Investigating Parents' Attitudes towards Teaching Multiple Languages in the Algerian School

Enquête sur les Attitudes des Parents vis-à-vis de L'enseignement de Plusieurs Langues à L'école Algérienne

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Abstract :

The new language policies adopted by the Algerian government have reshaped not only the linguistic profile of the country but also Algerians' multilingual awareness and attitudes toward learning and teaching foreign languages. Yet, there has been, and still, a growing debate among researchers over the recent educational policies, children' code choices, parents' attitudes and management efforts in Algeria. Framed within Family Language Policy framework (FLP), a research survey was carried out to examine the Algerian children' code choices and their parents' attitudes toward the significance of multiple languages learning at home and school. The study, also, investigated the efforts made by Algerian parents to encourage English as an additional linguistic option for their children at home and school. The results indicate that children mix between different linguistic codes to practice various home literacy activities. It was also revealed that parents advocate the integration of English across all educational levels, and learning/teaching multiple languages in private and educational settings.

Keywords: English, teaching multiple languages, Family Language Policy, attitudes, linguistic practices

Resumé :

Les nouvelles politiques linguistiques adoptées par le gouvernement algérien ont remodelé non seulement le profil linguistique du pays, mais aussi la conscience multilingue et les attitudes des Algériens envers l'apprentissage et l'enseignement des langues étrangères. Pourtant, il y a eu, et toujours, un débat croissant parmi les chercheurs sur les politiques éducatives récentes, les choix de code des enfants, les attitudes des parents et les efforts de gestion en Algérie. Encadrée dans le cadre de la politique linguistique familiale, une enquête a été conçue pour examiner les choix de code des enfants algériens et les attitudes de leurs parents envers l'importance de l'apprentissage de plusieurs langues à la maison et à l'école. Il a également enquêté sur les efforts déployés par les parents algériens pour encourager l'anglais comme option linguistique supplémentaire pour leurs enfants à la maison et à l'école. Les résultats ont indiqué que les enfants adoptent des codes différents dans les activités d'alphabétisation à domicile. Il a également révélé que les parents préconisent l'intégration de l'anglais comme matière d'enseignement à tous les niveaux d'enseignement et l'apprentissage/l'enseignement de plusieurs langues dans des contextes privés et éducatifs.

Mots clés: Anglais, enseignement de plusieurs langues, "politique linguistique familiale", attitudes, pratiques linguistique

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1. INTRODUCTION

Since the independence, language policies in Algeria have been gradually changed, moving far away from the adoption of homogenizing linguistic norms to more pragmatic heterogeneous policies that conform to the developing national free market and the need for the international trade. In the last two decades, new governmental policies were embarked on to integrate the use of English language in many formal and public avenues, ranging from the administration, politics and social media. In the last decade, for instance, English has been gradually integrated

as new module in many departments of humanities and natural sciences, and new English teaching programs and additive foreign language teaching programs have been introduced to private schools to teach children new languages and communication skills. However, though multilingualism has been widely recognized as an important component of socio-economic growth, educational achievement and scientific enquiry, its relation to children's home literacy practices in Algeria has not been fully documented and researched. Likewise, little has been said about parents' role as *Policy-Makers* in raising their children as bilingually and multilingually aware individuals at home. With this foregoing research gaps in mind, we set the task to examine the inextricable relationship between teaching multiple languages in different educational contexts, parental attitudes, home practices and management efforts planned by parents. This research, which is theoretically and methodologically informed by research works and theories of Family Language Policy (Curdt-Christiansen, 2014, 2016; King, Fogle, & Logan-Terry, 2008), addresses three basic aims. First, it seeks to examine which literacy tasks children practice at home to learn multiple languages. Second, it aims to investigate parents' attitudes toward the idea of teaching several languages and its implementation in the educational and socio-economic contexts. Third, it seeks to investigate the strategies planned by parents to the rear multilingual kids at home and school. The hypothesis around which this research is built states that parents have positive attitudes towards teaching multiple languages in all the educational contexts (notably primary education) in Algeria. The shift of such parental attitudinal leanings is tightly influenced by the recent national linguistic policies and socio-economic changes. In 2019, Pr. Tayeb Ben Bouzid, the former prime minister of higher education, posted the final reports of "The promotion of

English teaching in Higher Education" along with preponderant recommendations (the official documents that pertain to the recent language policies can be found in https://1biblothequedroit.blogspot.com/2019/12/blog-post_17.html). It is worth noting that the foregoing hypothesis originated from personal experiences of the researcher, who grew up learning multiple language varieties, and whose migrant Chaoui family moved to Batna *ville*, wherein Algerian (spoken) Arabic is the dominant linguistic variety.

