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Multilingualism Effects on Personal- Development

***A Case Study on Master Two students of the English
Department at Amar Thelidji University, Laghouat.***

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Master Degree in Civilization and Literature

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Dedication

Every challenging work needs self efforts as well as guidance and support from those who are very dear to us and believe in us.

This work is dedicated to the closest people to my heart,

My dear little Family,

My Father Ahmed & Mother Hamida who were very supportive and who believed in me throughout my entire educational journey.

My sister Faiza who was a source of inspiration and endless help.

My brothers Youcef & Younes who always believed in my potentials.

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Abstract

This research paper aims at investigating how multilingualism (or being a multilingual) can affect the individual's personal-development plan. It seeks to find answers to whether learning/speaking foreign languages can affect three of the six areas of personal-development (Mental, Spiritual, Emotional, Social, Economical, and physical) which are the mental, social, and economical areas. The population in this study represents one case of multilinguals, Master Two students of the English department in Amar Thelidji University, Laghouat- Algeria. The sample group represents 10% of the whole population (10 Students who were selected randomly). This research is an inductive research where the descriptive and interpretive methods as well as a mixed approach were adopted for the data analysis, while the data was collected through an online questionnaire emailed to the selected sample. The main findings of this research suggest that being a multilingual affects us mentally, socially, and economically since learning new languages, according to the gathered data, makes us more optimistic, socially skilful, self-confident, and, career wise, successful. This means that Multilingualism is important and can affect our personal-development plans in different areas.

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List of Abbreviations

AD: Alzheimer Disease.....	6
EFL: English as a Foreign Language.....	3
LAD: Language Acquisition Device.....	2
MI: Multiple Intelligence.....	17

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General Introduction

General Introduction:

Background:

"Language is a communicating system." This is the standard response most people would give to answer the question, "What is language?", because they had been taught that we, human beings, use language to communicate with each other and to be able to survive in a society. However, that is only one of the two uses of language. Not only we use language to externally represent our emotions, but we also use it to represent them internally through thinking. Paying attention to our inner thoughts, we will find ourselves using language; in other words, when we think, we speak to ourselves. That being so, language is part of the mechanism of thought, and therefore it plays a major role in influencing the way we think. In reality, language is also considered a part of our biological blessings, because human beings, according to Noam Chomsky, are born with a LAD¹ (language Acquisition Device) in their brain.

Accordingly, we show curiosity as to whether you have ever noticed a difference in your attitude or thought process while speaking a language other than your native tongue. To put it another way, someone might notice that the way they use language internally (think), and externally (communicate) is different when they speak English, as an Arabic native speaker, and different (in another way) when they, for instance, speak Japanese. Some people may feel different even when they speak in different dialects of the same language.

Having stated that, we may now say that language is more than just an instrument by which we connect with others. In fact, researchers have found that there are many cognitive advantages that come from learning a foreign language or being multilingual thanks to the relationship between language and the brain. On

¹ LAD: "A hypothetical mechanism, based on generative grammar, introduced in 1964 by the US linguist and philosopher (Avram) Noam Chomsky (born 1928) to explain how children acquire internalized knowledge of grammar with remarkable speed on the basis of fragmentary and degenerate input data." –Oxford References.

this wise, if there's more to language and new language learning than just communication, what are the effects of learning a foreign language on our self-development and growth?

Statement of the Problem:

Having noticed that many people have little or no interest in learning a new language for a variety of reasons, such as its difficulty, or simply because learning a new language does not attract them (for it seems like a meaningless activity), researchers (Naja Ferjan Ramirez, Lara Boroditsky, Bialystok...) find it necessary to enlighten them that learning a new language is quite essential and greater than a simple hobby or a fruitless activity.

In light of those researches, this research was conducted to study and give some tangible data on the effects of learning a new language on, specifically, Personal-Development. In this study, Master II students from the English department of Amar Thelidji University- Laghouat were selected as a sample since they are a group of people who have learned English as a foreign language. This research highlights the effects of learning EFL on these students' personal improvement plan.

Purpose of the study:

To motivate more people to learn a foreign language, this study's main aim is to demonstrate the effects of multilingualism on three of the six areas of personal-development (Social, mental, and economical). In order to reach this goal, we need first to achieve the following sub-objectives by showing:

-How learning a new language helps the learners Increase cultural knowledge and appreciation, and have; therefore, a better understanding of the world and other's perspectives

-That learning a new language can enhance self-confidence and optimism.

-The way being a multilingual can benefit us financially.

Research Questions:

We ought to consider the following questions in order to accomplish the stated objectives of this research:

1- Does learning a new language raise the cultural knowledge and acceptance of the learner and help them have a better view of the world and people's different viewpoints?

2- Can self-confidence and optimism be developed through learning new languages?

3- Is being a multilingual helpful to our careers and economic lives?

Research Hypotheses:

In an attempt to answer the raised research questions, we started the research with the following hypotheses:

-The more languages a person speaks, the more they learn about foreign cultures, and the more they understand and accept those who are different from them and see life from various angles.

-Socially, among their peers, individuals who speak more than one language appear to be more optimistic and self-confident.

-Economically, learning a foreign language will improve work prospects and promotions.

Literature Review:

To many individuals, it can be seen as a futile task to learn a foreign language. Since, for them, we only use language to communicate with other people who speak the same language, so once they realize they are not going to deal with foreigners, they decide it is useless to learn their language. What most of these individuals do not know, though, is that there is more to language than mere communication.

Language is, in fact, related strongly to the human mind, the cognitive abilities, and the thinking process. In 2019, Lera Boroditsky, an assistant professor of cognitive psychology at Stanford University, explains in her essay *Language and the Brain* how neuroscientists could not study language as a separate module in the brain, they instead found it necessary to study language in order to study neurology because a lot of recent scientific studies have found that language is combined with an extremely wide range of neuronal systems, and in continuous contact with it.

In another essay of hers, *How Language Shapes Our Thoughts* (2011), Lara Boroditsky put into words that people think differently according to the language they speak. She points out that there are cases where two individuals who do not speak the same language may have a distinct perspective on the same situation. Another example she gave about how language relates to thoughts is of the lack of some simple terms in some languages that forces the natives to convey the meaning of those words in a more complicated way which makes them seem smarter than the others. This evident relation between language and the human mind made

researchers conduct studies on the cognitive benefits and effects of new language learning.

One of the most famous advantages of being a bilingual or a multilingual that scientists discovered is that it delays the onset of Alzheimer disease. In 2007, the psychologists, Fergus I M Craik and Ellen Bialystok, alongside the Author Morris Freedman shared the results of their research on Bilingualism as a cognitive reserve in an article in *Neurology*. The results of their study suggest that indeed the lifelong bilingualism grants a protection from the onset of AD. Moreover, In 2017, Naja Ferjan Ramirez- a research scientist at the Institute for Learning and Brain Sciences at the University of Washington- and Patricia Kuhl- a professor of speech and hearing sciences at the university of Washington- point out in their study *The Brain Science of Bilingualism* that the continuous switching between two languages provides the brain with exercise that enhances the brain networks involved in attention switching, and gives those who speak more than one language a cognitive boost.

While scientists have done much of the studies on the human cognition and mental wellbeing, there are some articles that concentrate on the influence of learning foreign languages on people's personal life experience. Namely, the writers Henry Alatsair and Cecilia Thorsen mentioned in their article *The Ideal Multilingual Self: Validity Influences on Motivation and Role in Multilingual Education* in 2018 the phenomenology of multilingualism and how people have an exciting and unique experience of being a multilingual, also they mention that speaking more than one language is like possessing more than one self.

The studies mentioned and many other related ones offer some very thorough and scientific effects of learning a new language, mainly on the human mind and mental health, which are very important for our self-improvement and growth. However, there are no studies or tangible data on the specific topic of

multilingualism effects on personal-development. The mentioned researches were an inspiration to conduct a study on the other effects of learning a foreign language(s) on personal-development. The group of Master Two students of English in Amar Thelidji University-Laghouat is one case from the multilingual population.

Research Methodology:

For the purpose of testing the hypotheses and answering the research questions, a descriptive method was adopted because the research is a case study and a survey, as well as an interpretive method since the data has been interpreted. In addition to a mixed approach (quantitative and qualitative) since the data collected is both quantitative (closed questions' answers) and qualitative (Open ended questions' answers). For the data collection, this study is based on an online questionnaire emailed to the selected sample to answer a variety of questions that can help in deducing the effects of learning new languages on the learner's personal-development.

Dissertation Structure:

There are three main sections of this dissertation: The first section is a general introduction, which includes the research proposal as well as the study's key findings. The second section is divided into three chapters, two of which are theoretical: one is dedicated to previous studies on Multilingualism and Personal development, and the other is concerned with the research methodology. The data analysis and final findings are covered in the third chapter (practical). Finally, the general conclusion, as well as, the recommendations is presented in the third section.

Main Findings

After describing and interpreting the data collected from the questionnaire, the main findings of this study are the following:

- Learning new languages improves the learners' cultural knowledge and gives them a deeper outlook on the world by allowing them to see it from diverse perspectives.
- Learning a foreign language makes a person, socially, more optimistic and self-confident.
- Learning new languages can help the learners ensure job opportunities and promotions
- Multilingualism, or being a multilingual, affects our personal development.

Chapter One

Multilinguals & Personal-Development

Introduction

To comprehend the influence of one phenomenon on another, we must first comprehend each phenomenon separately. As the term implies, multilingualism refers to the concept of knowing (speaking) more than one language. A multilingual society is one in which all members of the community are able to speak more than one language, or are expected to be able to do so. A multilingual person, on the other hand, is someone who can communicate in more than one language.

Personal development, on the other side, is generally described as an individual's actions or behaviours aimed at improving themselves in a variety of ways. It necessitates the preparation and organization of a series of practices required to become a better version of oneself. However, this is just a summary of the two phenomena, for there is much more to learn about them in order to fully understand them. This chapter delves into the specifics, as well as how multilingualism affects or plays a part in a person's personal development plan.

1.1 Multilingualism

Multilingualism is a diverse topic that can be investigated from various angles of linguistics (including psycholinguistics & sociolinguistics) and education (Cenoz 2013).

