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College of Arts and Foreign Languages

Department of Literature and English Language



## **EFL Students' Bilinguality and the Use of Vocabulary**

**Case Study:**

**Third Year Students at the English Department on the  
University of Abbes LAGHEROUR -Khenchela-**

**A Dissertation**

**Submitted to the Department of Literature and English Language in Partial Fulfillment  
of the Requirements for the Degree of Master in Language and Culture**

**By:**

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**Supervised By:**

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**2021/2023**

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**Dedication**

To those who have received the commendation and endorsement of the God of the celestial and earthly realms, and of whom He has spoken saying:

وَوَصَّيْنَا الْإِنْسَانَ بِوَالِدَيْهِ حَمَلَتْهُ أُمُّهُ وَهَنَا عَلَى وَهْنٍ وَفِي صَالِهِ فِي عَامِينَ أَنْ اشْكُرْ لِي وَلِوَالِدَيْكَ إِلَيَّ الْمَصِيرُ ﴿١٤﴾

سورة لقمان الآية 14

**My Father and My Mother.**

To those whom God created to offer us support during life's journey, and of whom He has spoken saying:

قَالَ سَنَشُدُّ عَضُدَكَ بِأَخِيكَ وَنَجْعَلُ لَكُمَا سُلْطَانًا فَلَا يَصِلُونَ إِلَيْكُمَا بِآيَاتِنَا أَنْتُمْ وَمَنِ اتَّبَعَكُمْ الْغَالِبُونَ ﴿٣٥﴾

سورة القصص الآية 35

**My Brothers: Ahmed, Abd razek, and Mouhamed.**

To those whom God created as a mercy for us, whom showered us with love and tenderness, and of whom He has spoken saying:

وَقَالَتْ لِأُخْتِهِ قُصِّيهِ ۖ فَبَصَّرَتْ بِهِ عَنْ جُنْدٍ وَهُمْ لَا يَشْعُرُونَ ﴿١١﴾

سورة القصص الآية 11

**My Sisters: Kouka, Djouhra, and Zoubida**

**To all of you**

**I couldn't have done this without you**

**Thank you for all of your support along the way.**

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Praise be to Allah, the maximum amount of praise. Praise be to Allah,  
who completes righteous deeds.

First and foremost, I am extremely grateful to my supervisor

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## ABSTRACT

The present study descriptively investigates the EFL students' bilinguality and the use of vocabulary, whether this bilinguality impinges on the use of vocabulary positively or negatively. To explore knowledge systematically, the researcher chose the third-year understudies as a case study for their etymological capability and capacity to comprehend the essential vocabulary of the research. 70 students were selected randomly as a sample for the present study to allow the largest possible number of students to participate in this study. Where the researcher utilized two questionnaires as a data gathering instrument, the primary questionnaire for instructors and the second one for understudies. The analyzed data showed that the use of L1/L2 as a learning assistance in EFL classrooms is beneficial for language acquisition. Also, bilingualism helps the learners to hold English language vocabulary for a long period duration. Bilingualism paves the way to practical advantages in learning EFL vocabulary. In addition, bilingualism results in making students more independent in their personal vocabulary use and develops their language acquisition. This can be attributed to the positive effect of the subjects' bilinguality on their English language vocabulary achievement. The study moreover uncovered that the mother tongue and second language of the subjects interact with English language acquisition. This is credited to there is a relationship between EFL students' bilinguality and their use of EFL vocabulary.

*Keywords:* EFL students' bilinguality, The use of vocabulary, First Language (L1), Second Language (L2), English as a Foreign Language (EFL).

**LIST OF ABBREVIATIONS**

<b>Abbreviation</b>	<b>Explanation</b>
AFBs	Arabic-French Bilinguals
AMs	Arabic Monolinguals
EFL	English as a Foreign Language
ESL	English as a Second Language
L1	First Language
L2	Second Language
H	Hypothesis
i.e.	used in writing before a piece of information that makes the meaning of something clearer or shows its true meaning
L3	Third Language
SLA	Second Language Acquisition
VLSs	Vocabulary Learning Strategies

**LIST OF TABLES**

<b>Table</b>	<b>Page</b>
<b>Table 1</b> <i>Typology of Bilingualism</i>	07
<b>Table 2</b> <i>Structure of French Language Teaching in Algeria.</i>	13
<b>Table 03</b> <i>A tabular representations detailing the outcomes of the teachers' questionnaire, along with the crucial statistical findings.</i>	25
<b>Table 04</b> <i>The use of L1/L2 as learning assistance in EFL classrooms</i>	28
<b>Table 05</b> <i>Sustaining EFL vocabulary over a prolonged duration, through the implementation of bilingualism</i>	29
<b>Table 06</b> <i>The efficient and judicious reliance of L1/L2 in learning a foreign language</i>	30
<b>Table 07</b> <i>The use of L1/L2 in defining new vocabulary items</i>	31
<b>Table 08</b> <i>Bilingualism and the learning procedures</i>	32
<b>Table 09</b> <i>The comprehension of L3 only with the target language</i>	33
<b>Table 10</b> <i>Bilingualism and practical advantages in learning English as a Foreign Language</i>	34
<b>Table 11</b> <i>Bilingualism and the academic success</i>	35
<b>Table 12</b> <i>Languages interaction</i>	36
<b>Table 13</b> <i>Bilingualism and the use of vocabulary</i>	37
<b>Table 14</b> <i>Participants' first language</i>	38
<b>Table 15</b> <i>First language proficiency</i>	39
<b>Table 16</b> <i>Participants' second language</i>	40
<b>Table 17</b> <i>French language proficiency</i>	41
<b>Table 18</b> <i>English Language Proficiency</i>	42
<b>Table 19</b> <i>Bilingualism questions responses for AFBs and AMs students</i>	43
<b>Table 20</b> <i>The linguistic profile of the sample</i>	53
<b>Table 21</b> <i>The three languages proficiency</i>	53

**LIST OF FIGURES**

<b>Figure</b>	<b>Page</b>
<b>Figure 01.</b> <i>The two models of bilingual's memory</i>	10
<b>Figure 02.</b> <i>Review of the role of vocabulary within language teaching. (Moreno, S. 2003).</i>	16
<b>Figure 03.</b> <i>A column statement showing the number of responses to the survey questions</i>	27
<b>Figure 04.</b> <i>The use of L1/L2 as learning assistance in EFL classrooms</i>	28
<b>Figure 05.</b> <i>Sustaining EFL vocabulary over a prolonged duration, through the implementation of bilingualism</i>	29
<b>Figure 06.</b> <i>The efficient and judicious reliance of L1/L2 in learning a foreign language</i>	30
<b>Figure 07.</b> <i>The use of L1/L2 in defining new vocabulary items</i>	31
<b>Figure 08.</b> <i>Bilingualism and the learning procedures</i>	32
<b>Figure 09.</b> <i>The comprehension of L3 only with the target language</i>	33
<b>Figure 10.</b> <i>Bilingualism and practical advantages in learning English as a Foreign Language</i>	34
<b>Figure 11.</b> <i>Bilingualism and the academic success</i>	35
<b>Figure 12.</b> <i>Languages interaction</i>	36
<b>Figure 13.</b> <i>Bilingualism and the use of vocabulary</i>	37
<b>Figure 14.</b> <i>Participants' first language</i>	38
<b>Figure 15.</b> <i>First language proficiency</i>	39
<b>Figure 16.</b> <i>Participants' second language</i>	40
<b>Figure 17.</b> <i>French language proficiency</i>	41
<b>Figure 18.</b> <i>English Language Proficiency</i>	42
<b>Figure 19.</b> <i>Bilingualism questions responses for AFBs and AMs students</i>	44

**TABLE OF CONTENTS**

**GENERAL INTRODUCTION**

<b>1. Statement Of The Problem .....</b>	<b>3</b>
<b>2. Research Questions .....</b>	<b>3</b>
<b>3. Hypotheses .....</b>	<b>3</b>
<b>4. Objectives and Importance of the Research .....</b>	<b>3</b>
<b>5. Research Design and Methods .....</b>	<b>4</b>
<b>5.1 Participants .....</b>	<b>4</b>
<b>5.2 Data Gathering Tools .....</b>	<b>4</b>
<b>5.3 Procedure .....</b>	<b>5</b>
<b>6. Outline of Dissertation .....</b>	<b>5</b>

**CHAPTER ONE: LITERATURE REVIEW**

<b>1. Introduction .....</b>	<b>6</b>
<b>2. Bilingualism .....</b>	<b>6</b>
<b>2.1 Bilinguals and Bilingualism .....</b>	<b>6</b>
<b>2.2 Classifications of Bilingualism .....</b>	<b>7</b>
<b>2.3 Bilingual's Memory .....</b>	<b>9</b>
<b>2.4 Languages Are Activated Simultaneously in the Bilingual .....</b>	<b>11</b>
<b>2.5 The Algerian Linguistic Profile .....</b>	<b>12</b>
<b>2.5.1 Overview of The Language Varieties In Presence .....</b>	<b>12</b>
<b>2.5.1.1 Arabic .....</b>	<b>12</b>
<b>2.5.1.2 French .....</b>	<b>13</b>
<b>2.5.1.3 Tamazight (Berber) .....</b>	<b>14</b>

# EFL STUDENTS' BILINGUALITY AND THE USE OF VOCABULARY

<b>3. The Use of Vocabulary .....</b>	<b>14</b>	IX
<b>3.1 The definition of vocabulary .....</b>	<b>14</b>	
<b>3.2 Kinds of Vocabulary .....</b>	<b>15</b>	
<b>2.5.1 Receptive Vocabulary .....</b>	<b>15</b>	
<b>2.5.2 Productive Vocabulary .....</b>	<b>15</b>	
<b>3.3 The importance of learning vocabulary .....</b>	<b>15</b>	
<b>3.4 Factors Affecting Vocabulary Learning Strategies .....</b>	<b>17</b>	
<b>3.4.1 Learner Individual Difference Factors .....</b>	<b>17</b>	
<b>3.4.1.1 Beliefs .....</b>	<b>17</b>	
<b>3.4.1.2 Attitudes.....</b>	<b>17</b>	
<b>3.4.1.3 Motivation.....</b>	<b>18</b>	
<b>3.4.1.4 Language Learning Experience .....</b>	<b>18</b>	
<b>3.4.2 Social and Situational Factors .....</b>	<b>18</b>	
<b>3.4.2.1 Field of Study: .....</b>	<b>18</b>	
<b>3.4.2.2 Course Type .....</b>	<b>19</b>	
<b>3.4.2.3 Class Level .....</b>	<b>19</b>	
<b>3.4.2.4 Gender .....</b>	<b>19</b>	
<b>3.4.2.5 Language Learning Environment .....</b>	<b>19</b>	
<b>3.4.3 Learners' Learning Outcomes .....</b>	<b>19</b>	
<b>3.4.3.1 Language Achievement .....</b>	<b>19</b>	
<b>3.4.3.2 Language Proficiency .....</b>	<b>20</b>	
<b>3.4.3.3 Vocabulary knowledge.....</b>	<b>20</b>	
<b>4. Related Studies.....</b>	<b>20</b>	
<b>5. Conclusion .....</b>	<b>23</b>	

## **CHAPTER TWO: THE FINDINGS**

<b>1. Introduction.....</b>	<b>24</b>
<b>2. Data Analysis .....</b>	<b>24</b>
<b>3. Teachers' Questionnaire Findings .....</b>	<b>24</b>
<b>3.1 Dealing with Missing Data .....</b>	<b>27</b>

**EFL STUDENTS' BILINGUALITY AND THE USE OF VOCABULARY**

3.2 The Analysis of Questions' Results.....	28	X
4. Students' Questionnaire Results .....	38	
4.1 The Initial Two Sections Findings .....	38	
4.1.1 The First Language (L1) .....	38	
4.1.2 First Language Proficiency .....	39	
4.1.3 Second Language (L2) .....	40	
4.1.4 French Language Proficiency .....	41	
4.2 The Third Section Findings .....	42	
5. Conclusion .....	45	

**CHAPTER THREE: THE DISCUSSION OF THE FINDINGS**

1. Introduction .....	47
2. The Discussion of Teachers' Questionnaire .....	47
3. The Discussion of Students' Questionnaire .....	52
3.1 The First Language (L1) .....	52
3.2 First Language Proficiency .....	52
3.3 French as a Second Language (L2) .....	52
3.4 French Language Proficiency.....	53
3.5 Comparing the Linguistic Proficiency of the Three Languages .....	53
3.6 Bilingualism Questions and Monolinguals/Bilinguals Responses .....	54
4. The Relationship between the Two Questionnaires .....	56
5. The Implications .....	57
6. Limitations, and Recommendations .....	57

**GENERAL CONCLUSION**

General Conclusion.....	58
-------------------------	----

# EFL STUDENTS' BILINGUALITY AND THE USE OF VOCABULARY

## REFERENCES

XI

References.....	60
-----------------	----

## APPENDICES

1. Appendix 1 .....	64
---------------------	----

2. Appendix 2 .....	66
---------------------	----

### GENERAL INTRODUCTION

In 1999, UNESCO announced that the 21st of February every year would be the International Mother Language Day, in memory of the Language Movement that took place in Bangladesh on February 21, 1952, where students and activists protested against the imposition of Urdu as the official language of East Pakistan (now Bangladesh). This year's theme focuses on Multilingual Education.

The 7,000 languages spoken by humanity represent a multitude of unique worldviews. Multilingualism contributes to the development of inclusive societies with multiple cultures and knowledge systems that coexist.

Reich (1986) mentioned that 47.3% of the world's population speaks more than one language. Later, Trask (1999) reported that 70% of the earth's population is thought to be bilingual or multilingual. In that sense, Bialystok et al (2000), reported that:

As the world becomes more interconnected, it is increasingly apparent that bilingualism is the rule and not the exception. Not only do some countries support bilingual populations because of cultural and linguistic diversity within their citizenry, but also increased global mobility has enlarged the number of people who have become bilingual at all levels of society. (p. 89).

The linguistic phenomenon of bilingualism has a long-standing history of usage, with individuals having spoken multiple languages since ancient times, as posited by Cenoz (2013). The process of defining any novel terminology ought to be predicated upon the value and significance of the given concept. The phenomenon of bilingualism has far-reaching implications spanning a plethora of domains, encompassing education (entailing the evaluation of the appropriate language of instruction), neurocognitive functioning, and the intricate interplay between language and the speaker's sense of self and identity. Notably, an individual's level of attachment or identification with each of their language repertoires warrants consideration. Given the expansive scope of its implications, it behooves us to strive toward a comprehensive and precise conceptualization of bilingualism that aligns with our research agenda

For certain individuals, bilingualism connotes the capacity to communicate proficiently in two distinct languages without any significant disparity in ability. For some, bilingualism denotes the proficiency to converse in two languages, alongside notable expertise in one of these languages. In reality, individuals who possess bilingual abilities frequently exhibit a certain level of linguistic dominance in one language, even in cases where such individuals were born bilinguals (Maghsoudi, 2008). Bilingualism refers to the aptitude to proficiently communicate in two distinct languages. However, distinctions exist between language proficiency and the application thereof. Asher and Simpson (1994) formulated a definition of bi/multilingualism as the state of coexisting and employing two or more languages.

Productive bilingualism has been distinguished by certain authorities, referring to the ability to use two or more languages fluidly and proficiently in a variety of contexts. It has been shown that individuals possess the ability to both generate and comprehend two distinct languages. This phenomenon is commonly referred to as bilingualism and can be further

categorized into receptive bilingualism, whereby an individual can understand both languages. Speakers can comprehend both languages, albeit their expressive capabilities are relatively confined. Conversely, children who have received extensive exposure to a second language throughout their lifespan, but have had limited opportunities to utilize it. Receptive bilingualism refers to the ability of an individual to understand and comprehend a second language, even though they may not necessarily be able to produce the language themselves. This type of bilingualism involves receptive skills such as listening and reading and is commonly observed in individuals who are exposed to a second language in their community or through education.

Algeria is a linguistically diverse nation, characterized by a populace that exceeds 45 million individuals. The linguistic landscape of Algeria exhibits notable traits of linguistic diversity, accentuated by the prevalence of Arabic, Berber languages, and French as the foremost spoken languages.

Modern Standard Arabic serves as the official language of Algeria and manifests in various domains such as education, governmental affairs, and media. In addition to Arabic, several Berber languages are spoken by minority groups within the country, particularly in the eastern region. These languages include Kabyle and Chaoui. The Berber language boasts a profound ancestral lineage in Algeria, currently occupying a pivotal role within the nation's cultural patrimony.

The French language is widely spoken; it was incorporated into the educational system early (from the third year of primary school). As a result of the inherited historical background of the French colonizer who stayed in Algeria for 132 years. Many Algerians are bilingual in Arabic and French. There have always been differences in English language learning between bilingual Arabic-French speakers and Arabic monolingual speakers. Bearing this point in mind, the researcher, in the present study, aims at probing the effect of bilingualism on EFL vocabulary use between AFBs and AMs students.

Vocabulary knowledge is often viewed as a critical tool for language learners because a limited vocabulary in any language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that “lexical knowledge is central to communicative competence and the acquisition of any language” p. 55).

Most linguists have realized that the acquisition of vocabulary is essential for successful language use and plays an important role in the formation of complete spoken and written texts. In English as a foreign language (EFL) vocabulary items play a vital role in all language skills (i.e. listening, speaking, reading, and writing). In production, when we have a meaning or concept that we wish to express, we need to have a store of words from which we can select to express this meaning or concept. Clearly, “When students travel, they don't carry grammar books, they carry dictionaries” (Krashen, as cited in Lewis, 1993, p25).

Because of such views toward vocabulary, today we are witnessing an incredible increase in the number of materials that speed up the vocabulary learning process. Despite this prosperity and attention to vocabulary learning, steps must be taken to provide English teachers and students with the importance of vocabulary size in EFL classrooms.

## 1. Statement of the Problem

The L1 with which students have grasped the concept of the world is one such determining factor that possibly affects the learners of English as a foreign language. The state of the French language, which some learners speak fluently, is considered one of the criteria that may shed light on the students' differences in the size of the vocabulary they possess. Thus, in the present study, we are going to see if bilinguality of some students has any effect on their EFL vocabulary use.

## 2. Research Questions

As vocabulary use (Amount of vocabulary, and Meaning of vocabulary) is very important in learning English as a foreign language, the present study aims to investigate the relationship between the bilinguality of EFL students and the use of vocabulary among them. Therefore, the following research questions are formulated:

1. Is there any correlation relationship between bilinguality of EFL students and the use of vocabulary among them?
2. Does the bilinguality of EFL students affects the use of vocabulary among them?

## 3. Hypotheses

According to the above research questions, the null hypotheses are formulated as follows:

- H<sub>1</sub> .There is a correlation relationship between bilingualism and the use of vocabulary among EFL students.
- H<sub>2</sub>. Bilingualism has positive effect on the use of vocabulary among EFL students.

## 4. Objectives and Importance of the Research

Each study aims to clear new insights that the researcher will contribute, who they are relevant to, and why the research is worth doing. The present study aims to clear that:

1. Bilingualism affects the additional language learning process; thus, the researcher considered studying its effects on the vocabulary aspect of English as a foreign language as the ultimate goal of this study.
2. The main point of the present study is to investigate the relationship between the bilinguality of the EFL students and their use of vocabulary.
3. Finding the best way to use the mother tongue (L1) and the second language (L2) in the sections on learning English as a foreign language without prejudice to the target language.

### 5. Research Design and Methods

Research methodology is the path through which researchers need to conduct their research. It shows the path through which these researchers formulate their problem and objective and present their result from the data obtained during the study period.

The present study has focused on two variables: the first is the bilinguality of EFL students, and the second is the use of vocabulary. Under the title "Bilinguality of EFL Students and the Use of Vocabulary". And, in order to test the null hypotheses of the research questions mentioned above, The descriptive design was adopted.

