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Investigating the Influence of Multilingual Learning Experiences on

the Development of Young Learners' Strategic Competence

The case of First Year Middle School at Bouadia Said School

A Thesis Submitted in Partial Fulfillment of the Requirements for a Degree
of Master of Arts in Linguistics

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Abstract

Human beings often face communication difficulties when they are exposed to new languages. Therefore, they tend to use their strategic communicative abilities to overcome these communication barriers. Similarly to other multilingual educational contexts, Algerian young learners are often required to learn three to four languages at school, with at least one new language introduced every two to three years, and English introduced in the middle school as a second foreign language. However, little is still known about whether previous multilingual learning experiences enhance or hinder the learning of the English language, which comes third to fourth in the pre-university curriculum. Little is also known on the use of strategic competence and how it is related to previous language learning experiences. The current thesis attempts to determine the effect of multilingualism on Algerian middle school strategic competence development. In order to achieve this goal, a mixed-methods design was used in this research, including both qualitative and quantitative methods. The participants involved (25) young learners aged from 9 to 15, and two EFL teachers at Bouadia Said middle schools, located in the city of Bejaia, during the academic year 2021/2022. A classroom observation was carried out with a group of 25 learners in both French and English language teaching sessions for a period of one month. By the end of the observation period, an oral performance test was conducted using Pillar's (2011) oral performance model. In addition, an interview was conducted with the learners along with another interview with the EFL instructors. The findings revealed that different communication strategies were used by Algerian young learners during language classes, among which (6) major strategies used permanently by learners: *keeping the conversation going, approximation, code-switching, gap fillers, expectations, and asking for help.* Additionally, it was found that learners used different languages in the EFL classroom, the most important of which was French, which was practiced and encouraged by the teachers. Another key finding is that teachers are fostering the use of strategic competence in the classroom, so as to fill the gaps of knowledge. As a conclusion, it is further suggested integrating home context, by engaging children's parents and families, in addition to the necessity of devoting more time for teaching the appropriate use of strategies in learning context.

Keywords: English as a foreign language, language learning, language practices, multilingualism, strategic competence, young learners

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I dedicate this work to my amazing lovely family, to my father who is always there for me, to my supportive mother, to my oldest sister Cylia, my first and forever friend, and to my youngest sister and brother.
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List of abbreviations

CSs: Communication strategies**.**

EFL: English as foreign language.

ELL: English language learners.

FL: Foreign language.

FLA: Foreign language acquisition.

LAD: Language Acquisition Device.

LL: Language Learning.

SLA: Second Language Acquisition.

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General Introduction

1. Research background

In today's world many people seek to learn more than one language. It is common that multilingualism is a worldwide recognized phenomenon. The majority of countries in the world are multilingual. According to Lewis (2009) approximately 7100 languages exist in the world and 55 countries are either bilingual or multilingual. However, current studies estimate that around 43% of people are bilingual, whereas a further 17% are multilingual. Therefore, more than half of the world's population can speak more than one language fluently (Gration, 2022). According to Jason Cenoz (2006), Asia and Africa are considered as the continents that involve most of the multilingual countries in the world. Besides, Haytova (2021) found that more than 4.3 billion people are speaking approximately 2300 living languages throughout Asia. Likewise, Statista (2022) noted that Africa is a continent that has a very high linguistic diversity, with the existence of approximately 2000 African languages. As far as Algeria is concerned, many languages are spoken by Algerian citizens: (1) Tamazight with its different vernaculars; Standard Arabic; The Algerian Arabic vernacular; French as a first FL[1] and English as a second FL[1] (Miliani, 2004; Benrabah, 2013; Outemzabet, 2020).

On the other hand, although the learning of the additional languages happens at different periods of life and under different conditions, childhood is considered as the most favorable part in life for an easier SLA[2]. By taking into consideration children's curiosity and eagerness, attempting to overcome FL barriers. At present time, in the Algerian context English is taught as a second foreign language in middle and secondary schools, it is also introduced in kindergartens in some private schools.

2. Statement of the Problem

Multilingualism in early childhood education provides children with the best start in life. Children are born with the capacity to master any language with remarkable ease and speed. Children usually face communication difficulties when learning several

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[1]FL stands for Foreign language

[2]languages. Therefore, they tend to use their strategic competencies to compensate for the breakdowns of communication. In general, communicative competence refers to the ability of learners to interact meaningfully, which involves four areas of knowledge and skills: the linguistic competence, the sociolinguistic competence, the strategic competence, and the discourse competence. As such, awareness about real life communicative competencies enables the researchers to provide a more integrated assessment of a learner's ability to communicate in general and in spoken interpersonal interaction in particular.

Hymes (1978) defined strategic competence as a compensatory function used when the linguistic competence of the language is inadequate. Besides, it is suggested that it helps in the development of learners' second language. Since the main concern of this research paper is strategic competence, it shall examine its components in relation to young learners.

Although, the importance of the concept of strategic competence is theoretically and empirically confirmed in Language learning (LL, Henceforth). Few studies have focused on multilingual young learners, and how such use influences the learning of an additional language. Similarly, although Algeria is a multilingual country, very little is known about how Algerian young learners learn English, which is the second foreign language in Algeria, and how their knowledge and LL experience enhances or hinders the learning of the English language, and the use of the strategic competence. Moreover no study was conducted in the department of English, at Bejaia University to investigate this phenomenon.

3. The Purpose of the Study

Considering the scarcity of research about this issue, the present study endeavors to examine the relationship between the practice and the learning of multiple languages, and the use of communicative strategic competence by Algerian middle school learners. The study seeks to identify the main and mostly used communicative strategies used by middle schools learners; how the experience of learning other languages serves the development of the strategic competence and how multilingual practices enhance or hinder the learning of English.

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[2] SLA stands for Second language acquisition

4. Research questions

In relation to the research objectives, the current study aims to answer the following questions in order to reach its purpose:

1. Which Communicative strategies are mostly used by the learners?
2. How does multilingualism serve the development of the strategic competence in the EFL context?
3. How does multilingualism enhance or hinder middle school learners' acquisition of English as foreign language?

5. The Methodology of the research

The current research followed a mixed-methods design. Participants involve a group of 25 young learners aged from 9 to 15, and two teachers, at Bouadia Said middle school in the city of Béjaïa, during the academic year 2021/2022. For data collection, the study combined both qualitative and quantitative methods. First, class observations took place during one month in the previously mentioned school. The purposes of observations were: (1) to examine language use in general and the CSs use in particular; (2) to check the feasibility of using the study's evaluation rubric in this educational context. Secondly, the observation period was followed by the assessment of a role play activity using Pillar's (2011) model, so as to measure learners' use of the CSs. Thirdly, learner's interviews were conducted to explore their attitudes towards strategic competence and multiple languages use. In addition, an interview was conducted with the two English language teachers, which aimed to investigate teachers' attitudes and practices on teaching the CSs to young learners.

6. Assumptions

There are three main assumptions for this study. They are as follows:

1. It can be assumed that Algerian learners use various CSs inside the classroom differently from other learners around the world that can be due to social and cultural differences.

2. It is expected that multilingualism contributes positively to the development of young learners' strategic competence in the Algerian educational context.

3. Multilingualism strengthens the practice of CSs and English language learning in the EFL context.

7. The significance of the Study

The current investigation focuses on the assessment of the relationship between multilingualism and young learners' strategic competence development. This latter is an essential element for improving students FLA[3], and EFL[4] communicative competence and strategies. In the same wave of length, this research attempts to promote a better understanding of the use of the CSs by young learners, by emphasizing the significance of multilingualism in improving learners' CSs. Furthermore, reading about previous research has revealed the particularity of this study. The results May be useful for understanding the importance of multilingualism in the development of strategic competence in general, and English language learning in particular. In addition, it may be useful for academic researchers, as it may inform them about the relationship between communicative competence and strategic competence, multilingualism, and learning additional languages. The results may also contribute to the understanding of Algerian young learners' language learning habits and linguistic behavior.

8. The limitations of the Study

A set of obstacles were identified during the period of observation and data collection. To start with, due to the spread of COVID-19 the time spent for collecting data was restricted to a small number of sessions, which affected the number of teachers involved in the interviews. In addition to this, since our research is a case of study that focuses on one single group, the insights were provided from the selected group, thus they could not be generalized.

9. The Structure of the Thesis

The present study contains two main chapters, a general introduction and a general conclusion. It starts with a general introduction that outlines to the reader the whole research. The first chapter is a review of the literature that introduces theoretical backgrounds of this research. It consists of three sections: the first section deals with multilingualism, section two entails the aspects of strategic competence, followed by section three which combines both variables, and reviews a number of previous prominent research works in the field. On the other hand, chapter two concerns the

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[3] FLA stands for foreign language acquisition
[4] EFL stands for English Foreign language.

practical part of this study, and it involves three main sections; section one introduces the description of the research methodology., section two concerns the analysis of the data, while section three discusses the results by referring to the literature and previous research findings, This thesis ends with a general conclusion, which includes; the pedagogical implications and significance, limitations of the research, and further research suggestions.

Chapter One
Review of the Literature

Introduction

The present chapter is a review of the theoretical background and research findings encountered in the literature, and that have a relation with the research theme: Multilingualism and strategic competence. The First section introduces multilingualism and how it is practiced by young learners, which is the dependent variable. The second section provides an overview of the concepts of communicative competence and strategic competence. The last section examines the relationship between the two variables of the study, which is multilingualism and the strategic competence, through a review of some previous research works conducted in this area of study.

Section one: Multilingualism

1. Definition of multilingualism

The term multilingualism is a compound word of Latin origin which is composed of two words 'multi' which means many and "lingua" that means language (Bussmann, 1996). Multilingualism is a very common phenomenon, which has attracted increasing attention of many scholars, in recent years. Besides, numerous definitions and conceptions have been associated with multilingualism, among which Flynn's (2016) defines multilingualism as a speech situation in which several languages occur in a single country or community. On the other hand, Li (2008) defined a multilingual individual as "anyone who can communicate in more than one language, be it active through speaking and writing or passive through listening and reading.'' (p. 4).

Research has shown that there are more than 7000 languages in less than 200 countries in the world (Lewis, 2009), which, due to inconsistent spread of languages in addition to many other factors, has resulted in speakers with outspread languages needing to learn and use the dominant languages in order to communicate. Multilingualism also occurs when speakers of minority native languages or immigrants need to learn the dominant language or the language of the host country, in addition to

their first language, thus a multilingual can be a learner who acquires a new language for scholarly or business purposes.

In the past, multilingualism was viewed as the result of a number of needs, which led to its spread between groups or individuals (Aronin, 2013). However, in the present time the meaning of the term multilingualism has dropped over its roles into having a global importance among the most fundamental social practices in the world (Aronin, 2013).

Multilingualism is a complex, vigorous, and interesting phenomenon, since it takes an inherent portion of the new linguistic system. Moreover, as its name implies, multilingualism is the ability to speak more than one language, which is an extension of bilingualism, with the latter being limited to use of two languages only (Aronin, 2013). Additionally, it represents an interdisciplinary phenomenon, and a natural state of humankind. Besides, Multilingualism is presented as a social situation, separate from the standard or national language, in which various other languages are spoken (Henzeroth & Budke, 2020).

On the other hand, multilingualism forms a complex process that can be explored in different perspectives and fields such as, linguistics, education, sociolinguistics and psycholinguistics (Cenoz, 2013), and a common phenomenon, which has gained considerable attention on the part of scholars, in the recent years.

