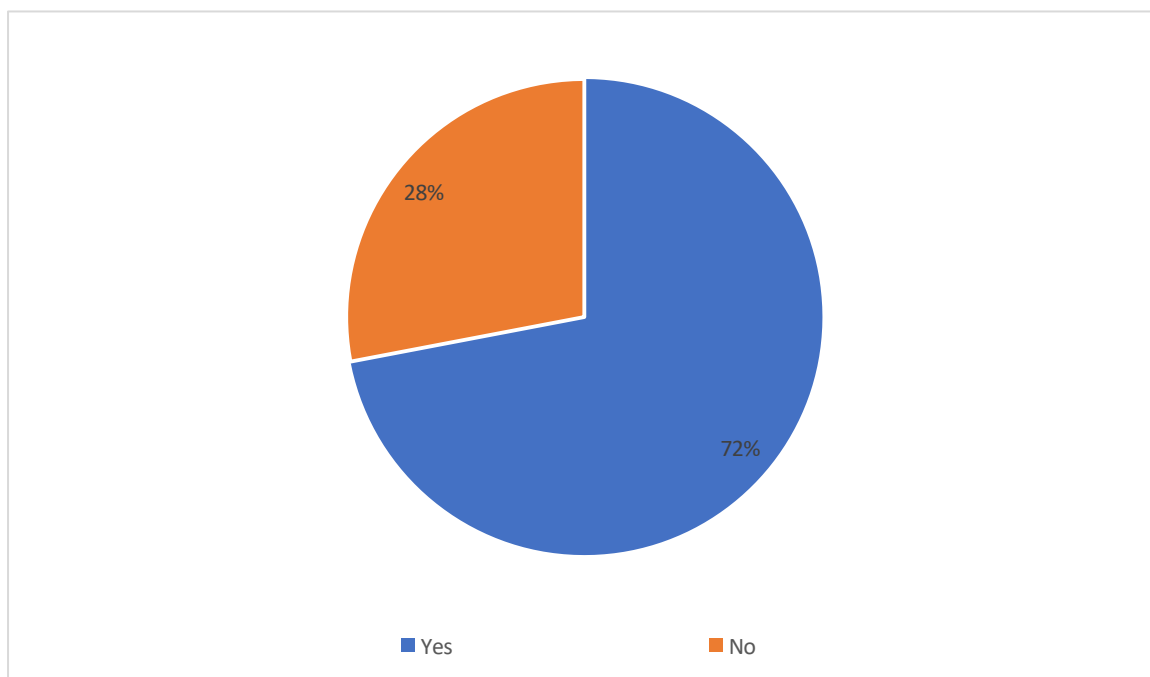


Graph 06: *Overcoming the Challenges in the Four Skills through Bilingualism*

The results obtained from this graph shows that the majority of student 70% believe that bilingualism help them overcome challenges in the four skills which is an expected result because it enhances their cognitive abilities and exposes individuals to diverse linguistic

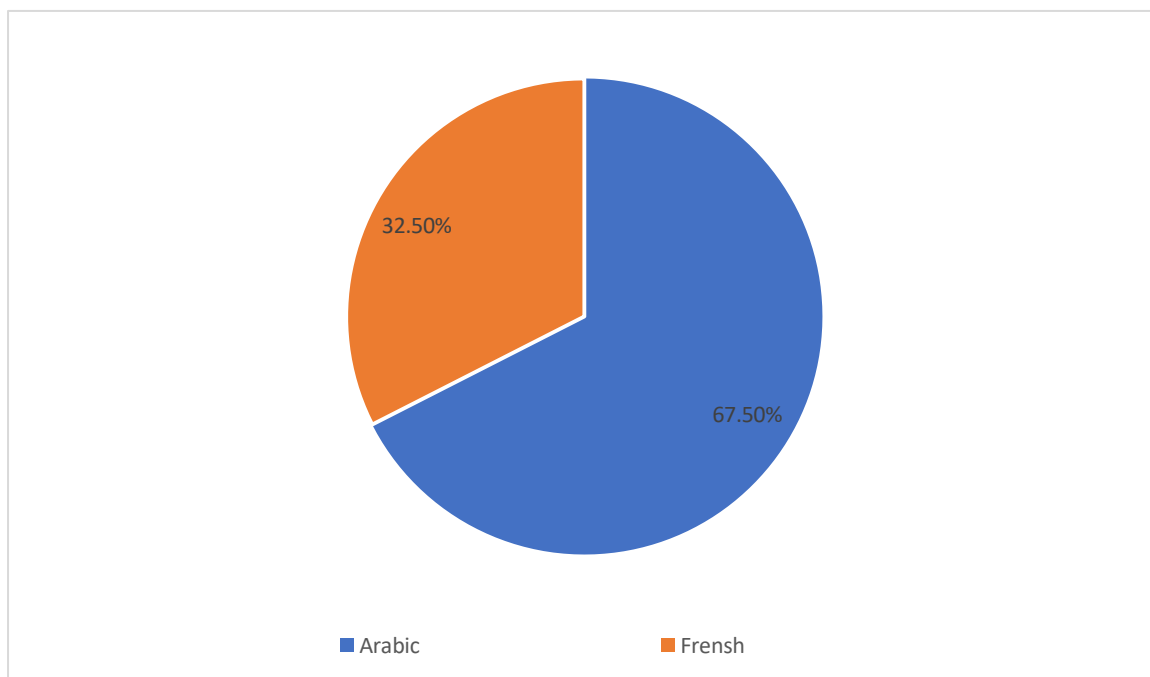
contexts otherwise only 30% do not believe that bilingualism help them overcome challenges in the skills. We think that maybe is going to be due to language dominance and language transfer which develops a total focus, awareness and development for the first language.

Q07. Do you rely on your previously learned languages when learning English?



Graph 07: *The Reliance on Previously Learned Languages When Learning English*

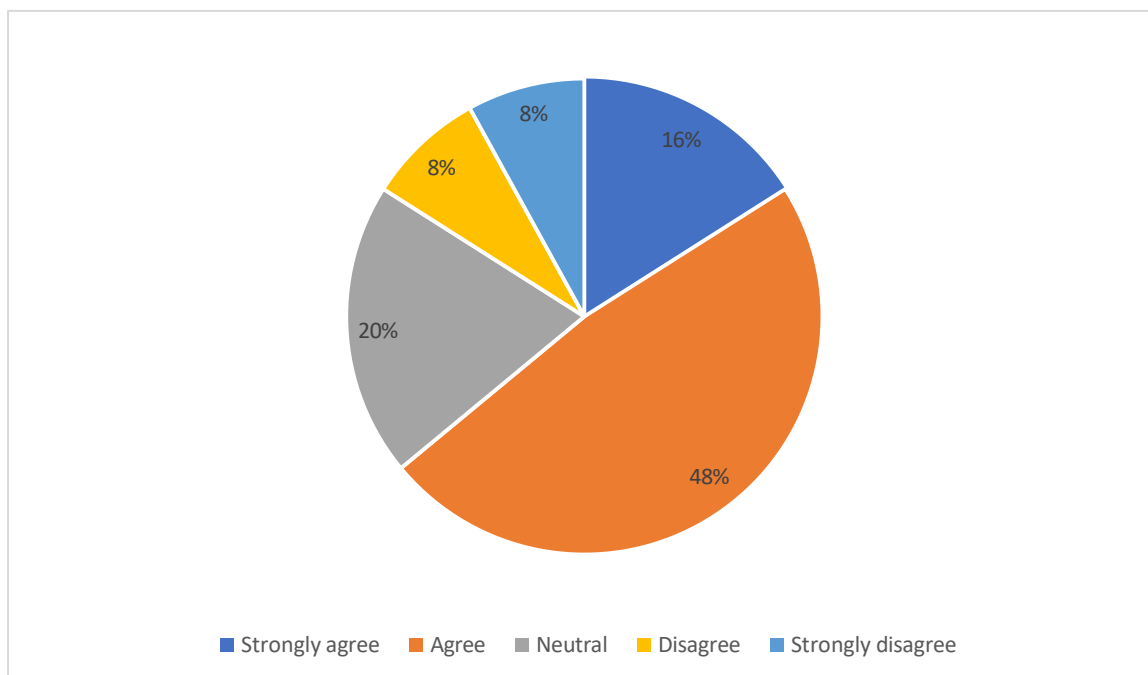
By asking this question we aimed at investigating the effectiveness of previous learned languages in the learning of English. As it is obvious in the chart above, the majority of informants 72 % claimed that they rely on their former languages when learning English. We assume that it is because it enhances their understanding of some complex linguistic context and raises their motivation in the learning process. While a minority of 28% do not perceive benefits from their previous learned languages knowledge in learning English.

Q08. If yes, which language did you find most useful?

Graph 08: The Most Useful Languages

In this question the total number of students that find that Arabic is their most useful language besides English (27 students). As shown above the majority of participants 67.5 % chose Arabic as their most useful language besides English learning. We assume that it enhances the recognition of ambiguous researches and raises a deeper understanding of language structures. On the other hand, only 32.5% of the participants chose French as their helpful language during the process of learning English. We believe that these participants rely on French to aid them accomplish different language difficulties for that they use both languages to support their learning process but more prominently with Arabic language.

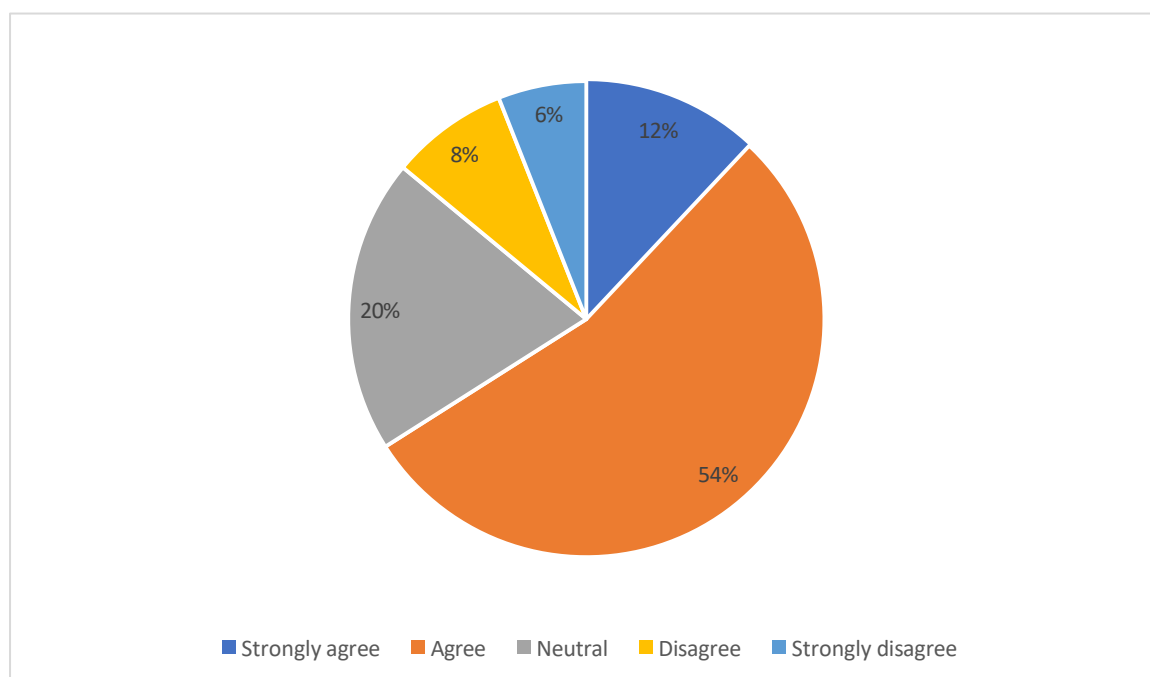
Q09. Bilingualism contributes to the acquisition and expansion of English vocabulary



Graph 09: *The Contribution of Bilingualism in the Acquisition of English Vocabulary*

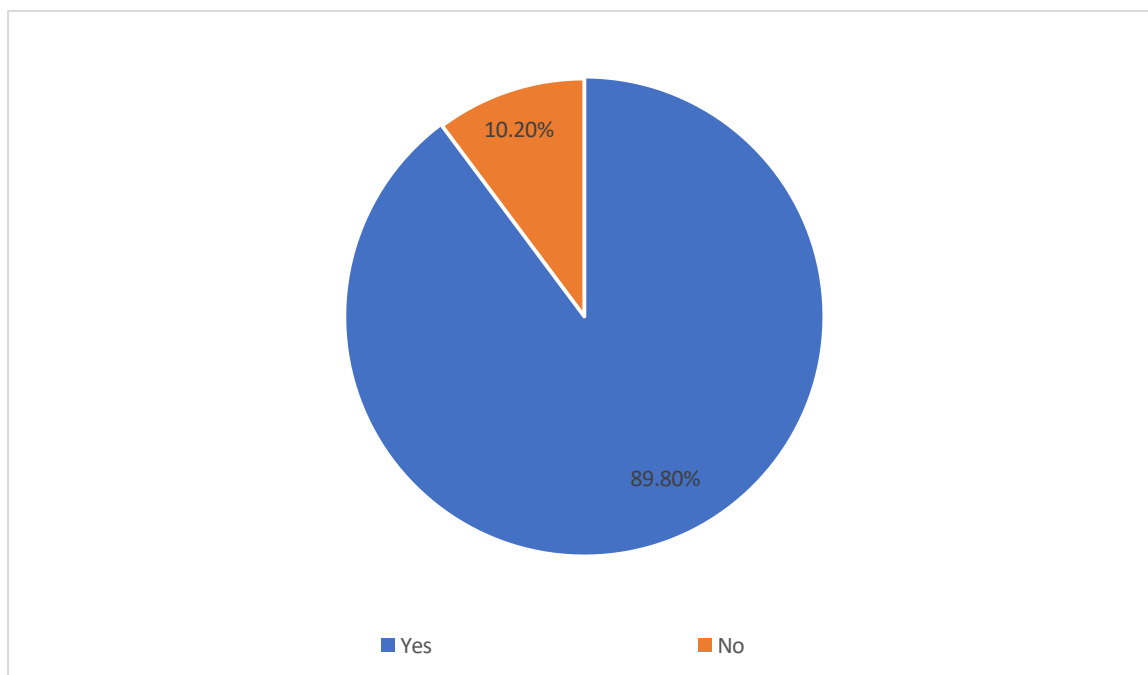
We provided this statement in our questionnaire to investigate the contribution of bilingualism in the acquisition of English vocabulary, those who believe so scored the highest percentage of 48% and 16 % shows stronger agreement. Bilingualism may provide increased vocabulary to the experienced students', enhances their understanding of multiple contexts and metalinguistic awareness. Whereas, 20% of the participants select the neutral suggestion may be due to their limited exposure to bilingualism and may not give much important vocabulary acquisition in their language learning. The rest of the participants are divided into those who do not agree 8% and those who strongly disagree with the same percentage. That it is due to the fact that may have limited exposure to English vocabulary and different priorities in language skills.

