People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

A.Mira University-Bejaia

Faculty of Letters and Languages

Department of English

Master's Dissertation

Submitted for the requirements of a master's degree in Didactics of Foreign Languages

The Contribution of Multilingualism in Students' Socialization at the University Level. An Exploratory Cross-Cultural Study

Submitted by: Bourihane Ghania   Supervised by: Mr.Medjkoune Karim

Jury:

Examiner: Pr.Ahouari Nadia

President: Dr.Mansouri Nawel

Academic Year: 2020/2021

Table of Content

Chapter II A Brief Overview of Socialization and Multilingualism

Chapter III Research Methodology, Design and Other Findings

Chapter IV DISCUSSION, INTERPRETATION OF DATA AND RESEARCH IMPLICATIONS

List of Figures

List of Tables

Abstract

Multilingualism has proven to be an effective factor for the development of individuals and societies various levels: cognitive, affective, social economic, educational to cite but these levels.. The present study explores the effects of multilingualism on socialization using a descriptive approach, both quantitative and qualitative. We report the data of nineteen multilingual university students who have answered a questionnaire that included closed-ended and open-ended questions. The results of this research tool have demonstrated that multilingualismhas various positive effects on socialization since it drives individuals to make new acquaintances by developing their cultural awareness, enriches their linguistic background and provides several expressions for different situations. We also suggested some implications for researchers and education specialists.

Keywords: Multilingualism, socialization, linguistic background, exploratory study.

Acknowledgments

First and foremost, praises and thanks to God, the almighty for giving me the strength and motivation to complete this research work.

I would like to express my deep and sincere gratitude to my research supervisor Mr. Medjkoune for granting me the opportunity to do research and providing valuable guiding and advice.

I would also like to extend my gratitude to all my university teachers for their efforts and seriousness throughout my academic path.

I am deeply thankful to my amazing parents, my brothers Hafid and Nazim, my best friend Racha, my grandmother, my uncle Samir and my aunt Fatiha for their love and support.

Last but not least, I thank all my friends Souad, Badis, Malek, Zozo, Noufel, Anis, Assia and Kamra for believing in me and always providing great and unforgettable moments.

General Introduction

Multilingualism is the act of mastering two or more languages by an individual or a whole society. It is necessary in our modern world and it is studied in linguistics, sociolinguistics, psycholinguistics and education. On the one hand, some multilingual speakers have acquired their mother tongue first and then by using mechanisms (school or self-teaching), they learnt other foreign languages. On the other hand, those who are called simultaneous multilinguals have acquired two or three languages simultaneously.

Multilingualism is not rare. In fact it is the norm, because the number of existing languages outnumbers that of countries, which theoretically and statistically makes every country in the globe multilingual. According to the Ethnologue website, there are over 7000 languages spoken today, however 40% of them are endangered. Meanwhile 88% of the population speak one of the ten most widespread languages in the world which are English (lingua franca), Mandarin Chinese, Hindi, Spanish, Standard Arabic, Bengali, French, Russian, Portuguese and Urdu (Ethnologue, n.d.).

Speaking multiple languages has undeniable positive effects on the individual. The human brain becomes more flexible and stocks information more rapidly. It also prevents some pathologies like Alzheimer by delaying its onsets by about four years. This study demonstrated how languages maintain the equilibrium of the brain and develop its cognitive reserves (Craik, Bialystok, Freedman, 2010).

Living in a predominately multilingual country, we have observed some differences between multilinguals and monolinguals. Multilinguals proved to be better at multitasking, are more aware of other languages and have better academic results.

Research Problem

The research problem of the present study consists in the fact that we do not know multilingual peoples' differences in behavior when they use different languages. Therefore, we do not know which language goes with which situation with which person/culture when people interact physically and/or virtually.

Research Question

In our research, multilingualism and socialization are two terms that complete each other, and we suppose that the first affects the second, so the research questions are :

1- Does multilingualism affect university students socializing behaviors, both physically and virtually (social media/networks)?
2- How can multilingualism benefit university student's socialization?

Aim of the Research

In this research, the goal is to display the effects of multilingualism on socialization. It is important to study socialization in a multilingual setting in order to discover how the speaker feels about foreign languages and how this can help him achieve better results in the socialization field.

Population

The sample that was chosen for this research was university students from different levels and domains from Algeria, France and Belgium, because they are well acquainted with the term 'multilingualism'. We decided to work with this category of people to try as much as possible to obtain valid and reliable answers concerning the subject matter (compared with secondary school pupils that we interviewed in the first place in the pilot study), and because they appeared to be more open-minded and academically advanced. We tried to reach people from different countries and different cultures in order to acquire divergent opinions on how they relate multilingualism to socialization.

Methodology

For this dissertation, we decided to follow a mixed-approach using an exploratory descriptive quantitative and qualitative research design. This method allows the researcher to obtain honest and creative answers that would assist him/her in writing a valid research paper. This work is based upon descriptive statistics using a survey The questionnaire is divided into

two parts. The first part includes closed-ended questions that seek to uncover the participants' approach and attitudes towards socialization, and the second part which includes closed-ended

questions, seeks to uncover the opinions of our participants concerning the effects of multilingualism on their socialization.

This dissertation was conducted in four chapters. The first two chapters include a literature review of the subject matter. Chapter one deals with what is approximately related to languages and multilingualism including the definition of language, definition of multilingualism and causes of multilingualism in Algeria.

The second chapter deals with socialization and the effects of multilingualism on it. It contains the definition of socialization, definition of language socialization, multilingual socialization in education and advantages of multilingualism.

The third chapter deals with the methodological framework of our dissertation, i.e., the research problem, the research question, the research goal, the population, the instruments, the research design and the analysis of data.

The fourth and last chapter contains the discussion of our obtained data. We first analyzed the participants' answers to our questionnaire, then we interpreted them and drew conclusions to answer our research questions and reach our research aim.

Chapter I

Table of Content

Introduction

This chapter of the dissertation deals with the literature review of the first variable of our research which is multilingualism. This is the key concept of our study, so it is necessary to initially understand its meaning and acquire the adequate data to correctly carry this research.

We start by reviewing the global definition of language according to different researchers, because every person has a unique view on the matter. Then, we attempt to explore its origins in order to grasp the roots of our main means of communication.

After that, we define the number of existing languages and clarify the topic of language variation including standard language, national language, dialect, register, pidgin, creole, classical language, lingua Franca, diglossia and style.

Finally, we define multilingualism which is the independent variable of our study and we talk about causes of multilingualism in Algeria.

This chapter allows us to grasp the main terms and definitions that accompany the concept of multilingualism, which should be known in order to fully understand the latter, therefore enlightening our research.

1. Definition of Language

When asking someone about the main tool of communication, the answer would be "language". All those who are specialized in linguistic studies have at least once questioned the real signification of a language. Language is a human production which consists of producing sounds and words in order to communicate, and it is essentially spoken or written (Azizul, 2018).

Different scholars and researchers have tried to identify the real meaning of language. Aristotle defined language as being simply the speech produced by humans to exchange experiences, emotions, thoughts and desires. Sapir (Azizul, 2018) explained that language is a non-instinctive method of communication using a system of voluntarily produced sounds (Azizul, 2018).

Henry Sweet stated that language is the expression of ideas using speech sounds that are transformed into words and words become sentences. Bloch and Trager (Azizul, 2018) defined language as being a system of arbitrary vocal symbols. Language is an arbitrary system of signs which consists of a signifier and a signified , it means that an object and an expression are arbitrarily related (Azizul, 2018). Language is the ability of natives to understand and form grammatical sentences. Sentences are considered thebasis of language in this explanation by Noam Chomsky (Azizul, 2018).

According to all these researchers, language is the expression of thoughts using words and sounds. it is used for communication among individuals This is the best definition anyone could give, because nobody succeeded in giving more details about the matter.

1.1 Number of Languages

Linguists study everything related to language, from its origins to its diversity, but to this day, they could not find the exact number of existing languages. According to the Ethnologue website, there are about 7000 distinct languages.

Asia	Africa	The Pacific	Americas	Europe
2301	2138	1313	1063	286
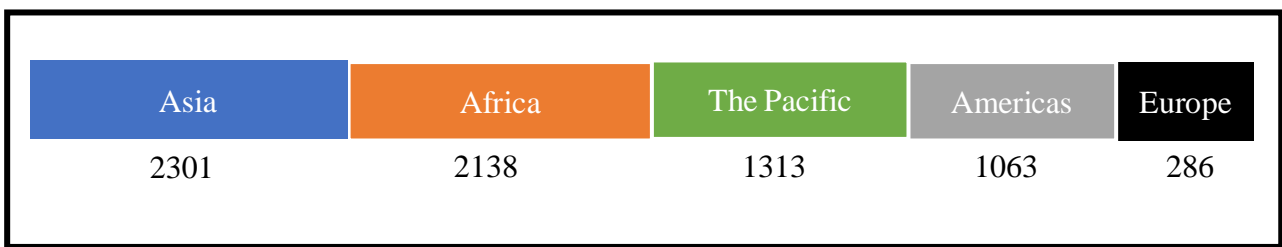
Figure I.1 Ethnologue : Languages of the world, Eighteenth edition. The Washington post.

It is difficult to count languages, because some are spoken in areas that had not been explored yet, so nobody can claim they are real. There is also the issue of language variations: Standard language, national language, dialect, register, pidgin, creole, classical language, lingua Franca, diglossia and style.

1.1.1   Standard Language

It is a variety of language used by governments, media, schools...etc. there are several varieties of English like North American, Australian English and Indian English, and all three of them vary in terms of pronunciation, but have very few differences in grammar. (Barzan & Heidary, 2019).
Standardization is a historical process which is always in progress, and to make a standard language, planning and policies are made by ruling classes in order to promote the strength of a country (Barzan & Heidary, 2019).

1.1.2   National/Official Language

A national language is the official language of a country. It is recognized by the government and spoken/written by the population (Barzan & Heidary, 2019). A national language can create a sense of brotherhood, because it is considered the identity of a whole community. it also makes communication easy within the country (Barzan & Heidary, 2019).

1.1.3 Dialect

The term dialect is most of the time used interchangeably with language, but actually do not share the same meaning. Language is the root of dialect, it is a variety of the same language

(Barzan & Heidary, 2019). e.g., Standard Arabic gave birth to several dialects like Algerian, Moroccan, Egyptian, Qatari...

A dialect can also be called a variety, and this latter occurs in vocabulary and grammar.

1.1.4   Register

Register is the way a speaker uses language according to a specific social context and circumstance. People who share the same profession or interests use the same register to communicate. E.g. doctors, lawyers, students...etc. *"the relationship between language (and other semiotic forms) and the feature of the context"* (Barzan & Heidary, 2019)

1.1.5   Pidgin

According to Crystal (as cited in Barzan & Heidary, 2019), *"A language with a markedly reduced grammatical structure, lexicon and stylistic range, formed by two mutually intelligible speech communities"*

Pidgin is a new language which develops from speakers of a common language, so it is not frequently used. The vocabulary of a pidgin comes from one language called "lexifier". (Barzan & Heidary, 2019).

1.1.6   Creole

When a pidgin becomes the mother tongue of the new generation, it is called a creole. The major difference between a pidgin and a creole is that the first does not have native speakers, but the second does. (Barzan & Heidary, 2019).

1.1.7   Classical Language

According to George L. Hart (Barzan & Heidary, 2019), a classical language should be ancient and independent, it means that it emerged without the help of another traditional language, and it must have a rich and ancient literature. E.g., Greek and Latin.

1.1.8 Lingua Franca

Lingua Franca is a language used a common tool of communication by people who do not share the same mother tongue. It can have different appellations: trade language, contact language, international language and global language (Nordquist & Richard, 2020). Statistically, English is world lingua franca, followed by French

1.1.9 Diglossia

It is defined by Furgoson (Barzan & Heidary, 2019): *"It is relatively a stable language situation in which, in addition to the primary dialect of the language there is a very divergent highly codified super posed variety".*

He identified four language situations that show characteristics of diglossia; Arabic, Swiss, German, Haitian and Greek. Each language has a high and a low variety, both viewed differently by those who are aware of them. (Barzan & Heidary, 2019).

1.1.10 Style

It refers to language variety that is divided into formal and informal styles based on speech situation, and the level of formality may depend on social class, age, emotional involvement...etc. (Barzan & Heidary, 2019).

2. Definition of Multilingualism

Multilingualism is a complex phenomenon that is studied in diverse fields such as linguistics, sociolinguistics, psycholinguistics and education. Bisseth (Bakhyt & Mandel, 2019) said that multilingualism is the usage of two or more languages by individualsor societies and being able to speak in various contexts, and McArthur (Bakhyt& Mandel, 2019) believed it is the ability to use three or more languages, either separately or using code mixing. To better understand multilingualism, we will talk about different elementsrelated to it (causes of multilingualism, the individual and multilingualism' social dimension

and language alternation).

Every researcher views this phenomenon in a particular way, some of them think the individual or the society that can speak more than one language is bilingual or multilingual (here the two terms are used interchangeably), others think they are considered multilinguals starting from three languages and more.