2. Literature Review: Family Language Policy and Multilingualism/ Trilingualism

Earliest research studies foregrounded basic psycholinguistic issues, ranging from the role of linguistic transfer, differences between monolingual and bilingual development, parental strategies (Ronjat, 1913; Sondergaard, 1981; Arnberg, 1987) and parents experiences (Barron-Hauwaert, 2004; King & Fogle, 2006). Nevertheless, the external motives were treated as subsidiary as much of these foundational groundbreaking works dismissed the importance of the socio-political processes and attitudinal and economic conditions that interplay with dynamics of Family Language Policy (hereafter FLP).

In the last two decades, FLP continues to develop as a self-contained, independent field of inquiry, whereby fieldworkers turned their attention to the sociological and attitudinal motives of bilingual child acquisition, foregrounding various types of family structures (e.g., adoptive, extended vs. nuclear, non-traditional vs. modern), a broader range of languages and social contexts (diasporic vs. Transnational). In his classical work, entitled *"Three generations, Two Languages, one family"* (1994), Li Wei set the task to examine the interplay

between social network density, cross-generational transmission and language choice within tend immigrant Chinese families in Northern England. It was found that speakers, who interact with peers of Chinese roots, tend to use Chinese much frequently, whereas those who interact with non-Chinese peers tend to speak English much frequently in their day-to-day encounters. Parents prefer to speak English with their children and Chinese with grandparents. Children with interactive ties, tend to speak English with their peers and parents. Canagarajah's (2008) in-depth account of Diasporic Siri Lankan Tamil families in multilingual nations, notably UK, USA, and Canada, demonstrated how family language choices are coerced by the changing socio-political processes. He found that the continuous dynamics of language shift of Tamil in favor of English was, in large measures influenced, among other things, by the negative evaluative norms towards Tamil and the pressure to conform to the mainstream cultural and linguistic norms in the English speaking communities. The recent FLP developments focused on how child's agency and identity formation are shaped, negotiated, and Con-constructed by the use language (Gafaranga, 2010; Fogle, 2012).

Current research on FLP paid a close-grained attention on dynamics of multilingualism/trilingualism within families across many diasporic and transantional communities. Fieldworkers investigated the various ways in which parents make linguistic decisions and efforts to raise bilingual and trilingual children (Curdt-Christiansen, 2014, 2016). King (2017) points out that researchers documented how children are "empowered to participate in mealtime conversations and could confidently resist or negotiate with their parents and enact their agency through creative multiple language use" (p. 322). Using

ethnographic approach, Curdt-Christiansen (2009) explored how the Chinese immigrant families in Canada perceive multilingualism and examined the different linguistic and literacy practices adopted by Chinese children in daily parents-children interactions. Her study indicated that external parameters, such socio-economic conditions and parents' educational level, play a major role in dynamics of family language polices. Other ethnographically and quantitatively orientated studies, which address the correlation between child's agency multilingual development within families and the broader socio-economic factors, are Maleroy Obied (2010), Quiroz, Snow and Zhao (2010) and Kirsch (2012).

2.1 Research on Multiple Language Teaching and the Integration of English as an Additional Option in the Algerian Educational Institutions

In the Algerian context, while research on raising multilingual awareness among children at home gained little attention, many researchers carried out studies on students' and parents' attitudes toward teaching of English as a new module in the syllabus in different educational sectors (Belmihoub, 2018; Benrabah, 2013; Manseur and Negadi, 2019). For example, the research of Belmihoub (2018) revealed "a strong preference of Modern Standard Arabic (MSA), English, and French by native speakers of Algerian (Dialectal) Arabic. Native speakers of Tamazight (a Berber language) preferred MSA, English, French, and Tamazight." (p. 144). Manseur (2019), likewise, recruited participants who live in four Algerian cities (Telmcen, Batna, Bouira and Biskara), and who vary on several social grounds (stakeholders, teachers, pupils, students and parents). She found that participants hold positive attitudes towards teaching English as an additional linguistic option (along with Arabic) in primary schools. Using various qualitative and quantitative methods, Philologien (2020) studied the sociolinguistic situation

of English and multilingualism in Algeria. He found that 55 percent of the sample believe that English should be integrated in all the educational, economic and social avenues along with Modern Standard Arabic and French. Not-dissimilar results were also found in other studies in different North African and Arabic countries, wherein parents hold positive attitudes towards the use of English in science, education and business (Al Harthy, S, R, 2020 in Sultanate of Oman; Smirkou, A, 2015 in Morocco; Youssef Mtawaa, J, B, 2017 in KSA;)

3. Method

The present study tackled Algerian parents' attitudes toward teaching multiple languages and the integration of English as a subject in all educational sectors. In essence, it addressed the following questions:

- ✓ What linguistic practices do Algerian children engage in at home to learn new languages ?