Q10: The similarities and differences between your first language and English impact your English learning experience



Graph 10: *Student's Attitudes toward the Similarities and Differences between the First Language and English*

We provided this statement in our questionnaire aiming at knowing whether or not the similarities and differences between student's first language and English impact their experience when learning English. As it was anticipated, the results represented in the graph above show that most of students 53% agree on the fact that students can be influenced by their first language when learning English, and so do the other 12% of the informants who strongly agree on that. On the other hand, 20% of the participants stay neutral. This could suggest that they haven't consciously thought about the impact of the first language on their acquisition of English. The rest of students are divided between those who disagree on the statement (8%), and those who strongly disagree (6%) that the first language doesn't affect the learning experience of English

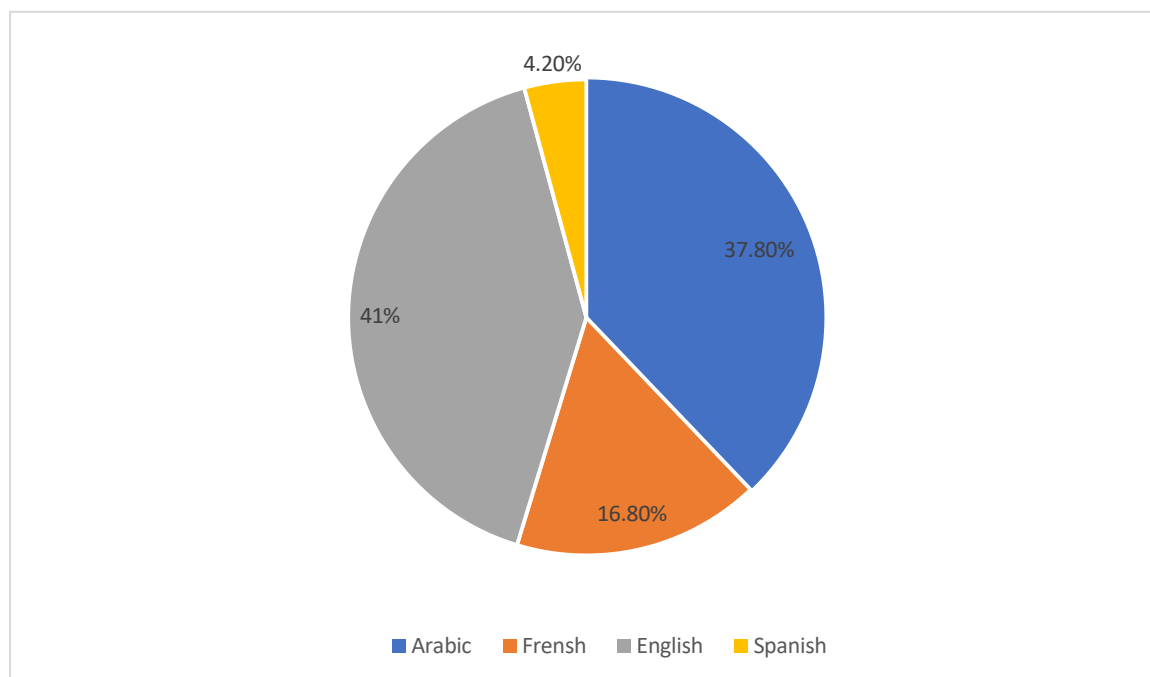
Q11. Do you consider yourself bilingual?

Graph 11: Bilingual Students

By asking this question we aim to know whether or not the participants can speak two languages. As we see in the graph above the majority of our informants (89.8%) consider themselves bilinguals. Meaning that they can speak two languages, we suppose that our informants have an experience within learning languages for example we can find that approximately most of them were specialized in the field of foreign languages at secondary school. They study at least three languages beside their native language simultaneously. Consequently, we believe that they master another language rather than their mother tongue proficiently. We observe also that those participants are passionate with the two languages they master or maybe they learned them at a very young age. These features, may be the reasons behind being bilingual. On the other hand, only 10, 2% declares that they are not bilinguals which would mean that they don't have the ability to communicate using two languages. This result assures that the 10, 2 % of the participants belongs to the category of little mastery which

has been mentioned in the previous section. They have a low level in English and they are not interested with learning languages or they don't practice enough

Q12. If yes, what are the two languages you speak fluently?

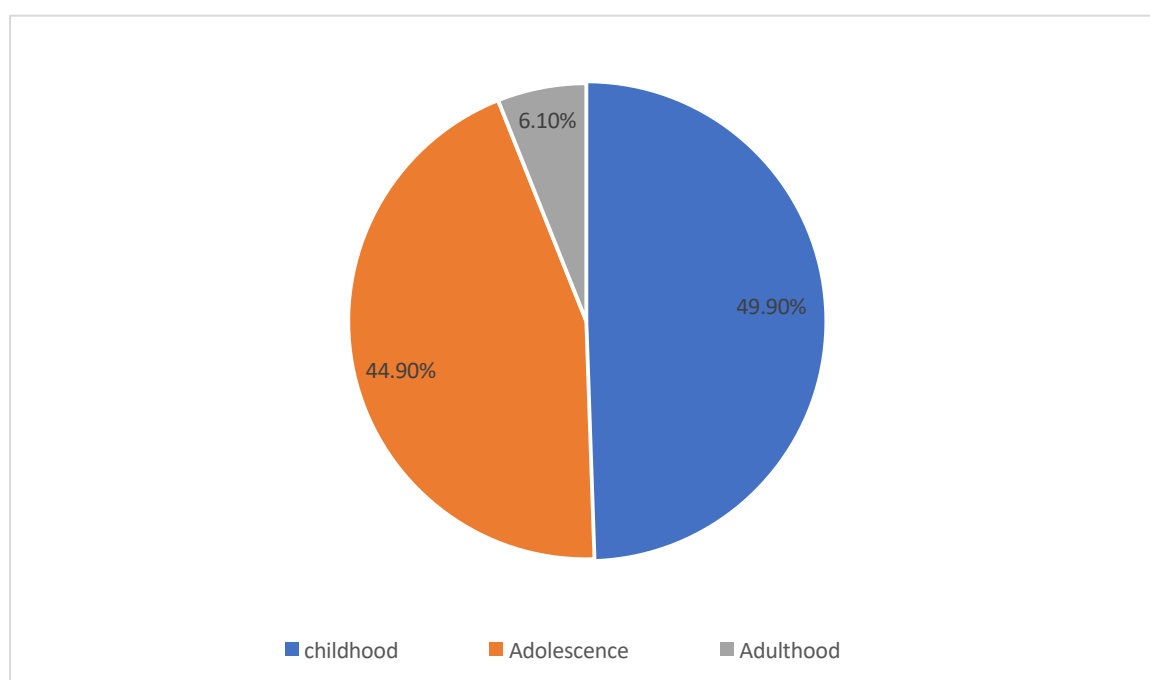


Graph 12: The Languages Spoken by Bilinguals

As it is clearly observed from the graph above, the respondents give top rank to English (41%) as the most prevalent language among them, this result confirms that the second language of our participant is English. we find English the most selected choice due to the fact that they are already students of English and they are practicing and learning the language. In addition, the dominance of English in every aspects of life can motivate them to learn it more extensively more than any other language. On the other hand, 37.8% select Arabic as one of their acquired languages. Since Arabic is the official language and it is mandatory in school curricula, is likely to be spoken by most of the participants. The graph also shows that 16.8% of students were for French. Despite the fact that French is a second language in the country, however it is not the highest selected option compare to Arabic and English. We suppose that

the participants who picked French were interested to learn it for life settings while most of the participants learn French only because it's a compulsory school subject. Whereas, only 4.2% were for Spanish. The low percentage of students selecting Spanish as one of their fluent languages is because our survey was conducted in an area where Spanish is not commonly spoken or taught.

Q13. At what age did you acquire your first and second language?

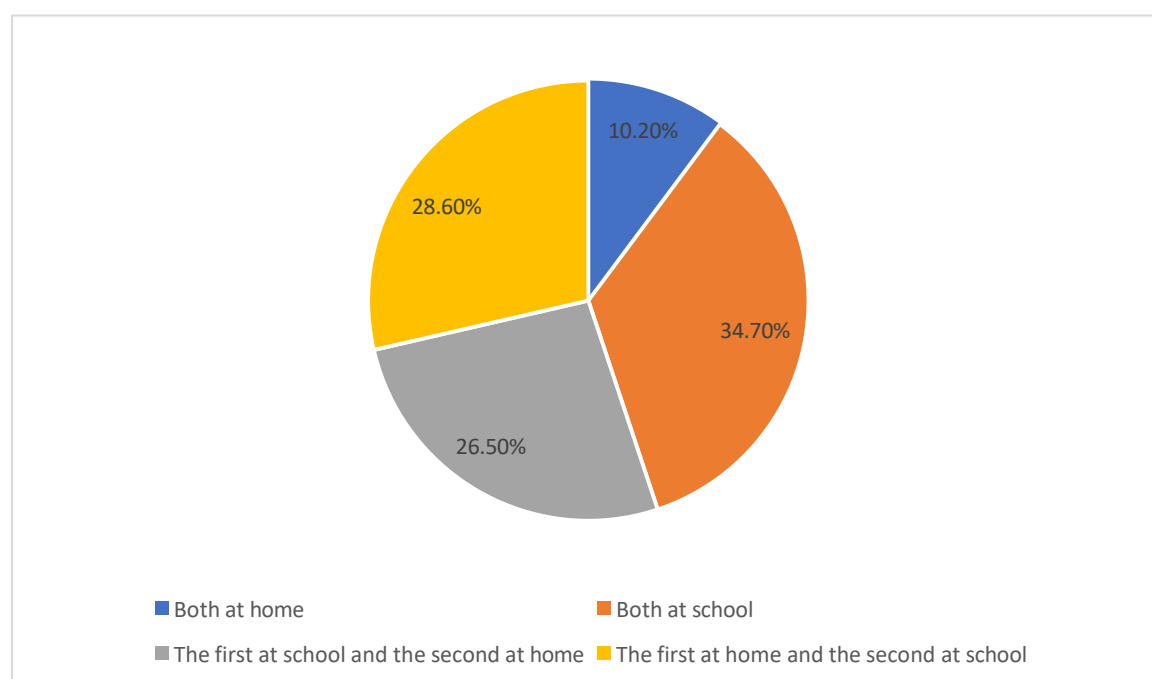


Graph 13: The Age of Acquiring the Second Language

The aim of this question is to know whether our participants start learning their second language early in childhood or they start learning it later in life. The results obtained from the graph demonstrate that 49 % of students start learning the second language during their childhood. Students who learn their second language in childhood belong to Simultaneous early bilingualism .so, they can be considered as native speakers of the language since they acquire it beside their first language. Those informants are having equal knowledge in both languages. Consequently, we believe that they learn their second language in a young age due to

surrounding factors like parents, social media ...etc. Whereas, 44, 9% declares that they acquire it in adolescence which means they acquire it after their first language, meaning that those students belong to successive early bilingualism. This can occur due to changes in circumstances like moving abroad or may be their environment was not supportive enough so they learn it only at school. The remain students (9.1%) acquire the second language in adulthood. We assume that it's their personal choice to learn it because today's world required being bilingual and they need to learn another language besides their first language so they can use in different life settings.

Q14. Where did you acquire them?

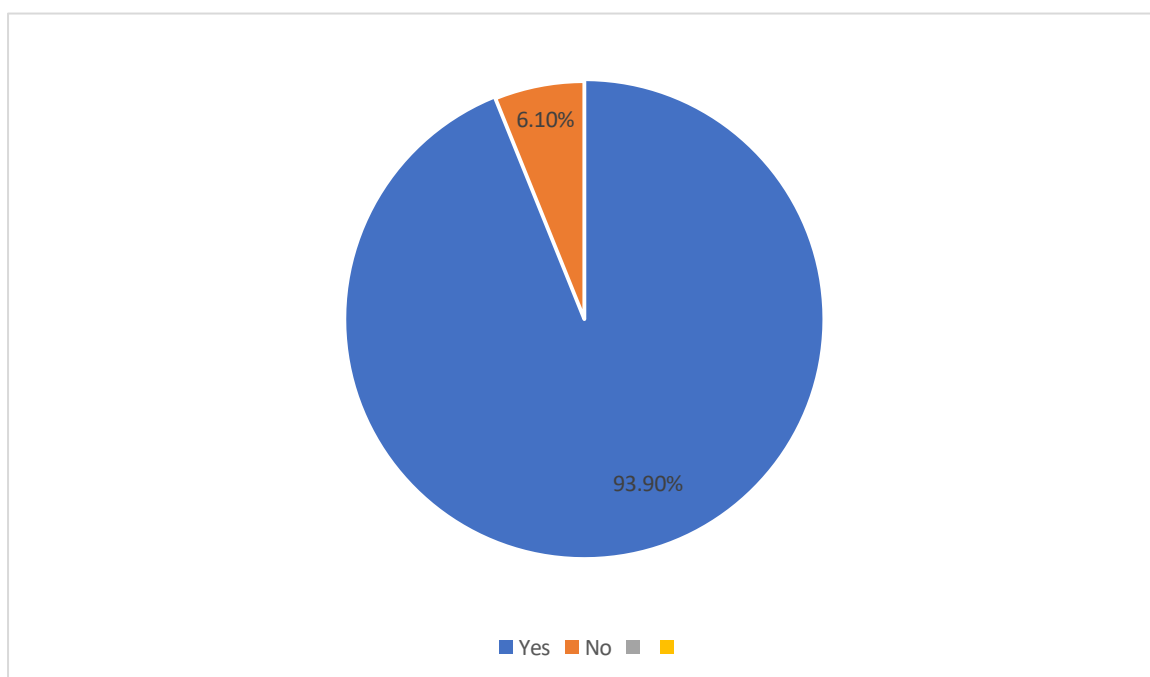


Graph 14: *The Environment in which the Two Languages Took Place*

As shown in the graph, 10.2% of the respondents acquire the first and second language at home, 34.7% learn both of them at school, 26.5% declared that they learn the first language at school and the second language at home, while 28, 6%of them acquire the first language at home and the second at school. By asking our sample such question, we aim at investigating

whether students acquire the two languages at the same time and environment or they learn it separately by being exposed to different contexts. The first and second choice shows that those participants are compound bilinguals because they acquire the two languages together in a young age. So, we can say that they have the same level in both languages. Concerning the third and last option we can as we can see they acquire them separately and in different contexts, so we can assume that they don't have the same level of proficiency in both languages. We may find that one language is more dominant than the other language.