#### 5.1 Participants

Each approach has its own methods of fact-finding, the researcher preferred to choose the case study method. The ideal choice for the present study was Third Year at the English Department at the University of Abbes LAGHROUR –Khenchela- because; they are the level that is able to understand the aims and linguistic terms of the study.

70 students were selected randomly as a sample for the present study to give the largest possible number of students the opportunity to participate in this study. 70 students out of 140 distributed in 3 groups, for a rate of 50% of the total number.

#### 5.2 Data Gathering Tools

The materials used in the present study were as follows:

❖ Questionnaire.

The method employed to collect the relevant data for the authenticity of the research was to distribute questionnaires. Two different kinds of questionnaires were prepared. These questionnaires were designed to check and evaluate the attitudes and responses of both the learners and the teachers.

- Students' Questionnaire: The questionnaire is divided into three parts. The first part is about the student's first language (L1) proficiency and how well they knew the four main language skills: speaking, listening, writing and reading. The second is about their second language (L2) and the degree of mastery of each of the four language skills.. And the last part was about the extent of students' proficiency in English as a foreign language, as well as the percentage of compatibility with their bilingualism in learning English as a foreign language. Participants were asked to specify their proficiency in each of the skills, which ranged from a little to fluently (Questions: 6, 7, 8, 9, 11, 12, 13, 14,16, 17, 18, and 19). The first 14 questions were originally prepared by Pilar and Jorda (2003) and were later adopted and used by Mostafa Z. and Sajad D. M. (2013).
- Teachers' Questionnaire: The second questionnaire, which was given to teachers, was designed to discover the student's practice of using bilingualism in the classroom and the need to press on them to use their mother tongue (L1) or second language (L2) while expressing their ideas. And also getting an idea of how far students are conscious of or dependent on the use of L1/L2 in their learning methods. Also how the bilinguality of

EFL students affects their use of vocabulary. Five questions (1, 2, 3, 6, and 7) on the teachers' questionnaire were originally prepared by Muhammad A. S. (2013).

### **5.3 Procedure**

Data collection was carried out in two stages. Since both phases were started and completed simultaneously. The first stage, students' questionnaire. The first and second parts of the questionnaire were designed to determine the Bilinguality/Monolinguality of the participants.

The last part was designed to compare the answers between AFBs and AMs students. Secondly, teachers' questionnaires Were designed to help the researcher get firsthand knowledge of teachers' awareness of this most serious subject.

### **6. Outline of Dissertation**

The researcher began his dissertation with the introduction, where he talked about a comprehensive view of the variables of the topic and the research problem, the research questions, the hypotheses, and the objectives and importance of the study. After that, the research methodology was discussed, so the researcher explained the method used in fact-finding, the participants, the data collection tools, and the logical stages of data collection. Finally, the researcher describes the plan and sequence of the practical approach for the dissertation.

The initial chapter of the dissertation comprises a comprehensive analysis of relevant scholarly works, commonly referred to as the literature review. The researcher presents a discussion of extant literature examining the themes of Bilingualism, Vocabulary acquisition, and related investigations pertaining to the topic at hand.

The second chapter is dedicated to the presentation of the discovered outcomes. The researcher presented a statistical report detailing the results obtained through the used data collection instruments.

In the third chapter, a thorough analysis and discussion of the research findings is presented. The researcher expounded upon the study's findings in accordance with the subject matter and research goals, the implications, Limitations, and recommendations.

Ultimately, the researcher provided insights into the study's conclusion, encompassing responses to the research inquiries and an evaluation of the soundness of null hypotheses.

## CHAPTER ONE: LITERATURE REVIEW

### 1. Introduction

Many people believe that it is difficult to learn a second or foreign language. The ability to speak two languages or is often seen as something of a remarkable achievement, particularly in the English-speaking countries.

The study of bilingualism includes multiple facets of investigation that involve diverse elements, such as the linguistic proficiency of a bilingual person and their capability to utilize multiple languages. The purpose of this research is to investigate how the bilingual abilities of English as a foreign language (EFL) students impact their use of vocabulary. The study aims to explore the connection between bilinguality and vocabulary usage while also assessing how being bilingual affects vocabulary use among EFL learners.

This part of the study delves into the realm of literary researches concerning the two focal variables under investigation: bilingualism and vocabulary. Due to the research's direct connection to cognitive processes, it is essential to explore the storage of vocabulary in the brain of individuals proficient in multiple languages and the corresponding activation patterns of language in the human brain. Subsequently, the researcher address the literature related to the research topic and their corresponding outcomes, with a chronological order of each study.

### 2. Bilingualism

#### 2.1 Bilinguals and Bilingualism

“The first challenge is to define bilingualism...” (Bialystok, 2015.p 5).

It is not easy to formulate a generally accepted definition of bilinguals and bilingualism. Bilinguals and Bilingualism mean different things to different people. A bilingual individual is fluent in at least two languages. Although a bilingual is usually defined as someone who can speak, interact, read, or understand two languages equally well (which is known as a balanced bilingual), those who are bilingual usually know one of these languages better than another.

In its general sense, bilingualism refers to the ability to converse in at least two languages, whether individually or as part of a group. In most countries around the world, bilingualism is the norm. Ambi-bilingualism is a term in bilingualism that refers to the ability to function equally well in two or more languages across a variety of contexts.

An individual's bilingualism cannot be defined in a single, agreed-upon manner. An individual's bilingualism cannot be defined in a single, agreed-upon manner. Rather, bilingualism should be viewed as a continuum (Baetens Beardsmore, 1986). On one end of the continuum is the monolingual speaker; on the other end is the person who acquired both languages in naturalistic contexts during childhood and speaks both languages (L1 and L2)

fluently and equally. Theoretically, such ambi- or equilingualism is desirable (Weinreich, 1968; Lyons, 1981). But uncommon when applied (Lyons, 1981). Individuals exhibit varying degrees of bilingualism along the continuum, including bilinguals who speak both languages fluently and proficiently but are more dominant in one than the other and adult second language learners with varying degrees of proficiency and mastery of the second language (L2).

**2.2 Classifications of Bilingualism**

Efforts have previously been undertaken to classify bilingualism by considering the degree of proficiency and expertise in the languages utilized, rather than the age at which the languages were learned, the environment in which the acquisition occurred, or the speculated cognitive mechanisms and linguistic representation.

The table presented below enumerates several significant forms of bilingualism that are frequently observed in bilingual literary works. with an explanation according to:

1. Point of focus (Dimension)
2. Characteristics of SLA
3. Possible Outcomes
4. Related Issue and Educational Implications

**Table 01**

*Typology of Bilingualism*

<b>Typology</b>	<b>Point of focus (dimension)</b>	<b>Characteristic s of SLA</b>	<b>Possible Outcomes</b>	<b>Related Issue and Educational Implications</b>
Balanced Dominant (Peal & Lambert, 1962)	Relationship between proficiencies in two languages	Functional differences; Related to age factor (?)	Differences in proficiencies in L1 and L2: achieving equal level of proficiency in L2 with L1 (balanced); L2 proficiency varies but not the same as L1 (dominant)	Conceptualizing and assessing one’s language proficiency; Cummins’s threshold hypothesis and interdependent hypothesis; semilingualism
Compound Coordinate Subordinate (Weinreich, 1953)	Organization of linguistic codes and meaning unit(s)	Functional differences; differences in form– meaning mapping	Differences in semantic representation and information processing for L1 and L2	Difficulties with Operational-izing distinctions and testing differences

## CHAPTER ONE: LITERATURE REVIEW

Early Simultaneous Sequential Late (Genesee et al., 1978)	Age of acquisition	Maturational differences; schooling differences	Attainment of L2 proficiency varies by age of acquisition; L1 proficiency is not addressed	Neurolinguistic Differences (?); critical period hypothesis
Incipient Receptive Productive	Functional ability	Functional and motivational differences	Different proficiencies in L1 and L2 in different domains	
Additive Subtractive (Lambert, 1974; 75)	Effect of L2 learning on the retention of L1	L2 as enrichment with or without loss of L1; status of a language in a given context	L2 as enrichment without loss of L1 (additive); L1 is replaced by L2 (subtractive)	Social status of individual groups and the social value of their L1 greatly influences the retention of L1; support for literacy in L1 and L2 literacy development
Elite Folk (Fishman, 1977); Circumstantial Elective (Valdés & Figueroa, 1994)	Language status & learning environment ; literacy support of first Language	Differences in language status & value of bilinguals	No or little additive value of first language as a language minority status (folk); additive value of second language (elite)	Support for literacy in L1 and L2 literacy development
Bicultural L1 Monocultural L2 Accultural Deculturated (HAMers & Blance, 2000)	Cultural identity	Differences in acculturation process	Cultural identity shaped by two cultures (bicultural); identity in one culture; loss of first language culture	High bilingual competence does not necessarily coincide with dual identity

Note. The table is adopted from An Investigation through Different Types of Bilinguals and Bilingualism. Ph. D Research Scholar in Linguistics, Panjab University, Chandigarh, India. Hamzih, Moradi. 2014.(p. 110)

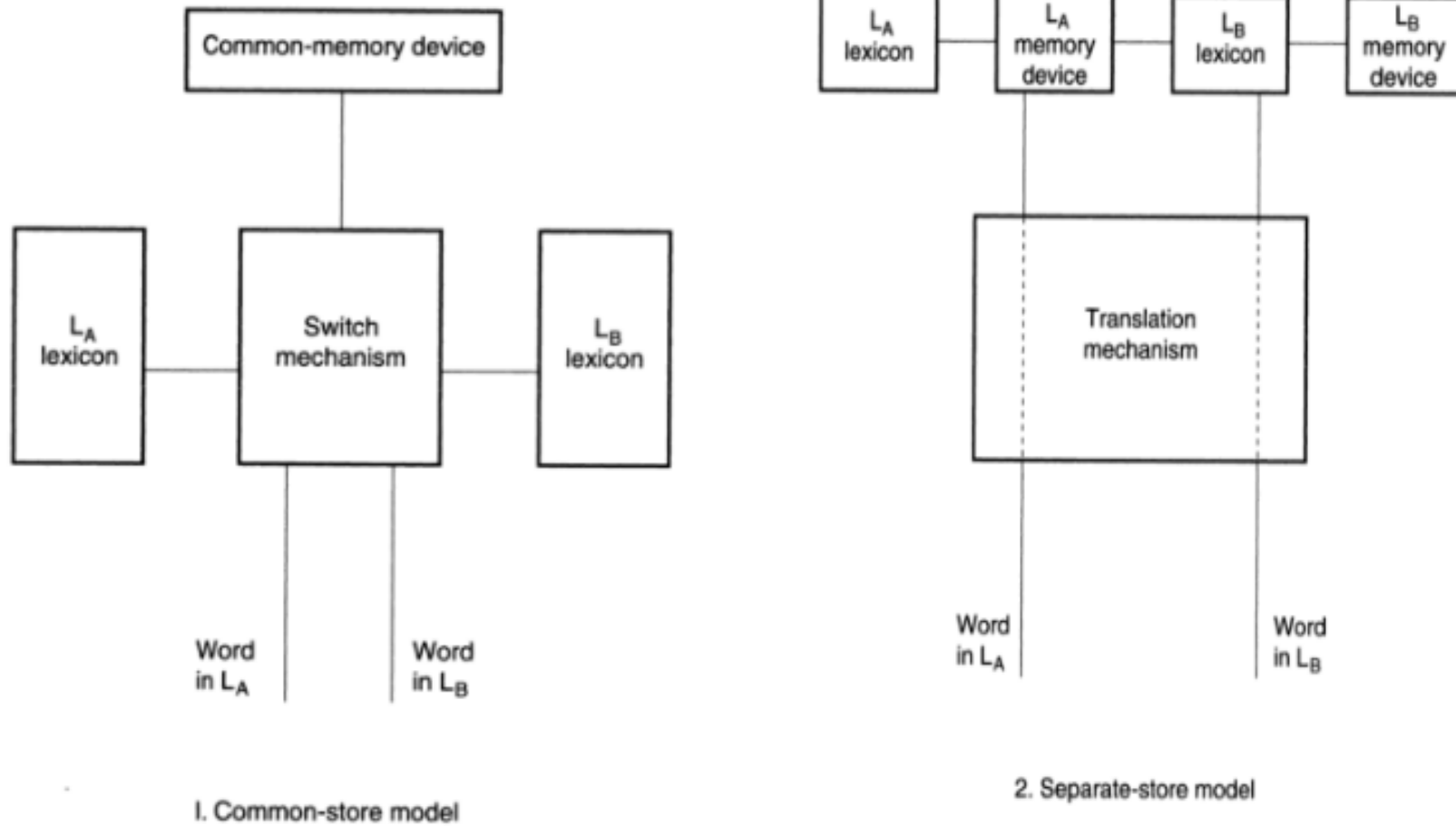
### **2.3 Bilingual's Memory**

Concerning bilingual memory, the primary area of investigation has pertained to the degree of overlap in lexical knowledge between two languages. At the outset, the hypotheses of independence and interdependence were deemed as explanations that cannot coexist. As per the hypothesis of independence, there exist two autonomously operating memory systems dedicated to specific languages, which maintain interaction with each other through a translation mechanism. The second hypothesis, commonly known as the common store or interdependence hypothesis, posits that bilingual memory is a unitary system consisting of data encoded as intricate attributes or tags. The implementation of a bilingual system results in the retention of non-semantic details such as mode of expression, occurrence rate, spatial and temporal characteristics, listing inclusivity, and language-specific particulars. Through a switching mechanism, the common store is capable of accessing two distinct lexical systems. In both classifications of models, a mechanism exists that facilitates the capability of a bilingual individual to transition between two separate linguistic systems with ease. Notwithstanding, disparities exist concerning the location of this mechanism during the process of online processing. The transition identified in the common-store model precedes the manifestation of semantic memory. However, the separate-store model posits two distinct semantic or lexical memory units, and this shift in processing occurs at a significantly more fundamental level. The models depicted in Figure 1 are illustrated through schematic representation. Both the common-store model and the separate-store model were found to be insufficient in providing suitable explanations for the scientific discoveries of multilingual memory. In recent times, a multitude of hierarchical models have been introduced, positing the existence of a discrete memory store at one tier of processing, and a communal memory store at a different level of processing. According to prevailing scholarly consensus, there exist two distinct store systems on the surface and a shared store at the conceptual level. However, opinions diverge on whether bilingual individuals form discrete or fully integrated semantic stores for their respective languages (Josiane F. H, and Michel H. A. B. 2000).

## CHAPTER ONE: LITERATURE REVIEW

**Figure 01**

*The two models of bilingual's memory*



Note. The figure is adopted from the book of "bilinguality and bilingualism". By Josiane F. Hamers and Michel H. A blanc. 2000 (p. 169)

### 2.4 Languages are activated simultaneously in the bilingual

When the brain needs to utilize language, it activates all of the languages it knows. In particular, bilinguals activate both of their languages when they have to use one. Desmet and Duyck (2007), confirmed “Interactions between languages have been observed at all representational levels of language, even when people were tested in purely monolingual language contexts.” (168-69).

Studies have shown that both lexicons are active when bilinguals speak, regardless of whether they use one or the other language. This challenges the hypothesis that bilinguals have two separate lexicons, one for each language. People who know more than one language must be aware of the two phonological and morphosyntactic systems, and that a given meaning has at least two different words attached to it. Lexical items are the form of a word, while semantic content is the meaning it expresses. The activation of semantic content in the brain is independent of the language the lexical item belongs to, meaning that different wordforms from different languages touch upon the same semantic/conceptual networks. (Kovelman et al. 2008).

Van Heuven et al. (1998) found that lexical items from a bilingual's native language are active while they are engaged in recognizing words from a non-native language. This result shows that lexical representations from the native language are active. Other studies have revealed the extent of this cross-linguistic activation. Dijkstra et al. (2000) found that both lexicons were active when reading cross-linguistic homographs, meaning words from both languages with the same orthographic form. These words took longer to read than those without them.

Studies have shown that lexical items are activated irrespective of language for different types of bilinguals and language-pairs. Evidence has been uncovered that the native language is activated when using the non-native one, and that the non-native language is active when the native one is used. Similar results have been obtained in studies where participants heard the words they had to recognize, and in studies where participants had to actually say the words.

Classic psycholinguistic models of the lexicon did not consider the possibility of interactions between two languages in one brain. However, research on bilinguals reveals that people who know more than one language do not "turn off" the lexicon of the language they are not using. The Revised Hierarchical Model (Kroll and Stewart 1994) became an influential model of the lexicon in bilinguals, designed to account for successive bilingualism and simultaneous bilingualism. The conceptual level was assumed to be shared by the two languages, and a division was made between a lexicon for the native language and a lexicon for the second language.

Because evidence suggests that linguistic systems are co-activated in neural events, current lexicon models assume that the flow of activation from the conceptual/semantic system to the lexicon is not language-specific. However, Ivanova and Costa (2008) demonstrated that when monolinguals and bilinguals are compared, full activation of the lexicons has a cost in the process of lexical selection and retrieval. This is referred to as the bilingual cost.

### 2.5 The Algerian Linguistic Profile

Algeria is a multicultural and multilingual country due to the ancient invasion of the country, which began with the Vandals in the fifth century AD. During the 7th century, the Islamic conquest of North Africa thwarted the expansion of Byzantium and permanently changed the character of North Africa. The name 'Algeria' was coined by the Ottoman Turks in the 16th century to describe the territory controlled by the regency of Algiers. In 1830, Algeria was colonized by France. The French authorities worked on eliminating and destroying the local culture of the Algerians, bearing in their minds the concept of a "French Algeria". according to that historical background, the country has a large language diversity.

#### 2.5.1 Overview of the Language Varieties in Presence

Algeria characterizes as the portion of The Great Arab Maghreb and the Islamic World. The larger part of the populace is Arabo-phone and talks a vernacular assortment of Arabic. In expansion, a minority of Berber phones talk Berber lingo, in expansion to, its related standard assortment which is Tamazight. The French dialect has too a conspicuous status in society, which it has held since the colonial period. The Algerian Arabic language serves as the primary mother tongue for approximately 70% of the populace, while Tamazight, the most ancient language in Algeria, is the mother language of roughly 30%. Although French is not widely considered the predominant native language in the nation, a substantial majority of Algerians, approximately 80%, incorporate it into their daily linguistic repertoire ( Belahcen A. 2021).

##### 2.5.1.1 Arabic

According to Article 5 of the Algerian Constitution of 1963, Standard Arabic is designated as the sole language deemed admissible for use in administrative, pedagogical, and media-related contexts, thus asserting its status as the official and national language of the state: "la langue arabe est la langue nationale et officielle de l'Etat". Tamazight, although acknowledged, is presently extant within the preamble of the 1996 constitution (amending Article 3 of the February 1989 constitution) in the capacity of a quintessential constituent. The concept of Algerian identity is intrinsically tied to the religious and cultural dimensions of Islam and Arabity. Linguistically speaking, according to researchers, Arabic, in its different varieties, is one of the five most spoken languages in the world today.

The Arabic language encompasses a dichotomy of linguistic extremes, spanning from Classical Arabic to Algerian Arabic. Despite its elevated social status, Arabic is hindered by its inability to be effectively utilized in informal, impromptu discourse. Despite the widespread assertion among individuals of Arab descent that they possess fluency in the Arabic language, it is evident that the linguistic practices of this population do not necessarily adhere to the daily use of this tongue. According to Said (1967), Modern Standard Arabic is the variant of the Arabic language utilized in current literature, journalistic publications, and spoken language employed in formal oratory, public presentations, and televised media. The present iteration of the Arabic language is rendered in a simplified form that has been

systematized and regulated to facilitate ease of comprehension amongst Arabic-speaking communities while simultaneously enabling non-native speakers to acquire it expeditiously.