1.2.1 Multilingualism Definition

Multilingualism is described in a variety of ways. A multilingual person, for example, is anyone who can communicate in more than one language, whether actively (through speaking and writing) or passively (through listening and reading)

(Li, W., 2008); or the willingness of nations, organisations, communities, and persons to communicate in more than one language in their day-to-day lives (The European Commission, 2007). We can extract one definition of multilingualism from these two meanings, which can provide a solid understanding of the phenomena. Multilingualism is the ability of a person, an organization, or a group to use the four language skills of communicating, listening, writing, and reading in more than one language on a frequent basis.

1.1.2 Historical Background

Multilingualism is becoming a very normal occurrence all over the world. With the world's almost 7,000 languages and almost 200 autonomous countries (Lewis, 2009), this is to be expected. Not because the number of languages exceeds the number of societies, but because people in small countries speak unpopular or uncommon languages. The world has become a smaller environment as a result of technology and globalisation, and people from all around the world can now communicate with one another and migrate to various locations. As a result, it is important for speakers of rare languages to learn other languages in order to communicate and survive in foreign countries.

Multilingualism is not a new concept. In the Middle Ages, multilingual scholars from various parts of Europe were responsible for translating Arabic and Greek texts into Latin and for the transmission of knowledge (Cenoz 2013). While multilingualism has only recently been recognized as a field of research, this does not mean that it did not take place previously. It has, in effect, existed in societies for a very long time.

Multilingualism in England since the Norman Conquest in 1066 is one of the best examples of its early existence. The vast majority of the population spoke

English, but the ruling class spoke Norman French, and record-keeping and church practices were performed in Latin (Cenoz, 2013). Another early example of multilingualism is of The Ottoman Empire society. The court and government spoke Ottoman Turkish although many other languages were spoken in various parts of the empire at the time. While the Ottoman Empire's minorities were able to speak their own language amongst themselves, they had to negotiate with the government in Ottoman Turkish.

1.1.3 Multilingualism Dimensions

According to Jasone Cenoz in his article *Defining Multilingualism (2013)*, there are six dimensions of multilingualism from which it can be approached from:

1.1.3.1 The Individual versus Social Dimension

Multilingualism is an individual as well as societal phenomenon. It can be described as a person's ability to speak multiple languages or a community in which multiple languages are widely used and recognized as the society's language. While we cannot quite set them apart, there are certain distinctions between the two concepts.

People who live in regional countries or near borders have historically been more likely to be multilingual. However, with the widespread use of English as the most widely spoken language, you will now find many people who speak more than one language in a monolingual society, as well as monolingual people living in a multilingual society.

There are two ways to become a multilingual in terms of individual multilingualism. A child can acquire two or more languages either by being exposed

to them since birth or by learning them later in life in school or individually. On the societal level, a multilingual society may be founded in two distinctive ways. In an additive manner, where a language is introduced into society while the native language is being developed; for example, learning a second language in a formerly colonised country such as English in Egypt. Or in a subtractive manner, where the original language is replaced with a foreign language, such as colonized people who are forced to adopt the coloniser's mother tongue, which becomes the country's dominant language.

1.1.3.2 The Proficiency versus Use Dimension

When people are asked how many languages they speak, they are always conflicted about counting a particular language because they are not proficient in it but can use and switch to it from their mother tongue with ease.

Scholars argue about whether an individual should be considered multilingual based on whether the proficiency or the use dimensions. Some of them believe that in order to be called multilingual, a person must gain mastery in the languages they speak. However, the ability to use languages and switch from one language to another is generally considered the most important feature of a multilingual person. To put it another way, the majority of scholars believe that an individual does not need to attain native-like mastery to be called a multilingual; simply being able to use a language correctly suffices. Receptive versus productive² multilingualism is a distinction that combines proficiency and use. Receptive multilingualism is described as "the constellation in which interlocutors use their distinctive mother tongues when speaking to each other." It is when speaker use their grammatical knowledge when listening and speaking a good example of that is Scandinavia,

² Productive language: «knowledge of linguistic knowledge a learner uses to produce appropriate spoken or written language forms (Shintani, 2018).

where speakers of languages such as Swedish, Danish, or Norwegian talk in their native tongues because they understand their interlocutors' languages.

1.1.3.3 The Bilingualism versus Multilingualism Dimension

Despite the fact that certain people can mix up the two terms, academics cannot say much about them. These two concepts can be seen in three different ways (Cenoz, 2013)

- The ability to speak two languages is the broad definition of bilingualism.
- The ability to speak two or more languages is the broad definition of multilingualism. (In this context, bilingualism is an instance in multilingualism).
- Some researchers interpret multilingualism as the ability to speak three or more languages; therefore, bilingualism is not included (De Groot, 2011).

However, the most common definition to multilingualism is the one that includes bilingualism, which is the ability to speak two languages or more.

1.1.4 Multilingualism Effects

Learning a second or third language will be immensely useful not just for your job growth, but also for your general well-being and social skills, regardless of the field you work in (*The Benefits of Multilingualism | Mondly Blog*, n.d.). In the following, we will be seeing these effects in three fields: the mental, social, and economic fields.

1.1.4.1 Multilingualism Effects on the Mind and Mental Health

To understand the effects of knowing more than one language on our mind and mental health, we need first to understand how language and the brain are related.

1.1.4.1.1 Language and the Brain

Language is not merely a system of communication. In fact, language is tightly tied to the human mind, cognitive abilities, and thought process. “ One cannot understand the human brain without understanding the contributions of language.”(Boroditsky 2019)

Neuroscientists could not study language as a separate module of the brain, instead they had to study language in order to study neurology because many recent scientific studies have concluded that language is combined with and in constant contact with a wide range of neuronal systems (L. Boroditsky, 2019).

Since language is connected to our minds, it; therefore, has a role in shaping the way we think. In her essay *How Language Shapes Our Thoughts (2011)*, Lara Boroditsky explains how we can think differently according to the language we speak. A very interesting example she gives to illustrate that is how people who speak different languages have a distinct way to describe events and in remembering who did what in a situation. For example, in English we say “I broke my arm.” even though we did not intentionally break it, it was an accident; while in Arabic, we say, “كسرت يدي” (my arm broke). On this wise, it is quite clear that language shapes the way we think and see things; which also means that speaking different languages will make us see and understand things in different ways.

1.1.4.1.2 The Cognitive Outcomes of Multilingualism

In the past, scientists concluded that being bilingual was a weakness for children because they learn/acquire language slower than monolingual children do. They also argued that learning a second language creates confusion, and that a bilingual person will never be proficient in either their mother tongue or the foreign language(s). However, this changed in the late twentieth century, when scientists began to discover a multitude of benefits that come with speaking a foreign language.

The majority of scientists who specialize in researching bilingualism concentrate their efforts on bilingual infants; nonetheless, being a multilingual has advantages for both adults and children. One of the noteworthy benefits is that the regular switching between two languages provides the brain with exercise, which improves the brain networks involved in attention switching and provides a cognitive improvement to people who speak more than one language (Ferjan Ramirez & Kuhl, 2017).

Moreover, these studies show that multilinguals of various ages gain tools that allow them to perform better on certain metalinguistic tasks and also delay certain aspects of the cognitive loss associated with aging (Cenoz 2013) Which brings us to the mental health advantages of multilingualism. It was proven through various comparative studies done on monolingual and multilingual elders that the lifelong multilingualism delays and protects from the onset of Alzheimer disease (Bialystok & al., 2007).

1.1.4.2 Multilingualism Effects on Social skills & self-confidence

Knowing a foreign language is a global competency in today's integrated and globalized world, and multilingualism is an effective social ability. It is important in

the development of intercultural skills (Stein-Smith 2017). In light of Gardner's MI³ (Multiple Intelligence) theory, learning a new language helps develop two types of intelligence: the linguistic intelligence, which includes the ability to learn languages, and the interpersonal (social/emotional) intelligence which means the ability to understand and relate to other people. Learning a foreign language necessitates learning about the native country's culture, and learning about other people's societies allows the learner to see other points of view, leading them to further understand and appreciate their different perspectives, which brings us to the concept of interpersonal intelligence.

Moreover, learning new languages can be one of the keys to achieving self-confidence. Self-confidence is "people's sense of competence and skill, their perceived capability to deal effectively with various situations" (Shrauger & Schohn, 1995). It can also refer to the "certainty in being able to handle something" (Stajkovic, 2006). In relation to these two definitions, we can consider learning a new language as the "situation" or the "something" that you need to handle and deal with effectively (i.e., learning a language is a goal or an objective). When you achieve your objectives, you gain trust and self-assurance. Setting a goal, and achieving it, you develop confidence and learn new talents you did not know you had. Also, you can obtain a sense of competence and skill when you make progress in your life, and learning a new language, moving from a level to a higher one, is all about making progress.

1.1.4.3 Economic effects of Multilingualism

While multilingualism is often seen and analysed from linguistic, psycholinguistic, and sociolinguistic perspectives, in recent decades, academics and

³ MI (Multiple Intelligence) theory : A theory by Gardner in 1983 that suggests that "human intelligence can be differentiated into eight modalities: visual-spatial, verbal-linguistic, musical-rhythmic, logical-mathematical, interpersonal, intrapersonal, naturalistic and bodily-kinaesthetic." (*Multiple Intelligences Definition and Meaning* / Top Hat, n.d.)

writers have begun to approach the phenomenon from other angles, such as education and economics (François.G, Claudio, François.V 2011). Languages have been shown in some experiments to increase earning potential.

Workers in Florida, for example, who can communicate in both Spanish and English, receive \$7,000 more a year than those who can only communicate in English. Also, bilingual men earn 3.6% more and bilingual women earn 6.6% more than their Monolingual peers, according to a Canadian survey, even though the nature of their jobs does not require them to use the second language (Sophie Hardach, 2018). Hence, just mentioning being a multilingual in a job interview or a CV can boost a person's economic incomes. Also, in Algeria, people who work for multinational companies that require them to know a foreign language often earn high wages.

