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## **Title of the Paper: The Family Preparatory Role to Cope with a New Lingual Situation.**

### **Abstract**

The openness to the world made the movement of people between countries easier than previous times. This has encouraged many families to travel outside their home countries, permanently or periodically, for several reasons such as studying and finding better job opportunities. Some families due to many reasons opt for returning back to the homeland. This resulted in engaging their children in new forms of schooling with new linguistic orientations completely different from the ones used to be found in their host countries. Therefore, children will find themselves in a completely different linguistic situation. This study aims at investigating the linguistic integration readiness of the children of some Algerian immigrant families that decided to return back to the homeland. For the data gathering tools, a structured interview was conducted with ten different families returning back to Algeria from UAE, France, Turkey and Libya to investigate about

the linguistic integration of their children in Algeria which is an Arab speaking country with a prominent presence of French as a foreign language. The questions of the interview focused mainly on presenting the characteristics of the new linguistic situation, the role of the family and the psycholinguistics' experts in maintaining a successful transfer and the measures taken by the schools' authorities to realize that transfer. Results show the families' belief that the shift to a new linguistic community is challenging due mainly to the radical transfer of the medium of instruction as well as the foreign languages prescribed in the curricula of the homeland schools. Hence, the participants see that the newly transferred children need a prior psycholinguistic preparation in which the parents take an active part. The participants took different measures to assist their children in realizing a smooth shift. They provided them with both Arabic and French courses that were ensured inside and outside the house. The families also contacted the schools short after their arrival so as to cooperate with them to take the appropriate measures to fit the specificities of the newly enrolled pupils from other countries. The children were provided with additional support classes and with special linguistic care to enable them to bridge the gap between them and the old students. The study's results prove that the role of the family is pivotal in preparing the children for the integration into a

multilingual society and to make them adapt to multiple language situations imposed on them by the external environment. This role consists in equipping the children with the techniques of translanguaging , code-switching and code- mixing. The study ends up with recommendations to urge families to consult the educational psychology experts to assist them with practical solutions to cope with the new linguistic situations. Proposals were also suggested for organizing seminars and workshops supervised by the schools for both teachers and parents to raise their awareness of the necessity of the pedagogical and the psychological accompaniment for children moving from other countries.

***Key words:*** *Family Education, Multilingual Environment, Translanguaging.*

## **Introduction**

With the multiplicity of job opportunities outside the home countries, the world has witnessed a great movement of individuals and families. This mobility can be permanent or for a limited period linked to short or long-term temporary employment contracts. Accordingly, many Algerian families belonging to different social and educational groups travel abroad for different reasons targeting different new destinations such as: UAE, Malaysia, Libya, Turkey.

Many families accompanying with schooling children return to their homeland after different periods of time. This entails transferring children to new schools and immersing them in a new linguistic milieu that may differ partially or considerably from the old milieu

The main linguistic difference that is likely to be encountered by the new schooling is the adoption of Arabic as the medium of instruction in the different schooling stages in Algeria. Additionally, the use of French as the first foreign language and English as the second foreign language . Consequently, Arabic , French and English are the three dominant languages on the Algerian linguistic educational scene.

The current study aims at investigating the linguistic integration readiness of the children of some Algerian immigrant families that decided to return back to the homeland. It also aims at shedding light on the different measures taken by parents to contribute to that integration. To achieve these aims, the study was oriented towards answering these key questions:

- (1) What preparatory role can the family play to help their children to be ready to the integration in a new linguistic milieu at schools?

(2) What are the effective teaching strategies that should be adopted to meet the linguistic needs of the children to cope with a new lingual situation in Algeria?

(3) To what extent does the Parents' forward-looking view anticipate the linguistic integration process of their children?

## **1- Literature Review**

### **1.1 Family Education**

Family Education called also home education or home schooling. Homeschooling is “ a form of private education that is parent led and home based”. The family involvement in the education of their children is necessary. It is an accompanying strategy that reassures the children while being taught at school. This involvement is much more required during the first stages of schooling. And obviously the family plays a pivotal role in any academic achievement of their children.

The role of the family becomes more apparent when dealing with improving the children competencies in mastering the mother tongue and in acquiring foreign languages because the time devoted at schools is insufficient.