Q15. Do you often find yourself switching between languages within the same conversation?

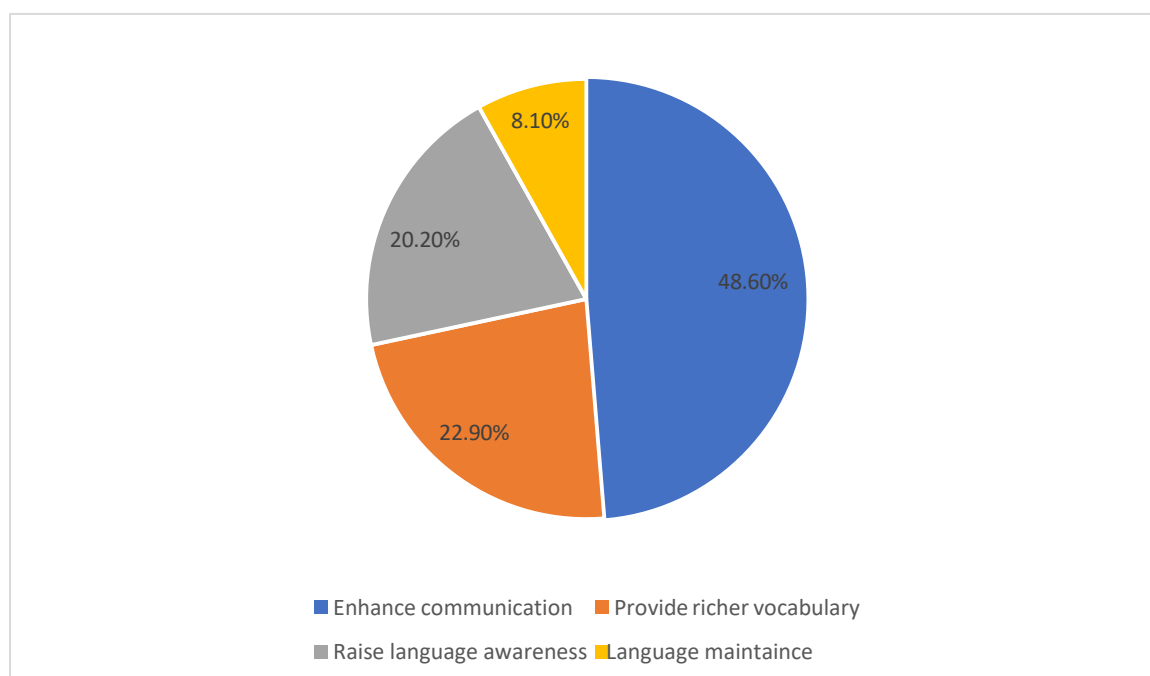


Graph 15: *Code Switching between the Languages*

Our aim behind asking this question is to Determine how frequently code-switching behaviour occurs among bilingual individuals. The majority of our informants (93.9%) answer by yes, it is an expected result which indicates that most of them frequently switch between languages within the same conversation. The results assure that code switching is a common

phenomenon among our sample. We suppose that students code switch due to being unable to express a specific idea in the first language so they rely on the second language to express their thoughts effectively or may they use the two languages interchangeably to maintain both of them. However, the minority (6.1%) answer by no, which indicates that they do not typically switch between. Simply put, those students avoid switching between languages because they are not confident enough to manifest their ability, or perhaps they didn't find the appropriate context and audience.

Q16: How does switching between these languages helps you?

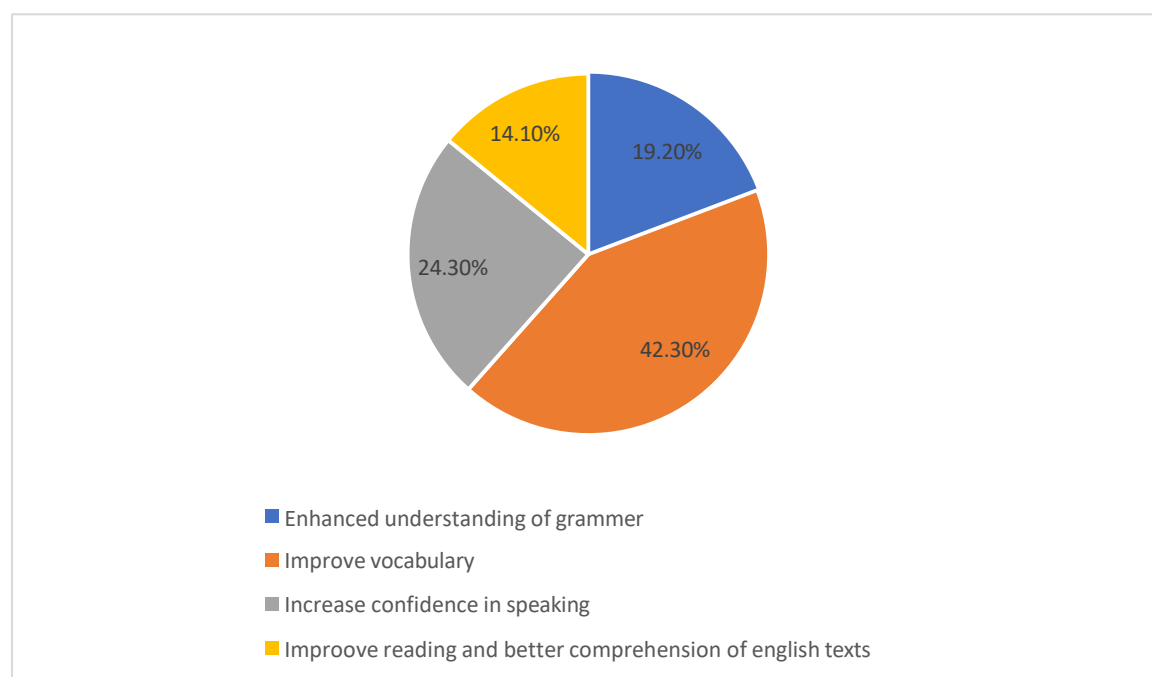


Graph 16: The Benefits of Code Switching

When asking this question, our participants were free to choose more than one of the options that represented the benefits of switching between languages. The results obtained from the graph indicate that 48% of the participants believe that switching between languages enhances their communication. We suppose that students believe that code switching helps them communicate smoothly by giving them the freedom to express their thoughts without

being stressed. 22.9% of the participants think that code switching provides them with a richer vocabulary. We suppose that students gain vocabulary through practicing the two languages at the same time with their peers, so obviously this would help them to enhance their vocabulary. Whereas, 20.2% of our informants were for language awareness. This could be due to their proficient level in both languages, as they see themselves as more aware and capable of using the two languages without facing any confusion or difficulty since they are able to understand and analyse different items in these languages. The minority (8.1%) were for language maintenance. It wasn't the expected result because we believe that code switching helps maintain both languages; however, the results demonstrate the contrary. We think that they prioritize functional aspects of language over preserving any specific language because their primary motivation for language switching lies in enhancing communication.

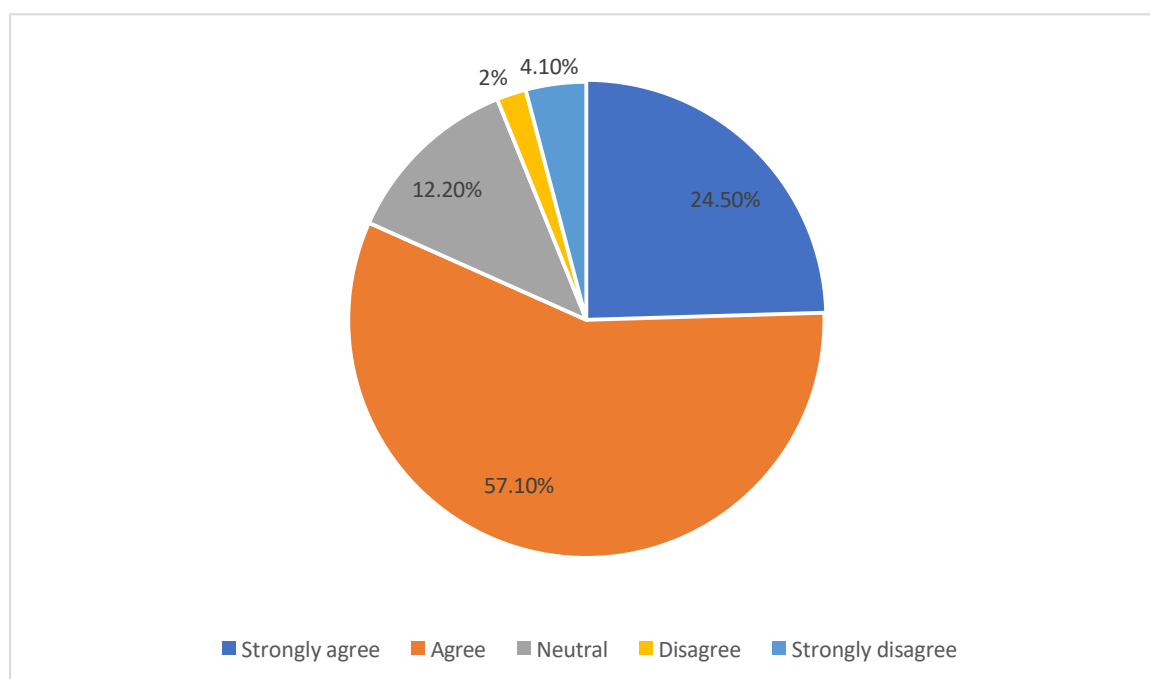
Q17. In what way has your bilingualism influenced your EFL acquisition?



Graph 17: The Way Bilingualism Influence EFL Acquisition

When asked this question, 19.2% of our participants asserted that bilingualism enhanced their understanding of grammar. We assume that it enhances the ability to switch linguistic skills between languages by grasping the structure of a language by forming sentences. 42.3% of students chose the second suggested option, vocabulary. We can say that it can ameliorate their communication skills and improve their comprehension. Otherwise, 24.3% of participants assert that bilingualism increases confidence in speaking due to the reasons mentioned previously, such as mastery of grammar and vocabulary. The remaining informants, 14.1%, declared that bilingualism improves reading and better comprehension of English texts. We can say that it may be due to better reading strategies and a good linguistic background.

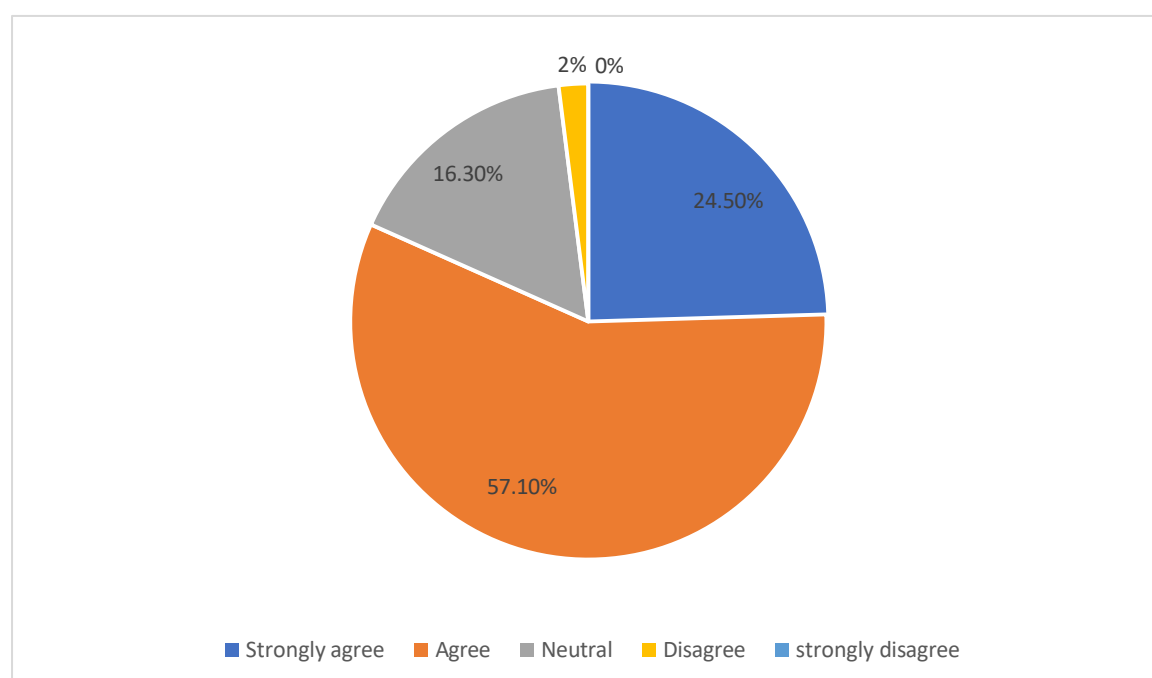
Q18. Bilingual students are more competent at learning English compared to monolinguals.



Graph 18: The Competency of Bilinguals over Monolinguals

As it is shown in the graph, 51.1% of the informants agree on the competency of bilinguals. Compared to monolinguals, 24.5% strongly agree on that too. We can assume that bilingualism has a positive effect on students' cognitive abilities and skill mastery compared to monolinguals. 12.2% of the informants select to be neutral toward the statement; these might be because of their different levels of understanding and personal experiences with bilingualism, which leaves only 2% who disagree and 4.1% who strongly disagree. We suppose that learners in this category don't have much exposure to the concept of bilingualism.