2. Multilingualism system

Multilingual speakers have the ability to use several languages, regarding the content and the target group (Henzeroth & Budke, 2020). Indeed, a multilingual speaker has to choose which language to use and to manage more than one language, based on psychosocial, situational, and linguistic factors. The activation of each language is adaptive in different contexts. The latter is known as the Adaptive Control Hypothesis. It is ability to be flexible to a given situation, also to have a control mechanism regarding the use of a particular language in a context (Yu & Shwieter, 2018)

3. Factors of multilingualism

Sociolinguistics deals with variation, diversity, regional or geographical factors that arise as a result of multilingualism. Such as:

a. *Language contact:* it happens when the users of different languages come in contact with each other, which results in such linguistic behavior; Borrowing, and code-switching. Borrowing is the adoption of lexical items from other languages. Whereas, codes-witching refers to the back and forth movement between languages in a conversation (Brice, 2015).

b. *Language attitude:* a multilingual might have a positive or negative attitude toward a particular language, so that he might feel ashamed of using a particular language that he feels negative about (Brice, 2015).

c. *Language choice:* a multilingual can choose to use a particular language over another one without any concrete explanation for the choice (Brice, 2015).

d. *Language change:* languages can influence each other which lead to small changes in the language of a multilingual speaker (Brice, 2015)

e. *Diglossia:* in multilingual contexts communities separate the languages according to their functions, so that a particular language can be used in formal situations and others for informal ones (Brice, 2015).

A number of other factors can be observed such as, language attribution, loss, revival, etc., which also arise as a result of multilingualism.

4. Multilingualism in Education

According to Cenoz and Gorter (2015), *"Multilingual education refers to the use of two or more languages in education, provided that schools aim at multilingualism and multiliteracy."* (p. 2). In the multilingual educational environment, multilingualism has been prompt for including several languages in education (Duarte, 2018). The presence of two or more languages affects language learning. Indeed, language is a medium in learning; it is a tool in which we can understand a given content, as it serves for communication, interaction. Moreover, it represents the basis of the development of skills and competences (Heuzeroth & Budke, 2020).

As has been noted, the acquisition of multiple languages may lead to cognitive development of the learner's mind. However, several studies on SLA[5] processes have directed their attention to language interference in the field of language teaching (Dégi, 2012). That is to have deviations from norms of the target language as a result of the

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[5] SLA stands for Second Language Acquisition.

familiarity between the native language and the second language. Equally important, the frequency of transfer is measured through the dominance of one language system over the other, in which two separate language systems existed. The letter leads to the reduction of language competence. The term interlanguage was introduced by Selinker referring to the stages of transitional development of language learning (Dégi, 2012).

Recently, communities provide considerable support toward language learning. Since they encourage language diversity and multilingual competences, Schools and institutions are working on asserting multilingual education for future employment, in which language competencies are required (Dégi, 2012). Thus the English language is widely common around the world and used in different domains, and mainly it is taught as a third language in many countries. For instance, English is taught as a third language for children in the Algerian schools. In addition to this, teaching English for children in African countries who already speak two languages before starting their scholarship (Cenoz & Gorter, 2006).

Multilingualism is recognized as a significant aspect among FLs teaching and learning. In addition to being a pedagogical approach which, multilingual practices are systematically used in education (Duarte, 2018). Since both teachers and learners are exposed to different languages in the classroom the target language can be easily taught, as it can be used as a resource for LL (Duarte, 2018). Besides, it has been proved that it yielded a positive academic outcome from the learners. Garcia worked on translanguaging in 2009, and the process of using a full language repertoire in FL learning. In his words, "Translanguaging is a process by which students and teachers engage in complex discursive practices that include all the language practices of all students in a class in order to develop new language practices and sustain old ones, communicate and appropriate knowledge, and give voice to new socio political realities by interrogating linguistic inequality" (Duarte, 2018).

5. Multilingualism and young learners

Cognitivists assume that the ideal age of acquiring a language is between 5 to 15 years. Thus Learners who are learning multiple languages are set to be competent in their educational level more than monolingual (Heuzeroth & Budke, 2020). However, the

distance-similarity between the foreign language and the mother tongue may affect the target language acquisition (Swedberg, 2018).

Amongst cognitivist Chomsky believes that children have an innate skill for language acquisition that is they are born with the LAD[6]. This concept explained how children are able to learn any human language, when exposed to it (Indrayani, 2016). In addition, children's language development is affected by experiences and learning (McCune, 2008). Furthermore, John Piaget argued that the process of thinking comes before the speaking process. Thus, children's reasoning is progressing, due to events, activities, and experiences (Indrayani, 2016).

On the other hand, behaviorists not only assume that children's language acquisition process relies on their environment, but also believe that children's communication ability is a result of imitation process, and connection between stimulus and response (Indrayani, 2016).

Raluca Barak and Ellen Bialystock (2012) conducted a study at York University in Toronto, Canada, about children learning several languages. They tested 104 children using some pictures and colors in the same space, and asked them to switch from one language to another. Thus they observed that multilingual children can perform different skills at the same time better than monolingual ones. As a result, they assumed that youngsters who use more than one language have better cognitive control which evolves the ability to keep their mind focused, to plan, and to regulate their thoughts and actions (Yulduz et al., 2021).

In fact, children learn to distinguish between the speech sounds they can hear (Diamond, 2010). Equally important, children have the ability to learn a given language at a faster rate than adults, as well as code-switching, since they are competent in changing the language register depending on their interlocutor (Yulduz et al.,2021).

6. Benefits of Multilingualism

Generally speaking, in order to succeed doing anything, it is necessary to hinder 99% of all inputs in mind and just deal with 1% of the data received. The relevant choice is related to the circumstances. This choice is termed as selective attention, including a

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[6] LAD stands for Language Acquisition Device

core principle of processes referring to executive functions that settle in the prefrontal cortex and progress over the first five years of life (Diamond, 2010).

As a matter of fact, a human being is often processing many sensory inputs with his eyes, ears, nose, skin touch, and having other competing thoughts. However, one of those irrelevant thoughts may distract his attention. Recent research has claimed that a multilingual speaker has more chances to shift and monitor these distracting inputs than monolingual speakers (Diamond, 2010).

The mastery of several languages may lead to a positive influence on learning other FLs (Budria & Suedberg, 2018). Likewise, multilingualism expands attention, promotes self-regulation skills, increases problem solving capacity, affords strong memory, and better communication. Moreover, cognitive psychology has shown the great advantage of multilingualism in brain activation (Budria & Suedberg, 2018). In which it positively influences the human brain, since it helps to get rid of symptoms; such as Alzheimer disease (Yulduz et al., 2021).

Multilingual speakers are set to be affixed to different conversations, since they carry a solid linguistic recognition potential. By the same token, a multi-language speaker has the ability to unconsciously use their cognitive function; such a point that, language understanding (Diamond, 2010). Equally, the impact of multilingualism may reveal a development of more advanced learning methods, a wider range of CSs, and a stronger metalinguistics and cultural awareness (Budria & Suedberg, 2018).

Multilingual learning is an opportunity for learners, since it encourages them to develop their cultural awareness. In addition, multilingual education evolves the understanding of the correlation between language and culture, and also raises respect for different cultures (Yulduz et al., 2021). Furthermore, multilingual speakers become "Cross-cultural endeavors and sitting", which makes them flexible to any different environments (Yulduz et al., 2021).

Multilingualism develops forward LL processes (Herdina & Jessner, 2002). In addition, multilingualism is considered a significant phenomena, due to the public and political discourse around today's multilingual world; exhibited to more diverse experiences, increased career opportunities, enhanced networking skills (Dégi, 2012).

FLL increases individuals' eagerness. It is commonly said that polyglots are calm; they treat problems that come at once with ease. Unlike native speakers, they are not affected by their language emotionally (Yulduz et al., 2021).

LL develops communication skills. It is argued that polyglots have privileges over monolingual speakers, since this opportunity yields better verbal and social skills, vigorous determination, management of multitasks, and has an extreme positive impact on people's cognition (Yulduz et al., 2021).

Section two: The strategic competence

1. Definitions of the communicative competence

According to Pillar (2011):

"*Communicative competence is the ability of learners to interact meaningfully, as distinct from their ability to perform competently on discrete-point tests of grammatical knowledge, and comprises four areas of knowledge and skill: linguistic competence, sociolinguistic competence, strategic competence, and discourse competence*". (p. 1).

In other words, communicative competence implies the speaker's ability to master grammatical knowledge of syntax, morphology, phonology, and the social knowledge of appropriate language use.

1.1. Dell Hymes's vs. Chomsky's views of the communicative competence

Dell Hymes (1972) was the first who introduced the term "communicative competence" as a sociolinguistic aspect, in order to react to Chomsky's concept "linguistic competence". In which he criticized the Chomsky concept as being restricted to the knowledge of language structure, while not paying attention to the socio-cultural significance (Saleh, 2013).

It was introduced in the Chomsky's book "Aspects of the Theory of Syntax", known today as the classic discrimination between competence the monolingual speaker-listener's knowledge of language, and performance the actual use of language in genuine situation. Later on, Chomsky advised for a communicative view in applied linguistics. Besides, his intention about communicative competence is that any error in language production is related to both competence and performance (Tarvin, 2014).

On the other hand, Dell Hymes in (1972) introduced communicative competence not only as an intrinsic grammatical competence, but also to use this competence in diverse communicative situations. Therefore, it completes the sociolinguistic perspective of Chomsky about competence. Yet several linguists believed that the Hymes definition of communicative competence was more accurate (Bagarić et al., 2007). Also mentioned, communicative competence was defined by Hymes as a degree of language learning that

allows individuals to convey appropriate messages and understand others speech in a particular context (Saleh, 2013).

1.2. The communicative competence and its components
1.2.1. Canale and Swain's model

Hymes' thoughts were developed by Canal and Swain, who introduced a model of the communicative competence in 1989. In their paper titled "Theoretical bases of communicative approach to second language teaching and testing." Canale and swain (1980) divided the communicative competence into four components grammatical, discourse, sociolinguistics and strategic competences. Canal and Swain defined linguistic competence as the ability to maintain linguistic codes either verbal or non-verbal. Include different linguistic units, such as vocabulary, phonetics, morphology, syntactic, semantic rules. Canal argued that discourse competence can be determined as the understanding of the rules that governs the combination of meanings forming a unified spoken or written text (Bagarić et al., 2007). Besides, it is the perception of rules regarding cohesion and coherence. Meanwhile Canal and Swain argued that the discourse knowledge is related to sociolinguistic knowledge, especially in the understanding of social meaning, while there is behind an utterance an intended meaning (Yano, 2013). Grammatical knowledge determines language formation and vocabulary knowledge. Meanwhile, sociolinguistic knowledge refers to language use and understanding in a given social context. According to Canale and Swain Strategic competence is the ability of using language for effective communication (Salah, 2013). On the other hand, both assumed that there may be some breakdowns in the language use. Thus it comes in need to use verbal and non-verbal knowledge to adjust the blank spaces in communication. The latter refers to strategic competence, including for example; guessing, changing registers or styles, repeating, and paraphrasing… (Bagarić et al., 2007).They were the first who studied strategic competence as a separate aspect in their framework of communicative competence, where according to them strategic competence stands to provide compensatory function when linguistic competence of the users is insufficient.

1.2.2. Other models of the communicative competence

The notion of "communicative competence" was developed and became more complex, also labeled by Bachman (1990) as the "communicative language ability". He

suggested this framework comprising; "language competence", "strategic competence", and "psychological mechanism" (Salah, 2013). Also, "language competence" includes other subfields; "organizational competence", and "pragmatic competence". Whereas, the two other competencies were defined as the ability to maintain the formal language structure so as to produce an appropriate speech, and also to recognize what is grammatically correct or incorrect (Salah, 2013).

Apart from this, for the sake of broad explanation, (Widdowson & Sharma, 1986) distinguished between competence and capacity in his discourse and pragmatic analysis. He noted that competence is linguistic and sociolinguistic conventions knowledge. Meanwhile, he introduced capacity as the ability to use knowledge as a tool of creating meaning in a language. Hence, he argued that ability does not belong to competence components

Bachman and Palmer (1990) defined pragmatic knowledge as the aptitude to create and interpret discourse. Then they added that it includes two subfields; knowledge of pragmatic conventions for uttering appropriate language features and interpreting the illocutionary power of discourse. The knowledge of sociolinguistic conventions, this is interpreting the appropriate language discourse in a given context in relation to the language use (Bagarić et al.,2007).

2. The strategic competence

As part of the communicative competence, the strategic competence plays a crucial role during oral interactions and enables the speakers to compensate for the lack of language knowledge and skills (Littlemore & Low, 2006).