According to Aronin, Hufeisen, Cenoz, Gense and De Angelis (Bakhyt & Mendel, 2019), both terms multilingualism and bilingualism are very complex but are used interchangeably, however, several researchers argued that these two concepts need to be separated and stop using bilinguals as an umbrella term to regroup multilinguals (Bakhyt & Mandel, 2019).

Grosjean (Bakhyt & Mendel, 2019) stated that a bilingual person is the one who uses two or more languages or dialects daily. In contrast to this definition, Valdes and Figueroa (Bakhyt & Mendel, 2019) identified it as the competence of possessing more than one language. In general, we know that a multilingual is the individual who can speak more than two languages, and Kang E (Bakhyt & Mendel, 2019) confirmed that, but insisted on the fact that the languages should be mastered with a good level of proficiency. Other researchers like Cenoz contradicted this explanation. They said that the main goal of multilingualism is not having native-like skills, but having proficiency in choosing the skills they need in order to reach a particular aim.

Aronin & Brita (Bakhyt & Mendel, 2019) said that multilingualism is the ability of societies and individuals to use more than one language in their everyday life (Bakhyt & Mandel, 2019). In contrast Bloomfield (Bakhyt & Mendel, 2019) argued that a multilingual is the one who uses more than two languages in a native level, and here he put emphasis on "proficiency".

It is understood that each researcher has his own definition of multilingualism and they all argued on the number of languages it implements. "*one may notice it controversial because some of the definitions on multilingualism sometimes can confluence or overlap with the other definitions (monolingual, bilingual, multilingual)'.* (Bakhyt & Mendel, 2019:23).

2.1   The Individual and Multilingualism's Social Dimensions

Multilingualism can be found in an individual or a whole society. Individual multilingualism refers to the ability of a person to communicate fluently using more than one language. Societal multilingualism refers to the linguistic variation shared by the same community.

According to Cenoz (2013), individual and societal multilingualism are nearly interconnected, she stated that "*it is more likely for individuals who live in a multilingual community to speak more than one language than for individuals who live in a monolingual society*" (Cenoz, 2013:5). In other words, the individual depends on the society when it comes to motivation of learning a new language. There are cases of monolingual individuals in multilingual societies like Canada which has two official languages, French (spoken only in Quebec) and English (spoken in all the country), and multilingual individuals in a monolingual country like Saudi Arabia, its only official language is Arabic, but most citizens master English.

Cenoz (2013) also gave some examples on the reasons why individuals become bilingual (multilingual). The powerful groups tend to force their language upon the less powerful. There is a specific example of this phenomenon in Algeria. Berbers must know Arabic when going to an Arabic region, but Arabs are not obliged to know Kabyle in order to live in a Kabyle region. There are two types of bilingualism according to sociolinguists: de jury (official) and de facto (in reality).

2.1.1   De Jury Bilingualism

It is generally related to the fact that two languages or more are officially recognized by the constitution of a country. They are found in schools, administrations, media...ect. (TrueLanguage, n.d.). e.g., Belgium has three official and operating languages, French, Dutch and German, they are all used equally in all fields.

2.1.2   De Facto Bilingualism

It emerges when the government of a country acknowledges the existence of another foreign language. The language in question might not be official but is spoken in the speech

community (TrueLanguage, n.d.). e.g., Lebanon has one official language which is Arabic, but French is widely used and spoken.

2.2 Language Alternation in Multilingualism

Language or code alternation implies the grammatical manipulation of two or more languages. Code alternation is very common in bilingual settings, nevertheless, each speaker has a specific way of using it. (Wloswicz, 2012).

The differences found in the usage of code alternation can result from the organization of languages in the brain which deals with psycholinguistics and the context of speech and speakers' roles which deals with sociolinguistics (Wloswicz, 2012).
Linguists distinguished three major types of alternation, code-switching, code-mixing and borrowing.

2.2.1 Code-Switching

It is a conscious process of alternating languages depending on the context. Annick De Houver (Limatcher, n.d.) stated that bilinguals switch languages in order to accommodate the language spoken by their conversational partners. Quay and Montanari (Limatcher, n.d.) stated that code-switching is a natural phenomenon in multilingual societies, it is used for stylistic reasons such as quoting, interjecting, reiterate and explaining a message.

2.2.2 Code-Mixing

Code-mixing is mixing languages within the same utterance. Meyerhoff (2006 as cited in Limatcher, n.d.) referred to it as alternations between varieties within the same phrase Multilingual people mix languages without even realizing. They use the word that first comes to their mind. This is not a sign of non-proficiency in any possessed language, but rather evidence of how languages are acquired systematically (Limatcher, n.d.).

2.2.3 Borrowing

Tadmor (Manfredi, Senelle & Tosco°, 2017) said that borrowing is the process of importing

linguistic items from one linguistic system into another. Lexical borrowing can also be called loanwords. For example, in kabyle, the verb ṛuħ (leave) is borrowed from Arabic. *"It is largely used by monolingual speakers and has the same paradigm as any Berber verb"* (Manfredi, Senelle & Tosco°, 2017:288).

3. Causes of Multilingualism in Algeria

Algeria is a Mediterranean country located in the Maghreb region of north Africa. It is bordered in the Northeast by Tunisia, in the East by Libya, in the West by Morocco, in the Southwest by Western Sahara, Mauritania and Mali, and in the Southeast by Niger. This strategic location made of Algeria a target for several colonizers (Embassy of Algeria in New Delhi, n.d.).

It all started with the Phoenicians in 1250 B.C. Their language influenced the "Tifinagh" script of the Tuareg who lived in the southern Sahara. Then the Romans during the Punic wars who settled in Algeria from (106 B.C-430), followed by the Vandals in 455, and the Byzantines in 533. These three had almost no influence on the language of Berbers. Arabic was later introduced through the Islamic conquests, followed years later by the Ottomans who influenced the culture and dialects of Algeria (DHCL, n.d.). We can find some everyday words who are originally Turkish like 'tabși' which means plate, 'bālāk' which means maybe and 'qahwāži' which means café-owner (Guella, 2011), and many other expressions. The French were the last invaders, and their language is considered the most impactful in the country.

Historians agree that Berbers were the first people who lived in North Africa, including Algeria. *"The Berbers, apparently, are one of the oldest races in the world, no one seems able to trace their origins". (*Djabri, 1981).

Several civilizations occupied Algeria throughout history, and different populations superseded each other in order to colonize this country and various languages resulted from these conquests, which had transformed Algeria into a multilingual country, we count standard, modern and Algerian Arabic, Berber and French.

French has an important impact in the Algerian society, it is spoken alongside with Arabic and Berber (Labed, 2015). The reason of this importance is the impact of the French settlement that lasted 172 years. During all these years, French replaced Arabic and was used in all domains (education, business, state institutions...). This language is ingrained in Algeria to this day to the extent of considering it a first language for several people. Indeed, parents are raising their children using French only, which will push the coming generations to formalize the language in all fields.

Even if French is considered a very important and useful language in the society, we cannot deny the fact that English is gaining more and more ground especially among young people. English was a language only spoken in Britain before this latter colonized the quarter of the globe, and by doing business with Asia and Africa, it is natural that the language spreads rapidly (Buchanan, 2017). English in an international language and everybody wants to learn it effectively. In Algeria, English is taught in private and public schools and it is given a great importance, it even became a vehicle of communication especially on social media.

Conclusion

This chapter allowed us to discover different aspects of language and multilingualism and helped us elaborate understanding of this phenomenon in order to carry a complete and correct research work.

First, we deduced that language is complex and requires several pieces of information to be understood, we even had to go back to its origins and review all types of language variations.

After that we grasped the meaning of multilingualism and how it took place in the world. Alongside with the meaning of multilingualism, we discovered its types and how it affected communication by instilling code-switching, code-mixing and borrowing.

Finally, we searched for the causes of multilingualism in Algeria in order to trace the origin of language diversity that currently exists in the country, and we found that the main reasons were colonization and the widespread of technology.

Chapter II

Table of Content

Introduction

This chapter is a literature review that presents some useful and technical information about our second variable which is socialization. In our research work, socialization is an important component, so it is necessary to define it and cite its importance.

We start by giving a workable and relevant definition to this socio-cognitive process, identifying its factors and highlighting its importance in order to grasp all its meanings and understand its status in our everyday life.
Then, we speak about language socialization and socialization through mastering language forms and participating in interaction.

Finally, we will deduce some advantages of individual multilingualism like sociocultural advantages and advantage on improving linguistic awareness, communicative competence and academic performance and increasing career opportunities.

This chapter permits a general understanding of socialization and its importance in our life, it also explains the effects of multilingualism on our social skills and some aspects related to it.

1. Definition of Socialization

When it comes to socialization, several articles are available in order to define it. It is a wide field, and can be understood differently according to different people and contexts. In this work, socialization concerns individuals in social settings.

Socialization is the act of blending in a society or culture by adopting their rules and behaviors. Starting from the first moments of his/her life, and being born into a socially active environment, the individual learns norms and values appropriate to specific social positions.

People as individuals live within the same society and thrive in it. The whole development and the human condition are stimulated by socialization through which the identity of the person is formed. Let us consider the quotation below:

> *"People live side by side with each other as human individuals and not as simple objects, and society does not appear as a mere sum of the individuals that make it up, but as an organic whole of the individual components."*
> (Pescaru, 2019).

Jean Piaget (Pescaru, 2019) stated that a child in the first moments of his life starts by an individual state and no exchange is possible, but after that, socialization will develop progressively. The infant does not come to the world having the necessary knowledge to function as adults, but as they grow, they gradually develop properties by assimilating and accommodating others (Pescaru, 2019). In fact, an infant can only listen to exchanges and learn from them, but as he ages, he develops his social skills progressively and according to his environment.

The main purpose of socialization is the ability to obey the exigencies of social norms found in the cultural values of the group to which man belongs (Pescaru, 2019). In other words, men should follow rules imposed by their society or culture. The content of socialization has a psychological, a culturological and a sociological significance (Pescaru, 2019).

- Psychological: according to the individual's age.
- Culturological: following rules and norms of the place he lives in.
- Sociological: developing appropriate behaviors in certain social settings.

1.1 Factors of Socialization

Socialization begins right after a child is born, and is developed when he/she starts speaking. The process of socialization is crucial for the caregivers, they must ensure a proper and pleasant environment in order to effectively teach the infant the bases of a healthy life (language, culture, socialization and education). Kindergarten comes right after family when it comes to inciting the child to socialize (Pescaru, 2019).

Kindergarten and school are important socializing agents after family. In fact, kindergarten and school use different means of systematic socialization by instilling attitudes that will help young people's integration into society, because socialization is not just about family and friends. In an institution, children learn practices that cannot be found within their families like interacting with people their age, developing new skills, and learning how to function in a group.

Going from home to kindergarten, the child gets in contact with others and observes their behaviors. This process makes him/her become more curious, thus becoming aware of social relations, and integrates into society by understanding its values and norms (Pescaru, 2019).

Children learn new abilities through observation, and when they are immersed in an environment that is suitable for their age and cognition, they tend to be more attentive and willing to learn.

When the child learns to socialize and respects rules of a harmonious cohabitation, socialization will be easier for him once adult, and this process is taught in schools where children are all equal (Pescaru, 2019).

We can notice that adults who have been in educational institutions when they were children are socially more active and manage to have more control over how they carry their conversations and are more aware of other people's boundaries.

1.2 Importance of Socialization

There have been numerous debates about socialization. It is perceived differently from one person to another, but all agree that it has a great importance in any individual's existence. Socialization is the ability to exchange emotions, information, thoughts... with anyone who is

willing to communicate, and this process is vital to the human being, because he flourishes adequately in social settings, that is why this part of the literature review will highlight how lack of socialization can affect the human's functioning.

The first environment in which a child learns socialization is family (relations with parents, relatives), he/she builds his/her personality according to it. At a young age, the child's socialization has a strong maternal character, but is also influenced by the father. A mother is the first role model since she is the source of language and certain skills.

The best example to highlight the importance of socialization is feral children. Feral children are those who lived isolated from a very young age, i.e., they had no human care and did not learn any form of language.

One of the most famous feral children was named Victor of Aveyron. He was found wandering alone in the woods of southern France in 1800s. He was approximately 12 years old; he was abandoned some years earlier by his parents; he had no ability to speak, and acted more like an animal than a human. Even when Victor was moved to a private home and lived until his forties, he never learnt speaking and his cognitive and social skills never developed (Libraries n.d.).

Another case was found, she was called Anna. She was deprived from normal contact and had received little to no care for almost the whole of her 6 years life. She lived with her mother in her grandfather's house. She was kept in a room alone, because her grandfather despised her, and her mother was always working. Anna was found at the age of 6, she could not walk and talk or even do anything that showed intelligence. (Libraries n.d.).

Two years later, she learnt how to walk, could understand simple commands and remember faces, but had only learnt the speech of a 2 years old (Libraries n.d.).

These cases of feral children show how isolation and lack of socialization can lead to long term issues. When children do not acquire a normal treatment from their caregivers, they tend to grow with cognitive and social deficits.

Sociologists recognize the importance of socialization for individual and societal development. A structural functionalist would say that socialization is important for society, because it trains its members to be effective, and transmits it culture from one generation to

another. A conflict theorist would say that socialization conveys different norms to those with different social characteristics, thus, it produces inequality (individuals are socialized according to their gender, social class and race). An interactionist would be concerned with face-to-face exchanges and symbolic communication (Libraries, n.d.).