**2.5.1.2 French**

The emergence of the French language in Algeria can be attributed to the prolonged period of colonization that lasted for over a century. During this timeframe, the invading force enforced linguistic dominance over the native inhabitants of Algeria by formalizing French as the official language of the region, consequently relegating Arabic to the classification of a non-primary language. French is regarded as a non-native language in Algeria and does not hold an official status presently. However, its utility extends to various industries such as education, administration, media, and the economy. When discussing the prevalence of the French language in Algeria, it is noteworthy to assert that the French colonists aimed to integrate the Algerian population by imparting their own culture and language. Significant alterations were implemented at both the educational and social strata. The initial measure taken involved exerting authority over the Algerian educational system through the closure of select Quranic schools that were prevalent before the French colonization of the region. Furthermore, they enforced the utilization of the French language exclusively as the medium of instruction and designated it as the official language of the nation. It can be surmised that the Arabic language suffered a decline in its esteemed position and social standing. The objective of the stringent policy implemented by the French colonizers was to propagate a state of literacy deprivation among the native inhabitants of Algeria and thereby prevent them from demanding their entitlements. In the wake of Algeria's independence, efforts to promote Arabisation were initiated, yet the French language remains a formidable force in numerous aspects of Algerian society.

**Table 02**

*Structure of French Language Teaching in Algeria*

	Primary school(6 years) Age: from 6 to 11 years	Middle school(4 years) Age: from 12 to 15 years	Secondary school(3years) Age: from 16 to 18 years
Before 2005	2 <sup>nd</sup> Year to 6 <sup>th</sup> year	1 <sup>st</sup> Year to 4 <sup>th</sup> year	1 <sup>st</sup> Year to 3 <sup>rd</sup> year
From2005 until now	3 <sup>rd</sup> Year to 5 <sup>th</sup> year	1 <sup>st</sup> Year to 4 <sup>th</sup> year	1 <sup>st</sup> Year to 3 <sup>rd</sup> year

Note. The idea of the structure is adopted from Dr.Baghzou S. (July, 2017). SOCIOLINGUISTIC PROFILE TO ALGERIA’S LANGUAGE PLANNING AND POLICY. Journal of anthropology and society sciences.1(1). (P. 19).

### 2.5.1.3 Tamazight (Berber)

Some scholars suggest that both Berber and Tamazight are used interchangeably. Berber is today becoming a national language and it is taught in (primary, intermediate, and secondary) schools and became an official language in 2016 and is called Tamazight- sociolinguistically speaking it is the High variety, and its Low variety is Berber used in all other daily situational circumstances. In 2016, the Algerian parliament tackled questions concerning language policy and planning organization. And the action toward the standardization of Tamazight is realized. Berber resistance to upgrading their language and culture has succeeded. So, Tamazight is one language and one constituent of the linguistic landscape of Algeria.

As a result of its multilingual nature, the Algerian speech community is characterized by diglossia, featuring two distinct variants of the same language. The language known as Arabic enjoys a prevalent status. The second variety of Arabic is recognized as literary Arabic, the official language within the nation, and publicly acknowledged within formal settings. It is commonly utilized within educational institutions, religious practices, and official contexts.

The occurrence of code-switching, code mixing, and borrowing is prevalent among Algerian individuals. It is not uncommon for individuals in multilingual and diglossic communities to engage in code-switching, and Algerians are no exception to this phenomenon. This practice is often employed when there is a perceived necessity to enhance description or expression, as well as to disambiguate thoughts. This tendency to code-switch is typically rooted in either habitual usage or the perception that the lexicon of the alternate language possesses greater expressiveness or more accurately captures the intended meaning the speaker wishes to convey.

## 3. The Use of Vocabulary

### 3.1 The Definition of Vocabulary

The acquisition of vocabulary is a crucial component of language knowledge, as it greatly impacts learners' ability to learn and understand a language. The meaning of vocabulary can be described as " Words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" ( Neuman, & Dwyer. 2009. P.85).

Hornby (1995) affirmed that vocabulary refers to the complete range of words present in a language, which can be further explained as a compilation of words along with their respective definitions. Ur (1998) reached the conclusion that:

Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary "items" rather than "words". (As cited in Mofareh, A. 2015).

Ultimately, vocabulary encompasses the entirety of words essential for effectively expressing thoughts and articulating messages.

### **3.2 Kinds of Vocabulary**

Some scholars divide vocabulary into two types, active and passive vocabulary. According to Harmer (1991), there are two types of vocabulary. Generally, the first type of vocabulary refers to the type that the students have been taught and are expected to be able to use. On the other hand, the second refers to the words the students will recognize when they meet them, but may find difficult to pronounce. It is suggested by Haycraft that there are two types of vocabulary, namely receptive vocabulary and productive vocabulary, as cited by Hatch and Brown (1995).

#### **3.2.1 Receptive Vocabulary**

Receptive vocabulary refers to all the words in a person's language repertoire. It is words that a person can comprehend and respond to, even if the person cannot produce those words.

In other words, according to Stuart Webb (2005) as cited in Mofareh. A. (2015), it is language that the person recognizes in texts but never use in their own writing or speaking.

#### **3.2.2 Productive Vocabulary**

The term productive vocabulary is used to refer to words that students understand and are capable of correctly pronouncing, as well as terms they can use constructively in their speech and writing. This means that productive vocabulary can be treated as an active activity since learners may create words for expressing their thoughts to others. (Stuart Webb (2005) as cited in Mofareh. A. (2015)).

### **3.3 The Importance of Learning Vocabulary**

Vocabulary knowledge is often considered an important tool for language learning because a limited vocabulary impedes effective communication in all languages. In particular, highlighting the important role that vocabulary development has played. Schmitt (2000) points out that the key to communication competence and the acquisition of a second language is linguistic knowledge. (As cited in Mofareh. A. 2015).

The value of vocabulary is illustrated every day in and out of school. In the classroom, the most capable students have the most extensive vocabulary. Rivers and Nunan (1991) argue that developing an adequate vocabulary is critical for successful second language use because we will be unable to use the structures and functions we have learned for comprehensible communication if we do not have a large vocabulary. (As cited in Mofareh, A. 2015).

According to the article of Mofareh. A. (2015). In the case of L2 users, their language skills constitute an essential resource and a most difficult obstacle which they encounter are lack of such knowledge. Many scholars believe that mastering a language lexicon is essential, if not decisive, in the process of acquiring one. Therefore, this aspect should be highlighted in the Foreign Language Programs. According to Wilkins (1972), argued that:

There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed. (p. 97).

Furthermore, numerous language learners perceive the process of acquiring a second language to primarily involve the acquisition of vocabulary. As a result, they allocate a considerable amount of time to rote memorization of a plethora of L2 words and place their reliance on a bilingual dictionary as a fundamental communicative tool. The subsequent figure illustrates the significance of vocabulary within language instruction, as presented in the study entitled "Vocabulary: Reviewing Trends in EFL/ESL Instruction and Testing".

**Figure 02**

*Review of the role of vocabulary within language teaching. (Moreno, S. 2003).*

VOCABULARY ROLE
<ul style="list-style-type: none"><li>• Vocabulary is central.</li><li>• Obsolete vocabulary taken from literary samples and selected according to its ability to illustrate grammatical rules.</li><li>• Use of bilingual vocabulary lists as instructional materials.</li></ul>
<ul style="list-style-type: none"><li>• Phonetics and transcription are given a more prominent role than vocabulary.</li><li>• Simple and useful words are taught at different levels.</li><li>• Words are learnt within a context and isolated word lists are not provided, but when a thorough study of them within a context has been undertaken.</li></ul>
<ul style="list-style-type: none"><li>• Everyday vocabulary taught with no translation.</li><li>• Concrete, simple and familiar vocabulary was explained with demonstration objects and pictures.</li><li>• Abstract vocabulary was taught through association of ideas.</li></ul>
<ul style="list-style-type: none"><li>• Vocabulary considered to be one of the most important aspects of language learning.</li><li>• Advice to use word-frequency lists.</li></ul>
<ul style="list-style-type: none"><li>• Simple and familiar vocabulary taught to avoid students' distraction from target structures.</li><li>• Vocabulary is seen as a set of items which should fill in the slots of the different sentence frames in order to make the drills possible.</li><li>• Good language habits and exposure to the language itself, will lead to vocabulary increase.</li><li>• Vocabulary role is downgraded and consequently the role of grammar is overemphasized.</li></ul>
<ul style="list-style-type: none"><li>• Vocabulary is not a primary concern. It was assumed that L2 vocabulary will take care of itself in the process of L2 acquisition.</li><li>• Main focus: appropriate use of language varieties (i.e. notions and functions) and emphasis on language as discourse.</li></ul>
<ul style="list-style-type: none"><li>• Vocabulary is relevant, since it is an important element to achieve communication.</li><li>• L2 Vocabulary can be acquired effortless, in the same way as L1 vocabulary acquisition process.</li><li>• No need for direct vocabulary instruction, since students will learn vocabulary from context by reading extensively.</li></ul>
<ul style="list-style-type: none"><li>• New directions in language description, have led to a rethinking of the role played by vocabulary.</li></ul> <p>Challenges to the traditional view of word boundaries (Nattinger &amp; DeCarrico 1997, Lewis 1994).</p>

Note. The figure is adopted from "VOCABULARY: REVIEWING TRENDS IN EFL/ESL INSTRUCTION AND TESTING". Soraya M. Espinosa. Universidad de la Rioja. 2003.(p.104).

Upon examination of Figure 2, it becomes evident that the instruction and acquisition of vocabulary in the domain of second language (L2) education has been insufficiently prioritized throughout its various developmental phases until the present, save for possible instances of more recent methodologies. In contrast, other facets of language learning have received considerably greater emphasis than that of building vocabulary.

### **3.4 Factors Affecting Vocabulary Learning Strategies**

Numerous scholars have engaged in discourse about various factors that influence the utilization of vocabulary learning strategies. Said factors embody pertinent distinctions in learners' employment of such strategies. The researcher has categorized the various factors which impact the employment of Virtual Learning Systems (VLS) by learners using the organizational framework proposed by Ellis (1994). This classification has been stratified into three distinct categories, as evidenced below.

#### **3.4.1 Learner Individual Difference Factors**

One category of variability in the usage of Vocabulary Learning Strategies (VLSs) stems from differences among learners concerning their characteristics. The factors under consideration are comprised of beliefs, attitudes, motivations, and language learning experiences

##### **3.4.1.1 Beliefs**

Beliefs have been identified as a prominent factor that impacts learners' utilization of VLSs. The research conducted by Gu and Johnson (1996) unveiled that Chinese university students exhibited a tendency to depreciate rote memorization techniques and relied more on meaning-oriented strategies in contrast to rote approaches. Gu and Johnson as well as Sixiang and Srikhao posit that the employment of learning strategies by learners is significantly influenced by their beliefs. On the contrary, Wei (2007) identified contrasting findings which suggest that students' beliefs did not correspond to their actual usage of VLS. The students espoused the viewpoint that lexical competence is achieved by possessing the aptitude to appropriately implement vocabulary in its corresponding contextual setting. Nonetheless, their focus was excessively fixated on fragmented transitory preservation of structure and significance.

##### **3.4.1.2 Attitudes**

Within the realm of individual learner differences, attitudes display a notable positive correlation with learners' utilization of VLSs. Zhi-liang (2010) conducted a study which demonstrated that Chinese students who possessed positive attitudes exhibited a propensity to

utilize a diverse range of Vocabulary Learning Strategies (VLSs) for the purpose of acquiring the meaning of unfamiliar vocabulary and reiterating its usage.

### **3.4.1.3 Motivation**

The correlation between students' motivation and their VLS appears to be positive. Fu's (2003) research demonstrated a positive correlation between inherent interest motivation, a factor denoting learners' intrinsic interest in vocabulary acquisition, and the utilization of VLS by students. Marttinen (2008) conducted research that substantiates the association between motivation and the utilization of VLS by learners. The study revealed that Finnish English as a Second Language (ESL) students with a greater level of motivation exhibited an inclination towards a diverse array of VLSs in comparison to individuals with lower motivation.

### **3.4.1.4 Language Learning Experience**

Furthermore, in the realm of language acquisition, the experience of learning foreign languages has been identified as a critical element which has an impact on the utilization of Vocabulary Learning Strategies (VLS) by learners. Porte (1988) uncovered that non-native English-speaking learners studying in language institutions in London utilized the same vocabulary learning strategies (VLSs) that they employed in their respective home countries. Siriwan's (2007) study investigated the utilization of VLS among students and assessed their language learning experience. The findings revealed that students with higher levels of experience demonstrated a greater inclination towards the utilization of VLS as compared to those with lesser experience.

## **3.4.2 Social and Situational Factors**

Various social and situational factors serve as additional contributing factors to the utilization of virtual learning systems among learners. The subject matter at hand encompasses various social and situational variables, including but not limited to the field of study, type of course, academic level, gender, and the surrounding language learning environment.

### **3.4.2.1 Field of Study**

Considerable evidence supports the correlation between the academic discipline pursued by learners and their utilization of VLS. The research conducted by Gu (2002) demonstrated notable disparities in the employment of learning strategies between science and arts students. Specifically, the findings suggested that science students were more inclined to utilize visual coding techniques, whereas their counterparts in the arts tended to rely on alternative strategies. The VLS use of English and non-English major students are also examined. Liao (2004) discovered a variance in the use of Vocabulary Learning Strategies (VLS) between English and non-English-speaking students.

### **3.4.2.2 Course Type**

Apart from the discipline of study, the nature of the course is deemed an influential element that impacts learners' use of VLS. Course type refers to 'regular' and 'part-time' programs. Siriwan (2007) conducted a study to investigate the correlation between students' course type and their utilization of VLSs. The results of the study indicate that Thai university students enrolled in full-time academic programs displayed a higher tendency to utilize Vocabulary Learning Strategies (VLSs) compared to their counterparts enrolled in part-time programs.

### **3.4.2.3 Class Level**

The influence of class level on the utilization of VLSs is conspicuously evident. Doczi (2011) discovered that as the proficiency level of Hungarian ESL students advanced, the frequency of employing specific learning strategies diminished. Moreover, fewer students used word lists for consolidation purposes, while the utilization of techniques like skipping unfamiliar words increased among the students.

### **3.4.2.4 Gender**

Among the situational and social factors, gender seems to receive the widest attention from the researchers. However, the results are still inconclusive. For example, Catalán's findings (2003) revealed that Spanish female and male students differ significantly in strategy employment. The findings are consistent with Jones's (2006), Siriwan's (2007), and Seddigh's (2012). On the other hand, Chang Tsai and Chen Chang (2009) discovered the opposite results in which Chinese female and male students showed no significant difference in their VLS use. The findings were consistent with Fatemeh's (2009), and Arjomand's (2011) which indicated that gender had no significant difference in students' VLS use.

### **3.4.2.5 Language Learning Environment**

Previous researchers have given relatively little attention to the language learning environment. As evidenced by extant research, this particular factor can be classified into two distinct forms of language acquisition: formal and informal. Kameli et al. (2012) discovered that the role of teachers, peers, and classroom environment affected Malaysian ESL students' VLS use. For example, a teacher's encouragement could influence the learners' VLS use in which learners were encouraged to learn new words by focusing on the pronunciation of a word. Regarding informal language learning environment, Asgari and Mustapha's (2011) findings indicated that the role of supportive and unsupportive parents affected Malaysian ESL students' VLS use differently.

## **3.4.3 Learners' Learning Outcomes**

Different researchers use different means as a predictor of learners' learning outcomes, such as students' language achievement, language proficiency and vocabulary knowledge.

### **3.4.3.1 Language Achievement**

Some studies supported The relationship between using VLS and students' language learning achievement For example, Gidey's(2008) findings revealed that the high achievers had greater use of VLS than the low achievers.

### 3.4.3.2 Language Proficiency

Various efforts have been made to examine the correlation between the language proficiency of students and their VLS use. For instance, Loucky's (2003) research demonstrated that Japanese college students who possessed a greater level of language proficiency exhibited a higher frequency of employing VLSs than those who displayed a lower level of proficiency. The findings align with the scholarly works conducted by Kung and Chen (2004), Nemati (2008), Chang Tsai and Chang (2009), as well as Celik and Toptas (2010), which demonstrated a positive correlation between the use of Vocabulary Learning Strategies (VLS) and students' proficiency levels in language.

### 3.4.3.3 Vocabulary knowledge

Many researchers use vocabulary size as a basis for vocabulary knowledge. There is considerable evidence available to support the link between students' vocabulary size and their VLS use.

## 4. Related Studies

Various views have been expressed by researchers in the field regarding the advantages and disadvantages of bilingualism. A majority of the earlier studies suggested that bilingualism had negative consequences (see, for example, Anastasi & Cordova, 1953; Darcy, 1953; Printer & Keller, 1922; Saer, 1923). Jespersen (1922), for instance, mentioned that "the brain effort required to master the two languages instead of one, certainly diminishes the child's power of learning other things which might and ought to be learnt" (p. 148).

Following standard academic conventions, it can be asserted that Printer and Keller (1922) presented an exhaustive discourse that detailed the linguistic hindrances encountered by bilingual or multilingual children who possess the proficiency to communicate fluently in more than one language. Saer (1923) employed the concept of "mental confusion" to explicate the cognitive strategies of individuals who demonstrate competence in multiple languages. According to Mattes and Omark's (1984) assertion, there exists a correlation between being bilingual and encountering fluency difficulties, which have the potential to manifest as stuttering in affected children. The concurrence of two distinct linguistic systems within the human brain can potentially lead to limited cognitive capacity and reduced cognitive aptitude in individuals.

Magiste's (1984) findings revealed the outcomes of Balke-Aurell and Lindbad's (1982) research on the discrepancy in acquiring English as a second language among monolingual and bilingual migrants from diverse primary languages, who adopted Swedish as their secondary language. Tests measuring English comprehension and grammar skills showed no notable discrepancies between bilinguals and monolinguals. In his study, Thomas (1988) contrasted the success of college students who only spoke English with that of two groups of bilingual students who spoke both English and Spanish, in their acquisition of the French language. The findings revealed that bilingual individuals who received formal training demonstrated superior performance in acquiring grammar compared to the other two groups.

However, there was no substantial variation in the attainment of vocabulary between the different groups of bilinguals. She formed the conclusion that:

Bilinguals learning a third language seem to have developed a sensitivity to language as a system which helps them perform better on those activities usually associated with formal language learning than monolinguals learning a foreign language for the first time. (Thomas, 1988, p. 240).

In a study conducted by Sanders and Meijers (1995), a group of 15 individuals who were fluent in solely the Dutch language were compared with a cohort of 46 Turkish-Dutch and 31 Moroccan-Arabic bilingual speakers in their acquisition of English as either a second or third language. The study effectively controlled for socioeconomic and intelligence variables, however, the outcomes did not indicate a noteworthy inconsistency in English proficiency test scores between bilinguals and monolinguals.

In contemporary times, a number of scholars have posited the idea that the state of being bilingual may have negative consequences. The scholars Van Gelderen et al. In their study conducted in 2003, the authors compared the levels of reading comprehension in English, a foreign language, between 397 monolingual individuals of Dutch origin and bilingual individuals of Belgian-Moroccan or Turkish-Dutch descent residing in the Netherlands. It has been observed that individuals who possess bilingual proficiency exhibit a comparatively weaker aptitude in their third language (L3) reading skills, in contrast to those who exclusively speak one language (i.e., monolinguals). Maghsoudi (2010) observed that there is no discernible difference in the acquisition of syntactic structure between monolingual and bilingual learners. The assertion was put forth that individuals who exclusively spoke one language exhibited a higher level of competence in the English language when compared with their bilingual counterparts.