- ✓ What are parents' attitudes towards the promotion of English as an additional linguistic option in the education spheres and, by and large, the socio-economic sectors?

- ✓ To what extent do parental attitudes play a role in the promotion of multiple languages learning among children at home and school?

- ✓ Which supplemental strategies parents plan to do in order to help their children learn additional languages at home and school?

3.1. Research Instrument

The researcher set the task to design a questionnaire to examine Algerian parents' practices and investigate their linguistic attitudes and planning strategies to raise their children as bilingually and multilingually aware individuals. It is

worth noting that this study is built on the direct method (Ary, D, Jackobs, L, C, Sorensen, C, K & Walker, D, A, 2014), which allows the researcher to gauge Algerian participants' attitudes towards multiple languages teaching one the one hand, and to examine the home code choices favored by children, on the other. In order to collect the data, he designed a self-administered questionnaire and asked many parents to respond to a set of close-ended questions and Likert scaled statements that pertain to home literacy practices, parents' attitudes, and management efforts. The questionnaire was divided into four parts. The objective of Section one was to solicit information about each participants. Section two addressed the various language literacy practices performed by kids at home. Section three focused on Parents' attitudes toward linguistic plurality and early child education. Section four cast light over issues that pertain to Language Planning efforts. In order to gauge each participant's attitudes, responses were placed on a five points scale, whereby Strongly agree is assigned 5 points, whilst Strongly disagree is assigned 1 point.

3.2. Participants Selection

Because the main objective of this research is to examine multilingualism is early child education, we opted for the so called 'Judgment Sampling' strategy to recruit participants whose marital status is identified as parents who have children. Adults, who are not yet married adults (children and adolescents) and parents who do not have children, were not recruited in this research.

Table 1 displays the sample size and composition. It is worth noting that the administration of the questionnaire to the accessible population lasted for about one month. Because of the strict measurements of the Covid-19 Pandemic, we set the task to administer the questionnaires electronically (designed by Google-Forms). We administered 85 questionnaires and received the exact number by the

end of the data collection process. Table 1 shows that participants identify as belonging to different regional and educational backgrounds. The majority of participants either graduated from universities or had high school degree.

Table 1 Stratification of Participants by Level of Education:

Level of Education	Number
Never attended school	3
Primary School	1
Middle School	1
High School	13
University	67
Total Number	85

4. Results

4.1 Linguistic Practices

Figures 1, 2, 3, 4, and 5 display the languages and language varieties children use in distinct home practices. Home literacy environment seems to be linguistically diverse, with children using different code choices in different linguistic and literacy tasks at home. As evidenced from Figures 1 and 2, children tend to be more prone to use different languages, national and international, when watching documentary movies, and entertainment shows on YouTube, watching TV programs, popular series, and cartoon movies. Nevertheless, it appears that of all the choices, 'Standard Arabic and Algerian (Dialectal) Arabic, 'Standard Arabic and English' are the most favored choices by children.

Figure 1 Language Varieties in which Children Prefer to Watch Documentary Movies and Entertainment Shows on Youtube:
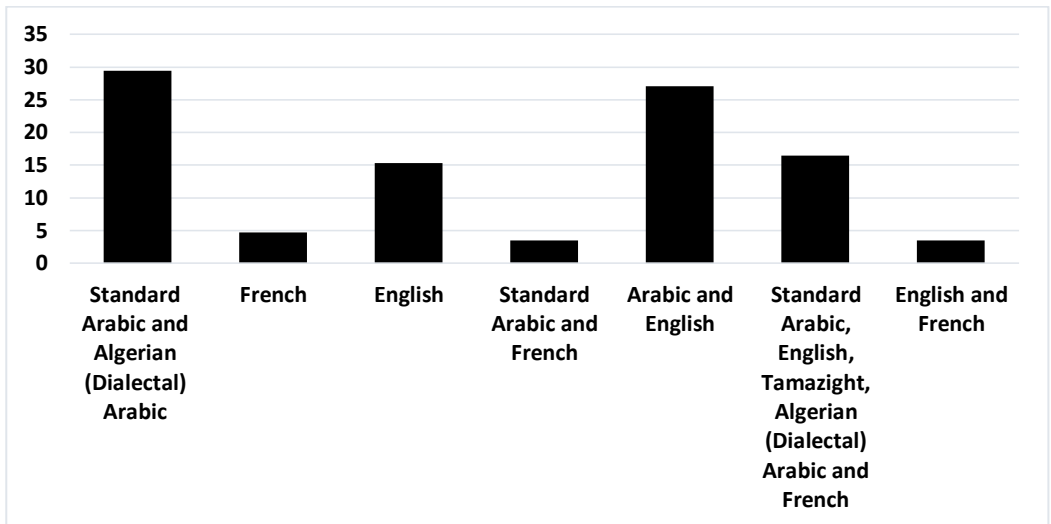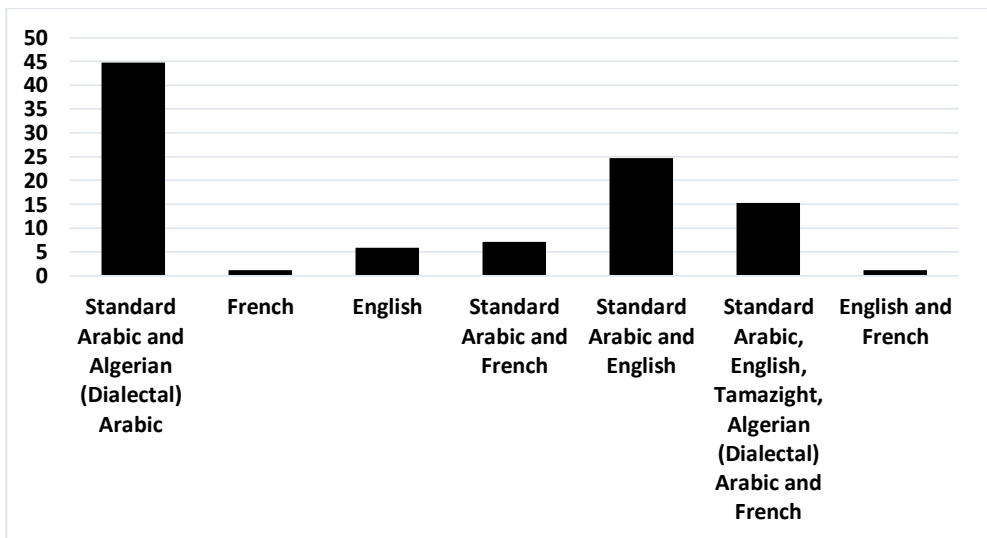