Jeffrey J. Arnet (LibreTexts, 2021) said that there are three goals of socialization. First, it teaches control and helps individuals develop a conscience. When people integrate society, they learn how to respect others and be conscious of their differences. Second, it prepares for certain social roles like marriage and parenthood. Finally, it perpetuates values of a particular culture (LibreTexts, 2021).

2. Language Socialization

Socialization cannot exist without a means of communication, which in this case is language. Language is an interaction engine that makes the socialization process possible, and it is one of the traits that can define an individual.

Language socialization studies how people accommodate their language according to the society or culture they belong to. For example in the Netherlands, people should never ask "how do you do" to initiate a conversation because it can be considered rude, and in China, you should say "no" to a gift at least three times before accepting it. These examples illustrate how a culture can shape our socialization .

Children all around the world learn the languages they are exposed to with great facility, and generally become fluent speakers by the age of 4. Along with the language, they learn its culture, behaviors, way of thinking and attitudes. Understanding this process of socialization immersion into language and culture is important in order to understand the bases of social interaction.

Children who are embedded in an environment which is influenced by culture will gradually develop a communicative competence and a sociocultural membership through social interaction (Brown & Gaskins, 2014). This means that children who are raised in a respected cultural setting will automatically grow used to its values and acquire a sense of belonging.

In the early 1980s, linguistic anthropologists Elinor Ochs and Bambi Shieffelin (Moore, 2008) formulated the language socialization research paradigm after effectuating some experiences in non-western societies (Ochs in Madagascar and Western Samoa and Shieffelin is Papua New Guinea). They studied children's linguistic and social development, they wanted to merge two fields that had been developing and studied separately: developmental psycholinguistics and anthropology (Moore, 2008).

On the one hand, language acquisition research focused on the individual, and most researchers viewed it as being separated from sociocultural context (Moore, 2008). On the other hand, research on socialization examined society and culture as a whole, i.e., placing the sociocultural context in the center of analysis. That is when Ochs and Shieffelin (Moore, 2008) proposed that language acquisition and culture acquisition were connected. For example, the interaction between a child and his caregiver can be understood as a cultural phenomenon that belongs to the larger systems of cultural meaning and social order of the society into which the child is being socialized (Moore, 2008).

Language is essential in the field of language socialization as its main pillar, but in some cases socialization does not take into consideration language or speech in general.

> *"The field of language socialization asserts the centrality of language in this process. Its contributions to the study of socialization are substantial, but it often fails to be in dialogue with research on socialization that does not focus on language and talk in particular"* (Brown & Gaskins, 2014:203).

3. Multilingual Socialization in Education

Meier (2018) defined multilingual socialization in education after getting inspired by Garret and Baquedano-lòpez's idea that socialization is present. This means that institutions like school or any educational setting can be sites dedicated for socialization that can also develop cultural and communicative competences.

"in language as a formal system, of social structures, and of cultural knowledge and practices and that in some cases it can be a driving force in the process of transformation. (Meier, 2018:111).

Meier (2018) said that monolingual or multilingual norms can be mentioned in different domains (socio-political, schools, language, teaching, learning, identity and self-concepts).

After reviewing her pieces of information, Meier (2018) thought that multilingual socialization is a motive power, and based on her research she suggested that a multilingual socialization approach for educational settings needs to consider language socialization in five domains.

- **Domain 1. Normalizing multilingualism in educational environments.**

Viewing educational settings as multilingual organizations can reduce linguistic discrimination and develop structures that can welcome learners, teachers and parents that are linguistically diverse. This can be achieved by combining the creation of a positive environment and the understanding of multilingual learningenvironment (Meier, 2018).

When instilling an atmosphere of acceptance and diversity, all learners can learn effectively. We can notice in some cases how discrimination can provoke discomfort and a sense of insecurity for both children and parents.

This process implies the normalization of plurilingualism or personal multilingualism (Meier, 2018), good relationship between teachers, learners and parents and an agreeable school atmosphere (Meier, 2018). This means that in order to lead a successful education, teachers must initially accept every aspects of multilingualism and ban all forms of discrimination.

- **Domain 2. Multilingual educational practice and multilingual awareness**

Multilingual awareness implicates activities that trigger curiosity and reflection on different languages (Meier, 2018). For example, reading folkloric or mythological stories related to a specific culture to promote multilingual awareness thus developing language understanding. Multilingual awareness is the ability to distinguish forms and functions of a language and seeing it as code that can be separated from its symbolic meaning. It is a cognitive process that allows a person to control their use of language.

- **Domain 3 and 4. Cross-linguistic approach to form and communication**

Meier (2018) distinguished between formed-focused and communication-focused learning. In a language lesson, it is necessary to be clear whether the objective is about understanding linguistic features or convey meaning.

Cross-linguistic and form-focused strategies are built upon previous language knowledge that enables learners to compare between different languages and gain awareness, thus developing an integrated cross-linguistic understanding of language (Meier, 2018). Dimitrenko (Meir, 2018) suggested the use of various multilingual cognitive strategies to analyze languages (transfer, interconnections, contrasting, translation...etc.).

According to Meier (2018), these have been conceived for various purposes and contexts, and have different objectives, but she said that some skeptics may argue that the aim of language learning is communication in one language e.g. translanguaging may be multilingual but the final result serves one language only.

- **Domain 5. Encouraging positive self-evaluation**

Meier (2018) insisted on the important role of teachers in language socialization of learners and how they view their achievements (Meier, 2018). The teacher is the second role model after a child's parents, that is why it is crucial for him/her to push the students to have autonomous roles e.g., becoming language researchers, analysists, guides...etc. rather than focusing on achievements in one language only.

4. Advantages of Multilingualism on Socialization and Education

Multilingualism was long considered a curse rather than a blessing because of the challenges it may implement (Chibaka, 2018). However, there are enough evidence that multilingualism has several advantages on different domains. Few countries nowadays are considered monolingual, in fact, multilingualism is the norm, and monolingualism the exception (Chibaka, 2018).

4.1 Advantages of Individual Multilingualism

When we say advantages of multilingualism on an individual, we mean the impact that this phenomenon can have on him/her as a person including his/her cognition, linguistic awareness, communicative competence, academic performance and socialization process.

4.1.1 Advantages of Multilingualism on Linguistic Awareness and Communicative Competence

Dickinson et al (as cited in Chibaka, 2018) made an investigation to discover whether there is a cross-language transfer of phonological awareness that positively influences the communicative ability. They engaged 123 Spanish-English 4-years-olds in order to test them using techniques such as Early Phonological Awareness Profile measurement (EPAP), the Emergent Literacy Profile competence assessment task (ELP) and Rhyme Recognition tasks. They confirmed that there is a transfer of phonological features from the first language to the second, especially when there are similarities between the two languages. This transfer is a bonus for bilinguals, because it develops their linguistic competence in other languages (Chibaka, 2018).

4.1.2 Advantages of Multilingualism on Academic Performance

We can notice a slight difference between multilingual and monolingual learners when it comes to the cognitive function or the academic performance in general. Multilinguals tend to be better at multitasking and are fast learners.

According to Chibaka (2018), this perspective considers bilinguals as being better listeners, endowed with an effective memory and critical thinking. A study made by Horn and Kojaku (Chibaka, 2018) demonstrated how students who have studied foreign languages in high school could be effective learners in college.

Nayak et all (Chibaka, 2018) studied a group of monolinguals and a group of multilinguals to discover which one of them can easily learn rules of syntax. They found that the multilinguals have a superior flexibility in switching strategies, a helpful skill for understanding concepts and rules of language (Chibaka, 2018).

4.1.3 Sociocultural Advantages of Multilingualism

"language is the means by which people who share the same culture express their belonging to a common or shared cultural experience." (Chibaka, 2018:24)

This does not only apply for people who belong to the same culture. Language can be a means of promoting culture and sharing details about social experiences with foreign people. For example an American who wants to learn the Algerian dialect starts by asking about different traditions, food or values that exist in Algeria.

Chibaka (2018) explained how multilinguals are multicultural individuals who can adapt to any culture since culture is transmitted through language. In other words, multilinguals are better at handling cultural shocks than monolinguals, because they develop an intercultural competence that gives them the ability to understand, interpret and apply two cultures or more. In order to develop this competence, the individual must know these sub competences:

- Attitude: to have a good attitude towards other cultures (being open-minded).
- Knowledge: to have knowledge about the native and the target culture.
- Skills of interpreting data: to understand new cultural elements and different reasons of their existence.
- Skills of discovery and interaction: to discover new cultural elements of both native and target culture, to apply , know and understand them.
- Critical thinking awareness: to objectively analyze using logic the differences and similarities between the native and the target culture.

Conclusion

This chapter uncovered to what extent socialization can be important in every individual's life from very early childhood. We first reviewed the meaning of socialization and highlighted its importance by stating the case of feral children which revealed how the lack of socialization can affect psychology, language and cognition.

After that, we discovered through the articles of Brown & Gaskins (2014) and Moore (2017) that the main tool of socialization is language and that this latter is the main key for cultural understanding.

Afterwards, we described the domains of multilingual socialization in education according to Meir (2018). The researcher first said that multilingual socialization should be normalized in order to reduce discrimination, then she encouraged linguistic awareness. She also distinguished between cross-linguistic and form-focused strategies and insisted on self-evaluation.

Finally, we learnt how multilingualism can have several advantages on different fields. We discovered that the transfer of phonological features from the first language to the second is a bonus for multilinguals, because it develops their linguistic and communicative competence. Furthermore, it enhances the academic performance through developing flexibility, memory and critical thinking as it is cited in the work of Chibaka (2018). This phenomenon can also have sociocultural advantages, because languages are the main tool which permits people to share cultural experiences (Chibaka, 2018).

Chapter III

Table of Content

Introduction

This chapter provides information on the research methodology used in this dissertation about the positive effects of multilingualism on socialization. The central aim of this research is to explore the positive effects of multilingualism on university students' socialization.

We divided the chapter into two sections. The first section includes the methodological framework of the research. The second implements results of closed-ended and open-ended questions.

The participants' responses to the closed-ended questions are displayed in a table (see table 1 page 34), then analyzed using a qualitative method. This is a way of portraying additional data and illustrating details found in longer textual information (Verdinelli & Scagnoli, 2013) that will later be presented in the fourth chapter of the dissertation. Visual displays provide a better organization of data, show connections between different pieces of information and enhance data analysis (Verdinelli & Scagnoli, 2013). These representations allow the readers to elaborate understating and acquire new knowledge.

We chose the mixed-method data analysis, because this research requires honest opinions and feelings on how multilingualism can affect socialization in order to understand the phenomenon from different perspectives. This method provides a unique insight on the research problem since it highlights the participants' emotions, behavior, personality and characteristics.

1. Research Methodology

Methodology in research refers to the procedures or techniques used by a researcher in order to identify and analyze data for a specific study. It includes what data to collect, who to collect it from, how to collect it and how to analyze it.

This section includes the research problem, research question, research goal, description of population and instruments and research design.

1.1 Research Problem

A research problem is an issue that a researcher presents and justifies in a research study. As it is already known, multilingualism has numerous positive effects. although a debate exist between those who advocate its benefits and those who are more inclined to its disadvantages. It has been proven that it mainly helps developing cognition, thus strengthening and restructuring the brain. It can have other major effects on other domains like socialization. The positive effects of multilingualism on socialization need to be identified. The research problem of the present study consists in the fact that we do not know multilingual peoples' differences in behavior when they use different languages. Therefore, we do not know which language goes with which situation with which person/culture when people interact physically and/or virtually.

1.2 Research Question

A research question is the first step in any research project, since it determines the hypothesis and the type of methodology. It is necessary, because it structures data gathering and clearly defines the research process. In this research, we remind our readers that the research questions are:

1- Does multilingualism affect university students socializing behaviors, both physically and virtually (social media/networks)?
2- How can multilingualism benefit university students' socialization?

1.3 Research Goal

A research purpose or a research goal deals with the reasons why a research is being conducted. In this dissertation, the main goal is exploring and describing the effects of multilingualism on university students' socialization.

1.4 Research Population

When choosing the participants for a research, the researcher must ensure that they have the necessary knowledge regarding the subject matter. In the current study, the sample members were selected according to their relationship with the phenomenon under study.

The age range of the participants was between 18 and 24 years. There were eleven girls and eight boys from different countries i.e. fifteen participants from Algeria, three from France and one from Belgium. Furthermore, the fields of study varied; we had economy, biology, English and marketing.

1.5 Research Instruments

A research instrument is a tool used to collect and analyze data related to a specific research, and it should be decided on the basis of the type of the conducted study: qualitative, quantitative or mixed-methods.

For the purpose of this research, a questionnaire was used. The questionnaire was conducted in English for multilingual participants, and was created using Google Forms. It is necessary to mention that we conducted a pilot research on secondary school students and we have omitted a few items that were unnecessary for the purpose of the research.

Closed questions concerning socialization and multilingualism were asked in the first part of the questionnaire, because it was necessary to know whether the participants socialize and how they do it. The rest of the questions were open-ended; they sought to uncover the effects

of multilingualism on socialization.

1.6 Research Design

Before identifying a research design for this research, preliminary/pilot research was conducted with secondary school pupils in order to test its feasibility.