1.2 Personal-Development

“Progress is an art of being human.” Victor Marie Hugo. While no one is flawless, humans should still strive for change and strive to be a better version of themselves. When an individual recognizes that they are not the best, they can change. This is why personal development needs to be a part of our objectives; everybody should aim for progress and growth. In this regard, and in order to develop, we must first comprehend the concept from all aspects.

1.2.1 Personal-Development Definition

Personal development is the process of consciously changing one's attitudes and behaviours in order to improve oneself (Brian Tracy, 2018). It is about investing into yourself so that you can successfully handle it regardless of what life throws at

you. It is all about your dreams and objectives. Self-development is about preparing to go ahead and get what you want rather than waiting to see what happens in your life. It is like a time saver to reach your goals; the better you get, the more you will be able to achieve your dreams (Brian Tracy, 2018).

They say if you want to change the world, start with yourself, so personal-development can be beneficial for not only the individual, but also the society. Also, the noblest thing to do and feel is to compare yourself to your older self and know that you have improved for the best, rather than comparing yourself to others and feeling superior (Ernest Hemingway).

In conclusion, personal-development is the individual's attitudes and behaviours intended at improving themselves in a myriad of ways in order to benefit oneself and society.

1.2.2 The Six areas of Personal-Development:

When it comes to the concept of personal development, there is a range of topics that scholars explore and study in order to better understand it and devise a plan for developing ourselves. Most individuals are aware of their flaws and shortcomings. Hence, what people wish to change about themselves varies from person to person, so there is no single plan or approach to self-development that can be followed by everyone. However, all those different areas that people would want to improve seem to fall under six major areas or categories: the mental, social, spiritual, emotional, economical and physical areas.

1.2.2.1 The Mental Area

The first of the six areas of personal growth is concerned with the growth of the mind. You may participate in many activities of personal mental growth like reading books and learning new languages. Developing this area increases the capacity to learn and withhold more information by exercising your brain. However, it is the path, not the destination that matters when it comes to mental strength. Investing in this area would benefit your partnerships, schooling, and career.

1.2.2.2 The Spiritual Area

"Spirituality is the aspect of humanity that refers to the way individuals seek and express meaning and purpose and the way they experience their connectedness to the moment, to self, to others, to nature, and to the significant or sacred."(Puchalski et al., n.d., 2014) Spiritual development does not occur immediately, it entails often random events which are not necessarily accounted for and which can be due to natural forces such as luck, angelic or spiritual interventions. When a person undergoes a serious illness or receives a terminal diagnosis, for example, the fragility of life is exposed, and a person re-evaluates the value of their life (Maya Spencer, 2012).

1.2.2.3 The Social Area

Nobody can survive on his/her own; it has to be a social aspect of all human beings. It makes them feel like home and gives them a sense of belonging. A society is where a group of people who share the same culture and history, which implies that society and identity are connected. On this wise, it is important to build your social skills, such as communication and understanding, by learning foreign languages and

meeting new people who speak these languages, or by improving public speaking skills because you would be on the way to being socially successful and improved if you can effectively communicate with a variety of individuals.

1.2.2.4 The Emotional Area

“One ought to hold on to one's heart; for if one lets it go, one soon loses control of the head too.” (Friedrich Nietzsche) In this quote, Nietzsche refers to the importance of emotions to the mind and thoughts. Emotional control is difficult to achieve. Emotions can contribute to regretful acts more than words (Pseudonymous Bosch, 2007). Hence, it is essential to develop our feelings and attempt to gain control of them. The ability to suppress emotions is also considered a form of intelligence called intrapersonal intelligence, according to Gardner's MI theory.

1.2.2.5 The Economical Area

“Making money is art and working is art and good business is the best art.” (Andy Warhol) Despite the fact that this area is often overlooked, it is critical to our self-development plan as it can affect the other areas. Being in a good financial condition makes it possible to improve them, whereas being financially weak will trigger emotional and mental declines. The more skills an employee has in a company or a workplace, the more desirable they become. Therefore, a person should acquire as many skills as possible in order to advance in their careers. A clear example of this is the importance of a multilingual employee in today's globalized world.

1.2.2.6 The Physical Area

This area is all about the state of wellness, the characteristics, behaviours, and things associated with a person's body. This factor assists a person in being stable and capable of performing the duties given to them in their daily lives, as well as becoming physically active. Having a healthy balanced diet, exercising on a frequent basis, and ensuring adequate sleep are some important actions and behaviours to maintain a healthy physical state. Being in a good physical condition will make it easier to improve the other five listed areas. They say "A sound mind in a sound body." Having a stable mental state in a weakened body will limit your ability to use your mind effectively since the mind and the body are loosely connected.

1.2.3 Personal-Development Plan

Personal growth is a process that takes time, efforts, and planning. "A goal without a plan is just a wish." (Antoine de Saint-Exupéry) An individual must first understand what they want to improve about themselves, as well as recognize their strengths and weaknesses. After that, they need to formulate a plan for how and where to work on what in order to stay structured and ensure a smooth improvement path.

A Personal Development Plan is a written record of self-reflection and progress that often serves as a clear action strategy for achieving academic, personal, or career-related objectives (Brian Tracy, 2018). To be cohesive and meaningful, a personal improvement plan must follow a set of steps. Although the steps vary from one individual to another, they must all contain five steps (Figure 1.1) in general:

1. Self-evaluation, or, as previously said, identifying one's strengths and limitations, is the first step.

2. The next step is to set a goal or the objective; we need to know exactly what we intend to achieve in a certain amount of time.

3. Planning; it refers to setting the actions and tasks meant to be done in order to meet the goals

4. Following the preparation of what needs to be done, action is required.

5. Finally, introspection⁴ is needed to determine if any progress has been achieved and needs to be corrected

Furthermore, a person should strive to improve each area of personal development separately rather than all at once.



Figure 1.1: Personal-Development Plan

⁴ Introspection : the careful examination of your own thoughts, feelings and reasons for behaving in a particular way (Oxford Dictionary)

1.3 Multilingualism & Personal-Development

Now that both concepts are clear, the connection between multilingualism and personal development can be established. Since there are six areas in which an individual can progress on their personal development journey, we need to figure out where being multilingual can help. Three of the six areas, mental, social, and financial, all benefit from learning new languages because multilingualism, as previously discussed, has effects on these three domains.

Mentally, learning foreign languages gives the brain an exercise by requiring it to transition from one language to another, and as a result, it will give the brain a cognitive boost. Furthermore, being multilingual reduces the risk of developing aging mental illnesses such as Alzheimer's disease.

Socially, learning a foreign language can be one of the most important ways to improve our social skills and self-confidence by engaging with other individuals and expanding our awareness of the world around us since learning a foreign language allows you to communicate with people who speak that language and gain insight into their different viewpoints on life. Being able to communicate in more than one language will also improve our self-esteem.

Economically, being financially secure is also necessary to be able to improve the other areas of personal-development. Knowing more languages in our globalized world is a good competency, and it offers opportunities for individuals to work and for workers to advance in their careers.

Conclusion

To summarize, the literature review is the focus of this chapter. It goes through the key concepts of multilingualism which are the definition, the

background information and the 6 dimensions from which multilingualism can be approached and demonstrates how it affects our mental health, social life, and economic status. As well as the fundamentals of personal development, and its six areas are considered.

We were able to see how multilingualism is related to personal development through understanding all aspects. Multilingualism serves as one of the effective ways an individual can improve since it plays a great role in developing three of the personal-development six areas: emotional, social, and economical.

Chapter Two

Research Methodology

Introduction

According to Leedy & Ormrod (2001), research methodology is “the general approach the researcher takes in carrying out the research project.” (Apuke, 2017) It is an essential component of any research study. It helps in the explanation of data and highlights the methods used to arrive at appropriate conclusions. The aim of this chapter is to go through the analysis methods and approaches used in this dissertation in considerable details. The chapter would first go into the research locale, problem, objectives, Questions, and hypotheses. Then, it will demonstrate how the research methodology was chosen. In addition, the sample size and sampling approach, as well as the data analysis methods used, are all discussed later in the chapter. It ends with a short discussion of the research methodology's limitations, as well as difficulties found during the research.

2.1 Research Locale

This section addresses the study's location or context. In order to conduct a study on a group of people who speak a foreign language, this research is based on Master Two students of Amar Thelidji university, faculty of Letters and Foreign languages, department of English, Laghouat, Algeria; 2020/22021.

2.2 Research Problem

Having noticed that many people have little or no interest in learning a new language for a variety of reasons, such as its difficulty, or simply because learning a new language does not attract them (for it seems like a meaningless activity), researchers (Naja Ferjan Ramirez, Lara Boroditsky, Bialystok) find it necessary to enlighten them that

Learning a new language is quite essential and greater than a simple hobby or a fruitless activity.

In light of those researches, this research was conducted to study and give some tangible data on the effects of learning a new language on personal-development specifically. In this study, Master II students from the English department of Amar Telidji University- Laghouat were selected as a sample since they are a group of people who have learned English as a foreign language. This research highlights the effects of learning EFL on these students' personal improvement plan.

2.3 Research Objectives

To motivate more people to learn a foreign language, this study's main aim is to demonstrate the effects of multilingualism on three of the six areas of personal-development (Social, mental, and economical) through showing. In order to reach this goal, we need first to go achieve the following sub-objectives by showing:

-How learning a new language helps the learners Increase cultural education and appreciation, and have; therefore, a better understanding of the world and other's perspectives.

-How learning a new language can enhance self-confidence.

-How being a multilingual benefit our economic life.

2.4 Research Questions

We ought to consider the following questions in order to accomplish the stated objectives of this research:

1- Does learning a new language raise the cultural knowledge and acceptance of the learner and help them have a better view of the world and people's different viewpoints?

2- Can self-confidence and optimism be developed through learning new languages?

3- Is being a multilingual helpful to our careers and economic lives?

2.5 Research Hypotheses

In an attempt to answer the raised research questions, we started the research with the following hypotheses:

1- The more languages a person speaks, the more they learn about the foreign cultures, and the more they understand and accept those who are different from them and see life from various angles.

2- Socially, among their peers, individuals who speak more than one language appear to be more optimistic and self-confident.

3- Economically, learning a foreign language will improve work prospects and promotions.