In contrast to the aforementioned claims, discrete research endeavors undertaken during the 1970s and 1980s have demonstrated the advantageous effects of bilingualism on the cognitive and social development of minors. Numerous scholars, such as Ben-Zeev (1977), Bialystock (1986), Cummins (1976), Diaz (1985), Feldman and Shen (1971), Ianco-Worall (1972), and Segalowitz (1977), have reported the aforementioned discoveries has demonstrated that individuals who possess proficiency in multiple languages demonstrate advanced metalinguistic abilities and a heightened awareness of the arbitrary association between language elements and their respective semantic values. As per Segalowitz's seminal work (1977), when an individual acquires proficiency in two languages, it elicits an amplification in cognitive function that streamlines the transition from one set of symbolic rules to another. The aforementioned phenomenon facilitates the bi-lingual child's ability to participate in a more complex cognitive computation process. Moreover, as suggested by Bialystock (1986), proficient bilinguals manifest enhanced proficiency in the linguistic processing required to undertake metalinguistic activities.

Sanz (2000) conducted a comparative study of 124 individuals who were bilingual in Catalan and Spanish against a control group of 77 monolingual Spanish speakers. The

present study gauged the overall English language fluency of the participants through a battery of grammatical and lexical assessments while regulating various factors including socioeconomic status, motivation, attitudes, cognitive aptitude, and previous experience with the language. The results of the tests indicate that the bilingual participants outperformed their monolingual counterparts, exhibiting higher scores. According to the study conducted by Keshavarz and Astaneh (2004), it was discovered that learners of English as a third language displayed superior performance in acquiring vocabulary, in comparison to their peers who were second language learners. The Armenian-Persian speaking community was deemed to possess a superior linguistic aptitude owing to their acquisition of both their first and second languages through formal instruction as well as through oral means. In sharp contrast, the Azeri-Persian speakers solely acquired their primary language through natural, oral means. In 2009, Kaushanskaya and Marian carried out a research investigation to assess the extent to which bilingualism may enhance the acquisition of newly encountered lexical items in adult individuals possessing distinct linguistic backgrounds. The investigation entailed an assessment of lexical acquisition ability among individuals representing three linguistic groups, namely native English speakers, individuals who acquired proficiency in English and Spanish at an early stage, and those who accomplished proficiency in English and Mandarin at an early stage. All participants were found to possess no phonological familiarity with novel words, which were subsequently acquired through knowledge of their corresponding English translations. During the testing process, it was observed that both groups who were bilingual exhibited superior performance as compared to the group that was monolingual. The study revealed that the skill of bilingualism significantly promotes the capacity of adults to acquire new words. The researchers put forward the notion of a widespread advantage of bilingualism for the acquisition of novel vocabulary.

In a study conducted by Kassaian and Esmae'li (2011), a comparison was made between the vocabulary knowledge and word reading skill test scores of bilingual English as a Foreign Language (EFL) students and monolingual EFL students. The research involved the participation of 30 individuals who were proficient in both Armenian and Persian languages, also known as Armenian-Persian bilinguals, along with 30 participants who were solely proficient in Persian, commonly referred to as Persian monolinguals. The findings obtained from the data analyses indicate a considerable degree of correlation between bilingualism, breadth of vocabulary competence, and aptitude in reading. Dibaj's (2011) study involved a comparative analysis of the acquisition of vocabulary skills among monolingual English as a Second Language (ESL) learners and bilingual English as a third language (L3) learners. The present investigation was conducted using a sample of 52 individuals who were monolingual Persian speakers and 45 individuals who were bilingual, proficient in the Azeri-Persian language, and learning English. The primary data source for this study was derived from these two distinct participant groups. At all levels of word difficulty, third-language learners demonstrated superior performance in comparison to their second-language learning counterparts.

The undertaken study by Saadat, Mehrpour, and Weisi (2013) aimed to investigate potential differences in English language proficiency between Kalhuri Kurdish learners who

were monolingually educated in Persian, and those who were raised bilingually, with exposure to both Kahluri and Persian languages. The analysis of the data revealed that there was no statistically significant correlation between gender and bilingualism. The phenomenon of monolinguality is often observed among students from low socioeconomic backgrounds who have been raised in a bilingual environment. Bilingually exposed students demonstrated higher levels of English proficiency compared to their monolingual peers, indicating superior academic performance in the English language.

In the same year (2013), a study by Muhammad, A. S., focused on the teaching and learning process with the aid of L1 in communicating effectively with L2 in EFL classrooms. The participants comprise a total of 150 students from King Abdul Aziz University and 25 teachers who were teaching these students. The findings of the study indicated that the use of bilingualism has an important role in teaching and learning L2 at the intermediate level. And, to aid and facilitate the language learning process with the help of the first language, there are certain recommendations for the teachers that have been drawn from the study:

1. The teachers should maintain and improve the motivation level of the students. The students feel more motivated when they learn in a familiar environment.
2. The teacher should emphasize the similarities and contrasts of both the languages thereby making the learners more familiar with the grammatical components of L1 and L2.
3. The language learning process would become more purposeful and meaningful. In contrast to language analysis, language-learning experience is the use of target language for real and immediate communicative goals.
4. The use of bilingualism wherever required, may prove to be an important tool for the learners to understand L2 with ease, hence to assess their own learning progress.
5. In classes where all learners share the same L1, teachers need to use a range of options to encourage learners to use L2 as much as possible.

### **5. Conclusion**

This literature review has analyzed a range of literature related to Bilingualism, the use of vocabulary, and, ELF students' bilinguality and the use of vocabulary. Some researches indicate that bilingualism has harmful effects on the use of vocabulary, and some others demonstrate the bilinguality of EFL students has positive impacts on the use of vocabulary among them.

In the next chapter, a statistical analysis will be conducted to present the findings in the form of graphical representations and tabular format.

## **CHAPTER TWO: THE FINDINGS**

### **1. Introduction**

The primary objective of each research endeavor is to generate fresh insights that the researcher will subsequently contribute to the existing body of knowledge. This study was conducted to investigate whether the bilinguality of EFL students affects the use of vocabulary among them. The present study focuses on a case study conducted on the Third Year students of the English Department at the University of Abbes LAGHROUR -Khenchela-. a random selection procedure was employed to recruit participants.

This chapter presents the findings of the research, where the researcher will explain the strategy of examining the results derived from the two questionnaires, and he will present these results in the form of a statistical analysis.

### **2. Data Analysis**

After distributing the two questionnaires to each of the students and teachers, and re-collecting them. The results were analyzed statistically. Regarding the first research question i.e. is there any correlation relationship between the bilinguality of EFL students and the use of vocabulary among them? Since correlation analysis is used to describe the strength and direction of the linear relationship between two variables. The answer was extracted from analyzing the results of some questions in the teachers' questionnaire.

To have the answer to the second research question which was: How the bilinguality of EFL students affects the use of vocabulary among them? We compared the participants' answers in the third section of the students' questionnaire related to the degree of English language proficiency and the extent of compatibility with bilingualism of the participants.

### **3. Teachers' Questionnaire Findings**

The fundamental objective of any research endeavor is to systematically explore the veracity of a particular hypothesis or idea in order to uncover new insights and expand the existing body of knowledge within a given field. As previously mentioned, the objective of this study is to investigate the bilinguality of EFL students and their use of vocabulary.

In order to attain the desired objective, the researcher employed a pair of questionnaires to procure the requisite data. A total of 29 faculty members from the Department of English Language completed the teacher's questionnaire, representing 85.3% of the total population of 34 teachers.

## CHAPTER TWO: THE FINDINGS

**Table 03**

*A tabular representation detailing the outcomes of the teachers' questionnaire, along with the crucial statistical findings*

		The Questionnaire																							
		Question 01		Question 02		Question 03		Question 04		Question 05			Question 06			Question 07			Question 08		Question 09		Question 10		
		YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	SMTM	YES	NO	SMTM	YES	NO	SMTM	YES	NO	YES	NO	+vely	-vely	
<b>Teachers</b>	<b>Teacher 01</b>	√		√			√	√				√	√			√				√	√		√		
	<b>Teacher 02</b>	√		√			√	√				√	√			√			√		√		√		
	<b>Teacher 03</b>	√		√		√		√				√		√			√	√		√		√		√	
	<b>Teacher 04</b>	√		√		√		√				√		√			√	√		√		√		√	
	<b>Teacher 05</b>	√		√			√	√				√		√			√		√	√				√	
	<b>Teacher 06</b>	√		√			√	√				√		√			√		√	√				√	
	<b>Teacher 07</b>	√		√			√	√		√			√				√	√		√		√		√	
	<b>Teacher 08</b>	√		√		√		√		√				√	√				√		√		√	√	
	<b>Teacher 09</b>	√			√	√		√				√	√			√			√	√		√	√		
	<b>Teacher 10</b>	√		√			√	√		√			√			√						√	√		
	<b>Teacher 11</b>	√		√			√	√				√		√	√				√			√	√		
	<b>Teacher 12</b>	√			√		√	√		√				√			√		√	√			√		√
	<b>Teacher 13</b>	√		√		√		√				√		√			√	√		√		√		√	
	<b>Teacher 14</b>	√		√			√	√				√		√		√			√		√		√		√
	<b>Teacher 15</b>	√			√	√			√	√				√		√			√		√				√
	<b>Teacher 16</b>	√		√			√	√				√	√				√			√					√

## CHAPTER TWO: THE FINDINGS

	<b>Teacher 17</b>	√		√		√		√				√			√	√			√		√		√	
	<b>Teacher 18</b>		√	√			√	√		√				√			√		√					√
	<b>Teacher 19</b>	√		√			√	√		√				√			√	√			√	√		
	<b>Teacher 20</b>	√		■		√		√				√			√			√	√		√		√	
	<b>Teacher 21</b>	√		√			√	√				√		√				√	√			√		√
	<b>Teacher 22</b>	√		√		√		√				√			√			√	√		√			√
	<b>Teacher 23</b>	√			√	√		√				√		■				√		√	√			√
	<b>Teacher 24</b>	√		√			√	√		√				√				√	√		√		√	
	<b>Teacher 25</b>	√		√			√	√				√	√					√	√			√	√	
	<b>Teacher 26</b>		√	√			√	√				√	√					√	√		√			√
	<b>Teacher 27</b>	√		√			√	√				√			√			√	√		√		√	
	<b>Teacher 28</b>	√		√			√	√		√				√	√			√	√		√		√	
	<b>Teacher 29</b>	√		√			√	√		√				√	√			√	√		√		√	
<b>statistics</b>	<b>Total</b>	<b>27</b>	<b>2</b>	<b>24</b>	<b>4</b>	<b>10</b>	<b>19</b>	<b>28</b>	<b>1</b>	<b>10</b>	<b>0</b>	<b>19</b>	<b>8</b>	<b>4</b>	<b>16</b>	<b>9</b>	<b>3</b>	<b>17</b>	<b>22</b>	<b>6</b>	<b>21</b>	<b>8</b>	<b>18</b>	<b>11</b>
	<b>Percentage %</b>	<b>93.1 %</b>	<b>7.9 %</b>	<b>82.8 %</b>	<b>13.8 %</b>	<b>34.5 %</b>	<b>65.5 %</b>	<b>96.6 %</b>	<b>3.4 %</b>	<b>34.5 %</b>	<b>00%</b>	<b>65.5 %</b>	<b>27.6 %</b>	<b>13.8 %</b>	<b>55.2 %</b>	<b>31.0 %</b>	<b>10.3 %</b>	<b>58.7 %</b>	<b>75.9 %</b>	<b>20.7 %</b>	<b>72.4 %</b>	<b>27.6 %</b>	<b>62.1 %</b>	<b>37.9 %</b>

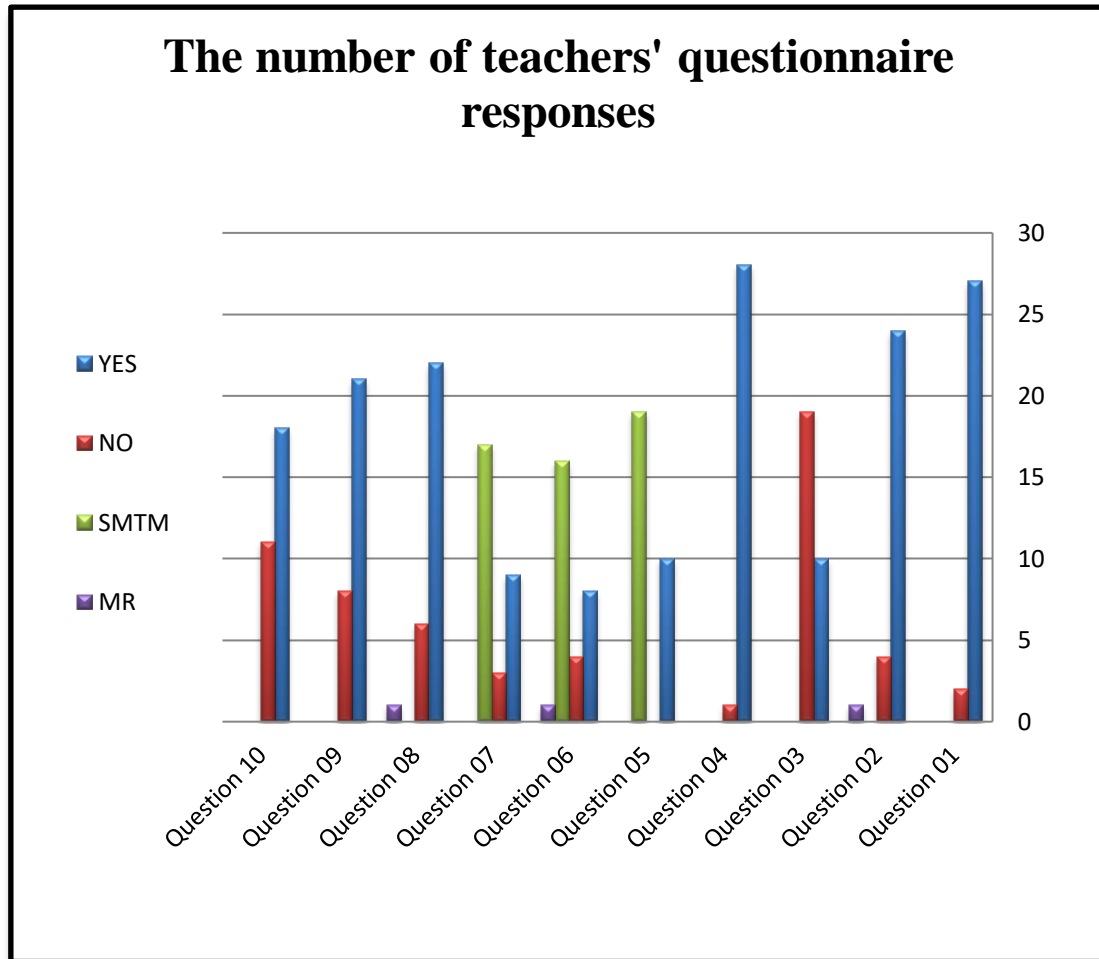
Note. This table was made using Microsoft excel 2007. The table presents the teachers' questionnaire responses, and the pivotal statistical results. The following symbols are the key to reading the table.

√: the chosen answer  
 ■: Missing responses  
 SMTM: Sometimes

+vely: Positively  
 -vely: Negatively

**Figure 3**

*A column statement showing the number of responses to the survey questions*



Note. This figure was made using Microsoft excel 2007. The figure presents the teachers' questionnaire responses' number. SMTM: i.e. Sometimes. MR: i.e. Missing responses

### 3.1 Dealing with Missing Data

To maintain scientific integrity, the researcher has opted to utilize a methodology wherein missing data, regardless of their intentional or unintentional nature, are included in the analysis of questionnaire results and categorized as such. The proportion of missing responses will be computed for each question examined in the analysis. The intentional omission of a response by the respondent may be a plausible explanation.

## CHAPTER TWO: THE FINDINGS

### 3.2 The Analysis of Questions' Results

#### 1. Is the use of L1/L2 beneficial as learning assistance in EFL classrooms?

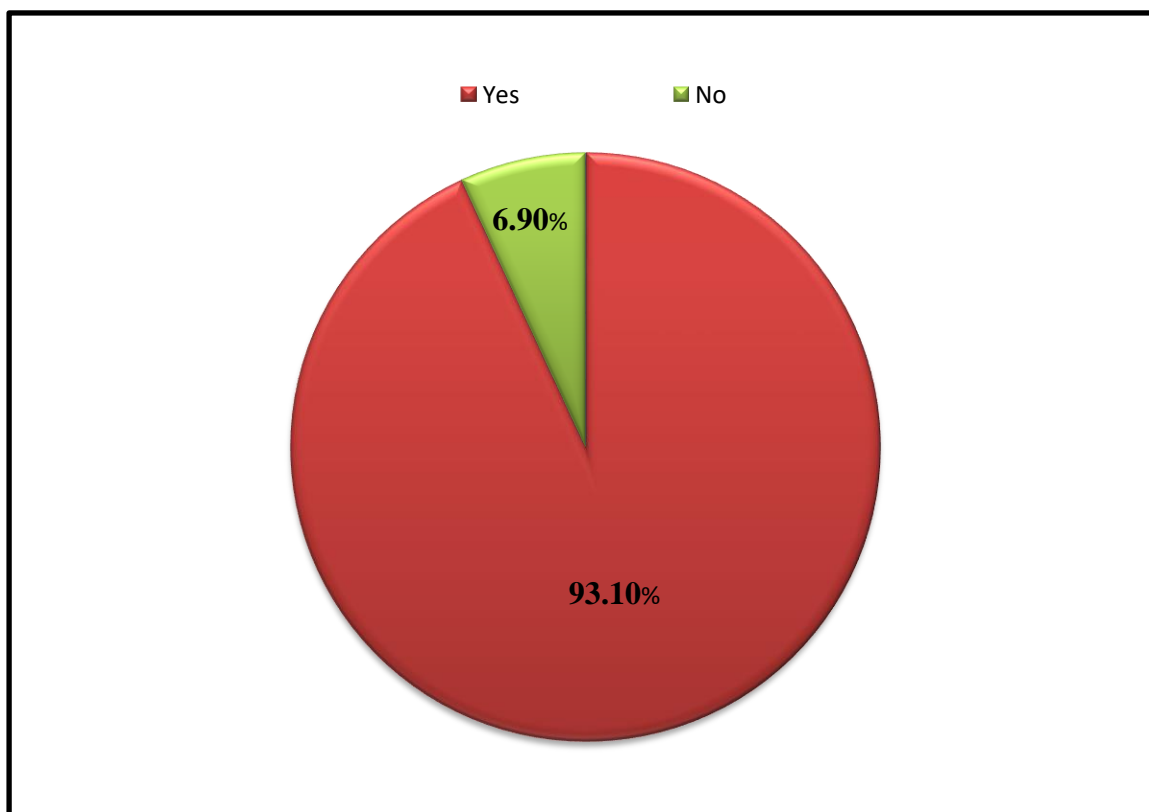
**Table 04**

*The use of L1/L2 as learning assistance in EFL classrooms*

Question Options	Respondents number	Percentage (%)
Yes	27	93.10%
No	2	6.90%
<b>total</b>	<b>29</b>	<b>100%</b>

**Figure 04**

*The use of L1/L2 as learning assistance in EFL classrooms*



The present inquiry endeavors to discern whether the utilization of both the mother tongue and the second language in the EFL academic setting serves as a viable mechanism to enhance the educational experience for students and educators alike. According to the findings, it was recognized by a substantial majority of 27 professors that incorporating both the primary language and the secondary language is advantageous (93.10%). For the second option, only two participants exhibited resistance towards this notion (Six point nine percent).