The necessary literature in the fields of languages, multilingualism, psychology and socialization were also reviewed, because it connected the current work to existing knowledge and permitted a better understanding of the research problem.

This work is an exploratory study based upon descriptive statistics and a qualitative interview. In order to fulfil its objectives, we held a descriptive qualitative research method. This method relies on participants' responses and emphasizes the "what" and the "why". The closed-ended items were analyzed using the qualitative research method in order to further understand the participants' opinions regarding socialization. The open-ended questions were the main tool to answer our research question and reach our research goal.

2. Analysis of the Questionnaire

The questionnaire was shared with nineteen people. The first twelve items were closed-ended questions that were only used to guide the overall analysis of the research. The five remaining items were open-ended questions. The closed-ended questions sought to understand the social facet of the participants and analyze their social behavior in both real life and social media.

The questionnaire was conducted based upon Verdinelli's & Scagnoli's research carried in 2013, and which explains how visual displays can aid the readers in understanding a dissertation or a thesis. When combining the graphs obtained from the closed-ended questions with the analysis of the open-ended questions, the understanding of an information can be amplified.

It was necessary to analyze social behaviors in order to initially know if the participants were socially active. When a person does not get involved in any kind of social interaction, it would be hard to connect multilingualism with socialization.

The open-ended questions were the main key to answer our research question. The items

helped us understand the participants' perspectives concerning the effects of multilingualism on socialization. This technique allowed us to acquire creative and honest answers about the subject matter.

2.1 Analysis of the Closed-Ended Questions

The following table represents the responses of the participants to the closed ended-questions. As it has been mentioned previously, the questionnaire was conducted in English for multilingual participants from Algeria, France and Belgium.

Closed-ended questions can only be answered with yes or no. This method is used in quantitative research, but can also be found in the qualitative research as a tool to enrich the understanding (Verdinelli & Scagnoli, 2013).

In this dissertation, the thirteen first items displayed some aspects of socialization and the answers provided insights and elaborated the understanding of the analysis of the open-ended questions. We conducted four questions concerning socialization, six questions concerning social media and socialization and three questions concerning multilingualism.

The bar chart below displays the answers of the closed-ended questions:
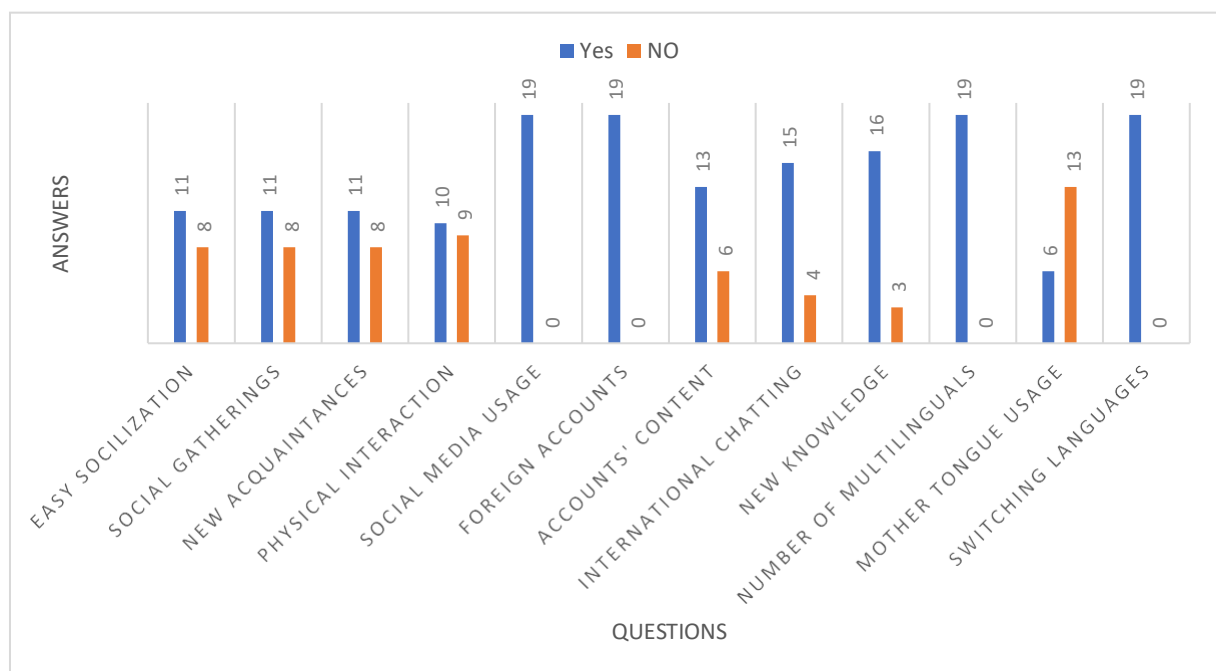
III. Bar Graph 1 Yes/No chart for Closed-Ended Questions

- **Do you easily socialize with foreigners?**

We can detect a slight difference between participants who socialize easily and those who do not. This can be caused by the level of introversion and extraversion.

- **Do you like attending social gatherings (book fairs, excursions, school events...)?**

Cultural events are generally held to permit people to blend together and learn about each other's cultures and practices.

The responses were the same as in the previous question, eleven participants enjoy attending social gatherings, and the other eight avoid it.

- **Do you enjoy making new acquaintances?**

The answers for the third question showed that eleven participants (the same participants as in the two previous questions) do not enjoy the process of making new acquaintances, which can be caused by introversion or shyness. Making acquaintances takes time and imagination in order to find the appropriate conversation topics that can be interesting for both the speaker and listener.

- **Do you like face-to-face interaction?**

The answers for this item explained that approximately half of the participants do not like physical interaction, however the others still enjoy it. This questions seeks to uncover the influence of social media on our participants.

- **Do you use social media?**
- **Do you follow accounts from other counties (accounts related to your interests such asfashion, traveling, cooking, humor...)?**
- **Do you think their content is more interesting than the local accounts' content that sharethe same concept?**

All participants use social media and follow accounts from different countries, but only the French, Belgian and two Algerians participants like their local accounts' content. However, most of the Algerian participants prefer foreign accounts.

- **Do you chat with people overseas?**
- **Do you learn any interesting information from them?**

The majority of the participants (sixteen) chat with people from around the world using social media, and they all learn new knowledge and interesting pieces of information from them.

- **Are you multilingual?**

All the participants are multilinguals. Some of them can speak up to four languages fluently (Kabyle, Arabic, French and English). This question was asked to redirect the participants' attention toward our main topic which is multilingualism in order to prepare them to answer the upcoming open-ended questions.

- **Do you use your mother tongue only in everyday conversations?**

As multilinguals, the majority of the participants do not use only their mother tongue in everyday conversations. As for the others, they possibly live in a social setting that is predominantly monolingual.

- **Is it easy for you to switch between languages?**

All our participants can switch between languages easily. This question seeks to discover the level of proficiency that each participant has.

2.2 Analysis of the Open-Ended Questions

The open-ended questions uncovered the true opinions and feelings of the participants regarding our research.

This section of the research analyses the open-ended questions. These questions were conducted according to previous observations made by the researcher.

- **Do you enjoy speaking in a foreign language? answer with yes or no, then justify youranswer.**

From the answers, the researcher noticed that there were divergent opinions concerning this question. Two participants said that speaking a foreign language was not really a choice, but a habit, they just familiarized with it. In other words, they were accustomed to using foreign

languages since they started building their receptive vocabulary.

The majority explained that a foreign language (especially English) helped them express their thoughts and feelings more freely and correctly.

Other participants stated that speaking a foreign language creates a great feeling of accomplishment when they manage to have a conversation in a language they do not master, it boosts their ego and helps them prove that they are capable of expressing themselves in different ways. A participant said that he enjoyed the slight shift of personality that languages can create.

- **Do you think socializing in a language other than your mother tongue is better andmore effective? answer with yes or no, then justify your answer.**

The majority of the Algerian participants claimed that socializing using a language other than their mother tongue is more effective, as it is easier for them to express their thoughts and feelings. For them, foreign languages (English or French) are better for emotional expression, because they feel embarrassed and shy when doing it in their native language, but one participant added that it may depend on the context, and that native languages should be promoted; he said: "*but as a social community belonging to one nation, it's better to « commercialize » our mother tongue because it's a way to control technology and science and even have economic influence*".

One participant said that when he played video games with a group of people from different nations, he had to use more than one language to communicate with all of them.

The French and Belgian participants all answered that their mother tongue was irreplaceable, because they might not grasp the nuances of variation that a foreign language can have, thus misunderstanding social clues.

- **Are you reluctant to use a language you do not perfectly master? answer with yes or no,then justify your answer.**

The opinions for this question were divided into two categories. The majority are not reluctant to speak a language they do not perfectly master, because it is not their mother tongue, so it is normal to make mistakes, and by making mistakes, people learn.

The participants who expressed their reluctance said that they get anxious that people might judge them if they made any mistake, or be laughed at because of the prominence of their accent.

- **Do you shy away From socialization because of your lack of vocabulary when speakinga foreign language? answer with yes or no, then justify your answer.**

Same as in the previous question, the opinions were divided. When having a blockage in a conversation due to a lack of vocabulary, some participants tend to stay silent and just listen to their interlocutor, because they are too shy to utter a word that might sound inappropriate in the context. One participant added that he feels lost and misunderstood.

The others said that it was normal to forget some words sometimes, because there is always a way to deliver a message like using translation tools.
A participant said that people are tolerant when it comes to this, so when he forgets a word, he relies on the person he is having a conversation with to help him.

- **Do you think multilingualism helped you in the field of socialization? Answer withyes or no, then justify your answer.**

Nearly all participants claimed that multilingualism helped them in the field of socialization. They said that it gave them amazing opportunities to meet people from other countries, learn about their cultures and understand their jokes. Multilingualism also gave them a wide range of expressions to choose from that do not particularly exist in their native languages.

A participant from France said that not all people can understand French, so it is helpful to find an alternative to communicate without ambiguities.

2.2.1   Categorizing Feedback

After reviewing the participants' feedback concerning the open-ended questions, we acknowledged the repetition of four distinguishable sorts of answers. We count: socialization, culture, reluctance/shyness (and absence of reluctance) and self-expression.

Theme	Some Verbatim Quotations from the Participants
Socialization with foreigners	• Yes, it is more effective because in one group of friends there's different nationalities (because of video games), andtherefore I use more than 1 language so they can all understand. • Yes, since we already know our language so , socializing inanother language is so effective to learn different things. • Yes, I've met people that I wouldn't have been able to communicate with at all if I didn't speak their language, and people that I've become friends with because I mastered theirlanguage enough to understand jokes and nuances of tone, which I couldn't have done had I only been able to speak French. • Yes because it made me speak to people from all around the world thus thanks to multilingualism I met really nicepeople.
Culture	• Maybe my personality because it made me open to otherpeople and cultures. • Yes, because I feel like it's easier to connect with other people as they are going to hear that I'm not a native speaker, so they will ask questions. Thus we'll be able to share our differences and our culture.
No reluctance nor shyness	• No at all, because If you talking to someone to whom thelanguage is the mother tongue , the least you know you should be proud of. • Not at all I use even languages that I do master it's part ofthe learning process. • no it's ok if you aren't good in a language you can alwayslearn or use translation in worst case scenario. • It helped, I was a shy person before learning new languagesbut now it's much better,

Reluctance & shyness	• Yes, currently I'm suffering from anxiety and this makes me reluctant in addition I'm afraid of making mistakes and being judged. • Yes, sometimes I just stop speaking and I listen to peoplebecause once again I'm scared to say something which would sound stupid or which would be misinterpreted. • Kind of yes! I am because I'm a lil bit insecure about not getting the word right.
Self-expression	• Yes, I can express myself better. • Yes, because I get detached from my society and feel morefree to express my foreign thoughts. • Yes I enjoy using a foreign language because i feel morecomfortable expressing myself that way... For whatever reason lol. • Oui, quand je parle en anglais (2ème langue) je me sens pluslibre d'une certaine manière, j'ose exprimer ma façon de penser davantage que dans ma langue maternelle (le français). Yes, because of social media we are using more expressionthat aren't in our mother language.

III. Table 1: Categories of Answers.

Conclusion

This chapter permitted us to gain insight into the subject matter and discover the participants' attitudes concerning multilingualism and socialization. The closed-ended questions have clarified that our participants are socially active in both real life and social media, and are well-informed of multilingualism.

The open-ended questions have answered our research questions which are:

1- Does multilingualism affect university students socializing behaviors, both physically and virtually (social media/networks)

2- How can multilingualism benefit university students' socialization?

Some participants have difficulties when socializing with foreigners or when making new acquaintances. As it was reported, this can be caused by extraversion or introversion. There are people who do not master enough languages to maintain a proper conversation, thus they avoid attending social gatherings and interacting face-to-face with outsiders. However, all the participants use social media and follow accounts from different countries. This can create good conversation topics to discuss with foreign people. Internet facilitated communication because of the availability of translation tools. By doing so, people can socialize with foreigners and learn new pieces of information concerning their cultures, then gradually learn their language.