2.6 Research Design

The method of study is explained by the nature of a research topic. A researcher's research design is the framework for the tools and procedures he or she would use. Researchers will focus on testing approaches that are appropriate for the subject matter and set up their experiments for success thanks to the design.

2.6.1 Descriptive Design

“The descriptive method of research is fact-finding with interpretation.” (F.L. Whitney) The descriptive method, as a scientific method, seeks to explain or generalize the behaviour of the phenomena observed in order to place stable beliefs on the flux of change in which the objects originally occur (B. Krishnarao, 1961). It is used when a researcher needs to explain particular behaviour as it happens in the community, he or she may use descriptive analysis techniques. There are many descriptive research methods available, and the essence of the question to be asked determines which method is used. The features used to characterize a situation or a group are usually some forms of categorical system, also known as descriptive categories (Prateek Kakkar, 2015). The types of descriptive research are, observational, Case Study, and Survey.

In This study, we will be describing the effects of a phenomenon (multilingualism) on another one (personal-development) based on the experience of a certain population (master II students of English). A case study method was adapted because the selected population does not contain all multilinguals. We, also, adopted a survey method since the data was collected using a questionnaire.

2.6.1.1 Case Study

A case study is a research technique that is often used in the social and life sciences. Case study design does not have a specific definition. However, a case study can be described as a deep research about an individual, a group of people, or a unit, with the goal of generalizing over many units (Heale & Twycross, 2018). It is a case

description that identifies patterns, problems, or unusual circumstances examined in each case and ends with the explanations and themes or issues discovered during the case study (Creswell, 2013). In a Case study, data is often, but not always, qualitative in nature. Analysis within and through cases is carried out in multiple-case studies (Stake R., 2006).

In this research, we want to learn about the impact of multilingualism on personal development. Since it is quite difficult to focus this analysis on all multilinguals, a case study method is the most suitable. This study focuses on one case of multilingual individuals, Master II English students, in order to generalize the findings to other cases.

2.6.1.2 Survey

A survey is an individual interview, questionnaire or discussion with a group of people about a particular topic. Survey research is often used to analyse people's thoughts, emotions, and opinions. Survey research can be focused and confined, or it can have broader, more global objectives. A survey is a collection of questions that is offered to a sample group of people. One can describe the attitudes of the population from which the survey was taken using a representative sample that is representative of a larger population of interest (Prateek Kakkar, 2015).

The data in this research was collected through a questionnaire administered individually to a sample group that represents a broader population. It was used in order to help us analyse and interpret the different perspectives of master II students of English on our topic "Multilingualism effects on personal-development".

2.6.2 Interpretive research design

In addition to the descriptive nature of the study, it will take an interpretive approach. Interpretive researches seek to explain phenomenon by the interpretations that people experience them (Walsham, 1993). It can be distinguished from other types of research by its basic philosophical principles that drive the work (Myers, 1997).

This research design attempts to interpret and comprehend the meaning of the participants', Master II students of English, perspectives on the topic of the study. In this study, quantitative data (the participants answer of the questionnaires' questions) is interpreted using the interpretive research methods.

2.6.3 Mixed approach design

"The three common approaches to conducting research are quantitative, qualitative, and mixed methods." (Marvasti, 2018) Mixed approach designs include both qualitative and quantitative elements in the design, data collection, and data analysis (Teddlie & Tashakkori, 2009).

2.6.3.1 Quantitative approach

Quantitative research entails gathering data in order to quantify information and subject it to mathematical analysis in order to help or deny "alternative knowledge claims." (Creswell, 2003) According to Monton and Marias, the characteristics of the quantitative approach are the following:

- It demonstrates more formalization and regulation,
- The spectrum is more precisely defined,

-It resembles physical science in several ways.

In a survey design, the Quantitative approach is usually adopted.

2.6.3.2 Qualitative approach

Qualitative research is a holistic approach to learning that entails exploration. Qualitative study may also be described as an unfolding model that takes place in a natural setting and allows the researcher to gain a level of detail through active participation in the individual experiences (Creswell, 1994). Throughout the analysis, the researcher must maintain a non-judgmental bias. The aim of the researcher is to notice and explain group patterns, correlations, and differences as they arise. Usually, the qualitative method is adopted in case study designs.

This study follows both a case study design and a survey design; therefore, a mixed approach that includes both quantitative and qualitative elements is adopted.

2.6.4 Inductive research Design

Inductive research is commonly used when there is little or no previous literature on a topic since there is no theory to test. This study is considered an inductive research because there is little to no data about the specific topic of multilingualism effects on personal development. Also, in an inductive research the researcher starts first by collecting data about the topic, make a theory, set hypotheses and then test the theory (Streefkerk R., 2019). The previous studies and researches that were presented in the review of literature provide data related to the topic that helped us in making a theory and testing it in a case study.

2.6.5 Research Sample

Since it is often impossible to study an entire population, researchers depend on sampling to pick a subset of the population for their studies (Shona McCombes, 2019); it is important that the selected group to be representative of the whole population and not systematically biased (Yale University, 2014). The sample group in this research is composed of people from various regions, ages, genders, and linguistic backgrounds. 10% of the total population (103 students) was chosen as a sample, implying that ten students represent the population in this survey.

The population and participants are master II students from the English department at The Amar Thelidji University's Faculty of Letters and Foreign Languages in Laghouat for the academic year 2020-2021. The participants were selected because they are a mixed group of individuals who study/speak English as a foreign language. The ten students were selected at random.

2.6.6 Research Tools

Research tools are the instruments used for data collection like interviews, questionnaires, or observation. They are considered the “fact finding strategies.” These tools need to be valid, reliable, useable, and bias free (Mayflor S. Barile, 2016).

2.6.6.1 Questionnaire

A questionnaire is a data collection tool that is often used in formative surveys. It is a systematically typed form or text that contains a series of questions that are purposefully structured to evoke answers from respondents in order to gather data

(Mayflor S. Barile, 2016). Questionnaires were selected for this study because they are a dependable and fast way of gathering information from a number of participants in a short time and an effective manner.

An online questionnaire (Google form) was created to gather the data required to answer the research questions from the selected sample. Within a few days, it was emailed to all participants. The online questionnaire was selected because it saves time, and it was quite difficult to meet the participants in person.

2.6.6.2 Questionnaire Description

In this study, the questionnaire is composed of two sections. The first section includes eight closed questions regarding the participants' linguistic competence (Appendix 1); the responses of these questions represents the information that are not necessarily relevant to the research hypotheses, but they do pave the way for the second section's questions. This later includes six closed (Quantitative data) and two open-ended (qualitative data) Personal-Development related questions. The responses to the questions in the second section are the data that is closely relevant to the research hypotheses.

2.7 Study Limitations

While conducting this study, we encountered certain obstacles. Since this was a case study, the findings should only be applied to a small group of people (10 students); we cannot 100% generalize them to the whole population. Furthermore, because the study is also a survey, the data is based on the responses of the participants; they may not feel it necessary to give reliable and truthful responses.

Conclusion

The research methodology is the researcher's overall approach to completing the study project. It's an essential part of every research project. It aids in data interpretation and highlights the approaches used to draw relevant conclusions. It is necessary to know how the process of this study was carried on and to see the researcher's mastery of the research tools.

The methodology used in this dissertation has been outlined and clarified in this chapter. Because of the nature of the topic, we opted for the descriptive, interpretive type of research, and a mixed approach. The key research tool was a questionnaire administered to a group of participants (sample) – Master Two students of English-

Chapter Three

***Data Description
& interpretation***

Introduction

There are several studies on multilingualism and its effects, such as Jasone Cenoz's article *Defining Multilingualism*; as well as, articles about personal development, such as Brian Tracy's *Personal Development Plan*. However, this study was conducted to provide some tangible data about how multilingualism affects the personal-development journey of a sample group from a population of foreign languages speakers -Master Two Students of English- who were asked to answer a set of questions administrated to them through a questionnaire. The participants' responses serve as the gathered data in this study.

This chapter is dedicated to the presentation, description, and interpretation of the collected data. It will be divided into four main parts, with the first describing the data collected from the linguistic competence section of the questionnaire, the second describing the data collected from the personal development section of the questionnaire, the third for the data interpretations, and the fourth presenting the final findings.

31. Data presentation and description

In this part, data will be presented and described the ways it appears with no interpretation

3.1.1 Section one: linguistic competence

Question 1: Number of languages spoken by the participants

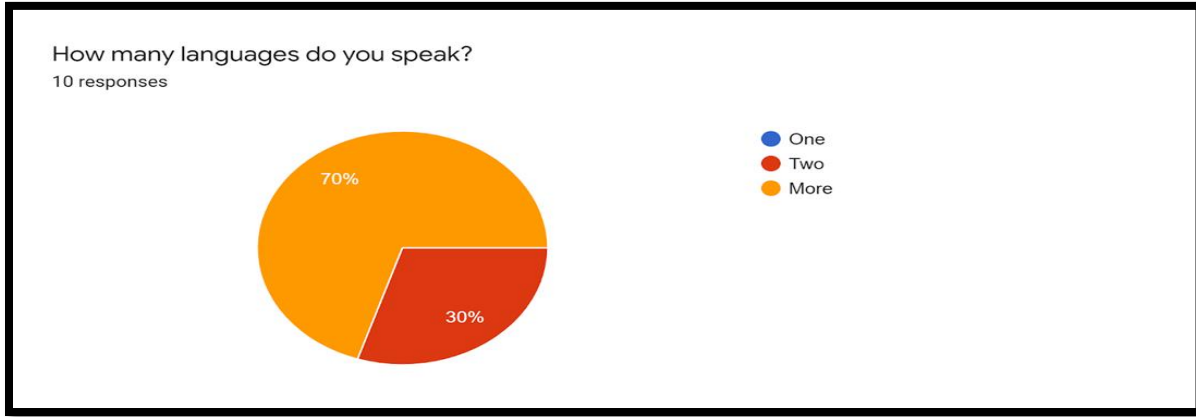


Figure 3.1: Number of languages spoken by the participants

Because one of the variables of this research is multilingualism, a question about how many languages the participants know is necessary. According to figure 3.1, 70% of the participants (7 students) speak more than one language including their mother tongue, and 30% (3 students) speak two languages including their mother tongue.