Q19. Bilinguals can experience confusion or mixed up languages while learning English

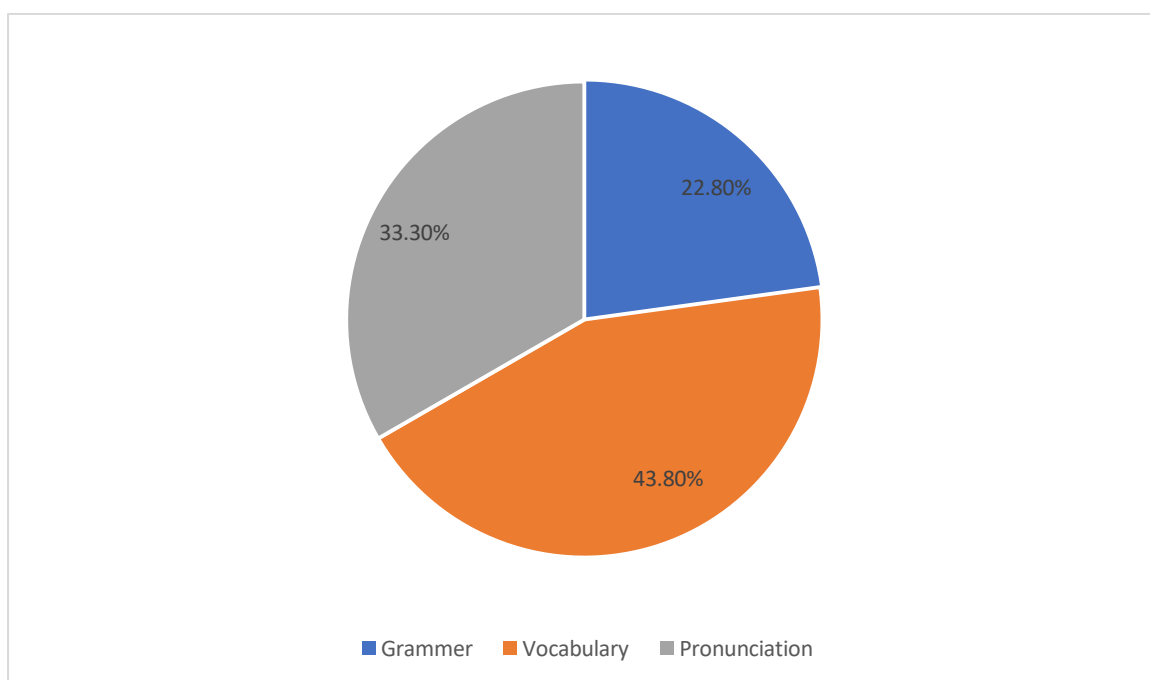


Graph 19: The Experience of Confusion among Bilinguals

This item is set in order to figure out whether or not our participants face confusion or mixing up languages during their learning of English. The results obtained demonstrate that the majority of students are either those who strongly agree (24.5%) or those who agree (57.1%). We suppose that this can happen with our informants because English is quite different from their native language. This difference influences their L2, and as a result, they

may face confusion in some situations. Concerning the next category, the results reveal that 16.3% of the respondents were neutral. We assume that those informants are unconscious about the aspects in which they face confusion, so they don't know exactly how they mix up their acquired languages. The last category shows that only one person, 2%, disagrees with the statement, and no one strongly agrees. This assures that our participants often find confusion while learning English.

Q20: What aspects of language do you find yourself mixing up or experiencing confusion with when learning English as a bilingual individual?

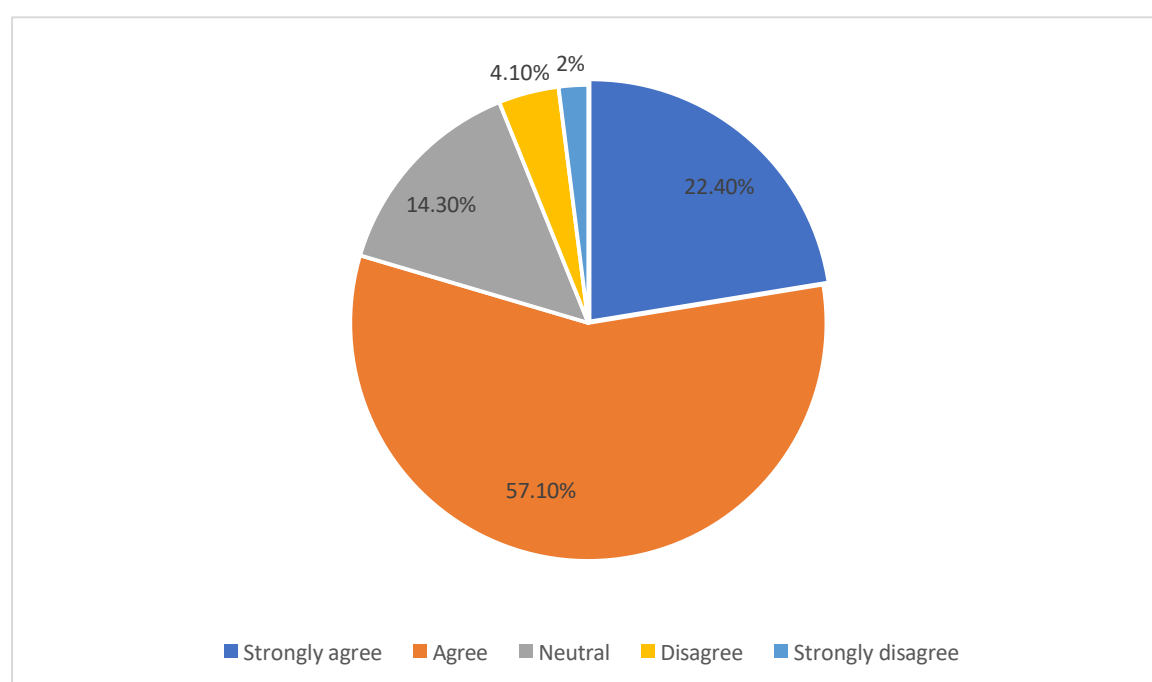


Graph 20: Bilinguals' Confusion with Aspects of English

We have asked this question in order to know which aspect EFL learners experience confusion with when learning English as bilinguals. The results reveal that most of the participants (43.8%) experience confusion with vocabulary when learning English. We suggest that this is due to the varied vocabulary in English and also to the fact that we may find one word contains different meanings that can be used in different contexts. Whereas, 22.8% of

respondents noted confusion in grammar. We believe that English grammar contains various rules and expectations and is different from the grammar structure of other languages, so they may face difficulty understanding all of the rules and expectations that exist in English grammar. As a result, they may experience confusion in some contexts. The remaining participants, 33.3%, were for pronunciation. This indicates that pronunciation is also a significant aspect where students can experience confusion.

Q21. Bilingualism enhances your cognitive abilities involved in learning English.



Graph 21: *The Role of Bilingualism in Enhancing Cognitive Abilities*

In order to reveal the role of bilingualism in enhancing the cognitive abilities of English learners, we have provided this statement. From the above-represented data, on the one hand, we notice that the majority of informants (51.1%) agree that bilingualism contributes to raising students' cognitive abilities, and so do 22.4% of the informants who strongly agree on that. We assume that it is because of their experience of mastering two languages and engaging in

language-related tasks that they observe that it enhances their cognitive abilities, such as problem-solving skills. Whereas only 4.1% disagree and 2% strongly disagree.

3.4. Discussion of the students' questionnaire:

The findings obtained from the students' questionnaire indicate that the students believe in the advantages and impact of bilingualism on their English language proficiency. The data reflects that bilingualism enhances various aspects of language learning, from vocabulary acquisition to grammar comprehension and even cognitive abilities. We note that most students consider themselves bilinguals, and they are conscious of the importance of using their native language alongside English for learning, which proves that the results are in line with our hypothesis. Due to this fact, we have emphasized the positive role that bilingualism plays among EFL students.

The data obtained demonstrate that the level of fluency of our participants ranges between average and fluent. Concerning the students' reasons behind studying English, we found that most of them choose to study English as their personal choice, which proves that they are willing to master this language since it is their desire. While few of the learners have been studying English out of obligation or following their parents' desire. From this, one can conclude that such positive attitudes towards learning EFL emphasize that learners are motivated and interested in the English learning process.

The obtained data showed that students master speaking and reading the most. And while learning English, they experienced some challenges in writing and grammar. Despite these challenges, they believe that bilingualism helps them overcome obstacles and improve their language skills. This section also shows that the participants rely on the languages they already master to learn English. Furthermore, the similarities and differences between the two languages shape their English learning process, which aids in the expansion of vocabulary.

From what has been analysed, most of the students believe that they are bilinguals, and they start learning the second language either in childhood or adolescence, which indicates the environment in which the learning took place (home, school). Also, the results show that most of the students use code switching while speaking, and they perceive it as helpful in enhancing their communication, improving their vocabulary, and raising language awareness. Accordingly, we come across that our gained data highlights the positive impact of bilingualism and code switching on language acquisition, language development, and language skills.

It is also found that the students' answers ensure that bilingualism enhances their vocabulary and increases confidence in speaking, so they consider themselves more competent than monolinguals. The participants agree that they experience confusion and mix-up languages while learning the English language more precisely with vocabulary in addition to pronunciation and grammar. Also, the results reveal that bilingualism enhances their cognitive abilities.

Hence, the results obtained from the respondents emphasized that bilingualism has a real impact on their EFL. So we can conclude that the impact of bilingualism is real and exists in EFL classes. We also noticed that bilinguals can face some confusion when learning vocabulary and understanding English grammar, but their perceptions of the impact of bilingualism remain positive. By way of a brief conclusion, one can say that the results of the students' questionnaire strengthen our ideas and hypotheses to a considerable degree.

4. Teachers' Questionnaire

4.1. Administration of the teacher's questionnaire:

The teacher questionnaire intends to explore their perceptions about the impact of bilingualism on EFL 3rd year students. This questionnaire was printed and delivered by hand to six EFL teachers selected randomly.

4.2. Description of the Teachers' Questionnaire

This questionnaire contains 14 items distributed across four distinct sections (see Appendix B). These sections are described briefly as follows:

Section One: General Information: This section, including two items, gathers basic demographic data about the participants, including their years of teaching experience, and their views on the benefits of bilingualism.

Section Two: Teachers' Perceptions of EFL Acquisition in a Bilingual Environment: This section, including five items, explores the teachers' perspectives on the impact of bilingualism on EFL acquisition, based on their observations of bilingual students' performance.

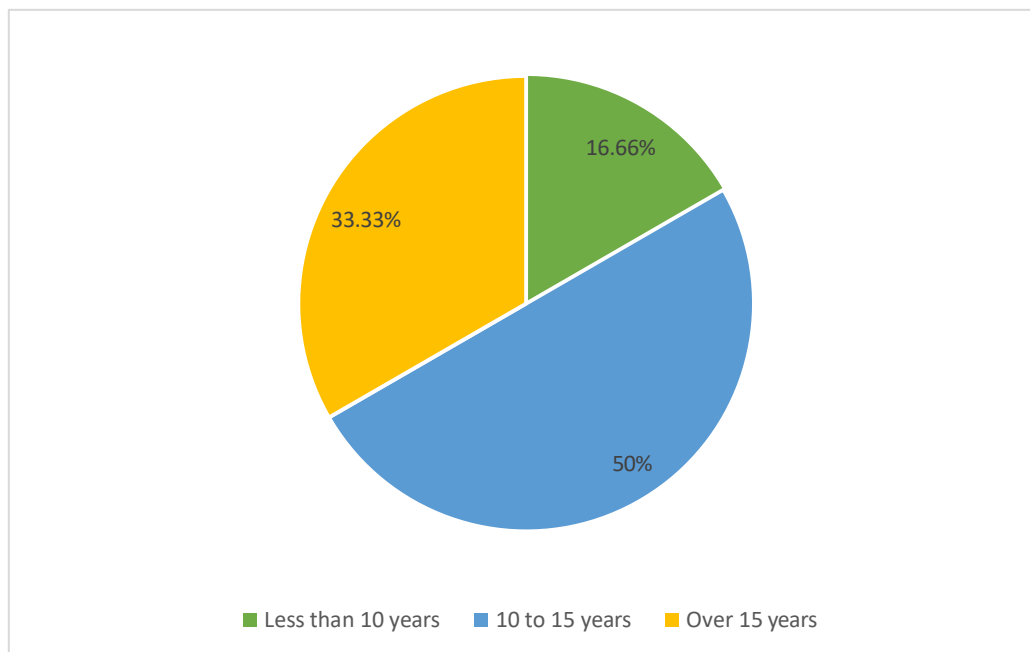
Section Three: Bilingualism and Language Learning: This section, including four items, delves into the teachers' understanding of the theoretical relationship between bilingualism and language learning, exploring what bilingualism causes, like language creativity in use and code switching.

Section Four: The Role of Bilingualism in EFL Acquisition: This section, including three items, investigates the teachers' views on the specific role of bilingualism in EFL acquisition, including their opinions on how bilingual students utilize their prior language knowledge and how this impacts their learning process.