In the first open-ended question, we asked whether the participants enjoy speaking in a foreign language. Some of them said that it was not a choice nor a matter of enjoyment, but rather a matter of habit. They have been accustomed to hearing multiple languages since a very young age. The majority said that they do enjoy speaking other languages because they find adequate expressions to express themselves more freely, which can create a sense of pride and accomplishment.

The Algerian participants who prefer socializing in foreign languages said that it was easier for them to voice their sincere feelings especially when they feel vulnerable.

Speaking multiple languages can come with reluctance and shyness, and the majority of our participants reported that in order to learn something, they must commit mistakes. However, the others said that they were too shy to utter words that might sound inappropriate in the context.

As for the last and main question of our research, nearly all the participants have acquiesced that multilingualism has been a positive factor or tool in developing and enhancing their social skills. They stated that they managed to overcome their fear of making mistakes and have met people from around the world due to their capacity of speaking multiple languages.

Chapter IV

Table of Content

Introduction

To properly complete this study, it is necessary to analyze the data collected in order to answer research questions.

Data analysis is the process of examining and interpreting collected data in order to draw a conclusion about a specific subject. In this dissertation, content analysis was used to analyze the data which was gathered from the questionnaire. Content analysis helps simplifying the collected data for qualitative techniques.

This chapter includes the analysis, presentation and interpretation of the findings resulting from this study. We interpret the gathered data by observing the charts resulting from the closed-ended questions in order to understand the social aspect of participants in real life and on social media, then we analyze and interpret the answers of the open-ended questions that are categorized as follows: socializing with foreigners, culture, reluctance and shyness and self-expression.

We conclude this chapter by citing the limitations that this study have encountered, we then give some pieces of advice for future researchers in case they want to reproduce a similar work. Finally, we mention the pedagogical implications that have been mentioned throughout this dissertation.

Data interpretation is the process of reviewing data or gathered information throughout a research to draw conclusions. This process gives meaning to the research and determines its significance.

Data interpretation is a crucial step in a research. In fact, the visual presentations of data findings are irrelevant unless analyzed and interpreted to serve the purpose of a research. There are different methods of analyzing, we count the qualitative research method, the quantitative research method and the mixed method. In this dissertation we chose to work with the mixed-method to analyze and interpret our data.

The mixed-method consists of mixing quantitative and qualitative data within the same study. It is practical to clarify the contradictions between qualitative and quantitative results, reflects the participants experiences, and provides flexibility for the researcher.

In this dissertation, we have used the exploratory research which investigates ambiguous problems. Primary research was conducted using a survey and observation, and as a secondary research, we have employed online exploration to gather previous pieces of information.

Our survey consisted of thirteen closed-ended and five open-ended questions prepared on Google Forms. The answers for the thirteen questions were additional details used as a reinforcement for the answers of our open-ended questions.

## 1. Discussion and Analysis of Answers

Socialization starts from infancy. The child gets introduced to a social setting in which he will be a part of. Parents or caregivers in general must ensure a good environment to teach the child the proper ways of communicating and socializing, and this can be possible with language.

Language is the main tool of communication. It varies from one person to another but serves the same purpose: expressing thoughts, feelings and ideas. There are over 7000 languages in the world, and this number outnumbers that of countries, which technically makes every country in the world multilingual.

Multilingualism is the ability to speak two languages or more fluently. This phenomenon has proven to be not only an effective agent against some mental diseases, but also a helpful cognitive booster and promotes linguistic and communicative competences (Chibaka, 2018). Guided by these pieces of information we decided to explore the advantages of multilingualism on university students' socialization .

In this dissertation, the items we presented were simple, concise and understandable, and since it is a multilingual study, we decided to allow all participants to answer with the language of their choice.

To initially clarify a point, all our participants are multilinguals. As we already reviewed this information in chapter one, Algeria has been colonized by several colonizers, which therefore transformed it into a multilingual country. We logically assume that some of the Algerian participants can speak up to four languages fluently. All our participants can switch between languages easily. In fact, when all languages are correctly acquired, the brain manages to separate each one for daily usage. That is why thirteen participants do not use their mother tongues only in their daily life. It is generally a mixture of languages like Berber and French, French and Arabic, Arabic and English, French and English...etc.
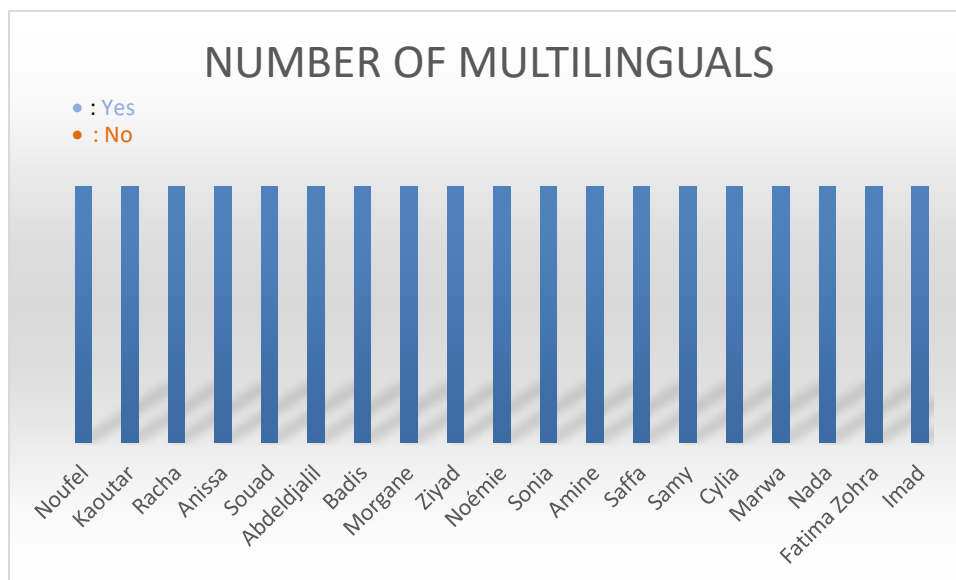

IV. Graph 1 Are you multilingual?

As it is clearly shown on this graph, all our participants are multilinguals. Nowadays, multilingualism is the norm, so it is very rare to find people who speak one language only.
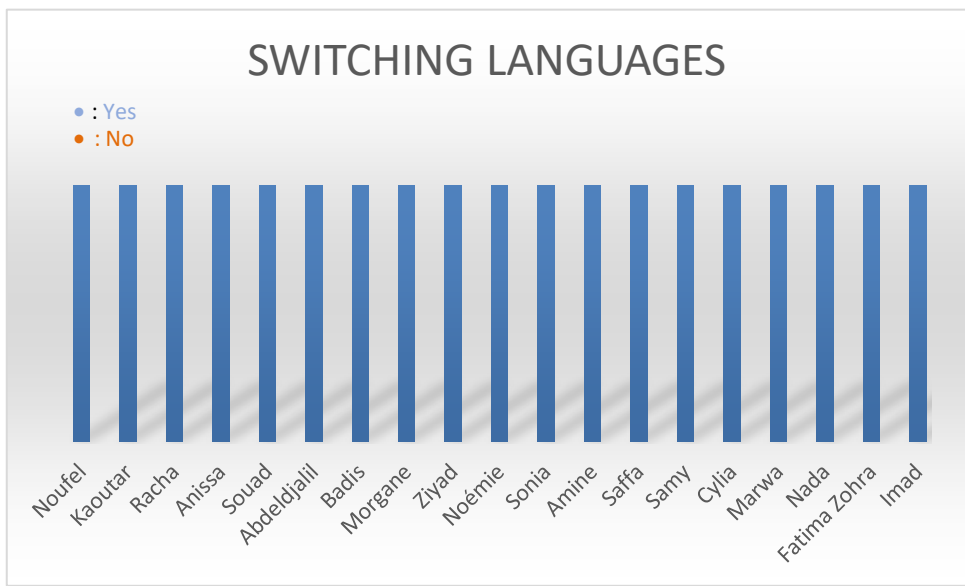
IV. Graph 2 Is it easy for you to switch between languages?

This graph displays the ability of all our participants to switch between language. In fact when all languages are correctly acquired, it is easy to separate them for daily usage.
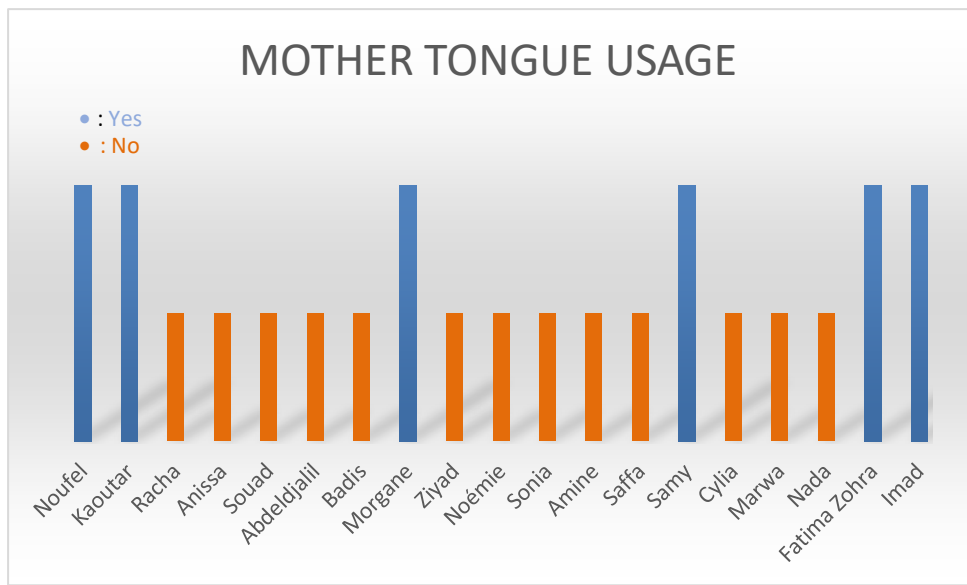

IV. Graph 3 Do you use your mother tongue only in everyday conversations?

This graph shows that the majority of our participants (thirteen) do not use their mother tongues only in everyday conversations. This may be related to the context in which languages are used, especially among the individuals' families.

The analysis of the research was carried according to four categories of answers: socialization with foreigners, culture, reluctance and shyness and self-expression.

1.1 Socializing with Foreigners

In our research, all the participants use social media. Since the arrival of internet and social media, the world became like a small village where meeting new people from around the globe had never been easier. The charts that follow can be linked with our first category of the obtained answers. Multilingualism assisted the participants in making friends online. The majority of the participants claimed that they made amazing acquaintances with people from around the world, and this could not be possible if they were not multilinguals. They could communicate using a common languages like French for Algerian and francophone people, and English as a lingua franca between people who do no share any common language. We deduce that these participants have understood the characteristics of an effective conversation which also means that they overcame some cross-cultural barriers.
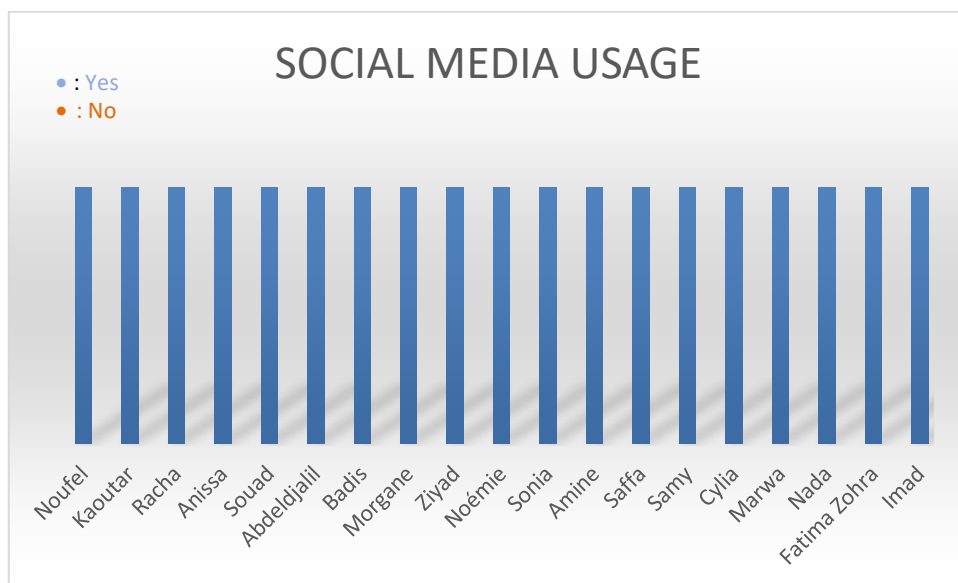
IV. Graph 4 Do you use social media?