## CHAPTER TWO: THE FINDINGS

### 2. Do students hold English vocabulary as a foreign language for a long time with a helping hand of bilingualism?

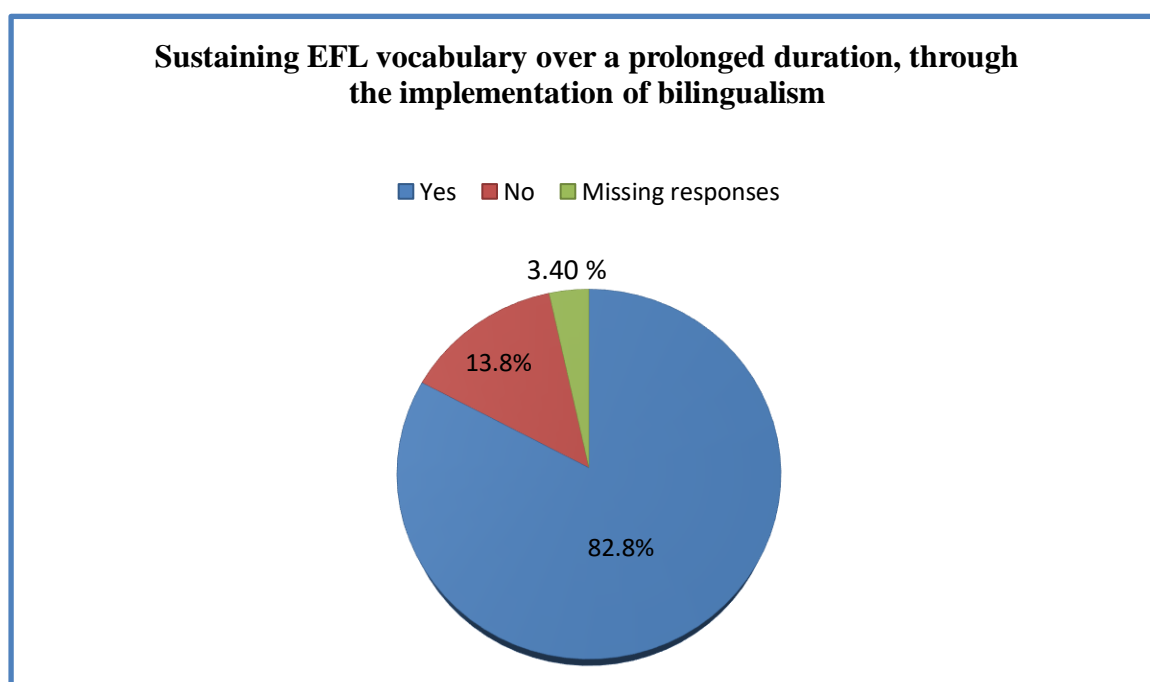
**Table 05**

*Sustaining EFL vocabulary over a prolonged duration, through the implementation of bilingualism*

Question Options	Respondents number	Percentage (%)
Yes	24	82.80%
No	4	13.80%
Missing responses	1	3.40%
<b>total</b>	<b>29</b>	<b>100%</b>

**Figure 05**

*Sustaining EFL vocabulary over a prolonged duration, through the implementation of bilingualism*



This question aims to examine the potential effects between bilingualism and the length of time that vocabulary is retained, specifically. The present question aims to investigate the degree to which the utilization of both L1/L2 impacts the retention of vocabulary in the bilingual individual's memory for an extended period of time in comparison to solely employing the target language.

The findings presented in the table and preceding statement indicate that out of the respondents, 24 reported observing a positive correlation between bilingualism and the

retention of EFL vocabulary for an extended duration, whereas four did not perceive any association between the knowledge of a second language and the capacity for EFL vocabulary holding. One faculty member didn't respond to the present inquiry.

### **3. Does bilingualism mean the efficient and judicious reliance of L1 in learning a foreign language?**

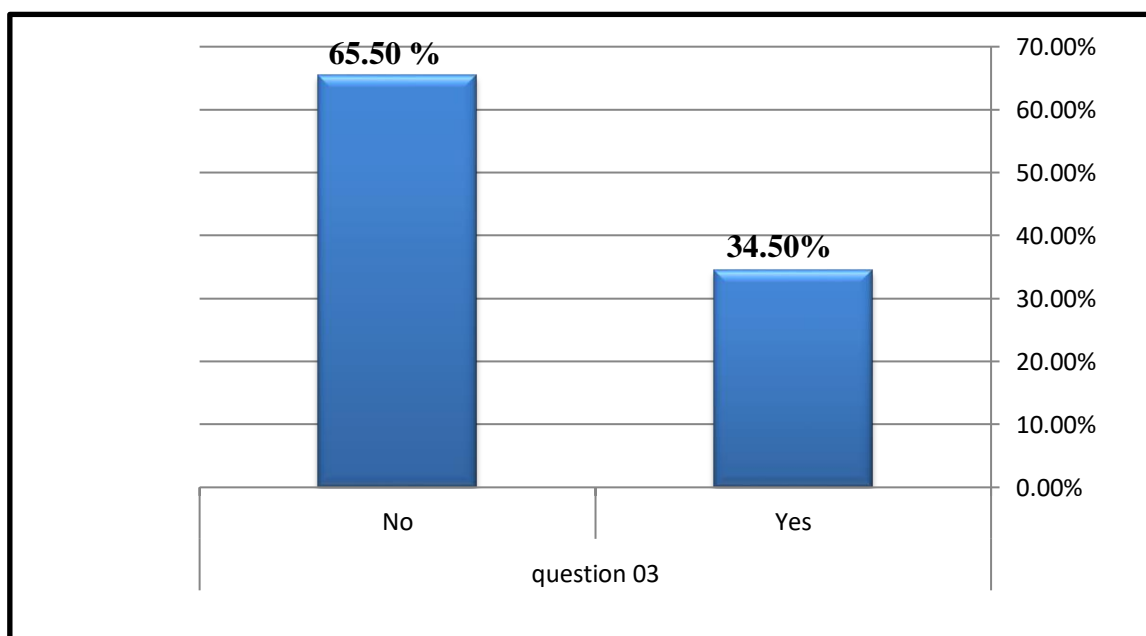
**Table 06**

*The efficient and judicious reliance of L1/L2 in learning a foreign language*

Question Options	Respondents number	Percentage (%)
Yes	10	34.50%
No	19	65.50%
total	29	100%

**Figure 06**

*The efficient and judicious reliance of L1/L2 in learning a foreign language*



The present question seeks to determine whether the method of the utilization of L1/L2 has a discernible effect on the articulation of bilingualism definitions with respect to the participants in the study and the magnitude of the influence of such definitions on the acquisition of a non-native language.

Among the pool of individuals under investigation, consisting of 29 participants. 34.5% (n=10) of the teachers expressed that bilingualism is characterized by the efficient and judicious reliance of L1 when acquiring a new language. a majority of the participants, 19

## CHAPTER TWO: THE FINDINGS

participants (equivalent to 64.5% of the sample) contended that bilingualism does not mean the efficient and judicious utilization of one's first language (L1) in the process of acquiring a foreign language.

### 4. Do students use L1/L2 in Defining New Vocabulary Items in case of trouble?

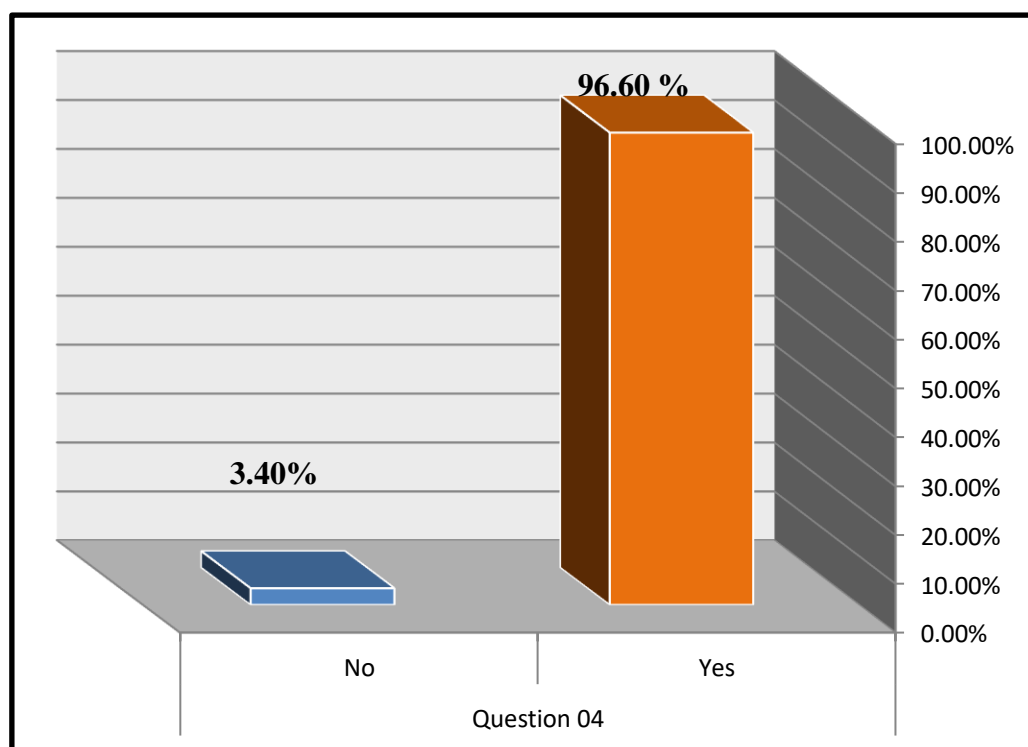
**Table 07**

*The use of L1/L2 in defining new vocabulary items*

Question Options	Respondents number	Percentage (%)
Yes	28	96.60%
No	1	3.40%
<b>total</b>	<b>29</b>	<b>100%</b>

**Figure 07**

*The use of L1/L2 in defining new vocabulary items*



The fourth query within the teacher's questionnaire pertains to ascertaining the strategies that students employ in the event of mental distractions or other difficulties. In addition to acquiring fluency in the language that facilitates a state of enhanced cognitive pleasure, referred to as the "comfort zone," the student gains a deeper understanding of the language and its associated cultural nuances.

## CHAPTER TWO: THE FINDINGS

Through this investigation, it was determined that a considerable majority of 96.6% of educators observed that learners consistently rely on their native language when encountering difficulties in the target language. Regarding one of the participants, it was reported that students do not totally rely on their mother tongue or second language to overcome challenges of expression or comprehension.

### 5. Does bilingualism make learning procedures easier for learners?

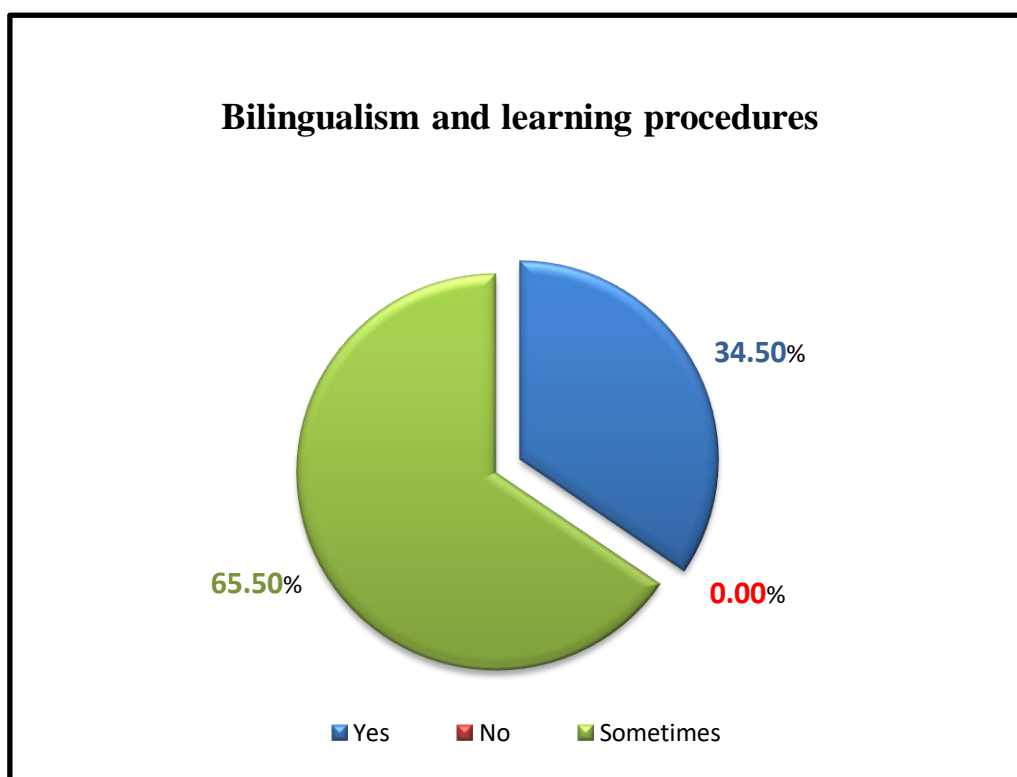
Table 08

*Bilingualism and the learning procedures*

Question Options	Respondents number	Percentage (%)
Yes	10	34.50%
No	0	0.00%
Sometimes	19	65.50%
total	29	100%

Figure 08

Bilingualism and learning procedures



The present question seeks to ascertain the extent to which bilingualism aids the process of acquiring a foreign language outside of formal academic settings, and how this might serve to enhance the language acquisition of learners.

## CHAPTER TWO: THE FINDINGS

Of the overall cohort comprising 29 participants. A sample size of ten subjects, or 34. 5%, indicated affirmation of the potential of bilingualism in enhancing the acquisition of foreign language skills outside of the formal educational setting. Concerning the remaining respondents, constituting 65. 50% of the total sample, it was reported that bilingualism may provide a degree of support in facilitating language acquisition for learners. there was no rejection of this possibility expressed by any of the 29 participants.

### 6. Does a learner comprehend L3 more acceptably if s/he uses only the target language?

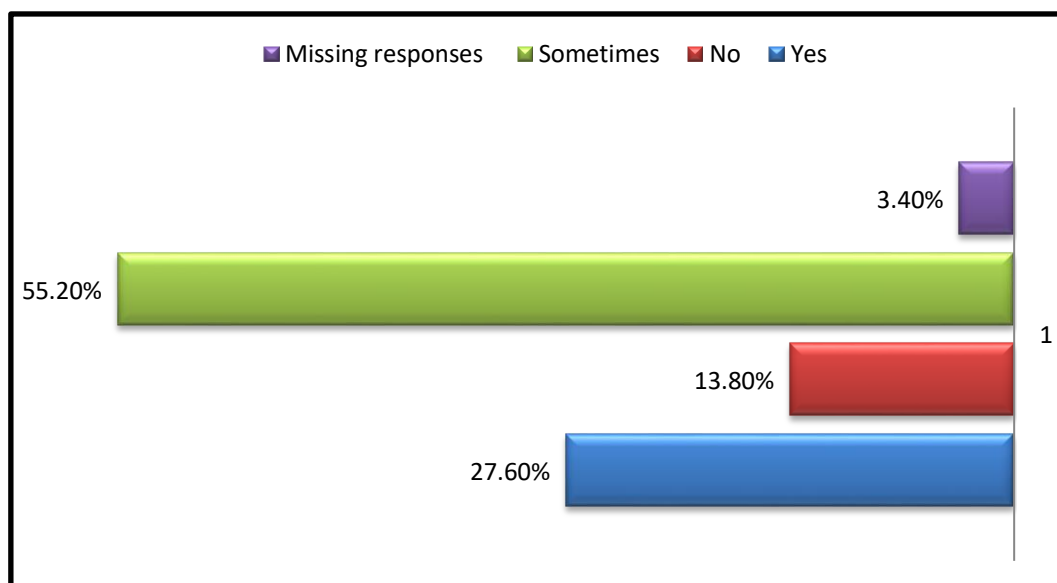
**Table 09**

*The comprehension of L3 only with the target language*

Question Options	Respondents number	Percentage (%)
Yes	8	27.60%
No	4	13.80%
Sometimes	16	55.20%
Missing responses	1	3.40%
<b>total</b>	<b>29</b>	<b>100%</b>

**Figure 09**

*The comprehension of L3 only with the target language*



The intention behind the sixth inquiry on the survey administered to educators is to ascertain whether the students possess a comprehensive grasp of the foreign language exclusively through the employment of the target language.

## CHAPTER TWO: THE FINDINGS

A total of eight out of 29 participants reported that successful comprehension of the new language can be achieved by employing solely the target language. Concerning four participants, which constitute 13.80% of the overall sample, they entirely disavowed this notion. Regarding 16 participants, corresponding to 55.20% of the sample, it was indicated that learners may occasionally grasp the target language without relying on bilingualism as a pedagogical approach for acquiring a new language. Only a single individual refrained from responding to the aforementioned query while withholding the rationale.

### **7. Does the use of bilingualism pave the way to practical advantages in learning English as a foreign language (EFL) vocabulary?**

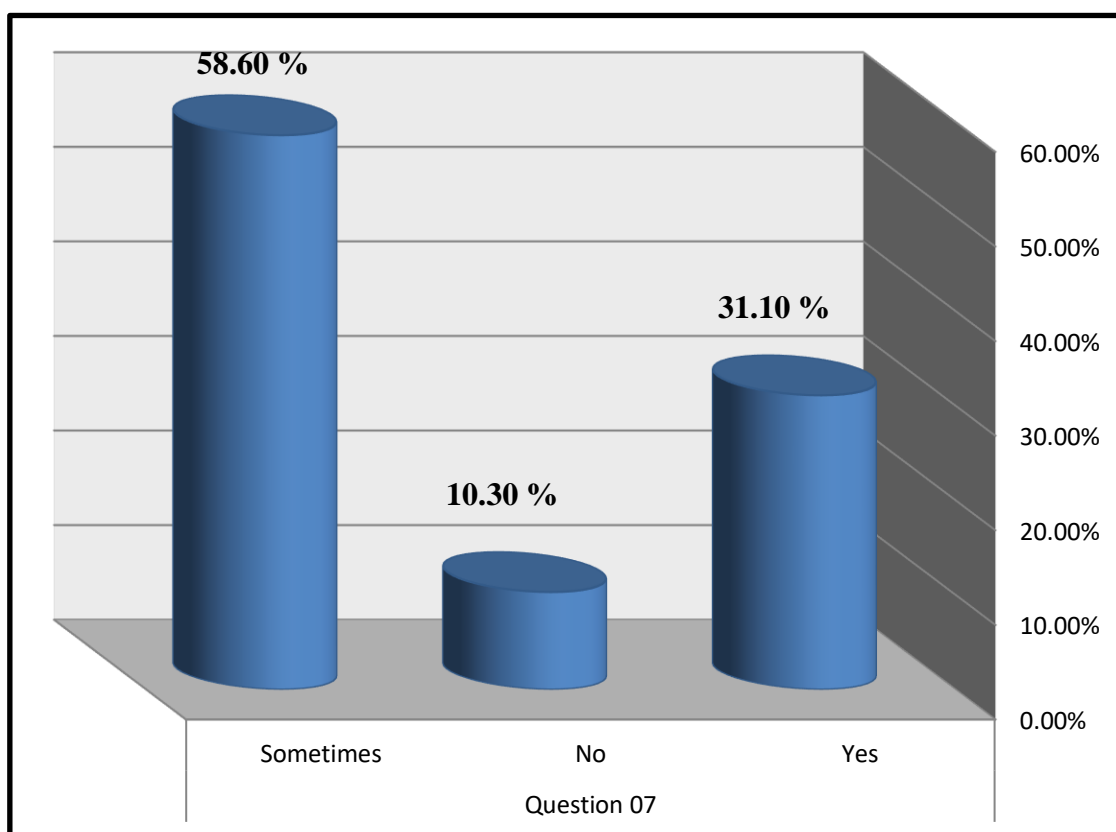
**Table 10**

*Bilingualism and practical advantages in learning English as a Foreign Language*

Question Options	Respondents number	Percentage (%)
Yes	9	31.10%
No	3	10.30%
Sometimes	17	58.60%
total	29	100%

**Figure 10**

*Bilingualism and practical advantages in learning English as a Foreign Language*



## CHAPTER TWO: THE FINDINGS

The objective of this inquiry involved examining whether the phenomenon of bilingualism yields practical advantages in the acquisition of English as a Foreign Language (EFL). This pertains to the communicative approach, which principally relies on enlarging the cognitive domain of vocabulary.