Question 2: participants' level in the foreign languages

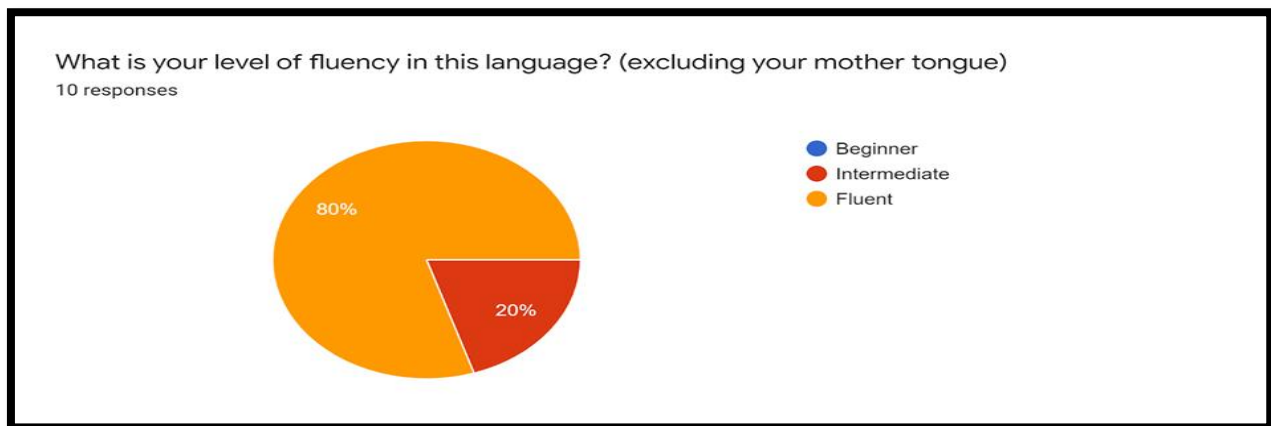


Figure 3.2: participants' level in the foreign languages

The data in the figure 3.2 above shows that 80% of the participants (8 students) are fluent in the foreign languages they speak while only 20% (2 students) are intermediate and none of them is a beginner

Question 3: learned or acquired foreign languages

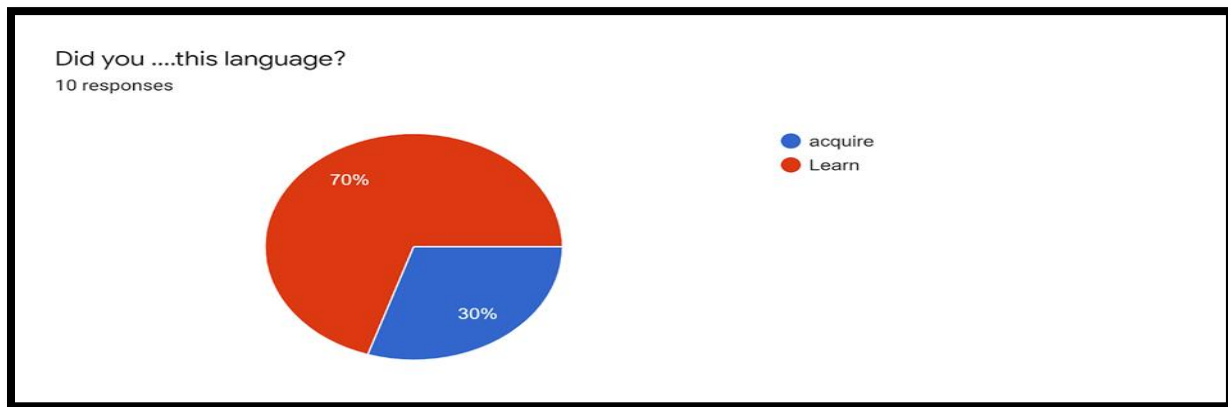


Figure 3.3: Learned or acquired foreign languages

Even though both people both people who acquired or learned the foreign are multilinguals, this question was asked because the process makes some difference. The data in figure 3.3 reveals that 70% (7students) learned the foreign languages and 30% (3 students) acquired it.

Question 4: Motivation

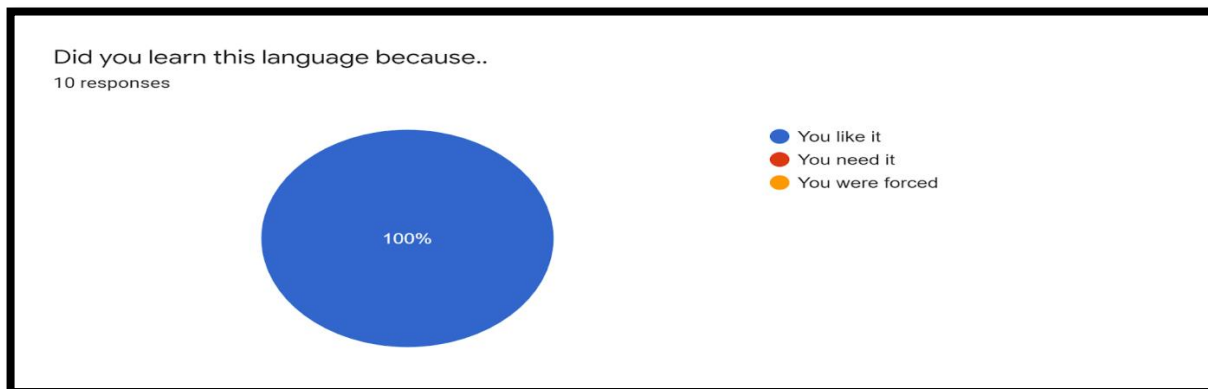


Figure 3.4: Motivation

Since the process is relevant in this study, it was necessary to know what the participants' motivation to learn languages different from their mother tongue was. The statistics in figure 3.4 show that all 10 students' (100% of the participants) motivation was that they like the foreign languages.

Question 5: Use Frequency

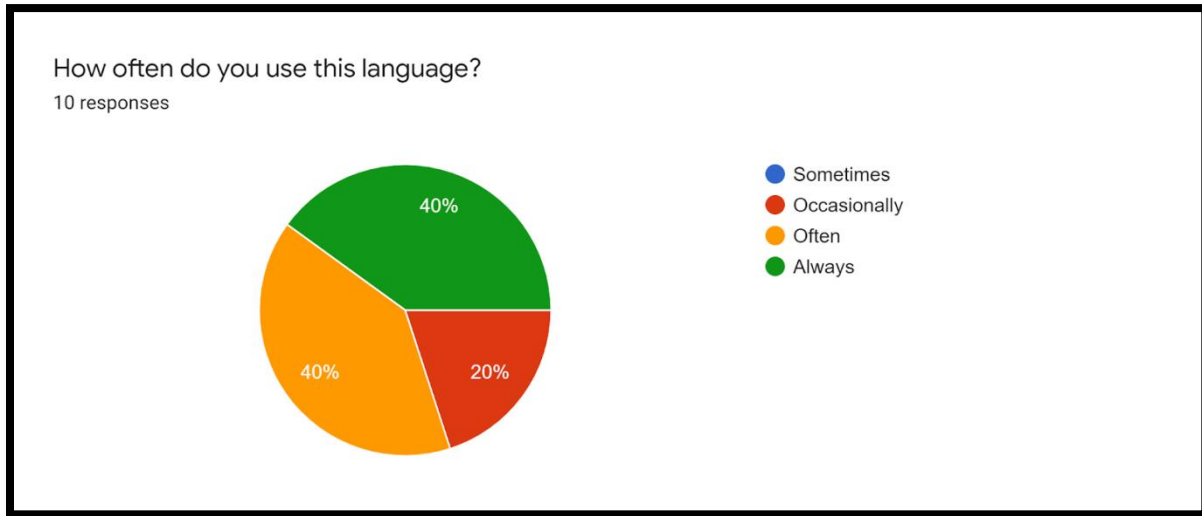


Figure 3.5: Use Frequency

The data displayed in figure 3.5 demonstrates that the participants use the foreign languages in varying frequencies, as 20% (2 students) of them use it only occasionally, 40% (4 students) use it often and the remaining 40% (4 students) use it always.

Question 6: Language learning difficulty

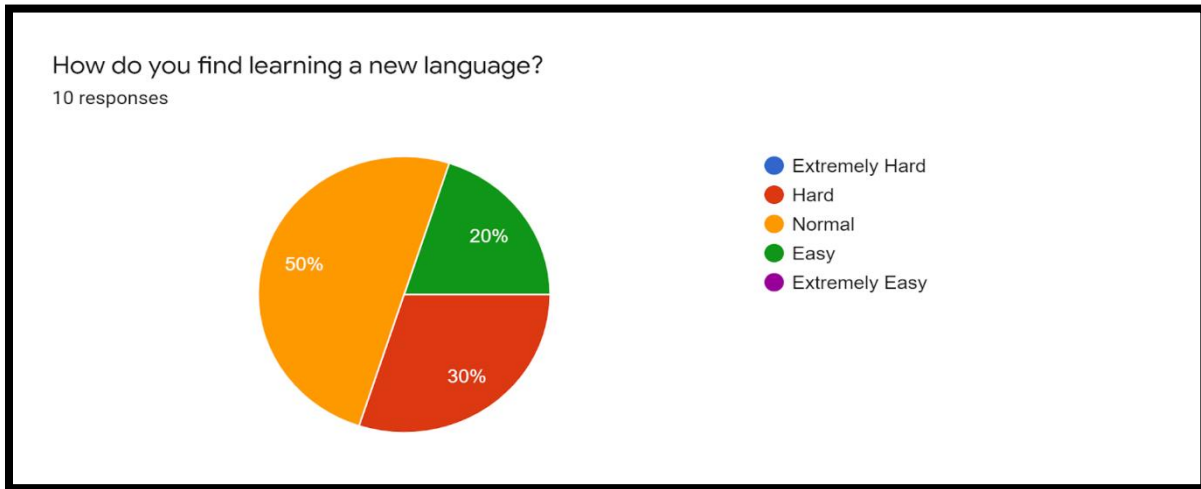


Figure 3.6: Language learning difficulty

The process of learning a new language differs from one person to another as well as the outcomes. The statistics in figure 3.6 above show the differences in how difficult the participants find this process. 30% of them (3 students) find learning a new language hard, half of the participants (5 students) find it neither easy nor hard, a normal process, and 20% (2 students) only find it easy.