Figure 2 Language Varieties in which Children Prefer to Watch TV Programs and Cartoon Movies:

Not-dissimilar results can also be noted in Figure 3 whereby children prefer to read books, short stories, and comic strips in their mother tongue, namely: Algerian (Dialectal) Arabic and Standard Arabic. The latter is the first language they learned through schooling. Choices, which involve two languages such as 'Tamazight and Standard Arabic', 'English and French', are less favored by children.

Figure 3 Language Varieties in which Children Prefer to Read books and Short stories:
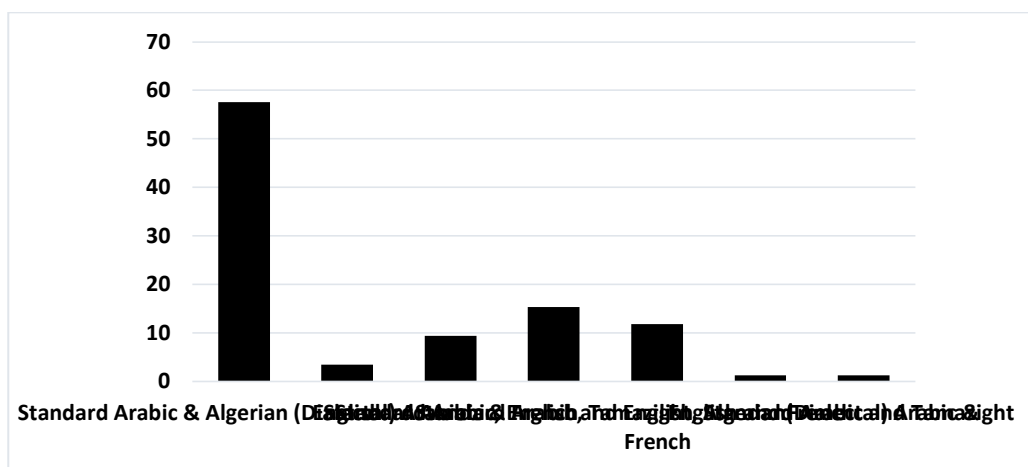
Parents' reports, as displayed in Figure 4, demonstrate children's preference of multiple languages in social media and online communication. Children tend to code switch between Algerian (Dialectal) Arabic, Standard Arabic, English, and Tamazight in texting andwhen interacting with their peers on different internet search engines and virtual platforms, such as Google, Facebook, and Instagram.