The present question revealed that a reasonable percentage of the sample (31.10%) acknowledged the practical advantages associated with bilingualism in terms of facilitating the process of acquiring a new foreign language. Specifically, nine out of the participants responded in the affirmative to the question on this aspect. Regarding three of the respondents, who constitute a proportion of 10.30% of the entire sample, vehemently rejected the concept. The findings indicate that a sizable proportion of the participants, accounted for 58.60% or 17 individuals, believed that bilingualism can on occasion facilitate the acquisition of English as a second language by affording the learner certain practical benefits

### **8. Does bilingualism result in making students more independent on their personal vocabulary use and develops their language acquisition?**

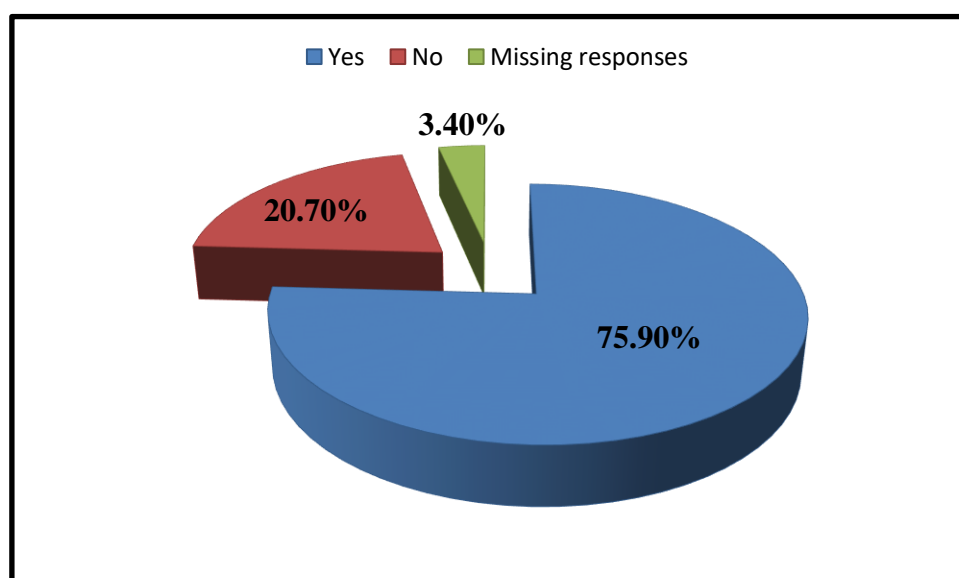
**Table 11**

*Bilingualism and the academic success*

Question Options	Respondents number	Percentage (%)
Yes	22	75.90%
No	6	20.70%
Missing responses	1	3.40%
<b>total</b>	<b>29</b>	<b>100%</b>

**Figure 11**

*Bilingualism and the academic success*



## CHAPTER TWO: THE FINDINGS

This inquiry seeks to determine the potential impact of bilingualism on students' academic achievement, specifically with respect to their ability to garner an independent vocabulary background, and the advantages that can accrue from such attainment is linguistic fluency.

The findings of the question indicate that a significant proportion of the participants, specifically 22 respondents or 75.90% of the total sample size of 29 respondents, held the view that bilingualism fosters self-sufficiency in the students' lexical repertoire and enhances their language acquisition abilities. According to the findings, six participants, ratted to 20.70% of the sample, rejected the notion that bilingualism is linked to students' academic achievement. Their responses firmly refuted this proposition. Only a solitary individual abstained from responding to the inquiry in question without elucidating the rationale behind their omission.

### **9. Does the non-Latin languages (i.e. Arabic) interacts with the Latin languages?**

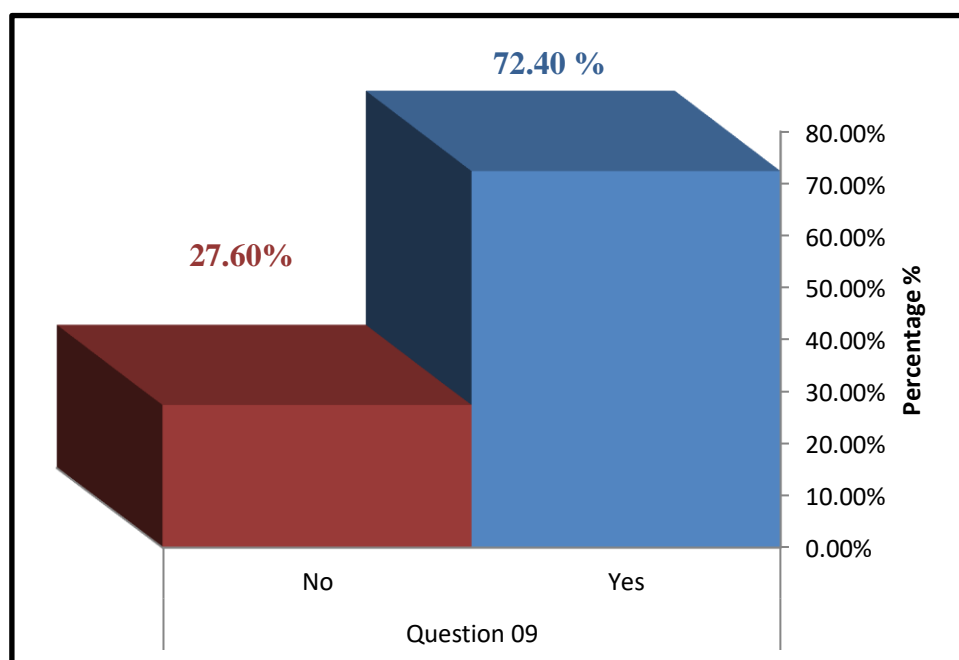
**Table 12**

*Languages interaction*

Question Options	Respondents number	Percentage (%)
Yes	21	72.40%
No	8	27.60%
total	29	100%

**Figure 12**

*Languages interaction*



## CHAPTER TWO: THE FINDINGS

The primary objective of this inquiry is to determine whether there is a kind of interaction between the Arabic language, which serves as the native language of the individual under examination, and the English language, which the pupil aspires to acquire as a Foreign Language.

The question uncovered that 72.40% of the total sample, amounting to 21 respondents out of 29, indicated that the Arabic language intermingles and interacts with the English language. A proportion of 27.60%, consisting of eight participants from the sample, reported the absence of an interaction between the two languages.

### **10. According to your own experience, how does bilingualism affect the use of vocabulary among EFL student?**

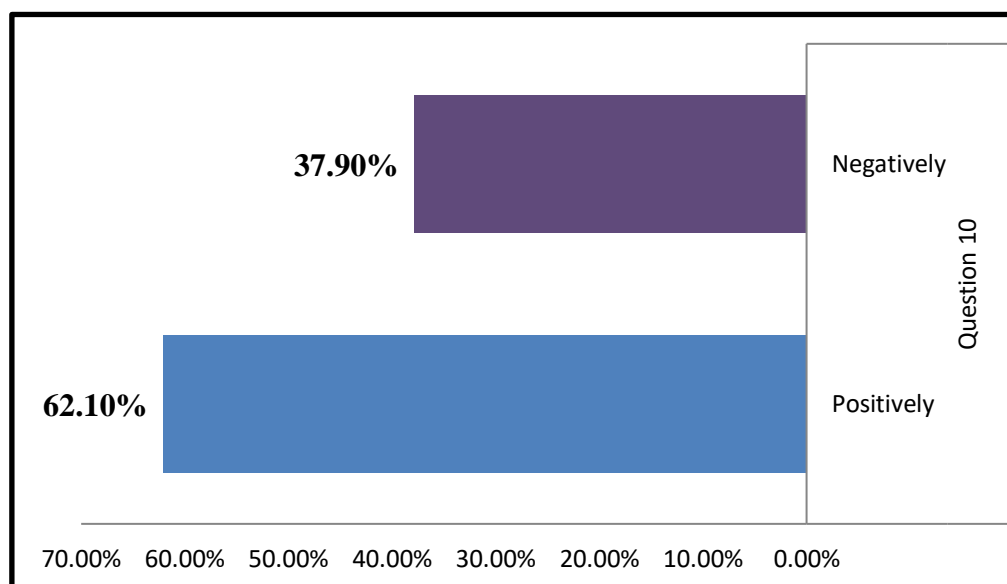
**Table 13**

*Bilingualism and the use of vocabulary*

Question Options	Respondents number	Percentage (%)
Positively	18	62.10%
Negatively	11	37.90%
total	29	100%

**Figure 13**

*Bilingualism and the use of vocabulary*



The primary objective of the present inquiry, which serves as the central focus of the investigation, is to elicit perspectives from experts regarding the impact of bilingualism on the acquisition of vocabulary among English language learners. Through their professional expertise, the investigation seeks to determine whether this phenomenon presents a beneficial or detrimental factor in the context of foreign language education.

The investigation revealed that a majority of the participants, comprising 62.10% of a sample size of 29 respondents, reported that the bilingual phenomenon exerts a significant influence on all facets of English as a Foreign Language (EFL) acquisition. Regarding 27.90%, comprising 11 participants, reported that bilingualism has an unfavorable impact on the vocabulary proficiency of learners studying English as a Foreign Language (EFL).

### 4. Students' Questionnaire Results

Through a systematic and complementary inquiry into the knowledge domain, the present research aims to explore the effects of bilingualism on vocabulary utilization among English language learners at Abbes LAGHROUR –Khenchela- University. The present study employed a students' questionnaire as a tool for data collection and acquisition of relevant information.

The present study focuses on the third-year students enrolled in the English Department. Out of 140 students, 70, comprising both male and female students, participated in this study, signifying a response rate of 50%.

Upon the acquisition of the distributed questionnaires amongst the students, the ensuing outcomes were ascertained as follows.

The present study utilized a students' questionnaire to compare the responses of Arabic monolingual students and Arabic-French bilingual students, which were derived from the initial two sections of the questionnaire.

#### 4.1 The Initial Two Sections Findings

##### 4.1.1 The First Language (L1)

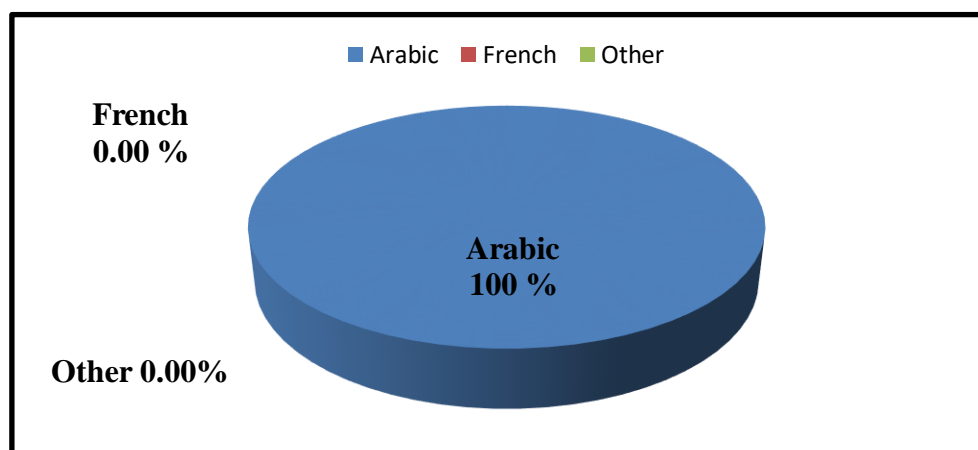
**Table 14**

Participants' first language

	Arabic	French	Other	Total
Participants number	70	00	00	70
Percentage %	100%	00.00%	00.00%	100%

**Figure 14**

Participants' first language



The purpose of this part is to ascertain the mother language of the students. All respondents who took part in the present investigation revealed that Arabic is their primary language.

**4.1.2 First Language Proficiency**

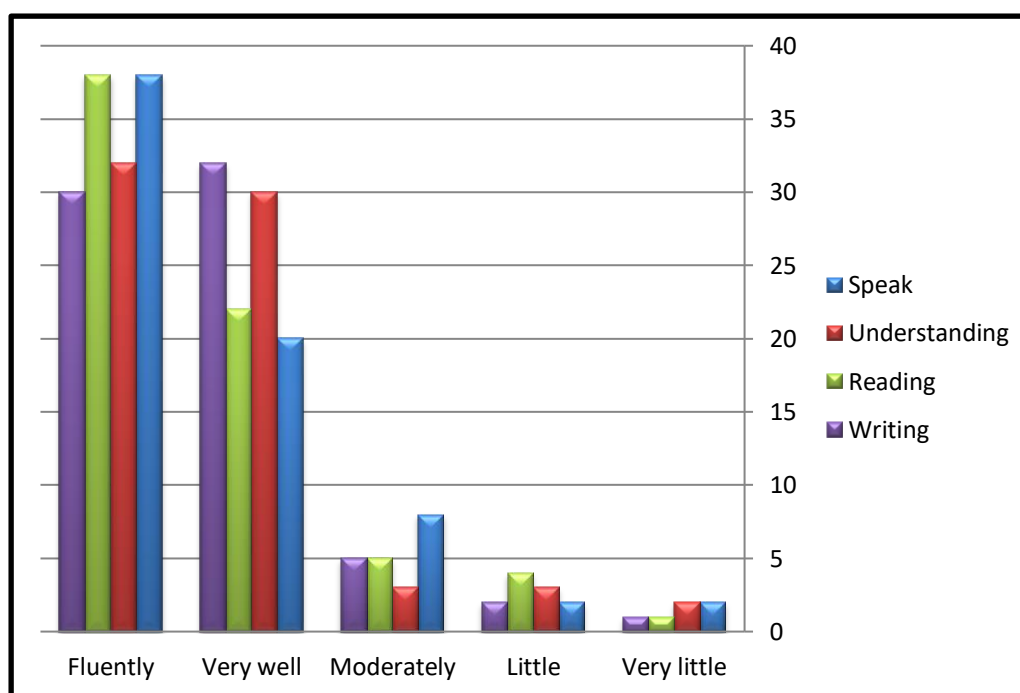
**Table 15**

*First language proficiency*

	Very little	Little	Moderately	Very well	Fluently	Total
<b>Speak</b>	2	2	8	20	38	70
<b>Percentage %</b>	2.90%	2.90%	11.40%	28.50%	54.30%	100%
<b>Understanding</b>	2	3	3	30	32	70
<b>Percentage %</b>	2.90%	4.30%	4.30%	42.80%	45.70%	100%
<b>Reading</b>	1	4	5	22	38	70
<b>Percentage %</b>	1.40%	5.70%	7.20%	31.40%	54.30%	100%
<b>Writing</b>	1	2	5	32	30	70
<b>Percentage %</b>	1.40%	2.90%	7.20%	45.70%	42.80%	100%

**Figure 15**

*First language proficiency*



The objective of determining the proficiency of the participants in their First Language (L1) is to establish a basis for comparison with their level of competence in English as a Foreign Language, and to deduce any potential relationship between the two.

Based on the findings, it was revealed that a mean of 2. 20% of the respondents solely indicated to have achieved a very little proficiency in their native language, whereas 3. 90%

## CHAPTER TWO: THE FINDINGS

of the participants demonstrated a little level of proficiency in their first language. As for 7.20% conceded that they have a moderately proficiency in their first language. In the study, it was observed that a mere 37. 1% of the participants claimed to have achieved q very well proficiency in Arabic language. While, only 49. 60% of the participants professed to possess fluent Arabic language skills.

40

### 4.1.3 Second Language (L2)

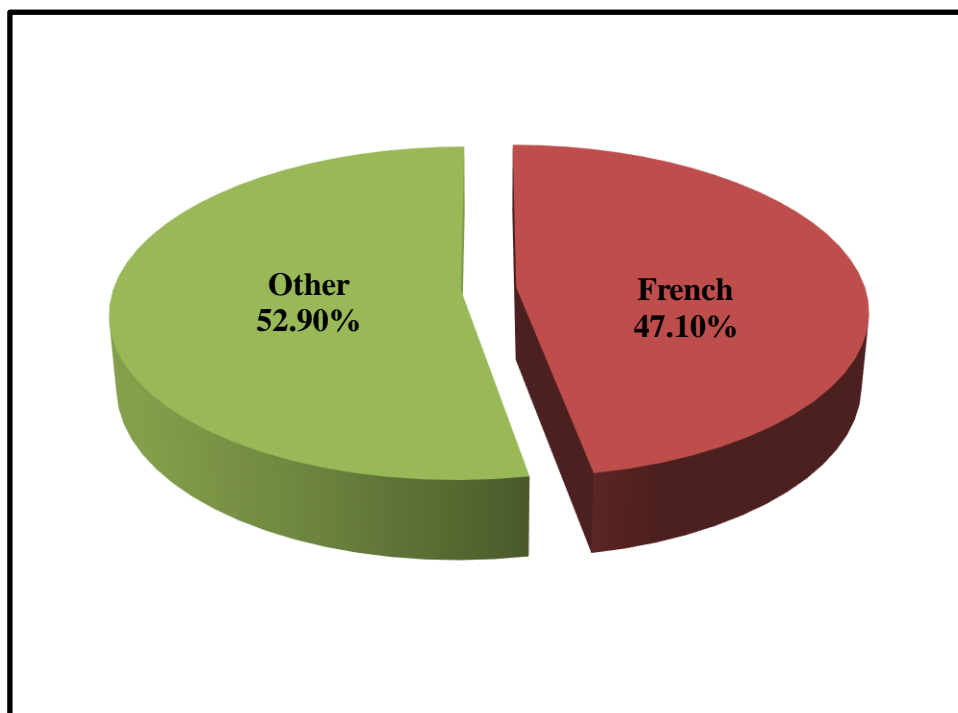
**Table 16**

Participants' second language

	Arabic	French	Other	Total
Participants number	00	33	37	70
Percentage %	0.00%	47.10%	52.90%	100%

**Figure 16**

Participants' second language



The point of this portion is to discover out from students who have information of the second language within the arrange of languages in Algerian society, which is the French language..

According to the findings, 33 participants, comprising 47. 10% of the entire sample size, reported French as their second language. The remaining participants possess a second language other than French, or they declared English as their Second Language (ESL).