Question 7: New language learning

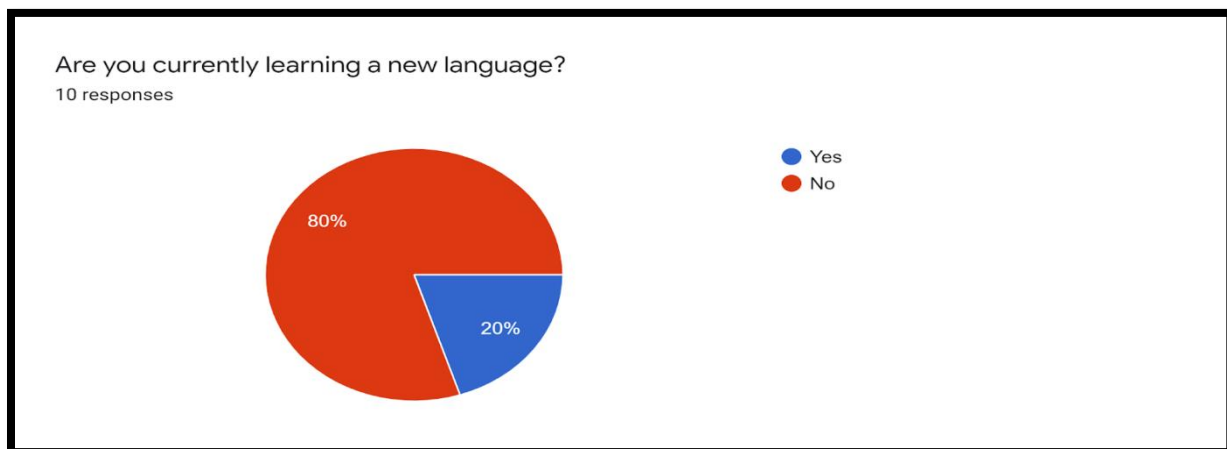


Figure 3.7: New language learning

The participants were asked whether they are learning a new language currently and it shows in figure 3.7 that 20% (2 students) only answered with yes, the other 80% (8 students) all answered with No.

Question 8: Culture's relevance in language learning

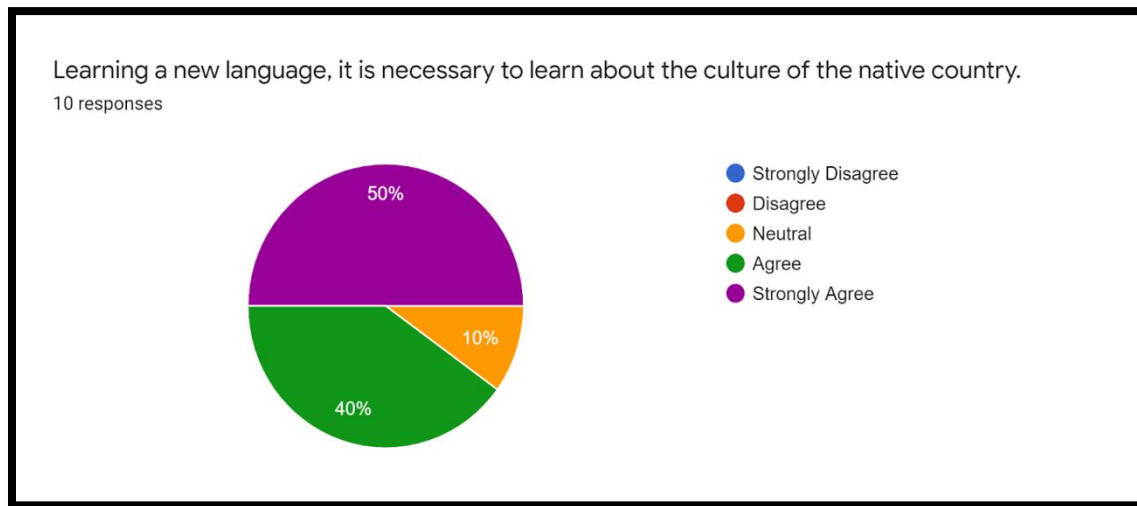


Figure 3.8: Culture's relevance in language learning

In order to pave the way for the questions of the second section, this question was raised. The data in figure 3.8 implies that 10% of the participants (1 student) is neutral about the necessity of learning the culture of the native country in learning its language, while 40% (4 students) of them agree with the statement and 50% (5 students) agree strongly.

3.1.2 Section two: Personal-Development

Question 1: The participants' knowledge about personal-development

Briefly, tell us what you know about Personal-Development. And is it necessary?

Categories Sub- categories	Skills	Goals	Growth	Development
Themes	-Academic skills (Knowledge) -Social Skills -Talents	- Opportunities (Jobs) -Experience -Achieving Dreams	-Mental Growth -Awareness -Career (Promotions)	-Competency -Potentials -Health -Self-Confidence
Positive/ Negative	+	+	+	+

Table 3.1: Participants knowledge about Personal-Development

The participants were asked an open-ended question about their knowledge about personal-development. The table above shows the main concepts and terms that were commonly used by all the participants to describe and give meaning to the concept of Personal-Development. The data in the table shows that, for the participants, personal development is all about growing, developing and obtaining skills to achieve goals. In addition, all Participants (100%) think that personal-development is necessary.

Question 2: self-improvement planning

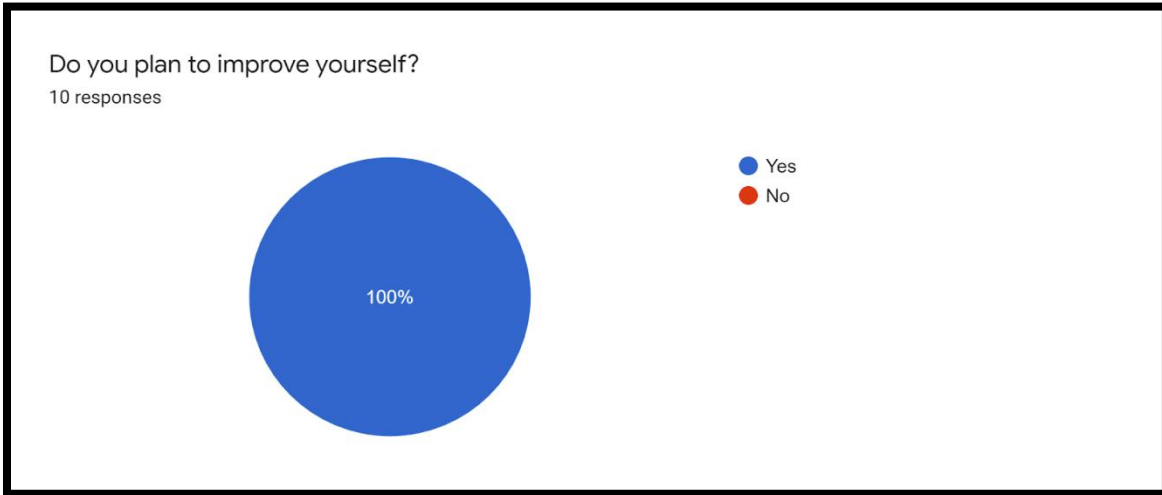


Figure 9: Self-improvement planning

Since our topic concerns self-improvement, the participants were asked if they have any plans to improve themselves and all of them (10 students) answered positively that they are planning to do so.

Question 3: Language and the self-improvement plan

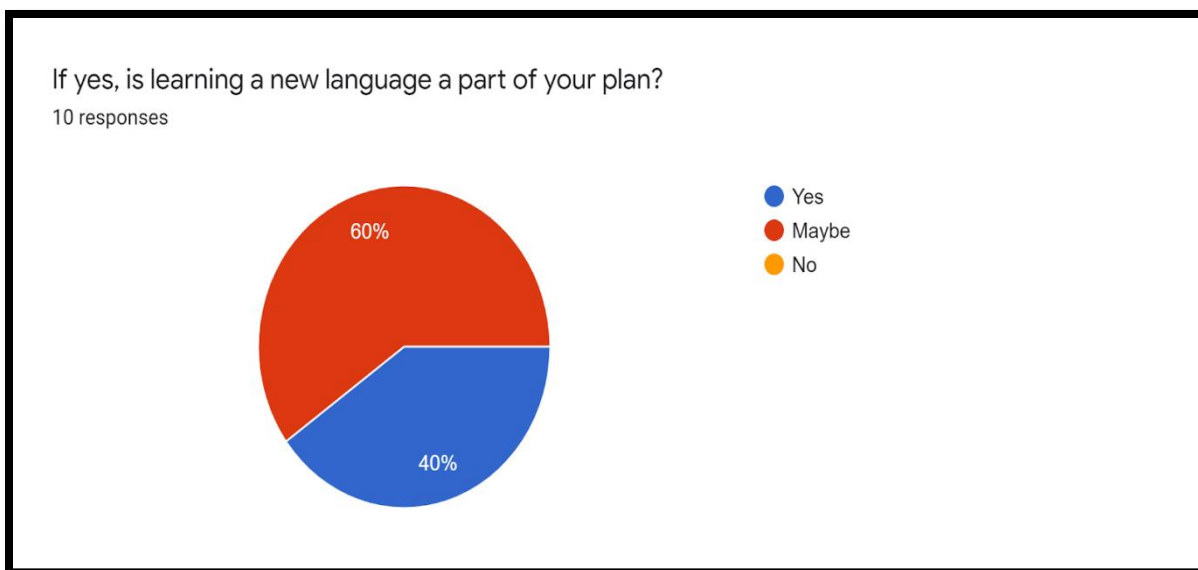


Figure 3.10: New Language and the Self-Improvement Plan

There are many ways to improve one self, nonetheless, language learning is what interests us in this study, so the participants were asked if learning a new language is part of their self-improvement plan and we can see in figure 3.10 that 40% of them (4 students) responded that it indeed is, and 60% (6 students) responded that there is a possibility it will.