2.1 Definitions of the strategic competence

The strategic competence is a term suggested by Canale and Swain in the 1980s to refer to verbal and non verbal communication as a result of performance variables or incomplete competence (Dibekulu Alem, 2020), that is to say, it indicates the key ability to deal with the knowledge of verbal and nonverbal systems to make up for breakdowns like self-rectification and simultaneously to improve the adequacy of correspondence, for example, perceiving talk structure, actuating foundation information, context oriented speculating, and enduring uncertainty (Yano, 2013).

Poulisse et al. (1984) defined the communicative strategies as "Strategies which a language user employs in order to achieve his intended meaning on becoming aware of problems arising during the planning phase of an utterance due to his own linguistic shortcoming" (p.72). In other words, strategic competence is considered as a cognitive skill that permits it to interfere in all research solutions to specific problems whereas, is not considered as directly related to language proficiency (Dibekulu Alem, 2020).

On the other hand, Tarone and Yule (1989) defined strategic competence as "the ability to select an effective means of performing a communicative act … strategic competence is gauged not by degree of correctness… but rather by degree of success, or effectiveness." (p. 34) That is to say, they defined strategic competence as the capacity to choose a successful method playing out a communicative act (Rababah, 2005). Likewise, both of them suggested two regions connected with strategic competence: the student's expertise in conveying messages effectively and understandably to the listener or understanding the data, and the utilization of correspondence procedures by both the speakers and listeners to tackle their concerns when emerging over the span of communication.

Indeed, Strategic competence is the capacity for transmission of correct information to the listener through the use of communication strategies in order to solve problems that occur during the process of transmission. On the whole, strategic competence is a way to communicate successfully and to overcome different difficult situations that any non-native speaker can face.

2.2. The strategic competence viewed as a set of metacognitive strategies

Strategic competence is described by Bachman, et al (1996) as a set of metacognitive strategies and involves association of language knowledge and metacognitive procedures which give language users the capacity to communicate effectively. That represents a higher request leader process, providing a mental management function in language use, also in other cognitive exercises. Utilizing language includes the language user's effective knowledge and emotional schemata […]. What makes language utilize conceivable is the joining of these parts as language users make and talk in situational relevant ways.

The authors mention three general aspects in which metacognitive parts cover all the aspects of assessment, planning and execution of the communicative tasks (Bachman et al., 1996). Moreover, they claimed that the components together form a set of metacognitive processes or strategies that provide cognitive management function in language use and cognitive activities that includes language learning and all its consequences.

2.3. The features of the strategic competence

Researchers identified the classification of strategic competence into different aspects. Mainly, Bachman, Palmer, Canale and Swain investigated the communication strategies that normally featured three elements of methodology used from three distinct points of view (Dibekulu Alem, 2020).

Psycholinguistic perspective: Communication strategies are verbal plans used by speakers to beat issues in the preparation and execution phases of coming to an open objective.

Interactional perspective: Communication strategies include allures for help along with other helpful critical thinking practices which happen after some issue has surfaced during communication, that is, different types of negotiation of meaning and fix instruments.

Communication continuity/maintenance perspective: Communication techniques are a set of methods for keeping the communication channel open in the face of communication challenges, furthermore playing for time to think and to make (elective) discourse plans.

2.4. Types of communication strategies

The importance of strategic competence occurs in both L1 and L2. Contrary to what is known the breakdown appears not only on foreign languages, but it occurs and must be repaired in one's mother tongue (Dörnyei & Thurrel, 1991).

Corder (1981) highlighted that strategic competence occurs when learners need to communicate, but their linguistic knowledge and competences do not let them express their thoughts and needs correctly, Corder divided those strategies into two main parts and preferred to use the two terms: resource strategies and message adjustment strategies. Meanwhile many other researchers used other terms: achievement strategies for the first

and reduction or avoidance strategies (Faerch & Kasper 1983, Ellis, 1985). (Corder, 1981). The table below identifies the different strategies and their subdivisions as follows;

Table 1

Types of communication strategies and their corresponding definitions

Part a

 Reduction or avoidance strategies

Types of communication strategies	Strategies	Definition
Reduction or avoidance strategies	Content reduction	Refers to the exclusion of some communication element, using simplified language (Elyadirim, 2017).
	Topic avoidance	This strategy is used by the speaker to evade the topic, whenever he has inadequate knowledge about a given topic (Rababah, 2005).
	Message abandonment	It is a conversation breakdown, in which the speaker leaves his speech uncompleted, once he faces any linguistic difficulty (Rababah, 2005).
	Modality politeness markers	It indicates the lack of using the appropriate language (Sulastriana, 2018). Besides, it implies the speaker's failure in recognizing the principles of social distance in a conversation, which may misunderstand the listener (Mariani, 1994).

Part b

Achievement strategies (Achievement strategies at word level)

Types of communication strategies	Strategies		Definition
Achievement strategies	Achievement strategies at word level	Foreignizing	It refers to the learner's dynamic use of words from their mother tongue and use it like it in learning an additional language (Mariani, 1994).
		Generalization and approximation	Generalization refers to the negligence of word significance and word use, and can hence be hazardous. Generalization and approximation is when t you don't have the foggiest idea about a word, you return to general words or utilize equivalents and antonyms, as not profound to mean shallow (Mariani, 1994).
		Paraphrase	Paraphrase can consist of definitions or description, models and circumlocutions, that is to say learners while speaking they would attempt to think about things the object was alluding to (Mariani, 1994)

		Code-switching and Borrowing	Code switching Refers to the utilization or the addition of a language thing other than the language utilized in the talk. Borrowing, this indicates singing something from different dialects. That is to say, the process of shifting from a language/ dialect to another in conversation (Rababah.2005).
		Literal translation	It alludes to in exactly the same words interpretation structure the local language to the objective language. for example 'Electrical stairs' for 'elevator'. (Rababah.2005).
		Repair	Is described as rehearsing for managing issues or inconveniences in talking, hearing, and understanding the discussion in discussion and in different types of talk in cooperation (Schegloff, 2000).
		Word coinage	It refers to making up an altogether new word out of existing words, for instance, if a learner did not know the word *scissors*, he or she might refer to 'cutters' (Littlemore., Low G. 2006).
		Circumlocution	It includes giving extended portrayals as a substitute for obscure jargon things (Littlemore, 2006).
		gestures	Gestures have demonstrated an influential idea for clarifying how arranging and analyzing the engine acts might have advanced into verbal communication. Cognitive theory of language creation gestures have a place with the execution stage as including the mouth and the hands (Krashen ,1990).
		Mimes	Mime is perceived as substituting and going with verbal information (Ślęzak-Świat, 2008).

Part c
Achievement strategies (Achievement strategies at the level of discourse)

Types of communication strategies	Strategies		Definition
Achievement strategies	Achievement strategies at the level of discourse	Problems	Refers to the issues that students can meet at the talk level which are perhaps interminable, since they cover the overall capacity to deal with the communication (Mariani, 1994).
		Negotiation and expectation	Referring to the scope of procedures which are once in a while called cooperative strategies since they include not simply the speaker on their own yet a joint exertion between at least two individuals, such as:; *appeal for help, ask for repetition, guessing, comprehension..*(Mariani, 1994).
		Opening and closing a discussion	Opening arrangements are expressions that simplify individuals into a conversation planned to pass the message and greeting is a genuine instance of opening groupings. While, closing a discussion is one fundamental and a corresponding part to opening a discussion which is considered to be irreplaceable (Alatabi & Albadri, 2020).
		Keeping and extended conversation	Refers to speakers taking more chances to talk, their discussion is more intricate, and offers more details and opinions to discussions (Tobin, 1984).

		Expressing feeling and attitudes	Expressing feelings and attitudes hold more uplifting outlooks towards the learning system overall and learning EFL specifically, which attitudes and feelings depend on encounters and are firmly connected with our convictions (Rastegar & Gohari, 2016).
		Managing interaction	Refers to more useful and conscious conversations, learners should follow guidelines involving rules for cooperation, and classroom interaction (Nowicki et al., 2018).

3. Strategic competence use in EFL learning environments

Celce-Murcia, Dornyei and Thurell (1995) defended strategic competence that even though it allows people to prevail over the breakdown in communication, however these difficulties are not seen as negative but an opportunity to develop their strategic competence, gain knowledge and accept making mistakes. On the other hand teachers need to use this barrier or even provide them with strategies to repair the difficult situation.

Many linguists believe in the crucial importance of strategic competence within the second language acquisition, also as the most relevant among the four components of communicative competence (Rababah, 2005). As assumed by Savingon (1997): "*The role of the language teacher is to help learners get along in real-life situations*" (p. 114) .That is to say, teachers act like student's guide and monitors in the classroom, by helping them to understand how to use the acquired language in concrete contexts. and taking into account that grammar correctness is insufficient when preparing L2 speakers to learn a foreign language. However, it is important to focus on their understanding of a given communication, in specific cultural contexts, representing fully communicative competence (Tarvin, 2015). Meanwhile, Canale and Swain (1980) assumed that it is better to make the two aspects when acquiring a second language. Truly, L2 speakers must understand native speaker's communication, without neglecting the use of correct grammar.

Therefore, it is important to involve learners in a real context, in order to increase their strategic competence use. That is the ability to overcome communication issues using different communicative strategies (Rababah, 2005). Regarding how language handles different meanings to achieve their understanding (Littlemore & Low, 2006). For instance, practicing a role play after a storytelling session provides the learners with an

opportunity to evolve their imagination in a concrete context, by using some ways to deal with conversational difficulties.

4. Young learner's strategic competence

As has been noted, "early childhood is a vital time for communication development as children learn not only the sounds, letters and words of the language(s) around them, but also how to use these tools to be understood and to describe their learning, ideas and interests" (Verdon et al., 2018).

Age plays a major factor in second language acquisition; a small number of studies were conducted in relating age with consideration to strategic competence Le Pichona et al (2012) among them Wong Fillmore (1979) she supervised 54 primary school children between the age of 9-11. She pointed to major differences between children's strategies and adults, although she didn't search for developing those strategies used in her simple life (Le Pichona et al., 2012)

Magogwe and Oliver (2007) found differences in the process of using metacognitive strategies after conducting their research in different primary and secondary schools. Furthermore, they found that Children use both verbal[7] and non-verbal[8] communication systems, especially during the early years. Indeed, they start to use them both by responding to sensory input; *light, touch, sound, and taste* (Verdon et al., 2018).

It is significant for all individuals who work with youngsters to perceive that language mixing or code-exchanging are normal techniques utilized by young learners learning a subsequent language. It will take them some time to isolate the languages they hear around them and to involve every one of those languages in suitable conditions. Meanwhile, they use what they know and exhibit an enthusiasm to impart thusly. This additionally applies to kids who come to school talking a variety of English, in spite of the fact that it is probable that they have heard their folk's code-switch among tongue and Standard English and as of now have a responsive comprehension of the language of school. There is a lot of variety in what amount of time it requires for ELLs to foster age-

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[7]verbal communication strategies: such as singing, crying or reading

[8] Non-verbal communication strategies: For instance, whispering, imitating what teachers do or say, writing, and drawing.

appropriate English language proficiency. Many elements become possibly the most important factor, like how much English kids know on passage to, how solid their first language abilities are, and the way in which they are agreeable and connected with what they feel in the Kindergarten climate. Indeed, even before they start to produce English, be that as it may, they are working determinedly on their English abilities. A few kids won't talk a lot until they can talk well; others will utilize whatever English or other language they know, and add anything that gestures they need, to participate in the exercises of the classroom nearly from Day 1. Whatever association of systems they use.

5. Some relevant strategies that improve children strategic competence

Teachers aim to improve learners' strategic competence use; taking into account different factors, such as; learners' psychological state, the context, and the teaching content.

a. *Using their first language*: This strategy allows children to use their mother tongue to communicate easily and learn faster. As well as, they can find other children speaking the same language, thus it helps to increase their sociability. Supporting English Language Learners in schools (Ontario, 2007).

b. *Silent period:* it can be performed by learners who give up communication using their native language, while they just observe, listen, and communicate using non-verbal features. Supporting English Language Learners in the classroom Ontario (2007).

c. *Producing more complex language:* Children started to mix between their first language and the acquired language, until they reached the English language. For instance, answering basic questions, like; what? Who? Which? Where? When? In telling an experience using basic vocabulary (Ontario, 2007).

d. *Think aloud* (e.g., make connections by saying, When I read this part, it made me think about the park near my house) Language Learners in schools.

e. *Plan and implement*: small-group shared reading, using multiple copies of the text. Language Learners Ontario (2007).