The graph above shows that all students and participants use social media. This is actually not a surprise given that ICTs are widespread in educational setting in early ages throughout the educational systems.
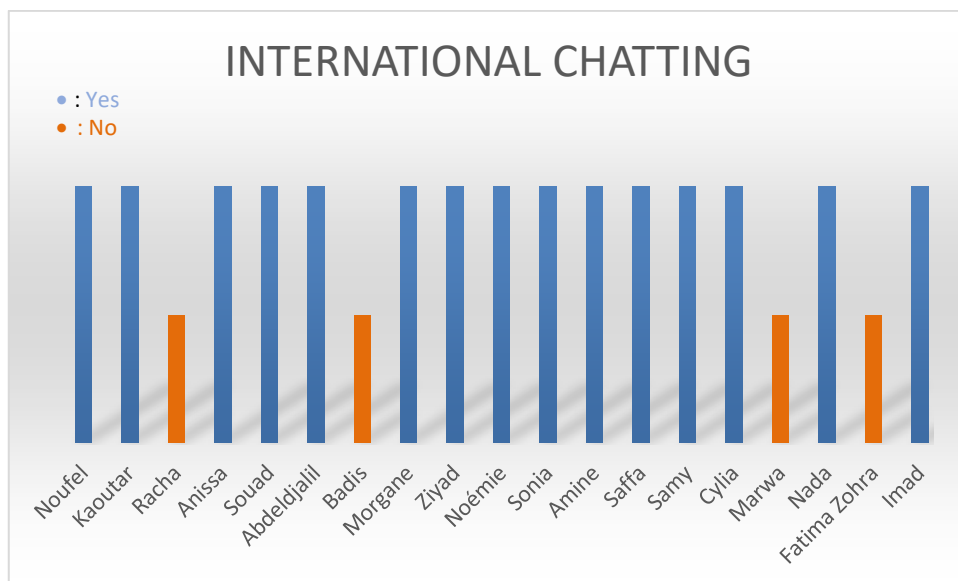
IV. Graph 5 Do you chat with people overseas?

The participants who chat with people overseas have proven that internet and social media have transformed the world into a small village where communication and socialization became easy and accessible for everyone.

1.1 Culture

The following charts represent the second category of our answers which dealt with what students learn from their foreign peers. Multilingualism is a crucial skill that permitted the participants to see interesting facets of cultures. They expressed their enthusiasm concerning the process of learning about foreign cultures. They also learnt how to be open-minded and diligent since it develops education, cultural awareness and linguistic competence. As we explained in chapter two, multilingualism can have socio-cultural advantages. According to Chibaka (2018), multilinguals are multicultural individuals who can adapt to any culture through the use of language. We suppose that when an individual learns a language, he does not only learn its linguistic and grammatical rules, but also the culture that comes with it. E.g. foreign languages learners may copy the natives' manners, style or even simple daily practices. This might push them to communicate with them using multiple languages to learn facts concerning their culture, which logically serves the purpose of socialization.
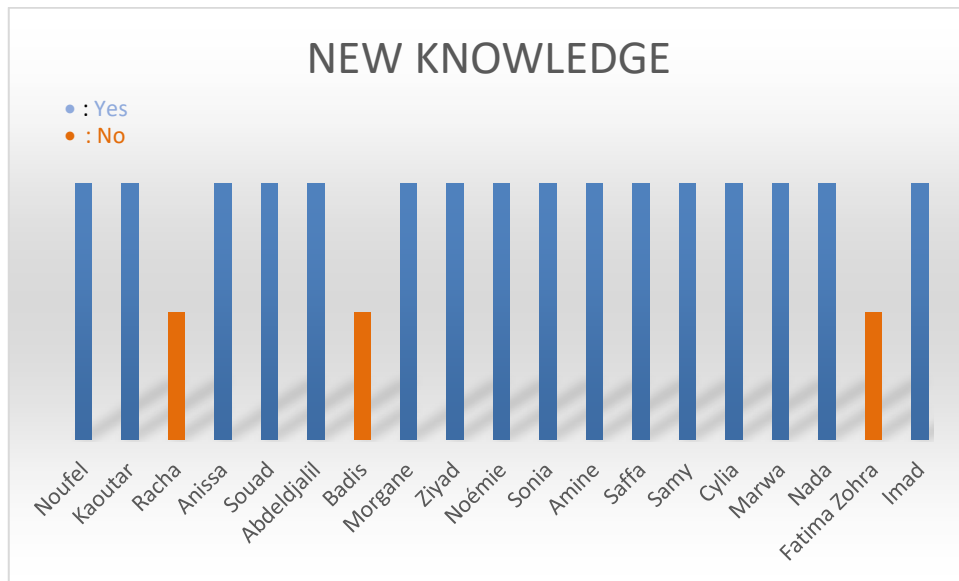
IV. Graph 6 Do you learn any interesting information from them?

As the graph explains, we can see that through the use of social media, our participants have met people from different countries and cultures, and have therefore learnt new knowledge.
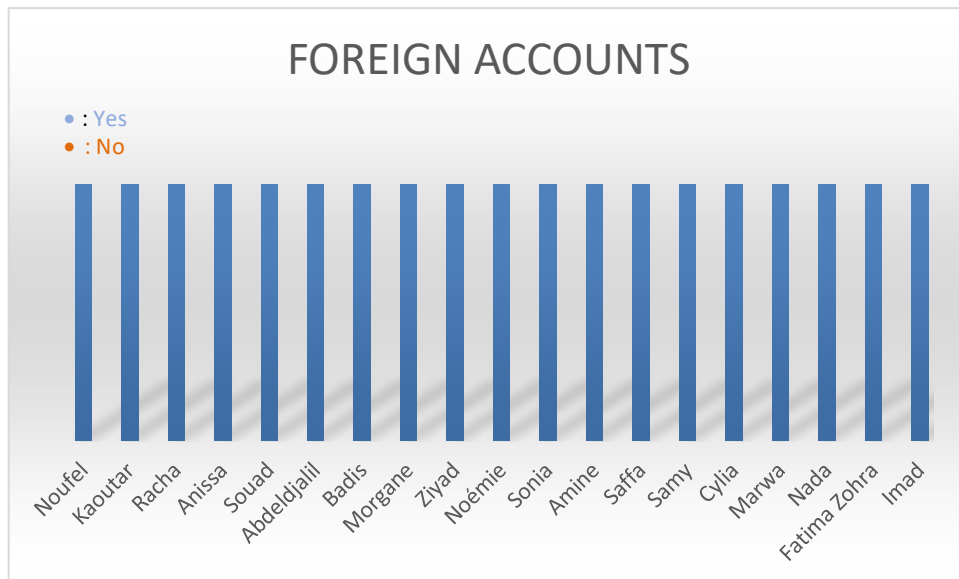
IV. Graph 7 Do you follow accounts from other countries?

The graph shows that all the participants follow accounts from other countries. People are curious to learn about habits and practices of other countries, so they try to discover them through social media posts. .
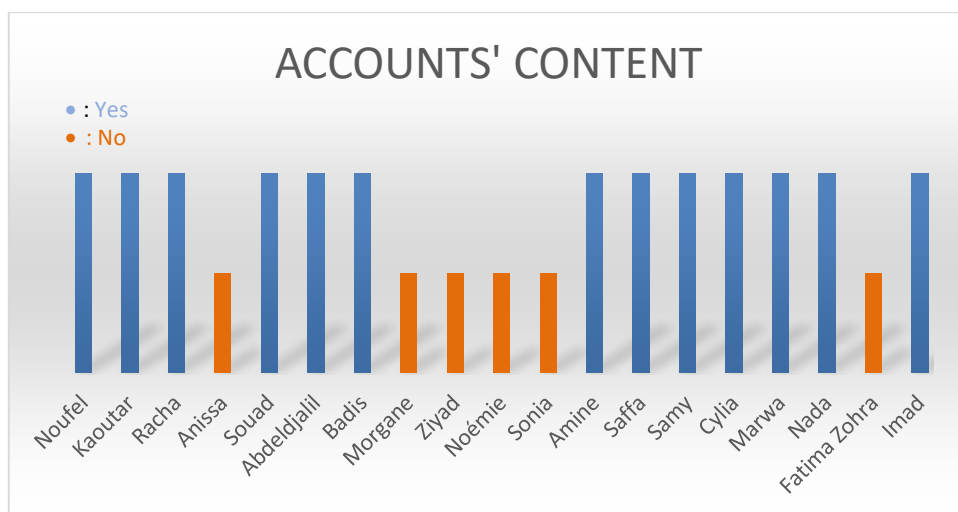
IV. Graph 8 Is their content more interesting than your local accounts' content?

The majority of the Algerian participants prefer contents of foreign countries accounts. However the French and Belgian Participants still prefer their local accounts' content. People in Algeria are always seeking innovation, that is why they enjoy what is foreign from their culture.

1.2 Reluctance and Shyness

The third category of our research answers concerns reluctance and shyness. Speaking multiple languages can come with some timidity due to the lack of proficiency. As the first graph below explains, some participants so not easily socialize with foreigners. On the one hand, socializing with an outsider can be challenging for some individuals, sometimes due to low proficiency in the medium of communication which can later lead to shyness. This phenomenon can also happen within the same country. For example in Algeria, when a Kabyle person goes to an Arabic region, he may find difficulties in transmitting his thoughts. On the other hand, there are people who appreciate learning about habits and practices that are different from theirs, regardless of their language.

The second graph demonstrates how approximately half the participants do not like physical interaction. This might have been strange if anyone had said this 20 years ago, but with the widespread of technology and internet, some people prefer "chatting" using social networks since they are the world's easiest and fastest tools of communication. Nevertheless, the other half still prefer face to face interaction.

In the questionnaire, there was an item that sought to uncover whether the participants were reluctant to use a language they do not perfectly master, and the answers were different from one students to another. Some of them feel anxious and insecure when speaking a foreign

language, because they are worried they might make mistakes and be judged. The others said that it was normal for a learner to make mistakes and learn from them.

Some human beings are proud creatures, so when they learn a new ability or skill, they will try to manifest it. This phenomenon can also happen in the field of languages. We can deduce that if an individual learns a new language, he/she will try to socialize with people and show his/her potentials. That is why some participants said that speaking foreign languages can boost their ego and create a positive shift of personality.
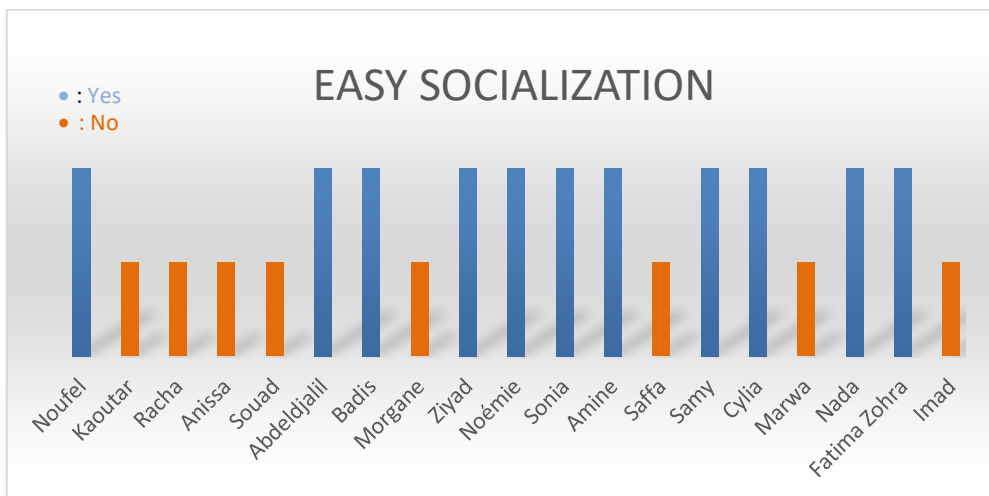
IV. Graph 9 Do you easily socialize with foreigners?

This graph shows the ability to socialize with foreigner. This can uncover the participants extraversion or introversion. Being introverted can block socialization from occurring in normal circumstances.
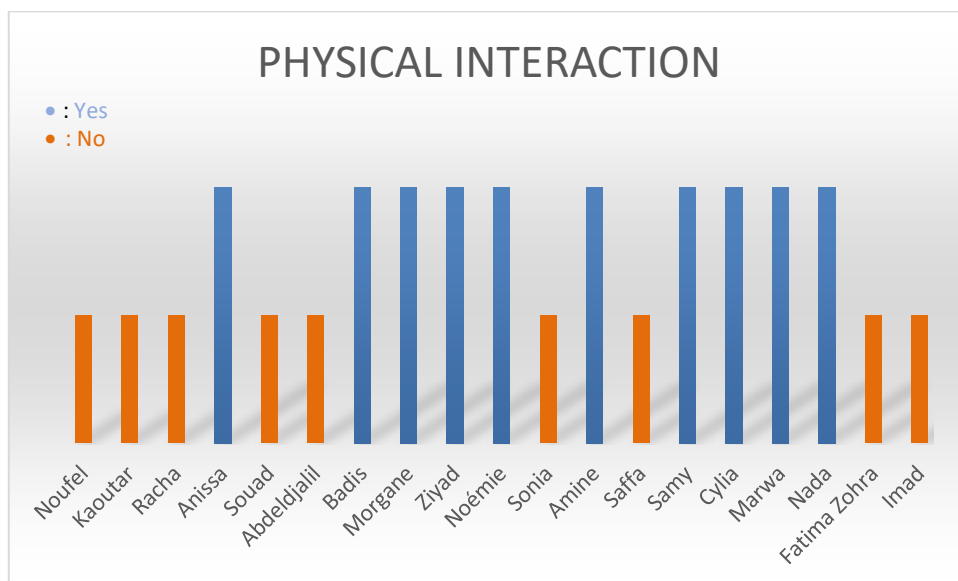
IV. Graph 10 Do you like face-to-face interaction?