Question 4: Language learning and Optimism

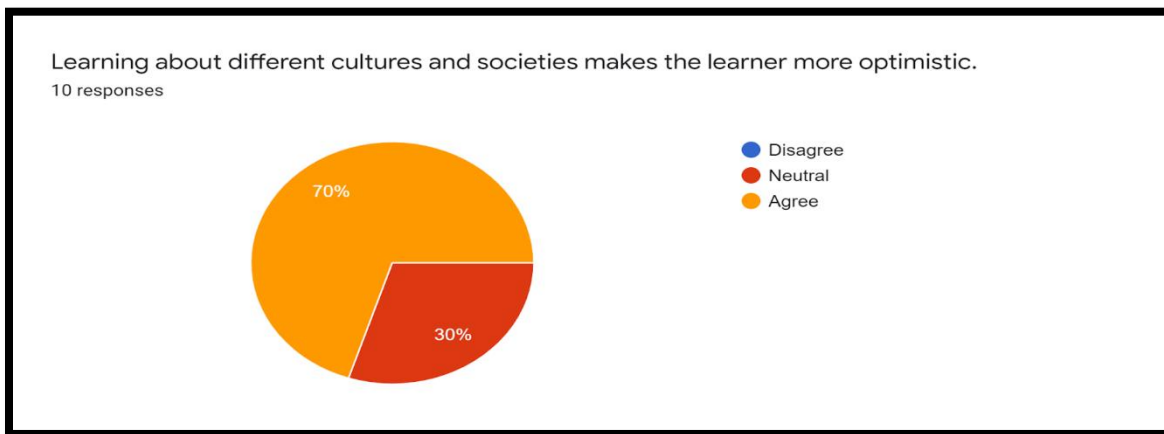


Figure 3.11: New Language Learning and Optimism

Since all the participants already speak foreign languages and some of them are learning more, they were given a statement that this linguistic competence can make you more optimistic. As the data in the figure 3.11 shows, 70% of the participants (7 students) agree with the statement, while 30% (3 students) neither agree nor disagree.

Question 5: New Language learning and different perspectives

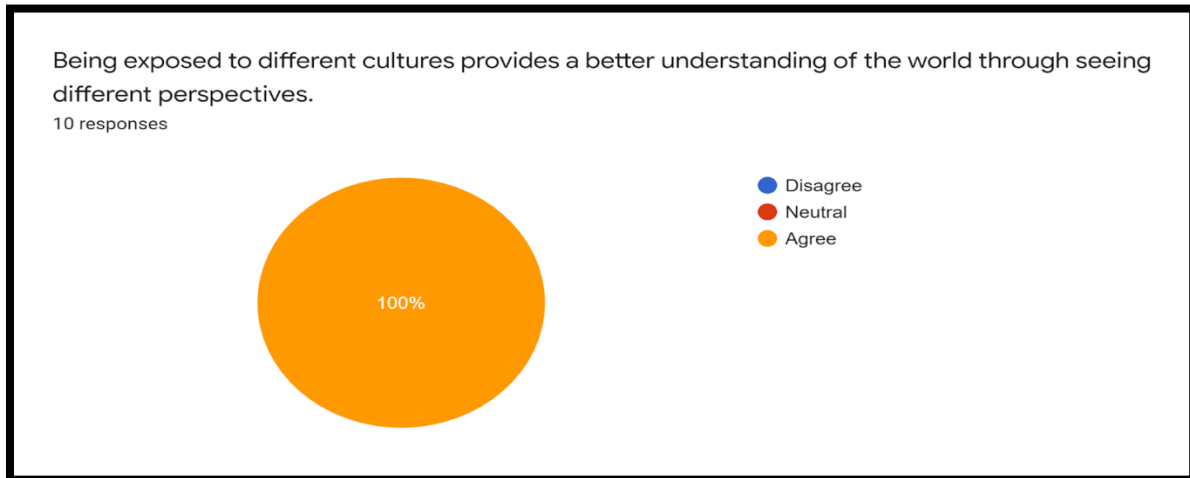


Figure 3.12: New Language Learning and Different Perspectives

According to the data collected (figure 3.12), 100% of the participants (all students) agree with the statement that learning new languages makes us see different perspectives and have a better understanding of the world.

Question 6: New Language Learning and Self-Confidence

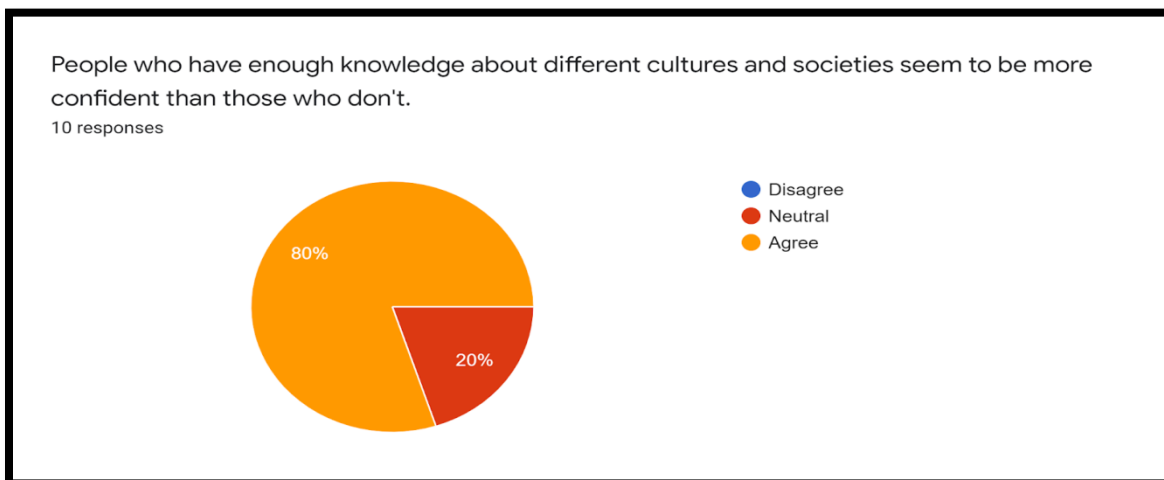


Figure 3.13: New Language Learning and Self-Confidence

Since gaining self-confidence is part of self-development, the participants were asked to agree or disagree with the statement that learning a new language makes them more confident than the others. In graph 3.13 we see 80% of them (8 students) agreed that it does, whereas 20% (2 students) neither agreed nor disagreed.

Question 7: New Language Learning and Careers:

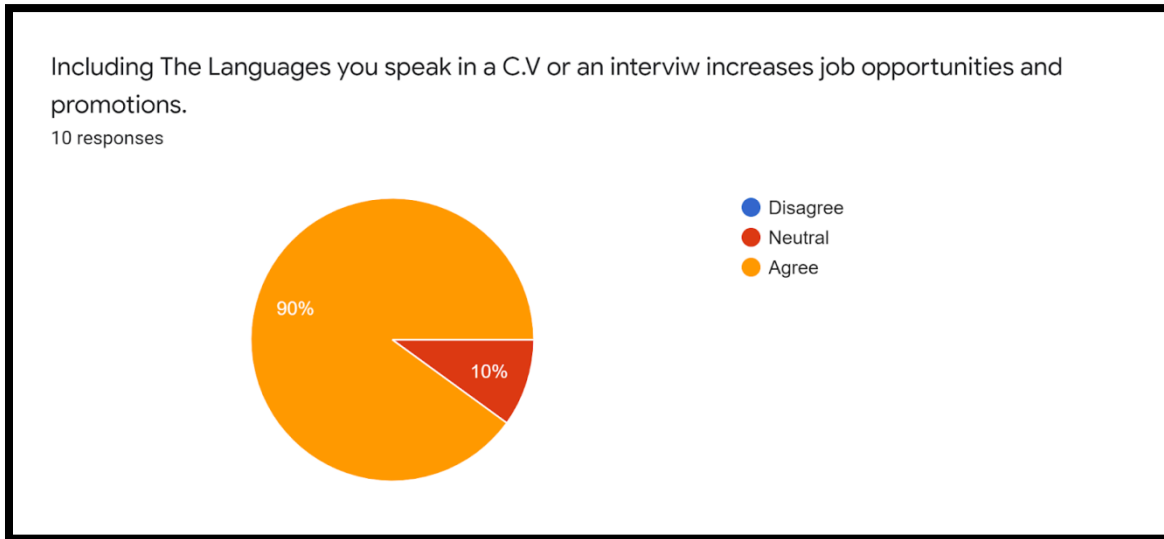


Figure 3.14: New Language Learning and Careers

We stated that knowing more languages can help increase job opportunities and promotions. According to graph 3.14, 90% of the participants (9 students) agreed with us, while 10% of them (1 student) was neutral.

Question 8: Opinions on Multilingualism effects on Personal-development

In a short answer, tell us what you think about the effects of New Language Learning on Personal-Development.

The 10 responses we received from the participants are diverse, but they all fall under the same umbrella: the perks of being multilingual and learning new languages that each of them has obtained. Each student used their own words to

express themselves, however the most prevalent keywords used by the participants were confidence, knowledge, skills, and opportunities.

3.2 Data Interpretation

In this part, the data that has already been presented and described is interpreted. Each section of the questionnaire is interpreted separately.

3.2.1 Section One

The data collected in the linguistic competence section shows that all of the students chosen as a sample speak two or more languages (multilinguals), indicating that they are able to grasp and specify how multilingualism can affect their personal development journey. Furthermore, the questionnaire responses confirm that the majority of the participants *learned* the foreign language(s) they speak because they like them and are fluent in them; since the process of learning a new language is significant, this suggests that the majority of the participants made an effort to learn the languages rather than merely acquiring it which implies that they benefited from the process. Also, they achieved good results (fluency) because they like these languages, they were not forced or required to learn them.

Additionally, because the majority of the participants like the languages they mastered, they speak in them often or always, implying that they use them and interact with more people rather than just learning for no use.