Section Three: Strategic Competence and Multilingualism with Young Learners

1. Communicative Competence and Multilingualism

According to Bialystok (2001) multilingual learners tend to be 'semi-lingualists': in other words they do not become completely proficient in neither the majority nor the minority languages, and hence their overall ability to communicate would be negatively affected. Therefore, such learners might not gain a 'positive self-image' as having a sense of cultural identity requires valuing one's own language (Cummins, 1978).

2. Language learning and performance in multilingual context

Psychologists over time are interested in individual competence precisely on what makes a child competent academically assumed that,

> *"Languages exist because of the functions they serve. and so how individuals learn to use language for such different purposes as to get and give information and initiate and monitor interactions with others is a major aspect of development"* (p. 1)

Jasone Cenoz and Durk Gorter, professors of research methods in education, concluded that multilingualism has a great diversity of impacts on education. Both studied the background of school children, the language policy of the school, and the sociolinguistic context in which the school is located (Cenoz & Gorter, 2010).

Young (1991) a specialized researcher in Spanish applied linguistics and SLA argued that using multiple foreign languages leads to language anxiety i.e. "complex, multidimensional phenomenon", and it impacts students differently depending on their " ethnic background, prior language experience, or learners personality"(p. 10). Moreover, (Saito, Garzaz & Horwitz, 1999) supported the idea that FL negatively affects students as higher levels of FL anxiety results among students have been growing and becoming a more serious issue impacting students.

Ringbom, (2015) an English professor at Abo Akademi University studied the role of the first FLL. Hence, the presence of a first language poses interference in the development of understanding of another language (Ringbom, 2015).

3. The effect of multilingual education on young learner's strategic competence

Among the parts of communicative competence, CSs were labeled and adopted under strategic competence. As such, strategic competence refers to the learner's ability to use the CSs, which are necessary in oral communication for language learners. They usually succeed in the conversation by using communication strategy as devices to overcome the difficulties in communicating the target language Dewi. et al.,(2018).

As one of those strategies, the children's use of the first language or home language(s) as a social marker of identity yet not educationally as an didactic resource for learning, or as a 'framework' for the acquisition of the dominant language (Slembrouck. et al., 2018), or using fillers e.g. "eee…. Hamm" by repeating words and requesting for translation. Adding to that, when the learners can't communicate a word in English, they can convey it by imitating the sounds, using their gestures, inventing new words, or depicting what they mean.

Apart from this, one potential clarification for using strategic competence as a means for communication has become makes them better communicators. Adding to that, comparisons among monolinguals and bilinguals on nonverbal control assignments have commonly shown a superior execution for bilingual children. The bilinguals' predominant performance has been tied to broad practice with two or more active languages which continually require the activation of one language, the inhibition of the other language, and the switching between the languages (Dewaele, 2010).

Language competence implies that strategic skills consolidate knowledge across languages. Such strategic abilities stay challenging to characterize. They appear to describe levels of metalinguistics awareness that empower learners to recognize similarities and contrasts in languages. In the same path, bi/plurilingual children foster explicit representations about language(s), which enable strategic competence tool- box for critical thinking (Moore, 2006).

4. Review of previous studies

A number of researchers (e.g. Bono & Stratilaki, 2009; De Angelis, 2011; Hufeisen and Marx, 2007; Moore, 2006; Singleton & Aronin, 2007; Swain, Lapkin, Rowen, & Hart, 1990) underlined: "*Multilingualism does not automatically enhance further*

language learning" (p. 2). In fact, the overall view inside the field seems to be that learning several languages is best improved, when learners are urged to become aware of, and use their previous pre-existing linguistic and language learning knowledge, furthermore communicating the FL using their own procedures.

Gumperz (1970) from California University, investigated the communication strategies used by bilingual learners, within the classroom. The author argues that such phenomena isn't arbitrary, yet serves positive and clearly comprehensible communicative ends. Fundamentally this process is considered as the method involved with *the featuring of a word or a syntactical or phonological structure by utilizing it outside of its normal context*. Therefore, Gumperz concludes that a comprehension of the degree to which minority groups use code switching as a verbal technique in regular connection

Moreover, Chostelidoua et al. (2015), worked on Language Learners' Skills and Strategies. In which they found that communication strategies are regarded as compelling in determining the learner's FL learning process. Moreover, for the situation considered the learners are identified as multilingual users and have to foster their multilingual competence, implies they utilize various languages effectively and appropriately in different circumstances for various communicative purposes, and may need to use every one of the parts of communicative competence (Chostelidoua et al., 2015).

Algerian learners as multilingual speakers are exposed to the ELL (English language learners, henceforth) at an early age (10 years old). The main goal behind teaching English is to enhance their communicative competence. In contrast to all the previously cited researchers, this paper investigates the ability of the young learners to convey verbal and non-verbal communication strategies to repay breakdowns of communication, because of the insufficient competence when acquiring a target language.

Conclusion

This chapter is a starting point that has looked specifically at the common relationship between multilingualism aspects and its impact on young learners' development of strategic competence. By reviewing literature, it has been concluded that the two variables are reliant.

Chapter Two
Research Methodology, Results and Discussion of Results

Introduction

The study investigates the use of multiple languages and its impact on communication strategies that young learners may use to overcome certain linguistic gaps. The present section investigates the use of multiple languages and its impact on communication strategies that young learners may use to overcome certain linguistic gaps. The study is mainly descriptive; it attempts to describe classroom interaction where elements of strategic competence occur. Hence the following chapter involves 3 main sections. The first section describes the methods, samples, and instruments used for data collection, which is gathered from Bouadia middle school, Bejaia. The second section, which deals with the interpretation and analysis of the results gathered from the process of collecting data. The last section discusses the results and compares previous work findings to our findings.

Section one: Methods and research design

1. Research design

The research methodology paradigm evolves a mixed approach, also known as triangulation. The latter includes both qualitative and quantitative characteristics. That is gathering procedures and elements of both paradigms. Quantitative relies on collecting data through a Role play. However, qualitative design depends on interviews.

2. The participants

The participants of this investigation are First year middle school students, studying English for the first time as foreign language. The population consists of ten groups coming from different regions and having different linguistic backgrounds. Expose the classroom environment to language variation and contact.

The sample population consists of one randomly chosen group of first year students. The group contains 25 learners composed of females and male, aged between 9 to 15 years old.

3. The purpose of the study and research questions

The present study aims at demonstrating the relation between multilingualism and young learners' strategic competence development through answering three main questions:

1. Which Communicative strategies are mostly used by the learners?

2. How does multilingualism serve the development of the strategic competence in the EFL context?

3. How does multilingualism enhance or hinder middle school learners' acquisition of English as foreign language?

4. Data collection instrument and procedures

For the sake of the validity of the conducted study, a number of instruments were adopted to collect the data. In point of fact multiple methods are used in order to gather suitable and strengthen valid results. The present study opted for two (2) types of tools, a role play assessed by a rubric, in order to assist the learner's ability to communicate and reveal the types of communication strategies employed. An interview was taken to indicate young learners' attitudes, and language practices. Finally, an interview was conducted with a number of teachers, in order to explore their attitudes and beliefs towards the languages' use within the classroom, along with the practice of strategic competence. In addition, reinforce the results of previously used tools.

Before providing these tools for learners, three sessions were taking place only for observing and note taking, whereas to make learners comfortable and to exclude some factors that may affect their performance in our presence such as shyness, stress and motivation. The aim of the role play is to find out other strategies used in the classroom by young learners.

An interview with young learners was conducted, which included seven (07) questions. The aim was to evaluate children's understanding of the question, and demonstrate their attitudes, and language practices.

A Rubric was adopted from (Pillar, 2011). A set of items uphold six (06) different variables. The first variable is Fluency, which rates the learner's ability to communicate easily within the language they use. The second variable is Accuracy; the aim is to evaluate learner's correctness using language during the process of using English language. Prosodic is the third variable that attempts to assess vocal articulation through the Para-verbal channel of the learner. The fourth variable included in the rubric is comprehension, which attempts to assess children's comprehension and their capacity to understand, and process the English language during the conversation. The fifth item which is range, aimed at measuring learner's personal and interpersonal awareness. The last variables are kinesis and Proxemic; they include the different gestures and facial expressions that many young learners can opt to express their lack of knowledge.

A set of questions were delivered for teachers in order to reinforce the different data evaluated by the rubric, and have an additional view from teachers' sides of using strategic competence by multilingual students inside the classroom.

A semi- structured interview was adopted to collect data; five (05) questions included in the questionnaire with possibility to probe the participant additional details that can be new for the researcher.

5. Description of the data collection instruments

In order to collect data for this study we have used three data collection instruments: strategic competence evaluation rubric, classroom observations, and in-depth interviews. As far as the strategic competence evaluation is concerned, we opted for a model rubric that was designed by Pillar (2011), and entitled *"Rating Schedule for Scoring Communicative Performance"*. The rubric evaluates students' performance in two main communicative tasks, the interview and the role play. In fact, the evaluation rubric involved six (6) main categories; Fluency, accuracy, and range categories test the learners' verbal communication. However, kinesis, proxemic, and prosodic assessed the learner's non-verbal behavior. Learner's performances were assessed in relation to twenty (20) communicative strategies using five points likert scale items.

The learners' interviews were designed and conducted by the authors with the young learners in Bouadia Said middle school in bejaia city. The goal of the interviews was to gather data about learners' beliefs and perceptions on language practices and use.

The questions were designed by the authors then corrected and validated by the supervisor and the English teachers (see. Appendix, 2) . Some of the interviews were in English, and others were transcribed and translated from French. Seven open-ended questions were asked to the learners and two main preconceived categories: learners' language practice and learners' language attitudes and communication behavior. Similarly, the teachers' interview involved six main questions, which aim at examining teachers' attitudes toward using strategic competence and translanguaging inside the classroom. The interviews were conducted and recorded by the authors during the last session of observations.

6. Data analysis tools and procedures

Learners' role plays were analyzed using a content analysis approach by counting the number of occurrences of each communicative strategy during the target role play performance. In fact, the authors/researchers proceeded as follows:

1- The role plays were video-recorded the learners' role plays

2- The learners' performances were then transcribed

3- The written were then corrected and checked out with the teachers of the corresponding subjects

4- The researchers reviewed the video recordings, read through the transcripts and took note of the strategies used

5- The annotations were then transferred into numbers by quantifying the number of occurrences of each communicative strategy.

6- The quantitative results were then put into statistical tables and analyzed using MS excel

7- The results were then transferred into their original form: the evaluation rubric which was adopted to evaluate students' use of CSs.

The teachers' and learners' interviews were analyzed using qualitative means. The interview data were recorded and transcribed by the researchers. They were then corrected and checked by the researchers and the teachers of the corresponding subjects. The researcher read through the transcripts and produced thematic notes. Thematic categories were identified on the basis of the thematic annotations. The researchers also analyzed learners' interviews quantitatively using emerging content categories, by

focusing on the learners' self-perceptions of the language practice inside the classroom. Similarly, the analysis of the observation was based on qualitative means using thematic categories. The researchers produced observation field-notes, which they annotated for the emerging themes; then, the themes were classified into thematic categories and compared to existing literature.

Section two: Analysis of the results

The current section interprets and analyzes the results obtained from the observation, role play activity, Rubric, Learners interviews and teachers' interview.

1. The evaluation of the role plays

1.1. Analysis of the learner' achievements in the English language role play

The target role play took place in the English session, on the last day of the observation, during two hours. The activity was organized by the teacher as part of the English language program of the 1st year middle school, in purpose to measure the use of communication strategies during oral communication activities.

Accordingly, the following section presents the results related to learner's achievement during the role play that were produced and performed during class sessions.