In the Algerian context the involvement of the family is no longer a matter of choice. It is rather a compulsory as the textbooks are filled with numerous post school activities in a form of homework assignments and projects researches. This practice would strengthen the relations between the school and the family and make them in constant communication.

### **1.2. Multilingual Environment**

The spread of people mobility, having a multilingual environment is no longer considered as an oddity. Multilingualism is the “normal human condition”. It is “Speaking two or more languages is the natural way of life for three-quarters of the human race. [This] principle ... has been obscured in parts of Europe as a consequence of colonial history. We urgently need to reassert it, and to implement it in practical ways, for, in the modern world, monolingualism is not a strength but a handicap.’ (David Crystal 2006:409)

### **1.3. Translanguaging.**

García (2009, p. 140) defines translanguaging as “the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize

communicative potential.” Translanguaging considers language as a “socially, culturally, politically and historically situated sets of features” (Guzula et al., 2016).

Anya (2017) illustrates that translanguaging is “a joint, performative, improvisational social accomplishment in which interlocutors work with one another's linguistic contribution to the interaction to anticipate and fulfill communicative needs and collaboratively construct meaning” (Anya, 2017, p. 25).

Translanguaging has also a pedagogical meaning when it refers to the pedagogical practice of alternating the languages used for input and output in a systematic way (Lewis et al., 2012).

“The concept of translanguaging has extended beyond the specific pedagogical practices of alternating the languages used for input and output”. Hence, García (2009: 45) defines translanguaging as “multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds”. Cenoz and Gorter (2021) explain that translanguaging is an umbrella term that embraces different theoretical and pedagogical approaches. They are different perspectives but they all

go against monolingual ideologies of language separation (Canagarajah, 2011; García and Li, 2014).

In some educational contexts translanguaging can be beneficial for speakers of minority languages because it can empower students if they are allowed to use the discursive practices they use for communication outside the school (Otheguy et al., 2015). However, in some contexts translanguaging can be felt as a threat for the use of minority languages. Jones and Lewis (2014) explain that in the Welsh context, translanguaging can also pose a risk in the case of minority languages because it may trigger the use of the majority language.

## **2- Methodology**

For the data gathering tools, a structured interview was conducted with ten different families returning back to Algeria. The questions of the interview focused mainly on presenting the characteristics of the new linguistic situation, the role of the family and the psycholinguistics' experts in maintaining a successful transfer and the measures taken by the schools' authorities to realize that transfer.

### **3-Results**

Results show the families' belief that the shift to a new linguistic community is challenging due mainly to the radical transfer of the medium of instruction as well as the foreign languages prescribed in the curricula of the homeland schools. Hence, the participants see that the newly transferred children need a prior psycholinguistic preparation in which the parents take an active part. The participants took different measures to assist their children in realizing a smooth shift. They provided them with both Arabic and French courses that were ensured inside and outside the house. The families also contacted the schools short after their arrival so as to cooperate with them to take the appropriate measures to fit the specificities of the newly enrolled pupils from other countries. The children were provided with additional support classes and with special linguistic care to enable them to bridge the gap between them and the old students. The study's results prove that the role of the family is pivotal in preparing the children for the integration into a multilingual society and to make them adapt to multiple language situations imposed on them by the external environment. This role consists in equipping the children with the techniques of translanguaging , code- switching and code- mixing.

## **Conclusion**

The study was conducted to investigate the linguistic integration readiness of the children of some Algerian immigrant families that decided to return back to the homeland. The results come to answer the research questions.

Therefore, the preparatory role of the family in helping their children to be ready for the integrate in a new linguistic milieu at schools was illustrated and highlighted. Additionally, the effective teaching strategies that should be adopted to meet the linguistic needs of the children to cope with a new lingual situation in Algeria are presented. Moreover, the Parents' forward-looking view was highlighted.

The study ends up with recommendations to urge families to consult the educational psychology experts to assist them with practical solutions to cope with the new linguistic situations. Proposals were also suggested for organizing seminars and workshops supervised by the schools for both teachers and parents to raise their awareness of the necessity of the pedagogical and the psychological accompaniment for children moving from other countries.

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