4.3. Analysis of Teachers' Questionnaire

Section One: General Information

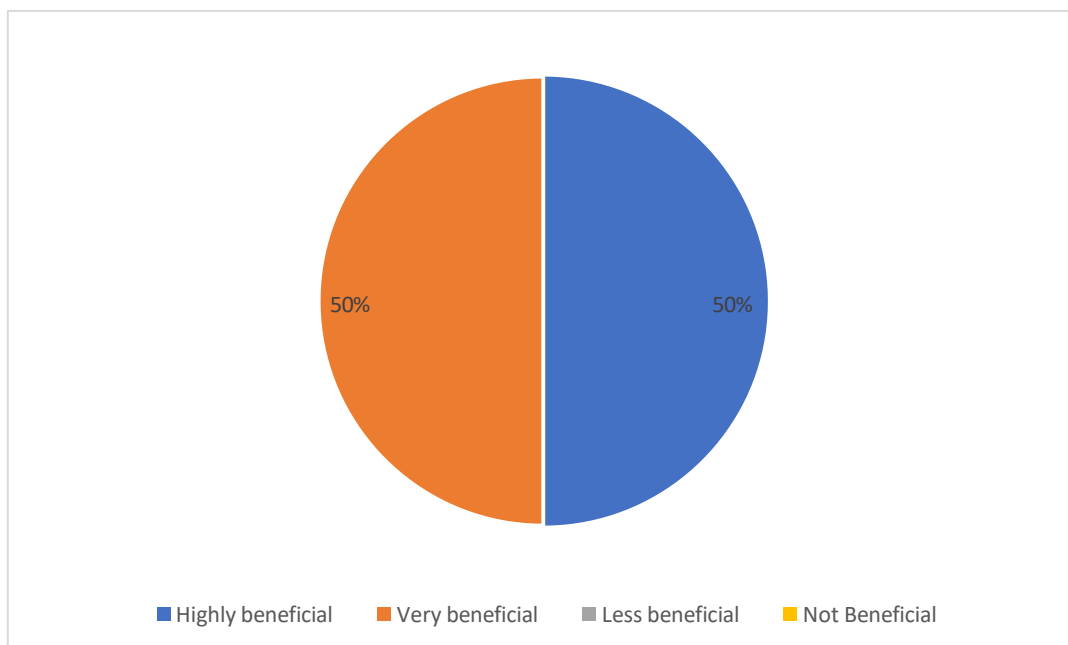
1: How long have you been teaching English as a foreign language (EFL)?



Graph 22: Teachers' Experience

The Figure above reveals a relatively high number of EFL teachers, with three teachers (50%) having less than 10 years of experience. With roughly one-third (33.33%) of the participants (2 teachers) taught for 10-15 years. Only one teacher (16.66%) responded that they have over 15 years of experience.

2: How beneficial do you think it is for individuals to be bilingual?

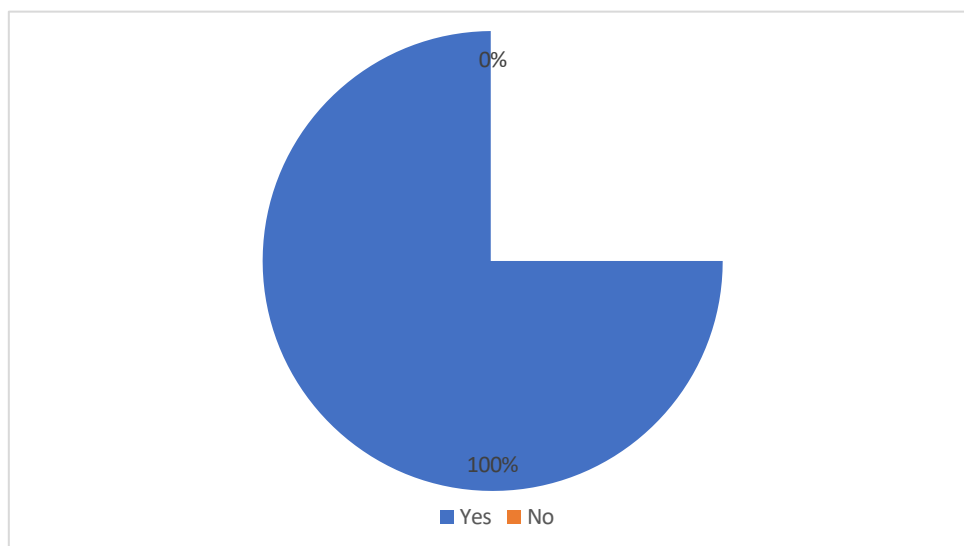


Graph 23: How Beneficial to be Bilingual

The figure shows that all six teachers surveyed believe being bilingual is beneficial. Three teachers rated it as highly beneficial (50%), while the other three rated it very beneficial (50%). There were no responses indicating it to be less beneficial or not beneficial at all. This suggests all the teachers believe bilingualism is a valuable asset.

Section Two: Teachers' Perceptions of EFL Acquisition in Bilingual Environment

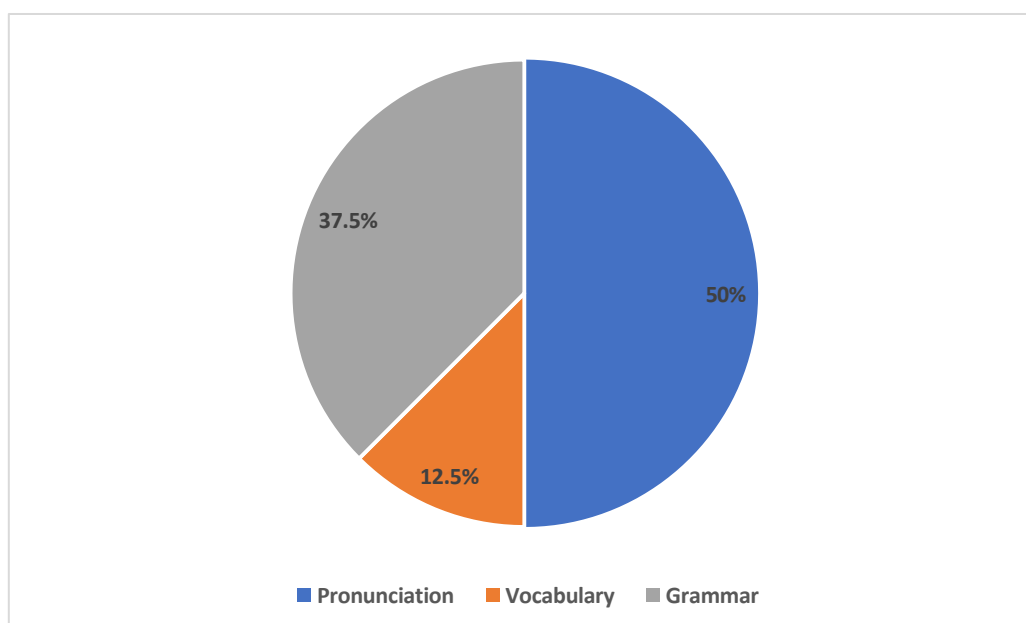
3: Have you noticed any impact of the mother tongue among EFL learners?



Graph 24: *Impact of Mother Tongue on EFL Learners*

All the participants (100%) reported that they have noticed an impact of the mother tongue on their EFL learners' speaking. This result was expected because both teachers and students of the target department are not native English. Thus, teachers acknowledged the inevitable influence of the first language.

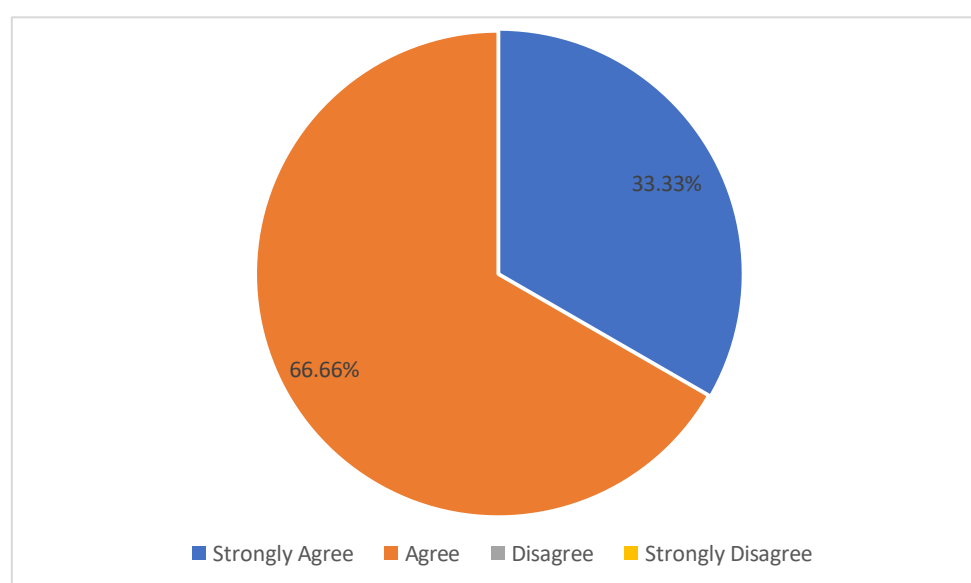
4: If yes, which aspect did you find to be the most impacted?



Graph 25: *Impacted Aspects of Language*

Teachers had the right to choose more than one choice in this question. Pronunciation is the most commonly impacted aspect of language according to four participants (50%). Also, Mother tongue influence can reach other aspects. Three teachers (37.5%) opted for ‘grammar’ and one teacher chose vocabulary (12.5%). Indeed, teachers confirmed how the first language can influence different language aspects according to what they observe in their classes.

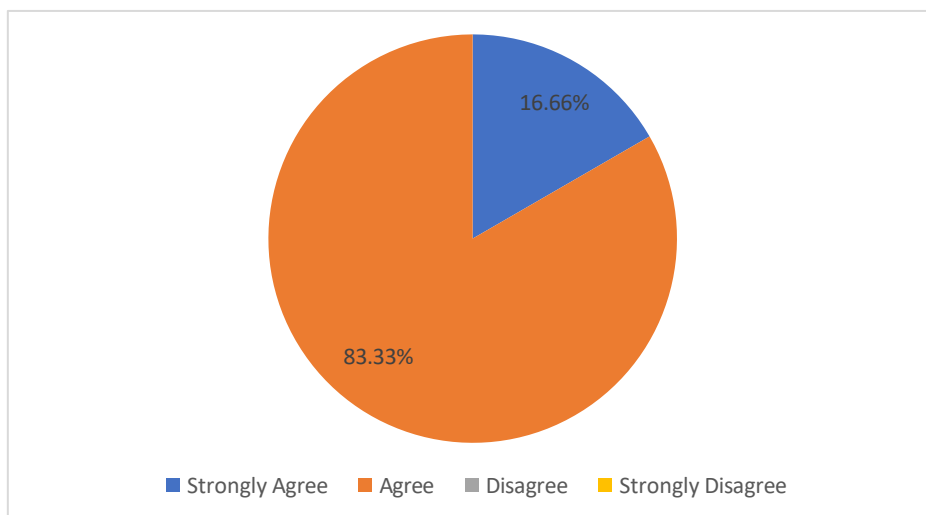
5: EFL learners' sentence variety can be enhanced by being exposed to different language structures.



Graph 26: *Enhancement Caused by Exposure to Different Languages*

When teachers were asked about the effect of being exposed to more than one language, they all reflected with positive responses regarding EFL learners' sentence variety. The latter is believed to be enhanced by using more than one language. Two teachers (33.33%) strongly agreed on the statement and four others (66.66%) agreed. being exposed to different language structures.

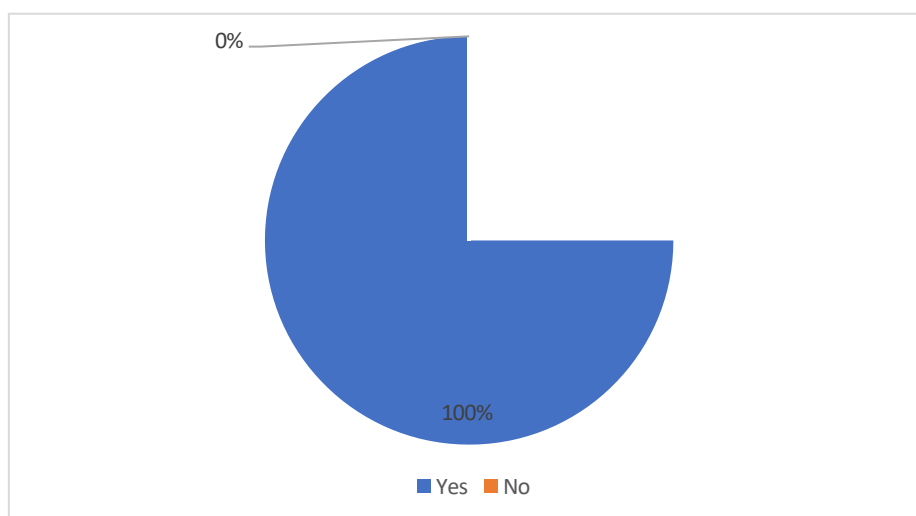
6: Bilingualism can improve one's understanding of grammar and language structure.



Graph 27: Understanding Grammar and Vocabulary Caused by Bilingualism

The figure above suggests that all teachers view bilingualism as a positive influence on grammar and vocabulary acquisition. Specifically, 83.33% of respondents indicated strong agreement and 16.66% expressed agreement, with none reporting disagreement or strong disagreement. This data implies a unanimous belief among teachers that bilingualism enhances understanding of grammar and vocabulary.

7: Does bilingualism have an impact on language speaking in EFL classrooms

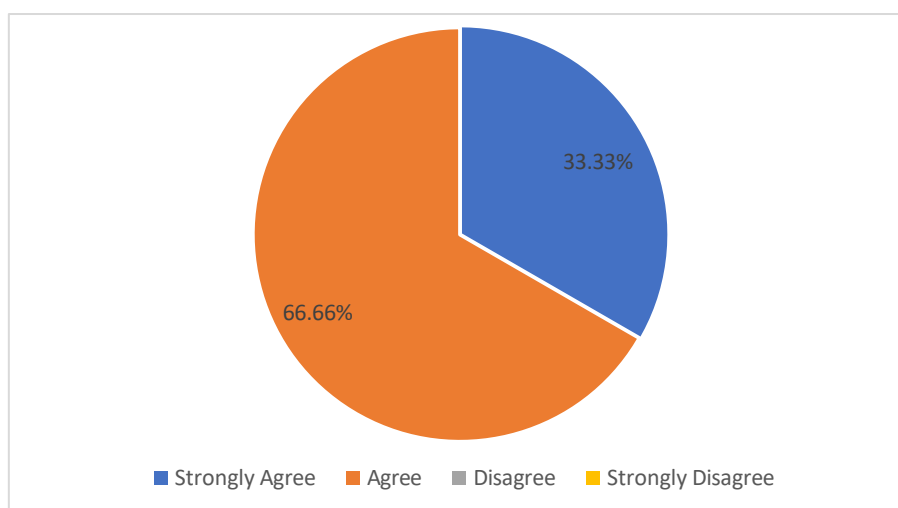


Graph 28: Impact of Bilingualism on EFL Speaking

The figure shows the impact of bilingualism on language speaking in EFL classrooms according to the participants. The total number of teachers (100%) say that bilingualism has an impact on language speaking in EFL classrooms. This suggests that most teachers believe bilingualism can be a helpful resource in the EFL classroom. As the question did not refer to the quality of the impact, teachers confirmed the impact.