The results are presented in descriptive statistical tables, with each table designed in relation to a specific category from the rubric (Pillar, 2011).

1.1.1. Analysis of accuracy

The first category that is examined in this framework is *Accuracy*. It includes three items (see table 2 below).

Table 2
Analysis of Accuracy

Items	Never	Infrequently	Frequently	Mostly	Always
E) Speaks only in English	00 %	8%	20%	28%	44%
H) Pronounces words completely	8%	16%	32%	40%	4%
I) speaks with little influence of French	8%	52%	24%	16%	00%

The table above reveals the rate of accuracy noted based on the rubric upon a selected group. the statistics show a high number of learners using only English during the role play, whereas about 28% of them integrate few words from French, kabyle, and Arabic languages, however 20% of them tend to use other language frequently in their

speech, Although the use of English decreased to 8% where learners use infrequently English in their conversation, where no case has been noted for learners who never uses English in the role play provided.

The table has a high percentage of 40% learners who mostly pronounce words completely in their conversation, while 32% of them frequently articulate the words.. Approximately 16% infrequently do, where a low number of learners were able to manage to say the word completely.

As it is shown in the table 52% of learners infrequently speaks with little influence of French, and 24% have frequently speaks with influence of French where 16% mostly influenced by French language, while only 8% of them succeed to speak without influence of French language.

1.1.2. Analysis of Fluency

This part represents the elements of *Fluency*, which comprises five elements (see table 3 below)

Table 3
Analysis of Fluency

Items	Never	Infrequently	Frequently	Mostly	Always
A) Responds with little hesitation	24%	32%	16%	24%	4%
b) Speaks in complete sentences	4%	16%	28%	40%	12%
c) Sentences are well structured	4%	24%	28%	36%	8%
F) Speaks without reliance on written text	4%	4%	16%	12%	64%
G) Speech is clear and comprehensible	4%	12%	28%	40%	16%

The table shows a small number (4%) of learners who were always responding with hesitation were more than a half of the group where between never (24%) and infrequently (32%) responding with uncertainty whereas only 16% were frequently responding with little hesitation.

The table revealed 8% and 12% of the learners were able to produce a well structured sentence and a complete sentence. where a few of them 4% failed to construct a full sentence, while a high number of them did not depend on written text in their

performance. All in all, the number of learners who were clear and comprehensible went to average where the numbers were distributed between frequently 28%, mostly 40% and always 16% .

1.1.3. Analysis of Range

This category shows the analysis of range, particularly the use of vocabulary and structures (see table 4)

Table 4
Analysis of Range

Items	Never	Infrequently	Frequently	Mostly	Always
d) uses of adequate range of voc. and structures	00%	24%	36%	28%	12%

Table (4) demonstrates the high use of adequate vocabulary and structure by 36% among learners and 28% where only 12% succeed to use strong vocabulary and structure

1.1.4. Analysis of Kinesis

This classification suggests three elements of kinesis (see, table 5 below)

Table 5
Analysis of Kinesis

Items	Never	Infrequently	Frequently	Mostly	Always
m) Displays effective use of body language	00%	28%	20%	36%	16%
n) Displays effective use of facial expression	8%	20%	12%	44%	16%
o) Displays confidence in the interactive process	12%	32%	20%	28%	8%

As shown in the table (5) the learners display 2 effective use of kinesis, body language, facial expression, and confidence. Whereas a huge number of learners used effective facial expression mostly by 44% and 16% always showed use of it.

1.1.5. Analysis of prosodic

This section examined the prosodic units. It suggests two items (see the table 6 below)

Table 6
Analysis of Prosodic

Items	Never	Infrequently	Frequently	Mostly	Always
j) Speech is expressive and appropriately intonated	4%	16%	40%	36%	00%
k) Flow of speech is rhythmic and continuous	4%	44%	16%	32%	4%

The table (6) put on show 36% of the learners' speech were mostly expressive, 40% of it were frequently intonated, where only 4% failed on its expression, measurement indicated no learner has a difficulty in expressing appropriately intonation. The flow of speech attributed a higher percentage, at the same time only 4% were noted as mostly and 16% infrequently.

1.1.6. Analysis of Proxemic

The last category includes Proxemic analysis (see the table 7 below)

Table 7
Analysis of Proxemic

Items	Never	Infrequently	Frequently	Mostly	Always
1)Is aware of pers. and interpersonal space	4%	8%	28%	36%	24%

Table (7) demonstrates the total of learners being aware of personal and interpersonal space. As shown above, 24% of learners have mostly awareness toward personal spaces, while 28% and 36% set as most to be frequently and mostly aware of. Whereas, little percentages are regarded as a slight number of personal and interpersonal awareness.

1.2. Analysis of the learner' achievements in the French language role play

The target activity took place in a French session (see, Appendix 1), the French language teacher agreed to do the activity to enable us to compare it to the English performance during the role play. The coming sections deal with the analysis of the role plays, classified in terms of the rubric categories; *Accuracy, Fluency, Range, Kenisic, Prosodic, and Proxemic.*

1. 2.1. Analysis of accuracy (the French language role play)

Table 8

Analysis of Accuracy;

Items	Never	Infrequently	Frequently	Mostly	Always
E) Speaks only in French	4%	4%	16%	16%	60%
H) Pronounces words completely	4%	12%	4%	36%	44%
I) speaks with little influence of Arabic	8%	32%	28%	32%	00%

Table (8) manifests a large number of learners who used only French during the role play. At the same time, 16% of learners used some words from other languages (Arabic, and French), and 4% noted those who use their mother tongue. Further, the second measured item reveals a great number of learners pronouncing words effectively, while only 4% goes beyond frequently to rarely. Apart from this, the analysis indicated that the influence of Arabic was attributed by most learners, at the same level 32% of infrequent influence of Arabic. A small portion was not affected by Arabic.

1. 2.2. Analysis of Fluency (the French language role play)

Table 9

Analysis of Fluency

Items	Never	Infrequently	Frequently	Mostly	Always
A) Responds with little hesitation	36%	20%	24%	12%	8%
b) Speaks in complete sentences	8%	12%	28%	20%	32%
c) Sentences are well structured	4%	20%	32%	8%	36%
F) Speaks without reliance on written text	4%	4%	16%	12%	64%

G)Speech is clear and comprehensible	4%	12%	28%	40%	16%

Table (9) demonstrates a small number of learners who responded with uncertainty, whereas 36% answered with hesitation. By the same token, 32% of learners replied with complete sentences, while 12% and 8% were not. Additionally, learner sentence structure was balanced from well organized to frequently, though only 4% fails in producing an organized speech. Moreover, speaking without reliance on written text is highly noted, since small percentages show the contrary. During the French role play the speech was mostly understandable at the level of 40%, 28% was marked as frequently, and only 4% was not clear.

1. 2.3. Analysis of range (the French language role play)

Table 10

Analysis of Range

Items	Never	Infrequently	Frequently	Mostly	Always
d) uses of adequate range of voc. and structures	8%	20%	28%	36%	12%

As the Table (10) shows, most learners used a sufficient range of vocabulary, 28% was frequent, and 20% was infrequent. However, a small number of learners used a limited vocabulary.

1. 2.4. Analysis of Kinesis (the French language role play)

Table 11

Analysis of Kinesis

Items	Never	Infrequently	Frequently	Mostly	Always
m) Displays effective use of body language	16%	4%	28%	32%	20%
n) Displays effective use of facial expression	8%	20%	12%	40%	20%
o) Displays confidence in the interactive process	16%	28%	20%	24%	12%

According to table (11) most learners exhibited effective body language, meanwhile 28% were frequent, and 16% remained at rate. As well as, most learners show effective use of facial expressions, 20% were beyond complete to infrequent use. Although a small percentage of learners didn't show facial features. Confidence in the interactive process was between 28% and 20%, while 12% was the rate of learners who were more confident, and 16% who were not.

1. 2.5. Analysis of the Prosodic French language role play)

Table 12

Analysis of Prosodic

Items	Never	Infrequently	Frequently	Mostly	Always
j) Speech is expressive and appropriately intonated	8%	16%	24%	32%	20%
k) Flow of speech is rhythmic and continuous	00 %	28%	12%	28%	32%

The table (12) displays 32% of the learner's speech were expressive, 20% of it was effectively intonated, and 8% failed on its expression. The flow of speech attributed a higher percentage, at the same time 28% were labeled as mostly and infrequently. The measurement indicated no learner has a difficulty in speech continuity expressive.

1. 2.6. Analysis of the Prosodic French language role play)

Table 13

Analysis of Proxemic

Items	Never	Infrequently	Frequently	Mostly	Always
l) Is aware of pers. and interpersonal space	8%	4%	36%	28%	24%

The table (13) demonstrates the total of learners being aware of personal and interpersonal space. As shown above, 36% of learners have awareness toward personal spaces, while 28% and 26% set as most to be completely aware of. On the other hand, little percentages are regarded as absence of personal and interpersonal awareness.

1.3. Comparison between English session result and French session

According to the findings obtained from the analysis of learned accuracy from English and French role plays conducted , first and foremost the result showed that the amount of learners uses only the target language in the French role play. Higher than the one in the English role play. Likewise, at the level of pronunciation there are high numbers between mostly and always pronouncing words completely compared to English role play where learners tend to not pronounce words in English completely. In contrast the tables display a great number of learners who are influenced by French in English role plays rather than Arabic in French ones.

At the level of fluency the capacity of using French language is more continuous, rapid, where learning enables learners to produce well structured sentences and preserved speech compared to English role plays.

At the level of vocabulary a remarkable use of range vocabulary in the French role plays higher than in English ones.

During the English role plays learners engage in a high amount of non verbal communication in their speech such as body language and facial expression, body posture gestures in comparison to French role plays.

In comparison to French role plays, English role plays are labeled lower range at the level of meter, rhyme, the sound and pattern of words and intonation.
In both role plays learners demonstrate empathy, recognize the emotion and perspectives of others at the same high intensity

1.4. The role plays Analysis

A role play activity was conducted with young learners that was recorded and written by the authors. The role play analysis had revealed learners' interaction and the language use in the activity. The observation of the role play had determined the learner's use of several communication strategies to overcome their linguistics knowledge.

The following table reveals how frequent the different reduction or avoidance strategies appeared and used by learners during the role play activity. Topic avoidance strategies had been used seven times by learners while message abandonment appeared three times in the role play.

Table 14

The frequency of Reduction or avoidance strategies

Communication strategies	Frequencies (occurrences)
Message abandonment	03
Topic avoidance	07

The table below shows the achievement strategies at level of the sentence appeared in the role play by learners which eleven (11) strategies accrued, therefore, only (3) strategies were mostly used by the learners which are Approximation (13) times, than it is followed by Code-switching and gap fillers with (12) time appeared. Whereas, (6) times the borrowing strategies have been used by young learners, While approximation, translation and circumlocution have been shown (5) times. Then followed by Foreignizing (4) time, generalization, word coinage (3) times. Finally, the repair strategy has appeared only two times by learners during the role play activity.