Figure 4 Language Varieties which Children Prefer to Use in Social Media and Google
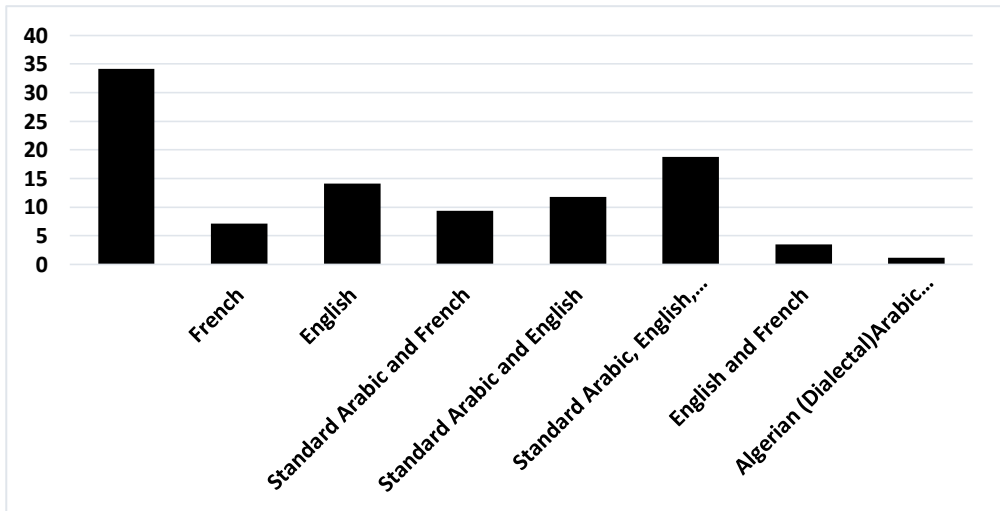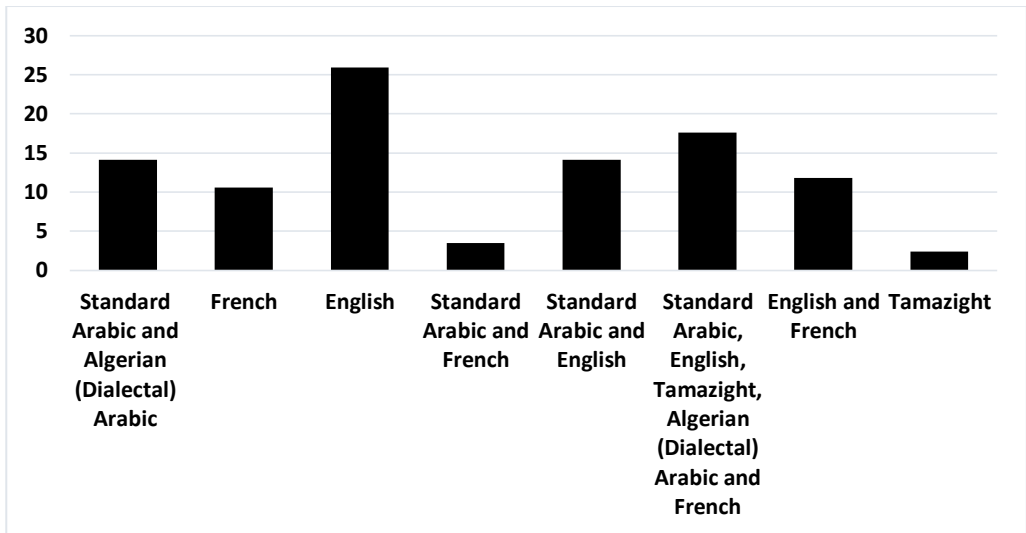
Figure 5 Language Varieties Children Prefer to Use in Phone

Applications and Video Games:

English gains a currency as the second most used code in the foregoing social situations. However, in home practices, which involve playing video games and using phone applications, English seems to be, statistically, the most dominant choice. This result is quite conceivable provided that children, who play video games on a regular basis, learn new game-specific vocabulary and catchy phrases

applications. Likewise, the results of Figure 5 indicate a general preference for multiple languages, whereby children tend to be more prone to use and learn national and international languages.

4.2. Attitudes

4.2.1 Attitudes: Teaching Multiple Languages

The data was coded and analyzed statistically using the SPSS program. Tables 2-5 display the descriptive statistics of parents' attitudes vis-à-vis different, yet interrelated, (socio)linguistic issues-e.g., family language policy, multilingualism, multiple language teaching. It should be noted that, for each statement in the tables, mean scores that range from 4 to 5 are considered to be high, and thus are indicative of participants' satisfaction with the statement. Conversely, mean scores that range from 1 to 2 indicate that participants disagree with the statement. Contrary to the high Standard Deviation (σ) scores, low Standard Deviation scores indicate that participants' responses are so close to the mean score of each Likert statement.