Section Three: Bilingualism and Language Learning

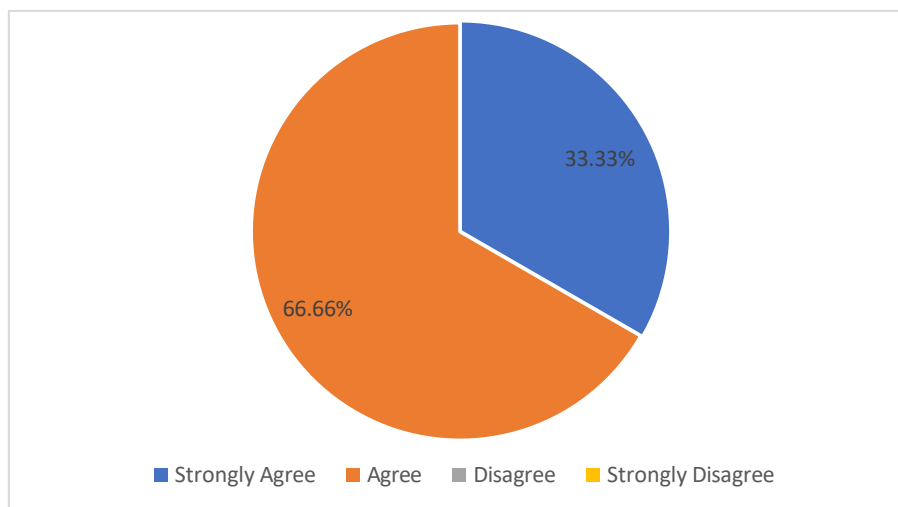
8: Being bilingual can make it easier for students to learn English as a foreign language?



Graph 29: *Easiness of Learning EFL Caused by Bilingualism*

The figure above demonstrates common perspectives on whether bilingualism makes it easier to learn EFL. A large portion, two-thirds (66.66%) of the participants agree that bilingualism makes EFL learning easier. This suggests that many teachers believe there might be challenges associated with bilingualism in the EFL classroom. However, a significant minority, one-third (33.33%), strongly agree that bilingualism can make EFL learning easier. This indicates that some teachers view bilingualism as a potential asset for students learning EFL.

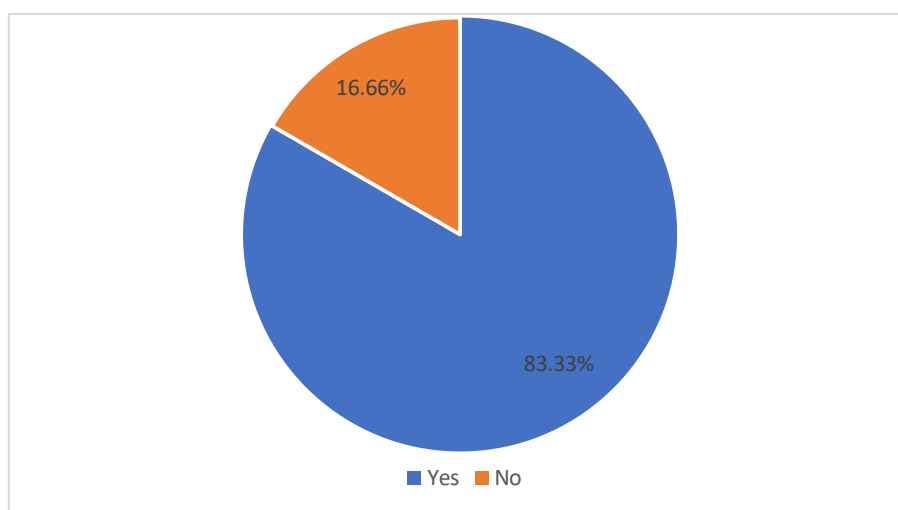
9: Bilingualism promotes creativity and flexibility in language use



Graph 30: *Language Creativity and Flexibility Promoted by Bilingualism*

This figure demonstrates teachers' views on the positive association between bilingualism and creative and flexible language use. Over two-thirds (66.66%) agree that bilingualism promotes creativity and flexibility in language use. There were no responses indicating disagreement. While a small percentage, one-third (33.33%), strongly agreed, the overall data suggests that the teachers believe bilingualism is a positive asset for language development.

10: Do your bilingual students codeswitch inside the classroom?



Graph 31: Codeswitching by Bilingual Students in Class

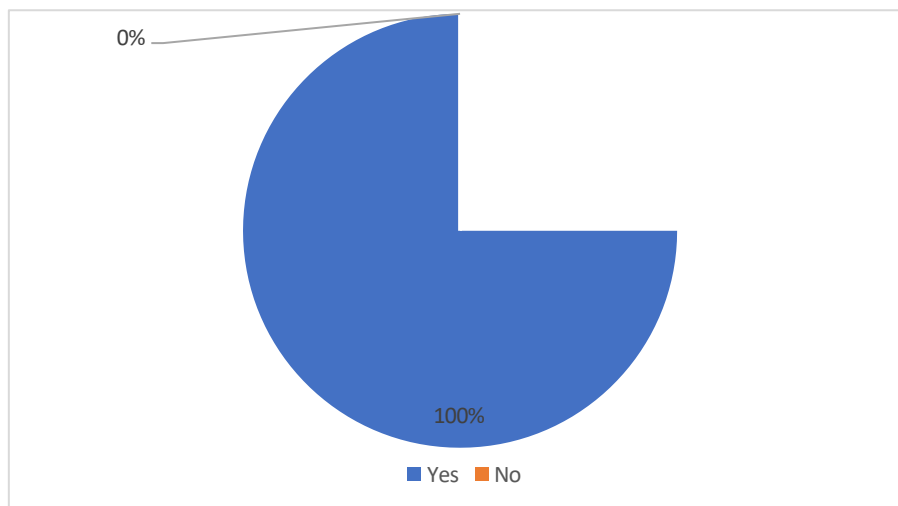
Bilingual students who codeswitch inside the classroom, as teachers responded, outnumber those who do not. The red portion, representing 83.33% of the students, codeswitch while the green portion, representing 16.66%, does not codeswitch, as the teachers responded. This suggests that the majority of bilingual students code-switch in the classroom.

11: If yes, how do you control codeswitching in the EFL classroom?

Teachers responded differently to this question, one reported that students are sometimes asked to use English and avoid using Arabic unless it is impossible to express the idea. Another teacher emphasized the nature of the module; if it is a content-based module, students are free to codeswitch. Raising students' awareness about the importance of practicing the target language and using mostly English is one teacher's view. Some other views highlight encouraging students and challenging them with asking questions in English or reflecting on the inevitable use of the mother tongue in the classroom. Thus, most of the teacher consider codeswitching as an uncontrolled phenomenon.

Section 4: The Role of Bilingualism in EFL Acquisition

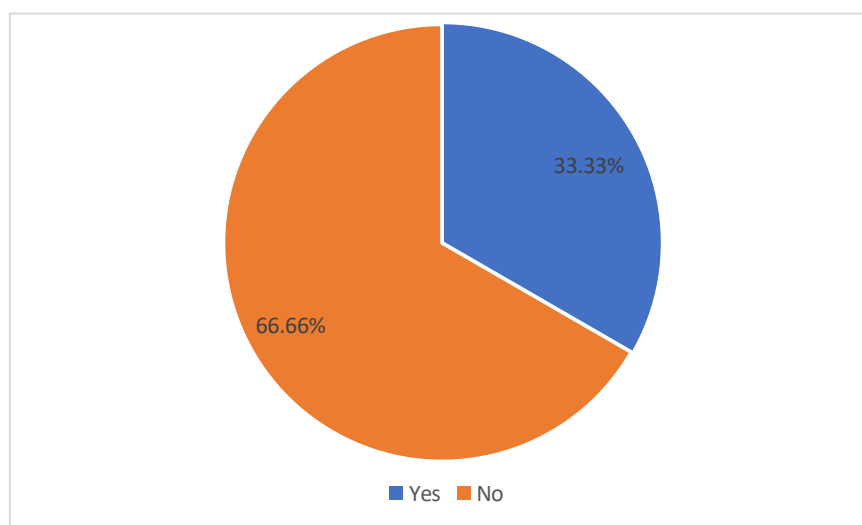
12: Does an advanced level of bilingualism raise students' language awareness?



Graph 11. *Language Awareness Raised by Bilingualism*

The figure shows that the informants agreed on the impact of being bilingual student on the language awareness. A total percentage is demonstrated in the figure reflects that the level of students in more than one language enhances their knowledge about the target language (EFL). This also indicates teachers' appreciation of learning more than one language.

13. As a teacher of English do you face any difficulties among bilinguals while teaching English?

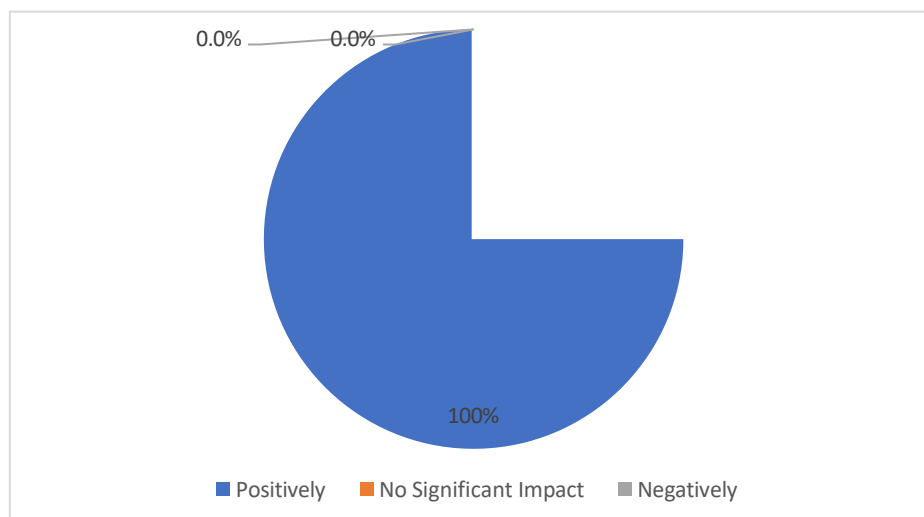


Graph 32: Codeswitching by Bilingual Students in Class

The figure above shows a clear split in teacher opinions on whether they face difficulties when teaching bilinguals in EFL class. Two-thirds (66.66%) of the teachers responded positively, confirming that they encounter less challenges with bilinguals in class. On the other hand, a significant minority, one-third (33.33%), answered negatively, suggesting they believe bilingual students may create some problems during the learning phase.

Participants were asked to explain the challenges that they may encounter. One common response confirmed that students may write in English but still think in Arabic. Also, their pronunciation is affected by French (second language). Thus, the challenges that teachers face while teaching bilingual students are related to the interference from first or second language as it affects negatively the process of learning a foreign language.

14. In what way does bilingualism affect the academic performance and career prospects of bilingual students in the long term?



Graph 33: *Long-term Academic Performance Affected by Bilingualism*

The result from the last question suggests that all the teachers believe that bilingualism benefits students' academic achievement in the long term. Although it is a small sample size, the teachers' views reflect a good degree to which bilingualism is believed to benefit academic performance.

4.4. Discussion of Teachers' Questionnaire

The results from the teachers' questionnaire broadly confirmed that there are common perceptions among teachers regarding bilingualism's role in EFL learning. The participating teachers seemed to share a unanimous belief in the benefits of bilingualism. The results indicate its positive influence on EFL learners. Notably, bilingualism is rated by teachers as beneficial, highlighting the strong consensus regarding its value. The study confirmed the impact of the mother tongue on EFL learners' speaking, which was expected given the non-native English context. Teachers identified pronunciation as the most frequently affected aspect of language, followed by grammar and vocabulary. This result highlights the complex interplay between the first language and the target language in EFL acquisition.

Furthermore, the teachers' questionnaire indicated that the majority of bilingual students engage in codeswitching in the classroom. While teachers acknowledged the inevitability of codeswitching, they also expressed various approaches to managing it. Some teachers encouraged the use of English, while others recognized the value of content-based modules where codeswitching may be more acceptable.

The questionnaire revealed a strong belief among teachers that bilingualism positively affects EFL learners' sentence variety, grammar acquisition, and vocabulary acquisition. This suggests a clear recognition of the potential benefits of bilingualism for language development. Interestingly, while most teachers agreed that bilingualism can make EFL learning easier, a smaller group strongly agreed, indicating a nuanced view of the potential challenges and advantages associated with bilingualism.

The teacher's questionnaire highlighted that teachers generally perceive bilingual students as an asset. Although teachers reported encountering fewer challenges when teaching bilingual learners, they tend to show a positive outlook on their presence in the classroom or acceptance by teachers. However, the language interference represented concerns about potential difficulties for some teachers. Therefore, teachers reflect on the need for continued exploration of pedagogical approaches that effectively address the unique learning needs of bilingual students.

This small-scale research tool reveals a strong belief among EFL teachers at Mila University in the benefits of bilingualism for EFL learning. Teachers recognize the positive impact of bilingualism on various language aspects and acknowledge the challenges associated with mother tongue influence and codeswitching. While a unanimous view on bilingualism's benefits exists, further research with larger sample sizes is needed to understand the nuances of teachers' experiences and perspectives on the role of bilingualism in EFL classrooms. This

will contribute to a more comprehensive understanding of how to best support bilingual students and harness the potential of bilingualism in EFL education.

Conclusion

This chapter has presented the methodology, data analysis, and results achieved by this Research. Its aim is to examine students' and teachers' perceptions toward the impact of Bilingualism in EFL acquisition. We have noticed from the results of both teachers and Students that bilingualism at Abd Elhafid Boussouf Mila University have positive attitudes Towards EFL acquisition. Based on the obtained results, bilingual experiences when learning English demonstrate the beneficial role of bilingualism in English learning settings. In addition, as it is noticed from all the outcomes of this investigation, there are several effects of bilingualism on Learning English as a foreign language. Most learners show their willingness to achieve Learning English through their linguistic background, specifically their previously learned Languages. Overall, the findings of this study show the bright side and the positive Contribution of bilingualism in EFL classrooms, regardless of some challenges that bilingual Individuals may face during their pathway of learning English.