Table 15

The frequency of Achievement strategies at word level

Communication strategies	Frequencies (occurrences)
Foreignizing	4
Generalization	3
Approximation	13
paraphrase	5
Code- switching	12
Borrowing	6
Translation	5
Gap fillers (gestures)	12
Circumlocution	5
Word coinage	3
Repair	2

The last table determines the achievement strategies at discourse level and how frequent they appeared. (6) Strategies revealed, the most used strategy is keeping and extending the conversation with (16) time used by learners, for instance; learners tend to expect questions and answer it, and ask for help from their classmates or teacher, those strategies are among the most strategies used with (10) times. Followed by negotiation meaning (8) times, whereas, opening and closing discussion appeared only (7) times by learners. Finally, only (6) time learners succeed to manage interaction during the role play activity

Table 16
The frequency of Achievement strategies at discourse level

Communication strategies	Frequencies
Negotiate meaning	8
Expectations	10
Opening and closing discussion	7
Keep and extend the conversation	16
Managing interaction	6
Ask for help	10

1.5 Summary of the role plays analysis

The role play activity reveals young learner's use of communication strategies in their dialogues to overcome their linguistic gaps and keep their conversation going.   The results showed three main categories of communication strategies; 'reduction *or avoidance strategies, achievement strategies at level of the sentence and achievement strategies at discourse level.'* And more than twenty sub categories; '*Foreignizing, Generalization, Approximation, paraphrase, Code- switching, Borrowing, Translation, Gap fillers (gestures), Circumlocution, Word coinage, Repair, Message abandonment, Topic avoidance, Negotiate meaning, Expectations, Opening and closing discussion, Keep and extend the conversation, Managing interaction and Ask for help.'* Therefore, 6 majors' strategies were frequently used by young learners in all their conversations that are '*keep the conversation going, approximation, code-switching, gap fillers, expectation, and ask for help.'*

2. The analysis of the classroom observations:

The aim of this part is to present and analyze the results of classroom observations, which were conducted from March 1st, to 31th, 2022 that is conducted in Bouadia Said middle school. The goal of these observations was to examine learners' language practices within the English language classroom, with a particular focus on the learner's communication strategies used. Four most frequent themes selected for analysis: *Back and forth use between French and English, Participation, Non-verbal communication, Foreignizing.* Therefore, the analysis progresses on the basis of thematic analysis.

Theme 1: Back and forth use between French and English

Learners tend to use French and English interchangeably during each of the two sessions. For instance, learners call their teacher of English "maitresse", meanwhile, they use the English word "absent" to refer to the French expression "il est absent".

Theme 2: Participation

The rate of participation in English class is higher than in French sessions. This phenomenon appeared due to the natural state of English teachers who raise interaction in the classroom, as well as, English set to be a new language for them which increases their sense of curiosity. Also, it can be related to different social factors such as anxiety, motivation, and shyness.

Theme 3: Non verbal communication

One of the main phenomena commonly noticed during the observation was the extreme use of body language, facial expressions and gap fillers to overcome the communication breakdown. Such that learners raise their hand and get up when they are sure of their response.

Theme 4: Foreignizing

Last but not least, learners often take words from their native language and use it like it is an English word. Such as adding the prefix "ation" to Kabyle language and inventing a new word. For example, the word "axxamation", which means a house in Kabyle, which is a word frequently used among learners.

3. Analysis of learner's interviews

The Interviews with learners were conducted and written by the authors, with no recordings.   Some of the interviews were in English, while others were in French transcribed and translated.

 The interviews were checked by the authors and supervisor, where the transcripts were checked by the English and French teachers in the middle school where it was conducted.

The analysis of data was accomplished using combination thematic and content categories. Consequently, the analysis of data has included the main pattern of language practices that have emerged from the analysis of interviews, in addition to quantitative analysis of frequency of those practices in which the results of the interviews were analyzed quantitatively using simple statistics.

As far as question one is concerned; whether learners watch any cartoons. the majority of respondents affirmed to watch cartoons (84%),whereas only (16%) have shown no interest in watching cartoons. Further analysis of these patterns showed that (33,33%) of learners watch cartoons in Arabic or French; (28,57%) watch them in French; (23,80%) prefer Arabic or English; unexpectedly, (14,23%) of the learners watch in Japanese subtitled in French.

Close reading of responses showed that most learners react in different ways toward teacher's language use in the classroom in the sense that (88%) preferred teacher use of another language in addition to English, and   (12%) wish the teacher use only English. However different patterns were revealed in fact while (36,36%) of learners prefers using other languages for the sake of understanding, while (31,81%) for the sake of memorizing , (13,63%) want teacher translanguaging, that is in the session of English want the teacher to use French, and in French session to use Arabic or English. (18,18%)of learners who wish teachers to use other languages, so that they expand their vocabulary.

Responses of question 3 valid that some of the answers by yes they understand their teacher when she speaks (12%) , Meanwhile (16%) of them sometimes understand, other times they don't. As a matter of fact, (72%) of learners highlighted a specific situation that needs specific reaction, in fact while (31,81%) asked for clarification or asked their classmate for help, the other (22,72%) said that they relate to previous

knowledge or simply keep silent. while (13,63%) of learners ask their teacher to repeat or translate for them. (9,09%) of them said that they ask their teacher for clarification, and (22,72%) of learners claimed that they guess the meaning and reply randomly to the question asked by their teacher.

Similar to question three learners are required to explain their reactions toward teachers' answers to which they don't have a response; learners mentioned a diversity of strategies, which they use when they don't know the answer. Most of the strategies can be described as follow; 24% they keep silent, 20% they ask to paraphrase and say the question in another way, while, 24% of learners ask to translate the question into another language, 16% they say that they don't answer, finally 16% of them they answer randomly, and wait for the teacher's feedback, or they use non-verbal communication to make statement they didn't understand.

In the same wave of length asked the interviewees, in part of languages used in the classroom? Five patterns had been identified in this situation, with French use by 48%, meanwhile 24% chose both French and Arabic, 20% chose Arabic, and only 8% preferred Kabyle.

In accordance with the previous question, asking the learners if it is difficult to speak in English; (68%) said English is not difficult, in fact it is very easy, because it is similar to French, but it is demanding at the level of pronunciation. whereas (32%) said that French is difficult at the level of grammar.

Last but not least, as a response to which language they found the most difficult during their previous educational years. 44% of learners believe that French is the most complex language, because of its grammar. Besides, 24% said that Tamazight language, due to their late learning. However, 28% replied that Arabic is the most difficult in all its aspects. Conclusively, only 4% found all languages easy to learn.

4. Analysis of the teachers' interviews

Apart from that, the interview with teachers aimed at examining their attitudes and beliefs towards the use of languages within the classroom, along with the practice of strategic competence. Teachers as respondents held a positive attitude for translanguaging.

As a response to the question of practicing strategic competence in the classroom, both teachers were found to hold in positive attitudes to strategic competence. However they insisted on using English in the classroom, and revealed some strategies to help the learner avoid using his mother tongue. For example; reducing the use of other languages by oral presentation, performances, writing assessments and portfolios.

With the addition, teachers show to be aware of using strategic competence to compensate for the learner's communicative weaknesses and their limited mastery of English language.

Despite the fact that both teachers have a positive perception of using translanguaging in the classroom, it is done in some way selectively. As well as teachers allow the use of French. In addition, the respondents provided a set of reasons behind using translanguaging. The teachers stated that using other languages in such pedagogical activities, specifically translation, is used when the learner's learning is blocked due to the lack of understanding. Besides, the use of translation is considered as a form of strategic competence, and it is helpful for learners' learning and motivation.

Once again when inquiring about the importance of strategic competence for students both of the two teachers affirmed that this later is well important and that the mastery of grammar and vocabulary are insufficient and necessitates an effective skill with the use of communicative strategies. Therefore, the teachers are aware of the importance of students' different communicative strategies that compose the strategic competence.

As far as this question concerned teachers where inquired of the importance of multilingualism is the use of communication strategies the respondent affirmed that absolutely,   since communication breakdowns can occur in authentic speech language learners must develop and integrate strategic competence to acquire the language or the languages efficiently .

The results show that the teachers are aware of the relationship of multilingual learning experience and the efficiency of communicative strategies used.

5. Summary

The research was conducted in 8 sessions of observation in middle school. The focus was learners aged from 11 to 15 years old. The aim of the research was to

investigate Learner's strategic competence affected by multilingual education. The study involved a role play activity, in addition to an interview for both English teachers and learners comprising different questions. The role play was done for both French and English sessions. As the analysis showed, learners have the capacity to hold a conversation using acceptable vocabulary mostly pronounced correctly in English conversations, while their speech has little influence on the French language. Another common key point, the analysis marked a significant number of learners whose speech was clear and understandable. In the light of strategic competence, learners provided an effective use of body language during the role play, specifically when they have a difficulty to carry on the speech.

For the sake of comparison, statistical analysis has shown that the learners have a higher vocabulary and a better pronunciation in French than in English. In addition, a noticeable number of learners are influenced by the French language. Furthermore, it has been noticed that when learners use French, they speak in a continuous and rapid rhythm rather than in English; they make pauses. However, in English role play the learners used more body language compared to French.

The conducted interview was during the last session of observation period, a group of twenty five (25) learners were randomly chosen to answer the interview question, where direct questions were asked taking into consideration learner's level. Seven (07) simple questions were asked in both English and French. The learner faced some difficulties understanding the question and answering it, while a great amount of data was collected from the interview. The aim of the interview is to explore learners' attitude and language practices during the English classroom.

The interview questions were submitted to learners interrogating their language use, and the different languages which are active in their communications, answers were divided between English, French and Arabic. Therefore, diverse patterns emerged and were observed during the interview.

Finally, two English teachers collaborated in an open-ended questionnaire from the same middle school, in order to reconfirm the result of both the rubric and the interview of learners. Six questions were asked to the teachers about the use of strategic competence and the benefits of multilingualism in the teaching learning process. Thus,

they provided a positive perception toward using communication strategies and translanguaging among learners to facilitate the learning.

Section Three: Discussion

The previous section dealt with the analysis of the results. Learners' performances were assessed using an evaluation rubric, in addition to their perceptions and attitudes which were analyzed using thematic and content categories. In this section, we attempt to discuss the results of the study in light of previous research findings, and compare them to ours. The discussion is organized around the three main research questions that can identify as follows;

1. Research question one

Which communicative strategies are the most used by the learners?

The findings of the present research have shown different strategies used by young learners in the classroom when they are acquiring a new language. A set of strategies were observed during the collection of data, with three major categories and more than twenty strategies. The communication strategies data found were recorded and analyzed by the authors. The results revealed there are (6) major strategies used by learners; *keep the conversation going, approximation, code-switching, gap fillers, expectation, and ask for help*.

These findings have indicated that the most ambiguous strategy for learners is *word coinage*. Indeed, using cognate's breaks down language rules. Besides, it might become a habit to use inexistent words subconsciously, as if they were the correct form. i.e. a participant in the role play used a word from French language "écrire", in which they added the prefix "tion" to create a new word, that means "writing". On the other hand, the most important strategy that needs to be improved is keeping conversation going; for the reason of engaging them in social interactions and managing conversation in their academic performance and daily language use.

In a previous study about the types of communication strategies used in EFL classroom with young learners, Dewi, et al (2008) identified ten (10) types of strategies used in the classroom that are: *gap fillers , self repetition, code switching, appeal for help, self repair, asking for confirmation, message abundance, omission, approximation, and literal translation.* Wijayanto and Hasatute (2021) investigated the use of communication strategies by Indonesian EFL learners in English conversation class. The aim of the latter

is to reveal the different communication strategies used by the learners in the elementary-level school at an English language course in Surakarta-Indonesia. The data were collected through recording the conversation between the teacher and learners in teaching learning activities. The data were recorded and analyzed according to the taxonomy of communication strategy proposed by (Dornyse, 1995). The result showed that several strategies that were mostly used are time gaining when communicating whereas strategies that were mostly used among learners are: *avoidance strategy, fillers, ask for help, and ask for clarification, expressing feeling and attitude and message abandonment.*

In addition, Communication strategies applied by the eighth grade students in speaking class at Muhammadiyah program (Cita, 2018), the research aims at investigating communication strategies by 8th grade student in speaking class and identifying the most frequent use type among them, the participant of this research are eighth grade students in Speaking class at Muhammadiyah Program Khusus Surakarta in 2017 / 2018 academic year consists of 27 student. Data were collected through observation, interview, and document analysis and being analyzed based on the taxonomy of communication strategy proposed by (Dornyse, 1995). The result revealed the use of 2 type's: avoidance strategy and compensatory strategies and 8 strategies applied in classroom which are: *Message abandonment, topic avoidance, Circumlocution, Word Coinage, Nonlinguistic Signals, Code-Switching, Appeal for Help and stalling or Time Gaining Strategies*. Whereas the most strategies used by the learners is *Stalling or Time Gaining Strategies* and less applied is *Topic avoidance*.

Our research is in line with Dewi, et al (2018) research in terms of the process of collecting data. However the findings of both two research works are different in the number of strategies found. This difference is due to the limited number of instruments used in the process of collecting their data or the need of the researchers to find reasons behind the use of those strategies, which   led to a reduction in the number of strategies used.