The main results demonstrate that teaching and learning foreign and national languages appear to be highly favored across all levels of education, be they elementary, middle or high. As evidenced from the high mean scores, most parents agree that multiple languages teaching should be supported at school, whereby pupils are exposed to English, along with other first languages, be they Algerian (Dialectal) Arabic or any Tamazight variety, in the classroom. The latter point was stressed by one participant, who reported that his son *"should not only preserve Chaouia but also learn French and English at school".*

Table 2 Parents' Attitudes toward the Integration of English as a New Educational Option in Algeria:

Statements	N	Mean	Std. Deviation	Variance
The number of hours required to teach English as a subject at schools is not sufficient	85	4.2588	1.05957	1.123
The recent educational reformations, which were enacted by the ministry of education to promote English teaching at school, are not adequate	85	4.2353	.93410	.873
Learning one language only at school is not beneficial to the child in many ways	85	3.9176	1.12559	1.267
Learning two languages or three at school would negatively affect the child's academic achievement	85	1.8000	.82808	.686
Children should be taught how to speak and write in English from an early age	85	4.3059	.93889	.882
Learning multiple languages at school is beneficial to the child's academic and professional success in many ways	85	4.5529	.64561	.417
Learning foreign languages at school is more beneficial to the child's professional success than learning the local home languages	85	2.6824	1.33819	1.791
Integrating English teaching programs in the syllabus of primary levels would have negative outcomes on the child's academic success	85	1.9529	1.090062	1.188
Parents should enroll their children in private schools to learn foreign languages	85	3.3765	1.22452	1.499
Extra English language sessions should be added at school more than French teaching sessions	85	4,4353	.93155	.868
My child should focus on learning English more than French because it is the most widely used	85	4.3765	.98774	.976

language in scientific research				

Most parents, comparatively, agree that integrating English teaching programs in primary education would yield positive outcomes vis-à-vis the child's educational and professional success. On a more negative note, parents seem to be highly dissatisfied with the number of duty hours issued with by ministry of education to teach English as a subject at school.

Table 3 Parents' Attitudes toward Multilingualism and Family Language Policy:

Statements	N	Mean	Std. Deviation	Variance
The child should learn and use many languages and dialects at home	85	3.4118	1.30287	1.697
It is important to teach my children how to speak foreign languages at home	85	4.1529	.99410	.988

Table 4 Parents' Attitudes toward Multilingualism and Maintaining Local Languages:

| Statments	N	Mean	Std. Deviation	Variance
The promotion of linguistic pluralism would threaten the local languages and cultures in the country	85	2.4824	1.19136	1.419
Learning/using local varieties, such as Kabyle and Chaouia, would result in undesirable outcomes on the child's ability to learn foreign languages	85	2.9882	1.43506	2.059

There is a general agreement over the importance of learning multiple languages, standard, local, or foreign at home from an early age. However, the mean results reveal mixing attitudes about the impact of learning multiple languages on the status of local languages and, by extension, local cultures.

Table 5 Parents' Attitudes toward Multilingualism, Identity and Cognitive Skills:

Statements	N	Mean	Std. Deviation	Variance
The multilingual child is more intelligent and creative than a monolingual child	85	4.0588	1.03915	1.080

The descriptive statistics in Table 5 demonstrated that parents agree that learning several languages does not have negative consequences on children's culture and identity formation. Interestingly enough, most parents perceive that learning multiple languages is highly linked with high IQ and better cognitive skills.

Figure 6 Parents' Preferences of the best Educational Stage to Teach their Children English:
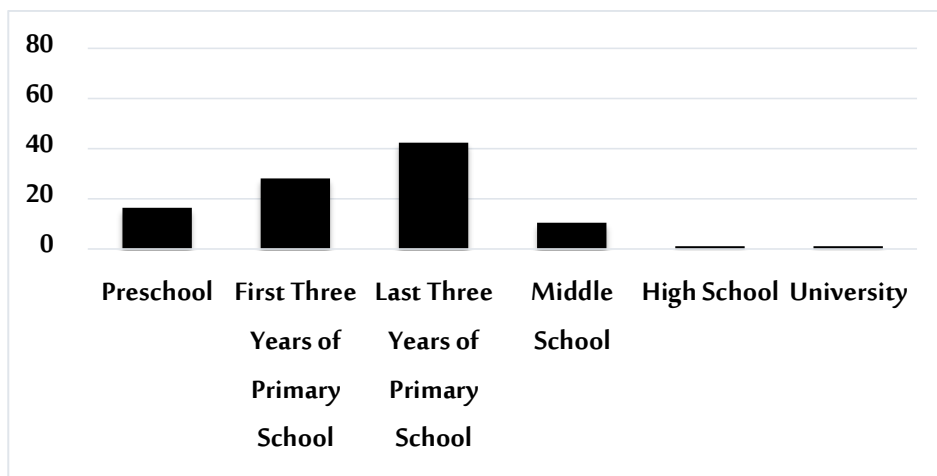
As evidence from Figure 6, the majority of participants believe that English should be taught as a compulsory subject in primary school. 42,4 % of participants favor the last three years of primary school as an option for English language education, whereas 28,2 % opted for the first years of primary education, a strong indication that parents prefer to have their children learn English from an early age.