5. Limitation of the Study

The present research explores the impact of bilingualism on EFL acquisition. However, it is essential to acknowledge the limitations of this study. First, there is a lack of previous studies on the topic. Bilingualism is a broad area of research, and there is plenty of research concerning bilingualism, but when it comes to its impact on EFL acquisition as a specific area of research, it lacks previous studies. Moreover, this study was conducted only with 50 third-year students of English at Mila University. Thus, the study cannot be generalized to all students from other universities. We would add more generalized information if it contained more samples from different levels and universities. Moreover, this study requires that we work

with bilingual individuals from different categories who are learning the English language. However, it was limited only to third-year students in the department of foreign languages at Mila University. Finally, the small sample size of six EFL teachers may limit the generalizability of the findings. This study focuses solely on teachers and learners perceptions and does not involve a direct assessment of student performance.

6. Recommendations

- Learners are recommended to use the English language as a means of communication and expression, regardless of their backgrounds and accents.
- Bilingual students should be aware of the importance of the influence of their linguistic background on the learning of the English language.
- Researchers should conduct long-term studies to follow the progress of bilingual learners over several years to get insight into how bilingualism impacts EFL acquisition over time and explore how different language pairs might impact EFL learning.
- Make some research through technology, like language learning apps and online platforms, to support bilingual learners in acquiring EFL.
- Research provides information on how bilingualism may determine student motivation and attitudes towards learning EFL and how these factors, on the other hand, affect language acquisition outcomes.

7. Implications:

- The findings could recognize the development of more effective EFL curricula that influence the cognitive benefits of bilingualism.

- Encourage students to utilize their bilingual abilities to help with EFL acquisition.
- Integrate elements of bilingual education into the EFL textbook, like using bilingual texts and materials specifically during childhood.
- The research reveals how students' previous linguistic experiences form their process of learning English.
- This research has the ability to significantly affect educational practices and could lead to improved consequences for bilingual students learning English as a third language.

General Conclusion

This research investigated the impact of bilingualism on students' experiences, when learning English as a foreign language, its main purpose, is to investigate the Effect of bilingualism on EFL acquisition.

To review the literature, our research contains two chapters, one for the theoretical part and the other is the practical part. The first chapter is divided into two main Sections: the first section discussed the first variable, bilingualism; this section tackles the Concept of both bilingualism and its various types and classifications. Furthermore, we dealt with the benefits of bilingualism in different aspects of life. The second section deals with the effect of bilingualism on English proficiency and the impact of previously learned languages on English learning. Moreover, it discusses the relationship between bilingualism and second language learning and its positive effect on EFL acquisition.

The practical chapter was devoted to fieldwork, answering the research questions, and emphasizing our hypothesis, this study followed a single method approach throughout. For the items in both questionnaires, we have randomly selected fifty third-year EFL students at the department of English at Mila University asked participants to respond to a questionnaire. The Latter consists of (21) questions divided into four main sections. To support the data, another questionnaire was submitted for six teachers to gather insights about bilingualism effect in EFL classes. After the analysis of the gathered data obtained from both through questionnaires, we have noticed that bilingualism enhances students' learning experiences through raising their language awareness, language skills, and different aspects of the language.

All in all, through the analysis and interpretation of the previously mentioned questionnaire, our aim has been accomplished, and our hypothesis has been confirmed.

List of References

- Abdelmalek, H.(2017) The Impact of First Language “Negative Transfer” on EFL Learners’ Writing Proficiency [Master’s thesis 8 MAI 1945 UNIVERSITY / GUELMA]
<https://dspace.univ-guelma.dz/jspui/bitstream/123456789/2362/1/M821.128.pdf>
- Ali, A. (2023a). Effect of Bilingualism on Cognitive Development in Children Review article. *ResearchGate*. <https://doi.org/10.36473/ujhss.v62i4.2278>
- Alipour, S. (2014). Metalinguistic and Linguistic Knowledge in Foreign Language Learners. *Theory and Practice in Language Studies*, 4(12).
<https://doi.org/10.4304/tpls.4.12.2640-2645>
- ARAB,S. (2015) THE IMPACT OF FRENCH IN TEACHING AND LEARNING ENGLISH IN ALGERIA [Master’s thesis, UNIVERSITY OF TLEMCCEN]
<http://dspace.univ-tlemcen.dz/bitstream/112/7941/1/sonia-arab.pdf>
- Baker, C., & Jones, S. P. (1998). Encyclopedia of Bilingualism and Bilingual Education. In *Google Books*. Multilingual Matters.
<https://books.google.dz/books?id=YgtSqB9oqDIC&printsec=frontcover&hl=ar#v=onepage&q&f=false>
- Bamford, K. W., & Mizokawa, D. T. (1991). Additive-Bilingual (Immersion) Education: Cognitive and Language Development *. *Language Learning*, 41(3), 413–429.
<https://doi.org/10.1111/j.1467-1770.1991.tb00612.x>
- Benzina, Z. (2019). *Bilingualism in Algeria*[Master’s thesis, university of Mostaganem].
<http://e-biblio.univ-mosta.dz/bitstream/handle/123456789/13124/memoire.pdf?sequence=1&isAllowed=y>
- bilingualkidspot. (2017, June 4). *What Does Bilingual Mean? | When Can Someone be Called*

Bilingual? Bilingual Kidspot. <https://bilingualkidspot.com/2017/06/04/what-does-bilingual-mean-definition/>

BOUKALLEL, L. (2022) The Influence of French in EFL Classrooms [Master's thesis, University of Ghardaia] <http://dspace.univ-ghardaia.dz:8080/xmlui/handle/123456789/5191>

Boukerkour, A. (2016) The Effects of Learning English as Foreign Language on Learners' Behavior [Master's thesis, University Mohamed Kheider of Biskra] <http://archives.univ-biskra.dz/handle/123456789/8711>

Caraballo, J. N. (1982). *Bilingualism and Cognitive Development*. ERIC. <https://eric.ed.gov/?id=ED226575>

Cenoz, J. (2003). The additive effect of bilingualism on third language acquisition: A review. *International Journal of Bilingualism*, 7(1), 71–87. <https://doi.org/10.1177/13670069030070010501>

Cherief, I. (2020). *The effect of Bilingualism on Children s Cognitive Development* [Master's thesis, University of Mostaganem]. https://eu.docworkspace.com/d/sINr0iKX-tAZ3_qrIG

Chibaka, E. F. (2018). Advantages of bilingualism and multilingualism: Multidimensional research findings. *Multilingualism and Bilingualism*. <https://doi.org/10.5772/intechopen.74625>

D'Acerno, M. R. (1990). *Three Types of Bilingualism*. Scribd. <https://www.scribd.com/document/648627024/D-Acerno-Three-Types-of-Bilingualism>

DALAA, K and HAOUACHINE, W. (2020) Investigating the Connection between the Native and Foreign Languages in a Bilingual Mind [Master's thesis, Tiaret

University] [http://dspace.univ-](http://dspace.univ-tiaret.dz/bitstream/123456789/1272/1/TH.M.ENG.2020.117.pdf)

[tiaret.dz/bitstream/123456789/1272/1/TH.M.ENG.2020.117.pdf](http://dspace.univ-tiaret.dz/bitstream/123456789/1272/1/TH.M.ENG.2020.117.pdf)

Devi, V. (2023). *IMPORTANCE OF LEARNING GERMAN LANGUAGE*.

Www.linkedin.com. <https://www.linkedin.com/pulse/importance-learning-german-language-varshini-devi>

Ezeh, N. G., Umeh, I. A., & Anyanwu, E. C. (2022). Code Switching and Code Mixing in Teaching and Learning of English as a Second Language: Building on Knowledge.

English Language Teaching, 15(9), 106–106.

<https://ideas.repec.org/a/ibn/eltjnl/v15y2022i9p106.html>

Gibson, M., & Hufeisen, B. (2003). Investigating the Role of Prior Foreign Language

Knowledge: Translating from an Unknown into a Known Foreign Language. *The*

Multilingual Lexicon, 87–102. <https://www.academia.edu/87493164/>

Gottardo , A., & Grant, A. (2008). *Literacy Encyclopedia*. [https://Www.researchgate.net/Pro-](https://Www.researchgate.net/Profile/Amy-Grant-8/Publication/267152186_Defining_Bilingualism/Links/544ea4240cf26dda0890185a/Defining-Bilingualism.pdf)

[file/Amy-Grant-8/Publication/267152186_Defining_Bilingual-](https://Www.researchgate.net/Profile/Amy-Grant-8/Publication/267152186_Defining_Bilingualism/Links/544ea4240cf26dda0890185a/Defining-Bilingualism.pdf)

[ism/Links/544ea4240cf26dda0890185a/Defining-Bilingualism.pdf](https://Www.researchgate.net/Profile/Amy-Grant-8/Publication/267152186_Defining_Bilingualism/Links/544ea4240cf26dda0890185a/Defining-Bilingualism.pdf). [http://www.lite-](http://www.literacyencyclopedia.ca/pdfs/topic.php?topId=236)

[racyencyclopedia.ca/pdfs/topic.php?topId=236](http://www.literacyencyclopedia.ca/pdfs/topic.php?topId=236)

Grosjean, F. (1982). Life with Two Languages: An Introduction to Bilingualism. In *Google*

Books. Harvard University Press.

[https://books.google.dz/books/about/Life_with_Two_Lan-](https://books.google.dz/books/about/Life_with_Two_Languages.html?id=VqGpxZ9pDRgC&redir_esc=y)

[guages.html?id=VqGpxZ9pDRgC&redir_esc=y](https://books.google.dz/books/about/Life_with_Two_Languages.html?id=VqGpxZ9pDRgC&redir_esc=y)

Grosjean, F., & Li, P. (2013). The Psycholinguistics of Bilingualism. In *Google Books*. John

Wiley & Sons. [https://books.google.com/books/about/The_Psycholinguistics_of_Bi-](https://books.google.com/books/about/The_Psycholinguistics_of_Bilingualism.html?id=3IumBMf-DJAC#v=onepage&q&f=false)

[lingualism.html?id=3IumBMf-DJAC#v=onepage&q&f=false](https://books.google.com/books/about/The_Psycholinguistics_of_Bilingualism.html?id=3IumBMf-DJAC#v=onepage&q&f=false)

Hamers, J. F., & Blanc, M. (2000). Bilinguality and Bilingualism. In *Google Books*. Cam-

bridge University Press.

https://books.google.dz/books?id=ata9lBT5euwC&printsec=frontcover&hl=ar&source=gbbs_ge_summary_r&cad=0#v=onepage&q&f=false

Haugen, E. (1953). *The Norwegian language in America : A study of bilingual behavior* Philadelphia . University of Pennsylvania press.

Houssos, V. (2020). Language transfer: A study on the notion of transfer and on the cross-linguistic lexical influence. *Multilingual Academic Journal of Education and Social Sciences*, 8(1), 268–279. <https://doi.org/10.46886/MAJESS/v8-i1/7336>

Hughes, C. E., Shaunessy, E. S., Brice, A. R., Ratliff, M. A., & McHatton, P. A. (2006).

Code Switching among Bilingual and Limited English Proficient Students: Possible Indicators of Giftedness. *Journal for the Education of the Gifted*, 30(1), 7–28.

<https://doi.org/10.1177/016235320603000102>

Kim, E. (2006). Reasons and Motivations for Code-Mixing and Code-Switching. *Www.academia.edu*, Vol4 No.4(Issues in EFL). https://www.academia.edu/35271736/Reasons_and_Motivations_for_Code_Mixing_and_Code_Switching

Landry, R. G. (1973). The Enhancement of Figural Creativity Through Second Language Learning at the Elementary School Level. *Foreign Language Annals*, 7(1), 111–115. <https://doi.org/10.1111/j.1944-9720.1973.tb00073.x>

Liddicoat, A. (1991). *Bilingualism and Bilingual Education*. The National language institute of Australia .

Mabuto (Ntini), E. D. (n.d.). THE COORDINATE – COMPOUND DISTINCTION IN BILINGUALISM. *Www.academia.edu*. Retrieved May 21, 2024, from https://www.academia.edu/31858925/THE_COORDINATE_COMPOUND_DISTINCTION_IN_BILINGUALISM

March, D., Díaz Pérez, W., Frigols Martín, M., Langé, G., Pavón váquez, V., & Trindade, C. (2020). *The Bilingual Advantage The Impact of Language Learning on Mind & Brain*

- POSITION PAPER ON THE VALUE AND FUTURE OF LANGUAGE EDUCATION.*
EduCluster Finland, University of Jyväskylä Group, Finland. https://educclusterfinland.fi/content/Bilingual_Advantage_Position_Paper_Finland_2020.pdf
- Marzuki, D. (2012). LANGUAGE ACQUISITION: THE INFLUENTIAL FACTORS AND ITS CONNECTION WITH AGE. *Www.academia.edu, Volume 1 – No. 1 Tahun 2012*(2252 - 4792). https://www.academia.edu/10237614/LANGUAGE_ACQUISITION_THE_INFLUENTIAL_FACTORS_AND_ITS_CONNECTION_WITH_AGE
- Matras, Y., & Adamou, E. (2020). *Borrowing*. Shs.hal.science; Routledge. <https://shs.hal.science/halshs-02918001>
- Moradi, H. (2014). *An investigation through different types of bilinguals and bilingualism [Doctoral thesis, university of chandigarh]*. Wwww.academia.edu. https://www.academia.edu/?from_navbar=true&trigger=nav
- Muysken, P. (2000). *Bilingual speech: A typology of code-mixing*. https://ddd.uab.cat/pub/artpub/2002/111986/langsoc_a2002v31n4p621.pdf
- Native and Non-Native Speakers' Perceptions of Non-Native Accents – LL Journal*. (n.d.). <https://lljournal.commons.gc.cuny.edu/2008-2-vargas-barona-texto/>
- NEA Research . (2007). *The benefits of second language study: Research findings with citations*. <https://portal.ct.gov/-/media/SDE/World-Languages/BenefitsofSecondLanguage.pdf>
- Nshiwi, D. (2021). *The Effect of Metalinguistic Awareness and the Previously Learned Foreign Languages on Fourth Language Acquisition by Adult Learners*[Doctoral thesis, the university of pannonia]. <https://doi.org/10.18136/PE.2021.777>
- Nunley, K. F. (1998). *Dr. Kathie Nunley's Layered Curriculum Web Site for Educators*. Help4teachers.com. <https://help4teachers.com/bilingualism.htm>