Nine participants do not like physical interaction. we can deduce that with the widespread of technology, people got accustomed to communicate on social media.

1.1 Self-Expression

When it comes to socialization, nearly all the Algerian participants claimed that socializing in a foreign language gives them a large variety of expressions and helps them be more at ease when expressing their feelings and emotions. This can push some individuals to make new acquaintances in social gatherings as it is demonstrated in the charts below. Some people do not like showing emotions, and even their native languages can be emotionally introverted. We deduce that multilingualism helped these participants in the field of socialization and that this phenomenon is considered a spare wheel to express how they feel, because it provides a large and rich linguistic background. Whereas, two French participants were totally opposed to this idea, in their opinion, their mother tongue (French) is still the best language for socialization, because speaking in their native language provides a sense of belonging and makes them discover common experiences from their everyday life.
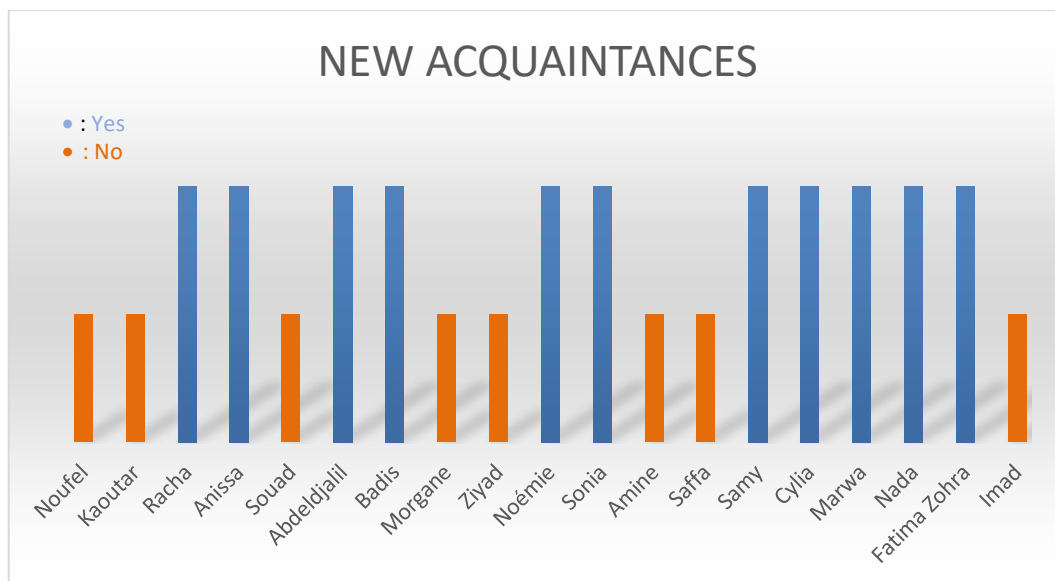
IV.Graph 11 Do you enjoy making new acquaintances?

From this graph, we can see that eleven participants enjoy making new acquaintances. For some people, multilingualism is a tool that permits them to make new acquaintances.
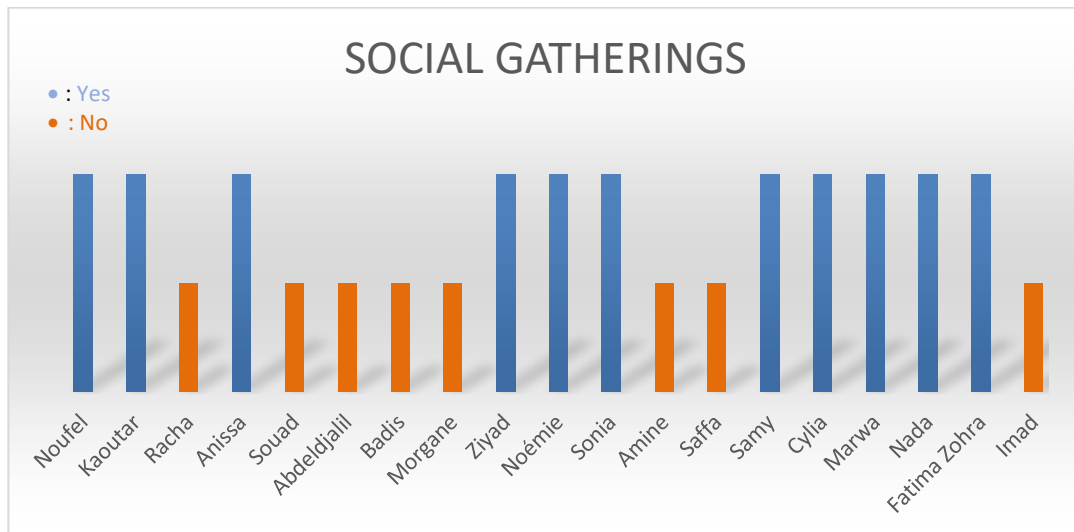
IV. Graph 12 Do you like attending social gatherings?

Social gatherings are made for exchanging cultures and experiences. We can see that eleven people enjoy attending social gatherings. In social gatherings, people can meet with foreigners and socialize with them, and this permits them to displays their multilingualism.

2. Limitations of The Study

Limitations of a study are constraints or difficulties encountered by researchers. Identifying these limitations demonstrates how the researcher thought thoroughly about the research problem and understood the literature related to it.

Every research work can be faced with limitations. To begin, the size of the sample was too small, and some participants did not clearly answer some items.
Furthermore, it was hard to find available and reliable data concerning the research subject on internet or in Algerian libraries. Then, we had some cultural divergences, which could have been investigated better using other research designs for a longer period of time. We also encountered some ambiguities with the administration regarding the deadline of the submission of our dissertation.

Finally, due to the pandemic, we were compelled to distribute online surveys only, which was not sufficient and did not facilitate our data analysis.

3. Recommendations

Recommendations are pieces of advice given by a researcher for future researches who want to exploit the same data and field. This is important in order to avoid other researchers to encounter issues or difficulties related to the subject matter.

When conducting this dissertation, we identified various areas where further research was needed. The recommendations that are cited below encompass methodological knowledge and theoretical background concerning the main variables of the research :

1. The researcher must possess enough methodological knowledge.
2. Before starting a research work, the researcher must ensure a valid research problem; It should be well premeditated and should not be doubted throughout the research.
3. If a researcher ought to produce a similar work with a qualitative research method, it is better to use interviews, because they can provide better responses and honest opinions about the subject matter.

4. Second, this work needed more research about the psychological aspect of socialization, because all aspects of the latter should be reviewed for an advanced understanding and a wide range of important information to cite. It would be better if the researcher knows multilingualpeople from around the world and not be limited to Algeria and francophone countries only.

4. Pedagogical Implications

As didactic students, our research must include some pedagogical implications. Having studied languages and living in a predominantly multilingual country, we can perceive a noticeable difference between multilingual and monolingual students when it comes to communication. Multilinguals express themselves in a better way and are open-minded. Speaking multiple languages is impressive but not rare, it nevertheless shows the level of dedication someone has, especially when spoken correctly. However, it does not only concern knowledge about grammar, vocabulary, writing and listening, but also understanding social clues and cultural differences.

Students are invited to learn foreign languages, because multilingualism gives them possibilities to express ideas and thoughts in various ways by developing linguistic communication strategies like code switching and code mixing and enhances cross cultural communication skills, thus creating cultural awareness.

Conclusion

This chapter allowed us to understand the participants' points of view concerning the effects of multilingualism on socialization. It is now clear that multilingualism is a push factor for an effective socialization, because it provides more expressions to voice sentiments especially when the mother tongue does not promote some utterances.

Multilingualism also pushed individuals to be more social since it creates opportunities to share cultures and meet new people every day. This phenomenon helped some participants in overcoming their shyness, thus leading them to make new acquaintances and meet people from around the world.

In this chapter, we also cited the limitations of the study which consisted mainly on the lack of time and the insufficiency of population. We also advised the future researchers on how to carry this research using a better strategy. Finally, we explained the pedagogical implications that may be found in this dissertation.

General Conclusion

In this research, we combined understandings from the field of multilingualism with concepts related to socialization in order to study the effects of the former on the latter, which led to the conclusion that speaking various languages can have several positive consequences on the socialization field.

We reviewed some pieces of information from different researchers to assist us in understanding certain phenomena. And before starting this work, we have performed a pilot research on secondary school pupils to test its feasibility and decide which category of learner we want to study. We decided that university students were more suitable, because they were already well acquainted with the term "multilingualism" and had the appropriate profile to clearly and completely answer our questions.

We divided this work into four chapters. The two first chapters dealt with the literature review of our work. The third chapter contained our methodological components and the analysis of our data. The fourth and last chapter, discussed and interpreted our pieces of information.

The first chapter of our dissertation explained what we mean by language and multilingualism, which was the first variable of this work . The term "language" is not simple and requires deep and thorough research in order to be understood and permit us to understand multilingualism. We found that opinions on what multilingualism is remain divergent. While some say it is the use of more than one language, others think multilingualism is the use of two languages or more.

The second chapter presented the signification of socialization which was the second variable of our work. Socialization is the involvement of an individual in the social setting by transmitting and assimilating attitudes specific to a community (Pescaru, 2019).
The importance of socialization starts from early childhood, and its lacks might have long lasting effects on any individual's life.

In the third chapter, We have mentioned the method we chose for data gathering and analyzing which is the descriptive mixed-method. We decided to use this method in order to obtain honest answers and opinions concerning the subject matter.

To obtain data, we have prepared a questionnaire that we shared with nineteen university students from Algeria, France and Belgium. The questionnaire contained two parts. The first part included closed-ended questions, and the second included open-ended questions.

The closed-ended questions have shown the attitudes of the participants toward socialization by seeking whether they easily socialize in real life and on social media in order to discover their level of implication concerning this phenomenon, because studying multilingualism with unsociable participants would have been challenging.

The open-ended questions have uncovered the participants' opinions and feelings concerning effects of multilingualism on their socialization. The participants expressed themselves clearly and adequately using the languages of their choices.

We categorized the answers of the open-ended questions in order to highlight the main ideas repeated among our participants and facilitate our data analysis and interpretation. We extracted four categories: socializing with foreigner, culture, reluctance and shyness and self-expression.

After analyzing our pieces of information in chapter three and interpreting them in chapter four, we have deduced that all the above categories serve one purpose: socialization.

Using social media as a means of communication and interaction, our participants have claimed that multilingualism have permitted them to meet people from different countries and different cultures and socialize with them on a daily basis.

We also found that multilingualism helped our participants in becoming aware of other cultures, thus pushing them to enjoy socializing with people from around the world to discover and appreciate their mutual differences.

Multilingualism is also a tool for shy people to overcome their fear of speaking or making new acquaintances, because speaking multiple languages can be a personality shifter. In other words, a person can be shy and introverted, but can become slightly extroverted when socializing in a foreign language.

Finally, multilingualism creates a sense of freedom and provides a rich linguistic background. Some languages are emotionally introverted, so people tend to mix or switch

languages in order to fill certain gaps, especially when speaking about one's emotions or sincere and deep thoughts.

These findings will hopefully aid people to understand how socialization can be more effective and easy when multilingualism is involved, and push them to discover several more positive effects of this phenomenon.

References

Bibliography

Araki, N (2018). *The Origin of Language.* Research Vol.52. Bull. Hiroshima Inst. Tech.
https://www.it-hiroshima.ac.jp/institution/library/pdf/research52_007-013.pdf

Bakhyt, A. & Mandel, K.M. (2019, June). *The Concept of Multilingualism.*
Bakhyt, A. Eötvös Loránd University.
https://www.researchgate.net/publication/333673766_The_Concept_of_Multilingualism

Barzan, P. & Heidary, B. (2019, November). *Language Variation.* Arak University.
https://www.researchgate.net/publication/337499049_LANGUAGE_VARIATION

Brown, P. & Gaskins, S. (2014, September). *Language Acquisition and Language
Socialization.* Cambridge University press.
https://www.researchgate.net/publication/268443710_Language_acquisition_and_language_socialization

Cenoz, J. (2013, March). *Defining Multilingualism*. Annual Review of Applied Linguistics.
https://www.researchgate.net/publication/259438531_Defining_Multilingualism

Chibaka,E.F. (2018, May). *Advantages of Bilingualism and Multilingualism: Multidimensional
findings. Multilingualism and Bilingualism.*
https://www.researchgate.net/publication/325462598_Advantages_of_Bilingualism_and_Multilingualism_Multidimensional_Research_Findings

REFERENCES

Craik, F. I .M. Bialystok, E. Freedman, M. (2010, November). *Delaying the onset of Alzheimer Disease. Bilingualism as a form of cognitive reserve.* Baycrest, Toronto, Canada. https://www.researchgate.net/publication/47718040_Delaying_the_onset_of_Alzheimer_disease_Bilingualism_as_a_form_of_cognitive_reserve

Djabri, A. (1981, August). *Language in Algeria: the continuing problem.* University of Wales. https://bu.umc.edu.dz/theses/anglais/DJA093.pdf

Guella, N. (2011). *Emprunts Lexicaux dans les Dialectes Arabes Algériens.* Monde Arabe n 8° pp 81-88. https://gerflint.fr/Base/Mondearabe8/guella.pdf