## CHAPTER TWO: THE FINDINGS

### 4.1.4 French Language Proficiency

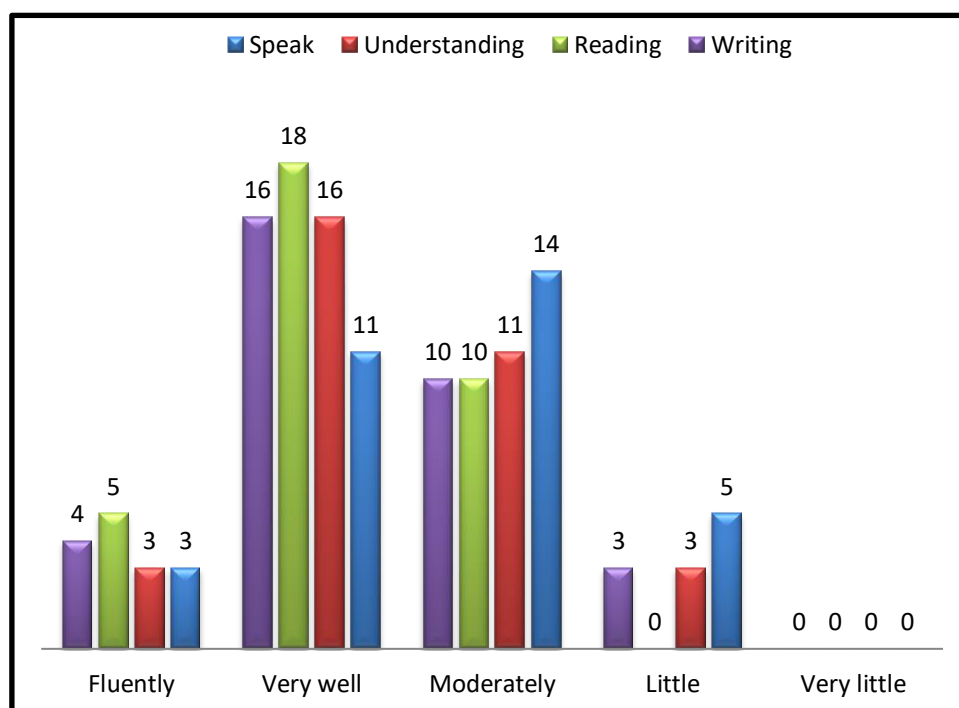
**Table17**

French language proficiency

	Very little	Little	Moderately	Very well	Fluently	Total
<b>Speak</b>	0	5	14	11	3	33
<b>Percentage %</b>	0.00%	15.20%	42.40%	33.30%	9.10%	100%
<b>Understanding</b>	0	3	11	16	3	33
<b>Percentage %</b>	0.00%	9.10%	33.30%	48.50%	9.10%	100%
<b>Reading</b>	0	0	10	18	5	33
<b>Percentage %</b>	0.00%	0.00%	30.30%	54.50%	15.20%	100%
<b>Writing</b>	0	3	10	16	4	33
<b>Percentage %</b>	0.00%	9.10%	30.30%	48.50%	12.10%	100%

**Table17**

French language proficiency



The objective of determining the proficiency of the participants who declared French as their second language (L2) is to know which ones of the subject are AMs, and which ones are AFBs, and to deduce any potential relationship between the proficiency of the French as a Second Language and English as a Foreign Language.

Agreeing to the discoveries, it was uncovered that no one of the respondents exclusively shown to have accomplished a very little capability in their French language, while 8.40% of

## CHAPTER TWO: THE FINDINGS

the members illustrated a little level of proficiency in French language. As for 34.10% conceded that they have a moderately proficiency within the French language. Within the consider, it was observed that a insignificant 46.20% of the participants claimed to have accomplished a very well capability in French as a second language. Whereas, as it were 11.30% of the members declared to have fluent French language aptitudes.

### 4.2 The Third Section Findings

#### ✚ English Language Proficiency

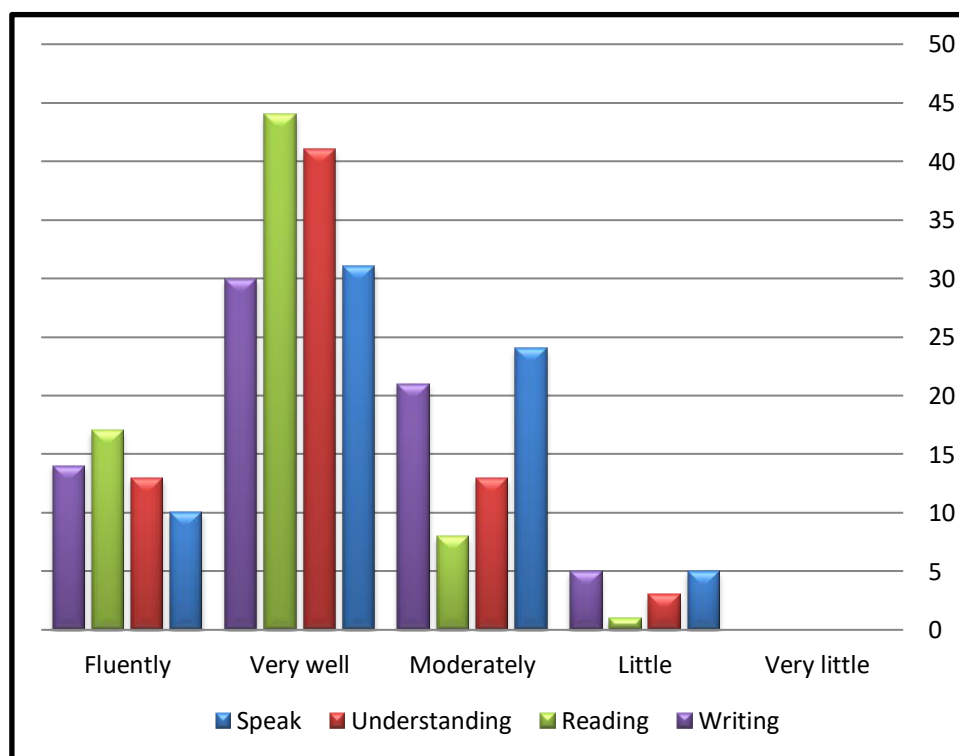
**Table 18**

*English Language Proficiency*

	Very little	Little	Moderately	Very well	Fluently	Total
<b>Speak</b>	0	5	24	31	10	70
<b>Percentage %</b>	0.00%	7.10%	34.30%	44.30%	14.30%	100%
<b>Understanding</b>	0	3	13	41	13	70
<b>Percentage %</b>	0.00%	4.30%	18.60%	58.50%	18.60%	100%
<b>Reading</b>	0	1	8	44	17	70
<b>Percentage %</b>	0.00%	1.40%	11.40%	62.90%	24.30%	100%
<b>Writing</b>	0	5	21	30	14	70
<b>Percentage %</b>	0.00%	7.10%	30.00%	42.90%	20.00%	100%

**Figure 18**

*English Language Proficiency*



The primary objective of the present part of the students' questionnaire is to assess the level of English language proficiency of the participants and subsequently analyze it in comparison to their proficiency in Arabic, which serves as their mother tongue for the monolingual group. Additionally, this evaluation of English proficiency will be compared with their proficiency in French, which represents their second language for bilingual individuals.

The results indicate that none of the participants exhibited a markedly very little level. Regarding 4.90% of the participants, they were reported that their level was little. Among the participants, a proportion of 23.60% exhibited a Moderately level.

Regarding the study sample, a significant proportion (52. 20%) holds a very well level of proficiency in the English language. In relation to 19. 30% of the participants, they declared a degree of fluency in proficiency of the English language.

**🚦 Bilingualism questions and Monolinguals/Bilinguals responses**

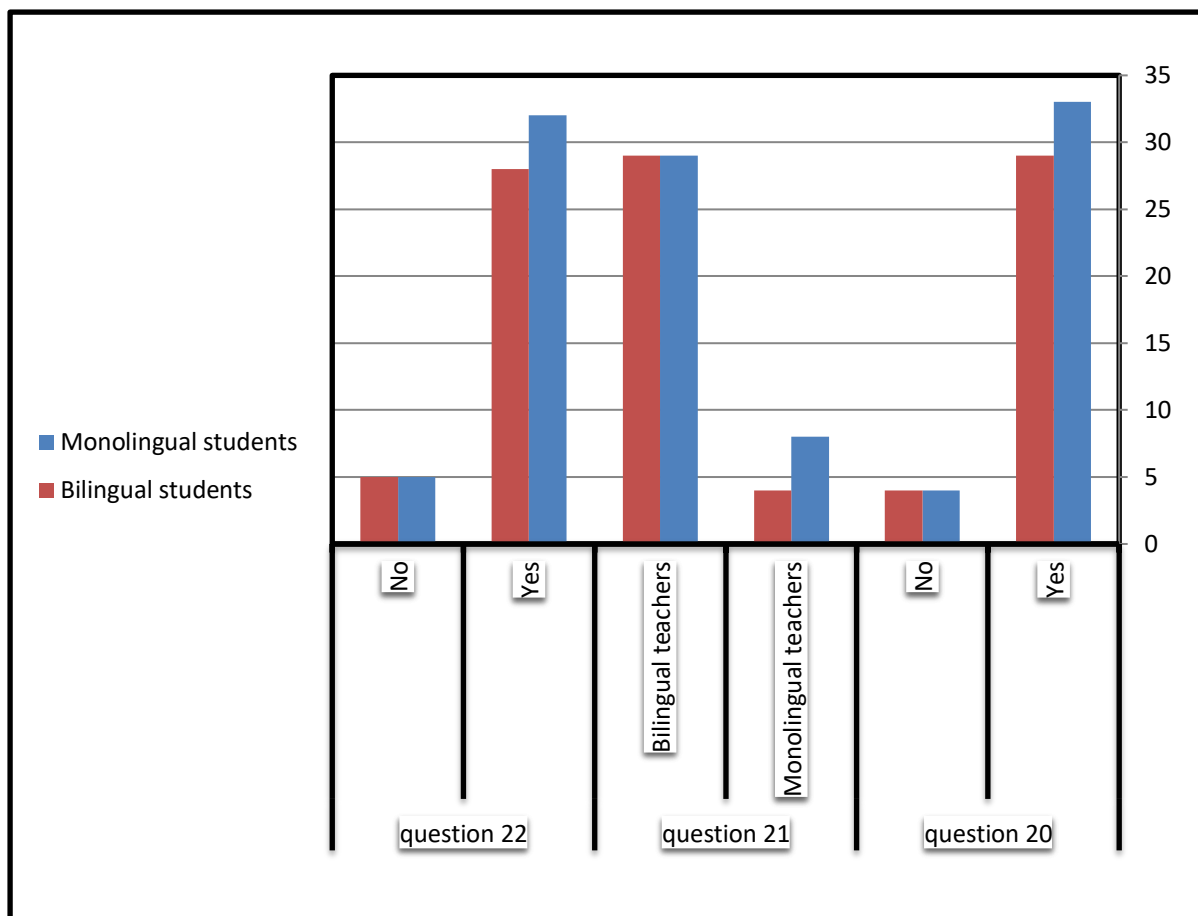
**Table 19**

*Bilingualism questions responses for AFBs and AMs students*

		Questions					
		Question 20		Question 21		Question 22	
		Yes	No	Monolinguals teachers	Bilinguals teachers	Yes	No
Students Linguistic profile	Monolingual students	33	04	08	29	32	05
	Bilingual students	29	04	04	29	28	05

**Figure 05**

*Bilingualism questions responses for AFBs and AMs students*



The primary aim of this research is to analyze the impact of bilingualism on the vocabulary usage of students who are learning English as a foreign language. The researcher intends to gain insight into the perspective of the participants regarding bilingualism, as highlighted in questions 20, 21, and 22.

**20. Is bilingualism helpful as a learning aid in EFL classrooms?**

This question seeks to understand the perspective of students regarding the usefulness of bilingualism in learning English as a Foreign Language in the classroom.

Out of 70 participants, 37 were monolingual students, among whom 33 agreed that bilingualism can assist students in learning English as a foreign language in the classroom, as per the findings. Out of the total number, four individuals refused the option and argued that being bilingual does not facilitate the acquisition of English as a second language.

Out of the group of 33 students who were bilingual, 29 of them stated that being bilingual assists in the English learning process, while the other 4 did not believe that bilingualism was beneficial in improving English proficiency.

### **21. With whom are you comfortable in the classroom?**

The student's ability to learn from their teacher is heavily influenced by their psychological connection with them. Thus, the inquiry aimed to determine the level of understanding ease exhibited by students towards monolingual or bilingual educators.

Out of the group of monolingual students, 29 of them indicated a preference for a teacher who can speak two languages, while eight students stated a preference for a teacher who speaks English language only.

Regarding the students who spoke two languages, 29 of the participants preferred the professors who are bilingual themselves. On the other hand, four respondents preferred the professor who only spoke only English language.

### **22. Do you remember L3 vocabulary for a long time with the help of bilingualism?**

The objective of the present inquiry is to ascertain if bilingualism plays a role in enhancing the capacity of EFL learners to retain lexical items over an extended period.

The findings derived from the questionnaire administered to the student cohort indicated that, among the monolingual participants, 32 individuals reported an enhancement in their long-term retention of vocabulary in English as a Foreign Language when utilizing bilingualism. In addition, a smaller subset of five students expressed a contrary position, asserting that bilingualism did not facilitate their ability to retain this vocabulary for extended periods of time.

Concerning the 33 bilingual students, a large majority of 28 respondents indicated that bilingualism serves as a facilitator for the retention of English vocabulary. Conversely, the remaining five participants attested that bilingualism does not bear any significance in this particular aspect.

## **5. Conclusion**

The present study's findings were bifurcated into two components, with the initial portion sourced from the information gleaned by the teachers' questionnaire, and the subsequent data obtained from the students' questionnaire. The participants explicated their perspectives on bilingualism and the utilization of vocabulary within the context of English as a foreign language students through the administration of questionnaires.

It is noteworthy that the teachers' questionnaire participants possess a high degree of proficiency, with a strikingly high percentage of 80% comprising of individuals who hold

## **CHAPTER TWO: THE FINDINGS**

doctoral degrees in the domain of English language. Furthermore, it is worth mentioning that each of these professionals has specialized in a distinct area within the aforementioned field. Regarding the cohort of students in question, they are poised to assume the vocation of English language instructors. It follows that they are poised to exhibit a heightened awareness of bilingualism and its relevance to the employment of the English language.

46

The ensuing section that pertains to the discussion chapter shall address matters pertinent to the acquired findings and the challenges that have been brought to light in the pursuit of the principal aim of the study.

### CHAPTER THREE: THE DISCUSSION OF THE FINDINGS

#### 1. Introduction

It is widely acknowledged that individual research endeavors bring with them their unique set of issues and queries that researchers aspire to address from the outset of their inquiry into the phenomenon at hand, creating preliminary pathways for each question linked to this investigation. Throughout the course of this study, the researcher has diligently endeavored to explore the effects of the bilingualism of English as a Foreign Language (EFL) students on the utilization of their respective vocabularies. The researcher established a clear objective, namely to attain a compelling resolution to the research inquiries, which are:

1. Is there any correlation relationship between bilinguality of EFL students and the use of vocabulary among them?
2. How the bilinguality of EFL students affects the use of vocabulary among them?

Formulated null hypotheses for each of the research inquiries, specifically:

H<sub>1</sub>. There is a correlation relationship between bilingualism and the use of vocabulary among EFL students.

H<sub>2</sub>. Bilingualism has positive effect on the use of vocabulary among EFL students.

In this section of the study, the researcher seeks to corroborate the soundness of their initial hypotheses while also expounding upon the research findings obtained utilizing the data gathering techniques employed within the investigation.

#### 2. The Discussion of Teachers' Questionnaire

##### 1. Is the use of L1/L2 beneficial as learning assistance in EFL classrooms?

The results of the survey indicate that a majority of the participants (93.10%) perceive the use of L1/L2 as a supportive tool for learning in EFL classrooms. Specifically, 27 respondents answered affirmatively to this statement. Merely two respondents provided a negative response, which is indicative of their potential lack of experience or qualifications as teachers. The necessity for bilingualism within English as a Foreign Language (EFL) classroom appears to be increasingly significant.

Thus, the disparity in the proportion of respondents is relatively trivial in magnitude. The stark discrepancy observed in the level of proficiency among students in English language classrooms engenders the imperative employment of both L1 and L2 by the educator without detracting from the linguistic aspects of form and substance of the English language. This pedagogical technique serves as a subordinate implement in facilitating the learning process for both the instructor and the student.

### **2. Do students hold English vocabulary as a foreign language for a long time with a helping hand of bilingualism?**

Concerning the second inquiry, which seeks to explore the extent to which students of English as a non-native language can retain vocabulary for a prolonged duration through the use of bilingualism. The findings of this study indicate that a vast majority specifically, 82.8% of the participants expressed support for the notion that bilingualism is effective in preserving English vocabulary as a foreign language. Conversely, 13.8% of the survey respondents asserted a categorical rejection of this notion, contending that bilingualism offers no assistance whatsoever in this regard. A total of 3.4% of the participants, signifying a single respondent, refrained from providing an answer to this inquiry without disclosing the underlying reasons.

The utilization of both the first and second language (L1/L2) has been found to have a positive impact on the retention of English language vocabulary as foreign language . This phenomenon proves advantageous for intermediate-level students as it enables them to effectively utilize the acquired vocabulary in the most fitting context while also reinforcing the neural pathways of the cerebral cortex responsible for long-term information storage.

Therefore, it can be inferred that a student's ability to effectively utilize a particular vocabulary is contingent upon the manner in which the human mind processes translations in multiple languages. This depends on matching words in memory in the two languages in a long term. This proposition is aligned with the insights articulated by Josiane F. Hamers and Michel H in his book *bilinguality and bilingualism*.

### **3. Does bilingualism mean the efficient and judicious reliance of L1 in learning a foreign language?**

Regarding the third inquiry on the teachers' survey. Out of a total of 29 respondents, 10 indicated their affirmation, constituting a percentage of 34.5 for the affirmative response. As an alternative, a majority of 65.5% provided a negative response.

According to the foundational assumptions of the current investigation, achieving accurate foreign language acquisition and instruction poses significant challenges in the absence of reliance upon one's native or second language. The findings indicate that a significant proportion of participants hold erroneous beliefs regarding the appropriate employment of bilingualism in the context of English as a Foreign Language (EFL) classrooms.

Due to a lack of awareness, individuals may be uninformed of the potential benefits of utilizing L1/L2 as an aid in the acquisition of foreign languages.

Insufficient mastery of the appropriate techniques and outcomes pertaining to bilingualism by students may lead to a significant transformation in the process of learning and acquiring new languages, causing it to devolve into a mere rote memorization of vocabulary devoid of greater meaning or context.

### **4. Do students use L1/L2 in Defining New Vocabulary Items in case of trouble?**

During the pursuit of knowledge and the exploration of truth regarding the utilization of either the mother tongue or the second language for the establishment of novel lexical words, an extensive majority of participants, accounting for a proportion of 96.6%, asserted that, in circumstances of cognitive uncertainty, students tend to resort to their first language to clarify new vocabulary and articulate their emotions and concepts.

On the contrary, it is noteworthy to mention that a sole individual, who is apparently in this scenario. i.e. by 3.4%, noted that students do not depend on either their primary or secondary language in instances where cognitive ambiguity arises.

The application of this technique benefits both the students and the teacher by facilitating the continuity of effective communication even in circumstances where a student lacks proficiency in the target language. In such instances, a listener can assist the student in acquiring the necessary vocabulary without disrupting the conversational flow or the fundamental objective of the exchange, which may encompass the general exchange of ideas or the expression of viewpoints to achieve specific objectives.

### **5. Does bilingualism make learning procedures easier for learners?**

In the midst of the educators' response to the fifth inquiry, pertaining to the potential facilitation of the student's learning process, the outcomes indicated that 10 participants (34.5%), unequivocally affirmed the efficacy of bilingualism in fostering the aforementioned process. Regarding the remaining 19 professors, implies that the extent of 65.5% opted for the third alternative, namely that the incorporation of both the first language and second language, on select occasions, may prove advantageous in promoting both the learning and instructional experience. With regard to the complete dismissal of the proposal, none of the respondents submitted such a response.

The findings suggest that bilingualism contributes positively to the facilitation of the learning process among students, particularly during the initial phases of acquiring a foreign language. In numerous cases, bilingualism is known to wield significant impact on the cognitive development of students in target languages. This is because the human mind has a tendency to rely on its native language for cognitive processes such as thinking and the induction and systematic analysis of novel information.

### **6. Does a learner comprehend L3 more acceptably if s/he uses only the target language?**

About the inquiry of whether those who are studying English as a foreign language possess comprehension skills that enable them to comprehend the language using solely the target language. A total of 8 respondents, which is equivalent to 27.6 % of the sample, indicated that foreign language learners can attain language understanding and proficiency solely through their reliance on the target language. Out of the given sample of participants, a total of 4 individuals, corresponding to precisely 13.8%, expressed their rejection of this possibility.

The majority of the participants, comprised sixteen individuals and represented 55.2% of the total sample size, expressed agreement with the notion that students may occasionally comprehend a foreign language solely through exposure to the target language. Out of the participants involved in the inquiry, only one individual that is, 3.4% of the total sample refrained from responding without any explanation for his decision.