On the other hand, the focus in our research was to investigate the actual use of communication strategies in the classroom, with the use of a large number of tools to reach out the aim of the research. Furthermore, Ten (10) strategies were found in Dewi et al (2018) research which are*: gap fillers, self-repetition, code-switching, appeal for help,*

self- repair, asking for confirmation, message abundance, omission, approximation, and literal translation. As can be noticed, nine out of ten of these strategies have been identified in our research, the similarities of results in both researches can be justified through which can be justified by the fact that the case of study was chosen also because communication strategies are universal in terms of use.

Furthermore, (Cita, 2018) investigated the use of CS by 8th grade students in speaking class and identified the most frequent use type. The results conducted in her research of strategies used among learners are 2 types of strategies and 8 sub strategies. Concerning the strategies, the researcher mentioned avoidance *strategy and compensatory strategies* while the 8 sub- type of strategies applied in classroom are *message abandonment, topic avoidance, circumlocution, word coinage, nonlinguistic signals, code-switching, appeal for help and stalling or time gaining strategies*. It's worth noting that the two researchers are similar in terms of the size and category of population, the skill focused on and the methodology used. In addition Cita (2008) identified only one mostly used strategy which is *stalling* or *time gaining strategies* and a less applied one which is *topic avoidance*. Therefore, it can be concluded that learners belonging to this category have a universal common set of shared communication strategies in the EFL context.

Moreover, Wijayanto and Hasatute (2021) investigated the use of communication strategies by Indonesian EFL learners in English conversation class and identified 6 major strategies that are used frequently by learners in the classroom, and which are avoidance strategy, fillers, ask for help, ask for clarification, expressing feeling and attitude and message abandonment. It's worth noting that only two (02) strategies identified in this study are similar to those identified in our study, this concerns *asking for help and gap fillers.* Although the four strategies are not mostly used in our context, they are also used by the learners in our study, but at a lower level of frequency. Accordingly it can be concluded that though young EFL learners use a common set of strategies the choice and frequency of this later may differ from a country to another, according to the surrounding social linguistic environment.

To conclude, the use of communication strategies in the classroom is universal and shared between learners, especially with multilingual learners who have the capacity

to use multiple languages to express their ideas and thoughts. The results revealed in our research are approximately the same with previous international research that investigated the same issue.

2. Second research question

How does multilingualism serve to build strategic competence in the EFL context?

In relation to the results, different aspects were noted in both French and English sessions about language use, and how they built learner's strategic competence within the classroom.

The analysis revealed that learners used different languages in the classroom; in addition, they overuse French language, as they use it in the English medium conversations. This phenomenon evolved into several aspects; (1) translanguaging. i.e.; the process of using different languages back and forth in the same conversation, in addition to foreignizing which concerns vocabulary transfer between French and English. (2) Language contact, in which learners adopt French rules and apply them when using English. For example, they don't pronounce 'final's' when using the plural form in English. To say nothing of, learners take words from French language and use it as it is. For example during the role play a learner pronounces the French word "camion" with an English accent; as if it is the same word in both languages but with different pronunciations.

Apart from this, teachers showed a positive attitude toward the use of translanguaging in the classroom. Additionally teachers do what makes learners comfortable, thus, they encourage the use of French when facing language breakdown, especially through translation.

In a paper titled **"Plurilingualism and strategic competence in context"**, Moore and Fraser (2013), review how competence in two languages, and specifically extends language awareness, serves as resources to build knowledge in context. The main focus of this research is classroom interaction, small groups of children ages between 8-10 years old discover meaning in a text which is a language unknown to them (Mandarin written in the Chinese script). The study is qualitative, dealing with bi/plurilingual children in contrasting school settings using French and German as medium of instruction: (1) a bilingual school in Alsace, where children speak Alsatian and/or French in their families;

(2) a school in Switzerland, where children speak French and a variety of other languages at home (Arabic, English, Italian, Portuguese, Punjabi etc.).

The different tasks involving drawings, and comprehension of both oral and written texts in a number of unknown languages were designed to observe spontaneous strategies and abilities to transfer knowledge from one linguistic context to another. The findings presented focus on one of the tasks presented to children. They were shown the same text, first in Chinese and then in Catalan, and were asked to decide collectively what they were about. Children were asked to work in small groups of four, and each group was recorded. The data assessed exposed how learners depend on previous resources of knowledge, specifically from their second language acquisition, whether at school or at home. Children who best succeeded in the tasks used two (apparently) contradictory movements: they could reduce the distance between languages; they could also accept language distance, to build new grammar theories about language. Nevertheless, the comparison between different groups of school children, in different learning situations, showed important differences in their language use.

In relation to previous work (Hopp, 2018) who investigated the cross-linguistic effect on child third language grammar acquisition: sentence comprehension and production among Turkish-German and German English learners. The researcher focused on speakers learning a foreign language as an early L3 transfer grammatical properties from the dominant second language (L2). As an instrument for collecting data, he used a sentence repetition task and a picture story retelling task. The tasks point to grammatical phenomena that were either different between English and German, that is, sentence order verb and adverb placement, or between English and German, on the one hand, and Turkish, on the other, verb-complement order as well as subject and article realization. The study involves 31 Turkish-German matched groups, and 31 monolingual German children learning English in grades 3 and 4, and we compared sentence repetitions as well as oral sentence production across different grammatical phenomena using parametric statistics. In both tasks, the two groups performed indistinctly from each other, and both groups showed selective transfer of grammatical rules from German. These findings revealed L2 transfer from a typologically related language in sequential child L3 acquisition.

Moore and Fraser investigated Plurilingualism and strategic competence in context with young learners in comparison to our research. The two focus on plurilingual young learners with different   procedures to collect data. They used different tests such as drawing, comprehension of both oral and written texts in unknown languages. The aim of the test is to observe spontaneous strategies and abilities to transfer knowledge from one linguistic context to another.

According to Moore and Fraser's findings, Children use two contradictory movements to reduce the distance between languages; they could also accept language distance, to build new grammar theories about language. which is approximately in line with finding affirm in our research, the finding demonstrates learners' grammar transfer; where learners use rules from French and apply it in English unconsciously to reduce the language gaps.

On the other hand, Hopp worked on comparing cross-linguistic influence in the child third language acquisition of grammar present research showed nearly the same results found and explained in our research that aims at finding out can multilingualism build strategic competence in context, the two researchers focus on the use of two or more different languages in the classroom and its actual application by young learners, the results shown in both researchers learners tend to use vocabulary transfer and grammatical transfer from L2.

In addition to our research numerous works agreed on the positive use of multilingualism in the classroom and its importance to improve learners' communication strategies inside the classroom, especially young learners who depend mostly on the L2 to learn a new language.

3. Third research question

 How does multilingualism enhance or hinder middle school learners' acquisition of English as foreign language?

The data exposed in our research the importance of multilingualism in the process of teaching a foreign language for young learners. Although, there is a necessity to use English inside the classroom, it is important to integrate other languages while teaching. Besides, it has been determined the significance of learners using strategic competence to compensate for their limited language mastery. Therefore, the results obtained indicated

that learners depend on previous languages learned to acquire a new language. As well as, learners use a number of different languages to communicate inside the classroom with both teachers and classmates that are; French, Arabic and Kabyle.

In the same wave of length, Mushi (2021) research focuses on children's use of multiple languages in both school and home settings. The study determined factors that activate the use of, and fluency in different languages, and how fluency is related to thought processes, communication, and school performance. Parents' and Teachers' responses were the main sources of information. The collection of data was in 3 schools, by focusing on multilingual children; with all languages (two or more). Besides, the data were collected from parent questionnaire responses, parent interview notes, and teacher observation during class interactions.

The results of this research showed both school-related and family-related factors that supported childhood multilingualism, parents' and teachers' attitudes towards multilingualism and its importance in children's thought processes, communication, and school performance.

Another common research (Mushi, 2021) investigated the use of several languages in learning school content in early childhood. The data were collected from 25 classrooms in five schools in Tanzania. The data collection process included structured classroom observations of teacher-student interactions, parent questionnaire responses and interviews notes, and teacher interview notes.

The study results affirmed the importance of both school and family environments in supporting the use of multiple languages in learning the school coursework content. As well as this research revealed the drawbacks of forcing children to use only one of the languages they use.

Knowledge of teachers' beliefs is central to understanding teachers' decision-making in the classroom. The present study examines Norwegian language teachers' views on multilingualism and the application of a multilingual pedagogical approach in the third-language (L3) classroom. The data collection was from a focus group discussion with 12 teachers of French, German and Spanish based on qualitative content analysis. The teachers view multilingualism as a potentially positive asset. Hence they think that multilingualism is beneficial to their own language learning, they do not conclude that it

is automatic. The teachers argued about the frequent use of their learners' linguistic knowledge of Norwegian and English when teaching the L3. Therefore the collaboration across languages could enhance students' language learning.

In a recent experimental study on accessing school content using multiple languages in early childhood from 25 classrooms in five schools in Tanzania, Mushi (2021) revealed the drawbacks of forcing children to use only one of the languages they use in their social environment. In another research conducted by the same author in three other schools in Tanzania to investigate multilingual children' use of multiple languages in both school and home settings, it was possible to determine the factors that activate the use of and fluency in different languages, and to find out the importance of parents and teachers' attitudes toward children's performance. These findings are similar to ours in that they reveal the ability of young learners to use several languages inside and outside the classroom.

Similarly, Haukås (2015) explores teachers' beliefs about multilingualism and multilingual pedagogical approaches. His findings are in line with the results of the teachers' interviews in our research in terms of teachers' positive attitude toward using multilingualism in the classroom in order to enhance and develop learners' capacity to acquire a new language effectively.

All in all, teachers in previously mentioned research encourage the practice of multilingualism in the classroom as a tool to enhance learners' performance and promote language learning. In addition to our research, such studies aim at enhancing children's language's learning by integrating multilingual pedagogical processes.

General conclusion

1. Review of the purpose, methods and efficiency of the study

This study aimed at investigating the relationship between multilingualism and the use of EFL strategic competence. In more precise terms, it aimed at exploring young learners' multilingual practices and their influence on the use of English-based communication strategies within the EFL classroom. Moreover the investigation attempts to explore learners' and teachers' attitudes toward the use of those strategies to overcome learners' communication difficulties, in addition to, highlighting the importance of multilingualism in the process of learning a foreign language. This study sought to answer the following research questions;

1- Which Communicative strategies are mostly used by the learners?

2. How does multilingualism serve the development of the strategic competence in the EFL context?

3. How does multilingualism enhance or hinder middle school learners' acquisition of English as foreign language?

In order to achieve the purpose of the study, both qualitative and quantitative methods were adopted to identify the CSs mostly used by the learners, to determine the frequencies of such use and to examine how the experience of learning and using many languages influences the use of communication strategies inside the EFL classroom. The use of a mixed-methods design and the triangulation of the results allowed us to provide responses to the three research questions posed so far, and to assure the validity of this study through convergence between the different data collection procedures. In addition, these two methods are combined by ensuring the limitation of one type of data is equalized by the strengths of another. In fact, the triangulation of the findings made the research feasible, and provided adequate information to answer the research questions successfully as a whole. Therefore, the purpose of this research has been attained effectively. And each instrument used in the process of collecting data had successfully supported in answering the research questions.

The findings of this research lead us to conclude that communication strategies are effectively employed by multilingual young learners inside the classroom. These findings were expected, due to the level of learners in the English language. Unsurprisingly, the amount of communication strategies used by the same group in the French language during the role play activity was extremely high, which confirms the influence of former language learning experiences on the new ones, that is English. Meanwhile, learners' answers to the interview revealed interesting information about the unconscious use of communication strategies when using foreign languages. In other words, the interview for learners enabled us to successfully explain learners' linguistic behavior within multilingual classrooms. Finally, we had expected that interviews with teachers would reveal teachers' attitudes toward and beliefs about the influence of multilingual practices in general, and learning in particular, to improve learners' capacity to communicate effectively in recently studied language, that is English. Besides, it has determined the importance of CSs inside the classroom to enhance learners' communication. In brief, the study succeeded in responding to research questions and to draw conclusions which are summarized subsequently.