Labed, Z. (2015). *Multilingualism in Algeria: the case of appellation of Algerian TV channels.* École Normale Supérieure d'Oran. https://www.asjp.cerist.dz/en/article/6358

Manfredi, S., Senelle, M.C.S., & Tosco°, M. (2017, August 2). *Language Contact, Borrowing and Codeswitching.* Amina Mettouchi; Martine Vanhove; Dominique Caubet. Corpus-based Studies of lesser-described Languages: the CorpAfroAs Corpus of spoken AfroAsiatic languages., 67, John Benjamins, pp.283-308, 2015, Studies in Corpus Linguistics, 9789027203762. ffhal-01249783f https://hal.archives-ouvertes.fr/hal-01249783/file/Language_contact_borrowing_and_codeswitc.pdf

Meier, G.S. (2018, April). *Multilingual Socialization in Education: Introducing the M-SOC Approach.* University of Exetel. https://www.researchgate.net/publication/324218257_Multilingual_socialisation_in_education_Introducing_the_M-SOC_approach

REFERENCES

Moore, L. (2008). *Language socialization and second/foreign language and multilingual education in non-western settings.* Encyclopedia of Language and Education, 2nd Edition, Volume 8: Language Socialization, 175–185. https://cpb-us-w2.wpmucdn.com/u.osu.edu/dist/8/3712/files/2009/03/Moore-2008-Encyclo-Lang-Ed-2l2s0si.pdf

Pescaru, M. (2019, January). *The importance of the Socialization process for the Integration of the Child in the Society.* University of Pitesti. https://www.researchgate.net/publication/330076266_THE_IMPORTANCE_OF_THE_SOCIALIZATION_PROCESS_FOR_THE_INTEGRATION_OF_THE_CHILD_IN_THE_SOCIETY

Verdinelli, S. & Scagnoli, N.I. (2013, February). *The international Journal of Qualitative Methods.* Visualizations in qualitative methods. University of Illinois, Urbana-Champaign. https://journals.sagepub.com/doi/pdf/10.1177/160940691301200117

Wloswicz, T.M. (2012, October). *L'alternance codique dans les productions orales et écrites au sein d'une filiale polonaise d'une entreprise multinationale.* https://gerflint.fr/Base/Italie9/Wlosowicz.pdf

REFERENCES

Webography

Azizul, H (2018, June 25). Definition of language by different Scholars and Linguists. English Finders. Retrieved April 9, 2021, from https://englishfinders.com/definition-of-language-by-scholars/#Definition_of_Language

Buchanan, A. (2017, November 30). 5 reasons why is English the "Global Language" of today. Speak English Center (SEC). Retrieved April 18, 2021 from https://www.speakenglishcenter.com/english-5-reasons-why-is-english-the-global-language-of-today/?lang=en

Crystal, D. (n.d.). Language. Britannica. Retrieved April 11, 2021 from https://www.britannica.com/topic/language

Données historiques et conséquences linguistiques. (n.d.). Algérie. Retrieved April 18, 2021 from https://www.axl.cefan.ulaval.ca/afrique/algerie-2Histoire.htm

Embassy of Algeria in New Delhi. (n.d.). Algeria's History. Retrieved April 17, 2021 from http://www.algerianembassy.co.in/news/algeriahistory/

Ethnologue. (n.d.). How many languages are there in the world? Retrieved June, 2021 from https://www.ethnologue.com/guides/how-many-languages

Geog, L.G. (n.d.). The effects of colonialism in language. ersi. Retrieved April 14, 2021 from https://www.arcgis.com/apps/Cascade/index.html?appid=4ca2a48ae235402cac6db62c6d171877

REFERENCES

Libraries. Introduction to society: understanding and changing the social world. (n.d.). The importance of socialization. Retrieved April 22, 2021 from https://pressbooks.howardcc.edu/soci101/chapter/4-1-the-importance-of-socialization/

Libraries (n.d.). Sociology by University of Minnesota. The importance of socialization. Retrieved April 22, 2021 from https://open.lib.umn.edu/sociology/chapter/4-1-the-importance-of-socialization/

LibreTexts (2021, February 20). Social Science. The Role of Socialization. Retrieved April 22, 2021 from https://socialsci.libretexts.org/Bookshelves/Sociology/Book%3A_Sociology_(Boundless)/04%3A_The_Role_of_Socialization/4.01%3A_The_Role_of_Socialization/4.1A%3A_The_Role_of_Socialization

Limatcher, L. (n.d.). Code switching and code mixing. International Lounge. Retrieved April 17, 2021 from https://utesinternationallounge.com/code-switching-and-code-mixing/

Noack, R. & Gamio, L (2015, April 23). The world's languages, in 7 maps and charts. The Washington Post. Retrieved April 11, 2021 from https://www.washingtonpost.com/news/worldviews/wp/2015/04/23/the-worlds-languages-in-7-maps-and-charts/

Nordquist, Richard. (2020, August 26). Definition and Examples of a Lingua Franca. Retrieved April 15, 2021 from https://www.thoughtco.com/what-is-a-lingua-franca-1691237

REFERENCES

Schroeder, S. (n.d.). Causes and effects of human migration. Khan Academy. Retrieved April 14, 2021 from https://www.khanacademy.org/humanities/world-history/medieval-times/migration/a/migration-focus-block#:~:text=Overview,often%20the%20cause%20of%20migration

TrueLanguage. (n.d.). What's the difference between de facto and de jure? Retrieved April 19, 2021 from https://www.truelanguage.com/2020/01/30/whats-the-difference-between-de-facto-and-de-jure/

Appendices

Questionnaire The effects of multilingualism on socialization

1. Closed-ended items

Real life socialization

- Do you easily socialize with foreigners? Yes/No
- Do you like attending social gatherings (book fairs, excursions, school events...etc.). yes/No
- Do you enjoy making new acquaintances? Yes/No
- Do you like face to face interaction? Yes/No

Social media socialization

- Do you use social media? Yes/No
- Do you follow accounts from other countries (accounts related to your interests, such as fashion, traveling, cooking, humor...)?
- Do you think their content is more important than the local accounts that share the same content?
- Do you chat with people overseas? Yes/No
- Do you learn any interesting information from them? Yes/No
- Do you have more friends in reality or in social networks (Facebook, Instagram, twitter, discord..). -Reality   -Social networks

Multilingualism

- Are you multilingual? Yes/No
- Do you use only your mother tongue in everyday conversations? Yes/No
- Is it easy for you to switch between languages? Yes/No

2. Open-ended items

- Do you enjoy speaking in a foreign language? Justify.
- Do you think socializing in a language other than your mother tongue is better and more effective? Justify.
- Are you reluctant to use a language you do not perfectly master? Justify.
- Do you shy away from socialization because of your lack of vocabulary when speaking a foreign language? justify
- Do you think multilingualism helped you in the field of socialization? Justify.

Responses of the participants

Do you enjoy speaking in a foreign language? answer with yes or no, then justify your answer.

- Yes, i can express myself better.

- Yes I do like to use foreign languages

- I dont rlly enjoy it, just force of habit

- Yes

- Yes, because I really enjoy the slight shift of personality that speaking another language creates and there's a great feeling of accomplishment when I manage to have an actual conversation in a language that I don't master.

- Yes, because i get detached from my society and feel more free to expres my foreign thoughts

- Yes i enjoy using a foreign language because i feel more comfortable expressing myself that way... For whatever reason lol

- Oui , en effet . Je parle tres fréquemment en français parce que je maîtrise quasi parfaitement la langue et je trouve qu'elle me ressemble en quelque sorte la langue française.

- Yes, Because since i am a child i hear many languages around me, so it's a part of my identity that's the real meaning of the mother tongue not only the pure language spoken by your great great grand parents

- I do enjoy because i like proving myslef by knowing more than just one language

- Oui, quand je parle en anglais (2ème langue) je me sens plus libre d'une certaine manière, j'ose exprimer ma façon de penser davantage que dans ma langue maternelle (le français).

- nope

- Yes i do it's easier for me to express myself in

- French English Berber Arabic

- Yes,somehow it feels better

- yes it boosts your ego

- Oui

- Yes I enjoy it a lot because by doing so I improve my speaking skill as well as my english

- Yes , because it is enjoyable

Do you think socializing in a language other than your mother tongue is better and more effective? answer with yes or no, then justify your answer.

- Yes, and its the same as the previous its easier for me formulate ideas and say exactly what I'm thinking about

- Yes

- Its more expressive, atleast to me

- ال

- الني لست متمكنة من اللغات الاخرى

- No, I still think that socializing in your mother tongue is more effective because you might not grasp the small nuances that language variations have in a foreign language that you don't know as well as your native one, and miss social clues.

- Yes, caus sometimes words in foreign languages are more expressive

- Yes it is because most people won't speak my language while english for example is a international language

- Oui , bien sûre.

- Yes, but it dépend on the context, as a person « yes » because everyone is free to speak the language and the way he enjoys, but as a social community belonging to one nation, it's better to « commercialise » our mother tongue because it's a way to control technology and science and even have economic influence.

- Yes, it is more effective because in one groupe of friends there's different nationalities (because of video games), and therefore i use more than 1 language so they can all understand

- Yes, because I feel like it's easier to connect with other people as they are going to hear that I'm not a native speaker, so they will ask questions. Thus we'll be able to share our differences and our culture.

- nope its the same

- No because not everyone in my social life will understand

- Yes I have more vocabulary

- Yes,you learn and teach at the same time

- it depends of the language is versatile

- Non, parler la langue maternelle avec une personne dont c'est aussi la langue maternelle nous rapproche et nous fait découvrir des points commun tant dans le vécu que dans la vie actuel

- Yes indeed, I strongly beleive that the effective way of improving and acquiring language is by practicing it. As we say practice makes perfect

- Yes, since we already know our language so , socializing other langue is so effective to learn different things

Are you reluctant to use a language you do not perfectly master? answer with yes or no, then justify your answer.

- No
- Yes.
- Yes
- No, when iam certain of the sentence iam about to speak i do, i dont have to perfectly master it
- No because we learn from our mistakes
- No, because the only way to truly get better at speaking a language is to use it.
- Kind of yes! I am because im a lil bit insecure about not getting the wordd right
- Non , parce que on parlons une langue on finira par l'apprendre voir la maitriser parfaitement.
- No it depend on the context. Because of it is used just as tool of communication in daily Life to express somthing so here the most important is to be clear, but as an academic tool i should master it Because mistakes are not allowed
- Not at all i use even languages that i do master it's part of the learning process
- Yes because I'd feel a bit off and I'd be scared to appear as someone who is not really clever.
- no
- No i love learning languages,i believe that's a step to master it
- Yes when I can't express myself well
- yes
- Oui personnellement parler arabe est difficile car dans le quotidien ça me sert peut et j'ai un accent qui me gênent

- Yes, cruently I'm suffring from anxiety and this makes me reluctant in addition I'm afraid of making mistakes and being judged

Do you shy away from socialization because of your lack of vocabulary when speaking a foreign language? answer with yes or no, then justify your answer.

- Yes
- No idk how to explain thiz one
- Yes sometimes
- No, people are usually pretty tolerant on that kind of things, and they help you find the words you're looking for.
- No i don't because i know how to express myself perfectly or i will just apologize and ask for the exact word i should use and use it
- Non , pourquoi avoir honte ? Au final c'est pas ma langue mere , c'est une langue étrangère donc c'est un plus.
- No at all, because If you talking to someone to whom the language is the mother tongue , the least you know you should be proud of.
- No i'm not shy, as long as it not my mother tongue i dont care if i do mistakes
- Yes, sometimes I just stop to speak and I listen to people because once again I'm scared to say something which would sound stupid or which would be misinterpreted.
- no its just who iam
- No this is also a step
- No,you dont have to be perfect
- no it's ok if you aren't good in a language you can always learn or use translation in worst case scenario
- Oui , on se sent perdu et incompris par un manque de vocabulaire dans une situation où l'interlocuteur ne parle qu'une seul langue
- Yes, i'm a perfectionist so this quality pushes me always to overthink and doubt about my vocabulary and it makes me think that I have a lack of vocabulary so It prevents me Of speaking
- No , because from this way we learn better

Do you think multilingualism helped you in the field of socialization? Answer with yes or no, then justify your answer.

- Yes
- Yes it did
- No not rlly
- Yes because I find people that have same thinking like me
- Yes, I've met people that I wouldn't have been able to communicate with at all if I didn't speak their language, and people that I've become friends with because I mastered their language enough to understand jokes and nuances of tone, which I couldn't have done had I only been able to speak French.
- Yes, because of social media we are using more expression that arent in our mother language
- Yes it helped me because i talked to a lot of foreign people and learned from them
- Yes , sure.
- Maybe my personality because it made me open to other people and cultures
- It helped, i was a shy person before learning new languages but now it's much better
- Yes because it made me speak to people from all around the world thus thanks to multilingualism I met really nice people.
- yes for sure
- Yes because i found people who has the same interest with me
- Yes it has
- Yes,it helped me to get to know people that i like
- yes with or modren socaity that considers foreign language really important you can see that it's kinda interesting to talk with people in multilingual
- Oui , pas tous le monde parle français ou comprend la langue entièrement et ainsi on trouve une alternative à ce problème
- Yes, sometimes there are things that I express better using a foreign language rather than my mother tongue