The findings reveal that the utilization of a monolingual approach yields negligible outcomes, with few exceptions. In the context of English language instruction, the implementation of bilingualism as a strategy may enhance the likelihood of accurate comprehension of the target language, particularly within the framework of the communicative approach. This approach places emphasis on discerning the meanings of lexical items and their proper usage.

### **7. Does the use of bilingualism pave the way to practical advantages in learning English as a foreign language (EFL) vocabulary?**

The seventh inquiry pertains to the English language as a living phenomenon. A notable percentage of the study participants, namely 31.0% (9 teachers out of a group of 29), reported that bilingualism accentuates the attainment of practical advantages in the acquisition of English vocabulary as a non-native language. In contrast with the previous option, the second alternative garnered support from only 10.3% of the surveyed participants (3 teachers out of 29 participants). According to a significant majority of participants, comprising 58.7% (17 out of 29 participants). In sometimes bilingualism can provide practical benefits for acquiring English vocabulary.

It can be asserted that genuine expertise entails the utilization of a practical lexicon within a contemporary living language (English Language), as opposed to employing antiquated or outmoded terminology inherited from the literary tradition of the language. Consequently, the utilization of both the first and second languages (L1 and L2) allows learners to effectively grasp and employ the language vocabulary that is most pertinent to everyday circumstances. Consequently, the outcome aligns with significant theories on the field of English language pedagogy.

The linguistic profile of the sample under examination presents a noteworthy aspect, of particular relevance being the fact that the mother and second languages utilized by the subjects share a considerable degree of lexical overlap with English, a language born relatively recently.

### **8. Does bilingualism result in making students more independent on their personal vocabulary use and develops their language acquisition?**

Statistical analysis was conducted on the responses provided by teachers to the eighth question of a questionnaire. This particular question aimed to ascertain the extent to which bilingualism contributes to the development of students' independent use of their vocabulary, as well as their proficiency in acquiring the target language. The target language in question was English, which was being studied as a foreign language. The results of the study indicate that a considerable majority, comprising 22 professors, correspond to 75.7% of the overall

sample size, provided an affirmative response. Six of the participants, constituting approximately 20.9% of the total sample, the notion was categorically rejected. A proportion of the surveyed individuals, specifically 3.4% of the sample, chose to abstain from answering the question without providing explicit reasons.

The attainment of this case in acquiring a foreign language is commonly referred to as academic success. This accomplishment facilitates the student or learner in enhancing their analytical and critical thinking skills, thereby incorporating all the languages concurrently. Bilingualism facilitates the development of an extensive lexicon wherein multiple languages intersect, regard to the case of translation which previously mentioned in bilingual's memory.

In numerous instances, bilingualism allows students of the English language to attain academic accomplishment by facilitating the acquisition of essential vocabulary without necessarily engaging in the process of signifying such vocabulary.

### **9. Does the non-Latin languages (i.e. Arabic) interacts with the Latin languages?**

Concerning the ninth inquiry, which pertains to the connection between languages, wherein we explored the association between the Algerian society's native language, Arabic, and the foreign language subject of the study, English, a significant majority of respondents, comprising 72.4% (ie, 21 out of 29), concurred that the Arabic language manifests an interaction with the European languages, that predominantly originate from the Latin language. Regarding the second alternative, which negates the plausibility of said interaction, a mere 27.6% of the respondent sample, consisting of 8 individuals out of 29, espoused this conjecture. In a discussion with Prof. DEGHEBOUCHE Nadia said:

So that they interact students need to have a background in the Latin language. If for example, the student's medium of study is only in Arabic then it is impossible for Arabic to interact with Latin Now if you have read the book entitled “ Le Soleil d Allah brille sur l'occident”, you Will notice that an extremely large number of latin words were derived from the Arabic language like the word sofa for instance. (Prof. DEGHEBOUCHE Nadia, personal communication, May 11<sup>th</sup>, 2023)

In the context of language, connectivity between two or more linguistic systems is predominantly facilitated through the exchange and integration of common features and components. This pertains to the vocabulary, manifestations, and frameworks shared within those languages.

### **10. According to your own experience, how does bilingualism affect the use of vocabulary among EFL student?**

The tenth question pertains to the impact of bilingualism on the lexicon employed in English language acquisition as a foreign language and is considered the central inquiry of the present study. According to the study's findings, a majority of 62.1% (18 out of 29 participants)

expressed that being bilingual positively impacts the acquisition and usage of a wider range of vocabulary among students who are learning English as a Foreign Language (EFL).

In this case, the most important explanation which was shared by Miss. YOUSEFI Nabila (TEFL Teacher) is:

"The more you know about the native language and culture, the better your learning of other languages will be because this is one way of enlarging learners' repertoire of words" (Miss. Yousefi Nabila, personal communication, April 18<sup>th</sup>, 2023).

Conversely, the remaining proportion of 37.9%, signified, 11 individuals reported that the bilinguality of English as a foreign language (EFL) students has a detrimental impact on their vocabulary utilization. In this instance, the use of L1/L2 results in a perplexing effect on the student's comprehension of the intended language. Some of the eleven educators contended that the employment of both the native language and secondary language within the classroom setting engenders an ambiance of disorder and superfluous disruptions by students.

### **3. The Discussion of Students' Questionnaire**

#### **3.1 The First Language (L1)**

In the present study, all participants explicitly stated that their mother tongue was the Arabic language. This phenomenon can be attributed to the fact that the linguistic profile of the Algerian populace, particularly in the investigated region, is contingent upon early acquisition of the Arabic language. This is due to the socio-cultural underpinnings of Algerian society, which is primarily Arab and Muslim.

#### **3.2 First Language Proficiency**

By virtue of the fact that the mother tongue of all the participants is Arabic, thereby rendering it reasonable to expect a high level of proficiency in this language among all participants. Nonetheless, it is worth noting that some respondents exhibited varying degrees of deficiency in their mother tongue proficiency, ranging from very little to little. The rationale for this is due to the multilingual and dialectal nature of the community from which the sample is drawn. that's be the affects of the Amazigh (Berber) language on the acquisition of Arabic language as the primary system of communication within the society.

#### **3.3 French as a Second Language (L2)**

The French language, given its colonial origins and the extended duration of French rule over Algeria, spanning 132 years, has come to be viewed disparagingly by the Algerian populace. A mere 33 of the total number of participants surveyed admitted to having acquired French as a second language. This phenomenon can be attributed to a host of psychological factors impacting the learner, including a negative perception of French as the linguistic legacy of a ruthless colonizer and a widespread sentiment of not requiring French proficiency in day-to-day life. Additionally, personal factors may also play a role in the lack of interest in acquiring French-language skills.

**3.4 French Language Proficiency**

According to findings, none of the respondents had a very little capability in their French language. While, 8.40% had a little level of proficiency in French language. 34.10% reported that they had moderate proficiency in French. 46.20% reported being proficient in French as a second language with very well level. Only, 11.30% of members have fluent French language skills.

**Table 20**

*The linguistic profile of the sample*

	<i>Sample linguistic profile</i>	
	<i>Monolingual students</i>	<i>Bilingual students</i>
<i>Students Number</i>	37	33
<i>Percentage (%)</i>	52.90%	47.10%

Based on the results of the study analysis, it was observed that our sample population was divided into two distinct clusters based upon their respective linguistic profiles. The initial group comprises 37 students who are proficient in a single language (Monolinguals), while the subsequent cohort encompasses 33 individuals who are skilled in two languages (Bilinguals).

**3.5 Comparing the Linguistic Proficiency of the Three Languages**

**Table 21**

*The three languages proficiency*

	<i>Very little</i>	<i>Little</i>	<i>Moderately</i>	<i>Very well</i>	<i>Fluent</i>
<i>Arabic</i>	2.20%	3.90%	7.20%	37.10%	49.60%
<i>French</i>	0.00%	8.40%	34.10%	46.20%	11.30%
<i>English</i>	0.00%	4.90%	23.60%	52.20%	19.30%

Through comparison of the results presented in the preceding table, it is evident that the linguistic proficiency of the subjects across the three studied languages is nearly congruent and presents a high degree of rationality. This phenomenon can be attributed to the perpetual proximity and interplay among the three languages. As an illustration, for monolingual individuals, the acquisition of a novel lexeme in one language entails a diligent effort to identify corresponding counterparts in the other language. Similarly, this practice of linguistic

comparison among three languages is known as the linguistic contrast of vocabulary, which is commonly observed among bilingual individuals.

The observed dissimilarity is limited to a higher proportion of individuals possessing a proficient command of the Arabic language when compared to French and English. This phenomenon originates from the fact that Arabic is the primary vernacular of the cohort.

The potential outcome of the convergence of efficacy across the three languages is the establishment of a comparable quantity of lexical items, thereby indicating that each term in a specific language is interchangeable with a corresponding term in the other two languages. Herein lies the impact of bilingualism on the learning and use of EFL vocabulary.

### **3.6 Bilingualism Questions and Monolinguals/Bilinguals Responses**

#### **20. Is bilingualism helpful as a learning aid in EFL classrooms?**

According to the results, a total of 37 participants were identified as monolingual students, of which 33 expressed their agreement with the notion that bilingualism can effectively aid learners in acquiring English as a foreign language within a classroom context. Among the monolinguals, four participants declined the option and contended that bilingualism does not serve as an aid to the acquisition of EFL.

A cohort of 33 students who possessed bilingual abilities were surveyed, of whom 29 affirmed that their bilingualism was supportive of advancing their English acquisition, yet the remaining 4 expressed skepticism regarding the advantages of bilingualism with respect to English proficiency enhancement.

Upon examination of the data, it is evident that both cohorts perceive the utilization of the mother tongue and second language within the educational setting as a viable mechanism to facilitate the acquisition of EFL.

The aforementioned proposition postulates that bilingualism exerts a beneficial influence on the process of assimilating EFL within the educational setting.

#### **21. With whom are you comfortable in the classroom?**

Among the cohort of monolingual participants, a total of 29 individuals expressed preference for an instructor who can effectively communicate in two languages. On the other hand, a mere eight students expressed a preference for an English monolingual instructor.

With regards to bilingual individuals, it was observed that 29 out of the total number of respondents displayed a preference for educators who possess bilingual capabilities. In contrast, four participants exhibited a preference for the instructor who exclusively utilized the English language.

There is compelling evidence to support the criticality of implementing bilingualism in English language departments as an integral component of effective pedagogy. The employment of such a practice facilitates enhanced student comprehension while concurrently enabling teachers to deliver content with greater efficacy and fluidity.

Therefore, bilingualism represents a valuable asset for both the educators and learners when it comes to the acquisition of EFL.

### **22. Do you remember L3 vocabulary for a long time with the help of bilingualism?**

Among the participants who spoke only one language, a total of 32 individuals reported a notable improvement in their long-term retention of vocabulary in English as a Foreign Language when they employed the use of L1. Furthermore, a minority group comprising of five students espoused a divergent view, contending that the use of L1 did not enhance their capacity to retain EFL vocabulary over prolonged durations.

Regarding the cohort of 33 bilingual participants, a substantial proportion of 28 respondents demonstrated that bilingualism functions as a catalyst for the enhancement of EFL lexicon memorization. On the contrary, the other participants (5 students) in the study asserted that bilingualism lacks significance within this specific context.

The optimal utilization of both the L1 and the L2, namely Arabic and French, facilitates enhanced retention of the vocabulary pertaining to the desired language of proficiency, namely EFL. Consequently, the learner benefits from a target language-remote approach, particularly due to the notable overlap in vocabulary between the French and English languages. Thus, the bilingualism of the students of English as a foreign language positively affects the use of vocabulary among them.

- Some English words that comes from French language

Allowance – from the Old French word *alouance* (payment)

Apostrophe – from the French word *apostrophe*

Attaché – from the French word *attaché* (attached)

Apéritif – from the French word *apéritif*

Avant-garde – from the French word *avant-garde*

Aviation – from the French word *aviation*

Bachelor – from the Anglo-Norman word *bachelor* (*bachelier* in modern French)

Ballet – from the French word *ballet*

Bon voyage – from the French phrase *bon voyage* (have a good journey)

Bureau – from the French word *bureau* (desk, office)

- Some English words that comes from Arabic language:

Alcohol: الكحول

Algebra: الجبر

Bled: بليد

Cotton: قطن

Gazelle: غزال

Giraffe: زرافة

Guitar: غيتار

Harem: حريم

Henna: حناء

Hazard: خطر

#### **4. The Relationship between the Two Questionnaires**

The primary aim of the two employed questionnaires as data collection instruments is to examine the bilinguality of English as a Foreign Language (EFL) pupils and their use of vocabulary. Through a thorough analysis of the shared points between the questionnaires, the researcher gained valuable insight into the viewpoints of the teachers and students. These interventions were incorporated into select questions within both questionnaires.

The initial point of convergence between the two questionnaires can be identified in the inquiry presented as the first item in the teachers' survey which aranged as Question No. 20 in the students' questionnaire. This question aims to explore the potential correlation between the incorporation of bilingualism in English language instruction and its effectiveness in facilitating language acquisition.

The majority of respondents in both surveys concurred that employing either L1/L2 facilitates the acquisition of English as a Foreign Language.

Regarding the second area of convergence that pertained to both data gathering instruments, it is discernible in the second inquiry of the educators' questionnaire and the 22nd item of the students' questionnaire. This inquire endeavors to investigate the potential impact of bilingualism on the retention rate of English vocabulary among learners of English as a second language.

The significance of bilingualism in facilitating the maintenance of EFL vocabulary for an extended duration was concurred upon by both educators and students alike, in contrast to the utilization of a monolingual approach.

### **5. The Implications**

The current research holds significance in both practical and theoretical aspects for the pedagogy of teaching and learning English as a foreign language. The study's findings indicate that the bilinguality of English as a Foreign Language (EFL) students has a positive effect on vocabulary use. These results were corroborated by several previous studies on an international level, namely Sanz (2000), Keshavarz and Astaneh (2004), Kassaian and Esmae'li (2011), and Muhammad, A.S (2013).

The present research has determined that there exists no discernible correlation between bilingualism and the utilization of vocabulary by students learning English as a foreign language (EFL). This study constitutes a useful foundation for enhancing instructional techniques and curricular materials aimed at fostering expansion of EFL vocabulary through the use of L1/L2 language proficiency as a teaching/ learning assistance in EFL classrooms.

### **6. Limitations, and Recommendations**

The present investigation encountered certain limitations that may be surmountable in future research endeavors.

Initially, the researcher was compelled to alter the methodology of the study from an experimental approach to a descriptive approach due to the constraint of inadequate time. The potential impact on the outcome of a study arises from the fact that the descriptive methodology is reliant on subjective viewpoints and observations, while the experimental methodology is built on the foundation of robust experiments and rigorous assessments carried out in controlled environments. Consequently, comparative assessments of the two methodologies highlight experimental approaches as more dependable and credible.

Furthermore, the sample size for the study was limited, comprising of only 29 teachers and 70 students. Thus, raising concerns regarding the generalizability of findings to the broader context of English language learning and pedagogy as a foreign language. Hence, it is pertinent to aspire for a larger sample size in the forthcoming investigation while ensuring that the different grades do not violate the fundamental principles of findings comparability.

Moreover, future research endeavors may control over the variables of gender and age. Furthermore, bilingualism maybe shown to have varying effects on individuals' cognitive abilities at other skills or sub-skills. As such, future researchers may wish to direct their attention towards exploring alternate files of inquiry linked to bilingualism.

### GENERAL CONCLUSION

The primary aim of the present study from the inception is to investigate the bilinguality of English as a Foreign Language (EFL) students and their use of vocabulary. The researcher posited a pair of questions, the first one inquiring whether there is a relationship correlates the EFL students' bilinguality and their use of vocabulary. For the second, investigates the type of potential effect that exists between the EFL students' bilinguality, and the use of vocabulary among them.

In order to check the legitimacy of the null hypotheses which was formulated, the researcher designed two questionnaires. The first one addressed to teachers and it was dispatched to the whole department teachers (34 teachers), but only 29 teachers answered the questionnaire. The second was coordinated to the case study understudies who were randomly chosen, 70 male and female students taken part in replying the questionnaire relegated to them.

Regarding, to the first question, the researcher formulated a null hypothesis which declared that there is a correlation relationship between the bilingualism and the use of vocabulary among the EFL students.

According to the findings, there is a relationship correlate the EFL students' bilinguality and the use of vocabulary. In other words, languages share some discourses Forms and Functions (words, meanings, and gestures). Therefore, it can be inferred that the researcher's null hypothesis is crafted with precision in terms of its structure and substance. For instance, Some Arabic/French terms are exactly the same as in English language. Therefore, remembering and pronouncing them will be easier.

For the second question, the researcher established a null hypothesis stating that bilingualism has positive effect on the use of vocabulary among EFL students.

The outcomes garnered from the inquiry substantiated the hypothesis' validity in both form and substance. The majority of the participants, comprising both teachers and learners, conveyed that the acquisition of bilingualism in the context of English as a foreign language resulted in a heightened utilization of vocabulary amongst students. In an alternative rendition of words, the employment of bilingualism raises the likelihood of students' comprehension and optimal utilization of vocabulary.

The ability to converse in two languages (Bilingualism) endows students with the capacity to understand and acquire an indefinite number of vocabulary entries.

In order to help and encourage the language learning with the assistance of bilingualism, there are a certain proposals for both instructors and students, which have been extricated from the present study:

- The implementation of bilingualism in educational settings helps efficacy in enhancing students' ability to grasp the target language to a greater extent.

## GENERAL CONCLUSION

- Students tend to exhibit a greater sense of ease and comfort when under the tutelage of bilingual educators in comparison to those who use only a single language.
- In order to achieve the beneficial outcomes of bilingualism, it is recommended that students utilize their first and second language as a means of educational support in a proficient and prudent manner.
- The pedagogical approach to language education ought to entail a greater deliberateness towards its applicability in practical contexts, while still upholding its significance as a subject of literary study that warrants expert mastery.

In a nutshell, the limited, moderate and judicious use of Arabic and French language effects EFL vocabulary acquisition in a positive way.

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## APPENDICES

8. Does bilingualism result in making students more independent on their personal vocabulary use and develops their language acquisition?

65

a. Yes

b. No

9. Does the non-Latin languages (i.e. Arabic) interacts with the Latin languages?

a. Yes

b. No

10. According to your own experience, how does bilingualism affect the use of vocabulary among EFL student?

a. Positively

b. Negatively

*Thank You*

**STUDENTS' QUESTIONNAIRE**

Dear students

- ✚ The purpose of this questionnaire is to investigate the bilinguality of EFL students' and the use of vocabulary. Case study: Third Year Students (L3) At The English Department On The University Of Abbes LAGHEROUR -Khenchela-
- ✚ Please, would you like to complete the following questions to help the researcher to undergo his research?
- ✚ Thank you very much for your cooperation.

**Section One: First Language Proficiency.**

1. Which language are you fluent in?  
a)- Arabic            b)- French            c)- both            d) other (..... )
2. Which language or languages do you use outside the home, at work, or college?  
a)- Arabic            b)- French            c)- both            d) other (..... )
3. For writing materials outside the college, e.g. letters, notes, and others what language or languages do you use?  
a)- Arabic            b)- French            c)- both            d) other (..... )
4. For reading materials outside the college, e.g. newspapers, poems, and others what language or languages do you use?  
a)- Arabic            b)- French            c)- both            d) other (..... )
5. Which language is your first language?  
a)- Arabic            b)- French            c)- other (..... )
6. How well do you speak this language? (Please circle one)  
a)- very little        b)- little            c)- moderately        d)- very well        e)- fluently
7. How well do you understand this language?  
a)- very little        b)- little            c)- moderately        d)- very well        e)- fluently
8. How well can you read this language?  
a)- very little        b)- little            c)- moderately        d)- very well        e)- fluently
9. How well can you write this language?  
a)- very little        b)- little            c)- moderately        d)- very well        e)- fluently