2. Findings and Conclusions:

The study succeeded to answer the first research question "*Which communicative strategies are the most used by the learners?"*, and to draw the expected conclusion. It was revealed that various communication strategies were used by young learners in the classroom, when they are exposed to a foreign language, in addition to non verbal communication such as; gap fillers, body language and facial expression, and foreignizing. The strategies used by the learners in this study can be classified according to the degree of importance into four main groups. (1) The mostly used strategies involve *keep the conversation going, approximation, code-switching, gap fillers, expectation, and ask for help.* (2) The knowledge–filler strategies include *literal translation, guessing, keep silent, paraphrase, message abandonment, non-verbal communication.* (3) The most problematic strategy concerns word coinage. (4) The strategy that mostly needs to be developed and used effectively is keeping conversation going.

As far as the second Research question is concerned "*How does multilingualism serve to build strategic competence in the EFL context?"* two main linguistic behaviors

were used in this context: foreignizing and translanguaging. As far as translanguaging is concerned it was found that learners tend to use several languages in the language classrooms for the sake of maximizing learning. Concerning foreignization, it was noticed that learners tend to adopt French rules and apply them when speaking English and to use vocabulary transfer in their classroom conversations. Such practice is justified by the lack of vocabulary in the English language, i.e. y used French vocabulary to compensate for his lack of lexical knowledge.

In relation to research question three, "How *does multilingualism enhance or hinder middle school learners' acquisition of English as foreign language?"* The main conclusion in relation to this research question is that the learners use their previous language learning experiences to learn English. In fact, the learning of new languages is believed to depend on that of the previous languages. In addition, the learners preferred using several languages simultaneously to understand and learn a new language, for example watching cartoons in different languages like French, English, Arabic and Japanese, by combining both the oral form and the subtitles. Similarly, learners inside the classroom expect their teachers to use another language: mainly French and Arabic. Moreover, learning the English language was considered as easy as it has some similarities with French, besides the use of French in the English language classroom is not only tolerated but considered as a crucial strategy to enhance the learning of this latter.

3. Limitations and Suggestions

It was deeply admitted that this study was as soon as determined to face a bundle of barriers as an effect of so many restrictions both in finding the space, time, and relevant reviews similar to this research, in order to collect the data. In addition to methodology of research that is based on qualitative design.

First and foremost, with the spread of Covid-19 several activities were blocked, thus many schools refused to allow us to observe in their classrooms. Meantime, only one school permitted the access to conduct our research in its classes. Indeed, the latter indirectly affected the generalization of the results. Additionally, it affected the number of teachers' responses, since only two of them were able to answer the interview questions, which can impact the reliability of tools used. In addition, this study is qualitative

research it seeks to identify the patterns of English language learning within multilingual context rather than presenting quantitative data about frequencies of English language use and generalization the possibilities for large population consequently the present finding can be generalized to large population but rather inform us about a model of linguistic behavior and pedagogical practices in specific context. Therefore, it can be suggested that feature studies be conducted in different schools and with large populations in order to examine the frequency and recurrence rate of the linguistic and pedagogical practices that have been identified in the study through the use of large scale tests and questionnaires.

This study dealt with 25 multilingual children in one classroom in the Algerian context. These results cannot be relevant to a context in which children are monolingual. The focus of this research is children acquiring at least three languages from their birth (Arabic, Tamazight, and French). That is being fluent in all these languages, later on we were exposed to the English language in middle school.

After analyzing data, it seems very important to integrate a number of attributes, thus the following suggestions were significantly relevant to be considered by other researchers in the same area.

1. By taking into account the findings of this research, it is important to narrow down the focus of the research. That is to direct toward one particular type of strategy used by learners.

2. In the same line, it can be considered relevant to investigate the gender differences in the use of communication strategies among young EFL learners.

3. As far as the results are concerned, it is far-reaching to expand the coverage of the research area, by using further research- instruments. Particularly, integrate home context, by engaging children's parents in interviews or a questionnaire for depth insights.

4. Significant and Implications of the Study

The present research aims at examining the effect of multilingualism on young learners' communication strategies, which can help both teachers and learners to be aware of the communicative patterns and strategies frequently and less frequently used inside the Algerian EFL classrooms. Moreover the study seeks to advance the understanding of communication strategies used among multilingual learners, by highlighting the importance of multilingualism and translanguaging in facilitating the use

of communication strategies in the classroom by young learners. Furthermore, while working on previous work similar to our study, it was challenging to find out a research that combines the two variables; multilingualism and strategic competence with young learners. Most of the research and articles were interested in the field of adults; few of them were investigating young learners. Consequently, it can be assumed that the finding of the present study constitutes an interesting contribution to the field of language teaching in general and EFL in particular.

The present investigation has revealed the important role of the EFL teachers in the teaching and learning context, since they should create a home-like environment for learners. Therefore, teachers should work directly or indirectly on raising learners' awareness toward strategic competence at an early age. By providing more efficient time for teaching them the appropriate use of strategies in learning context. Besides, teachers need to introduce communication strategies in real life communication context, as well as empower and foster their use. By learning how to use these strategies effectively, learners will be able to overcome any barrier among academic and non-academic communication situations.

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Communicative competence in a Second Language.

Appendix I:
The main materials resources of the role play activity
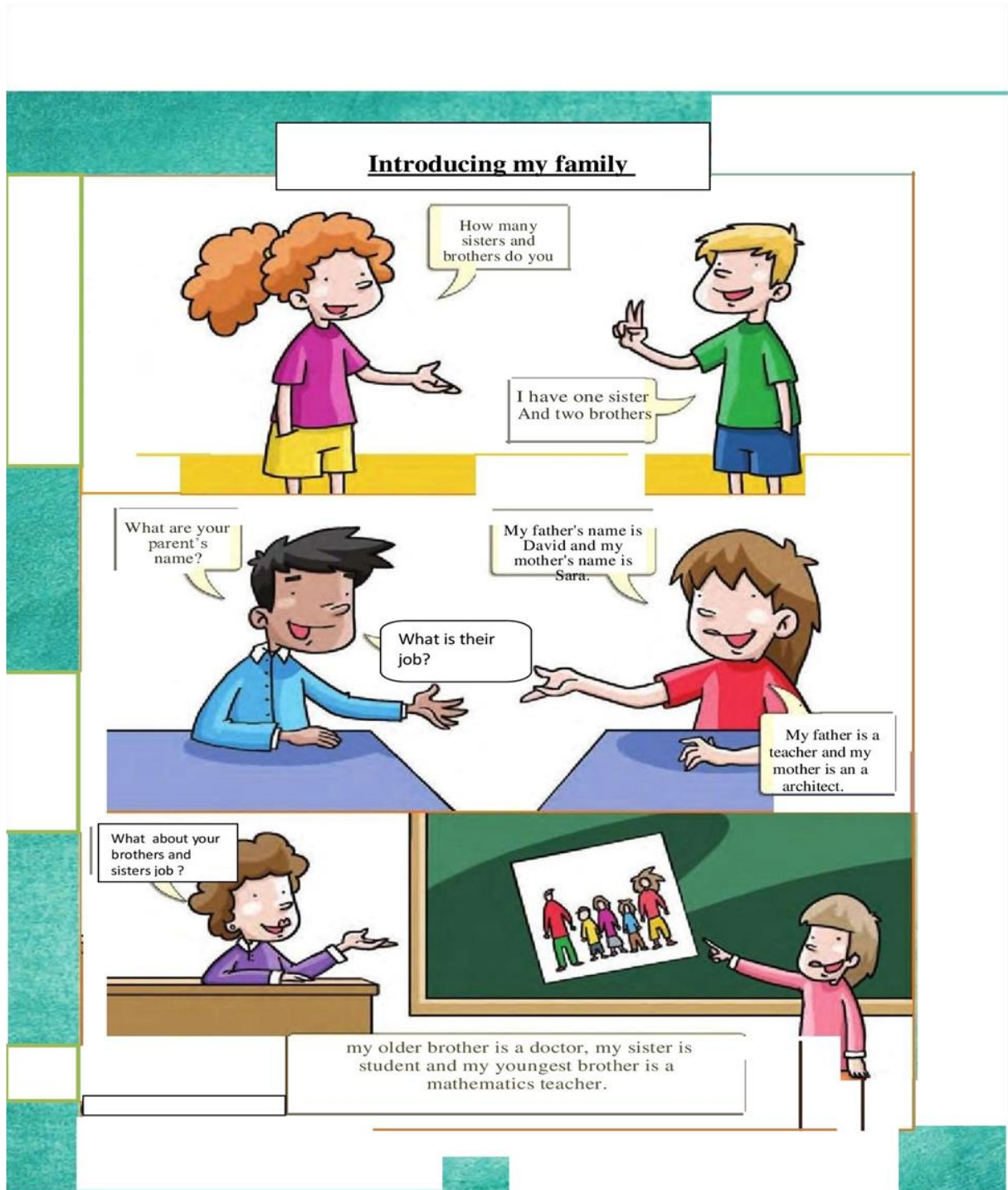
Appendix II:

Learners' interview

 Name: ....   **gender:** ....
  Age: ....   **date:** ....

1. Do you watch any cartoons? In which language do you feel comfortable to watch your favorite cartoon?
....
....
2. Do you prefer your teacher to use another language in the classroom? Why?
....
....

3. Do you usually understand what your teacher says? How do you save the situation?
....
....

4. If the teacher asks you something you don't know in English how can you behave?
....
....

5. What are the languages that you use during English class?
....

6. Do you find that it's difficult to speak in English? Why?
....

7. What is the most difficult language you learned during your studies?
……………………………………………………………………………………………………
……………………………………………………………………………………………………

Appendix III:

Teacher's interview

1. How can you rate students using other languages to communicate inside your classroom?

…………………………………………………………………………………………

…………………………………………………………………………………………

2. What do you think are the reasons behind using strategic competence?

…………………………………………………………………………………………

…………………………………………………………………………………………

3. What are the major skills to adopt when teaching a foreign language classroom?

…………………………………………………………………………………………

………………………………………………………………………………………

4. Do you allow the use of different languages during your course rather than the English language?

…………………………………………………………………………………………

…………………………………………………………………………………………

5. Does using strategic competence help you as a teacher to transmit a message and be sure that it is understood by your learners?

…………………………………………………………………………………………

…………………………………………………………………………………………

 6. Does a multilingual learner opt to use communication strategies more frequently than monolingual or bilingual learners?

…………………………………………………………………………………………

…………………………………………………………………………………………

Appendix IV:

The scoring rubric

Topic Code:_____Assessor(s): _____

Student's Name:_____ Date:

Role-Play

ACC = Accuracy; FLU = Fluency; RNG = Range; PROX = Proxemic; KIN =Kinesic; PROS = Prosodic.

1 = Never; 2 = Infrequently; 3 = Frequently; 4 = Mostly; 5 = Always

a) Responds with little hesitation (FLU).	1	2	3	4	5
b) Speaks in complete sentences (FLU).	1	2	3	4	5
c) Sentences are well structured (FLU).	1	2	3	4	5
d) Uses adequate range of voc. and structures (RNG).	1	2	3	4	5
e) Speaks only in English (ACC).	1	2	3	4	5
f) Speaks without reliance on written text (FLU).	1	2	3	4	5
g) Speech is clear and comprehensible (FLU).	1	2	3	4	5
h) Pronounces words competently (ACC).	1	2	3	4	5
i) Speaks with little influence of Hungarian (ACC).	1	2	3	4	5
j) Speech is expressive and appropriately intonated (PROS).	1	2	3	4	5
k) Flow of speech is rhythmic and continuous (PROS).	1	2	3	4	5
l) Is aware of pers. and interpersonal space (PROX).	1	2	3	4	5
m) Displays effective use of body language (KIN).	1	2	3	4	5
n) Displays effective use of facial expression (KIN).	1	2	3	4	5
o) Displays confidence in the interactive process (KIN) & (PROS).	1	2	3	4	5
Subtotal:	__	__	__	__	___