Figure 7 Interrelationship between Teaching Multiple Languages and Professional/Academic Success from Parents' Perspective:
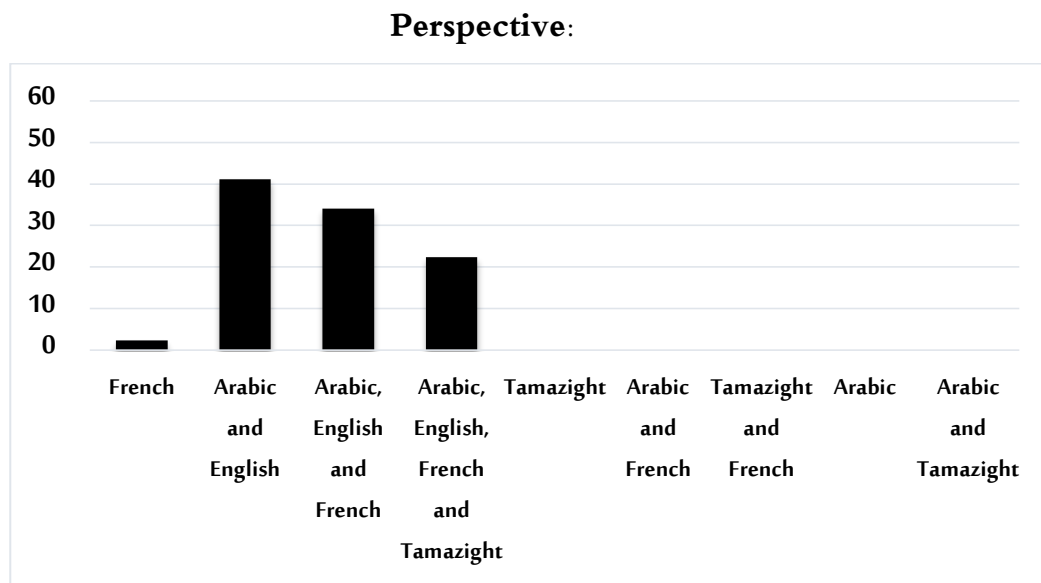

Figure 7 displays interesting results. It seems that options, which contain one single language, such as Tamazight, Standard Arabic, and French, are categorically disfavored by the Algerian Parents. Conversely, teaching multiple languages at school is by far the most favored educational policy.

4.3. Parents' Language Plans and Teaching Multiple Languages

The results that pertain to language planning reflect parents' high awareness of the benefits of teaching/learning several languages. Algerian Parents (54%) plan

to send their children to private schools in order to have them enhance their linguistic skills in English, Standard Arabic and French. Likewise, 38% of Parents reported that they plan to consider availing themselves of social media platforms and educational phone applications, which represent widely used additive strategies to enhance kids' skills in learning foreign languages. 37% of participants reported that they plan to consider ways and strategies to help their children enhance their linguistic proficiencies in national languages (e.g., Tamazight) at home and school. Indeed, one of the participants insisted that "*paying our relatives weekly visits in the countryside would help children preserve the use of Chaouia in the family*"

5. Discussion

Code Choices and Raising Multilingual Awareness in the Home

Rearing trilingual children is by far the most common family language policy favored by parents whose goal to raise children who can speak, read, and write in different languages. The foregoing results revealed some intriguing findings that pertain to parental choices and home literacy environment activities. It was found that monoliteracy is remarkably well attested with reading skill as children prefer to read short stories, fables and books in Algerian Dialectal Arabic (their mother tongue) and Standard Arabic. In addition, Algerian children tend to use different languages when watching TV shows, playing video games, texting, and surfing the internet. The tight link between the use of many home activities (e.g., texting in different languages) and online communication among Algerian children is partially attributed to technology diffusion and to the increasing use of technology devices among children. So attached are they to technology devices and TV that many children became increasingly familiar with different languages, video-games

vocabulary and social media multimodal resources (e.g., emoticons). However, it is worth noting that the foregoing supplemental home strategies, along with their corresponding code choices, though can help parents to raise multilingual awareness of their children, are not adequate for a full acquisition of a second or a third language. A full command of any foreign language skills requires a full engagement/immersion in the foreign language environment. The importance of literary practices in learning new languages and, by and large, kids' academic success was corroborated by Curdt-Christiansen (2009) who points out that "parents' high educational expectations and aspirations, embedded in their daily home literacy practices, are among the major contributing factors that visibly and invisibly inform family language policies with regard to children's academic success" (p. 371).