The gathered data also show that the majority of participants find learning a new language neither easy nor hard, but they are not learning any language at the moment, implying that the difficulty of learning a new language is not an impediment to them learning new languages and that there might be other reasons

why they are not learning new languages.

Moreover, the findings reveal that no one of the participants claims that learning about the culture of the native country is unnecessary in order to learn its language; the majority either strongly agrees or just agrees that it is indeed important, indicating that they all have knowledge about other diverse cultures based on the languages they learned.

3.2.2 Section Two

The data gathered from the questionnaire's personal-development section suggests that all of the participants have a common understanding of what personal development is and believe that it is important; they are also all planning on improving themselves which indicates that they are able to pin point in what why being a multilingual affected their improvement. While a minority of the students said that learning a new language is part of their self-improvement programme, the majority stated that there is a possibility it will. Since no one responded with "no," it means that they all recognize that learning a foreign language can be beneficial but are not currently attempting to do so.

Furthermore, all of the students agree that learning a foreign language gives a better view of the world through seeing people's different perspectives, which suggests that they all gained a sense of understanding of others who are different from them and are capable of understanding life in a better way by learning about different cultures.

The data also reveals that the majority of the participants benefited by learning a foreign language in three other ways: becoming more self-confident because they learned a skill that not everyone has, being optimistic because they feel that they

could achieve something in life, and having a better economic life by obtaining more career prospects and promotions.

Finally, all of the responses to the open-ended question about the effects of multilingualism on personal development indicate that the participants recognize the advantages of learning a foreign language on our self-improvement path, implying that it did also influence their own.

3.3 Final Results

After analysing the data collected from the questionnaire, we were able to test the hypotheses of this study and provide answers for the research questions.

According to the participants' responses, learning new languages improves the learners' cultural knowledge (view graph 8), and gives them a deeper outlook on the world by allowing them to see it from diverse perspectives (view graph 12). We were also able to answer the second research question, which was that learning a foreign language makes a person, socially, more optimistic and self-confident since the majority of the participants agreed (view graphs 11&13). Furthermore, it appears, in agreement with the gathered data, that learning new languages can help the learners ensure job opportunities and promotions (view graph 14).

By answering the research questions and confirming the hypotheses. We were able to accomplish both the study's sub-objectives and the main objective, which is to demonstrate how multilingualism, or being a multilingual, affects an individual's personal development.

Conclusion

This chapter is dedicated to the study of the data obtained from the various researches that are discussed in accordance with the theoretical and practical elements, as well as the literature review that was presented previously. The information collected originates from a questionnaire that was administered to a sample group of participants (Master Two students of English).

All questions of the questionnaire have been analysed and their responses have been presented in tables and percentage graphs.

This chapter also contains a description of the data analysis findings derived from the two approaches used in this study. The open ended questions reflect the qualitative data, while the closed questions are used to display quantitative data. The answers to the research questions that helped us validate the research theories are discussed in this chapter's final results section.

Genera Conclusion

General Conclusion

The aim of this study is to look into the effects of multilingualism on personal-development and to come up with concrete data on what part it can play in a person's personal-development plan. The key goal of this research is to shed light on how learning/knowing multiple languages can impact one's self-improvement journey and to support new language learning.

This study is divided into two main parts: theoretical and practical. Essentially, the theoretical part is split into two chapters, the first one dedicated to provide enough information about the research's main variables: multilingualism and personal-development, and the second chapter dedicated to provide information about the research methodology adopted in this study. The practical part, on the other hand, is committed to the analysis and interpretation of the data collected from a questionnaire administered to a sample group.

This research was undertaken at Amar Thelidji University in Laghouat-Algeria. The chosen sample group was Master Two students of the English department. The questionnaire was made to investigate the students' viewpoints on how being multilingual affects personal-development.

This research is a case study and a survey; the descriptive and interpretive methods for the data analysis; as well as a mixed approach. The analysis of the data obtained from the questionnaire reveals that the majority of the participants agree with the idea of that multilingualism can affect an individual's personal development in a positive manner.

The data collected provides the following findings:

- Multilingualism affects personal-development in three areas, mental, social, and economical.

General Conclusion

- Learning new languages can raise the cultural knowledge of the learner.
- Knowing more than one language makes the learner more optimistic and confident.
- Being exposed to diverse culture through learning new languages helps the learners have a better understanding of the world by seeing different people's perspectives.

In the literature review of this study, we identified a gap: despite having much information and researches about the benefits and effects of multilingualism and its relationship to personal-development, there is no tangible data on this topic. By conducting this research, we were able to fill that gap by providing some tangible data about the topic of multilingualism effects on personal-development thanks to the data we collected which is the participants' responses on the questionnaire.

Study Limitation

While conducting this study, we encountered certain obstacles. Since this was a case study, the findings should only be applied to a small group of people (10 students); we cannot 100% generalize them to the whole population. Furthermore, because the study is also a survey, the data is based on the responses of the participants; they may not feel it necessary to give reliable and truthful responses.

Recommendations

The major focus of this study is to analyse and learn how multilingualism affects Personal-Development, specifically, in order to show how important learning a new language can be. Based on this analysis, it is considered necessary to make the following recommendations:

General Conclusion

- 1- First, This study is a case study which means only one case of multilinguals is considered; indicating that it is hard to make the generalization. A study on other multilinguals' cases is needed.
- 2- Secondly, this study is a survey that was done only on 10% of this case's population. Hence, it would be necessary to conduct a research on a bigger group of participants.
- 3- Finally, since this research was conducted in the department of English of Amar Thelidji University, Laghouat- Algeria. It is recommended to carry out a research in other departments and Wilayas in order to achieve a bigger generalization.

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Appendices

Appendix 1

The Questionnaire

Thank you for taking the time to respond to these questions. This survey was created to help us in gathering information about the importance of new language learning in the learner's personal development plan. Please take your time to thoughtfully answer the questions.

Linguistic Competence

1 How many languages do you speak?

(Including your mother tongue)

One

Two

More

2 What is your level of fluency in this language? (excluding your mother tongue)

(If you speak more than two languages, choose English here and in the following questions)

Beginner

Intermediate

Fluent

3 Did you.....this language?

Acquire

Learn

4 Did you learn this language because...

You like it

You need it

You were forced

5 How often do you use this language?

Sometimes

Occasionally

Often

Always

6 How do you find learning a new language?

Extremely Hard

Hard

Normal

Easy

Extremely Easy

7 Are you currently learning a new language?

Yes

No

8 Learning a new language, it is necessary to learn about the culture of the native country

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

Section Two: Personal-Development

1 Briefly, tell us what you know about Personal-Development. And is it necessary?

2 Do you plan to improve yourself?

Yes

No

3 If yes, is learning a new language a part of your plan?

Yes

Maybe

No

- 4 Learning about different cultures and societies makes the learner more optimistic

Disagree

Neutral

Agree

- 5 Being exposed to different cultures provides a better understanding of the world through seeing different perspectives.

Disagree

Neutral

Agree

- 6 People who have enough knowledge about different cultures and societies seem to be more confident than those who don't.

Disagree

Neutral

Agree

- 7 Including The Languages you speak in a C.V or an interview increases job opportunities and promotions.

Disagree

Neutral

Agree

8 In a short answer, tell us what you think about the effects of New Language Learning on Personal-Development.

Thank you.

Abstract

نهدف من هذا البحث إلى التحقيق في كيفية تأثير التعددية اللغوية (أو كون الشخص متعدد اللغات) على خطة التنمية الشخصية للفرد. كما نسعى إلى العثور على إجابات حول ما إذا كان تعلم / التحدث باللغات الأجنبية يمكن أن يؤثر على ثلاثة من ستة مجالات للتنمية الشخصية (العقلية والروحية والعاطفية والاجتماعية والاقتصادية والجسدية) وهي المجالات العقلية والاجتماعية والاقتصادية. يمثل مجتمع البحث في هذه الدراسة حالة واحدة من متعددي اللغات ، طلاب السنة الثانية ماستر من قسم اللغة الإنجليزية في جامعة عمار تلجي ، الأغواط ، الجزائر. تمثل مجموعة العينة 10% من المجموع الكامل (10 طلاب تم اختيارهم عشوائياً). هذا البحث عبارة عن بحث استقرائي حيث تم اعتماد الطرق الوصفية والتفسيرية وكذلك المنهج المختلط لتحليل البيانات ، بينما تم جمع البيانات من خلال استبيان إلكتروني ارسل عبر البريد الإلكتروني للعينة المختارة. تشير النتائج الرئيسية لهذا البحث إلى أن كون الشخص متعدد اللغات يؤثر عليه عقلياً واجتماعياً واقتصادياً فتعلم لغات جديدة ، وفقاً للبيانات التي تم جمعها ، يجعلنا أكثر تفاؤلاً ومهارة اجتماعياً وثقة بالنفس ونجاحاً في الحياة المهنية. هذا يعني أن التعددية اللغوية مهمة ويمكن أن تؤثر على خطط التنمية الشخصية لدينا في مجالات مختلفة.

Ce document de recherche vise à étudier comment le multilinguisme (ou être multilingue) peut affecter le plan de développement personnel de l'individu. Il cherche à savoir si l'apprentissage/parler des langues étrangères peut affecter trois des six domaines du développement personnel (mental, spirituel, émotionnel, social, économique et physique) qui sont les domaines mental, social et économique. La population de cette étude représente un cas de polyglottes, étudiants en Master 2 du département d'anglais de l'Université Amar Thelidji, Laghouat-Algérie. Le groupe échantillon représente 10 % de l'ensemble de la population (10 étudiants sélectionnés au hasard). Cette recherche est une recherche inductive où les méthodes descriptives et interprétatives ainsi qu'une approche mixte ont été adoptées pour l'analyse des données, tandis que les données ont été collectées via un questionnaire en ligne envoyé par courrier électronique à l'échantillon sélectionné. Les principales conclusions de cette recherche suggèrent que le fait d'être multilingue nous affecte mentalement, socialement et économiquement puisque l'apprentissage de nouvelles langues, selon les données recueillies, nous rend plus optimistes, socialement compétents, confiants et, en termes de carrière, réussis. Cela signifie que le multilinguisme est important et peut affecter nos plans de développement personnel dans différents domaines.