- Odline, T. (1989). *Language transfer: Cross linguistic influence in language learning*. Cambridge University Press.
- Othmane, M, & Bouyakoub, N. (2020). Teaching and Testing English in the Algerian Educational System. *Arab World English Journal (AWEJ)* , Volume 11. Number1, Pp.444-458. <https://dx.doi.org/10.24093/awej/vol11no1.30>
- Ottow, Sarah. B. (2022). *Going Beyond Translation: Boosting Metalinguistic Awareness for Multilingual Students*. Confianza. <https://ellstudents.com/blogs/the-confianza-way/boosting-metalinguistic-awareness>
- OUMEDDAH,D and OULTACHE,T. (2019) The Effects of Multilingualism on Students' Learning Experience of English as a Foreign Language [Master's thesis, Mouloud Mammeri University of Tizi Ouzou] <https://dspace.ummto.dz/items/d56ad5ab-e0c3-4baa-9cae-affc002932f7>
- Paker, T, & Karaağaç, Ö. (2015a). The use and functions of mother tongue in EFL classes. *Procedia - Social and Behavioral Sciences*, 199, 111–119. <https://doi.org/10.1016/j.sbspro.2015.07.494>
- Poplack , S. (1983, January). *Bilingual competence Linguistic: Linguistic interference or grammatical_integrity*. National Clearinghouse for Bilingual Education. <https://www.researchgate.net/publication/317039731>
- RAJNOCHOVÁ, T. (2022). *Bilingual Student in English Language Classroom*[Master's thesis, university of Masaryk]. https://is.muni.cz/th/l0m64/AAA_BILINGUAL_STUDENT_-_FINAL_30nbj.pdf
- Rothman, J., González, J., & Puig-Mayenco, E. (2019). *Third Language Acquisition and Linguistic Transfer*. Cambridge University Press. https://assets.cambridge.org/97811070/82885/frontmatter/9781107082885_frontmatter.pdf

Tabatadze, S. (2014). Positive Effects of Bilingualism on Cognition and Language Acquisition. INTERNATIONAL JOURNAL of MULTILINGUAL EDUCATION.

https://www.academia.edu/37508014/Positive_Effects_of_Bilingualism_on_Cognition_and_Language_Acquisition?sm=b

Thileli, A and Dyhia, B. (2017) *The Learners' mother tongue interference in the development of EFL speaking skills in Algeria* [Master's thesis, UNIVERSITE MOULOUD MAMMERI de TIZI-OUZOU] <https://dspace.ummto.dz/bitstreams/5b4280ed-122f-442e-9562-722621adadd/download>

Treffers-Daller, J. C. (2010). Borrowing. *Www.academia.edu*. <https://www.academia.edu/5444839/Borrowing>

Waris, A. mustair . (2012). *View of Code switching and mixing (Communication in Learning Language)*. Uin-Alauddin.ac.id. <https://journal.uin-alauddin.ac.id/index.php/tabligh/article/view/299/264>

Wei, L. (2007). *Bilingual reader(2nd.ed)*.

Why Bilinguals Are Smarter. (2012, March 19). Association for Psychological Science - APS. https://www.psychologicalscience.org/news/why-bilinguals-are-smarter.html?fbclid=IwZXh0bgNhZW0CMTAAAR0pvLjzihSHAOCEow-MAQwGuqdpvx7nIVIC1uvDMoEgKUgRM2abhGSPxqsQ_aem_AT-wqKHKKTsSj1ZbAjpOZG_EuAcU6-1g3zEyfYv9blXMD9PDNtLnnfPKwQA8FSlFS3fAmZzrPfS-vp18slIC3Xu58

Yasmina Soulimane-Benhabib, N. (2019). THE COMPLEXITY OF SOCIOLINGUISTIC SITUATION IN ALGERIA [Master's thesis, TLEMCEN]. https://www.oceprints.org/socioint19_e-publication/abstracts/papers/704.pdf

- Yattara, A. (2018). *Code Switching and Code Mixing Among Bambara-French Speakers* [[Master thesis, university of Ahmed Draia]]. dspace.univ-adrar.edu.dz
- Yeganeh, M. T., & Malekzadeh, P. (2015). The Effect of Bilingualism on the Developing of English Reading Skill. *Procedia - Social and Behavioral Sciences*, 192, 803–810. <https://doi.org/10.1016/j.sbspro.2015.06.099>
- Zare, M., & Mobarakeh, S. D. (2013). Effects of bilingualism on L3 vocabulary learning among Iranian EFL learners. *GEMA Online Journal of Language Studies*, 13(1), 127-138. <https://core.ac.uk/download/pdf/11494891.pdf>
- Zarghami, S., Tefl, M., & Sadegh Bagheri, M. (2014). The Impact of Bilingualism on English Vocabulary Learning Among Middle School Students. *Journal of Studies in Learning and Teaching English*, 2(5), 41–60. https://journals.iau.ir/article_519011_e7315c26600ad60bbc3a3715ef07c69a.pdf

Appendices

Appendix 01: Teachers' Questionnaire

Teachers Questionnaire:

Dear Teachers

This questionnaire is part of a research work carried out in the department of English at Abdelhafid Boussouf Mila University under the title “The impact of Bilingualism on EFL acquisition “. It would be a great pleasure if you could help us completing our research through answering the following questions. Please Read each statement carefully and tick (✓) the appropriate answer or indicate your True opinion where necessary. Your cooperation would be sincerely appreciated. Thank you in advance.

Section 1: General information

1. How long have you been teaching English as a Foreign Language (EFL)?

.....

2. How beneficial do you think it is for individuals to be bilingual

- a) Highly beneficial ☐
- b) Very beneficial ☐
- c) Less beneficial ☐
- d) Not beneficial ☐

Section Two: Perceptions toward EFL acquisition on bilingual environment

3. Have you noticed any impact of the mother tongue among EFL classrooms?

- a) Yes ☐
- b) No ☐

4. If yes, which aspect did you find it had the biggest impact on?

- a) Pronunciation ☐
- b) Vocabulary ☐
- c) Grammar ☐

5. EFL learners' sentence variety can be enhanced by being exposed to different language structures

- a) Agree ☐
- b) Strongly agree ☐
- c) Disagree ☐
- d) Strongly disagree ☐

.....

6. Bilingualism can improve one's understanding of grammar and language structure.

- a) Agree strongly ☐
- b) Agree ☐
- c) Disagree ☐
- d) Strongly disagree ☐

7. Bilingualism has an impact on language speaking in EFL classrooms.

- a) Yes ☐
- b) No ☐

8. Bilingualism can make it easier for students to learn English as a foreign language.

- a) Strongly agree ☐
- b) Agree ☐
- c) Disagree ☐
- d) Strongly disagree ☐

9. Bilingualism promote creativity and flexibility in language use.

- a) Agree ☐
- b) Strongly agree ☐
- c) Disagree ☐
- d) Strongly disagree ☐

10. Do your bilingual student's code switch inside the classroom?

- a) Yes ☐
- b) No ☐

11. If yes, how do you control code-switching in the EFL classroom?

.....

.....

.....

Section four: Investigating the role of Bilingualism in EFL acquisition

12. Does an advanced level of bilingualism raise students' language awareness?

- a) Always ☐
- b) Often ☐
- c) Sometimes ☐
- d) Rarely ☐

13. As a teacher of English do you face any difficulties among bilinguals while teaching English?

- a) Yes ☐
- b) No ☐

If yes, please explain

.....

.....

14. In what way does bilingualism affect the academic performance and career prospects of bilingual students in the long term?

- a) Positevely ☐
- b) Negatively ☐
- c) No significant impact ☐

Appendix 02: Students' Questionnaire

Students' Questionnaire

Dear third year university students you are kindly requested to complete the following questionnaire which is a part of a research work for the Master Degree in Didactics at Abd Elhafid Boussouf Mila University, Our aim of this questionnaire is to know your perceptions and thoughts towards the impact of bilingualism on EFL acquisition.

Please read each statement carefully and tick (✓) the appropriate answer. Your incorporation would be deeply appreciated thank you in advance.

Section one: General Information

1. How do you rate your fluency level in English language?

- a) Highly fluent ☐
- b) Fluent ☐
- c) Some mastery ☐
- d) Little mastery ☐

2. You choose to study English because:

- a) It is your desire to study English ☐
- b) It is your parents' suggestion ☐
- c) You were obliged to study English ☐

Section two: English as a foreign language Acquisition

3. Which language skills do you master the most in English?

- a) Speaking ☐
- b) Listening ☐
- c) Reading ☐
- d) writing ☐

4. Does bilingualism helps you to master this skills?

a) Yes ☐

b) No ☐

5. What are the challenges you faced while learning these English skills?

a) Grammar Complexity ☐

b) Pronunciation ☐

c) Listening Comprehension ☐

d) Difficulty in Writing ☐

6. Did bilingualism help you overcome challenges in the four skills?

a) Yes ☐

b) No ☐

7. Do you rely on your previously learned languages when learning English?

a) Yes ☐

b) No ☐

8. If yes, which language did you find most useful?

a) Arabic ☐

b) French ☐

9. Bilingualism contributes to the acquisition and expansion of English vocabulary

a) Strongly agree ☐

b) agree ☐

c) disagree ☐

d) strongly disagree ☐

10. The similarities and differences between your first language and English impact your English learning experience.

- a) Strongly agree ☐
- b) Agree ☐
- c) Neutral ☐
- d) Disagree ☐
- e) Strongly disagree ☐

Section three: Bilingualism Experience

11. Do you consider yourself bilingual?

- a) Yes ☐
- b) No ☐

12. If yes, what are the two languages you speak fluently?

- a) Arabic ☐
- b) French ☐
- c) English ☐
- d) Spanish ☐

13. At what age did you acquire your first and second language?

- a) Childhood ☐
- b) Adolescence ☐
- c) Adulthood ☐

14. Where did you acquire them?

- a) Both at home ☐
- b) Both at school ☐
- c) One at school and one at home ☐

d) One at home and the second at school ☐

15. Do you often find yourself switching between languages within the same conversation?

a) Yes ☐

b) No ☐

16. How does switching between these languages helps you? (Choose only two options)

a) Enhance communication ☐

b) Provides richer vocabulary ☐

c) Raise language awareness ☐

d) Language maintenance ☐

Section four: Bilingualism and EFL Acquisition

17. In which way does your bilingualism influenced your EFL acquisition? (Select all that apply)

a) Enhanced understanding of grammar ☐

b) Improve vocabulary ☐

c) Increase confidence in speaking. ☐

d) Improve reading and Better comprehension of English texts ☐

e) Others (please specify) ☐

.....

18. Bilingual students are more competent in learning English compared to monolinguals.

a) Strongly agree ☐

b) Agree ☐

c) Neutral ☐

d) Disagree ☐

e) Strongly disagree ☐

19. Bilinguals can experience confusion or mixed up languages while learning English

- a) Strongly agree ☐
- b) Agree ☐
- c) Neutral ☐
- d) Disagree ☐
- e) Strongly disagree ☐

20. What aspects of language do you find yourself mixing up or experiencing confusion with when learning English as a bilingual individual?

- a) Grammar ☐
- b) Vocabulary ☐
- c) Pronunciation ☐

21. Bilingualism enhance your cognitive abilities involved in learning English

- a) Strongly agree ☐
- b) Agree ☐
- c) Neutral ☐
- d) Disagree ☐
- e) Strongly disagree ☐

ملخص

تعد ثنائية اللغة مجالاً هاماً منذ فترة طويلة في ميدان تعلم اللغات. تهدف الدراسة الحالية إلى استكشاف تصورات المعلمين والمتعلمين حول تأثير ثنائية اللغة على اكتساب اللغة الإنجليزية كلغة أجنبية. تعتبر هذه الدراسة استجابة لدعوة من أجل توضيح الطريقة التي تساهم بها ثنائية اللغة في اكتساب اللغة الإنجليزية كلغة أجنبية. ولضمان تماسك هذه الدراسة، تم تقديم استبيان لعينة مكونة من 50 من أصل 190 طالباً في السنة الثالثة، وهم يشكلون العينة الكاملة. كما تم تقديم استبيان آخر لستة معلمين من قسم اللغة الإنجليزية في جامعة ميلة. تشير النتائج إلى أن ثنائية اللغة لها تأثير على اكتساب اللغة الإنجليزية كلغة أجنبية. على الرغم من أن بعض الطلبة يتفقون على أنهم يواجهون تحديات عند تعلم جوانب مختلفة من اللغة الإنجليزية، إل أنهم يعتقدون أن كونهم ثنائيي اللغة يساعدهم على التغلب على هذه التحديات ويساعدهم على اكتساب اللغة. بالإضافة إلى ذلك، أظهر تحليل استبيان المعلمين أن ثنائية اللغة تعزز اكتساب الطلبة للغة الإنجليزية.

الكلمات الرئيسية: ثنائية اللغة، اكتساب اللغة الإنجليزية كلغة أجنبية، تأثير، طالب السنة الثالثة، استكشاف، تعزيز.

Résumé

Le bilinguisme a longtemps été considéré comme un domaine important dans le domaine de l'apprentissage des langues. La présente étude vise à explorer les perceptions des enseignants et des apprenants sur l'impact du bilinguisme sur l'acquisition de l'anglais langue étrangère (EFL). Cette étude répond à un appel à la clarté sur la manière dont le bilinguisme contribue à l'acquisition de l'anglais en tant que langue étrangère. Pour donner de la cohérence à cette étude, un questionnaire a été soumis à un échantillon composé de 50 étudiants de troisième année sur 190, qui représente l'ensemble de la population. Un autre questionnaire a été soumis à six enseignants du département d'anglais de l'Université de Mila. Les résultats indiquent que le bilinguisme a un impact sur l'acquisition de l'EFL. Bien que certains étudiants reconnaissent qu'ils sont confrontés à des défis lors de l'apprentissage de différents aspects de l'anglais, ils croient que le fait d'être bilingue les aide à surmonter ces défis et les aide à acquérir la langue. De plus, l'analyse du questionnaire des enseignants montre que le bilinguisme améliore l'acquisition de l'anglais par les étudiants.

Mots-clés : Bilinguisme, acquisition de l'EFL, impact, étudiants de troisième année, exploration, amélioration.