English as a New Educational Option

Parents advocate the integration of English as an educational option at all levels of education. This is consistent with the results found by Manseur and Negadi (2019) who found that parents, of various regional backgrounds, advocate the idea of integrating English as an additional education option in the Algerian primary education. Similar findings were reported by Manseur (2019) who noted that parents, stakeholders, teachers, pupils and students hold positive attitudes toward the integration of English in the syllabus of primary schools. Likewise, Benrabah (2013) noted that the majority of students support the substitution of French with English as a second language in the Algerian educational system. Similarly, positive parents' and students' attitudes toward English were also reported by researchers in North African (Smirkou, A, 2015 in Morocco), and Gulf nations (Al Harthy, S, R, 2020 in Sultanate of Oman; Youssef Mtawaa, J, B, 2017 in KSA)

The results, also, demonstrated that parents, though dissatisfied with the number of duty hours allotted to English teaching programs, concur that learning many languages (both national and foreign) is so important for the child's academic, cognitive, and future career development. This latter idea was asserted by a participant, who noted that: *"English is the language of science ... he [his son] should start learning English from an early age".* These evolving attitudinal factors mirror in large measures parents' awareness of the socio-economic values of teaching/learning multiple languages at home and school on the one hand, and echo their concerns and worries about the social standing of their children in society in the future. It is not surprising, then, that most parents concur that children should be taught English at school along with other international and local language varieties, from an early age. These foregoing results are consistent with Philologien (2020) who found that most Algerian participants hold positive attitudes toward the use of English in all sectors along with French and Standard Arabic, and advocate the promotion of multilingualism in the nation. For all practical reasons, it seems quite conceivable that parents tend to devise plans and strategies to rear bilingual and trilingual children at home and school. A potentially important strategy devised by parents pertains to maintaining regular contacts, both face-to-face and virtual, with their kinship networks. By way of example, Algerian parents reported that they are dedicated to ensuring that their children maintain strong social and ethnic ties with their extended families and paying their relatives weekly visits to preserve their home language varieties-e.g., Chaouia, Kabyle, Mzabit. Parents, thus, ensure a full immersion of their children in their home language and community. In addition, private schools and summer schools, though not available to everyone, offer rich and additive language programs for

Algerian children. Many parents, then, plan to send their kids to private schools while other parents, who prefer one-to-one classes, paid English and French teachers.

It is worth noting that the foregoing home linguistic choices and parents' attitudinal evolved and changed along with many external factors. For instance, because parents became increasingly conscious about the importance of the socio-economic value of English and its significance as an eligibly requirement to get a new job or study abroad, they plan to enroll their children in private schools and public schools. The home choices and management efforts implemented by parents were strongly linked with their evolving attitudes about the role in triangualism awareness. Therefore, home linguistic choices, attitudes, and management efforts were in large measures shaped and reshaped by the recent governmental linguistic policies and socio-economic factors in the country.

6. Limitations:

This study is without its drawbacks. First, the researcher gained access to Children's preferences of home linguistic practices through their parents. That said, because parents are not always aware of all the linguistic choices their children prefer in various informal (e.g., home) and formal contexts (e.g., school), their responses (most notably fathers) might not always be highly accurate. Second, it did not foreground the various internal and external constraints that may crisscross with parents' attitudes, such as parents' experiences and educational backgrounds, families' economic status, migration, and mobility. Third, though the researcher working on this study used questionnaire as an instrument for data collection, the use of other tools, such as interviews and participant-observation (Mixed method approach) would yield more insightful information. Finally, the scope of this study

was mainly restricted to 85 educated parents in Algeria. The results would be highly generalizable had the researcher working on this study recruited a larger number of participants who vary on many socio-regional, linguistic, and educational grounds (thus, a relatively socio-culturally diverse sample).

7. Conclusion

This research examined Algerian parents' efforts to teach multiple languages to their children in more private settings, notably home, and their attitudes toward importance of English teaching as a new linguistic option in primary, secondary and higher education. The survey results revealed that learning multiple languages is highly favored by the Algerian children, who tend to use different linguistic choices while engaging in many home literacy tasks. It, also, demonstrated that teaching English as a subject in different phases of education is highly favored across all educational levels. In addition, there is a general agreement about the importance of learning multiple languages and local varieties at home and school from an early age. Parents' positive attitudes towards pluralism were coerced in large measures by the changing educational policies on the one hand, and the *social meanings* ascribed to English and linguistic plurality, on the other.

This research examines the interplay between dynamics of family language policy, multilingualism awareness and socio-economic motives in Algeria. However raising multilingual awareness among children in the home gained little attention in the Algerian contexts. Thus, many research studies cry out for future research. For instance, light is to be shed on the role of supplemental strategies/additive approaches in early child education. Research on raising bilingual awareness among children in predominantly monolingual communities,

and the role of home literacy environment in raising children bilingually or multilingually cry out for future research.

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